



JACET News

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The Japan Association of College English Teachers

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Foreword

Projects for 2012

Hisatake Jimbo
President of JACET
(Waseda University)

Two years have passed since I assumed the presidency of JACET. I have completed my first term and am about to commence my second term.

Our objective this year is to bring the following projects to fruition.

1. JACET 50th Anniversary Publication Project

We completed publishing thirteen volumes of books in *A Series of Studies on English Education* in 2011.

We will also publish *JACET's Fifty-Year*

History by August, 2012.

2. Annual Convention

This year, the JACET 51st International Convention will be held from August 30th to September 2nd at Aichi Prefectural University in Nagoya. The theme of this convention will be “The Application of Contemporary Language Theories to Higher English Education: Focusing on the Importance of Content-based and Context-based Approaches.” The Convention will feature three keynote speakers: Dr. Ian Roberts (University of Cambridge, England), Dr. Ewa Dabrowska (Northumbria University, England), and Dr. David Singleton (Trinity College, Dublin, Ireland). The special invited speakers will be Dr. Yoshihiko Ikegami (Tokyo University, Professor Emeritus) and Dr. Steve Andrew (The University of Hong Kong). The closing symposium will address the convention theme and the panelists will be Dr. Roberts, Dr. Dabrowska, Dr. Ikegami and Dr. Masanori Toyota (Kansai University of Foreign Languages). The moderator for this session will be Dr. Yujitsu Ohmori (Aichi Prefectural University).

The Convention will feature a wide range of symposia and presentations. I hope many JACET and the affiliate members will attend this conference.

3. Seminars

The 39th JACET Summer Seminar will be held in Kusatsu, Gunma Prefecture, from August 18th to 21st, 2012. The main lecturers will be Dr. William Grabe and Dr.

Fredricka Stoller who will address the theme: “Advanced EFL and ESP Reading.” The next spring seminar will be held in late March, 2013 at Waseda University. The tentative theme is “A New Framework of English Education from Elementary to Tertiary Level.”

4. Local Chapter Activities

Each JACET chapter will be also very active hosting its annual convention and publishing an annual journal and regular newsletters.

5. Collaboration with other academic associations

JACET has been pursuing collaborative relationships with other academic associations both domestically and internationally. We have invited many representatives of associate English teaching organizations abroad to our annual conventions in the past. I hope many will be able to attend our upcoming annual convention.

As a new initiative, we have begun to collaborate with the academic associations of other languages in Japan. The first attempt in this regard was the joint seminar with the German Language Association of Japan and the French Language Association of Japan on August 20, 2010 with the follow-up collaborative symposium held on March 10, 2012 at Waseda University. We will continue to pursue such collaborative relationship in the near future.

6. Reorganization

JACET has been incorporated as a public

interest association since August 15, 2008. The new law required us to choose between the status of General Public Association (*Ippan Shadan Hojin*) and that of Public Interest Association (*Koeki Shadan Hojin*). We have chosen the former and will complete the administrative reorganization by 2013.

I hope 2012 will be another fruitful year for our organization and all JACET members.

**A Contribution
from JSLS
(The Japanese Society for
Language Sciences)**

Yasuhiro Shirai
President of JSLS
University of Pittsburgh

The purposes of JSLS are to stimulate research in the language sciences based on natural language data, in areas such as language acquisition, psycholinguistics, discourse analysis and sociolinguistics, and to support the development of the language sciences through exchange between researchers.

The Japanese Society for Language Sciences held its inaugural conference in

1999, and in 2011, its 13th conference. During this period, through trial and error, we have achieved a unique position in the area of language sciences in Japan and in the world.

The plenary speakers and the conference venues include:

- 1999 Brian MacWhinney (Carnegie Mellon University) Sophia University
- 2000 Michael Tomasello (Max Plank Institute for Evolutionary Anthropology) Coop-in, Kyoto
- 2001 William O'Grady (University of Hawaii at Manoa) Japan Women's University
- 2002 Andrew Radford (University of Essex) Japan Women's University
- 2003 Catherine Snow (Harvard University) Kobe University
- 2004 Bonnie Schwartz (University of Hawaii at Manoa) Aichi Shukutoku University
- 2005 Dan Slobin (University of California, Berkeley) Sophia University
- 2006 Fred Genesee (McGill University) International Christian University
- 2007 Andrea Moro (San Raffaele) Miyagi Gakuin University
- 2008 Bernard Comrie (Max Plank Institute for Evolutionary Anthropology) University of Shizuoka
- 2009 Roberta Golinkoff (University of Delaware) Tokyo Denki University
- 2010 Jack Bilmes (University of Hawai'i) University of Electro-Communications

2011 Niko Besnier (University of Amsterdam) Kansai University

2012 Colin Phillips (University of Maryland) Nagoya University

The specializations of these plenary speakers include first language acquisition, second language acquisition, bilingualism, conversation analysis, linguistic typology, and psycholinguistics. Half of them are psychologists and half of them are linguists, and in terms of theoretical orientation, both generative and functional linguistics are represented. The papers presented at the past conferences include linguistics, psychology, conversational analysis, and neuroscience, among others, which represent diverse fields of inquiry. We believe this reflects our ‘interdisciplinary’ nature, which is one of the goals that we aim to achieve as an academic society. It goes without saying that complex phenomena involving language require investigations from multiple perspectives, and it is one of our missions to provide such a forum.

