



**Konan University**  
Nishinomiya Campus (CUBE)

**May 18 - 19, 2019**

# **2019**

## **Conference Handbook**

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## Friday Evening PechaKucha

To kick off the JALT PanSIG 2019 conference, the Hirao School of Management (CUBE) at Konan University and [Nishinomiya PKN](#) invite you to welcome a new era (REIWA) in Japan. Come join us for a fun-packed evening of creativity and inspiration. This event is authorized by [PechaKucha 20x20](#).

### Details

Date: Friday, May 17, 2019

Time: 6:40 pm - 9:00 pm

Cost: ¥1,000 (includes 1 drink)

See the [event webpage](#) for more information.

What is PechaKucha?

PechaKucha is a presentation format that uses exactly 20 slides. Each slide is shown for exactly 20 seconds. So, the presentation is finished in 6 minutes 20 seconds. For more information, see the [PechaKucha page on Wikipedia](#).



## Saturday Evening Reception Dinner

The PanSIG 2019 Reception will be held on-site in the 5th Floor Atrium of Konan University, CUBE Campus on Saturday, May 18th from 6:00 pm - 8:00 pm for those conference attendees who pre-registered and paid for the reception.

### Details

Date: Saturday, May 18, 2019

Time: 6:00 pm - 8:00 pm

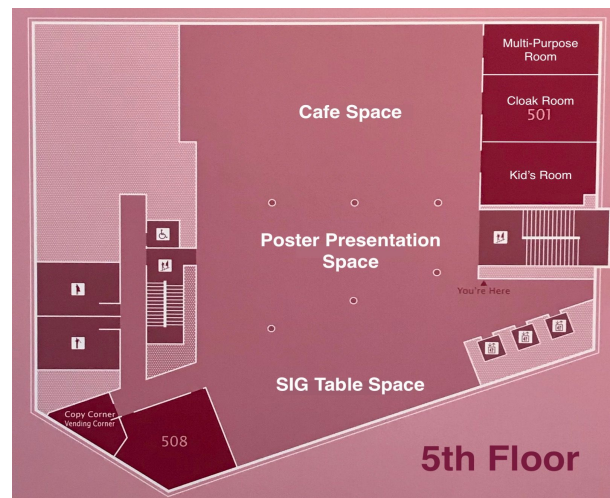
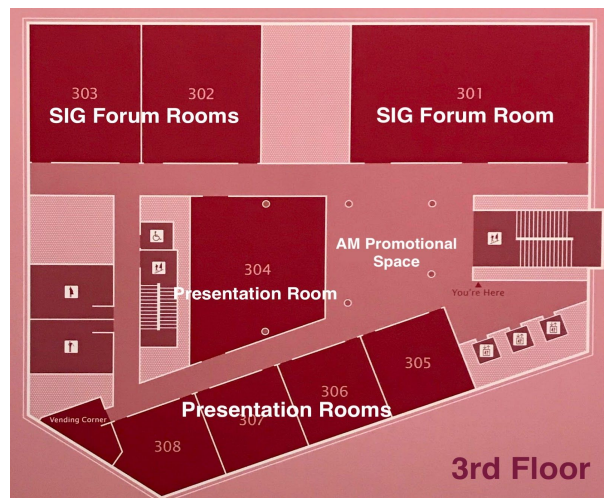
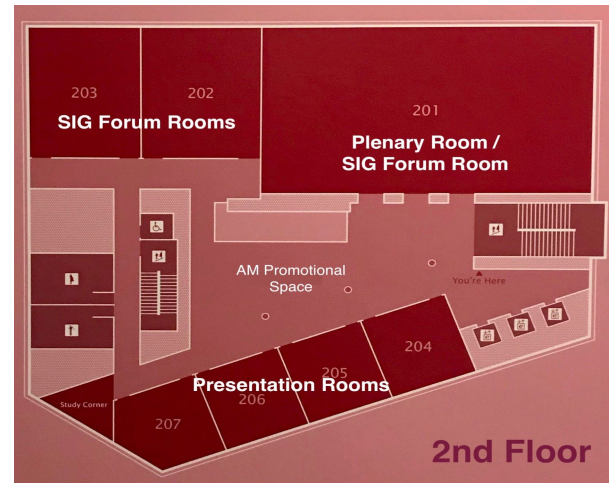
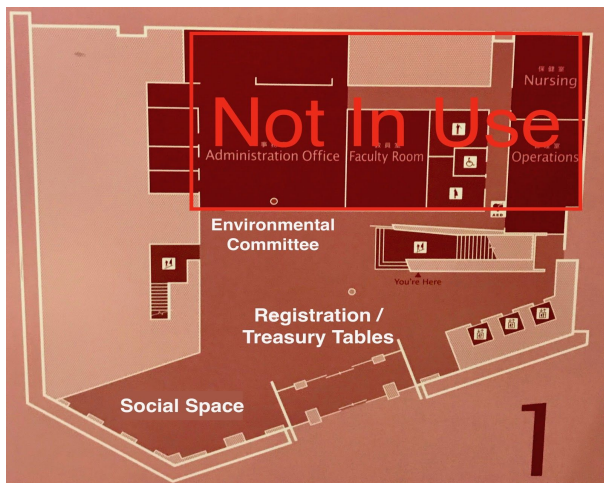
Location: 5th Floor Atrium

Cost: ¥3,000 (pre-registration required)

Only those who pre-registered will receive a special name tag required to be able to attend the reception and registration is limited to 150 people. We apologize but tickets for the reception will not be sold on-site. Your understanding is appreciated.

Room 501 on the same floor has been reserved as the cloak room for this event. It will not be staffed, but teachers are welcome to put their bags there with the understanding and knowledge that PanSIG takes no responsibility for any loss or damage.

## Site Map - Konan CUBE

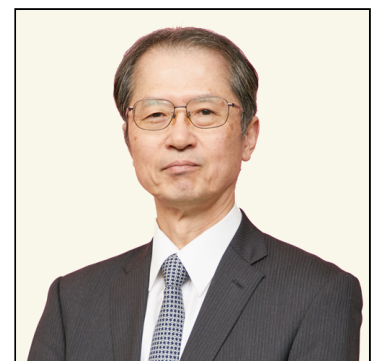


## Message from the President of Konan University

It is a great honor for Konan to be hosting PanSIG 2019 and we warmly welcome practitioners and researchers from across the globe to the Hirao School of Management in Nishinomiya.

Last month, Konan Gakuen celebrated its centenary. For the past 100 years, Konan has been following the educational philosophy of our founder Hachisaburo Hirao, who believed that education should cultivate the mind and body while nurturing the innate talent that each student possesses. The university will strive over the next century to further improve its educational standards, thereby satisfying the demands of an increasingly global society while helping to develop future leaders.

On behalf of Konan University, I wish to extend my best wishes to all of you for a fruitful conference and a wonderful stay in Nishinomiya.



Yoshiyuki Nagasaka, PhD  
President, Konan University



## Message from the Conference Chair

Dear PanSIG attendees,

On behalf of the 2019 PanSIG committee, I'd like to welcome you to the beautiful Nishinomiya Campus of Konan University for the 18th annual PanSIG conference.

This year, nearly all of the Special Interest Groups of the Japan Association for Language Teaching are participating. These SIGs have provided volunteers to

advise on conference planning, submissions review, registration, and on-site conference services. This event has been formed through their hard

work and dedication. Without their contributions, this conference would not have been possible!



We hope that you will enjoy your time here and make new acquaintances and friends at the conference. PanSIG 2019 features over 250 presentations and forums ranging across teaching contexts, methodologies, pedagogies, and SIG topics. In planning for PanSIG 2019, the committee has tried to provide a platform for speakers and topics that rarely are able to present to an audience as large and diverse as the one at our conference. The three plenary speakers will provide insight into areas that, though specialized, are applicable to all who are teaching languages in Japan and around the world. Special thanks is due to Dr. Stephanie Ann Houghton, Dr. Siew Ming Thang, Dr. Kensaku Yoshida, Dr. Robert Lowe, Mr. Matthew Turner, and Mr. Matthew Schaefer for donating their time and expertise to the conference.

As well, the conference planners sought to remove barriers that would otherwise prevent anyone from attending the conference. By reaching across teaching contexts, professional affiliations, languages, genders, and nationalities, we hope to acknowledge and respect the contributions of all who are active in the profession. PanSIG, and JALT at large, is not just for university educators; it is also for eikaiwa teachers, ALTs, and public school teachers. It is not only for L1 English speakers; it is for everyone.

Another important goal for PanSIG 2019 is to significantly reduce its environmental footprint. What we consume and produce in conducting and attending a large conference affects everyone in the shared space we are using as well as around the planet. We encourage you to join us in our efforts to reduce this impact by donating to our environmental levy and by using reusable goods. Please proudly carry your travel mugs and think green!

In closing, whether you are here to present, promote, interact, or just listen, I hope you leave Nishinomiya with some new ideas, some new friends and a greater appreciation for all the perspectives and voices in our field.

Michael Hollenback  
Kobe City University of Foreign Studies

## PanSIG 2019 Committee

### Executive

<i>Conference Chair</i>	Michael Hollenback
<i>Conference Co-Chairs</i>	Aleda Krause Jennie Roloff Rothman
<i>RPAC Representative</i>	Joel Laurier
<i>SIG Rep. Liaison</i>	Mark Brierley
<i>Treasurer</i>	Peggy Ishikawa
<i>Site Chair</i>	Roger Palmer

### Conference Site

<i>Environmental</i>	Brent Simmonds
<i>Assistant Treasurers</i>	Michael Phillips Jack Barrow Ryan Hagglund Forrest Nelson Tadashi Ishida Oana Cusen Alexandra Shaitan

### Program

<i>Submissions</i>	Wendy M. Gough Jamie Taylor
<i>AM Liaison</i>	Jason Pratt
<i>Handbook</i>	Kurtis McDonald
<i>Scheduling</i>	Jennie Roloff Rothman
<i>Registration</i>	Maria Gabriela Schmidt Margit Krause-Ono
<i>PanSIG Journal</i>	Debopriyo Roy John Blake
<i>Analytics</i>	Jim Sick

### Assistant Registration

Lyndell Nagashima Simon Bibby Amanda Gillis-Furutaka Oana Cusen Andy Barfield Chris Hastings Robert Morel
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### Plenaries

Matthew Turner
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### Student Volunteer Coordinators

Scott Houghton Jeanette Kobayashi
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### Public Relations

<i>PR Chair</i>	Mehrasa Alizadeh
<i>Website</i>	Bill Pellowe
<i>Illustrator</i>	James Dunn



## PanSIG 2019 Proposal Readers

Thomas Bieri	Lesley Ito	Andy Barfield
Brian Birdsell	Aleda Krause	Kashif Raza
Jean-Pierre J. Richard	Steve Cornwell	Larry Xethakis
Ian Munby	Amanda Yoshida	Kym Jolley
Raymond Stubbe	Marc Jones	Henry Foster
Brandon Kramer	Pelin Derinalp	Sandra Healy
J. Lake	Adrianne Verla Uchida	Rob Campbell
Tyler Kinkade	Wendy M. Gough	Chhayankdhar Singh Rathore
Edward Schaefer	Peter Brereton	David Kluge
Bill Pellowe	Tanja McCandie	Ryan Hagglund
Marybeth Kamibeppu	Jennie Roloff Rothman	Eric Hauser
Donna Fujimoto	Neil Talbert	Margit Krause-Ono
Rudolf Reinelt	Curtis Kelly	Jamie Taylor
Lorna Beduya	Mehrasa Alizadeh	Parisa Mehran
Forrest Nelson	Tara McIlroy	Hugh Nicoll
Tadashi Ishida	Mizuka Tsukamoto	Joseph Dias
Robert Morel	Dominic Edsall	Anna Belobrovny
Javier Salazar	Michael Hollenback	Barry Keith
Wayne Devitte	Brian Gallagher	Bob Ashcroft
John Maurice Gayed	Peter Ilic	Akiko Tsuda
Eleanor Carson	Maria Gabriela Schmidt	Alan Simpson
Mandy Mashima	Kashif Raza	

We would like to thank everyone who volunteered to review proposals for the 2019 JALT PanSIG conference. Reading and making suggestions for improving the proposals helps support our community in various ways. Your feedback is invaluable for potential presenters because it helps them clarify their ideas and ensure the PanSIG conference offers quality presentations. It also helps presenters write better proposals for future conference submissions.

We recognize the proposal readers are busy and appreciate the time they took during spring break to support the PanSIG conference. Reading proposals is an integral part of planning a successful conference. Therefore, we would like to extend our thanks to the PanSIG 2019 conference proposal reading team.

All the best,  
Submissions & Review Co-chairs  
Wendy M. Gough and Jamie Taylor

## JALT Code of Conduct

JALT is an organization that encourages diversity and inclusion which welcomes people of all races and genders from around the world. To ensure a safe and professionally-satisfying experience for all at PanSIG, attendees are asked to read and abide by the JALT Code of Conduct.

JALT seeks to provide a safe, hospitable, and productive environment for all JALT members, staff, volunteers, and event attendees, regardless of nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation. JALT prohibits any intimidating, threatening, or harassing conduct during JALT events and any socializing related to those events.

You can read the entire JALT Code of Conduct at <https://jalt.org/main/jalt-code-conduct>

Ideas of how to improve the Code and make JALT an even more inclusive organization are welcome at the Code of Conduct table throughout the conference.

## Introducing the *Blueprint* series!



Scan to view sample unit!

**Blueprint** is a seven-level coursebook series that teaches adult learners of English the useful language they need to succeed in their daily lives.

Each module teaches learners how to communicate in everyday situations, with a practical syllabus built on CEFR-based competencies. Learners gain familiarity and fluency through a balance of language input and output activities, and useful, high-frequency expressions.

### Blueprint Features

- Thematic module structure
- Practical real-life topics and settings
- Level-controlled content
- Grammar and structures presented in the order found in prominent CEFR-based inventories
- Balanced lesson structure with: meaning-focused input, meaning-focused output, language-focused learning, and fluency development
- State-of-the-art supplemental materials

### Progress from CEFR A1 to C1

A1	A1*	A2	A2*	B1	B1*	B2	B2*	C1
Blueprint 1								
	Blueprint 2							
		Blueprint 3						
			Blueprint 4					
				Blueprint 5				
					Blueprint 6			
						Blueprint 7		



## Acknowledgments

We would like to thank Konan University Nishinomiya Campus (CUBE) for their cooperation in hosting PanSIG 2019 and to express our gratitude to the student volunteers for providing additional support onsite. We are also grateful for the support of the following publishers and material developers as well as other sponsors for their participation in making the conference a success.

ABAX ELT Publishing <http://www.abax.co.jp>

BINGOBONGO Learning <http://www.bingobongokids.com>

englishbooks.jp <http://www.englishbooks.jp>

Global Stories Press <http://www.globalstoriespress.com>

Oxford University Press <http://www.oupjapan.co.jp>

PAWS International <http://www.paws.international>

Tanuki Games <http://www.tanukigames.org>

Tryalogue Education <http://www.tryalogue.co.jp>

Xreading <http://xreading.com>

## PanSIG 2019 Sponsored Presentations

SAT		SUN	
10:35	<a href="#"><u>Helping Students Discover Conversation</u></a> <b>Andy Boon</b> (Sponsored by englishbooks.jp)	9:35	<a href="#"><u>Engaging and Communicative Classroom Games</u></a> <b>Juha Vaittinen &amp; Stephen Case</b> (Sponsored by Tanuki Games)
2:35	<a href="#"><u>Communication in the 21st Century</u></a> <b>Tom Kim</b> (Sponsored by Tryalogue Education)	10:35	<a href="#"><u>Freewriting for Writing Development</u></a> <b>John Spiri</b> (Sponsored by englishbooks.jp)
3:05	<a href="#"><u>Running Downwind: Overcoming the Obstacles to SLA</u></a> <b>Alastair Graham-Marr</b> (Sponsored by ABAX ELT Publishing)	11:05	<a href="#"><u>Goodbye To Days of Students Not Doing Homework</u></a> <b>Jeremy Lanig</b> (Sponsored by BINGOBONGO Learning)
4:35	<a href="#"><u>Widgets Inc.: A Task-based Course in Workplace English</u></a> <b>Marcos Benevides</b> (Sponsored by englishbooks.jp)	11:35	<a href="#"><u>Active Learning Through Content</u></a> <b>Brian Cullen</b> (Sponsored by PAWS International)
5:05	<a href="#"><u>Xreading: What's New and What's Coming</u></a> <b>Paul Goldberg</b> (Sponsored by englishbooks.jp)		*All sponsored presentations are 25 minutes and will be held in <b>Room 304</b> .

## JALT Special Interest Groups

JALT SIGs are (inter)national in scope and are thematically diverse, based on shared academic, research, or pedagogical interests. Each SIG provides virtual and physical networks for members, which include online forums, email lists, and groups on social networking sites. Many also produce one or more publications such as newsletters or journals, hold mini-conferences or forums at major conferences throughout the year, and sponsor and co-sponsor events with chapters and other SIGs, providing great opportunities to support the professional and career development of their members. PanSIG is an annual conference organized by members of sponsoring SIGs and an outgrowth of the networks developed by them. It is meant to be an intimate, mid-sized conference where SIGs take center stage, a place where SIG members can network and interact with other SIG members. All new and renewed JALT memberships include membership in one SIG. If you haven't joined JALT or haven't renewed your JALT membership, this conference is an opportunity to get to know the wide array of JALT SIGs and choose one (or more) that fits your interests. Please take this opportunity to get to know other SIGs.

<b>Bilingualism SIG (BILING)*</b> 2019	* specifies SIG Forum held at PanSIG
<p>The BILING SIG provides support to families who are bringing up children in two or more languages in Japanese contexts. Our newsletter, <i>Bilingual Japan</i>, includes practical information about bilingual parenting, as well as academic and theoretical issues. We also promote research and publish an annual journal and monograph.</p> <p><b><a href="#">BILING SIG Forum</a> - Saturday (10:35-12:00) Room 202 - <i>Keep it Positive: Raising Young Bilingual Children</i></b></p>	
<b>Business Communication SIG (BizCom)*</b>	
<p>The BizCom SIG is intended to develop the discipline of teaching English conducive to participation in the world business community. We wish to provide instructors in this field with a means of collaboration and sharing best teaching practices.</p> <p><b><a href="#">BizCom SIG Forum</a> - Sunday (2:05-3:30) Room 202 - <i>The Business Communication SIG's World Café Forum</i></b></p>	
<b>CEFR and Language Portfolio SIG (CEFR&amp;LP)*</b>	
<p>CEFR&amp;LP 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 <i>Kaken</i> Project. Also, the bilingual Language Portfolio aimed at Japanese universities is available on the SIG moodle.</p> <p><b><a href="#">CEFR&amp;LP SIG Forum</a> - Saturday (10:35-12:00) Room 303 - <i>CEFR: Application and Perspectives in Japan</i></b></p>	
<b>College and University Educators SIG (CUE)*</b>	
<p>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. CUE publishes several issues of the <i>OnCUE Journal</i> and the <i>CUE Circular</i> newsletter annually.</p> <p><b><a href="#">CUE SIG Forum</a> - Saturday (10:35-12:00) Room 201 - <i>Teaching English at Japanese Universities</i></b></p>	
<b>Computer Assisted Language Learning SIG (CALL)*</b>	
<p>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.</p> <p><b><a href="#">CALL SIG Forum</a> - Saturday (2:05-3:30) Room 201</b></p>	

<p><b>Critical Thinking SIG (CT)*</b></p> <p>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 the critical importance of its instruction in various environments.</p> <p><a href="#">CRIT SIG Forum</a> - Saturday (2:05-3:30) Room 202 - <i>Critical Thinking and Teacher Development</i></p>
<p><b>Extensive Reading SIG (ER)</b></p> <p>The ER SIG exists to help promote Extensive Reading (ER) in Japan. Through our website, our newsletter, the <i>ERJ Journal</i>, and presentations throughout Japan, we aim to help teachers set up and make the most of their ER programmes.</p>
<p><b>Gender Awareness in Language Education SIG (GALE)*</b></p> <p>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.</p> <p><a href="#">GALE SIG Forum</a> - Saturday (2:05-3:30) Room 302 - <i>Addressing Gender Equity</i></p>
<p><b>Global Issues in Language Education (GILE)*</b></p> <p>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.</p> <p><a href="#">GILE SIG Forum</a> - Sunday (10:35-12:00) Room 201 - <i>Global Citizenship through Model United Nations</i></p>
<p><b>Intercultural Communication in Language Education (ICLE)*</b></p> <p>ICLE SIG, JALT's newest SIG, aims at filling the gap within the existing SIGs at JALT, by exploring various ways language teachers could help shape their students' intercultural minds, raise their students' cultural self-awareness, and educate for intercultural understanding. It will promote discussion about (1) various approaches to teaching intercultural communication in a language classroom, allowing educators to become better informed about language intercultural education theory, as well as (2) the development of resources appropriate to a foreign language teaching environment, taking into consideration the practical challenges of taking culture into account in the language classroom.</p> <p><a href="#">ICLE SIG Forum</a> - Saturday (4:05-5:30) Room 201 - <i>Bring Culture into the Foreign Language Classroom</i></p>
<p><b>Japanese as a Second Language SIG (JSL)</b></p> <p>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。</p> <p>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.</p>

<b>Learner Development (LD)*</b>
<p>The LD SIG is a lively, energetic group sharing an interest in ways to promote learner (and teacher!) development and autonomy.</p> <p><a href="#">LD SIG Forum</a> - Sunday (10:35-12:00) Room 303</p>
<b>Lifelong Language Learning (LLL)*</b>
<p>We offer a bright future to our aging society. The energy of older learners who wish to lead active lives is flowing all over Japan. LLL is willing to help these older learners enrich their lives through language learning. LLL also provides resources and information for teachers who teach English to older learners by holding events and publishing online newsletters.</p> <p><a href="#">LLL SIG Forum</a> - Saturday (2:05-3:30) Room 301 - <i>Lifelong Learning Begins With A Story</i></p>
<b>Literature in Language Teaching SIG (LiLT)*</b>
<p>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.</p> <p><a href="#">LiLT SIG Forum</a> - Sunday (2:05-3:30) Room 302 - <i>Texts That Work</i></p>
<b>Materials Writers SIG (MW)</b>
<p>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.</p>
<b>Mind, Brain, and Education SIG (BRAIN)*</b>
<p>The Mind, Brain, and Education SIG is a forum for language educators and researchers to share insights in neuroscience. We hope to be a driving force in bringing relevant new discoveries in psychology, cognitive neuroscience, and neurolinguistics into language teaching in Japan.</p> <p><a href="#">BRAIN SIG Forum</a> - Saturday (4:05-5:30) Room 202 - <i>Join the (Inter)action With the BRAIN SIG</i></p>
<b>Mixed, Augmented, and Virtual Realities SIG (MAVR)*</b>
<p>Mixed, Augmented and Virtual Realities is not a new concept or area of study, but it is an area that is beginning to be implemented at a larger scale in many other fields. Environments that employ these tools and concepts are being applied to medicine, engineering and education. There are those of us working in this area connected to education here in Japan and more specifically language education in Japan. The MAVR SIG is not just about the technology, it is also looking into what these technologies mean for how we communicate and learn as we create and augment our own reality.</p> <p><a href="#">MAVR SIG Forum</a> - Saturday (10:35-12:00) Room 302 - <i>Hands on MAVR: Immersive Reality Platform Training</i></p>



<b>Other Language Educators SIG (OLE)*</b>
<p>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.</p> <p><a href="#">OLE SIG Forum</a> - Saturday (2:05-3:30) Room 303 - <i>Allophone Students: Who Are They?</i></p>
<b>Pragmatics SIG (PRAG)</b>
<p>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, <i>Pragmatic Matters</i>, is published electronically three times a year. Our <i>Pragmatics Resources</i> series offers practical and theoretical papers on language in use. If you do anything with language, you are using pragmatics.</p>
<b>School Owners SIG (SO)</b>
<p>Language school owners have always played a significant role in JALT both at national and local levels. The SIG functions as a private online forum where owners can share ideas, experiences, and solutions to the academic and commercial challenges they face which cannot be addressed through other SIGs, such as recruitment and training; taxes, accounting, banking and bookkeeping; marketing and advertising; and partnerships and trade between owners.</p>
<b>Speech, Drama, &amp; Debate SIG (SDD)*</b>
<p>The mission of the SDD SIG is to provide a forum for teachers and academics to discuss, research, and implement oral interpretation, speech, debate, and drama in language education. The main activities are creation of newsletters, 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.</p> <p><a href="#">SDD SIG Forum</a> - Saturday (4:05-5:30) Room 302 - <i>Performance in Education</i></p>
<b>Study Abroad SIG (SA)*</b>
<p>The JALT Study Abroad SIG was established in 2008 to promote research on overseas study and facilitate networking among those interested in learning more about study abroad.</p> <p><a href="#">SA SIG Forum</a> - Sunday (10:35-12:00) Room 302 - <i>Emotional Quotient: Students’ EQ Pre- Study Abroad</i></p>
<b>Task-Based Learning (TBL)*</b>
<p>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.</p> <p><a href="#">TBL SIG Forum</a> - Sunday (10:35-12:00) Room 202 - <i>Task Based Learning 101</i></p>

<b>Teacher Development (TD)*</b>
<p>The TD SIG is a network for those who want to help themselves and others become better teachers. Our activities include retreats, mini-conferences, social and networking events, and forums and presentations. TD's comprehensive newsletter, <i>Explorations in Teacher Education</i>, welcomes stimulating articles!</p> <p><a href="#">TD SIG Forum</a> - Sunday (2:05-3:30) Room 201 - <i>Understanding Teacher Efficacy: SIGs in Dialogue</i></p>
<b>Teachers Helping Teachers SIG (THT)*</b>
<p>THT is a grassroots organization founded by members of the Himeji Chapter of JALT in 2004, out of the efforts of the late Bill Balsamo, longtime president of the Himeji chapter. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training workshops in Bangladesh, Kyrgyzstan, Laos, and Vietnam that exhibit practical, student and teacher-friendly approaches to language education that are informed by current research in the field.</p> <p><a href="#">THT SIG Forum</a> - Sunday (10:35-12:00) Room 301 - <i>Teachers Helping Teachers: Who We Are &amp; What We Do</i></p>
<b>Teaching Younger Learners (TYL)*</b>
<p>The TYL SIG is for teachers of children of all ages. We publish a bilingual newsletter four times a year with columns by many of the leading teachers in the field. We are always looking for new ideas and new people to keep the SIG dynamic. With our bilingual newsletter, <i>Teachers Learning with Children</i>, we particularly want to appeal to Japanese teachers and teachers who team teach.</p> <p><a href="#">TYL SIG Forum</a> - Saturday (4:05-5:30) Room 301 - <i>Let the Stories Begin</i></p>
<b>Testing and Evaluation SIG (TEVAL)</b>
<p>TEVAL SIG aims to provide avenues for research, information, and discussion related to foreign language testing and evaluation both from within JALT membership and with other professional organizations which have common interests and goals. Current and back issues of <i>Shiken</i>, the TEVAL SIG publication, are available on the TEVAL website.</p>
<b>Vocabulary SIG (VOCAB)*</b>
<p>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.</p> <p><a href="#">VOCAB SIG Forum</a> - Sunday (2:05-3:30) Room 301 - <i>Researching/Teaching Discipline-Specific Language</i></p>



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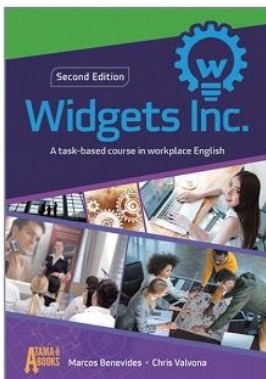
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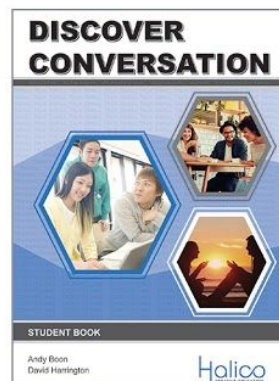
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SAT	<b>Plenary Interview 1 (9:30-10:30)</b> <b>2nd Floor, Room 201</b>
9:30	<p>In this plenary session, Dr. Siew Ming Thang will be interviewed by Robert J. Lowe about her research and her career. The interview will focus on a number of different areas, exploring Dr. Thang's own personal history in language teaching and applied linguistics, as well as her work on CALL, and related issues regarding the use of technology in both language teaching and language learning research. Topics will include the ways in which CALL may help to motivate students and make them more autonomous learners, the ways that technology in the classroom has changed over time, and what developments we may see in the future, particularly in the context of Southeast Asia. The prepared interview will last for approximately 30 minutes, followed by questions suggested by members of the audience, which will make up the final 15 minutes.</p>
10:30	<p>Dr. Thang Siew Ming is a Professor at the Faculty of Education and Languages at HELP University, Kuala Lumpur. She was a previous Professor and former Chair of the School of Language Studies and Linguistics, Universiti Kebangsaan Malaysia. She is President of PacCALL and Co-chair of GLoCALL series of conferences. She is also active in eye-tracking research and is President of APAREM (Asia Pacific Association of Research in Eye Movements). Her key areas of interest are Learner Autonomy, CALL, Learning Styles and Strategies, Motivation Studies and Eye Movements Research. She has published extensively and is on the editorial boards of numerous well-known CALL and Language Education journals. Her recent publications are available in highly reputable journals such as the CALL, TAPER, Language &amp; Education, EAR, AJET, IRRODL, IJPL, 3L and GEMA. Recently she has been appointed as a board member of the steering committee of WorldCALL.</p>
10:30	
11:00	<p>She has also given plenary presentations at various renowned CALL conferences. Her recent focus has been on the impact of technologies on language learning and the role of CALL in promoting autonomy and engagement, building motivation and confidence, and developing language learning skills. She has also explored and discussed the role of CALL in Asian countries particularly Southeast Asian countries, delving particularly on the extent CALL has benefited students in this region and the extent teachers have successfully implemented CALL in and out of the classrooms.</p>
11:30	<p>At PanSIG 2019, the plenary talks will be done in a special interview format in coordination with the TEFLology Podcast. Our plenary speakers will be interviewed for 30 minutes, and then answer questions submitted by the audience. We hope that this engaging style will produce intriguing answers for the audience. The plenary talks will be recorded and available later on JALT related social media.</p>
12:00	
12:30	
1:00	



SAT	Saturday Morning Presentations (10:35-11:00)	
9:30	<b>203 (VOCAB) <i>Mutual Comprehension Without Using Dictionary</i></b> <b>Yosuke Ogawa (Kobe University)</b>	
10:00	<p>English learners in an institutional setting tend to focus more on linguistic correctness than mutual comprehension in spoken interaction (Ellis, 2015). Accordingly, learners have often diminished their fluency when they have attached importance to language accuracy and complexity (ibid.). This paper examines how students manage unknown L2 lexicon in talk, and how they represent or paraphrase without using the exact L2 word. From video-recorded pair-work data there are some tendencies that can be systematically observed: 1) to use L1 lexicon when the partner shares the same L1. 2) to simplify or to use gestures and expect the receiver's interpretation. 3) to look up in a dictionary and utter the provided word. 4) to stop talking. The presenter will also quantitatively analyse the data, and outline a game-like activity that maintains students' speech rate even when they have encountered unknown words. This activity is to train them to paraphrase without using a dictionary, and to establish meaning in interaction. The presentation will enable L2 instructors to predict students' overgeneralisation tendencies and to empower their strategies for expressing themselves by paraphrasing in interaction. Furthermore, attendees will learn practical speaking classroom ideas that are useful with ESL/EFL learners of intermediate/advance levels.</p>	
10:30	<b>206 (LD) <i>Using Journal Writing to Develop Language Skills</i></b> <b>Christina Coslian (Ritsumeikan Uji Junior and Senior High School)</b>	
11:00	<p>Writing spontaneously rarely leads to a feeling of comfort with letting other people read the written work. This is especially true for second language users expressing themselves in an authentic way, particularly when there is an assessment in correlation to the written product (Hamp and Heasley, 2006). Journal writing is often seen as a positive influence on English fluency, but students often hesitate in expressing their opinions or learning from teacher feedback until a rapport is established with the instructor (Luu Trong Tuan 2010). This reflective practice considers the influence of consistent journal writing on high level English learners, and looked for correlation between how often learners wrote journal entries and the influence on language production. Learners who wrote a series of journal entries every two weeks showed an increase in language fluency and knowledge of grammatical structures as they learned to express themselves in a foreign language. Through journal writing, students developed more advanced critical thinking skills, and became comfortable in approaching more complex prompts. This presentation will show how to use journal writing with higher level English speakers to improve their language ability and skill, while connecting their journal topics to regular classroom reading, speaking, and vocabulary activities.</p>	
11:30	<b>207 (TEVAL) <i>Can More Rater Training Improve Peer Assessments?</i></b> <b>David James Townsend (Shujitsu University)</b>	
12:00	<p>This presentation will detail the results of a follow-up study examining the reliability of a group of second-year university students' peer assessments of their classmates' oral presentations. The original study calculated the inter-rater reliability coefficient of the peer assessments and found them to be only fairly reliable. While different theories were offered for how to improve the reliability of these assessments, one variable that potentially had a large impact was the amount of time spent on rater training. This presentation will detail the findings of the two-year follow up study in which the amount of time spent on rater training was doubled. The results of this increased rater training on the reliability of the peer assessments was calculated, and while there was some improvement to the inter-rater reliability of the peer assessments it was not as much as was expected. The results of the study will be provided as well as some theories as to why more significant improvements were not made.</p>	
12:30	<b>304 (Sponsored*) <i>Helping Students Discover Conversation</i></b> <b>Andy Boon (Toyo Gakuen University)</b>	
1:00	<p>In oral classes, are we setting our students up for failure by using simplified conversations? How can we provide students with a more authentic experience? This presentation will highlight the new textbook, Discover Conversation that helps make authentic dialogue more accessible to learners. The concept of using near-authentic conversations will be explained. Also, the various steps of having learners build, listen, analyze, speak, and transcribe (BLAST) conversations will be outlined. Audience members will be able to take away a systematic approach to teaching more authentic conversations in the language classroom.</p>	

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SAT	Saturday Morning Presentations (10:35-11:00)	
9:30	<b>305 (ICLE) <i>Fostering ICC in EMI Courses</i></b> <b>Fern Sakamoto (Nanzan University)</b>	
10:00	<p>Globalization is leading to an increasingly interconnected world, and there is a worldwide push for universities to produce globally competent graduates who are capable of effective intercultural communication. The Japanese government has introduced various "global" projects that support the growth of EMI (English Medium Instruction) programs, in the hopes of (a) encouraging more international students to study in Japanese universities, and (b) producing more home-grown globally competent graduates. In teaching EMI courses in Japan, teachers often face the dilemma of how to teach classes with students who have low English proficiency. In 2018, the presenter launched a new EMI course in intercultural communication competence (ICC) at a private university in Japan. In her presentation she will introduce the course from its conception through to individual classroom activities, and discuss ways that she has sought to develop students' ICC, while accommodating their different English proficiency levels. Student reflections will be interwoven throughout the presentation to offer some insight into their ICC journey through the course. The presenter will end with her own reflections on the successes and challenges that arose in the first year of implementation, and invite the audience to share their suggestions and experiences.</p>	
10:30	<b>306 (BizCom) <i>Impact of Using English as a Corporate Language</i></b> <b>Saeko Ozawa Ujiie (Kokushikan University)</b>	
11:00	<p>Major multinational corporations (MNCs), including some Japanese companies, are adopting English as their official corporate language. However, using English is not a panacea for language related issues in international business. The presentation is about a study on the impacts of English as a corporate official language policy implemented at a company in Japan, a country often considered to be monolingual/monocultural. The qualitative analysis revealed that the language policy posed challenges to the employees of the company, who were almost all Japanese at the time of implementation of the policy. The policy did not work effectively except for a few departments with non-Japanese employees who speak different first languages. English functioned as a lingua franca in those departments with multinational employees, i.e., IT and R&amp;D related engineers mainly from China and India. The findings indicate that for non-native English speakers to communicate with each other in English, or for successful business ELF (English as a lingua franca) communication, the environment has to be multilingual. The Japanese employees communicated in Japanese much easier than in English, not requiring the typical ELF communication strategies such as code-switching or translanguaging. ELF functions effectively in the offices where multinational/multilingual employees work.</p>	
11:30	<b>307 (CUE) <i>Compare Teaching Strategies for Explaining Science</i></b> <b>Yin Ling Lui (Chinese University of Hong Kong)</b>	
12:00	<p>In this era, scientists can gather more support and secure more funding through communicating their research and its relevance to stakeholders, such as government officials, business communities and the general public. In response to this development, growing emphasis in higher education has been placed on training science undergraduates to communicate scientific materials to non-scientists (Carrada, 2006; Leshner, 2012). However, limited research has been conducted to compare effectiveness of teaching strategies for building young scientists' ability to communicate to a wider audience. This study examined how students rated the effectiveness of four classroom activities, namely (i) instruction on analogy, (ii) instruction on simplifying jargon, (iii) watching videos in which professionals explain technical terms in their fields, and (iv) explanation activity during which students in pairs explain scientific terms to each other. The subjects were three classes of Year 2 science majors who experienced and participated in all four kinds of teaching/learning activities during a 13-week communication course. At the course end, they filled in a questionnaire to assess the effectiveness of these four types of input. They also suggested other classroom activities that would help develop their science-communicating skills.</p>	
12:30		
1:00		

