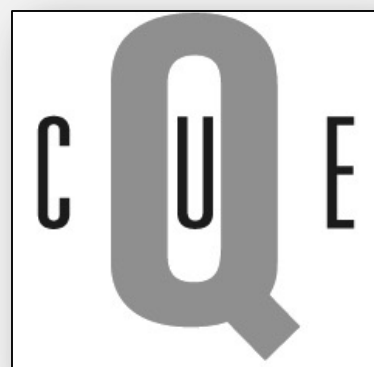


2016 CUE Conference

JALT College and University Educators
Special Interest Group

Kindai University, Osaka

**conTENT with teaching CONtent?
Embracing Alternative Methodologies
in the Modern Language Classroom**



Sponsored by: Osaka JALT, Englishbooks.jp,
General Union, West Japan Cambridge Center

Hello everyone,

Welcome to the 2016 JALT College and University Educators (CUE) SIG Conference. This year's theme is "conTENT with teaching CONtent? Embracing Alternative Methodologies in the Modern Language Classroom". I would like to express my appreciation to Kindai University, Osaka JALT chapter, General Union, West Japan Cambridge Center, the conference organizing team, the presenters, and the student volunteers who have endeavored to make this conference a success.

CUE is happy to welcome two plenary speakers this year. Laurence Anthony, a professor at Waseda University, will head up the English for Specific Purposes (ESP) portion of our conference with his discussion: "ESP-informed Content-based Learning: Suggestions for Keeping the Language in Learning". In addition, Makoto Ikeda, a professor at Sophia University, will discuss content teaching in his talk on "A Third Revolution in ELT?: CLIL as a Methodology for Competency-based Language Education."

The conference will also feature a diverse range of speakers and topics. We will feature five ESP presentations, thirty 25-minute presentations, and four 45-minute presentations as well as nine posters on other topics related to the conference theme. I am sure the plenary talks and presentations will be both interesting and inspiring for conference attendees.

After the conference we would like to offer the opportunity to presenters to submit their papers for a special peer-reviewed conference proceedings edition of the *OnCUE Journal*. We will have more details about the publication after the conference.

We are happy to announce that we will also hold our second annual reference book raffle featuring copies of the *APA Manual*, 6th ed. (2009), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. by J.W. Creswell (2013), and *Roget's 21st Century Thesaurus* (2005). The raffle will be held after Professor Ikeda's plenary presentation on the second floor in 小ホール.

Thank you for your participation and dedicated effort to make both the CUE SIG and this conference a success.

Wendy M. Gough

CUE SIG Coordinator
2016 CUE Conference Chair

CUE Conference Team

Conference Planning Team

Conference Chair: Wendy Gough

Site Chair and Student Interns: Alison Kitzman

Publicity Chair: Jamie Taylor

Webmaster: Sean Gay

Program Chair: Eric Hirata

Vetting Coordinator: Sue Sullivan

Treasurer: Gareth Barnes

Registration: Gareth Barnes and Daniel Newbury

AM Liaison: Greg Gagnon

Conference Vetting Team

Sue Sullivan (Coordinator)

Matt Apple

Jill Burton

Michael Carroll

Paul Collett

Melodie Cook

Brian Cullen

James Dunn

Mary Hillis

Bill Holden

Peter Lutes

George MacLean

Paul Anthony Marshall

Gregg McNabb

David Ockert

Jennie Roloff Rothman

Steve Suzuki

Robert Taferner

Claire Taylor

2016 JALT College and University Educators (CUE) SIG Conference

September 24, 2016
Kindai University
Higashi-Osaka City, Osaka Prefecture

Conference Title

conTENT with teaching CONtent? Embracing Alternative Methodologies in the Modern Language Classroom

Description

Today a variety of methods have become common to classrooms around Japan and the world. Whether classes involve the use of CLT, CBT, CLIL, ESP, or other methods, each brings with it a different set of challenges and rewards for teachers and students. This conference will encourage participants to explore different teaching methods, exchange thoughts and experiences regarding the use of the different methods, and explore suggestions for how to implement the different methods in a variety of classroom situations. Reports on research related to the various methods to deliver content course material will also be encouraged.

