

2016 JALT Hokkaido Language Teaching Conference

Plan, Implement, and Evaluate - Teaching and Assessing Learning



Hokusei Gakuen University / 北星学園大学

Sunday, October 2, 2016 / 10月2日 (日)

9:30am~4:30pm

Doors open for registration at 9:00am

First session begins at 9:30am

<http://www.jalthokkaido.net>

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

Conference Committee Message

Welcome to the 2016 *JALT Hokkaido Language Teaching Conference*. We hope that you will find the day stimulating and motivating. We hope that you will take back to your classroom something new, whether it is a resource, an activity, or a fresh perspective. That's the great thing about conferences - you never really know what you will find.

The conference committee would like to thank Hokusei Gakuen University for providing the facilities for today. Without such community support it would have been very difficult to hold today's conference. Thanks also to Hitoshi Eguchi of Hokusei Gakuen University for making the arrangements and organizing such a great team of volunteers!

We would also like to thank the publishers, booksellers, and other Associate Members who have journeyed from far away to show the latest in teaching materials and technology, and offer their assistance in helping you find what you need for your students. Their sponsorship also helps to keep JALT Hokkaido healthy so we can continue to bring the best speakers to Hokkaido.

And finally, thank you to our presenters who have taken time and energy to share their experience and research with you today.

Learn and have fun!

The 2016 JALT Hokkaido Conference Committee



Session Times

Session 1 - 9:30 ~ 9:55

Session 2 - 10:05 ~ 10:55

Session 3 - 11:05 ~ 12:05

Featured Speaker - Michihiro Hirai

A general overview of English tests administered in Japan including a comparative study (subjective evaluation)

Lunch Break - 12:00 ~ 12:50

JALT Hokkaido General Meeting

Be advised there are no restaurants or shops at the venue. However, there are many restaurants and convenience stores around Hokusei Gakuen University. Pick up a bento on your way in.

Session 4 - 1:00 ~ 2:00

1:00 ~ 2:00 - Poster Presentations

1:00 ~ 1:50 - 40-minute presentation

1:00 ~ 1:25 - 20-minute presentations

1:35 ~ 2:00 - 20-minute presentations

Session 5 - 2:10 ~ 3:10

Featured Workshop - Jerry Talandis, Jr.

Getting Started with Speaking Tests

Session 6 - 3:15 ~ 4:30

Tests in Japan: Panel Presentation

Panelists: Julian Bailey (Cambridge Hokkaido Exam Centre Manager),
Matt Cotter (Eiken), Kate Sato (IELTS)

Keynote

Inspiring communication

CEFR A1+ ~ B2



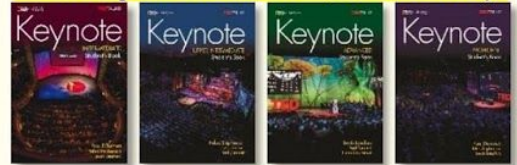
Featuring remarkable people communicating passionately and persuasively, TED Talks provide inspiring ideas and an unparalleled source of authentic language. Keynote invites learners to explore life-changing stories for a deeper understanding of the world, developing the confidence and skills needed to express themselves powerfully and proficiently in English.



- Presentation Skills
- Critical Thinking
- Communication

- Engaging and authentic TED Talks drive an integrated-skills syllabus alongside 21st century outcomes like communication, collaboration, creativity, and critical thinking.
- Real-world content presented through readings, infographics, and interviews motivates learners to engage with language meaningfully.
- Unique presentation sections based on best practices demonstrated by TED speakers teach transferable strategies that develop fluency, confidence and compelling delivery.

British English also available! (CEFR B1~C2+)

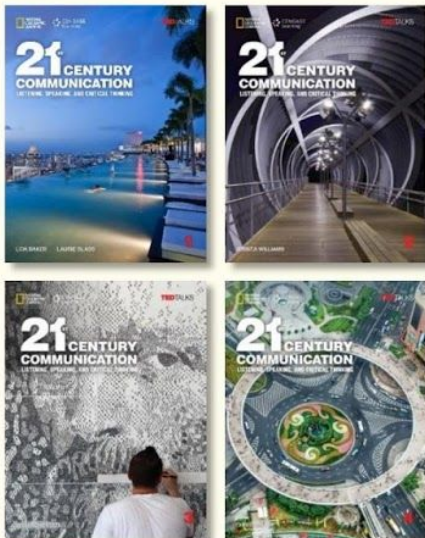


<http://ngl.cengage.com/keynote>

21st Century Communication

Listening, Speaking, and Critical Thinking

CEFR B1 ~ C1



21st Century Communication uses powerful ideas from TED Talks to teach learners to think critically and communicate effectively. Through authentic models of effective communication, students build fluency in the listening and speaking skills needed to achieve academic and personal success.

- Presentation Skills
- Critical Thinking
- Communication



<http://ngl.cengage.com/21centurycomm>

- Speaking, pronunciation, and presentation skills, inspired by TED speakers, prepare learners to speak confidently in any situation.
- Extended listening based on real-world situations and TED Talks provide listening and note-taking practice.
- Online Workbooks include the entire audio and video program, and automatically graded language practice activities - ideal for both hybrid and blended courses.

21st Century Reading also available!



Session 1 - 9:30 ~ 9:55

What Happens Next: Using Narrative Frameworks to Assist Students in Creative Writing Projects

Room A
20 minutes

Anna Twitchell & Euan Bonner



In university English reading and writing courses that include creative narratives as a genre topic, a typical end-of-unit project for students is to write an original story. However, creative writing in an L2 may be intimidating for students, especially those who have not had much experience with the genre in their L1, which can create a sort of writer's block. In order to counteract this, the presenters have designed a narrative-driven game for students to utilize as a framework that attempts to blur the lines between genre analysis and language experience. The ultimate goal of this game-as-framework is to provide a chance for teachers to formatively assess students' understanding of many of the language features of narrative writing while also ultimately providing the chance to cumulatively assess student's overall understanding of the narrative genre as a whole when students are tasked with completing the story in any way they choose. The presenters will explain how the game works and will report on changes they have made as a result of student feedback from their pilot study. It is hoped that attendees will leave with ideas on how to create similar frameworks of their own to use in their courses.

