PanSIG 2021

Local and Global Perspectives: Plurilingualism and Multilingualism

JALT   May 2021   Handbook

20th Pan SIG conference

Pan SIG 2021

Local and Global Perspectives: Plurilingualism and Multilingualism.

May 14th – 16th, 2021
Online Conference

Program Handbook

PanSIG 2021 is held online.

The event space is the special customized platform called *eventzil.la*

https://pansig2021.eventzil.la

(1) Join eventzil.la event space

You can join eventzil.la and enter the event space free of charge. To join the event space, you need a login ID (name and mail address).

You can see the presentations, the AMs and some of the presentations free of charge.
You can enter the MAIN LOBBY of PanSIG 2021 as well.

(2) To attend PanSIG 2021 fully and to see all presentations you need a ticket.
You can purchase a ticket: for JALT members 3500 Yen, for non-members 5000 Yen.
When you are a full-time student, you can get a free ticket. Please provide your student ID.

(3) If you have questions, please contact the conference team.

pansig2021@gmail.com

Table of Contents / Schedule Highlights

Friday May 14th, 2021

Welcome and Opening   19:00

TD SIG & ICLE SIG Forum   19:15

Social   20:45 ~

Saturday May 15th , 2021

Morning sessions   9:00 – 12:00

Afternoon sessions   13:00 – 15:00

Poster & Video sessions   16:00 – 16:45

Plenary   17:00 – 18:00 Jane Willis

Evening sessions   18:00 – 19:30

Social   19:30 ~

Sunday May 16th, 2021

Morning sessions   9:00 – 12:00

Afternoon sessions   13:00 – 15:15

Keynote Panel Discussion   15:15 – 16:30

Closing Ceremony   16:45

SIG meeting   17:00

CALL for Papers for PanSIG 2021 conference proceedings

PanSIG 2021 Journal

Editor in Chief: Patrick Conaway

Submit by August 31st, 2021 see details on page 72

Message from the Conference Chair

Dear PanSIG attendees,

On behalf of the 2021 PanSIG committee, I'd like to welcome you to the 20th annual PanSIG conference and it will be the second PanSIG online conference. When we started planning for this conference in February 2020 nobody could foresee how our plans would be challenged within a few weeks and for the time being. PanSIG 2020 was thrown in the middle of the storm and finally it was possible to hold an emergency PanSIG 2020 conference the first time Online in June 2020. How important it was to not give up, to hold on and looking for a way to deal with the situation, cannot be underestimated. I want to say THANK YOU to all who didn't give up at that time and tried to find a way forward, including JALT CALL 2020 conference becoming a role model and inspiring many others in JALT and beyond to hold conferences online. Many volunteers did invest their time and effort to make online conferences a good place, it will not replace a face-to-face conference, but it has become a very good alternative even with the advantage to draw an audience from much more remote places.

For PanSIG2021 again, nearly all of the Special Interest Groups of the Japan Association for Language Teaching are participating. The SIGs have provided volunteers to advise on conference planning, submissions review, helping with room hosting and various tasks behind the scenes. This event has been formed through their hard work and dedication. Without their contributions, this conference would not have been possible! PanSIG is a conference from the SIGs and for the SIGs to show the diversity, the professionalism and the enthusiasm towards foreign language teaching in JALT and in Japan and beyond.

Originally it was planned to hold the PanSIG 2021 conference at Nihon University, Faculty of International Relations in Mishima (Shizuoka prefecture) with Adrianne Uchida Verla as the PanSIG 2021 site chair. Foreign languages can connect to the local needs and give a global vision, bringing together individuals having a plurilingual repertoire and multilingual environment. The theme reflects the engagement of many SIGs.

As a keynote presentation we welcome Jane Willis as our plenary speaker. She will provide insight into the area of task-based teaching. We thank the TBL SIG for inviting, mediating and sponsoring this session. The conference theme for this year is **Local and Global Perspectives: Plurilingualism and Multilingualism**. For the panel discussion we invited as keynote panelists Fumiko Kurihara (Chuo University), Tomokazu Ishikawa (Tamagawa University), Paula Martínez-Sirés (Nihon University) and Alexandra Shaitan (coordinator of Bilingual SIG) to discuss the conference theme from their point of expertise. The panel will be moderated by Mehrasa Alizadeh (Osaka University) and we hope you will engage in the discussion.

We hope that you will enjoy your time at the online conference. PanSIG 2021 features over 160 presentations and forums ranging across teaching contexts, methodologies, pedagogies, and SIG topics. In planning for PanSIG 2021, 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. 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 publicschool teachers. It is not only for L1 English speakers; it is for everyone.

On behalf of the conference team, I want to say thank you from the bottom of my heart to the presenters of this conference providing the contents by giving insights into their classroom and their research. We have more than 160 presentations, more than 250 presenters and in total more than 450 people attending from 22 countries. The PanSIG conference developed its own profile over the years being the second largest conference in JALT. SIGs, committee members, volunteers, presenters and attendees contributed in their way to make this conference a valuable event for sharing experience and research in foreign language teaching in Japan and beyond.

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

<div align="right">

Maria Gabriela Schmidt
PanSIG 2021 Conference Chair

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PanSIG 2021 Conference Committee

Executive
Conference Chair (2021): Maria Gabriela Schmidt
Conference Co-Chair (2020 online): Mark Brierley
Conference Co-Chair (2022): Koki Tomita
Conference Site-Chair (2021): Adrianne Verla Uchida
Conference Site-Chair (2022): Jean-Pierre Richard
Conference Treasurer: Phil Nguyen
Conference Co-Treasurer: Peggy Ishikawa
SRL: Grant Osterman
RPAC: Nathaniel Reed

Program
Submission Chair: Jennie Roloff Rothman
Submission co-chair: Jean-Pierre Richard
Schedule: Adrianne Uchida Verla
Room host schedule: Adrianne Verla Uchida
Room host liaison: Bertlinde Vögel
Planning Advisor: Mark Brierley
AM (Associate Member) Liaison: Maria Gabriela Schmidt
Handbook: Maria Gabriela Schmidt
Pan SIG Journal Editor: Patrick Conaway

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.

PanSIG 2021 Proposal Readers

We thank everyone who volunteered to review proposals for the 2021 JALT PanSIG conference. Reading and making suggestions for improving the proposals helps support our community in various ways. Your feedback is very valuable 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 2021 conference proposal reading team.

Submissions & Review Co-chairs
Jennie Roloff Rothman, Jean-Pierre Richard, Mark Brierley

Quenby Hoffman Aoki
Andy Barfield
Gaby Benthien
Paul Bird
Nat Carney
Kip Cates
Patrick Conaway
Eric DesMarais
Wayne Devitte
Joseph Dias
Tetsuko Fukawa Dunn
Robert Dykes
Amanda Gillis-Furutaka
Margalit Faden
Donna Fujimoto
Eric Hawkinson
Curtis Kelly
Margit Krause-Ono
Marian Hara
Mary Hillis
Mark Howarth
Paul Leeming
Naheen Madarbakus-Ring

John Maune
Shingo Moriyama
Erin Noxon
Grant Osterman
Andre Parsons
Stan Pederson
Bill Pellowe
Christie Provenzano
Chhayankdhar Singh Rathore
Jean-Pierre J. Richard
Stephen M. Ryan
Kate Sato
Javier Salazar
Edward Schaefer
Gabriela Schmidt
Alan Simpson
Jeffrey Stewart
Michael Phillips
Koki Tomita
Matthew Turner
Kinsella Valies
Adrianne Verla Uchida

PanSIG 2021 Room hosting volunteers

We thank everyone who volunteered as room host at JALT PanSIG 2021 conference. This is a very important part of the conference and helps to run the sessions smoothly.

Mehrasa Alizadeh
David Allen
Todd Allen
Timothy Ang
Paul Bird
Mark Brierley
Josh Brunotte
Kip Cates
Emily Choong
Kristie Collins
Patrick Conaway
Margalit Faden
Tetsuko Fukawa Dunn
Bobby Figueroa
Donna Fujimoto
Amanda Gillis-Furutaka
Bob Gettings
Anne Hendler
Mary Hillis

Linda Hunsberger
Alexander Imig
Samantha Kawakami
David Kluge
Linda K. Kadota
Lauren Landsberry
Maria Lupas
Naheen Madarbakus-Ring
Jeffrey Martin
John Maune
Andras Molnar
Paul Nanton
Forrest Nelson
Grant Osterman
Michael Phillips
Andrew Reimann
Jennie Roloff Rothman
Ryoko Sato
Robert Edward Shiffer II

Yoko Takano
Julia Tanabe
E. Jean Taylor
Koki Tomita
Matthew Turner
Luc Roberge
Ryoko Sato
Gabriela Schmidt
Marian Oana Senda
Masaki Seo
Alexandra Shaitan
Winifried Lewis Shiraishi
Kinsella Valies
Adrianne Verla Uchida
Camilo Omana Villanueva
Bertlinde Vögel
Anna Walker
Jason Walters
Chelanna White

We want to thank all room host volunteers at PanSIG 2020 and JALT 2020 whose efforts and engagement inspired and helped us to become more experienced and laid a solid ground for running an online conference smoothly, who held trainings and prepared instructions, on which we can draw on. We are deeply grateful for their selfless support, namely

José Domingo Cruz, Jennie Crittenden, Adam Jenkins, Steve Henneberry, Paul Beaufait, Linda K. Kadota and Samantha Kawakami.

Pan SIG 2022 Nagano

PanSIG2022

in Nagano
The University of Nagano

Friday June 3rd to Sunday 5th, 2022

(Re)imagining language education

Acknowledgments

PanSIG 2021 Sponsored Presentations

Saturday

> May 15th – Saturday, 10:00 – 10:25, Zoom 9
>
> **Modelling and Reviewing Writing for EFL Students Using Smart Templating Technology**
>
> **Tamanna Patel, Ayuna Uratani**
>
> (Sponsored by MangoSTEEMS Japan)

> May 15th – Saturday, 11:30 – 11:55, Zoom
>
> **Teaching Experiences and Covid-19: A "Zoomed out" Retrospective (in Progress: An ABAX POV**
>
> **Alastair Graham-Marr**
>
> (Sponsored by ABAX ELT Publishing)

Sunday

> May 16th - Sunday, 10:00-10:25, Zoom 10
>
> **FREE international Challenge Vocabulary Study Tournament**
>
> **Guy Cihi**
>
> (Sponsored by Lexxica)

> May 16th – Sunday, 14:30 – 14:55, Zoom 7
>
> **X-Reading: What's New and What's Next**
>
> **Paul Goldberg**
>
> (Sponsored by englishbooks.jp)

*All sponsored presentations are 25 minutes.

ABAX ELT Publishing

Since our start in 1994, ABAX has striven to make materials based on research that don't duplicate what is already in the market. We are not "me too" publishers. We felt then and still feel, that the special needs of Asian learners are not being properly met, and that more suitable materials are still needed, that adapting European approaches to Asian markets is not always the answer - teaching materials need to be developed from the bottom up, for each context.

Cooperation between publisher and teachers:

http://www.abax.co.jp/
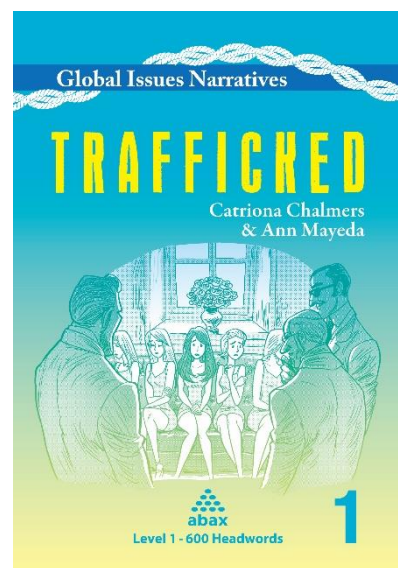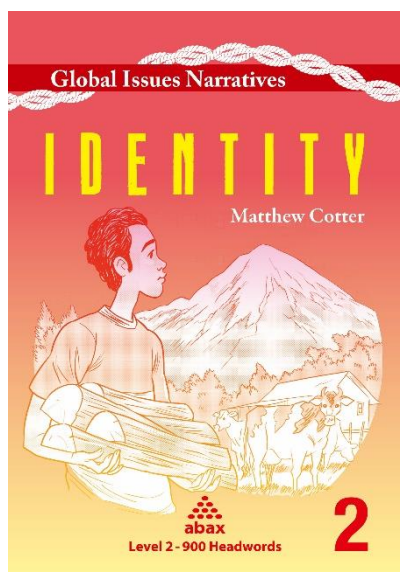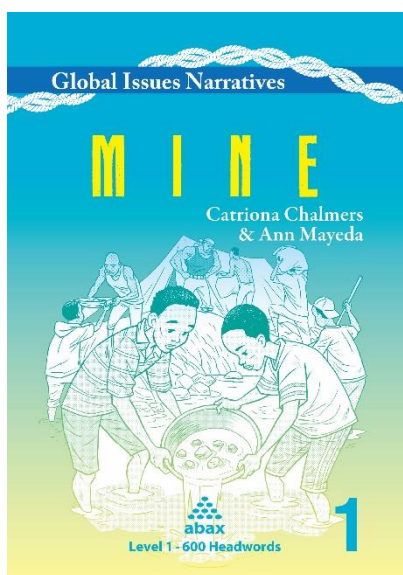
JALT Special Interest Groups and SIG Forums

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.

Accessibility in Language Learning SIG (ALL)
https://jalt.org/groups/sigs/accessibility-language-learning;

ALL SIG became a forming SIG in February 2021, and will present itself for the first time at PanSIG 2021.

ALL SIG Forum - Saturday (9:00-10:30) Zoom 6 – *Building an Accessibility Support Network* (Session 1224)

Bilingualism SIG (BILING)
https://jalt.org/groups/sigs/bilingualism;

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

BILING SIG Forum - Saturday (14:30-16:00) Zoom 9 – *"Tea Time and Sweets" Family Chat (Session 1239)*

Business Communication SIG (BizCom)
https://jalt.org/groups/sigs/business-communication;

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.

BizCom SIG Forum - Sunday (10:30-12:00) Zoom 10 – (Session 1225)

CEFR and Language Portfolio SIG (CEFR & LP), former: Framework and Language Portfolio SIG (FLP)
https://jalt.org/groups/sigs/cefr-and-language-portfolio; https://cefrjapan.net;

CEFR & 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 pedagogical tools. This is currently practically pursued in a *Kaken* Project. Also, the bilingual Language Portfolio aimed at Japanese universities is available on the SIG's HP.

CEFR & LP SIG Forum - Saturday (14:30-16:00) Zoom 8 - *A CEFR-informed Action Research Model: Developing a research plan* (Session 1244)

College and University Educators SIG (CUE)
https://jalt.org/groups/sigs/college-and-university-educators;

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 *OnCUE Journal* and the *CUE Circular* newsletter annually.

CUE SIG Forum - Saturday (10:30-12:00) Zoom 1 – *Triumphs and Challenges: From the chalkface to the interface* (Session 1235)

Computer Assisted Language Learning SIG (CALL)
https://jalt.org/groups/sigs/computer-assisted-language-learning;

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.

CALL SIG Forum - Saturday (13:00-14:30) Zoom 11 – JALT CALL Forum (Session 1318)

Critical Thinking SIG (CT)
https://jalt.org/groups/sigs/critical-thinking;

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.
CRIT SIG Forum – cancelled

Extensive Reading SIG (ER)
https://jalt.org/groups/sigs/extensive-reading;

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

ER SIG Forum - Sunday (13:00-14:30) Zoom 7 – *Extensive Reading in Languages other than English* (Session 1240)

Gender Awareness in Language Education SIG (GALE)
https://jalt.org/groups/sigs/gender-awareness-language-education;

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.

GALE SIG Forum - Sunday (13:00-14:30) Zoom 9 – *Local and Global Perspectives on Gender* (Session 1233)

Global Issues in Language Education (GILE)
https://jalt.org/groups/sigs/global-issues-language-education;

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.

GILE SIG Forum - Sunday (10:30-12:00) Zoom 4 – (Session 1227)

Intercultural Communication in Language Education (ICLE)
https://jalt.org/groups/sigs/intercultural-communication-language-education;

ICLE SIG became a full SIG in 2020 and 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.

ICLE SIG Forum joint with TD SIG- Friday (19:15-20:45) Zoom - *Developing Intercultural Understanding as Teachers* **(Session 1236)**

Japanese as a Second Language SIG (JSL)
https://jalt.org/groups/sigs/japanese-second-language

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

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

Learner Development (LD)
https://jalt.org/groups/sigs/learner-development; https://ld-sig.org/;

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

LD SIG Forum - Sunday (18:00-19:30) Zoom 6 - Challenges in Multilingual Learner Development (Session 1231)

Lifelong Language Learning (LLL)
https://jalt.org/groups/sigs/lifelong-language-learning;

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.

LLL SIG Forum - Sunday (9:00-10:30) Zoom 9 - *Lifelong Learning Hacks (***Session 1237***)*

Listening SIG (LIS)
https://jalt.org/groups/sigs/listening

Listening became a forming SIG in February 2021, and will present itself for the first time at PanSIG 2021.

Lis SIG Forum - Sunday (10:30-12:00) Zoom 7 – *Listening SIG Showcase* **(Session 1243)**

Literature in Language Teaching SIG (LiLT)
https://jalt.org/groups/sigs/literature-language-teaching;

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.

LiLT SIG Forum - Saturday (13:00-14:30) Zoom 4 – *LiLT SIG Forum* **(session 1241)**

Materials Writers SIG (MW)
https://jalt.org/groups/sigs/materials-writers;

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.

MW SIG Forum - **Saturday (10:30-12:00) Zoom 8 –** *Textbooks: Publication, Production, Distribution* **(Session 1228)**

Mind, Brain, and Education SIG (MBE, BRAIN)
https://jalt.org/groups/sigs/mind-brain-and-education;

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.

BRAIN SIG Forum - **Saturday (18:00-19:30) Zoom 2 –** *Where Brain Sciences Intersect Language Teaching* **(Session 1232)**

Mixed, Augmented, and Virtual Realities SIG (MAVR)
https://jalt.org/groups/sigs/mixed-augmented-and-virtual-realities;

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.

MAVR SIG Forum - **Saturday (14:30-16:00) Zoom 3 -** *MAVR: Immersive Showcase 2021* **(Session 1230)**

Other Language Educators SIG (OLE)
https://jalt.org/groups/sigs/other-language-educators

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.

OLE SIG Forum - **Saturday (10:30-12:00) Zoom 6 –** *Story Telling in A1-A2 Across Languages and Cultures* **(Session 1331)**

Performance in Education SIG (PIE), former: Speech, Drama, & Debate SIG (SDD)
https://jalt.org/groups/sigs/performance-education

The mission of the PIE 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.

PIE SIG Forum - **Sunday (9:00-10:30) Zoom 4 -** *Performance in Education* **(Session 1223)**

Pragmatics SIG (PRAG)
https://jalt.org/groups/sigs/pragmatics

The Pragmatics SIG welcomes members who are interested in both research and practical teaching issues related to "how people do things with words." The group's newsletter, *Pragmatic Matters* , is published electronically three times a year. Our *Pragmatics Resources* series offers practical and theoretical papers on language in use. If you do anything with language, you are using pragmatics.
Prag SIG Forum - Saturday (09:00-10:30) Zoom 7 – *International PhDs about Pragmatics in Progress* **(Session 1226)**

School Owners SIG (SO)
https://jalt.org/groups/sigs/school-owners

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.

Study Abroad SIG (SA)
https://jalt.org/groups/sigs/study-abroad

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.

SA SIG Forum - Sunday (09:00-10:30) Zoom 5 – *Study Abroad – the new normal during a pandemic* **(Session 1317)**

Task-Based Learning (TBL)
https://jalt.org/groups/sigs/task-based-learning

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

TBL SIG Forum - Saturday (18:00-19:00) Zoom N - *Task Based Learning* **(Session)**

Teacher Development (TD)
https://jalt.org/groups/sigs/teacher-development; https://td.jalt.org/;

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

TD SIG Forum joint with ICLE SIG - Friday (19:15-20:45) Zoom - *Developing Intercultural Understanding as Teachers* **(Session 1236)**

Teachers Helping Teachers SIG (THT)
https://jalt.org/groups/sigs/teachers-helping-teachers; http://thtjalt.bravesites.com/;

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.

THT SIG Forum - Saturday (13:00-14:30) Zoom 2 – *Who we are, what we do, & how to get involved* **(Session 1242)**

Teaching Younger Learners (TYL)
https://jalt.org/groups/sigs/teaching-younger-learners;

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

TYL SIG Forum - **Sunday (09:00-10:30) Zoom 6 – Teaching Younger Learners Forum (Session 1245)**

Testing and Evaluation SIG (TEVAL)
https://jalt.org/groups/sigs/testing-and-evaluation; http://teval.jalt.org/;

TEVAL SIG aims to provide avenues for research, information, and discussion related to foreign language testing and evaluation both from within JALT membership and with other professional organizations which have common interests and goals. Current and back issues of *Shiken*, the TEVAL SIG publication, are available on the TEVAL website.

TEVAL SIG Forum - **Sunday (09:00-10:30) Zoom 3 – *The use of four-skills English exams for university entrance admission in Japan* (Session 1238)**

Vocabulary SIG (VOCAB)
https://jalt.org/groups/sigs/vocabulary;

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.

VOCAB SIG Forum - **Saturday (10:30-12:00) Zoom 10 – *The Coverage Comprehension Model: Matching learners with lexically appropriate meaning-focused materials* (Session 1222)**

PanSIG program

DAY 1 – FRIDAY MAY 14th, 2021

⊠
Fri, May 14th, 19:00 ~ 19:15 JST | Zoom 1

Opening #1065 - Welcome to PanSIG2021!

Maria Gabriela Schmidt / Adrianne Verla Uchida / Grant Osterman / Phil Nguyen / Mark Brierley

⊠
Fri, May 14th, 19:15 ~ 20:45 JST | Zoom 1

Developing an Intercultural Understanding as Teachers #1236

Matthew W. Turner / Stephen M. Ryan / Helen Spencer-Oatey / Yoko Munezane / Roxana Sandu

Language teaching involves a commitment to, and interest in, intercultural communication. In providing language learning instruction, practitioners are not merely sharing linguistic knowledge and skills in a one-directional manner, but are continuously negotiating and learning from their students' dynamic experiences, repertoires, and identities. As English is a lingua franca, which facilitates communication across cultures, a sensitivity to the intricacies of interaction between groups from different speech backgrounds is essential. In an era characterised by division and remoteness, language educators' roles have become even more paramount in upholding and promoting intercultural mindsets. However, these skills may be overlooked or complicated to build and hone. This forum is a collaboration between the Teacher Development (TD) and Intercultural Communication in Language Education (ICLE) SIGs. Featuring a panel of invited speakers from the SIGs, each presenter will explore a different element of what developing intercultural practice, understanding, and principles as a foreign language educator entails. Following the presentations, the panellists will interact about points of interest and resonance, and there will be an opportunity for audience participants to share their reflections and contribute to the dialogue. It is hoped that this session will provide guidance for developing intercultural teaching approaches and language learning environments.

Intercultural Communication in Language Education

⊠
Fri, May 14th, 19:30 ~ 20:45 JST | Zoom 12

Help Desk #1525

Please drop in if you have any questions about the conference.

⊠
Fri, May 14th, 20:45 ~ 10:45 JST | Zoom 12

Friday Night PanSIG Kick Off Social #1374

Maria Gabriela Schmidt / Adrianne Verla Uchida / Mark Brierley / Grant Osterman

⊠

DAY 2 – SATURDAY MAY 15th, 2021
09:00 – 12:00 Morning Sessions

Sat, May 15th, 08:30 ~ 19:20 JST | Zoom 12

Main Lobby #1611

Join here to meet our sponsors, SIG representatives, the conference team and other people attending the conference. Check the breakout rooms.

⊠
Sat, May 15th, 09:00 ~ 09:45 JST | Zoom 4

A Duo-ethnographic Analysis of Public Speaking #1303

E Von Wong / Chhayankdhar Singh Rathore

Duo-ethnography is a research methodology that can be effectively used for reflective practice as it involves two or more researchers juxtaposing their lived experiences and life histories to analyze and understand a phenomenon (Norris & Sawyer, 2016). In this presentation, two English language instructors teaching at a private university in Japan analyze the use of public speaking in English language learning. According to Girard, Pinrar, and Trapp (2011), public speaking can assist ESL classrooms by increasing students' learning motivation and prompting participation and interaction. The presentation begins with an overview of the existing literature on public speaking in the English classroom. This is followed by an introduction to duo-ethnography and an outline of the methodology used for this research. The results and findings have been categorized into three areas: the role of public speaking in the language learning journey of the researchers, the impact of their past experiences on

their current teaching beliefs regarding public speaking, and classroom practices that reflect how the researchers actually focus on developing the public speaking skills of their students. - Performance in Education
🔲

Sat, May 15th, 09:00 ~ 09:25 JST | Zoom 11

[Evaluation of Duolingo to Promote Language Acquisition](#) #1308

Sian Edwards / Jay Drew

Smartphone use in the English language classroom has been increasing in popularity in recent years, and yet research into the effectiveness and experience of Mobile-Assisted Language Learning (MALL) in a Japanese University context is still inadequate. Due to the scarcity of research in this area, the efficacy of the language-learning platform Duolingo, which is currently the leading language-learning mobile application, was evaluated. Duolingo is a free, comprehensive, four-skill, language-learning website and application which offers courses in 38 languages and is based on a gamification model. This presentation will share the results of a small-scale independent study designed to research the effectiveness and the experience of using the mobile-learning application 'Duolingo' as a learning aid in a Japanese University context. The impact of the regular use of this application on student language acquisition, through pre- and post-tests done using Duolingo's own English Test system was examined, and student attitudes were recorded through surveys. The quantitative data regarding language gains was inconclusive, but the qualitative data showed that the participants were generally amenable and motivated by studying in this manner. - Computer-Assisted Language Learning
🔲

Sat, May 15th, 09:00 ~ 10:30 JST | Zoom 5

[Study Abroad - the new normal during a pandemic](#) #1317

Masaki Seo / Brian Wistner / Noriko Ishihara / Toshiko Oda / Paul Bird / Suzanne Bonn / Kevin Stanley / Kumiko Yabe

The spread of COVID-19 has made it difficult for students to study overseas. In this SA SIG Forum, presenters will share their experiences of implementing online technologies into internationally-centered activities in order to deal with the ongoing pandemic. Suzanne Bonn and Kevin Stanley will share the challenges and successes of adapting their language programs in Canada to students based in Asia and elsewhere. Brian Wistner, Noriko Ishihara, and Akiko Murata will report on their participation in the Collaborative Online International Learning project. Kumiko Yabe shares challenges and accomplishments in converting a preexisting domestic internship course to a virtual internship with organizations in Hawaii. Toshiko Oda covers utility and potential obstacles of short-term online English programs by analyzing two college students' participation in online programs in Malta. Paul Bird outlines a short hybrid course which introduces debating skills via ZOOM to a group of sixty International Studies students. Prior to the forum, participants are invited to watch the virtual presentations uploaded on the SIG website (https://sa-sig.weebly.com/) in early May. During the forum, participants will be able to ask questions/give comments to presenters, share their experiences/ideas, and discuss further possibilities of study abroad and international exchanges under the circumstances of COVID-19. - Study Abroad
🔲

Sat, May 15th, 09:00 ~ 09:25 JST | Zoom 2

[Emotional Dimensions of Teaching Foreign Languages: Existing Studies and Future Perspectives](#) #1320

Anna Belobrovy

A sudden shift to Emergency Remote Teaching (ERT) that occurred in the previous year 2020 due to the COVID-19 pandemic undid all the familiar pedagogic algorithms of language classroom management. Along with new online teaching communicative pedagogical strategies and accommodations, a relatively new dimension has started gaining the attention of educators. Massive changes in the new pedagogical reality sturred a new range of powerful emotions-isolation, fear of the unknown, anxiety. Affected by the above, I have decided to embrace the situation and start searching for practical solutions in the existing pre-pandemic research on the matter. My presentation is aiming to provide a summary of my search and can be useful for fellow educators looking to reduce the emotional complexity in their teaching situations. I will summarize diverse teaching contexts with emotional issues and solutions as described in the edited volume "The Emotional Rollercoaster of Language Teaching" by Christina Gkonou, Jean-Marc Dewaele, and Jim King. I hope to keep my presentation interactive by encouraging the audience to share their emotional experiences and engage in the discussion of future research perspectives.
Teacher Development
🔲

Sat, May 15th, 09:00 ~ 09:25 JST | Zoom 1

[Adapting to Assure Learner Goal Achievement amidst the Coronavirus Pandemic](#) #1355

Jonathan Buck / Ken Ohashi

As the COVID-19 pandemic continues worldwide, higher education institutions are needing to adapt courses to accommodate policies such as social distancing and online learning. Since 2020 most university instructors have experienced policies such as these, coping with it as emergency situation teaching. There is a need to rethink course design in order to maximize learning goals and student performance whether society's situation is normal or coping with public health issues. This presentation will examine how course design needs to be flexible so learners can achieve goals through different mediums such as in person, online, on demand, HyFlex, etc. Firstly it will focus on Learner Management Systems (LMS) and how they can consolidate courses so they can be accessed easily across all mediums. Then, it will explain how Online storage tools give learners the ability to access and submit work. After that it will look at various study tools and their benefits and examples of their implementation. Finally it will briefly review fundamental pedagogical approaches and their connection to this context.
College and University Educators
🔲

Sat, May 15th, 09:00 ~ 09:45 JST | Zoom 8

[Enhancing Business Communication Skills By Teaching Business Cases Online](#) #1361

Kevin Knight

Knight (2019) explores how business case discussions were conducted with his undergraduate students in Japan in classes held on campus in university classrooms. The COVID-19 pandemic led to the necessity to teach business case discussions online using synchronous and asynchronous approaches, and Knight (2021) investigates how his teaching of business case discussions changed using a checklist of items from Harvard Business School (HBS). The presenter discovered that Knight's (2019, 2021) approaches for teaching business cases (online) could also be used with relatively low-level English language learners in undergraduate Business Communication classes and with high-level English language learners in a University Extension course for adult business professionals. When leadership is conceptualized as involving communication to create and to achieve visions/goals (Knight, 2013), business cases can be taught online by placing students in learning teams who communicate with each other to identify business problems and propose solutions. In this way, the students are developing their business communication and leadership communication skills. The presenter will discuss his experience of teaching business cases online and explain how threaded discussions can be used to show evidence of improved skills and to enhance discussions and presentations. - Business Communication

⌧

Sat, May 15th, 09:00 ~ 10:00 JST | Zoom 9

[JALT Transformative Mentoring & Coaching](#) #1378

Satoko Kato / Colin Mitchell / Melodie Cook / Dawn Lucovich / Grant Osterman / Clare Kaneko

This session is for one-on-one mentoring and coaching. Relational mentoring (Ragins and Verbos, 2007) is characterized by reciprocity and mutual learning, where both participants influence one another, which are inherent in growth-producing relationships. Coaching is a comprehensive client-centered service that may involve many aspects of a client's life, both personal and professional. Note: You must have previously signed up and received an orientation as a mentor/mentee or coach/coachee in order to participate in this session.

