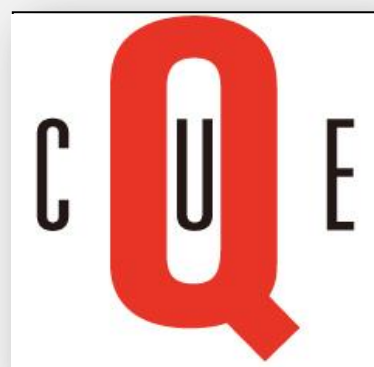


2018 CUE Conference

JALT College and University Educators
Special Interest Group

Rikkyo University, Tokyo

25 years and still right *On CUE*



Sponsored by:

Tokyo JALT, West Tokyo JALT, Oxford University Press,
Tryalogue Education, and englishbooks.jp

Hello everyone,

Welcome to the 2018 JALT College and University Educators (CUE) SIG Conference. This year's theme is "25 years and still right *On CUE*". I would like to express my appreciation to Rikkyo University, Tokyo JALT Chapter, West Tokyo JALT Chapter, Oxford University Press, Tryalogue Education, englishbooks.jp, the conference organizing team, the presenters, and the student volunteers who have worked hard to make this conference a success. A special thanks also goes to Theron Muller for donating conference bags and badge holders from the English Scholars Across Borders (ESBB) Conference, which was held March 23-25 at The University of Toyama.

CUE is happy to welcome two plenary speakers this year. Kay Irie from Gakushuin University will discuss "Innovation behind the scenes: Challenges and opportunities for universities in Japan". In addition, Jo Mynard from Kanda University will talk about "Social (self-access) learning spaces and identity."

The conference will also feature a professional development block on Sunday afternoon. This will begin with a panel discussion about quantitative and qualitative research, which will be followed by nine workshops designed to help conference attendees hone their presentation, academic writing, and publication skills. On Saturday and Sunday morning we will also have diverse range of speakers and topics. We will feature forty-three 25-minute presentations and fourteen posters. I am sure the plenary talks, presentations, and workshops 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 third annual reference book raffle, which is sponsored by the Tokyo JALT chapter. This year two raffle winners will be given 10,000 yen with which they can order reference books of their choice from Amazon.

Finally, our tireless editor and CUE historian, Glen Hill, has spent the past several years tracking down copies of CUE publications from the past twenty-five years. Thanks to sponsorship from the West Tokyo JALT chapter, we are proud to offer thumb drives with PDF copies of these to conference participants.

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

Wendy M. Gough
JALT CUE SIG Coordinator

2018 JALT College and University Educators (CUE) SIG Conference

25 years and still right *On CUE*

September 15th and 16th, 2018
Rikkyo University, Tokyo

We are excited to highlight the JALT CUE SIG's illustrious history and look forward to continuing to support college and university educators in Japan in the future. You will surely enjoy the chance to interact with presenters from around Japan and see presentations on topics that showcase the many interests of the college and university education community in Japan. This year we are happy to have presentations in English, Japanese, and French on topics such as the following.

- Current research on linguistics, language learning, methodology, or other related topics
- English for specific purposes
- Teaching practice-based presentations
- Innovative approaches to CBT, CLIL, CLT
- Issues related to gender and diversity in college and university settings
- Changes in foreign language education in Japan over the past 25 years

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Book
Raffle**



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Saturday, at 2pm.

2018 CUE Conference Planning Team

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Site Chair: Daniel Beck

Publicity: Jamie Taylor

Webmaster: Sean Gay

Programs: Dan Newbury

Submissions and Vetting: Susan Laura Sullivan and Marie Kjeldgaard

Treasurers: Gareth Barnes and Mizuka Tsukamoto

Registration: Robert Dykes

AM Liaison: Dan Newbury

Conference Proceedings Co-editors: Jean-Pierre J. Richard and Suwako Uehara

CUE Conference Historians: Glen Hill, Mary Hillis, and Daniel Beck

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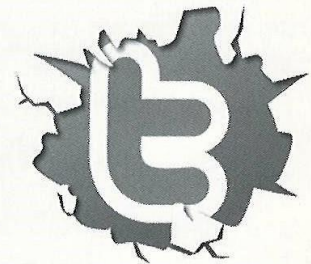
How can you learn more about the CUE SIG?

