



Raising the Happiness Quotient
PanSIG2015
May 16-17

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Acknowledgments

The PanSIG2015 Committee would like to express our deepest gratitude to Kobe City University of Foreign Studies for providing the venue and for their generous support of the plenary speaker from Italy. The university also is responsible for the extensive logistical support from both staff members and students. We would also like to thank Nara JALT, the Mind, Brain, and Education SIG, and the Pragmatics SIG for their generous donations towards conference preparations. In addition, we would like to recognize Kyoto JALT, Kobe JALT, and the Pragmatics SIG for providing their members with grants so that they can participate in this year's PanSIG conference. Support from chapters and SIGs has been outstanding this year and we hope to carry this momentum with us to Okinawa in 2016!



Schedule Highlights

SATURDAY MAY 16

9:30 – 10:55 Selected Forums (*Academic Building*)

11:00 – 12:00 Lunch

The following events take place in the Main Hall.

12:00 – 12:10 Welcome

12:10 – 12:55 Liliana Landolfi, Plenary 1

1:00 – 1:45 Curtis Kelly, Plenary 2

1:50 – 2:10 Q&A with Liliana and Curtis

2:10 – 2:20 Poster Session 1 Introductions

The following events will be in the Academic Building

2:20 – 3:20 Poster Session 1

3:30 – 4:55 Presentation Block

5:10 – 6:35 Presentation Block

18:40 – Networking Event

SUNDAY MAY 17

The following events take place in the Main Hall.

9:30 – 9:35 Welcome back (main hall)

9:35 – 10:20 Kim Horne, Featured Speaker

10:20 – 10:45 Interactive Q&A session led by Liliana, Curtis, & Kim

10:45 – 10:50 Messages from the organisers

10:50 – Poster Session 2 Introductions

The following events will be in the Academic Building

11:00 – 12:00 Poster Session 2

(12:00 – 1:00 Lunch)

1:00 – 2:25 Presentation Block

2:40 – 4:05 Presentation Block

4:10 Finish

Campus Map

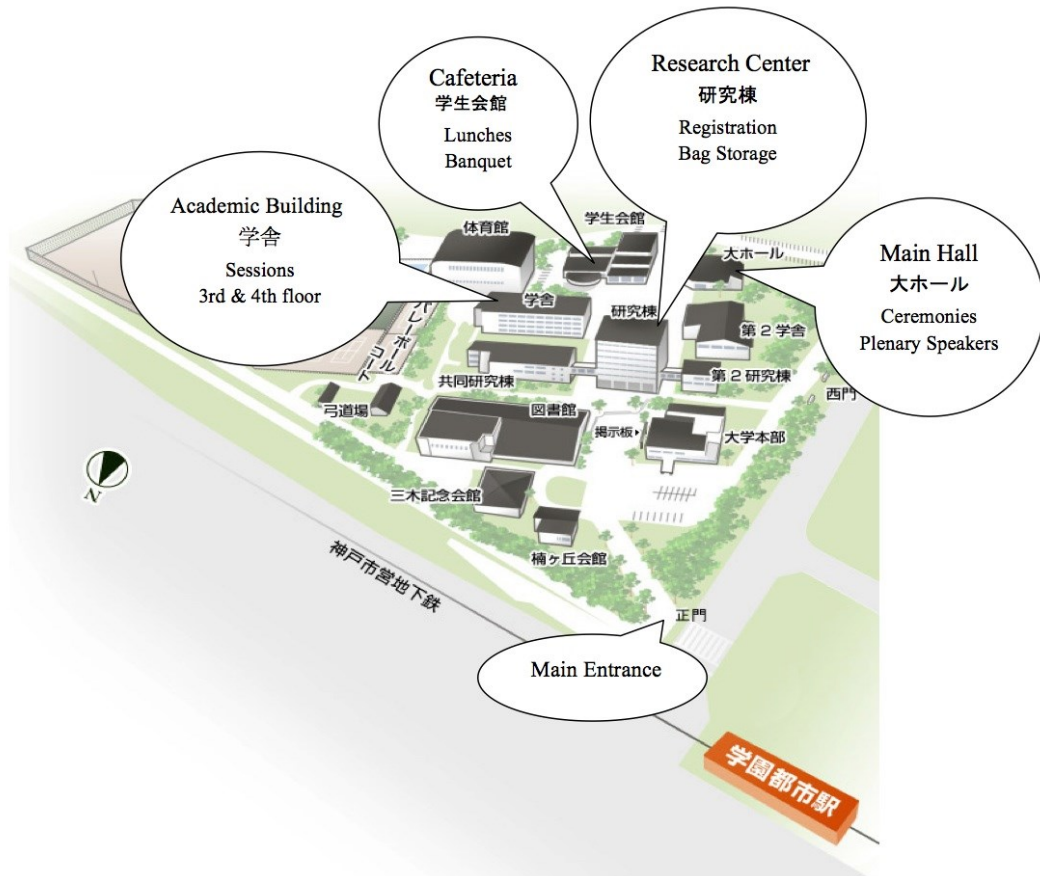
VENUE INFORMATION

Kobe City University of Foreign Studies

9-1 Gakuen-higashi-machi, Nishi-ku, Kobe 651-2187, Japan

神戸市営地下鉄「学園都市」駅下車 徒歩5分

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Academic Building

302 402	304 404	306 406	308 408	Men's WC	Women's WC	Stairs
Stairs	301 401	303 403	305 405	307 407	309 409	Elevator

PanSIG2015 Committee

Conference Chairs: Donna Tatsuki and Donna Fujimoto (Prag)
Assistant Conference Chairs: [2016 chairs]George MacLean (CALL) and Norman Fewell (SDD)
Conference Handbook: Mathew Porter (LD)
Assistant Conference Handbook: Mary Nobuoka (BIL)
Conference Treasurer: Tim Pritchard (BIL)
Assistant Conference Treasurers: Mark Donnellan (TBL), Jason White (LiLT), Kimiko Koseki (Prag), Tokuyu Uza (Vocab), John Campbell-Larsen (Prag)
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Exhibitors Chair: Jon Dujmovich (BIL)
Feedback Chair: J Lake (TEVAL)
Happy Room: Natalie Barbieri (ALT) and Donna Fujimoto (Prag)
Illustrator: Rob Olson (SO)
Japanese Language Editors: Tamayo Hattori and Kaori Asami (JSL)
Mailing List: Matthew Apple (TEVAL)
Panel Coordinator: David Gann (CT)
Assistant Panel Coordinator: Kevin Watson
Participant Assistance: Curtis Kelly (MBE)
Poster Session Coordinators: Stuart McLean (Vocab) and James Essex (MW)
Presenter Support: Frances Shiobara and Simon Bibby (LiLT)
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Proceedings Editorial Team: Donna Tatsuki, Donna Fujimoto, Mathew Porter
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Reviewing Chair: Alison Stewart (LD)
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Site Chair: Lori Zenuk-Nishide (GILE)
Co-site Chair: Chie Katsuda (Kobe City University of Foreign Studies)
Social Coordinator: Kumiko Kizu (Prag)
Student Intern Coordinator: Brent Jones (BIZ)
Assistant Intern Coordinator: Wendy Gough (CUE)
Submissions: Mark Brierley (ER)
Assistant Submissions: Wendy Gough (CUE)
VIP Liaisons: Catriona Chalmers (THT) and Donna Fujimoto (Prag)
Website Coordinators: Norman Fewell (SDD) and George MacLean (CALL)

Sunday, May 17 12:00 – 13:00 PanSIG2016 Planning Meeting

**David Kluge, Mark Brierley, George MacLean, & Norman Fewell
Cafeteria (look for the signs)**

Anyone interested in discussing the planning of future PanSIGs is welcome. Topics to be discussed are PanSIG2016, the role of SIGs in PanSIG, future sites for PanSIG, and how PanSIGs are planned and executed. People interested in volunteering for PanSIG2016 (Okinawa), or in volunteering a site for a future PanSIG are especially invited.

Message from the Conference Chairs

Welcome to PanSIG2015! We are excited to greet you all at Kobe City University of Foreign Studies, which will be celebrating its 70th anniversary next year. In anticipation of this, the university is opening its doors for an early start to celebrations with this conference! The university has done many things to make everyone feel at home, and we are grateful for its support and cooperation.



The theme of the conference is "Narratives: Raising the Happiness Quotient." The theme emphasizes how central narratives are to create and maintain healthy relationships. All of the sponsoring SIGs and their members have their own stories and shared goals of improving language teaching. When we focus on the importance of affect in learning, simple happy feelings become transformed into meaningfulness and fulfillment. Sharing our stories and common goals make the SIGs a vibrant part of the community of JALT, and can certainly raise the happiness quotient.

One new feature of the conference is the creation of relaxation and networking spaces: The Narrative Café (Room 406) and the Happy Room (Room 306) will offer places to meet, chat, unwind and feel happy.

We know that everyone's Happiness Quotient increases significantly when they can socialize and network with new and old friends. So, on Friday before the conference, participants can attend a dinner at a sake brewery in Kobe and partake of great food and the area's famous sake. At the networking event, the Drinks for Two program will support a local charity, the Kobe Foreigner Friendship Center, providing scholarships and tutoring for non-Japanese children who are coping with poverty and limited access to education.

Our creative team has planned a different type of program on Day 1 with the two plenaries scheduled directly after lunch followed by an extended Q & A session. We will first hear from Liliana Landolfi from the University of Naples in Italy and then from Curtis Kelly from Kansai University. On Day 2 after Kim Horne's talk, there will be an interactive session with all three speakers. We hope conference goers will share their thoughts and stories there as well.

Another new idea is spotlighting poster sessions by asking presenters to briefly introduce their topics just before this part of the schedule. We are also happy that there is a concerted effort to be mindful of the environment and of making wise choices of our resources. The Environmental Committee is working on raising awareness while also actively reducing the impact of our ecological footprint. We hope everyone will do their part.

So please enjoy this two-day opportunity to raise your own and everyone else's happiness quotient within this great and welcoming community—the JALT SIGs

Donna Tatsuki & Donna Fujimoto
PanSIG2015
Conference Chairs

Plenary

Saturday, May 16
12:10 – 12:55 Main Hall



Liliana Landolfi
(University of Naples, L'Orientale)

Motivation Lost-Motivation Regained: Investigating Students' Narratives on Language Learning

Abstract: In the years 2006-2010, nearly 500 EFL freshmen took part in research aimed to identify certainties, preferences, hopes and desires about language learning. They produced nearly 1,000 texts where their personal vision on language learning emerged in autobiographic and anonymous short texts attained before and after a visualization carried out using the Neuro-Linguistic-Programming framework. Their entire written production, more than 100,000 words, formed the EFL PÆCE Corpus (Landolfi 2012) and is available for computer-aided investigations.

A number of significant features emerged through their words and textual constructs in their narratives, descriptions, and personal outings. Overt/covert emotions became visible and showed unimaginable and unpredictable realities. Their texts open interesting windows for research and analyses on second-language learning and teaching, attitude, identity, interlanguage, error analysis, teacher-training methodology, autonomy in learning, affect-gear pedagogy, learning easiness and uneasiness, motivation and much more.

Out of these possible themes, the present contribution will focus on motivation, briefly sketch its historical evolution and focus on a deeper type of motivation, named EMOTIVATION, which resolves traditional motivation dichotomies and shows a new path to educators who intend to obtain successful results in language learning.

Bio: Liliana Landolfi, Ph.D. (in Applied Linguistics at U.S.C Los Angeles, CA.), is a Professor of English Language and Linguistics at the University of Naples, L'Orientale, Italy. She is the author of several books and essays on SLA, ESL/EFL methodology, affect, teacher-training, CALL, NLP, CLIL, and more. PÆCE An Italian-English Corpus based on EFL Learners (Liguori 2012), Behind and Beyond the EFL PÆCE Corpus (Liguori 2012), and Crossroads: Languages in (E)motion (Photo City Edizioni-University Press 2014) are among her recent publications. She is currently analysing the impact of Emotivation in formal contexts of L2 acquisition.

Plenary

Saturday, May 16
1:00 – 1:45 Main Hall

Curtis Kelly
(Kansai University)



Why Our Brains Like Stories

Abstract: Stories, the original Wikipedia, are the oldest tool of teaching, and still the most potent. For most of human existence, we have used stories to share information and educate our offspring about the wiles of the world. It is no wonder our brains have evolved to process stories so much more effectively (or did stories evolve to fit our brains?) than other formats of information delivery. In fact, stories do more than allow information transfer. They cause parallel activation of the insula in both speaker and listener that enable a kind of brain linking.

Likewise, no other format of verbal transfer results in as high a retention rate. A study in London found that use of statistics in a presentation led to a retention rate of 5-10% at best, but by adding a story, retention more than tripled. With use of stories alone, the retention rate soars to more than tenfold. This is no surprise if you consider the neurotransmitters stories release: serotonin, dopamine, and oxytocin. These chemicals control mood, deeper learning and interpersonal bonding. In fact, psychologists believe that stories are so deeply integrated into our memory system that they form the basis for concept of self.

What a wonderful tool for language teaching stories can be. The presenter will provide theory and evidence as to why they are so effective, delve into the neuroscience that explains their power and discuss techniques for using stories in the classroom, including Rex Tanimoto's Digi-Tales. He will also shower the audience with powerful stories from his vast collection.

Bio: Popular speaker and writer, Curtis Kelly (EdD) is a Professor of English at Kansai University in Japan. He has spent most of his life developing learner-centered methods and materials for English learners, especially those with low confidence, ability and motivation. One approach he uses, stories, pulls learners into English study rather than having to push them. He has made close to 400 presentations and written 29 books, including *Active Skills for Communication* (Cengage), *Writing from Within* (Cambridge), and *Significant Scribbles* (Longman).

Featured Speaker



Saturday, May 18
9:35 – 10:20 Main Hall

Kim Horne

The Virtues of Character Education: Simple Ways to Bring Joy, Meaning & Purpose into Your Classroom

Abstract: Compassion, cooperation, honesty, respect and responsibility are some of the universal values shared by all cultures. These virtues and more are inside of us and are the basis for building a good character. Recent psychological studies have shown that people who have discovered and purposefully use their character strengths are among the happiest. Using books, poems, writing, drama and more, discover how to bring these virtues into the classroom to guide students of all ages to both personal and academic success and help their own character grow!

Bio: Kim was born in the U.S. and has been crisscrossing cultures since infancy. She has experience in theatre, radio and television and has been teaching English to children and training teachers in Japan since 2000. She currently works at a private kindergarten in Gifu City and enjoys photography and writing haiku.



The Happy Room

During the conference, come and visit the Happy Room (Room 306). This is a place where you can relax, chat and unwind. There will be videos, reading materials and suggested activities that hopefully will raise your Happiness Quotient. There is also some serious Q&A discussions that are connected to keeping your life on an even keel.



The Narrative Cafe'

You are welcome to the Narrative Cafe' (Room 406) where you can socialize with new and old friends while sipping hot or cold drinks. Here is another place to share your stories.

Environmental Initiatives

This year's PanSIG is the first JALT conference to implement a series of environmental initiatives. We don't claim to be a truly environmentally friendly conference, but hopefully we are taking steps to towards future sustainable conferences. Climate change is a global issue that most people would like to do something about, but knowing what to do is often a daunting task. This year's committee decided to concentrate on four projects.

1. We will make people aware of small steps they can take which could include eating a vegetarian meal or making a poster from recycled paper or paper made from well managed forests.
2. We will encourage participants to return conference badges for recycling and reuse. The name inserts can be recycled and the lanyards returned and used again in the future.
3. Saturday night's networking party's bar will be as green as possible. Beer will come from a local micro-brewery whilst the wine will come from a vineyard that supports various environmental schemes including a wetland project. The majority of soft drinks on sale use environmentally friendly packaging, and paper cups will be avoided.
4. Finally, a voluntary environment levy was included in the registration fee. The money will be donated to carbon offset projects in the local area which include a solar power plant and a sustainable forestry scheme. Our initial target is small—to offset one flight's carbon foot-print (CO2 3.713 tonnes) for the conference weekend.

There is a wealth of information on the internet but some of the issues are quite complicated. We are grateful to myclimate Japan for their help and advice. As the Environment is a new direction for JALT to branch off on we need help from participants. Any ideas or questions are welcome, but most importantly we need to calculate the conference's environmental footprint. To this aim, we will be contacting all participants after the conference; however, if you would like to calculate your own carbon footprint please visit jpn.myclimate.org/en/event_calculators/new.

Drinks for Two: Buy a drink—help a child go to high school

Academic Building (starts at 18:40) Drinks for Two is a new happening at PanSIG. There will be a cash bar at the Networking Event, meaning there will be a charge for drinks. The profit for each drink you purchase will go to an NPO, Kobe Foreigner Friendship Center. Their aim is “to help build a society where minorities are treated as equal as the majority; a multicultural society where everyone's human rights are protected.” Kobe Foreigner Friendship Center desperately needs contributions to create scholarships for non-Japanese children living in poverty in Kobe go to high school for three years. Buy a drink—help a child go to high school.





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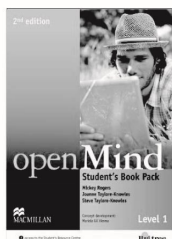
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** Functions vary by series

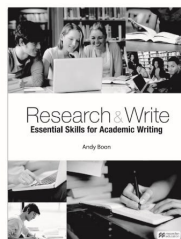
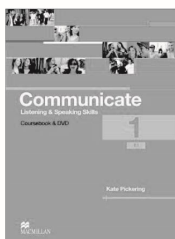
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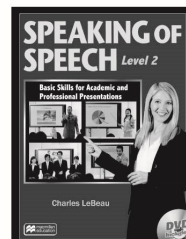
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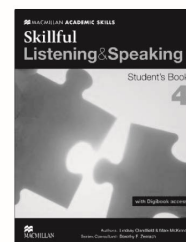
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Sponsoring Associate Members

This year's PanSIG would not have been possible without the generosity of our sponsoring associate members (AMs). Please visit their tables which can be found in the hallways outside the presentation rooms on the third and fourth floors of the academic building. Associate Members are also sponsoring the following presentations on Saturday and Sunday.

