

Alexandra Hambleton (ハンブルトン・アレクサンドラ)

Community Pleasures: Sexuality and Media in Contemporary Japan

現代日本における女性の性—セクシュアリティとコミュニティーを考える

This presentation will outline the various ways in which women are contesting prescriptive ideas of female sexuality in Japan today through the advent of communities enabled by the internet. Whilst male sexual desire and pleasure is viewed as both natural and something for which an outlet must be provided, in the case of women social expectations still dictate that they must use their sexuality to benefit the nation state – either through reproduction or consumption. Beginning with women’s magazines in 1970s and 1980s, books and television programs increasingly sell the idea that in order to reach personal and sexual fulfillment, as well as satisfy their partners’ needs by engaging in either the consumption of a wide range of products and services geared towards providing a “happy sex life”. On the other hand, the proliferation of magazines, self-help books, and online forums aimed at mothers demonstrates that there is still the expectation that for many women true happiness is to be found in fulfilling the role of nurturer or mother.

With the advent of the internet however, communities of like-minded participants have found a place in which to discuss previously taboo topics such as pleasure, desire, sexual dysfunction, alternative life courses, and to debate and contest the lifestyles and roles that women still see proscribed to them in the mainstream media. In recent years, a large number of corporate, NPO, and community groups have found themselves working together with the shared goal of educating about and altering contemporary understandings of sexual health and pleasure. While many initially start as casual meet-ups where participants can discuss personal problems, groups evolve as they see a gap between their experiences and the wider public and media discourse surrounding sexuality in Japan today. Consequently, many connections and communities are born out of shared desires to challenge social taboos, and to provide alternative spaces outside of the mainstream media to discuss sex and sexuality today.

この発表では日本における女性の性に関する教育やアクティビズムを行っているグループを紹介する。マスメディアで描かれる現代女性像に不満を持って立ちあげられた団体の多くは新しいライフスタイルやセックスライフを提供することを目標にして、活躍している。

Kumiko Fujimura-Fanselow (藤村ファンズロー久美子)

Mika Yakushi (薬師実芳)

Asako Yagasaki (矢ヶ崎麻子)

Haruka Yahiro (八尋遥)

Promoting Knowledge and Awareness of Sexual Minorities • LGBT in the Classroom: Potentials and Challenges

教育現場において多様な性 (LGBT) に対する理解を広める試み

Due in large part to the lack of adequate education pertaining to issues concerning gender and sexuality at the elementary and secondary school levels, many university students as well as the adult population harbor negative attitudes regarding so-called sexual minorities (LGBT). Re:Bit, a Waseda University-based student organization, was established in 2009 with the goal of working to promote a society that values recognition and acceptance of diversity among individuals, particularly with regard to gender and sexuality. The group has conducted numerous workshops and lectures at high schools and universities throughout Japan in an effort to create awareness among young people to the fact that although “LGBT issues” tend to be viewed as having to do exclusively with those who are themselves sexual minorities, in fact, they concern everyone, both those in the “minority” as well as the “majority,” since we are all members of this society and therefore must share responsibility for the existence of conditions that make it difficult for people of diverse sexualities to coexist. Members from Re:Bit, together with K. Fujimura-Fanselow, who has, for many years, dealt with LGBT issues in women’s studies classes and has invited Re:Bit to these classes, will ask participants in this workshop to take part in activities similar to those undertaken in classes with university students, followed by an exchange of ideas on possibilities for incorporating such activities in our own teaching and remaining challenges.

