

Gender Awareness in Language Education



Community

Newsletter

FALL 2013

Message from the Coordinators

Diane Nagatomo Fiona Creaser

Hi Everyone

Welcome again to the second edition of the newly revamped Newsletter, which Diane has kindly put together for everyone. This year has been a particularly busy one for me personally as I gave birth to my beautiful baby girl in May who will be making her debut at JALT national in Kobe at the end of this month.

It has also been a busy time for GALE, we have had locally sponsored GALE events as well as some fantastic presentations at the PAN-SIG conference in Nagoya.

Michele Steele was the recipient of our GALE scholarship for her presentation at the Pan-SIG conference in Nagoya, Sarah Mulvey will be the recipient of the Best of JALT award for her excellent presentation at the Pan-SIG conference in Hiroshima (2012). Reiko Yoshihara's article, which had previously been published in the GALE Journal, was selected for inclusion in The Language Teacher (Volume 37, Number 5) to represent our GALE sig, and last but not least Folake Abass gave a GALE sponsored talk about her experiences in Tanzania.

This issue of the newsletter includes an article by Michele Steele summarising her presentation in Nagoya, a lesson plan by Brent Simmonds, and a report by Amanda Gillis-Furutaka about Folake's experiences in Tanzania.

We have a few presenters at the JALT national this year in Kobe and have included summaries of upcoming presentations by Gerry Yokota and Salem Hicks as well as the JALT forum.

Our hearts go out to Laurel Kameda and we all send her our get-well wishes as she continues to bravely recover from a cerebral haemorrhage.

GALE will also sponsor Gerry Yokota as a featured speaker at the Peace as a Global Language Conference in November and GALE is the official sponsor of the screening of the film "Ripples of Change – the Japanese Women's Movement" at the beginning of November.

Please note that the deadline to submit a proposal for JALT 2014 will be earlier than usual-in early February.

If you have anything you wish to contribute to the next issue of the newsletter don't hesitate to contact Diane or me. We are always on the lookout for volunteers to help with the running of GALE if you feel you can help out in anyway big or small contact us directly or join our exec mailing list.

Gender Issues in the Language Classroom
by Michele Steele

In May of 2013, I had the great fortune and honor to make a presentation on behalf of GALE at the annual PanSIG conference. The presentation was entitled, "Bringing Gender Issues into the Language Classroom," and it was inspired, primarily, by an intensive course I had taught at a women's university the previous September. The presentation included the implicit, and finally explicit question, "Why bring gender issues into the language classroom?" While many of the participants at PanSIG were GALE members, the same presentation was made earlier in the year at a JALT chapter meeting, and several participants at that event seemed uncertain about how or why to bring gender issues into the classroom. I hoped to illustrate, through my presentation, how gender issues concern all of us, how they are relevant to each of our students.

Inspiration to teach gender Issues

I first became interested in teaching gender issues when I was working with a group of older adults in a community center English class. The unit in the textbook dealt with an employer and an employee. One woman in the class spoke out, insisting that there must be a mistake in the book, because it referred to the boss as "she." I was fascinated to realize that this student couldn't even imagine that women can be in positions of authority, and understood in that moment that the social conditioning behind this assumption was something I wanted to start exploring with students.

While I have been introducing gender issues to my students for over a decade, in the intensive course of September 2012 I focused exclusively on gender-related topics, and it was the introduction of these topics, along

with student responses, that informed my presentation.

The intensive course: gender inequality

The first topic covered was gender inequality. The handout used for discussion was an activity from the online site, "Breaking News English," by Sean Bannville. The activity features a brief article followed by discussion questions and vocabulary exercises. The article was about the women's soccer team of Japan, and how the team was made to fly economy class to the London Olympics, while their male counterparts flew business class. I mentioned to the participants at the conference that most of the students had not even heard about the episode, which had occurred two months prior and had sent waves of disbelief throughout the international community. The story, it seemed, did not receive abundant media coverage in Japan.

Following the article were questions for discussion: What are some instances of inequality in various domains, including sports, education, and marriage? Participants broke into small groups for discussion, and then together we talked about their discussions, and I shared with them some student responses. Unbalanced funding was cited as a major source of inequality in sports, both in the university course and the workshop.

On the topic of inequality in education, I shared with the group the response of one of the students in the university course, who claimed, "There are more boys in science universities than girls." I recalled that I had asked her why that may be, to which she had replied, "Boys like science more than girls." I continued the dialogue with the student, finally illustrating the need to question our assumptions, that perhaps little girls do like science as much as boys but are steered away from it. I pointed out that this was yet another example of how the introduction of

gender issues into the classroom is an excellent breeding ground for critical thinking. A participant in the workshop added to this by telling the group about a former child star from America who now campaigns for girls to study math.

I mentioned to the group that I was immensely pleased that one of the first comments I heard from the students when discussing inequality in marriage was the issue of same sex marriage and its prohibition in most places. I have heard, time and again in Japan, prejudicial comments toward gay people, and I am glad to be involved in discussions that lead to tolerance and understanding. The introduction of gender issues affords me this opportunity.