***Abax ELT Publishing**

Sunday, 2:40 – 3:05 Alastair Graham-Marr (Room 302)

[CUE] *Teaching content with a focus on form PT. 1*

Sunday, 3:10 – 3:35 Alastair Graham-Marr (Room 302)

[CUE] *Teaching content with focus on form PT. 2*

***BTB Press**

Saturday, 3:30 – 3:55 David Barker (Room 403)

[TED] *What students need to know about learning English*

***Cambridge English Language Assessment**

Sunday, 1:00 – 2:25 (Room 309) Jim George & Tomoe Aoyama

Cambridge English Language Assessment Speaking Examiner Training Session, Part I

2:40 – 4:05 Training Session, Part II

***Compass Publishing Japan**

***englishbooks.jp**

Sunday, 3:10 – 3:35 Paul Goldberg (Room 307)

[ER] *Xreading reduces the burden of extensive reading*

***Macmillan LanguageHouse**

Saturday, 5:10 – 5:35 Riaz Donaldson (Room 302)

[CUE] *Building confidence and a happiness to study English communication at university*

***Oxford University Press**

Saturday, 4:30 – 4:55 Robert Peacock (Room 307)

[ER] *Bringing stories to life through eBooks*

***Pearson Japan**

***Phonologics, Inc.**

Sunday, 2:00 – 2:25 Robert MacAulsan (Room 303)

[CALL] *The Automatic Pronunciation Screening Test (APST)*

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 26 SIGs. (For a full list, see the official JALT page for SIGs <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 1,500 yen. 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 a 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. The first PanSIG was held in 2001 and in recent years almost all SIGs participate. Visit <pansig.org> for information about past and upcoming PanSIGs.

Which SIGs are participating in PanSIG2015?

Here is a list and descriptions of the SIGs that are sponsoring this year's PanSIG conference. This year we have included more information about each SIG's activities and opportunities with the aim of helping conference participants better understand all that JALT SIGs have to offer.

Bilingualism SIG (BIL SIG)

BIL SIG provides support and inspiration to families who are bringing up children in two or more languages in Japanese contexts. If you have children or are planning to, Bilingualism SIG will help you on your journey with ideas on how to keep up in the minority language, the challenges and benefits, and also the various educational options in Japan and abroad for bicultural children. We also promote research in the field and publish an annual peer-reviewed journal, newsletters and monographs. Most of the articles in our publications come from our members, but we welcome submissions from non-members as well. Please contact us for more information, to contribute an article or to request a free inspection copy of our newsletter.

Publications: *Bilingual Japan Newsletter* (3x year) includes practical information about bilingual parenting, as well as academic and theoretical issues; *Japan Journal of Multilingualism Multiculturalism* (1x year); and various monographs, which focus on specialized topics in bilingualism and multilingualism (some monographs are available for free on our website). Last year the SIG produced a monograph focusing on third culture kids (TCK), which included stories from various international families in which the parents are from cultures outside of Japan but are raising their children in Japan.

Recent past activities: Special showing of the film *Hafu* (free for SIG members) at JALT2014. JALT2014 forum on raising bilingual children “in isolation” (in the countryside or far from communities that support the minority language(s)).

Upcoming events: A special event on raising bilingual children in Japan and surviving the “Juken” system will be held with JALT Yokohama Chapter in Sept. 2015 (featured speakers are SIG members Marybeth Kamibepu and Mary Nobuoka). Our conference forum/panel discussion in November 2015 will focus on adding literacy skills in the minority language.

Online groups: Bilingual Japan (restricted Yahoo group), Facebook: Bilingualism SIG (JALT) (closed group) <www.facebook.com/groups/191385544260107>

Website: <www.bsig.org>

Contact info: <m.nobuoka@gmail.com>

Business Communication SIG (BizCom)

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

Facebook page: JALT Business Communication SIG (public) <www.facebook.com/groups/bizcomsig>

College and University Educators SIG (CUE)

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.

Publications: *On CUE* (2-3x year), CUE SIG Newsletter (several times per year from November 2014)

Recent past activities: Annual SIG conference, regional events and workshops

Upcoming events: CUE SIG Conference September 26-27, 2015

Sugiyama Jogakuin University, Nagoya

Facebook page: <www.facebook.com/jaltcue> (open group)

Website: <jaltcue.org>

Contact info: <gisellenolet@gmail.com>

Computer Assisted Language Learning SIG (CALL)

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.

Publications: JALT CALL Journal (3x year) journal.jaltcall.org

Recent past activities: Annual SIG conference, regional events and workshops. Our 2014 Conference was held at Sugiyama Jogakuen University; the theme was "New Horizon's in CALL".

Upcoming events: Our 2015 JALTCALL conference will be held June 5-7 at Kyushu Sangyo University in Fukuoka, Japan. The Keynote speaker is Ema Ushioda and the Plenary speaker is Rab Paterson.

Facebook page: JALT-CALL

Website: <jaltcall.org>

Contact info: <sig-coordinator@jaltcall.org>

Critical Thinking SIG (CT)

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.

Publications: *CT Scan* (3x year), *Critical Thinking and Language Learning* (1x year)

Recent past activities: Sendai ETJ Expo 2014 (Critical Thinking Forum); Chubu ETJ Expo, 2015

Upcoming events: JALT2015 Critical Thinking Forum

Facebook page: JALT Critical Thinking SIG (open group)

Website: <www.jaltcriticalthinking.org>

Contact info: David Gann <david@criticallyminded.com>

Extensive Reading SIG (ER)

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.

全国語学教育学会多読分野別研究部会「JALT ER SIG」は、講師達がERプログラムをスムーズに始められるよう、またそれを有効的に利用できることを目的に活動しています。またこの概念を元に、私達の ウェブサイト、会報、ERJ雑誌、プレゼンテーションなどを通じERの促進を促しています。

Publications: An electronic newsletter (via email, nearly every month); *Extensive Reading in Japan (ERJ)* (print, once in spring and once in fall); and *Journal of Extensive Reading (JER)*. These publications are made available free online (see website below).

Recent past activities: We held the annual ER Colloquium at JALT2014, which included several well-known speakers and saw the unveiling of a proposed redefinition of Extensive Reading. We held the 7th Annual Extensive Reading Seminar on Sunday, September 28, 2014 at Keisen University, Tokyo. The theme was "Covering the Text: Vocabulary and Reading Comprehension" and included two plenary speakers, around 40 other presentations, and over a dozen materials exhibitors.

Upcoming events: We will hold the 8th Annual Extensive Reading Seminar on Sunday, June 21, 2015 at Seinan Jo Gakuin, Kitakyushu. The theme is "What is Extensive Reading?" and we are looking forward to a dynamic discussion of this topic. We also are always open to partnerships with chapters and other SIGs on events that blend our interests.

Facebook page: JALT ER SIG (public group) <www.facebook.com/groups/ersig>

Website: <jalt.org/er>

Contact info: <er@jalt.org>

Framework and Language Portfolio SIG (FLP)

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 foreign language education in Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools for classroom, curriculum, textbooks, etc. This is currently practically pursued in a Kaken Project. Also, the bilingual Language Portfolio aimed at Japanese universities is available on the SIGs homepage.

We are very much interested to what extent the CEFR is known in Japan, so please feel free to take part in our survey (until September 2015): <tinyurl.com/TheCEFRinJapan>

Publications: Framework & Language Portfolio Newsletter (No.12 November 2014, 2-3 times a year, online and/or print)

Schmidt, M.G., Naganuma, N., O'Dwyer, F., Imig, A., & Sakai, K. (2010) *Can do statements in language education in Japan and beyond*. Asahi

Naganuma, N., Nagai, N., & O'Dwyer, F. (2015) *Connections to thinking in English: The CEFR-informed EAP textbook series (B1 (A2+) to B1+)*. Asahi

Recent past activities:

Pan SIG 2014 in Miyazaki: *Creating a lasting impact on students' learning: Connections inside and outside the classroom.* —*The CEFR and the language portfolio* (joint Forum)

Conference: *Critical, Constructive Assessment of CEFR* on Saturday, May 31, 2014 at Chukyo University, Nagoya. The theme was "Principles and practices in the implementation of the CEFR in curricula and classrooms."

CERCLES 2014 in Fribourg: *Implementation of Language Policy: CEFR driven changes in Japan* (Presentation)

JALT Annual 2014 in Tsukuba: "CEFR-based language teaching: Critical Assessment"

Upcoming events:

Conference on CEFR-j and CEFR implementations in Japan, results from the survey, planned for June 2015 (Kanto area)

JALT Annual 2015 in Shizuoka: Forum

Facebook page: JALT Framework & Language Portfolio Special Interest Group (public group) FLP SIG
<www.facebook.com/groups/324684843340/?fref=ts>

Website: <sites.google.com/site/flpsig/home>

Contact info: <flpsig@gmail.com>

Gender Awareness in Language Education SIG (GALE)

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.

Publications: *The Journal and Proceedings of the Gender Awareness in Language Education special interest group of JALT* (This is a double-blind, peer-reviewed journal, available online); GALE Newsletter (2-3x year).

Recent past activities:

"Gender across Borders," GALE forum at JALT2014. GALE also sponsored the Peace as a Global Language conference in Kobe (December 6/7).

Upcoming events: GALE Conference 2016

Facebook page: :www.facebook.com/groups/20467073385

Online groups: [gale_allmembers](#) (members only); Executive member discussion list (all members welcomed)

Website: <gale-sig.org/website>

Contact info: Diane Nagatomo <dianenagatomo@gmail.com> or <Eucharia Donnery>
(donneryeucharia@gmail.com)

Global Issues in Language Education SIG (GILE)

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.

Publications: *Global Issues in Language Education Newsletter* (4x year, paper & online)

Recent past activities: Sponsor of 13th *Asian Youth Forum* (AYF 13), January 27 - February 2, 2015

Sponsor of *Peace as a Global Language* (PGL) conference, December 6 - 7, 2014

Upcoming events: *Peace as a Global Language* (PGL) conference (Fall 2015)

Facebook page: <www.facebook.com/gilesig.org>

Website: <gilesig.org>

Contact info: Kip Cates, Tottori University, Japan <kcates@rstu.jp>

Japanese as a Second Language SIG (JSL)

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提供し、発表の支援をすることです。会員は、ニュースレターと論文集への記事・論文の寄稿が可能です。日本語の指導者、学習者、研究者の皆様の加入を歓迎いたします。

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.

Publications: 日本語教育ニュー スレター-Japanese as a Second Language Newsletter (3x year); 日本語教育論集 JALT Journal of Japanese Language Education (1x 2 years)

Recent past activities: JSL SIG forum at JALT2014 on Kanji learning, co-sponsoring workshop "the role of grammar in Japanese language learning and teaching"

Upcoming events: Teacher workshops, JSL SIG Panel Discussion at JALT2015

Website: <<http://jalt.org/jsl/>>

Contact info: <jsl@jalt.org>

Learner Development SIG (LD)

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

Publications: *Learning Learning* newsletter (2x year); regular email notices; two book projects recently completed: *Learner Development Working Papers* <ldworkingpapers.wix.com/ld-working-papers> and *Collaborative Learning in Learner Development* <www.smashwords.com/books/view/503846>. Members are actively encouraged to publish in the SIG and other JALT publications.

Recent past activities: ongoing practitioner/action research & ebook projects; get-togethers in Tokyo, Kansai, and Hiroshima; mini-conference in Tokyo; outreach projects in Tohoku and with education-related NGOs; conference grants; research grants; forums at JALT conferences

Upcoming events: Forums at JALTCALL and JALT2015

Facebook page: <www.facebook.com/JALTLD SIG>

Website: <ld-sig.org>

Lifelong Language Learning SIG (LLL)

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.

Publications: *LLL SIG Publications* (2x/year, online) <jalt.org/lifelong/publications.html>

Recent past activities: Forums at JALT2014, LLL Mini-conference and the PanSIG conference.

Upcoming events: Forums at JALT2015. LLL Mini-conference

Facebook page: jaltLLL <www.facebook.com/jaltLLL>

Website: <jalt.org/lifelong/index.html>

Contact info: Tadashi Ishida <papiontadashi@gmail.com>

Literature in Language Teaching SIG (LiLT)

The SIG was created in 2011 to encourage and promote the use of literature in the language classroom. Engaging students with film as literature, creative student writing and reading poetry and all forms of prose are some of the activities our members are interested in. Join us!

Publications: *Literature in Language Teaching Journal* (2x/year) . *Newsletter* (6x/year).

Recent past activities: The Heart of The Matter Conference (September 2014); LiLT SIG Forum at JALT2014

Upcoming events: JALT2015 forum: Literature in language teaching—focus on the learner

Facebook page: <www.facebook.com/LiteratureInLanguageTeachingSig>

Online group: Public Facebook Group <www.facebook.com/groups/LiLTSIG>

Website: <liltsig.org>

Contact info: <liltsig@gmail.com>

Materials Writers SIG (MW)

The MW SIG was established for the purpose of helping members to 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.

Publications: *Between the Keys* (3x/year); archives online

Website: <materialswriters.org>

Contact info: <sendaismiley@gmail.com>

Mind, Brain, and Education (MBE)

The Mind, Brain, and Education SIG is a recently formed group for language educators and researchers to share insights in neuroscience. We hope to be a driving force in bringing relevant new discoveries in psychology, cognitive neuroscience and neurolinguistics into language teaching in Japan.

Publications:

MindBrainEd: a digital journal that presents existing online research, new information in the field, and contributions from our members

BrainWaves: our newsletter

Upcoming events: FAB 8, a conference in neuroELT, in September (Kyoto or Osaka)

Facebook page: <www.facebook.com/mindbrained>

Google groups: The Mind, Brain, and Education SIG

Website: <www.neuroelt.org>

Contact info: <brainsig@goggle.com>

Other Language Educators SIG (OLE)

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.

Publications: *OLE Newsletter* (4-5x/year)

Recent past activities: Annual OLE SIG conference: OLE3SIG

Upcoming events: Annual OLE SIG conference: OLE4SIG Oct3/4, Chukyo University, Nagoya

Website: <jalt.org/groups/605>

Contact info: Rudolf Reinelt <reinelt.rudolf.my@ehime-u.ac.jp>

Pragmatics SIG (Prag)

The Pragmatics SIG welcomes members who are interested in both research and practical teaching issues related to "how people do things with words." In Pragmatics we consider language behind and beyond the literal meaning. We try to raise awareness of what types of language and behavior are appropriate to reach our goals in particular situations. If you do anything with language, you are using pragmatics!

Publications: Our newsletter is *Pragmatic Matters* (語用論事情) (3x/year). The Pragmatics Resources Series has published three books which are available through the SIG.

Recent past activities: Pragmatics SIG co-sponsored the Pragmatics and Language Education Workshop with Hiroshima JALT, March 7-8, 2015, featuring a workshop by Noriko Ishihara as well as other presentations. We held our second two-day Research Retreat in summer 2014, this time in Nagoya. During the year members have organized "face-to-face" meetings in Hiroshima and Kanto.

Upcoming events: Call for papers for next book in the Pragmatic Resources Series: *Back to Basics: Filling in the Gaps in Pragmatic Teaching Materials*. Deadline June 1, 2015. More face-to-face meetings will be organized, and a Research Retreat is being planned.

Facebook page: <www.facebook.com/groups/181884078615340/>

Website: <www.pragsig.org>

Contact info: Donna Fujimoto <fujimotodonna@gmail.com>

School Owners SIG (SO)

Language School owners have always played a significant role in JALT both at national & local levels. The SIG has been inactive recently but is restarting and will work to address the special needs of school owners within JALT including: recruitment & training; taxes, accounting, banking and bookkeeping; marketing & advertising; and partnerships & trade between owners.

Publications: Newsletter coming soon

Upcoming events: Planning a debate on SO issues for the national conference

Website: <sos.neted.com.au>

Contact info: <so@jalt.org>

Speech, Drama, & Debate SIG (SD&D)

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.

Publications: 6 bulletins two issues of our peer-reviewed journal, *Mask & Gavel* (available online). Please consider submitting an article. We are also planning a My Share-like publication. Send inquiries to the SDD contact email address on the official JALT SDD page or <sdd@jalt.org>.

Recent past activities: In addition to PanSIG2014 and JALT2014, we ran Dramatic English Workshops at the University of Yokkaichi, February 22 and did several chapter presentations (Fukuoka, Gifu, Saitama, Fukuji).

Upcoming events:

1. The Second Annual JOESC (Japan Online English Speech Contest) JOESC 2015, is being planned. For details see <sites.google.com/site/japanonlinespeechcontest>
2. Conference: Yokohama Chapter/SDD Conference in June (see <yojalt.org/>)
3. Conference: Okinawa Chapter/SDD Conference October 31-Nov. 1
4. Conference: Presentations and Workshops at JALT2015 in Shizuoka Facebook page: <www.facebook.com/groups/SDDSIGJALT/?ref=ts&fref=ts>

Online group: <www.facebook.com/groups/SDDSIGJALT/?ref=ts&fref=ts> Website: <sites.google.com/site/speechdramaanddebatepublicsite/>

Contact info: <sdd@jalt.org>

Teacher Education and Development SIG (TED)

The TED SIG is a network for those who want to help themselves and others become better teachers. Our activities include mini-conferences, social and networking events, and forums & presentations. TED SIG's journal, *Explorations in Teacher Education*, welcomes stimulating articles (from members and non-members). Publications: *Explorations in Teacher Education*—(2x/year); *Teacher Journeys Conference Proceedings*

Recent past activities: annual mini-conference, PanSIG sponsorship, sponsorship of a speaker at the JALT national conference (Thomas Farrell)

Upcoming events: Teacher Journeys mini-conference (co-sponsored with Tokyo JALT; to be held in June 2015 at New York University School of Continuing and Professional Studies in Tokyo)

Facebook page: <www.facebook.com/ted.sig>

Online group: Twitter: @TEDSIG

Website: <www.jalt.org/ted>

Contact info: <jalt.tedsig.web@gmail.com>

Teachers Helping Teachers SIG (THT)

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.

Publications: *THT Journal* (1x/year), *THT Newsletter* (4x/year) available online

Recent past activities: Every year, we have organised events in Bangladesh, Laos, Vietnam and Kyrgyzstan. We are exploring possibilities in the Philippines, Myanmar, Nepal and India

Upcoming events: THT Vietnam (August 2015), THT Bangladesh (Sept 2015), THT Kyrgyz (Sept 2015), THT Laos (Feb/Mar 2016)

Facebook pages:

THT Vietnam: <www.facebook.com/groups/thtvietnam>

THT Bangladesh: <www.facebook.com/groups/thtbangladesh>

THT Kyrgyz: <www.facebook.com/groups>

Website: <tht-japan.org>

Contact info: <thtjalt@gmail.com>

Testing and Evaluation SIG (TEVAL)

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.

Publications: *Shiken* (3x/year) available online at the TEVAL website: <http://teval.jalt.org/>

Recent past activities: 30 presentations were held under the TEVAL content area listing at JALT2014, including *Don't walk: Rasch to join the questionnaire trend*, a forum demonstrating techniques for analyzing questionnaire data using Rasch measurement theory and software.

