

# Pan SIG

## Expand Your Interests



Akita International University  
May 19-21, 2017

Program Handbook

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*PanSIG is also indebted  
to Akita International  
University for hosting  
PanSIG2017 and  
providing generous  
financial support.*



# Schedule Highlights

## **Friday, 19 May**

3:00 pm–5:00 pm ..... JASAL Self Access Tour

*Self-access tour and event by the Japan Association for Self-Access Learning (JASAL).*

## **Saturday, 20 May**

9:00 am ..... Registration

10:00 am–10:30 am ..... Opening Ceremony (Kobelco Hall)

10:30 am–11:25 am ..... Presentations

11:30 am–12:00 pm ..... LUNCH

*From 11:45–12:00, the award winning AIU Kanto Team and musicians will perform next to the D Building.*

12:00 pm–2:00 pm ..... Presentations

2:00 pm–2:45 pm ..... Poster Session (Auditorium)

2:45 pm–4:45 pm ..... Presentations

5:00 pm–6:00 pm ..... Keynote Panel (Kobelco Hall)

7:00 pm–9:00 pm ..... Banquet (Akita View Hotel)

## **Sunday, 21 May**

9:00 am–12:00 pm ..... Presentations

12:00 pm–12:55 pm ..... LUNCH

1:00 pm–2:30 pm ..... Presentations

2:30 pm–3:15 pm ..... Poster Session (Auditorium)



## **JALT PanSIG2017 Sponsors**

PanSIG is grateful for the support it receives from its sponsors of the PanSIG conference. In JALT, we call our sponsors “AMs”, which stands for “Associate Members.” AMs support JALT through their membership fees, advertisements, sponsored presentations at chapter, SIG and national events, exhibition space at the various JALT conferences across Japan, and many other ways. For a full list of JALT’s AMs, please see the AM page on the National JALT site, located at <http://jalt.org/main/sponsors>. A special thank-you goes out to the following AMs, who have graciously donated their time and resources to support the PanSIG conference:

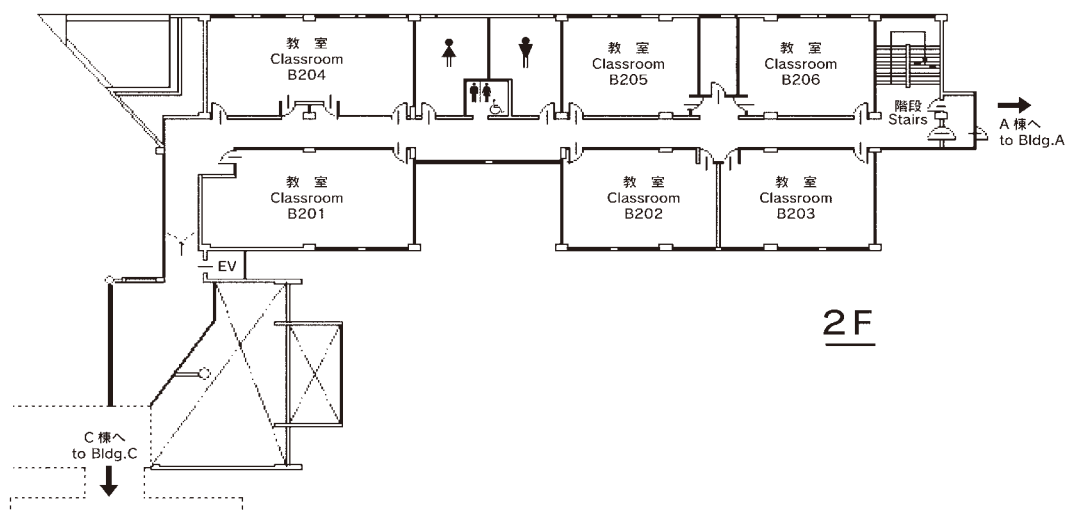
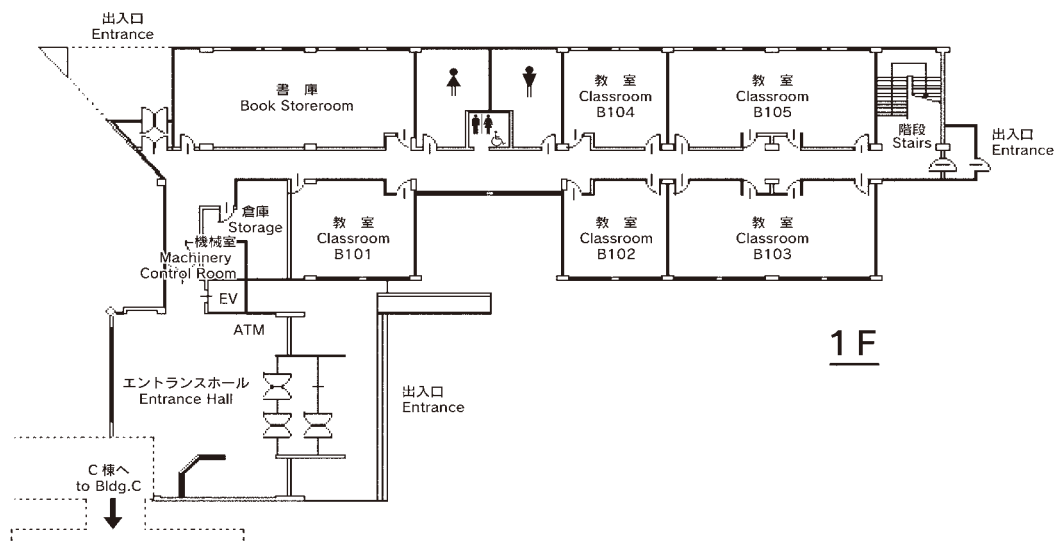
- Cambridge University Press ~ <http://www.cambridge.org>
- englishbooks.jp ~ <http://www.englishbooks.jp>
- Global Stories Press ~ <http://www.globalstoriespress.com>
- Macmillan LanguageHouse ~ <http://www.mlh.co.jp>
- Nellie’s Ltd. ~ <http://www.nellies.jp>
- Oxford University Press ~ <http://www.oupjapan.co.jp>
- Seed Learning K.K. ~ <http://www.seed-learning.co.jp>
- xreading ~ <http://xreading.com>

## **Acknowledgements**

We would like to thank Akita International University, a co-sponsor of PanSIG2017, for all their generosity, not only in hosting the conference but also providing financial support. AIU has generously agreed to cover the costs of the shuttle buses, and we are grateful for their support. In addition, we are grateful to the faculty and staff of Akita International University for the logistical support they have provided during the last year of preparations. A special thank you to the Akita Prefecture Planning and Promotion Section, International Office and Director Kaori Akagawa. We would also like to thank the following JALT Associate Members for their continued support of the PanSIG conference: Cambridge University Press, englishbooks.jp, Global Stories Press, Macmillan LanguageHouse, Nellie’s Ltd., Oxford University Press, Seed Learning K.K., and xreading. Finally, we would like to express our gratitude to Akita JALT and the students of Akita International University for providing additional support on-site.

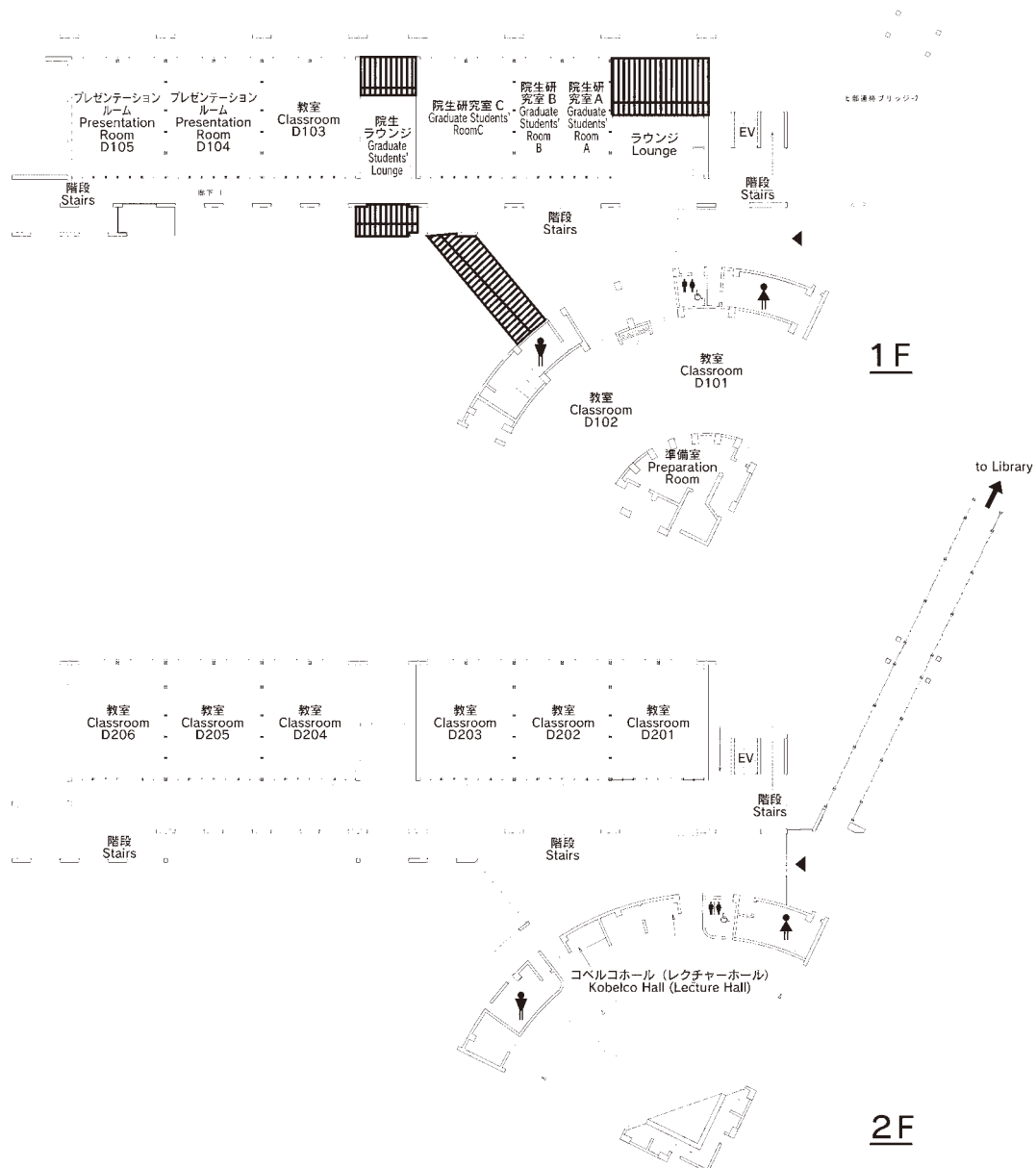
## 講義棟 (B棟)

### Lecture Building-B



AIU is happy to announce that the LDIC (Language Development and Intercultural Studies Center) will be open for PANSIG members on Saturday, May 20 from noon until 2 p.m. The LDIC is the self-access center of the university and is located on the second floor of the Nakajima Library. It is a place where students, faculty, staff, and even the general public can use for improving their own language goals. Student workers will be available to answer questions about the LDIC.

# 新講義棟 (D棟) Lecture Building-D



## **PanSIG2017 Committee**

### **Executive**

Conference Chair: Mathew Porter  
Conference Co-Chair (2018 Chair): Alex Shaitan  
Analytics Chair: Jim Sick  
Analytics Co-Chair: J Lake  
AM (Associate Member) Liaison: Andy Boon  
PanSIG Journal Editor: Brian Gallagher  
PanSIG Journal Assistant Editor: Gavin Brooks  
Environment Chair: Brent Simmonds  
Communications Chair: Mark Brierley  
Communications Co-Chair: Maki Ho  
Registration (On Site): Jennie Roloff Rothman  
Online Registration Chair: Gabriela Schmidt  
Online Registration Co-Chair: Margit Krause-Ono  
Assistant Onsite Registration: Amanda Gillis-Furutaka, Paul Horness, Mike Kelland, Joel Laurier, Jason Lowes, Ross Sampson, Joanne Sato, Bill Snyder, Adie Verla  
Conference Handbook Editor: Joe Tomei

### **Program**

Submissions Chair: Thomas Bieri  
Review Chair: Wendy Gough  
Review Co-Chair: Jamie Taylor  
Scheduling Chair: Tim Greer  
Poster Sessions Coordinator: David Kluge  
Panel Coordinator: Tara McIlroy  
Forum Coordinator: Brian Gallagher

### **Public Relations**

PR Chair: Edo Forsythe  
Website Chair: Bill Pellowe  
Facebook Coordinator: Parisa Mehran  
Facebook Coordinator: Mehrasa Alizadeh  
Photographer: Jim George  
Twitter Coordinator: Jim George  
Illustrator: James Dewitt Dunn

### **Finance**

Finance Director: Tim Pritchard  
Conference Treasurer: Peggy Ishikawa  
Assistant Conference Treasurer: Juha Vahtinen

### **Site**

Site Manager: Bern Mulvey  
Site Manager: Patrick Dougherty  
Assistant Site Manager: Bobby Takahashi  
Assistant Site Manager: Mark de Boer  
Assistant Site Manager: Cherie Brown  
Site Assistant: Ben Grafstrom

## **PanSIG2018 Planning Meeting Sunday, 21 May 12:15-12:45 in Kobelco Hall**

Anyone interested in discussing the planning for the future PanSIGs is welcome. We will discuss committee member roles, tasks, and the overall conference calendar. People interested in volunteering for PanSIG 2018 or in volunteering a site for future PanSIGs are especially welcome. PanSIG2018 will be held at Toyo Gakuen University, Tokyo (May 2018)

**Alexandra Shaitan, PanSIG2018 Conference chair**

## Message from the Conference Chair

On behalf of the 2017 PanSIG committee, I'd like to welcome you to Akita International University for the 16th annual PanSIG conference. Pan means "all inclusive" and this is a goal of the PanSIG conference. This year, 23 special interest groups (SIG) of the the Japan Association for Language Teaching (JALT) are participating in PanSIG. These SIGs have provided volunteers to advise on conference planning, review submissions, and serve on conference teams. In other words, the image for this conference, its theme and programming, has been developed in collaboration with the SIGs. In addition, the conference features over 200 presentations spanning the range of teaching contexts, methodologies, pedagogies, and topic studies represented by SIGs, as well as SIG forums and SIG-sponsored featured speakers. All of this makes PanSIG truly Pan-SIG.



This year's conference theme, "Expand Your Interests," is a simple idea representing our desire for PanSIG to be a place where you deepen your relationships within your SIGs, explore other SIGs, and create new opportunities for collaboration inside or across SIG boundaries. This year's plenary session is a panel discussion featuring Annette Bradford, Bern Mulvey, Naoko Ozeki, Naoyuki Naganuma, and Tomoe Aoyama—a diverse group of educators with insights into the Ministry of Education's directives for language education in Japan. We hope that this discussion will expand your understanding of national language education policy and help you prepare for upcoming changes in the education landscape.

I'd like to express my deepest gratitude to everyone who has helped organize this conference, from the SIG liaisons giving feedback on the conference theme, to the tireless members of the working committee who have been working throughout the year in many cases, to the student interns and on-site volunteers trying to ensure that you have an enjoyable and productive experience while in Akita—thank you! Planning the conference, is a collaborative, collective effort, but ultimate responsibility for the conference is mine, so if you encounter a problem, please be polite and gracious with the volunteers onsite and invoke my name when assigning blame.

Finally, although I cannot mention all the volunteers in this brief message by name, the Site Team deserves a special mention. To Bern Mulvey, Pat Dougherty, Cherie Brown, Mark de Boer, and Bobby Takahashi—PanSIG wouldn't have happened without all of the work you put into preparing the site and handling the logistics of entertaining over 300 guests from out-of-town. I'd like to thank you on behalf of all of the SIGs and the PanSIG Steering Committee.

So, whether you are here to present, promote, interact, or just listen, I hope you leave Akita with an idea, a contact, a new book, a new friend—something that makes you feel like your world has expanded, even if just a little.

Mathew Porter  
Conference Chair





## Welcome to Akita International University (AIU)!

AIU is honored and warmly welcomes educators and researchers from all over the world to PanSIG 2017.

Since 2004, AIU has nurtured its students to become globally competent individuals and our new mission of an “International Liberal Arts” further aims to cultivate student growth with international knowledge and experience that can be applied to a broad field of employment endeavors in Japan and abroad. Akita is not a big city but it is surrounded by beautiful Akita cedar and stunning nature throughout all seasons. In addition, AIU provides inspiring opportunities and facilities for students and faculty

members, such as a superb library that is open around the clock, and cultural experiences through a variety of local festivities, cuisines (including *sake*) and breathtaking natural beauty. I hope you will have a chance to enjoy AIU’s groundbreaking features and the Akita culture.

On behalf of the university, I would like to extend our sincere welcome and we hope you have a pleasant time here in Akita and at AIU.

Norihiko Suzuki

President, Akita International University

### PanSIG Networking Event

Conference attendees who registered and paid for the banquet will receive a ticket with their name tag and lanyard. This ticket will be required to enter the banquet. There will be four buses leaving AIU for the Akita View Hotel after the plenary and banquet guests will be given boarding priority. At this time, the banquet ticket will also be required.

We are sorry but tickets for the banquet will not be sold on-site. Your understanding is appreciated.



## Bear Warnings

Please be cautious of bears in the local area of PanSIG 2017! Be aware there are bears living in the forest next to the AIU campus. Every year there have been reports that bears have been spotted roaming around AIU campus.

*The Asian black bear is a retiring kind of beast. It's unlikely to bother you if you don't bother it and for that reason its best to avoid startling a bear, so make noise as you walk and keep a look out. Having said that, it could easily maul you to death so caution is advised.*

(Akita Travel Guide < <https://en.wikivoyage.org/wiki/Akita>>)

## Bear Necessities

- DO NOT enter the forest around AIU.*
- DO NOT participate in outdoor activities alone around mountains or forests.*
- Refrain from outdoor activities at dawn or dusk, when bears are especially active.*
- If you walk around forest areas, please wear a bell or carry a radio to make noise.*
- If you see a bear cub, do not approach it. There is a high chance that the mother bear is near the cub. Leave the site immediately.*
- If you encounter a bear, back away slowly and leave the site quietly.*
- If you see bear prints or feces, leave the site.*
- Follow the regulations for throwing away garbage. In Komachi Hall and on-campus apartments, please close the door of the garbage collection site and cooperate with preventing on-campus litter.*

*If you see a bear, please contact the Division of General Affairs.*

*Tel: 018-886-5901*

*Email: [generalaffairs@aiu.ac.jp](mailto:generalaffairs@aiu.ac.jp)*



# National Trends in Language Education

Saturday, 20 May 5:00–6:00 Kobelco Hall

We hope the discussion will shed light on all of the different directions that language education in Japan is being developed and help our participants understand the resulting changes and how to prepare for them. The discussion will focus on the concrete and pragmatic, specifically on what is happening, why, and how that will affect foreign language teachers. Attendees should leave with a better understanding of the current challenges and coming changes and have an idea of what they can do to better position themselves for these changes.

## Keynote Panel Speakers

**Annette Bradford** is an associate professor in the Faculty of Business Administration at Meiji University in Tokyo, teaching courses focused on enhancing students' international competencies. Previously, she held a Council on Foreign Relations International Affairs Fellowship in Japan and taught at universities in Japan, the United States, and Indonesia. Her research on the internationalization of higher education, particularly English-medium instruction, student exchange, and education policy, can be found in publications such as the *Journal of Studies in International Education* and *International Higher Education*. Her forthcoming coedited volume *English-Medium Instruction in Japanese Higher Education: Policy, Challenges, and Outcomes* (Multilingual Matters, 2017) brings together the perspectives of scholars from Japan, Europe, and the United States. Annette received her doctorate in Educational Administration and Policy Studies from the George Washington University.



**Bern Mulvey**'s second book, *Deep Snow Country*, won the 2013 Field Prize and was published by Oberlin College Press. He has published extensively in English and Japanese, including work in *Higher Education Policy*, *Japan Studies Review*, *Continuing Higher Education Review*, *Poetry*, *FIELD*, *Beloit Poetry Journal*, *The Missouri Review*, *Agni*, *Times Higher Education*, *JALT Journal* and *The Language Teacher*. For over 3 years, he was Dean of Faculty at Miyazaki International College, at the time the youngest dean in Japan and one of just three non-Japanese to hold this rank at a Japanese university. He was also the first non-Japanese in the 120-year history of Iwate National University to be promoted to professor and to head a division.



**Tomoe Aoyama** is Senior Development Manager Japan, Cambridge English Language Assessment. She joined the organisation in July 2012 and has subsequently been successful in raising the profile of Cambridge English exams (including Young Learners, Main Suite exams: KET/ PET/FCE/CAE/CPE and TKT) in Japan by contributing to policy making: She is a member of MEXT's Liaison Committee (2014 to present) and in 2015, her work enabled Cambridge English to win public tender for the production of sample questions for MEXT and the National Center for University Entrance Examination. She has more than 5 years of experience in project management, obtained during her previous career at the British Council where she worked for 11 years in total. She studied English Linguistics at the University of Tsukuba and was awarded an MA in Interpreting and Translating from the University of Bath.



**Naoyuki Naganuma** is a Professor of the International Education Center at Tokai University. He received his PhD in 2006 from Tokyo University of Foreign Studies. His research interests are mainly in language learning motivation and language testing, especially can-do oriented assessment to promote learning and motivation. He was a committee member of MEXT for setting learning attainment targets in the form of can-do lists in foreign language education.

**Naoko Ozeki** is a Professor at the School of Global Japanese Studies, Meiji University in Tokyo and a vice president of JACET. She coordinated the English program at the School of Global Japanese Studies and the graduate program in English education where she supervises both masters and doctoral candidates. Her areas of interest are ELT, speaking production, learning strategies, learner autonomy, and CEFR. By giving lectures and workshops, she works actively to improve English education at the secondary and tertiary levels with the education board of various prefectures, MEXT (the Ministry of Education in Japan), and other organizations such as the British Council and Eiken. She has also contributed to the development of the current Course of Study for senior high school foreign language education.



**Tara McIlroy (Moderator)** is the Coordinator of the Literature in Language Teaching (LiLT) SIG, one of JALT's newest Special Interest Groups. From the UK, she is currently teaching at Meiji University and her research interests are poetry reading, curriculum development, and teacher training. She is currently a doctoral candidate at the University of Birmingham, researching metaphor and its employment in ELT.

## **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)**

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

### **Business Communication SIG (BizCOM)**

The BizCOM 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.

### **Critical Thinking SIG (CT)**

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

### **Computer Assisted Language Learning SIG (CALL)**

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

### **College and University Educators SIG (CUE)**

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

### **Extensive Reading SIG (ER)**

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

### **Framework and Language Portfolio SIG (FLP)**

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

### **Gender Awareness in Language Education SIG (GALE)**

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

### **Global Issues in Language Education SIG (GILE)**

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

### **Japanese as a Second Language SIG (JSL)**

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

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

### **Learner Development SIG (LD)**

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

### **Lifelong Language Learning SIG (LLL)**

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

### **Literature in Language Teaching SIG (LiLT)**

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

### **Materials Writers SIG (MW)**

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

### **Mind, Brain, and Education SIG (BRAIN)**

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.

### **Other Language Educators SIG (OLE)**

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

### **Pragmatics SIG (PRAG)**

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

### **School Owners SIG (SO)**

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

### **Speech, Drama, & Debate SIG (SDD)**

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

### **Study Abroad SIG (SA)**

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.

### **Task-Based Learning SIG (TBL)**

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

### **Teacher Development SIG (TD)**

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



### **Teachers Helping Teachers SIG (THT)**

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

### **Teaching Younger Learners SIG (TYL)**

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

### **Testing and Evaluation SIG (TEVAL)**

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. Current and back issues of *Shiken*, the TEVAL SIG publication, are available on the TEVAL website.

### **Vocabulary SIG (VOCAB)**

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

## **College and University Educators SIG ESP Symposium 2017**

**Date and Time:** Saturday, 16 September 2017, 10:00am–6:00 pm

**Speakers:** Sue Starfield (UNSW), Bertha Du-Babcock (City Uni HK)  
Masako Terui (Kindai)

This is the fourth ESP Symposium offered by the JALT CUE SIG, this year in collaboration with the JALT BizCom SIG. The ESP Symposium features three plenary speakers, two from overseas, and one from within Japan, with a broad range of expertise in the field of teaching and researching English for Specific Purposes (ESP). Additionally, two poster sessions, a roundtable, and panel discussion offer teacher-researchers opportunity to interact and share their own work in ESP.

**Location:** Keio University (Hiyoshi Campus)

**For more details, go to:** <<http://jaltcue.org/content/cue-esp-symposium-2017>>



## Featured Speakers and Special Forums (Saturday)

***JASAL Forum at PanSIG 2017:  
Open Discussion Forum on Self-Access Learning  
Tweed, Andrew D. (Meijo University)  
20 May 10:30–11:25 D202***

The Japan Association for Self-Access Learning (JASAL) is devoted to promoting self-access language learning in Japan. In this open discussion forum, participants will have opportunities to share, learn, and ask questions about self-access language learning, running self-access centres and fostering learner autonomy. The discussion topics will be generated by the participants. Topics could include setting up a center, curriculum integration, student involvement and training, learning advising, or any other issues participants would like to discuss. As we see great increase in institutions implementing self-access learning, we are excited to see many new ideas being shared and explored together. Go to <<https://jasalorg.com/>> for more details.



