

Toyo Gakuen University  
May 19-20, 2018



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## Acknowledgments

We would like to thank Toyo Gakuen University (Hongo campus) for their cooperation in hosting PanSIG2018. We would also like to thank the following JALT Associate Members for their continued support of the PanSIG conference: ABAX ELT Publications, englishbooks.jp, ESL Learning, Macmillan Education, Nellie's, Oxford University Press, Tryalogue, and XReading.com. In addition, we also want to thank these groups for their support of this PanSIG: Tanuki Games and West Japan Cambridge Centre.

Finally, we would like to express our gratitude to the student volunteers of Toyo Gakuen University, Hongo Campus for providing additional support on-site.



## Message from the Conference Chair

### Jennie Roloff Rothman



On behalf of the 2018 PanSIG committee, I'd like to welcome you to Toyo Gakuen University's Hongo Campus for the 17th annual PanSIG conference. *Pan* means "all inclusive" and such inclusivity is our goal. This year, nearly all of the Special Interest Groups in Japan Association for Language Teaching (JALT) are participating. These SIGs provide volunteers to advise on conference planning, review submissions, and serve on conference teams. This event would not have been possible without their collaboration. PanSIG2018 features over 215 presentations ranging across teaching contexts, methodologies, pedagogies, and SIG topics. All of this makes PanSIG truly *Pan-SIG*.

In another nod to inclusiveness, PanSIG2018 has tried to seek out a variety of voices in language education. That means providing a stage for those not always given one, as well as removing barriers that prevent access to conference content. By reaching across contexts, professional affiliations, languages, genders, and national identities, we acknowledge everyone's contribution to the field. PanSIG is not just for university educators; it is also for *eikaiwa* teachers, ALTs, and public school teachers. It is not only for L1 English speakers; it is for everyone. In this sense too, we are all-inclusive.

Special thanks go to our six plenary speakers for their thought-provoking conversations that include varied perspectives on language education: Dr. Quint Oga-Baldwin and Mayumi Abe (Plenary Conversation 1), Drs. Atsushi Iida and Tomohisa Machida (Plenary Conversation 2), and Maria Theresa Niibori and Satomi Miura (Plenary Conversation 3).

Another important goal for PanSIG2018 is to significantly reduce its environmental footprint. What we consume and produce in conducting the conference affects everyone in the shared space we are using as well as around the planet. Please take a moment to read about what we are doing to minimize our impact. We encourage you to join us in our efforts. Please proudly carry your travel mugs and think green!

I'd like to express my deepest gratitude to everyone who has helped organize this conference. The SIG liaisons providing feedback and members of the working committee have worked tirelessly throughout the year. The on-site volunteers are working to ensure that you have an enjoyable and productive experience in Tokyo. Thank you! Also, while this is a collaborative effort, the buck stops with me. If you encounter a problem, please be polite with the volunteers, but file complaints with yours truly.

Although I cannot mention all the volunteers here by name, the Site Team rock stars deserve special mention. On behalf of the SIGs and the Steering Committee, thank you Andy Boon, Jason Pratt, and the amazing student volunteers. Your work preparing the site and handling the logistics of hosting 350+ guests makes PanSIG2018 possible.

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

## Schedule Highlights

### SATURDAY MAY 19

9:00 am–10:30 am ----- Registration  
10:00 am–10:25 am ----- Opening (5100)  
10:30 am–11:55 pm ----- Forums (LD, GILE, LiLT, ER)  
10:30 am–11:25 pm ----- Presentations (4th and 5th floor)  
11:00 am–11:55 pm ----- Poster Presentations (Hallways on 4th and 5th floor)  
12:00 pm–1:00 pm ----- LUNCH (Pre-ordered *bentos* available on 1st floor)  
1:00 pm–1:55 pm ----- Plenary Conversation 1: Engaging Students (5100)  
2:00 pm–2:55 pm ----- Presentations (4th and 5th floor)  
2:30 pm–3:55 pm ----- Forums (CUE, MW, SA, PRAG, MAVR)  
3:00 pm–3:55 pm ----- Poster Presentations (Hallways on 4th and 5th floor)  
4:00 pm–4:25 pm ----- Coffee Break “& Associate Member Promotion (1st floor)  
4:30 pm–5:55 pm ----- Forums (OLE, GALE, LLL, TEVAL)  
5:00 pm–6:25 pm ----- Presentations (4th and 5th floor)  
6:30 pm–8:30 pm ----- Networking Event (Building 1, 5th floor cafeteria)

**Before 6:30 pm, please gather in the lobby of building 4/5**  
**Entry to the building ONLY between 6:30 pm–7:00 pm**

### SUNDAY MAY 20

9:00 am–10:00 am ----- Registration  
10:00 am–10:55 am ----- Plenary Conversation 2: Supporting Teachers (5100)  
11:00 am–11:25 pm ----- Presentations (4th and 5th floor)  
11:00 am–11:55 pm ----- Poster Presentations (Hallways on 4th and 5th floor)  
11:00 am–11:55 pm ----- PanSIG2019 Planning Meeting (5100)  
11:00 pm–12:25 pm ----- Forums (BIL, TD, BRAIN, BIZCOM, THT)  
11:30 pm–11:55 pm ----- Presentations (4th and 5th floor)  
12:00 pm–1:00 pm ----- LUNCH (Pre-ordered *bentos* available on 1st floor)  
1:00 pm–1:55 pm ----- Presentations (4th and 5th floor)  
2:00 pm–2:55 pm ----- Plenary Conversation 3: Connecting Professionals (5100)  
3:00 pm–3:25 pm ----- Coffee Break & Associate Member Promotion (1st floor)  
3:00 pm–3:55 pm ----- Poster Presentations (Hallways on 4th and 5th floor)  
3:30 pm–4:25 pm ----- Presentations (4th and 5th floor)  
4:00 pm–5:25 pm ----- Forums (CALL, CEFR&LP, SO, SDD, CT)  
4:30 pm–5:25 pm ----- Presentations (4th and 5th floor)

## JALT Code of Conduct

JALT is an organization that encourages diversity and inclusion which welcomes people of all races and genders from around the world.

To ensure a safe and professionally-satisfying experience for all at PanSIG, attendees are asked to read and abide by the JALT Code of Conduct.

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

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

Members of the group will be at the Code of Conduct table and welcome ideas of how to improve the Code and make JALT an even more inclusive organization.

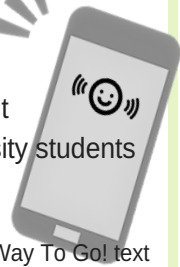
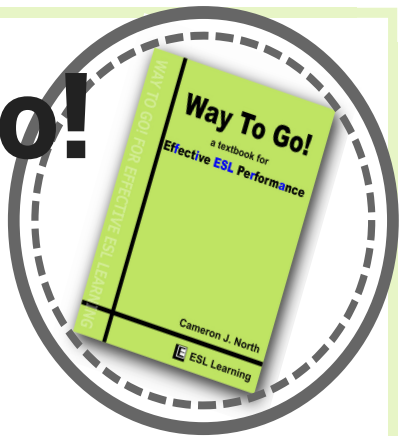
FOR EFFECTIVE ESL LEARNING

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## A guided speaking and listening strategy

- Promotes full student participation
- Creates positive and supportive classroom atmosphere
- 12 hours of effective online audio for independent study
- Effective, challenging and attainable exercises
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**ESL Learning**

# PanSIG2018 Committee

## Executive

Conference Chair	Jennie Roloff Rothman
Conference Co-Chair (2019 Chair)	Michael Hollenback
RPAC Rep	Joel Laurier
Analytics	Jim Sick
	J Lake
AM Liaison	George MacLean
PanSIG Journal	Brian Gallagher
	Debopriyo Roy
Environment	Brent Simmonds
Communications	Mark Brierley
	Maki Ho
On-site Registration	Adrianne Verla Uchida
	Gabriela Schmidt
	Margit Krause-Ono
Handbook	Joe Tomei

## Finance

Conference Treasurers	Peggy Ishikawa
	Juha Vaittinen
Assistant Treasurers	Tadashi Ishida
	Darla Cornett
	Tim Pritchard

## Program

Submissions	Wendy Gough
	Jamie Taylor
Scheduling	Cynthia He
	Li-hsin Tu
Poster Sessions	Barry Keith
	Adam Murray
SIG Forums	Caroline Handley
Plenaries	Tara McIlroy
	Jason Pratt

## PR (Public Relations)

PR	Mehrasa Alizadeh
Website	Bill Pellowe
Facebook	Bobby Figueroa
	Farrah Hasnain
Twitter	Jim George
Photographer	Jim George
Illustrator	James Dunn
Translation	Tokiko Hori

## Conference Site

Site	Andy Boon
	Jason Pratt

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## Message from the President of Toyo Gakuen University

Welcome to Toyo Gakuen University (Togaku!)

It is my great pleasure to welcome teachers, educators, and researchers to the 18th JALT PanSIG conference.

With its 90-year history of education from a dental college to a women's college and becoming a 4-year coeducational university in 1992, we at Togaku work hard to cultivate students as global citizens with the receptiveness to understand and accept the differences between people, countries, and cultures. We recognize English education as playing a huge part in helping students to develop the necessary international communication skills and knowledge they need to live in and respond to an ever-changing world.



On behalf of the university, let me take this opportunity to wish you a great conference. I truly hope you enjoy our facilities, have a rewarding experience, and have a very pleasant and enjoyable stay in Tokyo.

Yusuke Dan  
President, Toyo Gakuen University

### PanSIG Networking Event

**6:30 pm, 5th floor cafeteria, Building 1**

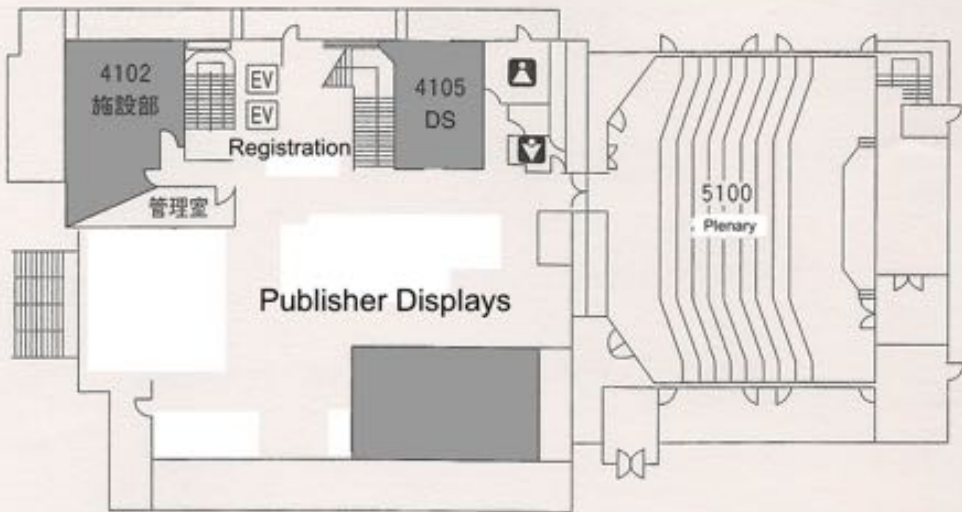
Conference attendees who registered and paid for the banquet will receive a ticket with their name tag and lanyard. This ticket will be required to enter the banquet. The banquet will be held in the 5th floor cafeteria of building 1 and the banquet ticket will be needed for entry.

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

Room 1505, located in the same building and on the same floor as the party has been reserved as the cloak room for this event. It will not be staffed, but teachers are welcome to put their bags there with that understanding and knowledge that we take no responsibility for any loss or damage. Please also note that entry to the building is **ONLY** between 6:30 pm–7:00 pm.

## Site Maps

### 4・5号館 1 Floor



## A QUICK LOCATION GUIDE

Registration, plenaries,  
and publisher displays ----- 1st floor

Cloakroom ----- 3rd floor, room 4303

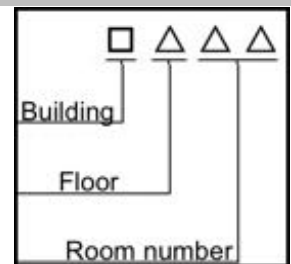
Presentations ----- 4th, 5th, and 6th floors

Poster presentations----- Hallways of 4th and 5th floors

SIG area----- 6th floor, 5600 lounge

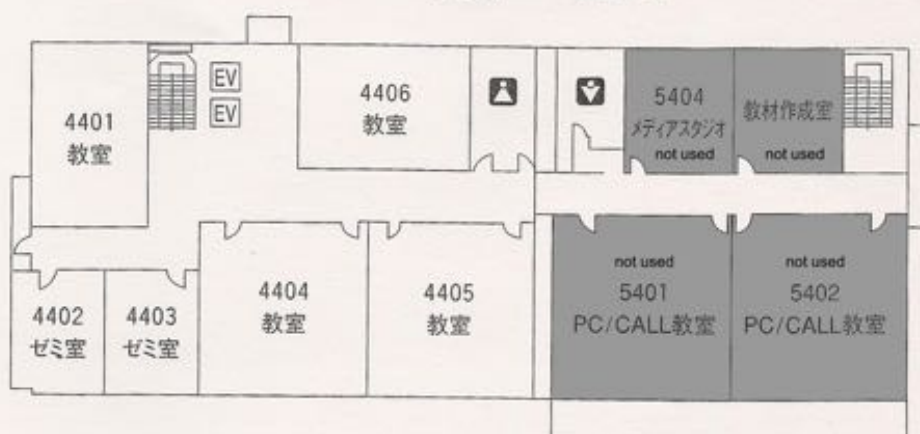
Saturday Networking Event ----- Building 1, 5th floor

**Please do not enter Building 1 before 6:30 pm as it will be used for student testing during the day. You must enter between 6:30 pm and 7:00 pm as access will only be available at that time.**

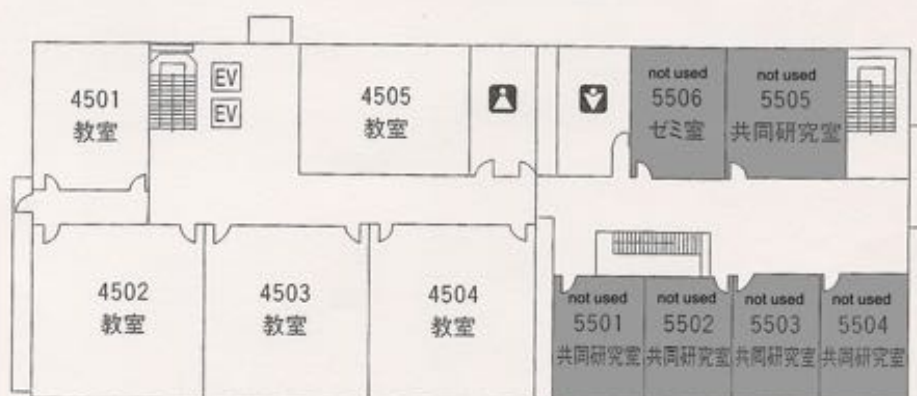




## 4・5号館 4Floor



## 4・5号館 5Floor



## 4・5号館 6Floor



# JALT Special Interest Groups & the PanSIG Conference

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

## **Bilingualism SIG (BIL)**

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

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

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

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

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

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

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

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

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

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

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

### **CEFR and Language Portfolio SIG (CEFR&LP)**

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 pedagogic tools. This is currently practically pursued in a *Kaken* Project. Also, the bilingual Language Portfolio aimed at Japanese universities is available on the SIG moodle.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Mind, Brain, and Education SIG is a forum for language educators and researchers to share insights in neuroscience. We hope to be a driving force in bringing relevant new discoveries in psychology, cognitive neuroscience, and neurolinguistics into language teaching in Japan.

### **Mixed, Augmented and Virtual Realities SIG (MAVR)**

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 MARV SIG is not just about the technology, it is also looking into what these technologies mean for how we communicate and learn as we create and augment our own reality.

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

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

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

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

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

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

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

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

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

The JALT Study Abroad SIG was established in 2008 to promote research on overseas study and facilitate networking among those interested in learning more about study abroad.

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

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

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

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

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

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

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

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

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

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

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

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

# JALT PanSIG Commercial Presentations 2018

## **4404 (Sat 11:00–11:25) Way To Go! - Effective Listening and Speaking Practice Strategy**

**Cameron James North (ESL Learning)**

Targeted for TOEIC levels 350-650, Way To Go! is a guided speaking and listening practice textbook and audio system that will effectively benefit both high school and university students. Using attainable and challenging exercises, the methodology promotes full participation and a positive supportive classroom atmosphere. Importantly, the 12 hours of easy access online audio allows for effective independent study. Discover a strategy that keeps students on task and produces recognizable improvement with students.

## **4406 (Sat 2:30–2:55) Tanuki Games - Fun, Exciting, Educational Tabletop Games for Your EFL Classroom**

**Jay Joseph Palarino, David Kendrick (Tanuki Games)**

Tanuki Games produces real tabletop games—not game-like activities—specifically designed for use in EFL/ESL classes. Our games feature conversation-based gameplay, high level of player interaction, easily customizable duration and difficulty level and, most of all, they provide an educational experience that delivers as much fun and excitement as it does learning. Communication is a fundamental, intrinsic aspect of all our games, as is their ability to help students make serendipitous discoveries of their own innate language skills, making them ideal tools for the communicative classroom. Our tabletop games can make for wonderful teaching aids in the EFL classroom, but game duration, language requirements, and learning curve can often limit their potential effectiveness. These are real tabletop games. In this presentation, Tanuki Games will introduce three games (CEFR A1, A2 and above) from our initial lineup of easy to use, easy to teach and easy to play games that can liven up any EFL/ESL classroom.

## **4402 (Sat 11:00–11:25) Recognizing Hyperbole: The Best Presentation Ever**

**Alastair Graham-Marr (ABAX ELT Publishing)**

Understanding text requires that we understand its underlying meaning. We need to be able to distinguish fact from opinion, or recognize when rhetorical devices are being used to skew our world view. We need to recognize emotive words, hyperbole, and euphemism. We need to recognize how the mere choice of what to include and what to omit leads to bias. Such critical thinking skills can be taught and should be taught—and furthermore, can be taught in lower-level classes. Class materials will be presented that develop our students' language abilities while cultivating a more critical eye.

## **4402 (Sun 11:00–11:25) Xreading: What's New and What's Next**

**Paul Goldberg (XReading)**

Xreading is a digital library that provides students with unlimited access to almost one thousand graded readers and allows teachers to track their students' reading progress. The system is constantly evolving and growing in terms of the number of books and features. In this presentation, the founder of Xreading will explain the new functionality that has been added over the past year, and what is planned for the future. Current users of the system are encouraged to provide feedback and suggestions based on their experience.

## **4605 (Sat 11:00–11:25) Introduction to Breakthrough Plus 2nd Edition**

**Ayako Inui (Macmillan Education)**

This presentation will explain upgrades and improvements contained in the 2nd edition of Breakthrough Plus which is a widely-used and popular EFL textbook. It focuses on communicative English and offers a comprehensive package to suit mixed-ability classes. It is ideal for teaching cross-cultural international English. Whether you are looking for a new text or you are an experienced user of Breakthrough Plus, you are very welcome to join us and hear about new and exciting developments in this five-level series.

## **4605 (Sat 2:00–2:25) Bigbox: Making Learning Fun for Young Learners**

**James Hall (Tryalogue Education)**

With the skill set we are expecting 21st century learners to have as they grow up, why are we still using the same pedagogical approaches? This presentation will look at the differences in concepts between 'studying' and 'learning' within a 21st century content for young learners. We will examine as well personalized learning paths, gamification, and curation of content for young learners using digital technologies and the impact these technologies can have in shaping future generations.



#### **4403 (Sat 2:00–2:25) Dictation: Before, During and After**

**John Michael Spiri (Global Stories Press)**

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

#### **4505 (Sun 11:00–11:25) Class Booster: Using Blended Digital Solutions**

**James Hall (Tryalogue Education)**

Most content from publishers are coming with blended learning solutions these days. These materials are designed to improve learner outcomes. This presentation will look at strategies for using those learning materials to create a seamless learning environment inside and outside of the classroom as well as look at some issues and caveats for consideration when choosing the solutions that will help to boost your class.

#### **4406 (Sun 11:00–11:25) English as a Lingua Franca: Are there limits?**

**Alastair Graham-Marr (ABAX ELT Publishing)**

Diversity and Inclusion are the themes of this year’s annual JALT conference, themes which underlie the use of English as a Lingua Franca (ELF). While JACET has an ELF SIG, JALT has yet to take a measure. ELF spreads out ownership of the language. It places more of an emphasis on “outer-circle” non-native-speaker variants and less of an emphasis on “inner-circle” native-speaker variants. This move to democratize English should be applauded and needs to be supported by better teaching materials. However, it begs a question. How ELF should teaching materials be? Are there limits?

## **JALT Associate Members and PanSIG sponsors**

We are grateful for the support of these JALT Associate Members as well as other sponsors for their participation in PanSIG2018. Below are links to the sponsors, we hope all participants will visit their websites.

ABAX ELT publishing

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

Englishbooks

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

ESL Learning

(no website)

Global Stories Press

<http://www.globalstories.com/>

Macmillan Education

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

Nellie’s English Books

<http://www.nellies.jp/indexen.html>

Tanuki Games

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

Tryalogue Education

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

XReading

<http://www.xreading.com/>

# PanSIG Plenary Conversations

At this year's PanSIG, instead of plenary talks, there will be plenary conversations, each concentrating on one of three particular themes of interest to PanSIG participants. This style varies from most plenaries, but it is hoped that the more fluid, organic nature of the interactions will:

- 1) Promote deeper discussion on key topics for the language education community in Japan in a different way than the standard plenary style,
- 2) Bring together a variety of voices with the aim of broadening horizons, and
- 3) Build links between professional communities in Japan.

All plenary conversations will be in English, but Japanese translations of questions and answers will be available on the website afterwards.

PanSIG2018 is proud to announce that our conference has been awarded an “equal voices in ELT” (EVE) badge for diversity in our plenaries. Equal Voices in ELT is a voluntary organisation created to recognise both gender and highly proficient speaker parity in keynotes and plenaries in ELT conferences and events worldwide. For more information about EVE, please go to <https://evcalendar.wordpress.com/>

## Plenary Conversation 1: Engaging Students (Sat 1:00-1:55)

Mayumi Abe and Quint Oga-Baldwin will share their research into what teachers can do to maximize student engagement in their classrooms. (see pg. 29 for more details)

## Plenary Conversation 2: Supporting Teachers (Sun 10:00-10:55)

Atsushi Iida and Tomohisa Machida will share their research and experience as a way of exploring the efficacy of teacher development activities exploring contextual constraints as well as teacher anxiety and what can be done to address these. (see pg. 49 for more details)

## Plenary Conversation 3: Connecting Professionals (Sun 10:00-10:55)

Maria Theresa Niibori, the representative from Filipino English Teachers in Japan, and Satomi Miura, the representative from The Elementary School English Instructor Certification Council (J-SHINE), will introduce the work of their organizations and what they are doing to connect people across Japan, exploring how JALT can learn from their work as well as how they and JALT can work together to build stronger bridges connecting more language professionals nationwide. (see pg. 62–63 for more details)

# SIG Forums and SIG Sponsored Speakers

## (in alphabetical order)

### **Bilingualism SIG Forum**

**Sun 20 May, 11:00–12:30 Room 4405**

“Language has the power, not only to reflect who we are, but also to make us who we are or allow us to make ourselves” (Llamas & Watt, 2009). This year, the Bilingualism SIG Forum aims to explore issues, problems, and “puzzles” that surround the theme of multilingualism/multiculturalism and its relation to identity development and dilemmas. The panelists will share their lived experiences as well as engage with the audience during a Q&A session. The forum will be of particular interest to potential attendees who are considering how language(s) may affect individuals’ identity development.

### **Business Communication SIG Forum** **Ideas for Teaching Business English Classes**

**Sun 20 May, 11:00–12:30 Room 4504**

These presentations/workshops will focus on some practical business communication coaching activities to enable students to improve their language skills to function in specific business contexts. The teaching contexts vary from the university classroom to the office or factory, but the aim is the same; to improve business English knowledge and techniques which can empower learners to operate more effectively as global citizens in the business community.

### **CEFR & Language Portfolio SIG Forum** **CEFR and Curriculum**

**Sun 20 May, 4:00–5:30 Room 4502**

In recent years many universities in Japan are under way to revise their curriculum by using the CEFR or the CEFR-J. This CEFR&LP SIG Forum will address this topic by inviting presenters of some selected universities as good practice case studies. These concrete examples will give the opportunity to develop clear, deep insights of curriculum change. The Forum aims to be an open exchange on experience, challenges, and perspectives.