We've got the social network for you!

Add some tweets to Twitter on the CUE site:
<https://twitter.com/jaltcue>

Show your face on CUE's Facebook site:
<http://www.facebook.com/groups/48199667152/>

Shout yahoo (or anything else) on the Yahoo Groups site:
<http://groups.yahoo.com/group/JALTCUESIGmembers/>



And, if that isn't enough, check out the article below by Beck and Hillis:
“...we hope to introduce social networking sites such as FB and Twitter to the uninitiated and to convince readers of *OnCUE Journal* to consider using these tools as a way to become more involved in CUE.”

OnCUE Journal, 4(3), 263-268, 2010.

CUE is the biggest JALT SIG.

Let's get together and talk about it!

C **Q** E



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2018 CUE CONFERENCE MASTER SCHEDULE Saturday 1st Floor

Time		1-101	1-102	1-103	1-104
8:30-	Registration & Bag Drop	Poster Setup			
8:55-9:55					
10:40-11:05			Matthew W. Turner Robert J. Lowe Matthew Y. Schaefer	Lara Promnitz-Hayashi	Sylvan Payne
11:15-11:40		Poster Presentations (11:15-12:15) Christopher Mattson Joe Garner	Poster Setup	Susan Laura Sullivan	Gordon Carlson
11:50-12:20		Jennifer Toews-Shimizu Adrianne Verla Uchida		Caroline Bertorelli	Davey Young
14:20-15:20		Poster Presentations (14:20-15:20) James McCrostie Andrew Reimann William Pellowe Aaron Sponseller			
15:30-15:55				Daniel Dusza	David Laurence
16:05-16:30		Kevin Bartlett	Jamie Lesley	Evan Cacali	Marcellus Nealy

2018 CUE CONFERENCE MASTER SCHEDULE Saturday 2nd Floor

Time	1-201	1-202	1-203	1-204
8:30-				
8:55-9:05 9:05-9:55	Gail Jackson (Opening Talk) Kay Irie (Plenary) Room 1-202			
10:40-11:05	Daniel Dusza	Régis Olivero	Hiroshi Nakagawa	
11:15-11:40	Gareth Price	Theron Muller		
11:50-12:20		Sean Gay		Marcellus Nealy
13:00-13:50	Jo Mynard (Plenary) Room 1-202			
14:00-14:15	Terry Fellner Memorial, Book Raffle Room 1-202			
14:20-14:45	Ellen Rettig-Miki	Ryan Lege Jennie Roloff Rothman	Eric Hagley	Rick Mitcham
15:30-15:55	Marcos Benevides		Tomoyuki Kawashima	
16:05-16:30	Leveth Jackson	Jennie Roloff Rothman	Keita Yagi	Peter Brereton
16:30-18:30	Pre-dinner socialization time with attendees and publishers			

2018 CUE CONFERENCE MASTER SCHEDULE Sunday 2nd Floor

Time	Hallway	6-205	6-206	6-207
8:30-	Poster Setup			
10:00-10:25		Kristen Sullivan	Sakae Onoda	Jean-Pierre Joseph Richard
10:35-11:00	Poster Presentations Tomoko Antle Neil McClelland Tomoko Hashimoto C. Piroto, R.Dykes L. Dzieciolowski, A.Marshall A. Yoshida, M. Mayse	Yasushi Miyazaki	Matthew Y. Schaefer	Michael Boyce
11:10-11:35		Caroline Handley	Marie Kjeldgaard	Wendy M. Gough Kazumi Kato
11:45-12:10		Mary Hillis	Howard Brown	James Dunn

Panel Discussion

1-202

13:10-14:10	Kazuyoshi Sato, Julia Kimura, Atsushi Mizumoto, James A. Elwood
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Workshops

	6-205	6-206	6-207
14:20-15:05	Melodie Cook	Eric Hagley	Glen Hill
15:15-16:00	Greg Gagnon	Wendy M. Gough Jamie Taylor	Daniel Beck
16:10-16:55	Shin'ichi Hashimoto	Susan Laura Sullivan Julia Kimura	Diane Hawley Nagatomo