- Perspectives on communicative or content-based English instruction in Japan
- Innovative approaches to CLT, CLIL, CBT, and ESP
- Building support for CLIL or CBT within the university
- The role of ESP in content-based instruction

2016 CUE CONFERENCE MASTER SCHEDULE

Time	ロビー	LL201 室	小ホール	301 室	302 室	E ラーニングサロン	4S1	4S2	4S3	4 階ロビー
	2 階			3 階			4 階			
8:30-	Registration and Bag Drop					Poster Set up				AM Set up
9:00-9:50					Laurence Anthony (Plenary)					
10:00-10:35				Malcolm Larking (ESP)	Ray Franklin	Kazumi Kato, Wendy Gough (ESP)	Vincent Petrin (ESP)	Paul McAleese (ESP)	Caroline Bertorelli (ESP)	
10:45-11:20				Simon Cooke	CLASSROOMS IN USE	Fukada, Fukuda, Falout,	Thomas Lockley	Ingrid To	Martin Hawkes	
11:30-12:05				Eugene Lee		Gordon Carlson	Susan Laura Sullivan	Eric Hirata Jeremiah Hall	Robert Dykes	
12:05-13:00	LUNCH BREAK									
13:00-13:50			Makoto Ikeda (Plenary)							
14:00-14:50			Reference Book Raffle			Poster Presentations	Cecilia Fujishima (Long Presentation)	Chad Cottam (Long Presentation)	Darlene Yamauchi (Long Presentation)	
15:00-15:35	Registration Clean-up	Mehran, Alizadeh, Koguchi,		John Campbell-Larsen	Eric Hirata	Poster Clean-up	Quenby Aoki Hoffman	Nathaniel Carney	Brian Wojtowicz	
15:45-16:20		Kristen Sullivan		Michael Dancsok	Chih Hao Chang		Tamara Swenson Steve Cornwell	Sean Gay	Glen Hill (Long Presentation)	AM Break down
16:35-17:10				Josh Brunotte Deborah Broadby	Nicholas Musty		Jamie Taylor	Floyd H. Graham III		
18:00-	DINNER									

2016 CUE CONFERENCE SCHEDULE, 2ND FLOOR

Time	ロビー	LL 201室	小ホール
2階			
8:30-	Registration and Bag Drop	Malcolm Larking (ESP) Fact or opinion? Developing a critical reading perspective for English in the media Simon Cooke Autonomy, motivation and reflection tasks Eugene Lee Speaking class with a speaking impaired student	Laurence Anthony (Plenary Speaker) ESP-informed Content-Based Learning: Suggestions for keeping the language in learning
9:00-9:50			
10:00-10:35			
10:45-11:20			
11:30-12:05			
LUNCH BREAK			
12:05-13:00	Registration and Bag Drop		Makoto Ikeda (Plenary Speaker) A Third Revolution in ELT?: CLIL as a Methodology for Competency-based Language Education
13:00-13:50			
14:00-14:50			
15:00-15:35	Registration Clean-up	Mehran, Alizadeh, Koguchi From needs analysis to language center: CALL for change at Osaka University	Reference Book Raffle
15:45-16:20		Kristen Sullivan Using non-fiction graded readers to bring content to skills-based courses	
16:35-17:10			
18:00-	DINNER		

2016 CUE CONFERENCE SCHEDULE, 3RD FLOOR

Time	301室	302室	エラーニングサロン
	3階		
8:30-			Poster Set up
9:00-9:50			
10:00-10:35	Ray Franklin "Reading Races" and other timely teaching tips	Kazumi Kato and Wendy Gough (ESP) Research and development of support for the English needs in a small Japanese port town	
10:45-11:20	CLASSROOMS IN USE	Y. Fukada, T. Fukuda, Falout Ideal classmates as content	
11:30-12:05		Gordon Carlson Promoting maximum student involvement among diverse English levels in a content course	
12:05-13:00	LUNCH BREAK		
13:00-13:50	CLASSROOMS IN USE		
14:00-14:50			POSTER PRESENTATIONS
15:00-15:35	John Campbell-Larsen What lies beneath: The hidden processes of spoken language	Eric Hirata Developing academic writing skills through Literature Circles	Poster Clean Up
15:45-16:20	Michael Dancsok When do we stop teaching English?	Chih Hao Chang Peer review: A supplementary method in university writing classes in Japan	
16:35-17:10	Josh Brunotte and Deborah Broadby Sleep habits of tertiary-level Japanese ELLs	Nicholas Musty Word association in Japanese learners of English	
18:00-	DINNER		