⌧

Sat, May 15th, 09:00 ~ 10:30 JST | Zoom 6

[Building an Accessibility Support Network](#) #1224

Ryota Moriya / Natsuki Suzuki / Alexandra Burke / Andrew Reimann

As learner needs become more apparent, diverse and complicated, teachers' resources and strategies need to reflect these changes. The Act for Eliminating Discrimination against Persons with Disabilities (2016) mandated the provision of equal educational opportunities for all learners, including those with special needs. University education is no exception. JASSO (2020) reported that the percentage of students with special needs in higher education rose by 50% in the last five years. This increase has started to raise the awareness among language teachers of inaccessibility to resources and that their teaching methods need to be modified accordingly. Even as LMS and online learning have improved accessibility and moved towards the creation of a virtual 'barrier free' classroom, there remains a strong need for support and collaboration. This forum will relate individual stories and experiences to a needs analysis framework for the purpose of assessing contexts and sharing strategies and resources. By creating a support network and database of resources, experiences and expertise, educators can work together to address the diversity of needs reflected in today's classroom. The goal of this forum is to build on the establishment of an accessibility support network for language teachers and school administrators. - Accessibility in Language Learning

⌧

Sat, May 15th, 09:00 ~ 10:30 JST | Zoom 7

[International PhDs about Pragmatics in Progress](#) #1226

Donna Fujimoto/ Hind Baadache / ANH TON NU

The importance of pragmatics can be seen in the work of graduate students from around the world. Our Forum features Anh Ton Nu, a Vietnamese teacher working on her PhD through Macquarie University in Australia. She is focused on including pragmatics in teacher education for Vietnamese high school teachers. The other panelist is Hind Baadache from the University of Biskra in Algeria, and she is investigating why students have difficulty making requests politely. For short, our forum can be called, PPP—Pragmatics in PhDs in Progress. - Pragmatics

⌧

Sat, May 15th, 09:00 ~ 09:25 JST | Zoom 10

[An Overview and Evaluation of an Online Intercultural Education Course](#) #1262

Rob Hirschel / Gareth Humphreys

The global pandemic has limited student mobility, thus reducing intercultural learning opportunities. These sorts of learning opportunities remain crucial, however, for students to develop skills for intercultural communication. Many educational contexts are now faced with a need to provide intercultural learning by transforming curricula to online modes of delivery. The presentation outlines an online intercultural education course at Sojo University, Kumamoto. Originally established for face-to-face instruction, the course was converted to online delivery. Aims include fostering intercultural learning, developing awareness of diversity in English language, and supporting independent learning skills. In the presentation we outline the educational framework guiding the course, and provide examples of online activities including observations, surveys, posting opinions, and media research. For added context, we include qualitative data on how the framework, in its face-to-face application, was seen in self-reflective writing and self-evaluative end-of-course comments among 69 students. A content analysis using data-driven coding revealed some meaningful intercultural learning. Informal observations of learning using the

online application suggest the depth of intercultural learning has been enhanced in the online course format. The presentation aims to offer teachers in other settings a potentially useful and relevant example of online intercultural education in home contexts. - Intercultural Communication in Language Education

Sat, May 15th, 09:30 ~ 09:55 JST | Zoom 1 - CANCELLED

[Are they actually reading my online materials?](#) #1321

Tom

The last year has seen an explosion in the need for online and hybrid language courses, and with that has come many challenges and opportunities. One of the many challenges is tracking whether or not learners are in fact accessing and interacting with the online materials. Students submit their assignments, but are they actually reading the material? And if they are, which documents do they focus on? Using OneDrive's data tracking functions, this presentation gives an overview of how students interacted with the course material in an intermediate-level presentation course of approximately 500 students. The presentation covers the main trends in terms of which materials were prioritised and most frequently viewed, and also makes recommendations for how teachers can better organise online materials to allow for maximum engagement.
College and University Educators

Sat, May 15th, 09:30 ~ 09:55 JST | Zoom 11

[Listen & Produce: Using Podcasts for Conversation](#) #1329

Yasmeen Coaxum

This presentation will share the effects of a teaching method focusing on podcasts as the prominent teaching tool. It will explore how listening to ESL podcasts, creating conversations using their phrases, and then producing their own podcasts can enhance students' vocabulary retention, confidence in speaking, and use of new phrases. First, studies on previous applications of podcasting in language acquisition and the effects of such uses on the development of students' skills are explored. The presenter will then detail the way podcasts are used in each lesson to maximize retention of the vocabulary phrases and their use by providing a sample of the flow of each lesson. There will be a demonstration of how to use the mobile podcasting app Anchor.fm to allow collaboration during remote teaching. In addition, participants will hear a sample of an episode from the student-produced weekly podcast, which is based on conversation topics presented through a teacher-selected ESL podcast episode from ESLPOD.com. In each student-produced episode, students summarize the contents of that week's podcast and then personalize the material by sharing their opinions or experiences pertaining to the situations presented in each episode. Subsequently, the affective measure of confidence and the increased use of new vocabulary phrases are investigated by analyzing student podcast content and sharing questionnaire results. Participants are members of an advanced conversation & listening class as part of a 14-week academic Continuing Education IEP (Intensive English Program) at a university in the United States. - Computer-Assisted Language Learning

Sat, May 15th, 09:30 ~ 09:55 JST | Zoom 2

[How to Enhance Japanese University Students' Self-Esteem. ~ An Attempt on Self-Affirmation in Written Form ~](#) #1342

Omura Takanori 大村孝紀

Nowadays, a growing number of institutions and educators in English Language teaching (ELT) has been highlighting its psychological aspect. Particularly, self-affirmation methods that contain psychological effects on students' academic achievement are noticeable in a recent study (Cohen et al, 2009). The purpose of this study is to investigate whether a regular self-affirmation in written-form can improve the degree of self-esteem, specifically, Global Self-Esteem (GSE) and Foreign Language Self-Esteem (FLSE). The research design is quantitative research using online surveys as the main instrument. The participants of this study were 55 university students who were from three different faculties of a private university in Tokyo. The research examined and compared their GSE and FLSE of two experimental groups and a control group at the beginning and the end of the semester. Whereas self-affirmation in written form was mandatory for the experimental groups in every class, the control group was not asked to do any self-affirmation. The results showed that the students' self-esteem in the experimental groups was boosted by self-affirmation in written-form to some extent. The findings of this study will benefit numerous educators and students since the enhancement of students' self-esteem is a profound source for their language learning.
Teacher Development

Sat, May 15th, 09:30 ~ 09:55 JST | Zoom 10

[Impact of virtual international service-learning on students' intercultural competence](#) #1255

Eiko Ujitani

Intercultural interactions have been mainly implemented in study abroad programs and researchers report the positive impact on the development of students' intercultural competency (Jackson, 2008; Nakagawa 2009). Since international mobility has been restricted due to the spread of the pandemic, this study explores the possibility of improving students' intercultural competency through a virtual international service-learning project. The project was conducted with the collaboration of a volunteer organization in Vietnam. 12 English communication majors enrolled in my service-learning course participated in this project and engaged in interacting with Vietnamese university students as their English conversation partners. The interactions took place for 45 minutes in a small mixed group outside the class for one semester. During and after the project, students were required to write several reflective reports, which became the main source of qualitative data. A survey asking the image of Vietnamese was also administered before and after the project. The results showed that students gained deeper understanding about Vietnamese culture and their image about Vietnam has become positive. They also acquired intercultural competence

such as empathy, open-mindedness, and flexibility in addition to technological skills. In this presentation, suggestions for implementing successful virtual exchange will be also offered. - Intercultural Communication in Language Education

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Sat, May 15th, 09:45 ~ 10:30 JST | Zoom 8

[The Plain English Movement in the business law ESP classroom](#) #1315

Anthony Townley

English is used as the lingua franca of international commercial law practice and globalization has ensured ongoing interest in this area of English for Specific Purposes (ESP) around the world. However, the challenges of learning complex legal language can be very acute for the growing body of lawyers and business professionals from non-English speaking backgrounds, including Japan. Widespread criticism of the archaic and technical nature of legalese has led to the development of the Plain English Movement, which is designed to simplify legal English in order to communicate more effectively. The use of plain English refers to language that is clear and straightforward, which makes the law comprehensible and more directly relevant to those who deal with it. As a specialist in teaching legal discourse practices, I present some of the main initiatives in this global sociolinguistic movement (with examples) to demonstrate how ESP instructors can account for these linguistic changes in order to educate business/law students and professionals already working in business law contexts. In particular, I show how the use of plain language in legislative drafting is paving the way for more systematic changes in the use of contracts, legal briefs and client letters of advice. Many professionals in commercial law practice have found plain language to not only save significant time and money, but also generate income by attracting new clients. The same socio-economic benefits can be realized in Japan with more effective ESP pedagogy and communication training in this field. - Business Communication

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Sat, May 15th, 10:00 ~ 10:25 JST | Zoom 1

[Communities of Practice helping teachers adapt to sudden changes](#) #1281

Daniel Beck

The COVID-19 pandemic led to an unprecedented level of sudden change for educational institutions on a global scale in 2020. As in much of the world, many universities in Japan moved to emergency remote teaching online. Large numbers of teachers felt underprepared to move their courses online and to teach online, especially on short notice. For these teachers, the support provided from their schools' media centers often fell short of instilling confidence in them for the transition. As a result, many teachers turned to their colleagues and formed support groups. These communities of practice (COPs; Lave & Wenger, 1991) formed and developed in universities and in social media groups. This short presentation will provide specific examples of COP and will share practical suggestions about how COPs can help prepare teachers to adapt to change in the future. College and University Educators

⊠

Sat, May 15th, 10:00 ~ 10:25 JST | Zoom 10

[Online Exchange between Taiwan and Japanese University Students](#) #1360

Tan Eng Hai

A 12-week online exchange was conducted between university students from Taiwan and Japan (N=75) with the purpose of raising cross-cultural awareness and communication skills. The exchange consisted of 8 Flipgrid activities, where students responded to one another through video recordings, and students also participated in 2 sessions of real-time small group conversation during class time. The purpose of this study is to examine the effectiveness of such online exchange in promoting cross-cultural awareness and student learning motivation. A survey was conducted at the end of the exchange. The feedback from the students indicated that 89.5% of them agreed that the communication skills they acquired through the online exchange were useful for their future. 84.5% of them felt that the exchange had increased their motivation to learn English. Two-thirds of the students expressed interests to take part in similar kinds of online exchange. In the written comments, some students felt a certain level of anxiety for having difficulty to communicate spontaneously in real-time small group conversation as compared to the recorded conversations using Flipgrid. In general, the online interaction was a positive experience for the majority of students. - Intercultural Communication in Language Education

⊠

Sat, May 15th, 10:00 ~ 10:25 JST | Zoom 11

[Tools and Techniques for the Zoom Teacher](#) #1370

Phil Nguyen

This past year has seen a radical change in the way we teach in the classroom. By now, many teachers have accommodated themselves with multiple online video conferencing tools, and Zoom is no exception. This workshop will look at additional features and options Zoom can provide that may be overlooked, including attendance, keyboard shortcuts, video translation captioning, dual/triple monitor effective usages, maximizing power resources for entry-level PCs/laptops, and general accessibility. The presenter will show the settings in real-time so that participants can follow along and implement the settings as they see fit. With the premise of saving time, simple to use, and easy to remember, the presenter hopes to share tools that can tailor to all, from those that are still grappling with the basics to the tech-guru that is looking to find new ways to provide a better experience for a class. Q&A is highly encouraged and welcomed. - Computer-Assisted Language Learning

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Sat, May 15th, 10:00 ~ 10:25 JST | Zoom 2

[Understanding JTE Attitudes to Lifelong Learning](#) #1257

Yuko Matsubara

Lifelong learning is a field that is attracting attention in Japan's aging society, as evidenced by the existence of a Special Interest Group with this title within the Japanese Association of Language Teaching. However, there are few studies that treat teachers

themselves as lifelong learners. Given that national curriculum standards are constantly revised and that teachers must necessarily adapt and develop, the posture of teachers toward lifelong learning should be better understood. The presentation covers findings from semi-structured interviews of Japanese teachers of English (JTEs) versus other-subject teachers about their attitudes to lifelong learning. The Jefferson Scale of Physician Lifelong Learning (Hojat et al., 2010) was adapted to the educational domain and translated into Japanese. Responses of eight participants (four JTEs and four other-subject teachers) to items on this scale were used as the start point and structure for the interviews. Particular focus was given to qualitatively exploring responses not at the center point of the scale for each item. The rationale for this was that, unlike quantitative research which tends to search for generalizations based on central tendency, qualitative research finds its most revealing points of departure, and therefore its place as a method, in the more extreme, or outlying, responses. - Teacher Development

Sat, May 15th, 10:00 ~ 10:25 JST | Zoom 9   **AM sponsored presentation**

[Modelling and Reviewing Writing for EFL Students Using Smart Templating Technology](#) #1516

Tamanna Patel / Ayuna Uratani

Learning a foreign language exposes a student to various facets of the culture associated with the language. For example, a Japanese student who is learning how to write in English learns that the conventions of writing in English are different from their native Japanese. They learn how in English writing arguments and information are presented in a very different sequence and have a specific structure. Teaching English language writing within this EFL context can be challenging as students have to be taught to change the way they think about and present information and arguments. The challenge is even greater when classes have to be conducted online where interactive components such as modelling and scaffolding are not easy to replicate. This workshop will review some of the challenges of teaching writing online and show attendees how to use the EssayJack app to overcome them. EssayJack provides smart interactive writing templates which can be easily customised for varying writing proficiencies, to include native language support, and to be used in-person or online classes for teaching English language writing. The app also includes feedback functions that streamline the formative feedback process to augment student learning. EssayJack is an education technology platform created by two university professors from Canada to support teaching and learning academic writing. EssayJack can be integrated with any LMS and used with Google Classroom.

College and University Educators

Sat, May 15th, 10:00 ~ 10:25 JST | Zoom 3

[Loanwords and Word Guessing: The Impact of a Training Intervention](#) #1267

David Allen

When reading in a second language (L2), we often come across words that we do not know. At such times, we may guess word meaning by using available information, such as sentence context. We may also notice similarities in form (i.e., spelling and/or the expected pronunciation) with words that we know in our first language (L1). Cognates and loanwords, which typically share some degree of form and meaning across languages, may be particularly helpful for guessing unknown L2 word meanings. However, it has been reported that learners often fail to notice cross-linguistic similarities and thus fail to take advantage of them during inferencing. The present study investigated whether a brief training intervention, which raises awareness of Japanese loanwords derived from English (e.g., イルミネーション / irumineeshon/ 'illumination'), can improve word guessing accuracy. Initial findings from a study with Japanese learners of English reveal small but significant increases in guessing accuracy for unknown English words that have loanwords in Japanese. This presentation will describe the research design, preliminary findings, and implications of the ongoing study. - Vocabulary

Sat, May 15th, 10:30 ~ 10:55 JST | Zoom 2

[Critical Thinking and Writing: Preparing for EMUs](#) #1310

John McCarthy

With the current focus on globalism in Japanese higher education, preparing students for English-medium universities (EMUs) is an important goal for language educators in Japan. In particular, students must be prepared for academic writing assignments which require the demonstration of specific critical thinking skills. Such assignments, however, present challenges to international students, and Japanese students in particular, for a variety of reasons related to cultural and linguistic differences, second language proficiency, and previous educational experience. This presentation will address the critical thinking skills that are emphasized in English-language academic writing and factors that can affect the demonstration of those skills. In addition, the presenter will suggest ways that teachers can help students develop their critical thinking skills and apply them to academic writing. - Critical Thinking

Sat, May 15th, 10:30 ~ 12:00 JST | Zoom 6

[Story Telling in A1-A2 Across Languages and Cultures](#) #1331

Margit Krause-Ono / Pornsri Wright / Martina Gunske von Kölln / Adiene Roque

The presentations in this forum will not only demonstrate how storytelling is handled in different languages and cultures but also how the same topic is taught (differently) in German, Spanish, and Thai language. 'What to do about or where to put the elderly' is the original and common theme which has been developed into storytelling. This topic is pressing in every culture but at the same time tackled quite differently. The difference is reflected in the respective languages and it will become apparent through the linguistic and intercultural aspects presented. - Other Language Educators

Sat, May 15th, 10:30 ~ 10:55 JST | Zoom 4

[Anyone Can Write a Shinhaiku](#) #1339

Jared Michael Kubokawa

This presentation will address the place of second language creative writing (SLCW) in EFL curricula by first providing an updated understanding of SLCW and the Japanese form shinhaiku—a nontraditional haiku. Shinhaiku differs from traditional haiku in that it does not utilize the 5-7-5 syllable form. Secondly, I will consider misconceptions as well as pedagogical implications of SLCW and thirdly, offer a classroom approach to SLCW (poetry writing). This is taken from my action research and teaching practices, underpinned by Spiro's (2014) reading-to-writing cycle where learners 1) choose SLCW poems which they admire from an EFL literary journal; 2) articulate reasons for appreciation of said poems; 3) apply these ideas to their SLCW; and 4) reflect on the process. I will provide a demonstration of this teaching practice, which can cater from elementary school to advanced learners, and present results in the form of examples from student work as well as present a case for why shinhaiku is an accessible form in the Japanese context. - Literature in Language Teaching

Sat, May 15th, 10:30 ~ 12:00 JST | Zoom 10

[The Coverage Comprehension Model: Matching learners with lexically appropriate meaning-focused materials](#) #1222

Jeff Stewart / Stuart McLean

The features of existing vocabulary levels tests and lexical profilers are based on convention and have limited construct validity (Schmitt, Nation & Kremmel, 2019). Recent research (much of it from Japan) questions the appropriateness of the construction of vocabulary level tests and lexical profilers when used with Japanese learners (Stoeckel, McLean & Nation, 2020). Thus, this presentation introduces meaning-recall (English to Japanese) and form-recall (Japanese to English) vocabulary levels tests (vocableveltest.org) which allow teachers to estimate their learners' lexical reading, writing, or listening level. Teachers can select the wordlist (SKEW-J, NGSL, JACET, SUBTLEX, NAWL, AWL, TSL), word counting unit (lemma, flemma, word family) the band size (1000, 500, 250, 100 words), word band range of created tests, and the number of questions to represent each band. Teachers can also select their own questions, to create non frequency-based tests. After completing tests, students are presented with a graph showing their lexical profile. Further, teachers can select for students to receive feedback and correct answers on all responses. Teachers can download automatically marked responses, actually typed responses, the time taken to complete each question, and lexical profiles for individual students and groups of students. Importantly, to match learners with lexically appropriate materials, parallel lexical profilers are introduced (nwlc.pythonanywhere.com). - Vocabulary

Sat, May 15th, 10:30 ~ 12:00 JST | Zoom 8

[Textbooks: Publication, Production, Distribution](#) #1228

John Carle / Colin Bethell

The Materials Writers SIG is delighted to have Colin Bethell, Director of Sales and Marketing for englishbooks.jp, to discuss the business side of getting your textbook distributed on a nation-wide scale in Japan. Colin will be interviewed by John Carle, program chair of the MW SIG. The discussion will begin with basic level information for people who have never really approached the publishing world. More advanced issues will also be covered such as scaling up production, managing layout, and payments to co-authors. And at the end of the forum, participants will have a chance to ask Colin about any aspect of the textbook publication process. Colin has numerous years of experience in the industry and is very generous with his knowledge. This forum will be a great opportunity for those who are interested in the mechanics of production, distribution, and finance related to textbooks. The catalogue for englishbooks.jp features numerous textbooks by JALT members. The company works with well-established publishers as well as independent publishing houses. - Material Writers

Sat, May 15th, 10:30 ~ 12:00 JST | Zoom 1

[Triumphs and Challenges: From the chalkface to the interface](#) #1235

Stan Pederson / Wendy M. Gough / Mary Hillis / Jonathan Isaacson

Our stellar presenters will share their experiences and research about adapting to emergency teaching formats.
College and University Educators

Sat, May 15th, 10:30 ~ 10:55 JST | Zoom 5

[Every language learner is different: A personal perspective](#) #1246

Dominique Vola Ambinintsoa Razafindratsimba

As a learning advisor (LA), I often reply, "It depends. Everyone is different" to my advisees' "how-to" questions, before engaging them into what is referred to as an "intentional reflective dialogue" (Kato & Mynard, 2016). My role as an LA and my research on learner autonomy have enabled me to understand and accept the uniqueness of each learner's experience with their language learning. The latter involves internal factors such as personality, motivation, agency, and feelings about the language. These factors can be influenced by external factors such as the learning environment, including the geographical location (Benson, 2020), the society and the culture to which the learner belongs (Little, 1999). The frequent "how-to" questions from my advisors prompted me to reflect on my own language learning journey, including the struggles, the successes, and the fluctuation of emotions related to each of the five languages I have learned. I used some advising tools to help me with my self-reflection, and then, writing as a "method of inquiry, a way of finding out about [my]self" (Richardson, 2000). In this presentation, I will discuss my self-reflection and the self-awareness resulting from it. I will then suggest some implications for language teaching, mainly highlighting the need to promote learners' self-reflection. - Learner Development

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Sat, May 15th, 10:30 ~ 10:55 JST | Zoom 3

[**Developing a Scale to Measure Foreign Language Presentation Anxiety**](#) **#1264**

David Townsend / Laurence Dante

Whether their purpose is to present research findings or to prepare themselves for the global workforce after they graduate, being able to carry out an effective presentation can be of great importance for university students. However, one of the greatest inhibitors to a successful presentation is anxiety. While much research has been conducted into measuring and analyzing foreign language anxiety and public speaking anxiety, little research has been conducted on measuring the anxiety foreign-language learners experience conducting presentations. This presentation will detail the development of a Presenting in a Foreign Language Anxiety Scale (PFLAS) specifically designed to measure the anxiety Japanese university students experience when making presentations in English. It is hoped that the information gleaned from this survey will allow the researchers to better understand what aspects of classroom instruction increase or reduce anxiety. This will in turn lead to changes in instruction, to help students become more successful presenters. - Testing and Evaluation

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Sat, May 15th, 11:00 ~ 11:25 JST | Zoom 3

[**Introducing an online application for estimation plots in a New Statistics framework**](#) **#1284**

Paul Collett

A common step in quantitative research into language learning is the reliance on null-hypothesis statistical significance testing (NHST) to show the effectiveness or otherwise of different treatments for groups. However, as has been well-documented, multiple problems exist with this approach (see: The American Statistician, 2019, Volume 73, sup1). To move beyond the limitations of NHST, Cumming (2012, 2014) introduces the concept of the New Statistics. Here, the focus shifts from reporting p-values to estimation of effect sizes and confidence intervals (CIs) as a way to better explain what a difference between groups may mean. To help facilitate a New Statistics approach, Ho, et al (2019) have developed a computer package, DABEST, for the creation of estimation graphics. These are data-rich plots which display effect sizes and CIs alongside graphical distribution of all data points from samples. In this presentation, following an overview of the issues above, I will introduce an online application for quantitative data analysis using DABEST. The application, built by the presenter, generates estimation plots and other essential statistical data to help researchers understand results from their research through a New Statistics framework, as well as providing output for use in presentations or publications. - Testing and Evaluation

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Sat, May 15th, 11:00 ~ 11:25 JST | Zoom 2

[**Teaching Presentations Remotely and Engagingly**](#) **#1332**

Donny Sparrow

Presentations are performance art and are meant to be done in person but since the beginning of last year, we have not been able to do so. A speaker, after a good amount of preparation, conveys a message to an audience in an entertaining and meaningful way with limited interaction between the two. Group Discussion (debate) is a hefty benchmark in many communication classes because they allow for a lot of spontaneous (unscripted and with less preparation) interaction and student agency which makes for more meaningful communication. However, the difficulty level is much higher. Aclan & Aziz (2015) found that when students lack the platforms to practice their English in a more meaningful and critical way (as many students do in Japan) that debate is a practical tool for developing oral communication. Presentations can be used to scaffold debate and allow students to create a foundation of information and vocabulary with which they can discuss. Students explore different topics and create presentations for them and then debate while the teacher stands to the side and only steps in when necessary. Additionally, this presentation will show how Zoom as an application was perfectly suited for this task. – Critical Thinking

