The 9th Annual Pan-SIG Conference

"Learner Perspectives"

May 22 – 23, 2010

Osaka Gakuin University

Participating JALT Special Interest Groups (SIGs):

- **Business English (BE)**
- **College and University Educators (CUE)**
- **Computer-Assisted Language Learning (CALL)**
- **Extensive Reading (ER)**
- **Framework and Language Portfolio (FLP)**
- **Global Issues in Language Education (GILE)**
- **Japanese as a Second Language (JSL)**
- **Lifelong Language Learning (LLL)**
- **Other Language Educators (OLE)**
- **Pragmatics (PRAG)**
- **Study Abroad (SA)**
- **Teacher Education (TEd)**
- **Testing and Evaluation (TEVAL)**

This event is organized by **The Kyoto Chapter of JALT** with the support of **The Osaka Chapter of JALT**.

Contents

Letter from the Conference Chair

Dear 2010 Pan-SIG Conference attendee,

I would like to extend a hearty welcome to all the participants attending the 9th Annual Pan-SIG Conference at Osaka Gakuin University, and to thank the university for kindly hosting the conference.

This year, the theme of our conference is "Learner Perspectives." During the following two days of presentations, workshops and poster sessions, we hope that all conference participants will find something that will stimulate their research and ideas for teaching in their classrooms! There will be over 85 teacher-researchers from 13 JALT special interest groups (SIGs) and two JALT Chapters discussing "what the learner thinks about what is occurring in the classroom." We are also very pleased to welcome our wonderful plenary speakers, Professors Judy Noguchi and Kip Cates, and our featured speaker, Larry Davies.

At the back of this handbook, you will find the call for submissions for the Conference Proceedings. We do hope that both presenters and participants will use this forum to share the ideas and discussions that will arise over the next two days.

We hope you enjoy the conference and can return to your classroom with a greater understanding of the "learner perspective."

Sincerely,

Catherine Kinoshita

Conference Chair, Pan-SIG 2010

JALT Kyoto Chapter - President

Site Map

Welcome to Osaka Gakuin University, the site of this year's PanSig conference! The conference will be held in Buildings 1 and 2.

- Registration: Building 2, Lobby
- Plenary Sessions: Building 2, 02-B1-02
- Featured Speaker: Building 2, 02-B1-02
- Associate Members Exhibition Area: Building 2, Lobby
- Refreshments: Building 1 and 2, Lobby
- SIG Tables: Building 2, Lobby
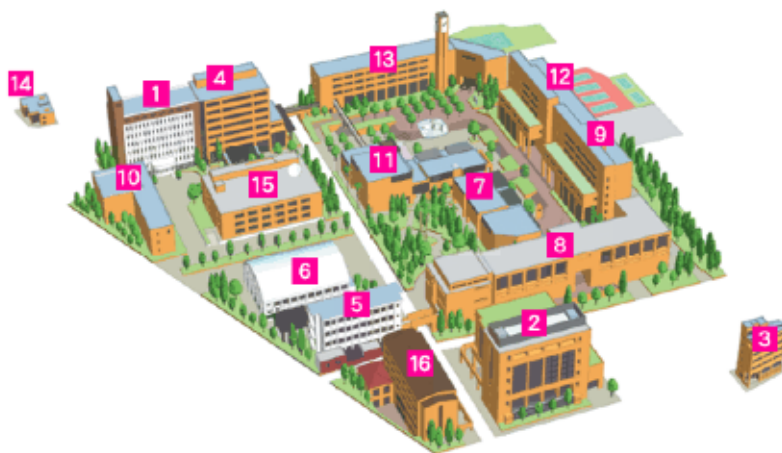
- **Building 1, 2nd floor**
    - CUE   01-02-01
    - ER   01-02-02
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- **Building 2, 2nd floor**
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- **Building 2, 3rd floor**
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Campus Map

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6 Gymnasium (Building No. 9)	**7** Building No. 11	**8** Building No. 12	**9** Building No. 13	**10** Building No. 14
11 Building No. 15	**12** Building No. 16	**13** Building No. 17	**14** Building No. 20	**15** Library
16 Building No. 1				

Around the Campus

Sports Grounds No. 1 and No. 2	Senriyama Ground	Golf driving range
Archery ground	Tennis courts	Building No.10 (Sun House)

Seminar Facilities

"Gakuin Island" Waterfront Training Center	Senriyama Seminar House

If you feel lost or need directions, please ask our friendly volunteers for assistance.

Pan-Sig 2010 Committee

College and University Educators Program Chairs: Richard Miller, Frank Cheang

Conference Accommodation Liaison: Kelly Butler

Computer Assisted Language Learning Program Chair: Robert Chartrand

Conference Chair: Catherine Kinoshita

Conference Handbook: Brian Cullen

Co-Program Chair: Thomas Amundrud

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Extensive Reading Program Chair: Daniel Stewart

Global Issues in Language Education Program Chair: Matthew Walsh

Japanese as a Second Language Program Chair: Megumi Kawate-Mierzejewska

Japanese proceedings editor: Megumi Kawate-Mierzejewska

LifeLong Language Learning Program Chair: Eric M. Skier

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Testing and Evaluation Program Chair: Ed Schaefer

Treasurer: Oana Cusen

Website Coordinator: Matthew Walsh

Plenary Speaker: Kip Cates

Teaching for a Better World: Global Education and Language Teaching

As educators in the 21st century, we live in challenging times. Our world faces serious problems of violence, discrimination and inequality. How can we prepare our students to deal with these issues? What is our responsibility as language teachers in a world of war, poverty, prejudice and pollution?

Global education is an exciting approach to language teaching which aims at enabling students to effectively acquire a foreign language while empowering them with the knowledge, skills and attitudes relevant to living responsibly in a multicultural world. Global education is an ambitious field which strives to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age.

Global education provides classroom practitioners with a chance to rethink the what, how and why of our teaching. As part of the "back to basics" movement, it invites us to go beyond the traditional ABCs of education (apathy, boredom, control) to consider innovative ways to actively engage students with language, learning and the wider world. While stressing the importance of the three R's (reading, 'riting and 'rithmetic), it argues that we need to add "responsibility" as the 4th 'R' of education.

Global education means teaching for world citizenship through helping students to gain a basic understanding, curiosity and enthusiasm about the world's peoples, countries and cultures. It aims at empowering students by helping them to develop the knowledge, skills and commitment needed to solve world problems. Through global education, the classroom becomes a place to acquire both linguistic proficiency and global awareness. In this way, the language class becomes a "window to the world" through which students can explore world regions, world themes and world problems as they develop important language skills.

This talk will explore the field of global education and describe its relevance to foreign language teaching. It will discuss implications of global education for curriculum design, materials writing and teacher training. It will touch on some of the exciting initiatives being carried out by global language teachers worldwide, and outline steps that language instructors can take to add an international dimension into their classrooms.

Bio-data

Kip A. Cates is a Professor in the Faculty of Regional Sciences at Tottori University, Japan. He has a B.A. in Modern Languages (French, German, Japanese) from the University of British Columbia, Canada, and an M.A. in Applied Linguistics from the University of Reading, England. He teaches English and intercultural understanding at Tottori University as well as courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo). He is the coordinator of JALT's "Global Issues" Special Interest Group and publishes its quarterly "Global Issues in Language Education Newsletter". He is a founder of the Asian Youth Forum (AYF), a past chair of TESOLers for Social Responsibility (TSR) and an advisor for the Japanese NGO Peace Boat. He has worked, lived or traveled in 50 countries and speaks nine languages. For more information, see his website at: <www.kipcates.com>.

Plenary Speaker: Judy Noguchi

Aiming for ESP bilingualism

ESP (English for Specific Purposes) can be used as a way to learn about language that "works" for a realistic way to aim for "ESP bilingualism." The basic concepts underlying the ESP approach to language itself and its teaching and learning will be presented, followed by suggestions for ways to effectively implement such ideas in the local educational environment. It will be argued that ESP is not a special type of teaching limited to those majoring in erudite science and technology nor is it merely aimed at training for occupational purposes. What ESP offers is a realistic way to grasp the communication events of meaningful societal actions in order to enable learners to assume control of their language learning endeavors and, most importantly, continue their educational experiences even after leaving the academic milieu. An ESP approach can raise learner motivation and interest in acquiring language and communication skills as well as offer useful "tools," such as genre analysis and corpus linguistics, to learn about language. Specific examples from courses taught for students interested in science will be described from the high school to the university and graduate school level. A group of students will give a presentation based on work that they did during their first year at university in a course entitled Basic English for Pharmaceutical Science. Although becoming an all-around bilingual may not be a realistic goal for many, achieving ESP bilingualism is a viable one. In today's globally interconnected world, it is also an essential target for those with a college degree.

Biodata

Judy Noguchi teaches and conducts research on English for Specific Purposes (ESP). She has developed the ESP curriculum for the School of Pharmacy and Pharmaceutical Sciences at Mukogawa Women's University. This has involved planning and teaching courses from the undergraduate to graduate level, the development of teaching materials and the training of adjunct instructors. She also has developed and taught courses for graduate schools in biosciences, engineering and medicine at national, public and private universities, using genre analysis concepts, corpus linguistics tools and CALL applications. She is an active member of JACET (Japan Association of College English Teachers) and is currently Vice President of the Kansai Chapter and Editor-in-Chief of the JACET Kansai Journal. She helped start the ESP SIG in the Kansai Chapter and served as its first head. She has B.A. and B.S. degrees (chemistry) from the University of Hawaii, an M.Ed. (TESL) from Temple University Japan and a Ph.D. (applied linguistics) from the University of Birmingham.

Featured Speaker: Larry Davies

Personal Learning Networks – The Remixination and Desiloization of Learning and Learning Environments

In the second decade of the 21st Century, the study and growth of personal learning networks (PLNs) is burgeoning. The Horizon Report (2009) states that this is "fueled by tools to aggregate the flow of content in customizable ways and expanded by an increasing collection of widgets that manage online content (page 4)." Further it is "a personal web — that explicitly supports one's social, professional, learning, and other activities (page 4)."

It could be argued that these concepts are nothing new. Indeed, McLuhan anticipated the rise of PLNs by stating in the introduction to his book Understanding Media – The Extensions of Man (1964): "Today, after more than a century of electric technology, we have extended our central nervous system in a global embrace, abolishing both space and time as far as our planet is concerned (page3)."

In this talk, the presenter will discuss three issues that he is attempting to delineate at this point in time: 1) how some scholars are starting to map out a vision for the links that comprise a personal learning network, 2) some issues that need to be resolved in order to give due credit to personal learning within PLNs, and 3) some possible new vocabulary to describe some of the activities that might take place on the individual level, and that will become more common place as the tool sets we use become more powerful, more adaptive, and more connected to each other.

By the end of this talk, the audience members, those who are lifelong language learners, will be challenged to create their own lexicon to describe the activities that will shape the future of their own PLNs.

References

Johnson, L., Levine, A., & Smith, R. (2009). The 2009 Horizon Report. Austin, Texas: The New Media Consortium.

McLuhan, M. (1964). Understanding Media: The Extensions of Man. London : Routledge & K. Paul.

