

PANSIG

2014

SUSTAINABILITY
MAKING TEACHING
AND LEARNING LAST

MESSAGE FROM THE CONFERENCE CHAIRS

Education both in Japan and worldwide is changing at an ever more rapid pace. The change is not only technological and pedagogical, it is also societal, and as we both introduce new technologies and pedagogies as well as cope with the changes in society, we have to also ask whether the changes we are introducing are sustainable. It is this thought that underlies this year's PanSIG and we hope to gain new perspectives on teaching and learning over these two days.

For us, sustainability encompasses not only the ability to 'keep things going', but as a way of investigating and questioning our priorities, our structures and our direction. Sustainability allows us to envision alternative paths, help develop ways of collective action and participatory engagement as well as challenge the priorities that underlie unsustainable development. Much of our thinking has been guided by the Copernicus Alliance (2012) People's Sustainability Treaty on Higher Education, adapted to the unique situation of JALT and the Japanese educational landscape.

The conference itself is changing in order to better fit the needs of the various SIGs and of JALT. SIGs have always been a source of energy and innovation within JALT and so this year, we wanted to maximize the amount of interaction between SIG members and participants as well as develop a new model of a conference. To that end, we will forgo the traditional presentations and focus attention through interactive presentations, conducted in areas that will encourage interaction not only within SIGs, but across SIGs.

We are also revising the model of proceedings into a layered output that will be less restrictive and more interactive than the traditional model of a proceedings

Our first plenary speaker, Takaki Nobuyuki sensei, exemplifies sustainability. A long time member of the Teacher Education and Learner Development SIGs, Takaki sensei has, for the past 20 years, led a local group of in-service and pre-service teachers in the group known as PIGATE. In Takaki sensei's plenary, he will discuss the history of PIGATE as well as giving some of the ingredients that he feels are key to keeping a group like this active.

Professor Hideo Nakazawa of Chuo University is our second plenary speaker. Dr Nakazawa specialises in political and regional sociology, and has been active with volunteers aiding in the recovery efforts for the Tohoku region following the earthquake and tsunami of March 2011. We are asking Professor Nakazawa to help us to balance regional perspectives on education and quality of life issues here in Japan with longer-term and global perspectives on learning, teaching, and education policy discussions. He recently wrote on these issues in the Yomiuri Shimbun

Our third plenary speaker will be Dr. Paul Hullah of Meiji Gakuin University in Tokyo. Paul will be discussing the sustenance that literature provides, and arguing for an approach to teaching and learning that links rather than separates life, literature, and language. Further details on his talk are forthcoming and we are also looking forward to hosting a pre-conference conversation between Paul and Tara McIlroy, co-coordinator of the Literature in Language Teaching (LiLT) SIG, here on the PanSIG2014 site. For a glimpse of what Paul's been up to in recent years, please see the resources on the LiberLit conference web site.

With any kind of change, we are not sure if it will 'stick', but we feel confident that you will find much for your own teaching and learning situations. We look forward to seeing you in Miyazaki!

Hugh Nicoll and Joe Tomei
Conference co-chairs

SCHEDULE

Follow the links to read the presentation abstracts. If the links fail to work on your device, the presentation abstracts are organized chronologically, following the SIG Information Index and plenaries. Tapping "TOP" will take you back to this schedule.

SATURDAY

10:30-10:45	OPENING CEREMONY	RM 103
10:45-11:45	PLENARY 1 HIDEO NAKAZAWA	RM 103
11:45-12:45	LUNCH	
12:45-2:45	POSTER SESSIONS 1A	2F TAMOKUTEKI HALL
	POSTER SESSIONS 1B	KORYU CENTER MEETING ROOM
	POSTER SESSIONS 1C	RM 202
1:15-2:45	CUE FORUM	RM 101
	PRAGMATICS FORUM	RM 102
	GILE FORUM	RM 103
1:45-2:45	LD/SELF-REGULATED LEARNING FORUM	RM 201
2:45-3:55	PLENARY 2 NOBUYUKI TAKAKI	RM 103
4:00-6:00	POSTER SESSIONS 2A	2F TAMOKUTEKI HALL
	POSTER SESSIONS 2B	KORYU CENTER MEETING ROOM
	POSTER SESSIONS 2C	RM 202
	PEER SUPPORT GROUP	KORYU CENTER KAIGISHITSU
4:15-5:45	JSL FORUM	RM 101
	PRAGMATICS FORUM	RM 102
	LEXXICA/CALL/VOCAB FORUM	RM 103
	SDD FORUM	RM 201
5:00-6:00	SIG PUBLICATIONS MEETING	KORYU CENTER KAIGISHITSU FRONT

SUNDAY

9:30-11:30	POSTER SESSIONS 3A	2F TAMOKUTEKI HALL
	POSTER SESSIONS 3B	KORYU CENTER MEETING ROOM
	JSHS GET-TOGETHER	RM 202
	PEER SUPPORT GROUP	KORYU CENTER KAIGISHITSU
10:00-11:30	LLL FORUM	RM 101
	OLE FORUM	RM 102
	ER FORUM	RM 103
	THT FORUM	RM 301
10:30-11:30	TEVAL FORUM	RM 201
11:30-12:30	PLENARY 3 PAUL HULLAH	RM 103
12:30-1:15	LUNCH	
1:30-3:30	POSTER SESSIONS 4A	2F TAMOKUTEKI HALL
	POSTER SESSIONS 4B	KORYU CENTER MEETING ROOM
1:45-2:45	MW FORUM	RM 102
1:45-3:00	LD FORUM	RM 101
	GALE FORUM	RM 103
2:30-3:30	NANKYU JALT CHAPTER MEETING	KORYU CENTER KAIGISHITSU
3:30-4:30	CLOSING CEREMONY	RM 103

CAMPUS MAP

Most of the presentations and events will take place in the main building in the center of campus. Some meetings and presentations will also take place in the Koryu Center, behind the main building.



BANQUET INFORMATION

We will be holding our banquet at Mammamaru, located in B1 of Carino, right next to the Miyazaki Post Office on Takachiho Dori in downtown Miyazaki.



SIG INFORMATION INDEX

Follow the links to read more about the SIGs. If the links do not work, scroll to the end of the presentation abstracts, which begin after the plenaries below.

[Bilingualism SIG \(BILING\)](#)

[Business English SIG \(BE\)](#)

[College and University Educators SIG \(CUE\)](#)

[Computer Assisted Language Learning SIG \(CALL\)](#)

[Critical Thinking SIG \(CT\)](#)

[Extensive Reading \(ER\)](#)

[Framework and Language Portfolio SIG \(FLP\)](#)

[Gender Awareness in Language Education SIG \(GALE\)](#)

[Global Issues in Language Education SIG \(GILE\)](#)

[Japanese as a Second Language \(JSL\)](#)

[Junior and Senior High School SIG \(JSHS\)](#)

[Learner Development SIG \(LD\)](#)

[Lifelong Language Learning SIG \(LLL\)](#)

[Literature in Language Teaching SIG \(LiLT\)](#)

[Materials Writers SIG \(MW\)](#)

[Other Language Educators SIG \(OLE\)](#)

[Pragmatics SIG \(PRAG\)](#)

[Professionalism, Administration and Leadership in Education SIG \(PALE\)](#)

[School Owners SIG \(SO\)](#)

[Speech, Drama, & Debate SIG \(SD&D\)](#)

[Study Abroad SIG \(SA\)](#)

[Task Based Learning SIG \(TBL\)](#)

[Teacher Education and Development SIG \(TED\)](#)

[Teachers Helping Teachers SIG \(THT\)](#)

[Teaching Children SIG \(TC\)](#)

GROUPS

SATURDAY 10:45-11:45 PLENARY 1 (RM 103)

Betrayed revitalization on Sanriku Coast after three years: A socio-institutional anatomy to find a role for education
Hideo Nakazawa (Chuo University)

Since 3.11 I have spent time in the Sanriku coastal city of Kesenuma and Rikuzentakata, locations severely damaged by the tsunami, and simultaneously suffering from depopulation and an aging population. No wonder a slogan emerged among the residents: “Restoring to 3.10 is not enough. For the victims, we need to regenerate a new Tohoku”. This concept of “creative revitalization” was a deep disappointment as you may read in newspaper reports of Tohoku reconstructions changing from quality-of-life based initiatives into business as usual public works projects.



How and why was this revitalization betrayed? In this plenary I try to analyze anatomy the systemic failure that is built into our legal system. I analyze not to blame, but to uncover clues to make the future of Tohoku convivial and sustainable. In the concluding remarks, I intend to stress the role of education to save not only Tohoku but also our future society.

Prof. Hideo Nakazawa has been a professor of political sociology at Chuo University's Faculty of Law in Tokyo since 2009. He received his PhD from the University of Tokyo in 2001 and his research interests span quantitative and qualitative analysis of grass-roots social movements in Japan and urban and regional movements for sustainable development, most recently in relation to post-tsunami regeneration in Tohoku. Some of his notable collaborative publications are Environmental Sociology (Yuhikaku Publishing) and History of Heisei (Kawade Shobo Shinsho), while his Referendum Movements and Local Regime (Harvest-sha Publishing) has been acknowledged with several awards. An extensive list of Prof. Nakazawa's achievements can be found at www.nakazawa-lab.net.

SATURDAY 2:45-3:55 PLENARY 1 (RM 103)

EFL Teacher Learning with PIGATE: Looking back at 20 years Nobuyuki Takaki (Kumamoto University)

PIGATE, a long-standing grassroots EFL teacher learning program in Kumamoto, will be discussed in this presentation. The focus will be on how it has managed to sustain its activities for more than 21 years, and the secrets will be shared and hopefully discussed among us. You will hear some voices of the program participants who will also be on stage with me as well as see some parts of PIGATE's monthly sessions on DVD. You will get to know what our objectives and main activities are, who the participants are, how it was started and how we have been managed, how it has changed over the years, what the achievements are, as well as the problems, challenges and prospects that we have faced and a discussion of the future. If you are involved in teacher training or are interested in working in teacher training, you are warmly invited.



Nobuyuki Takaki, MA in TESOL from the University of London Institute of Education and a British Council Scholar 1988-1989, retired in March 2013 after finishing his full-time duties as professor at Kumamoto University. He currently teaches part-time at two universities in Kumamoto. He has been a JALT member since 1987, and made presentations on EFL teacher education at JALT Annual International Conferences and other conferences including TESOL World Conference in Vancouver in 2000. He has been director of PIGATE since 1993, and he has also taught at various MEXT/BOE-directed EFL teacher seminars and workshops in Kyushu.

SUNDAY 11:30-12:30 PLENARY 3 (RM 103)

On Sustenance and Betterment in Language and Literature and Learning and Life Paul Hullah (Meiji Gakuin University)

'All art is quite useless...' wrote Wilde. 'For poetry makes nothing happen...' wrote Auden. The speaker, in wholehearted agreement with these famous claims, will argue for the essential presence of literature in any effective English curriculum, thence in any sustainable good life.

The singular language that characterises 'literary' texts consists not simply in lexis, but involves sounds, tones, imagery, metaphor, symbolism, irony, inter-textualities, and narratives to anchor purposefully arranged themes and ideas.

Likewise the 'grammar' of literature resides in its rhetorical properties, its management of constituent elements, relationships to inherited genres, styles, and forms, and how all these function meaningfully to explore (and, ideally, challenge) philosophical, ontological, political, artistic, moralistic, sociological, and cultural positions.

If we can begin to conceive of the language and grammar comprising our life in a similar way, the speaker will insist, we can make a quantum leap into a deep and sustainable form of learning and living that is itself both sustaining and improving.



So it is not necessary to 'know' 90% of a literary text's vocabulary items in order to export meaning. The ideas behind a literary text (like those behind a life text) speak as loudly if not louder than its actual words. Thus critical thinking and extra-curricular life skills are properly nurtured by carefully chosen and appropriately presented literary texts, and thus the presenter advocates the maintenance (in both senses of this term) of literature in any meaningful English curriculum. These and other reasons for this vital maintenance will be identified and discussed here. Condemning ongoing marginalization of literature in curricula as symptomatic of the damaging 'dumbing down' and insidious global 'infantilization' of English education, the presenter argues that suitably-selected, properly-presented literary texts in English can re-engage and re-motivate jaded L2 learners, develop hitherto-neglected critical thinking skills, and empower the intellectually-capable individuals we endeavor to educate.

In doing so, we also empower ourselves. And we lighten the load of our life.

A veteran of the British underground music and art scenes — described by Sounds magazine as a 'silver-tongued devil', while one of his many unsuccessful 'bands', Teenage Dog Orgy, was termed 'legendary' by the NME — Paul Hullah (MA Hons, PhD) is currently tenured Associate Professor of British Poetry and Culture at Meiji Gakuin University, Tokyo. Co-founder of [Liberlit](#), an organization for 'Discussion and Defense of the Role of 'Literary' Texts in the English Curriculum', he has published, presented, and performed internationally in literary studies, EFL, and multimedia poetics. His fifth collection of poetry, Homing, was published in Britain in 2011 by Word Power Books. Recent textbooks include Britain Today: Old Certainties, New Contradictions (Cengage, 2011) and Rock UK: A Sociocultural History of British Popular Music (Cengage, 2013), both with Masayuki Teranishi. In 2013 he was a recipient of the Asia Pacific Brand Laureate International Personality Award, an honor endorsed by the 4th Prime Minister of Malaysia as well as the country's 13th King. The award citation stated that Hullah was chosen for 'paramount contribution to the cultivation of literature [that has] exceptionally restored the appreciation of poetry... [and] contribution to the literary education of students in Asia.' (See <http://en.m.wikipedia.org/wiki/Paul_Hullah>)

[TOP](#)

SATURDAY 12:45-2:45 POSTER SESSION 1A (Tamokuteki Hall)

Examining the text borrowing of published STEM authors
Yu-Chih Sun (National Chiao Tung University, Taiwan)

The presentation reports on the extent of matching text in 600 journal articles in Science, Technology, Engineering, and Mathematics and Social Science using Turnitin software. The results reveal that journal articles in STEM tend to contain significantly more consecutive matching text from other sources than Social Science journal articles. The greater the number of authors an article has the more consecutive text-matching can be observed in their published works. Additionally, authors located in contexts where English is an official language do not differ significantly from those in contexts where English is not an official language.

