JALT PanSIG2013

From Many, One: Collaboration, Cooperation, and Community

Nanzan University
Nagoya Campus
May 18-19, 2013

Maps of Building R

First Floor

VIP	VIP	Student Interns	

Flatten Hall: Plenary Addresses

Elevators

Second (Ground) Floor

Elevators to R61-63

Copy Machine

Stairs

Registration Tables

Elevators

Third Floor

R31	R32	R33

Elevators to R61-63

Poster Sessions Lounge

Elevators

R34	R35

Fourth Floor

R41	R42	R43	R44	R45

Elevators to R61-63

R49

Elevators

R46 AM s	R47	R48

Sixth Floor

R61	R62	R63

Elevators
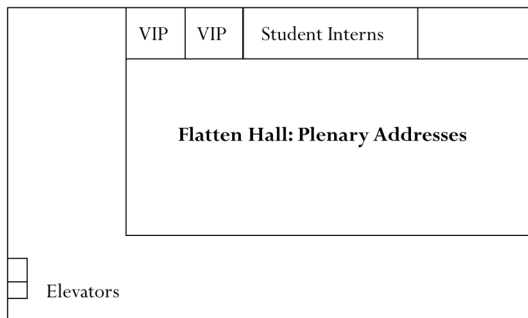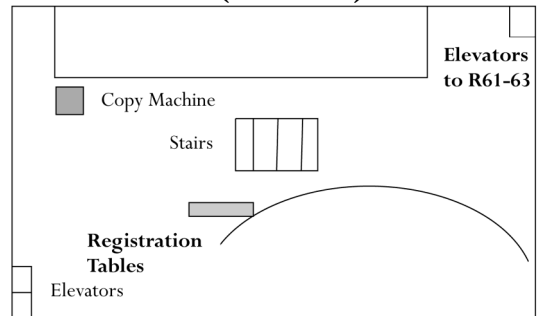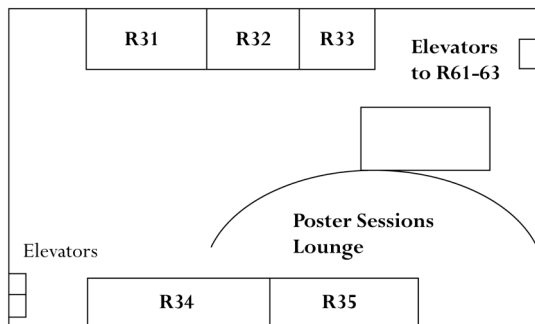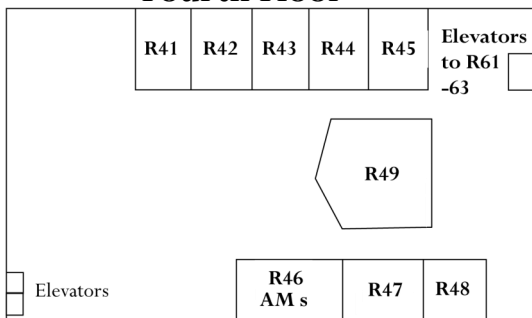
**ROOMS IN USE BY EXTENSION COLLEGE
PLEASE DO NOT ENTER**
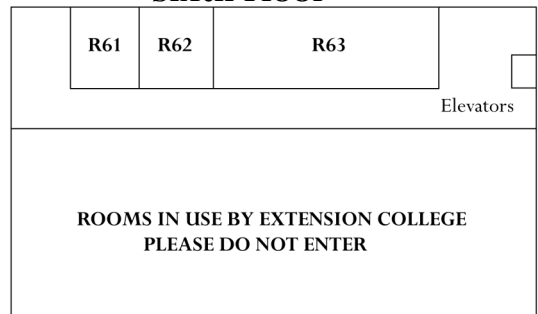
Classrooms on the **fifth floor** are being used by the Extension College. Please do not use the **fifth floor** and be careful not to disturb classes on the sixth floor. Do not vis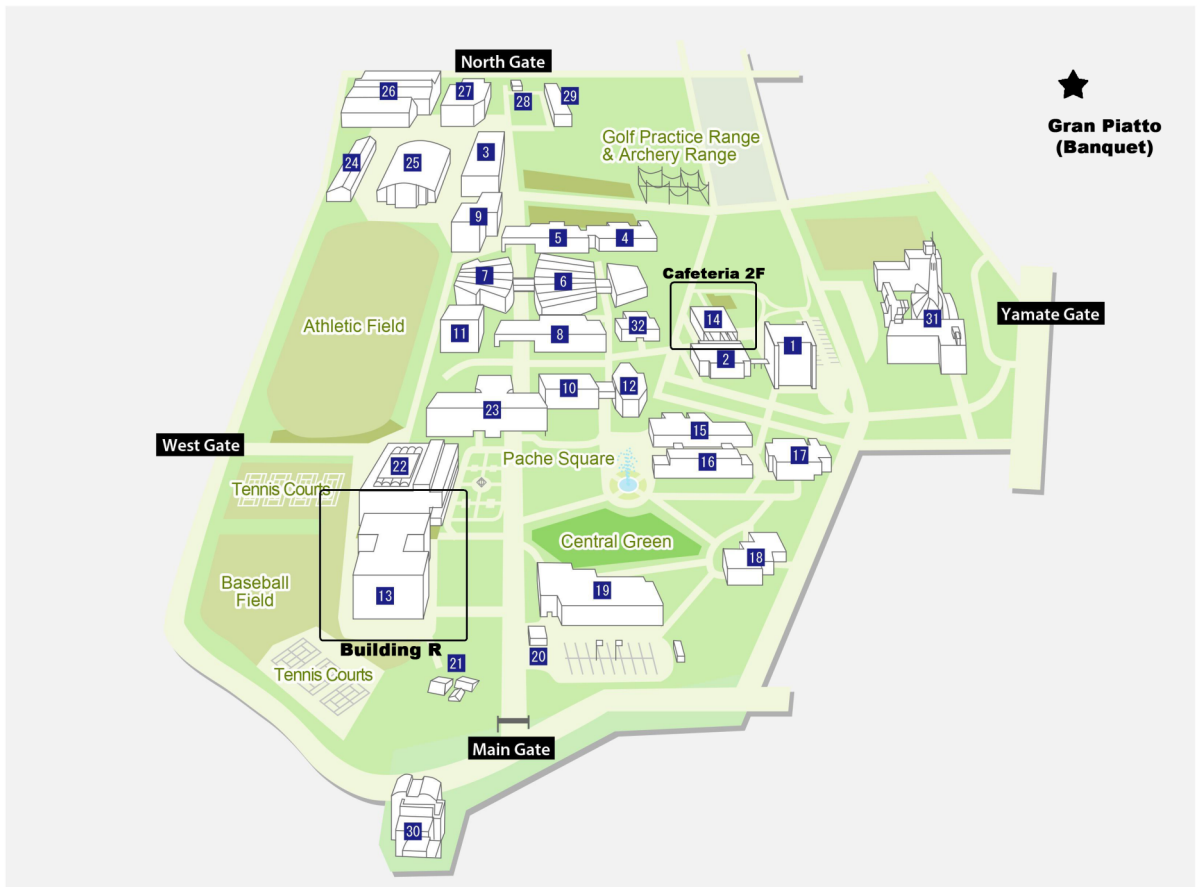it the **seventh floor**. Teachers' offices are located there. Also, Do not go to the first floor Saturday morning and early afternoon. A graduation ceremony is being held there. Your cooperation is greatly appreciated.

Campus Map

North Gate

26 27 28 29

24 25 3

Golf Practice Range & Archery Range

★
Gran Piatto (Banquet)

9

5 4

Athletic Field

7 6

Cafeteria 2F

11 32 8 14
2 1

Yamate Gate

31

10 12 23

15

16 17

West Gate

22 **Pache Square**

Tennis Courts

Central Green

18

Baseball Field

13

19

Building R

Tennis Courts 21 20

Main Gate

30

Classroom Buildings

1 Building A	4 Building E	9 Building J : Computer Center	12 Building M
· Nanzan School of Law	5 Building F	· Center for Management Studies	13 Building R
2 Building B	6 Building G	10 Building K	· Flatten Hall
3 Building D	7 Building G30	11 Building L	· Center for International Education
· Center for the Study of Human Relations	8 Building H	· Center for Linguistics	· Nanzan English Education Center
· Center for Teacher Education		· Center for Audio-Visual Education	· World Plaza
· Health Center		· Nanzan Extension College Office	· Japan Plaza
· Student Counseling Services			· Museum of Anthropology
			(under renovation work reopen in October, 2013)

Other Facilities

14 Building C	17 Nanzan Institute for Religion and Culture / Anthropological Institute	21 Teahouse	27 Copain : Students Hall
· Student Affairs Office	18 Alumni Association Center / Dining Hall	22 University Library	· Seminar Center
· Academic Affairs Office		23 Faculty Building 1	· Dining Hall
· Dining Hall	19 Main Administration Building	24 Clubhouses	· Book Store
15 Building N	· Admissions Office	25 Gymnasium	· Convenience Store
· Institute for Social Ethics	· General Affairs Office	26 Physical Education Center	28 North Gate Information and Reception
· Center for Area Studies	· Education and Research Support Office	· Indoor Pool	29 Clubhouses 2
16 Faculty Building 2	20 General Information and Reception	· Dining Hall	30 Nagoya Koryu Kaikan
· Career Support Office			

SVD Facilities

31 Divine Word Seminary	32 Logos Center

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Acknowledgments

Message from the Conference Chair
David Kluge

Welcome to PanSIG2013! All of us on the conference committee are excited to welcome you to this new building at Nanzan University. The university has done many things to make conference goers feel at home, and we appreciate its efforts.

The theme of the conference is "From Many, One: Collaboration, Co-operation, and Community." The theme emphasizes both the variety of the 26 sponsoring SIGs in their research interests, and the shared goal of improving language teaching. This variety and common goal make the SIGs a vibrant part of the community of JALT, as showcased in this conference..

Cooperation and Collaboration are also parts of the theme of the conference. One new feature of the conference is SIGs have formed SIG Partnerships with one or two SIGs. These SIG Partners cooperated in creating a program hosted in their shared room. In essence, the conference is like a town made up of neighborhoods created through the collaboration of the SIGs in their partnerships.

I hope that the power of this metaphor of the shared neighborhood spaces melding different research interests can help further our understanding of this field we all work in.

Enjoy this two-day stroll through the community that is JALT SIGs.

David Kluge

Nanzan Junior College, Nanzan University

Featured Presentation

Saturday, 10:30 – 11:30 R49 Loran Edwards, Theron Muller, Paul Beaufait
JALT Peer Support Group
Writing for academic publication: Participation and collaboration

There is increasing interest in writing for academic publication and pressure for language teachers to publish in Japan. Yet taking the perspective that writing for academic publication presents an opportunity for collaboration, cooperation, and community building can help to reduce the stress of trying to get your work published. This workshop will first share the experiences of three JALT Peer Support Group members in supporting writers to publish their work. We will then give the audience a chance to network regarding their own writing projects and to pose questions about the publication process.

Saturday, May 18
3:35 – 4:45 Flatten Hall
Judith Hanks (School of Education, University of Leeds)
Exploring practitioner perspectives on collaboration, co-operation and community in the language classroom

Abstract: Exploratory Practice (EP) is a growing movement in language education which seeks to overcome the divides frequently noted between practitioners and academics. Based on a framework of principles for integrating research, learning and teaching, EP prioritizes work for understanding over problem-solving and advocates the notion of teachers and learners working co-operatively for mutual development (Allwright & Hanks, 2009). But what does this mean in practice? In this paper I discuss the potential for collaborative teaching, learning and research that EP offers. I argue that EP harnesses this potential, leading to greater motivation for learners and teachers alike and enhancing quality of life for those in the language classroom.

I present here a case study considering the views of learners and teachers as they went about implementing EP in their teaching and learning lives. As they worked together to investigate their puzzles, a new sense of respect emerged: the learners enjoyed the opportunity to collaborate with other learners and with their teachers, while the teachers gained an understanding of the issues their learners grappled with. From the many different perspectives of the individuals in the classrooms, an atmosphere of harmony developed with heightened motivation for all.

Allwright, D., & Hanks, J. (2009). *The Developing Language Learner: An Introduction to Exploratory Practice*. Basingstoke: Palgrave Macmillan.

Bio: Judith Hanks started teaching English as a foreign language (EFL) in 1987 and has worked in Italy (Perugia, Naples, Bergamo), Singapore, and the UK (London, Lancaster and Leeds). In 2001 she joined the University of Leeds, working for 11 years in the Language Centre teaching English for Academic Purposes, and has recently moved to the School of Education. Her research interests lie in the areas of practitioner research, and teacher/learner development, and she is particularly interested in working with learners and teachers to explore their practices in language learning and teaching. She is active in the Exploratory Practice group, and is co-author of *The Developing Language Learner: An Introduction to Exploratory Practice* (Allwright & Hanks, 2009). Judith has presented on her research in Thailand, China, Japan, Portugal and the United States, as well as at home in the UK.

Sunday, May 19
10:45 – 11:45 Flatten Hall
Robert Croker (Professor, Faculty of Policy Studies, Nanzan University)
Ten Rules for Doing Effective Research

Abstract: Doing research can be daunting, particularly if you do not have a lot of experience or if it has been a long time since you have taken a research methods class. It can also be time consuming and very frustrating. Unfortunately there is no universal 'research road map' that shows you exactly how to get from start to finish. Research is not a set of mechanical steps, but rather a series of decisions guided by research principles and common sense. In this plenary, I present ten rules to help you do more effective research, considering your approach, design, methods and findings.

Bio: Robert Croker's main research interest is in the process of research, particularly qualitative and action research methods. He co-edited *Qualitative Research in Applied Linguistics: A Practical Introduction* (2009) and is presently co-authoring *Action Research: Improving Language Teaching Practice* (2014). He really enjoys being in the classroom, and teaches a range of language and research methods classes at the undergraduate and graduate school level. He also enjoys leading research workshops, and has run workshops in Japan, Malaysia, Laos, Thailand, Hong Kong, Turkey, Slovenia, and Denmark. Robert is presently a professor in the Faculty of Policy Studies at Nanzan University.

Final Panel Discussion
Sunday 3:35 – 4:45, Flatten Hall

For the final session of PanSIG2013 we will have a discussion between the plenary speakers Robert Croker and Judith Hanks, JALT President Kevin Cleary, and the audience. Building on the theme of the conference, "From Many, One: Cooperation, Collaboration, and Community," Robert Croker will share his thoughts on both the 'how' and 'what' of qualitative research; Judith Hanks will discuss the 'who' and 'why' of practitioner research, looking at issues of learners and teachers working together, using Exploratory Practice to examine aspects of their language learning and teaching lives; and Kevin Cleary will tell us 'where' and 'when', illustrating how JALT members strengthen their communities via collaboration and cooperation. Following these short talks, members of the audience will be encouraged to ask questions and engage in discussion with the panelists.

Important Information

Lunch: C–Cafe in the C Building, Second Floor

One of the university cafeterias has agreed to open on Saturday and Sunday for lunch from 11:00~14:00. It has a small menu of rice bowls, curry rice, and pasta, with a few vegetarian selections. Please patronize them as this is a special arrangement for this conference. NOTE: On Saturday afternoon there will be a party for a different group of people on the first floor of C Building.

Internet Access

We regret that there is no Internet access at the conference.

Technical Assistance

For simple technical assistance, please ask the student interns who have had an orientation on the basics. They will ask the Technical Assistant team if there are more difficult or complex problems.

Smoking Area

There is no smoking on the campus except for two designated smoking areas. The one area closest to the conference is at the corner of the R building. Go out the side exit by the double elevators, turn left down the path to the corner of the R building where you will find stools and standing ashtrays.

Banquet Information

We will be holding a banquet on Saturday night from 7pm to 9pm at Gran Piatto Italian restaurant, which is located less than a kilometer (about 10-15 minute walk) from Nanzan University on Yamate Green Road (the same wide road as the Yagoto Nisseki and Nagoya University subway stations). Once you exit the Main Gate turn left and walk to Yamate Green Road. Turn left on Yamate Green Road. Gran Piatto is located on the opposite side of the street from Nanzan University and is before Nagoya University. A map (in Japanese) is accessible via the QR code.

The PanSIG2013 Committee

Conference Chair: David Kluge (SDD)
    Assistant Conference Chair: Hugh Nicoll (LD)
Conference Handbook: Mathew Porter (LD)
    Assistant Conference Handbook: Mary Nobuoka (BILING)
Conference Treasurer: Mark Donnellan (TBL)
    Assistant Treasurer #1: Aleda Kraus (TC)
    Assistant Treasurer #2: Jason White (SDD)
    Assistant Treasurer #3: Raymond Stubbe (VOCAB)
Exhibitors Chair: Andy Boon (ER)
    Assistant Exhibitors Chair: Matthew Nisselius (BE)
Feedback Chair: Michael Ellis (TED)
    Assistant Feedback Chair: Ian Hurrell (LD)
Feedback Analysis: Jim Sick (TEVAL)
Japanese Language Editor: Megumi Kawate-Miersejowska (JSL)
    Assistant Japanese Language Editor: Tamayo Hattori (JSL)
Mailing List: Robert Chartrand (CALL)
    Assistant Mailing List: Nathaniel French (MW)
Panel Coordinator: Ryan Richardson (CUE)
    Assistant Panel Coordinator: David Gann (CT)
Plenary Chair: Darren Elliott (CALL/LD)
Program Chair: Mark Brierley (ER)
    Assistant Program Chair: Adam Murray (CALL)
Proceedings Editor: Robert Chatrand (CALL)
    Assistant Editors: Gavin Brooks (LiLT), Mathew Porter (LD)
Publicity National: Rudolf Reinelt (OLE)
    Assistant Publicity National: Paul Nanton (JSHS)
Photography: Jim George (CALL)
Registration Chair: Rory Rosszell (ER)
Site Chair: Darren Elliott (CALL/LD)
Co-Site Chair: Fumiko Murase (LD)
Social Coordinator: Morten Hunke (FLP)
    Assistant Social Coordinator: Diane Nagatomo (GALE)
Student Intern Coordinator: Umidahon Ashurova (CUE)
    Assistant Student Intern Coordinator: Joseph Dias (LLL)
Submissions: Andy Barfield (LD)
    Assistant Submissions: Joe Tomei (THT)
Technical Director: Thomas Bieri (ER)
Website Coordinator: Robert Chartrand (CALL)
    Assistant Website Coordinator: Nathaniel French (MW)

Sponsoring Associate Members

This year's PanSIG would not have been possible without the generosity of our sponsoring associate members (AMs). Please visit their booths in Building R 46 and in the fourth floor corridors. Associate Member representatives will also be making the following presentations on Saturday and Sunday.

