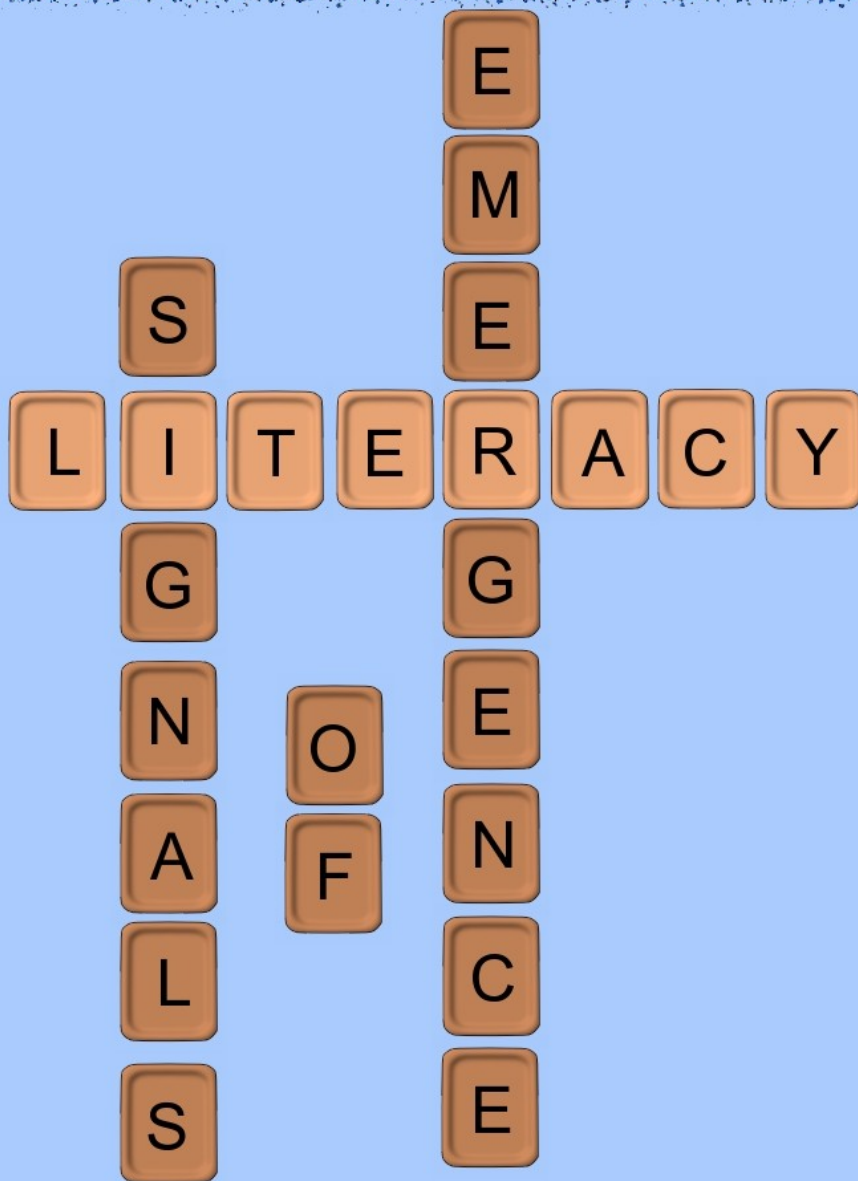


The 11th JALT Pan-SIG Conference



Hiroshima University
Higashi Hiroshima Campus

June 16-17, 2012

ゲストアカウントの利用について

Guidelines for Guest Account Usage

情報メディア教育研究センター

Information Media Center

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HINET2007ウェブ認証

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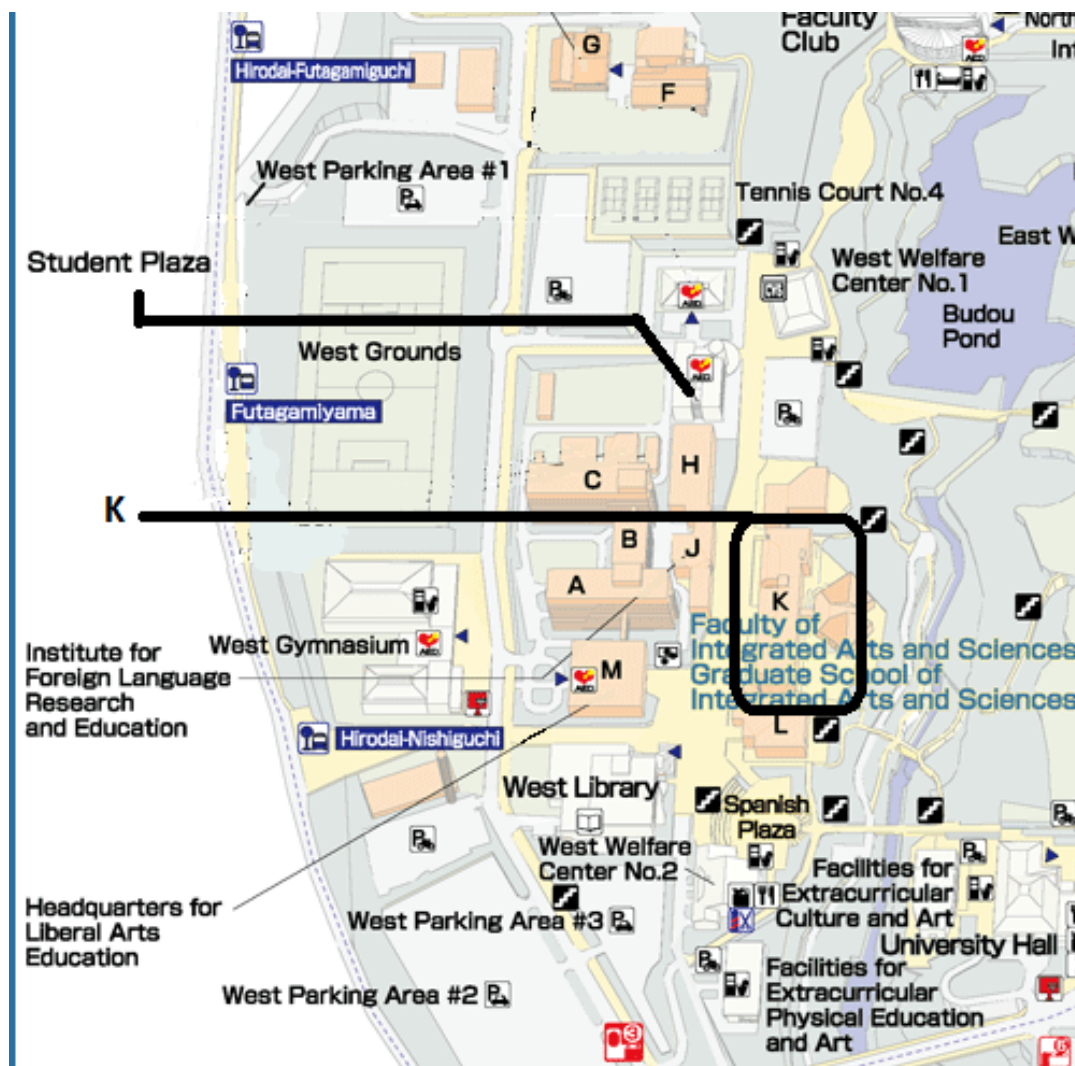
アカウント (Account): to be provided at registration

パスワード (Password): to be provided at registration

利用期限 (Expiration Date): 2012/06/18

All presentations, plenaries, and poster sessions will be held in rooms in building K.

Pre-ordered sandwiches can be picked up at the student plaza on Sunday from 11:00 to 3:00 on Sunday. The vendor will have a limited supply of sandwiches for those who did not order one.



Message from the Conference Chair
Naomi Fujishima, Okayama University



Welcome to the 11th Annual Pan-SIG Conference! This weekend we are delighted to be able to offer you an amazing line-up of interesting presentations. The theme for this year's conference is 'Literacy: SIGnals of emergence'. Presenters from the 22 special interest groups participating in the conference will explore this theme from a wide range of perspectives. Not only will we hear presentations on literacy in the traditional sense of being able to read and write texts, but participants will also address critical literacy, digital literacy, and media literacy.

We are very excited to have Hiroshima University host the conference this year. We invite you to join us as we express our gratitude to the university, particularly the Institute for Foreign Language Research and Education and its staff for their hospitality and the hard work they have put into making this weekend possible.

It is our sincere hope that you will have an intellectually stimulating, pedagogically motivating, and highly enjoyable weekend!

Through your enthusiastic participation, you will make this conference a success. We thank you in advance.

Naomi Fujishima
Chair, PanSIG 2012 Committee

This year's conference could not have been made possible without the help of Hiroshima University and the Hiroshima chapter of JALT.

SIG Representatives

Bilingualism	Ron Murphy
College and University Educators	Richard Miller
Computer-Assisted Language Learning	Robert Chartrand
Critical Thinking	Roehl Sybing
Extensive Reading	Richard Lemmer
Framework and Language Portfolio	Alexander Imig
Gender Awareness in Language Education	Diane Nagatomo
Global Issues in Language Education	Tom Fast
Japanese as a Second Language	Megumi Kawate-Mierzejewska
Junior and Senior High School	Jake Arnold
Learner Development	Jim Ronald
Materials Writers	Jim Smiley
Other Language Educators	Rudolf Reinelt
Pragmatics	Donna Fujimoto
Professionalism, Administration and Leadership in Education	Tom Goetz
Speech, Drama and Debate	David Kluge
Study Abroad	Andrew Atkins
Task-based Learning	Justin Harris
Teacher Education and Development	Peter Hourdequin
Teachers Helping Teachers	Joe Tomei
Teaching Children	Jane Takizawa
Testing and Evaluation	Edward Schaefer

The 2012 Pan-SIG Committee

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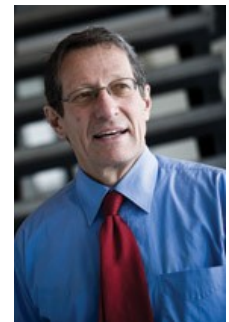
Saturday, June 16

11:00–12:00 K107

Dr. Thomas Cobb

Literacy: SIGnals of emergence

Sponsored by the CALL SIG



Abstract

Literacy is undergoing a major expansion, as the once simple reading of texts morphs into the interpretation of complex multimedia and interconnected documents of which texts are just one part. There is thus a new literacy and literacy training to be developed which, as ever, may involve extra challenges for second language (L2) readers. And yet ideas from the original literacy may be able to help with this development. A multimedia document is basically a text connected to some of its contexts in a single wrapper, and we know quite a bit about the relationships between texts and contexts. We also know that for first-language (L1) speakers, contexts can amplify the band-width of a message, while for L2 learners they are more likely to replace the message and reduce comprehension. Similarly, interconnected texts or hypertexts can be a boon to expert L1 readers but place excess memory burdens on beginning or L2 learners. The need to develop traditional literacy skills is even greater in this era of the new literacy, if L2 learners are to profit from its benefits. My talk will look at ways we can use the new technologies to work on both new and old literacies.

Bio

Thomas Cobb has taught and coordinated ESL reading programs and trained ESL teachers in many parts of the world (Saudi Arabia, Oman, Hong Kong, New Zealand, Japan, England, and Canada). He currently teaches teachers and does research and development in applied linguistics at the University of Quebec in Montreal, Canada. His development work is mainly involved with building and maintaining The Compleat Lexical Tutor website (or Lextutor) (<http://www.lextutor.ca/>) which is devoted to supplying ESL and French teachers and learners worldwide with tools for "data driven" language learning. His research mainly involves checking that Lextutor is doing its job!

Saturday, June 16
17:00–18:00 K107

Dr. Toshihiko Shiotsu

Researching the Component Skills of L2 Readers

Sponsored by the TEVAL SIG

Abstract

Reading is a complex cognitive process the individual is involved in while engaged with a written text, and one may think of reading as supported by some component skills, such as decoding and syntactic parsing (Carr & Levy, 1990; Grabe 2010). A number of research studies have attempted to identify the component skills that could help characterise skilled and less skilled L2 readers (e.g., Bernhardt, 2005; van Gelderen et al., 2007), and my presentation will begin with an overview of the results of such studies. I will then report on a few of the completed and ongoing research projects in which my colleagues and I have focused on the component skills for EFL readers at the university level in Japan. The results of some of the completed projects involving students of a fairly wide range of English proficiency (n=200 to 600) indicate that the more skilled readers tend to have broader knowledge of English vocabulary and grammar, faster access to word meanings, and higher listening comprehension skills.

The ongoing project looks more into the fluency aspect of the learners' reading performance and pays closer attention to the differences in texts and response formats. This presentation will provide an opportunity for a somewhat meta-analytic account of our own studies with a view to illustrate the research methodologies employed in componential studies and discuss future directions for those interested in similar research.

Bio

Toshihiko Shiotsu (PhD, University of Reading) is a professor in the Institute of Foreign Language Education at Kurume University. He has been involved in TEFL and related research and is recently interested in language assessment, L2 reading, and vocabulary. He has been presenting and publishing his work internationally on those subjects.

Sunday, 15:00–16:00 K107 Panel Discussion

Dr. Thomas Cobb: Université du Québec à Montréal, Dr. Hiromi Nagao: Hiroshima Jogakuin University, & Dr. Toshihiko Shiotsu: Kurume University
Trends in Literacy and Literacy Studies

Sunday, June 17
10:15–11:15 K107

Dr. Hiromi Nagao

Language as a tool for communication

Sponsored by the GILE SIG



Abstract

To work in the court as an interpreter, it is essential to listen to every word in the court and translate quickly and accurately to guarantee a fair trial. It is not what the defendant says in his/her mother tongue, but the interpreter's words which will be recorded and be the evidence for the judge to determine the sentence. To be a professional court interpreter, the most important element is his/her Japanese language ability as well as his/her English ability. Understanding both cultures is the second. However, we cannot neglect the moral standard and the interpreting skill of the interpreter to support the efficiency of the communication in the court.

Bio

Hiromi Nagao graduated from Hiroshima Jogakuin University in 1972. After receiving a master's at Kobe Jogakuin College, she pursued post-graduate studies at Osaka University of Foreign Studies and received her PhD in Language and Cultural Studies in 2010. Before assuming her post as president of Hiroshima Jogakuin University in April, 2010, she taught as an associate professor at Seiwa University and a professor at Kobe Jogakuin College. Her research area is on the theory of interpretation, especially in the area of judicial interpreting. She has served as a court interpreter for the Osaka District Court. In addition to her duties as university president, she is a member of the 6th Central Council for Education and board member of the YMCA World Alliance.

