

2014 JALT Hokkaido Language Teaching Conference

後援:北海道教育委員会、札幌市教育委員会、
(公財)札幌国際プラザ

Elements of Good Teaching



Featuring

Eric Cane, Founder and President of ELF Learning



Hokusei Gakuen University/北星学園大学

Sunday, September 21, 2014/(日)9月21日

9:00am~5:30pm

Doors open for registration at 9:00am

First session begins at 10:00am

<http://www.jalthokkaido.net>

Session Times

Session 1 - 10:00 ~ 10:50

10:30 - Session 1, 2nd round of 20 minute presentations

Session 2 Poster Presentations 11:00 ~ 12:00

Student Poster Presentations

Lunch Break 12:00 ~ 12:50

Be advised there are no restaurants or shops at the venue. However you can order a bento at the registration desk or there are restaurants and convenience stores near the Oyachi Subway station.

JALT Hokkaido Annual General Meeting

12:00 ~ 12:50 Room B

1:00 ~ 2:00

Keynote Speaker: Eric Kane

Session 4 - 2:15 ~ 3:00

Session 5 - 3:10 ~ 4:00

3:40 - Session 5, 2nd round of 20 minute presentations

Session 6 - 4:15 ~ 5:00

4:45 - Session 6, 2nd round of 20 minute presentations

Schedule at a glance

Session 1 - 10:00 ~ 10:50

Learner and Instructor Relationship: Teaming for Better Results in ER

Instruction / 多読方法を使って、より良い結果を出すための学習者とインストラクターのチームワークについて

**20 minute
Presentation
10:00 ~ 10:20**

Emilia Fujigaki, Sapporo International University, Sapporo, Hokkaido

Room A



The presentation describes elements responsible for developing confidence in Extensive Reading (ER) method and for mutual trust between learner and instructor. Both factors are essential for successful implementation of the ER method into the curriculum and during individual consultations. Learners are no longer simply receivers of EFL education, but start to create for themselves an environment where English is not just a subject but a new world being discovered, and where the ER method allows for finding new perspectives on teaching/studying. Better reading speed and better understanding are immediate goals for learners who start to read Graded Readers (GRs) extensively. Through adapting ER as a method to better reading and understanding of a text, students are becoming aware of their own behavior and their goals. By deciding what should they study and how should they go about it, and trying to keep with the schedule they have by themselves in the first place created, a center of gravity in class moves from instructor to learner and the cornerstone for autonomous learning is established.

An ardent reader, Emilia taught herself English through extensive reading, starting from the lowest levels of GRs. For 32 years has taught English to all age groups. Recently she has been balancing teaching at Sapporo International University and painting in ink. Her interests are: reading speed and development of an autonomous learner. e-mail: e-fujigaki@ts.siu.ac.jp

Elements of good speaking: An analysis of an exceptional student's strategy use for developing spoken competence

**20 minute
Presentation
10:00 ~ 10:20**

Brian R. Morrison, Kanda University of International Studies, Makuhari, Chiba

Room B



At Kanda University of International Studies, students are offered optional 8-week self-directed learning modules. Each participant decides on specific language learning goals, writes a learning plan and keeps a reflective weekly learning journal. Over the course of these modules, all participants regularly receive written teacher feedback.

This presentation is a case study of an exceptional second year undergraduate learner based on a document analysis of her learning journals. This learner chose to focus on spoken communication, initially in conversations and later in discussions focused on literature - a topic not covered in any of her EFL classes. The strategies she employed are clearly identifiable and her success offers a model to consider when guiding other learners with goals related to spoken interaction.

This presentation will outline the module she took and its implementation before considering how the learner developed her ability to express herself, the challenges she faced and the strategies she selected to overcome these.

*Brian Morrison, co-author of *The Autonomy Approach*, has taught in various countries from Macedonia to Equatorial Guinea. He currently works at a private university in Japan as a Learning Advisor guiding learners towards their goals. e-mail: brian-m@kanda.kuis.ac.jp*

Dealing with troublesome behavior in the language classroom

45 minute
Presentation
10:00 ~ 10:45

Seth Cervantes & Rob Olson, Tomakomai Komazawa University, Tomakomai

Room C



Troublesome behavior (e.g., students walking out of the classroom to respond to a cell phone call, writing text messages, playing games on smartphones, and talking in class) is any behavior that negatively affects the classroom environment. While the literature has much to say about the effectiveness of methods and the process of second language acquisition, there is almost no mention of troublesome behavior, despite its potential to make teaching and learning difficult. This term not only covers student behavior but covers teacher behavior. For instance, teachers showing up late to class, being unprepared, and ignoring troubling behavior. The presenters take a preventative approach, which puts most of the onus on the language teacher. Taking preventative measures can reduce troublesome behavior but it cannot totally eliminate. The next part of the presentation will share ideas on how teachers could handle troublesome behavior. The goal of this presentation is to shed the spotlight on troublesome behavior and share/exchange ideas on how to prevent/handle troublesome behavior in the classroom.

Seth Cervantes is an associate professor at Tomakomai Komazawa University. His research interests are pragmatics and applied conversation analysis. email: sesu46@hotmail.com

Robert Olson is an associate professor at Tomakomai Komazawa University who has been teaching English to students from kindergarten age to adults since 1991. He is the author of Cultural Dinosaur and Cultural Dinosaur 2, a collection of comics that compare and contrast American and Japanese culture. email: robolson32@hotmail.com

'EFL Bluff' - Using circumlocution for vocabulary revision.

10 minute My Share
10:00 ~ 10:10

Stuart Benson, Kanda University of International Studies, Chiba-shi, Chiba-ken

Room D



Throughout the school year, students are faced with learning a large amount of vocabulary. The teacher also has the task of repeatedly incorporating this vocabulary in various contexts so students are able to successfully learn them.

While students are learning a new word, they are often not able to appropriately use it in spoken context. Circumlocution, defined as a roundabout or indirect way of speaking, is one way in which students can successfully explain the word in conversation without adversely affecting fluency (Salomone & Marsal, 1997).

The following activity allows students to further understand the meaning and form of a word by using circumlocution. Each student receives four words on a piece of paper they cannot see. They have to guess the words by walking around the classroom and listen to their definitions from other students. The benefit of this activity is that it is easy to design, fun for students and can be repeatedly used for when it is necessary to review vocabulary.