Separate surnames after marriage

Another issue that was brought up during the discussion of inequality in marriage was women changing their names after marriage. This was a perfect transition to the next major topic.

Since well over ten years ago, when I first read Reiko Yoshihara's book *Yasashii eigo de feminism* I have been exploring the topic of separate surnames after marriage both in and outside of the classroom. During the course, students answered questions from Yoshihara's book, and also read an article on the topic by Keiko Watanabe from the GALE website. At the PanSIG workshop I presented the results of the student questionnaire and discussed the findings with the participants. Overall, the students had peacefully resigned themselves from an early age to the notion that they would one day change their names, with the exception of a few, who might have resigned themselves, but with some regret.

Beauty and stereotypes

The next main topic was stereotypes of beauty standards for both men and women. I introduced the Wodaabe tribe, a nomadic African tribe that holds beauty contests for men. After briefly discussing the tribe I shared student's answers to questions on the topic of beauty, questions adapted from a reading textbook by Richard Day and Junko Yamanaka (2007). What was made clear when listening to students discussing the topic is that there is an obvious trend concerning the concept of beauty in Japan, especially in regard to women: it is moving in the direction of a Western standard- large round eyes and long legs, for example- and has been for some time. This I found troubling, and while I try to refrain from giving too much of my own opinion, I was compelled to vocally join in with a student who also found the trend disturbing. She claimed that it seemed young women in Japan are erasing their cultural history and identity.

The final topic, related to beauty, was body image. As the workshop was limited to 60 minutes, there wasn't much time to elaborate on it, so I gave a brief overview of how the topic was introduced in the intensive course. In the course we discussed eating disorders and pressure on young women to be thin.

Why teach gender issues?

Previously mentioned was a JALT chapter meeting at which I and another GALE member made presentations. At the end of the presentation I was asked by a woman, "How do you get male students involved in gender topics?" In fact, when I've introduced gender-related topics in co-ed classes it is often the male students who most enthusiastically embrace the themes. We are all a gender; it's a human experience. The more appropriate question might be, "Why NOT bring gender issues into the classroom?"

To those who question the relevance of gender issues to males, I would point out some examples of how gender stereotypes affect males as well as females. In the intensive course, when we were discussing “inequality in sports,” I was stunned to hear a pair of students discussing a film as an example of a sort of reverse discrimination. The film, “Waterboys,” is about a group of boys in Japan who want to join a synchronized swimming team, but this sport is exclusively for females. The film, new to me, apparently goes on to follow the efforts of the boys to create their own, male, synchronized swim team. I thought this was a brilliant example of how gender stereotypes can affect both females and males.

Another example of how males are affected by gender stereotypes arose when we were discussing the topic of beauty. When asked what characteristics they consider attractive in a male, several students mentioned “tall.” I must confess that I was gravely disappointed by this, and couldn’t refrain, at one point, from saying, “They can’t help it, how tall they are.” I noticed right after I said this, a young woman right in front of me quietly gesturing applause by noiselessly clapping her hands together. I was glad to see it. This is an issue of humanity. People in this world have enough torment. Why do they need to be made to feel inadequate because of how they look? This seems like an obvious notion, but apparently it isn’t. These young women, immensely intelligent, spoke of seeking a tall male partner. In a couple of cases, the students confessed they would undergo

surgery to look more Western. These are serious concerns. If we are to empower our students to use language to make an impact in the world, we must first empower them to feel good about who they are, and to help them understand that judging others on

meaningless stereotypes is a fruitless endeavor.

Student feedback

Inevitably, when I introduce gender issues, students get into deep explorations of their own opinions. I’m often told by students that they were never given the opportunity to discuss their opinions in class. Needless to mention, this is an invaluable skill. Some comments from the questionnaire at the end of the class were:

“It is really important for me to have my own opinion.” “I liked to hear others’ opinion and say my opinion.” It is also likely that the introduction of gender-related topics will present topics about which the students previously were unaware. When we discussed separate surnames after marriage, I discovered that not one student knew about the section of the Civil Code in Japan which stipulates that individuals in a legal marriage in Japan must have the same family name. Moreover, they were surprised to learn that, in other countries, people in a marriage may choose to have different family names, specifically, that a woman doesn’t automatically change her name upon marriage. Students appeared to find this topic engrossing. Some comments from the questionnaire include:

“I like the activity of discussing about having the same surname or not after marriage. I had never thought about this topic before the class, so it was interesting to know why the surname is important for us.”

“The articles were attractive for me, for example, Double Surnames. I want to know this well.”

The opportunity that the study of gender issues provides for the questioning of

assumptions can not be stressed enough. As one student reflected,

“I learned about gender issues and critical thinking about what is thought as natural.” By “thought of as natural,” I assumed she meant, “taken for granted.”

Perhaps my favorite student response, related to the discussion on beauty and stereotypes, was, “I learned that Japanese people are beautiful just the way we are.”