Comparing different teaching positions in Japan
Jon Eric Leachtenauer (Kwansei Gakuin University)

[TOP](#)

I have been teaching in Japan for the past twenty years at various institutions from English conversation schools, to high schools, to universities. Recently, the job market has become more competitive and many teachers are having difficulty finding satisfactory positions. In this presentation, I will share my experiences, discuss the pros and cons of each type of position, and examine the qualifications needed at different types of institutions. Participants will have an opportunity to share their experiences as well and I hope to use this information to create a resource for teachers in search of that perfect job.

Cool homes for a warming planet
Mark Brierley (Shinshu University)

[TOP](#)

Japan imports 80% of its energy and over 30% of all energy goes into homes. However, buildings can be designed to produce, rather than consume energy, and in the process homes can be warmer in the winter and cooler in the summer, making healthier inhabitants. As well as technical challenges, building such homes presents cultural challenges: different countries have different architectural sensibilities, but also there is a cultural gap between those inside and outside the building industry. The presenter will share experiences and lessons learnt from building a low-energy house that has been producing twice the energy it consumes.

Active learning: Real-life tasks in the classroom
Tanya McCarthy (Osaka Institute of Technology)

[TOP](#)

Learning-by-doing is said to be one of the most effective ways of learning. By combining experiential learning tasks with real-life goals, students can receive a more authentic and long-lasting learning experience. This paper describes a course designed for fourth-year undergraduate students as a pre-requisite for a graduate presentation course. Students were expected to give a presentation and practice answering questions in English about their research. Throughout the course, real-life activities were introduced at intervals to help students understand skills needed for participating in conferences, feel more confident when interacting with others, and encourage higher order thinking through reflection-on-learning.

Developing intercultural communication through documentary filmmaking
Simeon David Flowers (Tokai University)

[TOP](#)

This presenter designed a documentary filmmaking course at Tokai University as a means of developing intercultural communication. Results of postcourse evaluation revealed a connection between the number of international students contacted and increases in confidence. An expanded survey encompassing 286 students across campus in various English courses supported the initial findings, suggesting that confidence in intercultural communication can be significantly increased through experience. Participants are invited to discuss their own learners' practices for increasing intercultural contact and for developing intercultural communicative competence.

Student feedback on writing TOPics for content development
Cheryl DiCello (Sugiyama Jogakuen University) & Ken Kobayashi (Nanzan University)

[TOP](#)

This research aimed to learn what topics students prefer writing about as there was a noticeable difference between students' work between topics. It was speculated that students would be more motivated to continue writing with interesting topics. This poster presentation reports the results of 135 university freshmen responses of rating 60 topics they had the option of writing about for weekly speed writing and journals over a semester. The survey asked three questions: 1) What topics did students prefer to write about? 2) What topics did students prefer not to write about? 3) What new topics do students recommend?

Sustaining a short study abroad program
Karen Masatsugu (Kwassui Women's University)

[TOP](#)

Second- and third-year students at Kwassui Women's University may take part in a three-week study abroad program in rural Australia focusing on early childhood education rather than English language study. The presenter has organized the program, taught the pre-program preparatory course, and accompanied students to Australia since 2007. This presentation will report on the ways she has investigated students' experiences before, during and after the program in an attempt to continually improve it and enhance students' intercultural awareness, as well as attract more students to the program. The presenter hopes to share ideas with other coordinators of similar programs.

How families can collaborate on English education
Christie Provenzano (Kumamoto Gakuen University)

[TOP](#)

In Japan, families wishing to foster Japanese/English bilingualism and biliteracy may be stymied by the lack of opportunities for children to interact with English speakers besides their parents. The presenter will outline several ways bilingual families can work with each other to address this problem: parent-led learning circles for bilingual children, participation in such groups through Skype, and pen pal exchanges. A new discussion group using Google Hangout to bring together bilingual teenagers from all over Japan for bimonthly discussions will also be described. Participants in this interactive presentation are encouraged to share their own experiences and ideas.

The Case for Narrow Reading

[TOP](#)

Hugh Graham-Marr (Abax ELT Publishing)

Narrow reading is extended reading within a single genre, on a single topic or of a single author. It is how reading in L1 is commonly approached. This poster session looks at the benefits of L2 learners taking a narrow reading approach. Among the benefits: help with schematic scaffolding, lexical scaffolding, natural exposure to recycled lexical items, gains in lexical knowledge, learner motivation and reading comprehension as well as sustained interest in reading. Also presented will be one reading series, Fiction in Action, that uses a narrow-reading focus along with a task-based approach as a way to bridge into extensive reading.

教科学習に役立つ持続可能な漢字学習

[TOP](#)

Sanae Kim (Association for Japanese-Language Teaching), Akiko Sekiguchi (Association for Japanese-Language Teaching), Noriko Tadenuma (Tokyo Language School affiliated with Tokyo Univ. of Technology), & Kumiko Takaishi (Komoro Japanese Language Class)

漢字教材『かんじ だいすき』シリーズの執筆者と共に、日本語指導が必要な児童生徒への漢字学習における持続可能な学習や指導について考える。日本語指導が必要な児童生徒にとって、抽象的な漢字語が多く使われる教科学習は大きな課題となっている。インドシナ難民の支援の中から生まれた『かんじ だいすき』を紹介しながら教科学習に役立つ持続可能な漢字学習を考察する。

[TOP](#)

SATURDAY 12:45-2:45 POSTER SESSION 1B (Koryu Center Meeting Room)

Respecting the dignity of students through speech, drama, and debate

David Edward Kluge (Nanzan University)

The dignity of the students should be respected in our language teaching in order for students to remember the life lessons behind the class lesson (Tomlinson, 2011). This respect shows itself in allowing for chances for students to learn and exercise critical thinking and creativity (Kluge, 2014). Respect is also shown in activities that put the students in the role of Knower and the rest of the class, including the teacher, in the role of Non-knower. This presentation gives the research behind giving students respect, and activities in teaching speech, drama, and debate that encourage the respecting of students.

Focus on drama: autonomy, instruction and assessment

[TOP](#)

Dawn Kobayashi (Onomichi City University)

Despite extensive research (Belliveau & Kim, 2013), drama in EFL is still regarded as an amusing diversion to proper learning. This presentation will outline a technique which was successfully implemented in university general English classes. Through the writing, performance, and assessment of drama skits, students engaged in the four skills of language learning. This presentation will be of interest to educators wishing to use drama in the classroom, and also to those seeking to move away from textbook teaching and offer students more autonomy.

Many studies have tried to validate the L2 Motivational Self System postulated by Zoltán Dörnyei (2005), but the relationship between its central concept, possible selves, and learners' proficiency in the target language has not yet garnered much attention. To provide empirical evidence on this aspect, this study compares learners' English proficiency, as measured by TOEIC scores, and data from a replicated survey that aims to validate Dörnyei's motivational-self construct. The presentation will report on findings from the initial analysis of the results, and discuss potential ways for teachers and language learners to make the most of learners' motivation.

Exploring ER in Japanese universities
Thomas E. Bieri (Nanzan University)

[TOP](#)

In the spirit of sustaining communities of practice through active reflection, this interactive presentation will engage participants in a discussion of the principles and practices of Extensive Reading. A survey was sent to approximately 200 self-identified ER practitioners in Japan to attempt to determine commonalities and differences in their concepts and practical application of ER. The responses generated some description but also further questions for research. This interactive presentation may be of most interest to instructors not yet using ER, those relatively new to it, or to people interested in pursuing descriptive research into ER practices.

Active participation using answer paddles
William Pellowe (Kinki University), Paul Shimizu, & Steve Paton

[TOP](#)

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

Navigating the initial stages of academic publishing
Paul A. Beaufait (Prefectural University of Kumamoto), Loran A. Edwards (Kansai Gaidai University), Brian E. Hutchinson (Gyeongju University), Dawn Lucovich (Teachers College Columbia University) & Charles E. Moore (Concordia University)

[TOP](#)

Navigating the academic writing process and beginning to publish can be challenging tasks for first-time writers. This poster by the JALT Writer's Peer Support Group (PSG) addresses several issues facing first-time writers and provides applicable advice regarding the initial steps of publication. This poster covers writing effective thesis statements, developing actionable research questions, determining appropriate journals to target, and using APA format. It also illustrates the organization of the JALT PSG and explains how the group can help writers through the peer-reviewing process.

Implementing an online vocabulary training program
Edward Robertson (Aoyama Gakuin University)

[TOP](#)

Although vocabulary acquisition research has shed much light on practical methods for increasing lexical knowledge, many foreign language teachers hesitate to implement focused vocabulary-training programs in their classrooms. The reason most often cited for this hesitation is associated with the difficult tasks of creating, managing and disseminating vocabulary sets. This poster presentation demonstrates how one online flashcard program (Quizlet®) can help teachers to quickly and easily establish vocabulary training components within their courses. While demonstrating the various aspects of Quizlet®, the presenter will also discuss the measurable positive effects on student receptive vocabulary knowledge and standardized test performance (Milliner, 2013).

This poster presentation will introduce process drama and its potential uses in the EFL classroom. Process drama as defined by O'Neill (1995) is the creation of an imaginary world where teacher and students together explore an idea, situation, or problem. The focus will be on the presenter's own use of process drama in EFL discussion classes and the resulting gains in students' discussion abilities. This presentation will serve as an introduction to this useful teaching tool and provide teachers with lesson plans and ideas that can be immediately incorporated into classes at university, high school and junior high school.

Online quizzes made with Hot Potatoes for Moodle provide abundant opportunities for students to use English. Even though the latest version of Moodle 2.6 has its own plugin Quiz modules, Hot Potatoes quizzes allow for a greater variety of quiz types, and provide for more complexity and creativity. In this talk we will explain how to create quizzes with Hot Potatoes, how to load them into Moodle 1.6.9 and the new Moodle 2.6, and give suggestions on how to best utilise them in the Blended Learning classroom.

SATURDAY 12:45-2:45 POSTER SESSION 1C (RM 202)

This presentation explores issues raised through a short-term study abroad program with planned fieldwork visits and interviews in Australia by the student participants. The comparative research projects are being presented by the students at this conference and I discuss practical, pedagogical and ethical questions that emerged during the pilot program in Sydney. These include the importance of effective preparation, the role of Australian graduate student-mentors in developing research activities, challenges and benefits of making research dialogic, and dilemmas about researching overworked NGO staff and vulnerable individuals such as asylum seekers

Through research for a study abroad program to Australia, including interviews with civil society organisations in Sydney, I compared the health situation of asylum seekers in Japan and Australia. In this presentation, I discuss the mental health situation of asylum seekers in detention; support for detainees from volunteer groups; medical support for asylum seekers in the community; and how differences in medical systems affect asylum seekers' access to healthcare. I also reflect on the difficulty of conducting fieldwork interviews in English, on learning from being an outsider in Australia, and how talking with asylum seekers changed my attitudes towards them.

In this presentation, I report on researching lesbian, gay, bisexual and transgender (LGBT) activism and media coverage in Japan and Australia, on a study abroad program. Attending the Sydney Gay and Lesbian Mardi Gras parade and conducting fieldwork interviews with LGBT activists and journalists, I investigated the influence of Mardi Gras on the marriage equality debate in Australia, the role of new media in LGBT communities, and NGO activities for marriage equality. Fieldwork in Sydney, especially meeting LGBT activists, helped me understand

these issues very differently from reading about them in Japan, so I can say, “Seeing is believing”.

Refugee resettlement in Japan and Australia

[TOP](#)

Yumi So (Chuo University)

In this presentation, I discuss research conducted on a study abroad program to Sydney, including interviews with NGOs, about what Japan can learn from refugee resettlement in Australia for its own pilot resettlement program. The main issues I investigate are the respective roles played by government bodies and civil society organisations in resettlement in Australia, the relationship between these two sectors, and the key factors in providing effective settlement support for refugees. I also consider the challenges and benefits of arranging and conducting interviews with various different groups and people working in the field, for a study abroad program.

Repatriation of Ainu and Aboriginal ancestral remains

[TOP](#)

Sho Kodama (Chuo University)

For a study abroad program, I researched the return of ancestral remains to indigenous communities in Japan and Australia, interviewing people working on repatriation at the Australian Museum and Sydney University. In this presentation, I explore differences between Japan and Australia in familiarity with indigenous cultures and ancestral relations, the role of universities and museums in repatriation, and the involvement of indigenous communities in decisions about repatriation. I also reflect on how research ‘on the ground’ changed my understanding, and how developing expert knowledge about repatriation in Japan enabled a dialogic, exploration of the issues in my interviews in Sydney.

