



2016

PanSIG

INNOVATIONS IN EDUCATION

Table of Contents

| | |
|--|------------|
| Schedule highlights | Page 2 |
| Maps | Page 3 |
| Conference Committee | Page 4 |
| Welcome Message | Page 5 |
| Keynote Speakers | Page 7-9 |
| Monday Events | Page 10 |
| Featured Presentations | Page 11-14 |
| SIG Introductions | Page 15-19 |
| SIG Forums | Page 20 |
| Sponsored Presentations | Page 21 |
| Saturday Sessions | Page 23-59 |
| Saturday Poster Sessions | Page 42-47 |
| Sunday Sessions | Page 60-84 |
| Sunday Poster Sessions | Page 78-81 |
| PanSIG2016 Proceedings Call for Papers | Page 85 |
| Index | Page 86 |

Acknowledgments

We would first like to thank Meio University for their unbelievably generous physical and financial support, as well as Okinawa Prefectural University of Arts for hosting our Monday schedule. We have also received koen meigi (official recognition for the conference) from the following organizations: Okinawa Convention and Visitor's Bureau, Nago City Board of Education, Nago Industry Commerce and Tourism Bureau, Ryukyu Shimpo, Okinawa Times, Okiko Co., Red Cross Okinawa, Japan Society for the Promotion of Science (JSPS), Meio University, Okinawa Christian University, and University of the Ryukyus, and we are grateful for their support. In addition, we also received sponsorship from Red Cross Okinawa, Okiko Co., and Okinawa Christian University. We are indebted to the Okinawa Conventions and Visitors Bureau. We would also like to thank the following groups for their financial support of PanSIG: BizCom SIG, CUE SIG, ER SIG, FLP SIG, MW SIG, THT SIG and NanKyu JALT.



Schedule Highlights

FRIDAY MAY 20

3:00 – 5:00 Pre-conference workshop on Conversation Analysis
Sakuraum 5F Training Room B, pre-registration required

SATURDAY MAY 21

9:00 – 9:25 Registration
9:30 – 11:00 Selected Presentations (Sakuraum 1F/Classrooms)
11:00 – 11:35 Lunch
11:35 – 12:00 Welcome 1 (Tamokuteki Hall)
12:00 – 12:55 Keynote 1: Tim Murphey & Joseph Falout (Tamokuteki Hall)
Innovating Life!: Ecologically Revolutionizing Teaching & Learning (p. 7)
1:00 – 3:00 Selected Presentations (Sakuraum 1F/Classrooms)
3:00 – 3:45 Poster Session 1 (Sakuraum 6F Hall)
3:00 – 3:45 Open Student Showcase (Sakuraum 6F Hall)
3:45 – 5:45 Selected Presentations (Sakuraum 1F/Classrooms)
5:45 – 6:40 Keynote 2: Rod Ellis (Tamokuteki Hall)
Creativity in Learner Language and its Implications for Language Teaching (p. 8)
6:45 – 8:45 Networking Reception (Sakuraum 6F; catered by Yugaf Inn)

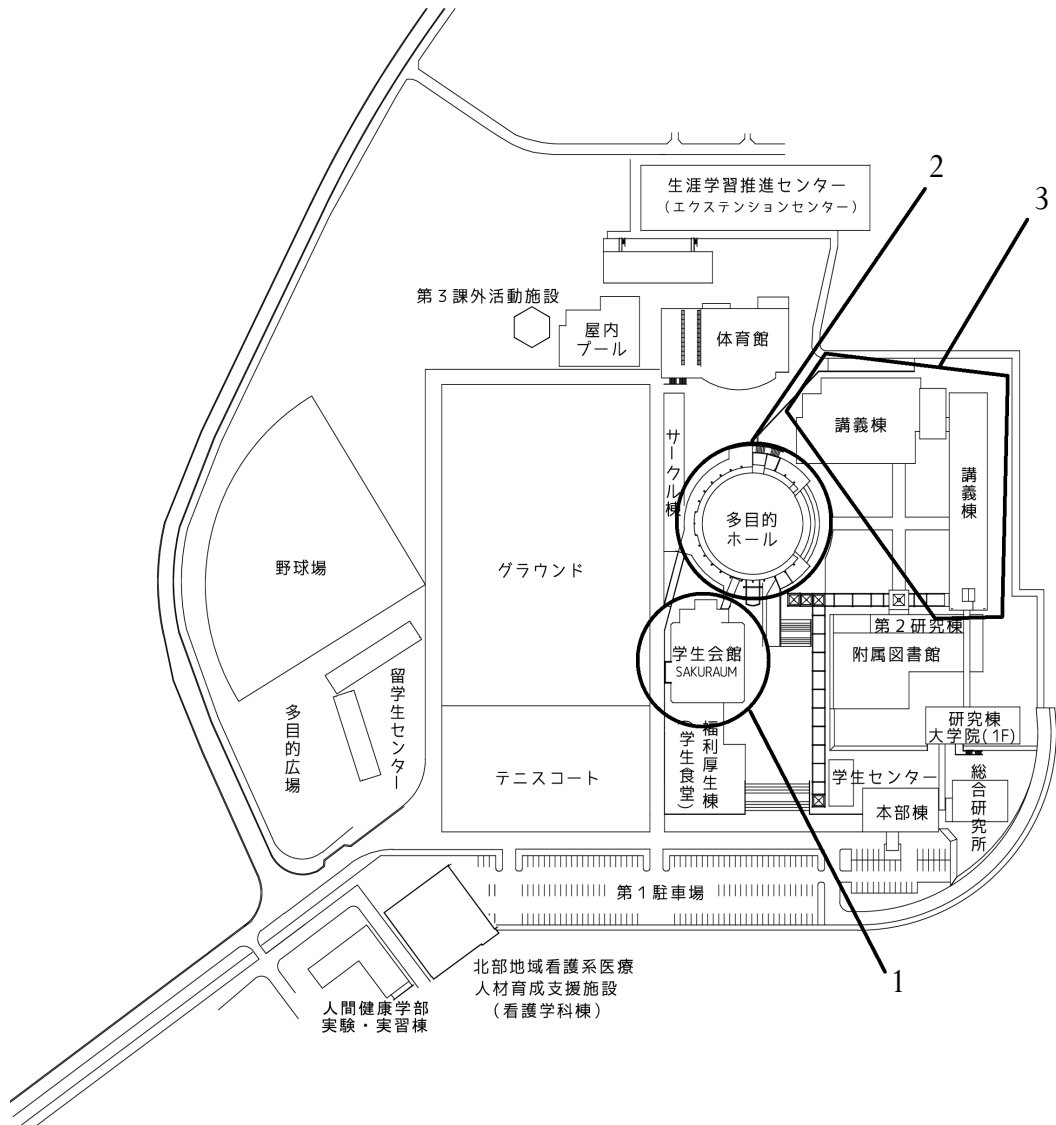
SUNDAY MAY 22

9:00 – 9:10 Welcome 2 (Tamokuteki Hall)
9:10 – 10:05 Keynote 3: John Fanselow (Tamokuteki Hall)
Small changes. Big results? (p. 9)
10:05 – 10:25: Keynote Q & A (Tamokuteki Hall)
10:30 – 12:00 Selected Presentations (Sakuraum 1F/Classrooms)
12:00 – 12:55 Lunch
1:00 – 2:30 Selected Presentations (Sakuraum 1F/Classrooms)
2:30 – 3:15 Poster Session 2 (Sakuraum 6F Hall)
3:15 – 4:45 Selected Presentations (Sakuraum 1F/Classrooms)

MONDAY MAY 23

9:00 – 11:00 *Use of Tablet PCs to Enhance Communication in an EFL Classroom*
Okinawa Prefectural University of Fine Arts, Shuri Sakiyama Campus
Location: 2nd floor conference room

Campus Map



1 Sakuraum

1F Presentations, AM Displays

6F Poster Presentations, Open Student Showcase, Networking Reception

2 Tamokuteki Hall (Dome)

Keynotes

3 Classrooms

Presentations

PanSIG2016 Committee

Conference Chairs: George MacLean & Norman Fewell

Executive

Feedback Chair: *Jim Sick*
Assistant Feedback Chair: *J. Lake*
Registration Chair: *Gabriela Schmidt*
Registration Chair Onsite: *Alexandra Shaitan*
Executive Assistant: *Levy Solomon*
Master of Ceremonies: *Tetsuko Fukawa*
Environment Chair: *Brent Simmonds*
Mailing List Moderator: *Maki Ho*

Academic

Academic Director: *Mark Brierley*
Conference Handbook: *Mathew Porter*
Assistant Conference Handbook: *Joe Tomei*
Assistant Conference Handbook: *David Kluge*
Online Handbook: *Robert Chartrand*
Japanese Language Editor: *Yoko Sakurai, Michiko Imai, & Maki Ho*
SIG Forum Chair: *Brian Gallagher*
Panel Coordinator: *Kevin Watson*
Poster Session Coordinator: *James Essex*
Onsite Poster Session Coordinator: *David Kluge*
Scheduling Chair: *Tim Greer*
Assistant Scheduling Chair: *Curtis Kelly*
Reviewing Chair: *Alison Stewart*
Assistant Reviewing Chairs: *Wendy Gough & Jennie Roloff Rothman*
Submissions: *Thomas Bieri*

Financials

Finance Director: *Tim Pritchard*
Conference Treasurer Assistants: *John "Pat" Owatari-Dorgan, Andrew Quentin, Kurt Ackerman, Jason White, John Campbell-Larsen, James Higa*
Funding Officer: *Tokuyu Uza*

Publicity

Publicity Director: *David Kluge*
Publicity Facilitator: *Joe Tomei*
Exhibitors Chair: *Andy Boon*
Website Coordinator: *Bill Pellowe*
Chief Illustrator: *James Dunn*
SNS Coordinator: *Jim George*
Publicity Committee: *Paul Horness Levy Solomon Matt Hauca*
Photographer: *Jim George*

Local

Local Director: *Tokuyu Uza*
Government & Accreditation Liaison: *Tokuyu Uza*
Site Chair: *Tokuyu Uza*
Social Coordinator: *David Kluge*

Sunday, May 21 12:00 – 12:55 PanSIG2017 Planning Meeting

Mathew Porter

RM 109

Anyone interested in discussing the planning of future PanSIGs is welcome. We will discuss and define committee member roles, tasks, and the overall conference calendar. People interested in volunteering for PanSIG2017, or in volunteering a site for a future PanSIG are especially welcome. PanSIG2017 will be held at Akita International University (May 19-21).

Message from the Conference Chairs

On behalf of PanSIG, the Japan Association for Language Teaching, the JALT Chapter of Okinawa, and Meio University, it is our great honor to welcome you to the 15th JALT PanSIG International Conference.

PanSIG conferences are a community; a place for academics and practitioners to meet with old friends and to make new ones. We feel that Okinawa offers an ideal location for any international conference as it lays in the heart of East Asia. The coral seas on this subtropical paradise provide us with the perfect backdrop as we strive to learn and share knowledge with one another. This year's social events include cultural tours of Motobu Peninsula, Churaumi Aquarium, Shuri Castle, and a grand celebration at our networking reception with exquisite cuisine, drinks, and traditional Okinawan music.

PanSIG continues its green initiative, receiving generous donations from members to offset our carbon footprint. This year's donations will go to the Okinawa Prefecture Environment Science Center to support the protection of coral reefs. Continuing the spirit of helping others, we took the initiative to support a children's home—Misato Jidoen. We have received a personal and generous gift from the Chairman of the Board at Meio University, the honorary Yoshio Higa. We will continue to seek more donations for this worthwhile charity.

The theme of this year's conference is "Innovations in Education." We hope that the conference will provide participants with an excellent opportunity to share their innovations, but also to get feedback from peers that will help them to ground these innovations in tried and true practices.

We had no idea how much work it would be to organize this conference when we agreed to be chairs last January. Since then, we've spent many days where it has seemed like planning for PanSIG was a full-time job. We would have been lost without the MVP of this conference, Tokuyu Uza. His tireless efforts inspired us, and any success that may be attributed to this conference is equally to his credit in every respect. Many other members of Okinawa JALT greatly contributed to this year's PanSIG as well. Finally, we are extremely thankful to Meio University's President Katsunori Yamazato and Chairman of the Board Yoshio Higa for their valuable support from the beginning of this initiative.

There are many other people and organizations that we'd like to thank. First and foremost, we owe much gratitude to the PanSIG Directors: Mark Brierley, David Kluge, Tim Pritchard, Joe Tomei, and Tokuyu Uza. We would also like to express our appreciation to Meio University for allowing us the use of the facilities and generously contributing to the conference. We'd also like to thank the Okinawa Convention and Visitor's Bureau for subsidizing this year's PanSIG. Nankyu JALT and the THT SIG also very generously contributed to the conference. The staff of JALT Central Office and the national executives have been very supportive. We are also grateful to the numerous SIGs and JALT chapters that have been financially and morally supportive of our featured speakers. We would also like to express our appreciation to some of the extraordinary volunteers who have spent countless hours helping us in so many ways.

It is with greatest sadness that we note the passing of one of our designated featured speakers, Robert Betts. He was a friend and mentor to many. Bob was a founding member of Ibaraki JALT. The members he helped to bring together by that foundation were instrumental in contacting Bob's friends and family, and generally facilitating the arrangements for Bob's final departure. We'll miss you Bob. May the wind always be at your back hereafter!

We sincerely hope you will enjoy this year's PanSIG and that you'll leave here with new friends, new ideas, and a renewed zeal for language education.

Norman Fewell & George MacLean
PanSIG 2016 Conference Chairs



Meio University's President's Welcome



I hope you have a chance to enjoy the lovely facilities here at Meio University. Meio University was founded on the principles of "Peace, Freedom, and Progress." These are universal principles, but at the same time they reflect Okinawan history, especially our historical experiences during World War II and the immediate post-war decades. Internationalization has also been a central goal from our beginning, and we are conscious of the central roles that language and cultural understanding play in that process. We are therefore very excited to contribute to this dynamic educational event that considers so many aspects of language education.

Meio University highly encourages events that bring together educators and researchers from around the world and can serve as a platform for personal and academic development. Please enjoy your time here, and take advantage of this opportunity to expand your horizons and widen your professional knowledge. I hope that PanSIG will lead to further collaborative opportunities between the teachers and researchers who are participating here.

I am encouraged to see the PanSIG 2016 team taking an active interest in local and environmental issues. It is good to know that fundraising efforts during this conference will go towards helping Okinawan children in need and also assist in protecting Okinawa's coral reefs.

On behalf of the faculty and staff of Meio University, I wish to welcome all PanSIG participants. I wish you a happy and engaging conference. Thank you very much for attending and I hope you will enjoy your stay here in Okinawa.

Katsunori Yamazato
Meio University, President



Networking Reception

Sakuraum 6F
6:45 – 8:45
Catered by Yugaf Inn

The networking reception will feature a performance by Daitochu, a young duo from Minami Daito Island located 350km from Okinawa. The sisters play traditional Okinawan songs.

We would like to express our gratitude to Mr. Yoshio Higa whose support of the networking reception on JALT PanSIG2016 will allow us to make a generous contribution to the Children's Home "Misato Jidoen". For more information about Misato Jidoen, please visit <http://www.misatozidouen.com/>



Keynote Presentations

Saturday, May 21

12:00 – 12:55 Tamokuteki Hall (Dome)

Tim Murphey & Joseph Falout

Innovating Life! Ecologically Revolutionizing Teaching & Learning

Appreciating when innovation happens in your classroom and life is key to understanding how to innovate. Innovation can mean successful adaptation of creative modifications that result in improved services, materials, methods, or techniques. It can be planned, unplanned, or improvised. Trying something different, especially if it seems counterintuitive to you, requires you to believe there is more than one way to do things, to be willing to take risks, to have the courage to accept the responsibilities of your actions, to be ready to go with the flow of things as the outcomes play themselves out, and to be open to conceptual challenges and changes. Beliefs in yourself and in your students about the capacity to innovate can channel positive psychological elements that benefit advances in perspectives and step-taking. Actions follow expectations, so taking moments to find awe in yourself and in your students expands the repertoire of expectations and increases their plausibility, filling your will-power for trying something yet unexplored. Taking stock of strategies for innovating can give you the know-how of possibilities and the way-power to enact them. The plenary co-speakers hope you appreciate your own capacity for innovating. You come from a long line of innovators, for humans are if anything adaptive and adaptable, and that is how we have survived and evolved. Look for what might be improvable and dare to add your creativity to it. We champion you in your attempts to innovate, and offer some of our own ongoing beliefs, strategies, and classroom innovations.

Tim Murphey is a Professor at Kanda University of International Studies and a Teacher Development Researcher. He has taught in universities in the US, Taiwan, and Japan and is TESOL's Professional Development in Language Education series editor. He is currently researching in Vygotskian socio-cultural theory (SCT) applications with particular emphasis on student voice, agency, identity, and community construction. In demand as a plenary speaker, he especially enjoys agentizing students' languaging abilities (google "the real voice of Japanese students" or "realvoice2"). His articles are available for free download at academia.edu



Joseph Falout, an Associate Professor at Nihon University, has authored or coauthored over 40 publications of papers and book chapters about language learning affect, motivation, and group dynamics. He edits for JALT's OnCUE Journal and the Asian EFL Journal. His recent publications include "Past selves: Emerging motivational guides across temporal contexts" in J. King's *The dynamic interplay between context and the language learner* (Palgrave Macmillan, 2016), and "The dynamics of past selves in language learning and well-being" in P. D. MacIntyre, T. Gregersen, & S. Mercer's *Positive psychology in SLA* (Multilingual Matters, 2016).



Keynote Presentations

Saturday, May 21

5:45 – 6:40 Tamokuteki Hall (Dome)

Rod Ellis

Creativity in Learner Language and Its Implications for Language Teaching

To examine creativity in L2 learning we need to consider creativity-as-a person, creativity-as-an object, and creativity-as-a-process. To date, however, there is only limited evidence that creative people make better language learners. More important for understanding how creativity works in language learning is creativity-as-a process and creativity-as-an-object. Creativity manifests itself incidentally in the communicative uses of the L2 and also more intentionally in language play. All language learners, when given the chance, will engage in the creative construction and creative use of their linguistic systems. That is, they naturally and automatically work on the raw materials provided by the input, combining words, breaking down multi-word units into their component parts and thereby arriving at abstract formulations which slowly and erratically converge on those of the target language. In this talk I show how creativity as a process and as a product are important for language learning and argue that teachers need to create opportunities for the creative use of language as well as promoting conformity to target language norms and that this is best achieved through task-based language teaching.



Rod Ellis is currently Distinguished Professor in the School of Cultures, Languages and Linguistics, University of Auckland, where he teaches postgraduate courses on second language acquisition and task-based teaching. He is also a professor at Anaheim University and a visiting professor at Shanghai International Studies University as part of China's Chang Jiang Scholars Program. He has recently been elected as a fellow of the Royal Society of New Zealand. His published work includes articles and books on second language acquisition, language teaching and teacher education. His latest books are *Language Teaching Research and Language Pedagogy* in 2012, (Wiley-Blackwell), (with Natsuko Shintani) *Exploring Language Pedagogy and Second Language Acquisition Research* in 2014 (Routledge) and *Understanding Second Language Acquisition*

2nd Edition in 2015 (Oxford University Press). He has also published several English language textbooks, including *Impact Grammar* (Pearson: Longman). He has held university positions in five different countries and has also conducted numerous consultancies and seminars throughout the world.

Keynote Presentations

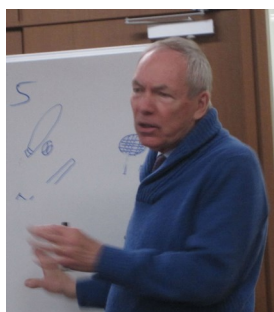
Sunday, May 22

9:10 – 10:05 Tamokuteki Hall (Dome)

John F. Fanselow

Small Changes. Big Results?

I will have participants experience many small changes that can lead to big results. Participants will read aloud while looking at a text, and then while looking at another person. They will draw sketches for both content and function words and contrast producing sentences from them and from printed words. All the alternative activities I introduce require thinking rather than only memory, integrate grammar and vocabulary and the four usual skills plus the often ignored fifth skill: the emotional component of learning. They can be learned quickly and the results easily observed.



John F. Fanselow completed his Ph.D. at Columbia University, Teachers College in New York, where he was then invited to join the faculty. His main interest has been observation and analysis of interactions, both inside and outside of classrooms. His publications reflect this interest, some of which are: "Breaking Rules" (Longman, 1987), "Constructing Conversations" (Longman, 1992), and "Try the Opposite" (SIMUL, 1992). He became Professor Emeritus in 1996 at Teachers College in New York and received the Distinguished Alumni Award from Columbia University, Teachers College in 2005.

Keynote Q&A

Sunday, 10:05 – 10:25, Tamokuteki Hall (Dome)

Rod Ellis , John Fanselow, Tim Murphey, Joseph Falout will be together on one stage to answer your questions and to discuss the theme of the conference, Innovations in Education.

Monday Events

Use of Tablet PCs to Enhance Communication in an EFL Classroom

Yuichi Ono (University of Tsukuba)

Every student in Japan will have to bring their own device to school by 2020, which implies that flipped learning settings will become more common and the divide between home and school will diminish. The presenter will begin with a discussion of work carried out in two case studies concerned with motivating students to communicate more actively in English by using tablets. An iPad Learning Management System (LMS) application and an authentic academic materials application that encompasses features typical of native English speakers, e.g., vocabulary and rate of speech will then be demonstrated. Course design considerations will also be discussed.

Yuichi Ono is an Assistant Professor at University of Tsukuba in Japan. He is the Director of the CALL System Management Committee at the Center for Education of Global Communication (CEGLOC). His research interests include Computer-Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL), and related fields.

A Web-Speech API approach to improve speaking accuracy

Hu Sile (Graduate Student at University of Tsukuba)

The purpose of this study is to examine how L2 learners use text-to-speech (TTS) software, which could improve their speaking proficiency. This study describes a system constructed to improve speaking accuracy. The proposed learning system consists of the following: (i) a text-to-speech system used via internet browsers, mainly as an add-on for the Chrome browser; (ii) a function allowing learners to select a word, a phrase, or even a sentence to be pronounced by the system, depending on their preference at the time of practice.

Please be aware that these events will be held at the Shuri-Kinjo Campus of Okinawa Prefectural University of Arts in Naha.

By Car

45 min from Naha Airport (Naha) (9.8km)

10 min from Naha IC Okinawa Expressway

By Monorail

27 min from Naha-kuko (airport) to Shuri Station

Then, 25-min walk from Shuri Station

Or, 8 min by taxi from Shuri Station

By Bus

1-min walk from Sakiyama-Campus-mae Bus Stop

Okinawa Bus

8 Shuri-Jokamachi Line

Visit the Okinawa Prefectural University of Arts website for more information.

<http://www.okigei.ac.jp/english>

Featured Speakers

Marcos Benevides

Text and Context: Innovating the Coursebook

Saturday, 1:00 – 1:30; RM 108 —sponsored by the Material Writers SIG

Marcos Benevides is an internationally recognised author, series editor, and publisher of ELT materials. His work has received three of the top awards in the field, the Duke of Edinburgh English Book Award, the British Council ELTon, and the Language Learner Literature Award. Currently, he is the publisher of Atama-ii Books and an assistant professor at J. F. Oberlin University in Tokyo.



Melodie Cook

Issues of Fairness in High-stakes Testing

Sunday, 10:30 – 11:00; RM 108 —sponsored by the College and University Educators SIG

Dr. Melodie Cook has been teaching at the tertiary level in both Canada and Japan since 1992. Her research interests are in expatriate experiences with education in Japan, entrance examinations, and teacher education. She is an Associate Professor at the University of Niigata Prefecture and has worked on the editorial board of JALT Journal. Melodie is currently on the executive committee of Niigata JALT.



Charles Browne

The NGSL, NAWL and TSL: Building a Path to EFL Success through Word Lists and Online Tools

Saturday, 3:45 – 4:15; RM 108 —sponsored by the Testing and Evaluation SIG

Dr. Browne is Professor of Applied Linguistics & TESOL & Director of the EFL Teacher-Training Program at Meiji Gakuin University and specializes in Second Language Vocabulary Acquisition and Extensive Reading. His recent work in creating several new corpus-based word lists for second language learners includes the New General Service List (NGSL), the New Academic Word List (NAWL), and TOEIC Service List (TSL) as well as research-based language learning and analysis tools and apps.



Christopher Michael Davis

Incorporating Heritage Languages in the Classroom

Saturday, 10:00 – 10:30; RM 108 —sponsored by the Okinawa Convention Bureau

Chris Davis is Associate Professor in the Department of International Languages and Cultures at the University of the Ryukyus. He received his PhD in linguistics from the University of Massachusetts, Amherst in 2011. His research focuses on a number of theoretical issues in semantics and pragmatics, with an empirical focus on Ryukyuan and Japanese. He is also involved with descriptive and documentary work on the endangered languages of the Ryukyus, with a particular focus on Yaeyaman. While teaching at the University of the Ryukyus, Davis has sought to integrate learning Ryukyuan as a heritage language into his courses, helping students develop the ability to explore these languages on their own as well as in the classroom.



Featured Speakers



James DeWitt Dunn

A Thinking-Skills-Based Reading Comprehension Method

Saturday, 10:00 – 10:50; RM 305 —sponsored by the *Critical Thinking SIG*

James Dunn is a Junior Associate Professor at Tokai University and the creator of the Cognition-skills-based Reading Comprehension Method. His research interests are in Cognitive Linguistics, Higher-order Thinking Skills in education, and Critical Thinking skills. His educational goal is to help students understand that they are capable of more than they might expect from themselves.



James Andrew Elwood

Better Than a Crescent Wrench: Poster Presentations

Saturday, 2:00 – 2:30; RM 108 —sponsored by the *Okinawa JALT*

James A. Elwood, EdD, is an associate professor at Meiji University in Japan. His research interests include psychometrics, technology in second language acquisition, corpus linguistics, and uses of puppetry in education.



Barbara Hoskins Sakamoto

Creative Teaching for 21st Century Learners

Saturday, 1:30 – 2:00; RM 108

Designing Materials That Work

Saturday, 1:00 – 1:30; RM 108 —sponsored by the *Teaching Younger Learners SIG* and *NanKyu JALT*

Barbara Hoskins Sakamoto has taught English and ESL in the US, and EFL in Japan for more than 25 years. She is a popular online presenter, and also conducts face-to-face teacher training workshops throughout Asia, Europe, the U.S., and Latin America. Barbara is co-author of *Let's Go* (Oxford University Press), one of the world's best-selling coursebook series for children learning English, and an online course, *English for Teachers* (iTDi.pro). Barbara is on the faculty of International Teacher Development Institute, where she also serves as one of the institute's Directors. Barbara maintains an award-winning blog, *Teaching Village*, is working on developing a new blog with her *Let's Go* co-authors called *Teaching Children English*, and is active in various online social media networks.



A. P. Jenkins

The US Military Presence and Okinawan Culture and Politics

Saturday, 9:30 – 10:00; RM 108 —*Ryukyū Shimpō*

Tony Jenkins was born in England in 1949. He read Modern History at Oxford University (New College) and holds a BA, 1972, PGCE, 1974, and MA, 1976, from that university. He qualified in archive administration at the Bodleian Library in 1977. Prior to leaving for Japan, he was deputy county archivist of Lancashire, 1984-7. His first post in Okinawa was at the University of the Ryukyus whereafter in 1998 he moved to Okinawa Prefectural University of Arts though seconded to the prefectural archives until 2004 as consultant archivist. He is now professor emeritus of the University of Arts. In Japan he has taught and still teaches Western History, 20th-century Okinawan History, Okinawan Studies, Politics and Latin inter alia.

Featured Speakers

Laura Kate Macfarlane

The People, The Product and The Personnel

Saturday, 2:30 – 3:00; RM 108 —sponsored by the School Owners SIG

Laura is the owner of 2 schools in Sapporo - EFL Club for children, and Macfarlane English School for teenagers and adults. As Director of Studies, Laura is in charge of curriculum development, teacher training, and management of the 700 plus students.



Sumiko Ogawa (M.Med.Sc., M.P.H., Ph.D.)

Encouraging Japan's Younger Generations to be Global Citizens

Sunday, 2:00 – 2:30; RM 108 —sponsored by the Global Issues in Language Education SIG

Dr. Ogawa is a Professor of Public Health in the Dept. Human Health Sciences at Meio University, Okinawa, Japan. She received her doctorate from Osaka University Graduate School of Medicine after completing a Masters in Public Health at the Prince Leopold Institute of Tropical Medicine, Antwerp, Belgium, followed by a second masters in Medical Sciences from Osaka University. Her fields of study are Public Health, Epidemiology and International Health and she will talk about efforts to enhance English ability through her Global Health courses while encouraging the younger generation of Japanese become global citizens.



Rab Paterson

Making Innovative Mindsets (Workshop)

Saturday, 4:45 – 5:15; RM 108 —sponsored by Tokyo JALT

Rab Paterson is a doctoral candidate at University College London's Institute of Education and completed the online Certificate of Educational Technology and Information Literacy (COETAIL) as part of an MS in Multidisciplinary Studies at State University of New York (Buffalo). He has a BA and MA from London University's School of Oriental and African Studies and is also an Apple Distinguished Educator, Google Educator, Innovator, Trainer and GEG Leader. Currently he teaches full time on the EAP program at Lakeland College Japan and teaches academic writing part time at the University of Tokyo's Graduate School for Interdisciplinary Information Studies.



Robert Rennie

The Magic of Learning

Saturday, 10:30 – 11:00; RM 108 —sponsored by the Speech, Drama, & Debate SIG

Robert Rennie is an elementary school teacher in Taiwan. He has taught in international schools and public schools for forty years in Africa & the Middle East, South America, North America, Europe, and Asia. His special interests include content teaching using magic, and symbolism. He has taught at every level from kindergarten through to adult education.



Featured Speakers



Miki Shibata

Perception of Real English in the Japanese Context: Native Speaker Variety or English as a Lingua Franca

Sunday, 1:00 – 1:30; RM 108 —sponsored by Okinawa JALT

Miki Shibata is an associate professor in the Graduate School of Integrated Arts and Sciences at Hiroshima University. She received her Ph.D. in Second Language Acquisition and Teaching from University of Arizona. Her research interests focus on language attitudes toward different varieties of English and the role of identity in second language learning. She currently conducts research on L2 learner perceptions of English(es) in European and Asian contexts.



Tomoyoshi Takemura

Foreign Language Learning Methods in Multilingual Contexts

Sunday, 1:30 – 2:00; RM 108 —sponsored by Okinawa Christian University

Tomoyoshi Takemura was raised in Bolivia where he was educated in Spanish but spoke Okinawan at home. He returned to Okinawa at 12 years of age, and was forced to attend Japanese elementary school, later learning English and Chinese.



Masanori Tokeshi

A Fundamental Study on the Reliability and Correlation of CEFR-J Based Can-Do Descriptors

Sunday, 11:00 – 11:30; RM 108 —sponsored by the Framework and Language Portfolio SIG

Masanori Tokeshi completed a Doctorate degree in TESOL at University of Wollongong, Australia in 2003. He is currently a professor in the Faculty of International Studies and the director of the Language Learning Center. He teaches courses in pre-English teacher development. His research interests include listening, CEFR, curriculum development and CALL.



Robert Waring

Motivating Reluctant Readers

Saturday, 4:15 – 4:45; RM 108 —sponsored by the Extensive Reading SIG

Dr. Rob Waring is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He is Professor at Notre Dame Seishin University in Okayama, Japan. He is an Executive Board member of the Extensive Reading Foundation. He is also author and series editor of three graded reader series by Cengage Learning. He is the administrator and co-founder of the Extensive Reading website www.ER-Central.com.

JALT Special Interest Groups and the PanSIG Conference

JALT SIGs are (inter)national in scope and are thematically diverse, based on shared academic, research, or pedagogical interests. Each SIG provides a virtual network for members, which includes online forums, email lists, and groups on social networking sites. Many also produce one or more publications such as newsletters or journals, hold mini-conferences or forums at major conferences throughout the year, and cosponsor events with chapters and other SIGs, providing great opportunities to support the professional and career development of their members.

PanSIG is an annual conference organized by members of sponsoring SIGs and an outgrowth of the virtual networks developed by them. It is meant to be an intimate, mid-sized conference where SIGs take center stage, a place where SIG members can network face-to-face and interact with other SIG members. All new and renewed JALT memberships include membership in one SIG. If you haven't joined JALT or haven't renewed your JALT membership, this conference is an opportunity to get to know the wide array of JALT SIGs and choose one (or more) that fits with you. If you are a member of a SIG, we encourage you to take this opportunity to get to know other SIGs.

Bilingualism SIG (BIL)

Description: The Bilingualism 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. **Publications:** *Bilingual Japan Newsletter* (3x year), *Japan Journal of Multilingualism Multiculturalism* (1x year), and various monographs.