At the end of the presentation, I displayed a slide that asked the question, “Why bring gender issues into the language class?” with the following answers: They stimulate critical thinking skills; They promote tolerance and understanding; They can give inspiration; Students enjoy discussing gender issues.

All in all, the PanSIG workshop was satisfying and inspirational for me, and I felt the audience was thoroughly engaged for the duration. It is my hope, when I present on gender issues, that people go away with the understanding that gender issues are not just women’s issues; they are human issues.

Banville, S. (August, 14, 2012). *Japan’s soccer women fly business, like men.* www.breakingnewsenglish.com

Day, R.R., Yamanaka, J. (2007). *Cover to cover 2.* New York: Oxford University Press
Watanabe, K. *The “double surnames” issue in Japan.* gale-sig.org/website/articles.html

Yoshihara, R. (Ed.). (2002). *Yasashii eigo de feminism.* Tokyo: Femix.

Michele Steele has been teaching English in Japan since 1996, and continues to reside in Gunma prefecture. Her interests include gender issues, global issues, and peace studies. She holds a BA in English literature and an MA in linguistics.



International Day of the Girl 11th October 2013

Brent Simmonds

A visit to Zimbabwe in 1996 sparked my interest in gender equality. I had the privilege of visiting a small village with Plan International. I was struck by the burden the women and girls carried. As we sat down to a lovely meal, we learnt about their daily lives. They fed the domestic animals, fetched water from the water hole, cooked and cleaned. Girls went to school but tended to drop out earlier than boys. The curse of Aids was beginning to have a devastating effect causing many social and economic problems. Over the years I maintained my links and read eagerly about their campaign to designate 11th October, “The International day of the Girl Child” (plan international 2013)

In December 2011 the United Nations established the International Day of the Girl to recognize girl’s rights and the unique challenges girls face around the world. They voted to designate 11 October as the International Day of the Girl (UN General Assembly Resolution 2011). The first day focused on child marriage: “Preventing child marriage will protect girls' rights and help reduce their risks of violence, early pregnancy, HIV infection, and maternal death and disability”(UN Women’s Organization, 2013).

Introducing this day to your class offers great teaching opportunities and there is a wealth of resources that make it adaptable to all levels.

Lesson ideas

Level Adaptable to all levels

Purpose To raise awareness of girl’s living conditions around the world and discuss gender issues in Japan

1. Introduction (Teacher to students)

Is today the International Day of the Girl, International Disney Day or World Happiness Day?

2. Student to Student Questions

Suggested questions:

When do you want to get married? How many children do you want? Are there enough child

care centres in Japan? Should men have paternity leave?

3. Blank map Where are Bangladesh, India, Pakistan, Afghanistan, and Nepal?

4. Web search (Students can use their mobile phones)What is the average marriage in (the above countries), Japan, UK. . . ?

5. Reading activity Find three facts about girls from the Plan International website; Create a short reading activity from the website

6. Task How can girls lives be improved in (choose a country)?

Compare your life with a teenager in (choose a country) ?

How can women’s rights be improved in Japan?

7. Follow up Investigate another United Nations day.

Useful websites

<http://dayofthegirl.org/about/>

<http://plan-international.org/girls/day-of-the-girl.php?lang=en>

http://en.wikipedia.org/wiki/Age_at_first_marriage

Age at first marriage

<http://plan-international.org/girls/girl-facts-sources.php?lang=en#5>

Facts about girls.

<http://www.un.org/en/events/observances/days.shtml>

United Nations Days

School resources

<http://srsg.violenceagainstchildren.org/children-corner/materials>

Includes declarations from children

[http://www.plan-](http://www.plan-uk.org/resources/documents/161958/)

[uk.org/resources/documents/161958/](http://www.plan-uk.org/resources/documents/161958/)

References

Plan International. October 11th is the Day of the Girl [http://plan-international.org/about-](http://plan-international.org/about-plan/resources/news/october-11-is-day-of-the-girl/)

[plan/resources/news/october-11-is-day-of-the-girl/](http://plan-international.org/about-plan/resources/news/october-11-is-day-of-the-girl/)

United Nations General Assembly. December 201. Resolution A/RES/66/170 on International Day of the Girl. Retrieved July 30th 2013

http://srsg.violenceagainstchildren.org/document/a-res-66-170_535

United Nations Women’s Organisation.

“International Day of the Girl Child—My Life,

My Right, End Child Marriage " Retrieved July 29th 2013

<http://www.unwomen.org/en/news/in-focus/international-day-of-the-girl-child-my-life-my-right-end-child-marriage/>



Originally from the UK, Brent Simmonds has lived in Japan since 2005 having previously taught in China . He is currently teaching at several universities in Nagoya . He has been interested in gender awareness and global issues for as long as he can remember and tries to incorporate them into his lessons as often as possible. He is presently finishing his MA with Macquarie University and has written a textbook for Nutrition majors.