2016 CUE CONFERENCE SCHEDULE, 4TH FLOOR

Time	4S1室	4S2室	4S3室	4階ロビー
	4階			
8:30-				AM Set up
9:00-9:50				
10:00-10:35	Vincent Petrin (ESP) Creating alternative assessments for the university CLIL classroom: The lecture-genre	Paul McAleese (ESP) Towards more intelligible research presentations	Caroline Bertorelli (ESP) Take a detour out of the text into context	
10:45-11:20	Thomas Lockley International Japanese history as CLIL	Ingrid To Task-based teaching in a Japanese university context	Martin Hawkes Lecture courses for EFL students in Japan as study abroad preparation	Textbook Exhibition
11:30-12:05	Susan Laura Sullivan Using "Voice Thread" to give students a voice	Eric Hirata and Jeremiah Hall Integrating content and presentation skills	Robert Dykes Curriculum's effect on foreign language anxiety	
12:05-13:00	LUNCH BREAK			
13:00-13:50				
14:00-14:50	Cecilia Fujishima (Long Presentation) Scaffolding ideas for the CLIL classroom	Chad Cottam (Long Presentation) Smartphone movies: Dynamic, task-based learning for college students	Darlene Yamauchi (Long Presentation) Comparing multiple intelligences in ESP nursing classes- A comparative study	Textbook Exhibition
15:00-15:35	Quenby Aoki Hoffman Trains leaving stations: A language teacher gets on board with CLIL	Nathaniel Carney Assessing the challenge of unscripted listenings	Brian Wojtowicz L2 self-confidence awareness development	
15:45-16:20	Tamara Swenson and Steve Cornwell Managing a content-based curriculum	Sean Gay Content learning and identity development	Glen Hill (Long Presentation) An author's guide for publishing in OnCUE Journal	AM Break down
16:35-17:10	Jamie Taylor Discussing entertainment: Student-directed content instruction	Floyd H. Graham III Multicultural education in the Japanese university classroom- A Native American story		
18:00-	DINNER			

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	Laurence Anthony (Plenary Speaker) ESP-informed Content-Based Learning: Suggestions for keeping the language in learning
10:00-10:35	
10:45-11:20	
11:30-12:05	
12:05-13:00	LUNCH BREAK
13:00-13:50	Makoto Ikeda (Plenary Speaker) A Third Revolution in ELT?: CLIL as a Methodology for Competency-based Language Education
14:00-14:50	Reference Book Raffle
15:00-15:35	
15:45-16:20	
16:35-17:10	
18:00-	DINNER

ESP-informed Content-Based Learning: Suggestions for Keeping the Language in Learning
2nd Floor, 小ホール, 9:00-9:50

Laurence Anthony

Center for English Language Education, Waseda University,
Japan

Honorary Research Fellow, Lancaster University, UK.



Abstract

Many institutions in Japan and other Asian countries are adopting Content-Based Learning (CBL) courses as an alternative to traditional English language programs. These courses are often taught by non-native subject specialists with little or no training in language teaching. As a result, students struggle to understand not only the new content but also the language in which it is being taught. Alternatively, English teachers may be asked to teach a CBL course, but this leads to the danger of them teaching overly simplistic or potentially inaccurate content material. In this presentation, I will review the core principles of the English for Specific Purposes (ESP) language learning approach and show how adopting these principles in a CBL classroom can help teachers to successfully balance content and language and produce courses that meet the target goals. I will also discuss how ESP and CBL relate to other recent trends in tertiary program development, including English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL), and discuss the potential impact of all these trends on English language teachers, specialist subject teachers, and the tertiary institutions where they work.

Biography

Laurence Anthony is Professor of Applied Linguistics at the Faculty of Science and Engineering, Waseda University, Japan. His main interests are in English for Specific Purposes (ESP) program design and teaching methodologies, corpus linguistics, and educational technology. He is head of the ESP section of the JACET awards and publications committee and serves on the editorial boards of various international ESP journals. In 2012, he received the National Prize of the Japan Association for English Corpus Studies (JAECS) for his work on corpus software tools design.

A Third Revolution in ELT?: CLIL as a Methodology for Competency-based Language Education
2nd Floor, 小ホール, 13:00-13:50

Makoto Ikeda
Sophia University



Abstract

In this highly globalised information society, English is not just a basic tool to communicate with people from different linguistic backgrounds but an invaluable device to acquire new knowledge, produce original ideas and collaborate with other global citizens. This means it is not sufficient to develop students' language knowledge and skills in the English classroom; their global (i.e., international and holistic) competencies should also be addressed. Here comes in CLIL (Content and Language Integrated Learning), whose ultimate goal is to nurture learners' "soft skills". In this talk, I will compare this innovative educational approach with other traditional ELT (English Language Teaching) methodologies, summarise its fundamental and advanced theories (principles and pedagogies), and present examples of both commercially produced and privately designed CLIL teaching materials.

Biography

Makoto Ikeda is Professor of English philology and English language education at Sophia University. He received his MA from University of London and his PhD from Sophia University. He has published a number of articles and books on CLIL, and guest-edited a special issue of *The International CLIL Research Journal* focusing on CLIL in Japan. His recent publications include co-authored *CLIL: New Challenges in Foreign Language Education at Sophia University*, Vol. 3: Lessons and Materials, Sophia University Press (forthcoming).

