

## Plenary Speaker (9:55 - 10:30)

**Paul Raine** ( J. F. Oberlin University )

"Online learning resources, activities and evidence"

Plenary Speaker

In this presentation, I will argue in favor of the move toward online English learning resources and activities. I will highlight how computer software can enable learners to build up portfolios of evidence for their language studies, and offer freedom and autonomy not possible through other study means. The presentation will use Apps 4 EFL, a new, free Learner Management System for English teachers and learners.

## Block 1 (10:45 - 11:35)

**Roberto Rabbini** ( Rikkyo University )

Releasing Potential and Empowerment in Learners

Short Format (30 Minutes)

The presenter will share leading-edge research from quantum physics and global issues material, which help to raise students' linguistic competencies and gain greater confidence in their beliefs about their language ability and critical thinking skills. The material presented here can develop in learners and teachers alike greater use of discernment, and can potentially make a profound difference to their lives, especially when approaching any new data, be it online or elsewhere.

**Marc-Andre Laforest** ( Urawa Higashi High School )

Using the Jigsaw Pattern with English Expressions: Traveling in a New Country

MyShare (15 minutes)

The aim is to teach comparatives using 3 different countries.

Students have to read a profile about France, UK or South Africa in teams. Then they have to make new teams with students who have read about different countries and have a discussion by comparing their information. At the end they have to chose one country to visit and explain the reasons why to the rest of the class with short statements using comparatives

**Sarah Holland Patrizia Hayashi** ( Meikai University )

PowerPointed Learning Beyond Teaching

Short Format (30 Minutes)

Quiz projects using PowerPoint as a basis for English instruction enrich classroom learning far beyond the basic syllabus. We explain how teachers can set up and use this activity in university English language classes to not only teach the language syllabus, but also to take the material to a new level. We demonstrate the effectiveness of these quizzes by showcasing students' work

**Jesse Elam** ( Komazawa University )

Using VoiceThread to Extend Classrooms

MyShare (15 minutes)

With all of the technology and applications available these days, it can be difficult for teachers to decide how to utilize them for education. This MyShare will focus on the basic features of VoiceThread, an on-line multi-media presentation tool, and explain how to use it to extend TESOL courses. We will look at how VoiceThread allows teachers to utilize rich-media and implement Project-Based Learning. We will also look at the embedding and sharing tools to get a better understanding of how to distribute VoiceThreads to students. If time permits, we will look at how VoiceThread can be potentially used for the speaking sections on the TOEFL and TOEIC tests.

**Jason Wolfe** ( TGUISS )

Augmented Reality: Easy High-Tech

Short Format (30 Minutes)

Posters are a great way to organize information and share ideas, and become a useful guide when students are giving presentations. With the free Aurasma app, posters can stay interactive after the class is over and/or offer another layer. It sounds high-tech, but it is very easy to add augmented reality to posters in the classroom.

**Amanda Tomanek** ( Tokyo International University )

Information Gap Videos for Speaking

Short Format (30 Minutes)

Building from the research and lesson designs of Susan Stempleski, this workshop will give teachers a few ways to use information gap, video-based activities in their classrooms to promote speaking. The audience will have the opportunity to practice during the workshop.

**Florence Valderama-Ito** ( Saitama JALT, Saitama City BOE )

Recycling Changed My Way of Teaching

MyShare (15 minutes)

No cash, and no time, and good resources, and good students, and good experiences and way too many ideas to ignore. I would like to take this opportunity to talk about accidentally learning time management, turning lessons into units, and how I made my first successful steps toward life as a professional teacher through recycling. If you have boxes, calendars, books, or pictures, I'll show you something more.

**Vanessa Armand** ( Tokyo International University )

"Get in the bowl!": Critical Thinking Activities

Short Format (30 Minutes)

Critical thinking can be challenging for many Japanese university EFL students as it requires them to analyze ideas more deeply than they are used to. This presentation explores problems encountered with critical thinking and responding in group discussions in an advanced speaking class and the activities used to solve these problems. It discusses improvement in critical thinking and communication, reports student feedback on the activities, and gives suggestions for further improvement of materials and activities.

## **Block 2 (11:45 - 12:35)**

**Robert Lowe** ( Tokyo Kasei University )

Integrating a Blind Student into the EFL Class

Short Format (30 Minutes)

This presentation is based on the experiences of the presenter attempting to integrate a blind student into a university-level oral communication class for the first time. The presentation will feature a narrative of the presenter's experiences, and from this advice, recommendations will be drawn in order to help teachers who may find themselves in a similar situation in the future.

