

# Gender Awareness in Language Education

Newsletter of the GALE Special Interest Group  
(SIG) of the Japan Association for Language  
Teaching (JALT)



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## Student-Centered Reading and Discussion of Gender and Sexual Orientation Issues

By Jane Joritz-Nakagawa

*Editor's Note: A different version of this article appeared in IATEFL Issues 155 (June/July 2000), pp. 20-21.*

Introduction: Below is one way I have combined gender issues content with cooperative learning structures in large English classes of students of varying English proficiency levels from high beginner to advanced. The lesson below can be easily adapted to smaller classes. Feel free to contact me at: [janenakagawa@yahoo.com](mailto:janenakagawa@yahoo.com) for variations on this lesson or other lessons, or to share your lessons with me.

This particular lesson is highly structured in certain respects, which I find works well in larger classes.

In smaller classes or for other reasons some

teachers may prefer to adapt the lesson to make it less structured. In any event, it allows students to develop questions and responses regarding a short reading used as a discussion springboard. The cooperative learning structures aim to allow equal participation and fair allocation of student roles and tasks.

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Aim: To practice reading and speaking skills in a collaborative and student-centered way, using gender and/or sexual orientation issues as content.

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Materials: An appropriate short reading at a level within the grasp of four of your students working together to read and discuss it, one copy made for each

(cont'd p. 3)

## From the Editor...

Greetings, readers. Although those leisurely Golden Week days will have passed by the time you read this, we hope you will find time to peruse the contents during those all-too-rare leisurely moments in May and June. This issue includes offerings that language teacher emeritus Earl Stevick used to list as the elements of a good class: something for the heart, something for the mind, and something of practical use. For the heart and mind, sample our special feature: student writings related to gender. The student writers come from Jane Joritz-Nakagawa's advanced writing class at Tsukuba University, and we share them with you, our readers, in hopes that they might be useful discussion starters in your own classes. For our practical use offering, Jane provides an

article detailing how she blends the principles of cooperative learning with gender-related readings. And of course, our news briefs and other short articles bring you up to date on upcoming conferences here and abroad. Enough said. Brew a pot of tea, put those feet up, and enjoy a bit of leisure.

Important notice! **Deadline for the next issue is October 5--an absolute, not a "flexible" deadline**, as is our usual practice. We plan to publish in October, reporting on summer and fall conferences and including a preview of JALT2001. We are looking for contributors who can cover conference presentations and/or share their own good ideas. For more information, contact co-editor Kathy Riley <[rileykb@gol.com](mailto:rileykb@gol.com)>. --KR

## *Rising Suns, Rising Daughters* Published

*Rising Suns, Rising Daughters - Gender, Class and Power in Japan* was recently published by Zed Books in the UK. Authors are Joanna Liddle, a lecturer at the Centre for the Study of Women and Gender at the University of Warwick, and Sachiko Nakajima, who formerly worked with the National Personnel Authority in Japan. According to the publisher, this book traces the changing position of Japanese women through significant moments of history and into the contemporary period. It shows how women have been active agents in constructing new identities both in family and public life. The authors show how gender relations are crucially related to the construction of class and are used as a

resource in the struggle for power between nations. The contemporary material is based on detailed interviews, conducted over two decades, with women who have challenged the stereotypes normally attached to Japanese women and attained positions of influence in professional life. Order by email: [ling@zedbooks.demon.co.uk](mailto:ling@zedbooks.demon.co.uk), or visit Zed's website:

<<http://www.zedbooks.demon.co.uk/>>

A complimentary copy is also available free of charge from the newsletter editor to the first GALE member who volunteers to review this book for the next issue.

## JALT 2001

Plans are underway for GALE presentations at JALT2001 in November. Jane Nakagawa reports that our lesson plan swap shop proposal was accepted as well as a workshop on gender equity in our classrooms. If you are planning a gender-

related presentation at this conference, please submit specifics to the newsletter editor by **October 5, absolute final deadline for the fall newsletter**. We want to include you in a conference preview.



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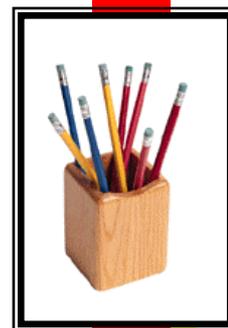
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## Reading – Gender cont'd

(cont'd from p. 1)  
student. A few examples of readings my students have read and discussed, suitable for LEP students, are as follows. (Complete references for all of the books mentioned below appear at the end.)

- a) The chapters (#2, 26 and 28) dealing with a gay relationship, women working, and marriage in Day and Yamanaka, 1998
- b) The poem "Homage to my hips" by Lucille Clifton, available at <http://www.poets.org/lit/poet/lcliffst.htm>
- c) Any of the many short nonfiction readings in English Discussion Society, 1995
- d) "Miyako Wants Another Husband" in Ottesen, 1993
- e) The Newsweek article, "Who needs men?" by Michiru Sasano (April 3, 2000, p. 45)
- f) The poem "My Rules" in Blanton and Lee, 1995
- g) Excerpts of writings by Sandra Cisneros found in Jorgenson and Whiteson, 1995
- h) "Girlpower" in Sweeney, 1999
- i) The chapters "Sexism" and "beauty and fashion" in Johnston & Farrell, 1998
- j) Students' own essays, reports or journal entries they've written (for example, as homework for the course) on gender or sexual orientation issues.
- k) Any other material you, or your students, have selected that relates to gender roles or sexual orientation.

