Featured Speakers

Stuart McLean - An Online-vocabulary program - expanding test ranges, and self-scoring speaking and spelling tests

Abstract - Nakata (2011) lists design features that empirical research suggests contribute to ideal vocabulary learning. While research can inform classroom activities, implementing research findings in pedagogical settings is often problematic. This presentation describes the creation and implementation of a research-based institution-wide vocabulary learning program that integrates online out-of-class learning with in-class self-marking spelling and speaking vocabulary tests. The presentation also describes the steps taken to overcome the implementation challenges experienced.
Keywords - Institution-wide vocabulary program

Bio - Stuart McLean (M.S.Ed., Ph.D. & P.G.C.E) is an instructor at Osaka Jogakuin University. He has published in Reading in a Foreign Language, System, Language Teaching Research, TESOL Quarterly, Applied Linguistics, and Language Assessment Quarterly.
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Aiko Fukazawa - Computer literacy

Abstract - Thanks to the development of mobile phones and tablets, people can access the internet anytime and anywhere. However, some students have difficulties in class because they do not have basic knowledge of how to use computers. This presentation will look at the current situation of computer literacy in Japan and discuss the results of a survey on computer literacy at a Japanese university.

Bio - Aiko Fukazawa is an undergraduate student of Osaka Jogakuin University.
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Phuong Thao Nguyen, Thi Huyen Trang Nguyen, & Momoka Nakajima - OJU - continue or give up?

Abstract - Studying at OJU is quite difficult. However, it doesn't only give us a chance to fulfill our knowledge but also helps us to be more persistent in studying and find out our intrinsic motivation.
Keywords - OJU students, give up, learning motivation,

Bio - Nguyen Phuong Thao, Nguyen Thi Huyen Trang who are from Vietnam and Nakajima Momoka is from Japan. We are 3 third-year students at OJU now.
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25 Minute Presentations

Kim Bradford-Watts - Mini-habits for language learning

Abstract - Students can overestimate how much time they need to study in order to improve their English skills. This presentation discusses mini-habits and how they can encourage students to focus to improve on a skill or an area of interest. Examples of mini-habits and resources will also be provided..
Keywords - mini-habits, study skills, skills development

Bio - Kim Bradford-Watts teaches at Kyoto Women's University. Her research interests include pragmatics, pedagogy, and CALL.

Adelia Falk - Fostering discussion in communication classes

Abstract - Stating opinions, listening to others, and responding appropriately are fundamental, yet elusive, skills for communication. Building these skills to the point of free group discussion over the course of a semester or academic year is possible for pre-intermediate and intermediate level students. In academic high school and university settings, pragmatic and functional phrases were introduced, followed by supported practice that moved gradually toward independent discussion.
Keywords - discussion, autonomy, speaking

Bio - Adelia Falk is a lecturer at Kyoto Sangyo University. She is particularly interested in learner autonomy, linked skills, extensive reading, and reading-while-listening.
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Ray Franklin - Planning EFL Lessons based on Nation's Four Strands Framework

Abstract - In this presentation I will explain Paul Nation's Four Strands framework for teaching a foreign language course, offer some examples of classroom activities for each strand, and demonstrate its application with an example of a linked-skills lesson plan for a Japanese university oral English communication course. Although based on the textbook Read On 1, the activities and principles illustrated can be adapted for most EFL teaching contexts.
Keywords - lesson plan, four strands, teaching principles

Bio - Ray Franklin is from Colorado, USA, and has been teaching English in Osaka since 1990. He currently teaches at Kindai University and Osaka University of Economics and Law, as well as company classes.

