

Gender Awareness in Language Education



Community

Newsletter

April 2013

Message from the Coordinators

Diane Nagatomo Fiona Creaser

Hi Everyone.

Welcome to our new GALE community newsletter. As you can see, it's had a bit of a makeover and we hope you like the new format. We want to be more than a "promotional newsletter" but an interactional space for GALE members. We'd like to publish items that would be of interest for our group but which may not fit in the journal. Some ideas for newsletter submissions can be descriptions of classroom projects, detailed lesson plans, opinion pieces, reports on research in progress, reports on local events, useful web links, and so on. We even encourage you to give your students' a voice by submitting their work as well.

This issue of the newsletter includes a "conversation" between Roslyn Appleby and Aaron Hahn about her research on masculinity in TESOL. We also have a report by Folake Abass about her year of volunteering in Tanzania. Sarah Lubold, the GALE Membership Chair reports on

the results of the membership survey she conducted earlier this year.

Many GALE members will be attending and presenting at the PAN SIG conference in Nagoya later this month. Their names and presentations are listed in the newsletter, but check the conference schedule for the times and places.

If you are a new member, be sure to stop by any of the GALE presentations and say "hi" so we can get to know you.

We've enjoyed being the GALE coordinators for the past year and a half and we will continue to work into 2014. However, we would like to establish an apprentice system where the coordinators for 2015 step in in 2014 and "learn the ropes", so to speak. If you would like to take on a greater role in GALE (in any of the officer positions) please do not hesitate to contact us.

Diane and Fiona

Interview with Roslyn Appleby

Aaron Hahn and Roslyn Appleby

Roslyn Appleby is a Senior Lecturer in the Language Studies Academic Group at the University of Technology Sydney. She has conducted extensive research on the intersections of gender, language teaching/learning, and politics. Her most recent work has focused on the role of maleness and heterosexuality in Japan, especially between Western men and Japanese women in the sometimes sexualized world of *eikaiwa* teaching. I had the pleasure of interviewing Roslyn about her past and present research while she was in Japan to run a focus group with GALE on "'Experiences of gender/sexuality for Western women in Japan".

Aaron Hahn (AH): While reading your most recent piece in *TESOL Quarterly* (Appleby, 2013a), one thing that struck me was that, like in a number of other journal articles I've seen that deal with gender, it seemed like you had to go through a lot of work to justify your work. How much of that was intentional, and how much was because of requests made by editors or reviewers?

Roslyn Appleby (RA): The review process for this publication was quite lengthy, and one thing that the reviewers and editors kept asking for was more and more demonstration that the research method I used was systematic and rigorous. While I can't be certain of their exact concerns, there did seem to be some nervousness about the topic of masculinity and sexuality as a part of the lives of language teachers and students.

AH: How did you first get involved with the topic of maleness and heterosexuality in Japanese language teaching?

RA: In 2008, I gave a presentation at the JALT national conference about some of my East Timor research (Appleby 2010). In that presentation, one slide I showed contained a quotation from one of the western female teachers I interviewed in East Timor, who said that many

of the foreign men working in international development in East Timor had significantly more power, status, and money than they would have had in their home countries. An audience member asked me if I thought that something similar was true about foreign male teachers in Japan. At the time, I had no idea myself, having never been to Japan before that conference, but he gave some of his own ideas, and introduced me to the "Charisma Man" comics. When I thought about it, it seemed to be very close to what Kimie Takahashi was doing in her PhD work (since published in Takahashi 2013), which I was familiar with since one of her advisors was my supervisor, Alastair Pennycook. While Takahashi was looking at women's desires for the West, English language, and Western men, I thought it would be interesting to look at how men themselves thought about the issue. Plus, I have two sons, and I've at times wondered what it's like for my sons to grow up in a post-women's lib Australia. I wanted to look more at what role men play in such a world. Researching the topic in Japan allowed me to see how a multicultural context added complexity to the issue. Also, by choosing a research site where I've never lived or worked, I could bring an outsider's perspective that might let me see some of those things that are naturalized for those already embedded there.