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Gender Roles: An African Perspective
Talk by Folake Abass July 2013

Reported by
Amanda Gillis-Furutaka

Folake held her audience spellbound for over 2 hours as she explained the lifestyles and gender issues of the different people she encountered during her year (June 2012-June 2013) volunteering in Tanzania. Her first contact with WEECE (Women's Education and Empowerment Center) was in 2011 when she volunteered for 3 weeks. She knew within a week that she wanted to return for a year so that she could really help to make a difference. The center is in Moshi, NE Tanzania, with Mount Kilimanjaro as a backdrop. It was founded in 1999 by Mama Mrema, an extraordinary and fearless woman who became aware of the lack of options and freedom for women at the age of 12 when her mother told her she needed to learn household skills to prepare to be a wife. She resolved never to marry and instead has dedicated her life to the improvement of women's economic stability and gender equality through education, advocacy and micro loans. In preparation for this work, she trained as a counselor in Canada and also did training in health issues.

It was not easy to get the center started because although the women were eager to gather and talk, their husbands grew uneasy about what their

wives were doing and prevented them from participating. In Tanzania, wives are the property and responsibility of their husbands, especially if they are financially dependent on their spouse. If they disobey their husband, they can expect to be beaten. Mama Mrema believes that if women can receive education and micro loans, they can raise their status and this will lead to greater gender equality. Folake demonstrated how this is happening through stories, photos and recordings of interviews with women and their husbands. The first step for women to gain control over their lives is through control of their reproductive cycle. However, there are enormous obstacles for the widespread introduction of contraception. Men refuse to wear condoms and many do not allow their wives to use contraceptive pills. It is very hard for women to stand up for their human rights when they have no education and no awareness of rights and no means of gaining any degree of independence. For this reason, one of the main projects of WEECE is building and running a vocational school for underprivileged girls. Folake asked for donations for the school and many people gave generously. Please see the end of this article for details on how to donate if you wish to.

The other main project of WEECE is setting up VICOBA's (Village Community Banks). These small banks facilitate community-owned businesses. The profits are used towards funding other projects and the income the women earn makes them independent and equal members of

their community. This gives the women a voice of their own; something they do not have in traditional African society. These banks are very small (maximum 30 members) and are run entirely by the women in the village. The bank itself is a box with 3 locks (and each key is held by a different person). The box contains the records of each VICOBA and a very small amount of cash. Most of the money is distributed among the members for their various projects according to decisions made at the regular meetings. Types of projects being funded by VICOBA include planting rice and maize on rented land. They can cover the land rental costs when the crop is sold and earn an income. Another project is honeybee farming. The costs of building the hives and training can be covered by the loan. Other typical businesses are basket weaving and selling everyday items such as bread, sugar and tea.

The VICOBA's are run by the women although some men have asked to join. Men who Folake interviewed were husbands of women in the VICOBA and they preferred to participate so that they could know what was happening. Other men who don't understand are often afraid of these groups of women. When the women start bringing home money to pay for school fees and house repairs or rebuilding, they gain recognition and respect from both the community and their husbands. We were surprised to hear that husbands who would regularly beat their wives when they felt their wives were totally dependent on them, showed greater respect when their wives contributed to the household income.

The situation of Maasai women is far harder to deal with because they are nomadic and so difficult to monitor and provide with education and health services. Moreover, Maasai women are treated as less than human. They own nothing, not even their children, and they live separately from the men. When Mama Mrema started working with them in setting up VICOBA, the women did not want the men to participate at all because they knew the men would just take all the money. Mama Mrema thinks it is important to try to bring the men and women together more and so they

formed a choir and have released a CD. She is also working with them to settle in one place so that the children can attend school and the community can receive government services. One very tough topic that Folake addressed was the widespread practice of Female Genital Mutilation (FGM). The thinking behind this tradition is that the men often go away to hunt or work and they can prevent their wives from seeking extra-marital sex if they have undergone FGM. Girls are brainwashed into following the custom by the older women who tell them that their existence will be positively evaluated and they will be considered an adult when they undergo this. There is an attractive and exciting ceremony that takes place first and the young girls are unaware of what will happen to them. The operation is carried out without anesthetic and they are expected to show how strong they are and not to cry.

In one village where the Maasai have settled, WEECE and the VICOBA have helped to end FGM because the elderly women for whom carrying out FGM was their only source of income, could start to earn an income in other ways. So what was Folake's role in all of this? She busied herself teaching bookkeeping and computer skills as well as English. She traveled around the area a great deal and was accompanied by an interpreter although she managed to pick up an impressive amount of Swahili. When asked what she took away from this experience, she said that it made her appreciate the difference between her lifestyle that caters to her wants and the hand-to-mouth existence of the women in Tanzania where they can only attend to their needs and never consider their wants. Their resilience and determination to improve their situation are humbling and Mama Mrema, with her dedication and energy, is awe-inspiring. She is well aware that her work threatens the status quo of this male-dominated society and that she herself could be killed for her efforts, yet she continues her life mission. Folake plans to return to help once more but first she needs to save some money and so is taking up the challenge of working in Saudi Arabia for the next two years. Good luck, Folake.

We are looking forward to hearing all about your new adventures next time you are back in Japan! For information on how to make a donation to WEECE, visit their website at www.weeceproject.org.