This panel discussion will provide Pan-SIG participants with an opportunity to interact with the plenary speakers to examine important issues relating to literacy today. The panelists will introduce their views on literacy, especially relating to their individual fields of study and interests. Initial discussion, following introductory presentations by the panelists, will focus on literacy relating to modern technology, gender and cultural issues, and general advice for teachers on promoting literacy focused instruction. In the remaining time the panelists will answer questions and respond to comments from the audience.

SIG room assignments

Bilingualism (BSIG)

College and University Educators (CUE) *Sat. K105, K106, K207; Sun. K105, K106*

Computer-Assisted Language Learning (CALL) *Sat. K102, K207; Sat. & Sun. K201*

Critical Thinking (CT) *Sat. K102, K202; Sun. K105, K207*

Extensive Reading (ER) *Sat. K102; Sat. & Sun. K104, K105*

Framework and Language Portfolio (FLP) *Sat. K206*

Gender Awareness in Language Education (GALE) *Sat. & Sun. K210*

Global Issues in Language Education (GILE) *Sat. K102; Sat. & Sun. K202*

Japanese as a Second Language (JSL) *Sat. K107, K205*

Junior and Senior High School (JSHS) *Sat. K102; Sat. & Sun. K208*

Learner Development (LD) *Sat. & Sun. K108; Sun. K208*

Materials Writers (MW) *Sat. K207, K208*

Other Language Educators (OLE) *Sun. K202*

Pragmatics (PRAG) *Sat. & Sun. K204, K205*

Professionalism, Administration and Leadership in Education (PALE) *Sun. K209*

Speech, Drama and Debate (SDD) *Sat. K107*

Study Abroad (SA) *Sat. K102, K201*

Task-based Learning (TBL) *Sat. K107*

Teacher Education and Development (TED) *Sat. K209*

Teachers Helping Teachers (THT) *Sun. K208*

Teaching Children (TC) *Sat. K208*

Testing and Evaluation (TEVAL) *Sat. & Sun. 206; Sat. 207*

This year's Pan-SIG would not have been possible without the generosity of the following sponsors:

Abax Ltd
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Global Communication & Testing Co., Ltd.
Intercom Press, Inc.
Macmillan Language House
Oxford University Press

Stop by their displays throughout Building K. Also, representatives from some of the sponsors will be presenting on various topics at the times below.

Sat 13:00–13:30 K208 *TOEFL® Junior™ テストのご紹介*
Yuki Takada: Global Communication and Testing

Sat 14:10–14:40 K209 *What I Learned in French Class*
David Barker: BTB Press

Sat 15:50–16:20 K208 *Book-ing your place in the future through digital publishing*
Colin Bethell : OUP

Sat 15:50–16:50 K206 *The joy of discovering language targets*
Jonah Glick: Compass Publishing Japan

Sat 18:00–19:00 K104 *Spicing up Extensive Reading*
Jonah Glick: Compass Publishing Japan

Sun 09:30–10:00 K107 *Write to speak*
Paul Shimizu: Intercom Press

Sun 11:15 — 11:45 K105 *A systematic approach to basic academic writing*
David Kluge: Cengage (Nanzan University)

Sun 13:15–13:45 K104 *Engaging students with interactive fiction readers*
Jeffrie Butterfield: McGraw-Hill Education

Sun 13:45–14:45 K201 *The workbook has e-volved!*
Darren Halliday: Macmillan LanguageHouse

Poster Presentations

ALL

Presenters will be at their posters to speak with participants on Saturday during the following times:

CALL

Poster Session 1: Saturday, 13:00-13:30

Poster Session 2: Saturday, 15:40-15:50.

CT

There are also some sofas in the room and free coffee will be available.

CUE

12:00–19:00 Samuel Crofts: Xi'an Jiaotong Liverpool University

[CALL] *Podcasting tailored for your students: Why and how?*

Although podcasting websites such as the Pod101.com series have achieved success in commercial language learning, this presentation explores the advantages of establishing a podcast as a resource for a single institution. Podcasts can be tailored to any level, and preliminary results of a project undertaken at Xi'an Jiaotong Liverpool University in China suggest that 'institution specific' podcasts may have a number of benefits. As well as describing the logistics involved in establishing a podcast, I will also discuss the results of a small scale study which looked at creating and maintaining student interest in a podcasting project.

GILE

JSHS

12:00–19:00 Brian Cullen: Nagoya Institute of Technology & Avril Haye-Matsui: Nanzan University

[CT] *Using metaprograms for developing critical thinking and literacy Skills*

This poster presentation examines how metaprograms can help students develop critical thinking and literacy skills by understanding and targetting different kinds of reader/writer. Metaprograms are a means of classifying personality type. The original work by Carl Jung on psychological types and its extension into the well-known Myers-Briggs personality typing has been further developed within the field of Neuro-Linguistic Programming into a comprehensive framework for identifying and utilizing over 50 personality characteristics. This presentation will describe eight metaprogram distinctions and examples of EFL writing tasks based on these distinctions which promote critical thinking, literacy, and reader/writer awareness.

JSL

LD

MW

OLE

PALE

PRAG

12:00–19:00 Andrew Boon: Toyo Gakuen University

[ER] *Practical activities for the Extensive Reading classroom*

Research has shown the benefits of Extensive Reading programs in developing the overall literacy levels of language learners (Day & Bamford, 1998). This poster presentation will provide an overview of an extensive reading course taught at a university in Japan. It will describe a number of pedagogical activities that teachers can use to help students to improve their reading fluency and to develop a classroom learning community in which readers can share their personal interactions with the texts through various channels of communication.

SA

SDD

TBL

TC

12:00–19:00 Hitomi Sakamoto: Toyo Gakuen University

[GILE] *Letters of encouragement received from Turkey*

This presentation aims to show EFL teachers how to facilitate Japanese students' communication in English with students in other countries. Letters of encouragement written by Turkish children to Japanese students after the Tohoku Earthquake were the focus of the communication and my language lessons. From communicating with Turkish children, my students became interested in Turkey and Islamic culture, and they were impressed that simple English expressions could encourage people so much. They also came to realize that English is a global language, which they could use to communicate with non-native speakers.

TED

TEVAL

THT

12:00–19:00 Yuko Sugiyama: Kanda University of International Studies
[GILE] *Japan and globalization: Teaching ideas for the language classroom*

When one thinks of the relationship between globalization and Japan, it is common to think how global-ization has changed Japan. How about the other way around? This presentation will introduce teaching activities used in a university level content-based course on Japan and globalization. In this course, stu-dents discuss how Japan has influenced the world in the fields of culture, technology, entertainment and MTG, how Japan is contributing to globalization and what it means to be Japanese. In addition, the pre-senter will explain how these activities lead to the promotion of critical thinking skills.

12:00–19:00 Alex Wright: J.F. Oberlin University
[JSHS] *Vocabulary circles*

Vocabulary is an important part of learning a second language. One excellent method of learning vo-cabulary is through the use of word cards. One weakness of this method is that it is often considered bor-ing. This presentation explores how teachers can use word cards in a way, which maximizes students learning and also is fun for students. By creating word cards and sharing them with their classmates through a variety of activities and games, students can learn a great deal of new vocabulary and greatly enjoy their time in class. This presentation explores how to do this through vocabulary circles.

12:00–19:00 Stella Millikan: Kyushu Sangyo University
[JSL] *Foreign student attributions for Japanese language learning success*

In the transglobal economy Japan is on par with Western nations to attract foreign students to its bor-ders. However, before successful entrance to institutions of higher education students must enroll in Japanese language schools for a minimum of 1.5 years to become proficient in the language. This poster presentation seeks to highlight the positive collective experiences of a group of JSL learners located in south-western Japan through the strategy of narrative inquiry. The results of this preliminary research will showcase the key attributions students regard as essential to their success in JSL.

12:00–19:00 David Williams: Josai International University
[SA] *Mickey Mouse English: Learning through the Disney internship programme*

In the current economic climate, students are looking for new ways to develop foreign language literacy while learning practical work related skills. The internship is one way to ensure that these two comple-mentary needs are met (Kwok, 2012). One such internship through the Disney World College is an inter-national programme annually attracting 8000 students from around the world. This poster session will explore how students from a Japanese university prepare, experience and reflect on the Disney College internship. By assessing the personal experiences of participants through in-depth interviews the merits and drawbacks of international internship will be made.

K104

13:00–14:00 James Venema: Nagoya Women's University
[ER] *Fables, fairy tales, and the English classroom*

This presentation will explore fables and fairy tales as an overlooked source of authentic reading materi-als. While fables and fairy tales are familiar to most people, some of this familiarity might be based on a cultural filtering that can leave out lesser known, and occasionally less digestible, stories. In addition, a closer look at the morals of the stories, explicit in fables, and mostly implicit in fairy tales, can uncover very different and surprising messages. Both the familiarity of fables and fairy tales, and their ability to surprise, present opportunities to facilitate reading and discussion in the EFL classroom.

14:10–14:40 Ben Shearon: Tohoku University, Sendai**[ER] 多読導入：生徒・学生への動機づけ**

多読を授業に導入する際には、学生への動機づけが重要な位置を占める。本プレゼンテーションでは、多読を取り入れた授業の成功例を通し如何に学生の動機を高め多読プロジェクトを成功に導けるかを吟味する。具体的には、多読に関する研究調査や多読授業での勉強例を紹介しながら、英語学習過程における多読の位置付けを考えてみる。

14:40–15:10 Rieko Matsuoka: National College of Nursing, Japan & David Evans: National College of Nursing, Japan**[ER] *How should an extensive reading approach be employed?***

Extensive reading has been found to be beneficial for learners of English as a foreign language. This study examines the ways in which an extensive reading approach should be included in the regular English classes. The questionnaire data from the Japanese nursing students who received extensive reading instruction were compared. The first group did it in class, the second as a homework assignment, and the third as an optional extra. With the aim of encouraging the students to establish independent and autonomous studying skills, the relationship between the degree of compulsion in pedagogy, and socio-psychological factors of students is discussed.

15:10–15:40 Glen Hill: Obihiro University of Agriculture and Veterinary Medicine**[ER] *Design and practical applications of university courses employing extensive reading***

This presentation will describe action research about an extensive reading program implemented three years ago at a Japanese national university with science-only majors. The talk will explain developments in the program in five types of courses, including the installation of a barcode reader checkout system. Valuable practical advice from empirical classroom observations will be given to teachers who are starting or who currently have similar courses. Topics will include formulating expectations in using graded readers, determining reading levels, designing lessons, and providing assessment tips with the MoodleReader system. Post-course student survey results on reading habits will also be presented.

15:50–16:20 Matthew Claflin: Kyoto Sangyo University**[ER] *Bringing English literacy to your local library. Why not?***

What English resources are in your local library? Some dictionaries, perhaps some children's books and TOEFL and Eiken study materials. With English now in all elementary schools, Japanese students will go through 8 years of English education, and yet there is no English reading material in most local libraries. This presentation will suggest reasons for this and outline how the researcher has worked with libraries in Kyoto city to build a collection to support literacy for both Japanese and the children of English native speakers.

16:20–16:50 ER SIG: *Building libraries*

This is a round table discussing how publishers, teachers and the ER SIG can work together to get graded readers into libraries.

18:00–19:00 Jonah Glick: Compass Publishing Japan***Spicing up Extensive Reading***

Extensive reading has become quite popular and more and more teachers are now incorporating this important facet of language teaching into their programs. However, as the initial enthusiasm wears off you need some new ideas to keep students motivated. I will introduce some ideas to spice up the extensive reading process and keep both teachers and students motivated. In addition I will invite the participants to share some of their ideas for keeping both students and teachers motivated. Lastly, I will give away some samples from the Compass Classic Reader series and the new Young Learners Classic Reader series.

13:00–14:00 Heather Doirion: Nanzan University Nagoya

[ER] *Using graded readers in the classroom: How intensive reading activities can encourage extensive reading*

This presentation will explore ways of using graded readers in the classroom, in particular examining how intensive reading activities can encourage extensive reading. A graded reader can provide several learning opportunities for the ESL/EFL student. It can also be an excellent starting point to activate a student's schemata and build the confidence required to read in a second language; thus helping students eventually develop both the intensive and extensive reading skills necessary for reading longer texts such as novels. Under the headings of background information, character exploration and reader's theatre, the presentation will provide an overview of how intensive graded reading activities can promote extensive reading.

15:50–16:20 Margaret Orleans: Seinan Jo Gakuin University

[CUE] *"Advanced" punctuation: Recognizing how the dash, colon, and parenthesis signal intra-textual relationships*

Most of the questions raised by my first-year university Intensive Reading students about the 300- to 500-word passages in their textbook concern the meaning and use of words and phrases. When the definitions and/or examples of terms are actually contained within the passages themselves, they are signaled by the presence of dashes, colons, and parentheses. However, the students often don't know how to use this punctuation to answer their own questions of meaning. I will look at possible reasons for this phenomenon and ways to empower students through explicit instruction and scaffolded exercises.

16:20–16:50 Mutahar Al-Murtadha: Kanazawa Institute of Technology

[CUE] *Which reading tasks help non-English major university students understand academic readings?*

Many non-English major university students struggle with understanding reading texts. This presentation introduces a series of classroom activities and tasks used in teaching a reading course to non-English major university students. The presentation also describes the results of a survey administered to these students after finishing the course. The survey investigates the most effective activities and tasks that help students understand the content of academic readings.

18:00–18:30 Stuart Cunningham: Kwansei Gakuin University, School of Science and Technology, & Paul Leeming: Kwansei Gakuin University, School of Science and Technology

[CUE] *Popular science versus academic science: Some key linguistic differences*

University ESP teachers with a humanities background may find teaching English for academic science challenging. Often academic science texts can prove inaccessible. Therefore, some teachers may feel that by using popular texts designed to explain science to the non-scientific reader, they are better able to present the language of science. This presentation challenges the assumptions behind the practice of using popular science texts to teach academic science. Many core linguistic features existing in academic science are, by necessity, removed from popular science texts. This presentation highlights the key differences between the two linguistic variations of science texts.