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Sat, May 15th, 11:00 ~ 11:25 JST | Zoom 5

[**Motivation and meaningful connection in the changing classroom**](#) **#1340**

Andrew Reimann / Natsuki Suzuki

The main goal of language learning is undoubtedly social. We all have a strong desire to connect with others in meaningful ways, sharing experiences, exchanging information, or collaborating. Apart from language skills, connecting with others in meaningful ways requires intrinsic motivation, self efficacy, social and emotional intelligence as well as other traits or states that make up interpersonal competence (Spitzberg, 1989; Goleman 2006). This presentation will discuss key issues affecting relationship building and communication in the modern classroom through demonstrating activities and strategies for improving interpersonal skills and meaningful connections in both early and higher education contexts. These include storytelling, collaborative video projects and interactive presentations, all of which can help to provide learners with opportunities to develop empathy, self-awareness, active listening, critical thinking, assertiveness, sensitivity, and tolerance of differences. With the rise of online learning, social media-based interaction, and social distancing norms, making 'real' connections with others is becoming increasingly rare and difficult. By using relationship-building strategies to become better communicators, learners can develop multiple competencies and a multilevel awareness needed for making meaningful and interpersonal connections. Learner Development

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Sat, May 15th, 11:00 ~ 11:25 JST | Zoom 4

[**Graphic Novels for EFL**](#) **#1350**

Susan Laura Sullivan

Shaun Tan's graphic novel, "The Arrival", contains no words. Due to its visual nature, it is accessible, and it also engages readers' critical thinking skills due to its themes about immigrant and refugee experience. Van Amelsvoort explores the many ways in which images not only help learners to memorise new content, but that they are often more effective than text in this aim (2013). Furthermore, visuals can engage students' top-down processing far more rapidly than the written word, in that our schematic knowledge can often recognise the meaning behind images even when we do not know the foreign definition for them, thereby easing the burden of comprehension and performance that many learners face with new content (Hadley, 2001). An advantage of using this graphic novel was the immediacy students felt relating to text and topic. The contents were used on a week-by-week basis—one part of the story revealed after the other—to teach a semester-long first-year seminar course. Students undertook a number of tasks and group work, including analysis, storytelling, prediction, tense exploration, role play, and performance to deepen their understanding of the text and global issues, all the while improving communicative competence through language use. This short presentation will outline some of the steps taken to successfully teach a graphic novel in an EMI or elective EFL class, and some of the disadvantages. Attendees will learn of some ways that they can implement and incorporate similar texts into their own classroom experiences. - Literature in Language Teaching

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Sat, May 15th, 11:30 ~ 11:55 JST | Zoom 5

Online Poster Sessions as a Student Activity #1311

Malcolm Swanson

Poster sessions, whether face-to-face or online, require a different set of skills than presentations or speeches. Presenters work with just one poster or slide, can only give a brief explanation, and must then respond to a constantly changing group of viewers. The interactive and dynamic quality of poster presentations can offer university students useful opportunities to develop these explanatory skills in a very structured setting without the pressure of large audiences or a set script. In this session, I will describe our experiences of running an online poster presentation event in our university in Kyushu. The programme was intended as an opportunity for our 4th-year students to showcase and share their graduation thesis findings to inspire younger students. I'll explain the system we used, and some of the many pitfalls we encountered - and how we intend to improve the process for next year's event. - Learner Development

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Sat, May 15th, 11:30 ~ 11:55 JST | Zoom 3

Attachment Styles and their Application to the Language Classroom #1353

Magee Mie

Teachers are fundamental agents of change in bringing emotion into the classroom. Attending to the emotional life of the classroom learning community fosters closer connections between teacher and students. In turn, closer connections support a calm and safe environment where optimal learning conditions are formed through the development of emotional intelligence. Optimal conditions are when teachers and learners develop a relationship (attachment style) that is both secure and healthy (Cozolino, 2014). Teachers are able to achieve this by supplying models of behavior, promoting harmony, and helping form habits of excellence with learners. This presentation then will focus on these three points that draw on the theory of attachment styles (Bowlby. 1988). We will explore how teachers can use physical imitation, emotional attunement (mirroring), emotional contagion, and take note of attitude in the classroom. The presenter will offer suggestions for practical action and activity in the classroom that nurtures a secure attachment style. - Mind Brain and Education

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Sat, May 15th, 11:30 ~ 12:00 JST | Zoom 2   **AM sponsored presentation**

Teaching Experiences and Covid-19: A "Zoomed Out" Retrospective (in Progress): An ABAX POV #1612

Alastair Graham-Marr

All the upheavals brought about by the ongoing pandemic resulted in huge changes for teachers, students, schools, administrators and all the logistics businesses that support the "classroom product". This (hopefully) interactive discussion will look at many of the measures taken by various stakeholders to minimize negative effects and support teachers trying to provide students with the best educational experiences possible. Discussed will be a "zoomed out" look at some of the actions taken, a look at how digital technologies have evolved, and even a look "outside" the field at some of the logistical aspects, and how these continuing issues are impacting the class. Lastly, and a look to the future. Participants should come out of this discussion with perhaps a broader understanding of all the machinations that take place behind the scenes that influence what happens in the classroom. - College and University Educators

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Sat, May 15th, 11:30 ~ 11:55 JST | Zoom 4

Using a film adaptation of a literary work online #1367

Kyoko Kuze

It has long been argued that literature plays an important role in the EFL classroom (e.g., Paran, 2006). On the other hand, combining learning a foreign language with the use of media and technology is a common practice nowadays (Heafner, 2004). This presentation aims to explore the potential of a film adaptation of a literary work in the EFL classroom at a Japanese university. It first shows how the film, "The Remains of the Day", adapted from Kazuo Ishiguro's novel of the same title, was used as the main material in the online course. After students' answers to the open-ended questions on interpretations of some specific scenes in the film are introduced, their responses to the film and the activities are analysed based on questionnaire data. The results show that a film adaptation has the potential to motivate and engage students and to deepen their cultural and historical understanding of societies in which the target language is spoken. Furthermore, it is suggested that the use of this type of material in the synchronous classroom provides some advantages for students compared with practices in a regular face-to-face class. - Literature in Language Teaching

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DAY 2 – SATURDAY MAY 15th, 2021
13:00 – 16:00 Afternoon Sessions

Sat, May 15th, 13:00 ~ 13:45 JST | Zoom 1
Bending Over Backwards: Scaffolding Online Courses #1285
Marisa Lucian / Rob Moriarty
When the students of your task-based curriculum must abruptly abandon the classroom and retreat to the isolated safety of their device screens, how can you continue to guide students toward achieving the program goals? In this presentation, these researchers share how they continually readjusted their backwards-model curriculum design and class materials to develop students' discussion and critical thinking skills in response to changing conditions amidst the new social distancing. While the 300 university students had mainly spent their summer semester with asynchronous reading and writing-based lessons, transitioning them to spoken output in synchronous lessons caused a multitude of daunting obstacles such as varying English abilities, lack of technology access, a limited software platform, and growing demands on students from all sides. However, through a constant revision process and a flipped classroom model with both synchronous and asynchronous assignments, the researchers combined engaging online media, scaffolded articles, and original materials in order to build student knowledge, skills, and confidence. Results in speaking tests and end-of-year student surveys show that the new materials were both effective and popular amongst the students. - College and University Educators
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Sat, May 15th, 13:00 ~ 14:30 JST | Zoom 11
JALTCALL Forum #1318
Erin Noxon / Julia Christmas / John M. Gayed / Oliver Rose
The theme of our JALTCALL conference in June 2021 is "Remote Teaching and Beyond", so today we will be talking about different aspects of technology in the classroom that helped us during COVID and we think we will use into the future as well. We will try to convey how we used these technologies and ideas and how everyone can use these skills in their own practices into the future. Our speakers today are, in speaking order: > Julia Christmas and Dr. Reiko Ishii - Using Online International Student Exchange to Boost Mobility During and Post-COVID-19 > John Maurice Gayed - AIKAKU and AI in education > Oliver Rose - Using the LingoLab web apps for online phrase-level practice During the forum today, we will each be speaking for around 20 minutes and then we will have time for questions. Below are brief descriptions of our topics. If you have questions for us during the talks, please type in the shared Google Doc so that we can answer your questions during Q&A time! Julia Christmas and Dr. Reiko Ishii - Using Online International Student Exchange to Boost Mobility During and Post-COVID-19 Description: International student exchange is both beneficial and desirable. Various forms of long or short-term exchange have become a staple of universities and many high schools in Japan. Prior to the interruptions caused by the pandemic, exchange possibilities were often taken for granted and individual barriers, financial or otherwise, were often not a pressing consideration. The presentation will discuss the issue of inequality in mobility that has been a longstanding issue but can now be more easily addressed by creating mingling and exchange opportunities online. The presenters will offer examples of student exchange that took place between their school and students at partner schools across borders despite travel restrictions. In addition, the presenters will argue that online student exchange programs give stakeholders a way to level the playing field for students who lack mobility in the post-COVID-19 era and should be encouraged even after regular on-the-ground exchanges become possible again. John Maurice Gayed - AIKAKU and AI in education Description: This presentation will introduce the development of an AI-based writing application with potential use for English as a foreign/second language (EFL/ESL) classrooms. The researcher is developing the tool to assist English language learners (ELLs) overcome the cognitive barriers they face when they attempt to produce written text in English. Research into the development and use of these tools has been lacking. While there has been much research and discussion on Automated Writing Evaluation (AWE) technologies or older technologies such as spell check and grammar check, there are few studies utilizing AI in education. This presentation will cover the development of the application, its basic framework and potential issues with using artificial intelligence technologies in the classroom. Oliver Rose - Using the LingoLab web apps for online phrase-level practice Description: The free LingoLab sentence-building activity will be introduced, showing modes for self-study, testing & a live quiz game. This activity format has learners respond to questions (in text, audio &/or picture form) by constructing phrases or sentences. Their progress can be tracked and shared with teachers, who can also make custom sets for use in all modes. - Computer-Assisted Language Learning
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Sat, May 15th, 13:00 ~ 13:25 JST | Zoom 6
Blended-Learning: Helping teachers use technology #1346
Luc Roberge
Blended-Learning is an increasingly popular approach in education that blends the traditional face-to-face classroom with ICT-mediated coursework, independent of the teacher. Blended-learning, by careful design, can help to address challenges associated with language classrooms populated with students with varying language knowledge, skills, experience, learning goals, motivation to learn etc. Blended-learning can be used to foster an environment where students have more flexibility and autonomy over the learning process, such as more control of the pace of learning. In traditional teacher-centered lessons, some

students may feel anxious or frustrated when they don't get the time and support needed to fully understand concepts or classroom activities before moving on to the next. Conversely, other students can become bored and demotivated waiting to move forward. Teachers can better support individual students when other students are able to work independently. As Information Communications Technology (ICT) infrastructure improves in elementary, junior and high schools in Japan, many teachers can benefit from supportive opportunities to develop their knowledge, skills and experience in using new ICT-mediated instructional methods. Five teachers ranging from elementary to junior high school utilized the PDCA Cycle (Plan Do Check Act) to develop their knowledge, skills, and experience in utilizing Blended-learning. The presentation will outline challenges, obstacles and benefits faced by teachers when using blended-learning in their own teaching contexts.

Teaching Younger Learners

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Sat, May 15th, 13:00 ~ 14:30 JST | Zoom 4

[LiLT Forum](#) #1241

John Maune / Jennifer Igawa / Luke Draper / Camilo Villanueva / Iain Maloney / Susan Laura Sullivan

In any classroom, including a language teaching setting, teaching literature is not just a means to increased vocabulary or grammatical constructs. Literary texts can be fairly linear with simple plots or richly ambiguous with a myriad of interpretations that require the reader to sift through the fine nuances of language. Some texts provoke the reader to ask, and more importantly attempt to answer, questions; perhaps questions the reader had never pondered. What criteria beyond language learning drives your choice of text? Perhaps there are cultural aspects that the text captures, or provocative story lines that challenge our beliefs. What deeper issues do you hope to raise with your students? In this LiLT forum, we would like to address this topic. Presenters will explain their criteria for text selection as well as other relevant issues. Integral to the forum's success is audience participation; questions and insights will be solicited and greatly appreciated. Non-members and LiLT members alike are encouraged to attend and enrich our friendly and inclusive forum. - Literature in Language Teaching

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Sat, May 15th, 13:00 ~ 14:30 JST | Zoom 2

[Who we are, what we do, & how to get involved](#) #1242

Brent Jones

This forum will bring together Teaching Helping Teachers (THT) members, country coordinators and other interested parties. Invited speakers from some of the THT programs will talk about their experiences with THT, recent workshops/programs and plans going forward. Due to COVID-19 the various THT 2020 programs were canceled or moved online, and we would also like to share lessons learned and future direction for our SIG. - Teachers Helping Teachers

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Sat, May 15th, 13:00 ~ 13:25 JST | Zoom 3

[Revitalizing Student Motivation through Gratitude Intervention](#) #1251

Merissa Ocampo

This study reports on how a gratitude-centered intervention helped to raise students' motivation to study English between 2019 and 2020, amidst a climate of global uncertainty brought about by the COVID-19 pandemic. The research involved ongoing observation of weekly Basic English Communication classes with a total of 300 students participating during the time period of the project. This work on gratitude is a part of broader work on positive psychology in language education, including the development of themed narrative mini-books, and self-compassion workshops. In the current study, gratitude-centered concepts were first introduced in lecture style with supportive multimedia examples. Later, students engaged in gratitude activities such as co-constructing a gratitude box and bin, gratitude journal, and storybook writing. Written questionnaires were also given to students towards the end of each 15-week semester. Throughout the project, motivation, attendance, attentiveness, gratitude, and 'being aware of the small things' were seen to increase. - Mind Brain and Education

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Sat, May 15th, 13:00 ~ 13:25 JST | Zoom 10

[Possibility and Challenges of Online Language Exchanges](#) #1271

Yukie Saito

The spread of Covid-19 has made it difficult for university students to study and travel abroad, which may affect students' motivation to learn English negatively. Hoping to motivate first-year Japanese students to learn English in a class of a private university in Japan, I conducted five online language exchanges with the Japanese students and university students learning Japanese in the U.S. The Japanese students wrote a journal about the contents and feedback in English after every exchange. After the five exchanges, the students also answered a questionnaire survey with closed and open questions. The closed questions were made in terms of oral comprehension, production, and interactions from CEFR Companion Volume (Council of Europe, 2020), cultural understanding, foreign language anxiety, motivation, and pragmatic competence. The results showed that most of the students were able to improve their listening and speaking skills, understand different cultures, reduce foreign language anxiety, be motivated to learn English, and maintain a conversation. The open question also showed their positive opinion toward the exchanges. In the presentation, I will discuss the possibility and challenges of online language exchanges for the new normal era after Covid-19 based on analyzing the students' journals and the questionnaire survey.

Intercultural Communication in Language Education

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Sat, May 15th, 13:00 ~ 13:45 JST | Zoom 8

[Creating ELF-oriented Lessons Using TED Talks](#) #1275

Tiina Matikainen

While ELT is becoming more oriented towards teaching English as an International Language (EIL) or as a Lingua Franca (ELF), most of the ELT materials do not complement the principles of EIL/ELF as students continue to be exposed to native-speaker user models. This presentation illustrates how TED talks by non-native speakers are used to develop listening/discussion lessons for Japanese university students. The presentation will firstly explore the principles for writing ELF-oriented teaching materials. It will then discuss the advantages of using non-native speaker TED talks as teaching material, mainly how exposing students to language user models like themselves can be advantageous. It will then introduce a sample course that uses solely teacher-produced TED talks by non-native speakers. - Material Writers

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Sat, May 15th, 13:00 ~ 13:45 JST | Zoom 7

[Academic dishonesty in Japan: A cautionary tale](#) #1279

Paul Goldberg / Thom Rawson

The digital age, in particular, ubiquitous access to the Internet has revolutionized every aspect of language education. Often with just an app on their smartphone, students are now able to improve their vocabulary knowledge, reading ability, grammar, and even pronunciation. However, the downside of digital technology is that it also enables unscrupulous students to find novel ways to cheat. Common methods of cheating by students include the use of translation software, Line groups in which students share answers with each other, and even purchasing answers from online marketplaces. In this session, the presenters will discuss a specific incident in which over 1400 students from 90 institutions in Japan were caught cheating on Xreading, a popular online platform for extensive reading. They will explain how the cheating was discovered, and the surprisingly wide range of reactions from academic institutions after they were informed about their students' misbehavior. Finally, based on their experience, the presenters will provide useful tips to minimize cheating, detect cheaters, and the most effective ways to deal with students who have been caught cheating. - Extensive Reading

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Sat, May 15th, 13:30 ~ 13:55 JST | Zoom 3

[Self-report and heart rate: Examining the need for integrating measures of Japanese college entrance examination test anxiety.](#) #1344

Jonathan Shachter

The main aim of this presentation is to assess the value of integrating self-reported measures of Japanese college entrance examination test anxiety (TA) with heart rate (HR) response. Manifesting as self-perceived levels of threat or pressure during evaluative scenarios, TA can trigger cognitive, physiological, and behavioural responses (Fairclough et al., 2006). The level or intensity in which an individual experiences TA can negatively affect academic performance (Hembree, 1988) and as a correlate, a testing system may fail to accurately assess an individual's IQ (Zeidner & Matthews, 2003). It is therefore crucial to ensure the validity of TA measuring systems (Zeidner & Matthews, 2003). Data drawn from effective TA measuring systems can aid researchers in a) accurately identifying the extent to which TA impacts assessment outcomes, and b) developing strategies to help test anxious students succeed (Hembree, 1988; Zedner & Matthews, 2003). In the following presentation, historical models that have examined the effects of anxiety on performance will be investigated, and key validated measures that are commonly used in TA research studies will be discussed (e.g. Cassady & Johnson's (2002) Cognitive Test Anxiety Scale). Until recently, the majority of these TA measures have been self-reports (Daly et al., 2011). However, there are limitations to findings that draw conclusions exclusively using subjective measures (Coughlin, 1990; Flessati & Jamieson, 1991; Putwain & Daly, 2014). Consequently, there has been a call for integrating self-reports of anxiety with more objective parameters, such as HR response (Fairclough et al., 2006; Daly et al., 2011; Ganster et al., 2018). With the emergence of affordable wearable technology (e.g. Fitbit) there is now an opportunity to integrate self-reported measures of Japanese college entrance examination TA with HR response. Mind Brain and Education

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Sat, May 15th, 13:30 ~ 13:55 JST | Zoom 10

[Accessing Local Communities, Services & Information](#) #1376

Cheryl DiCello

In 2018, Japan had its largest foreign resident population increase ever after 7 years of continuous increasing numbers (Ministry of Justice Immigration Bureau, March 2019). With the 2020 COVID-19 pandemic, the need for fast, accurate information for daily life became more transparent. This also greatly influences foreign resident language teachers in Japan. An online survey via snowball sampling was conducted from September 2020 through SNS and acquaintances who were mainly English teachers in Japan to participate in and reach out to others to request them to fill out the survey since of all foreign residents those with English ability would mostly likely have the greatest support and access to services available. 39 (mainly language teachers) responded. Survey questions were based on: (1) What kind of and where can public information be easily accessed? (2) Where do respondents want to find this information? (3) How easily can they join Japanese language classes and how was the quality? Respondents indicated that the most useful information they gained was through people they trusted to know about Japan (24), expat websites (17), and SNS (13) while they preferred that it be made available on local municipality websites (26). Japanese as a Second Language

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Sat, May 15th, 13:45 ~ 14:30 JST | Zoom 1

[Leadership and Teams in Academic Service](#) #1282

Dawn Lucovich

This presentation will discuss features that are crucial to developing effective leadership and teams. First, the basic process of team-building will be briefly presented, including the establishment of cohesion, roles and norms, and motivation in teams. Second, best practices for communication and the importance of communication climate (Gibb, 1961) for virtual teams (Gibson

& Gibbs, 2006) will be discussed. Finally, the presenter will share how mentoring and orientation initiatives can improve engagement for team leaders and members of all experience levels. The second half of the session will then open to discussion about challenges and issues experienced in leading and working in teams in Japan, particularly while online or hybrid. Participants are encouraged to bring their own experiences, techniques, and research to share and inform the discussion. This session will especially benefit leaders of chapters or SIGs, committee members, and other professional development, academic service, and nonprofit leaders (or those who are interested in becoming leaders), but could also be applied to workplace and classroom settings. - College and University Educators

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Sat, May 15th, 14:00 ~ 14:25 JST | Zoom 8
Materials Development Frameworks and the Challenges of Developing Learning Materials #1322
Niall Walsh / Brian Cullen
While ESL textbooks are the primary source of learning materials for many teachers, others favour developing materials to suit their own specific teaching context. Both commercial and locally-produced teaching materials can often benefit by following a framework such as Jolly & Bolitho (2011) that helps materials writers to identify and then target the needs of the learners. This session presents the findings of survey-based research carried out that addressed three areas of materials design within a Japanese context. First, it elicited opinions from ESL teachers primarily working at universities in Japan on how well textbooks meet the needs of their students and showed a wide range of different beliefs which emerge from personal context as much as student needs. Second, it examined the major challenges teachers encounter in designing their own materials and demonstrated the importance of the availability of time. Finally, it investigated whether ESL teachers in Japan adhere to a materials development framework and again showed a wide range of beliefs and rationales. - Material Writers

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Sat, May 15th, 14:00 ~ 14:25 JST | Zoom 6
Young learners' world exploration at EFL classes #1334
Svitlana Sharkova / Nataliia Sharkova
Online teaching of foreign languages in terms of early childhood education has resulted in re-envisioning of the content and instruction approaches. As it has been suggested in a Ukrainian research study (Sharkova, 2007) young learners should be equipped with the mental tools that teach them to think, develop their imagination, and turn new vocabulary acquisition into an active cognitive process. The examples of intellectual activities directed at meaningful processing of the information can be grouping pictures of animals, plants, various objects according to their physical attributes or other characteristics. Educators can create "paradox images" (e.g., half of the sun is green) and ask learners to correct mistakes or complete pictures. Schematic arrangements of things (like animal world map, city park designs, Christmas tree decorations, etc.) which contain hidden objects or mismatching elements stimulate memory, attention, and child's cognitive development. In fact, foreign language learning provides an important context that gives children an opportunity to observe and investigate, test theories, solve practical problems, achieve results, and analyse them. Our research study has shown that memory performance as well as childrens' attitudes towards learning new languages is influenced by these and other types of non-verbal activities which will be discussed during this presentation. - Teaching Younger Learners

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Sat, May 15th, 14:00 ~ 14:25 JST | Zoom 3
The Language Learning Brain as a Complex Dynamic System #1261
David Scott Bowyer
Since the publishing of Larsen-Freeman's seminal 1997 paper on language as a complex dynamic system, Complex Dynamic Systems Theory has gained significant traction as one of the possible grand meta-theories that may be able to explain how language is created. It also holds great promise in helping us to understand how learners develop their LX competence. However, CDST-based explanations of LX development typically fail to take account of the human brain and its possibilities and limitations. According to the evolutionary biologist P.T. Schoenemann (1999), models must be able to draw a direct connection between language and the biology of the brain. This position paper seeks to further our understanding of LX development by applying CDST to what we already know about the brain, and in so doing highlight potential areas for future research. Mind Brain and Education

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Sat, May 15th, 14:30 ~ 14:55 JST | Zoom 4
Dramatizing the Data: A Creative Way to Match Form and Content When Reporting Qualitative Research Results at an Academic Conference #1295
David Kluge
What does the puzzling phrase "dramatizing the data" in the title mean? Is it literal? Metaphor? Or both? The simplest answer is that it mirrors the title of a book edited by Bagley and Cancienne (2002) which will be described and discussed first in this presentation. And how does one match "form with content"? The definition of the components of the phrase as used in art and art criticism follows: "The term form refers to the work's composition, techniques and media used, and how the elements of design are implemented. It mainly focuses on the physical aspects of the artwork, such as medium, color, value, space, etc., rather than on what it communicates. Content, on the other hand, refers to a work's subject matter, i.e., its meaning." Why does one attempt to accomplish this matching? What does this matching mean in terms of Performance in Education (PIE)? This discussion is the presentation's second part. The third part is a short interactive performance by the presenter and attendees. Finally, there will be a Q&A/Comment time. Bagley, C. & Cancienne, M. (Eds.). (2002). Dancing the Data. Elijah Mirochnik (Gen. Ed.). Lesley University Series in Arts and Education (vol. 5). New York: Peter Lang. - Performance in Education

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Sat, May 15th, 14:30 ~ 15:15 JST | Zoom 6

[Fostering Students' ICT Skills Through English](#) #1298

Nicholas J. Wilson

Due to COVID-19, attention toward ICT in teaching has grown exponentially. In Japan, the MEXT-funded GIGA School Project (Global and Innovation Gateway for All) has funded schools to supply every student with personal digital devices in order to promote continuous learning inside and outside of the classroom and to prepare children for Society 5.0 (Cabinet Office, 2017). As full funding was only made available to schools who implemented the project in the 2020 school year (MEXT, 2019), many have rushed implementation, leaving teachers, especially in elementary schools, without clear strategies on how to effectively use these new tools in the classroom to foster students' digital skills. This presentation will explore how practitioners can make the most of these rapid changes to improve the quality of foreign language education, from the perspective of proactive, interactive, and authentic learning. In particular, it will cover new activities, highlight differences with more "analog" lessons, and point out challenges students might face. Specifically, learning suites like Google for Education, Microsoft Education, and Apple for Teachers, and how they might be implemented to foster communication and presentation skills through collaborative tasks will be covered. Implications should be of interest to practicing teachers, ALTs, and researchers.
Teaching Younger Learners

Sat, May 15th, 14:30 ~ 14:55 JST | Zoom 2

[Managing Assessment Data in Windows Excel & Google Sheets](#) #1299

Anton Vegel

Digital literacy is an ever evolving and increasingly necessary aspect of education. The recent transition to synchronous, asynchronous, and even hybrid classes in the COVID-19 era has led to a reliance on a multitude of online services (Xreading, MReader, Flipgrid, Edmodo) and web-based learning platforms (Google Classroom, MS Teams, WebClass, Blackboard, Moodle) – all with their own unique User Interface (UI) – increasing the difficulty of learning to navigate the vices and manage assessment data. Additionally, free online gradebooks are not always reliable. Notably, Engrade, once free and popular, now requires complex registration and pricing options, and Learnboost, a once reliable Engrade alternative, has been dropped altogether. Microsoft Excel and Google Sheets are both deep calculation tools, but the basics can be easily learned and applied to assessment data management. This paper seeks to demonstrate the basic workflow of Excel and Sheets by reviewing three simple formulas (adding, multiplying, and dividing), simple organization options (spacing and color), and finally how to create a usable template and mock gradebook with weighted categories. Participants will thus be further prepared to effectively approach Excel and Sheets to practically manage assessment data. - Teachers Helping Teachers