Sean Gay - Developing comparative efficacy research for EFL/ESL pedagogy

Abstract - The study of EFL/ESL pedagogy is often examined in the context of specific research pedagogies; asking whether a pedagogical approach can work for a given linguistic issue. There needs to be a shift towards comparative efficacy research. This shift in perspective will allow us to find the best approach for a given issue and promote evidence-based pedagogy. In particular, this presentation will address issues of equipoise, experimental design, and analysis.
Keywords - Comparative efficacy research, Classroom research, Evidence-based pedagogy

Bio - Sean Gay is an Associate Lecturer of English at Kwansei Gakuin University. He has a doctorate in health services and is interested in identity studies and adopting research methods into EFL/ESL research.
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Andrew Innes - Can teachers detect machine translation and if so, how?

Abstract - Detection of machine translation appears to be largely underpinned by a hunch. This, in turn, is underpinned by the idea of mistakes common to students on the one hand, and a number of red flags and lexicogrammatical features on the part of machine translation. This presentation looks at the degree to which 17 teachers can detect machine translation and the epistemological rationalisations given for doing so.
Keywords - Machine-translation SFL detection.

Bio - Andrew Innes came to Japan in 2002 from England and has been teaching freelance in the area since 2008. He currently teaches a range of classes at Mukogawa Women`s University in Nishonomiya, and Himeji Dokkyo University. This is his first presentation at JALT.
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Paul Lyddon - Promoting Classroom Community and Oral Language Development for All

Abstract - The presenter will demonstrate variations of a simple whole class activity designed to allow teachers to simultaneously accomplish six purposes: 1) take attendance, 2) learn students' personal information, 3) give each student opportunity for pushed output, 4) increase the amount of comprehensible output for all students (and ensure they attend to it), 5) engage students in higher order thinking, and 6) promote classroom community.
Keywords - pushed output, comprehensible input, community building

Bio - Paul Lyddon is Associate Professor of Global Communication in the School of International Relations at the University of Shizuoka. He has a Ph.D. in Second Language Acquisition and Teaching from the University of Arizona.
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Jonathan Phipps - Enhancing Intercultural Dimensions of Language Teaching in the EFL Classroom

Abstract - Culture is an integral component in the social co-construction of language. In fact, in the current burgeoning state of globalization, it is becoming increasingly apparent that languages, particularly those used as a lingua franca, are incapable of cultural neutrality. The aim of this presentation is to examine how affordances for intercultural teaching and learning can be interwoven into the language classroom through a task based learning and teaching approach.
Keywords - intercultural awareness, TBLT, L2 identity

Bio - Jonathan Phipps is a teacher trainer at an international preschool, and is currently pursuing his M.S.Ed. at Temple University, Japan. His main interest in SLA is the role of age and maturation in language learning.
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Jonathan Phipps - Developing Fluency: Applying Mechanics from a Murder Mystery to TBLT

Abstract - Fluency development is a crucial, yet oft neglected, aspect of second language teaching. The aural-oral lesson outlined in this presentation aims to develop fluency, accuracy, and complexity through a task-based approach that incorporates pre-task planning, repetition, and post-task activities. The lesson is divided into three stages and is designed around a murder mystery the students must solve using text co-construction and both group and pair interaction.
Keywords - fluency development, task repetition, aural-oral task

Bio - Jonathan Phipps is a teacher trainer at an international preschool, and is currently pursuing his M.S.Ed. at Temple University, Japan. His main interest in SLA is the role of age and maturation in language learning.
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Justin Pool - Integrating Journal Writing into your Course: Learner Benefits and How-To Guide

Abstract - This presentation provides an account of an educator's experiences creating a system of journal writing for two different contexts: an entire grade of 370 high school students and a single class of 35 university English Education majors. The presentation will exhibit data showing that student engagement in the task was correlated with improved standardized writing scores and that learners perceived an increase in their ability to write quickly and accurately.
Keywords - Writing, Journals

Bio - Justin Parker Pool has a Masters of Arts in Applied Linguistics from the University of Massachusetts Boston and currently teaches at Osaka Kyoiku University. His research interests include writing, authentic materials, ICT, and gaming.
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Cameron Romney - Discussion pragmatics for ELT activities