Upcoming events: TEVAL officers and members will participate in the annual symposium of the Pacific Rim Objective Measurement Society (PROMS), this year to be held at Kyushu Sangyo University in Fukuoka, August 20-24.

Website: <teval.jalt.org>

Contact info: officers can be contacted at <jaltteval@gmail.com> or <teval@jalt.org>.

Vocabulary SIG (Vocab)

The Vocabulary SIG provides a forum for focused research and discussion in specific regard to vocabulary acquisition. We 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 connect to classroom practice. The Vocabulary SIG's goal is 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.

Publications:

-*Vocabulary Education and Research Bulletin (VERB)*, 2x / year <jaltvocab.weebly.com/publications.html>

-*Vocabulary Learning and Instruction (VLI)*, 2x / year, <vli-journal.org>

Recent past activities: Vocabulary Symposium 2014, Kyushu Sangyo University (Batia Laufer & Akiyo Hirai)

Upcoming events: Vocabulary Symposium 2015, June 20th 2015, Kyushu Sangyo University,

Featured Discussants: Dr. Stuart Webb and Dr. Rie Koizume

Facebook page: <www.facebook.com/groups/236623256372419> (public)

Website: <jaltvocab.weebly.com>

Contact info: <jaltvocab@gmail.com>

SIG Forums

Business Communication SIG (BIZ)

Saturday, 5:10 – 6:35 Room 301

Business Communication SIG Forum

Computer Assisted Language Learner SIG (CALL)

Saturday, 5:10 – 6:35 Main Hall

Neuroscience, Narratives, and Technology

Critical Thinking SIG (CT)

Sunday, 1:00 – 2:25 Room 305

JALT Critical Thinking SIG Forum @ PanSIG

Gender and Language Education SIG (GALE)

Sunday, 1:00 – 2:25 Room 308

How Are Narratives Gendered?

Japanese as a Second Language SIG (JSL)

Saturday, 5:10 – 6:35 Room 304

Japanese for Emergencies: Attempts in creating a multilingual / multicultural society

Learner Development SIG (LD)

Sunday, 9:30 – 10:55 Room 401

Stories of our success: Narratives in learner development

Literature in Language Teaching (LiLT)

Sunday, 2:40 – 4:05 Room 402

What Makes a Good Classroom Book?

Mind, Brain, and Education SIG (MBE)

Saturday, 3:30 – 4:55 Main Hall

Ten Things from Neuroscience Every Teacher Should Know

Pragmatics SIG (Prag)

Saturday, 9:30 – 10:55 Room 403

Back to Basics: Filling the Gaps in Pragmatics Teaching Materials

Pragmatics SIG (Prag)

Sunday, 2:40 – 4:05 Main Hall

Spoken narrative: Multiple voices, multiple perspectives

College and University Educators (CUE)

Saturday, 3:30 – 4:55 Room 302

Right Turn, Wrong Turn: Finding a Path to Success

Extensive Reading SIG (ER)

Sunday, 1:00 – 2:25 Room 307

Towards a Pragmatic Definition of ER

Global Issues in Language Education

Sunday, 1:00 – 2:25 Main Hall

Using Narratives for Global Citizenship

Lifelong Language Learning SIG (LLL)

Sunday, 2:40 – 4:05 Room 305

Lifelong language learning in special contexts

Materials Writers SIG (MW)

Saturday, 3:30 – 4:55 Room 402

Creativity with Teaching Materials

Speech, Drama, & Debate SIG (SDD)

Saturday, 3:30 – 4:55 Room 405

Speech, Drama, & Debate SIG Forum & Reception

3:30 – 4:55 Curtis Hart Kelly, Glenn Magee, Caroline Handley, Jason Lowes, Amanda Gillis-Furutaka (Mind, Brain, and Education SIG)

[MBE Forum] *Ten Things from Neuroscience Every Teacher Should Know*

Neuroscience brings new information to the table, but does not tell us how to use it. Let's solve that problem through roundtable discussions, and by hearing about a few technological implementations presented by the CALL SIG. In our collaborative forums, the BRAIN SIG will discuss important ideas from neuroscience, followed by ways to use them in the CALL SIG forum immediately after. The forum panel (with six other very short presentations)—Identifying Learning Disabilities, Glenn Magee; Embodied Cognition and Language, Caroline Handley; Attention and Anticipation, Jason Lowes ; Immediate and Working Memory in L2 Reading, Amanda Gillis-Furutaka.

5:10 – 6:35 Tom Gorham (CALL SIG), Graham Jones (Ten Sentences), Jon Gorham (CALL SIG)

[CALL Forum] *Neuroscience, Narratives, and Technology*

This forum will build upon the “Ten Things from Neuroscience Every Teacher Should Know” from the preceding BRAIN SIG forum. It will give concrete examples of technology that embody some of those educational neuroscientific principles. There will be a panel discussion and participants will have an opportunity to discuss how neuroscience can improve the use of technology in their classrooms. While it is possible to only attend one of the two forums, we recommend attending both the BRAIN & CALL forums to get the most out of them.

JALTCALL2015

Language Learning Technologies and Learner Autonomy

Saturday & Sunday, June 6-7, 2015

Kyushu Sangyo University, Fukuoka

Pre-conference workshops: Friday, June 5, 2015

Keynote Speaker: Ema Ushioda (Warwick University, UK)

Plenary Speaker: Rab Paterson (Educational Technology Specialist)

2:20 – 3:20 John Edward Rucynski, Jr. (Okayama University)

[BIZ] *English classes to prepare students for the global business community*

The main purpose of university is to prepare students for the world of work, but too few EFL course books focus on this next stage of students' lives. "Working in Japan" features video interviews with people from more than 10 different countries who have built successful careers in Japan. This resource has multiple benefits, as it gives students the opportunity to hear a range of English accents, understand cultural differences in the workplace, learn more about different occupations, and consider their own career goals. The author will explain the rationale behind this new book and offer teaching tips.

3:30 – 3:55 James McCrostie (Daito Bunka University)

[BIL] *Narrative development in bilingual children*

Most research into bilingual first language acquisition focuses on young children. As a result, researchers know little about the grammatical and lexical development of BFLA school-aged children (see De Houwer, 2009). This paper describes results from a longitudinal case-study examining the narrative story-telling ability in two bilingual children (ages 11;9 and 9;4) raised in Japan. English narrative samples were collected at the beginning and end of one year spent in Canada and analyzed in terms of vocabulary, fluency, accuracy, and complexity. Results are compared with published studies to demonstrate how narrative ability improves with 12-months of intensive English exposure.

4:00 – 4:25 Sandra Healy (Kyoto Institute of Technology) & Amanda Lee Taura (Setsunan University)

[BIL] *The Self-Perceived Identities of Adult Bilinguals in Japan*

This is a preliminary report in an ongoing study examining the identity of six bilingual adults educated partly in Japan in two languages—Japanese and their other language. Their rich narratives outline their feelings about their own identities; their self-perceived motivations to maintain distinctive bicultural identities; their perceptions of the benefits of their experiences; how their linguistic abilities have enhanced their careers; and what their unique upbringing has given them. A pot of gold?

5:10 – 6:35 Ellen Rettig-Miki (Kobe University), Shirley Young (Fukuoka University), & Bill Burns (Language Sumikin Intercom)

[BIZ Forum] *Business Communication SIG Forum*

This forum will revolve around narratives: stories of how our students manage their struggles to communicate in English in different contexts, for business, rather than general purposes.

Bilingual SIG Event at Yokohama JALT

Sunday, September 20, 2015

Mary Nobuoka and Marybeth Kamibepu will lead talks about raising bilingual children and understanding the junior high and high school entrance exam systems for international / bicultural parents.

More information is available at <<http://jojalt.org/>>.

2:20 – 3:20 Brendan Van Deusen & John Patrick Owatari-Dorgan (Nagasaki International University)

[CUE] *Improving speaking skills with weekly video journals (Poster)*

This poster describes the implementation of weekly video journals over the course of one school year in an intensive English program at a Japanese university. Students were asked to record themselves responding to a variety of topics and were evaluated on standardized criteria. Based on teacher observation and student feedback, the presenters will discuss the effects of these journals on students' development as speakers of English. Moreover, the presenters will discuss how they adapted the implementation to meet students' changing needs over the arc of this project.

2:20 – 3:20 Shizuyo Asai (Ritsumeikan University) & Masako Terui (Kindai University)

[CUE] *Case Report: ESP-driven Writing Classes (Poster)*

The presenters will show a course design model of ESP classes for science and engineering students at the university level, aiming to provide a bridge from undergraduates to master course students through an ESP approach based on the corpus-based move analysis. The presenters also will discuss how to help improve the course design bridging the gap between the students' wants and their discourse community needs with a strong focus on outcomes from questionnaire/interview surveys on the third-year undergraduate students and the first-year master course students who are majoring in science and engineering.

3:30 – 4:55 James Dunn (Tokai University), Steve Paton (Fukuoka University), Heather Doiron (Nanzan University), & Wendy Gough (Tokai University)

[CUE Forum] *Right Turn, Wrong Turn: Finding a Path to Success*

This forum will focus on good and bad lesson experiences and how they influenced instructors' subsequent teaching methodologies and perceptions of their roles as educators. The speakers will present on how they have become better educators as a result of such ups and downs in lessons. The presentations will be followed by a discussion between the presenters and forum attendees.

5:10 – 5:35 Riaz Donaldson (Macmillan LanguageHouse)

[CUE] *Building confidence and a happiness to study English communication at university*

It can be a daunting task to teach a group of university students who have minimal interest in learning a foreign language but have been told they are required to take an English class. A familiar characteristic of these classes is that the students lack confidence and have not found the English classes they have attended at high school to be much fun. Breakthrough Plus builds confidence in students to speak English while providing lots of opportunity to use their language skills in the classroom through fun and engaging activities.

5:40 – 6:05 James Emmet Owens (Kanda University of International Studies)

[CUE] *Teaching the genre of narrative in a foundational literacies class*

Kanda University has recently adopted the use of a Multiliteracies-led teaching pedagogy in the design of a new curriculum. This has led to the old Basic Reading and Writing classes being combined into a Foundational Literacies course, where the focus is on students achieving genre awareness. One of the genres that the students encounter is Narrative. This paper- presentation will describe the content of the Narrative unit and the justification for its inclusion. It will also analyse the student response to the materials and the relative success of the Narrative genre.

2:20 – 3:20 Charles Kelly (Aichi Institute of Technology)**[CALL] *Using the Tatoeba Corpus for Foreign Language Study (Poster)***

The Tatoeba Project (<http://tatoeba.org>) is a group of volunteers working on a multilingual corpus of sentences and their translations that can be used under the Creative Commons Attribution license. Also, over 150,000 of the English sentences have audio recorded by volunteers. This poster session will give teachers ideas on how to use the Tatoeba Corpus with their students, for web projects, and for their own language study. How to search for sentence patterns and vocabulary items will be explained. How students and teachers can contribute to this project will also be covered. A handout will be provided.

2:20 – 3:20 Lawrence Kelly & Charles Kelly (Aichi Institute of Technology)**[CALL] *Using iPads in the English Conversation Classroom (Poster)***

This poster session will present iPad activities for English language study in classrooms that teachers will be able to use immediately in their conversation classes. We have used iPads with students during the past three years in a required English conversation classes at a technological university. The various activities we have done will be included along with ideas on managing iPads in the classroom. Some things on our web site that should work on iPads are here: <http://www.manythings.org/e/requirements.html> A handout covering the main point with a link for more information will be provided.

5:10 – 5:35 Juanita Heigham (Keio University)**[CUE] *Empowering International Students in an EMI Program***

In this session, the story of a Japan-based project designed to empower international students in an English medium instruction (EMI) four-year degree program will be shared. Research has found students in EMI programs often struggle with feelings of isolation and marginalization. The project aims to diminish these feelings through the construction of an international-student student council. The council will focus on the development of a supportive community among students and the establishment of a line of communication between students and administration. The need that precipitated the project, the project design, and its early impacts will be discussed.

5:40 – 6:05 Glen Hill (Obihiro University of Agriculture and Veterinary Medicine)**[CUE] *Student and science teacher expectations for reading scientific journals in English***

How realistic are student and science teacher expectations toward learning to read scientific journals in English? To learn how to help prepare students for such high-level reading, the author surveyed 32 zemi teachers and 152 third- and fourth-year students. Likert and essay response data reveal science teachers' expectations of students and English teachers, as well as their opinions of students' English prior to starting science careers. Student attitudes toward zemi, self-assessment of their reading ability and study habits, and expectations of English and science teachers will also be presented. Current teaching strategies to meet reading expectations will be described.

6:10 – 6:35 John Bankier (Soka University)**[CUE] *Japanese University Students' Support from Social Networks***

University students have rich social lives inside and outside the classroom, but little research in Japan has examined how social networks relate to language learning. This presentation describes an exploratory study of four Japanese university students and the support they received from social networks while completing writing assignments for EAP courses. Formalised opportunities for support from peers and teachers provided the most direct support while time, need and attitude often limited informal connections to emotional support. I will share ways teachers can encourage students to make the best use of social networks and ideas for classroom activities involving social networking.

CUE SIG 2015 Conference*Diversity: Communication and Education*

Saturday & Sunday, September 26-27, 2015

Sugiyama Jogakuin University, Nagoya

2:20 – 3:20 Norman Ivey Fewell (Meio University) & George Robert MacLean (University of the Ryukyus)

[CALL] *Interactive feedback and graphic novels on iPads (Poster)*

A reading scheme combining interactive feedback, digital devices, and graphic novels in digital form shall be discussed. All iPads are equipped with a variety of supportive reading tools (e.g., integrated dictionaries, highlighters). Additionally, communication applications are available on iPads, providing a means for interactive feedback between students (peer-to-peer) and teacher. Finally, graphic novels add the elements of both text and visual information. The combination of these components in the activity present the reader with practical supportive reading tools, ongoing feedback, and a social support network. The presenters shall provide data gathered from observations, questionnaires, and interviews.

2:20 – 3:20 Mamoru Takahashi & Stephen Alan Shucart (Akita Prefectural University)

[CALL] *Teaching Personal Storytelling in the Classrooms (Poster)*

Telling stories is one of the indispensable elements in meaningful communicative classrooms. Students are not only exposed to the target language but they can also learn to better understand themselves through the activity of telling stories. The presenters have utilized the techniques of personal storytelling and personal narratives in the classroom. This Poster Session will focus on the process of teaching students how to tell their personal narratives. They will show the audience how to prepare, implement, and evaluate the students' personal storytelling using Moodle.

3:30 – 3:55 Andrew Robert Philpott (Kwansei Gakuin University)

[CALL] *An introduction to gamification: Exploring the narrative of the game*

This presentation will introduce the concept of gamification in education. Gamification is "The use of game elements and game-design techniques in non-game contexts" (Werbach & Hunter, 2012, p. 26). This is not using games to learn language but leveraging game design techniques such as competition and collaboration to engage your students. A narrative can be an important element of a game that gives it

4:00 – 4:25 Maki Ho (St. Michael's International School, Japan)

[CALL] *Narrative story building using iPad and Google apps*

Recently, the MEXT (The Ministry of Education, Culture, Sports, Science, and Technology) has been proposing a heavier emphasis on English proficiency, presentation skills, ICT usage, and the understanding of the Japanese culture. This presentation will show, on mostly Google apps and on the iPad, how to break down story making into smaller components in order to build a complex story. This will be followed by a demonstration of how narrative story making in English classes can provide the opportunity to meet these MEXT proposals as well as the opportunity to exceed the students' expectation of their narrative ability.

4:30 – 4:55 Malcolm Prentice (Soka University)

[CALL] *Using Google Drive Forms to track students' vocabulary learning*

One option for learning vocabulary is for students to self-select words they do not know. However, monitoring student progress on this can be difficult. Google Drive Forms offer one way to collect homework, which once online can be analysed automatically. This session shares a simple tool, written initially in response to student cheating, which processes the words submitted (around 1000 per week) and generates individual student summaries plus a teacher overview. Other possibilities allowed by form-based data collection are also demonstrated, including automatic personalised test generation, cumulative vocabulary profiles, and quick-write plagiarism checks.

Sat
304/5

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Room 304

5:10 – 6:35 Tamayo Hattori (Japan International Cooperation Center), Kaori Asami (Center for Japanese-Language Testing, The Japan Foundation), Takako Igeta (Sophia University), & Kyoko Nagashima (Fukushima University)

[JSL Forum] *Japanese for Emergencies: Attempts in creating a multilingual/multicultural society*

Japan has a long history of natural disasters. Now that the society includes people with different linguistic backgrounds, a new field of study emerges: Japanese for emergencies. In this forum, two studies on emergency announcements are shared. The first study examines how listening in emergencies can be different for native speakers of Japanese and non-native speakers of Japanese. The second study reports data on interviews conducted in Fukushima and examines challenges that foreign residents face in emergencies. Discussion time follows the presentations, in order to share other regional efforts of forum participants relating to emergencies.

Room 305

2:20 – 3:20 Jack Barrow (Osaka International University)

[CUE] *Compliance and College Educators (Poster)*

Compliance with national laws, government ministry regulations, university rules, and department policies and goals is essential to the success of the college educator. First, a general understanding of the intent of all of the laws, regulations, rules, and policies can help the college educator navigate the complexities of today's college career. Ministry regulations guide our curricula and faculty development programs. University policies affect recruitment, testing, and classroom management. Department policies affect student placement and compliance in reaching teaching objectives. As an interactive poster presentation, the sharing of experiences regarding compliance is intended to benefit the participants' future.

2:20 – 3:20 Tokuyu Uza (Meio University)

[CT] *An Effective Method for Increasing Student Motivation (Poster)*

An effective strategy for motivating university students is to foster an understanding of the differences between themselves and friends who chose to work instead of attend university. One way to motivate students is through reflective practices. Another way is for the teacher to provide effective examples that encourage the students to think deeply and find answers by themselves. To keep on the "motivational track", students ought to comprehend the reasons for attending college and focus on a long-term goal for success. In this presentation, the presenter will provide participants with examples he has found effective for motivating students.