***LiLT SIG Featured Speaker Paul Hullah (Meiji Gakuin)  
Stop the World, Start the Words: How Poetry Can Help  
20 May 12:00–12:25 B103***

Language has many registers. The more registers L2 learners can comfortably inhabit, the better. Poetic language—judiciously selected, lovingly pruned—is one such register. Depriving learners of access to it limits their expressive potential. They may not use it in everyday situations, but to have it in their locker as an option renders them more linguistically empowered. By explaining how best to incorporate “literature” into classroom learning and outlining several benefits, I want to demonstrate that poetry is an inspiring tonic for jaded students and bleary educators, replete with special desirable qualities that a worthwhile curriculum should contain and explore.



***BizCOM SIG Featured Speaker Simon Humphries (Kansai University)  
Students' Study Abroad Financial Problems  
Sat 20 May 4:15–4:40 D104***

All students in the Faculty of Foreign Language Studies at Kansai University are required to study abroad for approximately 10 months during their second year, but one daunting aspect of this experience is how to deal with financial problems. After returning from their study abroad, 18 students responded to an online anonymous questionnaire that asked them to describe their: (a) financial disagreement, (b) attempts to negotiate, (c) level of satisfaction from the outcome, and (d) advice to future students. Based on their responses, the presenter will suggest intercultural negotiation strategies.



## Featured Speakers and Special Forums (Sunday)

### **TEVAL and Vocabulary co-sponsored SIG Forum: *A Serial Multiple-Choice Vocabulary Test Format***

**Tim Stoeckel (University of Niigata Prefecture)**

**Sun 21 May, 11:00–11:55 D206**

The Vocabulary Size Test (VST) was designed to measure the vocabulary needed for reading (Nation, 2012). Researchers have argued, however, that the lexical knowledge needed for the multiple-choice format of the VST (meaning recognition) fundamentally differs from that which is needed in authentic reading (meaning recall) (Stewart, 2014). Studies comparing the VST to meaning recall measures have found that the VST produces significantly higher scores (Zhang 2013). The presenter introduces and describes a pilot study of a ‘serial multiple-choice’ test format designed to address this issue. The forum then opens for broader discussion of future directions in vocabulary assessment.



### **(Tokyo JALT) *Tokyo JALT Outreach Presentation***

**Nicklin, Christopher (Tokyo JALT)**

**Sun 21 May, 1:30–1:55 D201**



In this forum, I will explain the outreach work that Tokyo JALT has conducted over the previous year. This work involves making contact with chapters and SIGs to offer reciprocal promotion of events, speaker exchanges, and opportunities to cosponsor speakers for events. I will discuss what has been achieved so far and reveal plans for 2017. Additionally, I will moderate a discussion about ways that JALT chapters and SIGs can help each other and ideas for future events and collaborations.

## **Sponsored and Commercial Presentations (Sat)**

### **Global Exam Options for Lower Level Learners**

**Riaz Donaldson (Cambridge University Press)**

**Sat 20 May, 11:00–11:25 Room B103**

Do you teach elementary to pre-intermediate level students? Would you like your students to work towards gaining a globally recognised certification that tests all four English learning skills? In this presentation, I will discuss the advantages and practicalities of lower level students taking the Cambridge English Key (KET) and Preliminary (PET) exams, two tests from Cambridge English Language Assessment: creators of the IELTS English language test.

### ***In My Life: Empowering, Motivating, and Effective***

**David Kluge (Nellie's Ltd.)**

**Sat 20 May, 10:30–10:55 Room B101**

*In My Life*, a communication textbook (conversation and presentations), is empowering because the content of the book is the life of each student in class—the student knows what the teacher does not know, thus empowering the student. It is motivating in that the main homework activity is to create a scrapbook page for each of the 12 units to communicate about his or her life. It is effective because it teaches important conversation strategies (both verbal and nonverbal), and recycles the strategies throughout the book. This presenter will guide participants through a unit to show the book's strong points.

### **Challenge, Motivate, and Collaborate in your Class with the New Digital Student Book**

**Darren Halliday (Macmillan Education Japan)**

**Sat 20 May, 1:30–1:55 Room D103**

With the aim of improving the teaching experience and students' interaction with their English language learning materials, we are very happy to give you an overview of our brand-new digital component “DSB”. The new digital offerings for the Macmillan adult series, *Skillful* and *Breakthrough Plus*, have now been upgraded to ensure both teachers and students can effectively integrate the activities and tools found in the page-faithful and digital version of the course book into personalized learning experiences.

### **Xreading: What's New and What's Coming**

**Paul Goldberg ([englishbooks.jp](http://englishbooks.jp) with [xreading.com](http://xreading.com))**

**Sat 20 May, 2:45–3:10 Room B206**

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 over 800 books from 10 publishers, and boasts a multitude of new features. In this presentation, the founder of Xreading will explain how the system has grown over the past three years, and what new functionality and features can be expected in the future.

### **Helping Students Discover Conversation**

**Andy Boon ([englishbooks.jp](http://englishbooks.jp))**

**Sat 20 May, 4:15–4:40 Room B101**

Conversation is the foundation of human communication. The new textbook, *Discover Conversation*, gets students involved in analyzing near-authentic spoken discourse. First, essential scaffolding is provided as students are introduced to and practice the moves that make up typical conversations. The students then listen to, analyze, and code the moves for a near-authentic conversation. They then undertake their own similar conversations in class. Finally, students transcribe their best dialogs, providing a record of their conversational development.

## **Sponsored and Commercial Presentations (Sun)**

### **Getting Students Researching and Writing**

**Andy Boon (Nellie's Ltd.)**

**Sun 21 May, 10:00–10:25 Room D103**

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 presenter 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*.

### **Publishing in an Academic Journal: Answers from the Editor**

**Robert Kirkpatrick (Macmillan Education Japan (Springer))**

**Sun 21 May, 1:00–1:25 Room D103**

As editor of *Language Testing in Asia*, the presenter explains the ins and outs of submitting a manuscript to an international journal. It will be of interest to those academics ready to begin their first submission or who have extensive publications. The presenter discusses what the editors look for, what reviewers expect, and also what to do if major revisions are requested. The presentation also contrasts the gold open access model as used by SpringerOpen with so-called “predatory journals.” It explains the blind review process and finally looks at the extensive formatting and checking that each final manuscript undergoes before publication.

### **Expansive Listening: An Approach to L2 Learning**

**Heather Doiron (Nellie's Ltd.)**

**Sun 21 May, 1:30–1:55 Room D103**

The study of listening for the Japanese student learning English can be a complex and frustrating process. Through the use of graded reader audio recordings, this presentation will provide a step-by-step process designed to engage L2 learners in the process of learning how to listen. This presentation will focus on activities, which combine reading and listening tasks to improve language fluency. Attendees to this presentation will be introduced to methods that use graded reader recordings to support word recognition, pronunciation, rhythm, and reading comprehension.

### **Dictation: Before, During, and After**

**John Spiri (Global Stories Press)**

**Sun 21 May, 1:30–1:55 Room B105**

Dictation is a time-tested language learning activity with numerous variations on the standard method, from dictogloss to “tape recorder” dictation, to student dictators, and many more. After briefly describing the basic dictation method, the presenter will share some of the more effective and creative alternatives. In addition, the presenter will share ideas for activities before dictation involving pictures that correspond to the dictation sentences. Postdictation review activities that make use of the pictures will also be explained. While the material comes from the presenter's textbooks, this presentation will be useful for any teacher with an interest in dictation.

### **Using Digital Products to Reduce Language Anxiety**

**Tomoe Aoyama (Cambridge English Language Assessment)**

**Sun 21 May, 11:30–11:55 Room D204**

After an overview of the Speaking and Writing test of Cambridge English exams, I'll explain our latest digital developments: Immersive 360° videos using virtual reality to support speaking test candidates and *Write & Improve*, which uses an automated marking system to support writing test candidates. There will be time at the end of my talk for participants to share their views about how our digital developments could help support their teaching.

## **SIG Forums (in alphabetical order)**

**Bilingualism SIG Forum: Being Bilingual: Parents' and Children's Perspectives**  
**Tim Greer (Kobe University), Brian Gaynor (Muroran Institute of Technology),**  
**Martin Spivey (Redwood English)**

**Sun 21 May, 9:30–10:55 Room D206**

Most parents were not brought up bilingually themselves, so they cannot always fall back on the child-rearing practices their parents used. In addition, expectations about what parenting involves can sometimes be different to those of English-speaking cultures, which can lead to conflict between parents about the “right” way to do things. The Bilingualism SIG’s forum features a panel of parents who will discuss issues related to bilingual parenting, including finding a family language policy, dealing with reticence to use one of the languages, visiting the country of the minority culture, and negotiating different opinions about bilingualism with spouses.

**College and University Educators SIG Forum:**  
**Expanding Students' Interest in English With an Eye on Global Citizenry**  
**Wendy Gough (Tokai University), Daniel Newbury,**  
**James Dewitt Dunn (Tokai University), Kinsella Valies (Nihon University)**

**Sat 20 May, 2:45–4:10 Room D201**

Fostering and sustaining intrinsic motivation can be challenging in EFL environments, where learners may struggle to connect English to their postgraduate ambitions. As such, language educators are tasked with keeping a dual focus: language teaching and learner motivation. Connecting current learning with the distant horizon is no easy task. Presenters will discuss creative pedagogical methods that promote sustained interest inside the classroom and provide practical applications in the real world.

**Computer Assisted Language Learning SIG Forum: Expand Your Interests with the CALL SIG**  
**Paul Raine & Jon Gorham (J.F. Oberlin University), Bob Ashcroft (Tokai University)**

**Sun 21 May, 10:30–11:55 Room D203**

Are you keen to increase educational engagement in your classroom using technology? Are you looking for the best ways to leverage student's own devices or to make the most of your time in the computer room? Whatever your ed-tech powered pedagogical goals may be, the CALL SIG Forum has something for you. Join a selection of expert speakers in Computer Assisted Language Learning (CALL) at this year's CALL SIG Forum.

**Critical Thinking SIG Forum: A CT SIG PechaKucha**  
**James DeWitt Dunn (Tokai University), David A. Gann (Tokyo University of Science), Hiroshi Nakagawa (Tokai University), Yumi Chikamori Gomez (Rikkyo University), Wayne Devitte (Tokai University),**  
**Adam Gyenes (Ryutsu Keizai University)**

**Sun 21 May, 9:30–10:55 Room D104**

This year's CT SIG Forum is mixing things up a bit with 6 modified PechaKucha style presentations (12 slides of 30 seconds each) which will allow attendees to hear 6 inspiring stories of implementing critical thinking into the language learning classroom. We are excited to share this event with you to help you broaden your understanding of critical thinking as it applies to the language learning classroom and give you useful activities and insight to take with you back to your classroom. Come join us for a useful and exciting forum at PanSIG2017!

**Extensive Reading SIG Forum: Assessment of Extensive Reading**  
**Mark Brierley (Shinshu University), Joanne Sato (Toyo University),**  
**Barry Keith (Gunma University)**

**Sun 21 May, 10:30–11:55 Room D103**

The evidence for including Extensive Reading (ER) in a language curriculum is growing. However, teachers face the difficult task of assessing their students' reading. In this forum sponsored by the Extensive Reading Special Interest Group, four practitioners will share their expertise on how to effectively assess an ER program. The audience is invited to join an open discussion following the presentations.

## SIG Forums (cont'd)

**Framework and Language Portfolio SIG Forum: Designing a CEFR-informed Toolkit**  
**Maria Gabriela Schmidt (University of Tsukuba), Noriko Nagai (Ibaraki University),**  
**Naoyuki Naganuma (Tokai University), Morten Hunke (Aoyama Gakuin University)**

**Sun 21 May, 1:00–2:30 Room B104**

Teachers are in the center for implementing CEFR-informed foreign language teaching. This is the result of a survey conducted in 2014/2015. This forum will introduce the design of an online portal site which aims to help teachers to find their way effectively through available CEFR tools. The problem is how to use the CEFR-related and already available resources efficiently. The needs of teachers who are engaged in innovative language education reforms based on the CEFR have to be addressed. The forum will discuss this emerging task. The new *Kaken* project aims to design a portal site, a user-friendly hands-on support system.

**Gender Awareness in Language Education SIG Forum: Expanding Gender**  
**Tanja McCandie (Meijo University), Amanda Gillis-Furutaka (Kyoto Sangyo University),**  
**Julie Kimura (Temple University)**

**Sat 20 May, 3:15–4:40 Room B103**

This forum will examine gender in Japan from three different perspectives. Tanja McCandie will look at the imbalance within JALT concerning gender and ethnic representation and discuss how JALT could adapt to better suit the needs and interests of many of its members. Amanda Gillis-Furutaka will discuss the cultural concept of *kawai*, its history, the positive and negative connotations of *kawai* and the characteristics that designate both males and females as *kawai*. Julie Kimura will discuss how feminist theory may be applied to female foreign language teachers in Japan who are all from inner circle countries and of European descent.

**Global Issues in Language Education SIG Forum: Expanding Global Education**  
**Jennie Roloff Rothman (Kanda University of International Studies),**  
**E. Bosio (University College London), B. Matsui & A. Abe (Akita International University)**

**Sun 21 May, 10:00–11:30 Room D202**

This forum will include short presentations from several members of the GILE SIG in which they share global education materials or classroom topics. We hope you will join us and expand your interests globally!

**Learner Development SIG Forum: Visualizing Learner Development**  
**Robert Morel (Toyo University), Daniel Hooper (Kanda University of International Studies),**  
**Mathew Porter (Fukuoka Jo Gakuin Nursing College), Arnold F. Arao (Kurashiki Board of Education)**  
**Sat 20 May, 12:30–1:55 Room D205**

This year's Learner Development SIG Forum gives participants a chance to expand their interests by focusing on a variety of topics related to student development. Focusing both on research and practice-based topics, the forum will highlight different aspects of autonomous learning, visual metaphors, meta-cognitive strategies, and important non-cognitive factors in learning. Timed rounds of interactive presentations will be followed by a discussion circle, giving participants the opportunity to synthesize information from the presentations with their own experiences assisting learner growth.

**Lifelong Learning SIG Forum: Lifelong Learning for Recreational Athletes and Teachers**  
**Joseph Vincent Dias (Aoyama Gakuin University), Nicholas Lambert (Toyo University),**  
**Kazuko Namba (Aoyama Gakuin University)**

**Sat 20 May, 2:45–4:10 Room B104**

Nicholas Lambert will speak about the English communication needs and limitations of recreational sport participants at all ages based on extended interviews he conducted in Japan and New Zealand of professional and amateur sport coaches, instructors, and trainers. Since fitness and sport are important lifelong activities that are frequently carried out in intercultural contexts, English communication skills play a key performance role. Joseph Dias and Kazuko Namba will speak about how TED Talks can be used by teachers to extend their lifelong learning opportunities in much the same way that reading circles have established communities of lifelong learners.

**Literature in Language Teaching SIG Forum: Expand your interests with the LiLT SIG**  
**Paul Hullah (Meiji Gakuin University), Tara McIlroy (Meiji University), Quenby Hoffman Aoki (Shizuoka Institute of Science and Technology), Atsushi Iida (Sophia University), Simon Bibby (Kobe Shoin Women's University), Gregg McNabb (Gunma University)**

**Sun 21 May, 1:00–2:25 Room D103**

In this forum we will have a selection of presenters talking together about issues of interest to the SIG and anyone teaching with literature. The topics will include revisiting literature as authentic content, encouraging reader response in Japanese universities, Poetry and Japanese L2 learners, and a review of major textbooks, as well as discussion of the *LiLT SIG Journal* and the future of the LiLT SIG.

**Mind Brain and Education SIG Forum: Expand your interests with the MBE SIG**  
**Amanda Gillis-Furutaka (Kyoto Sangyo University), Fred Anderson (Kansai University), Tokiko Hori (Soka University), Jason Lowes (Fukuyama University), Mary Noguchi (Kansai University), Ying Zhan (Kansai University)**

**Sun 21 May, 10:00–11:25 Room B105**

This forum will provide our members with the opportunity to “Expand your Interests”. We will start with a ten minute presentation followed by questions and discussion for five minutes. Next, there will be three ten-minute rounds of short presentations on brain-related concepts connected to learning and teaching languages and talks about books that members would like to introduce to others. The short talks will run concurrently, so the audience for each talk will be small and everyone will have the chance to listen to three different topics.

**Other Language Educators SIG Forum:**  
**Expand Your Languages (Beyond Your First Foreign Language)**  
**Margit Krause-Ono (Muroran Institute of Technology),**  
**Maria Gabriela Schmidt (University of Tsukuba),**  
**Morten Hunke (Aoyama Gakuin University), Monika Szirmai (Hiroshima Int'l University)**  
**Sat 20 May, 3:15–4:40 Room D201**

The presentations in this forum will shed light on various situations the teaching, and education of other foreign languages mainly at university level in Japan. Among others, some of the following questions will be tackled: What are the advantages of (even very basic) multilingualism? Which tendencies can be seen at universities? What does MEXT expect of the CEFR and how does CEFR transform language teaching? How to integrate intercultural communication into language teaching? How to align the teaching of several foreign languages? Students' voices and strategies to keep and possibly expand the teaching of other foreign languages will be discussed.

**Pragmatics/Materials Writers SIG Forum: Materials Writing With a Pragmatic Focus**  
**Simon Capper (Hiroshima College of Nursing), Chie Kawashima (MacQuarie University & Tochigi Technical High School), Yosuke Ishii (Tokai University)**  
**Sun 21 May, 10:30–11:55 Room B103**

One area where pragmatics can—and should—play a significant role is in the production of materials for students and teachers. When students speak in a stilted and ‘textbook’ way, it is noticeable, and it does not present the student in a positive light. This forum will share ways that materials can be made more “appropriately pragmatic” and it should help teachers get a solid sense of what they can do at the ground level.

**School Owners SIG Forum: Expand Your Interests with the SO SIG**  
**Ryan Hagglund (MY English School)**  
**Sun 21 May, 1:00–2:30 Room B102**

As at JALT National and last year's PanSIG, this will be an opportunity for owners to gather together and discuss/debate different issues related to the business side of running a language school. Previous issues discussed have included teacher contracts, school culture, and teacher policies.

**Speech, Drama & Debate SIG Forum: Expand Your Interests with the SDD SIG**  
**Gordon Rees (Yokkaichi University), David Kluge (Nanzan University), Vivian Bussinguer-Khavari (Kwansei Gakuin University), Yukari Saiki (Tokai University), Jason White (Osaka Gakuin University)**  
**Sun 21 May, 10:00–11:25 Room B104**

The Speech, Drama & Debate SIG Forum will provide a venue to share ideas on how teachers are “expanding their interests” in the classroom through the use of oral interpretation/reader’s theater, speech, drama, and debate. Presentations will be given in the Japanese *kamishibai* format. *Kamishibai* is a form of Japanese street theater and storytelling that was popular during the Depression of the 1930s and through the postwar period until television became widespread. The presentations will be followed by a Q&A session. Lastly, we will break into discussion groups based on participants’ interests, each group with a specific theme of speech, drama, or debate.

**Study Abroad SIG Forum: Expanding Interests in Study Abroad**  
**Paul Horness (Atomi University), Alexander McAulay (Yokohama National University), Nobue Inoue (Niigata University of Management), Todd Thorpe (Kindai University)**  
**Sat 20 May, 12:30–1:55 Room D206**

Study abroad in Japanese universities has expanded and diversified in recent years. The members of the forum invite you to discuss these changes. Some of the issues that will be discussed are establishing programs beyond short-term stays, the role of tourism, where students are getting their information, and foreign students’ study abroad experience in Japan. Of course the panel members would like to hear from the audience as well.

**Teacher Development/Teachers Helping Teachers Combined SIG Forum:**  
**Innovative Teacher Development—in Japan and Abroad**  
**Steve Cornwell (Osaka Jogakuin University), Matthew W. Turner (Toyo University), Jeffrey Morrow (Prefectural University of Kumamoto), Roger Palmer (Konan University), Bill Snyder (Kanda University of International Studies), Joe Tomei (Kumamoto Gakuen University)**  
**Sat 20 May, 3:15–4:40 Room D206**

In this combined forum, the TD SIG and the THT SIG will discuss different aspects of teacher development that have emerged from the work in their respective SIGs, discussing how teacher development has taken place not only in the groups that we have worked with but internally, providing us with different ideas and approaches. This process of development, through which external change and internal change are linked, is applicable to other SIGs and we hope to highlight the possibilities that may be transferable to other SIGs.

**Teaching Younger Learners SIG Forum: Teaching Young Children:**  
**The Reading Component with Online Options and Ideas**  
**Kenn Gale (No Borders International Schools), Sandra Wigmore (Face English Academy)**  
**Sat 20 May, 12:30–1:55 Room D103**

Teachers of Younger Learners are lucky to enjoy read-alouds, storytelling, big books, etc. However, this forum will expand these choices with examples and discussion with online options for reading and extended reading. Raz-Kids, an online treasure chest of books with audio at many levels and other reading programs, will be discussed. Please join us in at this interactive forum.

**TEVAL and Vocabulary Cosponsored SIG Forum: A Serial Multiple-Choice Vocabulary Test Format**  
**Tim Stoeckel (University of Niigata Prefecture)**  
**Sun 21 May, 11:00–11:55 Room D206**

The Vocabulary Size Test (VST) was designed to measure the vocabulary needed for reading (Nation, 2012). Researchers have argued, however, that the lexical knowledge needed for the multiple-choice format of the VST (meaning recognition) fundamentally differs from that which is needed in authentic reading (meaning recall; Stewart, 2014). Studies comparing the VST to meaning recall measures have found that the VST produces significantly higher scores (Zhang, 2013). The presenter introduces and describes a pilot study of a *serial multiple-choice* test format designed to address this issue. The forum then opens for broader discussion of future directions in vocabulary assessment.



Sat	Saturday Morning Presentations	
10:30	<b>B101 (Sponsored) <i>In My Life: Empowering, Motivating, and Effective</i> (10:30–11:25)</b> <b>Kluge, David (Nellie's)</b> <i>In My Life</i> , a communication textbook (conversation and presentations), is empowering because the content of the book is the life of each student in class—the student knows what the teacher does not know, thus empowering the student. It is motivating in that each students' homework activity is to create a scrapbook page for each of the 12 units to communicate about his or her life. It is effective because it teaches important conversation strategies (both verbal and nonverbal) and recycles the strategies throughout the book. This presenter will guide participants through a unit to show the book's strong points.	
11:00		
12:00	<b>B102 (BizCOM) <i>Pass or Fail? The Role of Vocabulary and Grammar Knowledge on Accountancy Students' Test Performance</i> (10:30–11:25)</b> <b>Centeno, Alma Cabalero (La Consolacion University Philippines); Franco Jr., Noel Tiemsin (Baliuag University, Philippines); Castro, Marites Felipe (De La Salle University-Manila)</b> The Accountancy program is one of the most demanding college courses in the Philippines and many students fail to reach the minimum grade requirement due to poor test performance. This is attributed to their level of comprehension of some linguistic features present in accounting test questions. This study explored the correlation between the respondents' English comprehension levels and their accounting test scores. Results reveal a link between students' vocabulary and grammar knowledge and their test performance in accounting subjects. Hence, a need for an intensive ESP program intended for Accountancy majors to address their difficulty of comprehension is implicated.	
12:30		
1:00		
1:30	<b>B103 (OLE) <i>Interferences in Learning Spanish as a FL</i> (10:30–11:25)</b> <b>Campos, Oscar Miguel; Wanner, Peter John (Tohoku University)</b> Phonological interference occurs when sound systems differ at segmental levels. In the study discussed, it will be possible to identify the pronunciation success ratios of the phonological segment /r/ in Japanese students of Spanish after their first year of foreign language acquisition (FLA). In order to achieve the aforementioned, 12 audio-recorded sets of 26 students were examined and utterances containing the target segment were organised into lexical groups. The articulatory performance, including all allophonic deviations, as well as the phonological interference cases, were analysed. Furthermore, this section of research will suggest some strategies to overcome phonological difficulties in learning Spanish as a FL.	
2:00		
24		

## **Akita International University Student Presentations**

**Sat 20 May, 10:30–10:55 Kobelco Hall**

*Students in the foundational English for Academic Purposes program of Akita International University (AIU) complete a Capstone Project on a topic of their choice. The project involves writing an English language scholarly paper and making a TED Talk-style presentation in English based on their research. The intention is that they experience being practicing scholars in the process of completing their Capstone Projects. Selected by their peers, four students will make presentations and afterwards, they will sit for a panel discussion to reflect on their experiences studying in the EMI environment of AIU. Questions will also be invited from the audience.*

**Sat**

10:30

11:00

12:00

12:30

1:00

1:30

2:00

### **D202 (Invited) JASAL Forum at PanSIG 2017: Open Discussion Forum on Self-Access Learning (10:30–11:25)**

**Tweed, Andrew D. (Meijo University)**

The Japan Association for Self-Access Learning (JASAL) is devoted to promoting self-access language learning in Japan. In this open discussion forum, participants will have opportunities to share, learn, and ask questions about self-access language learning, running self-access centres, and fostering learner autonomy. The discussion topics will be generated by the participants. Topics could include setting up a center, curriculum integration, student involvement and training, learning advising, or any other issues participants would like to discuss. As we see great increase in institutions implementing self-access learning, we are excited to see many new ideas being shared and explored together.

### **D206 (SA) Teaching Culture to Pre-Study Abroad Students (10:30–11:25)**

**Nagashima, Lyndell (Kyushu Sangyo University)**

Cultural concepts which affect communication are introduced to Japanese university students in a study abroad predeparture orientation class. Comparisons are offered in relation to individualist and collective cultures, low-context versus high-context, and nonverbal communicators such as eye contact, silence, and space. To enable learners to understand differing behaviours and perspectives, activities are implemented to develop awareness flexibility and hence become more effective communicators. The cultural comparisons and activities are designed to help Japanese sojourners overcome challenges in direct English communication with host families and host nationals during study abroad programs.