ABAX ELT Publishing
SAT 3:10 − 3:35 R49 *Push and pull and bottom-up creation and more…*
Hugh Graham-Marr

BTB Press
SUN 1:05 − 1:30 31 *Reverse engineering as a language learning strategy*
David Barker

Cambridge University Press

Cengage Learning
SAT 4:55 − 5:20 R45 *Extending your reach with Moodle materials*
David White

englishbooks.jp
SUN 2:15 − 2:40 R61 *Discover the News*
Andrew Boon

Japan Cambridge English Exam Centre
SAT 5:30 − 5:55 R48 *Cambridge YLE Test - One school's success story*
Lesley Ito

SUN 10:10 − 10:35 61 *Cambridge TKT: A logical first step in professional TESL accreditation*
Matthew Reynolds

Macmillan LanguageHouse
SAT 3:10 − 3 :35 R45 *Want to implement blended learning, but don't have any budget?*
Darren Halliday

SAT 6:05 − 6:30 R62 *Add a little culture to your classroom!*
Riaz Donaldson

McGraw-Hill Education
SAT 3:10 − 3:35 R42 *Teach your own adventure*
Marcos Benevides

SAT 4:55 − 5:20 R42 *Facilitating reading Acquisition*
Brenda Bushell

Nellie's English Books
SAT 2:00 − 2:25 R48 *Developing high school students' strategic competence in an authentic communicative situation*
Jo Ando

SIGs? PanSIG?

Every organization has its own jargon and JALT is no exception. Two examples, SIG and PanSIG, will be used throughout this weekend, and if they are completely incomprehensible, or only partially so, then read on!

What is a SIG?

SIG is an acronym for Special Interest Group (分野別研究部会). JALT is divided into two parallel sets of groups: chapters and SIGs. Chapters are arranged geographically and each JALT member chooses a chapter, usually the closest one. SIGs are national groups, with each SIG having members from all over Japan and overseas, and are based on language teaching/learning interests. According to the official mission statement found on the JALT website, JALT SIGs are . . .

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

There are 27 SIGs. (For a full list, see the official JALT page for SIGs <http://jalt.org/main/groups>. This list also includes contact information for each SIG and links to the SIG's website.)

Why join a SIG?

Each SIG provides information on worldwide practice regarding the theme of the SIG, gives a view of practice in Japan on the theme of the SIG, provides professional development in the conferences and events it sponsors and through the publications it distributes to members, and provides professional opportunities such as presenting at the conferences/events and publishing in the SIG's publications. A JALT member can join as many SIGs as he or she wants. The fee for membership in each SIG is 1,500yen. To join a SIG, please see the JALT SIG website described above, or visit the table of the SIG or SIGs you are interested in. (A SIG's table can be found in the hall outside the SIG's room.) You can also join at the conference Registration Table.

What is PanSIG?

PanSIG is an annual conference sponsored and organized by many of JALT's SIGs. It is meant to be a smaller, more intimate conference than the international JALT conference, and is place where SIG members can network with each other and with other SIG members. It is usually scheduled in the first half of the year and the international conference is usually held in October or November. This is the twelfth PanSIG. (For descriptions and proceedings from some of the previous PanSIGs, go visit http://pansg.org and click on the Previous Conferences link. This year 26 of the 27 SIGs are participating.

Which SIGs are participating in PanSIG2013?

Here is a list and a short description of the SIGs that are sponsoring this year's PanSIG conference together with the name of their liaison who reviewed submissions and contributed to the development of the program around SIG partnerships:

Bilingualism SIG (BILING) (Ron Murphy)

BIL SIG provides support to families who are bringing up children in two or more languages in Japanese contexts. Our newsletter, *Bilingual Japan*, includes practical information about bilingual parenting, as well as academic and theoretical issues. We also promote research and publish an annual journal and monograph.

Business English SIG (BE) (Matthew Nisselius)

The forming BE SIG is intended to develop the discipline of teaching English conducive to participation in the world business community. We wish to provide instructors in this field with a means of collaboration and sharing best teaching practices.

BE SIGは、世界のビジネス界に通用する英語教育の発展を目的に持ち、結成されました。連携体制を組み、最善の教育方法を共有することにより、英語教育に携わるインストラクターの皆様のお手伝いを致します。

College and University Educators SIG (CUE) (Richard Miller)

CUE's goal is to provide a forum for the presentation and discussion of educational activities, ideas and research of broad interest to college and university educators in Japan. If you are involved in tertiary education and are committed to professional development, you are CUE too.

Computer Assisted Language Learning SIG (CALL) (Douglas Jarrell)

The CALL SIG serves the interests of language teaching professionals who are interested in bringing together knowledge and skills of technology and language learning. CALL practitioners work in a variety of educational settings: private language schools, elementary and secondary schools as well as colleges and universities.

Critical Thinking SIG (CT) (David Gann)

The CT SIG was established for the purpose of providing a clear but ever-reforming definition of critical thinking; to provide a forum for the discussion of critical thinking and praxis; to provide research opportunities to language educators interested in promoting critical thinking; and to provide an area where language teachers can enjoy friendly, professional and engaging examination of the rationale, validity and, furthermore, the critical importance of its instruction in various environments.

Extensive Reading SIG (ER) (Richard Lemmer)

The ER SIG exists to help promote Extensive Reading (ER) in Japan. Through our website, our newsletter, the ERJ Journal, and presentations throughout Japan we aim to help teachers set up and make the most of their ER programmes.

Framework and Language Portfolio SIG (FLP) (Morton Hunke)

FLP SIG wants to discuss the Common European Framework of Reference (CEFR) and European Language Portfolio (ELP), and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools. This is currently practically pursued in a Kaken Project. Also, the bilingual Language Portfolio aimed at Japanese universities is available on the SIG moodle.

Gender Awareness in Language Education SIG (GALE) (Sandra Healy)

The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (spring, summer, and fall issues) on topics, both theoretical and practical, related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry -- basically anything related to gender and language teaching is welcomed.

Global Issues in Language Education SIG (GILE) (Jane Nakagawa)

GILE aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing from fields such as global education, peace education, environmental education, and human rights education. GILE SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO.

Japanese as a Second Language SIG (JSL) (Megumi Kawate-Mierzejewska)

日本語教育研究部会　（JSL SIG）の役割は、第二言語としての日本語指導、日本語学習、日本語教育研究の向上を目指し、指導、学習、研究のための資料や情報を与えることです。日本語の指導者、学習者、研究者の皆様加入大歓迎です。発表の援助をし、ニュースレターと論文集を発行するので論文・記事の寄稿を歓迎します。

The mission of the JSL SIG is to serve as a resource for promoting JSL teaching, learning and research. We welcome JSL teachers, learners, and researchers to join and take an active role in our SIG. We sponsor presentations, and publish a newsletter and a journal.

Junior and Senior High School SIG (JSHS) (Paul Nanton)

The JSHS was created nearly 20 years ago to represent those members of JALT involved with, or simply interested in, junior or senior high school English teaching. The group produces three publications a year, issues monthly bulletins, runs a website, organizes teacher development workshops, sponsors and sends presenters to local conferences and runs the Forum and a table at the JALT National Conference every year.

Learner Development SIG (LD) (Jim Ronald)

The LD SIG is a lively energetic group sharing an interest in ways to promote learner (and teacher!) development and autonomy.

私たちは、多様な教育現場(大学以外)でご活躍の皆さんの参加を歓迎しています。　小学校、中学校、高校、通信教育、大学院、語学学校での指導や、英語以外の言語を教えている教師の皆様、どうぞご参加ください。

Lifelong Language Learning SIG (LLL) (Joseph Dias)

We offer a bright future to our aging society. The energy of older learners who wish to lead active lives is flowing all over Japan. LLL is willing to help these older learners enrich their lives through language learning. LLL also provides resources and information for teachers who teach English to older learners by holding events and publishing online newsletters.

Literature in Language Teaching SIG (LiLT) (Simon Bibby)

LiLT started up to encourage and promote the use of literature in the language classroom. Literature provides real content to engage and to motivate our EFL students.

Materials Writers SIG (MW) (Nate French)

The MW SIG was established to help members turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

Other Language Educators SIG (OLE) (Rudolf Reinelt)

The OLE SIG was founded in 1996 in order to serve the special needs of learners and teachers of a wide variety of languages (German, French, Chinese, Korean, Spanish, Russian etc.). OLE can also be considered part of peace education as languages are also thought to be instrumental in developing cultural empathy, opening up our minds to other concepts and ideas, and enabling us to reflect on our own.

Pragmatics SIG (PRAG) (Donna Fujimoto)

The Pragmatics SIG welcomes members who are interested in both research and practical teaching issues related to "how people do things with words." The group's newsletter, *Pragmatic Matters*, is published electronically three times a year. Our *Pragmatics Resources* series offers practical and theoretical papers on language in use. If you do anything with language, you are using pragmatics!

Professionalism, Administration and Leadership in Education SIG (PALE) (Tom Goetz)

PALE's mission starts from the recognition that language education does not take place in isolation from society and other fields of education. Issues of concern include curriculum design, implementation and maintenance, professional ethics, professional development and evaluation, administrative methodology, leadership dynamics, comparative education, sociological trends in education, employment problems, legal issues, and the demands that societies place on educators. PALE seeks to appraise teachers of research and trends in these issues by organizing conference presentations.

School Owners SIG (SO) (Matthew Reynolds)

Language School owners have always played a significant role in JALT both at national & local levels. The SIG functions as a private online forum (http://forum.schoolowners.net) where owners can share ideas, experiences & solutions to the academic and commercial challenges they face which cannot be addressed through other SIGs such as: recruitment & training; taxes, accounting, banking and bookkeeping; marketing & advertising; and partnerships & trade between owners.

Speech, Drama, & Debate SIG (SDD) (Aya Kawakami)

The mission of the SD&D SIG is to provide a forum for teachers and academics to discuss, research, and implement oral interpretation, speech, debate, and drama in language education. The main activities are creation of newsletters, two journals, and sponsoring a Speech, Drama, and Debate conference. Future activities may be sponsoring and supporting local and regional speech, drama, and debate contests or festivals.

Task Based Learning SIG (TBL) (Mark Donnella)

The TBL SIG is aimed at teachers who currently use, or are interested in using, task-based approaches in the classroom. TBL SIG focuses in particular on issues related to Task-Based Language teaching and learning in the Asian EFL context, where TBLT has yet to enter the mainstream of language pedagogy. We hope that the SIG will serve as a useful forum for the exchange of practical teaching ideas, theoretical discussion, and academic studies of TBLT issues.

Teacher Education and Development SIG (TED) (Mike Ellis)

The TED SIG is a network for those who want to help themselves and others become better teachers. Our activities include retreats, mini-conferences, social and networking events, and forums & presentations. TED`s comprehensive newsletter, *Explorations in Teacher Education*, welcomes stimulating articles!

Teachers Helping Teachers SIG (THT) (Joe Tomei)

THT is a grassroots organization founded by members of the Himeji City Chapter of JALT in 2004. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training workshops in Bangladesh, Kyrgyzstan, Laos, and Vietnam that exhibit practical, student and teacher-friendly approaches to language education that are informed by current research in the field.

Teaching Children SIG (TC) (Brian Gaynor)

The TC SIG is for teachers of children of all ages. We publish a bilingual newsletter four times a year with columns by many of the leading teachers in the field. We are always looking for new ideas and new people to keep the SIG dynamic. With our bilingual newsletter, *Teachers Learning with Children*, we particularly want to appeal to Japanese teachers and teachers who team teach.

Testing and Evaluation SIG (TEVAL) (Ed Schaefer)

TEVAL SIG aims to provide avenues for research, information, and discussion related to foreign language testing and evaluation both from within JALT membership and with other professional organizations which have common interests and goals.

Vocabulary SIG (VOCAB) (Jeff Stewart)

The VOCAB SIG aims to provide a forum for focused research and discussion in specific regard to vocabulary acquisition. We aim to offer both teachers and researchers a place to connect regarding how learners improve vocabulary knowledge, how to test their knowledge, and how these theoretical aspects will connect to classroom practice. The VOCAB SIG aims to be a driving force for both current and future research in the field of how vocabulary can be taught, learned, and tested in an increasingly global context.

SIG Partnerships and PanSIG Forums.

Unique to the PanSIG conference this year are SIG partnerships. Partnered SIGs will be co-hosting forums examining issues relevant to those spaces where their interests intersect. Please help make these forums a success be attending the sessions below.

Sat 11:40 – 1:15 [CT LiLT SDD Forum]
Creativity, critical thinking and language learning

Sat 1:25 – 3:00 R31 [LD GILE PRAG Forum]
The world, the language learner, and relationships

Sat 4:55 – 6:30 [OLE LLL JSL Forum]
Learning languages at all stages and ages

Sat 4:55 – 6:30 [CUE GALE PALE Forum]
Issues shaping the professional identities of teachers in Japan

Sun 9:00 – 10:35 R35 [TEVAL VOCAB]
Measuring gains in L2 lexical competence

Sun 11:55 – 1:30 R47 [FLP MW TBL Forum]
From multiple assessments to assigning a grade

Sun 11:55 – 1:30 R48 [TC BILING JSHS Forum]
Bilingual children in English classes in Japanese schools

Sun 1:40 – 3:15 R33 [CALL, BE, SO Forum]
Cloud computing: Merits and demerits

Sun 1:40 – 3:15 R49 [ER TED THT Forum]
Stories of outreach: Extensive Reading over there

PanSIG2014
Miyazaki Municipal University

Next year's conference is to be held at Miyazaki Municipal University (MMU), Miyazaki City, in southern Kyushu, the weekend of May 10-11. Many details are yet to be worked out, but we look forward to welcoming junior and senior high school teachers as well as JALT SIG folk for a fine post-Golden Week weekend.

We can offer clean air, good food, warm hospitality and generally fine weather as well as a comfortable venue only a short walk, and even shorter taxi ride from Miyazaki Station and downtown hotels and restaurants.

An initial planning meeting for PanSIG2014 will be held during this year's conference. Our goal is to get out in front of the planning process for next year's conference, and make sure that we can contribute to building on the success of this year's conference and pave the way for collaborative and sustainable PanSIG gatherings for years to come.

PanSIG2014 Planning Meeting
Sunday, May 19 12:05 – 13:05
C's Café (Building C)

Hugh Nicoll
PanSIG2014 Conference Chair

For more information, please get in touch with Hugh Nicoll by email at <hnicoll@gmail.com>.

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Saturday Sessions

11:40 – 12:05 Jennie Roloff Rothman (Christian University), Rochelle King (Kanda University of International Studies)
[LD] *Investigating teachers' beliefs about learner autonomy*

The presenters will discuss findings from research investigating teacher beliefs regarding learner autonomy and how their practices affect the teaching of it in classrooms. Although learner autonomy is a goal of the course described, clearly the degree to which it can be effectively fostered in the classroom is influenced by teachers' understanding of learner autonomy and perceptions of students' ability to become autonomous. The presentation will end by making a case for working with localized institutional definitions of autonomy while also giving relevant suggestions for how curriculum managers can better support teachers in promoting learner autonomy.

12:15 – 1:15 Tanja Marie McCandie (Nanzan University)
[LD] *Creating a self access classroom for first year non-English majors*

The concepts of 'self access' and 'learner autonomy' have been gaining recognition within the ELT community as many teachers would like their students to take more control of their language learning and development. This workshop will focus on how to set up a self-access classroom and curriculum for lower level first year non-English majors. Education goals, student needs and language skills and levels will be discussed at length when it comes to activity selection, implementation and design. Activity check lists, classroom monitoring and assessment will also be covered.

1:25 – 3:00 Jim Ronald (Hiroshima Shudo University), Jane Nakagawa (Shizuoka JALT), Ian Hurrell (Rikkyo University), Seth Cervantes (Tomakomai Komazawa University), Rob Olson (Tomakomai Komazawa University), Kevin Mark (Meiji University), Andy Barfield (Chuo University), Eleanor Kelly (Rikkyo University), Marybeth Kamibeppu (Toyo Eiwa University), Erina Ogawa (Toyo University), Louise Haynes (Nagoya City University), Lori Zenuk-Nishide (Kobe City University of Foreign Studies), Donna Tatsuki (Kobe City University of Foreign Studies)
[LD GILE PRAG Forum] *The world, the language learner, and relationships*

This collaborative, interactive forum brings together poster and multi-media displays focused on two main areas: 1. The connections between global issues, learner development, and pragmatics; 2. Understanding helpfulness and support in the arts of language learning and teaching. The forum will begin with simultaneous presentations: language learning and relationships; critical thinking and social justice; language use and identity… In the second half of the forum, participants will be encouraged to share insights and make connections in small-group discussions. The final plenary part of the forum will attempt to draw out common threads and identify possible areas for further exploration.

3:10 – 3:35 Izumi Kanzaka (Soka University), Kaori Matsumoto
[LD] *Enhancing willingness to communicate through metacognitive dialogues*

This paper reports on a study conducted to seek ways to encourage Japanese students to communicate actively in class. Thirty-two university students in an academic English course participated in this study. The course instructor tried to support the students in speaking up in class; the students were also encouraged to see the language learning advisor to discuss their willingness to communicate and ways to improve their performance in class. As a result of collaboration between the course instructor and the counselor, students started to speak more in class. This paper will discuss the roles of instructors and language learning advisor.

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4:55 – 5:20 A. Lucas D'Amico (Kanazawa Institute of Technology)
[PRAG] *Making video shorts with Xtranormal*

Modern animation software provides anyone the opportunity to direct films. 'Xtranormal State' is one such fun, powerful, and inexpensive software that teachers can use to show off their creativity in making animated videos as educational resources. The presenter will share his experiences using Xtranormal State to create material for speaking and listening activities. He will demonstrate the videos' usefulness in providing students with demonstrations of conversations, good contextual support, and experience in understanding both situational pragmatics and more subtle speech acts. Finally, there will be a brief instructional session on how to create your first Xtranormal video.

5:30 – 6:30 Duane Kindt (Nagoya University of Foreign Studies)
[PRAG] *Interactional language and head-held camcorders*

After two years of employing head-held camcorders to explore the language of classroom interaction in a variety of activities, the presenter has built a growing video archive of classroom interactional language, called the Database of English Learner Interaction (DELI). This presentation provides a brief description of head-held camcorders, their introduction to and use with students, and a selection of interactional language from classroom activities including: 1) understanding instructions, 2) pair work, 3) role play, and 4) speaking lab conversations. The presenter concludes with a discussion of further applications, plans for the current academic year, and potential research directions.

