

# **JALT Hokkaido**

## **2025 Winter Language Teaching Conference**

### ***Tools for the Language Teaching Classroom***



**Saturday, February 3rd - Registration and Networking Dinner**  
**6:30 pm - 8:10 pm**

**Sunday February 4th - Hokkai-Gakuen University / 北海学園大学**  
**Building 8, 3rd Floor**  
**10:00 am - 5:00 pm**

Conference Fees: Click [here to Pre-register](#) or use the QR code below.



**JALT Members & JALT Hokkaido Local Members...Pre-registered <Free> / At the door <¥1,000>**  
**Students (with ID) Pre-registered <Free> / At the door <¥1,000>**

**Pre-registered Non-members..... <¥2,000>**  
**Non-members at the door..... <¥3,000>**

<https://jalthokkaido.net>

2024 JALT Hokkaido Winter Language Teaching Conference			
Registration, Welcome, and Networking Dinner 6:30PM - 8:10PM Sapporo Beer Garden			
Saturday, February 3rd	Room A	Room B	Room C
Sunday, February 4th	Doors Open		
10:00	Greetings & Welcome / Tech Instructions and Guidance		
Session 1 10:20	Intercom Press Handing Over to your Students, while Maintaining a Modicum of Control Paul Shimizu	Reflections on Language Learner Motivation from a Longitudinal, Mixed-methods Study Paul Leeming & Justin Harris	Motion Potion: Stimulating Post-adolescent Learners' Brains through Physical Activity Joshua Cohen
Session 2 10:50	Expression of Affection in Japanese: Implications for Audio Visual Translation Daniel Dean & Christopher Long	AI-enhanced Research Writing for First-year English Majors 英語専攻1年生の研究論文するためのAI活用指導 Elizabeth Lavolante	
11:10	Poster Presentations		
Session 3 11:15	Oxford University Press Bring English to Life with Animated Stories Yoshiko Hashimoto	Presentation / Lunch / Educational Material Displays / Network	
12:05	Kinsaido Cultivating Critical Thinking and Essential Vocabulary Mastery with In Focus Alastair Lamond	4th Floor	
Session 4 12:10	English Central Introducing Generative AI Assistant into your Classroom Tomasz Rydz	Keynote Speaker - Don Hinkelman Smoothie Blends: Unveiling Decades of Blended Learning in Language Education	
1:00	Perceptions: Transitioning to a Paperless Classroom Michelle Jarrams		
Session 5 1:10	What Students Have to Say about EMI Courses in Japan and What it Means for Engagement and Self-efficacy Justin Harris & Patrick Strefford		
2:00	"Whose Smoothie is it Anyway? An Improv Mystery." 「スムーズーは誰のもの？」即興ミステリー Alexander Sehnan		
Session 6 2:10	Feedback Fast-Track: Unveiling Insights from the JSPS Grant on Enhancing EFL Oral Presentations JSPS Grant 20K00861 B. Bricklin Zeff, Matthew Conter, Don Hinkelman		
2:30	Forum		
Session 7 2:40	Using Internet Memes to Analyze and Research Misconceptions about Japan / (インターネット/ミームを利用した日本に関する誤解の分析と研究)		
3:00	Investigating the Effectiveness of Unspecific Error Feedback William Pallowe		
Session 8 3:10	The Real Art of Teaching: Nurturing Young Minds Mary Vugli-Uchida		
3:30	Second-language Communication in the Japanese Healthcare Sector Shaun Hoggard		
Session 9 3:40	4:00		
4:00	4:10		
Session 10 4:10	4:30		
4:30	5:00		
Session 11 4:40	5:00		

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# How to Get There

## Sapporo Access

**By JR Train** - Shin Chitose Airport JR Station to JR Sapporo Station takes about 30 minutes.

**By Bus** - Shin Chitose Airport JR Station to Sapporo City Center takes about 70 minutes.

## From JR Sapporo Station or Odori Subway Station to Hokkai Gakuen Toyohira Campus

Take the Toho Subway Line (Blue) Go toward Fukuzumi Station.

Get off at Gakuen Mae Station. Go out Exit 3

From Sapporo Station it takes about 6 minutes.

From Odori Station it takes about 5 minutes.

## 北海道学園大学のアクセス Access to Hokkai Gakuen University

所在地: 札幌市豊平区旭町4丁目1番40号

Address: Sapporo shi, Toyohira ku, Asahi Machi 4 chome, 1-40



## Message from JALT Hokkaido

*Welcome to the 2024 JALT Hokkaido Winter Language Teaching Conference. This is our 39th Annual Conference!*

*We're thrilled to unveil this year's theme: "English Language Learning Smoothie"! We're hopeful that you'll discover something refreshing to bring back to your classrooms. If the conference sparks new ideas, introduces innovative techniques, or offers a fresh perspective, that's a definite win in our book!*

*Given the challenges of the new normal, face-to-face conferences have been scarce, but we're excited to bring back this experience in the anticipation that the "new normal" will be an improvement. Special thanks to Hokkai-Gakuen University for generously providing the facilities for today's event. Without their support, organizing this conference would have been quite a feat.*

*A huge shoutout to the incredible Conference Committee for their unwavering dedication, as well as the fantastic team of student volunteers who have been instrumental in making this day possible. Don't forget to express your gratitude to them—they truly deserve it.*

*Let's also extend our appreciation to our Associate Members: Oxford University Press, Pearson Education, English Central, Intercom Press, IDP Education/IELTS, and Kinseido. They've traveled from afar to showcase the latest in teaching materials and technology. Make sure to pay them a visit and tap into their expertise to find the best resources for your students.*

*A big thank you to all our sponsors who contribute to keeping JALT Hokkaido vibrant, allowing us to continue bringing you the very best events in Hokkaido.*

*Last but not least, let's express our heartfelt gratitude to the presenters who have invested their time and energy to share their experiences and research with all of you today. Your contributions are invaluable, and we're truly grateful for your commitment.*

*Wishing everyone an enriching and enjoyable conference experience!*

*B. Bricklin Zeff  
JALT Hokkaido President*



## 2024 JALT Hokkaido Conference Committee Members

Conference Chair.....	Michael Mielke
Conference Co-chairs.....	Brick Zeff / Matt Cotter
Publicity.....	Hiroshi Mikami
Membership.....	Shaun Hoggard
Facilities Chair.....	Bricklin Zeff
Associate Members Liaison.....	Michael Mielke
Hospitality Chair.....	Brick Zeff
Volunteer Coordinator.....	Michael Mielke
Volunteers: Momoka Nara, Rika Sasaki, Yui Nishikawa, Kanae Onodera, Runa Monma, Suzuka Nakashio, Ryuki Nishi, Diana Shugarman	
Program Committee.....	Michael Mielke, Brick Zeff, Matt Cotter, Shaun Hoggard, Matthew Ebrey, Charles Mueller

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### **Why join?** *As a member of JALT you receive:*

*JALT's bimonthly magazine, [The Language Teacher](#), which includes feature articles, teaching tips, book reviews, meeting and conference announcements, and job advertisements.*

*[JALT Journal](#), our research journal, which contains practical and theoretical articles, research reports and book reviews.*

*Member-rate admission to JALT conferences, including the annual international conference, as well as advance conference information.*

*The chance to join one of JALT's [Special Interest Groups](#). For 1,500 yen, you can join a community that shares your academic interest, help the SIG produce its publications and put on events, and get to know some great people.*

*Free or discounted admission to [Chapter and SIG events](#).*

*Discounts when you buy Apple products through the [JALT Apple Store](#)*

*The opportunity to learn new skills and make new friends as you work on interesting projects with other JALT members - JALT activities, from the planning and holding of Chapter or SIG events, the producing of a JALT or SIG publication, and the planning or managing of our conferences, are all made possible by our volunteers.*

Click to join - [Membership](#)

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# Presentation Schedule

## Session 1 - 10:20 ~ 11:10 (50-minute Presentations)

<ul style="list-style-type: none"><li>Intercom Press - Handing Over to Your Students, while Maintaining a Modicum of Control.</li></ul>	Paul Shimizu	Room: A
<ul style="list-style-type: none"><li>Motion Potion: Stimulating Post-adolescent Learners' Brains through Physical Activity</li></ul>	Joshua Cohen	Room: C

## Session 1 - 10:20 ~ 10:40 (20-minute Presentations)

<ul style="list-style-type: none"><li>Reflections on Language Learner Motivation from a Longitudinal, Mixed-methods Study</li></ul>	Paul Leeming & Justin Harris	Room: B
<ul style="list-style-type: none"><li>A Communicative Approach to a Reading: Reading Aloud</li></ul>	Martin Murphy	Room: D

## Session 2 - 10:50 ~ 11:10 (20-minute Presentations)

<ul style="list-style-type: none"><li>Expression of Affection in Japanese: Implications for Audio Visual Translation</li></ul>	Daniel Dean & Christopher Long	Room: B
<ul style="list-style-type: none"><li>AI-enhanced Research Writing for First-year English Majors</li></ul>	Elizabeth Lavolette	Room: D

## Session 3 - 11:15 ~ 12:05 (50-minute Presentations)

<ul style="list-style-type: none"><li>Oxford University Press: Bring English to Life with Animated Stories</li></ul>	Yoshiko Hashimoto	Room: A
<ul style="list-style-type: none"><li>Poster Presentations</li></ul>		Poster Area