Abstract - The presenter will share classroom activities to help learners improve their discussion skills. He will begin by showing some example discussion activities commonly found in coursebooks and investigate their inadequacies. Next, he will examine some of the necessary pragmatic skills needed to successfully participate in discussions. Finally, he will demonstrate some of the activities he has developed and how textbook discussion activities can be scaffolded for student success.
Keywords - Speaking, Discussion, Pragmatics

Bio - Cameron Romney has taught EFL in Japan for the last 21 years. One of his research interests is teaching spoken language. In 2019 he was an assistant professor at Doshisha University in Kyoto, Japan.
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Oliver Rose - Demo of the 'LingoLab' Online Sentence-Building Quiz

Abstract - In this presentation I will demonstrate a mobile-friendly sentence-building activity called LingoLab, developed by teacher/programmer Paul Raine and myself. It offers various original features, allowing for any combination of text, audio & picture as the question cue, and a 'hidden letters' mode to promote productive ability. The activity can be done as an auto-graded assignment (at www.efl.digital), or in-class as a synchronous multiplayer game (at www.lingolab.live).
Keywords - CALL, MALL, sentence production, quiz, game

Bio - Oliver Rose has taught EFL in Japan for 15 years and currently teaches at Kwansei Gakuin University in Hyogo, Japan. His special interests are in TELL (Technology-Enhanced Language Learning) and materials design.
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Yasue Shinomiya - Peer pressure to keep the students focused in class

Abstract - Teachers feel frustrated when they find some students come to class with unfinished homework and nod off in class. There is a good activity where those students get their assignment done before the class and focused in class. The activity takes advantage of peer pressure in a constructive way. The students feel peer pressure and change their behavior on their own. This activity will be shown in the presentation.
Keywords - peer pressure focused

Bio - Yasue Shinomiya has a MA-TESOL from The University of Kansas, Lawrence. She is a full time teacher at Kansai Gaidai College for 19 years. She is currently a Coordinator of English Required Courses.

Richard Sparrow - Writing a Screenplay: Using Drama in the Classroom

Abstract - In the classroom we often do role plays to enact situations that might happen in the real world. What if we looked at this in the reverse. Art mirrors life and as such students who read more can learn practical expressions and the pragmatic way people use them, but that only provides input. Through reading and then reenacting short stories as screenplays there is also significant output. Let me show you how I did it in my classroom.
Keywords - Drama, Intensive Reading, TBLT

Bio - Donny Sparrow has been teaching in Japan for 7 years now. His current interests include Computer Assisted Language Learning (CALL), Content Language Integrated Learning (CLIL), and flipped learning. He has been working at Kyoto Sangyo University now for the past 2 years.
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45 Minute Presentations

Arnold Arao - Non-cognitive skills instruction & the 21st century Japanese classroom

Abstract - Mindset, grit, and collaborative learning. These skills form part of a group of competencies called Social and Emotional Learning (SEL). Though much is made of the importance of these non-academic skills, they are still ambiguous, hard to implement and measure. This presentation aims to answer "What exactly is SEL?", "How does SEL factor into 21st century learning?" and "How can educators integrate SEL in their classroom to support learner development?"
Keywords - education psychology, social emotional learning, 21st century learning

Bio - Arnold Arao is a lecturer at Osaka Ohtani University's 英語教育センター. He holds and M.Ed. in Education Psychology. His research investigates the psychosocial aspects of language learning.
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John Campbell-Larsen - Speaking activities that promote interaction

Abstract - This presentation will showcase speaking activities that promote fluency and progressivity in student to student interactions. The presenter will demonstrate an 'introductions' activity that bypasses the usual 'jiko shokai' type speaking that many students engage in.
The presenter will also demonstrate an activity that promotes asking more interactive questions and an activity that uses formulaic language to give nuanced answers.
Keywords - Speaking, Interaction, Fluency

Bio - John Campbell-Larsen is Associate Professor in the department of English Studies at Kyoto Women's University. He is interested in Conversation analysis and pragmatics.
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Paul Goldberg - Ten Principles of Successful Extensive Reading Programs