日本における教育過程で LGBT や多様な性について学ぶ機会が殆どないといえる現状の下で、いわゆる性的少数者に対する否定的な印象や考えを持つ大学生や社会人は決して少なくない。そのことを踏まえて、このワークショップでは、LGBT 問題を切り口として「互いの違いを受け入れあえる社会」を次世代に創出することを目指し、高校・大学等での出張授業ならびに LGBT 成人式の企画を行っている早稲田大学公認学生団体 Re:Bit (リビット) の活動を紹介する。「LGBT 問題」は未だセクシュアルマイノリティのみが“当事者”とされているが、セクシュアルマイノリティもセクシュアルマジョリティもこの現状を作り出している上では紛れもない“当事者”だという意識を個々の中に醸成してもらうことを試みている。参加者は Re:Bit メンバーによるグループワークを中心とした“授業”を体験した上で、教育現場でこの問題について知識・理解を広めていく可能性とチャレンジについて共に考える。

Helen Lewis ヘレン・ルイス

Teaching Logical Thinking to Japanese Learners

日本の生徒に論理的思考を教えることについて

Japanese learners often struggle to organize ideas in a logical way. They also find it difficult to critique arguments. A knowledge of the rules of deductive and inductive logic can be a big boost to sharpening thinking skills and giving confidence in interactions in English. This presentation will give an outline of rules of forming sound arguments and some practice in spotting and revealing fallacies and then demonstrating ways to get students to apply this knowledge themselves.

日本の生徒たちはよく論理的に物事を系統立てる事に苦しむようです。また、その議論を論評することも苦手なようです。論理学の演繹法と帰納法の知識が思考力と英会話への自信の大きな助けとなるでしょう。このプレゼンは的確な議論をするためのルールと間違った議論を発見する方法、そして生徒たちにこの知識の活用の仕方を表示する方法の概要です。

Meret Linnarz メレット・リナース

A Voice 「声」

This presentation will examine how the arts can be a form of expression to women. The arts can give women a voice in times of oppression when other forms of political expression, for example the right to participation in parliament, is denied to them. Art can also be a method of coping in times of crisis, having both the opportunity to criticize and to give comfort. In order to demonstrate this, the presentation will examine life experience of three female artists who were either driven into exile, or persecuted for their works during the Second World War. The women at the core of this presentation are artist Meret Oppenheim as well as poets Mascha Kaléko and Rose Ausländer, all of whom were either forced into exile or spent time in concentration camps during the duration of the Second World War.

Throughout the presentation research will be presented in the form of a PowerPoint presentation. Aside from this some of the works of Meret Oppenheim will be shown along with some translated fragments of the works of Mascha Kaléko and Rose Ausländer. The possibility of discussion will be offered in order to discover whether or not communication through art and literature is timeless and to determine if the struggles of these women can be conveyed, to a modern audience, through their art alone, without having introduced any biographical material.

Art and literature will then be analyzed for their effectiveness as a form of communication and expression specifically for women, as, even in a modern world, many women are still without a voice or the possibility of public expression of any other means, for example by through the press. Therefore the goal of this presentation is to determine whether art and literature can be used as an alternative to allow women to express themselves.

危機的な問題がある時に、アートや文学がどれだけその問題について表現しアピールできるのかを検証します。芸術家メレット・オッペンハイムと二人の作家 Mascha カレコとローゼ・アウスレンダーについて、第2次世界大戦中の彼女たちの作品と経験に焦点をあて話します。

Victoria Muehleisen ヴィクオリア・ミューライゼン

An Introduction to Computer Corpora for Language Learning and Teaching

語学教育のためのコンピュータコーパス入門

In this workshop, participants will be introduced to some Japanese and English language corpora which are freely accessible on the internet, and then practice using the corpora to find answers to their

questions about grammar and usage. Participants do not need to have high-level computer skills to enjoy this workshop.

このワークショップでは、インターネット上で無料の日本語と英語のコーパスを紹介し、そのコーパスを使って、文法や用法についての質問に対する答えを導き出すことを実習します。このワークショップに参加するためには、高いレベルのコンピュータスキルは必要ありません。

Kit Pancoast Nagamura キット・パンコースト中村 **Writing From the Inside Out; How Publishing Helps you Grow**

内なるものを掘りだす書き方：出版することで人は成長する

Kit Pancoast Nagamura has published six books since she took up residence in Japan, spanning topics from language-learning techniques to haiku. She has written a column for the Japan Times for the past eight years, and considers her current series, “The Backstreet Stories” one of the great joys of her life. She is an editor with Kodansha, has published in nearly every English Language publication in Tokyo, and currently appears in a TV series tracing the path of poet Matsuo Basho with NHK. Though they may secretly curse her when a late-night deadline comes up, Kit has inspired many women to follow the way of writing outward.