Pragmatics Resources Series
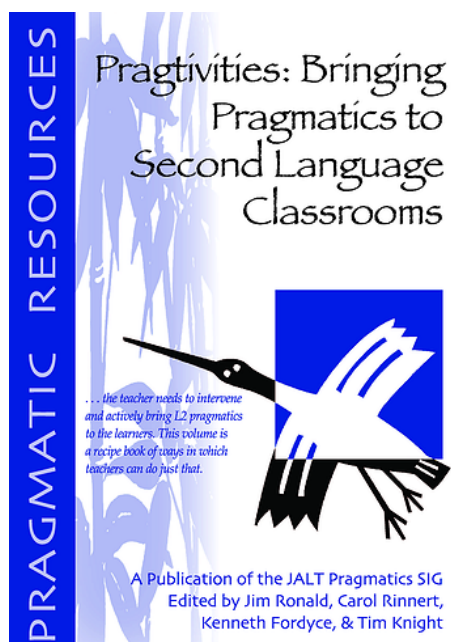**Pragtivities: Bringing Pragmatics to the Classroom**

Edited by Jim Ronald, Carol Rinnert, Kenneth Fordyce and Tim Knight

This book is an extensive collection of 64 pragmatics-based lesson plans and activities for second language classrooms. It aims to make learners think about language-as-action while they practice using language in various sequential and situational contexts.

Many of the activities are designed for EFL or JSL classrooms in Japan, but they are adaptable to other language contexts as well. See the links below for some sample pages.

240 pages, published December 2012
ISBN: 978-4-901352-38-3

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11:40 – 12:05 Raymond Stubbe (Kyushu Sangyo University)
[VOCAB] *Comparing yes-no test correction formulas*

One weakness of the convenient yes-no vocabulary test is that of students claiming knowledge of words they do not truly know. To overcome this, pseudowords were introduced to the format and a number of correction for guessing formulas have been devised. Four such formulas were compared in Huibregtse, Admiraal and Meara (2002). The simplest of these was h - f rate; and the others (in increasing complexity) were: cfg (correction for guessing); Δm; and, Istd. This study will determine which of these correction formulas best adjusts yes-no test scores to predict scores on a subsequently taken translation (L2 to L1) test.

12:15 – 12:40 Bruce Lander (Kurume University)
[VOCAB] *Vocabulary retention with Quizlet*

We all know the importance of vocabulary when learning a foreign language. This short presentation will introduce a unique and modern way of improving vocabulary retention for all levels of student through a free online programme called Quizlet. Quizlet, created in 2005 is a very simple learning tool that encourages students to learn collaboratively and autonomously either online or with a free mobile application using digital flashcards. Users store words in the form of digital word lists, which can be accessed and edited by everyone in class. Quizlet makes vocabulary acquisition a more symbiotic experience for all involved.

12:50 – 1:15 Charles Browne (Meiji Gakuin University), Rob Waring (Notre Dame Seishin University)
[VOCAB] *Text Helper - reading and learning English from the web*

This presentation introduces a free online application called Text Helper. Users simply set their English level and first language and then copy and paste any text they wish to study into a text panel and begin learning. The system highlights all the words likely to be outside the student's level in a second panel, supplying translations in their first language. Users can then study these words using the spaced-repetition flashcard and game environment. Text Helper will soon be available in several major languages

1:25 – 1:50 Huei-Chun Teng (National Taiwan University of Science and Technology – Taiwan, Republic of China)
[TEVAL] *A study of test-taking strategies used by EFL listeners*

The study provides an insight into test-taking strategies for EFL listening tests. 300 freshmen from a university in northern Taiwan were administered a multi-part listening test and immediately after each part, were given five minutes to record their own strategies for test-taking. After the listening test, participants were asked to complete a questionnaire about listening test-taking strategies. As a follow-up, thirty of the participants were interviewed to probe how they perceived their test-taking strategies. Through providing insights into the response behaviors prompted by the listening tasks, we have gained an improved understanding of EFL listener test-taking strategies.

2:00 – 2:25 Ian Douglas Munby (Hokkai Gakuen University)
[TEVAL] *i-lex: A new word association test*

Word association tests (WATs) have been widely used as tools to investigate L2 lexical competence. One particular strand of investigation has focused on learner ability to see or make connections between words in the same way as native speakers do. I shall begin the presentation by highlighting some problems regarding both receptive and productive WATs. I shall then describe how I attempted to overcome these limitations in the design process of a new WAT format: i-lex. Finally, I shall report the results of a study using this new format, and consider the extent to which it fulfilled its promise.

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2:35 – 3:00 James Sick (International Christian University)
[TEVAL] *Group anchoring in many facet Rasch analysis*

This instructional presentation will use real and hypothetical data to demonstrate the concept of linking and judging plans in many-facet Rasch analysis (MFRA). There will first be a broad overview of MFRA and an explanation of how it can be used to adjust scores for confounds such as rater severity and topic difficulty. This will lead to a discussion of linking, judging plans, and how they can go wrong. Finally, there will be a demonstration of how group anchoring can be employed to compensate when logistics or poor planning result in unlinked subsets of raters or topics.

3:10 – 3:35 Myles Michael Patrick Grogan (Momoyama Gakuin University)
[TEVAL] *Testing people: A history of a placement test*

This presentation considers how teacher and administrative perceptions of a university placement test evolved over time. The story follows five years of change for a placement instrument used to sort more than 3,000 students every year. Although a knowledge of testing has been important, it has been the building of a community in the test development process that has been key in the success of the current test. This presentation explores how teachers collaborated (based around Davidson & Lynch, 2002) and identifies what in particular has made the test development community a success.

4:55 – 5:20 U-Teng Ho (University of Macau, Macau S.A.R – China)
[VOCAB] *Teaching collocations in secondary ESL classroom in Asia: frustrations and suggestions*

In Asia, while secondary-school students are always exposed to extensive vocabulary often to be memo-rised as isolated items, they rarely know how to collocate words appropriately. In this regard, continuous demands for students' accuracy in using lexical items in productive tasks (writing or speaking) can only lead to sheer frustration. Michael Lewis's Lexical Approach (1993) and Teaching Collocations (2000) have recently offered some new useful insights to English teachers. To what extent do these new teaching methods fit in the Asian context? My paper attempts to explore and demonstrate some effective ways to develop the awareness of learning collocations.

5:30 – 5:55 Mutahar Al–Murtadha (Kanazawa Institute of Technology)
[VOCAB] *The effectiveness of teaching vocabulary with 'mastery sentences'*

This presentation reports on university students' progress in writing mastery sentences over the course of one semester. Students worked collaboratively in groups of four and created mastery sentences using vo-cabulary they studied previously. After finishing the activity, each group was asked to write their sentence on the board and then feedback was provided. Throughout the semester, the study investigated the syn-tactical and morphological features that are most problematic for students, and whether teacher's feed-back helped students in overcoming those problematic features. The presenter will share the steps of the activity, sample mastery sentences created by his students, and the results of the study.

6:05 – 6:30 Steven Paul McGuire (Nagoya University of Arts)
[VOCAB] *Vocabulary and critical thinking through art tasks*

This paper examines the extent to which vocabulary is learned through cooperatively structured art-based tasks adapted from Visual Thinking Strategies (VTS). VTS is an approach using carefully selected and se-quenced artwork to help viewers acquire visual literacy and critical thinking skills. A brief summary of literature on using visual media for language learning, cooperative learning, and evaluating vocabulary tasks (including Nation's Four Skills Approach and Technique Feature Analysis) will be followed by a sample lesson. Preliminary results based on real-time data collected using Moodle and other online tools to generate an in-class vocabulary survey will also be presented.

11:40 – 12:05 Michael Hadas (BBT University)
[CALL] *Online language learning: pitfalls & opportunities*

Online learning has existed for years in a variety of formats. Today, it is an indispensable language learning tool for instructors and learners. However, classroom language instructors may wonder how e-learning will impact their profession and benefit or disadvantage them in the future. This presentation prepares instructors for pitfalls they may encounter with developing e-learning material; pitfalls such as technological constraints, intellectual property loss and low competitor entry barriers. It also explains how to take advantage of opportunities; such as an unlimited user base and content resources, and the ability to differentiate yourself and control what and how you teach.

12:15 – 1:15 James York (Tokyo Denki University)
[CALL] Language learning community development in Minecraft

Minecraft is a unique virtual world that provides massive potential for language learning. This presentation will provide insights as to how language learners interact within a Minecraft community, and how content may be developed to promote second language acquisition as people play. Content will be supplied directly from the presenter's Minecraft server with language learning activities and examples provided. Affordances for language learning will be defined with reference to sociocultural theory and task-based language learning methodology.

1:25 – 1:50 Andrea Carlson (Nagoya University of Commerce and Business), Reiko Furuya (Nagoya University)
[CALL] *Student perceptions of technology supported learning*

This presentation will describe a classroom-based study in which students' experiences in technology-supported university reading and communication classes were investigated. The presentation will describe the various ways technology – including materials developed using Weebly websites, Voice Thread presentations, GoAnimate videos, Vimeo slideshows, and Quia-generated quizzes, games and surveys - is being used to enhance and extend motivational and learning strategies, to teach key concepts and to provide opportunities for students to practice and produce what they are learning. The presentation will discuss the key themes in students' perceptions of the roles various types of technology supported instruction play in their learning.

2:00 – 2:25 Bill Snyder (Teachers College, Columbia University – USA), Carolin Fuchs (Teachers College, Columbia University – USA)
[CALL] *Social networking as genre: Instructional design to support collaboration*

The potential of social networking tools to support collaboration in computer-mediated learning environments is promoted as a way to overcome the isolating nature of distance interactions. Evidence from this study of a cross-institutional collaboration in teacher education suggests that even when learners recognize the social networking potential of a CMC tool, they do not necessarily take advantage of it. The authors propose a genre-based approach to teaching social networking as part of the instructional design of CMC courses as a way to overcome this problem.

2: 35 – 3:35 Edward Sanchez (Teachers College, Columbia University – USA)
[CALL] *Coursera and the future of online learning*

The future of education will require some element of online learning. Coursera provides free online education from the top universities in the world. This presentation will cover the origins, philosophies, the structure, the promise, and the future of this great education technology venture. Coursera brings tens of thousands of students from every part of the world together to take part in over 200 courses. Courses are offered in English in every field of academia at the university level. This provides people with the opportunity to develop professionally as well as continue learning (as a hobby) in students' areas of interest.

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4:55 – 5:20 Tetyana Sayenko (Nagoya University of Commerce and Business)
[CALL] Using i-movies in teaching expressive intonation to Japanese students

This paper discusses the results of an experimental study based on the use of the i-movie application in teaching English expressive intonation to Japanese learners of English. Thirty 3rd year university students majoring in English participated in the experiment. The results of the study suggest that watching and analyzing video recordings of their speech allowed the students to notice and correct the mistakes they made, and thereby made it easier for them to improve their speaking expression.

5:30 – 6:30 William Pellowe (Kinki University)
[CALL] *Using mobile devices in the EFL classroom*

In this workshop, the presenter demonstrates three ways to use mobile devices in the classroom. The first is an activity in which students collaborate to produce script-based videos. The second is a project in which small groups create questions for their classmates, write up their predictions about how their class-mates will respond, and finally, compare the results with their predictions. (These questions can be opin-ion surveys or trivia questions.) The third is a demonstration of how mobile devices can be effectively used for gathering peer feedback. There will be time for questions and answers.

Room 41

11:40 – 12:05 Brent Allen Jones (Konan University)
[GILE] *Service learning for language teachers*

Service Learning (SL) integrates community service with instruction and reflection. The presentation will start with a general introduction to SL, including definitions, affective benefits, the process of SL, and target-language learning outcomes. The presenter will share some SL projects for Japanese university EFL students, including a domestic oral histories project and an overseas education/community development project. Participants will receive various ideas to aid in their own SL endeavors.

12:15 – 1:15 Kip A. Cates (Tottori University)
[GILE] *Rainbow War: Teaching peace, culture and conflict*

Imagine a world composed of three kingdoms defined by one color each: red, yellow or blue. Imagine that the citizens of each kingdom are taught to love their color and to despise all others. What would hap-pen if these three kingdoms met? The result is dramatized in the 20-minute film Rainbow War, an Acad-emy award nominee which colorfully depicts issues of tolerance, prejudice and international understand-ing. In this session, participants will view this unique peace education video, experience English teaching activities designed for it and discuss its potential for promoting language skills and international under-standing in the EFL classroom.

4:55 – 5:20 Jackie Suginaga (Komazawa Women's University)
[LD] *Beyond language: teaching and learning through TEDTalks*

Many educational psychologists claim that one of the best ways to learn a language is through topics we are passionate about. TED (Technology, Education, Design) is a presentation platform with a variety of stimulating and language-rich talks from an international community. TED enables students to move be-yond focusing on language and to learn about life. In this presentation I will discuss how using TED as a tool for content-based instruction naturally transforms a class into becoming learner-centered and, through scaffolding, can empower students to become more self-directed, have a voice and become active listeners as well.

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5:30 – 6:30 Floyd H. Graham III (Kansai Gaidai University), Anthony Lavigne
[GILE] *Cooperative learning through TED.com*

TED.com is a free website featuring speeches from people around the world addressing issues of personal and global concern ranging from business to the environment, war, human rights, innovation, and more. These progressive themes, combined with interactive activities, encourage collaboration by eliciting critical analysis and discussion. The presenters will demonstrate how teachers can efficiently utilize this website to marry language, culture, and global issues, all within the context of blended learning. In addition to sharing student feedback, sample handouts and lesson ideas will outline how students are able to acquire new perspectives and language from TED.com and their peers.

11:40 – 12:05 Thomas E. Bieri (Nanzan University)
[ER] *Using a StAIR to introduce extensive reading*

This demonstration is about developing and using a Stand-alone Instructional Resource (StAIR) to introduce Extensive Reading to learners. This resource is accessed by individual learners and leverages commonly available technology to explain and encourage ER interactively. In pedagogical terms, it is based in direct instruction, but also involves indirect instruction and experiential learning while ultimately aiming to encourage an independent and autonomous form of language learning. In the presentation, the StAIR will be demonstrated, the development and implementation discussed, and attendees will be told how they can freely download and adapt the resource for their own teaching context.

12:15 – 12:40 Joseph Poushock (Tokyo Christian University)
[ER] *The three-minute drill for ER*

The "three-minute drill" requires students to read at least three minutes every day. The research question is, "Does the drill increase extensive reading?" Twenty Japanese university students practiced the drill for the winter term of a three-term academic year. The researcher compared reading word count totals for winter with spring and fall totals when students did not do the drill. Results suggest that the three-minute drill increases reading, and this supports the need for more research and discussion about how to improve this technique, which may increase student reading and thus help improve their language skills.

12:50 – 1:15 Cheryl DiCello (Sugiyama Women's University)
[ER] *What did and didn't work: Implementing and testing Extensive Reading*

Focusing on a pilot survey and literature review of Extensive Reading (ER) practitioners' experiences of implementing and testing ER, this presentation addresses the following research questions: (RQ1) What stumbling blocks prevent or delay the implementation of an ER program and how can they be surmounted? (RQ2) What are key processes in implementing, orientating, and maintaining an ER program? (RQ3) What challenges lie in testing ER? (RQ4) How can ER be validly and reliably tested in a classroom setting? Attendees' feedback, advice and recommendations for improving the pilot and participating in the future full survey will be encouraged and greatly welcomed.

1:25 – 1:50 Mamoru Takahashi (Akita Prefectural University), Stephen Shucart
[ER] *Motivating students by talking about novels*

Experts say that students read more graded readers (GR), if teachers talk about books with enthusiasm. In this presentation, we will talk about two types of stories that are useful for teachers when they explicate literature in the classrooms: character-driven novels and plot-driven novels. In general, the action is focused internally in character-driven novels and externally in plot-driven novels. With many concrete illustrations, the audience will learn the different patterns of development in these two types of novels. A more detailed knowledge of these two types will promote better classroom guidance for extensive reading.

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2:00 – 2:25 Hitoshi Nishizawa (Toyota National College of Technology), Takayoshi Yoshioka
[ER] *The potential of ER in lifelong learning: How a weekly ER class changed the learning of adult EFL learners*

ER is becoming a popular approach among Japanese adult EFL learners, but even enthusiastic learners fail to continue without any support, especially at the beginning, because the approach is far different from the tradition of their school days. The presenters will show how weekly ER sessions were effective in guiding those adults to become autonomous life-long EFL learners. From their four years of accepting adult learners in their regular lessons, the presenters propose the keys to success as: access to meaningful, easy-to-read books, guidance from experienced instructors, exchange with classmates, and regular core reading time.

2:35 – 3:00 Ben Shearon (Tohoku University)
[ER] *Through their words: Learner reactions to extensive reading*

This presentation will introduce Tohoku University's extensive reading program (ER@TU) primarily through real examples of learner feedback, book reports, and weekly journals. The main goal of our ER program is to encourage learners to become lifelong readers of English. Student feedback and reactions to classes and the course are one way to monitor the success of that goal. We find students' reactions to books one of the most motivating aspects of conducting extensive reading classes, and would like to share them with you.

3:10 – 3:35 Marcos Benevides (McGraw-Hill Education)
Teach your own adventure

The presenter, teacher and writer/editor of the new "Choose Your Own Adventure" graded reader series, will demonstrate several ways in which these engaging multiple-path stories can be used in class. Uses include: traditional ER; a variety of discussion, listening and writing tasks; themed extension activities; even vocabulary practice and quizzes. This session will be of interest to teachers of mid-intermediate and above students in eikaiwa, junior high, senior high, and university.

4:55 – 5:20 Brenda Bushell (McGraw-Hill Education)
Facilitating reading acquisition

Studies on predictors facilitating reading acquisition and fluency in a second or foreign language suggest depth of learning is proportional to how deeply and actively information is processed. Personal relevance to the reading material is also cited as a critical predictor for reading comprehension. This presentation will give an overview of the current research on predictors for reading acquisition, and then discuss methods and provide examples of reading materials and tasks that coincide with predictors to facilitate reading acquisition.

5:30 – 6:30 Rory Rosszell (Meiji University)
[ER] *Developing transferable reading fluency skills*

While fluency development is recognised as an important component of balanced language programs (Macalister, 2010), reading fluency has received little attention in EFL classrooms (Gorsuch & Taguchi, 2008; Nation, 2009) and SLA research (Crawford, 2008; Grabe & Stoller, 2002). In this workshop, participants will be provided with an overview of the results from an ongoing, multi-year project investigating the effectiveness of timed reading activities in helping EFL learners to transfer fluency skills to a variety of new passages, have the opportunity to experience using the technique firsthand, and finally, to exchange thoughts on its potential usefulness as a pedagogic tool.

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11:40 – 12:05 Kevin Hideo Kato (Kinjo Gakuin University)
[TED] *Bridging a conceptual gap: N/NEST collaboration*

In this paper I aim to re-examine the perceived advantages and disadvantages of native and non-native English speaking teachers and reframe these in a coalescent framework in which both parties can access and utilize assets that were previously thought unique to either group. Specifically, I will argue for the intersection of multi-competence, code-switching, and six qualities thought only accessible to non-native English speaking teachers. Using this framework can help both NNS and NS teachers re-focus their teaching more effectively to the needs of our students. This session will offer practical examples of how this can be done.