Biodata

Larry lived in Japan from 1989 to 2003. After teaching in Nagoya, he moved to Hokkaido and taught at Future University, Hakodate. He returned to the United States in 2003 and started working at St. Thomas University in Miami, Florida as an administrator. As Manager of Academic Technology, he worked with over 200 full-time and adjunct professors, training them to be fully online instructors. He also worked with ePortfolio technologies with 40 full-time professors. After four years, he moved to Miami Dade College (MDC) to work in the Virtual College as a Senior Instructional Designer. At MDC, he has worked with over 50 faculty members on many of the 140 courses offered in the Virtual College. In addition, Larry has trained many of the MDC faculty to teach online, and teaches writing courses online to mostly ESL students from Central and South America and many Caribbean Island Nations. He also teaches the occasional Certificate in TESL course and has consulted on instructional design with publishing companies and vocational schools.

Business English (BE)

BE-1: Business English SIG - "Being there"

Sarah Birchley, Toyo Gakuen University; Andy Boon, Toyo Gakuen University; Eric Gondree, Konan University; Philip McCasland, Fukushima University

The presenters will provide an overview of the current state of Business English in Japan as it pertains to both inside the classroom and outside in the real world. It will also discuss the goals, objectives, and activities of the new Forming Business English JALT SIG. If you are in a business English or ESP teaching context, if you are a student of business English or even an employer and are interested in joining the SIG, or just want to come along and find out more about what is happening, please stop by and say hello.

Computer Assisted Language Learning (CALL)

CALL-1: Web 2.0 applications, interaction, collaboration, and eVALUate as motivational tools in CALL classrooms

Michael Riffle, Ryukoku University; Bjorn Fuisting, Doshisha International Junior and Senior High School; Workshop

Web 2.0 applications have found their way into CALL classrooms as language learning tools. In this presentation, how to use Voicethread, Pixton and Xtranormal with students in an EFL setting will be discussed from the perspectives of University and Junior High School student motivation. These Web 2.0 applications were used to create animated movies, comics, and pictorial essays in project based CALL English classes. Participants will be shown how to set up accounts and structure projects with these Web 2.0 free applications. Examples of material created by students will be shown. The strengths and weaknesses of each project will be discussed in terms of comprehensible inputs and outputs and learner negotiated meaning. Finally, incorporating eVALUate, as an instrument for measuring student perceptions of their learning outcomes and engagement, will be discussed in terms usefulness in facilitating the design, implementation and evaluation of Web 2.0 projects from learner and instructor perspectives.

CALL-2: The use of computer mediated communication to reduce foreign language anxiety and increase willingness to communication in Japanese university classrooms

Daniel J. Mills, Shenandoah University

In recent years, research in the field of Computer Assisted Language Learning (CALL) has shown that technology can be used to increase students' willingness to communicate (Freiermuth & Jarrell, 2006) and decrease foreign language anxiety (Arnold, 2007). Yet, few studies have examined whether these positive effects will "carry-over" when students return to a face-to-face communication environment. The proposed case study, which will attempt to examine the long term effects of CMC in relation to affective factors, will be conducted over a 15-week period with an intact class of Japanese university students. Students will alternate between task-based conversation activities in both f2f and CMC environments. Data collection pertaining to foreign language anxiety and willingness to communicate will be collected using the Foreign Language Classroom Anxiety Scale and length of utterance and turns taken during conversation activities respectively. CMC activities will be conducted using the Language Education Chat System developed by Kanto Gakuin University.

CALL-3: The iPad as a mobile device and language learning tool

Robert Chartrand, Kurume University Institute of Foreign Language Education

Much can be said about the new mobile learning device, the iPad. Like its smaller cousin, the ubiquitous iPod, which has been described as a motivational tool for learning as well as being used by scores of people for listening to music and podcasts, and watching videos, the iPad can do all of that but with a larger screen size and a faster processing speed. Custom-made applications allow the user to use this apparatus like a mini portable computer. What about language teachers and students? How will they be able to take advantage of the latest trends in technology to improve teaching and learning skills? This paper will focus on the newest developments in practice and research for effective use of this mobile device. The presenter will update the audience with relevant, useful information that will assist the participants in determining what is the best choice for the language learner.

CALL-4: eVoices of ESP students of science via learning ePortfolio

Ng, K.F.C., Vyas-Nagarkar, R., City University of Hong Kong

A review of the literature reveals that ePortfolios promote learning and is originated from a constructivist model (Acker, 2005). Learning or educational Portfolios are a tool for learners to showcase multimodal artefacts, to evaluate skills, to reflect on learning, and to launch new learning plans using new literacies. This paper is an amalgamation of voices that are heard through this group of community of learners. The ePortfolios they created served not only as an information management device which enhanced showcasing of documentation, retrieval, review of individuals' learning processes and language learning but also promoted self-directed and reflective learning, collaborative learning and social networking (Wade, et al. 2005). Data collected include three survey questionnaires, ePortfolio learning reflections and student interviews. Preliminary findings included both positive and negative comments as some students indicated that it was time consuming and considered the usefulness of their ePortfolios to future prospective employers remains to be seen.

CALL-5: Perspectives on the blended learner

Roger Palmer, Konan University

This paper argues for the wider adoption of blended learning - 'learning which involves a combination of e-learning and face-to-face learning' (Dudeney & Hockly, 2007) - demonstrating how and why it works. Technology in education meets the needs and expectations of this Millennial generation (Dziuban et al, 2004) when facilitated in an integrated and on demand package, shifting the perspective from the teacher to what the learner does. Thus the 'blended learner' harnesses technology to enhance study, whether face-to-face or online, selecting his or her preferred method, content and pace of study. This realization is supported by investigations of educational practices (Bonk & Graham, 2005), emphasizing the need for an integrated delivery mechanism, now easily available in online labs with embedded course books. Those attending are shown materials the presenter developed for online labs, which he believes showcase the enhanced learning capabilities available right now to the blended learner.

CALL-6: Manageable multimedia projects

Douglas Meyer, Momoyama Gakuin University

Cyberspace is a vast educational dimension, which has recently only begun to be tapped. There are countless websites, blogs, and programs that overlap in the areas of entertainment, education, and English language use. This presentation will look at the use of two such programs, Voicethread and Xtranormal. The first promotes learner autonomy by allowing a personal photo slideshow to be narrated in the student's own voice. The latter involves the input of student-generated dialogs that are then acted out by avatars chosen by the learners. Over six weeks, students worked on these two projects, overcoming both technical and creative problems. A short follow-up survey showed student preferences. They found such a curriculum to be both fun and too hard, and almost fifty-fifty when asked if they would like to learn English this way in the future. A question and answer period should be both stimulating and beneficial. This presentation will include samples of student multimedia projects.

CALL-7: Using virtual worlds to conduct research on language learning

Mike McKay, Mukogawa Women's University

To have the opportunity to witness firsthand how others are teaching, students are responding, and objectives achieved is priceless. For the past two years, research based on an international virtual world group of 350 learners, tutors, hosts, and volunteers has provided just this opportunity. Freely available and not-for-profit, the group provides free English lessons, activities, events, and many chances for interaction with native speakers and teachers from around the world giving teachers and researchers an eye onto the world of language learning. Studies conducted in this group include language discourse analysis, pragmatics, and language geography as it pertains to English. This presentation will describe how to access this organization and its resources.

CALL-8: Student-generated podcasts

Damon Brewster, J. F. Oberlin University
Hans von Dietze, J. F. Oberlin University
Poster Presentation

Technology is an increasing part of everyday life, and with every advance, educators are faced with the challenge of harnessing its potential. One of the latest phenomena born out of digital technology – podcasting – can have a positive impact on language learners. Over the course of two years, teachers Damon Brewster and Hans von Dietze have designed, implemented, and taught a one semester Podcasting Class at J. F. Oberlin University in Tokyo. Apart from providing instruction in the four skill-areas, the benefits to students have been widespread. These include improvement in pronunciation and intonation, taking English outside the classroom, broadening IT skills and providing opportunities for self-assessment of spoken English. Student response to the course, which has been collected and will be presented, has been positive. This presentation will include audio recorded during class, and will provide interested instructors the opportunity to learn more about podcasting in EFL.

College and University Educators (CUE)

CUE-1: Improving second language speaking ability through assigned writing tasks

Bo-min Kim, Hankuk University of Foreign Studies; Jung-hwa Lee, Hankuk University of Foreign Studies

Numerous studies have analyzed the relationship between reading and writing, but few studies between writing and speaking. This study is designed to see whether students can improve their speaking ability after improving their writing ability. This is particularly important among lower-level students. Lower level students in Korea may do less well because their anxiety level holds them back. A female teacher taught two classes. She encouraged them to write without being concerned about making mistakes. Only after being repeatedly encouraged did they try to write sentences. She then asked them to speak about the same topics they had written about. They showed more confidence discussing topics they had already written about. At the end of the semester, she conducted interviews. Most of them said that they had improved their speaking ability, citing the writing tasks as helping them build confidence in themselves.

CUE-2: Raising students' metacognitive awareness with "can do" statements

Paul Collett, Shimonoseki City University; Kristen Sullivan, Shimonoseki City University
Andrew Zitzmann, Shimonoseki City University

Research suggests that the ability to regulate learning through such metacognitive strategies as self-monitoring, self-evaluation and goal setting is crucial for becoming a successful learner. Finding appropriate methods to support the development of students' self-regulatory strategies thus becomes an important task for curriculum developers and teachers. Building from this idea, this presentation examines the use of "can do" study progress sheets in a university-level English course. The progress sheets incorporated goal setting tasks, and unit-based "can do" statements developed from the course textbook, and were designed to enhance students' self-regulatory skills and metacognitive awareness. It was hypothesized that the curriculum-linked "can do" statements would make the course content, goals, and expectations more explicit, thus helping students to better evaluate their abilities and to set short-term learning goals. The presentation will examine student and teacher reactions to the study progress sheets, and will consider their benefits as teaching and learning devices.

CUE-3: Evaluating spoken communication

John Campbell-Larsen, Momoyama University

Despite the centrality of the concept of "communication" in English language teaching, evaluation of university students' communicative abilities is most often done by means of a written test focusing on passive lexical/grammatical knowledge. This presentation will offer an alternative evaluation methodology. The presenter will outline the course content and lesson procedures of a university course designed to develop spoken, interactive skills, and detail the evaluation criteria used in both ongoing classroom observation and final spoken evaluation tests. The evaluation is aimed at observing students engaging in naturalistic, unrehearsed conversation with an advanced level of autonomy. Areas such as topic management, turn taking and backchanneling are focused on, rather than lexical/grammatical accuracy. As such, the evaluation has an element of subjectivity, is rather labor intensive, and less empirical than traditional paper tests, but it is argued that teaching to such a test more accurately fulfils the promise of "communicative language teaching."

CUE-4: Using paired repeated reading to boost student fluency and reading self-confidence

Joshua Cohen, Kwansei Gakuin University

Reading fluency is a skill that, regrettably, many foreign language students lack. This inability can lead students to feel frustrated with, and even fearful of the act of reading. However, research indicates that repeated reading can help students improve their fluency and their reading self-confidence. The present study investigates and reports on the effects of oral repeated readings on student fluency. The study's principal question is: What effect does the use of oral repeated reading have on reading fluency among college EFL students. More specifically, the researcher considers whether repeated oral reading aids the fluency and reading oriented self-esteem of first-year university students. To examine these questions in greater depth research is presently being conducted using paired oral reading with a sample of students from a large, private university in western Japan.