Preparation: Select an appropriate short reading like one of those above OR, ask students to find themselves and turn in to you an appropriate reading that you can copy for the class before this class meeting. (If the students are selecting the reading themselves, you could, if desirable, stipulate a maximum length in words and perhaps some guidelines as to difficulty, e.g. "should not contain too many unknown words". Choose the best ones for use in class, in the event you've too many to use.)

Procedure:

- a) Group the students into 4s. (I usually

group students by randomly placing on desks name cards the students have prepared.) If an odd number of students, group some into 3s. Pairs are also possible, but students will receive a wider range of viewpoints with a somewhat larger group. In my experience, groups larger than 4 have the disadvantage that (some) students may not get enough chances to speak.

- b) Give each group enough copies of the reading selection, one for each person.
- c) Ask the students to read the selection, and then to create individually 3 or 4 questions each about the reading. The questions can be discussion questions only, or a balance of comprehension and discussion questions--for example 2 of each, as the teacher specifies. The teacher can model the question type/s desired, if necessary, by providing examples.
- d) After students have had some time to write down their ideas for questions individually, ask the students to number off randomly in their groups, 1 2 3 and 4 (1 2 and 3 if a 3 person group). Then, choose a number randomly (say, 3) and then ask person #3 in each group to be a "leader." The leader's job is to find out how many \*different\* questions the group has come up with (as some students may individually have prepared more or less the same question), and create a group list from these.

The reason for randomly designated leaders, and other roles, is to rotate tasks so that the same person (e.g., the extravert, the one who went to Australia last summer, the student of a particular gender, the older student etc.) isn't always volunteering or "taking over." The "lottery" system is fair, and when repeated over the course of the term, generally ensures everybody has had a fair shot at performing different roles and tasks. "Rock paper scissors" can also be used to assign roles, but the number system is faster and the once-performed numbering can be used throughout the class period to assign different tasks at different points in the lesson (as will be demonstrated below).

(cont'd p. 4)

*"Aim: To practice reading and speaking skills in a collaborative and student-centered way, using gender and/or sexual orientation issues as content."*



## Reading – Gender cont'd

e) When each group has a healthy-looking list though not necessarily completely finished (spot check by walking around the room and peeking at papers), get up to a maximum of probably 12 questions on the board for students to work with (the total number could depend on class time, the language level of the class, the breadth of the article and other factors). In my large classes, this might mean only one question per group (assuming, say 12 groups of 4). Depending on your class size and other requirements, you could request any specified number of questions per group to achieve a total of up to 12. Another method I use is, rather than ask for a specified # of Qs from each group, to choose individual students randomly (I draw from name cards for this purpose). These students then select a question from their group to write on the board. Instruct the groups (or individual students randomly chosen) to not write the same question on the board as another group/person. To select a person from a group to write on the board, I might again choose a new number (say #2) and that person then is asked to write for the group. Students will usually get up to the board fast, as they don't want to be "stuck" at the end, straining for a new question that no one else has thought of.

If you are soliciting both comprehension and discussion questions, instruct students to use, for example, the left side of the board for comprehension questions, and the right side of the board for discussion questions; you might divide the blackboard and make headings on it for this purpose. If your class is so large that even one question per group would be too many, choose groups (or students, as above) randomly (you can give groups a letter like ABCD etc. depending upon where they are sitting in the classroom and then randomly choose letters. I bring alphabet cards (drill cards for children) to class to use to randomly pick groups by letter.

f) Once the questions are on the board, clarify that the questions are understandable by the class. You may elect to do grammatical correction of the questions written or to leave as is if the questions are comprehensible. Also note that you, the teacher, can add a question at this juncture if you want something to be specifically covered, or, you can do that at a later time.

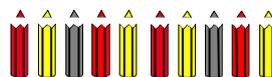
g) Now, ask the groups to work on answering the questions that are written on the board. For comprehension questions, students may wish to work first individually and then compare answers to see if a

consensus can be arrived at. In this case, I choose another group member (by choosing a number) to record the group consensus after students have had some time to work out the answers for themselves individually. For discussion questions, you might choose another member (leader) to record the group member's opinions to each question. Again, you can choose by number, if you've had the students already number off. For discussions, I also sometimes assign a "speaking order" such as 3 1 2 4. In this case person number 4 is the leader and gives her/his opinion last; also he or she asks the questions and records the opinions of everyone else. The reason for the speaking order is to encourage equal participation and to provide a procedure to follow. The reason for taking notes is merely to enable reporting of the group's answers. I don't collect the notes, so I instruct students that the notes only have to be legible to themselves and that they need not spend extra time making them neat or comprehensible to anyone else, including of course me.

h) Choose group spokespeople randomly to report, either in writing (using the blackboard) or orally, the group's answers to the class. If you are having students work at both comprehension and discussion questions, you might decide to have groups report on the comprehension question results before initiating the discussion. To facilitate "simultaneous" reporting in a large class, a blackboard can be divided into sections with groups having their own spot to write their group results.

Another way in which I initiate the reporting procedure is to call on groups, using alphabet cards and a number to indicate the member, or, I ask the person who took the notes to answer. Each person called on reports a group answer to one question of their choice. After they have reported on the question, I erase the question. Then another group is chosen randomly to report on a different question (one which is still visible on the blackboard). We continue in this fashion until we have had a report on each question (that is, until the entire blackboard has been erased!).