## Session 4 - 12:10 ~ 13:10 (50-minute Presentation)

<ul style="list-style-type: none"><li>Kinseido: Cultivating Critical Thinking and Essential Vocabulary Mastery with In Focus</li></ul>	Alastair Lamond	Room: A
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## Session 5 - 1:10 ~ 2:00

<p><b>Keynote Presentation - Don Hinkelman      Big Room 4th Floor</b> <b>Smoothie Blends: Unveiling Decades of Blended Learning in Language Education</b></p>
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## Session 6 - 2:10 ~ 3:00 (50 minute Presentations)

<ul style="list-style-type: none"><li>English Central: Introducing Generative AI Assistant into your Classroom</li></ul>	Tomasz Rydz	Room: A
<ul style="list-style-type: none"><li>Getting your Foot in the Door: What Editors Say</li></ul>	Glen Hill	Room: C

## Session 6 - 2:10 ~ 2:30 (20-minute Presentations)

<ul style="list-style-type: none"><li>Perceptions: Transitioning to a Paperless Classroom</li></ul>	Michelle Jerrems	Room: B
<ul style="list-style-type: none"><li>Power of Senpai: Implementing a Student Assistant (SA) Program From a Learner Agency Perspective</li></ul>	Kie Yamamoto	Room: D

## Session 7 - 2:40 ~ 3:00 (20-minute Presentations)

<ul style="list-style-type: none"><li>What Students Have to Say about EMI Courses in Japan and What it Means for Engagement and Self-efficacy</li></ul>	Justin Harris & Patrick Strefford	Room: B
<ul style="list-style-type: none"><li>Student Preferences for L1/L2 Usage in an EFL Classroom / EFLの授業におけるL1/L2の使用に関する学生の嗜好</li></ul>	Davis Shum	Room: D

## Session 8 - 3:10 ~ 4:00 (50-minute Presentations)

<ul style="list-style-type: none"><li>Pearson: "Contemporary Topics"の授業展開を探るーContent-Based Learningを中心にー</li></ul>	Masashi Takemura	Room: A
<ul style="list-style-type: none"><li>"Whose Smoothie is it Anyway? An Improv Mystery." 「スムージーは誰のもの？」即興ミステリー</li></ul>	Alexander Selman	Room: B
<ul style="list-style-type: none"><li>Forum Feedback Fast-Track: Unveiling Insights from the JSPS Grant on Enhancing EFL Oral Presentations</li></ul>	B. Bricklin Zeff, Matthew Cotter, Don Hinkelman, & George MacLean	Room: C

**Session 8 - 3:10 ~ 3:30 (20-minute Presentation)**

<ul style="list-style-type: none"><li>The More Emotionally Intelligent, the More Likely to Remember Emotional Words Embedded in Incongruent Emotional Contexts</li></ul>	Yu Kanazawa	Room: D
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**Session 9 - 3:40 ~ 4:00 (20-minute Presentation)**

<ul style="list-style-type: none"><li>Trans-speakerism in Language Education / 言語教育におけるトランススピーカリズム</li></ul>	Takaaki Hiratsuka	Room: D
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**Session 10 - 4:10 ~ 5:00 (50 minute Presentations)**

<ul style="list-style-type: none"><li>The Real Art of Teaching' Nurturing Young Minds</li></ul>	Mary Virgil-Uchida	Room A
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**Session 10 - 4:10 ~ 4:30 (20 minute Presentations)**

<ul style="list-style-type: none"><li>Using Internet Memes to Analyze and Research Misconceptions about Japan (インターネットミームを利用した日本に関する誤解の分析と研究)</li></ul>	John Rucynski	Room: D
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**Session 11 - 4:40 ~ 5:00**

<ul style="list-style-type: none"><li>Investigating the Effectiveness of Unspecific Error Feedback</li><li>Second-language Communication in the Japanese Healthcare Sector</li></ul>	William Pellowe Shaun Hoggard	Room: C Room: D
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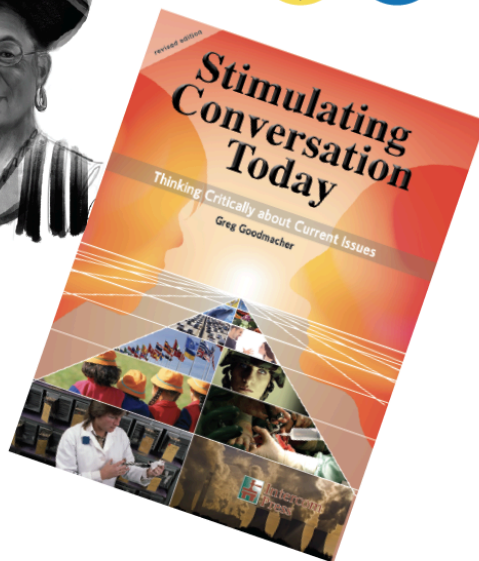
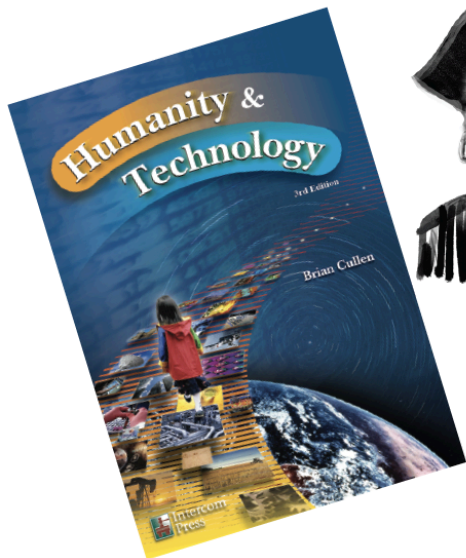
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# Conference Presentation and Presenter Information

## Session 1 - 10:20~11:10 (50-minute Presentations)



### **Handing Over to your Students, while Maintaining a Modicum of Control**

Paul Shimizu

**Room A**  
50 minutes

This workshop is relevant to teachers of classes of 20 to 40 students who are at the false beginner/beginner level. That means at least 70% of students who graduate from high school. The presenter will escort the participants through a variety of activities where students will be sometimes sitting, sometimes standing, and sometimes walking. I will endeavour to ensure that you enjoy yourself and if we all don't have a laugh or two I will have failed in my duty to have you leave my class with a smile on your face and a bounce in your step.

You will of course be wearing two hats, so will be expected to think about what is happening and why.

Many of the activities will be familiar to you but may well be executed in a way not familiar to you. I will be asking you why I chose that particular methodology. I will also be introducing some ideas that will most likely be new to you. The workshop will be run in much the same way as I run my classes although the activities will be cut short in order to give you as many ideas as possible.

*I graduated from The University of London as a teacher of Mathematics and taught Maths in London for a total of nine years. I came to Japan in 1982 and taught English in Fukuoka through Kindergarten to University. I started publishing with Intercom Press from about 1990.*



### **Motion Potion: Stimulating Post-adolescent Learners' Brains through Physical Activity**

Joshua Cohen

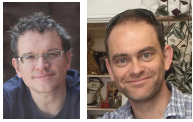
**Room C**  
50 minutes

Do you wish there were a way to help your students remember more vocabulary words, score higher on tests, and feel better about themselves? If so, then join me for an interactive session that begins with a brief outline of how physical activity can promote language learning and then quickly transitions to a demonstration of how to incorporate more of it into your English classroom. No jazz hands or kinesthetics here; instead, we will focus on communicative activities that keep post-adolescent learners absorbed in the content. Although the session will be grounded in theory, the main focus will be on practice. [Therefore, the session will end with participants reacting to the ideas suggested in the discussion.]

*Joshua Cohen is a co-coordinator of the Intensive International Program in the Faculty of Business Administration at Kinki University. Email: [jcohen@bus.kindai.ac.jp](mailto:jcohen@bus.kindai.ac.jp)*



## Session 1 - 10:20~10:40 (20-minute Presentations)



### Reflections on Language Learner Motivation from a Longitudinal, Mixed-methods Study

Paul Leeming & Justin Harris

**Room B**  
20 minutes

Motivation is often considered to be the most important factor for successful language acquisition, and research investigating various aspects of motivation through several theoretical frameworks is increasing. Despite this, there are still a limited number of studies examining how motivation to study English can change during university. We were awarded a Japanese government research grant in 2019 and have spent the last five years looking at student motivation in a university context through a self-determination theory perspective. This involved developing a questionnaire and then tracking student motivation over the course of two academic years. We also interviewed students over the same time frame to better understand their views on motivation. In this presentation we reflect on this research project, and consider the things that we have learnt, and also the things we would like to consider in future studies. We will outline practical ways that teachers can influence the motivation of their students based on our findings.

*Paul Leeming is a professor at Kindai University, and also an adjunct professor at Temple University, Japan. He has taught at various levels for more than 20 years. His main research interests are speaking and group dynamics, TBLT, and also research methodology. Email: paulleeming@yahoo.com*

*Justin Harris is a professor at Kindai University, and he has been a language teacher for over 20 years. His research interests centre around methodologies that encourage learner motivation, including task-based language teaching (TBLT) and English as a lingua franca. Justin is cofounder of the JALT TBLT special interest group. jharris42@kindai.ac.jp*



### A Communicative Approach to a Reading: Reading Aloud

Martin J. Murphy

**Room D**  
20 minutes

In the Japanese junior and high school EFL context, language instruction tends to be teacher-centered and forms-based. This is especially the case in reading classes, where students passively take notes while the teacher explains reading passages. This presentation introduces a learner-centered, communicative approach to university EFL reading classes. In-class survey data and the words of the students will give evidence to lesson effectiveness. This study is the result of the presenter's ten years of teaching reading and developing an approach which focuses on enhancing communicative competence and increasing motivation towards language study generally. In this approach reading comprehension is developed through a 'bottom-up' collaborative process where learners negotiate the meaning of text themselves through 'learner-centeredness'—along with necessary teacher input at the end of the process. In small groups or pairs, learners infer the meaning of new words from context, discuss the meaning of texts, and focus on discourse markers. This approach also employs extensive book reading, where learners write reports and explain what they were able to grasp, all in English. Applied to a reading skills class, the approach is a 'strong' version of task-based learning (Ellis, 2018), rooted in the principle of "using English to learn it (Howatt, 1984:279).