Sat, May 15th, 14:30 ~ 14:55 JST | Zoom 5

[The Efficacy of Online learning: A Students' Perspective Survey](#) #1316

Dr. Michael Greisamer

During the spring of 2020 Universities in Japan for the first time began either partially or fully to teach classes online. This sudden change in the way students are taught created a new style of learning, for them as much as the teachers, and as such, initiated discussion about the quality of learning and the effect on students. The implementation of online learning has the potential to substitute or supplement traditional language teaching far beyond the initial purpose; the safety of staff and pupils via social distancing during the Covid19 pandemic. The purpose of this research was to assess student responses to the first semester of online teaching and explore in what ways online education enhances language education for university students. A large number of university students (N=642) in the Kansai area were surveyed. The data is collected from University students in the Kansai area via an anonymous survey with a sample set of 642. Questions focused on their readiness to embrace online learning, their anxieties and what effects learning online has had on their learning in general. The results indicate that while the students accept the situation they would rather get back to on-campus face-to-face (F2F) classes. As online learning is now expected to continue at least for the next semester, the presenter will discuss the results of the survey as well consider what effective strategies students can use to manage their continued online learning. Questions of student satisfaction and student retention will also be considered. - Learner Development

Sat, May 15th, 14:30 ~ 15:15 JST | Zoom 10

[The IVE Project: Supplementing Intercultural Awareness with the Student-Generated Survey](#) #1324

Andrew Johnson / Hülya Tuncer / Eric Hagley

The International Virtual Exchange Project (IVEProject) (https://iveproject.org/) offers two eight-week exchanges each year affording EFL students the opportunity to interact with peers from other countries. In 2020 over 6000 tertiary-level students from twelve countries joined. This presentation will focus on a supplemental activity, the Student-Generated Survey (SGS), from creation and implementation to classroom application. The SGS aims to increase student engagement by allowing them to submit questions to all participants. Approximately fifteen questions are selected to create the SGS which are made available to participants. The large number of responses (over 1500 in the spring exchange), separated by countries, offers students a unique opportunity to discuss and reflect upon the similarities and differences of their international peers. This presentation will outline qualitative and quantitative data regarding student perceptions of the activity. Students reported that results from this activity helped them understand they had more similarities with their international counterparts than they expected. It was also found

that student use of the SGS results differed by country. The IVEProject is maintained with financial assistance from a Japanese government Kaken grant and is therefore free-of-charge. - Intercultural Communication in Language Education
⬚

Sat, May 15th, 14:30 ~ 14:55 JST | Zoom 1

[Creating and Implementing an Online Placement Test](#) #1333

Bradley Irwin / Diego Oliveira オリベイラ ディエゴ / Adrianne Verla Uchida

This short presentation will describe the experience of moving from a third-party, paper-based English proficiency placement test to an original online version created by the presenters. We will discuss practical approaches to designing a placement test for first and second year undergraduate English language learners that aligns with CEFR bands (A1-B2/C1) and its implementation using Google Forms. The test consisted of 60 multiple choice questions covering listening skills (true/false statements, specific/global comprehension), vocabulary and grammar understanding (sentence completion, word definitions, synonyms, etc) and reading comprehension skills (analyzing content of an advertisement, short and long passage comprehension and interpretation). Students were instructed to complete the test within 90 minutes. Because our test included listening, vocabulary, grammar, and reading items, we will be able to give a comprehensive overview of the process for creating audio content and including appropriate target language. We will describe the collaborative challenges of creating a test entirely online and give advice for others who are interested in creating their own placement tests. This presentation will be of particular interest to anyone who wishes to learn about creating an online CEFR-aligned placement test. It will also be valuable for educators who are interested in conducting online testing using Google Forms. - College and University Educators
⬚

Sat, May 15th, 14:30 ~ 14:55 JST | Zoom 7

[多読実践後の英文読書に対する態度について](#) #1377

Takahiro Tamada / Cheryl DiCello

Nishizawa et al. (2010)では、英語運用試験のスコアや英語の運用能力に、顕著な向上が見られるには、授業時間外も継続的に英文読書を続ける必要があることが示されている。そのためには、学生が英文読書に対して肯定的な印象を受ける必要がある。本研究は、令和 2 年度秋学期に大学 1 年生対象の共通科目の英語の授業（2 クラス 39 名）で実施された。研究参加者は Eichhorst and Shearon (2013)で提案された方法をベースに、60 分の英語多読学習を 14 週に渡って行い、毎週の読書量が評価の対象となった。本発表では多読授業の実践とその運用方法について報告を行う。さらに、１５週目に実施したアンケートの結果を分析し、多読が学生の読書に対する態度にどのような影響を与えるのかを考察する。

Extensive Reading
⬚

Sat, May 15th, 14:30 ~ 16:00 JST | Zoom 3

[MAVR Immersive Showcase 2021](#) #1230

Eric Hawkinson / Adam Stone / Josh Brunotte / Mehrasa Alizadeh

Members of the MAVR community showcase ongoing research and projects. Our community of immersive researchers, developers, and technologists share progress and call for collaboration on a host of innovative projects. Hosted in VR and broadcast online, this is a chance for the MAVR community to reach out to other fields of study and groups from other parts of the world. The session will begin with a panel of short presentations and then facilitate discussions for collaboration. Participants are encouraged to join in VR but can also participate in the live stream in 2D. http://mavr.site for more information.

Mixed Augmented and Virtual Realities
⬚

Sat, May 15th, 14:30 ~ 16:00 JST | Zoom 9

[Bilingualism SIG "Tea Time and Sweets" Family Chat](#) #1239

Diane C. Lamb-Obara / Shaitan Alexandra

The Bilingualism SIG is inviting parents, along with their children, for a casual "Tea Time and Sweets" interactive event aimed at providing participants with a platform to share their stories and experiences about language learning and growing up bi-/multilingual in Japan. In this laid-back forum, we welcome long-time members with advice, as well as newbies looking to learn! Please join us for this exciting time to talk, meet other families, and make new friends! - Bilingualism
⬚

Sat, May 15th, 14:30 ~ 16:00 JST | Zoom 8

[A CEFR-informed Action Research Model: Developing a research plan.](#) #1244

Maria Gabriela Schmidt / Jack Bower / Noriko Nagai / Gregory Birch / Rebecca Schmidt / Omura Takanori / Colin Rundle

The JALT CEFR & LP SIG is currently supporting teacher-researchers through a collaborative Kaken research project entitled "Language Education reform using action research: Putting CEFR's educational principles into practice". During the Forum, project participants will share the research plans they designed using Stage 1 of a CEFR-focused Action Research Model (CARM) developed by the SIG. These plans were designed in part through collaboration facilitated during workshops held in the first year of the project. The SIG forum will be an opportunity to discuss Stage II, the implementation of the research plan which involves two aspects: the participants' plan to (1) trial proposed solutions to their teaching-learning dilemma (i.e. the focus of their research plan), and (2) collect data to critically examine the effectiveness of this solution. Forum participants are encouraged to contribute to this ongoing collaborative process to help move these research projects forward, as well as reflect on their current practice and consider how the CEFR and CARM might be utilized in their own contexts. The forum will conclude with a discussion of the strengths and weaknesses of the CARM model and the goals for the second year of the KAKEN project.

CEFR and Language Portfolio
⬚

Sat, May 15th, 15:00 ~ 15:25 JST | Zoom 4

[Peer feedback for group activity assessment](#) #1294

George MacLean

Oral communication is a fundamental aspect of most language programs and this usually involves group activities where students interact with each other in the target language. Still, teachers can't be everywhere at once to evaluate and ensure that all goals for a group activity have been properly attended to by every student. Several criteria should be met, such as (1) Did the student prepare adequately? (2) Was their response to the discussion prompt level-appropriate? (3) Did they use the target language to the best of their abilities? (4) Did they interact with other group members appropriately? In the absence of methodical procedures and guidelines to communicate this to students, their subsequent assessment for such efforts can appear whimsical or even arbitrary and de-motivating. This presentation will discuss vetted-peer feedback rubrics and their use via cloud-computing to timely and effectively deliver peer and teacher feedback to students about their performance in group activity situations. The outcome for participants of this presentation should be (a) better awareness of how to articulate and implement peer feedback during group activities, and (b) how to make use of free cloud computing applications such as forms and spreadsheets to quickly compile and disseminate such feedback. - Performance in Education

⧠ **Sat, May 15th, 15:00 ~ 15:25 JST | Zoom 2**

[The Impact of CLT on Teacher Beliefs in Japan](#) #1349

Steven Lim

The promotion of communicative language teaching (CLT) in Japan by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) can be traced back to the 1989 Course of Study in which it was stated English should be taught for the purpose of communication. To determine whether MEXT's 30-year endorsement of CLT has been successful, we need to examine the beliefs and practices of the teachers responsible for interpreting those policies. I researched teachers' level of approval of CLT activities and the factors that influence their implementation through a questionnaire responded to by 21 Japanese teachers of English (JTEs) and 29 assistant language teachers (ALTs) at junior high schools. The results indicated that while teachers approve of CLT activities they tend to rely on the audio-lingual method and yakudoku, a translation-based method. The factors influencing teachers' classroom practice vary between JTEs and ALTs, with JTEs reporting entrance examinations and students' expectations as highly influential, whereas ALTs were concerned with the students' speaking ability and the class size. By comparing these results to Gorsuch's (2001) study it can be concluded that though CLT activities are viewed more favorably than 20 years ago, the factors limiting their implementation remain largely the same. - Teacher Development

⧠

Sat, May 15th, 15:00 ~ 15:25 JST | Zoom 7

[Practice Tasks for Speech Acts in Textbooks](#) #1354

Chie Kawashima

The importance of practicing the pragmatic information provided in the textbooks has been emphasised and the lack of tasks to support such practice in ELT textbooks has been pointed out (McGroarty & Taguchi, 2005; Shimizu et al., 2007, 2008). Using textbooks is only a way to provide novice level EFL learners with opportunities to practice language. They may feel comfortable in practicing with the use of textbooks in the classroom environment. This study explores five beginner level internationally used commercial ELT textbooks and seven EFL textbooks used in Japanese senior high schools as to presentation of practice tasks which include speech acts. The outcomes of the study reveal differences between these two sets of textbooks as to 1) particular types of speech acts which can be commonly practiced in the textbooks; 2) how communicatively these speech acts are treated in the tasks. At the same time, the weakness of the tasks provided in each set of textbooks is discussed in terms of developing learners' pragmatic competence. Finally, some practical suggestions are made as to adapting textbooks for pragmatic instruction. - Pragmatics

⧠

Sat, May 15th, 15:00 ~ 15:25 JST | Zoom 5

[The evolution of a four-dimensional EFL classroom](#) #1356

Adrianne Verla Uchida

Teaching students only English is not enough these days. While students do need to master the four skills of reading, writing, speaking, and listening, they also need the skills known as the 4Cs: critical thinking, creativity, collaboration, and communication. Additionally, there is a need to foster students' character and metacognitive abilities. The Center for Curriculum Redesign's Four-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015) is designed to foster all of those traits in students. The framework emphasizes the importance of four dimensions that are essential to learners in the 21st century: knowledge, skills, character, and metacognition. A flipped learning approach was used to assign the grammar drills as homework and class time was spent participating in group tasks and projects that utilized the homework and integrated various dimensions of the framework. This study examines student perceptions about their growth as English language learners over a semester-long, first-year required EFL course with a focus on grammar. The course was held in the spring semester each year. Data were collected over three consecutive years from three different groups of students by analyzing the instructor's syllabi, student reflection sheets and a voluntary post-course survey. How the tasks and projects were designed and implemented over each semester to engage students with the traits from the framework will be discussed. Additionally, ways that other educators can implement the framework and the various tasks and projects will be shared. - Learner Development

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Sat, May 15th, 15:00 ~ 15:25 JST | Zoom 1

[Edmodo activities to engage reluctant L2 learners](#) #1365

Li-hsin Tu

Many teachers find it challenging to engage reluctant EFL learners to communicate in English meaningfully and extensively in university classes for non-English majors, especially when the students are used to lecture-style learning and absorbing information quietly. In the case when classroom instruction is moved online, the challenge to engage students becomes amplified. To meet the needs of online classes, web-based learning platforms, such as Google classroom and Moodle, have become useful tools. Edmodo is one of these free-of-charge online services. Through Edmodo teachers can share information, distribute materials, assign and collect assignments digitally, as well as conducting and facilitating discussions through its unique small-group feature. Edmodo's accessibility also makes it a "paperless" solution to supplement any face-to-face classroom. This session will start with a quick overview of Edmodo: what it is and how it can be used in a university classroom. Following, the presenter will share their experience using Edmodo in an English Oral Communications class for Early Childhood Education students. The presentation will highlight activities that can engage these reluctant English learners in real, meaningful communication online through the Edmodo platform. - College and University Educators

⬚

Sat, May 15th, 15:15 ~ 16:00 JST | Zoom 6

[Fun-Writing-Projects Make EFL-Students Active in Class](#) #1364

Yoko Takano

This presentation provides attendees hands-on activities for 7-9 grade students in EFL classroom not only for in-person classes, but also for online-classes. Regarding writing, input-activities are indispensable for students to output their opinions, choices, and ideas. Therefore, they should be suitable and practical for students. To make both input and output activities for writing, what do teachers need? Presented in the session are samples of writing activities including stepped-writing, mini-debate, publication platforms on Padlet, and classroom journals to show how and why these are important for EFL students. In addition, audiences can explore the process of making the writing activities tailored to the learners' contexts to boost their

communicative skills both in-person and online lessons. At the end of this presentation, the speaker will show the writing essays and works done by students aged 13 to 15 in the small private language classes to implicate how the writing process worked through these writing projects. Furthermore, results for the formative assessment and performance tests will be shown to examine the effects of this writing project. - Teaching Younger Learners

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Sat, May 15th, 15:30 ~ 15:55 JST | Zoom 4

Plurilingualism in Japan: What are we talking about? #1297

Daniel Pearce

"Concepts travel, and it is better to know that they travel" (Morin, 1990). This presentation seeks to clarify the present dialogue on the concept of plurilingualism, a keyword of this PanSIG conference. Within the discourse of resistance to neoliberal trends in applied linguistics and language education (Kubota, 2014), plurilingualism has also been labelled as a European ideology complicit with neoliberalism (Flores, 2013; Garcia & Otheguy, 2020). Plurilingual education, however, is practiced in contexts around the globe, including Japan. In each new context, the travelling concept takes on new meanings. Through examination of the aforementioned critique, and the Japanese translation of plurilingualism, which contains the potentially unfortunate suffix (-主義), suggestive of ideologies, this presentation aims to delineate the term plurilingualism, which has come to refer to multilingual phenomena, individual competence, and ideology (Coste et al., 2009), but also a theoretical lens (Marshall & Moore, 2018) and a pedagogical stance (Moore et al, 2020). In the Japanese context specifically, interpretations of plurilingualism (e.g., Oyama, 2016) will be examined, before using examples of plurilingual education in Japanese school practice to discuss how plurilingual approaches can help learners and teachers develop their competencies through critical and reflexive engagement with languages. - Global Issues in Language Education

⬚

Sat, May 15th, 15:30 ~ 15:55 JST | Zoom 1

ELT teacher perspectives of technology use during COVID-19 #1372

Georgios - Vlassios Kormpas

During COVID-19 many teachers were asked to improvise and teach online. Many were not prepared to teach online and had to learn many technological tools, theories, and routines that were not directly related to ELT. While technology is assisting language learning, it has been put on the spot to provide solutions. Popular technologies such as Zoom, Google Meet, Microsoft Teams, and others became the medium of instruction in class. A lot of time and energy was spent by teachers to learn these technologies. How have teachers perceived this technological change and how will it affect ELT in the future? This presentation will give some empirical data from the presenter and his experience as a teacher during COVID-19 times. He will also share some research findings from approximately 150 ELT teachers in the Gulf countries. The research used a survey and semi-structured interviews about the use of technology in the ELT classroom by teachers. Primary results show that teachers went through a lot of stress incorporating technology in their classes. - College and University Educators

⬚

Sat, May 15th, 15:30 ~ 15:55 JST | Zoom 2

Re-examining translanguaging in plurilingual classrooms #1373

Michał B. Paradowski

The past two decades have witnessed an exponential surge of interest in pedagogical translanguaging (TRLNG), understood as a bi- or multilingual resource-based set of pedagogical practices (traditionally for emergent bilingual students acquiring the societally dominant language) where the medium of instruction is different from the home language(s) of the learners. However, despite the current world fame and popularity of the concept, it is not without problems, which will be examined based on an overview of current pedagogical literature (k = 110; Paradowski 2021, under review). Among the many caveats, we shall see how TRLNG may be less transformative than has been suggested and how the demographics—and language repertoires—of teachers often fail to align with those of the student population. We will also see that TRLNG practices may unintentionally reproduce disadvantages, with language singletons in particular facing steeper challenges. Moreover, not all students appreciate the opportunity to use their home language(s), and TRLNG may actually cause a decrease in well-being. Finally, foreign language classrooms in particular require the reconciliation of many conflicting goals. The talk will conclude with a recommendation of more critically aware and reflective plurilingual pedagogies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students. - Teacher Development

⬚

Sat, May 15th, 15:30 ~ 15:55 JST | Zoom 5

Assessing Speaking Tasks: How can teachers evaluate students' speech more effectively? #1272

Ogawa Chie

This study examined the relationship between two approaches to assess oral performances: analytical complexity, accuracy, and fluency (CAF) indices and human raters' evaluations. CAF indices are analyzed with transcribed data and used frequently in second language (L2) speaking research; however, speaking tasks are communicative and goal-oriented, so the degree to which students achieve those communicative goals need to be assessed (Pallotti, 2009). The participants were Japanese university students (N = 48), who completed opinion-based speaking tasks. The recorded audio data were transcribed and analyzed using CAF measures. In addition, 11 human raters evaluated the same recorded oral performances on the following domains: topic organization, complexity, accuracy and fluency. The raw scores produced by the raters were analyzed with multifaceted Rasch analysis and computed into one logit, which is considered communicative adequacy. The results of a multiple linear regression analysis showed fluency accounted for a significant amount of the communicative adequacy, but other measures (lexis, complexity, accuracy) explain only a small portion of the variance. I conclude by suggesting that researchers and language

teachers can better understand the extent to which learners achieve communicative goals by incorporating human ratings of communicative achievement into speaking assessments. - Task Based Learning
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DAY 2 – SATURDAY MAY 15th, 2021
16:00 – 16:45
Video & Poster – Q & A Sessions

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Towards a Better Student Experience in ERT](#) #1286

Robert Andrews / Trevor Raichura / Bjorn Fuisting

This follow-up study, using data from 529 student questionnaire responses as well as student interviews, seeks to determine if changes to the method of teaching based on student feedback from the previous semester (Raichura et al., 2020) resulted in better student experiences of Emergency Remote Teaching (ERT) at a large private Japanese university. Students evaluated modes of teaching (on-demand, live-streamed, and mixed), various online tools (learning management system [LMS], teacher-created videos, Google Forms, Flipgrid, vocabulary software, Edmodo, and Zoom) and overall satisfaction. This study begins with an explanation of why ERT lessons were continued in the fall semester of AY2020, and the insights gained from the spring semester. Results of the questionnaire showed that students overwhelmingly approved of a mixed style of lessons (both on demand and livestream), favoured the use of the university LMS, and enjoyed the social aspects of livestream lessons. However, despite increased efforts by teachers to instruct students on the various platforms used, students still found the plethora of tools to be a major disadvantage. This presentation would be useful for teachers who aim to incorporate online tools into their lessons either via remote teaching, face-to-face or a hybrid format. - College and University Educators
⊠

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Teachers Helping Teachers Kyrgyzstan Seminar](#) #1290

Roger Palmer

Teachers Helping Teachers (THT) works to help fellow educators and students in and around Asia. To accomplish this, THT provides teacher-training workshops that exhibit practical and teacher-friendly approaches to language education that are informed by current research in the field. This poster describes the activities of THT in Kyrgyzstan, Central Asia, where THT offers a series of workshops every September that are tailored to the needs of instructors in the Kyrgyz context. Topics addressed by the presenter include the state of teaching in Kyrgyzstan, our partnership with the English Teachers' Association (FORUM), our university host institutions throughout the country, suggestions for prospective participants, and what to expect from taking part. The presenter hopes that the information in the poster will inspire more Japan-based language instructors and researchers to involve themselves in opportunities to develop their careers through working with other educators in Asia.
Teachers Helping Teachers
⊠

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Humor competence in intercultural communication](#) #1301

John Rucynski / Caleb Prichard

Humor can break down cultural barriers, but there are also vast differences regarding how humor is used in different cultures. These differences often complicate intercultural communication and can lead to embarrassment or isolation for language learners (Bell, 2011; Lems, 2013). A growing number of researchers thus advocate the inclusion of humor competency training in foreign language education (Hodson, 2014; Kim & Lantolf, 2016; Wulf, 2010). Humor competency training refers to training learners to better recognize, comprehend, and respond to humor in the context of intercultural communication (Bell & Pomerantz, 2016). How can we include humor competency training as a part of English language classes? Humor competency training does not involve giving dry lectures on the humor norms of different cultures, but rather designing engaging and interactive communicative activities. The presenters will provide an overview of humor competency training units they have implemented in their university English language courses. These units include a focus on two modes of humor that are ubiquitous in many English-speaking cultures, verbal irony and satirical news. The humor training covers both interpersonal and online intercultural communication. A summary of class activities, recommended resources, and student reactions will be shared. - Intercultural Communication in Language Education
⊠

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[TOEIC Bridge and ER in remote classes](#) #1314

Mamoru Takahashi

The purpose of this presentation is to show the effect of ER on English proficiency in remote classes. First, the presenter will show how English proficiency influenced the result of ER. Then the effect of ER on English proficiency will be discussed. The participants in the study were 57 Japanese university-level engineering students who studied remotely in one semester and face-to-face in another semester. The study employed a method of dividing samples into three groups: low (less than

60,000words/yr), middle (60,000-150,000), and high (more than 150,000) amount of reading. The presenter examined the relationships and interactions of the two variables (ER and proficiency test scores) over a one-year treatment, using ANOVA. The number of words students read was counted with MReader, and TOEIC Bridge tests as pre-test/post-test were administered. The results of a one-way ANOVA revealed significant differences. In the result of the pretest, the low group and the middle group were significantly different. This result suggests that initial English proficiency was the cause of the difference in the amount of reading. On the other hand, ANOVA revealed no differences in the result of the posttest. It is suggested that the gap between the middle group and the low group disappeared and that ER was effective for the improvement of English proficiency.
Extensive Reading

🄫

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Multilingualism and Intercultural Competence](#) #1325

ZONI UPTON Jessica

"In the modern world, monolingualism is not a strength but a handicap" (Crystal, 2006). While foreign language education may be able to encourage and support the development of sequential multilingualism in the still mainly monolingual Japanese society (Harding-Esch & Riley, 2003; Wang, 2018), implementation of linguistic competence without intercultural competence (IC) is not enough to guarantee effective use of the new language/s. IC is the ability to communicate effectively and appropriately in intercultural situations through the application of one's intercultural skills, attitudes, and knowledge (Deardorff, 2006). This lecture-style presentation will first briefly explain multilingualism and IC respectively, and how the two are connected. Finally, it will focus on how IC can be practically integrated and assessed in EFL classrooms. Participants will hopefully be able to understand the importance of IC and gain ideas on how to practically incorporate it in their language classrooms.
Intercultural Communication in Language Education

🄫

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Teaching Entrepreneurship Through Experiential Learning](#) #1326

Steven E Quasha / Daniel J. Mills

The rate of women entrepreneurs in Japan is abysmally low compared to other nations. In fact, Japan ranks last among OECD countries, and data indicates that a mere 17% of Japanese women declared to have knowledge about starting or growing their own business. The current situation indicates the need for learning materials that not only introduce the topic of entrepreneurship to all students but also showcase female models of business success. To this end, the presenters have created a series of experiential learning materials centered around a strong female character, Mirai Takahashi, who is in the process of launching a business start-up with the guidance of her mentor, Catherine Sakamoto. Through Takahashi's successes and failures, students experience the risks and rewards of starting their own company. The purpose of this session is to highlight how the presenters are currently using these materials and to introduce a series of academic studies regarding how material design can influence perceptions of entrepreneurship, gender equality, and digital transformation in business. The presenters will describe their current efforts to gather both quantitative and qualitative data for these studies and share their initial results. Active participation from audience members is strongly encouraged. - Business Communication

🄫

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Japanese EFL Learners' Perceptions of Their Own Bilingualism](#) #1327

Blake Turnbull

Despite recent works that have expanded the notion of emergent bilingualism to include FL learners in their own right (e.g., Turnbull, 2018), and calls for plurilingualism and multilingualism to be accepted as a goal in FL education, the concept has yet to be widely acknowledged, particularly by the very learners who fall within this category. Through use of a questionnaire, this presentation examines the personal opinions of 223 university-level Japanese intermediate EFL students regarding the definition and process of becoming bilingual. Quantitative and qualitative analysis of emerging themes in the data show that most of these emergent bilinguals do not view themselves in such light, and consider the notion of bilingualism to be an out-of-reach goal at their current level. The presenter suggests the need to educate FL learners of their bilingual status so they may dismiss the idea of attaining native-like competence and instead embrace their unique set of bilingual languaging strategies to make meaning, to express themselves, and to learn. - Bilingualism

🄫

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Reconceptualizing Accessible Language Learning](#) #1338

Ryota Moriya / Natsuki Suzuki / Andrew Reimann

Creating equal educational opportunities for learners with disabilities was initiated by The Act for Eliminating Discrimination against Persons with Disabilities in 2016. JASSO (2020) estimates that the percentage of students with disabilities in post-secondary education has increased from 0.44% to 1.17% since 2014. Those students, however, remain under-supported in language education. Tonooka (2015) estimates that only 28% of university language classes offer support for students with disabilities in Japan. The Act of 2016 places responsibility of providing reasonable accommodation for learners with special needs on language teachers by merging their classes with those of non-disabled learners. This change has brought on a "destabilization in the practices of the typical teacher" (Goodley, 2014, p. 104) on one hand, and a shift in the notion of disability from impairment towards inaccessibility to learning resources on the other. This poster session will highlight various learning differences and a diversity of learner needs including communicative, physiological, and psychological differences in language classes. Presenters will share their insights into reconceptualizing accessibility in language learning. The goal is to facilitate

discussions on raising awareness of how teachers can best support learners with special needs. Participants are welcome to share their experiences concerning accessibility in language learning. - Accessibility in Language Learning
⊠

Enhancing our Students' Global Voices #1341

Richard Miles

To participate in the global conversation on combating climate change, Japanese university students need to be able to utilize their English language skills across a range of contexts. However, for most, their experience using English is typically limited to the classroom. Therefore, this study seeks to enhance the voice of Japanese university students by first analyzing a series of recent speeches by Swedish climate-change activist Greta Thunberg, transcribed in her book, "No one is too small to make a difference". Being of a similar age and also speaking in a second language, Thunberg is an ideal public speaker for students to model. This research study consisted of two phases. Initially, a structural analysis of her speeches was conducted, exploring the established organizational frameworks front-loading and back-loading, as well as common message framing techniques attribute framing, goal framing, and loss/gain framing. Secondly, an examination of the persuasive discursive techniques used in her speeches was conducted, focusing on established rhetorical devices such as tripling, bookending, doubling, contrasting, and negative questions. This presentation will document the wide range of techniques (organizational and rhetorical) used by Thunberg and discuss how they can be used by Japanese university students seeking to move beyond generic English language classroom presentations. - College and University Educators

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Video Letter Exchange to Oral Development #1343

Nami Takase

Engaging students in online exchange has numerous positive effects; one is to keep students connected to the international community (Blake, 2000). This presentation focuses on how CEFR A1- to A2-level English learners engage in authentic communication with native English speakers through an online application during the pandemic as part of a two-month project. The purpose of this presentation is to share the project's classroom practice and the effectiveness of its online communication exchange for speaking development and cultural understanding. In this project, university students learning English in Japan exchanged a video with students learning Japanese in the US. The main language used in the video was English. However, the topics included intercultural aspects, such as sharing stories about their favorite heroes. At the end of the project, the post-test speaking test showed increased gains in English learners' fluency, accuracy, complexity, and lexical diversity, as the English learners may have picked up native terms from their video exchange partners. This presentation also provides feedback and comments from students from both countries and highlights issues that may arise during the project to assist future project organizers who are interested in conducting an international video exchange project.