(cont'd p. 5)



## Reading – Gender cont'd

Variation 1: I use this lesson in 90 minute university courses that meet once per week (the standard format in Japan). If your course period doesn't allow enough time, have the reading read for homework (or read in class the week before) and do the group collaborative work in class. Individual question writing can be done either in class or as homework, as suits your course.



Variation 2: Rather than creating one question set to be used by the whole class, groups each create their own questions and then later report to the class what questions they discussed, as well as what answers they received.

Variation 3: Student groups create a list of questions and then exchange the questions they write with another group. Then, the groups discuss the questions they received. Finally, groups report to the class the questions and answers discussed in their group.

Variation 4: Groups conduct surveys based on questions they develop related to the reading content. They can be instructed to survey students in or outside the class. Afterward, they report the survey results to the class.

This activity can be (preceded by or) followed up with writing assignments, teacher lectures, or other kinds of assignments. However, I usually withhold giving my opinions until students have expressed theirs, so as not to overly influence their responses.

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## Students Write About Gender



By Jane Joritz-Nakagawa

*Editor's Note: While much professional writing on gender may be difficult or unsuitable in terms of vocabulary, syntax or context for the students we work with, student writing can provide accessible material and a basis for discussion of many issues touching our students' lives. In this section, you will find three pieces of writing written by students in Jane Nakagawa's class at Tsukuba University. In the first piece, an essay, Nakagawa Yoshifumi (no relation to the instructor) discusses masculinity. In two others, written as "creative non-fiction" Yoshiko Sato (pseudonym for a young woman who asked that her name not be used) explores her feelings about the use of a female mannequin in a Red Cross class, and Kaoru Fujita (another pseudonym) writes about a frightening encounter with two tough teen girls in Holland. Below, the instructor provides some context for the writing class.*

(cont'd p. 6)

“Student writing can provide accessible material and a basis for discussion of many issues touching our students' lives.”

## Students Write About Gender cont'd

This course was for advanced English level students of various academic years and majors. Most students in the course have lived abroad, so based on that knowledge and on student interests reflected in questionnaire responses collected on the first class meeting, one of the themes for the course was multiculturalism. Works by writers who defined themselves based on membership in racial, sexual orientation, gender, social/class and/or other groups were prominent. Academic, literary, and non-traditional works were read and discussed. For the three term projects, as well as many of the pre-project reading and writing assignments, students themselves proposed the content for (and sometimes form of) the activities.

The focus of each of the trimesters was as follows: Term 1: Reading and discussion,

with a particular focus on oral expression. The term project was prepared team debates on student-initiated topics with balanced sides (designed to end in a "tie", versus having a "winning" or "losing" team). Term 2: Reading, writing, and discussion with a focus on literary expression. Students studied and created metaphors, poems, song lyrics, short fiction and creative nonfiction. The term project involved a choice of songwriting, poetry, short fiction or creative nonfiction, with freely chosen content. Term 3: Research paper writing and oral presentation. Students prepared research papers on self-chosen topics and an oral report based on same. Most students conducted research in an area related to their academic major.

*"Based on students' knowledge of living abroad and on student interests reflected in questionnaire responses collected on the first class meeting, one of the themes for the course was multiculturalism."*

## A Mannequin Called Anne

By Yoshiko Sato

This is a story about a famous mannequin girl called Anne. She left me a strong impression that I will never forget. First of all, I'll tell you how we met each other.

Early November in 2000, I participated in a First Aid training course with Japan Red Cross. It was a 3-day course including some lectures and a lot of practice in wounds stopping, bandaging, limbs fixing and many more to be able to handle emergency and save lives. The schedule was so tight and also things we have to learn were so many that we needed extra hours after dinner to master them all. It went on to 1 or 2 o'clock in the morning, as we had to be ready for the exam on last day to get a qualification of First Aid from Japan Red Cross.

However, the main highlight of this course was learning life restoration that was the combination of artificial respiration and heart massage. It was not only most difficult but also the most important skill in First Aid, and we

usually practice it with some special-made dummy dolls. Now I think you have figured out how I met Anne. Yes, she was the doll prepared for us at the course.

When the instructor took her out from the plastic case, everyone who was there gasped with surprise at her outlook. Compared with her roughly stuffed feet, the bust was embarrassingly realistic, especially the face. I had seen some of those kind of dummy dolls but any of them was not as realistic as she was. I felt a little bit uncomfortable and wondered why she had been made like that...why it is not a boy?! There were four females in the course and we did not know where to look at when the instructor took off her clothes to explain the point to pressure for heart massage to us. Also we wondered why she was called "Anne" and treated just like a human being.

The mystery was cleared out soon. When everything finished, someone asked the instructor about this strange

(cont'd p. 7)



## A Mannequin Called Anne cont'd

doll. He said quietly, "You cannot laugh at her after knowing this story, I guess. Anyway,...", and then he told us the most impressive and saddest story I had ever heard.

Years ago, there was a girl called Anne in Norway. One day she had an unexpected accident and died, though it was said if someone had tried life restoration to her just after the accident, she could have survived. Her father, who was the president of a toy company, felt so sad about her death and realized the importance of First Aid. It made him to invent the dummy doll called "Anne" for life restoration practice. By making it resemble his daughter, he wished people in the future to remember her existence and study First Aid with the sense of vocation.