12:15 – 1:15 Michael Marshall Parrish (Kwansei Gakuin University), Ryan Richardson (Konan University, CUBE), Andy Sowter (Kwansei Gakuin University), Zane Ritchie (Rikkyo University), Richard Miller (Kobe Gakuin University)
[TED] *Tuesdays at Fred's: Working together to get ahead*

This workshop discusses the importance of collaboration in professional development by exploring the personal experiences of a group of colleagues in Kansai who met a few hours a week during breaks between semesters over a two-year period in order to pool knowledge, discuss ideas, and work together on projects to promote professional development. This talk will look at the motivation for bringing the group together, examples of the activities and projects they have worked on, benefits the team has gained from the collaboration as well as suggestions for why this group provides a good model for other educational professionals.

1:25 – 1:50 Fuk-chuen Ho (Hong Kong Institute of Education, Hong Kong S.A.R. – China)
[TED] *Field-based professional development for language teachers in special schools in Hong Kong*

This presentation will detail a programme designed to deliver field-based mode of training for language teachers in special schools and set up a school cluster system for teachers to have a platform for the interactive exchange of ideas, resources, services, and expertise. During the training period, lectures, demonstration observations and cross-site visitations were held. Members in the school cluster included a university educator, two specialist professionals of the supporting school and 10 teachers of participating schools. With the positive response of the participants, we feel that the programme presents a possible model for training and intervention.

2:00 – 2:25 Anthony Charles Robins (Aichi University of Education), Anthony Gerard Ryan
[TED] *A taste of teaching in Australia, the great adventure*

This paper describes the organization and implementation of an overseas teaching practice program in Australia lasting three weeks with 21 university students who intend to be teachers of English at elementary, junior high or senior high school in Japan. We describe issues such as selection of students and logistical arrangements, before focusing on what kinds of activities the participants were involved in and the nature of the benefits and insights they gained. We also report on the use of a wiki to exchange reflections as participants were widely dispersed. Finally, we will discuss possible changes for future such programs.

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2:35 – 3:00 Peter John Wanner (Tohoku University)
[THT] *Educational enrichment and enhancement through outreach programs in the Philippines and Vietnam*

This presentation will highlight and discuss yearly seminars for teaching teachers held in Philippines (3 cities) and Vietnam (3 cities) by Balsamo Outreach for Learning and Teaching [BOLT], a registered Japanese NPO. Likewise, this will discuss the outreach program in Banilad, Mindoro where 50 college students from over 17 Asian countries teach core course subjects in English at Philippine learning centers as well as in primary and secondary schools to Philippine students as a part of cultural exchange. Please check the homepage of BOLT (http://balsamo-outreach.org/) and AYF (http://www.asianyouthforum.org/) for details.

3:10 – 3:35 Jerald Phillip Halvorsen (Sapporo International University), Chris Ruddenklau (Kinki University)
[THT] *Efficacy and integrity: THT volunteer teaching programs in Laos*

Teachers Helping Teachers Laos has developed a program which aims to empower Lao teachers and volunteers. THT Laos believes that by making the Lao teacher`s agenda our agenda and by encouraging volunteers to be proactive, we can facilitate a program of teacher training and development that is not only useful but is tailored to the local culture, needs and expectations, while making it rewarding for volunteers. The coordinator of the Lao program and a volunteer will outline the issues involved and lead a discussion of how teachers can support other teachers in developing countries while improving their own skills.

4:55 – 5:20 Andrew Boon (Toyo Gakuen University)
[TED] *Identifying moves in an IMCD session*

Collaboration, cooperation, and community is at the heart of teacher research and development, as we work to improve our pedagogic practice. Instant Messenger Cooperative Development (IMCD) is an online text-based medium that enables teachers to work together to support each other's research in order to help a particular project move forward. This presentation will, using the framework of Genre Analysis, outline various interactional moves that may exist in a typical online session so that attendees may better understand how the IMCD framework can help to achieve satisfactory resolutions to potential research obstacles.

5:30 – 5:55 John Spiri (Gifu Shotoku Gakuen University), Clair Taylor, Jun Nagao
[TED] *Classroom video for teacher development*

University teachers most often teach in isolation (Boon, 2005). In many cases, very little is known about what takes place in a colleague's classroom. Sharing a video of a class activity is one way to open the classroom doors and engage in professional development. In this ongoing project, three university teachers have been meeting regularly to share and discuss video clips of their classes. The teachers reflect on their classes, share activities, techniques, and materials, and discuss pedagogy. Attendees will be given some suggestions about developing their own video exchanges, bringing the benefits of greater openness, pedagogical exploration and integration.

6:05 – 6:30 Anthony Cripps (Nanzan University)
[TED] *"I didn't realise teaching was so much fun!": Creating new pedagogies and possibilities*

This paper examines the design and implementation of an introductory TEFL course for third- and fourth-year students (N=20) at Nanzan University. The course was designed to expose the students to innovative pedagogies. The paper outlines the creation of the course and how practical teaching skills were woven into each class. The students' responses to the content material, teaching tasks, and pedagogical presentations are explicated through a qualitative analysis of their reflective comments. Reflective comments by the instructor are also included. Suggestions are made as to how the course can be improved.

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11:40 – 12:05 Maria Gabriela Schmidt (Tsukuba University)
[OLE] *Group and group work - an intercultural question*

Group work is generally considered an important tool for FLT classroom instruction, but it often does not yield the benefits that it should or could. This presentation will start with a bottom-up discussion of various cases of classroom instruction, drawing on the opinions of students given in feedback and log books. We will then compare concepts of "group" in different cultures in order to highlight the various dimensions of the concept. In the end, we will consider how the different concepts of group work can be made more efficient, with better results for both students and teachers.

12:15 – 12:40 Eric Conrad Fortin (St. Mary's College)
[OLE] *Language teaching & nursing faculty collaboration*

Interdisciplinary collaboration can be a great challenge, especially between hard and social science-based disciplines such as medical science and language teaching, respectively. However, there are usually some aspects within both fields that can justify and benefit from such collaboration. This short paper will discuss ways in which the presenter has explored avenues of cooperation with the nursing faculty at his college, including acting as guest speaker in nursing courses. He will also demonstrate how interdisciplinary collaboration can help discover fundamental cognitive theories that can be applied to learning situations in both nursing as well as language classrooms.

12:50 – 1:15 Junko Kambara (Meikai University)
[JSL] *The roots of academic Japanese*

This presentation attempts to explain from two perspectives what the roots of academic Japanese are: (a) the roots of Japanese thought, and (b) the influence of imported Chinese words. I first examine differences in viewpoints of 'the world' or 'nature' between classical Western thought, going back to Greek philosophy, and Japanese worldviews. Second, I explore how Chinese words have influenced Japanese syntax and literature. In the final part of this presentation I consider the relationship between Japanese academic thought and language and how this has been greatly influenced by the adaptation and use of Chinese language.

1:25 – 1:50 Martin E. Pauly (Tsukuba University of Technology)
[LLL] *Learning sign language while reading newspapers*

A technique using signing and newspaper content to help adult learners better understand newspaper articles and remember new technical vocabulary will be introduced. Learners are first taught how to sign the alphabet of American Sign Language/ASL. The teacher then reads aloud a newspaper article related to their interest field (e.g., medicine, social problems). After reading a key word, he stops. A seated learner must spell/sign the word while another standing at the board writes it. The presenter will show how some tension and challenge seem effective in holding the class's attention and maintaining focus on the content.

2:00 – 2:25 Marcus Otlowski (Kochi University)
[LLL] *Enriching study abroad programs*

This presentation outlines the development and enhancement of a short-term study abroad program (STSAP) to the University of Tasmania, Australia. It illustrates the need for STSAPs to have two essential features: a built-in mechanism to receive feedback from participants, and institutional flexibility to initiate changes to the program to enhance participants' educational experience. As the English education industry is a significant source of revenue for many host institutions, this paper recommends that all STSAPs and hosting institutions be continually monitored for quality. High quality programs are more likely to benefit students and foster motivation for lifelong language learning.

2:35 – 3:35 Tadashi Ishida (English Academic Research Institute)
[LLL] *Older students as both teachers and learners*

The presenter will discuss possible reasons Japanese learners have for being interested in studying English. He will also report on his activities to help them study English by demonstrations of certain aspects of Japanese culture and a program that matches up non-Japanese visitors with volunteer tour guides. The presentation will end with a case study illustrating what happened at a festival where international students from Waseda University carried a portable shrine with the help of residents of a downtown Tokyo community through the medium of English.

4:55 – 6:30 Rudolf Reinelt (Ehime University), Don Maybin (Shonan Institute of Technology), Yo Hamada (Akita University), Joseph Dias (Aoyama Gakuin), Megumi Kawate-Mierzejewska (Temple University Japan Campus)
[OLE LLL JSL Forum] *Learning languages at all stages and ages*

This forum consists of 3 papers contributed by three different SIGs, Other Language Educators (OLE), Lifelong Language Learning (LLL) and Japanese as a Second Language (JSL) with two discussants. The forum focuses on lifelong language learning in each context. The first presenter reports a case study where a very old learner of German enjoys success. The second presenter describes his own language learning experiences, starting with secondary school French in Canada. The final presenter introduces negative factors that Australian Japanese language learners have when learning JSL and their solutions. This forum also invites participants and discussants to join discussion.

Room 45

1:25 – 1:50 Fung Chi Leung (City University of Hong Kong), Weith Yuen (Hong Kong S.A.R. – China)
[BE] *Engaging EAP/ESP students in peer feedback*

The prominence of promoting student-centred learning has been actively involving student writers in some form of peer review. Despite its benefits of improving their writing, many teachers are skeptical of its effectiveness. This study examines peer feedback produced by tertiary students from a business writing class and a freshman composition class. These student readers coached by their teachers give positive comments before criticism/suggestions. We investigate these students' perceptions towards giving and receiving peer feedback and the impact of peer review on the improvement of their drafts. Implications and recommendations for future research and practices are also made.

2:00 – 2:25 Douglas Jarrell (Nagoya Women's University)
[CALL] *Responses to an email magazine: How do writers grow?*

The presenter sends out an English email magazine five days a week. Of the approximately 5,000 registered subscribers in Japan, one reader made a New Year's resolution to reply to the email magazine on a daily basis instead of writing a diary in English. The presenter will analyze all her replies from 2012 and discuss the degree to which her output has been affected by the input from the email magazine posts. It is hypothesized that response writing of this sort encourages greater variety in content than diaries.

JALT PanSIG Proceedings

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2:35 – 3:00 Greg Rouault (Konan University)
[BE] *Learner collaboration in a business simulation game*

In foreign language higher education, tasks and projects have become popular for providing learners with meaningful opportunities for language use toward actual outcomes. Since "Business English" often defaults to language for greetings and meetings, this can overlook the core functional areas of business. This demonstration looks at an online resource where Management students applied their content knowledge and skills in marketing strategy decisions while competing in a computer-based, business simulation game. Student teams collaborated to develop strategies; position their firm and its products in the risk-free, simulated market; and conduct weekly analysis of data for pricing, promotion, and operating decisions.

3:10 – 3:35 Darren Halliday (Macmillan LanguageHouse)
Want to implement blended learning, but don't have any budget?

Come and see the New Macmillan Practice Online (MPO) talk and get your FREE teacher subscription. MPO is the perfect solution for teachers who want to supplement class teaching with online practice, whether in a computer lab or at home, but whose schools don't have a budget. In this talk you will see why over 100,000 students and teachers around the globe have chosen to use MPO. We will demonstrate what students have access to and also show how teachers can monitor students' progress without sacrificing valuable teaching time.

4:55 – 5:20 David White (Cengage Learning)
Extending your reach with Moodle materials

As a CMS/LMS, Moodle has a proven track record for being flexible, time-saving and efficient for monitoring students' progress. Moodle has been successfully implemented at a number of institutions in Japan and, by blending print and digital materials, students and instructors have benefited by an extended "teaching reach". Creating content for Moodle that complements and expands core texts, however, can be an extensive workload for which teachers may not have time or patience. What if such content was already created and available for use in your classes? The presenter will introduce complimentary Moodle materials that Cengage Learning has developed.

5:30 – 6:30 Matthew Reynolds (School Owners SIG JALT), Malcolm Harding
[SO] *Joining the School Owners SIG*

The School Owners SIG (schoolowners.net) is a network for school owners and professionals interested in language school management. This open-door workshop is intended for anyone interested in joining the SIG or learning more about it. The workshop includes a short presentation on the services the SIG currently offers its members and a discussion of what possibilities lie ahead in 2013/14. If you are an owner, please bring promotional school literature with you for our 'pamphlets clinic'. We have 10 SO SIG memberships to give away and all visitors will receive free gifts c/o Cambridge English Language Assessment.

Pansig.org

Visit us for more information about PanSIG, including links to previous conferences and PanSIG proceedings.

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11:40 – 12:05 Joseph Vincent Dias (Aoyama Gakuin University)
[MW] *Students as materials writers*

Intercultural simulations, such as Barnga (Thiagarajan and Steinwachs, 1990), along with the use of critical incidents, have long been a mainstay of intercultural communication courses and have found their way into ESL and EFL classrooms (Schill and Apedaile, 2007). The presenter will describe the process of how EFL students can move from consumers of these experiential learning tools to producers. The materials are revised based on feedback students receive from their classmates and teacher after they carry out the simulations/ critical incidents.

12:15 – 1:15 Azusa Sato (Tokyo University of Science)
[MW] *Between teachers and textbooks*

Do you like your textbook materials? Teachers sometimes spend lots of time 'learning' textbooks before using them. Adjusting textbooks according to class levels and a teacher's preference is important and necessary. However, misunderstanding the use of textbook is something both authors don't wish for and teachers want to avoid. Here, teacher's manuals can be the bridge between authors and teachers. For teachers, what do you want in teacher's manuals? For authors, what and how can you present your theories and ideas behind your textbooks? Let's discuss these issues together to make textbooks more valuable and easier to use!

1:25 – 1:50 Nathaniel French (Showa Women's University)
[MW] *The success of a new communicative activity*

Variable Sentence Response (VSR) is a new type of activity in communicative language teaching, and this presentation will explain what VSR is and present research which followed 91 students at a university in Tokyo with TOEIC levels roughly between 200 and 450 for a semester. Although Communicative Language teaching in Japan has not had resounding success (Matsuura, Chiba, & Hilderbrandt, 2001; Samimy & Kobayashi, 2004), the research found with high probability ($P<0.001$) that students in VSR-included classes had higher motivation and perceived improvement compared to their other English classes.

2:00 – 2:25 Steven Kenneth Silsbee (Momoyama Gakuin Daigaku)
[FLP] *Curriculum development and the European Framework*

This presentation will focus on how the Common European Framework is being adapted to fit into an already existing English language curriculum at a medium-size university in Osaka, Japan. The speaker will begin with a brief overview explaining how the English program at the university has become what it is at present. Focus will then shift to how the framework is being implemented as a collaborative effort among the full time teachers. Finally, the speaker will address problematic issues that have been encountered, followed by questions from the audience.

2:35 – 3:35 Fergus O'Dwyer (Osaka University), Alexander Imig (Chukyo University)
[FLP] *FLP SIG Kaken Project: CEFR-informed EAP Textbooks*

The principal purpose of the FLP SIG Kaken Project (see http://tinyurl.com/FLPKaken, where you can find details of how to get involved) is to develop English language integrated skills textbooks that suitably adapt and apply the principles and practices of the CEFR for the higher education context in Japan. We also aim to develop supplemental learning materials such as a language portfolio, and autonomy informed resources. This workshop session will involve participants exchanging ideas about the makeup of the proposed textbooks.

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4:55 – 5:20 Arthur Dwight Meerman, Robert Chartrand (Kurume University)
[MW] *Developing authentic Canadian materials for the classroom*

This presentation will outline the process of obtaining and receiving permission to add bilingual subtitles to copyrighted footage of Terry Fox's Marathon of Hope from the Terry Fox Foundation, Canada. The documentary footage follows a young Canadian athlete, philanthropist and national hero as he sets out to run across Canada to raise awareness and funds for cancer research. The presentation will furthermore summarize the importance of the story itself, and explain the potential of the DVD as an effective teaching resource. Free DVDs and classroom materials will be available to all participants following the presentation.

5:30 – 6:30 Simon Capper (Japanese Red Cross Hiroshima College of Nursing)
[TBL] *Vocabulary activities for nursing English*

Nursing and medical students with limited English proficiency invariably struggle with large amounts of new vocabulary, while many ESP textbooks fail to offer methodologically effective vocabulary learning activities. This workshop offers practical, adaptable activities that promote the recycling, repetition and acquisition of key nursing language. Activities such as 'Disease Bingo', 'Keyword Recreations', 'Quizlets', 'Spot the Difference' and 'Collocation Dominoes' enable teachers to recreate or adapt materials according to the needs of their learners.

Room 48

11:40 – 1:15 Matthew Ryan Cook (Osaka Prefectural Board of Education), Joel Laurier (Gunma Kokusai Academy)
[JSHS] *Cooperative learning & the MEXT Course of Study*

April 2013 marked the beginning of the final phase of implementation of the Course of Study (CoS) by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). These revisions aim to increase communication, collaboration, and cooperation by incorporating pair and group work. This means that teachers will need to adapt their curriculum and teaching methods to accommodate the changes. This workshop will examine the CoS revisions, equip participants with cooperative learning activities, and also enable participants to design their own, not only meeting the new guidelines, but also increasing student participation and learning.

1:25 – 1:50 Wendy Marie Gough (St. Mary College/Nunoike Gaigo Senmon Gakko)
[JSHS] *Creating a community in the writing class through journal sharing activities*

Journal writing can positively impact student attitudes toward English as well as create a personalised student-teacher dialogue while helping students build confidence in their writing in a non-threatening context (Yoshihara, 2008). Warm-up activities in which students provide written comments on their classmates' journals broaden the audience while creating a sense of community and autonomy. This frank peer interaction results in a broader range of vocabulary, more detailed journal entries, and a shared sense of purpose for other collaborative activities in the class. The presentation will discuss the implementation and outcome of the activity among students in two academic writing classes.

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2:00 – 2:25 Jo Ando (Nellie's English Books)
Developing high school students' strategic competence in an authentic communicative situation

What is it that native speakers take for granted when it comes to conversational ability? It is our ability to take control of a conversation or discussion using techniques learned from everyday use of the language. However, for non-native speakers, this can be very difficult. This presentation will introduce the effectiveness of developing student's speaking skills through teaching of conversation and discussion strategies, controlled practice simulating an English only environment. Examples will be taken from a textbook written based on the authors' experience in Japan but used in the United States.

2:35 – 3:00 Andre Scholler (Interac)
[JSHS] *What great teachers do differently*

One of the cornerstones of teaching is being professional in order to collaborate and cooperate with peers and students within your school and community. This term can be difficult to define as teachers become busy. This paper presentation begins by discussing the definition of professionalism. Then it discusses ten things that "Great Teachers Do Differently". These include competence, establishing clear expectations, a teacher's understanding that they are the defining variable, creating a positive atmosphere for learning, maintaining relationships, keeping personal and professional life separate, planning, decision making, treating people respectfully and using assessment effectively.