Another goal is to make our inquiry ‘international’. Most existing Japanese academic conferences in the area of language sciences appear to be functioning as a forum for domestic researchers to present their own work, and to learn from invited speakers from overseas. This is important, of course, but we JSLS treat our annual conference as an international forum to present and discuss research on language

sciences, and strive for a society that ensures two-way exchange of ideas between Japanese researchers and international communities of scientists.

This goal has been achieved to some extent in the first 10 years. For example, in 2008, approximately 40% of abstracts were from overseas, both in terms of nationality and affiliation of the presenters, which included countries such as the USA, China, Taiwan, Korea, Germany, and Canada. In addition, the number of abstracts submitted for presentation in English was twice more than that for presentation in Japanese. To ensure the international nature of our conference, JSLS maintains an English-Japanese bilingual policy, and has made every effort to make sure its activities will be useful for members and participants who do not know Japanese. One such endeavor is the selected proceedings of our annual conference *Studies in Language Sciences* published in English (with Japanese abstracts) from Kurosio. In our review process, we invite top experts in the subfields of language sciences both from Japan and abroad to ensure high quality of the published papers. Starting in 2012, *Studies in Language Sciences: the Journal of the Japanese Society for Language Sciences* will be published from Kaitakusha, including papers written in Japanese to further uphold our bilingual policy.

JSLS invites all kinds of scientific research in language-related phenomena. We

have seen some success in our first 10 years or so, and we further ask our members and future members to help us achieve further development of the society.

**Training the Next Generation:
Foreign Language Pedagogy for
Future Elementary School
Teachers**

Adrian Leis
Miyagi University of Education

From April 2011, it became compulsory for students in grades five and six at all Japanese public elementary schools to participate in Foreign Language Activity (FLA) classes for 35 hours per year as part of the curriculum designated by the Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT). For these FLA classes, MEXT set the following overall objective on its website:

To form the *foundation* [emphasis added] of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds

and basic expressions of foreign languages (MEXT, 2011).

There has been much discussion surrounding the interpretation of the word 'foundation', which has been translated from the Japanese word *soji* in this objective. Itagaki and Suzuki (2010, 2011) suggest that FLA classes should give students an abundance of input of foreign languages, in particular English, to develop their intuitive or implicit knowledge about words, phrases, and sentences. In this way, when they reach junior high school, students will be able to recall words and phrases that they heard during their FLA classes more easily. Leis (2012) adds that FLA classes need to increase the students' interest and enjoyment of foreign languages, so that in junior high school English lessons, they will be highly motivated to learn the basic grammar and vocabulary needed for communication.

To answer the increasing demand for elementary school teachers who have an understanding of the objectives of FLA classes, confidence in their English proficiency, and the ability to teach foreign languages, Miyagi University of Education (MUE) developed a course for students wanting to become elementary school teachers and specialize in foreign language education. This paper will describe one of the courses, *Eigo komyunikeshon kyouiku jissen taiken enshuu* (Practical Experience of English Communication) (PEEC)

students in this course take.

In the school year starting in April 2011¹, 18 first-year university students were registered in PEEC, along with one current elementary school teacher², making a total of 19 students in the class. None of the students had had experience living abroad for more than three months, and their average score on the TOEIC test was 537 ($SD=114.8$), suggesting there was a great variety in the level of students' English proficiency. Ninety-minute classes were conducted once a week on a Wednesday morning. The course ran for 15 weeks and assessment was conducted during class as well as by means of a written assignment.

The English version of *Teaching English to Children in Asia* (Paul, 2003) was designated as the textbook for this course. This was chosen, as the language is quite suited to the students' English proficiency, there is a Japanese-translated version available for students who have trouble comprehending the content, it provides a basic introduction to the theory of teaching English as a foreign language (EFL), and has an abundance of practical activities for students to use in their model lessons, teaching practice, and in the actual classroom when they become teachers.

