Date: Saturday, June 13, 2015 (12:50-5:30)
Venue: Tokushima University, Integrated Arts & Sciences (Josanjima Campus)
Sponsors: East Shikoku JALT, Matsuyama JALT, Oxford University Press
Website: East Shikoku JALT - http://esjalt.org
JALT Members and students: free
One-Day Member Fee: 1000 yen
Conference Schedule

12:50-12:55  Official welcome  Room 302

1:00-1:45  Keynote Speaker  Room 302
Neil Cowie (Okayama University): *Language Teaching, Digital Technology, and Assessment*
E-learning of foreign languages is spreading exponentially. Some of the many different ways this is manifested include textbook based websites, blended classrooms and wholly online environments. In turn, teachers and researchers are becoming more and more knowledgeable about the various components of e-learning. These include choices of online materials and applications, ways to organize different kinds of e-learning lessons, and the uses of different kinds of digital technology (both hardware and software). This presentation will give an overview of current e-learning practices in EFL/ESL, report on ways that teachers can give feedback and assess student work using digital technology, and identify a number of topical issues linking assessment and technology.

1:50-2:35  Oxford University Press Featured Speaker  Room 302
Ben Shearon: *Integrating Presenting Skills into the Curriculum*
Public speaking is an important skill for school, work, and life. It is also a very effective way for students to practice and strengthen their language skills. Because of this, schools and universities are increasingly opting to introduce presenting classes or integrate presenting practice into English classes. However, presenting can be a complex and intimidating activity and learning to do so in a foreign language makes it even more difficult. Breaking the complex task of presenting into a number of sub-skills is one way to make it possible for students to practice and master key aspects without being overwhelmed. This workshop will introduce a framework that allows lower-intermediate and above students to get started with presenting. It also serves as a model for how teachers could break down other complex skills. Finally, it will provide an example of how to integrate presenting skills practice into regular language classes.

2:35-2:50  **BREAK**  2:35-2:50

Parallel presentation sessions (see inside schedule for presentation abstracts):

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**COFFEE BREAK**

4:20-4:30

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5:30-6:00  Steering committee meeting: 7th Shikoku JALT Conference (Matsuyama, 2016) Room 302
7:00 -  Party  YUZU – (4500 yen, details below)
Parallel Presentation Sessions

Laura Kawaguchi (Ehime University Faculty of Education Fuzoku Primary School) Room 302
Title: Primary School International Studies Lesson Plans
(2:50-3:20 – Primary School; Primary School International Studies; Cultural)
In anticipation of the nationwide implementation of English education from the third grade in 2020, MEXT established an expert council in 2014 and plans are underway to investigate, construct and promote this new program. At Ehime University Faculty of Education Fuzoku Primary School, International Studies for third and fourth grade students is a component of Integrated Studies, and forty lesson plans have been devised to integrate English into cultural lessons on a range of topics. These engaging plans prepare students for mandatory fifth and sixth grade Foreign Language Activities lessons as well as activities in Fuzoku’s international program. Students connect with children in Canada, Australia, the Philippines, and visitors from the United States, specifically Hawaii due to a relationship with the prefecture that grew out of the Ehime Maru tragedy. In this presentation, the speaker will outline lessons for primary school International Studies classes and demonstrate techniques used in them.

Todd Tourna (Kumamoto University) Room 303
Title: Causal Attributions in Applied Linguistics: Attention to Measurement
(2:50-3:20 – University;/ Measurement Study)
The focus of this presentation is on measuring Japanese SLA students’ causal attributions for success and failure. The theoretical foundation for this endeavor is based on the principles outlined in attribution theory and the instrument discussed in the presentation concerns an adaptation of the Causal Dimension II Scale (CDSII) to the Japanese context. The importance of putting use of the instrument in the Japanese context (and others which might emerge in the future) on an evidence-based footing is covered. A recent study in this regard is discussed. Overall, the further importance of resetting the initial research interest in attribution-theory constructs within SLA from their role in learning in the classroom to the necessary and prior issue of their adequate measurement is discussed.

María Inés Torrisi (Matsuyama University) Room 302
Title: Intercultural Competence: “Actions speak louder than words”
(3:20-3:50 – University Spanish Language Teaching; Intercultural Communication Competence, Materials)
We are going to do a brief introduction on what the Intercultural Communicative Competence (ICC) involves, referring specifically to the Extra-linguistic (Proxemics, Kinesics, Cronemics) and Para-linguistic (tone, pitch). Though there are innumerable cultural activities that make it possible to deal with ICC in the class, the same thing does not often happen in the Spanish lessons. One of the obstacles that we find centers on the topics that we should introduce. Due to this shortcoming, we are presenting the didactic proposal: “Un gesto vale más que mil palabras” that has been designed for Japanese students (Proficiency Level: B2/C1). The activities are flexible and creative; the students are the instruments of their own learning, in a process of continuous interaction with their teachers and classmates, they will be stimulated to work autonomously, thinking about both cultures: their own and the target culture.