Abstract - Appreciating the benefits of extensive reading, and providing students with a large library of graded readers, does not ensure they will actually read. Students need to be motivated to read, and that can be accomplished with a well-planned and implemented program. The presenter, who has advised dozens of ER programs, has come up with ten elements that increase the likelihood of program success, including students doing significant amounts of reading.
Keywords - extensive reading

Bio - Paul Goldberg has taught English for over 20 years, and is the founder of the online system, Xreading, which he developed to make extensive reading more accessible for students and easier for teachers to manage.
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Poster Presentations

John Carle - A Guide to Independent Publishing for EFL in Japan

Abstract - Though there are many textbooks available from major publishers, often they cannot fulfill the needs of a local market. To fulfill those needs, many teachers have thought about writing a textbook. However, getting from concept to classroom presents numerous challenges. This poster shares resources to help solve those challenges and may be of use even if your goals may not be to create your own textbook.
Poster support website: https://johncarlejapan.wixsite.com/publishing
Keywords - Textbook, Resources, Challenges

Bio - John Carle recently published his first textbook, The English Gym under the name, Jon Charles. He has a Master of Fine Arts degree from Northern Illinois University. He teaches at Kansai University and Kinki University.
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Paul Dickinson - Universal Design for Learning in the EFL Writing Classroom

Abstract - This presentation reports on the use of Universal Design For Learning (UDL), an instructional framework developed to help educators address learner variability and create more accessible learning environments, in a university-level EFL writing course. In addition to introducing UDL and showing how it informed all aspects of the course, the results of analyses of learners' perceptions are also presented.
Keywords - Universal Design for Learning, EFL, writing

Bio - Paul Dickinson is from Australia, and currently teaches at Meijo University in Nagoya. His teaching and research interests include ER, CALL, and instructional design.
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John Galindo - A Contrastive Approach to Training Japanese ELLs to Perceive and Produce the Rhotic /ɹ/

Abstract - This poster offers a discussion of the pedagogical techniques surrounding the pronunciation of /ɹ/. It proposes training Japanese learners to first perceive the rhotic /ɹ/ in contrast with /j/ (e.g., "yes," yearly") and other phonemes. Since /ɹ/ and /j/ are minimally contrastive in both Japanese and English, reinforcing perceptive and productive skills between these phonemes independent of /l/ is discussed. Auditory discrimination and speech articulation activities are suggested.
Keywords - pronunciation perception

Bio - John Galindo is a linguist from Dallas, Texas. He received his MA in Linguistics from Rice University in Houston, Texas, and currently teaches English at Kindai University.
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Kane Linton - Tools to Negate Learner Anxiety in Japanese ESL Students

Abstract - This poster looks at why ESL students often struggle with anxiety and low motivation when learning English and what tools can be used to best combat these factors.
In researching this issue the presenter was able to analyze several different approaches in a Japanese high school setting. It then became evident that there were some approaches that were much more effective than others in combating learner anxiety and low motivation.
Keywords - Anxiety, Motivation, Roleplay

Bio - Kane Linton is a graduate of Notre Dame University and Newcastle University, and currently manages the English Languages department at St. Michael's International School.
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Philip Riccobono - Towards English for Tokyo 2020: A corpus-based investigation of Summer Olympics Vocabulary

Abstract - In 2020 Japan will host the Summer Olympics, creating a need for learning vocabulary related to the games. This need arrives as English serves as a lingua franca for the games. Therefore, much communication amongst the international community participating, following and covering the events will take place in English. Thus far, no study has examined key vocabulary essential for navigating through Summer Olympics discourse; this study aims to fill this void for learners of Summer Olympics lexicon.
Keywords - corpus-based vocabulary, English for Specific Purposes, technical vocabulary

Bio - Philip holds a Ph.D. in TESOL, has taught English for 16 years in the U.S. and Asia. Research interests include corpus-based vocabulary. Aside from teaching university English, you might find him at a baseball game.
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