Another thing I thought of when starting this project is that whenever a publication in the TESOL field looked at gender issues, it almost invariably looked at women; similarly, examinations of sexuality were consistently directed at non-normative sexualities. To me it seemed that there was a gap there—in that masculinity and heterosexuality were not being directly addressed—that was worth examining.

AH: In the *TESOL Quarterly* paper, it looks like you've already interviewed quite a number of people for this project. Are you continuing with the same line of interviews, or are you adding on other dimensions to the project?

RA: Broadly, the project is continuing, but I'm adding new aspects to the work. In another paper I have coming out in January (Appleby

2013b), I looked at how marriage factors into the broader issues, including the question of what it means to be single. I've continued to do more interviews on a range of related issues, and I feel that there's something really interesting about hearing people's diverse stories about their experiences. In terms of trying to decide when to stop, there's a real tension between having "enough" data and the fact that every person has a unique set of experiences and stories that are interesting and worth hearing. But I do have a book contract on the topic, and it's supposed to be completed by 2014, so I suppose I'll have to stop at some point (Appleby forthcoming).

AH: At the focus group you organized with GALE in December, you sought the input of women teaching in Japan. Is that another dimension you're building into the work?

RA: Yes. In large part the previous work has revolved around the relationship between western men and Japanese women, and I wanted to find out more about the relationship between western men and western women in Japan. I've spoken to about half a dozen western women in Japan so far to get that perspective, and I'll be speaking with more during my current stay in Japan.

AH: Looking back to an older article of yours, "Unruly Others: Language Teachers and the Policing of Gender in International Development", one of the lines that struck me most was "The contextual complexity of these situations reminds us of the continuing need for English language teachers to reflect on their positioning in regard to broader geopolitical agendas" (Appleby, 2009). How do you put that kind of awareness into practice in your current teaching?

RA: The most obvious example would be a graduate class called "Global Englishes" I teach with Alastair Pennycook. Some of the students are already English teachers, while others are still in pre-service training. Broadly, the course is about the place of English language in the world and the

cultural politics that are related to English language teaching. In these courses, we're trying to open a forum for discussing student's experiences of learning and teaching English, and to raise people's awareness of what some of the cultural and political issues might be that attend English language teaching.

For example, when I first became an English teacher, I had a fairly simple view of how the language is constructed grammatically and situationally, and I thought that my job was to provide that knowledge to students and give them an opportunity to practice it. Although I gained some practical experience with the political and gendered issues surrounding language teaching, it wasn't until I went to East Timor that I was really confronted with the fact that English teaching is both a very complex and a very political activity. That's what drove me to start investigating the work of scholars like Pennycook (1994) and Phillipson (1992) to get a different perspective on what I was doing. So in the "Global Englishes" course, we're trying to get students to engage with those issues, such as the situations I saw in East Timor, or more recent research that people like myself and Kimie Takahashi are doing in Japan.

AH: Do you find that it's something that your students can become engaged in, particularly those who have not been in that type of contact zone?

RA: I think some more than others, though of course it's hard to see inside the minds of our students. Fortunately, we do have a fair number of international students who can offer a personal experience with the contentiousness of teaching and learning English as a Foreign Language.

AH: Finally, the question that seems to be involved every time teachers talk about research: how can we use this in the classroom? Specifically, for those of us that try to be conscious of the political aspects of English teaching, there's always a desire to find ways to teach without reinscribing traditional colonialist, gendered roles and teach in transformative ways. At the same time, there's often a backlash from some both

within and without the TESOL field who say that our job is “just” to teach English, and we need to stop trying to turn it into something else. Do you have any advice for how teachers can negotiate this complexity and improve our own teaching?

RA: That’s always the hard question, isn’t it? A lot of my own renewed thinking came through reading. For example, reading Pennycook’s *The Cultural Politics of English as an International Language* was a real revelatory experience for me (Pennycook, 1994). As with any other struggle for transformation, the first step is to become aware, to engage in consciousness raising. And within our field, we’re definitely still in that kind of stage, because there are still too many pre-service teachers who think, “I’ll just go teach English somewhere,” without reflecting on what that might mean in terms of a situated cultural politics. So a lot of the transformation needs to come from the self, with teachers trying to figure out where they are coming from and what they stand for as a teacher. Through this process, we might start to question if some of our assumptions like “English is progress” or “I’m bringing something as an ‘international citizen’ that these students aren’t aware of,” might perhaps be misguided.