2018 CUE CONFERENCE SCHEDULE, Saturday Group Events

TIME	PRESENTATION
8:30-	Registration begins
8:55-9:05	Gail Jackson Opening talk about the early days of CUE
9:05-9:55	Kay Irie (plenary) Innovation behind the scenes: Challenges and opportunities for universities in Japan Room 1-202
10:40-11:05	
11:15-11:40	
11:50-12:20	
12:20-12:55	LUNCH BREAK (lunch is not provided by the conference)
13:00-13:50	Jo Mynard (plenary) Social (self-access) learning spaces and identity Room 1-202
14:00-14:50	Terry Fellner Memorial Reference Book Raffle Room 1-202
15:30-15:55	
16:05-16:30	
18:30-	DINNER



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Saturday, at 2pm.

Innovation behind the Scenes: Challenges and Opportunities for Universities in Japan

Room 1-202, 9:05-9:55

Kay Irie
Gakushuin University



Abstract

Innovation in university is rarely driven by purely educational needs particularly in the private sector, where the schools must thrive commercially to sustain themselves. Japan is no exception. Any new program requires a lot of resources including personnel, time, and funds to realize innovations that fit the guidelines set by the Ministry of Education Culture, Sports, Science and Technology (MEXT) and to co-exist with traditions and customs that built the basis for the innovation of the host institution. In this talk, I will provide a unique account of the development of the new language program in a notoriously conservative institution from an insider's point of view. The talk includes the candid description of the process of developing a language program that designed to prepare Japanese high school graduates for a new social science degree program partially taught in English. By doing so, I hope to shed light on the complexity of the Japanese educational system and unpack some of the contextual factors and administrative practices that bind educational institutions. I would like to share my experiences and reflection with fellow teachers working in universities and colleges in Japan to explore how we can break out of the shackles and make changes that matter.

Biography

Kay Irie is a professor at the Faculty of International Social Sciences, Gakushuin University, Tokyo where she coordinates the English program. She is also an adjunct professor in the TESOL program at Graduate College of Education, Temple University Japan. Her current research interests include CLIL pedagogy, language learning psychology, learner autonomy, and research methods used in these areas including Q-methodology. She was co-chair of *JALT 2015: Focus on the Learner* and co-editor of *Realizing Autonomy: Practice and Reflection in Language Education Contexts* (Palgrave 2012), the book project emerged out of the JALT Learner Development SIG get-togethers.

Social (self-access) Learning Spaces and Identity

Room 1-202, 13:00-13:50

Jo Mynard

Kanda University of International Studies (KUIS)



Abstract

Self-access has been a feature of language education for five decades, but the ways in which outside-class support has been offered has shifted significantly in recent years. In this presentation, I take the audience through a brief tour of the evolution of self-access, focusing mainly on contemporary interpretations which focus on opportunities for social and collaborative learning underpinned by sociocultural views. Drawing on recent ethnographic research at my institution (Burke et al., 2018), I explore the notion that identity plays a significant role in the ways in which learners navigate social learning spaces; it influences why students choose to frequent a social space or to avoid it. In addition, the spaces *themselves* influence the construction of the learners' identities. Drawing on case study data within a Communities of Practice framework (Wenger, 1998), my colleagues and I were able to see how use and non-use of a space has an impact on identity construction over time. This avenue of enquiry enables me to share some suggestions for educators and learners for providing learning opportunities within social learning spaces that address the needs of different users.

Biography

Professor Jo Mynard is Director of the Self-Access Learning Center at Kanda University of International Studies (KUIS) in Chiba, Japan. She holds an EdD in TEFL from the University of Exeter, UK and an M.Phil in Applied Linguistics from Trinity College, University of Dublin, Ireland. She is the founding editor of *Studies in Self-Access Learning Journal* and has also co-edited four books related to learner autonomy and advising. She co-authored *Reflective Dialogue: Advising in Language Learning* with Satoko Kato (published in 2015 by Routledge, NY). She is particularly interested in research related to advising, self-directed learning, learning beyond the classroom / self-access learning, and the affective dimensions of language learning. In 2017, she was appointed Director of the Research Institute for Learner Autonomy Education (RILAE).