Facebook: Bilingualism SIG Yahoo Groups: Bilingual Japan **Website:** www.bsig.org

Business Communication SIG (BIZ)

Description: The Business Communication SIG is intended to develop the discipline of teaching English conducive to participation in the world business community. We wish to provide instructors in this field with a means of collaboration and sharing best teaching practices. **Publications:** *Business Communication SIG Biannual Newsletter* **Upcoming events:** Summer Seminar in Fukuoka: The Evolution of Business Language Training in Japan (co-sponsored with Fukuoka chapter of JALT) June 25-26, Fukuoka **Facebook:** JALT Business Communication SIG **Website:** jalt.org/bizcom/index.html

College and University Educators SIG (CUE)

Description: 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:** *OnCUE Journal* (2-3x year), *CUE Circular* (newsletter) **Upcoming events:** 2016 CUE Conference, Sept 24, Kinki University, Osaka (CFP: June 19) **Facebook:** JALT-CUE SIG **Website:** jaltcue.org

Computer Assisted Language Learning SIG (CALL)

Description: 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) **Upcoming events:** JALTCALL 2016 Conference: CALL & the BRAIN, (co-sponsored with the Mind, Brain and Education SIG) June 3-5, Tamagawa University, Tokyo **Facebook:** JALT-CALL **Twitter:** @jaltcall **Website:** jaltcall.org

Critical Thinking SIG (CT)

Description: 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) **Upcoming events:** Debate and Critical Thinking Conference (co-sponsored with SDD SIG), July 31, Nanzan University, Nagoya **Facebook:** JALT Critical Thinking SIG **Website:** www.jaltcriticalthinking.org/

Extensive Reading SIG (ER)

Description: 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:** e-newsletter, *Extensive Reading in Japan* (ERJ) (2x year), *Journal of Extensive Reading* (JER). **Upcoming events:** 9th Annual Extensive Reading Seminar, Oct 1-2, Nanzan University, Nagoya **Facebook:** JALT ER SIG **Website:** jalt.org/er/

Framework and Language Portfolio SIG (FLP)

Description: 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 our homepage. **Publications:** *Framework & Language Portfolio Newsletter* **Facebook:** JALT Framework & Language Portfolio Special Interest Group **Website:** sites.google.com/site/flpsig/home

Gender Awareness in Language Education SIG (GALE)

Description: The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. **Publications:** *The Journal and Proceedings of the Gender Awareness in Language Education Special Interest Group of JALT*, *GALE Newsletter* (2-3x year) **Facebook:** Gender Awareness in Language Education (GALE) **Website:** gale-sig.org/website/

Global Issues in Language Education SIG (GILE)

Description: 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) **Facebook:** Global Issues in Language Education **Website:** gilesig.org

Japanese as a Second Language SIG (JSL)

Description: 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。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.

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) **Website:** jalt.org/jsl/

Learner Development SIG (LD)

Description: The LD SIG is a lively, dynamic community of learners and teachers from all teaching contexts, both formal and informal, who share an interest in exploring learner development and autonomy through our practice, research, and dialogue. **Publications:** *Learning Learning* (newsletter) (2x year), *Learner Development Journal* (1x year, from 2017), and various monographs **Upcoming events:** Creating Community: Learning Together 3, December 18, Otsuma Women's University, Tokyo **Facebook:** JALT Learner Development SIG **Website:** ld-sig.org

Lifelong Language Learning SIG (LLL)

Description: 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) **Facebook:** JALT Lifelong Language Learning SIG **Website:** jalt.org/lifelong/index.html

Literature in Language Teaching SIG (LiLT)

Description: 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. **Publications:** *Literature in Language Teaching Journal* (2x year), newsletter (6x year). **Facebook:** Literature in Language Teaching SIG **Website:** liltsg.org

Materials Writers SIG (MW)

Description: 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) **Website:** materialswriters.org

Mind, Brain, and Education (MBE)

Description: The Mind, Brain, and Education SIG is a forum 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* (digital journal); *BrainWaves* (newsletter) **Upcoming events:** JALTCALL 2016 Conference: CALL & the BRAIN, (co-sponsored with the JALTCALL SIG) June 3-5, Tamagawa University, Tokyo; FAB 9, a conference in neuroELT, August 26-28 (Cebu, Philippines) **Facebook:** JALT Mind, Brain, and Education SIG **Google Groups:** The Mind, Brain, and Education SIG **Website:** www.neuroelt.org

Other Language Educators SIG (OLE)

Description: 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) **Upcoming events:** 5th OLE conference, September 24, Nagoya

Website: jalt.org/groups/605

Pragmatics SIG (PRAG)

Description: The Pragmatics SIG welcomes members who are interested in both research and practical teaching issues related to "how people do things with words." Our Pragmatics Resources series offers practical and theoretical papers on language in use. If you do anything with language, you are using pragmatics!

Publications: *Pragmatic Matters* (語用論事情) (3x year), *Pragmatics Resources Series* **Facebook:** Pragmatics SIG (JALT) **Website:** www.pragsig.org

School Owners SIG (SO)

Description: Language School owners have always played a significant role in JALT both at national & local levels, but face issues not addressed by other SIGs. The SIG has again become active and provides a framework and events 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 **Website:** sosig.wordpress.com/

Speech, Drama, & Debate SIG (SDD)

Description: 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. We are also interested in sponsoring and supporting local and regional speech, drama, and debate contests or festivals.

Publications: *Mask & Gavel* (1x year), *Classroom Resources Journal* (1x year), newsletter (5-6x year) **Upcoming events:** Debate and Critical Thinking Conference, Nanzan University, Nagoya July 31; Japan Online English Speech Contest, December; Speech, Drama, & Debate Conference, Gero hot spring hotel, February 2017

Website: sites.google.com/site/speechdramaanddebatepublicsite/ **Facebook:** Speech, Drama and Debate SIG (JALT)

Study Abroad SIG (SA)

Description: The JALT Study Abroad SIG was established in 2008 to promote research on overseas study and facilitate networking among those interesting in learning more about study abroad. Publications:

RYUUGAKU: The JALT Study Abroad SIG Journal (2-3x year) **Upcoming events:** Study abroad Conference, September 17, Lakeland University, Shinjuku Tokyo. **Website:** jalt-sa.org/ **Facebook:** Study Abroad SIG (JALT)

Environmental Initiatives

An option for a carbon offset contribution was included in the registration, and many people selected to contribute. We are sending donations to Okinawa Prefecture Environment Science Center to support a project protecting coral. More details of the project can be found here, in Japanese: <http://www.okikanka.or.jp/j-cre.html>

Task Based Learning SIG (TBL)

Description: The JALT Task-Based Learning (TBL) SIG is a Special Interest Group aimed at teachers who currently use, or are interested in using, task-based approaches in the classroom. In particular, the SIG focuses on issues related to task-based language teaching and learning in the Asian EFL context, where TBLT has yet to enter the mainstream of language pedagogy. **Publications:** *Taking it to Task—The Newsletter of the JALT TBL SIG* (3x year) **Upcoming events:** 3rd “TBLT in Asia” conference June 25-26, Kyoto, Japan **Facebook:** JALT TBL SIG **Website:** tblsig.org/

Teacher Development SIG (TD)

Description: The TD 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. **Publications:** *Explorations in Teacher Education* (2x/year); Teacher Journeys Conference Proceedings **Facebook:** Ted Sig **Twitter:** @TEDSIG **Website:** www.jalt.org/ted/

Teachers Helping Teachers SIG (THT)

Description: THT works to aid and assist fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training workshops in Bangladesh, Kyrgyzstan, Laos, and Vietnam that share practical, student and teacher-friendly approaches to language education, informed by current research in the field. We are currently working to develop programs in Nepal and Myanmar. **Publications:** *THT Journal* (1x year), THT Newsletter **Upcoming events:** THT Vietnam Hue (August 5-7) and/or Quang Binh University (August 10-11), THT Kyrgyz and THT Bangladesh (September 2016), THT Laos (Feb-March 2017) **Facebook:** THT SIG **Website:** tht-japan.org

Teaching Young Learners (TYL)

Description: The goal of the TYL SIG is to support those involved with or simply interested in the teaching of languages to learners aged 0-18. We particularly want to appeal to Japanese teachers and teachers who team teach. **Publications:** *The School House* (Newsletter) **Upcoming events:** JALT Junior, November 26-27 (held at JALT2016 in Aichi) **Facebook:** JALT Teaching Younger Learners SIG **Website:** www.jalt-tyl.org/

Testing and Evaluation

Description: 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) **Website:** teval.jalt.org

Vocabulary

Description: 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), *Vocabulary Learning and Instruction* (VLI) (2x year) **Upcoming events:** symposium at the Vocab@Tokyo 12-14 September, Meiji Gakuin University, Tokyo **Facebook:** JALT Vocabulary SIG **Website:** jaltvocab.weebly.com

SIG Forums

Bilingualism SIG (BIL)

Sunday, 10:30 – 12:00 RM 211

The Process of Developing Bilingualism: What Works and What Doesn't

College and University Educators (CUE)

Sunday, 1:00 – 2:30 RM 109

Fostering Equal Representation for Democracy in the Classroom

Computer Assisted Language Learner SIG (CALL)

Saturday, 1:00 – 2:30 RM 207

Forum on Mental, Physical, and Psycho-Social Issues with Technology

Critical Thinking SIG (CT)

Sunday, 10:30 – 12:00 RM 306

JALT Critical Thinking Forum

Gender and Language Education SIG (GALE)

Saturday, 9:30 – 12:00 RM 105

Innovation and Change in Gender Education Globally

Global Issues in Language Education SIG (GILE)

Sunday, 1:00 – 2:30 RM 201

Teaching Activities for Global Citizenship & Innovation

Learner Development SIG (LD)

Saturday, 4:15 – 5:45 RM 105

Starting a New Conversation: Using New Approaches to Ensure New Learning

Lifelong Language Learning SIG (LLL)

Sunday, 10:30 – 12:00 RM 209

Cultivating Skills in Mature Language Learners

Mind, Brain, and Education SIG (MBE)

Saturday, 4:15 – 5:45 Sakuraum 1F

Mindfulness, Consciousness, and Background Music

Pragmatics SIG (Prag)

Saturday, 9:30 – 12:00 RM 301

Multimodal L2 Interaction

School Owners SIG (SO)

Sunday, 1:00 – 2:30 RM 209

School Owners SIG Forum

Speech, Drama, & Debate SIG (SDD)

Saturday, 1:00 – 2:30 RM 205

Speech, Drama, & Debate Forum

Task Based Learning SIG (TBL)

Saturday, 4:15 – 5:45 RM 304

Task Based Learning SIG Forum

Study Abroad SIG (SA)

Saturday, 1:00 – 2:30 RM 111

Discussing Issues in Study Abroad

Sponsoring Associate Members

Associate Membership in JALT is open to any organization that supports the aims of JALT and is involved in the production of quality products or provides services in or directly related to the language education field. Associate members have a long history of supporting PanSIG and other JALT events, and this year is no different. Please visit their display tables which can be found on the first floor of the Sakurauraum and talk with their friendly, knowledgeable, and professional staff. Associate Members are also sponsoring the following presentations on Saturday and Sunday.

Abax ELT Publishing *Underdeveloped Listening Skills & Lost Learning Opportunities* (CUE)
Alastair John Graham-Marr (Tokyo University of Science)
Saturday 10:30 - 11:00; RM 201

Cambridge University Press *Unlock Student Potential with Cambridge Discovery* (CT)
Yuasa Yoshino (Cambridge University Press, Japan)
Saturday 2:30 - 3:00; RM 306

Cengage Learning *Authentic Materials in the Language Classroom: How Do They Work?* (CUE)
Christopher Anthony Valvona & Ayano Valvona (Okinawa Christian University)
Sunday 10:30 – 11:00; RM 109

englishbooks.jp *Helping Students to Discover the News* (TBL)
Andy Boon (Toyo Gakuen University)
Saturday 4:45 – 5:15; RM 111

englishbooks.jp *Xreading at Two* (ER)
Paul Goldberg (XReading)
Saturday 2:30 - 3:00; RM 209

Intercom Press *Active Participation Using Low-Tech Student Response Cards* (CUE)
William Pellowe (Kinki University (Fukuoka Campus)) & **Paul Shimizu** (Intercom Press)
Saturday 1:30 - 2:00; RM 109

Macmillan LanguageHouse *Speaking of Speech: The Next Level* (SDD)
Darren Halliday (Macmillan)
Saturday 4:15 - 4:45; RM 205

Macmillan LanguageHouse *“One Stop English”: Resolve Your Concerns in the Classroom* (MW)
Makoto Sato (Macmillan)
Saturday 1:00 - 1:30; RM 302

Nellie’s English Books *Getting Students Researching* (CUE)
Andy Boon (Toyo Gakuen University)
Saturday 10:00 – 10:30; RM 306

Oxford University Press *English for Work: Set-up Your Students for Success* (CALL)
Kiel Hamm (Oxford University Press)
Saturday 4:15 – 4:45; RM 210

Seed Learning *Motivating Reluctant Readers* (ER)
Rob Waring (Notre Dame Seishin University)
Saturday 4:45 - 5:15; RM 108

THE 5TH ANNUAL ALL JAPAN STUDENT

ENGLISH PRESENTATION CONTEST

Presented by Kanda Gaigo Group & The Yomiuri Shimbun

<http://www.kandagaigo.ac.jp/contest/>

It is with great pleasure that we announce the 5th All Japan Student English Presentation Contest. Students are encouraged to participate in this contest to improve their presentation skills and gain invaluable professional experience. If you have students who would like to brush up their English, deepen critical thinking skills, and share creative ideas, please encourage them to visit the website for further information.



SUBMISSION DEADLINE

Individual presenters:

2016. **10.19** (Wed.)

SUBMISSION DEADLINE

Group presenters:

2016. **10.20** (Thu.)

2nd round & Final round date and venue:

2016. **12.3** (Sat.)

(2nd round in the morning)
Kanda Institute of Foreign Languages, Tokyo
(Final round in the afternoon) Iino Hall, Tokyo

ELIGIBLE PRESENTERS:

Full time student(s) at a university, graduate school, community college, technical school, or vocational college (4th year or above)

**The following students are not eligible to apply for this contest: those whose mother-tongue is English, who have studied at a school where English is the predominantly-used language (such as international schools in Japan), or who have studied in an English-speaking country for more than total of 13 months.*

CHIEF JUDGE:

Mr. Sadaaki NUMATA

Chairman of The English-Speaking Union of Japan
Former Ambassador to Canada and Pakistan

Theme 01

**Attract foreign tourists to rural areas!
Propose a tour plan featuring unique,
regional experiences.**

Theme 02

**Introducing Japanese know-how for
disaster prevention and reduction
to the world!**

Theme 03

**Marketing a value-added Japanese
product to international retailers!**

GRAND PRIZE:

* to 1 individual or group:

¥1,000,000, along with trophy,
certificate and other prizes.

BEST INDIVIDUAL/GROUP AWARD:

* to 1 individual & 1 group:

¥300,000, along with trophy,
certificate and other prizes.

MOST IMPRESSIVE

INDIVIDUAL/GROUP AWARD:

* to 1 individual & 1 group:

¥200,000, along with trophy,
certificate and other prizes.

OTHER PRIZES:

ENCOURAGING PRIZE /

TOP-50 PRIZE / HOPE PRIZE

Check our website for more details!



神田外語グループ

読売新聞社

RM 105 (GALE) *Forum: Innovation and Change in Gender Education Globally (90 min)*
Michi Saki (Doshisha Women's College of Liberal Arts), Eucharia Donnery (Shonan Institute of Technology), & Richard Miller (Kobe Gakuin University)

This 90-minute forum will examine issues related to gender and education both in Japan and globally. Michi Saki will discuss gender issues in an all-female college in Japan highlighting the students' perspectives and what it means to be young and female in Japan. Eucharia Donnery will contrast the experiences of female teachers and students in a male-dominated department at a Japanese university with other departments in the same institution. She will also suggest ways in which universities can support minority identities. Finally, Richard Miller will take us outside the Japanese context and show how gender issues connect us globally by examining women's rights in Rwanda.

RM 107 (CUE) *English as an International Language Awareness through Non-Formal Learning*
Shizuyo Asai (Ritsumeikan University)

This ongoing research is based on a program of non-formal learning (OECD 2010-09) that is incorporated into an organized short-term study abroad program provided for engineering course students of a Japanese private university. In the presentation, I discuss the connections between self-set learning goals of students, their experiences in the environment where English is regarded as an international language (EIL) and the learning outcomes of the program by employing a questionnaire survey, follow-up interviews and reflective writings submitted by the participants.

RM 108 (Sponsored) *The US Military Presence and Okinawan Culture and Politics*
A. P. Jenkins (Okinawa Prefectural University of Arts)

Not a paper but an orientation talk from Power Point slides for those not possessing deep knowledge of Okinawa history over the last century, it concentrates on the post-war US military presence, from the Battle of Okinawa, occupation, land seizures, and reversion to Japan, to the present. It highlights continuing pressure for base closures, and more recently the tactics in the campaigns to accomplish and to prevent more construction at Henoko. It examines discrimination, asymmetric campaigning, the 'master narratives' involved, and looks at some left and rightwing interpretations of those continuing issues and tensions among Okinawans, Washington and Tokyo.

RM 109 (CUE) *Basic Tutor Training through e-Learning*
Junko Tsukayama (Meio University)

This presentation will introduce e-learning assessment materials used to train student tutors in basic peer/near-peer tutoring skills for language and math at Meio University's recently established Learning Center. The presentation will discuss the specific training tutors receive, basic skills necessary for being an effective tutor, tutor's roles, tutoring do's and don'ts, and effective communication strategies in e-learning assessment materials after receiving workshop-based trainings. Finally, we will present narrative, (limited) statistical, and anecdotal data gathered thus far as evidence to show that e-learning might have has much potential to be an effective way to provide peer/near peer tutoring, and tutor-training in this context.

RM 201 (CUE) *Developing the Rikkyo English Discussion Corpus*
Jonathan Buck (Rikkyo University)

The RED Corpus contains 18 hours of transcribed audio data of Japanese learners of English's academic discussions. It is intended to be used to refine curriculum at Rikkyo University and provide data for publications about use of back-channeling, lexical diversity in learner speech, pragmatics and gender roles in learner dialogue. Learner English spoken corpora are notoriously time-consuming and difficult to code. As such, this presentation outlines the development of the corpus from inspiration to implementation and explains how building spoken corpora can be beneficial to university educators.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

**RM 207 (CALL) *Negotiation of Meaning through Fantasy Sports*
Steven Kenneth Silsbee (Momoyama Gakuin University)**

Although fantasy sports are played by millions of people every year, there is no literature connecting their use with language learning. Long (1996) asserts that face-to-face interaction is beneficial for L2 students in terms of increasing language proficiency. During these interactions, situations may arise where there is a need for some sort of negotiation (e.g., clarification, confirmation, repetition, etc.). In this presentation, the speaker will begin by explaining how an online fantasy sports program can facilitate language negotiation. Collected data from a course survey will then be used to report positive student perceptions regarding improved language use.

**RM 211 (TYL) *Improving English Club Interpersonal Communication*
Andrew Quentin (Baiko Gakuin Junior and Senior High School)**

Junior and senior high school English clubs have the potential to provide students with valuable English exposure and practice outside of the classroom environment. However, low student motivation and activities with limited educational value may cause students to develop a poor attitude towards the club. Upon performing needs analysis, it was concluded that poor interpersonal communication between the grade levels was a key factor which negatively affected motivation and attitudes towards the club. The presenter will discuss how tailored activities fostered interpersonal communication and built a positive attitude towards the club.

**RM 301 (PRAG) *Forum: Multimodal L2 Interaction (90 min)*
Tim Greer (Kobe University), Eric Hauser (University of Electro-communications), Adam Brandt (Newcastle University)**

Interaction, including second language interaction, involves more than just linguistic features of talk such as grammar, pronunciation and vocabulary. Face-to-face communication also consists of a range of embodied practices, including gaze, posture, proximity, gesture, and use of physical objects. Layered over and within the talk, the complex nature of multimodal interaction poses a challenge to researchers interested in interaction, who must account for it from the participants' perspective as demonstrated in the talk. This interactive forum will bring together a panel of CA researchers to discuss ways that multimodal features of L2 talk can be incorporated into transcription and analysis.

**RM 302 (TD) *English Teachers' Perceptions on Student Motivation and Strategies in a Taiwanese Rural School*
Hsiaowen Hsu (Kainan University, Taiwan, ROC)**

Rural schools usually struggle to motivate and maintain students' learning. Three English teachers of first-year junior high school students from a rural school located in central Taiwan participated in this study. In-depth interviews indicate that the teachers perceive rural students as generally displaying a non-favorable attitude toward learning English in school. Affecting factors include transitional problems, environmental factors, and negative parental attitudes. The teachers acknowledge their influence on students' levels of motivation but also consider that their influence has limits. The findings have implications for teacher development and the need for curriculum modification for teaching and learning in rural schools.

**RM 304 (MW) *Factors Influencing Use of Innovative Materials*
Simon Humphries (Kansai University)**

When launching an innovative curriculum, textbooks provide a visible framework (Rubdy, 2003) and help teachers to understand and routinize the change (Hutchinson & Torres, 1994). However, publishers often aim for wide markets and fail to meet local needs (Sheldon, 1988), which means that some adaptation is inevitable. The presenter interviewed and observed four high school level Japanese teachers of English who had begun using communicative textbooks. He will describe how their instruction differed from the textbook's principles and the teachers' reasons for their approaches. Based on these findings, the presenter will discuss the implications for policy makers and teacher trainers.

RM 306 (CT) *Active Learning at Student Conferences***Calum Gordon Chalmers Adamson (Doshisha Women's College of Liberal Arts) & Todd Thorpe (Kinki University)**

In The Second Basic Plan for the Promotion of Education, MEXT calls on institutions to “promote activities to change the quality of education, such as active learning (learning in which students proactively find issues and solutions)”. ACE is an inter-university student conference which provides students with learning experiences of this type. In collaboration with domestic and global corporations, participants devise and present solutions to genuine business problems using English as a working language. This presentation will describe the conference, discuss objectives, provide data on participant performance, and offer insight into how interactions can be managed to provide meaningful learning.

10:00

RM 107 (CUE) *Peer Feedback: Social Learning in Peer Assessment***Ngar-Fun Liu (The Chinese University of Hong Kong)**

This paper presents exploratory findings of a university course involving peer feedback. Data were collected using focus groups and a questionnaire. Immediate peer feedback and e-scoring of presentations are perceived as a low-pressure opportunity for learning, since the practice presentations are not graded. Low pressure, however, is perceived as “high-stake” (fear of being judged) by some students. Shifting the private learning process to a more public and social domain suggests that “students develop objectivity and expertise regarding assessment criteria” (Liu & Carless, 2006). Strategies for managing the perceived lack of peer expertise in providing insightful feedback will be discussed.

RM 108 (Sponsored) *Incorporating Heritage Languages in the Classroom***Christopher Michael Davis (University of the Ryukyus)**

I discuss several approaches to integrating students’ heritage language(s) in the classroom, based on my own experience at the University of the Ryukyus. After giving a general background on Ryukyuan languages, I discuss several case studies from my own teaching in which heritage-language learning was incorporated into the classroom. I also consider the utility of heritage-language learning as a means of increasing students’ understanding of similarities and differences between languages more generally, in the contexts of both L2 and linguistics curricula.

RM 109 (CUE) *Conducting Peer Review***Polly Liyen Tang (Kwansei Gakuin University)**

This presentation will demonstrate how peer review can be introduced into a second-year essay writing course with students who had no prior experience with this activity. Generally, one of the more difficult aspects of peer reviewing is eliciting critical feedback from students, who tend to offer vague comments, such as “Good writing”, “Difficult” or “Nice”. The discomfort in offering a frank opinion could be more prevalent in Asian societies. However, through detailed planning of peer-review forms, clear examples and feedback, explicit evaluation criteria, and regular implementation, there was a raised level of interaction, motivation and participation from students by year-end.

RM 201 (CUE) *Effects of Explicit Instruction on Prepositions of Time***Robert Horst Taerner (Hiroshima University)**

This presentation investigates intermediate EFL learners’ ability to improve their knowledge of prepositions through classroom instruction. To increase preposition learnability and teachability, a study of 1st-year Japanese university students (N=90; average TOEIC score = 475) was designed to promote usage of the most frequent prepositions of time: at, by, for, from, in, of, on, over, to, and within. Treatment task design, reliability and validity of grammar tests to identify gains in accuracy (pretest, immediate post-test, and delayed post-test) will be discussed, as well as generalizable pedagogical insights to consider when designing tasks for learners’ interlanguage development.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

Sat

**RM 207 (CALL) *Motivation and Technology-Enhanced Language Learning*
David Ockert (Toyo University)**

This presentation shows the results of the positive influence on affective variables of live Skype-based video exchanges between elementary students in Japan and Australia. The author believes these changes can be explained with neuroscience—they are a result of the aftereffect of the hormone dopamine (Murphey, 2011) due to the excitement of successful communication. The results and implications are discussed.

**RM 211 (CALL) *Scaffolding CALL Listening Activities for Varied Learners*
Levy Solomon, Joy Jackson, & William De Luna (Sojo University)**

Listening activities feature in many curricula. In classrooms with a range of learner abilities, it can be difficult to provide the requisite support for individual learners. Learning management systems such as Moodle, Blackboard, and Edmodo can individualize materials for learners by enabling optional functions such as vocabulary preview, text display, L1 instruction and self-paced progression. Participants will learn the evolution of our primarily dictation-focused listening program, which focuses on listening for meaning with the assistance of Moodle, YouTube, and Quizlet and quantitative data collected at the end of the course indicating students' thoughts on usefulness and understanding will be shown.

**RM 302 (TD) *An Investigation of EFL Teachers' Co-Construction and Negotiation of Identity*
Omid Abednia (University of Mazandaran, Iran)**

Employing poststructural perspective to identity, this study aims to attain a practical understanding of EFL teachers' identity work. It explores how the macro-structural practices of language institutes shape the teachers' professional identity and how this identity is realized and negotiated in the classroom. The participants were four English language teachers. Data were collected through classroom observations. The audio-recordings were transcribed and analyzed using Conversation Analytic techniques. As one major result, institutional factors that affect teachers' identity at a macro level have been identified, with TTC Courses, In-service Training Programs, observers, and teacher's book and syllabus being the most influential factors.

**RM 304 (TBL) *Making TBL More Ambitious with PBL*
Walter Tsushima (University of Fukui)**

This presentation discusses how the project-based learning (PBL) approach takes learner-centeredness to a higher level. PBL shares many aspects with task-based learning (TBL). If anything, PBL is even more ambitious. TBL makes a task the central focus of a lesson, whereas PBL often makes a task the focus of a whole semester or academic year. The American educational theorist, John Dewey wrote, "education is not preparation for life; education is life itself". Project work allows 'life itself' to take shape within the classroom and provides numerous learning opportunities. The full implementation of a PBL course in Japan will be examined.

**RM 305 (Sponsored) *A Thinking-Skills-Based Reading Comprehension Method (50 min)*
James DeWitt Dunn (Tokai University)**

This workshop will introduce the Cognition-skills-based Reading Comprehension Method (CRC Method), and give attendees an opportunity to practice its implementation. This thinking-skills infused methodology helps students improve their score on high-stakes tests like the TOEIC. It also helps to develop critical thinking skills and intellectual traits that support learning. During this workshop, participants will have the opportunity to learn about the cognitive skills students develop and their usefulness in the ELL classroom. Attendees will be provided with original material for CRC Method implementation, as well as supplementary prints for building student thinking skills, to take back to their institution.

RM 306 (Sponsored) *Getting Students Researching*
Andy Boon (Toyo Gakuen University)

Project work can be a powerful means of empowering students to take their learning beyond the borders of the classroom to examine and research the world outside. This presentation will discuss how to go about equipping students with basic qualitative research skills so they can begin to develop research questions, collect and analyze data, write up their findings, and then share their research with their classmates. Examples from the classroom will be provided. The presentation will also provide an overview of the Macmillan textbook, "Research & Write." —*Sponsored by Nellies.*

10:00

RM 107 (CUE) *Video Revisited from a Motivation Perspective*
Chris P. Madden (Seikei University) & Todd Rucynski (Surugadai University)

Today's students all have cellphones with video cameras, and while many are uncomfortable speaking in front of the class, they will often spend much more time and energy making a video. The presenters will demonstrate how to use pantomime—which transcends language—and a storyboard template to facilitate plot development. Next, voice training activities and the fundamentals of acting will be shown. Finally, we show how to create private Facebook groups, which allow peer assessment to be done in English. Student-created videos shown, handouts provided. All these methods and materials will surely enhance motivation, students' and teachers' alike.

RM 108 (Sponsored) *The Magic of Learning*
Robert Rennie (Miaoli English Teaching Resources Center)

The foremost APA learner-centered psychological principle states that "The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience." This workshop will demonstrate how, over the last forty years, I have effectively incorporated specific language learning objectives accordingly by using magic tricks. Participants in this workshop will leave with immediate knowledge of how to use magic tricks in their classrooms and how to adapt them in such a way that will augment and scaffold second language learning effectively.

RM 109 (CUE) *The Use of Transformed Practice Activities in a Literacies Classroom*
James Emmet Owens (Kanda University of International Studies)

In Transformed Practice activities, original texts are recreated in different modes (e.g. spoken to written) and/or genres (e.g. email to poetry). Students demonstrate both comprehension of the original text's meaning and the creative ability to make new meanings when reconstructing texts in new forms. When successful, the activities imply that learners are able to achieve genre awareness by identifying the key features, affordances and constraints of each mode/genre. I will focus on the genre of narrative, showing examples of student work in which they rewrite news narratives as fairy-tales, or vice-versa, and reflections on the changes they made.

RM 201 (Sponsored) *Underdeveloped Listening Skills & Lost Learning Opportunities*
Alastair John Graham-Marr (Tokyo University of Science)

Underdeveloped listening skills can seriously hamper one's ability to learn a foreign language. It is commonly observed that students who spend time listening to English outside the class, for example watching videos on youtube or listening to music, give themselves more chances to learn a foreign language successfully. However, many Asian-based learners struggle to comprehend naturally spoken English, due to the large phonological differences between English and many Asian languages. This presentation will focus on ways to teach listening more effectively to Asian based learners and look at ways to maximize student learning opportunities outside of class. —*Sponsored by Abax.*

Sat

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

Sat

**RM 211 (TD) *Give Me a Clue for Innovative Teaching!*
Takaaki Hiratsuka (University of the Ryukyus)**

This presentation reports on university students' reaction to an action research project in which I incorporated several innovative premises put forth by John F. Fanselow into my teaching methods course. One of his premises, for example, suggests that teachers use materials chosen by students, not by others. Data were gathered from 34 university students through interviews, group discussions and response papers. Findings indicate that the participants experienced a wide variety of feelings and emotions, including doubts and reluctance, toward the premises and teaching styles employed in the course. They also articulated interesting points of view about innovative teaching and learning.

**RM 302 (PRAG) *Language Programs: Mandates and Aspirations*
Zainab Mohammed Jabur (Sultan Qaboos University, Oman)**

Language programs are often viewed as a competition site between mandates and aspirations. Teachers on one hand have to fulfill the requirements of the mandates of curriculum but often feel they need to go beyond and achieve students' aspirations. This paper presents some work done on how teachers find room in the class for their aspirations and how links are important to the curriculum. The paper also presents students' views on program requirements and extra-curricular activities and how they contribute to their learning. The paper concludes that teachers are often constrained with the pragmatics of the course requirements.

**RM 304 (TBL) *Journalism and Situated Learning at a Japanese Conference*
Robert G Dunn (Kinki University)**

The Japan University English Model United Nations, JUEMUN, is Japan's premier English Model United Nations experience for university students from around the world. In 2013, a digital journalism simulation called JUEMUN Journalism was incorporated into the conference, offering students experiential learning opportunities. In this presentation, the traditional faculty supervised print journalism of 2014 is compared with the student self-monitored, situated journalism of 2015. The presenter will address learning outcomes, student satisfaction, and the quality of the work produced. in this hands-on environment.

**RM 306 (TBL) *More Meaning, Less Drilling: Developing Tasks with Communicative Intent*
Brett Raymond Walter (Hiroshima University)**

In many language classrooms, students are often assigned activities or tasks that are little more than drills. Students are asked to repeat a set phrase multiple times, filling in a blank with key vocabulary words. In the field of Second Language Acquisition, classroom tasks need to structure interaction among participants while using language for a concrete outcome. The focus of any task should be on the exchange of meaning. Participants in this presentation will learn about different types of tasks that, unlike drills, have a communicative purpose driving them and about how activities can be adjusted to promote communication.

Next on the schedule...

11:00 – 11:35 Lunch

11:35 – 12:00 Welcome

12:00 – 12:55 Tamokuteki Hall (Dome) 12:00pm – 12:55pm

(Keynote) *Innovating Life! Ecologically Revolutionizing Teaching & Learning*

Tim Murphey & Joseph Falout (p.7)

Sakuraum 1F (LD) Using Electronic Self-Assessment Surveys to Enhance Lower-Tier Learner Motivation

Craig Tadashi Yamamoto & Yoko Kinoshita (Sojo University)

Transitioning to university is quite challenging in Japan, more specifically for lower-tier learners, accustomed to a strictly receptive setting. With the growing need to improve English language communication, educators are still confronted with a number of challenges in areas of motivation, interest and overall awareness. In this presentation we will introduce our action research project investigating the implementation of electronic self-assessment surveys that engage students in the learning process. This will include the complete process from development to implementation which has made the introduction of our self-assessment survey such a positive influence, guiding them towards becoming self-directed language learners.

RM 105 (LD) *Developing Skills for Setting and Carrying Out Goals*

Brian Cullen (Nagoya Institute of Technology) & Ben Backwell (Nagoya City University)

This presentation will explore the rationale of helping students to develop skills for setting and carrying out goals in their academic and non-academic life. The presenters will then share several learning activities that students in their classes have used successfully to carry out goals such as sports success, raising TOEIC scores, and other personal goals. These learning activities are divided into two distinct groups: setting goals and carrying out goals. Student feedback will also be shared to illustrate how development of a real world skill such as goal setting can be an enjoyable as well as a useful activity.

RM 107 (CUE) *Willingness to Communicate in Classroom Interaction*

Yoko Munezane (Aoyama Gakuin University)

Willingness to Communicate (WTC) in an L2, which is widely believed to facilitate the acquisition of the target language, has recently been extensively investigated. However, few studies have been conducted to explore the relationship between WTC and actual L2 communication. This presentation explores the effects different levels of WTC have on classroom interaction. A group of 30 Japanese university EFL learners participated in the study. The results suggested that high WTC learners took more leadership roles toward reaching a verdict, produced more L2 communication, and made more meaningful contribution to the discussion. Pedagogical implication of the research findings will be discussed.