Stuart Benson currently works in the English Language Institute, International Communications department at Kanda University of International Studies in Chiba, Japan. He graduated Victoria University of Wellington, New Zealand with a Masters degree in TESOL. His research interests are in vocabulary, specifically in the explicit teaching of vocabulary learner strategies. email: stuart-b@kanda.kuis.ac.jp

Teachers make decisions everyday on how best to present material in ways that promote learning within the classroom. Teachers must take into account the size of the class, the range of levels, student motivation and a variety of other factors. In this My Share presentation, the speaker will introduce a simple classroom activity which can be used in a variety of teaching contexts, ranging from elementary school through to the university level, to review any type of lesson content. In the 'grass skirt' activity learners work together in teams to reach a goal, promoting cooperation within the group and ensuring the engagement of each individual learner throughout. The activity is straightforward for the teacher to manage in class and requires only minimal preparation time before a lesson begins.

Richard O'Loughlin has an MA in Applied Linguistics from Victoria University of Wellington, New Zealand and currently works as a lecturer at Kanda University of International Studies, Japan. His interests include language curriculum design, vocabulary acquisition, and materials development.



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.

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For example, if you want to get started in publications, check out the JALT Pubs website:

JALT Publications Recruiting. You can also contact a Chapter or SIG, or send a message to

volunteer (at) jalt.org for more advice on how to get involved in JALT.

Touchstone Second Edition

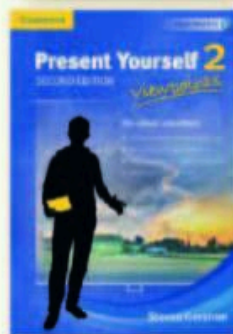
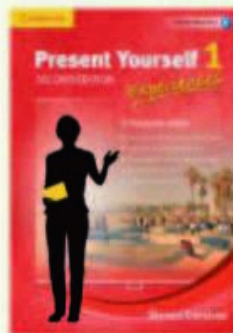
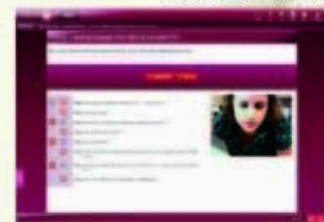
Michael McCarthy, Jeanne McCarten, Helen Sandiford

New
edition



Touchstone Second Edition is a refreshed and updated version of the ground-breaking four-level American English course for adult and young adult learners of English, taking students from beginning (A1) to intermediate (B1) level. *Touchstone* draws on extensive research into the Cambridge English Corpus to inform the language syllabus, so the language being taught is the language people really use.

Blended available



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Steven Gershon

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New
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New

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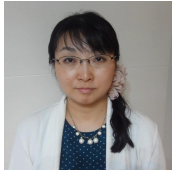
10:30 - Session 1, 2nd round of 20 minute presentations

How to motivate non-English major students to learn English - Introducing reading graded readers in a junior college 1st year students class

**20 minute
Presentation
10:30 ~ 10:50**

*Maiko Ishida, Sapporo International Junior College
Emilia Fujigaki, Sapporo International University*

Room A



What do you do when your students don't want to read? This is a new attempt in the beginner level conversation class for non-English major junior college 1st year students. The purpose of this class is to break the emotional barrier toward English and motivate the students toward learning English. Many of these students don't have other English classes, so we would like to give them chances to be exposed to as many reading materials as possible,

but at the same time, we want to reduce their resistance toward reading in English. Therefore, for the first 15 minutes of this class, we have "Sustained Silent Reading time." From a book truck in the classroom, students can choose from over 200 graded readers on three level (head word 100,200-300,400). After reading, they write short memo for each book they read. In 14 weeks, students have read at least one, at most three books in class once a week. We would like to show how students have changed their attitude toward reading in English.

英語専攻ではない学生たちの英語学習意欲を高めるために
—短大1年次クラスにおけるGraded readersを使った試み

英語を学ぶことに抵抗を感じている短大1年次の、英語選考ではない学生たちに対し、学びの動機づけを行う英会話初級という授業で、Graded Readersを利用した学びを取り入れてみた。数少ない英語の授業で、できるだけ効率よく力を伸ばす方法の一つとして、またモチベーションが下がらないように工夫をして、Readingをとり入れた。14週の授業をへて、学生の学習意欲の変化について報告する。

Maiko Ishida was originally an English Literature major. She has 6 years of high school English and 7 years of junior college English teaching experience. She is now interested in improving students' English through easy readings and learning how to motivate students to learn English. email: m-ishida@ts.siu.ac.jp

Emilia Fujigaki is an associate professor at SIU with 32 years experience in teaching English to all age groups and 17 years teaching students at junior college & university. An ardent reader herself, she is interested in extensive reading, learner development and fluency building methods.

e-mail: e-fujigaki@ts.siu.ac.jp

The Teacher as Facilitator of Cooperative Learning and Authoritative Transmitter of Knowledge: Blending the Roles

**20 minute
Presentation
10:30 ~ 10:50**

Ken Foye, Muroan Institute of Technology

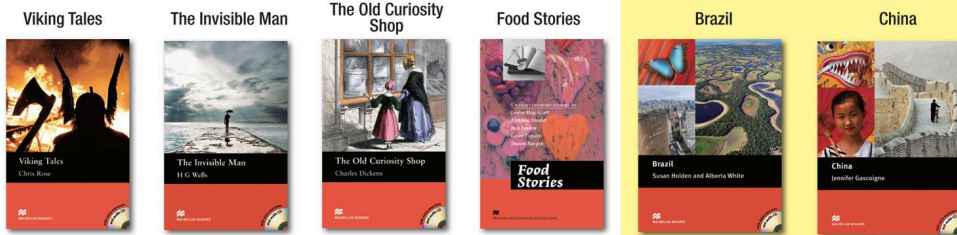
Room B



Recent trends and practices in English language teaching call on instructors to be facilitators of communicative activities that involve students to be active, self-directed learners. Such an approach clearly plays an effective role in language learning. This does not mean, however, that the teacher's role as an authority on the target language should be discarded. "Authoritative" isn't a dirty word, and far from being mutually exclusive, a collaborative student-centered approach and the "old" teacher-as-authority view can and should be blended to create the best possible language learning environment. This presentation briefly defines terms and concepts regarding student-centered and teacher-as-authority philosophies; reviews literature relevant to these philosophies; and prompts discussion on how teachers can play an authoritative role while also fostering active student-driven learning.

Ken has been involved in ELT as an instructor, author, and editor for 18 years. He teaches at Muroan Institute of Technology and for the Muroan Board of Education. He holds an MA in TESOL from Anaheim University. His interests include corrective feedback, L1 use in class, discourse analysis, and the relationship between religion and English teaching/learning. email: keninmuroan@gmail.com

Graded Readers New Titles



Read Smart Readers

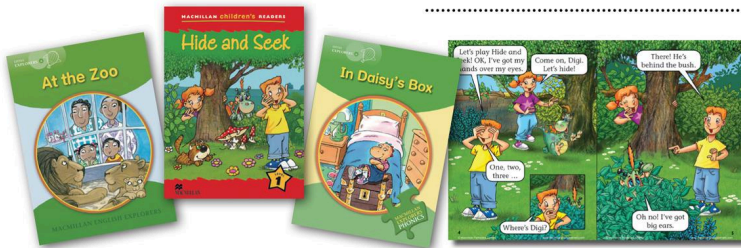


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Session 2 Poster Presentations 11:00 ~ 12:00

English Education in Japan: Viewed from the point of view of aspiration and achievement.