CUE-5: The decline of university library books borrowing: its likely causes, consequences, and possible remedy with particular reference to English learning

Kenneth Kwan Pang Chan, Doshisha Women's College of Liberal Arts

An important characteristic and requirement of university students is the reading of books, especially among liberal arts majors. However, official statistics from a well known women's liberal arts college show that a disconcertingly low rate of library books are being borrowed by its undergraduate students. What might be the causes of this? How could it affect the perceived decline of the English level and learning progress of the students? What action is being taken to address the issue? And what could be done to halt and reverse this trend? These questions, the aforementioned statistics, together with initial interview results with respective department chairs and senior lecturers of the same college will be presented and discussed. Further investigation and ideas for remedying the situation will also be given.

CUE-6: An examination of university-level EFL textbooks from a World Englishes perspective

Hadija Drummond, Momoyama Gakuin Daigaku
Myles Grogan, Momoyama Gakuin Daigaku

A growing number of educators advocate exposing learners to multiple varieties of English to aid them in developing awareness and appreciation for the language diversity they will encounter in global communication (Crystal, 2001; Jenkins, 2006; Kachru, 1998). Nevertheless, previous studies have shown that language materials used in Japanese classrooms are biased towards inner-circle (primarily North American) varieties at the expense of others (Matsuda, 2002; Cottle, 2010). In this study, we reviewed the three commercial texts most widely chosen for English communication courses at a private university. We analyzed the texts for nationality of characters, types of English, and contexts of English use, in order to examine the representation of English use in language materials in our teaching context. We will present the results of this study and discuss the pedagogical implications of the findings, allowing time for comments and discussion.

CUE-7: Learner perspectives in a content-focused EFL program

Brent A. Jones, Konan University

This paper introduces the curriculum development efforts for a content-focused, liberal arts, tertiary-level EFL program, with emphasis on learner feedback and perspectives in the instructional design cycle. The program, which started in April, 2010, is a major component of a management course in a new hybrid department combining elements of traditional business administration and economics programs. The curriculum incorporates important findings in areas as broad ranging as second-language learning motivation, blended-learning, learner autonomy, extensive reading and CALL. Approximately 180 students (number of students enrolled in the management course) were surveyed at the end of their first and second-semester courses. In addition, a semi structured-interview protocol was used to follow up on these surveys with a small subgroup of learners. Results are presented with findings related to learner perspectives and planned areas of improvement at both the macro and micro levels. Participants should go away with a better understanding of the various challenges as well as a set of resources to help them in their own curriculum development endeavors.

CUE-8: Learners' individual differences in EFL classrooms

Yoko Munezane, Aoyama Gakuin University

This study in progress tests the hypothesis (Dornyei, 2005) that 'L2 WTC is the resultant of the interplay of linguistic self-confidence and the Ideal L2 Self.' The model was designed and was tested with structural equation modeling. It was found that Ideal L2 Self predicted L2 WTC at statistically significant level. Based on this finding, it was hypothesized that through setting goals to eventually become Ideal L2 self, students' WTC will be increased. Then the effectiveness of 'volition' (MacIntyre, 2007) and self-regulation through setting-goals, visualizing Ideal L2 Self, to enhance WTC and the frequency of actual communication behavior in the classroom was examined. The result suggested that goal-setting activities were effective in enhancing WTC and frequency of communication behavior in the classroom. Quantitative and qualitative measures were combined. Additionally, effect of volitional process on group dynamics was examined.

CUE-9α: The voices of teachers facing demotivated students

Emika Abe, Daito Bunka University; Mika Ishizuka, Tokyo University of Technology; Sachiko Okuda, Daito Bunka University; Sunao Shimizu, Rikkyo University; Mami Ueda, Tokyo University of Technology; Toshie Agawa, Keisen Univiersity; Junko Matsuzaki-Carreira, Tokyo Future University; Fujiko Sano, Yokohama National Univiersity

In English classrooms, teachers sometimes witness students are unwilling to participate however hard they are encouraged by the teachers. Such students may be regarded as being in a state of demotivation. It is assumed that most teachers would try to motivate the students, but it is not clear how they deal with them in practice. The purpose of this study is to document what teachers experience in class and to disclose how they feel about the demotivated students. In order to listen to the voices of teachers carefully, group discussions were conducted with nine teachers from junior high schools, high schools and universities. Participants were invited to express their own views on the demotivation of their students based on their experiences. Their discussions were recorded, transcribed and analyzed qualitatively. The results show some similarities in teachers' experiences with demotivated students.

CUE-9β: Implications of demotivating factors in Japanese university English learning

Toshie Agawa, Keisen University; Emika Abe, Daito Bunka University; Mika Ishizuka, Mami Ueda, Tokyo University of Technology; Sachiko Okuda, Daito Bunka University; Junko Matsuzaki-Carreira, Tokyo Future University; Fujiko Sano, Yokohama National University; Sunao Shimizu, Rikkyo University

In this research, we focused on EFL learners' demotivation and tried to investigate: (a) what affective factors are related to Japanese EFL learners' demotivation, and (b) whether or not English learners' demotivated attitudes are unique to English study. 122 university students completed two self-evaluation questionnaires using Likert scales. Factor analyses were run on the responses, and correlations between factors were examined. One of the resulting factors was "amotivation," which positively correlated with: "an aversion to making an effort", "resistance to grammar and vocabulary learning", and "anxiety about using English." The results indicate that demotivated English learners tend to make less effort, which is likely to lower their competence, which in turn may raise their anxiety of using English. Furthermore, examination of "an aversion to making an effort" implies that demotivated English learners tend to have an insular mentality, showing difficulty in making an effort, which was not exclusive to English.

CUE-10: Comparing student and teacher perceptions of effective language teaching and the potentially resulting student de-motivation

Ryan Richardson, Ritsumeikan University

Building on the works of Brown (2010) looking at views of American teachers and students, and Sakai and Kikuchi (2008) looking at de-motivation factors in Japanese high schools, this report looks at how the expectations that teachers and Japanese college students have of effective English teaching may influence the motivation of students in the college classroom. The findings from the research in Japan, combined with the findings of Sakai and Kikuchi (2008), suggest that some of the differences in views toward how the language is being taught or should be taught that teachers and students have may be a more significant factor influencing student motivation than previously expected. An initial analysis into how these differences might effect different individual classes is touched upon as is an initial study into how some first year college students perceive their own motivation and their position in the classroom.

CUE-11: On observing student silence

Thomas Amundrud, Ritsumeikan University

This study is situated in critical evaluations of discourses on "the silent Asian student" (cf. Ellwood & Nakane, 2010; Nakane, 2007; Kubota, 1999). It uses techniques from conversation analysis (CA) (Hutchby & Wooffitt, 2008; Seedhouse, 2004; Ten Have, 1999; Psathas, 1995; Sacks, Schegloff, & Jefferson, 1974) to look at how three students in an advanced EAP graded group discussion test create and manage the silence of a group member during the seven-minute session. This examination is combined with qualitative narrative techniques of personal narrative inquiry (Clandinin & Connelly, 2000), co-inspired by autoethnography (Ellis, 2004; Ellis & Bochner, 2000), on how I, as the teacher responsible for conducting these tests, participate in the discourse and production of these silences. The presentation will conclude with an evaluation of the methods used and directions for further inquiry, including audience discussion of possible pedagogical innovations in observing and evaluating student oral production and proficiency.

Extensive Reading (ER)

ER-1: The effectiveness of SSR and SSS on all levels of EFL Learners

Atsuko Takase, Kinki University

Extensive reading (ER) has been recognized as one of the best strategies to improve second or foreign language learners' English proficiency. The author has found two important components to implementing a successful ER program for various levels of Japanese EFL learners: Sustained Silent Reading (SSR) and Start with Simple Stories (SSS). This study examined the changes in English proficiency of 149 university students who participated in extensive reading for one academic year. An English proficiency cloze test was administered at the beginning and end of the course to gauge changes in English proficiency. The reading amount was calculated by the total number of books and the total number of words read. For analysis, all the participants were divided into three groups based on their pre-test scores: high, middle, and low. Upon analysis of the pre- and post-tests using paired-sample t-tests, all three groups showed the large significant gains.

ER-2: Multicultural content through graded readers

Michael Furmanovsky Ryukoku University

Extensive reading programs have become increasingly well thought out in terms of matching students with the right level of Reader and providing them with appropriate exercises and quizzes. In recent years Literature Circles have been incorporated as a motivating vehicle for small group discussion of a common text. With their focus on language, however, EFL instructors have paid less attention to balancing considerations of "reading" level with appropriate content for students in a particular Faculty. This presentation looks at how teacher-selected Graded Readers in a Reading Circle format can be used outside the standard ER approach as way of bringing multicultural and global issues content into the English curriculum of students in a Faculty of "International Culture." The approach attempts to retain many of the benefits of a conventional ER program while simultaneously adding rich multicultural content to their larger educational experience. Student feedback on the perceived value of the content of the selected Readers will be presented.

ER-3: Talking it through: Languaging as a reading strategy

Jennifer Yphantides, Kanda University of International Studies

Swain (2006) defines "languaging" as a verbal process which can be used to mediate a variety of difficulties students may face when learning their L2. In partial support of her thesis, Swain refers to a study conducted by Chi et al (1994) in which students who verbally paraphrased a scientific text as they read had a higher level of comprehension than students who did not "language" as they read. The current study reports on the results of a similar study carried out in a Japanese university in two first year extensive reading classes. The presenter will provide a review of the pertinent literature, describe the design of the study, and report on the effect that "languaging" had on comprehension and student ability to respond to the text. In addition, student perspectives on using "languaging" as a reading strategy, as compared with other strategies, will be discussed.

ER-4: Student attitudes towards graded readers

Mark Brierley, Shinshu University

The online Extensive Reading System (ERS) has been collecting information from students reading graded readers in a university extensive reading (ER) programme since 2007. The programme has involved over one thousand students each year. Students have used ERS to record how interesting each book was, how easy it was, how long it took to read and whether they completed the whole book or abandoned it. In addition, students have been able to write reviews or comments on each book they have read. Using from data ERS, this paper will evaluate the attitudes of students towards the books they have been reading. This information will be useful for teachers of ER in recommending books for students and choosing class readers; for administrators of ER programmes in stocking libraries; and for publishers and authors of graded readers in producing suitable books.

ER-5: Implementation of extensive reading using free online resources

Shizuko Ozaki, Nagoya Bunri University

Jun Nagao, Meijo University

There has been a lot of research that suggests how effective ER is in second language acquisition. However, not all the institutions can afford to buy books to get started. In this study, we demonstrate that free online resources can be used as an alternative way to start an ER program. The objectives of our presentation are a) To show where to find a number of high-quality electronic books; b) To introduce Librarything.com as a book report submission tool; c) To demonstrate how online ER was introduced in the classroom; d) To report how the students reacted to online ER; e) To discuss the advantages and disadvantages of online ER. The implementation is still in the primitive stage, involving only a small number of students (approximately 40). Yet, there is a great promise in its applicability with improved instructions and guidance. The presentation also includes suggestions for future implementers.

ER-6: ER is easy and remarkably effective: reasons and tips for setting up an extensive reading class or system

Ben Shearon, Tohoku University

Extensive reading is a vital component of English courses for Japanese learners. Research has shown that reading 3 million words of English gives learners the same benefits as a year studying abroad. Schools and teachers should not neglect this powerful and cost effective method for improving learners' English proficiency. This presentation will sum up the theoretical case for introducing extensive reading into English courses in Japan, introduce a practical model for teachers and institutions interested in starting extensive reading, and present examples from real classes to illustrate key points. The presenter has implemented extensive reading with university students as both a part-time and a full-time teacher, as well as with junior and senior high schools students and adults. He is a committee member of the JALT Extensive Reading SIG and currently teaches five reading classes at the university level.