### **CEFR & Language Portfolio SIG Featured Speaker** **Mark deBoer: Conceptualizing a Model for Assessment in CLIL**

**Sunday, 11:00 AM–11:25 PM Room 4404**

The efficiency of CLIL instruction has been researched extensively, demonstrating its positive impact on learners. Yet, an underrepresentation of assessment as the focus of CLIL research has resulted in an unclear understanding of what assessment in the CLIL classroom should look like or aim at. Applying CEFR principles and dynamic assessment practices, the premise that knowledge is co-constructed in social interaction through the use of language mediating subject matter and subject matter mediating the language is one starting point for conceptualizing and implementing CLIL assessment. This monistic perspective of teaching, learning, and assessment in the CLIL classroom will be discussed.

### **College and University Educators SIG Forum** **Integration of Non-Textbook Tools into the Classroom: What Do You Use? How Do You Use It?**

**Sat 19 May, 2:30–4:00 Room 4405**

While textbooks often provide the instructional framework for tertiary-level courses, teachers may look to outside sources either to teach one-off topics or even base their entire course on non-textbook materials. Does this sound like you? We are particularly interested in showcasing the following materials: software, graded readers, websites providing instructional content, multimedia content, and authentic materials such as maps and menus. Presenters will share their experiences and know-how in choosing, designing, incorporating, and implementing these types of resources into the language-learning classroom.

**Computer Assisted Language Learning SIG Forum  
What Teachers Should Know about AI**

**Sun 20 May, 4:00–5:30 Room 4603**

What is Artificial Intelligence? How will it affect the teaching profession? Are we preparing our students to succeed in a future that is vastly different than anything we've seen before? If you thought the invention of the Internet changed the world, get ready, because the rapid advancements in Artificial Intelligence and machine learning have been predicted to result in even more profound societal changes. Come to the CALL SIG forum for an accessible, beginner-friendly introduction to the underlying technology, present-day classroom applications, and future implications of AI and machine learning.

**Critical Thinking SIG Forum**

**A CT SIG PechaKucha**

**Sun 20 May, 4:00–5:30 Room 4603**

Join us for PechaKucha style presentations on Critical Thinking and how it can impact language learning both in and out of Japan. We invite you to join us and learn about different aspects of CT and its importance in the educational arena. Each PechaKucha presentation will last only six minutes to give you a chance to walk away with many perspectives and activities to use in your classroom. We are looking forward to an exciting and productive sharing session to help you become more familiar with, and learn more about, Critical Thinking.

**Extensive Reading SIG Forum**

**Addressing Noncompliance and Cheating in Mandatory ER Programs**

**Sat 19 May, 10:30–12:00 Room 4603**

Despite the benefits of ER, many students resist reading to a degree sufficient to see reading speed or standardized test score improvement. Noncompliance includes refusing to read (sufficiently), or even cheating in reporting amounts read. It seems to be common, even in programs where students should be highly motivated. This forum will begin by describing the types and extent of noncompliance taking place in two programs. It will then address issues associated with mandatory program-wide ER noncompliance or cheating.

**Gender Awareness in Language Education SIG Forum**

**Equality Across Borders**

**Sun 19 May, 4:30–6:00 Room 4503**

This forum will examine issues related to gender and identity both within Japan and globally. Eucharia Donnery will compare the experiences of female teachers and students in a computer sciences department at a Japanese university with other departments. She will also suggest ways in which universities can support minority identities. Parisa Mehran and Elisabeth Fernandes will explore the theme of debunking stereotypes of Middle Eastern Women. They will discuss their personal experiences in Iran and Pakistan and their collaboration in their English classrooms on projects to reflect on existing stereotypes and their impact on the identity of these women.

**Global Issues in Language Education SIG Forum**

**Incorporating Global Content into the Language Classroom**

**Sat 19 May, 10:30–12:00 Room 4503**

This year's Global Issues in Language Education SIG forum will give the participants exposure to innovative techniques for integrating global issues into their language classes. After the presentations, discussion will continue in SIG-officer-moderated groups.

**Learner Development SIG Forum**

**Sat 19 May, 10:30–12:00 Room 4502**

The 2018 Learner Development SIG Forum offers a variety of research and practice-based poster-presentations. Presenters will share practical insights into encouraging student growth, touching upon areas such as teacher approaches to increasing student autonomy, the use of social networks, increasing fluency, and independent student reflection. Others introduce theory and research such as metaphor pedagogy and multimodal analysis of student L2 production. Attendees will have a chance to interact with presenters during the forum, followed by discussion circles giving participants a chance to draw connections between the various topics covered in the forum.

**Lifelong Language Learning SIG Forum  
Career Design in the Lives of Teachers  
Sun 19 May, 4:30–6:00 Room 4504**

For many, teaching can be more a labor of love than an endeavor that ensures a comfortable standard of living and future financial security. Whether employed full-time or on a casual basis, teachers may need to use their ingenuity and resourcefulness to supplement their income and adequately provide for their families. In this presentation, a panel of experienced university instructors will explain how they invested in their futures, made various career choices, and struggled to make sense of pension plans and retirement options.

**Literature in Language Teaching SIG Forum  
Sat 19 May, 10:30–12:00 Room 4504**

In the Literature in Language Teaching SIG interactive forum, several panelists will discuss the opportunities and challenges of using literature in the language classroom here in Japan. The panelists will talk of their own experiences and offer advice, while leading discussion amongst participants on topics provided by LiLT SIG members. Participation is very much open to all and not limited to SIG members.

**Materials Writers SIG Forum  
Innovations in Materials Design  
Sat 19 May, 2:30–4:00 Room 4502**

In this interactive forum, the three panelists will talk about a variety of innovations in materials development. First, Brian Cullen will talk about how textbook development (e.g., content, style, exercises) has evolved since the early 2000s using three editions of a textbook as case study. Next, Steve Paton will discuss how advances in software allow writers to produce textbooks with day-to-day software rather than expensive DTP software. Finally, Todd Beukens will show how writers can use technology to reach their audience in a number of enhanced and engaging ways.

## **THT Bangladesh**

The Teachers Helping Teachers/Bangladesh English Language Teachers



Association (THT/BELTA) 12th Annual Conference on Language Education will be held in Dhaka, Bangladesh, from September 14th and 15th, 2018. A program with one of the BELTA chapters outside of Dhaka is being scheduled for September 17th. Volunteers may go to one or both of the programs. The theme of the conference is *Eyes on the EFL classroom: New Techniques for a New Generation*.

Please submit three proposals out of which two and possibly all three might be given. Traditionally, we present practical, student- and teacher-friendly approaches to EFL that are informed by current research in the field.

Presenters can expect a mix of secondary and university educators, with primary school educators in attendance as well. Presentation proposals should be sent to the conference coordinators, Pat Dougherty at [pdougherty@aiu.ac.jp](mailto:pdougherty@aiu.ac.jp) and Steve Cornwell at [ojcsteve@gmail.com](mailto:ojcsteve@gmail.com). Acknowledgement of receipt will be made immediately and decisions on acceptance will be made within two weeks of reception. If you have questions, please attend our SIG forum on Sunday.

**Mind, Brain, and Education SIG Forum**  
**Get To Know The Brain SIG Better**  
**Sun 20 May, 11:00–12:30 Room 4503**

This forum will introduce various aspects of psychology, neuroscience, and teaching that the Mind, Brain, and Education SIG encompasses. We will start with a presentation by well-known author Marc Helgesen: “Positive Psychology: Happiness and the Brain”. This will be followed by poster presentations based on Think Tank topics published in our newsletter, the MindBrainEd Bulletin. This will provide a chance to meet and talk to the contributors. We’ll round off the forum with a fun quiz on neuroscience facts and myths—a chance for you to find out what you know and what you need to know more about!

**Mixed, Augmented, and Virtual Realities SIG Forum**  
**SIG Project Showcase**

**Sat 19 May, 2:30–4:00 Room 4603**

Mixed, Augmented, and Virtual Realities and Learning SIG (MAVR) members share projects/ apps/demos/implementations created over the past year. This content is presented in a way to be both accessible to new members and useful for veterans of the field. Some projects to be showcased involve self-access learning center support, multilingual virtual campus tour, connecting to Puerto Rico through augmented and virtual realities, VR for the second language classroom, and VR for academic writing. There will be hands-on demos available of most presented projects.



**Other Language Educators SIG Forum**  
**Develop Your Language and Intercultural Competences**  
**Sat 19 May, 4:30–6:00 Room 4502**

This forum’s presentations will explore the teaching and education of other foreign languages such as German, Spanish, French, and Chinese at university level in Japan. Language education has to bear constant changes caused by G-N-L-university reform(s). Invariably, questions such as “What does *MEXT* expect of this change and the forthcoming implementation of the CEFR?” arise. In a globalized world, the following points need also to be addressed: “What are the advantages of (even very basic) multilingualism?” and “How to integrate intercultural communication into language teaching?”

**Pragmatics SIG Forum**  
**Pragmatics + Grammar + Communication**  
**Sat 19 May, 2:30–4:00 Room 4504**

When teaching language, teachers must provide students with a rich environment to encourage and enable Communication. This presentation stresses the necessity of Pragmatics—using language appropriately—and Grammar—utilizing the structure of language effectively. These are essential for language classrooms at all levels. While today many language lessons stress grammar at the expense of pragmatics (or vice versa), this presentation argues that these can be integrated with positive results for learning. Teacher education should prioritize both at the same time.

**School Owners SIG Forum**  
**Sun 20 May, 4:00–5:30 Room 4503**

This will be an opportunity for owners to gather together and discuss/debate different issues related to the business side of running a language school. Issues discussed at previous forums have included teacher contracts, school culture, marketing, and financial issues.

**Speech, Drama, & Debate SIG Forum**  
**Sun 20 May, 4:00–5:30 Room 4504**

The Speech, Drama, & Debate SIG forum will feature simultaneous presentations on several topics related to performance-assisted language learning, including debate, drama, community theater, and others. The forum will also provide a venue for sharing ideas and ways to incorporate performance-assisted activities into the foreign language curriculum. Presentations will be given in a variety of forms, with audience members freely moving to a new presentation twice so that three presentations can be viewed in total. There will be a question and answer session following each individual presentation, with a group session to follow.



**Study Abroad SIG Forum  
Study Abroad Destinations  
Sat 2:30–4:00 PM Room 4503**

The study abroad forum provides a venue for all to discuss issues in study abroad programs. One of the main themes to be discussed in this forum is whether the destination matters in study abroad. Should Japanese students study in English-speaking countries such as the UK or US, or can they gain the same language development by studying in countries where English is not used as the predominant language? The forum will also be open to discuss other issues concerning study abroad. Join us for this discussion and bring your questions, comments, and ideas to join in as well.

**Teacher Development SIG Forum  
Exploring The Role that SIGs Play in Teacher Development: Three Interviews  
Sun 20 May, 11:00–12:30 Room 4502**

In this forum, three members of Teacher Development SIG will each conduct a 20-minute interview with a representative from invited SIGs, asking carefully prepared questions that aim to explore the connections and commonalities among SIGs, specific teacher development stories, as well as the individual differences that mark SIGs as unique and special. It is hoped that through conducting such interviews SIGs can co-construct a clearer understanding with each other, whilst strengthening an awareness and interest in each other's activities. The forum will conclude with an open discussion session between our invited SIG representatives, with audience questions and comments highly encouraged.

**Teachers Helping Teachers SIG Forum  
Publishing And Professional Development In Partner Countries  
Sun 20 May, 11:00–12:30 Room 4603**

This forum will focus on how Teachers Helping Teacher's publications offer opportunities for members and partner organization members to share their work and develop professionally.

**Testing and Evaluation SIG Featured Speaker  
Jerry Talandis: Turning Speaking Tasks into Assessment Activities  
Sun 19 May, 4:30–6:00 Room 4603**

One effective way to assess the speaking skills of your students is to turn regular language practice tasks into tests. To do that, you need a feedback loop that provides insight into performance. With such a loop, common practice activities can become assessment activities. In this workshop, we'll examine various strategies for creating such loops by discussing the pros and cons of typical holistic and analytic marking schemes. Guidance for creating effective feedback/marking rubrics will be provided, as well as discussions of the practical issues regarding administration of in-class speaking tests. No previous experience with conducting speaking tests is required.

## ***JALT Testing & Evaluation SIG***

The JALT Testing and Evaluation SIG will co-sponsor the The 22nd Annual Conference of the Japan Language Testing Association (JLTA 2018), to be held September 8th (Saturday) and 9th (Sunday), 2018, at Hokkai Gakuen University, Sapporo.

Details at <https://teval.jalt.org/node/8>  
Call for presentations due 29 June

Saturday Morning Presentations (10:30–10:55)	
SAT	<p><b>4401 (MAVR) 10 Tips for Teachers Using Virtual Reality</b>  <b>Josh Brunotte (Aichi Prefectural University),</b>  <b>Christopher Robert Hastings (Nanzan University)</b></p> <p>The presenters have been experimenting with VR in their respective classrooms for over two years. Together, they have created a study abroad preparatory program that uses VR, implemented the virtual field trip VR app ‘Google Expeditions’ into global issues classes, and have created various VR-based communicative tasks. In this presentation, they will give their ‘Top 10 Tips’ for teachers who wish to start experimenting with VR in their own classrooms. These tips will cover ways for teachers to get started, how to approach using VR in the second language classroom and how to avoid technical issues that disrupt learner communication.</p>
10:30	
11:00	<p><b>4402 (GILE) Global Citizenship Education in a CLIL Curriculum</b>  <b>Michael David Hollenback (Konan University)</b></p> <p>As teachers, we seek to improve student ability in the language they are learning, but we must remember the contexts they use it in. It is then necessary to promote language learning with Content and Language Integrated Learning (CLIL) targeted towards Global Citizenship Education (GCE). However, many teachers do not recognize the necessity of GCE, or consider CLIL to be too difficult for their learners. This presentation demonstrates how the utilization of CLIL and GCE can meet the needs of the student, teacher, and school, as well as the world beyond.</p>
12:00	<p><b>4403 (TBL) A Genre Approach to Popular Scientific Writing</b>  <b>Thian Huat (Kevin) Goh, (The Chinese University of Hong Kong)</b></p> <p>This research study used genre analysis to analyse popular scientific articles from a local Hong Kong newspaper and students’ assignments. A module on writing popular science articles was created and written for the English for Science Students course to teach students how to communicate science clearly to non-scientific people. The format of a popular scientific article and the techniques used to explain technical jargon were analysed by comparing articles from South Morning China Post (SCMP) to Susan Pelger’s Kommunikation für Naturvetare. The effectiveness of the module was analysed by using students’ work before and after the introduction of the module.</p>
12:30	
1:00	<p><b>4404 (LD) A Corpus to Promote Fluency in Group Discussions</b>  <b>Kazumi Kato (Tokai University)</b></p> <p>This presentation will introduce a teaching method and materials aimed at helping Japanese students talk among themselves in English as they accomplish group tasks. The unique point of this method is that students wrote down Japanese expressions they wanted to say in English while trying a task-based group project. A native English and Japanese English teacher both translated the expressions and made an English corpus for students to practice using in their group speaking tasks throughout the semester. This activity and materials help students notice their weak points and learn expressions and strategies for developing pragmatic fluency.</p>
1:30	
2:00	<p><b>4405 (CUE) In-house Journals as a Form of Program Development</b>  <b>Jamie Samuel Lesley and Matthew Yamato Schaefer (Rikkyo University)</b></p> <p>In-house journals are a feature of many university English departments and centers, providing teachers with a forum to publish articles primarily of interest to their institutional colleagues. More specifically, journals can play an important role in formalizing teachers’ professional development, including through collaboration with peers, with the ultimate aim of improving the quality of learning for students. This presentation will describe the benefits of producing an in-house journal from a program development perspective, as well as key steps to follow when overseeing such a publication. These will be exemplified by a current in-house journal co-edited by the two presenters.</p>
22	<p><b>Pre-ordered bentos will be available on the 1st floor of building 4/5 from 11:30</b></p>

#### 4406 (SA) Identity and Anxiety in Cross-Cultural Contexts

**Todd Squires (Kindai University)**

The identity-based motivation theory proposes that individuals are motivated by the disjunction between their “present self” and their psychologically-constructed “future self.” While the author concedes to the underlying assumption that humans continually construct their identities over time and how they envision themselves in some projected future is valid, it is argued that an approach grounded in the psychoanalytical notion of anxiety proposed by Jacques Lacan can significantly add to our understanding of how L2 learners construct and manage their L2 and L1 identities. Data in this presentation is taken from learner narratives as well as from literary fiction.

#### 4501 (TD) Stimulating Pair Discussion for Teacher Education

**Takaaki Hiratsuka (Tohoku University)**

Local Japanese teachers of English (JTEs) and foreign assistant language teachers (ALTs) who work as teaching pairs in two public high schools in Japan experienced a stimulated recall method for professional development. The JTE and ALT participants repeatedly viewed video clips from their observed lessons, scrutinized the activity that was occurring in the clips, and exchanged their opinions about their teaching practices. Findings indicated that there were interesting divergences in their reflective interpretations of classroom events. For example, there were discrepancies between the teachers’ perspectives on the level and amount of English provided in the lesson.

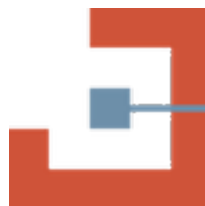
#### 4505 (CALL) International Exchange Through Google Sites

**Michael Ellis (ICU High School)**

This presentation will introduce a project in which high school students in Japan and the USA (n = 203) collaboratively constructed a virtual exchange website. Students from both schools worked in small groups using Chromebooks to design and publish posts introducing one feature of their daily lives. Each step of the three-week project, from introduction to assessment, will be explained in detail including descriptions of the students’ learning outcomes with regards to both language and content. Based on students’ critical feedback of the project, practical advice will be offered for teachers interested in setting up similar exchange projects at their own schools.

### JALTCALL 2018

JALTCALL will be having its international conference at Meijo University in Nagoya, June 8-10 with the theme of *New Directions in Educational Technology*. Pre-registration is open until May 18th.



The 3-day event is 10,000 yen for JALT members and includes the 25th anniversary networking reception on Saturday evening. Walk-ins are 5,000 yen per day for members, but only those pre-registered by the May 18th deadline will be able to attend the reception.

More information can be found at

<https://conference2018.jaltcall.org/>

**SAT**

**10:30**

**11:00**

**12:00**

**12:30**

**1:00**

**1:30**

**2:00**

## Saturday Morning SIG Forums (10:30–11:55)

**SAT**

**10:30**

### 4502 Learner Development SIG Forum

**Robert Morel (Toyo University), Marnie Mayase (Toyo Gakuen University)  
Blair Barr (Tamagawa University), Kate Maher (Kyoto University of Foreign Studies),  
Amanda Yoshida (Kanda University of International Studies),**

**Keiko Yuyama (Waseda University), Joseph Tomei (Kumamoto Gakuen University)**  
The 2018 Learner Development SIG Forum offers a variety of research and practice-based poster-presentations. Presenters will share practical insights into encouraging student growth, touching upon areas such as teacher approaches to increasing student autonomy, the use of social networks, increasing fluency, and independent student reflection. Others introduce theory and research such as metaphor pedagogy and multimodal analysis of student L2 production. Attendees will have a chance to interact with presenters during the forum, followed by discussion circles giving participants a chance to draw connections between the various topics covered in the forum.

**11:00**

### 4503 Global Issues in Language Education SIG Forum

#### Incorporating Global Content into the Language Classroom

**Eric DesMarais (Kashima Asahi HS), Matthew Cotter (Hokusei Gakuen University)  
Kurt Ackermann (Hokusei Gakuen Junior College),  
Jason Pratt (Toyo Gakuen University)**

This year's Global Issues in Language Education SIG forum will give the participants exposure to innovative techniques for integrating global issues into their language classes. After the presentations, discussion will continue in SIG-officer-moderated groups.

-Kurt Ackermann ---- Hokkaido Breakfast

-Matthew Cotter----- Teaching Maori Studies to Japanese in Japanese

-Jason Pratt ----- Promoting Writing and Global Issues with Twitter

**12:00**

**12:30**



**1:00**

### 4504 Literature in Language Teaching SIG Forum

**Simon Bibby (Kobe Shoin Women's University), Tara McIlroy (Meiji University),  
Paul Hullah (Meiji Gakuin University), Anna Husson Iozaki (Juntendo University),  
Vicky Ann Richings (Kwansei Gakuin University)**

In the Literature in Language Teaching SIG interactive forum, several panelists will discuss the opportunities and challenges of using literature in the language classroom here in Japan. The panelists will talk of their own experiences and offer advice, while leading discussion amongst participants on topics provided by LiLT SIG members. Participation is very much open to all and not limited to SIG members.



**1:30**

### 4603 Extensive Reading SIG Forum

#### Addressing Noncompliance and Cheating in Mandatory ER Programs

**Barry Keith (Gunma University), Marcel Van Amelsvoort (Juntendo University),  
Patrick Dougherty (Akita International University), Paul Goldberg (XReading),  
Glen Hill (Obihiro University of Agriculture and Veterinary Medicine)**

Despite the benefits of ER, many students resist reading to a degree sufficient to see reading speed or standardized test score improvement. Noncompliance includes refusing to read (sufficiently), or even cheating in reporting amounts read. It seems to be common, even in programs where students should be highly motivated. This forum will begin by describing the types and extent of noncompliance taking place in two programs. It will then address issues associated with mandatory program-wide ER noncompliance or cheating.