Intercultural Communication in Language Education

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#BLM in Fragile White Classroom #1362

Ellen Head

How can stories, delivered through movies or words attract students and support the development of a more nuanced understanding of the world? This poster presentation focuses on a personal "critical incident" between a white British teacher and Japanese students. The presenter describes how her personal reading encounters with YA authors like Angie Thomas, Alex Wheatle and Brittney Morris, led to a new perspective on racism. With this new perspective she noticed how the Japanese students' interpretations of the information in their old text book sounded as if they were expressing a racist point of view, even though the textbook author's intention was to highlight social injustice in the USA. Was that due to their low language level or to stereotypical thinking about race, or both? Disentangling the linguistic aspects from the attitudinal aspect was difficult and uncomfortable. However, as JBP Gerald (2020) suggests "uncomfortable conversations" should not always be avoided. Hearing JBP Gerald's lecture at Kyoto JALT in 2020 encouraged this teacher to show part of the movie "The Hate You Give" to the class. Discussing the ethical issues raised by the movie produced deeper reflections from students. It is hoped that after attending this presentation fellow educators will be inspired to read and teach more literature and movies by Black authors and directors.

Global Issues in Language Education

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オンライン日本語コースと地域コミュニティをつなぐ丹波篠山プロジェクト #1366

Yoshiko Kishi

本発表は、春学期に北米の大学のオンライン日本語コースで行った地域交流と理解をテーマにした PBL の実践報告をする。コースがオンラインになった状況を活かし、兵庫県丹波篠山地域とコース受講者がつながることを目的にした PBL をデザインした。具体的には、地域理解のテーマに沿って、受講者は地域の人々のレクチャーを受け、地域について各自が興味を持ったことを調べる。そして、調べたことを地域の人に向けて発表して交流を行う。この PBL の成果としてどのように受講者が発表を通じて地域へ貢献しつながることができたのかを検証し、今後の課題と改善案を提示する。

Japanese as a Second Language

⊠

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Don't Say That, Say This!](#) #1368

Rob Olson

While plurilingual/multilingual speakers enrich their conversations by drawing from various languages, challenges abound. Two common obstacles plurilingual/multilingual speakers in Japan face is the use of Wasei Eigo or "English-based terms created in Japan," (Gollin, 2013). While these words may "sound like English," they often have different meanings from the words from which they were derived or may not even exist in the English language. Another pitfall concerns the appropriateness of words or phrases that may be acceptable in one culture but not in another. This presentation will offer a list of thirty Wasei Eigo terms encountered both in and out of the classroom over the past two years as part of a research project. While no means a comprehensive list, the terms shared will likely increase a teacher's awareness of Wasei Eigo-based words and phrases in the ESL classroom. Wasei-Eigo based activities and materials such as an illustrated version of "Concentration" and Wasei-Eigo journals will be introduced and shared. - Pragmatics
⬚

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[The Duolingo English Test: Successes and Struggles](#) #1252

Jay Drew / Sian Edwards

The Duolingo English Test (D.E.T.) is an online, on-demand English proficiency test. This test measures the language ability of test-takers across the four skills of reading, listening, writing and speaking, in a blended manner, where all skills are assessed in a single test. This test is typically much shorter than other proficiency tests and it can be done in the examinees' own homes using their own computers. The adaptive nature of this test means it adjusts its questions based on the preceding (correct or incorrect) answers enabling it to measure competency rapidly and accurately. Given the current Coronavirus pandemic, taking language proficiency examinations at test-centers is often not a viable option. Therefore, the D.E.T. may appear to be an affordable, convenient alternative to more traditional tests. However, despite its apparent advantages, it is not without its complications, so it should not be considered a panacea to the deficiencies of conventional testing. This presentation will introduce teacher and student experiences of the D.E.T. based on information gleaned from questionnaires and interviews. It will elucidate the advantages and disadvantages of the test and also propose best practice guidelines for others wishing to employ this test in their own contexts. - Testing and Evaluation
⬚

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Collaborative Learning in Higher Education in Japan: Toward an Intercollegiate Program](#) #1254

Akiko Tsuda / Chris Valvona / Kayoko Kinshi

Thanks to globalization, many university students living in regional areas in Japan as well as in the Tokyo metropolitan area have opportunities to communicate with people from other countries using English as a Lingua Franca (ELF). However, international tourist guidebooks usually do not cover such regional areas in detail, so students do not know how to describe local landmarks and cultures in English. This research focused on cooperative learning among around 50 students from three universities in Hyogo, Fukuoka, and Okinawa in an intercollege email exchange in English. The topics ranged from self-introduction to local landmarks, cuisines, and festivals in their hometowns. This cooperative learning project was designed to maximize students' independent learning while teachers monitored their activities. Throughout the interactive lessons, they learned about regional cultures of their own and others in Japan, exchanging opinions with students from other universities, before and after which they completed a questionnaire. The results reveal how cooperative learning influenced their attitude toward language learning and motivated students to express themselves through writing and speaking using ELF. This presentation will show how teachers facilitated the activities and their future plans. - College and University Educators
⬚

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Academic Vocabulary Acquisition: EFL-ESL Variations](#) #1266

Philip Riccobono / Dr. Marieta Simeonova Pissarro

Academic Vocabulary Acquisition (AVA) represents a major concern in ESL and EFL contexts (Cox, 2013; Nation, 2012). However, a gap in AVA research between and within English as Second Language (ESL) and English as Foreign Language (EFL) university cohorts still exists. Thus, this pilot study examines variances in academic vocabulary acquisition utilizing Stoeckel and Bennett's (2015) New Academic Word List (NAWL). During the Spring 2019 semester, the researchers administered Stoeckel and Bennett's (2015) New Academic Word List Test (NAWLT) as pre and posttest to evaluate AVA variations amongst ELLs at a national university in Hyogo Prefecture, Japan (n= 261) and an intensive English language program at a state university in Nevada, USA (n= 53). Results highlighted statistically significant differences ($p < .05$) from pre to posttest between and within ESL and EFL cohorts in motivation, length of self-study, between different modality (e.g. reading versus speaking/listening), English usage outside of the classroom, and future career goals. This study suggests concrete pedagogical implications for EFL/ESL practitioners and researchers focusing on academic vocabulary acquisition. - Vocabulary
⬚

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Interaction and Anxiety in the EFL Classroom](#) #1270

Larry Xethakis / David Ostman

Interaction in the foreign language classroom can present learners with socially ambiguous situations, often compelling them to work with unfamiliar classmates. Such an environment may produce unsettling, or even anxiety-provoking experiences. To date, the primary focus of research on anxiety in the EFL context has been on the impact of foreign language anxiety. However, as interaction-centered approaches gain greater prominence, attention should be given to the role that social anxiety plays in

student attitudes towards language learning. This study adopted a mixed-methods approach to examine the impact of an interaction-focused, oral communication curriculum on first-year university students' perceptions of social anxiety. Analysis of pre- and post-test survey data (n = 385) revealed that, contrary to expectations of increased anxiety, learners experienced a significant reduction in feelings of unease over the course of a 15-week term. Qualitative data indicated multiple factors that helped mediate feelings of anxiousness, including affordances provided by the curriculum, improved interpersonal relationships, and transformations in the learners themselves. The results suggest that repeated interaction between learners which is focused on meaningful language use and low-risk self-disclosure can help to build social bonds that ease learners' feelings of social anxiety. - College and University Educators

⌧

Sat, May 15th, 16:00 ~ 16:45 JST | Zoom 11

[Developing a Hands-On STEM English Course](#) #1274

Martin Wood

In recent years, the importance of STEM education has been gaining increased attention. To thrive in the new technology-driven society, tomorrow's graduates require excellent technical capabilities and well-refined soft skills. In Japan, STEM students face the additional task of improving their L2 competency. This poster will outline the development, implementation, and participants' impressions of a 15-week STEM English course for non-English major, Japanese university students. The course was developed to allow students to apply STEM content knowledge to improve communication skills, team-work, and higher-order thinking skills. The course covered five units, with each unit requiring two to three weeks to complete. The units included i) STEM Fundamentals, ii) The Scientific Method, iii) The Bernoulli Principle, iv) Parabolic Motion and v) Global Water Resources. The pattern for each unit was as follows: Lesson 1 - the main content and principles of the topic were introduced; Lesson 2 - students were tasked with planning and completing a simple hands-on experiment related to the main topic; and Lesson 3 - students reported their experiment findings to their peers through oral presentations. - College and University Educators

⌧

DAY 2 – SATURDAY MAY 15th, 2021: 17:00 – 18:00
Plenary Session

Sat, May 15th, 17:00 ~ 18:00 JST | Webinar

[Task-based teaching – but what about the grammar?](#) #1379

Jane Willis

How did the world's bi-lingual and plurilingual people learn the languages they speak? Were they taught or did they acquire them naturally? And how can task-based teaching help? I will show (by demonstrating a task in action) how a pre-task preparation phase and a three part task-based cycle (Task, Planning, Report) can enhance essential conditions for natural language learning both inside and outside the classroom. Interestingly, explicit grammar instruction is not an essential condition, but it has been shown that some focus on language form can help enhance learning. But what do we mean by grammar? We used to see Grammar and Vocabulary as fairly separate entities. But insights gained from Corpus Linguistics reveal that the relationship is more of a cline, from word to phrase (fixed and partially fixed), collocation, pattern, class and structure. Communication is largely lexically-driven; after all, it is words and phrases that carry the meanings that learners will need to understand and express in order to become confident speakers. Knowledge of grammar can help them fine-tune if there is time and a need to do so. How to incorporate these insights into task-based teaching? I will show how the meaning-focussed text-based task cycle we began earlier can be followed by a range of different form-focussed activities that highlight and explore multiple aspects of grammar occurring in the texts and the task recordings that form the learner's 'pedagogic corpus'. Activities involve consciousness-raising, recall, extension, correction and consolidation. I will demonstrate various starting points: a single word or phrase, or a semantic field (e.g. topic-related phrases) that can help learners identify useful forms, build on them and extend their use into their personal repertoire of language appropriate for global communication. Bio: Writer of several prize-winning books, Jane Willis worked extensively overseas as an English teacher and trainer before moving to Aston University's Masters in TESOL programs. Now retired, she lives in the English Lake District and enjoys fell walking. She also teaches tai chi and is still quite active on the TBLT scene. See www.willis-elt.co.uk This plenary is sponsored by JALT Task-Based Learning SIG. - Task Based Learning

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DAY 2 – SATURDAY MAY 15th, 2021: 18:00 – 19:30
Evening Sessions

Sat, May 15th, 18:00 ~ 19:00 JST | Zoom 5
[TBL SIG Forum](#) #1610
Justin Harris / Paul Leeming / Jane Willis
The TBL SIG forum follows directly after the TBL SIG Sponsored Plenary Talk 'TBLT: but what about the grammar?' by Jane Willis. The plan for this forum is to continue the discussion of issues raised in Jane's talk, and to expand on some of the activities that Jane introduces. Participants will have the opportunity not only to ask any questions they might have, but to share examples from their own teaching contexts regarding the place of grammar in the TBLT classroom. - Task Based Learning

Sat, May 15th, 18:00 ~ 18:25 JST | Zoom 9
[On being translingual and transnational in a Japanese university: Two case studies](#) #1280
Natasha Hashimoto
The field of TESOL has been criticized because it "has traditionally given more attention to the process of [language] acquisition than to the flesh-and-blood individuals who are doing the learning" (Kramsch, 2009, p. 2). At times, the discipline has been critiqued as suffering from the monolingual bias (May, 2014; Meier & Conteh, 2014). The goal of the current case study is to contribute to the research on the flesh-and-blood learners and their translingual, transnational identities. The participants are two international female students enrolled in a private university in Japan. Both students come from South Korea and use English, Japanese, and Korean regularly. Having also lived in an English-speaking country and Japan, the participants are transnational individuals. In the study, I explore the participants' life trajectories but concentrate on their experiences in the university classroom in Japan. The main focus is on their linguistic practices, interactions with peers, teachers, and how their translingual and transnational identity affects their education in Japan. I also investigate how the students' investment in the language (Norton, 1995, 2013) shapes their overall experience with the English language in an Expanding Circle environment. For triangulation purposes, two former teachers who taught the core participants have also been interviewed. - Bilingualism

Sat, May 15th, 18:00 ~ 18:25 JST | Zoom 3
[Methods for Reducing Public Speaking Anxiety](#) #1305
Josh Brunotte
Students, as well as the population as a whole, often suffer from debilitating levels of presentation anxiety. Public speaking phobia can have a negative impact on students' ability to function in the classroom, as well as their ability to effectively acquire a second language. This talk will discuss an ongoing investigation into the best methods for reducing this anxiety in students, including virtual-reality and imagination-based home practice, as well as course work and exposure to in-person speech acts. This program used a combination of exposure training, mindfulness training, and interventions based on cognitive behavioral therapy (CBT) to target presentation anxiety in the Japanese university student population. Preliminary results show significant levels of anxiety reduction within the participants, consistent with earlier findings within this ongoing program. How this experiment shifted to an online format in 2020 as a result of the COVID-19 pandemic will also be discussed, as will differences between participants who used more technological methods (VR) versus those who used more traditional methods for presentation practice. Participants' comments from program interviews and surveys will also be presented to explore the nature of presentation anxiety and to help find best practices for classroom presentation activities and assessments by instructors. Mixed Augmented and Virtual Realities

Sat, May 15th, 18:00 ~ 19:30 JST | Zoom 6
[Challenges in Multilingual Learner Development](#) #1231
Blair Barr / Isra Wongsarnpigoon / Ellen Head / Akiko Nakayama / Andy Barfield / Alison Stewart / Lorraine de Beaufort / Kevin Mark / Riitta Kelly / Jussi Jussila / Yuri Imamura / Shaitan Alexandra
Connecting with the theme of "Local and Global Perspectives: Plurilingualism and Multilingualism," this forum will feature presentations that explore the development of linguistic diversity in learners' lives and environments, whether within formal education or in the wider world. What affordances and constraints do learners face in developing their linguistic repertoires beyond a simple binary of first and second language? What challenges do they face as multilingual learners and users in participating in different communities and in becoming more autonomous? What peculiar trajectories do learners' language biographies take, and what dilemmas, questions, or puzzles do they have? Why? In this Learner Development SIG Forum at PanSIG 2021, we would like to explore the challenges and benefits of learning and using multiple languages from diverse perspectives. The forum will feature timed rounds of interactive presentations followed by reflective writing and discussion. Presenters and participants will also be invited to contribute writing and related multimedia resources to the LD SIG's newsletter, Learning Learning.
Learner Development

Lexxica – Word Engine - PanSIG 2021 AM sponsor

Lexxica's WordEngine is for schools and teachers seeking a proven, professional system for increasing students' comprehension of high-frequency vocabulary. WordEngine is highly regarded among teachers and students as a fun, simple and effective way to quickly improve English ability. WordEngine is the original online vocabulary supplement, and it is still by far the most advanced and easy to use. WordEngine automatically adjusts to the specific lexical needs of each student based on their actual vocabulary composition. WordEngine begins with the patented V-Check, a lexical test that identifies the specific words each student already knows, and the specific high-frequency words they do not know.

Contact* info (at) lexxica (dot) co (dot) jp See HP: https://www.wordengine.jp/

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Sat, May 15th, 18:00 ~ 19:30 JST | Zoom 2
[Where Brain Sciences Intersect Language Teaching](#) #1232
Amanda Gillis Furutaka / Megumi Yoshieda / Dimitris Maroulis / Mohammad Khari / Jr Koch / Curtis Kelly
The Mind, Brain and Education forum will introduce a variety of brain science findings that can inform language teaching approaches and methods. People new to the field will have an opportunity to find out how to get started in learning about brain sciences by joining a session which will focus on recommendations for introductory talks and print publications. For long-term members, there will be opportunities to discuss in depth topics of interest, and for those who would like to learn about recent findings and teaching innovations, there will be presentations on different topics. We will hold three 25-minute rounds of concurrent presentations and discussions. The speakers and topics are: Megumi Yoshieda Appreciating greenery and sharing the growth during remote learning: an example of experiential learning using Instagram James (Dimitri) Maroulis True Grit? Junior Koch Specific Learning Difficulties Mohammad Khari Cultural Context: Putting the Genie of Bias Back in the Bottle Curtis Kelly The Connected Classroom Amanda Gillis-Furutaka The three stages of learning and the role of a teacher
Mind Brain and Education

⬚
Sat, May 15th, 18:30 ~ 18:55 JST | Zoom 1
[Exploring translanguaging for EMI university classes](#) #1288

Lorna DeVera
Advanced English-language programs in Japanese universities outside of mandatory English classes can provide students enhanced learning opportunities through English medium-instruction (EMI) classes. EMI classes are believed to give students content knowledge and exposure to English that they might not have in their daily lives outside of the classroom. It compels them to interact with fellow students and teachers and engage in discourse that prepares them for real-world communication. However, researchers have raised concerns about the effect of students' language proficiency on their learning as seen in a lack of engagement or interest among lower-proficiency learners which demonstrates how English-only instruction could be an issue (Tsuneyoshi, 2005; Brown, 2015; Sauzier-Uchida, 2017). Recent changes in perspectives in EFL have begun to acknowledge that the students' L1 has value and a role in EMI settings. Applying a translanguaging approach may be a solution for improving student engagement and performance (Yamauchi, 2018 and Bartlett, 2018). The presenter will share her experience in teaching advanced English courses, highlighting the need to rethink the role of the students' L1, i.e. Japanese, as a pedagogical tool that can facilitate comprehension and learning in EMI classes. She will discuss considerations for introducing translanguaging strategies that support successful language learning in these classes and will offer suggestions on their strategic and judicious use in class activities. - College and University Educators

⬚
Sat, May 15th, 19:30 ~ 10:30 JST | Zoom 11

[JALT's Got Talent Showcase and Networking Social](#) #1375

Adrianne Verla Uchida / Maria Gabriela Schmidt / Mark Brierley / Grant Osterman
All you can eat and drink social for all attendees. Please come and share your talent and hobbies with us. We hope to have a series of special presentations to break the ice and then open up breakout rooms to continue networking and socializing. This will also be a great way to welcome new members to our organization and show them that we too are human! So please come, laugh, and enjoy the evening with your PanSIG family.
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DAY 3 – SUNDAY MAY 16th, 2021
09:00 – 12:00
Morning Sessions

Sun, May 16th, 09:00 ~ 09:45 JST | Zoom 5

[Exploratory Practice in an L2 Genre Writing Class](#) #1291

Matthew Miner / Kevin Garvey
This presentation initially defines Exploratory Practice, a style of practitioner research in response to Action Research (Burns, 2003) that seeks to integrate classroom research and empower students as co-researchers studying language classroom quality of life (Allwright, 2005). The presenters discuss implementation of EP into a Japanese university freshman-level reading and writing class that follows a genre approach. The presenters will share results of an ongoing EP project which contextualizes genre writing of academic research papers by instilling concepts of autonomy, personalized language-learning research topics, and teacher-student collaboration. The presenters will end with reflections and suggestions on the potential role and benefits of EP in the language learning classroom. - Learner Development
⬚
Sun, May 16th, 09:00 ~ 09:25 JST | Zoom 10

[Perceptions of Online Learning's Effectiveness](#) #1328

Pedro Faingnaert
This study explores the perception of the effectiveness of group writing and group discussion activities used in face-to-face lessons adapted for online learning. The 68 participants in three different classes had a minimum TOEIC score of 500 and provided feedback on a regular basis. Ranking, open-ended, and closed-ended questions were used for the polls at the end of some lessons, a monthly survey of the classroom activities, and a final questionnaire covering the entire course. The results indicated that the majority of students preferred to work alone and perceived any kind of group work to be better suited for face-to-face course delivery versus an adapted format for online course delivery. - Business Communication
⬚
Sun, May 16th, 09:00 ~ 09:45 JST | Zoom 8

[Teach it! Write! What We Can Learn from CEFR](#) #1337

Bob Gettings
Do our students write more than students used to 25 years ago? The internet and smartphones have changed the way that we communicate and interact in our daily lives - even with foreign languages. CEFR offers some insights into how we learn and can teach languages. The presenter will outline the changes in the CEFR Companion Volume (2020) descriptors and suggest practical ways to integrate them into teaching L2 writing. The Companion Volume updates and extends the original CEFR with new descriptors relevant to teaching writing - especially for the lower levels (pre-A1 to B1), as well as for online interaction, plurilingual/pluricultural competence, and mediation. The new descriptors for mediation offer insights into ways to use students' L1 or other languages (L3, L4 . . .) in target language learning and assessment. The Companion Volume also continues to view students as active social agents in their own learning, to encourage an active learning approach, and to focus on what language learners "can do" - not on what they cannot. In particular, the presentation will focus on CEFR as related to CALL and extensive writing task design. - CEFR and Language Portfolio
⬚
Sun, May 16th, 09:00 ~ 09:25 JST | Zoom 1

[Flipped Learning Through Pre-Lesson Tasks](#) #1369

Charu Gupta / Posheng Vincent Chien
This study explores the implementation of flipped learning in the online classroom for first-year university students (n=156) in Japan enrolled in an English debate course. It aims to investigate the benefits of flipped learning in maximizing student practice and speaking opportunities in class, and in allowing students to acquire new skills with scaffolding and to revisit new concepts.

Students completed pre-lesson tasks, including watching a video and completing a related assignment and then joined the class with a basic understanding of the target skill, which they would practice in class with their peers. This mixed-methods research investigates the students' perceptions of pre-lesson tasks and suggests there was an overall positive response to flipped learning. The benefits are presented using quantitative and qualitative data collected from their performance on pre-lesson assignments and a questionnaire to get students' perceptions of flipped learning. It was discovered that throughout the semester students found it helpful to preview and review the skills with the videos and that their confidence levels increased when faced with new and unfamiliar skills. The study concludes with implications for future research.
College and University Educators

Sun, May 16th, 09:00 ~ 10:30 JST | Zoom 4

[Performance in Education (PIE) SIG Forum](#) #1223

E Von Wong / Ma Wilma Capati / Elisabeth Fernandes
The Performance in Education (PIE) SIG Forum will be of short presentation/Pecha-Kucha format on the various facets of Performance in Education. The presenters will cover topics surrounding the planning of Performance Assisted Learning (PAL) activities such as the procedure in planning, examples of successful planning, challenges, classroom executions, tips for beginners, and their reflections and thoughts on planning and executions. The forum will feature PIE practitioners who specialize in various genres of PIE activities such as roleplay, improvisation, public speaking, discussion, process drama, readers theatre, music, and many more. - Performance in Education

Sun, May 16th, 09:00 ~ 10:30 JST | Zoom 9

[Lifelong Learning Hacks](#) #1237

Joseph Dias / Andrew Reimann / Catherine Takasugi / Natsuki Suzuki / Taron Plaza
The many developments in connectivity and access to information, combined with recent restrictions to face-to-face interaction and socialization, have created both challenges and opportunities for educators. As teachers, how do we continuously adapt and improve ourselves? How do we keep current on latest innovations, experiment with new methods or get inspired by new ideas? How do we find the time and energy to engage in activities or process information to enrich our lives and make us more well-rounded individuals? Personal and professional development is a key element of lifelong learning. This forum will highlight the self-improvement strategies of seven professionals. Presenters will share and describe the habits, routines, resources, practices and general hacks they use to gain knowledge, experience, and expertise in a variety of fields, professions, hobbies and interests. - Lifelong Language Learning

Sun, May 16th, 09:00 ~ 10:30 JST | Zoom 3

[The use of four-skills English exams for university entrance admission in Japan](#) #1238

David Allen / Tatsuro Tahara / Kingo Shiratori
This TEVAL SIG Forum will consist of three 20-minute presentations and a 30-minute open-floor discussion which will address the proposed adoption of four-skills tests for university admissions in Japan. The main purpose is to overview the selection and use of tests and the potential impact that their use will have on English education in Japan. Firstly, David Allen will briefly discuss why MEXT is recommending the use of external tests for admissions purposes and present various reactions to the proposal. He will describe key features of the recommended tests (i.e., Cambridge Assessment exams, EIKEN, GTEC, IELTS, TEAP and TOEFL) and discuss the main issues facing key test stakeholders (i.e., test takers, parents, teachers, university administrators) when determining which test(s) to adopt. Secondly, Kingo Shiratori will discuss the various factors involved in selecting four skills tests for university entrance purposes. By referring to his recent study (Shiratori, 2019), which investigated the use of the Cambridge Preliminary B1 exam at his own institution, he will illustrate how researchers and other stakeholders can evaluate the appropriateness of using specific tests in specific contexts. Thirdly, Tatsuro Tahara will discuss future research directions into the engineering of washback from test use in the Japanese context with reference to contemporary washback theories. He will focus specifically on two specific aspects of Japanese education that have been under-researched yet are likely to play an important role in test washback in this context: shadow education (i.e., juku and yobiko) and Japanese test culture.
Testing and Evaluation

Sun, May 16th, 09:00 ~ 10:30 JST | Zoom 6

[Teaching Younger Learners Forum](#) #1245

Grant Osterman / Kate Sato / E. Jean Taylor / Gaby Benthien / Marybeth Kamibeppu
Collaboration between students and teachers in the classroom is an important part of allowing younger learners to take control of their learning. The autonomy that we allow as teachers helps our students personalize their educational experience and frees up time for more one-on-one attention. This type of classroom also helps students with motivation and thereby eliminating much of the classroom control problems we face. With a student-centered classroom, teachers have more time to work individually with students in a more meaningful way. Good collaboration in the classroom also creates an environment that is surrounded by mutual achievements. In this presentation, the focus will be on teachers working together with students in a collaborative fashion to achieve a student-centered classroom. The presenters will provide useful ideas to help free the bonds of a teacher-centered classroom and provide a guide to a more student autonomous pedagogy. This will be done by giving examples and referencing research into student autonomy, intrinsic motivation, classroom control, and personalized student assessment. - Teaching Younger Learners

[The effectiveness of using debates in language classrooms to improve learner confidence and motivation](#) #1263

Amy Wanjung Lin

In the harmonious Japanese culture, Japanese students are usually perceived as reluctant and uncomfortable posing questions to others and sharing their opinions. Surprisingly, multiple studies showed that Japanese students felt confident in sharing their opinions in English after debate activities. This presentation will explore how debates can cultivate critical thinking skills in class and in turn how in-class group negotiation activities (or debate activities) cultivate learner motivation and confidence in expressing their opinions in English. The presenter will also demonstrate some routine activities that prepared learners for the group negotiation activities. The learners' reflection surveys indicate their improved confidence and motivation through negotiating and communicating their ideas in groups. It was also encouraging to understand learners' beliefs about the practicality and usefulness of the skills they learned through the activities for their future job performance. At the end of the presentation, the presenter will share some challenges and discuss solutions. - Critical Thinking

⬚

Sun, May 16th, 09:30 ~ 09:55 JST | Zoom 1

[Meaningful Feedback Systems in Blended Learning](#) #1359

Branden Kirchmeyer

Feedback systems in language education are most commonly known for their remedial functions (e.g., written corrective feedback), but can assume more dynamic roles when students have more opportunities to meaningfully contribute to the process. This presentation examines several feedback systems situated as linchpins of the learning process in a one-semester blended learning (online and face-to-face) English course at a Japanese university. One system used traditional written corrective feedback on individually accessed on-demand tasks as a scaffold for pair-based communicative tasks performed in subsequent face-to-face lessons. A second system encouraged students to help guide teachers to improve and refine online content with a short turnaround time between collection of feedback and implementation. Other systems worked in conjunction with these two to provide a range of opportunities for students to become more involved with assessment-for-learning. Survey data collected at the end of the semester indicated that students strongly agreed with the appropriateness of feedback provided in this course. Takeaways of this presentation include a brief review of literature feedback in higher education and language learning, outcomes of the current feedback systems, templates (Microsoft Excel) for implementing similar feedback systems in other contexts, and suggestions for further readings. - College and University Educators