中村キット・パンコーストは日本に住み始めてから、言葉を学ぶ上でのテクニックから俳句に至るまでをテーマに6冊の本を出版している。ジャパン・タイムスのコラムニストを8年間務め、現在継続中のシリーズ、彼女の人生での大きな喜びについて綴っている「The Backstreet Stories (裏話)」についても出版を考慮中。講談社の編集員でもあり東京で出版された殆どの英語教材を手がけている。松尾芭蕉の足跡を辿るHNKのシリーズ番組にも登場している。締め切り間近の夜更けには、人知れず呪いたい気持ちになる彼女だけけれども、その表現法は、多くの女性たちに影響を与えてきた。

Ratana Tosakul ラナタ・トサクール **Lived experiences of Thai diasporic women in Japan** 日本に家族と離れて住むタイ人女性達の暮らし

This presentation is about lived experiences of Thai diasporic women in Japan. Materials for this presentation are drawn from current preliminary findings of the on-going research of Thai diaspora in Japan conducted by the presenter since April 2013. The study has adopted the ethnographic method of anthropology discipline for field data collection and theorization. Similar to many other poor women in Southeast Asia (such as Philippines, Vietnam, and the like) women from poor rural village backgrounds in Thailand have adopted ‘marriage migration’ to be their main strategy for maintaining their rural village households. It is argued that Thai women are not entirely victims of the political, economic and cultural

globalizing processes. They are actually ‘agents’ of their own actions. Within these economic, political, social and cultural constraints, they have attempted to look for interstices for negotiation and empowerment. While experiencing the world at large like Japan, Thai women are not only influenced by global Japanese modernity but also bound by their traditional obligations and responsibilities to fulfill their traditional roles as dutiful daughters to their parents and good mothers to their children. The processes of their identity construction are rooted in the local culture. What is transnational is actually embedded in the local.

生活のために「結婚移民」となることを選んだ貧しいタイ農村出の女性達の体験を民族学的に考えます。(女性達は)村では家族を支えるという義務を果たさなくていけないのだけど、貧しさゆえに海外に活路を求め、また、洗練された都会の生活にも憧れ、外国へ移民する。然しながら、その多くは、日本人の夫がいながらも社会から差別され孤立していく現実に出くわすこととなります。

Saki Suemori 末森咲

The Roles of NESTs and JTE in English education in Japan

日本の英語教育における英語母語話者の教師、日本人の英語教師の役割について

English education is situated in a quite important position in Japanese society and there are numerous discussions concerning how to improve it. One of the important points which is necessary to consider is the roles of English teachers. In Japanese junior high schools and senior high schools, students study English both with NESTs (Native English Speaking Teachers) and JTE (Japanese Teachers of English), and it is one of the advantageous things for students. However, considering the widespread use of English in the world, it is said that it may not be always necessary to study English with both kinds of teachers. This presentation will consider the roles of NESTs and JTE in Japan based on the research I conducted for one group of pre-service teachers in Japan. Especially, I will focus on how one group of pre-service teachers in Japan acknowledged the strengths and the weaknesses which NESTs and JTE have. Based on the results of the research, I will show some implications for English education and the teacher training system in Japan.

