

Plenary Speaker 9:55 - 10:30

Melodie Cook (JALT - Niigata) – Main Hall

In this presentation, Melodie will give background about adoptive/foster children and then proceed to talk about issues that exist for such children, especially at the elementary school level. Some of the issues are general for foster/adoptive children, while others are specific to those being raised in multicultural families.

Through this pioneering research, the presenter is seeking to identify and address issues common to foster/adoptive parents, especially those who come from outside of Japan and may not be aware of how their children may be perceived and what kinds of issues may arise for them. This is also geared towards teachers who may not know that such children are in their classes and for whom sensitization in how they treat these children may be beneficial. Backed by current statistics and punctuated with accounts from actual parents, through this presentation, the author will show that although teachers are becoming aware of these issues, there is still some work to be done.

Block 1 10:45 - 11:35

Marc Jones (JALT - Tokyo) – Room 503

Not Your Brother's Dungeon Master's Guide: Long-term role-playing games for language teaching and learning.

I'll share my experience of using tabletop role-playing game mechanics for English learning with an adapted task-based language teaching (TBLT) framework. I shall also use some game elements in the presentation/workshop.

TBLTで英語を教える為、私はRPG「ロールプレイングゲーム」を使っていました。ここで、そのゲームを皆さんに経験していただきたくおもいます。

Paul Raine (JALT - West Tokyo) – Room 505

Apps 4 EFL: Creative commons data and web technologies for EFL

Apps 4 EFL is a Web Based Language Learning (WBLL) platform wholly developed by the author. It uses Creative Commons data in conjunction with open web technologies to deliver engaging and effective English language learning activities.

「Apps 4 EFL」は著者が開発したオンライン言語学習プラットフォームである。本

プラットフォームはクリエイティブ・コモンズのデータとオープンなweb技術を使用し、飽きのこない効果的な英語学習を可能にする。

Jonathan DeNardis (JALT - Saitama) – Room 603

A Quantitative Approach to Understanding Through Information Verification

For Jr. High through Adult. Learn how writing and answering questions builds comprehension, understanding and gives students a truly effective study method.

中学生れべるから。音読だけではなく、質問と答えのづくりはどうやって理解になるを習いましょう。

Tyson P. de Moura Umberger (JALT - Saitama) – Room 605

Extensive Listening Practices: Start from Scratch or a Quick Leap from Extensive Reading?

This is an interactive presentation for any teacher or student who wants some tips to improve overall listening ability and conversation skills. It will show the connection between Extensive Reading and how its practices can be applied to Extensive Listening.

本発表は、リスニング力と会話力を伸ばすためのヒントを求めている教員や学生を対象として対話形式で進める。特に、多読を実践することが多聴にどのように効果的につながるのかを明らかにする。

Block 2 11:45 - 12:35

Michele Joel (JALT - Tokyo) – Room 503

Using Guests to Encourage Confidence in Japanese College Students Language Ability

The presenter will share how she initiated a classroom exchange project between first year Japanese University students and students visiting Japan from US universities. She will also give ideas for ways to effectively use guests in the classroom.

プレゼンターは、米国から来た大学生と日本の大学一年生との間でどのように交換話し合いプロジェクトが始められるかを分かち合います。そしてまたゲストを効果的に上手に用いる方法を伝えます。

Cecilia Ikeguchi(JALT – Ibaraki) – Room 503

Explore the Richness of Mind Mapping to Enhance Communicative Competence of ESL Students

ESL teachers of any level are welcome to attend. This is a review of the uses of mind mapping as a teaching strategy to help enhance communication skills of ESL learners. This is a combination of lecture and hands-on session on

マインドマッピングは教授法として生徒・学生のコミュニケーション力を強化することができると思われます。この発表は広義のみではなく出席者は生徒・学生な役をしながらマインドマップの重要性を拝見してもらいます。

Jessica Geil, Jeffrey Maxwell (JALT - Saitama) – Room 505

Peer success

This is for teachers and administrators wanting to learn about peer-led conversation programs. We will review a short history of peer-led programs and the Peer English Practice Program at the Global Teaching Institute at Tokyo International University.