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



Amanda Gillis-Furutaka has put down roots in Kyoto after teaching English in various countries around the world during her early career. She is an Associate Professor at Kyoto Sangyo University, where she teaches media, music, and culture as well as English. She is currently researching the interpretation of Western popular music videos by Japanese audiences, including gender representations.





**2013 JALT National Conference
Learning is a Lifelong Voyage
October 25-28, 2013
GALE Member Presentations**

**Gender Literacy, the Journey Metaphor,
Jormungand
Gerry Yokota, Osaka University**

The journey is a perennial theme in my English composition classes, and my core text for that segment of my classes this year is *Jormungand*, a weekly anime series which aired for two seasons on Japanese TV in the spring and fall of 2012 and is now available on DVD/BD. It is based on the manga by Takahashi Keitaro, which appeared in monthly installments from 2006 to 2012, ultimately being collected into 11 volumes and published in English by Viz Media. The main character is a war orphan turned child soldier named Jonah Mar, who works for an arms dealer named Koko Hekmatyar. Every episode begins with a voiceover of Jonah saying, "I sojourned with a weapons dealer." In this presentation, I will analyze the progression of episodes to reveal the extent to which they exhibit and perpetuate standard features of the Bildungsroman genre, paying particular attention to degrees of conformity to and deviation from dominant gender role dynamics. I will further present data on student responses to one episode studied in the context of the extended narrative, discuss cross-cultural differences in figurative and generic

thinking (following Littlemore et al.), and consider the potential of such texts for instruction in English composition with a focus on rhetoric, as well as application in an integrated English language class.

How do manga/anime series such as *Jormungand*, which features a war orphan turned child soldier who sojourns with an arms dealer, perpetuate standard features of the Bildungsroman genre? To what degree do they conform to and/or deviate from dominant gender role dynamics? What sort of rhetoric might students of English learn from such narratives?

**Towards a Multicultural Campus
Salem Hicks**

Day: Saturday, October 26th

Time: 12:45 PM - 1:10 PM (25 minutes) Room: 305

This paper examines how international students fare in the MEXT initiated Global 30 Project in English university programs and to what extent the programs are meeting their expectations and needs. Tensions between state and university policies of internationalization, as well as tensions between desires for diversity and preservation of traditional processes that structure the university are also discussed. These tensions are nuanced by gender and nationality.

GALE Forum

Day: Saturday, October 26th

Time: 4:15 PM - 5:45 PM (90 minutes)

Room: 401

Format: Forum

Content: Gender Awareness in Language Education (GALE)

Context: College & University Education

Title: Gender: A lifelong learning experience!

Changes in demographics and economics mean that countries around the world need to give a greater role to women in the work place. In Japan, the Abenomics agenda is calling for a reduction in gender differences and increased participation of women in the workforce. The presenters in this forum will discuss the situation in Japan,

particularly in teaching, and the obstacles that make it difficult to balance work and family life. Presenter(s): Doyle, Shane - Asia Pacific University; Saki, Michi - Ritsumeikan University;

Recent Activities by GALE members

Liberlit 2013 presentation by Jane Joritz-Nakagawa

In February, 2013 GALE member Jane Joritz-Nakagawa participated in a conference called Liberlit that takes place annually in Tokyo. Liberlit (<http://www.liberlit.com/>) is a conference devoted exclusively to presentations about the teaching of literature in Japan, held at Meiji Gakuin University. Jane gave a short presentation on poetry with sociopolitical content that she uses with students, especially poems related to gender issues by women. She also presented data showing that textbooks published in Japan comprising introductions to poetry in English relatively or completely ignore the work of female poets as well as the work of non-white poets and avant-garde work.

Local JALT presentations in April 2013

Jane Joritz-Nakagawa was a speaker in April, 2013 for both the Toyohashi and Shizuoka JALT chapters where she led workshops on multiple intelligences in the classroom and cooperative learning, respectively. In the first half of these workshops she explained basic concepts relative to the over-arching themes and in the second half participants worked collaboratively to create and then present short lessons / classroom activities utilizing the pedagogical ideas presented in the first half. Jane feels pedagogical approach is crucial to how students will receive courses which treat gender issues and other themes.

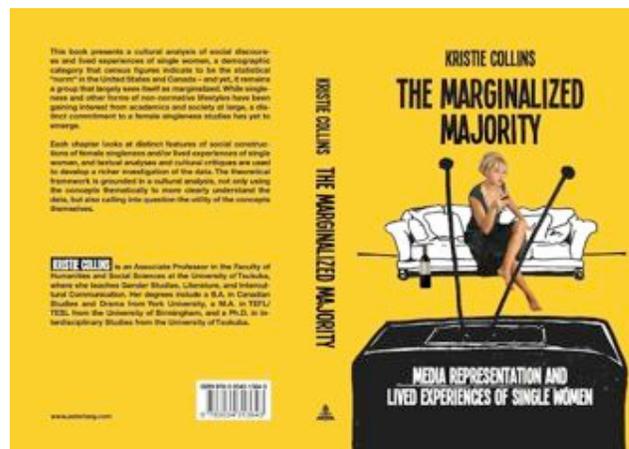
Understanding and utilizing the notion of learner differences and implementing student-centered cooperative learning in task-based content courses has been a successful approach for Jane, with students reporting high levels of satisfaction in with courses in gender issues and other topics following such an approach.