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	
10:00-10:35	Malcolm Larking (ESP) Fact or opinion? Developing a critical reading perspective for English in the media
10:45-11:20	Simon Cooke Autonomy, motivation and reflection tasks
11:30-12:05	Eugene Lee Speaking class with a speaking impaired student
12:05-13:00	LUNCH BREAK
13:00-13:50	
14:00-14:50	
15:00-15:35	Mehran, Alizadeh, Koguchi From needs analysis to language center: CALL for change at Osaka University
15:45-16:20	Kristen Sullivan Using non-fiction graded readers to bring content to skills-based courses
16:35-17:10	
18:00-	DINNER

Fact or opinion? Developing a critical reading perspective for English in the media (ESP Presentation)

2nd Floor, LL 201 室, 10:00-10:35

Malcolm Larking, Ritsumeikan Asia Pacific University, Oita, larkingm@apu.ac.jp

This presentation introduces practical reading strategies and activities for an English in the media ESP course. Empower your learners to read between the lines and critically disseminate the wide array of media reports available to them with these engaging and thought-provoking lesson ideas.

Autonomy, motivation, and reflection tasks

2nd Floor, LL 201 室, 10:45-11:20

Simon Cooke, Tohoku Institute of Technology, Sendai, cookesimon@tohtech.ac.jp

This presentation will discuss and share the methodology, materials and results of a study, carried out in a Japanese university freshman English communication course, which examined the perceived benefits to communication competence gained through participation in a number of highly-regarded self-evaluation activities.

Speaking class with a speaking impaired student

2nd Floor, LL 201 室, 11:30-12:05

Eugene Lee, Aston University MSc participant, mailing.eugene@gmail.com

In a university in Tokyo, a special needs student requested to join an elective conversation class with 25 other students. Effectively teaching a group while meeting the needs of a speaking and hearing-impaired person is a challenge and much can be learned from this case study.

LUNCH BREAK

From needs analysis to language center: CALL for change at Osaka University

2nd Floor, LL 201 室, 15:00-15:35

Parisa Mehran, Osaka University, mehran.parisa@lab.ime.cmc.osaka-u.ac.jp

Mehrasa Alizadeh, Osaka University

Ichiro Koguchi, Osaka University

Haruo Takemura, Osaka University

A comprehensive needs analysis was conducted to assess the English language needs and difficulties of undergraduate Japanese EFL learners at Osaka University. The findings revealed that there is a pressing need for launching a CALL-based language center at this university which could contribute to the status of ELT.

Using non-fiction graded readers to bring content to skills-based courses

2nd Floor, LL 201 室, 15:45-16:20

Kristen Sullivan, Shimonoseki City University, kris@shimonoseki-cu.ac.jp

Skills course books can often be lacking in textual content. If teachers know the learning objectives of their courses and have a repertoire of activities, they can create their own content-rich curriculum and materials by adapting non-fiction graded readers. The presentation will show how this was done for a listening/pronunciation course.

DINNER

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	
10:00-10:35	Ray Franklin “Reading Races” and other timely teaching tips
10:45-11:20	CLASSROOMS IN USE
11:30-12:05	
12:05-13:00	LUNCH BREAK
13:00-13:50	CLASSROOMS IN USE
14:00-14:50	
15:00-15:35	John Campbell-Larsen What lies beneath: The hidden processes of spoken language
15:45-16:20	Michael Dancsok When do we stop teaching English?
16:35-17:10	Josh Brunotte and Deborah Broadby Sleep habits of tertiary-level Japanese ELLs
18:00-	DINNER

“Reading Races” and other timely teaching tips

3rd Floor, 301 室, 10:00-10:35

Ray Franklin

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

LUNCH BREAK

What lies beneath: The hidden processes of spoken language

3rd Floor, 301 室, 15:00-15:35

John Campbell-Larsen, Kyoto Women's University, joncamlar@hotmail.com

Many of the processes by which spoken language works are invisible to language users. In conversation, repair, hesitations, restarts, discourse markers and so on are not consciously attended to during interactions. It is proposed that these hidden aspects of language influence teaching in far-reaching ways.

When do we stop teaching English?

3rd Floor, 301 室, 15:45-16:20

Michael Dancsok, Juntendo University, dunchoke@hotmail.com

The presentation will discuss the need for universities to shift from courses that emphasize language learning to ones that emphasize language usage. The presentation will show that, given an environment that nurtures critical thinking, students can engage in complex issues in their adopted second language.

Sleep habits of tertiary-level Japanese ELLs

3rd Floor, 301 室, 16:35-17:10

Josh Brunotte, Nagoya College, JoshBrunotte@gmail.com

Deborah Broadby, Nagoya College,

All teaching techniques are more effective if students are mentally and physically prepared for class. Data will be presented on the sleep habits of Japanese ELLs and their rationale for sleep choices. Suggestions for how instructors might encourage better sleep-related choices through modern teaching techniques will also be discussed.