SAT		Saturday Morning Presentations (10:35-11:00)	
9:30		<b>308 (CT) <i>Developing Critical Thinking Skills Through Media</i></b> <b>Hirokazu Nukuto (Fukuoka Jo Gakuin University Junior College) &amp; Todd Hooper (Setsunan University)</b>	
10:00		<p>Students are constantly bombarded with media messages. In order to deal with this, they must exercise their critical thinking skills to analyze these messages and construct their own understandings. Presenting lessons that focus on these skills is one way that teachers can prepare their students for this. The presenters will demonstrate how this was done in a course that focused on media literacy activities. In this course, students analyzed artwork, advertisements, and other forms of media from a critical perspective in which they identified implied media messages. As students analyzed these materials, they took notes of their observations. Using these as supporting evidence, they determined the messages the materials are attempting to deliver, and finally, synthesized their thoughts logically in one paragraph. Through this activity of analyzing and interpreting media messages, students not only practiced their critical thinking skills, but also applied the academic writing skills they learned in a previous course. This presentation will provide suggestions for encouraging critical thinking skills in media literacy activities for a wide variety of English language courses.</p>	
10:30			
11:00		<b>201 (CUE) College and University Educators SIG Forum</b> <b><i>Teaching English at Japanese Universities</i></b> <b>Daniel Newbury (CUE SIG), Jenifer Larson-Hall (University of Kitakyushu), Chris Carl Hale (Akita International University), Donna Fujimoto (Osaka Jogakuin University) Asako Takaesu (Soka University), Melodie Cook (University of Niigata Prefecture), Curtis Kelly (Kansai University), Paul Wadden (International Christian University)</b>	
11:30		<p>The College and University Educators SIG was established in 1993 for “discussion of issues related to the development of language education in Japanese colleges and universities” (CUE Constitution). Higher education teachers from all backgrounds face challenges in their careers, pedagogical pursuits, and workplace situations. To support teachers navigating these complexities, a revised edition of the reference <i>Teaching English at Japanese Universities: A New Handbook</i> (Wadden &amp; Hale, 2019) offers nearly two dozen viewpoints that address current issues, providing practical information and insights on this ever evolving educational sector. CUE has invited several of the authors to share their perspectives on the academic setting, courses, classrooms, and workplace topics. This forum will highlight some of the very latest perspectives on foreign language tertiary education in Japan, so the intent is on sharing that knowledge regardless of whether audience members add this reference book to their professional library.</p>	
12:00			
12:30		<b>202 (BILING) Bilingualism SIG Forum</b> <b><i>Keep it Positive: Raising Young Bilingual Children</i></b> <b>Abidemi Titi Bankole, Maiko Berger, Sara Ann Hendricks and Patrick Johnston (Ritsumeikan Asia Pacific University), Kent Jones (Kwansei Gakuin University), Mandy Mashima (Japan Center for Michigan Universities), John Spiri (Gifu Shotoku Gakuen University)</b>	
1:00		<p>This forum offers diverse viewpoints from five different parents raising bilingual or trilingual children in Japan. They will focus on strengthening the parent and child bond through fun and loving language support. Discussion questions will ask about their struggles, successes, and efforts to keep language learning a fun and positive experience for parents and children. The forum will also cover issues such as public vs. private daycare, the challenge of adding a third language, budgeting for extra costs of bilingualism, sibling dynamics, biliteracy, extended family relationships, and use of technology. Forum participants are all English Language lecturers living in Japan and teaching their children Japanese and English, with one participant adding Dutch and another adding Spanish.</p>	

<b>SAT</b>	<b>Saturday Morning SIG Forums (10:35-12:00)</b>  <b>302 (MAVR) Mixed, Augmented, and Virtual Realities SIG Forum</b> <i>Hands on MAVR: Immersive Reality Platform Training</i> <b>Bobby Figueroa (International Christian University), Mehrasa Alizadeh (Osaka University),  Eric Hawkinson (Kyoto University of Foreign Studies)</b>
9:30	Learn to create learning materials from three MAVR platforms. In this hands on workshop, we will learn to use three MAVR related applications from three MAVR experts. The first is creating simple 360 tours with Storyspheres, a platform for creating interactive VR content with 360 photos. The second application introduced is WallaMe, an augmented reality platform to hide digital messages in the real world. The third application is ARienation, a platform that allows students to connect digital contents to playing cards. Participants of this MAVR forum will hear introductory tutorials of each of these three applications from three different presenters. After these short tutorials participants will be able to learn deeper on the apps they prefer in break-out sessions. The goal is to provide beginner level participants the tools and some experience to get started creating with MAVR. Some devices will be on hand to use, but to get the most of the session please visit MAVR.SITE and download the applications to your own devices before coming.
10:00	<b>303 (CEFR&amp;LP) CEFR and Language Portfolio SIG Forum</b> <i>CEFR – Application and Perspectives in Japan</i> <b>Maria Gabriela Schmidt (Nihon University CHS), Noriko Nagai (Ibaraki University),  Alexander Imig (Chukyo University), Yukie Saito (Waseda University),  Rebecca Schmidt and Ellen Head (Miyazaki International College)</b>
10:30	This CEFR&LP SIG Forum will address the recent discussion on the CEFR and CEFR/CV with three presentations. The first presentation gives fresh insights in English language policies and influences of CEFR and CEFR/CV in foreign language teaching in Japan. The second presentation shows two CEFR-related case studies, one on assigning can do descriptors and mapping them for oral communication, the other on language learning histories adapting tools from ELP to classroom teaching. The context of a CLIL and EMI institution and the English language program and curriculum will be explained. The third presentation talks about the results of a Kaken research project addressing the needs of teachers to use the CEFR resources efficiently and further perspectives on developing specialized tools for teachers. The Forum will give first hand, exemplary trends on CEFR-related implementation in Japan. It would be nice to hear and include your experiences with CEFR! Come to the Forum and get involved!
11:00	
11:30	<b>Saturday Morning Presentations (11:05-11:30)</b>  <b>203 (VOCAB) How Many English Loanwords are in Japanese?</b> <b>Keith Barrs (Hiroshima Shudo University)</b>
12:00	Over the last one hundred years, the composition of the Japanese lexicon has been greatly influenced by the importation and integration of tens of thousands of English loanwords. Many of these have become so extensively and deeply embedded in the lexicon that they constitute a significant part of the core, everyday Japanese vocabulary. This presentation reports on an analysis of the number of frequently-used English loanwords in the contemporary Japanese language. The research used corpus methods to extract and analyse all English loanwords in the most frequently-used 10,000 words of three large sources of the Japanese language: the BCCWJ corpus, the jpWaC corpus, and the jpTenTen11 corpus. Only those loanwords appearing in all three corpora were included in the List of Contemporary English Loanwords in Japanese. The analysis found that around 7% of this sample of the Japanese language was composed of English loanwords. The findings detailed in the presentation will be of interest to those involved with lexical borrowing research, Japanese lexicography, and Japanese-English language education.
12:30	
1:00	



SAT		Saturday Morning Presentations (11:05-11:30)
9:30		<p><b>204 (CALL) Online Peer Review to Scaffold Academic Writing</b>  <b>Kwai-fun Ng (Chinese University of Hong Kong)</b></p> <p>Internet-based online learning and instruction could support college students in independent language learning and academic writing (Conroy, 2010; Shih, 2011). To complement face-to-face teacher feedback and overcome the constraints of covering a 200-page textbook in 10 weeks without time for face-to-face peer feedback in class, this study investigates the potential of online peer review using a blended teaching approach to scaffold academic writing. It aims to gauge students' perceptions about integrating an online collaborative platform to improve students' writing skills. The subjects were 40 first year Social Science, Nursing, Public Health, Pharmacy, and Medicine students in an English Communication for University Studies course at a university in Hong Kong. Data collected consists of online peer drafts and feedback and a questionnaire. Findings suggest that most students felt positively about offering feedback and editing their peers' texts, and as a result, they learned to edit, revise, and proofread their own work. Two important themes emerged from the study. First, students enjoyed the social interaction and appreciated the benefits of the peer review collaborative writing process feedback. Second, they learned to be cognizant of the importance of avoiding informal language use in their writing. This study has pedagogical implications for academic writing.</p>
10:00		<p><b>205 (SA) Short-Term Study Abroad Programs in East Africa</b>  <b>Richard Miller (Kobe Gakuin University)</b></p> <p>In this presentation, the presenter will explain how the development of study abroad programs in East Africa have contributed to students' overall success and at the same time making a positive impact within the communities in which they take place. This program has been running for a number of years, bringing Japanese students to Kenya and Rwanda. The presentation will describe some of the different internship opportunities as well as NGO work along with collaboration with JICA (Japan International Cooperation Agency) and how it can be replicated in other countries. During the presentation, findings from different qualitative surveys will also be disseminated to the conference participants. Finally, a brief look at how two different students have drawn upon their experiences for writing their graduation pieces, one through an internship in an NGO, and the other through qualitative research with Toyota Africa.</p>
10:30		
11:00		<p><b>206 (LD) Student &amp; Teacher Conceptions of Learner Autonomy</b>  <b>Dominic Edsall (Ritsumeikan University/UCL Institute of Education)</b></p> <p>Is it time to update our definition(s) of learner autonomy? This presentation will discuss this question in relation to new qualitative data compared with established theory in both SLA and the wider educational research literature; using data analysis drawn from a series of semi-structured interviews with teachers and students from universities across Japan. The most commonly used definition in SLA is derived from Holec (1981) and has been used by many teachers and researchers over the last 38 years to understand learner autonomy in the classroom and university. This presentation will discuss evidence that this definition and some of the alternatives do not fit neatly with the current reality faced by teachers, and that teachers have their own working definitions that diverge from mainstream cognitive approaches. Evidence suggesting that students tailor their visible autonomy depending on motivation, social structures and learning contexts will also be discussed. The impact of this evidence will be considered from a social realist perspective (Maton &amp; Moore 2010) that attempts to bridge cognitive and social approaches to education to further discuss how language learner autonomy might be defined in a way that helps teachers help their students more.</p>
11:30		
12:00		<p><b>207 (Young Learners) Improving WTC: Practical Methods for the JHS Class</b>  <b>Benjamin Robert Rentler (Ritsumeikan Asia Pacific University)</b></p> <p>Fostering willingness to communicate (WTC) is a crucial component in foreign language speaking development. Therefore, teachers in the EFL classroom must endeavor to develop and encourage student WTC in order to cultivate proficient speakers. In Japan, a focus on passing entrance exams severely affects English teaching methodologies. Accordingly, research (Aubrey, 2011; Bradley, 2013; Hyland, 1993; Samimi &amp; Kobayashi, 2004; Maftoon &amp; Ziafar, 2013; Watanabe, 2013; Yashima et al., 2004) indicated that grammar-translation teaching methods are often utilized to prepare students for entrance exams. Although changes are currently in place to include speaking components on university entrance examinations, this research focused solely on English instruction at the Japanese JHS level. Current WTC research has failed to produce useful, implementable, or practical teaching strategies for the Japanese English classroom (Weaver, 2009). Therefore, to amend this gap in the research, an opinion survey was designed to identify Japanese JHS student attitudes towards in-class English teaching activities and their effect on student self-reported WTC. Student attitudes and opinions from the survey provided the foundation for identifying teaching strategies that specifically targeted increasing their WTC. The results from the surveys indicated that communicative teaching activities do, in fact, improve students' self-reported WTC in English.</p>
12:30		
1:00		

SAT	Saturday Morning Presentations (11:05-11:30)	
9:30	<p><b>304 (VOCAB) <i>A Brief Update on NGSL Wordlist Research</i></b>  <b>Charles Browne (Meiji Gakuin University)</b></p> <p>Browne and Mulligan have published 5 open-source, corpus driven word lists to help meet the needs of second language learners of English. The NGSL, NGSL-S, and NAWL were published in 2013 and the TSL and BSL were published in 2016. This presentation will introduce some of the additional work on the lists, tools that use the lists and published research where the lists have been a prominent component of the study.</p>	
10:30	<p><b>305 (GALE) <i>Japanese Men and English Communication Abroad</i></b>  <b>Elisabeth Ann Morinaga Williams (Osaka University)</b></p> <p>This presentation explores the narratives of 25 young Japanese men and their gendered expectations of communication while studying in predominantly English speaking countries. While study abroad offers a variety of opportunities to expand one's social networks and develop foreign language skills (Kinging, 2009), several participants in this study believe their gender limited their ability to develop friendships and romantic relationships abroad. Specifically, many participants felt communicative norms dictate that men take an assertive role in starting conversations while women passively wait to be spoken to by others. This led some participants to conclude that Japanese men need a higher level of English proficiency than Japanese women in order to make friendships. Moreover, near native English fluency was expected of Japanese men in order to develop romantic relationships with non-Japanese people in their host community. After examining participant narratives, this presentation will discuss the men's reactions to their gendered expectations of communication, namely enacting agency through their own English study and participation in their host community, or disappointedly resigning to the belief that Japanese men cannot easily develop deep relationships with non-Japanese speakers.</p>	
11:00	<p><b>306 (BizCom) <i>The Intertextual Nature of (Embedded) Emails</i></b>  <b>Anthony Richard Townley (Nagoya University of Commerce &amp; Business)</b></p> <p>Emails have become the preferred communication medium for many activities in professional contexts. Sociolinguistic research in this area has focused on the textual and communicative conventions of emails, as defined by specific disciplinary cultures and practices. This study examines the intertextual nature of email for commercial contract negotiation purposes, with a focus on the socio-pragmatic features of embedded emails, a genre of email discourse that embeds the functional meaning of a series of messages generated by different participants in response to the original email. Based on discourse and genre analysis of a corpus of texts pertaining to the negotiation of an international Mergers &amp; Acquisitions (M&amp;A) transaction in English in Europe, this study examines how legal and business professionals exploit pragmatic and conceptual links between email communication and negotiated amendments made to contracts with the use of Microsoft editing tools Track Changes. The ability to trace and participate in discourse through email communication chains is a key feature of discursive expertise for commercial contract negotiation activities. By describing this email negotiation process and its discursive features, intertextual and interactional consequences, this study finds new possibilities for the design of authentic pedagogical materials and effective teaching strategies for business English communication.</p>	
11:30	<p><b>307 (ER) <i>The Importance of Speed Reading in an ER Program</i></b>  <b>Cory Koby (Miyagi Gakuin Women's University)</b></p> <p>Reading extensively (ER) in a second language is widely believed to build reading rates and fluency (e.g. Day &amp; Bamford, 1998; Grabe &amp; Stoller, 2002). Several studies have established the effectiveness of ER in increasing reading speed (Huffman, 2014; McLean &amp; Rouault, 2017; inter alia), and this present study is intended to contribute the field in much the same manner. This study examined the reading speed of one complete cohort of first-year Japanese university students majoring in English (n=91) over the course of two semesters. Reading speeds, comprehension quiz scores, semester reading volume, and TOEIC scores were cross-analyzed for statistical significance. This initial investigation will serve as the foundation for a longer-term study that will result in a full 2 years of ER—and a minimum of 540,000 words—being completed by this cohort. Presentation attendees will gain a greater understanding of how a successful ER program can be designed and administered, and why reading faster is beneficial for our learners.</p>	
12:00		
12:30		
1:00		

SAT		Saturday Morning Presentations (11:05-11:30)
9:30		<p><b>308 (BRAIN) <i>Are Your Students Nervous?</i></b>  <b>Jonathan Michael Shachter (Kyushu Sangyo University)</b></p> <p>Language learner anxiety (LLA) is an impactful force in the classroom, as it has been shown to severely reduce cognitive ability (Kondo &amp; Ying-Ling, 2004). Cognitive impediments can lead to lower scores on assessments and reduced effectiveness in accomplishing even basic classroom-speaking tasks. The ramifications of Japanese English language learner (ELL) speaking anxiety in the university classroom are twofold. First, language anxiety directly impacts cognitive processing in the second language (MacIntyre &amp; Gardner, 1994). Second, compared with Western students, particularly Americans, Japanese emotionality can be less obvious and more difficult for non-Japanese teachers to recognize (Matsumoto, 1991; Matsumoto et al., 2002). Japanese ELLs might be too shy or lack the English speaking ability to verbalize their LLA. Therefore, Japanese LLA anxiety is an important factor that might go unrecognized by ELL instructors. The first part of the presentation will explore strategies to detect nervousness in the Japanese university ELL context. The second part of the presentation will provide teachers methods to deal with this cognitive deterrent.</p>
10:00		
10:30		<p><b>Saturday Morning Poster Session (11:05-12:00)</b>  <b>5th Floor Atrium</b></p>
11:00		<p><b>(CALL) <i>Improving Article Accuracy Through Flashcard Apps</i></b>  <b>Gareth John Price (Asia University)</b></p> <p>This presentation will highlight how definite and indefinite article accuracy can be improved by supplementary use of flashcard-based applications. It highlights how the use of Spaced Repetition Systems, in this case, the application 'Memrise' can improve article accuracy in university students. Spaced Repetition Systems (SRS) are primarily used for vocabulary learning and retention, but this presentation will outline how these apps can be used to aid definite and indefinite article accuracy by pairing the vocabulary with the indefinite article. The study tested article accuracy in 54 students from intermediate-level Freshman English university classes before and after undertaking four weeks of self-guided Memrise practice in-class using their smartphones. The students were tasked to translate countable nouns into English from Japanese and insert them into a pattern sentence requiring the indefinite article. Students were then prompted to supply three paragraphs of free-writing on a given topic. After four weeks of Memrise study, the same test was administered again. The presentation will discuss the results and examine how much students' accuracy improved with indefinite and definite article use. It will also highlight whether these results can be shown to be a genuine improvement in grammar awareness, or simply rote memorisation.</p>
11:30		<p><b>(CALL) <i>Adapting a Moodle Theme</i></b>  <b>Anthony Louis Brunelli (Okayama Prefecture University)</b></p> <p>This poster presentation looks at the design and development of a customized Moodle theme. A good theme can engage learners and make the course effortless to work through, thus increasing learning and expanding the facilitation of retention. However, most existing Moodle themes are generic and have no visual connection to the students or the university using them. Because it is open-source, Moodle can be customized and tailored to individual needs by such things as adding pictures of the school, replacing icons, and matching colors to those of the school. Through this research, I designed a Moodle theme that better connects students to their university and their studies. This poster presentation will show some of the things that can be changed and how to change them.</p>
12:00		
12:30		<p><b>(CUE) <i>Reflections of a Kaken Grant Recipient</i></b>  <b>Mark Hammond (Kanazawa University)</b></p> <p>The poster will facilitate discussion of the presenter's experience completing a three-year research project funded by a Kaken-hi grant from the Japan Society of the Promotion of Science. Topics will include the application process, the importance of developing a viable research plan, how funds may be used, and how to stay on track for the duration of a project. The presentation primarily aims to offer insight to university and college faculty who are considering applying as the principle investigator for the first time or who have been unsuccessful with past proposals. The poster may also be relevant for instructors who are not eligible to apply on their own but are interested in getting involved by collaborating with full-time faculty at institutions where they teach.</p>
1:00		

SAT	<b>Saturday Morning Poster Session (11:05-12:00)</b> <b>5th Floor Atrium</b>	
9:30	<b>(LD) Facilitating Turn-Taking Strategies Through Cards</b> <b>Ramon Alex Mislang &amp; Adam Garnica (Tokyo International University)</b>	
10:00	<p>The purpose of this research study is to investigate how learning aids (turn-taking strategy cards) influence turn taking in English conversations for EFL students at Tokyo International University. Turn-taking strategies are necessary for helping EFL students perform competently in English conversation. In our research, we piloted a system that assists students with turn-taking strategies through a card system. This card system acts as an assistive device that helps students practice turn-taking strategies, leading to turn-taking habits. We used a pretest posttest design to record the word count, total time for the conversation, uses of each turn-taking strategy, and number of meaningful versus non-meaningful pauses. The numbers of each were used to measure the efficacy of the training utilizing the turn-taking strategy cards by comparing the pretest and posttest results. Students also produced transcripts of their conversations and completed their own analysis of their conversations, comparing their pretest and posttest recordings and transcripts. The data we collect will help to advance future teaching approaches in encouraging greater depth of conversation among EFL learners by using specific turn-taking strategies.</p>	
10:30	<b>(TED) Reconceptualizing Lessons for Active Learning</b> <b>Fumi Takegami (Prefectural University of Kumamoto)</b>	
11:00	<p>In this poster presentation, I draw attention to how my teaching practices were reconceptualized through a series of lessons to implement active learning. The research was based on experiences noted while teaching a first-year, lower-level high school class of learners with little previous experience in an active learning atmosphere. Classes are conducted using English, according to recent mandates by MEXT. The challenge was compounded because the learning environment at this private high school was highly competitive and exam-oriented. Guided by a CLIL framework, I argue that textbook reading topics are not only useful for focusing on targeted language structures but also rich in topical content that could be used as a catalyst to engage students in project-based activities. Images in the poster will be used to show the stages of lessons and results of student performance that led to more active English use. Outcomes of the study have implications for teacher education by providing experiential examples for case method teaching (thought-provoking analysis in real world classroom settings) that I am applying to pre-service teacher development at university where I am now teaching.</p>	
11:30	<b>(LD) Task Variety for Self-Access Centers</b> <b>Thomas Mach &amp; Craig Mertens (Konan University)</b>	
12:00	<p>The rapid growth in the number of self-access facilities for language learning over the past decade entails a growing need for appropriate and appealing self-guided materials. Beyond offering the more common and typical choices (e.g., graded readers, self-study test preparation books, English-language DVDs), one of our ongoing goals at our self-access center has been to also provide and maintain as wide a variety of original and cost-effective task-based materials as we can in the hope that these materials will continue to collectively appeal to the widest possible range of learning style preferences among our students. In this poster presentation, while showing how the self-guided materials we have come up with fit within the bigger picture of activities and services offered at our self-access center, we will focus especially on introducing some of our more original and creative materials that have thus far proven to be popular among our students. Data illustrating the trends of how our students tend to use our self-access center will also be displayed, and tips for achieving increased student usage of such facilities will be offered.</p>	
12:30	<b>(LiLT) Cinderella Through Feminist Criticism</b> <b>John Frederick Maune (Hokusei Gakuen University)</b>	
1:00	<p>Lower intermediate to intermediate EFL second year junior college English majors learn about Feminist Criticism using the fairy tale "Cinderella" in a CLIL literature course. Three styles of criticism are discussed in the course: Feminist, Marxist, and New Historicist. The first style of criticism encountered is Feminist. Prior to the lesson, students wrote about feminism and why it will be discussed in a literature class. Their essays, and also discussions before starting the topic, were surprisingly naive especially as some had taken a course on gender; no one considered the influence of literature, or media in general, on society. The lesson addresses those issues followed by a collective in-class reading of the fairy tale "Cinderella" from a feminist perspective. Initially students were unable to apply theory toward identifying feminist related elements of the story, but soon honed their critical awareness. They then individually critiqued various stories and amply demonstrated increased understanding of Feminist Criticism. The presenter will explore teaching methods, and discuss qualitative results relating to how student awareness changed over time.</p>	



SAT	<b>Saturday Morning Poster Session (11:05-12:00)</b> <b>5th Floor Atrium</b>
9:30	<p><b>(LD) Exploring Learners' Linguistic Repertoires</b>  <b>Andy Barfield (Chuo University)</b></p> <p>This poster presentation focuses on how four undergraduates from diverse backgrounds experience and understand their linguistic repertoires (Busch, 2012, 2015). "Linguistic repertoire" broadly refers to individuals' experiences of using language in their daily lives (e.g., local dialect, standard language, "keigo", home languages, languages a person uses in public places, as well as languages they learn in formal education). The presentation explores how the students see their use of language directly affecting the identities that they claimed themselves or were ascribed by others at different points in their lives. The research was organised in two rounds of interviews. In the first round the students drew a language portrait of themselves and talked about particular persons, places, situations, and critical moments they had experienced in relation to language, and what those experiences meant to them (and why). For the second, the students were asked to review the transcript of the first interview and elaborate further on their experiences in relation to wider meta-narratives circulating in society about language (e.g., perceived pressures to claim use of a local dialect or not). Highlighting critical issues of social inclusion and exclusion, the presentation raises interesting questions about learner development and our students' rich language experiences.</p>
10:00	
10:30	<p><b>(GILE) Welcome to Japan? A CLIL Tourism Course</b>  <b>Caroline Hutchinson (Juntendo University)</b></p> <p>This presentation will describe an English-medium course on Tourism in Japan taught as part of a Global Studies program at a university in Tokyo. Japanese inbound tourism has grown exponentially since 2011, yet some have questioned how sustainable this growth has been. The course uses this contemporary issue to consider the phenomenon and history of tourism, the business of tourism and destination marketing, and sustainability. The course aims to integrate content and language learning in a way that is engaging and accessible for learners, by providing graded texts and vocabulary support, and encouraging student discussion. Moving from students' personal experience to international examples promotes understanding, allowing students to analyze what makes a destination both popular and sustainable. In students' final projects, groups apply what they have learned to create a marketing plan and pitch presentation about a less-visited destination in Japan, aimed at overseas tourists. I will discuss ways of scaffolding student understanding of texts in English, and of encouraging students to communicate their understanding to others in English. I will also consider how successful the course was in encouraging analysis and application of new knowledge to the Japanese tourism context.</p>
11:00	
11:30	<p><b>(CUE) Teaching Academic Literacy</b>  <b>Michael Mondejar (International University of Japan)</b></p> <p>Academic literacy refers to students' capacity to use language to cope with the demands of tertiary education; in particular, it refers to their ability to search for and collect information on an academic topic, analytically process and evaluate that information, and finally utilize that information to support a structured argument. In this poster presentation, the presenter will share his experience in designing and implementing a new English academic literacy course in his teaching context, which caters to university-level EFL students from a variety of cultural and ethnic backgrounds. The presentation will consist of a quick review of the principles of academic literacy. Then, the presentation will cover a new course at the presenter's university that was recently implemented into the curriculum in order to develop learners' academic literacies. Specifically, it will explain the design, components, and activities of this course, as well as student evaluations. Finally, participants will be invited to share their own insights in teaching similar courses (e.g., integrated skills classes). Both new and experienced instructors may get curricular or teaching ideas from the presentation.</p>
12:00	
12:30	
1:00	

SAT	<b>Saturday Morning Poster Session (11:05-12:00)</b> <b>5th Floor Atrium</b>
9:30	<p align="center"><b>(GILE) VR 360 Video to Enhance Global Citizenship</b>  <b>Erin Frazier &amp; Jennie Roloff Rothman (Kanda University of International Studies)</b></p> <p>Teaching for global citizenship in the 21st century is a necessity as lives become increasingly intertwined. Global citizenship is defined as “a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global” (UNESCO, 2016, p. 6). Cates (1999) identifies language teachers as uniquely suited to do this since global issues and the perspectives of those around the world can easily be incorporated into foreign language classrooms. However, many global issues such as climate change, refugee crises, and economic inequality can be abstract, hard-to-digest concepts that students likely have little experience with, in or beyond the classroom. Through use of VR 360 video, dubbed an “empathy machine” (Alsever, 2015; Milk, 2016), learners can develop deeper, more meaningful connections to issues. This poster presentation will introduce how Google Cardboard VR headsets and YouTube VR 360 video can be used to foster deeper understanding of and deeper connection with global issues by reducing abstraction. Participants will have the opportunity to experience using Google Cardboard with VR 360 video as well as brainstorm ideas for utilizing VR 360 materials in their classrooms.</p>
10:00	
10:30	<p align="center"><b>Saturday Morning Presentations (11:35-12:00)</b></p>
11:00	<p align="center"><b>203 (VOCAB) Katakana Consonant Pairing Synform Errors</b>  <b>Kosuke Nakashima (Hiroshima Institute of Technology) &amp; Raymond Stubbe (Nagasaki University)</b></p> <p>Laufer (1988) introduced the concept of synform errors, where second language (L2) learners confuse a word for a different but similar looking or sounding L2 word. Stubbe &amp; Cochrane (2016) reported that of 1187 commonly repeated errors on a Japanese to English non-contextual translation test, 461 were synform errors (39%). This presentation introduces the concept of katakana consonant pairing synform errors, where Japanese learners of English can confuse one English word for another because some English consonants have no Japanese equivalent: l, and v, for example. Words containing these consonants can be transcribed into katakana using the closest Japanese consonant sound: r, b, respectively. This can result in katakana pairings (l-r, v-b) which may lead to confusion for Japanese learners. “Vest” may be interpreted as “best”, for instance. Low-intermediate level English students at one Japanese university (N = 235) were given a Japanese to English non-contextual translation test containing the lower frequency member of 30 such katakana pairs (“vest” being a much less frequent word than its pair “best”, for instance). Thirty words not having a katakana partner (shade, for example) from the same JACET8000 frequency levels were also tested. Results and classroom implications will be presented.</p>
11:30	
12:00	<p align="center"><b>204 (CALL) Classroom Tech Usage Beliefs Among Teachers</b>  <b>Armando Duarte &amp; Mayumi Komoda (University of Shiga Prefecture)</b></p> <p>This presentation explores teachers’ beliefs and practices in the use of technology in language classrooms. MEXT announced The Vision of ICT in Education—Toward the Creation of a Learning System and Schools in 2011 and thinks much of the utilization of ICT for education. MEXT believes that teachers can “give easy-to-understand explanations and raise children’s interest in learning” by the usage of ICT (2011) and asserts that “nurturing teachers’ ability to use ICT is necessary” (2015). In this exploratory study, the researchers looked into questions regarding technology use for language learning purposes at the secondary and tertiary levels. Using both Likert scale and short-answer questions, 72 respondents (36 Japanese teachers of English and 36 non-Japanese teachers of English) across all teaching levels disclosed whether or not and how they used technology for either classwork or homework. In this study, “technology” refers to PC, smartphone, or tablet usage with or without Internet by teachers or students. Respondents also disclosed their justifications for not employing technology in their current teaching context. The presenters will discuss the results of the study, possible implications for language learning with technology, and professional development for teachers who do not use technology.</p>
12:30	
1:00	

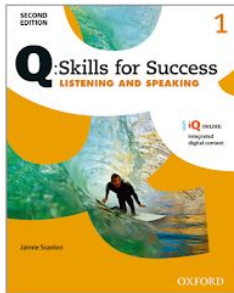
SAT		Saturday Morning Presentations (11:35-12:00)
9:30		<p><b>205 (SA) <i>The Impact of Studying Abroad on Learners' Beliefs</i></b>  <b>Brian Jon Birdsell (Hirosaki University)</b></p> <p>In this presentation, I discuss research that examines the impact of a short-term study abroad program on learners' beliefs. Using question prompts that focused on the following learner beliefs; self-efficacy, the emotions, learning styles, English as an international language, and language learning as broadening the mind, interview data were collected from 15 English language learners who had recently returned from a short-term study abroad program. Using NVivo to analyze these interviews, two overarching themes emerged from the data. First, the participants believed that they had developed a stronger relationship with the language and those who speak it. This mostly involved a shifting focus from accuracy to communication and building friendships through interacting with other exchange students. Secondly, many of the participants expressed various beliefs that the overseas experience had changed their mindsets such as embracing challenges, becoming more proactive, and increasing one's curiosity. This research provides additional support to recent studies (e.g., Amuzie &amp; Winke, 2009; Kaypak &amp; Ortaçtepe, 2014) that propose learner beliefs to be dynamic and changeable based on studying abroad.</p>
10:00		<p><b>206 (LLL) <i>Addressing the Needs of Challenging Students</i></b>  <b>Joseph Vincent Dias (Aoyama Gakuin University)</b></p> <p>In 1966 the number of 18-year-olds in Japan peaked at 2.49 million. That number shrank to 1.18 million in 2014, and the National Institute of Population and Social Security predicts that this cohort will fall below the one million mark by 2031. One consequence of this is that faculty at universities are seeing populations of students less academically prepared than they were in the past and with a wider variety of developmental, emotional, motivational, and psychological issues. Japanese universities are catching up to their western counterparts by providing an increasing array of accommodations and services for these students, but teachers are often still left to fend for themselves in finding the most effective ways to teach, evaluate, motivate, and support them. The speaker will discuss some of the institutional and teacher-generated solutions for addressing these challenges.</p>
10:30		
11:00		<p><b>207 (TEVAL) <i>Scaffolding for Success in IELTS Speaking</i></b>  <b>Nick Di Cicco (University of Toronto) &amp; Kent Jones (Kwansei Gakuin University)</b></p> <p>With regret, phonological impediments are rarely a consideration for many of Japan's educational decision-makers. Policy makers from non-linguistic backgrounds and don't sufficiently consider how certain linguistic issues that can adversely affect language development. For example, why do Swedes learn English more easily than most Japanese? All other factors being equal, learners who have stress-timed native languages have far more success learning English than learners coming from syllable-timed, or mora-timed linguistic backgrounds. English, being a stress-timed language has a regular rhythm pattern. Salient syllables tend to occur at regular intervals, and this tendency results in function words being phonologically reduced to accommodate the regular spacing of syllable prominence. However, syllable-timed languages such as Korean, where the time needed to pronounce each syllable is roughly equal, and mora-timed languages, such as Japanese, where the time needed to pronounce each mora is roughly equal, are phonologically distinct from English. As a result, such languages lack many of the common suprasegmental phonological features found in English. This lack of understanding can seriously impede the development of listening comprehension skills. This talk will outline some of the emerging research in this area, and discuss some of the resulting policy considerations.</p>
11:30		
12:00		<p><b>304 (TEVAL) <i>The School Education System in Nepal</i></b>  <b>Min Bahadur Ranabhat &amp; Lila Bahadur Chiluwal (Thompson Associates)</b></p> <p>The Medium of Instruction [MoI] of school education in Nepal can be either Nepali or English; English is taught as a compulsory subject at school in Nepal, but it has been used as a MoI at all private schools. A few government schools have also adopted English as a MoI, and there are a large number of parents demanding English medium schools. This presentation will explain the status of the language and teaching skills used in the English medium instruction [EMI] schools and non-EMI schools. This study highlights the teacher confidence in their knowledge, the use of English in the classroom, vocabulary, structures and phrases, and also gauge a range of practical communicative classroom techniques to support students learning. Finally, how the [NCED], a government authority, makes more responsibility to reshape the policy level current issues. This study focused on capturing the experience of teachers through qualitative data to examine how the schools have been able or not able to make a real change in teaching-learning at the school level. 563 teachers' classrooms were observed in 7 districts covering the three ecological regions [Mountain/Hill/Terai] including the capital city Kathmandu.</p>
12:30		
1:00		