ER-7: Fluency in EFL – A co-constructed approach to raising TOEFL scores

Steven Herder, Doshisha Women's College of Liberal Arts

Harmer states, "fluency is the success/failure divide for LL. My question is how come some Ss get it, others not. I asked b4 on twitter" (Twitter, 2010). Perhaps students who "get it" are the ones who first understand some basic underlying theories of fluency, and then co-construct a focus on it. This new classroom action research project measures how students respond to a TOEFL-based, 18-month study abroad preparatory course in a Japanese university program that approaches raising TOEFL scores through intense fluency development. Focusing on all four skills with equal attention to four strands: meaning-based input and output, a focus on form and fluency practice (Nation, 2001), how will students respond? Can fluency training lead to either increased TOEFL scores or increased confidence or motivation? The researcher will share the theoretical framework of the project, the specific research design and the initial recorded responses of the students.

ER-8: Class readers: The learner's perspective

Rory Rosszell, Meiji University

To gain insight into learner perceptions of the effectiveness of the various components of an integrated graded reader course at a private Japanese university, a questionnaire-based study was conducted as one component of a larger study. Each of the 40 EFL learners read two class readers as well as a self-selected reader, wrote brief summaries and reactions to each, discussed the stories in small groups in class, and then completed a 55-item questionnaire at the end of a semester-long course. The questionnaire required participants to rate items on a five-point Likert scale and to provide written answers, and their responses were analyzed qualitatively as well as quantitatively. The evaluation of the course was largely positive, although the less proficient learners' ratings were half a point lower on average than those of the more proficient learners, and such a shortcoming needs to be addressed in the design of future integrated ER-based courses.

Framework and Language Portfolio (FLP)

FLP-1: "Can do" statements in language education publication contributors' workshop

Fergus O'Dwyer, Osaka University

Workshop

In recent years there has been a vivid discussion in Japan about language learning curriculums and frameworks. At the heart of this is the use of can do statements- many educators are not aware of how to use these effectively in classes. To facilitate this, the FLP SIG aim to produce a volume of papers that will give specific ideas and resources for educators to bring into classrooms. Papers will deal with the use of can do statements in line with the CEFR and any other frameworks (e.g. Canadian Language Benchmarks etc.) in public (elementary to university) and private language education going into with issues such as assessment, curriculum change management, goal-setting, learner strategy training, learner attitudes, self-assessment and teacher trainin. This workshop will involve all possible contributors presenting on progress so far on their papers. The second half will involve feedback sessions and discussion of future directions.

Global Issues in Language Education (GILE)

GILE-1: Looking at the Amish from a Japanese student's perspective

Brian Teaman, Osaka Jogakuin College

As a part of our core curriculum based on global issues themes, one course focuses on peace and simplicity especially as practiced by the Amish of North America. A rapidly growing group of protestants from a culturally conservative tradition, they retain many cultural artifacts and technology that have changed little since leaving their homeland of Switzerland beginning in the 18th century. Although many similarities with the Japanese have been noted, the Japanese, in contrast are stereotyped as a hyper-technological society. Many of their religious beliefs are consistent with some fundamentalist Christian groups in the U.S., but they are unique in their emphasis on tolerance, pacifism and a focus on simplicity. Studying the Amish in Japan opens the door to discuss these and many other themes that are important to modern living such as cultural survival, balancing technology and community, sustainability, peace, tolerance and joyful living.

GILE-2: Student and teacher beliefs about peace education

Jennifer Yphantides, Kanda University of International Studies

Many institutions include in their vision statement the belief that language education can contribute to the development of a more peaceful world. However, no research conducted to date has addressed the issue of how this vision may be operationalized in the classroom and beyond. The current study reports on preliminary research carried out in a Japanese university which aimed at determining teacher and student beliefs about the potential results of combining language education with peace education. The presenter will discuss the creation of valid and reliable instruments to measure beliefs which incorporate the voices of teachers and students. Also, the results of the administration of these data gathering instruments will be tentatively interpreted. It is hoped that additional research will be carried out in Israel at a bilingual Hebrew/Arabic high school so that comparisons may be made between the two regions. A brief update on this side of the project will be made.

GILE-3: English language learning through international volunteer work

Warren Decker, Momoyama Gakuin University

This presentation will share the perspectives of five Japanese university students and their experience of English language learning during a two-week international volunteer work-camp at an orphanage in Ulaanbaatar, Mongolia. Working alongside volunteers from Taiwan, the United States and Mongolia, Japanese students face the challenge of using English for meaningful and practical communication. Based on interviews conducted with the five students before, during and after their volunteer program, this research looks at the students' perceptions of language learning in the setting of an overseas work-camp. Through the stories of these five students this presentation explores how international volunteer work can effectively raise students' English ability and confidence.

GILE-4: Increasing multicultural awareness through understanding Japan's diverse populations

Makiko Deguchi, Kobe College

Margaret Kim, Doshisha Women's College

It is easy for Japanese people to remain ignorant and unaware of the experiences of diverse populations in Japan's homogenous society. The purpose of our project is to increase multicultural awareness and competency among Japanese university students so that they prepared to deal with people with diverse cultural backgrounds as they enter the real world. Using chapters from a Japanese educational *manga* textbook based on the experiences of prejudice and discrimination of diverse residents in Japan, we devised two types of projects that were designed to enhance student understanding of different ethnic groups in Japan; one being a group project that incorporated a group skit and PowerPoint presentation in English, and the other being an English essay assignment whereby students were asked to apply concepts of discrimination and prejudice to the *manga* stories. Students' evaluations indicated that students learned about different ethnic groups and found the project enjoyable and useful.

GILE-5: The crude truth: An introduction to the geopolitics of oil and content-based teaching effectiveness

Zane Ritchie, Ritsumeikan University

Richard Miller, Osaka Denki Tsuushin University

This study will outline a one semester content-based course on geopolitics, taught over a period of five years at an intermediate level at Ritsumeikan University. It will outline the course and what is taught: the finite resource of oil in a world with infinite expectations. How it is taught: purely through content, without explicit language instruction. Finally, what pedagogical assumptions underlie these choices, which are partly according to the content-based continuum proposed by Brinton et al. (1989). It will also examine the effectiveness of the course by presenting what students thought of the course, and what they had learned by the end of it, (through feedback) and ask whether teaching complex content-based courses to students at an intermediate level is actually suitable.

GILE-6: A survey research on college students' perceptions of global citizenship

Masataka Kasai, Kansai Gaidai College

Global education has been developed to prepare learners to become global citizens. Although much discussion on global citizenship has been made by educators and scholars, few studies on it from learners' perspectives have not been implemented. To fill out the gap, the survey research was conducted to investigate what knowledge, skills, and attitudes college students perceive are necessary in a global society. The survey consisted of 30 items and 110 students at a college in Kansai area responded to them. This survey research is currently a work in progress. The presentation will include the details of the survey research, findings, and limitations. I hope this presentation will provide English educators, especially college level, with opportunities to recognize students' perceptions of global citizenship and consider instructional approaches to meet their needs.

GILE-7: Deliberating the Issues: Deliberative polls for the English language classroom

Ian Hosack, Ritsumeikan University

One of the most promising democratic experiments in recent years has been the Deliberative Poll, an innovation which aims to enhance the quality of public debate by providing a new kind of forum for citizens to discuss important social issues. Deliberative Polls employ random sampling techniques to assemble a "mini-public" – a representative group of citizens who are then given the opportunity to learn about and discuss an issue in depth. Opinion polls taken before and after the deliberative process indicate how participants' views change as they exchange opinions and become better informed. The presentation will examine the potential of Deliberative Polls for revitalizing democracy, and suggest ways of utilizing the Deliberative Poll format as a model for research and debate within the second language classroom.

GILE-8: How global issues made compulsory language lessons compulsive

Thomas Lockley, Kanda University of International Studies

This study will outline a one semester content-based course on geopolitics, taught over a period of five years at an intermediate level at Ritsumeikan University. It will outline the course and what is taught: the finite resource of oil in a world with infinite expectations. How it is taught: purely through content, without explicit language instruction. Finally, what pedagogical assumptions underlie these choices, which are partly according to the content-based continuum proposed by Brinton et al. (1989). It will also examine the effectiveness of the course by presenting what students thought of the course, and what they had learned by the end of it, (through feedback) and ask whether teaching complex content-based courses to students at an intermediate level is actually suitable.

GILE-9: Natural resources exploitation: Past (gold and silver) and present (oil)

Anthony C. Torbert, Kobe Gakuin University

Throughout history certain commodities have played major roles in the development (or lack there of) throughout the world. Precious metals, in particular gold and silver, played a huge role up until the 20th century, when oil took center stage. By studying the history of these commodities, students can learn about a myriad of topics such as geography, economics, business practices, trade and environmental issues, just to mention a few. Though such topics may be daunting to the low level learner, this presentation will strive to provide the information in bite-sized chunks, which will hopefully inspire teachers to add meaningful content to their lessons in the future. As this presentation is part of a larger work in progress that will involve many other commodities, any and all feedback will be much appreciated by the presenter.

GILE-10: Task-based learning for *Education for Sustainable Development*

Matthew Walsh, Momoyama High School; Poster session

This poster presentation will show student work from a series of tasks aimed at fostering awareness of issues of sustainability on a global scale. In particular the tasks focus on the relationship of various problems facing the world in terms of interconnectedness, cause and effect, and root cause analysis by adapting the Willis (1996) model of Task-based Learning to examine issues within the focus of UNESCO's Decade of Education for Sustainable Development (DESD). Adding an additional production phase to the Willis task cycle may promote more effectively incidental vocabulary acquisition related to the topics.

GILE-11: Global education in EFL Classes: Project-based learning on Okinawa

Hitomi Sakamoto, 東洋学園大学; Poster session

高校・大学レベルの沖縄をテーマとした英語学習のプロジェクトワークを提案したい。GILE NEWSLETTER に掲載された沖縄の歴史や文化に関する英語クイズから始める。グルー プに分かれて、個別のトピックを選びプロジェクトを進めていき、各グループに発表させる。次に基地の問題について全員にリサーチをさせ、英語でディベート をさせる。まとめとして、『白旗の少女』を英語紙芝居にした自主教材を用いて、戦時中の沖縄に焦点を当てて学び、各学生が平和のためにできることについて 英語でスピーチさせる。私の勤務校でこのプロジェクトワークを実践したので、そのときの学生のフィードバックも発表の内容に含めたい。

Japanese as a Second Language (JSL)

JSL-1: Effective ways of learning and teaching Japanese as a second language

Megumi Kawate-Mierzejewska, Temple University Japan Campus; Sayoko Yamashita, Meikai University; Matazo Izutani, Tokyo Medical and Dental University; Nozomi Takano, Sophia University

This forum consisting of 4 papers examines the effective ways of learning and teaching Japanese as a second language (JSL), focusing on writing, grammar, speaking, and communication (including pragmatics). The first speaker discusses writing issues of JSL (Hiragana, Katakana, and Kanji) and the importance of Japanese writing. The second speaker introduces consciousness raising (CR) tasks emphasizing inductive learning and teaching strategies. The CR tasks are designed to inductively learn and teach JSL grammar. The third speaker, then, introduces Japan's culture and traditions through songs and musical instruments to help students gain a better understanding of the language, culture and traditions of Japan. The final speaker introduces the ways of learning and teaching appropriate communication (pragmatics) in the Japanese speaking community. It should be noted that learning and teaching methods introduced in this forum have been created based on original research results. This forum also invites participants to join discussion.