DINNER

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	
10:00-10:35	Kazumi Kato and Wendy Gough (ESP) Research and development of support for the English needs in a small Japanese port town
10:45-11:20	Y. Fukada, T. Fukuda, Falout Ideal classmates as content
11:30-12:05	Gordon Carlson Promoting maximum student involvement among diverse English levels in a content course
12:05-13:00	LUNCH BREAK
13:00-13:50	
14:00-14:50	
15:00-15:35	Eric Hirata Developing academic writing skills through Literature Circles
15:45-16:20	Chih Hao Chang Peer review: A supplementary method in university writing classes in Japan
16:35-17:10	Nicholas Musty Word association in Japanese learners of English
18:00-	DINNER

**Research and development of support for the English needs in a small Japanese port town
(ESP Presentation)**

3rd Floor, 302 室, 10:00-10:35

Kazumi Kato, Tokai University, School of Marine Science and Technology

Wendy Gough, Tokai University, School of Marine Science and Technology

Tokai University students help local volunteers interpret for luxury liner passengers at Shimizu Port. We are researching passenger and interpreter needs, and the support similar small towns offer foreign visitors. We will then create an ESP training program for the interpreters, and the city office to better meet passenger needs.

Ideal classmates as content

3rd Floor, 302 室, 10:45-11:20

Yoshifumi Fukada, Meisei University, Tokyo, fukayo2@hotmail.com

Tetsuya Fukuda, International Christian University, Tokyo

Joseph Falout, Nihon University

The presenters will describe various ways to implement an awareness-raising process called Ideal Classmates Sensitizations (ICS), which encourages students to collaboratively support each other by sharing information about what they need from each other to perform well. Teachers can use ICS to better prepare their students for any classroom-based methodology.

Promoting maximum student involvement among diverse English levels in a content course

3rd Floor, 302 室, 11:30-12:05

Gordon Carlson, Otemae University, gordy@otemae.ac.jp

Although content courses are proven to be effective in improving language skills, varied English competency levels in a single classroom are problematic for instructors who do not wish to compromise the quality of their courses. This presentation demonstrates specific activities that can be applied to maximize participation in diverse classes.

LUNCH BREAK

Developing academic writing skills through Literature Circles

3rd Floor, 302 室, 15:00-15:35

Eric Hirata, Nagoya University of Foreign Studies, eric@nufs.ac.jp

The presenter will describe how an adapted form of Literature Circles, previously successful in EFL reading classes, can be applied to EFL academic writing classes. Applying redesigned Literature Circles to focus on specific writing skills such as summarizing, researching, and referencing improves overall academic writing performance will be explored.

Peer review: A supplementary method in university classes in Japan

3rd Floor, 302 室, 15:45-16:20

Chih Hao Chang, Nagoya University of Commerce and Business

This presentation aims to summarize the pros and cons of peer review and to provide suggestions for before, during, and after peer review. By adopting peer review in writing classes, not only are teachers relieved of the time-consuming tasks of correcting students' writing, but more importantly, students learn more effectively by active participation.

Word association in Japanese learners of English

3rd Floor, 302 室, 16:35-17:10

Nicholas Musty, Kwansei Gakuin University, nickmusty@yahoo.co.uk

Word association tests offer an understanding of thought processes. This presentation describes one test of English language learners, who showed a preference for syntagmatic word choices, in particular those experiential, collocational or phonological in nature. Using such information, teachers can consider how to encourage learners to develop their mental lexicon.

DINNER

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	Poster Set up
9:00-9:50	
10:00-10:35	
10:45-11:20	
11:30-12:05	
12:05-13:00	LUNCH BREAK
13:00-13:50	POSTER PRESENTATIONS
14:00-14:50	
15:00-15:35	Poster Clean Up
15:45-16:20	
16:35-17:10	
18:00-	DINNER

POSTER PRESENTATIONS
3rd Floor, E ラーニングサロン
14:00-14:50

General Union

Julia Kimura

The General Union is a legally registered labor union. Workers of any occupation or nationality are eligible to join, but we primarily organize foreign language teachers in the Kansai and Tokai regions. Since its foundation in 1991, our union has established a reputation for protecting members' rights and improving working conditions. We provide advice on workplace issues, and we actively help our members organize and negotiate in their workplaces.

Are you in the mood? Re-examining classroom atmosphere

Richard Gabbrielli, Yasuda Women's University

Classroom atmosphere underpins classroom interaction: a dramatic narrative involving a mutual coming together of humanity. In this session, I first explore the nature and function of classroom atmosphere and then invite participants to discuss its relevance to their own teaching contexts.