SAT		Saturday Morning Presentations (11:35-12:00)
		<p><b>305 (GILE) <i>Student Reactions to a Global English Approach</i></b>  <b>John Rucynski (Okayama University)</b></p> <p>English education in Japan has often been marketed as a gateway to communicating with native speakers of the language. Furthermore, American English has traditionally been the favored variety throughout secondary school English education (Fukuda, 2010). This approach ignores the fact that ELF (English as a Lingua Franca) speakers now constitute the biggest group of English language users in the world (Jenkins &amp; Leung, 2013). Subsequently, Japanese university students who go on to use English after graduating are just as likely to communicate in English with fellow non-native English speakers. The presenter will share the results of a survey asking students' views on a global English approach in a university speaking and listening course. Each class session included a listening component based on DVD interviews. These interviews featured not only native speakers from Inner Circle countries, but also non-native speakers from a range of Expanding Circle countries. The students (N = 62) responded to 16 Likert scale items and two open-ended questions. Sample scaled items asked students about the value of using a global English approach for listening exercises and whether they see English more as a tool for especially communicating with native speakers or also with fellow non-native speakers.</p>
9:30		
10:00		
10:30		<p><b>306 (SDD) <i>Rationale for a Filmmaking Project</i></b>  <b>Michael Stockwell &amp; Rebecca Brinkley (Sugiyama Jogakuen University)</b></p> <p>Providing a challenging project that requires all four-skills with a focus on pronunciation is the primary goal of our short film project. However, there are other important objectives that possibly can be obtained through its introduction. Firstly, developing digital literacy in first-year students is an important goal of the film project. Technology is an essential tool for communication both as a producer and a consumer. In addition, as discussed by Papert (2013), projects that create an authentic need to work together can help develop collaboration and cooperation competence within the production team. Learners have complete responsibility for the film project from the start to the final product, and therefore need important life skills for successful completion of the project. Online and written tutorials scaffold the stages of the project in the target language thereby introducing students to a content-based style class. Another advantage is the possible increase in motivation to focus on prosody, language choice, and storytelling as the final product is viewed across the program and the enduring nature of film. The presenters will propose a rationale for introducing filmmaking as a project in a language program by discussing the above reasons.</p>
11:00		
11:30		<p><b>307 (ER) <i>Eliciting L2 Emotions Through Reading for Fluency</i></b>  <b>Thomas J. Fallon (Nagoya Gakuin University) &amp; Matthew Baker (Kyushu Sangyo University)</b></p> <p>This presentation explores the impact of extensive level-appropriate reading as a means to nourish language acquisition through increased reading ability and L2 identity development. Data yielded from surveyed students found this approach to benefit reading speed and vocabulary acquisition. The same survey data also found an emotional response in a portion of the participants. This presentation will elaborate on the efficacy of continuous L2 reading assignments outside and inside of class, verbal summarization of a story narrative, and L2 identity cultivation through metacognitive awareness. The research findings suggest that frequent extensive reading causes an emotional response in the mapping of an L2 character on to the reader, stimulating empathetic identification via the L2, and is a key component in opening up L2 fluency.</p>
12:00		
12:30		<p><b>308 (CT) <i>Adapting Board Games for Discussion Activities</i></b>  <b>Paul Horness &amp; Johnathan Eckstein (Soka University)</b></p> <p>While using and adapting commercial board games for classroom use has been researched by various authors (Gee, 2004; Van Eck, 2006; York, De Haan, &amp; Hourdequin, 2017; York, 2018), several of these researchers warn of issues of requiring large amounts of in-class time to be effective or games to be overly demanding on students when processing essential information needed for gameplay. Taking this information into account, both presenters worked together to adapt several commercial board games such as Pandemic, Monopoly, and Secret Hitler for the use in a content-based course conducted by one presenter. This study uses an emic and etic approach in analyzing the use of these commercial games based on the presenters' reflections and cross-interviews. In addition, students participating in this course were asked to fill out a short survey based on their attitude on the use of board games for content learning. After presenting the results of the student survey, the presenters will share their opinions on the use of commercial games in the classroom; specifically, what difficulties were encountered to integrate the games into the course. Lastly, the presenters will discuss what is required to successfully adapt games into the classroom and overall curriculum.</p>
1:00		
		<b>Lunch Break (12:00-1:00)</b>

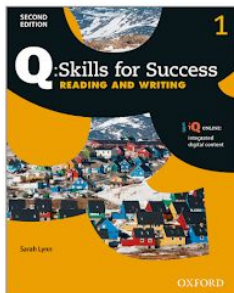


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SAT	<b>Plenary Interview 2 (1:00-2:00)</b> <b>2nd Floor, Room 201</b>
1:00	<p>In this plenary session, Matthew Turner will engage with PanSIG 2019 conference invitee Dr. Stephanie Ann Houghton in an interview exchange. The interaction will take in and explore Stephanie's diverse interdisciplinary research activities, both previous and ongoing, including her contributions to the area of native-speakerism, her interests in the links between Alzheimer's disease prevention, memory preservation and foreign language education, and her engagements with Japanese culture and community related areas of enquiry. The interview will follow a semi-structured format, with Matthew asking a mixture of planned and follow-up questions to Stephanie over a 30-minute period. The dialogic and interactive nature of this session will allow Stephanie to transmit and share knowledge in a co-constructed and collaborative manner, with Matthew's role being to investigate, reformulate, and reflect Stephanie's words. Audience members will be encouraged to record their personal thoughts and prepare their own questions throughout the exchange, with an additional 15-minutes set aside after the interview for these to be shared with Stephanie for further exploration and conversation.</p>
1:30	
2:00	
2:30	<p><i>Stephanie Ann Houghton (PhD) is an Associate Professor at Saga University, Japan. She holds a doctorate in education from Durham University, England. She is co-founder and co-editor of the Intercultural Communication and Language Education book series (Springer). Focusing on ways of overcoming prejudice and discrimination, she has published numerous books and international peer-reviewed articles on the development of intercultural dialogue and native-speakerism. Now based in the Faculty of Art and Regional Design, and Graduate School of Regional Design in Art and Economics, her research activities explore links between dance</i></p>
3:00	<p><i>(as non-verbal communication), fitness (as health-oriented social activity) and intercultural communication. Centering on the understanding and prevention of Alzheimer's Disease, her educational curriculum links heritage management, intercultural dialogue, technology (STEAM), art generation, health, fitness and economics (social business). She places a special emphasis upon the preservation and revitalization of unwritten densho geino culture, which is on the brink of extinction in Japan's ageing society, using local mask dance Menburyu as a flagship example. This work is showcased in an exhibition entitled 'Menburyu: Past, Present and Future' held at Saga University Art Museum (SUAM) (December 2018), and the Sakagura sake festival (Kuretake Brewery) in Kashima, Saga (March 23-24 2019). See:</i></p>
3:30	
4:00	
4:30	<ul style="list-style-type: none"> <li>• <a href="https://stephhoughton.wixsite.com/mysite-1">https://stephhoughton.wixsite.com/mysite-1</a></li> <li>• <a href="https://stephhoughton.wixsite.com/mysite-2">https://stephhoughton.wixsite.com/mysite-2</a></li> </ul>



SAT	<h2>Saturday Afternoon Presentations (2:05-2:30)</h2>
2:00	<p><b>203 (VOCAB) <i>An Online Learning and Testing Vocabulary Program</i></b>  <b>Stuart McLean (Osaka Jogakuin)</b></p> <p>Nakata (2011) lists features that research suggests contribute to ideal vocabulary learning. However, implementing research findings in pedagogical settings is problematic. This presentation describes the creation and implementation of a research-based institution-wide Vocabulary Program (VP) that integrates online out-of-class learning with in-class self-marking spelling and speaking vocabulary tests. The VP allows teachers to select the range of vocabulary from general English and/or specialized word lists. Students learn both words and phrases in context using L2 definitions, and with presentation and increasingly difficult retrieval modes, using both orthographic and phonological forms. Uniquely, the VP ensures the review of vocabulary by presenting new lexical items mixed among those that require review. Students can remove mastered lexical items after correctly spelling or saying the target form once, otherwise, adaptive sequencing and spaced retrieval ensure that learners experience multiple retrievals of lexical items. Most critically, to motivate learners to review previously learned vocabulary, the VP produces weekly vocabulary tests based on an expanding test range. Each week's test includes five items from the most recent week's new lexical items and five items from previous weeks. The online tests assess students' ability to spell and say target forms, and teachers can download tests scores.</p>
2:30	<p><b>204 (MAVR) <i>Legal Issues in Immersive Learning</i></b>  <b>Eric Hawkinson &amp; Jay Klaphake (Kyoto University of Foreign Studies)</b></p> <p>As immersive technologies like augmented and virtual reality are being employed in broader learning contexts, like many new technologies, there are legitimate concerns surrounding the use for learners and especially younger learners. In some ways educational institutions are still grappling with health, privacy, freedom of expression, data protection, intellectual property, security, cyberbullying, cyberstalking, and other legal issues that came with the birth of the social media and mobile computing booms. AR/VR/XR technologies only stand to exacerbate these issues and, in this talk, learning technologist Eric Hawkinson and legal scholar Jay Klaphake will identify and explore these issues.</p>
3:00	<p><b>205 (CUE) <i>Do We Really Know How Busy Our Students Are?</i></b>  <b>James Emmet Owens (Kanda University of International Studies)</b></p> <p>Research suggests that use of free time and lack of sleep have an effect on the quality of student work. Whilst seemingly a rather obvious point, it is arguably an overlooked issue. Learners may be suffering from stress and/or lack of sleep, unbeknown to their teachers, who may feel frustration at what they perceive as laziness or poor attitudes to learning among students. This disconnect seems more pronounced in the world of language teaching, where in addition to an age gap between teachers and students, there often exists a cultural gap, too. Greater awareness of the potential effect of external pressures (part-time jobs, long commutes...etc) outside of the classroom would enable teachers to adjust their expectations of students. This presentation will present a pilot study that compares how teachers envisage students spending their time, with the reality. Survey responses are used to address the following: How much actual time do students have to be able to complete work satisfactorily? Are they being unduly stressed by external factors? Do teachers have an accurate understanding of their situation? The results provide food for thought, and offer insight into how additional work could further complement the research implications.</p>
3:30	
4:00	
4:30	<p><b>206 (LD) <i>Everyday Mindfulness: 10-Minute Warm-Ups</i></b>  <b>Heather Joy Yoder (Kanda University of International Studies)</b></p> <p>In an effort to disconnect from the digital world and focus on their surroundings, many people, including university students, are using mindfulness to spend time noticing the body, emotions, and the surrounding environment (Felver, Morton, &amp; Clawson, 2018, Kaplan et al., 2018). Mindfulness can be used in the EFL classroom to lower student stress levels and help students focus on their class work. Mindfulness warm-ups both allow students to mentally prepare themselves for class as well as provide opportunities to learn and use a variety of vocabulary. Depending on the particular activity, mindfulness activities can also help foster a sense of community in the classroom. Although many teachers feel that there is not time to introduce mindfulness activities in class, such activities can improve focus, build community, and introduce vocabulary and other language items. A plethora of resources, both online and in print, are available to individuals who wish to try mindfulness. The presenter will briefly discuss mindfulness research and classroom experiences using it as a warm-up, before leading participants in some simple activities that they can use in their classrooms. Participants will also receive a handout with further mindfulness activities that they can adapt for their classrooms.</p>
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SAT	Saturday Afternoon Presentations (2:05-2:30)	
2:00	<p><b>207 (FLP) CEFR Based Rubrics and Feedback: What You CAN DO!</b>  <b>Richard Sugg (Hiroshima Bunkyo University)</b></p> <p>The advantages of having clear rubrics and standardized assessment are well documented, as are the advantages of giving clear, positive feedback to all students. However, are all institutions actually linking the two? For the last three years, teachers at the Bunkyo English Communication Centre (BECC) have been working with CEFR based rubrics and standardization as part of a longer running project basing materials and courses around the CEFR. For the last year and a half, we have also been giving CEFR based feedback for spoken and written assessments. Rather than getting 'just a number', students are encouraged to take the feedback they are given and use it to inform their extra studies within our Self Access Learning Centre. This presentation will explain the development of the CEFR based rubrics for our speaking test, spoken presentations and written assessments, and their development into a means of giving positive and motivating CEFR based feedback to students. The presenter will outline where the rubrics have come from, and how they helped standardize grading and feedback within the BECC. Reasons for using the CEFR rather than CEFR-J or GSE, problems faced so far, and possible areas of future development will also be discussed.</p>	
2:30	<p><b>304 (CUE) Implementing Kahoot to Improve EMI Classes</b>  <b>Sayaka Sugimoto (Waseda University)</b></p> <p>An increasing number of universities in Japan have employed English medium instruction (EMI), the use of English to teach academic subjects. This presentation reports on the process and results of implementing Kahoot, a game-based online learning platform, in EMI classes offered at Waseda University. First, the presentation briefly summarizes the challenges that students and instructors commonly face in EMI classes, such as a lack of concentration. Next, I discuss the potential benefits of introducing Kahoot into an EMI classroom to manage those challenges. Then, the process of implementation is explained. Finally, I report on the results of student evaluation discussing new challenges that emerged and areas that require further improvement. In sum, Kahoot turned out to be a popular and effective tool for enhancing student engagement, motivation, and concentration. Future research would benefit from quantitative analysis of those benefits and verification of the positive learning outcomes of implementing Kahoot in EMI classes.</p>	
3:00		
3:30	<p><b>305 (GILE) Japanese Students' Perspectives on Bilingualism</b>  <b>Andrea Geok Poh Tan (Kwansei Gakuin University)</b></p> <p>Most Japanese students spend a considerable amount of time learning English at schools and universities. While there has been research on language attitudes towards English among Japanese university students, most studies investigated students' attitudes to English through questionnaires and interviews (Ishikawa, 2017; Yonesaka &amp; Tanaka, 2013), without students specifically having input on bilingualism-related theory or research. This project approaches the topic of language attitudes from a related, albeit alternative angle, by introducing Japanese university students with non-English majors enrolled in a bilingualism course to second language theory and research, and researching their perceptions about bilingualism. As part of the course, students learn about the various definitions of bilinguals and issues involving language use in societies. They are encouraged to reflect on their own language profiles and respond to these issues. At the end of the course, students write what they find interesting about the course topics and their thoughts on how they can apply what they have learnt in the course. Using a content analysis approach, the main themes from students' open-ended self-reflections are identified. The presentation will provide some background to the course and discuss preliminary findings from students' self-reflections.</p>	
4:00		
4:30	<p><b>306 (SDD) Introducing a Filmmaking Project</b>  <b>Rebecca Brinkley &amp; Michael Stockwell (Sugiyama Jogakuen University)</b></p> <p>This presentation will focus on the practical steps of implementing a filmmaking project with EFL students. We will start with a brief overview of an English Film Festival that was developed as a showcase for students' short films (microfilms) that were produced by first-year students in an EFL program for language majors at a Japanese University. While at first daunting to launch a technologically heavy project, scaffolding was established to help guide students through the important steps of story and script development, storyboarding, filming, editing and finally sharing their work. The presenters will share their written and online tutorials that were available for students to produce films with their smartphones. Also, there will be discussion on the practical lessons learned during the past two years that this project was implemented.</p>	
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SAT	<b>Saturday Afternoon Presentations (2:05-2:30)</b>
2:00	<p><b>307 (CALL) <i>Can Video Games be Used for Language Acquisition</i></b>  <b>Chee Hao Sue (Eye Level Education Center) &amp;</b>  <b>Siew Ming Thang (The National University of Malaysia)</b></p> <p>The amount of time students spend on video games has been increasing. It is worthwhile to explore strategies and techniques that will enable the use of this technology to enhance the learning and teaching processes. This paper attempts to investigate the potential of using video games that were designed for entertainment as a language learning tool. To study this, research was done with six secondary school students in Malaysia as the participants. The aims of the study were to assess the effects of a video game with these students in the areas of learner motivation, vocabulary recall, and vocabulary acquisition, particularly nouns and adjectives. Students were split into pairs and asked to play the game "Scribblenauts Unlimited" and their interactions with the game and each other were recorded. After the game session, the students were given a short interview to assess what new words they had learned as well as their opinions on the game. A follow-up interview was conducted later to see if the students were able to recall their newly acquired vocabulary. The findings indicate that commercial video games can have benefits towards learning vocabulary.</p>
2:30	<p><b>308 (PRAG) <i>Role of Cultural Distance in Pragmatic Competence</i></b>  <b>Vahid Rafieyan (Yamanashi Gakuin University)</b></p> <p>Cultural distance, defined as the extent to which the shared norms and values in one country differ from those in another country (Hofstede, 2001), is considered to be a strong predictor of pragmatic competence. In this respect, the current study investigated the effect of cultural distance from the target language community and pragmatic instruction on the development of pragmatic comprehension and production. Participants of the study were 44 undergraduate students at Yamanashi Gakuin University: 20 German exchange students considered culturally closer to American culture and 24 Japanese students considered culturally more distant from American culture. Data were collected through a pragmatic comprehension test and a discourse completion task. The experiment involved administration of pragmatic tests to all participants, conducting pragmatic instruction for 12 sessions in the form of metapragmatic explanation of implicatures and speech acts contained in selected reading and listening materials, and the administration of both tests following the intervention. The comparison of the performance of both groups over pragmatic tests revealed that cultural distance is a strong predictor of pragmatic comprehension and production ability. Also, the comparison of pre-test and post-test results demonstrated that pragmatic instruction has a significant effect on the development of pragmatic comprehension and production.</p>
3:00	
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4:00	<p><b>Saturday Afternoon SIG Forums (2:05-3:30)</b></p> <p><b>201 (CALL) Computer Assisted Language Learning SIG Forum</b>  <b>Paul Beaufait, Renaud Davies, Josh Wilson, Oliver Rose</b></p> <p>This year's CALL SIG Forum will feature four speakers covering a wide range of topics. Paul Beaufait from the JALT Writers' Peer Support Group (PSG) will discuss how technology in use for collaborative peer readership and academic writer support. Renaud Davies will introduce a free mobile-friendly service called Playposit, an interactive web-based video platform that allows educators to provide formative assessment both inside and outside the classroom. Josh Wilson will provide an overview of the digital language learning product market in 2019 and discuss current market trends on the digital side of the ELL industry. Oliver Rose will introduce the LingoLab website (<a href="http://www.lingolab.live">www.lingolab.live</a>), created in collaboration with Paul Raine, a sentence-building activity that can be played as a synchronous online multiplayer quiz for in-class use, or as an individual homework assignment with results tracking for teachers. Please join us!</p>
4:30	
5:00	<p><b>202 (CRIT) Critical Thinking SIG Forum</b>  <b>Critical Thinking and Teacher Development</b>  <b>James Dunn (Tokai University), Jennie Roloff-Rothman and</b>  <b>Claire Bower (Kanda University of International Studies)</b></p> <p>The JALT Critical Thinking SIG will host three presenters for the JALT PanSIG 2019 JALT Critical Thinking SIG Forum. Our forum this year is focused on educating the educator in critical thinking, methodology, and professional development. The forum will start with an introduction to what critical thinking is in the language learning arena and how it can manifest itself. The second portion of the forum will move into more concrete classroom activities teachers can utilize to promote critical thinking development in students. The forum will finish with a critical thinking-focused professional development session for teachers. The goal is to be better acquainted with what the coming changes to the MEXT guidelines means for educators in the University setting. We hope you can join us at our JALT Critical Thinking SIG Forum for an engaging look at critical thinking, the activities that support it, and the expectations that are being put upon us, as educators.</p>
5:30	

SAT	<b>Saturday Afternoon SIG Forums (2:05-3:30)</b>
2:00	<p><b>301 (LLL) Lifelong Language Learning SIG Forum</b>  <i>Lifelong Learning Begins With A Story</i>  <b>Joseph Vincent Dias (Aoyama Gakuin University), Nena Nikolic-Hosonaka (Kanda University of International Studies), Chiyuki Yanase (J.F. Oberlin University), Marybeth Kamibeppu (Hiroshima International School)</b></p> <p>In this forum, jointly sponsored by the “Lifelong Language Learning” and “Teaching Younger Learners” SIGs, the presenters will speak about the intimate connection between storytelling and lifelong learning. Chiyuki Yanase will discuss how we can share storybooks with young learners in order to develop literacy skills, empathy, self-efficacy, and to foster a love of reading. Nena Nikolic-Hosonaka will demonstrate how the active participation in story time “meaning making” can motivate young learners to develop traits which promote confidence, curiosity, initiative, and divergent thinking. Marybeth Kamibeppu will show how well-chosen storybooks can resonate with readers throughout their lifespan, helping to stimulate discussions about bullying, immigration, and being “the other.” Joseph Dias—through his reflections on the books he read as a child, the stories he read to his children, and the results of a survey on the storytelling by parents of bi/multilingual children—will speak about the potential of storybooks for lifelong development as language learners and as human beings.</p>
2:30	
3:00	<p><b>302 (GALE) Gender Awareness in Language Education SIG Forum</b>  <i>Addressing Gender Equity</i>  <b>Sandra Healy (Kyoto Institute of Technology), Gwyn Helverson (Osaka University), Tanja McCandie (Meijo University), Kathleen Cahill (Kinjo Gakuin), Gerry Yokota (Osaka University)</b></p> <p>This year’s GALE Forum will address the ways in which equity for all regardless of gender, ethnicity, age, sexual orientation or religion can be fostered in our classrooms and our workplaces. Gwyn Helverson discusses how the roles of women in traditional and modern fairytales, including the gendered roles of AI assistants, can be used in the classroom as content-based materials to develop both awareness of gender roles in society and language skills. Tanja McCandie focuses on the development of a website, equalityeltjapan.net which is addressing the imbalance of presenter demographics in Japan by creating awareness, engaging male allies and supporting female English language educator empowerment. Kathleen Cahill and Brent Simmonds report on the development of the Code of Conduct (CoC) for JALT. The CoC was developed to ensure safety and security for all participants and to provide a friendly environment for all, and they discuss the reporting process in the event an incident occurs. Gerry Yokota provides practical ways in which to respond to unexpected situations or harassment, online and in person, and also ways to foster fundamental gender equity through an understanding of various cognitive issues.</p>
3:30	
4:00	<p><b>303 (OLE) Other Language Educators SIG Forum</b>  <i>Allophone Students: Who are They?</i>  <b>Margit Krause-Ono (Muroran Institute of Technology), Monika Szirmai (Hiroshima International University), Maria Gabriela Schmidt (Nihon University)</b></p> <p>This forum aims to introduce the term “allophone learners”, which is currently not used in Japan. However, the abundant literature that has been available for more than a decade in other countries, such as Canada or France, can be insightful for language teachers and policymakers alike, considering the new immigration policies recently introduced by the Japanese government. The presenters will discuss the current state of multi- and plurilingualism in Japan. Special attention will be paid to the existing support system and opportunities for students whose home language is different from Japanese. This will require that we look at the support offered at different levels of the educational system to such students and also to working adult learners. The presenters will also discuss the similarities and differences between the allophone students in Japan and in other countries where migration is high. As some countries are well ahead of Japan in supporting allophone learners, their example can be useful in the Japanese context as well. The audience will also have the chance to share their views and experiences in this field.</p>
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SAT	Saturday Afternoon Presentations (2:35-3:00)	
2:00	<p><b>203 (VOCAB) <i>Managing TOEIC Vocabulary</i></b>  <b>Barry Condon (Kwansei Gakuin University)</b></p> <p>Each year, more than 7 million people across the world, including approximately 2 million people in Japan, take the TOEIC (Test of English for International Communication). Success will depend largely on candidates developing a large vocabulary. The pedagogical methods employed by teachers in furtherance of this aim can have a lasting impact on students. Chujo &amp; Oghigian (2009) determined that in order to achieve 95% coverage of the vocabulary on a TOEIC test, a student will need to have a minimum vocabulary of 4,000 words, or 3,000 word families. Managing such a large lexical set requires a systematic approach, and one that involves regular reviewing and testing. This presentation will suggest such an approach, one that makes use of Microsoft Excel spreadsheets and formulae to keep track of lexical terms and compile vocabulary quizzes efficiently. Further time will be given to explaining how to set up an SRS system that students can build and use for effective TOEIC vocabulary study.</p>	
2:30	<p><b>204 (MAVR) <i>Learner Experiences of AR Project-Based Learning</i></b>  <b>Samuel John Taylor &amp; Adam Stone (Kyushu Sangyo University)</b></p> <p>The presentation will describe how Augmented Reality (AR) technology was utilized in a multimedia, task-based project designed to encourage student engagement and integrated into an EFL four skills course for learners of elementary to intermediate level proficiency. The project involved learners (n=37) creating content for an AR campus treasure hunt, including descriptions of the location and personal significance of campus facilities. This allowed for a task-based approach to instruction that provided opportunities for meaning-based production, a focus on form, and, in the exchange of created activities with other classes, a clearly defined outcome. The AR campus treasure hunt was created using the HP Reveal AR smartphone application. It will be shown how AR generated initial engagement, through the novelty of the exploratory use of HP Reveal, and authenticated multimedia tasks, such as the production of video AR content, which helped maintain engagement and encourage the development of digital skills. The presentation will conclude, with reference to learner-created content, with an evaluation of the learner experience of the project, achieved through the quantitative and qualitative analysis of learner-written project reviews.</p>	
3:00		
3:30	<p><b>205 (CUE) <i>Adapting and Scaffolding Texts in CLIL Materials</i></b>  <b>Michael Joshua Griffiths (Kwansei Gakuin University)</b></p> <p>In Japan, there has been steady growth over recent years in university level CLIL courses and Japan-focused CLIL research. However, there is limited research available on how teachers can create CLIL materials that include challenging texts and content whilst still allowing students to access and deeply understand the texts. This presentation aims to provide practical text adaptation and scaffolding approaches that teachers can incorporate into their CLIL materials. These approaches are based the presenters' experiences in designing and teaching a CLIL course at a Japanese university across a number of semesters. The session will explore how Cummins' CLIL Matrix and Banegas' CLIL Lesson Framework can be used as guiding principles in CLIL materials development. The text adaptation approaches of simplification, elaboration, and discursification from Moore and Lorenzo (2015) will be compared. A selection of scaffolding strategies from Mehisto, Marsh and Frigols (2008) that can assist and enhance students understanding of texts will be covered. The session will examine how use these principles and approaches in combination and include examples of CLIL course materials to illustrate this. This presentation will be useful for teachers new to designing CLIL materials and teachers looking to enhance students' understanding of texts in CLIL courses.</p>	
4:00		
4:30	<p><b>206 (LD) <i>Overcoming Obstacles in Self-Access</i></b>  <b>Andre Alexander Parsons (Hokkaido University of Education) &amp; Stuart Warrington (Nagoya University of Commerce &amp; Business)</b></p> <p>While some self-access language learning centres have ample space and a variety of resources and personnel to provide different kinds of support, others may not be able to offer such affordances. This can often be due to budget concerns, the physical environment and/or restrictions imposed by the institution itself in which a centre resides. Hence, under these circumstances, it then becomes essential to find creative and innovative ways to overcome such obstacles. In this presentation, we will illustrate how we have attempted to do this at two different institutions in Japan. By doing so, we aim to show that, rather than being limited to one area, self-access language learning is something best framed as ubiquitous and best understood within those pre-planned and/or spontaneous moments where students willingly and intrinsically take initiative to further their own language learning.</p>	
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SAT	Saturday Afternoon Presentations (2:35-3:00)	
2:00	<p><b>207 (BRAIN) <i>Designing Materials to Minimize Cognitive Load</i></b>  <b>Julia Amalia Daley (Himeji High School)</b></p> <p>This presentation describes the design, implementation, and student reaction to an elective course based on Japanese novel Taigan no Kanojo ('Woman on the other Shore') by Kakuta Mitsuyo. The novel explores life in contemporary Japanese society through the experiences of three central female characters and provides rich opportunities for exploration and discussion of a wide range of topics pertaining to gender and employment. Taught in English, but with the main text also available in Japanese to reduce cognitive load, the course sought to introduce the students to literature taught in the Humanities tradition while also improving their English skills. While students were initially anxious about their spoken English ability for discussion activities, it soon became clear that the broad reading, critical thinking, and comprehensive writing skills necessary were also unfamiliar to many course participants. Specific strategies were therefore used to foster achievement in all these areas, and covered classroom management, emotional support, cognitive scaffolding and linguistic adjustment. The techniques used to increase student participation and enjoyment while also improving learning outcomes will be discussed in detail, and examples will be distributed.</p>	
2:30	<p><b>304 (Sponsored*) <i>Communication in the 21st Century</i></b>  <b>Tom Kim (Compass Publishing)</b></p> <p>In the 21st century, the communication barriers no longer exist, allowing us to live in a world of global community. Students, co-workers and businesses have to find ways to cope with the immense diversity in terms of age, culture and gender. Now, there are so many forms of communications and differences that we must connect in order to understand each other. We'll look at cultural mindset, real world collaboration, critical thinking, digital literacy and why these are crucial skills to learn for today's students and how educators can implement 21st century skills practically into the classroom through current educational content.</p> <p style="text-align: right;"><i>*Sponsored by Tryalogue Education</i></p>	
3:00	<p><b>305 (ICLE) <i>Self-Reflection in Intercultural Communication</i></b>  <b>Roxana Sandu (University of Tsukuba)</b></p> <p>Cultural awareness has commonly been discussed in the previous literature in relation to comparisons among cultural or national groups. However, Baker (2012) argues that such view should be reconsidered; he brings intercultural awareness into the spotlight defining it as "a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication." Based on Baker's notion of intercultural awareness, this study describes its application in the Japanese EFL context by emphasizing the importance of self-reflection type of assignments and classroom activities. Therefore, this exploratory study aims at examining students' intercultural awareness development throughout a year, by analyzing their final project titled Our Intercultural Encounters which used Council of Europe's Autobiography of Intercultural Encounters as resource material. The qualitative analysis of students' group discussions shows a deeper understanding of themselves, their biases, and their own culture, as well as a higher level of intercultural understanding.</p>	
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4:30	<p><b>306 (SDD) <i>Task Evaluation for Performance-Assisted Learning</i></b>  <b>David Kluge (Nanzan University)</b></p> <p>Performance-Assisted Learning (PAL) is "using any kind of performance to assist in the learning, consolidation, and assessment of content" (Kluge in Head et al., 2018). Some PAL activities like speech and presentation are readily accepted by university program administrators and teachers. However, when it comes to PAL activities like drama, music, puppetry, and mime, most administrators and many teachers look askance at them as being unacademic or ineffective in promoting learning. At the heart of the matter is a lack of research on the efficacy of PAL activities. This presentation will suggest that PAL teachers become teacher-researchers, and through the use of an evaluation model by Ellis (1997) composed of seven steps (choose task, describe task, plan evaluation, collect data, analyze data, reach conclusions, and report), and conduct micro-evaluations of PAL tasks that should produce research data that may be helpful in convincing administrators and teachers of the efficacy of such activities. The presenter will introduce the Ellis task evaluation model in a step-by-step manner, propose a project for a large group of teacher-researchers to gather their micro-evaluations to create a macro-evaluation of the field of Performance-Assisted Learning, and give an example of research that has been conducted.</p>	
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SAT	Saturday Afternoon Presentations (2:35-3:00)	
2:00	<p><b>308 (Young Learners) <i>The CPH and English Education in 2020 Japan</i></b>  <b>Jonathan Paul Phipps (Global Village International Preschool/Temple University)</b>  English education will become mandatory for all Japanese elementary school students starting in 2020. With this coming change it is important to examine age and maturation effects in SLA and the possible impact they could have on English in Japan. This presentation seeks to examine a few of the most pertinent factors of age and maturation in SLA in an effort to illuminate the possible challenges that may arise in the coming year. Arguments have been made by SLA scholars about rate of learning and ultimate attainment being greatly impacted by age of acquisition, but several questions remain about what age really means for second language learning. For example, is the nature and amount of interference between L1 and L2 pairings different when language learning begins at different ages? What socio-psychological factors impact second language acquisition at different ages? These vital questions about the role that age and maturation play in SLA will be explored through this presentation, as well as the possible impact this could have on the coming changes to English education in Japan.</p>	
2:30	<p><b>Saturday Afternoon Presentations (3:05-3:30)</b></p>	
3:00	<p><b>203 (VOCAB) <i>Synform Pseudowords in Yes-No Vocabulary Tests</i></b>  <b>Raymond George Stubbe (Nagasaki University), Kousuke Nakashima (Hiroshima Institute of Technology) &amp; Yumiko Cochrane (Kyushu Sangyo University)</b>  Yes-no vocabulary tests rely on self-reported knowledge of the tested words. However, some test-takers overestimate their vocabulary knowledge by reporting words that they do not actually know. Anderson and Freebody (1983) introduced pseudowords to the yes-no format as a check for possible overestimation. Another vocabulary difficulty was introduced by Laufer in 1988, the concept of synforms, where learners confuse a word for a different word because their forms appear similar (weak versus week, for example). More recently, Stubbe and Cochrane (2016) reported that “Synform errors made up the largest category of errors, accounting for 461 (33%) of the 1187 repeated errors.” In the present study, synform pseudowords were included in a yes-no test of 75 items. Sixty real words and 10 pseudowords randomly extracted from Meara (2010), plus 5 synform pseudowords were included. The synform pseudowords were created by substituting one or more letters from common words from the first two 1000 frequency band of the JACET 8000. Half of the 60 real words were one member of a katakana pair (vest – best, for example). A translation test of the same 60 items was also given. Results and implications for the classroom as well as vocabulary testing will be presented.</p>	
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4:00	<p><b>204 (CALL) <i>Mobile Digital Stories and Community Awareness</i></b>  <b>Bradley Irwin (Nihon University)</b>  Although digital storytelling is not a new pedagogic approach to language teaching and learning, recent advances in mobile device technology have made it much more accessible to educators and learners alike. This presentation will detail a case study conducted to explore the feasibility of using a single mobile device to create engaging digital stories about the cultural assets and areas of interest of a rural university town in eastern Shizuoka. Eighty-three first year undergraduate students participated in a mixed methods, exploratory case study which combined classroom and fieldwork observations, survey data, and in-depth interviews to analyze their opinions and perceptions of using a single device to create digital stories. The data results were also used to assess the extent to which the project contributed to language learning, collaborative practices, and the enhancement of participants' community awareness. The findings showed that students could create interesting and entertaining digital stories using a single mobile device, meet (and in some cases vastly exceed) language learning goals, and that community awareness increased significantly. This presentation will serve as a guide for experienced and inexperienced educators alike who are interested in incorporating elements of single mobile device digital storytelling into their teaching practice.</p>	
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SAT		Saturday Afternoon Presentations (3:05-3:30)
		<p><b>205 (CUE) <i>Reactions to the Use of Dynamic Assessment</i></b>  <b>James Bury (Shumei University)</b></p> <p>This poster presentation focuses on how four undergraduates from diverse backgrounds experience and understand their linguistic repertoires (Busch, 2012, 2015). “Linguistic repertoire” broadly refers to individuals’ experiences of using language in their daily lives (e.g., local dialect, standard language, “keigo”, home languages, languages a person uses in public places, as well as languages they learn in formal education). The presentation explores how the students see their use of language directly affecting the identities that they claimed themselves or were ascribed by others at different points in their lives. The research was organised in two rounds of interviews. In the first round the students drew a language portrait of themselves and talked about particular persons, places, situations, and critical moments they had experienced in relation to language, and what those experiences meant to them (and why). For the second, the students were asked to review the transcript of the first interview and elaborate further on their experiences in relation to wider meta-narratives circulating in society about language (e.g., perceived pressures to claim use of a local dialect or not). Highlighting critical issues of social inclusion and exclusion, the presentation raises interesting questions about learner development and our students’ rich language experiences.</p>
2:00		
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3:00		<p><b>206 (SA) <i>The Importance of Reflection in Study Abroad</i></b>  <b>Stephen M. Ryan (Sanyo Gakuen University)</b></p> <p>Traditional approaches to study abroad focus on classroom participation and linguistic development, leaving most learning about the host environment to the osmosis of “being there.” This, however, leaves to chance some of the rich opportunities for cross-cultural learning afforded by the host environment. Recent research in neuroscience and study abroad programmes suggest that a more conscious focus on observing and thinking about the host environment will enhance the learning possibilities of the study abroad experience. Reflection is a powerful tool for achieving these goals in both long- and short-term programmes. The presenter will review the theoretical reasons for giving importance to reflection, before setting it in the context of a simple experiential learning cycle that can be grasped and implemented by students in their destination country. Practical examples of how to integrate reflection into various types of programmes follow, together with examples of the kinds of reflection students actually engage in and the learning outcomes that follow.</p>
3:30		
4:00		<p><b>207 (TEVAL) <i>Usefulness of the Zenshō Eiken Test</i></b>  <b>Andrew Blaker (Konan University)</b></p> <p>Zenshō Eiken is a standardized English test offered to commercial high school students in Japan, and is taken by over 140,000 students each year. The analysis of the test was carried out using Bachman &amp; Palmer's (2010) framework of test usefulness. The content of the test was examined, as was the time spent by students and teachers preparing for the test, and the use to which the scores are put. It was found that while the test is of use to students as a qualification, the content of the test and the time spent preparing for it could be better spent on more communicative activities in the classroom. This presentation would be of interest to those interested in standardized testing in Japanese schools.</p>
4:30		<p><b>304 (Sponsored*) <i>Running Downwind: Overcoming the Obstacles to SLA</i></b>  <b>Alastair Graham-Marr (Tokyo University of Science)</b></p> <p>With regret, phonological impediments are rarely a consideration for many of Japan's educational decision-makers. Policy makers from non-linguistic backgrounds and don't sufficiently consider how certain linguistic issues that can adversely affect language development. For example, why do Swedes learn English more easily than most Japanese? All other factors being equal, learners who have stress-timed native languages have far more success learning English than learners coming from syllable-timed, or mora-timed linguistic backgrounds. English, being a stress-timed language has a regular rhythm pattern. Salient syllables tend to occur at regular intervals, and this tendency results in function words being phonologically reduced to accommodate the regular spacing of syllable prominence. However, syllable-timed languages such as Korean, where the time needed to pronounce each syllable is roughly equal, and mora-timed languages, such as Japanese, where the time needed to pronounce each mora is roughly equal, are phonologically distinct from English. As a result, such languages lack many of the common suprasegmental phonological features found in English. This lack of understanding can seriously impede the development of listening comprehension skills. This talk will outline some of the emerging research in this area, and discuss some of the resulting policy considerations.</p>
5:00		
5:30		

