**7th Annual Shikoku JALT Conference - Matsuyama**

**Date:** Saturday, June 18, 2016 (1:00-6:00)  
**Venue:** Ehime University (Room M23/M24, 2F Muse Building, Johoku Campus)  
**Sponsors:** Matsuyama JALT, East Shikoku JALT, Oxford University Press  
**Website:** East Shikoku JALT - http://esjalt.org  
**JALT Members and students:** free  
**One-Day Member Fee:** 1000 yen
Conference Schedule

12:30 – 12:50: Registration (Room M24)

1:00-1:45  Matsuyama JALT/East Shikoku JALT Featured Speaker

M24 - John Adamson (University of Niigata Prefecture)

Research into Academic Publishing: Emerging Trends and Practices

This presentation explores research directions surrounding academic publishing in EFL and Applied Linguistics. Research in our field requires a reexamination of perspectives of the journey into academic publication. Multilingual scholars pursuing English for Research Publication Purposes (ERPP) struggle to negotiate the norms of publication in center journals, necessitating research about how journal staff interact through peer review with both Anglophone and multilingual authors writing from non-center contexts. This presentation will examine these emerging complexities in publication practice and suggest that ERPP must go beyond traditional issues of ethnicity and journal prestige.

1:45-2:30  Oxford University Press Featured Speaker

M24 - Stephen Ryan (Waseda University)

Embracing Unpredictability in the Language Classroom

Language classrooms can be highly unpredictable places. Materials that work well for one learner may not work for another; an activity that stimulates one group may fail to excite interest in another. Accepting and understanding this unpredictability is an important part of being a language teacher. Conventional approaches to the study of variation in language learners have tended to problematize this unpredictability, but such a view appears inconsistent with the realities of most teachers’ professional lives and, as such, be of little practical, pedagogic value. However, in recent years, new approaches, based in educational psychology, have brought a more optimistic, pedagogically grounded outlook. In this talk, I discuss some of these new approaches, showing how they depart from established theory and illustrating some of their practical classroom applications.

2:30-3:00  **BREAK Room M215**  2:30-3:00

Parallel presentation sessions:

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(see pages 3 and 4 for presentation titles/abstracts)

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5:30-6:00  Steering committee meeting: 8th Shikoku JALT Conference (Kochi, 2017)

7:00-9:00  Party: Sennen Washoku GINJIRO Matsuyama-Nibancho 3-7-15: 4000 yen (Nomihodai)

千年和食銀次郎  松山市二番3-7-15
Parallel Presentation Sessions

Room M23
Laura Kawaguchi (Ehime University, Faculty of Education Fuzoku Elementary School)
Title: Project Scarecrow
3:00-3:30 – Elementary school; International exchange
Ehime University Faculty of Education Fuzoku Elementary School and St Andrews of Australia have enjoyed an international exchange relationship since 2009. Letters and Skype sessions between Fuzoku’s International Studies students and St Andrews’ Japanese language learners are standard exercises, and increasingly inventive activities have been devised, such as participation in a rural community’s annual scarecrow contest. Students in both schools learned about scarecrows and names of body parts in their target languages, designed their own scarecrows, and presented them to their peers. A winning design from each school was chosen and scarecrows created from them were entered into the contest. The concept of this international exchange of design, friendship, and cooperation evolved from the presenter’s desire to be outdoors and involved in artistic pursuits to counter the pressures of working in Japan. The satisfying process of planning, designing, execution, and outcomes of this project will be shared in this presentation.

Room M24
Michael Sharpe (Kochi University, International Education Program)
Title: Text modification practices in EFL reading materials
3:00-3:30 - All; L2 Reading/Materials development
This presentation will first examine two modification practices - simplification and elaboration - that are commonly used to improve comprehensibility of EFL reading texts. Both practices are considered from theoretical, pragmatic and pedagogical standpoints, and a comparison made of their relative merits/demerits. In the second part of the presentation I will look at the digital analysis tools (readability indices, word profilers) that materials developers use to modify texts, and report on a recent cross-comparative study on the consistency of basic text statistics and readability estimates that can be generated using these tools. The presentation will be of interest to L2 materials developers, teachers and writers who produce or select texts for students, and those who incorporate extensive reading programs in their curricula.

Room M23
Philip Head (University of Kochi)
Title: The effect of topic selection on timed writing fluency
3:30-4:00 – High school; Writing
There have been many studies examining the effect of topic selection (teacher selected (TS) versus student selected (SS) topics) on writing fluency. However previous research has focused on university students over the course of a single semester. This study examines the writing fluency (as measured using Carroll’s lexical density) of first year Japanese high school students completing weekly timed free-writing activities over the course of a year. At the beginning of the year, no significant difference was detected between the fluency scores for TS and SS topics. However, at the end of the year TS topics had a significantly higher score than SS topic writing. Also, the average fluency score significantly increased between the first and third semesters. In addition, there was no significant difference in scores when students knew that their spelling and grammar would be corrected by the teacher.