本発表は、ピア主導の英会話プログラムに関心のある教員や管理者に向けて行うものである。東京国際大学のGlobal Teaching Institute (GTI)では、英語教育の一環としてピア主導の英語プログラムを実施している。導入して間もないプログラムではあるが、実施の経緯と内容を紹介する。Peer English Practice Program への取り組みについても紹介する。

Sara Van Dan Acker, Daniel Scharf (JALT - Saitama) – Room 505

Growing a Curriculum: Blending Analytical Reading and Writing Courses to Maximize Student Success

Researching and writing academic papers is overwhelming for undergraduates. This presentation will give a project overview where instructors are transforming a curriculum to meet freshmen international student needs within academic literacy courses.

大学の授業にて、分析的な研究を行うことや、学術的な論文を書くことは、多くの点に於いて、学生には圧倒的です。

このプレゼンテーションでは、アカデミックリテラシー（学問的な読み書き能力）に於いて新入学の留学生のニーズに合わせるため、講師陣により変革して来た現在

進行中のプロジェクトの概要を説明いたします。

Keri-Ann Moore (JALT - Saitama) – Room 603

10 Ways to Use Silent Short Films in the Writing Classroom

Silent movies engage students of all proficiency levels. The presenter will provide 10 ideas for using 3-5 minute silent short films in the writing classroom to address objectives ranging from vocabulary and grammar review to improving critical thinking.

無声映画は、どんなレベルの英語学習者も惹きつけることができる。本発表では、3分から5分程度の短い無声映画を使った10回のライティング授業を概観する。特に、無声映画を使うことにより語彙の復習や文法の導入、さらには批判的思考力の育成にどのように取り組んでいるかを紹介する。

Yu Hikichi (Teacher in junior high school) – Room 603

How technology improve my teaching skill

This presentation will help to improve your teaching skill. If you can use technology that kind of computer and tablet effectively, it will makes students to learn English easier. I will show you some examples how to use them in your English classes.

パソコンやタブレットなどを効果的に活用することで、生徒の英語学習の充実を図ることができます。イカにしてそれらを授業の中で取り入れていけばよいのか、具体的実践例をご紹介します。

Adam Garnica (JALT - Saitama) – Room 605

Google Forms, Low-Level Learners, and You! Harnessing the Power of Phones for Engagement.

The presenter will give tips on how to engage low-level learners using Google Forms on mobile devices. Participants will learn how Google Forms can help with tracking student progress and preventing phones from becoming a distraction.

本発表では、初級レベルの学習者を対象として携帯電話でGoogleフォームを効果的に活用する授業づくりのヒントを提供する。Googleフォームの使用により、学習者の成長過程を追えるだけでなく、携帯電話を学習ツールのひとつに変えられることを紹介する。

Daniel Holden – Room 605

Place-based Language Learning using Mobile Technology:

An Analysis of an Original MALL Game and its Redesign for an ESL Course

This lecture represents a new style of language teaching due to the advent and rise of mobile technology. International college-aged students took part in a place-based game augmented by the use of their smart phones, and the game became a full summer course.

この講義は、モバイル技術を用いた新しい英語教育スタイル.国際大学の生徒は、スマートフォンを使って英語のゲームをプレイしました。そのゲームは2016年の夏にフル英語クラスになりました。

Poster Presentations and MyShare 13:10 – 13:30 – All held in Room 101

Hannah Bradbury, Jeff Finnigan (JALT - Saitama)

The Importance of Debate in a Changing World

In this presentation, we examine how debate can be incorporated into a variety of classroom settings to help students gain confidence expressing and supporting opinions, evaluating sources, constructing logical arguments, and honing public speaking skills

このプレゼンテーションでは、様々な教育現場に討論を取り入れることで、生徒が自信を持って自己の思考、見解を主張し、リソースを適切に評価し、論理的議論を組み立て、演説スキルの向上にいかに関与しているかについて、考察する。

Michele Joel (JALT - Tokyo)

Making Team Teaching Work

A recent trend in Japanese universities is team teaching. As teachers working together need to find ways to create an enriched learning environment for students. This presentation time will be an interactive discussion about ways to make team teaching work.

