Okinawa Language Teaching
Summer Symposium & Retreat 2018

Reaching all learners

July 21st & 22nd, 2018 (Sat-Sun) at OIST Seaside House

The 2018 Okinawa JALT Summer Symposium is intended to be a lively and heartwarming Professional Development event at OIST Seaside House. Our outstanding guest speaker, Pr. Curtis Kelly, will present how to deal with difficult students, and facilitate a workshop on the power of stories. We will also feature three sessions of short presentations (20 min + 5 min Q&A), and offer various networking events in beautiful Onna Village.

Objectives
The purpose of this Language Teaching Symposium is to provide the occasion for members or friends of the Okinawa Chapter of the Japan Association for Language Teaching (JALT) to:
1. Attend a Keynote Presentation related to teaching all learners including those that usually get left behind;
2. Present research or best practices in parallel sessions (short presentations).

A second aim is to further build relationships between local language teachers and encourage more interaction and sharing of ideas.

Keynote presentation: Dealing with Difficult Students: 3L Psychology
Speaker: Pr. Curtis Kelly (Kansai University)

Abstract: 3L students. You know them: Low Ability, Low Confidence, and Low Motivation. Sometimes they just sit through class, sometimes they disrupt, sometimes they become hostile. By looking at their psychology, we might find ways of dealing with them, or more likely, dealing with ourselves and our basic pedagogical assumptions. In this workshop, we will examine a breadth of motivation theories from psychology and neuroscience, and experiment with some counseling techniques for developing meaningful interventions.

Bio: Curtis Kelly (EdD), is a Professor of English at Kansai University in Japan. His life mission is to “relieve the suffering of the classroom.” To do so, he has made over 400 presentations on neuroscience, motivation and teaching writing, and has written over 30 books, including Significant Scribbles (Longman), Active Skills for Communication (Cengage), and Writing from Within (Cambridge). He loves designing learner-centered activities for “3L” English students: students with Low ability, Low confidence, and Low motivation.
Fees

Conference fees
- Free for OkiJALT members and local presenters
- 1,000 JPY for locals (not members or local presenters)
- 3,000 JPY for JALT members outside of Okinawa
- 5,000 JPY for non JALT members and non-Okinawan

Accommodation fees (if staying at Seaside House)
- Single usage (1 person/room):
  - First night 5,000 JPY
  - Subsequent nights: 2,500 JPY
- Twin use (2 persons/room):
  - First night 3,500 JPY/person
  - Subsequent nights: 1,500 JPY/person

If people stay for 3 nights they will be asked for an extra 1,000 for cleaning fees.
(*) The first night charge includes the cost of cleaning and preparing the room for the incoming guest.

About OIST Seaside House

Taking care of garbage
Garbage is separated in 3 groups: burnable, pet bottles and cans. A garbage bin for each group is available at the venue.

WiFi network
Wireless LAN is available at public space (seminar rooms, halls, wood decks, etc.). There are two networks (SSID): OIST-Workshop and OIST-Public. We will share the passwords with the participants at the event.

For those who stay at the Seaside House accommodation, only wired LAN is available in the bedrooms (without authentication).
Practical Classroom Activities
By teachers from Family English School International

- “Mystery Bag Artist” - Dayana Ismail
- “Kings” - Jacob Ornellas
- "Visual Learning Educational Activity: Mystery Card” - Rafael Karganilla
- “Animal Describing” - Jon Victorson
- “English and Rhythm” - Jade Ho and Grant Osterman

Abstracts - Short-presentations

Investigating the relationship between EFL college students' autonomous learning behaviors and their use of resources at the learning center
Hui-Chun Hsieh (惠娟 謝) - Faculty of Foreign Languages, Huaiyin Institute of Technology (China)

This study investigates the relationship between EFL students’ autonomous learning behaviors and their use of resources at the learning center of a college in Taiwan. Through email interviews of 35 participants, it analyzed the levels of autonomy in their language learning activities beyond classroom. Content analysis was used to analyze students' email interviews using six rating rubrics of a framework based on Littlewood's (1996; 1999) learner autonomy model. The quantified data of the autonomy and SAC use scores were used to examine relationships using the non-parametric Spearman rho test. The analysis of students’ autonomous learning behaviors reveals notable differences between degrees of learner autonomy.

The result of a statistical analysis shows a very strong positive relationship between student autonomy and their resources usage. Students who performed more autonomous learning behaviors were those who also had high resources usage scores. The findings show that beginning users’ learning activities were mostly class-work or requirements while non-beginning users had more autonomous reasons for using self-access resources to learn English. Interviews with the faculty suggest that teachers’ use of pedagogical activities linking classroom learning to resources at the learning center encouraged students to learn beyond the classroom. However, previous definition is limited in explaining the EFL learning in a formal context, or natural setting, and is better to look at the EFL learners’ activities from an ecological perspective. Implications of a connection between classroom learning and resource use for autonomy are included. Factors of autonomous learning behaviors include social learning, English language competence, ecology of learning of the context of the study.