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Sun, May 16th, 09:30 ~ 09:55 JST | Zoom 2

[Integrating US Common Core Standards in Eikaiwa](#) #1363

Camilo Villanueva

Eikaiwa, or English conversation, teachers in Japan know "Presentation, Practice, and Production," a popular strategy worldwide in TESOL. Here, an alternative approach in teaching eikaiwa to young learners is proposed. A common core standard for young English language learners by the Florida Department of Education was implemented into five continuous, 50- minute lessons for a class of five students, grades 1-3, as part of the practicum stage to obtain K 12 ESOL Florida teaching certification. The standard was unpacked and integrated into a lesson plan about "routine" that was dictated by the eikaiwa. A textbook series common throughout Japan was required; restrictions on content taught is common practice in eikaiwa in Japan. In addition, the teacher followed effective teaching principles outlined by the teaching certification program. The results showed four of five students achieving perfect scores on the summative assessment, which was based on the standard. In addition, students were able to use the language about "routine" required by the eikaiwa. This study reveals how teachers can become more effective by modifying typical eikaiwa lessons by incorporating content standards and using effective teaching principles. Furthermore, a path toward teacher licensing through distance is presented along with a discussion about future standards-based TESOL curriculum in eikaiwa. - Teaching Younger Learners

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Sun, May 16th, 09:30 ~ 09:55 JST | Zoom 10

[Exploring Loanword Usage in Japan and France](#) #1268

Jeffrie Butterfield

Japan is known to be highly permissive of the use of loanwords in Japanese, and this has resulted in lexical borrowing on a scale rarely seen in recent years. France has adopted a contrasting position, going so far as to enact a law to prohibit the use of foreign languages in advertising and a variety of other contexts in order to protect the French language. Loanword usage can have far-reaching implications not only for the languages in which the loanwords are used, but also for learners of the languages from which the loanwords originate. Some studies have argued that loanword cognates can serve as an invaluable resource for language learners, whereas others have pointed out that loanwords can negatively impact grammatical and pragmatic competence when learners perceive loanwords and their source words to be similar in meaning and usage. This presentation compares loanword usage and language policy in Japan and France and considers whether the language policy and sociolinguistic environment of each country have an effect on the proficiency of English language learners. - Vocabulary

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Sun, May 16th, 09:45 ~ 10:30 JST | Zoom 8

[Global Issues in ER: Why, What and How?](#) #1249

Matthew Cotter / Ann Mayeda / Catriona Chalmers

English reading materials pertaining to global issues tend to be short, non-fiction articles in textbooks. In the case of graded readers they are often low level, factual non-fiction or narratives at a level too challenging for most of our learners for extensive reading purposes. Considering that ER programs usually have learners 'self-select' the books to read, non-fiction is not often

chosen as they may not 'appeal' as interesting reading material or may even resemble similar content in other intensive reading classes. Learners are often looking for narratives or strong stories at an appropriate and often lower level. To fill this gap, the authors of this new series of global issues readers will introduce original and compelling narratives that learners may be more inclined to choose and thus become aware of important global issues. Due to the sensitive nature or even invisibility in society of some of the topics, there is often no material at all. This platform provides an opportunity to introduce the topics in a non-threatening, non-graphic and accessible way. This presentation will highlight the issues embedded in the 'braided reader' stories, the motivation for writing them and the process involved from pen hitting the paper to publication.
Extensive Reading

🔲
Sun, May 16th, 09:45 ~ 10:30 JST | Zoom 5

[Multilingualism in self-access learning centres in Japan](#) #1265

Katherine Thornton
Self-access centres, non-classroom language learning spaces which promote learner autonomy and provide an informal setting for extra-curricular language learning, are now common facilities at campuses across Japan. While some of these centres are multilingual, others promote only one foreign language (usually but not always, English). On establishing and subsequently operating such a facility, language policy and how target languages are promoted and supported are important aspects to be considered, which will determine how potential users interact with and in the space. This presentation will present some of the main findings from a KAKEN project investigating language policy and language use in self-access learning centres (SALCs) across Japan. Several institutions were chosen as case studies. Through surveys, interviews and focus groups, data was gathered from SALC directors and administrators, learning advisors, instructors and students about attitudes to policy and how language is used in these semi-naturalistic language learning spaces. Issues arising from the data include the roles of motivation, identity and autonomy in student language choice, the dominant role of English, and how attempts are made to make space for multilingualism. - Learner Development

🔲
Sun, May 16th, 10:00 ~ 10:30 JST | Zoom 7

[How to Instruct EFL Listening Diagnostically](#) #1312

Marisa Ueda (Ph.D.)
In this session, how to instruct EFL listening based on theories and evidence is presented with practical teaching examples and listening strategies: Cognitive Psychology Theory of Anderson (2014) and Human Information Processing Theory of Schneider & Shiffrin (1977). Many instructors do not often note the difference between testing and instructing when teaching listening in English. The most common method is that learners listen to English and the answers are given possibly with the audio script, the translation and the word list. The learners are often told to listen to the audio repeatedly until they fully understand it in case they have any mistakes. However, this procedure is testing but NOT INSTRUCTION since where and why comprehension breaks down and how to overcome the problems are not specified. In this session, it is clearly pointed out that testing and instructing are NOT the same. By the end of this session, those who attend will be able to instruct: - where learners' comprehension breaks down and why - how to overcome the problems. Question time is allocated at the end so that those who attend can ask about any unclear issues. - Listening

🔲
Sun, May 16th, 10:00 ~ 10:25 JST | Zoom 1

[Multiliteracy and Indeterminate Futures in the Age of Surveillance Capitalism](#) #1323

David Kennedy
This paper reasserts the oft-neglected notion that language learning is fundamentally a liberal art. The liberal arts can be defined by a concern for humanity's movement through time, a project that situates the cultivation of knowledge within a temporal frame, i.e., an ongoing and purposeful engagement with the past (e.g., Arendt, 2006). This tradition implies that education is essentially a caretaker of cultural memory, a mediator between the very real accumulations of the past (retention) and the indeterminate possibilities of the future (protention). However, this tradition has been eroded by the forces of digital monitoring, mass data mining, and predictive algorithms—forces that are central to our digitally interconnected social worlds. Zuboff (2019) illustrates how 'surveillance capitalism' not only subjects individuals to a nonconsensual use of behavioral data for predictive use in targeted marketing, it also aims to manipulate these asymmetrical knowledge relationships to determine the future itself. This trend has enveloped the language 'industry' as well, a profit-oriented enterprise centered largely on the use of standardized testing as a gatekeeper for social mobility. This paper outlines how language educators might resist such deterministic schemes by implementing multiliteracy approaches to awaken possibilities for 'social futures' (New London Group, 2000). - College and University Educators

🔲
Sun, May 16th, 10:00 ~ 10:30 JST | Zoom 10   **AM sponsored presentation**

[FREE international vocabulary study tournament for your classes](#) #1522

Guy Cihi
A FREE Team Challenge Vocabulary Study Tournament will start on June 14th and end on July 25th. Winning teams will receive virtual trophies and merchandise awards. Thousands of students in hundreds of classrooms from seven countries have participated in the prior Team Challenge tournaments. Participating students will learn from 1,500 to 5,500 new high-frequency words during the six-week tournament period. Best of all, because high-frequency words occur so often in both authentic and inauthentic English (eg graded readers) your students' newly learned words are highly likely to be repeated, reinforced, and internalized through multiple near-future encounters in your classroom and beyond. All participating students will be provided with 8 weeks of free access to the WordEngine online mobile vocabulary study application. All participating teachers will receive

free progress reports and tournament updates for their teams. This presentation will answer your questions about the FREE Team Challenge Tournament and take reservations from those who wish to participate. - Vocabulary
🔲
Sun, May 16th, 10:30 ~ 10:55 JST | Zoom 6

[Kon'nichiwa and Aloha: An Asynchronous Virtual Exchange Program](#) #1383

Emmanuel Feliciano / Luc Roberge
Information Communication Technology (ICT) and ICT-based learning methods can support students to take charge of their own learning. The most significant benefit of asynchronous learning is its flexibility, allowing students to complete tasks at their own pace, with room to refine their work without immediate pressure. A common criticism of asynchronous methods are the purported lack of 'communication' that is particularly important in language learning. Haythornthwaite (in Hrastinski, 2008) states that three types of communicative exchanges are important in sustaining e-learning communities: content-related exchange, planning of tasks, and social support. In particular, social support, which involves companionship, emotional help, and the chance to talk about things beyond classwork, can sometimes be lacking in asynchronous lessons. This presentation describes an asynchronous virtual exchange project between young learners in Japan and Hawaii that addresses content and tasks, as well as the social aspect of ICT-based learning.This presentation will tackle the process, challenges and reflections of the teachers and students involved. - Teaching Younger Learners
🔲
Sun, May 16th, 10:30 ~ 12:00 JST | Zoom 10

[BizCom SIG Forum](#) #1225

Michael Phillips
The Business Communication SIG is looking forward to your participation in our 2021 forum. We would like to extend an invitation to both members and non-members alike who have an interest (or career) touching the theme of language instruction or skill training in the business domain. As a pretty informal event, it's a great way to socialise and network with others in your field, get to know some of the SIG's officers and members a little better, and to chat about any recent trends and issues of concern or interest. For example - How has your teaching changed over the last few years? How has this affected you and your learners/customers? Are the shifting modes of communication conducive to positive WTC? And so on. So be sure to grab a tasty brew, pull up a comfortable chair, and see you there! - Business Communication
🔲
Sun, May 16th, 10:30 ~ 12:00 JST | Zoom 4

[GILE SIG Forum](#) #1227

Margalit Faden / Jackson Lee / May Kyaw Oo / イケダ・ケン　IKEDA, Ken / Jennie Roloff Rothman
Based on your experiences, what can we global educators do to support/welcome you better into the field and what can we do pedagogically to 'normalize' your presence in classrooms to our students?" This is a 90 minute forum of three multicultural, global educators sharing their experiences in the field and then asking for their thoughts on how global educators can meaningfully promote multi/pluralinguingualism and diversity. It will highlight their experiences in the field as well as in the classroom and use those to inform a discussion on suggestions for both supporting academics and classroom practice that can normalize their presence in ELT. - Global Issues in Language Education
🔲
Sun, May 16th, 10:30 ~ 12:00 JST | Zoom 7

[Listening SIG Showcase](#) #1243

Naheen Madarbakus-Ring / Stuart Benson / Todd Beuckens / David Coulson
The forum will be divided into three parts. The first part will showcase the Listening SIG. This will include outlining our communication, events, and publication initiatives. The second part will consist of a guest speaker, presenting recent research conducted in the area of listening. The third part will invite SIG members and guests to share their own experiences, stories, and accounts of research developments pertaining to the field of second language listening. We hope to end with an open discussion between the SIG representatives to find connections between listening and the different SIG groups. - Listening
🔲
Sun, May 16th, 10:30 ~ 10:55 JST | Zoom 8

[Adapting CEFR Can-dos to Self-access Learning](#) #1247

John Bankier
The Common European Framework of Reference for Languages (CEFR) describes a six-point scale for language abilities/competencies as can-do statements. According to the University of Cambridge (2011), CEFR is frequently used as a planning tool for development of language learning textbooks, examinations, syllabuses and curricula. As well as allowing comparisons of different contexts and programs, when adapted, the can-do statements can clarify the goals and objectives of language curricula into clear and achievable competencies. This presentation will describe a process of aligning existing self-access centre (SAC) facilities to CEFR by adapting can-do statements. Facilities included multi-lingual conversation lounges, an English writing centre and a test-preparation consultation service staffed by students and faculty. I will explain the selection and adaptation of can-do statements and how this process led me to reconsider whether the SAC provided learners the best opportunities to develop their language skills and autonomy. While the pandemic prevented the project's on-the-ground implementation in 2020, the planned next steps for dissemination of the can-do statements will be described. The presenter will also address the general benefits and challenges of aligning language learning curricula and self-access programs to frameworks like the CEFR. - CEFR and Language Portfolio
🔲
Sun, May 16th, 10:30 ~ 11:15 JST | Zoom 2

Generating Ideas and Paragraph Writing in Media Literacy Education #1260

Hirokazu Nukuto / Todd Hooper

In media literacy education, students are encouraged to interpret the messages that are delivered in the media. This requires careful observation of media sources and analysis of the meanings of these observations, which requires students to engage in critical thinking in order to generate ideas. In this presentation, a critical thinking approach to paragraph writing in a media literacy education course will be introduced. This approach includes a pre-writing activity in which students write about their background knowledge on the topic of each lesson. Then students make careful observations of advertisements and take notes of these observations. These notes, in turn, are analyzed in group discussions to share their interpretations of the intended messages of the advertisements. Students then use ideas from their discussions to synthesize a logically organized paragraph using their observations as supporting evidence. Doing this, students not only enhance their critical thinking skills, but also learn paragraph writing skills. In this presentation, examples of student work will be presented. Also, suggestions for encouraging critical thinking skills in media literacy activities will be provided. - Critical Thinking

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Sun, May 16th, 10:30 ~ 10:55 JST | Zoom 5

Exploring a Full-Time Learning Advisor's Autonomy #1269

Andre Parsons / Stuart Warrington

In self access, there has been much research on learner autonomy (Benson, 2007; Benson & Voller, 1997; Dam, 1995; Holec, 1981; Little, 1991,1999, 2007; Sinclair, 1999). Nevertheless, to our knowledge, there have been few to no inquiries into learning advisor autonomy (cf. Shirakawa, 2018). Having proposed a model for understanding learning advisor autonomy via teacher autonomy (Warrington & Parsons, 2019) and subsequently applied it to ourselves to test its feasibility (Warrington & Parsons, 2020), this presentation stands as an attempt to further address the aforesaid gap in the research literature. Discussion will first focus on what learning advisor autonomy looks like through the lenses of professional freedom (Pearson & Moomaw, 2005; Vieira, 2006), continuing professional development (Huang, 2005; Smith & Erdoğan, 2008), and the phenomena of the interconnectedness between teacher and learner and their mutual and simultaneous development (Jiménez Raya, Lamb, & Vieira, 2007; Little, 2007). Thereafter, attention will be turned to a case study which examined one full-time learning advisor's autonomy using these lenses and the implications and future directions of this for his 'learning advisor self' and the underlying identities within it. Learner Development

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Sun, May 16th, 10:30 ~ 11:15 JST | Zoom 11

"Are Teachers Just Content Creators now?": CALL in the Age of Social Media #1273

Kevin Garvey

During 2020 portals to online coursework existed alongside portals to social media, which offered the potential for teachers and learners to communicate around and beyond the digital classroom. In addition to conventional communication skills, "online" communication skills suddenly seemed essential to learn and to teach. This presentation will share research on how discourse and relationships change when taking place almost entirely online. Focal points include: Duffy's (2017) investigation into how "aspirational laborers" (YouTubers, influencers, etc.) seek to generate para-social relationships with their viewers; Vitak's (2012) explanation of distinct audiences combining into "a singular group" under "context collapse"; and Bueno's framework for an "attention economy" (2016), which identifies "attention" as the sought-after resource driving corporate innovations in social media interface design. These theories will be explored within the context of a communication course adapted in 2020 to be taught almost entirely online. The goal of the presentation is to share theories from outside the field of TESOL that might constructively contribute to conversations about how best to teach communication skills during an era in which social media has become predominant in our everyday lives. - Computer-Assisted Language Learning

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Sun, May 16th, 10:30 ~ 11:15 JST | Zoom 1

Validating survey instruments to measure Japanese learners' attitudes toward second and third languages #1278

Nancy Shzh-chen Lee

Learners' attitudes toward second language (L2) learning have been widely researched. However, relatively little is known about learners' attitudes toward third language (L3) learning. The present research aims to validate survey instruments and measure learners' attitudes toward learning their L2 and L3. In the case of Japanese learners, L2 is often English, and L3 is another foreign language. For this research, a survey with 49 items was developed based on previous studies on L2 learner attitudes. Results were collected from first-year Japanese university students (N=373). Rasch analyses were used for validation by highlighting items and participants that did not fit into the Rasch models. The present research showed that the students tend to have more positive attitudes toward learning L2 than L3. It also highlighted some differences between students' attitudes toward learning L2 and L3. This research validated survey items for measuring L2 and L3 learner attitudes. In addition, it provides insights into Japanese learners' attitudes toward learning foreign languages and hopefully contributes to a better understanding of plurilingualism and multilingualism in Japan. - College and University Educators

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Sun, May 16th, 11:00 ~ 11:45 JST | Zoom 6 - CANCELLED

Moral and logical developments for identities: Senses of human rights, global issues, and career passes #1345

Eri Kondo

Identity theory has been advanced for defining who we are in understanding all aspects with interpretations of our minds (Burke & Stets, 2009; Ryle, 1949). We have to think about what to do step by step without making terrible mistakes in difficult situations we face; however, we can successfully change our behavior if the ability of organisms satisfies the pragmatic conditions on how

we act (Austin, 1962). Certainly, moral education has mainly played a pivotal role in the realization of identity; however, logical developments in thinking have hardly been engaged in debate. This presentation develops a way to understand the possibility of mental developments that James (1980), Piaget (1962), Vygotsky (1986), and Levinson (2000) have established. Piaget discerned the elements of developments of minds, providing an illuminating discussion that "the child learns to imitate, and this learning process, like any other, raises all the problems involved in sensory-motor and mental development" (1962, p. 5). In addition, Vygotsky (1986, p. 96-97) put forward the idea on ways of learning, giving an explanation filling a gap between two concepts of contrasts as "variations" and "abstraction" as the same thing as mental functions other psychologists defined. Furthermore, Levinson (2000, p. 166) highlighted that "generalized conversational implicatures seem to play a role in the assignment of truth-conditional content." The aim of the presentation is to share a procedure for teaching and a lesson plan to grow the self in education; therefore, the study is focused on the hypothesis that thinking can be developed.
Teaching Younger Learners

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Sun, May 16th, 11:00 ~ 11:25 JST | Zoom 5

[Generating interactive classrooms with a scaffolded three-stage model](#) #1348

Robert Stroud / Stephen Harris

Oral interaction between students is an essential part of the learning process for developing English speaking skills. However, issues with student language levels, confidence, anxiety and task difficulty can lead to a hesitancy to 'speak up' and participate. Classroom-based studies show that students who can plan their speech for oral interactions during pre-task, online and post-task stages are better prepared and supported to interact with others, and demonstrate better fluency. In addition, students will participate more actively and become more fluent with their language use if they are allowed to repeat the same task several times. The presenter will demonstrate how such research findings can be combined to create a powerful task design model which helps students become more confident and fluent at speaking with others in English. The model scaffolds the learning with three stages of oral interaction with increasing difficulty for preparing, checking and reviewing task plans. By doing so, students (especially those of a low-level) can become increasingly confident and fluent within second language oral interactions at a comfortable and realistic pace. The presentation will conclude with simple instructions for teachers to apply the model to their own classes to improve confidence, participation and oral fluency. - Learner Development

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Sun, May 16th, 11:15 ~ 12:00 JST | Zoom 1

[Workplace Collegiality in ELT](#) #1283

Stuart Warrington

In the field of ELT, collegiality in the workplace is a sparsely discussed and under-researched topic. In fact, other than Breen's (2006) seminal article on collegial development, little documented information can be found in the ELT literature. Consequently, this presentation aims to generate interest, debate, and dialogue on collegiality in the ELT workplace, especially at the higher education level. Initially, the definitional problem of collegiality and my position on it are made known. Thereafter, collegiality types of varying quality identified in an ELT department at one Japanese university are introduced as a means to encourage audience reflection on the state of collegiality in one's employment environment. This is followed by a discussion on some of the barriers to achieving high quality collegiality in the ELT workplace before providing suggestions on how to break these down.
College and University Educators

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Sun, May 16th, 11:15 ~ 12:15 JST | Zoom 2

[Multilingual Cafe at PanSIG 2021](#) #1523

Maria Gabriela Schmidt, Bertlinde Vögel, Margit Krause-Ono

This is the Multilingual Café: meet and chat in your favorite language. The Multilingual Cafe provides a space to meet and share using languages other than English, creating a community of practice. The languages available depend on those attending on the day (for example French, German, Spanish, Thai, Hungarian, Chinese, Tagalog and many more). Interested? You are welcome to join! Lingua Franca are English and Japanese. Languages available depend on the participants. - Other Language Educators

⬚

Sun, May 16th, 11:15 ~ 12:00 JST | Zoom 11

[Efficient writing & editing with machine learning](#) #1277

David W. Fingerote / Lok Yong Chia

Machine learning has evolved to a point that it can aid the efficacy and efficiency of the writing process for learners and educators. Take a first step toward incorporating a more sustainable practice for composition and editing techniques through the use of a state-of-the-art writing/editing platform. The basic skills shared during this workshop can allow educators and learners to add a level of simplicity, efficiency, and consistency to their writing process, whereby making it less tedious and more productive. - Computer-Assisted Language Learning

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Sun, May 16th, 11:30 ~ 11:55 JST | Zoom 8

[Netflix x CEFR: What should our students really be watching?](#) #1307

Barry Condon

Recommending that students watch TV shows and films in their second language has long been common practice among educators. While all L2 exposure is to be encouraged, not all content is created equal. We may suggest that students watch a particular show or movie for a variety of readily apparent reasons such as general suitability, subject matter, and entertainment value while perhaps the most important factor that should be considered, the true level of language input, often remains oblique. This presentation will examine the results of a text analysis of a variety of television shows and films that are typically

available to students in order to determine which content contains the most comprehensible input for learners across each level. Moreover, an explanation of the methodology behind the analysis will be presented, giving educators the tools to conduct similar analyses and to provide better-informed future recommendations. - CEFR and Language Portfolio

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Sun, May 16th, 11:30 ~ 11:55 JST | Zoom 5

Making classes 'SMART' to boost motivation and achievement #1336

Stephen Harris / Robert Stroud

Self-Determination Theory states that all humans possess the motivation to improve and feel a resultant sense of achievement (Reeve, Deci & Ryan, 2004). One problem which can hinder such motivation and progress for students studying English is a lack of clarity of the expectations for their oral performance. Research shows that students will make greater efforts if they are shown where their performance 'is', where it should 'go' and 'how' to get it there (Atkin, Black, & Coffey, 2001). In addition, clarifying the purpose of the learning for real-world use beyond the classroom will further motivate students to improve. This presentation explains how such theories of learning and human psychology can be applied to language learning classrooms by using original 'SMART' checklists, designed specifically for second language oral tasks. These checklists better define and direct students' efforts so that classes demonstrate higher levels of motivation and resultant achievement in learning English speaking skills. By clarifying oral task Skills, Measures, Actions, Reasons and Time, students become more focused on and confident at improving their speaking skills over time. The presenter will give clear examples of how to create and apply these SMART checklists to existing oral tasks to motivate and engage students. - Learner Development

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Sun, May 16th, 12:00 ~ 13:00 JST | Wherever you like   Lunch #1511

DAY 3 – SUNDAY MAY 16ᵗʰ, 2021
13:00 – 15:15

Afternoon Sessions

Sun, May 16th, 13:00 ~ 13:25 JST | Zoom 1

Online Score Updates for Fostering Responsibility #1300

Steve Paton

When assessment is continuous and ongoing, rather than based on a heavily-weighted final examination, students who miss too many assignments throughout the semester can find themselves mathematically unable to attain a passing grade. To avoid such a situation during a semester of distance learning, an online "Scores Update Sheet" was created for each class and updated weekly with the students' scores for each assessment task, using anonymous code-names which the students chose themselves. Every week, students were required to complete an online form attesting that they had checked the Scores Update Sheet. It was hoped that this would not only be an informative means of acknowledging the receipt of assignments and of giving feedback, but that it would also foster a sense of responsibility, in that students would be informed of low scores in time for them to take appropriate action to improve them. A survey administered at the end of the semester showed emphatically that the Scores Update Sheet had been helpful for students, and had made an important difference to the way most students prioritized their assignments. Almost all students expressed a wish that such a facility was in place in more of their classes.