Saturday Morning Presentations (11:00–11:25)		SAT
<b>4401 (MAVR) Smartphone Augmented Reality for EFL learners</b> <b>Adam Stone and Samuel Taylor (Kyushu Sangyo University)</b> This presentation will discuss the development, application, and learner experience of two Augmented Reality (AR) activities designed to serve the teaching of listening and speaking skills to EFL learners. Specifically, the authors will discuss how smartphones can be used to experience camera tracking, marker based AR, utilised to encourage physical movement and collaboration, provide contextual learning in a meaningful, real world situation, and provide scaffolding for speaking practice. The presentation will conclude with discussion of a framework for the design and assessment of AR materials for language learning in future.	10:30	
<b>4402 (Sponsored) Recognizing Hyperbole: The Best Presentation Ever</b> <b>Alastair Graham-Marr (ABAX ELT Publishing)</b> Understanding text requires that we understand its underlying meaning. We need to be able to distinguish fact from opinion, or recognize when rhetorical devices are being used to skew our world view. We need to recognize emotive words, hyperbole, and euphemism. We need to recognize how the mere choice of what to include and what to omit leads to bias. Such critical thinking skills can be taught and should be taught—and furthermore can be taught in lower-level classes. Class materials will be presented that develop our students’ language abilities while cultivating a more critical eye.	11:00	
<b>4403 (MW) The Purpose of Images in ELT Textbooks Revisited</b> <b>Cameron Romney (Doshisha University)</b> Previous research into the roles images play in language learning materials have largely focused on a binary classification system of either decorative or educational (Hill, 2003; Romney & Bell, 2011), but researchers have noted that this system seems inadequate (Romney, 2017). This paper reports the results of using a three-category classification system of decorative, instructional, and supportive. Images in three ELT textbooks were analyzed. Results show that the majority of images were neither decorative nor instructional but reinforced learning, e.g., by dual coding (Mayer, 2009), and were best classified as supportive, demonstrating the need for a more robust classification system.	12:00	
<b>4404 (LD) A Longitudinal Study of Motivational Changes in English Learning Among Rural High School Students</b> <b>Hsiaowen Hsu (Kainan University)</b> Motivation has been widely researched and recognized as a crucial factor affecting learners’ second and foreign language learning. This study examined changes in motivation of 92 Taiwanese rural junior high school students learning English through questionnaires over five semesters. Seven motivational factors including intrinsic, extrinsic, task value, control beliefs, self-efficacy, expectancy, and anxiety were observed over the years. Results indicate that students start at a higher level of both intrinsic and extrinsic motivation compared to other motivational factors. However, the overall explanatory power of motivational factors gradually decreased over the years. Implications for understanding student levels of motivational changes are discussed.	12:30	
	1:00	
	1:30	
	2:00	
Saturday Morning Presentations (11:00–11:25) <i>continued on the next page</i>		25

<div>SAT</div> <div>Saturday Morning Presentations (11:00–11:25) (cont'd)</div>	
10:30	<p><b>4405 (CUE) Fostering Aspiring Students in the EFL Classroom</b>  <b>Douglas E. Forster (Japan Women's University),</b>  <b>Joseph W. Poulshock (Senshu University)</b></p> <p>Why should our students learn English? What motivates them to do so? How can we get them to become ASPIRERS who truly want to improve their English skills? The presenters will share an effective motivational lesson to help students reach their language goals more effectively based on seven good reasons for learning English using the acronym, "A.S.P.I.R.E.R.": A = the "appeal" of English; S = its "Social" aspects; P = its "Professional" usefulness; I = "Individual" reasons for learning English; R = the "Required" reasons for studying English; E = English as an "Education"; and R = getting real "Results."</p>
11:00	<p><b>4406 (SA) Problems When Studying Abroad, Anticipated &amp; Real</b>  <b>John Charles and Andrew Joseph Lawson (NIC International College)</b></p> <p>Even the most confident Japanese student is likely to be nervous about several aspects of life during an extended period of study in a foreign country. Health, safety, diet, housing, language, and loneliness are just a few of such worries. Do such fears prove to be well-founded or is the reality often different? Do home institutions do enough to help students prepare? This presentation introduces initial findings of a long-term study into the discrepancy between students' prime concerns prior to studying abroad, and the main issues and problems they actually encounter during their overseas experience.</p>
12:00	
12:30	<p><b>4501 (TD) Pre-Service Teacher Education at Osaka University:</b>  <b>A Reflective Report on the Future Faculty Program</b>  <b>Mehrasa Alizadeh (Osaka University)</b></p> <p>Pre-service teacher education is highly important at research-focused universities. At such institutions, training is mostly centered on conducting research while there is minimal focus on educating students in course design and teaching. To bridge this gap, the Center for Education in Liberal Arts and Sciences, Teaching and Learning Support Division at Osaka University has established an advanced liberal arts program called the Future Faculty Program (FFP). This program targets graduate students wishing to pursue a career in academia. Having completed the program herself, the presenter will provide the audience with a reflective report on the FFP, its strengths and limitations.</p>
1:00	
1:30	<p><b>4505 (CALL) Narrative Song Writing in a Digital Context</b>  <b>Scott Sustenance (Kanda University of International Studies)</b></p> <p>This presentation will introduce a narrative song writing unit used in a first-year English reading and writing course at a Japanese university. The multiliteracies approach (New London Group, 1996), iPad applications, and online resources are combined to take students on a digital journey of transformation and transduction (Kress, 2003). The unit culminates with the creation of a personal music video that communicates an original fictional narrative through a combination of four different modes (written text, music, still images, and video) in a way that would have been impossible even ten years ago.</p>
2:00	<p><b>4605 (Sponsored) Introduction to Breakthrough Plus 2nd Edition</b>  <b>Ayako Inui (Macmillan Education)</b></p> <p>This presentation will explain upgrades and improvements contained in the 2nd edition of Breakthrough Plus. Breakthrough Plus is a widely-used and popular EFL textbook. It focuses on communicative English and offers a comprehensive package to suit mixed-ability classes. It is ideal for teaching cross-cultural international English. Whether you are looking for a new text or you are an experienced user of Breakthrough Plus, you are very welcome to join us and hear about new and exciting developments in this five-level series.</p>
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## Saturday Morning Posters (11:00–11:55)

4th floor hallway

SAT

### 4F (GILE) Working Towards Accessibility in Language Learning

Ryota Moriya and Andrew Reimann (Utsunomiya University),

Ryoko Sato (Tsuda University)

An increasing number of teachers are becoming aware of learners with special needs. The Anti-discrimination Laws against People with Disabilities took effect in 2016. By adopting a social model of disability, the laws redefine disability as inaccessibility to social resources and require language teaching to improve accessibility to learning resources. This presentation highlights discussions towards forming a new special interest group concerning accessibility in language learning (ALL). Presenters will share a collection of classroom/community stories regarding learners with diverse needs including areas in communication, gender, and learning. Participants are welcome to share their interests in developing a new SIG.

10:30

11:00

### 4F (LD) The Language Exchange (LEX) Programme: Reflections on the First Year

Sarah Morikawa and Kanako Nishizumi (Chiba University)

The Language Exchange (LEX) programme, which started at Chiba University in April 2017, is designed to help students form partnerships to teach language and exchange cultural information according to a learning plan jointly developed by the student partners. More than 200 Chiba University students participated in 2017, studying a total of 14 languages. This poster session will outline reasons for starting the LEX programme in Chiba University, features of the programme, how the programme was conducted, and students' responses to a feedback questionnaire. The presenters will reflect on positive student feedback and aspects of the LEX programme that need improvement.

12:00

12:30

### 4F (LD) Active Learning Through Poster Presentations

Ben Backwell (Nagoya City University),

Brian Cullen (Nagoya Institute of Technology)

In this poster presentation, we share our experiences in promoting active learning through the use of student poster presentations. Poster presentations are a natural way to promote active learning by creating a performance space in which students take on the role of expert on their selected topic. Each student creates a poster which acts as a visual prop in the presentation. We share our rationale for this activity, a procedure for ensuring smooth effective presentations, examples of student work, and student feedback.

1:00

### 4F (LD) An Investigation into Teachers and Students'

Perceptions on "What do you think?"

Shin-Ru (Cynthia) He (Kanda University of International Studies)

"What do you think?", or similar variations, either in spoken or written form, is a question that teachers frequently use for the purpose of examining and understanding learners' learning. While this type of question can be effective to some extent in understanding more about students' thinking or decision-making process, it does not always serve its purpose in facilitating learning or teaching due to the possible discrepancies in perceptions between two sides. This poster presentation will show results of the interviews from both teachers and students in the context of a Japanese university and discuss the implications for teaching.

1:30

2:00

*Saturday Morning Posters (11:00–11:55)*

*continued on the next page*

<b>SAT</b> <b>Saturday Morning Posters (11:00–11:55)</b> <b>5th floor hallway</b>	
10:30	<b>5F (CUE) Scaffolding Better Student Presentations</b> <b>William Pellowe (Kindai University)</b> Many of the presenter's students seemed to approach presentations as recitations of reports. They would read aloud, focusing exclusively on content, while completely ignoring aspects of performance and slide design which would have made their speeches more interesting and accessible to their audience. In response, awareness-raising activities and demonstrations were created to scaffold the students towards giving more engaging presentations. This interactive poster presentation will highlight some of these, such as matching photos of gestures with underlined sections from sample speeches, and peer-assessment rubrics which incorporate photos to illustrate (rather than simply describe) each rubric item.
11:00	<b>5F (CALL) MALL Reading Activities and Brain Activity</b> <b>James DeWitt Dunn (Tokai University)</b> This poster reports results of a study into metacognition in a digital learning environment. Activities developing metacognitive skills (i.e., self-awareness), and their effect on reading comprehension testing are measured. In this study, mobile tablets are used to promote metacognitive development in reading. The impact of this metacognitive development is measured through self-report questionnaires, standardized test scores, and brain activity as measured by portable EEG machines which will be in use during the presentation. The findings presented in this study suggests that a notable change is happening in the brain after the metacognitive activities are introduced.
12:00	<b>5F (CUE) Conversation Classes Enhanced by International Tutors</b> <b>John Frederick Maune (Hokusei Gakuen University)</b> Junior college English department students take required conversation classes at least two times a week. One class a week includes three tutors who hail from a variety of countries. This presentation will describe a highly-appraised, 15-year-old, international conversation tutor program. Various aspects of the program, including rationale and perceived benefits, tutor classroom activities, tutor feedback on classroom design, teacher response to in-class tutors, and administrative concerns such as hiring, scheduling, and liaising with teachers and office staff, will be presented.
12:30	<b>5F (LD) Developing and Coordinating People, Places, and Materials as Resources in Self-Access</b> <b>Curtis James Edlin and Yuri Imamura (Kanda University of International Studies)</b> This poster highlights key points in the process of development and coordination of resources for a self-access center at an international university in Japan, focusing on the time around its move into a new, purpose-built building. In addition to physical materials, we attend to physical environments and people as learning resources. Learning environment design is considered from both a perspective of supporting learning at basic physiological and psychological levels (Edlin, 2016) and of developing physical spaces into spaces for social activity and learning (Murray, 2014). Special attention is paid to the support for and effects of social affordances and the community.
1:00	<b>5F (CALL) Learner Autonomy and Technology-Enhanced Textbooks</b> <b>Daniel James Mills and Daniel Olsson (Ritsumeikan University)</b> In this poster session, the presenters will explain how mobile device accessible textbooks were utilized to facilitate greater engagement and autonomy in a first-year EFL course for Economics students. In this course, 33 students used their personal mobile devices to access textbook media and work in groups to complete assignments. Information regarding student satisfaction with the course as well as their perceptions of the benefits and disadvantages of the method employed was gathered through a questionnaire and reflective writing activity. Six constructs of satisfaction were explored through the survey instrument including, instructor, materials, set-up, interaction, outcomes, and overall satisfaction.
1:30	
2:00	
28	

## Plenary Conversation 1 (1:00–1:55)

1st floor, Room 5100

SAT

*Mayumi Abe and Quint Oga-Baldwin will share their research into what teachers can do to maximize student engagement in their classrooms.*

Quint Oga-Baldwin (Waseda University) has taught in all areas of language education in Japan. He now trains teachers at Waseda University in the School of Education. He earned a Doctor of Philosophy in Education from Hyogo University of Teacher Education, specializing in elementary school foreign language pedagogy and motivation. His research interests include effective classroom teaching methods, motivation and engagement in elementary/secondary schools. His work has been published in *Contemporary Educational Psychology*, *System*, *ELT Journal*, *Frontline Learning Research*, and *Asia-Pacific Educational Researcher*.



Mayumi Abe (Waseda University) has been a language learning adviser for eleven years and currently works with ALC, a publishing company, in



charge of training of advisers. She is also an instructor at Gakushuin University. She received her master's degree from Temple University Japan Campus and now studies at the doctoral program of Waseda University. Her research interests include learner autonomy, self-directed learning, learning strategies, and metacognition.

10:30

11:00

12:00

12:30

1:00

1:30

2:00

Saturday Afternoon Presentations (2:00–2:25)	
SAT	<p><b>4401 (TEVAL) Peer-Evaluation for Teaching Essay Writing</b>  <b>Nivedita Kumari (University of Tsukuba)</b></p> <p>The present study aims to bring out the benefits of using a peer-evaluation activity in a writing class. The study qualitatively evaluates the peer-evaluation comments by 18 students of an English writing class. The content, structure, and grammar of an essay (written individually) were peer-evaluated. After a few weeks there was another round of an essay-writing test. The study qualitatively analyses the written comments during the peer-evaluation activity and looks into the essays written after the peer-evaluation activity. The results show that the students understood the importance of clarity of meaning and structure of an essay.</p>
2:00	
2:30	<p><b>4402 (GILE) Raising Awareness of Mental Health Issues</b>  <b>James Taylor (International College of Technology, Kanazawa)</b></p> <p>Discussion of mental health issues has long been a taboo in many countries but in recent years this has gradually changed, although suicide rates among young Japanese remain high (Lim, 2017). Inspired by personal experience, the presenter created a set of lessons using authentic materials to increase student awareness of mental health issues. The presenter will explain the rationale for materials selection, the activities, and students' reactions to the lessons. The presenter will conclude by suggesting sources of materials for planning lessons on this topic.</p>
3:00	<p><b>4403 (Sponsored) Dictation: Before, During, and After</b>  <b>John Michael Spiri (Global Stories Press)</b></p> <p>Dictation is a time-tested language learning activity with numerous variations on the standard method, from dictogloss to "tape recorder" dictation, to student dictators, and others. After briefly describing the basic dictation method, the presenter will share some of the more effective and creative alternatives. In addition, the presenter will share ideas for pre-dictation activities involving pictures that correspond to the dictation sentences. Post-dictation review activities that make use of the pictures will also be explained. While the material comes from the presenter's textbooks, this presentation will be useful for any teacher with an interest in dictation.</p>
4:00	
4:30	<p><b>4404 (LD) Pedagogical Implications of Self-Reflection</b>  <b>Anna Belobrov (Reitaku University)</b></p> <p>Self-reflection can be recognized as a process that gives students opportunities to stop and be reflective about the learning that has taken place (Davies, Herbst, &amp; Busick, 2013). This presentation provides analysis of the pedagogical implications of Japanese EFL college students' reflective diaries in a speaking and listening course. The diary entries were qualitatively analyzed from the perspective of their contribution to the learners' awareness of their language skill development and progress. In addition, the research findings are discussed on pedagogical implications of perception, goal-setting, learning difficulties, and motivation, and curricular aspects such as setting customized curricular goals and adjusting activity choices.</p>
5:00	<p><b>4405 (CUE) Fluency Activities Revisited</b>  <b>Caroline Bertorelli (Toyo University)</b></p> <p>The main goal of English communication classes is to improve the fluency of students' English speaking skills. Finding motivating activities that are successful in achieving this goal is a challenge regardless of the students' levels. Making sure all students participate actively in such activities is a further challenge. This presentation will review fluency activities in the literature, share the outcome of some classroom research on Japanese university students, and suggest a number of practical ideas that can be incorporated in the classroom that can successfully engage all students of all levels in a class.</p>
5:30	
30	

**4406 (SA) Negotiating Identity in Informal Language Learning Settings****Chika Kitano (Osaka University),****Megumi Kohyama (University of Shiga Prefecture)**

This presentation will describe an inquiry into how Japanese university students who have returned from a study-abroad experience negotiate their identity on social networking sites (SNS) when interacting informally with non-Japanese interlocutors. SNS provide a unique opportunity for EFL students to practice language skills in an informal environment and to maintain and develop social connections with non-Japanese partners, but maintaining one's unique identity in these intercultural exchanges can prove difficult. The presenters will outline the methods they used to explore this topic and describe how the findings of this research can be applied to individual practice.

**4501 (TD) Going Beyond the CV: The Case for Using a Teaching Portfolio****Mike Stockwell (Sugiyama Jogakuen University)**

Teaching is a multifaceted profession requiring a broad range of skills and abilities. However, these attributes cannot be adequately reflected in the confines of a concise curriculum vitae. A digital teaching portfolio can transform how teachers demonstrate their strengths to employers. This presentation will detail how to develop a framework for developing your own digital teaching portfolio. A primary concern is determining what content to include in the teaching portfolio. This presentation will also discuss how this content can be optimally displayed.

**4502 (TD) A Duoethnography of Native-Speakerism in Japan****Daniel Hooper (Kanda University of International Studies),****Azusa Iijima (Keiai Gakuen SHS)**

This presentation introduces a duoethnographic study based on how experiences of native-speakerism have shaped the careers of one native English speaking teacher and one local English teacher in Japan. Duoethnographic studies aim to disrupt predominant narratives through reflexive dialogue between juxtaposed perspectives. In this study, it was found that our discussions on the topic of native-speakerism transformed our views on our respective positions in language teaching as well as encouraged us to examine our own standing as professionals and people. The potential benefits of duoethnographic research as a tool for teacher development will also be discussed.

**4503 (CALL) Coding: Why Teachers Should Learn It****Daniel William Parsons (International University of Japan)**

Our creativity in technology-enhanced learning lies in fostering the autonomy and cultivating the agency of our learners. However, educational technology can limit learners' agency and autonomy through reliance on templates. So, how do we maximize our agency and autonomy with technology? The presenter will draw a parallel with the genre-based approach to pedagogy and will argue that learning to code gives teachers the power to enhance autonomy and agency. Some useful examples of teacher-coding in action will be demonstrated which will highlight the potential for developing critical thinking, ICT, and communication skills among our students.

**4504 (PRAG) Now Ask Your Partner: Questions in Interaction****John Campbell-Larsen (Kyoto Women's University)**

One of the basic speech acts is the question/answer adjacency pair. Learners must be able to produce comprehensible questions in the target language. However, questions serve a variety of interactional purposes, from simple information transfer to the display questions performed by teachers to phatic questions that promote conversation. This presentation outlines the interactional architecture of various question genres, contrasting phatic questioning with more procedural questioning, and suggests that many learners have insufficient ability to discriminate between genres, leading to minimalistic, unnatural interactions. Some ways in which conversational questions are constructed in interactions will be highlighted.

**SAT****2:00****2:30****3:00****4:00****4:30****5:00****5:30**

*Saturday Afternoon Presentations (11:00–11:25)*  
*continued on the next page*



SAT	<p><b>4505 (BRAIN) The Role of Working and Short-Term Memory in L2 Learning</b>  <b>Diego Elisandro Dardon and Peter John Wanner (Tohoku University)</b></p> <p>The role of working and short-term memory in second language grammar learning will be explored. The study seeks to answer the questions “Does memory have a significant role in specific language learning?” and, if a correlation is found, “which, working memory or short-term memory, has a more important role in that learning?” Most research concerning second language learning and memory has focused on vocabulary and general grammatical abilities. However, more studies targeting specific elements of language learning, for example specific grammatical constructions, are needed in order to explain in detail the relationship between second language learning and memory.</p>
2:00	
2:30	<p><b>4603 (ER) Towards a Comprehensive Graded Reader Database</b>  <b>Mark Brierley and David Ruzicka (Shinshu University)</b></p> <p>This presentation will discuss the range of data available on graded readers, and explore the possibility of a comprehensive database to allow this information to be accessed and updated. Accurate information on graded readers is critical since, for example, difficult books may discourage reading. Book difficulty can be expressed in <i>Yomiyasusa</i> (readability) level, the Kyoto scale used on MReader, or ERF level as used by Xreading. Different people may not agree on the difficulty of a particular book. Further challenges are presented by the steady publication of new books, inevitable errors in the data, and similar books with different ISBNs.</p>
3:00	<p><b>4605 (Sponsored) Bigbox: Making Learning Fun for Young Learners</b>  <b>James Hall (Tryalogue Education)</b></p> <p>With the skill set we are expecting 21st century learners to have as they grow up, why are we still using the same pedagogical approaches? This presentation will look at the differences in concepts between ‘studying’ and ‘learning’ within 21st century content for young learners. We will examine, as well, personalized learning paths, gamification, and curation of content for young learners using digital technologies and the impact these technologies can have in shaping future generations.</p>
4:00	<p><b>Saturday Afternoon Presentations (2:30–2:55)</b></p>
4:30	<p><b>4401 (TEVAL) Correlating Eiken and Deviation Values</b>  <b>Austin Gardiner and Peter John Wanner (Tohoku University)</b></p> <p>Grades 3, Pre-2, and 2 of the STEP EIKEN test have been designated by <i>MEXT</i> as benchmarks to accompany in-house tests for junior and senior high schools in Japan. <i>MEXT</i> suggests a Grade 3 level ability at the end of the junior-high third year, and that senior high students pass Grade 2 upon graduation. It is therefore important that schools conduct research into the correlation between their deviation values, also referred to as <i>hensachi</i>, and the results of EIKEN tests. This presentation will demonstrate how online materials, already available, can be used to conduct such research in a fun way.</p>
5:00	<p><b>4402 (ER) ER-Central: Free Online Extensive Reading and Word Learning</b>  <b>Charles Browne (Meiji Gakuin University)</b></p> <p>This presentation will briefly describe and make the case for the importance of both extensive reading as well as the learning of high frequency vocabulary for EFL learner and how these two activities are complementary to each other, and then move on to introduce ER-Central, a free website which provides students and teachers with a way to do extensive reading, extensive listening, and focused vocabulary learning online.</p>
5:30	
32	<p>Please do not enter building 1 before 6:30 as it will be used for student testing during the day. Your cooperation is greatly appreciated.</p>



**4403 (TBL) Incorporating the Best Practices of Game Design into Task Design**  
**Stephen Vincent Case (Shimonoseki Baiko University)**

How can we use solid best practices for game design to improve our lesson plans and tasks? Many educators want to design tasks that engage students and provide a solid educational benefit. Games design already has a framework for an iterative design process and assessment that creates engaging and motivating activities. This talk will introduce tasks that have been through this process, and have incorporated ideas from modern board and video game design into an analogue format that can be used in any classroom.

**4404 (LD) Visualization of Phonetic Markers for Early ESL Learners in Japan**  
**Kevin Reay Wrobletz (Himeji Dokkyo University)**

This research presents a visual system of phonetic markers linked to both the Japanese *kana* system and natural English vocabulary with the aim of breaking young students of the habit of imposing the Japanese phonetic structure on natural English vocabulary. The system was tested on a group of 20 Japanese elementary school students, and drastically improved students' scores in pronunciation and reading tests. This suggests that the implementation of just such a system stands to have a high degree of success in formal educational environments in the Japanese education system.

**4406 (Sponsored) Tanuki Games–Fun, Exciting, Educational Tabletop Games for Your EFL Classroom**

**Jay Joseph Palarino and David Kendrick (Tanuki Games)**

Tanuki Games produces real tabletop games—not game-like activities—specifically designed for use in EFL/ESL classes. Our games feature conversation-based gameplay, high level of player interaction, easily customizable duration and difficulty level and, most of all, they provide an educational experience that delivers as much fun and excitement as it does learning. Communication is a fundamental, intrinsic aspect of all our games, as is their ability to help students make serendipitous discoveries of their own innate language skills, making them ideal tools for the communicative classroom. Our tabletop games can make for wonderful teaching aids in the EFL classroom, but game duration, language requirements, and learning curve can often limit their potential effectiveness. These are real tabletop games. In this presentation, Tanuki Games will introduce three games (CEFR A1, A2 and above) from our initial lineup of easy to use, easy to teach, and easy to play games that can liven up any EFL/ESL classroom.

**4501 (TD) Maximizing Teaching Assistant Program Benefits**  
**Christopher Gareth Haswell (Kyushu University)**

Investigating the question “Does employing international students as TAs have an effect on their university experience?” this presentation reports on the employment of international students as teaching assistants (TAs) at two universities. Through the use of qualitative analysis software on data from interviews with teaching assistants, teachers, and program coordinators, it was determined that TAs were consistently underutilized, yet there were also clear personal and institutional benefits from their time in the program. This presentation will make practical suggestions as to how recruitment, training, and in-class utilization of teaching assistants might be improved in future programs.

**4505 (LD) Communication Strategies Among Exchange Students**

**Agnes Siwi Puwaning Tyas, Nabilla Kusuma Vardhani (Universitas Gadjah Mada)**

One indicator of a successful spoken interaction is when both interlocutors clearly understand the message, resulting in the achievement of a communication goal. This comparative study used observations and interviews to examine communication strategies used by first- and third-year English students of Universitas Gadjah Mada, Indonesia during spoken interactions in English with exchange students from Cheng Du Textile College, China. The presenter will describe the communication strategies used and will compare how first- and third-year students overcame difficulties in these interactions.

Please do not enter building 1 before 6:30 as it will be used for student testing during the day. Your cooperation is greatly appreciated.