Sat	<p><b>B103 (Sponsored) <i>Global Exam Options for Lower Level Learners</i> (11:00–11:25)</b>  <b>Donaldson, Riaz (Cambridge University Press)</b>  Do you teach elementary to preintermediate level students? Would you like your students to work towards gaining a globally recognised certification that tests all four English learning skills? In this presentation, I will discuss the advantages and practicalities of lower level students taking the Cambridge English Key (KET) and Preliminary (PET) exams, two tests from Cambridge English Language Assessment, creators of the IELTS English language test.</p>
10:30	
11:00	<p><b>D206 (SA) <i>How Can Schools Prepare Students for Successful Overseas Study?</i> (11:00–11:25)</b>  <b>Ikeguchi, Cecilia Basabas (Tsukuba Gakuin University)</b>  This study explored how schools can help students for successful life overseas. Until now, some returning students come back happy, while others are not. It is assumed that besides language proficiency, other factors play an important role in predicting success in cross-cultural encounters. Using Social Anxiety Scale (Myers 2001), Culture Similarity Scale (Matsumoto, 2001) and Degree of Social Contact Scale (Stephan, 1985), the study examined the relation between personality, culture knowledge, and attitude toward host country. Results show a high correlation between these factors and successful adjustment overseas. Implications on current practices and policies for overseas study are discussed.</p>
12:00	
1:00	<p><b>B101 (VOCAB) <i>The Relationship Between Receptive and Productive Vocabulary of EFL Learners</i> (12:00–12:25)</b>  <b>Jie, Sun (Sendai National Technical College); Wanner, Peter John (Tohoku University)</b>  This study investigated the relationship between receptive and productive vocabulary size. The study's data come from oral presentations of undergraduate students of Sendai National Technical College. Students' presentations were transcribed into written form to measure receptive and productive knowledge or size. Productive vocabulary improved postpresentation. The findings also indicated that total receptive vocabulary size was larger than productive vocabulary, and the receptive vocabulary size might give more of an indication of productive vocabulary size. Learners who have a larger receptive vocabulary are more likely to know those words productively than learners who have a smaller receptive vocabulary.</p>
1:30	
2:00	
2:45	
26	

**B102 (THT) *Teaching Language With Local Culture From Literature* (12:00–12:25)**

**Silva, Cecilia Noemi (Tohoku University)**

This work refers to the use of the local culture for teaching language. Firstly, we describe how this topic was presented in THT workshops, supporting theories (social construction, intercultural competence) and classroom practice. Then, we suggest working with cultural aspects from literary works by Bangladeshi writers. We combine three models for teaching literature in the language class (Carter and Long, 1991): the cultural model, which provides a background revealing social and historical circumstances; the language-based model, which focuses on language structures in a wider linguistic context; and the personal growth model, which encourages learners to interact with the text.

**B103 (LiLT SIG Featured Speaker) *Stop the World, Start the Words: How Poetry Can Help* (12:00–12:25)**

**Hullah, Paul (Meiji Gakuin)**

Language has many registers. The more registers L2 learners can comfortably inhabit, the better. Poetic language —judiciously selected, lovingly pruned —is one such register. Depriving learners of access to it limits their expressive potential. They may not use it in everyday situations, but to have it in their locker as an option renders them more linguistically empowered. By explaining how best to incorporate “literature” into classroom learning and outlining several benefits, I want to demonstrate that poetry is an inspiring tonic for jaded students and bleary educators, replete with special desirable qualities that a worthwhile curriculum should contain and explore.

**B104 (SA) *Tasks for Fostering Student Interest in World News* (12:00–12:25)**

**Yamane, Kathleen (Nara University)**

The presenter teaches a two-semester Advanced Communication course to 3rd-year university students focusing on American television news broadcasts. In this presentation she will introduce several in-class tasks and homework assignments that have been successfully incorporated into the class with the aim of encouraging students to regularly access a variety of news sources, both written and audio. The activities presented complement the main textbook (*ABC World News*, coauthored by the presenter) and have been designed to help students develop their English language skills while strengthening their awareness of world events. Students’ comments from the course evaluations will also be shared.

Sat

11:00

12:00

12:30

1:00

1:30

2:00

2:45

Sat	<p><b>B105 (PRAG) <i>Using Effective Silence in the EFL Classroom</i> (12:00–12:25)</b>  <b>Ogawa, Yosuke (Kobe University)</b></p> <p>Increasing students' autonomous speech rate in English has been one of the most challenging tasks for teachers in classroom activities. This paper will analyse university EFL classroom interactions of silent gesture (instructor) and active speech (learners) based on the Silent Way from a conversation analytic viewpoint and present how instructors can increase students' output verbosity by using silence. This research reveals how the instructor's silent gestures and absence of explicit repair initiations provide local indexicalities and open-ended speech-turn, which prompts them to autonomously analyse, notice and produce English sentences, when the instructor is regarded as an activity-facilitator, not an activity-controller.</p>
11:00	
12:00	<p><b>D103 (TYL) <i>Elementary Teachers' Language Anxiety and Training</i> (12:00–12:25)</b>  <b>Machida, Tomohisa (Akita International University)</b></p> <p>As English becomes an official subject beginning in 2020, elementary schools started preparing for the implementation of English. However, most teachers are not confident about their English proficiency. This study found that teachers could allay their anxiety through participating in teacher training. Having successful experience in English communication and understanding their strengths as a nonnative speaker helped teachers decrease their anxiety. In addition, teachers kept their language anxiety level low over 6 months after finishing the training. Findings and implications will be discussed.</p>
12:30	
1:00	<p><b>D104 (CALL) <i>Vocabulary Activities for Critical Thinking and Social Awareness: Making Vocabulary Meaningful</i> (12:00–12:25)</b>  <b>Dwyer, Shaun Richard (Kyushu University)</b></p> <p>This presentation will explain vocabulary learning activities that encourage critical thinking skills development, help develop students' social competence through in-class communication, and promote social awareness. The methodology encourages both the depth and breadth of understanding by asking students to build semantic networks with thematic clustering. Students were asked to share their understanding of a vocabulary term which leverages construal to help promote broader social awareness of other's life experiences and their resulting perception of the world. The attendees will have the opportunity to see a breakdown of the activities and obtain original prints for use in their own classroom.</p>
1:30	
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2:45	<p><b>D105 (TD) <i>Expanding Your Research Interests: Teachers as Researchers</i> (12:00–12:25)</b>  <b>Boon, Andy (Toyo Gakuen University)</b></p> <p>Our teaching context is the pedagogic world we inhabit and seek to understand. However, in the hectic activity of teaching, opportunities to gain valuable insights into our practice can be lost. Action research (AR) offers us a self-reflective, systematic approach to exploring our teaching in order to bring about positive change (Burns, 2010). This presentation provides an overview of the presenter's AR projects to date,</p>
28	

explains how AR can be implemented, and encourages audience members to plan their own AR classroom investigations.

**D201 (CUE) *Encouraging Metacognitive Awareness and Noticing Through the Combined Use of Analytic Rubrics and Video-Recorded Student Performances* (12:00–12:25)**

**Robertson, Charles Edward & Mori, Sachiho (Aoyama Gakuin University)**

The importance of developing metacognition, or “the ability to reflect upon, understand and control one’s learning” (Schraw & Dennison, 1994) as a means for L2 students to monitor and evaluate their own learning is well established in the literature. This presentation examines an ongoing study which is measuring and categorizing students’ reactions to the combined use of analytic rubrics and video-recorded student performances in productive-skill classes. The presenters will share data which reflect positive student attitudes toward the use of this teaching method and will demonstrate how it encourages metacognitive awareness and noticing across English proficiency levels and spoken tasks.

**D202 (CUE) *How to Create Smart Phone Videos for Language Assessment* (12:00–12:25)**

**Iwane-Salovaara, Michael J. (Momoyama Gakuin University)**

This presentation will discuss how to create smart phone videos for assessing student English conversations. There will be a short explanation comparing videos with real-time classroom English conversations, particularly for lower level language learners. I will, however, focus mainly on procedural considerations such as technical issues, giving instructions, pair work, making and sending videos, and assessment. The Language learners in this presentation range from elementary to intermediate English level in a compulsory English language university program with the attendant range of abilities and motivations.

**D204 (ER) *Interests in Reading in Italy, the USA, and Japan: A Replication Study* (12:00–12:25)**

**Nakanishi, Takayuki (Dokkyo University)**

To investigate Japanese students’ reading habits and attitudes, the present study replicated a study by Crawford Camiciottoli (2001). Ro and Chen (2014) also replicated the study in an ESL context. Statistical analyses were applied to compare the results from the Japanese context with the other studies. Results indicated that a good L1 reader can make a good learner of L2 reading. Lack of time was the most cited reason limiting extensive reading in all three studies. Similar results were obtained in the two EFL contexts, whereas in an ESL context only, participants with a positive attitude tended to read more.

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Sat	<p><b>D203 (CALL) <i>Augmented Reality Design Principles for Informal Learning</i> (12:00–12:25)</b>  <b>Hawkinson, Eric (The University of Fukuchiyama); Mehran, Parisa &amp; Alizadeh, Mehrasa (Osaka University)</b></p> <p>Augmented Reality (AR) has been used in a variety of informal learning contexts with increasing frequency. This presentation will show examples of AR use in education, tourism, and event organizing, among other areas. The session is geared to those who want to create learning environments around content and to consider ways that they might start to implement AR. A featured use of how AR can be put into practice was demonstrated at TEDxKyoto as a way of engaging participants. There will also be demonstrations of several student projects that use AR.</p>
11:00	
12:00	<p><b>D205 (CUE) <i>Building Learner Preparation Skills For The Classroom</i> (12:00–12:25)</b>  <b>Spijkerbosch, Paul &amp; Kearns, Harry (J.F. Oberlin University)</b></p> <p>Getting tertiary university learners to prepare in advance for task-based lessons in the classroom can at times be an extremely challenging yet necessary learning skill. If the preparation involves text reading, learners often leave the preparation until the last minute, causing instructional issues for the actual task in class. We will present two methods that have changed existing preparatory habits of our learners in tertiary university classes.</p>
12:30	
1:00	<p><b>D206 (SA) <i>Student Perspectives' Adjusting Abroad</i> (12:00–12:25)</b>  <b>Verla, Adrienne (Seikei University)</b></p> <p>The presenter will share her findings from a case study based on a small group of students of varying university backgrounds who are participating in or participated in semester or year-long exchanges or internships around the globe. She will be sharing data collected through narrative inquiry. She will also discuss how the students felt they expanded their horizons, challenged themselves, and transformed their preconceived notions regarding their experiences as EFL speakers studying and working abroad.</p>
1:30	
2:00	<p><b>B101 (Vocab) <i>Developing Academic Lexis: An Interactive Approach</i> (12:30–12:55)</b>  <b>Reed, Jacob; Owens, James (Kanda University of International Studies)</b></p> <p>For many teachers and course designers, deciding what vocabulary to teach can be difficult; designing efficient strategies that allow large numbers of words to be acquired without being too time-consuming or burdensome on students can also be challenging. Based on a promising pilot study, this paper explains an updated teaching method employed and the research methodology utilized to evaluate it. The teaching method involves group study and student creation of assessments with intermittent teacher feedback. The research method compares a class receiving additional retrieval activities, a class without them, and a control group without the activities or the teaching method.</p>
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**B102 (TBL) *Filling the Gaps: Learner-Centred Techniques for Building Expressive Competence* (12:30–12:55)**  
**Stones, T. P. (Kwansei Gakuin)**

The building of expressive ability is a key challenge for many learners and teachers; however, the predetermined vocabulary learning that prefaces in-class activities fail to cover the specific gaps of the individual learner. Thus, this presentation argues these valuable language-learning opportunities need to be exploited as they exist at the limits of individual competence. It presents a range of innovative, learner-centred techniques that include pre-task preparation, on-task gap recognition and post-task reflection on productive tasks. It also covers text-based noticing activities to exploit gaps in productive and receptive language abilities, facilitating effective, targeted language development both in class and out.

**B103 (LiLT) *Multimodality and “The Song”: Exploiting Popular Song In The University Classroom* (12:30–12:55)**  
**Walker, Richard John (Reitaku University)**

In EFL courses, songs are usually chosen for their lexical content. However, by taking a multimodal approach, new ways of seeing the use of songs in the classroom can be discovered. Teaching of songs can begin with any mode—textual, aural, linguistic, spatial, or visual—and this presentation shows different ways to exploit them in the classroom. Material is used from the teaching, student response, and evaluation of songs in a university course and includes reflections on a song by Nobel Prize winner Bob Dylan, one which deepened student understanding of culture, literature, and race.

**B104 (TBL) *Using Modern Tabletop Games in Your EFL Classroom* (12:30–12:55)**  
**Vaittinen, Juha Pekka Mikael (Kyushu Sangyo University)**

Forget Monopoly and Scrabble! Modern board and card games, offering a far more interactive and communicative experience, can provide a playful, nonthreatening environment for your students to develop their communication skills. By examining several titles in detail, the presenter will give examples of suitable games for learners of various levels and suggest ways to fully exploit the opportunities afforded by the task-based approach that games naturally lend themselves to. Participants will also learn how utilizing games can foster creativity and improve students’ interpersonal and problem-solving skills and how to avoid common pitfalls of incorporating these games into communicative EFL classes.

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Sat	<p><b>B105 (PRAG) <i>Doing Inviting to Participate in Word Search Activity in Intercultural Interaction</i> (12:30–12:55)</b>  <b>Arano, Yusuke (Chiba University, Japan/ JSPS Research Fellow)</b></p> <p>In this presentation I report a local order of producing candidate expressions in the word-search activity in intercultural interactions. The instances can be classified into the following types: producing a candidate expression using an utterance, pursuing others' recognition of the search-for item by using bodily conducts, writing the candidate expression so as to associate the analogy of letters or characters with their orality, and relinquishing the floor. Focusing on the bodily conducts and relinquishing the floor, I discuss how the second language interactants invite other interactants to participate in the word-search activity.</p>
11:00	
12:00	<p><b>D104 (CT) <i>Deflating the Confucian Heritage Cultures Hypothesis in English Language Teaching</i> (12:30–12:55)</b>  <b>O'Dwyer, Shaun Richard (Kyushu University)</b></p> <p>The Confucian Heritage Cultures hypothesis is often used in English language teaching to explain the supposed culturally distinct learning habits and expectations Asian students bring to English language classrooms, and it remains popular in spite of criticisms of its cultural essentialism. This presentation develops a fresh, interdisciplinary criticism of this hypothesis to show that it does not take into account the cultural diversity within and between contemporary Asian societies and is often based on philosophically ill-informed understandings of Confucian traditions. Teachers should therefore consider other explanations for the learning challenges Asian students face in academic English classrooms.</p>
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1:30	<p><b>D103 (TYL SIG Forum) <i>The Reading Component with Online Options and Ideas</i> (12:30–1:55)</b>  <b>Gale, Kenn (No Borders International Schools); Wigmore, Sandra (Face English Academy)</b></p> <p>Teachers of Younger Learners are lucky to enjoy read-alouds, storytelling, big books, etc. However, this forum will expand these choices with examples and discussion with online options for reading and extended reading. Raz-Kids, an online treasure chest of books with audio at many levels and other reading programs, will be discussed. Please join us in at this interactive forum.</p>
2:00	
2:45	<p><b>D105 (TD) <i>ICT for Grassroots Teacher Development</i> (12:30–12:55)</b>  <b>Beaufait, Paul A. (The Prefectural University of Kumamoto)</b></p> <p>This presentation comprises reflections on an environmental scan of Internet communication technology (ICT) that members and organizers of a grassroots teacher development community use. Their ongoing use of ICT supplements and supports monthly face-to-face meetings and other collective endeavors.</p>
32	<p>Under examination were practices adopted and challenges faced by community members, including in-service teachers and teachers in training, who have begun experimenting with and exploiting various online tools and venues for both</p>

professional communication and practical skill development. The presentation will conclude with discussion of additional or alternative technologies, and ways of augmenting the purposeful use of those already at hand.

**D201 (CUE) *Financial Literacy Levels: An Exploratory Study* (12:30–12:55)**

**Rouault, Greg (Tezukayama Gakuin University)**

Students in Japan may enter university through a variety of admission procedures. However, under these diverse methods of entry and with individual differences, diagnostic tools are not often used to identify the background knowledge students have for the disciplinary content they are interested in studying. This presentation reports on a preliminary study into the levels of financial literacy for freshmen entering a hybrid management and liberal arts program. The survey results are compared and contrasted with responses in past studies conducted in the United States and Australia. Conclusions can be drawn for learner needs assessment, instructional programming, and teacher collaboration.

**D202 (CUE) *Supervising Sotsurons* (12:30–12:55)**

**Noguchi, Mary Goebel & Anderson, Fred E. (Kansai University)**

As a result of the Global 30 program and other initiatives to offer content courses in English at Japanese universities, an increasing number of Westerners are supervising graduation theses (*sotsuron*). Given the differences in the academic traditions of Japan and the West, instructors may feel at a loss: What are the requirements of an acceptable *sotsuron*? How can instructors help students find an appropriate topic and reading materials? How can research methodology be taught? Based on years of experience as *sotsuron* advisors, the presenters will try to answer these questions and share handouts that they have used in their seminars.

**D203 (CALL) *Using e-learning to Motivate and Collaborate* (12:30–12:55)**

**Fujishima, Naomi & Meiki, Susan (Okayama University)**

This presentation describes a unique CALL syllabus utilizing free Google applications to create content aimed at international students. This EFL course raises student motivation by requiring them to visit sites they are researching to create content in English, such as brochures and website pages on the university network. The applications can be accessed by computers and smartphones, thus providing a tool that is versatile and rich in content. It is also flexible in terms of time and place of access and is not limited to the classroom. Three projects will be presented, using Padlet, Google Forms, Google Slides, and WeVideo.

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Sat	<p><b>D204 (TBL) <i>Expanding Horizons: Forming Study Abroad Partnerships with U.S. Community Colleges</i> (12:30–12:55)</b>  <b>Bruellman, Jill (College of Lake County, USA)</b></p> <p>The presenter will report on how two community colleges in the Chicago area and Ehime University in Matsuyama worked together to develop, sustain, and expand collaboration. The presenter will show how a project with one U.S. faculty member visiting Japan has evolved into a long-lasting program that has included a federal foreign language program grant, faculty and staff exchanges, and student exchanges. The presentation will also provide insights on working with community colleges in the United States, grant development and institutional support, and ideas on curriculum for inbound and outbound short-term study abroad.</p>
11:00	
12:00	<p><b>D205 (LD SIG Forum) <i>Visualizing Learner Development</i> (12:30–1:55)</b>  <b>Morel, Robert (Toyo University); Hooper, Daniel (Kanda University of International Studies); Porter, Mathew (Fukuoka Jo Gakuin Nursing College); Arao, Arnold F. (Kurashiki Board of Education)</b></p> <p>This year's Learner Development SIG Forum gives participants a chance to expand their interests by focusing on a variety of topics related to student development. Focusing both on research and practice-based topics, the forum will highlight different aspects of autonomous learning, visual metaphors, meta-cognitive strategies, and important non-cognitive factors in learning. Timed rounds of interactive presentations will be followed by a discussion circle, giving participants the opportunity to synthesize information from the presentations with their own experiences assisting learner growth.</p>
12:30	
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1:30	<p><b>D206 (SA SIG Forum) <i>Expanding Interests in Study Abroad</i> (12:30–1:55)</b>  <b>Horness, Paul (Atomi University); McAulay, Alexander (Yokohama National University); Inoue, Nobue (Niigata University of Management); Thorpe, Todd (Kindai University)</b></p> <p>Study abroad in Japanese universities has expanded and diversified in recent years. The members of the forum invite you to discuss these changes. Some of the issues that will be discussed are establishing programs beyond short-term stays, the role of tourism, where students are getting their information, and foreign students' study abroad experience in Japan. Of course the panel members would like to hear from the audience as well.</p>
2:00	
2:45	<p><b>D203 (CALL) <i>Learner Training for Digital Literacy in English: A Self-Access Necessity</i> (1:00–1:25)</b>  <b>Warrington, Stuart (Nagoya University of Commerce &amp; Business)</b></p> <p>Research has shown that many Japanese learners have low ICT skills for academic use (Castellano, Mynard, &amp; Rubesch, 2011; Williams, 2011). Moreover, these ICT skills do not transfer well to other academic settings (Bennett &amp; Matton, 2010; Williams, 2011). However, the situation appears more problematic and complex</p>
34	

vis-à-vis digital literacy in English. Consequently, this presentation will initially look at why this is followed by a study exploring the problem as it applies to self-access at one Japanese university. Thereafter, learner training for digital literacy in English will be posited as a requisite solution (see Hubbard, 2004; Romeo & Hubbard, 2010).

**D104 (CT) *Logical Thinking Module Design for CT Development* (1:00–1:25)  
Hamciuc, Monica (Miyazaki International College); Kusumoto, Yoko (J. F. Oberlin University)**

Logical thinking is one of the skills tested by most critical thinking assessment tools and often also the one college students in Japan seem to need help developing the most. The researchers created a basic logical thinking module to complement critical thinking activities in CLIL and EFL classes and used critical thinking assessment tools to evaluate the development of critical thinking disposition and skills. This presentation will provide details of the objectives, contents, implementation and results of a pedagogical approach designed to enhance understanding and application ability of basic critical thinking skills.

**D201 (CUE) *Priming Enthusiasm with Student-Taught Mini-Lessons* (1:00–1:25)  
Taylor, Jamie (Chubu University)**

This presentation will outline a way to engage learners and promote real communication through the use of student-taught mini-lessons. The presenter will discuss a class project in which students serve as content teachers to their classmates on a topic they are knowledgeable about. During the planning and presentation of the lessons, the teacher acts as a guide, scaffolding the students through the process. This activity can easily be used in a variety of contexts and classes. Recommendations will be given for those considering a similar project, and student reflections about this activity will be shared.

**B101 (CUE) *The Primacy of Verbs* (1:00–1:25)  
Yumitani, Chutatip (Tohoku Fukushi University)**

Does teaching English in English include teaching English grammar in English? If it does, will Japanese English teachers be ready to do it? How about native English teachers? Now may be a good time to look closely at how grammar is taught. This paper describes an approach which focuses on verbs and grammar as procedural knowledge. A verb in its various forms can function not only as a verb, but also as a noun, an adjective, and an adverb. Teaching students to discover various forms of verbs and their functions procedurally from context is at the heart of English education.

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Sat	<p><b>B103 (GALE) <i>Gender, Multimodality, and Intersectionality</i> (1:00–1:25)</b>  <b>Yokota, Gerry (Osaka University)</b></p> <p>Prime Minister Abe’s appearance as Mario at the closing ceremony of the 2016 Rio Olympics stimulated lively discussion about what message that performance conveyed to the world about Japan. Some of my students expressed concern that it may have reinforced a stereotype, saying they preferred the Paralympics show, which included more traditional features. I will demonstrate a simple way to expand and liven your stock of English teaching materials and techniques by incorporating items from both traditional and popular Japanese culture, providing a healthy antidote to the risk of unintended cultural imperialism, with emphasis on gender, multimodality, and intersectionality.</p>
11:00	
12:00	<p><b>B104 (TBL) <i>Listening Skills and TBLT: More Support Is Needed</i> (1:00–1:25)</b>  <b>Graham-Marr, Alastair John (Tokyo University of Science)</b></p> <p>TBLT triggers learning by linguistically deep-ending students in a task, prompting them to reach out for the lexicogrammatic structures needed to complete the task. Thus, it is an awareness of what one doesn’t know that triggers learning. However, when tasked to comprehend naturally spoken English, students are often unaware of how English is naturally enunciated. As such, they are unaware of what they need to learn. This suggests that teachers need to proactively raise student awareness of certain phonological features. This presentation reports on current research and looks at how to factor in such support to a TBLT class.</p>
12:30	
1:00	<p><b>B105 (PRAG) <i>Humor In Cross-Cultural Communication</i> (1:00–1:25)</b>  <b>Reimann, Andrew (Utsunomiya University)</b></p> <p>In cross-cultural communication, humor is often a powerful speech act in relationship building. Although laughter is universal, “funny” varies by individual, context, and culture. Therefore, many culture-specific jokes, sarcastic or ironical remarks are often unperceived, misunderstood, or offensive. This presentation will explore examples of humor in communication, describing ways they may be applied to the EFL classroom, used to bridge cultures and work as a communication strategy. Four lessons for using humor to teach cultural understanding will be introduced. The goal is to provide resources for teachers to expose students to cultural content and develop intercultural communication skills.</p>
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2:45	<p><b>D202 (CUE) <i>Discovering Students’ Needs for a Content and Language Integrated Learning (CLIL) Course</i> (1:00–1:25)</b>  <b>Larking, Malcolm (Ritsumeikan Asia Pacific University)</b></p> <p>This presentation reports on the findings of a needs analysis (NA) for a Content and Language Integrated Learning (CLIL) based advanced English course. The goal of the NA was to inform an alignment of the course content with the students’ major subjects. The NA consisted of interviews of a stratified sample of both English and Japanese basis students. The results showed that the course needed more content relevant to the participants’ subject areas of finance, marketing and strategic</p>
36	

management. This presentation will synthesize the participants' responses and the methodological lessons learnt and discuss the next steps in reforming a CLIL course.

Sat

**D102 (CUE) *Foundation to Formation: Effective ESP Programs for Hospitality Educators* (1:00–1:25)**

**Morrow, Jeffrey Stewart (Prefectural University of Kumamoto)**

Tourism in Asia has been increasing for over a decade, and the tourism industry's contribution to worldwide employment could exceed 9% by 2020. Because of the international tourist influx, tourism related businesses have also surged. The increase in tourism has created new job opportunities for employees with competent, effective communication skills in English; however, many employees around Asia have poor English comprehension and production skills resulting in fewer job opportunities and lower salaries. The goal of this presentation, therefore, is to help hospitality educators create effective ESP programs aimed at elevating English communicative competency in tourism staff for future employment.