Coastal collaboration: Service learning in Iwate

[TOP](#)

Gregory A. King, David R. Laurence, & Patrick J. Maher (Chubu University)

Service-learning is experiential education that combines meaningful community service with instruction and reflection, thus aimed at benefitting both students and service recipients equally. This presentation outlines an ongoing collaborative effort between two universities, one in the U.S. and one in Japan, to incorporate service-learning into the study abroad experience. Students from both countries spent three days in Iwate Prefecture learning about the aftermath of the Great East Japan Earthquake and delivering water to those affected by the disaster. Students received course credit after completing a written reflection report. Participants are strongly encouraged to ask questions and discuss their own experiences.

Exploring community: Sustainability, architecture and language learning

[TOP](#)

Jane O’Halloran (Okayama Ridai Fuzoku High School) & Alexander McAulay (Yokohama National University)

Sustainability in language-learning can refer to challenges learners face sustaining English proficiency in the community. Are there suitable arenas in Japan that teachers can help students exploit? University educator Alexander McAulay and architectural consultant Jane O’Halloran combined forces to introduce students to Chiiori Trust, a Shikoku rural regeneration project that preserves old houses and rural life and contributes to the revitalization of the village. This presentation reflects on a fieldtrip to Chiiori in April 2014, examining the potential benefits and drawbacks of such community-based activities. We will also suggest similar fieldtrip ideas for teachers to use in their own

[TOP](#)

SATURDAY 1:15-2:45 CUE/CT/LILT/FLP FORUM (RM 101)

Creating a lasting impact on students’ learning: Connections inside and outside the classroom

David A. Gann (Tokyo University of Science), Wendy Marie Gough (Tokai University), Tara McIlroy (Literature in Language Teaching SIG), Maria Gabriela Schmidt (University of Tsukuba), and Morten Hunke (Aichi Prefectural University)

Presenters will speak on diverse approaches that they have implemented for creating contexts that foster sustained learning. David Gann (CT) will share his experience on the importance of selecting approaches supported by competent research and significant data. Wendy Gough (CUE) will tell her success stories involving students entering global communities via online writing studios. Tara McIlroy (LiLT) will show how a summer reading program developed increased motivation. Maria Gabriela Schmidt (FLP) will present on the CEFR as an important tool to make classroom instruction more lasting, by including a classroom diary and a language portfolio in the teaching cycle.

Sustained learning through appropriate pedagogy

[TOP](#)

David A. Gann (Tokyo University of Science)

In my development of instructional materials aimed at teaching critical thinking, a key issue has been whether critical thinking skills are best taught through explicit or implicit approaches. Research, to date, does not strongly support the use of “noticing” to teach grammar and idiom. However, activities that trigger noticing of meta-linguistic features (such as are present in argument) may result in sustained form awareness. Hence, while noticing may not be effective in basic conversation instruction, it may be appropriate for critical thinking instruction. This experience serves as an object lesson in matching subject matter with appropriate pedagogy.

An online Writing Studio helps students join a global writing community

[TOP](#)

Wendy Marie Gough (Tokai University)

As a writing instructor, I find building communities in the writing classroom helps students develop an awareness of a variety of approaches to both writing topics and understanding the rhetorical styles explored in class. Recently students are also understanding the importance of being part of a broader English language community. This presentation will focus on using the Colorado State University Writing Studio to help students join a global community of student writers.

Creating a lasting impact on learning using literature: summer reading projects

[TOP](#)

Tara McIlroy (Literature in Language Teaching SIG)

The long summer break in the university teaching calendar provides an opportunity for learning outside the classroom. In order to motivate learners to take this opportunity for lasting language learning, a summer reading project provides a suitable scaffold. In this presentation I will report on the preparation of student instructions, student work, and example reports and reflect on the teaching cycle as a whole.

Make teaching last outside the classroom: The language portfolio

[TOP](#)

Maria Gabriela Schmidt (University of Tsukuba)

This presentation will discuss the concept of the CEFR as an important tool to make classroom instruction more lasting, by including a classroom diary and a language portfolio in the teaching cycle. A topic of the CEFR is the learners’ autonomy and the life-long learning perspective. Language learning should last and have benefits on the long run. Studying a 2FL is done in Japan only for a year or two, passing the examination and forgetting about it. A more reflective approach to the own language acquisition and the achievements can foster a deeper impact. This presentation will show reflective data of students from classroom diaries.

Whose learning? By who? For whom? And for what purpose?

[TOP](#)

Morten Hunke (Aichi Prefectural University) & Marie Gabriela Schmidt (Tsukuba University)

In language learning, both learners and teachers have to conform all too often to factors not directly related to the actual learning at all: e.g., 1) institutions, 2) testing, 3) publishers. Top-down constraints are often a severe hindrance. This is especially true for implementations of the CEFR. The European Language Portfolio, by contrast, is a highly adaptable and much overlooked tool. Its bottom-up structure may be an answer to such issues. Portfolio work empowers learners, strengthens their autonomy, and helps them to take charge of their own learning. This poster session will aim to discuss this with the audience.

PRAGMATICS FORUM 1:15-2:45 (RM 102)

Pragmatics: Co-constructing intercultural, phonological and intelligible meaning

George O'Neal (Niigata University), Alan Simpson (Asahi Kasei Amidas Human Resource Development and Consulting Division), and Yosuke Ogawa (Kansai University)

Most speakers of English are speakers of English as a Lingua Franca (ELF). This means that most English communication in the world today is between people who are not native speakers of English, and ELF is the norm, not the exception. As such, studies of the variability that characterize these interactions, and the miscommunications that can result are highly relevant. These three presentations will analyze interactions among speakers with different language backgrounds and specifically focus on difficulties with phonology, turn-taking and misinterpretations. More importantly, the analyses will show how the speakers overcame their communication problems.

Phonetic repair in English as a Lingua Franca

[TOP](#)

George O'Neal (Niigata University)

This is a conversation analytic study of the pronunciation intelligibility of vowel variation between Japanese & Non-Japanese speakers of English as a Lingua Franca. Adopting conversation analysis to define and measure intelligibility, this study argues that a phoneme can be identified as intelligible when a conversation participant substitutes a phoneme in an unintelligible word with another phoneme, and the other conversation participant orients to the new alternate pronunciation of the same word as intelligible to complete a repair sequence. Examining a corpus of phonetic repair sequences gathered from Skype conversation homework assignments between Japanese speakers of English as a Lingua Franca and non-Japanese speakers of English as a Lingua Franca, who are all either students or exchange students at the same Japanese university, this study claims that vowel quality variation was a prime cause of unintelligibility and that the practice of phonetic repair to change vowel quality helped reestablish intelligibility.

Co-constructing meaning

[TOP](#)

Alan Simpson (Asahi Kasei Amidas Human Resource Development and Consulting Division)

This presentation discusses English as a Lingua Franca (ELF) interaction between Japanese and foreign researchers. The Japanese researchers have problems understanding Chinese English accents and this project aims to improve their listening and interaction skills. Firstly, the researchers listened to authentic audio recordings of ELF meetings in the US and then co-constructed meaning in the classroom. Finally, similar discussions were role-played to build interaction skills. I will report on the project progress, which uses a multi-modal research approach, focusing on aspects of Conversation Analysis to highlight interaction and co-construction difficulties, and Task Based Action Research cycles to overcome them.

Report vs. rapport in ELF

[TOP](#)

Yosuke Ogawa (Kansai University)

This presentation is to reveal interactional characteristics of Native Speaker-Non Native Speaker (NS-NNS) and Non Native Speaker-Non Native Speaker (NNS-NNS) interactions and to focus on actual usage of non-standard modifications. Moreover, I will examine how the interlocutor (listener) orients its meaning in interaction i.e. prioritising report/rapport. Conversation analytic (CA) and discourse analytic (DA) approaches will be applied to non-classroom NS-NNS, NNS-NNS interactions by the variety of L1 speakers (Japanese, English, Chinese etc.). Furthermore, the study will also observe ELF influences in a non-English conversation from the aspect of CA code-switching and DA communicative accommodation.

Teaching activities for global citizenship & sustainability

Yuko Sugiyama (Kanda University of International Studies), Jennie Roloff Rothman (International Christian University), and Kip A. Cates (Tottori University)

The Global Issues in Language Education SIG Forum will be a panel discussion open to all interested people. This action-packed session linked to global citizenship and the PanSIG2014's theme of sustainability will feature classroom teachers' innovative ideas for the classroom and beyond. Each panelist will discuss teaching objectives, materials, methods and activities as well as challenges, successes, problems and student responses. Time will be allotted during the session for questions, comments and discussion. Learn the latest teaching approaches and share your own ideas!

Discussion opportunities within a content-based English elective course

[TOP](#)

Yuko Sugiyama (Kanda University of International Studies)

The presenter will introduce materials from her content-based English elective course called "Japan and Globalization" and her 2nd year university level reading course related to the theme on sustainability. The elective course is mainly designed to provide opportunities for students to discuss how Japan has affected the global community and it has been affected by globalization. In this panel she will share activities in this elective course such as discussions and projects on the self-sufficiency rate in Japan as well as some additional materials she used to supplement textbook materials in her reading course.

Group projects for raising awareness about global issues

[TOP](#)

Jennie Roloff Rothman (International Christian University)

This presenter will share the details of a group project focused on "the future" in her first-year academic reading and writing course. The topics students explored include animal conservation, water issues, Japanese rice production, stem cell research, and sea level rise, all while discussing the future implications or applications of the content area. Raising awareness about global issues or problems is the first step in education, however connecting it to student experience or to Japan can be a challenge. Hopefully, this presentation will give attendees ideas on how to adapt their own materials to achieve this end.

The English classroom as a window to the world

[TOP](#)

Kip A. Cates (Tottori University)

The English classroom can be more than just a place to practice language skills. It can also be a "window to the world" where students learn about the world's peoples, cultures and issues as they develop a sense of global citizenship. To achieve this task, increasing numbers of teachers are turning to global education, an exciting new field of education which aims to promote the knowledge, skills and attitudes needed for living responsibly in a multicultural, interdependent world. This presentation will introduce innovative ideas for content-based language teaching based on the presenter's work with global issue topics.

[TOP](#)

SATURDAY 1:45-2:45 LD/SELF-REGULATED LEARNING FORUM (RM 201)

Doing self-regulated learning in the classroom

Kristen Sullivan (Shimonoseki City University), Paul Collett (Shimonoseki City University), Brian Robert Morrison (Kanda University of International Studies), David Neil McClelland (University of Kitakyushu), and Mathew Porter (Hiroshima Bunkyo Women's University)

In recent years the concept of self-regulation has been discussed increasingly more in relation to foreign language learning, and the importance of the key strategic skills involved in SRL (namely goal setting, planning, monitoring, and reflection) has captured the interest of teachers devoted to learner development. Indeed, there seems to be a growing number of schools, independent learning centers, and individual teachers implementing activities, courses, and programs that aim to support the development of learners' self-regulated

learning strategies.

This PechaKucha event aims to provide an opportunity to share and discuss examples of such activities and resources in order to identify best practices and create a body of knowledge for practitioners to both draw from and contribute to. Each presenter will introduce an activity or resource they are using to promote the development of SRL skills. After the individual presentations, there will be time for questions and discussion.

Test re-dos for supporting learner reflection and development

[TOP](#)

Kristen Sullivan (Shimonoseki City University)

The aim of this activity is to have learners think of speaking/writing tests as an opportunity to reflect on their performance in order to build on their language skills. This assessment activity has been used in the presenter's TOEFL preparation class, but it could be used in any context. In this activity learners first complete an in-class speaking/writing test. Conducting two tests during the semester, in conjunction with continuous in-class speaking/writing opportunities, works effectively for encouraging learners to naturally reflect on their speaking/writing in the target language, and to help them believe that they can improve their language skills.

Scaffolding via self-reflection

[TOP](#)

Paul Collett (Shimonoseki City University)

This short session will look at a simple but potentially useful way to help develop student performance on in-class tasks through self-regulation. Case studies from the presenter's classes will be used to show how students were able to recognize and overcome weaknesses in class presentations through a self-reflection cycle. Suggestions will be given on how to use a similar approach to help your learners successfully complete classroom tasks and develop as language learners.

Express yourself

[TOP](#)

Brian Robert Morrison (Kanda University of International Studies)

This original activity evolved from a self-assessment activity and focuses on thought rather than form. It involves a cycle of learners recording their own speech, reviewing the recording to consider where they compromised on voicing their thoughts, and researching the language they need to express themselves more effectively.

Unleashing student creativity with poster presentations

[TOP](#)

David Neil McClelland (University of Kitakyushu)

This short presentation will show how to use in-class poster presentations as a way of enhancing autonomous learning. Points covered will include; setting up the activity, guiding students towards producing quality content, organizing the classroom on presentation day, teaching presentation skills, and examples of student output.

Study abroad diary for improving short-term study abroad experiences

[TOP](#)

Mathew Porter (Hiroshima Bunkyo Women's University)

I've been developing a study abroad diary which I introduce during study abroad orientations and advising sessions to help students optimize their learning experiences during short-term (3-5 week) study abroad programs. The diary is very simple. It asks students to think of their reasons for going abroad, what they'd like to accomplish, and what they'd like to see/do while abroad. There are pages for recording daily activities and a final reflection to complete at the end of their program. I've used the diary with mixed results and am looking for ways to improve it. I'm also interested in sharing the diary and collecting data on how effective it is as a tool for students to manage and reflect upon their learning experiences while studying abroad.

[TOP](#)

Exploration into language teachers' beliefs in the field of second language teaching

Etsuko Shimo (Kinki University)

This poster will review previous research about teachers' beliefs in the field of second language teaching. While accepting that teachers' beliefs, assumptions and knowledge (BAK) are better characterized as a single continuum than as separate entities (Woods, 1996), the presenter will discuss how researchers have tried to differentiate beliefs from knowledge and how they have explored the effects of teachers' beliefs on decision-making processes. Beliefs have a potentially strong influence on individual teachers' instructional practices, which can affect the outcome of curriculum goals. Participants are invited to discuss potential difficulties and solutions to implementing curricula among teachers holding different beliefs.