Anna Twitchell graduated from Oklahoma City University with a Master's degree in TESOL. She had taught at an Intensive English Program in Oklahoma City before joining Kanda University of International Studies as a lecturer in 2014. Her research interests include genre analysis and using digital games to facilitate L2 learning. Email: twitchell-a@kanda.kuis.ac.jp

Euan Bonner received a Bachelor of Communications, Graduate Diploma in International Business and a Master of Applied Linguistics (TESOL) from the University of New England, Australia and moved to Japan to teach English in 2007. He spent 7 years teaching English in Tokyo before joining Kanda University in 2014. Email: bonner-e@kanda.kuis.ac.jp

Investigating student self-efficacy beliefs as part of course evaluation

Room B
20 minutes

Gene Thompson



This presentation introduces an approach to course evaluation used for identifying affordances for course improvement at a university in Japan. International business management students in the program start English-mediated instruction (EMI) from their third year, and complete academic English and English for specific purposes classes in their first and second years. As part of a course evaluation, this reports findings from an examination of second year students' perceptions of capability for program objectives related to academic writing, presentation, and note taking. 217 students completed a self-efficacy questionnaire, and self-reported their gender and English proficiency level on the TOEIC test. Exploratory factor analysis identified four latent constructs of academic self-efficacy beliefs that correspond to four different academic usage situations. Results suggest that students are least confident for spontaneous language usage tasks related to presentation question time. Analysis of course materials identified that strategies for oral presentation question and answer time were not emphasized in instruction materials, and that opportunities for practice could be increased throughout the program. Findings indicate that certain aspects of public speaking are more challenging for students, and provide insights into areas where the preparatory program can improve.

Gene is an Assistant Professor from the College of Business, Rikkyo University, Japan. He researches teacher and learner cognitions about language learning, teacher training, and curriculum design. He is currently completing his PhD research, which involved an investigation of Japanese high school English teachers' self-efficacy for teaching English. Email: thompson@rikkyo.ac.jp

ケンブリッジ英検 公式教材・問題集

公式

ケンブリッジ英検 (Cambridge English) は、ケンブリッジ大学英語検定機構 (Cambridge English Language Assessment) が開発・実施している世界で最も信頼されている英語検定試験です。

Key (KET: 上初級)、Preliminary (PET: 中級)、First (FCE: 上中級)、Advanced (CAE: 上級)、Proficiency (CPE: 特上級) の5つのレベルからなり、コミュニケーション能力を測り養うのに最適な4技能試験です。

KET、PET、FCE には中高生に適した内容を扱った中高生対象の For Schools シリーズもあります。

ケンブリッジ大学出版局はケンブリッジ大学英語検定機構との共同出版により、ケンブリッジ英検の公式教材および公式問題集を多数ご用意しています。

一般英語



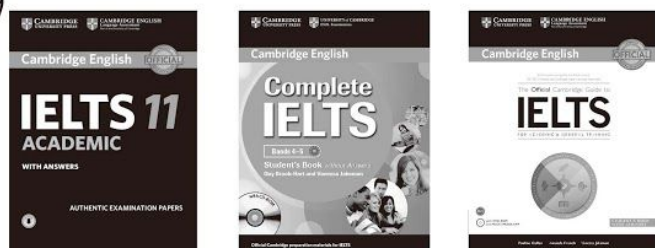
中高生対象



IELTS

**IELTS
受験者急増中!**

海外留学や海外移住に必要な英語力を証明するテスト IELTS の公式教材も多数ご用意!





Portfolios are flexible, alternative forms of assessment that have been used to show students' development over time as they progress toward curricular goals. They can be powerful tools that enable students to reflect on the course of their learning, while simultaneously allowing instructors and administrators to make better decisions to ensure that courses effectively promote both learning and subjectively meaningful experiences. The proposed research examines the development of a portfolio assessment plan for an EFL program at a Japanese university. Specifically, the research will examine ways in which EFL portfolios can be designed so as to (1) facilitate students' insights into L2 learning processes, (2) promote engagement, and (3) allow for greater integration of learning from different content areas to include courses focused on language skills, linguistics, literature, and culture. Potential benefits of portfolios will be discussed in light of the broader second language acquisition research related to learner autonomy, motivation, and the benefits of interaction within rich communicative contexts. The research will also examine several areas of concern with this form of assessment related to its reliability, validity, and feasibility with the Japanese EFL context.

ポートフォリオは、学生の学習到達度を柔軟にアセスメントできる方法のひとつとして用いられてきた。学生にとっては学習してきたことを振り返るのに強力なツールである。また講師や大学の管理者にとっては、学習課程が単に学習だけでなく、有意義な体験を促すためにも効果的なものとなるよう判断する手助けになる。本研究は、日本国内の大学のEFLプログラムで用いられるポートフォリオのアセスメント法について検討したものである。特に次の3つを取り上げる：(1)第二言語習得過程における学生の理解の促進、(2)より積極的な取り組みの促進、(3)言語能力、言語学、文学、文化を含めた様々な分野を用いることによる学習のより良い統合。ポートフォリオの潜在的な利点については、学習者の自律性、動機づけ、豊かなコミュニケーション文脈における相互交流の利点等に照らして、既存の研究から議論することとする。さらに本研究では、当該アセスメント法の信頼性、妥当性、日本のEFLの文脈における実現可能性に関連して懸念されることについても検討する。

Charles Mueller received his PhD in Second Language Acquisition at the University of Maryland. His research has primarily employed the usage-based theoretical approach. He has around two decades of college teaching experience to include EFL teaching in both Korea and Japan and English for academic purposes instruction in the U.S. Email: mueller@fujijoshi.ac.jp

News Discussion Carousel

Loren Bundt

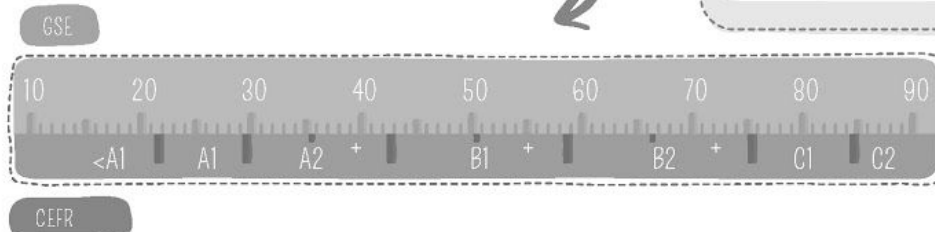
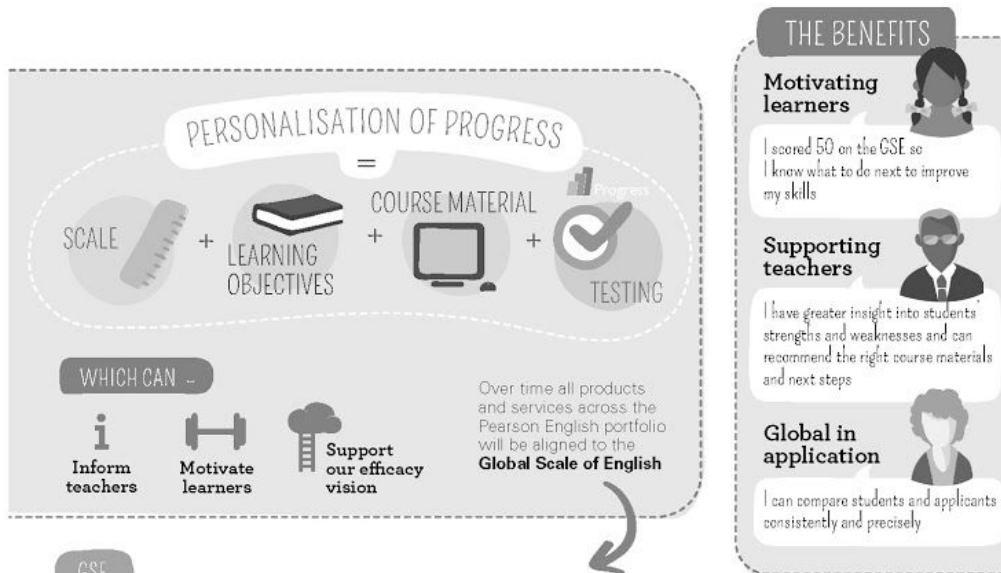
Room D
20 minutes