*Martin Murphy is a Hokkaido-based university instructor of over 20+ years. His main area of interest is Communicative Language Teaching (CLT) as well as learner motivation and autonomy. Publications and presentations have focused on CLT in oral, listening and reading classes. He joins the theoretical and practical aspects of language learning. Email: mjmurphy@fujijoshi.ac.jp*

## Session 2 - 10:50~11:10 (20-minute Presentations)



### Expression of Affection in Japanese: Implications for Audio Visual Translation

Daniel Dean & Christopher Long

Room B  
20 minutes

Direct versus indirect translation has been debated since the earliest writings on the topic (e.g., Cicero, 46 bce/2015). The debate has received renewed attention regarding audio visual translation (AVT). Long (2023), for example, reports that Japanese AVT systematically employ direct translations of English expression of 'love' (e.g., 'aishiteiru') and argues that this emphasizes 'otherness' in the marketing of foreign films in Japan. Although previous literature supports Long's conclusion (e.g., Kimura, 1998), such research is based largely on impressions regarding Japanese use. To address this shortcoming, the current research investigates the use of Japanese direct expressions of affection (e.g., 'aishiteiru') in (1) Japanese corpora and (2) Japanese movies. The findings will help shed light on the actual frequency of use of such expressions and thus contribute to discussions of translation style in AVT.

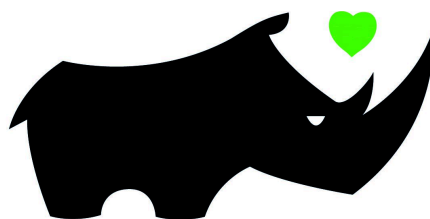
Cicero, M. T. (46 bce/2015). De optimo genere oratorum. In D. Robinson (Ed.), Western Translation Theory: From Herodotus to Nietzsche (pp. 7-10). London and New York: Routledge.

Kimura, T. (1998). Cultural Differences Between Americans and Japanese in Meanings of Love. Doctoral dissertation, Cornell University.

Long, C. (2023). English expressions of 'love' in Japanese subtitles and dubbing. Paper presented at the 18th International Pragmatics Conference, Brussels (July, 11th).

*Daniel Dean, a former Staff Sergeant, earned his MBA and graduated Delta Mu Delta. Transitioning to education, he's now an English teacher in Sendai City, passionately helping Japanese students master English. With a unique blend of military discipline and academic prowess, Dean fosters an engaging and effective learning environment.*

*Christopher Long received his MA in Japanese Studies from Osaka University and his Ph.D. in Linguistics from the University of Southern California. He is currently employed as a professor in the Education Department at Tohoku Gakuin University in Sendai, Japan. His area of specialization is Japanese sociolinguistics.*



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**WARM HEARTS**  
**C O F F E E**



**AI-enhanced Research Writing for First-year English Majors**  
**英語専攻1年生の研究作文するためのAI活用指導**  
Elizabeth Lavolette

**Room D**  
20 minutes

AI tools, such as ChatGPT, are now commonly used in daily life, and students are exploiting them for their English coursework. However, students need guidance in using these tools wisely to help them avoid lose valuable learning opportunities that would result from them neglecting to engage their own capabilities. With appropriate guidance on using AI tools, students can learn at the same time as producing more accurate written English. In this presentation, I will provide concrete examples of how I incorporated AI tools into English classes this fall, with a focus on a class for first-year English majors that centers on a mini research project and report. I will introduce three tools, their applications, and my experiences of what went well and how I would change my guidance in the future. First, Google Bard is free generative AI tool that students used to improve their paraphrases of sources. Second, DeepL Write is a tool that can correct students' grammar and other mechanics of writing. Finally, TutorLily is a chatbot that provides feedback on students' grammar while engaging them in conversation.

ChatGPTのようなAIツールは、現在では日常生活でよく使われるようになり、学生も英語の授業に活用している。しかし、学生が自らの能力を発揮することを怠り、貴重な学習機会を失うことのないよう、これらのツールを賢く利用するための指導が必要である。AIツールの使い方を適切に指導することで、学生はより正確な英文を作成すると同時に学習することができます。本発表では、英語専攻の1年生を対象としたミニ研究プロジェクトと論文を中心とした授業を焦点として、今年度の秋学期の英語の授業にAIツールを取り入れた具体例を紹介する。3つのツールとその活用法、うまくいった点、今後指導をどのように改善していくかについて、私の経験を交えて紹介する。第一に、Google Bardは無料の生成AIツールで、学生がソースの言い換えを改善するために使用した。次に、DeepL Writeは、学生の文法やその他のライティングの仕組みを修正できるツールである。最後に、TutorLilyはチャットボットで、生徒と会話をしながら文法のフィードバックを提供する。

*Elizabeth (Betsy) Lavolette (PhD, Michigan State University) is Associate Professor of English at Kyoto Sangyo University. Her research focuses on language learning and teaching with technology, professional development, and language learning spaces. Email: [betsylavolette@gmail.com](mailto:betsylavolette@gmail.com)*

## Session 3 - 11:15~12:05 (50-minute Presentations)



### Oxford University Press - Bring English to Life with Animated Stories

Yoshiko Hashimoto

**Room A**  
50 minutes

Children love stories, and short animations help them to learn language, values, life lessons, and much more. Join us to enjoy some entertaining video material from our brand-new courses, Shine On! Plus and Buzz, and classroom activities to get the most out of story-telling in the primary classroom.

*Yoshiko Hashimoto has worked for Oxford University Press Japan for over 15 years as an Educational Consultant and manager of the Western Japan Sales Team. She is an experienced presenter and has expert knowledge of English language teaching materials and methodologies.*

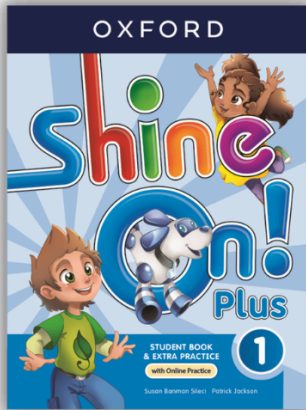
## [JALT2024 International Conference](#)

**JALT's 50th Annual Conference** on Language Teaching and Learning, November 15-18, 2024, in Shizuoka City

Call for presentation proposals: January 10 - March 10

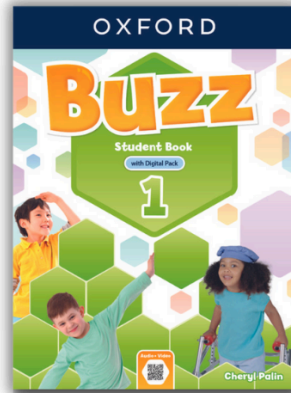


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## Poster Presentations - Poster Presentation Area

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### **Is Herke Qualified to Teach this Class? Arguments from Definition**

Michael Herke

Arguments from definition are among the most common students encounter and yet they can be challenging to evaluate and produce. All professors teach at university. Jones is a professor. We can be sure that both these statements are true, but they are true for different reasons, and the focus of this presentation is understanding and managing this distinction. The first case is true by definition, since the second part of the sentence contains what is in the first. Teaching at university is what professors do. The second case is different because the truth of the statement cannot be determined just by attending to the meanings in the sentence. It is necessary to look at the world and test the claim. It is claimed that Jones belongs to the category of professor. How does this claim work? First the general category of professor must be defined and then a sub-argument determines whether or not the specific case meets the definition. In this presentation I will show how students generated arguments in response to the question in the title (and others) using arguments from definition, a skill transferable to many different language learning situations, including academic writing, debate and discussion.

*Michael is on the faculty at Setsunan University in Osaka. He has taught in private language schools and high school in addition to working at universities. Michael's current professional interest is in the intersection between informal argumentation, language teaching, and materials writing. He likes to read and cook. Email: herke@ilc.setsunan.ac.jp*

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### **Acquisition or Awareness? Teaching Genre Effectively**

James Owens

This abstract explores the prevalent theme of genre-based language course design and its implications for learners' empowerment. It delves into Johns (2008)'s distinction between 'genre acquisition' (which "focuses on the students' ability to reproduce a text type, often from a template, that is organized or 'staged' in a predictable way" ) and 'genre awareness,' ("developing the rhetorical flexibility necessary for... ever-evolving contexts"), highlighting the prevalent focus on the former in current courses. While genre acquisition emphasizes "training," genre awareness prioritizes "education", which Johns believes to be the superior goal. However, as Johns herself concedes, it can be challenging to actually develop a course that has students achieve genre awareness. I will describe one such attempt in this presentation. The presentation will describe the course, outline its objectives, demonstrate an example activity, and present student work and reflections as evidence of progress toward genre awareness. Ultimately, it aims to stimulate discourse among educators and inspire them to explore similar approaches in their own teaching contexts.