The Effect of Teachers' Questions on Students' English Utterances
Yuka Kannari (神成 由佳) - Akita International University (Japan)

In Japanese English education, implementing Communicative Language Teaching (CLT) is necessary to develop students’ communication abilities. CLT requires a student-centered classroom setting, in which teachers’ questions play an important role in interacting with students. In teacher-centered classroom, teachers usually ask students more display questions to confirm a fact about the content of the text, which are considered to limit students’ utterances. Also, when students are asked in English, they often hesitate to answer in English, and teachers cannot develop students’ autonomy. However, if teachers follow up on students’ answers to expand their ideas or give corrective feedback, the questions increase interaction between teacher and students. On the other hand, as referential questions request information not known by the questioner, they can create similar situation outside classroom and are considered to increase students’ utterances. However, students with low proficiency may have difficulty in expressing their opinions in English. Therefore, when teachers use questions, they should realize the different feature of the question types and take students’ proficiency levels and environment into consideration.

The purpose of this study is to investigate how teacher question pattern effect students' English responses in the Japanese senior high school setting. In English Communication I class, I used referential questions regarding the topic of the text for pre-reading activity and post-reading activity to activate students’ background knowledge or to express their opinions. When I used display questions for during reading activity, I made the questions answerable or encourage students to use negotiation between teacher and students. Also, I had students talk in pair before answering questions to reduce anxiety of speaking English. This
Motivating and Engaging All Learners Through Web-based Applications
Eric Figueroa and Moe Masano - UTS Insearch (Australia)

Coaxing unmotivated learners to participate in any activity proves to be a formidable challenge, but blended learning has become a strong ally for teachers faced with this issue. It is difficult to deny that technology is increasingly influencing the way students learn, and it has been proposed that teachers should incorporate the use of technology in their methodologies (Lander, 2015, p.187). Furthermore, some research suggests that online tools “can increase the behavioral, emotional, and cognitive engagement of classes compared to more traditional methods” (Stroud, 2014, p.343).

The use of innovative web-based applications to forcefully involve disengaged students without them even realizing it, have helped include even the most indifferent learner with behavioral issues. At the institute where the presenters are based, the majority of students are young adults of similar background. Many in the beginner and pre-intermediate levels did not decide to study English of their own volition and as such, issues with motivation among these learners are extremely common. The presenters will focus on how a particular innovative web-based application engages such students in the revision and acquisition of vocabulary, where repetition (which many find tedious), is critical. The presentation will explain how the application works, examine its benefits and limitations, and highlight its various other uses. Brief directions on its set up will also be provided.

Rethinking goals and methods in Japanese EFL classrooms: A role for literature
Mark Sawyer - School of Policy Studies, Kwansei Gakuin University (Japan)

This presentation will encourage rethinking by language teachers of two aspects of their practices. The first is their basic priorities. I will try to show why intercultural communicative competence should be an important goal for language learners at all stages. The second aspect is selection of learning materials. I will try to show why and how literary works (novels, short stories, poems) can be an important medium through which to develop intercultural communicative competence.

Over the past several decades, the use of literary works in language classrooms has steadily declined, due to challenges of difficulty, length, and associations with outdated methods. I will suggest a new approach that may overcome these challenges. Based on the latest thinking for developing intercultural communicative competence in language classrooms, the central principle is that, properly mediated, interaction with a literary text can overcome classroom limitations and provide comparable benefits to interacting personally with cultural “others,” but without the real-time pressures and the real-world consequences of face-to-face intercultural communication. Thus, traditional literary analysis is eschewed in favor of an “aesthetic approach,” in which the readers, mediated in two stages by teacher-made tasks, find pleasure and personal significance in their interaction with characters of different places and times. Through freely constructing interpretations, then reflecting critically, they learn to “decenter” their own cultural perspectives and open up to new ways of seeing.

I will provide examples from a high school course in Japan that I recently taught, and from a university course in Portugal taught by a colleague. I will make some suggestions of promising literary works, and consider the trade-offs involved in using song lyrics, picture books, manga, films, and anime.