Each PEEC lesson followed a similar pattern. The first half of the class was used for model lessons conducted by the students. Here, students (two each week) led a 20-minute model lesson with the remaining students playing the role of grade five or

grade six elementary school students. To improve their computer and presentation skills, students were encouraged to use either PowerPoint® or Keynote® in their lesson. Students decided the focus (e.g., colors, fruit, things you like), as well as the procedure for the model lesson. When they were finished, the remaining students gave comments and asked questions to evaluate the model lesson. The teacher evaluated the model lesson in the areas of: lesson plan, teaching methods, materials, attitude, and an overall mark. The model lesson accounted for 30 percent of the students' overall mark for this course.

The second half of the PEEC lesson was used as a discussion about teaching in an EFL environment. The students were divided into two groups. Each group had a discussion leader who had been previously designated at the beginning of the course. After giving a short 10-minute presentation based on the content of the unit being studied that week, the students held a 20-minute discussion about issues related to that topic. Again, students were encouraged to use PowerPoint® or Keynote® in their presentation. The discussions were mainly held in English, but students did use some Japanese at times when they were unable to express their ideas or opinion clearly. The teacher evaluated the discussion leaders in the areas of: content, leadership, and an overall mark. The presentation and discussion leadership accounted for 25 percent of the overall mark for this course.

Furthermore, the teacher also evaluated every student on his or her participation in the discussions. This comprised 20 percent of their overall mark for PEEC. In the last ten minutes of the lesson, the instructor added some comments based on the content of the discussions, as well as a prepared handout summarizing the unit being studied that week.

Finally students were required to write four short English essays based on their knowledge and opinion regarding teaching EFL to young learners. This written assessment was submitted by e-mail and comprised 25 percent of their overall mark for PEEC. The topics for the essays were:

1. Why is it important for students of English to 'link' language? Give some examples. Write 150 words.
2. What do you see as the main role of the FLA teacher in elementary schools in Japan? Write 150 words.
3. Reflect on your model lesson. What process did you go through when planning the lesson? What affected the decisions you made for the class? After finishing, what parts of your lesson do you think were strong and weak? Write 150 words.
4. Think about FLA education in Japanese elementary schools today. What needs to be done to increase the number of elementary school children in Japan who speak English with confidence? Write 150 words.

In addition to these discussions and model lessons, students had the opportunity to experience FLA classes first hand. In the sixth week of the course, students visited Miyagi University of Education Affiliated Elementary School to observe an actual FLA lesson. This gave the students an opportunity to see an FLA class in action, increasing their motivation to teach and study further about pedagogy. Furthermore, students were given the chance to assist teachers in various elementary schools in the Sendai district through the Primary School English Education Center at MUE. This center, opened in February 2011, works with the goal of researching more effective teaching methods at the elementary school level, while conducting studies to achieve a deeper understanding of the theories surrounding teaching EFL to young learners.

English is the most obvious lingua franca used in the modern international community. In order to help prepare the youth of Japan to join this community, as well as lay the groundwork for EFL classes in junior high school, FLA was made part of the curriculum for grades five and six at Japanese public elementary schools from April 2011. FLA is still in the very early stages, and teachers who have little or no experience teaching EFL and have been assigned to coordinate these lessons still face many challenges. To help future teachers meet these challenges, MUE students studying to specialize in foreign

language education at elementary school take the PEEC course as part of their curriculum. This course enables students to increase their knowledge of theories related to EFL pedagogy, while also improving their English skills, teaching skills and computer skills through model lessons, presentations and discussions held in English. While some students did feel difficulty in the early stages of this course, all students commented that their confidence in using English had increased, and that the experience of conducting a model FLA lesson gave them an authentic image of what it is actually like to teach foreign languages to a group of students. To further develop the skills gained through this course, students are also required to take *Eigo komyunikeshon kyozaï kenkyu ensyu A* in their second year of university, as well as *Eigo komyunikeshon sougho ensyu* and *Eigo komyunikeshon ensyu B* in their third year. It is hoped that this experience will improve the EFL teaching standards and English proficiency of future teachers, and in turn, creating a positive attitude towards English and other foreign languages among the elementary school students they teach.

Acknowledgements

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Notes.

1. Due to the 2011 Tohoku Earthquake and Tsunami on March 11, 2011, the 2011 school year at MUE actually began in May.
2. One elementary school teacher volunteered to join the class as part of his studies at MUE's In-service Graduate School.



Students participating in a discussion.



Students in a model lesson.

Members' Contributions

Using Cellphones to Enhance Minimal Pairs Drills and Improve Pronunciation Skills

**Brett Milliner
Ferris University**

Introduction

This author's main motivation for teaching English is the freedom greater English proficiency can afford students. Higher English proficiency gives students more choices for employment and more opportunities to find friends or love for example. With poor pronunciation skills, students are unable to effectively interact with other English speakers because the other English speaker cannot make sense of what they are saying. Poor pronunciation, therefore, has the potential to prevent a student from enjoying the freedoms of greater English proficiency even if their English language skills are excellent in other areas (Morley, 1991). Unfortunately, pronunciation is also neglected in most language classrooms (Wachowicz & Scott, 1999). To address this need for more pronunciation practice, the first fifteen minutes of two university English classes was dedicated to drilling minimal pairs and a number of extension activities using students' cellphones. This paper is a short report on the experience, in particular, the successful incorporation of students' cellphones for pronunciation practice.