日本の社会において、英語教育は非常に注目されており、どのように改善していくかという点において様々な議論がなされている。それらの議論において考えるべき点として、英語教師の役割が挙げられる。日本では中学校、高校において、英語母語話者の英語教師、日本人の英語教師の両者から英語を学ぶことが一般的であり、これは生徒にとって有意義である。しかし、英語が国際的に使用されるようになった現状を考えると、両者の教師から英語を学ぶことは必ずしも必要とは限らないと言われている。

本発表では、英語科教育実習生を対象として行った調査に基づき、英語母語話者の教師、

日本人の英語教師の役割について考えていく。特に、教育実習生が両者の教師の強み、弱みについてどのような考えを持っているかということに焦点を置く。調査結果に基づいた上で、日本の英語教育、教員養成制度を改善するために必要な点を示していく。

Yukiko Ikoma 生駒 有紀

The Impact of the new “Official Guidelines for Schoolteaching” on high School English Teachers in Japan

日本の高等学校学習指導要領改訂と英語教師への影響

English education in Japan has changed dramatically this year. The newly revised version of “Official Guidelines for Schoolteaching” has been enforced by the Ministry of Education, Culture, Science and Technology (MEXT) since April 2013. The greatest change was that they decided “classes (in public high schools), in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes” (original in Japanese in MEXT 2009 “The New Course of Study”, English version published 2010). Trends toward globalization has accelerated the need for advanced English education, and this drastic top-down reform is expected to provide a definitive solution to the ineffectual school education, causing Japanese to be one of the worst English speakers in Asia (cf. Test and Score Data Summary for TOEFL iBT Tests and TOEFL PBT Tests January 2012-December 2012 Test Data). On the other hand, many educators point out this reform entails many problems, such as the burden to the high school English teachers. Most of the Japanese English teachers have never experienced English classes taught in English when they were students, let alone teaching the classes in English as educators. Besides, a schoolteacher in Japan has an excessive amount of work already. In this presentation, Yuki Ikoma would like to discuss the influence of the new guidelines for high school English classes on the Japanese public high school English teachers.

学習指導要領改訂により、昨年度から公立高等学校では原則英語の授業は英語で行われるようになりました。英語力向上が期待される一方、現場の先生からは戸惑いの声も上がりました。高校の英語教員にとってこの改訂はどう映ったのかを探ります。

Quenby Hoffman Aoki

Free-writing for language fluency and self-discovery

言語の流暢さと自分発見の為にフリーライティング

Free-writing, defined as writing quickly for a given amount of time without stopping to correct errors, has been recommended by writing teachers and self-help authors as an important part of the writing process and for developing self-awareness. This workshop will explore the use of timed free-writing in the language classroom and as a tool for personal and professional development. An overview of research and theory will be presented, after which participants will do a free-write, similar to the technique the presenter

uses in university classes and as a daily personal habit. Participants will then have the opportunity to share their writing and discuss ways in which free-writing can be used in their teaching and as a personal reflective practice.

本ワークショップは、流暢さ、自己発見、専門的能力を目的としたフリーライティングの使用方法に着目します。参加者は、発表者が授業で行っているフリーライティングに実際に取り組み、書いた内容のディスカッションとアイデア交換をします。

Amanda Yoshida ヨシダ アマンダ

Overcoming EFL Teacher Dilemmas

EFL 教員（高校）のディレンマを克服する

This presentation focuses on some dilemmas faced by Japanese and foreign high school teachers in regards to their decisions about writing assessment. Data were collected as part of a Master's Thesis project. A questionnaire was administered to the English department members followed by four in-depth interviews with informants. The presentation sheds light on some of their beliefs and practices. It also outlines several dilemmas faced by the four informants and turns the dilemmas over to the audience members for discussion. Audience members will be encouraged to explore and discuss their own beliefs and practices in relation to the given situations.

クラスで日本人と外国人の先生と一緒に教える、そこに発生するジレンマと、チームティチングの難しさについて考察します。それぞれがどんな問題を感じていて、どうすれば良い方向に持って行けるのか、皆さんの経験と意見を話合います。

Francis Causer フランセス・コーザ

「まぶしい光と天使が出会うところ」歌でくつろぎながら英語を学ぼう

“Where bright lights and angels meet”: relaxing but still learning English with songs in your classroom

“Where bright lights and angels meet” is a quotation from a Paolo Nutini song: the presenter will distribute handouts and suggest how this and other songs which have proved popular with her students can be used to create a pleasant and relaxed atmosphere in class, while also engaging students' interest. Students not only enjoy listening to English, but also participate eagerly in the active learning processes of investigating and discussing topics relevant to the songs. The best follow-up is coaching students how to present songs of their own choice to classmates.