*Fatema Khondoker, Studio May Language Service, Sapporo, Hokkaido
Kamia Ladies' Clinic, Sapporo, Hokkaido*

Japanese Ministry of Education has issued a guideline for English education for primary schools, junior high schools and high schools. This presentation mainly aims at exploring the extent of the possibility for striking a balance between the aspiration and achievement in this matter. I will take into account the objectives and the instructions proposed to achieve them, analyse them and try to address the issues from logical and practical point of view which I have developed by my 10 year experience of teaching English in Japan, interviewing various kinds of people including teachers and students, and my own study of English literature, language, essays etc. How a narrative content oriented study requiring the students' assimilation of it can outweigh the effectiveness of debate, discussion, development of one's own opinion etc, in achieving the overall objective set by the ministry of education for English education, will get special attention in my presentation. Also, I will point out the common mistakes made by the Japanese English speakers and writers, regardless of their overall English proficiency and show the causes of the mistakes, which can largely be attributed to the educational system, and offer some suggestions to overcome them.

テーマ「日本における英語教育——目標とその成果の観点から見る」観く要旨> 文科省は、小学校、中学校、高等学校における英語教育に関するガイドラインを発表した。本発表は、この問題に関して、目標として設定されたものとその成果との間のギャップをどう埋めるか、その可能性について 討することを旨とするものである。ここ検では、設定された目的とそれを達成するための指導要領を考慮しつつ、私自身の10年に及ぶ日本での英語教育の 験と、教師や生徒を含む 々な人々との面談、また私自身経 様の英語英文学研究を通して培った理論的および実践的な見地から、この問題に取り組みたい。本発表において特に注目したいのは、英語教育に関して文科省が提言する全体的な目標を達成するに際して、教材の内容を生徒が理解させるための内容重視の学習が、議論や討論の能力、また、自分の考えを発展させる能力を上回ってしまうのではないかという点である。また、英語運用能力の如何にかかわらず、日本人が英語を話したり書いたりする際によく犯す間違いを指摘し、そのような間違いの原因を明らかにしてみたい。そのような間違いは、英語教育のシステムに主たる原因因があったと思われるのであるが、それを克服するにはどうすればよいか、いくつかの提案をしたい。

Fatema Khondoker has been teaching English for 10 years in Japan. Her academic background includes obtaining an Honours and a Masters and the completion of taking credits for a PHD in English literature. My areas of interests are Shakespeare, Milton, Wordsworth etc. She is also interested in English Education in Japan and would like to contribute to its development. email:fmi1111@yahoo.com

Building Rapport with Students

Rachel Manley, Kanda University of International Studies, Chiba City, Chiba Prefecture



This presentation will explore how teachers can build rapport with students in both EFL and ESL settings. Although knowing how to teach effectively is very important to being a good teacher, there are other important facets. For instance, having a good rapport with students can help create a classroom environment where students are motivated to come to class and participate, thus increasing their learning. If students do not talk in class, it is not always because they are shy, but because they are afraid of how the teacher and other students might react to what they say. Rapport building includes not only giving positive feedback, but also commenting on ideas and correcting production. The most important aspect is couching these comments and corrections in positive and supportive ways. Although it can be difficult to build rapport from the ground up, this presentation will give some advice, examples, and suggestions on how to do so.

Rachel Manley graduated with an MA in Linguistics. She has taught in both EFL and ESL settings in the US and foreign countries such as Japan, China and Taiwan. Rachel has worked with all age groups, from elementary to university and adult level and continues now at Kanda Gaigo. email:manley-r@kanda.kuis.ac.jp

Key elements of students' active participation in English classes

Tetsuko Fukawa, Kanda University of International Studies, Chiba

This poster presentation will introduce English lesson ideas that allow students to actively participate in discussions. The discussions aim to enhance students' critical thinking skills as well as to decrease their anxiety over class participation. The curriculum was designed for Japanese university non-English majors. The course goal is to become proficient at expression of self and culture through expansion of students' knowledge. Lesson content consists of the following four parts: warm-up activities, a mini presentation, introduction to Japanese mainstream and sub- cultures, and a final presentation. The warm-up activities focus on describing and explaining Chinese characters used in Japanese language (i.e., kanji). The mini presentation is a way to effectively introduce oneself by sharing students' background information via a poster. The introduction of different levels of Japanese culture focuses on ways to explain the cultures to a non-Japanese audience. In the final presentation students plan a trip for foreign visitors to Japan, focusing on Japanese cultural immersion. In this poster presentation the presenter will also share students' positive and negative feedback on each activity.

Tetsuko Fukawa is an English lecturer at Kanda University of International Studies. She graduated from the Monterey Institute of International Studies with MA TESOL. Her research interests are learner motivation and sociolinguistics. email: fukawa-t@kanda.kuis.ac.jp

The origins of multiliteracies: Didactic, authentic, critical, and functional literacies

Luke Rowland, Nick Canning, & Will Lingle, Kanda University of International Studies, Chiba

Multiliteracies is a recent buzzword in language teaching circles and yet its educational pedigree can be traced back over five millennia. While some teachers may be aware that multiliteracies pedagogy has arisen as a way of better addressing learner diversity and exploiting other modes of communication (in addition to language) in today's classrooms, they may not realise that multiliteracies has its roots in historical forms of literacy pedagogy. Understanding how multiliteracies pedagogy draws upon elements of didactic, authentic, critical, and functional literacies pedagogies can help teachers appreciate the potential of this 'new' approach to teaching. This poster presentation will focus on the connections between multiliteracies and earlier forms of literacy education. The poster will outline the strengths and weaknesses of each traditional literacy teaching approach and the presenters will discuss how multiliteracies combines the different approaches into a productive whole. Participants will gain an appreciation of which traditional literacy pedagogy underpins the curriculum in their own teaching context and how they might usefully include elements from other literacy teaching approaches to provide a more balanced literacy program for their students. Importantly, this poster will be complemented by our colleagues' poster focusing on practical examples of multiliteracies activities for the classroom.