18:30–19:00 Ray Yasuda: Soka University

[CUE] *Increasing writing fluency in a university EAP context through quick writing*

Writing fluency, the ability to place thoughts onto paper smoothly and quickly, is the basis for all writing. This ability is especially important for students in EAP contexts who must complete timed essays as class assignments or on the TOEFL exam. This paper will report on a study in which QuickWriting was used to build writing fluency in an advanced EAP class. Results include the increase in word count over the semester, as well as the impact of schema activation and increasing the difficulty of topics on output. The effect on timed TOEFL style essays will also be presented.

ALL

CALL

CT

CUE

ER

FLP

GALE

GILE

JSHS

JSL

LD

MW

OLE

PALE

PRAG

SA

SDD

TBL

TC

TED

TEVAL

THT

13:00–14:00 John Doodigian: Kinki University, Michael "Rube" Redfield: Osaka University of Economics , & Bill Fioni: Kinki University

[CUE] *Creating, developing and applying an EFL class evaluation survey*

Japanese universities often use student surveys to evaluate instructors. Usually, these evaluations are general and mainly serve administrative purposes. Additionally, they are not always an effective measure of teacher performance in EFL contexts (Burden and Troudi, 2007). The presenters will guide you through the steps to develop and put into practice a TEFL-specific student evaluation survey (Dörnyie, 2007). This presentation should be of interest to college teachers and administrators who want to develop evaluations based on experimental variables such as school, major and type of course.

14:10–15:40 Richard Miller: Kansai University, Michael Parrish: Kwansei Gakuin University, Ryan Richardson: Kansai University, Department of Psychology, & Zane Ritchie: Rikkyo University

[CUE] *Developing your professional literacy: A forum on career fluency*

Professional literacy is the ability to read and write (understand and produce) documents in a field of employment. As professional college and university educators in Japan, there are many types of documents that we need to deal with in order to function fluently. This forum will discuss how to develop professional literacy skills that are considered essential for educational careers in Japan. A non-inclusive list of these skills include: reading Japanese job postings; creating a Japanese rerekisho; preparing an academic CV; writing cover letters and application essays; and getting published. The forum audience will be encouraged to contribute their ideas on what professional literacy means in the Japanese university context.

15:50–16:20 John Adamson: University of Niigata Prefecture & David Coulson: University of Niigata Prefecture

[CUE] *Freshmen attitudes towards CLIL lecture preparation*

We investigate the attitudes of a mixed-proficiency Japanese university freshmen class (n=173) towards a year-long lecture skills preparation course (conducted in English). Along with a Content and Language Integrated Learning (CLIL) focus, we wished to promote critical literacy and autonomy. Comparisons of early and later questionnaire feedback revealed students' degree of conviction about how this dual emphasis initially was aligned with proficiency before later converging. Although evidence was detected of increasing autonomy, students' recognition of improvement in critical literacy was variable. Conclusions indicate CLIL supports our class aims; however, our students' understanding of their own critical skills lags behind actual growth.

16:20–16:50 Shzh-chen Nancy Lee : Kyoto University

[CUE] *Changes in freshman students' attitudes toward English learning*

This study examines changes in university students' attitudes toward English learning at the very initial stage of their university career. A total of 300 freshman students from Kyoto University participated in this research. First-year students' attitudes toward different aspects of English learning were examined during the first semester. Students were asked to fill out a questionnaire at the first and final lecture. Changes in students' attitudes were examined. A small correlation between students' attitudes toward English learning and their English achievement was witnessed.

18:00–18:30 Zane Ritchie: Rikkyo University**[CUE] *Using project-based instruction to increase fluency in college-level classrooms.***

Using stories can help learners to become more self-confident and express themselves spontaneously and creatively (Colon-Vila, 1997). This presentation will discuss how a folktale project was used to promote fluency in first-year college-level communicative classes. The presenter will demonstrate how using stories for group-based projects can promote confidence, motivation and peer solidarity. This will be followed by an overview of how a project based upon a “fractured folktale” was successfully implemented into a lesson, and how the development of fluency was encouraged through having the learners re-tell the tale with their own original endings.

18:30–19:00 Yo Hamada: Akita University**[CUE] *How to prevent demotivation***

This study explored strategies to prevent demotivation, and in order to identify practical classroom techniques it addresses the following question: What are generally effective strategies to prevent demotivation? A 41-item questionnaire on a 1-6 Likert Scale was administered during the second semester to a total of 491 university students from the Tohoku, Tokai, and Kanto regions. The presentation will report on factor analysis which identified six primary factors to prevent demotivation and offer several practical suggestions based on the participants' responses to an open-ended question.

K107

12:00–13:00 Speech, Drama, and Debate SIG***General meeting***

All interested people are welcome to join in the Speech, Drama, and SIG General Meeting. We will discuss the schedule of events for the second half of the year, the kinds of papers we are looking for to publish in *Mask & Gavel: The Publication of the Speech, Drama, and Debate SIG*, and the election of new officers in October. Feel free to bring and eat your lunch.

13:00–14:00 Dawn Kobayashi: Onomichi University, Onomichi, Aya Kawakami: Nanzan University, Nagoya, & Jason White: Himeji High School**[SDD] *Spice up your teaching toolbox: Drama techniques for the classroom***

Has a piece of literature ever sparked your imagination? Do you want to help students bridge the gap between the classroom and their own identities? In this workshop, the presenters will take you through a number of techniques to demonstrate how a 'text' can be used in multiple ways to create a stimulating learning environment in the classroom. This will be an interactive workshop where participants will explore how to use texts to foster students' creativity and skills of self expression.

14:10–15:40 David Kluge: Nanzan University, James Venema: Nagoya Women's University, Aya Kawakami: Nanzan University, Dawn Kobayashi: Onomichi University, Jason White: Himeji High School, Jay Klaphake: Ritsumeikan University, & Chiaki Iwai, Hiroshima City University**[SDD] *Literacy through action: Theory and practice of speech, drama, and debate in the language class***

Most teachers, when they think of literacy, think of the written word, but before the written word there was the spoken word. The oral tradition of literature has a history that goes back as far as Homer, according to the Parry-Lord Theory, and has found new relevance in the work of Ong, who posited that we are now in a new era of oral tradition, but this time via TV, movies, and YouTube. The members of the forum will examine how oral interpretation, speech, drama, and debate can aid in literacy promotion. The forum will look at both theory and practice.

Continued on the next page.

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Sat K107 K108	<p>15:50–16:50 David Kluge: Nanzan University [SDD] <i>Oral interpretation in the language classroom</i></p> <p>Oral interpretation, sometimes called "the oralization of literature," is the dramatic reading of poetry, short stories, letters, or essays by an individual or a group. The purpose of oral interpretation is for the readers to study the nuances of the piece of literature, to learn it so well that the readers can then communicate their understanding of the piece to others. In this workshop the presenter will give a definition of oral interpretation, go through the research showing its value, explain the classroom procedure, and then take the audience through rehearsal and performance of a very short piece.</p> <p>18:00–19:00 Harry Harris: Hakuoh University [SDD] <i>Debate for the needs of the second language classroom</i></p> <p>Debate encourages intellectual, academic, linguistic, and social growth. When engaged in debate, students can learn about important issues and improve their ability to think and speak critically, do research, use language, and cooperate with others. This workshop introduces a debate methodology for SL (second-language) students. After a brief discussion of relevant issues, participants will be led, step-by-step, through a debate as it could be introduced in an SL classroom. Handouts will be provided offering sample debate time frames, judging criteria, and score-keeping charts. Participants are encouraged to contribute ideas and adapt this experience to their own objectives and circumstances.</p>
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LD	<p>13:00–13:30 Joe Sykes: Akita International University [LD] <i>Metaphor molding: How to facilitate metacognitive development through metaphor</i></p> <p>Metaphors learners use to describe themselves as learners can help them to better understand the role they unwittingly play in their own language learning (usually developed implicitly through their educational experiences), allowing critical reflection and metacognitive development. This presentation describes a practical activity in which metaphors are elicited from students about their idea of what a good learner is. The activity then guides learners through a process of critical evaluation and reshaping their metaphors to better align them with their rational view of a good learner. Data collected through such activity with learners and the conclusions drawn will be shared.</p>
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PRAG	<p>13:30–14:00 Luke Rowland: Kanda University of International Studies [LD] <i>Literacy skills and linguistic landscape projects</i></p> <p>Teachers of English in EFL contexts are invariably confronted with the issue of how to generate authentic L2 exposure opportunities for their students. One possible way is to have learners explore the uses of publicly displayed written English texts in their local communities. Within the relevant literature, such student-driven investigations of their local linguistic landscape are claimed to develop learners' critical and multimodal literacy skills. This presentation will discuss these claims in relation to an actual linguistic landscape project carried out by an undergraduate English writing class in Japan.</p>
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TC	<p>14:10–14:40 Brian R Morrison: Kanda University of International Studies [LD] <i>An autonomous learner's literacy development strategies</i></p> <p>At Kanda University, freshman students have the opportunity to take an optional 8-week self-directed learning module. Each module participant writes a learning plan and keeps a weekly learning journal. Over the course of the module, all participants receive regular feedback from their learning advisors. This presentation is a case study of one learner who chose to focus on critical essay writing as she developed her literacy in that particular genre. The strategies she employed are clearly identifiable, and these evolved as she chose to move from a focus on grammar to structure to content over the two-month period.</p>
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14:40–15:40 Steve Brown: Konan Women's University**[LD] *Sharing stories of autonomy to improve classroom practice***

As professionals we present at conferences in 'expert' mode with the voice of authority. But as practicing teachers, we want to share stories and experiences with others as we construct an understanding of our classroom practice – a narrative form really quite different from the authoritative voice of academic discourse. I struggled with this difference recently as I wrote my own autonomy 'story' and have come to appreciate more fully the potential of stories to improve our own practice. In this workshop, we'll explore and share our own autonomy stories/experiences, as we reflect on (and co-construct) our own classroom practices.

15:50–16:50 Andy Barfield: Chuo University**[LD] *Learner development action research groups: An initial sketch***

In 2012 the Learner Development SIG is holding regular local get-togethers in Hiroshima, Kansai, and Tokyo. In Tokyo, these meetings are non-presenter based, with participants working in small-scale action research groups around particular learner development themes (e.g., self-assessment, peer learning, vocabulary development). This presentation focuses on the Tokyo group and explores different conditions helping and hindering the development of such group-based teacher-learning. After considering the interests and positions of different participants, we will identify different problems that individuals and sub-groups notice in such collaboration. I conclude by sketching particular challenges that the activity of such get-togethers initially, perhaps necessarily, involves.

18:00–18:30 Paul Collett: Shimonoseki City University & Kristen Sullivan: Shimonoseki City University**[LD] *Metacognitive literacy***

Metacognitive literacy refers to the strategies, skills, and underlying knowledge necessary to become an active learner in control of learning processes and outcomes. Tertiary level language educators may presume their students have developed a certain degree of metacognitive literacy prior to their entry to university which they can utilize to direct their learning; however our contention, based on research and classroom experience, is to the contrary. We will support this claim, drawing on evidence from student interviews, and make the case that the development of metacognition as a fundamental literacy is a prior condition for literacy in the target language.

18:30–19:00 Andrew Sowter: Kwansei Gakuin University**[LD] *Time audit project: Making students more time literate***

This presentation will describe a project designed with the main goal of making Japanese EFL university students question and analyze their personal time management skills with respect to study, and with a secondary goal of teaching presentation skills using an authentic context. The project structure consisted of three stages: first student predictions of time use; next an accurate self-audit of student time use over a one week period; and, finally a poster presentation comparing SIGNificant differences in predicted time use with actual time use. In making students critically examine their time-usage their main priorities emerged. Understanding existing priorities will hopefully enable student to SIGNAL potential areas for English language improvement through re-prioritization of time use.

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13:00–13:30 Masaru Ogino: Okayama University, Junko Otoshi: Okayama University, Garold Murray: Okayama University & Naomi Fujishima: Okayama University
[CALL] *E-learning literacy and alternative classroom models*

Increasingly, students find themselves in e-learning contexts as opposed to the traditional classroom setting to which they are accustomed. This presentation reports on a mixed-methods inquiry which explored the pedagogical, affective, and social implications for students learning in alternative instructional models based on the use of an on-line interactive program. The study compared the learning experiences of low level EFL students (TOEIC score below 435) in three different classroom contexts, ranging from independent study to teacher-directed. The researchers discuss the findings pertaining to the learners' reaction to the modes of learning, autonomy, and adaptation to the e-learning environment.

13:30–14:00 James Selwood: Hiroshima University
[CALL] *Smartphones in the classroom: Limitations and opportunities*

Japan has the highest percentage of mobile phone ownership in the world, and so is in an advantageous position in which to best utilise mobile-devices in the M-Learning field. This presentation will illustrate some of the potential advantages and disadvantages of mobile-device use in the classroom. Through the results of a study conducted at Hiroshima University it will attempt to show how the rapid expansion of new hand-held technologies, such as Smartphones, can offer solutions to challenges that have faced mobile-device inclusive courses.

14:10–14:40 Shao-Ting Alan Hung: National Kaohsiung First University of Science and Technology, Taiwan

[CALL] *Exploring self-assessment strategies in a blog-based EFL speaking project*

Although numerous studies have investigated the interplay between blogs and language learning, none have utilized blogs as a platform for EFL students to undertake self-assessment of their speaking skills. The current study recruited a total of 450 EFL college students for a blog project in which they created and uploaded 2-minute self-introduction video clips to their respective blogs for evaluation. The results identified student use of a number of self-assessment strategies, including planning, monitoring, rehearsing, drafting and examining specific language components (e.g., word usage) and presentation skills (e.g., body language).

14:40–15:40 Justin Harris: Kyoto Sangyo University
[CALL] *Developing literacy in language and technology: Online survey sites for student projects*

This workshop will outline how Survey Monkey can be used in the classroom as part of an interesting and motivational project for students which develops literacy in both language and technology. As well as a practical demonstration of how to carry out the project, student feedback from around 100 students who have completed the project will be presented.

15:50–16:50 James York: Tokyo Denki University & Scott Stillar: University of Tsukuba

[CALL] *Using Reddit in an EFL classroom context*

An introduction to how the popular social media website "Reddit" can be used in an EFL setting to teach students about English Internet memes and give students the opportunity to interact with an English-speaking audience.