I turned my thoughts to him, what he was thinking over the process of making the figure, putting his loving daughter's death mask on its

face. It was not hard for me to imagine an old Father making a doll extremely concentrated with his eyes full of tears. Though some people might say that he was too strange that he made his dead daughter's doll, I could understand him even with big respect, what a deep and strong love he had not only to his daughter but also to all human beings. Some people hesitate to do such a thing, letting a doll which imitates one's dead daughter be a tool for many, many people and it maybe taken off clothes in some cases. However, his love was risen high above our personal thoughts and I am sure Anne would be happy and proud of her father about this.

In the training course we were not allowed to step over Anne and strictly told to treat her as careful as a real wounded person. She kept scaring us until the end of the course, telling us silently how heavy the life is again and again.

## My SweEeet Memory in Holland

By Kaoru Fujita

One day in the winter of 1999, I was on my way home from my school, two tram stops away. The time was around 5 o'clock. I came out from the tram at my station as usual and stepped onto the platform towards the stairs. At the same time, some funny noises strikes my ears from behind. Over my shoulder I saw two girls, about the same age as I was, who were hitting glass windshield on the platform, laughing and shouting something in Dutch. There were actually two women sitting on a bench the other side of the windshield.

The girls were obviously having fun by annoying people around like that. I wished I wouldn't become one of their prey. They passed me and I saw one of them stared back at me for a second. I had a bad feeling. Two girls were whispering something to each other in front of me. At this moment I sensed that something was going to happen, something I did not want to encounter. Unfortunately no one was walking except myself, and the stairs

I was heading toward was the only exit from the tram stop. As I thought, the girls stopped at the beginning of the stairs, watching me like kids excited about new toy they have been given.

I was ready. Ready to react against a tragedy that was about to take place. I took a deep breath. When I stepped the first stair down, one of them tried to trap my foot. I was quite anxious about actually being a prey, and my immediate reaction was the "F" word. I knew I was putting myself in a nasty situation by saying the word, but I had a pride in my instinct mind that I did not want to be a loser or be looked down on. The very next moment the girls kicked my backpack. This time I perceived that if I made any further reaction, I would be in real trouble. So I decided to ignore them, no matter how they make fun of me. I came peacefully down the stairs while the girls shouted at me like chickens. I told myself not to turn back, just walk away from

(cont'd p. 12)

## Flexible Masculinity – masculinity with sociological approach

By Yoshifumi Nakagawa

### Our image of masculinity

What do we think when we are asked what "masculinity" is? Probably these images will come up to our mind; muscular, strong, a huge body, good at sports, outdoor, athletic, intelligent, logical, doesn't show his emotion or feelings, doesn't talk too much, possessive, fond of power, aggressive, active, and so on.

There are a lot of men who have some of those characteristics even if it's hard to find men with all of them. Therefore, we recognize them as "standard men" and at the same time we categorize those people as "men" unconsciously. Those categories are not created and owned by individuals but mostly shared by the society, and once a category is established in the society, we have no doubt about it and we start to call it "common sense" and it becomes almost impossible for it to be changed. Therefore, the men who don't have those characteristics are often labeled as "feminine men" and they are distinguished from "standard men" or "real men". The distinction is a process which separates "standard" from "deviance" and we tend to have a negative image toward them. "Sissy men are disgusting."; this consciousness is a typical example.

### Sex and gender

The fact that categories are made and shared by the society indicates that the concept of "masculinity" doesn't exist from the beginning but is a very artificial thing. From this point of view, boys are not necessarily "masculine" when they are born but they will be "masculine" in the society, in other words, they grow to be "real men" in the process of learning "masculinity" which is determined by the society.

However, in biology, the sexual difference is determined by nature, and his/her sex is defined by the doctor when the baby is born. The sex is fixed throughout all of one's life. Sex is absolute. Male is a sex with "masculinity" and female is a sex with "femininity". The focus of the sexual difference is the difference of the body

structure of male and female. Female has a body to bear children, instead of that, it is said male has stronger muscular power.

This indication is hard to be denied, however, it is the society which has given the meaning to the sexual difference. Men have stronger power. Because they are stronger than women, they are specialized for hunting or agriculture. Women who are not for those tasks, do housework, while their husbands are out. As the society becomes more complicated, that division of labor is more defined. As a result, the division of labor is absorbed in the culture and begins to have other meanings, such as "masculinity" or "femininity" - that is the way the social difference between male and female (gender) was established. We take it for granted, but it was born from just an opportunity, "man out, woman in" system. One sex gained a role in the division of labor. It was nothing but the society that gave the new meaning to the sex.



"Standard man?"

On the other hand, certainly male has stronger muscular power than female on average, but it is doubtful whether it is a natural result of the sexual difference or not. Individuals live and grow in the society. When there is a role expectation in the society which is that boys should play soccer or baseball while girls should play with dolls or help their mothers cooking, that means girls don't have as many opportunities to exercise their muscles as boys. As a matter of fact, the muscular power doesn't get strong unless it is used often. Think about Amazon and female short distance runners in the Olympic games. Amazon is a female militarized tribe appearing in the ancient Greek myths and it is said that they were as strong as the army consisted of men, because those women had a role as soldiers in the society and they were trained strictly to be strong soldiers since they were young. Likewise, female short distance runners in the Olympic games run faster than most of the "standard men". Is that because they are not "normal"? It is true that they have

## Flexible Masculinity cont'd

special talent but they would claim that they have practiced very hard. Those examples show the possibility that muscular power can be changed in the process of his/her life, even male is born with stronger muscular power. That fact applies not only muscular power but also every difference between male and female.