**Derek Canning**

Reimagining Discussion Cards

MyShare (15 minutes)

This presentation will share an activity intended to increase student involvement in group discussions. Adding game-like elements of strategy and randomness to the use of common phrases will help boost student motivation to participate in peer-to-peer discourse. Overlaying debates with the rules of familiar card games will invigorate your class discussions.

**Andrew Lynch**

Using Blackboard Boardgames as an Incidental Learning Tool

Short Format (30 Minutes)

As many of you who teach in elementary school know, there is a wide range of English abilities among your students. How then can we make the lessons enjoyable and understandable for all while at the same time covering the target language and introducing new vocabulary in a fun way. In this presentation, we will show how as an incidental learning tool the blackboard can be used as a large game-board.

**Eric Firestone** ( Kanto International Senior High School )

Technology In and Out of the Classroom

MyShare (15 minutes)

This short presentation will discuss online tools that can be used inside and outside the classroom. It will also discuss how to implement these tools and ways to mitigate concern about student privacy that schools and administration may have about these new educational tools.

**Cecilia Fujishima** ( Shirayuri College )

Emailing as Co-operative Autonomy

Short Format (30 Minutes)

Introducing emails as a means to improve language, deepen thinking and facilitate co-operative autonomy in the context of the university classroom. The presentation will cover the background, the evolving rationale, the way it is set up and feedback from students.

**Jason Arndt** ( Temple University Japan )

Self-Directed Learning for Business Professionals

MyShare (15 minutes)

This presentation will introduce a self-directed learning handout that is intended to help motivated business professionals become more autonomous second language learners outside of a traditional classroom environment. Self-directed learning is the natural progression for second language learners who desire to take ownership of their language acquisition. Autonomous language learners are more invested in their learning experience and are more likely to maintain the motivation necessary to reach higher levels of second language acquisition.

**Eric Autrey** ( Tokyo International University )

Video Approach to Develop Presentation Skills

Short Format (30 Minutes)

When learners are preparing for a speaking project, they rarely actually make good use of their full toolkit. Instead, most of their time is spent memorizing a script. How can educators get them to rely more on their speaking and listening skills? In this session, the speaker will share an idea that uses smart devices to promote peer-evaluated collaborative learning and refocus the process to the salient factors, and away from the trap of the “script”.

**Nicholas Bufton** ( Takasaki City University of Economics )

Supporting Critical Thinking – 5 Years of Podcasts

Short Format (30 Minutes)

In 2010, in an effort to improve intermediate and advanced ESL students’ understanding of the basic principles of argumentation and the principles of critical thinking, a series of podcast episodes and online exercises were developed. The principle rationale behind the development of the podcasts was to take teacher talk out of the classroom, and to maximize student-to-student interaction. Since the introduction of these online support materials there have been a number of enhancements and additions to both content and methodology. This presentation looks at two main issues, one, the development of the podcast scripts and the text reconstruction exercises (TREs) that were designed to focus learners’ attention on the components and internal structure of argumentation; and two, future syllabus additions that will need to be incorporated into the podcast series and the challenges they pose.

**David Gann** ( Tokyo University of Science )

7 Steps to Critical Thinking Instruction

Short Format (30 Minutes)

This presentation will describe seven steps in a process of teaching basic critical thinking skills, using materials that have been under development since 2010. These include: (1) podcast instruction; (2) online text-based text reconstruction exercises (TREs); (3) online audio-based TREs; (4) relevant textbook work; (5) topic-related online discussion thread participation; (6) in-class small group discussion; and/or (7) online collaborative writing.

## **Poster Presentations (1:10 - 1:30)**

**Brad Semans** ( Omiya Bonsai Art Museum, Saitama )

Junior Bonsai Ambassador Program

The Omiya Bonsai Art Museum, Saitama will start the Junior Bonsai Ambassador Program this summer. The program seeks out youth with English abilities and offers

them an opportunity to use their language abilities in a real world setting, that of giving guided tours of the Omiya Bonsai Art Museum to international visitors. See how you can be a part of this community-based program!