**SAT**

**2:00**

**2:30**

**3:00**

**4:00**

**4:30**

**5:00**

**5:30**

SIG Forums (2:30–3:55)	
<b>SAT</b>	<p><b>4405 College and University Educators SIG Forum: Integration of Non-Textbook Tools into the Classroom: What Do You Use? How Do You Use It?</b>  <b>David Teuber (Osaka Sangyo University), Daniel Velasco (Rikkyo University), Kazumi Kato (Tokai University), Justin Pool (Osaka Kyoiku University)</b></p> <p>While textbooks often provide the instructional framework for tertiary-level courses, teachers may look to outside sources either to teach one-off topics or even base their entire course on non-textbook materials. Does this sound like you? We are particularly interested in showcasing the following materials: software, graded readers, websites providing instructional content, multimedia content, and authentic materials such as maps and menus. Presenters will share their experiences and know-how in choosing, designing, incorporating, and implementing these types of resources into the language-learning classroom.</p>
2:00	
2:30	<p><b>4502 Materials Writers SIG: Innovations in Materials Design</b>  <b>Stephen Mark Paton (Fukuoka University), Todd Beuckens (Asia Pacific University), Brian Cullen (Nagoya Institute of Technology), Adam Murray (University of the Ryukyus),</b></p> <p>In this interactive forum, the three panelists will talk about a variety of innovations in materials development. First, Brian Cullen will talk about how textbook development (e.g., content, style, exercises) has evolved since the early 2000s using three editions of a textbook as case study. Next, Steve Paton will discuss how advances in software allow writers to produce textbooks with day-to-day software rather than expensive DTP software. Finally, Todd Beuckens will show how writers can use technology to reach their audience in a number of enhanced and engaging ways.</p>
3:00	
4:00	<p><b>4503 Study Abroad SIG: Study Abroad Destinations</b>  <b>Paul Horness (Soka University), Toshiko Oda (Tokyo Keizai University), Steven Herder (Doshisha Women's College of Liberal Arts)</b></p> <p>The study-abroad forum provides a venue for all to discuss issues in study abroad programs. One of the main themes to be discussed in this forum is whether the destination matters in study abroad. Should Japanese students study in English-speaking countries such as the UK or US, or can they gain the same language development by studying in countries where English is not used as the predominant language? The forum will also be open to discuss other issues concerning study abroad. Join us for this discussion and bring your questions, comments, and ideas to join in as well.</p>
4:30	
5:00	<p><b>4504 Pragmatics SIG: Pragmatics + Grammar + Communication</b>  <b>Sanae Oda-Sheehan (Ochanomizu University), Akiko Inagaki (Tokyo City University)</b></p> <p>When teaching language, teachers must provide students with a rich environment to encourage and enable Communication. This presentation stresses the necessity of Pragmatics—using language appropriately—and Grammar—utilizing the structure of language effectively. These are essential for language classrooms at all levels. While many language lessons stress grammar at the expense of pragmatics (or vice versa), this presentation argues that these can be integrated with positive results for learning. Teacher education should prioritize both at the same time.</p>
5:30	<p><b>4603 Mixed, Augmented, and Virtual Realities SIG: SIG Project Showcase</b>  <b>Eric Hawkinson (The University of Fukuchiyama), Jennifer Teeter (Kyoto University)</b>  <b>Euan Bonner and Erin Frazier (Kanda University of International Studies), Christopher Robert Hastings (Nanzan University), Parisa Mehran (Osaka University), Bobby Figueroa (International Christian University), Elisabeth Fernandes (Konan University)</b></p> <p>Mixed, Augmented, and Virtual Realities and Learning SIG (MAVR) members share projects/apps/demos/implementations created over the past year. This content is presented in a way to be both accessible to new members and useful for veterans of the field. Some projects to be showcased involve self-access learning center support, multilingual virtual campus tour, connecting to Puerto Rico through augmented and virtual realities, VR for the second language classroom, and VR for academic writing. There will be hands-on demos available of most presented projects.</p>
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# Saturday Afternoon Posters (3:00–3:55)

4th floor hallway

## 4F (VOC) Vocabulary Learning Strategies (VLS) in ELT Coursebooks

**Claire Murray (Osaka City Board of Education)**

This study investigates vocabulary learning strategies (VLS) treatment in three commercially available ELT coursebooks. Although research exists on teachers helping students acquire the VLS which help them become autonomous vocabulary learners, the role of coursebooks has not been fully explored. Based on Littlejohn's (2011) framework, analysis consists of determining the exact number and nature of VLS; analysing the effectiveness of VLS and their instruction; and deducing the coursebooks' underlying principles regarding VLS and VLS instruction. The amount of attention and level of appropriate instruction VLS receive vary; however, overall, this study finds the coursebooks' treatment insufficient to foster autonomous or regular VLS use.

## 4F (TD) What We Learned: An Adventure Communication Project

**Jeremy Eades and Phoebe Lyon (Kanda University of International Studies)**

Project Adventure (PA) is a US-based program that was designed to develop learners' teamwork, cooperation, and communication skills using problem-solving and team-building activities. While it was designed to be conducted in L1, it has been adapted as an Adventure Communication Program (ACP) to improve students' communication skills in an EFL context by presenting challenges that require students to set goals, solve problems, and reflect on their experiences in their L2. In this poster presentation, we will share our experience teaching an ACP course in L2, highlighting positives and challenges.

## 4F (ER) Measuring ER by Effect of Time on Reading

**Hywel Edward Care and Kenichiro Kobayashi (Aichi Shukutoku University)**

The presenters summarize the implementation of an ER program in the context of a quarter system in a Japanese university. We explore adjustments from student feedback and reports from current student staff who act as monitors and role models during weekly ER sessions outside of the classroom. The presenters will further build on their previous exploration of connections between amount of time read during this program and reported attitudes towards ER as well as changes in reading speeds and students' future reading plans.

## 4F (LD) Flipping a Global Topics Classroom

**Adrianne Verla Uchida (Nihon University)**

It is said that flipped classrooms promote active learning and student engagement (Bergmann & Sams, 2012). This poster will share observations from a flipped classroom project. Students learned the skills needed to research, present, discuss, and reflect on a variety of global topics in the spring semester. Using those skills and their newfound autonomy, they collaborated and designed each lesson in the fall semester. They chose the weekly topics, created presentations, drafted discussion questions, led group discussions, and reflected on the process weekly. This poster will share not only the instructor's reflections on the project but also the students'.

## NanKyu Chapter and JASAL

### Sojo University Teaching & Learning Forum

#### SUTLF 5

The NanKyu chapter, together with the Japan Association for Self-Access Learning, will hold their annual conference on 15 Dec, 2018, at Sojo University, Kumamoto.

For more information,

<https://www.nankyujalt.org/sutlf/sutlf-5>



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<b>SAT</b>		<b>Saturday Afternoon Posters (3:00–3:55)</b> 5th floor hallway
		<b>5F (CALL) Getting Creative in Writing Classes</b> <b>Lauren Inneke Landsberry (Nagoya College)</b> Many teachers struggle with writing classes. It can be a challenge to get students writing in English, let alone be creative with their writing. To make a change from paragraph, essay, and email writing, two lessons in the semester were spent on creative writing. The presenter will show how she used Storybird, an online software program, to get students to be creative and write a story in English. Students were able to share their stories in a class library and talk about the stories they enjoyed or thought were interesting and well-written. Future potential writing projects will also be discussed.
2:00		
2:30		<b>5F (JSL) 日本語コースに実践コミュニティを生み出すスローフード・プロジェクト</b> <b>Yoshiko Kishi (Case Western Reserve University)</b> 本発表は、北米の大学の日本語コース内の6週間で国際的市民運動の「スローフード」をコンテンツとして行ったプロジェクトワークの実践報告をする。その中で、テレビ会議システムを通じたスローフードコースネットワーク東京の会員との交流により実践コミュニティを作ることを試みたが、その学習効果についても考察する。
3:00		<b>5F (CALL) Using Cloud Computing to Improve Feedback in EFL Courses</b> <b>George Robert MacLean (University of the Ryukyus)</b> This presentation will describe the advantages and disadvantages of cloud computing for enabling students to submit work and to receive immediate and near-immediate feedback about their results via cloud applications such as Google Forms. Findings are from six English as a Foreign Language (EFL) courses where students used cloud computing to submit assignments and to complete quizzes and major exams. Results of the study and an ensuing discussion will be based on the teacher's field notes, descriptive statistics from an 18-item questionnaire (n = 68), open-ended student comments from the questionnaire, as well as student interviews.
4:00		
4:30		<b>5F (TYL) Focus on Form instruction improved JH students' skills</b> <b>Yoko Takano (Nagoya University of Foreign Studies (NUFS))</b> Communicative grammar teaching, which is focus-on-form (not focus-on-forms) instruction improved five junior high students' communicative competence in a private school in Japan. Furthermore, performance tests showed them to be fluent speakers and writers thanks to positive washback. The poster presentation shows the results of a two-year action research project on focus-on-form including the students' essays, original books, and the research data.
		<b>Saturday Afternoon Presentations (4:30–4:55)</b>
5:00		<b>4401 (MAVR) Project-Based Learning with Google Earth VR</b> <b>Jon Gorham and Tom Gorham (J. F. Oberlin University)</b> This study explores the impact that a VR application like Google Earth VR had on six experimental groups' speech writing capabilities and the delivery of their presentations. Three cohorts consisting of 70 EFL students role-played as mock travel agents and tour guides for foreign visitors coming to Japan for the Tokyo 2020 Olympics. This study was conducted using an Oculus Rift combined with Google Earth VR; the experimental groups immersed themselves in the "Heritage Zone" and "Tokyo Bay Zone" surrounding Olympic Village. Quantitative pre-test and post-test results and qualitative assessments of the speeches evaluated their pronunciation, rhythm, and memorization abilities.
5:30		
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<p><b>4402 (GILE) The Reality and Necessity of Teaching the Singular <i>they</i></b>  <b>Michael Houston Brown (Kanda University of International Studies)</b></p> <p>Singular <i>they</i>, the use of <i>they/their/them</i> with singular referents, is not without critics. Nonetheless, it has been a common construction for centuries, and its formal acceptability has recently been increasing. This acceptability has largely been driven by the need for a gender-neutral third person pronoun in English. This presentation will discuss recent changes in the perceived acceptability of the singular <i>they</i>, its role in gender-neutral language, and its extension to species-neutral language. The presentation will highlight illustrative, real-world occurrences of singular <i>they</i>, and will discuss why singular <i>they</i> should not be ignored or dismissed in the teaching and learning of English.</p>	<p><b>SAT</b></p>
<p><b>4403 (TBL) Psychology Games for Language Learning</b>  <b>Ian Douglas Munby (Hokkai Gakuen University)</b></p> <p>Communicative tasks for language practice play an important role in the language classroom but often lead to “So what?” outcomes. This presentation will introduce some communicative tasks for learners of all ages and levels with surprising or amusing outcomes which purport to reveal something about our personalities and values. Training in these strategies provides a basis for further language practice and further active and personal learner involvement in classroom communication. The presenter will also suggest how such tasks can be structured around a TBL (task-based language learning) model of second language acquisition for multi-stage lesson procedures.</p>	<p><b>2:00</b></p>
<p><b>4404 (CUE) The Necessity of English Presentation Skill Sets</b>  <b>Richard Miles (Nanzan University)</b></p> <p>College and university educators often advise their students that learning how to deliver oral presentations in English is necessary for success in university courses, and ultimately for future careers in various fields of employment. In an attempt to verify this assumption, a qualitative pilot study was conducted with recent university graduates from a Japanese university (n = 41). Findings revealed how often these recent graduates presented for work, what language they presented in, what types of presentations they delivered, and which techniques and skills they deemed necessary. These findings have important implications for university course designers and instructors.</p>	<p><b>2:30</b></p>
<p><b>4405 (GILE) Teaching about the 1927 US-Japan Doll Exchange</b>  <b>Kip Cates (Tottori University)</b></p> <p>Community research projects can engage Japanese EFL students in a rich variety of tasks that promote language learning, community engagement and presentation skills. This talk will describe a university course in which students researched the 1927 US-Japan Friendship Doll Exchange. This historic peace education event involved the exchange of 12,000 “friendship dolls” between Japan and the United States, connecting tens of thousands of children, teachers and schools in both countries. The presenter will describe the course design, class activities and local field trips, summarize learning outcomes and explain how EFL teachers and students can investigate this topic in their own communities.</p>	<p><b>3:00</b></p>
<p><b>4406 (SA) Critical Reflections on Study Abroad Experiences in Writing Classes</b>  <b>Akiko Murata (Hosei University)</b></p> <p>This study examines a project called “Verbalizing Language Learners’ Study Abroad Experiences” in a foreign language writing class at a large-scale private university in Tokyo. The study illuminates how such reflective writing sessions can help international students make sense of their study-abroad experiences critically in order to overcome linguistic and cross-cultural difficulties. The study argues that the reflective writing project can be utilized as an opportunity to develop students’ critical cultural awareness and sensitivity.</p>	<p><b>4:00</b></p>
<p><b>4407 (SA) Critical Reflections on Study Abroad Experiences in Writing Classes</b>  <b>Akiko Murata (Hosei University)</b></p> <p>This study examines a project called “Verbalizing Language Learners’ Study Abroad Experiences” in a foreign language writing class at a large-scale private university in Tokyo. The study illuminates how such reflective writing sessions can help international students make sense of their study-abroad experiences critically in order to overcome linguistic and cross-cultural difficulties. The study argues that the reflective writing project can be utilized as an opportunity to develop students’ critical cultural awareness and sensitivity.</p>	<p><b>4:30</b></p>
<p><b>4408 (SA) Critical Reflections on Study Abroad Experiences in Writing Classes</b>  <b>Akiko Murata (Hosei University)</b></p> <p>This study examines a project called “Verbalizing Language Learners’ Study Abroad Experiences” in a foreign language writing class at a large-scale private university in Tokyo. The study illuminates how such reflective writing sessions can help international students make sense of their study-abroad experiences critically in order to overcome linguistic and cross-cultural difficulties. The study argues that the reflective writing project can be utilized as an opportunity to develop students’ critical cultural awareness and sensitivity.</p>	<p><b>5:00</b></p>
<p><b>4409 (SA) Critical Reflections on Study Abroad Experiences in Writing Classes</b>  <b>Akiko Murata (Hosei University)</b></p> <p>This study examines a project called “Verbalizing Language Learners’ Study Abroad Experiences” in a foreign language writing class at a large-scale private university in Tokyo. The study illuminates how such reflective writing sessions can help international students make sense of their study-abroad experiences critically in order to overcome linguistic and cross-cultural difficulties. The study argues that the reflective writing project can be utilized as an opportunity to develop students’ critical cultural awareness and sensitivity.</p>	<p><b>5:30</b></p>
<p><b>4410 (SA) Critical Reflections on Study Abroad Experiences in Writing Classes</b>  <b>Akiko Murata (Hosei University)</b></p> <p>This study examines a project called “Verbalizing Language Learners’ Study Abroad Experiences” in a foreign language writing class at a large-scale private university in Tokyo. The study illuminates how such reflective writing sessions can help international students make sense of their study-abroad experiences critically in order to overcome linguistic and cross-cultural difficulties. The study argues that the reflective writing project can be utilized as an opportunity to develop students’ critical cultural awareness and sensitivity.</p>	<p><b>37</b></p>



<div>SAT</div> <div>Saturday Afternoon Presentations (4:30–4:55) (cont'd)</div>	
2:00	<p><b>4501 (TD) Conversation Analysis of Student Discussions</b>  <b>James Michael Underwood and Richard John Walker (Reitaku University)</b></p> <p>In this presentation, we explain how conversation analysis (CA) practices have helped us increase awareness of student performances in an academic speaking course. Our focus is on successful turn-taking, and by transcribing video-recorded discussions, we discovered a selection of expected and unexpected performance patterns. These findings are fuelled by a multimodal perspective that incorporates paralanguage (such as gesture and laughter) when working on an interaction. Reflections on our discoveries have resulted in insights that may improve teacher practices and student performances in this and similar courses.</p>
2:30	<p><b>4505 (SDD) A Comprehensive Student Planner Design for Debates</b>  <b>Anthony Brian Gallagher (Meijo University)</b></p> <p>Planning for student debates can be done with templates from books, but are they comprehensive and considerate of the full process? In this presentation, I will show an original template that I created that allows the opportunity for pre-debate planning, mid-debate note-taking, and post-debate analysis to help the student better determine their success in the process and the outcome of the debate while allowing teachers to have a single sheet document of evidence of the entire process.</p>
3:00	<p><b>4605 (ER) Complementing Reading with Comprehension Software</b>  <b>Austin Gardner and Peter John Wanner (Tohoku University)</b></p> <p>This presentation provides details on how to add supplementary reading material to class materials such as English textbooks or extensive reading programs. Supplementary material such as cloze exercises and short expositions are one way to see a student's development of reading comprehension. Exercises employing free online reading materials were successfully implemented in a large university classroom of up to 60 students, effectively building reading comprehension skills. Likewise, surveys showed that students found the use of online materials interesting.</p>
Saturday Afternoon SIG Forums (4:30–5:55)	
4:30	<p><b>4502 Other Language Educators SIG:</b>  <b>Develop Your Language and Intercultural Competences</b>  <b>Margit Krause-Ono and Qu Ming (Muroran Institute of Technology),</b>  <b>Monika Szirmai (Hiroshima International University),</b>  <b>Adiene Roque (Tsukuba University)</b></p>
5:00	<p>This forum's presentations will explore the teaching and education of other foreign languages such as German, Spanish, French, and Chinese at university level in Japan. Language education has to bear constant changes caused by G-N-L-university reform(s). Invariably, questions such as "What does <i>MEXT</i> expect of this change and the forthcoming implementation of the CEFR?" arise. In a globalized world, the following points need also to be addressed: "What are the advantages of (even very basic) multilingualism?" and "How to integrate intercultural communication into language teaching?"</p>
5:30	<p><b>4503 Gender Awareness in Language Education SIG: Equality Across Borders</b>  <b>Sandra Healy (Kyoto Institute of Technology), Parisa Mehran (Osaka University),</b>  <b>Eucharía Donnery (Shonan Institute of Technology),</b>  <b>Elisabeth Fernandes (Konan University)</b></p>
38	<p>This forum will examine issues related to gender and identity, both within Japan and globally. Eucharía Donnery will compare the experiences of female teachers and students in a computer sciences department with other departments at a Japanese university. She will also suggest ways in which universities can support minority identities. Parisa Mehran and Elisabeth Fernandes will explore the theme of debunking stereotypes of Middle Eastern women. They will discuss their personal experiences in Iran and Pakistan and their collaboration in their English classrooms on projects to reflect on existing stereotypes and their impact on the identity of these women.</p>



## SIG Forums (4:30–5:55)

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### **4504 Lifelong Language Learning SIG: Career Design in the Lives of Teachers** **Gregory Strong, Charles Browne, and Joseph Dias (Aoyama Gakuin University),** **Blair Thomson (Toyo University)**

For many, teaching can be more a labor of love than an endeavor that ensures a comfortable standard of living and future financial security. Whether employed full-time or on a casual basis, teachers may need to use their ingenuity and resourcefulness to supplement their income and adequately provide for their families. In this presentation, a panel of experienced university instructors will explain how they invested in their futures, made various career choices, and struggled to make sense of pension plans and retirement options.

2:00

### **4603 Testing and Evaluation SIG: Turning Speaking Tasks into Assessment Activities** **Featured Speaker Jerry Talandis (University of Toyama)**

One effective way to assess your students' speaking skills is to turn regular language practice tasks into tests. To do that, you need a feedback loop that provides insight into performance. With such a loop, common practice activities can become assessment activities. In this workshop, we'll examine various strategies for creating such loops by discussing the pros and cons of typical holistic and analytic marking schemes. Guidance for creating effective feedback/marking rubrics will be provided, as well as discussions of the practical issues regarding administration of in-class speaking tests. No previous experience with conducting speaking tests is required.

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## Saturday Afternoon Presentations (5:00–5:25)

### **4401 (CT) Plagiarism: What Do Our Students Really Think and** **How Can We Help Them Avoid It** **James Emmet Owens (Kanda University)**

Plagiarism is an issue that is taken seriously in academia and can even be considered a crime. The problems it causes for students are usually blamed on cultural, educational, and/or individual differences. Regardless, plagiarism needs to be clearly defined or explained to students. This paper looks in detail at what students need, in terms of understanding plagiarism and learning how to avoid it. Then through student surveys it analyses the effectiveness of some activities used in class. The paper will be of use to any educator who has had trouble in the past with students submitting plagiarised work.

4:00

### **4402 (GILE) Classroom Observations of Plurilingualism in Japan** **Benjamin Thanyawatpokin (Ritsumeikan University),** **Carl Vollmer (Ritsumeikan Uji JSHS)**

Plurilingualism is an approach to managing and concurrently utilizing multiple linguistic competences in the language classroom. It has grown in popularity in Europe (Coste, Moore, & Zarate, 2009), and has been proposed for the Japanese context (Yoshida, 2013). This study explores ways that plurilingualism was applied in various courses across all three years of a high school immersion program. Classroom observations showed that the principles of plurilingualism can be beneficial in the Japanese context. This presentation will consider the strengths and weaknesses of plurilingualism as well as challenges to implementation, and strategies used to overcome these challenges.

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### **4403 (TBL) Ancestors: Researching and Sharing Personal Histories** **Ben Backwell (Nagoya City University),** **Brian Cullen (Nagoya Institute of Technology)**

In this presentation, we share an original task-based learning activity called "Ancestors." The teacher introduces the topic of ancestors with a poem and a map of historical human migration. Students then carry out interviews with older family members and research the historical roots of their family. In the following lesson, each student presents a family tree and provides stories about family members. This is a personalized and intrinsically motivating language learning exercise which also helps to promote better family connection, communication, and enrichment of self-identity.

5:30

<div>SAT</div> <div>Saturday Afternoon Presentations (5:00–5:25) (cont'd)</div>	
2:30	<p><b>4404 (CUE) Teaching a University Seminar Class</b>  <b>Brendan Van Deusen (Nagasaki International University)</b></p> <p>Teaching a seminar class at the university level can be a challenging and rewarding experience. The presenter will reflect on his first three years as a seminar teacher in a Department of International Tourism, including his first class of graduating students. Through this, he will discuss topics such as the basic responsibilities of a seminar teacher, pastoral care, seminar curriculum, undergraduate thesis (aka <i>sotsugyo kenkyu</i>), seminar trips, and unexpected challenges. It is hoped that the content and discussion will be beneficial to all teachers, whether simply curious or very experienced.</p>
3:00	<p><b>4405 (CUE) Improving Article Accuracy Through Context</b>  <b>Gareth John Price (Asia University)</b></p> <p>This presentation examines how noun type plus semantic context would affect article use accuracy in adult learners of English. Raising students' metalinguistic awareness was the focal method to increase accuracy, specifically by teaching students to make educated guesses about the semantic context of a noun, rather than considering its singularity, plurality, or countability, to determine the most appropriate article. The results show to what extent the different type of nouns affect students' abilities to accurately use articles. The findings of this research could have implications for how we approach the difficult task of teaching article use in the classroom.</p>
4:00	<p><b>4406 (SA) Six-Month Study-Abroad Programme at Oxford</b>  <b>Nobue Inoue (Niigata University of Management)</b></p> <p>Hertford College, University of Oxford, provides a variety of English language programmes. However, there is insufficient information available about the long-term 6-month programme to allow teachers to fully understand what the programme offers. I would like to present the basics, such as fees, applications, term dates, and accommodation, and the detailed information about curriculum, including the course schedule and syllabi, as well as the latest feedback from a student attending this programme. I believe that sharing my expertise and knowledge on this programme will help teachers decide whether the 6-month programme is the right programme for their students.</p>
4:30	
5:00	<p><b>4501 (TD) Hidden Implications of JALT My Share Activities</b>  <b>Aaron David Hahn (Fukuoka University)</b></p> <p>The "My Share" articles in The Language Teacher can be a valuable resource for teacher development and lesson planning. However, it is important to critically examine the teacher beliefs and attitudes that underlie these lessons. I will discuss an excerpt of my critical discourse analysis of six years of My Share activities, focusing on two issues: first, some implications (especially on the issues of power and autonomy) of the difference in lexicogrammatical representation of students and teacher; and second, what the structure of the activities (group/individual and cooperative/competitive) says about our collective attitude towards language teaching.</p>
5:30	
6:00	<p><b>4505 (SDD) Learner Beliefs Regarding the Use of Drama in a CLIL Classroom</b>  <b>Chhayankdhar Singh Rathore (Soka University)</b></p> <p>The presentation discusses a study that included 68 Japanese and four international university students and inquired into their past experiences with drama in the English classroom and their beliefs regarding the use of drama in a university-level CLIL class. The presentation also discusses the experiences of international students who participated in a process drama project and their beliefs regarding the applicability of drama in the English classroom. The results of the study were students displayed apprehension, reluctance, and shyness on one hand, and beliefs regarding the usefulness of drama and its enjoyability on the other.</p>
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## 4605 (ER) Best of Both Worlds: Real Books with Online MReader Quizzes

**Colin Mitchell (Reitaku University)**

Reitaku University required a straightforward extensive reading (ER) platform. For this, 4 English teachers trialled MReader in combination with the library's graded readers. Book lists from the MReader database of graded readers were given to students. Students' progress of reading university library graded readers was measured using MReader. This presentation will demonstrate how this ER platform combined MReader and the graded readers in the university library. It will analyse feedback of 153 English students who used MReader. The implementation, benefits, and drawbacks of using MReader as a complement to the university library will be interpreted in this presentation.

### Saturday Afternoon Presentations (5:30–5:55)

#### 4401 (CT) Editing Feedback for Low-Level Learners

**Adam Joseph Garnica (Tokyo International University)**

Low-level learners often face many problems with writing, such as how to self-edit and monitor their own errors. Utilizing a special editing key and through the drafting process, I explored how to make students better writers and more aware of the errors they make. In my presentation, I will show how I structured the lessons, utilized the editing key, and encouraged students to begin monitoring their own errors. Together, we will learn what my triumphs and challenges were, and reflect on what can be done differently to improve writing and error detection for writing students of all levels.

#### 4402 (GILE) Enhanced Engagement through Project-Based Learning

**Prumel Barbudo (International Christian University High School)**

This presentation reports on the implementation of utilizing project-based learning to enhance student engagement in a high school English class. Fifteen students created their original short video documentaries about a global issue. Students conducted surveys and mini-projects as scaffold while preparing for their documentaries. To monitor progress, peer feedback, self-assessment, and Edmodo were used. The course culminated in each team's showing of their video documentary. Analysis of reflective essays suggests strong student engagement and success in desired learning outcomes through the project-based learning. Sample outputs and project details will be provided to teachers for similar set-up in their schools.