In sociology, it is thought that individuals don't live on their own in an isolated environment but in the society and they are formed in the interaction with the society. Therefore, "by nurture" is critical but "by nature" is not that important when the individuals are organized. Similarly, socially sexual difference, gender, is more emphasized than naturally sexual difference, sex, in sociology.

### Masculinity made on purpose

"Masculinity" is artificial and not absolute. Then, why do we have a certain image of "masculinity"? Why isn't a man who likes reading more than playing soccer "masculine"? Helen Kanitkar disputes the "masculinity" in England during the imperialism period in her paper "Real True Boys' - Moulding the Cadets of Imperialism". In that period, English men were destined to serve the country by being soldiers in order to make the country strong and expand the colonies. These demands were internalized as a role in men through not only the education at school or training in the army but also books and leisure. Helen Kanitkar especially analyzed the effect of the books published during the period and she concluded they forced a model of male to the boys. The model is consisted of three elements. Firstly, the sporting boys. Group sports are a good way for boys to learn the values needed to build a strong country, which were to hate losing, to aim high, to be faithful and help your fellow men, and to be fair. Secondly, the all white boys, and thirdly the Christian boys. Those values made the boys believe that expanding colonies was not invention but a good thing because English men were great therefore they had to enlighten the "native". In other words, those values were created to justify the national movement at that time.

As her paper pointed out, the "masculinity" is made artificially by the

society on purpose in England during the imperialism period. That indicates our image of "masculinity" didn't appear naturally but made by the society on purpose in the same way.

### Conclusion

"Masculinity" is flexible and its content changes depending on the content of the society. It is very sad to give up our possibility as human beings, not as men, being tied up with such an artificial model and persuading ourselves that "Men should live like this." We live in the society, but that doesn't mean we are completely ruled by the society. There are a lot of unreasonable things in the society. We don't have to take them as they are without doubting. "Masculinity" should be discussed as a clue to find the way of living with a good balance of individuals and the society.

*Yoshifumi Nakagawa is a student at Tsukuba University and belongs to the college of social studies (sociology major). He is taking a seminar of Gender at his college this year, and is writing another paper about masculinity.*

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## Hokkaido Conference 2001 Update

J. Sean Curtin

*Editor's Note: While J. Sean Curtin continues to be involved with the upcoming conference, he will no longer represent GALE as program chair. At press time a new chair had not yet been selected. For more information about the conference, see the contact information at the end of this story.*

Plans continue for the Joint International Conference 2001, co-sponsored by GALE & EASH (East Asian Scholars Hokkaido), the weekend of Sept. 29-30 in Sapporo. Below is the tentative schedule and themes of the conference, which is titled, Other Hokkaido: Gender, Diversity and Minorities.

### Theme: Gender and Education:

#### **Keynote speaker:**

Gender Awareness in Language Education  
<working title>  
(Dr. Cynthia Nelson, University of Technology, Sydney)

#### **Presentations:**

- 1) Using video clips to teach diversity in EFL setting (Elizabeth Lokon)
- 2) Influence of Parental Gender on Japanese /English Bilingual Acquisition: A Preliminary Case-Study Report (Laurel Kamada)
- 3) **Culture, Identity and Motivation in Language Education: Making Connections with Queer Theory (Robert Mahon)**
- 4) bell hooks' Philosophy of Engaged Pedagogy and its Significance for Language Educators and Learners (Cheiron McMill, Marie Wilson Nelson, Barbara Summerhawk, Jane Joritz-Nakagawa, and Debbie Lunny)
- 5) <Pending>

#### **Panel:**

Gender, Alternative identities, and Engaged Pedagogies (coordinator: Cheiron McMill, Marie Wilson Nelson, Barbara Summerhawk, Jane Joritz-Nakagawa, Debbie Lunny, Elizabeth Lokon, Laurel Kamada, Cynthia Nelson, and Robert Mahon)

### Theme: Gender Issues in Japan

#### **Keynote Speaker:**

Constructing and De-constructing the 'Salaryman': Work, Family and Hegemonic Masculinity  
(Dr. Romit Dasgupta)

#### **Presentations:**

- 1) Sexuality and Citizenship in Contemporary Japan (Prof. Vera Mackie)
- 2) Gender Equality in the Workplace (Prof. Junichi Fujiwara)
- 3) Contemporary Japanese History, Gender and Film [Japanese] (Hikari Hori)
- 4) Feminist Identification in Kansai Women's Groups (Laura Dales)
- 5) Contemporary Women's employment policy (Equal Employment Opportunity Law) and the Effect of this Policy into the Japanese Labor Market (Han Hee Yoo)

#### **Panel:**

Title: Gender Equality in Japanese Society (coordinator: Prof. Fujiwara, Dasgupta, Hori, Prof. Mackie, Dales, Yoo)

### Theme: Minorities in Hokkaido

#### **Presentations:**

- 1) Keeping a Distinct Cultural Identity: Scottish Culture in Hokkaido (Trevor Absolon)
- 2) Sexual Minorities in Hokkaido [Japanese] (Hokkaido Sexual Minorities Association)
- 3) Language and Identity: Linguistic Autobiography Project (Marie Wilson Nelson)