**Jesse Elam** ( Komazawa University )

A Pilot Research Project of Google Speech: Accuracy and Acceptance

Designing and administering oral tests in Japanese EFL classes can prove to be problematic and time-consuming. Google has recently integrated what is called "x-Webkit-speech," which allows text fields to accept speech dictation. At Komazawa University, we have been working on a custom program that unitizes Google's Speech recognition to decide if the API is accurate enough to be used for EFL courses in Japan. During this poster presentation, the rationale behind the design, the possible future implications and limitations of custom speech integrated tests will be discussed. We will also explore how accurately Google can dictate Japanese students' English and whether future applications should be built using this platform.

**Minori Muraki** (Wayo Women's University Graduate School of Human Ecology)

Let's Move The Body!

Exercise can help you socialize and reduce stress. Extra time, places, or special equipment are not needed, just some re-thinking about how you can move in every-day tasks: walking, standing instead of sitting, doing housework, and using the stairs (not elevators). The important thing is to organize your habits to move your body more and get appropriate exercise. Brain-science holds that the more we move, the better our brains think because blood circulates more.

**Wang Hong (Ko)** (Wayo Women's University Graduate School of Human Ecology)

Nutritional Education for Pregnant Women

Recently, the number of thin women has increased in Japan. For pregnant women who had been thin before pregnancy, the neonatal body weight was significantly lower than in those with standard physical status. So, many children are born with dangerously low weight in Japan. The control of the weight during pregnancy is good for both a mother's body and a fetus becoming a newborn baby. Nutritional education is the key to ensure good dietary habits.

**Chinatsu Yamada** (Wayo Women's University Graduate School of Human Ecology)

Magical Rice

The consumption of rice and the consumption of bread and potatoes has reversed in recent years in Japan. However, Japan has an increase in the number of people that

have unbalanced diets and obesity. This poster tells us how we can get the best nutrition from our rice! Rice has enough energy (starch) to help us take action and it allows us to store power with many nutrients.

**Kimiko Kawano** (Wayo Women's University Graduate School of Human Ecology)  
Nutrition Management and Anorexia Nervosa (AN)

In Japan about 10% of young people are affected by AN each year, with a great number of these being young women. There are two types of AN, a restricting type and a binge-eating type. There are ways to make AN less likely and there are ways of treating it once it has begun. This poster looks at both prevention measures and describes some research which might help people who are experiencing AN.

**Ikumi Wakai** (Wayo Women's University Graduate School of Human Ecology)  
Aging Urban Treasures

Community development creates a healthy social human ecology. We study the re-activation of a shopping street: "Kira kira Tachibana" in Kyohjima, Sumidaku, Japan. This shopping street is aging with a high-density wooden area and decreasing population. It also has historical housing and new cafés with delicious foods and Tokyo-Sky Tree! With local people and NPOs, the community's original charm with new attractions creates a healthy urban ecology for us to be proud of.

**Reiya Tateno** (Wayo Women's University Graduate School of Human Ecology)  
Metabolic Syndrome

Metabolic Syndrome (MS) is a cluster of conditions (i. e. increased blood pressure, high blood sugar level, excess body fat, and abnormal cholesterol) that increases the likelihood of health problems like heart disease, stroke or diabetes. Just one condition may not harm us. But, if they happen together, they can develop into serious health problems. This poster shows a few life-style habits that might prevent and reverse MS, helping people have longer and healthier lives.

**Tim Murphey** (Wayo Women's University Graduate School of Human Ecology)  
Value Added English Learning

When students learn valuable information *through* English, then English takes on more value. We think that students should be learning how to have better lives while they learn a foreign language. Thus, the health information in this group of posters can help teachers to teach valuable information that will help students and teachers, and those in their wider networks, have better lives. Students can spread this information in their networks and help others live better.

## Block 3 (1:35 - 2:30)

**Kurtis McDonald** ( Kobe College )

Leading Learners into Follow-up Questions

MyShare (15 minutes)

This presentation will introduce a class-based game centered on the generation of follow-up questions in multiple teams ranging from two to six students. This activity strives to link form to both meaning and use by encouraging learners to work together to create potential follow-up questions to a comment that are grammatical, contextually appropriate, and interesting. With immediate feedback provided to the teams, rather than to individuals, all learners can actively participate, learn, and have fun.

**Marc Jones** ( Waseda Junior High School )

Teaching Listening

Short Format (30 Minutes)

In many ELT contexts teachers use coursebook listening activities with scripted interactions that do not represent real communicative contexts. This workshop introduces new resources to mine for listening tasks and simple techniques and strategies students can apply to increase their confidence in listening.