This presentation will introduce a carousel activity in which student discussion leaders rotate from group to group teaching pertinent vocabulary, telling an original summary of a story from an English-language newspaper website, and asking three sets of discussion questions. News discussion carousels depend on student-generated materials, and the objectives can easily be modified according to the levels of the students and departmental requirements. The leaders' written materials and the oral element of the discussion provide a variety of assessment opportunities. In order for the discussions to be successful, it helps to clarify expectations through modeling and workshopping the different stages of developing a news discussion worksheet. In addition to a brief explanation of the activity, example materials will be made available and suggestions will be provided for guiding the students through the process of creating their own materials and leading a discussion..

Loren has a history MA from Wayne State College in Nebraska, USA. He's been teaching ESL in Japan since 1997, and currently teaches as an adjunct instructor at Aoyama Gakuin University and three other universities in Tokyo. He also has two English classrooms for kindergartners and grade-schoolers in Sapporo.

THE GLOBAL SCALE OF ENGLISH IN ACTION



CREDIBILITY UNDERPINS THE OFFER

The **Global Scale of English** and the learning objectives are rooted in the CEFR

- MORE LEARNING OBJECTIVES ACROSS FOUR SKILLS**
- EACH LEARNING OBJECTIVE HAS BEEN RATED BY TEACHERS**
- GREATER GRANULARITY**
- ACADEMIC RESEARCH UNDERPINS PEDAGOGY OF COURSE MATERIAL**
- FOUR AUDIENCE SPECIFIC SETS OF LEARNING OBJECTIVES**

For more information contact Pearson Japan KK: elt.jp@pearson.com • 03-5549-8630

Session 2 - 10:05 ~10:55

Going out with a Bang! 7 Last Class Activities

Robert Ashcroft

Room A

40 minutes



Maintaining university students' interest during a 15-week long semester can be a significant challenge for many teachers. This can be especially true as the semester draws to a close, with students' thoughts turning to their final exams or the upcoming vacation. When all assignments have been collected and tests administered, it can be difficult to devise educational and meaningful activities. It can be particularly problematic to know how to approach the very last class of a course.

The last class represents an opportunity to reinforce course content and to leave a more enduring impression on students. Using fun activities to review materials from the semester can provide a cohesive conclusion to the course and in doing so make the final class really count. The presenter will demonstrate seven tried-and-tested last class activities, developed during 15 years of university teaching experience. The activities work exceptionally well with students from a wide range of levels and academic backgrounds, and can be adapted to recycle practically any course content. The presenter will offer detailed and practical advice on how to use these seven activities to not only review coursework, but also make the last class a fun, engaging, and memorable experience for students.

Bob Ashcroft has taught English in Poland, Germany, and Cambodia, and is currently an Associate Professor at Tokai University in Sapporo. He also works as a dissertation supervisor for the Department of English at Birmingham University (UK). His current research interests include blended learning, vocabulary acquisition and teaching English with movies. Email: bob.ashcroft1971@gmail.com

Communication - Making it real, assessing it real

Eric Hagley

Room B

40 minutes



Communication classes are an important part of any language curriculum. This presentation will outline the different methods the presenter uses to ensure the communication classes being taught are actually communicative in nature. Virtual exchanges between the Japanese students and students in other countries, in and outside class activities that promote communicative competence and assessment activities that ensure students have to practice speaking will all be outlined. Assessment is an important part of any course and to ensure the test will have construct and content validity, it should be communicative in nature. The oral test used in this course will also be outlined. The activities are delivered using a variety of tools but central to them is Moodle. How Moodle is used will also be outlined. .

Eric Hagley teaches at Muroran Institute of Technology. His research interests are in virtual exchange, telecollaboration and extensive reading. He is the chair of the Asia Pacific Virtual Exchange Association (APVEA) and head of the quiz quality assurance project for MoodleReader and mReader. Email: hagley@mmm.muroran-it.ac.jp

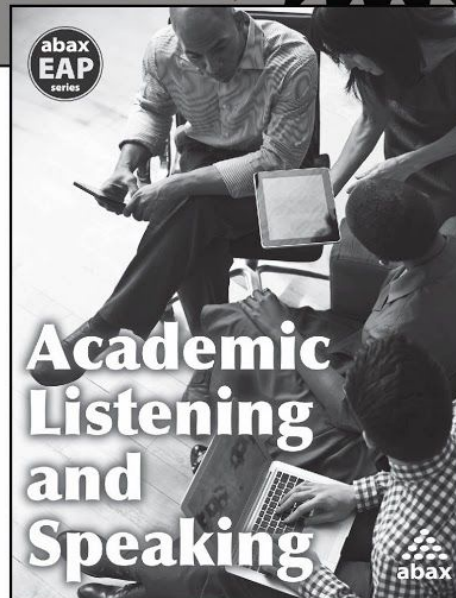
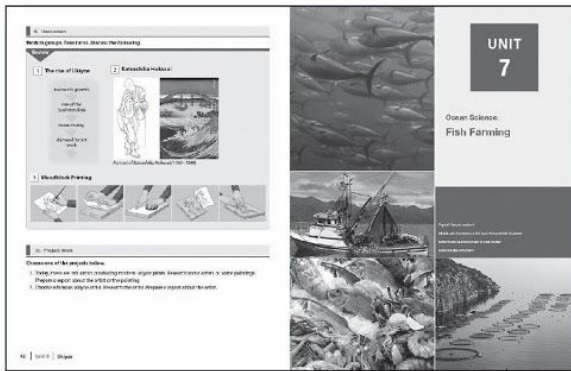
Academic Listening & Speaking 1 / 2 / 3

by Alastair Graham-Marr and Ben Tutchter

New!