The presenter has successfully used songs in English speaking and writing classes. She also uses songs to introduce themes and techniques (e.g. rhyme) in English literature, and as a way to explore aspects of cultural studies. Although her experience is mainly with university students, she will suggest how to adapt song materials for learners at different levels.

She finds that songs are an excellent way of presenting thought-provoking material in a non-didactic way. Other advantages of songs are that they can be used in classes of all sizes, and students become enthusiastic enough about song activities to extend their English studies outside the classroom even without being set homework. Moreover, well-chosen songs enable you to avoid the usual Anglo-American hegemony of English lessons: the presenter will show how she has taught with European language and Japanese songs. Possibilities for using non-verbal music (e.g. jazz and classical music) in the classroom will also be suggested. We'll listen to Beethoven and enka, and more, in this presentation.

The presenter's particular enthusiasms are for the literary and cultural dimensions of songs; although she values the rich language study possibilities offered by songs, she prefers sharing with you and students how to use this language learning just as a means to the richer end of exploring songs' explicit and implicit significances.

この報告では、きつい一日の最後の時間に、教師と学生が心からくつろげる歌を取り上げる。紹介する歌（と歌を通して学ぶ方法）は、これまでの実践で学生の興味を引くことに成功したものであり、学生たちは知らず知らず多くの英語と文化を学んできた。

Fiona Creaser フィオナ クリーサー

Harassment Workshop: Fighting Back ハラスメントワークショップ：フィテイングバック

This workshop aims to create awareness about the different forms of harassment people may suffer from during their working lives. The main types of harassment covered in this workshop are, sexual harassment, academic harassment, power harassment, and mobbing. Often people who experience harassment are failed by the very systems and policies put into place for their protection. Participants of the workshop will be taught how to negotiate workplace harassment policies and systems in Japan and will be introduced to essential survival strategies for dealing with harassing behaviour at work. Information about networks exclusively designed to support people experiencing harassment in Japan, will be distributed and discussed. The first step to combatting harassment is to break the silence and confide in someone trustworthy therefore it is hoped this workshop will give people the confidence required to speak up and speak out against harassing behaviour in their workplace.

このワークショップでは職場で起こりうるハラスメントについて知ってもらい、その対応に日本では何ができるか、またどのように対処するのが良いか紹介します。

Linda A. Gould

Understanding Menopause: A presentation and discussion about one of the most important but least understood periods of women's lives.

更年期への理解（を深める）：女性の一生のうちで最も重要な時期のひとつで

ある更年期を正しく理解するために。

This presentation will be a series of short addresses, each focusing on a particular theme of menopause, followed by a discussion with audience members about their individual thoughts, feelings, experiences and advice. The focus is to empower women to open up about their experiences with perimenopause and menopause in order to help themselves better understand what is happening to their bodies and inform others who are approaching menopause what to expect. Unlike puberty, menopause is too often experienced in silence. Many women try to inform themselves about menopause through books, blogs and medical websites. These are often unsatisfying, however, because they are written in general terms and often don't address the more specific concerns that women have. Even doctors, in Japan at least, are often men who have no first-hand insight into the multitude of experiences that peri-menopausal or menopausal women have. In contrast, open and casual discussions with other women exposes a plethora of anecdotes that not only help women better understand their unique situation but also offer coping techniques. Most importantly, by discussing their fears, anxiety, problems and worries, they reduce stress and feel they have a community in which they can seek help and support. There is no better way for women to expand their community than by first understanding that they are not alone with their experiences.