Pre-Service Teachers’ English Language Proficiency and Confidence Levels
Masanori Tokeshi - Meio University (Okinawa)

EFL teachers are required or expected to achieve a certain level of English proficiency in accordance to the standards of language benchmarks (e.g., CEFR). English proficiency skills of thirteen pre-service teachers were compared between a pre/post span of four years in Study 1 (n=389) and Study 2 (n=13) by utilizing a self-ratings questionnaire based on the CEFR-J (Tono, 2012). A comparison of results from Study 1 and Study 2 indicate that the self-rating mean values of English proficiency from the CEFR-J tended to be lower in all five skill categories than the English proficiency measured by standardized English tests. Similarly, the results revealed that 19 of the 65 CEFR-J items, a mean value (29.2%), were self-rated by participants higher in their freshman than in their senior year. The outcome of these comparative self-ratings may have been influenced by the pre-service teachers’ increased knowledge and understanding of the English language following a
Does English private tutoring work in English language learning?
Chih Hao Chang - Nagoya University of Commerce and Business (Japan)

The industry of private tutoring, also known as “shadow education,” has spread across the globe, gaining much attention from both researchers and policymakers. In many English learning contexts, English private tutoring (EPT), offered by profit-oriented language institutes or private tutors, has become a major subject and one of the most important activities outside of school with the intention to raise students’ achievement in mainstream education and on high-stakes examinations (Bray, 2011). However, the amount of research on EPT’s effectiveness and on learners’ perceptions and reflections does not match the scale of its popularity. Little research exists because of the variety of tutoring forms, held by “a paid private instructor, a volunteer, a school aide, a parent, a guardian, another student, or a computer or other teaching machine” (Medway, 1995, p. 271), limits researchers’ abilities to make precise statements regarding English private tutoring. EPT has a major influence on students’ experiences, attitudes, and motivations in English learning process (Hamid et al., 2009). The researchers and policymakers concerned are required to have a deeper insight of language learning through EPT. If we do not take EPT’s effectiveness and learners’ perceptions and reflections into consideration, “we would only see a partial picture of learners’ real English-learning experience and proficiency” (Lee, 2010, p. 70), and we would fail to gain insights into language learning and teaching in settings beyond the classroom, which would otherwise provide alternative perspectives onto social and cognitive processes (Chapelle & Sauro, 2017).

To address this, the present study investigates the effectiveness of EPT in a control-group pretest-posttest experiment, designed to explore learners’ reflections on their EPT learning experiences during their secondary school education in Taiwan. The paper explains the study’s research method used to collect participants’ data, to evaluate the effectiveness of EPT, and to analyze participants’ reflections based on their perceptions.

Online Training for New EFL Teachers
Max Diaz - The Hong Kong Polytechnic University (Hong Kong)

Japan’s JET Program and South Korea’s EPIK have existed for decades as government-sponsored institutions responsible for overseeing the deployment of EFL teachers across Japan and South Korea. Despite their long history, these programs appear to have room for improvement in terms of training and continued professional development of EFL teachers. One potential solution to this is fully online training for newly employed EFL teachers, which brings with it the benefits of time management and flexibility for both the trainee and the sponsoring institution. In addition, online training programs allows for easier combination of language learning environments with real-world contexts, while overcoming time constraints, minimizing the impact of inadequate facilities, and increasing learner motivation. Most importantly, however, online training provides the potential for increased collaboration between peers in otherwise geographically distant environments, facilitating peer support and helping new teachers more easily learn and adapt to their new professional environments. Creating a stronger training program for new in-service EFL teachers may help improve not only the qualities of these specific programs, but may also serve as a model for other countries that have yet to implement any government-sponsored EFL programs, such as China.

Parliamentary debate
Bojan Brink - Kyuyo HS (Okinawa)

For many Japanese HS English teachers debates might appear as a tough field of teaching, reflecting limitations in students' English proficiency, little debate teaching experience and an education system that has not laid much emphasis on critical thinking (Dunn 2016), so far. It is, therefore, not surprising that, at the
moment, only a few, high performing High Schools in Okinawa can claim to offer authentic debate experiences to students.

One promising concept that might ensure a smooth classroom implementation in schools with varying performance levels is the impromptu Parliamentary debate (PD) design as developed by Nakagawa Chihiro, a professor in engineering at the Osaka Prefecture University (Nakagawa 2015). After being tested and developed at a number of High Schools in Osaka between 2013 and 2015 (Jigyō shōkai, 2018), the format is spreading increasingly in Japan. Currently, it is broadly used in the Kanto and Kansai region. PD has established itself as a somewhat communicative counter version to its big brother, the rather passive academic debate concept used at national and prefectural debate contests organized by HEnDA. Apart from a new national contest, a global exchange contest and local, prefectural debate contests at high school level, the format is also used for a new national Debate contest at JHS level, highlighting its broad applicability (Gakkōmuke katsudō: ibentō, 2018).

I have employed and tested the concept over the last two years at Kyuyo HS in Okinawa (2nd grade classes). I have found that the format works well in contexts where students have higher English abilities but also with lower leveled learners, which is partly due to its simplified debate design that has very limited assignments per speaker and the various suggested sheets that are fully supported in Japanese, including speech-, flow-, and vocabulary sheets.