18:00–18:30 Daniel James: Suzugamine Women's College, Keith Hoy: Suzugamine Women's College

[CALL] *Video slideshows on hometowns and Japanese culture: Issues and challenges*

The presenters will show how a class of eight junior college students produced two video slideshows with spoken English commentaries using Windows Movie Maker. These slideshows were part of a year long project, with the first term's theme focusing on the student's hometown and the second term examining an aspect of a famous Miyajima tourist spot. The results of these video slideshows reveal that while the students grew as language learners and acquired useful computer skills, they became aware of the difficulties of explaining intrinsic aspects of their own culture and differences between spoken and formal written English.



JALT 2012, the 38th annual International Conference on Language Teaching and Learning & Education Materials Exhibition, will have plenaries from Suresh Canagarajah, Pennsylvania State University; John Eyles, Auckland University of Technology (co-sponsored by englishbooks.jp); Alan Firth, Newcastle University (co-sponsored by the Pragmatics SIG); Özge Karaoglu, Terakki Vakfı Okulları, (JALT Junior Plenary); and Jeannette Littlemore, University of Birmingham.

Hope to see you there!

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12:00–13:00 GILE SIG: *Lunch Meeting*

09:00–10:00 Kip A. Cates: Tottori University
[GILE] *Peace education activities for the foreign language classroom*

Foreign language instructors have a special role to play in promoting peace and international understanding. Content-based lessons on themes of peace and conflict can help to achieve this goal while promoting language learning and critical thinking. This workshop will introduce classroom activities designed for EFL learners which incorporate ideas from the field of peace education. Participants will analyze the aims and design of each activity, then discuss how these could be adapted to different ages, levels and teaching situations. The workshop will finish with a question and answer session, and encourage participants to share their own ideas and experiences.

14:10–14:40 Jennie Roloff Rothman: Kanda University of International Studies
[CT] *Using critical media analysis to deconstruct stereotypes*

This presentation introduces results of action research conducted in a university media analysis course. The course aim is to help students understand issues or perceptions in a variety of media, in this case stereotypical representations of Asians in Western media, and of "foreigners" in Japanese media. Through a process of identification, categorization, critique and interpretation, students explored media depictions of these groups. The project's final focus was on developing activities to raise awareness among their peers and resist the spread of such labeling. The presenter will end by elaborating on applications of the analytical process to other themes in media.

14:40–15:10 Herrad Heselhaus: Tsukuba University, Graduate School of Humanities and Social Sciences, Department of Literature and Linguistics
[CT] *Rereading "literacy" and "illiteracy" – teaching images of Japan in foreign literature*

Based on depictions of Japan (from everyday-life objects to artifacts loaded with traditional meaning and philosophical discourse) in recent fiction, the paper tries to review our concepts of "literacy" and "illiteracy", by showing how we use our capacity of "literacy" in order to decode images of a foreign culture. The paper argues, however, that a certain amount of illiteracy is helpful to overcome preconceived ideas and to become aware of the otherness of the language and culture studied. A complex process combining "literacy" and "illiteracy" may lead to a more careful approach when reading about foreign countries, e.g. Japan.

15:50–16:20 Tom Fast: Okayama Gakugeikan High School *Sponsored by GILE SIG
[GILE] *Model United Nations in the ESOL Classroom*

Nothing has stimulated my high school students' learning like the Model United Nations (MUN). It challenges them to roleplay UN delegates from other countries, exercises their English (through research, writing, presenting, questioning, and debating) and promotes critical/creative thinking skills to attempt to resolve the most difficult issues of our day. This talk will explain what the MUN is and discuss how I prepare my students for the annual Kansai High School Model United Nations in Kyoto. It will describe how the MUN fosters global literacy and will feature comments from former students about its impact on their education and future career paths.

16:20–16:50 Christopher A. Bradley: Okinawa University

[GILE] *Spiritual literacy and language teaching: Signals of compassion from three educators*

The Dalai Lama observes that all humans seek to reduce their suffering and increase their happiness. This axiom touches upon an aspect of human development and identity that has been neglected in the applied linguistics literature. I thus present three language teachers' narratives of how they employed spiritual beliefs and practices in order to help mitigate their own travails and those of their learners. Although the spiritual views of these three instructors diverged widely, they nonetheless all held that the compassion that sprang from their spiritual practices strongly informed their interactions with their students.

18:00–18:30 Naoko Harada: The Senior High School Affiliated with Japan Women's University

[GILE] *Learning from disaster situations: Rescue teams and survival skills*

This presentation will feature teaching plans related to the Great East Japan Earthquake (specifically lists of relief goods and the actions of rescue teams from overseas), as well as how a high school English class connected meaningfully with the aforementioned materials. The presenter will also discuss survival skills literacy in times of crisis. All interested educators are welcome to share their individual thoughts and experiences on the teaching of crisis management.

18:30–19:00 Wayne Malcolm: Akita International University

[SA] *Marketing study abroad for linguistic and inter-cultural literacy*

Japanese higher education is being pressured by corporate Japan to equip students with skills necessary to succeed in a competitive global environment. Robust study abroad programs have been identified as a way to address this situation. The following presentation will address linguistic and inter-cultural literacy from the standpoint of global competency (Hunter, 2004). I will discuss the current paradigm within Japan, present a set of suggestions higher education institutions could employ to make study abroad programs more fruitful, and finally discuss how corporate Japan can assist in developing graduates with higher degrees of inter-cultural and linguistic literacy.

**Speech, Drama, &
Debate SIG Conference**

**Featuring Ken Wilson
and Carolyn Graham**

**Nagoya, October 16,
2012**



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13:00–14:00 Mayumi Fujioka: Kinki University**[PRAG] *From praise to critique in offering peer feedback on writing***

This presentation focuses on demonstrating suggestions for Japanese university students to learn to produce pragmatically appropriate oral and written feedback for peers' writing. Based on the notion of "from praise to critique" as a linguistic politeness strategy (Brown & Levinson, 1987), the presentation introduces the expected structure of feedback and important discourse markers (e.g., positive comments followed by "however"), as well as the use of certain modal auxiliaries (e.g., "could", "might") in oral and written feedback in English. Demonstrations will follow to show how to assist Japanese students in adopting effective and pragmatically appropriate peer feedback in English.

14:10–14:40 Steven Silsbee: Momoyama Gakuin Daigaku**[PRAG] *Cultural literacy: Getting to the other side***

All cultures have their own interpretations of what constitutes humor. Humor is complex in that it is not only a reflection of cultural identity, but also a contributor to the overall culture itself. This presentation will examine how cultural knowledge leads to a better understanding of humor in terms of language and meaning and how we as teachers can help students better understand the culture of the language they are learning.

14:40–15:40 Simon Capper: Japanese Red Cross Hiroshima College of Nursing**[PRAG] *Intercultural communication is a two-way street.***

Most materials that focus on intercultural communication emphasize learning about the 'other' or 'foreign' culture. But intercultural communication is a two-way street, and language learners who aim to study abroad, work in an international environment, or simply make foreign friends, need to understand and make themselves understood. True cultural literacy requires the ability to understand and explain one's own culture too. This workshop introduces practical activities with which to develop learners' abilities to explain their own culture and lifestyle.

15:50–16:20 Seth Cervantes: Tomakomai Komazawa University & Rob Olson: Tomakomai Komazawa University**[PRAG] *The use of non-standard spelling in text messages to display extra pragmatic information***

This presentation explores how EFL learners use non-standard spelling in text messages to express extra pragmatic information (e.g., "... ohhhhh ..."), and considers whether the use of non-standard spelling should be taught to EFL learners. To achieve the first aim, the presenters collected a small corpus of text-message conversations between the presenters and ten EFL learners and analyzed the corpus for instances of non-standard spelling being used to express extra pragmatic information. Finally, the presenters give examples of EFL learners using/avoiding non-standard spelling and discuss the possibility of teaching it.

16:20–16:50 Peter McDonald: J.F. Oberlin University, Tokyo**[PRAG] *Digital literacy: New classroom approaches***

As new forms of texts emerge in the digital age, there is a clear need to improve digital literacy among both teachers and students. However, digital texts may be more difficult to understand than has been accounted for in existing educational research because digital texts combine written texts (the written mode) or spoken texts (the spoken mode) with visual and/or music. These new texts, which systemic functional grammar researchers call multi-modal texts, require new classroom approaches. This presentation will summarize this research and give practical examples of what these new approaches might be.

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18:00–18:30 John Herbert: Hiroshima Jogakuin University
[PRAG] *Teaching sociolinguistic and cross-cultural literacy*

This talk discusses using a hybrid teaching cycle incorporating mini-lectures and student activities based on Adamson (2006). Replacing the traditional one-way transmission of knowledge from teacher to student in sociolinguistics lectures, the approach stresses personalization of sociolinguistic themes (including age, gender, dialects, and politeness). This makes the sociolinguistics content relevant to Japanese students' lives and offers a point of reference that aids comprehension and cross-cultural comparison. The talk provides examples, resources and an approach that can be tailored to individual teachers' needs, and the mini-lecture/student activity cycle is recommended for lecture/content-based classes in other fields.

18:30–19:00 Barry Kavanagh: Tohoku University
[PRAG] *Unconventional cross cultural online communication.*

Two hundred Japanese and American personal online weblogs were examined for unconventional means of communication (emoticons, pictograms, the manipulation of grammatical markers, phonetic spelling and laughter representations). The presentation will show they are used semantically to allow the blog writer to express their affective stance and tone towards the interaction, and pragmatically to imply pragmatic intention and identification with the propositional content of the message. Results show that Japanese personal blog writers use these unconventional representations far more frequently than their American counterparts and that this is rooted in the need to promote smooth cyberspace communication.

K205

13:00–14:00 B. Bricklin Zeff: Hokkai Gakuen University
[PRAG] *Teaching the speech act, 'Greetings' in Japan*

Greetings in Japan and the West differ in distinctive ways. These differences include "turn taking rules, face rules, spatial and temporal issues." They can also differ from other "speech acts or events." For this reason, EFL students should be made aware of the variety of rules that may apply when participating in a talk exchange with native English speakers. This workshop will address the issue of teaching "speech acts" in EFL classes in general, and specifically address the issue of 'greetings.' The presenter will also introduce some of his research in that area.

14:10–15:40 Megumi Kawate-Mierzejewska: Temple University Japan Campus, Sa-yoko Yamashita: Meikai University, Kyoko Tomikura: Waseda university, Chie Yamane-Yoshinaga: Sanyo Gakuen University & Mika Kiyama
[JSL] *Looking for the universal teaching method in teaching Japanese*

The JSL forum consists of five papers focusing on a critical-literacy approach, shadowing, critical thinking, dramas, and a task-based approach. It will be conducted in both English and Japanese. The first speaker will introduce different activities to understand Japanese texts, using a critical-literacy approach. The second speaker will discuss the advantages of shadowing and demonstrate how to use it. The third speaker will emphasize communicative activities with critical thinking. The fourth and fifth speakers will introduce drama and task-based teaching approaches in JSL classrooms respectively. Teaching approaches introduced in this forum have been originally developed by each presenter.

The **Pragmatics SIG** will be publishing its 3rd book in the Pragmatics Resources Series.

Look for it at the JALT Conference, October 2012.

Sat K205 K206	<p>15:50–16:20 Miho Takehara: Oita University [JSL] <i>A discourse analysis of JSL learner narratives: Storytelling of four-frame comic strips</i></p> <p>This study examines oral narratives by advanced JSL learners and demonstrates their ability to understand ordinary Japanese life culture. Data was extracted from the audio recordings of oral interview tests which were conducted as the term's final examination for an advanced speaking course in a Japanese university. During the test, the learners read four-frame comic strips and orally constructed stories. It was found that more advanced learners produced longer and better-organized stories, indicating their cultural literacy, than less advanced learners did. However, the performance of a few advanced learners showed some lack of cultural literacy.</p>
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FLP	<p>16:20–16:50 Anne McLellan Howard: Miyazaki International College [PRAG] <i>Feedback in university-level discussion sections</i></p> <p>In a university-level discussion, the instructor must simultaneously perform two tasks: create an atmosphere in which students feel comfortable speaking, and help students develop their ideas and make appropriate contributions. These tasks sometimes conflict, as when the instructor must evaluate a comment that the student has made in such a way so as to not discourage risk-taking and speaking out. This presentation examines the ways that instructors attempt to accomplish this, using two corpora of academic spoken English which were recorded in the U.S. and U.K.</p>
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JSL	<p>18:00 — 18:30 Michael Iwane-Salovaara: Momoyama Gakuin University [PRAG] <i>Putting communicative literacy into conversation</i></p> <p>Conversation is more than just the sum of its parts. To have a conversation is to engage in a communicative relationship that has a beginning, middle, and end. For the conversation to be successful the interlocutors also need to understand the roles they play. It is not uncommon for Japanese learners of English to approach conversation without a clear understanding of how or why they work in English. This presentation focuses on teaching strategies to help learners of English improve communicative literacy by focusing on the conversation as a whole rather than as a series of discrete and unconnected parts.</p>
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PALE	<p>18:30 — 19:00 John Campbell-Larsen: Momoyama Gakuin University [PRAG] <i>Towards a pedagogy of conversation</i></p> <p>Many communicative English classes aspire to teach students to engage in conversation, focusing mainly on grammar and vocabulary building exercises. This presentation will outline some aspects of conversation beyond sentence level grammar, such as backchanneling, use of smallwords and the structuring of extended turns that can be explicitly taught to students to help them engage in more naturalistic spoken interactions. The presenter will illustrate with 'before' and 'after' video clips of students engaging in conversation to show how explicit teaching of conversational language can bring about real development in students' speaking skills.</p>
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TC	<p>13:00–14:00 Alexander Imig: Chukyo University [FLP] <i>Writing core-competencies within a multilingual framework: The CEFR and graduation theses</i></p> <p>This workshop analyzes the writing of a final thesis and also other argumentation texts from the perspective of multilingual writing instruction. After presenting and defining some key concepts, I will introduce the Common European Framework of Reference for Languages (CEFR). I will then highlight literacy and writing scales that make up part of the CEFR, and discuss how they are academic core competencies. The practical part of the workshop is dedicated to a curriculum that focuses on writing skills. I will conclude by discussing how the CEFR can serve as a grounded theory for covering writing across different languages.</p>
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14:10–14:40 Jeffrey Stewart: Kyushu Sangyo University
[TEVAL] *Statistical properties of the TOEIC® Bridge test*

The TOEIC® Bridge test is now taken by over 190,000 people each year. However, despite its increasing popularity, little research has been conducted on the test. Using responses of 1,069 learners representative of its target population, statistical properties of the test are examined by fitting it to two common IRT models: the Rasch model and the 3PL model. Results indicate that the test is designed to produce a normal distribution of scores with a mean of 50%. However, superior fit to the 3PL model suggests high standard errors on scores for lower-level learners. Implications are discussed.