3:30 – 3:55 Todd Thorpe (Kinki University), Mark Sheehan (Hannan University), Edward Sarich (Shizuoka University of Art and Culture), & Robert Dunn (Kinki University)

[CALL] *JUEMUN Journalism: Taking digital journalism simulations to a new level*

This presentation describes a digital journalism simulation called JUEMUN Journalism. JUEMUN, the Japan University English Model United Nations, is an annual event in Japan that brings together students from around the globe to participate in a Model United Nations (MUN). A component of this event includes teams of journalists who cover the events that take place at the MUN, and report on them in three media formats: podcasts, video broadcasts, and a written chronicles. The planning, negotiation, and col-

4:00 – 4:25 Shao-Ting Alan Hung (National Taiwan University of Science and Technology)
[CALL] *Learner engagement and strategy use in video-mediated oral feedback provision*

Although studies on peer feedback abound in the L2 literature, most target the effects of face-to-face or written feedback on language learning; few investigated the pedagogic potential of videos in feedback provision process. Hence, the study implemented a video-mediated oral feedback project in an EFL class and employed qualitative methods to explore learner engagement and strategy use. Students' narratives revealed that learners' engagement in feedback provision was greatly influenced by group dynamics and learner identity. Furthermore, not only meta-cognitive, cognitive and social strategies but also those specifically for this video-mediated modality were employed.

4:30 – 4:55 William Pellowe (Kinki University)
[CALL] *Student-created videos*

With mobile technology ubiquitous among university students, students can use their mobile devices' built-in video cameras outside of class to create videos narrated in English. This brings the language they've studied in their coursework into a familiar context. They could, for example, describe their neighborhood, or introduce their hobby. When they bring these videos into the classroom to show to classmates, this serves as a catalyst for highly personalized conversations. In this presentation, I will discuss the types of assignments given, demonstrate a technologically simple way to collect these videos, and

5:10 – 5:35 James DeWitt Dunn (Tokai University)
[CT] *Effects of Metacognition on Reading Comprehension*

Reading comprehension is important for students in both their educational and professional lives. This study was conducted to observe the effect of required metacognition on reading comprehension in Japanese university students. Four reading comprehension skills were taught in two university reading and writing courses which included three reading comprehension tests. Required metacognitive processes were then introduced to the test group which yielded a significantly higher average test score compared to the control group. By requiring metacognition, students' scores can be increased while helping to solidify skills and strategies taught in class.

5:40 – 6:05 David A. Gann (Tokyo University of Science)
[CT] *Scaffolding Noticing of Argumentative Form*

A key issue in critical thinking instruction is whether critical thinking skills are better taught through explicit or implicit approaches. The presenter will argue that learning of basic critical thinking skills, such as identifying and signaling components of argumentative form, is best supported by activities that trigger noticing of salient meta-linguistic features that function as indicators of components in argument. The presenter will report on his course design and materials and the resulting learning of targeted textual features associated with basic critical thinking skills at the level of argument analysis and dialectical discourse.

3:30 – 3:55 Trevor A. Holster (Fukuoka University), J. W. Lake (Fukuoka Jogakuin University), & William R. Pellowe (Kinki University, Fukuoka)
[ER] *Rasch Analysis of Graded Reader Difficulty*

The presenters developed an on-line extensive reading monitoring system, allowing students to rate books by difficulty and interest, and researchers to download data formatted for Rasch analysis. Interim analysis of 240 graded readers found sentence length to be the best predictor of book difficulty, accounting for approximately 30% of variance. Surprisingly, Lexile measures, combining both vocabulary frequency and sentence length, improved this to only 33%, suggesting that an L2 corpus may be preferable to the native speaker derived Lexile corpus. (Supported by kakenhi research grant #25370643.)

4:00 – 4:25 Douglas E. Forster (Japan Women's University) & Joseph W. Poulshock (Tokyo Christian University)

[ER] *A positive extensive reading experience through the As If Principle*

Dr. Richard Wiseman's 2013 book, *The As If Principle (AIP)*, shows that we can focus on actions that will change how we think and feel and get the same results faster, more consistently, and reliably. The presenters will demonstrate five ways to use the AIP to motivate and help students better enjoy extensive reading in and outside the classroom: (1) The Five-Minute Drill, (2) The Reading Poster Project, (3) The Reading Photo Project, (4) The Confidence Trick, and (5) The Power Pose. Besides these activities, authors will discuss ways to research the efficacy of the AIP.

4:30 – 4:55 Robert Peacock (Oxford University Press)

[ER] *Bringing stories to life through eBooks*

In this session we will review some of the benefits of using readers inside and outside of class, as well as some of the motivational issues educators often encounter, and then go on to look at how eBooks and app versions of readers can enrich the experience for students and teachers alike. Using example readers aimed at a range of ages and levels, we will see a number of useful functions for teachers to present material in class as well as for students to practice independently, engaging digital natives in the learning process and building motivation.

5:10 – 5:35 Heather Lynne Doiron (Nanzan University)

[ER] *Extensive Reading in Oral Communication Classes*

Providing meaningful fluency-building activities for oral communication students who only meet once a week presents several challenges in the EFL classroom. This session will be useful for teachers who wish to use extensive reading for the purpose of fluency building in oral-communication classes. The presenter will show how extensive reading can be the foundation for the scaffolding of fluency building opportunities which include vocabulary instruction, conversation activities, oral presentations and self/peer evaluation. Upon the completion of this presentation the audience should have a better understanding of how extensive reading can be the foundation for more meaningful exchange amongst oral communication students.

5:40 – 6:05 Mark Brierley (Shinshu University)

[ER] *Narrative Reasons to Help Orient Students into Extensive Reading*

"Why do we have to do extensive reading?" asked the student, "This class is supposed to be communicative English." "And why do we have to read stories?" asked another, "I want to read non-fiction." Orientation and re-orientation are essential to the success of ER programmes, and discussion of the benefits and origins of narratives can help motivate students to read. This includes: improvements in social intelligence from reading fiction; the importance of narratives as drivers of human endeavour from religion and war to economics; and speculation on the place of narratives in the origin of language itself.

6:10 – 6:35 Hitoshi Nishizawa & Takayoshi Yoshioka (National Institute of Technology, Toyota College)

[ER] *Extensive reading in public libraries*

In Japan, English books are not commonly used for foreign language teaching in schools because of the tradition of translating foreign texts into Japanese word for word. However, due to its proven effectiveness with older EFL learners, extensive reading is now becoming more widespread. This presentation will show the results of case studies of 10 public libraries in Aichi that now stock graded readers. In addition to describing the methods the libraries employed to promote graded readers, we will also discuss current issues and future prospects for the use of graded readers in public libraries.

3:30 – 3:55 Shayela Ahmed Mian (English Forest, Japan & International University of

Japan)

[TYL] *Storytelling Resources: Cultural Games and Crafts*

Stories, games and crafts from various cultures offer rich resources for experiencing cultures as well as studying English. The presenter will introduce two games from Africa, which, when adapted for language study, offer young students innovative ways to learn English. Specifically, the presenter will demonstrate the use of these games for vocabulary and structure study to support student comprehension of the African tale, The Baobab Tree. The use of African mask crafts for active student engagement during the storytelling will be illustrated by sharing student illustrations of their ideas on the ways the tree could find happiness.

4:00 – 4:25 Masayuki Takano & Angela Wren (Horyuji Kokusai High School)

[TYL] *One-on-one Interaction to Improve Pronunciation*

Horyuji Kokusai High School's Passport Project began in Spring 2013. This project was introduced to give first-year students an opportunity to interact with native English-speaking teachers on a one-on-one basis. It allows students to improve their pronunciation from the very beginning of their high school education. We will discuss the effectiveness of and problems regarding this pronunciation practice, focusing on not only improving student pronunciation but also intrinsic motivation and self-confidence. We will also discuss the results of a student questionnaire and the pedagogical implications for Japanese EFL classrooms.

4:30 – 4:55 George Clinton Denison (Temple University Japan)

[TYL] *Narrative Topics to Develop Writing Fluency*

Many learners struggle to develop fluency in their writing, putting them at a disadvantage when the necessity to write under time pressure arises (e.g., on tests). Thus, there is a clear need to develop writing fluency in the classroom. In combination, narrative topics and speed-writing present learners with opportunities for genuine communication with the teacher while facilitating the development of writing fluency. In this presentation, I discuss a speed-writing activity and the topics which have been used in four high school classes (10th and 11th grade) over an academic year to improve writing fluency (measured in words per minute).

5:10 – 5:35 Fiona Creaser (University of Kitakyushu)

[GALE] *Mobbing in the workplace*

'Happiness' related research is becoming increasingly important in a number of academic fields, yet education is a profession where 'mobbing' is more likely to occur. Mobbing is harassing/ bullying behaviour whereby a group of people target an individual and subject them to repeated emotional abuse. Often the 'mobbing' is ignored or condoned by senior management. In most cases the target is forced out of the workplace and in extreme cases the target self-harms or commits suicide. It is hoped this presentation will increase people's understanding of mobbing and how to prevent it from occurring in the workplace.

5:40 – 6:05 Todd Squires (Kinki University)

[GALE] *The Global Self: Narrating Masculinity and Desire in Study Abroad*

When talking about their motivation to acquire English, learners often rely upon narrative to relate key events that have impacted their English language learning process and use stories as guideposts that lead and inspire them in their future study of the language. This paper focuses on how masculinity and desire are constructed in the narratives of male participants in the pre-departure phase of study abroad and how cultural narratives come to shape the way that individuals view their past study of the language and delineate the horizon of experience for their upcoming sojourn abroad.

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Room 308

6:10 – 6:35 Diane Hawley Nagatomo (Ochanomizu University)

[GALE] *How being positioned as an "insider" or an "outsider" in the workplace influences professional identity: One teacher's story*

This presentation explores the complexity of teachers' professional identity. An examination of four ninety-minute life-history interviews with "Andrea" show an identity shift over a ten-year period. Her identity formed through relationships with colleagues, gendered attitudes, institutional policies, and the broader social context. Andrea transformed from being a valuable "insider" to being an "outsider" with questionable professional abilities after her maternity leave. Although painful, Andrea then relinquished her former status by physically and emotionally distancing herself from her department. She enrolled in a graduate program and happily reinvented herself as a university English teacher with greater linguistic and pedagogical knowledge.

Room 309

2:20 – 3:20 George Robert MacLean (University of the Ryukyus) & Norman Ivey Fewell (Meio University)

[FLP] *"Can do" or "Can't do" is the question: accuracy of 'can do' self-assessments*

We modified "can do" statements to a "show me you can do" list of commands. In groups of four, students were given individualized lists of speaking tasks to be completed individually. A peer feedback system was used to assess each student in the group. Prior to initiation of the activities, all participants completed the J-CEFR "can do" self-assessment. All tasks were judged on a 5-point scale by each participant and 3 other group members for every level of the J-CEFR. The authors compared the results of the initial "can do" self-assessment with assessment scores for completion of each communicative task.

3:30 – 3:55 Masaya Kanzaki (Kanda University of International Studies)

[TEVAL] *Minimal English Test vs. TOEIC®*

The Minimal English Test (MET), developed by Maki, Wasada and Hashimoto (2003), is a dictation, cloze test designed to evaluate the language proficiency of English learners in five minutes. This study compares MET results with TOEIC® listening, reading and speaking test scores in order to determine the degree to which the scores correlate. Ninety-four university students completed the MET and the three TOEIC® tests and their scores were then examined for correlations. The MET results correlated better with the scores of the speaking test compared to those of the other two tests. Pedagogical implications will also be discussed.

4:00 – 4:25 Steven Lynn Porritt (Temple University Japan) & Stuart McLean (Kansai University)

[TEVAL] *An online vocabulary testing system for researchers, teachers, and learners*

This presentation introduces the New Productive Vocabulary Levels Test (NPVLT) and a companion passive-recall receptive test. The two tests are incorporated into a single online application that is accessible using the browser on smartphones, tablets, Macs and PC's. Researchers and teachers can quickly create custom tests with (a) a choice of test modality (active or passive recall), (b) any or all of eight 1,000-word frequency bands and/or the AWL, and (c) a choice of 10, 18, 24, and 30 items per band. The design of the tests and the application will be described, and feedback and suggestions are welcomed.

4:30 – 4:55 Hung Xuan Nguyen (Kanazawa Institute of Technology) & Nhung Thi Le (

Kanazawa Technical College)

[FLP] *Topic choices versus students' speaking performance*

This study investigated the effect of topic on oral performance by EFL students. Engineering students ($n = 179$) in Western Japan were surveyed on their views on and attitudes towards the choice of oral topics, and oral interviews were conducted ($n = 46$) to examine which types of topics students would perform on better. The interview results showed no significant difference ($p > 0.05$) between students' performance on general and academic major topics. The findings are expected to contribute to the oral assessment of EFL engineering students. Important implications of using EFL oral topics are also discussed.

5:10 – 5:35 Motoko Teraoka (Kinki University)

[FLP] *Class Narratives through a Language Portfolio*

Language portfolios are a tangible collection of students' work and narratives made in class. The presenter implemented a language portfolio (LP) in TOEIC preparatory classes of a Japanese university ($n = 133$) in the 2014 spring semester. The LP played a significant role as a tool for students' reflection on class content and as a resource for quiz review. 82% ($n = 109$) acknowledged that their LPs had contributed positively to their learning. The presenter will show some of the LP examples that served as students' own storybooks describing their learning progress, experiences, and achievements.

5:40 – 6:05 Maria Gabriela Schmidt (University of Tsukuba)

[FLP] *Narratives included: The wider scope of the CEFR*

The Common European Framework of Reference is often discussed with topics such as learner autonomy, (self-)assessment or the well-known can-do statements, giving the impression of a linguistic only, restricted evaluation tool. The flexibility and the wider scope of the CEFR are often not discussed, neglecting the benefits of the inner concept. This presentation will show that aspects such as literature, pragmatics, and culture are part of it. The implementation of the CEFR in France is one example of how literature and culture are integrated in the foreign language education. Other implementations (e. g., Germany, Japan) will be compared and discussed.

2nd Conference on Critical, Constructive Assessment of the CEFR

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Tokai University, Takagawa Campus

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9:30 – 10:55 Lee Arnold (Seigakuin University), Joe Tomei (Kumamoto Gakuen University), Yoko Morimoto (Meiji University), Helen Hanae (Toyo University), Joel Laurier (Toyo University), Jenny Morgan (Wayo Women's University)
[LD Forum] *Stories of our success: Narratives in learner development*

The LD SIG Forum features six presentations: Lee Arnold and Joe Tomei explore the potential of music to enhance narrative, metaphor, and enjoyment of writing in English; Yoko Morimoto shares her experience of learning French through storytelling in a French drama school; Helen Hanae uses narrative “flags” for learners to understand and make themselves understood; Ann Mayeda examines narratives of teachers of an autonomy course; Joel Laurier narrates his story as a non-native English teacher in Japan; and Jenny Morgan presents Japanese students' narratives of fieldwork in Cambodia. The Forum is an interactive poster session concluding with a roundtable discussion.

2:20 – 3:20 Andy Barfield (Chuo University)
[LD] *Developing with Learners a Website for Global Issues* (Poster)

The presenter will report on the development with learners of a global issues website for student self-directed research. This story has involved discussing with learners specific website features (e.g., what different categories of information are appropriate) as well as identifying useful links in Japanese and English. The website features over 20 issues (e.g., Global Supply Chains, Health, Human Rights, Tourism), each including "A Very Brief Introduction", "Starting Questions", "Basic Information", "Example Cases", "Other Local Cases and Stories", "Key Concepts", and "Local, National, Regional and Global Actors". The presenter will highlight key episodes in this story, particularly the involvement of learners.

2:20 – 3:20 Martin Hawkes (University of Shiga Prefecture)
[TBL] *Task sequencing and attention to form* (Poster)

Advocates of TBLT have argued that the pre-teaching of specific language points distracts from a focus on meaning during tasks, and may lead to learners simply regurgitating the target forms. Conversely, learners might just ignore them, thus rendering the pre-teaching stage meaningless. This presentation will describe the analysis of 16 samples of task interaction from a group of Japanese university students. Prior to the tasks, the participants were taught potentially useful language points. The analysis suggested that there was a deliberate focus towards producing the target forms, manifested by disfluencies, repair sequences, and L1 off-task talk.

3:30 – 3:55 Scot Matsuo (Kwansei Gakuin University), Mark Pileggi (Kobe City College of Technology), Stella Maxwell (Osaka Gakuin University)
[LD] *Self-access and enhancing the classroom experience*

Self-access centers are one avenue for students to widen their classroom knowledge and transform that into practical communicative ability. Students have access to learning tools that will further assist them in achieving their second language acquisition goals. Self-access centers provide a "happy" environment featuring resources such as language games and small groups activities to support learners. Such resources will help students further shape their world-view, as well as increase their intrinsic motivation. Utilizing game materials, developed by educators, and inspiring students to design language learning tools themselves, will help students be more active in their language learning.

New titles from the Learner Development SIG

Learner Development Working Papers

[<ldworkingpapers.wix.com/ld-working-papers>](http://ldworkingpapers.wix.com/ld-working-papers)

5:10 – 5:35 Daniel William Parsons (Kwansei Gakuin University)

[TBL] *Authorship in task performance.*

Investigating the social dimensions of task performance is a challenge for task based research. Contemporary studies often focus on linguistic markers of performance such as fluency and accuracy. However, Bakhtin's concepts of authorship, intersubjectivity and appropriation offer a fresh approach to performance. To demonstrate this, undergraduates at a Japanese university took part in a narrative construction task. Conversation analysis on four dialogues, triangulated with learners' language journals and Bakhtin's notions, led to the hypothesis that achieving intersubjectivity can facilitate moments of authorship, which enhance appropriation for pushed output. Recommendations for task design which manipulate this feature of dialogue are suggested.

5:40 – 6:05 Peter Silvan Ho (St. Michael's International School)

[TBL] *A Musical Narrative Composition Activity*

A musical narrative composition activity is creating sounds to match an object, movement, idea or emotion. After choosing a theme or location, students will create sounds to match parts of their story and then record them using an iPad or other media-making device. This narrative composition is a task oriented activity that allows for many pedagogical opportunities for the teacher to the ESL student, such as vocabulary building lists, peer group collaborations and individualized corrective feedback in the classroom. This presentation will demonstrate the progressions of this activity.

3:30 – 4:55 Greg Goodmacher (Keiwa College)

[MW Forum] *Creativity with Teaching Materials*

The presenter will facilitate discussions about creativity and teaching materials, covering ways to make textbooks more affectively engaging, intellectually stimulating, and pedagogically effective. The presenter will show how to turn reading sections into cooperative texts involving oral communication and challenging tasks, and the creation of learning games based on standard textbooks. Making and adapting materials so that they appeal to students with differing learning styles will be discussed. The presenter will show examples of his work and invite the audience to analyze them. The presenter has written textbooks published by Japanese publishers.