Minimal Pairs Drills

The Minimal Pairs Drilling approach to teaching pronunciation started in the late 1950's and it is still very popular today (Wachowicz & Scott, 1999). A Minimal Pair is a pair of words, which differ in one sound only, for example, "berry" and "very". This approach was chosen because it is recommended for enhancing students' intelligibility and its effectiveness in highlighting weaknesses in pronunciation to students (Hansen 1995, as cited in Thomson & Gaddes, 2005). For the fifteen-class semester, a print containing a list, practicing two specific sounds of about 20 pairs sourced from John Higgins' minimal pairs website (2011) was created. In addition to the minimal pairs list, tongue twisters, short sentences, or short paragraphs containing some words from the list were included in the print for each class.

Lesson Format

After presenting the print to students at the start of class, the author would introduce the two sounds to be focused on, explain how one physically makes the sounds, and then run a simple listen repeat exercise. In the next stage, students were asked to replay the listen repeat exercise in pairs, before taking turns to read short sentences, tongue twisters and short paragraphs. Cellphone activities were also incorporated during this stage of the exercise. After about 10 to 15 minutes of running the different pronunciation activities, the author would complete the practice with

a short listening test. For the listening test, students were asked to mark each word the teacher read from the minimal pairs list. This test helped students evaluate whether they could distinguish between the two specific sounds effectively and it served to demonstrate the link between good pronunciation and listening skills.

Using cellphones in class

Students' cellphones were incorporated to extend the pronunciation exercises and provide students with self-evaluative tools. Most university students love using cellphones and more importantly, they are very sophisticated mobile users (Dias, 2002). These conditions enabled very efficient transitions between lesson activities because students were confident using the technology. Furthermore, the cellphone activities appeared to be the most enjoyable part of the pronunciation activities for students.

The built-in voice recorders and video recorders found in all students' cellphones were used in every class promote autonomous learning and encourage self-assessment (Thomson & Gaddes 2005). Students were asked to use their phone's voice recorder to record themselves as they read the minimal pairs list, short sentences, tongue twisters and short paragraphs containing some of the minimal pairs. Students were also asked to record their own listening test based on the minimal pairs list, which would then be shared with another

classmate. All smart-phones have excellent video cameras and large viewing screens, which makes them an excellent self-assessment tool. With little over half of class members owning a smart-phone, pairs were created based on smart-phone ownership and each pair worked as either a “cameraperson” or an “announcer” to record one another. While recording, students focused in on one another’s mouths as they read through a text. Pairs then replayed their videos to critique the sounds they made and analyze the picture to see whether they moved their mouths correctly. To promote deeper self-assessment and autonomous learning, students also practiced using a smart-phone’s reversible camera, which enables a student to individually record their mouths.

The availability of a wireless network and high proportion of smart-phone ownership in each class allowed the author to experiment with a number of free applications or “apps”. Students were asked to download the following apps from their smart phone’s App store.

To develop students’ self-assessment skills the class experimented with **Dragon Dictation**. Students made a short recording of a word or sentence and Dragon Dictation would use the recording to create a written text. Students then checked to see if the written text correctly mirrored what the student recorded. In addition, the practice of reading short sentences allowed for other weaknesses in pronunciation outside of the

targeted sounds to be revealed.

Taking advantage of similar voice recognition technology, the **Google** app and **Google Translate** apps were used to conduct a Google search and create a Japanese translation based on the student’s recording. In addition to evaluating whether a student’s pronunciation could be recognized by the app, students actively used these apps to find out about words they did not know from the minimal pairs list. It needs to be noted that both the Google and Dragon Dictation apps use voice recognition technology, which is still in the developmental stage; therefore, there are many occasions when the apps are unable to create the correct written text, even for native speakers. This issue, however, appeared to motivate students to speak more intelligibly.

Designed specifically for developing pronunciation skills **Pronunciation Power** was used throughout the semester to assist the author in instruction and as a reference for students. As seen below, this app clearly illustrates how one shapes or places their tongue and lips, which is often very difficult for the teacher to demonstrate to a large class. These illustrations support visual learners and they also make a very useful reference tool for individual review. In addition, this app provides a list of minimal pairs related to each specific sound. The only concerns with this app are that it is only available on the iPhone platform and the use of phonetic

symbols may confuse some students.