Documenting student learning in short-term study abroad contexts

[TOP](#)

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

This study will consider two iterations of a short-term study abroad program and characterize student learning in these contexts. In the first case, an examination of attitudes, motivation, social distance, and perceptions towards language learning was undertaken. In the second case, various elements relating to participant utilization of CALL technologies were examined, including: 1) software to augment reporting about their experience; 2) mobile tools to support language learning; and 3) social networking services to maintain acquaintances made during the trip. Results will be discussed based on pre-departure/post-stay surveys, interviews, materials created for participants, and field notes.

Course design and global education: Kyoto Studies

[TOP](#)

Paul Christopher Carty (Doshisha University)

As Japanese universities internationalize, instructors must redesign content courses to meet new curricular requirements and to suit students with a variety of language backgrounds. This presentation examines these issues through a case study of the evolution of "Kyoto Studies." Starting as an EFL content course for Japanese students, it was redesigned for a short-term Japanese studies program, and then revised to become a subject-matter course in an English-medium instruction department in a "Global 30" Project university. The presenter focuses on conditions imposed from outside by "globalized" administrative requirements and from inside by the dynamics of multi-cultural, multilingual students.

Poster presentations in the classroom

[TOP](#)

Rory Davies (Ritsumeikan Asia Pacific University)

Both the Common Core State Standards Initiative and the CEFR put an emphasis on the ability of students to interact fluently and spontaneously, to ask and answer questions that help to clarify meaning, to defend a point of view, and to elaborate on topics. This poster will demonstrate how the use of student poster presentations can lead to positive outcomes in all of these areas. Poster presentations allow students the opportunity to introduce and discuss their topic repeatedly to different interlocutors, and so allow greater opportunities to develop the necessary skills to become a competent and confident communicator.

Diary writing methodologies: Encouraging independent learning

[TOP](#)

Mohammad Naeim Maleki & Brent Alden Wright (Kanazawa Institute of Technology)

Diary writing is a promising approach to English Language Learning in Japan that has been used in various capacities to encourage autonomous learning. This poster presentation will summarize how 10 EFL teachers of study-abroad candidates used diary writing to prepare their students for an extended study-abroad experience in the United States, and in turn, encourage autonomous learning. The researchers had the unique opportunity to examine the diary writing of Japanese non-English major university students preparing to study abroad and

to see what approaches teachers used with their students. Data was gathered through questionnaires and interviews with teachers and students.

Classroom teaching and sustainability: bridging the gap
Alexander McAulay (Yokohama National University)

[TOP](#)

A common experience for teachers in EFL college classrooms in Japan is to observe improvement in their students' English proficiency over the course of the 15-week term, only to find the same students have not sustained that learning momentum during the spring or summer break. How can we link classroom pedagogy to sustainable learning that continues beyond the confines of the classroom? This presentation critically reflects on one instructor's attempts to bridge the gap by examining an evolution in the utilization of BBC resources for EFL purposes, from VHS tapes through textbooks, to online resources adapted for student use.

Understanding how memory works from its faults
Curtis Hart Kelly (Kansai University)

[TOP](#)

Recent research on faulty memory, such as attribution errors, source amnesia, and false memory, shows that memory is constructive—and re-constructive. The same dynamism is true in the way we learn language as well. According to Bergen (2013), rather than rote learning, we store language through embodied cognition: the brain makes meaning by integrating a plethora of sensory, emotional, and interactive components in simulations. The implications of these findings for learning and teaching will be discussed with participants.

An investigation into teachers' self-reflections and beliefs on implementing the new Course of Study
Nicole Gallagher (JET Programme)

[TOP](#)

A year has passed since MEXT enacted the new Course of Study for English in Japanese high schools. Based on a survey sent to teachers at 77 Kumamoto high schools in February 2014, this poster examines the self-reflections and beliefs of teachers responsible for implementing the new Course of Study in their classes. Accepting that teachers' beliefs play an integral role in curriculum reform, the presenter will discuss how their beliefs are influencing the implementation process in the classroom. Participants are encouraged to exchange opinions on the new Course of Study and the problems and opportunities it presents for teachers.

[TOP](#)

SATURDAY 4:00-6:00 POSTER SESSION 2B (Koryu Center Meeting Room)

Techniques for adapting authentic materials
Robert Jay Werner (Kanda University of International Studies)

This presentation will discuss materials development for a content-based university language development course on the history of American popular culture. The presenter adapted readings through the use of Lextutor, edited and added subtitles to multimedia clips, created critical thinking discussion questions to delve deeper into social issues, and designed follow-up activities so students could further explore the content in creative ways. The presenter will demonstrate activities and participants will get hands-on practice with interactive, online tools. Participants will see how authentic multimodal materials not only become accessible to L2 learners, but also combine to form an interesting and engaging course.

Common lexical problems addressed: Concepts and cultures
John Campbell-Larsen (Momoyama Gakuin University)

[TOP](#)

This presentation will deal with some common English words that conceptualize the world in ways that are different from the Japanese learner's L1 and thus place very high cognitive demands on both the learner and teacher. It stands to reason that identifying these problematical words and understanding the precise nature of the difficulty will be of use to both teachers and learners alike. This presentation will check some common

words, (e.g., any, say, speak, talk and tell) by means of concept checking, which involves creating question strings with restricted answers that cumulatively define the word.

What are the factors affecting MC cloze test performance?

[TOP](#)

Takaaki Kumazawa (Kanto Gakuin University)

In the literature on cloze testing, the item facility values can be different depending on what is deleted as a cloze item. In this study, five factors are dealt with to examine the effects on examinees' performance: content words, function words, vocabulary frequency levels, word occurrences in a passage, and multiple-word phrases. Thus, this study addresses the following research question: to what extent do the factors of content words, function words, vocabulary frequency levels, word occurrences, and multiple-word phrases affect examinees' cloze test performance?

Digital literacy through poetry projects: Content and language integrated learning (CLIL)

[TOP](#)

Tara McIlroy (Literature in Language Teaching SIG, Japan)

In this presentation I will first outline some features of digital literacy with a focus on multimedia presentation and visual rhetoric and analysis. I will describe some examples of poetry projects using these principles. The benefits of using a content and language integrated learning (CLIL) approach to developing curricula are suggested, as well as some guidelines for materials development. Next, I will give some ideas for creating project-based tasks in different contexts. Finally, participants will be invited to share their own ideas for projects.

Building a globally competent workforce: The value of study abroad

[TOP](#)

Wayne Anthony Malcolm (University of Fukui)

The University of Fukui (UF) is undergoing reforms to their English language and study abroad programs with the intention of preparing students for future corporate work. This presentation will report findings from questionnaire and interview data collected with UF students who studied abroad in the United States for one year. Findings from collected survey and interview data with Japanese corporate hiring managers who have recruited from UF will also be reported. The research approach is useful for exploring how Japanese companies value English language proficiency and long-term study abroad in helping students develop global competence for future corporate work.

Creating tableaux vivants for international exchange

[TOP](#)

Joseph Vincent Dias (Aoyama Gakuin University)

"Tableaux vivants" are "living pictures" formed by a group of people who arrange themselves in a particular way, usually for some dramatic effect. The speaker will describe how he has university students create them in response to word prompts after gathering their free associations with the same words. Photos of the tableaux, and the word associations (represented as Wordles), become the basis of an international exchange to explore cultural differences and joint humanity.

Bilingualism in children: Facts and fictions

[TOP](#)

Joshua Ryan Norman (Shokei University)

This poster session will briefly outline the two main types of bilingualism and Taeschner's bilingual development model, as well as discuss and debunk several myths regarding bilingual acquisition in young children. These include possible confusion from learning multiple languages at once, code-switching (i.e., language mixing), the best time to start learning multiple languages, and the one person/one language (OPOL) policy. The presenter will also share the real-life hurdles he has encountered thus far while raising his 3-year-old son to become bilingual in Japan, as well as some helpful ways to facilitate young children to become bilingual.

Sustaining a publication stream from ER research

[TOP](#)

For many college and university educators, professional development typically goes beyond classroom teaching to include research and writing for publication. However, such projects can take a long time to execute. This interactive poster presentation looks at the learning history of one extensive reading (ER) teacher-turned-researcher and author. The story follows an initial pilot study of an in-house ER program into collaborative studies with colleagues, conference presentations, and publications in peer-reviewed and internationally-refereed journals. Using Reading Circles and ER as the content, participants will take away ideas for both teaching and targeting research writing for multiple types of publications.

Harnessing creativity for student engagement and motivation—A new use for manga in class
James Walter Henry (Research Institute of English Language Education, Japan)

[TOP](#)

This poster presentation will describe an approach that aims at engaging and motivating students by leveraging their creativity and familiarity with manga. When students are personally invested in a project's outcome, they become more engaged and attentive. The presenter will share his experience of using a manga-based project with Japanese 1st-year university students. As students were both authors of, and characters in the manga, they were personally invested and motivated to use the target vocabulary. Launched as an informal experiment, the project yielded unexpectedly entertaining results, with potential value as a teaching approach for high school and university EFL classes.

[TOP](#)

SATURDAY 4:00-6:00 POSTER SESSION 2C (RM 202)

Teacher learning in non-formal education in Burma
Andy Barfield (Chuo University) & Joe Tomei (Kumamoto Gakuen University)

In this presentation we report on the development of a one-week teacher education programme in Yangon, Burma, for teachers and trainers in non-formal education. We focus on how our understanding of such teacher education moved from a narrow focus on English language education towards participant-led projects and presentations around wider issues of social literacy. By exploring how the programme developed from understanding the participants' communities and working environments towards engaging with them in active reflective learning about their own (and their learners') literacy, language and pedagogic development, we raise interesting questions about creating sustainable teacher education for low-resource environments.

Global education at the Asian Youth Forum (AYF)
Kip A. Cates (Tottori University)

[TOP](#)

What happens when you bring together 70 young people from 15 nations to spend an exciting week—all in English—in an Asian host country? Find out at our annual Asian Youth Forum! AYF is a series of youth conferences founded by English teachers in 1999. AYF has been held in Seoul, Manila, Bangkok, Tokyo, Taipei, Vladivostok, and Cebu. Participants take part in seminars and workshops on four themes: (a) communication, (b) culture, (c) global issues and (d) leadership. This session will describe AYF and discuss its outcomes in terms of language development, Asian awareness, and international understanding.

The NGO Outreach Program: Learning beyond the classroom
Colin Frank Rundle (Soka University) & Caroline Ross (Nakamura Junior and Senior High School)

[TOP](#)

The Learner Development SIG's NGO Outreach Program extends student experience of language and social issues beyond the classroom by actively engaging them in NGO/NPO activities. It aims for sustainability through peer collaboration among students and by matching the interests of students with the needs of NGOs. We describe the program, the organizations that host students, and various challenges. We present the experiences of students who have participated in the program, and consider future directions. Our main objective is to

promote dialogue with teachers about how their students and classes can become involved in and shape the program.

Reaching out to teachers and learners

[TOP](#)

Peter John Wanner (Balsamo Outreach for Learning and Teaching NPO, Japan)

This poster shows details of a nine-day joint international outreach program between Asian Youth Forum 11 and Balsamo Outreach for Learning and Teaching (BOLT) NPO. The program provided English reading instruction for grade school children of the Mangyan community in Banilad and town children in Calapan on the island of Mindoro, Philippines. Forty-eight Asian students (18-25 years-old) participated in the program, including 21 students from four Japanese universities. The students trained for the program under the guidance of native and Japanese English teachers at Pasig University, were active in teaching elementary school students, and then discussed and evaluated their experience.

Teacher autonomy: navigating the workplace minefield

[TOP](#)

Paul Dennis Arenson (Nangoku Jiyu-jin, Japan)

Choice and empowerment are two words associated with learner autonomy, critical pedagogy and other notions of student-centered teaching, and yet the workplace can be littered with obstacles that limit a teacher's own autonomy. In this virtual workshop we will consider the extent to which the institutions that employ us help or hinder our efforts to foster autonomous learning. Participants will also be invited to examine and share their attempts to create a supportive learning environment in the face of such workplace limitations.

Crossing borders, shifting focus: Laos program THT

[TOP](#)

Chris Ruddenklau (Kinki University), Donna Fujimoto (Osaka Jogakuin University), & Jerry Halvorsen (Sapporo International University)

The Lao program THT (Teacher Helping Teachers) provides a valuable opportunity for teachers from Japan to interact with Lao teachers and students at the secondary and tertiary levels. This interactive session will give an overview of the program and review the pedagogical challenges that teachers and students face. Transforming classroom lessons into a more communicative style is an ongoing endeavor; more than the Lao side it is the visiting side that often benefits more. This session will also introduce a new intercultural training pre-departure program designed specifically for Japan-based teachers raising awareness of the unseen cultural rules in Laos.

[TOP](#)

SATURDAY 4:15-5:45 JSL FORUM (RM 101)

Issues of sustainability for school-aged children in second/foreign language learning

Tamayo Hattori (Sumida International Learning Center), Hiroshi Noyama (Center for JSL Research and Information at National Institute for Japanese Language and Linguistics), Noriko Toyoda (Meikai University), & Takayuki Hara (Kagoshima University)

This forum explores the issues of sustainability in language learning for school-aged children. While it is essential to provide such children with sustainable language education, curricula are subject to change by policies which are heavily influenced by social and political changes. Unlike adults, most children have to passively accept programs. We will overview policies and issues in language learning in Japan where both English and Japanese language learning are in the process of policy changes. The issues will be discussed in the global perspectives. Actual cases and some experimental results of children's cognitive development and curriculum making for sustainability will be brought to examine.