5:10 – 5:35 Neil Conway (Musashino University)

[LiLT] *Authentic Tasks and Testing for University English Literature Classes*

This presentation will examine some of the important motivations for developing a useful and coherent testing syllabus which has authentic tasks at its core. Literature testing is rife with difficult choices and this is partly due to its intellectual, affective and value-laden subject's nature. In the past, traditional quantitative approaches have been applied to literature testing but have failed to motivate students and teachers. Authentic tasks are a helpful tool which offers a meaningful product for test measurement.

New titles from the Learner Development SIG

Collaborative Learning in Learner Development

<www.smashwords.com/books/view/503846>

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5:40 – 6:05 Ben Grafström (Akita University)
[LiLT] *Edo Narratives and Happiness in Modern Japan*

This presentation reports the results of an in-depth class on Matsuo Bashō’s book “Journey to the Interior” taught to non-native, English language students. In the class students read, researched, and discussed in English Bashō’s most well-known work, paying close attention to the narrative sections. Particularly, students examined how Bashō wrote about instances of “happiness” in this Edo era (1600-1868) travel narrative. Since happiness and human progress are intrinsically related, students then compared Bashō’s reports on pre-modern happiness in Japan to their own levels of modern happiness to determine whether or not Japan has really “progressed” in terms of happiness.

6:10 – 6:35 Michihiro Hirai (Akita University)
[MW] *Creating teaching materials for ICT reading class*

The presenter has published a self-study book on comprehension of authentic ICT texts, drawing on his dual experience as a computer engineer and as a college English teacher. First he analyzed typical weaknesses of Japanese in reading comprehension and identified several common causes. Next, he collected appropriate texts from a number of published materials on ICT, provided annotations and model translations, and integrated them, with study tips, into a book. Based on this book he has also created college and company courses in ICT reading comprehension, incorporating some additional materials of current interest.

Room 403

10:00 – 10:25 Brian Daniel Bresnihan (University of Hyogo) & Myles MacAuley (Kansai University of International Studies)
[CUE] *Students Working with Stories They’ve Read*

The presenters will talk about their experiences of providing integrated skills lessons for their university students that combine reading and writing activities, inside and outside the classroom, with writing and discussion tasks inside the classroom. They will describe materials and activities they have found most successful as well as various practical considerations that need to be taken into account. They will also briefly mention the results of surveys they carried out in order to discover students’ perceptions of the effectiveness of these types of lessons on the development of their English language abilities.

10:30 – 10:55 Zane Ritchie (Rikkyo University) & Richard Miller (Kobe Gakuin University)
[GILE] *Observations on the Challenges of Educating Children in a Nairobi Slum*

This presentation will describe our trip to an orphanage and a Nairobi slum arranged by a community project, Grapesyard in March 2015. Specifically, we will present our observations and findings regarding the implementation of an education programme for children in two facilities: Alice Village Orphanage which houses over 50 children; and Alice for School which was established to educate the poorest of the poor in a slum of nearly 200,000 people. We will also be fundraising to send one of the brightest kids to the University of Nairobi

3:30 – 3:55 David Barker (BTB Press)
[TED] *What students need to know about learning English*

When we teach English to Japanese students, we often make unjustified assumptions about their knowledge of the nature of languages and the language learning process. In this session, the presenter will discuss key concepts that he believes are missing from most syllabuses and teaching materials. He will make the case for introducing “pre-course training” modules in English programs, and he will argue that students could achieve better results if they were taught more about the scale and nature of the task of learning English from the outset. The presentation is not directly linked to any commercial materials.

4:00 – 4:25 John Spiri (Gifu Shotoku Gakuen University)**[TED]** *Mindfulness in the EFL classroom*

What can we do to cultivate mindfulness, a deep and comprehensive awareness, in ourselves and our students? Mindfulness in an educational setting includes looking closely, exploring possibilities and perspectives, and introducing ambiguity. The presenter will provide an overview of approaches to cultivating mindfulness in general as well as an overview of mindfulness programs designed to support educators. These programs focus on resilience, stress management, relaxation, and reflection. Finally, the presenter will describe the benefits of practicing a short mindfulness meditation before classes and share excerpts from a journal that seeks to articulate and explore the effects.

4:30 – 4:55 Huei-Chun Teng (National Taiwan University of Science and Technology)**[TED]** *A Study of Teacher Beliefs about EFL Listening Instruction*

The study aims to explore teacher beliefs in L2 listening instruction. The participants are EFL teachers in junior high schools in Taiwan. The main instruments include a questionnaire of teachers' beliefs, classroom observation, and semi-structured interviews. The questionnaire contains 40 Likert-scale statements and five open-ended questions about teaching beliefs in five areas, including objectives of teaching listening, listening difficulties, specific listening skills, activities of teaching listening, and listening assessment. By providing empirical evidence and descriptions of teaching beliefs, the study will seek to contribute to our understanding on EFL teachers' beliefs about listening instruction.

5:10 – 5:35 Brian Cullen (Nagoya Institute of Technology) & Sarah Mulvey (Nagoya City University)**[MBE]** *Stories on the Brain*

Listening to stories is a natural part of every person's experience and many teachers have discussed how storytelling can be a powerful pedagogical tool (e.g. Abrahamson, 1998). Gottschall (2012) has discussed how evolution has wired our brains for storytelling and how a story powerfully communicates connections between cause and effect, helping us to learn vicariously from other people's experiences and avoid the same mistakes. But what is happening in our brains when we listen to those stories and how can we better utilize the rich potential learnings of stories for our learners? This presentation will explore some possible answers.

5:40 – 6:05 Charles Kowalski (Tokai University)**[MBE]** *Ancient Stories, Modern Science, Timeless Truth*

What brings true and lasting happiness? In recent years, psychologists and neurobiologists have been using the latest tools of advanced science to explore this question. Their findings often run contrary to popular belief, but confirm the messages in the "teaching stories" of the world's great wisdom traditions. This presentation will share several stories—short, memorable, and easy to adapt for classroom use—about the real meaning of happiness, and show how modern "positive psychology" proves them true.

6:10 – 6:35 Fuk-chuen Ho (Hong Kong Institute of Education, Hong Kong)**[TED]** *A Field-based Mode of Professional Development for Language Teachers of Special Schools in Hong Kong*

The aim of the program was to deliver a field-based mode of training for language teachers of special schools and to set up a school cluster system for teachers to have a platform for an interactive exchange of ideas, resources, services, and expertise. Lectures, observation of demonstrations, and cross-site visitations were held. A number of two-school clusters were organized. Members in a school cluster included university educators, specialist teachers, and teacher trainees. University educators worked with specialist teachers to design and conduct the training program. Twenty teachers participated in the study as trainees. The responses from trainees were very positive.

9:30 – 10:55 Donna Lee Hurst Tatsuki (Kobe City University of Foreign Studies), Donna T. Fujimoto (Osaka Jogakuin University), Dennis Harmon (Toyo University Himeji Junior and Senior HS), Ashley Peace, & John Syquia

[Prag Forum] *Back to Basics: Filling the Gaps in Pragmatics Teaching Materials*

Efforts have been made to produce pedagogical materials to teach pragmatics but there are still underrepresented areas. This forum will report on efforts to fill these pedagogical gaps: Ashley Peace opens with an investigation of some rarely instructed but frequently encountered “commissive” speech acts—promises, warnings and threats; John Syquia will explore the pragmatics behind lying and deception since this knowledge may be important for language learners. Finally Dennis Harmon III will tackle taboo language, which is prevalent in popular entertainment (e.g., films and video) yet learners are often very unaware of the “force” and restricted appropriateness of such expressions.

11:00 – 12:00 Donna T. Fujimoto (Osaka Jogakuin University)

[Prag] *Pragmatics SIG meeting*

This is an opportunity for SIG members to meet and share what they have been doing—both in terms of research and about the activities that make them happy. Non SIG members are also welcome. Topics will include future activities.

2:20 – 3:20 Maria Gabriela Schmidt (University of Tsukuba)

[OLE] *Narrative strategies: The first and the second foreign language*

Teaching German in Japan entails dealing also with Japanese (L1) and English (L2). The German scholar Britta Hufeisen has established the research field known as “German (L3) after English (L2)”. In her article, “An English essay is not a German aufsatz”, she observes that students may unconsciously use patterns and structures of text-composition of their native language when writing in a foreign language. Will the first FL influence the text comprehension and composition of the second FL? This poster will discuss this hypothesis and show data of text compositions by Japanese students writing in their second FL.

3:30 – 3:55 Tim Greer (Kobe University)

[Prag] *Abandoning repair*

Interactional repair is generally successful, thus maintaining conversational progressivity as participants get back to the primary matter at hand. However, in rare cases a repair completion is abandoned and participants proceed without a definitive solution. Adopting a conversation analytic approach, this presentation will examine a sub-collection of such cases taken from naturally occurring L2 English interaction. By providing two repair solutions without choosing either as the final answer, speakers can allow either (or both) to stand as an appropriate solution, getting on to other interactional business and leaving the repair solution as ambiguous. Implications for language teaching will be discussed.

4:00 – 4:25 James Martin Ronald (Hiroshima Shudo University)

[Prag] *Self-Disclosure: Sharing Stories in Class*

For most foreign language classes, learning, practicing, and using the foreign language is the main focus of the class. However, especially for speaking-oriented classes held over a whole year, one important focus may be the actual relationship between the students in the class, together with the language needed to develop and maintain good relationships. Central to this, perhaps especially for Japanese students of foreign languages, is self-disclosure: willingness to tell more about ourselves. Together, we will explore how the promotion of self-disclosure and story-telling in class can help students to become more confident, and more sociable, users of foreign languages.

5:10 – 5:35 Samuel Crofts (Kwansei Gakuin University)**[Prag]** *Teaching interactional skills and minimizing silence*

EFL students often cannot practice English outside the classroom, which can lead to difficulties when students have to produce spontaneous conversations in “discuss with your partner” types of activities frequently found in textbooks. This presentation looks at the skills needed to manage such interactions and how they can be taught explicitly to minimize silence in English discussions and conversations. Video data showing the interactional performance of students before and after such instruction shows clear improvements in students' ability to fill the silence in English interactions, suggesting that explicit instruction in this area can be of benefit.

5:40 – 6:05 Chie Kawashima (Tochigi Prefectural Sano Shou-ou High School)**[Prag]** *Do textbook exercises develop pragmatic skills?*

One of the causes of learners' divergence from pragmatic norms may be the way in which textbooks present pragmatic material. To determine this, the presenter examined internationally used, commercial textbooks to see how pragmatic information is presented in the exercises. She will discuss the findings of her analysis, which included: the type of speech acts presented in the exercises, the variety of tasks included to practice speech acts, and how “communicatively” each of these tasks was designed. The presenter will then provide participants with some practical suggestions as to how teachers might compensate for the insufficiencies of these materials.

6:10 – 6:35 Jeffrie Leigh Butterfield (Kanagawa University)**[Prag]** *Repair Sequences as Potential Sites of Learning*

This presentation examines conversations in English between first (L1) and second language (L2) speakers in a university language lounge and scrutinizes the consequences of repair. An analysis of the data revealed how L2 speakers apply what was repaired by other participants in the subsequent interaction and suggests that repair sequences are sites in which learning may potentially occur. The presenter will discuss ways that L2 speakers can demonstrate orientations to learning, which is a cognitive activity, through their actions. Some of these ways include repeating the repaired utterance word for word and applying the repaired utterance in a different context.

Pragmatic Resources Series Call For Papers

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Deadline June 1, 2015

Contact Donna Tatsuki <dhtatsuki@rapid.ocn.ne.jp> for more information.

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Visit <pragsig.org> to order.

11:00 – 12:00 Vivian Bussinguer-Khavari (Kwansei Gakuin University), David Edward Kluge (Nanzan University)

[SDD] *Speech, Drama, & Debate SIG Meeting*

Anyone interested in the Speech, Drama, & Debate SIG is welcome to this meeting to discuss the program for the year, filling open officer positions, answering questions about the SIG, and networking.

3:30 – 4:55 Vivian Bussinguer-Khavari (Kwansei Gakuin University), David Edward Kluge (Nanzan University), Eucharia Donnery (Shonan Institute of Technology), & Gordon Rees (Yokkaichi University)

[SDD Forum] *Speech, Drama, & Debate SIG Forum & Reception*

The Speech, Drama, and Debate Forum will be in two parts: PechaKucha-like presentations, and a reception/discussion. Eucharia will speak on "Anything but DULL: Drama for the University Language Learner," using drama to build confidence, communicative skill-building, and spontaneity. David will present on "A not-so-strange format for teaching debate," using the Japanese High school English Debate Association (HEnDA) format to teach debate. Gordon will talk about "Using drama to motivate and reinforce learning in university communication courses." Vivian will be speaking on the role of speech in university classes. Some soft drinks and snacks will be provided at the reception.

5:10 – 5:35 David Edward Kluge (Nanzan University), Vivian Bussinguer-Khavari (Kwansei Gakuin University), Dawn Kobayashi (Onomichi City University), James Carpenter (Asia University)

[SDD] *An Online English Speech Contest: What, How, & Who*

The Speech, Drama, & Debate SIG successfully completed its first Japan Online English Speech Contest (JOESC). The contest had three categories: High School, University, and Free. There were 2 high school contestants, 32 university contestants, and 16 free contestants, for a total of 50 contestants. Each contestant submitted an unedited video of a 2-minute speech on the topic of "Bonds (Kizuna). A judging rubric was created, and was used by five judges in two rounds of judging. This presentation will describe the contest, explain how it was run, and who participated, with a short time for questions or comments.

5:40 – 6:05 Aiko Saito (Setsunan University)

[SDD] *Guided creative drama in FL class*

Acting provides interaction among participants, with a wide choice of options of how to deliver the lines. Students and FL teachers with little or no acting experience stand on similar ground as performers, and this enables natural student-teacher collaboration through the class activities. This presentation will report on how drama materials and performing activities have been incorporated in language classes. Most materials were neither ready-made nor wholly original scripts, but what can be called "guided creative scripts", as creativity is an essential part of language learning in this class. The presentation will include a micro hands-on workshop with participants.

The Second Annual Japan Online English Speech Contest

For details see <sites.google.com/site/japanonlinespeechcontest>

2:20 – 3:20 Gareth James Humphreys (Sojo University)

[SA] *Promoting self-reflection for study abroad: A report on a pre-sojourn preparation course (Poster)*

This poster reports on a pre-study abroad training programme for six students at a Japanese technical university. The primary objective was to help prepare students for their sojourn; however, I also wanted to look at the extent self-reflective skills may help them while abroad. I set up a pre-study abroad course consisting of ten one-hour sessions covering different culture topics. Data were obtained through reflective journals which the participants completed following each session. While reflective skills appeared to develop during the course, linking this with improved learning while abroad was difficult.

2:20 – 3:20 John Frederick Maune (Hokusei Gakuen University)

[SA] *Peer support by previous study abroad students (Poster)*

At Hokusei University, junior college study abroad students take ESL courses at an overseas university of their choice for four months during the second semester of their first year after completing a preparatory semester. This presentation will discuss preparatory peer support provided by previous study abroad students in the form of reports, in-class presentations, scheduled meetings during orientation and English lunch, and personal contact. Returning study abroad students via surveys and interviews rated such peer support highly. It is hoped that coordinators of similar programs will share their own insights on methods for improving students' study abroad experiences.

3:30 – 3:55 Charles Wiz (Yokohama National University)

[TED] *Managing Confirmation Bias in Teacher Narratives*

Teachers often use narratives as a tool to make sense of what transpires in the classroom and to better understand their overall teaching experiences. As with other forms of self-reporting, it is all too easy to fall victim to confirmation bias and retain an inaccurate picture of what actually happens. This presentation will offer some simple tools and activities that can help keep narratives "on track" and connected to what actually takes place in the classroom. Secondary school teachers, university teachers, and especially those involved in teacher training may find this discussion to be of value.

4:00 – 4:25 Mizuka Tsukamoto (Kwansei Gakuin University)

[TED] *Influence of Student Experience on Teacher Beliefs*

An increasing interest in teacher beliefs (Borg, 2006) has given rise to a number of important questions regarding past experience and teacher development. How are beliefs formed and how do they affect teaching? Are teachers aware of the beliefs they hold and of how different education and learning experiences they have had may influence their present beliefs and/or teaching style? Through a narrative inquiry, I will share one teacher's personal narrative of becoming a teacher and show how her background experience influenced her teacher beliefs and teaching styles in ways of which she was not previously aware.

4:30 – 4:55 William E Snyder (Kanda University of International Studies) & Ozlem Ozturk (Dokuz Eylul University, Turkey)

[TED] *Teaching Repeat Classes: A Turkish Teacher's Story*

In order to raise the happiness quotient in teaching, it may be equally important to understand causes of unhappiness. This narrative case study examines an experienced teacher's practice in teaching two repeat classes for students who had failed at a public university in Turkey. Emphasis is placed on factors influencing emotional satisfaction and dissatisfaction in teaching, and their impact on the teacher's practice. Results show increasingly negative emotion deriving from institutional constraints and lack of student and teacher motivation, leading to a state of amotivation with one class. Implications for curriculum and course design for repeat students will be discussed.

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5:10 – 5:35 Yoshifumi Fukada (Meisei University)

[SA] *Narrative of an international student’s socializing in the target language*

The presenter investigated one Japanese international student’s non-virtual person-to-person social networking pattern in the U.S. Collecting the related data longitudinally by informal long interviews, he found that the Japanese international student was securing opportunities for TL-mediated socializing by seeking out her own “affinity space” (Gee, 2004), where her Japanese language skills and knowledge are co-validated as cultural capital. Her cultural capital was found to enable her to participate in TL-mediated socialization within the specific social space as an active social agent with a sense of belongingness and confidence. Her struggling but eventually successful socializing experiences will be described in narrative.

5:40 – 6:05 Mikio Iguchi (Maebashi Institute of Technology)

[SA] *Alienation and a quest for empathy: Narratives*

Narratives of two Japanese women who lived in the UK and Japan will be presented, whose identities were often challenged through cultural differences and alienation. Such experience prompted them to seek empathetic relationships with other people, particularly with other foreign nationals who speak English as a lingua franca. Such sense of comradeship underpinned by empathy as ‘co-foreigners’ provided emotional, social and practical support. I will also propose the significance of narrative research, and argue how it needs to stretch beyond mere ‘cherry picking’ to be rigorous and systematic by showing my qualitative data analysis.