Post-class feedback concerning cellphone integration into the pronunciation activities was very positive. 62% of respondents rated these cellphone activities as “good” or “excellent” and 82% of respondents indicated that they want to use their cellphone for English study in the future. One concern is that only 38% of respondents actually incorporated some of the pronunciation study techniques for individual English study during the semester. One could conclude that with only 58% of

class members actually owning a smart-phone, this percentage will increase as smart-phone ownership increases. The author also plans on incorporating more homework exercises, which encourage the different self-study techniques to address this issue in the upcoming semester.

Conclusion

While this short pronunciation exercise did not have students sounding like native speakers at the end of the fifteen-class semester, post-class feedback revealed that these activities were successful in raising awareness about pronunciation skills and equipping students with tools to autonomously evaluate and develop their pronunciation skills further. Greater availability of apps on the iPhone and Android platforms, increased smart-phone ownership and more attention to home study should enhance the efficacy of this approach.

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Reports from Chapters

Kyushu-Okinawa Chapter Report

September 10

SIG East Asia English Education 112th Seminar

(Venue: Seinan Gakuin University)

“Comparison of Finnish and Japanese English Textbooks”

Nao Seyama (Univ. of Nagasaki)

“‘Communication’ and ‘Culture’ in English Education for Junior-High Schools – Analyses of English Textbooks –”

Saki Kiyama (Univ. of Nagasaki)

October 1

8th Chapter Board Meeting and Staff Meeting for the 50th Memorial Convention

(Venue: Seinan Gakuin University)

October 15

SIG East Asia English Education 113th Seminar

(Venue: Seinan Gakuin University)

“A Report on Globalization in View of the Foreign Students Coming to Kyushu University”

Toshihiro Shimizu, Narahiko Inoue, Rongrong Gao (Kyushu Univ.)

November 19

9th Chapter Board Meeting and Staff Meeting for the 50th Memorial Convention

(Venue: Seinan Gakuin University)

December 10

SIG East Asia English Education 114th Seminar

(Venue: Seinan Gakuin University)

“Japanese Students’ Choice of Word Order in the Sentences with Double Objects”

Akihiro Ito, Yukiko Chogi (Seinan Gakuin Univ.)

December 17

13:00~15:00

Kyushu-Okinawa Chapter Special Lecture in Autumn 2011

Title: Variation and Change in Scottish English and the Influence of the Media

Speaker: Dr. Jane Helen Stuart-Smith (Department of English Language, Univ. of Glasgow)

(Venue: Seinan Gakuin University)

15:30~17:30

SIG East Asia English Education 115th

Seminar

(Venue: Seinan Gakuin University)

“Developing Students’ Writing Skills Making Use of Mother Tongue: from EGP to EAP”

Akira Tajino, Sachi Takahashi, Toshiyuki Kanamaru, Kyoko Hosogoe (Kyoto Univ.)

January 21

10th Chapter Board Meeting and Staff Meeting for the 50th Memorial Convention

(Venue: Seinan Gakuin University)

January 28

SIG East Asia English Education 116th Seminar

(Venue: Seinan Gakuin University)

“Japanese High School Students’ Understanding of ‘By’ in Contrast to That Seen by Native Speakers”

Tomotsuru Shimotori (Chikushi Chuo High School)

(Kenichi Ito,
The University of Kitakyushu)

Chugoku-Shikoku Chapter Report

[1] Block 1 Research Meeting

Venue: Hiroshima Institute of Technology

Time: October 1, 2011

Research Papers:

[1] “A Teaching Strategy for Motivating English Learners” Saori ITO (Yasuda Women's Univ.)

[2] “The Effects of Learners' Understanding of Marking Criteria on Accuracy of Peer Assessment” Rieko OKUDA (Hiroshima

Univ. & Hiroshima Shudo Univ.)

[3] “How can We Say This in English? An Inquiry through Translations of Classic Japanese Literature” Hideo HORIBE (Hiroshima Institute of Technology)

[2] Block 2 & 3 Research Meeting

(A joint meeting with English Classology Research Committee)

Venue: Kagawa University

Time: October 15, 2011

(A) Research Papers:

[1] “Teaching Materials for the Design of Target Language Oriented Structure” Koji KONISHI (Matsuyama Univ.)

[2] “Research on Spoken Word Recognition Development by Word and Chunk Lists Based on Error Analysis in Dictation” Takashi KOYAMA (Okayama Univ.)

[3] “Scaffolding L2 Reading Comprehension: Using DAISY Multimedia for False Beginners” Tsuyoshi ONISHI, Tomoko NAKAMURA, and Akiko FURUKAWA (Hiroshima International Univ.)

[4] “Classroom Activities Contributing to Increased English Proficiency and Motivation for Learning: Three Psychological Needs to Be Taken into Consideration” Takahiro IWANAKA (Kagawa Univ.)