Bradford-Watts, Kim - Kyoto Women's University

GALE Member Publications

Kristie Collins

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



Jane Joritz-Nakagawa

Joritz-Nakagawa, J. *FLUX*. (Buffalo, NY: BlazeVOX)



2014 Meeting Announcement: There will be an open meeting of the *East Japan Poetry Association* featuring poetry readings and discussions on Sat., **March 15th, 2014 at Toyo University's Hakusan campus in Tokyo.**

Contact Jane Nakagawa for details:
<janenakagawa@yahoo.com>

Get Well Wishes

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



and works hard every day to improve all aspects of her life. We hope you will feel free to contact Laurel. She welcomes all visitors. Please don't think you need to stay long... just showing up and visiting for 15 minutes is a great gesture and act of kindness! Also, don't hesitate to try to call, but that is a bit difficult at present since she doesn't seem to have a phone in her room. When we have called, they were able to bring a phone into her room to talk. Also, we're working on getting her connected via Internet. Sincerely, Ed Nudelman (brother) and Janice Seino (sister). Aug. 29, 2013

UPDATE ON LAUREL

Dear Friends,

We wanted to give you a brief update on our dear sister Laurel who has now, after five months rehab in the U.S., returned to her hometown in Hirosaki. She has entered a short-stay Rehab Hospital in Hirosaki. We welcome all visitors to go see Laurel. She needs outside world contact and interest! The address is: 1-2-1 Ougimachi, Hirosaki, 036-8104 The phone number of the Rehab Facility is: 0172-28-8220.

Write her. Call her. Even better, go visit her! Laurel has done remarkably well since her nearly fatal cerebral hemorrhage in March. She has nearly completely recovered both cognitively and intellectually, but still lags a little behind in short-term memory and complicated mental tasks, as is normal for this kind of stroke and this should continue to improve. She has had no problems with speech and comprehension. She remains partially paralyzed on her left side, which poses challenges in walking. One her greatest goals is to learn to walk again. Laurel has remained extremely positive and had a great outlook through all of this. As we all know, she is a fighter,

Reports from the 2013 Pan SIG Conference

Gerry Yokota, Osaka University

Gender Literacy and The Global Citizen's Portfolio

The theme of the 2013 Pan-SIG was "Collaboration, Cooperation and Community," and GALE was partnering with CUE and PALE. I decided the best way to maximize my own professional development given these inspiring stimuli would be to explore how my own cognitive linguistic approach to enhancing gender awareness in the ELE classroom might be effectively combined with partner SIG members' approaches, and so I chose to focus on the writing portfolio, which was the topic of a recent special issue of *OnCUE Journal*. I introduced the Global Citizen's Portfolio, which I have developed for use in an Academic Writing class. In the Global Citizen's Portfolio, my students create a showcase for their compositions displaying their mastery of a range of rhetoric and composition skills (comparison, evaluation, persuasion, etc.) in combination with their understanding of a range of global issues (ableism, racism, sexism, etc.). I introduced student writing samples of the section of their portfolio exhibiting their work on gender-related issues and demonstrated the potential of a cognitive linguistic approach to instruction in their use of rhetoric, especially focusing on the power of gendered metaphors to influence perception and hence the treatment of others based on gender stereotypes perpetuated by such metaphors. I also gave a demonstration of our collaborative classroom activity on our midterm-brainstorming day, where I have students evaluate their progress so far and begin to design the final project which will be the centerpiece of their portfolio. Building especially on the work of Jeannette Littlemore, author of *Applying Cognitive Linguistics to Second Language Teaching and Learning* (Palgrave Macmillan, 2009) and Plenary Speaker at JALT 2012 in Hamamatsu, I proposed that this combination of theory and practice can work effectively as a platform to enhance students' critical thinking skills together with their competency in expressing their ideas about gender issues in speaking and/or writing.

Jane Joritz-Nakagawa participated in two group sessions at the PAN SIG Conference at Nanzan University this year. One was a combined forum for the JALT SIGs LILT, CT and SDD. The overarching forum theme was creativity in language learning and teaching. Jane focused on the notion of learner diversity and why it is important to consider learner diversity in pedagogical practice. In particular, Jane highlighted pedagogical applications of Howard Gardner's multiple intelligences theory and Jung's theory of psychological types. The second forum Jane participated in was the combined forum for the SIGs GILE, LD, and PRAG. For this forum Jane presented poems containing themes such as FGM, marriage as a form of slavery, lesbians in Japan, Korean ethnicity in Japan, gender inequality, domestic violence, "comfort women" (WW2 sexual slavery), war, animal rights, and others, that she has used in courses in Japan, together with some brief suggestions for the use of these poems in a classroom.

