

Theory and Practice of Gamification in the Language Learning Classroom

Abstract:

This presentation will consider ways in which ideas from game theory and game design can be applied in education to improve students' motivation and engagement. These ideas will be illustrated with examples from the presenter's own experience creating activities and courses for language learning.

Of central importance in these learning materials is making the goals of the course, and the steps to achieve those goals, clear to the students. To this end, the presenter has made use of the Moodle LMS (Learning Management System) to create blended learning environments that support students of varying ability and aptitude, and encourage active learning through collaborative work in pairs and groups. The result is a "flipped classroom" in which students prepare outside class for performances and assignments done in the classroom. Responses from student surveys show that students have found these courses useful and enjoyable.

The Moodle-supported courses employ various tools and techniques. Some of the technologies, such as conditional activities and digital badges, are available in standard Moodle, while others, such as the Scoreboard block and extended Reading activity, have been developed by the presenter and can be added to a Moodle site as 3rd-party plugins.

This presentation is intended for teachers from across the spectrum of computer literacy. Whether you have never used an LMS before, or use one every day, it is hoped that this presentation will improve your awareness of the versatility of a modern LMS, and how it can support you and your students in and out of the classroom.

Keywords: gamification, motivation, Moodle, flipped classroom

Bio:

Gordon Bateson has a B.Sc. degree in Software Engineering from Imperial College, London and a M.Sc. in Teaching English for Specific Purposes (TESP) from Aston University, Birmingham, U.K. He has lived and worked in Japan for the last 27 years. He teaches English at Kochi University of Technology (Japan) and develops add-ons for Moodle. He is currently enrolled as a doctoral student at Aizu university (Japan).

Online Course Design 101: All You Need to Know To Get Started

Mehrasa Alizadeh & Parisa Mehran

Abstract:

This presentation is an attempt to simplify and exemplify the process of online course design. It will focus on practices that the presenters have found successful in designing online English courses. First, popular instructional design models will be reviewed. Topics such as online syllabus, authoring tools, and e-assessment will be discussed. Finally, checklists for online course self-evaluation will be introduced.

Keywords: online course design, higher education, evaluation

Bio:

Mehrasa Alizadeh is a PhD candidate at Osaka University, with a BA in English Language and Literature and an MA in Teaching English as a Foreign Language (TEFL) from Allameh Tabatabai University, Tehran. Her research interests include CALL, online course development/quality assessment, and AR/VR applications in language teaching.

Parisa Mehran is from Tehran, and is a PhD candidate at Osaka University. She holds a BA in English Language and Literature and an MA in TEFL from Alzahra University, Tehran. Research interests include CALL, online course design, and AR/VR applications in ELT.

Encouraging Extensive Writing in Moodle

Gordon Bateson

Abstract:

In the standard "Essay" questions in Moodle, students must wait for the teacher to manually input a grade and feedback. This can lead to an intense workload for the teacher and demotivating delays for the students. To address these issues, a new question type, the "Essay (auto-grade)" question, was developed. It awards a provisional grade as soon as the student submits an essay based on the number of words, sentences, and target phrases that are present. This question type allows the teacher to specify "grade bands" which can be used to create a non-linear grading scheme. The teacher can override that grade by giving a manual grade and feedback. We'll conclude with examples of how this question type can be used in actual educational situations.

Keywords: CALL, extensive writing, university & Jr/Sr high school level

Bio:

Gordon Bateson has a B.Sc. degree in Software Engineering from Imperial College, London and a M.Sc. in Teaching English for Specific Purposes (TESP) from Aston University, Birmingham, U.K. He has lived and worked in Japan for the last 27 years. He teaches English at Kochi University of Technology (Japan) and develops add-ons for Moodle. He is currently enrolled as a doctoral student at Aizu university (Japan).