(B) Lecture

“What Roles Does Oral Reading Play in ELT in Japan?” Nobuyoshi MIYASAKO (Okayama Prefectural Okayama-Sozan Senior High School)

[3] The 3rd Intercollegiate Event of English Oral Presentation and Performance (OPP2011)

Venue: Hiroshima City University

Time: December 17, 2011

Coordinator: Chiaki IWAI (Hiroshima City Univ.)

Eighty-one students from eight universities joined this event.

Opening Address: Hideo HORIBE (Hiroshima Institute of Technology)

(1) 1. Voice Overing for the Movie “Toy Story” and “Totoro” 2. Song “We Are” and “Sanpo” Jitsuko KITSUNO (Yasuda Women’s Junior College)

(2) “What Is Your Image of Japanese Onsen?: The Mystique of Dogo Spa” Mimako SAEKI (Matsuyama Shinonome College)

(3) “Get inspired: Listen to the Experts – Interview with People Who Use English at Work in Hiroshima” Midori KANMEI (Hiroshima Shudo Univ.)

(4) 1. “HIT-Chants 2011” 2. “Toastmastering!: Demonstration of HIT-ESS Regular Meeting” Yoshifumi MIKUMA (Hiroshima Institute of Technology)

(5) “High School Musical” Kazuhiro YOSHIMOTO (Prefectural Univ. of Hiroshima)

(6) 1. Alice in Wonderland --“Reading a Picture Storybook: Alice in Wonderland” 2. “Rakugo-Drama: Terrifying Manju” Misuzu MIYAKE, Eriko YAMANAKA (Hiroshima

International Univ.)

(7) “Anti-war Songs in the World – With Our Best Wishes for Peace” Chiaki IWAI (Hiroshima City Univ.)

(8) “Annual Events and Dormitory Life in Japan Coast Guard Academy” Miki SUEHIRO (Japan Coast Guard Academy)

(For more information, please visit: http://chiaki.intl.hiroshima-cu.ac.jp/Bulletin/07OPP/OPP_index.htm)

[4] Publications

(1) *JACET Chugoku-Shikoku Chapter Research Bulletin*

Volume 8 was published on February 28, 2011 and Volume 9 will come out soon.

(2) *JACET Chugoku-Shikoku Chapter Newsletter*

Numbers 7 & 8 were published in July, 2011 and in January, 2012 respectively.

(Hidetomo Torigoe, Kagawa National College of Technology)

Kansai Chapter Report

■ Past events

CHAPTER CONFERENCE

-The JACET Kansai Chapter 2011 40th Anniversary Conference

Date: November 27, 2011

Venue: Mukogawa Women’s University

Theme: New Horizons in English Language Education: Based on 40 years of JACET Kansai

Special Lecture (Professor Susan Hunston, University of Birmingham), Symposium

(past and current Kansai Chapter presidents), three Invited Workshops, two Invited Presentations, two Colloquia, seven Research Papers, eight Reports on Classroom Activities, and two Poster Presentations; 169 participants

LECTURE MEETINGS

-1st Chapter Lecture of the 2011 Academic Year

Date: June 18, 2011

Venue: Doshisha University,
Imadegawa Campus

Chair: Yuko Shimizu (Ritsumeikan Univ.)

Invited Speakers:

- (1) Osamu Takeuchi (Kansai Univ.):
Brain-imaging and EFL Research: Some Findings in NIRS Studies on Reading
- (2) Shin'ichiro Ishikawa (Kobe Univ.):
L1/L2 Processing by Japanese Learners of English: An MRI-based Study

There were many questions and comments from the audience. (63 participants)

-2nd Chapter Lecture of the 2011 Academic Year

Date: October 1, 2011

Venue: Kobe International House
(8F, Room 805)

Theme: Discussion on the Process Writing Approach

Presented by the Writing Research SIG

Chair: Junko Otsoshi (Okayama Univ.)

Presenters: Keiko Hayashi (Hiroshima Jogakuin Univ.), Hiroyuki Yamanishi (Kansai Gaidai Univ.), Makoto Abe

(Dokkyo Univ.)

The presenters introduced how they raised learner awareness through their writing instruction. An active discussion followed with questions and comments from the audience. (33 participants)

-Publications

The *JACET Kansai Chapter Newsletter* Numbers 56, 57, 58, and 59 were published in the 2011 calendar year. Current and back issues of the newsletter can be accessed at <http://www.jacet-kansai.org/kako.html#kako>

■ Forthcoming events

-3rd Chapter Lecture of the 2011 Academic Year

Date: March 3, 2012

Venue: Kwansei Gakuin University,
Osaka Umeda Campus

(<http://www.kwansei.ac.jp/Contents?cnid=5743>)

Presented by the Listening Research SIG

Chair: Yoko Hamamoto (Kansai Univ.)