Foreign faculty integration and globalization

Thomas Nishikawa, Kyoto Sangyo University, thomas.nishikawa@online.liverpool.ac.uk

The research examined tenured and non-tenured foreign faculty lack of integration into Japan's universities. Initiatives to globalize universities have produced few results. One of the issues is the lack of genuine integration of the foreign faculty into domestic universities. The research investigated the rhetoric and reality of internationalizing Japan's higher education.

Introducing English lecture meetings on science topics into the classroom

Keiichiro Kobayashi, Kanto Gakuin University, kobakei@kanto-gakuin.ac.jp

2014より関東学院大学工学部にて実施されている、ESP 的な要素を取り入れた英語授業（日本人の理工学専門教員による工学部学生を対象とした、理系のトピックに関する英語講演会）の実施報告。

A presentation detailing activities in the department of engineering since the 2014 academic year, in which Japanese Faculty members, experts in their fields, have been invited to regular English classes as special lecturers to provide science-major students with up-to-date information on various scientific topics in English.

Using music as a medium of instruction

Etienne Marceau, Nagoya University of Foreign Studies, marceau@nufs.ac.jp

Content-based education is gaining momentum in Japanese universities, as it teaches content while offering exposure to the second language. However, it is not always stimulating nor does it address the language pedagogically. This presentation offers practical ways of using music as a medium of instruction in content-based courses.

Applying content knowledge to a practical situation – example using the scientific method

Martin Wood, Kanazawa Institute of Technology, martinwoodkit@gmail.com

Giving students the opportunity to apply content knowledge in a meaningful way may help students understand the material better. This poster will explain how students applied content knowledge from the scientific method to actual research conducted at our institution. Student feedback and suggestions for similar activities will also be explored.

Student-teacher conferences: Focusing on content?

Joe Garner, International Christian University, Tokyo, gajoe@icu.ac.jp

As the direction of student-teacher conferences tends to be student driven, conferences may provide valuable insights into which aspects of language-embedded content courses students wish to explore in greater depth. Plans for researching this area will be outlined in this poster presentation.

Seven CBL activities using self-adhesive whiteboard film

Deborah Broadby, Nagoya College

Whiteboard films are a reusable lightweight alternative to conventional classroom boards that can stick to any hard surface. In this presentation, seven CBL activities will be explored through the use of these boards and attendees will gain ideas on how to incorporate them into content-based classes.

Influences of overseas experiences on L2 learning

Tetsuya Fukuda, International Christian University, Tokyo, tfukuda@icu.ac.jp

About 300 university students at a university in Tokyo were divided into groups and compared to investigate the impact of living overseas before entering university on English learning. It was found that returnees, especially those from English-speaking countries, are generally better at English, and that non-returnees improve more in university.

Classroom culture before content: English can wait

Stephen Paton, Fukuoka University, home@stevepaton.com

Many of our students are not accustomed to the kind of classroom communication that underpins modern communicative language teaching methods. Therefore, overcoming the non-communicative non-interactive classroom culture that they can bring with them is a necessary precursor to meaningful second language learning. I'll show how I approach this situation.

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	
10:00-10:35	Vincent Petrin (ESP) Creating alternative assessments for the university CLIL classroom: The lecture-genre
10:45-11:20	Thomas Lockley International Japanese history as CLIL
11:30-12:05	Susan Laura Sullivan Using "Voice Thread" to give students a voice
12:05-13:00	LUNCH BREAK
13:00-13:50	
14:00-14:50	Cecilia Fujishima (Long Presentation) Scaffolding ideas for the CLIL classroom
15:00-15:35	Quenby Aoki Hoffman Trains leaving stations: A language teacher gets on board with CLIL
15:45-16:20	Tamara Swenson and Steve Cornwell Managing a content-based curriculum
16:35-17:10	Jamie Taylor Discussing entertainment: Student-directed content instruction
18:00-	DINNER

Creating alternative assessments for the university CLIL classroom: The lecture-genre (ESP Presentation)

4th Floor, 4S1 室, 10:00-10:35

Vincent Petrin, Sophia University, Center for Language Education and Research, vincent9779@yahoo.com

As university English education programs move towards more academic content approaches (e.g., CLIL), a need has arisen to create complementary assessments to traditional summative textbook exams. This presentation introduces the Academic - Professional Skills test aimed at providing a 90 minute integrated 4 skills assessment for the lecture-genre (ESP-ready).

International Japanese history as CLIL

4th Floor, 4S1 室, 10:45-11:20

Thomas Lockley, Nihon University College of Law, Tokyo

This paper will describe a variety of CLIL history courses focusing on Japanese international history. It will first briefly visit the conceptual framework behind course construction and explain the content and pedagogical methods employed. It will then examine the pedagogical and critical outcomes, including international posture.