100,000 Poets for Change in September

Jane Joritz-Nakagawa also participated in 100 Thousand Poets for Change 2013, a poetry reading and discussion which was hosted by the Japan International Poetry Society (JIPS), held in conjunction with worldwide 100,000 poets for change events (<http://www.100tpc.org/>) on September 28th in Kyoto at Heartpia Kyoto. Ten poets (Jane along with Atsusuke Tanaka, Eric Selland, Goro Takano, Ikuyo Yoshimura, Kiyoko Ogawa, Leah Ann Sullivan, Sean Lotman, Trane DeVore, and Yoko Danno) each read poetry and then engaged the audience in a lively discussion. Presentations were in both Japanese and English and covered a range of sociopolitical themes including war, the Other, the environment, and others.

IASIL Japan Conference:

<http://iasil.jp/conference.html>

This conference took place at Kyoto Notre Dame University on Saturday October 12 and Sunday October 13.

Jane Joritz-Nakagawa's topic was Marxist feminism and contemporary innovative female poetics in Ireland, Japan, the U.S. and other countries. Her abstract follows.

Abstract Title: Out of bo[u]nd(arie)s {age}:
Catherine Walsh's *Optic Verve*

Optic Verve is a nomadic, adventurous weaving of fragments of lineated and non-lineated bits of verse and prose and languages and points of view, at turns personal and political or the fused personal is political/political is personal, drawing on/exposing lyrical (in the sense of personal and also musical), non-lyrical and language-oriented traditions and non-traditions but limiting itself to no one of these in a kind of transcultural transpoetic symphonic statement. Catherine Walsh writes in *Optic Verve* that "a writer draws webs of connections"; *Optic Verve* will itself be by Joritz-Nakagawa connected to diverse feminist works such as some of those of France's Julia Kristeva and Luce Irigaray, American linguist Robin Lakoff, American poets Ann Lauterbach and Leslie Scalapino, British poet Frances Presley, Japanese poets Park Kyong Mi, Sekiguchi Ryoko and Kora Rumiko, and Japanese visual artists Ikemura Leiko and Murase Kyoko as well as Deleuze & Guattari's *Anti-Oedipus: Capitalism and Schizophrenia*. Walsh's strategy to resuscitate the reader at the death's door of capitalism, patriarchy and other forms of control and authority is a kind of Marxist-feminist dissident speech, a poetic defibrillation technique that works a bit like a camera spun around incessantly at a busy street corner in any anonymous city, though the city may mostly be one inside the mind, inhabited by outcasts, non-conformists and related Others whose fragmented sub- or semi-conscious impressions have been given form in *Optic Verve*.

New Publications by GALE Members

Jane Joritz-Nakagawa's poetry book titled *FLUX* has just been published by BlazeVOX (U.S.A.) and is on sale at Amazon USA (see cover, above). Contact Jane if you are interested in a review copy or would like to interview her about the book, which contains the themes of gender, 3-11, the Wall Street financial crash, and others and draws on both Western and Japanese poetic traditions (janenakagawaATyahooDOTcom).

JALT's environmental impact

Brent Simmonds

Climate change threatens to erode human freedoms and limit choice, and gender inequality intersects with the risks and vulnerabilities associated with climate change. Women play an important role in supporting households and communities to mitigate and adapt to climate change. (United Nations development programme 2013).

Every one of us and the organisations we belong to, have an environmental responsibility and JALT is no exception, but what can we do? A committee charged with investigating JALT's environmental impact was formed as the recent EBM. Most importantly we need input from ordinary JALT members so we can work together to create a better environment. Small steps add up if we all do our part (US Environmental Protection Agency, 2013). If you have any questions, comments or ideas please contact brentoldchap@hotmail.com
JALT Environmental committee

Reference:

United Nations Development Programme Gender and Climate change Retrieved 28th July 2013
http://www.undp.org/content/undp/en/home/ourwork/environmentandenergy/strategic_themes/climate_change/focus_areas/gender_and_climatechange/

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.

In order to apply for this scholarship, application materials should include:

1. A signed statement that the candidate does not have access to research funds from another source such as an employer.
2. A signed commitment to give the presentation and write a related research paper to be published in the GALE Journal in the next edition of the GALE Journal and Proceedings.
3. A short introduction including your research interests.
4. A 250 word detailed abstract for presentation and subsequent paper. Make sure that your proposal deals with an issue(s) pertinent to GALE's purpose; it is written clearly, with a specific focus; the research goals are clearly defined; the proposal addresses issues that have not been dealt with before or are dealt with in a unique way. In other words, check

that your proposal in some way furthers research or theory in the area of gender awareness.

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

2009 Scholarship Recipient: Rachel Winter

2013 Scholarship Recipient: Michele Steele

A Brief History of GALE (revised from the last newsletter—please feel free to provide more information so we can have a complete history of our vibrant group)

1995 A group of fourteen 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 on a Colloquium at JALT 1996 on "Gender Issues In Language Education" (Hardy, Yamashiro & McMahill, published in 1997).