The second thing is that every teaching situation is different, and so there is no easy formula for what to do in the classroom. When students ask “Okay, but what should we do in the classroom?” in my “Global Englishes” class, I wish I had an answer, but the truth is that it isn’t a science in that way. Instead, we have to go into the classroom with a questioning stance, trying to avoid preconceptions about what our students are like. Of course, we have to do this while dealing with the expectations that our institutions have of

us, expectations which may not reflect the reality of the classroom, the students, or our own abilities.

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- Appleby, R. (2013a). Desire in Translation: White Masculinity and TESOL. *TESOL Quarterly*, 47: 122–147. doi: 10.1002/tesq.51
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- Takahashi, K. (2013). *Language Learning, Gender and Desire*. Multilingual Matters: Bristol, UK.

GALE at JALT in 2012



GALE sponsored Diane Hawley Nagatomo as a JALT National Featured Speaker. (a bit longer description here)



Featured speaker lecture: “It’s a man’s world: Investigating Japanese female university English teachers’ professional identity”



Decisions being made at the GALE Annual General Meeting



Featured speaker workshop: “Gender Counts: Women in Japanese Higher Education”



Speakers at the GALE Forum



Congratulations
to
Reiko
Yoshihara for
winning the
GALE Best of
JALT Award
for 2011

Robert Aspinall will address institutional and cultural obstacles that hinder language educators and the resulting failure to successfully implement communicative language teaching.

Richard Miller will discuss current changes in the overall employment situation for teachers in higher education, including higher degree requirements, a move towards more professionalism and accountability within Japanese institutions and how these changes affect job seekers.

“My paper “Learning and Teaching Gender and Sexuality Issues in the EFL classroom: Where Students and Teachers Stand” which appeared in the 2011 GALE Journal was awarded the “Best of JALT award for GALE at the 2012 JALT National Conference.

I thank two anonymous reviewers in GALE members for their insightful feedback and Salem Hicks, a managing editor who gave me excellent advice. I also thank Diane

2013 PanSIG Conference

From Many, One: Collaboration, Cooperation, and Community

May 18-19 Nagoya

GALE presentations
(Check Conference Handbook for Details)

GALE/PALE/CUE PANEL

“Issues shaping the professional identities of teachers in Japan”

Diane Nagatomo will discuss issues shaping the professional identity of female university teachers and suggest concrete measures to narrow the existing gender gap.

GALE MEMBERS PRESENTATIONS

Robert O'Mochain Identity work on LGBT and Straight names

Blake Hayes Inequality regimes in academic institutions

Michele Rene Steele Bringing gender issues into the language classroom

Avril Haye-Matsui, Sarah Mulvey Future English identities of Japanese female English language majors

Salem K. Hicks Diversity in the Japanese global classroom

Gerry Yokota Gender literacy and the global citizen's portfolio

Jane Nakagawa Poetry, global issues, critical thinking and personal growth (GILE-PRAG-LD Forum)

Jane Nakagawa Creativity, critical thinking, and language learning

Out of Africa

Folake Abass

It is now almost 10 months since I have been in Tanzania and my experience here has been incredible. I don't remember what my expectations were when I got here or even if I had any, but what I do know is that taking a year out of my life to come to Africa to volunteer is the best decision I have ever made.

I am volunteering at a grassroots NGO that exists to empower the marginalised women of the Kilimanjaro region of Tanzania called Women's Education and Economic Centre (WEECE). WEECE was founded in 1999 to support the women in achieving economic stability and gender equality through microloans, education, and health initiatives.

To give you some background, Tanzania is one of the many African countries where the majority of women experience extreme patriarchal practices where men control decision making positions and processes at the public, community and family levels. In Tanzania, most women engage in agriculture (growing maize, beans and vegetables) or petty businesses (running food stalls and convenience shops) and are largely responsible for raising their children and feeding their families. With limited resources from their economic activities and the burden of taking care of their children, women continue to live in a vicious cycle of abject poverty. As in many other countries, women in Tanzania experience sexual, physical, emotional and psychological violence in the form of Female Genital Mutilation (FGM), early/forced marriages and social exclusion. Factors that encourage violent practices include traditional laws, parental attitudes to family care, and historical imbalances between women and men. WEECE continues to play an integral role in addressing many of these issues.