4:55 – 5:20 Galina Hristoskova-Shimo (Fukui University and Fukui Board of Education)
[TC] *One for all, all for one: Dynamic assessment in the Japanese EFL elementary classrooms*

This presentation will present the efforts and results of implementing principles of Dynamic Assessment (DA) in regular Japanese elementary schools' "foreign language activities" classrooms. DA is neither an assessment instrument nor an assessment method, but an alternative pedagogical framework for conceptualizing teaching and assessment as an integrated activity of understanding learner abilities by actively supporting their development (Poehner, 2008). In-classroom data was collected through video, audio recordings, and field notes. An alternative research paradigm, cultural-historical activity theory (CHAT), is used as a conceptual lens to consider how DA, as integrated activity, interacts with EFL activities in Japanese elementary EFL classrooms.

5:30 – 5:55 Lesley Ito (Japan Cambridge English Exam Centre)
Cambridge YLE Test - one school's success story

In Japan, where English is rarely spoken outside of English class and parents of young students often do not speak English, it can be difficult to prove how much progress children are making in an English program. Hear how one school owner successfully overcame this challenge by introducing the Cambridge YLE test and how she prepared the students well for the test without making major changes to the curriculum. A brief overview of the Cambridge YLE test and a comparison of this test to other forms of assessment will be included in the presentation.

JALTCALL 2013 Conference & 6th Annual ER Seminar

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Shinshu University

Matsumoto, Nagano

May 31 – June 2, 2013

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11:40 – 12:05 Loran Edwards (JALT Peer Support Group), Theron Muller, Paul Beaufait
[PALE] *Becoming a peer-reviewer for the PSG*

To get a university job in Japan, teachers need publications. The JALT Peer Support Group (PSG) is a group of experienced writers and peer-reviewers that offer writing support to help people get published. Joining this group is a great first step if you are interested in becoming more active in JALT or working for other journals, and a great way to improve your own writing skills as well. This workshop will explain more about the PSG and how we help writers. Experience not required!

12:15 – 12:40 Ryan Andrew Richardson (Konan University)
[PALE] *Strategic networking for language teachers*

As with most cliches, there is some truth in 'who you know' being more important than 'what you know'. Meeting a potentially important 'who' can be a difficult but important part of job-hunting as well as successful career advancement. This talk will look at some suggestions for networking strategically in order to progress toward specific goals in research, publishing and job advancement. This talk will primarily discuss networking for those teaching at the university level in Japan but many points will be transferable to those seeking first jobs as well as those attempting to change teaching fields.

12:50 – 1:15 Theron James Muller (University of Toyama)
[PALE] *TEFL teacher-researchers writing for publication*

This presentation will share the results of an investigation into the practices of teacher-researchers as research-practitioners in writing for academic publication in TEFL/TESL. The intention will be to share the obstacles participants encountered, the strategies they used to overcome those obstacles, and the writing practices and discourses which are integral to writing for publication. The objective of the session is to uncover the often hidden practices and expectations behind writing for publication, to help participants to better understand and visualize their own experiences of pursuing academic publication, and to help them better realize success in getting their work published.

1:25 – 1:50 Neil Conway (Musashino University)
[CUE] *Japanese university classroom behavior and teacher expectations: Non-cooperative behavior in context*

Non-cooperative behavior in Japanese university classes is quite often distinct from misbehavior both in form and motivation. This research began by treating non-compliance as a set of learning/interaction habits rather than expressions of student character or moral identity. Qualitative and quantitative data were gathered on: (a) student views on their own place in the classroom community, (b) student opinions on specific behaviors, and (c) teachers' reflections on their relationships with their own classes. Student responses using inclusive terminology correlated closely with a desire to avoid non-cooperative behavior, and an inclination toward interaction with, rather than reaction to, the teacher.

2:00-2:25 Gaby Benthien (Shumei University; University of New England - Australia)
[CUE] *SLA and study abroad: changes in Japanese university students learner styles*

The purpose of this longitudinal mixed-method study was to investigate changes in the learner styles of 15 Japanese university students during and after a 10-month study abroad (SA) program in the UK. Reported SA program benefits include improved willingness to communicate (WTC), increased language proficiency and cultural competence. This study explored what kind of changes occurred in learner style and learner preferences and whether there were any common patterns among the participants. Results indicate that learner styles and changes are highly individualistic and depend on various factors such as prior language competence, preferences and experiences, in-and-out-of-class experiences and future goals.

2:35 – 3:00 Chuanning Huang (Kanazawa Institute of Technology), Lee Knowlton
[CUE] *Group, pairs, or individual? Analyzing the impact of collaborative learning on student motivation*

This study examines the motivational impact of student collaboration on 1st year Japanese university students in an EFL elementary reading skills class. More specifically, the study compares the students' perceived engagement levels when working individually, in pairs, and in groups in order to better understand how students react to these different cooperative styles. The study was conducted by distributing a questionnaire inquiring about students' self-perceptions of learning and class activity engagement levels. These questionnaires were analyzed both quantitatively and qualitatively. Based on the results of the questionnaires and follow-up interviews, suggestions will be made for designing effective and engaging activities.

3:10 – 3:35 Hugh Graham-Marr (ABAX ELT Publishing)
Push and pull and bottom-up creation and more…

A look at some of the ideas informing materials production by one small publishing house, Abax. The first two words in the title, push and pull, refer to teacher-initiated and student-initiated language exchange and creating materials that allow for pull - a concept that has strongly influenced our production and editing process from the very beginning. The talk will look at this and more…

4:55 – 6:30 Richard Miller (College and University Educators SIG), Diane Nagatomo (Gender Awareness in Language Education SIG), Robert Aspinall (Professionalism, Administration and Leadership in Education SIG)
[CUE GALE PALE Forum] *Issues shaping the professional identities of teachers in Japan*

This forum will address the multiple issues that shape the identities and experiences of teachers in Japan. Diane Nagatomo will discuss the gendered issues that shape the professional identity of Japanese and non-Japanese female university teachers and suggest several concrete measures that could narrow the professional academic gap between male and female university English teachers in Japan. Robert Aspinall will address institutional and cultural obstacles that conspire to prevent Japanese and foreign professionals from doing their job to the full and the resulting failure to successfully implement communicative lan-

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Room 61

11:40-12:05 Christy M. S. Chan (City University of Hong Kong – Hong Kong S.A.R.), Tim K. T. Chung (English Language Centre, City University of Hong Kong)
[CUE] *The evolution and development of English across the curriculum at a Hong Kong university*

Under the new 4-year curriculum, CityU students earn a quarter of graduating credits through General Education (GE) courses in language and three broad disciplines. However, students may have insufficient English training after completing 6 compulsory credits in GE English. English language enhancement is largely left to teachers in the broad disciplines. CityU management has empowered a working group to initiate the English Teacher Attachment Scheme (ETAS) to help integrate English training in the entire GE curriculum. This paper outlines the conceptualization and structure of ETAS, the results of the need analysis and some feedback of the stakeholders on the scheme.

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12:15-12:40 Eleanor Carson (Hiroshima City University), Hidenori Kashihara (Graduate School of Medicine Kyoto University)
[CUE] *Use of L1: EFL teacher and student preferences*

Do L1 (native language) preferences change with students' and teachers' proficiency in and use of the students' L1? This research aims to answer that question. Participants were 305 Japanese students, and 13 Japanese (JT) and native English-speaking teachers (NESTs) in English Communication courses in a public university in Japan. Students and teachers completed identical questionnaires. Participants were classified based on popular standardized tests of English (students) and Japanese (teachers). Results indicate that participants' preferences for L1 use varied with their proficiency. Furthermore, Japanese support used by native Japanese- and English-speaking teachers differed. This presentation addresses theoretical and pedagogical implications.

Room 62

11:40 – 12:05 Gerry Yokota (Osaka University)
[GALE] Gender literacy and the global citizen's portfolio

For PanSIG2013, GALE is pleased to be partnering with CUE. In this presentation, I will demonstrate how I have drawn upon John Howrey's work on writing portfolios (OnCUE Journal 5:2&3, Fall 2011) to develop a Global Citizen's Portfolio for use in an undergraduate English speaking or writing class. I will focus in particular on the section of the portfolio where the students demonstrate their critical thinking skills and competency in speaking and/or writing about gender issues, introducing resources such as Browne and Keeley's Asking the Right Questions: A Guide to Critical Thinking (2012) and GLSEN's online educator's guide, ThinkB4YouSpeak.

12:15 – 1:15 Alison Stewart (Gakushuin University), Andy Barfield (Chuo University)
[CUE] *Exploring critical pedagogies for social justice*

In this workshop we introduce three key principles of critical pedagogy for social justice (teachers-as-intellectuals, students-as-activists, and community capacity building, Smyth 2011) that we have found useful for developing and re-imagining our practices as university educators at the classroom, institutional and societal levels. Through different workshop discussion tasks, we explore these principles with participants to find ways to reposition teachers' professional identities as university educators and the relationships they have with their students, colleagues, and administrators. We also question how we might bridge the gap with other communities in the wider social context.

1:25 – 2:25 Avril Haye-Matsui (Nanzan University), Sarah Mulvey (Nagoya City University)
[GALE] *Future English identities of Japanese female English language majors*

The presenters will first begin by sharing the results of a small case study involving some of their female university students. The focus of the study was 'The Future Aspirations of Female English Language Majors.' The class activity from the case study as well as the raw data from the study will be discussed and analyzed. Participants will then be provided with the 'Aspirations' worksheet and in small groups collaborate to create similarly focused activities for their own classrooms. Attendees will be encouraged to follow-up with the presenters after utilizing the worksheets in their own classroom.

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2:35 – 3:00 Salem K. Hicks (Ritsumeikan University)
[GALE] *Diversity in the Japanese global classroom*

MEXT launched the Global 30 Project in 2009 in order to further promote the globalization of higher education in Japan. Students from various parts of the world are now studying in various Japanese universities in specialized programs offered in English. This paper examines how international students fare in these programs and whether or not the programs are meeting their needs. The tensions between state policies and concepts of internationalization/ globalization, as well as tensions in desires for diversity and traditional processes that structure the university are also discussed. These tensions are nuanced by gender and nationality.

3:10 – 3:35 Blake Hayes (Ritsumeikan University)
[GALE] *Inequality regimes in academic institutions*

The concept of equal opportunity can be problematic in reducing gender discrimination in Japanese university hiring. Institutional constraints reproduce segregation and with a traditionally highly gender segregated labour market, fairness in university hiring requires a rethinking of how expertise is defined when recruiting university teachers, to move away from inaccurate proxies and move toward real assessment of the job's actual requirements. Focusing on gender and the intersection of other inequality regimes such as race and age, this paper highlights the tensions between traditionalist narratives, conceptions of equal opportunity, egalitarian ideals and potential change toward justice.

4:55 – 5:20 Linda K. Kadota (Matsuyama Shinonome College)
[LiLT] *Love That Dog: making a difference with multimedia*

Inspired by Sharon Creech's "Love That Dog", this presentation introduces ways to utilize multimedia in classroom activities to add color and fun to reading lessons. Multimedia elements (text, sound, video, animation, and graphics) are combined in ways that hold students' attention by stimulating multiple senses simultaneously. They are powerful tools to help students build analytical reading and writing skills, as well as confidence in their own abilities. Multimedia can make a difference when teaching poetry.

5:30 – 5:55 Kevin Michael Maher (Kansai Gaidai University)
[LiLT] *Literature circles: Collaboration & community*

Literature circles can be an effective way to create group collaboration and community while studying authentic text materials. Students are assigned weekly 'rolework' to prepare for their assigned roles. Each student performs a function, such as Discussion Leader, Vocabulary Wizard, Idiom King/Queen, Passage Person, Real Life Connector, Visualizer, Cultural Connector, and so forth. Through this, students become familiar with authentic text material together. This presentation will describe how set up a literature circle, how to create student ownership over it, and how to assess the students.

6:05 – 6:30 Riaz Donaldson (Macmillan LanguageHouse)
Add a little culture to your classroom!

Extensive reading helps students to expand their vocabulary and improve their reading speed and fluency. Many of the graded readers available today are retellings of classic fiction novels. However, what if we want to read a non-fiction title? What if we would like to learn about the traditions, environment and history of different countries around the world whilst reading? Macmillan Cultural Readers give teachers the opportunity to add a cultural aspect to their classes, whether as the supporting text to a main course book or as one of a line-up of titles that has been selected for an extensive reading course.

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11:40 – 1:15 Tara McIlroy (Kanda University of International Studies), Jane Nakagawa (Literature in Language Teaching SIG Publicity Kanda Chair), David A. Gann (Gunma Kenritsu Joshi Daigaku), Dawn Kobayashi (Onomichi City University)
[CT LiLT SDD Forum] *Creativity, critical thinking and language learning*

In this forum shared themes related to all three SIGs will be discussed. David Gann will discuss how critical thinking and creativity are related within a widely accepted framework of general thinking skills. Jane Nakagawa will discuss poetry, multiple intelligences, and speech, drama and debate. Dawn Kobayashi will discuss creativity in language learning through drama. Tara McIlroy will talk about selecting poems and short literary texts for discussion and debate in university content-based classes. Following these short presentations, a general idea exchange on developing language proficiency through literature, speech, drama, debate and critical thinking will take place.

1:25 – 1:50 Patrice M Pendell (Nagoya Gakuin University)
[SDD] *That darn debate*

Debate, and strategies within debate, serve the development of students' ability to discuss opinions through the use of structured arguments and provide a process towards critical thinking (Atlinson 1997; Freeley 1996) and fun. I will illustrate how Japanese university EFL students prepared arguments on a range of topics and responded in three timed debates per class with specific roles. Participants will then receive a practice plan before they model the debate by implementing different strategies including: Opening and Closing; Organization; Examples; Play - 'Tennis', 'Dodgeball', 'Volleyball'; Don't lose; and Team Spirit.

2:00 – 2:25 Mark Brierley (Shinshu University)
[SDD] *Using Moodle to support debating in class*

This presentation will outline a procedure for conducting debates in university classes, from generating and choosing proposals to developing arguments, identifying and testing vocabulary, and finally giving feedback. Moodle functions such as forums and quizzes were used to enhance communication, engage and motivate students, and keep track of their work outside the classroom. Rationale, successes, drawbacks and future developments will be explored.

2:35 – 3:35 James Venema (Nagoya Women's University)
[SDD] *Formal debate and academic writing: Facilitating critical thinking and effective writing*

This workshop will outline a process to link formal debate to academic writing and encourage critical thinking. The presenter will argue that incorporating formal debate in writing classes is an effective way to clarify the purpose of argumentative writing, provide a clear structure to formulate arguments, and encourage critical thinking. Workshop participants will also be provided some practical suggestions, materials, and hands-on practice that will provide the tools for teaching formal debate in their own classes.

4:55 – 5:20 Jim Chapman (Aichi Bunkyo University)
[CT] *Critical thinking and TOEIC: Advanced skills for teachers and test takers*

The common definition of critical thinking (CT) includes words such as 'analyze', 'evaluate', 'categorize' and 'judge'. It should also include the word 'anticipate'. Accordingly, four advanced skills for the TOEIC test are discussed in this paper; answering critically, guessing critically, recognizing patterns and managing time. Japanese learners rarely sit the TOEIC test with these concepts in mind. The presenter will discuss his/her research into the question of how critical thinking can improve learners' performance.

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5:35 – 6:30 Terry Fellner (Saga University)
 [SDD] *Teaching academic presentation skills to low-level English speakers*

This presentation focuses solely on how to conduct a presentation course to lower level students. The presenter begins by briefly discussing different types of presentations and their purposes. He then explains the format of the 15-week scaffolded course he conducts with his students. The presentation will then illustrate how key skills are taught and practiced along with the fundamental signpost phrases students should use to help their audience understand their presentation. The presentation concludes with a look at slide design and the different designs that work best for various types of academic presentations from hard sciences to liberal arts.

JALT2013 Learning is a Lifelong Voyage
39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition
Kobe Convention Center, Portopia, Kobe
October 25 – 28, 2013

We start to learn even before we are born and continue learning throughout our lives. It's an important part of the life voyage of each human being. Every one of us has learning stories—our own stories as well as the ones we contribute to as friends, partners, parents, and teachers. What are your learning stories? What are your learning memories? Bring them to Kobe in 2013 and share them with your colleagues. JALT2013 promises to be a captivating port on your lifetime learning voyage.

Plenary speakers

Penny Ur (Sponsored by Cambridge University Press)
Caroline Linse (Sponsored by JALT Junior)
Kristin Sherman (Sponsored by Oxford University Press)
Keith Folse (Sponsored by National Geographic Learning | Cengage Learning)

Featured Speakers

Charles Browne (Cambridge University Press)
Christine Pearson Casanave (CUE SIG)
Crayton Walker (University of Birmingham)
Curtis Kelly (Nova Southeastern University)
Daniela Papi (GILE SIG)
David Harrington (Language Solutions Japan)
Elka Todeva (Osaka JALT/School for International Training)
Grant Trew (Oxford University Press)
Scott Thornbury (Kobe JALT/The New School)

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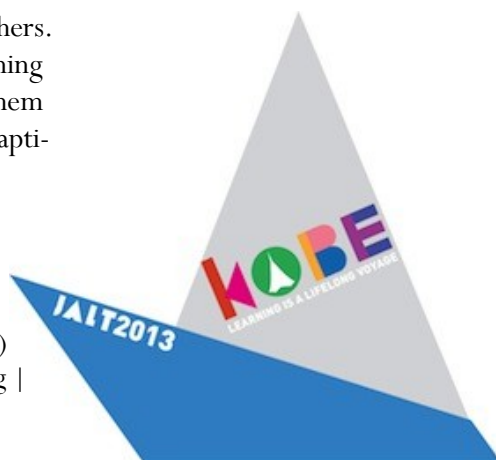
Saturday Poster Sessions

Presenters will be available from 2:35 to 3:35 in the 3rd floor lounge on Saturday to discuss their posters.

Robert Cochrane (Kyushu Sangyo University)
[TBL] *Designing effective and engaging homework*

Effective homework can lead to better use of class time and increased self-regulation. This poster examines the effects on students' perceptions of, and engagement with, various homework activities designed using the task-based learning framework while incorporating the dimensions of personalization and novelty. Activities were developed and presented to 1st year low proficiency learners (TOEIC Bridge scores 100-115). Surveys covered the areas of a) time spent; b) interest; c) perceived difficulty; d) relevance; e) desire to do the activity again. Course evaluation comments also provided useful data. The results suggest homework design factors that may increase student engagement.

Tomoko Ishizuka (Tama University)
[JSL] *Grammaticality judgment problems with Japanese syntax*

It is often the case that what a theory predicts does not necessarily conform to reality. Generally, theoretical linguists base their analysis on native-speaker grammaticality judgments, where difficulty lies in navigating the distinction between 'ungrammatical' and 'unnatural.' As unnatural sentences may still be considered grammatical, the act of analysis must generate such unnatural, but not ungrammatical, sentences. However, wrongly judging ungrammatical as unnatural might result in an analysis that generates sentences that people do not really say. This presentation looks at such phenomena with Japanese syntax and discusses what we can do to bring theories closer to reality.