1998 "Gender Issues in Language Education" was included in a list of content area categories on the JALT conference application form.

There was a breakthrough in two JALT presentations having 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 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 included 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 internet resources. 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 reversed at JALT 2000, with all four plenary speakers being female. GALE sponsored Jane Sunderland as a JALT main speaker.

There was also a GALE conference in Hiroshima organized by Cheryl Martens.

GALE became an official JALT Sig in 2000

2001 There was a GALE-WELL conference in Tokyo at Daito Bunka Kaikan held entirely in Japanese organized by Barbara Summerhawk, Jane Joritz-Nakagawa, and others

2001 (September 29) A joint GALE-EASH (East Asian Studies Hokkaido) conference titled "The Other Hokkaido: Gender, Diversity and Minorities" conference was held at Hokkaido International School in Sapporo featuring forty speakers from nine different countries including Cynthia Nelson as a guest speaker.

Nov 2001 Robert O'Mochain organized a masculinities panel featuring Japanese and Western experts for the Kitakyushu National JALT conference.

2002 The inaugural Peace as a Global Language Conference took place at Daito University's Daito Bunka Kaikan in Tokyo, founded by GALE Coordinator Jane Nakagawa with the help of members of GALE, WELL, and many other groups, and especially but not only the help of Barb Summerhawk, Kazuya Asakawa, Keiko Kikuchi and Cheryl Martens.

2003 Kristine Mizutani became the coordinator.

Because no one had indicated interest in becoming coordinator by the summer of 2004, Kris proposed disbanding GALE. It was then that Andrea Simon-Maeda and Steve Cornwell offered to be officers to keep GALE, a much needed SIG, afloat.

2007 The Gender and Beyond GALE conference was co-sponsored by the Pragmatics SIG, GILE, CUE, TE, PALE, the Osaka Chapter of JALT, and the Pragmatics Society of Japan.

2008 GALE rejoined the PanSIG conference [after several years away] in order to be more active and network with other SIGs.

Salem Hicks worked with LLL coordinator Eric Skier and collaborated to offer Neela Griffiths' SIG forum presentation at the JALT national conference.

2009 Folake and Salem Hicks helped with the PanSIG conference.

2010 GALE collaborated with the IGALA6 Conference in Japan. Kristie Collins, GALE

coordinator, collaborated with the Bilingual SIG to sponsor Laurel Kamada as JALT featured speaker.

2011 Michi Saki and GALE collaborated with Kyoto JALT to host an event.

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

2012 Diane Nagatomo and Fiona Creaser, as new GALE coordinators, facilitated GALE's participation in the PAN-SIG Conference. GALE sponsored Diane Nagatomo as a featured speaker for the JALT national conference.

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

PGL Conference

<http://pgljapan.org/>

Gale is proud to sponsor Gerry Yokota as featured speaker at the 2013 Peace as a Global Language

Conference

Nov 16-17

Rikkyo University (Niizo Campus)



Workshop: Engendering Communities of Peace
Gerry Yokota, Osaka University

In this session, I will begin by talking about the benefits of promoting gender literacy as a form of social capital, as valuable and essential a skill as media literacy, and share my method of introducing basic concepts from gender theory to non-specialists, as I have developed it over the years in settings such as undergraduate seminars in Gender Studies and Peace Studies, my master's seminar in Language, Culture and Gender, and the Community Extension Services Project of GLOCOL, the Global Collaboration Center at Osaka University. In the workshop, participants will brainstorm about "communiversity" projects, exploring avenues of collaboration between academics and community activists. I invite everyone to experience the liberating effect that results from the proactive promotion of awareness of gender dynamics in your community.

Gerry Yokota, a U.S. citizen of Japanese, Austrian and Scottish descent, is Professor of English and Interdisciplinary Cultural Studies at Osaka University, where she has been teaching since 1989.

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, and proofreaders.

*Submissions for the GALE Community
Newsletter
Spring 2014*

Deadline: March 15
dianenagatomo@gmail.com

*Call for papers for GALE Journal Volume 7
FALL 2014*

150-word abstract deadline: Nov. 1, 2013

Completed Paper Deadline: Dec. 15, 2013

Submissions and inquires: editor@gale-sig.org

See website

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

for archive Journals and submission guidelines.

GALE JALT SIG EXECUTIVES 2010-2011:

Coordinators:

Diane Hawley Nagatomo/ Fiona Creaser:

coordinator@gale-sig.org

Program Chairs:

Laurel Kamada/ Sandra Healy: programchair@gale-sig.org

Treasurer:

Shane Doyle treasurer@gale-sig.org

Membership Chair:

Brent Simmonds: membershipchair@gale-sig.org

Publications Chair:

Salem K. Hicks: publicationschair@gale-sig.org

Web Person Paul Arenson

Member(s)-at-Large: Kristie Collins, Blake E. Hayes, Tina Ottman, Folake Abass, Gerry Yokota, Jane Nakagawa
memberatlarge@gale-sig.org

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.