WEECE runs many projects but the heart of WEECE is the Village Community Bank (VICOBA) project which enables women living in remote villages to become economically self

sufficient through small business loans. There are currently 14 VICOBA's with approximately 400 members set up in villages in and around the Kilimanjaro region. VICOBA works much the same way as the microloan system with a few exceptions. It is actually the women who generate the funds for the seed money, which constitutes the money that the women can borrow. Every week (or month), the women meet and "plant a tree" (a "tree" represents a certain amount of money, so one tree can be 2,000 shillings, for example) and this is saved in a "bank". The "bank" is a metal box with 3 locks and its safekeeping is dependent on 4 people. Three people will have a key to the locks of the box and a fourth will keep the box at a location only known by the holder of the box. The women devised this strategy in order to keep things transparent and open, as those 4 members must be present in order to open the box. In addition to the key holders, each VICOBA appoints a chairperson, secretary, treasurer, 2 counters (one to count the money received or given out and the other to verify the amounts), and a disciplinarian. The VICOBA meetings are taken very seriously and so if members are late, absent without notice, if they talk or use their phones or any other such infraction during the meetings, they will incur a fine (200 shillings for each infraction) and this money goes to the "bank" and becomes part of the seed money.

At a typical VICOBA meeting, everyone "plants a tree" (each VICOBA has a minimum amount that must be contributed each week/month) and then those that have loans to repay, do so. Finally, based on how much is available in the bank after people have made their regular contributions and repaid their loans, members who require a loan can borrow some money (there is a 10 percentage interest charge levied on each loan which must be paid upfront). Once this is done and all the money has been allocated, any money left is counted (usually a few shillings) and the meeting is over. This is done regularly throughout the year and at the end of the year, the VICOBA's "break" the circle and this means each member gets back all the money they have saved in the bank plus the

interest they paid on any loans they took out. This can amount to a tidy sum at the end of the year.

So where do I fit in in all of this? A common theme across all the VICOBAs has been that all monies goes into one “pot” and as such, it is very hard for them to measure the success of their businesses. This is because the majority of the women spend the money as it comes in which makes it difficult for them to calculate how much money their business is making. School fees and school uniforms are often their biggest expenses plus rent and food and so, there is little left to save afterwards. So my job has been to teach the women how to better manage their money by showing them how to keep records of their daily expenditure and then how to save the money they make.

There was initially resistance to the idea of daily record keeping as the women felt that it was a lot of work to have to document their spending every day. I had to make them understand the significance of monitoring their spending. If they are able to see, in black and white how much money comes in and goes out of their business on a daily basis, it will give them a better understanding of how their business is doing. As time went by and the women were better able to track their spending, they felt happier knowing how much money they were making and what they were spending their money on. This knowledge has given them the confidence to start saving for their future.

“Whoever helps a woman helps a whole family” is a Tanzanian proverb and I feel privileged to have been able to contribute to the well being of Tanzanian families.



Folake Abass previously worked at Kyoto Sangyo University where she was an English Lecturer. She was the Program Chair for GALE from 2007 to 2009



GALE Members' Recent Publications

Roslyn Appleby

Appleby, R. 2012, 'Desire in Translation: White Masculinity and TESOL,' *TESOL Quarterly*, doi: 10.1002/tesq.51.

Appleby, R. (2013). Singleness, Marriage, and the Construction of Heterosexual Masculinities: Australian Men Teaching English in Japan. *Journal of Multidisciplinary International Studies* 10(1), 1-21.

Aarron Hahn

Hahn, A. (2013). Training Teachers. *The Language Teacher*, 37(3), 19-22.

Salem K. Hicks

Hicks, S. K., (2013). On the (Out)skirts of TESOL networks of homophily: Substantive citizenship in Japan, In S. Houghton and D. Rivers (Eds.) *Native-speakerism in Japan: Intergroup dynamics in foreign language education*, Bristol: Multilingual Matters, 147–158.