*James Emmet Owens completed his Masters degree in Applied Linguistics at the University of Liverpool in 2010, and has been teaching at Kanda University of International Studies since 2011, where he is currently an Associate Professor and the Senior Coordinator for Research in the English Language Institute. Email: james-o@kanda.kuis.ac.jp*



**Yokai: Motifs of Place, Names, and Language in Japanese University Students' ESL Writing and Art**

妖怪: 日本の大学生のESL執筆作品と芸術における地名、言語のモチーフ  
Matthew Wiegand

Japanese students have a shared cultural mythology of yokai. Yokai are interwoven with identities, folklore, and are intimately connected to place. Komatsu (2017) has catalogued yokai by Japanese regions. Basso (1996) also notes the importance of place in culture. Many Yokai names are linked to place.

Utilizing both CALL and pencils and paper, students produced original yokai artwork, a mix of manga and illustrations. The tone of student work ranged from kawaii to kowai. Students wrote about their artwork in English. Some illustrated existing yokai blended with original narratives and others invented entirely new ones.

A genre analysis of the writing samples reveals narrative, descriptive, and recount texts. The yokai in the samples appear as tricksters, cute and helpless elves, time-sucking vampires, or fantastic animals seeking rewards. Themes of pollution and protection, sleep and death also appear. However, the most common theme to emerge is that of place. Yokai in their stories are connected to nature at large, Japan in general and more specific localities or bodies. The identity of the yokai are also intimately connected with the Japanese language. For example, even original yokai were not able to be discussed without the use of their Japanese names.

日本の学生は妖怪に関する共通の文化神話を持つてゐる。妖怪はアイデンティティや民間伝承と絡み合い、場所と密接に結びついてゐる。人類学者は日本の地域ごとに妖怪を目録化して、文化における場所の重要性について指摘している。妖怪の名前も場所と密接に関係している。学生は妖怪をテーマにしたオリジナルのアートワークを制作した。作品はかわいいものから怖いものまで多岐に渡った。学生は自分の作品について英語で説明を書きました。既存の妖怪をオリジナルの物語と融合させて描いたものもあれば、全く新しい妖怪を創作したものもあった。

学生の文章サンプルのジャンルを分析すると、物語的、説明的なものがあります。登場する妖怪はトリックスター、時間を吸う吸血鬼等々。しかし最も一般的に現れたテーマは場所です。物語の中の妖怪は自然、日本全体、具体的な地域と結びついてゐる。妖怪の正体は日本語とも密接に関係している。独自の妖怪であってもその日本語の名前なしには語ることはできない。

Basso, K. (1996) *Wisdom Sits in Places: Landscape and Language Among the Western Apache*, Albuquerque, University of New Mexico Press

Komatsu, K. (2017) *An Introduction to Yokai Culture: Monsters, Ghosts, and Outsiders in Japanese History*, Japan Publishing Industry Foundation for Culture

*Matthew Wiegand is interested in Japanese history and culture and the interplay between Japanese culture and international communities especially as it manifests in art and design and business. I also am also interested in Computer Assisted Language Learning (CALL), and linguistic landscapes. I also teach cooking in English.*





**Don't read this!** 読まないでください！

Karl Hedberg

Book banning is nothing new but has recently seen an uptick in activity even in strong democracies. The presenters created tasks for a university Global Leadership Course to bring attention to this issue. The objectives were to increase awareness of marginalized or underrepresented groups in other cultures as well as controversial topics. The students were able to gain an understanding of current social issues and the reasons why others are attempting to limit access to thought-provoking materials. Through discussion with foreign students and their own research, it was decided that our university's students would greatly benefit from having access to controversial banned books, which were largely absent from the university's library. Later, students gave presentations and discussed these books. After getting approval from the library and administration and some limited funds, the students were tasked with all aspects of creating a banned book section in our university library. Participants will be asked to discuss reasons for book banning, hypothesize why there is an increase in books being challenged, and generate reasons why students should have access to such materials.

*Karl Hedberg earned his bachelor's from Rutgers University and his master's in education from Temple University - Japan. He currently works full-time at Shiga University - Faculty of Economics and part-time at Kyoto University and the University of Shiga Prefecture. Email: [hedberg@biwako.shiga-u.ac.jp](mailto:hedberg@biwako.shiga-u.ac.jp)*



**Effective and Engaging Activities to Master Specialized Vocabulary Related to the SDGs**

Robert Sheridan

In early 2023, the first version of a 600-vocabulary item service list derived from a 1.3-million-word corpus of materials related to the SDGs was created to help English language educators and learners identify the words that most frequently appear when reading about the SDGs (Sheridan & Tanaka, 2023). In this presentation, one of the creators of this service list, Version 1.1 of the SDGs Service List: Vocabulary for Society and Sustainability, will briefly introduce the contents of the service list and then share a variety of electronic and paper-based vocabulary activities to help learners acquire this specialized vocabulary. In particular, 15 online study sets containing 40 items created on Quizlet and five engaging collaborative vocabulary activities that can be used in class to reinforce the learning of the vocabulary will be shared. Finally, methods for assessment that teachers can use to evaluate students' knowledge of the vocabulary items will be introduced. These effective and engaging activities and assessment methods have been well-received by both learners and educators in a variety of EFL contexts.

*Robert Sheridan (M.S.Ed.) is an associate professor at Kindai University. He serves as a program co-chair of Osaka JALT. His research interests include the SDGs and culture in language education. Recent publications include "Version 1.1 of the SDGs Service List: Vocabulary for Society and Sustainability" (coauthored, Osaka JALT Journal, 2023)*





**Inspiration Through Sports / スポーツを通じたインスピレーション**

Jerry Halvorsen & Sally Kobayashi

We all become more involved in something when it's fun and interesting. Using sports is a positive, successful way to increase a learner's enthusiasm to study English. Throughout history, in times of conflict, health crises, and peace, sports and their athletes have inspired and uplifted people around the world. More than ever, we are faced with new challenges and need to think of positive topics. Learning about different sports and the humanitarianism of famous athletes is a refreshing and enjoyable way to study English. It will inspire students to face the uncertain situations of today. This poster highlights sports topics and exercises that encourage students to think about the way sports influences their lives. It will show how students can be engaged as they improve their English. Among the activities to be shown, are: Stars for Success, a tool students can use to think about their goals and plan for success. After completing their stars, students can use them to discuss their goals with classmates in pairs, in groups, or as a presentation in front of the entire class. Conversation Activities centered on sports will help students learn more about different sports and also about themselves and their classmates.

人は誰でも、楽しくて面白いことであれば、より夢中になれるものです。スポーツを活用することは、学習者の英語学習への熱意を高めるための前向きで成功的な方法です。歴史上、紛争、健康危機、平和の時代において、スポーツとそのアスリートは世界中の人々を鼓舞し、高揚させてきた。これまで以上に、私たちは新たな課題に直面し、前向きなトピックを考える必要があります。さまざまなスポーツや有名アスリートの人道主義について学ぶことは、英語を勉強する上で新鮮で楽しい方法です。それは、今日の不確かな状況に立ち向かう生徒たちを鼓舞することでしょう。このポスターでは、スポーツのトピックと、スポーツが自分たちの生活に与える影響について考えることを促すエクササイズを紹介しています。

*Jerry Halvorsen and M.Sally Kobayashi are Americans living in Hokkaido, Japan. They are the co-authors of Inspiring Olympians (2023) Perceptia Press. Jerry is the author of Home Run! Team History MLB 2nd ed (2023) Perceptia Press./Sally wrote the weekly bilingual Conversation Classroom column for the largest newspaper in Hokkaido. She is the author of Creating the Sapporo Snow Festival Sculptures and Homestay English. Email:[j.halvorsen0108@gmail.com](mailto:j.halvorsen0108@gmail.com) / [sapporosally@gmail.com](mailto:sapporosally@gmail.com)*



## Product, Process, Content: Practical Differentiation on a Standardised Debate Course

Russell Minshull

Since 2020, all first-year students at Rikkyo university have been mandated to complete an English CLIL Debate course. Classes are organized into ability levels based on TOEIC scores ranging from 220 - 890, however, all classes have to work from a single in-house textbook and syllabus. Therefore, teachers face the challenge of differentiating this source material. Over the last few years, I have addressed this challenge employing a differentiation model proposed by renowned educator Carol-Ann Tomlinson, who emphasizes differentiation in content, product and process. In this poster presentation, I will analyse the debate course using this differentiation model, and reflect on the effects of adaptations made in my experience teaching the course. This presentation aims to not only highlight the importance of differentiation in a uniform course, but also offers insight into such adaptations in action.