14:40–15:10 Michihiro Hirai: Kanagawa University
[TEVAL] *Correlation between BULATS Speaking/Writing and TOEIC® Scores*

The presenter analyzed the results of BULATS Speaking and Writing Tests administered to more than 1,600 Japanese from April 2005 to February 2012. It was found that the correlation coefficient between their speaking scores and the TOEIC scores was .58, and 56% of the test-takers with TOEIC scores ≥ 800 failed to exhibit the MTG English speaking skills expected of competent international MTGpeople. For writing, these numbers were .56 and 70%. The presenter attributes the lower correlation coefficients and the greater percentages of test-takers meeting the expected standard than those reported in 2008 and 2009 to the expanding test-taker demography.

15:10–15:40 Heng-Tsung Danny Huang: National Sun Yat-Sen University
[TEVAL] *Examining EFL learners' response strategies in taking integrated speaking test tasks*

This study explored the response strategies associated with the taking of integrated speaking test tasks and examined the relationship of such strategies with test performance. The researcher invited 179 Taiwanese EFL learners to first take two integrated speaking test tasks and then respond to a custom-made inventory entitled Strategy Inventory for Integrated Speaking Tests. Data analysis following the two-step structural equation modeling procedure led to two major findings. First, five groups of response strategies emerged: organizing, translating, elaborating, monitoring, and comprehending strategies. Second, organizing strategies and translating strategies significantly affected the integrated speaking performance, yet in an opposite manner.

15:50–16:50 Jonah Glick: Compass Publishing Japan
The joy of discovering language targets

The traditional way of presenting language targets is for the teacher or textbook to give an explanation at the beginning of class. However, another way of getting the students to understand the language target is to give the students a series of activities to do that help them figure out or discover the language target for themselves. Students are motivated by the need to solve the puzzle. The speaker will show an example of how this can be done and invite participants to offer other ideas on how to do this.

18:00–19:00 John Gunning: Gifu Pharmaceutical University
[FLP] *Portfolios: Relating constructivism to literacy*

In this workshop participants will have the opportunity to consider the theoretical underpinnings and implementation of a 15-week portfolio project. Portfolios were introduced to university students with the intent of improving their literacy. The theory is based on the research of Jones and Shelton (2011) in regards to human development and constructivism. The presenter will relate the theory to face validity in regards to the syllabus, teacher and students. The 15-week project implementation, design, rubric negotiation and self-reflection will be introduced to participants through workshop tasks. Results of the project will be assessed by participants with student samples.

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*All of the presentations in K207 on Saturday are organized around the theme of vocabulary.

13:00–13:30 Joe Lauer: Hiroshima University

[CALL] *English podcasts: A corpus linguistics study*

These days English podcasts play an important role in improving literacy skills, because the portable audio files and accompanying written scripts have been shown to be highly motivating and effective materials for students in Japan. This presentation will explain what types of vocabulary items and grammatical patterns are found in some English podcasts. By utilizing corpus linguistics software, the most frequent words in podcasts will be identified. Also, it will be shown how the grammatical article “the” can be categorized into nine types of usage. Such findings, it is hoped, will help teachers develop better podcasts and vocabulary teaching materials in the future.

13:30–14:00 Charles Wiz: Yokohama National University

[CALL] *The vocabulary load of computer games*

Proponents of computer games for learning argue that the games require creative and critical thinking as well as problem solving skills. In addition, games provide immediate feedback, “explanation of failure” and “reflection and interpretation are encouraged.” (Gee, 2007). Whether or not these games can be effectively used for teaching English to non-advanced speakers has not been explored. This presentation reports on a study to determine the vocabulary load of computer games. The frequency and range of computer game vocabulary will be reported and the data compared to the British National Corpus frequency lists.

14:10–14:40 Miki Tokunaga: Fukuoka University

[CUE] *Low proficiency university EFL learners' understanding of grammar terms*

A lack of metalinguistic knowledge such as basic grammar terms may hinder learners' understanding of textbook content and classroom explanations. To measure metalinguistic knowledge of low-proficiency EFL students, a simple metalanguage test was administered to 705 university students. The results revealed that many students had difficulty with simple grammar terms. The word “slowly” was correctly identified as an adverb by only 39% of the students, and 15% of the students could not identify the word “teacher” as a noun. The presenter will discuss the results using Rasch analysis.

14:40–15:10 Warren Tang: Hiroshima University

[MW] *Teaching function words: Cognitive and corpus linguistic perspectives*

Function words, also called ‘structure words’, work to give sentences their meaning. They are not about the world but operate to help the grammar of a sentence and are therefore abstract in meaning. In English these are prepositions, determiners, pronouns, auxiliary verbs, adverbial particles, coordinators and subordinators. They account for over fifty percent of language usage, written or spoken. While these words are included in the curriculum (MEXT, 1999, 2010), they are mostly left untaught during actual English language teaching in Japan. The aim of this presentation is twofold, first to analyse textbooks commonly used in Japanese high schools (New Horizon, Sunshine, Columbus, etc) to verify the lack of focus upon these highly frequent and important group of words, and second to show how it is possible to teach them in a way similar to content words (nouns, verbs, adjectives and adverbs). As examples, junior high school, senior high school and university corpus linguistic data – productive and receptive – will be drawn upon to show the range of cognitive meanings that exist for the function words of ‘at’, ‘on’ and ‘in’ and where problems and errors occur within written production by L2 learners.

15:10–15:40 Goro Yamamoto: Hiroshima University**[MW] *Analysis of vocabulary lists for EFL learners using an English movie corpus***

The objective of this study is to analyze a vocabulary list for Japanese university EFL learners, focusing on the validity of the Japanese definitions presented in the list. This study analyzes the vocabulary list, which has 6000 entry words, by using the English movie corpus. On the basis of the analysis, it discusses some aspects to be considered in the future development of vocabulary lists. This study's approach overcomes the limitations of some previous studies on the development of certain vocabulary lists for English learners, such as the General Service List (West, 1953) and Academic Word List (Coxhead, 2000).

15:50–16:20 Raymond Stubbe: Kyushu Sangyo University**[TEVAL] *Student knowledge of English loanwords versus non-loanwords in Japanese and the JACET8000***

This study aims to determine: 1) whether a random selection of English loanwords found in the JACET8000 are significantly better known by Japanese university students than an equal number of randomly selected non-loanwords from the same JACET8000 frequency levels; and, 2) how recognition rates vary with frequency level. Four loanwords and four non-loanwords were randomly selected from the bottom 500 and top 500 halves of each of the eight JACET8000 levels. Participants completed two vocabulary tests: a Yes/No test; then a translation test of the same items into Japanese. Results and implications will be presented.

16:20–16:50 Simon Fraser: Hiroshima University**[CUE] *Difficulties faced by learners in the acquisition of technical vocabulary***

Medical disciplines are notorious for their "difficult" vocabulary. Morphological complexity is clearly a source of difficulty, but there are several other less obvious factors to be considered. The creation of word lists from a large corpus of pharmacology research articles made it possible to identify various categories of specialized vocabulary, each of which poses its own particular problems for learners. Of special interest are cryptotechnical words, with a hidden technical meaning, and lay-technical words, which take on their technicality by the way in which they combine and interact. The influence of the learners' L1 on word learnability is also investigated.

18:00–19:00 Rob Waring: Notre Dame Seishin University & Charles Browne: Meiji Gakuin University**[CALL] *Maximizing vocabulary development with online resources***

This presentation opens with a review of important aspects of vocabulary acquisition related to what it means to 'know' a word. These include, form vs function, usage, collocation and collocational knowledge, register, frequency, pragmatic value and so on. Using this as a base, we will then examine representative online resources that range from decontextual memorization environments such as Anki and Quizlet to more integrated environments such as EnglishCentral and online graded reading platforms. Participants will then be asked to think about and discuss which ones would best fit their needs.

K208

13:00–13:30 Yuki Takada: Global Communication and Testing***TOEFL® Junior™ テストのご紹介***

世界的な英語学習開始年齢の若年化と社会のグローバル化に伴い、世界各国から子どもの英語運用能力を世界指標で測りたいという多くの声を受けたETSが、新たな世界共通のテストを開発しました。それがTOEFL® Junior™ テストです。TOEFL® Junior™ テストは英語を母語としない中高生の英語運用能力を測定する世界共通のテストです。TOEFL® テストが主に大学教養レベルでの英語運用能力を測るテストであるのに対し、TOEFL® Junior™ テストはその中高生版です。プレゼンテーションでは、2011年より日本でも開始したこのテストの概略についてお伝えします。

Continued on the next page.

14:10–15:10 Mark Kulek: Gifu Kids English School**[TC] *A lexical approach for young learners***

Emergent literacy starts from the time a young child sees the world; images become content, situations become context, and lexical chunks become the building blocks that form communication. The presenter will demonstrate how a lexical approach can help ESL young learners communicate more effectively. This workshop will focus on lexical chunks used in conversation-based activities. Participants will actively take part in a conversation cycle that is designed to move students from input to intake. The activities include: TPR, brainstorming, mind mapping, comic writing and sharing.

15:50–16:20 Colin Bethell : OUP***Book-ing your place in the future through digital publishing***

The demise of books is inevitable, because so many people have been saying it for so long! Now educators and publishers are all engaged in digital publishing. What does it mean to publish digitally and how can we survive this transition with our credibility and copyright intact? This discussion-based short workshop will take questions from attendees and endeavour to give practical answers and examples to help delegates with their own projects. The publisher is happy to share ideas and things we have learned from our side of the fence to help teachers make decisions that work for their research, teaching and publishing.

16:20–16:50 Cameron Romney: Momoyama Gakuin University & Leon Bell: Momoyama Gakuin University**[MW] *The role of images in BE textbooks: A follow-up***

At the 2011 Pan-SIG conference, Romney and Bell presented research which highlighted that the majority of images in MTG English (BE) textbooks served no instructional purpose. During the course of their research they envisioned ways that these decorative images could contribute to learning. Consequently, in a later investigation, Romney (2011) discovered that many images in ELT textbooks were not merely decorative, but had passive learning functions. Following up the 2011 Pan-SIG study, the same BE textbooks were reanalyzed. Images previously identified as decorative were categorized according to passive learning functions. This follow-up presentation will show the findings of this reanalysis.

18:00–18:30 Roehl Sybing: Toyo Gakuen University**[MW] *Learner preferences toward native-speaker English***

This presentation reports on a survey study conducted with English language learners in Japan, who appear to choose to study the language for purposes relating to communication with native speakers or access to native-speaking culture. The research suggests that learners may be less interested in pursuing goals that can be obtained through studying English as an international language than pursuing goals requiring contact with the native-speaking realm. The presenter will then propose how classroom materials can be designed to focus on target language culture while addressing the concerns teachers may have regarding the dangers of presenting culture to non-native speakers.

18:30–19:00 Gavin Brooks: Kwansai Gakuin School of Policy Science**[MW] *Understanding and improving the design of listening classes***

Aural literacy is probably one of most difficult to skills to teach as it is "the least explicit of the four language skills" (Vandergrift, 2004). Because of this most teachers tend to have a "narrow interpretation of academic listening as 'listening to lectures and taking notes'" (Lynch, 2011). This presentation looks at how to use current research in the field of ESL listening, such as the ideas of Anderson and Lynch (1988) and Underwood (1989), to create a class that allows students to engage in and learn about the language that they are studying, as well as the content being taught.

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13:00–13:30 Fuk-chuen Ho: Hong Kong Institute of Education
[TED] *A collaborative mode of professional development for teachers*

The aim of project was to set up a school network for teachers to have a platform for an interactive exchange of ideas, resources, services, and expertise among different schools that mutually address the needs of children with dyslexia. Five primary schools were invited to participate in this scheme. Teachers of each school were requested to identify an area of concern in reading or writing and to develop a 10-week instructional programme. A 5-day cross-site visitation was held. Individual interviews were conducted for teachers. It was found that teachers of member schools benefitted from the experience sharing among schools.

13:30–14:00 Richard Miller: Kansai University
[TED] *Expanding your own professional literacy through outsourcing*

Literacy comes in many forms, and teaching literacy often requires that the university educators have qualifications as well as having presented and published within their field. With the heavy workloads for college and university educators in Japan they often find themselves overworked and overloaded with things to do. Due to technology in today's world there are options open to assist those with heavy workloads. One thing that teachers can and should consider is outsourcing difficult and time consuming tasks. This presentation will explore the options open to people to outsource such diverse things from doing illustrations to doing research. Hiring professional services can be surprising inexpensive (from \$2 per hour) and very rewarding. Practical advice will be given during the presentation.

14:10–14:40 David Barker: BTB Press
What I Learned in French Class

Last year, the presenter decided to join a low-level French class at a culture center in Nagoya. This was partly because he regretted having forgotten all the French he learned at school, but also because he wanted to once more have the experience of being a beginner in a language classroom. In this presentation, he will discuss the things he learned through seeing a language classroom from a student's point of view. He will explain how his experience has affected his own teaching, and how it has influenced his thoughts on other topics including teacher training and materials development.

14:40–15:40 Timothy Buthod: Hiroshima Prefectural University
[TED] *Staying fresh: A forum on teachers learning foreign languages*

As language teachers, many of us are interested in learning languages ourselves. This can open up new worlds to us and can also shine a reflective light on our own tendencies as teachers and as learners. This workshop will include testimonials of teachers on their own experiences learning foreign languages as well as an opportunity for participants to explore the benefits and considerations involved.

15:50–16:20 William Green: Sapporo University
[TED] *Using texts in the university classroom: Japanese teachers' practices*

The English curriculum at Japanese universities often consists of only course titles, with teachers responsible for designing, teaching and assessing their own courses. In institutions where there is little or no peer observation, teachers often have no idea what their colleagues are doing in the classroom. In an effort to illuminate this area I describe a study of Japanese teachers' thinking and practices, focusing on their use of texts in the classroom. It is hoped that this type of study will help inform pedagogical innovations, curriculum renewal, and other initiatives dependent on the co-operation of teachers.

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16:20–16:50 Donna Fujimoto: Osaka Jogakuin University
[TED] *Process--then product: Student-produced magazines*

Although the process approach to writing is common in language classrooms, there are many obstacles against using a true process approach. Time constraints, the need for grades, and lack of trained teachers means a course may be “process” in name only. This presentation reviews the basic components of the process approach for writing with a special focus on two, often missing, components: the peer feedback and the final product stage. Concrete suggestions of how teachers can adapt the process approach to low, intermediate and advanced classes will be given. A student-produced magazine is recommended as one of the final products.