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SAT	Saturday Afternoon Presentations (3:05-3:30)	
2:00	<p><b>305 (GILE) <i>Promoting Environmental Literacy in the Classroom</i></b>  <b>Joshua John Jodoin (Kyoto University)</b></p> <p>Education for Sustainable Development (ESD) is still little known in Japanese Higher Education (HE), but it is a powerful tool to increase student awareness of critical world issues, like climate change. Integrating ESD into language teaching can empower students with language skills and knowledge to participate in global conversations. The presenter examined the effects of ESD integration into a Content and Language Integrated (CLIL) 'Environmental Ethics' course in Japanese HE. In the research, two groups of university students with equivalent English ability were compared over a two-year period. The researcher sought to answer the following questions: (1) What were the environmental literacy outcomes between the CLIL and CLIL ESD best-practice groups? and (2) How can CLIL courses use ESD to improve environmental literacy? The research used a mixed-methods approach, grounding the analysis in a Value, Beliefs, Norms model by Cisternas et al. (2015) and collected student marks, survey results, reflections, and interviews as data. Key findings show that environmental literacy can be positively influenced by ESD integration; however, this influence may not be immediately present from the survey data. This presentation will be of interest to language teachers using the Sustainable Development Goals (SDGs) or environmental topics in their classrooms.</p>	
2:30		
3:00	<p><b>306 (SDD) <i>Spotlight on Student Work: Showcasing Events</i></b>  <b>Ashley Ford (Nagoya City University) &amp; David Kluge (Nanzan University)</b></p> <p>Projects to motivate our students, to let them express themselves, and to let their creativity in English shine, frequently result in brilliant student work, but too often these accomplishments never see the light of day outside of the classroom (Ford &amp; Kluge, 2015). There should be opportunities for more people to see these dazzling accomplishments. Newmann and Wehlage (1995, p. 14) state that this "outside" performance is a necessary step for what they call "authentic pedagogy." This presentation builds on a previous project (Ford &amp; Kluge, JALT 2018) that explored some of the current opportunities for second language learners to share their creative work with wider audiences, both inside and outside the school and identified the need for more teachers to come together to create more outside-school opportunities for student showcasing. However, there is little information or experience on how to create these events. This presentation will detail the organization of two such events: a school-wide public showcasing event, including a report on student outcomes and feedback from this event, and then an upcoming event organized to showcase student work to the world at an international conference in Nagoya which participants may encourage their students to join. Discussion will follow.</p>	
3:30		
4:00	<p><b>307 (Young Learners) <i>Syllable Understanding and Young Learner Fluency</i></b>  <b>Meagan Kaiser (Tokushima University)</b></p> <p>In the most recent guidelines for elementary school education in Japan, the Ministry of Education (MEXT) has pointed out that urgent attention is needed in the upper elementary grades toward recognition of English letters and words, noticing the differences in sound features between Japanese and English, and in understanding the way words work from the viewpoint of language ability improvement. Developing children's understanding of syllables and syllable segmentation is a critically important, but often overlooked, component in addressing these learning goals. Understanding syllable segmentation scaffolds understanding of consonant blends, word level stress patterns, and the fluent cadence of English. It opens the door to contrastive analysis with Japanese language features as well. This presentation will clarify the role of syllable understanding in English language fluency development for Japanese learners and will show evidence that young students who have been taught to make use of the phonetic transcription in dictionaries and textbooks are at an advantage in understanding syllable structure and segmentation, leading to the benefits described above. Finally, practical advice will be shared regarding effective pedagogy for working with upper elementary school aged children to develop competency with syllables and syllable segmentation.</p>	
4:30		
5:00	<p><b>308 (BRAIN) <i>Speaking Before We Speak: Predictive Processing</i></b>  <b>Edward Cooper Howland (Hiroshima YMCA)</b></p> <p>Everyone can predict the future. Recent developments in neuroscience and psycholinguistics have shown that the brain is constantly anticipating the language we encounter before it is even uttered. This skill has been demonstrated to be inextricably linked to language acquisition and production as well as comprehension. Further experiments have demonstrated that language learners lack the ability to employ this vital skill in their L2, but that it is possible to improve with practice. This workshop consists of a brief primer on the concepts and research, followed by a demonstration of teaching techniques that train the learner's anticipatory powers, and a brainstorming session about where we can go from here.</p>	
5:30		



SAT	<b>Saturday Afternoon Poster Session (3:05-4:00)</b> <b>5th Floor Atrium</b>
2:00	<p><b>(TED) <i>Employment Issues Facing Language Professionals</i></b>  <b>Michael Parrish &amp; Richard Miller (Kwansei Gakuin University)</b></p> <p>In this interactive poster session, the presenters will discuss recent developments within the job market for language professionals in Japan. The presenters have recently completed several surveys of educators as well as hiring committee members and will explain the results of those findings. Based on this research, as well as several years of experience assisting professionals in career improvement, practical advice will be given to audience members on how to improve their academic CV, as well as their overall career within Japan and elsewhere. Based on the concept of the “balanced scorecard” (the four areas of education, research, experience, and service), reflective practice and goal setting will be introduced. Attendees can gain a better understanding of their own career aspirations and how they can fulfill and develop themselves as professional teachers. The presenters will also give handouts on different articles that they have written over the past decade on job issues. These will be of interest for educators looking to break into a new job as well as those wishing to improve their careers.</p>
2:30	<p><b>(MAVR) <i>Crowd-Sourced AR App for Learner Material Feedback</i></b>  <b>Euan Bonner (Kanda University of International Studies)</b></p> <p>This presentation details a project utilising a mobile app under development by the presenter that provides EFL students with swift access to peer feedback on learner resources. Learners often find the choices of materials in learning centres overwhelming and look to their peers for advice. This app is designed to provide students with a fast and easy way to read and write peer reviews, ratings and comments without many of the typical barriers to mass adoption that often inhibit similar feedback systems. By superimposing the information directly onto material covers using augmented reality, students can scan through multiple resources quickly and find suitable materials. This presentation will also cover its potential use in classrooms, advanced features, and other affordances and limitations.</p>
3:00	<p><b>(CT) <i>Cultivating 21st Century Skills with YouTube</i></b>  <b>Sean H. Toland (Nanzan University)</b></p> <p>In our technologically-saturated, globalized world it is essential that English language learners (ELLs) can properly process and critically scrutinize the seemingly unending stream of digital stimuli that appears on their smartphone screens. Teachers have a responsibility to help students cultivate important twenty-first century skills such as critical thinking, communication, creativity, and collaboration. Creating a critically conscious and active learning environment is something that is much easier said than done, especially with low-motivated ELLs. The video-sharing platform YouTube is a genuine goldmine for educators as it can be used to foster self-directed learning and engage students by supplementing predictable textbook activities. This poster presentation will report on the findings from an action research project that was conducted in a Japanese university communicative English course. The researcher used YouTube content to create a more active learning environment and stimulate his students’ critical thinking abilities. He will highlight how viral marketing and music videos were utilized in conjunction with interactive activities such as role-playing, collaborative analysis charts, product pitches, and speed debates to foster Japanese university ELLs’ twenty-first century skills. The lesson ideas and teaching strategies that will be discussed in this presentation can be used in a wide variety of instructional settings.</p>
3:30	<p><b>(BRAIN) <i>Managing Teachers' Burnout Through Self-Compassion</i></b>  <b>Merissa Braza Ocampo (Fukushima Gakuin College)</b></p> <p>Autonomy is tantamount to having the power to choose. If someone loses this power and privilege there is a tendency for that individual to fall into deep dissatisfaction, unhappiness, and experience associated mental problems. However, only uncontrollable stress causes damaging and destructive effects. Equivalent stress-causing conditions that feel escapable are often less destructive. When tertiary teachers are working in a non-autonomy-promoting environment, they too can fall prey to Anxiety, Burnout and Stress (ABS), which manifests in an array of negative emotions. The teachers’ experience of a lack of control, being controlled, and their perception of uncertainty results in increased stress levels. This exploratory study proposes that one way to remedy teachers’ burnout and stress is to emphasize self-compassion and ‘being-kind-to-oneself’. The effectiveness of these strategies in a Japanese environment is examined in the study. An initial survey probed respondents’ experience of ABS and stress coping strategies. Feedback from these same respondents after introducing them to self-compassion concepts and activities suggests that this is a highly promising avenue for helping educators deal with the kinds of work-place generated emotional instability that many teachers face.</p>
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SAT	<b>Saturday Afternoon Poster Session (3:05-4:00)</b> <b>5th Floor Atrium</b>	
2:00	<b>(CALL) Students Perceptions of Automated Writing Feedback</b> <b>Samar Kassim (Kyushu Sangyo University)</b>	
2:30	<p>Timely writing feedback is an essential part for students' writing development. For teachers, however, it can be time-consuming and difficult to provide the timely feedback needed. Automated writing feedback systems are a possible solution to this problem. Wali &amp; Huijser (2018) conducted a study using the automated feedback system, Write &amp; Improve, on Bahraini learners of English that revealed that less than half of the students found the system to be better than teacher feedback. They concluded with the suggestion that automatic feedback and teacher feedback be combined for future research. This study used the same automatic feedback system Write &amp; Improve and combined it with teacher feedback through the websites' +Class View paid function. It examined 18 first-year Japanese university students, who used the feedback tool over the course of a semester. Results indicated that they overwhelmingly preferred Write &amp; Improve's systems automatic feedback in combination with the teachers' feedback over traditional methods of receiving writing feedback. This presentation will discuss why students favored the automatic feedback tool with teacher input and how they perceived the system to benefit their writing skills.</p>	
3:00	<b>(THT) An Effective ESP Course for Science Majors</b> <b>Jeffrey Stewart Morrow (Prefectural University of Kumamoto)</b>	
3:30	<p>In Japanese universities, MEXT requires non-English majors to study English in their first and second years. The author's public university requires that third year Environmental Science majors also study Science English. The author's background is not science, so self-study was conducted and students' English needs were discussed with faculty members to create the course and materials. The students are aware of science topics in Japanese, but have lacking English skills, so the author focused on topics familiar to students such as atmosphere, recycling, and erosion. The course includes topic-based activities that build from simple to complex; each unit contains interactive vocabulary exercises, mind-map listening sections, a questions and answers mingle activity, topic-based readings both accessible and challenging, and projects where ideas are conceived on paper and presented to the class using posters. Post-course, a ten-item five-point Likert scale questionnaire was used to gather 33 students' opinions of the course as a whole; the questionnaire also obtained reasons for their answers. Results found that 45% of students strongly agreed that vocabulary learning was useful and 33% strongly agreed that they could elevate their critical thinking skills, among others. The presentation offers all Likert scale results and includes reasons for students' answers.</p>	
4:00	<b>(GILE) L1 or L2? Comparing Two Indigenous Culture Classes</b> <b>Matthew James Cotter (Hokusei Gakuen University Junior College)</b>	
4:30	<p>The benefits of using either the L1 or L2 of the learner in language teaching is a topic of hot debate. Two indigenous studies classes were taught by the same teacher in two different university settings. Pre and post-course questionnaires were implemented to compare knowledge gained and student interest in indigenous cultures in the two different contexts. The first class was a seminar-style class for humanities major students, focusing solely on New Zealand Maori history. The language of instruction was Japanese, the L1 of the learners, but L2 of the teacher. The other class was an EMI class for second year English major students under the title 'Ainu and Maori Studies' and delivered in English, the L2 of the learner, but L1 of the teacher. Questionnaire results will be shared along with the teacher's reflections on the advantages and disadvantages in each classroom setting. These include language issues such as the skill level of the students and teacher, depth of content, pace of teaching, chosen activities, and multimedia. With a third course planned for native English exchange students in 2019, it is hoped that feedback and ideas may be gained from presentation attendees.</p>	
5:00		
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SAT	<b>Saturday Afternoon Poster Session (3:05-4:00)</b> <b>5th Floor Atrium</b>
2:00	<p align="center"><b>(CUE) <i>Improving Abstract Writing – Student Perceptions</i></b>  <b>Martin Wood (Kanazawa Institute of Technology)</b></p> <p>Developing academic writing skills for graduate students can be a challenging task. This poster examines student's opinions towards an academic writing course, which is based on content taken from their fields of study. Specifically, the poster will examine the effect an eight-week abstract writing course had on improving students' understanding of grammar and vocabulary used in academic writing. The participants were 37 fourth-year undergraduate and graduate students majoring in science, technology, engineering, or mathematics. The course is offered as a one-credit elective and consists of three main activities designed to give students exposure to content-specific vocabulary used in their respective fields of study. The activities include i) studying grammar and vocabulary of common phrases used in academic publications, ii) analysis of the structure and vocabulary used in abstracts sourced from peer-reviewed publications, and iii) writing sentences for an abstract based on individual students' research themes. A post-course survey on student opinions towards the course yielded positive results. In particular, students indicated that studying example phrases helped improve their understanding of academic vocabulary and writing sentences for an abstract based on their research and helped improve their understanding of the grammar structures used in academic writing.</p>
2:30	
3:00	<p align="center"><b>(ICLE) <i>Cultural Encounter Through Literature: A Model</i></b>  <b>David Charles Ostman (Sojo University)</b></p> <p>This presentation offers a process-model detailing a new pedagogical approach to intercultural competence in the foreign-language classroom: Intercultural Competence through Literature (ICL). Designed for intermediate English learners (CEFR B1, B2), an ICL approach offers the foreign-language educator an expedient 3-step pedagogical process through which to incorporate the objectives of intercultural competence education (i.e., fostering critical cultural awareness, pro-cultural attitudes, and an ethnorelative orientation) into the framework of traditional language acquisition objectives. Grounded in psychology research into empathy, ICL employs pre-reading empathic exercises to prepare learners to engage in cognitive perspective-taking from the orientation of literary characters from non-native cultural backgrounds. Readings are followed by exercises designed to 1) empathically reflect on narrative events, 2) explore cultural components presented in readings, and 3) aid textual comprehension. In facilitating learner access to character mental states through perspective-taking, ICL provides substitutional encounters for individuals for whom opportunities for physical intercultural encounters may be limited. A complete explanation of the ICL process is provided, including an example of 90-minute class, practical advice concerning narrative-selection, and considerations for lower-level learners.</p>
3:30	
4:00	<p align="center"><b>(CUE) <i>PSG Help Rising to the Publish-or-Perish Challenge</i></b>  <b>Paul Beaufait (The Prefectural University of Kumamoto), Suwako Uehara (The University of Electro-Communications) &amp; Brian Gallagher (Meijo University)</b></p> <p>The challenge of publishing looms large for educators a toe or more into college or university teaching careers. The same goes for those who want to enhance their CVs for entry to or promotion in post-secondary educational institutions. The nearly twenty-year-old JALT Writers' Peer Support Group (PSG) has evolved to support writers hoping to rise to the occasion. The PSG are a group of volunteer peer readers with varying degrees of experience in various aspects of publication. PSG readers provide advice and constructive feedback for writers on draft manuscripts shared online in order to assist the writers in their quests for publication. New readers are always welcome aboard, and will gain access to plenty of examples, enjoy shadowing experiences, and receive support in serving as reader-respondents on papers of interest. This poster presentation aims to raise awareness of the PSG as a reliable guide to development of writers' papers, to exemplify its activities and operations, to suggest submission routes to publication, to recruit prospective writers and peer readers, to meet and share stories with current readers, and to elicit contributions to <i>The Language Teacher Writers' Workshop</i> column. We encourage prospective writers to bring along printed or digital manuscripts for discussion.</p>
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SAT	<b>Saturday Afternoon Poster Session (3:05-4:00)</b> <b>5th Floor Atrium</b>
2:00	<p align="center"><b>(TBL) <i>Conversation Strategies and Students' Perceptions</i></b>  <b>Rachel Barington (Sojo University)</b></p> <p>Conversation strategies were introduced as part of the curriculum in four first-year English Communication classes. The overarching goal of these classes is to improve English speaking ability. This improvement was measured by how much a student could contribute to a conversation. Conversation strategies were taught as a means of facilitating this improvement. Conversation strategies are techniques we use to manage our conversations with other people. We use them in our own native languages, but it's important to teach these conversation strategies to students who are learning English (McCarten &amp; Sandiford, 2014). The students in this English Communication course are not in an immersive English language environment. They cannot really intuit these strategies, or pick them up naturally, so an environment had to be created where these strategies were overtly taught and practiced. Strategies taught throughout the year included introducing/changing topics, echo questions, eliciting detail, reacting, using follow-up questions, etc. After each speaking assessment, students completed a self-reflection. This poster presentation will discuss what students reported in their self-reflections on the inclusion of conversation strategies as part of the curriculum, and its effect on the improvement of their English communication skills.</p>
2:30	
3:00	<p align="center"><b>Saturday Afternoon Presentations (4:05-4:30)</b></p>
3:30	<p align="center"><b>203 (SA) <i>Publishing Students' Reports as an E-Book</i></b>  <b>Masaki Seo (Ibaraki University)</b></p> <p>The presenter will share the experience of e-publishing reports written by 27 students who attended an intensive English language program in Brunei in the summer of 2018. Prior to their departure, they chose a topic, gathered information, and shared it with fellow participants as their prior learning about Brunei. After arriving in Brunei, they collaborated with local students to conduct field studies. Upon their return to Japan, they wrote reports on the field studies and revised them through a peer response activity. Eventually, all the reports were published as an e-book at Amazon Kindle using Kindle Direct Publishing Service. A reason for publishing the e-book is that books about Brunei are extremely few, and we wanted to widely circulate the information about Brunei as part of our social contribution. Consequently, the e-book was read by many people on campus and even beyond. Moreover, because students were able to write reports for "real" readers who are interested in Brunei culture, report writing is now no longer just intended as coursework, but also as a community service. Finally, the presenter will explain how to implement this type of activity in other language classes and discuss the possibilities and difficulties.</p>
4:00	<p align="center"><b>204 (CALL) <i>How to Create and Use a Wiki for Your Class</i></b>  <b>Justin Randall Morales (Konkuk University)</b></p> <p>Looking to get started using a learning management system for your classes? LMS can be intimidating and confusing, but Pbworks offers a very easy and effective LMS that can be easily learned. Pbworks LMS are called WIKIs, which are simple to setup yet extremely useful learning management systems. For students, they provide opportunities to use technology in the process of language learning, have instant and constant access to important classroom materials, and review and submit homework online in a centralized classroom hub. For teachers, they provide a shared online learning space to keep students informed on assignments and assessments. It is also a powerful assistant to instructors in that it can keep a language course organized and efficient. This hands on presentation will cover how to set up a basic PBworks wiki, the uses for various types of courses, and benefits of maintaining a Pbworks wiki for both teachers and students. By the end of the presentation, teachers will have a nice starting point to begin creating their own teaching wikis.</p>
4:30	
5:00	<p align="center"><b>205 (CUE) <i>Teaching Assistants (TAs) in Language Classrooms</i></b>  <b>Abidemi Titilayo Bankole (Ritsumeikan Asia Pacific University)</b></p> <p>Studies show that Teaching Assistants (TAs) can have a positive effect on student learning, and can also benefit other stakeholders – teachers, the institution, and TAs themselves (Philipp, Tretter &amp; Rich, 2016; Crowe, Ceresola &amp; Silva, 2014; Herrman &amp; Waterhouse, 2010). An international university in Japan recruits non-native English speakers as Teaching Assistants (TAs) in English as a Second Language classes. Surveys of TAs and English teachers were conducted at the institution to examine the work of TAs. This presentation will discuss the successes and challenges the TAs reported facing in their roles, and how they are being better prepared for the language classroom. The lessons learned could be beneficial to other institutions with TA programs, or to teachers who work with TAs or engage in team-teaching at the tertiary, secondary, or primary levels.</p>
5:30	

SAT	Saturday Afternoon Presentations (4:05-4:30)	
2:00	<p><b>206 (LLL) <i>The Usefulness of an English Volunteer Handbook</i></b>  <b>Wendy M. Gough (Bunkyo Gakuin University) &amp; Kazumi Kato (Tokai University)</b>  Volunteer projects that support international tourism supply opportunities for local citizens who speak English to interact with people from around the world. Community members provide volunteer interpretation for international luxury liner passengers that stop at Shimizu Port in Shizuoka. The presenters, who advise the Shimizu Town Office about English needs, observed the volunteer activities and held a seminar for current and potential volunteers at the town office in September 2016. The attendees gave a list of topics and English expressions they wanted to learn for volunteering at the port. Then the presenters made the Shimizu Volunteer Interpreters' Handbook. Volunteers began using the handbook in 2017. In 2018, the presenters held another seminar and collected surveys from 20 volunteers. Half of the respondents had used the handbook. Seven indicated that they had used the handbook to study before volunteering. Eight had used it at the portside. The respondents explained that the handbook helped them build confidence in their English skills, and that it was useful to learn English for volunteering. They also gave suggestions for the next edition of the handbook. This presentation will give a short explanation of the handbook development then discuss its usefulness for local citizen volunteers.</p>	
2:30		
3:00	<p><b>304 (ER) <i>Ten Principles of Successful ER Programs</i></b>  <b>Paul Goldberg (Xreading) &amp; Tom Robb (Kyoto Sangyo University)</b>  It was twenty years ago that Richard Day and Julian Bamford first came out with their 10 Principles of Extensive Reading. This seminal list, and the many papers and studies on the topic that came afterwards have greatly increased awareness of extensive reading in the ESL/EFL community. However, believing in the benefits of extensive reading, and providing students with a library of graded readers, whether physical books or digital, does not ensure they will actually do any reading. At least initially, students need to be motivated to read, and that can be accomplished with a well-planned and implemented program. In this presentation we present 10 additional pieces of advice for promoting effective Extensive Reading in the classroom. The presenters of this workshop have advised over one hundred universities and high schools on their extensive reading programs, and from this experience have come up with certain practices that when followed will significantly increase the likelihood of general program success, including students doing greater amounts of reading.</p>	
3:30		
4:00	<p><b>305 (GILE) <i>Thinking Beyond the Classroom: Human Rights in EMI</i></b>  <b>Daniel Tang &amp; Kathryn M. Tanaka (Otemae University)</b>  In the wake of the establishment of the Top Global University Project in 2014, increasing numbers of universities are incorporating English as a Medium of Instruction (EMI) courses into their curricula as part of their push to globalize. These classes tend to be a diverse mix of mid and high level Japanese students and foreign exchange students studying in Japan. This presentation begins from the idea that in any global classroom, human rights education (HRE) is an important part of an emerging, international and shared popular culture that becomes the basis of global citizenship. In addition to introducing theories of HRE, this presentation explores how HRE can be integrated into lesson plans in Japanese universities, and how HRE can help shift students' ideas from national to international frameworks. We will introduce examples of HRE from a mix of classes: freshman seminar, peace studies, Japanese popular culture, Japanese literature, and translation studies, and demonstrate the ways in which HRE allows students to make connections between their daily lives and ongoing global issues, helping foster true global education. We will then conclude with a discussion of locally-based HRE assessment projects that situate human rights issues in Japan within broad international dialogues.</p>	
4:30		
5:00	<p><b>306 (MW) <i>Designing an EAP Course for Social Science Majors</i></b>  <b>Olive Yuet Ying Cheung (The Chinese University of Hong Kong)</b>  In response to Hong Kong's massive education reform in higher education, local universities had to develop a series of new English language courses to cater to the learning needs arising from the implementation of a new region-wide four-year curriculum. This paper examines the opportunities presented to language teachers of a local university in designing an English for Academic Purposes course for second-year social science majors and the challenges faced in the process of implementing it. Building off of a Common Foundation English course offered to all freshmen covering basic academic conventions, this second year course entitled 'English for Social Science Students I', currently offered to 500 social science majors annually, aims to provide further support on aspects of academic writing and presentation skills within the discipline. The overall course design was premised upon an outcome-based approach while teaching materials were largely informed by a genre-based approach with a text-focus perspective (Swales, 1990; Hyland, 2007). In the first part of the presentation, results of student needs analyses, expectations of faculty members and demands on English language teachers will be discussed. The second part will then focus on the design of the course, learning materials and assessment methods.</p>	
5:30		



SAT	Saturday Afternoon Presentations (4:05-4:30)	
4:00	<p><b>307 (THT) <i>Reading Activities in the College Classroom</i></b>  <b>Yoko Takano (Nagoya University of Foreign Studies)</b></p> <p>Reading is an important task for learners to gain vocabulary, grammar, and awareness of discourse, intercultural, and social issues. It is challenging, however, to keep on reading in a foreign language. For this reason, some practical reading activities are indispensable for encouraging learners and making lessons meaningful. However, which activity is helpful for students? How can we implement reading activities in college? In this study, 2nd year college students did extensive reading (ER), book and breakfast time, SQ3R projects, speed-reading, jigsaw reading, vocabulary games, and poster presentations during their first and second semesters. As a result, they gained motivation to read books for pleasure without using a dictionary and confidence to make original questions to start their research and find sources to complete the SQ3R projects. This paper explains how college students contributed to all reading tasks and showed their performance on poster presentation in the reading class. Furthermore, students' perspectives from reading classroom self-evaluation sheets and comments on Moodle will be reported in this presentation.</p>	
4:30	<p><b>308 (BILING) <i>Hidden Bilingual Trends in Japanese Society</i></b>  <b>Blake Alexander Turnbull (Ritsumeikan University)</b></p> <p>Japan has traditionally been thought of as a linguistically homogeneous and therefore monolingual society. Consequently, very few Japanese people consider themselves bilingual; however, the reality of Japanese society would suggest otherwise. The vast majority of Japanese people living in cities throughout the country are unknowingly subjected to an array of bi-/translingual activity on a regular basis, and function in said contexts with few comprehension difficulties. This presentation examines an assortment of concrete photographic and video-based evidence collected by the researcher of the largely unnoticed translingual practices evident in various facets of Japanese society. The goal of this presentation is to raise awareness of Japan as a linguistically-rich society, and to provide evidence against the idea of Japan as a monolingual nation. Suggestions for how this trend can be capitalised on in the English classroom are also addressed.</p>	
5:00		



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a game of graphs and guesses