RM 108 (Sponsored) *Text and Context: Innovating the Coursebook*

Marcos Benevides (Materials Writers SIG)

Language learning courses have long been organized according to a grammar syllabus; that is, to a series of language forms meant to be taught sequentially from a text, often regardless of learners' specific contexts. Authentic meaning-making and the presentation of interesting content is of secondary importance, shoehorned in simply to illustrate a grammar point. Yet, despite the occasional flare-up of anti-textbook indignation, teachers overwhelmingly do choose traditional texts, and publishing companies are only too happy to oblige. Is there a way to escape the grammar syllabus textbook? Or is language teaching doomed to always be trapped between text and context?

RM 109 (CUE) *Reducing Plagiarism in University Classes*

Deborah J. Bollinger & Joseph Dias (Aoyama Gakuin University)

This presentation focuses on various steps that are being implemented to reduce plagiarism in an intensive English program for first and second-year university students, based, in part, on the results of teacher and student surveys. This ongoing process has involved creating a plagiarism policy statement, providing knowledge and skill building tasks at all levels of the curriculum, creating a database of students' work, providing teacher orientation, and creating a simple online teacher reporting form, in an effort to develop guidelines and practices that serve to educate and motivate students to avoid plagiarism, rather than simply punishing individual infractions.

Sat

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

Sat

RM 111 (SA) *Forum: Discussing Issues in Study Abroad (90 min)***Paul Horness (Atomi University), Robert Dunn (Kinki University), Chihiro Tajima (Keisen University), & Mitsuyo Toya (University of Ryukyus)**

Study abroad is an important part of many programs across many disciplines. It takes many forms such as language schools, graduate schools or professional exchanges. First this forum will discuss current research projects and issues related to study abroad. Then the panel will discuss prepared questions. Finally, the panel will take questions from the audience. It is hoped that the forum gives everyone new insights, and new ideas for their study abroad programs.

RM 201 (GILE) *International Connection on Campus: What's It Take?***Juanita Heigham (Nagoya University of Foreign Studies)**

The notion that the mere presence of international students on campuses creates internationalization is a commonly held belief, but one that research has repeatedly shown to be unsubstantiated. International students often struggle with feelings of marginalization, and building relationships with local students is often considered difficult or impossible. This paper reports on research conducted to explore relationships between international students and local Japanese students and what promotes the development of those relationships. The participants in the qualitative study were students at a large university in Japan that offers an English-taught program, and their stories will be shared during this presentation.

RM 205 (SDD) *Speech, Drama, and Debate SIG Forum (90 min)***David Kluge (Nanzan University), Gordon Rees (Yokkaichi University), & James Higa (Nanzan University)**

The Speech, Drama, and Debate Forum will provide a venue to share ideas on how to "innovate the classroom" with the use of oral interpretation/reader's theater, speech, drama, and debate. First, David Kluge will speak on "Creative and Academic Presentations." Then, Gordon Rees will present on "Getting Started with Reader's Theater." After that, James Higa will talk on "Self and Peer Assessment in Speech Performance." The presentations will be followed by a Q&A session. Lastly, we will break into discussion groups based on participants' interest, each group with a specific theme of speech, drama, debate or oral interpretation.

RM 207 (CALL) *Forum on Mental, Physical, and Psycho-Social Issues with Technology (90 min)***Brian Gallagher (Meijo University), Maki Ho (St. Michael International School), & Robert Chartrand (Kurume University)**

Join our forum and enjoy a new style of discussion, engaging everyone to be participants rather than simply audience members. Discover new ideas, develop your opinion and flow with the conversation. Blending the themes of technology and the brain, this CALL forum will open up the conversation on mental & physical health Issues with using technology and the possible psycho-social Issues affecting students and staff. These include mental issues—sleep disturbance, anxiety, mood, stress and de-stress techniques; physical Issues—aches & pains, dry eyes, eye strain, headaches and absence; psychosocial issues—relationship disturbance, dependence, overuse, and interruption.

RM 209 (SO) *How to Find and Train the Right Teacher for Your School***Grant L. Osterman (Family English School International Co., Ltd.)**

One of the most difficult tasks for school owners is to allow a stranger to come into your school and teach students that have put their faith in your ideology. It is however a necessary obligation if growth is what you want. That being said, this presentation will focus on personal experience from over 20 years on hiring and training new teachers. Areas covered will be recruitment, accountability, incentives, and training. This is an interactive presentation with the audience also participating with personal stories and suggestions for improvement.

RM 210 (PRAG) *A Sociocultural Approach to Teaching Pragmatics*
Mayumi Fujioka (Osaka Prefecture University)

When introducing pragmatic instruction in the L2 classroom, teachers may benefit from a larger conceptual framework showing how the acquisition of pragmatics works in relation to students' environments. This presentation draws on Activity Theory (AT) (Engeström, 1999), a branch of Vygotskian Sociocultural Theory, as a conceptual guide for L2 pragmatic instruction on English at the university level. The presenter explains in practical terms how the central tenets of AT, including learners as agents, tools, goals, communities, and rules and roles within communities, could serve as an effective guide for teachers in planning and implementing lessons on pragmatics.

9:30

10:00

RM 211 (BIL) *Why Do My Bilingual Kids Never Bl*y Swear?***
Michael Joseph Bradley (Okinawa Christian Junior College)

I have been recording weekly conversations with two of my (bilingual Japanese/English) children for over a year. The recordings are made during the school run during which I can occasionally be heard swearing at other drivers. My children however, never reproduce the bad language. Nor do they produce any of the Belfast slang which I sometimes let slip. This presentation will examine the research in an effort to account for this apparently counter intuitive state of affairs. Put another way—why has my "reprehensible input" gained less traction than Krashen's "comprehensible input" theory would lead us to expect?

10:30

1:00

RM 212 (ER) *Assessing Xreading for Extensive Reading*
Paul Collett (Shimonoseki City University)

In offering an online system for Extensive Reading (ER) programmes, Xreading promises to simplify ER for both students and instructors, with "always-on" access to books and built-in quiz-based assessment. Does it deliver? Based on experience using Xreading as part of a university-level ER course, the presenter will offer a case-study of its use. As well as addressing issues from a teaching & administrative perspective, students' perceptions and attitudes towards the system will be considered. It is hoped that by presenting a balanced and comparative overview, this presentation will be informative for those considering implementing or upgrading an ER programme.

1:30

2:00

2:30

RM 301 (PRAG) *Achieving Learner Initiatives in EFL Classroom*
Aya Watanabe (University of Fukui & Kobe University)

Learner initiatives are any self-selected turns taken by learners that are not in response to teacher nominations (Waring, 2011). It requires an uptake by the teacher or other participants (Garton, 2012) and has a consequence in the ongoing sequence. Using conversation analysis, the study focuses on how learner initiatives are accomplished over time at an after-school EFL program in Japan. Audio-video recordings of naturally occurring classroom interactions were collected for over a 4 year period. Learner initiatives were initially performed using L1 and non-verbal actions in early stages, and the use of L2 gradually emerged to display knowledge and understanding.

3:00

3:45

RM 302 (BC) *Impacts and Implications of Adoption of English as Corporate Official Language in Japan*
Saeko Ujiie (SBF Consulting)

Major Japanese companies' new policy of mandating English as official language is receiving attention. But the language policy could pose challenges for Japanese businesspeople. The study examines the problems and difficulties experienced implementing English as official language policy. It is based on the interviews of the human resource director and the manager of a Japanese company, who are in charge of "Englishnization", and its employees who experienced the changes caused by the new policy.

4:15

4:45

5:15

RM 304 (TBL) *Task Based Language Learning and Belief, Strategy Use, and Confidence in L2 Abilities of EFL Learners*

Erina Ogawa & Shinichi Izumi (Toyo University)

Results will be presented of a study investigating differences between Japanese university students with higher and lower levels of English language proficiency regarding their beliefs, learning strategies and confidence in their English learning. Questionnaire responses from 78 students with high second-language (L2) proficiency and 104 more “average” Japanese university students revealed differences between the two groups of students regarding their study beliefs and use of experiential and analytic learning approaches. Overall, the study findings highlight the importance of beliefs in and use of experiential learning while recognizing the value of analytic learning for EFL learners.

RM 305 (TEVAL) *A Meta-Analysis of the Relationship between Anxiety and L2 Test Performance*
Heng-Tsung Danny Huang (National Taiwan University) & Shao-Ting Alan Hung (National Taiwan University of Science and Technology)

While an extensive body of research has explored the role of anxiety in L2 test performance, the findings have remained largely inconclusive. In response, this study employed the meta-analytic approach to synthesize and evaluate the relationships between four types of anxieties (i.e., trait anxiety, state anxiety, test anxiety, and language anxiety) and L2 test performance. Based on 38 primary studies that satisfied the inclusion criteria, the results showed that trait anxiety and language anxiety constituted the major antecedents of state anxiety, whereas test anxiety, language anxiety, and state anxiety served as the principal factors disrupting L2 test performance.

RM 306 (CT) *CLIL: Overview and Latest Developments in Japan*
Laura MacGregor (Gakushuin University)

CLIL, Content and Language Integrated Learning, began in Europe and has spread to other countries, including Japan. The presenter will first outline CLIL's core framework, including some of the ways it addresses critical thinking skills development (e.g., through Bloom's Taxonomy of Learning; referential questioning). Then, she will summarize key features of CLIL university classrooms in Japan, based on class observations, interviews with CLIL teachers, and the CLIL literature from Japan. Finally, she will compare teacher beliefs and practices in Japan with CLIL principles, and with practices in other countries, and end by suggesting directions for CLIL's further development in Japan.

—SIG Events—

Study Abroad SIG

Study abroad Conference

September 17, Lakeland University, Shinjuku, Tokyo

(Call for proposals closes June 30)

saconference2016.weebly.com

—SIG Events—

Critical Thinking SIG

Speech, Drama, & Debate SIG

Debate and Critical Thinking Conference

July 31, Nanzan University, Nagoya

Sakuraum 1F (LD) *Feuerstein's Learning Phase and EFL*
Michael J. Iwane-Salovaara (Momoyama Gakuin University)

Many EFL programs in Japan often emphasize classroom instruction to the exclusion of other learning contexts such as self-learning and real life language usage. However, learners of English require and often want more than classroom instruction. This presentation focuses on how educator Reuven Feuerstein's "Learning Phase" can be applied to EFL programs by examining all aspects of the learner's English language learning experience. The central thread of the presentation is kind and quality of learner attention in the various roles it plays in the Learning Phase and in each of its learning contexts: classroom, self-learning, and real-life experience.

RM 105 (LD) *Momentum to Develop Intercultural Understanding*
Robinson Fritz (Nagasaki University) & Sumiko Miyafusa (Showa Women's University)

How can university foreign language educators help learners "succeed in the global field" or become "globally minded"? The presenters will introduce their innovative framework, the Ideal Intercultural Self (IIS), which attempts to give learners momentum to reach these big objectives. The framework combines theories from intercultural competence, the L2 Motivational Self System and recent developments from the linguacultural approach. The IIS framework develops awareness and understanding of the various internal and external factors (cognitive, affective, and socio-cultural) that influence the successful acquisition and use of foreign languages. Results and suggestions from the use of the IIS framework will be shared.

RM 107 (CUE) *Reading Strategy Instruction to EFL University Students: Its Influence on Frequency of Strategy Use and Proficiency*
Mutsumi Kawakami (Tokyo Denki University)

Orchestrating strategy use is considered one of the most important factors for success in foreign language learning. This presentation describes an empirical study exploring the effect of explicit reading strategy instruction to 54 mixed-proficiency EFL university students. The presenter will discuss differences in effect between higher (HP) and lower (LP) proficiency students: (1) as a result of reading strategy instruction, HP students employed reading strategies more frequently than LP students, and showed greater improvement in their English proficiency; and (2) compared to LP students, HP students tended to appreciate top-down processing on texts in order to understand content.

RM 108 (Sponsored) *Designing Materials that Work*
Barbara Hoskins Sakamoto (International Teacher Development Institute, Japan; Teaching Younger Learners SIG)

I've spent much of the past 25 years rewriting the same books. While I'm no expert on the subject of creating materials, I have learned a few things that I think make a difference in whether or not materials are successful. Whether you're evaluating or creating materials for your own learners, or working on the next big course book bestseller, I believe these guidelines can make a difference for you, too.

RM 109 (Sponsored) *Active Participation Using Low-Tech Student Response Cards*
William Pellowe (Kinki University (Fukuoka Campus)) & Paul Shimizu (Intercom Press)

We can encourage, engage, stimulate, and motivate students to stay focused in the classroom through periodic and judicious use of student response systems (SRS) that require all students to respond simultaneously. SRS improve student concentration, and encourage a more active engagement with the material. SRS also allow the teacher to quickly gauge the students' understanding of the material. The presenters developed a low-tech SRS using simple, 2-sided answer paddles that they have been using in their regular EFL classes. This presentation will provide an overview of relevant research findings and some basic examples of using such a system in class. —Sponsored by Intercom Press.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

RM 201 (GILE) *World Citizen Curriculum Design: Global Studies*
Kip Cates (Tottori University)

This presentation will describe a new “Global Studies” course created for a “global university” which aims at developing students to be global personnel. The course comprises three content areas: world themes (international topics such as world flags, world languages and world religions), geographic literacy (a survey of world regions such as Europe, Asia, Africa and Latin America) and global issues (an introduction to world problems such as war and peace, human rights, development and the environment). The presenter will describe the design of the course and explain how it promotes global awareness, English skills and a sense of world citizenship.

RM 209 (SO) *Professional Development! The Next Step*
Robert Sieveking (EBS Intercultural Education Center)

Professional development... what do you think of? Most teachers and school owners think of how to improve teaching methods and classroom management. But as school owners and supervisors, it is also important to improve leadership skills. This workshop will look at the importance of developing strong leadership skills, focusing on important management topics, such as style, accountability, and engagement. Sources that can aid in developing leadership skills—entrepreneurial websites and *From Teacher to Manager* (Cambridge University Press)—will be introduced.

RM 210 (PRAG) *Teachers' Cognition in Pragmatic Instruction*
Chie Kawashima (Macquarie University / Tochigi Prefectural Sano Shou-ou High School)

Language teachers are in a strong position to be aware of the differences between how language is used and how language use is or is not taught in the classroom, but teachers' cognition and beliefs may influence their approach to pragmatic instruction. To explore this, the presenter analysed data collected through audio recordings of semi-structured interviews from EFL teachers to examine their knowledge and beliefs about pragmatic instruction. She will discuss the findings including 1) participants' experience of communication failure in their L2, 2) their knowledge and interest of pragmatics and 3) their belief about the significance of pragmatic instruction.

RM 211 (BIL) *Educational Decisions: Third Culture Kids in Japan*
Christie Provenzano (Kumamoto Gakuen University)

As Japan becomes increasingly globalized, society is starting to make room for permanent foreign residents settling here to live, work, and raise their families. While many non-Japanese marry and raise children with Japanese partners, families where neither parent is Japanese face unique challenges raising their Third Culture Kids (TCKs). The presenter will review literature on TCKs, highlighting language (including bilingualism), culture, and identity issues. Case studies of TCKs in Japan will then be presented, focusing on the decisions made regarding their formal education and reflecting on outcomes. Participants are encouraged to ask questions and share their own experiences.

RM 212 (ER) *Paper-Based ER & Screen-Based 'ER': Towards More Efficient Integration*
Richard John Walker (Reitaku University)

'Extensive Reading' is often used as a supplementary but graded component of a university course and this presentation looks at student performance and opinion from four skills-based courses at Japanese universities in 2015-2016. Paper-based 'ER' was used in semester one; screen-based 'ER' in semester two. A majority of 70 respondents were found to favour the screen-based medium despite occasional difficulties in using it; significant and continued support for paper-based 'ER' was also clear and found in specific contexts. While the worth of both types of 'ER' is unassailable, how might we best move towards more efficient integration?

RM 301 (PRAG) *Capturing “Reflection-in-Action” Moments between AET and JET*
Mika Ishino (Osaka University)

While teachers’ “reflection-in-action” (Schön, 1983) in co-teaching classrooms has been regarded as difficult to capture (Farrell, 2015), it is very beneficial to describe in order to understand how two teachers develop their coordinated practical knowledge through moment-to-moment interaction. Applying conversation analysis, this study describes a reflection-in-action moment between an assistant (English) language teacher (ALT) and a Japanese teacher of English (JTE) in their collaborative classroom teaching. The data were obtained from 10 classroom hours of video recordings at a Japanese public junior high school. The analysis captures the two teachers’ reflection-in-action and changes in certain practices.

9:30

10:00

RM 302 (BC) *Case Studies for Teaching English & Business Skills*
Rebekka Eckhaus (New York University School of Professional Studies)

This presentation will describe how to scaffold a 3-lesson unit for an intermediate to advanced EFL class using a business case study. The first lesson of the unit focuses on comprehension of the case study, in addition to language concerns. In the next lesson, students present and discuss the case within the structure of a simulated business meeting. The final lesson allows students to offer solutions and recommendations to the problem explained in the case. The activities endeavor to foster learner autonomy and problem solving while providing an easy-to-apply framework for teaching with business case studies.

10:30

1:00

RM 304 (TD) *Bringing the Extra to the Centre*
Ali Salim Zefeiti (Sultan Qaboos University, Oman)

Language programs are often viewed as a competition site between mandates and aspirations. Teachers on one hand have to fulfill the requirements of the mandates of curriculum but often feel they need to go beyond and achieve students’ aspirations. This presentation shows qualitative data collected through interviews and focus group discussions on how teachers find room for students’ aspirations and how they link these aspirations to the curriculum. Students’ views on program requirements and extra-curricular activities and how they contribute to their learning are also shown.

1:30

2:00

RM 305 (TEVAL) *Improving IELTS Speaking Test Performance through Student Self-Assessment and Task Repetition*
Paul Anthony Marshall (Shizuoka University of Art and Culture)

There are few guaranteed ways for language learners to go about improving their speaking. This researcher experimented with a procedure to encourage improvements in his students’ spoken production. The project led up to the IELTS exam, and involved students recording their own practice speaking tests with the researcher acting as the examiner, and then completing a self-assessment while listening to the recording. Data was collected from student self-assessments, teacher analysis of students’ spoken production, and a final questionnaire provided to students. Results were varied but overall showed the process to be beneficial.

2:30

3:00

RM 306 (CT) *Innovative English Language Acquisition through Students’ Participation in Pan-SIG 2015*
Hiroshi Nakagawa (Tokai University)

Recently, English language learners are becoming more willing to attend education conferences. Opportunities like these are valuable paths for English improvement, enabling students to engage in cross-cultural exchange, analyze differences between cultures, and synthesize this new information by combining their conference experience with new learning patterns. This presentation will explain how students benefitted from participating in the PANSIG 2015 conference with their comments and observations of the experience. To prepare for the conference, participants had seven intensive English sessions. This presentation will also highlight the teacher’s role in promoting learning platforms and utilizing scaffolding to enhance students’ English proficiency.

3:45

4:15

4:45

5:15

Sat

Sakuraum 1F (LD) *Motivation: The Influence of Japanese Culture and Society on Japanese English Learners*

Ricky D. Domingo & Machiko Hasegawa (University of Hawaii Manoa, USA)

This study focused on Japanese students in ESL programs and analyzed their motivation in the context of Japanese culture, society, and education systems. Through a mixed-methods research approach, data was analyzed to show that the influence of Japanese culture and society on Japanese ESL learners' motivation falls into one of four main categories: tendency to act reserved/feelings of self-consciousness, the need for accuracy, need to produce relevant speech, and a propensity to engage in a group mentality. We examine practical implications to apply these findings into the language classroom.

RM 105 (LD) *Enhancing EFL Low-Proficiency University Students' Oral Communication by Using Scaffolding Instruction*

Nawarat Siritaratn (Kasetsart University, Thailand)

Thai students often lack self-confidence when using English for oral interactions as they have relatively few opportunities to communicate in the target language outside class. Based on scaffolding theory (Vygotsky, 1978), learners are able to progress in their learning if they are assisted with scaffolded support. Students were surveyed, using two questionnaires and an interview, to investigate students' perceptions of their linguistic abilities, and the extent to which the scaffolding stimulated students' oral abilities. The results indicated that students perceived not only their oral abilities, but also their study skills and self-confidence using English to have improved too.

RM 107 (CUE) *Designing Projects to Supplement Textbook-Based Curricula*

Paul Daniels (Kochi University of Technology)

This presentation will demonstrate how a textbook-defined curriculum can be augmented through the use of group projects in order to increase learner involvement and encourage real-life problem solving. But implementing projects can be challenging, particularly in a passive learning culture where teachers are expected to lead inquiry. This presentation will offer suggestions on implementing group projects for science and engineering students. The presenter will introduce 4 projects—a data project, a measurement project, a design project and a survey project—and will demonstrate how projects promote collaborative responsibility, integrate active and passive learning tasks, and make effective use of classroom time.

RM 108 (Sponsored) *Better Than a Crescent Wrench: Poster Presentations*

James Andrew Elwood (Meiji University)

One element of academic conferences is the (mostly) unloved poster presentation, which has received scant attention in most tertiary textbooks and classrooms. However, this activity can benefit presentation skills, impromptu speaking, academic vocabulary, and area-specific knowledge. In this talk we will examine a new university poster presentation course that consists of an authentic regimen of crafting and submitting proposals, creating posters, and participating in a department-wide poster session. Feedback indicated the course was challenging yet interesting and conducive to improvements in students' English skills. This presentation will broaden participants' knowledge of a very beneficial yet under-utilized series of activities.

RM 109 (CUE) *Keeping Things in Tune: A Survey of Students Feelings about Using Music in Class*

Steven E. Quasha (Sugiyama Jogakuen University)

Using music in EFL classes offers a myriad of benefits to second language learners. In this presentation, the author reports on a student survey of approximately 50 first-year university non-English business management majors and 50 first-year English education majors to determine learners' perspective—after one year of study—regarding the efficacy of music in the classroom. The author will present a data comparison between the two groups and discuss ways to use songs more effectively in class. Participants will also learn how to implement digital music to help make songs more accessible for lower level learners.

RM 201 (GILE) *Hard-Hitting Lessons in the English Language Classroom: Useful or Wasteful?*
Juhi Gupta (Nagoya University of Foreign Studies)

This presentation offers an insight into how students responded to English-medium sessions on global issues and volunteerism along with a discussion on what works and what doesn't based on the presenter's own experience of teaching a university course on volunteering. The presenter will share some of the strategies used in the classroom that were well-received, such as making posters with messages by the students on their chosen causes and using cartoons to discuss issues like poverty and education. Primarily, the presentation will make a case for creating English language lessons on wide-ranging global issues from gender inequality to refugee crises.

9:30

10:00

RM 209 (THT) *Advertising, Creating, Editing, and Publishing a SIG Academic Journal*
Patrick Thomas Dougherty (Akita International University)

The THT Journal is an annually published academic journal sponsored by Teachers Helping Teachers. It is published as a bound version, ebook version, and on-line accessible pdf. This presentation will outline a practical guide for organizations interested in creating their own academic journal based on the experiences, successes, and failures, of its executive editor. When participants leave the presentation they will do so with an understanding of what it takes to create a journal and a list of resources and avenues for publication.

10:30

1:00

RM 210 (PRAG) *Using Scrum Principles in the EFL Classroom*
Douglas E. Forster (Japan Women's University) & Joseph W. Poulshock (Tokyo Christian University)

The presenters will discuss how Scrum, originally created as a more effective way to create software methods, might be used to reach desired goals in the EFL classroom based on the following principles: focusing on only a few things at a time produces excellent work and reaches desired outcomes sooner; teamwork fosters support, provides greater resources, and creates courage to undertake greater challenges; we can express our progress and better address our obstacles and concerns; having greater control over our destiny makes us more committed to success; sharing successes and failures together fosters respect for ourselves and others.

1:30

2:00

2:30

RM 211 (BIL) *L2 Teaching at Home: FLP in a Multicultural Situation*
Kaori Hata (Osaka University)

This study aims to investigate how the heritage language can be practically taught at home as Family Language Policy (FLP), and the methods parents adopt to educate their children. As a case study, naturally situated discourse data taken periodically at dinnertime are analysed, as this is practically the only time families can get together in their daily life. As a result, however, while the heritage language users try to teach their language, contradictions are observed between parents over FLP. By analysing the data, this study tries to reveal the appropriate balance between pedagogical policy and family tightness.

3:00

3:45

RM 212 (ER) *Principles for Diagnostic Testing in SFL Reading*
Greg Rouault (Tezukayama Gakuin University)

In language teaching, one innovative trend has been a move to more student-centered learning. Claims of meeting the students "where they are" can be heard in teacher education programs and seen in materials marketing. However, this mantra presumes the ability and the effective tools to conduct needs analysis and testing. In the case of second and foreign language (SFL) reading, the interaction between many factors presents a significant challenge for diagnosis. This presentation will look at examples of tests measuring the linguistic and cognitive aspects of reading, principles for diagnostic testing of reading (Alderson, 2014), and implications for future research.

4:15

4:45

5:15

RM 301 (PRAG) *Initiating Oppositional Talk in a Discussion Task*
David Aline & Yuri Hosoda (Kanagawa University)

This presentation examines how L2 learners conduct arguments in task-based language learning discussion tasks. Analysis focuses on opening sequences, positions, and strategies for arguments. Data come from 160 hours of video-recorded discussions in university English classes. Analysis revealed that potential opposers delay initiating opposition by using strategies such as: (a) Wh-questions and repeats that foreshadow opposition, and (b) waiting for the original discussant to provide more information before initiating opposition. The results highlight the need for examination of extended sequences of conflict talk and expand understanding of resources L2 speakers employ to initiate opposition. Finally, teaching implications are discussed.

RM 302 (BC) *Teaching Business English in Collaboration with Japanese Faculty*
Richard Miller & Masashi Kurosawa (Kobe Gakuin University)

Collaborating with the Japanese faculty to help set up English curriculum is a powerful way to motivate students as well as to make the language teaching more relevant. Utilizing the concept of content-based instruction (CBI) is an effective way to enhance learning in the L2 (Brinton, Snow & Wesche, 1989). In this presentation, the two presenters will show how they collaborate by teaching business content, first in the L1 then later in the L2. The example explained will be teaching a management tool (the SWOT analysis), along with a pre- and post-test analysis of its effectiveness.

RM 304 (TBL) *Beyond Digital: Using Board Games as Part of a Wider TBLT-Based Framework*
James York (Tokyo Denki University)

There is a large, and growing number of papers concerned with the application of traditional TBLT methodology with digital games, yet we feel that board games offer superior opportunities for authentic communication, and both affective and cognitive benefits when used as part of a rigorous teaching methodology. Our presentation goals are: 1) to educate other practitioners on the range of available board games and their specific affordances for language learning from a sociocultural perspective. 2) to reveal our TBLT-based methodology for using board games as a core component in EFL contexts with a specific consideration on fostering verbal interaction.

RM 305 (TEVAL) *Can Speaking Drills Promote Ideal L2 Self Images?*
Tomoyuki Kawashima (Gunma University)

The presenter reports on a 10-month-long intervention study conducted to examine the effects of speaking activities in class on the development of the English speaking Ideal L2 Self images. A total of 110 first-year senior high school students read aloud, practiced the repeating of, and recited the texts whose meanings were familiar to them during regular class hours. The questionnaire with twelve six-point Likert items adopted from Taguchi, Magid and Rapi (2009) was administered as pre- and post-tests. A repeated measures analysis using GLM procedure was run, and the change in ratings over time was compared.

RM 306 (CT) *Looking at Innovations in Curriculum through the Lens of 21st Century Skills*
Mehran Parisa (Osaka University), Alizadeh Mehrasa (Osaka University), & Aryadoust Vahid (National University of Singapore)

An innovative curriculum is characterized by the incorporation of 21st century skills, i.e., the essential skills needed for success in today's world such as critical thinking and collaboration. Using Jenkins' (2009) inventory, we investigated the curriculum orientations of Iranian school teachers particularly in terms of the precedence they give to critical thinking and students' interests and needs. The participants endorsed curriculum innovation and valued the development of higher-order thinking skills and students' 21st century needs such as digital literacy. The results of this study will be further examined by comparing and contrasting Iranian with Japanese curricular practices.

Sakuraum 1F (LD) *Blended Learning: Self and Teacher Evaluation*
Peter John Wanner (Tohoku University)

A strong relationship that exists between self-evaluation and teacher evaluation in the EFL classroom. There are strong indicators that self-evaluation enhances autonomy of the language learner while teacher evaluation also enhances language learning of the student. This study lays out how a form of blended learning using a Group Self-Learner-Evaluation (GSLEV) Approach for learners as well as a Coded Correction Writing Approach for teacher evaluation provide better fluency in the learner's four language skills. Evidence of Better Fluency in all four language skills basically means impressive general improvement in the following areas: listening, reading, listening, and speaking.

RM 105 (LD) *Con conversationally Helpful Embodied Kaeuta-Songs*
Tim Murphey (Kanda University of International Studies)

"Kaeuta" is the Japanese term for borrowed song melodies with rewritten lyrics. In the 1960's this was done with popular songs for political and protesting reasons. More recently it has been done for language learning with a variety of well known tunes. These do not have to be long songs but rather "one liners" or a verse that works as a "call and response" with questions. (How are you?) They can also start out as "speed dictations" that will be demonstrates with examples (10 on a handout). Participants will be collaboratively and joyfully guided to make one in small groups.

RM 108 (Sponsored) *The People, the Product and the Personnel*
Laura Kate Macfarlane (EFL Club, Japan)

If you were asked to describe your product and its value to your students, would you be able to? All eikaiwas deliver English lessons, but what specifically are your students learning? What is the value to them of taking lessons at your schools, and most importantly, do they know what it is? Does your staff understand your product? And who are your students? Does your product match your students' needs? The presenter will raise issues crucial to the running of a successful eikaiwa, and identify the principal's role in managing the people, the product, and the personnel.

RM 109 (CUE) *University Students Report Their Motivation*
Tetsuko Fukawa (Kanda University of International Studies)

The researcher will discuss a pilot study of L2 motivation that investigates what double-major students report as their motivation for learning English, as well as what contributes to their motivation, negatively or positively. Based on a limited sample size, five Thai-English double-major freshmen volunteered to be part of this study. The data was collected over the course of 10 weeks using the following instruments: a 1st-week questionnaire, weekly focus group interviews, individual interviews once every three weeks, and daily journal entries. The data is analyzed using Dornyei's (2005) L2 motivational self-system.

RM 201 (GILE) *The Olympics Seen through a Gender Lens*
Chris P. Madden (Seikei University)

Do the Olympics have a positive effect on gender equality? What is the history, and current state, of gender equality in Japan? Attendees will receive a handout with a ten-question warm-up quiz and two informative paragraphs that answer some of these questions with research from the Olympic movement itself and other sources. This handout can be used with virtually any level university student for many years to come and also includes thought-provoking discussion questions.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

RM 209 (Sponsored) *Xreading at Two*
Paul Goldberg (XReading)

Xreading, the online system that provides students with unlimited access to graded readers and allows teachers to track their students' reading progress was launched two years ago. At that time, the system had only 78 books from two publishers, and provided basic functionality. Now it has nearly 600 books from 10 publishers, and boasts a multitude of new features. In this presentation, the founder of the system will explain how the system has grown over the past two years, and what new functionality and features can be expected in the future. —*Sponsored by englishbooks.jp*

RM 210 (PRAG) *Negative Feedback in University Seminars*
Anne McLellan Howard (Miyazaki International College)

This study investigates negative feedback in US undergraduate seminars of mostly L1 English-speaking students. Negative feedback in a discussion-based class is a delicate process in which the instructor must point out problems in an answer while maintaining an encouraging tone, and it ranges in form from direct feedback (e.g., “Not exactly”) to restating or reframing instructor questions. Using the MICASE corpus, the presenter used discourse analysis to identify negative feedback and examine how it differs depending on the activity and the student's answer. This presentation may be of interest to instructors who use discussion, and to teacher trainers.

RM 211 (BIL) *Language Ideologies and Practices of Parents Raising Bilingual and Biliterate Children in Japan*
Janice Nakamura (Sagami Women's University)

This ethnographic study examines the language ideologies and practices of parents who are raising bilingual and biliterate children in Japan. The participants for this study are ten parents whose children attend Japanese public elementary schools and a parent-run Saturday English literacy group in Tokyo. Interviews revealed that the parents' emphasis on English was influenced by their expectations for their children's education. Their language ideologies transpire into daily language practices that develop English literacy, particularly nightly book readings. The parents also greatly benefited from the support they provide to each other in the literacy group.

RM 212 (ER) *Implementations of MReader at Two Universities in Kyoto*
Thomas Robb (Kyoto Sangyo University), Aaron Campbell (Kyoto University of Foreign Studies), & Matthew Claflin (Kyoto Sangyo University)

MReader is free, browser-based software that tracks student extensive reading by providing short, randomized quizzes on the books students have read. Each student has his/her own webpage where the covers of their books and word counts are displayed. Both Kyoto Sangyo University and Kyoto University of Foreign Studies have large numbers of students in various curricula using the program, but there are significant variations in how it has been implemented. After a brief introduction to MReader itself, representatives of both schools will compare and contrast the two programs looking at administration, facilities, usage in the classroom and in research.

RM 301 (PRAG) *Feedback in Nepalese and Japanese EFL Context*
Baikuntha Bhatta (Kanagawa University)

The three-turn sequence of Initiation-Response-Feedback (IRF) is commonly regarded as a template of classroom talk. However, there have been some studies focusing only on the third turn of the sequence—feedback. With video-recorded data of beginning and intermediate-level teenage learners in teacher-fronted classrooms, this presentation highlights the occurrence of the third turn. Mainly this focuses on the differences between the two cultural settings in providing feedback: basic feedback as an acceptance of the student response, and explicit positive feedback upgrading the student response; and attempts to relate the differences to cultural contexts of Japan and Nepal.