Blake Hayes

Hayes, B. E., (2013). Hiring Criteria for Japanese University English-Teaching Faculty, In S. Houghton and D. Rivers (Eds.) *Native-speakerism in Japan: Intergroup dynamics in foreign language education*, Bristol: Multilingual Matters, 132–146.

Diane Hawley Nagatomo

Nagatomo, D.H. (2013). The advantages and disadvantages faced by housewife English teachers in the cottage industry *Eikaiwa* business. *The Language Teacher*, 37(1), 3-7.

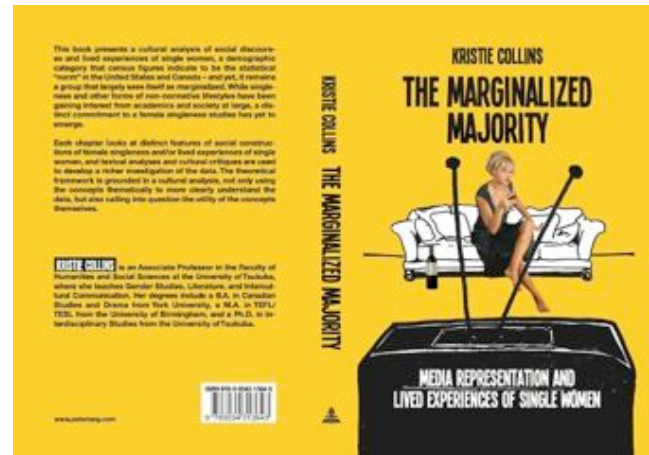
Robert O'Mochain

O'Mochain, R. (2012). Listserv communication by LGBT and heterosexual Japanese youth: A survey of three linguistic features. *US-China Foreign Language*. 10(11), 1734-1735.

Forthcoming:

Kristie Collins

Collins, K. (2013) *The Marginalized Majority: Media Representation and Lived Experiences of Single Women*. Bern, Switzerland: Peter Lang.



Jennifer Teeter

Teeter, J. (2013). "Community-engaged foreign language teaching: Localizing and globalizing English teaching practices in Japan through philanthropy コミュニティに携わる外国語教育：日本における英語教育実践の地域化とグローバル化" *Journal of Engaged Pedagogy*

Teeter, J. (2013). "From classroom to action: disaster relief in Japan," In N.Sonda & Krause (Eds.), *JALT 2013 Conference Proceedings*. Tokyo: JALT

Congratulations

Congratulations to Co-Coordinator Fiona Creaser for giving birth to a little girl, Niamh, on May 9th.

Get Well Wishes

For GALE member Laurel Kamada, who suffered a stroke in March, 2011 and is recovering in Seattle.



The forum is 90 minutes long, and we would like to have 3 or 4 presentations of approximately 15 - 20 minutes each. Time is very limited therefore presenters should be very clear, informative and concise. If you are interested in presenting as part of the SIG forum please send an email to programchairs@gale-sig.org with the following information: presentation title, your name and affiliation, and an abstract of approximately 100 words on your suggested area to talk about. The forum slots are 'unvetted' which in this case means that you will not have to go through the JALT application process as GALE will vet the abstracts and submit them on your behalf. However, presenters in the forum will still receive the same coverage by JALT as regular presenters, for example, your name will be printed in the conference handbook.

This is a great opportunity for professional development and positive publicity for your research, as well as for GALE and its mission of fair and responsible research in the field of Gender Studies. Last year the forum was a great success which we look forward to repeating this year!!

Call for Papers GALE Forum 2013 JALT National Conference “Gender: A lifelong learning experience

GALE SIG Forum at [JALT2013](#) at the Kobe Convention Center, October 25th - 28th, 2013.

The deadline for submissions is **MAY 15th**. The theme of this year's conference is 'Learning is a Lifelong Voyage', and we'd like to hold a forum connecting us with this theme, entitled, **Gender: A lifelong learning experience!** Presentations may relate to either teaching or research based topics.

Report from Membership Chair Sarah Lubold



GALE MEMBERS' SURVEY-Some Results

Dear GALE 2013,

I am writing to you to report the result of my March Members Survey. I want to thank all those members who participated in the survey for GALE members. It was personally quite enlightening to see your ideas and perspectives, so I would like to take a few minutes to share with everyone what was said.