6:10 – 6:35 Patrick J. Maher & Gregory A. King (Chubu University)

[SA] *Service-Learning and Cross-Cultural Communication*

Service-learning, experiential education combining meaningful community service with instruction and reflection, aims at benefiting students and service recipients equally. This presentation outlines efforts to incorporate aspects of service-learning into a collaborative disaster relief project in Iwate Prefecture. Select Japanese students served as interpreters after extensive pre-volunteer training and received course credit after completing a written reflection report. Ways to more efficiently prepare and utilize student interpreters for future service-learning initiatives will be discussed.

4th Annual Vocabulary Symposium 2015
Saturday, June 20, 2015
Kyushu Sangyo University, Fukuoka

Featured Discussants: Dr. Stuart Webb and Dr. Rie Koizumi

4:00 – 4:25 Kurtis McDonald (Kobe College)**[Vocab]** *Instructor intuition of learners' vocabulary sizes*

The potential overestimation of learners' vocabulary sizes on the Vocabulary Size Test (Nation & Beglar, 2007) has been attributed to guessing and testwiseness (Stewart, 2014; Zhang, 2013). However, the degree of inflation for learners of different proficiency levels remains unclear. This study seeks to contribute to this understanding by utilizing a resource not yet tapped in this area of research: the intuitions of instructors. It reports on a comparative analysis of data from 140-item versions of the test taken by 441 university EFL students and a parallel 140-item survey taken by 10 instructors at the same academic institution in Japan.

4:30 – 4:55 Edward Pearse Sarich & Jack Ryan (Shizuoka University of Art and Culture)**[Vocab]** *Purpose-Driven Foreign Language Vocabulary Acquisition*

In EFL countries such as Japan, foreign vocabulary might be more efficiently acquired if purpose-driven, or linked to a desired outcome. The presenters will discuss their ongoing research into purpose-driven foreign language vocabulary acquisition, in particular how using high-frequency vocabulary lists in English and Japanese may affect standardized language test scores. The presenters will discuss the preliminary findings and their plans for further research into foreign language vocabulary acquisition. The final 10 minutes of the presentation will welcome feedback from audience members.

5:10 – 5:35 Mayumi Asaba (Kwansei Gakuin University) & Kurtis McDonald (Kobe College)**[Vocab]** *The impact of loanwords on vocabulary size estimates*

Although the Vocabulary Size Test (Nation & Beglar, 2007) has seen increasing use in Japan, the potential influence of loanwords has received relatively little attention. Through analysis of data gathered from over 500 Japanese university students and follow-up interviews conducted with four representative learners, this study seeks to provide a greater understanding of the potential impact of loanwords on the estimates of vocabulary size provided. Initial findings indicate that items with direct loanwords are more likely than other items to be answered correctly on both monolingual and bilingual versions of the test, with some noteworthy differences attributable to test language.

5:40 – 6:05 Stuart McLean (Kansai University)**[Vocab]** *Active and passive recall vocabulary tests: A validation*

This presentation reports on the initial mixed method validation of two vocabulary levels tests: first, a passive recall (recall of meaning) test, and second, an active recall test (recall of form). Data collected from these tests is of high ($> .90$) reliability. Rasch analysis suggests that data collected from the tests is unidimensional. Retrospective protocols indicate that the test has high face validity, the format used is easily understood by participants, and data collected is of high accuracy. This presentation discusses the limitations of automatic marking, and the degree to which the test formats accurately represent the target constructs.

6:10 – 6:35 Raymond Stubbe & Kaori Nakao (Kyushu Sangyo University)**[Vocab]** *Introducing a third “I have seen it before, but I don’t know it” option to the Yes-No vocabulary test.*

This study introduces a third option, “I have seen it before, but I don’t know it”, to the yes-no self-report test format. Japanese university students ($n = 303$) took a yes-no vocabulary test immediately followed by an L1 to L2 translation test of the same items. By matching the self-report results with the translation results, we were able to determine the amount of underestimation of word knowledge on the yes-no test. This new option captures 92% of the underestimation (282/305 instances). Teachers can use this knowledge to assist their students’ lexical acquisition.

9:30 – 10:25 Samuel Robert Sorenson (Temple University, Japan)

[TBL] *Engaging Personal Voices through Video Sharing*

Giving students the task of creating a video on a topic of their choice for the purpose of sharing with an audience promotes collaboration and autonomous learning. In addition, it provides the opportunity for students to express their personal voices through the creative process, while also resulting in a finished product that is not only relevant and meaningful, but is something students can be proud of. In this presentation I will share my experience making videos with young learners, and discuss ways to implement video-sharing projects effectively as part of a communicative EFL curriculum.

2:20 – 3:20 John Daniel Herbert (Hiroshima Jogakuin University)

[GILE] *Teaching World Englishes in a Global Studies Program (Poster)*

Our university Liberal Arts Department recently started a Global Studies (GS) program conducted solely in English. This poster session looks at one course within this program "English in the World" that is designed to raise student awareness of the diversity of Englishes in the world. The poster session shares: (a) the rationale for providing such a course in a GS program; (b) themes and methodology of the course; (c) useful teaching resources; (d) examples of student work; (e) student/teacher perceptions of some of the important issues concerning Englishes in the world. Visitors' personal experiences/narratives are warmly welcomed.

5:10 – 5:35 Lori Zenuk-Nishide (Kobe City University of Foreign Studies), Craig Smith (Kyoto University of Foreign Studies), Todd Thorpe (Kinki University), Donna Tatsuki (Kobe City University of Foreign Studies), & Mark Sheehan (Hannan University)

[GILE] *What is the Japanese University English Model United Nations?*

This presentation will introduce the Japan University English Model United Nations (JUEMUN), an annual three-day international conference to foster language learning, global education, learner autonomy, and self-efficacy. The presenters will show how a Model United Nations project, focusing on global education, can be a part of the curriculum or extracurricular. Following formal formulaic rules of procedure, students representing a country as delegates make speeches and negotiate to co-create an action plan or resolution on a current topic under discussion in the United Nations. Through JUEMUN, an interuniversity experiential learning community, students develop skills in diplomacy and compromise.

5:40 – 6:05 Jack Ryan (Shizuoka University of Art and Culture)

[GILE] *Expanding Horizons: Techniques and Activities for Teaching Global Issues*

The presenter will explain how his university's policy of introducing a number of English content courses has led him to explore various ways of scaffolding the content of his courses in response. The bulk of the presentation will involve sharing some of the techniques he uses in his English-medium Global Issues course to help bridge the gap between the content and the current English proficiency-levels of his students. The presenter also hopes to engage in a discussion of the most appropriate teaching techniques and activities to utilize when teaching English content courses at a Japanese university.

6:10 – 6:35 Mark D. Sheehan (Hannan University), Todd Thorpe (Kinki University), Robert Dunn (Kinki University), & Edward Sarich3 (Shizuoka University of Art and Culture)

[GILE] *Problem Solving and Community Engagement at a University Student Conference*

Collaboration, creation, and exchanging ideas are essential to the learning process. This presentation reports on a university student conference that took place in early 2015 at a university in Osaka. The conference included students from various universities and majors. The two-day conference consisted of poster presentations by students reporting on their current research, and teams of students who collaborated to solve problems related to global issues. This presentation will describe the processes used to engage students in problem solving and collaborative learning.

1:00 – 2:25 Jennie Roloff Rothman (International Christian University), Kip Cates (Tottori University), & Charles Kowalski (Tokai University)
[GILE SIG Forum] *Using Narratives for Global Citizenship*

Global Issues in Language Education SIG Forum will include several short presentations linking global citizenship and PanSIG2015’s theme of narratives: 1) Peace Studies by Charles Kowalski, 2) Weaving the Tapestry of Cross-Cultural Understanding in Asia and Globally by Caroline Latham, 3) Promoting Peace and Happiness with Content-based Stories by Kip Cates, 4) Ideas & Resources for Using Narratives Creatively by Jennie Roloff Rothman. Following these, there will be time for group discussion and sharing of ideas.

2:40 – 4:05 John Campbell-Larsen (Kyoto Women's University), Yosuke Ogawa (Kansai University), & Kaori Hata (Osaka University)
[Prag Forum] *Spoken narrative: Multiple voices, multiple perspectives*

In both naturally occurring and institutional narrative discourse, the roles of the speaker and hearer can be at times distinct, but they can also shift. Research has clearly shown that the discourse, and even the story itself, is co-constructed and is not under the ownership of only the narrator. In this forum, three researchers will share their findings when they analyzed narratives. One study was from a semi-structured interview, another was in the language classroom, and the final one was in a natural social context. Their research reveals the complex nature of narratives in terms of perspective, roles, and identity.

1:00 – 1:25 Shirley Young (Fukuoka University)
[BIZ] *Speaking stories: Having students narrate or dramatize short films*

The presenter will show how using short films, particularly those without dialogue, can be used to quickly create "common" knowledge that students can then use to create their own narration of the story. This fun method is suitable for all learning levels. Using a storyboard technique students map out an existing narrative or create their own. Generating vocabulary, targeting grammar patterns and repeating sequence words can help students in expressing ideas and in building their confidence in speaking through a familiar, logically progressive form of storytelling. Links to several online film resources will be given.

1:30 – 1:55 Ellen Rettig-Miki (Kobe University)
[BIZ] *Written corrective feedback for work-related narratives (How did I do, talking about my job?)*

In the business English context, having learners tell stories of the work they are doing and the problems they encounter is a highly effective method of improving communication skills. Many trainers prefer to focus on improving fluency and downplaying the importance of accuracy in fear of exacerbating students’ tendency to over-monitor. This presentation will focus on methods of providing written feedback, error correction, and language support to help business learners build stronger narratives about their jobs.

2:00 – 2:25 Shirley Young (Fukuoka University)
[BIZ] *SIG Meeting for Business Communication SIG*

This will be a short meeting, primarily focused on the future direction of the SIG, in hopes of revitalizing the membership with a fresh outlook and concrete plans.

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11:00 – 12:00 Nicole Marie Gallagher (Kumamoto Prefectural Board of Education)
[TED] *Teacher beliefs on conducting classes in English (Poster)*

Over two years have passed since the Course of Study (2013) for English in Japanese high schools was revised mandating that English classes be conducted primarily in English. Based on a teacher survey sent to all public high schools in Kumamoto (Gallagher, 2014), most teachers could see the benefits of conducting classes in English, but the amount of English they used fell short of the expectations stipulated by the Course of Study. In order to explore the individual situations that constrain teachers from conducting classes in English, I will present findings from an interview-based study with teachers in Kumamoto Prefecture.

11:00 – 12:00 Umida Ashurova (Nanzan University) & Risa Hayashi (Sugiyama Jogakuen University)
[CUE] *One Learner, Many Stories: Before and After Language Learning at University (Poster)*

Stories can yield new insights each time they are revisited. In this presentation, a former student will reflect on her language learning at university. She and her former teacher will explore the cognitive and emotional challenges of mastering English. Were the learner's actions affected by affordances and constraints provided in the environment? What kinds of language learning beliefs did she internalize? What mediational artifacts does she continue to use? Does she continue learning the language now that she does not need to for the credit? What can we, EFL practitioners, learn from her stories?

1:00 – 1:25 Basim Faraj (University of Benghazi, Libya)
[CUE] *Student perceptions of English for medical study in Libya*

In order to account for the problems that medical students in non-English speaking contexts encounter in their (English-based) professional training, the current study examines the English language needs for medical students in Libya. It also aims to analyze perceptions about the adequacy of the current curriculum from the perspective of different candidates. Based on the findings of the study, English language was perceived as highly important for the medical education and the current course curriculum was viewed as irrelevant. Finally, participants offered a number of suggestions regarding learning English for medical studies in terms of the content as well as the teaching approaches.

1:30 – 1:55 Rube Redfield (University of Hyogo)
[CUE] *Formally Testing Your Techniques: You might be surprised at the results*

This presentation will introduce a teaching technique used regularly by the author to 'insure' that learners understand the content of listening passages. In order to formally assess this belief, a one-off study was performed. Learners heard passages from an on-going radio play. After each passage, they went through a different technique to insure comprehension; Paired Self-Access Q&A, note taking, and individual intensive reading. Results will be discussed during the presentation, and participants will be asked to theorize why the results turned out as they did. This presentation is designed for all interested in comprehension, teaching techniques, and quantitative research methods.

2:00 – 2:25 David John Paterson (Matsuyama University)
[CUE] *Happy now? Former students surveyed*

While much research focuses on students' expectations prior to courses of study and evaluation upon completion, little seems to concern itself with the same students after they graduate. With the perspective of the intervening years, how relevant did their university studies prove and how would they evaluate them now? Have they used English professionally and socially? Fifteen former students were surveyed, providing insights into language usage beyond the education system and the extent to which classroom-based learning can be transferred to real-life situations. Their long-term narratives suggest we may need to reassess the usefulness of much currently popular teaching content.

2:40 – 3:05 Alastair Graham-Marr (Abax)

[CUE] *Teaching content with a focus on form PT. 1*

Teaching content can stimulate student interest in an English course, However, learning is enhanced when features of a language are pointed out. And, in Japan in particular, listening skills must be taught, as many students struggle to comprehend naturally enunciated English. Presented will be a teaching demonstration of an EAP content class with a focus on form that seeks to develop student listening skills as well as enhance note-taking skills. The focus on form activities are nested within the lesson. Students are then presented with opportunities to practice these points while working on content.

3:10 – 3:35 Alastair Graham-Marr (Abax)

[CUE] *Teaching content with focus on form PT. 2*

Teaching content can stimulate student interest in an English course, However, learning is enhanced when features of a language are pointed out. And, in Japan in particular, listening skills must be taught, as many students struggle to comprehend naturally enunciated English. Presented will be a teaching demonstration of an EAP content class with a focus on form that seeks to develop student listening skills as well as enhance note-taking skills. The focus on form activities are nested within the lesson. Students are then presented with opportunities to practice these points while working on content.

3:40 – 4:05 Tetsuya Fukuda (International Christian University), Yoshifumi Fukada (Meisei University), Joseph Falout (Nihon University), & Tim Murphey (Kanda University of International Studies)

[CUE] *Student Stories of Ideal Classmates*

Ideal Classmates (ICs) are ideal images that learners have about the classmates they would like to learn with. From over 300 students' short descriptions of ICs, the researchers created 16 common descriptors, then looped these back to students, collecting students' meta-perceptions in quantitative and qualitative data. Correlations were found between the level of idealization of learners' ICs and their own and their classmates' behaviors, with a large correlation between their own and their classmates' behaviors as each other's ICs. Moreover, reciprocal idealizing (i.e., engaging with others as they wanted from ICs) emerged as a positive narrative focus from students.

EFL Teacher Journeys Conference 2015

Sunday, June 28, 2015

New York University School of Continuing and Professional Studies in Tokyo

Featuring: Dr. Diane Hawley Nagatomo and Dr. Paul Underwood

Sponsored by TED SIG and Tokyo JALT

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11:00 – 12:00 Jon Eric Leachtenauer (Doshisha University, Kwansei Gakuin University, and Osaka Prefecture University)

[TED] *How To Get Your Students To Talk (Poster)*

Many English teachers in Japan express frustration about the difficulties they face in getting their students to speak in class. After 25+ years of experience teaching in Japan at all types of institutions, from language schools to universities, this presenter has found many successful techniques and developed user-friendly activities that encourage students to speak in class. In this poster presentation, he will explore reasons why students find it difficult to participate in class, share the techniques he has developed and provide attendees with five "can't miss" activities to take home and try out in their classrooms.

11:00 – 12:00 Miori Shimada (Jumonji University)

[TED] *Improving teaching skills through English drama (Poster)*

This presentation focuses on the teacher-training practicum in the academic year 2012, in which the author's university students designed an English drama for Japanese children aged six and seven. Aside from regular lessons based on English textbooks and reference books, the author assigned her students to perform an English drama and conduct a mini-lesson in front of young children as a final course project. Consequently, it made the university students gain more confidence in speaking to their younger students in English as well as in presenting the English language to them as teachers.

1:00 – 1:25 Terry Mark Fellner (Saga University)

[CUE] *What are we teaching? Pseudoscience in EFL*

This presentation will focus on the use of several practices and methodologies currently found in language teaching that have little or no scientific evidence to support their use. The presentation begins with an examination of what is meant by the terms "pseudo-science" and "woo" and then illustrates how these concepts can be easily misunderstood. This talk will question the teaching of several common TOEIC test strategies and will examine the efficacy of: learning styles, left/right brain learners, multiple intelligences, neuro linguistic programming. The presentation concludes with why it is important that we use evidence-based theories and practices.

1:30 – 1:55 Joseph Dias (Aoyama Gakuin University)

[CUE] *Intercultural simulations: An immersive experience*

Intercultural simulations are game-like activities that involve role playing and allow students to understand experientially what it means to be members of other cultures/ subcultures. They range from self-contained simulations involving a discrete activity completed in one class to more complicated exchanges in multiple settings. Depending on the purpose of a course, the main goal of the simulation may be to further language learning goals or enhance intercultural understanding. The presenter will demonstrate some "off-the-shelf" simulations and ones of his own making that were designed to be used at the university level but can be adapted for other teaching contexts.

PanSIG2016
May 2016
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2:00 – 2:25 Robert MacAulsan (Phonologics, Inc.)

[CALL] *The Automatic Pronunciation Screening Test (APST)*

We describe an innovative technology, the Automatic Pronunciation Screening Test (APST) a computer test using knowledge-based acoustic technology to rapidly screen large numbers of non-native speakers for intelligibility at low cost. We discuss the theoretical underpinnings of this development including predictable interference effects of L1 phonology on L2 phonology. The presentation provides an overview of the current version of the program, the development of the intelligibility algorithms and discusses current usages in Speaking/Listening classes, pronunciation workshops and Leveling evaluation.

2:40 – 3:05 Jill Bruellman (College of Lake County, United States of America)

[CUE] *A new narrative for long-term ELs: Empowerment and success*

English Learners (ELs) are one of the fastest growing populations within the U.S. and often lack the skills to succeed in college. More specifically, long-term ELs come to the classroom with verbal fluency but with low literacy, motivation, and confidence (Olsen, 2010). This presentation will focus on systematic efforts made by faculty at College of Lake County to develop academic language and behavior in long-term ELs. The presenter will share ideas for developing vocabulary, linking reading and writing, and using instructional conversations. Although these strategies are used in an ESL context, they are useful for all learners, including EFL.

3:10pm – 3:35 Ann Mayeda (Konan Women's University)

[LD] *Who's holding the reins? Teachers talk about approaches to 'teaching' about autonomy.*

This presentation examines the narratives of four teachers involved in 'teaching' autonomy through a three-year tutoring course designed to scaffold learners toward self-direction in setting and achieving language-learning goals. The discussion will center on two narrative threads: balancing the processes of discovery towards the best fit for teachers engaged in autonomous learning approaches, with the increased understanding of the best fit for learners at each stage of their studies and lives. The strands seem to indicate a positive relationship between teachers and learners when there is a good match between the teacher's approach and the learners' comfort zones.