#### **Panel:**

Title: Ainu Culture in Contemporary Japan [English and Japanese] (coordinator: Tom Bogdanowicz & various Ainu representatives)



## GALE & EASH Conference cont'd

### Theme: Educational Issues in Hokkaido & Japan

#### **Presentations:**

(This panel will be held on Sunday morning)

- 1) Selling International Education in Japan (Christopher Pokarier - Queensland University of Technology)
- 2) Looking at Skepticism and Beliefs of Japanese College Students (Robert McGuire)
- 3) Gendered Schooling Experiences (Marie Wilson Nelson)
- 4) Helping Our Students to Become Better World Citizens (Alan M. Cogen)
- 5) Japlish: English in Modern Japan (Jeff Maggard, Rie Taniguchi and William Perry)

#### **Panel:**

Title: The Future of Education in Japan (coordinator: Curtin; Pokarier, McGuire, Wilson Nelson, Cogen, Maggard, Taniguchi and Perry)

### Theme: Japanese Family in Hokkaido

#### **Presentations:**

(This panel may take place on the Thursday or Friday before the conference)

- 1) The Conversion of Young Men and Housewives in the Japanese Unification Church and its Gender Implications (Prof. Yoshihide Sakurai)
- 2) Where Have All The Flowers Gone? - Gendered Depopulation on Hokkaido Island (Gergely Mohacsi)
- 3) Gendered Poverty: The Problems Faced by Lone-mothers in Hokkaido (Sean Curtin)

The above and below information can be sent as an e-mail by sending a request to the Conference Committee:  
<eashgale2001@hotmail.com>

#### Conference Registration

Registration will be done at the conference. This year full registration is just 3000 yen.

### Conference Accommodation

A really great deal has been negotiated for conference delegates with the Hotel Tetora Spirit Sapporo. Just 5000 yen for a single or 5,500 with breakfast (Check-in 3pm Check-out 10am). This hotel is conveniently situated in downtown Sapporo, near the end of the famous Tanuki-Koji Arcade. It is just five minutes walk from the Susukino entertainment area and Odori Park. That means you can stagger back to your hotel late at night while enjoying the delicious ramen shops that line the Tanuki-Koji Arcade. The hotel is only three minutes walk from Nishi-juichichome Station.

How to book: Either e-mail, fax or telephone the hotel. State your name, the number of nights you want to stay and make sure you mention the GALE/EASH Conference. If you are using English to book, remember to keep your message as simple as possible, otherwise there maybe misunderstandings.

Hotel Tetora Spirit Sapporo: Chuo-ku, Minami 3-jo Nishi 9-Chome (Tanuki Koji), Sapporo, Japan, 060-0063 Tel: 011-272-0005 Fax: 011-272-0006 e-mail: tetra@ingweb.co.jp

### Information on the Hotel

A map of how to get to the hotel and the address in Japanese can be found at the hotel web site. You might want to print this up for reference. When you arrive at Sapporo Station, visit the tourist information centre and get the free map of Sapporo. Ask them to show you where the hotel is. See Hotel details (Japanese):

<http://www.ingweb.co.jp/tetra/info.html>

### How do I get to the Hotel?

From Sapporo Station, take the Nanboku Line to Odori Station (one stop). Then change to the Tozai Line heading towards Miyanosawa. Nishi-juichichome Station is just one stop along. Alternatively take a taxi, about 7 minutes ride. For a map of the Sapporo subway system see:

<http://www.global.city.sapporo.jp/convention/visitor/transport/trans.html>

### Is there any Cheaper accommodation?

If your economic resources are really low try the Sapporo House Youth Hostel. At just 2,103 yen a night in the dormitory, it's the cheapest deal in town. For booking details and map see:

[http://www.youthhostel.or.jp/English/c\\_sapporohouse.htm](http://www.youthhostel.or.jp/English/c_sapporohouse.htm)

## GALE & EASH Conference cont'd

### Conference Location

#### Where is the Conference being held and how do I get there?

The conference is being held at the Hokkaido International School. Nearest Subway Station is Sumikawa. Please visit the following site and print up the information on how to get there. Please make sure you take this with you on the day:  
<http://www.his.ac.jp/english/whatswhat/location.html>

The above information can be sent as an e-mail by sending a request to the Conference Committee:  
[eashgale2001@hotmail.com](mailto:eashgale2001@hotmail.com)

For any inquires about the conference, please send an e-mail to the Conference Committee. We will normally reply to you within a few days:  
[eashgale2001@hotmail.com](mailto:eashgale2001@hotmail.com)

### Other Useful Sites:

English guide to accommodation in Sapporo:  
<http://travel.roughguides.com/content/10186/23255.htm>

Hokkaido Youth Hostel Guide:  
<http://travel.roughguides.com/content/10186/23255.htm>

Sapporo Hotel Guide (Japanese/English):  
<http://www.sap-hok.com/frameH3.htm>

General guide to Sapporo:  
<http://www.global.city.sapporo.jp/>

- For further details, please contact-  
 The Conference Committee:  
[eashgale2001@hotmail.com](mailto:eashgale2001@hotmail.com)

## HOLLAND (cont'd from p. 7)

the situation. They threw something at me and hit my backpack, but I did not care. Now everything was under my control; ignoring them would loosen their attention on me. The girls followed me for a few seconds until one of them shouted at my right ear and rushed away as if nothing had happened.

To be honest I was very nervous and my hands were sweating. However, after all, I was somehow confident about myself. I believe it was my victory.