Of the 14 responses I received as of April 22nd, four were from GALE-only members. These individuals said that they were not current JALT members for the following reasons: individual research did not match JALT, JALT is too male-dominated, JALT does not adequately address gender issues, and that they have many groups already, and that they did not have time to join JALT.

The survey asked how members first heard of GALE. One individual was part of the original founders, one came to us through WELL, four heard of GALE from JALT materials/publications, four more from a conference, two from GALE

materials/publications, and two more through a colleague. (Keep in mind that many of the questions were check-box style, allowing each person to choose multiple options.)

Why did you join GALE? Well, eight joined because GALE aligns with their individual research, eight said that they were interested in learning about gender issues and language learning, twelve said that GALE aligns with their personal/educator values, one added that JALT needs gender representation, and one other added that s/he joined because the GALE group members were so fantastic and inspiring (COOL!).

“The people who were in GALE (up until the last year or so) were fantastic. They were political, feminist, radical, informed on feminist and gender issues.”

We had many long-term GALERS reply to the survey: four had been a member for over 10 years, another four for between six and ten years, five between two and five years, and two that said they have been GALE members for less than one year. It was really great to read about members' best GALE experiences. Multiple people said that PAN-SIG conferences past have left a good impression, one said that his/her favorite experience was winning the GALE scholarship to present research, the GALE journal came up many times as a great experience for members, as did the general ability to network with others who are concerned with gender issues (via email threads – deemed more useful than most, on Yahoo Groups, and in person at regional events and dinners.) I included a section where GALERS could include least favorite experiences because, after all, this survey should be about improving for the future, and allowing members to express their concerns.

Along with past hurt feelings, miscommunications, and the fear of the SIG's death, individuals said that it has been difficult to attend meetings when they are often located in the Kansai area (and therefore feel that it's hard to participate as much as s/he would have liked), as well as a feeling that there is an underlying lack of support for

gay/sexual identity issues within GALE that limit members' ability to feel safe expressing their ideas.

Of the SIG resources that are most interesting to members, twelve said that the GALE Journal and Publications is of interest, another 12 responses were interested in networking with like-minded educators, eight were enthusiastic about conferences and meetings, eight wanted to find a safe space for their ideas, seven wanted a place to publish their research/articles on gender and language learning, and three were interested in Japan-specific materials. Someone added too that s/he was hoping for a diversity of issues and the freedom to express radical feminist views.

How have the survey responders contributed to GALE in the past? Six regularly attended meetings to develop the group, seven participate online with email threads about gender/LL resources and news, five are or have been GALE officers, nine have contributed to the GALE Journal, and one added their status as a member at large.

That said, who wants to do more (by means of some sort of active role or officer-ship)? Well, eight specifically said they weren't interested in a more active role. One suggested the possibility of becoming a member at large, two would be interested in small, regional events, and one said that s/he would be willing to help with proofreading.

Did the officers complete the survey? I received responses from past/present one Coordinator, three membership chairs, one treasurer, one Journal editor, one reader for the Journal, one "conference organizer," and that same member at large.

Anyone interesting in becoming a GALE officer? Anyone? Anyone? Well, two expressed an interest in Journal editing, and one said that member at large status sounded like a possibility.

An important question for me in drafting this survey was to understand if GALE members feel that GALE is currently a safe space for expressing and exploring gender and language learning. No

one said no, so that's good. Instead, I saw seven yeses, five mostly, and two sometimes.

As membership chair, I wanted to know how likely it was for current members to renew their membership in the future. In this survey group, twelve said "yes" and two said "maybe." When asked, the reasons for hesitation seemed to be primarily a feeling that GALE does not support members in regards to JALT's policies/attitudes towards gender issues.

In the future, where do members want to go with the SIG? This question gave lots of feedback, so I would like to list the variety as follows: more support for sexual identities and gender expressions represented in the group, a confrontation of PGL's gender attitude, material writing workshops for gender topics in the classroom, more gay-inclusivity, more outspokenness and radical leaders and activists, more support for the GALE Journal and for Japan-specific issues, and more regional, small-scale meetings in diverse locations so that more members can be more regularly involved.