#### 4403 (TBL) Impact of AI in L2 Classrooms: Student Perceptions

**Andrew Gallacher and Andrew Thompson (Kyushu Sangyo University),**

**Mark Howarth (Sojo University)**

This presentation highlights qualitative results obtained during a larger research project aimed at investigating the impact of using AI in the L2 classroom. Japanese EFL university students (n = 253) interacted with an online chatbot via smartphone and recorded their thoughts on subsequent surveys about these interactions in comparison to doing the same tasks with their peers. Results suggest that students see the chatbot as a novelty rather than a legitimate language-learning tool, and that it lacks the richness of interaction they could achieve with their peers. Reasons for these opinions are discussed in relation to ongoing trends within CALL-based research.

#### 4405 (CUE) Understanding Labor Contracts and the 5-Year Rule

**Gerome Rothman (Zenkoku Ippan Tokyo General Union)**

The talk provides background about temporary labor contracts and explores a problem facing many language educators: the so-called five-year rule/ten-year rule. This rule purports to provide a method for temporary labor contracts to become converted to permanent contracts. The speaker, a Japanese labor union organizer, will discuss the ins and outs of this new policy, the myths associated with it, and the implications of the policy. It will close by explaining why cooperation, rather than competition with one's colleagues, is the only way to build solidarity and improve working conditions in the academic workplace.

*Saturday Afternoon Presentations (5:30–5:55)*

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<div>SAT</div> <div>Saturday Afternoon Presentations (5:30–5:55) (cont'd)</div>	
2:30	<p><b>4406 (SA) Home-Stay: Challenges for Involved Parties</b> <b>Gaby Benthien (Shumei University)</b></p> <p>This study reports on a 2-week home-stay program for first-year Japanese university students. Drawing on survey and interview data, the study reveals the complexity of this common addition to study-abroad programs. Findings suggest that the level of involvement between the home-stay family and the student, and a positive experience for both depends on many factors, including expectations, language skills, personality, reasons for offering a home-stay, and compatibility. For organizers, the challenge lies in finding the closest fit of home-stay family and student participants in order to maximize the benefits of the program.</p>
3:00	<p><b>4501 (TD) Lessons from a Dauntingly Dense Academic Paper</b> <b>Michael David McAuliffe (Doshisha University)</b></p> <p>The Nick C. Ellis 2005 paper “At the interface: Dynamic interactions of explicit and implicit language knowledge” deserves a wide readership among language teachers: its density conceals nuggets. It articulates how explicit language knowledge has the potential to become implicit knowledge when it is called upon as learners communicate. One implication is that if learners are to develop implicit knowledge they need to call upon robust and accurate explicit knowledge. This presentation explores this implication by looking at examples of explicit knowledge and how this knowledge can be developed.</p>
4:00	<p><b>4505 (SDD) Utilizing Video Skits to Teach Speaking and Reading With Expression</b> <b>Gordon Rees (Yokkaichi University)</b></p> <p>Japanese students are typically shy and reluctant to speak out when presenting in English. Many read from their script, fail to make eye contact, and speak in a soft, monotone voice. How can we encourage them to speak more dynamically? Drama is collaborative in nature and allows teachers to create an anxiety-free, cooperative learning environment. Drama can also be used to create realistic situations where students can learn to use the target language in context (Boudreault, 2001). I will discuss how video skits in the style of a morning talk show were utilized to practice speaking and reading with expression.</p>
5:00	<p><b>4605 (ER) Don’t Call It Grammar-Translation</b> <b>Jose A. Perez de Camino (Kyoto University of Foreign Studies)</b></p> <p>Supporters of extensive reading often refer to mainstream English instruction in Japanese secondary schools as “grammar-translation” or as <i>yakudoku</i>, because it heavily relies on explicit grammar teaching, and on word-by-word translation into Japanese (e.g., Sakurai, 2015). While this presentation is sympathetic with the cause of ER, it argues that the use of those labels is unwarranted and should be avoided. It does so by examining the two methodologies at the origin of those two terms, and by highlighting some of the ways in which they clearly differ from current mainstream English instruction.</p>
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## Saturday Afternoon Presentations (6:00–6:25)

### **4401 (LLL) Learning Transfer Climate Faced by Nursing Majors: Application of Academic Writing Skills from an**

#### **English for General Academic Purposes (EGAP) Course to Their Content Courses Allen Ho (The Chinese University of Hong Kong)**

Since a main goal of education is to help students improve their performance not only in the current learning context but also in future contexts, the importance of learning transfer is highly recognized by educators. In this presentation, the learning transfer climate faced by a group of nursing undergraduates in a Hong Kong university will be reported, so as to reflect if there is a favorable condition for them to apply the academic writing skills learnt in an English for general academic purposes (EGAP) course to three of the content courses in the nursing discipline.

### **4402 (GILE) Intercultural Friendship with Student-Produced Video**

#### **John William Brine (University of Aizu)**

The University of Aizu offers undergraduate and graduate degrees in computer science. Our English language courses support study abroad, thesis writing, and conversation with non-Japanese speakers. Student-produced video outside of class promotes learner autonomy (Nunan & Richards, 2015). In this work, Japanese students record interviews and conversations in English with international students. Student-initiated social contact with English speakers supports learning, and can lead to friendship. We describe the role of teacher-facilitated social interaction in the growing attention economy (Stiegler, 2012). We will discuss outcomes including the implementation of instructional scaffolding, video methods, and formative evaluation from an action research perspective.

### **4403 (TBL) Impact of AI in L2 Classrooms: Student Interest**

#### **Andrew Thompson and Andrew Gallacher (Kyushu Sangyo University), Mark Howarth (Sojo University)**

This presentation showcases a mixed-method experiment designed to investigate the impact artificial intelligence (AI) has in the L2 classroom. The chatbot [www.cleverbot.com](http://www.cleverbot.com) was utilized during this experiment. Students' perceptions, levels of interest, self-concept, and proficiency measures were captured throughout a semester of EFL study for 253 Japanese university students. The presentation describes the steps in designing this multifaceted approach, and highlights the quantitative results captured via the student interest measurement specifically developed for this experiment. Analysis indicates interest in interacting (speaking) with the AI dropped dramatically given repeated exposure, whilst interest in performing the speaking activities with peers remained stable.

### **4404 (CUE) Validating L2 Motivation Survey**

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

This study investigates 37 survey items concerning L2 motivation. The hypothesis is that L2 is a broad concept within which four subcategories exist. These categories are termed effort, integrativeness, instrumental motivation, and ideal L2 self. Seven to nine survey items are written for each subcategory, and a pilot study was conducted in which 120 university students participated. The data was analyzed for internal consistency with Cronbach's alpha, and for unidimensionality with the Rasch model, and four poorly performing items were removed. As a result, the comprehensive survey targeted at L2 motivation was finalized with 33 items.

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*Saturday Afternoon Presentations (6:00–6:25)  
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<div>SAT</div> <div>Saturday Afternoon Presentations (6:00–6:25) (cont'd)</div>	
	<p><b>4405 (CUE) Building Confidence with Learner-Taught Lessons</b> <b>Jamie Taylor (Chubu University)</b></p> <p>This presentation describes the second implementation of a university class project in which students taught mini-lessons to their classmates. After seeing a model lesson taught by the teacher, students in two different courses planned and led interactive activities introducing an aspect of their major or their hobbies to the class. The teacher guided students during in-class planning and acted as a learner during lesson presentations. This project is an engaging way to build student self-confidence in using English for communication. Student comments will be shared, and recommendations will be given for adapting this activity to different class levels and goals.</p>
2:30	
3:00	<p><b>4406 (MW) Using Screencasts to Teach Outside of Class</b> <b>Kent David Jones (Ritsumeikan Asia Pacific University)</b></p> <p>This presentation explains how to create screencasts (i.e., digital recordings of screen output) to teach lecture content outside of class. Such materials have the benefit of a) freeing up class time for interactive activities, b) allowing students to replay explanations multiple times, c) giving the teacher a chance to monitor students discussing the screencasts and confirm understanding, and d) letting the teacher pinpoint the most problematic content. The results of teacher and student surveys about screencasts will be reported, showing that both feel screencasts are useful but need to be accompanied by worksheets to ensure that students view them.</p>
4:00	
4:30	<p><b>4501 (GALE) Data Analysis in Qualitative Research on EFL Teachers</b> <b>Julia Kimura (Temple University)</b></p> <p>Doctoral students will have to make several decisions over the course of the dissertation project. I will use my own case study on female foreign language teachers to highlight suitable ways in which to analyze the qualitative data I will collect in my dissertation project. In this presentation, I will be describing some of the theory and practice associated with qualitative data analysis in order to think through the many possibilities available to researchers who work under the qualitative and mixed-methods paradigms.</p>
5:00	<p><b>4502 (TD) Action Research into Implementing Video Journals</b> <b>Carlos García Ruiz-Castillo and Colin Skeates (Keio University)</b></p> <p>In this presentation, two teachers will introduce an action research project in which video journals (VJs) were implemented in their respective intensive English and Spanish language university classes. Following Kemmis and McTaggart's (1998) four-part action research sequence, the initial VJ program (Skeates, 2011) and the effects of context on implementation are explained. Next, observations of in-class student interaction, VJ content, the results of four questionnaires, and regular teacher meetings are discussed. The presentation will conclude with what future VJ programs will entail, which will enable participants to ponder the suitability of adapting VJs to their teaching context.</p>
5:30	
6:00	<p><b>4503 (CALL) Student Preferences for Online Discussion Forums</b> <b>Patrick Conaway (Yamagata University)</b></p> <p>In group English discussion activities it is not uncommon for students to sit in silence or almost exclusively use L1 to communicate with their peers. Although some teachers would attribute these responses to a lack of motivation, another possibility is that students do not yet have enough fluency to decode and formulate messages in real time. Threaded discussion forums are one way that technology can be used to allow students more time to understand their peers and create their own messages. This presentation introduces threaded discussion forums and describes the results of a small-scale questionnaire study.</p>
44	



#### 4504 (LD) Future-Self Motivations Actually Lie in the Past

Joseph Falout (Nihon University)

Teaching and researching L2 motivation commonly focuses on the learner's future-self images because they promote taking action toward language learning goals. However, past-self images fundamentally construct the future-self images that can be so motivational. Researching past-selves is problematic because the brain's memory is fallible and malleable and continually reconstructs learner's past-selves. These unconscious self-lies complicate both L2 learning practices and research. This presentation will provide a survey of reliable research methods from social psychology, but which are new to SLA, that can help solve this problem, offering concrete examples for teachers and researchers interested in exploring and improving learner motivation.

#### 4505 (LD) Exploring Students' Perceptions of Plagiarism

Connie Ng (Chinese University of Hong Kong)

This study examines undergraduate students' perception of instructional intervention on textual plagiarism. Data was collected from 40 first-year Chinese ESL students in Hong Kong consisting of beginning-of-term pre-intervention, mid-term during-intervention and end-of-term post-intervention questionnaires in 2016-17. Findings showed that most participants barely had any prior knowledge of textual plagiarism and how to avoid it, and they learned the importance of avoiding plagiarism and the need to develop these skills. The results suggest that students should be provided continuing independent learning practice to avoiding plagiarism beyond the course.

#### 4603 (ER) A Decade of ER Program Development: What Works & What Doesn't

Glen Hill (Obihiro University of Agriculture and Veterinary Medicine)

This presentation details 10 years of forming an extensive reading program at a small national university. The speaker will explain how it began with 1 course, few graded readers, and a paper checkout system. The current Moodle-based program with a university-funded English Resource Center (ERC) containing over 4,000 books for 16 English courses is then described. Data is presented on borrowed vs. late books, student achievements and failures with word counts, and feedback surveys with student opinions and ranking of facets of the program and ERC. Comparisons will be made between ER use in the reading course and other English courses.

#### 4605 (ER) Cloze Encounters of a Different Kind

Thomas Robb (Emeritus, Kyoto Sangyo University)

This presentation demonstrates the "Scrolling Cloze" activity that allows students to select the appropriate word from a set of buttons that appear on-screen for each blank in the sentences that quickly scroll across the screen. This free application allows teachers to load their own texts for their students and download the results. It works on any browser screen, including desktops, tablets, and smartphones. One use of the software is a "quickie" reading placement test; one version is scheduled to be implemented in the XReading.com software from April 2018.

### 10th Annual ER Seminar

The 10th Annual Extensive Reading Seminar will be held in Hiroshima Sunday, October 14, 2018 at the Hiroshima YMCA, based on the theme *Reflections on Extensive Reading*.



More information can be found at  
<http://hosted.jalt.org/er/10th-er-seminar>

An off-site reception is tentatively planned for Sat evening

SAT

2:30

3:00

4:00

4:30

5:00

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6:00

45

# JALT2018

## 44th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Shizuoka Convention & Arts Center (Granship)  
Shizuoka City, Shizuoka, Japan  
23–26 November 2018



With Plenary Speakers

- Diane Larsen-Freeman
- Momoko Nakamura
- Lindsay Clandfield
- Judith B. O'Loughlin

[https://jalt.org/conference/jalt2018/  
plenary-speakers](https://jalt.org/conference/jalt2018/plenary-speakers)

and Featured Speakers

- Joseph Shaules
- Sandra McKay
- Louise Haynes
- Dat Bao
- Justin Harris
- John Hughes

<https://jalt.org/conference/jalt2018/featured-speakers>



## 2018 Technology in Teaching (TnT) Workshops

### Digital Technology for Teaching and Learning

#### Friday, 23 November 2018, 1:30–7:00 PM

The JALT Pre-Conference Technology in Teaching (TnT) Workshops are held immediately before the conference and provide those coming early with the opportunity to learn how to effectively make use of technology in the classroom. The TnT presenters, all experts in technology, will offer guidance on using technology and share ways to best integrate technology with language teaching practices. Participants should bring along a Wi-Fi or cellular-connected device to participate fully in sessions.

*Eng Hai Tan*-----*Engage learners through Google+ Community*  
*Stephen Paton*-----*ZipGrade: scan response forms with your phone*  
*Malcolm Swanson* ----*Creating self-paced Moodle courses*  
*Bob Cvitkovic* -----*App architecture for research and data collection*  
*Paul Daniels* -----*Leveraging ASR technologies in the language class*  
*Will Sanders* -----*Creating flipped classroom for phonics*  
*Parisa Mehran* -----*How to transform your classroom with AR and VR*  
*Rab Paterson* -----*Zotero: See it-save it-sort it-search it-cite it*  
*Branden Kirchmeyer* -*Collaborating with Microsoft Teams and Office 365*  
*John Blake* -----*Visualizing language: using Regex and JavaScript*  
*Dawn K. Little* -----*PowToon: A tool for dynamic presentations*  
*Mark Shrosbree* -----*Using technology to involve students*

Follow the presenters on Twitter at


<https://twitter.com/JALTConference/lists/jalt2018-tnt-presenters>

and on Facebook

<https://www.facebook.com/jalttnt/>

### JALT2018 on Social Media

Twitter: ----- <https://www.twitter.com/JALTConference>  
Facebook: ----- <https://www.facebook.com/JALT2018>  
Instagram: ----- <https://www.instagram.com/jaltconference>  
YouTube: ----- <https://bit.ly/jaltYTchan>  
LinkedIn Group: ---- <https://www.linkedin.com/groups/99764>  
LinkedIn Page: ----- <https://bit.ly/2BY2y8X>  
The conference hashtag: #JALT2018

THT Kyrgyzstan 2018	
SUN	<p>This year's theme: <i>Engaged L2 Learning - Theory to Practice.</i></p>
10:00	<p>This year will be the 10th anniversary of THT Kyrgyzstan and we are planning several commemorative events with our partner institutions which include Bishkek Humanities University and Osh State University. For those interested in getting to know more about the fascinating Kyrgyz culture, the Nomad Games (2–8 Sept) begin just before the seminars. Our Osh seminars run from 6 Sept until 8 Sept and the Bishkek seminars from 11 Sept until 13 Sept (Thu). Delegates are welcome to attend all or part of the program. A mix of theoretical and practical workshops is recommended for a diverse and enthusiastic body of participants, ranging from elementary school teachers to university lecturers and from students aspiring to be teachers to deans of university departments.</p> 
11:00	
11:30	
12:00	
1:00	<p>If you have a Masters Degree or the equivalent in TESOL or a related field and are intrigued by sharing your ideas and expertise in Central Asia, contact delegate leaders Brent Jones (<a href="mailto:bjones.jp@gmail.com">bjones.jp@gmail.com</a>) or Roger Palmer (<a href="mailto:roger88@icloud.com">roger88@icloud.com</a>) with at least three proposals. Please be sure to indicate your available dates. You can also submit online via the THT website (<a href="http://tht-japan.org/proposal_submission.html">http://tht-japan.org/proposal_submission.html</a>).</p>
1:30	<p><b>The 29th Annual JALT Gunma Summer Workshop in Ikaho</b></p> <p><b>September 8–9, 2018</b></p>
2:00	<p>Our keynote presenter, PanSIG2018 presenter Atsushi Iida of Gunma University, will deliver two workshop lectures around the topic of poetry writing in the second language classroom. Shorter presentation slots may be available.</p>
	<p>Please visit our website for details:  <a href="https://sites.google.com/site/gunmajalt/2018-9-8">https://sites.google.com/site/gunmajalt/2018-9-8</a>.</p>

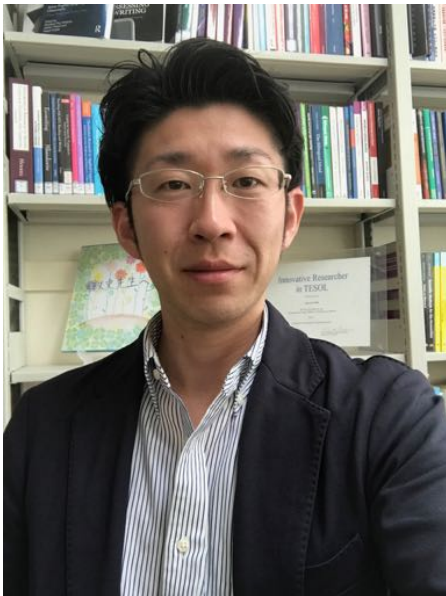
Plenary Conversation 2 (10:00–10:55)

1st floor, Room 5100

SUN

*Atsushi Iida and Tomohisa Machida will share their research and experience as a way of exploring the efficacy of teacher development activities, exploring contextual constraints as well as teacher anxiety and what can be done to address them.*

Atsushi Iida is Associate Professor of English in the University Education Center at Gunma University, JAPAN. He was awarded his Ph.D. in English (Composition and TESOL) at Indiana University of Pennsylvania. His research interests include second language writing, poetry writing, literature in second language education, and writing for academic publication. He has published his work in various journals including *Assessing Writing*, *System*, *Qualitative Inquiry*, *Scientific Study of Literature*, *English Teaching Forum*, and *Asian EFL Journal*.



Tomohisa Machida is an associate professor in the Graduate School of Global Communication and Language at Akita International University. He obtained his M.A. in TESL and Ph.D. in Elementary Education at University of Illinois at Urbana-Champaign. He is currently working with prefectural and city boards of education in Akita Prefecture to provide in-service teacher training to elementary and junior high school English teachers. His research interests include elementary school English education, foreign language anxiety, and teacher education.



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# Sunday Morning Presentations (11:00–11:25)

SUN

## 4401 (GALE) Female Representation in Japanese EFL Textbooks

Natsuko Suezawa

(Graduate School of International Cooperation Studies, Kobe University)

10:00

English textbooks play an important role in Japanese EFL contexts. This study is a quantitative comparative analysis of female representations in high school textbooks in Japan, with the aim of exploring gender representations therein. Twenty-two textbooks published in the 1990s and in 2017 were analyzed in terms of the number of male and female characters and their social status. The significance of this study is that there have been few comparative historical studies in textbook analysis. The results demonstrate that there still remains a great disparity between male and female characters in EFL textbooks used in Japan.

11:00

## 4402 (Sponsored) Xreading: What's New and What's Next

Paul Goldberg (XReading)

Xreading is a digital library that provides students with unlimited access to almost one thousand graded readers and allows teachers to track their students' reading progress. The system is constantly evolving and growing in terms of the number of books and features. In this presentation, the founder of Xreading will explain the new functionality that has been added over the past year and what is planned for the future. Current users of the system are encouraged to provide feedback and suggestions based on their experience.

11:30

## 4403 (CUE) Will You Favour Me? The Importance of Formulaic Language

Jennifer Aline Jordan (Kwansei Gakuin University)

Formulaic language (FL) is defined here as a group of words that operates as a single lexical item. Research indicates that FL plays a significant role in successful and natural sounding communication. It reduces the amount of mental effort required for both interlocutors to process the language. Finally, it comprises a large part of academic writing and identifies people as members of a group. An understanding of these roles of FL in an L2 can benefit both teachers and learners. This presentation will synthesize current FL research and contextualize it with practical classroom applications.

12:00

## 4404 (Sponsored by CEFR&LP SIG) Conceptualizing a Model for Assessment in CLIL

Mark Antony Joseph deBoer (Akita International University)

The efficiency of CLIL instruction has been researched extensively, demonstrating its positive impact on learners. Yet, an underrepresentation of assessment as the focus of CLIL research has resulted in an unclear understanding of what assessment in the CLIL classroom should look like or aim at. Applying CEFR principles and dynamic assessment practices, the premise that knowledge is co-constructed in social interaction through the use of language mediating subject matter and subject matter mediating the language is one starting point for conceptualising and implementing CLIL assessment. This monistic perspective of teaching, learning, and assessment in the CLIL classroom will be discussed.

1:00

1:30

## 4406 (TD) Teacher Efficacy and Effective Language Teaching in 21st Century Learning

Agnes Siwi Purwaning Tyas (Universitas Gadjah Mada)

This study aims to identify pre-service teachers' efficacy in teaching English and its correlation to their teaching performance. Teacher efficacy describes teachers' confidence and belief that they can carry out effective learning process to help their students improve their language and communication skills necessary for the 21st century. In this study, 50 pre-service teachers in Yogyakarta were given an evaluation checklist to self-assess their efficacy level and the results of their assessment would be compared with the evaluation scores given by their observers. The results of statistical analysis imply that teachers' efficacy affected their performance in conducting language teaching and learning process.

2:00



# PanSIG2019 Planning Meeting Sunday, 20 May

11:00 am–11:55 pm in Room 5100

Anyone interested in discussing the planning for future PanSIGs is welcome. We will discuss committee member roles, tasks, and the overall conference calendar. People interested in volunteering for PanSIG2019 or in volunteering a site for future PanSIGs are especially welcome.

## 4501 (SO) Driving Traffic to Your School via Google

**John Maurice Gayed (L.A. English Academy)**

Many language schools spend a considerable amount of time and effort on marketing their schools via traditional venues such as newspaper inserts, free magazine ad buys, and signboard rentals. While these might bring some results, they require a large investment in capital. This presentation will focus on one of the most cost-effective methods of driving potential students to your school by using the Google Search platform to make sure your property is on the radar. This presentation will give a broad overview of the current state of search in Japan and best practices for school owners.

## 4505 (PRAG) A Closer Look at Cotext

**Robert Carl Olson (Sapporo Gakuin University)**

Cotext is defined by the Pragmatics SIG as “what is said before the utterance and what is likely to come after the utterance.” Often confused with context, the objective location and time of a given conversation, cotext may be defined as the influence of the personal beliefs and experiences of each participant in the conversation. This presentation will expand on the Pragmatics SIG’s definition of cotext, show how cotext may enhance communication, and conclude with a question and answer session. Spoiler alert! Will cotext help your students learn English faster? No. But it will help them speak English better!

## 4605 (VOC) “NG Words” for Enriching Lexical Repertoire

**Yosuke Ogawa (Kobe University)**

Although students can often produce many words in a speaking activity, their talk is often wordy and repetitious, manipulating a limited lexical repertoire to broaden its meaning. This paper will demonstrate how students manage their lexicon and reveal how students rely heavily on words such as “good” and “very.” It will exhibit a practice to set lexical restriction for contrarily expanding their lexical repertoire in speaking. The presentation will enable L2 instructors to predict students’ simplification tendencies and to empower their lexical repertoire. Furthermore, attendees will learn practical classroom ideas that are useful for ESL/EFL learners of any levels.

## The Mind, Brain and Education SIG & Kitakyushu

**JALT chapter**

**Zoltán Dörnyei (University of Nottingham, UK )**

**16 June, Kitakyushu University**

Zoltán Dörnyei will be speaking on *Directed Motivational Currents: What Are They and What Can They Teach Us About Long-term Motivation?*

The presentation will be taking place at Kitakyushu University, from 4–6 pm (doors open at 3:30 pm), 1,000 yen for JALT members and 2,000 yen for non-members.