11:00

12:00

**D104 (CT) *The English Class as an Intercultural Encounter* (1:30–1:55)**

**Sandu, Roxana (University of Tsukuba)**

Teaching intercultural communication courses to Japanese freshman students can be a challenging task. How do we educate for intercultural communication when students have never had an intercultural encounter nor are they interested in having one? This study describes the difficulties encountered when teaching such a course as well as the implemented curriculum. Students were expected to develop intercultural competence and critical thinking skills through tasks that urged them to analyze their own culture in contrast with others. Students' responses to the assigned tasks, along with students' feedback, indicate a deeper understanding of other cultures and an increased ability to analyze their own culture.

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**D105 (TBL) *A Study of Rural School English Teacher Motivational Practice on Facilitating Student Motivation* (1:00–1:25)**

**Hsu, Hsiaowen (Kainan University, Taiwan)**

This study investigated the connection between the English teachers' use of motivational practice and observed student motivated classroom behavior in rural junior high schools in Taiwan. A classroom observation instrument was applied in observing 12 English teachers in five rural schools. Postlesson evaluations were also carried out by both the observer and the teacher and served as part of the measure of teacher motivational practice. The data were analyzed through the real-time coding scheme principle to examine observable teacher motivational practice and learner motivated behaviors. The results suggest a positive connection between teacher motivational practices and student motivated behaviors.

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Sat	<p><b>B101 (Vocab) <i>Developing Salience Using Flash Cards</i> (1:30–1:55)</b>  <b>Gilles, Matthew Charles Douglas (Kinjo Gakuin University)</b>  Salience is an object’s ability to be classified as noticeable or important in a person’s mind. When the language students study becomes salient, they have a higher potential for memorization, recall, and acquisition as the target words have been observed as important. Through a methodical study technique using flash cards, any target language has the chance to become salient. This presentation will give an overview of emotional salience and how to use it with flash cards as it was used in an action research project for developing language acquisition.</p>
11:00	
12:00	<p><b>B102 (TD) <i>Expanding Vocabulary Through Literature: Learning Kanji Through Manga, Monogatari and More!</i> (1:30–1:55)</b>  <b>Gear Jr, Frederick William (Okinawa Amicus International)</b>  Learning to read and speak Japanese can be a source of frustration for English speakers. This presentation will introduce enjoyable and effective ways to facilitate the study of Japanese by having learners delve into Japan’s rich library of <i>manga</i> and <i>monogatari</i>. Attendees will learn how to choose accessible <i>manga</i> or <i>monogatari</i>, as well as utilize systems for retaining <i>kanji</i>. Ways to dissect and decode <i>kanji</i> and using popular apps will also be explored.</p>
12:30	
1:00	<p><b>B103 (GALE) <i>Do Gender!: A Content-Based Gender Studies Class</i> (1:30–1:55)</b>  <b>Aoki, Quenby Hoffman (Sophia University)</b>  Gender is a fundamental part of identity and affects behavior, attitudes, careers, and relationships. Although great strides toward equality have been made, no country has completely closed the gap. Indeed, in the World Economic Forum’s Global Gender Gap Index (2016, p. 19), Japan ranked 111 of 144 countries, one of the most unequal in the developed world. Thus, Gender Studies is an effective content-based language topic for Japanese university students. Sample topics and activities such as “Nature/Nurture Debate,” “Gender-Neutral Language,” and “Privilege and Challenge,” from my Introduction to Gender Studies class, now entering its 3rd year, will be provided.</p>
1:30	
2:00	<p><b>B104 (LD) <i>Enhancing Learner Experience: How Augmented Reality Can Help You!</i> (1:30–1:55)</b>  <b>Frazier, Erin Elizabeth (Kanda University of International Studies)</b>  This presentation will introduce an augmented reality-based (AR) action research project implemented within a high school environment during an intense language seminar. An iPad app designed for a mystery narrative enhanced participants’ problem-solving skills, communication skills, and motivation. The presentation will highlight how the AR expanded the language-learning experience for the learners and teachers. The speaker will conclude with an examination of the difficulties which arose during the project and propose improvements to the body of action research, while also encouraging the increase of AR technologies within a classroom setting that spans multiple levels.</p>
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**B105 (PRAG) *A Concept-Based Approach to Teaching Speech Acts* (1:30–1:55)**  
**Nicholas, Allan (Juntendo University)**

This presentation reports on a study in which the principles of concept-based instruction were combined with findings from conversation analysis research to create a short course on talk-in-interaction and making requests in English. By combining these two areas, some of the challenges facing the teaching of pragmatics in the classroom can be addressed. Key features of the course and its applicability to other speech acts are discussed, examples are given in relation to requesting and other speech acts, and a set of principles for effective concept-based speech act instruction put forward.

**D105 (BRAIN) *Analysis of the Effects of Working Memory Capacity on Vocabulary Recall* (1:30–1:55)**  
**Kelland, Michael (Tokai University)**

An investigation into the importance of working memory capacity (WMC) on L2 vocabulary recall and speech development in posttreatment multivariable speech analysis tests. The pilot research investigated the extent to which having high WMC effects the ability to recall vocabulary and aid in proficiency in L2 speaking, and the degree to which having a high WMC aids in longer-term memory formation in L2. The pilot research outlined in this investigation tested (a) a number of students' working memory capacities and was followed by (b) pretesting and analysis, (c) the administering of a treatment, followed by (d) posttesting and (5) delayed testing.

**D202 (CUE) *The Effect of a Cross-Curricular CLIL for Japanese Tertiary Education* (1:30–1:55)**

**Iijima, Yoshie (National Institute of Technology, Okinawa College)**

Content and Language Integrated Learning (CLIL) is gaining the attention from both language teachers and researchers as an innovative pedagogy in recent years. Yet, in Japanese tertiary education, there are few cases where CLIL is practiced in content courses by content lecturers. The present study investigated the possibility for implementing CLIL in content courses at the tertiary level in Japan. Three types of pilot courses were conducted at an engineering college and compared from various aspects. It was founded that the cross-curricular type CLIL or the "twin lecture" was the most successful and beneficial for both content and language knowledge acquisition.

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Sat	<p><b>D203 (Sponsored) <i>Challenge, Motivate, and Collaborate in Your Class With the New DSB: Digital Student Book</i> (1:30–1:55)</b>  <b>Halliday, Darren (Macmillan LanguageHouse)</b></p> <p>With the aim of improving the teaching experience and students' interaction with their English language learning materials, we are very happy to give you an overview of our brand new digital component DSB. The new digital offerings for the Macmillan adult series, <i>Skillful</i> and <i>Breakthrough Plus</i>, have now been upgraded to ensure both teachers and students can effectively integrate the activities and tools found in the page-faithful and digital version of the course book into personalized learning experiences.</p>
11:00	
12:00	<p><b>D204 (CUE) <i>Processing for Formulaicity in Sequence Learning</i> (1:00–1:25)</b>  <b>Cutler, Stephen Francis (Cardiff University)</b></p> <p>This study compares two processing methods for the explicit memorisation of new formulaic sequences by L2 learners. Unfamiliar verb phrases were memorised by eight Japanese speakers of English using either a form of Dramatic Repetition (DR) or Semantic-Formal Elaboration (SFE). The DR method was designed to create a complete phonological representation of the whole sequence in memory before any other processing. Results showed that long-term recall and accuracy were comparable between the two conditions, but long-term fluency and automaticity were enhanced for DR memorisation. The pedagogical implications for the effective learning of psycholinguistic formulaic sequences are discussed.</p>
12:30	
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1:30	
2:00	<div> <p><b>JALTCALL 2017</b></p> <p><b>Friday, 16 June 2017, 6:00 pm–Sunday, 18 June 2017, 5:00 pm</b></p> <p><b>Theme: Active Learning through CALL</b></p> <p><b>Invited Speakers: Hayo Reinders, Laurence Anthony, &amp; Leigh Graves Wolf</b></p> <p><b>JALTCALL will hold its annual conference at Matsuyama University in Shikoku in 2017. Join us in the shadow of beautiful Matsuyama Castle.</b></p> <p><b>For more information, go to <a href="http://conference2017.jaltcall.org/">http://conference2017.jaltcall.org/</a></b></p> </div>
2:45	
40	

We would like to thank everyone who volunteered to review proposals for the 2017 JALT PanSIG conference. Reading and making suggestions for improving the proposals helps support our community in various ways. Your feedback is invaluable for potential presenters because it helps them clarify their ideas and ensure the PanSIG conference offers quality presentations. It also helps presenters write better proposals for future conference submissions.

We recognize the proposal readers are busy and appreciate the time they took during spring break to support the PanSIG conference. Reading proposals is an integral part of planning a successful conference. Therefore, we would like to extend our thanks the 2017 PanSIG conference proposal reading team.

All the best,

Wendy M. Gough and Jamie Taylor

### PanSIG reviewers

Jake Matthew Arnold, Bob Ashcroft, Andy Barfield, Simon Bibby, Thomas E. Bieri, Mark Brierley, Eleanor Carson, Robert Chartrand, Gretchen Clark, Dr. Steve Cornwell, Joseph Vincent Dias, Paul Dickinson, Dominic Guy Edsall, Henry Dutton Foster Jr., Donna T. Fujimoto, Brian Gallagher, David A. Gann, Wendy M. Gough, Aaron David Hahn, Eric Hauser, Sandra Healy, Juanita Heigham, Dr. Peter Illic, Dr. Tomoko Ishii, Tyler Kinkade, David Edward Kluge, Brandon Lee Kramer, Dr. Bruce Lander, William MacDonald, George Robert MacLean, Jarwin Martin, Karen Masatsugu, Steve McGuire, Dr. Ian Douglas Munby, Yuji Nakamura, Christopher Michael Nicklin, Hiroyuki Obari, Michael Parrish, William Pellowe, Steven Lynn Porritt, Mathew Porter, Gordon Rees, Jean-Pierre Joseph Richard, Jennie Roloff Rothman, Rory Rosszell, Greg Rouault, Yoko Sakurai, Edward Jay Schaefer, Maria Gabriela Schmidt, Frances Jane Shiobara, Brent Simmonds, Alan Simpson, Nicole Sonobe, Dr. Alison Stewart, Raymond George Stubbe, Robert Horst Taferner, Jamie Taylor, Todd Armstrong, Joseph George Tomei, Dr. Jonathan William Trace, Huy Tran, Matthew Robert Vetrini, Vikki Williams, Larry Xethakis

Sat	<b>Saturday Poster Presentations (Auditorium 2:00–2:45)</b>
11:00	<p><b>(BIL) <i>A Day With a Multilingual Infant</i></b>  <b>Berger, Maiko (Ritsumeikan Asia Pacific University)</b>  How effective is a “natural approach”? The presenter reported on the language development of a multilingual infant (age 2y.8m.) in April 2016. This is both a progress report and a deeper insight into the daily life of the multilingual child aged 3 years and 5 months. Primary data was collected on a typical weekend when the child spent time with her family at home. It shows how the child navigates through the multilingual, multicultural environment she lives in at a suburban town in Japan with multilingual parents.</p>
12:00	<p><b>(BRAIN) <i>Insights Gained Through A Literature Review In Mind, Brain, And Education</i></b>  <b>Duplice, John Anthony (Asia University)</b>  This presentation will describe the insights learned from reading, categorizing, and analyzing all of the over 300 journal articles published in the <i>International Mind, Brain, and Education Society Journal</i> from 2007 to 2017. Specific focus will be on what insights were gathered in the area of language teaching or aspects of mind, brain, and education that can benefit foreign language teachers. This presentation will further describe what questions came about from studying the large volume of interdisciplinary literature and what benefits were gained as a teacher and novice researcher through this project.</p>
12:30	<p><b>(BRAIN) <i>Mind, Brain and Education in the EFL Classroom</i></b>  <b>Haga, Satchie (Seikei University)</b>  Mind, Brain, and Education (BRAIN) is an emerging new field that analyzes the interplay between psychology, neuroscience, and education. This presentation will demonstrate how neuroscience can have a powerful effect on your teaching practice. It will uncover some neuro myths as well as introduce several models that will serve to enhance your awareness so that you may be better able to understand and address your students’ strengths and weaknesses. Pedagogical applications will be presented.</p>
1:00	<p><b>(BRAIN) <i>The Development of Student Integrated Internal Action Frameworks (IIAF)</i></b>  <b>Watson, Kevin M. (University of the Ryukyus)</b>  This presentation investigates the synergy between (a) L2 identity development, (b) experiential learning, (c) transformative team-based learning, and (d) multi-modal curriculum construction towards the development of self-regulating learners. This is accomplished through a coordinated set of Integrated Internal Action Frameworks (IIAF). These structured learning frameworks are implemented during a one semester senior seminar for Japanese English majors and highlights the initial phase of the three-phase curriculum process. This process is supported through the concomitant utilization of team-based learning and multimodal curriculum development for maximum student empowerment and success on the final culminating assessment prior to graduation.</p>
1:30	
2:00	<p><b>(CALL) <i>How Chatting Online Could Affect Speaking</i></b>  <b>Takase, Nami (Shizuoka University of Art and Culture)</b>  As technology advances, using synchronous computer-mediated communication (CMC) in a foreign language classroom is quite common. Some studies found positive effects of CMC as opposed to face-to-face interactions in developing speaking skills (Beauvois, 1998; Payne &amp; Whitney, 2002). As modes of communication do affect the use of language, it is the completion of tasks that elicits meaningful output. It is thus necessary to investigate how different tasks contribute to language production. Accordingly, this study explored the extent to which chatting online develops oral skills. The presentation compares the outcomes of a speaking test in pre- and posttreatment.)</p>
2:45	
42	

**(CALL) *Digital Literacy With iPads—Identifying Problem Areas***

**Lloyd-Williams, Anton Jonathan Franklin; Lin, Charlotte (Kanda University of International Studies)**

As technology becomes ever more ubiquitous in the EFL learning environment, educators cannot make assumptions about learners' digital literacy, even though the majority of learners in Japanese tertiary education are "digital natives." Here the presenters will share the results and discuss the implications of a survey given to 387 freshman students regarding their iPad digital literacy. The presenters will show how most basic application operation skills can be picked up on the way. However more technical device operation skills may need implicit instruction in order for EFL learners to embrace the full affordances of these devices.

**(CUE) *Using Food Packaging as Authentic Material for ESL***

**Kelly, Lawrence; Kelly, Charles (Aichi Institute of Technology)**

This presentation will illustrate how English on food packaging can be utilized in the ESL classroom. This authentic material is available locally and students seem to enjoy such material because they have grown accustomed to only seeing English digitally on the Internet. By reading English on cardboard boxes, plastic bags, and food wrappers, students become more confident and enjoy talking about food in English. This presentation will show how we have used such packaging material in our classes and offer suggestions about choosing and using such authentic material in your classes. A handout will be provided.

URL: <http://www.manythings.org/pansig2017>

**(CUE) *Designing an Online Collaborative Writing Course***

**Ferreira, Dan; Wadden, Paul (International Christian University)**

What happens when you combine the interactive capabilities of Web 2.0 technologies with two innovative liberal arts college professors who are teaching academic writing to highly motivated digital natives at universities located on opposite sides of the Pacific Ocean?

You get a dynamic transcontinental online collaborative writing experience that is highly charged, student driven, and engaging for all stakeholders. The authors will share insights gained from an exchange that occurred last year between ICU in Tokyo and Stanford University. They will also discuss research on developing an inter-university course based on constructivist instructional design principles that includes formative and summative assessments.

**(CUE) *Student Digital Literacy and Using pdf Files for Reading***

**MacLean, George Robert (University of the Ryukyus)**

Portable document format files (pdfs) can be integral for reading and its instruction. Nevertheless, digital proficiency in this area is inconsistent in some educational settings. This presentation considers a study of 91 learners where participants assessed the state of their digital literacy. I analyzed their self-reported abilities to use technology with special reference to pdfs. Following the survey, a 40-minute lesson trained students how to use and markup such documents. This presentation will (a) present results from the survey administered to 91 second-year language learners, and (b) assess students' technical proficiency using pdfs following the 40-minute lesson.)

**(ER) *Any Dyslexics in the Room? Asking Without Asking.***

**Ackermann, Kurt William (Hokusei Gakuen Univ. Junior College)**

This presentation describes the preliminary results of a study utilizing a simple test to identify possible dyslexic students. Administered near the beginning of a one-semester extensive reading course for 2nd-year junior college students, the results, though having no clinical basis, could provide forewarning to the instructor of potential need for a varied approach. It could also give some insight into the relative proportion of such students compared with estimates for the general population. As the instructor has no special training in recognizing or accommodating students with learning disorders, the study was done in cooperation with school accessibility support staff.

**Sat**

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Sat	<p>(GILE) <i>Authentic Writing Projects Animating International Communication and Cultural Exchange</i>  <b>Lange, Elizabeth; Gorshkov, Victor (Kaichi International University)</b>  The presenters will discuss the powerful motivating role of authentic writing projects in promoting international communication and cultural exchange. International friendship letter exchanges have proven to be a successful way of activating foreign language students' language acquisition. Showcased will be several examples of such authentic writing projects between university students in Japan and various levels and ages of students in Australia, Laos, and China. Steps for emulation and suggestions as to how to animate the L2 experience in conjunction with specific international events and occasions will also be demonstrated.</p>
11:00	
12:00	<p>(GILE) <i>Erasmus + Programme and Learning By Teaching (LdL)</i>  <b>Sakamoto, Hitomi (Toyo Gakuen University)</b>  The Erasmus Programme (European Region Action Scheme for the Mobility of University Students) started as a European Union student exchange programme in 1987. Erasmus+ is for education, training, youth, and sport, which runs from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities. The presenter joined a youth exchange programme in Hungary for a week and learned the didactic method called LdL (Learning by Teaching). The theme of the students' project was "Let's create a more healthy Europe." The presenter also describes how she taught Japanese culture to Hungarian students.</p>
12:30	<p>(GILE) <i>Independent Discussions in the Classroom</i>  <b>Berry, Sam (Aoyama Gakuin Senior High School)</b>  This presentation will discuss the use of independent discussions at a Japanese high school. In independent discussions, students read an assigned news article at home and prepare their own discussion questions. In the following class, students discuss the article in groups of four. This approach may promote increased student responsibility and participation in discussions and also help to foster critical thinking skills and engagement with current affairs. The presentation will cover how independent discussions are handled, relevant materials, assessment methods, reflections, and may be of practical benefit to teachers currently teaching or considering including discussion activities in their classrooms.</p>
1:00	
1:30	<p>(GILE) <i>Methods of Teaching Maori Studies in Japan</i>  <b>Cotter, Matthew James (Hokusei Gakuen University)</b>  This poster session will introduce the methods used to teach an elective university course, titled "The History, Culture and Present Day Status of Maori." A range of investigative, group-based knowledge sharing, kinesthetic, and online activities and assignments made for an engaging yet productive learning experience. Effects of participation in the course, measured via a precourse and postcourse questionnaire, suggested not only an increased interest in the Maori culture, but also a heightened awareness and interest in Japan's indigenous people and culture, the Ainu.</p>
2:00	<p>(GILE) <i>Word Choices and Frames In the Matter of Discussing a Global Issue In a Classroom: A Case Study of the Controversy over Whaling</i>  <b>Yuan, Xiaoben (Tohoku University)</b>  This study explores word choices and their corresponding frames regarding controversial issues. Frame is defined as the cognitive process that relates semantics to one's encyclopedic knowledge. The author points out that animal rights organizations often refer to whaling as "slaughter" or "bloody practice", which evoke the corresponding frame of KILLING. On the other side, Faroe Islands and Japan discuss whaling as "hunting", "harvesting", which corresponds with the frame of FOOD GATHERING. By offering a range of speculations about how words and frames construct one's worldview, this study provides a solution for educators on how to offer a neutral viewpoint.</p>
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**(MW) *Sharing More Than Ideas: Introducing Lessonstock.com*  
Skeates, Colin (Keio University)**

In this presentation, lessonstock.com is introduced, a new free-service language lesson materials sharing website. Often teachers have painstakingly created language courses that only their students know about. This is unfortunate as material writing is an essential component of classroom learning (Garton & Graves, 2014) and is one important way that teachers develop (Tomlinson, 2012) when coupled with feedback (Ellis, 2011). Lessonstock.com aids distribution of modifiable teacher-created materials by providing a platform for feedback. Attendees will learn more about the current state of language learning materials research and how lessonstock.com can be a source for teacher professional development.

**(PRAG) *Aggressive Retsuko and the Pragmatics of Power Harassment*  
Occhi, Debra Jane (Miyazaki International College)**

This work analyzes official and popular messages about *pawahara* (power harassment'). Sanrio's newest character is a 25-year-old OL (office worker), Retsuko, a red panda. We can juxtapose Hello Kitty's charmed life with the daily round of macro- and micro-aggressions Retsuko suffers in her workplace. The Japanese Ministry of Health, Labor, and Welfare defines *pawahara* largely as a communication problem. Retsuko's coping strategies, though humorous, do not effectively deal with the issues she faces. This poster analyzes the pragmatic aspects of the MHLW's definitions and Retsuko's responses and critiques their implied pedagogies.

**(PRAG) *Invitation Strategies: How Do Americans "Invite" Others?*  
Marta, Samantha (Kanda University of International Studies)**

Many second language learners have lots of vocabulary and grammatical knowledge but very little knowledge on the function or the social and cultural norms of American pragmatics. Without knowing and applying these so called secret pragmatic rules, second language learners can easily put themselves or the invitee in an embarrassing situation or cause misunderstanding. This poster will analyze how Americans make, accept, and decline invitations by introducing a flow chart that explains three common invitation response strategies: go-aheads, blocking, and hedging. To see how these strategies can be incorporated into the classroom effectively, some successful activities will be shared.

**(SDD) *Boost Student Self-Confidence With Drama*  
Kobayashi, Dawn (Onomichi City University)**

In this poster presentation, I will introduce drama techniques and activities that I have used in class to build students' self-efficacy and improve their overall speaking skills. Low self-confidence is a powerful demotivator for our students (Sakai & Kikuchi, 2009). However, confidence and self-efficacy are essential attributes for positive study outcomes (Bandurra, 2012). Thus, as teachers, we need to attend to affective factors within our pedagogical approaches. This presentation will be of interest to university or high teachers keen to boost their students' confidence and also those interested in how they can incorporate drama activities into their teaching toolkit.

**(TBL) *Happiness Is a Warm Pen*  
Koby, Cory J. (Miyagi Gakuin Women's University)**

Creativity in the Japanese EFL classroom is a rare commodity. Following the teachings of Alan Maley and his creativity collective—the C-Group—the presenter designed and executed a series of three creative writing activities in prose and poetry that activated the creative energy within his 2nd-year university students' minds. Pre- and posttreatment data, as well as actual student writing samples, will be displayed, which demonstrate a generally positive reaction to this unusual approach to L2 writing. Both the benefits and challenges of attempting creative writing in the L2 classroom will be discussed by the presenter.



Sat	<p>(TD) <i>You Teach Nursing English? Meet JANET</i>  <b>Capper, Simon</b> (Japanese Red Cross Hiroshima College of Nursing); <b>Porter, Mathew</b> (Fukuoka Jo Gakuin Nursing College)</p> <p>This poster provides an opportunity for teachers of nursing English to meet JANET —The Japan Association for Nursing English Teaching (全国看護英語教育学会) and to play an active part in our community of Japan-based nursing English teachers. JANET provides (a) a repository for nursing English materials and resources, (b) a forum for discussion and collaboration, (c) opportunities to organize conferences and events, and (d) a support network for nursing English neophytes. If you're involved in the field, why not join us, and share your interests and expertise with our community?</p>
11:00	
12:00	<p>(TD) <i>Improving Attitudes: Making Group Work More Effective</i>  <b>Xethakis, Larry</b> (Sojo University)</p> <p>Students' attitudes towards group work can have a powerful influence on their willingness to engage in it and on the learning outcomes associated with this approach to the language classroom. This presentation examines some of the factors that influence students' attitudes such as anxieties about working with others (social anxiety) and the skills needed to function effectively in groups (group-work skills). Suggestions and recommendations from the literature and the presenter's personal experience for strategies to help overcome the influence of these factors, such as structuring activities, improving communication, and training students in group work skills will be discussed as well.</p>
12:30	<p>(TEVAL) <i>Using a Mixed Methods Approach for Psychometric Instrument Investigation</i>  <b>Rupp, Michael James</b> (Tokai University)</p> <p>Psychometric instruments (questionnaires) are often used to measure learner attributes in L2 environments. However, without proper vetting through statistical means, the results of such surveys can be called into question. This presentation will demonstrate how using a mixed methods approach involving statistical (CFA and EFA) as well as qualitative methods (such as focus groups) can aid in finding and solving potential issues with surveys, focusing on results from the author's research on a widely used instrument for measuring locus of control (LoC) in the Japanese secondary and tertiary contexts.</p>
1:00	
1:30	<p>(TEVAL) <i>Comparing Standardized Tests: VELC or OOPT?</i>  <b>Rowberry, Jon</b> (Sojo University)</p> <p>The Oxford Online Placement Test (OOPT) is a computer-based adaptive test which targets the global EFL community while the Visualizing English Language Competency (VELC) Test was developed to specifically target Japanese university students. This poster will compare the use of both these tests for placing non-English major students into English communication classes at a private university in Kyushu. The advantages and disadvantages of each test are described from the point of view of university administrators, course managers, classroom teachers, and test-takers.</p>
2:00	<p>(THT) <i>OneNote Class Notebook for Teachers at Multiple Schools</i>  <b>Campbell, Jonathon</b> (Ferris University); <b>Duplice, John Anthony</b> (Asia University)</p> <p>Many teachers in Japan teach at multiple schools concurrently and therefore are required to use a number of different learning management systems. It can be very time-consuming and troublesome having to deal with the intricacies of each different system. Microsoft's free OneNote Class Notebook application enables teachers to consolidate all of these systems into one. This poster presentation will describe the presenters' experiences and the various functions of OneNote Class Notebook in both university and business English classes. Specific examples of use with popular learning management systems and actual class case examples will be discussed in this interactive poster presentation.</p>
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**(THT) Workshops That Work! Visiting Kyrgyzstan With THT****Palmer, Roger William (Konan University, Hirao School of Management)**

This poster describes the work of Teachers Helping Teachers (THT) in Kyrgyzstan, Central Asia. THT provides teacher-training workshops for fellow language educators informed by current research in the field. Subtopics covered in the poster include the Kyrgyz teaching context, partnership with the FORUM English Teachers' Association, key university host institutions in Bishkek and Osh, tips for prospective delegates when applying, and what to expect in the country. Delegates gain from the experience of presenting at an international seminar, their interactions with co-presenters and local teachers, and from the natural environment of Kyrgyzstan and hospitality of its people).