JSL-2: Preliminary analysis of learner contributions to curriculum shaping

Shingo Moriyama, Nanzan University

Curriculum development is an ongoing process of creating better learning experiences, and thus it inevitably reflects the mission and philosophy of the school. At the institution where the research has been done, the department curriculum is designed to support students to improve their English proficiency and broaden a job opportunity to work outside Japan. Within this framework the department offers a Japanese teaching methodology class among other content-based alternatives. In this class the learners are seen as newcomers to the field, whereas the instructor is an experienced person who is authorized to prepare the lesson plans before the semester. This work-in-progress research attempts to unfold the learners' negotiation process in the Japanese pedagogy class as to how they seek to shape the pre-fixed lesson plans in order to meet their reality and expectations for the future job. It also examines learners' viewpoints towards maintaining consistency with the department curriculum goals.

JSL-3: 日本語教育における地域と教室をつなぐビデオ制作の試み

スペンス・ゼオースキ, 大阪大学

貴 志佳子, Case Western Reserve University

日本語によるビデオ制作の実践報告。ビデオの構成は、簡単な学校紹介と地域に住む日本人へのインタビューからなる。地域と学校の紹介を目的とし、上映会では地域に住む日本人も参加。実施するクラスは、北米にある私立大学の日本語の上級クラス。学期末のプロジェクトとして、評価（文法、内容、発音等）もなされる。このプロジェクトを通して、1)日本語の４技能を教室外の実践的な場で使用して能力を伸ばし、2)自分が住む地域への理解を深め、3)ビデオ制作の技術（メディアリタラシー）を学び、4)地域に住む日本人と交流するという４つのゴールを目指す。学生へのアンケートと実施過程の問題をまとめて、今後の課題を検討する。

JSL-4: Reading Japanese through the linguaculture

Steve Mackeras, Griffith University

Based on my own PhD research, this presentation addresses the issue of how to teach a new language in a time of increased interaction between the learner and a multicultural world. The site of my study was an Australian Japanese as a Foreign Language classroom. I start by conceptualising learning through the lens of New Literacies, that is, literacy as a social construction of knowledge. I then replace the concept of a language with 'linguaculture' ─ framing language through cultural practice. Drawing on studies of New Literacies, I have developed a Social Reading Model (SRM) which I will describe then show how I used it to guide three Japanese language learners through a process of learning to read Japanese through its cultural foundations. The results showed an increased awareness of the Japanese linguaculture in some instances and not others. Generally my research supported an inherently social conception of language and learning.

Lifelong Language Learning (LLL)

LLL-1: Video journals and the development of self-assessment skills

Colin Skeates, Seisen University

Merging many aspects of diary writing and presentation making, video journals (VJs) provide learners with a powerful platform from which to communicate their stories. This presentation concerns how changes to VJ implementation have lead to a greater usage of reflection activities that have in turn been recycled as data for student essays on learning. An initial rational for implementing VJs and why, from a theoretical perspective, they can serve as a powerful additive to any language curriculum will be discussed. This will be followed by the viewing of several entries. Next, a highlight of changes that have been implemented over a 6 year period will be covered. The creation of scaffolding to further reflection will be emphasized. In conclusion, a discussion will be encouraged on the advantages and disadvantages to life-long learning of students telling their stories through VJs.

LLL-2: Information literacy: A Skill for lIfelong learning

Susan Gilfert, Kwansei Gakuin University

Information, both good and bad, can be found anywhere. But where can a student find reliable information? The library, of course. But the library is more than that large forbidding building full of books. Most librarians are delighted to show all library patrons how and where to find information in a library, either in print or electronically. By teaming with a librarian, a faculty member can take his/her students to resources hitherto unknown. Teaching students information literacy, in tandem with any research assignment, will improve the quality of the resulting research paper. From the student perspective, the library becomes a treasure chest. Learning to do good quality research work is vital to a successful academic life. Learning how and where to seek good-quality information is a skill students can take from university for the rest of their lives. This work in progress provides attendees with a model information-literacy paradigm.

LLL-3: Enabling lifelong language learning: A case study perspective

Greg Rouault, Konan University

Consideration of recounts from experience recorded in learner narratives is more commonly shaping the profile of teaching and learning decisions. However, accessing such historical perspectives is often overlooked by learners studying independently. This presentation introduces a case study in lifelong learning from the joint perspective of the learner and instructor as advisor. Successful learner practices from the literature in foreign language learning are reviewed briefly. Participants are introduced to a learner who discusses her profile in studying English. A roundtable interview covers questions and answers from the instructor and student on independent study issues such as needs assessment, enabling learners, and setting goals. Quotations are drawn from the student's learning history, and current projects, including technological applications, are presented as part of ongoing learning initiatives. Resources for self-directed, lifelong learners and teachers working with autonomous practices are covered in a format designed to enhance audience interaction and maximize potential takeaways.

LLL-4: Japanese university students' assessments of the efficacy of various methods for out-of-class learning

Michael Parrish, Ritsumeikan University

This study seeks to measure student awareness of ways to learn English outside of the classroom and their opinions of the usefulness of these methods. First, students completed an open-ended reflective questionnaire regarding the methods they thought were good or bad to study English outside of the classroom. They were then asked to rate an additional list of methods, based on student responses from Doyle (2008), using a Likert-item instrument. One goal was to find out which methods students preferred for self-study, and in particular if they were aware of available electronic, on-line, or self-access learning methods. A second goal was to discover whether they rated learning from fellow students or other non-native speakers of English as a valuable method for language learning. Results would be helpful in informing decisions about the kinds of support instructors, self-access tutors and planners might provide according to students' preferred learning styles and the extent to which they could be exposed to alternative self-access learning opportunities in order to encourage and facilitate lifetime English learning.

LLL-5: The ability of a deaf Japanese university student to learn English through lip reading

Jeremy White, Ritsumeikan University

The ability to learn English as an L2 in Japan is usually reserved for the able bodied with an above average motivation level. This however need not be the situation. One deaf Japanese university student has gone against the norm and refused to be labeled or accept this stereotype. Because she is deaf and unwilling to use sign language in her L1, she was not given the opportunity to learn English as an L2 during her primary and secondary education. This student after entering university worked closely with teachers to learn how to lip-read and communicative effectively in spoken English. Through lip-reading and a desire to learn this student was able to become a "normal" member of university English classes, taking listening tests, TOEIC tests, and participating in an American university foreign exchange program for several months. This presentation will follow her progress to date and look at her future using English in the workplace.

LLL-6: Teaching corrective feedback to second language learners: A way to accelerate proceduralization

Masatoshi Sato, McGill University

The present study investigates the effectiveness of corrective feedback in a peer interaction context by explicitly teaching learners how to provide feedback to each other. Development in accuracy and fluency in oral production and the feasibility of such instruction in classroom dynamics will be examined. Four university-level English classes will either (a) receive feedback instruction (recasts or prompts) and engage in communicative activities, (b) engage in the activities only, or (c) serve as the control group. Development will be measured by monologue and dialogue tasks. Questionnaires designed to investigate learners' perceptions toward peer interaction and corrective feedback will be administered before and after the intervention. Classroom observations will be conducted throughout the experimental period and selected students will be interviewed after the intervention. In addition to the theoretical and methodological frameworks, preliminary findings will be reported in the presentation, including (a) test results, (b) questionnaire results, and (c) observational data.

LLL-7: The contrast culture method: When teachers and students hold divergent views

Donna Fujimoto, Osaka Jogakuin College; Darren Elliott, Nanzan University; Salem Hicks, Kyoto Women's University; Shoichi Miyamura, OTC Co.; Anthony C. Ogden, CET Academic Programs, Osaka Gakuin University: Naoko OKA, McGregor School of Antioch University; Craig Smith, Kyoto University of Foreign Studies; Noriko Tanaka, office POSITIVE; Michiko Tomioka, Ryukoku University

The Contrast Culture Method (CCM) is a Special Interest Group of SIETAR Japan (Society for Intercultural Education, Training and Research). This group was formed in 1999, and its members further the work of Dr. Edward Stewart, the method's founder. CCM is an intercultural training approach, which had its origins in the 1960s. The group has given numerous workshops and presentations at international and national conferences over the past decade. In this workshop the focus is on problems which can occur when student views do not match with those of their teachers. An underlying assumption is that learning is obstructed when the two parties hold divergent views and expectations. The basic concepts of CCM will be introduced, and participants will be welcomed to engage in this unique experiential approach. The main goal of this workshop is to help raise the awareness of both teachers and learners when they work together.

LLL-8: Is autonomy an effective theory for all levels of students?

Bruce Lander, Matsuyama University

Research so far suggests that those who study a language because they have to, are not as autonomy-conscious as those who do it of their own free will, (Noels, Clement and Pelletier, 1999). This indicates a gap in the research of autonomy, suggesting that only students who have initial interests in English can become autonomous learners. This gives rise to the question; can traditionally unmotivated students become autonomous learners with the correct support and guidance? Rather than focusing on the attributes that autonomy has on the motivated learner, this paper will attempt to prove autonomy is a valid theory in students of all abilities. If students are supported in a way that can adopt self-confidence, self-learning and independence in the form of valuable projects and goals to aim towards, every student has the potential of becoming an autonomous learner.

Other Language Educators (OLE)

OLE-1: Shadowing in French to improve pronunciation

Emilie Masson, Kysuhu Sangyo University

The aim of this presentation is to look at the benefits of using shadowing as a tool to improve pronunciation in French. Research has been conducted in English with positive results, but little has been done in French. The presenter will go over past studies conducted in this area and the findings for those studies, and then go over the general concepts of teaching pronunciation, particularly in French. After the background has been established, the presenter will go into the results of a case study where a participant used shadowing to improve pronunciation. The presenter will provide audio samples of the participant's pronunciation. Conclusions will be made as well as a call for further research in specific areas of pronunciation. After the presentation, the presenter invites discussion with fellow colleagues about the improvement or teaching of pronunciation in foreign language classes.

OLE-2: Students' perspectives on the exclusive use of the target language in a beginning French class

Eric Fortin, St. Mary's College

In contrast to how most Japanese college students had studied English, the presenter has been teaching exclusively in French from day one in his beginners' French class for the past three years. Although, judging from student's reactions as well as from teacher evaluations given at the end of the course, students seem to have appreciated the way the class was taught, no concrete study had yet been conducted to obtain students' opinions on different aspects of the class. In this study students' responses were solicited concerning specifics including how students felt about having French used exclusively from the beginning, the focus on immediate communication in French, the grammar and vocabulary introduced, the role plays acted out in class, and what they hope to be able to say in French by the end of the course. The results will be used to further improve the class for the future.