18:00–19:00 Ryan Richardson: Kansai University Department of Psychology
[TED] *Generating ideas for research topics and getting published*

With universities requiring publications for new hires, the pressure to do research has become more pressing. For many teachers this pressure to publish may not be an issue while for others, finding a topic to research and publish can be daunting. This workshop is designed to help generate research topics based on teacher experiences and interests. We will discuss methods for finding appropriate topics to research, stages in the research process and publications which publish language teaching related articles.

12:00–13:00 GALE SIG: *General Meeting*

13:00–13:30 Diane Hawley Nagatomo: Ochanomizu University
[GALE] *Issues faced by eikaiwa teachers*

This presentation focuses on one group of teachers (foreign women who are married to Japanese men) who teach privately throughout Japan and who may have a strong impact on the communicative abilities of numerous Japanese people. Data obtained from online surveys and from email discussion groups suggest that the personal and pedagogical issues faced by these women may be different from other groups of eikaiwa teachers. The talk will address their ongoing and overlapping professional struggle in balancing their families’ personal and financial needs, their relationships with their students, and the gendered constraints imposed upon them by Japanese society.

13:30–14:00 Gerry Yokota: Osaka University
[GALE] *Gender literacy in the EFL classroom*

The Japanese government stated in the 1998 Programme for Educational Reform that education should raise awareness of gender equality; however, in comparisons of gender equality worldwide Japan still consistently ranks low, particularly in the areas of political and economic power. This paper examines a small, preliminary study undertaken in a Japanese university examining Japanese students’ perceptions of gender issues in relation to gender equality and their educational experiences. It discusses the lack of explicit gender awareness education in schools in Japan, the strong ‘hidden curriculum’ and the resulting lack of gender literacy in Japan.

14:10 — 14:40 Sandra Healy: Kyoto Women's University**[GALE] *Japanese students' perceptions of gender issues in education***

The curriculum at many Japanese universities is highly goal-oriented, with explicitly stated objectives such as being able to expect an outcome of XXX points on your next TOEFL or TOEIC test. At the same time, educators are concerned about making a contribution to the formation of well-rounded global citizens, and an understanding of the impact of gender stereotypes on individuals and societies is crucial to that aim. In this presentation, I will introduce specific examples of practical ways to integrate a gender literacy component into any lesson plan, whether it be based on a commercial textbook or original materials.

14:40 — 15:40 Sarah Mulvey: Nanzan University, Nagoya**[GALE] *A re-examination of gender stereotypes in the Japanese classroom***

The topic of gender stereotyping in the classroom will be examined by utilizing a column written in an online journal for English educators in Japan. This column led to an unprecedented online discussion regarding gender in the Japanese university classroom. Portions of the discussion will be used with the presenter's own analysis, providing the audience the opportunity to a) discuss how their own attitudes and actions may be influenced by ingrained stereotyped beliefs regarding gender in the Japanese classroom, and b) create responses that can be used when teachers witness or are subjected to gender-prejudiced behaviour in their own university.

15:50 — 16:50 Amanda Gillis-Furutaka: Kyoto Sangyo University**[GALE] *Music video literacy: Challenging assumptions***

Music videos have a mixed reputation for the ways in which they represent women and men. Some videos exploit the female body to boost their appeal to certain audiences. Others challenge stereotypes and suggest alternative views on gender roles. Many videos, however, are ambiguous, especially when produced by a culture other than our own. We will watch and discuss both a Western and a Japanese music video. We will also predict what Japanese university students may not interpret in the same way as their teachers do. The presenter will then provide her research findings, which are expected to challenge some of our assumptions.

18:00 — 18:30 Robert O'Mochain: Rikkyo University**[GALE] *Media literacy and masculinities: Using film for classroom inquiry***

"Hegemonic Masculinity" has been explored by a wide range of theorists and activists to problematize the notion of "real" masculinity that predominates in popular culture. Signifiers such as dominance over women and dominance over "weaker" men find their way into a plethora of images in film, video, and television. How are these complex issues to be dealt with in an "average" language classroom? One possible solution is the use of film and this presentation explains how three films: "Capote," "Sling Blade" and "Caché" (Hidden) can be used to critique hegemonic masculinity in a way that learners find accessible and challenging.

18:30 — 19:00 Aaron Hahn: Fukuoka High School**[GALE] *Linking mathematical literacy and gender issues***

At the high school level, there are often objections to covering gender and other political issues, including concerns about difficulty, personal discomfort with the topics, and the belief that the topics aren't related to critical tests. This presentation demonstrates a two-part lesson based on statistics drawn from the students' own lives that links mathematical literacy, talking about statistics in English, and gender issues. By make overt gestures to "testing", the lesson overcomes the relevancy objections, while the concrete focus on statistics and students' lives ensures that students can engage with the topic seriously using language skills appropriate to their level.

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09:00–10:00 PanSIG 2013

[ALL] *Planning meeting*

11:15–11:45 Aaron James: Temple Univeristy

[ER] *Creating online reading assessments*

Extensive reading (ER) has been gaining in advocacy for use as an essential component to developing language proficiency in English. The benefits of ER include enhancing conceptual, grammatical, and discourse knowledge. Designing reading assessments is helpful for measuring achievement or proficiency that results from more reading done by students. Moreover, assessments can improve or create interest in ER programs. Therefore, identifying the reading micro-skills (orthography, root words, affixes), and macro-skills (inferring, recognizing metaphors, cultural references) of students is important. An elementary overview of specifications for creating test items will be discussed.

11:45–12:15 Mark Brierley: Shinshu University & Richard Lemmer: Chugoku Junior College

[ER] *Testing extensive reading literacy: The ERF Online Self-Placement Test*

Language tests traditionally focus on explicit knowledge of lexicogrammatical features and use short, decontextualised texts. The Extensive Reading construct--reading long passages for pleasure—is challenging within an assessment context where fluency and enjoyment have little currency. The Extensive Reading Foundation's Online Self Placement Test uses relatively long passages, adaptive selection, timed reading, and impressionistic questions as well as comprehension questions to assess candidates' reading levels. It can be used to select learners' starting levels, and to check readiness to change levels after reading. The audience will be invited to offer advice on the test and contribute to its development.

13:15–13:45 Jeffrie Butterfield: McGraw-Hill Education

[AM] *Engaging students with interactive fiction readers*

Most readers are written in the third person which creates a feeling of detachment for the person reading. However, in interactive fiction readers, the reader is the main character. There are several branching storylines and the reader is given choices throughout the story which lead to various endings. This presentation will discuss the features of interactive fiction readers and introduce a variety of activities that can be done with interactive fiction readers to engage students and increase student motivation.

13:45–14:45 Mathew White: Nagoya University of Foreign Studies & Sophie Muller: Chukyo University

[ER] *Graded readers: The missing links in content-based courses*

Controlled vocabulary items and grammar structures found in graded readers facilitate the level of comprehension of a text (concepts and words), turning graded readers into springboards towards better understanding of non-graded texts and their social contexts. This workshop will describe the different stages involved in the use of graded readers and other non-graded resources to teach a course on human rights. The four skills are called into action to build upon the basic knowledge gained through graded readers, leading to better research skills with more critical thinking when dealing with material found in the different media.

09:00–10:00 Mamoru Takahashi: Akita Prefectural University & Stephen Shucart: Akita Prefectural University

[ER] *Basic principles and techniques in teaching story writing*

Basic principles of writing stories are useful for writing and telling stories. First, we will discuss the most important principles of writing/telling stories such as 'character', 'conflict, and 'premise'. Second, authentic samples from an ongoing writing project will be presented. The focus of this section will be on how the presenter gathered materials and put them into a short story. The explanation of real creative writing will identify the core activities necessary for changing our thoughts into words. We hope our talk will enable teachers to utilize similar principles and techniques to enhance motivation and language acquisition in their classrooms.

11:15–11:45 David Kluge: Nanzan University (Cengage Learning)

A systematic approach to basic academic writing

Japanese university students struggle with writing. The presenter shows how students can benefit from being exposed to: a variety of suggested topics, appropriate exercises to bring across key concepts, and instructive examples. The presenter also explains the Cubing system which introduces students to the major types of writing, and the POWER approach, which guides students through the steps of each writing assignment. The audience will receive a copy of Basic Steps to Academic Writing (lower-intermediate and intermediate learners).

11:45–12:15 Greg Rouault: Konan University, Hirao School of Management

[CT] *Functional language analysis for critical literacy in content area reading*

Content-based instruction is defined by Brinton, Snow, and Weshe (2003) as the integration of content learning with language teaching aims. Anchored in the theoretical rationale of language learning across the curriculum, this presentation looks at “functional language analysis” (Fang & Schleppegrell, 2008), a tool for readers to develop critical literacy to understand language and unpack meaning in subject area reading. In addition to instructors working with content-based courses, this session will be of interest to reading class teachers, especially those looking to build critical reading skills in English for Specific or Academic Purposes or TOEFL iBT test preparation.

13:15–14:15 Rory Rosszell: Meiji University

[ER] *The impact of timed and repeated reading on reading fluency*

Despite reading being widely regarded as a significant means by which learners can develop their second language ability, many learners read laboriously and with little fluency (Gorsuch & Taguchi, 2010), and as a result fail to derive the benefits that they would from reading more extensively. In this workshop, participants will be given a summary of the timed and repeated reading literatures, an overview of an ongoing exploratory study of the effectiveness of these two techniques in developing reading fluency, a summary of the presenter's research findings, first-hand experience using both techniques, and finally, the opportunity to ask questions.

14:15–14:45 Michael Parrish: Kwansei Gakuin University

[CUE] *Literacy assessments: Monitoring the SIGnals of reading fluency*

In large, mixed-level classes it can be difficult to find appropriate reading materials; students often are reading texts that are much too difficult for them. Individual instructional differentiation is key to developing engaged and motivated readers. This presentation will suggest some methods, drawn from the literature on beginning and struggling readers in primary schools, to assess EFL university student literacy levels and text difficulty quickly and accurately. Further it will argue that periodic, consistent use of these methods can improve student motivation to read and overall literacy and English fluency.

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09:30–10:00 Nathan Ducker: Ritsumeikan Asia Pacific University

[CUE] *Developing literacy beyond academic settings*

Literacy can be defined as “the ability to use language to function appropriately within a chosen community.” However, many academic tasks/tests remove the question of context from assessment, thus failing to challenge students to be literate, nor properly helping evaluate students’ literacy. Students reveal their literacy when they are challenged to connect with a real audience, rather than in decontextualized settings such as academic essays. This presentation will discuss what can lead to students self-developing various literacies, and then challenges the audience to think how to re-create these phenomena in their courses.

11:15–11:45 Walter Davies: Hiroshima University

[CUE] *Literacy and logic: Using logical-mathematical tasks in university EFL classes*

The presentation is on the value of logical-mathematical problems for use in university foreign language classes where communicative competence is the general goal. Five groups of students worked on two logical-mathematical problems in English and answered a short questionnaire on the two tasks. The results show that the tasks were generally considered interesting and useful by the participants. In terms of the value of such tasks in relation to communicative competence, they involve understanding a particular kind of text, adding to discourse competence, and can be used to focus on key aspects of linguistic competence.

11:45–12:15 Kurtis McDonald: Kobe College

[CUE] *How does information literacy instruction fit in?*

While the ability to effectively seek out, evaluate, and use information is important for all students at the post-secondary level, these skills may be even more critical for English language learners who are often asked to conduct research in English and in accordance with Western conventions with which they may not be altogether familiar. This presentation will highlight the central elements of academic information literacy and provide an overview of the various measures, instructional methods, and materials from the field of library and information science that can be most readily applied in the teaching of English language learners in Japan.

13:15–13:45 Jeffrey Durand: Tokai University & Forrest Nelson: Tokai University

[CUE] *Class streaming using information on student experience*

Streaming students, placing those with similar ability and readiness together, is challenging. Using traditional listening and reading scores have had mixed results. Teachers have some ability to switch students at the beginning of the semester, but very often it is not clear until too late that a student should be in a different class. This research used information about students’ past study experiences to provide more information about how they might perform in class. Results show that the information about experience helped better differentiate students, especially in situations where there were questions about class placement.

13:45–14:45 Stephen Henneberry: The University of Shimane

[CUE] *Teacher Travel 2.0: Student-sourced*

Have you ever had to cancel or reschedule class due to a conference or personal travel plans? This presentation will outline how to take advantage of scheduling conflicts to activate or rekindle your students’ motivation in a unique and enjoyable way. During this presentation, you will learn to crowd-source travel plans as a language learning activity. You will see the results of a teacher’s one-day tour of Paris after a TESOL France conference, planned by language-learning students. You will also receive tips on how to easily create video travelogues to share in class using an iPhone.

09:30–10:00 Paul Shimizu: Intercom Press

Write to speak

Many of our Japanese learners of English are false beginners; they have quite a large set of vocabulary but often have difficulty giving voice to that language. Marathon Mouth uses reading and comprehension to write answers, write questions and write statements as a route towards speaking English. Good preparation is a crucial aspect of EFL/ESL learning. Students who invest time in preparation are more inclined to invest time in speaking.

11:15–12:15 Loran Edwards: Kansai Gaidai University

[TBL] *Working together! Teaching reading & writing with tasks*

Through my teaching, I discovered that many Japanese students enjoy a classroom atmosphere where they are encouraged to use their language to communicate without worrying about form. They also appreciate it when tasks and activities are clearly explained. This led me to write *Working Together! Communicative Reading and Writing* (Edwards, 2011), which incorporates cooperative learning and task-based techniques. In this presentation, I will describe the reasons I decided to write a task-based reading and writing textbook, as well as demonstrate how teachers interested in implementing a task-based syllabus in their reading and writing classrooms can use this textbook and its activities successfully.

12:15–13:15 TBL SIG: *General meeting*

13:45–13:45 Oana Cusen: Ritsumeikan University

[TBL] *Multiple literacies through project-based learning*

Project-based learning (PBL) can be considered as a series of extended tasks which are meant to develop different types of literacies: critical, media and digital, presentation design, and public speaking. This presentation will introduce a classroom project on the topic of "countries of the world", with a focus on how multiple literacies were developed throughout the stages of the project: content input, internet and library research, and finally group presentation preparation and delivery. The audience will be able to take away practical tips for implementing PBL in their classrooms and thus help foster multiple literacies for their students.