Teaching Workshop and Discussion

Alex Blumenstock & Rachel Patterson

Abstract:

This presentation demonstrates ways to build fluency and vocabulary through peer-to-peer teaching. In this workshop, we'll use a variety of flexible and scalable activities to facilitate discussion and help learners develop the skills to master meanings and contextual uses of unfamiliar language. These methods will make your speakers more confident and reduce teacher talk time.

Keywords: speaking, fluency, discussion

Bio:

Alex Blumenstock received an MA in English and a TESOL Certificate from East Tennessee State University. He has been teaching ESL for four years in both Japan and the U.S., and is currently an instructor for the ELS Study Abroad Program in the International Studies Department at Kindai University in Osaka.

Rachel Patterson has an MBA from The University of Memphis and three TESOL Certifications from the TESL American Institute. She's been teaching ESL for six years and is currently Assistant Academic Director of the ELS Study Abroad Program at Kindai University.

Using the Communication Textbook Creatively

Gretchen Clark

Abstract:

Are you searching for ways to infuse a bit of excitement into your communication lessons, but required to use a textbook? In this workshop-style presentation, participants will explore creative ways to adapt three typical textbook speaking activities: 1) model conversation/substitution tasks 2) interview/questionnaires 3) open-ended discussion prompts. The presenter will also discuss how her tweaks can encourage output and maximize fun.

Keywords: materials development, EFL pedagogy, speaking

Bio:

Gretchen Clark enjoys teaching communication, academic writing and business English at Ritsumeikan University. Her research interests include: pedagogy, critical thinking, teacher and learner development, and neuroELT.

Devise your own Action Research Project with the Learner Development SIG!

Gretchen Clark & Ann Flanagan

Abstract:

In this workshop, participants will explore their own classroom issues concerning learner development. Following Schmuck's (1997) action research framework, you will investigate your specific issue with Kansai 'Get Together' members and other attendees and create an action plan of your own to make improvements. Join us for a local meeting in the future to present your project's results!

Keywords: action research, learner development

Bio:

Gretchen Clark enjoys teaching communication, academic writing and business English at Ritsumeikan University. Her research interests include: pedagogy, critical thinking, teacher and learner development, and neuroELT.

Ann Flanagan teaches at Ritsumeikan Junior and Senior High School. Her research interests include curriculum development, extensive reading, and teacher training.

Student Created Transcriptions and Posters for Active Learning

Neil Cowie

Abstract:

In this presentation I will share two specific classroom activities that I have found particularly effective in promoting classroom interaction: 1) transcription of student conversations by the students themselves; and, 2) in-class poster creation and presentations. In addition to describing the activities I will also give examples of transcriptions, posters and critical reflections by students from a database of over 900 examples.

Keywords: transcription, posters, classroom interaction

Bio:

Neil Cowie teaches in the Department of Foreign Languages at Okayama University.

Using Kiva in the classroom

Imogen Custance & G. Clint Denison

Abstract:

Finding ways to motivate students while encouraging greater awareness of global issues is becoming increasingly important in today's global society. This presentation will examine some of the various ways in which micro-lending organisations such as Kiva can be used in class to engage students in philanthropy at a global level whilst also supporting language development.

Keywords: micro-lending, projects

Bio:

Imogen Custance received her M.S.Ed. in TESOL from Temple University in 2016. She previously taught at the senior high school level but is currently a full-time lecturer at Kyoto Sangyo University.

G. Clint Denison is a university lecturer based in Osaka. He currently teaches at Osaka Jogakuin University, Konan University CUBE, Mukogawa Women's University, and Kansai University.

Enhancing the Craft of Teaching through Reflective Practice

Ann Flanagan

Abstract:

Rejuvenate your teaching practice by learning how to use the Framework for Reflecting on Practice by Thomas S.C. Farrell to journal about your classroom experience via five stages: Philosophy, Principles, Theory, Practice and Beyond Practice. Participants will leave the workshop with a tool that is an integral part of every teacher's professional development.