RM 302 (BC) *Different Perspectives towards Common Interview Questions by Students, Teachers and Hiring Managers***Yin Ling [Carly] Lui (The Chinese University of Hong Kong)**

Job interviews are one of the many important skills that students need to learn in order to secure a job when they leave. However, what we teach in the class might not be similar to what potential employers are looking for. The aim of this presentation is to examine the similarities and differences between how students answer common interview questions, how lecturers think they should answer, and what the employers would like to hear. This is to “narrow the gap between the office and the classroom by examining the nature and frequency of English-language” interviews (Evans, 2013).

RM 304 (CALL) *WebQuests for Four-Skills Projects***Richard Joseph Lemmer (Chugoku Gakuen University)**

Last year marked the 20th anniversary of the WebQuest. They have been used extensively in the U.S. but appear to have had little impact in Japan’s classrooms. A WebQuest is an Internet-based research activity which stresses higher order thinking skills. WebQuests are generally team projects with sources of information pre-selected by the instructor. With more curriculum using content and task based projects, the WebQuest seems a natural fit. The speaker will provide information on the history, structure and planning of a WebQuests, and then show an example WebQuest created for an Integrated English class. Students’ results will also be shown.

RM 305 (CALL) *Does Social Networking Benefit Malaysian Secondary School Students? Exploring its influence in an ESL learning context***Siew Ming Thang (The National University of Malaysia), Azuhaidah Mohd Taha (Seri Puteri Secondary School, Malaysia), Noorizah Mohd Noor (The National University of Malaysia), & Lay Shi Ng (The National University of Malaysia)**

Social networking has changed the landscape of communication and socialisation in allowing teenagers a variety of means to be in touch with each other. This study investigated how this phenomenon affects teenagers' social lives and whether it benefits them academically. The study used focus group interviews and questionnaires conducted with students from four types of secondary schools in Malaysia. The findings revealed that social networking benefited all the students but to varying extents depending on gender, ethnic origins, and levels of proficiency. These findings will be discussed in relation to their implications for teaching and learning in Malaysian secondary schools.

RM 306 (Sponsored) *Unlock Student Potential with Cambridge Discovery***Yuasa Yoshino (Cambridge University Press, Japan)**

The principle behind Cambridge University Press and Discovery Education’s partnership is motivating students to think critically when presented with materials that are engaging and innovative. The materials go beyond traditional topics to change the way learners interact with ELT materials. In this session, Cambridge University Press will provide an overview of Unlock, Uncover and Cambridge Discovery Interactive Readers; three series released in collaboration with Discovery Education. We will demonstrate how the thought provoking content of Discovery Education can be implemented into an English program, and we will ‘discover’ the student’s motivation for academic success. —Sponsored by Cambridge University Press

—SIG Events—

Learner Development SIG

Creating Community: Learning Together 3

December 18, Otsuma Women’s University, Tokyo

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

(ER) *L2 Reading Fluency Development: Successes and Failures***Andrew Atkins (Kinki University)**

This poster presentation explains and examines a series of longitudinal studies that took place over a period of 5 years at private and public universities in Japan (N>600). The studies utilised timed and extensive reading in combination with the goal of helping EFL students develop reading fluency. The studies use both quantitative and qualitative data to explore actual and perceived gains. Fluency development is modelled and the implications for teaching and further research, including research design, are also discussed.

(CUE) *Innovations in Teaching Intercultural Communication***Andrew Reimann (Utsunomiya University)**

This presentation aims at addressing the need for more balanced and practical cultural learning, in order to raise student's awareness levels and develop real intercultural communicative competence. Focusing on activities, inside and outside the classroom, viable and effective student centered and generated approaches to cultural understanding are presented. Considering various critical incidents, students engage and explore other cultures. Approaching difference as a resource, critical incidents are used to develop learner's world views and communication skills.

(MBE) *Writing with All Your Senses***Brian Cullen (Nagoya Institute of Technology) & Sarah Mulvey (Nagoya City University)**

This poster presentation will share the rationale and results of an EFL writing activity carried out with university students. Students were led through an exercise which required them to use all of their senses in expressing themselves in writing. As will be seen, the student work, engaging visual, auditory, tactile, gustatory, and olfactory senses in writing, can lead to a much richer use of language. The greater engagement of the sensory cortices in the brain may also encourage greater emotional and cognitive connection with learning. We will also briefly describe relevant neuroscience and discuss senses beyond the traditional "five senses".

(OLE) *Flipping a Class: A Work in Progress***Carlos Budding (Akita International University)**

This presentation will highlight the motivation for, and the challenges faced with a flipped classroom approach in a beginner's Spanish class. End-of-semester assessments showed students had higher writing skills than speaking skills. Student feedback indicated a lack of speaking opportunities as a reason for the low speaking abilities. A flipped approach was used to substitute in-class instructional time with a variety of in-class production activities. Another focus of this presentation will deal with the ongoing tracking of this instructional approach using student feedback, surveys, and instructor's observations of this approach in the language classroom.

(CUE) *Student Presentations as Communicative Tasks in University Classes***David John McKenzie Clayton (Doshisha Women's College of Liberal Arts), Andrew Robert Dowden (National Institute of Technology, Toyama College), Sean Thomas Yamada (Ritsumeikan University), & Todd Cooper (National Institute of Technology, Toyama College)**

This interactive poster presentation is a re-evaluation of the use of presentations as language learning tasks in university classes in Japan. The presenters will review the tenets of TBLT and the importance of student led focus on form to L2 language acquisition. They will then examine the variables that influence the effectiveness of presentations as tasks and how they can be manipulated to avoid unwanted results and achieve desirable outcomes. This will be followed by the presentation of original research into how student presentations influence language learners' motivation to study and their attitudes to the L2.

(LD) *Implementing e-Portfolios for Reflective Learning: The Early Stages*
Debra Jane Occhi (Miyazaki International College)

Helping students think reflectively across the curriculum can be challenging. My college has implemented e-portfolios in 2015 in combination with our existing course management software, thanks to a MEXT AP (Accelerated Program) grant. Students now create portfolio pages that necessitate reflection and provide evidence of their development across various aspects of their educational experience in the EFL-based curriculum of our School of International Liberal Arts. This bilingual presentation describes the system design, its fundamental goals and early (first-semester) outcomes. Students' pages show development of autonomy, active learning skills and holistic understanding. Moreover, faculty can now better understand the students' experiences.

(CUE) *Group Work Activities for Reading Academic Journals in Class*
Evelyn Joyce Naoumi (Meiji University)

Reading academic journal articles is daunting for many second language learners. Postgraduate assignments in English track courses require students to read effectively and quickly, but the length of the articles, the complexity of the language and the content are challenging for students with little exposure to English academic texts. This poster introduces a 15-week in class reading class for English-track students who have heavy course loads. The first part of the poster introduces the elements covered in the course. The second introduces group work activities for reading in class. The poster concludes with student comments.

(CUE) *Motivational Profiling as a Diagnostic Tool*
Hiroshi Moritani & Craig Manning (The University of Shimane)

In this poster session, both audience and presenters will discuss motivational strategies to enhance university students' motivation to learn English based on the results the presenters obtained in their exploratory study. The presenters conducted the study to depict English learning motivational dispositions of 416 first and second-year university students in a rural area in Japan. The motivational dispositions were obtained using a questionnaire, created within the framework of the L2 Motivational Self System (Dörnyei, 2005). The follow-up cluster analysis identified five distinct subgroups. Strategic approaches to enhance student motivation will be discussed based on these diagnostic results.

(CUE) *Using Moodle to Manage a Required Oral English Program*
Jack Barrow (Osaka International University)

Moodle, a classroom management system adopted at our university as an e-learning platform, helps manage required freshmen Oral English courses. For teachers interested in using a blended-learning approach, Moodle offers a systematic way to create flexible courses consisting of multiple levels and groups. In this course, students are required to do most of their preparation and homework in the form of online quizzes: vocabulary, listening and grammar quizzes of various formats. Attendees will consider and discuss ideas about how to implement large Moodle courses, what organizational changes may be needed first, and how to boost student and teacher participation.

(SDD) *Children's Stories as Dramatic Props: Ham It Up*
John Frederick Maune (Hokusei Gakuen University)

Lower intermediate EFL students role-play a parent reading to their child. Students choose children's books and then spend ample time mastering their books prior to role-playing the parent. Both roles are modeled by the teacher with a variety of possible character interpretations (e.g., exhausted or authoritative parent, and grumpy or silly child); overacting and gestures are emphasized. Students then create their own character profiles to add more depth to their acting. Finally, they create a script for a short performance in front of their peers. There are many opportunities for peer evaluation and feedback, and introducing new vocabulary.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

(CALL) *Creating Scrolling Text Videos with iMovie***Joseph George Tomei (Kumamoto Gakuen University)**

Sprinting coaches advise runners to run faster and train them through overspeed training, which accustoms them to a new, faster pace and raises their speed. Reading presents a similar problem. Students typically read slowly because they process individual words rather than larger chunks and cannot simply read faster. This poster focuses on the potential of computer technology, specifically of scrolling text, to “pull” students through reading material in order to improve their reading speed, providing a simple way to create scrolling text videos with iMovie.

(CUE) *Japanese University Student Awareness of Waseieigo***Josh Norman (Shokei University)**

Japan’s massive lexical borrowing has created a wealth of cognates that can either be considered greatly helpful in assisting acquisition of the English language or a great pitfall for learners (Carroll, 1992). The improper use of waseieigo by the Japanese when in conversation with native speakers of English can often hinder communication and in the worst case even cause severe misunderstandings. This study examines the results of a survey conducted on 285 Japanese university students regarding their awareness of waseieigo in the Japanese vernacular. Advice to help raise students’ awareness of the improper use of waseieigo will also be given.

(TYL) *Experiential Training for Teachers of Young Learners***Karen Masatsugu (Kwassui Women's University)**

This presentation will explain a training course for teachers of English to young learners the presenter has developed which includes a large element of teaching practice both in local schools and at an on-campus library of English books for children. The course is designed for 3rd and 4th year students majoring in Early Childhood Education or English at a private women's university. In the 4th year, the course focuses on using storytelling and picture books for story-based learning activities, which the students carry out at the library for local parents and children, of mixed ages and abilities.

(CALL) *Partnering through L2 Movie-Making Projects***Kevin M. Watson (University of the Ryukyus)**

The use of digital devices is at the forefront of classroom teaching and learning discussions in the current generation. The multimodal nature of lifelong learning has raised the potential to “partner” (Prensky, 2010) significant elements of the L2 classroom with technology. Partnering with technology offers opportunities to enhance L2 identity while concomitantly fostering mobile learners. One such project that lends itself to partnering in the L2 classroom is digital movie creation. This action research project focuses on partnering and its impact on L2 identity, through communicative purpose, student choice, and cooperative learning within a 4-week intermediate communication class digital project.

(CUE) *Encouraging a Daily Writing Practice in a First Year Academic Writing Course***Kim Sharon Bradford-Watts (Kyoto Women's University)**

In order to encourage the development of the written fluency of first year university students in an Academic Writing course, the presenter has asked students to undertake a daily writing practice using prompts which reflect the themes students study in each lesson. This poster presentation will explain the *raison d'être* for engaging in this approach, describe the syllabus, and provide the prompts supplied to students.

(ER) *Providing Language Learning Opportunities to Small Companies through Hibikino Extensive Reading Outreach (HERO)***Kiyomi Okamoto (University of Kitakyushu) & Emiko Kaneko (University of Aizu)**

Extensive reading (ER) is one of the few viable approaches to mixed ability classes. Therefore, we believe company classes, which are usually more heterogeneous than classes at school, can benefit from ER. Here we propose an educational model, in which a set of graded readers are lent out to companies, their employees can freely read them, and their progress is recorded on the Internet. Our model is unique as it takes the form of university outreach and targets mainly small businesses that are otherwise unable to run such a program. The details of several pilot studies are also discussed.

(MW) *Writers as Curators: Museum-Inspired Prompts for Narrative and Descriptive Writing***Li-hsin Tu (Kanda University of International Studies)**

This poster presentation will introduce different writing prompts that promote authentic storytelling by asking students to become “curators” of their own prose. The presenter will share the museum-inspired prompts she has used in her writing class to help students build volume and stamina in producing English texts, and will discuss how comparing the writing process to putting together a museum exhibition can help students develop confidence and skills in narrative and descriptive writing. These versatile prompts can be modified for learners of different proficiency levels, and can be used in different subject areas.

(TBL) *Team-Building Activities and Initiatives***Luc Roberge (Nagasaki Junior College)**

The interactive poster presentation will focus on the use of icebreaker tasks, team-building activities and initiatives with college-aged language learners. Ample research has shown that these types of activities can benefit learning in many ways. The presentation will first outline possible benefits, challenges and important considerations when using these types of activities. Secondly, examples of icebreakers, team-building activities and/or initiatives that may be used in a variety of teaching contexts will be discussed. Finally, resources will be provided for those interested in learning more, or who wish to try/adapt these tasks in their own teaching context.

(SA) *Overseas Job Training***Lyndell Nagashima (Kyushu Sangyo University)**

This poster session outlines Overseas Job Training (OJT), a study abroad and internship program conducted by Kyushu Sangyo University. OJT enables third-year students to attend a university and undertake internships in Australia. The course entails a structured spring semester for preparation, five weeks abroad with independent study, followed by a fall semester to review the students' experiences while engaging them in more challenging English practice. This program includes progressive testing and enhances English language acquisition. The poster describes the English course content and student linguistic progression, as suggested by their higher TOEIC test scores.

(CALL) *Innovation in the Classroom by Using the Moodle Workshop Module***Mamoru Takahashi & Stephen Shucart (Akita Prefectural University)**

Moodle version 2 made it possible for students to evaluate each others' work, thus becoming more and more collaborative and interactive. The presenters started using the Workshop Module in Moodle 2.6 a few years ago, which enabled their students to write, post, and evaluate stories as an out-of-class activity. This Poster Session will focus on the process by which the presenters make use of this Moodle innovation. They will show the audience how to let students evaluate their classmates' stories. Using rubrics and photos, the presenters will showcase advanced techniques for conducting student-centered activities in a science and technology university.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

(LL) *Agency in Community Reading Circles***Marcus Christopher Springer (Shizuoka University of Art and Culture)**

This presentation discusses case studies of two community reading circles in the blue collar city of Hamamatsu. The reading circles, set at TOEIC 450 and TOEIC 700 levels, were created as a means to provide non-native English speakers opportunities to have free conversations in English without the pressures of grammar and vocabulary study. The poster will focus on community center motivations for creating the circles, member motivations for joining the circles, the graded readers used for the bi-monthly meetings, and how the two circles evolved through member feedback and agency.

(SA) *International Exchange for Nursing Students: Using Benchmarking to Get Started***Mathew Porter (Fukuoka Jo Gakuin Nursing College)**

Participation in international exchange programs can have a great effect on students' cultural awareness, language abilities, and affective factors. This can benefit future nurses who are likely to encounter more foreigners in Japanese hospitals from increases in health tourism and the number of foreign residents and temporary workers. This poster describes the process of using performance benchmarking to identify international exchange programs at other nursing colleges and the resulting market research survey investigating first-year students' interest and likelihood to participate in these programs. Results shaped subsequent discussions within a newly established international exchange committee, providing short- and long-term programming objectives.

(LiLT) *Literature and Language Teaching: The Bridge between EAP and ESP***Matthew Armstrong (Kyushu University)**

This poster illustrates how an ESP course was developed to help students increase critical thinking and make intercultural connections through authentic literary works. The main criteria for selecting course materials were story length, authors' writing style and the ability to establish connections to various cultures. Students were able to use the four language skills to decipher meaning and find connections with the setting, characters, themes and plots. This poster describes the 15-week course, explains the design rationale, highlights challenges faced and provides suggestions of how to successfully use and teach literature in an ESP context.

(MW) *Dictogloss for Writing and Mixed Skills Classes***Richard Lavin (Prefectural University of Kumamoto)**

Wajnryb's (1990) dictogloss technique, in which learners collaboratively reconstruct a passage dictated to them without pauses, was originally envisaged as a tool for grammar instruction but has been used for listening comprehension (Wilson, 2003; Prince, 2013), and most recently for writing instruction (Lindstromberg, Eyckmans, & Connabeer, 2016). In this presentation, I will focus on the design of dictogloss exercises and materials in a range of mixed skills and writing classes. The main purpose of the activities is to provide learners with models as part of planned instruction, but without the necessity for extended teacher-fronted class time.

(CUE) *Inbound Tourism and Opportunities for English Use?***Samuel Crofts (Kwansei Gakuin University)**

This presentation outlines a semester-long university course in which students were tasked with creating multimedia content for a tourism website (www.wekansai.com) aimed at inbound tourists to Kansai. As Japan experiences record numbers of foreign tourists coming to its shores, projects such as this serve the twin aims of a) providing real world opportunities for students to use spoken English, and b) raising students' awareness of this growing sector and of the opportunities it may hold for them. Discussion will focus on the reasons for undertaking such a project, the technology required for its implementation, and students' own reactions to it.

(MBE) *Can You Feel It? The Effect of Background Music on Student Performance in the Language Classroom*

Samuel John Bruce (Soka University)

A growing body of evidence indicates that music can have a positive effect on learning and cognitive performance in general. This poster presentation will discuss data concerning the effect of background music on the classroom English language performance of 40 first and second year Japanese university students. Both quantitative and qualitative data were collected. In students' quick writing tasks, there appeared to be a correlation between the use of music in the classroom and improved performance. Students also expressed a preference for the use of background music during various classroom activities and felt that this helped them perform better.

(CUE) *Teaching Compulsory Reading and Writing Class: What Works?*

Stella Rae Millikan (Kyushu Sangyo University)

This action research project focused on improving student expectations and engagement in a freshman Reading and Writing compulsory English class. Oftentimes teachers make class decisions without consulting students. This study utilizes the viewpoint of current students to benefit future classes. In addition to results from teacher evaluations, data were collected in student group interviews and in written form from participants (n=21) on topics related to learning inside and outside the class. Students were encouraged to discuss and provide details for improving the following: class flow, teacher helps, extension activities, reading comprehension, student expectations, homework versus classwork, and overall student satisfaction.

(CUE) *Tailoring Digital Music Material for Smartphone Learners*

Steven E. Quasha (Sugiyama Jogakuen University)

One major challenge for teachers using music in EFL classes is choosing appropriate song material to both stimulate student interest while serving as a worthwhile linguistic activity. In this session, the presenter will introduce a four skills approach that utilizes a smartphone app with the ability to modulate song speed or beats per second. This new technology can benefit students since it makes pop music more comprehensible and enjoyable as a learning tool. Additionally, participants will engage in musical extension activities that support cooperative learning and explore new ways to encourage students to continue learning outside of class.

(LD) *Standards of Knowledge for the Professional Practice of Language Learning Advising*

Tanya McCarthy (Kyushu Institute of Technology)

The credibility of any professional should be based on degree of knowledge and experience. Credentials in many cases however, are determined solely by academic degrees, publications and/or memberships in professional organizations. For professionals involved with Language Learning Advising (LLA) however, there is a significant need to acquire background and up-to-date specialized knowledge on various aspects of L2 learning. The "standard of knowledge" which represents current practices in LLA (knowledge domains, skills, values) has not been fully examined or detailed in current LLA literature. This research thus aims to identify and compile current standards of knowledge, which reflects LLA.

—SIG Events—

Business Communication SIG

Summer Seminar in Fukuoka: The Evolution of Business Language Training in Japan
(co-sponsored with Fukuoka chapter of JALT)

June 25-26, Fukuoka

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

Sat

**RM 107 (CUE) *English Reading and Writing Needs of International Companies*
Glen Alan Hill (Obihiro University of Agriculture and Veterinary Medicine)**

Japanese college science students seem aware of globalization but have low motivation towards English, unaware they need it with Japanese employers. Surveys at a trade show of 65 international farm machinery companies with offices from Japan and seven other countries showed the frequency of use of technical vs. general English, the types of documents read and written, and amount of English on company homepages. Foreign companies use more English overall, but data still show a need at Japanese companies. Examples of results shown to motivate students in reading and writing courses will be presented. Corporate feedback statements will be summarized.

RM 108 (Sponsored) *The NGSL, NAWL and TSL: Building a Path to EFL Success through Word Lists and Online Tools*

Charles Browne (Meiji Gakuin University)

This presentation introduces the New General Service List (NGSL), New Academic Word List (NAWL) and TOIEC Service List (TSL). It will give a brief background on how these three corpus-derived vocabulary lists were developed before moving on to introducing a large and growing number of free online resources that are available to help you teach, learn, analyse or create teaching materials based on the NGSL, NAWL and TSL.

RM 109 (CUE) *A Closer Look at Listening Abilities*

Nathaniel Carney (Kobe College)

Even intermediate-level Japanese university EFL learners can have difficulty understanding known English words when listening to native English speech. In this presentation, I show evidence of common difficulties L1 Japanese university EFL listeners revealed during a listening recall procedure. Fifteen participants individually tried to understand sentences and a short narrative spoken by a native English speaker. They were then asked to verbally report in their L1 what they understood. Their answers revealed both weaknesses and strengths as listeners. Implications for listening research and teaching are discussed.

RM 111 (SA) *Japanese University Students' Attitudes toward Overseas Study*

Laura Huston (Momoyama Gakuin University)

Through a survey, this study investigates the attitudes of Japanese university students toward studying English overseas. The survey is administered in the respondents' L1 and includes both multiple-choice questions and open-ended questions. Through student responses to survey items, the author develops constructs of "foreigner positivity" and "English positivity": favorable attitudes toward foreigners and toward the English language, respectively. Rasch-validated results show that foreigner positivity has a greater effect than English positivity on student desires to study English overseas.

RM 201 (GILE) *The Global Peace Index as a Tool for Critical Thinking and Global Issues*

Sarah Elizabeth Sanderson (International Christian University)

The Global Peace Index (GPI), an index created by the Institute for Economics and Peace, is an annual ranking of both nations and regions in terms of 'global peace', which encompasses the levels of societal safety and security, domestic and international conflict, and militarization. In this session, participants will not only receive a brief introduction to the GPI, its themes and how it's calculated, but will also walk away with possible activities useful for foreign language classrooms engaging with global citizenship.

RM 205 (SDD) *Presentations and the Art of Being Constructively Critical*
Eucharía Donnery (Shonan Institute of Technology)

By analyzing short TED-talks using subtitles at the start of each class in a fifteen-week presentation-skills course, students objectively comment on the positive and negative aspects of professional level presentations. As the student confidence builds, these comments naturally and collaboratively switch from Japanese to English and the students utilize this feedback subjectively as they prepare for their individual presentations—and also when listening to the presentations of their student counterparts. Through these TED presentations, students also see the value of using visual aids to enhance and support the subject of the talk, rather than reading from text.

9:30

10:00

RM 207 (CALL) *Learner-Led Group Discussion in Flipped Classrooms*
Naeko Naganuma & Cherie Brown (Akita International University)

This presentations outlines a GLDA (Group Leader Discussion Activity) successfully used in an English-medium university reading programme, where a flipped classroom approach was used to achieve more learner-centred classroom experiences. The presenters will describe the GLDA, demonstrate how their learners developed an understanding of the target material outside the classroom, and show how learners prepared for in-class, student-led discussions, using self-created handouts. Feedback gleaned from peer-/self-evaluations will be presented along with students' perceptions of the value of the GLDA approach gathered from online questionnaires. Suggestions for applications of this approach will also be made to other teaching/learning contexts.

10:30

1:00

RM 209 (JSL) 日本語の教室における学習者の自発的なターン取得 —日常会話のターン交替組織の観点から—
Mayumi Sano (Kwansei Gakuin University)

1:30

会話分析 (CA)によって、「日本語学校」の一斉授業で初中級の学習者がどのように自発的にターンを取得し発言の機会を得るのかを検討した。その結果、学習者が次の話し手になろうとする時、日常会話で母語話者が次のターンを取ろうとして利用するリソース（音の強さ、発話速度など）が用いられていたことがわかった。

2:00

2:30

RM 210 (CALL) *Vocabulary Learning Using Music and Digital Devices: Classroom Research at an International School*
Peter Ho (St. Michael's International School)

Music class has often been viewed as: "...to accept music as a relaxation from the rigours of seemingly more demanding subjects!" (Paynter 2002). With changing pedagogical ideals, there is growing emphasis to identify concepts that are central to multiple subject areas (Wiggins & Wiggins, 1997). This presentation is based on a classroom cross-sectional observational study that aims to describe the innovative use of music and digital devices in single-item vocabulary learning in L2. Students in integrated macro-skill classes demonstrated better cognition through their musical soundscapes. With the inclusion of digital devices, anyone, even without musical background, can guide this activity.

3:00

3:45

RM 211 (BIL) *Canadian Parents' Expectations for a New Mandarin Bilingual Program*
Suzanne Quay (International Christian University)

4:15

This paper reports on parental expectations and desires for children enrolled in a new Mandarin Bilingual Program at a Canadian public elementary school. In this program, children are taught academic subjects in English 50% of the time, and Mandarin Language Arts and non-academic subjects in Mandarin the rest of the time. Focus group discussions, surveys and interviews were used to collect data to investigate multilingualism in the family and educational settings. The results provide the basis of a deeper understanding of parental rationales, values, and motivational constructs for 21st-century educational needs framed in a bilingual program context.

4:45

5:15

**RM 212 (VOC) *Coursebook Coverage of Core Vocabulary: Past and Present Editions*
Stephen Vincent Case (Shimonoseki Baiko University)**

It is common to find coursebooks that state their vocabulary selection is based on word lists or corpus informed. This is part of the trend towards recognition of the importance of vocabulary control. This presentation looks at the distribution of words in three long running coursebook series from past to current editions. It shows that over time the vocabulary items chosen for inclusion have remained largely unchanged. An analysis shows many of the vocabulary items chosen are off-list words, i.e., of relatively low frequency. There will be a pragmatic discussion of why coursebooks might remain unchanged despite claims of vocabulary control.

**RM 301 (PRAG) *How Repair Becomes Explicit*
Jeffrie Leigh Butterfield (Kanagawa University)**

In classroom interaction, repair performed by teachers sometimes goes overlooked by students. Previous conversation analytic research has demonstrated that repair sequences are potential sites of learning, but that learning can only occur if the trouble source speaker becomes aware that their utterance has been repaired. This presentation examines various interactional environments and resources interactants make use of in order to make repair explicit to trouble source speaker. These include, but are not limited to, isolating the repair and pre- and post-framing the repair. The presenter will discuss the implications of the findings of this research for language teachers.

**RM 305 (GALE) *Revisiting High Pitch Voice among Japanese Youth*
Yuriko Kite (Kansai University) & Junko Toyoda (Kansai Gaidai University)**

What are the goals of foreign language learning? To what extent do learners set a goal such as aiming at a native norm? Focusing on prosodic features of Japanese language, namely high pitch, previous studies indicate that it is related with female gender identity such as cute, or polite. Do Japanese young adults use a high pitch? Data comes from a survey and an interview of a group of high school students (n=20). The results show that use of high pitch voice is varied. Discussions of how language use may relate with goals of language learning follow.

**RM 306 (MBE) *Drama & Movements: Applying Neuroscience to Language Classrooms*
Yoko Morimoto (Meiji University)**

Using the drama-based activities that the speaker has experienced recently in a French drama school in Paris, she will have the participants experience many of them while connecting each activity to key principles offered in neuroscience and psychology. Activities such as warm-ups, voice and articulation exercises, short skits, games, and improvisations will be demonstrated. Special focus will be placed on the benefits of using movements and emotions not only for learning, but also for general physical and mental well-being. The participants will also learn how to convince their students why drama-based activities would enhance their language learning.

—SIG Events—

Extensive Reading SIG
9th Annual Extensive Reading Seminar
Oct 1-2, Nanzan University, Nagoya
<http://jalt.org/er/9th-er-seminar>

Sakuraum 1F (MBE) Forum: Mindfulness, Consciousness, and Background Music (90 min)
Michael Rector (Nagoya University of Foreign Studies), Kristina Eisenhower (Kansai Gaidai University), & Samuel Bruce (Soka University)

The Mind, Brain, and Education SIG will present a forum on consciousness, awareness and mindfulness. Mindfulness is the skill of noticing and directing how the mind's attention moves. Scientists are beginning to document the neuromechanics of mindfulness and show how training this skill can help people reduce stress, stay focused, and become more resilient. We will discuss the science and ways mindfulness can be used in the classroom. We will also examine the use of background music. A growing body of evidence has strongly indicated that music can have a positive effect on learning, and cognitive performance in general.

RM 105 (LD) Forum: Starting a New Conversation—Using New Approaches to Ensure New Learning (90 min)

Alison Stewart (Gakushuin University), Hiroyo Nakagawa (Kansai Gaidai College), Katherine Thornton (Otemon Gakuin University), Debjani Ray (Tokyo University of Sciences), & Greg Rouault (Tezukayama Gakuin University)

Our educational system tends to value compliance, conformity, and complacency. In the effort to innovate our classrooms, old mindsets often resist those pioneering new approaches. But just as ineffective as those resisting change are those who abandon fundamental principles of learning for the sake of “innovation”. In the digital age, technological devices may spur innovations that are new tools, but not new ideas. While this has involved a new dialogue in education, has it brought about new schema appropriate for our learners in the 21st century? The Learner Development SIG forum will explore this issue in lively exploration and dialog.

RM 107 (CUE) Ideal Classmates for Task-Based Language Teaching

Tetsuya Fukuda (International Christian University), Yoshifumi Fukada (Meisei University), Joseph Falout (Nihon University), & Tim Murphey (Kanda University of International Studies)

TBLT focuses on ways to prepare tasks for students, but not about how to prepare students for interacting with each other. Our study reports the transformative power of Ideal Classmates Sensitizations (ICS) by providing cognitive and emotional scaffolding that fosters interactive learning and well-being. The ICS are meaningful in that (a) they promote students’ reflecting or imagining of their past and future selves, (b) they facilitate formulating positive group dynamics, and (c) the students’ reflecting, imagining, and socializing in their present classrooms can have a positive influence on their target language learning in future classroom contexts and outside of class.

RM 108 (Sponsored) Motivating Reluctant Readers

Rob Waring (Notre Dame Seishin University)

One of the major challenges facing teachers is motivating students to read for themselves rather than for credit, or as a requirement. This talk will present many ideas that teachers can use to get students interested in their reading and listening. Among these will include how to identify reluctant readers; how to select the most appropriate materials; how to present them; how to develop a class reading atmosphere; how to monitor the reading and so forth. The talk will also allow participants to share their ideas. —Sponsored by Seed Learning.

9:30

10:00

10:30

1:00

1:30

2:00

2:30

3:00

3:45

4:15

4:45

5:15

RM 109 (CUE) *Creating Courses for OUR Students*
Kim Sharon Bradford-Watts (Kyoto Women's University)

Following rounds of student surveys, elective classes have been created that are of interest and relevance to the students of our university. Although textbooks were selected for each course, teachers found that they were not an excellent fit for the students taking these courses. From 2016, materials have been developed by full-time staff in conjunction with the part-time faculty to better fit student needs. The presenter will describe the context and methods of further developing our elective curriculum.

RM 111 (SA) *Looking for the Learning in Study Abroad*
Stephen M. Ryan (Kwansei Gakuin University)

Language teachers have been enthusiastic promoters of Study Abroad programmes. We tend to imagine that “just being there” has intrinsic merits and students will learn both language and culture by osmosis if nothing else. Drawing on principles from the field of Mind, Brain and Education and from experiential learning, the presenter will look critically at these assumptions and ask what, if any, type of Study Abroad programme contains the elements we know to be necessary for people to learn.

RM 201 (GILE) *How Can I Help You Today? Creating an EMP in Okinawa*
Caroline Cecelia Latham (Meio University and Okinawa Prefecture Northern Area Hospitals)

To serve the growing international community in Okinawa, the prefectural government is promoting medical tourism. Thus, it is necessary for medical personnel to develop at least basic communicative competence skills in English because most overseas patients know English, as a first or second language, but not Japanese. Since 2014, when the presenter was asked to direct the program, she has conducted in-depth needs assessment and materials review and created relevant new materials. Instructional formats for English for Medical Purposes include role play, case study and international conference presentation practice. Examples of current materials and techniques will be shared.

RM 205 (Sponsored) *Speaking of Speech: The Next Level*
Darren Halliday (Macmillan)

In this presentation we will look at what has made *Speaking of Speech* the number one presentation textbook here in Japan. We will also look at how we have taken feedback from our teachers to create a new higher level, which gives students more opportunity to expand their academic and business presentation skills. —*Sponsored by Macmillan LanguageHouse.*

RM 207 (CALL) *Successful Factors of a Flipped Classroom in EFL*
Hiroyuki Obari (Aoyama Gakuin University)

The results of several case studies that evaluated the effectiveness of a flipped classroom will be presented. The groups were exposed to flipped lessons for 24 weeks using a variety of materials such as a digital text with iPad, COOORI software for learning words and phrases, ATR CALL Brix and Newton e-Learning. An assessment of pre-treatment and post-treatment TOEIC scores (4 skills), OPIc computer-based speaking test, and CASEC Computer test results showed that the students improved more in each test. Results of surveys administered to students indicated more satisfaction with flipped lessons and increased motivation through the blended learning environment.

RM 209 (OLE) *Innovations in Teaching Language and Content: Immersion, CBLT, and CLIL*
Eric Fortin (St. Mary's College)

There has been much discussion recently on the desirability of combining language and content in the language learning classroom to enhance the learning process and increase student motivation. There has also been confusion among the various kinds of language/content integration pedagogic approaches. This presentation will first clarify what is meant by immersion, content-based language teaching (CBLT), and content and language integrated learning (CLIL). Merits and demerits of each approach will then be described. Finally, the presenter will demonstrate how he currently implements each approach, both in isolation and in combination, in his classrooms according to perceived student needs.