Friends & Family



a game of graphs and guesses

Food & Drink



a game of graphs and guesses

WEIRD & WACKY

SAT	Saturday Afternoon SIG Forums (4:05-5:30)	
2:00	<p><b>201 (ICLE) Intercultural Communication in Language Education SIG Forum</b>  <i>Bring Culture into the Foreign Language Classroom</i>  <b>Prateek Sharma (YMCA Hiroshima), Valerie Hansford (Soka University),</b>  <b>Avril Haye Matsui (Nagoya City University),</b>  <b>Jonathan Scott (Kanda Institute of Foreign Languages)</b></p> <p>Culture, as a theoretical construct that permeates every single human act, is both a fascinating and daunting subject to bring forth in a foreign language classroom. Since the wide acceptance of the ‘language is indivisible from culture’ truism, foreign language teaching has faced the challenge of bringing this seemingly evident, but infinitely complex topic into the classroom. Although there is a vast array of academic literature exploring the culture/ language relationship, much less has been published about the pedagogical considerations of deconstructing cultural phenomena in a way that can be practically taught to the language learner. In this forum, we intend to tackle these challenges by introducing alternatives of how to incorporate culture into the language classroom in an effective and integrated way as well as a way that has a foundation based on theory.</p>	
2:30	<p><b>202 (BRAIN) Mind, Brain, and Education SIG Forum</b>  <i>Join the (Inter)action With the BRAIN SIG</i></p> <p><b>Amanda Joan Gillis-Furutaka (Kyoto Sangyo University), Caroline Handley (Asia University),</b>  <b>Glenn Magee (Gifu Shotoku Gakuen University), Steve Jugovic (Ritsumeikan University)</b></p> <p>We will have three short (20 minute) talks on a range of topics related to neuroscience and learning. The talks will be concurrent and given to small groups. You will be able to listen to all three talks and feel free to ask questions and discuss with the presenters in this more intimate and interactive setting. Caroline Handley will talk about neurodiversity. Glenn Magee will explain the Matthew effect on children learning to read. Steve Jugovic discuss health awareness topics that support student learning/lifelong learning, and memory. Members of the editorial team will also introduce our monthly Think Tank online magazines. We will finish with a Q &amp; A session on any questions participants have which are related to neuroscience, psychology, and education, as well as to the BRAIN SIG itself.</p>	
3:00	<p><b>301 (TYL) Teaching Young Learners SIG Forum</b>  <i>Let the Stories Begin</i></p> <p><b>Janita Tubby (Kobe Bilingual School), John Ahern (Aichi Shukutoku University),</b>  <b>Aleda Krause (Seigakuin University), Curtis Kelly (Kansai University),</b>  <b>Joseph Dias (Aoyama Gakuin University), Catherine Littlehale Oki (Doshisha Women’s College),</b>  <b>Nena Nikolic-Hosonaka (Kanda University of International Studies),</b>  <b>Chiyuki Yanase (Oberlin University), Marybeth Kamibeppu (Hiroshima International School),</b>  <b>Mary Aruga (Suwa University of Science)</b></p> <p>In this forum, jointly sponsored by the “Lifelong Language Learning” and “Teaching Younger Learners” SIGs, the audience will circulate around 10 “reading stations,” hearing favorite storybooks read by a group of storybook aficionados. Readings will be followed by discussions on what the stories have meant in their lives and in the lives of their children/students. Audience participation will heartily encouraged.</p>	
3:30	<p><b>302 (SDD) Speech, Drama, and Debate SIG Forum</b>  <i>Performance in Education</i></p> <p><b>Vivian Bussinguer-Khavari (Kwansei Gakuin University), Aya Kawakami (Aichi Shukutoku University),</b>  <b>David Kluge (Nanzan University), Chhayankdhar Singh Rathore (Soka University),</b>  <b>Gordon Rees (Yokkaichi University), George MacLean (Ryukyu University)</b></p> <p>The Speech, Drama, &amp; Debate (SD&amp;D) SIG forum will feature consecutive pecha-kucha™ presentations on several topics related to performance-assisted learning (PAL). More specifically, this year’s forum includes presentations on (1) sparking students’ motivation through drama (Bussinguer-Khavari), (2) co-constructing learning through ‘teacher in role’ (Kawakami), (3) reviewing an ongoing nationwide research project on Performance in Education (Kluge), (4) creating role-play cards that increase student awareness (Rathore), and (5) making reading fun with PAL (Rees). The forum will also provide a venue for sharing ideas and discussing ways to incorporate performance-assisted activities into the foreign language curriculum. There will be a short question and answer (Q&amp;A) session following each individual presentation, with a longer Q&amp;A / discussion session once all presentations have been given.</p>	
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SAT	<b>Saturday Afternoon Presentations (4:35-5:00)</b>
2:00	<p><b>203 (VOCAB) <i>Maximizing New Vocabulary Retention Using Games</i></b>  <b>Sara Ann Hendricks (Ritsumeikan Asia Pacific University)</b></p> <p>This presentation will help teachers utilize the latest in vocabulary research to help their students enjoy learning new vocabulary—and lots of it! Although vocabulary is a crucial pillar of language learning, teachers often leave it to the students to memorize new words outside of class (Baykal and Davenport, 2000). However, vocabulary learning skills need to be taught in order to help students become good at, and enjoy acquiring vocabulary. In this presentation, I will follow Nemati's goal of "increasing retention without increasing study time" (2009). We learn from Nemati that if students are taught "memory tricks and fun strategies," vocabulary is more likely to move to long term memory, rather than short term, which is what often occurs when students study from word lists (Oxford and Scarcella, 1994). In this presentation, I will discuss the best practices in retaining vocabulary and then share practical and lively classroom activities. Participants will discuss which new techniques might work best in their classrooms and share ideas with one another. Teachers will leave with a handout and digital access to a number of fun, versatile, and low-prep activities to help students retain more vocabulary, longer.</p>
2:30	<p><b>204 (CALL) <i>How to Evaluate Technology Tools in the Classroom</i></b>  <b>John Maurice Gayed (Himeji Dokkyo University)</b></p> <p>Educators can be easily attracted to new and trendy technologies that are released every year into the market. The companies releasing these tools promise to turn our students into independent, motivated learners while educators can step to the side and marvel at our students' progress. However, the reality is often quite different from the expected result. This presentation would like to introduce a set of guidelines for educators that will help them make better decisions in choosing which technological tools to use in the classroom. As one of the leaders in the development of Google Classroom has stated, "more teaching, less tech-ing" (Zach, 2014). This presentation makes the argument that the focus should not be on the technology, instead educators should only use technology when it helps their students achieve the desired learning outcomes.</p>
3:00	<p><b>205 (CUE) <i>GERM and Language Teacher Professionalism in Japan</i></b>  <b>Stuart Warrington (Nagoya University of Commerce &amp; Business)</b></p> <p>According to MEXT (2018), private universities in Japan account for over 80% of the student population. As higher education institutions, this means they are in direct competition to secure the ever-decreasing number of students, which, in turn, has prompted many to reorganize their educational, research, administrative, financial and operational policies to enhance their appeal (Harada, 2015). These reforms seemingly point to the assumption that market approaches are the best way forward. To this end, it would appear that the Global Educational Reform Movement or GERM (Sahlberg, 2013) has spread to Japanese higher education. With these points in mind, this presentation will first look at what the GERM is and why it should be a professional concern for language teachers in Japan. Thereafter, it will provide evidence of such 'infection' via a case-study undertaken at one private Japanese university. Finally, it will discuss the impact the GERM has had on language teacher professionalism at this institution and what measures language teachers can take to help eradicate its presence before it spreads further.</p>
3:30	<p><b>206 (LD) <i>Merging Levels: Changes to Class Members and Size</i></b>  <b>Nicholas Collier (Ritsumeikan Uji Junior and Senior High School)</b></p> <p>In large organizations such as schools and universities, placing students and implementing multi-level classes can be problematic. This presentation follows a single cohort of students progressing from the first grade of high school into their second grade. These high-level students were divided by CEFR level and placed into two groups in their first grade. The placement process used a reading fluency test, a timed essay assessed using a Cambridge ESOL CEFR B2 writing rubric and a spoken test graded using a general Cambridge ESOL CEFR speaking rubric. In addition, teacher reports on performance are used where available. Two groups, at CEFR B2 and CEFR C1-C2, were formed based on the results. In the second year, these classes were merged into two mixed ability groups determined by unrelated elective subject choices. This presentation gives both quantitative and qualitative data based on questionnaires before and after the levels merged. It also outlines student attitudes to their classes at both stages and the changes indicated therein. Tips and suggestions for other teachers and organizations implementing similar courses or class mergers will be given based on the findings of the investigation.</p>
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SAT	Saturday Afternoon Presentations (4:35-5:00)	
2:00	<p><b>207 (OLE) <i>Assessing Wider Contents in “Free Writing” Tests</i></b>  <b>Rudolf Reinelt (Ehime University)</b></p> <p>In their overview article on assessment in SL writing research, Aryadoust &amp; Riazi (2016) mention the development of assessment instruments as one of three research problem areas. This study presents the results of an attempt at developing an instrument for “formative assessment” (Wicking 2017) of parts of students’ productions in a “free writing” test developed by the presenter and administered at the end of the first term of FL learning. In this presentation, the audience will be provided with 1) necessary insights into the presenter’s “optimized approach” and how classes are conducted and tests administered; 2) reasons for and elementary hands-on practice of “free writing” tests as one of its term-final constitutive parts, and 3) an example of and, as a trial assessment instrument, a possible solution for handling learners’ productions containing contents from outside the course itself. The approach introduced as well as the tests and the proposed assessment can be applied to any SL teaching and learning context. Finally, the audience will be given tasks to try out and confirm or refute the presenter’s approach.</p>	
2:30	<p><b>304 (Sponsored*) <i>Widgets Inc.: A task-based course in workplace English</i></b>  <b>Marcos Benevides (J.F. Oberlin University)</b></p> <p>Widgets Inc. is a task-based English communication course with a business theme. It is designed for classes of 12 to 40 college students who are placed into teams and complete a series of connected projects. First they brainstorm new product ideas, then they pitch their idea, perform market research, and design an ad campaign. Finally, students participate in realistic job interviews which refer to their newly developed skills. Widgets Inc. is arranged by an innovative task-complexity syllabus, meaning that the course begins with easy tasks and quickly builds to more complex projects. This puts the focus--and the challenge--on the practical use of English, rather than on simply passing grammar and vocabulary tests. It also encourages students to develop fluency and confidence in using English in ‘real world’ situations, in accordance with communicative language teaching principles. Although this presentation focuses on a particular title, the concept can be applied in any teaching context, and may be of interest to all teachers.</p>	
3:00	<p><i>*Sponsored by englishbooks.jp</i></p>	
3:30	<p><b>305 (GALE) <i>Women Supporting Women in Career Development</i></b>  <b>Julia Kimura (Mukogawa Women's University) &amp; Susan Sullivan (Tokai University)</b></p> <p>In developed countries in the west, women are underrepresented in the paid workforce, and unfortunately, the same holds true here in Japan. Seventy percent of Japan’s contingent workforce (e.g., part-timers, temps, and dispatch workers) are women. There are many historic and social reasons for this gender disparity and as an unfortunate result, women have needed to be both tenacious and resourceful when seeking advancement in the workplace. Although the Abe administration has pledged to increase the number of women entering the paid workforce, even the government is falling short on its own targets. Newcomers to Japan looking to further their career in a new country might not know where to start, may find themselves short on confidence, or may face family commitments. In this workshop, we will explore some ways and means of taking opportunities and more importantly, creating opportunities to enhance academic and career potential. Though we will be discussing ways in which women as foreign language teaching professionals can network and advocate for themselves, many foreign language instructors of all genders will certainly benefit from participating in the workshop as well.</p>	
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4:30	<p><b>306 (CUE) <i>Conferences: Membership &amp; Participation in JALT</i></b>  <b>Cecilia Fujishima (Shirayuri University) &amp; Tanja McCandie (Meijo University)</b></p> <p>Within the JALT community, there is increasing awareness of the degree to which the organization facilitates and supports participation among the membership. This presentation will discuss the results of a survey which explored the reasons why people attend or do not attend JALT conferences. This survey was undertaken in 2018 in response to a finding that approximately 70% of all JALT chapter presentations from 2007 to 2015 were given by non-Japanese males, even though that demographic only makes up around 45-48% of the total JALT membership (McCandie, 2017). This presentation will build on previous analysis of the survey and will align responses about conference attendance with demographic information including gender, job status, language background and research budget. Analysis of the results will provide insight into why certain membership demographics are under-represented at conferences and how JALT can adapt and develop the association for all its members.</p>	
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SAT		Saturday Afternoon Presentations (4:35-5:00)
2:00		<p><b>307 (ER) <i>Reading Circles: Collaborative Activities for ER</i></b>  <b>Greg Rouault (Hiroshima Shudo University) &amp; Max Praver (Meijo University)</b></p> <p>For teachers of integrated skills courses, one challenge is to develop group work and varied activities built around the same content. Jacobs and Small (2003) relate the key principles valued in cooperative learning with trends in language education such as: learner autonomy, collaboration, curricular integration, higher order thinking, and a focus on meaning. Previous graded reader studies have acknowledged the positive interdependence at the heart of cooperative learning when learners responded that they enjoyed the Reading Circle discussions (Furr, n.d.) independent of their role or whether or not the book was interesting (Author, Author, &amp; Author, 2012). In this study, top 5 rankings were surveyed from two convenience samples (N = 84, N = 88) to answer the research questions of what made the Reading Circles most and least enjoyable. Dimensions explored included prior knowledge of the story, comprehension, interest, personal or group preparation for discussion, language proficiency levels, enthusiasm, domination, reticence, active sharing, knowledge of classmates, and the type of peer evaluation used. From the findings and drawing on theories of cooperative learning, the presentation outlines applications for language teachers to exploit Reading Circles as engaging pedagogic tasks that link multiple skills together with extensive reading.</p>
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3:00		<p><b>308 (GILE) <i>The Asian Disconnect and ELF</i></b>  <b>Thomas Joseph Fallon (Nagoya Gakuin University) &amp; Matthew Baker (Kyushu Sangyo University)</b></p> <p>In November Japan decided to allow in up to 340,000 foreign workers over 5 years. The number of foreign workers has hit a record in Japan at 1.3 million with the majority Chinese followed by Vietnamese and then Filipinos. As of 2017, there are 267,042 international students, with Chinese again being the majority followed by Vietnamese and Nepalese. Japan has also officially joined the Asian centered CPTPP trade pact. Japan will now have even more of a connection with the rest of Asia, however this study shows Japanese university students' lack of connection with Asia. The research was conducted by surveying 121 Japanese university students on their opinions, interest, and economic knowledge about Asia. Findings show that Japanese university students don't consider themselves Asian, have a low interest in Asian culture, do not realize the economic part Asia plays with Japan, and have little interest in learning Asian languages. This presentation will discuss the survey's findings and suggest a turn towards an English as a Lingua Franca approach to help smoothly facilitate these upcoming interactions with other Asians.</p>
3:30		
		Saturday Afternoon Presentations (5:05-5:30)
4:00		<p><b>203 (LiLT) <i>Human Rights in Literature</i></b>  <b>Kathryn M. Tanaka (Otemae University)</b></p> <p>Under the MEXT internationalization policies targeting universities, such as the Global 30 program, the instruction of humanities courses as content and language integrated learning (CLIL) courses has become an integral part of many language programs. Often, such humanities courses focus on teaching elements of Japanese culture to both Japanese and international students. The students often have mixed levels of both Japanese and English, making it a challenge to develop materials that teach university-level content in a second or even third language. This presentation discusses ways to integrate human rights education through popular literature and manga. It introduces lessons that foreground the question of human rights, Hansen's disease, and cultural memory, centered around two texts: a manga novel entitled Mugi baa no shima (Grandma Mugi's Island), and Durian Sukegawa's acclaimed novel An (Sweet Bean Paste). It introduces ways in which manga and literature can be put in dialogue through the issues shared in both texts. It then offers suggestions as to how this lesson can be adapted and extended, before concluding with a discussion of the challenges and benefits of the incorporation of social issues and human rights into literature and CLIL classes in Japan.</p>
4:30		
5:00		<p><b>204 (CALL) <i>Small Steps to Flipping Your Classroom</i></b>  <b>Maki Terauchi Ho (Obihiro University)</b></p> <p>A flipped classroom is one of the innovative ways to break out from the traditional learning environment. It has been gaining the attention of educators who are struggling to keep their classrooms active and engaging. Although its theory makes sense to spend on engaging practice during the class instead of a passive lecture, many teachers fear the lack of the students' preparation, which results in being forced to have both lecture and practice in class. This presentation shares a different perspective of the flipped classroom, which might offer some suggestions to avoid the expected problems. This method has been used in the required grammar and composition class for first-year university students. By having students work on their writing assignment in classroom, the students were not only active in whole class, but also the teacher was able to observe their writing process, tools, and sometimes cheating methods. Moreover, the students' feedback will be shared to aid you so that you can consider maybe not completely flipping your classroom, but at least taking small steps to tweak your classroom.</p>
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SAT	Saturday Afternoon Presentations (5:05-5:30)	
2:00	<p><b>205 (CUE) <i>Navigating Japanese University Meetings</i></b>  <b>John Nevara (Kagoshima University)</b></p> <p>Non-native speakers of Japanese are being employed in increasing numbers at Japanese universities. For most of these international faculty and staff members, meetings held in Japanese are an obligatory part of their work duties. However, no official training exists for these people to function at a high level of competence at these same meetings. This presentation focuses on some of the linguistic and cultural features of Japanese university meetings. Linguistic features include the proper usage of honorifics (e.g., respectful, humble, and polite language), with specific examples to be presented. Cultural features to be examined include, for example, attention to hierarchy and the importance of harmony. The discussion will be aimed at non-native speakers of Japanese who have the equivalent of N2 or higher on the Japanese-Language Proficiency Test. The ultimate goal of this presentation is to have the audience become more empowered to participate in, and perhaps even lead or chair, university meetings through greater awareness of Japanese for Specific Purposes (JSP) in the context of university meetings.</p>	
2:30	<p><b>206 (LD) <i>Personality Traits That Influence Progress</i></b>  <b>Misato Saunders (Ritsumeikan Asia Pacific University)</b></p> <p>Language advisors (LAs) that are employed at the Self-Access Learning Center (SALC) of Ritsumeikan Asia Pacific University (APU) help students by individually supporting and coaching them to improve their English skills, prepare for proficiency tests, and/or study abroad. From the point of view of LAs, students can be grouped into those who are generally successful and unsuccessful, and the traits of students in these groups seem to cluster: successful students are persistent in their studies and show confidence in their ability, whereas unsuccessful students have a less consistent level of persistence and lack confidence in their language skills. Understanding these traits can help not only clarify the role of the LA and assist them in producing more successful student outcomes but can also help managers of Learning Advisors support the LAs more effectively. This presentation will concentrate on four individual cases and compare their learning traits with respect to their progress and whether or not they reach their intended goals.</p>	
3:00	<p><b>303 (TBL) <i>Effectiveness of Poster Presentations</i></b>  <b>Brian Cullen (Nagoya Institute of Technology), Cameron Smith (Aichi Gakuin University) &amp; Vick Ssali (Aichi Gakuin University)</b></p> <p>Poster presentations are widely used at academic conferences as a tool to share research findings and promote discussion by using a poster as an organizing visual and presentation aid. There has been a growing recognition that poster presentations may also be used as an effective form of task-based learning in ESL classes, particularly in courses based around a CLIL methodology. Poster presentations allow course content and related student research to be shared in a structured and visually appealing manner which supports language learning, particularly speaking and listening skills. The presenters will share some insights from the research literature and from their own experience on how to have students research, prepare, create posters, and deliver presentations to their peers. Examples of student posters will be shared to illustrate common problems and how they may be dealt with. In order to assess the effectiveness of poster presentations, the presenters will also share the results of an extensive student questionnaire designed to elicit student opinions on a series of poster presentation activities. In particular, the questionnaire focuses on learning outcomes, student motivation towards L2 and towards the topic, meta-cognition, collaborative learning, and task management by both students and teachers.</p>	
3:30	<p><b>304 (Sponsored*) <i>Xreading: What's New and What's Coming</i></b>  <b>Paul Goldberg (Xreading)</b></p> <p>Xreading, is a digital library that provides students with unlimited access to over thousand graded readers from major publishers, and allows teachers to track their students' reading progress. The system is constantly evolving and growing in terms of the number of books and features. In this presentation, the founder of Xreading will explain the new functionality that has been added over the past year, and what is planned for the future including a speed reading component and book usage data. Current users of the system are encouraged to provide feedback and suggestions based on their experience.</p>	
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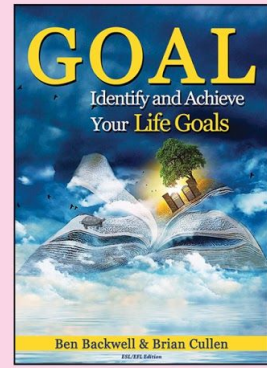
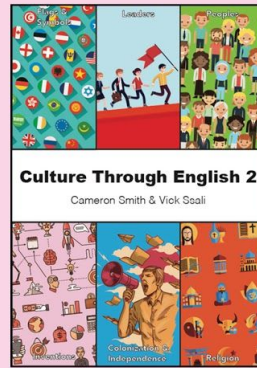
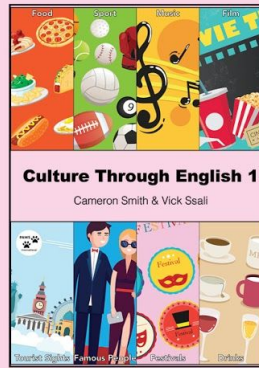
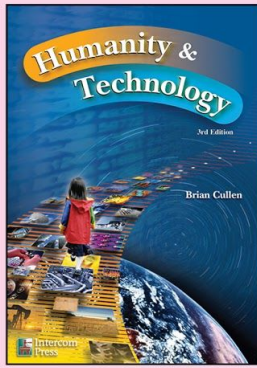
\*Sponsored by [englishbooks.jp](http://englishbooks.jp)

SAT		Saturday Afternoon Presentations (5:05-5:30)
		<p><b>305 (GILE) <i>Student Views on Global Issues and News Media</i></b>  <b>Steve Christie (Waseda University)</b></p> <p>This presentation will begin with an overview of the preliminary findings of an eight year longitudinal survey of university students' views on global and national issues. Students answered two questions in the first week of their classes: What in their opinion is the biggest/most pressing problem in the world, and secondly in their country (typically Japan, for foreign students in their home country). Many students' responses were news stories being circulated at the time of each survey. This presentation continues with an overview of the presenter's current course on news media and critical media literacy. Students strive to develop a greater appreciation of how the news media shapes their perception of world events and global issues, and students gain an understanding of the power relationships between producers and consumers of media. Critical media literacy endeavors to not only teach students to analyze the media they encounter but also engage with the media and become participant journalists. The presentation will report on how the students to date have embraced the concept of critical media literacy and become participants by engaging with mainstream media feedback mechanisms or engaging in alternative media production of their own as citizen journalists.</p>
2:00		
2:30		<p><b>306 (GALE) <i>Female Leadership and Equality</i></b>  <b>Tanja McCandie (Meijo University)</b></p> <p>Female English language educators, more so "non-native English speakers", are not often visible in positions of leadership and influence. Conference keynote and plenary speakers, symposium panels members, and chapter presenters are often native English-speaking males, regardless of country. While this lack of diversity in English language teaching is a global issue, this presentation will focus on how the presenter is using social media to draw attention to the imbalance in presenter demographics in Japan. The presenter will discuss how the website, <a href="http://equalityeltjapan.net">equalityeltjapan.net</a>, is supporting female English language educator empowerment, creating awareness, engaging male allies, and attempting to right the imbalance we often see within our teaching community.</p>
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3:30		<p><b>308 (ER) <i>Playing Cat and Mouse With MoodleReader Settings</i></b>  <b>Glen Hill (Obihiro University of Agriculture and Veterinary Medicine)</b></p> <p>Over the past decade, a lot of changes have happened to MoodleReader. This presentation will describe how one national university has used various settings to monitor student progress and guide them through the experience of extensive reading (ER). Some of the settings control what students can see or do. Others provide critical information prior to starting ER. At this university, ER is used in the first two years, but because most of the course themes are not focused on reading, the MoodleReader structure needs to be different, not only between courses but also over the period of the two years. Many of the settings have been implemented as a result of the attitudes of the reluctant reader student population.</p>
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		Saturday Afternoon Presentations (5:35-6:00)
4:30		<p><b>203 (CUE) <i>Developing a Self-access in a STEM University</i></b>  <b>Suwako Uehara (The University of Electro-Communications)</b></p> <p>The University of Electro-Communications established a self-access learning center to support English needs of students, staff and professors on campus. Nicknamed UECSAP (The University of Electro-Communications Self Access Park), it is run by a number of English faculty and student staff, and has been operational for over 5 years. To recruit users, it advertises to freshmen twice-yearly at course guidance sessions, on the internet, and in the university library. It runs seminars and peer tutor writing support on a regular basis, and supports other types of English learning opportunities as they arise. The research question in this study is: What are users satisfaction level of using UECSAP? What observations and reflections are made by student staff and developers running the UECSAP? And, what recommendations can be made to run a self-access learning center? Users of the self-access learning center responded to an online survey regarding quality, sufficient explanation/materials, tutoring time and whether they would recommend the facility to others. Results showed above average user satisfaction. Additionally, through observations and reflection on experience by student staff and professors, this study will share the issues and recommendations related to developing a self-access learning center.</p>
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SAT	Saturday Afternoon Presentations (5:35-6:00)	
2:00	<p><b>204 (CALL) <i>Selfie Videos for Authentic Student Reflection</i></b>  <b>Prumel Barbudo (Kanda Institute of Foreign Languages)</b></p> <p>Over recent years, the young generation have used social media and mobile technology to communicate in revolutionary ways. Lately, taking selfie videos has become a tremendously popular method of creating and sharing social media content. As digital learning tools increasingly become integral to the classroom, the language teacher could leverage this new-age method for student reflective practice. This report presents the details of how using selfie videos could create a more contextually authentic student learning reflection, as an alternative to traditional written modes of self-assessment. Students (n=16) recorded and uploaded their selfie videos on Seesaw, a learning management system installed on their individual iPads. Following a study on ecological momentary reflection or EMR (Rose, et al., 2016), this report recounts how technology-mediated reflection was implemented beyond the classroom. Students articulated that recording their selfie videos brought a heightened awareness of their strengths and weaknesses in their learning. They focused on the details of their speaking skills often overlooked in formal and standard written journal reflections. This study argues therefore that using selfie videos made student reflective practice more authentic and meaningful for both students and the teacher.</p>	
2:30	<p><b>205 (CUE) <i>Student-Created Role Plays</i></b>  <b>Nicole Moskowitz (Kyoto Sangyo University)</b></p> <p>Role plays are an effective way for students to practice and begin to internalize new language items, become more autonomous, and practice performance and communication skills such as gestures, eye contact, and vocal projection. This presentation will focus on realistic role plays (real-plays), which are rehearsals for activities learners will probably perform in real life (Al-Arishi 1994); ordering food in a restaurant, asking for directions, making reservations, networking, etc. Thanks to real-plays, as Tateyama (1998) has said, more cognitive demands are placed on learners' comprehension and production systems, and learners' ability to incorporate sociopragmatic and pragmalinguistic knowledge in interaction are practiced and improved upon. However, many students who are given real-plays to memorize from books or teachers do not enjoy them, complain that they are boring or dry, and might not internalize language because of this. This presentation will describe student-created real-plays, how to implement them, possible positive effects on SLA, troubleshooting, and grading, and will show video examples from class. Although student-created real-plays have not been formally studied, the presenter will describe the possible reasons behind personally observed benefits to SLA (such as developing creativity, communities of practice, interaction theory, the comprehensible output hypothesis, and personalization).</p>	
3:00	<p><b>207 (CUE) <i>Adding Pronunciation Instruction to the Classroom</i></b>  <b>Anthony Diaz (Ritsumeikan Asia Pacific University)</b></p> <p>This presentation is for any EFL instructor who is interested in incorporating pronunciation instruction in their classroom. The presentation will briefly introduce how suprasegmental features of English can aid in increasing the intelligibility and comprehensibility of learners' speech to native English speakers (Koike, 2014; Nakashima, 2006) expound on research previously conducted by the presenter (Diaz, 2017), and showcase several activities and methods to incorporate pronunciation instruction into the University classroom. These activities are aimed towards addressing weak areas in the pronunciation of Asian learners of English or speakers from mora-timed language backgrounds.</p>	
3:30	<p><b>303 (OLE) <i>Making a Flipped Class 101</i></b>  <b>Carlos Budding (Akita International University)</b></p> <p>"Flipped classes" is an instructional approach started in 2007 in the USA. In simplest terms, students learn outside of class and do their homework inside of class (Bergmann, 2012). It has steadily gained interest in other countries (Lockwood, 2014). There is considerable research dealing with the effectiveness of this approach (Cockrun, 2014; Ferenstein, 2013; Herreid, 2013; Marshall, 2103). Many presentation done on flipped classes address the benefits and drawbacks of this pedagogical approach, however, there have not been many presentations dealing with HOW to make a flipped class. This presentation is intended for participants interested in creating a flipped class but are unsure of how to start and/or proceed. This presentation will outline all the necessary steps needed to create and implement a flipped class. The presentation will provide a checklist of materials needed, demonstrate how to make a video, how to upload a video, and how to share the video. The goal of this presentation is to provide participants with the tools and the confidence necessary to begin flipping their classes.</p>	
4:00		
4:30		
5:00		
5:30		

SAT	Saturday Afternoon Presentations (5:35-6:00)	
2:00	<p><b>305 (ICLE) <i>Exploring Silence in Multicultural Classrooms</i></b>  <b>Kiyu Itoi (Ritsumeikan Asia Pacific University)</b></p> <p>With the internationalization of higher education, it can be argued that classrooms are becoming ethnically, linguistically, and culturally more diverse. Different cultures may have different 'cultures of learning' (Jin &amp; Coratazzi, 1996), and it is possible that instructors, local students, and international students may have different academic expectations in classroom. One area that has been getting researchers' attention is oral participation of EAL students in classroom (e.g., Morita, 2004). Although silence or lack of active participation of EAL students can be seen as a sign of being disinterested in learning and tends to be a concern of instructors (Tatar, 2005), researchers find that silence in class holds different meanings for different students. In this presentation, I will present data regarding silence in multicultural classrooms from a case study to better understand the complexity silence in classroom can hold. I will also suggest some pedagogical implications for academically and culturally-diverse L2 classrooms.</p>	
2:30	<p><b>306 (SDD) <i>Speeches and Presentations in Adult EFL Settings</i></b>  <b>Manami Sato (ECC Foreign Language Institute)</b></p> <p>We often hear Japanese students are not good at giving speeches in English. Some major difficulties might be: 1) lack of learning experience of how to convey messages; 2) anxiety of making mistakes; and 3) teachers' beliefs. As Lortie (1975) suggested that teachers' beliefs are greatly influenced by their personal experiences as students, many teachers still tend to teach in traditional methods. It might not be easy to improve these situations; however, if teachers emphasize the followings, it is quite possible for students to give fun and educational speeches. The first is a variety of Englishes. Kachru (1996) proposed the three Concentric Circles of Englishes and the concept of World Englishes. Now among the English speaking population, nearly 80% consists of non-native speakers. The second is CEFR (2001). In CEFR, learners are referred to as users, and CEFR Can-Do Statements highlight productive skills over comprehension. The important role as a teacher is getting rid of anxiety from students and having them speak with confidence, rather than focusing on native speakerness. The presenter will first discuss the obstacles students might face when delivering speeches and presentations, then examine their causes and solutions, and finally suggest effective approaches for adult EFL students.</p>	
3:00		
3:30	<p><b>307 (BRAIN) <i>Reading Skills' Association with Visual Vividness</i></b>  <b>Lucius Von Joo (Kanda University/Ryutsu Keizai University)</b></p> <p>Understanding and testing the Vividness of Visual Imagery (VVI), or mind's eye, has been an area of interest across several fields since the 1970s. This research often looks at what correlation an individual's level of VVI has with memory, personal achievement or personality traits. Visual Imagery is the part of the brain that generates imagined images. Any type of sensory cue can generate these images. Within language acquisition claims have been made that mental imagery changes when using a foreign language. These claims focus on the L1 L2 comparison. However little research has been conducted on isolated L2 abilities. The Aim of this preliminary study is to test one such element of language learning, by testing for correlation between the VVI and reading comprehension or recall skills. In this study 54 International communication sophomores students' VVI was measured, they then read a series of passages followed by comprehension and Trial-by trial imagery tests. Lastly, the participants did a delayed recall test. The data yielded by these tests was analyzed using a three product correlation coefficient which has initially shown very minimal correlation. The presentation will cover the basics of mental imagery, followed by discussion of preliminary findings with attendees.</p>	
4:00		
4:30	<p><b>308 (ER) <i>Student Perceptions of Online Extensive Reading</i></b>  <b>Mark Howarth &amp; David Bollen (Sojo University)</b></p> <p>Extensive reading (ER) has been shown to have a number of positive effects for learning a foreign language. Improvements in vocabulary size, reading fluency and comprehension, and grammatical accuracy are just some of the outcomes of extensive reading programs. Since 2011, extensive reading at the university in this study has been carried out through the use of graded readers, typically in the form of physical books made available to students either in class or through the Self-Access Learning Center (SALC). Recently, the popularity of reading texts in digital format has increased with the ubiquitous ownership of portable devices such as smartphones, tablets, and lightweight laptops. In April 2018, all second-year students at a small, private Japanese university were required to purchase a subscription to a website known as Xreading (www.xreading.com), which offers hundreds of graded readers in digital format. This study examines student perceptions of this platform. A total of 730 second-year students participated in the study, and the results appear to indicate that students feel extensive reading in general is a worthwhile activity to help them improve their English, but that the digital format provided by Xreading is not necessarily an improvement over physical books.</p>	
5:00		
5:30		





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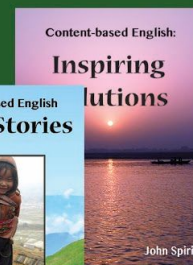
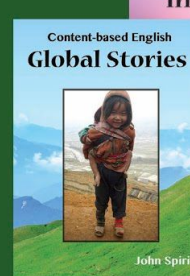
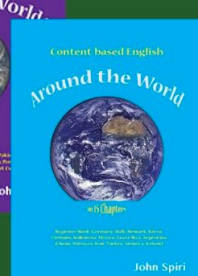
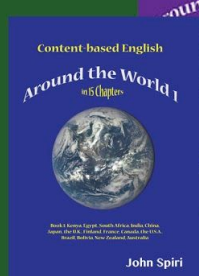
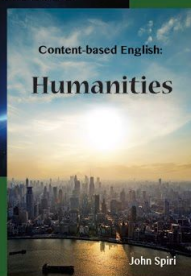
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SUN	<b>Sunday Morning Presentations (9:35-10:00)</b>
9:30	<p><b>203 (ICLE) <i>Rethinking Intercultural Competence in Japan</i></b>  <b>Ana Sofia Hofmeyr (Osaka University/Kansai University)</b></p> <p>With the development, promotion and funding by the Japanese government of projects such as the Global 30 (2009), Go Global Japan (2012) and the Top Global University Project (TGU) (2014), the concept of “global jinzai”, or global human resources, has become ubiquitous in higher education rhetoric. Yet, the concept itself remains vague and disconnected from theoretical models of intercultural competence and global competency, as well as from implementation strategies in Japanese universities. The researcher will present findings from an analysis of policy and promotional documents published by the Japanese government and by the 37 TGU universities, which reveal specific attitudes, knowledge and skills emphasised by these institutions in the quest for globally competent graduates, i.e. global jinzai. These findings will be compared and contrasted with Deardorff’s Pyramid of Intercultural Competence (2006), shedding light on the similarities and differences between Japanese and Western notions of intercultural competence, as top universities in Japan increasingly look to raise their academic competitiveness through internationalisation policies. Findings challenge educators and policy makers to rethink how the attitudes, knowledge and skills emphasised by the Japanese government can be more actively and successfully translated into practical initiatives at Japanese universities so as to develop globally competent graduates.</p>
10:00	<p><b>204 (CUE) <i>Self-Generated Worksheets to Extend Conversations</i></b>  <b>Jon Rowberry, David Ostman &amp; Christopher Ott (Sojo University)</b></p> <p>Research suggests that meaningful social interaction is highly conducive to foreign language acquisition (Long, 1996, Swain 2000). In this presentation we will showcase a classroom innovation, for mid- to low-level learners, designed to facilitate sustained student-led conversations in English of up to 60 minutes in duration. The activity is readily adaptable according to topic and student level and can serve to enhance accuracy, through vocabulary review and question formation, and fluency, through attention to communication strategies such as active listening and problem solving. To prepare for the activity, students created worksheets which subsequently served as stimuli for conversations in small groups. The worksheets were based on pre-determined topics and included items such as vocabulary quiz questions, simple closed questions, discussion prompts, and key words used to prompt a personal narrative. The conversations took place in groups of four with each participant taking responsibility for a different topic. Immediately after the activity, students produced written reflections in which they evaluated their performance based on four conversation-oriented learning objectives and identified aspects of the activity that they found rewarding or challenging. The presenters will demonstrate some of the learning materials and share findings from the student feedback.</p>
10:30	<p><b>205 (CALL) <i>Japanese Validation of the SAS-SV</i></b>  <b>Sandra Healy (Kyoto Institute of Technology) &amp; Olivia Kennedy (Ritsumeikan University)</b></p> <p>In Japan, where over 80% of adolescents own a mobile phone, smartphones have become a ubiquitous part of people’s lives. This dependence can have a negative impact and researchers have developed various scales to measure levels of smartphone addiction. This study is the first to establish a valid and reliable Japanese translation of the Smartphone Addiction Scale (Short Version) for adolescents developed in Korea by Kwon et al. (2013). The original questionnaire, consisting of 10 mono-dimensional questions, was adapted from the original 33 SAS items (Kwon et al, 2013b). Meticulous forward-backward translation was undertaken of the validated shortened survey, and the resulting questionnaire administered to 600 first year undergraduate students at a national university in Kyoto, Japan. Results show the new instrument to be valid and reliable for use with adolescents and young adults in Japan. The results of the questionnaire will be discussed in this presentation along with the validation process.</p>
11:00	<p><b>206 (TBL) <i>Implementing Cooperative Board Games</i></b>  <b>Stephen Andrew Swann (Hibarigaoka Gakuen Junior and Senior High School) &amp; Justin Parker Pool (Osaka Kyoiku University)</b></p> <p>We will present task-based learning (TBL) implementations of the cooperative board game Forbidden Island in three contexts: high school, university, and adult learning. Using our experiences and student survey responses, we will explore similarities and differences between the contexts regarding the benefits of using the game, the processes for creating engaging game-based TBL lessons, and the challenges implementation presented. Games used in language classrooms tend to pedagogically prioritize language practice over gaming aspects. While the game may add some excitement to a normally mundane drill, these activities are game-like activities (Ur, 2009) not authentic games. More authentic games (e.g., Monopoly, Clue) offer a truer game-like experience. However, the restricted roll-and-move mechanic in these traditional games provides little intellectual engagement (Mayer &amp; Harris, 2010). Recently, using modern board games in the EFL classroom has been proposed (Vaittinen, 2017), but there is a lack of detailed concrete implementation examples. Showing they are authentic, intellectually engaging, and provide ample opportunity for language use, we aim to demonstrate cooperative games are a well-suited platform for the TBL approach.</p>
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SUN	Sunday Morning Presentations (9:35-10:00)	
9:30	<p><b>304 (Sponsored*) <i>Engaging and Communicative Classroom Games</i></b>  <b>Juha Vaittinen &amp; Stephen Case (Tanuki Games)</b></p> <p>Tanuki Games designs modern card and board games with the classroom in mind. Planned from the bottom up to be engaging, communicative and fun, our games make for excellent classroom activities that will motivate and help students become more confident language users. This talk will go into the details of our game design process, and describe how modern board game mechanics can help create engaging tasks and activities for the classroom. Please visit <a href="http://tanukigames.org">tanukigames.org</a> for information about the games.</p> <p style="text-align: right;"><i>*Sponsored by Tanuki Games</i></p>	
10:00	<p><b>305 (MW) <i>Typographic Disfluency and L2 Learners</i></b>  <b>Cameron Romney (Doshisha University)</b></p> <p>In the most recent guidelines for elementary school education in Japan, the Ministry of Education (MEXT) has pointed out that urgent attention is needed in the upper elementary grades toward recognition of English letters and words, noticing the differences in sound features between Japanese and English, and in understanding the way words work from the viewpoint of language ability improvement. Developing children's understanding of syllables and syllable segmentation is a critically important, but often overlooked, component in addressing these learning goals. Understanding syllable segmentation scaffolds understanding of consonant blends, word level stress patterns, and the fluent cadence of English. It opens the door to contrastive analysis with Japanese language features as well. This presentation will clarify the role of syllable understanding in English language fluency development for Japanese learners and will show evidence that young students who have been taught to make use of the phonetic transcription in dictionaries and textbooks are at an advantage in understanding syllable structure and segmentation, leading to the benefits described above. Finally, practical advice will be shared regarding effective pedagogy for working with upper elementary school aged children to develop competency with syllables and syllable segmentation.</p>	
10:30		
11:00	<p><b>306 (BILING) <i>Early Childhood Professionals and Bilingualism</i></b>  <b>Laura Ashley Kurotobi (Prefectural University Hiroshima)</b></p> <p>With the number of children living in bilingual households in Japan increasing, it is important to assess the guidance given to them and their caretakers to assure that they are given current, evidence-based advice. However, many of the tools, guidelines, and standardized testing by which language development is measured are based upon an assumption of monolingualism, which in turn affects the advice given to parents about their child's language development (Core &amp; Hoff, 2013). In 2017, a questionnaire was conducted with 181 parents raising, or who have raised, children bilingually in Japan. This questionnaire sought to determine if these families were given misinformation by professionals involved in early child development such as doctors, caregivers, teachers, counselors, school administration, and speech therapists and, when present, how such misinformation affected the efforts of the families raising their children bilingually. It was found that, while overall attitudes toward bilingualism were neutral or positive, bilingualism was commonly discouraged or cautioned against when students experienced behavioral, learning, and/or language development issues. This presentation will discuss the results of the survey, its implications, and how we can use this information to further research the roles various professionals play in raising children bilingually in Japan.</p>	
11:30		
12:00	<p><b>307 (LD) <i>Critical Local-Global Culture Awareness</i></b>  <b>Colin Frank Rundle (Soka University)</b></p> <p>This study charts expressions of non-Japanese, Japanese, and foreign-born Japanese (nikkeijin), student identities during a one-semester undergraduate English-medium Japanese studies course. As students studied critical culture theory and texts, including Edward Said's seminal <i>Orientalism</i> (1978) and Ryuko Kubota's <i>Japanese Culture Constructed by Discourse</i> (1999), they considered their own subjective positions and interpretive frames in discussions and learning journals. Journal and reading rubrics assisted students to understand declarative meanings in the weekly reading assignments, then interpret the texts during in-class discussions to explicitly develop critical cultural and self-awareness. Students finally expressed their individual identities in contrast to mainstream "Japanese" culture by completing language portraits which they explained in follow-up interviews, following Brigitta Busch (2018) in the <i>Language Portrait in Multilingualism Research</i> and Sunny Man Chu Lau (2016) in <i>Language, Identity, and Emotionality: Exploring the Potential of Language Portraits in Preparing Teachers for Diverse Learners</i>. By triangulating data from journal entries, the portraits, and follow-up interviews, this study shows complex cultural identities which subvert simple dichotomies in which culture is often presented.</p>	
12:30		
1:00		

<b>SUN</b>	<p><b>Sunday Morning Presentations (9:35-10:00)</b></p> <p><b>308 (BRAIN) <i>Anxiety in the Japanese EFL Classroom and Beyond</i></b>  <b>Michael Greisamer &amp; John Kecsmar (Anaheim University)</b></p> <p>The role that emotions play in language acquisition has been brought to the forefront recently in the field of second language learning and teaching (Dewaele, et al., 2017; Horwitz, 2017; Teimouri, Goetze, &amp; Plonsky, in press). The effects that anxiety, one such emotion, has on the learner can influence his/her proficiency and level of communicative ability (Oxford, 1999). This presentation focuses on language anxiety in the foreign language classroom and how it affects Japanese learners in particular. The presentation will describe a study conducted by the researchers in which 758 EFL learners from 7 countries participated in an online anxiety questionnaire, based on Horwitz et al. (1986) FLCA scale. Among other results, the study found that Japanese learners experience a unique dimension of anxiety from those in other countries, referred to here by a new term, "Hyper Anxiety". This hyper anxiety, we argue, is a result of their existing social and educational environment exacerbated by the anxiety of learning a second language. We will also share techniques to deal with anxiety in the classroom.</p>
9:30	
10:00	<p><b>Sunday Morning Presentations (10:05-10:30)</b></p>
10:30	<p><b>203 (VOCAB) <i>Target Vocabulary Building and Movies</i></b>  <b>Julian David Foster (Fukuoka College of Health Sciences)</b></p> <p>Most listening tasks involving movies and audio material on CDs target lexical material central to the semantic content of movies (see Takase &amp; Parkinson, 2015). Some studies (e.g., Van Patten, 2015) suggest this focus on key lexical material such as nouns, verbs, and adjectives is justified because it is most apparent and is the first L2 material to be absorbed. But what of the lexical material further down the hierarchy of L2 vocabulary acquisition such as pronouns, auxiliary verbs, modals, and referring words? This ongoing research seeks to determine the effectiveness of using movies for target vocabulary acquisition and if the noticing of these elements increases students' understanding of movies and videos. Students' awareness of the target vocabulary was measured using before and after tests. These involved a reading and listening task with gaps for the target vocabulary. Clips from Beauty and The Beast were then shown, and students were given scripts with the target vocabulary again deleted and asked to brainstorm answers. Classroom exercises were provided to help raise awareness of the target vocabulary. Preliminary results indicate students' awareness of the target vocabulary improved along with a better understanding of spoken language in movies.</p>
11:00	
11:30	<p><b>204 (CALL) <i>Text-Mining EFL Documents to Improve Learning</i></b>  <b>Wesley James Armstrong (Kwansei Gakuin University)</b></p> <p>Leithwood and Seashore Louis (2012) contend that school leadership has the second most significant impact on student learning. Thus, it is imperative to explore and examine the academic literature to ensure that topics related to school leadership are adequately represented. This quantitative research project utilizes Cortes-Sanchez's (2018) methodology to examine textual data from books and academic journal articles retrieved from a large Canadian university's online library (<a href="http://www.lib.uwo.ca">www.lib.uwo.ca</a>) to uncover the top-mentioned terms related to educational or organizational leadership in English language-learning contexts in Japan. Moreover, this research will reveal which terms and phrases are absent from, or underrepresented in, the literature. Subsequent research will compare the data examined in this project with similar data from other national contexts.</p>
12:00	
12:30	<p><b>205 (CUE) <i>Reading Mazes for Active Learning</i></b>  <b>Ian Munby (Hokkai Gakuen University)</b></p> <p>First developed by Rinvolucris, Farthing &amp; Hart-Davis in the early 1980s, reading mazes are designed to introduce and practise language common in a variety of situations. The "entrance" to the maze begins with a situation and a decision to make in the form of a choice between two or three options, or numbered pathways. The reader's choice leads to another number, or pathway, with a description of the outcome and further decisions to make. The task continues, often with backtracking, as in real garden mazes, until the "exit", or solution to the problem is reached. Although the tasks can be completed individually and online, teachers can orchestrate exciting language classes by distributing numbered cards to groups on demand. In this way, it is possible to provide multiple opportunities for language practice through lively task-based discussion together with useful reading and vocabulary input. The presenter shall provide guidance and strategies in how to maximize the potential benefits of the mazes, complete with follow-up activities, while avoiding some potential pitfalls.</p>
1:00	