Gerardine McCrohan (Kagawa University) Room 303
Title: Text Reconstruction Using Communication Strategies
(3:20-3:50 – University; communication strategies, communication skills, dictation, text reconstruction)
In various forms reformulation and reconstruction tasks have had a long tradition in ELT methodology. Since both task types have a focus on meaning as well as structure, they fit well with a class focusing on communication strategies. The study presented here investigated how 25 intermediate level university students engaged in a dictation exercise followed by a text reconstruction activity using communication strategies to bridge gaps in their linguistic repertoire. It was found that while students used a wide range of strategies during both the dictation and reconstruction phases of the lesson, some strategies such as the use of synonyms and paraphrasing played a great role than did, for example, word coinage.
Parallel Presentation Sessions

Mitsuyo Morikawa and Noriko Shinohara (Kagawa University)  Room 302
Title: Mental Coaching in Language Learning through an SNS
(3:50-4:20 – University; Motivation)
The awareness of a need for “mental support” in modern life has become more apparent in the Japanese society including mental coaching for sports professionals. It is also slowly spreading into the language learning settings, and there may be a window of opportunity to boost students learning. The purpose of this research is to examine the effectiveness mental coaching has on language learning. The presenters will share the procedures of this research on mental coaching provided to students through an SNS tool. As a coaching tool, the research uses LINE, one of the most popular SNS among university students, throughout a semester. University freshmen were asked to join the support group on LINE, and divided into subgroups to be observed. Questionnaires will be conducted before and after the research to ascertain the impact it had on them. The findings of the research will be presented at 2015 JACET.

Paul Daniels (Kochi University of Technology)  Room 303
Title: A project-based approach for Japanese language learners
(3:50-4:20 – Any/All- university, high school/jhs, primary school; ESP)
Project-based learning is a dynamic classroom approach in which learners investigate real-life problems with the hope that they become more involved in the learning process. But educators implementing project-based approaches face difficult obstacles, particularly in cultures where teachers are expected to perform in front of the class and learners embrace passive learning styles. Rather than a ‘pure’ form of PBL, structuring group work together with hands-on tasks can be an effective strategy for increasing learner engagement. This presentation will offer suggestions on implementing successful project-based activities for language learners. The presenter will demonstrate 4 projects, a hometown data project, a measurement project, a model design project and a survey project, all of which promote collaborative responsibility, integrate active and passive learning tasks, and make use of classroom time effectively. The structured projects draw upon the vocabulary and grammar from the course textbook and include scaffolding strategies used to complete group tasks.

Michael Delve and Luke Draper (Ehime University)  Room 302
Title: Do Japanese learners take advantage of loanwords?
(4:30-5:00 - University; Vocabulary acquisition)
There is disagreement in the literature as to whether loanwords facilitate or inhibit English acquisition. However, there is less controversy regarding the prevalence of English loanwords in Japanese. Indeed, Daulton (2004) found that 45.5% of the 3,000 most frequent English word families correspond with common Japanese loanwords. This extensive lexicon of English words is potentially a valuable resource for Japanese learners. Whilst learners’ listening, reading and written use of loanwords has been investigated, there is an absence of research into its significance to spoken production. A study was conducted to examine the frequency of loanword usage in spoken communication. A sample of Japanese university students spoke for three minutes about an everyday topic that pilot testing indicated would not skew the data. Important findings will be presented and their implications discussed.

Diarmuid MacAnthony (Shujitsu University)  Room 303
Title: The Perceived Benefits of doing the Half TOEIC Test
(4:30-5:00 – University; Listening)
The practice, or half TOEIC test, is frequently used by English teachers as an aid in preparing students for the full TOEIC test. While its uses and benefits have long been valued by teachers, it was not certain whether students see an educational benefit in doing half tests. Results of a questionnaire asking students for their opinions on this topic was distributed to second-year students who had taken the TOEIC IP test in the previous year at Kagawa University and after being examined it was found that students believed the test to be beneficial in helping them familiarize themselves with test style, format, and direction but not for vocabulary or timing. This presentation will discuss these results and the practical implications for classroom management.
Andrew Tidmarsh: (Ehime University) Room 302
Title: Idioms and Advanced Learners: a match made in…?
(5:00-5:30 - University; Vocabulary)
The use of idioms by SLLs is often viewed as a mark of advanced proficiency and a means of fashioning more “native-like” language. In addition, idioms are both extremely numerous and frequently used. Despite this, SLLs can be reluctant to learn idioms, and teachers may avoid them entirely. To better understand this situation, the presenter researched idiom proficiency and attitudes in a group of Chinese students studying in the UK using a short test and questionnaire. The findings revealed that even very frequently used idioms were commonly unknown, but, interestingly, the negative attitudes towards learning idioms might be based on false assumptions about their role and value in everyday language. Implications and suggestions for handling idioms in the classroom will be presented.

Ian Willey (Kagawa University) Room 303
Title: Outcomes of an English Morning Conference
(5:00-5:30 - University; English for specific purposes)
There is increasing demand at universities, particularly those in rural settings, for faculty to contribute to local communities. This presentation will report on one such community-focused project. Initially, the presenter was invited to participate as an English teacher advisor in a bi-weekly “English morning conference” held among doctors in a local hospital, in order to boost participating doctors’ English skills. The content and format of these conferences evolved over the course of one year, shifting back and forth from medical to non-medical topics as a result of both explicit and tacit negotiations between the doctors and teacher. Difficulties in conducting such weekly conferences included the doctors’ busy schedules and resulting fatigue, and the teacher’s lack of medical knowledge and uncertainty about his role. However, this experience clarified what English skills are needed by medical doctors, and confirmed the importance of both medical and general English education for medical students.
Access Information:

Coming from the Naruto/Tokushima Interchange

From the parking lot, walk back towards the way you came in and to your left and the entrance will be across from the swirly sculpture.
Dinner party (19:00~)

YUZU  - 柚

YUZU is across the street diagonally from the Sogo department store on the intersection in front of the train station.

The cost is ¥4,500/person

http://www.hotpepper.jp/strJ000536471/course/20150428/

徳島県徳島市元町 2-5-1 キャッチビル 1F
088-602-4222

* To reserve a seat, contact Steve Fukuda at stevefukuda110277@gmail.com by Thursday, June 11th 17:00.
JALT2015 Conference info:

41st Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Shizuoka Convention and Arts Center “Granship”

Shizuoka City, Shizuoka Prefecture

November 20th – 23rd, 2015

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