Part 1: SIG members: The relationship between college students' listening comprehension proficiency and their conscious use of specific listening strategies

Part 2: Takeshi Tarui (The Univ. of Electro-Communication): English listening and speaking rhythm of Japanese learners

Further information available at the JACET Kansai Chapter website

(<http://www.jacet-kansai.org/index.html>)

■ Announcements

-Information on Chapter SIGs

The Kansai Chapter has eight active SIGs (special interest groups) that conduct research in a wide range of fields. For more information, please visit the following website:

<http://www.jacet-kansai.org/kenkyukai.html>

- JACET Kansai Journal

A special issue commemorating the JACET Kansai Chapter 40th anniversary, The *JACET Kansai Journal* No.14, will be published on March 31, 2012.

For further information on the Conference and all other Chapter activities, please visit the Kansai Chapter website at <http://www.jacet-kansai.org/>.

(Yuko Ikuma, Osaka Kyoiku University)

Chubu Chapter Report

The report in this issue covers the period from November 2011 to April 2012.

Executive Committee Meeting

1. The 6th Meeting: November 5 at Chukyo University

Agenda: Report on the Central Board Meeting, Chapter president election, Chapter General Meeting, Winter Chapter Study Meeting, JACET Convention 2012

2. The 7th Meeting: December 10 at Chukyo University

Agenda: Checking the documents to be distributed at the Chapter General Meeting, the budget, board members, and schedule for

2012, JACET Convention 2012

3. The 8th Meeting: January 7 at Chukyo University

Agenda: Report on the Central Board Meeting, the budget and schedule for 2012, Spring Chapter Study Meeting, JACET Convention 2012

4. The 9th Meeting: February 18 at Chukyo University

Agenda: Report on the Central Board Meeting, the budget and schedule for 2012, board members of JACET Convention 2012

5. The 10th Meeting: March 10 at Chukyo University

Agenda: to be announced

Chapter General Meeting

Date: December 10, 2011, 14:00~14:30

Place: Chukyo University

Chapter budget, board members, and schedule for 2012 were approved.

Journal

JACET Chubu Journal, Vol. 9 was published and sent out to members on December 30, 2011. This issue includes 6 articles, 5 research notes, and 1 case study.

Newsletter

JACET-Chubu Newsletter 27 was sent out to the 350 members on February 1, 2012.

Winter Chapter Study Meeting, 2011

Date: December 10, 2011 at Chukyo University

Keynote speech: Prof. Ken Hisamura

(Den-en Chofu Univ.) on multilingualism and CEFR

We had two presentations: Yujitsu Omori (Aichi Pref. Univ.) and Takao Imai (Aichi Mizuho College) on a pedagogical grammar of English, and Akihiro Iio (Graduate student, Nagoya Gakuin Univ.) on task-based instruction.

Spring Chapter Study Meeting, 2012

Date: February 18, 2012 at Chukyo University

Keynote speech: Prof. James F. D'Angelo (Chukyo Univ.) on "Four New Paradigms to Inform Japanese ELT"

We had three presentations: Hiroshi Yoshikawa (Chukyo Univ.) on World Englishes, Tomiko Komiya (Okazaki Women's Junior College) on Japanese English, and Kuniyoshi Kataoka (Aichi Univ.) on "poetic" discourse construction.

Announcements

For further information on the Chapter Conference and other Chapter activities, please refer to the Chubu Chapter Website at <http://www.jacet-chubu.org/index.html>.

(Yuka Ishikawa,
Nagoya Institute of Technology)

Kanto Chapter Report

Board Meeting

The regular board meetings were held in the following schedule:

The 4th Meeting: 15:00~16:00, October 22,

2011, at Waseda University

The 5th Meeting: 16:30~17:30, November 19, 2011, at Waseda University

The 6th Meeting: 12:30-13:30, February 4, 2012, at Waseda University

The 7th Meeting is scheduled on March 17, 2012, at Waseda University.

New Steering Members

Peter Longcope (Senshu Univ.), Kiyoshi Haida (Tokyo Univ. of Foreign Studies) and Akiko Takagi (Associate Professor at Aoyamagakuin Univ.) became steering members of JACET Kanto-Chapter.

<New Board members>

In the 5th Meeting, the election for the chairperson of JACET Kanto-Chapter was held. Matsuo Kimura was elected new chairperson of JACET Kanto-Chapter. New board members are as follows:

Chairperson: Matsuo Kimura

Vice-Chairperson: Shigeru Sasajima

Secretary General: Akiko Takagi

Vice-Secretary General: Yuka Ito

Treasurer: Yoshiho Satake

Annual Convention

JACET-Kanto 6th Annual Convention will be held at Yokohama National University. The latest information is available on JACET Kanto-Chapter website: <http://www.jacet-kanto.org/>

General Meeting

The 2nd Business Meeting was held at

Waseda University on 17 December.