Nozomi Takano (Sophia University)
[JSL] *Life long Kanji learning -漢字学習法*

非漢字圏のJSL学習者にとって、漢字の習得はチャレンジの１つである。特に大人の学習者にとっては、それまで学び、使用してきた文字（例えばアルファ ベット）との違いに、とまどいも大きい。英語を母語とするＪＳＬ学習者の中には、日本語の漢字仮名交じり文を解読できるようになる前に、日本語の文字習得 をあきらめてしまう学習者もいる。教師は、どのようにしたらそのような学習者の漢字学習の負担を軽減することができるか、検討し提案する。

Bruce Gene Vorland (Aichi Institute of Technology)
[CALL] *One way to connect an iPad wirelessly to a classroom projector*

With an iPad that is wirelessly connected to a projector in a classroom, a teacher can be free to circulate among students while still controlling what the entire class sees. The teacher can use the iPad camera app to show the class what individual students are doing and project a dictionary app, a slideshow, or video clips without being tethered to the front of the classroom. This poster session will show, in detail, equipment and cables that can be used to connect an iPad wirelessly to a classroom projector.

Michael J. Iwane-Salovaara (Momoyama Gakuin University)
[TED] *How well do you know your school?*

From my 20-year experience of teaching EFL in Japan EFL teachers have at times not known key details about their school, details that may impact their classroom, collegial, and administrative relationships. Drawing upon some of the issues raised by Whitsed and Wright (2011) and my own experience, I will report on a pilot study of teacher knowledge at one school with a focus on school demographics, organizational and decision-making structures, and workplace satisfaction. I will also collect feedback on the survey in order to refine the survey metrics for a larger study to be presented at another time.

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Tamayo Hattori (Waseda University), Hiroshi Noyama (National Institute for Japanese Language and Linguistics), Noriko Akiho-Toyoda (S&N Information Limite), Takayuki Hara (Kagoshima University)
[JSL] *Reaching out to young learners: The Japanese Language Library for Children*

This poster session showcases the information and resources on the "Japanese Language Library for Children" website. This was developed as part of the government's efforts to outreach to school-aged children who need basic Japanese language support in order to attend local schools. The website consists of four resources for teachers: (a) syllabi & lesson plans, (b) teaching tips by video, (c) an information & material database with search functions, and (d) Q&A on teaching young learners. Poster-visitors will be invited to discuss actively different aspects of this online system, and to consider how young Japanese learners can be supported.

Charles Kelly (Aichi Institute of Technology – Toyota)
[CALL] *Tatoeba.org - a corpus of multilingual sentences*

The Tatoeba Project at tatoeba.org has a large database of example sentences translated into many languages by its members who volunteer their time. Members translate existing sentences, contribute new sentences and help each other by proofreading sentences. All the sentences from this project may be used in other projects under a Creative Commons license. This poster session will suggest ways you can use this website with your students, show some of the projects that are using the Tatoeba Corpus, and explain how you can help.

Lawrence Kelly (Aichi Institute of Technology), Charles Kelly, Mark Offner, Bruce Vorland, Robert Clayton
[CALL] *Using the iPad for English Teaching and Productivity*

This poster session will show a variety of lessons for using mobile devices for English conversation practice in the wi-fi connected and non-connected classrooms. It will show concrete examples of how we have been using the iPad and iPad mini both within the conversation classroom and outside the classroom to encourage individual language study for students and to improve productivity for teachers. Connectivity in the classroom, setting up a classroom-specific wi-fi system and uses of free language apps will be covered. A handout covering the main points of the presentation will be provided. More materials at: http://aitstudy.com/ipad/

Megumi Kohyama (University of Wyoming – USA)
[TED] *Instructional design for teachers of English as a foreign language*

Many educators are tasked with developing courses and instructional materials, but few have had formal training in the field of instructional design (ID). One critical step in the ID process is to conduct a thorough front-end analysis of the learning site, the students, and the resources available. Only then can proper instruction, and materials be developed. This poster presentation is an introduction to ID with special emphasis given to analysis. An example of an English training course for office workers at a private university, which was developed by the presenter, will be used to illustrate the ID process.

Mark Wilson Wright (Kyoto Sangyo University)
[MW] *Introducing student developed listening materials into the university EFL classroom*

There are a plethora of ready-made authentic materials available, all of which can be utilized by educators and students alike, that can help to hone in on listening skills as well as promote healthy oral communication in the classroom. The purpose of this poster presentation is to highlight some of these resources and listening strategies. Examples of student-created collaborative listening class activities, including the step-by-step selection, design and implementation will be displayed. In addition, results of a recent survey relating to students' interest in this topic will also be posted.

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Sunday Sessions

10:10 – 10:35 Nicholas Doran (Rikkyo University)
[LD] *An interesting presentation about interest*

Creating interesting lessons is a clear goal yet can remain elusive. This paper will examine novelty-complexity appraisals to provide insights from psychological research into what exactly interest is and what makes something interesting. Subsequently, a survey study of learners' attitudes towards which lesson activities in the presenter's teaching context are interesting (or not) will be presented. Finally, suggestions will be made for how to make activities more interesting by focusing on research findings into Interest-Enhancing Strategies (IES's).

11:55 – 12:20 David Richard Evans (National College of Nursing)
[LD] *The value of using student assessment in the classroom*

Self-evaluation forms can make learners think more deeply and realistically about the quality of their speaking skills and what can be done to enhance them. By reflecting on their own strengths and weaknesses in speaking English and through evaluating the oral performance of peers, students can become more aware and adept at how to improve their own skills. Students can be further encouraged to develop their critical faculties by participating in the periodic assessment of oral testing. This presentation will focus on the process of developing this approach and also look at the responses that students make.

12:30 – 12:55 Shuk-Im Irene Chan (The City University of Hong Kong), Cheung-Shing Sam Leung (The Hong Kong Institute of Education)
[LD] *Error correction in writing: Voices from L2 English learners*

Error correction plays an important role in learners' writing development. This study investigated learners' expectations towards feedback and their responses after receiving feedback. Data were collected from 60 university students in Hong Kong via questionnaires and focus group interviews. Results showed that students in general appreciated more detailed feedback, and preferred direct rather than indirect correction. After receiving feedback, the majority of the learners would review the feedback, though they seldom discussed the errors they had made with their teachers. Proposals will be made for error correction strategies and ways of raising the awareness of learners regarding errors.

1:05 – 1:30 David Barker (BTB Press)
Reverse engineering as a language learning strategy

"Reverse engineering" is the process of discovering how something works by analyzing its structure and operation. This practice is common in the world of technology, where manufacturers break down the products of rivals in order to study them. In this session, the presenter will look at ways in which the same principles can be applied to language learning. He will also discuss the effects that learning to reverse-engineer English can have on proficiency.

1:40 – 2:05 Paul Collett (Shimonoseki City University), Kristen Sullivan
[LD] *Learner development as a collaborative venture*

How do learners develop ideas and beliefs about learning? The concept of 'From many, one' suggests one possibility. This is supported by the presenters' research into self-regulated learning (SRL) and the use of materials aimed at developing SRL strategies. Our findings have revealed examples of how (imagined) community membership and cooperative co-engagement in learning contribute to the development of positive learning beliefs and practices. Drawing on learner stories, we will show how these concepts can be leveraged to consolidate and support the development of SRL. We will also discuss how breakdowns in classroom collaboration adversely influence learner engagement with SRL.

2:15 – 2:40 Akiko Nagao (Ritsumeikan University)
[LD] *Classroom as Community of Practice*

This study examines the process of Japanese students as English as second language learners joining different academic learning communities in Australia. Using a sociocultural lens and Lave and Wenger's Communities of Practices model (1991), this research investigates how newcomers became experienced learners through interactions in classroom communities by documenting students' engagements in peer and classroom discussions. This research also suggests teachers and learners need to raise awareness of language learning education as a participant metaphor instead of a knowledge transmission metaphor; learning about language rules and grammatical patterns of usage.

Room 32

9:00 – 10:35 Edward Jay Schaefer (Ochanomizu University), Ian Munby (Hokkai Gakuen University), Jeffrey Stewart (Kyushu Sangyo University), Aaron Gibson (Kyushu Sangyo University)
[TEVAL VOCAB] *Measuring gains in L2 lexical competence*

The importance of teaching vocabulary has long been recognized in our field, but how to test or measure vocabulary remains problematic. This forum will report on several different approaches to measuring gains in vocabulary size. These approaches range from a small-scale analysis of an end-of-term classroom vocabulary quiz, to larger-scale studies, including a longitudinal study of a multiple response word association test, and a method of measuring longitudinal gains in vocabulary size under the Rasch model. We hope to demonstrate the potential of various analytical tools in keeping track of the development of students' vocabulary levels.

11:55 – 12:20 Edward Jay Schaefer (Ochanomizu University)
TEVAL SIG General Meeting **(Held in C's Café)**

This is a general meeting for the TEVAL SIG to discuss matters of relevance to the SIG. Both members and nonmembers who are interested in language testing or assessment issues are invited to attend.

1:40 – 2:05 James Richard Broadbridge (J.F. Oberlin University)
[VOCAB] *Creating a vocabulary building community*

The importance of vocabulary building is apparent to all, but is often difficult to convey to students blinded by the hard work involved in study and review. This presentation will illustrate how teachers can successfully pass control of the process of selection, introduction, and reinforcement to students. It will also show how students can work together to divide the workload to make vocabulary learning more manageable and rewarding by using Quizlet, the online flashcards website.

2:15 – 2:40 Paul Sevigny (Ritsumeikan Asia Pacific University)
[VOCAB] *Differentiated vocabulary instruction: Best practice*

Vocabulary is one area of SLA that is often treated in outdated, undifferentiated methods in spite of individuals having their own gaps and learning at their own pace. Placement decisions are usually not made with vocabulary as a primary variable, but at the same time, vocabulary quizzes and tests are often part of the grading system. This paper will explore frameworks and systems that support a movement toward differentiated instruction, practice and grading, with no financial barrier and will draw upon research and connections of interest to Vocabulary, CALL and Testing SIGs.

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2: 50 – 15:15 Darrell Samuel Wilkinson (Soka University)
[VOCAB] *Motivating students to make and study word cards*

Although widely accepted as an efficient means of acquiring new vocabulary knowledge, word cards are often viewed as tedious and too time consuming by learners. Therefore, how can teachers motivate learners to spend the considerable time needed to make and study from good quality word cards? This presentation outlines the results of a study where, through the incorporation of news-report projects, a student-to-student testing system, and a simple noticing activity during reading exercises, the speaker was able to increase motivation, time-on-task, and vocabulary gains over one academic semester. The presentation provides both qualitative and quantitative data to support the results.

Room 33

9:00 – 9:25 Eric Alan Lerstrom (Nihon University)
[CALL] *Constraints in computer-assisted text analysis*

Computer software can do in minutes what took writing researchers days in the past. However, computer software is only as good as the programmer who made it and the assumptions that the designer has made. This presentation focuses on how different programs interpret common text analysis terms and how these differences can bring about a large variation in the results. Often these findings are used in more complex analysis which can multiply the variations and lead to suspicious research conclusions.

9:35 – 10:00 Supakorn Phoocharoensil (Thammasat University – Thailand)
[CALL] *A corpus-based investigation of the relative marker "where" in learner language*

This corpus-based study investigated the relative marker "where" by Thai EFL learners, in comparison to its occurrences in a native speaker corpus. The Thai Learner English Corpus (TLEC), compiled from essays by undergraduate Thai learners, was explored and compared with The British National Corpus (BNC). "where" used in the learner corpus differs from that in the BNC since Thai EFL learners produce deviant tokens of "where". In particular, due to overgeneralization, they use "where" ungrammatically as a relative pronoun to refer to locative head noun phrases in general. Furthermore, resumptive pronouns, which are non-standard, exist in their interlanguage.

10:10 – 10:35 Joachim Castellano (Kanda University of International Studies), Jennie Roloff Rothman (International Christian University)
[CALL] *Teaching for critical social media literacy*

Social media increasingly plays a transformative role in modern society with people worldwide, especially L2 English speakers, using these interactive platforms. This workshop presents materials developed and evaluated as a "Social Media" unit for English majors at a Japanese university. Lessons explored social networking, blogs, viral videos, and memes. Primary unit objectives were familiarity with and responsible participation in new media channels, as well as the development of critical media literacy. The research reveals students' impressions of the unit and the degree to which it altered the frequency of social media usage or the language in which it was consumed.

11:55 – 12:20 Craig Wallis Gamble (Kwansei Gakuin University), Michael Wilkins (Ritsumeikan University)
[CALL] *Language learning through Facebook: A community of learners*

There are common challenges teachers face with offering and expanding opportunities for students to develop their language skills outside the classroom. Therefore, this presentation will set out to highlight the growing influence social media has to play in education by discussing not only educational advantages, but also potential concerns by educational institutions in using social media as a learning platform. Additionally, the presenters will demonstrate how Facebook can be integrated into various classroom settings and introduce successful activities for students and teachers to engage in.

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12:30 – 1:30 Michael Wilkins (Ritsumeikan University), Craig Gamble (Kwansei Gakuin University)
[CALL] *Facebook, more than liking education: Using Facebook groups as an LMS*

Today's students not only view technology as an important part of their lives, but also come to expect it in the classroom. Not surprising then, that the explosion of user popularity and the sophistication of technology has greatly changed how learning takes place in and outside the classroom. However, there are common challenges teachers face with offering and expanding opportunities for students to develop their language skills outside the classroom. This presentation will demonstrate the necessary steps to set up educational groups within Facebook, a social-networking site and will then discuss practical and pedagogical activities that students can engage in.

1:40 – 3:15 Douglas Jarrell (Nagoya Women's University), Robert Chartrand (Kurume University), Tom Gorham (CALL SIG), Matthew Nisselius (BE SIG), Matthew Reynolds (SO SIG)
[CALL, BE, SO Forum] *Cloud computing: Merits and demerits*

Commercial interests may see cloud computing as another way to make more money, but these services are making our work easier with effective online solutions to the problems that confront language professionals. Software companies use the Internet as their base so that users no longer need to install programs on their computers. They provide teachers with access to various classroom management tools for tracking students and creating lessons. This can be called cloud computing, but how different is it from Internet computing? School Owners, Business English and CALL will look at both the merits and demerits of "the Cloud".

Room 41

9:00 – 10:35 Yosuke Ogawa (Kansai University), Tim Greer (Kobe University), Adam Brandt (Kansai University), Donna Fujimoto (Osaka Jogakuin College)
[PRAG] *Identity in interaction: How categories do things*

Although identity has become a key topic in second language research, it can be problematic when considered to exist only in the individual's head. By instead operationalizing identity the social display of self in relation to others, discourse analytic approaches such as Conversation Analysis and Membership Categorization Analysis locate identity in interaction, therefore making it observable through the sequential details of talk. The three papers in this panel session will (a) introduce the CA/MCA approach to identity as a social accomplishment and (b) apply it to identity ascriptions in study abroad contexts and international students meetings.

11:55 – 12:20 Chris Ruddenklau (Kinki University), Mark Holst (Otaru University)
[PRAG] *Developing viable collaboration for teacher training in Lao PDR*

No single language teaching methodology has proven universally effective. English medium CLT used by an English-speaking teacher is effective in developing communicative competence. However this approach may not be as effective in an EFL setting when taught by a non-native teacher when the cultural norm is teacher-centered learning. In this presentation we explain (i) the challenges for English teachers in Lao high schools; (ii) how Lao teachers can systematically develop a more eclectic approach to teaching English in line with local cultural-educational practices and expectations; (iii) our plan to develop and implement a CLT-based module for Lao English teacher trainees.

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12:30 – 12:55 Rob Olson, Seth Cervantes (Tomakomai Komazawa University)
[PRAG] *Exploring alternatives: Peer collaboration and professional development*

The presentation explores ways in which language teachers can objectively observe the teaching act and foster collaborative relationships with peers. The presenters video/audio recorded three one-hour lessons for each class over one year. Each lesson was transcribed in detail. In peer sessions, the presenters viewed video of their lessons and analyzed transcripts for any apparent patterns or tendencies. The presenters discussed alternatives to some of the patterns or tendencies observed, and tried the alternatives in following lessons. The same process was repeated two more times. The presentation ends with the presenters sharing the outcomes and observations of their research.

1:05 – 1:30 Kimiko Koseki (Denenchofu Futaba Junior and Senior High School)
[PRAG] *Pragmatic appropriateness of English learners' refusals*

Beebe, Takahashi, and Uliss-Weltz's (1990) milestone research on Japanese learners' English refusals expressed to an interlocutor of higher, equal, and lower social status than themselves indicated the effects of Japanese learners' L1 transfer but did not contain more comprehensive detail. To find which Japanese learners' pragmalinguistic and sociocultural insufficiency may be hindering communication of their intention, high school students' refusals to an interlocutor of higher, equal, and lower status than themselves were collected and analyzed by American raters in terms of intelligibility and politeness. The American raters noticed vagueness, abruptness, and lack of expected excuses in Japanese learners' descriptions.

1:40 – 2:05 Tim Knight (Shirayuri College)
[PRAG] *Analysis of chat (CA) by and for college students*

This presentation will describe a seminar in which intermediate-level undergraduate students conducted CA in English, starting from speaking in pairs or threes, to transcribing the conversation, to noticing conversational features in it. The course was on Pragmatics and Conversational Analysis. After being guided through accessible readings from Pridhams's The Language of Conversation (2001) and Yule's Pragmatics (1996), students reported their findings in presentations and in written form. Features they discovered included ways of turn-taking, the use of adjacency pairs, the importance of repetition, the role of preference structure, as well as their own strengths and weaknesses in holding English conversations.

2: 15 – 2:40 Chie Kawashima (Tochigi Prefectural Sano Shou-ou High School)
[PRAG] *Analysis of pragmatic features in ELT textbooks*

One of the most important requirements for successful communication in the L2 is pragmatic competence, which is defined as the ability to use language effectively in interpersonal relationship. Textbooks are primary sources of input and practice in the target language especially for learners in EFL contexts. This study looks at pragmatic information presented in authorized English textbooks for Japanese senior high school and commercial ELT textbooks internationally used. Analysis reveals the range of communicative functions and linguistic forms in addition to whether the pragmatic features are introduced with (a) explicit explanation, (b) contextual information and (c) guided practice.

2:50 – 3:15 Nobuko Trent (Aoyama Gakuin University)
[PRAG] *Building learners' concept of English sentence subject*

Japanese college Introductory-level learners of English have difficulties with English sentence structure, especially subject and verb; this disrupts their developing skills. In a previous study through extensive analysis of Japanese learners' syntactical errors in English, it was argued that the problem is caused by the negative transfer from Japanese. The Japanese language has been considered to have the subject-object-verb structure (SOV) but actually does not need clear sentence subjects, in contrast with English. This study proposes a practical teaching method using Japanese novels and their English translations to develop the concept of English sentence subject and demonstrates its effectiveness.