[TOP](#)

SATURDAY 4:15-5:45 PRAGMATICS FORUM (RM 102)

Conversation analysis in a language-learning context: Talk for the purpose of learning

Yuri Hosoda (Kanagawa University); David Aline (Kanagawa University); and Baikuntha Bhatta, Jeffrie Butterfield,

& Yuki Nakae (Kanagawa University);

This panel introduces conversational analytic studies of three English language-learning contexts in Japan: teacher-fronted interaction, task-based discussions, and language lounge talk. Hosoda investigates question and answer sequences in primary school, exploring instances in which student responses are noticeably absent and revealing teacher interpretation of missing responses. Aline examines systematic use of classroom materials by students in the form of tapping the worksheet for accomplishing social actions during group work in university classes. Bhatta, Butterfield, and Nakae explore features of talk found in university language lounges, an emerging form of language learning context recently instituted by many universities.

Teacher treatment of student missing response in primary school English language classes
Yuri Hosoda (Kanagawa University)

[TOP](#)

This study investigates question and answer sequences in primary school English classes. It explores instances in which student responses are noticeably absent after teacher questions and reveals teacher interpretation of the missing responses. Drawing on 22 hours of video-recorded classroom interaction in Japan, the analysis revealed that overwhelmingly teachers treated students' insufficient linguistic knowledge as a source of missing responses and such interpretation was found to be specific to language classrooms. Moreover, in dealing with missing responses, teachers prioritized the preference for dealing with problems in understanding questions over the preference for dealing with problems in producing the answers.

Tapping on the worksheet as a multimodal feature in task-based language learning interaction
David Aline (Kanagawa University)

[TOP](#)

This presentation examines the systematic employment of classroom materials by students in the form of tapping the worksheet for accomplishing social actions during task-based discussions in Japanese university. Focusing on language as a situated and embodied achievement, this conversation analytic study explores how and when participants in small group discussion tasks deploy the gesture of tapping the worksheet, upon which are printed significant details pertinent to the discussion. At this preliminary stage of analysis the findings indicate that the tapping performs multiple actions including delaying the next item due, supporting a claim, and adding emphasis to an argument.

Features of talk in university language lounges
Baikuntha Bhatta, Jeffrie Butterfield, & Yuki Nakae (Kanagawa University)

[TOP](#)

In recent years many Japanese universities have created language lounges with the objective of improving students' communicative competence in English. In this presentation we will talk about the various features of talk in a university language lounge from a conversation analytic perspective. Some of the features that we will be discussing are the management of rights to knowledge (epistemics), topic shift, turn allocation, and how language lounges manifest interactional practices at the border between educational contexts and mundane talk.

[TOP](#)

SATURDAY 4:15-5:45 LEXXICA/CALL/VOCAB SIG FORUM (RM 103)

How online vocabulary study improves proficiency and outcomes in all four skills
Guy Cihl (Lexica)

New knowledge and emphasis on top down and bottom up approaches are changing our how learners most efficiently improve proficiency in the four skill areas (Hinkel 2006, McLean 2012). This forum will review the research as well as several case studies that support the use of explicit and decontextualized study of vocabulary online as an efficient and effective way to improve proficiency in all four skill areas.

Guy Cih (Lexxica)

This presentation will introduce the research asserting that explicit and decontextualized study of vocabulary is highly efficient and effective. The presenter will review several case studies and examples showing how proficiency and outcomes in all four skill areas are improved by an online vocabulary supplement that adjusts to each student's lexical needs. The presenter will demonstrate an online vocabulary supplement designed to quickly teach each student their missing high frequency words for specific purposes including: TOEIC, TOEFL and graded/extensive reading.

Online vocabulary study improves average TOEIC and TOEFL test scores

[TOP](#)

Guy Cih (Lexxica)

Based on corpus analysis of actual TOEIC and TOEFL tests, the presenter will show how one third of the words most frequently occurring in all parts of TOEIC and TOEFL are not general English words but rather a particular set of low-frequency words that ETS repeatedly uses to create difficult questions. Students working with traditional four skills materials and graded readers will not have a chance to meet these low frequency words. The presenter will demonstrate an online vocabulary supplement designed to quickly teach each student their missing high frequency words for TOEIC and TOEFL.

[TOP](#)

SATURDAY 4:15-5:45 SDD FORUM (RM 201)

PechaKucha extravaganza: Sustainable learning through speech, drama, debate, and oral interpretation

Vivian Bussinguer-Khavari (Kwansei Gakuin University), David Edward Kluge (Nanzan University), and Dawn Kobayashi (Onomichi City University)

Borrowing from Transformative Sustainability Learning (TSL) theory of head, hands, and heart learning (Sipos, Battisti and Grimm, 2008), we will show how the use of speech, drama, debate, and oral interpretation in the classroom develops cognitive, psychomotor, and affective abilities which are central to facilitating a sustainable learning pedagogy. Through a series of PechaKuchas, we will share ideas on how these tenets promote the transference of classroom skills to broader, social functions. Following the PechaKuchas, attendees will be invited to discuss how to utilize speech, drama, debate, and oral interpretation to promote sustainable learning.

Debate activities and games for the language classroom

[TOP](#)

Vivian Bussinguer-Khavari (Kwansei Gakuin University)

When teaching second language learners how to engage in formal debate, it is often difficult to incorporate fun activities that encourage them to practice skills such as persuading, refuting, and decision-making. Assuming that the audience is already familiar with the basics of formal debate instruction, this presentation highlights classroom activities and games that use competition, role-play, improvisation, movement, and discussion to foster the development of learners' debating skills. This presentation is part of the Speech, Drama, and Debate SIG showcase/forum.

Oral interpretation for sustainable learning

[TOP](#)

David Edward Kluge (Nanzan University)

Oral Interpretation, or Readers Theatre, is a way of making literature come alive in class by asking the students to use their voices and bodies to help communicate the meaning of the literary piece. It is often used as a class activity, but is done as a curricular and co-curricular activity at the presenter's institution. This PechaKucha presentation first describes what Oral Interpretation is, then goes through the steps to teach and practice it in class (curricular), and finally shows how to put on a performance festival (co-curricular).

Sustainable learning through drama

[TOP](#)

In this presentation, we will consider how drama can be used to encourage the transference of classroom experiences to wider social outcomes through the development of students' cognitive ability, real-world skills and emotional development. The presenter will discuss how drama in relation to head, hands, and heart learning fosters creative thinking, aiding analytical skills in other subjects; prepares students for the workplace by developing confidence in public speaking; and allows students to gain important socio-cultural insights through the exploration of complex social issues. This presentation is part of the speech, drama and debate SIG showcase/forum.

[TOP](#)

SIG PUBLICATIONS 5:00-6:00 (KORYU CENTER KAIGISHITSU FRONT)

Moving forward with SIG publications

Andy Barfield (Chuo University)

Building community, getting new members feeling that they can contribute to publications, building a collaborative, inclusive spirit, and breaking down the barriers between officers and members, editors and writers: These are all key issues for SIGs in developing and sustaining inclusive publications for their members and for other communities. This session offers opportunities to explore such issues together, as well as reflect on how clearly different SIG publications encourage and include different writers, different types of writing, and writings of different lengths. Please join this session if you are interested in moving forward with energizing ideas for SIG

[TOP](#)

SUNDAY 9:30-11:30 JSHS SIG (RM 202)

School teachers get-together

Robert Morel (JSHS SIG)

Do you have something to share with other teachers? Do you have advice to give? Do you just want to meet some other junior / senior high school teachers with similar interests? Come along to the JSHS SIG Get-Together and you can do all these things! No teacher is perfect! We all want to do a better job at educating our students. At this Get-Together, participants will share ideas and problems, ask questions and get support to help provide the best language-learning environment for the young people in our classrooms. Refreshments provided.

SUNDAY 9:30-11:30 POSTER SESSION 3A (2F Tamokuteki Hall)

There must be something better than a book report!: Alternatives in analysing literature

Frances Jane Shiobara (Kobe Shoin Women's University)

[TOP](#)

Although reading and literature are taught in many schools and universities, analysis and evaluation of the students' reading still focuses mainly on discussions and book reports. I have found that when using these activities, my students did not really engage with the literature. In this poster presentation I will introduce more exciting alternatives to traditional book reports. These include posters, picture books, comic books, and story boards. I will explain how I set up the projects in my classes, with ideas that can be implemented in many different classroom situations. I will also display a variety of real student examples.

L2 learners' motivation evaluated by teachers

Tetsuya Fukuda (International Christian University)

[TOP](#)

This presentation describes the research to measure L2 learners' motivation levels. L2 motivation has been widely discussed, but at the same time, this field of research has been criticized for its tendency to rely too much on students' self-perception. The current research is a response to this criticism, by asking teachers to

evaluate learners' motivation. Two teachers evaluated each student's motivation level, and in total, four teachers evaluated about 60 students' motivation to study English. The results show that there was a weak, but statistically significant correlation between students' own perception and their teachers' evaluation.

Education for sustainable development in Kenya

[TOP](#)

Hitomi Sakamoto (Toyo Gakuen University) & Eleanor Kelly (Waseda University)

This presentation shows how the presenters' experiences in Kenya can be used in lessons on sustainable development. The first topic presented is about an NGO organized by a Japanese couple who have been helping local people in an impoverished village by teaching them how to improve the quality of their farming. The second is about the Giraffe Centre in Nairobi whose purpose is to educate Kenyan children about their country's wildlife and environment and to raise awareness of endangered animals. We can help these organizations by teaching our students about the efforts they are making to make a better world.

Water and Japan's environmental impact

[TOP](#)

Tamatha Roman (Kanda University of International Studies)

This presentation will focus on material created for lessons on the issue of water waste in Japan and its effects on the global community. These lessons were used in a university course entitled "Japan's Environmental Impact." topics that will be discussed include the debate between tap and bottled water, access to safe drinking water, personal water footprints, and conservation techniques. In addition, information on several "blog challenges" and two action projects will be presented. Participants will leave with a myriad of ideas and ready-to-use materials, adaptable for their own classrooms. Examples of student work will also be available.

Class activities for describing Japanese culture in English

[TOP](#)

John Edward Rucynski, Jr. (Okayama University)

There is growing emphasis on helping Japanese students develop a broader international perspective. However, it is not enough to have knowledge of other cultures; becoming a true global citizen also requires the ability to explain one's own culture in English. With the Olympics returning to Japan in 2020, this overlooked English skill has become even more relevant. Unfortunately, few EFL textbooks are Japan-specific enough to focus on this skill in a comprehensive manner. The presenter will share class activities and supplemental materials designed to help students improve their ability to describe and discuss Japanese culture in English.

Self-paced listening skills development using Moodle

[TOP](#)

Elton John LaClare & Robert Marc Hirschel (Sojo University)

The Moodle course management system offers numerous possibilities for enhancing listening skills across the spectrum of learner proficiency. This presentation will introduce a number of task types oriented toward both lower and higher-order listening skills. The presenters will argue that enhancements offered by the Moodle platform, such as self-pacing, global access, instant feedback and auto-correction, increase the effectiveness of traditional classroom activities such as minimal pairs distinction and dictation. In addition, the presenters will demonstrate how listening tasks may be integrated into a self-study program that is both monitored and assessed using a variety of Moodle features.

Pragmatic features in ELT textbooks for beginners

[TOP](#)

Chie Kawashima (Tochigi Prefectural Sano Shou-ou High School)

Pragmatic competence is required for successful communication in a foreign language and textbooks are the primary source of input and practice. This study looks at speech acts presented in beginner level commercial ELT textbooks used internationally. Analysis of the textbooks reveals that a range of communicative functions and linguistic forms are featured, and identifies whether pragmatic features are introduced with contextual information. The results suggest there are some common shortcomings of presenting speech acts in the textbooks.

Andrew Zitzmann

A plethora of online materials, such as self-study programs and workbooks, are available for teachers who wish to adopt them as supplementary materials for their language programs. While such materials can be usefully integrated into the class, as in blended learning programs, or used for self-study, there are a number of issues that need to be considered in relation to their use. The presenter will address some of these issues based on research into the use of online materials in tertiary-level classes. Ensuing discussion will examine elements to consider when choosing these resources for your teaching.

Creative activities to beat the “blahs”

[TOP](#)

Kim Sharon Bradford-Watts (Kyoto Women’s University)

The motivation to study is difficult to maintain over an academic year. Why not incorporate creative activities into your lessons? This presentation will explain why creative activities should be considered standard fare in the foreign language classroom, and discuss how to incorporate them into your lessons. Have you ever used candy with pictures on the wrapping to inspire students in a writing class, or had your students teach the class a craft? You will walk away from this presentation with a list of creative activities and the motivation to try some with your students!

Why don’t our students study abroad?

[TOP](#)

Mathew Porter (Hiroshima Bunkyo Women’s University)

Our school, a small, private women’s university in western Japan, doesn’t see many students participating in its study abroad offerings. Recent changes at the university and MEXT directives encouraging study abroad led to the undertaking of a large-scale survey (n=450) of first- and second-year students to search for ways to increase participation and improve programming. Factors influencing our students’ decisions about study abroad programs will be discussed along with possible university responses. It’s hoped that conference participants will share their ideas about developing and maintaining study abroad programs.