Keywords: teacher training, reflective practice

Bio:

Ann Flanagan teaches at Ritsumeikan Junior and Senior High School. Her research interests include curriculum development, extensive reading, and teacher training.

Liven-up the Class with "Reading Races" & other Timely Teaching Tips

Ray Franklin

Abstract:

Time is often overlooked as a teaching aid. This workshop will present/review over two-dozen "timing tips" for use in the English classroom (with demos using current textbooks), which can raise student awareness and provide more focus while adding lively and effective practice of almost any language teaching content or materials, at any level.

Keywords: time, tips, races

Bio:

Ray Franklin came to Osaka from Colorado to teach English for "just a year or two", and has now been here for over 25 years. For 15 years he taught part-time at various universities throughout Kansai, and currently teaches at Tenri University in Nara.

Improving Material Analysis Skills and Intercultural Competence through Textbook Analysis Project

Akemi Fu

Abstract:

This case study reports on an undergraduate-level English teacher training course. Using a framework suggested by Tomalin and Stempleski (1993), the participants analyzed MEXT-approved English textbooks to see how cultures are portrayed. Comparison of their pre- and post-teaching plans indicate qualitative change both in their material analysis skills and intercultural understanding (Deardorff, 2006; 2009).

Keywords: culture, intercultural competence, material analysis skills

Bio:

Akemi Fu is from Osaka city, is a graduate of Kobe University, and has an MA in ESL from University of Hawaii at Manoa. She is an associate professor in Osaka Jogakuin College/University, and her main research interest lies in teacher development.

Defend the Indefensible: Timed Writing Practice

Sean Gay

Abstract:

Providing the framework for students to practice their timed writing skills is difficult. It involves working on typing fluency as well as writing fluency. A good way to motivate students and decrease the time needed for decision-making is to give your students indefensible ideas to write in support of.

Keywords: writing, engagement, fluency

Bio:

Sean Gay is an Associate Lecturer of English at Kwansai Gakuin University. He holds a doctorate in Health Sciences and an MS in TEFL. His research focus is on content and language integrated learning in relation to second or foreign language identity development.

A Survey of a Japanese High School's Information Literacy

John Gayed

Abstract:

Japanese students still learn in a decidedly analog environment while surrounded in a world that has become digital. This presentation introduces the author's high school as a case study and asks what can be done to better improve the information literacy of our students. These students will graduate high school and face an overabundance of information sources. What can high school teachers do to better prepare them to manage and contribute in such an environment.

Keywords: information literacy, Japanese high school, analog learning

Bio:

John Maurice Gayed is from Los Angeles, California and is studying Educational Technology as a graduate student at the American College of Education. He currently works for a private junior / senior high school and is the director of L.A English Academy, LLC.

The Benefits of doing Extensive Reading Online

Paul Goldberg

Abstract:

Online extensive reading means more than students reading graded readers on their smartphones. It puts powerful tools like an interactive dictionary, character lists, and audio-on-demand, right at their fingertips. Online extensive reading also benefits teachers by allowing them to monitor and assess their students' reading progress with greater accuracy.

Keywords: extensive reading

Bio:

Paul Goldberg teaches at Kwansai Gakuin University. His main fields of interest are extensive reading and extensive listening. He is the founder of Xreading, an online system for extensive reading.

The (Un)Expected Failures of the Global 30 project

Michael Hollenback

Abstract:

The Global 30 project is an undertaking by the Japanese government to 'internationalize' higher education. However, even when viewing this through a neoliberal or humanistic lens, the project has failed in both its explicit and implicit goals. This presentation looks at the Global 30 project, its policies and implementation, and how its failures have affected internationalization in higher education.

Keywords: internationalization, critical pedagogy

Bio:

Michael Hollenback is a teacher at Konan University, Hirao School of Management.