JACET—Kanto Monthly Meeting

The information of JACET Kanto Monthly Meetings is to be announced on JACET Kanto Chapter website:
<http://www.jacet-kanto.org/>

(Norifumi Ueda, Komazawa University)

Tohoku Chapter Report

Tohoku Chapter activities from July 2011 to December 2012 (as of February 10, 2012). Due to the Great East Japan Earthquake in March 011, some meetings were canceled or rescheduled owing to the extraordinary circumstances.

2011 Annual Tohoku Chapter General Meeting:

Held

Date and Time: July 2, 2011. 14:30~15:00

Place: Meeting Room 3, Sendai Civic Auditorium

Agenda: Chapter business plans and budget for 2011; report on activities and final accounts of 2010

2011 Annual Tohoku Chapter Convention

Held

Date and Time: December 4, 2011. 13:30~17:00

Place: Meeting Room, AER Fl. 28, L-Sola Sendai

Presentation: 13:50~14:20

“On Adequacy of Lingua Franca Core in

English as an International Language”
Tetsuo Nishihara, Miyagi Univ. of Education

Workshop: 14:30~16:30

“Introduction to Cooperative Learning: Principles and Techniques”
Kumiko Fushino, Rikkyo Univ.

2011 Executive Committee Meetings

Held

1st Executive Committee Meeting

Date and Time: July 2, 2011. 12:00~16:30

Place: Meeting Room 3, Sendai Civic Auditorium

Agenda: Chapter business plans and budget for 2011, JACET Award Tohoku Chapter Selection

Extraordinary Executive Committee Meeting

Date and Time: October 23, 2011. 12:00~15:00

Place: Kaisei-an, Sendai

Agenda: Chapter business plans and budget for 2012

2nd Executive Committee Meeting

Date and Time: December 4, 2011. 12:00~13:30

Place: Meeting Room, AER Fl. 28, L-Sola Sendai

Agenda: Chapter business plans and other activities for 2012

2012 Annual Tohoku Chapter General Meeting:

Planned

Date: July 7, 2012
Place: L-Sola Sendai
Agenda: Chapter business plans and budget for 2012; report on the activities and the final accounts of 2011

2012 Tohoku Chapter Convention

Planned
1st Tohoku Chapter Convention
Date: July 7, 2012
Place: L-Sola Sendai
Program: Details to be announced

2nd Tohoku Chapter Convention
Date: December 2, 2012
Place: L-Sola Sendai
Program: Details to be announced

2012 Executive Committee Meetings

Planned
1st Executive Committee Meeting
Date: July 7, 2012
Place: L-Sola Sendai
Agenda: Chapter business plans and budget for 2012

2nd Executive Committee Meeting
Date: December 2
Place: L-Sola Sendai
Agenda: Chapter business plans and other activities for 2013

Publications

1 *JACET-Tohoku Newsletter* No. 38 will be published in March, 2012
2 *TOHOKU TEFL* (A collection of papers

compiled by the Tohoku Chapter) Vol. 4 will be published in March, 2012

(Kumiko Okazaki, Sendai National College of Technology
Taro Hirowatari, The Japanese Red Cross Akita College of Nursing)

Hokkaido Chapter Report

New Director of Hokkaido Chapter

According to the election-by-mail in November 2011, Yasushi Kawai (Hokkaido Univ.) was elected new director of JACET Hokkaido Chapter.

Lecture Meeting

On March 18, 2012, the third lecture meeting for AE 2011 will be held at Matsuzaki Bldg Minami 1-jo Meeting Room A (S1W1, Chuo-ku, Sapporo). Jeremie Bouchard (Hokkai Gakuen Univ.) will give a presentation entitled, "Awareness-Raising in the Teaching of Pragmatics". Keizo Asano (Nanza Univ. Junior College) will also give a lecture, "Presentation and Mini-Workshop: College English Class Applying 'Readers Theatre'".

Publications

Research Bulletin of English Teaching, No. 9 will be issued in March 2012. Following the annual academic journal, the 25th issue of the Chapter Newsletter will also be published online in March.

(Tomohiko Oda, Sapporo Univ.)

Call for Submission

The JACET newsletter is seeking contributions (about 700~1200 words) for upcoming publications. Papers should focus on EFL teaching issues, methods, practices or successful lesson plans in Japanese post-secondary educational institutions. References should be cited in APA format (the 6th edition). Please send your article as an email attachment to jacetnews@gmail.com. You will be informed as to the status of your submission within about two months from the time we receive it.

Editors' Note

We are most grateful to Prof. Yasuhiro Shirai for his contribution to our newsletter. We also extend our sincere appreciation to the author of the special article: Prof. Adrian Leis.

JACET News

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