



# PanSIG 2022

(Re)Imagining Language Education

JALT

July 2022

Handbook

# 21<sup>st</sup> PanSIG conference

## PanSIG 2022

### (Re) Imagining Language Education



July 8<sup>th</sup> – 10<sup>th</sup>, 2022

The University of Nagano

### Program Handbook

<https://pansig2022.edzil.la/>

#### **ONLINE** - Join Edzil.la event space for selected **SIG Sessions and Plenaries**

You can use an existing Edzil.la or Eventzil.la account if you have one. Or please join **Edzil.la** before you register. This means you must first make an account on the Edzil.la site and make sure you joined the PanSIG 2022 "event space" (<https://pansig2022.edzil.la/>).

#### **ON SITE** - To attend PanSIG 2022, you need a ticket.

You can purchase a ticket as a JALT member, non-JALT member, student (JALT Member) and student (non-JALT member).

#### **PRE-REGISTRATION**

If you have already registered, please collect your name card at the registration desk.

#### **ONSITE REGISTRATION**

You can register and pay on the day to attend the conference. Please go to the treasurer's desk where you can register for the conference.

# PanSIG 2022 - Pricing

In-Person Conference in Nagano		
	Pre-registration	On-site registration (cash only)
<b>JALT members</b>	7,500 yen	9,500 yen
<b>Non-JALT members</b>	9,500 yen	11,500 yen
<b>Students (JALT members)*</b>	500 yen	500 yen
<b>Students (non-JALT members)**</b>	2,500 yen	2,500 yen

Online (Four plenary live streams, SIG forums)		
	Pre-registration	On-site registration
<b>JALT members</b>	3,500	N/A
<b>Non-JALT members</b>	5,500	N/A
<b>Students (JALT members)*</b>	500	N/A
<b>Students (non-JALT members)**</b>	2,500	N/A

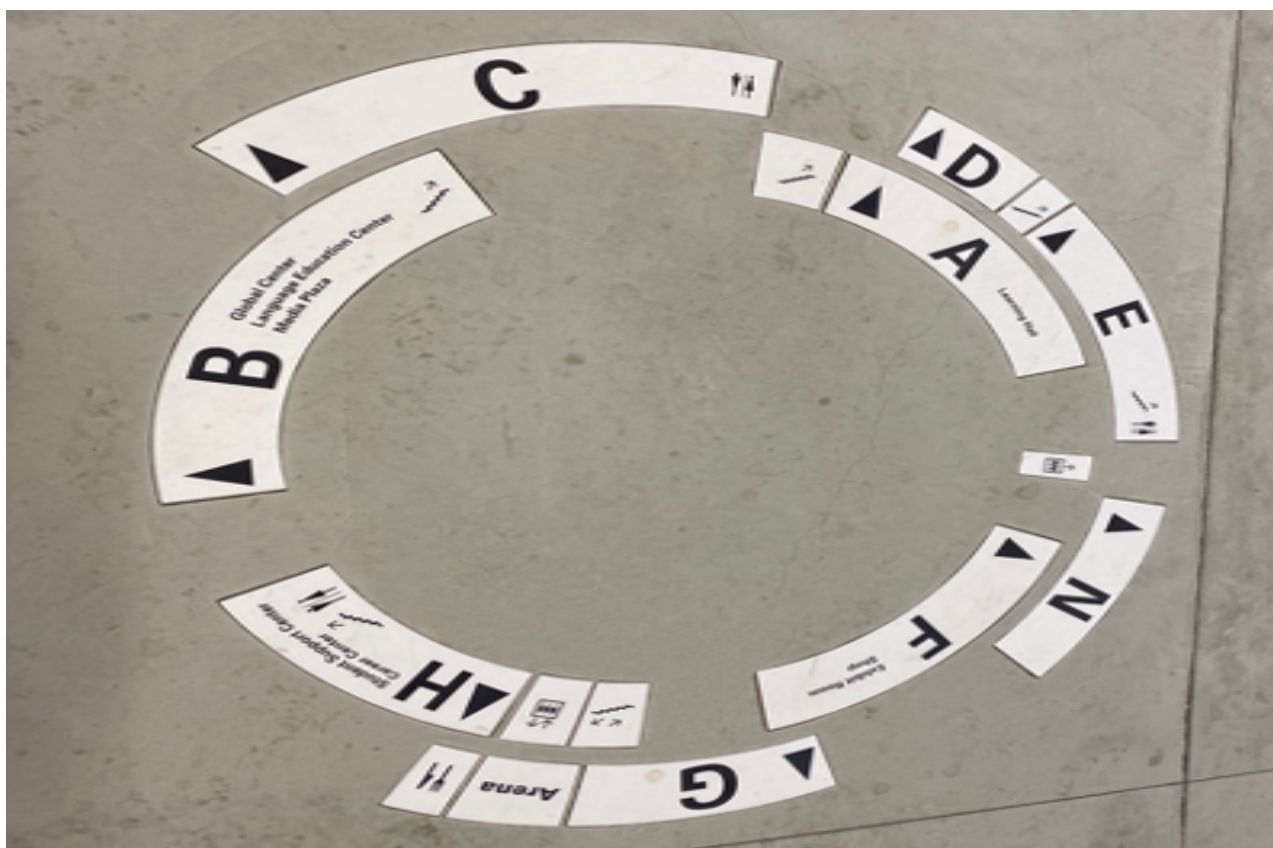
\* Students (JALT members) are either JALT student members, or JALT members who are full-time students with proof of student status, such as a valid student ID.

\*\* Students (non-JALT members) must be full-time students with proof of student status, such as a valid student ID.

You can join Edzila and enter the event space free of charge for some of our SIG Sessions (see “hybrid”). To join the event space you need a login ID (name and mail address). You can check the schedule of presentations and information regarding the AMs (associate members) on the contents page (p5).

If you have questions, please contact the conference team at [confchair@pansig.org](mailto:confchair@pansig.org)  
For programming questions or online Zoom help, contact [program@pansig.org](mailto:program@pansig.org)

Map of Conference Site: <https://pansig.org/venue-map>





## Useful Information - At a glance

Go online: <https://pansig2022.edzil.la/>

PanSIG2022 conference website: <https://pansig.org/>

If you have questions, please contact the conference team at [confchair@pansig.org](mailto:confchair@pansig.org)

For programming questions, contact [program@pansig.org](mailto:program@pansig.org)

For online Zoom help, contact [program@pansig.org](mailto:program@pansig.org)

Venue: <https://pansig.org/access/>    <https://pansig.org/venue-map>

Wi-Fi: <https://pansig.org/wifi-availability>

Wi-Fi will be available for a limited number of attendees. Please ask for details at the reception desk.

Childcare: <https://pansig.org/childcare>

Food: <https://pansig.org/food>

Accommodation: <https://pansig.org/accommodation>

Schedule: <https://pansig2022.edzil.la/schedule/index>

Nagano Guide:

[https://www.google.com/maps/@36.6848944,138.1964659,12z/data=!3m1!4b1!4m3!11m2!2sNfMW1oLfTtSvn-vf9P\\_xJg!3e3](https://www.google.com/maps/@36.6848944,138.1964659,12z/data=!3m1!4b1!4m3!11m2!2sNfMW1oLfTtSvn-vf9P_xJg!3e3)

Posting Large items (Takyubin):

Yamato Takyubin will pick up luggage and boxes for delivery.

Please get a red order form (着払い伝票) at registration. Payment for delivery will be made by the receiver. Items to be delivered must be at the main entrance by **16.00 on Sunday**.

Garbage:

Please check the notices around the campus to dispose of your garbage correctly. If possible, please take your garbage with you to dispose of off-campus. We appreciate your efforts to help us run an environmentally-friendly and sustainable conference.

Nagano Prefectural Website:

For emergency contact numbers or medical help, please refer to [pref.nagano.lg.jp/government/index.html](http://pref.nagano.lg.jp/government/index.html)

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*All information is correct and accurate up to Thursday 30<sup>th</sup> June 2022. Any errors or changes to the schedule are unintentional and we apologize for any inconvenience this may cause. Please refer to the PanSIG 2022 website (<https://pansig.org/>) and Edzil.la (<https://pansig2022.edzil.la/>) for the latest and most accurate information.*

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## Schedule Overview

### Friday July 8<sup>th</sup>, 2022

Pre-Conference Hiking: Mt Iizuna	08:15 – 16:15
Pre-Conference: Walking Tour	14:00 & 15:00
Evening sessions	17:15 – 18:50
Welcome reception: Nagaden Beer Train	19:30 – 21:30

### Saturday July 9<sup>th</sup>, 2022

<b>Plenary: Dr David Beglar</b>	<b>09.00 - 09.50</b>
Morning sessions	10:00 – 12:10
Afternoon sessions	12:20 – 17:00
SIG coordinators meeting	12:55 – 13:55
Poster Presentation sessions	16:00 – 16:40
<b>Plenary: Ann Mayeda</b>	<b>17.00 - 17.50</b>
Conference Dinner (Hotel Saihokukan)	19:00 – 21:00

### Sunday July 10<sup>th</sup>, 2022

Social – Togakushi Bus Tour	08:00 – 13:00
<b>Plenary: Mehrasa Alizadeh</b>	<b>09.00 - 09.50</b>
Morning sessions	09:00 – 12:00
<b>Plenary: Yukio Tono</b>	<b>13.30 - 14.20</b>
Afternoon sessions	13:00 – 16:05
Closing Ceremony / PanSIG 2023 Introduction Meeting	16:10 – 17:30

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Schedule: <https://pansig2022.edzil.la/schedule/index>

Nagano Guide:

[https://www.google.com/maps/@36.6848944,138.1964659,12z/data=!3m1!4b1!4m3!11m2!2sNfMW1oLftTsvn-vf9P\\_xJg!3e3](https://www.google.com/maps/@36.6848944,138.1964659,12z/data=!3m1!4b1!4m3!11m2!2sNfMW1oLftTsvn-vf9P_xJg!3e3)

## Message from the Conference Chair

*Dear PanSIG attendees,*

Welcome to the PanSIG 2022, the first Hybrid Conference held at the University of Nagano. First and foremost, I would like to say thank you to all of you who decided to join the conference. It must have been a very difficult decision for you to make in the midst of an uncertain time. We would have never achieved this milestone conference without your support and decision to come all the way to Nagano.



The Conference Committees and volunteers from JALT SIGs have worked incredibly hard to organize this conference under the theme, “Re” Imagining Language Education. With the theme, we have attempted many positive changes. We believe that some of our innovations will be the signature characteristics of PanSIG 2022 and will be carried over to the future PanSIG Conferences. One of them is the conference format. With the start of the COVID-19 pandemic in 2020, the language education world, including JALT, had to adapt its format of activities, and the PanSIG Conferences in 2020 and 2021 were no exception. As the COVID-19 situation has been gradually settling down, we decided to keep building on the legacies that our former Conference Committees made during the online period and hold this conference in the hybrid format. In PanSIG 2022, we will be hosting face-to-face live sessions at the venue and hybrid SIG forums to accommodate these needs.

At the conference venue and social event sites, we prepared an inclusive environment to let the attendees enjoy the conference as much as they can. First, childcare services have been prepared to allow families to join and enjoy the conference to a full extent. This year, the service will be provided to two families. Second, we collaborated with local restaurants and a cafe in Nagano city to offer coffee and lunchboxes at the conference site. A variety of meal options, including vegetarian and vegan lunchboxes, is another selling point of our conference. At the conference reception, three types of meals (meat-based, vegetarian, and halal) have been prepared to accommodate a wide variety of needs. The Site Chair, Jean-Pierre Richard, put a tremendous amount of time and effort into preparing our social events including Mt. Iizuna hiking, visiting Zenkoji, and the Nagaden Beer train on Friday night.

For the PanSIG 2022 Conference, we invited four plenary speakers from diverse fields to reflect the conference theme. To kick off the conference, Prof. David Beglar (Temple University, Japan Campus) will be giving us a talk about the importance of teachers having a growth mindset to strive in the era of digital media and fast-moving technological advancement with the theme of “The Well-Balanced Individual: A Challenge for Educators”. The second plenary speaker on the first day is Prof. Ann Mayeda (Konan Women’s University). Ann has been researching early childhood education and autonomous learning. In her talk, “(Re)framing Mindsets/Attitudes to English Use in Japan”, Ann will be sharing her insights on how a slight change in teachers’ perspectives can cause a dynamic change in students’ attitudes and ways to learn English.



For Sunday, Prof. Mehrasa Alizadeh and Prof. Yukio Tono will take to the plenary podium to share their research and educational perspectives. Mehrasa (the International Professional University of Technology) is a researcher and educator who promotes the idea of technology-enhanced language learning (TELL). Mehrasa's session, "Reimagining Technology Enhanced Language Learning: Looking Back, Moving Forward", will be about the history of TELL and how TELL can be incorporated in modern language education and learning. The last plenary of the PanSIG 2022 Conference is Prof. Yukio Tono (Tokyo University of Foreign Studies). Prof. Tono is a leading researcher on the development of the CEFR-J. Prof. Tono will be sharing his experiences in the development of the CEFR-J and how to conduct CEFR integrated language teaching and learning with the theme of "(Re)imagining language education in relation to the CEFR/CV and the CEFR-J". Having those wonderful plenaries from different fields reflects our diversity in JALT, and I am happy to announce that our plenary sessions have been selected as Equal Voices in ELT (EVE)'s recognition. For more information, please click the following link.

<https://evecalendar.wordpress.com>

To close, I would like to thank each one of the volunteers, SIG Coordinators, and officers, and Committee Members for providing your support in building our conference. In total, we had more than 20 official meetings and countless committee-based meetings, and everyone contributed to the development of this conference with your expertise. PanSIG 2023 will be held at Kyoto Sangyo University led by Nicholas Wilson (Conference Chair) and Amanda Gillis-Furutaka (Site Chair) who were core members of PanSIG 2022. I am very sure that PanSIG 2023 will be another amazing conference and I am LOOKING FORWARD to it.

Koki Tomita  
PanSIG 2022 Conference Chair

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## CALL for Papers for the 2022 PanSIG Journal conference proceedings

# 2022 PanSIG Journal

Editor in Chief: Patrick Conaway

**Submit by August 31<sup>st</sup>, 2022**

**(See details on page 116)**



## **PanSIG 2022 Conference Committee**

### **Executive**

Conference Chair (2022): **Koki Tomita**  
Conference Site-Chair: **Jean-Pierre Richard**  
Conference Treasurer: **Phil Nguyen**  
Conference Co-Treasurer: **Maria Gabriela Schmidt**  
SRL: **Grant Osterman**  
Conference Chair (2023): **Nicholas J. Wilson**  
Conference Site-Chair (2023): **Amanda Gillis-Furutaka**  
Conference Co-Chair (2021): **Maria Gabriela Schmidt**

### **Program**

Submission Chair: **Jennie Roloff Rothman**  
Schedule: **Mark Brierley**  
Room Host Schedule/Liaison: **Mark Brierley**  
AM (Associate Member) Liaison: **Maria Gabriela Schmidt**  
Handbook Editors: **Naheen Madarbakus-Ring, Koki Tomita**  
Handbook Proofreaders: **Tim Cleminson, Anthony Brian Gallagher, David Kluge, Liam Ring**  
Pan SIG Journal Editor: **Patrick Conaway**  
Volunteer coordinator: **Cheryl Kirchhoff**

### **Registration**

Registration (site): **Margit Krause-Ono**  
Registration (site) co-chair: **Maria Gabriela Schmidt**

### **Event Site**

Event Website (Edzil.la): **Gary Ross**  
Website: **Bill Pellowe**  
PR Chair: **Mehrassa Alizadeh**  
Photographer: **Phil Nguyen, Tim Cleminson, Jim George**  
Illustrator: **James Dewitt Dunn**



## JALT Code of Conduct

JALT is an organization that encourages diversity and inclusion and 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 2022 Proposal Readers

We thank everyone who volunteered to review proposals for the 2022 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 2022 conference proposal reading team.

### Submissions & Review Co-chairs

Jennie Roloff Rothman, Grant Osterman, Mark Brierley

### Abstract Reviewers

Alexandra Shaitan	Grant Osterman	Michael Parrish
Amanda Gillis Furutaka	Heather Yoder	Michael Phillips
Amanda Yoshida	Jamie Taylor	Michael Yap
Andre Parsons	Javier Salazar	Mitsuko Imai
Andrew Reimann	Jennie Roloff Rothman	Naheen Madarbakus-Ring
Andy Barfield	John Maune	Nate Carney
Anna Walker	Jon Thomas	Pat Conaway
Anthony Brian Gallagher	Joseph Dias	Paul Bird
Arthur Nguyen	Kate de Veas	Phil Nguyen
Bill Pellowe	Kate Sato	Prateek Sharma
Cecilia Smith Fujishima	Kathi Kitao	Quency Hofman Aoki
Chhayankdhar Singh Rathore	Kathryn Jurns	Sandra Healy
David Kluge	Koki Tomita	Shalvin Singh
Donna Fujimoto	Lesley Ito	Shingo Moriyama
Eduardo Castro	Lorraine Sakka	Stephen M. Ryan
Eric Hawkinson	Margit Krause-Ono	Steve Paton
Eric Lynch	Mark Brierley	Tara McIlroy
Euan Bonner	Mary Hillis	Tim Ashwell
George Maclean	Mathew Porter	Tim Cleminson
Gabriela Schmidt	Mayumi Shibakawa	Wayne Devitte

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***The PanSIG 2023 Conference will be held in Kyoto***

***From Friday, May 12 to Sunday, May 14, 2023 (tentatively)***

**Theme: Looking Forward**



## The 2021 PanSIG Journal – Article Reviewers

We thank everyone who volunteered to review articles for the 2021 JALT PanSIG journal. Reading, offering comments, and making suggestions for improving the articles helps support our community in various ways.

Adrianne Verla Uchida	<i>Nihon University College of International Relations</i>
Akiko Tsuda	<i>Nakamura Gakuen University</i>
Alan Mulvey	<i>Kyoto Tachibana University</i>
Andrew Zitzman	<i>Seinan Jo Gakuin University</i>
Anna Walker	<i>University of Nottingham</i>
Anton Vogel	<i>Nagoya University of Foreign Studies</i>
Branden Kirchmeyer	<i>Sojo University</i>
Chie Kawashima	<i>Tochigi Technical High School</i>
Colin Mitchell	<i>Reitaku University</i>
Dominique Vola Ambintsoa	<i>Kanda University of International Studies</i>
Ellen Head	<i>Miyazaki International College</i>
Jared Michael Kubokawa	<i>Aichi University</i>
Jennifer Igawa	<i>Meiji Gakuin University</i>
Jessica Zoni Upton	<i>Nagoya University of Foreign Studies</i>
Jonathan Buck	<i>Toyo University</i>
Jonathan Shachter	<i>Kyushu Sangyo University</i>
Ken Ikeda	<i>Otsu Women's University</i>
Kimberley Rothville	<i>University of Auckland</i>
Kyle MacLauchlan	<i>Randolph-Macon College</i>
Kyoko Kuze	<i>Toyo University</i>
Lala Takeda	<i>Showa Women's University</i>
Larry Xethakis	<i>Sojo University</i>
Li-hsin Tu	<i>University of Niigata Prefecture</i>
Luke Draper	<i>Kwansei Gakuin University</i>
Merissa B. Ocampo	<i>Fukushima Gakuin University</i>
Michael Greisamer	<i>Kobe City University of Foreign Studies</i>
Nami Takase	<i>Seirei Christopher University</i>
Natasha Hashimoto	<i>Tokyo Women's Christian University</i>
Nial Walsh	<i>Aichi Prefectural University</i>
Nicholas Delgrego	<i>Tsuru University</i>
Philip Riccobono	<i>Himeji Dokkyo University</i>
Richard Sparrow	<i>Kyoto Sangyo University</i>
Rob Olson	<i>Hokkaido University of Science</i>
Robert Dykes	<i>Sojo University</i>
Robert Stroud	<i>Hosei University</i>
Sarah Miyoshi Deutchman	<i>Waseda University</i>
Shzh-chen Nancy Lee	<i>Osaka University</i>
Sian Edwards	<i>Aichi University</i>
Stephen M. Ryan	<i>Sanyo Gakuen University</i>
Takanori Omura	<i>Soka University</i>
Wang Jun Amy Lin	<i>Nagoya University of Foreign Studies</i>
Yukie Saito	<i>Chuo University</i>
Yuko Matsubara	<i>Kumamoto University</i>

## PanSIG 2022 Onsite and Hybrid Volunteers

We would like to thank everyone who volunteered to help us online, onsite, and in our session rooms this year at the JALT PanSIG 2022 conference. This is a very important part of the conference and enables us to run the sessions smoothly.

### **SIG Volunteers**

Grant Osterman (TYL)  
Todd Beuckens (LIS)  
Alexandra Burke (ALL)  
Stephen M. Ryan (BRAIN)  
Julia Daley (BRAIN)  
Maria Gabriela Schmidt (CEFR)  
Tim Cleminson (LD)  
Mark Brierley (ER)  
Patrick Conaway (ER)  
Ryan Hagglund (SO)  
Brent Simmonds (GALE)  
Cecilia Silva (OLE)  
Anthony Brian Gallagher (CALL)  
Gavin Brooks (CUE)

### **Student Volunteers**

Sakura Ando  
Miyu Fujikawa  
Azuki Fukazawa  
Rinka Futatsugi  
Shinyuan Goi  
Fumiya Hayashi  
Kai Hosaka  
Akari Ikeda  
Aona Ikeda  
Masami Ishikawa

Haruna Ito  
Kokoroko Ito  
Haruki Iwamura  
Nicolas Kawano  
Naoya Kawatsu  
Shiho Kikuhara  
Nana Kobayashi  
Yoshino Kohara  
Akari Koizumi  
Chihiro Matsuzaka  
Aya Meguro  
Yuto Mochizuki  
Yuka Nagano  
Rena Nagaya  
Kako Nakajima  
Ai Narusawa  
Nguyen Canh Tan  
Ryuga Oosaki  
Raika Oguchi  
Manami Ogoda  
Mayuka Seki  
Kanami Shimabukuro  
Mei Sugiyama  
Luke Talandis  
Yuna Takizawa  
Riko Tsubakiyama  
Honon Urano  
Riho Yamaguchi  
Miyu Yoshie

### **Room Volunteers**

Todd Beuckens  
Paul Beaufait  
Michelle Bautista  
Carren  
John Carle  
Patrick Conaway  
Eric Hagley  
Hanaa Khamis  
Mahender Kumar  
Wayne Malcolm  
Gerardine McCrohan  
Michael Mielke  
Miguel Mision  
Masako Moriwaki  
Theron Muller  
Yuki Otsuki  
Rudolf Reinelt  
Adiene Roque  
Kimberley Rothville  
Miori Shimada  
Jackie Talken  
Jason Tacker  
Brian Teaman  
Suwako Uehara  
Kinsella Valies

We want to thank all of our volunteers at our PanSIG and JALT events. Their efforts and engagement inspired and helped us to become more experienced and laid solid groundwork for running our online, face to face, and hybrid conferences smoothly. They also held training sessions and prepared instructions, all of which we can draw on. We are deeply grateful for their selfless support.

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## Acknowledgments – Associate Members

We are also grateful for the support of the following publishers and material developers as well as other sponsors for their participation in making the conference a success.

<i>ABAX ELT Publishing</i>	<a href="http://www.abax.co.jp">http://www.abax.co.jp</a>
<i>English Central Japan</i>	<a href="https://ja.englishcentral.com">https://ja.englishcentral.com</a>
<i>Intercom Press</i>	<a href="http://intercompress.com/">http://intercompress.com/</a>
<i>Oxford University Press</i>	<a href="https://www.oupjapan.co.jp/">https://www.oupjapan.co.jp/</a>
<i>Pearson Japan K. K.</i>	<a href="http://pearson.com/jp">pearson.com/jp</a>
<i>Tryalogue Education</i>	<a href="https://www.tryalogue.co.jp/">https://www.tryalogue.co.jp/</a>
<i>Xreading</i>	<a href="https://xreading.com">https://xreading.com</a>
<i>ZenGengo</i>	<a href="https://www.zengengo.com/">https://www.zengengo.com/</a>

## PanSIG 2022 Sponsored Presentations

*\*All sponsored presentations are 25 minutes.*

Sat, Jul 9, 11:10-11:35 Asia/Tokyo | Room: Auditorium

*Computer Assisted Language Learning*

English Central Japan

<https://ja.englishcentral.com>

*English Central: Moving Beyond from an EdTech Tool  
to your Personal Virtual Assistant*

This presentation is focused on new features, improvements and the future EnglishCentral is heading into, on how it would stimulate further and keep the users engaging with the software tool, while also keeping up with the rapid evolution of technology. The factors that formulated the changes, enhancements and future plans are based on the accumulation of various

study-pattern data and feedback from schools and companies that have been regularly using EnglishCentral. Most of the details and information gathered were on increasing or improving the speaking-related features. Better scoring, more about what is spoken in an intelligible English language, and allowing to provide one's viewpoint on a topic with an assessment through AI or from actual professionals teaching English. Consideration of users' comments and feedback relating to EnglishCentral has helped build and improve the software tool based on their needs and wants, making sure their learning experience of the English language is productive and effective.

Sat, Jul 9, 13:30-13:55 Asia/Tokyo | Room: A31

*Teacher Development*

Pearson Japan K.K.

[pearson.com/jp](https://pearson.com/jp)

Marc Helgesen

*Connected Learning, Firsthand – Five Useful Ideas (regardless of your book)*

You want learning connected – to the students, language and real usage as well as your book. The author will share five useful ideas from English Firsthand – including ways to use them with (nearly) any textbook: Have the book talk directly to your students, fluency work from the beginning, multisensory pronunciation work and more. And he'll add a few extras to help you (re)imagine your teaching.

Sat, Jul 9, 14:05-14:30 Asia/Tokyo | Room: G21

*Extensive Reading*

Oxford University Press, OUP Japan

<https://www.oupjapan.co.jp/>

Charles Ullmann

*Make Extensive Reading Easier with Oxford Reading Club*

Find out about the Oxford Reading Club, a digital library of over 1,000 graded readers that will allow your students to read anywhere, anytime, and help teachers to track the reading progress of their students easily.



Sat, Jul 9, 14:40-15:05 Asia/Tokyo | Room: F21

*Critical Thinking*

ABAX ELT Publishing

<http://www.abax.co.jp>

Alastair Graham-Marr

*Critical Thinking: Do teachers/publishers truly understand it?*

Critical thinking is a vitally important concept which has sadly been hijacked as an educational buzzword and misused to the point of rendering it near meaningless. And yet it remains a needed yet undeveloped thinking "skill" in people interacting in any language: native, second or foreign. Critical thinking entails getting an understanding of the subtext: the assumptions and veiled messages that are loaded into all forms of discourse. This workshop will explore this further.

Sat, Jul 9, 15:15-15:40 Asia/Tokyo | Room: C11

*Computer Assisted Language Learning*

ZenGengo

<https://www.zengengo.com/>

Paul Raine

*Nation's Four Strands and Digital Language Pedagogy with ZenGengo*

In recent years, the move toward blended and hybrid forms of language learning has led many teachers to re-evaluate their digital toolsets. Language teachers in particular need not only a reliable set of tools but also a solid pedagogical framework within which these tools can be put to use. As the old saying goes – it's not just the technology, but what you do with it that counts. Renowned linguist Paul Nation argues that a well-balanced language course should consist of four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007). In this presentation, the developer of ZenGengo, a web-based language teaching and learning platform, will demonstrate how the platform can be used to quickly and easily create activities that correspond with each of Nation's four strands. The presenter will show how by using ZenGengo, language teachers can not only create more effective and engaging activities for their learners, but also manage their own workloads more efficiently, and ensure that students can always access their course materials whether face-to-face, fully online, or somewhere in between.

Sat, Jul 9, 15:50-16:05 Asia/Tokyo | Room: F23

*College and University Educators*

Intercom Press

<http://intercompress.com/>

Paul Shimuzu

*Orchestrate or Pontificate*

Many of us teachers get easily sucked into a "Chalk & Talk" style of teaching in our oral communication classes. It is essential to give your students the opportunity and space to develop their oral communication skills. By doing this your students will actually want to come to class. This workshop will present a bundle of ideas to help you hand over to your students so that you may stand back and observe their progress.

Sat, Jul 9, 16:25-16:50 Asia/Tokyo | Room: G21

*Extensive Reading*

Xreading

<https://xreading.com>

Paul Goldberg

*Xreading: What's New and What's Next?*

Xreading is an online library that gives students access to thousands of graded readers and allows instructors to track their students' reading progress. Since its launch in 2014, the system is being continuously updated and improved with new features and more books. In this presentation, the founder of Xreading will explain the new features and improvements, and review what is planned for the future. Current users of the system are encouraged to provide feedback and suggestions based on their experience.

## **Oxford Reading Club** *Anytime. Anywhere.*

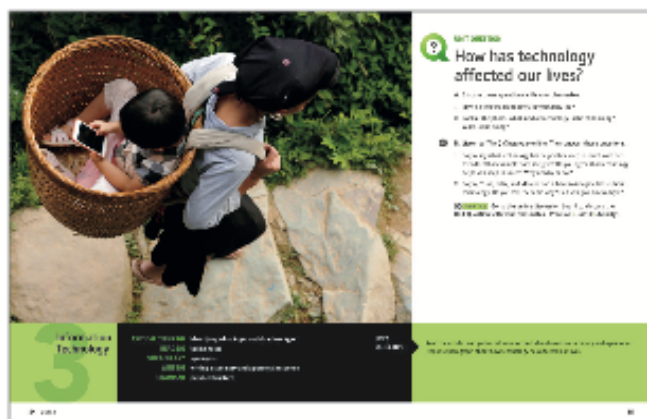


- Over 1000 titles across 13 different series of leveled readers from *Oxford Reading Tree* to *Bookworms Library*
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## JALT Special Interest Groups and SIG Forums

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, including online forums, email lists, and groups on social networking sites. Many also produce one or more publications such as journals or newsletters, 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 aims to create a community of language teachers to better understand learners with special needs to improve learners' overall learning experiences with diverse learning needs.

**ALL SIG Forum - Sunday 10 July (11:45-13:15) – Sustainable Inclusivity: Practical Solutions for Supporting Learners (Session #2660) Room: F21/Hybrid**

**ALL SIG Forum - Sunday 10 July (14:30-16:00) – Barrier-free learning in Japan: Panel (Session #2994) Room: F21/Hybrid**

### 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 9 July (11:45-13:15) – Bilingualism (Session #2691) Room: A31**

### CEFR and Language Portfolio SIG (CEFR & LP), formerly: 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 - Sunday 10 July (10:00-11:30) – Using the CEFR-focused Action Research Model – Reflections on Two Years of Research (Session #2655) Room: A31/Hybrid**

### 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 joint with TD SIG - Sunday 10 July (11:45-13:15) – TD & CUE SIG Forum on Communities of Practice (Session #2647) Room: AUDITORIUM/Hybrid**

### 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 - Sunday 10 July (10:00-11:30) – EFL Games with CALL (Session #2654) Room: C11/Hybrid**

### 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 – Saturday 9 July (15:15-16:45) – Critical Thinking SIG Forum (Session #2650) Room: AUDITORIUM/Hybrid**

### 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 10 July (11:45-13:15) – ER SIG Forum (Session #2646) Room: A31/Hybrid**

### 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 which relate 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 10 July (10:00-11:30) – GALE SIG Forum (Session #2648) Room: E21/Hybrid**

### 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 July (11:45-13:15) – GILE SIG Forum (Session #2894) Room: A31/Hybrid**

### 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, raising their students' cultural self-awareness, and educating 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 TYL SIG- Sunday 10 July (11:45-13:15) – TYL & ICLE SIG Forum: Intercultural understanding in Japanese Schools (Session #2645) Room: E21/Hybrid**

### 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, publish a newsletter, and a journal.

### Learner Development (LD)

<https://jalt.org/groups/sigs/learner-development>; <https://ld-sig.org/>;

We are a lively community of learners and teachers from all teaching contexts, both formal and informal. We share an interest in understanding learner development and autonomy through our practice, research, and dialogue. Through different events and publications LD SIG members enjoy exploring educational practices that inform learner-centred pedagogies and encourage learner proactivity and interconnectedness.

公式・非公式を問わず、あらゆる教育現場から集まった学習者と教師による活気あるコミュニティです。実践、研究、対話を通して、学習者の発達と自律性を理解することに関心を寄せています。LD SIGのメンバーは、さまざまなイベントや出版物を通じて、学習者中心の教育法への理解を深め、学習者の積極性と相互接続性を促す教育実践を楽しみながら探求しています。

**LD SIG Forum - Sunday 10 July (11:45-13:15) – Challenging Conventions: Opening up New Spaces in Learner Development (Session #2652) Room: G21**

### 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 – Saturday 9 July (10:00-11:30) – From Burnout to Burning Rubber (Session #2657) Room: E21**



### **Listening SIG (LIS)**

<https://jalt.org/groups/sigs/listening>

The 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. Join us this year for an Extensive Listening “vs” Extensive Reading discussion.

**Lis SIG Forum – Sunday 10 July (10:00-11:30)– *Listening SIG Showcase* (Session #2661) Room: AUDITORIUM/Hybrid**

### **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 9 July (10:00-11:30)– *(re) Imagining Literature in Language Education* (Session #2653) Room: F21**

### **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 9 July(11:45-13:15)– *How to Create an Online Textbook or Workbook* (Session #2656) Room: AUDITORIUM**

### **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 - Sunday 10 July (14:30-16:00) – *Teaching and Learning about the Brain* (Session #2651) Room: E21/Hybrid**

### **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, but it is also looking into what these technologies mean for how we communicate and learn as we create and augment our own reality.

### 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 9 July (15:15-16:45) – International Online Exchange in Times of Covid (Session #2658) Room: A31**

### Performance in Education SIG (PIE), formerly: 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 the 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 – Saturday 9 July (15:15-16:45) - Performance in Education (Session #2693) Room: F21/Hybrid**

### 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 – Sunday 10 July (10:00-11:30) – Pragmatics: What we’ve done – what we will do (Session #2862) Room: F21/Hybrid**

### 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.

### 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.

### 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 CUE SIG - Sunday 10 July (11:45-13:15) – TD & CUE SIG Forum on Communities of Practice (Session #2647) Room: AUDITORIUM/Hybrid**

### 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.

### 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 joint with ICLE SIG- Sunday 10 July (11:45-13:15) – TYL & ICLE SIG Forum: Intercultural understanding in Japanese Schools (Session #2645) Room: E21/Hybrid**

### 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.

### 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.



## **PanSIG 2022 – PLENARY SPEAKERS**

**PLENARY SPEAKER: Sat July 9, 9.00-9.50**

### **Dr. David Beglar**

**The Well-Balanced Individual: A Challenge for Educators**



On an individual level, a key purpose of education is to bring forth the latent abilities that exist in each person. On a societal level, a primary purpose is to contribute to the emergence of an ever-advancing civilization. These purposes are intimately related and can be achieved when individuals act on the basis of an evolving set of knowledge and skills that has practical and beneficial applications, positive emotional health, an ethical foundation in which the welfare of others is important, and an ability to think creatively. Although foreign language teachers are primarily responsible for supporting their students in their efforts to perform the challenging task of acquiring an additional language, foreign language classrooms can—and arguably should—be the site of more diverse types of learning that help learners develop their innate abilities in ways that touch on four aspects of what it means to be human: cognition, affect, ethics, and creativity. These four overlapping aspects can be embedded in language-learning tasks in ways that can potentially lead to cognitive development, the healthy expression of emotion, ethical thinking, and new and interesting angles on ideas and ways of acting in the world.

**PLENARY SPEAKER: Sat July 9, 17.00-17.50**

**Ann Mayeda**

**(Re)framing Mindsets/Attitudes to English Use in Japan**



"We are Japanese, our common language is Japanese so why should we speak to our peers in English?" This is an oft heard refrain from not only my learners but also in society at large. While this might be true to a degree, in this presentation I will suggest some reasons why this might not be quite the right attitude towards gaining proficiency and may hold a key to Japan's stagnant global English proficiency rank. I will share some of the insights into what I learned during my work over the last several years with teachers and young learners in Nepal and in the Philippines. Both countries have fought, debated and glorified the role and impact of English, but have nonetheless claimed it as one their own. Japan has fought, debated and glorified the role and impact of English, but has not yet claimed it as one of their own. A small shift in perspective in our classrooms and in our teacher-training programs might go a long way in developing an "English-user" identity. In this brief talk, I hope to provide a few illustrations of how I came to this realization and how it might impact how we teach, the resources we use, and how our learners learn.