Digitalized Word Games as Textbook Support Activities

Gerard Pierre Levesque

Abstract:

English puzzles and word games are great supplementary activities. Word games support grammar points, themes of textbook units ... Once digitalized, they help students acquire and practice computer skills. Games prevent boredom, practice vocabulary and encourage group work. In classes using the Web, games are fantastic textbook support activities; they can be easily transformed into a digitally written homework.

Keywords: digitalized games homework

Bio:

Gerard Pierre Levesque is from Canada. He has an M.A from McGill and a B.Ed. (TEFL) from Concordia. He teaches at Konan Women's University and for ECC.

Techniques for Promoting Greater Learner Engagement in Oral Communication Classes

Paul Lyddon

Abstract:

This session will introduce and demonstrate four simple, adaptable oral communication activity structures designed to elicit meaningful participation from all students. These activities can be made to serve a variety of purposes, including ice breaking, brainstorming, schema activation, conversation practice, and responsible discussion, among others.

Keywords: oral communication, participation, classroom management

Bio:

Paul Lyddon teaches at Osaka Jogakuin College. He has a PhD in Second Language Acquisition from the University of Arizona. His specialty areas include pedagogy and educational psychology.

Morphological Instruction to Improve Vocabulary Comprehension and Test Performance of Intermediate and Advanced English Language Learners

Josh MacPherson

Abstract:

Action plans are usually employed in the business world. Companies create action plans with specific goals and plan on investing a specific amount of resources into achieving said goal. Why shouldn't English language learners do the same? When students create an action plan before the course, they become more focused and energized to achieve their goals.

Keywords: student-centered, engaging, unique

Bio:

Josh MacPherson is a native New Yorker with an MA in ESL Curriculum and Instruction from the University of Phoenix. He currently owns and operates The Vocabulary Ninja Education Program.

Raising EFL Students' Motivation, Listening Ability, and Descriptive Writing Abilities through Films

Eric Martin

Abstract:

This presentation introduces an outline and justification for the use of feature-length English films in high school EFL English Communication classes. When used in an Osaka high school English course over one semester, students reported increased motivation to learn English, increased confidence in their English listening ability, and demonstrated an improved ability to write short descriptive and opinion-based essays.

Keywords: motivation, listening, writing

Bio:

Eric Shepherd Martin is a lecturer at Shitennoji University and received his M.S.Ed. in TESOL from Temple University. He lives with his wife and daughter in Amagasaki.

Teaching English Grammar through Data-Driven Learning

Abdul Muis Muhyidin

Abstract:

This paper focuses on investigating how Data-driven learning (DDL) applied in teaching English grammar, and drawing students' responses to such instructions. This research was qualitative descriptive study conducted in an EFL classroom of a senior high school in Indonesia. The result was DDL provides an enjoyable learning activity and effective way to teach English grammar.

Keywords: data-driven learning, grammar, inductive

Bio:

Abdul Muis Muhyidin from Karawang Indonesia, is a university student of Singaperbangsa University, had joined some international conferences in field of applied linguistics.

From Classroom to Community: The Case for Community Service

Wade Muncil

Abstract:

Community service within the educational system is globally on the rise and research points to its value in supporting student attendance, teacher satisfaction and heightened learning. This presentation will take attendees through the research, then show how they can take their courses and link them to a service project engaging their students while supporting their community.

Keywords: community, service, engagement, learning, satisfaction

Bio:

Wade Muncil holds an MA in Teaching from the School for International Training and is back teaching in Japan after nine years in The United Arab Emirates. Interests include documenting and preserving world cultures and promoting community service in education, business, and government.

Real-life Business Tasks to Motivate Students

Sachiko Nakagome

Abstract:

This study investigates whether giving Japanese students real-life business tasks such as marketing their own products in English would motivate students by showing them the practical skills they could use after joining the work force. Survey results revealed that most students felt motivated and enjoyed the practical tasks.

Keywords: business English, task-based language teaching (TBLT), motivation

Bio:

Sachiko Nakagome was raised mainly in New York and Osaka. She obtained a Masters' in Education from Temple University, and currently teaches at three universities in Tokyo.