**RM 210 (Sponsored) *English for Work: Set-up Your Students for Success*
Kiel Hamm (Oxford University Press)**

What English communication skills will your students need when they land their first job? While a good TOEIC score will certainly help them get there, they will need practical language in the workplace beyond listening and reading. Join this presentation to learn about a new online course that you can use with your students to improve their communication skills and prepare them for success in the global workplace. —Sponsored by Oxford University Press

9:30

**RM 211 (BIL) *Multilingualism in Schools of Finland and Sweden: A Case Study*
Madoka Hammine (University of Lapland, Finland)**

Nordic countries are often represented as successes in promoting linguistic diversity within their societies. Especially, in terms of the protection of Sami languages, Norway is often seen as a model among Scandinavian countries. This presentation examines how two other countries, Sweden and Finland, are following Norway in developing their education systems in terms of the protection of Sami languages (macro level analysis), and compares the current situations of Sami language education in both countries (micro level analysis). By investigating the meaning of “multilingual education” in Sweden and Finland, this presentation concludes by considering implications for education in Japan.

10:00

10:30

1:00

**RM 212 (VOC) *Visualising the Grammatical Behaviour of English Loanwords in Japanese*
Keith Barrs (Hiroshima Shudo University)**

The jpTenTen11 corpus allows English loanwords in Japanese to be explored in intricate detail. However, the massive number of concordance lines returned for a single search presents issues in the effective summarisation of the data. This presentation reports on the visualisation of the corpus data in order to investigate the tendencies and patterns in the grammatical behaviour of the most frequent English loanwords in Japanese. Corpus query tools (Sketch Engine) and data visualisation software (Tableau) were used to visualise dominant grammatical relationships (gramrels) of over 700 loanwords, revealing insights of significance to Japanese-English language education.

1:30

2:00

**RM 301 (PRAG) *On Pied-Piping Correction Sequence: How Participants Structure L2 Knowledge in Interaction*
Yusuke Arano (Chiba University)**

This study describes the organization of correction-sequences in intercultural interaction by using conversation analysis. The data for this study are video-recordings of L2-English or L2-Japanese interaction. First, it is shown how understandings of new linguistic knowledge are organized as public resources which allow the participants to do further actions. Next, it is shown how the participants use the resources both to do and respond to corrections. Finally, it is shown how participants shift from an orientation to intelligibility to an orientation to appropriateness of lexical items. The analyses have implications for understanding L2 learning as socially-achieved.

2:30

3:00

3:45

**RM 304 (TBL) *Forum: TBLT approaches and materials—Adapting the existing and creating the rest (90 min)*
Justin Harris & Leeming Paul (Kindai University)**

This 90-minute forum will provide an outline of how to create new materials and adapt existing textbooks for use in classes that feature a TBLT approach. The focus will be on practicality but will be informed by theory.

4:15

4:45

5:15

RM 305 (CUE) *A Communication Strategy for Raising L2 Confidence*
Joel Patrick Rian (Hokkaido Information University)

When language learners don't understand what someone is saying, they can interrupt and request repetition, clarification, or slower delivery—a communication strategy called “Asking for Help.” Modeling and repeatedly practicing this strategy can benefit particularly lower-proficiency students in classrooms with group discussions in English. This presentation reviews how the strategy was introduced and practiced, adapted from activities in Maybin and Bergschneider (1992), in six low-proficiency discussion-based English classes in 2015, as well as feedback from 75 students in these classes through a short course-end questionnaire. The results, including comments, are insightful, as well as tentatively encouraging.

RM 306 (MBE) *Yoga Decreases Stress in the Classroom*
Levy Solomon (Sojo University)

Our students enter our classrooms with stresses which may deter them from communicating. A regular yoga practice reduces the amounts of cortisol in the brain which corresponds directly to stress levels. In this presentation, you will hear about how yoga is used in English class to decrease stress and facilitate language learning. Students learned about physical, psychological, and biochemical yoga benefits through student-led research. After this yoga unit, the teacher started every class with a short five-minute yoga session. The class then immediately reflected in journals. Attendees will learn of the data collected from these journal entries.

—SIG Events—

Computer Assisted Language Learner SIG
 Mind, Brain, & Education SIG

CALL & the BRAIN 2016
 June 3-5, Tamagawa University, Tokyo

—SIG Events—

Vocabulary SIG
 will be holding a symposium at Vocab@Tokyo
 September 12-14, Meiji Gakuin University, Tokyo

—SIG Events—

Teacher Development SIG
 EFL Teacher Journeys Conference
 June 19, Hiroshima
 (Co-sponsored by Hiroshima JALT)
<https://sites.google.com/site/teacherjourneys/welcome>

**RM 107 (CUE) *Mix Growth Mindsets with Grit and Stir: A Recipe for Success?*
Timothy James Pritchard (Fukuoka Women's University)**

This presentation will briefly introduce GRIT, a personality trait defined as "perseverance and passion for long-term goals", and discuss its links with positive psychology and the growth mindset literature. Implications for language learners and teachers will then be examined using examples of qualitative and quantitative data from the author's own classroom research from institutions of varying proficiency levels and student motivations. Finally, practical conscious-raising activities will be shared along with suggestions for areas of improvement for future research.

9:30

**RM 108 (Sponsored) *Making Innovative Mindsets (Workshop)*
Rab Paterson (Lakeland College Japan)**

This 30-minute workshop session starts with a design thinking team work challenge. Usually some teams fail to complete this and those that do complete the challenge do not always score well. So in the post challenge period the processes of good design thinking using Critical, Creative, Lateral and Design Thinking approaches will be explained in reference to the challenge. A number of individual mini challenges that develop these types of thinking processes will then be given and individuals explore their own self set limitations. Then teams are reformed and the challenge repeated and attendees consider how they have changed their thinking.

10:00

10:30

1:00

**RM 109 (CUE) *Towards a Balanced Course Design*
Daniel Beck (Rikkyo University)**

Nation (2009) proposes a "four strands" approach to balance tasks in courses and lessons. The four strands are meaning-focused input, meaning-focused output, language-focused learning and fluency practice. In this workshop, participants will hear the rationale for the four strands. Additionally, they will be given examples and models of tasks from each strand, and will be presented with ideas and examples about how to plan courses and lessons that successfully balance the strands. Participants will be encouraged to join the discussion and to ask questions.

1:30

2:00

**RM 111 (Sponsored) *Helping Students to Discover the News*
Andy Boon (Toyo Gakuen University)**

The presenter will provide an overview of a textbook that gets students involved in researching and reporting the news. Students are encouraged to take an active role in negotiating their learning experience by choosing the newspaper articles they wish to read and analyze and by choosing what they will go on to research and write for their main story. Students are also given a step-by-step guide to the discursial structure of news articles. —Sponsored by englishbooks.jp

2:30

3:00

**RM 201 (GILE) *JUEMUN and JUEMUN Journalism: Innovative Learning Opportunities*
Todd Thorpe (Kinki University), Calum Adamson (Doshisha Women's College of Liberal Arts), Andrew Atkins (Kinki University), & Robert Dunn (Kinki University)**

The Japan University English Model United Nations, JUEMUN, has grown into Japan's premier English Model United Nations experience for university students around the world. In 2013, a digital journalism simulation called JUEMUN Journalism was incorporated into the JUEMUN conference, offering students many unique multicultural experiential learning opportunities. The presenting authors will describe these innovative learning opportunities and explain how teachers and their students can get involved in both JUEMUN and JUEMUN Journalism.

3:45

4:15

4:45

5:15

RM 205 (SDD) *Engaging and Utilizing Oral Presentation Audiences*
Bethan Mary Joy Kushida (Kanda University of International Studies)

This presentation will discuss how audience members can be utilized and given an active role during both the preparation and the performance of in-class oral presentations. If the focus during the process is on the speaker only, the presentation will not be tailored to the audience and the role of the audience member becomes a passive one, so students can become bored and inattentive when watching their peers' speeches. The presenter will introduce a variety of interactive classroom activities that will increase audience interest and involvement, as well as help students become more audience-focused and engaging presenters.

RM 207 (CALL) *Enhancing EFL Learners' Willingness To Communicate through Multimodal Videoconferencing*

Shao-Ting Alan Hung (National Taiwan University of Science and Technology) & Heng-Tsung Danny Huang (National Taiwan University)

The present study examined how the participation in multimodal videoconferencing sessions affected EFL learners' Willingness to Communication (WTC). Twenty English majors in an experimental group completed three 30-minute communication tasks via multimodal videoconferencing. Data were collected through an adapted WTC questionnaire, semi-structure interviews and learner reflections. The findings indicated that the experimental group exhibited a significantly higher level of WTC than the control group. Furthermore, qualitative findings indicated that learners' WTC was influenced by types of instructional tasks, support from multimodal texts, patterns of multimodal interaction and interlocutors. Finally, implications on using videoconferencing to foster WTC will be discussed.

RM 209 (FLP) *Innovations in Writing: The CEFR and Rhetoric*
Alexander Imig (Chukyo University)

Rhetoric and the teaching of writing as part of rhetoric have a notable history. Since the end of 20th century media and technology in writing is having a remarkable impact. But through globalization and the integration of new genres in writing some old categories of good-style are getting blurred. This presentation shows how writing research related to the CEFR could lead to innovations, especially in the teaching of multilingual writing.

RM 210 (CALL) *Using Technology to Create Collaborative Language Learning Experiences*
Benjamin Mathews James & Lee Kevin Blowers (Kansai International Academy)

Technology is no stranger to the 21st century classroom, helping to provide a range of learning experiences for students to explore and apply new language and exciting opportunities for collaborative language learning and publishing. This presentation will introduce how technology such as Google Apps, Seesaw, and various browser add-ons can be used to create dynamic, collaborative learning experiences. Examples of how students have used these technologies to collaborate and share their learning will be presented.

RM 211 (BIL) *Bilingualism and/or Bilinguality and Identity Development in Haafu Individuals in Japan.*

Alexandra Shaitan & Lisa McEntee-Atalianis (Birkbeck College, University of London)

While studies have examined bilinguality and hybrid identity in many contexts (e.g., Luke & Luke, 1999; Noro, 2009; Schilling-Estes, 2004; Sechrest-Ehrhardt, 2012), including studies of adolescents in Japan (e.g., Greer, 2003, 2005; 2012; Kamada, 2008, 2009; Kanno, 2006; Murphy-Shigematsu, 1997) this study focuses on identity of haafu adults between the ages of 40 and 50 in the context of Japan. Based on the results obtained from the ethnographically informed sociolinguistic interviews, this presentation highlights the relationship between participants' bilingualism and childhood, adolescent and adult bilinguality (Hamers & Blanc, 1989; Hamers, 2000) and how these affected the development of participants' identity.

RM 212 (VOCAB) *Measuring Student High Frequency Word Knowledge*
Raymond George Stubbe (Kyushu Sangyo University)

First and second year university students (n=200) were given an English to Japanese translation test of 20 loanwords and 20 non-loanwords randomly selected from each of the university's first and second year compulsory vocabulary lists (1K and 2K frequency levels, respectively) for a total of 80 tested items. In addition to testing the words studied during the school year 2015-16, the second year students were tested on the words studied in their first year to measure retention. First year students' knowledge of words they will encounter next year was also measured. Results and implications for teaching will be presented.

9:30

10:00

RM 301 (PRAG) *Avoidance of Assessments in EFL Classroom*
Ritsuko Izutani (Osaka University)

Explicit positive assessment (EPA) of EFL teachers may inhibit learning (Waring, 2007). According to Waring, EPAs signal or infer the closure of a turn-taking sequence, so it is crucial to investigate whether task-specific use of EPA promotes or inhibits learning. This study examines the ways in which EFL teachers provide learning opportunities to learners without EPA. Through a detailed analysis of classroom interactions in a Japanese junior high school EFL classroom, the study demonstrates how teachers succeed in co-constructing learning opportunities with students by utilizing televisions to display questions and answers, and thus positioning themselves as facilitators for their students.

10:30

1:00

RM 305 (CUE) *Error Analysis of the L2 English Writing of Japanese Scientists*
Leigh McDowell (Nara Institute of Science and Technology)

This presentation examines the results of an Error Analysis of the L2 writing of Japanese scientists. This corpus-assisted Error Analysis focuses through the lens of Systemic Functional Linguistics on error patterns in nominal groups. The findings elaborate two frequently occurring error patterns in the Japanese scientists' nominal groups: (1) errors with articles and plural -s, (2) error with preposition -of. The pedagogical implications of these findings are explored along with an overview of the framework of analysis employed in the study and its potential application in other language teaching contexts.

1:30

2:00

RM 306 (MBE) *Effective Application of Contact Hypothesis in the Classroom: A Multi-Modal Approach*
Lucius Von Joo (Kanda University of International Studies)

This presentation focuses on the practical application of findings from research in social neuroscience and social theory to the design of a course meant to train students to value empathy over cultural relativism. By exposing students to unfamiliar cultures using films, online videos, and television, a gateway was provided through which more academic investigations of sub and counter-cultures was possible, with the goal of giving students valuable insights into the social and biological mechanisms that affect the way people interact with unfamiliar individuals and cultures.

2:30

3:00

3:45

—SIG Events—

4:15

Computer Assisted Language Learner SIG
 Mind, Brain, & Education SIG

4:45

CALL & the BRAIN 2016
 June 3-5, Tamagawa University, Tokyo

5:15

**RM 107 (CUE) *Student Views on the Implementation of Flipped Learning in an ESP Classroom*
David Casenove & Steve Kirk (The University of Tokyo)**

Flipped education has been applied to sciences for more than twenty years but only recently to EFL/ESL teaching. As language learning lies more in guided practices than retention of knowledge, the classic flipped learning model used in science cannot be directly applied to language education. This study relies on student surveys and interviews to draw a clearer picture of what Japanese undergraduates experience in a flipped classroom. Our results highlight the necessity for instructors to enhance feedback during class activities, and the importance of tailoring the video contents to make them relevant to the expected outcomes of each class.

**RM 109 (CUE) *Community Building through the Language Education Center*
Marcus Christopher Springer (Shizuoka University of Art and Culture)**

The 2015-2016 academic year brought new staff members to Shizuoka University of Art and Culture's English-Chinese Language Education Center. Students visiting the Center were almost exclusively second-year students belonging to the English Speaking Society. Through a survey and random interviews, we identified why many students avoided the center and began to modify our activities with the goal of building the Center's community. This presentation will discuss our survey findings, the modifications to our activities, results of those changes, and plans for the new academic year.

**RM 111 (TYL) *Multisensory Stories: Making Language Accessible*
Amy Sakuda (Denver Green School, USA) & Sharon Sakuda (Kanda University of International Studies)**

Everyone loves a good story, but imagine if you couldn't comprehend the words. Despite how many times you heard, saw, or said the words, you still could not understand. Now, imagine using all your senses to interact with the words. Multisensory stories use interactive objects to allow readers to touch, smell, hear, and taste the words, transforming sounds and squiggles into meaningful communication tools. The novelty seems to elicit emotional responses, facilitating language learning. Thus, communication and motivation for students with limited vocabulary and nonverbal students can significantly increase. Sensing the story engages learners to build language and literacy skills.

**RM 201 (GILE) *Opening Minds with Graphical Analysis*
Cecilia Fujishima (Shirayuri Women's University)**

This presentation reflects an attempt to address a problem that frequently emerges in content based classes: strongly held stereotypes. Contemporary topics such immigration, public health and tourism can provoke strong emotional responses, but confronting students with opinions that are at odds with their own beliefs can leave students feeling defensive and teachers feeling frustrated. Grounding topics in data provides scope to analyse issues more objectively and encourages reflective thinking and a will to investigate beyond the data. This approach provides benefits in terms of language, content, analytical thinking and social interaction. Examples from the presenter's classes will be given.

**RM 205 (SDD) *Stronger Writing though Oral Debate*
Thomas Owen Reardon (Kansai Gaidai University)**

Many language learners struggle with the learning of new rhetorical structures, particularly the creation of a well-organized paragraph with a clearly written topic sentence. The organization of a constructive debate argument overlaps considerably with the common 5-paragraph essay. Using debate as a speaking activity within the writing classroom can help to underline the similarities between two English language rhetorical structures, stressing their importance and serving as a contrast to the rhetoric of other languages.

RM 207 (CALL) *Computer Assisted Language Learning in an English for Business Communication Course in a Hong Kong University***Connie KF NG (Chinese University of Hong Kong)**

Computer assisted language learning (CALL) could promote learning autonomy in university settings (Thorne, 2003). While students learn through classroom instructions, CALL online environment such as Blackboard offers a platform that promotes synchronous and asynchronous communication and enables collaboration among users through online forums. This study investigates how CALL fosters individual accountability and language learning autonomy in three groups of Chinese ESL third year business undergraduates in Hong Kong. Findings suggest that the learners were engaged in autonomous language learning through the course site on Blackboard. This study has implications for CALL and autonomous language learning.

9:30

10:00

RM 209 (SDD) *Welcoming Creativity into the Language Classroom***Ashley Ford (Nanzan University)**

Creativity is a key element in recent discussions in language education (Jones & Richards, 2016). While researchers and educators often emphasise the importance of creativity, there is less discussion about how teachers can encourage student creativity in the classroom. This presentation will use the definitions and important aspects from cognitive theory of creative processes as a basis, providing insight on fostering creativity in classroom and language tasks. The presenter will illustrate some strategies and example tasks that blend creative thinking and creative language use. Participants will be given time to discuss their own techniques for encouraging creativity in their classrooms.

10:30

1:00

1:30

RM 210 (CALL) *Line and Academic Communities of Practice***Raymond Kai Yasuda (Soka University)**

Due to its widespread adoption, social networking for academic purposes warrants investigation. The Line application, with over 47 million users, has enabled students to create on-line groups that exist parallel to the physical classroom. These online academic communities that allow students to share course information and interact continuously often exist outside of the knowledge or influence of teachers. An analysis of one such Line group was conducted through the framework of communities of practice to investigate the learning that occurs in these groups and how it can be leveraged to achieve course objectives.

2:00

2:30

RM 211 (LD) *Educational Manga: Deceptively Educational***Erina Ogawa (Toyo University)**

This presentation examines the use of an educational manga in which the contents are presented in manga form intertwined with learning activities) as an English teaching textbook, based on questionnaire responses of 67 Japanese university students. Specifically, it examines how students' ranked various aspects of the textbook, what they stated as being advantages and disadvantages, their first impressions and their preferences in textbook style, price, and size. Results indicate that the majority of these students preferred educational manga to traditional textbooks, despite initially perceiving them not to be study material. This presentation aims to inform educators about advantages of educational manga.

3:00

3:45

4:15

RM 212 (VOC) *Implementing a New Method for Teaching Vocabulary in a Literacies Course***James Emmet Owens & Jacob Reed (Kanda University of International Studies)**

In order to improve the vocabulary component of a required freshman course, members of a project group at Kanda University of International Studies piloted a creative strategy for vocabulary teaching that involves novel forms of testing, mnemonics, and spaced-repetition retrieval. The strategy was initially tested with two classes last semester. Results showed overall positive qualitative feedback from participants, as well as some significant receptive knowledge gains. In this session, we will review results from last semester's pilot and explain what we are doing differently in the current study to determine whether the new method is more effective than the old.

4:45

5:15

Sat

RM 301 (PRAG) *The Pragmatics of Repair and Question Sequences*
John Campbell-Larsen (Kyoto Women's University)

This presentation will discuss two key concepts in pragmatics: repair strategies and question sequences. The presenter will refer to the literature and outline how these items can be introduced into the classroom. The presenter will describe classroom activities that a) help students to identify trouble sources and rectify them in a pragmatically competent manner and b) construct question strings and embedded questions that signal a phatic rather than purely transactional intent behind the question sequence. Helping students develop these skills should benefit their abilities to engage in naturalistic spoken interaction.

TM 305 (CUE) *Fallibility and Legitimation*
Dominic Guy Edsall (Sojo University)

While language teaching has often focused on accuracy, recent innovations in the wider sociology of education have shown the importance of accepting fallibility—models of learning more accepting of mistakes and the legitimization of knowledge both within and across disciplines. This talk will focus on how accepting fallibility and increasing the legitimation of imperfect language knowledge may have benefits in TESOL. I will discuss possible strategies for improving student motivation and fostering autonomy through increasing the cross-disciplinary relevance and legitimation of both language knowledge and autonomy itself, as well as discussing innovative approaches to reflecting on our own teaching.

RM 306 (MBE) *Neuroscience-Based Pedagogy: It's for Real!*
Robert Murphy (Kitakyushu University) & Ai Murphy (Murphy School of Education)

Neuroscience-based pedagogy—it's not a fantasy. This will be an interactive session. Come hear about cutting-edge pedagogical research in neuroELT. Learn teaching techniques and approaches that are known to be brain-friendly. Perhaps more importantly, learn about brain 'unfriendly' techniques that we should stop using in the classroom! In this session, we will discuss real world applications of neuro-research, and some highly positive results that have been achieved by simply tweaking normal classroom lessons, based on neuroELT research. We will focus on both adult and young learner classroom dynamics. Be prepared to join in, and take home lots of great new ideas.

Next on the schedule...

5:45–6:40 Tamokuteki Hall (Dome)

(Keynote) Creativity in Learner Language and Its Implications for Language Teaching

Rod Ellis (p.8)

6:45–8:45 Networking Reception

**Sakuraum 1F (CUE) *Using Oral Presentations in the English Classroom*
Gavin Brooks (Doshisha University)**

This presentation includes a practical discussion of materials that were developed for a presentation class at a coordinated program at a private university in Japan. The presentation includes: 1) An introduction of materials and an explanation of how they can be used to reinforce both verbal and non-verbal presentation skills; 2) An introduction to techniques in video recording student presentations so these can be used to improve future output and allow students to self-reflect; 3) A description of the students' perception of the materials and how they lead to an increase in students' confidence.

**RM105 (LD) *Developing Language through Multimedia Production*
Kevin Charles Clark (Momoyama Gakuin University)**

This presentation will focus on the conception, implementation and evaluation of a volunteer multimedia production program titled "Lights, Camera English!" This program was designed to engage students in practical English communication with each other through the unique fusion of English study and acquisition of media production skills. Both Japanese and study abroad students worked together in creating a variety-style television program broadcast on campus. Joint projects were also done, creating promotional videos for other English programs and university events. Students took part in a variety of video production elements including acting, script writing, audio, videography and video editing.

**RM107 (CUE) *The Implementation of CLIL by Content Instructors at Tertiary Education in Japan*
Yoshie Iijima (Okinawa National College of Technology)**

Content Language Integrated Learning (CLIL) is gaining its popularity as a way of teaching languages and contents in Japanese tertiary education. In order to adopt to the globalising world, CLIL is considered to be an efficient pedagogy because it can provide both language skills and contents at the same time. Although CLIL instructions are often provided both by content instructors in Europe and Asia, there are few cases where content instructors provide CLIL instructions in Japan. In this presentation, the study examines the reasons which are thought to hamper the implementation of CLIL by content instructors at tertiary level education in Japan.

**RM108 (Sponsored) *Issues of Fairness in High-Stakes Testing*
Melodie Cook (University of Niigata Prefecture)**

In this presentation, Melodie examines factors which may be barriers to fairness in the scoring of large-scale language tests. Using examples from her own research with high school and university expatriate English teachers, she demonstrates the kinds of problems that might arise, such as different expectations of "correctness" (textbook answers that might be acceptable to some colleagues vs. "native-like" answers that might be acceptable to others). The presentation concludes with suggestions for mitigating unfairness, especially with regards to test scoring and time permitting, discussion of this issue with audience members.

**RM 109 (Sponsored) *Authentic Materials in the Language Classroom: How Do They Work?*
Christopher Anthony Valvona & Ayano Valvona (Okinawa Christian University)**

This presentation will cover a brief literature review of authentic materials in language teaching and discuss the benefits and drawbacks to students (higher- and lower-level). Drawing on the presenters' own experience of developing authentic materials for university and adult learners, innovative methods for making authentic materials a valuable addition to the classroom will then be discussed, as well as tips for avoiding potential pitfalls. The presentation will also incorporate a discussion of a recent textbook, aimed at university and adult learners, which started from the adaptation of authentic materials and was developed into a course-long textbook. —Sponsored by Cengage.

10:30

11:00

11:30

1:00

1:30

2:00

2:30

3:15

3:45

4:15

**RM 111 (SA) *Perceptions from African Students about Japan*
Wayne Anthony Malcolm (University of Fukui)**

What makes Japan desirable, or not, to African students choosing a place to study abroad? The information that will be presented is the result of interviews with African students living in Africa, and those living and studying at one of Japan's national universities. By looking at these various perspectives, Japanese higher education administrators may be able to understand how to better attract students from Africa, strengthen already existing relationships with African students and their home universities, break down cultural barriers that may exist between Japan and various African nations, and help exchange students understand their experiences.

RM 201 (GILE) *Weaving a Tapestry of Cross-Cultural Awareness & Intercultural Communication in Asia and Globally*

Caroline Cecelia Latham (Meio University and Okinawa Prefecture Northern Area Hospitals)

This presentation's focus is on helping individuals who will work or study in international settings. The format is interactive, introducing a variety of activities and materials which have been successfully employed by the presenter in groups of 20 to 200 individuals, training YFU students, university students and teachers around Japan in preparation for their overseas experience. Participants will experience and see how the activities and materials can be efficacious and enjoyable in collaborative learning situations. Each participant will receive materials, suggestions for implementation and a bibliography of useful resources, articles and internet sites.

**RM 205 (SDD) *Creative Project-Based Learning: Language Projects for Creative Expression*
Ashley Ford & David Kluge (Nanzan University)**

Innovative language educators in Japan are exploring approaches that are more engaging, hands-on, collaborative, and skills-focused—and Project-Based Learning (PBL) may be one of the most effective (Beckett 2006). This presentation introduces a unique form of PBL called "Creative PBL." This type of PBL emphasizes the creative process and aims for a creative product. These projects are naturally engaging and require the use of more purposeful, higher level language than is typically found in classrooms. The presenters will show two examples of Creative PBL and provide ideas for other projects. Participants will also discuss their own ideas for Creative PBL.

**RM 207 (CALL) *Developing EAP Materials Using Corpus Tools*
Daniel William Parsons (Kwansei Gakuin University)**

This presentation will introduce some simple corpus tools and analysis techniques which teachers can use to create or adapt materials for the EAP (English for Academic Purposes) classroom. Word frequency lists, key words, and concordances are among a number of useful genre, text and vocabulary analysis options. However, analysis does not always easily translate into classroom activities. After introducing some analysis techniques, this presentation will demonstrate how to transform an analysis into paper based or computer based classroom and homework activities. Teachers will take away from this presentation some simple resources that they can easily apply to their classrooms.

**RM 209 (LLL) *Forum: Cultivating Skills in Mature Language Learners (90 min)*
Joseph Vincent Dias (Aoyama Gakuin University), Tadashi Ishida (Taito Ward Board of Education), & Kathleen Yamane (Nara University)**

The presenters will report on activities that have helped adult learners develop their English competence, inferencing skills, and the ability to function effectively in bilingual working environments. Tadashi Ishida will demonstrate how his mature students improved their English abilities by interacting in situations where they could use English for authentic purposes. Kathleen Yamane will introduce tasks designed to help older learners develop inferencing skills to enhance the decoding process as well as their self-expression in English. Finally, Joseph Dias will show how university students were prepared for service learning placements and how it tied in with educational and career goals.

RM 210 (CALL) *Online Translation and Signage: Helping Businesses Put Them Together*
Judy Yoneoka (Kumamoto Gakuen University), Chie Saito (International University of Health and Welfare), & Joseph Tomei (Kumamoto Gakuen University)

This presentation discusses a project studying effective use of online translation sites for multilingual signs, supported by a MEXT Grant-in-Aid. Initially, research was conducted to develop recommendations for the effective use of online translation sites for signage. A translation website was trialled with students and the results presented at PanSIG2014. This presentation outlines the conclusion of the research project, and describes follow-up support of local businesses through workshops and a manual on the use of website. We conclude by discussing how this project supported connections with local businesses that we hope will help us guide students to post-graduation careers.

10:30

RM 211 (BIL) *Forum: The Process of Developing Bilingualism—What Works and What Doesn't*
(90 min) Alexandra Shaitan (Gakushuin University) & Tim Pritchard (Fukuoka Women's University)

Developing bilingual students and children is an on-going process. Teachers and parents must consistently step back and assess what is going well and what needs to go better. This 90-minute forum will address some of these challenges and engage the audience in a discussion about what has worked for them.

11:00

11:30

RM 212 (VOC) *What Students Think about Learning Vocabulary with Quizlet*
Bruce Lander (Matsuyama University)

Thanks to the increasing popularity of Quizlet, a popular e-learning, digital-flashcard tool, many emerging educational programmes are providing links to learn vocabulary in new innovative ways. This short presentation will introduce an empirical study conducted over 2 years with 818 students in an introductory TOEIC class. Qualitative data obtained will be introduced to suggest that the collective opinion of this group toward using Quizlet to learn vocabulary was resoundingly positive. This presentation will be of interest to anyone planning to use, or with previous experience in using Quizlet or other flashcard tools in their teaching repertoire.

1:00

1:30

RM 301 (Prag) *Embodied Departure in a Lingua Franca Campus Tour*
Yuri Hosoda & David Aline (Kanagawa University)

This conversation analytic study examines interaction coordinately produced by guides and guided for departing from focal objects during a tour of a university campus through use of Japanese as a lingua franca. Data come from a 40-minute tour at a Taiwanese university in which two Taiwanese students acted as guides for a tour of their campus for one American professor. Analysis revealed how language and gestures are deployed for departure from focal objects. We will discuss the implications for second language education in terms of considering language, gestures, and environment as being equally significant in communicating in a second language.

2:00

2:30

3:15

RM 302 (TD) *L1 in the Classroom: Does it Have a Role?*
Eric Gondree (Nagoya University of Foreign Studies) & Paul Freeborn (Ritsumeikan University)

Is 'English-only' appropriate for an EFL classroom? Different scholars and teachers may disagree on English-only rules, but the preponderance of research is unambiguous: L1 does have a useful place in the classroom if it is used judiciously. Nation (2013) states, "Maximizing L2 use does not mean L1 exclusion." This presentation will summarize research on L1 in EFL classrooms and introduce specific practices in which the careful use of Japanese can assist students in acquiring English while humanizing the classroom.

3:45

4:15

| | | | |
|-------|---|-------|--|
| Sun | <p>RM 304 (MW) <i>Describing Dubai through Virtual Realia</i> Shanta Edwards (Qatar Foundation Academic Bridge Program)</p> <p>What kind of place is Dubai? All ages and levels of ESL students can learn new vocabulary, and find topics for discussion, and/or writing, through materials based on a supermarket sales brochure, available in print copies in the store, and virtually online. Various lesson examples will be shown in the presentation that include following basic instructions, identifying target vocabulary word items, simple and comparative adjectives, comparisons between similar or different products across cultures, to predictions about life in Dubai.</p> | | |
| 10:30 | <p>RM 306 (CT) <i>Critical Thinking Forum (90 min)</i> James DeWitt Dunn (Tokai University), Hiroshi Nakagawa (Tokai University), Adam Gyenes (Ryutsu Keizai University), Shaun O'Dwyer (Kyushu University)</p> | | |
| 11:00 | <p>The JALT Critical Thinking SIG is excited to hold our forum at the 2016 PanSIG International Conference. Critical Thinking and Thinking Skills are set to become even more important in the coming years as the Japanese educational curriculum is set to change. To help prepare teachers for this shift, we have three great presentations on Critical Thinking and Language Learning to share with you. We hope you can join us for valuable information on integrating Critical Thinking into your classroom.</p> | | |
| 11:30 | | | |
| 1:00 | <table border="1"> <tr> <td>11:00</td><td></td></tr> </table> | 11:00 | |
| 11:00 | | | |
| 1:30 | <p>Sakuraum 1F (CUE) <i>Presentation's 3 Cs: Cooperate, Collaborate, Communicate</i> Andrew Robert Dowden & Todd Cooper (National Institute of Technology, Toyama College)</p> <p>In this study, we examined the effectiveness of using group presentations as a tool to engage learners in the EFL classroom. Two groups, 18-year old engineering students [lower intermediate level] and 19-year old business students [advanced level] were given the same tasks, and the same pre- and post-questionnaires to self-assess any perceived changes in awareness, motivation and ability. Our results showed that task-based learning projects promote active learning, which in turn had a positive effect on the learning outcome in both the lower and higher level class.</p> | | |
| 2:00 | | | |
| 2:30 | <p>RM 105 (LD) <i>From Language Learning to Actively Communicating: A Threshold Concept</i> Luke James Carson (Hiroshima City University)</p> <p>While the word "threshold" is used in language learning frameworks, a threshold concept from a learning theory perspective refers to a "transformed way of understanding" (Meyer & Land, 2006) that brings with it an ontological shift in the minds of learners. This presentation discusses how the jump from learning a language to learning and using a language is indeed such a threshold concept—meaning it is both more difficult and more meaningful than we may always recognise. Drawing on what learning theory has discovered about "troublesome" learning, the discussion provides a reframing of learner journeys to becoming communicators.</p> | | |
| 3:15 | | | |
| 3:45 | <p>RM 107 (CUE) <i>The Changing Face of Higher Education in Japan</i> David Laurence (Chubu University)</p> <p>Demographic shifts in Japan are causing profound changes in the nature of higher education here. Dropping numbers of potential students, coupled with a still-expanding higher education system, leave many universities scrambling to stay solvent and under pressure to modify entrance standards. While this means that more young people than ever before are being given the chance to attend university, it also means that more of these young people are entirely unprepared, academically or socially, for success at university. This presentation will describe these present and future trends and discuss implications for institutions and professionals working in higher education.</p> | | |
| 4:15 | | | |

RM 108 (Sponsored) *A Fundamental Study on the Reliability and Correlation of CEFR-J Based Can-Do Descriptors*

Masanori Tokeshi (Meio University)

This study is intended to examine the reliability and correlation of self-ratings of CEFR-J Can-Do descriptors. University freshmen (N=389) answered the CEFR-J-based questionnaire. Analysis of the questionnaire indicated the following. The overall tendency was that average self-ratings among five skill categories showed strong intercorrelations (Cronbach's alpha: 0.87). In-depth qualitative analysis of individual data showed that a large part of self-ratings did not follow the order of the CEFR-J difficulty levels and varied depending on the individual. Moreover, the statistical analysis between self-ratings and the English proficiency test rankings did not show strong correlation (Pearson's r: 0.3).