<b>SUN</b>	
<b>Sunday Morning Presentations (10:05-10:30)</b>	
	<b>206 (LD) <i>Successful High School to University Transitions</i></b> <b>Brent Jones (Konan University) &amp;</b> <b>Ritsuko Tatsumi (Osaka City Nishi Senior High School)</b>
9:30	<p>The transition from high school EFL courses in Japan (grammar-translation focused) and those offered at university (more of the same or a complete de-emphasis of grammar) has been cited as a source of frustration and decreased motivation (Ryan, 2008). In this presentation, teachers from both contexts offer an overview of an action research project in which they collaborated in designing and delivering a series of interactive lectures for a small group of students enrolled in an advanced English course at a public high school in western Japan. These EFL lectures had a business and economics focus, and were used as a springboard for discussing with learners the demands and challenges they will likely face in university-level English courses. The framework for these discussions was a combination of reflective journaling and descriptive feedback (Rodgers, 2006) and was used to explore cognitive and affective reactions to these collaborative experiences. Findings included high overall satisfaction with the learning experiences but also highlighted some of the challenges (e.g., linguistic, curricular, technical) faced by both learners and teachers on both sides of this transition. Participants will go away with a list of best practices and key considerations for their own secondary-tertiary cooperation endeavors.</p>
10:00	
	<b>207 (TEVAL) <i>Creating and Validating Nonword Recognition Tests</i></b> <b>Robert James Kerrigan (Shitennoji University)</b>
10:30	<p>Serial nonword recognition tests have been prototypical instruments for measuring phonological short-term memory (PSTM). Many studies have used such instruments using the participants' L1. However, there is no justification for using the L1 as the basis of the studies, and there is no evidence to suggest that such an instrument has been used with Japanese learners of English. This study was an initial attempt at creating and validating a Japanese serial nonword recognition test. An English version was also created to determine which of the two tests would be the more reliable instrument to measure PSTM. Furthermore, this study sought to determine whether native Japanese learners of English process aural stimuli on a phonemic level or on a moraic level. Data from both instruments were analysed using Rasch measurement theory, and the results proved to be inconclusive. The strongest reason for this result was the lack of difficult items for both measurements. The researcher concluded that the instruments need to be redesigned and re-piloted before they are implemented as actual instruments to measure PSTM in future studies.</p>
11:00	
	<b>304 (BRAIN) <i>Building Executive Functions Can Save the World</i></b> <b>Curtis Hart Kelly (Kansai University)</b>
11:30	<p>Nobel Laureate economist James Heckman discovered that IQ did not correlate well with academic success, job survival, or the ability to stay out of prison. One of the Big Five Personality Traits, however, did strongly correlate. It is a particular character-related trait (for the audience to find), leading to a crucial question for all educators: Can character be taught? After looking at Heckman's discovery, we examine studies showing that it can. Under-privileged children put in preschools made immediate gains in numerous proficiencies, and surprisingly, kept them into adulthood. They were also likely to have better incomes, fewer teen pregnancies, and fewer problems with drugs or crime. In short, formal education might be the answer to many societal problems, but why? The answer is being discovered by neuroscience. School is the time that crucial executive functions in the prefrontal cortex develop, including inhibitory control, working memory, and cognitive flexibility; all the basis of intelligence and character. We will examine how these three executive functions are related to all other learning, how they can be developed, and how teachers of children and adolescents play a crucial role in this process. Expect to discuss, laugh, and maybe even cry. Bringing a marshmallow optional.</p>
12:00	
	<b>305 (ICLE) <i>Singaporean English: A Japanese Perspective</i></b> <b>Jason Shern Ern Fan (Sophia University)</b>
12:30	<p>There are many varieties of English being spoken all around the world which are different to the historically more prestigious varieties of English that are being taught to English as a Foreign Language (EFL) learners. Many Japanese who learn English in Japan might go on to work in other countries where English is one of the official languages, such as Singapore, thinking that the English they have learnt is sufficient for effective communication. However, the variety of English that is spoken in Singapore, known as Singaporean English, possesses features that are different from the varieties Japanese people are more used to. This study identifies the features of Singaporean English which Japanese people find most problematic and challenging based on interviews with Japanese living in Singapore in social situations and through everyday contact situations. Many participants encountered a variety of miscommunication situations and were not well-equipped to manage these situations. This study also provides further insight into the issues and challenges Japanese people face when they are working in a different country with newer varieties of English and offers suggestions and strategies that Japanese people can use to aid their communication and interactions.</p>
1:00	

SUN	<b>Sunday Morning Presentations (10:05-10:30)</b>	
9:30	<p align="center"><b>306 (TBL) <i>Escape the Classroom - TBL Escape Room Design</i></b>  <b>Stephen Case</b></p> <p>Escape Rooms are a very popular form of entertainment in which participants solve a series of puzzles, riddles and challenges to reach a goal. Many educators worldwide have realized this format can be adapted to effectively teach a wide range of subjects. By taking the design principles and format of an Escape Room and adapting classroom activities to fit the format, it is possible to make engaging and entertaining tasks for the classroom. This talk will share experiences of creating and running multiple Escape Rooms in a university classroom. It will explain the design process, look at puzzle creation, and discuss opportunities and challenges. The materials used will be shared and discussed as to how they work and how they fit various learning goals.</p>	
10:00	<p align="center"><b>307 (TED) <i>Teacher Verbal Feedback on English Presentations</i></b>  <b>Nattawadee Sinpattanawong &amp; Yaowaret Tharawoot</b>  <b>(King Mongkut's University of Technology)</b></p> <p>This study aims to identify course objectives and a teacher's goals for presentations in English, analyze teacher verbal feedback's contents, and explore whether the contents provides opportunities for postgraduates to reach the objectives and the goals. Research tools were observations, interviews, and document analysis. The audio-recorded data were transcribed and analyzed both quantitatively and qualitatively. The quantitative approach addressed the frequencies and percentages of the contents. A qualitative analysis of the transcripts and documents was to describe the occurrences of the contents, the objectives and the goals, and linkages between the contents and reaching the objectives and the goals. The results showed that the main objective was to improve the students' presentation skills. Similarly, the teacher's goal was to provide the students techniques for improving their presentation. The contents focused on involving the audience including visual aids, structure, and speaking skill respectively. These contents provided opportunities for the students to reach the objectives and the goals because they were directly related to presentation skills. The study's findings have pedagogical implications for presentation in English courses; for example, teachers can reflect on their providing verbal feedback leading to reaching course objectives and their personal goals and being appropriate for students' abilities.</p>	
10:30		
11:00	<p align="center"><b>308 (CT) <i>Thinking Deeply About Critical Issues</i></b>  <b>John Spiri (Gifu Shotoku Gakuen University)</b></p> <p>The guiding principle for the presenter's critical thinking (CT) activities is explained on the NDT (Non-destructive teaching) Resource Center webpage: "When students understand that there will not always be one right answer they will become better critical thinkers." In addition, rather than asking Japanese students to formulate opinions on complex issues, the presenter's activities provide students with a range of opinions which students rank the extent to which they agree or disagree. With this design, students are more willing to support minority opinions. The presenter will begin by summarizing the ways researchers understand CT and the ways teachers help students become critical thinkers. The presenter will then share CT activities, starting with a summary of five key CT principles. Next, the presenter will share the activities he uses in classes and explore whether the five aforementioned CT principles are satisfied. Most topics used in class require no specialized background knowledge of students (gender roles and harassment) while a few are best supplemented by student research (viewpoints on particular wars). In addition to the CT activities, the results of student surveys will be shared. Activities with no "right" answers encourage students to think deeply, broadly and critically.</p>	
11:30		
12:00	<p align="center"><b>203 (CUE) <i>Engaging Interactive Minds with Ideal Classmates</i></b>  <b>Joseph Falout (Nihon University), Yoshifumi Fukada (Meisei University) &amp;</b>  <b>Tetsuya Fukuda (International Christian University)</b></p> <p>How can university students learn to positively engage each other in both English and with pro-social learning support during the first few classes of a course? One way of priming students for this is the ideal classmates treatment in which we directly ask them what they want from their classmates to help them learn better and more enjoyably (Murphey et al., 2014). Then by anonymously sharing everyone's ideas with the whole class, students can become metacognitively aware of how to engage each other in English for learning more socially and effectively together. The presenters will share their 2-year study in randomized classroom treatments administered to EFL learners at four Japanese universities in Kanto area. The future selves treatment (Fukada et al., 2011) has students sharing what they want to do with English in their personal futures. Specific activities for both treatment groups will be described in the presentation, along with results of data analyses that will show the degrees to which students self-report five areas of motivation: past self-image, present in-class investment, present out-of-class investment, future self-image, and ideal-classmates engagement. Additionally, a qualitative analysis will present students' own voices of how they believe they changed while engaging each other.</p>	
12:30		
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SUN	Sunday Morning Presentations (10:35-11:00)	
9:30	<b>204 (CALL) Utilizing Mobile Games for Vocabulary Acquisition</b> <b>Kevin Reay Wrobetz (Himeji Dokkyo University)</b>	
10:00	<b>205 (CUE) Improving Japanese Learners' Pronunciation</b> <b>Shalvin Singh (Kwansei Gakuin University)</b>	
10:30	<p>This presentation examines ways in which instructors can promote the acquisition of prosodic elements (e.g. intonation, juncture, primary stress, rhythm) in language classrooms, specifically by discussing approaches and activities that can be utilized to improve learners' L2 pronunciation. Although pronunciation teaching has received varying levels of attention from language instructors and researchers in recent years, it remains central to effective language acquisition, impacting the extent to which language learners are viewed as fluent, confident speakers, capable of conveying meaning effectively and comprehending the precise nuances of L2 speech (Derwing &amp; Munro, 2013; Levis 2018). However, all too often, prosodic elements are taught as secondary in importance to segmental pronunciation features, or approached by instructors in simplistic, grammar-centered terms. Following an overview of recent SLA literature on the teaching of phonological elements, attendees will be introduced to practical approaches and activities that can be used to increase learner awareness of prosodic features, and guide students in improving, better understanding, and more effectively self-monitoring their L2 pronunciation. Although this presentation focuses primarily upon teaching pronunciation at post-secondary institutions, the approaches and activities described can be easily adapted to meet the needs of learners in a variety of teaching contexts.</p>	
11:00	<b>207 (CUE) Growth and Progress Through Collaboration</b> <b>Matthew Kocourek (Rikkyo University)</b>	
11:30	<p>As the largest chapter with more than 600 members, the Tokyo Chapter of JALT has a responsibility to work to develop greater ties to the language teaching community, and expanding the scope of our programming is one way to do so. This session will cover the details of two such efforts, our Teaching Younger Learners (TYL) events and Social Events. Our TYL events, in collaboration with the TYL SIG, are held several times a year and feature presentations and workshops for K-12 teachers on topics such as the use of song, assessment at the elementary school level, and vocabulary study games. Our Social Events, often in collaboration with a SIG, are held three to four times a year and feature discussions on topics of interest, such as the professional development focused Social in collaboration with the Teacher Development SIG. The presentation will cover how joint Tokyo Chapter and SIG events are planned, budgeted, and run, and share future goals for collaboration. This presentation will feature a forum to discuss ideas for expanded cooperation between Tokyo Chapter and SIGs, and there will be time for brainstorming ideas and making plans for future collaboration.</p>	
12:00	<b>304 (Sponsored*) Freewriting for Writing Development</b> <b>John Spiri (Gifu Shotoku Gakuen University)</b>	
12:30	<p>Ever since Peter Elbow wrote his seminal book <i>Writing Without Teachers</i> in 1975, freewriting has been a valued academic activity. One major objective of this activity is to help writers overcome writer's block. It is also used to help writers brainstorm ideas for their writing and cultivate creativity. Freewriting is useful for second language writers as well. Especially in Japan, where correctness is overemphasized, students sometimes struggle to produce a few scant written sentences even if they are capable of producing quite a bit verbally. And Japanese second language writers tend to spend an inordinate amount of time worrying about grammar and vocabulary. In fall 2018, students in two academic writing classes, one at a top university and the other at a middling one, the presenter began each class with a ten-minute freewrite, then had students summarize their progress on a "Freewriting Chart." The presenter will have students do similar activities in the spring 2019 semester. The presenter will share details about freewriting, excerpts from his students' writings including the charts, survey results, offer insights into the value of freewriting activities, and make suggestions for future use.</p>	
1:00	*Sponsored by <a href="#">englishbooks.jp</a>	

SUN	<b>Sunday Morning Presentations (10:35-11:00)</b>	
9:30	<p><b>305 (CUE) <i>Write to Speak: Journals in OC Classes</i></b>  <b>Joseph Charles Wood (Nanzan University)</b></p> <p>Journals (or diaries, etc.) can be of great use to both students and teachers alike in a language-learning classroom. Weekly journal entries can help students to create ongoing dialogues with their teachers throughout the term or school year, therefore allowing teachers to better understand how students are feeling about the class and to give feedback or further explanation about class content when needed. Brown (2007) writes, "Because journal writing is a dialogue between student and teacher, journals offer a unique opportunity for a teacher to offer various kinds of feedback to learners" (p. 476). Journals can also give students a much-needed chance to reflect on how lessons went afterwards while they write in them at home. How can writing in journals impact students' speaking skills in L2 oral communication classrooms? This presentation examines the perceptions of 19 first-year non-English majors at a Japanese university as it discusses survey and interview data that were collected during a yearlong study. In this presentation, we will explore students' opinions regarding the impact journals had on their learning of English over a full school year as well as give practical ideas for using journals to help students talk more in class.</p>	
10:00	<p><b>306 (ICLE) <i>Let's Keep D.I.E.ing!</i></b>  <b>Daniel Velasco (Rikkyo University)</b></p> <p>With Japanese universities pushing for the internationalization of their curriculum in hopes of broadening Japanese worldviews while attracting students from abroad to their programs, teaching self-reflection and intercultural communication skills has become an essential part of today's classroom regardless of the subject. This presentation will focus on fostering students' intercultural competence by introducing several intercultural communication activities that have been proven to help improve communication skills while broadening worldviews, promoting respect for other cultures, and encouraging self-awareness and growth. Attendees will be given a detailed overview of (1) the D.I.E. (Describe, Interpret, Evaluate), one of the oldest and most common intercultural communication exercises that gets participants describing, interpreting, and evaluating objects, pictures or media; (2) the D.A.E., an alternative to the D.I.E.; and (3) the E.A.D. (Evaluate, Analyze, Describe), an updated approach to the classic exercise. Come experience these activities! Attendees will also be encouraged to share any intercultural communication activities that they have had most success with in not only in their classes, but also in professional development seminars, business consultations, and counseling sessions. Please come ready to talk, share, and have fun learning how intercultural communication activities can enhance your classroom lessons!</p>	
10:30		
11:00	<p><b>307 (TED) <i>Plus One: English in Elementary Schools</i></b>  <b>Gaby Benthien (Shumei University)</b></p> <p>Foreign language (L2) education at elementary schools across Japan is presently in the transition period leading up to the full implementation of the English Education Reform Plan corresponding to Globalization from April 2020. In order to teach English in elementary schools on their own or with other staff, pre-service teachers need to have active English skills, acquire sufficient L2 pedagogic knowledge and L2 confidence, and possess intercultural and interpersonal skills. This mixed-methods research, focusing on 3rd year pre-service non-English elementary education majors, explores students' feelings about teaching English, and the development of their L2 skills and pedagogic knowledge. The findings indicate prior L2 learning experiences often affect students' feelings about L2 teaching. Although many students have a solid passive knowledge of English, visuals and survey results illustrate a lack of L2 confidence, and observations and quiz results show that spelling and sentence construction mistakes also occur. Furthermore, in spite of understanding the existence of multiple intelligences, learner styles and the importance of adopting learner centered teaching methods, the majority of students have no prior experience or knowledge of these, and consequently sometimes find it difficult to fully grasp their possible applications in the classroom.</p>	
11:30		
12:00		
12:30	<p><b>308 (BRAIN) <i>Teaching and Learning English in Iran and Japan</i></b>  <b>Homeira Fatthi (Nagoya University of Foreign Studies)</b></p> <p>Many countries still teach the old fashioned way which is teacher centered education, especially up to the completion of high school. Iran and Japan are two of those countries, but at the university level in both countries, whole person education becomes more common. As a result, the students become more motivated and the teachers and learners to have a more positive attitude towards teaching and learning. The writer has surveyed university students in Iran and Japan, since 2016 to explore the idea of how positive teaching makes the learner more motivated. The survey results show that both countries are teacher centered at high school. It means the teacher would do most of the talking and students are only listening and taking notes. When students go to university they find a huge transition in relations to teacher-student's relationship. Boynton believes that a positive and healthy relationship between teacher and students can be highly beneficial at many levels of an education and the school environments in whole (Boynton 2005).</p>	
1:00		

SUN	<b>Sunday Morning SIG Forums (10:35-12:00)</b>  <b>201 (GILE) Global Issues in Language Education SIG Forum</b> <i>Global Citizenship through Model United Nations</i> <b>Michael Hollenback, Lori Zenuk-Nishide, and Donna Tatsuki (Kobe City University of Foreign Studies), Tom Fast (Notre Dame Seishin University)</b>
9:30	<p>The forum will begin with an overview of Global Citizenship (GC) and how it can be integrated into a Model United Nations (MUN). Then a description of various MUN in Japan will be given. Afterwards, findings from a questionnaire comparing KASA (Knowledge/Attitude/Skills/Awareness) and self-efficacy from the first and last conference days from students participating in a 3-5 day National Model United Nations and Japan University English Model United Nations will be shared. Pre-conference preparation for both conferences, including research, speech and policy making, was for 3-4 months. Following this, similar findings from a KASA questionnaire at the completion of a short 2-day workshop will be shared. Finally, the forum will share results on the development of GC competencies through participation in MUN. Student delegates at the Tsukuba English Model United Nations were asked whether their participation had helped them become more knowledgeable, open-minded, caring, and communicative. Their answers were compared with non-MUN students studying in university global education programs. The GILE forum will provide an opportunity for attendees to learn more about the role MUN can play in developing KASA and GC for EFL students in Japan.</p>
10:00	
10:30	<p><b>202 (TBL) Task-Based Learning SIG Forum</b>  <i>Task Based Learning 101</i>  <b>Marcos Benevides (J. F. Oberlin University)</b></p> <p>This practical workshop is aimed at teachers who are new to, or unfamiliar with, task-based language teaching. It is also for more experienced teachers who may wish to improve their practice of TBLT in the classroom, and those who seek ideas on how to make a strong case for communicative teaching to colleagues and staff. The speaker, himself an experienced TBLT practitioner and materials writer, will clarify the definition of "task", outline the major principles of the approach, present a clear argument for the necessity of a TBLT component across all four main language skills, and demonstrate how to select, constrain, sequence, and assess tasks by presenting lesson ideas and actual examples from the classroom. Participants will leave the workshop with several practical lesson ideas that can be applied with minimal preparation in their next class, and a strong urge to join the Task-Based Learning SIG.</p>
11:00	
11:30	<p><b>301 (THT) Teachers Helping Teachers SIG Forum</b>  <i>Teachers Helping Teachers: Who We Are &amp; What We Do</i>  <b>Pat Dougherty (Akita International University), Trina Takeuchi (THT Program Chair), Roger Palmer (Konan University)</b></p> <p>Teachers Helping Teachers (THT) SIG volunteers conduct workshops and teacher training programs with affiliates or partner institutions in Laos, Vietnam, Kyrgyzstan, Bangladesh, Nepal and most recently, the Philippines. Interested participants are invited to this forum to better understand our programs, ask questions about participating, and meet participants and country coordinators. All are welcome.</p>
12:00	<p><b>302 (SA) Study Abroad SIG Forum</b>  <i>Emotional Quotient: Students' EQ Pre- Study Abroad</i>  <b>Lyndell Nagashima (Kyushu Sangyo University), Mike Matsuno (Japan Study Abroad Foundation)</b></p> <p>In this forum, we will outline the importance of 'Emotional Quotient' (EQ) to develop globally-orientated students, equipped for successful study abroad. EQ, commonly termed 'soft skills' involves communicative competency, people skills, emotional maturity and leadership qualities. Due to the value of these skills in facing study abroad, and ongoing adult development, we prefer to term these as EQ. We will discuss how EQ can be enhanced in the classroom, once students are overseas, and further studies upon return to Japan.</p>
12:30	<p><b>303 (LD) Learner Development SIG Forum</b>  <i>Learner Development SIG Forum</i>  <b>Robert Morel (Toyo University), Stacey Vye (Saitama University), Ivan Lombardi and Christopher Hennessy (Fukui University), Anita Aden (Mukogawa Women's University)</b></p> <p>The 2019 Learner Development SIG Forum offers a variety of research and practice-based poster-presentations. In a rotating poster presentation format, presenters and participants will have a chance to share insights about fostering student growth and autonomy. Presentations this year touch upon socio-cultural communicative competence, autonomous goal setting, and student perceptions of their secondary English communication classes. In addition to having a chance to learn about and discuss these issues with presenters, the presentations will be followed by group discussions and reflection to help participants bring ideas to their own classrooms.</p>
1:00	

SUN	Sunday Morning Presentations (11:05-11:30)	
9:30	<p><b>203 (BILING) <i>Teaching of Math in English to Japanese Students</i></b>  <b>Eng Hai Tan (Meio University) &amp; Samantha Toh (Okinawa Amicus International)</b></p> <p>In this school, students learn mathematics in English and at the same time take the National Diagnostic Tests in Japanese. Will they be able to transfer the mathematical knowledge acquired in English when sitting for their Japanese mathematics test? The aim of this presentation is to explore the differences in mathematical concepts, terminologies and expressions between English and Japanese and the challenges they pose to Japanese students learning Mathematics in English. For instance, the definition of length and width in Japanese is conceptually different when compared to English. In "There are 5 dishes and 3 apples are on each dish. How many apples do you have altogether?", the number sentence "5 x 3" will not be acceptable in a Japanese math test. When fractions are introduced in second grade, English teachers explain how to "read" a fraction, without being aware of the "opposite reading" in Japanese, causing a potential confusion to the students. For example, "one out of three" or "one third", will be read from the whole (bottom) to the part (top) in Japanese, san bun (3 parts) no ichi (one part) ("三分の一"). In conclusion, the presenters will also introduce the strategies employed by the school to overcome these challenges.</p>	
10:00	<p><b>204 (CALL) <i>Maximizing Communication Through Blended Learning</i></b>  <b>Aviva Smith Ueno (Meiji Gakuin University)</b></p> <p>Finding ways to maximize opportunities for learners to speak English with their instructors in classes that rely on small group work because of the high learner-to-instructor ratio is a constant challenge. However, with the aid of technology, not only can this issue be addressed, but language learning can become much more effective and interesting, and lead to higher levels of learner motivation. This presentation will report on an academic English program that, through the use of technology, has not only effectively addressed the problem of insufficient instructor-learner interaction, but has motivated learners by connecting them with instructors in the Philippines for small group lessons as part of their required academic English course. Through this program, learners develop their speaking and listening skills with their Skype instructor while learning academic reading and writing skills with their on-site instructor. The content of the program, now in its sixth year at a private university in eastern Japan, will be discussed. Learners' achievements based on surveys, interviews, teachers' assessments and TOEFL scores will be reported on. This presentation will be of interest to educators who are looking for innovative ways to use technology to better address the needs of their language learners.</p>	
10:30		
11:00	<p><b>205 (CUE) <i>Students' English Grammar Knowledge and Production</i></b>  <b>Miki Tokunaga (Fukuoka Jo Gakuin University Junior College)</b></p> <p>Japanese university students are often said to have good knowledge of English grammar but cannot communicate in English because of lack of practice. However, since the Japanese government shifted its English education guidelines from grammar-focused to communication-focused instruction in the mid-1980's, university students' English levels have reportedly been declining. To facilitate the process of English learning and practicing for university students, it is important to investigate what learners already know and how much of that knowledge can be used in production. The objective of this study was to identify which basic grammar structures seem to be in need of more instruction and/or practice in university English classes to best facilitate language acquisition. Over 350 first and second-year students at a private university participated in the study. Participants' grammar knowledge was measured by a grammaticality judgment test (GJT), while Japanese to English sentence translation test was used to measure production. In addition, a spoken sentence translation test and picture description tests (written and spoken) were given to 43 volunteer participants. The result of each test will be discussed in detail at the presentation. This work is supported by JSPS KAKENHI Grant Number 26370754.</p>	
11:30		
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12:30	<p><b>206 (LD) <i>Communication Strategy Development from Noticing</i></b>  <b>Carl Vollmer &amp; Lauren Walker (Ritsumeikan Uji Junior and Senior High School)</b></p> <p>Helping learners become aware of areas to improve in their own language is one of the main objectives of language teaching. Lynch (2001) reported that learners reduced the number of grammatical errors they made after completing a transcription of their spoken output. This presentation outlines an approach to encourage learners to notice areas for improvement in their own language use and communication strategies by having them transcribe videos of conversations from class every month. It was found that through transcribing and reflecting on their conversations from class that students were able to make adjustments to their speaking strategies, especially ones that they focused on in their reflections, for example the types of questions they asked, or the timing of giving their opinion. Examples of the transcriptions, reflections, and progress observed in subsequent videos will be presented through analysis of a select number of student case studies to show their month by month development. Additionally, further directions for similar research and classroom practices will be discussed based on the findings of this study. Pedagogic implications will be considered in light of the results of this study.</p>	
1:00		

<div>SUN</div> <div>Sunday Morning Presentations (11:05-11:30)</div>	
9:30	<p><b>207 (OLE) Collaboration for Professional Development</b> <b>Liz Shek-Noble (JALT Tokyo)</b></p> <p>This session provides an overview of collaborations between the Tokyo Chapter of JALT and various SIGs in the 2018/19 academic year. The speaker will explain the process leading to successful collaboration and both its immediate and longer-term results, including an increase in professional development opportunities, expanded membership, and greater attention towards community needs. In addition, the speaker will provide data relating to attendance numbers and finances as a way to offer practical recommendations for how successful collaborations can be achieved. The presentation will include Q &amp; A time for brainstorming ideas for future collaborations.</p>
10:00	<p><b>304 (Sponsored*) Goodbye To Days of Students Not Doing Homework</b> <b>Jeremy Lanig (BINGOBONGO Learning)</b></p> <p>If you're frustrated with students not doing homework or lacking motivation to learn outside of the classroom, come see an assortment of fresh, original worksheets styles that kids from ages 3-12 not only love, but will beg for every lesson. Go from giving one or two pages of homework per lesson to giving up to 8 pages per lesson with nearly 100% of students completing them every time.</p> <p><i>*Sponsored by BINGOBONGO Learning</i></p>
10:30	<p><b>305 (TEVAL) A Classroom-Based Phonemic Discrimination Test</b> <b>Christopher Michael Nicklin (Temple University)</b></p> <p>This presentation reports on the development, implementation, and analysis of a classroom-based phonemic discrimination test (CPDT). The CPDT was designed to be administered to large groups of students in a classroom setting and had three primary aims. The first aim was practical and concerned the plausibility of creating a phonemic discrimination test that could be administered to a group of students in a language classroom. The second aim was diagnostic and concerned the identification of deficiencies in phonemic discrimination that could be attended to through training. The third aim was exploratory and involved the investigation of the existence or non-existence of a phonemic order of acquisition in Japanese English as foreign language (EFL) students. The test was administered to 36 Japanese, first-year students at a medical school in central Tokyo, and the results were analysed using the Rasch dichotomous model (Rasch, 1960) and non-parametric statistics. The results indicated that although the CPDT was too easy for the sample, it displayed the potential to distinguish between learners with high and low levels of phonemic discrimination sophistication, and also showed potential to discover an order of phonemic perception acquisition.</p>
11:00	<p><b>306 (MW) Developing Teaching Materials for Tourism Workers</b> <b>Aris Siswanti (Universitas Brawijaya)</b></p> <p>The study develops English teaching materials for tourism workers with local contents. A preliminary survey conducted by the authors in Malang, Indonesia, indicated that tourism workers demonstrated poor English because of the use of coursebooks with irrelevant foreign contents. As a result, they lacked the skills to describe local tourism attraction in English. The current study answers these questions: (1) what materials are suitable for tourism workers and (2) how can the materials be useful for them. The research was conducted in Malang by using Educational Research and Development Approach. The authors developed an English coursebook containing certain tourism sites in Malang. After a revision by an expert, a field trial was conducted by teaching 30 tourism workers in Malang using the revised version. The test was then followed by a final revision based on the feedbacks of the workers. Each of the chapters contains appropriate skill focus, language focus and language function with special contents on Malang tourism sites. A post test proved that the workers exhibited significant improvement in English. To conclude, tourism workers need English teaching materials with contents on local tourism attraction which should be presented with appropriate skill focus, language focus and language function.</p>
12:00	<p><b>307 (TED) Metaphors In SLA: Chunks, Scaffolding, &amp; Beyond</b> <b>Ray Franklin</b></p> <p>Can an old dog learn new tricks? Can you lead a horse to water and "motivate" it to drink? The lexicon of applied linguistics is rich with metaphors as well as its own jargon. This presentation will review some of the prominent terms in the field, and interactively discuss them. To what extent do you see your teaching role as manager, facilitator, guide, gardener, etc.? Where do you "hang your hat", and what are your go-to techniques in your "bag of tricks"? Where do you sit on the "like vs. learn" continuum for motivating students? In addition to (briefly) discussing these questions, I will present some of my own (original?) concepts for EFL instruction, such as "share &amp; compare", "desk &amp; chair", "choice &amp; voice", and "pauses &amp; clauses", along with metaphors of jelly donuts, cooking, walking, and playing tennis. Attendees are welcome to share their own ideas of instruction, in hopes that we may all learn some new "tricks of the trade" to advance our SLA teaching principles and classroom pedagogy.</p>
12:30	
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SUN	<h2 style="text-align: center;">Sunday Morning Presentations (11:05-11:30)</h2> <p style="text-align: center;"><b>308 (LiLT) <i>Mono No Aware: Revisiting the Magic Bonsai Tree</i></b>  <b>Robert Bruce Scott (Fort Hays State University)</b></p> <p>Episodic presentation of literature as a listening and reading activity encourages learners to develop vocabulary knowledge as well as predictive skills for understanding meanings based on an emerging context (Grellet, 1981). This conference session will review the steps and a rationale for presenting stories by Edgar Allan Poe, Shirley Jackson, and Ernest Hemingway as interactive lessons devoting 15 minutes of class time daily to the experience of each new episode. Also presented will be a variation on this activity, in which students at any ability level are engaged in bringing their own ideas into the creation of original class-wide stories through a daily sequence which includes reading, writing, listening, sketching, question-asking, and predicting based on each new episode. Episodic presentation of literature is based on reading theory, relevance theory, and second-language acquisition theory, and was innovated to teach beginning-level EFL students at an American branch campus program in Japan, with a class story project called "The Magic Bonsai Tree." Classic literature as well as student-generated stories contain a unique power for engaging learners in an episodic adventure where the developing plot line stimulates and reinforces English language learning progress and vocabulary building through context without any need for translation.</p>
9:30	
10:00	
10:30	<h2 style="text-align: center;">Sunday Morning Poster Session (11:05-12:00)</h2> <h3 style="text-align: center;">5th Floor Atrium</h3> <p style="text-align: center;"><b>(GILE) <i>Social and Global Awareness in the EFL Classroom</i></b>  <b>Elisabeth Fernandes (Osaka Prefecture University)</b></p> <p>Teachers play a vital role in helping learners to become socially responsible global citizens. In this poster presentation, we report on our two projects, titled "How Can I Change the World? Bookmarks for Puerto Rico" and "A Virtual Trip to the Unseen Iran." In the first, we helped students to cultivate empathy by making them aware of the situation in Puerto Rico after Hurricane Maria (2017) through the use of augmented reality. Our students then made and sent bookmarks with encouraging messages to students at a university there. In the second project, we focused on encouraging critical thinking and dispelling stereotypes. The final lesson in a several weeks-long unit was the visit of an Iranian woman to the class. In this lesson, students were able to engage with her through Q&amp;A, as well as "visiting" Iran through virtual reality. Through these projects, we encouraged students to become more aware of the world, to feel empathy for others, to be critical thinkers, and to be aware of misconceptions, discrimination, and stereotypes.</p>
11:00	
11:30	<p style="text-align: center;"><b>(CUE) <i>Teaching Strategies for Incorporating Diversity</i></b>  <b>Andrew Reimann (Aoyama Gakuin University)</b></p> <p>Recognizing, accommodating, and utilizing diversity is an important teaching skill and essential element of the modern classroom. Larsen-Freeman (2018) suggests that by taking the minority experience into consideration, we create a better environment for everyone. This is true for all teachers and in all learning environments. The question is how can we do this effectively? The following collection of teaching strategies explores different approaches to raising awareness and managing the diversity of perspectives in the classroom. The goal is to develop critical thinking, empathy, and cross-cultural communication skills to make the classroom a more inclusive and supportive learning environment, thereby helping our students become successful communicators and global citizens. Considering the range of learner's perceptions, perspectives and communication needs, it is increasingly important that media literacy become an essential component of language learning. This interactive presentation will introduce and discuss practical research methods and activities to provide the knowledge and understanding needed for navigating the expanse of information impacting students' lives. An overall "awareness" or critical thinking sense is one of the first tools students need to be able to understand and analyze media and information. Seven adaptable tasks will be presented to assist in this endeavor.</p>
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SUN	<b>Sunday Morning Poster Session (11:05-12:00)</b> <b>5th Floor Atrium</b>
9:30	<p><b>(TED) Teaching Diaries: Adjusting to a New Context</b>  <b>Amanda Yoshida &amp; Vanessa Gongora (Kanda University of International Studies)</b></p> <p>Four teachers embarking on a new tertiary context agreed to keep teaching diaries for one year in order to reflect on their own practices and experiences while adjusting to this unique and challenging environment. The teachers shared their form-focused diaries digitally so that they could access each other's diaries and comment regularly. The themes covered within their diaries included class management, time management, student- vs. teacher-centered classes, and planning group activities, which were all areas of teaching that the four members were most concerned about. Arising out of the diaries was a set of rich data that showed patterns of raw emotions, deeply-held beliefs and a genuine desire to develop themselves both professionally and personally. In this poster presentation, the presenters will elaborate on the initial findings of their diary analysis regarding two of the four teachers' diaries.</p>
10:00	<p><b>(TEVAL) Assessment Through Generic Skills Testing</b>  <b>Michael Kelland (Tokai University) &amp; Edward McShane (Tama University)</b></p> <p>In line with the increasing popularity of generic skills testing in many countries, the Progress Report on Generic Skills (PROG) is a test that is becoming widespread in universities in Japan. The PROG contains two sections, Literacy and Competency, which aim to test skills based on the Definition and Selection of Key Competencies (DeSeCo) developed by the Organisation for Economic Cooperation and Development (OECD), of which Japan is one of the 36 member countries. This report explains the preliminary findings of a longitudinal study that uses statistical analyses of PROG scores and TOEIC scores to determine if the PROG might be an indicator of language learning ability. PROG scores for Literacy and Competency from 2018 for a group of university freshmen were correlated with changes in TOEIC scores over time. Additional correlations were calculated for sub-groups based on TOEIC range. The preliminary findings indicate weak but significant correlations between PROG scores and TOEIC scores. These preliminary results indicate that generic skills tests may be able to provide language educators with valuable information for both language course design and student placement into language course levels.</p>
10:30	
11:00	<p><b>(VOCAB) Speaking of Vocabulary, Rethinking L2 Motivation</b>  <b>Markane Sipraseuth (Kwansei Gakuin University) &amp; Tim Ellsworth (Konan University)</b></p> <p>Learning L2 vocabulary is often done individually. However, does learning vocabulary socially differ in terms of student motivation and meaningfulness? L2 motivational framework research by Williams and Burden (1997) and Dornyei (1994) have shown there are internal and external social factors that influence student motivation. To examine internal and external factors on motivation and meaningfulness, four vocabulary activities were used: (a) speaking (external social): speaking with a partner, using question prompts formed from vocabulary words; (b) writing (internal): writing sentences using the target vocabulary words; (c) technology (internal): using a smartphone to do online vocabulary matching; (d) textbook (internal): using a textbook to do matching and fill in the blank vocabulary activities from Q Skills for Success 3. Participants included 126 low-intermediate level (average TOEFL 430 PBT) freshman university students in a foreign language department at a Japanese university. Data was gathered by an in-class 10 question paper-based survey. Survey results showed students regarded speaking with a partner as the most effective for motivation (60%) and meaningfulness (49.6%). While individual intrinsic vocabulary exercises are fundamentally needed, it is important for teachers to include externally driven peer interaction to enhance student motivation and activity meaningfulness with regards to L2 vocabulary instruction.</p>
11:30	
12:00	<p><b>(SDD) Process Drama and Teacher Change</b>  <b>Aya Kawakami (Aichi Shukutoku University)</b></p> <p>Process drama (PD) is an approach to teaching where themes, issues, or texts are explored by teachers and students in a series of dramatic activities such as role plays, in-character writing, and tableaux, working both in and out of role. While it began as a drama in education approach, is now utilized in a wide range of educational fields such as professional development, sociology, history, and language. In language education, research shows PD is useful in that it allows teachers and students to explore language in a far wider range of power positions and situations than typical language learning activities and develop critical and creative thinking, while also encouraging student empowerment (Kao &amp; O'Neil, 1998; Piazzoli, 2018). Despite these benefits, very few teachers use this approach in language classes, particularly in Japan. This poster session will first examine process drama and its viability as an approach to language teaching in Japan. It will then explore possible reasons for teacher resistance to the approach, using activity theory (Engeström, 2001) as a lens to examine the contextual and perception issues related to change resistance, and how teacher change could be encouraged using Mezirow's transformative learning framework (Mezirow, 1981) as a guide.</p>
12:30	
1:00	