2020年から、立教大学の1年生は全員、英語CLILディベートの履修が義務づけられた。クラスはTOEIC220点から890点までのスコアに基づいて能力別に編成されるが、すべてのクラスは1冊の教科書とシラバスで授業を進めなければならない。そのため、教師はこの教材を差別化するという課題に直面している。私はここ数年、著名な教育者であるキャロル＝アン・トムリンソンが提唱した、内容、製品、プロセスにおける差別化を重視した差別化モデルを用いてこの課題に取り組んできた。このポスター発表では、この差別化モデルを用いてディベート・コースを分析し、私の指導経験の中で行った適応の効果について考察する。この発表の目的は、画一的なコースにおける差別化の重要性を強調するだけでなく、そのような適応の実際についての洞察を提供することである。

*Russell Minshull has been a language teacher for about 15 years, and has been working in Japanese universities for about half of that time. He currently teaches a variety of academic English courses at Rikkyo University in Tokyo. His interests include needs analysis, using screencast technology and running an in-house reflective practice group at Rikkyo.*

## [PanSIG Conference](#)

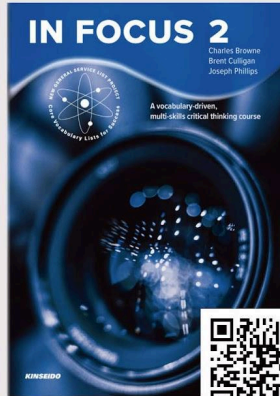
The banner for the PanSIG Conference 2024 features the following elements: the Fukui University of Technology logo and name, the dates May 24-26, 2024, the PanSIG logo, the theme 'BACK TO BASICS', the call for proposals period 'CALL FOR PROPOSALS OPEN NOV 1 -JAN 14', and the amenities 'Onsite Childcare & Wi-Fi'. At the bottom, there are social media icons for the website (www.pansig.org), Facebook (JALTpansig), Instagram (@pansig2024), and Twitter (@JALT\_Pansig).

[PanSIG 2024](#) will be held May 24th - May 26th, 2024 in Fukui. PanSIG is an annual conference organized by many of JALT's Special Interest Groups (SIGs).

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# In Focus 1 / 2 / Academic 1

CHARLES BROWNE, BRENT CULLIGAN, JOSEPH PHILLIPS



*In Focus* is designed to systematically build vocabulary, reading, critical thinking, and discussion skills, whilst also giving frequent practice in listening and writing skills. Each coursebook is supported by a comprehensive range of online resources to reinforce and expand students' learning and save teacher preparation time.

**The NGSL vocabulary list**, part of the larger NGSL Project, was created by the authors from a corpus of 288 million words and contains 2,809 words essential for learners of English. Though there are 600,000 words in the English language, the NGSL\* provides an astounding coverage rate of approximately 92% for most texts of general English, 95% for the old National Center University Entrance Exam in Japan, and 94% for the TOEIC exam.

\*Academic 1 focuses on teaching the 957 words in the New Academic Word List (NAWL) which provides 92% coverage for most academic texts and lectures.



**Website** [www.infocus-eltseries.com](http://www.infocus-eltseries.com)

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## Session 4 - 12:10~1:00 (50-minute Presentations)



### Kinseido - Cultivating Critical Thinking and Essential Vocabulary Mastery with In Focus

Alastair Lamond

Room A  
50 minutes

Critical thinking is a valuable cognitive skill that offers a multitude of benefits across various aspects of life. Some key advantages include informed decision-making, increased academic success, career advancement, and personal empowerment. It is, therefore, critical to have well-crafted resources to aid with teaching critical skills as well as carefully selecting the vocabulary needed to study these skills even at a relatively low level. This session introduces In Focus, a 4-level, 4-skills EFL course that develops students' critical thinking skills while systematically improving their knowledge of essential high-frequency words with a student text supported by online learning tools. In Focus has a lexical syllabus based on the New General Service List (NGSL) Project, which helps students systematically build their vocabulary, ensuring they learn the most relevant and practical words. By focusing on just 0.4% of the English language, students can cover over 90% of the most frequent words. Levels Intro, 1, and 2 help students master essential general English vocabulary in the NGSL, while Academic 1 focuses on teaching academic vocabulary in the NAWL. This comprehensive approach aims to equip students with the linguistic tools needed for success in both everyday communication and academic pursuits.

*Alastair Lamond, a seasoned professional with over three decades of experience in education and publishing, draws upon his extensive experience inside and outside the classroom to consult with teachers who are actively seeking resources to empower their students with the essential skills needed to enhance their confidence and proficiency in communication. Email: [alastair@kinsei-do.co.jp](mailto:alastair@kinsei-do.co.jp)*

## 12:10~13:05 - LUNCH TIME

Lunch break

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Session 5 - 1:10~2:00 - Keynote Speaker Don Hinkelman

**JALT HOKKAIDO PRESENTS**

## Don Hinkelman



### **Smoothie Blends:** Unveiling Decades of Blended Learning in Language Education

*Don Hinkelman, with a PhD in blending learning from the University of Melbourne, is the author of two editions of “Blended Technologies in Second Language Classrooms” by Palgrave MacMillian. He has designed over twenty award-winning plugins and courseware in collaboration with JALT Hokkaido colleagues using the open-source Moodle learning management system. He applies blended learning principles in international exchange, internships, and volunteer programs for Asian youth.*



## Smoothie Blends: Unveiling Decades of Blended Learning in Language Education

Even before COVID changed classrooms into virtual rooms, “flipped learning” had become an effective way to engage foreign language students to prepare for class online with interactive videos and quizzes. Teachers may not realize that they have been doing this kind of blended learning for decades in their classroom practice, spanning more than a hundred years of learning ecology evolution. Do you remember when radio was considered the greatest teaching tool? Blended learning is a way of life for good teaching and learning. Blended learning allows students of all learning styles, physical abilities, and competencies to thrive and love communicating in a new language. This presentation will show how you, as a teacher, are already doing “blended learning” in your classroom and how you can enhance your good practice with classic face-to-face technologies and newer online technologies to build a class environment where learners can lose themselves in learning by immersion in a playful study world.

The key point is understanding that learning is an ecology of action, not a scientific procedure. Don will explain how qualitative research methodologies such as ‘task ethnography’ can aid your ‘bricolage’ design of tasks, projects, and exercises in a curriculum that builds confidence in real-world speaking performance. He will also show how a teaching team can build their open-source plugins to save assessment time and give immediate feedback on speaking or writing tasks. Can you imagine an artificial intelligence (AI) tutor coaching students who have uploaded a video of themselves giving a ‘how-to’ presentation of their favorite sport, hobby or food dish? Pioneering JALT Hokkaido teachers have already created such a tool that will evolve and do just that in a year or two.

In addition, this presentation is not a presentation but a demonstration of how to generate 100% intense classroom participation with varied stand-up and group activities. Apologies, but no lurking at the back of the room or browsing social media is possible for this fifty-minute session. Bring your mobile phone or notebook computer to try fascinating ways to interact with teacher-mates as we do blended learning exercises throughout this keynote session. Each participant will take home a ‘kami-fusen’ with five face-to-face/online activities to use with this teaching tool adapted for second language education. Finally, to experience flipped learning approaches, a ‘homework’ assignment will be announced online two weeks before the JALT Hokkaido Winter Conference. Participants who fail the homework may have to do a special task before entering the conference venue (wink).



Reference:

<https://link.springer.com/book/10.1057/978-1-137-53686-0>

Note: Although Springer sells this book, my writing is not for sale. It is open content and I will provide a free digital copy to any educator who asks.

Note: Earlier versions of this presentation were made at the University of Melbourne (2012), MoodleMoot Australia (2015) and Chiang Mai University (2020). I have completely redone the content to apply for our experienced Hokkaido teachers who value in-person teaching with a healthy skepticism of online learning.

## Encourage Students to Speak More Add an AI Assistant to your Classroom



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Greet a new neighbor and introduce yourself

1 Beginner



**Ordering a Drink**  
Order a drink at a coffee shop

1 Beginner



**Making a Sandwich**  
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2 Beginner



**Planning a Party**  
Tell your friend what you would and would not like at your party

2 Beginner

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## Session 6 - 2:10~3:00 (50-minute Presentations)

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### English Central - Introducing Generative AI Assistant into your Classroom

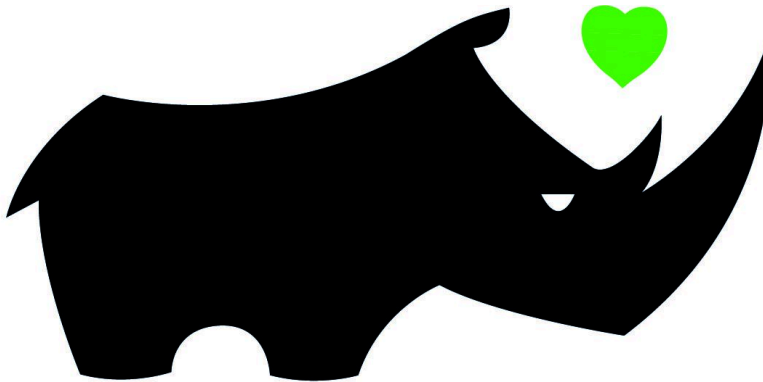
Tomasz Rydz

**Room A**  
50 minutes

This presentation covers the technology and pedagogy behind MiMi, an AI-powered speaking assistant based on generative AI, speech recognition, and text-to-speech technologies. It will review the accuracy and efficacy of GenAI Assistants, including the pedagogy that underpins them, their impact on student motivation, and how they can be used to assess students' spoken language ability. The presentation will also include a review of data from deployments of our MiMi Assistant in over 15 universities in Japan this past fall. This data will encompass information on student motivation and how students' results align with CEFR-based 'can do' metrics.