OLE-3: Motivation in the lesson of Spanish as a foreign language: Motivational strategies for Japanese learners

Javier Fernández Saavedra and María Gómez Bedoya, Instituto Cervantes Tokio

Motivation is one of the factors that most influence the learning of a language. In the last decades, different studies and researches have been dealing with this topic, as to categorise and further investigate the different types of motivation and the degree of student and teacher implication in the whole language learning process. Furthermore, some authors have researched the different relationships happening within the classroom, as well as other contextual, cultural and affective components, in order to propose some strategies that can help to increase motivation, and therefore, improve the learning/teaching process. Based on these grounds, this presentation intends to think about the concept of motivation and how relevant it is for the learning/teaching process of a L2 different to English, as well as describe some of the strategies that may work better and be easier to apply in Japan, through examples of activities that aim to increase motivation and how to use them in the classroom.

OLE-4: Speaking with NSs in a 2nd FL

Rudolf Reinelt, Ehime University

In a world-first, this presentation reports from a study where the author examines the oral test he has developed in several stages and in which the Ehime University non-German-majoring 2FL beginners speak with German native speaker exchange students and (over Skype) partners in the target language country after 8 months of only (two times) 90 min per week instruction. Part one introduces the development of an oral examination which attends to the special problems of speaking tests in Japan (Jeffrey n.d.). Part two describes the development and application of a speaking test for first year non-German-major 2FL students. Part three presents the course contents, the set-up, participants and administering the test. The audience will also be provided with video examples of the active students. Part four takes an initial look at the results and discusses their problems, including ramifications for other 2FLs and even English language teaching. Part five explores future improvements of the test as well as research tasks.

OLE-5: 身体の動きを用いた外国語リズムの習得 - ドイツ語の詩朗読を通して -

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ゲーテの詩「魔王」を様々な身体の動きを用いてリズムに重点を置きながら、発音練習をする様子を、その理論的背景を踏まえつつ、ビデオ資料などを用いて紹介する。また練習後に学習者へ行った「成果に関するアンケート」の(主観的)回答と、学習者の朗読を計った客観的データ(話速、アクセント数など)とを比較考察する。

Pragmatics (PRAG)

PRAG-1: Ebay feedback: An analysis and suggestions for classroom use

Kim Bradford-Watts, Kyoto Women's University, Kyoto University

Many of my students love to shop, and online auctions sites offer a vast array of goods and services at what may seem to students to be cheap prices. Students will happily trawl through pages of description to find just the right item for themselves, even though they are not really buying anything. However, it is important for students to understand both the advantages and disadvantages of using online auction sites, and to direct them to also read the feedback left by other shoppers regarding their experiences. This paper reports on an analysis of a sample of randomly selected Ebay buyer feedback messages, describes how buyers "do things with words" via these little texts, and suggests how such texts can be introduced into the language classroom as a basis for reading, writing, and related communicative activities.

PRAG-2: The use of politeness strategies in Japanese healthcare settings in manga discourse

Rieko Matsuoka, National College of Nursing

Gregory Poole, University of Tsukuba

This paper examines the politeness strategies employed by healthcare professionals, using data from Japanese *manga* series entitled "Otanko Nurse". This *manga* series is based on stories originally written by Kobayashi Mitsue, an author with an extensive career as a nurse. First, from the complete series of thirty-five volumes, one story involving a patient with diabetes was chosen for analysis of politeness strategies. Secondly, five scenes involving a communication event using politeness strategy were extracted for analysis. Thirdly, three perspectives were applied: the contextual background of the communication, the relationship with the patient and the degree of face threatening act. The degree of face threatening act was evaluated by the imposition of face-threatening acts, social distance, and relative power according to Politeness Theory (Brown & Levinson, 1987). Based on these three perspectives, further analysis for each communication event was conducted using the Grand Strategy of Politeness (GSP) framework, developed by Leech (2010). GSP is composed of five main constraints/ maxims, which are generosity/tact, approbation/modesty, obligation, opinion, and feeling. Each chosen communication event was categorized according to Leech's GSP, in which there are ten types of speech acts as communicative functions and each communication scene was categorized accordingly. The findings from the data indicated that the novice healthcare professionals struggled to interact with the elderly female patient because of a lack of sufficient politeness strategies. This suggests that employing more effective politeness strategies could enhance the quality of healthcare communication.

PRAG-3: Developing and implementing pragmatic materials in the student-centered interactive EFL classroom

Mark Wright, Ritsumeikan University

Poster Session

Quite often class set materials such as mainstream texts, do not always adequately address the pragmatic or sometimes more importantly, the human interest of the target language being studied. Generally speaking, learner comprehension is an interactive process between the materials supplied and the student's prior knowledge of the world. In addition, this background or schema may be culturally based or biased causing concerns for learners who do not live in the target language country. This presentation will attempt to highlight the importance that background knowledge plays in pragmatics and in the EFL classroom as a whole, especially in regards to the design and usage of authentic communicative materials. Examples will be shown of both teacher and student designed materials. Issues addressed include students' interest in "real life" materials, the roles of both teacher and student, and offer some possible suggestions in how to implement these materials in a collaborative learner-centred EFL environment.

Study Abroad (SA)

SA-1: Utilizing partner institutions for short-term study abroad programs

Alexander McAulay, Yokohama National University

In 2006, the Faculty of Economics at Yokohama National University initiated a program entitled Euro-Japan Dialogue. Eight students traveled to the campuses of two partner universities in Europe to take part in debate and discussion on a set theme. Now an annual event, the program has exposed around 30 students to academic and cultural experiences in various European countries. This presentation will outline the history of the program, and feature video of participating students reflecting on their experiences of the Euro-Japan. Theories relating study abroad to language learning success will be related. 'Diversity' is becoming a key issue in Japanese society, as universities look to increase the ratio of non-Japanese faculty members, boost the number of international students, and employers require more varied experience from their new recruits. These topics will be addressed in an outline of the institutional and socio-cultural impetus for a program such as Euro-Japan Dialogue. The primary audience is university educators looking to make more diverse use of their partner agreements with overseas institutions.

SA-2: Student L1 reflection in the L2 environment

Darcy de Lint, Kyushu Sangyo University

Most teachers of English have plenty of experience as L2 users in L1 environments but few of us have the opportunity to see how our students deal with the troubles of using English in English speaking environments. This on going study is based on a series of L1 Journals written by 50 Japanese university students from 3 different universities on short term study programs in English speaking countries. The rationale of the study is to get a previously unseen perspective on student experiences using the target language with aim of discovering weak points in the students preparative studies. The presentation will profile a series of students and explore pedagogic implications of the students' observations of their experiences.

SA-3: Learning strategies for preparing students to study abroad: A case study of university students in Japan

Mayumi Asaba, Konan University

Margaret Kim, Doshisha Women`s College

This study is a comparison of the changes in learning strategies of Japanese university students who have studied for a year abroad. Students are from different Japanese universities, and their majors and years vary. The procedure we chose first before they left Japan was a survey that measures their language learning strategies, which consists of six aspects of various strategies, such as memory, cognitive, compensation, metacognitive, affective, and social. After their first semester, students answered our questionnaire that asked how their learning strategies changed. Our future study will be completed when a questionnaire and personal interview are conducted upon their return back to Japan. In our presentation, we would like to discuss the differences in their learning strategies from the results. From the findings of this research, we aim to learn how to assist and prepare students to adjust to their new academic environment through these learning strategies.

SA-4: Japanese students' perceptions of study abroad in Asia

Izumi Kanzaka, Soka University, Japan

Study abroad is very popular among Japanese learners of English, and many university students join short-term study abroad tours to the USA, the UK, Australia, and New Zealand. A recent trend observed at Soka University is that many students choose to participate in study abroad programs in Asian countries, and the Philippines is one of the most popular destinations. In order to gain an understanding of students' perceptions and expectations about studying in the Philippines, a survey was administered to two groups of students: a group of first year university students who had never been to the Philippines, and a group of students who had just returned to Japan after studying in the Philippines. This paper will report on how students responded to the questionnaire and in the follow-up interviews about their perceptions of studying in the Philippines.

SA-5: Returning students readjustment and motivation to study in Japanese university classrooms

Ryan Richardson, Ritsumeikan University

This initial research looks into the effects of studying abroad on the motivation to study of students returning to Japanese university classrooms following a time abroad of between 6 months and 2 years. Building on the works of Christofi and Thompson (2007), Gaw (2000) and Chapman (2007), this work looks at the feelings students report experiencing upon their return from overseas and how their motivation is effected, both positively and negatively by their experiences overseas and their return to Japan. This research includes a look into possible instances of difficulty caused by reverse culture-shock and other issues as well as more positive responses to the experience as reported by students interviewed. The implications for teaching these returning students and how we as language teachers, can help them to regain or in fact maintain their motivation to study are also discussed.

SA-6: Listening to learner perspectives on short-term SA programs

Stephen M. Ryan, St. Thomas University

The presenter will describe a complete re-design of short-term Study Abroad programs at his university, which resulted from listening to what the students were saying. Most short-term programs follow a similar pattern of taking students to a classroom in a foreign country, where they study the foreign language and culture, letting them stay with local families where possible, and organising excursions to local tourist sights and shopping malls. Most lead to similar feed-back from participants: "We wanted to spend more time interacting with local people of our own age. The presenter's university re-conceptualised its SA programs around this insight. Students spend minimal time in the classroom and maximum time interacting with the local community. Student participants expressed much more satisfaction with their experience, learnt a lot more experientially than they could in a classroom, made friends with "foreigners" and even learnt quite a lot of English

SA-7: Study abroad: What do you do when they come back?

Bernard Susser, Doshisha Women's College

A year's study abroad has always been popular with Japanese students; now many Japanese universities are establishing departments that require an extended period of overseas study, accounting for the recent growth of interest in methods for preparing students for this experience. This presentation, however, focuses on an important area that has been relatively neglected: what universities should do for such students after they return ("curriculum integration"). I describe in detail the curriculum and some post-return courses that one university has developed to maintain students' language skills while allowing them to continue studying content that they became interested in while studying abroad. Specifically, I describe the "senior seminar," a three-semester course that gives students choices for their graduation theses beyond the limits of the department's specialties, and "The Anthropology of Tourism," one of several courses taught in English and comparable in level to similar courses at universities overseas.

SA-8: Learner perspectives on study abroad: gauging the "black box"

Tim Newfields, Toyo University

How should questionnaires for study abroad (SA) participants be designed? What factors will help SA researchers better gauge SA effects? Based on a critical overview of six SA research projects, the following ways to better assess SA learner perspectives are explored: (1) Employ stratified convenience samples of adequate size reflecting the target population's diversity. (2) Employ multiple survey items in varied formats for key research questions/variables. (3) Use adequate data mining procedures that are appropriate for the data obtained. (4) Run your survey over a sufficient timeframe to assesses how quickly a reported effect dissipates. (5) Alpha- and beta-test surveys before implementation. (6) Recognize the limits of self-reported surveys and seek alternative data sources. (7) Acknowledge design limitations when presenting results. Well- and poorly-designed SA survey items will be compared and one basic procedure for survey meta-analysis will be outlined.

Teacher Education (TEd)

TEd-1: A case for the academic CV

Richard Miller, Osaka Denki Tsushin Daigaku

This is an explanation of what an academic CV entails and why educators in Japan might consider writing one for themselves. During the presentation a definition of an academic CV will be given, several reasons will be put forth for creating one, and enough material will be provided for participants to create their own. In recent years the professionalization of the TESOL industry has caused language instructors to change and to follow other academics in numerous ways. Something that every professional in the discipline may want to consider is creating their own academic CV. It differs greatly from the one page resume in numerous ways. An explanation of what an academic CV is and how it differs from the traditional resume is explored. This is followed by how it is constructed and what is included (and equally important: what is not included). Later, a case for preparing the academic CV for the individual professional is presented along with tips and resources. Finally, research exploring the usage of the academic CV through a survey of jobs posed at Japanese universities along with a questionnaire from some people on hiring committees is included to show its relevance in Japan is presented.