Academic content for students of English

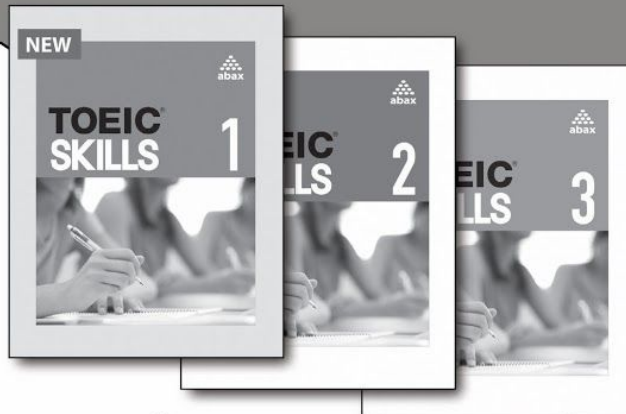
- A 3-level CLIL series for college students and above.
- Explicit teaching of listening and note-taking skills. Practice in discussion and project work.
- Developed in classrooms in Japan.



New!

TOEIC® Skills 1 / 2 / 3

- A 3-level series that focuses on both language skills and test skills.
- Classroom-friendly texts that reflect the very latest changes (from May 2016) in the TOEIC exam.



abax www.abax.co.jp

For more information or a sample copy please contact sales@abax.co.jp

Toward a More Authentic Assessment of Explicit Pragmatic Instruction in the Japanese EFL Classroom/日本のEFL授業での明示的な語用論的指導の真正性の高い評価をめざして

B. Bricklin Zeff

Room C
40 minutes



College level EFL students in Japan typically have six years of English language instruction. This language instruction depends on textbooks to introduce vocabulary, grammatical forms, and language strategies for students to learn and practice without any need to use this language outside the classroom (Kakiuchi 2005). Recent trends in language instruction in Japan have been to use communicative language teaching (CLT) to enhance the classroom experience (MEXT 2009). However, this trend often fails to produce concrete improvements (Humphries, Burns & Tanaka, 2015). Without explicit instruction in the production of language functions, there is no way for EFL students to build the understanding that students in an ESL context gain through everyday communication outside the classroom. This presentation will address the findings and methodology of a study that assessed the effectiveness of explicit pragmatic instruction in helping Japanese students competently make and respond to greetings in American English. Most studies when assessing the effectiveness of explicit pragmatic teaching involve students demonstrating ability by performing role-plays (RP) or discourse completion tests (DCT) that describe a situation and require students to write down possible responses (Kim 2007). In this study a measurement tool was developed to help assess the effectiveness of the instruction.

大学レベルの日本人EFL学習者は、一般的に6年間の英語指導を受けている。この言語指導では、学習者が授業以外で英語を使う必要が全くないなかで、語彙や文法形式、言語ストラテジーを学び、練習する教科書に頼っている。(Kakiuchi2005)

最近の日本の言語教育の傾向は、授業体験を向上させるためにコミュニカティブ・ランゲージ・ティーチング (CLT) を用いること (文科省2009) であるが、この傾向は多くの場合明確な改善を生み出していない。(Humphries, Burns & Tanaka, 2015)EFL学習者は、言語機能を明確に指導されることがなければ、ESL環境にいる学習者生徒が日々教室の外でのコミュニケーションを通じて得るのと同じ理解を築き上げることはない。

本発表では、アメリカ英語において日本人生徒が適切に挨拶を交わす手助けをする明示的な語用論的指導の有効性に関する調査結果と方法論について述べる。多くの研究は明示的語用論指導の有効性を検証するとき、学習者にロールプレイを行わせたり、状況を説明し考えられる返答を書かせる談話完成テストに答えさせたりして評価する。(Kim, 2007) 研究では、こうした先行研究とは異なる評価方法を開発した。

B. Bricklin Zeff is a PhD student in the Department of International Media, Communication, and Tourism Studies at Hokkaido University. His research areas include interlanguage pragmatics, speech act theory, and curriculum development. He is a full time faculty member at Hokkai Gakuen University. Email: bbzeff@gmail.com

Why bears are hunted – extensive reading with local texts

Tim Blankley

Room D
40 minutes



Extensive reading is an established tradition in language teaching. Especially valuable are texts that reveal culture through story and challenge readers' assumptions. Few texts however relate to students' own situation here in Hokkaido unless an instructor prepares the material. In this presentation we will look at an adapted Ainu folk tale or yukar, Why Bears are Hunted – by Honda Katsuichi. I will show how I went about adapting it from the original English translation and how students responded to it. I will argue that carefully chosen local texts in particular play an important part in the socialization process. Additionally, I will present classroom-generated examples that indicate students own assumptions were challenged. I will give some historical background to contextualize why local students may only have a superficial understanding of the theme we explored in the yukar. Finally, I will make suggestions for local texts.

Tim holds an undergraduate BA in philosophy/anthropology and an MED TESOL and teaches full-time at Kokugakuin University, Takikawa campus. He is interested in student empowerment and minimalist teaching.

Session 3 - 11:05 ~12:05

Featured Speaker



Michihiro Hirai

A general overview of English tests administered in Japan including a comparative study (subjective evaluation)

Being a native speaker of Japanese and coming from a global manufacturing industry, the presenter has been struggling with English as a user, a life-time learner, and a college teacher of the language and wishes to share with the audience his view of English tests from this triangular perspective. As a means of communication, language reflects all aspects of human thoughts and activities; hence there are countless approaches to, and forms of, language tests as a means of assessing communication skills, depending on purpose, domain, and other factors. The presenter will discuss various features and characteristics of major English tests by genre such as general, academic, and purpose-specific. Just as it is important to understand what knowledge and skills each test is designed to evaluate and how, so is it important first to realize the meaning of the test to the organization, be it a school or an enterprise, and then to ensure that the test serves the organization's objectives and priorities.

Michihiro Hirai graduated from the Faculty of Engineering, the University of Tokyo in 1965 and received a Master of Science degree from the University of Pennsylvania in 1972. He worked as a mainframe computer design engineer for Hitachi, Ltd. for 33 years and as Director, the Hitachi Institute of Foreign Languages for 4 years. He has been teaching technical English at the Faculty of Science, Kanagawa University since 2003 and at a Japanese manufacturing company since 2007. In the meantime he also taught the same at Waseda etc. for a few years. In addition, he has been serving as a consultant to the Eiken Foundation of Japan etc. for more than 10 years, while also working as a freelance JE/EJ translator for 41 years on a part-time basis. He is a certified Professional Engineer in IT and holds a Japanese record of the most (46) top grades in English tests (certified by NIPPON-1.NET at <http://www.nippon-1.net/>). His publications include 『はじめての STEP BULATS』 (translation of Essential BULATS) and 『エンジニアのための英文超克服テキスト』 . His research interests include materials writing and testing.