**Mehrasa Alizadeh**

**Reimagining Technology Enhanced Language Learning:  
Looking Back, Moving Forward**



Technology enhanced language learning (TELL) has evolved considerably since its early days, and immersive technologies such as augmented reality and virtual reality will significantly transform the way we approach learning moving forward. It is therefore important for academics and professionals to know about immersive learning and how it can help reimagine the future of TELL. In fact, immersive technologies have made their way into different sectors and industries such as entertainment, arts, manufacturing, marketing, healthcare, and education. Aside from their use in content knowledge acquisition, immersive technologies provide affordances that are highly valuable for learning such as sense of (co-)presence, embodied interaction and communication, and emotional engagement. However, their use is still limited in language education due to reasons such as low access to resources and unfamiliarity of teachers with immersive learning design. In this talk, I will introduce immersive technologies and argue that these technologies will immensely change the way we interact with digital media in future iterations of the Web. In the rest of my talk, I will connect that introduction to recent trends of research and practice in immersive learning and the affordances and challenges of these technologies in creating novel learning experiences. I will also touch upon the impact of the COVID-19 pandemic on development and implementation of immersive technologies in learning contexts.



**Yukio Tono**

**(Re)imagining language education in relation to the  
CEFR/CV and the CEFR-J**



Since the publication of the CEFR in 2001, policymakers, researchers and teachers in foreign language education around the world have started to use the framework to review their own systems and practices. This includes the structure and content of language syllabuses, textbooks and teaching materials, as well as instructional and assessment methods. The publication of the Companion Volume (CEFR/CV) in 2020 will further concretise the principles of the CEFR and re-propose a new framework for language teaching, including sign languages, mediation skills and online communication. The application of the CEFR, with its extremely broad scope, can sometimes be a hindrance to a sound understanding of its principles and fundamental concepts, which can lead to applications based on superficial knowledge. It is also true that it is difficult to implement language education policies that cover the full range of the CEFR. In this talk, I will give an overview of the CEFR and the CEFR/CV and discuss the implications of using the CEFR as a common framework for all languages. As an example of focused applications, I will argue what the future of intelligent CALL based on the selection and arrangement of language materials by the CEFR levels would be like. Finally, as Principal Investigator of the CEFR-J, a localization project of the CEFR in Japan, I would like to consider what is needed for the CEFR to truly take root in foreign language education in Japan.



# PanSIG 2022 - Sessions

## DAY 1 – FRIDAY JULY 8<sup>th</sup>, 2022

### [Ainu Language Learning Through Synchronous and Asynchronous Online Methods](#)#2845

[Matthew Cotter](#) / [Taka Okazaki](#) / [Jennifer Teeter](#)

While UNESCO classified the Ainu language as critically endangered in 2009, stakeholders continue to engage in preservation and revival efforts in a variety of capacities. This presentation will focus on an Ainu language class developed in March 2021, amidst the COVID-19 pandemic, adopting a new hybrid style of language learning. The weekly 90-minute class held on Zoom utilizes a long-standing community-based method for adult Māori language learning called Te Ataarangi combined with modern online initiatives. The language teachers and tutors also update self-access revision and study materials weekly on the associated Moodle LMS. The class participants (n=30) include both Ainu and non-Ainu, varying nationalities, young Ainu language and culture apprentices, shopkeepers, school teachers, university professors, university students, museum staff at Upopoy (the Symbolic Space for Ethnic Harmony in Shiraoi, Hokkaido) and other participants dedicated to Ainu language revitalization. The presenters will share the background and methods of the course and highlight the advantages and disadvantages of using Zoom as the main online synchronous learning tool. Functionality of the asynchronous tool, Moodle, will also be detailed, ending with a discussion of future plans for the development of the classes and online platforms.

Fri, Jul 8, 17:15-17:40 [Asia/Tokyo Room: F31](#)

[Accessibility in Language Learning - Teaching Mature/Lifelong learners Research-Oriented Presentation](#)

### [Using Lending History to Recommend Books for Extensive Reading](#)#2849

[Shuichiro Kachi](#)

When purchasing new graded readers for a university library, as well as making a varied collection, it is important to consider whether the books will be “popular” or “highly rated” by the students who use the library. The factors that make a book popular may be different for books that are intended to improve English skills. Therefore, using the lending history of books held by a university library, we analyze the factors that make a book popular and derive the criteria for predicting popularity in graded readers. By using these criteria, we can predict the popularity of the books we plan to purchase and so purchase the graded readers most likely to meet the needs of the library’s users. In this study, we use data extracted from an online system which stores the lending history and evaluations of graded readers in a university library, to identify the most popular graded readers and the factors related to their popularity. On the basis of these factors, we estimate an order of priority by performing statistical analysis in order to determine whether the books which the library is planning to purchase will meet the specific needs of the readers who use the library.

Fri, Jul 8, 17:15-17:40 [Asia/Tokyo Room: F32/Hybrid](#)

[Extensive Reading - General Research-Oriented Presentation](#)

### [Benefits of Using Language Learning Histories \(LLHs\) in Teacher Training](#)#2975

[Dominique Vola Ambinintsoa Razafindratsimba](#)

Successful language learners need to learn beyond the classroom (Richards, 2015). These contexts enable learners to develop and exert their learner autonomy, as they decide what and how to learn. This presentation focuses on experiences with two Malagasy student teachers co-authoring a paper in which they tell their English language learning histories (LLH) beyond the classroom. Beyond the classroom, every learner has their own ways of learning, which may depend on their learning contexts and their motivation and interests. Through writing LLH, the student teachers realized how their interests constantly triggered their motivation to create opportunities to learn outside the classroom, a context where support is scarce. They also became aware of the disconnection between in-class and out-of-

class learning content. These experiences helped them reflect on their future practice and how they would like to implement classes. Through the process of writing experiential narratives in the paper, we were able to make some significant insights on the potential benefits of the use of LLH in language learning and teacher training. Accordingly, participants will leave the presentation with a deeper understanding of learner experience and autonomy that can help them in developing practices to facilitate language learning beyond the classroom.

Fri, Jul 8, 17:15-17:40 [Asia/Tokyo Room: F33/Hybrid](#)

[Learner Development](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Difficulty Estimation Method for Extensive Reading of General English Books#2848](#)

[Sakaguchi Riho](#)

Extensive reading (ER) entails starting with simple books (graded readers) and gradually expanding the range of reading to include progressively more difficult books. In Japan, ER programmes often make use of “Yomiyasusa Level” (YL), which indicates a book’s difficulty performed by the subjectivity of Japanese people who have already done a lot of ER. One of the principles of ER is that learners should use the YL scale to choose books at an appropriate reading level. Even after learners have progressed from graded readers, they will still benefit from being able to choose books on the basis of YL, but relatively few non-graded readers appear in YL databases. The goal of this research is to estimate the YL of general English books to which a YL has not yet been assigned. This will also be useful for determining the YL scores of new graded readers and for checking the validity of previously assigned YL. First, we examine the parameters which contribute to YL using a corpus tool called Coh-Metrix, which quantitatively evaluates the linguistic characteristics of a text. Then, we perform a regression analysis using these parameters and estimate the YL of general English books.

Fri, Jul 8, 17:50-18:15 [Asia/Tokyo Room: F32/Hybrid](#)

[Extensive Reading](#) - [General Research-Oriented Presentation](#)

### [Reverse Engineered: Modeling Cross-Cultural Pragmatics with TOEFL iBT Tasks#2853](#)

[Zachary Kelly](#)

The TOEFL iBT test is designed to measure the likelihood of academic success in English-medium universities attended by non-native English speakers. In order to do well on the test, an understanding of academic vocabulary is important, but so too is a grasp of non-academic vocabulary that is useful in student life. This “college knowledge” is tested in the listening and speaking sections of the TOEFL iBT. Test-takers are asked to demonstrate their understanding of conversations between students and professors, students and university staff such as a librarian, registrar, or academic advisor, and conversations among students. By utilizing TOEFL iBT practice materials and their accompanying scripts, these texts can be reverse engineered to model, instruct, and improve our students’ lexical and cross-cultural pragmatic awareness. This workshop will demonstrate how materials can be exploited to build up useful vocabulary for study abroad (dorm, GPA, transcript, etc.), improve situational awareness through reading, listening, and role-play, and ultimately build up students’ confidence so that they have a degree of “college knowledge” before they set foot on a campus far from home.

Fri, Jul 8, 17:50-18:15 [Asia/Tokyo Room: F31](#)

[Study Abroad](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Comparing the Online and Paper-Based Versions of the TOEIC L&R#2893](#)

[Jean-Pierre Richard](#)

Shōzan University (a pseudonym) uses the Computerized Assessment System for English Communication (CASEC) for placement. Students complete the CASEC at home in late March, then the TOEIC Listening & Reading (L&R) a few weeks later once classes have begun. Two cohorts, 2018 and 2019, completed a paper-based version of the TOEIC L&R; however, two cohorts, 2020 and 2021, completed a novel online version of the TOEIC L&R, which reportedly results in similar scores as the conventional paper-based TOEIC L&R (IIBC, 2020). Author (2020) revealed that all cohorts had similar CASEC scores; however, TOEIC L&R scores from the online version were significantly higher than from

the paper-based test. Author (2020) also reported on a sub-group (n = 57) who completed both versions of the TOEIC L&R, with online test scores being significantly higher than the conventional paper-based scores. However, the former was completed without proctors. The current presentation will report on a study from February 2022. Participants (n = 80) will complete the two different versions of the TOEIC L&R with participants randomly assigned to two groups (i.e., paper-online or online-paper). Both groups will complete both tests under supervision.

Fri, Jul 8, 17:50-18:15 [Asia/Tokyo Room: F33/Hybrid](#)

[Testing and Evaluation](#) - [College and University Education Research-Oriented Presentation](#)

### [Automatic Question Generation for an Extensive Reading Placement Test](#)#2850

[Toyoshima Kota](#)

When practiced correctly, Extensive Reading (ER) should enable learners to become more proficient users of a foreign language. The method is only effective, however, if learners read books of an appropriate level, i.e. books which they can enjoy reading without needing to consult a dictionary. Therefore, the Extensive Reading Foundation Placement Test (ERFPT) was developed to measure the reading level of learners. The test employs comprehension questions which have been created by teachers who have volunteered their time to help develop the test. More texts and test items will improve the test; therefore, we propose a system that automatically generates questions and so reduces the burden on those making the test items. The question generation method is based on the way that the test item maker actually creates questions for the ERFPT, in other words through a process of 'abstraction'. We use a summary created by PEGASAS, which is a transformer model for abstractive text summarization. This presentation will investigate the suitability of this method for generating questions for ERFPT. If successful, this method may be used for creation of a variety of comprehension tests beyond ER.

Fri, Jul 8, 18:25-18:50 [Asia/Tokyo Room: F32/Hybrid](#)

[Extensive Reading](#) - [General Research-Oriented Presentation](#)

### [Developing an In-House Corpus and High-Frequency Word List for Science Majors](#)#2854

[Suwako Uehara](#)

This reports on a work-in-progress of the development of an in-house corpus and high-frequency word list of the corpus for a Science and Engineering university in Japan. Students read scientific articles as part of their required English courses. However, in an informal survey, while some students were positive about the prospects of reading specialized academic articles in English, others felt that it would be too challenging. In order to bridge the difficulty gap, an in-house corpus of articles recommended by the science faculty and a high-frequency word list of the corpus are being developed. Interviews and surveys will be conducted with selected members of the science department to understand the nature of articles written in English that these members would recommend for graduate students. The articles will be gathered to create a corpus of one million words, and processed for high-frequency words using AntConc (Version 4.0.2) (Anthony, 2021) a free online vocabulary profiling software. These will be compared against the new academic word list and further analysed for specialized words. The findings will help to construct an informative vocabulary list for the students in graduate school, and in the future, this could be further refined for undergraduate students.

Fri, Jul 8, 18:25-18:50 [Asia/Tokyo Room: F33/Hybrid](#)

[Vocabulary](#) - [College and University Education Research-Oriented Presentation](#)

### [Building Zettelkastens for SLA research and the Classroom](#)#2912

[Julia Kimura](#)

In this presentation, classroom applications of the Zettelkasten method will be explored. A Zettelkasten is a personal knowledge management system in which notes are created and assigned to ad hoc categories as they emerge. By creating note slips, either in digital or analog form and subsequently creating links among them, a framework of knowledge can be replicated. By relating ideas to each other, students replicate a train of thought. Zettelkastens provide a place to store and, more

importantly, organize knowledge, thereby increasing the quality and quantity of learning. Though this system was first used to develop research ideas, it also has applications in the foreign language classroom to serve as a framework in which the learners organize and consolidate what they have learned. In this talk, the presenter will first provide an overview of the literature on Zettelkastens and then demonstrate how to implement this system and apply it to research and, more importantly, the classroom. Finally, learners' subjective feedback on the effectiveness of this classroom practice will be addressed.

Fri, Jul 8, 18:25-18:50 [Asia/Tokyo](#) Room: F31

College and University Educators - [College and University Education Practice-Oriented Short Workshop](#)

## DAY 2 –SATURDAY JULY 9<sup>th</sup>, 2022

### MORNING SESSIONS

#### [The Well-Balanced Individual: A Challenge for Educators](#)#3120

[David Beglar](#)

On an individual level, a key purpose of education is to bring forth the latent abilities that exist in each person. On a societal level, a primary purpose is to contribute to the emergence of an ever-advancing civilization. These purposes are intimately related and can be achieved when individuals act on the basis of an evolving set of knowledge and skills that has practical and beneficial applications, positive emotional health, an ethical foundation in which the welfare of others is important, and an ability to think creatively. Although foreign language teachers are primarily responsible for supporting their students in their efforts to perform the challenging task of acquiring an additional language, foreign language classrooms can, and arguably should, be the site of more diverse types of learning that help learners develop their innate abilities in ways that touch on four aspects of what it means to be human: cognition, affect, ethics, and creativity. These four overlapping aspects can be embedded in language-learning tasks in ways that can potentially lead to cognitive development, the healthy expression of emotion, ethical thinking, and new and interesting angles on ideas and ways of acting in the world.

Sat, Jul 9, 09:00-09:50 [Asia/Tokyo](#) | Room: **AUDITORIUM/Hybrid** [Teacher Development](#) [Any Plenary Session](#)

#### [The Teaching of LOTE in a Japanese High School](#)#2827

[Masayuki Takano](#)

In Japan, English is the dominant foreign language taught in classrooms with a limited number of high schools providing languages other than English (LOTE) (MEXT, 1996, Okabe, 2002). However, teaching LOTE is said to be beneficial for developing open-minded behavior towards those of different cultures and backgrounds, and improving metalinguistic competence such as expressing oneself and understanding others (Psychol, 1999). The target organization hosts a program called “Languages of the World” in a newly established high school, which focuses on LOTE. In this course, all first-year students learn five languages: Chinese, Korean, French, German, and Spanish, each taking eight class hours. Not only do the syllabus and materials used in this program focus on language knowledge, such as grammar and pronunciation, they also touch on the cultures of the areas where the languages are spoken. While there were challenges, such as a lack of familiarity with LOTE, and much to be improved in this first-time program, the initiative had several meaningful and productive outcomes for the students. A survey sent out to students after the completion of the school year revealed that many experienced personal growth in cultural understanding.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo](#) Room: **A31**

[Other Language Educators](#) - [Junior / Senior High School](#) [Research-Oriented Presentation](#)

#### [Teacher Trainees' Opinions of the Viability of TBLT in Japanese High School](#)#2841

[Antle Joshua Brook](#)

This action research study focused on teacher trainees and their beliefs about the potential of TBLT in their future teaching situations. The participants were fourth-year undergraduate students enrolled in the Teacher Education Program at a private university in Japan. As part of their seminar work, the students read a series of articles describing the process of implementing TBLT. They also read articles describing relevant research studies focusing on TBLT. After seven weeks of lessons with each lesson focusing on a different article, the teacher trainees participated in a TBLT lesson as students. Their assignment for this portion of the seminar was to share their thoughts, specifically TBLT's viability for their future teaching context. The data were collected through the use of a questionnaire with open-ended questions. Each question represents a research question for this study. The research questions elicited the teacher trainees' opinions on the following issues: TBLT's viability within the Japanese

context; TBLT's viability for low-level learners; weaknesses and strengths of TBLT; possible approaches for incorporating TBLT into English classes; TBLT and student motivation; and whether they plan to use TBLT in the future. The results indicated the trainees were mostly concerned with TBLT's viability for low level learners.

Sat, Jul 9, 10:00-10:25 **Asia/Tokyo Room: F22**

Task-Based Learning [Junior / Senior High School Research-Oriented Presentation](#)

### **Teaching Self-Study: Ideas to Improve Self-study Habits#2843**

Mamoru "Bobby" Takahashi

The presenter will share ideas for guiding students from 'I don't know what to do' to 'now I know what to do'. The ideas include: setting goals, mental preparation for daily self-study activities, Learning Cycle, and note-taking strategies. English as it is taught in classrooms often focuses on testing students rather than on having them acquire learning skills. Learning strategies should be taught explicitly to enable our students to acquire learning skills. Learning Cycle, Active Recall, and study habits are three theoretical paradigms the presenter encountered in recent years. Learning takes place when students have opportunities to repeat the content. One effective strategy is using the Learning Cycle. The famous Feynman Learning Technique is one of the variations of the Learning Cycle. Active Recall can be used in connection with the Learning Cycle. Simply said, Active Recall is an act of self-questioning. By using Learning Cycle with Active Recall, the content can be repeatedly reviewed by students. Next, the presenter will share his collection of note-taking styles including some unique note-taking styles. At the end of the presentation, the results of the presenter's own action research in this area will be shared.

Sat, Jul 9, 10:00-10:25 **Asia/Tokyo - Room: ONLINE**

Learner Development - [College and University Education Practice-Oriented Short Workshop](#)

### **Setting Up a Successful COIL Project#2858**

Janice Sestan / Rachelle Meilleur

Collaborative Online International Learning (COIL) partnerships provide faculty members with opportunities to collaborate with colleagues at institutions in different countries, and allow students to learn in a globally networked classroom in the form of virtual mobility. A COIL project begins with finding a teaching partner at a university in another country, and then together developing a six to eight week learning experience for both their classes in which all students learn, exchange, and interact with each other without ever leaving their own country. The thought of developing and embedding a successful international online learning experience with students and the professors themselves at different institutions may sound exciting, but it can also be very overwhelming. With so many variables at play (technological access, language differences, time zones, and cultural and pedagogical differences), faculty may not know where or how to begin. The two presenters, professors from Canada and Japan, will share their experience collaborating on a COIL project for their students, who were in different majors and had different levels of English. Topics will include initiating a partnership, setting feasible goals and objectives together, and troubleshooting when best-laid plans do not always work out.

Sat, Jul 9, 10:00-10:25 **Asia/Tokyo Room: F33/Hybrid**

Intercultural Communication in Language Education [College and University Education Research-Oriented Presentation](#)

### **Language Learning COILs: A Pilot Study#2865**

Jennifer Igawa

Collaborative Online International Learning (COIL) and Language Learning COILs (LLCs) provide opportunities for students to communicate with students from other countries learning the same L2, to communicate with native speakers of the L2, and to develop cultural awareness and understanding. The COVID-19 pandemic has hastened awareness and understanding of how important and useful COIL might be in education. This presentation will report on the outcomes of a LLC held in the fall of 2021 between a English Communication class for first year Japanese university students and a 2nd year Japanese language class at a college in the United States. After a brief outline of the LLC's content and procedure, I will review the results of a post-LCC questionnaire given to the Japanese students. Results



of this pilot study show that students had positive responses to the LCC, and indicated increases in motivation to study abroad, awareness of cultural differences between Japanese and American university students, and participation in regular English classes. The data related to perceived language ability and confidence in using the language is inconclusive and merits further investigation. This presentation might be of interest to any instructor interested in Language Learning COILs.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: E22](#)

College and University Educators- [College and University Education Research-Oriented Presentation](#)

### [Exploring Systematicity of Spatial Phrasal Verb Constructions for L2 Learners of English](#)#2874

[Robert Taferner](#)

This ongoing study investigates the systematicity and teachability of difficult spatial phrasal verb constructions (PVCs) for second language (L2) learners of English. Cognitive semantic research (e.g., Evans & Tyler, 2005; Mahpeykar, 2014; Shintani, Mori & Ohmori, 2016; Bong, 2019; Tyler, Jan, Mahpeykar, & Tullock, 2020) indicates that systematicity and teachability of PVCs have been a long-term focus of language teachers and applied linguistics, and continues to be of particular interest. For this current study, 41 1st-year university students in an English program in Japan completed a survey eliciting a range of difficult PVC usages. Analysis of the data reveals that correlations of participants' first language (L1), linguistic complexity, PVC difficulty, prototypical and polysemous categorical properties demonstrate systematic features that can influence the teachability of English PVCs for L2 learners of English. The implications of this research on the systematicity of spatial PVCs could lead to enhanced teachability and thus may have an effect on L2 pedagogical practices.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: F31](#)

Vocabulary - [College and University Education Research-Oriented Presentation](#)

### [A Quantitative Exploration of Teacher Demotivation in Eikaiwa](#)#2879

[Anna Walker](#)

Teacher demotivation negatively affects the well-being of educators and can increase teacher burnout and turnover intention. Factors contributing to teacher demotivation include a lack of autonomy, interpersonal difficulties in the workplace, inadequate training, and few chances for career progression. In the eikaiwa context, few studies have directly explored teacher demotivation. Taylor (2017, 2019) qualitatively demonstrated demotivation among teachers from both large eikaiwa chains and independent schools alike, yet the depth and scope of the phenomenon within the industry remains unclear. In order to fill this gap, a 32-item Likert scale questionnaire exploring autonomy, training, career progression, interpersonal relationships with colleagues and managers, and turnover intention was developed and distributed online between December 2021 and February 2022. Results from 89 respondents were collected and analyzed. It was found that teachers were most demotivated by limited career progression, lack of training opportunities, and reduced autonomy. They were least demotivated by interpersonal relationships with colleagues. The presenter will consider these results in relation to demographic factors such as gender and school type. Implications for eikaiwa educators will also be discussed.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: E26](#)

Teacher Development - [Conversation/Language School Research-Oriented Presentation](#)

### [\(Re\) Imagining Literature in Language Education](#)#2653

[John Maune / Sue Fraser Osada / Jeremy Redlich / Andrew Decker / Steven Pattison](#)

The goal of content-based instruction (CBI) is to teach the subject—not the language—with the goal of providing genuine topics that interest and motivate the student beyond what many sterile language textbooks achieve. Literature is a creative product aimed at stimulating interest, so as a CBI subject it perhaps has the greatest potential to engage EFL students. Literature ranges from six-word memoirs, to comic books, to lengthy novels: its creativity knows no bounds. As literature is a creative product, so too are the methods for using literature in language education. This forum mimics the theme of the conference : (Re) Imagining Language Education. How do you use literature to engage your students?



In this LiLT forum, we would like to address this topic. Presenters will share their experiences in how they use literature in their classroom. 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.

Sat, Jul 9, 10:00-11:30 [Asia/Tokyo Room: F21](#) [Literature in Language Teaching](#) - [Any Unvetted SIG Forum](#)

### [From Burnout to Burning Rubber](#)#2657

[Andrew Reimann](#) / [Natsuki Suzuki](#) / [Joseph Dias](#) / [Paul Nanton](#) / [Chiyuki Yanase](#) / [David Laheist](#) / [Chatherine Takasugi](#)

The pandemic introduced numerous challenges to our personal and professional lives as teachers. We may have felt an adrenaline rush in the early days as we had to rally all our personal and collective resources in transitioning to online teaching. But, as the pandemic dragged on, many of us felt the fatigue of having to pivot from F2F to hybrid to fully online teaching at the drop of a dime. The extra energy needed to help students cope with learning through different modes also drained our internal resources. This forum will focus on the strategies that teachers at various levels of education—from K12 to university and language schools and beyond—have replenished their stores of energy and enthusiasm.

Sat, Jul 9, 10:00-11:30 [Asia/Tokyo Room: E21](#) [Lifelong Language Learning](#) - [Any Unvetted SIG Forum](#)

### [Perspectives on How to Support Learners with Special Educational Needs](#)#2710

[Robert James Lowe](#) / [Matthew Schaefer](#) / [Matthew Turner](#)

While accommodation for students with special educational needs (SEN) is built into mainstream education and teacher training courses, and considerable research has been carried out regarding SEN students' language learning, much less attention is given to the professional development of language teachers who seek to provide inclusive and adaptive learning environments for SEN students. This presentation reports on a case study carried out among five instructors who taught students with SEN in an academic discussion course at a Japanese university. These teachers were considered representative of university-level language teaching practitioners in terms of qualifications, experience, and teacher education, including a lack of official training regarding working with SEN learners. The study used reflexive writing by the teachers to uncover a set of developing perspectives on, and diverse approaches to, supporting SEN students. The results reveal two areas that are potentially instructive for both teachers and academic managers of professional development programs. First, they give some insight into the extent to which pre-service training programs are currently preparing teachers to help learners with special educational needs. Second, they outline a variety of ways in which teachers can proactively adjust their practice in order to better create equitable and inclusive classrooms.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: F23](#)

[Accessibility in Language Learning](#) - [College and University Education Research-Oriented Presentation](#)

### [Corpus Linguistics: What Is It and What Can It Do For You?](#)#2968

[Donny Sparrow](#)

Corpus Linguistics (CL) is a data driven methodology where frequency data is an important source for teachers and learners (Friginal, 2018). CL is mainly used at the level of institutions, publishers, editors, materials writers, researchers, and other specialists. (Bolton, 2010). This is a process and language that is very specialized and dense and is not intended for the language learner / average teacher. It takes a lot of investment in order to come to understand CL, like any technical subject. CL does have a lot of upsides such as making materials more authentic and developing learner autonomy. This presentation will cover some practical examples of what can be done in terms of pedagogical application such as tasks done by students or simply techniques to improve your own teaching. Having different tools and a variety of them can help teachers who have no experience get a good start using CL in the classroom.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: C11](#)

[Computer Assisted Language Learning](#) - [General Practice-Oriented Short Workshop](#)

### **The Unheard Voice in Materials Development#2971**

Niall Walsh / Brian Cullen

The learning materials or textbook used in the classroom is a core component of language learning in the EFL industry. However, the material is often designed by teams of materials writers, located far away and completely faceless from the students' perspective. Additionally, multiple researchers in the field (McGrath, 2013; Tomlinson and Masuhara, 2018) have identified one pitfall of materials development and textbooks as the lack of a meaningful feedback loop from learners, what we refer to as 'the unheard voice.' This presentation will report on a survey carried out by the presenters to give students a voice by listening to their attitudes towards the materials used in class. Some of the main areas covered include the level of interest or enjoyment towards the current textbooks/materials used in class, problems that they perceive in current materials, the type of materials that students would like to use, the preferred modality of learning material delivery (such as traditional pen and paper, group work, video, and online quizzes). In addition, the survey went deeper by encouraging students to think more critically by asking them to consider designing their own materials and the content and format of these materials.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: AUDITORIUM](#) Materials Writers - [General Research-Oriented Presentation](#)

### **Exploring the Benefits and Challenges of Using Humor in Online Teaching#2735**

John Rucynski / Peter Neff

Humor can be a vital component of the language teacher's repertoire, especially considering its positive impact on classroom atmosphere and student participation (Reddington & Waring, 2015).

Unfortunately, instructors had to drastically rethink their approach to incorporating humor with the sudden shift to online instruction. Would students still appreciate or even recognize humor use with lessons being taught via online video conferencing? In order to gain a better understanding of the role of humor in synchronous online teaching, the presenters undertook a mixed methods study, administering a survey to university English language teachers (N = 60) and conducting follow-up interviews with select participants. The Likert-scale items in the survey covered variables such as the benefits, challenges, and approaches to using humor in online teaching. Additionally, open-ended survey items queried teachers about topics such as comparing the use of humor in online and F2F lessons and solutions to the limitations of online teaching. Responses indicate vast differences in opinion, with some participants lamenting the obstacles to incorporating humor into their lessons while others enthused over the unexpected possibilities offered by the novelty of this new teaching environment. After reviewing the survey results, the presenters will share expanded insights from the follow-up interviews.

Sat, Jul 9, 10:00-10:25 [Asia/Tokyo Room: E25](#)

[College and University Educators](#) - [General Research-Oriented Presentation](#)

### **Paper to Pixels: A Decade of EFL Journal Development#2829**

Geoffrey Carr

Journal writing is a recognized and much-used tool in language teaching. In the language teaching classroom, it can address multiple needs: target language habituation, student interaction in the target language, provision of authentic materials, facilitation of both peer and instructor review, multimedia communication, multiple study skill integrations, enhancing student motivation, and many more.

Journaling has been a component of the first-year courses I have taught for over a decade and has been developed and refined through several iterations. This presentation has three distinct foci. First is the succinct elaboration of the language teaching needs the journaling program seeks to meet, followed by a description of the development of this program over time and the reasons why that development was necessary. Finally, there is a practical demonstration of the various modes, methods, and tools in the current OneNote-based journaling system, illustrating how it can be used, and be useful, for both students and educators.

Sat, Jul 9, 10:35-11:00 [Asia/Tokyo Room: C11](#)

[Computer Assisted Language Learning](#) - [College and University Education Practice-Oriented Short Workshop](#)

### **High-Frequency Multi-Word Sequences and Learners' Speech Rate and Listening#2830**

Michael McGuire / Jenifer Larson-Hall

The automation of multi-word sequences (MWSs) reduces the cognitive load required for fluent speech (Wood, 2010). However, this poses challenges for L2 learners because considerable phonological reduction occurs in high-frequency MWSs (Bybee, 2002). This study looks at whether attending to reductions during focused listening and speaking practice of the highest-frequency MWSs could help improve students' spoken fluency and listening perception (accuracy). Over the course of 10 weeks, both a control group (N=17) and an experimental group (N=16) of Japanese L1 English language users studied 10 common bigram collocations each week, while the experimental group additionally studied sets of 10 phonologically reduced high-frequency trigrams. Both groups also described three picture stories that contained the target collocations in class and completed focused listening homework each week. Participants were tested for 1) gains in spoken fluency through both a free speaking and storytelling task and 2) ability to accurately complete a dictation listening task containing target MWSs. This presentation will discuss the study and results, which found a large advantage for the experimental group in spoken storytelling fluency but no statistically significant difference in free speaking fluency and listening perception.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: F31**

Vocabulary - [College and University Education Research-Oriented Presentation](#)

### **Cooperative Board Games for Developing Turn-Taking in EFL Discussions#2835**

Pat Conaway

Effective turn-taking is vital for successful participation in group discussions. In Japanese EFL contexts, group discussion often exhibits turn-taking behavior that is markedly different from that of competent English speakers, often limited to each participant making a short speech and brief comments of agreement or disagreement. Turn-taking behavior is also a major component of the interaction in cooperative board games, which encourage group decision-making and often exhibit more varied forms of turn-taking. This presentation describes the use of cooperative board gameplay in the classroom as a training aid to develop learners' turn-taking skills. First, the presenter will explain the characteristics of cooperative board games from a TBLT perspective, including the range of speech acts contained within their gameplay. Then an analysis of student transcripts collected over one semester will be presented to illustrate changes in student turn-taking behavior in a variety of contexts. The changes explored include differences in turn lengths, speech act use, and turn-taking patterns of learners. The presentation will conclude with some suggestions for using cooperative board games in the language classroom to maximize language use.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: F22**

Task-Based Learning - [College and University Education Research-Oriented Presentation](#)

### **Filling Gaps in the English Curriculum with Self-Access Learning Initiatives#2838**

John Bankier / Raymond Yasuda

Classroom-based language curricula are necessarily "one size fits all", leading to potential gaps which self-access language learning can address through resources suited to individual learning goals. Moreover, centers can become social communities in which users learn from each other (Mynard, 2019). Through dialogue with learners and faculty, gaps in the English curriculum were identified and initiatives developed within our tight budgetary constraints. The questions that guided the development of our self-access centre were: 1. Why do many CEFR (pre-)A1 level learners rarely visit the teacher-run conversation lounge and what can be done to encourage their participation? 2. How can value be added for bicultural and "returnee" learners who are not well-served by required English classes? 3. What can be done to support the 10-15% of students in the English Department who choose to write their graduation thesis in English, considering their numbers are judged insufficient for a dedicated advanced academic writing class? Details will be provided of ongoing initiatives to encourage participation of lower-level students, involve bicultural and returnee students as active stakeholders, and

provide writing support without a writing centre. In addition, presenters will invite ideas from the audience to address these common issues through autonomous learning.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: E22**

College and University Educators - [College and University Education Practice-Oriented Short Workshop](#)

### **Transforming Rudimentary Tasks Through the Use of Authentic Materials#2868**

[Alexis Busso](#)

One of the most vital, yet challenging tasks of a language instructor is to create activities that offer a variety of real-world applications to help prepare students for life beyond their studies. Standard curricula, textbooks, and high-stakes tests are often rigid, with little room for creativity and relevant learning experiences. An increasing number of studies show that scaffolding authentic materials provides countless linguistic benefits, such as improved communicative competence (Berardo, 2006; Mishan, 2005), listening comprehension (Otte, 2006), exposure to unstructured language (Rogers & Medley, 1988), and non-linguistic advantages, such as motivation (Nuttall, 1996) and enhanced cultural understanding (Little et al., 1989). This session will begin with an overview of the academic discussion revolving around the use of authentic materials in a foreign language classroom. Following this, the presenter will explore guidelines to consider when selecting authentic materials, and some simple, yet effective strategies for integration. In closing, the presenter will share some practical tasks that they have implemented in their Japanese university classes and offer insight into how it has impacted their students. The session will revolve around this question: How can educators exploit authentic materials to close the gap between the real world and the classroom environment?