Luke Rowland teaches in the English Language Institute at Kanda University of International Studies, Chiba. He is a PhD candidate in Applied Linguistics at Macquarie University, Sydney, investigating the use of English in the linguistic landscape of Japan. His research interests include social semiotic enquiry, linguistic landscaping, and multiliteracies pedagogy. email: lthrowland@hotmail.com

Nick Canning has previously taught at state schools in both Japan and the U.K. and at university level in both Japan and Vietnam. He currently teaches at the English Language Institute at Kanda University of International Studies. His research interests include accessing written academic literacy and incorporating a multiliteracies pedagogy in the L2 classroom. email: canning-n@kanda.kuis.ac.jp

Will Lingle teaches in the English Language Institute at Kanda University of International Studies, Chiba. He is a PhD candidate in Applied Linguistics at the University of Birmingham, UK, investigating ideology in language use. His research interests include critical discourse analysis, corpus linguistics, cognitive linguistics, and systemic functional linguistics. email: lingle-w@kanda.kuis.ac.jp

The elements of multiliteracies: Pedagogical activities and knowledge processes

Scott Sustenance, Barton Colmerauer, Chad Hamilton, & Joe W. Moody
Kanda University of International Studies, Chiba



Multiliteracies pedagogy involves the principled selection and sequencing of activities and tasks to create engaging units of work that respect learner diversity, encourage the use of multiple modes of communication, and exploit the potential of technology in today's literacy classrooms. The principles for

creating and implementing such units of work are embodied in the knowledge processes - experiencing, conceptualising, analysing and applying - that individual pedagogical activities anticipate.

This poster presentation will outline the relationships between students' knowledge processes and the multiliteracies approach to lesson and course creation. The poster will feature teaching activities that exemplify each of the knowledge-processes-in-action and the presenters will discuss how the knowledge processes suggest patterns for selecting and sequencing activities and tasks into larger units of work. Participants will have the opportunity to develop their own understandings of the relationships between pedagogical activities and knowledge processes in an interactive categorisation task as part of the poster presentation. Importantly, this poster will be complemented by our colleagues' poster focusing on four historical forms of literacy education that underpin multiliteracies pedagogy.

Scott Sustenance teaches in the English Language Institute at Kanda University of International Studies, Chiba. He has a Master of Arts in Applied Linguistics from Griffith University, Australia, and his research is focused on the use of the mnemonic keyword method for remembering the meaning and spelling of L2 vocabulary. email: sustenance-s@kanda.kuis.ac.jp

Barton Colmerauer is a graduate of the State University of New York at Fredonia, with a bachelor's in English Adolescent Education, and a Master's of Science in Education for TESOL. His research interests include learner autonomy, positive education and Socratic thinking. email: colmerauer-b@kanda.kuis.ac.jp

Chad Hamilton teaches in the English Language Institute at Kanda University of International Studies, Chiba. He has a Master's in English as a Second Language from The University of North Texas, Denton, U.S.A. He has taught as a JET Program ALT and as an English language instructor at the University of Oklahoma's Center for English as a Second Language. email: hamilton-c@kanda.kuis.ac.jp

Joe W. Moody teaches in the English Language Institute at Kanda University of International Studies, Chiba. He earned his master's degree in Foreign Language Education from the University of Texas at Austin. He specializes in teaching academic reading and writing courses as well as literature appreciation and creative writing. email: moody-j@kanda.kuis.ac.jp

Understanding Second Language Writers through Reflective Dialogue Journals

Chad Miles, Kanda University of International Studies, Makuhari, Chiba

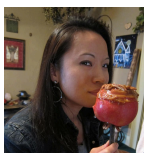


This presentation will discuss why and how reflective dialogue journals—students reflecting on their experiences learning to write in written conversations with their teacher—might be useful in teaching writing to language learners. The presenter will share the results of a qualitative study that analyzed the role of reflective dialogue journals in an advanced ESL writing course. The data consisted of 60 reflective dialogue journal entries written during a six-week course designed to prepare twelve international students from different cultural and linguistic backgrounds to enter an array of graduate programs. Common themes were identified in the journal entries which were then interpreted through a sociocultural (SCT) framework. Specifically, the SCT concepts of the zone of proximal development, languaging and identity were used to provide insight into how reflective dialogue journals might have: 1) allowed for instruction contingent on individual student needs; 2) provided opportunities for students to identify, define and work through their own issues learning to write; 3) opened spaces for students to express their identities and increase their investment in the writing course. The presenter will share assignment descriptions and other ideas to assist participants interested in implementing reflective dialogue journals in their own L2 writing courses.

Chad Miles holds an MATESOL from the Monterey Institute of International Studies and is currently a lecturer at Kanda University of International Studies. His interests include teaching L2 reading and writing, authenticity, and learner investment. email: miles-c@kanda.kuis.ac.jp

Museum-inspired Prompts for Writing Personal Narratives

Li-hsin Tu, Kanda University of International Studies, Chiba City, Chiba Prefecture



This poster presentation explores ways to inspire authentic story telling by asking students to become “curators” of their own exhibition. This versatile writing exercise can be modified for learners of different age and proficiency levels, and can be used for various subject areas. The presenter will share the museum-inspired prompts she has used, student writing samples, and her own experience in teaching narrative writing in ESL and EFL contexts.

Li-hsin Tu is an English lecturer specialized in content-based language and literacy instruction. Her research interest includes narrative structure and development, writing instruction and curriculum design. She is also a New York State-certified ESL instructor for grades K-12 with five years of teaching experience in New York City public schools. email: tu-l@kanda.kuis.ac.jp

Helping students make successful reading material choices

Phoebe Lyon, Kanda University of International Studies, Chiba, Chiba



Intensive and extensive reading are both popular approaches used in language learning. A hybrid of the two, which initially involves reading material being chosen by the teacher with accompanying activities, can be used with the goal of helping learners make more informed, autonomous choices at a later time. The hope is that through increased exposure and experience, learners will be able to more easily make selections that they find enjoyable and that this might foster increased motivation leading to reading more for pleasure, and not just for the purpose of classroom assignments. A variety of classroom activities will be presented along with an explanation of how the activities were set up in class. These ideas can be used as is or adapted by participants for use in their own classes. Examples of student work and reflections will also be on display.

Phoebe Lyon has worked in a variety of school settings in Japan, the USA and Australia. She received an MA in Education from Deakin University, Australia. Her interests include testing and evaluation and lesson material development. email: lyon-p@kanda.kuis.ac.jp

An Extensive Reading Course with Flexibility of Evaluation and Student Choice

Kurt Ackermann, Hokusei Gakuen University Junior College, Sapporo, Hokkaido

This research is intended to provide a preliminary overview of the current situation of a course established with the purpose of bringing the reading achievements of two-year junior college English majors in their final year of studies into line with their achievements in the other three 'basic' skills of listening, speaking and writing. Despite the short duration and relatively large class size, the instructor preferred to adopt an approach that conferred large degrees of freedom and flexibility in choosing reading material to the students, while at the same time incorporating a manageable system of evaluation for such a potentially complex endeavor. Adopting a custom-designed module for an LMS facilitated this challenge immensely and highlighted the potential for the course to confer other benefits upon the students' academic achievements. One of these is the potential to positively affect reading scores on standardized tests, such as TOEFL, TOEIC and Eiken, which are offered as requirements or options. Another is the desire to provide reading practice to support the significant amount of reading of materials for content-based courses delivered in English during the second year of studies, for which sufficient reading comprehension levels are demanded.