日本の大学における最近のトレンドは、チームティーチングである。つまり、複数の教師たちが協力することで、生徒に対して豊かな教育環境を与えることが必要とされている。このプレゼンテーションは、チームティーチングを成功させるための相互議論の時である。

Kurt Ackermann (JALT - Hokkaido)

Mapping Breakfast

College content-based geography class activity may work in any EFL context. Groups learn about food miles by making and mapping breakfasts of local foods and present results in English. This can promote awareness of global issues and local products.

多くのEFL場面で適応できる、短大の地理学のCBI授業のアクティビティです。グループごとに、地元産の食材で作った朝食メニューを考えて、地図に載せて、そしてその結果を英語で簡単に発表します。フードマイルについても学びます。この活動により、グローバルな問題や地元産の食材の認識を高めることができると思います。

Graduate Student Showcase from Wayo Women's University (JALT - Tokyo)

Students Learning About Physical Fitness, Nutrition, and Social Well-Being In English Classes

Tim Murphey and five graduate students will present 6 posters addressing fundamental health and well-being research which can inform English students in our universities about their physiological choices in their lives which also have a big impact on their studies. *See as follows.*

Naomi Takano (Wayo Women's University)

Researching the Ecological Increase of After School Child Clubs

The number of children entering the child club increase every year after school. The number of child clubs are also increasing. The reason is mainly because of the increasingly busy working schedules of single mothers and single fathers increase. After School Child Clubs (ASCCs) have many problems. For example, there is the caring for children with allergies and other special needs. In addition, there is the stress of parents over-working and worrying about child care. I will do my research by getting data from school administrators and interviews and observations.

Saki Komuro (Wayo Women's University)

Meals are an important foundation for athlete's body

In improving competitive skills, meals occupy an important position, along with rest. However, there are times when the amount of nutrients is disturbed by too

much food or not enough rest or bad habits such as alcohol and drug abuse. This usually happens when the athlete is not satisfied. It is difficult to improve competition performance and competitive ability without good nutrients. It is an important key for athletes themselves to improve their awareness of food as well as to improve their competitive skills. I will be researching by surveying and interviewing athletes.

Chisato Hara (Wayo Women's University)

What are important nutrients for an athlete?

It's work to play sports, and an athlete makes a living by it. Therefore, when a body is the asset and a meal makes the physical condition through performing, they are very important. There are five main nutrients: proteins, carbohydrates, fats, vitamins, and minerals. Protein is the supply source for muscles and blood. Carbohydrates are the energy source when they move their bodies. Fats are also important nutrients. But when fat is taken too much, game performance is lowered. Vitamins and minerals help maintain strong physical conditions. All nutrients are indispensable for athletes. To do my research, I do periodic surveys concerning eating patterns and athletic performances.

Rika Matayoshi (Wayo Women's University)

Dietary Education for Primary School Children

My study is about the effects of shokuiku (dietary education) on the lives of children between 6 and 12 years old. Eating is essential to human life. Shokuiku can help children be healthier. Through shokuiki they learn ways of getting good nutrition and good health for the future. I will research this area by school visits, surveys with school dietary staff and teachers and children, interviews, and observations.

Hitomi Kobayashi (Wayo Women's University)

Reducing Menstrual Pain in University Students

Dysmenorrhea is the medical term for the painful cramps that may occur immediately before or during the menstrual period. Menstrual pain is caused by contractions in the uterus, which is a uterine. Most female college students complain of disorder during menstrual period. To relieve menstrual pain, rest at reasonable levels and living an appropriate lifestyle is important. In addition, light exercise is effective to relieve menstrual pain. I am investigating the relationship between menstrual symptoms and lifestyle habits for female college students. I am surveying and interviewing students about their nutrition and activities during their menstrual periods.

Tim Murphey (Wayo Women's University)

The Impact of Activating the Social Brain in Schools

Our brains are social organs that have a natural propensity to be social, help others, to learn and grow. Teachers in all courses can follow simple steps to promote better group dynamics in their classes so that students support each other's learning, by first showing concern for health and happiness, and by showing respect for others. Not doing so can put students into insecure situations which excite the amygdala and stress hormones to take flight, fight, or freeze. Building attachment schemas in the classroom can in turn excite the brain to produce dopamine and oxytocin, which help us to become excited about learning.