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: F33**

Intercultural Communication in Language Education - [College and University Education Practice-Oriented Short Workshop](#)

### **Teacher Satisfaction During the COVID-19 Pandemic#2873**

[Michael Parrish](#)

Since March 2020, the COVID-19 pandemic and resulting emergency measures such as campus closures and sudden shifts to online learning have had numerous effects on how teachers perform their jobs, in particular challenges such as adapting to changes in social interaction and technology (Miller & Parrish, 2021). This study will present data from a survey of 202 Japan-based university instructors using Likert-scale items, open-ended items, and interview data collected at the end of the 2020/2021 academic year. The survey was part of a larger quantitative and qualitative cross-sectional study investigating teacher job satisfaction in Japan. The survey questions relate to overall job satisfaction before and during the pandemic and what aspects of the experience were positive or negative. Survey results indicated several areas of concern, such as isolation, anxiety, and frustration with technology, as well as suggested possible methods to cope with unexpected change and disruption in the education industry, through adaptive use of technology, continuous training, and accessing social networks. Participants will receive practical suggestions for improving their professional development drawn from the survey and the author's personal experience.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: E26**

Teacher Development - [College and University Education Research-Oriented Presentation](#)

### **Teacher Perceptions of ADHD and ASD in the Japanese EFL Classroom#2698**

[Brendan Plummer](#)

Autism spectrum disorder (ASD) and attention-deficit/hyperactivity disorder (ADHD) are two frequently diagnosed learning differences which can seriously influence students' L2 development. Although Japan has diagnosis rates comparable to other developed countries (NISE, 2016), teachers often lack training for these conditions. This is particularly true for EFL instructors, who are not necessarily trained or informed of learning differences. In Japan, reporting and communication of these conditions is generally scarce, yet MEXT maintains a policy of inclusion at all levels of education. Therefore, a clearer picture of the challenges facing EFL teachers is one step toward ensuring classroom praxis can meet the promise of inclusivity. A survey of EFL teachers in Japan was conducted to better understand issues

around learning differences as ADHD and ASD in their classroom. The survey had three goals: to chart themes in EFL teachers' perceptions of learners with ADHD and ASD; to chart adequacy of EFL teachers' knowledge and training for learning differences; and to identify potential areas of need for better understanding how to make the EFL classroom more accessible. This presentation will present the results of the survey and a set of practical takeaways which EFL teachers might consider in furnishing accessibility in the classroom.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: F23**

Accessibility in Language Learning - [College and University Education Research-Oriented Presentation](#)

### **Developing a System for Student Self-Evaluation in Speaking Classes#2717**

[Theron Muller](#) / [Jerry Talandis Jr.](#)

A common classroom challenge is evaluating student oral production, particularly in classrooms where students speak in small groups as limitations of teacher and classroom lesson time make providing individualized feedback impractical. In this practically-oriented presentation, the presenters introduce a system developed to make lessons more student-centered, promote learner autonomy, and facilitate student reflection. The system enables students to self-evaluate their speaking through recording and transcribing their oral production using freely available online tools. The presenters describe the development process for the self-evaluation rubric. The rubric went through multiple iterations from one originally intended for teachers, which was unwieldy for students to use, to a simpler, more focused, student-friendly rubric. As a result of this change to the class system, students could self-evaluate their production and solicit individualized feedback from instructors concerning self-selected topics of interest. The presenters also share student reflections and feedback. Specifically, students observed that focused self-assessment helped them better understand and implement the conversation strategies featured in the class textbook. As these techniques are compatible with online and face-to-face instruction, attendees will gain an understanding of how to implement similar strategies in their teaching without relying on the online technologies used.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: G21**

Learner Development - [College and University Education Practice-Oriented Short Workshop](#)

### **Practical Lessons from Materials Development#2976**

[Brian Cullen](#) / [Niall Walsh](#)

In order to support materials development in EFL teaching in Japan, there is a need for sharing of expertise and practical experience. This can potentially be achieved through workshops which bring experienced developers together with teachers who have the interest or need to create materials. This workshop will begin in the form of a structured dialogue between two materials developers, one with 25 years experience and the other much newer to the field. Developing materials for language learning is fundamentally a practical process, and through the presenters' guidance and offering different perspectives, they will share lessons learned in the trenches of materials development. Some topics covered are the use of linguistic and practical frameworks, utilizing skills and knowledge that you already have, finding your own working style, identifying your learners' language needs, working with different activity types, using deadlines effectively, and balancing your own interests with the needs and interests of the learners. For each topic, workshop participants will use these lessons and tips in groups as a stimulus to think about and develop learning materials for their own teaching context.

Sat, Jul 9, 10:35-11:00 **Asia/Tokyo Room: AUDITORIUM** Materials Writers - [General Practice-Oriented Short Workshop](#)

### **Further Reflections on the Effects of Free Writing in an EFL Writing Class#2724**

[Edo Forsythe](#) / [Steven MacWhinnie](#)

Japanese university students are often required to perform free writing activities in their English language classes in an attempt to encourage confidence in writing in English. Free writing activities are defined as "the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written" (Li, 2007, p. 42). The authors have had their students do free



writing activities throughout two years of English composition courses and analyzed the quantitative effects of such activities. In this presentation, the authors will explain the free writing activity tasks used, then provide quantitative data to show results in terms of the number of words written, and finally representative qualitative examples from the students' reflection on their free writing experiences. This presentation will be an extension of the data presented at JALT2021. Attendees will come away with ideas for how to more effectively employ free writing in their university English language classes in a manner that will align with students' ideas on free writing for self-improvement.

Sat, Jul 9, 10:35-11:00 [Asia/Tokyo Room: E25](#)

[College and University Educators](#) - [College and University Education Research-Oriented Presentation](#)

### [Masks' Impact on Listening Communication in the L2 Context](#)#2736

[Bradford J. Lee](#) / [Edwin Hart](#)

Since the start of the COVID-19 pandemic, the wearing of face masks during all interpersonal contact has become our "new normal." Though an indispensable part of our daily outings, it is indisputable that masks impede verbal communication by both muffling speech sounds and blocking visual cues (e.g., facial expressions, emotional information) from view. While this impediment might only be minor for people conversing in their first language, the current study sought to investigate the impact that masked speech had on language learners' comprehension of a second language. A sample of 192 Japanese university students were given a listening task under three conditions: masked speaker, unmasked speaker, and audio only. Results indicated that learners had significantly more difficulty comprehending the speech when viewing a masked speaker, even more so than when they were just listening to voice recording (i.e., with no accompanying picture). We will discuss with attendees current theories of speech perception and listening comprehension which may explain these findings, as well as ideas on how to counteract this effect to communicate more effectively in the classroom while masked.

Sat, Jul 9, 10:35-11:00 [Asia/Tokyo Room: A31](#) [Listening](#) - [General Research-Oriented Presentation](#)

### [Can Asynchronous Formats be Used to Develop Discussion Skills?](#)#2852

[Thomas Stones](#)

With the emergence of the coronavirus pandemic, there was a need in many educational contexts to adapt materials and courses originally intended for face-to-face delivery to online platforms in a limited timeframe. This less-than-ideal scenario led to many educators implementing alternative methods for teaching core spoken-language competencies, such as presentation and discussion skills. However, such rapidly implemented adaptations raised numerous questions as to the efficacy of online, asynchronous formats to facilitate the development of spoken-language skills. Thus, this presentation examines the effectiveness of two asynchronous platforms: (1) written discussion-forums, and (2) an audio-visual platform, VoiceThread. These were adopted to assist in the development of discussion skills among intermediate learners at a Japanese university. Examples of the discussion skills that are the focus of this study include agreeing, disagreeing, and negotiating meaning. Based on a qualitative analysis of the transcripts of both formats, the presentation discusses the relative merits of each platform by comparing the discussion skills used. Overall, the findings indicate that VoiceThread is the more effective platform for developing spoken-language skills, but that the discussion forums allow an easy-to-implement, if limited, alternative. Implications for the use of these platforms as part of a discussion skills course will be discussed.

Sat, Jul 9, 12:20-12:45 [Asia/Tokyo Room: ONLINE CALL](#) - [Any Research-Oriented Presentation](#)

### [CLIL and Translanguaging in EAP classrooms](#)#2836

[Kevin Bartlett](#)

A class of 3rd year Japanese university EFL students (n=26) were taught a subject called "Science and Society in English" that allowed them to utilize their prior knowledge from their majors in the EFL classroom. A CLIL-based syllabus incorporating translanguaging approaches was created to support students' use of L1 and L2 materials. Themes explored in the class covered the impact of science and technology on society, and its benefits/ hindrances. Following "Bloom's Revised Taxonomy 2001" as a

learning progression guide, students were provided with opportunities to read and discuss topics related to their Science and Technology majors in their L1 and L2 to prepare to write a research paper and make a final presentation in English. This presentation will outline how Blooms Revised Taxonomy, CLIL and translanguaging approaches were incorporated in the classroom throughout the 15 week semester. It will outline the observed benefits to students' comprehension of content and the specific language it requires through bringing their prior knowledge from their majors to the forefront. Findings indicated that allowing learners L1 in the L2 classroom increased students' levels of motivation and willingness to communicate, while developing their academic writing and presentation skills.

Sat, Jul 9, 11:10-11:35 **Asia/Tokyo Room: A31**

Bilingualism - [College and University Education Research-Oriented Presentation](#)

### **Using Technology to Teach English Communication for Repeaters#2837**

Gota Hayashi

Eight students (n=8) attending a required course called English Communication at one university in Japan were taught during fall AY2020 (i.e., from September 2020) after the instructor reviewed literature from January 2017 to August 2020 on teaching EFL learners who are repeating their courses. When class began in September, the instructor started teaching 15 sessions on Zoom with each session consisting of two 90-minute sessions on Zoom, and took notes after class based on class observation after each session. Based on a synthesis of literature review and notes based on observation, it became evident that (1) a semester-long twice a week 90-minute course based on having students make answers based on open-ended questions can elicit increasingly complex responses from students whose TOEIC scores range from 295 to 345 points in the target language; and (2) having students submit reflections at the end of each class can enable teachers to understand difficulties students are facing with developing their linguistic skills and encourage students to reflect on themselves for personal development. Details of literature review, open-ended questions, and notes based on observation will be presented to help the audience think about ideas that can be applied to their own classes.

Sat, Jul 9, 11:10-11:35 **Asia/Tokyo Room: C11**

Computer Assisted Language Learning - [College and University Education Research-Oriented Presentation](#)

### **Imagining Anti-Oppressive GCE EFL Teaching Theory & Practice#2861**

Shawna Carroll

This presentation introduces the theorizations and specific anti-oppressive classroom practices developed in the 1st year of a 3-year Japanese-government funded project. The specific theory of anti-oppressive education introduced was developed by combining anti-oppressive theory and global citizenship education (GCE) theory for EFL classroom contexts in Japan. To build the theory, Andreotti's (2011) theorizations are combined with terminology from Sensoy and DiAngelo (2017) to explain an anti-oppressive theory and practice, which not only uncovers the complexities and fluidity of societies, but also uncovers the systemic oppression that organizes them. Foundational terminology is explained to understand systemic oppression and constitutive subjectivities (Coloma, 2008), and this theory is used to explain several anti-oppressive teaching practices which promote self-reflexivity and go beyond inclusion. Anti-oppression teaching methods are shared, drawing on personal experiences in pre-service education. As a teacher-educator, the presenter explains the important task of teaching not only content, but also the realities of complex local and global social justice issues that impact the students' future teaching careers. In this new COVID-19 era where injustices are magnified, these anti-oppressive practices encourage educators to go back to the basics to understand their role in systemic oppression, as well as their role in dismantling it.

Sat, Jul 9, 11:10-11:35 **Asia/Tokyo Room: F33**

Global Issues in Language Education - [College and University Education Research-Oriented Presentation](#)



### **Nurturing Identity of Empathy in a Linguistically Responsive Course#2965**

Won Kim

In an effort to develop disciplinary literacies of students in tertiary-level learning contexts, there have been various pedagogical approaches to fostering the learning of both language and content (Marsh, 2002; Zappa-Hollman, 2018). One widely-accepted approach is content-and-language-integrated-learning (CLIL), pointing to the importance of nurturing discipline-specific literacies of students as apprentice scholars who can appropriately participate in the scholarly conversations and practices of a discipline (Airey, 2011). Further classroom-based research insights are needed to deepen our understanding of whether and how CLIL-based approach can contribute to students' empowered identities as legitimate participants in academia. This presentation explores a coordinated project-based pedagogical effort by university educators in Canada aiming to develop the disciplinary literacies of international undergraduate students in a linguistically-responsive course. The presenter will draw on specific examples of how such a pedagogical effort informed by task-based, functional approaches to language learning may create an educational space cultivating empowered identities of students. The presentation will illustrate how students were invited to position themselves and others as producers of meaning with a sense of affective, cognitive, and communicative empathy while exploring the inextricable relationship between language and disciplinary knowledge. The presentation closes with pedagogical insights into the importance of empathy-fostering classroom discourse.

Sat, Jul 9, 11:10-11:35 [Asia/Tokyo Room: F22](#) [Task-Based Learning](#) - [CUE Research-Oriented Presentation](#)

### **Critical Co-Presenterships: Podcasting as Reflective Practice#2970**

Matthew Schaefer / Robert James Lowe

In 2014, the presenters began an independently-produced podcast featuring discussions about various aspects of language education. Although the initial goal of this project was to explore the format while talking about areas of mutual interest, an appreciation began to grow of how collaborative dialogue, in which interaction leads to a co-construction of new ideas and perspectives, can contribute to professional development. To capture this dynamic, the concept of the critical co-presentership was developed – a version of the well-established reflective practice of a critical friendship, but one that takes place within a recorded and publicly available format. This presentation reports on research conducted to explore the concept of the critical co-presentership through a process of duoethnographic reflection, in which two participants juxtapose their respective life histories in order to provide complex and nuanced perspectives on a particular phenomenon. This research led to a deeper conceptualisation of the critical co-presentership, which revealed broader implications for language teacher development. Results suggest that a discussion format that includes a time limit and awareness of a listening audience can assist the participants in defining concepts, connecting individual perspectives with universal themes, and engaging in critical discussion of classroom practice.

Sat, Jul 9, 11:10-11:35 [Asia/Tokyo Room: E26](#) [Teacher Development](#) - [General Research-Oriented Presentation](#)

### **Understanding the Process of Generating Text in Academic Writing - A Student Case Study#2742**

Michael Walker

Mastering academic writing is one of the biggest challenges for tertiary level students. Whilst classroom instruction may provide guidance in how to properly construct an essay or research paper, the actual process of writing is one that many students find disorientating. Likewise, once submitted, educators are often left bewildered as to how their teachings so comprehensively failed to be translated into a competent piece of writing. The problem for both parties is that in many cases the most significant moment of the writing process is one the students have received no direction on -- how to actually move between ideas and text generation. Collins and Gentner (1980) claimed it was important to separate idea production from text production with the key component focussed on identifying movement between the 'content space' and the 'rhetorical space'. This applies at both a sentence-construction and paragraph-assembly level. Through the use of Think Aloud Protocols, this presentation

will look at how a freshman student navigates moving between her ideas and converting that into text and what writing instructors can learn from this crucial moment of the writing process.

Sat, Jul 9, 11:10-11:35 [Asia/Tokyo Room: E22](#)

[College and University Educators](#) - [College and University Education Research-Oriented Presentation](#)

### **Teaching English to Hearing-Impaired Students: A Practical Approach#3023**

[J Oh](#)

This workshop focuses on identifying the issues and challenges of teaching English to Japanese university students with hearing impairments and aims to raise awareness among educators of the particular needs that may require accommodation, and what strategies can be employed to make the language more accessible. Although the number of our students with this disability may be small, it is important to consider in advance what can be done to provide a supportive classroom, including assessing the level of disability and students' previous educational background. This may test the skills of teachers who have not received specialist training. The background to the teaching of students with special needs in Japan will be presented and approaches will be suggested that could be taken to provide an environment in which every member of the class can actively engage. The presenter will share experiences in both face-to-face and online classes, summarize published research on the topic, explain the system a private science college has established to assist all learners with special needs, and share a small number of basic BSL (British Sign Language) greetings. Contributions from other educators with experience in this area will be warmly welcomed.

Sat, Jul 9, 11:10-11:35 [Asia/Tokyo Room: F23](#)

[Accessibility in Language Learning](#) - [College and University Education Practice-Oriented Short Workshop](#)

### **EnglishCentral: Moving Beyond from an EdTech Tool to your Personal Virtual Assistant#3288**

[Japan Support EnglishCentral](#)

This presentation is focused on new features, improvements and the future EnglishCentral is heading into, on how it would stimulate further and keep the users engaging with the software tool, while also keeping up with the rapid evolution of technology. The factors that formulated the changes, enhancements and future plans are based on the accumulation of various study-pattern data and feedback from schools and companies that have been regularly using EnglishCentral. Most of the details and information gathered were on increasing or improving the speaking-related features. Better scoring, more about what is spoken in an intelligible English language, and allowing to provide one's viewpoint on a topic with an assessment through AI or from actual professionals teaching English. Consideration of users' comments and feedback relating to EnglishCentral has helped build and improve the software tool based on their needs and wants, making sure their learning experience of the English language is productive and effective.

Sat, Jul 9, 11:10-11:35 [Asia/Tokyo | Room: AUDITORIUM/Hybrid CALL](#) [Research-Oriented Presentation](#)

### **Visual Storytelling in Creative Writing#2813**

[Alec McAulay](#)

Maloney (2019) states that creative writing is perhaps "the most under-used tool in the ELT box." Research shows that the benefits of using creative writing in the EFL classroom include raised critical consciousness (Stillar 2013), increased motivation (Smith 2013), and improved acquisition of grammatical structures (Pelcova 2015). This practice-based presentation will outline how one particular aspect of creative writing, screenwriting, can be successfully utilized in the Japanese university classroom. 'Visual storytelling' is a form of writing used by screenwriters to communicate on the page images and information that will be seen on screen. The presenter will begin by explaining what visual storytelling is. He will then describe how he teaches a course for university 3rd- and 4th-year students that utilizes visual storytelling techniques to introduce students to creative writing. The presenter will explain how he makes use of short films, feature film clips, and screenplay extracts to foster student creativity. Samples of work done by students will be introduced.

Sat, Jul 9, 11:10-11:35 [Asia/Tokyo Room: E25 CUE](#) - [General Practice-Oriented Short Workshop](#)

### Comparing Zoom and VR lessons in Language Education#2833

Hiroyuki Obari

A comparative study was carried out from April 2021 to January 2022 to determine the effectiveness of interaction using only VR or interaction on the ZOOM platform with young adults from overseas. Both groups took the pre-and-post-OPIc speaking tests and questionnaires. The first VR group (n=60) took part in the 45-minute VR lesson in groups of five or more twice a week during two semesters. Feedback indicated that students' anxiety levels decreased through the VR lessons, and they gained more confidence in speaking English. There was no significant difference in improvements between pre and post-OPIc speaking tests. However, enthusiastic students made progress in OPIc from level 6 to 8. The second ZOOM interaction group (n=17) took part in the English lessons for two semesters with flipped lessons, including nine invited CCC (Campus Crusade for Christ) members who interacted with the students. Now and then, the members joined the virtual lessons to assist the students in making presentations and discussions, even assessing students' presentations using the PeerEval software. As a result, the students' mean scores of the OPIc speaking test improved from 6.7(SD:1.36) to 7.4 (SD:1.97). Finally, detailed feedback from the pre-and-post questionnaires of both groups will be reported.

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: C11**

Mixed, Augmented, and Virtual Realities - [College and University Education Research-Oriented Presentation](#)

### Teaching Varied Discourse Moves: Theory and Method#2840

James Bury

In classrooms, the majority of interactions are based around typical question and answer structures. While these structures provide students with the opportunity to communicate, they can also lead to short, direct answers and discourse turns that do not encourage students to develop their speech as much as they possibly could, or as naturally. Research has indicated that introducing a range of discourse moves into classroom interactions can encourage students to produce more, both quantitatively and qualitatively (Bury, 2018). However, despite these findings and teacher feedback indicating that further training or guidance on how to effectively incorporate different discourse moves into their classroom language would benefit the fluidity and authenticity of their in-class interactions, previous research has not discussed practical suggestions on how to do this. This presentation aims to address that gap. Firstly, the effect that teachers using ten different discourse moves, including reflective statements, statements of interest, speaker referrals, and referential questions, can have on student output in Japanese universities is analyzed, and then different strategies that can be used in classrooms to make students more aware of the choice of discourse moves available to them and to practice those moves are introduced.

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: F23**

Pragmatics - [College and University Education Research-Oriented Presentation](#)

### Bridging Compulsory English Classes from Elementary to Junior High in Japan#2846

Tamiko Kondo / Grant Osterman

In this presentation, we will report on research in 2021 with 99 5th grade elementary students from three different elementary schools and 242 7th grade students from one junior high school in southern Japan. We will look at some ideas on how to help bridge the gap between Eigo Katsudo and regular compulsory English classes. Although our pilot research showed higher student motivation in junior high school, most research has shown that students like elementary school English lessons but do not prefer junior high English lessons. Ideas as to why there is a gap will be explored. Furthermore, the results from this initial pilot study showed that 77% of JHS students feel English learned in elementary school is useful in junior high. Our study also showed that 70% of junior high students reported that their English lessons progressively got harder. Reasons why this might be true and ways to help smooth the transition from elementary school Eigo Katsudo to junior high school compulsory English classes will be explored.

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: E21**

Teaching Younger Learners - [College and University Education Research-Oriented Presentation](#)

### **From Zero to Sixty in 800 words: A First-Year University Writing Program#2855**

D. タウンゼンド

There are various metrics one can use when comparing cars: fuel efficiency, seating capacity or even speed. For true car enthusiasts, how quickly a car can accelerate from a standstill to the desired cruising speed of sixty miles an hour is often the most important factor. Like a car, how quickly a university writing program can get students up to speed is also a vital measure of success. This presentation will describe the first year of a successful writing program implemented in the English Department of a Japanese private university. All students must complete an 8,000-word graduation dissertation. Unfortunately, many students have had very little experience with English writing beyond sentence-level translations or journal entries before entering university. While academic writing is formally introduced in the second year, this presentation will detail how the steps taken in the first year prepare the students by getting them up to speed as quickly as possible for the increasingly demanding requirements they will encounter in the years that follow. Initially, some information will be given about the current state of writing education in Japanese high schools, before explaining the theory and practical applications of this successful program.

Sat, Jul 9, 11:45-12:10 [Asia/Tokyo Room: E22](#) [College and University Educators- Research-Oriented Presentation](#)

### **Reimagining Course Outcomes Using a Distributed Leadership Approach#2882**

Phoebe Lyon / Kathryn Jurns / Mike Burke / Alexander Ito Maitland

This presentation will describe the multi-year process, starting in 2020, of revising the course outcomes of years 1 and 2 in the language institute of a university in Japan, originally developed during an earlier curriculum renewal based on a Multiliteracies framework (New London Group, 1996) to produce culturally and linguistically diverse students (Johnson et al. 2015). The revision process utilized a distributed leadership (Hallinger & Huber, 2012; Spillane, 2006) procedure to give various levels of stakeholders within the institution, from first-year lecturers to coordinators and principal lecturers, the opportunity to collaborate to develop and clarify more specific aims, and address gaps and redundancy to better streamline the outcomes across the courses in the first two years. The final two years of content-based elective courses were also considered, modeling the existing format required for those year levels, to provide better flow throughout a student's whole four-year experience. This cooperative effort to reimagine the course outcomes aims to make it easier for instructors to teach their classes, leading to better student learning outcomes. The presenters, instructors at the institute, will share the multi-step review process and explain how instructor input was incorporated throughout.

Sat, Jul 9, 11:45-12:10 [Asia/Tokyo Room: E26](#) [Teacher Development - CUE Practice-Oriented Short Workshop](#)

### **Building an EMI Course: Strategies for Critical Thinking & Student Efficacy#2883**

Adrienne Johnson / Cecilia Smith

As part of the national government's strategy to develop "global human resources," English Medium Instruction (EMI) has expanded rapidly in Japan (Yonezawa & Shimmi, 2015). Although initially adopted by larger, internationally-oriented institutions, for smaller universities all-English classes provide an opportunity for delivering niche courses that offer engaging content and life skill development. This presentation introduces an introductory seminar for an EMI culture and society course within the English department of a small liberal arts university. The course's objective is to encourage critical thinking and develop student efficacy, creating internationally minded students with broad perspectives who are skilled at English communication and have a spirit of service. There are obstacles to delivering effective EMI courses in the Japanese context (Morizumi, 2015) and achieving course objectives presents an opportunity to experiment with pedagogical strategies. The presentation introduces examples of strategies currently in practice, including scaffolded group work, exploration of identity and values, and a continual process of feedback. Class material, which draws on the work of previous students, links familiar topics to new information, creating an environment that develops skills, fosters curiosity and critical thinking. The classroom models an inclusive community, where students develop confidence to speak out and share different perspectives.

Sat, Jul 9, 11:45-12:10 [Asia/Tokyo Room: E25- College and University Education Research-Oriented Presentation](#)

### **Assessing the Validity of Essay Marking Rubrics#2887**

[Claire Murray](#) / [Andrew Blaker](#) / [Paul Mathieson](#) / [Francesco Bolstad](#)

As English high school curricula becomes increasingly communication-oriented, it is becoming more necessary to develop university entrance tests which assess students' ability to produce target language based on communicative goals rather than to translate between languages or select correct answers. A potential problem with these more communication-oriented test questions is they may risk sacrificing reliability for validity; however, the use of rubrics can ensure that both reliability and validity remain high (Jonsson and Svingby, 2007). This presentation looks at the results of a preliminary study to determine if a university entrance exam rubric results in high inter-rater reliability. The study looks at the test scores of three types of markers: 1) those trained to apply the rubric; 2) those who have seen the rubric but have not been trained to apply it; and 3) those who have not seen the rubric. It aims to answer the following questions: Does the rubric achieve a Cohen's kappa value greater than 0.7 for inter-rater reliability 1. between trained markers? 2. between trained and untrained markers? 3. between trained markers and markers who have not seen the rubric? The findings of this study will interest educators involved in test and assessment design.

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: F31** Testing and Evaluation - [CUE Research-Oriented Presentation](#)

### **How to Create an Online Textbook or Workbook#2656**

[John Carle](#) / [Paul Raine](#) / [Elton LaClare](#)

Though there are countless online resources such as Google Forms, Quizlet and Flipgrid, none of these are a viable commercial means for creating online textbooks or workbooks. Moreover, though materials writers may be adept at writing books, very few of them have the coding skills to turn their vision into an online reality. The Materials Writers SIG is delighted to have Paul Raine from the digital platform ZenGengo, Elton LaClare from Sojo University, and John Carle from The English Gym series to speak about creating digital materials. In this presentation, Paul Raine will talk about how individual writers and publishing companies can use a publisher's version of the ZenGengo platform to create marketable online materials. Elton LaClare will relate the process of creating an online textbook for the Sojo International Learning Center at Sojo University. John Carle will outline how he created digital workbooks to supplement his textbooks. The speakers will also address in detail how to bring these online resources to market. They will explain how students can purchase materials directly online or through university bookstores using scratch cards. This forum is meant for any educator, writer, or publisher who is interested in creating their own online textbooks or workbooks. There will be an open Q&A session at the end, so please be sure to attend if you are interested in this aspect of materials creation.

Sat, Jul 9, 11:45-13:15 **Asia/Tokyo Room: AUDITORIUM/Hybrid** Materials Writers -CUE [Unvetted SIG Forum](#)

### **Bilingualism SIG Forum#2691**

[Diane Obara](#) / [Shaitan Alexandra](#)

The PanSIG conference has always been a chance for special interest groups to come together to focus more intently on their individual needs and goals. Throughout the past two years, participants at our PanSIG forum have shared their experiences about coping with the pandemic, as well as changes and shifts in their bi/multilingual and bi/multicultural stories. This year, as we are finally back together face-to-face, we'd like to invite as many families and interested people as possible, of all ages and backgrounds, to participate in a casual round-table discussion. We'll provide a brief explanation of the round-table process, topics cards to prompt discussion, and a "talking stone" to facilitate turn-taking. We look forward to sharing stories about how our language learning journeys have been reimagined, as well as any new directions we have been heading. Please join us!

Sat, Jul 9, 11:45-13:15 **Asia/Tokyo Room: A31** Bilingualism - [Any Unvetted SIG Forum](#)



### **Supplementing Self-Study to Four EFL University Students Online Learning#2956**

Richard Hill

This presentation will show how a self-study planner assisted four EFL students whilst they took mandatory university courses online over two semesters. The university where this preliminary study took place moved all integrated English classes online using Zoom due to the coronavirus. Each class had approximately 20 students, making it difficult for teachers to talk to students one-to-one perhaps missing out on important instruction. Furthermore, as students were not on campus, they did not have the chances to talk to other students in English outside class time. With four first year students, the instructor made a planner and reflection sheet so that students could plan and track their personal language learning goals. Data was collected using mixed methods by collecting planners, conducting monthly questionnaires, and an interview at the end of each semester. Participants attending will learn how the planner was designed, distributed, and utilized so that students could take control of their learning, and plan more efficiently. Moreover, students' comments will show that the planner helped them to stay on course for various external exams, and study programs they undertook whilst away from campus. In addition, mistakes and deficiencies of the research will be presented providing hints as to what not to do.

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: ONLINE** Learner Development - CUE Research-Oriented Presentation

### **Teaching Pronoun Use in Gender-Neutral EFL classrooms: An Autoethnographic Needs Analysis#2706**

Terry Tuttle

This autoethnographic needs analysis uses the sociopolitical framework of precarity (Travers, 2018) to contextualize the researcher's experience of learning and teaching languages as a transgender man—first as a student undergoing gender transition, and then, later, as a transgender assistant English teacher in Japan. These needs are shown to have been opaque, ambiguous, and prone to change over time, indicating the significant challenge of identifying and meeting needs of LGBTQ+ students while addressing issues related to gendered language in the classroom. Because of the potential pitfalls of teaching political topics in the classroom (Byram et al., 2021), taking a perspective of intercultural exchange and awareness-raising is recommended, with the goal of developing learner awareness of potential communication challenges related to gender identity and expression. The analysis concludes with specific suggestions, such as grammatical and pragmatic instruction in the use of singular "they" (Grote, 2020), using realia such as SNS accounts to raise awareness of changing pronoun conventions in English, and the pros and cons of strategies such as "pronoun signposting" in the creation of a gender-friendly classroom environment (Airton, 2019).

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: F33** Gender Awareness in Language Education – College and University Education Research-Oriented Presentation

### **Discussion Booklet Creation and Kindle Direct Publishing#2973**

Brian Gallagher

When attempting to horizontally align expectations and outcomes of any discussion course shared between a group of teachers there is a definite need to use a quality student booklet. Self-publication is a timely way to get effective materials into the hands of students minus the need to go through editors and long processes. This presentation will show: (1) how to produce a discussion coursebook and content that will facilitate the goal of developing successful discussion students, (2) how a well-designed standard layout can be effective, and (3) the steps taken in order to get the book content, ISBN, and author information into the Kindle Direct Publishing (KDP) system, and available in the Amazon store. This presentation is aimed at helping teachers understand how to prepare the materials for upload and to highlight pitfalls to avoid. The presenter shall explain: (1) why included elements are critical to developing student skills in fruitful discussions, (2) assessment of students' performance and discovery, and (3) reflection and meaningful learning. This style of discussion booklet is student-centered, and student-led, with guidance from the teacher facilitating increased depth of learning while building confidence in students' discussion skills.

Sat, Jul 9, 11:45-12:10 **Asia/Tokyo Room: F21** Performance in Education - College and University Education Research-Oriented Presentation

## DAY 2 – SATURDAY JULY 9<sup>th</sup>, 2022

### AFTERNOON SESSIONS

#### [Using the J-POSTL Elementary: Benefits, Challenges and Possibilities](#)#2860

[Gaby Benthien](#)

A foreign language became a formal subject in Japanese elementary schools in 2020. Due to a lack of specialized English teachers, homeroom teachers are also teaching English classes on their own or in a team teaching combination. Thus, in order to prepare pre-service teachers (PSTs) for this eventuality, two new English courses have been added to the elementary education teacher license curriculum. The Japanese Portfolio for Student Teachers of Languages Elementary (J-POSTL Elementary) is a reflection tool featuring 167 self-assessment descriptors (SADs). Designed to be used by both pre-service and in-service teachers, it is currently being trialed at a number of universities. Qualitative survey data obtained after the completion of the two new English courses indicate that the PSTs found the J-POSTL Elementary useful for reflection, goal-setting and self-evaluation. However, some PSTs felt overwhelmed by the SADs, while others were unsure of how to use the portfolio effectively. This presentation highlights the benefits and challenges of integrating the J-POSTL Elementary into elementary education English classes. Possible future uses and adaptations of the portfolio and its components are also discussed, including English versions to create additional common ground between educators, and extending non-language specific SADs to general elementary education contexts.

Sat, Jul 9, 12:20-12:45 **Asia/Tokyo Room: E26**

Teacher Development- [College and University Education Research-Oriented Presentation](#)

#### [Intersectionality: From Identity to Social Justice in the Classroom](#)#2701

[QUENBY HOFFMAN AOKI](#)

Intersectionality, an intellectual framework first named in the 1980's by African-American scholars including Kimberle Crenshaw and Patricia Hill Collins, is fundamental within feminist and anti-racist thought and activism. Identity is viewed as a matrix, a crossroads of various identities which are experienced differently by people of different groups, including races, social classes, and genders. Teachers and learners can benefit from awareness of this complex framework, keeping in mind that the ultimate goal is to move beyond personal identity and promote social justice, inclusion, and equality. Indeed, many of us are working from an intersectional standpoint already, understanding that we all have both privilege and challenge, and insisting that members of oppressed groups be given space to speak for themselves. Even Japanese university students, who may assume that everyone in the room comes from a similar background, will find that the people with whom they interact daily are surprisingly diverse. This presentation focuses on ways in which the speaker has introduced the concept of intersectionality to students with a wide range of language skill levels. Participants will be invited to discuss their experiences and reflect upon ways they might apply intersectionality in their own teaching and learning contexts.

Sat, Jul 9, 12:20-12:45 **Asia/Tokyo Room: F33**

Gender Awareness in Language Education- [College and University Education Practice-Oriented Short Workshop](#)

#### [A Tale of Two Syllabi: Towards Theory Driven CLIL Courses](#)#2705

[Steve McNamara](#) / [Michael Griffiths](#)

The importance of content and language integrated learning (CLIL) theories is increasing in the Japanese tertiary sector as CLIL courses proliferate, often driven by institutional and teacher interest. Additionally, in undergraduate English language programmes teachers may be tasked with developing content-focused courses that are not explicitly described as "CLIL", but nonetheless require content to drive language learning. These courses often do not express designs that are both theoretically driven and context-responsive which seems to arise from the lack of a collective understanding of CLIL in



Japan. This session will focus on two syllabi taught in the same context and explain how their design has been guided by theories on three levels: educational philosophies such as constructivism and sociocultural theory that underpin CLIL; the conditions of CLIL seen to be advantageous to language improvement and often explained via second language acquisition theory; and the numerous CLIL-relevant conceptual frameworks which also serve to shape understandings of approach. The presenters will examine theoretical similarities and differences between the two syllabi as a way of illustrating the diversity of CLIL implementation in the Japanese tertiary sector. This presentation will be useful for institutions and teachers seeking to implement theoretically driven CLIL courses.

Sat, Jul 9, 12:20-12:45 **Asia/Tokyo Room: ONLINE**

College and University Educators- [College and University Education Research-Oriented Presentation](#)

### **Contextualizing Genre through Exploratory Practice#2720**

[Matthew Miner](#) / [Kevin Garvey](#)

In a time of uncertainty caused by the global pandemic, more than ever, many students are questioning their present education and its relevance to their current needs and future goals. It is an opportune time to invite critical inquiry in the classroom and work together as teacher and students to understand the contemporary language classroom experience. In one such class, a university freshman English Genre reading and writing class, the teacher and students piloted a style of classroom practitioner research called Exploratory Practice (EP) in order to better understand the current learning experiences of Japanese English learners. The hope was to contextualize the course's Genre approach in order to maintain cultural and social relevance to the acts of language learning and teaching. EP is practitioner research that invites all classroom participants to explore their language learning experiences via "existing classroom practices" (Allright, 2003). The presenters will report on what context EP provided to the Genre reading and writing processes as well as whether this pilot fulfilled course objectives. Analysis of student projects reveals that students personalized their research projects and demonstrated successful use of genre conventions.

Sat, Jul 9, 12:20-12:45 **Asia/Tokyo Room: G21**

Learner Development- [College and University Education Research-Oriented Presentation](#)

### **Traffic Light Trainer: Goodbye to Silent Classes#2979**

[Robert Stroud](#) / [Stephen Harris](#)

Students within English Communication classes often struggle to speak to each other with confidence. They can be unmotivated and hesitate to speak up due to feelings of being under-prepared and anxious to share their opinions (Hann, 2007; Stroud, 2017). However, studies show that students who plan their speech during pre-task, in-task and post-task stages are better prepared and supported to interact with others, and demonstrate better fluency (Bui & Huang, 2018, Stroud, 2019). In addition, research indicates that students will participate more if they are allowed to repeat the same tasks (Fukuta, 2016; Jamalifar & Salehi, 2017). This presentation discusses how combining such findings can be used to get students speaking more and with greater fluency (face-to-face or online) using the Traffic Light Trainer system. Across three rounds of speeches, students learn how to plan speeches better, depend less on their notes and speak with increasing fluency. The presenters will outline how the system works, show recent classroom data that they have gathered with Japanese university students, and detail how to apply the Traffic Light Trainer to any English communication course. Participants will also learn about materials they can use to utilize the system with their own students.