*Tomasz Rydz is the Educational Consultant at EnglishCentral Japan. After earning his B.A degree in Japanese Studies from Warsaw University in Poland, Tomasz worked as an executive assistant for the management team at Josai University Educational Corporation for 8 years, before joining EnglishCentral in 2023. Email: [tomasz.rydz@englishcentral.com](mailto:tomasz.rydz@englishcentral.com)*

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# WARM HEARTS COFFEE





## Getting Your Foot in the Publishing Door: What Editors Say

Glen Hill

Room C  
50 minutes

University teachers face the challenge of publishing research data. They may need publications for promotions or continuance of their current position, or they may need them to get hired. Part-timers and full-timers as well as native and non-native English speakers, all face this job-related barrier. Whether they have been teaching a short or long time, many are unsure how to succeed in publishing or sometimes even get started. JALT offers a monthly networking meeting online called Zoom for Professional Development (ZPD), and the author has attended these as a mentor in a breakout room to gather data on what teachers feel they need. He presented on common questions in a previous JALT Hokkaido conference. But what about what publishers require? Knowing that information would certainly help prospective authors to submit papers that would have better chances for acceptance. A survey was sent to 40 publishers of English language journals to collect firsthand information from them. This presentation will show replies from 10 editors including demographics on the editors and questions about the review process, weakness of submissions, time to publication, rejection rates, choosing a journal, and numbers of first-time authors. The author will also provide advice that the editors offered.

大学教員は、研究データの出版という課題に直面している。昇進や現職の継続のために出版物が必要な場合もあれば、採用のために必要な場合もある。パートタイマーもフルタイマーも、英語を母国語とする教員もそうでない教員も、みなこの門を閉ざす障壁に直面している。教職に就いて日が浅くても長くても、多くの人は出版で成功する方法がわからず、時には出版を始めることさえできない。JALTは毎月、Zoom for Professional Development (ZPD)と呼ばれるオンライン・ネットワーキング・ミーティングを開催しており、筆者もアドバイザーとして分科会に参加し、教師が何を必要としているのかデータを収集している。前回のJALT北海道大会では、よくある質問について発表した。しかし、出版社が何を求めているかについてはどうだろうか？そのような情報を知ることは、著者候補がより採用される可能性の高い論文を投稿するのに役立つに違いない。そこで、英文ジャーナルの出版社40社にアンケートを実施し、生の情報を収集した。本発表では、10名の編集者からの回答を紹介する。その中には、編集者の属性や、査読プロセス、投稿論文の弱点、出版までの期間、リジェクト率、ジャーナル選び、初投稿著者数についての質問も含まれている。また、編集者から寄せられたアドバイスも紹介する。

*Glen is semi-retired, meaning he is working part-time in Sapporo at various teaching institutions.  
Email: [glenahill@gmail.com](mailto:glenahill@gmail.com)*

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## JALT Publications

As a nonprofit organisation dedicated to the improvement of language teaching and learning in Japan, JALT has a rich tradition of publishing relevant material in its many publications.

The JALT Publications site is home to JALT's primary publications; The Language Teacher (TLT) and JALT Journal, as well as the annual JALT Postconference Publication: <http://jalt-publications.org>



## Session 6 - 2:10~2:30 (20-minute Presentations)

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### **Perceptions: Transitioning to a Paperless Classroom** Michelle Jerrems

**Room B**  
20 minutes

As the use of digital technology continues to increase, the types of communicative competencies that are needed are also evolving (Butler, 2022). This presentation aims to explore the integration of Learner Management Systems (LMS) such as Google Classroom, and the transition from a variety of classroom settings to a 'paperless' classroom. Based on a survey given to Freshman English students at Kanda University of International Studies (KUIS), this presentation will investigate students' perceptions of their paperless classroom, and the possible impact on communication, collaboration, and autonomy. The two-part survey will investigate students' background and understanding of using an LMS, students' perceptions of benefits and challenges associated with using an online system for in-class tasks, group work, projects and assignments, student-student collaboration, student-teacher communication, reflection, and feedback. Based on students' impressions, comments, and feedback from the survey, this presentation aims to give insight into the challenges faced and benefits gained when students transition from a variety of classroom settings into a primarily paperless classroom setting. It will also give recommendations for how to best support students in transitioning into a paperless classroom setting, utilizing beneficial elements of an LMS whilst addressing potential challenges with different scaffolding and workarounds.

Butler, Y. G. (2022). Language education in the era of digital technology. *JALT Journal*, 44(1), 137-152. <https://doi.org/10.37546/jaltjj44.1-7>

*Michelle Jerrems is a lecturer at Kanda University University of International Studies, with nearly 15 years of experience teaching in a variety of contexts in Japan. Research interests include; motivation, autonomy, reflection, communities of practice, collaboration, and ICT. Email:jerrems-m@kanda.kuis.ac.jp*

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### **Power of Senpai: Implementing a Student Assistant (SA) Program From a Learner Agency Perspective** Kie Yamamoto

**Room D**  
20 minutes

This presentation reports on implementing the Student Assistant (SA) program developed at a small-scale women's university in Chiba, Japan. While the SA program is gaining popularity in Japan, the roles assigned to students vary depending on the educational institution's goals. Moreover, it is pointed out that the educational practice has been limited to administrative assistance for teachers. In 2022, the presenter, who is in charge of English education at her institution, initiated its SA program, aiming to support first-year students in mandatory English classes, adopting a learner-autonomy approach. The presentation details the program's implementation, rationale, and overview, including the ongoing institution's self-directed English learning support. Additionally, the data collected from questionnaires and open-ended questions given to the first-year students highlight the positive impact of the SA program as near-peer role models (Arao & Murphy, 2001) in supporting their transition into the new academic community, mainly contributing to goal-setting and learner motivation. The growing sense of agency and confidence within the SAs was also found to be a crucial aspect in developing a student-centered SA program. The presentation concludes with practical suggestions for creating an agentive and sustainable student team, including the necessity of reflection-based SA training.

*Kie Yamamoto is Assistant Professor at Wayo Women's University in Japan. Her research interests lie mainly in learner agency, telecollaborative learning and learner autonomy. She is a doctoral candidate at University of Bath, England.*

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## Session 7 - 2:40~3:00 (20-minute Presentations)

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### What Students Have to Say about EMI Courses in Japan and What it Means for Engagement and Self-efficacy

Justin Harris & Patrick Strefford

**Room B**  
20 minutes

While there has been a major policy push for English Medium Instruction courses at many universities throughout Japan, there are a number of factors that severely limit successful implementation and which negatively impact the key stakeholders, the students themselves. This presentation will outline the results of a mixed-methods study of English Medium Instruction learners in a private university in Kansai which investigated two important areas for learning success, self-efficacy and engagement. These factors are particularly important for many tertiary contexts in Japan, where language learner motivation and proficiency remain low. Surveys were administered to 327 students and follow-up interviews were held with five of these learners. While survey results showed mixed responses, interviews helped to highlight classroom interventions which helped learners to develop self-efficacy and which led to them being more engaged in classroom tasks. The presenters will discuss the results and will conclude with practical examples of ways in which to develop learner self-efficacy and engagement based on the presenters' personal classroom experiences.

*Justin Harris is a professor in the Faculty of Economics at Kindai University in Osaka, Japan. His research interests center around methodologies that encourage language motivation including task-based language teaching (TBLT). Email: [jharris42@kindai.ac.jp](mailto:jharris42@kindai.ac.jp)*

*Patrick Strefford is Professor of International Relations at Kyoto Sangyo University, Japan where he teaches courses on International Relations and International Development. Email: [pstrefford@cc.kyoto-su.ac.jp](mailto:pstrefford@cc.kyoto-su.ac.jp)*

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### Student Preferences for L1/L2 Usage in an EFL Classroom

EFLの授業におけるL1/L2の使用に関する学生の嗜好

Davis Shum

**Room D**  
20 minutes

In previous studies, researchers have argued that teaching in the target language (L2) is the most effective approach (Krashen & Terrell, 1983, p. 9). Recent studies show, however, that using students' language (L1) can offer a variety of benefits to language learners (LLs) (Leeming, 2013; Bartlett, 2017; Inada & Inada, 2021). In the following presentation, I will present the results of the first stage of a long-term data collection, which explored university LL perspectives regarding English-only and Japanese-only lessons. In this study, students enrolled in compulsory English lessons at a Japanese university completed a survey at 3 different times throughout the first semester. Results from initial data collection show that students prefer neither L1- nor L2-only lessons, but a mixed usage of both. The presentation will conclude with advice for language teachers. Specifically, how to find balance in your language use, and how your language use can affect learner development.

*I am a Chinese-American lecturer based in Kyushu Sangyo University, Fukuoka. My interests are in translanguaging and code-switching. Email: [davis.shum2020@gmail.com](mailto:davis.shum2020@gmail.com)*

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# Be yourself in English

## Session 8 - 3:10~4:00 (50-minute Presentations)



**Pearson - "Contemporary Topics"の授業展開を探るー  
Content-Based Learningを中心にー**  
Masashi Takemura

**Room A**  
50 minutes

短大(英文学科)で2年生を対象に、リスニング・スキルⅢ・Ⅳという科目をかれこれ10年以上担当している。学生の授業に対する満足度は高めにしている。これは、ひとえに授業で使用している『Contemporary Topics(4th.)』の有効性に負うところが大きい。学習者(学生)は12 Unit(Topic)からなる文系・理系に跨がったアカデミックな分野のビデオを視聴し、学問の奥深さに触れ、あたかも海外留学で授業参加している感覚になる。1 UnitはConnect to the Topic, Build Your Vocabulary, Focus Your Attention, Watch the Lecture, Hear the Language, Talk about the Topic, Review Your Notes, Take the Unit Test and Proficiency Assessment, Express Your Ideasの9つのSectionから構成されている。各SectionでIndividual work, Pair work, Group workの言語活動を通して学習者のトピックの定着が図られる。これを支えているのが、“Engagement”の概念である。学習者が確実にステップアップできるように仕組みられている。教師はあくまでFacilitatorであって、後方支援に集中すれば良い。今回、改めてテキストの背景にあるものも探りながら、採用した理由、学生の反応、そして実際の授業でどのように利用しているかを振り返ってみたい。

*Masashi Takemura is a professor in the Department of English at Hokusei Gakuen University Junior College in Sapporo. His main research interest centers on issues in EFL classrooms in Japan, particularly focusing on extensive reading. Email: [takemura@hokusei.ac.jp](mailto:takemura@hokusei.ac.jp)*



JALT's ZPD (Zoom for Professional Development) is a monthly, 1-hour online networking event with several themed breakout rooms, including orientation for new and potential JALT members, getting published, teaching online, and more. Both members and non-members are invited to join us for networking, informal chat, and in building a community of practice with JALT members and prospective members.