College and University Educators

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Sun, May 16th, 13:00 ~ 13:25 JST | Zoom 10

Vocabulary Lists Need to Consider Polysemy #1358

Sarah Deutchman

This presentation is a recommendation for a pedagogical practice as well as a basis for future research. Word frequency lists (BNC/ COCA) are often used to teach vocabulary words. These word lists are often based on lemma and do not contain much information on the word. This presentation argues that word lists should contain definitions and contextual examples of more than one sense of a word. This is because learners will encounter a wider range of context such as new senses and collocates as they become more proficient in another language (Bogaards, 2000; Schmitt, 2014; Wesche & Paribakht, 1996). These new senses of the word can be considered polysemous. Polysemy can be defined as a word with multiple meaning senses that are semantically related (Hoshino & Shimizu 2018). Furthermore, a word with polysemous senses is usually believed to have a core sense of the word (Csabi, 2004; Huang 2004; Khodadady and Khaghaninzhad 2012; Morimoto & Loewen 2007; Taylor 2012; Verspoor & Lowie 2003). The problem of polysemy can become even more complex when it comes to L2. Jiang (2000) classifies polysemous words as falling into his false friends category where there is only a slight overlap between the L1 and L2 meanings of the word. This makes it difficult for learners to create a distinct sense of the word in their mind. This type of ambiguity could prevent students from being able to distinctively understand the meaning of the word. This can be disadvantageous to learners as they may encounter unfamiliar meaning senses on tests like Eiken and TOEIC. If learners are not aware of alternative meanings of the words their scores may negatively be affected. - Vocabulary

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Sun, May 16th, 13:00 ~ 13:25 JST | Zoom 11

[Adapting Oral Communication Activities post COVID-19 Using Moodle Chat Rooms](#) #1292

Christopher Ott

What is to be done when Covid-19 measures prevent students from engaging in oral communication activities in class? In this presentation I will explain how an oral conversation warm-up activity routinely used in my classes pre-Covid-19 was adapted to use through Moodle's live messaging chat room resource. The warm-up activity is a 5–10-minute, low pressure, free-conversation activity, coined Chit Chat. Before Covid-19 restrictions, the activity was conducted in pairs of students, face-to-face. In response to the change to classroom protocols that restricted student interaction at the beginning of 2020, this activity was moved online and realized through Moodle's chat room. At the end of the semester a survey was carried out to assess student perceptions of the warm-up activity. Results were encouraging based on 5-point Likert scale items, and open-ended responses were also positive. These points will be expanded upon in the presentation, and the presenter will also provide their thoughts on the experience of using live messaging chat rooms in class. - Computer-Assisted Language Learning

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Sun, May 16th, 13:00 ~ 13:45 JST | Zoom 4

[Is Drama in the Classroom Always a Good Idea?](#) #1287

Darren Kinsman

Drama in the classroom can be a powerful tool for EFL teachers. Its potential benefits include motivation, engagement, fluency, presentation skills, social skills, empathy, and self-confidence. However, because it takes place in a less structured learning environment where the teacher has less overt control over the students, and because some people may see it as non-educational, some may question if drama activities are appropriate in all EFL contexts. Success in most cases will require some degree of teacher training, thoughtful preparation, clear expectations, support from students and administration, and flexible lesson plans. The most consequential decision will center on if the teacher will use drama activities occasionally within existing classes or set up a dedicated drama class. To help secondary and post-secondary teachers decide if drama is suitable for them and their particular context, the presenter will discuss his own experience with drama as a language student and as a teacher responsible for organizing school plays and teaching a drama class. The presenter will also give practical advice on appropriate content, show a sample lesson plan, and demonstrate a drama activity with the participants. The presenter will also give examples of drama activities that can be done online. - Performance in Education

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Sun, May 16th, 13:00 ~ 13:45 JST | Zoom 3

[Modeling Vocabulary Size Using Many-faceted Rasch Measurement](#) #1302

Trevor Holster / J. Lake

Research into second-language vocabulary size has suffered from inattention to psychometric issues, with ordinal-level raw scores often analyzed as if they represented ratio-level measurement. Additionally, contextual effects have been largely ignored, leading to concern over the interpretation of research findings. This study used many-faceted Rasch measurement to analyze vocabulary data from 1872 Japanese university students. A test of word synonymy was linked to the Vocabulary Size Test and the contextual variables of item position and time of administration analyzed as measurement facets. Major findings were that data-model fit was sufficient to allow local linking of different item types and contextual variables, allowing meaningful comparison of results and score gains on a scale of vocabulary size, and that item placement within a test form had a substantive effect on item difficulty. - Testing and Evaluation

⌧

Sat, May 15th, 13:00 ~ 13:45 JST | Zoom 5

[Drama in the time of Emergency Remote Teaching](#) #1304

Chhayankdhar Singh Rathore

The coronavirus pandemic of 2020 - 2021 led to the closure of schools and university campuses under infection prevention protocols and classroom teaching was entirely or partially replaced by Emergency Remote Teaching (Bozkurt & Sharma, 2020). The sudden switch to online instruction was a challenge that the entire academic community had to grapple with by adapting courses and teaching techniques to suit the various online learning platforms. While some courses were more suitable for this adaptation, others such as drama-based courses proved to be particularly challenging due to the remote nature of student participation. However, necessity often leads to innovation. In this presentation, the presenter will discuss how the pandemic-induced Emergency Remote Teaching led them to devise a new genre of drama-in-education – Process Radio Drama which was created to fulfill the daunting task of teaching a drama-based course over Zoom. The presentation will outline the challenge, the response, and the step-by-step procedure of conducting an online drama-based course for university students of English as a Foreign Language. This presentation aims to equip language teachers with a Process Radio Drama framework to facilitate the evolution of drama-in-education for online learning. - Performance in Education

⌧

Sun, May 16th, 13:00 ~ 14:30 JST | Zoom 9

[Local and Global Perspectives on Gender](#) #1233

Quenby Hoffman Aoki / Gerry Yokota / Anna Walker / Winifred Lewis Shiraishi / Kristie Collins

This is the Forum for GALE (Gender Awareness in Language Education) SIG, featuring the following speakers: Kristie Collins,Talking Gender in the Multilingual/Multicultural/Multidisciplinary Classroom; Winifred Lewis Shiraishi, Professional development for non-tenured instructors: Issues and challenges; Gerry Yokota and Quenby Hoffman Aoki, How to Make GALE More Intersectional: A Dialogue. - Gender Awareness in Language Education

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Sun, May 16th, 13:00 ~ 14:30 JST | Zoom 7

[JALT ER Sig Forum - Extensive Reading in Languages other than English](#) #1240

Kimberley Rothville / Jared Turner / Mitsue Tabata-Sandom / Sophie Muller / Rob Waring

Four speakers will present in this Forum. Kimberley Rothville will speak about her work collecting resources for extensive reading in Japanese and the difficulty of finding sufficient materials at the right difficulty levels for learners. Although there is a great wealth of material available for English language learners for extensive reading, the same cannot be said for Japanese. When collecting materials for Japanese learners for extensive reading, there are three main problems to overcome. Firstly, there are few Japanese materials developed for the purposes of extensive reading, meaning that any extensive reading programme cannot avoid using native speaker materials. Secondly, the materials specifically developed for non-native speakers for ER are often based on the vocabulary list published as a guide for the Old Japanese Language Proficiency Test, rather than the frequency of vocabulary in texts produced for native Japanese speakers. There are therefore many questions about the extent to which these texts overlap with "real world" texts, and how well they prepare students to read texts written for native speakers. Finally, the vocabulary knowledge of learners of Japanese with regard to the most frequent Japanese words is unknown, meaning that the overlap between their word knowledge and the different materials available is also unclear. Jared Turner and John Pasden will talk about the creation of graded materials for the learning of Chinese. Successful application of extensive reading assumes the L2 learner will be able to infer the meaning of unknown words provided there is sufficient comprehensible context for the reader. However, the Chinese logographic writing system presents situations where even if a reader is able to infer a probable meaning of a given character, they are still unable to produce an oral representation of the character or, in other words, "match a sound with the squiggle." Except for advanced learners, it is near impossible for most learners to decode a character that has not been actively studied. John Pasden and Jared Turner of Mind Spark Press, publisher of the Mandarin Companion Chinese graded reader series, have published 17 Chinese graded readers for L2 Chinese learners. Pasden and Turner will discuss how a leveling system was developed from a corpus of L2 Chinese language instructional materials, how stories are selected for the writing process, how new or unknown characters are introduced into stories, the double-edged sword of pinyin (the official romanization of standard Mandarin Chinese), and the writing, editing, and review process required to produce Chinese graded readers that are comprehensible and engaging to L2 Chinese learners. Jared Turner will speak about his work on developing graded reading materials for the learning of Chinese. Mitsue Tabata-Sandom will open by suggesting extensive reading in Japanese is in its infancy, compared to that of English. NPO Tadoku (ER) Supporters, pioneers in Japanese graded reader (GR) publishing, had published 134 hard copies of GRs at six levels by 2016. Although other groups have added, or are trying to add, more hard copy GRs, there is a definite shortage of Japanese graded readers. The endeavour of publishing hard copy Japanese GRs seems to constantly face reluctance by publishers due to its limited market. In response to such an undesirable situation, some researchers including this presenter have started providing Japanese GRs online. Beneath these steady efforts of increasing the number of Japanese GRs are fundamental problems. They include a weak awareness of the importance of level appropriacy, a lack of word lists based on a reliable corpus, a shortage of competent writers who can create beginner materials, insufficient funds to secure illustrators, and an ironic situation that the availability of free online GRs keeps some teachers from obtaining hard copy GRs. In this talk, the presenter shares her experiences of providing level appropriate online GRs, using her peer's corpus of Japanese written words for her ER website, while reporting what her fellow Japanese GR creators go through. Sophie Muller will share her experience translating the Cengage Foundation Reading Library series written by Rob Waring and Maurice Jamall into French. She hopes to highlight that beyond translation, a thorough work of grading or leveling is required to make the translations adequate material for extensive reading. She will explain the work done for vocabulary, grammar, proper names and pictures in order to inspire similar endeavors for other languages which are lacking true beginner stories. - Extensive Reading

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Sun, May 16th, 13:30 ~ 13:55 JST | Zoom 1

[Student Reflections of Online Presentations](#) #1351

Andrew Zitzmann

There were many benefits to gain from the recent shift to online classes, such as the opportunity for both students and teachers to improve their technological skills. However, classroom interactions were being transferred onto an unfamiliar online platform using new applications. This session will focus on the challenges encountered by students doing presentations in online classes. Although a very familiar activity to students in a traditional classroom setting, the transfer of this activity to an online environment created a whole new dimension to the common presentation. The detailed feedback provided by the students was gathered from opportunity samples of post-activity feedback and will be presented here. The students' personal reflections revealed not only how they could improve their own presentations, but also referred to how other students could help improve the online classroom environment. Following these student revelations some practical solutions will be given and discussed on how presentations could be conducted more successfully in online classes. These student insights into the many challenges of doing presentations in online classes allowed for fresh improvements and greater student self-actualization that can have positive implications whether online or in the classroom. - College and University Educators

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Sun, May 16th, 13:30 ~ 13:55 JST | Zoom 11

[ClassDojo Implementation for the University Setting](#) #1371

Timmy Ang

ClassDojo is an application used for systematic reinforcement of desired behavior through rewarding and punishing students via a point system or as some refer to as the "token economy". The presenter will relate his experiences on how the application has helped him with classroom management and improve overall behavior in class as it relates to teamwork, motivation, and participation. Although mostly used in the elementary setting, this presentation will show that ClassDojo can be utilized

successfully in a university or young adult environment. The presenter will provide his own suggested point redeem system using ClassDojo along with the procedures in implementing this system in class. - Computer-Assisted Language Learning

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Sun, May 16th, 13:30 ~ 13:55 JST | Zoom 10

[What are stonks? Please ELI5](#) #1382

Robert Dykes

TL;DR? Here is the ELI5: Language has always been fluid. The speed of language change has increased with each advance in communication technology: the printing press, radio, movies and TV. The internet has connected people worldwide and possibly has made the single largest single impact on English since Shakespeare added 1,700 common use words to the language. This presentation will cover some notable and curious changes in vocabulary propelled by the internet. Some changes in language, brought about by online gaming chat, tumblr, Facebook, and other popular sites have spread so far (and fast) that they surpass classification as slang and have become colloquialisms. This presentation will have a strong focus on vocabulary introduced into popular usage by Reddit (the world's most popular social news aggregator website). Reddit has added dozens of words to popular usage but in January of 2021, the world may have witnessed the fastest ever changes and additions to the English language. Because of the GME (GameStop) and Wall Street saga going viral, literally overnight, millions of people worldwide began buying stonks and making tendies. - Vocabulary

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Sun, May 16th, 13:45 ~ 14:30 JST | Zoom 3

[The Neuroscience of Learning: An Overview Workshop](#) #1289

Greg Rouault

Through the transdisciplinary lens of Mind, Brain, Health, and Education science (MBHE), this presentation introduces the neuroscience of learning. Situated at the nexus of psychology, cognitive neuroscience, and educational pedagogy, MBHE is ideally suited to address the critical functions related to learning and achievement. This evidence-based, scientific underpinning also makes MBHE far different from neuromyths (Tokuhama-Espinosa, 2018) perpetrated in the popular press. By examining biological, psychological, social, and environmental factors, MBHE truly is a "global perspective." Since there are also common misconceptions or elements often taken up independently in a silo view, the holistic, transdisciplinary focus of MBHE is truly multifaceted - if not actually multilingual. This interactive workshop aims to provide an overview of how the brain, mind (they are different!), and body interact with the environment to arrive at a deeper understanding of the implications for health, development, and learning. Content including plasticity, mindfulness, affect, and attention will be covered by looking at main ideas and risk and protective factors with principles targeted for all educators, curriculum coordinators, and individuals interested in learning. Participants will explore their own preconceptions and take away hints to apply in their personal and professional lives along with resources to delve into further. - Mind Brain and Education

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Sun, May 16th, 13:45 ~ 14:30 JST | Zoom 5

[Improving writing via metacognitive speaking tasks](#) #1352

Prumel Barbudo

Traditionally, comments from both peer reviews and teacher feedback significantly help students improve their L2 writing. Additionally, students could also improve by using appropriate self-assessments. Self-assessments provide opportunity for metacognition, or thinking about thinking, (Flavell, 1979) as they make deeper scrutiny of their thoughts in their own writing. However, during the coronavirus pandemic, it is challenging to administer self-assessments via remote learning as students' own evaluation of their writing may lack depth. A scaffolding technique that cultivates deeper learning is using video-recorded spoken assessments. Through video assessments, students can show their thinking, identify their own errors, and provide corrections. Teachers can use that evidence of learning to provide more practical feedback. This presentation offers successful, classroom-tested ways to use asynchronous self-assessment through Seesaw, a free app where students can share their speaking tasks by using videos, photos, files and links. Practical classroom strategies materials, and student projects that demonstrate metacognitive awareness will be showcased. - Task Based Learning

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Sun, May 16th, 13:45 ~ 14:30 JST | Zoom 4

[Inclusive and Equitable Quality Education, and Active Learning](#) #1357

Alan Mulvey

The sustainable development goals (SDGs) of the UNDP of interest to educators aim to "ensure inclusive and equitable quality education and promote life-long education opportunities for all" with "equal access for all women". Development programs that focus on women's participation in education describe the development of active learning. Building intrinsically motivated participation in society is seen as both the critical path towards a goal of sustainable development and the goal itself. A desired outcome, mirrored in an education path of highly participatory, active learning, would seem to make sense. It is worth looking to see if there are indicators that support the assumption. This article presents a survey of University English language students taking part in active learning classes in EAP (English for Academic Purposes, Dept. of Int'l English). Through a focus on gender issues, the appreciation students have for participatory classes was discovered. The survey confirmed active learning inclusivity and gave a corpus of feedback describing a shared preference for group-work classes that cited the value of building skills of critical reasoning, self-expression and comparing opinions, or, as one student expressed it, "not just input but output" in class, over and above exclusively listening to a teacher. - Global Issues in Language Education

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Sun, May 16th, 14:00 ~ 14:25 JST | Zoom 11

[Develop confidence through solo extensive speaking](#) #1293

Colin Macleod

Online conversation practice during emergency remote teaching was problematic due to concerns over mobile data use. This led to a pivot from pair work to solo extensive speaking. Using Google Classroom, students submitted video recordings of themselves speaking for two minutes. This pushed students beyond the one word or one sentence responses they usually produced in class. The videos were private, created a safe space for practice, and the opportunity to re-record enabled students to produce error-free speech that they were proud of. Their speech could be reviewed later, both for mistakes and to check improvement throughout the semester. This practice developed speaking confidence while pair work conversation can often produce frustration and embarrassment. This kind of practice should be done before or in parallel with pair work conversation practice. - Computer-Assisted Language Learning

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Sun, May 16th, 14:00 ~ 14:25 JST | Zoom 1

[Tutor Voices: Adjusting to Online Writing Tutoring](#) #1309

Nicholas Delgrego

Writing center tutoring is about developing the writer and not just editing their papers (North, 1984; 1994). Tutors are taught skills to put writers at ease. Some of these skills include asking questions that engage the writer and respecting silence during tutorial sessions. The year 2020 brought a global pandemic and with it a slew of changes to academic life and subsequently writing center tutoring. Face-to-face tutoring sessions became nearly impossible, and several writing centers switched to an online tutoring format. The already delicate interaction between tutor and writer was thrust into an uncharted arena. Some of the tutors' skills could easily be adapted to an online format, but distinct and unforeseen challenges arose. Four currently practicing tutors were interviewed about their struggle to adjust to online tutoring. The responses were transcribed and coded. Some of the challenges addressed by the tutors included the stronger role of silence during sessions, enforcing the boundaries of sessions, and frustration dealing with new technological platforms. The tutors also mentioned how both trial and error and collaboration/conferencing with other tutor peers helped them overcome some of these difficulties. While this presentation focuses mainly on tutorial sessions, the challenges listed have overlap with general classroom instruction. College and University Educators

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Sun, May 16th, 14:00 ~ 14:45 JST | Zoom 10

[Self-marking form-recall and meaning-recall vocabulary tests](#) #1250

Stuart McLean

The limitations of existing levels tests inhibit them from meeting their stated purposes (Stoeckel, et al, 2020) as they are based on the word family (McLean, 2018), utilize a meaning-recognition format (McLean et al, 2020), and represent 1,000 words with too few items (Gyllstad et al, 2020). Thus, vocableveltest.org was created. Test administrators are able to base online vocabulary tests on various lists (BNC/COCA, COCA. NGSL. JACET, SUBTLEX, EVKS-J), various word counting units (lemma, flemma, word family), various word band sizes (100, 500, 1000), and various sampling rates (10/1000 to 1000/1000). Students can be provided with feedback on completed items, along with a profile of their lexical knowledge. Test administrators can download automatically marked dichotomous data, actually typed responses, and the time taken to mark each item, for individual or groups of students. - Vocabulary

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Sun, May 16th, 14:30 ~ 15:15 JST | Zoom 4

[Teaching about Esperanto for Linguistic Awareness](#) #1296

Kip Cates

English language educators often emphasize the role of English as a global language to their learners. However, most EFL students know little or nothing about another global language – Esperanto. Esperanto is a unique artificial language created to promote cross-cultural communication, international understanding, global citizenship and world peace. It was invented in the year 1887 by Ludwig Zamenhof as a simplified, neutral language designed to foster communication between people of different backgrounds. At present, there are National Esperanto Associations in 70 countries and up to 2 million Esperanto speakers worldwide. This session will argue that teaching EFL students about Esperanto, its history and ideals can promote linguistic awareness, foster critical thinking about language and inspire students with the potential that languages have for promoting peace. The presenter will introduce activities from a college EFL teaching unit he designed that has students learn about the origins of Esperanto, study Zamenhof's humanitarian ideals, learn about the global community of Esperanto speakers, try out the Esperanto language and discuss issues of language, peace, power and equality. Participants will be provided with a rich variety of handouts, bibliographies and resources for teaching about Esperanto. - Global Issues in Language Education

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Sun, May 16th, 14:30 ~ 15:15 JST | Zoom 8

[Chat-Style Writing in Teaching Conversation](#) #1306

Takeda Lala U.

This study analyzes video-recorded interactions of 14 pairs of Japanese university students learning English as a foreign language to determine qualitatively the similarities and differences in their ways of managing pragmatically competent conversations in English before and after incorporating chat-style writing into instruction. Here, chat-style writing is an original teaching method devised by the presenter using relay-style writing, similar to exchanging written messages and SNS chats, for the purpose of encouraging conversation according to the context. Presentation focuses on utterances that answer questions and on ways of using other-initiated repetition (allo-repetition) for backchannels and confirmation of the interlocutors'

comprehension. As a tentative result, the conversation recorded after the adoption of the chat-style writing showed development in the amount and content of answers to questions, and the number of allo-repetitions by the listener was slightly reduced. However, there were several interactions where the interlocutors reverted to Japanese when they could not use English expressions very well. Based on these findings, the author considers the similarities and differences between speaking exercises and writing exercises and scrutinizes this practical method by considering the degree of contribution that chat-style writing can make to conversational instruction. - Pragmatics

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Sun, May 16th, 14:30 ~ 14:55 JST | Zoom 5

[Why Study Abroad?](#) #1330

Stephen M. Ryan

The various stakeholders who design, set up, finance, promote, run, support, and participate in Study Abroad programmes do so with a wide range of, often conflicting, motives. Financing, for example, is available from organisations eager to develop a workforce skilled in dealing with foreign institutions and their representatives, whereas participants may dream of eating exotic foods while hanging out with foreign friends, and the foreign language teachers who encourage them to participate may be motivated by pressure for measurable gains on standardized tests of the foreign language. The presenter has extensive experience of working with SA programmes, from persuading schools to set them up to negotiating sister-school agreements to interviewing potential participants to working with those who eventually do take part. They will draw on this experience to examine the motives of the various stakeholders and seek to uncover the issues that arise from mismatches and gaps between the individual stakeholders. The images used in promoting a programme, for example, are often at odds with the actual experience of participants, and this can give rise for both hosting and sending institutions. The analysis should be of interest to all who have a connection to university SA programmes. - Study Abroad

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Sun, May 16th, 14:30 ~ 15:15 JST | Zoom 2

[Fostering Engagement with Team-Based Learning in Larger Japanese University Classrooms](#) #1248

Brent Jones

This presentation introduces an action research project conducted during the 2020 Fall semester that was aimed at exploring the benefits and challenges to implementing a team-based learning (the other TBL) approach in larger online and face-to-face English classes at university in Japan. The participants in this study were a group of fifty-six students enrolled in an elective culture-focused Content and Language Integrated Learning (CLIL) course taught by the presenter. This interactive talk starts with some contextual background, and goes on to outline the mixed-methods research design before offering an overview of how the semester unfolded. Findings and discussion are then provided to highlight key issues related to using TBL in this context. Due to COVID-19, four out of the fifteen class meetings were conducted synchronously on Zoom, and those adjustments and lessons learned are also presented. It is hoped that this research might further inspire language teachers in a range of contexts to experiment with team-based learning and other active learning approaches in their language classes.
Teachers Helping Teachers

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Sun, May 16th, 14:30 ~ 15:15 JST | Zoom 3

[VR for Tourism Education: From Mobile to WebVR](#) #1259

Eric Hawkinson / Mehrasa Alizadeh

Previous research shows that VR and immersive learning can be beneficial to learners. However, with the outbreak of the pandemic and the shift to remote learning, there are many difficulties in implementing mobile VR in online classes. Given the perceived need for quality remote learning, desktop VR can be an alternative which can enhance interaction among teachers and students in spite of physical distance. This presentation is a follow-up to our previous presentation at PanSIG2020, where we talked about the use of free VR apps in combination with mobile devices and mini-glasses for tourism education. The same study has been replicated with another group of students this year using a Desktop VR and has evolved into a project called My Hometown Project. We conducted a survey to collect data of the students' evaluation of the desktop VR tool in our learning context. We will compare and contrast the findings from the two years of the study and provide tips to educators interested in incorporating VR into online education. - Mixed Augmented and Virtual Realities

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Sun, May 16th, 14:30 ~ 14:55 JST | Zoom 7   **AM sponsored presentation**

[Xreading: What's New and What's Next](#) #1518

Paul Goldberg

Xreading, is a digital library that provides students with unlimited access to over thousand graded readers, 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. Current users of the system are encouraged to provide feedback and suggestions based on their experience. - Extensive Reading

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DAY 3 – SUNDAY MAY 16th, 2021
15:15 – 16:30
Panel Discussion

Sun, May 16th, 15:15 ~ 16:45 JST | Zoom 9

Local and Global Perspectives: Plurilingualism and Multilingualism - Trends and Needs - #1501

Invited guest speakers: Fumiko Kurihara (Chuo University), Tomokazu Ishikawa (Tamagawa University), Paula Martinez-Sires (Nihon University), Alexandra Shaitan (JALT Bilingual SIG).
Moderator: Mehrasa Alizadeh (Osaka University).
Introduction: Maria Gabriela Schmidt (Nihon University)

The panel discussion at PanSIG 2021 aims to address the conference theme in relation to foreign language education in Japan. We invited four experts who are teaching and researching in Japan to contribute and discuss this issue from their perspective of research, practice and experience.
In Japan the insular attitude to one culture and one language is often stressed yet Japan has quite a diversity throughout its regions. Japan is an international oriented country, globally connected, with the Japanese passport most valuable to travelling to 193 countries (Japan Times April 16th, 2021). There had been efforts by the Ministry of Education, Culture, Science and Technology Japan (MEXT) to internationalize, globalize its educational system, yet there are still pitfalls regarding the level of foreign language proficiency mostly related to English (MEXT uses foreign languages but this is understood often as English (American English)). At the same time Japanese as a foreign language had been getting more attention, English only programs established to attract students from other countries, foreign scholars were invited teaching Japanese culture, history etc. The integration of a needed workforce from other countries (mostly from Asian countries, South-America) is acknowledged more and more as a demanding task, Japan becoming a tourist spot with more than 30 Million visitors in 2019. This is reflected in the research and topics of many studies and conferences. Namely, JACTFL (Japan Council on the Teaching of Foreign Languages, 日本外国語教育推進機構) is putting the plurilingual (複言語) and multilingual (多言語) language education in the center of its agenda, backed by the Japan Association of Language Policy (JALP). PanSIG 2021 is a conference organized by JALT Special Interest Groups (SIGs) and this theme was chosen to shed light on JALT as the Japan Association for Language Teaching having many SIGs with topics related to the plurilingual individuum and the multilingual environment (society, classroom), teaching language and languages: Other Language Educators SIG, Bilingual SIG, Global Issues in Language Education SIG, CEFR & LP SIG, Intercultural Communication in Language Education SIG, Learner Development SIG, Teacher Helping Teachers SIG, Japanese as a Second Language SIG, Teaching Young Learners SIG, Study Abroad SIG and more.
Lifelong Language Learning

⬚
SUN, May 16th, 16:45

Closing Ceremony

Maria Gabriela Schmidt, Koki Tomita
⬚
Sun, May 16th, 17:00 ~ 18:00 JST | Zoom 6

SIG Coordinators Meeting #1439

Grant Osterman
Please come so we can catch up on what is going on and have a short meeting where we will discuss issues related to SIGs. Also, we can talk about how the conference went.

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Handbook Special Theme - 20 years PanSIG

In Japanese terms, the 20th conference of PanSIG is a coming of age ceremony for JALT PanSIG conference becoming an adult among conferences. The first conference was held in May 2002 with only a handful of SIGs.

20 Years of PanSIG Special

20 Years of PanSIG Special

On the following pages you find a some impressions from past PanSIG conferences.

(not yet collected)

So far one contribution from Pragmatics SIGs.

This is followed by an
JALT PAN SIG special – SIG SHOWCASE

by those SIGs who have submitted something until May 14th, 2021.

Reports from the first conference, which SIGs?

Photos, stories

(please submit !)

https://pansig.org/archive

The PanSIG conferences are:

	Place	Year	Theme	SIGs
1	Kyoto	2002	Curriculum Innovation, Testing and Evaluation	
2	Kyoto	2003		
3	Tokyo	2004	The Interface Between Interlanguage, Pragmatics and Assessment	
4	Tokyo	2005	Lifelong Learning	
5	Tokai Univ.	2006	Authentic Communication	
6	Sendai	2007	Second Language Aquisition – Theory and Pedagogy	
7	Kyoto	2008	Diversity and Convergence, education with integrity	
8	Chiba	2009	Infinite possiblities: expanding limited opportunities in language education	
9	Osaka	2010	Learner Perspectives	
10	Matsumoto	2011	Discovering Paths to Fluency	
11	Hiroshima	2012	Literacy: SIGnals of emergence	
12	Nagoya	2013	From Many, One: Collaboration, Cooperation, and Community (David Kluge)	
13	Miyazaki: MIU	2014	Sustainability: Making Teaching and Learning Last	
14	Kobe:	2015	Narratives: Raising the Happiness Quotient	
15	Nago: Meio	2016	Innovations in Education (George MacLean)	
16	Akita: AIU	2017	Expand your interests (Mathew Porter)	
17	Tokyo	2018	(Jennie Roloff Rothman)	
18	Nishinomiya	2019	(Michael Hollenbach)	
19	Online	2020	(Aleda Krause/ Mark Brierley)	
20	Online	2021	Local and Global: Multilingual and Plurilingual Perspectives (Gabriela Schmidt)	
21	Nagano	2022	(Re)imagining language education (Koki Tomita)	
22		2023		

Remembering the first PanSIG....

One memory that stands out is standing at the Pragmatics SIG table, as I invited passersby to join our SIG. After being turned down several times, I realized how 'pragmatic' our interactions were. My **invitations** were met with **refusals** which were all polite and quite often humorous. Here is a taste:

*A*ccessibility in *L*anguage *L*earning (ALL) SIG

言語教育のアクセシビリティ研究部会

In 2016, the Act for Eliminating Discrimination against Persons with Disabilities became law. This change mandates that teachers and teaching organisations should be aware of and apply resources and information about accessibility pedagogies, materials, and strategies. This is essential to optimize educational outcomes for learners with special needs including psychological, physical, cognitive, and communicative disabilities. As learner needs become more diverse and context specific, there is no "one-size-fits-all" pedagogy for accessible language learning, therefore it is increasingly important that teachers and institutions are aware of both challenges as well as available resources.

   The mission of the ALL SIG is to provide a forum for current and potential members to collaborate, share experiences, practices and strategies, as well as how to comply with the EDPD Act. The goal being to increase awareness of key developments in accessible learning among teachers, and administrators. We, therefore, welcome anyone with an interest in accessibility and improving language teaching and learning across differences. By working together, we can establish an accessible language learning environment for all levels of education.