## Journal of Engaged Pedagogy on sale in September

Barbara Summerhawk

The first issue of the *Journal of Engaged Pedagogy* is at the printers and will be on sale at the September GALE conference in Hokkaido. Thanks to GALE's generous contribution, along with the support of many GALE members who took out advance subscriptions, we are able to go forward with this timely journal. The contents are outlined below. The journal is bilingual, with all articles appearing in both English and Japanese. Special kudos to our translators and our Japanese editor, Keiko Kikuchi. The journal will be on sale in Hokkaido for ¥2,100. Or you can order it by contacting Cheiron McMahon, editor, at <[cheiron@gpwu.ac.jp](mailto:cheiron@gpwu.ac.jp)>. We are looking forward to your subscriptions and submissions for the next issue (date not yet set).

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#### From the editors

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 Cheiron McMahon, Editor: **How This Journal Came to Be**

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Stephanie Vandrick: **Teachers' Cultures, Teachers' Stories** (Translated by Kazuko Osumi)

Midori Hotta: **bell hooks and Black Feminism** (Translated by Barbara Summerhawk)

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About the *Journal of Engaged Pedagogy*  
 Staff and submissions policy



## Text bias survey

A research project that involves documenting and analyzing anti-homosexual bias

The LGBTF Caucus which met at TESOL 2001 in March is asking for help with the collection of data for a research project that involves documenting and analyzing anti-homosexual bias (and by extension, bias in favor of heterosexuals) in EFL textbooks and materials. They are asking EFL teachers to examine texts for exclusionary biases related to the gendering of sexuality and to report these biases to Tamarah

Cohen (tamarahc@hotmail.com), coordinator of the project.

For each text examined, volunteer data collectors are asked to answer the following questions:

(A) Are any homosexuals featured in the text? If so, do they appear throughout the text or in select sections that focus, for example, on sexuality or lifestyles?

(B) How many lesbian women are featured in the text? [ \_\_\_\_ ] How is their lesbianism portrayed/conveyed? Be specific. What is their (apparent) ethnicity?

(C) How is heterosexuality portrayed

/conveyed in the text? Please cite specific examples.

(D) Can you find examples of the use of language which suggest that hetero-sexuality is the norm or, conversely, that homosexuality is anomalous, abnormal or aberrant (e.g., alternative lifestyles)? Be specific.

(E) Can you find exercises in which heterosexuality is assumed (e.g., What is your idea of an ideal wife/husband?)? Be specific.

(F) Can you find examples of occupational stereotyping in both type and range of jobs (female characters in fewer and more menial occupational roles than men; males performing household tasks inadequately)? Be specific.

(G) Can you find examples of personal characteristic stereotyping (males as sexually self-confident, females as timid)? Be specific.

(cont'd p. 16)

## Temple U. Working Papers

Copies of *Gender Issues in Language Education*, Volume 17 of the Temple University Working Papers in Applied Linguistics series, are still available. Thanks to Amy Yamashiro, editor of the collection, proceeds from sale of remaining copies will go to future publishing efforts supported by GALE and WELL (Women Educators and Language Learners). There are 13 papers in the collection, published in November, 2000. Topics include: gender-related professional activity and research in Japan, gender and language: topics for classroom discussion, feminist qualitative research and focus groups, and a review of *Office Ladies and Salaried Men*. Copies will be available at the WELL/GALE mini-conference in July and at the GALE/EASH Hokkaido conference in September. Meanwhile, To order, contact Kathy Riley at rileykb@gol.com

## WELL/GALE Mini-Conference set for July

Mark July 1 on your schedule for a combined WELL/GALE and (possibly) Daito Bunka University Sexual Harassment Prevention Committee mini conference, to be held in Tokyo. It will feature assertiveness training, a keynote speech by well-known scholar Michiyo Kano, and workshops on various themes. Please note that this conference will be in Japanese only. There will be no simultaneous interpretation, but the workshop leaders have been asked to prepare an outline in English. Language facilitators will also be on hand. The organizers urge you to please take advantage of this great learning opportunity regardless of your level of Japanese.

Date: July 1, 2001

Time: 9:30-5:45

Place: Daito Bunka Kaikan, near Tobu Nerima Station on the Tobu Tojo Line  
 Fee: a nominal conference fee will be charged

Information: Barbara Summerhawk (0424-67-3809) Mikiko Ishihara (0425-76-1297). Check the GALE website for further details.

Keynote speaker:

Mikiko Kano will be speaking on women and the war. Ms. Kano was born in

Seoul in 1940. Through the *Onnatachi no Genzai wo tou kai* association, she published ten volumes on the "History of the Homefront" between 1976 and 1994. Her recent book is on the 1970's era and the impact that time had on women.

### Workshop sessions

Includes a preview of the NHK video on the international women's war tribunal held in Tokyo in December, 2000. Some participants have charged that an NHK report on that event was heavily censored, and a group of international scholars sent a protest to the station earlier this year. Workshop participants may watch and discuss the video and the possibility of future action against NHK.