Sat, Jul 9, 12:20-12:45 **Asia/Tokyo Room: F21**

Performance in Education- [College and University Education Research-Oriented Presentation](#)

### **Creative Writing for Young Learners#2738**

[Ran Niboshi](#) / [Frances Shiobara](#)

Teaching writing to young learners typically involves answering questions or reproducing formulaic sentences. Although this encourages accuracy, it limits chances for creativity, and may not be motivating for students. This presentation explores two innovative activities to encourage young

learners' creative language use whilst giving importance to positive feedback in creative writing activities. Both activities give learners opportunities to experiment with language and extend their use of it while having fun. The first activity is to write their own fairy tale. The genre is introduced using videos before encouraging students to create their own stories. Watching different stories each week gives students inspiration as well as meaningful input. Writing their own stories is a good way to encourage learners to use a wide range of vocabulary and phrases to deepen the content of their stories. The second activity is a written retelling of a short video story. Students watch the video, then they retell the story together in the class, which they write in their notebooks. In this way, learners are exposed to meaningful output in speaking and writing. Both activities can be adapted to any age group and any level of English proficiency.

Sat, Jul 9, 12:20-12:45 **Asia/Tokyo Room: E21**

Teaching Younger Learners - [Teaching Children Practice-Oriented Short Workshop](#)

### **The Importance of the L2 Corpora for Material Development#2834**

[Gavin Brooks](#) / [Jen Jordan](#)

Most materials developed for EFL learners use corpora derived from L1 texts to help identify what vocabulary and expressions learners need to know (Lee et al., 2019; Verspoor et al., 2012). However, this is problematic because the vast lexicon of the L1 speaker is nearly unattainable for most L2 learners (Hou et al., 2016; Sinclair, 2004). The presentation demonstrates how L2 corpora can be used to help bridge this gap and develop materials for L2 learners based on learners' backgrounds and needs. To do this, the presenters will describe the development and use of a large-scale longitudinal corpus consisting of texts collected from first-year Japanese university students (n = 500) at multiple points of time and across different modes of production: academic writing, academic presentations, and academic discussions. They will show how the data from this corpus was correlated to demographic and linguistic information gathered from each participant to help identify the lexical needs of specific groups, and how this information was used to develop materials for different proficiency levels and for different tasks. Finally, they will give examples of how these materials, and the process used to create them, could be adapted to other contexts. **Room: E22**

Sat, Jul 9, 12:55-13:20 **Asia/Tokyo** College and University Educators - [Research-Oriented Presentation](#)

### **Accuracy of Student Transcriptions on Routine L2 Conversations#2839**

[Branden Kirchmeyer](#)

In an ongoing Kaken-funded research project, an online software was developed that supports learners as they progress through the steps of a group oral discussion task. During the activity, students transcribed their own voices. Later, they were presented with metrics regarding their contributions to the conversation including number of words spoken, number of turns taken, average words spoken per turn, number of words spoken during longest turn, number of pre-selected target words spoken, number of questions asked, and an accuracy percentage based on an automatic speech recognition (ASR) technology. Learners were prompted to use these data for self-assessment and goal setting, while teachers and researchers could access the data for pedagogical and research agendas. Data from a previous study (Author, 2019) using the same task sequence showed growth over time for total words spoken and average turn length. In this presentation, the principal investigator discusses some of the preliminary results gleaned from new research, particularly regarding the accuracy of students' transcriptions. Attendees interested in using this online software for their own classes or participating in future research projects are offered free access and support.

Sat, Jul 9, 12:55-13:20 **Asia/Tokyo Room: C11**

Computer Assisted Language Learning - [College and University Education Research-Oriented Presentation](#)

### **Creating & Utilizing Videos to Increase Student Engagement with Xreading#2851**

[Paul Matthews](#) / [David Johnson](#) / [Neil Witkin](#)

This presentation will chronicle the creation and implementation of short videos designed to encourage students to engage with the extensive reading (ER) platform Xreading more regularly. The context of the

current study is a compulsory English course at a private university in Japan, in which students are required to read 60,000 words in Xreading per semester. Teachers often observe that despite undertaking an ER orientation, students do not fully appreciate the benefits of ER, and often leave large amounts of reading until the very end of the semester. Students who do this fail to reap the full rewards of ER and risk receiving a lower grade or failing the course. To encourage students to engage with Xreading more regularly, the researchers created 5 short videos. The videos extol the benefits of ER, suggest ways for students to increase reading enjoyment, and directly encourage students to engage with ER on a frequent and regular basis. This presentation will discuss the impact of the videos on the students' self-reported engagement levels and their actual reading habits based on an analysis of the Xreading data. Finally, future use of the videos and the direction of future research will be considered.

Sat, Jul 9, 13:30-13:55 **Asia/Tokyo Room: ONLINE**

Extensive Reading - [College and University Education Research-Oriented Presentation](#)

### **Corrective Feedback: Investigating Japanese Learners' Perceptions#2863**

[Martyn McGettigan](#)

Issues surrounding corrective feedback (CF) pose many questions for language teachers, including how often to give such feedback, how explicit to make it, and how closely student expectations in relation to CF align with what is pedagogically sound (Li, 2010). A small-scale study (N = 50) was conducted with the aim of gathering both quantitative and qualitative data on Japanese learners' views on CF to compare that data with what the literature has shown to be effective. The quantitative stage involved adult learners indicating their level of agreement with statements about CF on a five-point scale. In the qualitative stage, participants were first given a short English lesson, together with oral CF treatment according to the preferences they had expressed in the survey, before being interviewed on their views in more detail. Following a brief overview of CF literature, the rationale and study methodology will be explained with the data gathered compared to what previous studies have found. Finally, certain key issues raised in the qualitative section of the study will be discussed in greater detail, including issues conference participants may wish to reflect on in their own practice, as well as suggestions for possible future research in this area.

Sat, Jul 9, 12:55-13:20 **Asia/Tokyo Room: E26**

Teacher Development - [General Research-Oriented Presentation](#)

### **Student-Designed and Student-Led Online Activities for English Practice#2888**

[Andre Parsons](#)

While there are many ways to reimagine language education, one way in which the presenter has attempted to do this is through Project-Based Learning (PBL) as this form of student-centered collaborative learning encourages active involvement in the learning process (Cocco, 2006 as cited in Kokotsaki, Menzies & Wiggins, 2016). This presentation will therefore describe a university course in which students engage in PBL through organizing their own online activities for English practice. While the presenter provides support when necessary, students are given complete control and are expected to take full responsibility as they work together to plan, prepare, and hold their English activities about three times a semester. Based on participant feedback about earlier activities, as well as the student organizers' own reflections on their experiences, students in the course are encouraged to consider how to improve future activities. This presentation will first look at what is involved in offering such a PBL-oriented course, including the usual steps taken for organizing an activity. Next, examples of some of the activities held will be shown. Finally, based on students' reflections and feedback, as well as the presenter's own observations and reflections, potential challenges and benefits of such PBL will be discussed.

Sat, Jul 9, 12:55-13:20 **Asia/Tokyo Room: G21**

Learner Development - [College and University Education Practice-Oriented Short Workshop](#)

### SIG Coordinators Meeting - 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.

Sat, Jul 9, 12:55-13:55 [Asia/Tokyo Room: F23](#)

### Fostering Communication-Based Activities in SHS English Classes#2820

Shuntaro Miura

This practice-oriented workshop will focus on the practical steps to implement activities involving more practical communication skills such as discussions, presentations, and debates, which are the skills newly required to be dealt with in SHS English education. The presenter concluded from the three-day teaching practice focusing on the presentation activity that it is essential to show demonstrations with visuals and encourage students' awareness, rather than explaining and teaching directly. The presenter gave a mini-presentation at the beginning of each class to model the presentation. The topics varied according to the content of the day's lesson, such as stimulating background knowledge for reading, reviewing grammar, and so forth. Dealing with content that the students already knew increased the interaction, and even those not used to speaking in English were willing to talk, which was a good warm-up for the presentation activity. By showing examples of good and bad presentations, the students realized what kind of presentation they should give and successfully applied these realizations to their practice. The outcomes of these activities were analyzed through students' reflection papers, questionnaires, and video recordings. This presentation can interest attendees looking to adopt communication-based methods in small steps.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: AUDITORIUM](#)

Teachers Helping Teachers - Junior/Senior High School Practice-Oriented Short Workshop

### Phonological Clustering: A Different Approach to L2 Vocabulary Instruction#2870

Anthony Diaz

Traditionally, L2 vocabulary has been taught utilizing a thematically or semantically based approach (Waring, 1997). While this is likely the most practical way of teaching new words to L2 learners, according to a pioneering study by Wilcox and Medina (2013) semantically grouped words were found to have the lowest impact on word retention when compared with other methods of presentation. In contrast with semantically based approaches, phonological clustering is an approach that presents phonologically similar words to learners with the aims of raising their awareness of the shared phonological patterns between words and replicating the conditions in which the mental lexicon integrates new words into existing phonological schema. A major issue regarding the EFL context of English education in Japan is that learners are unlikely to be sufficiently exposed to the phonological patterns of the target language due to the "impoverished context" of the EFL classroom (Best and Tyler, 2007, p. 19). In light of this issue, the aims of this presentation are to discuss phonological theory and its implications for EFL vocabulary instruction and describe how the approach of phonological clustering could be applied to the presentation of materials in order to facilitate word retention and instructional practices.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: F31](#)

Vocabulary - College and University Education Research-Oriented Presentation

### The Genre and Discovery Learning Approach to Teaching and Assessing Writing#2890

Louisa Poon

The process approach (Taylor, 1981; Zamel, 1982; Raimes, 1983) is the most commonly used approach to teaching writing. Since the approach covers from brainstorming to composing, it allows teachers to participate and give feedback in the writing process as a reader, before switching back to their role as a grader. However, it is debatable how much it benefits students, as it lacks focus on a particular skill (content, organization and coherence, language, or writing style). This is notably valid with upper-intermediate or higher proficiency English learners, who tend to be weaker in just one or two aspects, but not all. This workshop will focus on applying the genre approach (Hyland, 2002) with application of

the discovery learning method and collaborative writing, to the existing process approach. By minimizing lecturing (where students discover the conventions and linguistic features with the teacher's guidance) and maximizing peer learning (with more scaffolding than the process approach), students write as a group, receive instant feedback in a class, and eventually work individually. It is an approach addressing all skills step-by-step when teaching half/ one term with blended learning. Lesson plans and sample teaching materials will be provided as examples.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: E22](#)

[College and University Educators](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Learners' Views of Self-Regulated EFL Learning: An Interview-Based Study#2892](#)

[Szabina Ádámku](#)

Technological innovations and the emergency remote teaching during the COVID-19 pandemic have generated adjustments in classroom practices as well as a growing focus on outside-class autonomous and self-regulated learning (SRL), commonly determined by learners' agency that requires capacity and will (Oxford, 2017). To gain insights into the learners' perspectives, experiences and approaches regarding their SRL, semi-structured interviews were conducted among 17 relatively proficient Japanese university students. The vast amount of data collected and analyzed through thematic content analysis reveals the learners' (1) views on Japanese EFL education and the importance of SRL, (2) perceived difficulties in EFL learning, (3) use of digital learning tools, (4) several workable SRL approaches and (5) abilities to control their commitment, satiation, emotion and environment in their outside-class SRL (Tseng et al., 2006). This study inquired among a limited sample of high achievers; however, it uncovers – for instance – Japanese EFL learners' desires for contextual and communicative approaches as opposed to the generally experienced grammar-translation method, learners' outside-class initiations in organizing learning groups, or their limited use of digital means. Furthermore, it may serve as a base for teacher development and further research including more variability in learners' levels of education, EFL proficiency or SRL competence.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: G21](#) [Learner Development](#) - [Any Research-Oriented Presentation](#)

### [Connected Learning, Firsthand – Five Useful Ideas \(regardless of your book\)#3163](#)

[Marc Helgesen](#)

You want learning connected – to the students, language and real usage as well as your book. The author will share five useful ideas from English Firsthand – including ways to use them with (nearly) any textbook: Have the book talk directly to your students, fluency work from the beginning, multisensory pronunciation work and more. And he'll add a few extras to help you (re)imagine your teaching.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo | Room: A31](#)

[Teacher Development](#) [College and University Education Practice-Oriented Short Workshop](#) Promotional

### [Using IXL to Supplement English Language Learning#2721](#)

[Norman Josh](#)

IXL.com is a worldwide online website for learning academic subjects such as English, math, science, etc. Licenses can be purchased for individual students or school groups and there are different international editions to fit the educational curriculum of each country. According to the website, it is currently used by 1 out of 9 students in the United States to supplement school learning or for the purpose of homeschooling. In this workshop, the presenter will first explain how IXL was incorporated into his mandatory English grammar classes for both 1st-year and 2nd-year students at his university, including a thorough demonstration of the website. The presenter has noticed that compared with his ordinary (i.e., non-computer based) English classes, a lot more new vocabulary and grammar patterns have been able to be introduced through the practicing of the different types of skills found on the website. In addition, allowing students to take more control over their learning, including the skill level and pace at which they proceed, has led to a notable increase in student engagement both in class and out. Although IXL can be used for any skill level of English student, its beginner-level phonics skills can be especially of use in helping Japanese students with their pronunciation. This is true for not only



university students, but younger children as well. A discussion among participants regarding good online resources that they have utilized in past classes will be conducted if time allows.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: C11](#)

[Computer Assisted Language Learning](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Letter Writing to Encourage Deeper Engagement with Reading Materials](#)#2977

[Todd Hooper](#)

Teachers may find it challenging to get students to think about the texts that they read at a deeper level. In this presentation, an interpretive technique originally developed in the fields of narrative therapy and socio-narratology will be introduced. This technique asks readers to write letters of appreciation to writers, protagonists, or even to the texts themselves. In order to do this, readers must think carefully about what texts mean and how texts relate to their own values, experiences, and beliefs about themselves and the world around them. In their letters, readers are asked to be specific about what they appreciate, which requires them to reference the original text in their letters. The presenter will show how to adapt this technique for the EFL classroom. This will include ideas on how to introduce students to the genre of letters of appreciation and how to use the letters for discussion activities afterwards. Additionally, examples of student work will be shown.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: F21](#)

[Literature in Language Teaching](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [An Analysis of TESOL Teacher Motivation – Values vs. Rewards](#)#2731

[James Broadbridge](#) / [Bradford J. Lee](#) / [Miori Shimada](#)

The COVID-19 pandemic brought a renewed and much needed spotlight on the plight of teachers at all stages of education. This has been a welcome development, as while motivation of students continues to be a heavily researched area, in-depth looks at teachers have been sparse, with even less focus being directed specifically at second language teachers. The current study sought to explore TESOL teachers' values related to, and rewards gained from, their teaching jobs and careers. Responses to a modified version of the instrument used in Kassabgy, Boraie, & Schmidt's (2001) study were obtained from 368 in-service instructors spanning the globe and analyzed by factor analyses. Like Kassabgy et al., intrinsic motivation was found to be central to reported feelings of job satisfaction and motivation, which were positive overall despite disparities between values and the realities of the job. However, slightly different factors and loadings were found from Kassabgy et al., namely a trend away from relationships with coworkers. One hypothesis is that the development of social networking over the past 20 years may be the key factor, revealing a shifting support structure away from the workplace and into cyberspace.

Sat, Jul 9, 13:30-13:55 [Asia/Tokyo Room: E25](#)

[College and University Educators](#) - [General Research-Oriented Presentation](#)

### [Modern Teacher Talk: Pedagogical Beliefs and Practices of Teachers in Japan](#)#2812

[Steven Lim](#)

For the past decade MEXT policies have increasingly promoted the teaching of English as a lingua franca (ELF), in which pragmatic skills are as valued as linguistic ones. This study investigated how teachers modify student-directed speech and whether they follow ELF principles of communicative accommodation and translanguaging. Since modified speech is especially important for learners who lack exposure to comprehensible L2 input, by examining the teacher talk of experienced educators, best teaching practices can be established. The 19 junior high school teachers recorded dialogues in scripted, free structured, and free response scenarios. Their speech rate and lexical range was compared to 19 English speaking non-teachers to determine how teaching experience affects teacher talk. Though both teachers and non-teachers were willing to accommodate L2 users through speech modification strategies, teachers spoke at a significantly slower rate of speech and made lexical choices fine-tuned to the English proficiency of their learners. Interviews revealed the decisions teachers made to modify their speech were based on their teaching experience, pedagogical beliefs, and knowledge of their learners.



The results suggest that the teachers made use of a wide variety of linguistic, semiotic, strategic, and material resources to facilitate communication in line with ELF principles.

Sat, Jul 9, 13:30-13:55 **Asia/Tokyo Room: E26**

Teacher Development - Junior/Senior High School Research-Oriented Presentation

### **Reappraising the Value of Freewriting from the Perspective of Creativity Studies#2891**

Gabi Lipede

The future impact of artificial intelligence on the composition classroom can already be glimpsed darkly in a suite of pandemic-era apps. With a swipe of their smartphone, students will increasingly outsource much of the mechanics of writing — clarity, coherence, usage, etc. — to these and related artificial intelligences. In light of these advances, I believe that the future of composition instruction across disciplines and ability levels lies in renewing our focus on the art of invention — that is, the act of writing understood as one of many domain general processes or procedures that enable a person to generate new, useful and surprising ideas. To further ground my claim, I will open a substantive dialogue with the epistemologically adjacent field of creativity studies, thereby breaking with a rather unfortunate historical trend in cognitivist approaches to composition as they relate to discovery. Specifically, I argue that Dean Keith Simonton's combinatorial theory of creativity is isomorphic with Peter Elbow's otherwise seemingly idiosyncratic freewriting methodology. In this sense, Elbow's approach can be viewed as reproducing the two-step universal process responsible for creativity in the arts and sciences, but at a level of granularity that is potentially unmatched by other methods.

Sat, Jul 9, 13:30-13:55 **Asia/Tokyo Room: ONLINE**

Mind, Brain, and Education - College and University Education Research-Oriented Presentation

### **The Digital Keyword Method in an Analog Classroom#2823**

Scott Sustenance

Despite the importance of lexical development for second-language learners, there seems to be confusion about the best way to teach vocabulary. The four main techniques for vocabulary acquisition mentioned in the literature are rote repetition, structure analysis, semantic strategies, and mnemonic devices (Cohen, 1987). Although mnemonics have been used for at least 2,000 years (Caplan, 1954), it wasn't until the mid-1960s that they began to be seriously studied scientifically (Cohen, 1987). This session will be concerned with one mnemonic technique in particular; the Keyword Method (Atkinson, 1975). This presentation will report on a pilot study that used a one-group pre-/post-test design with 69 Japanese second-year university students who were taught a version of the Keyword Method for remembering vocabulary. A receptive vocabulary test was used as a pre-/post-test measure. Results showed a significant ( $p < .05$ ) increase in vocabulary scores at the end of the semester, suggesting that an adapted version of the Digital Keyword Method (Sustenance, 2019) may be an effective way of teaching vocabulary in an analog classroom environment.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: F31** Vocabulary - Any Research-Oriented Presentation

### **Literary Input for Creative Output: Why and How#2869**

Sue Fraser Osada

Literature is a valuable educational resource, as it reflects universal issues that resonate across cultures and generations. However, in FLT, literary texts are still mainly utilised for presenting established interpretations and historical/social contextualisation of their content and for stylistic analysis, leading to a lack of engagement with the literary themes among students (see Teranishi, Saito, & Walsh, 2015). Instead, literature's potential as motivating input for developing L2 communication skills through eliciting learner responses to and personal interpretations of the texts should be exploited (Fraser, 2018). In this session, methodological choices which challenge learner expectations of typical literature courses by providing opportunities for encouraging critical thinking, eliciting learner reactions, and enhancing productive linguistic skills are explored, with the aim of making literature more accessible and enjoyable to FL readers. Practical suggestions are then examined for incorporating literature into tertiary FLT, and are illustrated through teaching materials and resulting samples of L2 learners' creative

writing in response to the literary texts. The purpose is to offer ideas for teachers to experiment with employing literature in FL classes, in order to actively involve learners in the interpretation of literary input while developing their L2 productive skills through discussion and creative written output.

Sat, Jul 9, 14:05-14:30 [Asia/Tokyo Room: F21](#)

[Literature in Language Teaching](#) - [College and University Education Research-Oriented Presentation](#)

### **Student Impressions about the Use of Jokes in the EFL Classroom#2906**

[Kevin Crowley](#)

"Why shouldn't you write with a broken pencil? Because it is pointless." Jokes like this fall into the category of dad jokes. The usage of humor in the EFL classroom has been known to increase motivation, increase confidence, keep student attention, and create a positive classroom atmosphere. Furthermore, Japanese university students seem to favor the inclusion of jokes in English courses (Neff & Rucynski 2017). To verify such claims, through a daily warm-up icebreaker of dad jokes and a follow-up questionnaire, this study aimed to gather data about Japanese university students' impressions of such jokes in the English classroom. This questionnaire surveyed 124 Japanese university students after eight weeks of introducing a joke at the beginning of each class. The students were surveyed about their impressions of jokes in six areas: enjoyment, practical usage of assisting in the comprehension of the meaning of words, motivation, shareability, classroom atmosphere, and general education. The results of the survey were overwhelmingly positive in all categories except for the shareability category. The possible implications of these results are also discussed, such as the recommendation that jokes be used as an icebreaker and the possibility of extended lessons that examine jokes.

Sat, Jul 9, 14:05-14:30 [Asia/Tokyo Room: ONLINE](#)

[College and University Educators](#) - [College and University Education Research-Oriented Presentation](#)

### **Effects of AI Speaking Application on Students' Speaking and Listening#2907**

[Yukie Saito](#) / [Eri Yamashita](#)

The emergence of COVID-19 has promoted the wide use of Artificial Intelligence (AI) educational digital tools (Almarzooq et al., 2020), and one example of AI educational digital tools is the automatic scoring application that provides feedback on pronunciation (Fu et al., 2020). Ahn and Lee (2016) found that automatic speech recognition enhances language learning regarding pronunciation and speaking. Improving pronunciation may help English learners improve their listening comprehension. Understanding rules of phonemes and pronunciation is one of the top-down approaches to listening (Flowerdew & Miller, 2005). In order to investigate the effects of one AI application to practice pronunciation and speaking, ELSA Speak, eight university students took training of pronunciation focusing on improvements of phonemes using the application for about 40 days. Before and after the training, they took pre-and post- speaking tests and pre-and post- listening tests. To support students' ongoing learning, the presenters had students self-and peer-evaluate weekly on an application for mobile phones, LINE, as a part of a cyclical phase of Self-Regulated Learning (Zimmerman, 2010). The results of the post-TOEIC listening test showed that the seven students improved their listening scores though only two students showed improvements on the post-speaking test. The presenters will also discuss whether the self-and peer- evaluation on LINE was helpful for the students to continue studying with the application.

Sat, Jul 9, 14:05-14:30 [Asia/Tokyo Room: C11](#)

[Computer Assisted Language Learning](#) - [College and University Education Research-Oriented Presentation](#)

### **Student Perceptions of Disability at a Japanese University#2960**

[Jeffrey Goncalves](#) / [Danielle Haugland](#) / [Tina Brown](#)

For this study, three researchers attempted to ascertain students' perceptions of disabilities at their university. Using a Google Forms survey, researchers received 60 responses and analyzed the data to look for patterns. The researchers were specifically interested in what students considered to be a disability. By learning about perceptions of students at the university, the researchers hoped to achieve specific goals: To measure the students' colloquial understanding of disability in order to better realize

the informal social milieu that students with disabilities are entering as they attend the researchers' university. It is hoped that this survey will be used in the future with the same students, so that the researchers can measure what students learn about this topic during their time at the university and how their perceptions of those with disabilities evolve. Researchers hope to apply tools and techniques of this research towards better understanding students' attitudes towards disability in other Japanese universities, as well. Additionally, by learning what students think, the researchers look forward to creating tools and resources for better serving and understanding disabled students.

This presentation will briefly explain research methods and highlight some of the results and effects they've had on the university so far.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: F23**

Accessibility in Language Learning - College and University Education Research-Oriented Presentation

### **Japanese Non-English Majors and an Effective Content-Based Writing Approach#2961**

Jeffrey Morrow

This presentation shares an analysis of 20 content-based essays written by freshmen in the Food and Health department at a university in Southwestern Japan, using a CBI paradigm. Pre-writing, students were taught paragraph structure (including an introduction, a body, and a conclusion), were provided with a list of 50 health-related vocabulary words to use in writing, and were taught to check spelling and grammar critically. A themed essay of 200 words was assigned, and the students were given one week to complete the assignment. Post-writing, essays were analyzed by stratifying them into two streams: 1) structure, verifying that the writing contained complete introductions and conclusions with topic and concluding sentences, and complete bodies with supporting sentences; and 2) grammar, checking subject-verb agreement, plurals, and spelling. The writings were then read critically, checking for clear writing with topic and supporting sentences, grammar elements, number of vocabulary words used, and whether the word limit was reached. Results found that 70% of students had complete introductions and 80% had complete conclusions, the mean wordcount was 209. The average score was 84%. The presentation shares other results and further explains the implications for using CBI in the EFL classroom.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: AUDITORIUM**

Teachers Helping Teachers - College and University Education Research-Oriented Presentation

### **Student Reflection on Classroom English Use Using a Reflective Tool#2707**

Ewen MacDonald

This presentation explores how first-year university students monitored and reflected on their English use in a communication-based course that focused on the development of students' interactive, spoken capacity in English. Utilising the "Numbers" iPad application, students added their target English use percentage to a spreadsheet at the beginning of each class and the percentage of English they actually used at the end of class. The data was automatically charted in a line graph which acted as a visual tool that students could monitor and reflect on over time. Prompted by reflective questions, students twice analysed what they noticed about their English use during a semester before sharing and discussing their reflections with classmates and writing post-discussion summaries. An online survey on the tool and activities was also given at the end of the research period. The presenter will discuss students' perceptions of the usefulness and enjoyment of the reflective tool and peer discussions, and the influence that these had on the students' awareness of and attitude towards their English use in the classroom.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: E22** College and University Educators - Research-Oriented Presentation

### **Examining Responses to Various Question Types in Picturebook Read-alouds#2714**

Emily MacFarlane

During read-alouds, a great deal of the benefit and enjoyment learners gain is due to the interaction from sharing the picturebook (Wells, 2003) making it a very important part of the read-aloud. Teachers are often told to use open questions over closed questions if at all possible (Paul, 2003) as they increase interaction and conversation (Lee et al., 2012). However, Japanese conversational styles as well as

cultural and teaching styles mean both Japanese teachers and learners can find open questions very challenging (Hammond, 2007). This presentation discusses a small-scale case study which examined how 10-12-year-old Japanese elementary school low-level English learners respond to open and closed questions during interactive picturebook read-alouds. This presentation will discuss four main areas: the amount of interaction created by each question type, the different types of responses elicited, the situations where students could not respond to questions, and how class dynamics affected student responses. Participants will leave the presentation with a clearer idea of when the use of closed questions may be more appropriate than open questions during read-alouds in the low-level Japanese classroom.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: E21**

Teaching Younger Learners - [Teaching Children Research-Oriented Presentation](#)

### **Incorporating Online Practice Sessions in Pre-Service Training#2728**

[Tomohisa Machida / Tomoko Hirose](#)

This Practice-Oriented Short Workshop will highlight the effect of incorporating online one-on-one tutoring sessions with JHS/SHS students for pre-service teachers to develop their teaching English in English. The Japanese Ministry of Education (MEXT) proposed teaching English in English both in JHSs and SHSs to advance students' English communicative competence. However, preparing for this new policy is a challenge for pre-service teachers because, due to the COVID-19, practice opportunities to teach English have been limited. This workshop will explore how pre-service teachers conducted online one-on-one tutoring sessions about grammar and helped JHS and SHS students learn English through English. To improve JHS/SHS students' English, prospective teachers used the first session to understand their tutee's weakness in grammar. The pre-service teachers customized their lessons by creating original worksheets and materials to help their tutee overcome their shortcomings for the second session. Both pre-service teachers and secondary school students enjoyed the benefit of online sessions and showed the progress of their instruction and proficiency, respectively. The presenters will share the procedures and the effect of this collaborative project between the institution and the local school. Participants will leave with ideas for effective grammar instruction in English in regular lessons.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: E26**

Teacher Development - [Junior/Senior High School Practice-Oriented Short Workshop](#)

### **What to Expect When You're Expecting Zemi Students#2741**

[Joseph Wood](#)

What exactly is a "zemi" and what does teaching one at a Japanese university involve? Although teachers may hear the word "zemi" often, some may not completely know what they are or how they are managed. This presentation will outline the troubles and successes of the presenter's first year and a half of teaching zemi students at a private Japanese university. It will give practical survival skills to teachers who are either new to teaching zemi students or for those who are hoping to be in a position to be teaching them later in their careers. The presentation will also discuss the difficulties of supervising zemi students' research and graduation theses. It will be a crash course in what to expect, beginning with how to prepare for your first meeting with your new zemi students and then how to manage them from that point onward. The presenter will share a basic outline of what kinds of things happened during weekly meetings with his zemi students and how he trained them to undertake their research projects.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: E25**

College and University Educators - [College and University Education Research-Oriented Presentation](#)

### **Make Extensive Reading Easier With Oxford Reading Club#3271**

[Charles Ullmann](#)

Find out about the Oxford Reading Club, a digital library of over 1,000 graded readers that will allow your students to read anywhere, anytime, and help teachers to track the reading progress of their students easily.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: G21** Extensive Reading [Any Practice -Oriented Short Workshop](#)

### **CEFR-Informed Grammatical Features of Academic Prose#2814**

Noriko Nagai

This presentation attempts to relate Developmental Progression Index of Grammatical Complexity (DPIGC) in academic prose proposed by Biber et al. (2011) to the six CEFR levels. First, I will compare grammatical features in the index with those in the English Grammar Profile and then propose a CEFR-informed index of grammatical complexity of academic prose. A series of corpus-based studies by Biber and his colleague (Biber 2006, Biber & Gray 2016, among others) reveal that grammatical features frequently appearing in academic prose differ drastically from those in conversation. The former uses dependent phrases functioning as pre- and post-modifiers of the head noun, while the latter uses dependent clauses functioning as constituents of other clauses such as verb complements and adverbial clauses. Based on these findings, Biber et al. (2011) proposed the DPIGC. This index, however, is not well recognized by language professionals working in the area of EAP, hard-CLIL and EMI, although they aim at the appropriate uses of academese. One of the reasons for this lies in the lack of studies which relate the DPIGC to more widely accepted proficiency scales: e.g., the CEFR's six proficiency levels. Hence, this presentation provides a clear CEFR-based descriptors of grammatical complexities in academic prose.

Sat, Jul 9, 14:05-14:30 **Asia/Tokyo Room: A31**

CEFR and Language Portfolio - [College and University Education Research-Oriented Presentation](#)

### **Negotiating Personal Online Policies in International Online Collaboration#2842**

Darren Elliott

The pandemic has accelerated the shift towards online education, and it looks likely that teaching and learning will continue to take place, at least partially, in virtual spaces in a post-pandemic world. As educators, the technical skills of teaching online are not all we need to develop. In the longer term, it is vital that we build our understanding of the social and philosophical implications of lives increasingly lived online. There are negotiations between convenience and security, and shifting rules to navigate for each platform and with each online social group. The lines between work, study, and play often become blurred. As teachers, what can we reasonably ask our students to do? How do we create online spaces in which learners can express themselves without damaging their carefully curated online personas? In this paper, the presenter explores these ideas. In this study, the presenter investigated how a class of English language learners at a Japanese university negotiated online interactions when collaborating with a partner school in the US. The presenter will discuss the ethical implications for anyone working with students online, and outline good practice recommendations for setting up online spaces which language learners can engage in comfortably.

Sat, Jul 9, 14:40-15:05 **Asia/Tokyo Room: C11**

Computer Assisted Language Learning - [College and University Education Research-Oriented Presentation](#)

### **Happily Ever After: Post-Reading Projects for Picture Books#2859**

Martin Sedaghat

Picture books are powerful tools for language learners. They tell stories through both words and pictures, and are a source of authenticity, motivation, and foundational literacy skills. However, once the story is told and the book is closed, there are still opportunities for meaningful learning to take place. This presentation will explore a variety of post-reading activities for young learners from preschool and up through elementary school ages, including retellings of famous stories, books made by students about themselves, and illustrated predictions of story resolutions. The talk will focus on creative art projects that allow children to engage with and personalize the themes, messages, and questions of a variety of picture book styles, such as wordless books, open-ended stories, and concept books. Key principles for choosing books, designing activities, and selecting materials will be discussed, along with suggestions for matching projects to age and ability levels. Finally, the potential for linking story and language content to teaching about subjects such as science, mathematics, and world cultures will be examined.

Sat, Jul 9, 14:40-15:05 **Asia/Tokyo Room: E21** Teaching Younger Learners - [Oriented Short Workshop](#)



## **How to Set Up and Run a Multinational Online SOLE Session#2872**

Mike Lyons

Self Organized Learning Environments (SOLEs) are brief, intense, enjoyable examples of Problem Based Learning (PBL). Characterized by a lack of teacher-involvement, SOLEs are known as “minimally invasive education.” The teacher’s role is marginalized to facilitator. Sessions have 3 phases. First, the facilitator poses a challenging problem, known in SOLEs as a “Big Question”, following which, the session is entirely student-centered. Second, the students work in groups searching the Internet for possible solutions. Third, the students present their findings. In an English Language Learning (ELL) context, the presentations are in the target language, and the facilitator may provide language instruction. The method can be effectively adapted for multinational online collaborations, where students from several countries form diverse communities of practice in breakout rooms. This is an opportunity for communication in the target language and also for learning content related to the Big Question. There are, however, pitfalls in this type of session that can detract from the experience. For example, some students might have poor internet connections, or students might need assistance but lack the language ability to ask. In this presentation, you will learn how to set up and run multinational online SOLEs that are fun and, as far as possible, problem-free.

Sat, Jul 9, 14:40-15:05 **Asia/Tokyo Room: E22**

College and University Educators - [College and University Education Research-Oriented Presentation](#)

## **Factors Affecting L2 Motivation in a Remote Learning Environment#2886**

Derek Herbert

For learners to keep studying a second language such as English, a high level of motivation is important to maintain their enthusiasm and make progress in the subject (Cowie & Sakui, 2012). When COVID-19 hit the ELT industry, English language classes were conducted remotely. It brought pedagogical challenges and introduced a new environment for teachers and learners. This presentation highlights perceptions of both university teachers and learners on factors that support and hinder a university learner's L2 motivation in an emergency remote learning environment. A mixed methodology approach was carried out in a small scale study at a private university in Japan. Surveys were implemented with 11 teachers and 18 learners. Three participants from each data set were selected for interviews for further clarification. Survey findings showed similar perceptions from both data sets on supporting factors; with teacher behavior and approaches being a prevailing factor. Reported factors which were considered as hindrances to learning differed between data sets, with teachers perceiving a lack of a pleasant and supportive online atmosphere as a key hindrance to motivation. Learners reported a lack of a stimulating and enjoyable learning environment as the biggest hindrance.