Student preference in teacher nationality

[TOP](#)

Yoshie Shimai (Kyushu University) & Aaron David Hahn (Fukuoka University)

Many administrators at Japanese universities assume that students react differently to so-called “native” and “non-native” teachers. However, a pilot study of 77 students at a university in Southern Japan found that there were no statistically significant differences between the way students rated the two groups in terms of enjoyment, comfort/ease, and perceived usefulness. We will discuss the results of a second set of surveys conducted at another university in April, 2014. The results will have implications for how English language departments make hiring decisions and allocate classes.

[TOP](#)

SUNDAY 9:30-11:30 POSTER SESSION 3B (Koryu Center Meeting Room)

日本人英語教師による英会話の教え方

Tadashi Ishida (English Academic Research Institute, Japan)

発表者は英語を母語とする教師の手助けなしに英会話を教える方法と、英語を母語とする教師の手助けで英会話を教える方法を提示する。そして、日本人英語教師が自分自身の英語能力の上達をはかる方法も提示する。

Projects: Bringing student output beyond the classroom

[TOP](#)

Michael Stockwell (Sugiyama Jogakuen University)

EFL students are frequently asked to generate content that often vanishes after the course is finished or their flash memory was accidentally laundered or misplaced. From a motivational point of view, students could be enticed to invest more time on their selected projects if they understood that there would be permanence beyond the duration of the course or the physical confines of the classroom. This presentation will take a pragmatic look at how a university EFL program in Japan was able to use online web building software to incorporate CALL into their third year projects class with minimal difficulties.

The influence of cultural worldviews on learner syntax

[TOP](#)

Nobuko Trent (Aoyama Gakuin University)

Studies of linguistic anthropology claim that the Japanese language is molded by its culturally-specific worldview which, unlike English, does not focus on “agents of actions”. Previous studies (Trent, 2012; 2013) have proposed that this unconscious worldview hinders Japanese learners’ English acquisition, showing that learners negatively transfer the concept of Japanese subject-free predicate-only sentence structures into English, resulting in common forms of ungrammatical sentences. In relation to this, comparative analyses of English-Japanese structures clearly helped learners address this issue. This study qualitatively analyzes learners’ reflection on their language culture and discusses how their awareness may encourage English acquisition.

Beyond the textbook: Lessons from Vietnam

[TOP](#)

Cherie Brown (Akita International University)

Local participants at ‘Teachers Helping Teachers’ (THT) professional development workshops in Vietnam often comment on the constraints of their teaching contexts, in particular, the requirement to use prescribed textbooks and high-stakes, exam-focused curricula. This presentation demonstrates how prescribed textbooks may be employed, with modifications, as a springboard to promote richer student interaction and quality language learning opportunities, while still meeting national curriculum and examination preparation requirements. Focusing particularly on reading texts and vocabulary development, useful applications can be made by teachers to Japanese contexts where national curricula, set textbooks and examinations place similar constraints on English language teaching and learning.

Why do we need CT SIG? The elephant under the big tent

[TOP](#)

David A. Gann (Tokyo University of Science)

CT SIG has hitherto been organized under a “big tent” model inclusive of two competing approaches to critical thinking instruction: the immersion approach (where critical thinking is taught implicitly) and the infusion approach (where critical thinking skills are taught explicitly). An explanation will be given of how theory of noticing (how input becomes learning) and the consequences of dual cognitive load suggests that EFL educators must rethink critical thinking instruction. The presenter will explain how this unaddressed divide between these two approaches prevents a meaningful definition of CT SIG’s purpose and throws the sustainability of the SIG into question.

Comparing TOEIC® and vocabulary test scores

[TOP](#)

Masaya Kanzaki (Kanda University of International Studies)

This study compares the results of three types of TOEIC® tests and two vocabulary tests to determine the degree to which the test scores correlate. The listening, reading and speaking tests of the TOEIC®, the Vocabulary Levels Test (VLT) and the Vocabulary Size Test (VST) were given to 88 university students. The scores of the five tests were then examined for correlations. All three TOEIC® tests showed stronger correlations with the VLT than with the VST. In comparing the three TOEIC® tests, the correlations between the TOEIC® reading test and the vocabulary tests were strongest. Pedagogical implications will be discussed.

Expand your worksheets with QR codes

[TOP](#)

Cameron Romney (Kyoto Sangyo University)

Worksheet writers face a dilemma: how to maximize the information presented in the limited space of a page or two. One solution is to use QR codes to condense information. A QR code is a matrix barcode that can contain text, URLs, etc. These codes can be scanned with a smartphone or other device. The presenter has been creating language-learning materials with QR codes for the last 10 years. In this presentation he will showcase some of these materials and demonstrate how to use QR codes to reduce the amount of space needed for both in-class worksheets and homework assignments.

Communicative accommodation for discursal sustainability

[TOP](#)

Yosuke Ogawa (Kansai University)

Although language learning needs a certain motivation of long-term sustainability, effective communication also needs the participants' efforts with short-term sustainability to keep the talk going. To explore the issue, this research shows how speakers (on-speech-turn participants) manage their speech-turn with fillers, and how listeners (off-speech-turn participants) use reactive tokens such as back-channeling/aizuchi to manage cross-cultural communication. The presentation focuses on CA methodology to analyse the sequential details of talk, using data collected from native-nonnative university students chatting one-to-one off-task in a classroom context. The discussion will focus on how turn-management strategies enhance cross-cultural conversation flow.

Online translation sites: Problems and possibilities

[TOP](#)

Judy Yoneoka & Joe Tomei (Kumamoto Gakuen University)

An experiment was conducted with three groups of university students (English majors, Chinese and Korean majors, and medicine majors) from two universities, as part of a project to develop recommendations for effective use of online translation sites for multilingual signs. Following instructions based on a PDCA (plan-do-check-act) cycle, students used Google Translate and similar sites as aids to render Japanese sentences into English and a second foreign language of their choice (German, French, etc.). This poster presentation discusses the data obtained as well as student reactions to the task. Suggestions on effectively using online translation sites are also summarized.

Vocative use in a multiethnic community in Japan

[TOP](#)

Michael Mondejar (International University of Japan)

Vocatives, or forms of address, are critical to the relationship between linguistics and social structures; however, research on their use is lacking, especially in terms of comparative and empirical studies. This presentation attempts to address this issue by analyzing the use of English and Japanese forms of address in a multiethnic community in Japan. Variation in vocative use among people of different cultural and linguistic backgrounds will be examined through the use of naturally collected and elicited teacher-student interactions. In addition, some of the underlying cultural and socio-pragmatic reasons of individual participants' linguistic choices will be discussed.

[TOP](#)

SUNDAY 10:00-11:30 LLL FORUM (RM 101)

Lifelong language learning in the workplace

Regan Tyndall (Asia University), Curtis Kelly (Kansai University), Paul Arenson (Nangoku Jiyu-jin)

This forum will focus on lifelong language learning in the workplace. Curtis Kelly will introduce a study that shows two critical areas of knowledge that companies need in college graduates. The second speaker, Regan Tyndall, will present his investigation of feedback acquired from Japanese professionals sent on overseas assignments about the instruction they received pre-departure. Finally, Paul Arenson will explore how teaching that owes anything to notions of critical thinking or engaged pedagogy can function in a system where improving TOEIC scores predominates.

Ten years ago, population statistics suggested that we were entering an adult education boom, but is it really happening? Let's review the data, and then look at another study that shows two critical areas of knowledge that companies need in college graduates.

Voices of workers sent abroad about pre-departure language training
Regan Tyndall (Asia University)

[TOP](#)

The globalization of Japanese industries has necessitated foreign-based assignments and regular English usage for thousands of professionals. This presentation investigates the responses of Japanese professionals working and living overseas to the intensive, pre-departure English courses they studied in Japan. In most cases, the professionals involved were enrolled by their employers in short-term, 10-hour per day courses with native-English instructors immediately prior to leaving for long-term assignments abroad. The presenter's hope is that by investigating the responses of a diverse range of professionals, insight will be gained into their particular needs in order to inform future curriculum for English instructors in Japan; and, additionally, to clarify whether such an intensive program of language study is the most desirable option for Japanese companies to assign to their overseas-bound staff.

Life-long teaching: Critical pedagogy and the corporate classroom
Paul Dennis Arenson (Nangoku Jiyu-jin, Japan)

[TOP](#)

How do those of us schooled in humanistic education teach when confronted by the corporate nature of our workplaces, be they actual companies that exploit their workers (including us) and produce products that bespoil the environment, or supposedly enlightened academic institutions that would have us teach for the test or limit the number of As we can assign? This seeming contradiction is actually the norm that compels us to seek ways to subvert it.

[TOP](#)

SUNDAY 10:00-11:30 OLE FORUM (RM 102)

How to make 2FLT last: Considering the learner needs

Maria Gabriela Schmidt (University of Tsukuba), Morten Hunke (Aichi Prefectural University) & Marius Albers (University of Ehime)

Sustainability requires that our teaching seek possible synergies in order to make them truly sustainable, and in this OLE-SIG Forum we will focus on the synergies that are available to the learners of a 2nd FL connecting to and supporting their 1st FL. As individual learners in Japan have a background of experiences in studying English, the 2nd FL should focus on the needs of the learner to achieve a lasting effect for foreign language learning and teaching. The presentations in this forum will give insights and techniques that can be applied in any situation where learners are learning more than one foreign language.

Using a holistic approach on teaching listening to 2FLs of German
Maria Gabriela Schmidt (University of Tsukuba)

[TOP](#)

Listening comprehension is an important part of language acquisition. Yet, in classroom instruction, listening exercises take only a few minutes or less. This is intensive listening, where students have to focus on every single sound. As languages are originally based on sound, the input should be in various exercises, helping learners develop true listening comprehension skill. To make these learning efforts last, extensive listening plays an important role. Listening is not only passive, and special exercises fostering the awareness of prosodic sound patterns can help improve the student's listening skill. Learning with all senses balances all language skills required.

This presentation will demonstrate how Japanese cultural formats like *haiku*, *tanka*, and *kamishibai* may be employed in the foreign language classroom as native culture appreciation, comparative culture, scaffolding, teaching aspects of pronunciation/prosody, creative language usage, and awareness of the role of literature in language learning among others. Examples will be given of all these cultural formats and how they can help with these multiple goals will be discussed in detail

Learner-oriented German materials
Marius Albers (Ehime University)

One characteristic of effective textbooks is that they address the learners and their needs and interests. Although every year a considerable amount of new textbooks are published for the ever-shrinking German as a 2FL market in Japan, few take this requirement into account. This contribution presents an approach which starts from the beginning learner and aims at producing 2FL German teaching material optimally oriented towards their interests in all its parts. This talk will explain the background and realm of the project, demonstrate attempts at finding out the learners' needs and interests, present early results and applications, and outline future tasks.

SUNDAY 10:00-11:30 ER FORUM (RM 103)

Creating lifelong readers: Programs, resources, and research

Brandon L. Kramer (Momoyama Gakuin University), Mark Brierley (Shinshu University), Barry Keith (Gunma University), Thomas E. Bieri (Nanzan University) & Greg Rouault (Doshisha Women's College of Liberal Arts, Japan)

This forum aims to support teachers in creating sustainable ER programs which encourage the development of long-term reading habits in their students, requiring a multi-faceted approach. Our panel of invited guests will cover ER programs from start-up to sustainability, including: the creation of ER programs, the maintenance and oversight of these programs, the variety of ER materials, and finally advice on publishing these experiences so the community as a whole can grow and learn. With a question and answer session included, participants will be welcome to share their own stories of ER sustainability as well.

Setting up sustainable ER systems
Mark Brierley (Shinshu University)

Extensive Reading (ER) has been defined: "Reading a lot of easy, enjoyable books" (Helgesen, 2005). For a successful programme, students need books, time to read and permission to enjoy reading. Providing books is relatively easy, but bigger challenges lie in orientation and assessment of students, and institutional support for teachers.

Student voices: Moodle Reader vs. other forms of ER assessment
Barry Edmond Keith (Gunma University)

Student assessment is sticky problem when implementing an extensive reading program. Ideally, we would like students to read for pleasure, but teachers are usually required to assign them grades. This paper reports on survey data of about 60 first-year Engineering students who participated in a one-year extensive reading program of a required English course. In the first semester, many participants were assessed by book reports, reading logs, and reading response journals. In the second semester, all students took Moodle quizzes. They were asked which do they prefer and why and also if they would continue ER in the future.

ER resources and materials
Thomas E. Bieri (Nanzan University)

The presenter will provide guidance on the wide variety of ER material available in Japan for those looking to build or expand on an ER library. The presenter will describe and show some examples of graded readers, leveled readers and other authentic printed materials, as well as digital resources. One freely available resource for leveling your own materials will also be introduced.

Publishing your experiences: Insights and possibilities

[TOP](#)

Greg Rouault (Doshisha Women's College of Liberal Arts)

With increasing competition, researchers understand that publications are a necessary evil. This forum presentation draws on feedback from international journal editors for authors submitting to academic journals. Guidelines for getting published with details on acceptance rates and response times in the reviewing process will be covered. Attention will be given to the aims and scope of a journal, meeting APA requirements by structuring research articles and papers, as well as avoiding plagiarism. The content will be of interest to and useful for participants in planning and writing up ER research studies targeted for publication in domestic, regional, and international journals.