Session 3 - 11:05 ~12:05

Featured Speaker



平井通宏

日本で実施されている英語試験の概要（主観的な内容比較）

講演者は、国際企業（製造業）に長く奉職した日本語母語者という背景をもち、英語には、使用者、生涯学習者かつ大学英語教師として取り組んできており、この3つの視点から英語試験を概括する。言語は、コミュニケーション手段として、人間の思考および活動のすべての局面を網羅しているので、コミュニケーションスキル評価手段としての言語試験には、目的、対象領域その他の要因により、無数のアプローチおよび形態がある。講演者は、一般・学術・特定目的等のジャンル別に、主な英語試験の特徴を論じる。各試験がどの知識・スキルをどのように評価しようとしているのかを理解するのも重要であるが、それと同時に、試験が組織（学校、企業等）にとってどのような意味をもつかを認識し、その上で、試験が組織の目的や業務にうまく合致するかどうかを確認することが重要である。

平井通宏は、1965年東京大学工学部卒、1972年米国ペンシルヴァニア大学理学修士取得。（株）日立製作所にて大型汎用計算機設計技師を33年間、同外国語研修所にて所長を4年間務める。2003年より神奈川大学理学部で、2007年より日本の製造業会社で、また一時期4年間早稲田大学で、科学・技術英語の教鞭をとる。さらに、この10年間以上、（財）英検その他のアドバイザを務める。日英・英日翻訳にも、副業時代を含めて41年携わる。

情報工学の技術士資格を有し、英語資格試験最上級46件の日本記録

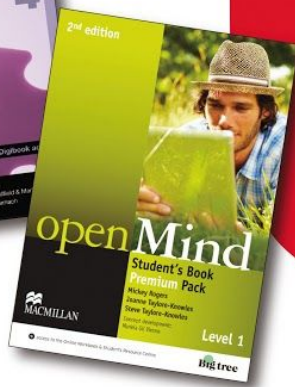
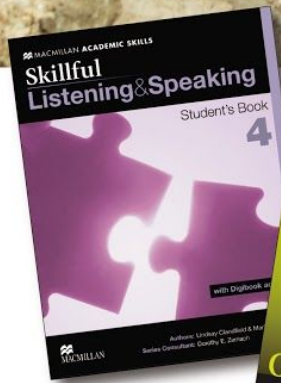
（NIPPON-1.NET（<http://www.nippon-1.net/>）で認定）を保有する。

著書に、『エンジニアのための英文超克服テキスト』、『速く正確に読む IT エンジニアの英語』、『エンジニアのための英語プレゼンテーション超克服テキスト』等、訳書に、『はじめての STEP BULATS』

（原題 Essential BULATS）等。

研究分野：教材開発、試験

With learners for life



We help people interact globally by providing leading solutions for English Language Teaching, specifically designed to engage learners at all stages of life



macmillan
education

株式会社マクミランランゲージハウス
Macmillan LanguageHouse Ltd.

〒162-0843 東京都新宿区市谷田町 2-37 千代田ビル Tel: 03-5227-3538 Fax: 03-5227-3539 e-mail: elt@mlh.co.jp www.mlh.co.jp

Session 4 - 1:00 ~1:25

Using weekly journal writing tasks to foster writing and speaking skills development

Ian Munby

Room A

20 minutes



In large university English oral communication classes where speaking is "king", one of the best ways to develop fluency in production and motivate learners is through learner-created texts. In this presentation, I shall explain some simple routines for engaging learners and kick-starting lessons using journals written by learners as independent pre-class study. With judicious use of strategies for grading student performance, I will show the potential for these learner-created texts to (1) discourage absenteeism, (2) provide the backbone of assessment of student speaking skills in an end-of-term test, and (3) supplement ELT textbooks constructively. For example, lessons begin with a brief journal inspection where the teacher issues each student with a point card with 5 points for having written a minimum of 200 words on a topic selected the previous week which relates to the topic of the unit of the textbook to be covered. In pairs, each student is then required to tell their partner what they have written in three minutes without looking at their journals. I will provide more details of how to implement the journal-based writing-speaking task successfully in the presentation. I will also explain how I have modified my approach using student feedback in questionnaires.

Ian has been living and teaching in Japan for more than 30 years. He holds a PhD in second language vocabulary acquisition from Swansea University, Wales. Email: ian@xf6.so-net.ne.jp

Digital Reflexive Peer Observation: An Enhanced Approach for Observer Reassessment of Teaching Assumptions

Stuart Warrington

Room B

20 minutes



Peer observation in English language teaching is often regrettably treated as a conduit for one's assumption laden assessment of the visible, technical aspects of a colleague's practice rather than a necessary re-evaluation of one's potentially misguided or ill-informed teaching beliefs as an observer (Cosh, 1998). Indeed, according to Coe (2014), 'the belief that we know good teaching when we see it is so strong that it is a real challenge to be told that research does not support it' (para.10). To this end, this presentation initially looks at this ongoing problem with peer observation and the need to recognise the benefits of shifting the focus of it to the observer. Thereafter, through discussion of an approach implemented at one Japanese university, practical insights will be offered into how digital technology can enhance the reflexive process of observer reassessment of his/her teaching assumptions by making feedback on teaching and responses to it visible and presenting these from particular perspectives.

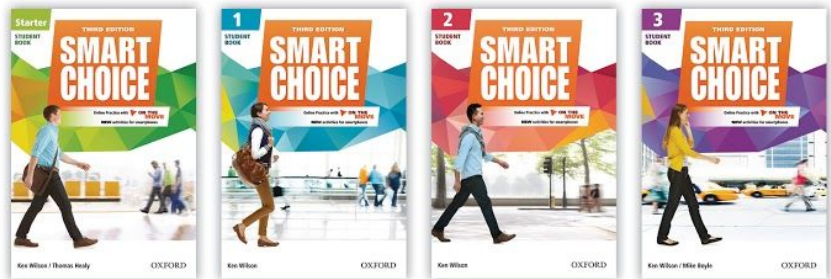
Stuart Warrington, Ed.D., is an Associate Professor at Nagoya University of Commerce and Business. He has over 18 years of experience teaching English to mostly university students in Japan, South Korea and Canada. His research interests lie in professionalism, professionalisation and professional development in English Language Teaching and CALL/MALL. Email: warrington@nucba.ac.jp

THIRD EDITION
SMART CHOICE

Smart learning—on the page and on the move

4 Levels/ Elementary to Advanced

- The trusted Smart Choice approach that teachers love—flexible, one-page lessons make prep time easier and lead to successful lessons
- ON THE MOVE activities, optimized for use on smartphones, include fun activities and games as well as all audio and video content to keep students learning outside of class
- 1レッスンが1ページで構成されており、レッスンの準備時間を短縮し、効果的なレッスンを行えるコースブックとして好評です
- スマートフォンで利用できるSmart Choice ON THE MOVEには、楽しみながら学習できるアクティビティ、ゲーム、オーディオ及びビデオコンテンツなどが備わっており、授業以外の時間を活用した学習を可能にします



いつでもどこでも
On The Move
アクティビティ



Speaking page helps students enjoy communicating in English and improves fluency
スピーキングページでは、英語によるコミュニケーションを楽しみながら流暢さを身に付けられます。

What are you watching? • Unit 5

SPEAKING — Where are you, and what are you doing?