TIME	POSTER PRESENTATIONS/PRESENTATIONS
11:15-12:15	<p>Poster Presentations</p> <p>Christopher Mattson Google Docs as a feedback tool</p> <p>Joe Garner How to modify content from a MOOC for a CLIL class</p> <p>Jennifer Toews-Shimizu A new campus, department, ESP teaching team: An inquiry of professional development</p> <p>Adrienne Verla Uchida Implementing a four-dimensional education curriculum for the English classroom</p>
16:05-16:30	<p>Kevin Bartlett Improving communication and increasing motivation through the incorporation of translanguaging</p>

* Some presenters have asked that their contact information not be included.

Poster Presentations

Google Docs as a feedback tool

1st Floor, 1-101, 11:15-12:15

Christopher Mattson

chris.mattson@gmail.com

A poster presentation showing how Google Docs was used in a university writing and discussion course. Google Docs was chosen in order to expedite instructor- and peer-based feedback, and was an improvement over the “traditional” timeline of assessment.

How to modify content from a MOOC for a CLIL class

1st Floor, 1-101, 11:15-12:15

Joe Garner

Although authentic content is widely available through MOOCs, its linguistic complexity requires that it be modified to meet the needs of L2 students. By synthesising findings regarding the use of authentic materials in L2 instruction, this poster presentation will outline how MOOC content can be utilised effectively in CLIL classes.

A new campus, department, ESP teaching team: An inquiry of professional development

1st Floor, 1-101, 11:15-12:15

Jennifer Toews-Shimizu

jennifermttoews@gmail.com

This study examines the professional development of foreign language teachers’ experience within the context new content-based IT language program through narrative inquiry and a questionnaire. Teachers' self-perceptions, pedagogical approach, expected learning outcomes, satisfaction levels, and coping strategies during the second year of program and material development within a paperless/projector-based learning environment. Important implications of this study shed light on the benefits of both self-initiated professional development as well as institutional support for the challenges faced by teachers involved in program and material development for ESP.

Implementing a four-dimensional education curriculum for the English classroom

1st Floor, 1-101, 11:15-12:15

Adrienne Verla Uchida

verla.uchida@nihon-u.ac.jp

This interactive poster session will show the results of a semester-long research project that implemented 21st Century Skills (Tilling & Fadel, 2009) and elements of the Four-Dimensional Education Framework (Fadel, Bialik, & Trilling, 2015) into first-year English classes. Reflections from a teaching journal and student survey results will also be shared.

Presentations

Improving communication and increasing motivation through the incorporation of translanguaging

1st Floor, 1-101, 16:05-16:30

Kevin Bartlett

An overview of a project that incorporated translanguaging techniques in the Japanese university EFL classroom.

CUE / TD SIG 7th Joint Forum at JALT National

Presenters from both SIGs will share experiences of inclusion and / or diversity that influenced their teaching in some way



Take part in 5-min Pecha Kucha-like presentations with Q&A.
Rotate to listen to a variety of presenters.

Saturday, November 24th

11:00 AM - 12:30 PM (90 minutes)

Kaigi Hall [Wind] (11F)

Shizuoka Convention & Arts Center (Granship)

TIME	POSTER PRESENTATIONS/PRESENTATIONS
10:40-11:05	Matthew W. Turner, Robert J. Lowe, Matthew Y. Schaefer Back to the future (of ELT): Discussing and understanding the field's history
14:20-15:20	<p>Poster Presentations</p> <p>James McCrostie Identifying a predatory conference organizer</p> <p>Andrew Reimann Media literacy In EFL</p> <p>William Pellowe Scaffold students towards giving more engaging presentations</p> <p>Aaron Sponseller Initial validation of a Japanese version of the motivation to study abroad (MSA) scale</p>
16:05-16:30	Jamie Lesley Developing tasks in high-level discussion classes

* Some presenters have asked that their contact information not be included.