10:30

RM 109 (CUE) *Elementary Teacher Education in Japan: How Can We Help?*

Brett Raymond Walter (Hiroshima University)

Much of the research on the interaction between Assistant Language Teachers (ALTs) and Japanese Teachers of English has broadly looked across all levels of English instruction and seems to have focused on problems that arise between these two groups of teachers. Cultural differences are often cited as being one of the major underlying causes of conflict, but little is discussed about how we in universities can take steps toward preventing this conflict. This presentation will share data from one Japanese university on elementary education students' views and opinions of ALTs and discuss the implications of this data for university instructors.

11:00

11:30

1:00

RM 111 (SA) *Study Abroad: The Gap between Perception and Reality*

Jeremy Stewart White & Shizuyo Asai (Ritsumeikan University)

Every year Japanese university students undertake short-term study abroad programs. For these programs a variety of pre-departure orientation sessions are given around subjects such as how to overcome communication breakdowns with host family members, general etiquette in the community, and other high anxiety situations in day-to-day dealings. However, when studying abroad Japanese university students are often shocked by some of their experiences. This presentation will outline results of a mixed method, survey and semi-structured interview study of the expectations of students before travelling overseas, and the reality experienced. Suggestions will be made in regards to the improvement of pre-departure orientation.

1:30

2:00

RM 201 (GILE) *Greening PanSIG*

Mark Brierley (Shinshu University)

Many conference attendees and organisers are concerned about environmental issues; this presentation therefore looks at the impacts of this conference. Since 2013 the PanSIG conference has had an environment officer, and JALT has had an environment committee. We have attempted to measure the carbon footprint of the conference, proposed carbon offsets and considered ways of reducing the impact. Travel, specifically flight, is the main environmental impact of the conference, and carbon offsets are currently the best mitigation option. Catering is also significant and highly visible, but requires complex organisation.

2:30

3:15

3:45

RM 205 (SDD) *The Incorporation of Music in and out of the EFL Classroom*

Sean Thomas Yamada (Ritsumeikan University)

Music plays an important role in our lives, and for many students of English as a Foreign Language (EFL) who do not regularly interact with speakers of English, music may be an effective medium through which to acquire proficiency (Bartle, 1962; Kanel, 2000). In this presentation I argue that 1) music is underutilized in the EFL classroom; and 2) students would benefit from knowing how to incorporate the use of music into their out-of-class studies. After giving an overview of current research, I present procedures I have designed and incorporated into my own university classes.

4:15

**RM 207 (SDD) *Music Videos for Contextual Critical Analysis*
Jon Catanzariti (Chubu University)**

Pictures tell a story, but music brings the emotion. Music is often used as a way to promote listening and language production in the L2 classroom. In the modern classroom though, with access to screens and media utilities, such as YouTube or online music services, we are now able to accommodate visual learners, too. Through music videos, we are able to present learners with a full range of input for learning. In this presentation, the speaker will present various methods for actively engaging and developing learners' critical and creative senses.

**RM 210 (CALL) *Beyond PowerPoint: Extending the Presentation Format*
Malcolm Ross Swanson (Seinan Jo Gakuin University)**

Hear the word "presentation," and PowerPoint probably comes to mind. However, with the development of other software options plus apps for tablets and smartphones, many more engaging options are now available. In this session, we will look at how presentation software can be used in the classroom as a teaching resource, an organisational tool, and for collaborative learning activities. For language learners in particular, being able to prepare creative presentations on their own devices, then practice with them beforehand can make a huge difference in classroom performance.

**RM 212 (VOC) *Student Voices on Activities for Building Fluency Using Multi-Word Expressions*
Haidee Elizabeth Thomson (Muroran Institute of Technology)**

Multi-word expressions may be very important for building fluency, but there is a lack of research to show how we should teach these. Nine activities intended to build fluency with multi-word expressions were used in three English communication classes over six weeks, and students were subsequently surveyed regarding the difficulty level and perceived usefulness of each activity for their language learning. Focus groups followed with students freely discussing reasons for the activity ratings. Results and themes of interest will be discussed such as difficulties that originate from social rather than linguistic challenge.

**RM 301 (PRG) *Multiple Involvements: Learners Using Smartphones*
Tim Greer (Kobe University)**

The smartphone has become a ubiquitous tool for augmenting conversation. This presentation uses multimodal Conversation Analysis to investigate the way two learners, one Japanese and the other Indonesian, incorporate smartphones into their lingua franca English interaction. The analysis focuses particularly on their use of the smartphone in forward-oriented repair, including how the interactants (1) look up unfamiliar words, (2) delay turn progressivity to fit those words into the turn-in-progress, and (3) display photo images to exemplify an unclear term. In addition, the study explores how recipients orient to current talk while preparing a subsequent topic from information on their screens.

**RM 302 (TD) *EdCamp and Innovation in Teacher's Professional Development: Reflections, Perceptions and Improvements*
Bernadette Denston (UCL Institute of Education, London University)**

The EdCamp Movement has spread rapidly, and these "un-conference" style teacher's professional development (PD) events have now taken place in countries across the world. This innovative style of PD has been called 'revolutionary' with regards to teacher education and was last year introduced to Kansai for the first time. This presentation will provide practical information of the EdCamp concept and model, share organiser and participant experiences, and offer suggestions for other models of teacher PD. Resources and advice will be available for participants wanting to organise similar style events.

RM 304 (MW) *Ever Thought of Writing a Textbook?***Simon Capper (Japanese Red Cross Hiroshima College of Nursing)**

Ever thought of transforming those great ideas into materials that others can benefit from? This presentation follows the journey of an author/co-author of more than a dozen commercially published textbooks. The talk covers 10 stages of the book-birthing process, from conception to delivery, with suggestions, guidelines and warnings to help less experienced writers enhance their chances of success. These stages include: getting your foot in the door; finding your 'gap'; establishing your principles; designing a scope and sequence; understanding your market; the best ways to fail; ensuring quality; the final push, and post-publication.

10:30

11:30

Sakuraum 1F (CUE) *Student Sleep Patterns and Learning Outcomes***Deborah Broadby (Nagoya College) & Joshua Brunotte (Nanzan University)**

Research has consistently demonstrated that lack of sleep negatively affects cognitive and assessment performance, mood and classroom behavior. But many questions remain about the true sleep habits of Japanese students. This presentation reports on research examining student sleep habits, reasons attributed for sleep choices, and the potential effects on language assessment scores. Students' predictions and self-reflections on sleep behavior will be examined, as well as the link to language recall ability. Suggestions for how instructors might encourage better sleeping habits, as well as the potential benefits for students when better sleep is attained, will also be presented.

11:00

11:30

1:00

RM 105 (LD) *Learner Ability Calibration: A Work in Progress***Richard Todd Leroux (Temple University)**

Calibration is the degree of correspondence between a learner's perceived ability to successfully complete a task and actual ability demonstrated. Oral presentations require explicit criteria for learners to notice gaps between their perceived ability and actual performance. This presentation discusses the results of learner perceived versus demonstrated ability on four criteria as assessed by a pretest (learner self-report) and post-test (instructor assessment). Results suggest learners tended to overestimate their abilities on eye contact, the use of gestures, and speaking time (length of presentation), while underestimating their fluency ability.

1:30

2:00

RM 107 (CUE) *Using Questions to Help with Willingness to Communicate***Grant L. Osterman (Family English School International Co., Ltd)**

This presentation will focus on using questions and answers to stimulate rhetoric in the oral English classroom. Having students being more active is important in Japanese EFL classrooms where current methods are often teacher centered. Using research conducted from 2015 at a national university with students from different majors and different years, the speaker will show how having students ask and answer questions will enhance their Willingness To Communicate and make your classroom more student centered.

2:30

3:15

3:45

RM 109 (CUE) *Zooming through Referencing Problems with Zotero***Rab Paterson (Lakeland College Japan)**

This session is a review of an action research project with Zotero for Japanese EAP students on a pre-session academic writing course at a Liberal Arts college in Tokyo. Many of the students had no prior experience with referencing conventions and, while some had used a referencing system before, they had limited skills and knowledge in this important area. The purpose of this project was to measure the utility of the Zotero app for addressing issues of direct and indirect plagiarism and effective note-taking, and to report on the students' impressions of Zotero after using it for a semester.

4:15

**RM 111 (SA) *Effect of Short-Term Study Abroad on L2 Motivation*
Hiroshi Moritani & Craig Manning (The University of Shimane)**

The data was collected from 34 university students using questionnaires and semi-structured interviews. The results showed students' improvement of their ideal L2 self (Dörnyei, 2005) and the reduction of L2 anxiety, while there was no change in their willingness to communicate (MacIntyre, et. al, 1998). Participants will be given an opportunity to discuss possible pedagogical implications and methods to improve future programs.

10:30

**RM 201 (THT) *Peer Support Group in Uzbekistan*
Dilfuza Mamasoliyevna Kuldasheva (high school teacher, Uzbekistan)**

Recently, sweeping reforms are being carried out in Uzbekistan's English education leading to a great emphasis on teacher training. One innovative scheme is Teacher Foundation Tester training, in which selected teachers are trained in new methods and then return to their schools to train other teachers. The TFT teachers meet once a week to discuss problems in their teaching and current ELT issues. In this presentation, I will show short videos that illustrate the activities of the group, and hope to discuss with participants the benefits of peer support for teacher development.

11:00

11:30

**RM 205 (SDD) *Actor Training as Experiential L2 Learning*
Robin David Reid (Victoria University of Wellington, New Zealand)**

Theatre and drama activities inspire and motivate students like few other activities. While some studies focus on extensive productions, and others ignore this in favour of a stricter focus on process, a focus on theatre acting can walk a line between these two. This paper discusses an acting workshop undertaken at a private high school in Japan. By focusing on teaching the basics of acting, rather than on explicit language instruction, participants were able to develop their language abilities while experiencing an authentic actor training program.

1:00

1:30

RM 207 (CALL) *An Introduction to Corpus Linguistics—A Beginner's Guide for Language Teachers*

Robert Chartrand (Kurume University)

Corpus linguistics is the study of naturally occurring language carried out with specialized software programs on a computer. Important aspects of the field will be explained, including easy-to-understand terms that are used when discussing various types of electronic corpora. What is a corpus? Why is it useful? What types of corpora are there? What kind of software can I use to build my own corpus? The presenter will introduce the concept of corpus linguistics, how it is used in language teaching and research and how language learners can improve their study of the language with these tools.

2:00

2:30

**RM 210 (CALL) *Is Tech Taking Over? Putting the "Assisted" Back in CALL*
Manuel Senna (Kwansei Gakuin University)**

For many teachers and administrators, "innovations in education" is synonymous with "computers and technology". But there is danger in trying to shoehorn technology into the language classroom simply because it is innovative. The presenter will outline some of the pitfalls commonly encountered when adopting technology in language classrooms. The presenter will also discuss a series of action research projects that detail his own successes and failures using MS Word, Powerpoint, Lego Mindstorms robots, and Twitter. In the end, implementation of technological innovations has been more successful when the presenter de-emphasized the technology and pushed it into the background.

3:15

3:45

4:15

RM 212 (MW) *The Vocabulary Load of Popular Songs*
Rick Romanko (Wayo Women's University)

The value of popular music in language learning has been a part of the pedagogical literature for many years (Lems, 2005). One of the often-discussed benefits is the potential for vocabulary learning through songs (Murphey, 1992). This presentation will report on a vocabulary load study that used a comprehensive corpus of popular American and British songs derived from music industry expert opinion and music charts in the US and UK over the last 60 years to determine the number of words needed to understand the vocabulary in popular songs. Implications for vocabulary learning opportunities with popular songs will be discussed.

10:30

RM 301 (PRG) *Translanguaging in Uni Office Hour Interaction*
Adam Brandt (Newcastle University, United Kingdom)

In an international, multilingual university setting with no explicit language policy, interactions can potentially take place in a number of languages, or a combination thereof (sometimes called 'translanguaging'). This raises an interesting question for communication researchers: when interactants come together in such settings, how do they determine which language/s to use, and to what extent? In this presentation, I will discuss this by examining the systematic nature of participants' language choice and 'translanguaging' practices in an international university in Japan. I will do so by analysing video recordings of university office hour meetings between international students and their tutor.

11:00

11:30

RM 302 (TD) *Teachers' Engagement with Professional Reading*
Margaret Clare Kitchen, Susan Gray, & Maree Jeurissen (The University of Auckland, New Zealand)

This paper reports on findings from a two-year study into practising language teachers' engagement with readings while on a part-time, weekly, university TESOL course. Three approaches to professional reading were used: reporting on a reading to a small group once a semester; weekly independent reading; or structured weekly reading groups (Parrot & Cherry, 2011). Quantitative data shows the engagement of the classroom teachers strengthened over time coming to match that of their counterparts, teachers in leadership positions. Qualitative interviews show commitment to other members of the carefully structured reading groups and relevance of readings to the classroom appear key.

1:00

1:30

2:00

RM 304 (MW) *Enhancing Teacher-Created Language Learning Materials with Images*
Cameron Romney (Doshisha University)

In this presentation, the presenter will offer suggestions and advice for adding images and other visual media to teacher-made language learning materials. He will begin by discussing the benefits for using visual media, the three main ways that images are used in language learning materials: instructive, supportive and decorative. Next, issues related to copyright, fair use, creative commons and suggestions for finding images on the Internet will be discussed. Finally, the presenter will showcase some examples of teacher-created language learning materials enhanced with images.

2:30

3:15

3:45

Next on the schedule...

12:00 – 12:55 Lunch

12:00 – 12:55 PanSIG2017 Planning Meeting (RM 109)

4:15

Sakuraum 1F (TBL) *Improving Spoken Anecdotes through Error Correction and Task Repetition*
Paul Anthony Marshall (Shizuoka University of Art and Culture)

This presentation details the researcher's experimentation with a procedure designed to encourage improvements in university students' spoken production. After recording students' spoken anecdotes, the teacher provided a list of errors and elicited corrections individually. The students then listened to their own recording with the errors and corrections in front of them. It was hypothesized that the procedure would enable students to 'notice' their own errors and that this would lead to them not being repeated. Students' spoken production before and after the procedure was analysed for improvements or changes, and questionnaires were provided to students for feedback about the procedure.

RM 107 (PRG) *A Study of L2 Threatening*

Joseph Paul Siegel & Mark David Firth (Meiji Gakuin University)

Whether we like it or not, some situations call for aggressive language and strategies (Beebe & Waring, 2005), of which "threatening" is one. This presentation reports on a study of the linguistic and strategic behaviors employed by five Japanese EFL learners when making threats. Prior to and during their study abroad, participants completed oral discourse completion tasks (e.g., Brown, 2001) that involved threats. Presenters will share extracts of student output to illustrate development of student ability related to threats. Attendees will gain an understanding of how to examine and develop classroom activities for emotionally-charged speech acts like threats.

RM 108 (Sponsored) *Perception of Real English in the Japanese Context: Native Speaker Variety or English as a Lingua Franca*

Miki Shibata (Hiroshima University)

English is used as a lingua franca (ELF) among those with different languages and cultural backgrounds in this era of globalization. This fact has influenced the area of English teaching and has demanded teachers to rethink its goal. Prior to the adoption of ELF for teaching, however, attention should be paid to the notion of Standard English and native varieties of English, often referred to as real English. After addressing the adequacy of these terms, I will discuss the fundamental pedagogical issues based on the reality of English use: 'how should ELF be conceptualized?' and 'what does successful communication mean?'

RM 109 (CUE SIG Forum) *Fostering Equal Representation for Democracy in the Classroom*
Melodie Cook (University of Niigata Prefecture), David Laurence (Chubu University),
Umida Ashurova (Nanzan University), Glen Hill (Obihiro University of Agriculture and
Veterinary Medicine), & Cynthia Edwards (Hokkaido Musashi Junior Women's Junior
College)

What does it mean to create democracy in the classroom? How do we encourage collaboration and ensure equal representation to enable dynamic classroom interactions? We all struggle to find ways to nurture a variety of perspectives and establish and maintain a well-rounded environment for our students. Presenters will give PechaKucha style presentations to showcase their successes and failures in creating innovative activities to encourage a wider variety of voices and perspectives. PanSIG Featured Speaker will act as a moderator, giving her thoughts on the forum and presentation topics.

RM 111 (SA) *Experience of a Disabled Student Studying Abroad*

Chihiro Tajima (Keisen University)

This is a narrative study of a 19 year-old female Japanese learner of English in a one-month study abroad program in Canada. The student has had a leg disability affecting both legs since birth and requires crutches to walk. The qualitative data, consisting of semi-controlled interview responses of the student and her host mother, as well as field notes gathered by observation, will reveal a marginal story, a neglected area of inquiry in study abroad research. The presentation will report on her language learning, intercultural learning, and personal growth, and discuss the implications for assisting disabled students studying abroad.

RM 201 (GILE SIG Forum) *Teaching Activities for Global Citizenship & Innovation*

Kip Cates (Tottori University), Caroline Latham (Meio University, Professor Emeritus), Juhi Gupta (Nagoya University of Foreign Studies), Anthony Torbert (Kobe Gakuin University), Jennie Roloff Rothman (International Christian University)

The Global Issues in Language Education SIG Forum will be a panel discussion open to all interested people. This session, which links global citizenship and PanSIG's theme of innovation, will feature classroom teachers' innovative ideas for the classroom and beyond. Each panelist will discuss teaching objectives, materials, methods and activities as well as challenges, successes, problems and student responses. Time will be allotted during the session for questions, comments and discussion. Learn the latest teaching approaches and share your own ideas!

10:30

RM 205 (LILT) *Shakespeare in a Content-based Life Science Course*

John Frederick Maune (Hokusei Gakuen University)

Zeffirelli's version of Shakespeare's Romeo and Juliet takes center stage in a content-based life science class for second year English majors. Concepts such as aggression, parental investment, sexual selection, and, of course, love, to name a few, are illustrated by various scenes and select portions of the text. The sensual poetic narrative holds the students' attention and piques their curiosity leading to more engaged students who are also curious about the Shakespeare brand and its iconic western cultural mystique. Art itself is also scrutinized and its adaptive value questioned. Romeo and Juliet is always well received by the students.

11:00

11:30

RM 207 (CALL) *Online Peer Pronunciation Feedback*

Suzanne M. Yonesaka (Hokkai-Gakuen University) & Akio Ohnishi (Version2)

This presentation introduces P-CHECK, a plug-in for the Glexa LMS (Version2) used by 80 Japanese universities. P-CHECK facilitates peer intelligibility feedback given during focused phonemic and supra-segmental practice. After introducing P-CHECK's functions, the results of two pilot studies are briefly presented. Study 1 (n = 59) confirmed P-CHECK's functions, investigated the requisite amount of feedback, and explored relationships among intelligibility, feedback accuracy, and feedback confidence. Experimental study 2 (n = 55) investigated differences in learner attitude between learners giving peer feedback face-to-face and those using P-CHECK. This presentation will be of interest to pronunciation teachers, Glexa users, and software developers.

1:00

1:30

2:00

RM 209 (SO) *School Owners' SIG Forum*

Ryan Hagglund (School Owners' SIG)

This session will provide an opportunity for school owners to meet in person and address issues related to school ownership. Topics may include but no limited to hiring, pricing, advertising, communicating with students/parents, and/or balancing educational quality with profit.

2:30

3:15

RM 210 (CALL) *The Effect of Smartphone Video Recording Homework*

Hisayo Kikuchi (Aoyama Gakuin University)

This study explores the use of smartphone video-recording technology as a tool for improving student homework performance. Thirty first-year students were assigned 10 one-minute homework projects over a three-month period. Five of the assignments were to be completed using smartphone video technology, the other five in a traditional written format. Data collected using pre- and post-study survey, instructed oral interview, and analysis of the students' homework performance indicate that smartphone-video homework resulted in students (1) spending more time on their homework; (2) feeling more responsibility about completing the assignments independently; and (3) perceiving that homework led to deeper learning.

3:45

4:15

RM 211 (BIL) *Which School Would You Send Your Kids To? Why?***Shizuka Miyara (Kadena Base, Japan) & Takaaki Hiratsuka (University of the Ryukyus)**

As the wave of globalization has continued to grow, the number of parents in Japan who send their children to immersion programs is currently rising. This presentation reports on a study that examined factors influencing parents' decision making when choosing their children's schools. An internationally-married couple (American husband and Japanese wife) who have two children took part in the study. Data were collected through semi-structured interviews and were analyzed via a content analysis. Findings indicated that the couple made the decisions based on three major factors: (a) children's personality, (b) children's willingness, and (c) children's experience at an early age.

RM 212 (VOC) *Analyzing Errors in L2 Written Productions Using a Word Knowledge Framework*
Andrew Gallacher (Kyushu Sangyo University)

Two Japanese university students' Mastery Sentences (sentences that use multiple aspects of word knowledge to demonstrate target word meaning) were analyzed for the ability to demonstrate productive knowledge of meaning, written form, grammatical behavior and collocation. Errors based on these word knowledge types were coded to identify areas of difficulty for each student. Quantitative results indicate a hierarchy of difficulty among word knowledge types that was shared by both participants, while qualitative analyses highlight patterns of mistakes found underlying these categories. Using a word knowledge framework to analyze written productions proved useful in identifying students' weaknesses in productive word knowledge.

RM 301 (PRG) *Scaffolding in Interactional Oral Language Tests***Eric Hauser (University of Electro-Communications & University of Hawai'i at Mānoa)**

The data for this presentation come from video-recorded interactional oral English language tests at a Japanese university. Using Multimodal Conversation Analysis (i.e., analysis focusing not only on talk but also gaze, gesture, body posture, and any other relevant semiotic resources), I examine language- and task-related assistance, or scaffolding, sometimes provided to test-takers by the examiner. Task-related assistance helped the test-taker produce a successful test performance. However, there was limited evidence that language-related assistance was even noticed by the test-takers or had any effect on their language.

RM 302 (Sponsored) *"One Stop English": Resolve Your Concerns in the Classroom*
Makoto Sato (Macmillan)

Introduction to "One Stop English" for teachers to prepare classes. In this presentation, we will introduce the world's leading teacher resource website. In terms of materials, this site has over 9,000 resources, including lesson plans, worksheets, audio, video and flashcards. One Stop English is the world's number one resource site for English language teachers. Whether you teach Business English, Young Learners, Exams, or CLIL, you will find resources to help your classes. Come along to the presentation to see why over 700,000 teachers have registered to this educational resource website. (Please note—this presentation will be in Japanese). このプレゼンテーションでは「授業の準備の時間がない」「授業プランはどうするの？」そんな先生の悩みを解決します。—Sponsored by Macmillan LanguageHouse.

RM 305 (GALE) *Creating Comfortable Classes for LGBTQ Students*
Ashley Russell Moore (Osaka Institute of Technology)

What factors affect whether lesbian, gay, bisexual, transgender, and queer (LGBTQ) students feel comfortable in language classes? How can we make our classrooms more inclusive? In this session I will discuss the early findings of a qualitative study that uses constructivist grounded theory to examine the experiences of LGBTQ students of Japanese as a second language within their classrooms. I will finish by sharing concrete steps that language teachers can take to create better learning environments for LGBTQ students and their classmates.

RM 306 (MBE) “Back-to-the-Future” Essays Come Alive
Harumi Kimura (Miyagi Gakuin Women's University)

This is an exploratory qualitative study investigating how writing a Back-to-the-Future essay helps L2 learners to envision a clear and elaborate ideal self-image as an L2 user and actively exert agency on behaviors they believe match the images they have of their ideal self. The essays by a university music major demonstrate how composing this kind of essay, written by her future self as if she were looking back on her past, cultivate visions for her future. The essays can act as a self-guide, a motivating tool more powerful than a “looking forward” essay.

1:30

Sakuraum 1F (TBL) *Teacher Noticing, Interaction, and Alignment: Implications for Task-Based Language Teaching*

Daniel O. Jackson (Kanda University of International Studies) & Minyoung Cho (Korea University, Korea)

Teacher noticing and alignment are valuable resources for task-based language teaching (TBLT). We argue that teacher noticing (van Es & Sherin, 2002) underpins instructors' efforts to promote interaction via TBLT. This presentation builds on a study of teacher noticing among undergraduate teacher trainees. We analyze in detail examples from the data, in which trainees reported noticing interaction during their teaching. These examples show how cognitive, affective, and physical alignment (Atkinson, 2014) may facilitate interaction during demonstration lessons. We conclude by describing how: (a) task-based learning may grow out of interaction broadly conceived, and (b) our results may foster teacher development.

RM 107 (PRG) *Listener Perceptions of Complimenting on Study Abroad*

James Broadbridge (J. F. Oberlin University) & Joseph Siegel (Meiji Gakuin University)

The ability to both receive and make compliments is of importance as it allows speakers to break the ice, develop conversation and maintain harmonious relationships. This presentation reports on the pragmatic development of a group of 5 students on a one-semester study abroad program. Participants completed oral discourse completion tasks prior to departure and upon their return. Presenters will report on the findings of the study with examples of students' compliments and compliment responses. They will also discuss how the student output was rated by both EFL teachers in Japan and members of the host community.

RM 108 (Sponsored) *Foreign Language Learning Methods in Multilingual Contexts*

Tomoyoshi Takemura (Okinawa Christian University Learning Support Center)

When I was in Bolivia, I spoke Okinawan at home and was educated in Spanish at school. I came back to Okinawa at 12 years old, and I was forced to attend Japanese elementary school. Later, I learned English and Chinese. I strongly feel that there is a big difference between these four languages' acquisition processes. My presentation will discuss differences between each of these language's acquisition processes based on my personal experiences and then, based on these differences, I'd like to propose some relevant teaching methods.

—SIG Events—

Task Based Learning SIG
 3rd “TBLT in Asia” Conference
 June 25-26, Kyoto, Japan
<http://www.tbtsig.org/conference>

10:30

11:00

11:30

1:00

1:30

2:00

2:30

3:15

3:45

4:15

RM 111 (SA) *How Did Regular High School Classes in Canada Affect L2 English Writing Proficiency of Japanese High School Students?*

Hisashi Tominaga (Tokai Gakuen High School)

Study-abroad experiences for Japanese high school students are increasingly common these days for several reasons, including increasing awareness of globalization in Japan. This presentation will introduce Canadian secondary school classes taken over the course of a 1-year study abroad experience by 18 Japanese high school students focusing on eight courses over two semesters. Utilizing a case study approach, how these overseas classes affected L2 writing proficiency will be discussed by examining the class materials, textbooks and the essay assignments written by each student. Improvement on writing was seen based on the results of the students.

RM 205 (LILT) *Taking a Lit Circles Approach to Academic English*

Alastair John Graham-Marr (Tokyo University of Science)

Literature circles (LC), an activity framework for classroom discussion, has been adapted for EFL classes to help students engage more deeply with reading texts. In this approach, students read texts outside of class, and discuss the texts in class, using a specified discussion framework. However, many adaptations of this approach have used fiction as source material. Feeling pressure to match course content with the labour market needs of our contemporary global society, English departments are increasingly being asked to include more academic content in their classes. This presentation reports on a class that used academic non-fiction as source material.

RM 207 (CALL) *Total Immersion: VR Headsets in Language Learning*

Josh Brunotte (Nanzan University) & Chris Hastings (Nagoya University of Foreign Studies)

Virtual Reality is about to change the world. Researchers predict that ownership of virtual-reality devices will reach 38 million by the end of 2020. This technology will undoubtedly transform our lives, but how might it be positively incorporated into the language classroom? In this workshop participants can learn about practical and affordable applications of VR and what language learning tasks it may be appropriate for. Attendees will have the opportunity for hands on experience with the recently released Google Cardboard device from the perspectives of both instructors and language learners, and will discuss the possibilities for innovation in this field.

RM 210 (CALL) *Flipping Video: Autonomy in the Classroom through Technology*

Kevin Ryan (Showa Women's University)

We leverage technology by “flipping” a language class; introducing video-based language content outside the class and using that content as a base for in-class student-lead discussion. This method aims to achieve the delicate balance of increasing autonomy while focusing on language development by controlling the range of activities. We cover the “what, why and how” by sampling activities, videos of student interaction, technology of Google Drive and Moodle, and student feedback on the process.

RM 211 (PRG) *Teaching L2 Pragmatic Strategies to Young Learners*

Akiko Chiba (The Open University of Hong Kong)

L2 pragmatics knowledge is regarded today as one of the key factors for developing language learners' communicative competence. Despite the abundant literature in interlanguage pragmatics worldwide, past studies have predominantly dealt with adults, leaving younger learners as an underrepresented population. To fill this gap, this pilot study investigated various interventions for English pragmatic strategies for 3 elementary-age learners. While some pragmalinguistic and sociopragmatic competence were observed, learners failed to derive intended meanings from implicature, suggesting the order of emergence in pragmatic development. The result also raised a question about the suitable age to incorporate pragmatic component into language programs.

RM 212 (VOC) *Lexical Coverage of the TOEIC***Masaya Kanzaki (Kanda University of International Studies)**

In order to investigate the lexical coverage of the TOEIC, the spoken and written parts of 34 ETS-generated TOEIC practice tests, consisting of 326,085 running words, were analyzed using the RANGE program with the BNC and COCA word family lists. The results showed that the first three BNC/COCA lists containing 3,000 word families, plus proper nouns and marginal words, provided 95% coverage. However, not all of the 3,000 word families appeared in the TOEIC practice tests, and a closer examination indicated that fewer than 2,000 word families were needed to reach 95% coverage.

10:30

RM 301 (PRG) *Longitudinal Pragmatic Development in ELF Interaction***Aki Siegel (Rikkyo University)**

This study investigates the longitudinal development of word search sequences in naturally occurring interaction. Participants were two L2 speakers of English engaged in ELF interactions at a university dormitory in Japan. Video recordings across five months, approximately four hours of video conversations were collected, transcribed, and analyzed using Conversation Analysis. The longitudinal analysis of the interactions demonstrated changes in effectiveness of resolving word searches, orientation towards the interactional goal, and emergent use of language to secure intersubjectivity. Findings suggest that co-adaptation of the interlocutors lead to unique language use in ELF interactions, which may be distinct from native speaker norms.

11:00

11:30

RM 302 (CUE) *A Gadget that Makes Your Students Really Listen***Masahiko Goshi (Tokai University)**

This presentation will discuss how students react to two different means of listening in listening classes: 1) a conventional class-based listening exercise using a CD player, and 2) alternative listening activities using individual earphones connected to IC players. The survey conducted at the end of the term indicates that over 80% of the students (51 out of 61) prefer the alternative listening method. The presentation will explore various reasons for the preference, and will suggest additional possible exploitations.

1:00

1:30

RM 305 (GALE) *Gender, Identity, and Language Awareness***Erin Anne Hughes (Kanda University of International Studies)**

The presenter will report on a qualitative, ethnographic research project that investigates the efficacy of using fieldwork as a means to help learners discover and analyze the socially constructed intersections between gender, sexuality, identity, and language in an EFL setting. Findings are based on the reflections and coursework of a small group of volunteer participant students attending a 15-week gender and sexuality course in English at a private international studies university in Kanto. Though students provided various interpretations and emotional responses to their fieldwork results, their feedback suggests that the project enabled them to question their beliefs about gender.

2:00

2:30

3:15

RM 306 (LD) *The Use Of "English" Names by Chinese International Students.***David Clayton (Doshisha Women's College of Liberal Arts)**

It is a common practice for Chinese international students to adopt "English" names in their interactions with teachers and peers when studying abroad. This presentation will outline research undertaken among a cohort of Chinese international students at a pre-session English course for postgraduate students in the UK. The research attempted to find out why students adopted "English" names, their attitudes to teachers using their real names, teachers' attitudes to the practice, and the potential benefits and drawbacks of it. As well as issues related to L2 learners' identities, the practical implications for language teachers will also be discussed.

3:45

4:15

**Sakuraum 1F (TBL) *Fluency Development Activities and Language Change*
Timothy Jonathan Doe (Kwansei Gakuin University)**

Repeated narrative activities have been shown to lead to development in learners' spoken fluency, and could also impact other aspects of output. However, few studies have looked at the how the complexity, accuracy, and fluency (CAF) features of language produced in these activities may change over time. This study investigated the differences in CAF measures made by 20 Japanese university students who completed a 3/2/1 speaking activity over an academic semester. Results indicated that, while most of the measures remained relatively stable, the accuracy measures tended to fluctuate and appeared to be influenced by the tasks' topics.

RM 107 (CUE) *Profiling EFL Learners' Motivational Trajectories—A Longitudinal Mixed-Methods Study*

Neil McClelland (University of Kitakyushu)

Second language learning motivational trajectories were investigated at one university in West Japan. In a mixed-methods study: Stage 1 developed longitudinal 'motivational profiles' based on four attitudinal dimensions: Internationalism; Grade-orientation; Attitudes to native-speakers; and Interest in English media, and TOEIC scores submitted over two years. Stage 2 employed narrative elicitation with selected students to highlight 'critical incidents' in their experiences with English; both before and during their time at university. The outcome of the study was a set of Thematic Language Learning Histories (TLLH) that combine quantitative profiles with in-depth analysis of narrative accounts provided by the students.