1 PAIR WORK. Follow the instructions and play the game.

<p>Get six small pieces of paper.</p> <p>Take three pieces of paper and write a different place on each paper.</p>	<p>Take three pieces of paper and write a different action on each paper.</p>
<p>Fold your pieces of paper and put them in two piles—PLACES and ACTIONS.</p>	<p>Have a phone conversation with your partner. Student A, ask: Where are you?</p>
<p>Student A, now ask: What are you doing there?</p>	<p>Student B, take a piece of paper from the PLACES pile and read it. I'm on the moon!</p>
<p>Student B, take a piece of paper from the ACTIONS pile and read it. I'm dancing to music.</p>	<p>Switch roles!</p>

2 CLASS ACTIVITY. Share your conversations with the class.

GO ONLINE Find a website with a list of good cell phone manners. Make notes. Tell the class about the information on the website.

NOW I CAN

SPEAKING Talk about what people are doing.	GRAMMAR Use the present continuous.	LISTENING Understand descriptions of daily activities.	READING Understand rules for polite cell phone use.
--	---	--	---

5 Gotta have it!

SPEAKING Discussing technology | **GRAMMAR** Infinitives and gerunds | **LISTENING** Review of apps | **READING** Human-like robots

WARM UP What can your phone do?

VOCABULARY

1 Look at the picture. What things do you see? Write the correct letter. Then listen and check your answers.

a. sports camera	c. tablet	e. wireless headset	g. smartphone
b. smartwatch	d. 3D printer	f. electronic translator	h. smart glasses

2 PAIR WORK. Answer the questions. Talk about the items in the picture.

- Which of the items are for entertainment?
- Which of them are for getting information?
- Which of them allow communication?

3 PAIR WORK. Ask and answer questions using technology words.

Do you have a smartwatch? Yes, I do. I bought it online.

smartphone

VOCABULARY TIP Make a word of the day calendar. Use the word three times during the day.

30

Vocabulary and Conversation Tips demonstrate helpful learning strategies
Vocabulary Tip と Conversation Tip は、学習方法のヒントを提示しています。

"Now I can" statements at the end of every unit help teachers and students check progress against outcomes
各ユニットの最後にある「Now I can」セクションを使って、学習成果を確認することができます。

Oxford University Press

3F Sotetsu Tamachi Bldg, 4-17-5 Shiba, Minato-ku, Tokyo
Tel: 03-5444-5454 Email: elt.japan@oup.com

www.oupjapan.co.jp

SHAPING learning TOGETHER





Most Japanese students have not had the experience of reading English books or graded readers (GRs) before entering university. Even their Japanese reading experiences seem to be limited mostly to comics, and in the final year of high school they are too busy with entrance exams to read for pleasure. They therefore dread exposure to reading in English. Extensive reading (ER) with GRs helps with motivation, but teachers have various means to evaluate students' progress. ER can be monitored efficiently with Moodle software and thus minimize teachers' workloads, but assessment can be more than just counting how many words or books they have completed. This presentation will describe how teachers can set and monitor reading goals with Moodle and Excel, and how to use the data provided by Moodle to watch for signs of poor readers. Data will also compare reading data in university courses with or without sustained silent reading (SSR). This talk will also show two forms of post-SSR discussions and feedback from students. Students in a first-year reading skills course have special homework related to reading GRs, which is intended to stimulate their reading enjoyment. Examples of these will be shown with preferences from students.

Glen has been teaching in Japan since 1998, in university, high school, and eikaiwa. His courses at university include reading skills and technical writing. His major research interests are extensive reading, writing, ESP, and business English for science students.



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 at ***JALT's Apple Store***.

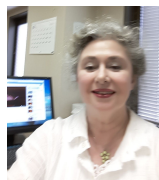
The opportunity to learn new skills and make new friends as you work on interesting projects with other JALT members - JALT activities, from the planning and holding of Chapter or SIG events, the producing of a JALT or SIG publication, and the planning or managing of our conferences, are all made possible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

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.

Poster Presentations - Room E 1:00~1:50

Extensive Reading Project Survival Tactics

Emilia Fujigaki



The "Read More" Project has evolved from the Easy Reading course taught in the English Communication Department, to being embraced by all departments in the last 4 years. Several patterns have been observed: having no obligation to read for a credit, initial enthusiasm notwithstanding, after a few weeks of reading Graded Readers (GRs) at the library and at home, students stop reading, or read infrequently. Approximately 50% of participants, junior college and university students, find 200-headword GRs challenging in terms of readability. The majority do not have a satisfactory grasp of basic grammatical rules, and despite having quite a rich vocabulary, immediately translate single words into L1 while reading in English, thus reading extremely slowly (between 50 and 70 wpm), and making the whole reading process a strained one. In an effort to captivate students and keep them in the Read More Project, the "activities on sale, or anything goes" hour was announced. Once a week, the teacher brings grammar-related exercises, quizzes, games, and tests to the library and students choose by themselves which activities they want to do during the 90 minute time-slot. The teacher's role is that of an assistant: to correct the exercises, discuss, instruct and generally help with the material, but in general the initiative belongs to the students.

Emilia Fujigaki teaches at Sapporo International University, Japan. In addition to teaching English Conversation and Extensive Reading, lectures in Japanese on Art History and Other Countries and Cultures. She is interested in promoting and implementing extensive reading in secondary schools' curricula and in developing self-study methods for EFL students.

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

Using eTextbooks for Active Learning

Jerald Halvorsen, Norihito Kawana, & Elena Oshima



Using eTextbooks has become increasingly popular among language teachers because of their ease of use, cost performance, portability, and characteristics of study style. These features enable effective learning by allowing students to study any time, any place. This presentation will explain two aspects of eTextbooks. First, how to create eTextbooks and the distribution system for eTextbooks. Second, how to use eTextbooks effectively in class and at home.

iBooks Author and iBooks distribution system, by Apple, is an ideal educational system. An app called iBooksAuthor is used to create eTextbooks. The app has several forms in which teachers can drag and drop data including images, sounds, and video clips. In addition, simple tests can be included to confirm how much the students have learned.

One valuable feature is that information on difficult vocabulary can be inserted within individual words; if students touch a word, a small display comes out explaining the meaning and usage. Students do not have to spend time looking up the meaning of difficult words. Once the eTextbooks are created, the iBooks iCloud system will take care of the distribution of the ebooks. The students can download them into their smartphones or digital tablets and use them anywhere.

Jerald Halvorsen is the author of Homerun: Team History MLB (2011. Perceptia Press). He is interested in sports metaphors in everyday English. Email: j-halvorsen@ts.siu.ac.jp

Norihito Kawana is the author, co-author of several textbooks. He is interested in CALL and eBooks for tourism.

Email: n-kawana@ts.siu.ac.jp

Elena Oshima teaches Russian and English. She is interested in Russian to Japanese translation studies.