Room M24
Ian Brown (Matsuyama University) and Tim Knight (Shirayuri University, Tokyo)
Title: Moxtra the Magic Mobile app
3:30-4:00 - All; CALL and MALL (Mobile Assisted Language Learning)
This presentation will introduce the free application Moxtra that allows students to electronically submit, share and comment on, text assignments, voice recordings, videos or other presentations. Teachers are able to collect students’ work and give written or spoken feedback either for final evaluations or for progress for resubmission. It can be used as easily on mobile devices, such as smartphones, as on computers, allowing use in regular classrooms without CALL equipment or for homework. Users can add voice through a device’s microphone to online slideshows with pictures, documents and/or video. All assignments can be shared directly through the app, or via an email or website link. Viewers can leave audio or text comments. Students can work individually to create portfolios or collaboratively in group assignments. It truly is the ideal magic tool for transforming and enhancing many different teaching opportunities in one simple-to-use application.

Notes:
Parallel Presentation Sessions

Room M23
Ron Murphy (Ehime University)
Title: Raising Accountability Levels in Graded Reading Environments
4:15-4:45 - University; Reading
A key factor for teachers who assign graded reading in their courses is student accountability. They want to know that students have read and understood their chosen or assigned book. But have teachers held themselves accountable in this process? Have they taken steps to prepare their students to maximize the potential benefits that graded reader use offers? And do teachers consider the various tools, freely or otherwise available, for level-checking, tracking, assessment and other aspects of graded reader use? This presentation reports on the findings of a trial study using the XReading system, as well as reading habits data collected in a separate study. The findings reveal some startling reading habits of students and the consequences of an inadequate framework for students to perform within. The presentation will suggest ways that teachers can hold themselves and their students to a higher level of accountability than they might have otherwise.

Room M24
Bruce Lander (Matsuyama University)
Title: Learning Vocabulary with Quizlet: A Qualitative Data Analysis Outcome
4:15-4:45 - University; Vocabulary
Thanks to the increasing popularity of Quizlet, a popular e-learning, digital-flashcard tool, many emerging educational programmes are providing links to learn vocabulary in new innovative ways. There are many digital flashcard tools available today, but by far the easiest to use and most popular by number is Quizlet. This short presentation will introduce an empirical study conducted over 2 years with 818 students in an introductory TOEIC class. Qualitative data obtained will be introduced to suggest a collective opinion of this group towards using Quizlet to learn vocabulary. Results indicate a resounding positive with the vast majority in favour of learning with Quizlet. This presentation will be of interest to anyone planning to use, or with previous experience in using Quizlet or other flashcard tools in their teaching repertoire. Alternatively if you are interested in qualitative data analysis this also may be of interest.

Room M23
Gordon Bateson (Kochi University of Technology)
Title: Gamifying a Reading Course: Why? How?
4:45-5:15 – University; Reading, Course Design, CALL
This presentation will examine the use of gamification techniques to overhaul a university reading course. The course was originally based on a textbook that had proved unpopular with teachers and students alike. A replacement course was devised centered on materials made available via the Moodle learning management system (LMS). The new course incorporates several gamification features. Firstly, the grades for individual activities are displayed on the course page, so that students can see how far they have progressed through the course. Secondly, the grade categories from the gradebook are also displayed on the course page, so that students can see how final grade is progressing. Finally, the extensive reading program is administered via the Reader module in which students accumulate book covers as trophies as they work toward their reading goal. The course will be demonstrated along with feedback from the students about their impressions of the course.

Room M24
Harry Carley (Matsuyama University, Saibi Senior High School)
Title: Critical Thinking for Japanese Senior High Students
4:45-5:15 – University, High School; Critical Thinking, Cultural Awareness, CALL, Education Technology
The Internet has afforded an excellent opportunity for students to become familiar with news events that affect the world they live in. For senior high school students the accession into the adult world may only be one or two years away. Currently a group of students in a Japanese international study program are able to take an elective class that introduces current news issues for review in Japanese along with their center of study, English. The Japanese television broadcaster, NHK has teamed with the American broadcaster CNN to allow short news topics of roughly 5 minutes to be viewed in Japanese and English. In this manner Japanese students are able to fully understand the topic, learn new English vocabulary, and practice the words and phrases. Native English and Japanese teachers are present to help guide the students in further discussion, or expand the topic to other issues.

Notes:
Access information:

Ehime University - Johoku (城北) Campus, Muse Building M23/M24, 2nd floor

(M215 is also reserved for rest and relaxation)

Address: Johoku Campus, 3 Bunkyo-cho, Matsuyama, Ehime-ken (愛媛県松山市文京町3)

Access information:
Enter the main gate on the east side of the Johoku campus which is across from the Red Cross Hospital. When you enter the gate, you will see two buildings on your right. Both buildings are partly green-colored, so you can’t miss them. The first building to your right is the library, and the second building to your right is the Muse building. M23/M24 are the rooms we will use for the Conference. They are on the 2nd floor of the Muse Building. Below is a picture of the entrance to the Muse Bldg:

Parking information:
Free parking is available on campus.
Enter the main gate.
Check with the security guard.
Turn left at the security guard station, and then turn right at the corner.
**DINNER PARTY**

Date: June 18th (Sat.) After the Shikoku JALT
19:00 (Please come by 18:50)

Place: Sennen-Washoku GINJIRO 千年和食 銀次郎
3-7-15, Nibancho, Matsuyama, Ehime

TEL: 050-5265-5034

(About ten minutes on foot from University)

Fee: 4,000 yen (Nomihodai)
JALT2016 Conference Info:

42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Aichi Industry & Labor Center – WINC Aichi, Nagoya, Japan
November 25th - 28th, 2016

Join JALT here: http://jalt.org/main/membership

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