**RM 108 (Sponsored) *Encouraging Japan's Younger Generations to Be Global Citizens*
Sumiko Ogawa (Meio University)**

Our younger generation's curiosity to discover the world has been blunted by cramming, chopped knowledge, excessive virtual experiences, and imposed study by parents and teachers. This presentation will consider how to find solutions as to how students can happily survive and prosper in a global society. Education for global citizenship helps enable younger generations to develop the core competencies that allow them to actively engage with the world, and it helps them to develop values and resilience that will enable their success in the future. Accordingly, this presentation will share ideas for improving the future prospects of Japan's younger generations.

**RM 111 (SA) *Innovative Global Education: The Asia Program*
David Williams (Josai International University)**

The MEXT Super Global University Project has significantly expanded the global reach of language studies and exchange programs in Japanese tertiary education. However, just 37 universities were selected for the project leaving the majority of institutes to develop their own innovative global strategies. One university, Josai international University, together with 4 Asian partners, established in 2012 a for credit summer program offering students English-medium instruction together with opportunities for cultural exchange. This presentation will outline the program and the benefits it has brought to the university's broader global objectives. Audience feedback will be welcomed.

**RM 205 (LIT) *A Nursery Rhyme Presentation Project*
Lorraine Kipling (Kanda University of International Studies)**

Nursery rhymes provide a fun and effective way for learners of all ages to focus on chunks of language using accessible and authentic texts. This presentation details the rationale and methodology behind using nursery rhymes as the focus of a university-level in-class group research and presentation project. Students research the history, meaning and function of nursery rhymes, and practice annotating, pronunciation, and presentation skills. Using examples of project work and feedback from students, the presenter argues that this project enables students to become familiar with some simple but iconic texts while developing key skills.

RM 207 (CALL) *Digital Storytelling to Promote Development of Workplace Skills: A Malaysian Experience***Siew Ming Thang (The National University of Malaysia) & Najihah Mahmud (University of York, England)**

The use of storytelling in teaching languages has been revived with the advent of digital storytelling (DST), a technological innovation which combines the art of storytelling with a variety of audio, video and multimedia images. Studies in western countries have revealed that DST is effective in infusing ICT literacy, inventive thinking and problem solving skills among students (Robin, 2006, 2008; Hafner & Miller, 2011). This study sets out to investigate the effectiveness of DST in fostering the development of workplace skills among undergraduates undertaking an English for Academic Purpose (EAP) course at a public university in Malaysia.

10:30

RM 210 (CALL) *Using iPad and YouTube to Promote Syntactic Complexity in a Speaking Task*
Maki Terauchi Ho (St. Michael International School, Japan)

Although Japanese adults have studied English for at least 6 years, few feel that they have acquired sufficient speaking skills. In this study, adult beginning-proficiency students were taught coordinating conjunctions and verb tenses to help them perform English speaking tasks while controlling for new vocabulary. iPads and YouTube were used to provide input, establish a basis for producing output, and aid their comprehension and autonomy. The results showed that the participants improved in terms of syntactic complexity as measured by number of words per sentence.

11:00

11:30

RM 212 (VOC) *Visual Corpus: Vocabulary across Cultures***John Campbell-Larsen (Kyoto Women's University) & Cameron Romney (Doshisha University)**

The vocabularies of Japanese and English have a nuanced and complex interrelationship that is often not captured by dictionary definitions: such definitions often assume a one-to-one correspondence that is not actually the case. However, internet image searches of supposedly corresponding words in English and Japanese can reveal differing aspects and nuances of meaning not apparent in traditional definitions. This presentation will examine words such as 'scold', 'co-operate' and 'bully' and their common Japanese translations through their representations in Google images. The presenters will discuss differences of cultural outlook and values in the way these words are visualized on the web.

1:00

1:30

2:00

RM 301 (PRG) *Membership Category in Out-of-Class Language Learning*
Yosuke Ogawa (Kansai University)

This study focuses on membership categories between friends in informal language teaching situations. The data is taken from regular out-of-class language exchange sessions in which Japanese and foreign students casually teach their own language. This presentation will highlight some of the interactional practices students prioritise in both the teaching/learning role and the friendship role particularly with regard to the process of the membership category construction. The video-recorded sessions are transcribed in detail and the analysis focuses on how learning-students and teaching-students manage their interaction in terms of code-switching, sequential structure, and use of English as a Lingua Franca.

2:30

3:15

3:45

RM 302 (LD) *Learner Engagement in Target Academic Literacy Practices: Investigating Learner Perceptions in an Academic English Program***Trevor Vaughan Edmunds (Royal Melbourne Institute of Technology, Vietnam)**

Research increasingly shows that social interaction and collaborative activities in classroom settings are significant factors in learner engagement and learning outcomes. This study examines student perceptions of how dialogic, collaborative learning environments created learning opportunities in an academic English program in an international university located in Vietnam. The presenter will explain how specific literacy events embedded within structured teamwork settings allowed students to pool together linguistic and knowledge-based resources, overcome difficulties and facilitate greater awareness of target academic literacy practices. Student perceptions of their development will be discussed and practical recommendations regarding literacy skills instruction will be made.

4:15

(BC) *Communication Strategies for Global Marketing*
Andrew Reimann (Utsunomiya University)

Including cultural content in language education can be interesting; however, the practical aspects can often elude teachers and be overly ambiguous for students. Global Marketing is a growing field which requires a deeper understanding of cultural and individual differences. This presentation highlights several methods and activities for enhancing cultural understanding and communication strategies which can be directly applied to real world tasks. By raising learners' awareness of cultural and individual differences, they will become better communicators, enabling them to interact with a greater range of people and create ideas that spread.

(BIL) *Bilingual and Translingual School Models around the World*
Benjamin Mathews James, Lee Kevin Blowers, & Kieran Patrick Shields (Kansai International Academy)

With the growing interest in the linguistic and cognitive benefits of bilingualism, this session will explore various bilingual and translingual school models used in schools around the world. Presenters will outline defining features in both bilingual and translingual school models, citing practical examples in a range of schools across Europe and Asia. Information about each school's language policies, language usage, language learner support, timetables, and staffing will be included to guide the design of effective school and classroom language learning environments.

(TD) *CELTA: Meeting Trainees' Expectations?*
Deborah Broadby (Nagoya College)

A Certificate in English Language Teaching to Adults (CELTA) offered through the University of Cambridge, is increasing becoming a prerequisite for teaching positions in universities and various language institutions. This presentation reports on research conducted during a four-week intensive CELTA course in Thailand, 2016. Data is drawn from a preliminary questionnaire conducted in the first week of training and a final questionnaire given upon completion of the course. The questionnaires consist of both qualitative and quantitative questions about the trainee's expectations of the course and finally if these expectations were met.

(CUE) *Effect of Written and Oral Feedback on Student Use of Pragmatic Features in Academic Writing*
Garrett Sayre DeOrio (Gakushuin Women's College) & Christopher Carr Pellegrini (Waseda University)

This comparative study examined the effect of written and oral feedback on the ability of 55 high-proficiency EFL students at two Japanese universities to use standard academic tone and register in academic writing assignments. The output of students who received written and oral feedback on the appropriate use of person, contractions, conjunctions, and discourse markers in the early drafts of academic essays was compared with the output of students who did not receive feedback on early drafts. In addition, the consistency with which the students who received feedback were able to use such features was measured.

(GILE) *Global Greenglish Project*
Hitomi Sakamoto (Toyo Gakuen University)

Global Greenglish Project connects students in one country to students in another country and they learn about environmental issues in English. The author started this project with children in Fukushima and children in Turkey. "Greenglish" is a coined word of "green" and "English". The Turkish students were worried about children in Fukushima after the accident of the Fukushima Nuclear Power Plant because they had learned about radiation in their English classes and sent encouraging letters to Fukushima. The author helped the students in Fukushima to exchange video letters and posters with environmental messages in English with Turkish students.

(THT) *Creating English for Tourism Purposes Programs Using a CLIL Framework*

Jeffrey Stewart Morrow (Prefectural University of Kumamoto)

In Asia, the impact of tourism to GDP has been remarkable for the past decade, and the industry may contribute up to 9.2% of worldwide employment by 2020. This being the case, effective English communication becomes a necessary skill for tourism employment. In order to facilitate the needs of tourism employees, Content and Language Integrated Learning (CLIL) programs could be instituted to increase metalinguistic awareness and communicative competence in content-based situations. This presentation focuses on using a CLIL framework to develop effective English programs for tourism programs in Asia. **(This has poster has been moved to Saturday.)**

10:30

(GILE) *Teaching Language Students the Value of Empathy*

Juhi Gupta (Nagoya University of Foreign Studies)

To highlight the utility of language tasks outside the classroom, this presentation demonstrates the successful results of teaching global issues in a university mixed-levels class for English language students. The students analyzed global issues, did volunteer work, and participated in group discussions and activities on such issues as illiteracy, gender inequality and refugees. The demonstration includes reports on work done by the students during the course and other activities that were used to develop their empathy and critical thinking. Specifically, the presenter will show how students developed their communication skills by writing about and presenting on their respective volunteering experiences.

11:00

11:30

1:00

(LD) *Q Method: An Engaging Way to Study Learners' Views*

Kay Irie (Gakushuin University)

This poster session introduces Q methodology, a research method that is specifically designed to investigate people's subjectivity on a topic. This innovative method bridges quantitative and qualitative research traditions by combining rank-ordering of statements, interviews, by-person factor analysis, and developing a narrative account of the views identified. Although this method is being widely used in Humanities and Social Sciences, it is still largely unknown in SLA. In this presentation, I will outline the steps taken in the method highlighting how engaging the method is for both researchers and participants and robust it is to maintain the individuals' viewpoints.

1:30

2:00

(TD) *Creating Conditions for Collaborative Learning*

Larry Xethakis (Kumamoto University)

Collaborative learning is more than just a collection of pair and group work activities. Effectively employing collaborative learning requires teachers to re-conceptualize their classroom as a 'created' space—one that has been designed by the teacher to create the kinds of learning opportunities that make collaborative learning an effective pedagogical tool. This requires principles that underlie the design. This presentation describes the development of principles grounded in collaborative learning theories to create a collaborative learning environment in a university ESP classroom. This knowledge can help teachers re-conceptualize the use and aims of conventional pair and group activities as well.

2:30

3:15

3:45

(ER) *Extensive Reading and Google Forms*

Luc Roberge (Nagasaki Junior College), John Patrick Owatari-Dorgan (Nagasaki International University), Brendan Van Deusen (Nagasaki International University)

The presenters will discuss how two post-secondary institutions utilized Google Forms over the period of one school year to collect reading data, for the purpose of assessment and evaluation, from 60 students participating in ER. The purpose of this action research study was to use technology, such Google Forms, as a tool to make assessment and evaluation of ER both efficient for teachers and meaningful and informative for students. Presenters will discuss both their findings as well as some of the challenges encountered. Finally, some practical advice will be offered for those interested in implementing similar practices in their own teaching context.

4:15

(CUE) *Effective Peer Review by Non-Native English Users***Michael Mondejar (International University of Japan)**

The results of an exploratory study examining the effectiveness of non-native users of English in providing peer feedback on research papers will be reviewed in this presentation. In the study, six non-native English-speaking graduate students reviewed and provided both written and verbal feedback on drafts of the Masters theses of their colleagues. Half of the participants reviewed theses in the same academic discipline as their own, while the other half were provided theses from a different field. Academic writing instructors, particularly those interested in utilizing peer feedback or providing support to students writing research papers, would benefit from this presentation.

(CALL) *L2 Performance in Text Chats***Nami Takase (Shizuoka University of Art and Culture)**

With the recent unprecedented pace of technological advances, the use of Computer-Mediated Communication (CMC) has become increasingly popular. A recent study has provided insights into the use of CMC in the language classroom. However questions remain about whether the language used in CMC is linguistically similar to face-to-face interaction or written language. This poster presentation will demonstrate the tasks undertaken in the study's CMC environment and show the results of L2 output by analyzing linguistic complexity and lexical diversity. Using CMC might provide learners with another opportunity, aside from face-to-face interaction, for practicing L2.

(LD) *Guiding Learners to Autonomy***Neil Daniel Curry & Yuri Imamura (Kanda University of International Studies)**

We will display our Effective Learning Module 1, which was developed to introduce students to the idea of learner autonomy and techniques for self-directed learning. The Module's contents show students how to make choices pertaining to setting goals, strategies and resources to use, the development of a learning plan and a subsequent 'implementation phase'. In the process they are guided by a learning advisor, establishing a reflective dialogue enabling them to discover more about themselves as a learner. Examples of module activities showing how the student develops a meta-knowledge of their learning will demonstrate its use.

(CUE) *Redefining 'Integrativeness' for a Globalized English—A Quantitative Study***Neil McClelland (University of Kitakyushu)**

This poster presents an empirical test of the 'L2-Motivational-Self System' as often employed in self-report questionnaires. Using exploratory analysis on whole-cohort data (N=652), the study shows that neither 'ideal-L2-self' nor 'ought-L2-self' emerged as coherent psychological constructs. Rather, the scale-items were found subsumed under two more broadly defined factors relating to 'Internationalism' on one hand and 'Parental Obligation' on the other. Structural Equation Modelling subsequently found some indirect relation (0.31) between Internationalism and TOEIC scores over two years. The implication for teachers is to emphasize the importance of English as a bridge to global citizenship rather than simply a vocational skill.

(LD) *"Just a Few More Minutes": Optimizing Time in Writing Center Sessions***Nicholas Dirk Delgreo (J. F. Oberlin University)**

While still few in number, writing centers are becoming more integrated into university departments across Japan. Students who attended writing center sessions at J. F. Oberlin University were asked for feedback. Over 50% of 300 responses requested extended session times, but what is the optimal session length? This presentation compares the length of different writing center sessions across Japan and analyzes the strengths/weaknesses of varying lengths through discussions with directors, tutors and students. It also gives some suggestions for better organizing allotted session time. This information can also be applied to other tutoring settings or general class management.

(FLP) *Input, Output, and Feedback in NS to NNS Online Interaction*

Norman Ivey Fewell (Meio University) & George Robert MacLean (University of the Ryukyus)

Analyses of in-class dialog between English NS teachers and NNS students are fairly common; however, online out-of-class communicative interaction has received much less attention. This study will examine conversational features that appeared in such a situation: specifically, turn-taking, teacher talk, length of utterances, feedback, and uptake. Data for the study is derived from a project that consisted of 70 EFL students who communicated with their teachers via Skype. Audio recordings of the online communicative interaction between students and teachers were examined to determine the conversational features of their exchanges and whether these varied from typical in-class communication.

10:30

11:00

(LiLT) *Reframing the Learners' Journey Using the Structure of the Monomyth*

Peter Harrold (Kyushu Sangyo University)

The monomyth, often referred to as "the hero's journey", is a popular story structure identified by Joseph Campbell as a narrative style independently replicated in the traditional stories of many cultures. This presentation shares how the cross-cultural appeal of this narrative structure was used to provide a parallel narrative for language students embarking on their own learning journey. The narrative structure was used to help communicate the learning objectives and requirements of a compulsory English language course with low level students at a Japanese university, by visually mapping it onto the students' attendance cards.

11:30

1:00

(SA) *The Effects of a Short-Term Study Abroad Program: A Case Study of Tokiwa University*

Rika Otsu (Iwaki Meisei University) & Masao Satake (Tokiwa University)

This study investigates the effects of short-term study abroad program on language learning, cross-cultural understanding, and the affective dimension of the participants through language tests and questionnaires. In 2015 and 2016, 21 students from Tokiwa University participated in a 4-week Conversation & Culture Program at University of California, Irvine Extension in the U.S., which included staying with an American family. The findings show that, even on a short-term program, study-abroad experience can enhance participants' motivation to learn the target language, as well as their actual language proficiency and their understanding of other cultures and people.

1:30

2:00

2:30

(CUE) *Anxiety and Second Language Acquisition*

Tokuyu Uza (Okinawa Christian University)

This presentation will provide an overview of a study measuring anxiety towards English language learning. A modified version of the Foreign Language Classroom Anxiety Scale (MacIntyre and Gardner, 1991) was utilized to acquire data from 134 EFL Japanese university students. Results from a questionnaire and follow-up interviews revealed that among a variety of factors, the role of self-esteem was critical. In fact, comparisons of English language proficiency and questionnaire results seem to indicate that self-esteem may play a more influential role than previously thought.

3:15

3:45

4:15

—SIG Events—

Other Language Educators SIG
5th OLE conference
September 24, Nagoya

Sakuraum 1F (Sponsored) *Innovations in Education Forum: Promoting Better Feedback and Interaction with Learners (90 min)*

George Robert MacLean (University of the Ryukyus), Norman Ivey Fewell (Meio University), Rab Paterson (Lakeland College Japan), & William Pellowe (Kinki University)

Second language acquisition (SLA) research tells us that the receipt of timely feedback and interaction are critical aspects of effective second language acquisition. Because of large class sizes and students who are apprehensive to participate, it is often a challenge for English as a foreign language (EFL) educators to effectively replicate the types of interactions and feedback exchanges students would experience in an English as a second language (ESL) environment. This forum will bring together educators who are concerned about successful methods and systems for improving such communication with students in EFL environments, both inside and outside of the classroom.

RM 105 (LD) *To What Extent Can Providing Scaffolding in ZPD Help in Developing SLA of English Language Learners?*

Asri Purnamasari (University of Exeter, United Kingdom)

As learners face difficulties in acquiring Second Language Acquisition (SLA) where English is used as a foreign language, in this presentation I will analyse my practice as a teacher in a secondary school in Indonesia through the lens of Vygotskian sociocultural theory—Zone of Proximal Development (ZPD). I illustrate how ongoing support through cooperative learning which promoted teamwork and dialogue among peers could help learners understand the concept of using procedure text. Although social interaction involvement has been controversial, the learning process, through which support or scaffolding is provided in learners' ZPD, can have a positive effect on language development.

RM 107 (Sponsored) *Outreach and Educational Activities at a Nairobi Slum School (90 min)*

Zane Ritchie (Rikkyo University), Wayne Malcolm (University of Fukui), Richard Miller (Kobe Gakuin University), Michael Parrish (Kwansei Gakuin University), Michael Greisamer (Kobe Gakuin University), Floyd H Graham III (Kansai Gaidai University), Eric Gondree (Nagoya University of Foreign Studies)

This forum highlights reflections on outreach and educational activities at Grapeyard School, Nairobi, conducted as part of an academic study tour following the International Conference on Peace as a Global Language 2016. Panelists will discuss the installation of a computer lab with digital textbooks as well as present needs analyses, personal reflections and teaching observations. Finally, the panel will discuss how to improve instruction in ELF in developing countries, what we can learn from the experience to apply to our own teaching practices in Japan and opportunities for connecting Japanese students with African students for cultural and linguistic exchange.

RM 108 (Sponsored) *Creative Teaching for 21st Century Learners*

Barbara Hoskins Sakamoto (International Teacher Development Institute, Japan)

The secret helping students become both strong English users and critical and creative thinkers is to make every moment of class time count. By building a strong English foundation, you can spend less time teaching language and more time using it to develop both the traditional four skills (speaking, listening, reading, and writing) and the 21st century 4Cs (communication, collaboration, creativity and critical thinking) in every class. While this workshop will focus on teaching younger learners, the techniques work for all ages and levels.

RM 109 (CUE) *Cues And Queues for Publishing with OnCUE Journal*
Glen Alan Hill (Obihiro University of Agriculture and Veterinary Medicine)

The OnCUE Journal (OCJ) is considered by many as a gold standard of SIG publications. Because CUE does not focus on any specialty except tertiary education as a whole, OCJ encompasses a variety of sections, something potential contributors may not know. This talk will provide detailed information on the sections of OCJ for authors and for individuals considering joining the editorial staff. In addition to explaining what section editors see as vital material, the presentation will demonstrate what writing weaknesses to avoid in OCJ. The overall submission process will also be described with tips on dos and don'ts for authors.

10:30

RM 210 (CALL) *Classroom Blogs as a New Tool in ESL Writing Classes*
Cecilia Basabas Ikeguchi (Tsukuba Gakuin University)

This presentation will demonstrate how blogging can develop fluency and competency in writing through highly motivating journaling projects. The presenter will introduce three types of blogs but will focus on the classroom blogs. A practical teaching unit using a blog will be introduced, with easy-to-follow activities, and guided worksheets. The goal is to show that, by developing confidence and building writing skills through a new and creative means of expression, classroom blogging is an effective substitute to the traditional writing activities.

11:00

11:30

RM 211 (TYL) *Using Storytelling as a Springboard for Primary English Classes*
Alison Kate Nemoto (Miyagi University of Education)

Children's stories provide a stimulating and enjoyable context for exposure to language and can facilitate natural construction of meaning through pictures, mime and voice. Stories can also familiarize children with the sounds, rhythm and intonation of English. Emotional intelligence can also be developed, and stories can be a springboard for further activities using spoken interaction, as well as communication of feelings or thoughts through simple writing or drawing activities. In this presentation, I will demonstrate how a primary English class can be developed and expanded from a story, chosen to link directly into the current "Hi Friends!" syllabus.

1:00

1:30

RM 212 (ER) *A Novel Idea*
Danica Nishelle Young (Part-time university English teacher)

A novel idea focuses on using authentic young adult and children's war-themed novels in the university classroom in order to generate opportunities for independent learning, cultural discussion, and student-created content with practical generational applications. The surprising consequences of cheerful test taking, transformation of quieter students into leaders, and odd bursts of creativity will also be discussed. This idea is especially designed for larger classes of multi-level students, though could easily be applied in smaller classrooms and classes with more well defined student levels.

2:00

2:30

3:15

—SIG Events—

College and University Educators SIG
 2016 CUE Conference
 Sept 24, Kinki University, Osaka
 (Call for papers closes June 19)
<http://conference.jaltcue.org/call/>

3:45

4:15

RM 210 (CALL) *Sparking Creativity with Real-Time Web-Based Quizzes*
Robert John Ashcroft (Tokai University)

Innovative new ways of fostering student creativity in the Computer Aided Language Learning (CALL) classroom are continually emerging. One such innovation is 'Kahoot!', a free, blended-learning, game-based app which allows users to create and administer web-based interactive quizzes, discussions and surveys. The platform interface is engaging, user-friendly and easy to use. The presenter will demonstrate some possible uses of the app and provide examples of students' work illustrating the high levels of creativity and collaboration inherent in using this dynamic pedagogical tool. The presenter will also offer practical instruction on how to create and administer quizzes using the app.

RM 211 (TYL) *Building Friendly Classroom Communities*
Florence Valderama-Ito (Saitama Board of Education, Saitama JALT) & Sandra Daina Wigmore (FACE English Academy, Kawasaki International School)

This presentation will help teachers to explore the role of creativity in the classroom, both in the sense of helping students to express their unique creative identity, and also by helping them to think about and use language creatively, through a series of specially designed classroom activities using manipulatives. The activities presented will be suitable for a broad range of students, from lower to high levels, and can be used alongside your existing course materials.

RM 212 (ER) *Selecting Interesting Reading Materials For Kids*
Rob Waring (Notre Dame Seishin University)

This session will focus on ways to engage young learners in the reading process by selecting appropriate reading materials. The selection is more than just choosing a fun book, but also involves the emotional state of the child and how they view their abilities in English. This session will explore how to find an appropriate balance between print and online materials in this age of digital technology to maximise learning. A new series of graded readers especially written for children will be introduced.

4:15

RM 212 (ER) *Online Options for Extensive Reading*
Paul Goldberg (XReading)

Over the past several years, more and more options have become available for online extensive reading. In this presentation, the speaker will review various free and commercial websites that can be used for extensive reading. For each website there will be a short demonstration and an explanation of the benefits and drawbacks. Additionally, the presenter will show various strategies that teachers and students can use to get the most out of an extensive reading program that takes advantage of online content.

—SIG Events—

Mind, Brain, & Education SIG
 FAB9 in Cebu, Philippines August 26 - 28, 2016
 Best Western Sand Bar Beach Resort
 Call for presentations: <http://fab-efl.com/page1/index.html>

Call for Papers

As a presenter at JALT PanSIG206, you are cordially invited to submit a paper based on your presentation for publication in a special volume titled “The 2016 PanSIG Journal”. In the same way that your presentation was vetted prior to the conference, your conference paper will also be subjected to peer review. Publication in this special volume qualifies as a refereed publication. We would therefore like to encourage you to submit a paper.

Submission Deadline: August 1st, 2016.

Initial results of reviews to be announced by September 31, 2016.

Target Publishing Date: February 2017.

General Guidelines:

Your paper should be no longer than the word count of 3000 words, including references. Forum presenters can submit a paper as a group or individually. If forum presenters are submitting individually the topic of the individual papers must be different enough to warrant individual submissions. Follow the PanSig Journal Style Sheet. Information can be found on the PanSIG Journal website at <pansigjournal.org>.

Submit your text as a Word file with tables and figures attached in the manner described in the Style Sheet. Ask a friend or colleague to check your paper before you submit it. You should use their comments to improve your work, and your reader will be able to identify any errors which may exist. Papers submitted to this volume must not have been previously published, nor should they be under consideration for publication elsewhere. All manuscripts are first reviewed by an editor to ensure they comply with JALT Guidelines. Those considered for publication are subject to blind review by at least two readers. When submitting your papers please submit them as a Word document. Word documents should be saved with the following file name “PanSig2016 (your family name).docx”. Receipt of your submission will be acknowledged within one week of sending it. Please contact the proceedings editors if you have any questions.

Selection and Editing Procedure:

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

Please note that due to the large number of papers to be processed, incomplete submissions (e.g., lacking translated abstracts or necessary graphics), incorrectly formatted submissions (see the style guide for formatting instructions), or excessively long papers will NOT be considered for inclusion.

Questions about the proceedings may be sent to the editor.

Gavin Brooks, Editor
The 2016 PanSIG Journal
pansigproceedings@gmail.com

Index

| | | |
|--------------------------------|-------------------------------------|---|
| Abednia, Omid | qwerty_sos@yahoo.com | Sat 302 10:00 – 10:30 |
| Adamson, Calum Gordon Chalmers | adamson_calum@yahoo.com | Sat 306 9:30 – 10:00 Sat 201 4:45 – 5:15 |
| Aline, David | alined01@kanagawa-u.ac.jp | Sat 301 2:00 – 2:30 Sun 301 10:30 – 11:00 |
| Arano, Yusuke | y.arano@chiba-u.jp | Sat 301 4:15 – 4:45 |
| Armstrong, Matthew | armstrongkyushuuniversity@gmail.com | Sat Poster 3:00 – 3:45 |
| Asai, Shizuyo | sasai@fc.ritsumei.ac.jp | Sat 107 9:30 – 10:00 Sun 111 11:00 – 11:30 |
| Ashcroft, Robert John | bob.ashcroft1971@gmail.com | Sun 210 3:45 – 4:15 |
| Ashurova, Ulmida | uzfemida79@yahoo.com | Sun 109 1:00 – 2:30 |
| Atkins, Andrew | andrew@kindai.ac.jp | Sat Poster 3:00 – 3:45 Sat 201 4:45 – 5:15 |
| Backwell, Ben | benbackw@gmail.com | Sat 105 1:00 – 1:30 |
| Barrow, Jack | barr001@oiu.jp | Sat Poster 3:00 – 3:45 |
| Barrs, Keith | keithbarrs@hotmail.com | Sat 212 4:15 – 4:45 |
| Beck, Daniel | danielbeck@mac.com | Sat 109 4:45 – 5:15 |
| Benevides, Marcos | marcosb@obirin.ac.jp | Sat 108 1:00 – 1:30 |
| Bhatta, Baikuntha | trishuliriver@yahoo.com | Sat 301 2:30 – 3:00 |
| Blowers, Lee Kevin | lee@kansai-intlschool.jp | Sat 210 4:45 – 5:15 Sun Poster 2:30 – 3:15 |
| Bollinger, Deborah J. | deb.bollinger@gmail.com | Sat 109 1:00 – 1:30 |
| Boon, Andy | bromleycross@hotmail.com | Sat 306 10:00 – 10:30 Sat 111 4:45 – 5:15 |
| Bradford-Watts, Kim Sharon | wundakimteach@gmail.com | Sat Poster 3:00 – 3:45 Sat 109 4:15 – 4:45 |
| Bradley, Michael Joseph | mickbradleyjapan@hotmail.com | Sat 211 1:00 – 1:30 |
| Brandt, Adam | adam.brandt@ncl.ac.uk | Sun 301 11:30 – 12:00 |
| Brierley, Mark | mark2@shinshu-u.ac.jp | Sun 201 11:00 – 11:30 |
| Broadbridge, James | jrb@obirin.ac.jp | Sun 107 1:30 – 2:00 |
| Broadby, Deborah | debbiebroadby@gmail.com | Sun Sakuraum 1F 11:30 – 12:00 Sun Poster 2:30 – 3:15 |
| Brooks, Gavin | gavinbrooks@gmail.com | Sun Sakuraum 10:30 – 11:00 |
| Brown, Cherie | cbrown@aiu.ac.jp | 207 3:45 – 4:15 |
| Browne, Charles | browne@ltr.meijigakuin.ac.jp | Sat 108 3:45 – 4:15 |
| Bruce, Samuel John | sbruce@soka.ac.jp | Sat Poster 3:00 – 3:45 |
| Brunotte, Josh | joshbrunotte@gmail.com | Sun Sakuraum 1F 11:30 – 12:00 Sun 207 1:30 – 2:00 |
| Buck, Jonathan | jbuck@rikkyo.ac.jp | Sat 201 9:30 – 10:00 |
| Budding, Carlos | carlosbudding@aiu.ac.jp | Sat Poster 3:00 – 3:45 |
| Butterfield, Jeffrie Leigh | jeffriebutterfield@gmail.com | Sat 301 3:45 – 4:15 |
| Campbell, Aaron | a_campbell@kufs.ac.jp | Sat 212 2:30 – 3:00 |
| Campbell-Larsen, John | joncamlar@hotmail.com | Sun 212 2:00 – 2:30 |
| Capper, Simon | capper@jrchn.ac.jp | Sun 304 11:00 – 11:30 |
| Carney, Nathaniel | carney@mail.kobe-c.ac.jp | Sat 109 3:45 – 4:15 |
| Carson, Luke James | carsonluke@gmail.com | Sun 105 11:00 – 11:30 |
| Case, Stephen Vincent | stephen.v.case@gmail.com | Sat 212 3:45 – 4:15 |
| Casenove, David | dcasenove@alesc.c.u-tokyo.ac.jp | Sat 107 5:15 – 5:45 |
| Catanzariti, Jon | jcatgifu@gmail.com | Sun 207 11:00 – 11:30 |
| Cates, Kip | kcates@rstu.jp | Sat 201 1:30 – 2:00 Sun 201 1:00 – 2:30 |
| Chartrand, Robert | robertchartrand@me.com | Sat 207 1:00 – 2:25 Sun 207 11:30 – 12:00 |
| Chiba, Akiko | akikocm@gmail.com | Sun 211 1:30 – 2:00 |

Index

| | | |
|------------------------------|------------------------------|---|
| Cho, Minyoung | N/A | Sun Sakuraum 1F 1:30 – 2:00 |
| Claflin, Matthew | mclaflin@cc.kyoto-su.ac.jp | Sat 212 2:30 – 3:00 |
| Clark, Kevin Charles | kclark@andrew.ac.jp | Sun 105 10:30 – 11:00 |
| Clayton, David John McKenzie | djmclayton@gmail.com | Sat Poster 3:00 – 3:45 Sun 306 1:30 – 2:00 |
| Collett, Paul | collett@jalt.org | Sun 212 1:00 – 1:30 |
| Cook, Melodie | cookmelo@unii.ac.jp | Sun 108 10:30 – 11:00 Sun 109 1:00 – 2:30 |
| Cooper, Todd | cooper.td@gmail.com | Sat Poster 3:00 – 3:45 Sun Sakuraum 1F 11:00 – 11:30 |
| Crofts, Samuel | samuelcrofts@gmail.com | Sat Poster 3:00 – 3:45 |
| Cullen, Brian | cullen.brian@gmail.com | Sat 105 1:00 – 1:30 Sat Poster 3:00 – 3:45 |
| Curry, Neil Daniel | curry-n@kanda.kuis.ac.jp | Sun Poster 2:30 – 3:15 |
| Daniels, Paul | daniels@kochi-tech.ac.jp | Sat 107 2:00 – 2:30 |
| Davis, Christopher Michael | cmdavis.linguist@gmail.com | Sat 108 10:00 – 10:30 |
| De Luna, William | williamdeluna@gmail.com | Sat 211 10:00 – 10:30 |
| Delgrego, Nicholas Dirk | delgrego@obirin.ac.jp | Sun Poster 2:30 – 3:15 |
| Denston, Bernadette | denston.bernadette@gmail.com | Sun 302 11:00 – 11:30 |
| DeOrio, Garrett Sayre | gsdeorio@gmail.com | Sun Poster 2:30 – 3:15 |
| Dias, Joseph Vincent | jodias@cl.aoyama.ac.jp | Sat 109 1:00 – 1:30 Sun 209 10:30 – 12:00 |
| Doe, Timothy Jonathan | timdoe@hotmail.com | Sun Sakuraum 1F 2:00 – 2:30 |
| Domingo, Ricky D. | rickyd@hawaii.edu | Sat Sakuraum 1F 2:00 – 2:30 |
| Donnery, Eucharia | donneryeucharia@gmail.com | Sat 105 9:30 – 11:00 Sat 205 3:45 – 4:15 |
| Dougherty, Patrick Thomas | pdougherty@aiu.ac.jp | Sat 209 2:00 – 2:30 |
| Dowden, Andrew Robert | andydowden@yahoo.com | Sat Poster 3:00 – 3:45 Sun Sakuraum 1F 11:00 – 11:30 |
| Dunn, James DeWitt | jdunn-tokai@outlook.jp | Sat 108 4:15 – 4:45 Sat 305 10 – 10:50 |
| Dunn, Robert G. | robertopithecus@gmail.com | Sat 304 10:30 – 11:00 Sat 111 1:00 – 2:25 Sat 201 4:45 – 5:15 |
| Eckhaus, Rebekka | rebekka.eckhaus@nyu.edu | Sat 302 1:30 – 2:00 |
| Edmunds, Trevor Vaughan | trevor.edmunds@rmit.edu.vn | Sun 302 2:00 – 2:30 |
| Edsall, Dominic Guy | dedsall@ed.sojo-u.ac.jp | Sat 305 5:15 – 5:45 |
| Edwards, Cynthia | pbj5jo@hmjc.ac.jp | Sun 109 1:00 – 2:30 |
| Edwards, Shanta | shantade@yahoo.com | Sun 304 10:30 – 11:00 |
| Ellis, Rod | N/A | Sat Keynote 5:45 – 6:40 |
| Elwood, James Andrew | elwood@meiji.ac.jp | Sat 108 2:00 – 2:30 |
| Falout, Joseph | researchdigest@gmail.com | Sat Keynote 12:00 – 12:55 Sat 107 4:15 – 4:45 |
| Fanselow, John F. | N/A | Sun Keynote 9:10 – 10:05 |
| Fewell, Norman Ivey | normanjapan@gmail.com | Sun Sakuraum 1F 3:15 – 4:45 Sun Poster 2:30 – 3:15 |
| Firth, Mark David | N/A | Sun 107 1:00 – 1:30 |
| Ford, Ashley | ford.ashley.e@gmail.com | Sat 209 5:15 – 5:45 Sun 205 10:30 – 11:00 |
| Forster, Douglas E. | forster@fc.jwu.ac.jp | Sat 210 2:00 – 2:30 |
| Fortin, Eric | eric@st-mary.ac.jp | Sat 209 4:15 – 4:45 |
| Freeborn, Paul | paulfreeborn@yahoo.com | Sun 302 10:30 – 11:00 |
| Fritz, Robinson | rob-fritz@nagasaki-u.ac.jp | Sat 105 1:30 – 2:00 |