Kurt teaches in the English department of his college in Sapporo, Japan. As one teacher of the college's content-based courses taught in English, he is interested in approaches to helping students cope with considerable amounts of reading material in diverse subjects. Extensive reading is one option offering flexibility and potential. email: k_acker@hokusei.ac.jp

Student Poster Presentations

From Textbook to Graded Readers

渡邊史帆, 札幌国際大学

1. *Graded Reading* の利点
2. *Graded Reading* を続けることによる効果
3. 実際にどのくらい効果があったのか
(Before & After)
4. 教科書と *Graded Reading* の比較

私は人文学部現代文化学科2年生です。昨年から *Read More Project* に参加し、英語力を高めるため多読を取り入れています。異文化に関しても興味があり、歴史や生活習慣を勉強しています。

One graded reader a day

匂坂彩美, 札幌国際大学、札幌市、北海道

今回のポスタープレゼンテーションでは多読をして学んだこと多読をして感じたこと今後の英語の目標や学び方などを紹介します。

私は札幌国際大学の国際観光学科の1年生です。小学生のときから英語にすごく興味を持っています。現在は大学で多読を中心に英語を勉強しています。



Pay an annual fee of only 4,000 yen and you can become a local member of JALT Hokkaido. Local membership will entitle you to FREE entrance to all events put on by the JALT Hokkaido Chapter. Membership means you will be part of a group of teachers helping other teachers to become better teachers.

Annual local members of JALT Hokkaido will receive an official JALT membership card issued by the Central Office in Tokyo. However, local membership DOES NOT entitle you to the standard benefits and publications associated with JALT National Membership. Local Members can still subscribe to National Special Interest Group publications but at a slightly higher fee by contacting the SIGs directly.

If you are interested in becoming a Local Member of JALT Hokkaido, please visit the JALT Hokkaido website or sign up at the Conference.

Lunch Break 12:00 ~ 12:50

JALT Hokkaido Annual General Meeting

12:00 ~ 12:50 Room B

The JALT Hokkaido Annual General Meeting will take place in Room B. Members of JALT Hokkaido are expected to come and hear yearly reports from the current Officers, select Officers for next year and vote on policy. There will be pizza.

1:00 ~ 2:00

Keynote Speaker: Eric Kane

Founder and President of ELF Learning



10 Things that Great Teachers Do

We've all had great teachers. Teachers who have inspired and motivated us. Teachers who made us want to be better students. The good news is that we can all become that teacher for our students!

This practical keynote presentation will look at 10 things that you can do starting Monday to challenge, inspire and motivate your students...and yourself!

About Eric Kane: A teacher, teacher trainer and author with 20 years of experience, he is the founder and president of ELF Learning, an education company based in Japan which creates music, video and materials for young learners. ELF's publications include the Think Read Write Series, the Kids Songs Series and the beautifully illustrated picture book, Lily and the Moon. ELF also has a YouTube Channel for children with over 40 million views.

See Ben Shearon present at 2014 JALT Hokkaido!

Stretch

6 Skills to expand your English

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- **Presenting Skills** instill confidence in public speaking
- **Online Practice** offers skill instruction and customizable practice
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Ben Shearon
Stretch presenting skills consultant



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SHAPING learning TOGETHER



Session 4 - 2:15 ~ 3:00

Borderless Publishing - Going Digital

45 minute Workshop
2:15 ~ 3:00

Eric Kane, ELF Learning

Room A



The thought of turning ideas into something to be shared with others is a dream many teachers and authors have, yet traditional publishing models are often out of reach for most. There are other options. Opportunity is everywhere to deliver high-quality, effective materials to those all over the world in near-synchronous time. Learn about how one teacher has utilized these opportunities to partner with online content delivery systems to share learning materials with children and teachers around the world.

A teacher, teacher trainer and author with 20 years of experience, he is the founder and president of ELF Learning, an education company based in Japan which creates music, video and materials for young learners. ELF's publications include the Think Read Write Series, the Kids Songs Series and the beautifully illustrated picture book, Lily and the Moon. ELF also has a YouTube Channel for children with over 40 million views.

Oxford University Press

Teaching Presentation Skills: Breaking Skills Down into Manageable Pieces

45 minute Workshop
2:15 ~ 3:00

Ben Shearon, Tohoku University

Room B



One key element of good teaching is breaking complex concepts or skills down into more manageable pieces for learners. Presentation skills are in vogue at the moment, with both universities and high schools providing opportunities for their students to improve their abilities. MEXT's English Education Reform Plan specifically mentions presentations as part of English classes in senior high school. However, presenting is a complex and intimidating activity and learning to do so in a foreign language makes it even more difficult. Breaking the complex task of presenting into a number of sub-skills makes it possible for students to practice and master key aspects without being overwhelmed.

This workshop will introduce a framework that allows lower-intermediate and above students to get started with presenting. It also serves as a model for how teachers could break down other complex skills.

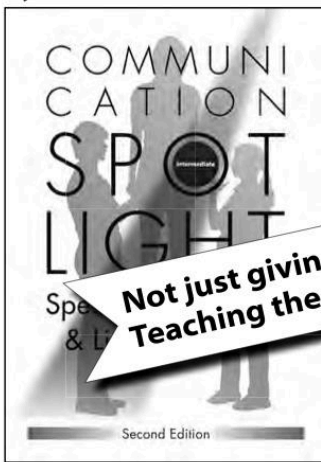
Suitable for teachers of teenagers and adults.

Ben Shearon is a Lecturer at Tohoku University. He has experience teaching in elementary, junior and senior high school, and private language school settings. Interests include student autonomy, extensive reading/listening, vocabulary acquisition, presenting, and the Japanese educational system. Ben is the presenting skills consultant for Stretch (Oxford University Press).