One response for the future was in the form of a plea to members: "Please don't replicate the same hierarchical relations and functioning that are visible elsewhere in organizations. It is a form of internalized oppression and oppressive to those outside the hierarchy." This is a large idea that is hard to explore on a member survey but is a good reminder as we move into the future to continue to look for group dynamics and structures that allow for a critical examination of gender issues and for the progressive ideas of our passionate members to come to fruition with support of like-minded members.

This was a small contribution of mine to the larger goal of pushing GALE to always consider the needs and perspective of its members. One response reminds us to think about the energy it took for past execs to build up the group with a community feeling that still endures today. This person suggests that, as we move into the future, we should remember the risks and challenges that

have been confronted by these founders in the past - that even as we continue to innovate and confront the problems of gender in our larger community of language teachers (and indeed the world, too), let us remember to “match their success and inclusiveness”, and indeed their spirit of equality.

In the spirit of learning,
Sarah Lubold
GALE Membership Chair
April, 2013

What is the purpose of the GALE SIG?

Gender Awareness in Language Education Special Interest Group (GALE SIG) of the Japan Association of Language Teachers (JALT) exists:

- to research gender and its implications for language learning, teaching, and training, such as differences in discourse styles, preferred teaching and learning styles, interests, needs, motivation, aptitude, achievement, classroom interactions, same- sex versus coeducational classrooms and same-sex vs. opposite- sex teaching, and social identity.
- to improve pedagogical practices, develop language teaching materials, and provide a clearinghouse for materials inclusive of gender
- and gender-related topics in EFL subject areas such as communication, history, literature, linguistics, science, sociology, cultural studies, etc.
- to raise awareness of workplace and human rights issues related to gender for language professionals, such as discrimination, harassment, and violence based on gender and
- sexual orientation, and discrimination on the basis of marital or parental status, and to provide information for countering such discrimination.
- to increase networking opportunities among

language professionals interested in teaching, researching, and/or discussing education, such as biological sex, gender identity, gendered language, sexual orientation, gender behaviour, gender roles and gender socialization.

GALE Professional Development Scholarship

GALE invites GALE members *without access to research funds* to apply for a Professional Development Scholarship to attend a conference that GALE officially participants in. The number of scholarships available per year will depend upon the financial situation of GALE and in some cases the scholarship money will be divided between conferences. The purpose of the scholarship is to support research in the field of gender awareness and to support GALE members without research funding. A grant for *up to* 40,000 yen, depending upon the type of presentation to be given, will be made available to the successful applicant. The scholarship is intended to *help* defray conference attendance expenses. In return, the successful applicant **MUST** give a presentation on a GALE related topic at the conference (under the content area of Gender in the case of JALT conferences) and commit to writing the following: an academic research article based on that presentation or a practical pedagogical article to be published in the next edition of the GALE Journal and Proceedings or in the GALE Newsletter. The placement of the scholar recipient’s article will be made after discussion with the applicant, the Publications Chair, and the Coordinators. The deadline for Journal letters of intent is annually on Dec. 15 and the deadline for the GALE Newsletter is several times a year.

Please send enquires to: scholarship@gale-sig.org

2009 Scholarship Recipient: Rachel Winter

Maria diets and Mr. Schmitt does overtime: Gender bias in textbooks for learners of Japanese

Paper presented JALT 2009 PanSIG Conference.
Full Paper published in GALE Journal Volume 3, 2010 available online.

A Brief History of GALE

1995 A group of 14 women attending the November, 1995 annual conference of the Japan Association for Language Teaching (JALT) met for dinner and created WELL (Women in Education and Language Learning—which later became Women Educators and Language Learners)

1996 Three WELL members presented a Colloquium at JALT 1996 on "Gender Issues In Language Education" (Hardy, Yamashiro & McMahill, published in 1997). JALT

1998 The category "Gender Issues in Language Education" was on the list of content area categories for presentations on the conference application form.