**(TD) Developing Trainees' Ability to Teach English in English****Howard, Anne McLellan (Miyazaki International College)**

Many teachers may be challenged by MEXT guidelines, most recently in the "English Education Reform Plan Corresponding to Globalization" (MEXT, 2014) which states that high school and junior high school English classes are to be taught in English. Even a teacher with relatively high conversational ability may not have the language skills to teach in English (Freeman et al., 2015). This poster session describes activities that were developed for an undergraduate teacher training program to help students develop abilities such as explaining concepts in English, signposting important information in a classroom and checking comprehension.

**(TYL) Capture Children's Imagination With Stories****Ito, Florence Valderama (Saitama Board of Education); Wigmore, Sandra Daina (FACE English Academy)**

This Collins presentation introduces the joy of learning English to young children through Collins *First English Words*. Storytelling with colorful story cards activates young learners' imaginations and facilitates the introduction of key context words and phrases. Songs, games and activities inspire, encourage, and assist young learners to build their language knowledge and pronunciation. In our classes, children have learned to enjoy storytelling individually or as a group with *First English Words* story cards.



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## Saturday Afternoon Presentations

Sat

### **B101 (BIL) *Being Mixed-Race in Japan: Perceptions/Views From Japanese University Students* (2:45–3:10)**

**Shaitan, Alexandra (Gakushuin University)**

Although 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 how Japanese university students view mixed-race individuals born and raised in Japan. In particular, the main research question focuses on Miss Universe Japan contest and its winners. The data is based on qualitative research gathered over the period of 3 months. This presentation would be of interest to parents and educators.

10:30

12:00

### **B102 (OLE) *Professional Learning for Teachers of Students With SpLD* (2:45–3:10)**

**Ho, Fuk-chuen (Education University of Hong Kong)**

This presentation details a programme designed to deliver in-house training for language teachers of students with specific learning disabilities (SpLD). An inter-school platform was set for the interactive exchange of ideas, resources, services, and expertise. During the training period, teachers worked collaboratively to prepare a lesson plan. Teachers were provided with the opportunity to visit each other's schools for lesson observation. The lesson plan was tried out four times in different classes of the same grade level. A postconference meeting was held after each observation. The teachers' response was positive about this arrangement.

2:30

2:45

### **B103 (GALE) *Gender Style of Japanese Communication* (2:45–3:10)**

**Hamamoto, Satoko (Yasuda Women's University)**

The academic discourse surrounding gendered communications is ongoing and contentious. This study examines the gender differences of Japanese communication. This project uses data of single-sex conversations collected from 20 male and 20 female university seniors. The most interesting result is that distributions of interruptions and assertiveness are almost the same for both groups, but more backchannels and pronouns of first- and second-person are used by male speakers. In light of the quantitative results, this phenomenon shows evidence that male and female Japanese university students are not conforming to a stereotype.

3:15

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Sat	<p><b>B104 (LLL SIG Forum) <i>Lifelong Learning for Recreational Athletes and Teachers</i> (2:45–4:10)</b>  <b>Dias, Joseph Vincent (Aoyama Gakuin University); Lambert, Nicholas (Toyo University); Namba, Kazuko (Aoyama Gakuin University)</b></p> <p>Nicholas Lambert will speak about the English communication needs and limitations of recreational sport participants at all ages based on extended interviews he conducted in Japan and New Zealand of professional and amateur sport coaches, instructors, and trainers. Since fitness and sport are important lifelong activities that are frequently carried out in intercultural contexts, English communication skills play a key performance role. Joseph Dias and Kazuko Namba will speak about how TED Talks can be used by teachers to extend their lifelong learning opportunities in much the same way that reading circles have established communities of lifelong learners.</p>
10:30	
12:00	
2:30	<p><b>B105 (GILE) <i>Re-evaluating Learner-Centered Approaches for Nonnative Speakers in Academic English Writing Class</i> (2:45–3:10)</b>  <b>Ghosh Dastidar, Debasrita (Osaka University)</b></p> <p>Academic writing is a complex area as students not only have to write about their understanding but also explain, describe and compare their findings in clear and precise terms using discipline-specific vocabulary. Therefore, it is a difficult hurdle for nonnative speakers who have to focus on their language proficiency as well. This presentation is about how we can transform an academic writing classroom into a vibrant active learning environment. For this I would like to draw upon strategies from my own classroom and how they have been put into practice effectively. Students are challenged to discuss, contribute and participate in the learning process.</p>
2:45	
3:15	
3:45	<p><b>D101 (CU SIG Forum) <i>Expanding Students' Interest in English with an Eye on Global Citizenry</i> (2:45–4:10)</b>  <b>Gough, Wendy (Tokai University); Newbury, Daniel (Fuji University); Dunn, James Dewitt (Tokai University); Valies, Kinsella (Nihon University); Rouault, Greg (Tezukayama Gakuin University)</b></p> <p>Fostering and intrinsic motivation can be challenging in EFL environments, where learners may struggle to connect English to their post-graduate ambitions. As such, language educators are tasked with keeping a dual focus: language teaching and learner motivation. Connecting current learning with the distant horizon is no easy task. Presenters will discuss creative pedagogical methods that promote sustained interest inside the classroom and provide practical applications in the real world.</p>
4:15	
50	

**D103 (TYL) *Concept Mediation by Elementary L2 Learners* (2:45–3:10)**  
**Williams, Clay Hunter; Naganuma, Naeko (Akita International University)**

This presentation details a study of elementary school-aged English learners investigating whether they can directly access the conceptual level, wherein images and meaning are stored in the brain during initial vocabulary instruction or, like adults, mediate meaning via translation to their L1. In a pilot study using psychometric testing techniques, children demonstrated conceptual access by displaying faster reaction times in matching L2 vocabulary with pictures than with L1 written words after a single vocabulary teaching session. Instructing vocabulary using pictures seemed to further boost this effect, suggesting that picture-based vocabulary instruction may be more efficient than translation for elementary students.

**D104 (LD) *Students' Voices in Telecollaboration: What They Do, Think, and Learn* (2:45–3:10)**

**Peña Clavel, Maria de la Paz Adelia (National Autonomous University of Mexico)**  
 Since 2008, the Self-Access Learning Centre (SALC) of the Foreign Language Centre (CELE) at the National Autonomous University of Mexico (UNAM) has implemented one-to-one videoconferences pairing Mexican undergraduates learning a foreign language with students learning Spanish in other countries so that they can develop their oral skills. This activity is also known as teletandem. This talk presents a descriptive study carried out in 2016 with learners participating in this telecollaborative project. The results revealed students' beliefs, actions, and learning when engaged in teletandem. Finally, guidelines will be given to teachers interested in running teletandem sessions in a class or SALC.

**D105 (TD) *Revisiting Challenges in an Intercultural Context* (2:45–3:10)**  
**Tanabe, Julia (University of Pécs, Hungary)**

This presentation discusses some challenges language teachers face and how teacher cognition in an intercultural context affects the learning outcome. A Japanese language teacher, teaching Japanese to Hungarian students, and a Hungarian language teacher, teaching English to Japanese students, reflected on their classroom practices in Hungary, in the form of in-depth, semistructured interviews. Content analysis revealed that the main challenges were language barriers, time constraints, and intercultural differences. Overcoming these challenges gave both teachers a feeling of success: Japanese students were able to improve their speaking skills, whereas Hungarian students received scholarship to Japan, due to enhanced Japanese language proficiency.

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Sat	<p><b>D202 (GILE) <i>Expanding Students' Self-Awareness and Cultural Awareness Through Intercultural Communication Activities</i> (2:45–3:10)</b>  <b>Velasco, Daniel (The Chicago School of Professional Psychology)</b></p> <p>This presentation will provide an overview of research and theories related to communicating with people of different cultural backgrounds. Participants will engage in strategies to use when counseling individuals, couples, and families as well as teaching, consulting, and working in international or multinational classrooms educational institutions, companies, and organizations. The presentation will conclude with training in one of the most common intercultural communication exercises—the EAD. (evaluate, interpret, describe). EAD. fosters greater self- awareness and discernment between objectivity, inference, and judgment and uncovers underlying prejudices in order to promote positive change in ourselves and those around us.</p>
10:30	
12:00	
2:30	<p><b>D203 (CALL) <i>Using TED and NAWL to Evaluate Online Vocabulary-Learning Apps</i> (2:45–3:10)</b>  <b>Ashcroft, Bob (Tokai University, Sapporo)</b></p> <p>The presenters recently completed developing an online research tool to measure the relative vocabulary gains resulting from student interaction with three distinct vocabulary computer apps. Twenty vocabulary items for each app were lifted from the scripts of three corresponding TED Talks, and all items appear in the New Academic Word List (NAWL). Vocabulary gain is calculated from a pre/post, identical 20-item receptive vocabulary measure. The web-based tool delivers all treatment conditions and collects all research data. The presenters will demonstrate how they developed the online research tool and also give a full description of the experimental design.</p>
2:45	
3:15	<p><b>D204 (TEVAL) <i>Score Comparison of New and Old TOEIC L&amp;R</i> (2:45–3:10)</b>  <b>Kanzaki, Masaya (Kanda University of International Studies)</b></p> <p>This study examined the comparability of scores from the new version of the TOEIC Listening and Reading test, introduced in May 2016, and the previous version in response to test takers' concerns that the format changes could negatively affect their test results. The scores of 141 university students who took both versions were analyzed using descriptive statistics, and correlations were examined. While the new version may seem more difficult with the addition of complex question formats, the average score for this version was 12 points higher, and the scores of the two versions correlated at .87.</p>
3:45	
4:15	<p><b>D205 (LD) <i>Verbs That Make Us Pay Attention to Your Writing</i> (2:45–3:10)</b>  <b>Hanae, Helen Margaret (Toyo University)</b></p> <p>A good piece of writing can carry a heavy topic efficiently and enjoyably to its logical conclusion, without breaking a sweat or losing its way. Fortunately, it is not hard for L2 writers to master common verb combinations that help to keep readers' attention focused on major aims and conclusions. Even you may be surprised to</p>
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find these verbs (modals, causatives, control verbs, raising verbs) adding interest to the start of your academic papers, or punch to the conclusion of your casual tweets. Use verb combinations to give L2 writers the same control over the development of their ideas.

**D206 (Sponsored) *Xreading: What's New and What's Coming* (2:45–3:10)**

**Goldberg, Paul** ([englishbooks.jp/Xreading.com](http://englishbooks.jp/Xreading.com))

Xreading, the online system that provides students with unlimited access to graded readers and allows teachers to track their students' reading progress, was launched 2 years ago. At that time, the system had only 78 books from two publishers and provided basic functionality. Now it has over 800 books from 10 publishers and boasts a multitude of new features. In this presentation, the founder of Xreading will explain how the system has grown over the past 3 years and what new functionality and features can be expected in the future.

**B101 (BIL) *Parents' Interpretation of the Hafu Referent* (3:15–3:40)**

**Kanai, Tenesha** (ALTIA Central Japan)

Most parents of bicultural and bilingual children living in Japan recognize the inescapably mainstream usage of the word *hafu* in reference to their children. This study focuses on parents' interpretation and perception of the word *hafu* as used within Japan to describe their children's appearance. Based on results obtained from interviews conducted with parents of children 0 to 5 years old, the presentation discusses whether this linguistic discourse is negotiated, accepted, or rejected and the effect of parents' interpretation on the strategies taken in raising their children in Japanese society.

**B102 (OLE SIG Forum) *Expand Your Languages (Beyond Your First Foreign Language)* (3:15–4:40)**

**Krause-Ono, Margit** (Muroran Institute of Technology); **Schmidt, Maria Gabriela** (University of Tsukuba); **Hunke, Morten** (Aoyama Gakuin University); **Szirmai, Monika** (Hiroshima International University)

The presentations in this forum will shed light on various situations the teaching and education of other foreign languages mainly at university level in Japan. Among others, some of the following questions will be tackled: What are the advantages of (even very basic) multilingualism? Which tendencies can be seen at universities? What does MEXT expect of the CEFR and how does CEFR transform language teaching? How to integrate intercultural communication into language teaching? How to align the teaching of several foreign languages? Students' voices and strategies to keep and possibly expand the teaching of other foreign languages will be discussed.

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Sat	<p><b>B103 (GALE SIG Forum) <i>Expanding Gender</i> (3:15–4:40)</b>  <b>McCandie, Tanja (Meijo University); Gillis-Furutaka, Amanda (Kyoto Sangyo University); Kimura, Julie (Temple University)</b></p> <p>This forum will examine gender in Japan from three different perspectives. Tanja McCandie will look at the imbalance within JALT concerning gender and ethnic representation and discuss how JALT could adapt to better suit the needs and interests of many of its members. Amanda Gillis-Furutaka will discuss the cultural concept of <i>kawai</i>, its history, the positive and negative connotations of <i>kawai</i> and the characteristics that designate both males and females as <i>kawai</i>. Julie Kimura will discuss how feminist theory may be applied to female foreign language teachers in Japan who are all from inner circle countries and of European descent.</p>
10:30	
12:00	
2:30	<p><b>B105 (BRAIN) <i>Self-Transcription Combats Accuracy/Fluency Tradeoff</i> (3:15–3:40)</b>  <b>Kimura, Harumi (Miyagi Gakuin Women's University)</b></p> <p>Past research has demonstrated that although task repetition helps enhance fluency, it does not contribute to accuracy. Considering the power of repetition and the significance of transfer advocated in brain science, there will be a need to purposefully facilitate the balanced learning process. This is a pilot study to investigate whether self-transcription can redistribute learners' focus to form and contribute to development in sophisticated L2 use. The results point to high educational value of using self-transcription, which allows learners to use their L2 knowledge for self-correction and encourages them to improve the quality of their L2 production.</p>
2:45	
3:15	<p><b>D103 (TYL) <i>Teaching Adopted/Foster Children in Japan: Ascribed and Claimed Identities</i> (3:15–3:40)</b>  <b>Cook, Melodie Lorie (University of Niigata Prefecture)</b></p> <p>Recently, there has been much in the news about how Japan compares to the rest of the world in its treatment of foster children, generally by institutionalizing, rather than by finding homes for them. Another problem is dealing with such children (as well as adopted children) in schools, as teachers may not be aware of the backgrounds of such children and the issues they face daily; such issues may affect how they are interact with other children at school or how they fare in the classroom. I hope to shed light on these issues and how they can be handled.</p>
3:45	
4:15	<p><b>D104 (LD) <i>The Secrets of the ALL ROOMs, an Autonomous Language Center</i> (3:15–3:40)</b>  <b>Hamada, Yo; Tomaki, Shiho; Chiba, Mikoto; Sato, Ayaka (Akita University)</b></p> <p>The presenters will reveal the secrets of the ALL ROOMs, a small but successful autonomous language learning center. In this presentation we will briefly describe its 7-year history and show the main principles as well as what students are able to accomplish there. Next we will introduce the events that students can participate</p>
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in to improve their English. Further on, we will explain how the ALL ROOMs are managed, including the recruitment of student staff members and support from the university. Finally, students' English improvement and motivational changes will be discussed.

**D202 (GILE) *A Matter of EMI Teaching Style: A Pilot Study on an EMI Finance and Business Management Program in Taiwan's Higher Education* (3:15–3:40)**

**Li, Min-Yu; Lan, Yu-Su (Chang Jung Christian University, Taiwan)**

The purpose of this study is to investigate an appropriate EMI teaching style for today's college students. Subjects are students from an EMI program in the field of international finance and business management at a university in southern Taiwan. Based on Grasha's (1994) model of teaching style, subject students are invited to indicate how they view the different ways teachers present information, interact with students, and manage the classroom tasks through a self-developed questionnaire. The result of the study is hoped to identify one of the appropriate EMI teaching styles specifically for Taiwan's college students today. Pedagogical implications will be made as well.

**D203 (CALL) *Anchor: An SNS for Authentic Speaking Practice* (3:15–3:40)**

**Macleod, Colin (Atomi University)**

Conversations in the language-learning classroom are often boring and inauthentic; heavily drilled dialogue does little to motivate students. However, a new SNS called Anchor (essentially Twitter for spoken communication) has the potential to take conversation beyond the classroom walls. This presentation will introduce Anchor and its strengths as a language-learning tool, and detail how the presenter has used it with his students. Suggestions will be made about how students in different classes, different universities, and even different countries could be coordinated to engage in authentic and meaningful conversation with each other.

**D205 (LD) *Planning and Implementing a School-Wide Write* (3:15–3:40)**

**Cassidy, Peter Sean (The Canadian International School in Tokyo)**

This presentation will strive to give attendees the step-by-step procedures for conducting a "School-Wide Write." Strategies for organizing both teachers and students across an entire school, in order to collect and assess writing samples from two different points in the year, will be highlighted as it happened at the Canadian International School in 2015–16. The goal of any "School-Wide Write" is student growth, and it will be shown how this writing assessment activity can inform teaching practices through the analysis of data leading to strategies in the writing classroom.

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Sat	<p><b>D206 (TD/THT SIG Forum) <i>Innovative Teacher Development—in Japan and Abroad</i> (3:15–4:40)</b>  <b>Cornwell, Steve (Osaka Jogakuin University); Denston, Bernadette (Konan Women’s University); Jeffrey Morrow (Prefectural University of Kumamoto); Palmer, Roger (Konan University, Hirao School of Management); Snyder, Bill (Kanda University of International Studies); Tomei, Joe (Kumamoto Gakuen University)</b></p>
10:30	<p>In this combined forum, the TD SIG and the THT SIG will discuss different aspects of teacher development that have emerged from the work in their respective SIGs, discussing how teacher development has taken place not only in the groups that we have worked with but internally, providing us with different ideas and approaches.</p>
12:00	<p>This process of development, where external change and internal change are linked, is applicable to other SIGs and we hope to highlight the possibilities that may be transferable to other SIGs.</p>
2:30	<p><b>D105 (TD) <i>Exploring the Teaching Practicum Experience Through L2 Poetry Writing</i> (3:15–3:40)</b>  <b>Iida, Atsushi (Gunma University)</b></p>
2:45	<p>Second language poetry writing can be used to explore personal or professional life histories. This poetic inquiry explores a Japanese preservice teacher’s experience of English language teaching by analyzing five English poems regarding her secondary school teaching practicum. The collection of poetry presented her multiple identities as a student-teacher and a professional teacher. This study also revealed her emotional responses to the teaching practicum experience: struggle in providing “better” lessons, competition to become a “better” teacher, the dilemma between what she wanted what she had to do, happiness to work with her pupils, and anxiety to work as an in-service teacher.</p>
3:15	<p><b>D204 (TEVAL) <i>Objective Subjective Scoring for ESL Speaking</i>—客観的、主観的な採点— (3:15–3:40)</b>  <b>Gardiner, Austin</b></p>
3:45	<p>The Objective Subjective (OS) Scoring system elaborated in this presentation puts students in the role of self-evaluators using an objective criterion. Group conversations are captured on video, after which students transcribe their conversations using the Computer Language Analysis (CLAN) program. Teachers who are looking for ways to motivate students to be autonomous speakers may benefit from this approach. It involves a speaking assessment which makes students responsible for their own development, with the added benefit of promoting computer literacy and awareness of classical text measurement scales. The test is serious and fun, analytical and illuminating.</p>
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**B101 (BIL) *Integration of A Late Immersion Child Into Japanese Public School Curriculum* (3:45–4:10)**

**Wanner, Peter John (Tohoku University)**

This paper provides details of a case study of a bilingual child with English as his main language. He had no experience learning Japanese and entered a Japanese Junior High School in Sendai. The student was assigned volunteer tutors who helped him get adjusted into the Japanese curriculum that is provided in public schools. Progress of the subject on vocabulary development throughout the year and the subject's understanding of grammatical structures highlighting the particle markers and specific phrase structures where errors exist in his sentence production are identified such as identifying when to use *wa* or *ga*.

**D104 (LD) *Digital Transformations* (3:45–4:10)**

**Arao, Arnold Fargas (Kurashiki Board of Education)**

Technology has become ubiquitous, shaping social interaction and the management of information. Teachers continually struggle to incorporate these technological changes into practice with many classrooms remaining technologically free while others do little more than replace traditional practice. In fact, general education still reinforces frameworks in which students are information-consumers rather than knowledge-producers and little opportunity is provided to engage in critical analysis and integration of information to construct authentic meaning. This results in student populations that are information rich but knowledge poor. More than a tool to enhance practice and drive learning, technology has the potential to generate “affordances” that can truly innovate learning.

**B105 (BRAIN) *Cards Against Humanity as a Gateway to Improved Metaphoric Cognition* (3:45–4:10)**

**Dunn, Robert G (Kinki University)**

In *Metaphors We Live By* (1980) Lakoff and Johnson note that everyday communication is shaped by the language of conceptual metaphors. The ability to use metaphors must then be seen as an important aspect of communicative competence. This presentation will examine the conduct and results of a preliminary study into the effects of playing the game Cards Against Humanity (CAH) The study followed a small group of male Japanese university students over a semester of gameplay and suggests that exposure to this game and its ribald wordplay may improve the ability to create and comprehend metaphors in English.

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Sat	<p><b>D103 (TYL) <i>Effectiveness of Team Teaching in High Schools</i> (3:45–4:10)</b>  <b>Hasnain, Farrah (Shizuoka Board of Education, JET Program)</b></p> <p>English education and team teaching in Japanese public and private high schools demand the collaboration of JTEs and ALTs. The roles of each in terms of lesson preparation and materials selection, as well as the perceived agency of the Japanese teachers of English (JTEs) and assistant language teachers (ALTs) in the national foreign language curriculum can become sources of conflict and dysfunction. This is an examination of their preservice and in-service training. High school ALTs and JTEs nationwide were surveyed and interviewed. Both parties felt that there needs to be clearer guidelines of their individual roles to team-teach effectively.</p>
10:30	
12:00	<p><b>D105 (TD) <i>Use of Authentic Material in the EFL Classroom</i> (3:45–4:10)</b>  <b>Leroux, Richard Todd (Hakuoh University)</b></p> <p>This quantitative study investigated learner attitudes, instructor practices, and institution policy with regards the use of authentic material in EFL contexts. Special focus was placed on the use of complete movies or TV show episodes as classroom content. Results indicate that learners enjoy the opportunity of engaging such material and feel they could improve their English ability as a result. Instructor practices indicated limited use for a variety reasons though institution policy guidelines do not exist or are not delineated. Findings suggest a significant gap between learner attitudes, instructor practices, and institutional policy. Good practices guidelines are presented for critique.</p>
2:30	
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3:15	<p><b>D202 (CUE) <i>Shifting Imagination: Self to Other L2 Motivation</i> (3:45–4:10)</b>  <b>Fukada, Yoshifumi (Meisei University); Falout, Joseph (Nihon University); Murphy, Tim (Kanda University of International Studies); Fukuda, Tetsuya (International Christian University)</b></p> <p>For a decade, mainstream L2 motivation theory and applications have been focusing on the learner's self, adopting the concept of ideal L2 self. However, the presenters have spent the last 5 years shifting the focus from the learner's self to the learner's classmates, that is, the innovative concept of Ideal L2 Classmates assumes the potential positive impact that learners have on co-constructing each other's motivation, performance, and learning. The presenters highlight findings from quantitative and qualitative data accumulated over the last four years, and they will also show some class activities that promote learners' visualizing of their Ideal L2 Classmates.</p>
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**D203 (CALL) *Adapting Song Lyrics Effectively Using iMovie* (3:45–4:10)**  
**Worden, Daniel Paul; Asquith, Steven; Frazier, Erin (Kanda University of International Studies)**

This presentation will introduce a multimodal project-based unit. The unit uniquely employs music in a way which is engaging pedagogically sound and enables learners to produce meaningful language. Learners are provided strategies to identify and apply pronunciation, speech patterns, and linguistic chunks. They then use this knowledge to adapt lyrics into dialogs. This requires learners to “critically reframe” their knowledge through different modes of communication, developing practical skills learners can use in a global context. This method is applicable to learners of all levels, as well as instructors interested in using music and technology in a rewarding and creative way.

**D204 (TYL) *Washback on Speaking Ability: A Literature Review* (3:45–4:10)**  
**Ito, Takahiro (Akita International University)**

In Japan, university entrance examinations are thought to have a significant effect on teachers and students in the classroom. The testing system is believed to be one of the main reasons why many Japanese high school students avoid speaking English. Now, the government is trying to develop students’ speaking ability by implementing a new curriculum and test in 2020, which includes a speaking test. This presentation will discuss the findings of a literature review on the topic, such as an expected washback from speaking tests and the importance of teacher training on teaching methods for promoting positive washback.

**D205 (LD) *Global Peace and Conflict Games (G-PACS)* (3:45–4:10)**  
**Morimoto, Yoko; Ishikawa, Yusuke; Kawachi, Shun (Meiji University)**

We will introduce Global Peace and Conflict Game, a hands-on simulation game developed by the presenters. The game was inspired by John Hunter’s World Peace Game, Model United Nations, and negotiation point games played by students at Northwestern University. In this game, participants assume roles of leaders of imaginary states in various conflicts, negotiating issues such as security and trade friction. We find it quite an effective tool for intermediate and advanced English learners, especially for improving English negotiation skills. The game includes many factors recommended by neuroscientists for optimal learning, such as emotion, unexpectedness, collaboration, physical movements, and fun.