Poster Presentations

Identifying a predatory conference organizer

1st Floor, 1-102, 14:20-15:20

James McCrostie

jamesm@ic.daito.ac.jp

Predatory, for-profit conferences are an increasing problem around the world. For this poster session, the presenter applied a list of 46 criteria developed to identify predatory conference organizers to one company. The company met 23 criteria and therefore qualifies as predatory. This result shows the criteria successfully identifies predatory organizers.

Media literacy in EFL

1st Floor, 1-102, 14:20-15:20

Andrew Reimann

anreimann@yahoo.com

Considering the range of learner's perceptions, perspectives and communication needs, it is important that media literacy become an essential component of language learning. To avoid the dangers of popularity and "Likes" becoming the new truth, through Social Media, Fake News and alternative facts, learning to evaluate sources, become aware of bias and be able to process and apply information is critical. This presentation introduces practical methods and activities, for navigating information effectively and responsibly.

Scaffold students towards giving more engaging presentations

1st Floor, 1-102, 14:20-15:20

William Pellowe

pellowe@fuk.kindai.ac.jp

For a one-semester course on giving presentations, the presenter created awareness-raising activities and demonstrations to scaffold the students towards giving more engaging presentations. This interactive poster presentation will highlight some of these, such as matching photos of gestures with underlined sections from sample speeches, and peer-assessment rubrics which include photos.

Initial validation of a Japanese version of the motivation to study abroad (MSA) scale

1st Floor, 1-102, 14:20-15:20

Aaron Sponseller

Japanese universities offer many study abroad opportunities, however a Japanese instrument for measuring motivation to study abroad is non-existent. A Japanese version of the Motivation to Study Abroad (MSA) (Anderson & Lawton, 2015) was given to students (N = 165), and instrument validity was tested two ways.

Presentations

Back to the future (of ELT): Discussing and understanding the field's history

1st Floor, 1-102, 10:40-11:05

Matthew W. Turner, Robert J. Lowe, Matthew Y. Schaefer

turner@toyo.jp

This session will present an analysis of an ongoing podcasting project featuring discussions of notable scholars' work throughout the history of applied linguistics and ELT. Trends in the selections of historical topics such as the development of research traditions, and the importance of researching our field's history will be discussed.

Developing tasks in high-level discussion classes

1st Floor, 1-102, 16:05-16:30

Jamie Lesley

jamie.lesley@rikkyo.ac.jp

This presentation describes the piloting of collaborative, decision-making tasks used in the highest level of a compulsory, first-year undergraduate academic English discussion course. It contrasts these decision-making tasks with the standard type of group discussions in lower-level classes and reports on their effectiveness from both teachers' and students' perspectives.

TIME	PRESENTATIONS
10:40-11:05	<p>Lara Promnitz-Hayashi Technology proficiency in freshman students: Then and now</p>
11:15-11:40	<p>Susan Laura Sullivan Role models and representation</p>
11:50-12:20	<p>Caroline Bertorelli Fluency activities revisited</p>
15:30-15:55	<p>Daniel Dusza 2020 vision: Twenty years of orthographic influence in Japan</p>
16:05-16:30	<p>Evan Cacali I can see clearly now: Font choice and English vocabulary learning</p>

* Some presenters have asked that their contact information not be included.

Technology proficiency in freshman students: Then and now

1st Floor, 1-103, 10:40-11:05

Lara Promnitz-Hayashi

lara@juntendo.ac.jp

This presentation will compare the findings of a study on technology proficiency in freshman students conducted in 2010 and its replication conducted in 2017-18 and discuss the challenges students face when using technology in the classroom and the activities they are currently undertaking.

Role models and representation

1st Floor, 1-103, 11:15-11:40

Susan Laura Sullivan

susan.sullivan1@uowmail.edu.au

Educators might not realise how ingrained an acceptance of lack of representation can be in teaching practices, in attitudes towards our students, and also among the students themselves. Aware and deliberately inclusive methods can help address gender imbalance in educational situations.

Fluency activities revisited

1st Floor, 1-103, 11:50-12:20

Caroline Bertorelli

caroline@toyo.jp

This presentation will review fluency activities in the literature, share the outcome of some classroom research on Japanese university students, and suggest a number of practical ideas that can be incorporated in the classroom that can successfully engage all students of all levels in a class.