Sat, Jul 9, 14:40-15:05 **Asia/Tokyo Room: E26**

Teacher Development - [College and University Education Research-Oriented Presentation](#)

## **/l/ vs. /ɹ/: Minimal Pair Challenges, Vocabulary, and Communication#2889**

Steve Bridge

Many Japanese English Language Learners (ELLs) have a hate-hate relationship with comprehending and pronouncing /l/ and /ɹ/ words, yet these two phonemes are an inescapable and integral part of the language. The fact that many /l/ words have an /ɹ/ minimal pair in the same part of speech (e.g., the nouns lack and rack) and the multiple vowel sounds of English necessitate learners’ recognizing and pronouncing those words accurately for successful understanding and communication. In helping Japanese ELLs face these /l/ vs. /ɹ/ challenges head-on, teachers can go beyond discrete minimal word pairs to minimal pair sentence contexts, introduce new vocabulary with accompanying images to enhance comprehension, and then help learners transition into communicative practice. The presentation will include a novel method of consciousness-raising about the correct tongue positions, and attendees will engage in fun, interactive, integrated-skills /l/ vs. /ɹ/ activities. These activities can be modulated as individual mini-lessons or extended into longer segments of academic, community, or workplace listening/speaking classes for learners at a range of proficiency levels. Attendees will be



provided a set of PowerPoints, including embedded word and sentence pair audio, and the lessons are adaptable for one-on-one or group online or in-person classes.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: AUDITORIUM](#)

[Materials Writers](#) - [Any Practice-Oriented Short Workshop](#)

### [Transfers of L1 and L2 in Bilingual Education](#)#2954

[Eri Kondo](#)

It's often argued that we have the order of language acquisitions in which we acquire questions including embedded questions and negations. However, I completely disagree with this theory and I will defend my stand with valid arguments in this presentation, connected to an analysis of narrative story-telling of writing. In addition, I discuss that L1 speakers have a tendency in talks and interviews, which will have an influence on the way of interactions on a conversation analysis, related to bilingualism. This research, therefore, focuses on two sides of learning and an original identity in language. To begin with, a negative transfer of L1 has completely shone a glaring light on usages of second language under the onslaught of asking questions and negations in syntax. Moreover, Japanese might not acquire the functions of indefiniteness and definiteness correctly as the same thing as Russians (Odlin, 1989). Furthermore, a positive transfer of L2 has been highlighted in the instruction to give opinions that learners can understand quite easily, which provides an illuminating discussion of how languages are acquired in light of that opinion method. Basically, transfer is psychologically defined as a training habit that a first task affects on a second task (Kimball & Holyosak, 2000; Manaro, 2018). This presentation deals with insight to rethink the curriculum that follows grammatical structures in the shadow of drills that would make a habit in brains. In conclusion, research in a second language acquisition still remains in the dark about the extent of which teaching methods absolutely perpetuate convincing language acquisitions.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: ONLINE](#)

[Bilingualism](#) - [General Research-Oriented Presentation](#)

### [Teaching World Religions in EFL: Basic Knowledge for Global Citizens](#)#2699

[Kip Cates](#)

Part of becoming a global citizen means learning about the diversity of religions in our global village. The English classroom can be an exciting place to explore this topic while promoting international understanding, cultural awareness and interest in the wider world. This talk will describe a content-based EFL unit designed for Japanese college learners on the topic of "world religions." The unit aims to help students: a) gain a basic knowledge of the world's major religions, b) acquire basic religious vocabulary needed to follow current events, c) overcome religious stereotypes (for example, that "Muslim = terrorist"), d) develop the respect, empathy and tolerance needed in our multicultural world. The unit consists of task-based activities that actively engage students in exploring the beliefs, traditions and symbols of five world religions (Christianity, Islam, Judaism, Buddhism, Hinduism). The activities are designed to promote vocabulary acquisition, language practice, communication skills and critical thinking. They range from group brainstorming, readings and quizzes to guest speakers, research homework and field trips. The talk will conclude with advice for language educators on how to address this topic in class plus a list of resource books, videos and websites on world religions.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: F33](#)

[Global Issues in Language Education](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Pragmatic Markers Used in Textbook Dialogues](#)#2703

[kawashimachie](#)

Pragmatic markers play an important role in terms of speech coherence and maintaining interlocutor relationship and frequently occur in dialogues in ELT materials (Archer et al, 2012). However, most of them are not explicitly introduced or practiced. Therefore, learners often end up not knowing how to use them in authentic interactions in their target language. This study looks at pragmatic markers appearing in the dialogues presented in beginner-level international ELT textbooks and Japanese high

school ELT textbooks. The data analysed are types of pragmatic markers occurring in each dialogue and the functions of those based on Brinton's (1996) classification system, including textual functions and interpersonal functions. The analysis reveals 1) the range of pragmatic markers and functions in each type of above mentioned selected ELT textbooks; 2) how un/evenly they are distributed across these textbooks and 3) whether or not the relevant linguistic information for the use of pragmatic markers is provided. At the same time, characteristics of presenting pragmatic markers in ELT pedagogical materials and common weakness are discussed. In the end, some practical suggestions are made as to how teachers might supplement these materials and compensate for their insufficiency.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: F23](#)

[Pragmatics](#) - [Junior/Senior High School Research-Oriented Presentation](#)

### [Facilitating English Academic Vocabulary Learning Using Fictional Graded Readers](#)#2715

[Paul Mathieson](#) / [Claire Murray](#)

Given the importance of learning L2 vocabulary in context (Webb, 2008), academic texts would seem to be the most useful way to support learners' academic vocabulary learning. However, for teachers using word lists such as Coxhead's (2000) academic word list (AWL), finding authentic materials with sufficient academic vocabulary range and frequency to support course-related academic vocabulary learning can be a challenge. Against this background, the presenter wrote a fictional graded reader series ('The AWL Readers') in an attempt to make English academic vocabulary learning more stimulating and (hopefully) more effective for his students. The AWL Readers follow the adventures (and misadventures) of a fictional university student and her unusual friend, and include all 570 AWL words (with spaced repetition). One of the goals in creating the AWL Readers was to add to recent research which is rethinking the assumption that academic vocabulary learning should primarily be facilitated through reading academic (rather than fictional) texts (Krashen, 2010; McQuillan, 2020). This presentation will discuss: (1) how and why the AWL Readers were created; (2) the results of our preliminary study into their effectiveness as a vocabulary learning tool; and (3) their possible usefulness in other teaching and learning contexts.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: F31](#) [Vocabulary CUE Research-Oriented Presentation](#)

### [Addressing Basic Psychological Needs Through a Teletandem Language Exchange](#)#2718

[Katherine Thornton](#)

Even before the Covid-19 pandemic, educators have been using telecommunication tools to facilitate collaboration between students in different locations. This telecollaboration can be particularly productive for language learning, as learners of two different languages can be paired for a supportive language exchange project, which provides opportunities for authentic language communication which may be otherwise hard to find. This kind of virtual language exchange is called teletandem.

In this presentation, research findings will be shared from a longitudinal extracurricular teletandem project between students at a university in Japan who are learning English, and those studying Japanese at partner institutions. Several students were interviewed 6 months after taking part in the teletandem exchange, to investigate 1) how they conducted the exchange and negotiated language use with their partner, and 2) how the experience of joining the exchange has influenced their experience of learning their target language. By applying concepts from self-determination theory (Deci & Ryan, 1985) to the interview data, the project investigates to what extent a teletandem exchange may enhance intrinsic motivation to learn a language by supporting learners' basic psychological needs.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: G21](#) [Learner Development](#) - [CUE Research-Oriented Presentation](#)

### [Sleep Habits of University Students in Tokyo: Comparison of Online vs. On Campus](#)#2725

[John Duplice](#)

This presentation will describe a pilot study looking at sleep habits among 83 first-year (second-semester) university students in Tokyo. During the fall semester of 2021, a unique opportunity arose to investigate the difference in sleep habits between students studying online via Zoom and on-campus in a face-to-face setting. The first month of classes was conducted online due to Covid before returning to

the campus classroom. Students completed a daily questionnaire (just before going to bed and immediately upon waking) over a one-week period during online classes and another week-long period upon returning to campus. The same students were studied enabling a direct comparison. The primary focus was to discover differences in the following: 1) the difference in hours slept, 2) the effects of caffeine, electronics, and exercise before sleeping, and 3) variables that play a role in positively or negatively affecting sleep among the participants. The study found on-campus learning led to reduced time sleeping, but commuting time played less of a role than expected. Other activities such as part-time jobs at night, smartphone activity, and student clubs consistently showed negative effects on sleep.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo Room: F22](#)

[Mind, Brain, and Education](#) - [College and University Education Research-Oriented Presentation](#)

### [Critical Thinking: Do Teachers/Publishers Truly Understand It?#3272](#)

[Alastair Graham-Marr](#)

Critical thinking is a vitally important concept which has sadly been hijacked as an educational buzzword and misused to the point of rendering it near meaningless. And yet it remains a needed yet undeveloped thinking "skill" in people interacting in any language: native, second or foreign. Critical thinking entails getting an understanding of the subtext: the assumptions and veiled messages that are loaded into all forms of discourse. This workshop will explore this further.

Sat, Jul 9, 14:40-15:05 [Asia/Tokyo ROOM: F21](#) [Critical Thinking CUE Practice-Oriented Short Workshop](#)

### [Critical Friendships: Bridging Teaching Beliefs and Visible Behaviors#2817](#)

[Daniel Hooper](#) / [Andy Gill](#)

An often neglected aspect of reflective practice (RP) is the impact of teachers' histories on the beliefs and principles that drive their classroom behaviors. Exploring the emergence of these "unseen" factors and their potential influence on professional practice, the presenters will illustrate how, through data-based and dialogic RP, they gained a deeper understanding of their own teaching whilst enhancing personal wellbeing and collegiality. This presentation is based on an RP study grounded in both conversational analysis of classroom data and a "critical friendship" in which the two researchers examined the gap between their stated teaching principles and their "visible behaviors" in a safe, non-judgemental environment. The presenters will share findings illustrating how historical experiences as both language learners and teachers had a profound impact on what they considered "good teaching." Furthermore, they will discuss how dialogic approaches to RP can lead to increased professional confidence, open-mindedness, and humility. In line with assertions by Farrell (2019), the findings of this study suggest that rather than simply focusing on the visible elements of teaching (what we see in class), increased attention on the unseen factors driving teaching, such as historically-constructed beliefs, may lead to richer insights for practitioners and researchers alike.

Sat, Jul 9, 15:15-15:40 [Asia/Tokyo Room: E26](#) [Teacher Development](#) - [CUE Research-Oriented Presentation](#)

### [Critical Thinking SIG Forum#2650](#)

[James Dunn](#) / [Todd Hooper](#) / [中川浩](#)

This year's PanSIG CT SIG Forum will focus on critical thinking and concrete ideas you can take back to your classroom to integrate critical thinking into your curriculum. We will be hosting multiple presentations on this subject and hope that you can join us for an information-filled forum with critical thinking ideas for you and some lively discussion.

Sat, Jul 9, 15:15-16:45 [Asia/Tokyo Room: AUDITORIUM/Hybrid](#) [Critical Thinking](#) - [General Unvetted SIG Forum](#)

### [International Online Exchange in Times of Covid#2658](#)

[Margit](#) / [Cecilia Silva](#) / [Wright Pornsri](#) / [Martina Gunske von Kölln](#)

Presenters will give examples of international online exchange using on-time and off-time methods. College or university students who study or learn a foreign language other than English are mainly level A1-A2 proficient. The presentations will show what methods are used to keep students interested, curious and eager to interact and learn the language with their online partners in other countries. The

presentations will be given in the original language while information in English or Japanese will be given either on the slides or in a verbal summary.

Sat, Jul 9, 15:15-16:45 [Asia/Tokyo Room: A31](#)

[Other Language Educators](#) - [College and University Education Unvetted SIG Forum](#)

### [Performance in Education SIG Forum#2693](#)

[Chhayankdhar Singh Rathore](#) / [Emily Choong](#) / [Maria Wilma Capati](#) / [Lisa M. Hunsberger](#) / [Beng Hwee Tan](#) / [Darrent Kinsman](#) / [Maz Diaz](#)

Performance in Education refers to the use of activities such as roleplays, skits, process drama, readers theatre, speech, debate, oral presentations, dance, music, spoken word, rap, kamishibai, film, and podcasting in education. The Performance in Education SIG focuses on the use of these activities by teachers and students inside and outside of the classroom. The SIG Forum will feature lightning presentations (10-minute presentations) by a diverse lineup of presenters who will share their ideas and experience on the various facets of Performance in Education.

Sat, Jul 9, 15:15-16:45 [Asia/Tokyo Room: F21/Hybrid](#) [Performance in Education](#) - [Any Unvetted SIG Forum](#)

### [Using Text Chat to Increase Participation and Engagement#2697](#)

[Bill Pellowe](#)

The COVID-19 Pandemic has caused an upheaval in tertiary education, with many classes either going online or becoming hybrid. Students participating in classes through Zoom often report "Zoom fatigue" and a loss of interest and motivation. Some students reportedly "ghost" classes, appearing in name only. In in-person classes, one effective technique to maintain student interest and attention is to periodically ask multiple-choice questions, and have all students respond simultaneously with response cards or through an online answer system. While there are many ways to replicate this during Zoom classes, there are several advantages to eliciting student answers via DM (direct message) in the chat. It is an easy way to elicit a variety of answer types (multiple choice, words, or phrases). DM is low risk; students' answers are invisible to the other students, so no student sticks out. DMs are motivating because the students know that the teacher sees their name alongside their answers. Zoom chat can be saved, thus preserving records of each student's participation. Finally, while these questions are best planned beforehand, DMs can be used spontaneously. This practice-oriented workshop will include a demonstration of how to analyze the chat transcript for quantitative and qualitative participation data.

Sat, Jul 9, 15:15-15:40 [Asia/Tokyo Room: E25](#)

[College and University Educators](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Boost Motivation and Achievement with a SMART Class Design#2959](#)

[Stephen Harris](#) / [Robert Stroud](#)

Many university instructors of low-level English students carry the burden of teaching lethargic, unmotivated classes - a burden increased by online teaching during the COVID-19 pandemic. Research into student motivation can ease the burden, but understanding and applying that research to actual classroom learning is challenging and time-consuming. As stated by Self Determination Theory, students who feel a sense of improvement and achievement within their learning over time are expected to be more motivated to put effort into their work. This presentation will show how a 5-part SMART checklist (not to be confused with SMART goals) created by the presenters can be used to better clarify the efforts that students are expected to make within classes by defining the language use which will be assessed, as well as how their performance will be measured. A full explanation of the SMART checklist acronym will be given by the presenters and examples of how it can be applied to help English communication courses shown. Furthermore, a simple formative assessment sheet, which aligns with the checklist to help students identify their strong and weak areas, will be presented as a practical way for teachers to help students improve their performance autonomously over time.

Sat, Jul 9, 15:15-15:40 [Asia/Tokyo Room: G21](#)

[Learner Development](#) - [College and University Education Research-Oriented Presentation](#)

### **Enhancing Productive Skills through Technology: Mentimeter in the ELT Classroom#2708**

Fatemeh Ranjbaran

Following major setbacks in teaching and learning over the past two years and now engaging in face-to-face teaching post-COVID, one of the major challenges for teachers is to keep students engaged and motivated in order to learn and stay focused in the classroom. On the other hand, teachers in Oman have long been tackling the issue of teaching vocabulary to students in the foundation level English courses. To this end, this study examined the effectiveness of using Mentimeter, a Student Response System (SRS), to enhance vocabulary learning for productive skills in the ELT general foundation program. By using Mentimeter, students can collaborate interactively, yet anonymously, with their teachers and peers through an engaging online platform. This collaborative SRS expands the students' vocabulary knowledge through a variety of item types, such as word clouds, quiz competition, open-ended questions, and the newest feature, 'Pin on Image'. An action research was conducted with 50 students using pre- and post-test, questionnaire and semi-structured interviews. The results of this study indicate the beneficial aspects of integrated learning through innovative technological tools to boost students' performance in productive skills. In addition to boosting vocabulary retention, this technological tool allows students to overcome demotivation and helps teachers to create more effective and interactive lessons to achieve learning and teaching goals. Overall, the implications can be constructive for educators in making use of Mentimeter to enhance students' vocabulary knowledge.

Sat, Jul 9, 15:15-15:40 **Asia/Tokyo Room: ONLINE**

Computer Assisted Language Learning - [College and University Education Research-Oriented Presentation](#)

### **Making it Personal: Meaningful Vocabulary Activities for the ESL Classroom#2964**

Michael Morris

Vocabulary instruction through meaningful input and output is a bedrock of English language learning. Many common resources tend to lack a communicative component - much less any meaningful or memorable ways of instruction - and usually focus on matching or fill-in-the-blank style activities. Making vocabulary meaningful and memorable in the classroom by using activities that tap into a learner's personal experience not only leads to a more lively and communicative classroom, but may contribute to better retention over time. Research has shown that this type of structured input and output can focus the learner's attention to target elements of instruction; however, current practice has focused more on grammatical rather than lexical features. The English instructor is paramount in structuring the lexical content in order to create a personal experience for the language learner. This presentation will illustrate this process through a series of 'personalization activities' that have been structured to highlight target vocabulary and use it in a meaningful and memorable way. Moreover, tips and suggestions are shared for adapting and modifying existing resources to make them more personal.

Sat, Jul 9, 15:15-15:40 **Asia/Tokyo Room: F31 Vocabulary** - [Any Research-Oriented Presentation](#)

### **Teaching the L2 Learner What "They" Want and Need: Japanese University Students' Exposure to and Attitudes Toward Singular They#2712**

Cynthia Smith / Lily Thukral

Singular they (ST) is a generic third-person singular pronoun, as in the sentence "If a student comes, give them a handout." ST is a well-established part of the English lexicon endorsed by many dictionaries, style guides, and universities, and is the generic pronoun of choice by native English speakers in many contexts (rather than generic he or he/she). However, ST's acceptance among L2 English speakers varies more widely, influenced by factors such as the amount of exposure to natural English and the socio-linguistics of the L1 language and culture. This exploratory study examines the exposure to and attitudes toward ST by 55 Japanese university students of low-intermediate English proficiency. Results indicate that although participants believed ST to be useful, many also held negative perceptions of it, which seemed to stem mainly from lack of exposure and from grammatical beliefs that conflicted with ST. Despite this, many noted its potential to decrease gender bias, and 74% said they wanted to try using ST more. These results point to a need in Japanese EFL classrooms and textbooks to



incorporate ST instruction to match the recommendations of style guides and to reflect the natural transitions in the English language.

Sat, Jul 9, 15:15-15:40 [Asia/Tokyo Room: E22](#)

[College and University Educators](#) - [General Research-Oriented Presentation](#)

### [Examining Learners' Pragmatic Competence in L2 Japanese#2723](#)

[Ogawa Chie / Xia Shiming](#)

This study explores Japanese as a Foreign Language (JFL) learners' pragmatic competence in speaking tasks. Speaking tasks are popular assessment tools to evaluate L2 speakers' language proficiency (e.g., TOEFL, ACTFL OPT). Due to the lack of opportunities to speak the target language outside of classes, it is still challenging even for advanced JFL learners to understand what would be appropriate depending on the situations and interlocutors. Previous studies have looked at ESL learners' pragmatic competence and created some type of assessment criteria. Yet, it is still uncertain these assessment criteria can be applied to other target languages (e.g., Japanese). Validation of rubrics across pragmatic targets, situations and other L2 is necessary. This presentation demonstrates the assessment rubric to reflect L2 speakers' competence to achieve a task goal, and important features of L2 pragmatic competence in interaction. The participants are 15 JFL learners. The participants participated in a role play with different situations (e.g, making a request, refusal, complaint). The participants' performances are video recorded and rated by Japanese native speakers based on the rating criteria adapted from Youn (2015) and Revesz (2016). This ongoing project will show the preliminary findings and possible improvements of the analysis.

Sat, Jul 9, 15:15-15:40 [Asia/Tokyo Room: F23](#) [Pragmatics](#) - [General Research-Oriented Presentation](#)

### [Reimagining Culture, Communication and Competence#2982](#)

[Andrew Reimann](#)

The role of culture in communication is critical and well documented yet remains a challenging aspect to teach. Understanding and explaining how to communicate effectively and appropriately across differences is an essential component of language teaching. Since Hymes' (1964) introduction, notions of social competence have endeavored to explain the implications of personal, psychological and cultural elements affecting communication. Learners today require meta-skills similar to Byram's (1997) 'Savoirs' that embody a cultural awareness including sensitivity to differences, tolerance of ambiguity, willingness to adapt and cooperate, to negotiate meaning and develop understanding. This type of Meta-Cultural Competence (Reimann 2010) proposes that knowledge becomes competence when connected with experiences and the sensitivity to realize their significance. This presentation describes 10 categories of cultural orientations and communication styles used to objectively teach unfamiliar concepts. Considering the subjective nature of culture, creating a framework of relatable and comparable features, characteristics and criteria is necessary for synthesizing and understanding culture, building empathy and competence, while avoiding othering or perpetuating stereotypes. The categories to be discussed build on concepts established by Hall (1976) and Hofstede (1980), applying their models to the analysis of real critical incidents, which can be used to raise awareness and develop Meta-Cultural Competence.

Sat, Jul 9, 15:15-15:40 [Asia/Tokyo Room: F33](#) [Intercultural Communication in Language Education](#)  
[Teaching Mature/Lifelong learners Practice-Oriented Short Workshop](#)

### [Analysis of Opinions and Intentions in Junior High School Textbooks#2740](#)

[Keiko Nakamura](#)

MEXT (2017) revised the Course of Study to promote learners' practical communication skills. In accordance with the revised guideline, new government authorized English textbooks for junior high school were published by six publishers in 2021. Since some Japanese learners tend to be passive, and hesitate to express different opinions and intentions from others in class, learning language expressions pertaining to 'opinions and intentions' are extremely useful in promoting effective communication in English. Therefore, how those textbooks foster learners' discourse competence is of importance. This



presentation outlines a study in which opinions and intentions in the newly published textbooks as one of the five functions of language are examined. Opinions and intentions include 'offers', 'promises', 'stating one's opinions', 'agreeing', 'disagreeing', 'accepting', 'refusing', and 'supposing'. The findings show that discourse structures in the newly published textbooks vary depending on textbook, and also that the newly published textbooks provide more dialogues with this function in comparison to older textbooks. Furthermore, this presentation will suggest pedagogical implications for developing learners' communicative competence.

Sat, Jul 9, 15:15-15:40 **Asia/Tokyo Room: E21**

Teaching Younger Learners - [Junior/Senior High School Research-Oriented Presentation](#)

### **Nation's Four Strands and Digital Language Pedagogy with ZenGengo**#3252

Paul Raine

In recent years, the move toward blended and hybrid forms of language learning has lead many teachers to re-evaluate their digital toolsets. Language teachers in particular need not only a reliable set of tools but also a solid pedagogical framework within which these tools can be put to use. As the old saying goes – it's not just the technology, but what you do with it that counts.

Renowned linguist Paul Nation argues that a well-balanced language course should consist of four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007). In this presentation, the developer of ZenGengo, a web-based language teaching and learning platform, will demonstrate how the platform can be used to quickly and easily create activities that correspond with each of Nation's four strands. The presenter will show how by using ZenGengo, language teachers can not only create more effective and engaging activities for their learners, but also manage their own workloads more efficiently, and ensure that students can always access their course materials whether face-to-face, fully online, or somewhere in between.

Sat, Jul 9, 15:15-15:40 **Asia/Tokyo Room: C11**

Computer Assisted Language Learning [College and University Education Research-Oriented Presentation](#)

### **Correlating Heart Rate Response with State Feelings in a Language Classroom**#2743

Jonathan Shachter

The aim of this study was to assess moment-to-moment occurrences of Japanese language learning (LL) anxiety symptoms in a university classroom by evaluating the relationship between self-reported affective states and heart rate measures. Over a period of three sessions, undergraduate Japanese language students (5 males and 5 females, mean age = 19.7 years, SD = .95) wore Fitbit smart watches and performed a class-observed dialog while seated at their desks. Students were also asked how they were feeling at three intervals within each session: class start, pre-performance, and post-performance. Self-reported feelings of distress and embarrassment were found to have significant relationships with HR response. The current study advances the field by providing a new data collection system which effectively assesses affective states in a 'live' classroom setting. Real-time assessment of affective states can assist in identifying when shifts in affect occur, with the potential for these shifts to inform LL interventions.

Sat, Jul 9, 15:15-15:40 **Asia/Tokyo Room: F22**

Mind, Brain, and Education - [College and University Education Research-Oriented Presentation](#)

### **Critical Pedagogy in ELT: A Possible Post-Pandemic Panacea?**#2828

Stuart Warrington

Since the onset of Covid-19, government decision-making has significantly affected Japanese universities, their education policies and inevitably English language teachers' and learners' lives. Hence, it has provided opportunities to contemplate how the English language classroom has been in light of changes teachers and learners have had to make, and how it could be. As such, these point to a need to envision the future classroom as a place for teachers and learners to make sense of and develop from their experiences. One approach that can help with this is critical pedagogy—the process of critiquing structures of power and oppression that manifest in the classroom. Indeed, as all education is arguably

political and higher education is not just in society but supposedly for it, critical pedagogy offers a practical and relevant way to reconstitute the English language classroom via the problematising of current and historical educational contexts and practices. Consequently, this presentation discusses research that used critical pedagogy to understand one English language classroom of the pandemic via a teacher's and his learners' responses to such 'lived' conditions before utilising these to (re)imagine the classroom post-pandemic with implications for their empowerment and transformation for the greater good.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: E22](#) [CUE Research-Oriented Presentation](#)

#### **Teacher Reflections on a Student-Led Group Seminar Project#2847**

[ANNA BELOBROVY](#) / [IAN A. HURRELL](#) / [Travis West](#)

Project-based learning (PBL) is a progressing development in education that suggests tremendous benefits for learners, such as mastering 21st-century academic skills, developing learner autonomy, increasing motivation, and building group dynamics through collaborative work. In this presentation, the authors will attempt to demonstrate the accuracy of the above statement by reflecting on the effectiveness of the PBL approach which they implemented in a student-led group seminar project for an advanced English course at a private university in Tokyo. After providing a brief overview of the PBL approach and a complete description of how each stage of the student-led group seminar project relates to this approach, each instructor will report their unique observations of the project flow in their classes together with observations regarding whether the educational benefits of PBL were achieved. In addition, ways in which the project could be further improved to better facilitate learning outcomes of the PBL approach will also be discussed.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: G21](#) [Learner Development](#) – [CUE Research-Oriented Presentation](#)

#### **Struggle and Hesitation: Identity Dilemmas of Japanese HS English teachers#2910**

[Sunao Fukunaga](#)

Language teacher identity research has unpacked how a teacher's identity influences their classroom teaching practice and offered insights into the better professional growth of teachers (Morgan, 2004; Varghese, Morgan, Johnston, & Johnson, K., 2005). Meanwhile, identity research on Japanese high school (HS) English teachers has focused on teachers' subject-specific professional lives linked to pedagogy and classroom practice. Few studies have addressed the contextual factors of Japanese HSs and teachers' overall responsibilities besides language teaching. Theoretically informed by Tollefson's Historical-Structural approach (1991) and drawing on Japanese sociology of education (Matsuoka, 2019; Shimizu, 2020), this study aims to elucidate teachers' struggle and hesitation regarding whether to claim their identity as English teachers. To conduct a close analysis of contextual factors of the Japanese HS system, the data set was collected through semi-structured interviews and classroom observations using an ethnographic approach with multiple English teachers with five to over twenty years of teaching experience. Teachers tend to find meaning in supporting students' career goals and overall growth rather than prioritizing English instruction. The study argues that the identity of Japanese HS English teachers is constructed not only through language instruction but more through identity dilemmas the contextual factors of their schools prompt.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: E26](#)

[Teacher Development](#) - [Junior/Senior High School Research-Oriented Presentation](#)

#### **(Re)imagining Language Learning: Liberal Arts and TOEFL in Japanese Higher Education#2719**

[Christopher HALE](#) / [Paul Wadden](#) / [Dan Ferreira](#) / [Bethany Lacy](#) / [Maria Hannah Martin](#) / [JP Mudry](#)

For 20 years Japan has recorded among the lowest TOEFL scores in Asia. In 2019, only Laos and Tajikistan had lower average iBT scores (ETS, 2020). This presentation, based upon a joint research project by professors at four major liberal arts universities, posits that one principal reason is that Japanese high school and university curricula focus on language skills and fail to coherently build basic knowledge and vocabulary in the traditional areas of the liberal arts. As the executive director of TOEFL observes, "Most items... on a TOEFL test tend to be drawn directly from university-level textbooks, from the courses that students would typically encounter in a first- or second-year liberal arts class" (S. Gopal

qtd in Moody, 2020). The presentation then describes a Content-and-Language-Integrated (CLIL) curriculum that could be adopted across universities in Japan to improve students' content knowledge and language skills. The presenters argue that this content-and-language-integrated approach will increase students' readiness for university study as universities implement MEXT-supported EMI courses and expansion of English curricula for foreign students (Underwood and Glasgow, 2019). This in turn can impact TOEFL and IELTS scores, providing a foundation to improve Japan's overall standing in international measures of language proficiency.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: E25](#) [CUE Research-Oriented Presentation](#)

### [How to Teach Programming to Young Learners in English](#)#2980

[Amy Braun](#)

Teaching programming has taken off in Japan since MEXT introduced it as a subject in elementary schools in 2020. English schools have also been offering programming courses as getting a job with high-paying IT companies such as Apple or Google also requires employees to have high-level English. The current trend in teaching young learners about coding is to use programs and games that incorporate the idea of block programming. This presentation will talk about how to teach the beginning stages of block programming to students from ages 3 to 12. We will discuss the most appropriate stages to teach programming to each developmental age. The presenter will talk about how non-native students learn English with coding. Also, the presenter will talk about various in-class games, toys, sites, and programs that can help educators teach programming effectively. And the best part is that you don't need prior knowledge to teach coding or to attend this presentation. You don't even need to have a computer to teach programming. Come to the presentation to find out why.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: E21](#) [TYL Teaching Children Practice-Oriented Short Workshop](#)

### [Laughter Meditation to Reduce Students' Anxiety, Burnout, and Stress](#)#2733

[merissao@yahoo.com](#)

The ongoing COVID-19 pandemic-related anxiety, burnout, and stress (ABS), and fear have affected the quality of life of many people globally. Studies have shown that the number of individuals affected by depression has risen during the COVID-19 pandemic (Bueno, 2021). Such pandemic-related ABS, and fear of the unknown are likely to progress into mental related-illnesses if no intervention is carried out. Here, the positive effects of non-pharmacologic interventions such as massage, music, and yoga therapy have begun to be recognized (Lewis et al., 2018). In a similar vein, laughter therapy has also been discovered as an avenue to reduce ABS, due to its ability to change mood states instantaneously, lower blood pressure, boost the immune systems, increase concentration, and self-confidence (Subramoney, 2020). In this study, laughter meditation intervention (LMI), a technique which involves mimicking the act of laughing, was trialed with 70 volunteer participants to explore its potential to improve their positive psychological status. After two sessions, positive emotions, and reductions of ABS in the classroom were found. This result suggests that LMI is effective in ameliorating students' wellbeing and encouraging them to be more resilient and positive about the unknown effects they face in a post pandemic era.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: F22](#) [Mind, Brain, and Education - CUE Research-Oriented Presentation](#)

### [Orchestrate or Pontificate](#)#3292

[Paul Shimizu](#)

Many of us teachers get easily sucked into a "Chalk & Talk" style of teaching in our oral communication classes. It is essential to give your students the opportunity and space to develop their oral communication skills. By doing this your students will actually want to come to class. This workshop will present a bundle of ideas to help you hand over to your students so that you may stand back and observe their progress.

Sat, Jul 9, 15:50-16:15 [Asia/Tokyo Room: F23](#)

[College and University Educators Conversation / Language School Practice-Oriented Short Workshop](#)

### **Flexible Strategies to Build a Community of Learners#2734**

Bradley Irwin

It is difficult to anticipate what education in the post-pandemic world might look like. However, teaching during the pandemic taught all of us the importance of flexibility in our approaches to teaching. This presentation will describe two technology mediated strategies that build a community of learners by enhancing teaching and social presence in our lessons. Specifically, the presenter will describe the use of screencast feedback to enhance teaching presence and weekly self-reflection 'exit tickets' to enhance social presence. While both approaches were originally developed in face to face classes, they have been successfully implemented in hybrid and online classes (both synchronous and asynchronous). These approaches were found to diminish the feeling of isolation in online learning environments and to strengthen the rapport between students and teacher in both online and face to face lessons. Further findings indicated that these strategies led to increased motivation and task engagement. This presentation will be of particular interest to educators looking for flexible approaches to improve teaching and social presence that can easily be adapted to a variety of teaching situations.

Sat, Jul 9, 15:50-16:15 **Asia/Tokyo Room: ONLINE**

Learner Development - College and University Education Research-Oriented Presentation

### **Why Do You Talk Like That?#2818**

Roger Ferrari

A common feedback teachers receive from students is how they struggle to use English in the real world, even after a long period of learning. In short, the English we teachers teach them in class is often not the English we ourselves use - we often don't use full sentences, our daily grammar is basic and we tend to keep our words short and to the point. Once a student gets into the habit of thinking and talking like a textbook or a listening exam CD, the fossilisation is hard to break. This presentation will highlight several areas of ordinary classroom-style English and how they are problematic or even damaging when compared to their real-life English equivalent. The presenter will then propose some simple cognitive processes teachers could use to stop themselves sounding so unnatural and ways to adapt textbook materials, before discussing the paradox of "more means better". Attendees will have a chance to look at lesson plans and textbook extracts so they can think about and discuss how they might be adapted. The speaker hopes to share something of use to all teachers, especially those who teacher young or lower-level learners.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: F23** Pragmatics - Any Practice-Oriented Short Workshop

### **Will Online TOEIC Self-Study be Better Than Traditional TOEIC Self-Study?#2821**

Michael Holsworth

The pandemic has forced researchers to explore new avenues for conducting L2 research. Traditional face-to-face instruction to encourage students' self-study is challenging, particularly for EOP (English for Occupational Purposes) contexts. To explore this problem, this presentation will discuss a study that will explore the application and efficacy of E-Learning as a tool to develop TOEIC proficiency. There are 40 participants in the study, all employed by the Kyoto Police as English translators with TOEIC scores between 450 and 600. The study aims to assess the effectiveness of an E-learning platform to develop TOEIC listening and speaking test scores without any face-to-face interaction. Participants have been placed into two groups, one group will receive traditional self-study guidance and use TOEIC focused textbook "TOEIC L&R テスト至高の模試 600 問" and the other group will use a TOEIC L&R focused course created by EnglishCentral that is accessed via a smartphone or tablet. Each group will do a total of 100 hours of self-study over a 3-month period beginning the summer of 2022. This presentation will present the study design, proposed analyses, hypothesized outcomes, and other data-gathering related issues. Feedback and suggestions to improve the study are welcome.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: C11**

Computer Assisted Language Learning - Non-teaching Context Research-Oriented Presentation

### **English Private Tutoring and Washback from University Entrance Exams#2826**

David Allen

It is commonplace in Japan for students in formal education to receive additional English tuition that is provided outside of regular school hours and typically for a fee. Such English Private Tutoring (EPT) (Yung & Bray, 2017) has largely escaped the attention of researchers, though recent studies have sought to investigate its role in language education (see Yung & Hajar, forthcoming). In this presentation, the focus is on the role of juku (cram schools) and yobikō (preparatory schools) in preparing students for high-stakes university entrance exams, which is one of the well-established functions of EPT in Japan. The discussion is framed in terms of test washback, that is, the effect(s) that tests have on learning and teaching. Within this theoretical framework, the key findings will be synthesised from the available studies that have investigated learning, teaching and assessment of English in juku and yobikō. Based on these empirical studies, the presenter will illustrate how exam content drives teaching and learning within EPT and how narrowing of the curriculum in EPT can affect teaching and learning in mainstream education. The presentation will be concluded with a call for further research into this much overlooked area of education.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: F31**

Testing and Evaluation - [Any Research-Oriented Presentation](#)

### **Adapting a Model UN for High School EFL Students of Various Levels#2831**

Edward Escobar

Model United Nations has been growing within the last 30 years as an active-learning educational conference for high school students in Japan, for the purpose of raising awareness in global issues as well as allowing participants to convey creative, logical, and critical output to formulate solutions to world problems in a L2 environment. Many schools are taking interest in either participating in or hosting a Model UN for their students; however, as a Model UN is mostly conducted in English, teachers may question whether their students can successfully participate due to either low EFL levels or a lack of understanding in global issues. This presentation utilizes ongoing action research to answer questions pertaining to how a Model UN can be adapted for high school students of various EFL levels to participate, especially in regards to what topics to choose for debate and discussion, as well as how to prepare students for successfully participating in a Model UN through simple scaffolding techniques and idea formation, despite their EFL levels.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: E21**

Teaching Younger Learners - [Junior/Senior High School Research-Oriented Presentation](#)

### **Challenges in Arranging International Virtual Exchange (IVE) Partnerships#2832**

Joseph Dias

The pandemic has forced many of us to move outside of our teaching comfort zones to master the use of online conferencing software, learner management systems, and other online tools. Through the experience of having to adapt to entirely online, hybrid, and hyflex teaching situations, participating in International Virtual Exchanges (IVEs) is less daunting than ever before. However, even though the technical hurdles are far lower, it remains a considerable challenge to find suitable partners, negotiate conditions for the exchange, and work out mutual or complementary goals. The presenter, who has engaged in such exchanges at the tertiary level for more than a decade, will share ideas for how to get the most out of them, whether the main focus is linguistic, cultural, or a combination of the two. Areas to be covered in the workshop include practical considerations such as the choice of partner classes or institutions, the selection of platform (e.g., Moodle vs. social networking apps), the role the exchange will play in student evaluation, and how it can fit pre-existing curricular goals for the respective sides of the exchange.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: F33**

Intercultural Communication in Language Education – CUE [Practice-Oriented Short Workshop](#)



## **Democracy in the Classroom: Allowing Students' Input Into Class Decisions#2857**

James Owens

The COVID-19 pandemic and associated transition to either wholly online classes or a combination of face-to-face and online presented challenges but also the potential for flexibility. For example, it provided an opportunity to allow students greater influence over some decisions traditionally made by teachers. Previous research suggests that allowing individuals agency in decisions encourages greater engagement and responsibility (Birdsell et al., 2009). Thus, during the 2021-22 academic year, the teacher-researcher allowed students a choice in matters such as lesson format and assignment deadlines, then later surveyed students to establish the extent to which this experiment in class democracy was well-received, and whether or not democratising the classroom benefitted the learning environment. In this presentation, these survey results will be discussed. The analysis reflects on, for example, whether too many decisions were allocated to students (or not enough), how to be mindful of minority voices in any 'voting system', and whether allowing students a role in decision-making increases their motivation, or all too often results in students choosing the "lazy" or easier option. This presentation will provide a summary of the decision-making progress, the results from student surveys, and how this will affect future decisions in the classroom.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: E25**

College and University Educators - [General Research-Oriented Presentation](#)

## **Amplification Through Simplification: Blackboard Illustrations and their Effect on Vocabulary Retention#2963**

Craig Armstrong

Humorous blackboard sketches were used to kindle interest among university students in subject matter, and an attempt at quantification of their effect was made in this study. Students attending similar lessons, differentiated by the use or non-use of illustrations, were afterwards surveyed to measure retention. Positive data results, foreshadowed by higher levels of engagement among students when sketches were used, suggest that students' recall of key vocabulary was enhanced by using depictions which complemented a descriptive telling. Such drawings – little more than stick figures – may have moved students more quickly through the initial steps (observing, perception, and interpreting) of the cognitive learning process and into meaning construction. Amplification of a message through simplification agrees with Grice's Cooperative Principle maxims in that such drawings be no more and no less informative than the explanation demands, they are relevant, and they avoid obscurity. An orderly and timely presentation of information demanded by Grice's fourth maxim, done with care and in good taste, obviates the need for any artistic talent whatsoever on the part of the instructor. Furthermore, they contribute to an agreeable epistemic environment where students' affective response is high, and pleasure, motivation, and low anxiety are the norm.