女性の更年期についての講義およびそれに続く発表者と聴衆との意見交換を通じ、これから閉経期を迎える、または迎えたすべての女性に自分自身の体についての理解を深めてもらう。

Nozomi Hisayasu 久安のぞみ

Being a Woman Teacher at a Boys' School

男子校で女性教員であること

世界の共通語として英語が日々注目をされ、英語学習が日本でもとても重要な存在のものとなりました。そして、授業の中でもコミュニケーションの手段として言語を教えること、そしてどうにか生徒が英語でアウトプットできるようになることが理想とされています。そのためにはどのような授業を行ない、どのように生徒のモチベーションを上げ、どのような評価を行なえばよいのかなど、英語教育の分野では議論され研究されています。私自身も英語教育を研究し、自分自身が研究したことを実践で活かすことを楽しみに今年度4月、はじめて学校教育の場の教壇に立ちました。

実際の授業は、自分が論文の中で読んでいたもの、そして論文執筆中に想像していたものとかげ離れたものでした。自分が授業設計のときに想定した反応と全く異なる反応が返ってきたり、ここだけは盛り上がるであろうと思ったところに全く反応をしなかったり。奮闘する毎日が続いています。

私自身が教員として一年目であり、そして未熟であるという要素が多いにあります。しかしそこに、男子校（中学、高等学校）という特殊の環境、私自身が女性であること、そして私の年齢という要素も加わっているかと思えます。一人の女性から見た男子校という特殊の環境での経験を中心に話

をさせていただきたいと思っております。また、私の話を通して女性として先輩の皆さまから何かアドバイスをいただけたらと思っております。

English education in Japan has attracted many ever since English is realized as a global language. In secondary schools in Japan, English classes have been promoting the use of the language as a global language. In addition, many aspects of language education have been under discussion and research. I myself have studied English education and had been looking forward to make use of what I had learned in my classes which started in April this year.

However, none of the classes has gone the way I had read in articles and the way that I had imagined when writing a thesis. Classes and the students go in unexpected directions, and I have been struggling to make this situation better.

The fact that I am in my first year of teaching is of course one of the factors is causing this situation. Moreover, I feel that the unique atmosphere a boys' school has and also my gender and age has a lot to do with how the students react to me during classes. I would like to talk about my experiences teaching in a boys' school from the prospective of a female, and also would be grateful if I could talk to other female teachers about teaching.

Saki Yamakawa & Sayumi Kubota

A problem of English education in Japan

日本の英語教育の問題点

Why our Japanese people cannot speak English fluently even if we have learned it for at least 6 years? We have to consider about this problem more seriously. And we suppose that this problem is caused by English education system. Therefore to think about English education in Japan deeply, we compare it to English education in other country. For example, in Japan we learn grammar at first and we focus on it too much instead of speaking. This is because our education system's purpose is to success the entrance exam for high school or university. But the other country's systems are different. And in another example, Japanese people hesitate to speak English. That reason is that Japanese people fear to make a mistake and we are shy. This behavior comes from not only Japanese education but our culture. We hope our presentation give you a good opportunity to re-think about English education deeply.

なぜ日本人は英語を話せないのか？私たち日本人は少なくとも6年間という長い間英語教育を受けてきた。しかし、いまだに多くの人がまともに英語を話すことができない。私たちはこの問題についてももう少し真剣に向きあうべきではないだろうか。

Hitomi Kamanaka 鎌仲ひとみ

Fukushima, the Radiation Issue and Women

福島、被ばく問題と女性達

Hitomi Kamanaka's work is "making films that inspire people to action". After spending 10 years making documentaries for NHK she has focused on environmental and energy issues. Her powerful, prize winning films on nuclear issues are critical of the Japanese government's failure to acknowledge the risks and dangers involved. They challenge us, as energy consumers, to educate ourselves and become more aware of the issues. We hope to enjoy excerpts of her work and a lively discussion.

鎌仲ひとみは「人々が行動を起こすような映画作り」をしています。10年間NHKでドキュメンタリー制作にあたり、環境とエネルギーの問題に焦点をあててきました。核問題を扱い、賞を取った彼女の力強い映画では、政府がその危険性について認めてこなかったことをするどく批判しています。彼女の数々の作品は、私達消費者にとって学びとなり、問題意識を促すものです。発表では抜粋を見ながら、活発に意見交換出来たら良いと思っています