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9:00 – 10:35 Ken Ikeda (Otsuma Women's University), Joe Tomei (Kumamoto Gakuen University), Hugh Nicoll (Miyazaki Municipal University), John Daniel Herbert (Hiroshima Jogakuin University)
[CUE] *Student seminar and* **sotsuron** *papers: Challenges and possibilities*

One key requirement for students in the Japanese university system is to produce a seminar paper or graduation thesis. While this job has traditionally been tasked to Japanese professors, as native English faculty takes on the same general responsibilities as Japanese tenured faculty, they are often asked to supervise such papers. In this discussion, three teachers from different schools will describe the process by which they develop these papers, along with school strictures and requirements that impact on these papers. The participation of other teachers faced with this challenge to share ideas and solutions will be most welcomed.

11:55 – 12:20 John Campbell-Larsen (Momoyama Gakuin University)
[CUE] *Teaching speaking: Content and methodology*

Findings from the study of corpora (E.g. O'Keefe, McCarthy, Carter, 2007) and from the field of Conversation Analysis (e.g. Schegloff, 2007) have shown that spoken language differs markedly from written language in lexis and grammar and functions on a level of interactive, emergent meaning that is at variance with the written form of the language. This presentation will highlight some of the key features of spoken language, and discuss ways in which these features can be taught. The presentation will use video clips of classroom interaction to illustrate the points made.

12:30 – 12: 55 Shzh-chen Nancy Lee (Kyoto University)
[CUE] **S***peaking fluency development through collaboration*

This pilot study explores the development of English speaking fluency among Japanese university students. Speaking fluency is one of the most important yet difficult components when participating in academic, occupational and social contexts (Rossiter et al., 2010). Students were recorded describing Eiken speaking test story images. Participates (n=240) were divided into one control group and three treatment groups: 1) students who conducted self-review, 2) students who conducted peer review, and 3) students who received teacher feedback. Recordings were analyzed and the number and length of pauses were compared. Students who conducted peer review demonstrated the greatest development of speaking fluency.

1:05 – 1:30 Glenn D. Gagne (Aichi Gakuin University)
[CUE] *Practical English skills for pharmacists*

Explaining medicines in English is a complex task, which many Japanese pharmacists are not comfortable doing. However, for foreign residents who do not have an adequate command of the Japanese language, a comprehensible explanation is a necessity. This paper will outline a plan for organizing such explanations and present various materials useful for teaching practical English to pharmacists or pharmacy students. The main points will be on the "What?" "How?" and "Warnings!" aspects of explaining medicines. In particular, the use of specialized vocabulary and common grammar mistakes will be taken up.

LD-SIG 20th Anniversary Conference
Practices, Pedagogies, Puzzles and Research
November 23 – 24, 2013
Gakushuin University, Mejiro, Tokyo
<http://www.ldsigconference2013.org/>

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1:40 – 2:05 Alan Brady (Kwansei Gakuin University), Paul Aaloe (Kwansei Gakuin University)
[CUE] *Collaborative practitioner research into the English language higher learning experience*

Collaborative practitioner survey research (Allwright, 2003) of the English language higher learning experience must be relevant, engaging, and fully invested in by those (students) asked to respond and participate. How the experience is viewed from the respondents' perspective is crucial. We are undertaking collaborative quantitative research where we first ask potential respondents to pose questions about their experience. Later, student respondents will be asked to narrow down questions to appear on the final survey version, and to provide possible choice answers to those questions. We explain how we have used social science and language education research to develop this methodology.

2:15 – 3:15 Brad Deacon (Nanzan University), Brian Cullen (Nagoya Institute of Technology), Ben Backwell (Nagoya City University), Sarah Mulvey (Nagoya City University
[CUE] *Effective language patterns in the classroom*

The presenters will start with a brief review of existing literature on the deliberate and controlled usage of communication psychology language patterns in education. Participants will then be guided to experience these patterns in ways that can be later used with their own students to learn more effectively. Finally, the presenters will share their own research on the usage of these patterns in EFL university classes from two studies that involved control and experimental groups. The results will show that language patterns do facilitate more resourceful learning states and greater results in student's language learning.

Room 43

9:00 – 10:35 Tatsuya Sudo (Kanda University of International Studies)
[LLL] *English Rakugo and English teaching*

First, I would like to talk about Rakugo and English Rakugo: Its meaning and history, how I got involved in the world of Rakugo, and my English Rakugo classes. English Rakugo can motivate students to study English. It not only improves their English ability but also their presentation skills. Two different kinds of Rakugo in English will be presented, a modern piece and a classical one.

11:55 – 12:20 Matthew Robert Coomber (Kyoto Sangyo University)
[JSL] *L2 identity in Japanese: Which 'I' is really me?*

Recent research has sought to problematize the role of identity in L2 learning and use. Despite this, relatively little research has been done into the construction of specifically masculine L2 identities, and less still on learners and users of languages other than English. This presentation looks at identity issues among male JSL learner-users, focusing on use of the pronouns 'watashi', 'boku' and 'ore'. Questionnaire results are presented, and the pronoun choices of four learner-users who were interviewed in depth are discussed, revealing the complexity of the relationship between gender, language proficiency, and L2 identity.

12:30 – 1:30 Don Maybin (Shonan Institute of Technology)
[LLL] *Blended benefits: Computer to classroom to Cambodia*

The presenter will describe an accelerated language learning program which integrate online and classroom training to develop basic language skills. Participants of this year's course included four Japanese, one Chinese, one Italian and one Canadian ranging in age from 19 to 65. They studied Khmer over a 3-week period at SIT then flew to Cambodia for testing to determine their ability to communicate and complete tasks. A demonstration of the teaching approach will be followed by firsthand accounts from participants, who will also answer audience questions. This presentation will be conducted in English and Japanese.

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1:40 – 2:05 Maria Margarita Foster (Hachinohe Gakuin University)
[OLE] *La cooperación y el debate como estrategías para acceder a información especializada en otros lenguajes.*

Actualmente la mayor parte de la información especializada se genera en otras lenguas, especialmente en inglés, lo que implica que los estudiantes japoneses necesiten adopter estrategias que les ayuden a leer y decodificar la información eficientemente. El proceso de decodificación, por sí mismo, requiere de un gran esfuerzo ya que implica la adquisición de un extenso vocabulario y el intentar entender claramente el mensaje del autor. Sólo de esta manera es posible empezar el proceso real de aprendizaje de los contenidos, que incluyen una cuidadosa consideración del significado del material aprendido, para hacer presentaciones y escribir informes. En esta presentación se discutirán algunas de las estrategias usadas con un grupo de estudiantes universitarios, para leer artículos de psicología criminal, escritos en otras lenguas.

2:15 – 3:15 Rudolf Reinelt (Ehime University)
[OLE] *How many factors make one successful 2FL course*

This workshop explains how the many factors that make up the author's German as 2FL course interact to make it an integrated successful language learning experience. In particular, Part 1 explores the initial conditions before the start of the course. Part 2 considers the "players" in the course. Part 3 demonstrates in more detail the mutual interactions throughout the course in three phases. Part 4 gives an outline of the overall course and locates the other parts within it. Part 5 discusses ramifications for other 2FL courses at the general education level in Japan.

Room 45

9:00 – 10:35 Matthew James Nisselius (Nisselius Consulting), Robert Hilke (INTEC Japan)
[BE] *The need for intercultural competence in business training*

It is becoming increasingly important for professionals, thus university students, to develop not only language and business skills, but also intercultural competencies to cope with intercultural differences and ultimately thrive in global teams. In this workshop, we look at some ways to explain the differences through "maps" describing cultural tendencies (e.g., "high context vs. low context"), as well as educational/philosophical traditions such as "Socratic vs. Confucian" influencing communication styles in school and business. We also talk about practical ways to apply these concepts to both academic and professional environments in the form of "hybrid meetings" and discussion techniques.

11:55 – 12:20 Matt David Smith (Sugiyama Jogakuen University)
[CUE] *A secure community of student-built websites*

This presentation will describe a third-year university project in which 25 students built their own websites. These websites were constructed as a homework project entirely without teacher supervision, with only the support of weekly tutorial videos. Students were required to visit each other's websites through a secure page and encouraged to give comments, critiques and praise. The presenter will give a quantitative analysis of the students' websites, correlating the scope of the websites with independent test data, supplementing this with an analysis of qualitative data gathered through semi-structured interviews.

12:30 – 12:55 Richard Miller (Rikkyo University), Zane Ritchie (Kobe Gakuin University)
[CUE] *Utilizing iPhones and iPads in the classroom*

Technology readily available is a powerful tool for educators to utilize to further their pedagogical goals and at the same time stimulate students' interests in classroom activities. The presenters will show practical ways to implement and use iPads and iPhones as technological tools to achieve their educational goals. By the end of the presentation, attendees will gain practical tips on how to better understand technology in the classroom.

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1:05 – 1:35 Sharif Mebed (Nanzan University)
[CUE] *Course coordination using online tools*

In recent years course coordination has been an important issue in Japanese universities. One important key to coordination is communication, which is done easily when classes are held in the same location at the same time. However, is it possible to coordinate a course where there is little or no chance to meet the other teachers? In this presentation I will discuss course coordination using a teacher-dedicated online blog, Moodle or simple e-mail. I will show how these could be used even with teachers who define themselves as "low tech" and discuss other related issues.

Room 47

9:00 – 9:25 Supong Tangkiengsirisin (Thammasat University – Thailand)
[TBL] *Developing a writing community through collaborative assignments and social technologies*

With the use of technology, EFL learners tend to be able to develop their writing proficiency more effectively (Elola: 2010). This study explores L2 learners' approaches to writing in Google.doc and compares their individual writing and collaborative writing in academic writing classes. It also investigates the learners' attitudes towards collaborative writing through social tools. The findings showed that collaborative essays proved to be more carefully planned and better organized through brainstorming and peer feedback during the students' interactions in the wikis. Questionnaire data revealed the students' positive attitudes toward collaborative writing and social tools, which enhanced an L2 writing community.

9:35 – 10:00 Yukie Saito (Dokkyo University)
[FLP] *Enhancing student autonomy using language portfolios*

It is often claimed that Japanese university students are not highly motivated toward learning English. How to cultivate students' autonomy is the key factor for Japanese university students to learn English effectively. This presentation shows how a writing class for freshmen at a university can enhance students' autonomy using a language portfolio for writing adapted from the European Language Portfolio (ELP) and the Common European Framework of Reference for Language (CEFR). Information includes the contextual background leading to drafting the language portfolio, the contents included in the portfolio based on pedagogical theories, and the students' feedback on the portfolio are also presented.

10:10 – 10:35 Michael Furmanovsky (Ryukoku University)
[TBL] *A listening, reading and watching jigsaw*

This presentation focuses on integrating three skills (reading, listening and writing) in a single group activity. Typically the instructor prepares an article on a current topic as well some visual realia that relates to the topic. These are then given to A and B Students to be read separately, while the C Students go outside the classroom and listen to the teacher talk on the same topic. The students then reform their triads to share their different types of information and are tested with a fun and motivating True/False quiz that includes critical thinking, comprehension and vocabulary questions.

11:55 – 1:30 Mark Donnellan (Osaka Shoin Women's University; Task-Based Learning SIG), Nathaniel French (Showa Women's University; Material Writers SIG), Morten Hunke (Aichi Prefectural University; Framework & Language Portfolio SIG), Alexander Imig (Chukyo University; Framework & Language Portfolio SIG)
[FLP MW TBL Forum] *From multiple assessments to assigning a grade*

The heart of the FLP, MW, and TBL SIG's forum will address how teachers perform the balancing act between having to assess students while still offering exciting and engaging language learning tasks. The participants in the forum will discuss issues such as the process of identifying and selecting the most appropriate assessment criteria, and the activities, tools, and methods that can make things easier and smoother for all involved. The format of the forum will encourage a free exchange of ideas.

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1:40 – 2:05 Matthew Turner (Rikkyo University), Robert Lowe
[MW] *Foregrounding learner research for TBL activities*

This presentation will show how over a semester-long program, learners were encouraged to conduct fortnightly research assignments on several culturally orientated topics, before engaging in a process of sharing and exchanging information with other class members. The presenters will demonstrate how foregrounding learner-generated information can both contribute positively towards collaborative learning in the classroom, as well as encourage learner autonomy, by giving learners the impetus to share their work and use the work of others in order to achieve an end goal. Practical ideas will be provided by the presenters as well as some examples of learners' work.

2:15 – 2:40 Helen Margaret Hanae (Toyo University)
[MW] *Create and use manga and visual learning materials*

A hands-on workshop on using and creating teaching materials with comics, manga, or webcomics. We'll create extension materials, and our own comics too – it's NOT just for arty types! Japanese students are comfortable with comics, and their blend of narrative with a helpful mix of emotional impact, intimacy, and realism helps learning and motivation. Students find colloquial native-speaker English hard, but comics help close the accessibility gap by providing visual context for challenging or abstract content or culturally unfamiliar international comics, and short, readable lines. Comics provide direct language models, especially for those hard-to-grasp super-basic verbs with broad meanings.

Room 48

9:00 – 10:35 Mary Nobuoka (JALT Bilingualism SIG), Martin Pauly (Tsukuba University of Technology)
[BL] *Intro to raising bilingual children in Japan*

The number of international families is increasing in Japan. At the same time, many Japanese parents are interested in raising their children to be proficient in a second language. This talk explains the benefits and challenges of raising children bilingually (or multilingually) in Japan. As part of this approach, attendees will learn about the value of creating minority language communities. I will also share ideas on how to help children develop their speaking, reading and writing in a minority language. The talk will include 30 minutes Q&A so participants can discuss their own experiences and concerns, too.

11:55 – 1:30 Malcolm Harding (Teaching Children SIG), Marybeth Kamibeppu (Bilingualism SIG), Paul Nanton (Junior Senior High School SIG)
[TC BILING JSHS Forum] *Bilingual children in English classes in Japanese schools*

This forum will focus on the experiences of bilingual children in mandatory English classes in elementary, junior high, and high schools. Presenters will examine issues relating to the benefits and challenges of having bilingual children learning alongside their Japanese peers. In particular the forum will address the interrelated issues of language learning, identity, and classroom socialization. Panelists will include parents of children at all three levels of the educational system, parents of returnee children, and both public and private school teachers.

Nakasendo 2013

July 7, 2013
Toyo University, Tokyo
<http://www.nakasendoconference.org/>

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1:40 – 2:05 Aaron David Hahn (Fukuoka University)
[JSHS] *Improving JET ALT training*

Every year, the Japanese government brings thousands of native English speakers to Japan via the JET program to become Assistant Language Teachers in primary and secondary schools. Most, however, have little teaching experience, and there is strong anecdotal evidence that ALTs are not given much training after joining the program. After briefly discussing results from surveys and interviews of ALTS in a southern prefecture on their perceptions of their training, this presentation will examine a new training program established in this prefecture that is attempting to compensate for some of the deficiencies in the current system.

2:15 – 3:15 Mary Nobuoka (Mejiro University)
[JSHS] *Why NNS make great language teachers*

When you ask non-native teachers of English in Japan if they are bilingual, most will say "no". This workshop explores both the benefits of being a non-native speaker of the language you are teaching and some attitudes and practices that may be hindering language education in Japan. It also includes a special focus on pronunciation. As more and more schools integrate team-teaching into their programs, the new perspectives gained through participation in this workshop will allow NNS to teach with more confidence. Although the workshop is geared towards teachers of English, it will also benefit minority language teachers too.

Room 49

9:00 – 9:25 Alex Edward Wright (J.F. Oberlin University)
[ER] *How and why to do extensive listening in the classroom*

While extensive reading has enjoyed much popularity and attention recently extensive listening has been mysteriously neglected. This presentation looks at why we should pay attention to this overlooked area of language teaching. It also explores how extensive listening can be practically implemented in the classroom. Existing materials are listed and then critically examined for their usefulness in implementing extensive listening at various levels. Finally this presentation will propose guidelines and suggestions for implementing extensive listening taking into account different levels and practical considerations such as cost of materials.

9:35 – 10: 00 Rob Waring (Notre Dame Seishin University), Charles Browne (Meiji Gakuin University)
[ER] *A free crowd-sourced online extensive reading and learning environment*

This presentation introduces a free online reading and learning environment at www-er-central.com currently in beta. The presentation will then show how students read the texts and can save words to a flashcard learning and game environment. An adaptive text-leveling algorithm ensures that learners will be recommended texts at or about their reading level. A learning management system will be added soon which will allow for institutional use. Teachers and authors are encouraged to enter their own texts into the system on a crowd-source creative common basis.

10:10 – 10:35 Michael Stockwell (Sugiyama Jogakuen University)
[ER] *Flipping a first-year reading class*

The presenter will demonstrate the benefits of a "flipped class" by focusing on a first-year reading class. Class time that was previously spent on lecturing on reading strategies and providing instruction on extensive reading was now assigned for homework. Additional class time was then available for actual application of the strategies and collaborative activities for extensive reading. Students were able to access content-based lectures on strategies and video tutorials on extensive reading and repeat them as much as needed. While the use of elements of CALL might seem problematic, a practical web-based solution will be presented.

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11:55 – 12:20 Amanda Gillis-Furutaka (Kyoto Sangyo University)
[ER] *Graded reader readability: Some overlooked aspects*

Extensive Reading (ER) has been shown to enhance reading skills and to reinforce lexical and syntactical knowledge. The presenter's research shows that Japanese university students required to do ER are not reading directly in English a lot of the time, but are switching between English and Japanese. Examples will be shown of phrases and sentences that appear simple, but which have caused students to switch from reading and thinking directly in English to analyzing and translating into Japanese. The presenter will invite discussion on possible underlying reasons for this and whether such language switching should be overlooked or actively addressed.

12:30 – 12:55 Marcos Benevides (J.F. Oberlin University)
[ER] *Beyond the headword: the case for more holistic measures of readability*

Headword counts, found in nearly all commercial graded readers, are the primary criterion ER libraries use to arrange their collections. However, headword counts are a problematic measure in a number of ways, not least of which is their apparent face validity. This paper will note some of the inherent problems with headword counts, and also highlight other factors which impact story readability; for example, sentence and narrative-level complexity, genre, length of text, familiarity of setting, even the number of characters. Possible solutions will be presented for consideration, with the aim of creating a possible future standard of readability.

1:05 – 1:30 Stuart John McLean
[ER] *Increasing learner reading rates with ER*

This experimental research, while controlling for time on task, compared gains in reading rates between ER, vocabulary learning, combined ER and vocabulary learning, and grammar translation groups. The ER group, which read over 110,000 words, showed a statistically significant increase in reading rate, while the combined vocabulary and ER group which read 55,000 words did not. Vocabulary learning did not influence reading speed. However, this was probably the result of the ease with which the speed-reading instrument could be read. Grammar translation did not result in greater reading speeds nor in greater grammatical accuracy on the CELT test.