[TOP](#)

THT FORUM 10:00-11:30 (RM 301)

Crossing borders, changing you: Lao program

Donna T. Fujimoto (Osaka Jogakuin University), Chris Ruddenklau (Kinki University) & Jerry Halvorsen (Sapporo International University)

It is often assumed that Japan-based teachers who participate in overseas programs or conferences will act in culturally sensitive ways. However, studies, which are well supported by actual experience, show that misunderstandings often occur, and these mismatches are not raised to the level of consciousness on either side. This session will introduce an intercultural training program—the Contrast Culture Method—recently offered by the Lao program. The method has been effective in encouraging teachers to be reflective and inquisitive about subtle cultural differences that can have a significant impact. Come and learn about the method and the Lao program.

[TOP](#)

SUNDAY 10:30-11:30 TEVAL FORUM (RM 201)

The process of developing questionnaires with Rasch analysis

Keita Kikuchi (Kanagawa University) & J. W. Lake (Fukuoka Jo Gakuin University)

Many second language researchers use survey research to explore latent constructs and students' attitudes toward learning. This workshop will go over some of the mistakes that researchers commonly make in doing survey research and explore methods for determining well-grounded items. Guidelines and suggested values for different aspects of a Rasch analysis will be explained. Both individual item analysis and whole scale analysis will be discussed and illustrative examples will be presented. There will be some hands-on activities to construct a questionnaire and understand the relevant ideas with other participants.

[TOP](#)

SUNDAY 1:30-3:30 POSTER SESSION 4A (2F Tamokuteki Hall)

Can loanword frequency predict DIF in vocab tests?

Phil Bennett & Tim Stoeckel (Miyazaki International College)

Differential item functioning (DIF) exists when groups of examinees perform differently on a test item irrespective of their abilities. The presenters discuss the effect of loanwords in English vocabulary tests administered to speakers of Korean and Japanese. Previous research found that for items testing words with loan equivalents in these languages, L1 frequency was a good predictor of DIF, with items being easier for the

group whose L1 uses the loanword more frequently. The present study examines loanword status of non-DIF items, offering insight into whether loanword frequency only explains DIF or also predicts in which items it will occur.

Two resources for extensive reading in Japanese
Matthew Coomber (Kyoto Sangyo University)

[TOP](#)

A key benefit of extensive reading is that it can be undertaken independently by learners outside the classroom, and is thus particularly effective as a sustainable long term learning strategy. However, while learners of English have the luxury of hundreds of graded readers to choose from, locating suitable extensive reading materials can be more problematic for learners of other languages. This presentation introduces two Japanese language magazines, 'News ga Wakaru' and '中上級のにほんご', compares various features of their design and content, and explores the presenter's own experiences of extensive reading in Japanese.

Teachers writing for publication: Brokering access
Theron Muller (University of Toyama)

[TOP](#)

Brokering, the mediation of texts and publishing opportunities, is an important aspect of writing for academic publication. It includes literacy brokers (Lillis & Curry, 2010), who deal with revision in preparation for publication, and network brokers (Curry & Lillis, 2010), who facilitate scholars' access to publishing opportunities. This presentation explores the brokering two Japan-based language teachers experience while pursuing publication, with attention to how relationships are formed and the role of brokering in their writing for academic publication. Participants will be invited to consider how the experiences of these two research participants can inform their own efforts to publish.

Study abroad program successes and otherwise
John Frederick Maune (Hokusei Gakuen University)

[TOP](#)

At Hokusei University, junior college study abroad students take ESL courses at an overseas university of their choice for four months during the second semester of their first year after completing a preparatory semester. In this presentation, the results of a survey and interviews of returning students will be presented including reasons students chose their study abroad school, what best prepared them for their study abroad experience, and their level of satisfaction with their time abroad and with their own efforts during that time. It is hoped that coordinators of similar programs will share their own successful methods.

Developing a sustainable curriculum
Brendan Van Deusen & John Patrick Owatari-Dorgan (Nagasaki International University)

[TOP](#)

This presentation describes the process of reforming the first-year English curriculum at a Japanese university. The project called for standardising the learning objectives across the four departments: International Tourism, Social Work, Health and Nutrition, and Pharmacy. The presenters begin by summarizing the problems that instigated this project. Next, they discuss the learning objectives (can-do statements) that underlie the new curriculum and how these objectives can be interpreted to deliver suitable content to each department. Finally, challenges and future directions in the process will be discussed.

Using graphic organizers and templates for increased fluency and confidence
Julia Christmas (Miyazaki International College)

[TOP](#)

Top-down, Ministry of Education curricular changes in high schools and adoption of the TOEFL iBT by many universities have created an emphasis on developing speaking skills. This presentation offers tools to shelter, support, and scaffold lower-level speakers of English until they develop higher levels of vocabulary and fluency. Those tools include a graphic organizer, a language template, and sets of discussion phrases to help inexperienced students who are frustrated and unable to share their opinions using oral English. Informal and

formal post-classroom use surveys reveal very positive student reactions.

Japanese EFL learners' expressions of thanks and disagreement
Masashi Otani & Yuuki Ogawa (Soka University)

[TOP](#)

The purpose of this presentation is to report the results of a small-scale research study on the pragmalinguistic knowledge of a group of elementary level university EFL students. The research focused on two speech acts, thanking and disagreement. The study employed Discourse Completion Tasks (DCTs). The DCTs involve two situations to examine participants' speech acts of social distance and intensity. Participants' responses of pilot DCTs were discussed before the actual study by a group of EFL teachers to confirm the validity. To analyze the potential of speech act lessons, the results and implications will be discussed with the audience members.

Learner proficiency using Portable Document Format files for reading
George Robert MacLean & Norman Fewell (University of the Ryukyus)

[TOP](#)

Portable Document Format Files (PDFs) are increasingly being used for the transmission of educational information. They almost become integral for the instruction of reading, especially where tablets are used. This presentation examines learners' self-reported abilities to use technology with special reference to PDFs prior to a forty-minute lesson that trained students how to use and markup such documents. Descriptive statistics will be used to (a) present results from a 30-item survey administered to approximately 100 second year language learners at a national university in Japan, and (b) measure students' technical proficiency using PDFs following a one week delay after instruction.

What's good about the Japanese English teaching program from an assistant language teacher's perspective
Samuel Edward Muller (Yatsushiro Board of Education)

Japanese elementary school English teaching has been designed to provide external motivation to study a language other than Japanese in secondary school. Students in 5th/6th grade study English once a week with assistant language teachers (ALT) based on a textbook. This poster will give an idea of what classes are like from the ALT's perspective and whether or not it reaches set goals. Based on weekly observations in five different elementary schools, I focus on good and bad points of the program and possible future directions.

English ability and the tourist industry in Siem Reap, Cambodia: Examining the survey experience
Jeffrey Stewart Morrow (Kumamoto Gakuen University)

[TOP](#)

The number of English-speaking international travelers visiting Cambodia and particularly Angkor Wat in Siem Reap has increased in the past five years. Presently, shop staff and tour guides there need good English language skills. The author wanted to understand how English language proficiency affects employment and income; however, there was a lack of socioeconomic data in Siem Reap, so the author conducted three surveys on shop staff and tour guides' English study experiences and proficiency levels. This presentation explains the survey findings and explores its implications.

[TOP](#)

SUNDAY 1:30-3:30 POSTER SESSION 4B (Koryu Center Meeting Room)

Effects of lesson study on pre-service teacher training
Michael James Rupp (Kumamoto University)

Collaborative Lesson Study (CLS) is a cyclical teacher development model in which members collaborate in the planning, execution, revision and re-teaching of a lesson. This presentation will highlight the results of the introduction of a CLS cycle into the pre-service teacher-training program at a Japanese junior high school. Our team included two Japanese pre-service teachers and an in-service teacher. CLS was shown to have numerous benefits including increased teacher awareness, membership in the community of practice of professional

teachers, professional knowledge transfer among teachers and measurable increases in ability to meet personal and professional development goals.

Abandoning repair in teacher-student interaction

[TOP](#)

Seth Eugene Cervantes (Tomakomai Komazawa University)

This presentation will explore the repair of trouble-sources in teacher-student interaction, focusing on the abandonment of other-repair attempts. The researcher recorded six 25-minute Skype English conversations between two Japanese learners of English and two English teachers from the Philippines. To analyze the data, a mixed-methods approach was employed using data obtained from a) Skype transcripts, b) field notes, and c) semi-structured interviews. The results suggest that teachers abandon a repair to move the lesson along while students often appear to be unaware that a repair is being abandoned. The presentation will conclude by discussing the implications of the findings.

Revisiting dictation: An investigation of gains in students' aural decoding skills

[TOP](#)

Ryan James Pain & Jon Rowberry (Sojo University)

Aural decoding skills are a vital component of listening proficiency that require conscious attention and focused practice. This paper examines the efficacy of a 12-week dictation program administered online as part of a compulsory communicative English course at a Japanese university, on students' ability to decode spoken English. Two dictation tasks were constructed and administered to four groups of first-year students. Responses were analysed, and mean scores calculated and compared using a correlated samples t-test to ascertain whether gains had occurred as a result of the program, and to help inform the development of future remedial listening practice tasks.

Project based postgraduate science writing classes

[TOP](#)

Evelyn Joyce Naoumi (Meiji University)

Innovative ideas and materials are often responses to problems encountered in the classroom. This poster introduces a group project that evolved in an interdisciplinary postgraduate science academic writing class at a Japanese university. The poster introduces three areas of interest to teachers in similar contexts. The first introduces the application of needs analysis in the teaching context and the rationale for environmental topics as a carrier for skill development. The second identifies tasks for science writing. The final area presents the work of students and their comments on project based writing in class. The poster concludes with some recommendations.

Preparing students for using English in science careers

[TOP](#)

Jennifer Michelle Saunders (Kakogawa Higashi Senior High School)

English is considered the international language of science, and many universities in Japan offer English-only graduate degree programs. Kakogawa Higashi Senior High School, designated a Super Science High School (SSH) by Hyogo Prefecture, has a special course designed to prepare students for future careers in which they can communicate with other scientists worldwide using English. Focus is placed on discussion, presentation and academic writing skills. This session will provide an overview of what this unique program has accomplished, the directions it is headed and how it relates to the broader context of science communication.

Engaging in short-term study abroad: what tools do learners use?

[TOP](#)

Maiko Berger (Ritsumeikan Asia Pacific University)

This study investigates how contact with the target language and usage of social media influence learners' perceptions of their achievement during short-term study abroad. Learners have various tools to 'be connected' physically and virtually, while participation and contribution to the local community is crucial in improving language skills. The study reports on the participants' language usage and analyzes the development of English learners. The study includes the assessment of participants' English language skills before and after study

abroad, but focuses more on what qualitative interactions occurred. It argues that the learners' preferences and perceptions vary, and these may also affect achievement.

Ways of speaking "in character": The pragmatics of Japanese mascot kyara "characters"

[TOP](#)

Debra Jane Occhi (Miyazaki International College)

Why does Kumamon say "mon"? Language use associated with Japanese mascot characters (*kyara*) is a playful practice that instantiates their identities via various levels of intertextuality, emerging partly from sound symbolism in Japanese language. Quantitative and qualitative analysis of these phenomena of naming and 'speaking' reveal links to aspects of Japanese wordplay found in other realms of expressive culture including dialect. The combination of these aspects connects mascot characters to the media mix world of manga and anime via *yakuwarigo*, 'role language', a research topic in Japanese sociolinguistics. These findings may be useful in discussions, fostering linguistic meta-awareness among students.

Virtual learning environments and data in the classroom

[TOP](#)

Daniel William Parsons (Kwansei Gakuin University)

Integrating open source VLEs into the classroom brings with it a new arena of data collection and data driven learning possibilities. I integrated VLEs into business role plays so that university students could see in real time the financial results of their business meetings. Data collection on student performance was non-intrusive and the data are contributing to classroom research. However, there is a steep learning curve in getting to grips with the technical aspects of VLEs. I will discuss some open source platforms for data collection and data interaction and offer advice on overcoming technical hurdles to getting started.

The need for the Standard Word unit of reading measurement

[TOP](#)

Brandon Lee Kramer (Momoyama Gakuin University)

The current standard of counting words for reading measurement is problematic because the average word length can vary widely between materials depending on characteristics such as text difficulty. The adoption of the Standard Word unit, defined as 6 characters of text including punctuation and spacing (Carver, 1990), would increase measurement accuracy. This presentation will first discuss the possible variation between reading samples and the correlation between text difficulty and average word length. We will conclude with the results of a pilot study examining the effect of text difficulty, and therefore word length, on the reading rates of L2 learners.

Phonemic Awareness: a DIY approach to phonetics

[TOP](#)

Jeffrey Scott (Miyazaki Dai-ichi Junior & Senior High School)

The sounds of language are made physically with our mouths, meaning that anyone can explore their secrets. So grab a mirror and follow me on a journey of discovery through Phonemic Awareness. This experiential method of phonetic training instils language learners with the tools to self-check and self-correct their pronunciation, producing more natural spoken English and building auditory discrimination for improved listening skills. We will start by exploring the notorious L / R / ろ trio together. Then you can go back and show your students the way to a self-sustaining life of elegant enunciation.

[TOP](#)

SUNDAY 1:45-2:45 MW FORUM (RM102)

Putting "conversation" into the conversation textbook

Travis Alan Clay Holtzclaw (Meiho Jr. & Sr. High School)

While planning a conversation lesson and looking through the prescribed unit, have you ever found yourself thinking, "Hmm, this doesn't seem very natural, I think I'll skip it"? If so, you aren't alone; it isn't a secret that many conversation teachers consider the text, well, "icky." But there is hope. Using commercially available

textbooks, participants of this workshop will learn how to use the lens of conversation analysis to supplement scripted dialogues, activities, and even syllabi commonly found in textbooks in a manner that will legitimately foster the ability of students to converse fluently and freely in real time conversations.