Factors which should Affect a Teacher's Selection of Listening Activities for a Group of SLLs

Cian O'Mahony

Abstract:

This presentation will discuss the importance for teachers to understand the steps involved in listening comprehension, as well as a set of micro-skills that learners use in listening. Knowledge of these factors can affect teachers' decisions as to what kind of listening activities to use and how to use them in the classroom successfully. Other important factors include relevance and authenticity of materials.

Keywords: listening, micro-skills, activities

Bio:

Cian O'Mahony is from Galway, in the West of Ireland, has a MA-Education in Applied Linguistics from the University of Southern Queensland and currently teaches at Asia University, Musashino, Tokyo.

How SLLs Benefit from Understanding how Words come into Language

Cian O'Mahony

Abstract:

This presentation will investigate the ways words come into a language, highlighting the effect this has on the language learning process for SLLs. Knowledge of certain common processes such as affixation, clipping, and borrowed words, for example, can help students to augment their vocabulary and develop more native speaker-like fluency.

Keywords: clipping, affixation, borrowed words

Bio:

Cian O'Mahony is from Galway, in the West of Ireland, has a MA-Education in Applied Linguistics from the University of Southern Queensland and currently teaches at Asia University, Musashino, Tokyo.

Teaching English Phonetics and Pronunciation at Osaka Jogakuin College/University

Tomomi Otsuka

Abstract:

This workshop will introduce participants an example of the teaching and learning of English pronunciation at Osaka Jogakuin College/University. Using the software called "PC@LL," I will demonstrate one lesson in our CALL room. Participants will be able to use the software including recording their own voice for analysis.

Keywords: pronunciation, CALL, self-assessment

Bio:

Tomomi Otsuka is a full-time lecturer at Osaka Jogakuin College. Her major research area is teaching the English sound system, and she is interested in self-assessment in pronunciation learning.

A Correlative Study of Students' Reading Interest Toward Their Writing Ability

Nanik Rahmawati

Abstract:

This research is purposed to find out whether there is any correlation of students' reading interest toward their writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016 or not and to find out the profile of students' reading interest and writing ability. This research is a correlative research. As a quantitative research, the data collection method that was used by the researcher was questionnaire and test. The researcher found that the correlation between reading interest and writing ability were very significant.

Keywords: correlative study, reading interest, writing ability.

Bio:

Nanik Rahmawati, graduated from IAIN Salatiga, joined teaching internship program in Malaysia at SIKK Senior high school. Currently pursuing her graduate degree at UNS Surakarta, Indonesia.

The Role-play Spectrum

Chhayankdhar Rathore

Abstract:

The workshop will provide participants with hands-on activities that will make them aware of the drama continuum that underlines all drama activities. This awareness will help them choose appropriate role-plays based on their lesson objectives and learner characteristics. The workshop will also introduce a repertoire of drama activities that can be used to extend, deepen, and review role-plays.

Keywords: role-play, drama

Bio:

Chhayankdhar Rathore is a graduate student in the Master's Program in International Language Education:TESOL at Soka University, Japan. His area of interest is speech and drama in English language teaching.

Japanese Copyright Law: What Teachers Need to Know

Cameron Romney

Abstract:

Authentic materials such as newspapers and videos are protected by copyright. If teachers use them in the classroom, are they violating copyright law? How can teachers legally use them? This interactive workshop will examine Japanese copyright law as it pertains to teachers and classrooms. The rules will be presented and specific examples of both compliance and violation will be discussed.

Keywords: authentic materials, copyright

Bio:

Cameron Romney is a longtime member of Osaka JALT and has taught EFL/ESL for the last 19 years. Currently, he is an assistant professor at Doshisha University in Kyoto.