13:45–14:45 Joel Laurier Columbia: University Teachers College, Machiko Asakawa:

Columbia University Teachers College, Ayako Kanamaru: Columbia University

Teachers College, Ethan Taomae: Columbia University Teachers College, & Chie

Shiramizu, Columbia University Teachers College

[TBL] *Read all about it! Studying can be a social activity.*

Reading classes in Japan tend to focus on vocabulary and complex grammatical points in a teacher-centered approach which leads to rote memorization and superficial understanding of texts. To improve literacy skills, students must be able to go beyond literal comprehension of texts. This can be accomplished by creating learning opportunities for deeper understanding. Using secondary high school level reading materials, this hands-on workshop will demonstrate how teachers can use Cooperative Learning (CL) structures to design interactive reading tasks that result in deeper comprehension and higher achievement in reading.

15:00–16:00 Panel Discussion

Dr. Thomas Cobb: Université du Québec à Montréal, Dr. Hiromi Nagao: Hiroshima

Jogakuin University, & Dr. Toshihiko Shiotsu: Kurume University

Trends in Literacy and Literacy Studies

See abstract on page s 6-7.

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Sun K108	<p>09:00–9:30 Tim Marchand: J.F. Oberlin University, [LD] <i>Peer teaching and emerging literacy in test-taking</i></p> <p>This paper will look at the set-up of a compulsory TOEIC course for university students. The presentation will detail how the instructor encouraged learner development and improved test-taking skills by assigning specific roles and responsibilities to pairs of students throughout the course. The peer teaching that resulted in this class organization will be discussed through examples of the students' work, as well as in terms of the learners' involvement during the class, and overall improvements seen in their TOEIC scores.</p>
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ER	<p>09:30–10:00 Mathew Porter: Hiroshima Bunkyo Women's College [LD] <i>Developing learner autonomy with English Central</i></p> <p>As an out-of class activity, university students from three sections of a required, first-year class were asked to shadow three videos a week over one semester using the online tool, English Central. At the end of the semester, data were gathered from students that showed personal gains in confidence, awareness, and noticing. A majority of students also reported that they would continue using English Central in the future. The presenter will share relevant data and student comments about the pros and cons of using English Central as a tool to improve English ability without much in-class, teacher guidance.</p>
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JSHS	<p>11:15–11:45 Craig Manning: University of Shimane [LD] <i>Make a significant difference with peer tutoring</i></p> <p>Would you like to significantly enhance your students' learning outcomes and overall educational experiences without working harder? Find out how the University of (name removed) peer-tutoring program inspired unmotivated students to show up early, enjoy studying a difficult subject, and triple their achievement gains. More importantly, find out how peer tutoring could be used to help your students! For best results bring a few peers and some work-related challenges to overcome.</p>
JSL	
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OLE	<p>11:45–12:15 Katherine Song: Hiroshima University [LD] <i>Developing effective communication skills through regular peer feedback and self-evaluations</i></p> <p>The presenter will report on student peer feedback and self-evaluation comments in her first-year university English language courses focusing on spoken communication. To help develop critical awareness of their English language output and its communicative effectiveness, students were required to provide written comments for their classmates' oral presentations and to respond to the comments about their own presentations. These peer feedback comments and responses to them were collected throughout the term and analyzed to determine the students' ability to judge and offer constructive comments as well as to set realistic and relevant goals for becoming clearly and easily understandable.</p>
PALE	
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TBL	<p>12:15–13:15 LD SIG: <i>Lunch meeting</i></p>
TC	<p>13:15–14:45 Jim Ronald: Hiroshima Shudo University, Joy Jarman-Walsh: Yasuda Women's University, Midori Kanmei: Hiroshima Shudo University, Bill Mabout-siadis: University of Toronto and TC Columbia University, Masashi Nakamura: Me-sei University, Mathew Porter: Hiroshima Bunkyo Women's University, Monika Szirmai: Hiroshima International University, Joseph Tomei: Kumamoto Gakuen University, Philip Shigeo Brown: Konan Women's University, George Higginbotham: Hiroshima Kokusai Gakuin University, & Ken Ikeda: Otsuma Women's University</p>
TED	
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36	<p>*Title and abstract across the fold.</p>

09:30–10:00 Jennifer Verschoor: ARCALL Argentine Computer Assisted Language Learning**[CALL] *Multiliteracies in education *Webinar***

Are you ready to implement a new paradigm that integrates new media literacies across the curricula? Are you opening your classroom door to the world? Do you know what challenges you have to face to motivate young learners? Join this presentation and discussion around the needed skills in the new media culture as well as how to implement them in your classroom. After participating, you will have the necessary tools to move forward and become a multiliterate and connected teacher.

11:15–12:15 Ted O'Neill: Tokyo Medical and Dental University**[CALL] *L2 reading/writing tasks with Simple English Wikipedia***

Simple English Wikipedia (SEWP) describes itself this way: "Wikipedias are places where people work together to write encyclopedias in different languages." However, the primary English Wikipedia is far too demanding for most learners to contribute to. Simple English Wikipedia is much more inviting in that it offers a range of tasks for learners from low- to high-language proficiency that require students to think, as well as allows them to communicate with native and non-native speakers of English. Participants will actually perform some of these tasks in this workshop and leave ready to try them with students.

13:15–13:45 Susan Meiki: Hiroshima University**[CALL] *Visual language retention***

When we use software and technology for designing and preparing materials for classes, we are usually concerned with visual impact and the actual information that we want to focus on. Rarely do we consider the effectiveness of such tools on student retention of information. In this presentation, the presenter will provide evidence from her ongoing PhD research concerning the visual language attributes of presentation software on students' retention of information. She will also consider if there is a cross-cultural retention component and look at possible cognitive differences to the type of data that is retained.

13:45–14:45 Darren Halliday: Macmillan LanguageHouse***The workbook has e-volved!***

Are you still using worksheets or workbooks in your classroom? If you answered yes, you are not alone. These materials reinforce our students' language learning while helping us monitor our students' understanding and progress. While they are extremely useful, they can seem somewhat dry and boring at times. In this workshop you will see how the digital workbook has evolved from the simple worksheet to a highly interactive learning resource. Using our award-winning Global eWorkbook, we will explore the advantages of using digital workbooks in the classroom and as the perfect home study tool.

[LD] *Learner Development forum: Language, literacies, learners - development beyond the classroom*

Outside the classroom is Japan, where English is typically perceived as a very foreign language with which our students will have little contact. Through rotating mini-presentations, we will report explorations of different ways of exploiting, or creating, a world beyond the classroom to challenge this perception, helping our students become more motivated, focused, and independent (or interdependent) language learners. We will address these topics: the purposes, planning and running of English camps; language learner histories and digital comics; media literacy development; online pronunciation resources, finding and talking with English speakers outside the classroom; running Scrabble contests; and assessing learner autonomy.

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13:00–14:00 Warren Decker: Momoyama Gakuin University
[GILE] *Casual and informal language literacy*

The language exchanged between friends is often very casual and informal. Thus, at times the most intimate and meaningful communication in language does not necessarily follow formal grammatical patterns. Classroom and textbook based language learning often focuses on formal language, and yet casual language can be very important for enabling people to develop friendships across boundaries of nationality and culture. Considering examples from English, Japanese, and other languages, this workshop will be an open discussion of how language learners and teachers should approach the study of casual and informal language with the aim of promoting international friendship and understanding.

11:15–11:45 Thomas Cobb: Université du Québec à Montréal
[OLE] *Learning French from a corpus / L'utilisation d'un corpus pour apprendre le français*

Since about 1985, English learners have profited from working with language corpora, and empirical research supporting this approach is strong. However, a corpus approach is applicable to learning any language, in principle. Now, corpus-based learning tools and techniques are gradually becoming feasible for languages other than English, notably for French. This presentation will review some corpus developments under way in French as a second or foreign language and empirical research supporting it, examine some corpus developments currently under way, and present a "wish list" of resources for further development.

(French abstract) Depuis l'année 1985 les apprenants de l'anglais ont profité des corpora dans leurs études, et la recherche empirique qui soutient cette approche est solide. Cependant, On pourrait employer un corpus pour apprendre n'importe quelle langue en principe. En ce moment, les matériaux et méthodes d'apprentissage des langues outre l'anglais basés sur les corpora deviennent peu à peu réalisables, notamment pour le français. Cet exposé examinera les développements actuels des corpora pour l'apprentissage du français comme langue secondaire ou étrangère, détaillera la recherche empirique qui soutient son emploi, et terminera avec une "liste de souhaits" de ressources pour augmenter son développement.

11:45–12:15 Eric Fortin: St. Mary's College
[OLE] *Language, nursing, chaos, and learner autonomy literacy*

Nursing students are usually too burdened with hospital-related courses to devote adequate time to language study. This presentation will focus on how the notions of uncertainty and attractor states found in chaos theory, which has been adapted to both nursing theory and language learning, can be used as a bridge between the two disciplines to motivate students, help them understand their own best learning methods, and achieve language learner autonomy literacy. How the 'Uncertainty in Illness Theory of Nursing' can be adapted to English and French language classes to help diminish students' uncertainty and anxiety will also be demonstrated.

12:15–13:15 OLE SIG: *General meeting*

This OLE MTG meeting attempts to prepare common approaches and gather momentum for activating OLE-related teachers and researchers, and offers information on recent JALT developments and tasks resulting from these for OLE.

13:15–13:45 Tats Paul Nagasaka: Dokkyo University**[OLE] *After English, who comes next?***

English language seems to have a Platinum card to most of the exclusive club lounges at most international airports. But does that also mean English is the de facto medium of academic communication of the next generation? Although English is a very attractive language in many aspects, it sometimes seems that this language is given unjustified preference in some societies. At the same time, if it allows certain societies to have too much advantage over others, it should be considered unjustified. Not yet, at least. Then, who comes next? Which language? This short paper will reflect on language fairness from a multi-cultural point of view.

13:45–14:15 Morten Hunke: Tokyo University of Foreign Studies**[OLE] *Life is more complex than grammar - practical pragmatics and Japanese students***

Too often especially Japanese learners focus on translations, tables, and formulas. But being literate in a language also means to accept, perhaps even embrace, ambiguity, not understand every utterance fully, having to fill in the gaps, and to act on your own language intuition. More advanced learners, particularly, develop a more intuitive understanding of a foreign language. But do they know it? How can we raise consciousness of such matters, and how do we practically help students to uncover pragmatic abilities? This presentation will demonstrate a teaching approach of analysing and using pragmatics with advanced learners of German.

14:15–14:45 Rudolf Reinelt: Ehime University**[OLE] *Writing despite/ because of speaking***

The productive skills of speaking and writing are supposed to mutually support each other. Exploring this relationship, the first part of this presentation briefly introduces the theory and the author's German courses. Part two explains the mutuality hypothesis and operationalizes it for verification in a small, low-proficiency class. Part three demonstrates the methods used in this study. Part four presents a video example and introduces the results of a complete class set of oral and written exams. The final part discusses ramifications for analyzing the relationship of speaking and writing in wider contexts and how to further prove mutually enhancing effects.


5th Annual Extensive Reading Seminar

Extensive Reading: Research and Practice



Dr. Stephen Krashen
University of Southern California

Plenary Speakers





Junko Yamanaka
Aichi Gakuin University
Chukyo University

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Sugiyama Jogakuen University, Hoshigaoka Campus, Nagoya

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09:00–09:30 Nobuko Tahara: Okayama University

[PRAG] *Metadiscursive nouns and textual cohesion in second language writing*

It is evident that English metadiscursive nouns have some kind of discourse marking role, but it is not clear to what extent the notion is applicable to student writing, particularly in second language writing contexts. This presentation reviews past studies investigating the use of major types of metadiscursive nouns in student writing (e.g., carrier nouns and shell nouns), by combining findings on student use of cohesion devices proposed in Halliday and Hasan's (1976) framework. Some features of student use of metadiscursive nouns will be shown.

09:30–10:00 Midori Ishida: Stanford University

[PRAG] *Affordances of interaction for development in receipt use*

This paper explores features of interaction that facilitate pragmatic development, especially in the use of receipts (e.g., *soo desu ne* [That's true], *soo soo* [That's right]) in Japanese as a second language. Ordinary social interactions were video-recorded monthly during a learner's one-year study-abroad. Conversation analysis of the data reveals that, while no explicit corrective feedback was provided to the learner's receipts, his interlocutor's next-turn action afforded implicit feedback on how his receipt was interpreted, and provided him with an opportunity to perform more competent receipting actions. Moreover, the interlocutor's utterances served as models that the learner could use subsequently.

11:15–12:15 Alex.L.Selman: Kanda University of International Studies

[PRAG] *Advanced literacy and discourse prosody*

Prosody in spoken language is the punctuation, paragraphing, font and format of written texts. Timing and pausing break speech into units; tones project information as new or shared; relative pitch marks unit relationships. On top of this, speakers add layers of meaning through idiomatic and melodic patterns, and changes in voice. This presentation takes advanced literacy to include presentation skills and comprehension of complex spoken texts. Awareness of prosody is essential for full understanding - misinterpretation can result in significant misconstrual of texts. Practical approaches will be examined for English language education in Japan.

12:15–13:15 Pragmatics SIG: *Lunch meeting*

Pragmatics SIG meeting: All current and interested members of the SIG are welcome. Expect to do some networking, find out the latest about the SIG's activities, learn about opportunities to publish or present, and compare notes with other teachers and researchers.

13:15–14:45 Noriko Ishihara: Hosei University, Makiko Asaba: ALC Education Inc., Akiko Mereu: Columbia University, Teachers College graduate, Megan Burke: Chiba Prefectural Board of Education

[PRAG] *Pragmatics Forum: Visual narratives for L2 pragmatic learning: Sociocultural literacy development*

While pragmatic competence has been viewed as an essential component of communicative competence, L2 instruction often fails to address appropriate language use in sociocultural contexts. This forum is an attempt to enhance learners' pragmatic competence, namely, their sociocultural literacy, through story-telling utilizing picture books and kamishibai performance (i.e., a Japanese traditional form of story-telling with large illustrated art work and voice performance). We will report on our small-scale pilot-testing and explore the effects of instruction on the pragmatic awareness and language socialization of elementary and college-age learners in seven different contexts in Japan and Hong Kong.