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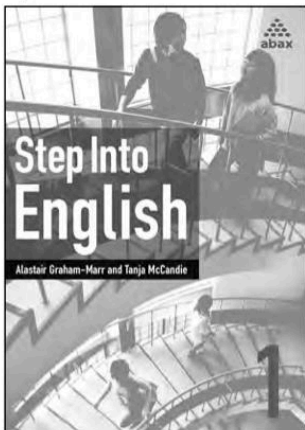
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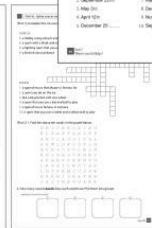
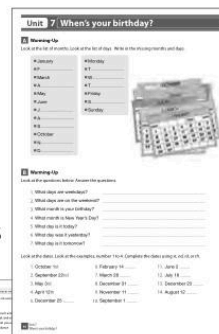


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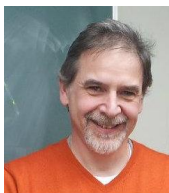
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Abax Ltd.
What can we 'teach' about Oral Communication?

**45 minute
Presentation
2:15 ~ 3:00**

Hugh Graham-Marr, Meiji University, Abax Ltd., Tokyo

Room C



What elements of speaking and what elements of listening can be explicitly 'taught?' Richard Schmidt (1990) argues that there is a cognitive aspect to learning, that we have to notice something in order to incorporate it into our knowledge. The focus of this talk is to examine which listening and which speaking skills can be usefully brought to student attention and how this might be done. In terms of listening, it will be argued that knowledge of script is something that can be taught that helps students with their top-down predictive skills and that drawing student attention to receptive phonology, to how sounds change in naturally spoken English can help students with their bottom-up decoding skills. In terms of speaking, it will be argued that explicitly teaching communication strategies can help students gain increased understanding of and improved control over their communication. Also that gambits, functional chunks of language and script are other aspects of speaking that can be explicitly taught.

Hugh Graham-Marr is an Assistant Professor for the Organization for International Collaboration at Meiji University. He is also a co-founder of the independent publishing house, Abax Ltd. and author and editor of numerous texts. email: hugh@abax.co.jp

What to look for in an academic listening textbook
アカデミック・リスニング教科書の選び方

**45 minute
Presentation
2:15 ~ 3:00**

Michael J. Crawford, Dokkyo University, Soka-shi, Saitama

Room D



For many years, listening was considered to be the “forgotten skill.” There was not much research being conducted, and the number of good textbooks was limited. Now, things have changed dramatically. There is a lot of research, and many high quality textbooks are now available. With this in mind, the purpose of this presentation is to provide some guidelines for teachers to consider when they are selecting textbooks for their academic listening classes and explain what elements in them will help to foster good teaching. Discussion will cover the actual listening passages included in the books and the activities built around them, as well as teacher’s manuals and online practice materials. Although specific examples of textbooks will be provided, the presentation is strictly non-commercial, and will not seek to endorse any particular book or books. It is hoped that the presentation will help teachers think about what they should look for in a listening textbook, and help them find materials that match both their students’ needs and their teaching styles. Although the presentation will be of greatest benefit to teachers who use textbooks in their classes, it should also be of interest to teachers who create their own materials.

Michael Crawford teaches in the Zenkari English Program at Dokkyo University in Saitama. He is the head coordinator for the second-year listening program, which serves approximately 1,300 students. His main interests are listening instruction, content-based instruction, and CALL. email: crawford@dokkyo.ac.jp

Session 5 - 3:10 ~ 4:00

耳をすませば - **Listening to your students**

**45 minute
Presentation
3:10 ~ 3:55**

Helen Takahashi, Sapporo Gakuin University, Ebetsu International School

Room A

With the focus on 'teaching' it is easy for educators to overlook the importance of their role as listeners. By focussing on their own role as 'listener' the teacher can create or increase opportunities in the classroom for students to speak and engage in meaningful communication, which is seen as key to language development. In Japan many teachers struggle with the challenge of getting their students to actually speak in class. This presentation will cover practical techniques which have been observed to stimulate speaking in young learners and have subsequently been applied with similar success in the university classroom. They require little preparation and can be incorporated into any lesson for students in any age range. They include personalization, the creation and review of appropriate class language corpora, and student inclusion and empowerment strategies. Participants are encouraged to share their own suggestions and experiences of actively listening to their students.

Helen Takahashi has an M.A. in Teaching English to Young Learners from the University of York, (U.K.) and as part of Sapporo Gakuin University's Child Development course teaches students who would like to be elementary school teachers in the future. She also teaches the elementary school course at Ebetsu International School. email: helen66hybridge@gmail.com

**Macmillan Language House
The evolution of print publishing to digital publishing.**

**45 minute
Presentation
3:10 ~ 3:55**

Darren Halliday, Macmillan Language House

Room B



In this presentation we will take a look at the transformation of publishing from purely paper based to a mixture of print and digital to pure digital publishing. As teachers and student evolve in this digital day and age, so are the ways in which publishers are publishing materials to support this evolution. We will take a look at trends of how Japanese students are searching and viewing content on the Internet and how this is having an impact on how we publish.

Interested in finding out more? Come along to the presentation.

Darren has been involved with Education here in Japan for over a decade, in the last 7 years he has worked with Macmillan Education, where he currently holds the position of Senior Sales & Marketing advancement of good teaching materials. email: halliday@mlh.co.jp

Who needs a syllabus when the learners write diaries?

**20 minute
Presentation
3:10 ~ 3:30**

Junior Koch, English Avenue, Sapporo, Hokkaido

Room C



Who needs a syllabus when the learners write diaries? The use of a syllabus or coursebook is common practice in many language learning situations, especially in larger classes. For smaller groups or individual learners, however, the choice of such 'tram-line' approaches may not always be best; in fact, learners in these circumstances can become the source of their own personalised syllabus. In my one-to-one and small-group teaching, I have been exploring the generation of schemes of work through personal diary entries. Rather than analysing what others have written, learners create their own texts, which they bring to class as the core material for discussion and language development. Traditionally, learner diaries have been used in language classes for the teacher to start individual dialogue with students. In this approach, however, the entire teaching/learning experience emerges from the interaction between tutor and student. The amount of learning generated by such 'negotiated' syllabuses may be less easy to measure than learning through predetermined syllabuses, but experience so far indicates that such 'ownership' of lesson content actually enhances student motivation. Moreover, webtools such as blogs and wikis are now opening up opportunities for learners to effectively become the authors of their own English courses.

*Junior Koch trained and taught in New Zealand, before marrying and settling in Hokkaido, where he teaches English at all levels. He is currently completing a Diploma and an MA in TESOL. His special interests are learner motivation and autonomy, teacher development, and educational technology.
email: juniorkoch@gmail.com*

Revitalizing English lessons through PowerPoint

**45 minute
Presentation
3:10 ~ 3:55**

Christopher Bozek, Kitami Institute of Technology, Kitami, Hokkaido

Room D



In this presentation participants will see how one teacher went “chalkless” by using PowerPoint for all his English lessons. The presenter will detail the many benefits he has recognized by no longer using chalk and a chalkboard. Using a projector and PowerPoint is implementing technology in the classroom without needing to be a computer expert, learning a new online management system or asking your school to buy new computers or servers. Making PowerPoint slides for your classes is easy. Through the use of PowerPoint in your classroom, students can check their homework easily. Teachers are able to give much information, teach new vocabulary in interesting ways and review previous lessons. Using PowerPoint is also an excellent way to manage your class time. Even if you already use this powerful tool in your classroom, come to the presentation to see some PowerPoint activities that the presenter is currently using in his college classes.