Using “Thread Voice” to give students a voice

4th Floor, 4S1 室, 11:30-12:05

Susan Laura Sullivan, Tokai University, School of Marine Science and Technology

Implementing activities which draw on CBT, CLIL or EMI methodologies can be difficult, due to being required to teach from set course books. This presentation explores using “Voice Thread,” an online interactive and collaborative tool, which enabled students to exploit and supplement textbook ideas on story telling techniques

LUNCH BREAK

Scaffolding ideas for the CLIL classroom (Long Presentation)

4th Floor, 4S1 室, 14:00-14:50

Cecilia Fujishima, Shirayuri University, Tokyo, fujishima@shirayuri.ac.jp

This presentation seeks to give practical examples of scaffolding in humanities content. Techniques, utilized to good effect by the presenter, will be introduced. Techniques include interventions with course material and activities, classroom layout and practices, as well as homework and assignments. Attendees are encouraged to share their opinions and experiences.

Trains leaving stations: A language teacher gets on board with CLIL

4th Floor, 4S1 室, 15:00-15:35

Quenby Aoki Hoffman, Sophia University, quenbya@yahoo.com

This presentation explores ways that teachers can use their skills and experience as language teachers trained in TESOL or Applied Linguistics to teach CLIL and other Content-Based courses. Specific examples and materials will be provided from classes the presenter has taught, including Psychology, Environmental Problems, Gender Studies, and Multiethnic Literature.

Managing a content-based curriculum

4th Floor, 4S1 室, 15:45-16:20

Tamara Swenson, Osaka Jogakuin University, t1swenson@wilmina.ac.jp

Steve Cornwell, Osaka Jogakuin University

The presenters will share their expertise in designing, writing, and maintaining materials for a CBI curriculum at a Japanese university. The university began content-based instruction in the late 1980s. Two challenges are supervising faculty as they develop first-year materials in-house and linking content and language goals.

Discussing entertainment: Student-directed content instruction

4th Floor, 4S1 室, 16:35-17:10

Jamie Taylor, Chubu University, taylorjamiec@gmail.com

Content-based English classes can be engaging and thought provoking when students are interested in the topic. The presenter will discuss an entertainment-themed course where students determined course content and acted as teachers to their classmates. The presentation examines student opinions regarding this format and gives suggestions for implementing similar syllabi.

DINNER

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	
10:00-10:35	Paul McAleese (ESP) Towards more intelligible research presentations
10:45-11:20	Ingrid To Task-based teaching in a Japanese university context
11:30-12:05	Eric Hirata and Jeremiah Hall Integrating content and presentation skills
12:05-13:00	LUNCH BREAK
13:00-13:50	
14:00-14:50	Chad Cottam (Long Presentation) Smartphone movies: Dynamic, task-based learning for college students
15:00-15:35	Nathaniel Carney Assessing the challenge of unscripted listenings
15:45-16:20	Sean Gay Content learning and identity development
16:35-17:10	Floyd H. Graham III Multicultural education in the Japanese university classroom- A Native American story
18:00-	DINNER

Towards more intelligible research presentations (ESP Presentation)

4th Floor, 4S2 室, 10:00-10:35

Paul McAleese, Nara Institute of Science and Technology,
paul@bs.naist.jp

This short talk will consider the outcomes of an oral research presentation training program for post-graduate bio-science students. Based on final presentation evaluations, post-presentation questionnaires, and video material, some specific areas for further improving NNS (non-native speaker) presentation delivery and language are identified and discussed.

Task-based teaching in a Japanese university context

4th Floor, 4S2 室, 10:45-11:20

Ingrid To, Nagoya University of Commerce and Business, ingridto@nucba.ac.jp

This presentation will consider the application of task-based language teaching, alongside form-focused instruction, for lower-intermediate proficiency students in Japanese university classrooms.

Integrating content and presentation skills

4th Floor, 4S2 室, 11:30-12:05

Eric Hirata, Nagoya University of Foreign Studies, eric@nufs.ac.jp

Jeremiah Hall, Nagoya University of Foreign Studies, jhall@nufs.ac.jp

The presenters will address best practices for integrating content and presentation skills into EFL courses to improve student communicative competence. They will share strategies for adapting course materials to include content and presentation skills while meeting course objectives. Participants will receive access to sample course materials.

LUNCH BREAK

Smartphone movies: Dynamic, task-based learning for college students (Long Presentation)*

4th Floor, 4S2 室, 14:00-14:50

Chad Cottam, Himeji Dokkyo University, chadcottam01@gmail.com

This workshop will explain and demonstrate the simplicity, power and dynamic range of learning activities through movie production, now available with the most recent developments of smartphone and 'cloud' technology. Attendees should have a reasonable knowledge of smartphones and smartphone applications, however there is no requirement to bring a smartphone to the workshop. Please note: iOS and Apple Store products such as iMovie will be demonstrated.