Index

| | | |
|----------------------------|--------------------------------|--|
| Fujioka, Mayumi | mfujioka42@hotmail.com | Sat 210 1:00 – 1:30 |
| Fujishima, Cecilia | ceciliafujishima@gmail.com | Sat 201 5:15 – 5:45 |
| Fukada, Yoshifumi | fukayo2@hotmail.com | Sat 107 4:15 – 4:45 |
| Fukawa, Tetsuko | fukawa-t@kanda.kuis.ac.jp | Sat 109 2:30 – 3:00 |
| Fukuda, Tetsuya | tfukuda@icu.ac.jp | Sat 107 4:15 – 4:45 |
| Gallacher, Andrew | andrewgallacher28@gmail.com | Sun 212 1:00 – 1:30 |
| Goldberg, Paul | paulgoldberg2@hotmail.com | Sat 209 2:30 – 3:00 Sun 212 4:15 – 4:45 |
| Gondree, Eric | ericg@nufs.ac.jp | Sun 302 10:30 – 11:00 Sun 107 3:15 – 4:45 |
| Goshi, Masahiko | goshi@scc.u-tokai.ac.jp | Sun 302 1:30 – 2:00 |
| Graham III, Floyd H | fgraham@kansaiidai.ac.jp | Sun 107 3:15 – 4:45 |
| Graham-Marr, Alastair John | gmarr@rs.kagu.tus.ac.jp | Sat 201 10:30 – 11:00 Sun 205 1:30 – 2:00 |
| Gray, Susan | N/A | Sun 302 11:30 – 12:00 |
| Greer, Tim | tim@kobe-u.ac.jp | Sat 301 9:30 – 11:00 Sun 301 11:00 – 11:30 |
| Greisamer, Michael | mag6999@gmail.com | Sun 107 3:15 – 4:45 |
| Gupta, Juhi | juhi.g13@gmail.com | Sat 201 2:00 – 2:30 Sun 201 1:00 – 2:30 Sun Poster 2:30 – 3:15 |
| Hagglund, Ryan | robert@ebsonline.jp | Sun 209 1:00 – 2:30 |
| Halliday, Darren | halliday@mlh.co.jp | Sat 205 4:15 – 4:45 |
| Hamm, Kiel | N/A | Sat 210 4:15 – 4:45 |
| Hammine, Madoka | madoka.hammine@gmail.com | Sat 211 4:15 – 4:45 |
| Harrold, Peter | peterharrold@hotmail.co.uk | Sun Poster 2:30 – 3:15 |
| Hasegawa, Machiko | N/A | Sat Sakuraum 1F 2:00 – 2:30 |
| Hastings, Chris | chris@nufs.ac.jp | Sun 207 1:30 – 2:00 |
| Hata, Kaori | hata@lang.osaka-u.ac.jp | Sat 211 2:00 – 2:30 |
| Hauser, Eric | hauserintokyo@gmail.com | Sat 301 9:30 – 11:00 Sun 301 1:00 – 1:30 |
| Heigham, Juanita | jheigham@gmail.com | Sat 201 1:00 – 1:30 |
| Hill, Glen | glenahill@gmail.com | Sat 107 3:45 – 4:15 Sun 109 1:00 – 2:30 Sun 109 3:15 – 3:45 |
| Hiratsuka, Takaaki | takaakihiratsuka@gmail.com | Sat 211 10:30 – 11:00 Sun 211 1:00 – 1:30 |
| Ho, Maki Terauchi | makihojapan@gmail.com | Sun 210 2:00 – 2:30 |
| Ho, Peter | peterhoashiya@gmail.com | Sat 210 3:45 – 4:15 |
| Hosoda, Yuri | yhosoda@kanagawa-u.ac.jp | Sat 301 2:00 – 2:30 Sun 301 10:30 – 11:00 |
| Howard, Anne McLellan | ahoward@sky.miyazaki-mic.ac.jp | Sat 210 2:30 – 3:00 |
| Hsu, Hsiaowen | penny3967@msn.com | Sat 302 9:30 – 10:00 |
| Huang, Heng-Tsung Danny | dannyhuang123@ntu.edu.tw | Sat 305 1:00 – 1:30 Sat 207 4:45 – 5:15 |
| Hughes, Erin Anne | erin-h@kanda.kuis.ac.jp | Sun 305 1:30 – 2:00 |
| Humphries, Simon | simonhumphries@icloud.com | Sat 304 9:30 – 10:00 |
| Hung, Shao-Ting Alan | alanhung123@gmail.com | Sat 305 1:00 – 1:30 Sat 207 4:45 – 5:15 |
| Huston, Laura | huston@andrew.ac.jp | Sat 111 3:45 – 4:15 |
| Iijima, Yoshie | y-iijima@okinawa-ct.ac.jp | Sun 107 10:30 – 11:00 |
| Ikeguchi, Cecilia Basabas | cecilia@tsukuba-g.ac.jp | Sun 210 3:15 – 3:45 |
| Imamura, Yuri | yr.rosso.jn@gmail.com | Sun Poster 2:30 – 3:15 |
| Imig, Alexander | imigalexander@hotmail.com | Sat 209 4:45 – 5:15 |

Index

| | | |
|-----------------------------------|--------------------------------|---|
| Irie, Kay | kayirie@gmail.com | Sun Poster 2:30 – 3:15 |
| Ishida, Tadashi | papiontadashi@gmail.com | Sun 209 10:30 – 12:00 |
| Ishino, Mika | ishinotokyo@gmail.com | Sat 301 1:30 – 2:00 |
| Iwane-Salovaara, Michael J. | mjsalo@andrew.ac.jp | Sat Sakurau 1F 1:30 – 2:00 |
| Izumi, Shinichi | N/A | Sat 304 1:00 – 1:30 |
| Izutani, Ritsuko | rizutani@gmail.com | Sat 301 4:45 – 5:15 |
| Jabur, Zainab Mohammed | aalzefeti@gmail.com | Sat 302 10:30 – 11:00 |
| Jackson, Daniel O. | jackson-d@kanda.kuis.ac.jp | Sun Sakurau 1F 1:30 – 2:00 |
| Jackson, Joy | joymegumi@hotmail.com | Sat 211 10:00 – 10:30 |
| James, Benjamin Mathews | ben@kansai-intlschool.jp | Sat 210 4:45 – 5:15 Sun Poster 2:30 – 3:15 |
| Jenkins, A. P. | apjokuma@hotmail.com | Sat 108 9:30 – 10:00 |
| Jeurissen, Maree | N/A | Sun 302 11:30 – 12:00 |
| Kaneko, Emiko | kaneko@u-aizu.ac.jp | Sat Poster 3:00 – 3:45 |
| Kanzaki, Masaya | kanzaki-m@kanda.kuis.ac.jp | Sun 212 1:30 – 2:00 |
| Kawakami, Mutsumi | mutsumik@mail.dendai.ac.jp | Sat 107 1:30 – 2:00 |
| Kawashima, Chie | kawashimachie@hotmail.com | Sat 210 1:30 – 2:00 |
| Kawashima, Tomoyuki | tkawashima@gunma-u.ac.jp | Sat 305 2:00 – 2:30 |
| Kikuchi, Hisayo | hisayo@t07.itscom.net | Sun 210 1:00 – 1:30 |
| Kimura, Harumi | kharumi@mgu.ac.jp | Sun 306 1:00 – 1:30 |
| Kinoshita, Yoko | yokok2011@gmail.com | Sat Sakurau 1F 1:00 – 1:30 |
| Kipling, Lorraine | kipling-l@kanda.kuis.ac.jp | Sun 205 2:00 – 2:30 |
| Kirk, Steve | skirk@alless.c.u-tokyo.ac.jp | Sat 107 5:15 – 5:45 |
| Kitchen, Margaret Clare | m.kitchen@auckland.ac.nz | Sun 302 11:30 – 12:00 |
| Kite, Yuriko | ykite@kansai-u.ac.jp | Sat 305 3:45 – 4:15 |
| Kluge, David | klugenanzan@gmail.com | Sat 205 1:00 – 2:25 Sun 205 10:30 – 11:00 |
| Kuldasheva, Dilfuza Mamasoliyevna | d.kuldasheva@mail.ru | Sun 201 11:30 – 12:00 |
| Kurosawa, Masashi | m-kurosawa@ba.kobegakuin.ac.jp | Sat 302 2:00 – 2:30 |
| Kushida, Bethan Mary Joy | kushida-b@kanda.kuis.ac.jp | Sat 205 4:45 – 5:15 |
| Lander, Bruce | bruce.w.lander@gmail.com | Sun 212 10:30 – 11:00 |
| Latham, Caroline Cecelia | kamadutoo@yahoo.com | Sat 201 4:15 – 4:45 Sun 201 10:30 – 11:00 Sun 201 1:00 – 2:30 |
| Laurence, David | laurence@isc.chubu.ac.jp | Sun 107 11:00 – 11:30 Sun 109 1:00 – 2:30 |
| Lavin, Richard | ricklavin2001@icloud.com | Sat Poster 3:00 – 3:45 |
| Lemmer, Richard Joseph | richardlemmer@gol.com | Sat 304 2:30 – 3:00 |
| Leroux, Richard Todd | rtleroux2000@gmail.com | Sun 105 11:30 – 12:00 |
| Liu, Ngar-Fun | ngarfunliu@cuhk.edu.hk | Sat 107 10:00 – 10:30 |
| Lui, Yin Ling {Carly} | kevingohth@cuhk.edu.hk | Sat 302 2:30 – 3:00 |
| Macfarlane, Laura Kate | laura@eflclub.co.jp | Sat 108 2:30 – 3:00 |
| MacGregor, Laura | lauram@tokyo.email.ne.jp | Sat 306 1:00 – 1:30 |
| MacLean, George Robert | george.university@gmail.com | Sun Poster 2:30 – 3:15 Sun Sakurau 1F 3:15 – 4:45 |
| Madden, Chris P. | christopherp.madden@gmail.com | Sat 107 10:30 – 11:00 Sat 201 2:30 – 3:00 |
| Mahmud, Najihah | N/A | Sun 207 2:00 – 2:30 |
| Malcolm, Wayne Anthony | wayne_plumber@hotmail.com | Sun 111 10:30 – 11:00 Sun 107 3:15 – 4:45 |
| Manning, Craig | craigmanning01@hotmail.com | Sat Poster 3:00 – 3:45 Sun 111 11:30 – 12:00 |
| Marshall, Paul Anthony | paulanthony.marshall@gmail.com | Sat 305 1:30 – 2:00 Sun Sakurau 1F 1:00 – 1:30 |

Index

| | | |
|------------------------------|--|---|
| Masatsugu, Karen | kwassuikaren2006@yahoo.co.jp | Sat Poster 3:00 – 3:45 |
| Maune, John Frederick | jfmaune@gmail.com | Sat Poster 3:00 – 3:45 Sun 205 1:00 – 1:30 |
| McCarthy, Tanya | mccarthykyudai@gmail.com | Sat Poster 3:00 – 3:45 |
| McClelland, Neil | neil.m4@gmail.com | Sun 107 2:00 – 2:30 Sun Poster 2:30 – 3:15 |
| McDowell, Leigh | mcdowell.leigh@gmail.com | Sat 305 4:45 – 5:15 |
| McEntee-Atalianis, Lisa | N/A | Sat 211 4:45 – 5:15 |
| Mehrasa, Alizadeh | alizadeh.mehrasa@lab.ime.cmc.osaka-u.ac.jp | Sat 306 2:00 – 2:30 |
| Miller, Richard | richardmiller@temple.edu | Sat 105 9:30 – 11:00 Sat 302 2:00 – 2:30 Sun 107 3:15 – 4:45 |
| Millikan, Stella Rae | stella_millikan@hotmail.com | Sat Poster 3:00 – 3:45 |
| Miyafusa, Sumiko | miyafusa@swu.ac.jp | Sat 105 1:30 – 2:00 |
| Miyara, Shizuka | takaakihiratsuka@gmail.com | Sun 211 1:00 – 1:30 |
| Mondejar, Michael | mjm2229@iuj.ac.jp | Sun Poster 2:30 – 3:15 |
| Moore, Ashley Russell | moore@rsh.oit.ac.jp | Sun 305 1:00 – 1:30 |
| Morimoto, Yoko | yokomorimoto2012@gmail.com | Sat 306 3:45 – 4:15 |
| Moritani, Hiroshi | h-moritani@u-shimane.ac.jp | Sat Poster 3:00 – 3:45 Sun 111 11:30 – 12:00 |
| Morrow, Jeffrey Stewart | morejeff@gmail.com | Sun Poster 2:30 – 3:15 |
| Mulvey, Sarah | sarahmulvey@yahoo.ca | Sat Poster 3:00 – 3:45 |
| Munezane, Yoko | munezane@zephyr.dti.ne.jp | Sat 107 1:00 – 1:30 |
| Murphey, Tim | mitsmail1@gmail.com | Sat Keynote 12:00 – 12:55 Sat 105 2:30 – 3:00 Sat 107 4:15 – 4:45 |
| Murphy, Robert | m@murphyschool.com | Sat 306 5:15 – 5:45 |
| Murphy, Ai | ritaimurphy@gmail.com | Sat 306 5:15 – 5:45 |
| Nagnuma, Naeko | nana9801@aiu.ac.jp | Sat 207 3:45 – 4:15 |
| Nagashima, Lyndell | lyndell.nagashima@gmail.com | Sat Poster 3:00 – 3:45 |
| Nakagawa, Hiroshi | hiroshinakagawa@outlook.com | Sat 306 1:30 – 2:00 |
| Nakagawa, Hiroyo | hgaeru@yahoo.co.jp | Sat 105 4:15 – 5:40 |
| Nakamura, Janice | nakamura_janice@isc.sagami-wu.ac.jp | Sat 211 2:30 – 3:00 |
| Naumi, Evelyn Joyce | evelynkk@meiji.ac.jp | Sat Poster 3:00 – 3:45 |
| Nemoto, Alison Kate | alison@staff.miyakyo-u.ac.jp | Sun 211 3:15 – 3:45 |
| NG, Connie KF | connieng@cuhk.edu.hk | Sat 207 5:15 – 5:45 |
| Ng, Lay Shi | N/A | Sat 305 2:30 – 3:00 |
| Noor, Noorizah Mohd | N/A | Sat 305 2:30 – 3:00 |
| Norman, Josh | jnorman1998@yahoo.com | Sat Poster 3:00 – 3:45 |
| Obari, Hiroyuki | obari119@gmail.com | Sat 207 4:15 – 4:45 |
| Occhi, Debra Jane | docchi@sky.miyazaki-mic.ac.jp | Sat Poster 3:00 – 3:45 |
| Ockert, David | davidockert1@gmail.com | Sat 207 10:00 – 10:30 |
| Ogawa, Erina | erina@toyo.jp | Sat 304 1:00 – 1:30 Sat 211 5:15 – 5:45 |
| Ogawa, Sumiko | ogawa.sumiko@gmail.com | Sun 108 2:00 – 2:30 |
| Ogawa, Yosuke | yokesu@hotmail.com | Sun 301 2:00 – 2:30 |
| Ohnishi, Akio | N/A | Sun 207 1:00 – 1:30 |
| Okamoto, Kiyomi | koka@kitakyu-u.ac.jp | Sat Poster 3:00 – 3:45 |
| Osterman, Grant L. | administrator@fes-okinawa.com | Sat 209 1:00 – 1:30 Sun 107 11:30 – 12:00 |
| Otsu, Rika | rika.otsu@iwakimu.ac.jp | Sun Poster 2:30 – 3:15 |
| Owatari-Dorgan, John Patrick | jpdorgan@niu.ac.jp | Sun Poster 2:30 – 3:15 |

Index

| | | |
|------------------------------|---|---|
| Owens, James Emmet | james-o@kanda.kuis.ac.jp | Sat 109 10:30 – 11:00 Sat 212 5:15 – 5:45 |
| Parisa, Mehran | mehran.parisa@lab.ime.cmc.osaka-u.ac.jp | Sat 306 2:00 – 2:30 |
| Parrish, Michael | mmparrish.japan@gmail.com | Sun 107 3:15 – 4:45 |
| Parsons, Daniel William | dwptquantamaster1922@gmail.com | Sun 207 10:30 – 11:00 |
| Paterson, Rab | rab.paterson@gmail.com | Sat 108 4:55 – 5:15 Sun 109 11:30 – 12:00 Sun Sakuraum 1F 3:15 – 4:45 |
| Pellegrini, Christopher Carr | pellegrini@aoni.waseda.jp | Sun Poster 2:30 – 3:15 |
| Pellowe, William | billp@gol.com | Sat 109 1:30 – 2:00 Sun Sakuraum 1F 3:15 – 4:45 |
| Porter, Mathew | portermathew@hotmail.com | Sat Poster 3:00 – 3:45 |
| Poulshock, Joseph W. | N/A | Sat 210 2:00 – 2:30 |
| Pritchard, Timothy James | timnosuke@hotmail.com | Sat 107 4:45 – 5:15 Sun 211 10:30 – 12:00 |
| Provenzano, Christie | christie@kumagaku.ac.jp | Sat 211 1:30 – 2:00 |
| Purnamasari, Asri | ap588@exeter.ac.uk | Sun 105 3:15 – 3:45 |
| Quasha, Steven E. | quasha@sugiyama-u.ac.jp | Sat 109 2:00 – 2:30 Sat Poster 3:00 – 3:45 |
| Quay, Suzanne | quay@icu.ac.jp | Sat 211 3:45 – 4:15 |
| Quentin, Andrew | andrew.quentin@gmail.com | Sat 211 9:30 – 10:00 |
| Reardon, Thomas Owen | trtoreardon@gmail.com | Sat 205 5:15 – 5:45 |
| Reed, Jacob | N/A | Sat 212 5:15 – 5:45 |
| Reid, Robin David | robinelf@gmail.com | Sun 205 11:30 – 12:00 |
| Reimann, Andrew | anreimann@yahoo.com | Sat Poster 3:00 – 3:45 Sun Poster 2:30 – 3:15 |
| Rennie, Robert | rennierobert@gmail.com | Sat 108 10:30 – 11:00 |
| Rian, Joel Patrick | rianjp48@do-johodai.ac.jp | Sat 305 4:15 – 4:45 |
| Ritchie, Zane | zane@rikkyo.ac.jp | Sun 107 3:15 – 4:45 |
| Robb, Thomas | tom@tomrobb.com | Sat 212 2:30 – 3:00 |
| Roberge, Luc | robergelucdenisjoseph@gmail.com | Sat Poster 3:00 – 3:45 Sun Poster 2:30 – 3:15 |
| Romanko, Rick | romanko@wayo.ac.jp | Sun 212 11:30 – 12:00 |
| Romney, Cameron | romney.cameron@gmail.com | Sun 304 11:30 – 12:00 Sun 212 2:00 – 2:30 |
| Rothman, Jennie Roloff | N/A | Sun 201 1:00 – 2:30 |
| Rouault, Greg | rouault.greg@gmail.com | Sat 212 2:00 – 2:30 Sat 105 4:15 – 5:40 |
| Rucynski, Todd | t.rucynski@surugadai.ac.jp | Sat 107 10:30 – 11:00 |
| Ryan, Kevin | ryan@swu.ac.jp | Sun 210 1:30 – 2:00 |
| Ryan, Stephen M. | stephen05summer@yahoo.com | Sat 111 4:15 – 4:45 |
| Saito, Chie | abchie@juhw.ac.jp | Sun 210 10:30 – 11:00 |
| Sakamoto, Barbara Hoskins | barbsaka@gmail.com | Sat 108 1:30 – 2:00 Sun 108 3:15 – 3:45 |
| Sakamoto, Hitomi | hitomi.sakamoto@tyg.jp | Sun Poster 2:30 – 3:15 |
| Saki, Michi | michimako3@gmail.com | Sat 105 9:30 – 11:00 |
| Sakuda, Amy | amy.sakuda@gmail.com | Sat 111 5:15 – 5:45 |
| Sakuda, Sharon | sakuda-s@kanda.kuis.ac.jp | Sat 111 5:15 – 5:45 |
| Sanderson, Sarah Elizabeth | sanderson.58@osu.edu | Sat 201 3:45 – 4:15 |
| Sano, Mayumi | may_sano@hotmail.com | Sat 209 3:45 – 4:15 |
| Satake, Masao | N/A | Sun Poster 2:30 – 3:15 |
| Sato, Makoto | makoto.sato@mlh.co.jp | Sun 302 1:00 – 1:30 |
| Senna, Manuel | mansenna@gmail.com | Sun 210 11:30 – 12:00 |

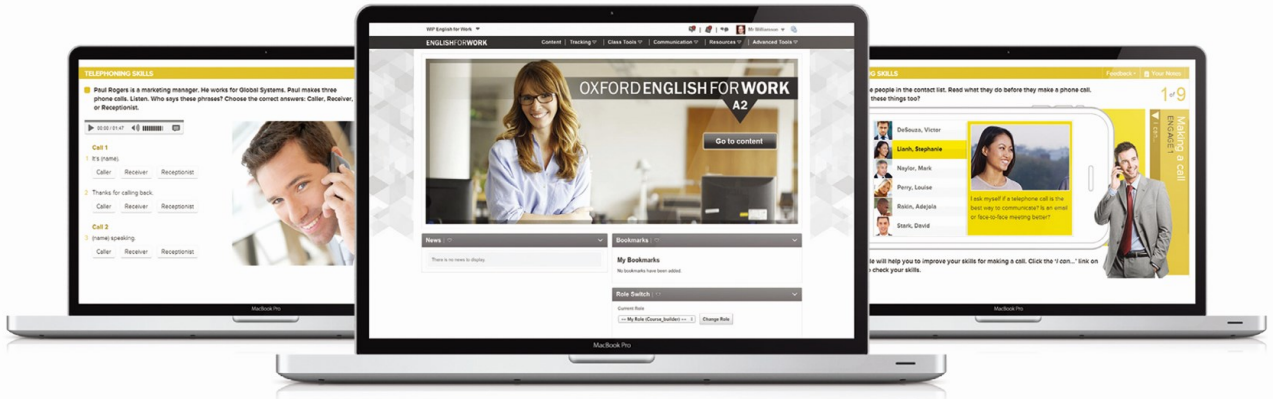
Index

| | | |
|------------------------------|-------------------------------------|---|
| Shaitan, Alexandra | alexshaitan@yahoo.com | Sat 211 4:45 – 5:15 Sun 211 10:30 – 12:00 |
| Shibata, Miki | shibatam@hiroshima-u.ac.jp | Sun 108 1:00 – 1:30 |
| Shields, Kieran Patrick | kieran@kansai-intlschool.jp | Sun Poster 2:30 – 3:15 |
| Shimizu, Paul | N/A | Sat 109 1:30 – 2:00 |
| Shucart, Stephen | triplegem@akita-pu.ac.jp | Sat Poster 3:00 – 3:45 |
| Siegel, Aki | siegel@rikkyo.ac.jp | Sun 301 1:30 – 2:00 |
| Siegel, Joseph Paul | siegel@eco.meijigakuin.ac.jp | Sun 107 1:00 – 1:30 Sun 107 1:30 – 2:00 |
| Sieveking, Robert | robert@ebsonline.jp | Sat 209 1:30 – 2:00 |
| Silsbee, Steven Kenneth | ssilsbee@andrew.ac.jp | Sat 207 9:30 – 10:00 |
| Siritaratn, Nawarat | nawarat2000@hotmail.com | Sat 105 2:00 – 2:30 |
| Solomon, Levy | levysolomon@gmail.com | Sat 211 10:00 – 10:30 Sat 306 4:15 – 4:45 |
| Springer, Marcus Christopher | travelour@gmail.com | Sat Poster 3:00 – 3:45 Sat 109 5:15 – 5:45 |
| Stubbe, Raymond George | raymondstubbe@gmail.com | Sat 212 4:45 – 5:15 |
| Swanson, Malcolm Ross | malcolmswanson@icloud.com | Sun 210 11:00 – 11:30 |
| Taferner, Robert Horst | rhtafern@hiroshima-u.ac.jp | Sat 201 10:00 – 10:30 |
| Taha, Azuhaidah Mohd | N/A | Sat 305 2:30 – 3:00 |
| Tajima, Chihiro | tajima@keisen.ac.jp | Sat 111 1:00pm - 2:25pm Sun 111 1:00 – 1:30 |
| Takahashi, Mamoru | bobby@akita-pu.ac.jp | Sat Poster 3:00 – 3:45 |
| Takase, Nami | n.wave7015@gmail.com | Sun Poster 2:30 – 3:15 |
| Takemura, Tomoyoshi | t.takemura@ocjc.ac.jp | Sun 108 1:30 – 2:00 |
| Tang, Polly Liyen | pollytang@kwansei.ac.jp | Sat 109 10:00 – 10:30 |
| Thang, Siew Ming | tsm.2001uk@gmail.com | Sat 305 2:30 – 3:00 Sun 207 2:00 – 2:30 |
| Thomson, Haidee Elizabeth | haidee.thomson@mmm.muroran-it.ac.jp | Sun 212 11:00 – 11:30 |
| Thorpe, Todd | toddthorpe@hotmail.com | Sat 306 9:30 – 10:00 Sat 201 4:45 – 5:15 |
| Tokeshi, Masanori | masanoritokeshi@hotmail.com | Sun 108 11:00 – 11:30 |
| Tomei, Joseph | tomeiter@gmail.com | Sat Poster 3:00 – 3:45 Sun 210 10:30 – 11:00 |
| Tominaga, Hisashi | tommyanderson25@gmail.com | Sun 111 1:30 – 2:00 |
| Torbert, Anthony | 3tony@ba.kobegakuin.ac.jp | Sun 201 1:00 – 2:30 |
| Toyoda, Junko | jtoyoda@kansai-gaidai.ac.jp | Sat 305 3:45 – 4:15 |
| Tsukayama, Junko | j.tsukayama@meio-u.ac.jp | Sat 109 9:30 – 10:00 |
| Tsushima, Walter | wtsushima@hotmail.com | Sat 304 10:00 – 10:30 |
| Tu, Li-hsin | tu-l@kanda.kuis.ac.jp | Sat Poster 3:00 – 3:45 |
| Ujiie, Saeko | saekouj@yahoo.com | Sat 302 1:00 – 1:30 |
| Uza, Tokuyu | uzajapan@gmail.com | Sun Poster 2:30 – 3:15 |
| Vahid, Aryadoust | N/A | Sat 306 2:00 – 2:30 |
| Valderama-Ito, Florence | renz17vito@gmail.com | Sun 211 3:45 – 4:15 |
| Valvona, Christopher Anthony | valvona@ocjc.ac.jp | Sun 109 10:30 – 11:00 |
| Valvona, Ayano | ayasueyo@yahoo.com | Sun 109 10:30 – 11:00 |
| Van Deusen, Brendan | bvd@niu.ac.jp | Sun Poster 2:30 – 3:15 |
| Von Joo, Lucius | lucius-v@kanda.kuis.ac.jp | Sat 306 4:45 – 5:15 |
| Walker, Richard John | rwalker@reitaku-u.ac.jp | Sat 212 1:30 – 2:00 |
| Walter, Brett Raymond | bwalter0805@gmail.com | Sat 306 10:30 – 11:00 Sun 109 11:00 – 11:30 |
| Wanner, Peter John | pjwfk@gmail.com | Sat Sakuraum 1F 2:30 – 3:00 |
| Waring, Rob | waring.rob@gmail.com | Sat 108 4:15 – 4:45 Sun 212 3:45 – 4:15 |

Index

| | | |
|-------------------------|--------------------------------|---|
| Watson, Kevin M. | toronto93@hotmail.com | Sat Poster 3:00 – 3:45 |
| White, Jeremy Stewart | whitejeremy@gmail.com | Sun 111 11:00 – 11:30 |
| Wigmore, Sandra Daina | sandra.wigmore@gmail.com | Sun 211 3:45 – 4:15 |
| Williams, David | davidokj2@gmail.com | Sun 111 2:00 – 2:30 |
| Xethakis, Larry | lxethakis@gmail.com | Sun Poster 2:30 – 3:15 |
| Yamada, Sean Thomas | mccollumsean@gmail.com | Sat Poster 3:00 – 3:45 Sun 205 11:00 – 11:30 |
| Yamamoto, Craig Tadashi | cyamamoto@ed.sojo-u.ac.jp | Sat Sakuraum 1F 1:00 – 1:30 |
| Yamane, Kathleen | kathleen@daijutsu.nara-u.ac.jp | Sun 209 10:30 – 12:00 |
| Yasuda, Raymond Kai | ryasuda@soka.ac.jp | Sat 210 5:15 – 5:45 |
| Yoneoka, Judy | kumajudy@gmail.com | Sun 210 10:30 – 11:00 |
| Yonesaka, Suzanne M. | syonesaka@gmail.com | Sun 207 1:00 – 1:30 |
| York, James | yorksensei@gmail.com | Sat 304 2:00 – 2:30 |
| Young, Danica Nishelle | memoniki@gmail.com | Sun 212 3:15 – 3:45 |
| Zefeiti, Ali Salim | zefeiti@squ.edu.om | Sat 304 1:30 – 2:00 |

OXFORD ENGLISH FOR WORK



This NEW online course equips adult professional learners with the practical language they need to communicate effectively at work.

- Suitable for self-study, and can be used alongside any business or General English course.
- Each level includes three key work skills – **Telephoning**, **Socializing** and **Writing** – giving students practical language to use at work immediately.

Self-study support

Are your students using *Oxford English for Work* for self-study? The course offers plenty of supportive features:

- Step-by-step activity sequence encourages students to explore, practise and reflect on their learning independently.
- All activities are automatically marked, so learners can check their progress instantly.
- Gradebook and User Progress tools enable students to check their progress across the whole course, and identify weaker areas where they might benefit from re-doing activities.



Automatic marking for all activities

Tools for teachers

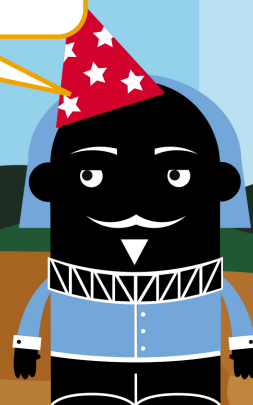
Are you using the course with your students? Make the most of these features:

- Gradebook and User Progress tools allow you to monitor students' progress and identify areas of weakness to target during lesson time.
- Communication tools enable you to send feedback on work, chat online with individuals or groups and set up group discussions and surveys.
- Tailor the course to your students' needs by hiding activities, setting start and end dates, and organising students into different groups.

CELEBRATE SHAKESPEARE

in 2016

Celebrate my special anniversary
and bring drama into your
classroom in 2016!



- A Midsummer Night's Dream
- The Merchant of Venice
- Macbeth

- Romeo and Juliet
- Much Ado About Nothing

- Hamlet
- Othello

2016年は、偉大な劇作家シェイクスピアの没後400年です。
マクミランリーダーズのシェイクスピア作品で英語を学びましょう！

- シェイクスピア作品の全7タイトルと、レスンプランをご提供
- シェイクスピアをテーマとしたWebinarを開催（2016年4月）
- 生徒向けライティングコンテストを開催
- クイズ、インフォグラフィックスやビデオをご提供

Join in the global celebrations! We've got lots in store to mark the 400th anniversary of Shakespeare's death including:

- New lesson plans to accompany our seven Shakespeare Readers
- A Shakespeare-themed webinar day in April
- A creative writing competition for students
- Quizzes, infographics and videos



株式会社 マクミラン ランゲージハウス

〒162-0843 東京都新宿区市谷田町2-37 千代田ビル

Tel: 03-5227-3538 Fax: 03-5227-3539

e-mail: elt@mlh.co.jp www.mlh.co.jp/readers



macmillan
education