1:40 – 3:15 Joseph George Tomei (Kumamoto Gakuen University; THT Vietnam), Brent Jones (Konan University, Hirao School of Management; THT Kyrgyzstan), Steve Cornwell (Osaka Jogakuin University; THT Bangladesh), Mathew White (Nagoya University of Foreign Studies; ER India Project), Chris Ruddenklau (Kinki University; THT Laos), Sophie Muller (Chukyo University; ER Outreach Officer), Tim Knowles (Sophia University), Cherie Brown (Akita International University)
[ER TED THT Forum] *Stories of outreach: Extensive Reading over there*

ER (Extensive Reading) is an approach which is growing in popularity within Japan, with many innovative ideas and approaches arising from it and many teachers are convinced of its value as an approach to learning English. Given that, the ER, THT and TED-SIGs have organised this forum to investigate the possibilities of using ER in volunteer efforts overseas. Discussing the successes and challenges faced in exporting ER to developing locations, we hope to not only encourage people to set up and participate in ER projects overseas but also provide insight to the challenges faced here in Japan.

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9:00 – 9:25 H.P.L. Molloy (Toyo University)
[CUE] *Improving assessments with ipsative testing*

Ipsative testing is an approach to assessment that highlights measurement of change in student ability without direct recourse to norms or criteria. Discussed is an item- or test-banking approach to test design that allows instructors to measure students' rates of progress in general receptive English proficiency within university courses or between courses taught by different instructors, with different methodologies, or at different institutions. Illustrative results from more than 2500 administrations will be presented. The presentation will be of especial interest to program administrators and instructors working at multiple institutions.

9:35 – 10:00 Gavin Brooks (Kwansei Gakuin)
[CUE] *Assessment and academic writing: Using rubrics in the L2 writing classroom*

One of the most important aspects of the job of an English teacher is giving students the feedback they need to improve as second language learners. In order do to this teachers often make use of tools such as rubrics. Traditionally rubrics have been seen as tools that have the potential to increase the consistency of scoring, to facilitate valid judgments of complex competencies, and to promote learning. This presentation looks at how teachers can work together with their students to create effective rubrics that reflect their students' values, goals, and language and help them improve as writers.

10:10 – 10:35 Matthew Reynolds (Japan Cambridge English Exam Centre)
Cambridge TKT: A logical first step in professional TESL accreditation

With acclaimed courses like CELTA and DELTA, Cambridge English is a global standard in teacher accreditation. Since their launch in 2004, the 80-minute entry-level teacher exams, 'TKT' (Test of Knowledge of Teaching English), have been used by thousands of private and public institutions to benchmark understanding and raise teaching standards. The adoption of TKT to test a teacher's or trainee's knowledge can have a positive impact on students, employers and the teachers themselves. This is a must for anyone recruiting or training teachers, but can equally benefit anyone who is teaching in Japan without any formal teaching qualifications.

11:55 – 12:20 Tetsuya Fukuda (International Christian University)
[CUE] *Connecting group identity to motivation: A preliminary study*

In recent years, discussions on second language (L2) motivation have been done around the notion of L2 Self System (Dornyei, 2009). However, not much has been discussed about the relationship between students' perceptions of their school and their motivation level. Here arose a research question of whether their belonging to a certain group affects how much students want to learn English. The presenter asked more than 100 university students about their perceptions of belongingness, and analyzed correlations between their perceptions and motivation level empirically. The preliminary results show there is a statistically significant relationship between them.

The Sixth Annual Extensive Reading Seminar

Shinshu University
June 2

This year, the ER SIG is collaborating with JALT CALL to allow attendees to explore the connections between these two areas in research and practice in language teaching. The JALT CALL2013 conference is one of the premier CALL conferences in Asia and we are happy for the opportunity to blend our events. The ER SIG encourages participants to join all days of the joint event (May 31 ~ June 2). <http://www.ersig.org/drupal-ersig/6th-er-seminar>

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12:30 – 1:30 Matthew Thomas Apple (Ritsumeikan University), Terry Mark Fellner (Saga University), Dexter Da Silva (Keisen University)
[CUE] *Foreign language motivation in Japan and Asia*

How much do we know about language learning motivation and how important is it for successful learning outcomes? This presentation attempts to answer these two questions by first introducing and summarizing the latest findings of motivation research done in Japan (the presenters are the editors of the upcoming book Foreign Language Motivation in Japan published by Multimedia Matters, in press). The presenters will then expand the discussion by comparing these findings with those in the rest of Asia. The presentation concludes by looking at the implications the research has for English teachers throughout Asia.

1:40 – 2:05 Mark Koprowski (Meiji University)
[CUE] *Building the four skills through documentary films*

Documentary films have the power to engage learning and transform lives. This presentation will explain the procedures and materials for teaching an integrated skills course through the medium of documentary film. This university course draws upon a range of compelling English-language films (Super Size Me, An Inconvenient Truth, The Cove, and others), each dealing with real-world environmental, political, and social issues urgently affecting society today. Students have regular opportunities to enhance speaking, listening, and writing skills through viewings, guided discussion, and critical reflection.

2:15 – 2:40 Andrew Boon (englishbooks.jp)
Discover the News

Have you heard about Discover the News? Come and find out about the new coursebook which gets students involved in researching and reporting the news. Students take an active role in negotiating and co-constructing their own learning experience, choosing newspaper articles they want to read, analyzing the articles, then choosing what they will go on to research and write for their own story.

Room 62

9:00 – 9:25 Robert O'Mochain (Rikkyo University)
[GALE] *Identity work on LGBT and Straight names*

Important identity work is achieved by choices about names, including names for Lesbian, Gay, Bisexual, or Transgendered (LGBT) and Heterosexual (Straight) individuals. Such work is situated and realized within a network of meanings validated within linguistic communities of practice. This presentation reports on a survey of 250 names chosen by LGBT individuals and 150 names chosen by Straight individuals working as nightclub employees in Tokyo. The interpretation of these names, which are available in the public domain through leaflets, websites, and other publicity materials, helps contribute to a growing body of research work on language and sexual identities in Japanese.

9:35 – 10:35 Michele Rene Steele (Gunma Prefectural Women's University)
[GALE] *Bringing gender issues into the language classroom*

What are 'gender issues' exactly? Students often find that gender issues are really human issues, topics that concern everyone. Teachers sometimes introduce political or social issues in their classes without realizing that they are, in fact, gender issues, as well. This interactive workshop will first provide an overview of an intensive course that I taught that focused on a gender-related theme, along with the feedback received from students at the conclusion of the course. Participants will then generate ideas about what kind of topics they would address in a lesson on gender issues.

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11:55 – 12:20 R. Gregg McNabb (Shizuoka Institute of Science and Technology)
[LiLT] *New technologies to facilitate authentic reading*

In response to periodic appeals to include authentic literature in language teaching (e.g., Lao, C.Y. & Krashen, S., 2000; Hwang, C., 2005), carefully selected short stories can serve as manageable literature that may even be a gateway to extensive reading, itself important for internalizing vocabulary and structure. When reading processes are well managed, this can lead to marked improvement in reading fluency. I will show participants how to exploit new technologies (Moodle, online speed reading software and QuickTime) that help learners take control of their reading, with specific reference to short stories.

12:30 – 1:30 Kevin David Stein (Clark Memorial International High School, Osaka Campus)
[LiLT] *Your voice: The craft of short fiction writing for language learners*

This workshop will take participants on a step by step processes for writing the type of short fiction which allows for students to more easily build and access what Masuhara (2003) refers to as "multidimensional mental representations," of a story. The process will focus on how to develop character, sense of place, and coherent cause and effect relationships within a story. Time will also be dedicated to introducing the "Your Voice Project", an effort to build a library of teacher written Creative Commons Licensed fiction for English language learners.

1:40 – 2:05 Neil Matthew Addison (Meiji Gakuin University), Neil Conway (Musashino University)
[LiLT] *Cross-disciplinary synthesis in explicating texts: Combining literary themes with vocabulary*

Literary texts are products of, and negotiated responses to, their cultural communities. Whilst EAP teachers may place primacy on vocabulary acquisition when teaching authentic literature, some focus needs to center on scaffolding the important thematic aspects which underpin texts. A coordinated EAP Reading course design, which seeks to explicate these themes through an interpolated vocabulary and visual media based approach, is introduced and explained. Ongoing classroom practice being undertaken by two teachers at two separate institutions is also discussed and assessed with reference to student vocabulary scores and quantitative and collaborative response data gathered from the current 2013 academic year.

Room 63

9:00 – 9:25 Roehl Sybing (Toyo Gakuen University)
[SDD] *From conversation to storytelling: Recycling language across genres*

This presentation will provide a reflection on a series of classroom activities that sought to bridge English conversation and presentation skills for university learners. Students in a first-year English speaking class were taught essential conversation skills and language, as required by their university's English program, and then given ample opportunities to demonstrate their knowledge of English through storytelling. This sequence intended to raise awareness among learners of the importance of recycling language across genres, and is also recommended to educators who want learners to transition from English for conversational usage to English for more academic purposes.

9:35 – 10:35 Dawn Kobayashi (Onomichi City University)
[SDD] *Improving students' conversation skills with improvisation*

In this workshop the presenter will share results of classroom action research into using the rules of improvisation to develop students' discourse skills. After introducing some simple guidelines which are used in improvised drama to create and sustain interactions; the presenter will discuss how they helped students to support, cooperate and encourage each other in short conservation exchanges. Participants of this workshop will learn more about these rules and how they too can easily introduce them into their own teaching situations.

11:55 – 12:20 David Edward Kluge (Nanzan University)
[SDD] *Speech, Drama, & Debate SIG meeting* **(Held in C's Café)**

This is an open meeting for members of the Speech, Drama, & Debate SIG and for any interested parties. Items to be discussed are upcoming events and upcoming officer vacancies.

12:30 – 12:55 Jay Roger Klaphake (Ritsumeikan University)
[SDD] *TEDTalks and TEDx events as project-based learning*

In the spirit of ideas worth spreading, TED has created a program called TEDx. TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks video and live speakers will combine to spark deep discussion and connection in a small group. This presenter will share his experience organizing TEDxKyoto events while teaching a project-based learning (PBL) course where students immerse themselves in the TED/TEDx universe and develop their communication skills while engaging in project planning and event management.

1:05 – 1:30 Paul Notebaart Nehls (Yokohama City University)
[SDD] *Student feedback on the value of impromptu speeches*

This presentation showcases three years of collected student feedback where I have discovered strong evidence regarding how certain speech activities were received by multiple classes of students at various levels of English at Yokohama City University. This presentation is meant to share specifically the results of student surveys which show the student's feedback and perceptions about impromptu speech work. The value of classroom impromptu speeches will be explored as well as the importance of the "perceived value" by students.

1:40 – 2:05 David E. Kluge (Nanzan University)
[SDD] *Performance, literature, and critical thinking*

Drama and oral interpretation (readers theater) are often considered to be extraneous activities in a curriculum. Speech and debate are often considered to be elitist activities reserved for the very best students. This presentation shows these activities to be valuable because they expose students to L1 culture in the form of literature, and help activate critical thinking. In addition, they are fun and motivating activities. The presenter explains the value of doing creative activities like drama and oral interpretation in an EFL curriculum, and also gives examples of how to make speech and debate activities accessible for all students.

2:15 – 3:15 Aya Kawakami (Nanzan University)
[SDD] *Dramatic steps to the L2 world*

Drama activities have been slowly gaining recognition in the EFL world as wonderful tools to help students gain the essential skills necessary for authentic communication outside the classroom. This workshop will demonstrate ways in which teachers can modify and augment traditional EFL activities to create opportunities for authentic communication and critical thinking development for a wide range of classes. The goal of the workshop is to inspire teachers to incorporate and modify these activities that will challenge students and, step by step, bring them closer to authentic communicative norms.

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Sunday Poster Sessions

Presenters will be available from 9:35 to 10:35 in the 3rd floor lounge on Saturday to discuss their posters.

Robert Clayton (Aichi Institute of Technology)
[CUE] *Deadline driven - establishing study routines to improve language skills*

This presentation will illustrate the effectiveness of using weekly deadlines to help students establish study routines and improve their English conversation skills. A case study will compare data from English-related online quizzes and forums using Moodle and completed by university freshmen students taught by an English-speaking teacher during the 2011-12 and 2012-13 academic years. Sample quizzes and forum activities will also be presented to help fellow teachers. A handout will be distributed that includes highlights from this poster session and a website address will be provided for teachers interested in accessing a paper detailing the entire case study.

Bjorn Fuisting (Ritsumeikan University)
[ER] *Extensive Reading: Principles & practice*

What are some guiding principles of ER and how can they be used to implement an ER program? This poster presentation will outline main ER principles, discuss their meaning and explain how to use them as a guide for implementing an ER program. The presenter will share his experience of teaching ER at junior high, senior high and university in Japan, as well as present some materials developed for those programs. Poster-visitors will be encouraged to share their own experiences and examples, so feel free to bring in and/or talk about your own materials.

Paul Raine (J. F. Oberlin University)
[CUE] *'JT Inspired' classroom manner posters*

Every class is a community of English learners, and every learner should respect the rights of others to learn, as well as be responsible for their own learning. However, in some university level classes, certain learners seem to be unaware of such rights and responsibilities. I have designed several 'JT inspired' classroom manner posters, which aim to highlight, in a memorable way, the rights and responsibilities of English learners in university classrooms. The posters will be made available online, through a creative commons license, for the use of English educators in their own teaching contexts.

Yurie Aihara (Tokyo Institute of Technology)
[CUE] *International students' perceptions of Japan*

Taking into account the theme of "From Many, One: Collaboration, Cooperation, and Community," this poster reports and considers the findings of a study carried out in the UK on international students' perceptions of Japan after the 2011 Tohoku disasters. Data were analysed by descriptive statistics, factor analysis, reliability analysis, and multiple regression analysis. The results show that many respondents expressed anxiety about Japan. However, the same group tended to feel safer about visiting Japan. Other salient factors affecting their anxiety, safety and intention to visit Japan included 'food safety'.

Douglas E. Forster (Japan Women's University), Joseph W. Poulshock (Tokyo Christian University)
[ER] *Collaborative learning through extensive reading*

A growing body of research (Krashen, Robb, Waring, etc.) suggests that extensive reading is the best way to improve all language skills, including reading, writing, listening, speaking, and even raising students' TOEIC and TOEFL scores. This poster session will show how on-line reading websites can be used to enhance collaborative learning in the EFL classroom through a variety of dynamic activities—such as shadowing, storytelling, listening gaps, and short presentations—that keep students motivated and on task.

Lee Arnold (Seigakuin University)
[LD] *Learner ownership in student presentation success*

Teachers often strive to enhance greater learner output through student presentations. Yet anecdotal and research evidence of student presentation preparation sometimes reveals missed goals and lowered teacher expectations from learners' sense of lack of ownership over the task preparation process. This presentation will demonstrate cases of varying levels of success in student presentations and what they reveal about the degree of learner ownership taken in the preparation process. Suggestions will be proposed about how teachers may encourage and impart a greater degree of learner proprietorship over the

Tanya M. McCarthy (Osaka Institute of Technology)
[LD] *Learning communities: A tool to facilitate development*

Learning communities (LCs) are grounded in the belief that 1) the value of participating individuals is equal; 2) each individual has a unique quality that can enrich the community; and 3) each individual plays a role in supporting the other's development. A successful community depends entirely upon the diversity and independence of its participants in achieving a shared objective in order to facilitate development. This presentation first provides a foundation for LCs, describes a model in practice, and then offers suggestions for those who are interested in creating a LC at their institution.

Ana Maria Figueras Moya (Nagoya University of Foreign Studies)
[GILE] *English as an international language: promoting awareness and effective learning*

English is now widely used as a language of intercultural communication, which has led to a gradual change in English itself and the way it is learned, used, and taught. Are we, as teachers, truly seeing English as an international language? Are we giving our students the language skills they need to be active in our intercultural societies? Collaboration and cooperation is needed between native and non-native speakers of English to understand each other and better fulfill the needs of learners.

Hitomi Sakamoto (Toyo Gakuen University)
[GILE] *Teaching how children in other countries learn in EFL classes*

This presentation aims to show how sixth graders in Chiba Prefecture reacted to an English lesson entitled "Schools around the world" conducted by the presenter and an ALT from the U.K. A video of Turkish children using English in their environment festival at their school and another video of Indian children starting a council to make their community a better place after the 2004 tsunami were highly interesting and inspiring to the students. A school is an important learning community, and introducing schools around the world is a motivating topic to learn about for such young learners.

PanSIG2013 Proceedings Call for Papers

Dear 2013 PanSIG Presenters,

As a noncommercial presenter at JALT PANSIG2013, you are cordially invited to submit a paper based on your presentation for publication in the JALT PanSIG 2013 Conference Proceedings. In the same way that your presentation was vetted prior to the conference, your conference paper will also be subjected to peer review. Publication in the JALT PanSIG 2013 Conference Proceedings qualifies as a refereed publication. We would therefore like to encourage you to submit a paper.

Guidelines:
• Deadline: <u>July 31st, 2013</u>.
• Your paper should be no longer than the word count of 3000 words, including references.
• Forum presenters can submit a paper as a group. In this case the word count can be no longer than 4000 words.
• Follow the JALT Publications Style Sheet. <http://jalt-publications.org/downloads/jaltstyle.pdf>
• Submit your text as a Word file with tables and graphs already embedded.
• Ask a friend or colleague to check your paper before you submit it. You should use their comments to improve your work, and your reader will be able to identify any errors which may exist.
• Papers submitted to The 2013 PanSIG Proceedings must not have been previously published, nor should they be under consideration for publication elsewhere.
• All manuscripts are first reviewed by an editor to ensure they comply with JALT Guidelines. Those considered for publication are subject to blind review by at least two readers.
• Initial results of reviews to be announced by September 31, 2013.
• Submit your paper to: 2013pansigproceedings@gmail.com, using "Submission (your family name)" in the subject line
• Receipt of your submission will be acknowledged within one week of sending it.

Selection and Editing Procedure

Once your paper has been received, it will be given an initial review by the editors. Each paper that is judged as being suitable for possible publication is sent to two Reading Committee members for review. These readers will receive blind papers (i.e.,your name and personal information will be removed prior to sending). Papers that are positively reviewed will be assigned an editor to work with on any editing, rewriting, or correction of papers. The selection of papers will be based on feedback from both the reading committee and the editors . Successful writers will be notified and will have a final opportunity to tweak their papers. Articles will be sent out for proofing and layout, after which writers and editors will complete a final check.

Target Publishing Date: January 2014.

Questions about the proceedings may be sent to the Editor at this address:
2013pansigproceedings@gmail.com

Best regards,
Robert Chartrand, 12th annual PanSIG Proceedings Editor

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