Full details here: <http://hosted.jalt.org/chapters/kq/schedule/2018/june/16>

Advance registration: <https://kqjalt-dorneyi.peatix.com/view>

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SUN	Sunday Morning Posters (11:00–11:55) 4th floor hallway
10:00	<p><b>4F (LD) Japanese Learner Attitudes Toward Peer &amp; Self-Assessment</b>  <b>Satchie Haga (Seikei University)</b></p> <p>Peer and self-assessment can promote learner enhanced critical/reflective thinking, communication and teamwork (Yucel, Bird, Young, &amp; Blanksby, 2014). However, concerns about implementing self and peer assessment include the reliability and credibility of student grading (Liu &amp; Carless, 2006). This study surveyed 126 university students in Japan about their beliefs, attitudes, needs, and actions related to peer and self-assessment. Results focused on 1) overall trends and typical responses, and 2) the critical factors affecting credibility and reliability for Japanese learners. Guidelines, limitations, and practical implications for the effective incorporation of peer and self-assessment in Japanese contexts are discussed.</p>
11:00	<p><b>4F (CALL) Using WebQuests for Business Majors</b>  <b>Thomas E. Bieri (Nanzan University)</b></p> <p>Several studies have supported WebQuest use in language education (e.g., Chuo, 2007; Sox &amp; Rubinstein-Avila, 2009). This poster session will demonstrate how the WebQuest model helps teachers enable task-based, scaffolded practice in authentic use of a target language, digital resources, disciplined inquiry, and cooperative learning. The structure of WebQuests, examples and results of use in Japanese university classes, responses of students to a pilot questionnaire, instructor reflections, and pedagogical implications will be noted. In addition, links will be shared to free resources, guidance and tools for developing and using WebQuests, and to sites with existing WebQuests.</p>
11:30	
12:00	<p><b>4F (GALE) SALC Rainbow Forum: Establishing a Student Community Group to Discuss LGBTQ+ Themes</b>  <b>Jackie Holowczyk, Lorraine Kipling, and Erin Okamoto</b>  <b>(Kanda University of International Studies)</b></p> <p>Many students are interested in learning more about gender and sexuality, and in discussing their own thoughts, feelings, and experiences. However, while LGBTQ+ groups are a well-established feature of many campuses around the world, there are significantly fewer at Japanese universities. This presentation outlines an initiative to address students' need for an on-campus LGBTQ+ community group, providing a platform for discussing LGBTQ+ themes, sharing information, support, and social events. It will outline the rationale and context for this initiative, the logistics of establishing and managing a student community, and provide some practical ideas for discussion topics, events, and student-led activities.</p>
1:00	
1:30	<p><b>25th CUE SIG Conference</b>  <b>Rikkyo University, Tokyo 15–16 Sept 2018</b></p> <p>We are excited to highlight the CUE SIG's illustrious history and continue to support college and university educators in Japan in the future.</p>
2:00	<p>Abstract submissions for presentations or poster sessions are due on June 22.          JALT members pre-registration          4,000 yen for one day          6,000 yen for two days (conference networking event separate)</p>
52	<p>Details can be found at <a href="http://conference.jaltcue.org">http://conference.jaltcue.org</a></p>



# Sunday Morning Posters (11:00–11:55)

5th floor hallway

SUN

## 5F (CALL) How Interview Tasks in Chat Rooms Affect Speaking

**Nami Takase (Nagoya University Graduate School)**

The approach to using tasks with technology seems particularly relevant for maximizing language learning as it can engage students in practical use. Despite this emerging interest in task-based learning and the use of technology, the questions of how effective doing tasks online compared with traditional face-to-face tasks remain under-researched. The current study found that simple interview tasks using chat rooms affect complexity and fluency in speaking output in comparison with face-to-face tasks. The results show tasks done in chat rooms had higher lexical diversity and produced more words in the post-test speaking test.

10:00

## 5F (BRAIN) How Self-Efficacy Beliefs Spur Student Achievement

**Dawn Kobayashi (Onomichi City University)**

Improving students' English speaking ability is a major concern for educators in Japan. Although self-efficacy beliefs have been found to be a powerful indicator of student success, self-efficacy is still a relatively new field in EFL research in general and especially within the area of EFL speaking. Therefore, in this poster presentation, I will use a meta-analysis of the literature to introduce how student self-efficacy beliefs can provide an effective tool to improve teaching practice. I welcome discussion and feedback from attendees interested in educational psychology and a social cognitive theory approach to understanding student achievement.

11:00

11:30

## 5F (CALL) Facebook Videos Uploads: Major Motivator

**Chris P. Madden (Seikei University)**

The results of two years of research using Facebook Secret Groups to get mid-level university students talking and listening to English outside of class will be shown. Secret Groups are completely private; only members can share videos and comments so that students feel safe to express themselves. Over 100 questionnaire results will be graphed showing students' motivation and confidence in speaking English after this course. Creating a Facebook Secret Group, adding members, and suggestions for methods and materials that increase motivation and confidence will be fully explained.

12:00

## 5F (VOC) Analysis of High School Vocabulary Workbooks

**Andrew Blaker (Osaka City Board of Education)**

Vocabulary is key in second language acquisition, and high school students in Japan are expected to know 3,000 English words by graduation, studying from vocabulary workbooks chosen by the school. This presentation reports on a comparative analysis of two popular vocabulary workbooks using a vocabulary coverage analysis based on the British National Corpus High Frequency Word List. This analysis will show how the vocabulary students are introduced to differs according to the vocabulary workbook used. It will also examine how relevant the vocabulary the students learn is to the most commonly used words in English.

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<b>Sunday Morning SIG Forums (11:00–11:55)</b>	
<b>SUN</b>	<b>4405 Bilingual SIG Forum</b> <b>Alexandra Shaitan (Gakushuin University), Josh Norman (Shokei University)</b> Language has the power, not only to reflect who we are, but also to make us who we are or allow us to make ourselves” (Llamas & Watt, 2009). This year, the Bilingualism SIG Forum aims to explore issues, problems, and “puzzles” that surround the theme of multilingualism/multiculturalism and its relation to identity development and dilemmas. The panelists will share their lived experiences as well as engage with the audience during a Q&A session. The forum will be of particular interest to potential attendees who are considering how language(s) may affect individuals’ identity development.
	<b>10:00</b>
<b>11:00</b>	<b>4502 Teacher Development SIG: Exploring the Role that SIGs Play in Teacher Development: Three Interviews</b> <b>Matthew Turner (Toyo University), Amanda Yoshida (Kanda University of International Studies), Michael Ellis (International Christian University HS)</b> In this forum, three members of Teacher Development SIG will each conduct a 20-minute interview with a representative from invited SIGs, asking carefully prepared questions that aim to explore the connections and commonalities among SIGs, specific teacher development stories, as well as the individual differences that mark SIGs as unique and special. It is hoped that through conducting such interviews SIGs can co-construct a clearer understanding with each other, whilst strengthening an awareness and interest in each other’s activities. The forum will conclude with an open discussion session between our invited SIG representatives, with audience questions and comments highly encouraged.
	<b>11:30</b>
<b>12:00</b>	<b>4503 Mind, Brain, and Education SIG: To Know the Brain SIG Better</b> <b>Marc Helgesen (Miyagi Gakuin Women’s University), John Anthony Duplice (Sophia University), Caroline Handley (Asia University), Amanda Gillis-Furutaka (Kyoto Sangyo University), Yuka Masda (Tokyo University of Pharmacy and Life Sciences)</b> This forum will introduce various aspects of psychology, neuroscience, and teaching that the Mind, Brain, and Education SIG encompasses. We will start with a presentation by well-known author Marc Helgesen: “Positive Psychology: Happiness and the Brain.” This will be followed by poster presentations based on Think Tank topics published in our newsletter, the MindBrainEd Bulletin. This will provide a chance to meet and talk to the contributors. We’ll round off the forum with a fun quiz on neuroscience facts and myths—a chance for you to find out what you know and what you need to know more about!
	<b>1:00</b>
<b>1:30</b>	<b>4504 Business Communication SIG: Ideas for Teaching Business English Classes</b> <b>Aaron Dods (Toyo Gakuen University), Simon Humphries (Kansai University), Craig Nevitt (Hiroshima Bunkyo Women’s University), Richard Gabbrielli (Yasuda Women’s University)</b> These presentations/workshops will focus on some practical business communication coaching activities to enable students to improve their language skills to function in specific business contexts. The teaching contexts vary from the university classroom to the office or factory, but the aim is the same: to improve business English knowledge and techniques which can empower learners to operate more effectively as global citizens in the business community.
	<b>2:00</b>
<b>54</b>	<b>4603 Teachers Helping Teachers SIG:</b> <b>Publishing and Professional Development in Partner Countries</b> <b>Steve Cornwell (Osaka Jogakuin University), Patrick Dougherty (Akita University)</b> This forum will focus on how Teachers Helping Teachers’ publications offer opportunities for members and partner organization members to share their work and develop professionally.

# Sunday Morning Presentations (11:30–11:55)

## 4401 (CALL) What Makes Language Students Succeed Online

Aviva Ueno (Meiji Gakuin University)

What kind of effect can English Skype lessons have on university students' English skills and motivation? This presentation will report on a program that was implemented at a private university in eastern Japan, where, over two 15-week semesters, 98 university students were each given the opportunity to take 54, 25-minute English language lessons through Skype. The lessons were provided to develop students' English skills so that they could confidently participate in study-abroad programs. The results of the program will be reported on, and tips for educators on how to set up and administer this type of program will be provided.

## 4402 (TYL) Self-Efficacy: Helping Young Learners Realize Their Potential

Chiyuki Yanase (Toyo Gakuen University)

Self-efficacy is the capability to clearly see one's abilities and persevere in the face of setbacks while in pursuit of one's goals (Bandura, 2006). Parents and teachers can support the development of self-efficacy in children by identifying and reinforcing their strengths and helping them to set their own goals. In this presentation, why self-efficacy is crucial for young learners will be discussed. Participants will also explore how to enhance the self-efficacy of their young learners in order to help them succeed in language learning and beyond.

## 4403 (CUE) A Caterpillar Named Daniel: A *Kamishibai* Project

Nobue Inoue and Brian Raymond Southwick (Niigata University of Management)

In June 2017, a freshman English class in Niigata borrowed children's books from the library for an expressive reading activity. Among the titles was Eric Carle's *The Very Hungry Caterpillar*. The idea of creating a "Niigata" version inspired by Carle's story was later conceived, with the fruits and other items in the original replaced with prefectural specialties such as *echigo-hime* strawberries and *hegisoba*. Student response to the idea was enthusiastic, and thus began a project to write and illustrate A Caterpillar Named Daniel in *kamishibai* format. In January 2018, the students presented the story to local nursery school children.

## 4404 (Sponsored) Way To Go!—Effective Listening and Speaking Practice Strategy

Cameron James North (ESL Learning)

Targeted for TOEIC levels 350-650, Way To Go! is a guided speaking and listening practice textbook and audio system that will effectively benefit both high school and university students. Using attainable and challenging exercises, the methodology promotes full participation and a positive supportive classroom atmosphere. Importantly, the 12 hours of easy access online audio allows for effective independent study. Discover a strategy that keeps students on task and produces recognizable improvement with students.

## 4406 (Sponsored) English as a Lingua Franca: Are There Limits?

Alastair Graham-Marr (ABAX ELT Publishing)

Diversity and Inclusion are the themes of this year's annual JALT conference, themes which underlie the use of English as a Lingua Franca (ELF). While JACET has an ELF SIG, JALT has yet to take such measures. ELF spreads out ownership of the language. It places more of an emphasis on "outer-circle" non-native-speaker variants and less of an emphasis on "inner-circle" native-speaker variants. This move to democratize English should be applauded and needs to be supported by better teaching materials. However, it begs some questions. How ELF should teaching materials be? Are there limits?

## 4501 (SO) School Ownership: The Unbiased Reality

Grant L. Osterman (Family English School International)

In this presentation, the speaker will give a realistic idea of what is involved in owning a private school in Japan from 20 years of experience. Participants will learn how to thrive and not just survive in the profession. The main issues will be curriculum decisions, working with parents and students, financial planning, and overall challenges involved in running a successful school. This will be an interactive presentation with the main goal of clarifying misconceptions in the industry.

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SUN	<b>Sunday Morning Presentations (11:30–11:55)</b> <b>cont'd</b>	
10:00	<b>4505 (Sponsored) Class Booster: Using Blended Digital Solutions</b> <b>James Hall (Tryalogue Education)</b> Most content from publishers are coming with blended learning solutions these days. These materials are designed to improve learner outcomes. This presentation will look at strategies for using those learning materials to create a seamless learning environment inside and outside of the classroom. It will also look at some issues and caveats for consideration when choosing the solutions that will help to boost your class.	
11:00	<b>4605 (VOC) Learning Words Effectively with Word Learner</b> <b>Rob Waring (Notre Dame Seishin University)</b> This presentation will show how to solve the main problems teachers face when implementing and managing an intensive word-learning program. These include which words to select, how to present them to ensure efficient word learning, how to make sure the learning is done, how to assess the learning, and how to record the students' progress. The presentation will introduce an online word learning app and website.	
11:30	<div> <b>Pre-ordered bentos will be available on the 1st floor of building 4/5 from 11:30.</b> </div> <b>Sunday Afternoon Presentations (1:00–1:25)</b>	
12:00	<b>4401 (GALE) Investigating Diversity: An Exploration of Conference Attendance</b> <b>Cecilia Fujishima (Shirayuri University), Tanja Marie McCandie (Meijo University)</b> Diversity and inclusion are on the JALT radar with the 2018 National Conference centred on the topics. This presentation will discuss the results of a survey that explores the reasons people attend, or do not attend, JALT chapter meetings and conferences. This survey was undertaken in response to a finding that some membership demographics are highly underrepresented at JALT chapter meetings (McCandie, 2017). Analysis will provide insight into the reasons and suggest ways JALT can adapt and develop to become a more diverse and inclusive association. The results have application to improving the diversity of conferences in general.	
1:00	<b>4402 (ER) A Quantitative and Qualitative Analysis of Extensive Reading and Repeated Reading</b> <b>James Ross Hunt (Toyo University)</b> Quantitative and qualitative data from extensive reading (ER) and repeated reading (RR) interventions were compared against each other and a control group, expanding upon the work of Taguchi, Takayasu-Maass and Gorsuch (2004) and Iwahori (2008). This is the first study the presenter is aware of that compares ER and RR against each other as well as to a control group receiving no targeted reading instruction. Significant increases in reading fluency were achieved with both methods, but which is superior?	
1:30		
2:00	<b>4403 (CUE) A Critical Reading Project: Steps to Independent Academic Reading Skills</b> <b>Naeko Naganuma and Cherie Brown (Akita International University)</b> This presentation aims to illustrate how the EAP reading curriculum of an English-medium university in Japan prepares students to read authentic academic materials critically and with confidence. The presenters will also share analysis of data retrieved from an end-of-semester free-writing task about the final academic journal reading project, and from follow-up interviews with learners which demonstrate learners' perceptions of and insights into their learning experiences. Presentation participants will encounter a successful model demonstrating how students can develop independence in their acquisition of critical reading skills, and will consider ways in which instructors can better facilitate reading success in EAP programs.	
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**4404 (CUE) Collaboration for Professional Development**  
**Dawn Lucovich (Tokyo JALT), Wendy M. Gough (CUE SIG)**

This session will be a forum for JALT members to discuss ideas for increased cooperation between chapters and SIGs and how these can increase professional development opportunities and expand membership by meeting the needs of a broader range of teaching professionals. We will give examples of successful collaborations between chapters and SIGs to show how, by supporting each other, groups can scaffold professional growth and encourage engagement with the community. The presentation will be moderated by the Tokyo Chapter President and CUE SIG Coordinator, and will include Q & A and time for brainstorming ideas for future collaborations. *(This session continues the 1:55 pm session; those interested are invited to join at any time)*

**4405 (BRAIN) Intrinsic and Extrinsic Motivation Among English Language Learning Writers in Japan**  
**John Anthony Duplice (Rikkyo University)**

This talk will describe a research project investigating intrinsic and extrinsic motivation in writing among university English language learners in Japan. The project covers the findings from an academic literature review and the results from a short research project on the differences of cultural expectations and the mindsets of individual learners in Japan compared with other learner groups. Specific focus of the research is on the role of short-term performance-based extrinsic motivation coming from tests, grades, cultural expectations, and teacher expectations vs. intrinsic motivation of the learner.

**4406 (LD) Four-Skill Tasks Reflecting Bloom's Taxonomy**  
**Yukie Saito (Waseda University)**

In this presentation, I will discuss how Bloom's taxonomy of lower-order to higher-order thinking skills can be incorporated into a beginner level university English class that integrates the four-skills. Though instruction of the four skills often tends to focus on lower-order thinking tasks for beginner level students, teachers can create more challenging tasks. As one example of four skill integrated tasks reflecting the six cognitive processes of Blooms' taxonomy, I will introduce one task in which students write and conduct their own questionnaire, summarize the results of the questionnaire, and make a presentation based on the results.

**4501 (CUE) Student Views on Formative Assessment in Listening**  
**Michael John Crawford (Dokkyo University)**

In this presentation, I will report the results of a preliminary questionnaire-based study that examined university-level EFL learners' perceptions of three types of formative assessment in an academic listening course, selected-response (multiple-choice and true/false questions), oral summaries, and written summaries. Selected-response questions are widely used, but researchers have acknowledged their limitations and have suggested using alternative methods such as summarizing. However, there has only been limited research on learners' perceptions of these alternatives. Accordingly, the results of this study should provide valuable information, in this case quantitative data from questionnaires, which can be used for improving listening instruction.

**4502 (TD) Towards Autonomy in Reflective Teacher Development**  
**Peter Brereton and Davey Young (Rikkyo University)**

Reflective Practice (RP) is a well-established approach to teacher development, yet teachers working on fixed-term contracts often lack the institutional support to develop reflective skills. To help its teachers build these skills, Rikkyo University's Center for English Discussion Class (EDC) guides them through a progression from supervised self-observations, through peer observations, and ultimately to individualised self-directed tasks. This session describes EDC's RP Development Program in detail, and explains how it is informed by RP principles and ongoing teacher feedback. Program administrators and teachers will leave this session with ideas for both guided and self-directed reflective teacher development.

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Sunday Afternoon Presentations (1:00–1:25)	
SUN	<p><b>4503 (CUE) Developing Seminar Participation Skills</b>  <b>Thomas Patrick Stones (Kwansei Gakuin)</b></p> <p>Despite seminar participation and speaking skills in general being cited as a major concern for many learners in study-abroad contexts, there has been relatively little research on approaches to developing these skills. This presentation aims to fill this gap by presenting an approach to the development of seminar participation skills that focuses on use of authentic formulaic language, awareness raising of participatory norms, pre-seminar goal setting and post-seminar performance evaluation. This small-scale study took place on a pre-master's programme in Japan. Qualitative and quantitative evidence of gains made will be presented and implications for pedagogy discussed.</p>
10:00	
11:00	<p><b>4504 (PRAG) Speech Acts Presented in Japanese EFL Textbooks</b>  <b>Chie Kawashima (Tochigi Technical High School)</b></p> <p>The current study focuses on recurring speech acts such as giving advice, giving offers, inviting, and requesting as presented in Japanese EFL textbooks. Although these speech acts are commonly presented with an adequate number of linguistic forms, the textbook users are unlikely to learn pragmatic use of these communicative functions. The presenter will discuss the issues with the findings of her analysis, which include 1) whether or not contextual information is provided, and 2) how in/sufficiently linguistic metalanguage is used. At the end, practical suggestions as to how teachers might compensate for the insufficiencies of these materials will be added.</p>
11:30	
12:00	<p><b>4505 (BILING) Finding a Foothold in Australian Society:  Case Stories of Young Koreans' Learning</b>  <b>Esther Lucinda Melody Lovely (Showa Women's University)</b></p> <p>The benefits of bilingualism and bicultural competencies gained by overseas education have been well-documented. However, the advantages that can be gained by studying a third language such as Japanese in an English-speaking country have not been considered. In this presentation I examine case stories from my PhD research investigating 11 young Korean students who moved to Australia between 2000 and 2008 to study English during primary and secondary school. A number of these students undertook Japanese language study in Australia. I demonstrate that Japanese language study enabled these students to carve out for themselves a place in Australian society.</p>
1:00	<p><b>4603 (CT) Applied Logic: A Mastery Learning Approach</b>  <b>John Blake (University of Aizu)</b></p> <p>Logical and critical thinking is laden with complex concepts and technical terminology. To increase the rate and degree of comprehension, a mastery learning approach was adopted. An inventory of concepts, technical terminology, and skills was created. The mastery list was sequenced into concept chains moving from lower to higher level concepts. Criterion-based assessment checklists were created to enable self, peer, and teacher assessment. Active learning activities were created for each session. Student response to the detailed mastery list was extremely positive. Using the mastery list, students were better able to monitor their progress and identify which concepts to study.</p>
1:30	
2:00	<p><b>Vietnam THT 2019</b></p> <p>Please join our 13th Annual teacher training seminars at Hue University of Foreign Languages from Mar 21–22, 2019. Two additional seminars in An Giang University (18 Mar) and Can Tho University (19 Mar), both in the Mekong Delta area, are also being planned. Volunteers may participate in any combination programs. The theme of the conferences and the call for volunteers will be posted in October of this year with all details to be finalized by January 2019. The conference coordinators will be Michael Furmanovsky at <a href="mailto:furm@gaia.eonet.ne.jp">furm@gaia.eonet.ne.jp</a> and Joe Tomei at <a href="mailto:tomeiter@gmail.com">tomeiter@gmail.com</a></p>
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## Sunday Afternoon Presentations (1:30–1:55)

### 4401 (GALE) Sexual Harassment Issues and Language Education in Japan

**Robert O'Mochain (Ritsumeikan University)**

The recent “Me Too” campaign has raised awareness of sexual harassment as an insidious and prevalent social problem. A recent General Union survey shows that many language educators in Japan have been affected, and many dimensions of the issue are not fully understood. Research indicates that a culture of silence around sexual misconduct impoverishes learning experiences for students in toxic environments, and blights careers for language instructors. This presentation explores these issues, outlines various prevention policies, and reports on a pilot study with university students to raise awareness of the seriousness and the prevalence of sexual harassment.

### 4402 (TYL) Changing Role of the English Course of Study for Secondary School

**Keiko Nakamura (Center for Extension Programs, Sophia University)**

A new Course of Study for Secondary School English education will be fully implemented from April 2021. One of the key improvements of the new version is that it puts more emphasis on learners' practical attainment targets by using “Can-do lists”, which describe the ability to command the language, than what is to be taught by instructors. It is therefore expected that the new English Course of Study will offer students more autonomy and confidence, and enhance their motivation. The presenter will give an overview of the new version and will also discuss how the role of the English Course of Study has been changing.

### 4403 (CUE) Aiming Higher: How to Get Your Students' Academic Writing Published

**Rick Mitcham (Kyoto University)**

Have you ever wondered why your students' academic writing (AW) is not better? If your students are producing high quality AW already, does it not cross your mind that it deserves to be disseminated to a wider audience? This presentation not only explains how your students can be taught how to produce AW of a high quality but also how they can get their work published in a journal that was set up for this precise purpose. The journal is called *Academe: First Forays into Academic Writing*. For further information about it visit the website at: [www.academefirstforays.com](http://www.academefirstforays.com).

### 4404 (TD) Collaboration for Professional Development (cont'd from previous)

**Dawn Lucovich (Tokyo JALT), Wendy M. Gough (CUE SIG)**

This session will be a forum for JALT members to discuss ideas for increased cooperation between chapters and SIGs and how these can increase professional development opportunities and expand membership by meeting the needs of a broader range of teaching professionals. We will give examples of successful collaborations between chapters and SIGs to show how, by supporting each other, groups can scaffold professional growth and encourage engagement with the community. The presentation will be moderated by the Tokyo Chapter President and CUE SIG Coordinator, and will include Q & A and time for brainstorming ideas for future collaborations. *(This is a continuation from the 1:00 pm session; those interested are invited to join at any time)*

### 4405 (BRAIN) Neurolinguistic Approach: A Brain-Friendly Paradigm

**Bruno Jactat (University of Tsukuba)**

The neurolinguistic approach is a new paradigm for the effective acquisition of communication skills in learning a second or foreign language (Germain & Netten, 2011). We will demonstrate the following information processing principles: creation of an implicit skill over explicit knowledge, development of a virtuous circle (a positive feedback loop) from oral to reading to writing and back to oral skills, emphasis on meaning rather than form, 100% authentic use of language and communication situations, and the importance of the transfer-appropriate processing principle (or TAP). This presentation has the potential risk of turning common ideas about teaching upside-down.