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Sat	<p><b>B101 (Sponsored) <i>Helping Students Discover Conversation</i> (4:15–4:40)</b>  <b>Boon, Andy (<a href="http://englishbooks.jp">englishbooks.jp</a>)</b></p> <p>Conversation is the foundation of human communication. The new textbook, <i>Discover Conversation</i>, gets students involved in analyzing near-authentic spoken discourse. First, essential scaffolding is provided as students are introduced to and practice the moves that make up typical conversations. The students then listen to, analyze, and code the moves for a near-authentic conversation. They then undertake their own similar conversations in class. Finally, students transcribe their best dialogs providing a record of their conversational development.</p>
10:30	
12:00	<p><b>B104 (LD) <i>Using Teacher Experience to Bring Content to the University</i> (4:15–4:40)</b>  <b>O’Halloran, Jane (Okayama University of Science); McAulay, Alexander (Yokohama National University)</b></p> <p>This show-and-tell presentation will describe how two university teachers, with backgrounds in screenwriting and building conservation respectively, introduce content in EFL courses to facilitate authentic English communication in the local community. The presenters will describe various courses they have run in the past, including a Screenwriting Seminar where students went on a field trip to a rural site of architectural conservation interest and wrote a short film script inspired by the location. The presentation will consider how similar arenas in Japan offer opportunities for students to expand their interests and think differently about their own developing bilingualism.</p>
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3:15	<p><b>D103 (TYL) <i>Fun with Mini-Musicals!</i> (4:15–4:40)</b>  <b>Westerhout, Gert Thomas (Kinjo College)</b></p> <p>When teaching English to children, the use of music, drama, and just plain fun goes a long way towards helping them enjoy learning. In teaching Early Childhood Education English to future kindergarten teachers, I provide them with the chance to act out several small playlets, drawing on my many years of experience as a children’s and community theater director. I have put on these musicals with Japanese kindergarteners and elementary school children as well, sometimes as on the spot plays and other times with practice for public performance. The presentation will include audience participation and handouts.</p>
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**D104 (BizCOM SIG Featured Speaker) *Students' Study Abroad Financial Problems* Sat 20 May (4:15–4:40)**

**Simon Humphries (Kansai University)**

All students in the Faculty of Foreign Language Studies at Kansai University are required to study abroad for approximately 10 months during their second year, but one daunting aspect of this experience is how to deal with financial problems. After returning from their study abroad, 18 students responded to an online anonymous questionnaire that asked them to describe their: (a) financial disagreement, (b) attempts to negotiate, (c) level of satisfaction from the outcome, and (d) advice to future students. Based on their responses, the presenter will suggest intercultural negotiation strategies.

**D105 (TYL) *Expand Your Interests Through Action Research* (4:15–4:40)**

**Hiratsuka, Takaaki (University of the Ryukyus); Fanselow, John F. (Kanda University of Foreign Studies)**

This presentation will report on a snapshot of an action research project that was undertaken in English teaching methods courses. The research was inspired by five premises for innovation in ELT by John F. Fanselow. One of his premises, for example, suggests that teachers make small changes in their lessons in order to improve teaching effectiveness. Data were gathered from 34 university students, using classroom observation, essay writing, and interviews. Findings indicate that the participants experienced a vast variety of feelings and emotions, including doubts, confusions, enlightenments, and revelations, toward the premises and teaching styles employed in the course.

**D201 (CALL) *Japanese University EFL Teachers' Self-Efficacy Beliefs: A Profile Analysis* (4:15–4:40)**

**Praver, Max (Meijo University)**

Teachers with higher self-efficacy tend to exhibit greater enthusiasm, show greater commitment, and have more resilience in the face of setbacks. Despite the seemingly positive outcomes this topic has displayed in the field of general education, teacher self-efficacy has hardly been explored in an EFL setting. This presentation will examine the results of a profile analysis of teachers' self-efficacy beliefs based on native language, teaching experience, contract and tenured status, and gender. A profile analysis, a special application of a MANOVA, was conducted to check the parallelism, levelness, and flatness of the self-efficacy scores among the various groups.

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Sat	<p><b>D202 (CUE) <i>Vocabulary for Culinary Arts—A Corpus-based Study for ESP Applications</i> (4:15–4:40)</b>  <b>Hou, Hsiao-I (National Kaohsiung University of Hospitality and Tourism, Taiwan)</b></p> <p>This study represents a corpus-based approach to investigate the key vocabulary and their combinations of technical terms in the domain of culinary arts. A culinary arts (CA) corpus consisting of 122,353 words from textbooks in the fields of western culinary arts, oriental culinary arts, and baking was constructed. The methodology employed was a step-by-step refinement of vocabulary analysis, using available corpus software including Wordsmith and Lexical Tutor. Word-frequency lists were used to differentiate the most salient vocabulary by comparison with the general written English. Domain-specific nouns and multiword combinations were then focused on. Based on the research results, ESP vocabulary teaching implications are proposed.</p>
10:30	
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2:30	<p><b>D203 (CALL) <i>Assistive (AT), Cosmetic (CT), &amp; Disruptive Technology (DT)</i> (4:15–4:40)</b>  <b>Gallagher, Brian (Meijo University)</b></p> <p>Assistive technology (AT) is any device, piece of equipment or system that helps a person with a disability work around challenges so they can learn, communicate or function better. Disruptive technology (DT) disrupts learning or can be used to bring about change. Understanding what these are and how they work is the first step towards finding the right tools for our students and to implement them in our courses. I will try to categorize both AT and DT using a decision rubric, while trying to gain insights into classifying Cosmetic Technology (CT) as a third category.</p>
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3:15	<p><b>D204 (Sponsored) <i>Speaking Practice Using Sentence Transformation Writing</i> (4:15–4:40)</b>  <b>North, Cameron James (ESL Learning)</b></p> <p>Sentence transformation is an effective method for creating sustained and supportive speaking practice with second language students. Generally used as pair work, this technique can be used at all levels of ability. The objective is for one student to verbally transform a sentence after listening to the other student say the sentence. In most cases the students help each other until the sentence has been correctly transformed. The presentation will elaborate on actual classroom technique to ensure effective participation.</p>
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**D205 (LD) *Exploring Optimal Self-Access Learning Spaces* (4:15–4:40)**

**Yamaguchi, Atsumi; Tweed, Andrew Dennis (Meijo University)**

The study of learning environments has increasingly been attracting the attention of educators. Self-access centers, in particular, must consider effective ways to design learning environments because these can directly influence how different spaces are utilized by learners. As part of its wider globalization initiative, Meijo University has opened self-access centers at two of its campuses. Known as Global Plaza, these self-access centers include design features which aim to promote certain kinds of use by the students. In this talk, the presenters will discuss specific changes to the learning environment which have impacted the behavior of learners in the Global Plaza.

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**Keynote Panel: National Trends in Education  
Saturday, 20 May 5:00–6:00 Kobelco Hall**

Please join us for our Keynote Panel. We hope the discussion will shed light on all of the different directions that language education in Japan is being developed and help our participants understand the resulting changes and how to prepare for them. The discussion will focus on the concrete and pragmatic, specifically on what is happening, why, and how that will affect foreign language teachers. Attendees should leave with a better understanding of the current challenges and coming changes, and have an idea of what they can do to better position themselves for these changes.

**Moderator**

Tara McIlroy

**Speakers**

Tomoe Aoyama, Annette Bradford, Bern Mulvey, Naoyuki  
Naganuma, Naoko Ozeki

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Sun	Sunday Morning Presentations	
9:00	<b>B101 (BIL) <i>Early Awareness of Language Choice in a 2-year-old Trilingual Child</i> (9:00–9:20)</b> <b>Zhan, Ying (Kansai University)</b> Multilingual children, who are exposed to two or more languages simultaneously, start to think about and reflect upon the nature and functions of language from an early age. This phenomenon, or language awareness, plays an important role in their language acquisition. Through a case study on a trilingual English, Chinese, and Japanese 2-year-old, the author examined evidence of language awareness related to factors such as participant relationship, situation, and language mode. The author's data, from interactive conversations with the child, illustrate how she had developed age-appropriate awareness to make judgments about language choice considering those factors.	
9:30		
10:00	<b>B102 (OLE) <i>Flipping a Class—Updates and Progress</i> (9:00–9:20)</b> <b>Budding, Carlos (Akita International University)</b> For over a year I have used a flipped class approach in my introductory Spanish class. In a flipped class, a lesson is presented outside of class and class time is used for homework and review. This method was selected to increase speaking production in end-of-semester exams. After one semester of implementation, students increased oral output. Student feedback also indicated a need for more classes to be flipped. This presentation will show the results of speaking tests after more lessons were flipped and demonstrate new materials developed to help support the flipped class approach.	
10:30		
11:00	<b>B103 (MW) <i>Making Academic Writing Activities Interactive</i> (9:00–9:20)</b> <b>Jones, Kent David; Gonzales, Francisco Enrique (Ritsumeikan Asia Pacific University)</b> This presentation describes the process of designing materials for the pre-intermediate English writing curriculum at a private Japanese university. These materials were developed to help learners (a) identify common errors at this level, (b) practice elements of academic writing, (c) raise their awareness of differences between model texts and their own writing, and (d) collaborate through pair and small-group work. We explain the process of collecting common student errors and embedding them in interactive activities, such as information gap exercises. We also discuss the results from an end-of-semester survey assessing student and teacher perceptions of the materials.	
11:30		
	<b>B104 (SDD) <i>Democratic Debate: Organizing a Debate Festival for All Students</i> (9:00–9:20)</b> <b>Kluge, David Edward (Nanzan University)</b> Debate is considered an elite activity that produces many benefits such as improving communication skills and enhancing critical thinking (Bellon, 2000). Since these	
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two skills are often mentioned in many university language curricula, it makes sense to include debate in the curriculum so all students can benefit, making it a democratic activity. This presentation introduces a 7-week debate festival project for approximately 140 second-year students at a junior college. The project was challenging, yet rewarding for many students, indicating it should be attempted elsewhere. The presenter will give an overview of the project and will show the handouts used.

**B105 (BRAIN) *When Brains Study Abroad 2: Encountering the New* (9:00–9:20)**  
**Ryan, Stephen M. (Kwansei Gakuin University)**

Encountering the new is the core experience for Study Abroad students. How does the brain react to new things? How are they recognised, attended to, and processed? How do new experiences become new learnings? What, if anything, can teachers do to assist or even shape this process? Join me for an exploration of these issues based on insights from neuroscience, psychology, and education. The goal of these explorations is to understand the Study Abroad experience so we can enhance its educational content.

**D103 (THT) *Outreach Organizations for Helping Teachers Develop Skills* (9:00–9:20)**

**Wanner, Magnolia (Sendai National Technical College); Wanner, Peter John (Tohoku University)**

This presentation will describe programs of Balsamo Outreach for Learning and Teaching (BOLT) NPO in Philippines, Vietnam, and Indonesia. Affiliates are universities that help sponsor language teacher education and youth awareness conferences. BOLT provides opportunities for volunteer teachers to share their ideas with other teachers and youth also. Two upcoming conferences calling for volunteers with a May 2017 deadline for applications will be discussed. In August there is a one-day language teaching conference in Vietnam and in September there is also another one-day language teaching conference in Indonesia. This presentation will explain how teachers can become involved in these.

**D104 (CT) *A Practical Model for SLA Teaching* (9:00–9:20)**  
**Chang, Margaret M. (Miyagi University)**

In this session, the presenter will give a brief overview of prevalent second language learning approaches and theories (psychology, neuroscience, and cognition). Their strengths in terms of improving student communicative competence and their ability to address the needs of the Japanese EFL learner will be highlighted. Finally, a comprehensive, practical framework based on the purpose-driven model, which has been successfully applied in business management, will be proposed to incorporate the positive aspects of the various theories.

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Sun	<p><b>D105 (TD) <i>English Enhanced – Reach the Unreachable Learner</i> (9:00–9:20)</b>  <b>Maclauchlan, Kyle (Miyagi Gakuin University)</b></p> <p>Gardner’s theory of multiple intelligences helps explain why the enthusiastic clarinet player sits absentmindedly through English lessons. Students’ preferred intelligences dictate the way in which they learn most effectively, as well as their comfort and natural ability levels in the English classroom. The presenter will demonstrate how to incorporate various intelligences into English education, transforming standard lessons into English-enhanced hybrids that will engage learners. Activities using English in combination with sports, art, fashion, architecture, photography, and more will be demonstrated with audience participation.</p>
9:00	
9:30	<p><b>D201 (CUE) <i>Making Writing Cognitively Engaging</i> (9:00–9:20)</b>  <b>Fujishima, Cecilia (Shirayuri University)</b></p> <p>For decades, typical paragraph writing in textbooks has used modes of classical rhetoric, such as cause and effect, as the “starting point for instruction in academic writing skills.” (Tribble,1999). Model texts are provided so students get the construction of the paragraph “right.” While competence in structuring ideas logically and coherently is a valuable base for writing extended discourse, typical models and situations tend to be formulaic, lack imagination, and are removed from the students’ long-term language goals. This presentation uses examples of authentic content to transform writing tasks so they are cognitively engaging, facilitate research, and challenge students to engage in higher order thinking.</p>
10:00	
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11:00	<p><b>D202 (GILE) <i>Greening JALT Events</i> (9:00–9:20)</b>  <b>Roloff Rothman, Jennie (International Christian University); Brierley, Mark (Shinshu University)</b></p> <p>Many conference attendees and organisers are concerned about environmental issues and numbers will grow as we all begin to feel the effects of climate change. Since 2013 the PanSIG conference has had an environment officer, and JALT an environment committee. There is a case to be made for “greening” JALT events and this presentation will not only demonstrate the impacts of this conference but introduce various ways to make this and other events more sustainable. Past efforts include measuring the carbon footprint of the conference, proposing carbon offsets, and exploring ways to reduce impact, particularly that of travel and catering.</p>
11:30	
	<p><b>D203 (CALL) <i>A Collaborative e-learning Project Between High School Students in Australia and Japan</i> (9:00–9:20)</b>  <b>Lander, Bruce (Matsuyama University)</b></p> <p>This paper presentation will introduce an e-learning collaborative project involving students, teachers, and researchers at five locations in Australia and Japan. Students were trained by local instructors to create cultural eBooks that introduce local and domestic culture in a foreign language using iPads. The Japan-based students did this mainly in English, and their Australian counterparts did so mainly in Japanese. Videos were exchanged online throughout this study. Tools used include Comic</p>
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Life, iMovie, Puppet Pals, Tellagami, and eBook Creator. The presenter will describe how these tools were used and explain how digital literacies developed through this digital cultural exchange.

**D204 (TYL) *Training Teachers of Young Learners to Use Stories* (9:00–9:20)**

**Masatsugu, Karen (Kwassui Women's University)**

As English, including reading and writing, will become an official subject for Japanese 5th and 6th graders from 2020, proposals have been made for elementary school teacher training to include English teaching methodology and overseas children's literature. This presentation will describe story-based classes for university students training to be teachers of young learners in which they learn about picture books and how to use them then design and carry out learning activities based on books and stories. There will be original practical examples, which teacher-trainers or teachers of young learners can use including engaging activities for 5th and 6th graders.

**D205 (LD) *Expanding on Self-Assessment and Motivation* (9:00–9:20)**

**Pinner, Richard (Sophia University)**

This presentation is a narrative of an exploratory practice (EP) inquiry which examined how Japanese university students used self-assessment for class participation scores and how this helped them maintain motivation. Motivation is conceptualized as a complex dynamic system and self-assessment has been shown to be one of the most successful ways for improving students' motivation through raising awareness, heightening metacognition and expanding their locus of control (Hattie, 2012). Terms will be explained during the presentation. Both qualitative and quantitative data are presented in a mixed-methods study. The research was done with the intention of improving the quality of classroom life.

**D206 (BIL) *Take Your Children Beyond the Japanese Curriculum* (9:00–9:20)**

**Provenzano, Christie (Kumamoto Gakuen University)**

Although the Japanese school system has many strengths, bilingual education is not one of them. Parents of mixed-roots and non-Japanese children in Japanese schools generally find that extra efforts are needed to foster bilingualism and biliteracy in their children. This presentation outlines the benefits of making that effort, and explores creative homeschooling approaches to foster Japanese-English bilingualism and biliteracy while also addressing gaps in the Japanese curriculum. The presenter will describe activities to build skills in critical thinking, IT, fine arts, and more that can be included in a home study program to complement and enrich children's mainstream education.

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Sun	<p><b>B101 (BIL) <i>Language Dominance in a Korean-Chinese-Japanese Trilingual Child: A Case Study</i> (9:30–9:50)</b>  <b>Zeng, Ni; Wanner, Peter John (Tohoku University)</b></p> <p>Many studies of bilingualism suggest that balanced bilinguals rarely exist. Further studies state that bilinguals' proficiency in each language may be different, often referred to as <i>language dominance</i>. Weinreich (1953) noted that there is a different amount of language mixing evident when bilinguals speak each language. This study focuses on the language dominance of a Korean-Chinese-Japanese trilingual infant born and being raised in Japan by Korean-Chinese parents. According to video data so far, the dominant language of the 1-year, 8-month old infant is Korean. However, as the infant grows up, if the language input changes, the dominant language could change too.</p>
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10:00	<p><b>B102 (OLE) <i>Beyond English—Encouraging Students to Expand Their Interests in Other Foreign Languages</i> (9:30–9:50)</b>  <b>Fortin, Eric (St. Mary's College)</b></p> <p>The Japanese Ministry of Education is currently promoting globalization in education programs throughout Japan, and many universities are stressing the importance of acquiring excellent English skills toward this goal. Although English education is important, other languages are facing cutbacks as a result. In this presentation the presenter will first outline changes in the foreign language curriculum that have taken place at his institution, then go on to demonstrate how he has tried to encourage students to be interested in other languages, not just for the French class that he teaches, but also for other language classes that his college offers.</p>
10:30	
11:00	<p><b>B103 (MW) <i>Developing Learning Materials for Japanese Traditional Craft Workshops Taught in English</i> (9:30–9:50)</b>  <b>Hammond, Mark (Kanazawa University)</b></p> <p>The presentation focuses on a project to develop learning materials to improve the ability of Japanese practitioners of traditional craftwork to give directions and technical instruction in English. Employing techniques from discourse analysis, the importance of materials that focus on cohesion in spoken instructive texts is stressed, with examples from an analysis of four hands-on workshops taught in English by Japanese students at a college of art, involving technical instruction of traditional ceramics, textile dying, and metalwork. The presentation also includes results of a diagnostic test of imperative verbs common in tasks that require using one's hands.</p>
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2:30	<p><b>B104 (VOCAB) <i>A Case for Metaphor and Metonymy in the Classroom</i> (9:30–9:50)</b>  <b>White, Kevin Anderson (Kyushu Sangyo University)</b></p> <p>This presentation presents a case for figurative language, particularly metaphor and metonymy, being taught in the classroom. It will use Cognitive Linguistic notions</p>

to demonstrate how figurative language can be conceptualised to make it easier for students to learn it. Teaching figurative language can be deemed as important as it can have the knock-on effect of building students' vocabulary. Some practical examples of tasks will be demonstrated. Also, some issues with teaching metaphor and metonymy and why teaching metaphor and metonymy should be included in teacher training programs are also examined.

**B105 (BRAIN SIG Forum) *Expand your interests with the MBE SIG* (9:30–10:50)**  
**Anderson, Fred (Kansai University); Gillis-Furutaka, Amanda Joan (Kyoto Sangyo University); Hori, Tokiko (Soka University); Lowes, Jason (Fukuyama University); Noguchi, Mary (Kansai University); Zhan, Ying (Kansai University)**

This forum will provide our members with the opportunity to “Expand your Interests.” We will start with a 30-minute presentation followed by questions and discussion for 15 minutes. Next, there will be three 10-minute rounds of short presentations on brain-related concepts connected to learning and teaching languages and talks about books that members would like to introduce to others. The short talks will run concurrently, so the audience for each talk will be small and everyone will have the chance to listen to three different topics.

**D103 (CALL) *Disruptive Technologies and Trajectories: Implications for the Future of Language Teaching and Learning* (9:30–9:50)**

**Edlin, Curtis James (Kanda University of International Studies)**

Disruptive technology, or technology that greatly changes the viability of traditional processes, has taken on a positive connotation in recent years. This presentation will address three such technologies: proliferation of digital resources, mobile computing, and machine learning. The presenter will briefly introduce each of these topics with regard to language education, including current states and projected futures and potential positive and negative implications. Information regarding resources for further learning about these topics will be provided.

**D104 (CT SIG Forum) *Expand Your Interests with the CT SIG* (9:30–10:50)**  
**Dunn, James DeWitt; Nakagawa, Hiroshi; Devitte, Wayne (Tokai University); Gann, David A. (Tokyo University of Science); Chikamori Gomez, Yumi (Rikkyo University); Gyenes, Adam (Ryutsu Keizai University)**

This year's CT SIG Forum is mixing things up a bit with six modified Petch Kucha style presentations (12 slides of 30 seconds each) which will allow attendees to hear six inspiring stories of implementing critical thinking into the language learning classroom. We are excited to share this event with you to help you broaden your understanding of critical thinking as it applies to the language learning classroom and give you useful activities and insight to take with you back to your classroom. Come join us for a useful and exciting forum at PanSIG 2017!

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Sun	<p><b>D105 (TD) <i>Dialogic Reflective Journal: A Way to See More</i> (9:30–9:50)</b>  <b>Loseva, Anna (Rikkyo University)</b></p> <p>Reflective practice in teaching comes in many forms: Teachers talk about classroom issues with their colleagues and managers, write personal blogs, and participate in group reflection meetings. However, keeping a reflective journal is probably the easiest way for teachers to analyze and develop their practice. In this session, the presenter will describe an experiment in dialogic journaling and the benefits of dialogic journaling over an individual reflection experience. The presenter will highlight some specific features of such practice and describe a case in which reflective written dialogue between two teachers enhanced the understanding of problematic classroom situations.</p>
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10:00	<p><b>D201 (CUE) <i>Japanese University Student Preference for Teachers of the Four Skills and Grammar</i> (9:30–9:50)</b>  <b>Isaacson, Jonathan Carl (Tokyo International University)</b></p> <p>Who do university students think is the best English language teacher for them? First- and second-year students at a university with required skill courses were surveyed, asking their preference for each skill, as well as grammar. The choices of hypothetical teachers were native English speaking teachers (NEST) who can speak the students' first language, NESTs who cannot speak the students' first language, English speakers with the same first language as the students, and non-NESTs who do not share a first language with the students. This presentation will present the initial findings of the study and explore possibilities for expanded research in this area.</p>
10:30	
11:00	<p><b>D202 (GILE) <i>World Citizen Curriculum Design: Global Studies</i> (9:30–9:50)</b>  <b>Cates, Kip (Tottori University)</b></p> <p>This presentation will describe a Global Studies course taught at a national university that aims at educating Japanese students to be global personnel. This English-medium course comprises three content areas: world themes (international topics such as world flags, world languages, world religions), geographic literacy (world regions such as Europe, Asia, Africa, Latin America) and global issues (world problems such as war and peace, human rights, development, and the environment). The presenter will describe the design of the course, discuss teaching materials, outline classroom activities, and explain how the course promotes global awareness, world citizenship, and English language skills.</p>
11:30	
	<p><b>D203 (CALL) <i>Collaborative Online International Learning (COIL) for Promoting EFL Learners' Intercultural Competence: Reflections on the Use of Facebook as a Communication Platform</i> (9:30–9:50)</b>  <b>Wiasih, Elvita (Kansai University)</b></p> <p>COIL is one successful method to assist learners in developing language skills and intercultural awareness by utilizing ICT tools. Many online exchange classes used</p>
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Facebook as an online communication platform. This study is a reflection on the use of Facebook in a COIL project between university students in Japan and Indonesia. Although some studies reported positively on Facebook use in such classes (Jin, 2015; Culpepper, 2016), the observation made in this study suggested that Japanese learners preferred communication tools other than Facebook. This presentation will discuss the challenges and affordances of using Facebook for COIL classes involving Japanese learners.

**D204 (TYL) *Creating Simple Plays for Children* (9:30–9:50)**

**Nemoto, Alison Kate (Miyagi University of Education)**

Primary school teachers often use folk tales to create English plays such as the story “Momotaro,” included in *Hi Friends 2*. How can we avoid the usual storytelling style and base the script on more simple conversational language that can be transferred to real-life situations? Principles for creating a short play in this style will be introduced with comments from university students who created such plays and the feedback from young learners who watched them.

**D205 (LD) *Exploring Autonomous Learning Behavior of Regular and Long-Term Scrabble Players* (9:30–9:50)**

**Song, Katherine (Hiroshima University)**

As an example of a highly interactive task-oriented activity involving multiple players, Scrabble has the potential to help English learners develop interactional skills while naturally encouraging attention to vocabulary and grammar. The presenter will report on findings of an ongoing ethnographic case study following a small group of Japanese university students who have been playing Scrabble for years. The presentation will focus on aspects of the students’ behavior during and surrounding game play that may potentially serve as models for less experienced and/or effective Japanese learners of English.

**D206 (BIL SIG Forum) *Being Bilingual: Parents’ and Children’s Perspectives* (9:30–10:50)**

**Greer, Tim (Kobe University); Gaynor, Brian (Muroran Institute of Technology); Spivey, Martin (Redwood English)**

Most parents were not brought up bilingually themselves, so they cannot always fall back on the child-rearing practices their parents used. In addition, Japanese expectations about what parenting involves can sometimes be different to those of English-speaking cultures, which can lead to conflict between parents about the “right” way to do things. The Bilingualism SIG’s forum features a panel of parents who will discuss issues related to bilingual parenting, including finding a family language policy, dealing with reticence to use one of the languages, visiting the country of the minority culture, and negotiating different opinions about bilingualism with spouses.