Email: e-oshiba@ts.siu.ac.jp

Enriching Students' English Learning Experiences through E-CHATS Program (English with Career, Humanities, Arts, Technology, and Science)

Hanee Yang



In the information age, the most critical role of education is regarded as to empower students to utilize the knowledge from a variety of resources to solve problems with creativity. STEAM, the interdisciplinary program integrating science, technology, engineering, arts, and mathematics, has been implemented worldwide and gained a range of positive evaluations in that it boosts students' creativity and problem solving skills. Despite the considerable efforts to implement interdisciplinary lessons in classrooms, only very little has been done to relate language teaching to this topic. In this classroom-centered research, English lessons were reconstructed with the aim to integrate many other subjects. The E-CHATS program (English with career, humanities, arts, technology, and science) was planned with discretion and implemented in a Korean high school for about 10 months. This interdisciplinary English program was observed by the researcher and peer teachers, and evaluated by means of survey questions and informal interviews from the participants. It was revealed that this program successfully fostered the students' creativity, problem solving skills, and communicational competence. The results imply that the E-CHATS program can enrich students' English learning experiences and that language teachers can benefit their students by carefully planning their lessons based on principles, implementing the lessons considering the specific contexts, and evaluating the results for their reflective teaching.

Hanee Yang is an English teacher who calls herself "an educational practitioner." Since she earned her master's degree in English education from Seoul National University, she's been teaching in Korean high schools and trying to bridge the gap between theory and practice in language teaching, through the reflective process of planning, implementing, and evaluating her own English lessons.

Session 4 - 1:35 ~ 2:00

Instruction through written grammar exercises and its effect on listening proficiency

Ken Foye

Room A
20 minutes



Even with the increased attention paid to a more communicative approach to teaching, modern researchers assert that grammar instruction on a discrete level still plays a role in fostering language acquisition. Many publishers include workbooks as part of textbook series' supplementary materials, and teachers often use their own self-produced written exercises. A question arises as to how (or even if) the use of focused written tasks in workbooks and worksheets, which are intended for discrete grammar and vocabulary instruction, help learners build skills beyond those "on paper" (that is, reading and writing). This study examines the use of written grammar exercises, as found in published workbooks and teacher-generated worksheets, to determine if they help learners improve their listening skills during a 15-week university-level general communication class.

Ken is currently an adjunct instructor at Muroran Institute of Technology and has taught in a wide variety of schools and settings in Japan and South Korea. Past and present research interests include the appropriateness of religion in ELT classrooms, corrective feedback, content-based language instruction, and grammar instruction within a communicative teaching approach. Email: keninmuroran@gmail.com

Cotext: What it is and why we need it.

コーテクスト : それは何ですか？それをどのように使いますか？

Rob Olson

Room B
20 minutes



Cotext is an important part of politeness. While context--the place and timing of a conversation--is the same for both speakers, cotext focuses on the personal experiences and beliefs of each individual speaker and how those experiences and beliefs may influence a conversation. A speaker who considers what he or she should say, how it should be said and how the listener might react is engaging in cotext. Speakers who cannot or will not consider cotext when they speak often commit Face Threatening Acts (FTA) that are considered rude and may impede communication. On the other hand, conversation acts such as lodging complaints and making refusals require direct language that may require that cotext be devalued in favor of a clearer message. Finding a balance is not easy. This presentation will 1.) explain cotext and its role in daily conversation, 2.) offer strategies based in cotext that increase politeness and 3.) share cotext-based classroom activities that increase awareness in cotext and proficiency in using it. The presentation will conclude with time for questions and answers.

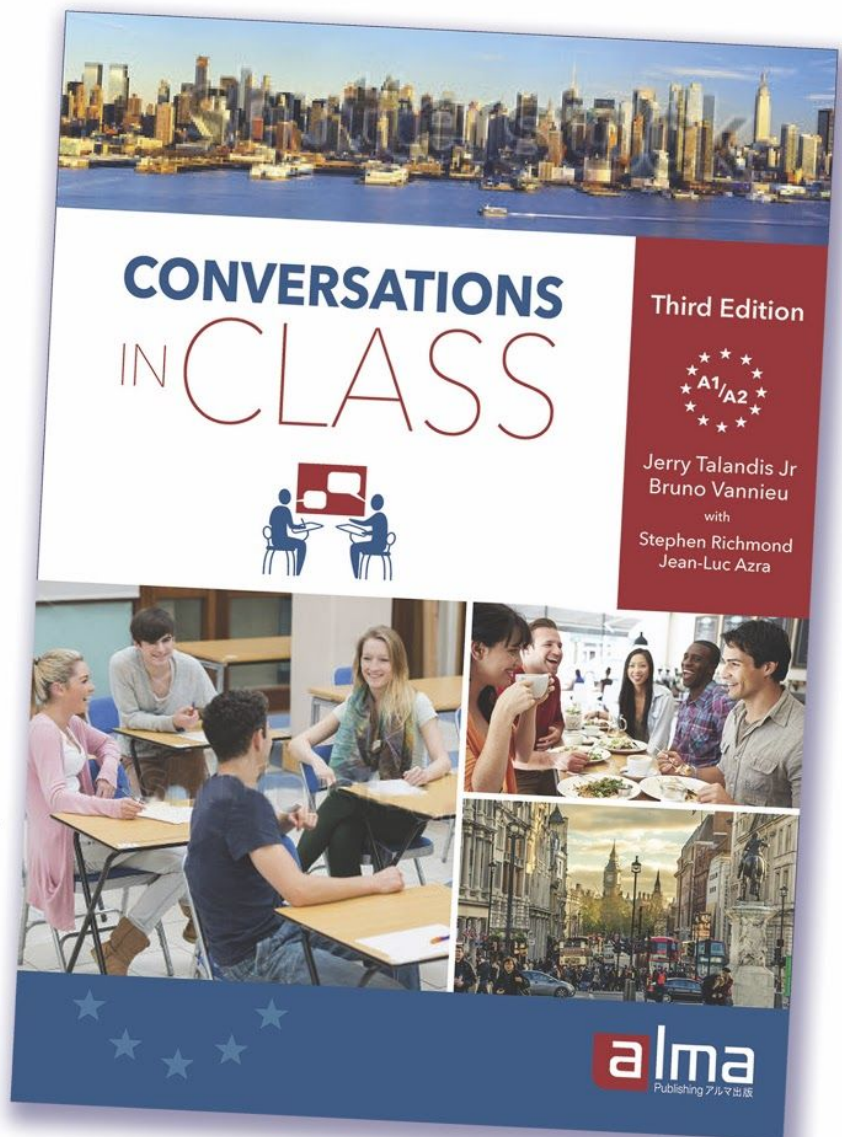
Rob Olson has been an AET in Abira and Shiraoi, worked at NCA English Center and Tomakomai Komazawa University. He currently teaches at Sapporo Gakuin University and in the Tomakomai area. His research interests include Pragmatics with a focus on Cotext. He is the author and illustrator of Cultural Dinosaur 1 & 2. Email: robolson32@hotmail.com



A step-by-step confidence builder for lower level university students

Conversations in Class, 3rd Edition is designed for low-intermediate Japanese university students who have had little or no experience with actual conversation.