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<b>SUN</b> <b>Sunday Afternoon Presentations (1:30–1:55)</b> <b>(cont'd)</b>	
10:00	<p><b>4406 (VOC) Synform Pseudowords and Yes-No Vocabulary Tests</b>  <b>Raymond George Stubbe (Nagasaki University)</b></p> <p>In 1983, Anderson and Freebody introduced pseudowords to the yes-no test format. Laufer (1988) introduced the concept of synforms, where readers confuse a word for a different word because their forms appear similar. Stubbe and Cochrane (2016) reported that “synform errors made up the largest category of errors” on an L2 to L1 translation test. In the present study, synform pseudowords were included in a yes-no test of 45 items: 30 real words and 15 pseudowords (including 5 synform pseudowords). Results and implications for SLA classrooms as well as vocabulary testing will be presented.</p>
11:00	<p><b>4501 (TYL) Classroom Learning Centers in EFL</b>  <b>Meagan Kaiser (Tokushima University)</b></p> <p>For more than 50 years, educational research has demonstrated the value of learning centers in the classroom. Though a ubiquitous element of early childhood education in much of the world, centers have not been as widely recognized in second language education, leaving this powerful instructional tool underutilized. This presentation will help place learning centers within theories of education, will explain why centers benefit students and teachers generally, and will describe how learning centers can be used specifically as a tool in language classrooms here in Japan to increase student success and confidence.</p>
11:30	<p><b>4502 (TD) Multiliteracies: Comics and Sociocultural Theory</b>  <b>Alec Lapidus (University of Southern Mississippi)</b></p> <p>Comics are a powerful L2 learning tool that remain on the periphery of ESL/EFL pedagogy. This presentation will explore being multiliterate in the context of L2 acquisition. It will look at comics through the lens of sociocultural theory, offering a new interpretation of communicative language teaching as a pedagogical philosophy. Participants will discover new tools and ideas to use in the ESL/EFL classroom. They will learn how to identify the formulaic in comics, create activities based on visual narratives, and develop their own multiliteracy materials to use in the classroom.</p>
12:00	
1:00	<p><b>4504 (PRAG) The Organizational Structure, Development Features, and Metadiscoursal Elements in the Expository Writing of College Freshman Students</b>  <b>Lota Lobaton Largavista (University of St. La Salle)</b></p> <p>This presentation generally seeks to examine the organizational structure and development features of essays at both macrostructural and microstructural discourse levels. The different frameworks used to analyze the essays include Toulmin's (1984) model for argument structure, Olson's (2003) three-part essay structure; Halliday and Matthiesen (2004) in Herriman (2011) notions of thematic structure, and Danes' (1974) thematic progression or method of development. Findings revealed that students' expository essays observe a three-part structure having all three moves, the Introduction, the Body and the Conclusion. Stance assertion, stance support and emerging moves/strategies are found in the essays.</p>
1:30	
2:00	<p><b>4505 (BILING) When Am I Bilingual? Self-Reflections of Japanese EFL Learners</b>  <b>Blake Alexander Turnbull (Kyoto University)</b></p> <p>Although recent works have expanded the notion of emergent bilingualism to include foreign language learners in their own right, this has yet to be widely acknowledged by those who fall within this category. This presentation examines the personal opinions of tertiary-level Japanese EFL students regarding the definition, and process, of becoming bilingual. The results suggest that most learners considered 'bilingualism' to be an impossible, unattainable goal. The author suggests the need to educate learners of their bilingual status so they may dismiss the idea of attaining native-like competence and embrace their unique set of bilingual languaging strategies.</p>
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## Sunday Afternoon Presentations (1:30–1:55) (cont'd)

SUN

### 4603 (CT) Rethinking Critical Thinking in L2 Contexts

**Bradley Kyle Hamilton Irwin** (Nihon University College of International Relations)

Bloom's Taxonomy of higher order thinking skills has been widely adopted as the standard for teaching and evaluating Critical Thinking in a variety of learning contexts. However, originally designed for L1 contexts, to what degree should this framework actually be applied to L2 contexts? This presentation will propose ideas for reconceptualising how critical thinking skills are taught in L2 contexts. Survey data will be presented to show student experience and understanding of critical thinking skills. The presenter will also provide practical ideas for developing a critical mindset in students and integrating effective critical literacy skills in the L2 classroom.

10:00

### 4605 (BIZCOM) Business Case Competitions: Skills for The Future

**Michael Phillips** (Asia Pacific University)

Case competitions (CC) provide many opportunities for student language development, personal growth, and many lifelong skills of value beyond their time at university. Irrespective of whether they are internal or external, national or international, under- or post-graduate, the CC format allows students to work together to develop and showcase their ability to analyse and persuasively offer viable solutions to real-world business problems. This short presentation will introduce the types of CCs available to students in Japan, and briefly explain the CC format. It will then provide some details of the scalable real-world benefits students can develop through participation in the format.

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## 7th Annual Teacher Journeys Conference co-hosted by TD SIG and the Tokyo chapter of JALT

TD SIG and Tokyo JALT will be hosting the 7th Annual Teacher Journeys Conference, *Narratives from the Field* on June 3, 2018 at Rikkyo University from 9:00 AM–5:00PM.

The fee for JALT members pre-registration is 1000 yen, onsite is 1500. For non-members pre-registration is 1500 yen and on-site is 2000 yen. Pre-registration will close on Sunday, May 24th. To register and find out more information about the event including featured speakers please go to the following website: <https://sites.google.com/view/teacherjourneys2018/>





Plenary Conversation 3 (2:00–2:55) 1st floor, Room 5100	
SUN	<i>Maria Theresa Niibori and Satomi Miura will introduce the work of their organizations and what they are doing to connect people across Japan. This conversation will explore how JALT can learn from their work as well as how they and JALT can work together to build stronger bridges connecting more language professionals nationwide.</i>
10:00	
11:00	 <p>Maria Theresa Niibori considers EFL teaching as the most fulfilling and rewarding job there ever is. She had been a teacher since graduating with honors from college and even before she came to Japan. Her first years in Japan gave her the opportunities to work as event coordinator, interpreter and translator before she went back to teaching. She now teaches as an ALT at a municipal senior high school after several dispatch assignments to elementary and junior high schools in another prefecture. She is currently taking up her TESOL certification course and is at present the National President of Filipino English Teaching in Japan-Global (FETJ-Global), where she, together with all the chapter officers and the executive committee, supports the dreams of aspiring teachers and assists to help enhance the skills of those who are already in the teaching force.</p>
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	<b>Filipino English Teachers in Japan (FETJ-Global)</b>
1:30	<p>FETJ-Global is an association of Filipino English teachers in Japan which provides support to its members by facilitating regular education through trainings, continuous communication, and assistance in job placements. The organization aims to serve as a bridge between members and other related institutions including Japanese Boards of Education, serving as a liaison. It also serves as a catalyst towards enhancing the quality of life among the Filipinos living in Japan.</p> 
2:00	
62	<p>Their website is <a href="http://fetjglobal.com">fetjglobal.com</a>.</p>



# Plenary Conversation 3 (2:00–2:55)

1st floor, Room 5100

SUN

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Satomi Miura is a J-SHINE Trainer and a Japanese Teacher of English (JTE) at Morioka Municipal Tsukigaoka Elementary School and also a JTE in Shizukuishi Town in Iwate. She is the representative of Sunshine, a supporting group for elementary schools' foreign language activities.

She was an English Instructor at ECC in 1997–2005. In 2005–2006, she studied abroad in Canada. There, at Camosun College, she studied ESL, psychology, and counseling. She received her Canadian TESL certification in 2006 and was a recipient of that year's International Student Award. In 2007, she opened her own English conversation school, IE TreeHouse. Since 1999, she has been involved in foreign language activities as a JTE at elementary schools in Morioka, where she currently lives.



## The Elementary School English Instructor Certification Council 法人小学校英語指導者認定協議会 (J-SHINE)

J-SHINE was founded in 2003 to support the spread and development of English education at elementary schools in Japan. It is a non-profit organization which licenses English teachers in Japan. In order to promote English education at elementary schools in Japan, J-SHINE works with national education-related organizations to train elementary school English leaders and build a system to support elementary school English activities at educational sites throughout the country.

Their website is [www.j-shine.org](http://www.j-shine.org).

<b>Sunday Afternoon Posters (3:00–3:55)</b> <b>4th floor hallway</b>	
<b>SUN</b>	
<b>3:00</b>	<p><b>4F (CALL) Apps4EFL.com: Activities, Tools, and Digital Assignments for English Teachers and Learners</b>  <b>Paul Raine (CALL SIG)</b></p> <p>Apps4EFL.com is a web-based language learning (WBLL) platform which has been designed and developed by the presenter since 2014. Over the past 4 years, the site has grown from 6 webapps to over 30 activities, tools, and assignment types for English teachers and learners. All of the apps are cross-device compatible, take advantage of the latest HTML5 technologies, and are underpinned by sound pedagogical principles. The site is offered completely free of charge and without advertisements. It includes a fully-comprehensive Learner Management System (LMS). In this presentation, the developer will explain and demonstrate the site's latest features and functionality.</p>
<b>3:30</b>	
<b>4:00</b>	<p><b>4F (ER) The Influence of Extensive Reading Book Displays on Library Circulation Patterns</b>  <b>Rebecca Calman (Kyoto University of Foreign Studies)</b></p> <p>As part of a university extensive reading program, themed displays of library books are curated every month when school is in session. How do these displays influence students' choices of reading materials? Are students more likely to select a book that is on display rather than searching the shelves for reading materials? By examining library circulation data and comparing the circulation of particular titles during the time they are on display with other months when they are not on display, the effectiveness of displays can be shown.</p>
<b>4:30</b>	<p><b>4F (LD) Developing Learner Autonomy Through Proofreading</b>  <b>Adam Taylor Smith (Toyo University)</b></p> <p>Although having students proofread their own work may seem like a dull and obvious task hardly worth mentioning in the language classroom, if utilized effectively it can be a valuable tool for improving student language ability and developing learner autonomy. By combining personalized teacher feedback with proofreading, students can gain confidence recognizing, correcting, and eliminating repeated mistakes and unnatural language usage. This poster presents the results of a survey on attitudes toward proofreading given to university students who completed an academic writing course in English. Practical advice will be offered to language teachers on incorporating proofreading guidance into their lessons.</p>
<b>5:00</b>	<p><b>4F (ER) An Activity-Based Approach to Extensive Reading: Creative Alternatives to Boring Book Reports</b>  <b>Peter Harrold (Kyushu Sangyo University)</b></p> <p>One of the challenges for the teacher in attempting to either assess or monitor Extensive Reading is whether the reported reading has actually taken place. Book reports are a repetitive task that can take away from the student' enjoyment of reading and be as time consuming as the reading itself. This presentation will share an activity-based approach to checking the students' progress, using fifteen short creative tasks that are self-selected by students and vary each week, to help the teacher keep track of what the students are reading and assist discussions.</p>
<b>64</b>	

# Sunday Afternoon Posters (3:00–3:55)

5th floor hallway

SUN

## 5F (CUE) Using Different Moves in Classroom Interactions

**James Bury (Shumei University)**

This poster presentation reports on the impact eight different teacher moves had on classroom interactions in a Japanese university. The moves were speaker referrals, statements of mind, open questions, reflective statements, statements of interest, declarative statements, closed questions, and back-channeling. It was found that the type of move the teacher employed affected both the length of students' responses, with four moves consistently encouraging more output, and the type of information they gave. This suggests that a variety of moves should be employed by educators to help students produce more and to practice responding to discourse moves other than questions.

3:00

## 5F (CUE) 3-2-1 Fluency: Get Ready for Speaking!

**Polina Gordyshevskaya (Rikkyo University)**

Speaking often causes difficulties for English learners, especially in Japan where receptive skills are the primary focus of school education. A modified version of Paul Nation's 4/3/2 Technique, 3-2-1 Fluency activity can serve as a powerful tool for developing students' fluency and preparing them for any speaking task. This presentation will explain how the 3-2-1 Fluency activity works and I will demonstrate two examples with additional foci, which are to practice the functional language (with the use of target functional phrases) and to prepare for an extended speaking task (by generating ideas for the task).

3:30

## 5F (GILE) Communicating Identities: *Yonsei* in Tokai

**Farrah Hasnain (Shizuoka Board of Education, JET Program)**

For decades, Japanese migrants have intersected with multiple diasporas, with the largest in Brazil and Peru. As the local Japanese population declines, more immigrants, particularly *yonsei* (fourth-generation Japanese) families, are coming back to Japan for employment and education. These families carry nuanced experiences in learning Japanese and English in Japan. This is a comparison of how *yonsei* residents develop their English and Japanese comprehension in contrast with Japanese locals. Brazilian, Peruvian, and Japanese families were interviewed in the Tokai region. These interviews confirmed that *yonsei* residents develop their learner identities much differently in public/private schools, *eikaiwa* schools, and community-based classes.

4:00

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5:00

## 5F (CUE) IELTS Preparation Through Video Journaling

**John Patrick Owatari-Dorgan (Nagasaki International University)**

As interest in study abroad increases throughout Asia, IELTS preparation has become a focus for students, educators and institutions. Due to logistical constraints, providing adequate preparation for the speaking portion of the test proves to be a serious obstacle for many educators and institutions. This presentation will explore a method for overcoming this obstacle through student-recorded video responses to IELTS speaking prompts and consistent, meaningful feedback. The presenter will discuss the development and implementation of this method as well as the results of a one-year trial with a small group of Japanese university students.

## Sunday Afternoon Presentations (3:30–3:55)

SUN

### 4401 (GALE) Living in Liminality: LGBTQIA+ Identity in Japan

Yoshi Joanna Grote (Kyoto Sangyo University),

Barbara S. Morrison (Utsunomiya University)

This presentation discusses how certain cultural dimensions, combined with the importance of marriage and having children in order to have a place in society, have created a unique environment for the LGBTQIA+ community in Japan. Low visibility of LGBTQIA+ communities at university results in students having a liminal sense of belonging, existing simultaneously within and outside of society. This presentation is informed by a series of in-depth interviews with LGBTQIA+ students in a university where the LGBTQIA+ community is largely invisible, as well as more informal contact with LGBTQIA+ students in a university working hard to make a more visible community.

3:00

### 4402 (TYL) Getting Ready for 2020

Alison Kate Nemoto (Miyagi University of Education)

This is a period of enormous change in Japanese primary education, as English advances to become a subject for the upper grades and a compulsory activity for the middle grades from 2020. After working on the *MEXT* committee which developed the materials; “We Can!” and “Let’s Try!” in this presentation I will share my ideas about how they should be ideally used in the classroom this year and next. I will also provide feedback on the new curriculum from student teachers who are trying it out in university classes and from children at pilot schools already using the materials.

3:30

4:00

### 4403 (CUE) Classroom Management Tools for Apple Devices

Daniel Beck (Rikkyo University)

Teachers often use several techniques to manage their classrooms. This presentation will demonstrate effective ways to streamline classroom management by using an iOS (iPad and iPhone) app and a free website to handle many classroom management issues such as remembering names and faces, taking attendance, assessment tracking, number crunching for grades, assigning seating and partners, randomly calling on students, and more. The presenter will give practical examples and answer questions from participants.

4:30

### 4404 (LD) Learning to Globalize Through Localization

Peter Joun (Tamagawa University)

In order to foster an “international mindset” (openness to interact with the international community using English) amongst our students, it is first important to evaluate how comfortable and motivated our students feel to do so in the classroom. This presentation seeks to explore what our possible blind-spots are regarding Japanese learner anxiety in the classroom due to different cultural mindsets between the students and foreign instructors, as well as how the strategic use of L1 in the classroom with beginner level students may be helpful in alleviating some of the students’ apprehension about learning English with a foreign instructor.

5:00

<p><b>4406 (LD) External Control Relates to Negative Perceptions of Teaching in English, Mathematics, and Japanese</b></p>	<p><b>SUN</b></p>
<p><b>Luke K. Fryer (University of Hong Kong), Quint Oga-Baldwin (Waseda University)</b></p> <p>In this study, we sought to identify students' motivational profiles and how those profiles change over the course of a school year at six secondary schools. We measured students' intrinsic and extrinsic regulation to create profiles at two time points, and investigated how the pattern of changes between motivational profiles related to teacher autonomy support, structure, and external control. The most significant pattern for increasing students' intrinsic regulation in relation to external regulation came through a reduction in perceptions of teacher control. Results indicate the importance of minimizing negative external control during the transition from elementary to secondary school.</p>	<p><b>3:00</b></p>
<p><b>4501 (TD) Making Classroom Questions from a Linguistic Perspective</b></p> <p><b>Yuya Kaneso (Toyo Gakuen University)</b></p>	<p><b>3:30</b></p>
<p>One of the key elements to making reading in an English language class more interesting is the teacher's questions. However, the making of such questions has not been fully explored from a linguistic perspective. This presentation, therefore, discusses ways to create questions on the basis of linguistic evidence in English textbooks. It begins with a brief review of research on teacher's questions based on junior high school English textbooks and shows that the making of teacher's questions is rooted in linguistic knowledge. It then applies the findings to a reading text used at college beginners' level.</p>	<p><b>4:00</b></p>
<p><b>4502 (TD) Reflective Practice Through Duoethnography</b></p> <p><b>Luke Lawrence and Yuzuko Nagashima (Yokohama City University)</b></p>	<p><b>4:30</b></p>
<p>This presentation uses original research to advocate for the emerging methodology of duoethnography as a new approach to add to the reflective practice repertoire. Duoethnography utilizes dialogic communication to gain insights into the nuances and complexities of individual experiences. We will share our duoethnography research project to discuss different aspects of our teacher identities as they relate to our professional trajectories. We will then illustrate how this project has affected our teaching beliefs and practices as a result. Finally, we will also offer tips and suggestions to encourage other teachers to adopt a duoethnographic approach to aid in professional development.</p>	<p><b>5:00</b></p>
<p><b>4503 (CALL) Challenge- &amp; Project-Based Learning–A Winning Combo</b></p> <p><b>Rab Paterson (Toyo University–Center for Global Education)</b></p>	
<p>This presentation highlights the teaching approach in my Educational Multimedia Project classes. This combines Challenge-Based Learning, Project-Based Learning, and a variety of digital literacies in students' project work. In my examples I will demonstrate how this process can be implemented by teachers for junior high and high school students. I have also successfully done similar projects with university and adult learner classes so teachers can adapt the process to suit their own needs. Finally, I will showcase some of the students' usage of creative-type apps in their projects to showcase the digital skill sets learned during this process.</p>	
<p><b>4504 (PRAG) Suggestion Strategies to Avoid Pragmatic Failure</b></p> <p><b>Yaoko Matsuoka (Kokugakuin University)</b></p>	<p><b>67</b></p>
<p>Making suggestions may often be face-threatening and lead to communication breakdown. EFL learners tend to have difficulty making suggestions in appropriate English unless instructed. This paper investigates Japanese undergraduates' perception and use of suggestion strategies based on the notion of 'face' (Brown &amp; Levinson, 1987) and Language Socialization Theory (Schieffelin &amp; Ochs, 1986). Twenty-two university students in Tokyo participated in a written discourse completion test and a semi-structured interview with a native English speaker. Integrated results show that learners' anxiety for failure, self-underestimation, and concern about social norms seem to interfere with their pragmatic language production rather than language competences.</p>	

SUN	<p><b>4505 (BILING) Engaging the ‘Benefits of English’ Discourse</b>  <b>Jennifer Decena Monje, Michael Pastor, Leonor Nazario</b>  <b>(University of the City of Manila)</b></p> <p>Through a qualitative content analysis exploring the themes in 40 students’ essays responding to the prompt, “What benefits do you derive from learning English?”, this research investigates the perception of freshman students about the value of English in their lives. The study analyzes how the essays may be used as mirrors that reflect the country’s language policies as well as crucibles in which to hammer out more critically engaged language planning. Results showed that students continue to extol the benefits that English alone ostensibly provides, absent a critical reflection on the role of other languages in multilingual Philippines.</p>
3:00	
3:30	<p><b>4603 (CT) New Ways in Teaching Media Literacy</b>  <b>Andrew Reimann (Utsunomiya University)</b></p> <p>Considering the range of learner’s perceptions, perspectives, and communication needs in the Information Age, it is increasingly important that media literacy become an essential component of language learning. To avoid the dangers of popularity and “Likes” becoming the new truth, through Social Media, Fake News, and alternative facts, learning to evaluate sources, becoming aware of bias, and being able to process and apply information is critical. This presentation will introduce practical research methods and classroom activities including active fieldwork, observation, interview, survey, and data analysis to provide the knowledge and understanding needed for navigating information effectively and responsibly.</p>
4:00	
4:30	<p><b>4605 (VOC) A Comparison of a Listening VKS to a Reading VKS</b>  <b>Tomoko Antle (Meiji University)</b></p> <p>The research goal of this study is to investigate the Vocabulary Knowledge Scale (VKS). A VKS is a self-assessment test for a group of vocabulary words. The participants completed VKS tests done through listening and a VKS done in the traditional manner, through reading. The results showed that the students’ self assessment for the listening VKS were lower than the reading VKS. The implications of these results are that for the reading VKS, students might overestimate their ability for targeted vocabulary words.</p>
5:00	<p><b>Sunday Afternoon Presentations (4:00-4:25)</b></p> <p><b>4401 (TEVAL) Interpersonal Aspect of Feedback: A Students’ Perspective</b>  <b>Sin Wang Chong (The Education University of Hong Kong)</b></p> <p>Despite the bulk of studies on written feedback (WF) in the past decades, the majority of them have focused on written corrective feedback. On the other hand, research on students’ perception of teacher WF is scant. To address the aforesaid research gap, this presentation reports on a group of L2 community college students’ perception of interpersonal factors that potentially affect their response to teacher WF. Following a grounded theory methodology, thematic analysis of data collected from 93 open-ended questionnaires and 12 interviews indicated four prominent themes including two relational factors (e.g., student-teacher relationship) and two mediating factors (e.g., trust).</p> <p><b>4402 (ER) How to Write and Publish Your Graded Reader</b>  <b>Paul Goldberg (XReading), Rob Waring (Notre Dame Seishin University)</b></p> <p>This presentation is for anyone who has aspired to write and publish their own graded reader. The first part of this presentation will look at the process of writing a graded reader, with a focus on story formation, plot development, key elements to include, and pitfalls to avoid. There will also be a demonstration of tools that are available for appropriately leveling the book. The second part of the presentation will discuss options novice authors can use to get their work published.</p>
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#### **4403 (CUE) Action Research: Improving Student Motivation**

**Marnie Mayase (Toyo Gakuen University),**

**Amanda Yoshida (Kanda University of International Studies)**

Our action research, conducted in a shared English course at a Japanese university, attempts to explore if motivation increases when a focus is placed on communication both among students and between teachers and students. Would increased communication motivate students to cooperate more and to ask for help from each other and their teachers? One issue that emerged from the research was an increase in communication between teachers and students, but not between students. Assigning classroom jobs and having a weekly ten-minute English warm-up helped to facilitate this increased communication. Surveys, weekly meetings, and teaching diaries were used to collect the data.

#### **4404 (LD) Learner Development: A Focus on Habit**

**Colin Macleod (Atomi University)**

For decades psychologists have detailed the importance of motivation in achieving goals. In this presentation, I will explain why an overreliance on motivation can actually be harmful for students and suggest focussing on daily study habits instead. I will highlight what teachers should think about when helping their students create habits and then introduce apps that students can use to maintain these habits and achieve their goals. This presentation will provide practical advice about how teachers can help students re-evaluate their language learning process.

#### **4406 (LiLT) Story-Based Methodology for Developing Learning Strategies**

**Paula Bailey (Soka University)**

Carefully selected stories can motivate and engage ESL students who otherwise struggle with language acquisition. In the context of Japan where students entering university are unfamiliar with language learning strategies, the integration of strategy instruction within a course which implements story-based methodology could increase the amount of success students experience in the course and later in their future language development. As a component of an ongoing graduate thesis, the results of a needs analysis for such a course, based on questionnaires from 28 beginner to lower intermediate Japanese university students and interviews with nine teachers, will be presented.

#### **4501 (PRAG) The Practitioners' Effect on International Students**

**Ella J. Kidd (Woosong University)**

The methodology of this paper takes a holistic approach. The purpose is to evaluate international students' overall language learning experiences outside of their home country. The participants are two students of Korean descent and one student of Chinese descent who share the same academic goals towards second language acquisition. The responses were collected by a prepared questionnaire and unstructured interviews, and later analyzed by the inductive reasoning process to identify specific categories of the responses. The present study revealed that the participants' earlier preparation from their home country plays a significant contribution to their success abroad.