Christopher Bozek has been teaching English for over 25 years, including 3 years in China, before coming to Japan. He uses rhymes in all his classes to encourage creative thinking and vocabulary recall. He enjoys thinking of new ways to keep his students alert in class. email: bozekch@mail.kitami-it.ac.jp

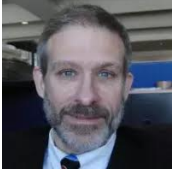
3:40 - Session 5, 2nd round of 20 minute presentations

Balanced-Skills Syllabus: Why Over-emphasizing Speaking can be a Problem

**20 minute
Presentation
3:40 ~ 4:00**

J. David Hyre, Sapporo International University

Room C



In many countries and clearly in Japan, people perceive themselves as lacking in speaking and listening abilities. Naturally, many perceive a “direct approach,” focused on speaking and listening as the answer to conversational deficiencies. While this may be effective in the short run, particularly in intensive or immersive contexts, it does not lend itself to the variety necessary for effective teaching. In addition, over the long haul, all learners need work in reading, writing grammar, vocabulary and pronunciation in order to help them retain items and structures less frequently encountered in everyday conversation. A variety of skills and language components, particularly with language overlap, will also accommodate the substantial portion of learners who do not learn efficiently through listening and speaking.

This presentation introduces techniques for introducing balance and variety into conversational classes while maintaining a level of speaking and listening for learners to directly improve speaking proficiency.

David is a TEFL specialist with over 30 years experience in Asian language study and English language education in three countries, including seventeen years at the university level in Japan, managing collaborative oral/ aural, presentation skill and video skit classes. email: hyredave@hotmail.com

Session 6 - 4:15 ~ 5:00

日英二ヶ国語による共同学習活動 - **Bilingual cooperative exchange program**
Japanese / 日本語

20 minute
Presentation
4:15 ~ 4:35

Naoko Tanaka, Hokusei Gakuen University Junior College, Sapporo, Hokkaido

Room A



日本の大学における英語クラスと米国の大学の日本語クラス間で、ビデオ映像と文字を介した意見交換を約8週間継続し、二か国語での共同学習活動を実施した。前年度に行った文字のみによる活動と比較し、教員側から見た成果と課題、学生からのクエスチョネアの結果を考察した。ビデオ(動画)利用にともなう技術面での問題もあったが、日本人学生の多くがスピーキング技能向上の必要性について述べ、外国語学習における同技能学習の重要性を再認識したようだった。また、米国側学生の日本語スピーキング技能の高さを指摘するコメントも多くあった。前年度同様にリアルタイムでのやり取りを希望する声も多かった。

EFL classes in a Japanese college and Japanese language classes in an American college had an interactive cooperative project over the internet. Students interacted in both Japanese and English for about 8 weeks, in 2013. In a similar cooperative project, which was conducted in 2012, students wrote each other on Moodle. In this project, however, they wrote each other and used videos to interact on various discussion topics. From the teacher's point of view and students' comments and answers in the questionnaire, conducted after finishing the project, there were some differences from those of the former experience. There were some technological difficulties to upload/watch video, but it probably encouraged Japanese students to think about the importance of speaking practice in foreign language learning. Many Japanese students pointed out the good speaking skills of US students. There were many comments that requested real-time interaction between these two classes.

Naoko Tanaka is an assistant professor of Hokusei Gakuen University Junior College. Her interest areas are speaking, interpreting and CMC. email: ntanaka@hokusei.ac.jp

Questioning an over-reliance on CLT methodology in EFL contexts

45 minute
Presentation
4:15 ~ 5:00

Tim Blankley, Kokugakuin

Room B



Most of us use communicative language teaching (CLT) materials and methodology. At minimum, our students should attend to meaning and practice the negotiation of meaning. As such, a willingness to interact in the target language is a required learner behavior. Yet a notable number of students spend task-time avoiding interaction and code-switching. And in appealing interactive tasks, code-switching is a predictable strategy students use to go deeper on an issue. This presentation will a) summarize the critical literature on CLT relevant to the topic of code-switching, b) present empirical evidence as to why CLT often fails to engage students due to the inevitable use of the L1, and c) look at how to adapt course materials that target strategic interaction, and so help L2 users interact in the target language.

Tim works full-time at Kokugakuin teaching non-English majors. His main teaching interests are focused on a macro skills curriculum. At Kokugakuin he has incorporated CALL, TBLT, and extensive reading and listening into the curriculum. Tim holds a Masters degree (MED) in TESOL and BA in Philosophy/Anthropology. email: timlxii@gmail.com

“American joke”: How Japanese students perceive humor in the language classroom

アメリカンジョーク: 言語の授業で、日本人学生がいかにかユーモアを捉えるか

**45 minute
Presentation
4:15 ~ 5:00**

John Rucynski, Jr., Okayama University & Peter Neff, Doshisha University

Room C



Many language instructors claim that the use of humor has an undeniably positive impact on class dynamics and student motivation. However, Reimann (2009) warned that the use of humor could at times be culturally inappropriate, while Quock (2007) stated that the overuse of humor could be demotivating and actually inhibit student language production.

Anecdotes abound, but little research has been done to understand how Japanese students themselves perceive humor's role in the language classroom. In an attempt to fill this gap, the presenters distributed a survey to university students (N = 918) across Japan comprised of Likert-scale and open-ended items targeting their views on humor in English classes.

The presenters will discuss the role of humor in language teaching through analysis of the survey results. A strong majority of participants rated having a sense of humor as an important trait for university language teachers, and many enjoy humor in the classroom even when they cannot fully understand it. Nonetheless, qualitative responses provided deeper insight into when students find humor beneficial and when they find it distracting or inappropriate. In addition to sharing research results, the presenters will invite attendees to share their own experiences and opinions on the issue.

John Rucynski, Jr. is currently an associate professor in the Language Education Center at Okayama University. His research interests include content-based instruction and the integration of language and culture teaching. He recently received a government grant to research the role of humor in English language teaching.

Peter Neff has lived in Japan for almost 20 years, the past 15 of which have been spent working at universities in Tokyo, Okayama, and Kyoto. Areas of current research include second language writing, global education, and integrating culture and language learning.