3:40 – 4:05 Richard Miller & Willy Nsabiyumva (Kobe Gakuin University)

[CUE] *The Shift from French to English in Rwanda*

Very few countries in the modern post-colonial world have successfully switched from one language to another. In 2008, Rwanda successfully implemented a change from French to English. Aside from the geopolitical shift that took place, there were also a huge number of changes within the country, from pedagogy to infrastructure to media. During this transformation, Rwandans were faced with numerous challenges, particularly with curriculum, at all levels of education. The presenters will explain the lingua franca shift process, including the results of interviews of top government officials involved as well as narratives from ordinary people who experienced the change.

FAB8

The neuroELT Brain Days International Conference will be coming to Kansai in September.

More information available soon from the Mind, Brain, and Education SIG.

11:00 – 12:00 Vicky Ann Richings (Kwansei Gakuin University)

[JSL] *Can narrative stories engage and provide enjoyment to beginner-level learners of Japanese?* (Poster)

'Can narrative stories engage and provide enjoyment to beginner-level learners of Japanese?' This poster presentation illustrates an experiment introducing a narrative story in a small beginner-level Japanese class. It will describe how the target learners perceived this experience after a few weeks of studying Japanese. This experiment helps us think about whether the introduction of narrative texts at an early stage can benefit the learning process of Japanese language learners.

2:40 – 3:05 Heng-Tsung Danny Huang (National Taiwan University)

[CALL] *EFL Learners' Perspectives of a Video-Dubbing Project*

This study recruited 76 Taiwanese EFL college students to complete a video-dubbing project in small groups. They first dubbed the chosen segment of an English-speaking movie with their own voices, and then played the dubbed video segment and performed the live dubbing act again in front of the entire class on the designated date. Analyses of the responses on a custom-designed survey and the transcripts of semi-structured interviews revealed that students perceived the video-dubbing project as an educational and entertaining task that could enhance linguistic gains, decrease language anxiety, strengthen communication confidence, and foster an enhanced sense of learning community.

3:10 – 3:35 Michael J. Iwane-Salovaara (Momoyama Gakuin University)

[CALL] *CALL Metrics to Assess Student Performance*

This presentation will discuss various approaches to assessing student performance on English Central and Word Engine. Also discussed will be student motivation, limitations and strengths of these CALL platforms, and suggestions of how to integrate these CALL platforms into language classes. The focus of this presentation will be on English Central and Word Engine and the general points presented will be applicable to other computer based EFL platforms such as X-Reading.

3:40 – 4:05 Michael David Collins (Konan University CUBE)

[CALL] *Building Community through Blogging*

Blogging can be a useful tool for fostering communication and strengthening relationships in the classroom. In this presentation, I will examine student perceptions of using blogs in a university writing course based on a questionnaire students completed. Then I will provide a step-by-step process describing how to set up a semester-long blogging activity that allows students to express themselves and build community in the classroom.

8th Annual Extensive Reading Seminar 2015

What is Extensive Reading?

Seinan Jo Gakuin University, Kitakyushu

Sunday, June 21, 2015

Keynote Speakers: David Beglar (Temple University, Japan)
and Takayuki Nakanishi (Dokkyo University)

1:00 – 2:25 Roehl Sybing (Nanzan Junior College), Carey Finn-Maeda (Rikkyo University), & James Dunn (Tokai University)

[CT Forum] JALT Critical Thinking SIG Forum @ PanSIG

The JALT Critical Thinking SIG is proud to host a set of presentations that are aimed at encouraging discussion about critical thinking in the language classroom. Please join us and support our presenters as we share our classroom experiences and exchange ideas. For more information about the presenters in our forum, visit our website at <http://www.jaltcriticalthinking.org/>.

2:40 – 4:05 Rie Wakui (Aoyama Gakuin University), Deborah Bollinger (Aoyama Gakuin University), Martin Pauly (Tsukuba University of Technology), & Kathleen Yamane (Nara University)

[LLL Forum] Lifelong language learning in special contexts

Drawing on her experiences teaching students in a variety of industries, Rie Wakui will speak about how self-regulated learning is nurtured through fluency development activities and class newsletters. Focusing mainly on a business ESP course, Deborah Bollinger will speak about the importance of presentation skills and career development, which apply to a variety of teaching contexts. Kathleen Yamane will discuss the challenges of teaching "Schooling" courses for students enrolled in a program in Cultural Properties. Finally, Martin Pauly will show how he incorporated the use of signing in a course for adult learners, helping them understand and retain technical vocabulary.

1:00 – 2:25 Brandon Kramer (Momoyama Gakuin University), Atsuko Takase (Kansai University), Paul Goldberg (Xreading), Rob Waring (Notre Dame Seishin University), Stuart McLean (Kansai University), Tom Robb (Kyoto Sangyo University)

[ER Forum] Towards a Pragmatic Definition of ER

The ER SIG theme for 2015 is "What is ER?" This forum starts the discussion by taking a closer look at the Top Ten Principles, as put forth by Day and Bamford (1998). Joining us for presentations and an extended panel discussion, Atsuko Takase, Paul Goldberg, Rob Waring, Stuart McLean, and Tom Robb will each discuss ER from their own perspectives in order to move the conversation forward and come closer to a meaningful definition.

2:40 – 3:05 Susanne Balogh (Shikoku University)

[ER] An ER/EL program in a semi-immersion Japanese elementary school

There is a growing amount of research supporting the use of Extensive Reading and Extensive Listening for improving second language competence. Proponents such as Stephen Krashen claim that being exposed to large amounts of "comprehensible input" will result in effortless language acquisition. The presenter is currently studying the efficacy of an ER/EL program on a group of children at a Japanese elementary school with a fully integrated English curriculum. The presenter will describe how the program was implemented and how it has impacted the 27 participating fourth-grade pupils over the course of one year.

Room 307

3:10 – 3:35 Paul Goldberg (englishbooks.jp)

[ER] *Xreading reduces the burden of extensive reading*

Extensive reading can be burdensome for students and teachers. Students need to go to the library and select books. There are few resources available to let them know which books are good, and if they want to listen to the audio, they need to find a CD player. For grading purposes, teachers need to determine if their students are genuinely reading, and keep of track how much reading they are doing. Xreading which allows students to read graded readers online, and allows teachers to track their reading, greatly reduces this burden making both students and teachers much happier.

3:40 – 4:05 Joseph Warren (BeeOasis.com & Tokyo Christian University)

[ER] *Do stories promote learning more than non-stories?*

Two groups of university students read separate variations of one text. The Story Group (SG) read a variation embedded in story grammar, i.e., with a character who faced conflict and tried to resolve it. The Non-Story Group (NSG) read a variation with the same facts, but not embedded in story grammar. After reading and a delay, SG and NSG Groups took identical quizzes about the text. The SG and NSG groups got statistically similar results on the quiz, but in one subset of the SG Group, learners performed better. The small sample and mixed results indicate a need for more research on this topic.

Room 308

11:00 – 12:00 Cory Koby (JALT Sendai Chapter President)

[TYL] *Creative Writing in a Japanese High School (Poster)*

Opportunities to engage in creative writing through poetry in English are uncommon in Japan. The presenter will discuss the results of an experimental writing lesson with third-year high school students which contained a series of four prose and poetry writing activities, and will demonstrate that there is an inner voice that L2 learners have a desire to release. While the results may not necessarily be generalizable, the overwhelmingly positive feedback from the participants which queried attitudes and perceptions about creative writing, gathered by way of pre- and post-lesson surveys, clearly indicates the feasibility of similar lessons in comparable contexts.

11:00 – 12:00 Samantha Kawakami (Sam's English School)

[TYL] *From Picture Book to Creative Output (Poster)*

This session will introduce a number of different picture books and how to use them to get students talking and generating their own language. First, key language from each picture book will be identified. Second, games and activities that can be used to practice and expand on that language will be shown. Finally, various activities that can be done to get students using the language to express their own ideas and opinions will be demonstrated.

SDD Mini-conference with Yokohama JALT

Sunday, June 28, 2015

Visit <yojalt.org> for more information.

1:00 – 2:25 Gerry Yokota, Sandra Healy, Fiona Creaser, Brent Simmonds, Kim Bradford Watts

[GALE Forum] *How Are Narratives Gendered?*

Gender, like other dimensions of identity, is created in discursive interactions. GALE would like to use this forum to exchange narratives about gender. Instead of focusing on the presentations of a few, all attendees will be invited to participate by telling narratives related to language teaching in which gender plays a substantial role. No one will have “answers”; rather, we will each come with possibilities, and through a collaborative “Yes, and?” process, collectively seek teaching methods that promote awareness about gender diversity and facilitate mutually respectful interactions.

2:40 – 3:05 Robert O'Mochain (Ritsumeikan University)

[GALE] *Coming out in university EFL classrooms in Japan: Report on a pilot study*

Many students and educators who identify as LGBT (Lesbian, Gay, Bisexual, Transgendered) often find that negotiations of identity become particularly challenging in language classrooms. Some theorists value “Coming Out,”—the explicit identification of self with a label of non-heteronormative identity—as a key resource in the construction of open-ended narratives of self. What are the implications, though, for an educator who comes out to students? Does this influence attitudes towards LGBT issues? This paper reports on data from a survey of university students in a language classroom in Tokyo. This presentation will discuss the survey results and comments.

3:10 – 3:35 Aaron David Hahn (Fukuoka University)

[GALE] *Gender and sexuality in MyShare activities*

Gendered and sexual identities are performed in the classroom, but many teaching plans fail to explicitly consider this important aspect of student and teacher identity. This can result in exclusionary lessons and the replication of hegemonic gender imbalances. This presentation looks at the past five years of MyShare lessons from JALT's The Language Teacher. Several activities which foregrounded gender were especially worrisome, but even those in which gender and sexuality played no explicit role are likely to have unintended, potentially negative consequences. Overall, a close analysis suggests that MyShare editors and contributors need to pay closer attention to this issue.

3:40 – 4:05 Gerry Yokota (Osaka University)

[GALE] *Gender in Teaching Stories, Old and New*

How might awareness of gender issues in teaching stories enhance our ability to support students who are keen to engage with current issues but need scaffolding to progress from information to knowledge? I will apply ideas gained from an edX MOOC called The Science of Happiness to two movie scripts to elucidate this problem. Paradise Road and To End All Wars are set respectively in women's and men's WWII POW camps. Both offer promising leads into discussions about current events such as the Islamic State. I will demonstrate effective ways to adapt such scripts for use in the EFL classroom.

11:00 – 12:00 Eric Shepherd Martin (Osaka Prefectural Board of Education)

[TYL] *The Joy of Using Narratives in Bilingual Preschools* (Poster)

Storytelling is an integral part of preschool classes, but has unique benefits to bilingual children who are listening to or creating their own narratives in their second language. In this presentation I will discuss my experience using narrative activities in bilingual preschool classrooms to motivate students and improve their communicative ability. I will also suggest techniques that maximize the interactive aspect of storytelling. Participants will have an opportunity to discuss ways to adapt these techniques to fit their students' needs.

1:00 – 2:25 Jim George & Tomoe Aoyama (Cambridge English Language Assessment)

Cambridge English Language Assessment Speaking Examiner Training Session, Part I

2:40 – 4:05 Training Session, Part II

This three hour workshop will show experienced and qualified teachers how to become Speaking Examiners (SEs). This workshop will cover the speaking test for Cambridge Preliminary (PET) as well as cover Preliminary for Schools (both CEFR B1). This workshop will appeal to any language teacher with 'lower level' students, with real classroom benefits as well as being an introductory step to formal, internationally recognised and benchmarked English language assessment. Pre-registration is necessary, and all attendees must meet Cambridge Minimum Professional Requirements, including 3+ years relevant teaching experience; University degree; valid work visa; demonstrable English language competence at CEFR C1.

The first half of the workshop will cover: the general responsibilities of a Cambridge speaking examiner; likely issues that may arise and how to manage them effectively; speaking test script & candidate materials; a practice speaking test with volunteer candidates.

The second half of the workshop will: standardise the assessment; ensure familiarity with Cambridge assessment criteria with standards set by standardisation DVD; give trainee examiners the opportunity to discuss and ask questions.



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1:00 – 1:25 Amanda J. Yoshida (Toyo Gakuen University) & Adrienne M. Verla (International Christian University; Sophia University)

[LD] *Creating your own narrative with one little word (Poster)*

Goal-setting is a useful tool for both learners and teachers, but often we soon forget about the goals we have set. This presentation will introduce the “One Little Word” Project so that learners and teachers can choose one word that drives all their underlying goals for the year. After exploring their chosen words and writing about the reasons and related goals, students create posters using images, two short essays, a list of definitions and synonyms, and an inspirational quote. These posters can be displayed all year long for students and teachers to remember their goals and to inspire other students.

1:30 – 1:55 Charles Ethan Moore (Concordia University)

[LD] *Bridging the Affective Factor Gap in Young Japanese Students' English Studies*

Although a myriad of factors influence second language acquisition, affective factors have a unique impact on SLA. Japanese socio-education culture and students' perceptions towards foreign language learning can create specific challenges for the language instructor. This presentation will examine three affective variables—self-efficacy, integrative motivation, and inhibition—related with Japanese students learning English. Suggestions for bridging these potential affective “gaps” in students' learner identities during the preschool and primary school years will also be discussed, and how, in bridging these gaps, the stage can be set for more effective language acquisition during the students' English studies.

2:00 – 2:25 Masashi Otani & Yuuki Ogawa (Soka University)

[LD] *EFL Freshman University Students' Learning Beliefs*

Japanese freshmen frequently regard English language learning as difficult due to the shift from test-oriented approaches which may be practiced more at high school to communicative language teaching approaches. In order to facilitate those students' transition, this research explores 120 Japanese EFL freshmen's beliefs about effective language learning, and investigates how one-year university English learning affects their views through comparison with 100 sophomores by conducting questionnaires and interview studies. The results, introduced as narratives from students, may provide teachers with an insight into scaffolding in classrooms for Japanese learners' effective language learning.

2:40 – 3:05 Tim Murphey (Kanda University of International Studies)

[TBL] *Students' Stories of Teaching Well-Becoming*

I present 237 case studies from 4 years of class publications that show students get excited about learning when they can share what they learn beyond the classroom. They also get hooked on teaching. Asking students to teach what they are learning opens them up for expansive learning. And teachers are more likely to make sure that the things they are teaching are valuable things for everybody (e.g., how to eat a well balanced diet, the 8 ways to reduce stress, 7 ways of improvisation, 5 ways to happiness, etc.). Thus, the language being taught becomes a value-added resource.

3:10 – 3:35 Imogen Marguerite Custance (Temple University)

[LD] *A Training Strategy for Peer Review*

The process approach to writing encourages individuality, creativity, and exploration with language. However, as learners review and edit the work they have already produced, they miss chances to discover new ways in which to use it. In addition, learners often hesitate to offer or accept feedback. Training and practice are needed to create effective reviewers. An adapted fluency writing exercise and targeted peer review can be used to scaffold learners' acquisition of feedback skills. Learners are given frequent opportunities to play with language and begin to examine the basic ways in which they can improve their, and fellow students' work.

Room 401

3:40 – 4:05 Takako Yamane (Shikama Senior High School)

[LD] *Developing Learner Autonomy and Motivation through Cooperative Learning at Senior High Schools in Japan*

This study explores the effect of Cooperative Learning activities in making the classroom a more motivating, autonomous and pleasant environment. It investigates the gap between MEXT objectives and current teaching materials, and looks at the impact of CL activities being utilized with the Action Research Framework. It considers the advantages of CL and how this methodology may support teachers in meeting the new MEXT guidelines while improving student outcomes and raising the levels of happiness and motivation.

Room 402

1:00 – 1:25 Frances Jane Shiobara (Kobe Shoin Women's University)

[LiLT] *Responding to read aloud stories*

Reading aloud is one of the most pleasurable ways to learn a language, but helping students to process what they are listening to and checking whether they understood the meaning or not can be very difficult. In this presentation I will demonstrate some of the activities I have used with bilingual children to help them process listening and encourage discussion of stories. These activities include making picture books, storyboards and posters. I will explain how to set up a class activity, recommend good books for reading aloud and show real examples of student work.

1:30 – 1:55 Jason Andrew White

[LiLT] *Character Sketches Using Descriptive Adjectives*

Foreign language students face many challenges when trying to increase their English vocabulary skills and knowledge. Rote memorization of textbook vocabulary is demotivating and sometimes counterproductive in the EFL classroom, but using literature and authentic texts can be a successful tool for developing a wider and more useful vocabulary base. This presentation starts at the beginning, with a focus on descriptive adjectives. The presenter will show how character sketches can be used effectively in EFL classrooms to teach descriptive adjectives which focus on physical, emotional, and personality traits.

2:40 – 4:05 Frances Jane Shiobara & Simon Bibby (Kobe Shoin Women's University)

[LiLT Forum] *What Makes a Good Classroom Book?*

7-7-7 Pechakucha with or without slides. This forum is a space where a number of presenters can come together each talking about a book they love and have used in the language classroom. Presenters should talk for about 7 minutes, using a maximum of 7 slides. Audience members are also encouraged to bring a book they would like to share. The aim is to create a relaxed space where we can share our love of books and how to use them in the classroom. The forum will be very interactive with lots of time for people to talk together.

11:00 – 12:00 Michael James Rupp (Kumamoto University)

[TED] *Gaining Students' Insights into Psychometric Instruments using a Focus Group Approach* (Poster)

The statistical data gathered from psychometric instruments can be enhanced through the concurrent use of a mixed-methods approach in order to gain an emic perspective on psychological processes of the responders. In this study, the qualitative outcomes of a series of five Japanese university student focus groups, of three to five students each, critiquing the 43-Item Kambara Locus of Control (1986) scale, are reported upon. It is shown that numerous unique and unexpected insights were gained, which could prove helpful when troubleshooting problematic instruments and items.

11:00 – 12:00 Larry John Xethakis (Kumamoto University)

[TED] *Bringing Theory into the Classroom: Widdowson's Framework for Teacher Mediation* (Poster)

Widdowson's (1990) teacher mediation framework presents a model for practitioners to incorporate professional knowledge into their classroom practices. However, the use of this framework in actual practice has not been examined. This study portrays the experiences of the teacher-researcher in the process of implementing this framework in the classroom and bringing theory into practice. The presentation shows that the framework enables teachers to explicitly link professional knowledge to specific aspects of practice, providing insight into how their actions in the classroom help to create conditions for student learning and encouraging the development of their conception of practice.