[TOP](#)

SUNDAY 1:45-3:15 LD FORUM (RM 101)

Continuity in learning and learner development

Ian Hurrell (Rikkyo University), Alison Stewart (Gakushuin University), Andy Barfield (Chuo University), Debjani Ray (Tokyo University of Science), Lee Arnold (Seigakuin University), Satoko Ebara (6), International Pacific University (Nanzan University), & Muller Theron (University of Toyama)

As teachers, one of our fundamental questions is “What do students get from our teaching?” Will they ever use anything they learned in class once they go out into the “real” world? If so, how? If not, why not? A key concept in learner development is continuity. However, what does this concept look like when put into practice? In this forum presenters will share their own stories of continuity, showing specific ways to make learning a continuous process of development for students. The forum will have simultaneous displays and presentation corners, with opportunities for audience interaction, discussion and plenary roundup.

Promoting sustainable learning in a required communication course

[TOP](#)

Ian Hurrell (Rikkyo University)

The instructors at the English Discussion Center (EDC) at Rikkyo University teach a compulsory course in discussion skills for all freshmen entering the university. The course is successful in helping the vast majority of students make great strides in developing their communicative ability. However, as a required course, there is a concern about whether the students are motivated to improve their skills after course is completed. This interactive presentation will report on the methods used to promote sustainable learning at the EDC and will also discuss ideas for the future improvements.

Video messages from the seniors to the freshmen

[TOP](#)

Alison Stewart (Gakushuin University)

What do good learners do to sustain and improve their second language ability outside the classroom? This presentation describes an autonomy-enhancing project in which senior students act as role models for freshmen English majors. Short video messages in which the seniors describe the out-of-class practices that they have tried and found useful are shown to freshmen at the beginning of a semester-long general communicative English class. The first-year students discuss the messages in groups before writing their own goals and plans for self-study. Participants are invited to share their suggestions and experiences of facilitating role modeling of autonomous learning.

Exploring principles and processes of learning in content-based learning course design

[TOP](#)

Andy Barfield (Chuo University)

Education for sustainable development identifies specific approaches to learning (such as action learning and problem-based learning) that students and teachers should engage with. This presentation explores what principles and processes of learning came into focus for the presenter in the design of a content-based learning course on forced migration, and to what extent the designing of this course embodies the concept of education for sustainable development (or not).

What are they doing now?

[TOP](#)

Debjani Ray (Tokyo University of Science)

This presentation will focus on language learning process of some of my former students. Topics such as: how they are using/not using their L2 when they do not need to use it in a classroom; how their present

environment encourages or discourages the use of their L2; how they are developing/ losing their L2 skills will be discussed. In order to do this, interviews with some of my former students, who have already graduated or are in their 3rd or 4th year of university, will be used to exemplify their current situation with their L2 development.

Learner ownership in novice student presentation success
Lee Arnold (Seigakuin University)

[TOP](#)

While much of the research literature on student oral presentation assessment focuses on performance, the emphasis on precision in rubrics of evaluation in order to yield a blend of quantitative and qualitative findings may demotivate some novice presenters. This discussion focuses on such novices and the presenter's experience with setting aside performance rubrics in order to allow learners to prepare their displays in their own terms to impart a sense of learner task ownership and future learner empowerment. The presenter shall discuss how latent learner presenter ability may be revealed, and how successful learner ownership and empowerment may be enabled.

Learning Trajectories: some cases of Japanese college students
Satoko Ebara (International Pacific University)

[TOP](#)

This presentation will report on retrospective interviews with some third-year Japanese university students. All of them aim to become school teachers and took the same non-credit supplementary course in their first grade. In the first year course, their original perceptions and behaviors of English learning were profiled on the basis of their self-regulatory learning styles. After an interval of two years, a semi-structured interview and self-report questionnaires were conducted with the same students regarding their motivational and behavioral changes on the L2 learning. Insights from these interviews and questionnaires will be investigated.

Know what works better for you, or what not
Satoko Ito (Nanzan University)

[TOP](#)

Students use various learning strategies when working on tasks or trying to answer questions, but not many of them are aware of that. This lack of awareness is thought to affect their learning efficiency considering that preceding research have repeatedly emphasized the importance of nurturing learners' metacognitive ability. Although teachers can supplement this lack with their expertise, once leaving school, the students themselves need to plan, manage, and monitor their own learning process. This presentation will describe a consciousness-raising activity that aims to prepare students to continue their learning post-school, and report on changes observed in their attitudes to learning.

Medical English: Introducing doctor-patient discourse analysis in the classroom
Theron Muller (University of Toyama)

[TOP](#)

This presentation will describe how medical discourse analysis of doctor-patient interaction is introduced to third year medical students in a medical English course, blending content teaching with language work in the English classroom. Students' written reflections are used to explore their learning and how they perceive this course's contents to be different from their past language learning experience. Attention will be paid to how material from the literature has been adapted to make it more accessible to students and how students' reflections illustrate the relevance of the course to their future imagined selves as medical professionals.

[TOP](#)

SUNDAY 1:45-3:15 GALE FORUM (RM 103)

Sustaining gender awareness in the EFL classroom

Fiona Creaser (University of Kitakyushu), Susan Pavloska (Doshisha University), Aaron Hahn (Fukuoka University), & Frances Shinkai (Teikyo University, Fukuoka)

For many students in Japan gender is a word that is known but not understood. Japanese culture is often used as an excuse to ratify discriminatory gender roles and students receive little or no feedback on how to recognize and name gender bias in the classroom and in society as a whole. This panel aims to discuss gender awareness within the EFL classroom and seek out ways in which to motivate and maintain student interest in gender issues not only in the classroom but also in Japanese society at large.

Gender awareness in the classroom

Fiona Creaser (University of Kitakyushu)

[TOP](#)

This presentation will focus on resources used in the classroom to promote awareness of gender issues. It will focus on materials and techniques used to motivate students to take a greater interest in gender and what it means in the classroom environment as well as society at large.

“Family” and “work”—(de)stabilizing tics in classroom conversations

Aaron Hahn (Fukuoka University)

[TOP](#)

Two of the topics in the classroom where we run most directly into gender issues are “future dreams/occupations” and “family”. These two topics are ubiquitous in communication and four skills textbooks, but are rarely inclusive of all family types and gender roles. How can we destabilize these narratives while 1) not preaching to students, and 2) remaining at a level that promotes English language learning? While this presenter will offer some preliminary possibilities, the main hope/goal is to hear ideas from all forum participants for strategies that have been successful or unsuccessful in their classrooms.

Avoiding demotivation: What the teachers need to know

Frances Shinkai (Teikyo University, Fukuoka)

[TOP](#)

A recent survey of private universities noted an increase of students who lack motivation to study. According to Dornyei (2001), with students and teachers’ classroom experience motivational influences that de-energize action are common. This presentation will focus on the teacher as one of many possible causes of demotivation. If negative experiences in the language classroom can be lessened or eliminated, students may be more open to sustain interest in learning about gender issues and other topics. What the teacher should be aware of when teaching to promote learning and avoiding student demotivation will be a topic open for discussion.

Organic gender studies: Making good use of the classroom hour

Susan Pavloska (Doshisha University)

[TOP](#)

Educators in Japan often face resistance not only from administrators and faculty in administrative positions, but also from students themselves when they seek to introduce gender awareness into their classes. This interactive presentation explores how insights from gender studies can be incorporated unobtrusively into the types of classes that are the mainstay of many English-language instructors’ course loads by drawing on the “organic” conditions already present in the classroom.

[TOP](#)

SUNDAY 2:30-3:30 NANKYU JALT (KORYU CENTER KAIGISHITSU)

NanKyu JALT chapter meeting

Joseph George Tomei (Kumamoto Gakuen University)

This is a meeting for the proposed NanKyu JALT chapter, consisting of JALT members from Miyazaki, Kagoshima and Fukuoka in preparation for the June EBM motion to recognize the chapter. Any interested JALT member is invited.

SIGs? PanSIG?

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

What is a SIG?

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

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

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

Why join a SIG?

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

What is PanSIG?

PanSIG is an annual conference sponsored and organized by many of JALT's SIGs. This is the 12th PanSIG. It is meant to be a smaller, more intimate conference than the national JALT conference, and is place where SIG members can network with each other and other SIG members. It is usually scheduled in the first half of the year and the national conference is usually held in October or November.

What SIGs are participating in PanSIG2013?

Here is a list and a short description of the SIGs that are sponsoring this year's PanSIG conference:

Bilingualism SIG (BILING)

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

Business English SIG (BE)

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

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

College and University Educators SIG (CUE)

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

committed to professional development, you are CUE too.

Computer Assisted Language Learning SIG (CALL)

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.

JALTCALL 2014 will be held at Sugiyama Jogakuen University in Nagoya from June 6-8. More information can be found at the conference website. < <http://conference2014.jaltcall.org/>>

Critical Thinking SIG (CT)

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

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.

The JALT ER SIG, Vocabulary SIG and JERA welcome proposals to present at the 7th Annual ER Seminar, 28th September at Keisen University, West Tokyo. 7th ER Seminar Deadlines: June 15 (Proposals for Short Papers) July 15 (Proposals for Posters). More information can be found at their website. <<http://ersig.org/drupal-ersig/>>

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.

FLP SIG is hosting a conference, "Critical, constructive assessment of CEFR-based language teaching in Japan and beyond," at Chukyo University in Nagoya on May 31.

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.

Junior and Senior High School SIG (JSHS)

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

Learner Development SIG (LD)

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

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

Lifelong Language Learning SIG (LLL)

The name of our organization is "Shogai Gogaku Gakushu Kenkyubukai" in Japanese and "Lifelong Language Learning Special Interest Group" in English, abbreviated as LLL SIG. The term lifelong learning, although meaning learning throughout life, has been adopted by the SIG as a term to mean post-compulsory education. In Japan, a growing number of young, middle-aged, and older adults are eager to study a second language as a part of their lifelong learning path. This trend reflects the understanding that the learning of other languages helps lead to an enriched quality of life.

With the aging of Japan's population in particular, it is now widely accepted that engagement in learning, including language learning, can enable an active and healthy life. Therefore, a national organization is needed to distribute resources and information for those teaching languages to adult learners, and those nurturing students who will one day become adults with, hopefully, a lifelong perspective on language learning. We are that organization. The importance that JALT places on lifelong learning is reflected in the theme of last year's Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition: Learning is a Lifelong Voyage.

The LLL-SIG invites those teaching languages to young, middle-aged, and older adults to share information through our website [<http://jalt.org/lifelong/index.html>], newsletter [<http://jalt.org/lifelong/publications.html>], at various SIG conferences and events (including the Pan-SIG), and at the JALT National Conference, where an annual LLL-SIG forum is held.

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.

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!

Professionalism, Administration and Leadership in Education SIG (PALE)

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

School Owners SIG (SO)

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

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

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

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.

TBL SIG will be having a two-day conference on Task-based Learning and Teaching in Asia on May 17-18 at Kinki University in Osaka. More information is available at <http://www.tblsig.org/conference>.

Teacher Education and Development SIG (TED)

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

Teachers Helping Teachers SIG (THT)

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

THT Vietnam has been set for 8-10 August. Currently the Vietnamese National Ministry of Education has

mandated CEFR (Common European Framework of Reference) levels for all teachers within the national education system by the year 2020 (the 2020 Project), and while all teachers are welcome, we would particularly welcome participants who would like to present about CEFR and work with Vietnamese teachers in this area.

The dates have been tentatively set as follows:

THT Bangladesh 15-19 September

THT Kyrgyzstan 8-12 September

For up-to-date details, please visit <<http://www.tht-japan.org/>> and if you have any questions, please contact Joe Tomei at thtjalt@gmail.com.

The Lao Program

Usually takes place in Feb and March of each year, for more information go to

<https://sites.google.com/site/teachershelpingteacherslaos/>

and for more information, contact

Chris Ruddenklau at thtlaos2012@gmail.com

Teaching Children SIG (TC)

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

Testing and Evaluation SIG (TEVAL)

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

Vocabulary SIG (VOCAB)

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.

The VOCAB SIG will be holding their annual symposium on June 14 at Kyushu Sangyo University in Fukuoka, with featured discussants Batia Laufer and Akiyo Hirai.

Need to Publish? Want to write for the Conference Proceedings?

Come visit the JALT Peer Support Group's (PSG) Writer's Workshop

The key to career success these days is publications, but that can be a daunting task. The JALT Peer Support Group can help. We are a volunteer group of writers and reviewers who collaboratively assist new or inexperienced writers to develop their manuscripts to a (hopefully) publishable level.

This year, we will be hosting a Writer's Workshop at the JALT Pan-SIG Conference in Miyazaki this spring. If you are presenting at the conference and want some help getting started turning your presentation into a

Proceedings Publication—stop by and see us! If you want help on another piece of in-process writing, or just want to toss some writing ideas around, you are also welcome!

Peer-Readers from the PSG will be in the Koryu Center on Saturday, May 10th from 11:00-5:00 and on Sunday from 10:00-1:00. No appointment is necessary—we will have lots of handouts, sample publications and writing tools on hand. However, if you would like to guarantee a writing conference at a time convenient to you, please go to the PSG page on the conference website and sign-up for a conference time.

We will also be giving a poster presentation, so please stop by and see us there as well!

We are always looking for new peer-readers. Joining the PSG is a great first step if you are interested in becoming more active in JALT or working for other journals. Experience not required – you can receive on the job training from one of our senior reviewers!

To find out more about the PSG, visit our webpage at: jalt-publications.org/psg.

PanSIG 2014 Conference Committee

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