09:00–09:30 Nobuko Trent: Aoyama Gakuin University

[PRAG] *The challenge of English sentence subjects (shugo) to Japanese learners of English*

Japanese learners of English claim to have difficulties in determining the proper sentence subject even after more than six years of formal English education. This is apparently caused by the significant influence of typically used Japanese sentences which often do not have clear subjects. The root cause is more than simply grammatical differences and also involves cognitive and neurological aspects of the two languages. This study presents an analysis of this particular syntactical problem, relates the issue to the theories of Japanese syntax, and proposes solutions to improve English education.

09:30–10:00 Kimiko Koseki: Denenchofu Futaba High School

[PRAG] *Japanese L1 transfer in refusals in English*

Language is social practice and pragmatics studies this phenomenon. The results of Discourse Completion Tasks (DCTs) on Japanese high school students will be compared with published DCT results on native English speakers. The Japanese students used similar strategies for both their direct and indirect refusals while native English speakers used distinctly different strategies. For example, for refusals meant to be short direct refusals, the Japanese students used apologies and verbose excuses similar to their indirect refusals. Therefore, it is important for learners to notice possible L1 cultural transfer and to study more appropriate ways of expressing refusals.

11:15–11:45 Kim Bradford-Watts: Kyoto Women's University

Kiva.org is a microfinance site on which loans are listed by microfinance institutions (MFIs). Lenders select loans that they would like to support and contribute a minimum of \$25.00 per loan. Once the loan is “fully funded” the funds are transferred to the MFI. As the borrower makes repayments, the funds are transferred back to lenders. Newspaper articles describing the Kiva model have been positive. This analysis of 30 newspaper articles written since 2005 about Kiva.org will describe features of genre and metaphor common across the articles, as well as ways in which the articles promote misconceptions about Kiva.

11:45–12:15 John Bankier: Soka University

[PRAG] *University students' awareness of hedging devices*

In academic and non-academic literacy, hedging expressions such as “it may be” or “it appears that” can represent the writer’s confidence in a statement and provide polite deference (Hyland, 2000). Misinterpreting and misusing hedges can significantly affect how meaning is expressed and understood, yet few textbooks focus on hedging. Research by Hyland (2000) and Low (1996) showed a significant difference in how NS and NNS notice hedges. This presentation will describe a pilot study I conducted to determine whether Japanese university students notice hedging expressions, and whether their ratings of the strength of hedges correspond to those of native speakers.

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ALL	<p>09:00–09:30 Judith Runnels: Hiroshima Bunkyo Women's University [TEVAL] <i>The power of Rasch: For non-statisticians who want to statistically evaluate assessment</i></p> <p>Rasch analyses are often used to evaluate pedagogical assessment by providing preliminary validity evidence. Using Rasch is a powerful analytical tool which highlights test items that may be measuring variables that oppose the test construct. It does so by estimating the probability of a specific response according to person ability and item difficulty parameters. Fortunately, an advanced background in statistics is not required. This presentation (from a non-statistician teacher) introduces some of the basic concepts of Rasch and outlines the process of interpreting results of a WINSTEPS analysis of multiple choice tests. Item writing and distractor analysis are discussed.</p>
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FLP	<p>09:30–10:00 Keita Kikuchi: Tokai University [TEVAL] <i>The process of constructing questionnaire items: Using Rasch PCA and CFA</i></p> <p>In this presentation, the process of constructing and validating questionnaire items utilizing Rasch Principal Components Analysis (PCA) and Confirmatory Factor Analysis (CFA) will be explored. Questionnaire data obtained from 1334 high school students on their perception of demotivators within their English classrooms will be analyzed using Winsteps (Linacre, 2006) and Amos (Arbuckle, 2007). The presenter will illustrate how he constructed and validated six constructs of demotivators (teachers, characteristics of classes, experiences of failure, class environment, class materials, and learners' interest) and discuss the strengths and weaknesses of using Rasch PCA and CFA.</p>
GALE	
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JSL	<p>11:15–12:15 Andrea Carlson: Nagoya University of Commerce and MTG, Reiko Furuya: Nagoya University, Trevor A. Holster: Fukuoka Women's University, Bill Pel-lowe: Kinki University, J. Lake: Fukuoka Women's University [TEVAL] <i>Writing core-competencies within a multilingual framework: The CEFR and graduation theses</i></p> <p>This workshop analyzes the writing of a final thesis and also other argumentation texts from the perspective of multilingual writing instruction. After presenting and defining some key concepts, I will introduce the Common European Framework of Reference for Languages (CEFR). I will then highlight literacy and writing scales that make up part of the CEFR, and discuss how they are academic core competencies. The practical part of the workshop is dedicated to a curriculum that focuses on writing skills. I will conclude by discussing how the CEFR can serve as a grounded theory for covering writing across different languages.</p>
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SA	<p>13:15–14:45 Fergus O'Dwyer: Osaka University, Jim Sick: International Christian University, Azusa Kodate: Hiroshima Bunkyo Women's University, Ian Munby: Hok-kai Gakuen University, Sapporo, Ed Schaefer: Ochanomizu University TEVAL and FLP SIG panel discussion: <i>The role of assessment and feedback</i></p> <p>Classroom assessment has typically played two roles: 1) ranking performance, generally to acknowledge or reward students who have done superior work; and, 2) providing feedback to stakeholders on the degree to which learning objectives have been achieved. This joint presentation by members of the Testing and Evaluation SIG and the Framework and Language Portfolio SIG will explore how different ap-proaches to assessment view and achieve the latter aim. The format will consist of two short presenta-tions and a round-table discussion using focus questions. This will lead to an open discussion on how as-sessment can incorporate meaningful feedback.</p>
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09:00–10:00 Philip Shigeo Brown: Konan Women's University
[CT] *Academic cultural literacy*

Based on the assumption that language is rarely if ever completely neutral, critical discourse analysis (CDA) examines the relationships between language, power, and ideology (Fairclough, 1989). More often used as a linguistic tool, CDA has been criticised for its complexity and lack of clear methodology suitable for classroom practice, especially in English language teaching. This workshop therefore introduces a critical questioning framework for text analysis, developed to inform materials design and pedagogy, helping to raise both learners’ and teachers’ critical awareness of discourse and promote critical thinking skills. Lesson materials will also be shared and healthy discussion invited.

11:15–12:15 Kristjan Bondesson: Kanda University of International Studies
[CT] *A critical questioning framework for text analysis: Bridging theory and practice*

Academic cultural literacy refers to an awareness of the values and beliefs that reproduce academic practices. Not unlike the meaning-making practices of other cultures, academic English discourse stems from the histories of select institutions that have developed their language ideologies in relation to wider events. Seen in this light, learners can benefit from understanding the cultural implications of developing their academic literacy in English. This presentation will feature a history of academic English discourse and a number of consciousness-raising activities that situate academic English skills in particular social contexts.

12:15–13:15 Ted O'Neill: JALT Publications Board Chair
[ALL] *SIG Publications Community Roundtable*

JALT SIG publications involve a diverse range of writing, editing and publishing where each SIG freely decides its publishing policies. Different editorial teams face many similar challenges in attracting writers, developing writing, and making the writing-publishing activities of the SIG inclusive and sustainable. This workshop is for SIG publications editors/editorial teams to discuss writing for, editing, and developing SIG publications. Please bring samples of your publications to exchange, together with a handout (paper and electronic) listing important information about: your SIG publication(s), writing successes your SIG has had, any challenges it faces, and plans for the future. We will discuss.

13:15–13:45 Thomas Mach: Konan University
[CT] *Voices of caution along the road of shifting literacy*

Breakthroughs in literacy-supporting technology, such as the current shift to digital, entail cognitive realignment. Naturally, we tend to focus on new possibilities afforded, while society's gradual abandonment of skills associated with the previous medium garners less attention. Socrates in ancient Greece offered specific warnings about the invention of writing his generation confronted, and the presenter will use those warnings to situate similar cautions being raised today about our shift to digital. Then, after reviewing which cognitive habits tend to be promoted or discouraged by the digital medium, suggestions regarding what this realignment implies for our L2 classrooms will be offered.

13:45–14:45 Richard John Walker: Meiji Gakuin University, Neil Addison: Meiji Gakuin University
[CT] *Increasing opportunities for critical perception of content through a blended learning approach in a media English course*

This presentation outlines ongoing research undertaken on a Media English course taught at two universities in Japan. Discussion on our choice of CBI/CLIL will be followed by a description of our present pedagogical ambitions, which acknowledge the schematic problems our students face when approaching critical thinking. We outline the construction and employment of materials that compliment the teaching of our CBI course; one example of these incorporates a blended learning approach to improve both the comprehension of content and the acquisition of specific vocabulary. The effectiveness of the course is assessed with reference to statistics taken from a recent student questionnaire.

09:30–010:00 Yukie Saito: Dokkyo University

[LD] *Communicative competence for listening comprehension*

For Japanese EFL students, listening is a hurdle they have to overcome in acquiring English. Although the importance of acquiring communicative competence has been mainly emphasized in terms of the instruction of speaking, it also applies to the instruction of listening. In Japan, recently teaching listening has been recognized as one of the major components in English education. However, it seems that we lack clear guidelines about how to teach listening skills. The presenter will explore how effective communicative competence theory can be used to inform teaching practices that help Japanese EFL students improve their listening comprehension skills.

11:15–12:15 Bruce Lander : Kurume University, Fukuoka & Bob Ashcroft: Tokai University, Kanagawa

[THT] *Speaking out in the classroom: Our top ten list of activities that work in a speaking class*

English ability is synonymous with advancement for the majority of modern day university graduates in Japan. More specifically, a well-developed oral fluency is particularly necessary and has a palpable impact on an individual's career prospects. It is therefore important for EFL teachers to devote sufficient effort towards fostering oral interaction in their classrooms. This workshop includes practical and interactive demonstrations of tried and tested communicative activities which teachers can implement immediately in their classes. The presenters will offer detailed advice on how to get students talking in English with ten activities that work in a large range of learner spectrums.

13:15–14:15 Mari Nakamura: English Square (Kanazawa)

[TC] *Empowering young readers with the brain in mind*

Promoting young learners' reading skills is one of the biggest challenges among EFL teachers of young learners. Will there be any ways to accelerate their literacy development when we see them only once a week? What does current research in brain science inform us about effective approaches in literacy education? In this practical session, the presenter will demonstrate some fun, dynamic and brain-friendly literacy activities using illustrated stories and graded readers. If you are eager to learn how to nurture children's love of literature while actually developing their skills, this is the session that you do not want to miss.

14:15–14:45 Bernadette Luyckx: Tokyo Jogakkan Middle and High School & Crystal Brunelli: Tokyo Jogakkan Middle and High School

[JSHS] *Teaching Shakespeare in middle school: Building emotional literacy*

One key to language learning is cultural literacy, and in English that is Shakespeare. At Tokyo Jogakkan, we have taught Romeo and Juliet to 9th graders of mixed ability levels for the past five years. What makes this possible is emotional literacy. First, the focus is less on decoding the language of Shakespeare and more on reading and responding to the emotional messages. Second, by performing the play as a class, students apply cooperative skills and teamwork that stay with them. In this presentation we will offer an overview of our lesson plans with sample activities.

09:30–10:00 Thomas H. Goetz: Hokusei Gakuen University

[PALE] *Testing placement tests*

Placement tests provide a positive message to colleagues, students, and their parents that a careful, systematic and purposeful approach to assigning students to appropriate levels is, in fact, de rigueur. Alternatively, program administrators must deal with budgetary concerns and test reliability issues. Two tests (the CASEC and the World Link Placement A) will be considered. One is free, the other available by subscription. Both tests are designed to sort students by proficiency, and correlations will be explored to check for associations. It is hoped this analysis will benefit program administrators who face shrinking budgets while desiring to deliver excellence.

11:15–12:15 Martin Pauly: Tsukuba University of Technology

[PALE] *Being hired at national university corporations*

Hiring of faculty is carried out in different ways throughout the country at national university corporations (formerly national universities). And this varies even within individual institutions. The presenter will focus on two such institutions, relating his experience as a part-timer at one and a Gaikokujin Kyouin at another. As his field of view is quite narrow (i.e., zero experience in private institutions) the presenter will offer the workshop section as a time for participants to compare and contrast points of the talk with their own experience.

K210

11:15–11:45 Reiko Yoshihara: Nihon University

[GALE] *What is feminist pedagogy?*

In this presentation, I explore the theory and practice of feminist pedagogy. I first define what feminist pedagogy is and describe the evolution of feminist pedagogy. Next, I describe the uniqueness, characteristics and methods of feminist pedagogy in education. I also discuss limitations and criticism of feminist pedagogy from inside and outside of feminism. Then, I explore empirical studies about feminist teaching in the TESOL field.

11:45–12:15 Kristie Collins: University of Tsukuba

[GALE] *Strong, spirited, and single: Re-reading femininity in Anne of Green Gables*

Lucy Maud Montgomery's classic novel, *Anne of Green Gables*, has captured the hearts and imaginations of Japanese readers for over half a century, and its appeal endures to this day. As a Prince Edward Islander—the real-life setting of *Anne of Green Gables*' fictional world—I am proud to share this novel with students in my Canadian Studies and Literature courses. Furthermore, as a gender scholar, I propose that the text offers us a useful framework from which we can explore non-traditional configurations of family, and transgressive representations of femininity in the characters of Anne, Marilla, Josephine, and Miss Stacy.

13:15–14:45 Fiona Creaser: Kitakyushu City University, Salem K. Hicks: Ritsumeikan University, Blake E. Hayes: Ritsumeikan University, & Gerry Yokota (moderator): Osaka University

[GALE] *Japanese academia: Paving the way for equality*

Women in Japan like anywhere else in the world come in all shapes and sizes, they colour our lives with their expertise and enrich us all with their talents. In spite of this, women in Japan are still under-represented in academia and those women who have broken through the “pearly gates” of tenure are very often seen as mere tokens—proof that equality in the ivory tower does exist. The presenters in this panel hope to address a number of problems that women in academia in Japan are faced with. Subjects in this panel include the invisibility of foreign women in the English teaching profession, obtrusive recruitment practices, and stereotyped images of women in academia.

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Akiko Mereu	akikocm@yahoo.com	PRAG	K204: Sun, 13:15-14:45
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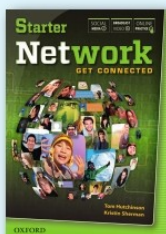
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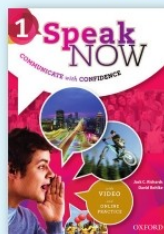
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