Sat, Jul 9, 16:25-16:50 **Asia/Tokyo Room: E26**

Teacher Development - [College and University Education Research-Oriented Presentation](#)

## **What Eye Tracking Shows about the Most Effective Reading Strategies#2732**

Caleb Prichard

Readers often struggle with reading competency due to a lack of vocabulary and ineffective reading strategies for dealing with it. When a reader encounters unknown lexica, they have three main options: trying to guess word meaning, ignoring the unknown word, or dictionary use. Teachers and learners often have differing philosophies on the most effective strategies, and empirical research is lacking. This session describes a series of empirical research studies addressing this gap in the literature. The studies of Japanese L2 college-aged readers utilized eye tracking, comprehension scores, and vocabulary recall scores. The results revealed that the participants tended to rely on dictionary use even though half the words were irrelevant to the task and half the words had clear context cues. Eye tracking revealed that most participants did not even read the context cues before checking the dictionary. Participants who reviewed relevant sentences after reading an unknown word and those who checked dictionary definitions carefully performed better on the post-reading comprehension test.



Finally, the implications are presented. Training activities aiming to increase learners' strategic competence will be modeled. Attendees will come away with a clear understanding of research-informed guidelines and activities that can guide their instruction and materials development.

Sat, Jul 9, 16:25-16:50 [Asia/Tokyo](#) **Room: ONLINE**

[College and University Educators](#) - [College and University Education Research-Oriented Presentation](#)

### [Xreading: What's New and What's Next](#)#3253

[Paul Goldberg](#)

Xreading is an online library that gives students access to thousands of graded readers and allows instructors to track their students' reading progress. Since its launch in 2014, the system is being continuously updated and improved with new features and more books. In this presentation, the founder of Xreading will explain the new features and improvements, and review what is planned for the future. Current users of the system are encouraged to provide feedback and suggestions based on their experience.

Sat, Jul 9, 16:25-16:50 [Asia/Tokyo](#) **ROOM: G21** [Extensive Reading](#) [General Research-Oriented Presentation](#)

### [\(Re\)framing Mindsets/Attitudes to English Use in Japan](#)#3121

[Ann Mayeda](#)

"We are Japanese, our common language is Japanese so why should we speak to our peers in English?" This an oft heard refrain from not only my learners but also in society at large. While this might be true to a degree, in this presentation I will suggest some reasons why this might not be quite the right attitude towards gaining proficiency and may hold a key to Japan's stagnant global English proficiency rank. I will share some of the insights into what I learned during my work over the last several years with teachers and young learners in Nepal and in the Philippines. Both countries have fought, debated and glorified the role and impact of English, but have nonetheless claimed it as one their own. Japan has fought, debated and glorified the role and impact of English, but has not yet claimed it as one of their own. A small shift in perspective in our classrooms and in our teacher-training programs might go a long way in developing an "English-user" identity. In this brief talk, I hope to provide a few illustrations of how I came to this realization and how it might impact how we teach, the resources we use, and how our learners learn.

Sat, Jul 9, 17:00-17:50 [Asia/Tokyo](#) **Room: AUDITORIUM/Hybrid**

[Learner Development](#) [Any](#) [Plenary Session](#)

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## DAY 2 – SATURDAY JULY 9<sup>th</sup>, 2022

### POSTER PRESENTATION SESSIONS

#### [留学準備講座におけるクリティカル・インシデントの指導#2816](#)

[Reiko Takeda](#)

異文化との接点でカルチャー・ショックを感じることは不可避と言われている。その原因に対応するための批判的思考、また問題解決を見出すためにクリティカル・インシデント法が異文化コミュニケーション研修でも取り上げられ、誤解や対立などを描写する有効な方法として位置づけられている。本発表では、新型コロナウイルスの感染拡大前に留学準備講座（半期の日本語開講科目）を履修した日本人大学生が経験したクリティカル・インシデントの調査結果を明らかにする。クリティカル・インシデントの指導を受けた翌週、受講生は外国人交換留学生との懇親会に参加し、自ら経験したクリティカル・インシデントに関する振り返りを記述した。記述内容を Hall (1976) の高文脈/低文脈文化のモデルに沿って分析し、コロナ禍における本講座指導への応用、並びに海外留学を目指す学生に必要な要素も考察する。

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Study Abroad](#) - [College and University Education](#)

#### [Online Inclusion with UDL: A Case Study in Postsecondary EMI#2844](#)

[Davey Young](#)

Compared to their peers without disabilities, students with disabilities can experience unique, additional barriers to learning in online learning environments (Rao et al., 2021; UNESCO, 2021). Without knowing the barriers that students may face in online learning, teachers have an ethical responsibility to design and deliver inclusive online lessons, especially considering the likelihood that online instruction will become more commonplace in a post-pandemic world. Universal Design for Learning (UDL) is “a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (CAST, 2018) by providing multiple means of engagement, representation, and action and expression. This poster presentation will describe the iterative application of UDL Guidelines to an online English Medium Instruction course at a private university in Tokyo in the 2020 and 2021 academic years. This description will include the initial application of the UDL Guidelines, responses from a student survey on the efficacy of inclusive design choices, and subsequent modifications made to course and lesson delivery for greater inclusivity. Participants will leave with a better understanding of how to apply the UDL Guidelines in their own online teaching.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Accessibility in Language Learning](#) - [College and University Education](#)

#### [Rethinking Silence and Participation in the Japanese EFL Classroom#2864](#)

[Zoe Barber](#)

Classroom silence is a common source of conflict between teachers and students in the Japanese English as a foreign language (EFL) context. Within second language acquisition theory (SLA) and EFL literature, and especially within communicative language teaching pedagogies, a heavy emphasis is placed on second language (L2) oral production as an ideal, if not essential participation mode. Furthermore, the majority of work from Western researchers has problematized the silence of Japanese EFL learners, traditionally viewing classroom silence as a serious impediment to L2 acquisition and as evidence of non-participation or lack of ability (e.g. Bao, 2014; King, 2013; Shao & Gao, 2016). As a result, L2 oral production is often become conflated with active participation and L2 gains in Japanese EFL classrooms settings (e.g. Bernales, 2016; Delaney, 2012). This presentation aims to connect sociocultural constructions of silence with SLA phenomena and pedagogical factors to examine why Japanese EFL learners continue to choose silence in the classroom (e.g. Bernales, 2016; Bao, 2014; King, 2013; Nakane, 2007; Yashima et al., 2016.) It reflects on these cultural ways of being, participating, and

learning to propose a broader conceptualization of L2 classroom participation that acknowledges and accommodates silent modes of participation and different cultural learning modes.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Intercultural Communication in Language Education](#)

### [Are SMART Goals a Smart Way to Reduce Anxiety and Increase Motivation?](#)#2875

[Marisa Lucian](#) / [Rob Moriarty](#) / [山岸宏明](#)

In Japanese universities, instructors are familiar with the phenomenon of the silent classroom. Issues of low motivation and performance anxiety can lead students to stay quiet instead of taking risks and making mistakes—which are integral parts of foreign language learning—and this reluctance is not conducive to improving one's L2. Researchers have explored different methods of instruction to cope with the issue of student anxiety. One potential solution is to increase student feelings of self-efficacy by guiding students to set and achieve realistic goals. The concept of SMART Goals (Specific, Measurable, Achievable, Realistic, and Time-based) was introduced to first- and second-year students in five different courses (N=79) at the beginning of their second semester. The five courses included one JSL course, two non-English major EFL courses, and two English major writing courses. A questionnaire targeting feelings of anxiety and adequacy in the foreign language classroom was given to the students before and after developing SMART goals. Drawing on the questionnaire data, the presenters will report on their counterintuitive findings about the relationships between student anxiety, motivation and enjoyment as students refined their personal SMART goals over time.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Learner Development](#) - [College and University Education](#)

### [The Role of a Self-Access Learning Center for Non-English language majors](#)#2876

[Ena Hollinshead](#)

The present research explores the role of a Self-Access Learning Center (SALC) at a university in Japan. The SALC is one of the leading facilities in the field in Japan and is categorized as a "social-supportive" facility with an intention to constantly investigate what its users need and whether it is effectively meeting those needs (Mynard, 2019). However, as English is largely displayed in the facility, students majoring in other languages may have perceptions of such a facility that the SALC educators and staff may not be aware of. For example, Chinese major students' attitudes and motivations for using the SALC might be different from English majors, especially when studying English as a third language. Educators in the SALC will need to explore the experiences of all users of the facility, regardless of their major, and allow for different points of view in order to develop the facility for all language learners. In this presentation, I will examine, firstly, the perception of two Chinese major students towards the SALC, and secondly, what the SALC can offer them, as a place for promoting self-language learning.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#)

[Accessibility in Language Learning](#) - [College and University Education](#)

### [Application of Social Model for Neurodivergent Students in Class](#)#2880

[Yasushi Miyazaki](#)

Statistics from the Japan Student Services Organization indicate that the number of neurodivergent students in higher education institutions is rising. Because interpersonal communication is problematic for many neurodivergent students, this increase suggests that language instructors must increasingly foster self-esteem and self-efficacy by teaching effective and productive communication skills. This poster will present the kind of support based on the social model of disability that would be meaningful in communication with neurodivergent students. Making learning easy and accessible for such students is not enough. We must challenge students and polish their strengths. Applying the social model of disability, we can understand how social obstacles hinder participation in society. This model suggests that differentiating the language instructors' communication behavior to reflect students' differences in learning styles can help many neurodivergent students. Using a literature review of instruction in EFL, this theoretical poster aspires to discuss the practical implication for teachers' classroom communication. Also, it encourages the audience to remember that, in addition to physical

accommodation, our linguistic accommodation, even to the point of specific words of instruction, can help students grow.

Sat, Jul 9, 16:00-16:40 **Asia/Tokyo Room: POSTERS**

Accessibility in Language Learning - College and University Education I

### **The Critical Role of the Teacher in the Self-Directed Learning (SDL) Class#2914**

Lorna Asami / Dexter Da Silva

Teachers and students have pulled through two years of online learning, gaining new information and technological (ICT) skills, studying self-directed learning skills, and demonstrating an adaptability to sudden and unexpected change. When our post-pandemic world finally arrives, how will we have changed? Dewaele and Mercer (2018) examined teacher attitudes and the necessity of a high level of emotional intelligence (EI) and self-efficacy to connect with students. This human connection between teacher and student is critical in all modes of education, face-to-face, online, blended, hybrid, or hyflex. Martin's (2013) research on student adaptability to uncertainty and novelty is useful in helping teachers guide, advise, coach, challenge, and believe in students. In this presentation, the presenters reflect on various self-directed learning (SDL) courses they have taught in the past two years and re-consider the indispensable role of the teacher in fostering new skills in our students to learn without us. Data from open-ended and multiple-choice questionnaires, interviews, and actual work from first- through third-year students are used in this interpretative evaluation of the teacher's role and influence in the SDL classroom. The presentation will conclude with suggestions for SDL teachers.

Sat, Jul 9, 16:00-16:40 **Asia/Tokyo Room: POSTERS**

Learner Development - College and University Education Interactive poster session

### **Sharing Slices of Life: Weekly Blogging Assignment for First-year University Students#2696**

Li-hsin Tu

This session will introduce a weblog assignment for students in a university-level academic English class. It is a semester-long, on-going assignment that exists alongside their academic writing projects. The blog assignment is titled "Slice of Life," and it requires students to publish one blog entry every week that gives readers insight into their everyday life. In addition, every week, each blogger will read the entries published by their peers, and leave relevant comments on at least two of their classmates' blog entries. The "slice of life" entry for this assignment can be a short narrative about a segment of their day, a poem depicting a small moment in time, or a collection of photos, videos and/or words describing the everyday experience. The students are encouraged to use the language creatively for communication purposes, with the aim to improve their comfort confidence level in using the language, as well as providing opportunities for using L2 for real communication. In this poster session, the presenter will explain the details of this assignment, present examples of published student blog entries and comments, share excerpts of student reflections on this semester-long assignment, and answer any questions.

Sat, Jul 9, 16:00-16:40 **Asia/Tokyo Room: POSTERS** College and University Educators -

### **Interdisciplinary Teacher Collaboration for an ESP course: A Case Study#2957**

Kayoko Yamauchi

A post-pandemic world has sparked a drive to reassess meanings of and ways to build connections and relationships in our lives. Specifically in education, teacher collaboration has been encouraged to combat such a task (UNESCO, 2020). Although communities of practice (CoP) for such collective learning itself is not a new phenomenon, more innovative challenges require Landscape of Practice (LoP) where teachers learn through boundary crossing and participation in CoP (Wenger-Trayner, et. al., 2015). Interdisciplinary teacher collaboration (ITC) where an English teacher works with a content teacher towards a shared goal is one way to actualize this LoP. Nevertheless, when to or why we cross such boundaries are not well documented (Lu, 2020). Therefore, this ongoing case study aims to explore ITC's impact on teachers' decision making in designing, implementing, and evaluating an elective business-content ESP course for Spring 2022 at a private university in Japan. This study will collect and

examine a variety of data related to ITC from email to casual oral chats during December 2021 to July 2022. The findings will show how and when ITC influences teacher's decision making in designing an ESP course to enhance students' learning in the post-pandemic world.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Teacher Development](#) - [College and University Education](#)

### **Student Perceptions of Peer-review in Blog-style Writing Assignment#2702**

[Ayano Valvona](#)

Much has been written about the effects of peer-review in the language classroom (Bransford et al, 2004; Patri, 2002; Liu, N. & Carless, D., 2006). Peer-review specifically in writing courses has been reported as beneficial (Banegas, D. L., et al 2019; Rollinson, P. 2005; Tahir, I. H., 2012; Yu, 2019) because it helps students to reflect, edit, and correct. This presentation explores student perceptions of peer-review in a college English writing class for lower-intermediate students in Japan. Although the students are all taking English communication courses, some students' writing proficiency is low. Most research on peer review is done in higher level writing or academic writing courses; therefore, the presenter aimed to find out how this particular class would respond to peer-review. Students produced blog-style writing texts, and their work was posted on Google Classroom. Students were then asked to evaluate each other's work. In a post-project survey, students indicated a positive attitude towards peer-review, and that reading other students' blog posts helped them reflect on their own writing. Students also reported that knowing their work would be shown to others urged them to work harder and produce better work than in other assignments. These results match with previous studies.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [College and University Educators](#) -

### **Living with ADHD: What this Means for Teachers and Students#2704**

[Gretchen Clark](#) / [Alexandra Burke](#)

Attention Deficit and Hyperactivity Disorder (ADHD) is a complex and misunderstood condition. Despite its reputation as a disorder that simply affects the ability to focus and contributes to hyperactive behavior, ADHD presents in different ways for different people. What may present as a challenge for one person may in fact be the strength of another and vice versa. In the teaching context, the classroom (either physical or virtual) may create a wide variety of situations, both hurdles and opportunities, for which teachers and students who have ADHD have to manage. This poster will illustrate what it means to live with ADHD. The presenters will narrate their experiences as language teachers both pre- and mid-pandemic and discuss how ADHD shapes their teaching practice. They will also describe how they structure their classrooms to support students who may be struggling and how they craft a space for students with ADHD to make use of their skills to experience success. This poster will be of particular interest to teachers of students with diagnosed or undiagnosed ADHD who may be struggling to apply learning strategies that were effective in the physical classroom to virtual study.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Accessibility in Language Learning](#) -

### **Learner Profiling to Support Student-Centered Learning Environments#2972**

[Larry Xethakis](#) / [Branden Kirchmeyer](#)

Advocates for student-centered learning environments (Hoidn, 2017; Hoidn & Klemenčič, 2020) have suggested that access to detailed information about students' backgrounds and beliefs can help teachers prepare more individualized and appropriate lessons. For language educators at Japanese universities, provisions of student information are often limited to simple personal information and perhaps a test score. The action research project presented here set out to develop a system that could 1) collect both quantitative and qualitative information about learner backgrounds and beliefs, 2) process and report data to teachers in a timely manner, and 3) provide learners with the opportunity to contribute to the construction of their own learning environments through the completion of reflective tasks. To accomplish these goals, a learner profiling system was created using Microsoft Forms and Excel. Teachers were provided with reports of their classes within 24 hours, and students were able to use their submissions as benchmarks during reflective tasks at the end of the course. Alongside previously published and current research findings, the instruments are presented in this session as



freely available resources for individual language educators and/or program directors looking to achieve similar agendas in their own teaching contexts.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [College and University Educators](#)

### [Exploring Project-Based Learning \(PBL\): Understandings, Puzzles, Practices](#)#2974

[Andy Barfield](#)

This presentation focuses on how students and teachers at a university in Japan understand Project-Based Learning (PBL), what practices they see as central to PBL, and what puzzles come up for them as they do PBL. The background is a curriculum reform whereby an existing first- and second-year university research and writing programme is transitioning in 2022 and 2023 into PBL courses. In the new curriculum students will do at least three projects in one year where they identify and choose a problem in society that interests them, plan and do research, journal, and create a written product for each project - often using digital technology - to be published in a public forum beyond their immediate class. While students will, as now, do online research in each project, the new PBL courses will have a clear emphasis on students talking in each project with "close others" (other students, family members, people in local communities or local networks that students are part of). Other important differences and challenges will emerge as teachers and students experiment with PBL in 2022. From interviews, discussions, and written reflections, this poster presentation explores key learner development puzzles in teachers' and students' diverse PBL understandings and practices.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#)

[Learner Development-](#) [College and University Education](#)

### [Bringing the World into English Classrooms](#)

[Bochra El-Ghali / Alexandria Fong](#)

Rita Mae Brown said, "Language is the road map of a culture. In this poster presentation, we will explain our approach to developing a classroom where students learn both the target language as well as about the target culture through three main programs: The first program, *Local World in English Class*, is a program designed to teach students about other cultures in English by using sports and cuisine. During the course of this program, students learn both the target language and also come to understand the relationship of language and culture. The second program, *Global Citizen Education*, aims to deepen students' cultural awareness as well as to introduce global issues and to aid students in developing global competencies that allow them to subsequently participate in dialog about issues such as racism and discrimination, the role of NGO'S, and public diplomacy. The third program, *English Guided Tour*, allows students to study historical locations and then practically apply knowledge learned in English in order to function as a guide for international visitors to Korea.

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Interactive poster session](#)

### [Enhanced Feedback about for Oral Presentations using Google Workspace](#)

[George MacLean](#)

This poster will discuss my experiences fostering a reflective learning environment via (A) the delivery of near-immediate teacher and peer feedback and (B) subsequently requiring students to submit reflections about their learning experiences using cloud computing (Google Workspace). Certain pedagogical tasks limit teachers' abilities to provide immediate feedback, such as when students are giving presentations. In this poster, I will explain how cloud computing can help to overcome such challenges, notably by videoing students and incorporating teacher feedback into the video such that students are receiving critical feedback about their language production and also their presentation skills. Thereafter, based on students' comments and their reflective learning assignments, this poster will discuss (1) whether students are able to understand the corrective feedback provided, and (2) whether they subsequently demonstrate correct knowledge of the linguistic form or presentational behaviour towards which the feedback was targeted (uptake).

Sat, Jul 9, 16:00-16:40 [Asia/Tokyo Room: POSTERS](#) [Interactive poster session](#)



## DAY 3 –SUNDAY JULY 10<sup>th</sup>, 2022

### MORNING SESSIONS

#### Reimagining Technology-Enhanced Language Learning: Looking Back, Moving Forward#2659

Mehrassa Alizadeh

Technology enhanced language learning (TELL) has evolved considerably since its early days, and immersive technologies such as augmented reality and virtual reality will significantly transform the way we approach learning moving forward. It is therefore important for academics and professionals to know about immersive learning and how it can help reimagine the future of TELL. In fact, immersive technologies have made their way into different sectors and industries such as entertainment, arts, manufacturing, marketing, healthcare, and education. Aside from their use in content knowledge acquisition, immersive technologies provide affordances that are highly valuable for learning as a sense of (co-)presence, embodied interaction and communication, and emotional engagement. However, their use is still limited in language education due to reasons such as low access to resources and unfamiliarity of teachers with immersive learning design. In this talk, I will introduce immersive technologies and argue that these technologies will immensely change the way we interact with digital media in future iterations of the Web. In the rest of my talk, I will connect that introduction to recent trends of research and practice in immersive learning and the affordances and challenges of these technologies in creating novel learning experiences. I will also touch upon the impact of the COVID-19 pandemic on development and implementation of immersive technologies in learning contexts.

Sun, Jul 10, 09:00-09:50 Asia/Tokyo Room: AUDITORIUM/Hybrid

Mixed, Augmented, and Virtual Realities- General Plenary Session

#### Effects of Weekly Explicit Grammar Instruction on L2 Speaking Development#2825

Nancy

This presentation talks about the effects of giving weekly explicit grammar instruction to learners to examine changes in their speaking output over time. Task-based language teaching (TBLT) has flourished in the past several decades as an effective approach for developing speaking proficiency. While TBLT research has recognized the importance of integrating form-focused instruction (FFI) into meaningful tasks (Long, 2015), the effects of grammar instruction on speaking proficiency development, especially over time, remain unclear. Three first-year Japanese university students participated in this classroom-based study for seven weeks. Pre-tests and post-tests were conducted one week before and one week after a seven-week intervention period. During intervention, all three participants received weekly grammar instruction given by the presenter. Each week, they were given 10 minutes of grammar instruction on past tense forms before they narrated a different four-picture cartoon in English (equivalent difficulty level). Narrations produced by the participants were recorded, transcribed and analyzed. Trajectory changes in their speaking output were qualitatively analyzed in terms of complexity, accuracy, and fluency. This presentation concludes with some pedagogical implications for integrating grammar instruction into communicative language teaching classrooms.

Sun, Jul 10, 10:00-10:25 Asia/Tokyo Room: E22

College and University Educators- Any Research-Oriented Presentation

#### Conference Proposal Writing and Reviewing: Constructive Feedback#3099

Mark Brierley / Jennie Roloff Rothman / Koki Tomita / Bill Pellowe / Brian Gallagher / Grant Osterman

Presenting ideas to fellow teachers and researchers is an essential part of professional development. Concisely describing a presentation in one or two hundred words of text is a challenge. Conference organisers must also put together teams of reviewers to assess the quality of each submission, and ideally write feedback that will be useful for authors to revise their submissions, whether to raise the

standards of the current conference or to help authors when they apply to a later conference. This session is intended for anyone thinking about writing a presentation abstract, joining a reviewing team for a conference, or continuing to review and give feedback on submissions. This presentation will first consider the essential form and component of a presentation submission: who it relates to, what it is about, when and where it takes place, and why it is important. Then we will look at how reviewers can write feedback in a tone that is helpful without being patronising, and critical without being offensive. What are the rules concerning abstract writing and when do rules become guidelines? Do abstracts need references (Gough & Taylor, 2018)? Should abstracts include questions? (194 words including these ones!)

Sun, Jul 10, 10:00-10:25 [Asia/Tokyo Room: E26](#) [Teacher Development](#) - [Practice-Oriented Short Workshop](#)

#### **[Pragmatics: What We've Done—What We Will Do#2862](#)**

[Donna Fujimoto](#) / [Benio Suzuki](#) / [Jim Ronald](#) / [Yosuke Ogawa](#) / [Noriko Ishihara](#)

In this Forum, three Pragmatics SIG members will take turns sharing how and why they became interested in the field and what specific areas they have worked on. They will then use their creative imagination to brainstorm where they hope the field of pragmatics—and in particular, our SIG--will go in the future. The panelists include Jim Ronald, who will speak about his constant efforts to develop and promote pragmatic activities for the second language classroom. Next, Yosuke Ogawa will talk about using an interdisciplinary approach and the synthesis of approaches, i.e., an examination of conversation analysis, discourse analysis and sociolinguistic research. Then, Benio Suzuki will share his practical work on requests and refusals, and his research on interactional competence. Noriko Ishihara, another expert and a well-known professor of pragmatics, will guide the overall discussion. The main goal is to share with the audience the wide range of topics where pragmatics is relevant and engage everyone in a discussion about future pragmatic directions.

Sun, Jul 10, 10:00-11:30 [Asia/Tokyo Room: F21/Hybrid](#) [Pragmatics](#) - [Unvetted SIG Forum](#)

#### **[Case studies: An Imaginative Learning Approach with Lifelong Applications#2877](#)**

[Greg Rouault](#)

Formal education systems have faced the expectation of developing the whole learner and more recent calls are for developing lifelong learners. In the 100 years since Harvard Business School pioneered the case study approach, cases have become recognized as pedagogical techniques for experiential learning to cultivate the capacity for critical analysis, judgment, problem solving, and action. Experiential learning (Silberman, 2007) affords students in higher education with opportunities to meet course aims by applying knowledge and demonstrating skills. In addition to engaged language in use through preparation for class discussions consolidating both life and academic experience, case work supports students in building long-lasting abilities that transfer to situations beyond the classroom. This teaching practice session introduces the merits of case studies with examples used in discussion and business English courses sampled from various ELT materials and supplementary resources. The presentation also highlights seven meta-skills prompted through case study learning to better prepare students for work and foster an interest in ongoing learning after university. Participants will consider how they might incorporate cases studies in their context. Following a brief overview of constructivist pedagogy, this session will interest teachers looking for practical means to meet active learning demands and support learner engagement.

Sun, Jul 10, 10:00-10:25 [Asia/Tokyo Room: F22](#)

[Lifelong Language Learning](#) [College and University Education Practice-Oriented Short Workshop](#)

#### **[GALE SIG Forum#2648](#)**

[Anna Walker](#) / [Quenby Hoffman Aoki](#) / [Terry Tuttle](#) / [Ellen Rettig-Miki](#)

This is the Forum of the gender awareness in language education (GALE) SIG. GALE's mission is to research gender and its implications for language learning, teaching, and training; to improve pedagogical practices, develop language teaching material; to raise awareness of workplace and human rights issues related to gender for language professionals; and to increase networking opportunities

among language professionals interested in teaching, researching, and/or discussing issues related to gender and language education. Forum speakers represent a wide range of research and perspectives on gender awareness in language education within the SIG and the organization of JALT as a whole. Presenters will engage in discussion of the importance of gender issues within the language teaching profession.

Sun, Jul 10, 10:00-11:30 [Asia/Tokyo Room: E21/Hybrid](#) [Gender Awareness in Language Education- Unvetted SIG Forum](#)

#### **[Educators in Training Forum#2649](#)**

[Chelanna White](#)

The Graduate Student Subcommittee (GSS) is for JALT members who currently study or are thinking about studying at university, with a focus on those undertaking graduate-level studies. In this presentation, we will discuss the subcommittee's activities since its creation at the Executive Board Meeting in June, 2021. These activities include interviewing leaders within the JALT community, and presenting during the JALT international conference 2021. We are a new, small subcommittee, so we are looking for like-minded students to join us in creating a space for students within JALT. While many of our interests and concerns overlap with the wider JALT community, we aim to create a space for students to come together to share ideas and help support each other through the last words of our dissertations or thesis defenses. We welcome anyone to join us to share ideas about how this subcommittee can help the students within JALT, but we especially welcome current graduate students to join us to share their ideas and concerns and network with other students.

Sun, Jul 10, 10:00-11:00 [Asia/Tokyo Room: ONLINE](#) [Teacher Development - Non-teaching Context Meeting/Networking](#)

#### **[EFL Games with CALL#2654](#)**

[Brian Gallagher](#) / [Hanaa Khamis](#) / [Brian Teaman](#)

The CALL SIG Forum this year will be discussing the topics of games, play, and language learning with technology. Speakers in the forum will include: Brian Teaman, Hanaa Khamis, and Brian Gallagher All conference participants are welcome to join the forum and engage with the speakers. This forum will be closely linked to the JALTCALL 2022 Conference theme of Gameplay and Technology in Language Learning. JALTCALL 2022: PLAYFUL CALL Exploring the Intersection of Games and Technology in Language Education Taking inspiration from Zimmerman's manifesto which proposed the 21st century is the "ludic century," the focus of the 2022 conference is "Playful CALL" which we interpret as the exploration of play, games, and other ludic approaches to CALL research and practice.

Sun, Jul 10, 10:00-11:30 [Asia/Tokyo Room: C11/Hybrid](#)  
[Computer Assisted Language Learning - Any Unvetted SIG Forum](#)

#### **[Using the CEFR-focused Action Research Model - Reflections on Two Years of Research#2655](#)**

[Gabriela Schmidt](#) / [Noriko Nagai](#) / [Gregory Birch](#) / [Jack Bower](#)

The JALT CEFR & LP SIG is supporting teacher-researchers through a collaborative Kaken research project entitled "Language Education reform using action research: Putting CEFR's educational principles into practice" since 2020. During the Forum, project participants will reflect on their research projects they conducted so far using the CEFR-focused Action Research Model (CARM) developed by the SIG. The SIG Forum will be an opportunity to discuss examples from researchers' intermediate outcomes in relation to the CARM model (= AR / CEFR aspects) as good model case studies. Forum participants are encouraged to engage and 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 final year of the KAKEN project. The Forum is open to everyone interested in intending to conduct research in the field of foreign language teaching and learning especially using Action Research and/or the CEFR – CEFR CV as a tool. The Forum intends to foster sharing and peer-learning.

Sun, Jul 10, 10:00-11:30 [Asia/Tokyo Room: A31/Hybrid](#)  
[CEFR and Language Portfolio - College and University Education Unvetted SIG Forum](#)

### **Listening SIG Showcase 2022#2661**

[Naheen Madarbakus-Ring](#) / [Todd Beuckens](#) / [Brett Milliner](#) / [Paul Goldberg](#)

The Listening SIG showcase will be divided into two parts. The first part will include a lively discussion on listening: Extensive Listening (EL) "vs" Extensive Reading (ER). Brett Milliner and Paul Goldberg will lead the discussion to share their own experiences, stories, and accounts of recent developments in the field of second language listening. The discussion will then open as a forum to invite contributions from attendees to discuss their own experiences and seek ideas to address listening difficulties when teaching. The second part will consist of a listening workshop. Todd Beuckens will present an interactive workshop to show how some free online tools can be used to make listening tasks. There will also be an opportunity to ask about resources and task ideas in the Q&A session. We will end with a brief presentation to outline our recent communication, events, and publication initiatives. There will also be an opportunity for members and potential members to give feedback and share ideas on what they would like to see from the Listening SIG.

Sun, Jul 10, 10:00-11:30 **Asia/Tokyo Room: AUDITORIUM/Hybrid**

Listening - [General Unvetted SIG Forum](#)

### **Fostering Intercultural Competence in Foreign Language Classrooms#2962**

[Ana Sofia Hofmeyr](#)

The internationalisation of universities worldwide has grown parallel to an increasing demand for interculturally competent graduates, capable of working effectively across cultures and of successfully addressing local and global challenges. Previous studies in the fields of intercultural competence in higher education have focused mainly on the impact of study abroad programmes. Yet, as we face a global pandemic and restricted mobility, the need to research the development of affective, cognitive, and behavioural intercultural dimensions on domestic campuses has become apparent. Based on Deardorff's Pyramid Model of Intercultural Competence (2006) and the hypothesis that intercultural attitudes are at the base of intercultural competence development, this presentation will discuss results from a one-year longitudinal study aimed at investigating the factors affecting the development of these attitudes in largely "monocultural", EFL classrooms in Japan. Particular attention will be given to the development of core intercultural competence components, namely curiosity, openness, and respect (Deardorff, 2006), as well as components identified as being essential to globally competent workers, namely cultural self-awareness and an awareness of local and global issues (Hunter, 2004). The presenter will discuss results of pre-, mid-, and post-intervention surveys, student assignments, and reflections collected from 205 university students of English as a foreign language. Findings will encourage discussion among foreign language educators on how to better foster an interculturally competent workforce through foreign language education on domestic campuses.

Sun, Jul 10, 10:00-10:25 **Asia/Tokyo Room: E25**

Intercultural Communication in Language Education - [College and University Education Research-Oriented Presentation](#)

### **Strategies for Promoting Critical Thinking in University Classes#2878**

[Shalvin Singh](#)

This workshop will outline practical approaches instructors can make use of in the classroom to promote the development of critical thinking skills in second language classes. The development of critical thinking skills remains central to the acquisition of effective, academic language skills (Benesch, 1999; Halvorsen, 2005). However, many instructors hesitate to target the development of such skills in language classes, fearing accusations of bias or being concerned about how to integrate the teaching of critical thinking and second language skills. After arguing briefly for the importance of teaching such skills in university classes, attendees will be introduced to several practical tasks and activities that can be used to promote the development of critical thinking skills. The ways in which critical thinking connects directly to academic writing, presentation, and discussion skills will be highlighted, and attendees will be given the opportunity to consider how tasks can be adapted for use in their specific teaching contexts. Advice will be given regarding how to remain fair

and impartial when addressing controversial subjects, and strategies to help support students in independently developing ideas that are deep, logical, and coherent.