Reaching All Students Through Novelty
Grant Osterman - Family English School International (Okinawa)

It is said that over two billion people are learning English each year. However, how many are really motivated to learn English? The type of motivation, either intrinsic or extrinsic, is not the focus of this presentation. Rather the presenter will look at students’ motivation to continue learning English and what we teachers can do to help students. In this interactive presentation, the speaker will address motivation in this novel way. The topic comes from the book, Motivating Every Learner by Alan McLean.

The audience will be asked to ponder three specific questions. The first question is, who is responsible for success and failure in our classrooms? Often teachers blame themselves for students’ lack of educational achievement, but the reality is that it is a reciprocal process. Competence in a foreign language is one where both the student and the teacher need to take responsibility for the learning. The second question is, how do teachers embody motivation in their teaching? Examples from the speaker’s classroom will be given to help solidify the concept. The final question is, how can teachers adapt to different student stances? There will be a handout to take home and do for further development of how motivating your classroom really is.

This presentation will end with the 3A’s of motivation: affiliation, agency, and autonomy. There will also be a handout for specific questions to ask yourself about your current school and its motivational level. In doing so, the presenter hopes to show how the feeling of belonging, the feeling of accomplishment, and the feeling of being in control, all affect the motivation of our classrooms. There will be many examples from real classrooms to help each participate reflect on their own teaching and motivate every learner.

Checking Homework and Providing Feedback in Large EFL Classes
George MacLean - University of the Ryukyus (Okinawa)

Documenting students’ in class and homework assignments, as well as providing timely feedback about students’ progress in a reading course can be a time consuming and challenging task. Instructors who attempt to collect student assignments and correct them will soon find themselves overwhelmed by the volume of student work in most tertiary education settings. Because of this, some instructors have adopted learning management systems such as Moodle, however many such systems have learning curves that exceed some teachers’ patience.

This study will demonstrate and describe the advantages and disadvantages of the use of Google Forms, a simpler learning management system that vastly improves synchronous and asynchronous opportunities for students to submit work and to receive immediate feedback about their results. Specifically, the study will discuss findings from four English as a Foreign Language (EFL) undergraduate intensive reading courses. Where students used Google Forms to complete 24 reading assignments, ten quizzes, and a final exam.

Results of the study and an ensuing discussion will be based on the teacher’s field notes, descriptive statistical results from an 18-item questionnaire (N = 70) administered to some of the students, as well as student comments.
Join Us!

Upcoming JALT Events in Okinawa

**July 21-22** (Sat-Sun) - Okinawa Summer Language Teaching Symposium at OIST Seaside House - **Featured Speaker:** Curtis Kelly (Kansai Univ.)

**September 22** (Sat) - 21CLT: 21st Century Language Teaching Conference at Okinawa AMICUS International - **Featured Speaker:** Makiko Tanaka (KUIS)

**December 21-23** (Fri-Sun) - TLT: Trends in Language Teaching Conference Further details TBA – see our website

**Flex Events**

We welcome SIGs that want to hold joint-events with us in Okinawa. You provide the members and the program, we provide the location and support.

https://sites.google.com/site/okinawajalt/

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Join Us!

沖縄JALTイベント日程

**7月21日～22日**（土・日）- Okinawa Summer Language Teaching Symposium at OIST Seaside House (夏の言語教育シンポジウム in 沖縄＠OISTシーサイドハウス)

**9月22日**（土）- 21CLT: 21世紀言語教育を考える協議会場所: 沖縄アミカスインターナショナル

ゲスト講師: 田中真紀子 (神田外語大学)

**12月21日～23日**（金・日）- TLT: Trends in Language Teaching カンファレンス

詳細は後ほどウェブにて公開します

フレックスイベント

沖縄JALTは合同イベントを希望されるSIGのメンバーを歓迎いたします。プログラムとメンバーを集めていただければ、開催場所のサポートをいたします。興味のあるメンバーの皆さまもご連絡ください。

https://sites.google.com/site/okinawajalt/
September 22nd 2018 (Sat)
at Okinawa AMICUS International

21st Century Language Teaching Conference

Theme: Building Blocks for Effective Language Learning
http://amicus.ed.jp/sites/21clt/

Guest Presentation:

"Teaching Children How to Read and Write:
Building Their Confidence and English Ability in Japanese"

Pr. Makiko Tanaka (Kanda University of International Studies)

- An AMICUS×OkiJALT joint event in English and Japanese
- For school teachers, language teachers and researchers
- Approved by the Prefectural Board of Education (tentative)

Check our website to submit your presentation!

Deadlines for submissions:
- July 29th: workshops
- August 19th: posters and short-presentations

https://sites.google.com/site/okinawajalt/