*For this workshop presentation, the tech level required is novice to intermediate

Assessing the challenge of unscripted listenings

4th Floor, 4S2 室, 15:00-15:35

Nathaniel Carney, Kobe College, carney@mail.kobe-c.ac.jp

Twelve Japanese university EFL listeners of three different proficiency levels watched short unscripted video clips of two different native English speakers talking about learning to drive. A verbal recall procedure with participants revealed a variety of difficulties, including misinterpretations of connected speech, hesitations, cultural references, and known vocabulary.

Content learning and identity development

4th Floor, 4S2 室, 15:45-16:20

Sean Gay, Ritsumeikan University, seanekpg@gmail.com

This presentation explores the intersections between identity formation, content-focused learning, and second language acquisition. In acquiring a second or foreign language, there is an aspect of identity formation that will accompany the experience. This presentation is focused on how to foster and utilize identity formation in the content-focused language classroom.

Multicultural education in the Japanese university classroom – A Native American story

4th Floor, 4S2 室, 16:35-17:10

Floyd H. Graham III, Kansai Gaidai University, Osaka, fgraham@kansaigaidai.ac.jp

Creating "world citizens" is the current goal du jour of many university English language programs in Japan. This presentation will outline a necessary first step in this process—multicultural education—explain its necessity in current Japanese society, and provide materials and activities for an EAP module based on Native Americans.

PRESENTATION SCHEDULE

TIME	PRESENTATION
8:30-	
9:00-9:50	
10:00-10:35	Caroline Bertorelli (ESP) Take a detour out of the text into context
10:45-11:20	Martin Hawkes Lecture courses for EFL students in Japan as study abroad preparation
11:30-12:05	Robert Dykes Curriculum's effect on foreign language anxiety
12:05-13:00	LUNCH BREAK
13:00-13:50	
14:00-14:50	Darlene Yamauchi (Long Presentation) Comparing multiple intelligences in ESP nursing classes- A comparative study
15:00-15:35	Brian Wojtowicz L2 self-confidence awareness development
15:45-16:35	Glen Hill (Long Presentation) An author's guide for publishing in OnCUE Journal
18:00-	DINNER

Take a detour out of the text into context (ESP Presentation)

4th Floor, 4S3 室, 10:00-10:35

Caroline Bertorelli, Toyo University, Department of International Tourism, Tokyo,
caroline@toyo.jp

The presenter will share projects that have been successful in a compulsory English class for second-year university students majoring in tourism.

Lecture courses for EFL students in Japan as study abroad preparation

4th Floor, 4S3 室, 10:45-11:20

Martin Hawkes, University of Shiga Prefecture, martin_hawkes@hotmail.com

This paper will describe the implementation of a lecture programme for EFL students in at a university in Japan. The presenter will describe the courses, some of the challenges that emerged, and the measures that were taken to develop the courses after feedback from both colleagues and students.

Curriculum's effect on foreign language anxiety

4th Floor, 4S3 室, 11:30-12:05

Robert Dykes, University of Fukui

This presentation will cover a completed, and ongoing follow-up, research project to examine a gap in foreign language anxiety research: measuring the change of FLA over the medium and long term in a university context focusing on a commutative-oriented curriculum versus a reading and TOEIC-oriented curriculum.

LUNCH BREAK

Comparing multiple intelligences in ESP nursing classes- a comparative study (Long Presentation)

4th Floor, 4S3 室, 14:00-14:50

Darlene Yamauchi, Toyo University, daryama2014@outlook.com

This interactive presentation will discuss the application of MI principles to promote learner-centered instruction in first year university ESP courses for nursing students in two universities. Results from case studies demonstrated that regardless of English proficiency level, students in both universities possessed similar MI levels. With practical examples offered, presentation participants will be given an opportunity to see how knowledge of students' MI strengths and weaknesses may be utilized to transform and improve their own English instruction.

L2 self-confidence and identity development

4th Floor, 4S3 室, 15:00-15:35

Brian Wojtowicz, Kwansei Gakuin University (Language Center), Hyogo,
b_wojo@hotmail.com

The presenter will discuss research results that show how learner self-reflective analysis of videoed conversations positively affected L2 self-confidence levels. Students self-evaluated their own topic-less paired L2 discussions with emphasis on identifying personal satisfaction of communicative output, individual strengths, weaknesses, desired improvements, and achieved improvements.

An author's guide for publishing in OnCUE Journal (Long Presentation)

4th Floor, 4S3 室, 15:45-16:35

Glen Hill, Chief editor of OnCUE Journal, Obihiro University, glenahill@gmail.com

This talk will provide detailed information on the sections of OnCUE Journal for potential authors. In addition to explaining what section editors see as vital material, the presentation will demonstrate what writing weaknesses to avoid. The overall submission process will also be described with tips on dos and don'ts.

DINNER