TEd-2: Developing an e-learning environment in pre-service language teacher education

Dr. Eunice Tang, The Chinese University of Hong Kong

An e-learning environment and learning community for pre-service language teachers, Platforms for Language Teacher Education (PLaTE), was developed in 2007 at the Faculty of Education, The Chinese University of Hong Kong. PLaTE provides a variety of online reference and learning tools for academic and professional support to students, graduates and teaching professionals. The online platform includes: a). databases of self-developed teaching and learning materials and videos of exemplar teaching; b). online platforms for exchanges of insights on current issues of language teaching, and, c). blog-based teaching portfolios of students. Management and members of PlaTE are students from the 4-year undergraduate Language Education programmes. The number of active viewers and surveys has shown that PLaTE has successfully promoted reflective, collaborative and dialogic environment for academic and professional development. In this presentation, the objectives and design of PLaTE and its pedagogical implications on pre-service teacher education will be discussed.

TEd-3: Synergising teacher development through videotaping, critical reflection, and peer feedback

B. Greg Dunne, Sean H. Toland, Osaka Shoin Women's University

This presentation reports the preliminary findings of an ongoing, truly synergised teacher development project that is intended to promote professional development via critical reflective teaching. The project design required participating teachers to videotape each other's university English lessons before engaging in critical self-reflection and peer feedback. In addition to the dual input that varied perspectives provide, this two-pronged approach enabled not merely a means for reflection on each teacher's classroom performance but also a means for each teacher to raise his own awareness regarding his ability to competently self-reflect. The lessons themselves were grounded in a task-based learning (TBL) framework, which subsequently became the point of departure for each critique. Preliminary observations report; i) differences between how each teacher initially perceived his lesson regarding achievement of objectives, student participation/performance, teacher adherence to TBL principles, teacher/student rapport, and issues regarding learning environment; and ii) how collaborative feedback subsequently resolved these differences through inter-teacher reflection.

TEd-4: Metaphor elicitation as a means of investigating learner beliefs and facilitating reflection

Joe Sykes, Akita University

Learners' beliefs are varied, highly influential over their perception of events in the classroom and often lie below the level of conscious awareness. This qualitative study demonstrates that metaphor can be used to bring implicit learner beliefs into conscious awareness, correspondingly, facilitating reflection. The methodology comprised of metaphor elicitation, using the cue "A language learner is…". This was followed by structured discussion, intended to facilitate reflection. The resulting metaphors were analysed. In addition, for the purpose of evaluating the validity of metaphor to serve the intended purpose; and also to investigate the learners' perspectives of the procedure, interview data was used. Metaphor was found to provide valid data on implicit beliefs and revealed a variety of beliefs regarding the role of the learner, as well as learner self-beliefs and control beliefs. The interview data showed that the process resulted in an increased level of metacognitive awareness and perspective consciousness.

TEd-5: Integral education series: Teacher development – constructing a classroom presence

Rob Moreau, The University of Electro-Communications; Allen Lindskoog, Meguro Seibi Gakuen

The impetus for this presentation comes out of the presenters' experiences outside of the teaching context. Having been a musician, meditation practitioner, and actor we began to look at how these diverse backgrounds connected to our teaching. We found connections in ideas such as presence, being in the moment and mindfulness, all useful concepts for teachers to use for reflecting on and developing their individual teaching practices. In this presentation we will look at ways that teachers can look at their classroom situations in order to be more mindful of the choices they make in their teaching. In particular we will look at immediacy behaviors: verbal and non-verbal behaviors that can bridge the teacher learner gap, both as a possible way for teachers to explore habits that may interfere with development as well as providing alternative ways of approaching the teacher-student relationship in the classroom.

TeD-6: EFL teachers' beliefs about reflective interviews

Quint Oga-Baldwin, Fukuoka University of Education

Teacher reflection has been shown to be a powerful form of feedback for improving self-efficacy. To date, the study of the development of teacher self-efficacy in second language education has been an underdeveloped area. This presentation outlines the factors influencing teacher self-efficacy and self-regulation, how reflection works with teacher beliefs to improve pedagogy, and presents observational longitudinal qualitative data taken from in-service teachers. Ten teachers were interviewed six times per semester during the 2009- 2010 Japanese school year. Interview questions were designed to elicit successes, failures, attributions, and changes in response to these experiences. Results indicate that most in-service teachers believe reflection to be valuable, reporting that the interview process did indeed improve their beliefs about their own effectiveness, but most are also unlikely to engage in active formal reflection independent of guided interviews.

TEd-7: Five lessons we've learned from our students

Wilma Luth, Hokkai Gakuen University
Steve Cornwell, Osaka Jogakuin College

"Cover less material and go deeper." "Teach the students you have and not the students you wish you had." These are just two of the many truths the presenters have learned from their students over their teaching careers. These lessons weren't obtained through analyzing data in a formal study, but through observing and thinking reflectively about specific classroom experiences. When we as teachers look up from our lesson plans and actually observe what is happening in the classroom with a spirit of curiosity about our learners and detachment from the need to control the outcome of the lesson, then we can be open to what our students can teach us. Such lessons have the potential to become catalysts for transformation in our teaching. The presenters will each share five lessons that have greatly influenced their teaching practice. There will be time for participants to share lessons they've learned as well.

TEd-8: Ethics and English language teaching

Maggie Lieb, Meiji University

Ethics means standards of right and wrong that guide behaviour, and striving to develop and enhance those standards (Velasquez, et. al, 2010). Ethical work entails high quality work that goes beyond perfunctory performance and serves the wider community (Gardner, 2008). Many professions have adopted ethical codes to ensure they serve society with integrity and honour. However, little attention has been devoted to educational ethics. This presentation will argue that since educators have the capacity to influence attitudes and behaviour, educational ethics are crucial, especially in English Language Teaching (ELT). The presenter will offer a definition of ethical ELT which, in addition to "good", "high quality" teaching, should make a positive contribution to the local and international communities, and be engaging and meaningful. Under this definition, examples of ethical and unethical ELT will be described, as well as an approach for adopting an ethical approach to ELT.

TEd-9: Teacher education forum: Choosing an MA program

Deryn Verity, Steve Cornwell, Osaka Jogakuin College

This Teacher Education SIG Forum is on choosing an MA program. Online, distance, face-to-face, partially residential—the choices facing someone wanting to enroll in an MA program can be overwhelming. Graduates and representatives from various MA programs will participate in an informal discussion on what types of MA programs (curriculum, costs, length, residency requirements, etc.) are available to teachers in Japan. We also intend to include audience members in the discussion so if you have an MA, if you are interested in an MA, or if you just want to hear about graduate education opportunities, this forum will be of interest to you.

TeD-10: Student poster sessions: Teacher and learner perspectives

Andrew Boon, Toyo Gakuen University

Eric M. Skier, Tokyo University of Pharmacy and Life Sciences

This presentation will explore the poster presentation format as an interesting, educational and creative end-of-semester project for language students. Class members are encouraged to present their research findings a repeated number of times to a small audience of their peers in a supportive classroom atmosphere and by doing so can learn from one another. It will discuss the various teaching contexts poster sessions have been used, the process that students go through over the semester in completing their research projects, the organization of the final poster presentation day in which students are rotated around a number of concurrent sessions, and will focus particularly on students' reactions to the overall learning experience. Finally, it will show thow poster sessions can be adapted to a variety of language classes and different levels whilst providing a stimulating and rewarding alternative to more traditional forms of classroom assessment. The presentation will be of interest to most of the co-sponsoring SIGs.

Testing and Evaluation (TEVAL)

TEVAL-1: University students' perceptions of the TOEIC test: A preliminary research report

Naomi Fujishima, Okayama University; Shirley Leane, Chugoku Junior College

This presentation reports on an ongoing mixed methods study exploring the opinions and perception of first-year tertiary students toward a TOEIC test and the "Native English" classes in which they were subsequently placed. This practice of streaming students according to their TOEIC score for these one semester required classes was started three years ago at a former national university.   While the faculty expressed their concerns over this move, the voice of the students remained unheard. To redress this imbalance, a questionnaire consisting of both closed and open-ended questions was administered to 265 students in five classes. Six of these students volunteered for follow-up interviews focusing on their opinion of the streaming plus their perceptions of the TOEIC test and the Native English class.   The presenters will give an overview of the survey results along with examples of student comments which reveal, among other things, misconceptions about the TOEIC test.

TEVAL-2: Attitudes and affect toward peer evaluation in EFL reading circles

Max Praver, Greg Rouault, and John Eidswick, Kwansei Gakuin University

Teachers often use peer evaluation to increase opportunities for constructive feedback among students. However, little research has examined learner perspectives toward such evaluation. Our presentation describes a study that investigated attitudes among Japanese university students (N = 86) in an intensive English program toward providing and receiving peer evaluations for the components of ease, nervousness, embarrassment, and usefulness, when using a numerical scale only (NSO) and using a numerical scale together with written comments (NWC). Analyses were conducted using descriptive statistics, two-way contingency table procedures, and students' written explanations of responses to survey items. Among the results were significant effects for gender and major, and findings suggesting that students, despite experiencing uncomfortable feelings, generally supported the more elaborated form of peer evaluation with comments as a means of improving English skills. Interpretations of these results are discussed and suggestions for classroom use of peer evaluation are offered.

TEVAL-3: Instrument development: Accessing the learner's perspective

Andrew Atkins, Kyoto Sangyo University; Max Praver, Kwansei Gakuin University; Paul Leeming, Kwansei Gakuin University

Attempts to access learners' perspectives are often performed using statistically unsound principles. This presentation outlines a sound method of instrument development that uses Factor Analysis, Rasch Analysis, Regression, and Structural Equation Modeling (SEM). The process includes the development of instruments to measure the self-reported latent constructs of Peer Influence and the Extrovert/Introvert dimension of personality, as well as a further instrument to measure a criterion variable of perceived English ability. The data for the study was obtained in both secondary and tertiary classrooms. The first stage of data analysis was factor analysis. This resulted in eliminating items that performed poorly. Next, the remaining items were subjected to Rasch Analysis where further outliers were pruned. The residuals were then saved and examined in a regression model. Finally, SEM and Regression were used to validate the two measures by demonstrating their predictive power with respect to the criterion variable.

TEVAL-4: Development of a word association test (part 3)

Ian Munby, Hokkai Gakuen University

This presentation reports on the development and validation of a multiple response free word association test (WAT). This WAT uses a specially-designed software program featuring a timing device that allows the user only 30 seconds thinking time to type in up to 12 responses to each of a set of 20 prompt words. The test is scored by matching learner responses to a norms lists of responses generated by native speakers of English to produce a "native speaker-like" stereotypy score. Results of three experiments indicate that this WAT can reliably discriminate L2 Japanese learners of different levels of ability when correlated with two vocabulary size measures and cloze test. The WAT and vocabulary size tests also picked up changes over time in the lexical competence of a large group of Japanese university students. I shall conclude with a discussion of the implications of these results for English education in Japan.