1:00 – 1:25 Amanda Joan Gillis-Furutaka (Kyoto Sangyo University)

[MBE] *Music, mind and embodied simulation*

Why is music so exciting and why should we pay attention to using music more creatively in class, not simply focusing on the video or lyrics of a song? This presentation draws on findings in neuroscience to explain how listening to music activates the visual and motor as well as the auditory cortices of the brain. We 'hear' music not only with our ears, but also with our eyes and bodies (embodied simulation.) Examples will be shared of how music can be used to inspire students to create and recall stories, based on various types of music they hear.

1:30 – 1:55 Jason Peter Lowes (Fukuyama University)

[MBE] *Cognitive Load and the Competent Teacher: Considerations and Strategies*

The objective of the presentation is to examine how cognitive load theory can inform teaching practice. The capacity of working memory is very limited and it is this limitation that is at the heart of cognitive load theory. With any new skill, having to consciously think about what to do limits one's ability to perform the tasks smoothly and efficiently. In this presentation we look at how changes in cognitive load evolve as teachers gain competency, and how these changes can influence teaching practice. We conclude with some concrete strategies and practices that teachers can carry into their next class.

2:00 – 2:25 Michael Parrish (Kwansei Gakuin University), Zane Ritchie (Rikkyo University), & Richard Miller (Kobe Gakuin University)

[TED] *Narratives about pitfalls in the academic job hunt*

The academic job market in Japan is getting ever more competitive and professionalized due to various factors such as demographic shifts and institutional reforms such as Global 30. However, many job seekers still take a rather cavalier attitude towards the job hunting process. The presenters will relate personal narratives which describe mistakes we have made or seen. It is hoped that by sharing and examining these anecdotes, prospective job seekers will be better prepared and have more success in getting interviews and employment.

Sun
403/4

BIL
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TED
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Vocab

Room 403

3:10 – 3:35 Thomas E. Bieri (Nanzan University)
[TED] *Teacher narratives of technology integration*

This presentation uses voices from a small community of second-language instructors at a university in Japan to outline their level of technology use and the challenges they face in integrating technology into their teaching practice. I conducted an anonymous survey of an intact group of instructors of which I am also a member. Open-ended response and Likert-scale items regarding current technology use, satisfaction with available resources, comfort level with technology, and desire to further integrate technology were used. I will present the responses to this survey, supplemented with my personal observations of the community of practice to provide richer context.

3:40 – 4:05 Ben Shearon (Tohoku University)
[TED] *Personal Finance: One Teacher's Journey*

Five years ago I knew nothing about personal finance. I was living paycheck to paycheck and barely getting by. I felt I had to do something to start investing in my future but didn't know what. After many mistakes, a few successes, and a huge amount of reading, I have a better idea of what to do. This presentation will provide a brief overview of personal finance, along with information about investment options in Japan. A list of recommended books and websites will be provided, and there will be time for questions.

Room 404

11:00 – 12:00 Tatsuhiko Paul Nagasaka (Rikkyo University)
[OLE] *Lessons from a bad learner (Poster)*

Putting myself into the student role, I attempted to learn Khmer. Unfortunately, inflexible beliefs about language learning led me to make inappropriate learning-strategies choices. For example, I didn't use mnemonic-techniques while learning new vocabulary, and I overlooked the importance of explicit grammar explanations. Reflecting on this diagnostically provided insight into language learning and helped me reflect on how I teach EFL. In this presentation, I will share reasons I was unsuccessful at learning Khmer, show how these insights have helped me understand my EFL students and discuss why beginning learners sometimes choose the wrong strategies when learning a new language.

1:00 – 1:25 Donna T. Fujimoto (Osaka Jogakuin University) & Chris Ruddenklau (Kindai University)
[Prag] *Intercultural encounters: Professional development in story form*

When working with teachers and institutions from a culture quite different from one's own, there are inevitably areas of mismatch which result in misunderstanding and potentially ruptured relationships. Often problem areas are below the surface and not easily accessible without in-depth intercultural training. We will report on the work of a team of language teachers who are also intercultural trainers. They have been working with teachers and administrators in a developing country providing professional development to local teachers. The process of weaving a program together will be presented in story form illustrating how underlying clashes were detected and dealt with.

SDD Mini-conference with Okinawa JALT

Saturday & Sunday, October 31-November 1, 2015

Meio University, Nago, Okinawa

2:40 – 3:05 Masami Morita (Kobe Gakuin University)

[OLE] *Effects of changing group to partner work on learners and teachers*

In order to enhance the communicative competence of L2 learners, it is vital to employ various activity types, for example, individual, pair work and group work. For most Japanese teachers, group work is not popular, but I am not among them as I have always preferred to use group work. After participating in an online course, "Learning to teach German", however, I revised this routine to include more partner work. In this presentation, I will share student feedback on these changes, the effects this had on my teaching, and some methods for incorporating more variety in class. Language: German/Japanese.

2:00 – 2:25 Baikuntha Bhatta (Kanagawa University)

[Prag] *Developing Understanding Through Story-telling*

This presentation examines the teachers' use of stories to explain the teaching goals in classroom interaction. The presenter analyzed video-recorded data from Nepalese and Japanese EFL classrooms that showed the teachers using narrative formats and relating them to their teaching. The analysis explicates the way teachers initiate stories and relate them to student understanding. One observation is that the application of story-telling generates possible background in order for the students to grasp the objective of the lessons and develop their understanding for upcoming instruction. The presenter will share how the teacher moves to the story-telling sequence, and back to teaching.

3:10 – 3:35 Rudolf Reinelt (Ehime University)

[OLE] *Native speaker contact units*

For the past ten years, the presenter has arranged target language conversation partners for his Japanese students' German first-year final oral exams. However, this becomes a problem when speaking partners are not readily available. As a solution, a two-focus seminar was created in which German exchange students from surrounding prefectures served in two contact functions: as oral exam speaking partners and as providers of information about Germany. The presenter will share linguistic insight from this exam dyad, and will provide participants with steps for overcoming circumstances in which they lack, but could use, native speakers.

1:30 – 1:55 Yusuke Okada (Osaka University)

[Prag] *Represented thought in L2 job interviews*

This study aims to discuss the value of a conversational practice used in L2 job interviews, namely producing represented thought. Represented thought is the representation of the speaker's thought in a past situation and frequently used to display his/her evaluation of a past event and invite the recipient's assessment of the event. Through the sequential analysis of L2 job interviews conducted for a TA position of English courses in a Japanese university, the study demonstrates that the represented thought produced by the candidate functions as a rapport-building device and results in a positive assessment of the candidate.

OLE4SIG

Saturday & Sunday, October 3-4, 2015
Chukyo University, Nagoya

CFP

Please send proposals (with the subject heading OLE4SIG) to <reinelt.rudolf.my@ehime-u.ac.jp>.
The submission deadline is Friday July 31.

11:00 – 12:00 Aya Kawakami (Nanzan University)

[SDD] *The Buffer Zone - Role Playing for Rich Content Communication (Poster)*

Role plays are a staple EFL tool, yet character development may not be getting the focus it deserves. When students are both invested in their character and feel more secure from playing someone else, their expressiveness, situational investment, and creativity can become fully engaged. The poster session aims to show examples from the presenter's past experiences of using role plays with a focus on character development in various classes, including discussion, writing, and communication. It is hoped that the one-to-one nature of a poster session can be utilized to help participants incorporate character development into their own classroom situations.

1:00 – 1:25 Eric Hauser (University of Electro-Communications; University of Hawai'i at Mānoa)

[Prag] *Story as Argument*

Conversation Analysis is used to analyze stories told in support of an argumentative position, with data drawn from video-recorded English discussions among Japanese university students. In a collection of such stories, each begins with talk that indexes the teller's epistemic stance as sole-knower. Most of the stories also involve self-initiated self-repair at the beginning, showing an orientation to disjunctiveness with prior talk. In one case where such repair is not found, the story is designed as a second story. After the end of each story, the upshot is stated. The upshot indicates how the story supports the teller's argumentative position.

1:30 – 1:55 Joan McGinley Kuroda (Kobe City University of Foreign Studies)

[Prag] *Discovering "Truth" Through Reflective Practice*

Communication is essential for ensuring an effective pedagogy, but can be difficult, especially in a quiet classroom. Systematic reflective thinking and using the reflective cycle (Rodgers, 2012) as a method of analysis can shed light on these puzzling situations. Hawkins' (1974) I, Thou, It framework can also be used to conceptualize the relationships between students, teachers and subject matter. The presenter will discuss how using reflective practice and this framework allowed her to open up communication. She will share how reflection can be used to unravel some of the mysteries of the classroom and contribute to teacher growth.

2:40 – 3:05 Ashley Ford (Nanzan University) & David Edward Kluge (Nanzan University)

[SDD] *Project Based Learning: Evaluation of a Film-making and an Oral Interpretation Project*

Project-Based Learning (or PBL), a student-centered teaching approach which uses extensive projects in the classroom, is defined in this presentation. The concept of Creative PBL is developed, and two projects are then described, a film-making project and an oral interpretation project. The positive and negative outcomes of the projects are enumerated, with suggestions on how to alleviate the negatives. It was found that although negative outcomes such as students wasting time and difficulty of assessment were found, the increased, creativity, motivation, and leadership outweigh the negatives. The presenters will describe the two projects, and then will evaluate them.

3:10 – 3:35 Haruko Sannomiya (Kobe City University of Foreign Studies)

[SDD] *Visual plus verbal: improvisational, collaborative storytelling for creativity*

This presentation introduces creative storytelling activities that integrate several improvisational games and techniques, both visual and verbal. The activities' underlying structures help the participants spontaneously create and elaborate their characters, collaboratively make meanings, and utilize the three-fold narrative structure: a stable beginning, a tilt, and a re-established stability. The activities may be used at various levels with adjustments. To understand the reciprocal contributions between visual and verbal, and between structure and creativity, the videotaped interaction processes, as well as the produced drawings and story, are presented (with the participants' permission) and analyzed.

2:40 – 3:05 Timothy Eric Buthod (Prefectural University of Hiroshima)**[SA]** *Walk a mile in their shoes: a teacher's lessons learned from a short-term intensive language*

This presentation looks at lessons learned from one teacher's experience as a learner on an intensive language program in Indonesia. For a learner, awareness of language needs, massive input to reinforce classroom learning, and a real-world laboratory to experiment in proved valuable. As a teacher, it is useful to be reminded that misunderstandings may be more common than you think and that students often rely on you as their go-to resource regarding a society. The experience highlighted the need for pre-departure planning, including individualized needs analysis and strategies training, for students to take active advantage of a program.

3:10 – 3:35 Andrew Philip Sowter (Kwansei Gakuin University)**[SA]** *The benefits of a Study Abroad Q&A lesson: Utilizing international students for the prepa-*

The recent Japanese government funding for international study abroad students to study in Japan and Japanese students to study overseas has resulted in more international students here in Japan and more Japanese students preparing to study abroad. In a new study abroad course at Kwansei Gakuin University these two facts were leveraged in a trial lesson in which the local Japanese students interviewed international students in a Q&A lesson. The aims of the session were to provide students with information about the study abroad process and to motivate local students to take action and apply to study abroad.

3:40 – 4:05 Hisashi Tominaga (Kobe City University of Foreign Studies)**[SA]** *Japanese High School Students' Writing in Cross-Cultural Immersion Settings Abroad*

Despite the fact that English listening and speaking skills can be significantly improved by a study abroad (SA) experience, it is still uncertain whether reading and writing skills also improve. The purpose of this study was to investigate Japanese students' writing opportunities, expectations, feedback and proficiency after a semester of SA at four different secondary institutions in Canada. The results imply that students experienced different kinds of writing opportunities but no writing improvement in six months. Based on the study results, this presentation will identify important considerations and provide useful guidelines for teachers choosing or implementing an SA program.

1:00 – 1:25 Carlos Budding (Akita International University)**[THT]** *Student goal comparisons - Vietnam and Japan*

This presentation shares the results of a project that compared how students from one English-medium university in Vietnam and one English-medium university in Japan applied goal setting to their studies. Students were given a list of ten language goals, such as, "speak up", "use specific vocabulary", and "don't use your native language", at the beginning of a lesson in order to promote class discussion. They selected three goals to help them focus on the lesson. At the end, students reflected on their success. Findings from this research, together with subsequent changes made in goal setting, will be explained and discussed.

1:30 – 1:55 Yoshio Nakai (Osaka University)**[THT]** *ナラティブで捉える日本語教師の失敗と葛藤*

教師の内省におけるナラティブの役割について検討する。2名の教師が過去の経験を通して実践を捉え直すことで、彼らの葛藤であった教室での失敗が新たな実践知として認識されるようになったことが分かった。教授経験に基づくセオリーモードではなく、過去の経験を含むナラティブモードで実践を内省することが重要である。

2:00 – 2:25 Brad D. F. Colpitts (Kyoto Sangyo University)**[THT] *Using Authentic Text: Benefits of a Vocabulary Profiler***

The importance of using authentic texts in EFL classes is obvious but many educators struggle to find level-appropriate, authentic materials, especially for lower-level students. This presentation will examine how teachers can utilize Vocabprofile in combination with other software to accurately adapt authentic text to any target group in a simple fashion. This tool categorizes words into four levels, which allows educators to change particularly difficult words, then test the text's overall readability on the Flesch-Kinkaid scale. The aim of the presentation is to demonstrate exactly how teachers can use this tool.

2:40 – 3:05 Greg Rouault (Tezukayamagakuin University)**[TEVAL] *TOEFL Reading Question Hints: Don't Worry Be Happy***

Language learners often recount unfavorable stories after facing standardized tests like TOEFL. To support student performance with more positive affect and emotion, teachers should not only address academic language skills, but also help learners understand about the test. This presentation draws from classroom experience in teaching the TOEFL reading section. In addition to understanding question types, analyzing answer types is key to develop hints for accurate responses and recognize some of the distractors and test tactics. Exercises will be provided that teachers and learners can use to build confidence, manage time, and improve test taking abilities with happier results.

3:10 – 3:35 Brandon Kramer (Momoyama Gakuin University) & Stuart McLean (Kansai University)**[TEVAL] *A mixed-methods investigation of aural and written receptive vocabulary knowledge***

Any description of what it means to know a word in a foreign language is likely to include recognition of form, both how a word sounds when heard and what it looks like when written. However, tests of vocabulary knowledge focus almost exclusively on the written form of the word. This presentation presents the results of a mixed-methods comparison of the written receptive and aural vocabulary knowledge of Japanese students through quantitative data analysis using two parallel test forms (N=199) and preliminary interview data (N=2). Differences found in the students' receptive written and aural vocabulary knowledge will be discussed.

3:40 – 4:05 Mike Stockwell (Sugiyama Jogakuen University)**[TEVAL] *Designing better vocabulary quizzes to enhance learning***

Vocabulary in language learning is important. As Nation (1995) states "it deserves to be planned for and deliberately controlled and monitored". However teachers often leave responsibility for vocabulary learning with the learner. Vocabulary quizzes are given to learners with the hope that positive washback will encourage learners to learn new vocabulary. However, this is often insufficient. This presentation will demonstrate three ways that weekly vocabulary tests can be designed to support vocabulary acquisition, and give timely assessment and evaluation of the learners' efforts to acquire new vocabulary. One of the techniques demonstrated are stories in the form of a dictogloss.

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More information about participating can be found at <tht-japan.org/>.

11:00 – 12:00 Hitomi Sakamoto (Toyo Gakuen University)
[GILE] *Teaching Bhutan's Gross National Happiness (Poster)*

The presenter will outline a lesson plan which introduces students to the concept of Bhutan's Gross National Happiness. Bhutan's GNH is based on the belief that the purpose of development and the role of the state is to create conditions within which people can pursue and find what they aspire to most in life: Happiness. In Bhutan, value education is part and parcel of the school curriculum. An essay written by a Bhutanese educator who won the UNESCO award for best practices in Education for International Understanding is the core of the lesson.

2:20 – 3:20 Paul James Robert Mathieson (Tennoji High School)
[GILE] *Hooligans, handguns and Hobbits: addressing problematic cultural representations in the Japanese English language classroom (Poster)*

English language teachers are "cultural workers" (Duff & Uchida, 1997), and as teachers, cultural aspects of our own life stories inform much of what takes place in our classrooms. Yet despite the perceived importance of teaching target language culture in Japan, problematic perceptions of 'Other' national and group cultures and sub-cultures persist in many Japanese learning contexts. This session looks critically at culture and identity, and the role of 'Western' cultural narratives in Japanese EL classrooms. It will also discuss classroom strategies for addressing potentially essentialised views of target language culture.

1:30 – 1:55 Mohammed Ahmed (International University of Japan), Tim Murphey (Kanda University of International Studies), & Shayela Mian (English Forest; International University of Japan)
[LD] *Student projection, appropriation, and resolution*

We present stories from three different groups of students studying different content. First, children interactively engage in form-focused personal story telling activities, projecting themselves in a variety of ways and contexts. Secondly, TESOL MA students appropriate sociocultural theory concepts within their language learning and teaching narratives in order to better understand and navigate their lives. Thirdly, international graduate students describe their identities using identity constructs which resolve uncertainties and tensions. We contend that all three types of story-telling can help us to explore our past, present, and future lives with improved resources and confidence.

2:00 – 2:25 Mark Kazujiro Makino (Orange County English School, Japan)
[SO] *Principled Eikaiwa*

Eikaiwa, or private English academies in Japan, have been criticised for their commercialized approach to ELT and heavy promotion of native speakers. This presentation outlines a series of points on which eikaiwa schools may be seen as compromising educational principles in favor of monetary or other concerns. Drawing on examples from advertising and teaching practices at both national and locally-owned eikaiwa, I will compare and discuss ways in which these diverge from current thinking and best practice in second language pedagogy and research.

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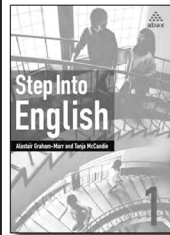
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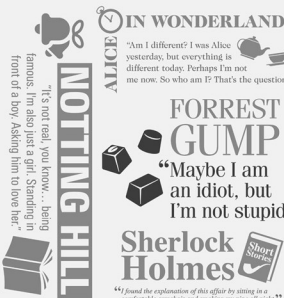
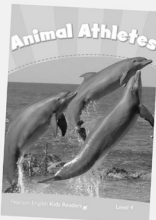
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