Block 3 13:35 – 14:30

Annelise Marshall, Alexandra Pellillo (JALT - Saitama) – Room 503

Immersion in the Foreign Language Classroom: Using Exclusively the Target Language with Novice Learners

This workshop is ideal for foreign language teachers who want to learn more about using the target language for instruction with novice learners. In this presentation teachers will participate in a mini-lesson taking the role of beginner learners.

本ワークショップは、初級レベルの外国語学習者に対してその外国語を使って授業を展開する方法を学びたいと考えている語学教員を主な対象者として開催する。ミニ・レッスンを行うが、参加者は初級レベルの外国語学習者という設定で授業を体感してもらいたい。

Kevin Mueller, Ian Randall, Tyson Umberger – Room 505

CEFR-aligning Placement Test

Each group of incoming students changes. This short presentation will be of use for those interested in aligning CEFR with assessment as it will highlight Tokyo International University's research in syncing students' incoming proficiency with textbooks.

ヨーロッパ言語共通参照枠（CEFR）は、言語能力を記述するための国際標準となっている。本発表では、我々が勤務する大学の新生の英語力を測定するために、ケンブリッジ英検KETに基づいてプレイスメントテストをどのように開発したのか、さらには本テストの実施により得られた知見を紹介する。このプレイスメントテストを実施することにより、従来よりも学生の英語力に即したクラス編成が可能となる。

Daniel Hooper (JALT - Gunma) – Room 505

Making sense of the trenches: Doing research in eikaiwa

This presentation aims to promote greater academic research in the eikaiwa context among educators working inside and outside of the conversation school industry. We will also discuss the challenges this unique context presents to teachers and researchers.

このプレゼンテーションは、英会話産業内外で働く教育者達へ英会話についてさらに研究をすることを促進するために作られたものである。教師や研究者が直面する英会話特有の問題についても議論する。

Alexis Pusina (JALT - Saitama) – Room 603

Employing a process based approach to teaching academic writing

This workshop will focus on the process-based approach to teaching academic writing. Interested high school and university instructors will be exposed to successful writing activities and leave with a clear idea of how to teach academic writing.

このワークショップは、アカデミックライティングを教えるためのプロセスベースのアプローチに焦点を当てます。興味のある高校や大学のインストラクターは、執筆活動に没頭し、学術的な書き方を教えるための明確なアイデアを残します。

Jun Harada (JALT - Saitama) – Room 605

Task supported language teaching--- meaning focused or form focused?

This presentation will discuss how task supported language teaching can develop communicative competence by showing how Degawa Tetsuro, a Japanese comedian, completes tasks despite his poor English.

「出川イングリッシュ」は、多くの学習者に勇気を与えてくれる。この発表ではタレントの出川哲朗氏が英語で奮闘する様子を見ながら、タスクを使用した指導法がどのようにコミュニケーション能力の向上に寄与するかを論じる。

Darla Cornett and Yuko Tanahashi (JALT - Tokyo) – Room 605

The Impact of Communicative English on Returnee Students

While the image of returnees in Japanese schools has ranged from misfit to future global leader, the one common consensus about these students has been that they are outsiders in the classroom and in society. However, the push for communicative English, encouraged by the approaching 2020 Olympics, has transformed the way returnees are viewed and treated. This presentation investigates the evolving roles and expectations for returnee students in English classes in four public primary schools in the Shinjuku Ward.

Plenary Speaker 14:40 - 15:15

Paul Goldberg (Kwansei Gakuen University) – Main Hall

As educators, we are constantly faced with new challenges, whether they be pedagogical, administrative or otherwise. Often these challenges have ready-made solutions that we can simply apply, but other times they require thinking or acting outside the box. Sometimes, the solutions we find provide benefits that reach far beyond the original problem they were intended to address.

In this presentation, participants will be asked to reflect on their own challenges, and how they have chosen to address them. Then the presenter, an enthusiastic advocate of extensive reading, will describe the challenges and obstacles he encountered while administering extensive reading and extensive listening programs over several years at universities in Japan. He will then explain how his search for a solution resulted in the creation of Xreading, a platform which is now changing the way extensive reading is practiced at academic institutions of all levels throughout Japan. The final part of the presentation will include a demonstration of Xreading, with an emphasis of how it actually overcomes most of the problems that practitioners of extensive reading regularly face.