Areas of Interest
We welcome any members who are interested in improving accessibility in language learning. As a diverse field, accessibility touches all aspects of language teaching. In this way, we can all contribute by sharing professional insights and experiences. Some examples of current research interests are as follows:

Special needs; Learner diversity; Universal Design; Disability studies in education; Alternative schools; Color-blindness; Accessible pedagogies for primary, secondary, higher education; Early childhood education; Social psychological differences.

Interested? Join ALL SIG now! Go to the link below and Find more about us. Or Contact us!

https://www.facebook.com/groups/452497221874596/

ALL SIG Coordinator: Ryota Moriya (ryota.moriya@gmail.com)
ALL SIG Program Chair: Andrew Reimann (anreimann@yahoo.com)

JALT Bilingualism SIG
全国語学教育学会バイリンガリズム研究会

Happy Birthday to Bilingualism SIG celebrating its 30th birthday!

The Bilingualism Special Interest Group (SIG) is made up of around 160 JALT members and subscribers, many of whom are raising or teaching bilingual children.

Our aim is to further research on bilingualism as it occurs in Japan. We also promote mutual support among our members through our bi-monthly newsletter, academic publications, and an active email list.

Parents in international marriages, people who communicate in more than one language, and teachers of multilingual students all take advantage of the practical and theoretical information available via our group.

*Our focus***:** The word "bilingual" means many things to many people. We intend it as an umbrella term to refer to individuals and groups who use two (or more) languages on a regular basis, and who consequently have some claim to multiple cultures. The way such people process and use language is the focus of our research. As parents we are also deeply concerned with fostering minority language educational opportunities for our children.

Our Research topics include but are not limited to: Family policies towards bilingualism, Bilingual and bicultural identity, Codeswitching and language mixing, Bilingual language acquisition.

Publications: Members receive a copy of our newsletter, Bilingual Japan, three times a year. Each issue contains articles reflecting the diversity of bilingualism studies in Japan. Our journal, *The Japan Journal of Multilingualism and Multiculturalism*, is published annually and contains numerous research articles and book reviews. We also publish **monographs** concerning practical issues related to bilingual parenting in Japan. These can be found on the **BSIG website**:
https://www.bsig.org/monographs / https://www.bsig.org/newsletter /

Events: At the annual **JALT** and **PanSIG conferences**, we sponsor **a Forum** based on some practical aspect of bilingualism, where our members give a variety of presentations on their current research and/or discuss issues relevant to the BSIG Members attending the events.

Community: The Bilingualism SIG offers parents an excellent way to meet others who are raising their children in two languages. Join our Facebook group or send a question to our email discussion list by contacting Stephen Ryan at the following email address: stephen05summer(at)yahoo.com

None of us is such an expert that we have all the answers, but by joining the Bilingualism SIG, you will be sure to find someone who can sympathize with your position and offer advice when you need it.

CE Framework R & Language Portfolio SIG
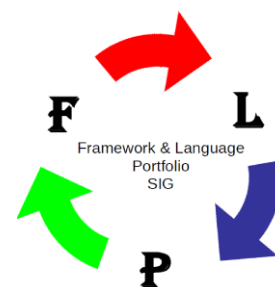
The JALT CEFR & Language Portfolio SIG (CEFR & LP SIG) formed in 2008 as FLP SIG to spread the ideas and concepts of the CEFR, conducting action research and sharing experiences. Our activities include meetings, conferences, a regular newsletter, maintaining a homepage. In 2010 we participated the first time at PanSIG and the first visible result was a language portfolio for Japanese universities, followed by an edited volume with a collection of case studies: *'Can do statements in Japan and beyond'* published in 2010 (Schmidt, Naganuma, O'Dwyer, Imig and Sakai 2010). Bringing together people from a wide range of interests, the SIG secured their first JSPS Grant-in-Aid research project in 2012, resulting in the *'CEFR-informed EAP Textbook Series B1(A2+)'* (Naganuma, Nagai and O'Dwyer 2015). The next research project soon followed: *'Critical, constructive assessment of CEFR-informed foreign language teaching in Japan and beyond'* (O'Dwyer, Hunke, Imig, Nagai, Naganuma and Schmidt 2017), with major action research studies examining how to implement the CEFR in university curriculums and other areas. It was not intended in the beginning, but the research projects, related conferences and publications became the core of the SIG activities. The third project aimed at developing a tool kit (https://cefrjapan.net/toolkit) to support teachers navigating through the huge amount of CEFR-related information, with a new homepage *cefrjapan.net* and a book publication *'CEFR-informed Learning, Teaching, Assessment: A practical guide for practitioners'* (Nagai, Birch, Bower and Schmidt (2020). More funded research projects are underway: A project focuses on aligning the CEFR to current practices for identifying needs of learners and teachers in the classroom by using an action research cycle. We are currently looking for case studies in relation to the CEFR using action research predominantly in Japan (but not exclusively) Please, do get in touch if interested. For contacting us, please use the contact form on the SIG homepage (see below).

Other activities have included launching the *CEFR Journal – Research and Practice*, to have a peer-to-peer based platform to exchange research and best practice internationally. Most of the CEFR-related resources and publications come from Europe but the CEFR have now spread to many regions. Practitioners want to learn from each other and they want to share their experiences. The first three volumes of *CEFR Journal* received good feedback and the fourth is in the making.

We are a small-medium SIG compared to other SIGs, but we have a handful of very active core members, looking for opportunities to contribute to language teaching featuring the CEFR and CEFR/CV. We are looking for new members and joint, collaborative events with other SIGs. The plurilingual learner as a social agent at the center of the CEFR.

Links
CERF & LP SIG: https://cefrjapan.net
CEFR Journal: https://cefrjapan.net/journal
Language Portfolio for Japanese University, bilingual (English/Japanese):
https://sites.google.com/site/flpsig/flp-sig-home/language-portfolio-for-japanese-university

Global Issues in Language Education SIG

WHAT ARE GLOBAL ISSUES?

Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism, environmental destruction and to concepts such as peace, justice, human rights, sustainable development, social responsibility, and international understanding.

WHAT IS GLOBAL EDUCATION?

Global education is an approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills, and commitment required by global citizens for the solution of world problems

JALT "GLOBAL ISSUES IN LANGUAGE EDUCATION SIG"

The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to: (a) promote the integration of global issues, global awareness, and social responsibility in language teaching, (b) foster networking and mutual support among language educators dealing with global issues, (c) promote awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education.

THE GILE NETWORK

The GILE network is an informal network of language teachers and global educators who share an interest in how world problems, global awareness, social responsibility and world citizenship can be integrated into foreign language teaching.

CHECK OUT OUR WEBSITE!
The archives of our newsletter is available here for you to read. We apologize for it being slightly out of date, we are working on creating a new website to debut in the coming months.
https://gilesig.org

FIND US ON FACEBOOK!   https://tinyurl.com/JALTGILEonFacebook

JOIN US!   https://jalt.org/groups/sigs/global-issues-language-education

We look forward to having you join us!
Jennie Roloff Rothman, GILE SIG Coordinator

What's LD SIG?

The Learner Development SIG has been an active part of JALT since 1993. We commemorate the 25th anniversary of the LD SIG in 2018 with the hope of further improvement and development of the SIG and its activities. Some might wonder why we started our activities under the name of "Learner Development" rather than "Learner Training", "Learner Independence", or "Learner Autonomy'' which are also relevant realms of our SIG activities. One of the founding members, Richard Smith, wrote in our first newsletter (*Learning Learning*), "[w]e chose "Learner Development" as the name of the SIG, then, precisely because of its relative obscurity and concomitant capacity to embrace and, we hope, enable synthesis of a wide range of hitherto separate interests." With this intention, the LD SIG has evolved by providing various platforms for discussions with members for the past few decades to answer the questions which may not have clear answers.

Publications

Members of the LD SIG can access two types of publications. In our newsletter, ***Learning Learning*** (http://ld-sig.org/learning-learning/), contributors can engage in a wide range of writing to showcase practical and theoretical ideas for learner development as well as ongoing research. If you are a new member of the SIG, the "New Members' Voice" section allows you to introduce yourself to the LD community and get connected with people. The ***Learner Development Journal*** (https://ldjournalsite.wordpress.com) is a relatively new attempt for the LD SIG to stretch our unique personalities. The journal contains research articles, reviews, and reflections written in a range of styles which discuss learner development from theoretical and practical points of view. For both Learning Learning and The Learner Development Journal, our editorial team uses a collaborative approach so that contributors receive constructive feedback from various perspectives through discussions with our committed editors. Therefore, we see the road to publication as a constructive process during which both contributors and editors can learn from each other.

Events

Get-Togethers is our local event which follows the university school calendars. While the Hiroshima and Kansai get-togethers have paused for the moment, Tokyo Get-Togethers continue to be active online. The Tokyo Get-Together team holds our annual conference, Creating Community: Learning Together (CCLT) conference every winter. We are also keen on hosting forums at the Pan SIG, JALT CALL, and JALT International conferences. Every year, we provide opportunities for our members to present in the LD SIG forums at each of these conferences. Although we rarely turn anyone down, the LD forums are technically vetted, although by the SIG rather than the conference committee for such events. If you are looking to further promote your academic portfolio, our forums are one of the best places to start presenting your interests regarding learner development.

Listening SIG

The Listening Special Interest Group (Listening SIG) provides a forum for focused listening research and discussion in specific regard to teaching and learning. The group offers both teachers and researchers a place to connect, collaborate and share practice and research regarding how teachers teach listening and assess their learners, how learners improve their listening and use it to improve their knowledge, and finally how theoretical aspects connect to classroom practice. The Listening SIG aims to be a driving force for both current and future research in the field of how listening can be taught, learned, and tested in an increasingly global context.

Why Join Us?

Joining the Listening SIG connects you to a network of teacher colleagues who are interested in the same research area. Members receive the most current issue of the SIG newsletter, *The Listening Post* (by email) and can participate in our mailing list. The Listening SIG also sponsors and co-sponsors events throughout the year to help teachers gain experience in collaborating and presenting, and in which members are welcome to participate.

Networks

Facebook page – Social Media forum
- Connect with a network of teachers and researchers interested in the area of listening, post research articles, inform of conferences and other events, and discuss/debate topics pertaining to listening.

Website –https://jaltlistening.wordpress.com/
- Post SIG events, discussion/debates, latest articles, past publications, useful websites, and the Listening podcast

Publications – *The Listening Post*
- To create two official journals per year that publish articles regarding listening theory, practice and integrating other skills.

Newsletter – *The Listening SIG e-newsletter*
- To create official newsletters quarterly (four per year), publish short articles/reports regarding listening theory, practice and integrating other skills, advertise/call for submissions and presenters at future events.

Events
- Forum at the PanSIG conference (around May).
- One-day Listening Conference (around June).
- Listening forum at the international JALT conference (around November).

Contact us
SIG Coordinator/Publicity Chair: Naheen Madarbakus-Ring (Nagoya University of Commerce & Business, Nagoya)
Program Chair: David Coulson (Ritsumeikan University, Kyoto)
Membership Chair: Todd Beuckens (Ritsumeikan Asia Pacific University, Beppu)
**Publications Chair:** Stuart Benson (University of Aizu, Fukushima)

Please contact us if you would like to become a member of the Listening SIG. We would also welcome anybody who may be interested in becoming an officer or member-at large.

Contact the Listening SIG: listening@jalt.org

The BRAIN SIG

The Mind, Brain, and Education Special Interest Group (BRAIN SIG) was founded in 2014. At that time, there was almost no neuroscience in language teacher training, even though important discoveries about language and learning were happening weekly. We decided to close that gap: Our mission is to learn about brain studies related to language teaching and teach each other.
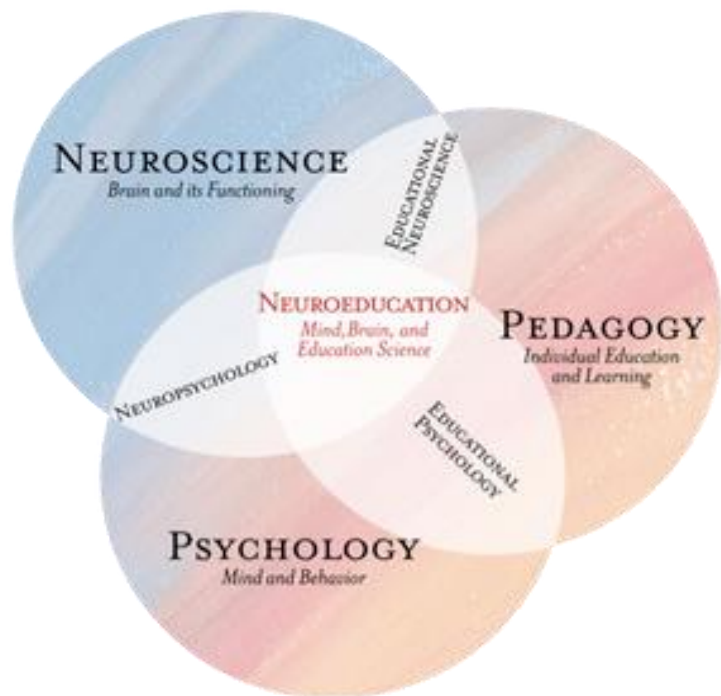
Neuroscience is changing language teaching!

We do this through presentations at conferences and JALT Chapter events, thanks to our Speaker Database, and through the MindBrainEd Journal. But, especially in these novel times, it is our MindBrainEd Think Tank publication that really enables our mission.

What are the Think Tanks? Teachers, neuroscience and psychology enthusiasts, and motivated students look at the best research done by others, and translate it into something meaningful to language teachers. While requiring scientific backing, we allow our writers to speculate on the research, apply it to the classroom, and expand on it in a way to make it engaging. The monthly Think Tanks now have 1700 subscribers and contributors in over 70 countries.

We have carried that spirit of teaching ourselves and teaching others into our other activities as well. Before the pandemic, most of our SIG funds were used to co-sponsor brain speakers for chapters, and now, we are bringing guest teachers from around the world to JALT conferences. Please peruse our website, our Facebook Page, and past issues of the Journals and Think Tanks for topics that interest you, and if you find out you are a brain nerd too, contact us about joining our mission!

Mixed, Augmented, and Virtual Reality SIG

REALITIES IN LEARNING
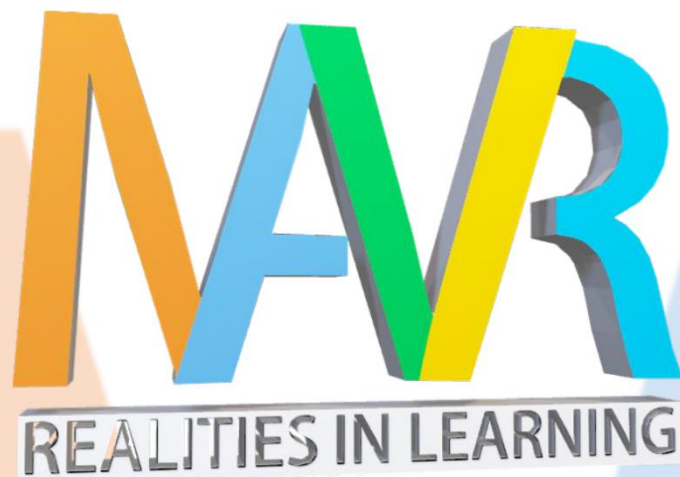
At the edge if technology in education with research and development in immersive learning. Mixed, augmented, and virtual realities (MAVR) is the SIG looking into the future with augmented learning, virtual learning environments, and what could be the next preferred mode of communication since mobile learning.

Officers:
Mehrasa Alizadeh, Josh Brunotte, Bobby Figueroa, Eric Hawkinson, Adam Stone

@JALTMAVRSIG

x.co/mavrsig

#MAVR

#JALTMAVR

CALLS FOR PARTICIPATION:
- Become an officer
- Publish your projects/activities
  HTTP://MAVR.SITE

Other Language Educators SIG

OLE SIG has taken part in PanSIG since 2007.

German
French
Spanish
Chinese
Russian
Multilingual
Sign Language

OLE SIG Newsletter
OLE SIG Conference
Multilingual Café
FLT from various angles
Plurilingualismus
Multilingualismus
Tertiary / Third Language Acquisition (L3)

O L E   S I G
Guten Tag
Bon jour
ようこそ
你好
¡Hola!
Добрый день!
สวัสดีครับ/ค่ะ
Other Language Educators – JALT
英語以外の外国語研究部会

The Other Language Educators (OLE) SIG

* Do you want to learn, refresh, or help promote languages other than English at JALT?
Then the OLE (Other Language Educators) SIG, which has been an important part of the PanSIG Conference since 2007, is the place for you!

* Every other year OLE also holds its own OLE Conference about a month before the annual JALT National Conference. At JALT National, OLE conducts forums and workshops in German, French, and Spanish, as well as a Multilingual forum, in addition to individual presentations in other languages such as Chinese, Italian, Indonesian, and even Sign Language.

* An OLE SIG Newsletter is also published 3 times a year.

* Recently, a Multilingual Café has been inaugurated, where anyone interested in any non-English language can practice with native speakers as well as others interested in those languages.

* OLE strongly encourages the teaching and learning of third languages in Japan (following Japanese and English) and also promotes language learning even beyond that, to try to make a truly plurilingual society in Japan, if only at the elementary stages of communication.

https://sites.google.com/view/jalt-olesig/

The Pragmatics SIG

People ask: *What is pragmatics?*

The long answer: Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (Crystal, 1997, p. 70)

The short answer: How to be appropriate with language and behavior in different contexts

Pragmatics can cover:

- Politeness strategies
- Turn-taking
- Speech acts (e.g., requests, refusals, compliments, complaints, etc.)
- Listening behaviours
- Gestures
- Implicature
- Cultural behavior, etc.

Why join?

- ✦ Get our newsletter, *Pragmatics Matters*
- ✦ Read/write for our book series: *Pragmatic Resources*
- ✦ Join our zoom events
- ✦ Participate in PanSIG conference
- ✦ Participate in JALT Annual conference
- ✦ Join our social events
- ✦ Learn useful classroom practices
- ✦ Share and get support for research
- ✦ Meet a diverse group of people
- ✦ and much more….

Check us out at: https://www.pragsig.org/

For more information: Ask the coordinator: fujimotodonna@gmail.com

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The JALT TBL SIG

The TBL SIG was started in 2010 with the goal of providing a focus on the practical implementation of task-based language teaching (TBLT) in Japan, and by extension, other EFL countries. Much of the early research into TBLT centered on laboratory studies in ESL countries, and while as teachers we found a TBLT approach beneficial to our students, we also felt that there were not many books or research articles that helped at a practical level. Resources do exist (we recommend *Doing Task-Based Teaching,* Willis & Willis, 2007 as a good start), but we wanted to strengthen the practical side of TBLT as informed from the theoretical side. So, what is TBLT?

TBLT is an approach to teaching that prioritizes meaningful interaction. That is the most important element of any task. The focus is not on specific vocabulary or grammar points, but on communicating and understanding meaning. Tasks should also have some kind of non-linguistic outcome. *Find the differences between two pictures. Decide what the best restaurant is in Osaka.* The point should be about successfully doing that task, not proving how much you know about discrete language features. Language study in Japan is often focused on passing university entrance exams. Students study difficult grammar and vocabulary and language learning becomes an academic exercise. It is therefore often associated with failure. TBLT shows students that language learning is actually about communicating or understanding meaning, and that if you can do this, then you are a successful language user. This is what many students need in order to gain confidence and motivation - real experience of success. TBLT is another way of teaching language communicatively, and if you are a teacher, it is not hard to adapt to a TBLT approach in the classroom. In fact, it's very intuitive.

The TBLSIG acts as a forum for exchanging ideas about TBLT and how to implement it in the classroom in Japan. Our regular publication is called "Taking it to Task" which includes articles, lesson plans, news, reviews and interviews. Some of our writers in TBLSIG publications so far have included leading figures in TBLT, such as Rod Ellis, Jane Willis, David Willis, Peter Skehan, William Littlewood, Yuko Goto-Butler, Natsuko Shintani, David Carless, Shoko Sasayama, and Craig Lambert.

In addition to our regular publication, members of the TBL SIG gain heavily discounted entry rates to our biennial "TBLT in Asia" conference. The first conference in 2012 at was Osaka Shoin University. Since then, it has grown to be a well-respected and attended international conference. Plenary speakers have included many of the leading researchers involved with TBLT, including David Carless, Peter Skehan, William Littlewood, Yuko Goto Butler, Lourdes Ortega, Rod Ellis, Marcos Benevides, Natsuko Shintani and Hayo Reinders.

At this and other events that we are involved in, there is the chance to meet and discuss issues related to TBLT with other colleagues from around Japan and Asia who are interested in using a TBLT approach in their language classes.

If you'd like to contribute to our publication, contact our publications officer, Rick Derrah at tbltsigpublications@gmail.com and for more information about the TBLSIG in general, visit our webpage https://www.tblsig.org

The TEVAL Mission Statement

In the Testing and Evaluation Special Interest Group (TEVAL), we believe that testing and evaluation involve more than just tests, item analysis, and statistics. The interests of the TEVAL SIG include all methods for assessing individual performance, group outcomes, and program impact. (Read more about TEVAL's mission here: https://teval.jalt.org/node/2)

What Can I do in TEVAL?

Attend TEVAL-sponsored talks!

TEVAL sponsors talks by experts in language testing and assessment, including at PanSIG 2021!
The TEVAL SIG Forum at PanSIG 2021
Sun, May 16th, 09:00 ~ 10:30 JST
The use of four-skills English exams for university entrance admission in Japan
(Speakers Dr. David Allen, Dr. Kingo Shiratori, and Tatsuro Tahara)

Read and publish in Shiken!

Recent Shiken issues have included articles about Rasch analysis, university entrance examinations in Japan, adoption of the CEFR, and many more!

Check out the newest issue of Shiken, and look at previous issues as well! Also, for a great look at TEVAL's past and present, see Dr. David Allen's recent article "Shiken: Past and Future".

Engage with others interested in language assessment issues!

With over 100 members from across the world, meeting other TEVAL members is a great way to gain knowledge and contacts with the language and assessment community.

Join our welcoming community!

Get a free copy of James Dean Brown's book *Statistics Corner*
when you join as a new TEVAL member! Find out more about
joining TEVAL here.

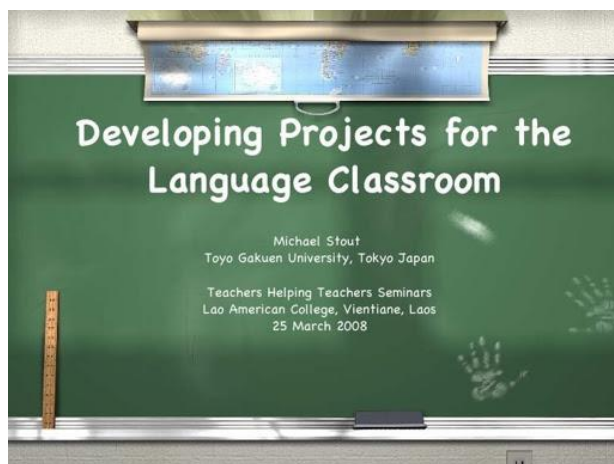You can visit the TEVAL website for more information, and contact TEVAL any time at: **teval@jalt.org**

Teachers Helping Teachers (THT)
JALT Special Interest Group

Teachers Helping Teachers (THT) is a grassroots organization founded by members of the Himeji City Chapter of JALT in 2004. Our SIG is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training conferences, seminars, and workshops that exhibit practical, student, and teacher-friendly approaches to language education that are informed by current research in the field. Since its inception, THT has given well-received programs in Bangladesh, Kyrgyzstan, Laos, Nepal, the Philippines, and Vietnam. Experienced and enthusiastic teachers and presenters at any level of education are encouraged to submit proposals (usually 3 or more) on topics of interest to teachers in the host countries. For more information, check the THT website.

tht-japan.org

The Teaching Younger Learners SIG is a nonprofit organization whose purposes are to foster research, hold periodic meetings and forums, issue publications, cooperate with interested professional organizations, including other JALT SIGS and Chapters, carry on other activities for those interested in the improvement of the language teaching and learning of young learners (0-18 year old), and contribute to the development of activities in language teaching and learning, social education, and international cooperation.

Publication: **"THE SCHOOL HOUSE" (Published 3 Times a Year)**

Deadlines: Submissions for *The School House* are accepted on an ongoing basis.

Types of articles:

Research-based articles (3,000 – 5,000 words)
Short articles (maximum 1,500 words)
Interviews (1,000 – 3,000 words)
Classroom ideas (maximum 1,000 words)
Book reviews (700–2,000 words) 700 – 2,000 words)
Conference/ presentation reviews (700 – 2,000 words)
Text Reviews (700 – 2,000 words and based on a text you actually used in class.
Language program reviews (600 – 1500 words)

Submission procedure:
1. Please fill our form on our webpage
2. If that is not possible, then please email your (APA formatted) document, in a Word (.doc and .docx) document to theschoolhouse.tylsig@gmail.com. Publication of research articles is subject to a double-blind peer review. The evaluation process for research-based articles typically takes about four weeks, after which time the author will be informed of the peer reviewers' decision.

Please contact us if you want to learn more about what we do or if you would like help on Teaching Younger Learners. tyl@jalt.org

Homepage:
The official site for the JALT Teaching Younger Learners SIG (jalt-tyl.net)

2021 PanSIG Journal - Call for Papers

All presenters at PanSIG 2021 will be invited to submit a paper based on their presentation for publication in the *2021 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 2020, we have adopted the policy of peer review, where each submitting author will most likely review a maximum of up to two *2021 PanSIG Journal* submissions. Note that publishing in the *2021 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 31, 2021**
Announcement of Review Decision: November 15, 2021
Revised Paper Submission (final draft due): January 31, 2022
Target Date of Publication: Mai 15, 2021

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: https://pansig.org/pansig-journal

● 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 *2021 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 for further details.
Questions about the journal may be sent to the Editor at: pansigjournal@gmail.com

Best regards,
Patrick Conaway, Editor
NN, Assistant Editor

See you again! NEXT Year at

PanSIG2022

in Nagano

Friday June 3rd to Sunday 5th, 2022

(Re)imagining language education

The theme for PanSIG2022 is: "**(Re)imagining language education.**" - What is the future of language education in a post-pandemic world? How will we teach, research, and learn languages? What challenges will learners, researchers and educators meet and overcome? What new connections will be made among learners, educators, and researchers within and beyond our classrooms and communities? The theme connects well with JALT SIGs, and the PanSIG2022 Conference will be a place where educators, researchers, and learners can re(imagine) our professionalism and academic excellence, thinking about how to help students enhance their learning and share, discuss and engage in research and practice in meaningful ways in the post-pandemic world. A call for papers with this theme will be announced in the Fall of 2021.

PanSIG2022 will be held from Friday June 3rd to Sunday 5th, 2022 at The University of Nagano (長野県立大学), in Nagano. The University of Nagano is a short walk from Hongo Station on the Nagano Electric Railway, six minutes from Nagano Station. On the Hokuriku Shinkansen, Nagano can be reached in one hour and 20 minutes from Tokyo Station or 1 hour 10 minutes from Kanazawa Station. Alternatively, Nagano is 3 hours from Nagoya on the Wide View Shinano Limited Express.

Outside of the conference presentations and discussions, the conference team is planning a variety of optional events. These include a light hike to Togakushi Shrine, a visit to the local Hokusai Museum, a *nihonshu* tasting, and more.

We look forward to seeing you in Nagano in 2022.

PanSIG 2022 Conference chair : Koki Tomita

PanSIG 2022 Site chair: Jean-Pierre Richard

Come and join our conference team!