There was a breakthrough of two JALT presentations with the words "gay" and "lesbian" in their abstract or title. A Forum called "**Silent Voices in the Classroom: Unraised, Unheard**" (Mateer, Lubetsky, Sakano, & Kim, 1998) looked at sexual orientation (Lubetsky), gender roles (Sakano), and ethnic background (Kim). It was sponsored by the Junior/Senior High School Special Interest Group and so avoided the general proposal vetting process.

The other presentation, Summerhawk's "**From Closet to Classroom: Gay Issues in ESL/EFL**" was part of another Gender Issues in Language Education Colloquium (Smith, Yamashiro, McMahill, & Summerhawk, 1998). Gay and lesbian issues perhaps gained perceived legitimacy because from that year,

GALE and WELL members at JALT 1998 facilitated the selection of Kei Imai, a female Japanese professor of economics, who gave a Parallel Plenary Address on "**Women Graduates in Employment.**"

The May, 1998 volume of JALT's monthly magazine, *The Language Teacher*, was a Special

Issue entitled, "Gender Issues in Language Teaching" (Smith & Yamashiro, 1998). It includes an introduction, nine main research articles, two of which are written in Japanese, an opinion and perspective piece, three teaching materials articles, and a list of gender resources on the internet. So many submissions were collected that three articles spilled over into the June issue of *The Language Teacher* (MacGregor, 1998).

2000 JALT plenary speakers have typically been non-Japanese males, although this trend is dramatically reversing at JALT 2000, with all four plenary speakers being female. GALE sponsored Jane Sunderland as a JALT main speaker.

GALE became an official JALT Sig in 2000

2007 Andrea Simon Maeda and Salem Hicks (Coordinator) organized the Gender and Beyond GALE conference with Janet Holmes as guest speaker. The event was co-sponsored by Pragmatics SIG, GILE, CUE, TE, PALE, Osaka Chapter of JALT, and the Pragmatics Society of Japan.

2008 GALE rejoined the PanSIG conference [after several years] in order to be more active and network with other SIGs Salem Hicks collaborated with Eric Skier (LLL Coordinator) to organize a joint GALE/LLL SIG forum presentation with Neela Griffiths at JALT national conference

2009 Folake Abass (Program Chair) and Salem Hicks organized PanSIG conference

2010 GALE executive collaborated with IGALA6 Conference in Japan Kristie Collins (Coordinator), collaborated with Bilingual SIG to sponsor Laurel Kamada as JALT featured speaker. Michi Saki (Program Chair) and GALE collaborated with Kyoto JALT to host speaker event

2011 Folake Abass (Coordinator) organized one-day conference at Kyoto University entitled: Gender Awareness in Language Education Conference: Exploring Gender and its Implications

2012 Diane Nagatomo and Fiona Creaser (Co-coordinators) organized GALE with PanSIG conference. GALE sponsored Diane

Nagatomo as a featured speaker for the JALT national conference.

2013 GALE takes part in the PAN-Sig conference in Nagoya in May and looks forward to the JALT National Conference in Kobe in October.

GALE Journal

http://gale-sig.org/website/the_gale_journal.html

Started in 2008, the online Journal and Proceedings of the Gender Awareness in Language Education special interest group of JALT—affectionately known as "THE GALE JOURNAL"—has been attracting excellent academic research articles related to gender issues and awareness raising. Published once a year, it is a double-blind, peer-reviewed academic journal with an editorial team dedicated to publishing high quality research papers which add to the volume of knowledge in gender awareness and education. The Journal also publishes other academic writing such as resource reviews, perspective and forum pieces.

We are always looking for eager volunteers to join our editorial team as editors, peer reviewers for blinded papers, proof-readers.

GALE JALT SIG EXECUTIVES 2010-2011:

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JOINING GALE

Although GALE is a special interest group of JALT, you do NOT have to be a member of JALT to be a subscriber of GALE. Subscribers have full access to member rights except they cannot become GALE executive board members. Those who wish to join GALE can either:

JALT members: ¥1,500 should be sent by post to the JALT office using a "furikae" form in "*The Language Teacher*" magazine. Please contact the JALT Central Office at <jco@jalt.org> for more details.

Non-JALT members: ¥2,000 should be sent to the GALE treasurer. Please contact the GALE membership chair for more details.