TEVAL-5: Dimensions of vocabulary knowledge: A Rasch perspective

Trevor Holster, Miki Tokunaga, Simon Wilkins, Kyushu Sangyo University; J. Lake, Fukuoka Jogakuin University

Qian and Schedl (2004) report a consensus that vocabulary knowledge be reported as a multidimensional construct. Webb (2008) investigated the effect of translation direction on difficulty, but did not address whether translation direction represents a facet of knowledge within a unidimensional trait, or multiple dimensions of knowledge that must be reported separately. This study used Rasch measurement to replicate Webb's research and assess the dimensionality of the construct of vocabulary knowledge. Translation direction was found to cause a substantive difference in difficulty, but not represent different dimensions of knowledge. The findings illustrate methodological problems with the use of raw scores as measures of knowledge and the benefits of Rasch measurement for test validation. The presentation will discuss issues with defining "vocabulary knowledge", the conceptual background and benefits of Rasch measurement, then present the research methodology and results. Finally the implications for both researchers and classroom teachers will be discussed.

TEVAL-6: Using a dedicated essay writing test instead of TOEFL scores for placing students into a preparatory writing class for a study-abroad programme

Zane Ritchie , Ritsumeikan University

This study will outline the rationale for implementing a writing placement test in place of using TOEFL scores to place students into appropriate levels for writing courses by using the writing preparatory course component of the University of British Columbia Joint Programme at Ritsumeikan University. We will provide a brief history of the UBC-JP, followed by the rationale for petitioning programme administrators to change the placement testing method. Finally we will explain the new test design, evaluate grader reliability and analyze the results of the test in comparison to previous placement methods. Finally, we will comments on future possibilities for refinement and research.

TEVAL-7: Pushed output and vocabulary gains

Darcy DeLint

Trevor Holster, Kyushu Sangyo University

Swain and Lapkin (1995) argue that output promotes language learning by drawing attention to important language forms. Folse (2004, p. 22), however, argues that "Arguably, vocabulary is perhaps the most important component in L2 ability.", and that "…writing of original sentences did not lead to better retention of new vocabulary… than fill-in-the-blank completion items did." To test the effectiveness of a vocabulary curriculum intended for low-proficiency students, approximately 200 students were administered either output tasks or blank-completion vocabulary tasks in class for one semester. Vocabulary gains were measured through pre-tests and post-tests. Contrary to expectations, low-level students given output tasks showed much larger and statistically significant gains on the target vocabulary, while higher-level learners benefitted more from the vocabulary tasks. The background to the study, rationale for the instructional tasks, test development and validation using Rasch measurement will be presented, followed by discussion of the results and implications.

Associate Members

Publishing and being published - the academic partnership

Colin Bethell, **Oxford University Press**

Publishing and academia have always worked as a partnership. The collection and communication of academic content in universities, is the reason why university presses were created. The mutual reliance of academia and publishing is long established and this digital age is no exception. Whilst formats change from paper and microfilm/fiche, to CD and now to online provisions, the expertise in writing and publishing remains human. This workshop will consider the traditional and transitional nature of ELT publishing now, with a view to answering delegates' questions in order to help them with their own work or ideas.

What neuroplasticity means for language teaching

Curtis Kelly, EDD, **Cengage**, Kansai University

Most brain researchers consider neuroplasticity as the single greatest discovery about the brain for the last fifty years. Whereas we used to think different parts of the brain were built to handle different kinds of processing, such as visual, auditory, language, and so on, we now know one part of the brain is pretty much the same and any other; it is just a matter of what is connected to what. Nor are processing areas fixed, a simple notion that has overturned a number of basic assumptions – such as that paralysis is permanent, memory irreversibly deteriorates through aging, and that masochism has a psychological basis. Of greater importance to us, some of our hallmark theories in language acquisition, such as Chomsky's theory of the LAD and Universal Grammar, have pretty much been disproven. Dr. Kelly will tell the fascinating story of how determined brain researchers, despite ridicule, led us through this paradigm shift. He will also explain how brain studies caused him to go down a different path of teaching in classrooms just a few meters away. He will then invite participants to share their own discoveries that might be related to neuroplasticity and discuss what these new perspectives mean for classroom pedagogy.

Providing feedback on student writing

David Barker, **BTB Press**

Many teachers of writing classes at Japanese universities struggle with the problem of correcting errors when faced with large numbers of low-level students. This presentation will introduce you to two books aimed at maximizing the quality of feedback that you give whilst drastically reducing your workload. The first step is to give students extensive input of the kinds of writing you want them to produce, and show them how to identify patterns and structures that they can use to make similar sentences about themselves. This results in a far higher quality of writing in the first drafts. The second is to make use of a bilingual "writing manual" that allows you to correct the most common writing and layout problems by simply referring students to the appropriate page. The final step involves working with a bilingual "dictionary of common errors" to give students corrections for (and explanations of) the mistakes they are most likely to make. If you are tired of pointing out that English sentences should not start with "and" or "but," or of explaining to your students why they did not "play with their friends" or "go to shopping" last weekend, you will not want to miss this presentation!

Working with word lists

David Barker, **englishbooks.jp**

This is a presentation for teachers who use (or are interested in using) lists of words to help their students develop their knowledge of English vocabulary. The presenter will address some of the problems of using word lists, including the questions of which list to use, what translations to teach, and how to test whether or not students have really learnt what they were supposed to learn. He will then introduce a book that attempts to solve these problems by providing learners with a comprehensive list of the top 2000 words from the British National Corpus. The list provides translations and collocations for every word, and it also gives information about syllable patterns and word families. The book is supported by an online testing system that can be accessed from mobile phones, and it also includes a series of reading texts (with exercises) that explain the basic concepts that students need to understand before they can become effective independent learners of English vocabulary.

Talk like a science teacher: SRA science labs

Harumi Kimura, **McGraw-Hill Education**, Temple University

This workshop invites teachers to do more than "reading" in written text comprehension classrooms. Material developed for reinforcement of L1 science concept learning can be a resource both for activating EFL language learning practices and for integrating reading with other language skills, offering more potential for both students and teachers. SRA Science Labs are primarily made up of 160 Science Cards. Topics cover three areas: life science, earth science and physical science. Each topic is presented at two reading levels: "A" for struggling readers and "B" for regular readers. The labs provide personalized, self-paced, and independent learning opportunities for L1 science students. However, the labs are not just beneficial for L1 grade school students and teachers. First, young adult learners of English in Japan already have content knowledge in these areas, and they can make use of this background knowledge as a powerful resource for learning to read in English. Second, science content words do not have to be target words for L2 learners. Instead, they can learn language through how the content words are defined and explained, and how the content knowledge is constructed and presented. Third, by specifying a reading goal, for example, teaching specific content to peers as if they were grade school students, the reading activities can lead to practicing and acquiring other language skills. The participants will experience how L1 learning materials, without much manipulation, can help EFL learners develop their L2 skills. Explore the labs with us!

Effective use of textbooks without extensive use of time

Carmella Lieske, **Cengage**

Selecting a textbook that will appeal to students is important for providing engaging classes, but the challenges of incorporating and fully exploiting the material do not end with the choice. Using selections from content-rich textbooks, the presenter will discuss some simple activities that can be easily adapted to any textbook. The audience will also be asked to share their ideas about how to better utilize published materials without devoting many hours to producing supplemental materials.

Plagiarism in the technology age

Jason Good, Bridge Learning

According to one of the largest studies of plagiarism in the world, Donald McCabe found that almost 40% of students surveyed admitted to plagiarizing information from the Internet - and that percentage may be low because many students did not consider 'borrowing' from the Internet without attribution plagiarism.   In US colleges and universities, antiplagiarism checking has become as common as the spell checker, and is slowly making its way to Asia and the rest of the world.   We will look at Turnitin, the world's most used antiplagiarism checking tool, and see how it has transformed how education works in the technology age.

2010 JALT Pan-SIG Conference Proceedings

We invite original, unpublished writings from <u>presenters and attendees</u> about any of the themes raised during this event in these categories:

1. Descriptive, detailed accounts of presentations or workshops that you led or attended (up to 3,000 words).
2. Summaries of research on conference-related themes (up to 4,000 words).
3. Classroom application reports (lesson plans, teaching approaches, etc.) which should be written to allow readers to duplicate an approach or lesson (up to 3,500 words).

General Submission Information

1. The deadline for submission is July 24th – exactly two months after the conference.
2. Submissions should be emailed to Eric M. Skier (skier@toyaku.ac.jp)
3. Articles should be in plain text format. Illustrations, graphs, tables and photographs should be sent as images in either .GIF or .JPEG format.
4. Titles may be up to 96 letters / characters in length.
5. All submissions should include a 50-100 word abstract or summary and 4-6 keywords that highlight the themes covered in the paper.
6. English papers should also feature Japanese abstracts and keywords. Japanese papers should feature English abstracts and keywords.
7. It is the responsibility of all residents of Japan to provide bilingual abstracts and keywords. (We will translate the abstracts and summaries for persons living outside of Japan. Authors inside Japan must find a way to translate these items).
8. All submissions should follow APA style (5th Edition).
9. Notification of acceptance will be made by late August 2010.

Share your ideas with others and send in your articles!

Thank You

Thank you for attending the 9th Pan-SIG conference in Osaka.

We hope to see you all at the 10th Annual Pan-SIG conference.

Check out our website for details:

www.pansig.org

Special Interest Group (SIG) Mission Statements

JALT's SIGs are national networks for information exchange and fellowship among teachers with similar interests. They further JALT's mission of improving foreign and second language education in Japan. SIGs are based on the various academic, research, and pedagogical interests shared by JALT members. They are founded on similar occupations, subjects or levels taught, teaching approaches tailored to Japan, interest in certain fields, or interest in certain issues cutting across disciplines.

- *College and University Educators* (CUE) share concerns affecting language educators in JALT's largest occupational category.
- *Computer-Assisted Language Learning* (CALL) develops the CAI-CALL approach in hi-tech Japan.
- *Business English* (BE) examines the use of Business English in Japan as it pertains to both the classroom and the real world.
- *Extensive Reading* (ER) promotes the acquisition of English through reading massive amounts of understandable text.
- *Framework and Language Portfolio* (FLP) aims to support research into language learning curricula and frameworks in Japan including the increasing use of "can do" statements.
- *Gender Awareness In Language Education* (GALE) promotes research on gender and its implications for language learning, teaching, and training.
- *Global Issues In Language Education* (GILE) promotes the teaching of world problems (peace, human rights, environmental issues) as content for language education.
- Japanese As A Second Language (JSL) develops the profession of teaching Japanese to native speakers of other languages residing in Japan.
- *Lifelong Language Learning* (LLL) aims to explore ways to accommodate the increasing number of people who are eager to study English as part of life-long learning, a trend powered by the increasing number of retirees and the internationalization of Japanese society.
- *Other Language Educators* (OLE, forming) gathers and disseminates information on all aspects of the teaching and learning of languages and cultures beyond English and Japanese.
- *Pragmatics* (PRAG) is concerned with both research and practical teaching issues related to "how people do things with words."
- *Teacher Education* (TE) is a network for those who want to help themselves and others become better teachers. Our activities include retreats and sponsoring speakers for the annual JALT conference.
- *Testing and Evaluation* (TEVAL) provides a venue for research, information and discussion related to foreign language testing and evaluation.

If you liked PanSig, you're going to love the JALT national conference! See you there.

CREATIVITY: THINK OUTSIDE THE BOX JALT2010 NOVEMBER 19-22, 2010