**Brad Semans**

Saitama City's Global Studies: Curriculum Development at All Levels of an Ordinance Designated City's School System

MyShare (15 minutes)

In response to the national calls for another major overhaul to English education Saitama City has determined to remain a national leader. The city's response is to completely remove English lessons from its schools and replace them with a 9-year, independently developed subject called Global Studies. In this short presentation some of the basic features of the ambitious curriculum development process will be shared.

**Sanae Oda-Sheehan** ( Ochanomizu University )

Will it work? – The Marriage of Pragmatics and Team Teaching

Short Format (30 Minutes)

In spite of its communicative importance, pragmatics is less likely to be addressed in the Japanese EFL context. It is urgently required to explore pedagogical efforts to raise



pragmatic awareness through fully utilizing what is available in the classroom. One possible approach is to optimize the effects of team teaching between JTEs and ALTs, the latter who can make a great difference by utilizing their linguistic expertise through authentic interaction!

日本のEFL教育現場においてはコミュニケーションを支える語用論への取組みが未だ乏しく、語用論的意識を高めるための指導方法の確立が急務である。日本人教師とALT教師のチームティーチングにおいてALTのネイティブ能力を最大限に活用した実践的学習がその解決の糸口となるかもしれない。

**Rachel Ewing** ( Tokyo International University )

How Writing a Play Can Improve Student's Speaking Skills

MyShare (15 minutes)

In a freshman university speaking class, student's created original plays that were performed as a final speaking project. Students focused on developing original characters, relationships between characters in the play, and what mood they wanted to create. Students also spent time choosing appropriate words to convey their mood. As they practiced, they improved their fluency, intonation, word stress, and vocabulary choices. After preparing for 6-weeks, students held a final performance in front of their peers.

**Katy Sommerlot, Rob Rowland** ( Kanto International Senior High School )

Literature Circles Revisited: Critical Reading in HS Short Format (30 Minutes)

This short presentation will look at rationale for and improvements made to a reading course with a literature circle, discussion-based component. It will include an introduction of materials and concepts currently used in a private SHS in Tokyo.

**Karissa Weeden** ( Tokyo International University )

Building Student Confidence through Theatre Projects

MyShare (15 minutes)

One of the biggest challenges teachers face is student anxiety about speaking. This presentation will look at one teacher's experience with using monologues and scenes from movies to help students gain that much-needed confidence to speak English in a way that mimics a real-world situation. From these projects students are able to see a noticeable improvement in their overall pronunciation and fluency, thus giving them the confidence to use it outside of class.

## Block 4 (2:40 - 3:15)

**Jordan Long** ( Kanto International Senior High School )

Main Idea Manga: Visual representation to Increase Reading Comprehension

Short Format (30 Minutes)

This short presentation will examine the rationale and benefits of using multiple modes of communication and student made materials to increase comprehension in intensive reading. It will introduce materials that have been piloted and are currently in use at a private SHS in Tokyo.

**David Cooke** ( Kanda University of International Studies )

Increasing Communication and Managing the Classroom on the Go with Schoology Online Application

Short Format (30 Minutes)

Workshop on making more effective our teacher and student communication and classroom management in today's busy on the go Japanese society. Learn how to make online quizzes, keep an organized gradebook, send updates to students, and clarify and communicate better with students between classes.

**Barry Keith** ( Gunma University )

The Evolution of a Moodle Reader Quiz

Short Format (30 Minutes)

It is well known that fluency practice is an indispensable part of an effective curriculum (Nation, 1996; 2005; 2013). Extensive Reading is an excellent way to improve L2 learners' reading fluency (Beglar, Hunt, Kite; 2012). As universities increasingly adopt ER, many teachers use the Moodle Reader to track student progress (moodlereader.org). This presentation describes the process of creating quizzes for the Moodle Reader quiz module based on the presenter's experience.

**Ruth Iida** ( Temple University, Japan, Graduate School of Education )

The Starbucks Dragon: Vocabulary Acquisition through Story and Drama

Short Format (30 Minutes)

How do your students acquire vocabulary? Paul Nation proposed that second language learners need many "meaningful encounters" with words before they can recognize and use them automatically. From extended reading to task-based learning projects, there are many effective ways to provide these encounters, and this presentation will introduce one of mine. Learn how story and drama can be used for

vocabulary acquisition with junior high school students, and challenge yourself to create original materials.

## **Closing Activity (3:30 - 3:45)**

MC: **Florence Valderama-Ito** ( Saitama JALT, Saitama City BOE )