Thoroughly scaffolded material helps build confidence step by step. **Cultural tips and strategies** throughout each unit enable smoother, more natural conversations by helping students avoid typical problems: **long silences, short answers, and repetitive conversation patterns.**



Teaching conversation to Japanese students

For inspection copies and sample lessons go to **almalang.com**

Session 5 - 2:10 ~ 3:10

Featured Workshop Speaker



Jerry Talandis, Jr.

Getting Started with Speaking Tests

In this presentation, the case for conducting regular speaking tests that assess students' oral communication skills will be made. Such exams, if designed well, can become invaluable teaching tools that help students learn and speak English more fluently, accurately, and naturally. The overall aim of this 60-minute workshop is to help bridge the gap between testing theory and actual classroom practice. At the outset, key concepts prominent in testing literature will be covered, with notions such as positive washback, validity, reliability, and practicality explained in laymen's terms. Next, since no one testing format is best for all contexts, several approaches will be introduced and evaluated in light of these concepts. Advice for working around each format's shortcomings will also be provided. After exploring various marking criteria and grading schemes, guidance will be provided on how to define and practically measure aspects of conversation such as fluency, intonation, accuracy, content, and creativity. Other topics covered will include optimal testing locations, testing frequency, giving feedback, and adapting to different teaching situations. No previous experience with conducting speaking tests is required; any teacher interested in a hands on, practical workshop on how to implement oral testing in the classroom is encouraged to attend.

Jerry has been teaching English in Japan since 1993 and is currently an Associate Professor at the University of Toyama. His research interests include pragmatics, materials design, language testing, and professional development through classroom-based research. He is also co-author of the textbook "Conversations in Class, 3rd Edition."

Session 5 - 2:10 ~ 3:10

Featured Workshop Speaker



スピーキングテストへの第一歩

今回のワークショップでは、定期的なスピーキングテストを行う際に重要となるポイントを取り上げます。適切に構成されたスピーキングテストであれば、学生がより流暢に、正確に、自然に英語を話すための貴重なティーチングツールになり得ます。この約60分のワークショップの大きな目的は、スピーキングテストの理論と教室での実践のギャップを埋めることにあります。まずは、ポジティブなウォッシュバック効果や評価の妥当性、信頼性、そして実用性、といったテストにおけるキーコンセプトを一通り取り上げます。次に、授業のコンテキストは教員によって異なるため、状況に合わせてテスト形式を調整するための複数のアプローチ法を紹介していきます。各テスト形式の欠点を補うためのアドバイスも合わせて紹介します。続いて、様々な種類の成績基準と評価計画法について幅広く考察した後で、実際に各学生が話す英語の流暢さ、イントネーション、正確さ、話す内容、創造性、などを評価するための基準と方法を具体的に紹介していきます。このワークショップの参加にあたっては、スピーキングテストの実施経験は問いません。スピーキングテストを授業に組み込む際にすぐに役立てることのできる実践的な内容のワークショップとなっています。ぜひご参加下さい。

1993年から日本で英語を教え、現在は富山大学の准教授。研究分野は、語用論、教材開発、言語テスト、教室内での実践研究に基づいた専門的職業開発。英語会話教科書『Conversations in Class, 3rd Edition』の共著者。

Session 6 - 3:15 ~ 4:30

Tests in Japan: Panel Discussion

Panelists will briefly introduce a particular commercial English proficiency test available in Japan and his or her experience with the test. Information will include the following:

- Background information such as history of the test
- Intended purpose/intended test-user of test
- Duration of test (how often and where it is held)
- Elements of language tested
- Type of test format/questions
- Downsides of the test
- How test results are used/who values the test results

After each presenter has spoken the audience members will have a chance to ask questions to the presenters or other audience members.

Panelists:

Julian Bailey

(Cambridge Hokkaido Exam Centre Manager)

Matt Cotter

(Eiken)

Kate Sato

(IELTS)

**2016 JALT Hokkaido Language Teaching Conference "Plan, Implement, and Evaluate - Teaching and Assessing Learning"
Sunday, October 2nd, 2016 at Hokusei Gakuen University**

Doors Open and Registration				
	Room A	Room B	Room C	Room D
8:45				
9:30 ~ 9:55 (20min. + 5 min Q&A)	What happens next: Using narrative frameworks to assist students in creative writing projects Anna Twitchell & Euan Bonner	Investigating student self-efficacy beliefs as part of course evaluation Gene Thompson	Developing a portfolio assessment system for a Japanese EFL program. 日本のEFLプログラムにおけるポートフォリオのアーセメントシステムの開発 Charles M. Mueller	News Discussion Carousel Loren Bundt
10:05 ~ 10:55 (40min.+ 10min.Q&A)	Going out with a bang! 7 last class activities Robert Ashcroft	Communication - Making it real, assessing it real Eric Hagley	Toward a more authentic assessment of explicit pragmatic instruction in the Japanese EFL classroom 日本のEFL授業での明示的な語用論的指導の真正性の高い評価をめざして B. Bricklin Zeff	Why bears are hunted – extensive reading with local texts Tim Blankley
11:05 ~ 12:05	Featured Speaker - Michihiro Hirai A general overview of English tests administered in Japan including a comparative study (subjective evaluation)			
12:05 ~ 12:55	Lunch Break / JALT Hokkaido General Meeting			
1:00 ~ 1:25 (20min. + 5 min Q&A)	Using weekly journal writing tasks to foster writing and speaking skills development Ian Munby	Digital reflexive peer observation: An enhanced approach for observer reassessment of teaching assumptions Stuart Warrington	1:00 - 1:50 Evaluating extensive reading with more than just quantitative reading results Glen Hill	Poster Presentations Room - E 1) Extensive Reading Project Survival Tactics Emilia Fujigaki 2) Using eTextbooks for Active Learning Jerald Halvorsen, Norihito Kawana, & Elena Oshima 3) Enriching Students' English Learning Experiences through E-CHATs Program (English with Career, Humanities, Arts, Technology, and Science) Hancee Yang
1:35 ~ 2:00 (20min. + 5 min Q&A)	Instruction through written grammar exercises and its effect on listening proficiency Ken Foye	Cotext: What it is and why we need it. Rob Olson		
2:10 ~3:10	Featured Workshop - Jerry Talandis Jr. Getting Started with Speaking Tests			
3:15 ~ 4:30	Tests in Japan: Panel presentation Panelists: Julian Bailey (Cambridge Hokkaido Exam Centre Manager), Matt Cotter (EIKEN), Kate Sato (IELTS)			