SUN	<b>Sunday Morning Poster Session (11:05-12:00)</b> <b>5th Floor Atrium</b>
9:30	<p><b>(BRAIN) <i>The Effect of L2 Processing in Moral Decisions</i></b>  <b>Nicholas Musty (Kwansei Gakuin University) &amp; Robert Andrews (Ritsumeikan University)</b></p> <p>Research shows that language influences moral decision-making, with L2 input often resulting in comparatively utilitarian choices, and L1 tending towards emotionally-driven decisions (Costa et al., 2014). The trolley problem (Foot, 1967), in which respondents are asked whether they would intervene to save five workmen from a runaway trolley at the expense of one workman, has been widely used in research (e.g. Greene, 2013), although less so in the Japanese context. In this study, 183 students of Japanese universities were questioned on their reactions to two versions of the trolley problem in EFL classes. Those presented with the problem in Japanese made fewer utilitarian decisions. It was further hypothesized that the cognitive load caused by processing the dilemmas in a foreign language could be replicated through linguistic L1 errors which some respondents were asked to correct while considering the dilemmas. These errors alone did not appear to affect response, but for those participants who were required to amend them, there is tentative support for the hypothesis. However, the small sample group prevents any firm conclusions being drawn. The presenters will discuss ways to further their investigation of the effect of language on moral decision-making.</p>
10:00	
10:30	<p><b>(TED) <i>Research on EFL Teachers' PCK</i></b>  <b>Fumie Togano (Ohio State University)</b></p> <p>What is required of foreign language teachers in order for them to be able to teach effectively? There may be many answers to this question, but one of them should be pedagogical content knowledge (PCK), which represents teachers' teaching skills and strategies. In this study, 15 research studies conducted on EFL teachers' pedagogical content knowledge (PCK) in 10 different countries and published between 2010 and 2018 are reviewed. The study focuses on research done in EFL settings, because teaching/learning environments may not always be favorable there, but EFL teachers need to develop all the higher PCK. There are two research questions in this study: The primary research question is what research has recently been done on pre-service and in-service EFL teachers' PCK, and what is suggested to further develop it? The secondary research question is what themes emerge from the research which are specifically relevant to EFL contexts? The study shows that, among others, reflection seems to be the most important factor in both pre-service and in-service teachers' PCK development. The second most important factor appears to be experience.</p>
11:00	
11:30	<p><b>(TED) <i>Refining the Kambara Locus of Control Instrument</i></b>  <b>Michael James Rupp (Tokai University)</b></p> <p>The presentation covers a study which contributes to a larger effort to measure learner autonomy through a related construct, locus of control (LoC). The often-used Japanese Kambara LoC questionnaire was shown to require modification in order to produce scores with greater structural validity. To address the problems with the instrument, a mixed-methods approach was adopted resulting in an abbreviated instrument with improved results in a confirmatory factor analysis. The implications of the study are that results from previous versions of the instrument should be viewed with a critical eye, and that further refinements of the questionnaire would be useful.</p>
12:00	<p><b>(BRAIN) <i>Dyslexia: Be the Teacher Who Makes a Difference</i></b>  <b>Alexandra Jane Burke</b></p> <p>Who are the students with dyslexia in your class? They are the 1 in 10 "mystery" students who are engaging, spontaneous speakers, with messy and disorganised written work that's submitted late, (if at all), and who often miss test days. Most people with dyslexia will never be diagnosed, and spend their lives being labeled as "hopeless", "stupid" and "lazy". These labels destroy student's self esteem and can cause them to suffer in isolation or to rebel against society. In Japan, the school entrance exam process often "filters" these students out by the end of Junior High School, which is a net loss to education. In reality, this cycle can be broken. There are many practical classroom strategies that educators can use immediately to make classes more dyslexic friendly. This presentation will demonstrate: better management of natural and artificial light, proactive use of seating, empowering students to effectively access learning by changing how you use traditional paper and digital resources, and better integration of visual, auditory and kinesthetic teaching. Japan formally recognised dyslexia in 2018. Now is an excellent time to examine how simple modifications can re-engage these neurodiverse students with dyslexia without hindering mainstream students.</p>
12:30	
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SUN	<b>Sunday Morning Poster Session (11:05-12:00)</b> <b>5th Floor Atrium</b>
9:30	<p><b>(BizCom) Using Meyer's Cultural Self-assessment Tool</b>  <b>Michael Phillips (Ritsumeikan Asia Pacific University)</b></p> <p>Understanding generic cultural differences, whether in the classroom, office, or in social situations should "begin at home". Meyer (2014) provides an insightful starting point by providing a framework which allows for (preliminary and superficial-level) evaluations and comparisons to be made about different cultures. The framework described by Meyer uses an eight-aspect dichotomy (i.e. Communicating, Evaluating, Leading, Deciding, Trusting, Disagreeing, Scheduling, Persuading) for decoding how cultural diversity can impact international business communication. After a brief review of each aspect, Meyer's companion self-assessment tool, available as an online questionnaire, will be critically evaluated as a starting tool for reflective and critical cultural thinking in classroom applications. The poster will then go on to explain a simple application of the tool in an advanced-level English university classroom setting, where it is used to allow high-level business students to look beyond generic cultural stereotypes by reflecting on the tool's results and comparing them to their perceptions of their own cultural profile. The classes, unique in composition by being comprised predominantly of non-domestic students, will be reviewed, as will the students' use and reactions to the tool's effectiveness and limitations.</p>
10:00	
10:30	<p><b>Sunday Morning Presentations (11:35-12:00)</b></p>
11:00	<p><b>203 (CUE) LaTeX 101: Write Your Dissertation Hassle Free</b>  <b>Mehrasha Alizadeh (Osaka University)</b></p> <p>Doing a Master's or PhD in TESOL can be a daunting task with countless challenges along the way. Many of us have experienced moments of frustration trying to revise dissertation drafts on the most widely used word processor, Microsoft Word. More often than not, one single change to a lengthy Word document could mean hours of labor-intensive revision, attempting to ensure that tables and figures are numbered and placed correctly, the references all follow the APA style, full terms corresponding to acronyms have been written out upon first mention, and so on and so forth. Given that the JALT community includes many members doing graduate degrees, this presentation introduces a document preparation system known as LaTeX in order to assist those graduate students in revising thesis drafts more easily and efficiently. Unlike Microsoft Word which is a what-you-see-is-what-you-get (WYSIWYG) word processor, LaTeX uses markup tagging to turn plain text into rich text. The presenter will talk about the basics of creating a document such as a thesis or journal manuscript using an online LaTeX editor, called Overleaf, and instruct the audience on how to utilize it for writing a dissertation.</p>
11:30	<p><b>204 (CALL) Duolingo for Schools: A Focus on Student Growth</b>  <b>Colin Macleod (Atomi University)</b></p> <p>As teachers, we want our students to complete homework and ideally study a little every day. However, creating and grading homework is time-consuming and some students find it difficult to self-study in a systematic way. The Duolingo language learning tool has been around since 2012, providing free online language courses to millions of users across the world. In late 2015, Duolingo for Schools was introduced, allowing teachers to manage a class of students as they work through the Duolingo course. In this presentation, I will introduce the Duolingo for Schools platform, share my experience and data from using it with students at my university, and explain how this tool can be effectively integrated into a course, particularly low-level, compulsory English classes. Key features that of the platform that will be discussed include: creating assignments, monitoring study activity, and being able to reward growth over proficiency.</p>
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SUN	<b>Sunday Morning Presentations (11:35-12:00)</b>
9:30	<p><b>205 (CUE) <i>Teaching Vocabulary for the TOEIC Listening Test</i></b>  <b>Shizuka Brooks (Sangyo University)</b></p> <p>The TOEIC exam is taken by nearly 2.5 million Japanese students every year (Institute for International Business Communication, 2018). One important component of helping students do well on multiple choice exams like the TOEIC is ensuring they have the vocabulary necessary to understand the questions (Hu and Nation, 2000). In Japan, most of this vocabulary teaching focuses on the written form of the words. This is a problem because the TOEIC exam includes both a listening and a reading section and the type of vocabulary knowledge required to succeed on the listening section is very different from the knowledge required for the reading section (Kanzaki, 2017; van Zeeland &amp; Schmitt, 2012). Building on the research from previous studies (Hu and Nation, 2000; Kanzaki, 2017; Laufer, 1989) this study looks at the vocabulary students need to succeed on the listening section of the TOEIC exam. Using a 70,000-word corpus constructed from four practice TOEIC tests the presenter will examine the differences between the vocabulary of the reading and listening sections. She will discuss the words students need to know to succeed on the listening section as well as techniques that can be used to teach the oral form of those words.</p>
10:00	<p><b>206 (LD) <i>Listening Experiences of English Language Learners</i></b>  <b>Lucille Yagyagan Dominguez (Schools Division of Benguet)</b></p> <p>Listening skill usually takes a back seat in language development of English language learners in the Philippines when in fact it plays a major role in language acquisition. To help the Filipino learners improve their listening ability, English language teachers have to understand their listening difficulties in comprehending spoken texts; hence, this study aims to determine the listening test-taking attitude and listening testwiseness of the learners after taking an authentic listening activity. This qualitative study employed phenomenology as its research design. Cool and warm analyses of the verbalizations and sharing of learners with regard to their involvement and exposure to the listening activity yielded features that collectively describe their negative attitude towards the listening activity which were “too cool to care,” “too nervous to answer,” and “too confused to think.” Moreover, the challenges experienced by the learners were “multi-tasking,” “English language variations in terms of accent, word meaning, and word pronunciation,” as well as “time-constraints.” Lastly, their coping mechanisms in taking the listening exam were “contextualizing,” “organizing ideas,” “pacing oneself,” and “extended efforts.”</p>
10:30	<p><b>207 (JSL) <i>American Teacher of Japanese in an Australian HS</i></b>  <b>Michael Ellis (International Christian University High School)</b></p> <p>In recent years, there has been growing recognition of nuance in the dichotomy between NESTs (native English speaking teachers) and NNESTs (non-native English speaking teachers). However, even as the complex definition of a native speaker is scrutinized and explored, it can still be difficult for those who identify unambiguously as a NEST or NNEST to understand the strengths and challenges of the other side. The presenter, a native speaking teacher of English from the US, had a chance to bridge this gap when he was offered the opportunity to teach Japanese language classes in an Australian high school. Over a two week period, he taught beginner level classes to three groups of thirty 7th graders and one group of twelve 8th graders. In this presentation he shares the details of lesson planning and delivery, highlighting moments affected by his status as a non-native Japanese speaker. He offers reflections on the experience, and explains how they influenced his English teaching practice and helped him to better understand the position of NNESTs in Japan.</p>
11:00	<p><b>304 (Sponsored*) <i>Active Learning Through Content</i></b>  <b>Brian Cullen (PAWS International)</b></p> <p>PAWS International has recently released both new and updated editions of textbooks that will help teachers to integrate content and language learning in a unique way that will both support and motivate students. Culture Through English is a new two-level series which teaches students important cultural information and norms of other countries, particularly English-speaking countries. Each unit focuses on a theme such as sports, food, music, or famous people. Students learn the basic content through videos, readings, and listenings. Next, they choose a topic within that theme, carry out research, and share it with their classmates through poster presentations. The 3rd edition of Humanity and Technology is a completely revised and updated version of this classic textbook. It is popular for science, engineering and other technical majors. It integrates up-to-date content while enabling students to explore the relationship between humanity and technology. In the textbook, GOAL, students bring their own content to the course as they learn to set and achieve meaningful goals in every area of their lives and create personalized presentations. This session from PAWS International will show you how these books will help your students to improve their English as they simultaneously learn useful and motivational content.</p>
11:30	<p><i>*Sponsored by PAWS International</i></p>
12:00	
12:30	
1:00	



SUN	Sunday Morning Presentations (11:35-12:00)	
9:30	<p><b>305 (ICLE) <i>Learner Attitudes to a Global Approach in Eikaiwa</i></b>  <b>Tim James Andrewartha (Shane English School)</b></p> <p>It is a concern that English conversation schools in Japan, known as eikaiwa, focus too much on native English and western culture. However, for change to take place, it is necessary to consider the attitudes of the learners. Therefore, this study measured learner attitudes in an eikaiwa to a global approach to studying English. This approach aims to prepare Japanese learners to communicate with people from all over the world by incorporating elements from Global Englishes, based on suggestions that they should listen to examples of World Englishes and English as a Lingua Franca (Galloway, 2017), and from Intercultural Communication, based on suggestions that they should develop an awareness of and appreciation for cultural differences (Yoshida, Yashiro &amp; Suzuki, 2013). Kachru's three circle model (1992) was used to help show the spread of English in the design of a questionnaire with multi-item Likert scales, and some open questions, which was professionally translated into Japanese and tested for reliability. 84 participants completed the questionnaire and while statistical analysis revealed some mixed feelings towards the approach, overall there was a positive tendency and recommendations are made on how best to implement the approach in the eikaiwa classroom.</p>	
10:00	<p><b>306 (VOCAB) <i>A Receptive-Productive NGSL Testing Programme</i></b>  <b>Jean-Pierre Joseph Richard (The University of Nagano)</b></p> <p>Five quarterly NGSL (New General Service List) vocabulary tests, combining written receptive and productive items, are being developed for curricular purposes at the University of Nagano. This newly established prefectural university, which opened in April 2018, will send abroad all second-year students, beginning in June 2019 (i.e., Quarter 6) for part of one academic quarter. Before departure, students must demonstrate NGSL mastery. The five vocabulary tests represent benchmarks, within the University of Nagano, to demonstrate NGSL mastery. Productive items, similar to the P-VLT (Laufer &amp; Nation, 1999), were developed in two stages beginning in 2016 with participants (Stage 1, N = 67; Stage 2, N = 99) at institutions whose ranks were comparable to the expected rank of the University of Nagano. The receptive items were selected from the NGSLT (Stoeckel &amp; Bennett, 2015). This presentation will report on results for Cohort 1 (N = 247) for Quarters 1-2 (NGSL items 1-1400). Rasch analyses showed that the receptive and productive items were each unidimensional and had high internal reliabilities. In addition, a large correlation was found between the results for the receptive and productive items, and smaller correlations were found between the vocabulary results and results for two standardized tests.</p>	
10:30		
11:00	<p><b>307 (TED) <i>What Is Your Theory of Language?</i></b>  <b>Thomas Martin Amundrud (Nara University of Education)</b></p> <p>Many presentations at PanSIG undoubtedly focus on different aspects of language teaching, such as motivation or autonomy, or the use of mobile devices in and outside of the classroom, or on other important topics pertaining to our profession. Yet in all of these pressing issues, the fundamental role of what the thing language teachers are teaching in class – language – actually comprises, is often elided or ignored. This presentation will provide insights from systemic-functional linguistics (SFL), including the speaker's own research on tertiary EFL classrooms here in Japan, demonstrating why it is important that language teachers grasp the centrality of language in human meaning-making. The speaker will look at ways language learning enables and embodies semiotic development, such as through the role of genre in structuring written and spoken discourse, and the development of a shared metalanguage that teachers can use with their students to provide instruction and feedback. After this presentation, attendees will be better able to evaluate their own teaching and materials, and will better understand the need to make their own teaching and understanding of language more explicit for their students and themselves.</p>	
11:30		
12:00		
12:30		
1:00		

SUN	<b>Sunday Morning Presentations (11:35-12:00)</b>	
9:30	<p><b>308 (CUE) Translanguaging in a Japanese Tertiary Context</b>  <b>John Adamson (University of Niigata Prefecture) &amp; Naoki Fujimoto-Adamson (Niigata University of International and Information Studies)</b></p> <p>In this study, we explore pedagogical “translanguaging” (TL) - the use of students’ L1 in L2 learning - (Blackledge &amp; Creese, 2010) in three contexts at one recently established regional Japanese university. Drawing upon longitudinal studies into TL use among teachers, language advisors and students, we reflect upon its practice in EMI classes (Sociolinguistics and Discourse Analysis) taught by English language instructors, English classes adopting a Content and Language Integrated Learning (CLIL) approach to prepare students for EMI, and a Self Access Learning Center (SALC) where language advisors support student learning for English classes and EMI. Findings are synthesized from EMI instructor perceptions of student language and skills needs (Brown &amp; Adamson, 2012; 2014), English and EMI class tasks encouraging strategic TL (Adamson &amp; Coulson, 2014; 2015; Fujimoto-Adamson &amp; Adamson, 2018), and SALC language use (Adamson &amp; Fujimoto-Adamson, 2012). Collectively, this data has aided understanding of the emerging process of creating bilingual classroom and non-classroom learning spaces where participant agency and language choice are prioritized. Our conclusions argue that effective TL in our context has required a localization of classroom pedagogy for language learning and EMI and non-classroom language advising to create more authentic and motivating study environments for teachers, students of various proficiencies and language advisors.</p>	
10:00		
10:30	<b>Lunch Break (12:00-1:00)</b>	
11:00		
11:30	<p><b>PanSIG 2020 Planning Meeting (12:00-1:00)</b>  <b>2<sup>nd</sup> Floor, Room 201</b></p> <p>All those interested in volunteering their help for the PanSIG 2020 conference in Niigata are welcome to join this meeting and make their voices heard. As well, all SIG representatives that will be coordinating their SIG’s participation for the PanSIG 2020 conference are highly encouraged to attend.</p>	
12:00		
12:30		
1:00		



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SUN	<b>Plenary Interview 3 (1:00-2:00)</b> <b>2nd Floor, Room 201</b>
1:00	<p>For the final plenary session of the conference, Dr. Kensaku Yoshida will be interviewed by Matthew Schaefer, a co-host of the TEFLology Podcast. The interaction will cover Dr. Yoshida's extensive experience in the area of Japan's foreign language education policy. Topics will include his involvement with MEXT in the development of the new Course of Study, changes to the university entrance exam system, and a greater focus on CEFR-type "can-do" statements as goals for junior and senior high school students. The interview will last about 30 minutes and follow a semi-structured format, with Matthew asking a mix of prepared questions and unscripted follow-ups. The interactive nature of this session will allow Dr. Yoshida to share his work in a co-constructed and collaborative manner, with Matthew's role being to interpret, reflect, and investigate his words. Audience members will be encouraged to consider their thoughts on the topics discussed and record their own questions throughout the interview, with an additional 15-minutes set aside for these to be posed to Dr. Yoshida for further exploration and conversation.</p>
1:30	
2:00	<p><i>My main area of research has been in the development of Japan's foreign language education policy. I have been involved heavily in the development of the Course of Study as well as in the changes to be implemented in college entrance examinations. In terms of the former, we have changed the basic structure of the Course of Study so that the main focus is now more clearly stated as being in the development of</i></p>
2:30	<p><i>communicative ability--modeled on the so-called CEFR (Common European Framework of Reference) Can-Do statements. The goal for junior high school graduates is set at A1, and for senior high school graduates at A2 and B1 levels. In</i></p>
3:00	<p><i>order to realize these goals, active learning procedures which emphasize the integrated use of all the language skills are required. However, the revision of English education cannot be realized unless the college entrance examinations are changed from the present one or two skills based tests to proficiency tests based on all four language skills. Although there are still many obstacles of overcome, I think we have taken the first steps in raising the English proficiency level of the Japanese.</i></p>
3:30	
4:00	





SUN		Sunday Afternoon Presentations (2:05-2:30)
		<p><b>203 (CUE) College-Level Pronunciation Instruction</b>  <b>Stephen James Clarke &amp; Lauren Landsberry (Nagoya College)</b></p> <p>Pronunciation teaching is widely neglected due to the perceived difficulty of learning pronunciation compared to other aspects of language, unsatisfactory results, inadequate training, and the tolerance of classroom errors, among other reasons (Szpyra-Kozłowska, 2014). Is explicit instruction worthwhile or could class time be better spent doing something else? The presenters will discuss the results of a one-semester pronunciation project carried out at a junior college, in which teachers used parts of the “Clear Speech” (Gilbert, 2012) textbook as well as other materials to teach several segmental and suprasegmental features. Despite these efforts, the results did not show a noticeable improvement in the subjects’ pronunciation. The presenters believe that negative results should be reported for the good of the field. They will explain the details of their intervention, discuss possible reasons for the negative result, and connect their findings with previously published studies.</p>
1:00		
1:30		<p><b>204 (CALL) Creating an Authentic, Formulaic Phrase Bank</b>  <b>Thomas Patrick Stones (Kwansei Gakuin University), Richard Arber (Beo)</b></p> <p>Developing academic writers have often mastered the use of basic transition devices, but tend to overuse the same devices, in the same position in a sentence leading to a written style that is cumbersome and lacking in fluidity. One way to overcome this is through the use of authentic formulaic language to connect ideas together using a more natural style of prose and add much needed variety to the cohesive devices at their disposal. In order to facilitate this, we implemented an approach to mining, sharing and using formulaic language for academic writing. This presentation reports on the various stages, from mining phrases from authentic academic articles, to sharing the phrases through GoogleSheets to actual use in academic writing. This approach lead to the creation of an extensive bank of authentic, formulaic language that learners could update asynchronously and exposed learners to an approach to academic phrase identification, storage and use that they could take forward into their future studies. This presentation details the approach as well as ways it could be improved and adapted for vocabulary learning and phrase storage in general.</p>
2:00		
2:30		<p><b>205 (CUE) Self Reflections in the Presentation Classroom</b>  <b>Gavin Brooks (Doshisha University)</b></p> <p>Oral presentations are an important part of both EAP and ESP classes (King, 2002) and can improve students’ motivation by increasing the level of interaction and participation in the classroom (Girard, Pinar, &amp; Trapp, 2011). One type of activity that is commonly used in the presentation classroom is self-assessment. While self-assessment tasks have been shown to be beneficial for students in the writing classroom (Saito &amp; Fujita, 2004), there is still very little research on the effectiveness of using self-assessment with oral presentations (Hafner &amp; Hafner, 2003). This study uses a many-faceted Rasch analysis to show how using self-assessment tasks in the presentation class can help Japanese university students (n=11) improve their oral presentation skills (such as gestures, voice inflection, and eye contact). The presenter will: (1) show how Rasch was used to identify differences between the students’ and teacher’s assessment of the students’ presentation skills; (2) examine the tasks that were used to help improve students’ self-assessment skills and; (3) discuss how the results of a Rasch analysis of subsequent self-assessments was used to determine the effectiveness of those tasks. The presenter will finish by outlining how teachers can make use of these techniques in their own classrooms.</p>
3:00		
3:30		<p><b>207 (PRAG) 日本語とスウェーデン語における属格を用いた名詞修飾： 言語教育の視点からの比較と考察</b>  <b>Mitsuyo Kuwano Lidén (Stockholm University)</b></p> <p>本発表では属格を、基本的に、日本語では連体助詞「の」を用い「N1のN2」の形で表すもの、またスウェーデン語では「～s」を用い「N1s N2」の形で表すものとし、この二つの言語において、二つの名詞N1とN2がこの属格により、どのように関係づけられると解釈されるかを比較する。その上で、属格を用いた名詞修飾に関して、スウェーデン語話者である日本語学習者にとって、また日本語話者であるスウェーデン語学習者にとっての、それぞれの言語学習上での困難な点を考察する。</p>
4:00		



SUN	<b>Sunday Afternoon Presentations (2:05-2:30)</b>	
1:00	<p><b>303 (SDD) <i>Teacher in Role: A Tool for Scaffolding</i></b>  <b>Chhayankdhar Singh Rathore (Soka University)</b></p> <p>A majority of approaches under the Performance in Education (PIE) umbrella engage the students in PIE activities while the teachers primarily act as facilitators of those activities. Some teachers hesitate in making use of open-ended drama activities due to a fear of being unable to manage the direction of such activities. However, Teacher in Role is a PIE tool that enables the teachers to go beyond the role of facilitators and engage in the drama activities leading to not only being able to manage the direction and length of the drama activities, but also being able to create opportunities for experiential learning, switching of registers, negotiation of identities, scaffolding improvisations, and perhaps most importantly, altering the hierarchical relationships and flow of knowledge in the classroom. This presentation will provide an introduction of Teacher in Role, its origins, its types as well as its features. Additionally, suggestions would be provided for teachers to be able to make use of this tool in their classrooms while also pointing out the potential challenges and ways to overcome those challenges.</p>	
1:30	<p><b>304 (Young Learners) <i>Promoting Intercultural Awareness Through Projects</i></b>  <b>Mari Nakamura (English Square)</b></p> <p>Today's children and teenagers will come into more contact with diverse cultures in the coming decades than we adults do now due to the effects of rapid advancement in technology, global travel and migration. However, in their current daily lives, they have very limited opportunities to interact with people with different cultural backgrounds. How can we, as English language teachers, help them develop multicultural awareness? As a way to meet the challenge, the presenter started intercultural understanding projects with her G2 to G11 students in 2015, collaborating with schools in non-English speaking countries such as Brazil, Slovenia and Spain. In these projects, students have exchanged letters, holiday cards, videos and more using English as a medium for communication, and shared information most relevant to each age group: families, hobbies, schools, and traditions. This presentation will demonstrate how to manage intercultural understanding projects at a school with a limited instruction time and share some works by both the presenter's students and the partner schools' students. In addition, it will discuss students' perceptions of these experiences using the data collected through a student survey, with the focus on motivation, multicultural awareness and the value of English as a lingua franca.</p>	
2:00	<p><b>305 (SA) <i>Homestay Preparation Workshop Activities</i></b>  <b>Robert Dykes (Jin-ai University) &amp; Richard Eccleston (University of Fukui)</b></p> <p>Some language learners are lucky to travel abroad to a destination where their L2 is the native language. However, these learners may have never traveled before, may not have a high-level grasp of their L2, and/or may have never used their L2 in a practical, natural, or colloquial setting. This presentation will cover several activities for study abroad or homestay preparation workshops. One activity covered, a hybrid version of popular party word guessing games, teaches the students various methods of communicating meaning. Using their existing L2 ability and non-verbal communication methods, students can fill or maneuver around gaps in their L2 knowledge. An additional key area to bolster for students traveling abroad is their own cultural awareness. Students who have not traveled much are often unaware of the uniqueness and attractions of their own home life and culture. Through the guided creation of a notebook, the students create their own travel guidebook and journal, which they can use to present and explain their home life and culture. Working on these communication skills and their own cultural awareness can help boost student confidence and motivation, and create a more rewarding experience for students and host families.</p>	
2:30	<p><b>306 (THT) <i>Customizing Presentations for THT in Asia</i></b>  <b>Michael Furmanovsky (Ryukoku University)</b></p> <p>When Teachers Helping Teachers began its volunteer work in Vietnam, and other parts of Asia over a decade ago, few Japan-based presenters gave much thought as to how to customize their presentations for the audience. In many cases, they would give the same type of presentations as they gave at JALT events. While any presentation can have its merits, the core ethos of THT is to give practical and useful help and, especially in the early years, mismatches of topic and target audience were, common. While much of this mismatch came from a lack of knowledge of our target teacher's actual teaching situation, a more complex problem was our lack of understanding of the overall educational culture; the official EFL curriculum in high schools and university and the actual classroom environment in which these (often very young) teachers were working. This presentation will look at some of the ways in which a teacher volunteer from Japan can use a variety of sources of information, including THT's own body of publications, to realistically tailor a presentation to a target country's educational system and teaching environment.</p>	
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SUN	<b>Sunday Afternoon Presentations (2:05-2:30)</b>	
1:00	<p><b>307 (TBL) <i>Using Video and Skype for Task-Based Learning</i></b>  <b>Kazumi Kato (Tokai University)</b></p> <p>This presenter researches how Japanese students can conduct task-based group projects in English. She created model video materials of university students in the United Kingdom performing a picture story task. In this video, students use a series of useful expressions while making a picture story and also demonstrate how to conduct group work in English. Using the video, the presenter created a teaching method aimed at helping Japanese students accomplish group speaking tasks in English. In this method, there are several unique activities for students. For example, students record and analyze their own discussions and compare them with the model video. Then they make corpus lists with expressions they want to use in their discussion. Students do extensive corpus practice using activities on the Quizlet application and quiz each other to test their language acquisition. After one series of this discussion practice in the fall 2018 semester, students did the same picture story task with students in Singapore using Skype. In this presentation, the presenter will introduce the materials and methods then give an analysis of the group discussions between the Singaporean and Japanese students from the aspects of the Japanese students' English acquisition and performance.</p>	
1:30	<p><b>308 (CUE) <i>A Review of Explicit Listening Strategy Training</i></b>  <b>Brett Milliner &amp; Blagoja Dimoski (Tamagawa University)</b></p> <p>Despite being recognized as the language skill most strongly correlated with rapid development of foreign language skills (e.g., White, 2008), listening is reported to be both the most under-researched (Harding, Anderson &amp; Brunfaut, 2015; Yeldham, 2017) and the most neglected by foreign language teachers (Graham, Santos &amp; Vanderplank, 2011; Siegel &amp; Siegel, 2015). Motivated by their will to improve as L2 listening teachers, the presenters embarked on a study to develop listening training approaches based on contemporary listening research. They piloted twelve English as a lingua franca-informed listening training activities in their classes at a Japanese university. In this presentation, the authors provide a review of the listening training program for 150 students. Comparisons between pre and post-program listening assessment, student feedback and reflections from the teachers will be reviewed to assess the effectiveness of the pilot study. Participants in this talk can hope to go away with some ideas for how they can teach listening more effectively in their own English classes.</p>	
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SUN		Sunday Afternoon SIG Forums (2:05-3:30)	
		<b>201 (TD) Teacher Development SIG Forum</b> <b><i>Understanding Teacher Efficacy: SIGs in Dialogue</i></b> <b>Matthew W. Turner (Toyo University), Michael Ellis (International Christian University High School), Sam Morris (Kanda University of International Studies), Curtis Kelly (Kansai University), James Sick (Temple University, Japan), Joanne Sato (Toyo University)</b>	
1:00		JALT's forthcoming national conference this year will partly consider the broad theme of teacher efficacy. Yet, what does this term mean, and how can it be explored and approached across the many special interests in our field? In this forum, three Teacher Development SIG officers will each conduct a 20-minute interview with invited representatives from the BRAIN, ER, and TEVAL SIGs, in order to collaboratively and dialogically explore this topic with one another. It is hoped that through formal interaction, SIGs can not only cooperatively construct a richer understanding of teacher efficacy from multiple perspectives, but also strengthen an awareness and find commonalities in the activities of each other's groups. The forum will conclude with exchanges between the invited SIG representatives on the emergent themes of the session, supported and guided by audience input and questions.	
1:30		<b>202 (BizCom) Business Communication SIG Forum</b> <b><i>The Business Communication SIG's World Café Forum</i></b> <b>Michael Phillips (Ritsumeikan Asia Pacific University), Craig Nevitt (Hiroshima Bunkyo University)</b>	
2:00		This will be a collaborative dialogue around questions that matter: What kind of teaching activities do you use and why? How do you introduce business knowledge into the classroom? The World Café method enables movement from one conversation to the next, supported by experienced facilitators, building new dynamic ideas through collaborative conversations.	
2:30		(1) World Café on Money: A forum on teaching money in the business classroom. Money is the engine that turns the world, yet, beyond some cursory accounting or a glimpse at a financial statement, money is rarely addressed in business textbooks. After a short presentation on using stock market apps as a way to connect money to current events, participants will interact to share their ideas on teaching money. (2) World Café on Cross-cultural Communication: A forum on teaching and exploring intercultural competence in the business classroom. Culture is much more than the hard concepts of race or nationality, as seen in such concepts such as corporate or organisational culture, even down to a "personal culture". After a short presentation on cultural relativity, participants will share their own personal cultural insights and share activities that develop student's cultural competence.	
3:00		<b>301 (VOCAB) Vocabulary SIG Forum</b> <b><i>Researching/Teaching Discipline-Specific Language</i></b> <b>Laurence Anthony (Waseda University)</b>	
3:30		Teaching language patterns that are characteristic of academic writing and presentations in specialized disciplines can be a serious challenge for language instructors. Many instructors will not have the relevant background to know what language patterns are preferred within and across specialized disciplines or what variations in language use might exist. Also, they may struggle to find relevant teaching materials, as published textbooks on writing and presentation are likely to cater for a wide, diverse audience of learners and thus ignore the idiosyncrasies of particular disciplines. This workshop aims to provide participants with a useful set of tools and a clear set of principles by which they can collect relevant discipline-specific language data, analyze that data to identify characteristic language patterns, and introduce those patterns and the methods of analysis to learners in the classroom. As part of the workshop, participants will learn how to use the new AntCorGen automatic discipline-specific corpus generation tool (Anthony, 2018) and address some of its limitations through the use of other data-collection tools. The workshop will also provide a clear, practical demonstration of in-class discipline-specific language teaching with a focus on academic writing for scientists and engineers.	
4:00		<b>302 (LiLT) Literature in Language Teaching SIG Forum</b> <b><i>Texts That Work</i></b> <b>Simon Bibby (Kobe Shoin Women's University), Paul Hullah (Meiji Gakuin University), Iain Maloney (Nagoya University of Foreign Studies), Vicky Richings (Kobe Shoin Women's University), Akira Watanabe (University of Yamanashi)</b>	
		The most commonly asked question regarding literature in language teaching regards what texts can be used with language students, and we address this directly in this PanSIG Literature in Language Teaching (LiLT) Forum. Presenters explain texts they have used in their language classes, their criteria for choosing texts, and the activities they used in classes. We consider issues such as dealing with mixed-level classes, learner autonomy, authenticity and creativity. Presenters talk about their varied teaching settings, including Spanish as a Foreign Language and Japanese as a Foreign Language, in addition to English as a Foreign Language classes. Following this we invite forum participants and attendees to discuss their own experiences and ideas regarding text selection and use. This LiLT SIG Forum is friendly and inclusive, and welcomes not just LiLT SIG members, but attendance and participation of non-members too.	