#### **4505 (BILING) Language Dominance in a Trilingual Child**

**Ni Zeng (Tohoku University)**

Chevalier (2015) defines "trilingual language acquisition" as language development of young children regularly exposed to three languages. Many studies suggest that balanced bilinguals can rarely be found, as bilinguals' relative proficiency in either language may be different. Where a person has greater control over one language than other, it is referred to as 'language dominance'. In this presentation I will focus on the language dominance of a Korean-Chinese-Japanese trilingual infant born in 2015 and growing up in Japan, and explore how this infant variably acquires three languages. The data so far reveal that the dominant language of this infant is Japanese.

**SUN**

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**5:00**

*Sunday Afternoon Presentations (4:00–4:25)  
continued on the next page*

SUN	<p align="center"><b>4605 (VOC) The Role of Involvement Load and List Learning</b>  <b>Yuka Yamamoto (Rikkyo University)</b></p> <p>The goal of the present study was to shed more light on the predictions of the involvement load hypothesis adapting Nation and Webb's (2011) technique feature analysis (TFA). The presence or absence of each interviewee's motivation, noticing, retrieval, generation, and retention was analyzed during independent vocabulary list learning. The overall group result supported the hypothesis that tasks with a high involvement load were effective in terms of receptive and productive vocabulary acquisition; however, the interviewee reactions showed mixed results. The study indicated that individual learners may approach the same task differently during their independent learning.</p>
3:00	<p align="center"><b>Sunday Afternoon SIG Forums (4:30–5:25)</b></p>
3:30	<p align="center"><b>4405 Computer Assisted Language Learning SIG Forum:</b>  <b>What Teachers Should Know about AI</b></p> <p align="center"><b>Tom Gorham and Jon Gorham (Oberlin University), Paul Raine (Oberlin/Keio), Laurie Griffiths (Independent), Stephen Vincent Case (Shimonoseki University), Satchie Haga (Seikei University), Robert Swier (Kindai University)</b></p> <p>What is artificial intelligence (AI)? How will it affect the teaching profession? Are we preparing our students to succeed in a future that is vastly different than anything we've seen before? If you thought the invention of the internet changed the world, get ready, because the rapid advancements in AI and machine learning have been predicted to result in even more profound societal changes. Come to the CALL SIG forum for an accessible, beginner-friendly introduction to the underlying technology, present-day classroom applications, and future implications of AI and machine learning.</p>
4:00	
4:30	<p align="center"><b>4502 CEFR &amp; Language Portfolio SIG: CEFR and Curriculum</b></p> <p align="center"><b>Maria Gabriela Schmidt (Nihon University), Alexander Imig (Chukyo University), Noriko Nagai (Ibaraki University), Naoyuki Naganuma (Tokai University), Rebecca Schmidt (Miyazaki International University)</b></p> <p>In recent years many universities in Japan are under way to revise their curriculum by using the CEFR or the CEFR-J. This CEFR&amp;LP SIG Forum will address this topic by inviting presenters of some selected universities as good practice case studies. These concrete examples will give the opportunity to gain clear, deep insights of curriculum change. The Forum aims to be an open exchange on experience, challenges and perspectives.</p>
5:00	<p align="center"><b>4503 School Owners SIG Forum</b></p> <p align="center"><b>Doris Wong (KEYS English)</b></p> <p>This will be an opportunity for owners to gather together and discuss/debate different issues related to the business side of running a language school. Issues discussed at previous forums have included teacher contracts, school culture, marketing, and financial issues.</p>
	<div data-bbox="276 1325 1239 1789"> <p align="center"><b>THT Phillipines</b></p> <div data-bbox="276 1382 465 1572">  </div> <p>THT in Leyte had its first seminar on Feb. 17, 2018 in Carigara, Leyte. For 2019, venues and dates have not been set, however we anticipate conducting seminars in two or three locations in Tacloban and Naval on the islands of Leyte and Biliran respectively with seminars a few days apart in late February or early March. Teachers are welcome to join in as many or as few seminars as they like. This would give presenters a chance to enjoy the wonderful, lesser known, resort areas nearby. Contact Daniel Minor at <a href="mailto:minorsensei@gmail.com">minorsensei@gmail.com</a> for further information.</p> </div>
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## Sunday Afternoon SIG Forums (4:30–5:25)

### 4504 Speech, Drama, & Debate SIG

Jason Andrew White (Osaka Gakuin University),

Gordon Rees (Yokkaichi University), Chris Parham (Aoyama Gakuin University),

Rachel Stuart (Horyuji Kokusai HS), Angela Wren ('I Will' Super English School),

Cynthia Gonzalez (Shinagawa Joshi Gakuin),

Vivian Bussinguer-Khavari (Kwansei Gakuin University)

The Speech, Drama, & Debate SIG forum will feature simultaneous presentations on several topics related to performance-assisted language learning, including debate, drama, community theater, and others. The forum will also provide a venue for sharing ideas and ways to incorporate performance-assisted activities into the foreign language curriculum. Presentations will be given in a variety of forms, with three presentation times so that all the presentations can be viewed in total. There will be a question and answer session following each individual presentation, with a group session to follow at the end of the session.

### 4603 Critical Thinking SIG Forum: A CT SIG PechaKucha

James DeWitt Dunn, Hiroshi Nakagawa, and Wayne Devitte, (Tokai University),

Bradley Kyle Hamilton Irwin (Nihon University)

Join us for PechaKucha style presentations on Critical Thinking and how it can impact language learning both in and out of Japan. We invite you to join us and learn about different aspects of CT and its importance in the educational arena. Each PechaKucha presentation will last only six minutes to give you a chance to walk away with many perspectives and activities to use in your classroom. We are looking forward to an exciting and productive sharing session to help you become more familiar with, and learn more about, Critical Thinking.



## The Business Communication SIG

### Toyo University, Hakusan campus 8–9 Sept 2018

The Business Communication SIG, in collaboration with the IATEFL BESIG, will hold a conference with the theme *The Spark: Igniting Innovations in Communications for Global Businesses*.

-10 featured, 2 plenary and 2 keynote speakers, including the JACET President, Hajime Terauchi

-workshops, posters and presentations on various aspects of professional communication, business knowledge, and innovative technologies

-some sessions being streamed out to a global (mainly IATEFL BESIG) online audience.

The call for papers ends 31 May

The rates for JALT members are:

5,000 yen for the weekend

-(4000 yen early bird from 1 June)

3,000 yen for one day

-(2,000 yen early bird from 1 June)

(BizCom SIG members get further discounts).



See [www.bizcomsig.org](http://www.bizcomsig.org) for more details.

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## Sunday Afternoon Presentations (4:30–4:55)

SUN

### 4401 (JSL) 日本語学習者の語りの様相--J.S.ブルーナーを手がかりに

**Sachiyo Sagawa (Osaka University)**

本発表では、言語発達の文脈から人間の生得的特性としての語りを論じているJ.S.ブルーナーの著書を再解釈し、「閉じられた語り」「開かれた語り」という2つの語りのスタイルを抽出・検討することで、語りを取り入れた他者理解のための言語教育を提示する。また、実際の教室において、2つの語りを展開する学習者の姿を示す。

3:00

### 4402 (CUE) Understanding Interviewers' Views Electronically

**Carly Yin Ling Lui (Chinese University of Hong Kong)**

Job interviewees would like to understand how interviewers evaluate their answers and are eager to receive advice from interviewing experts. This study aimed to investigate the effectiveness of a self-learning program in (1) helping students appreciate interviewers' criteria for assessing interviewees' responses, and (2) receiving interviewing tips from experienced interviewers. Data were collected from two classes of year three engineering students taking a career development course, including (i) their number of views of the program, and (ii) their responses to a questionnaire on the usefulness of the program in regard to the two stated aims, and their suggestions for improvement.

3:30

### 4403 (CUE) Eliciting Student Answers: Finding What It Takes

**Stephen Mark Paton (Fukuoka University)**

Trainees on the Cambridge CELTA certificate course are taught to routinely elicit responses and answers from students. It's part of an effective and communicative class style. But what if your students habitually shut down or panic when called upon? Intercultural communication literature confirms that there are significant cultural propensities and expectations to overcome, and identifies many that we need to consider when teaching Japanese university students. In this presentation, I will demonstrate and explain some strategies I've developed that are proving effective in raising consciousness and increasing communicability in class.

4:00

4:30

### 4404 (LD) L2 Learner Training in Group Work: A Japanese Need

**Stuart Warrington (Nagoya University of Commerce & Business)**

With active learning currently in the vanguard of Japanese educational initiatives (MEXT, 2014) Japanese L2 learners are increasingly being asked to engage more in group work. However, because of particular cultural and educational concerns, forming and functioning as a group can often prove quite difficult for them. This is only compounded by the fact that many L2 teachers often mistakenly assume these learners understand and know how to do it. With this in mind, this presentation will discuss the need for learner training in group work as a means to promote positive interdependence and individual accountability among Japanese L2 learners.

5:00

### 4406 (CUE) Language Learning & Nursing: What's the Connection?

**Eric Fortin (St. Mary's College)**

Nursing students often feel that required English classes are unnecessary burdens standing in the way of their desired goal of obtaining a nursing license. However, if they can see the relationship between language education and nursing science, their motivation to study English might be raised. This presentation will introduce one nursing model and one theory to demonstrate the similarities between these and current language learning models and theories. This will hopefully help students notice how behaviors exhibited by language learners often parallel those of hospital patients when encountering difficulties in acquiring English or recovering from an illness, respectively.

#### 4501 (CUE) Cultural Dimensions and English Proficiency

**Maggie Lieb (Mukogawa Women's University)**

Although English is deemed essential to Japan's international participation, proficiency remains low among Japanese students, despite strategic efforts of Japan's Ministry of Education. Based on research indicating possible connections between students' cultural background and L2 proficiency, this quantitative study investigated the impact of culture on English proficiency among 119 Japanese university students. Eight cultural dimensions of learning were measured and compared with students' TOEFL ITP scores. Findings failed to reveal any statistically significant relationships between cultural dimensions and TOEFL ITP scores. Implications and future directions will be discussed.

#### 4505 (LD) Group Dynamics and English Lounge Experience

**Akiko Kiyota (Tokyo Keizai University)**

The importance of autonomous learning is well established in the literature. One example is to visit an L2 environment and practice through authentic interactions. Some universities have on-campus English lounges for such purposes. However, visiting these environments can be challenging for low-proficiency students due to anxiety. This study investigates how students are empowered by making visits in groups, while examining how their experiences contributed to the processes of cohesive group formation, group goal setting, and role modeling, which generated motivation for their subsequent visits. Questionnaire results as well as students' reflection journal extracts will be presented to exemplify these processes.

#### 4605 (LD) MOOC Experience as Vehicle for Learner Development

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

Massive Open Online Courses (MOOCs) are becoming ever more common. Though they are easily accessible, experiences are highly variable. Furthermore, many students have difficulty managing both cognitive and metacognitive aspects of their learning, especially in courses conducted in their L2. The presenter will describe an elective course at an international university in Japan in which students learn about and then choose English-based MOOCs for themselves, and in which the focus is learner development and support. He will reflect on the university's place in the age of MOOCs, including how we can both add value and help develop lifelong learners.

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### The First JANET Conference on Nursing English Aossa Fukui City Community Plaza, June 23–24

The Japan Association for  
Nursing English Teaching  
(JANET) was established in



2016 in order to provide a forum for improving the quality of teaching, learning and research in the field of nursing English education in Japan. We aim to encourage collaboration between English teachers and nursing professionals, and support teachers to better serve the needs of the Japanese nursing community.

For more information, go to [janetorg.com](http://janetorg.com)

SUN	Sunday Afternoon Presentations (5:00–5:25)	
3:00	<p><b>4402 (CUE) EFL Learners' Perceptions of Peer Review Modes</b>  <b>Dennis Koyama and Sugene Kim (Nagoya University of Commerce &amp; Business)</b>  Peer review in L2 writing classrooms is generally regarded as beneficial to both feedback receivers and providers. However, some studies have claimed that East Asian students hesitate to provide negative feedback. To verify and extend previous research, this study examined 64 Japanese college students' preferences for, and perceptions of, peer review activities in an EFL composition course. Participants completed both face-to-face and anonymous feedback sessions. Survey and interview data identified student-level factors, such as L2 proficiency and feedback usefulness, as sources for feedback mode preference. Evidence of student reluctance to criticize others' work was not found in either mode.</p>	
3:30	<p><b>4403 (PRAG) Multimodality in Overlaps and Pragmatic Awareness</b>  <b>Lala Takeda (Tokyo Denki University)</b>  This study investigates how to facilitate smoother L2 interactions with overlaps (simultaneous talk by two or more participants) for Japanese EFL learners using multimodal analysis focusing on their gazing behavior and hand gestures accompanying verbal communication. The analysis examines the management of overlaps in student-student L1 interactions by comparing topic-based and task-based dialogues in English and Japanese. Analyzing nonverbal features accompanying verbal ones is effective for instructing L2 learners to appropriately and collaboratively manage overlaps. The significance of this study is that it presents a teaching method to encourage L2 learners' pragmatic awareness using explicit and implicit instructions.</p>	
4:00		
4:30	<p><b>SDD SIG Conferences</b></p>	
5:00	<p><b>Speech &amp; Drama &amp; Debate</b></p>	
	<p><b>2018 OVERALL THEME</b>  <b>Performance-Assisted Learning (PAL)</b></p>	
	<ul style="list-style-type: none"> <li>-Process Drama Workshop/Conference (Nagoya, July 14-15)</li> <li>-Summer Traveling Conference 2018 (July TBA) Kanto, (Nagoya, July 14-15), Kansai (TBA)</li> <li>-Fall Conference 2018 (September 15-17) at Naha, Okinawa</li> <li>-Early Spring Conference 2019 (February TBA, 2019) at Sapporo (February, TBA, during the Snow Festival)</li> </ul>	
74	<p>For updated information go to the SD&amp;D Conference website:  <a href="https://sites.google.com/saltsddconferences/conferences">https://sites.google.com/saltsddconferences/conferences</a></p>	



## Sunday Afternoon Presentations (5:00–5:25)

### 4406 (GILE) Fostering Global Disposed Learners

**Emiliano Bosio (University College London/Yokohama City University)**

Building on a 'value-creating' dimension of global citizenship education (GCE), I will present the results of an exploratory study investigating the current practices of 22 faculties situated in Asia, the US, and Europe that teach global citizenship courses to graduate and undergraduate students. The findings provide support for three interconnected dimensions associated with the construct of GCE in university curricula, namely, social contribution, civic commitment, and global disposition. The current study examines the set of principles that guide the development of socially contributive, civically committed, and globally disposed learners, and outline the goals of a curriculum for GCE.

### 4501 (CUE) Peer Feedback Training Done Right

**Jennie Roloff Rothman (Kanda University of International Studies)**

Providing training in how to give peer feedback can ensure its effectiveness and sometimes be as beneficial as instructor feedback (Patri, 2002; Nakanishi & Akahori, 2005; Hirose, 2008). This presentation shares the results of research comparing the written work of two university academic writing classes asked to provide written feedback for their peers with two classes explicitly trained to use feedback guidelines when making comments. The presentation ends by suggesting what writing metalanguage and constructive phrasing should be explicitly taught when implementing peer feedback.

## THT Nepal

THT Nepal, in association with the Nepal English Language Teachers Association (NELTA) is tentatively scheduled for mid/late February 2019, hopefully around the NELTA conference.

As in previous years most of the workshops will likely be held in 2–3 venues outside Kathmandu, requiring some travel time, but also allowing time for sight-seeing and getting a feel for the different areas. Interested teachers are welcome to join as many/few of the workshops as they are willing/able to. Although presentations at the conference can cover a wide range from theory to practice, most of the teachers in the workshops come from secondary, as well as a few primary schools, so more hands-on activities for both young learners as well as older learners that can be applied directly to their classrooms are recommended.

We will be sending out more information once details are confirmed. In the meantime, please feel free to contact us if you have any questions.

Catriona Takeuchi - [oneworld.catriona@gmail.com](mailto:oneworld.catriona@gmail.com)

Randall Bollig - [ranbochan2@gmail.com](mailto:ranbochan2@gmail.com)

SUN

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# Presentations by SIG

## Bilingual (BIL)

### BIL SIG Forum

Sun 11:00-11:55, Room 4405	54
Finding a Foothold in Australian Society: Case Stories...	Lovely
Sun 1:00-1:25, Room 4405	58
When Am I Bilingual? Self-Reflections of Japanese EFL Learners	Turnbull
Sun 1:30-1:55, Room 4405	60
Engaging the 'Benefits of English' Discourse	Monje, Nazario, Pastor
Sun 3:30-3:55, Room 4405	68
Language Dominance in a Trilingual Child	Zeng
Sun 4:00-4:25, Room 4405	69

## Business Communication (BIZCOM)

### BIZCOM SIG Forum

Sun 11:00-11:55, Room 4404	54
Business Case Competitions: Skills for The Future	Phillips
Sun 1:30-1:55, Room 4405	61

## Mind, Brain and Education (Brain)

The Role of Working and Short-Term Memory in L2 Learning	Dardon, Wanner
Sat 2:00-2:25, Room 4405	32
How Self-Efficacy Beliefs Spur Student Achievement	Kobayashi
Sun 11:00-11:55, 5F Hallway	53

### BRAIN SIG Forum

Sun 11:00-11:55, Room 4403	54
Intrinsic and Extrinsic Motivation Among English Language...	Duplice
Sun 1:00-1:25, Room 4405	57
Neurolinguistic Approach: A Brain-Friendly Paradigm	Jactat
Sun 1:30-1:55, Room 4405	59

## Computer Assisted Language Learning (CALL)

International Exchange through Google Sites	Ellis
Sat 10:30-10:55, Room 4405	23
Narrative Song Writing in a Digital Context	Sustenance
Sat 11:00-11:25, Room 4405	26
MALL Reading Activities and Brain Activity	Dunn
Sat 11:00-11:55, 5F Hallway	28
Learner Autonomy and Technology-Enhanced Textbooks	Mills, Olsson
Sat 11:00-11:55, 5F Hallway	28
Coding: Why Teachers Should Learn It	Parsons
Sat 2:00-2:25, Room 4403	31
Getting Creative in Writing Classes	Landsberry
Sat 3:00-3:55, 5F Hallway	36
Using Cloud Computing to Improve Feedback in EFL Courses	MacLean
Sat 3:00-3:55, 5F Hallway	36
Student Preferences for Online Discussion Forums	Conaway
Sat 6:00-6:25, Room 4403	44
Using WebQuests for Business Majors	Bieri
Sun 11:00-11:55, 4F Hallway	52
How Interview Tasks in Chat Rooms Affect Speaking	Takase
Sun 11:00-11:55, 5F Hallway	53
Facebook Videos Uploads: Major Motivator	Madden
Sun 11:00-11:55, 5F Hallway	53
What Makes Language Students Succeed Online	Ueno
Sun 11:30-11:55, Room 4401	55
Class Booster: Using Blended Digital Solutions (Sponsored)	Hall
Sun 11:30-11:55 Room 4505	56

Apps4EFL.com: Activities, Tools, and Digital Assignments ...	Raine
Sun 3:00-3:55, 4F Hallway	64
Challenge- & Project-Based Learning–A Winning Combo	Paterson
Sun 3:30-3:55, Room 4403	67
<b>CALL SIG Forum</b>	
Sun 4:30-5:25, Room 4405	70

### CEFR & Language Portfolio (CEFR&LP)

Conceptualizing a Model for Assessment in CLIL	deBoer
Sun 11:00-11:25, Room 4404	50
<b>CEFR &amp; Language Portfolio SIG Forum</b>	
Sun 4:30-5:25, Room 4402	70

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This handbook is printed by the in-house printers at Kumamoto Gakuen University and is printed on paper made from at least 80% recycled pulp and using recycled toner cartridges. Further details are available at <http://www.oji-paper.co.jp/pdf/green.pdf> for the paper and at [http://www.jfpi.or.jp/recycle/print\\_recycle\\_material/index.pdf](http://www.jfpi.or.jp/recycle/print_recycle_material/index.pdf) for the toner cartridges.

Joe Tomei



# Call for Papers

All presenters at JALT PANSIG2018 will be invited to submit a paper based on their presentation for publication in the 2018 PanSIG Journal. All submissions should be made through the submissions page.

In the same way that the presentations were vetted prior to the conference, the conference papers will also be subjected to peer review. Publication in the 2018 PanSIG Journal qualifies as a refereed publication. We would therefore like to encourage all presenters to submit a paper.

Submission Deadline: July 31st, 2018

Initial results of reviews to be announced by October 30th, 2018.

Target Publishing Date: May 2019



## General Guidelines

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

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

Forum presenters can submit a paper as a group or individually. If forum presenters are submitting individually, the topic of the individual papers must be different enough to warrant individual submissions. If forum presenters are submitting as a group the paper must still meet the 4000-word limit to be accepted. Please contact the proceedings editors if you have any questions.

Papers submitted to the 2018 PanSIG Journal must not have been previously published, nor should they be under consideration for publication elsewhere. All manuscripts are first reviewed by an editor to ensure they comply with JALT Guidelines. Those considered for publication will then be subject to blind review by at least two readers. Initial results of reviews to be announced by October 30th, 2018.

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

Best regards,  
Anthony Brian Gallagher, Editor  
Debopriyo Roy, Assistant Editor

# PanSIG and the Environment

## *A low-carbon PanSIG*

Climate change is a huge problem, and there are several things that conference goers can do to help even in a small way.

## *Environmental Initiatives*

In an effort to help us hold a sustainable conference and reduce our carbon footprint, PanSIG2018 encourages you to bring your own travel mug or tumbler for use with on-site refreshments. As an incentive, after we verify you have a reusable cup, you will be given a ticket at registration for a **free snack** as a thank-you for putting the planet first! We look forward to seeing all those tumblers!

While enjoying your drink and snack you will be able to see other environmental initiatives. You may see plenary speakers enjoy a drink using the eco-travel mug gifted to them by the organizing committee.

Vegetarian and organic options will be available as well while food containers, stirrers and spoons will be made from sustainable products.

As you look around you will see the wonderful student volunteers, so essential to a successful conference, and they will be wearing t-shirts made from recycled textile materials. As you walk between presentations, you may notice the reduced number of trash receptacles, reminding people to be mindful of trash. We don't wish to be dictatorial or treat you like children but considering the environment can help improve the lives of the students we teach.

We hope you have a great time at the conference but as you leave, please remember to return your lanyard which not only reduces conference waste but means they can be used again in the future.

For more information on PanSIG environmental initiatives, please visit our Environment page at <http://www.pansig.org/environment>. If you have any queries or ideas please contact the environment committee at [greenjalt@gmail.com](mailto:greenjalt@gmail.com)

We would like to thank everyone who volunteered to review proposals for the 2018 JALT PanSIG conference. Reading and making suggestions for improving the proposals helps support our community in various ways. Your feedback is invaluable for potential presenters because it helps them clarify their ideas and ensure the PanSIG conference offers quality presentations. It also helps presenters write better proposals for future conference submissions.

We recognize the proposal readers are busy and appreciate the time they took during spring break to support the PanSIG conference. Reading proposals is an integral part of planning a successful conference. Therefore, we would like to extend our thanks to the 2018 PanSIG conference proposal reading team.

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

## PanSIG2018 Proposal Readers

Aaron Hahn	Gordon Rees	Matthew R. Vetrini
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Eleanor Carson	Dr. Maria Gabriela Schmidt	Vikki Williams
George MacLean	Mathew Porter	William Pellowe



# Be a GREEN JALTer

1. Return your conference badge.
2. Bring your own toothbrush, chopsticks, notebook, pen, and water bottle.
3. Eat a vegetarian meal.
4. Remember the 4Rs. 4th R is **REFUSE**-if you don't need it, don't take it.
5. Think GREEN.





# Join Us for Upcoming JALT Events in Okinawa!

**July 21-22 (Sat-Sun) - Okinawa Summer Language Teaching Symposium & Seaside Retreat at OIST; Featured Speaker Curtis Kelly**

**September 22 (Sat) - 21CLT: 21st Century Language Teaching Conference at Okinawa AMICUS International; Featured Speaker Makiko Tanaka**

**December 21 to 23 (Fri-Sun) - TLT: Trends in Language Teaching Conference; Further details TBA - see our website**

**Flex Events: We welcome SIGs that want to hold joint-events with us in Okinawa. You provide the members and the program, we provide the location and support.**



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





## Notes