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Sun	<p><b>B101 (BIL) <i>The Concept of Singaporeans as Native Speakers of English</i> (10:00–10:25)</b>  <b>Wang, Hui Ling (Morioka University)</b></p> <p>This paper presents a study investigating the concept of Singaporeans as native speakers (NSs) of English through 15 individual interviews with both Singaporeans and non-Singaporeans. The aim is to survey the laypersons' understanding of the term NS, their thoughts on Singaporeans as NSs, and their ideologies on language. Results showed that some Singaporean participants are not confident in labelling themselves as NSs, and most non-Singaporean participants would accept Singaporeans as NSs. The study concludes that Singaporeans first have to convince themselves that they are NSs before confidently informing others of that.</p>
9:00	
9:30	<p><b>B102 (SO) <i>The Benefits of Competition for English Conversation Schools: A Personal Perspective</i> (10:00–10:25)</b>  <b>Osterman, Grant L. (Family English School International)</b></p> <p>In this presentation, the presenter will talk about the concept of competing for students in the Eikaiwa market and how, if not done properly, competing for students can hurt the quality of education in the industry. Using a personal perspective, the presenter will discuss issues related to quality education, student behavioral problems, student numbers, and marketing your school for success. In the end, the presenter will talk about how competition between conversational schools should benefit each school's overall academic quality and thereby increase student numbers.</p>
10:00	
10:30	<p><b>B103 (MW) <i>From Creation to Evaluation: Where to Go Now?</i> (10:00–10:25)</b>  <b>Underwood, James Michael; Walker, Richard John (Reitaku University)</b></p> <p>This presentation shows how student opinion can inspire improvements to teaching methods and published materials. Following the April 2016 publication of their collaboratively written textbook, <i>Academically Speaking</i>, the presenters used it for one academic year in Japanese universities. Questionnaires administered at the end of the year gathered students' opinions on textbook themes, activities, and ways to improve future editions. These responses provided the presenters with opportunities to reflect on how to improve the textbook and its application. The presenters will briefly summarize the process of creating the text and then focus on how evaluations can bring further improvements.</p>
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	<p><b>B104 (SDD SIG Forum) <i>Expanding Interests with the SDD SIG</i> (10:00–11:20)</b>  <b>Bussinguer-Khavari, Vivian (Kwansei Gakuin University);</b>  <b>David Kluge (Nanzan University); Rees, Gordon (Yokkaichi University);</b>  <b>Saiki, Yukari (Tokai University); White, Jason (Osaka Gakuin University)</b></p> <p>The Speech, Drama &amp; Debate SIG Forum will provide a venue to share ideas on how teachers are "expanding their interests" in the classroom through the use of oral interpretation/reader's theater, speech, drama, and debate. Presentations will be given in the Japanese <i>kamishibai</i> format. <i>Kamishibai</i> is a form of Japanese street</p>
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theater and storytelling that was popular during the Depression of the 1930s and through the postwar period until television became widespread. The presentations will be followed by a Q&A session. Lastly, we will break into discussion groups based on participants' interests, each group with a specific theme of speech, drama, or debate.

**D103 (LD) *Getting Students Researching and Writing* (10:00–10:25)**

**Boon, Andy (Nellie's)**

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*.

**D105 (TD) *Enhancing SHS Students' English Use Through CLT* (10:00–10:25)**

**Tachibana, Naoki (Akita International University Graduate School)**

This presentation will discuss what senior high school (SHS) English teachers can do to enhance students' willingness to communicate in English. SHS English teachers seem to be unfamiliar with teaching English in English and communicative language teaching (CLT) and to feel anxious about speaking English in front of students. Recent research shows that teachers' use of English, peers' attitudes toward English use, and activity types affect students' willingness to communicate. SHS English teachers need to teach English in English by implementing CLT and to create an anxiety-free classroom atmosphere in which students can help each other to use English.

**D201 (CUE) *Rasch Analysis of a Questionnaire for Motivation* (10:00–10:25)**

**Fukuda, Tetsuya (International Christian University)**

Motivation in L2 learners is usually measured using questionnaires, which are often divided into several subscales to reflect a multidimensional theory of motivation. The aim of this study was to create and validate a questionnaire that conceptualizes L2 motivation as a single dimension. For that purpose, an 11-item questionnaire was designed and administered to approximately 250 students from three universities, and a Rasch analysis was conducted to determine whether the items were functioning as a single, unidimensional construct. Results found that a few minor problems aside, the questionnaire could be usefully regarded as measuring a single factor.

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Sun	<p><b>B101 (TBL) <i>Music Videomaking in a Project-Based Learning Classroom</i> (10:30–10:55)</b>  <b>Ford, Ashley (Nanzan University)</b>  Project-based learning (PBL), a student-centered teaching approach which uses extensive projects in the classroom, is a promising approach to learning that is quickly being embraced by teachers around the world. With careful design, these projects can be especially useful to foster language skills (Ford &amp; Kluge, 2015). This presentation will demonstrate a PBL approach through a music video production project. Participants will learn how this project was designed, how language activities were supported and how the project was managed and assessed, as well as student feedback and teacher observations about the benefits and challenges of this project.</p>
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10:00	<p><b>B102 (GILE) <i>Teaching: The Ultimate Role-Play</i> (10:30–10:55)</b>  <b>Lafaye, Beverley Elsom (Tokai Gakuen University)</b>  Giving students the responsibility for teaching a class has been found to be extremely motivating and enriching for them. Students identify a social issue that is highlighted in a film based on a true story. They introduce it to and explore it with their peers. They are required to develop a coherent and comprehensive lesson plan and materials for use in the class. Although this paper is supported by theory it will essentially describe how an actual course has worked successfully and why. The audience will take away a lesson plan, a list of films, and useful set of references.</p>
10:30	<p><b>B103 (Prag/MW SIG Forum) <i>Materials Writing With a Pragmatic Focus</i> (10:30–11:50)</b>  <b>Capper, Simon (Hiroshima College of Nursing); Ishii, Yosuke (Tokai University International Education Center); Kawashima, Chie (MacQuarie University &amp; Tochigi Technical High School)</b>  One area where pragmatics can—and should—play a significant role is in the production of materials for students and teachers. When students speak in a stilted and textbook way, it is noticeable, and it does not present the student in a positive light. This forum will share ways that materials can be made more appropriately pragmatic and it should help teachers get a solid sense of what they can do at the ground level.</p>
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	<p><b>D103 () <i>Assessment of Extensive Reading</i> (10:30–11:50)</b>  <b>Brierley, Mark (Shinshu University), Sato, Joanne (Toyo University), Keith, Barry (Gunma University)</b>  The evidence for including Extensive Reading (ER) in a language curriculum is growing. However, teachers face the difficult task of assessing their students' reading. In this forum sponsored by the Extensive Reading Special Interest Group, four practitioners will share their expertise on how to effectively assess an ER program. The audience is invited to join an open discussion following the presentations.</p>
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**D105 (TBL) *Bridging Research and Secondary School Classrooms: A Case of Vocabulary Learning* (10:30–10:55)**

**Ishii, Tomoko (Meiji Gakuin University)**

Over the last few decades, we have seen significant advancements in vocabulary acquisition research from which language teachers can learn greatly. However, in Japan, secondary school English teachers do not have sufficient time to learn about these findings. This paper describes a case study of a workshop to inform secondary school teachers of recent findings in the field of vocabulary acquisition research. By illustrating that very basic concepts in the research field can be valuable resources to classroom teachers, it aims to encourage researchers to approach teachers and converse with them to serve as a bridge between research and practice.

**D201 (CUE) *English Support for Tourism in Small Japanese Towns* (10:30–10:55)**  
**Kato, Kazumi; Gough, Wendy Marie (Tokai University)**

Students from our university participate in projects with community members that support local English needs by volunteering as interpreters when luxury liners stop at Shimizu Port. This study looks at English assistance provided at Shimizu port for foreign tourists, where a mismatch between visitor and local volunteer needs was identified. To examine English needs and tourism in small towns, we were awarded a grant that Tokai University receives from the Japanese Ministry of Education. We created a training program and manual for the volunteers. We will discuss our project and its potential for application in other Japanese towns.

**D202 (GILE SIG Forum) *Expanding Global Education* (10:30–11:25)**

**Roloff Rothman, Jennie (Kanda University of International Studies), Bosio, Emiliano (University College London), Matsui, B. & Abe. A. (Akita Internat'l University)**

In this forum, both student and teacher will have the opportunity to expand their potential regarding teaching for global education. A university educator, Emiliano Bosio will be speaking about Implementing Principles of Global Citizenship Education into a University Curricula. Two students from Akita International University, Baku Matsui and Arisa Ibe, will also be sharing their experiences with project-based learning activities and discuss how it linked with their language learning and how teachers can utilize students with such international experience such as theirs.

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Sun	<p><b>D203 (CALL SIG Forum) <i>Expand Your Interests With the CALL SIG</i> (10:30–11:50)</b>  <b>Raine, Paul &amp; Gorham, Jon (J.F. Oberlin University); Lander, Bruce (Matsuyama University);, Ashcroft, Bob (Tokai University)</b></p> <p>Are you keen to increase educational engagement in your classroom using technology? Are you looking for the best ways to leverage students’ own devices or to make the most of your time in the computer room? Whatever your ed-tech powered pedagogical goals may be, the CALL SIG Forum has something for you. Join a selection of expert speakers in Computer Assisted Language Learning (CALL) at this year’s CALL SIG Forum.</p>
9:00	
9:30	<p><b>D204 (CALL) <i>Ten Years On: Smartphones in the Classroom</i> (10:30–10:55)</b>  <b>Payne, Sylvan (Dokkyo University)</b></p> <p>Three years ago, the number of smartphone users exceeded the number of desktop computer users, and the trend continues in a mobile direction. Recent studies show that university students are increasingly using their phones as their primary computing device. Free writing apps combined with flexibility, portability, and mobility make smartphone writing a no-brainer for students. The presenter will discuss how he embraced the inevitable and allowed optional smartphone use in his academic writing classes. Positive outcomes include increases in writing quality, collaboration, social interaction, and student autonomy. Some surprising and contradictory student feedback will also be presented.</p>
10:00	
10:30	<p><b>D205 (LD) <i>Second Language Ego: Developing Fluency With Smartphone Recording/Transcription Activity</i> (10:30–10:50)</b>  <b>Baker, Matthew Rigden (Kyushu Sangyo University) Fallon, Tom (Nagoya Gakuin University)</b></p> <p>This research explored using smartphones for repeated conversation recording and transcription activities in university classrooms. Students were given an opportunity to correct their English, build conversation strategies, set speaking goals, as well as explore and mold their own second language ego. The survey results proved positive regarding both the efficacy of the teaching method and its ability to foster interest and motivation over two semesters with 147 English major students. A recent follow-up study conducted with 121 non-English major students has proven promising, measuring the interest levels and ability to foster an L2 identity.</p>
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	<p><b>B101 (BIL) <i>Using TBI in Canada: Can Sheltered Instruction Complement?</i> (11:00–11:25)</b>  <b>Khatri, Raj (University of Victoria, Canada)</b></p> <p>Canadian Language Benchmarks, which instructors use as a national standard and framework of reference for teaching adult ESL in Canada, adhere to the principles of Task-based Instruction (TBI). The presenter will discuss how he has successfully been implementing TBI lessons, incorporating at the same time the “how” part of the SIOP (Sheltered Instruction Observation Protocol), which, as an instructional</p>
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framework, helps instructors to promote a high level of learner engagement and interaction through contextualized communication. To adapt to their TBI contexts in Japan, participants will take away with them the SIOP strategies, thus helping learners to effectively perform their tasks.

**B102 (GILE) *The Nairobi Grapesyard Slum School Digital Textbook Computer Lab: A Year On* (11:00–11:25)**

**Ritchie, Zane (Rikkyo University)**

The presenter will discuss how he and several colleagues established a digital textbook computer laboratory at Grapesyard School in Korgocho Slum, Nairobi in March 2016 as part of a trip to Kenya for the annual Peace as a Global Language Conference. The presenter will begin by outlining the background and rationale for establishing the laboratory, followed by a detailed explanation of how it works. Finally, he will present the results of his research regarding the current state of the project obtained from interviews with pupils and teachers during a follow-up trip to the school in March this year.

**D105 (TD) *Video Teacher Education: Small Changes, Big Results* (11:00–11:25)**

**Fanselow, John F. (Kanda University of Foreign Studies); Hiratsuka, Takaaki (University of the Ryukyus)**

Video is rarely used in teacher education. Even when it is, the focus is often solely on the teacher. In our presentation, we will demonstrate videos of English lessons in various contexts that (a) focus on the students, (b) contrast variations in learning activities, and (c) provide students' perspectives on the activities. The audience will discuss the effectiveness of videos created with these three principles for the development of English teachers in Japan.

**D201 (CUE) *Survey on Americans' Understanding of Made-in-Japan English Words* (11:00–11:25)**

**Norman, Josh (Shokei University)**

Although knowledge of English-based loanwords in Japanese facilitates various aspects of learning English, including production, errors of various sorts originate from false cognates and can be disruptive to communication. This study examines the results of a two-part survey conducted on 198 Americans gauging their understanding of common made-in-Japan English words (*waseieigo*) in the Japanese vernacular, both with and without sentence context clues. Results indicate large positive statistical differences in understanding when given context clues, thus stressing the importance of Japanese students using full sentences (versus singular word utterances) when trying to communicate common *waseieigo* terms with native speakers of English.

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Sun	<p><b>D204 (CALL) <i>High-context Language Learning by Mock Video Conference Calls</i> (11:00–11:25)</b>  <b>Johnson, Phillip Royce (Hankuk University of Foreign Studies)</b></p> <p>Creating high-context language learning activities for teams of business people can be a challenge, especially when they represent different industries within the same conglomerate. Developing meaningful tasks for these learners can often depend on an instructor's willingness to think outside the confines of the classroom, using traditional lesson time to prepare students for an immersive activity such as a mock network conference call. This presentation will demonstrate how to prepare the activity, discussing the hardware, software, and philosophy required, and how to complete the remote follow-up activity. Finally, the presenter will speculate on future possibilities in a university setting.</p>
9:00	
9:30	
10:00	<p><b>D205 (LD) <i>Pop Culture, Student Voices, and Academic Discourse</i> (11:00–11:25)</b>  <b>Edmunds, Trevor Vaughan (Royal Melbourne Institute of Technology (RMIT) Vietnam)</b></p> <p>Pop culture topics in academic English classrooms can be powerful tools for helping students articulate their voices due to familiarity with the topics, often in conjunction with social media use. Such contexts effectively give students the opportunity to leverage cultural knowledge and create hybrid forms of talk, mixing academic with vernacular forms, allowing students a sense of greater ownership of academic English discourse. Findings of a study at an international university located in Vietnam will be presented. Participants will receive a transferable lesson format focusing on a pop cultural theme, a research activity utilizing Facebook, and a group presentation component.</p>
10:30	
11:00	<p><b>D206 (Vocab and TEVAL SIG Forum) <i>A Serial Multiple-Choice Vocabulary Test Format</i> (11:00–11:55)</b>  <b>Stoeckel, Tim (University of Niigata Prefecture)</b></p> <p>The Vocabulary Size Test (VST) was designed to measure the vocabulary needed for reading (Nation, 2012). Researchers have argued, however, that the lexical knowledge needed for the multiple-choice format of the VST (meaning recognition) fundamentally differs from that which is needed in authentic reading (meaning recall; Stewart, 2014). Studies comparing the VST to meaning recall measures have found that the VST produces significantly higher scores (Zhang, 2013). The presenter introduces and describes a pilot study of a <i>serial multiple-choice</i> test format designed to address this issue. The forum then opens for broader discussion of future directions in vocabulary assessment.</p>
11:30	

**B101 (TBL) *Promoting EFL College Learners' Language Learning Strategies* (11:30–11:55)**

**Yang, Pei-Ling (Oriental Institute of Technology, Taiwan)**

This study investigated the effect of task-oriented instruction and peer collaboration on EFL college low-achievers' language learning strategies. It integrates the principles of Social Cognitive Theory and Cooperative Learning to examine the target learners' strategy application (memory, cognitive, compensation, metacognitive, affective, and social strategies) through this kind of learning. Two classes took a freshman English course for one semester and during the class time, the participants from the experimental class were required to participate in Facebook groups and complete in-class tasks. The study results show that the participants applied more language learning strategies and gain more self-confidence in English learning.

**D204 (CALL) *Using Digital Products to Reduce Language Anxiety* (11:30–11:55)**  
**Aoyama, Tomoe (Cambridge English Language Assessment)**

After an overview of the Speaking and Writing test of Cambridge English exams, I'll explain our latest digital developments: immersive 360° videos using virtual reality to support speaking test candidates and "Write & Improve" which uses an automated marking system to support writing test candidates. There will be time at the end of my talk for participants to share their views about how our digital developments could help support their teaching.

**D205 (LD) *Student Interviews of Professional Role Models* (11:30–11:55)**  
**Morel, Robert (Toyo University)**

Nonnative speakers of a language can serve as excellent role models for learners, helping them see L2 proficiency and professional use as a realistic long-term goal. Although there are a growing number of people in Japan using a second language in their professional life, students often have few opportunities to encounter such professionals. This presentation will describe an interview project in which university students conducted interviews of nonnative English-speaking professionals. Based on teacher interviews and student feedback, it will highlight the key scaffolding elements necessary to prepare students to conduct a real-world interview of a professional role model in English.

**Creating Community Learning Together 4 (CCLT4)**  
**an informal afternoon conference for learners and teachers**

**Learner Development SIG**

**Date and Time: Sunday, 17 December 12.00 to 17.30**

**A new venue to be announced**

**For more information, go to**

**<http://ld-sig.org/creating-community-learning-together-4/>**

**Sun**

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Sun	D105 (TD) <i>Coming Together to Reflect on Classroom Practice</i> (11:30–11:55) Turner, Matthew W. (Toyo University); Loseva, Anna & Gallagher, Nicole (Rikkyo University)
9:00	The term reflective practice has long been a buzzword in our profession, with many teachers voluntarily reflecting on their classroom experiences by writing teaching journals or blogs. Another powerful route available for reflective practice is teacher reflection groups, which provide nonjudgmental spaces for meaningful group reflection and support. In this session, the presenters will acquaint the audience with their experience of initiating and managing a group based in Tokyo. After a brief introduction into the core principles of the group, participants will have a chance to try a sample reflective exercise that is regularly used during the group's monthly meetings.
9:30	
10:00	
10:30	<div> <p><b>Tasks in Practice</b></p> <p><b>Task Based Learning SIG</b></p> <p><b>Date and Time:</b> Saturday, 29 July 2017, 1:00 pm–5:00 pm</p> <p><b>Speaker:</b> Lourdes Ortega</p> <p><b>A mini-conference presented by the TBL SIG, featuring a poster session of practical TBLT lesson ideas and a special workshop by well-known TBLT researcher Lourdes Ortega from Georgetown University.</b></p> <p><b>Location:</b> Temple University, Osaka</p> <p><b>For more information, go to <a href="http://www.tblsig.org/conference">http://www.tblsig.org/conference</a></b></p> </div>
11:00	
11:30	

## Sunday Afternoon Presentations

Sun

### **B102 (SO SIG Forum) *Expanding Your Interests With the SO SIG* (1:00–1:55)** **Hagglund, Ryan (MY English School)**

As at JALT National and last year's PanSIG, this will be an opportunity for owners to gather together and discuss/debate different issues related to the business side of running a language school. Previous issues discussed have included teacher contracts, school culture, and teacher policies.

1:00

### **B103 (PRAG) *Rethinking Cotexts* (1:00–1:25)** **Olson, Robert Carl (Sapporo Gakuin University)**

The Pragmatics SIG website defines cotext as “what is said before the utterance and what is likely to come after the utterance.” The presenter believes that Cotext would be better defined as the influence of the speaker's personal experiences and beliefs on communication. This presentation seeks to explore Cotext in greater deal and to suggest ways in which cotext can improve a student's usage of the English language and avoid face threatening acts (FTAs). The presentation concludes with a question and answer session.

1:30

### **B104 (FLP SIG Forum) *Designing a CEFR-informed Toolkit* (1:00–1:25)** **Hunke, Morten (Aoyama Gakuin University); Nagai, Noriko (Ibaraki University); Naganuma, Naoyuki (Tokai University); Schmidt, Maria Gabriela (University of Tsukuba)**

Teachers are in the center for implementing CEFR-informed foreign language teaching. This is the result of a survey conducted in 2014/2015. This forum will introduce the design of an online portal site which aims to help teachers to find their way effectively through available CEFR tools. The problem is how to use the CEFR-related and already available resources efficiently. The needs of teachers who are engaged in innovative language education reforms based on the CEFR have to be addressed. The forum will discuss this emerging task. The new Kaken project aims to design a portal site, a user-friendly hands-on support system.

2:00

2:30

### **B105 (BRAIN) *Building Classroom L2 Habits With Online Tools* (1:00–1:25)** **Rector, Michael Ellsworth (Nagoya University of Foreign Studies)**

How can teachers promote the habit of classroom L2 use? Habits develop when people are rewarded for responding to the same situation with the same behavior many times. The behavior becomes the default, requiring little attention to maintain. Getting students to use the L2 in class enough for habituation to occur is challenging. Anonymous self reporting may provide a solution. By reporting their language use at intervals using an online survey tool students may become mindful of language use and be rewarded with a feeling of accomplishment. This presentation reports on preliminary experiments showing this may increase classroom L2 use.

Sun	<p><b>D103 (LiLT SIG Forum) <i>Expanding Your Interests With the LiLT SIG</i> (1:00–1:55)</b>  <b>Aoki, Quenby Hoffman (Shizuoka Institute of Science and Technology); Bibby, Simon (Kobe Shoin Women's University); Hullah, Paul (Meiji Gakuin University); Iida, Atsushi (Sophia University); McIlroy, Tara (Meiji University); McNabb, Gregg (Gunma University)</b></p> <p>In this forum we will have a selection of presenters talking together about issues of interest to the SIG and anyone teaching with literature. The topics will include revisiting literature as authentic content, encouraging reader response in Japanese universities, Poetry and Japanese L2 learners, and a review of major textbooks, as well as discussion of the <i>LiLT SIG Journal</i> and the future of the LiLT SIG.</p>
1:00	
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2:00	<p><b>D104 (TEVAL) <i>Rasch Analysis of a Congruent and Incongruent Collocations Test</i> (1:00–1:25)</b>  <b>Nicklin, Christopher (Rikkyo University); DeOrio, Garrett (Gakushuin University)</b></p> <p>In order to investigate the hypothesis that collocations might be easier to acquire productively through the use of illustrations due to the pictorial superiority effect (Nelson, Reed, &amp; Walling, 1976), the Congruent and Incongruent Collocations (CIC) test was specifically designed to assess the knowledge of a group of students regarding a group of 15 congruent and 15 incongruent collocational phrases. The CIC test was developed to be administered as a pretest, posttest, and delayed posttest to 2nd-year Japanese medical students (<math>N = 109</math>). The results of the pretest were analysed using the Rasch dichotomous model (Rasch, 1960).</p>
2:30	
	<p><b>D105 (Sponsored) <i>Publishing in an Academic Journal: Answers from the Editor</i> (1:00–1:25)</b>  <b>Kirkpatrick, Robert (Macmillan Education Japan/Springer)</b></p> <p>As editor of <i>Language Testing in Asia</i>, the presenter explains the ins and outs of submitting a manuscript to an international journal. It will be of interest to those academics ready to begin their first submission or those who have extensive publications. The presenter discusses what the editors look for, what reviewers expect, and also what to do if major revisions are requested. The presentation also contrasts the gold open access model as used by SpringerOpen with so called “predatory journals”. It explains the blind review process and finally looks at the extensive formatting and checking that each final manuscript undergoes prepublication.</p>
	<p><b>D201 (LLL) <i>Expanding Your Interests With Online Courses</i> (1:00–1:25)</b>  <b>Szirmai, Monika (Hiroshima International University)</b></p> <p>Online courses make it easy for anybody at any age to study at their own pace and at the time that best suits them. Thus it is an ideal way to pursue lifelong</p>
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learning. Also, most of the courses are delivered by renowned lecturers at prestigious universities. This presentation will introduce iTunes U, Coursera, FutureLearn, and the Great Courses as sources for learning about wide-ranging topics. Another advantage of these sources is that some of the courses can easily be incorporated into regular university courses or used as recommended materials.

**D202 (GILE) *Expanding Diversity: Enlarging Accessibility* (1:00–1:25)**  
**Moriya, Ryota (Utsunomiya University)**

Language learning environments are becoming more diverse as more learners with cultural, communicative, and learning differences increase. Learners with disabilities are one example. By applying a social model of disability, this presentation attempts to expand special needs of language learning into inaccessibility to learning resources. The theoretical expansion empowers teachers to ask how to improve accessibility to learning. This presentation will propose a four-step procedure, called ARTS: assessing the disability, redesigning teaching materials and pedagogy, teaching students about accessibility, supporting diversity of individual learning. The goal of this presentation is to raise awareness of learners with inaccessibility to language learning.

**D203 (CALL) *Discussion and Digital Storytelling for Academic Purposes and Its Effect on Critical Thinking Skills: A Case for Japanese EFL Learners* (1:00–1:25)**  
**Ono, Yuichi (University of Tsukuba)**

Digital storytelling (DST) provides learners with opportunities of active engagement with computers, researching issues, collaborating with peers, practicing listening and speaking, and self-monitoring of the learning process. This paper examines the effect of DST on the cultivation of critical thinking attitudes and skills. Pre-and posttest-designed research involving an experimental group (discussion & DST) and a comparison group (only discussion) was used for the study. The dependent variables were the learning motivation scale and the critical thinking attitude/skill scale. The result showed that the course model could effectively cultivate critical thinking attitudes and skills with improved motivation.