Integration of critical thinking in EFL education

英語教室にクリティカルシンキング

**45 minute
Presentation
4:15 ~ 5:00**

Roehl Sybing, Nanzan Junior College

Room D



This presentation seeks to discuss the integration of critical thinking (CT) skills into the EFL curriculum, defining its role in language acquisition and presenting the challenges in developing CT skills in language learners. CT involves the demonstration and evaluation of higher cognitive skills, which have broad implications for learner development if fostered in formal classroom settings. Despite this potential, evidence suggests that the development of such skills is not sufficiently treated in EFL education due to, among other causes, the perceived need among teachers to prepare students for standardized assessment. Nonetheless, CT remains a fundamental concept to teaching and learning if language classrooms are to develop fluent, multilingual speakers. Theory will be cited in narrowing the scope of CT development through classroom activities, and previous examples of classroom application of CT in language education and other subject areas at the senior high school and university levels are provided to suggest pedagogical implications for language educators.

Roehl Sybing is an Assistant Instructor at Nanzan Junior College in Nagoya. He has been an English teacher in various contexts in Japan and the United States. His research interests include culture in language education and critical thinking in language acquisition. email: roehl.sybing@gmail.com

4:45 - Session 6, 2nd round of 20 minute presentations

Exploring attitudes towards peer-feedback in the writing classroom

ライティングにおけるピア・フィードバックに関する学習者側の見解についての検討

20 minute

Presentation

4:45 ~ 5:05

Haidee Thomson, Hokkai-Gakuen University, Sapporo, Hokkaido

Room A



Research suggests that peer-feedback can be an effective activity for sharpening editing skills, raising audience awareness and encouraging learner autonomy in writing. However, how willing are students to share their imperfect writing with one another? Indeed, uncertainty about the openness of students to peer feedback may discourage instructors from implementing peer-feedback strategies in their classes despite possible benefits. In order to explore the grounds for such concerns, I surveyed attitudes towards peer-feedback among students in a Japanese university (N=73), prior to beginning a one-semester English writing course, with a follow-up survey upon completion of the course. Preliminary results showed an encouraging openness towards peer-feedback despite a lack of experience with it. Findings from the study suggest that instructors who wish to implement peer-feedback in their courses need not consider student apprehension as an obstacle. In addition to survey findings, I will share examples of self-check and peer-feedback check-lists developed for and used in writing classes during the study. Teacher observations of student engagement as well as lessons learned for future writing classes will also be shared.

級友による添削(ピア・フィードバック)は校正スキルの向上、読者意識の向上、学習者の自律性促進に繋がるという事実が、先行研究により示唆されている。しかし、実際の学習者たちは、自分と同格の他者に自分の作品を添削してもらうという行為をいかに感じているのであろうか。まさに、学習者側の受け入れ姿勢が好意的か否かを断定できないことから、学習利点があるにも関わらず、講師側が授業へのピア・フィードバック導入に踏み出さない可能性がある。そこで、その課題を検討する目的で、日本人大学生(N=73)を対象にピア・フィードバックについての意見調査を行った。具体的には、英文ライティングコースの開始前および終了後に、級友による添削に関する見解についてのアンケート調査を行った。調査データの予備的分析では、同格の他者による添削経験は少ないものの、学習者側の姿勢はピア・フィードバックに対して寛容であることが示唆された。よって、この調査結果から、講師側が授業にピア・フィードバックを導入しない原因を、学生の不安や抵抗であるとする必要はないと示唆される。さらに、本調査の結果データに加え、調査に使った自己添削チェックリスト及び級友による添削チェックリストの例、また、学習者の授業への関わり方についての講師側観察結果、今後のライティングクラスに向けての教訓なども併せて報告する。

Haidee recently graduated from Victoria University of Wellington, New Zealand, achieving a Masters in TESOL with distinction. She enjoys applying her learning and ideas through teaching a wide variety of EFL classes at Hokkai-Gakuen University in Sapporo. Her research interests include writing development and feedback, formative assessment, and formulaic language. email: haidee.thomson@gmail.com

2014 JALT Hokkaido Language Teaching Conference

Hokusei Gakuen University - Doors open for registration at 9:00 am

	Room A	Room B	Room C	Room D
10:00 ~ 10:20	Learner and Instructor Relationship: Teaming for Better Results in ER Instruction 多読方法を使って、より良い結果を出すための習者とインストラクターのチームワークについて Emilia Fujigaki	Elements of good speaking: An analysis of an exceptional student's strategy use for developing spoken competence Brian R. Morrison	Dealing with troublesome behavior in the language classroom Seth Cervantes & Rob Olson"	My Share 'EFL Bluff' - Using circumlocution for vocabulary revision. Stuart Benson Classroom activity: The grass skirt Richard O'Loughlin
10:30 ~ 10:50	How to motivate non-English major students to learn English Ms. Maiko Ishida & Ms. Emilia Fujigaki	The Teacher as Facilitator of Cooperative Learning and Authoritative Transmitter of Knowledge: Blending the Roles Ken Foye		
11:00 ~ 12:00	Poster Presentations			
12:00 ~ 12:50	Lunch Break - JALT Hokkaido General Meeting / Lunch			
1:00 ~ 2:00	Keynote Speaker :Eric Kane "10 Things that great teachers do"			
2:15 ~ 3:00	Borderless Publishing - Going Digital Eric Kane	Oxford University Press Teaching Presentation Skills: Breaking Skills Down into Manageable Pieces Ben Shearon	Abax Ltd. What can we 'teach' about Oral Communication? Hugh Graham-Marr	What to look for in an academic listening textbook アカデミック・リスニング教科書の選び方 Michael J. Crawford
3:10 ~ 3:30	耳をすませば Listening to your students Helen Takahashi	Macmillan Language House The evolution of print publishing to digital publishing Darren Halliday	Who needs a syllabus when the learners write diaries? Junior Koch	Revitalizing English lessons through PowerPoint Christopher Bozek
3:40 ~ 4:00			Balanced-Skills Syllabus: Why Over-emphasizing Speaking can be a Problem J. David Hyre	
4:15 ~ 4:35	日英二か国語による共同 習活動 Naoko Tanaka	Questioning an over-reliance on CLT methodology in EFL contexts Tim Blankley	"American joke": How Japanese students perceive humor in the language classroom アメリカンジョーク: 言語の授業で、日本人生がいかにユーモアを捉えるか John Rucynski, Jr. & Peter Neff	Integration of critical thinking in EFL education 英語教室にクリティカルシンキング Roehl Sybing
4:45 ~ 5:05	Exploring attitudes towards peer-feedback in the writing classroom ライティングにおけるピア・フィードバックに関する習者側の見解についての検討 Haidee Thomson			