### Tentative Schedule

9:30: Registration opens

10-12: Assertiveness training

12:30-1:45: Keynote Address

2-2:30: Song Interlude (Mikiko Ishihara)

2-3: NHK Video preview, followed by discussion

2:45-4: Workshop Session 1 (Caitlen Stronell)

4:15-5:30: Workshop Session 2 (Jane Nakagawa, Mari Takenouchi)

5:30-5:45: Closing, Summary

DINNER

## NEWS BRIEFS

### Postgrad Conference in Belfast

Rethinking Gender and Power: A Postgraduate Interdisciplinary Conference will be held in Belfast, UK, Aug. 30-31 at Queen's University. Although the deadline for papers passed on April 30, more information is available from

Rethinking Gender and Power Conference, c/o School of Politics, Queen's University of Belfast, Belfast BT7 1PA Northern Ireland. Email: [genderconference@hotmail.com](mailto:genderconference@hotmail.com)  
 Call for Papers website: <http://www.qub.ac.uk/gender2001>

## Call for Papers

A conference titled AsiaPacifiQueer 2: Media, Technology & Queer Cultures is scheduled at The University of Queensland, Brisbane, Dec. 3--4, 2001. APQ2 will explore how individuals are constructed as gendered and sexed beings in contemporary mediascapes. The conference will focus on how media and communications technologies in postcolonial Asia-Pacific and other societies produce, govern, market, distribute, enable or exclude minority genders and sexualities in both the public and private spheres. Please send 250-word abstracts by 1 July 2001 to: Mark McLelland at the Centre for Critical and Cultural Studies, the University of Queensland:  
4072.m.mclelland@mailbox.uq.edu.au

The GALE Newsletter is produced several times a year by the JALT N-SIG, Gender Awareness in Language Learning. We welcome comments, student and educator-produced articles. Send your contributions to Kathy Riley (rileykb@gol.com) or Louise Haynes (aidsed@gol.com).

## Conference in Lancaster

The Department of Linguistics and Modern English Language at Lancaster University, UK will host IGALA2, the Second International Gender and Language Association Conference (formerly Berkeley Women and Language Conference). The dates are April 12-14, 2002. For details, including of registration, accommodation and submission of abstracts, see <<http://www.ling.lancs.ac.uk/groups/gal/igala2.htm>>

For enquiries, e-mail <igala2@lancs.ac.uk>. They invite 30-minute papers (20 minutes talk, 10 minutes questions), panel discussions, workshops and posters that deal with language in relation to gender. The conference is interdisciplinary. For more information about GALE members who may attend, contact Cheiron McMahill (see officers' list).

## Green Network Begins

An International Green Network has been organized in Japan after a forum held in Tokyo in March. Three GALE members (Barbara Summerhawk, John McLaughlin, and Kathy Riley) participated in a panel discussion concerning women's and labor issues) at the daylong event sponsored by U.S. Greens Abroad. Individuals and groups are welcome to join the network, which is designed to bring together those who are working for a sustainable and socially just society, regardless of political party membership. Although the "Green

movement" is strongly associated with the environment, it includes gender and many other issues too. All groups are welcome, including those working on human rights, anti-globalization or peace/anti-war efforts, labor unions, women's and lesbian-gay-bi-transgender issues, and alternative businesses, arts, cultural or academic groups. The idea is to bring people together and increase knowledge and support for one another's efforts. A directory of members is in production. For more information, contact Richard Evanoff<[evanoff@sipeb.aoyama.ac.jp](mailto:evanoff@sipeb.aoyama.ac.jp)>



**Gender  
Awareness  
in  
Language  
Education**

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or  
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## **Text Bias Survey cont'd from p. 13**

(H) Can you find examples of relationship stereotyping (women seen more often in relation to men than men are to women, usually in relationships of flaunted heterosexuality or a perpetually happy nuclear family)? Be specific. (I) Can you find examples of language use that reflect gendered subordination/domination (e.g., women and girls speak less than men and boys, initiate less

frequently in mixed-sex dialogues, and make use of less assertive language functions) or reinforce female invisibility (e.g., through the use of pseudo-generics like coed instead of student or gay instead of lesbian; consistent application of the rule of male firstness, as in men and women, gays and lesbians) and which therefore reinforce heterosexist bias? Be specific. Additional comments are welcome.

## **Japan on Foot**

Teachers interested in educating about domestic violence have an excellent resource in the year-long "Japan on Foot" project/expedition that Mary King and Etsuko Shimabukuro have organized. King, a British freelance journalist who first came to Japan 13 years ago, and Shimabukuro, an IT systems analyst, set off May 9 for a yearlong walk that begins at Cape Soya, Hokkaido and ends on the Okinawan island of Yonaguni. In addition to exploring the land they live in and working on journalism projects, they plan to raise consciousness about domestic

violence and support the work of HELP, a shelter for battered women and children in Tokyo. You can read about their trip on their website, which they plan to update weekly <japanonfoot.tripod.co.jp>. King will also write articles appearing on alternate Fridays for the new Asahi/Herald newspaper. For more information about HELP, contact them at 03-3368-8855 (03-3368-9791 fax). They publish a newsletter in English three times a year. The group was active in passage of recent legislation designed to curb domestic violence.

## **Web Links**

If you'd like to check out some web sites dealing with gender and language issues, you'll find the following quite helpful:

### **IGALA2 – Second International Gender and Language Association Conference**

<http://www.ling.lancs.ac.uk/groups/gal/other.htm>

### **The Language and Gender Page**

<http://www-english.tamu.edu/pers/fac/bucholtz/lng>

## **GALE is on the Web!**

*See us at:*

[http://members.tripod.co.jp/gender\\_\\_lang\\_\\_ed](http://members.tripod.co.jp/gender__lang__ed)