Teachers Helping Teachers SIG Programmes and Activities

Catriona Takeuchi, Steve Cornwell, & Chris Ruddenklau

Abstract:

Steve Cornwell, Catriona Takeuchi, and Chris Ruddenklau will discuss Teachers Helping Teachers (THT) programmes in various countries including Bangladesh and Nepal. They will talk about the individual country programmes, their experiences and reflections, and will also give insights into what THT is and how it works.

Keywords: THT, countries, programmes

Bio:

Catriona Takeuchi is a former school owner and has worked teaching young learners in Japan since 1990. She currently works freelance offering writing services for children's stories and educational materials.

Steve Cornwell is Vice President of Osaka Jogakuin University and a professor of English and Interdisciplinary Studies. He is a former national Director of Programmes for JALT and now co-ordinator of THT SIG.

Chris Ruddenklau, a New Zealander working in Japan, has introduced more than 160 teachers to educational institutions in Laos. The Lao Program is a main supporter of the annual Lao TESOL Conference.

Comparing Two University EFL Classes Using Extensive Reading

Brendan Van Deusen

Abstract:

The presenter will compare two first-year university English communication classes in which the curriculum was designed around the use of Extensive Reading. The presenter will discuss how the curriculum for each class was adapted to account for the differing levels of English proficiency and academic ability.

Furthermore, the use of digital books and Moodle Reader will be discussed.

Keywords: extensive reading, curriculum design, moodle

Bio:

Brendan Van Deusen received his MA from the University of Birmingham. His research interests include Extensive Reading and curriculum design. He teaches at Nagasaki International University.

Integrating Cambridge Key English Test Into Kids English

Anthony Walsh

Abstract:

This presentation highlights the benefits of integrating the Cambridge Key English Test (KET) into tertiary education. Naturally, many issues arise when choosing an evaluation method. Therefore, it is important to show evidence of language development for each year of study at university. This research will show the results of selecting KET ahead of TOEIC or other popular assessments.

Keywords: KET, teacher trainer, curriculum

Bio:

Anthony Walsh is a MEd graduate from University of Southern Queensland and will start a PhD this year. He is a lecturer at International Pacific University in Okayama.

Drilled and Over-Grilled: Considerations for Content and Context in Japanese EFL

K. Korey Wertman

Abstract:

A cross cultural theory of practice influences in Japanese EFL and an investigation exploring questions of: How much are native instructor classroom practices influenced by local pedagogy? What affects our choice and design of classroom tasks? How can we incorporate more meaningful context and higher order thinking in conversational English classes with reticent or lower skilled students?

Keywords: classroom practices, course design, higher order thinking

Bio:

K. Korey Wertman is from Pittsburgh, holds a dual BA from IUP, studied MA-TESOL at CUNY Hunter, has a M.S.Ed. ESOL from FHSU, and teaches at MEF English.

Free-Speaking: Promoting L2 Oral Fluency in the Classroom

Brian Wojtowicz

Abstract:

This presentation discusses the necessity of promoting oral fluency in the L2 classroom by first showing the results of surveys that inquired about the amount of time students spent speaking English in high school and university English classes. The presenter then explains his concept of an in-class free-speaking activity that successfully enhances oral L2 fluency and spoken output performance.

Keywords: oral fluency communicative competence

Bio:

Brian Wojtowicz is originally from Canada and currently teaches at Kwansei Gakuin's Language Center. He has been teaching English in Japan for over 15 years.

What is the Japan University English Model United Nations?

Lori Zenuk-Nishide & Donna Tatsuki

Abstract:

The Japan University English Model United Nations (JUEMUN), in its 8th year, has grown into Japan's premier English MUN experience for university students around the world. The presenting authors will describe what it is, learning opportunities, and explain how it can be a part of the curriculum.

Keywords: Model United Nations

Bio:

Lori Zenuk-Nishide and Donna Tatsuki head the Model United Nations program at Kobe City University of Foreign Studies, which includes JUEMUN (Japan University English Model United Nations) and NMUN (National Model United Nations).