Sun, Jul 10, 10:35-11:00 [Asia/Tokyo Room: F22](#)

[Critical Thinking](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Reconceptualising Prejudice#2909](#)

[Stephen M. Ryan](#)

Prejudice. Ethnocentrism. Bias. We often present them to our students as glitches in the system, “evil intrusions” into an otherwise well-functioning cognitive process, bugs which well-meaning people should eradicate from their thinking. In fact, far from being glitches, these short-cuts in thinking are the system: human cognition would be impossible without them (Nortje, 2022). There are four limitations on human perception that make biases not only inevitable but integral features of our interaction with the world (Benson, 2016; Manoogian, 2021): lack of bandwidth in the brain to deal with the amount of sensory information available; tight restrictions on memory storage; a biological imperative to make sense of the world despite having partial experience of it; and a need to take action in real time. The presenter will suggest approaches to bias that can help students to see that: 1) they are not evil just because they harbour stereotypical thoughts; 2) such overgeneralisations are a necessary part of how we deal with the world; and 3) being aware that human thoughts and actions are always based on simplistic images of complex realities is the first step to overcoming the shortcomings of our cognitive systems. The suggestions will include activities for de-centring (stepping outside ourselves to consider multiple perspectives on an event or situation) and seeing ourselves as others do.

Sun, Jul 10, 10:35-11:00 [Asia/Tokyo Room: E25](#)

[Intercultural Communication in Language Education](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Issues of Tourism in Kyoto Taught Through Content-Based Instruction#2953](#)

[Richard Miller / Kaori Hakone / Zane Ritchie](#)

Tying language learning to topics that students can relate to in their daily lives while using authentic material leads to more engaged learners. The authors used interviews in English with local foreign tour guides in Kyoto as source content material for listening and reading comprehension to teach a unit on tourism and its impact on local communities. This was supplemented by further socio-economic data and information related to Kyoto’s tourism industry created and curated by the authors. Students were able to discuss and debate the merits and demerits of mass tourism, consider the effects of the COVID-19 pandemic on this industry, and, as a final project, propose a suggested plan of action to promote or manage the tourism industry in the local area. This presentation will look at how the presenters utilised the CBI method to help students learn about social and economic issues through the vehicle of English as a medium of instruction. This presentation will go through the methods and materials as well as student feedback from the tasks and projects that they accomplish. It will also propose ways to adapt the method to topics of personal relevance to the attendees and their students. The materials are original materials that the presenters have gathered through their own socio-economic research within Kyoto. These issues are taught through the materials in the students target language and then the students are given projects to work on. This presentation will go through the methods and materials as well as student feedback from the tasks and projects that they accomplish.

Sun, Jul 10, 10:35-11:00 [Asia/Tokyo Room: E22](#)

[College and University Educators](#) - [College and University Education Research-Oriented Presentation](#)

### [生徒のエンゲージメントと学習到達度・教師の指導には関係性があるか？#2716](#)

[Akiko Okunuki](#)

言語学習エンゲージメントに関する研究が近年急増し(Hiver, Al-Hoorie, Vitta, & Wu, 2021)、学習到達度との関係性(Fredricks, Blumenfeld, & Paris, 2004)に注目が集まる中で、国内の中学生を対象とした研究はまだわずかである。本研究では生徒のエンゲージメントと到達度に加えて、生徒のエンゲージメントと教師の指導についての関係性を量的に調査した。



公立中学校2校の全校生徒と英語教科の教員を対象に、2021年12月に質問紙調査を実施した。分析ではエンゲージメントの尺度を開発したのち、生徒のエンゲージメントと到達度、および生徒のエンゲージメントと教師の指導の関係性を確認する。予測される結果として、生徒のエンゲージメントの高さは英語学習の到達度と関係性があり、教師の指導との間にも関係性があると想定している。発表では分析の結果を踏まえた上で考察を行う。

Sun, Jul 10, 10:35-11:00 [Asia/Tokyo Room: G21](#)

[Learner Development](#) - [Junior/Senior High School Research-Oriented Presentation](#)

### [Gestalt of Language Teacher Identity: ALTs in the JET Program](#)#2737

[Takaaki Hiratsuka](#)

For over three decades, hundreds of thousands of foreign nationals have set foot on Japanese soil as foreign assistant language teachers (ALTs) through the government-sponsored Japan Exchange and Teaching (JET) program. Although there is an apparent need for scrutiny of the lived experiences of ALTs in their situated contexts, empirical discussion and research addressing them have been remarkably insufficient, as previous studies have focused primarily on the advantages and shortcomings of individual teachers and the characteristics of their team-teaching practices. Against this backdrop, the study on which this presentation is based explored, via narrative interviews, the identities and their constructions of 22 ALTs in the JET program. It is of critical importance to understand the complexities of ALT identity because how we view ourselves, how we project ourselves to others, and how others perceive us impact all aspects of our professional and private lives, including our beliefs, emotions, development, and practices. The findings revealed that the gestalt of ALT identity is comprised of two primary categories, foreigner identity and dabbler identity, and their six incumbent sub-identities (i.e., celebrity, sojourner, English expert, assistant, greenhorn, and Japanese novice). The presentation concludes with implications for language teacher education and identity research.

Sun, Jul 10, 10:35-11:00 [Asia/Tokyo Room: E26](#)

[Teacher Development](#) - [Junior/Senior High School Research-Oriented Presentation](#)

### [Reflecting on Intercultural Experiences in a Writing Course in Japan](#)#2884

[Julia Tanabe](#)

This presentation discusses Japanese university students' reflections on intercultural encounters in an English writing course taught over a semester. The main aim is to discover how Japanese students' intercultural competence can be developed through interpreting intercultural experiences. 24 university students took part in the study and data were collected with a course feedback questionnaire, student interviews with questions designed by the teacher and written assignments. The questionnaire consisted of items using a 4-point Likert scale and open-ended questions. In the task, students conducted semi-structured interviews with participants in English and reflected on the encounters through a written assignment. The writing course applied a communicative language teaching approach and a process approach to writing. Students identified intercultural themes in a prior discussion task about their own intercultural encounter. They linked Byram's (1997) intercultural dimensions with example sentences prior the analysis. Content analysis was used with the assignments, interview transcripts, and open-ended items; descriptive statistics were used for Likert-scale items. Results suggest that the writing task provided the students with knowledge on how to behave in intercultural situations, how to maintain positivity, establish good relations, and be aware of preconceptions; some learnt to reflect critically on themselves and others.

Sun, Jul 10, 11:10-11:35 [Asia/Tokyo Room: ONLINE](#)

[Intercultural Communication in Language Education](#) - [CU Research-Oriented Presentation](#)

### [Word Association and the L2 Mental Lexicon](#)#2966

[Makada McBean](#)

This presentation documents an attempt to better understand the L2 mental lexicons of a group of English language learners. To explore the relationship between word-association and learners' lexical development, the researcher employed a psycholinguistic experiment - the word association test, based



on Task 123 of McCarthy's Vocabulary (1990: 152). A simple word association task comprising eight stimulus words was administered. Participants comprised low-level and high-level Japanese English as a Foreign Language (EFL) students and two high-level exchange students from Chile and Finland who were also EFL and English as a Second Language (ESL) learners, respectively. In the study, focus is placed on five types of word relations: contextual structure, (syntagmatic/paradigmatic relations), meaning (sense relations), extra-linguistic (encyclopaedic relations), frequency (collocation), and sound (clang associations). The results of this word association task did not exactly mirror the findings of Aitchison (2003). However, some clear similarities between the two studies were identified. The findings support the claim that the mental lexicon of the L2 learner is highly organized, and that word relations within the L2 lexicon are comprised of primarily semantic or lexical distinctions and not phonological ones.

Sun, Jul 10, 11:10-11:35 [Asia/Tokyo Room: G21](#)

[Learner Development](#) - [Junior/Senior High School](#) [Research-Oriented Presentation](#)

### **Expertise in L2 Teaching: Implications for Teachers, Administrators, and Researchers#2713**

[Mayumi Asaba](#)

Teaching is a challenging profession. It requires juggling multiple roles in and out of the classroom while also being a mentor, an administrator, and a researcher. Therefore, as teachers gain experiences and establish routines, it is natural that some fall into a pattern of relying on the same teaching strategies and activities with little change. However, others continue to create new class activities or refine old ones as well as helping colleagues and contributing to improving programs. These teachers are often exceptional, and in many cases considered experts. Researchers have unveiled characteristics of expertise in teaching as well as its developmental processes (e.g., Asaba, 2019; Christiansen et al., 2018; Tsui, 2003). However, what these findings mean for educators have not been fully explored and discussed. The purpose of this presentation is to explore what previous studies of expertise in L2 teaching suggest for teaching and learning in L2 communities. The presenter first introduces previous literature and key concepts related to expertise in teaching, including teacher knowledge and a model of expertise known as progressive problem solving (Bereiter & Scardamalia, 1993). Then, the presenter will discuss implications that these studies have for teachers, administrators, and researchers in L2 teaching contexts.

Sun, Jul 10, 11:10-11:35 [Asia/Tokyo](#) | [Room: E26](#) [Teacher Development](#) [Any Research-Oriented Presentation](#)

### **Student Led Peer-Review Stations vs Traditional Peer-Review: A Comparison#2722**

[Kathryn Jurns](#) / [Claire Bower](#)

Peer-review activities foster critical-thinking and promote opportunities for thorough feedback in academic writing classes, while easing the teacher's workload. In an ESL context, however, social pressures or varying language abilities can affect peer-review's value, or even be counterproductive (Leki, 1990, as cited in Ferris & Hedgcock, 2005). A new 'stations' style of peer-review aims to counter this by playing to the students' strengths, resulting in a more effective practice. Students concentrate on an area of strength such as citation, grammar, or cohesion and conduct peer-review in that category only. The presenters will introduce content from an ongoing study comparing this "peer-review stations" practice and a more traditional peer-review activity. The study investigates students' confidence as peer-reviewers as well as their perceived value of the feedback they receive. This presentation will share survey results, data analysis, and interviews from the study and how this new style of peer review can complement and enhance an academic writing course.

Sun, Jul 10, 11:10-11:35 [Asia/Tokyo Room: E22](#)

[College and University Educators](#) [College and University](#) [Education](#) [Research-Oriented Presentation](#)

### **Improving Argumentative Essays with the Toulmin Method and Fallacy Repair#2815**

[John McCarthy](#)

The argumentative essay can be a challenging assignment for Japanese students of English due to both the language proficiency and the critical thinking skills required. In comparison to native English speakers and non-native speakers of various other cultural backgrounds, Japanese students are likely to

have had less practice with written argumentation and may find it difficult to choose appropriate support, explain the relevance of that support, and refute counterarguments. This presentation will discuss ways in which teachers can address these challenges by incorporating instruction and activities based on the Toulmin Model of Argument, which research has shown to be useful in improving students' written argumentation (Qin & Karabacak, 2010; Simon, 2008; Stapleton & Wu, 2015; Varghese & Abraham, 1998; Yeh, 1998). The presentation will also examine the connection between the goals given for an argumentative essay and the effectiveness of the writing produced. In addition, the presentation will provide examples of some common logical fallacies that can weaken students' arguments and will introduce activities designed to help students recognize and repair such fallacies.

Sun, Jul 10, 11:10-11:35 [Asia/Tokyo Room: F22](#) [Critical Thinking](#) -CUE [Research-Oriented Presentation](#)

### [Interactive Classroom and Students' Response in Junior High School](#)#2727

[Azusa MATSUMOTO](#)

This presentation will explore how to provide opportunities for interaction in English and how students have become more responsive in junior high school English classes. The Course of Study for Junior High School stated that teachers should teach English in English and develop students' ability to communicate in English. However, teachers still focus on teaching grammar and vocabulary and not developing English interaction. Therefore, students were not used to using English for communication. In this study, the presenter provided a lot of interaction in English with junior high school students in every lesson. The lessons were conducted in comprehensible English to give students adequate input. The presenter provided interactional modification, such as asking questions about the topics or about the students themselves and also using visual aids. Giving positive feedback was also essential to encourage students. The study found that teachers' utterances and support could elicit reactions from students and motivate them to use English in class. In addition, pair or group work helped students engage in class and made them feel less anxiety when speaking English. Providing interactive lessons and an environment where students could engage is closely related to students' motivation toward learning and using English. Findings and implications will be discussed.

Sun, Jul 10, 11:10-11:35 [Asia/Tokyo Room: E25](#)

[Teaching Younger Learners](#) - [Junior/Senior High School](#) [Research-Oriented Presentation](#)

### [Learner Autonomy and Their Attitude Towards the Electronic Portfolio](#)#2881

[Omura Takanori 大村孝紀](#)

In recent years, quite a few studies have dealt with an issue of how learners autonomously learn, and the effect of an electronic version of portfolio (e-portfolio) on learner autonomy. Nevertheless, the number of studies that highlights the relationship between learner autonomy and their attitude towards e-portfolio seems to be limited. The purpose of the present study was to investigate the correlation between the university students' learner autonomy and their attitude towards the e-portfolio, and the students' assessment on the e-portfolio in terms of the improvement of their learner autonomy. The participants were first-year university students who took a general English course at a private university in Tokyo. The online surveys were administered at three points in a year while semi-structured interviews were also conducted twice in the same year. The participants were asked to use the e-portfolio that was shared with the teacher during the experimental year. The survey data was analyzed by the SPSS software, and the Pearson correlation coefficient. The results showed that there was a strongly positive correlation between the level of learner autonomy and their attitude towards e-portfolio, which indicates that students who are more autonomous tend to possess a positive attitude towards the e-portfolio.

Sun, Jul 10, 11:45-12:10 [Asia/Tokyo Room: F22](#) [CEFR and Language Portfolio](#) - [CUE](#) [Research-Oriented Presentation](#)

#### **GILE SIG Forum#2894**

[Jennie Roloff Rothman](#) / [Margalit Faden](#) / [Mahboubah Rakhshandehroo](#) / [Paul Horness](#) / [Olaf Fors](#) / [May](#)

This forum for the Global Issues in Language Education (SIG) will present the experiences of three global educators on how they pursued cross-border classroom connections with universities overseas during the pandemic. Mahboubah Rakhshandehroo, Olaf Fors, and Paul Horness will describe the collaborative online learning projects they engaged in with the aim of inspiring other educators. Participants looking to build cross-border connections and utilize technology more effectively for communication will want to join this session, which will be live streamed.

**Sun, Jul 10, 11:45-13:15 [Asia/Tokyo Room: A31/Hybrid](#)**

[Global Issues in Language Education](#) - [General Unvetted SIG Forum](#)

#### **TYL & ICLE SIG Forum: Intercultural Understanding in Japanese Schools#2645**

[Roxana Sandu](#) / [Gaby Benthien](#) / [Fumiko KURIHARA](#) / [Yoichi Kiyota](#) / [Natsue Nakayama](#) / [Satomi Miura](#) / [Maria Theresa Niibori](#) / [ピアースダニエル](#) / [Grant Osterman](#) / [Satomi Miura](#)

This forum is a collaboration between the Teaching Young Learners (TYL) SIG and the Intercultural Communication in Language Education (ICLE) SIG. Its aim is to showcase how intercultural communication is approached in primary and secondary schools from a variety of perspectives. Some of our invited presenters will share their research based on descriptors from the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) as to what degree intercultural communicative competence is promoted in the new elementary school English textbooks. Presenters will also discuss the difficulties of teaching aspects of an L2 that are not a common feature in the L1 sociocultural environment, engaging ways in which a teacher can introduce their own country and culture to a class, how the School Lunches Project promoted the development of an investigative stance towards plurality, and how intercultural understanding is incorporated in pre-service teacher education.

**Sun, Jul 10, 11:45-13:15 [Asia/Tokyo Room: E21/Hybrid](#)**

[Intercultural Communication in Language Education](#) - [Any Unvetted SIG Forum](#)

#### **The TD & CUE SIG Forum on Communities of Practice#2647**

[Jon Thomas](#) / [James Bury](#) / [Barbara Hoskins Sakamoto](#) / [Yoshifumi Fukuda](#) / [Daniel Hooper](#)

The TD and CUE SIG will hold their annual joint forum on the topic of Communities of Practice (CoPs). Such communities can be teachers, students, company workers, or otherwise, who form in organic or natural ways. The CoP members hold a common aim or concern for the activities they do and learn how to improve as they interact regularly within the group. Some participants may be more senior in age or experience than others, thus giving way to a learning experience and successful conclusion of their efforts for everyone. The forum speakers are university and professional educators with a specific background as a member or researcher of CoPs. James Bury will inform us about the positive outcomes achieved as a result of encouraging colleagues at two separate workplaces to interact with research, question their own teaching practices, engage in their own practice-based investigations, and then share their findings with each other. Yoshifumi Fukuda will explain how Japanese EFL/ESL learners actively engaged themselves in English-mediated socialization and grew as English users and as persons in a project-based English education program held in Japan and during studying abroad. Daniel Hooper will describe the shared goals, interpersonal relationships, and local repertoire of tools that emerged from a small reflective practice group for university teachers that met regularly to discuss critical incidents they experienced in their working lives and to explore their own professional identity. Barbara Hoskins Sakamoto will talk about the potential of informal online communities to improve teachers' professional and personal lives, sharing specific examples of the meaningful impact observed with teachers in a unique English for Teachers program, and the factors that made positive changes possible.

**Sun, Jul 10, 11:45-13:15 [Asia/Tokyo Room: AUDITORIUM/Hybrid](#)**

[Teacher Development](#) - [College and University Education Unvetted SIG Forum](#)

### **Challenging Conventions: Opening up New Spaces in Learner Development (FACE TO FACE)#2652**

[Tim Cleminson](#) / [Greg Rouault](#) / [Gretchen Clark](#) / [Jenny Morgan](#) / [Dominique Vola Ambinintsoa Razafindratsimba](#) / [James Michael Underwood](#) / [Fanaperana Haingo](#) / [Volatiana Olivia](#)

This forum will examine how new learning spaces can help learners grow beyond conventional education environments. Presenters will explore holistic and ecological perspectives on learners' growth, taking into account multiple aspects of their experiences, their interactions with others, and different affordances in diverse learning environments and spaces. The forum will include both studies that shed new light on the impact of sociocultural and psychological factors on the development of learner autonomy, as well as practice-related accounts that explore learners' practices in a range of learning spaces outside of conventional classroom settings. In the forum participants will have opportunities in pairs and small groups to discuss and reflect on different non-conventional environments, spaces, and processes that learners can access and/or use. The combination of these theoretical and practice-based perspectives will encourage us to think about learner development from fresh angles, not only under the current and post-pandemic situation, but also beyond, so that we can come away from the forum with fresh ideas for challenging conventions and opening up new spaces in learner development in our own learning, teaching, and research.

*Round One 11:50 to 12:20 Dominique Vola Ambinintsoa Razafindratsimba, Fanaperana Haingo Rajaonaritiana, Volatiana Olivia Rasoanindrina and Jenny Morgan*

*Round Two 12:20 to 12:50 James Underwood, Gretchen Clark and Greg Rouault*

Sun, Jul 10, 11:45-13:15 [Asia/Tokyo Room: G21](#) [Learner Development](#) - [Any Unvetted SIG Forum](#)

### **Challenging Conventions: Opening up New Spaces in Learner Development (ONLINE)#2652**

[Tim Cleminson](#) / [Isra Wongsarnpigoon](#) / [Michael Kuziw](#) / [Yuri Imamura](#) / [Andy Barfield](#) / [Phillip A. Bennett](#) /

This forum will examine how new learning spaces can help learners grow beyond conventional education environments. Presenters will explore holistic and ecological perspectives on learners' growth, taking into account multiple aspects of their experiences, their interactions with others, and different affordances in diverse learning environments and spaces. The forum will include both studies that shed new light on the impact of sociocultural and psychological factors on the development of learner autonomy, as well as practice-related accounts that explore learners' practices in a range of learning spaces outside of conventional classroom settings. In the forum participants will have opportunities in pairs and small groups to discuss and reflect on different non-conventional environments, spaces, and processes that learners can access and/or use. The combination of these theoretical and practice-based perspectives will encourage us to think about learner development from fresh angles, not only under the current and post-pandemic situation, but also beyond, so that we can come away from the forum with fresh ideas for challenging conventions and opening up new spaces in learner development in our own learning, teaching, and research.

*Round One 11:50 to 12:20 Phillip A. Bennett and Isra Wongsarnpigoon and Andrew Barfield*

*Round Two 12:20-12:50 Yuri Imamura and Michael Kuziw*

Sun, Jul 10, 11:45-13:15 [Asia/Tokyo Room: ONLINE](#) [Learner Development](#) - [Any Unvetted SIG Forum](#)

### **Sustainable Inclusivity: Practical Solutions for Supporting Learners#2660**

[Ryota Moriya](#) / [Natsuki Suzuki](#) / [Andrew Reimann](#) / [Alexandra Burke](#) / [Ryoko Sato](#) / [Katrina Persons-Nishi](#)

As the pandemic forced us to move online, learner needs became more diverse and complicated in language education. Teachers' resources and strategies increasingly face a growing 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. However, according to JASSO (2020), the percentage of students with special needs in higher education slightly decreased last year. This raises the following questions: Does online teaching better accommodate learners with special needs? Did the online context level the playing field and make traditional differences and difficulties invisible for teachers in? Further research is needed to fully understand these changes. In light of this, the ALL SIG forum will focus on sharing ideas and relating experiences of all participants. This forum will showcase individual stories and experiences creating

needs analysis framework for the purpose of assessing contexts and sharing strategies and resources. By creating a support network, educators can work together to address the diversity of needs reflected in today's classroom. The goal is to raise awareness of diverse learner needs and develop inclusive strategies for language teachers and school administrators.

Sun, Jul 10, 11:45-13:15 [Asia/Tokyo Room: F21/Hybrid](#)

[Accessibility in Language Learning](#) - [General Unvetted SIG Forum](#)

### [Teaching Business Fundamentals through English to non-Business Majors](#)#2695

[RICHARD MILLER](#)

Numerous Japanese universities offer programs in which students can take classes in business despite majoring in other academic disciplines. When such classes are solely focused on English language targets, students may complete the course without learning about some of the fundamentals of business theory. One way to educate the students about basics of business is through Content Based Instruction (CBI) where the classes are focused on the subject. This presentation will describe a course at a women's university that introduces the concepts of the basics of business theory, through CBI and projects, to English majors. The class and projects centre around four main areas of business theory; marketing, finance, human resources, and strategy. This approach places the students within groups that each learn a part of the project. The presenter will show how case studies, marketing projects and overall business projects are used by the students in the classroom.

Sun, Jul 10, 11:45-12:10 [Asia/Tokyo Room: E22](#)

[Business Communication](#) - [College and University Education Research-Oriented Presentation](#)

### [TOEIC Listening/Speaking Prep: Collaboration and Real-World Application](#)#2967

[JEREMY CAHILL](#) / [Jeffrey Maxwell](#)

Instructional practices for standardized tests like the TOEIC often rely on a teacher-centered "teach-model-practice-explain" pattern that is at odds with the Communicative Approach. Test prep materials similarly emphasize lower-order basic comprehension and recall. In this practice-oriented presentation, attendees will acquire four TOEIC listening/speaking section prep activities that focus on integrating into the "practice" stage the opportunity for students to collaborate, solve problems, and apply their learning to real-world contexts. First, the presenters will briefly cover the presentation's motivation, context, and teaching gap (2 minutes). The presenters will then share step-by-step how-to's for the activities, which include a business consulting project for TOEIC speaking and reasoning gap for TOEIC listening (10 minutes). Participants will demo one activity (8 minutes) and finally collaborate in small groups applying the activities to their own teaching contexts (5 minutes). Attendees will walk away with effective, meaningful, motivating TOEIC prep activities that they can immediately begin using in their classes.

Sun, Jul 10, 11:45-12:10 [Asia/Tokyo Room: E25](#)

[Testing and Evaluation](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Students' \(Mis?\)Perceptions about In-Class Digital Game-Based Learning](#)#2729

[Michael Hofmeyr](#)

Research in computer-assisted language learning has drawn attention to the potential of digital games for language learning and teaching. Even games designed purely for entertainment purposes may contribute significantly to second-language acquisition (Peterson, 2013; Reinhardt, 2019). In this presentation, I will discuss findings from a mixed-methods research project investigating the attitudes of Japanese university students towards digital game-based language learning (DGBLL). A game component was introduced into six separate English communication classes in which learners played a cooperative digital puzzle game in small groups for 15 to 30 minutes per class over a period of 10 weeks. Pre- and post-intervention surveys were administered to gather demographic data and to understand learners' attitudes towards this pedagogical approach. After the final play session, three learners from each class also participated in a semi-structured focus-group interview. Analysis of the survey data (N = 112) reveals that in general, learners held positive attitudes towards DGBLL and that

these positive attitudes were stronger after the game-based learning intervention. However, analysis of the interview data suggests considerable ambivalence towards the approach. While recognising the potential of digital games to facilitate SLA, many learners also seem to view them as a distraction from “serious” and “proper” language learning.

Sun, Jul 10, 11:45-12:10 [Asia/Tokyo Room: C11](#)

[Computer Assisted Language Learning](#) - [General Research-Oriented Presentation](#)

### **[\(Re\)imagining Language Learning: A New Approach to Academic Vocabulary](#)#2726**

[Paul Wadden](#) / [Dan Ferreira](#)

The 95% vocabulary comprehension level for academic texts and lectures is the crucial threshold for university study. To help learners attain this level, the presenters combined the headwords from the 4 major academic vocabulary lists to date: AWL (570 words), NAWL (963 words), UWL (836 words), and EAP (874 words). The resulting Global Academic Lexicon (GAV) presents the headwords from all four lists in 23 lessons. These lessons, comprising 1,850 words, progress from most frequently appearing to the least frequent. The pedagogical premise is efficacy: to lower the “learning burden” and learn the most commonly appearing words first (Nation, 2006). These lessons are now open-source and available to university teachers and students in Japan and around the world. Using free online Quizlet cards, they (1) provide the primary meaning of headwords in simple English and in Japanese, (2) demonstrate their “use in context” in sample sentences, and (3) offer a rich variety of flashcards, writing-listening-spelling practice, and competitive games for individual or group use. Presenters will demonstrate how lessons can be accessed and used autonomously, in online instruction, or in the physical classroom to motivate students, assess their learning, and give feedback on their progress.

Sun, Jul 10, 12:20-12:45 [Asia/Tokyo Room: E25](#)

[Vocabulary](#) - [College and University Education Practice-Oriented Short Workshop](#)



## DAY 3 –SUNDAY JULY 10<sup>th</sup>, 2022

### AFTERNOON SESSIONS

#### (Re)imagining Language Education in Relation to the CEFR/CV and the CEFR-J#3118

Yukio Tono

Since the publication of the CEFR in 2001, policymakers, researchers and teachers in foreign language education around the world have started to use the framework to review their own systems and practices. This includes the structure and content of language syllabuses, textbooks and teaching materials, as well as instructional and assessment methods. The publication of the Companion Volume (CEFR/CV) in 2020 will further concretise the principles of the CEFR and re-propose a new framework for language teaching, including sign languages, mediation skills and online communication. The application of the CEFR, with its extremely broad scope, can sometimes be a hindrance to a sound understanding of its principles and fundamental concepts, which can lead to applications based on superficial knowledge. It is also true that it is difficult to implement language education policies that cover the full range of the CEFR. In this talk, I will give an overview of the CEFR and the CEFR/CV and discuss the implications of using the CEFR as a common framework for all languages. As an example of focused applications, I will argue what the future of intelligent CALL based on the selection and arrangement of language materials by the CEFR levels would be like. Finally, as Principal Investigator of the CEFR-J, a localization project of the CEFR in Japan, I would like to consider what is needed for the CEFR to truly take root in foreign language education in Japan.

Sun, Jul 10, 13:30-14:20 Asia/Tokyo Room: A31

CEFR and Language Portfolio - Any Plenary Session

#### Integrating Translanguaging in University EAP Courses#2871

Lorna DeVera

Many instructors are still divided over the English-only policy in tertiary level English language programs. English as a medium of instruction has been justified by the need to shift from traditional teaching methods to active learning which fosters communication and opportunities for exposure to the language. Perceptions prevail that using students' native language in the English classroom hinders learning and acquisition. Many studies nonetheless support the idea that the L1 is a valid classroom resource which students could strategically use to learn (Canagarajah, 2011; Freeman and Freeman, 2017). This is the essence of translanguaging, a pedagogical approach promoting L1 as a classroom tool which may further accelerate understanding of class content, improve student performance and student interactions, and is helpful for classroom management. Taking off from her initial study that explored translanguaging as an approach in EMI settings, the presenter will examine how it is applied in English for Academic Purposes courses. This presentation will discuss how the students' L1 (Japanese) can be used as a pedagogical tool to meet student needs and classroom goals. The presenter will also suggest strategies on how translanguaging can be integrated in EAP classes for the purposes of comprehension, communication, and meaningful instruction and learning.

Sun, Jul 10, 14:30-14:55 Asia/Tokyo Room: E22

College and University Educators - College and University Education Research-Oriented Presentation

#### ER SIG Forum#2646

Pat Conaway / Jeffrey Huffman / Torrin Shimono / David Beglar

The first part of this panel discussion is dedicated to a review of theories of fluency development, including ACT theory, Instance Theory, and Verbal Efficiency Theory, how these theories apply to extensive reading, and the potential limitations of extensive reading where reading fluency development is concerned. The second part focuses on how reading fluency improvement can be

encouraged and monitored in the EFL classroom via extensive reading as well as silent and oral fluency training activities. The results of a study comparing the effects of an intensive reading approach and an extensive reading (with added fluency training) approach on various measures of reading fluency will be presented and discussed. In addition, there will be a discussion about how reading fluency can be enhanced when extensive reading is combined with timed reading, repeated oral reading, and chunking activities among L2 English Japanese university learners. The changes in their cognitive processes used for reading, oral reading fluency scores, and L2 reading self-efficacy will also be examined. Qualitative data regarding these reading activities will also be shared

Sun, Jul 10, 14:30-16:00 [Asia/Tokyo Room: A31/Hybrid](#) [Extensive Reading](#) - [General Unvetted SIG Forum](#)

### [Teaching and Learning about the Brain#2651](#)

[Mohammad Khari](#) / [John Duplice](#) / [Skye Playsted](#) / [Deepa Kiran](#) / [Julia Daley](#) / [Brian J Birdsell](#) / [David Scott Bowyer](#)

The Brain SIG's monthly Think Tank publication has become the focus of our efforts to learn and teach others about the brain. By drawing on the expertise of SIG members in Japan and authors around the world, we are able to address a wide range of topics related to neuroscience, psychology, and language learning. In this forum editors and authors from the MindBrainEd Think Tanks will give short, concurrent presentations related to some of the topics we have covered over the last year, then lead small group discussions to explore these topics in more depth and relate them to your teaching practices. Join us and find out how our Think Tanks help us make brain research meaningful and engaging for educators.

Sun, Jul 10, 14:30-16:00 [Asia/Tokyo Room: E21/Hybrid](#)

[Mind, Brain, and Education](#) - [General Unvetted SIG Forum](#)

### [Incorporating Global Issues in EFL Classrooms#2913](#)

[May](#)

The pandemic has magnified issues of social justice and inequalities both locally and globally. The language teacher who brings these issues into the classroom can inspire students to be change agents. Students benefit from these guided classroom experiences by becoming aware of marginalization both within and outside the classroom on issues such as sexism, racism, and the environment. Empowered students are able to then make informed decisions and problem-solve through critical awareness. Activities and materials created based on feminist and engaged pedagogies for an academic reading and writing class (CEFR B1-B2) will be presented. The strengths and weaknesses of these activities, their implementation, and responses from the students will be discussed to answer two questions: (1) How can teachers incorporate global issues in EFL classes? (2) How can teachers provide students with hands-on opportunities to make a positive impact in their community by reflecting on local issues?

Sun, Jul 10, 14:30-14:55 [Asia/Tokyo Room: E25](#)

[Global Issues in Language Education](#) - [College and University Education Practice-Oriented Short Workshop](#)

### [Barrier-free learning in Japan: Panel#2994](#)

[Melodie Cook](#) / [Davey Young](#) / [Sandra Healy](#) / [Alexandra Burke](#) / [Megumi Yoshieda](#) / [Olivia Kennedy](#)

The panelists will talk about the lack of knowledge in creating barrier-free classes for learners with different abilities, current changes in policies in Japan, and how teachers are working with students to make their classes more inclusive. The session will begin with definitions of disabilities, issues faced by teachers who are not trained in recognizing them, and how teachers can create or modify classes to be effective for all students. Panel members will speak about helping students at all levels of education. We also hope to have enough time to answer participants' questions and help them make their own classes barrier-free.

Sun, Jul 10, 14:30-16:00 [Asia/Tokyo Room: F21/Hybrid](#)

[Accessibility in Language Learning](#) - [Any Unvetted SIG Forum](#)

### **JALT Officer Support Meeting#2856**

[Bill Pellowe](#) / [Grant Osterman](#) / [Chelanna White](#) / [Emily Choong](#) / [Jon Thomas](#) / [Mehrasa Alizadeh](#)

JALT's Officer Support Committee (OSC) was created to help orient new officers and support current officers in JALT's SIGs, chapters, and committees. This session will be partially an introduction to the resources available to JALT officers, and partially a Q&A / troubleshooting session. If you're a JALT officer (or curious about becoming one), you are welcome to this meeting.

Sun, Jul 10, 15:05-16:05 [Asia/Tokyo Room: F22/Hybrid](#)

[Networking](#) - [Non-teaching Context Meeting / Networking](#)

### **Reforming English Language Teacher Education in Nepal: Prospects and Challenges#2908**

[Yadu Prasad Gyawali](#)

Teacher education provides a framework of ideas to enhance professionalism in foreign language teaching. It is concerned with exploring good practices in teaching, which have already been tried and tested in many educational contexts. Similarly, teacher education provides the language teachers with insights into the nature of language teaching. With the explosion in language teaching, there has been an increased demand for language teachers, and the consequent need to train these teachers. With this reference, this paper focuses on the review of the existing situation of teacher education with the relevant considerations of epistemology as well as the paradigm shift of teacher education from global to local perspectives in Nepal. The present paper is based on content analysis where the literature from the different contexts such as the context of developed countries, developing countries, and the local contexts was reviewed under the qualitative research approach following the focus group discussion. With reference to existing literature and views of headteachers and teachers through focus group discussion, the paper discusses several perspectives of reframing the English Language teacher education program. Mainly, policy-related, pedagogical, technological, and research-based challenges and their mitigating aspects have been illustrated in the paper through focus group discussion and review of the relevant works of literature. Therefore, the paper attempts to explore the prospects and the challenges as the foundational components to reframe teacher education in the context of Nepal.

Sun, Jul 10, 15:05-15:40 [Asia/Tokyo Room: ONLINE](#) [Teacher Development](#) - [Research-Oriented Presentation](#)

### **Reflection as a Learning Target for Global Education#2911**

[Kate de Veas \(she/her\)](#)

This presentation will describe two types of reflective activities, written and conversational, designed to help Japanese university students of English clarify and develop their relationship to global issues, which is a valuable piece of the puzzle of global education. The outcomes of these reflective activities over 4 years show that they are largely successful in building self-awareness, despite revealing feelings of eco-anxiety, disconnection and frustration among students, which the presentation will discuss. Good reflective practice among students allows for not only greater wellbeing and depth of knowledge (Helyer, 2015; Chang, 2019), but progress towards global education's goals of awareness, attitude, and action (Cates, 2002; Hicks 2010). Encouraging reflection, as an explicit student learning objective connected to various learning tasks, gives students the space and time to examine their values, beliefs, and changing relationships to their community, climate, and conflicts at home and abroad. A discussion of the merits and limitations of these, and other reflective practice activities in a global issues classroom is welcome.

Sun, Jul 10, 15:05-15:30 [Asia/Tokyo Room: E25](#)

[Global Issues in Language Education](#) - [College and University Education Practice-Oriented Short Workshop](#)

### **The Effect of Timed Writing on L2 Writing: a Mixed Methods Study#2709**

[Paul Marlowe](#) / [Mayumi Asaba](#)

The importance of L2 writing development has continued to generate ongoing interest as evidenced by numerous publications over the past few decades (Fogal & Verspoor, 2020; Larsen-Freeman, 2006; Wolfe-Quintero, Inagaki & Kim, 1998). However, very little of this research has focused on the effect of specific practice tasks on learners' development in the classroom. The presenters will share the results of

a mixed-methods study investigating the effects of different types of writing practice on the development of complexity, accuracy, and fluency (CAF) in the writing of Japanese university students. Three groups who received regular practice in either sentence-combining, translation, or timed writing were compared on measures of CAF across one semester. The researchers will focus particularly on the results of the timed-writing group, who made significant gains across time and compared to other groups in the study on the measure of fluency. Furthermore, qualitative data will be shared illuminating why timed-writing was a more engaging task for learners as well as the strategies learners employed while performing the task. The findings from the study will be discussed in terms of pedagogical implications for L2 writing instructors.