The ZPD is generally held on the final Tuesday of the month, but please pre-register to receive the exact date and the the Zoom information.



**“Whose Smoothie is it Anyway?” An Improv Mystery.**

「スムージーは誰のもの？」即興ミステリー。

Alexander Selman

**Room B**  
50 minutes

The title comes of course from the well-known improvisation comedy TV show, “Whose Line is it Anyway?”. This workshop will demonstrate an improv-based class sequence to engage your students’ imaginations. Starting with “space objects” and building to “scenic painting”, students work in pairs to imagine a bedsit and create the story of the person who lives in it. The key to the mystery is a smoothie, but you won’t know why unless you come to the presentation. Using space and physical immersion helps students to see and feel the place that they are creating together with their partner. The physical side of the communication makes these activities accessible to a wide range of proficiency levels. Having tried this approach both in high school and university classes, I have found that Japanese students are excellent improvisers, and the context allows them to be freed from some of the inhibitions that can be a limit in communicative classes. The class sequence can be adapted to focus on various aspects of vocabulary and grammar, for discussion of culture or social issues, and for pretty much anything else your creative mind can come up with.

このワークショップでは、生徒のイマジネーションに働きかける即興ベースの授業シーケンスを実演します。生徒たちは2人1組になって1LDKを想像し、そこに住む人物の物語を作り上げます。謎の鍵はスムージーですが、その理由は発表会に来なければわかりません。空間を使い、物理的な没入感を与えることで、生徒たちはパートナーと一緒に作り上げている場所を見たり感じたりすることができます。身体を使ってのコミュニケーションのため、幅広い習熟度の人たちに利用可能です。高校と大学のクラスでこのアプローチを試してみても、日本の学生は即興が得意であり、このコンテキストによって、コミュニカティブなクラスでは制限されがちな抑制から解放されることが分かりました。この授業の流れは、語彙や文法のさまざまな側面に焦点を当てたり、文化や社会問題について議論したり、その他創造的なことすべてに適応させることができます。

*Alex has taught English in England, Spain, Mexico, Taiwan and Japan. He is interested in teaching through improv and drama, culture in language teaching, and curriculum and syllabus design.*

*Email: [a-selman@rikkyo.ac.jp](mailto:a-selman@rikkyo.ac.jp)*

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**Feedback Fast-Track: Unveiling Insights from the JSPS Grant on Enhancing EFL Oral Presentations**  
JSPS Grant 20K00861

**Room C**  
50 minutes



B. Bricklin Zeff, Matthew Cotter, Don Hinkelman, & George MacLean

Join us in this engaging forum supported by the Japanese Society for the Promotion of Science, where researchers share the latest on "The Effects of Near-Immediate Feedback on Targeted Errors in EFL Oral Presentation Settings." Discover a snapshot of their research activities from the past year and explore the fast-paced world of improving English as a Foreign Language (EFL) oral presentations with feedback.

*B. Bricklin (Brick) Zeff earned his Ph.D. in Applied Linguistics at Hokkaido University. As a researcher, he focuses on interlanguage pragmatics, speech act theory, and curriculum development. With over 30 years of experience teaching EFL in Japan, he is an associate professor at Hokkai-Gakuen University.*

*Matthew (Matt) Cotter, formerly a primary school teacher in NZ, currently lectures at Hokusei Gakuen University Junior College in Sapporo. He holds undergraduate degrees in Māori Studies and Psychology and a Diploma of Primary Teaching. After moving to Japan and making Sapporo his home, he completed a Master of Education specializing in TESOL. His research interests include support for indigenous language, culture and identity revitalization and also computer aided language learning. Email: m-cotter@hokusei.ac.j*

*Don Hinkelman, with a PhD in blending learning from the University of Melbourne, is the author of two editions of "Blended Technologies in Second Language Classrooms" by Palgrave MacMillian. He has designed over twenty award-winning plugins and courseware in collaboration with JALT Hokkaido colleagues using the open-source Moodle learning management system. He applies blended learning principles in international exchange, internships, and volunteer programs for Asian youth.*

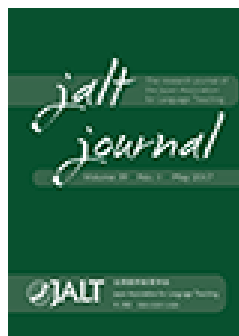
*George MacLean is a professor at the University of the Ryukyus. He has taught at primary-junior high and university levels in Japan and in the international school system. His research interests include SLA and ICT implementation. He regularly presents at national and international language teaching and technology events.*

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## JALT Publications

As a nonprofit organisation dedicated to the improvement of language teaching and learning in Japan, JALT has a rich tradition of publishing relevant material in its many publications.

The JALT Publications site is home to JALT's primary publications; The Language Teacher (TLT) and JALT Journal, as well as the annual JALT Postconference Publication: <http://jalt-publications.org>



## Session 8 - 3:10~3:30 (20-minute Presentations)

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### The More Emotionally Intelligent, the More Likely to Remember Emotional Words Embedded in Incongruent Emotional Contexts

Yu Kanazawa

**Room D**  
20 minutes

Emotions are important in language learning. Although emotional words are known to facilitate retention, it is unclear how embedded context (e.g., a positive word in a positive sentence [congruent] or in a negative sentence [incongruent]) and individual difference (e.g., Emotional Intelligence [EmInt]) may intervene the retentional advantage of emotional words in a foreign language. Participants (Japanese undergraduate EFL learners) read English sentences presented on the PC monitor silently. The sentences were either congruent or incongruent and the embedded target words were visually enhanced. Later, they were presented with sentences in which the target words were replaced by blanks – and tried to remember and answer what were the target words that had been embedded in each sentential context (cued recall memory test). J-WLEIS questionnaire (Toyota & Yamamoto, 2011) was used to estimate individual trait EmInt. It was revealed that emotional words were better remembered regardless of EmInt – supporting previous findings. Correlation analysis showed that EmInt and the retention rate of incongruent items positively correlated weakly but significantly, indicating that learners with high EmInt are more likely to take advantage of emotional cues in incongruent stimuli. The presentation concludes with the rationale of the results and its pedagogical implications.

*Yu Kanazawa, PhD is an associate professor (lecturer) at the Graduate School of Humanities, Osaka University, Japan. His research interests include unconscious emotion in foreign language learning (Micro-Level Emotion), deep active learning ELT pedagogies, Philosophy for English Language Teaching (P4ELT), case method, and cognitive psychology to name a few. Contact: <https://twitter.com/knzw783>*

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## Session 9 - 3:40~4:00 (20-minute Presentations)



### Trans-speakerism in Language Education

言語教育におけるトランススピーカリズム

Takaaki Hiratsuka

**Room D**

20 minutes

This presentation delves into an investigation firmly grounded in the liberating concept of trans-speakerism (Hiratsuka et al., 2023a, 2023b). It aims to challenge prevailing biases and redefine the discourse surrounding language teaching and learning. Trans-speakerism strives to promote diversity, equity, and inclusion for all language speakers, teachers, and researchers, transcending the constraints of native-speakerism and speakerhood statuses. The presentation begins by providing a comprehensive definition of trans-speakerism, accentuating its significance, and introducing the rationale behind the inquiry. Data were collected through narratives from four Japanese secondary school teachers, including two junior high school teachers and two senior high school teachers. These narratives wove together a series of compelling and deeply personal stories that offered a vivid and nuanced perspective on the intricacies of language teacher perceptions and practices in Japanese secondary schools. Within the participants' contexts, it was revealed that Global Englishes, intercultural awareness, and professionalism played pivotal roles in realizing trans-speakerism. In particular, the topic of professionalism within trans-speakerism among the secondary school teacher participants highlighted the usefulness of second language learning experiences. The presentation concludes with implications for language teacher education and further research on trans-speakerism.

*Takaaki Hiratsuka is a Professor at Ryukoku University. His recent book publications include: Narrative inquiry into language teacher identity: ALTs in the JET program (2022, Routledge), Team teachers in Japan: Beliefs, identities, and emotions (2023, Routledge), and Native-speakerism and trans-speakerism: Entering a new era (in press, Cambridge University Press).*



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## Session 10 - 4:10~5:00 (50-minute Presentations)

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### **The Real Art of Teaching: Nurturing Young Minds**

Mary Virgil-Uchida

**Room A**

50 minutes

This presentation challenges a common misconception that teaching younger learners isn't "real teaching." The author emphasizes the importance of instilling a love for learning from a young age and highlights the unique dynamics of classrooms for younger students. During this presentation I will share some of my most successful activities that have inspired my students to become successful learners of English throughout their years of studies.