**D204 (Vocab) *I-lex: A New Word Association Test* (1:00–1:25)**  
**Munby, Ian Douglas (Hokkai Gakuen University)**

In this presentation I will describe the development of a new word association test called i-lex. In this test, learners are presented with the three most common associates of a cue word and the task is to supply the missing word. Results of two studies shall be presented. In the first study, it was found that i-lex distinguishes between native and nonnative speakers. Results of both the first and the second study yielded significant, positive correlations between nonnative i-lex scores and two tests of vocabulary knowledge, indicating that L2 ability to see connections between words improves with proficiency.

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Sun	<p><b>D205 (BizCOM) <i>Errors on Writing Job Application Letters of Senior High School Students of Angono National High School: Foundation for Skills-Based Module</i> (1:00–1:25)</b>  <b>Razalan, Alain Fontanilla (Department of Education, Region IV-A CALABARZON, Philippines)</b></p> <p>This study analyzed job application letters and determined the errors in letter format, structures and morphological, lexical, syntactical, and mechanical features of language committed by grade 11 senior high school students at Angono National High School. Discourse analysis was employed using a textual analysis technique. In addition, a qualitative approach was utilized to qualify and validate the results. The analysis of job application letter errors provided significant data to help with the creation of a skills-based module as an intervention for students.</p>
1:00	
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2:00	<p><b>B103 (PRAG) <i>Research on the Protection and Inheritance of China's Endangered Minority Languages</i> (1:30–1:55)</b>  <b>An, Jing &amp; Wanner, Peter John (Sendai National Technical College)</b></p> <p>At present, China has 120 languages, of which more than 20 languages may be extinct within the next 50 years. To explore the causes of the decline of endangered minority languages and the appropriate countermeasures for protecting and inheriting them, this research analyzes Pumi language as a study case. The research assessed language vitality and educational expectations of the Pumi language based on interviews and questionnaires (2016) about the Pumi language gathered in Yunnan Province, China. The preliminary analysis demonstrated that the Pumi language is highly endangered and needs to be protected.</p>
2:30	
	<p><b>B105 (BRAIN) <i>Dictation: Before, During, and After</i> (1:30–1:55)</b>  <b>Spiri, John (Global Stories Press)</b></p> <p>Dictation is a time-tested language learning activity with numerous variations on the standard method, from dictogloss to “tape recorder” dictation, to student dictators, and many more. After briefly describing the basic dictation method, the presenter will share some of the more effective and creative alternatives. In addition, the presenter will share ideas for pre-dictation activities involving pictures that correspond to the dictation sentences. Postdictation review activities that make use of the pictures will also be explained. While the material comes from the presenter’s textbooks, this presentation will be useful for any teacher with an interest in dictation.</p>
	<p><b>D104 (TBL) <i>Increased Motivation and Learner Autonomy Through Learning Card Tricks via Online Resources</i> (1:30–1:55)</b>  <b>Gann, David A. (Tokyo University of Science)</b></p> <p>A problem class with generally low motivation responded actively to language modelling connected to a card trick. Maximizing on this potential, the instructor developed an array of student-centered online activities that increased motivation and fostered learner autonomy. These were designed according to a criteria arrived</p>
84	



at through reflexive pedagogy. Students engaged with selected English card trick instructional videos and online activities. They then gave a class presentation as they performed and explained the card tricks. They also completed a small-group writing assignment, which included an analysis component in which they explained critically how each card trick functions as an argument-in-action.

**D105 (TD) *Expansive Listening: An Approach to L2 Learning* (1:30–1:55)**  
**Doiron, Heather (Nellie's)**

The study of listening for the Japanese L2 student can be a complex and frustrating process. Through the use of graded reader audio recordings, this presentation will provide a step-by-step process designed to engage L2 learners in the process of learning how to listen. This presentation will focus on activities which combine reading and listening tasks to improve language fluency. Attendees to this presentation will be introduced to methods that use graded reader recordings to support word recognition, pronunciation, rhythm, and reading comprehension.

**D201 (Invited) *Tokyo JALT Outreach Presentation* (1:30–1:55)**  
**Nicklin, Christopher (Tokyo JALT)**

In this forum, I will explain the outreach work that Tokyo JALT has conducted over the previous year. This work involves making contact with chapters and SIGs to offer reciprocal promotion of events, speaker exchanges, and opportunities to cosponsor speakers for events. I will discuss what has been achieved so far and reveal plans for 2017. Additionally, I will moderate a discussion about ways that JALT chapters and SIGs can help each other and ideas for future events and collaborations.

**D203 (CALL) *Extending Class Prezoes Beyond The Classroom With Moxtra* (1:30–1:55)**

**Knight, Timothy Paul (Shirayuri University)**

The student presentation is a common and usually satisfying classroom activity. But whole class talks take time and limit individuals' speaking opportunities. Group or poster presentations allow more speaking time, but can restrict the chances for each presentation to be seen. Using the mobile app Moxtra allows and encourages student interactions and appreciation of each other's work beyond the classroom. Students upload their presentations for others to give feedback on and learn from. The presenter will show how to use Moxtra for presentations with examples and mention potential pitfalls, as well as the good points.

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Sun	<p><b>D204 (VOCAB) <i>Effects of Loanwords on Comprehension and Accuracy</i> (1:30–1:55)</b>  <b>Butterfield, Jeffrie (Nihon University)</b></p> <p>The number of English loanwords in Japanese has continued to increase drastically in recent years. Previous research has found that loanword usage can assist in vocabulary recognition and comprehension, but that it also has disadvantages, such as affecting pronunciation and causing confusion when the meaning in English is different from that in Japanese. Analyzing verbal and written data, this presentation examines the effects of English loanwords on English language learners' comprehension of English vocabulary and explores how loanwords affect learners' accuracy in English.</p>
1:00	
1:30	<p><b>D205 (BizCOM) <i>Using Lego® Serious Play® to Foster Communication in Multicultural English Problem-Solving Discussions</i> (1:30–1:55)</b>  <b>Thorpe, Todd &amp; Dunn, Robert (Kindai University); Adamson, Calum (Doshisha Women's College of Liberal Arts)</b></p>
2:00	<p>LEGO® Serious Play® (LSP) is a facilitated thinking, communication, and problem-solving technique for organizations, teams and individuals. It draws on extensive research from the fields of business, organizational development, psychology, and learning, and is based on the concept of <i>hand knowledge</i>. This presentation is designed to not only introduce the basic theoretical background and working process of the LSP method, but also explain how the method is being used to address communication issues in multicultural English problem-solving discussions at annual Japan English Model United Nations (JEMUN) and Asia Community Engagement (ACE) conferences.</p>
2:30	
86	<div data-bbox="245 1139 1241 1781" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Business &amp; Intercultural Negotiation Conference</b></p> <p style="text-align: center;"><b>Business Communication SIG, with SIETAR (Kansai)</b>  <b>and the Kyoto and Osaka JALT Chapters</b></p> <p><b>Date and Time:</b> Saturday, 1 July 2017, 9:00am–Sunday, 2 July 2017, 3:00 pm</p> <p><b>Speakers:</b> Chris Bates, Interfas, a management consultant from Taiwan,  Kumiko Murata, Waseda University, Tim Craig, Doshisha University</p> <p>Please join us at our “Business and Intercultural Negotiation” conference, to be held July 1st and 2nd 2017, at Kansai University, Osaka. The aim of this event is to bring together and develop synergies between international business, English as a lingua franca and intercultural communication.</p> <p>For more information, go to <a href="http://jalt.org/bizcom/index.html">http://jalt.org/bizcom/index.html</a></p> </div>

**B103 (PRAG) *Multiple Extended Discourse Opportunities in SLA* (2:00–2:25)**  
**Murphey, Tim (Kanda University of International Studies)**

Deep, lengthy, and frequent conversations are ways to learn both language and content. When we engage in multiple extended discourse opportunities (MEDOs) we learn much more and become enamored with “emulous passion” (James, 1899). Applying ideas from the “social neuroscience of education” and “positive psychology” can help students sustain MEDOs for longer periods and enact them more frequently. Through MEDOs, students begin to emulate peer role models who can extend talk in many ways and talk through errors to gain understanding. The takeaway will be a list of adaptive communication strategies (LOACS) for teachers to teach explicitly in their classes.

**D104 (TBL) *Writing Newsletters to Promote Learner Motivation and Autonomy* (2:00–2:25)**

**Azizi, Esmat (Kyoto Sangyo University)**

This presentation examines the effect of a semester-long collaborative newsletter writing project on learners’ motivation and autonomy. First-year university students, in groups of four, wrote and published three original newsletters. Each member contributed at least one article on a topic of their choice. Each four-page newsletter was completed within eight lessons, or 4 weeks. Students were surveyed on their reading habits and attitude towards writing in English. Students’ responses and the end products revealed a significant increase in the level of motivation during the project. Survey results showed that the students had overwhelmingly positive attitudes towards writing newsletters in English.

**D105 (TD) *Numbers Game: How Accreditation, Kaken-hi, and the “Super Global” Program are Changing Japan’s Universities* (2:00–2:25)**

**Mulvey, Bern (formerly of Iwate Prefectural University)**

This presentation examines the ramifications of, as well as the opportunities afforded by, new policies in Japanese higher education. I focus particularly on the current problems—e.g., the unrealistic expectations (both of faculty and students), the resulting Faculty Development “monster,” etc.—yet address as well the potentially very positive impact on EFL education and educators in Japan. Having served as Dean of a Japanese university undergoing accreditation, headed a university accreditation committee, and authored major sections of the 100-page official accreditation report, my discussion will include firsthand observations not elsewhere available in English.

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Sun	<p><b>D204 (VOCAB) <i>Using GAV Vocabulary With University Learners</i> (2:00–2:25)</b>  <b>Wadden, Paul Vincent; Ferreira, Dan (International Christian University)</b></p> <p>Reaching the 95% vocabulary comprehension level for academic texts and lectures is essential for university students taking EMI courses, preparing for TOEFL or IELTS, or engaged in overseas study. To meet this challenge, the GAV (Global Academic Vocabulary) lexicon combines the headwords of the UWL, EAP, AWL, and NAWL word lists and presents this core 1,850 vocabulary in 23 lessons progressing from most to least frequently occurring words. The program utilizes free bilingual and monolingual online Quizlet cards, the <i>GAV Learner's Dictionary</i>, and lesson quizzes—independently or in the classroom—to motivate students, assess learning, and give feedback on progress.</p>
1:00	
1:30	
2:00	<p><b>Sunday Poster Presentations (Auditorium 2:30–3:10)</b></p> <p><b>(BRAIN) <i>Some Brain Friendly Classroom Hacks</i></b>  <b>Maune, John Frederick (Hokusei Gakuen University)</b></p> <p>This poster will describe a range of easily incorporated methods to better engage students based on mind, brain, and education studies: Take a brief moment before class to reflect on the importance of maintaining a constructive attitude; use a timer to have classroom transitions every 10 minutes or so; incorporate humor and person narratives (useful for transitions); include a few activities where students, and teacher, move around the classroom; and make sure that tests are learning tools and not a final endpoint. These hacks should improve the classroom without entailing labour intensive preparation.</p>
2:30	
	<p><b>(CUE) <i>Identifying Predatory Conference Organizers</i></b>  <b>McCrostie, James (Daito Bunka University)</b></p> <p>The number of predatory conference organizers continues to increase around the world, especially in Japan. Predatory conference organizers are companies that aim to profit as much as possible from the event by preying on researchers' need to present research findings. The increasing sophistication of predatory organizers makes them more difficult to identify. This poster presentation outlines the results of a case study applying the author's proposed criteria for identifying predatory conference organizers to a single company. The results demonstrate that the criteria can be used to identify suspected predatory organizers for more indepth investigation.</p>
	<p><b>(CALL) <i>MAVR (Mixed Augmented Virtual Realities): The Future or a Fad?</i></b>  <b>Alizadeh, Mehrasa &amp; Mehran, Parisa (Osaka University); Hawkinson, Eric (The University of Fukuchiya)</b></p> <p>In this interactive poster presentation, Mixed, Augmented, and Virtual Realities (MAVR) are first defined and their differences are pointed out based on the reality-virtuality continuum. The significance of MAVR, its merits and challenges, and the contribution it can make to education are then discussed. Following that, the integration of MAVR in language teaching and learning is drawn upon. Some Augmented Reality (AR) and Virtual Reality (VR) applications, such as Aurasma, Blippar, Google Expeditions, are demonstrated, and a number of resources on the integration of MAVR in English language education are introduced. Finally, MAVR future trends and directions are forecasted.</p>
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**(CALL) *Aurasma—Building a More Interactive Classroom***  
**Gowland, Damian Asei (Luna International)**

This presentation will focus on the mobile app Aurasma, a versatile and classroom-friendly tool which will expand the classroom into the realm of augmented reality. It is an app that can be used to enhance and give life to classroom projects, role-plays, presentations, textbooks, posters, chants, and more. Aurasma implements student-generated videos or sound clips to overlay over *trigger images*, adding new dimensions to the learning experience and allowing students to interact, engage, and present their work in a unique manner. The presenter will explore how to employ the app to support a more interactive approach to learning.

**(CALL) *Using Online Student Response Games for Vocabulary Review***  
**Harrold, Peter (Kyushu Sangyo University)**

This presentation will provide practical information on using online student response games such as Kahoot or Quizlet Live for reviewing target vocabulary. These applications allow the teacher to create online quizzes for students to compete against each other, either individually or in teams, using their smartphones to answer the questions. The presenter will explain how these games can be created, what types of questions and formats can be used, and what data can be extracted from the students' answers to provide the teacher with more information on which words may need further review.

**(CT) *Second Language Learner Attitudes to Written Corrective Feedback***  
**Pellegrini, Christopher (Waseda University); DeOrio, Garrett (Gakushuin University)**

Research into written corrective feedback (e.g., Bitchener, 2008; Ferris, 2010) has tended to focus on outcomes set by the instructor. However, needs assessment being an integral part of curriculum design (Brown, 1995), student expectations should be considered alongside pedagogical objectives in order to achieve optimal results. This study surveyed 110 first-year students in English-medium university programs to discern their attitudes toward, and expectations of, different types and amounts of written corrective feedback. The results suggest that students can become overwhelmed by indirect or excessive corrective feedback on their assessed writing tasks.

**(CT) *Critical Thinking Through the Study of History***  
**Hutchinson, Caroline Sarah (Kanda University of International Studies)**

This presentation will describe a content-based course taught in English which focused on individuals who traveled to and from Japan during the period 1868-1926, a time in which Japan was modernizing and opening to the world after centuries of seclusion. I will describe ways of teaching historical method. I will also address the development of analytical and critical thinking skills, particularly in terms of evaluating sources, comparing and contrasting multiple perspectives, understanding historical change and continuity, cause and effect, historical empathy, and critically examining how history is used in the modern world.

Sun

1:00

1:30

2:00

2:30

Sun	<p><b>(ER) <i>Reading Rubrics Compared</i></b>  <b>Gagnon, Greg (Toyota Technological Institute)</b>  Student proficiency in reading is often gauged by rubrics, established by testing organizations, government educational offices, and by educational institutions of all levels. These rubrics define the characteristics of student ability, effort, and current performance. They help the student and teacher to target areas for strengthening or for improvement in reading fluency and prosody. This poster will compare, and contrast, the essential points of these rubrics. It will include, but not be limited to the can-do statements of the CEFR, ACTFL, TOEIC, and TOEFL reading sections. giving suggestions for institutions who wish to make their own rubrics for reading.</p>
1:00	
1:30	<p><b>(GILE) <i>CLIL Curriculum Design for Significant Learning</i></b>  <b>Kasperek, Nicholas (Rikkyo University)</b>  This session addresses the question of how to integrate and apply contemporary language-learning theories and strategies to design a content and language integrated learning (CLIL) or content-based instruction (CBI) university course in the current Japanese context. It presents an integrated curriculum design process for significant learning regarding both language and content. As an example, it presents a utopian global studies curriculum that aims both to facilitate learners' acquisition and creative automatization of functional English language and to enable learners to use English to interrogate contemporary global issues and imagine better futures.</p>
2:00	
2:30	<p><b>(LD) <i>How Do Self-Directed Learners Keep Going? The Role of Interest in Sustained Learning</i></b>  <b>Mynard, Jo (Kanda University of International Studies); McLoughlin, David (Meiji University)</b>  As part of a four-year longitudinal study, the researchers tracked nine learners of English at a university in Japan in order to investigate the extent to which they engaged in self-directed language learning outside of class. In their 1st year, the participants completed voluntary self-directed learning modules offered by the self-access learning centre, which introduced them to resources and strategies for managing their own learning. This poster will present some of the data from annual interviews with learners (now in their 4th year), focusing in particular on the role of interest and the learners' developing awareness of how they learn.</p>
	<p><b>(LiLT) <i>In Support of Poetry in the EFL Classroom</i></b>  <b>Solomon, Joshua (Hirosaki University)</b>  This poster presents a case for the usefulness of incorporating poetry in Content and Language Integrated Learning EFL classrooms, based on recent pedagogical research. I argue that there is a potential for educational benefit for students when literature—particularly poetry—is taught early in Japanese university students' education in helping them transition from cram-school learning to thoughtful, critical, academic engagement with texts. When taught as a performative genre, poetry quickly unfolds into a multimodal exercise; it promotes creativity and close reading of nontraditional linguistic elements (rhythm, register, etc.); and the process of interpretation lends itself to increased tolerance of ambiguity.</p>
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**(MW) *Creating an Original Gamebook for Intermediate Learners of English***  
**Driscoll, Nicholas Elton & Reed, Jacob Terrance (Kanda University of International Studies)**

In 2016, two lecturers from a university in Japan created an interactive gamebook for college-level intermediate learners of English. The book allows students to practice conversation, analytical thinking of the situations in the story, pragmatics, and argumentation with the characters of the story. Unlike many interactive storybooks (such as the popular Choose Your Own Adventure books), this book also includes a game element wherein students must roll a die for some challenges. This poster presentation will explain the process of creating the book, including the development of the game system, story, and art, and possible classroom application.

**(SO) *Building School Culture at For-Profit Language Schools***  
**Hagglund, Ryan (MY English School)**

It is said that culture trumps strategy. MY English School, based in Yamagata Prefecture, has 17 full-time teachers, an annual teacher retention rate of over 80%, and growth from 100 students to over 900 since 2008. This poster presentation highlights many ways the school employs the latest management techniques to build a professional and positive school culture that leads to quality lessons, student growth, positive peer pressure in regard to professional development, and high teacher retention.

**(THT) *Overcoming Constrictions of the “Assigned” Textbook***  
**Higa, Howard Ken (Chubu Gakuin University)**

Being saddled with an “assigned” textbook that is lackluster, too difficult or easy in level, or a mismatch to one’s teaching style can be a draining and demoralizing experience. This presentation will offer original and creative ways to supplement and enhance mismatched textbooks. The discussion will include creating intriguing lesson activities for common topics and language focuses, enhancing communication through the use of lesson “formats” and educational materials or tools, and employing classroom management strategies to organize the approach. Teachers are welcome to bring in their challenging textbook for possible insights and advice.

Sun

1:00

1:30

2:00

2:30



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(CALL) How Chatting Online Could Affect Speaking  
(CUE)- Designing an Online Collaborative Writing Course Mind, Brain and Education in the EFL Classroom  
(CUE) Student Digital Literacy and Using pdf Files for Reading  
(CUE) Using Food Packaging as Authentic Material for ESL  
(ER) Any Dyslexics in the Room? Asking Without Asking  
(GILE) Authentic Writing Projects Animating International Communication and Cultural Exchange  
(GILE) Erasmus + Programme And Learning By Teaching (LdL)  
(GILE) Independent Discussions in the Classroom  
(GILE) Methods of Teaching Maori Studies in Japan  
(GILE) Word Choices and Frames In the Matter of Discussing a Global Issue In a Classroom: A Case Study of the Controversy over Whaling  
(SDD) Boost Student Self-Confidence With Drama  
(TBL) Happiness is a Warm Pen  
(TD) Developing Trainees' Ability to Teach English in English  
(TD) Improving Attitudes: Making Group Work More Effective  
(TD) You Teach Nursing English? Meet JANET  
(TEVAL) Comparing Standardized Tests: VELC or OOPT?  
(TEVAL) Using a Mixed Methods Approach for Psychometric Instrument Investigation  
(THT) Workshops at Work! Visiting Kyrgyzstan With THT  
(TYL) Capture Children's Imagination With Stories

Sunday (2:30–3:10)

(BRAIN) Some Brain Friendly Classroom Hacks  
(CALL) Aurasma—Building a More Interactive Classroom  
(CALL) MAVR (Mixed Augmented Virtual Realities): The Future or a Fad?  
(CALL) Using Online Student Response Games for Vocabulary Review  
(CT) Critical Thinking Through the Study Of History  
(CT) Second Language Learner Attitudes to Written Corrective Feedback  
(CUE) Identifying Predatory Conference Organizers  
(ER) Reading Rubrics Compared  
(GILE) CLIL Curriculum Design for Significant Learning  
(LD) How Do Self-Directed Learners Keep Going? The Role of Interest in Sustained Learning  
(LiLT) In Support of Poetry in the EFL Classroom  
(MW) Creating an Original Gamebook for Intermediate Learners of English  
(SO) Building School Culture at For-Profit Language Schools  
(TBL) Overcoming Constrictions of the “Assigned” Textbook

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### Proofreading Acknowledgements

The handbook editor is eternally grateful to the following people for proofreading parts of the handbook: George MacLean, Robert Chartrand, Tim Pritchard, Joël Laurier and Bill Pellowe, as well as the Conference Chair, Mathew Porter. A very special thanks goes to Aleda Krause, who meticulously proofread the entire handbook to have conform to JALT publication standards.

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## Environment

*The PanSIG conference has had an Environmental officer since 2014, and we have been working to improve the environmental performance of the conference.*

*This includes local sourcing of sustainable products, reducing waste, and increasing recycling. Since some environmental impact is inevitable, especially from transport, we have also been arranging carbon offsets to compensate for our carbon footprint.*

## Carbon Offsets

*At the 2015 Kobe conference, we collected 38,500 yen from attendees, which we contributed to a solar power generation project in Hyogo Prefecture.*

*At the 2016 Okinawa conference, we collected 74,000 yen from attendees, which we contributed to coral protection projects via Okinawa Prefecture Environmental Science Center.*

## Five things you can do

*~Think about the four R's: Reduce, Reuse, Recycle, Refuse*

*~Bring your own water bottle, coffee mug, reusable chopsticks*

*~Consider eating a vegetarian meal*

*~Bring a notebook and pen*

*~Bring your own toothbrush*

Akita Kanko Bus Company has been hired to provide complimentary bus service from downtown Akita to AIU and back on May 20th and 21st. On Sunday afternoon, the trip back to Akita will include a stop at Akita Airport. The buses will leave from, and return to, Akita View Hotel. This is also the site of the Saturday night networking dinner. For your reference, each bus can take up to 53 passengers.

### Free Bus Service Between Akita View Hotel and Akita International University

#### Saturday 20 May

Leave from the Akita View Hotel	Arrive at Akita International University (PanSIG2017 Venue)
8:30 am (1 bus)	9:10 am
9:20 am (1 bus)	10:00 am
9:50 am (1 bus)	10:30 am
10:40 am (1 bus)	11:20 am
Leave from Akita International University	Arrive at the Akita View Hotel (Networking Dinner Venue)
18:15 (4 buses)	18:55

#### Sunday 21 May

Leave from the Akita View Hotel	Arrive at Akita International University (PanSIG2017 Venue)
8:00 am (1 bus)	8:40 am
8:10 am (1 bus)	8:50 am
9:20 am (1 bus)	10:00 am
9:30 am (1 bus)	10:10 am
Leave from Akita International University (with a brief stop at Akita International Airport)	Arrive at the Akita View Hotel
14:30 (1 bus)—Airport by 14:45	15:25
15:30 (2 buses)—Airport by 15:45	16:25

(revised 21 April 2017)

## Call for Papers

All presenters at JALT PANSIG2017 will be invited to submit a paper based on their presentation for publication in the 2017 PanSIG Journal. All submissions should be made through the submissions page.

In the same way that the presentations were vetted prior to the conference, the conference papers will also be subjected to peer review. Publication in the 2017 PanSIG Journal qualifies as a refereed publication. We would therefore like to encourage all presenters to submit a paper.

**Submission Deadline: July 31st, 2017**

**Initial results of reviews to be announced by October 30th, 2017.**

**Target Publishing Date: May 2018**

### General Guidelines

Your paper should be no longer than the word count of 4000 words, including references. A papers over 4000 words will not be considered for publication and a paper of less than 2,500 words is unlikely to be chosen for publication. Information can be found on the PanSIG Journal website at <[pansigjournal.org](http://pansigjournal.org)>.

Papers should be either research or practice oriented. Submissions should discuss the author's research or a teaching technique that is being used in the classroom. Papers that are only an extended literature review are unlikely to be chosen for publication. Please look at the previous years proceedings for examples of these two types of papers.

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. If forum presenters are submitting as a group the paper must still meet the 4000 word limit to be accepted. Please contact the proceedings editors if you have any questions.

Papers submitted to the 2017 PanSIG Journal 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 will then be subject to blind review by at least two readers. Initial results of reviews to be announced by October 30th, 2017.

Please refer to the PanSIG Journal website at <[pansigjournal.org](http://pansigjournal.org)> for further details

### Publishing Date

The target publishing date of the 2017 PanSIG Journal is May 2018.

Questions about the proceedings may be sent to the Editor at this address: [pansigjournal@gmail.com](mailto:pansigjournal@gmail.com)

Best regards,

The 16th annual PanSIG Proceedings Editing  
Committee Submission of Materials

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