Sun, Jul 10, 15:05-15:30 [Asia/Tokyo Room: E22](#)

[College and University Educators](#) - [College and University Education Research-Oriented Presentation](#)

### [ePortfolio: Using Mahara & Learning Management Systems \(LMS\) to Showcase Students' Work#2955](#)

[Phil Nguyen](#)

In its simplest form, a student portfolio is understood as a collection of resources, including demonstrations, resources, and accomplishments that can represent a student's individual, group, or institutional work. It can illustrate different types of achievement, progress, goals, and future endeavors. While physical portfolios have been around for quite some time, the advancement of portfolios has been increasing in popularity due to their digital presence, especially with the current online climate. As ePortfolios are gaining momentum as a preferred way to demonstrate students' learning and competencies online, it is crucial for educators and institutions to increasingly understand their advantages. This workshop will address a background of the e-portfolio landscape in relation to a physical portfolio. In addition, a selection of some of the more popular ePortfolio software, including Mahara, LinkedIn, and WordPress, will be discussed, along with the benefits and challenges of using them. It is hoped that participants will be able to understand the potential and usefulness of having a ready-made portfolio for showcasing.

Sun, Jul 10, 15:40-16:05 [Asia/Tokyo Room: C11](#)

[Computer Assisted Language Learning](#) - [College and University Education Research-Oriented Presentation](#)

### [Effective Use of Questioning Strategies in Active Classroom Interaction#2730](#)

[Kosuke HAGIHARA](#)

This presentation will highlight the effective use of teacher's follow-up questioning strategies to construct active teacher-student interaction in English lessons in Japanese junior high schools. The new Course of Study at junior high school has newly introduced "Teaching English in English" policy to give students much input and chances to speak English. However, if students are not used to communicating in English, they often find it difficult and keep silent, and the communication often breaks down. To cope with these situations, teachers' questioning strategies have great potential to encourage students to answer (Wu, 1998). This presentation will explore how teachers can actively involve Japanese junior high school students in interaction and provide them with learning opportunities through the following questioning strategies: simplifying the questions, giving examples, repeating the questions, and asking further questions. The presenter designed the lessons and interaction based on these strategies. The lessons and interactions were recorded by videotape and analyzed by Conversation Analysis. Among these strategies, especially simplifying the questions and giving examples helped the students understand what the questions meant and respond to them. The presenter will share the techniques and students' reactions and responses in the classroom based on the actual interaction data.

Sun, Jul 10, 15:40-16:05 [Asia/Tokyo Room: ONLINE](#)

[Teaching Younger Learners](#) - [Junior / Senior High School Practice-Oriented Short Workshop](#)

# Closing Ceremony and PanSIG2023 Introduction

## PanSIG 2023 Introduction Meeting

[Nicholas J. Wilson](#) / [Amanda Gillis Furutaka](#) / [Koki Tomita](#) / [Grant Osterman](#)

Join us for our closing ceremony to reflect on this year's conference. You can also find out what to look forward to at PanSIG 2023. Meet the incoming conference team and find out how you can get involved next year.

Sun, Jul 10, 16:10-17:30 [Asia/Tokyo](#) Room: F21

General Meeting / Networking

## Handbook Special Theme – PanSIG Showcase pages

JALT has numerous Special Interest Groups (SIGs). These groups are made of JALT members who share a professional interest. Our SIGs publish books, journals, newsletters and maintain informative mailing lists. SIGs also hold conferences and seminars, and work with JALT Chapters and other groups to put on events throughout Japan.

### JALT SIG GROUPS

[Accessibility in Language Learning](#)  
[Bilingualism](#)  
[CEFR and Language Portfolio](#)  
[College and University Educators](#)  
[Computer Assisted Language Learning](#)  
[Critical Thinking](#)  
[Extensive Reading](#)  
[Gender Awareness in Language Education](#)  
[Global Issues in Language Education](#)  
[Intercultural Communication in Language Education](#)  
[Japanese as a Second Language](#)  
[Learner Development](#)  
[Lifelong Language Learning](#)  
[Listening](#)  
[Literature in Language Teaching](#)  
[Materials Writers](#)  
[Mind, Brain, and Education](#)  
[Mixed, Augmented, and Virtual Realities](#)  
[Other Language Educators](#)  
[Performance in Education](#)  
[Pragmatics](#)  
[School Owners](#)  
[Study Abroad](#)  
[Task-Based Learning](#)  
[Teacher Development](#)  
[Teachers Helping Teachers](#)  
[Teaching Younger Learners](#)  
[Testing and Evaluation](#)  
[Vocabulary](#)





# Accessibility in Language Learning SIG

## ***Name of SIG – Accessibility in Language Learning SIG***

The Accessibility in Language Learning SIG is a new SIG formed in February 2021. The mission of the ALL SIG is to provide a forum for current and potential members to collaborate, share experiences, practices, and strategies, and consider how to comply with the EDPD Act (The Act for Eliminating Discrimination against Persons with Disabilities), 2016. Our goal is 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.**

## ***Publications – Accessible Language Learning Reviews***

The official newsletter is sent to SIG members once every three months. The newsletter features articles about accessible language learning, website suggestions for inclusive practices, and information about future events.

## ***Links:***

Facebook Page - <https://www.facebook.com/groups/452497221874596/>



Website - <https://sites.google.com/view/all-sig/home?fbclid=IwAR3vLzUMTEwnFVkpVOMkYsb-HnFWHqJN7cmaYI3RR-8PtzJ-r0xSQJmuQp8>

JALT Website - <https://jalt.org/groups/sigs/accessibility-language-learning>

## ***Contact:***

Email – [all@jalt.org](mailto:all@jalt.org)



# Mind, Brain, and Education (BRAIN) SIG

## BRAIN SIG Membership

Mind, Brain, and Education (BRAIN) SIG members are teachers who want to learn about the latest findings in neuroscience and psychology and to implement them when teaching and learning languages. There are currently 111 active members in Japan and over 20,000 subscribers and contributors from over 70 countries to our monthly Think Tank magazines. Our members teach all age groups, and our research interests span across the many branches of psychology and neuroscience.

## Our Aim

We founded the SIG in 2014 when there was almost no neuroscience included in teacher training programs, and important discoveries were being made every week. Our aim is to fill that gap by learning about brain research related to language teaching and sharing this with others by giving presentations to JALT chapters and at conferences in Japan and other countries (see our speaker database). We also produce a scholarly journal, but perhaps our most effective outreach activity is the monthly publication of our online Think Tank magazines.

## Our Publications

**MindBrainEd Journal** – we welcome contributions to this peer-reviewed publication which focuses on original research in the application of brain research to language teaching. Please consider writing a research paper or book review.



**MindBrainEd Think Tank magazines** – 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 to make it engaging to all readers. We also team up with other SIGs to explain the brain science that supports their research and practices. The magazines contain links to talks and podcasts as well as many practical classroom activities. There is also a growing series of articles written in simple English that summarize the main ideas of some of the key Think Tanks for use with students.

## Other Activities

Since the coronavirus pandemic, we have seen the value of using SIG funds to bring guest teachers from around the world to JALT online conferences. We also encourage members who are new to presenting at conferences to build their confidence by giving a short book talk at our forums, and to meet online to practice their presentation before the conference. This is all in the spirit of our mission to learn from each other.



## Useful Links



**Our Website**

**Speaker Database**

**MindBrainEd Journal**

**MindBrainEd Think Tank  
Magazines**

**The Brain in Simplified  
English Series**



**Facebook**



**Twitter**

## Follow Us

## Contact Us

Please contact us at <https://www.mindbrained.org/contact/>



# CEFR & LP SIG

CEFR, CEFR/CV, Language Portfolio

## **Name of SIG**

CEFR & Language Portfolio SIG (54 members, April 2022)

## ***Our aim/focus/research:***

JALT CEFR & LP SIG formed in November 2008 as the JALT Framework and Language Portfolio SIG (FLP SIG) before being renamed JALT CEFR & LP SIG in November 2017. This SIG gathers individuals interested in the CEFR, CEFR/CV, and the Language Portfolio to garner ideas, discuss developments, and coordinate efforts from practitioners and researchers. These efforts will aid practitioners and researchers seeking to share and exchange results on the CEFR, CEFR/CV, the Language Portfolio related tools and measure the huge impact of such tools on foreign language teaching worldwide.

## ***Publications:***

CEFR & LP SIG Newsletter (3~4 per year)

CEFR Journal - Research and Practice (international, peer reviewed, DOI)

## ***Events:***

SIG Forum at PanSIG and at JALT International Conference

Workshops

My CEFR share - CEFR tool box

joint events (Nagano, Nara etc.)

## ***Community/other activities:***

Kaken research projects (collaborative) <https://cefrjapan.net/research>

joint publications (books, text books) <https://cefrjapan.net/publications/books/68-books-overview>

## ***Links:***

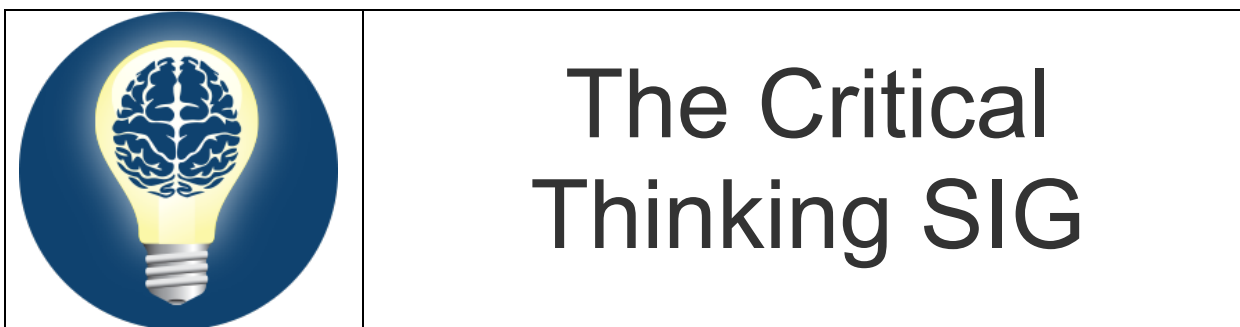
HP <https://cefrjapan.net>

<https://cefrjapan.net/journal>

<https://jalt.org/groups/sigs/cefr-and-language-portfolio>

## ***Contact:***

[cefrlp@jalt.or](mailto:cefrlp@jalt.or)



**Name of SIG – *The Critical Thinking SIG***

The Critical Thinking Special Interest Group (CT SIG) provides a forum for critical thinking research, methodology, and discussion in specific regard to teaching and learning.

***Our aim:***

This group offers both teachers and researchers a place to connect, collaborate and share practice and research regarding how teachers teach critical thinking to their learners, how learners improve their critical thinking skills and logical thinking skills, and finally how theoretical aspects of critical thinking and its various aspects connect to classroom practice. The Critical Thinking SIG aims to be a force for learning and promotion of research in the field of how valuable critical thinking can be for learning a language and for the betterment of a student's future in an increasingly global context.

***Publications:***

***- Critical Thinking in Language Learning (CTLL)***

Our peer-reviewed journal *Critical Thinking in Language Learning* is published yearly in November. The journal features articles on critical thinking research, opinions, and practical activity ideas for teachers to bring into the classroom.

***- The CT Scan SIG e-newsletter***

The official newsletter of the CT SIG is sent to members and subscribers quarterly. The newsletter features information on upcoming events, shorter edited articles/reports regarding critical thinking in education, and calls for submissions and information about future events.

***Links:***

Website – [www.jaltcriticalthinking.org](http://www.jaltcriticalthinking.org)

Facebook Page – <https://www.facebook.com/JALT-Critical-Thinking-SIG-105523216168130>

**Contact:** Email – [coordinator@jatcriticalthinking.org](mailto:coordinator@jatcriticalthinking.org)



**Name of SIG – CUE SIG**

The College and University Educators Special Interest Group (CUE SIG).

**Our aim:** To provide a forum for the presentation and discussion of educational activities, ideas and research of broad interest to tertiary (college and university) educators in Japan.

***Publications:***

- *OnCUE Journal* (OCJ) is the main journal of the College and University Educators SIG. It is fully refereed and is published once or twice annually. It sections include feature articles, a research digest, professional development, opinions & perspectives, technology matters, book reviews, and conference reviews.

- *OnCUE Journal Special Issue* (OCJSI) is the collection of reports following either the CUE conference or its ESP Symposium which is held in September. These are peer-reviewed and usually follow the theme of the gathering. This is a recent publication, but previously the proceedings-like articles were published as a mid-year issue of OCJ.

- *CUE Circular* (CC) is a newsletter of three short articles not written entirely in academic format, but which provide pedagogical descriptions of lessons or lesson ideas. This publication is usually published 2-3 times per year.

***Events:***

- *CUE Conference or ESP Symposium*

The CUE Conference is held in September and alternates with the ESP Symposium, which traditionally has been an all-poster event. Both host plenary speakers.

- *PanSIG Conference*

CUE hosts a forum of its own or teams up with another SIG to jointly host a forum. The topic varies every year.



- *JALT Conference*

CUE hosts a forum of its own or teams up with another SIG to jointly host a forum. The topic varies every year.

**Community/other activities:**

- *Workshops or seminars*

CUE sometimes hosts one of these events to provide a key speaker(s) who will explain or demonstrate a valuable feature of research or publishing.

- *CUE grants*

CUE understands that conducting research and attending conferences is integral to keeping abreast of developments in the education field and furthering professional development. In the spirit of this, we offer CUE SIG members the opportunity to apply for the **CUE Research Grant** and the **CUE Member Support Conference Grant**. Awardees are obligated to write up an article in return for the grant.

**Links:**

OnCUE Journal - <https://jaltcue.org/content/about-uncue-journal>

OnCUE Journal Special Issue - <https://jaltcue.org/ocjsi/about-ocjsi>

CUE Circular - <https://jaltcue.org/cuecircular>

Website - <https://jaltcue.org/>

Grants website link - <https://jaltcue.org/content/cue-grants-and-awards>

Facebook Page – <https://www.facebook.com/groups/jaltcue>

Twitter – <https://mobile.twitter.com/jaltcue>

**Officers and Contact Link:** <https://jalt.org/groups/sigs/college-and-university-educators>





# Extensive Reading SIG

**Name of SIG and number/type of members:**

Extensive Reading SIG / approximately 150 members

**Our aim/focus/research:**

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

全国語学教育学会多読分野別研究部会「JALT ER

SIG」は、講師達がERプログラムをスムーズに始められるよう、またそれを有効的に利用できることを目的に活動しています。またこの概念を元に、私達のウェブサイト、会報、ERJ雑誌、プレゼンテーションなどを通じERの促進を促しています。

**Publications:**

The Extensive Reading SIG has 3 publications.

1. Extensive Reading in Japan (ERJ) - a biannual subscription-based journal mostly aimed at our members in Japan.
2. The Journal of Extensive Reading (JER) - the peer-reviewed online journal.
3. The ER SIG e-Newsletter – our monthly communication.

**Events:**

The ER SIG holds several events throughout the year. In addition to forums held at the PanSIG and JALT International conferences, we also participate in conferences organized by the Extensive Reading Foundation (ERF) such as the Extensive Reading World Congress (ERWC) and Extensive Reading Around the World (ERAW).

In years when ERF does not hold a conference, the ER SIG also holds our ER Seminar.

**Community/other activities:**

The ER SIG also holds informal monthly meetings online for teachers to share ideas about reading, books, ER research, and catch up with each other. Meetings are held on the 4<sup>th</sup> Friday of each month and start at 19:00. We may be adjusting the days and times to better fit people's post-covid schedules, so feel free to check for up-to-date times on our website.

**Links:**

ER SIG website

<https://hosted.jalt.org/er/>

Facebook page

<https://www.facebook.com/groups/ersig/>

Twitter

@ERSigJALT

Extensive Reading Foundation website

<https://erfoundation.org/wordpress/>

**Contact: ER SIG Coordinator - [patrick.conaway+ERSIG@gmail.com](mailto:patrick.conaway+ERSIG@gmail.com)**



## Extensive Reading Around the World

5-7 August 2022

<https://erfoundation.org/eraw>



# The GALE SIG

**Name of SIG – The GALE SIG**

The GALE (Gender Awareness in Language Education) SIG works towards building a supportive community of educators and researchers interested in raising awareness and researching the ways in which gender plays a role in language education and professional interaction.

**Our Aim:**

The GALE SIG aims to foster awareness, research and activities in the pursuit of an educational and professional environment free from gender bias.

**Publications: - GALE Journal**

The *Journal and Proceedings of the Gender Awareness in Language Education (GALE Journal)* is a peer-reviewed yearly publication that has been running since 2008, featuring research articles, conference proceedings, interviews, classroom curriculum, and perspectives on gender in the field of language learning and teaching.

- The GALE Newsletter is published at semi-regular intervals up to several times per year, and shares a wide range of literary contributions with other members and the world at large. Submissions are welcome on an ongoing basis for consideration in future issues.

**Recent Events: – Active Allyship in ELT**

On April 17<sup>th</sup>, GALE sponsored this event, a one-day workshop in which presenters shared strategies on how to be an effective ally to both students and colleagues, with the support of the Accessibility and Language Learning (ALL) SIG and the Kyoto and Yokohama JALT chapters.

**Contact Links:**

Newsletter (subscription) – [newsletter@gale-sig.org](mailto:newsletter@gale-sig.org)

Website - <https://gale-sig.org/>

Facebook Page – <https://www.facebook.com/groups/20467073385>

Email – [website@gale-sig.org](mailto:website@gale-sig.org)



**Name of SIG and number/type of members: GILE SIG**

***Our aim:***

The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to:

- promote the integration of global issues, global awareness, and social responsibility in language teaching
- foster networking and mutual support among language educators dealing with global issues
- 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.

***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, global citizenship, 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.

***Publications:***

The GILE SIG Newsletter is sent out quarterly to all members, either in digital or paper form. See our website for newsletter archives.

***Subscriptions:***

One-year subscription (4 issues)

- JALT Members = free (as 1st SIG), 2,000 yen (additional SIG)
- non-JALT Members = 2,000 yen
- overseas subscribers = US \$15

For further information or a sample copy, contact:

Mr. Kip Cates, GILE Newsletter Editor

3 - 351 Kita, Koyama-cho, Tottori City 680-0941 JAPAN

E-mail: <kipcates24@gmail.com> Web: [www.gilesig.org](http://www.gilesig.org)

### ***Events:***

Every year, GILE holds a SIG forum at PanSIG and the November international conference. We also regularly co-sponsor events with other JALT SIGs, chapters, and organizations outside of JALT. Recently we have begun holding online GILE Gab events which we hope will attract more membership.

### ***Community/other activities:***

In the past we have worked closely with other organizations including Peace As a Global Language Japan and the Asian Youth Forum. We are always open to collaborating with global educators across Japan and around the world!

### ***Links:***

Website: [www.gilesig.org](http://www.gilesig.org)

Facebook Group page: <https://www.facebook.com/groups/502815396792441/>

**Contact:** [gile@jalt.org](mailto:gile@jalt.org), You can also contact us via our website or send a message on Facebook.

### ***Message from the Coordinator:***

Welcome global educators! We hope the information above appeals to you and you consider attending one of our events or joining our SIG. GILE is one of the oldest and largest SIGs in JALT and we are always looking for more people to join the fold. Check out our website, newsletter archives, or Facebook group. In addition to the newsletter, GILE members also receive periodic email updates with event information and opportunities to present and share.

Looking forward to seeing you,

Jennie Roloff Rothman





***Our aim/focus/research: Who are we? We...***

- are an international community of educators in Japan;
- teach students of various ages;
- recognize the importance of culture in language education.

***Publications:***

- ☆ ICLE Conference Proceedings
- ☆ ICLE SIG's Activity Initiative: here we share activity ideas for teaching all things related to intercultural communication.
- ☆ ICLE Newsletter

***Events:***

- ☆ **Forum** at PanSIG and JALT International Conference
- ☆ **My ICLE Share**

In 2021, JALT ICLE SIG started the Activity Initiative where we invite members to submit and share activities they use to promote intercultural communication and understanding with their students. In 2022, we invite you to join us to discuss some of these activities at the My ICLE Share Meetings. These events will include two basic sections: a short discussion by the event submitter on how to use the event followed by a discussion time for all participants to talk about the theme and how they could modify the activity for their students.

☆ **ICLE Conference - ICLE Conference 2022: September 10th, 2022**

For the 2nd conference of JALT ICLE SIG with the theme Intercultural Communication in Language Education, we are looking for novel ideas and pedagogical activities enhancing cross-cultural understanding in online, hybrid, and face-to-face environments across primary, secondary, and tertiary education settings, including Eikaiwa teaching. We are happy to include both research-based proposals and hands-on activities that enhance intercultural understanding and awareness.

***Community/other activities:***

- ☆ Members Forum
- ☆ Research Group

***Links:*** <https://jalticle.org/>







## LEARNER DEVELOPMENT SIG 学習者ディベロップメント研究部会



### Our focus

We share a commitment to exploring autonomous learning through connections via

- our experiences as learners & our practices as teachers
- learners' experiences inside & outside the classroom

私たちは自律的学習について次の点から探究に取り組んでいます。

- 学習者としての経験と教師としての実践
- 学習者としての教室内外での経験

### Community

1. Support and mentoring through collaborative events and publications  
共同イベントと出版物などを通じたサポートとメンタリング
2. Frequent get-togethers - online and face-to-face  
日本各地における地区別集会
3. Grants to support members' research projects and conference attendance  
研究プロジェクトの支援や学会参加のための助成金支給
4. Links with international research groups specializing in autonomy  
同様の研究をしている国際的なグループとの連携

### Publications

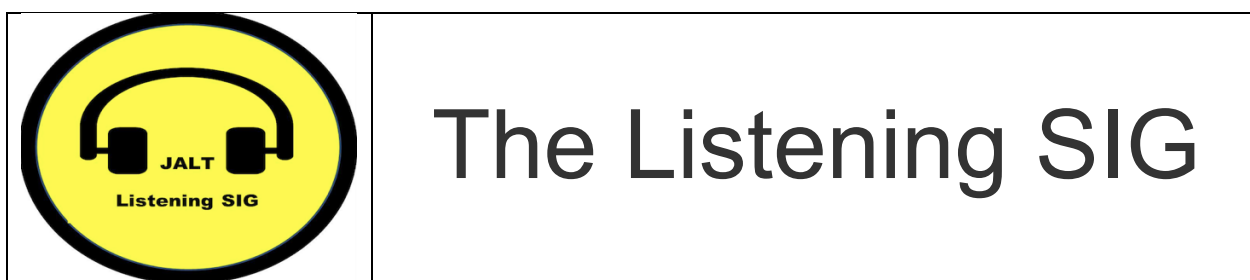
1. *The Learning Development Journal* - once a year publication  
学習者ディベロップメント研究部会誌  
<https://ldjournalsite.wordpress.com/>
2. *Learning Learning* - twice a year newsletter  
二ヶ国語ニュースレター「学習の学習」  
<https://ld-sig.org/learning-learning/>

### Events

1. Creating Community: Learning Together - informal conference with students and teachers  
教員や学生が参加する学習者ディベロップメントに関する学会
2. Forums at PanSIG, JALTCALL, and JALT International with great parties  
JALT の学会におけるフォーラム (そして大懇親会！)

### Links

Homepage	<a href="https://ld-sig.org/">https://ld-sig.org/</a>
Facebook	<a href="https://www.facebook.com/JALTLDSIG/">https://www.facebook.com/JALTLDSIG/</a>
Jalt Page	<a href="https://jalt.org/groups/sigs/learner-development">https://jalt.org/groups/sigs/learner-development</a>
Email	<a href="mailto:ld@jalt.org">ld@jalt.org</a>



The Listening Special Interest Group (Listening SIG) provides a forum for focused listening research and discussion in specific regard to teaching and learning.

***Our aim:***

The group offers both teachers and researchers a place to connect, collaborate and share practice and research regarding the following:

- how teachers teach listening and assess their learners;
- how learners improve their listening and use it to improve their knowledge;
- 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.

***Publications:*** - *The Listening Post*

The first issue of our peer-reviewed journal *The Listening Post* is scheduled for Summer 2022. The journal features articles on listening research, book reviews, and practical activity ideas for teachers to bring into the classroom.

- *The Listening SIG e-newsletter*

The official newsletter is sent to members and subscribers bi-monthly. The newsletter features links to short articles/reports regarding listening theory, website suggestions for lesson ideas, call for submissions and information about future events.

***Events:*** - *The Listening Conference*

The first *Listening SIG Conference* will take place in at Campus Plaza in Kyoto on 25<sup>th</sup> September 2022. The conference will include plenary speakers and presentation sessions focusing on research, classroom practice, teaching, and learning. Subscribe to our newsletter to find out more.

***Community/other activities:*** - *Hear Us out!*

The SIG podcast *Hear Us Out!* chats to researchers and educators about their latest work in listening. Sharing teaching ideas, the latest research, and assessment tools, get in touch if you would like share your idea with us.

*Research Bites!*

Research Bites is available in podcast and blog formats. The segment offers concise summaries of articles to offer teachers the main and practical points from the latest research.

***Links:***

Newsletter (subscription) - [listening@jalt.org](mailto:listening@jalt.org)

Website - <https://jaltlistening.wordpress.com/>

Facebook Page – <https://www.facebook.com/groups/489940378896137>

Twitter – <https://twitter.com/ListeningSig>

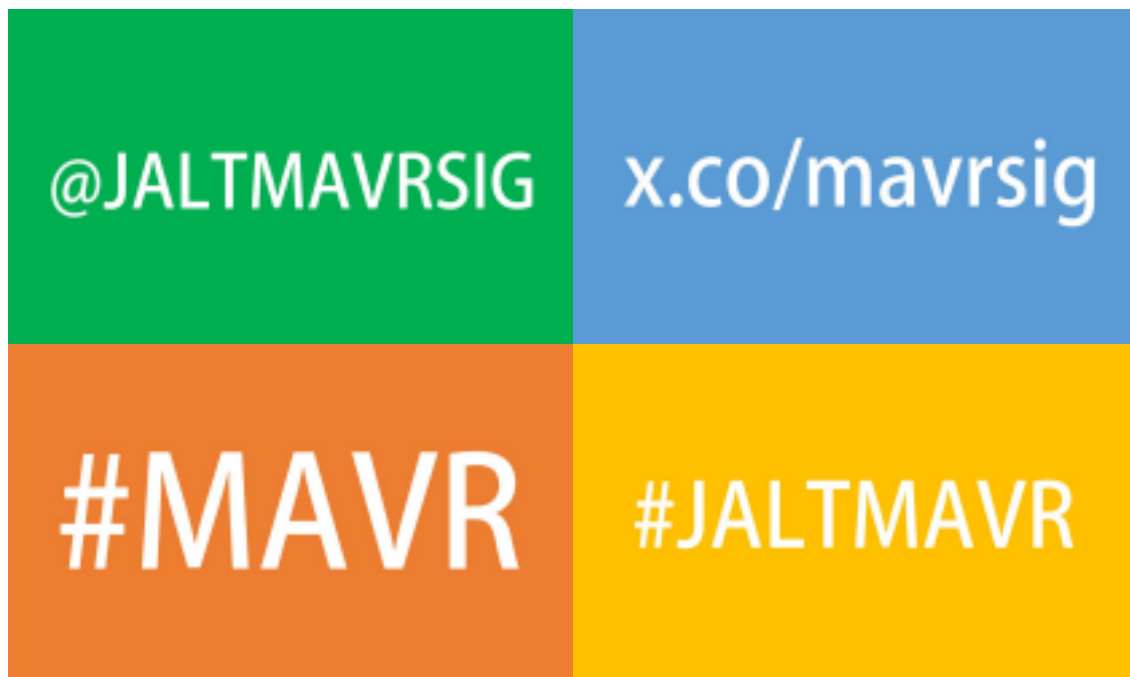
**Contact:** Email – [listening@jalt.org](mailto:listening@jalt.org)



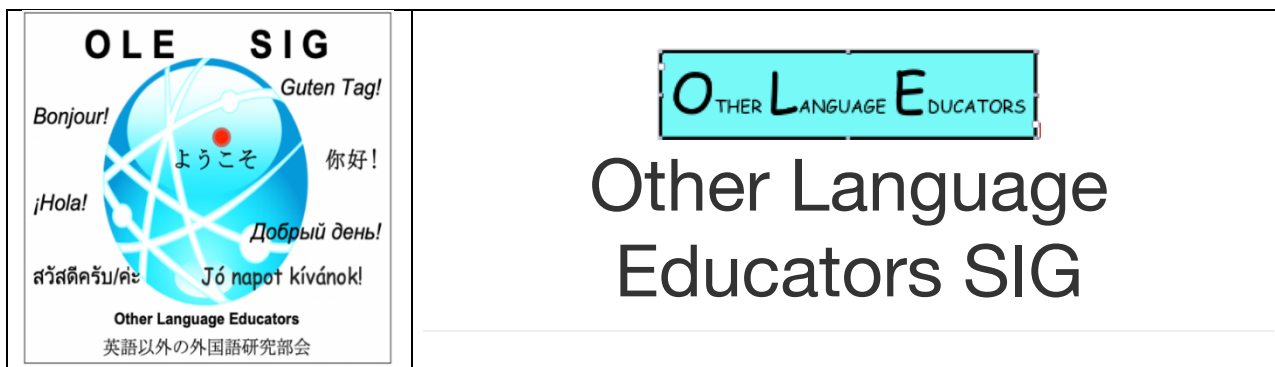
Where technology in education meets research and development in immersive learning is a fast-developing field. The Mixed, Augmented, and Virtual Realities (MAVR) SIG is looking to the future where augmented learning and virtual learning environments will enhance educational spaces. We also work to anticipate what could be the next preferred mode of communication since the introduction of mobile learning.

Officers:

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



<http://MAVR.SITE>



***Name of SIG and number/type of members:***

The Other Language Educators Special Interest Group has 35 members, including teachers of German, French, Spanish, Chinese, Thai, Hungarian, Russian, and so forth.

***Our aim/focus:***

The OLE SIG gathers teachers of languages other than English and Japanese. The OLE SIG is multilingual and has a highly multicultural context for discussing strategies specific to each language, exchanging resources, and reporting pedagogical practices of educators teaching languages other than Japanese and English. In the annual conference, the OLE SIG has organized workshops in German, French and Spanish. These workshops are held in the native language, with slides or brief explanations in one of the lingua francas, either English or Japanese, to ensure understanding.

***Publications:***

The OLE SIG produces a quarterly newsletter

***Events:***

The OLE SIG organizes a periodical encounter, the Multilingual Café, which is a space for sharing ideas and talking about a topic proposed by one or two main presenters. Although the main presentation is in one of the lingua francas, in the second part we divide into groups of languages and continue the discussion of the topic in the chosen language.

***Community/other activities:***

**Website:** <https://sites.google.com/view/jalt-olesig/>

**Contact:** [ole@jalt.org](mailto:ole@jalt.org)



# Teaching Younger Learners SIG

## **Name of SIG and number/type of members:**

The Teaching Younger Learning Special Interest Group has over 100 members that are dedicated to teaching children ages zero to eighteen.

***Our aim/focus:*** Under our parent NPO JALT, 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 (0-12th grade), and contribute to the development of activities in language teaching and learning, social education, and international cooperation.

***Publications:*** *The School House* is our double-blind peer review journal that is published three times a year. We accept many different types of articles from scholarly to lesson ideas related to teaching children ages 0-18. Please see this page for more details: <https://jalt-tyl.net/submission-guidelines/>

***Events:*** Our main annual event is JALT Junior and is held along with the JALT International conference. We also have regular events and conferences throughout the year in collaboration with other JALT Chapters and Special Interest Groups.

## ***Links:***

Website - <https://jalt-tyl.net/>

Facebook - <https://m.facebook.com/jalttylsig/>

Twitter - <https://mobile.twitter.com/jalttylsig>

Email- [tyl@jalt.org](mailto:tyl@jalt.org)



## The Vocabulary SIG

### **Name of SIG and number/type of members:**

The JALT Vocabulary SIG has more than 80 members interested in the teaching and learning of vocabulary for second language learners.

### ***Our aim/focus/research:***

The JALT Vocabulary SIG provides a venue for the discussion and research into second language vocabulary acquisition and assessment, particularly as they pertain to language education in Japan.

### ***Publications:***

The SIG produces three publications a year, a bi-annual bulletin, and a yearly symposium proceedings.

The symposium proceedings are available in the full article online journal *Vocabulary Learning and Instruction* (VLI) on the website: <http://vli-journal.org>.

Our bi-annual publication is called the *Vocabulary Education and Research Bulletin* (VERB) and can be downloaded below. VERB editors are Michael McGuire & Jenifer Larson-Hall.

### ***Events:***

The SIG's main event is our annual symposium, which is typically held soon after the JALT International Conference. You can see more information about our most recent symposium here: <https://jaltvocab.weebly.com/symposium.html>

### ***Links:***

- See our [Publications page](#) for the latest issue of VERB
- Visit our Facebook page at <<http://www.facebook.com/groups/236623256372419/>>





## ***The 2022 PanSIG Journal - Call for Papers***

All presenters at PanSIG 2022 will be invited to submit a paper based on their presentation for publication in the *2022 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 *2022 PanSIG Journal* submissions. Note that publishing in the *2022 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):	<b>August 31, 2022</b>
Announcement of Review Decision:	<b>November 30, 2022</b>
Revised Paper Submission (final draft due):	<b>February 15, 2023</b>
Target Date of Publication:	<b>May 15, 2023</b>

### **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, 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. 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>
- Papers that consist of only extended literature reviews, or submissions that are limited to personal opinions without a connection to the wider language teaching field are unlikely to be selected for inclusion.
- 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 *2022 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](https://pansigjournal.org) for further details. Questions about the journal may be sent to the Editor at: [pansigjournal@gmail.com](mailto:pansigjournal@gmail.com)

Patrick Conaway, Editor

Duncan Iske, Associate Editor

See you again NEXT Year at

## The PanSIG 2023 Conference

in Kyoto

Friday, May 12 to Sunday, May 14, 2023 (tentatively)

### Theme: Looking Forward

The theme for PanSIG 2023 is "**Looking forward**". The underlying goal of the conference will be to establish and foster connections between people and with other conference themes: PanSIG 2022's theme of (re)imagining education and the upcoming 2025 World Expo in Osaka with its theme of "Designing Future Society for Our Lives".

Based on what we have learned through the experiences of recent years, we feel it is time to look forward and focus on what lies ahead, both in terms of EXPECTATIONS and PLANNING. What will the new classroom look like for students from kindergarten to higher education, and how can we prepare teachers to design lessons that can foster creativity and critical thinking?

While the connections with topics such as teacher development and training, 21st-century skills, CALL, and VR/AR seem apparent, this conference run by the 30 SIGs in JALT is the ideal venue to present new research and demonstrate through practical workshops those innovative teaching strategies and practices that have been tried and tested in the classroom.

PanSIG 2023 will be held from Friday, May 12 to Sunday 14, 2023 at Kyoto Sangyo University in Kyoto. Kyoto Sangyo University campus is in the north of Kyoto City and can be reached by subway and bus from Kyoto Station, and from the Hankyu and Keihan Lines from Hyogo and Osaka. The nearest airports are Osaka's Itami airport and Kansai Airport.

Outside of the conference presentations and discussions, the conference team is planning a variety of recreational events. These include a light hike to Seiryuden and Kiyomizudera, a visit to the local Nishijin textile weaving center, and more.

*We look forward to seeing you in Kyoto in 2023.*

**PanSIG 2023 Conference Chair: Nicholas J. Wilson**

**PanSIG 2023 Site Chair: Amanda Gillis-Furutaka**

Our conference team is always looking for willing hands and new ideas! Come and join us!