*Mary Virgil-Uchida, is a seasoned teacher, teacher-trainer, and school owner who blends fun with learning to inspire her students on their English language journey.*

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## Session 10 - 4:10~4:30 (20-minute Presentations)

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### Using Internet Memes to Analyze and Research Misconceptions about Japan

(インターネットミームを利用した日本に関する誤解の分析と研究)

John Rucynski

**Room D**  
20 minutes

Social media is full of memes praising Japan as a society. Unfortunately, many of these memes are decontextualized, outdated, or simply inaccurate. One example is a recently circulating meme claiming that Japanese elementary students do not have exams until the fourth grade because the focus is on moral education. Fortunately, these memes also provide a learning opportunity and can be used as an excellent resource for guiding Japanese university students to address misconceptions about their culture. For this class project, the teacher first shares a series of memes making various claims about Japan. Topics include education, environmental protection, and train manners, among others. Students are tasked with giving their first impressions about the accuracy of respective memes. They are then given the hypothetical situation in which they need to respond to an international friend inquiring about the accuracy of the memes. Finally, students independently choose one meme to research more deeply and craft a response. The project thus integrates honing research skills with describing and explaining their own culture in English. The presenter will share the steps of the project, the materials (memes) used, and sample student work.

ソーシャルメディアには日本社会を称賛するミームが溢れています。残念ながら、これらのミームの多くは脱文脈化されているか、時代遅れであるか、単に不正確です。一例として、最近出回ったミームで、日本の小学生は道徳教育に重点を置いているため、4年生まで試験がないという主張があります。幸いなことに、これらのミームは学習の機会も提供し、日本の大学生が彼らの文化についての誤解に対処するための優れたリソースとしても活用できます。このクラスプロジェクトでは、教師はまず日本についてのさまざまな主張をする一連のミームを共有します。テーマは教育、環境保護、電車のマナーなど様々なものを含みます。学生たちには、それぞれのミームの正確さについての第一印象を述べるタスクが与えられます。その後、彼らにはミームの正確性について尋ねてきた国際的な友人に応答する必要があるという仮想の状況が与えられます。次に、学生たちは独自に1つのミームを選択して、より深く調査し、回答を作成します。したがって、このプロジェクトでは、研究スキルを磨くことと、英語で自国の文化を説明することが統合されています。発表者は、プロジェクトの手順、使用した材料(ミーム)、および生徒の作品のサンプルを共有します。

*John Rucynski is associate professor in the Language Education Center at Okayama University. His main research interest is the role of humor in foreign language acquisition and intercultural communicative competence. He has published widely about this topic, including two edited volumes.*

*Email: [rucyns-j@okayama-u.ac.jp](mailto:rucyns-j@okayama-u.ac.jp)*

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## Session 11 - 4:40~5:00 (20-minute Presentation)

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### Investigating the Effectiveness of Unspecific Error Feedback

William Pellowe

**Room C**

20 minutes

This research investigates students' ability to identify and correct errors in written English. The research questions are (1) Are students able to correct errors if the type of error is not classified for them? (2) Are there differences between explicit error highlighting ("this word is wrong") and sentence-level highlighting ("this sentence contains an error")? In the first stage of this project, second-year university students (n=65) in STEM and business departments received written extracts with three types of errors (lexical choice, verb tense, and phrasal verbs missing objects). These experimental items were included on regular classroom short tests in their required English courses. Students were not told that these items were for research purposes and thus would not be included in their scores. Half of the students received explicit error highlighting, with the word(s) underlined, while the other half received sentence-level highlighting. No information about error types was included. As this research is still ongoing, the results are preliminary. Results indicate that students' ability to correct errors is more dependent on the type of error than explicit highlighting. For example, lexical item errors are often mistyped as verb tense errors, so rather than replacing the verb, many students changed its tense.

*Bill Pellowe is an Associate Professor at Kindai University in Fukuoka. He is currently serving as JALT's Director of Public Relations. His interests are student engagement, assessment and evaluation, and classroom technology. His previous projects include an early classroom response system for flip phones and iPod Touch devices (see moars.com).*

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### Second-language Communication in the Japanese Healthcare Sector

Shaun Hoggard

**RoomD**

20 minutes

As more and more foreign workers begin to be employed within the Japanese healthcare sector, the likelihood of second-language workplace communications will undoubtedly increase. This presentation reports on the results of a number of studies that utilised the Theory of Planned Behaviour to investigate the attitudes and intentions among pre-service Japanese healthcare workers towards such interactions. These research projects looked at the reasons given for and against participating in second-language communication with non-Japanese co-workers, and compared the views of students in a number of healthcare disciplines regarding such interactions. The results obtained suggest that the students were open to, and interested in communicating in a second-language. They also showed uniformity between the various healthcare disciplines. However, while the participants expressed positive attitudes and subjective norms, their perceived behavioural control regarding such interactions was low.

*Shaun (Ph.D. Lancaster University, UK) teaches at the Health Sciences University of Hokkaido. His main research interests focus on the psychological processes involved in L2 communication behaviours.*

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## [JALT2024 International Conference](#)

**JALT's 50th Annual Conference** on Language Teaching and Learning, November 15-18, 2024, in Shizuoka City

Call for presentation proposals:

January 10 - March 10



## [PanSIG Conference](#)

The banner for the PanSIG Conference is divided into several sections. On the left, there is a colorful logo of a tree with people figures at its base, followed by the text "PanSIG" and "BACK TO BASICS" in large blue letters. Below this, it says "CALL FOR PROPOSALS OPEN NOV 1 - JAN 14". On the right, there are two images: a woman in a business suit pointing at a whiteboard, and a scenic view of a lake and mountains. Below these images, it says "Onsite Childcare &amp; Wi-Fi". At the bottom, there is a blue bar with social media icons and handles: a globe icon for "www.pansig.org", a Facebook icon for "JALTpansig", an Instagram icon for "@pansig2024", and a Twitter icon for "@JALT\_Pansig".

PanSIG 2024 will be held May 24th - May 26th, 2024 in Fukui. PanSIG is an annual conference organized by many of JALT's Special Interest Groups (SIGs).

2024 JALT Hokkaido Winter Language Teaching Conference			
Registration, Welcome, and Networking Dinner 6:30PM - 8:10PM Sapporo Beer Garden			
Saturday, February 3rd	Room A	Room B	Room C
Sunday, February 4th	Doors Open		
9:00	Room A	Room B	Room C
10:00	Greetings & Welcome / Tech Instructions and Guidance		
10:10	Motion Potion: Stimulating Post-adolescent Learners' Brains through Physical Activity Joshua Cohen		
Session 1 10:20	Reflections on Language Learner Motivation from a Longitudinal, Mixed-methods Study Paul Leeming & Justin Harris	A Communicative Approach to a Reading: Reading About Martin J. Murphy	
10:40	Intercom Press Handing Over to your Students, while Maintaining a Modicum of Control Paul Shimizu	AI-enhanced Research Writing for First-year English Majors 英語専攻1年生の研究論文するためのAI活用指導 Elizabeth Lavoletts	
Session 2 10:50	Expression of Affection in Japanese: Implications for Audio Visual Translation Daniel Dean & Christopher Long		
11:10	Poster Presentations		
Session 3 11:15	Oxford University Press Bring English to Life with Animated Stories Yoshiko Hashimoto		
12:05	Presentation / Lunch / Educational Material Displays / Network		
Session 4 12:10	Kinsaido Cultivating Critical Thinking and Essential Vocabulary Mastery with In Focus Alastair Lamond		
1:00	Keynote Speaker - Don Hinkelman		
Session 5 1:10	Smoothie Blends: Unveiling Decades of Blended Learning in Language Education		
2:00	4th Floor		
Session 6 2:10	English Central Introducing Generative AI Assistant into your Classroom Tomasz Rydz	Perceptions: Transitioning to a Paperless Classroom Michelle Jerrans	Power of Spanish Implementing a Student Assistant (SA) Program From a Learner Agency Perspective Kie Yamamoto
2:30	Getting Your Foot in the Publishing Door: What Editors Say Celen Hill		
Session 7 2:40	What Students Have to Say about EMI Courses in Japan and What it Means for Engagement and Self-efficacy Justin Harris & Patrick Strefford		
3:00	Forum		
Session 8 3:10	Feedback Fast-Track: Unveiling Insights from the JSPS Grant on Enhancing EFL Oral Presentations JSPS Grant 20K00861 E. Ericklin Zeif, Matthew Coner, Don Hinkelman		
3:30	Pearson "Contemporary Topics"の授業展開を語る -Content-Based Learningを中心に- Masashi Takemura	"Whose Smoothie is it Anyway? An Impoverished Mystery." 「スモーザーは誰のもの？」即興ミステリー Alexander Selman	The More Emotionally Intelligent, the More Likely to Remember Emotional Words Embedded in Incongruent Emotional Contexts Yu Kazuawa
Session 9 3:40	Trans-speakerism in Language Education / 言語教育におけるトランススピーカーリズム Takeshi Hiratsuka		
4:00	Using Internet Memes to Analyze and Research Misconceptions about Japan / (インターネットミームを利用した日本に関する誤解の分析と研究) John Rucynski		
Session 10 4:10	Investigating the Effectiveness of Unspecific Error Feedback William Pellowe		
4:30	The Real Art of Teaching: Nurturing Young Minds Mary Virginia Uchida		
Session 11 4:40	Second-language Communication in the Japanese Healthcare Sector Sham Hoggard		
5:00			