SUN	<b>Sunday Afternoon Presentations (2:35-3:00)</b>	
1:00	<p><b>203 (PRAG) <i>How About You and So On: Formulaic Language</i></b>  <b>John Campbell-Larsen (Kyoto Women's University)</b></p> <p>Speakers do not proceed through their utterances word-by-word but deploy a large number of multi-word chunks and formulae in the course of interaction. The ability to use formulaic language is a key indicator of fluency (McCarthy, 2010, Hasselgreen, 2004). Second/foreign language learners often (over)rely on a limited menu of formulas and may use them in ways that are subtly different to native speakers of the language. This may result in sending unintentional messages and possible pragmatic confusion. This presentation focuses on four fixed expressions that are frequently found in the talk of Japanese learners/speakers of English: How about you?, By the way, And so on and Let me see. The presenter will outline their functions in English based on corpus data and describe the ways that they are used in student talk. The presenter will suggest that a more nuanced understanding of the functions (on the part of both teachers and students) of these formulae and explicit teaching of alternatives will aid learners achieve more developed pragmatic and interactional abilities.</p>	
1:30	<p><b>204 (CUE) <i>An Analysis of the Ability to Make a Short Speech</i></b>  <b>Sachiko Aoki (Ritsumeikan University)</b></p> <p>To prepare university students for the TOEFL iBT and IELTS speaking tasks and subsequently for studying abroad, an independent speaking task was incorporated both as a classroom activity and assessment tool. A many-facets Rasch analysis was conducted to investigate the ability to make a short speech on a familiar topic and the instruments such as the recording task and an analytic rubric. Facets modeled in the analysis were test-taker, topic, rater, and three rating category items. Unidimensionality of the construct was shown to be strong. Extensive calibration of rater performances was intentionally avoided because the task and assessment tool were designed for busy teachers, but the rater agreement was higher than the expected percentage estimated by Facets. The results of the analysis revealed that self-raters were the most severe, but the rater severity did not vary much between native and non-native raters. Bias interactions between test-takers' gender and rating category items and between rater groups (native vs. non-native) and rating category items showed interesting tendencies in test-takers' ability measures and rater performances. Possible improvements of the instruments and assessment procedure will be also discussed.</p>	
2:00		
2:30	<p><b>205 (CUE) <i>A Reflective Account on a "Special" EFL Classroom</i></b>  <b>Mizuka Tsukamoto (Ritsumeikan University)</b></p> <p>The amount of literature on including students with special needs in an EFL classroom is limited, especially in the context of Japanese universities (c.f. Enjelvin, 2009; Cooper, 1996) and not many English language teachers in Japanese universities seem to have the knowledge or experience in how to support them in their classroom. Being put in the position of teaching a blind student in a required first-year English reading course led the presenter to recognise the limited information available to teachers and the value of sharing this experience with others. This session will include information on support provided by the institution, insights into what kind of support may have been helpful for both the teacher and the whole class, the presenter's classroom practices and a reflection from the student on his experiences in the class.</p>	
3:00		
3:30	<p><b>206 (LD) <i>Fostering Students' Needs Through Ideal Classmates</i></b>  <b>Wendy Davis (Temple University Japan) &amp; Joseph Falout (Nihon University)</b></p> <p>Stimulating interactive (social) student engagement is one role of the teacher, but what if students could effectively and positively strengthen their interactions with two simple procedures? (1) Asking students what they want from each other and (2) returning to everyone what the whole class says they want. These procedures have gotten positive results in universities and junior high schools in Japan and in private language schools in Indonesia. Student-generated ideas about how their classmates could help them learn better and more enjoyably were shared across the classroom resulting in socially-motivated behaviors. Becoming each other's Ideal Classmates meant students perceived themselves and their classmates having reciprocally supportive behavior. Research in the field has shown a strong correlation between students' perception of their behavior and attitude in class and that of their classmates'. Research also found students' self-reported changes in behavior were qualitatively high. The presentation will introduce Ideal Classmates, talk briefly about the various studies using the Ideal Classmates procedures, and address how to implement Ideal Classmate procedures into classrooms. The presenters will demonstrate various activities they have used successfully to foster supportive classroom behavior using Ideal Classmates.</p>	
4:00		

SUN		Sunday Afternoon Presentations (2:35-3:00)
1:00		<p><b>207 (CUE) <i>The Three Tenets of a Good Writing Theory</i></b>  <b>Rick Mitcham (Kyoto Sangyo University)</b></p> <p>The problem of a general lack of motivation, productivity, and quality - what Belcher (2009) calls 'writing dysfunction' - is common across academia. If academic writers, student or otherwise, are similarly afflicted, then this paper offers solutions to producing academic writing successfully. Among the primary causes of writing dysfunction according to Hayot (2014) is the way that academic writers think about writing, their 'theory of writing'. Based on the speaker's academic training, research conducted in the classroom, and the ideas of Belcher and Hayot, this paper attempts to help academic writers by outlining a good theory of writing that both students and teachers may find useful for developing their own writing. Composed of three tenets, the theory asserts that writers pursue a passion, follow an academic writing process, and use writing as a tool to develop their thinking. The presenter will also suggest ways in which academic writers, especially those using English as a foreign language, can learn to write with more originality. After discussing the tenets of a good theory of writing, the presenter will look at the French novelist Marcel Proust, a highly motivated, prolific, and original writer who embodied all three tenets of the good theory of writing.</p>
1:30		<p><b>303 (CUE) <i>Teach Paragraph Organization with Online Quizzes</i></b>  <b>William Pellowe (Kindai University)</b></p> <p>Paragraph organization is a serious challenge for many of our Japanese students. To help raise students' awareness of what a "good" paragraph should look like, the presenter created a series of online quizzes for students to do. In this presentation, the presenter will demonstrate how to create an online, self-correcting multiple-choice quiz through Google Forms with randomization of the question order and option order. The examples he'll use are from his writing course, but the quiz format itself can be used for any type of course. After the step-by-step demonstration, the presenter will show some of the quizzes that his students took, so that attendees can see how the presenter focused students' attention on various aspects of paragraph organization. Finally, the presenter will demonstrate how easy it is to collect the results of these quizzes.</p>
2:00		
2:30		<p><b>304 (TED) <i>First Steps in PD: Intro to Abstract Reviewing</i></b>  <b>Jamie Taylor (Nanzan University), Wendy M. Gough (Bunkyo Gakuin University) &amp; Joseph Tomei (Kumamoto Gakuen University)</b></p> <p>Many people are interested in getting more involved with professional development (PD) activities as well as conference planning, but are not sure where to start. Volunteering to review presentation abstracts is a great way to begin. Reviewing conference abstracts can help you get more involved with professional development, hone your own abstract writing skills, and get an insider's look at the types of presentations that will be offered at a conference. This presentation by the PanSIG conference submissions and reviewing chairs will begin with an overview of general guidelines for reading and reviewing abstracts for JALT and other teaching-related conferences. Then the presenters will show examples of abstracts as well as good and bad reviews from a recent major JALT-affiliated conference. They will discuss how to read and review abstracts in a manner that provides constructive feedback without discouraging the presenter and suggest how this constructive feedback can ultimately help the reviewer develop as a researcher. They will also provide a list of upcoming conferences that are looking for volunteers to read and review abstracts.</p>
3:00		
3:30		<p><b>305 (ICLE) <i>Adult Learner Hopes and Native/Local Teacher Roles</i></b>  <b>Tamami Kita (beo college)</b></p> <p>The differing roles expected of native (NET) and non-native teachers of English (NNET) in Japan have garnered increasing attention (Blaine, 2010; Houghton &amp; Rivers (eds.) 2013; Fukunaga et al., 2018). Native teachers are viewed as gatekeepers of the community which learners aim to join, while non-native teachers are seen as models who share similar cultural-linguistic backgrounds and study experiences. This study contributes to the discussion with empirical research into perceptions held by Japanese adult language learners, by reporting on Japanese students who have completed compulsory education, and receive the instruction of both NET and NNET at a study abroad preparatory college. Participant's English levels were intermediate to advanced, and all exhibited firm motivation to learn since they possessed applications to or offers from British universities. Likert scale questionnaires and focus group discussions were used in order to investigate the divergence between stereotypes and academic or cultural needs. Their opportunity to enter an English-speaking community as a NNET is applicable to the innumerable Japanese learners who need to enter such communities for work, study and leisure. The research reveals the value of a combination of NET and NNET instruction for students and has strong implications for instructors of adult Japanese learners.</p>
4:00		



SUN	<b>Sunday Afternoon Presentations (2:35-3:00)</b>	
1:00	<p><b>306 (Young Learners) <i>Teaching Reading to Beginners in a Second Language</i></b>  <b>Frances Jane Shiobara (Kobe Shoin Women's University)</b></p> <p>There is little doubt that English language learners need to learn to read, but there is some controversy as to when and how this should be done. In the past reading was not taught until junior high school in Japan, but with the new emphasis on English in public elementary schools some people believe that elementary school students should also start learning to read. In view of this it is important to consider the ways in which reading can be taught and how that fits with the activities in Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) recommended textbooks. In English as a first language beginner readers are generally taught with a combination of phonics, whole language and sight words. The aim of this research was to analyze a number of MEXT approved textbooks in order to see what reading activities are included in these textbooks, and how this corresponds with the ways that English reading is taught as a first language. This presentation will show the results of this analysis and include suggestions as to what activities might be used to supplement these textbooks in order for beginner readers to be taught in a more comprehensive manner.</p>	
1:30	<p><b>307 (TBL) <i>The Effect of FonFs in TBLT – A Longitudinal Study</i></b>  <b>Travis Jeremy West (Rikkyo University)</b></p> <p>Research in Task-based Language Teaching (TBLT) has revealed a pedagogic divide regarding the role of Form-focused Instruction in the second-language classroom. This study analyses a Focus-on-Forms (FonFs) approach to language teaching, which Long (2015) characterizes as the explicit teaching of language forms, one at a time, in order to fulfill the goal of equipping the learner with a new set of language skills. The study addresses the effectiveness of a FonFs approach on language acquisition, the effects of explicit instruction on alternative form use, and the effects of a FonFs approach on particular language forms. This study utilizes the RED Corpus, which consists of over 48,000 words, translated from over 750 minutes of learner-learner discourse recorded during one year of academic study in a task-assisted English Discussion Course at a university in Japan. The analysis of longitudinal target language use over one year of study reveals that basic functional language representing already established declarative knowledge, such as giving opinions and reasons, occurred uniformly throughout the corpus. However, the frequency of non-proceduralized target forms, such as joining a discussion and changing topic, displayed evidence of a post-treatment benefit – i.e. the frequency of target-language use was significantly higher after explicit instruction.</p>	
2:00		
2:30	<p><b>308 (CUE) <i>Form-Focused Instruction and Corrective Feedback</i></b>  <b>Jarwin Kent Martin (Temple University Japan)</b></p> <p>This study examined the effects of form-focused instruction with the aid of corrective feedback (CF) as part of grammar instruction to improve the learner's competence in the acquisition of adverbs of frequency. The study took place over a 6-week period and included a Japanese participant with elementary level English. Analysis of pretest and posttest data revealed a significant improvement in the accurate production of the target grammatical structures. The results further indicated that the participant has benefited from both explicit type of Form-Focused Instruction (FFI) and explicit type of corrective feedback (CF). Qualitative methods including self-assessment were used as part of data collection, and further analysis of this data revealed a strong preference for both explicit presentations of the forms and explicit type of corrective feedback.</p>	
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SUN	<b>Sunday Afternoon Poster Session (2:35-3:30)</b> <b>5th Floor Atrium</b>
1:00	<p align="center"><b>(GILE) <i>Tales of Accessibility in Language Learning</i></b>  <b>Ryota Moriya (Utsunomiya University), Andrew Reimann (Aoyama Gakuin University),  Ryoko Sato (Reitaku University) &amp; Liz Shek-Noble (Showa Women's University)</b></p> <p>As the diversity of classrooms increases, a growing number of teachers are becoming aware that there is no “one-size-fits-all” pedagogy of language learning. Learners with special needs are one example that language teachers face in their classes. According to JASSO (2017), the percentage of students with disabilities in post-secondary education has significantly risen from 0.44% to 0.86% since 2014. However, only 28% of university-level English classes offer support for students with disabilities (Tonooka, 2015). The 2016 Act for Eliminating Discrimination against Persons with Disabilities reinforces the provision of reasonable accommodation for special needs learners as well as shifting the notion of disability from impairment to inaccessibility to learning resources. What can language teachers do to improve overall learning experiences? This presentation highlights discussions regarding creating a collection of resources for sharing classroom stories concerning accessibility in language learning. Presenters will share their insights into developing accessible learning. Areas include communication, physiological, psychological, social and cognitive differences that affect accessibility to learning resources. Presenters will use a narrative format to share their stories and experiences in managing diversity in/outside the classroom. The goal of this interactive presentation is to collect stories to help learners and teachers improve accessibility.</p>
1:30	
2:00	<p align="center"><b>(CALL) <i>Using Text-Messaging to Develop Speech Fluency</i></b>  <b>Nami Takase (Nagoya University)</b></p> <p>Research on formulaic sequence has been given wide attention that formulaic sequence is often processed faster than lexical items (Wiktorsson, 2000) and it has been recognized that it plays an important role in fluency development (Towel et al., 1996). Despite the given concern, learning formulaic sequences is one of the challenges language learners face especially in an EFL context where the exposure to the language is limited outside of class. Also, it has been pointed out that formulaic sequence is problematic as it is difficult to recognize (Lewis, 2009). This poster presentation suggests the use of text-based chat rooms as an alternative way of implementing task-based language learning and how it may have more impact than traditional face-to-face learning for oral development. Face-to-face and chat room groups each conducted a series of tasks which included formulaic sequences. Oral speaking tests and gap-filled test were used to measure pre- and post-task development. The result indicates that use of chat room tasks enabled to retain formulaic sequences knowledge longer and thus elicits the target language in appreciating context more often than face-to-face groups. The detailed analysis of the pre-and post-test results will be discussed in terms of the complexity of the sentence, accuracy, and fluency.</p>
2:30	
3:00	<p align="center"><b>(BRAIN) <i>Bilingualism and Adolescent Brain Development</i></b>  <b>Glenn Magee (Ehime University)</b></p> <p>Adolescence is a period of considerable change in brain structure for teenagers. It is a time where teenagers are primed for learning and developing faster and more specialized neural networks. This is one reason why teenagers are able to learn things at an increased rate when compared to older adults. However, the flip side is that paying attention, emotional stability, and self-control are acquired at a slower rate because of an inability for teens to reflect on their own behaviour (Blakemore, 2018). Studies of children and older adults have associated bilingualism with improved cognitive control over monolingual teens in these three areas (Bialystok, Martin and Viswanathan, 2005) and for which recent research suggests the effects are more easily seen during the period of adolescence (Yin, Himel and Bialystok, 2018). This short presentation will introduce research on how adolescent brains develop during this period from a bilingual perspective.</p>
3:30	
4:00	<p align="center"><b>(THT) <i>Teacher Training in Kyrgyzstan and Indonesia</i></b>  <b>Roger Palmer (Konan University) &amp; Yanty Wirza (Indonesia University of Education)</b></p> <p>This poster outlines the work of two models of teacher training: the first details teaching seminars run by Teachers Helping Teachers (THT) in Kyrgyzstan, in which workshops support in-service instructors at the primary, secondary and tertiary level; and the second describes the undergraduate and graduate teacher training program at the Indonesia University of Education (UPI), which trains future English instructors as well as in-service teachers in Indonesia. By pooling ideas and collaborating on areas of mutual interest, the two presenters have been aiming to improve the quality of training. Subtopics covered in the poster include the distinctive teaching contexts of the two countries; the main challenges confronted by teachers in those societies; key elements of the teacher training undertaken; and suggestions on how the approaches of THT and UPI can come together to provide better training in terms of both policy and practice. The poster presenters hope that the resulting discussion will inspire more Japan-based language instructors and researchers to involve themselves in opportunities to develop their careers in Indonesia and Kyrgyzstan.</p>

SUN	<b>Sunday Afternoon Poster Session (2:35-3:30)</b> <b>5th Floor Atrium</b>
1:00	<p><b>(ER) Self-Selected Online Video Viewing with Free Sites</b>  <b>Christopher Robert Cooper (Himeji Dokkyo University)</b></p> <p>Extensive listening and extensive viewing are still largely unexplored areas (Renandya &amp; Jacobs, 2016). This presentation will focus specifically on the use of free online video services to provide learners with comprehensible input based on one semester of classroom-based research. University students were given time to watch videos in class, rate their understanding and interest levels, then have a discussion about the videos they watched, which was largely a retelling activity. Video channels were suggested to students with the instructor-made site EngLinks (<a href="https://cooperchris17.wixsite.com/englinks">https://cooperchris17.wixsite.com/englinks</a>). Preference was given to short videos that were likely to be visually comprehensible without understanding all of the language. Most of the videos were not designed for language learners, nor were they graded. The intention was to inspire students to watch 'real world' videos in English outside the classroom. The participants of this study took part in the extensive listening activity once a week throughout one 15 week semester. End-of-study questionnaire data is presented, along with a 4-week snapshot of viewing log data and reflective observations by the instructor.</p>
1:30	<p><b>(LD) SALC Series: Promoting Independent Learning</b>  <b>Branden Carl Kirchmeyer (Sojo University)</b></p> <p>In Japanese universities with compulsory English curriculums, administrators of self-access centers (SACs) are especially challenged with finding ways to encourage and support independent language learning. As Reinbold (2018) summarized, it is not enough to simply provide a space with self-access materials and resources; learners require structured training in both SAC use and autonomous learning. This poster provides an overview of a program called the 'SALC Series' which was developed to strengthen the connection between a university's two-year compulsory English program and the department's self-access learning center by systematically incorporating explicit instruction of independent learning techniques and strategies into the pre-existing curriculum. The poster will graphically illustrate (1) an overview of the program's developmental history, (2) the series' structure and how it integrates with each curriculum, (3) key concepts and tasks that are explored within each episodic interactive lesson module, and (4) anonymized student data showing usage and reception. The presenter will have several iPads on hand for participants to explore actual (offline) lesson modules used in the program via the Moodle app. As a curriculum teacher, SALC Coordinator, and Moodle administrator, the presenter will be equipped to discuss each aspect of the project with attendees.</p>
2:00	
2:30	
3:00	<p><b>(ER) The Power of Bibliobattles in the ER Classroom</b>  <b>John Patrick Owatari-Dorgan (Nagasaki International University)</b></p> <p>Despite the popularity of Extensive Reading (ER) in English as a foreign language (EFL) classrooms and availability of suggested activities, teachers may be searching for new and exciting activities that bring ER into the classroom context. Moreover, teachers may find it difficult to encourage students to engage meaningfully and deeply with the books that they have read as a part of ER. This presentation covers the ways that Bibliobattles may be adapted for use in an EFL classroom. Furthermore, the presenter discusses the effects of using Bibliobattles with graded readers on reading engagement and the uptake of new titles. Specifically, the presenter explores how often participants selected a book which had won a previous Bibliobattle as their general extensive reading material and how the Bibliobattle activity altered students' perceived comprehension of their selected ER books. Additionally, the presenter provides a recommended approach for implementing Bibliobattles as a part of an ER curriculum and considers additional future changes to the Bibliobattle model to meet the needs of EFL students in an ER context. The presenter hopes to show a fun and engaging way for instructors to bring ER into the classroom setting.</p>
3:30	
4:00	<p><b>(LD) Perspectives from the Pink Shirts</b>  <b>Andria Melissa Lorentzen (Kanda University of International Studies)</b></p> <p>Student interns are vital to running a conference successfully. However, despite the significant impact they have on the efficient running of typical conference procedures, there has been little research examining interns' experiences. Intern feedback can not only help improve the conference, but also provide insight on how to better meet the needs of future student interns. To gain insight into these perspectives, a mixed-method survey was administered to student interns who volunteered at a major conference in Japan. This presentation will share findings relating to how effectively the internship program is meeting the goals of the organization, according to students' perceptions. It will also share feedback from students about English use, conference expectations, and suggestions for improvement. Opportunities for learner development and suggestions on how to more effectively use student interns will be discussed. It is hoped that this will lead to positive changes to conference intern programs, which will promote more rewarding experiences for interns and attendees alike.</p>

SUN	<h2 style="text-align: center;">Sunday Afternoon Poster Session (2:35-3:30)</h2> <h3 style="text-align: center;">5th Floor Atrium</h3> <p style="text-align: center;">(CUE) フードツーリズムのためのESP:九州を例に Akiko Tsuda (Nakamura Gakuen University)</p> <p>2020年の東京オリンピックを控え、世界各国から外国人観光客が日本を訪れており、日本観光で期待していることの一つに、「和食」が挙げられるが、首都圏や関西に比べ、地方都市では食産業での英語対応は進んでいない。また、宗教による食事制限やベジタリアニズムなど、食文化の多様性に関する配慮も遅れている。本発表では、九州の大学における実践例として、「九州の郷土料理を世界に発信する」ことを目標にした、CLIL教材の開発と授業実践を日英両言語で報告する。特に、①フードツーリズムの英語ニーズ分析、②専門教員と英語教員とのコラボレーション、③グローバルな視点での授業運営について検討したい。</p>
1:00	
1:30	<h2 style="text-align: center;">Sunday Afternoon Presentations (3:05-3:30)</h2>
2:00	<p style="text-align: center;"><b>203 (CUE) ESL Teacher Autonomy in a Japanese University</b> <b>Andrew Gallacher &amp; Peter Harrold (Kyushu Sangyo University)</b></p> <p>Teacher autonomy relates to the teacher's ability, freedom and responsibility to self-direct and self-reflect on choices that affect their role as a teacher. In environments with standardized curriculums the teacher's ability and opportunity to exercise their autonomy can feel restricted. In order to explore this avenue further, this study employs a two-fold approach by examining (1) the degree to which English language teachers in a university in Japan felt autonomous whilst adhering to a standardized curriculum, and (2) how teachers that self-identified as having a significantly higher degree of autonomy than their colleagues continued to find ways to exercise it in this context. Findings suggest that teachers are still able to create spaces to express their autonomy through processes of supplementation or modification, which may be motivated by either feeling a responsibility to offer their students more, or a desire for professional freedom and confidence in using their own discretion.</p>
2:30	<p style="text-align: center;"><b>204 (CUE) Bringing the Humanities into the EFL Classroom</b> <b>Olivia Kennedy (Ritsumeikan University)</b></p> <p>This presentation describes the design, implementation, and student reaction to an elective course based on Japanese novel Taigan no Kanojo ('Woman on the other Shore') by Kakuta Mitsuyo. The novel explores life in contemporary Japanese society through the experiences of three central female characters and provides rich opportunities for exploration and discussion of a wide range of topics pertaining to gender and employment. Taught in English, but with the main text also available in Japanese to reduce cognitive load, the course sought to introduce the students to literature taught in the Humanities tradition while also improving their English skills. While students were initially anxious about their spoken English ability for discussion activities, it soon became clear that the broad reading, critical thinking, and comprehensive writing skills necessary were also unfamiliar to many course participants. Specific strategies were therefore used to foster achievement in all these areas, and covered classroom management, emotional support, cognitive scaffolding and linguistic adjustment. The techniques used to increase student participation and enjoyment while also improving learning outcomes will be discussed in detail, and examples will be distributed.</p>
3:00	
3:30	<p style="text-align: center;"><b>205 (CUE) CLIL: What to Teach International Culture Students</b> <b>Cameron Smith &amp; Vick Ssali (Aichi Gakuin University)</b></p> <p>This presentation considers the approach taken to teacher and student content selection in a required three-year Content and Language Integrated Learning (CLIL) course in the culture and history of English-speaking countries at a Japanese university. Students arriving at the university typically have little knowledge of international history, geography and culture. At the same time, their English level does not initially support direct instruction in academic content. An approach is therefore taken where tangible topics (for example: Easter, tea, baseball) present both easy-to-process basic content as well as opportunities to discuss deeper cultural and historical issues (e.g., Christian ethics, European exploration and British imperialism, the rise of American power in the Pacific). Students also research and create several poster presentations over a semester related to unit themes (e.g., a festival, a drink, a sport) according to our developed structured guidance. The course appears to motivate students and is popular with teachers on the team. We will discuss our approach to content selection, and our methods of helping students achieve a successful portfolio of presentations. We hope to exchange experiences with other educators using CLIL in the classroom, as well as those interested in taking up CLIL for the first time.</p>
4:00	

SUN	<b>Sunday Afternoon Presentations (3:05-3:30)</b> <b>206 (BILING) Parents' Bilingual Strategies and Activities</b> <b>Lauren Inneke Landsberry (Nagoya College) &amp; Tenesha Kanai (Osaka City Board of Education)</b>
1:00	<p>Many foreign parents living in Japan attempt to raise their children as bilingual and bicultural, and those who choose to do so, recognise that it is imperative to have well thought-out language strategies to foster their children's linguistic competence, and to be intentional with activities that will further their children's exposure to their dual heritage and cultures. This presentation examines the language strategies and practices adopted by foreign parents raising bilingual and bicultural children in Japan. Quantitative and qualitative data was obtained between May and October 2018 via an online questionnaire from 145 foreign mothers attempting bilingual and bicultural child-rearing. Results highlight the strategies of communication used by the parents to develop their children's languages, and will discuss the cultural activities their children are exposed to. It also will examine the cultural identity that the parents in the study wish for their children. This presentation may be of interest to attendees raising or considering raising their children as bilingual and bicultural in Japan.</p>
1:30	<p><b>207 (PRAG) Teaching Empathy and Sympathy Through Disasters</b>  <b>Robert Carl Olson (Sapporo Gakuin University)</b></p>
2:00	<p>The official Chinese character for the year 2018 was 災 or disaster. A year of earthquakes, floods and other calamities provided fertile ground for discussion in English conversation classrooms. One area of conversation that may lead to confusion is attempting to express empathy and sympathy. A speaker who is attempting to encourage optimism or express condolences may instead appear to be callous or condescending towards people who have endured a crisis. This risk of misunderstanding increases when participants in a conversation speak different languages and come from different cultures. This presentation begins with a look at how pragmatic principles, especially context (the objective setting and situation for all speakers) and cotext (the subjective experiences and attitudes of each individual speaker), can be used to assist Japanese college students in expressing empathy and sympathy in English. The presentation continues with an explanation of how one university teacher used discussions and roleplaying activities related to recent disasters after introducing a variety of relevant words and phrases and instruction on how to apply context and cotext to gauge their appropriateness to teach students how to express and receive empathy and sympathy.</p>
2:30	<p><b>304 (TED) First Steps in PD: Intro to Paper Reviewing</b>  <b>Caroline Handley (Asia University) &amp; Glen Hill (Obihiro University of Agriculture and Veterinary Medicine)</b></p>
3:00	<p>In addition to abstract reviewing, reviewing paper submissions to journals is another great PD opportunity. By reviewing papers for JALT journals you can improve your own writing skills, learn about the publication process, contribute to your teaching community, and enhance your professional skills. In this presentation we will discuss what is expected of a reviewer and how to produce constructive reviews that are useful to authors, whether the paper is accepted or not. The presenters, the current JALT Publications Board Chair and the CUE SIG Publications Officer, will talk about volunteering as a reviewer for JALT's entry-level publications, the Post Conference Publication and The Language Teacher, as well as SIG publications and the PanSIG Journal. There will be plenty of opportunity to ask questions and it is hoped that at the end of the presentation participants will feel ready to contact journal editors about volunteering as a reviewer with a JALT or SIG publication.</p>
3:30	<p><b>305 (LD) Comparing Two Self-Access Conversation Spaces</b>  <b>Andrew Dennis Tweed (Meijo University) &amp; Richard Hill (Meijo University)</b></p>
4:00	<p>Self-access learning centers (SALCs) provide language learning resources that accommodate different learners and aim to promote learner autonomy (Cotterall &amp; Reinders, 2001). Currently, many SALCs include social spaces so that, in addition to utilizing material and technical resources, learners have opportunities to use the target language through interaction. There are at least two kinds of social spaces found in SALCs in Japan. Perhaps the most common one is English conversation lounges which are found on many university campuses. These are spaces where learners communicate in the L2 with others who can speak the language, including teachers and students. Less common than these lounges are speaking practice centers that are run in some universities. In speaking practice centers, students can make appointments to meet one-on-one with a teacher or a learning advisor in order to develop their oral language skills. From the authors' experiences, learners are drawn to these social spaces for various reasons. While both present opportunities to use the target language, their arrangements exhibit particular affordances and constraints. In this presentation, we will compare these two spaces in order to reveal their unique qualities. Time will be included so that participants can share their experiences with similar social learning spaces.</p>



SUN	<b>Sunday Afternoon Presentations (3:05-3:30)</b>
1:00	<p><b>306 (THT) <i>Approaching Auxiliaries in English for Japanese L1</i></b>  <b>Anton Paul Vogel (Kent State University)</b></p> <p>Auxiliaries have important meaning bearing functions in both English and Japanese especially to convey aspect (time) and voice (subjective focus), yet their differences can pose problems for even intermediate English learners with Japanese as their L1. This study initially provides a descriptive semantic (meaning) and grammatical (form) comparison of English and Japanese auxiliary verb (助動詞) use. Following this comparison, suggested approaches for pre-testing and teaching auxiliaries for intermediate Japanese L1 English learners are presented. Finally, this study concludes with an analysis of intermediate textbooks. This analysis focuses on how auxiliaries are presented by focusing on implicit (contextual, authentic practice focus, open ended practice) and explicit (metalinguistic, accuracy focus, repetition practice) methodological elements. Ultimately, this study employs descriptive methods to provide a useful collection of analysis for practitioners to use when approaching the instruction of auxiliaries to Japanese L1 students.</p>
1:30	<p><b>307 (TBL) <i>Effects of Task Repetition in Oral Production</i></b>  <b>Makiko Kanda (The University of Shiga Prefecture)</b></p> <p>The study investigated the effects of task repetition in English oral production of beginners. The experiment required nine beginner-level Japanese high school students to perform the same narrative task three times in one session, and repeat the same type of task eight times over the academic year. Learners' performance was analyzed and the interview data was coded along their attention orientations. The results indicate that learners' oral production improved by repeating the same task twice or three times. Furthermore, learners' syntactic complexity and lexical complexity increased significantly by repeating the same type of task over the year. However, oral fluency and syntactic accuracy did not increase significantly. The results also support the form-focused effects of task repetition. Task repetition would help learners draw their attention to linguistic form. In the first performance learners tended to focus on conceptualizing process, and in the following performances they tended to focus on more syntactic and lexical encoding process. Possible theoretical and pedagogical implications will be discussed.</p>
2:00	
2:30	<p><b>308 (CUE) <i>Autoethnographic Insights into Translanguaging</i></b>  <b>Theron Muller (University of Toyama) &amp; John L. Adamson (University of Niigata Prefecture)</b></p> <p>This presentation explores the translanguaging experiences of two long-term foreign residents of Japan working in higher education as language teachers through analysis of a collaborative autoethnography (Allen-Collinson, 2013; Bochner and Ellis, 1995). Translanguaging accommodates negotiation of cultural and linguistic practices in interactions, viewing language use and negotiation as fluid and dynamic. We explore our interactions with and between English and Japanese through the myriad "academic practices" (Fry, Ketteridge, &amp; Marshall, 2009) expected of higher education faculty. Our joint autoethnography explores our experiences of translanguaging through investigating "frames" (Warwick and Maloch 2003 focusing on different aspects of our translanguaged experiences. This presentation examines these frames using a "critical ethnography" (Paltridge, Starfield, &amp; Tardy, 2016) perspective to explore emergent themes of interest. These themes include: our experiences of translanguaged literacy brokering; our experiences of translanguaged academic research practices; how our translanguaged perspectives and experiences relate to policies at our respective institutions; our experiences of translanguaged interactions and relationship building within our respective contexts; and issues from our translanguaged experiences regarding research ethics, access, legitimacy, equity and fairness. In this presentation we outline how our experiences add further context to the topic of translanguaged experience in the academy.</p>
3:00	
3:30	
	<p><b>Closing Ceremony (3:30-4:00)</b>  <b>2nd Floor, Room 201</b></p> <p>The Closing Ceremony is a time to thank all of the volunteers and presenters for all of their hard work, announce the opening of submissions for the PanSIG 2019 Journal, and to make announcements regarding next year's PanSIG conference in Niigata.</p>
4:00	

# Explicitly Teaching Listening

Opinion Editorial: Alastair Graham-Marr

## A set of observations

- ❑ Successful learners use English outside of the class.
- ❑ Many successful learners learn their English by watching movies, TV shows or Youtube.
- ❑ Many Japanese learners struggle to aurally comprehend *KNOWN* English words
- ❑ If aural comprehension skills are weak, language learning opportunities are lost
- ❑ English and Japanese are phonological opposites.
- ❑ The phonological aspects of English can and should be taught.
- ❑ Students feel that guidance helps their comprehension.

Languages can broadly be divided into three phonological categories: stress-timed languages, syllable-timed languages and mora-timed languages. English is a stress-timed language, whereas many Asian languages are stressed timed, such as Korean or mora-timed, such as Japanese. That is, the English sound system and the Japanese sound system are polar opposites.

In English vowels weaken, sounds disappear, sounds change, sounds can mix together and so on. This is very different from Japanese, and our students need to be taught and shown the differences.

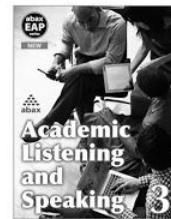
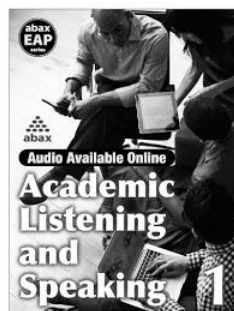
Students need help in understanding many of these phonological features. When deconstructing a particular listening passage, a short focus on phonological form can be helpful. Students should be given simple attention-raising activities to help them understand the passage.

Input is central to second language acquisition. And what students do outside of class is often more important for language learning than what happens inside the class. To have success, students need to interact with English for thousands of hours. If students can be taught to comprehend naturally spoken English and taught to hear the words that they already know, they will be able to gain thousands of hours of added language input, which is essential for second language acquisition. Listening is the key.

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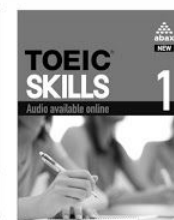
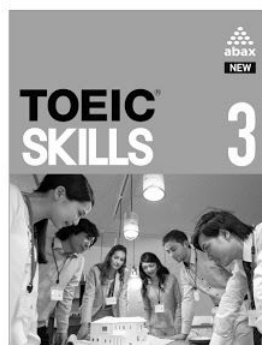


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**From Japanese Classroom Research  
to Japanese Classroom Practice**

## ***2019 PanSIG Journal Call for Papers***

All presenters at PanSIG 2019 will be invited to submit a paper based on their presentation for publication in the *2019 PanSIG Journal*. All full article submissions should be made through the journal's submissions page or via the conference email address.

In the same way that the presentations were vetted prior to the conference, journal papers from the conference will also be subjected to peer review. From 2018, we have adopted the policy of peer review, where each submitting author will most likely review a maximum of up to two *2019 PanSIG Journal* submissions. Note that publishing in the *2019 PanSIG Journal* qualifies as a refereed publication. We would therefore like to encourage all presenters to submit a paper.

### Important Dates

Submission Deadline (initial draft of full paper due): August 15, 2019

Announcement of Review Decision: November 15, 2019

Revised Paper Submission (final draft due): January 31, 2020

Target Date of Publication: April 15, 2020

### General Guidelines

- Submissions should be no longer than 4,000 words, including references. Note that any papers of over 4,500 words will not be considered for publication and any papers of less than 2,500 words are unlikely to be selected for inclusion. Also, please try to restrict any appendices to no more than three pages.
- Papers should be either research or practice oriented. Submissions should discuss the author's research or a teaching technique that is being used in the classroom. Papers that consist of only extended literature reviews are unlikely to be selected for inclusion. Please look at the previous years' journal articles for examples of these two types of papers on the PanSIG Journal website.
- Forum presenters can submit papers as a group or individually. If forum presenters are submitting individually, the topic of the individual papers must be different enough to warrant individual submissions. If forum presenters are submitting as a group, the paper must still meet the 4000-word limit to be accepted. Please contact the journal editors if you have any questions.
- Papers submitted to the *2019 PanSIG Journal* must not have been previously published, nor should they be under consideration for publication elsewhere. All manuscripts are first reviewed by an editor to ensure they comply with JALT Guidelines. Those considered for publication will then be subjected to blind review by at least two readers.

Please refer to the *PanSIG Journal* website at [pansigjournal.org](http://pansigjournal.org) for further details. Questions about the journal may be sent to the Editor at: [pansigjournal@gmail.com](mailto:pansigjournal@gmail.com)

Best regards,  
Debopriyo Roy, Editor  
John Blake, Assistant Editor

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