2020 vision: Twenty years of orthographic influence in Japan

1st Floor, 1-103, 15:30-15:55

Daniel Dusza

The system of teaching, assessing, and treating Japanese EFL students' writing in Japan has for too long been merely marking errors and mistakes in translation tests. The source of these errors and suggestions for their treatment will be offered, based on the orthographic influence between Japanese and English.

I can see clearly now: Font choice and English vocabulary learning

1st Floor, 1-103, 16:05-16:30

Evan Cacali

This study explores whether Japanese university students' short-term memories benefit from disfluent fonts while studying English vocabulary lists. Going against previous research, results suggest that the participants' outcomes were significantly better in the fluent font condition. A closer look also suggests a disfluency threshold for multiple parts of speech words.



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Saturday, at 2pm.

TIME	PRESENTATIONS
10:40-11:05	<p>Sylvan Payne Golden retriever: Getting students excited about APA referencing</p>
11:15-11:40	<p>Gordon Carlson Heeding student voices: A study on textbook selection</p>
11:50-12:20	<p>Davey Young Student attitudes towards discussing textbook topics</p>
15:30-15:55	<p>David Laurence Navigating the transition to higher education: Learned behaviors in Japanese university students</p>
16:05-16:30	<p>Marcellus Nealy Effects of non-Japanese simulated patients on medical English classrooms</p>

* Some presenters have asked that their contact information not be included.

Golden retriever: Getting students excited about APA referencing

1st Floor, 1-104, 10:40-11:05

Sylvan Payne

University academic writing students, even at a low-intermediate level, should know how to include outside sources and cite them correctly. The presenter will demonstrate how he gets students engaged in doing APA referencing, through interactive tasks, puzzles, and games.

Heeding student voices: A study on textbook selection

1st Floor, 1-104, 11:15-11:40

Gordon Carlson

gordy@otemae.ac.jp

This presentation examines the benefits of including student views in textbook selection and curriculum development. Based on a survey conducted among 427 participants, it contends that a closer alignment between language program planners and learners can result in developing better teaching strategies, curriculum modifications, and textbook selection.

Student attitudes towards discussing textbook topics

1st Floor, 1-104, 11:50-12:20

Davey Young

dcyoung@rikkyo.ac.jp

This presentation reports on a study of roughly 1,600 Japanese EFL university students' attitudes towards textbook topics in a topic-based discussion course. Findings indicate students prefer discussing topics related to university and student life, while correlation analysis reveals perceived importance is the best predictor of overall attitudes towards discussion topics.

Navigating the transition to higher education: Learned behaviors in Japanese university students

1st Floor, 1-104, 15:30-15:55

David Laurence

laurence@isc.chubu.ac.jp

The presentation will describe research, based on in-depth interviews with first-year Japanese university students, describing how their families and secondary schools teach them norms and behaviors that interfere with not only their ability to successfully learn English, but their ability to smoothly and successfully transition from secondary to higher education.

Effects of non-Japanese simulated patients on medical English classrooms

1st Floor, 1-104, 16:05-16:30

Marcellus Nealy

marcellus@juntendo.ac.jp

We worked with foreign simulated patients (SP) to help Japanese medical students practice clinical communication. Survey results showed it had a positive impact on learner motivation, self-awareness, and anxiety towards speaking English.

OnCUE Journal

This is the flagship publication for CUE SIG. Published several times annually, it offers members and non-members opportunities to write on a variety of topics related to tertiary education in Japan.

See the CUE website for details.

jalcut.org/content/about-uncue-journal

2017 (Special Conference Issue) Volume 10, Issue 2	
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TIME	PRESENTATIONS
10:40-11:05	<p>Daniel Dusza CLIL activities integrating formative assessment</p>
11:15-11:40	<p>Gareth Price Improving article accuracy through context</p>
14:20-14:45	<p>Ellen Rettig-Miki Clarity and varied viewpoints in class discussions</p>
15:30-15:55	<p>Marcos Benevides [publisher sponsored talk] Designing a themed task-based course</p>
16:05-16:30	<p>Leveth Jackson Native English teachers' perspective on team teaching: A focus group study</p>

* Some presenters have asked that their contact information not be included.

CLIL activities integrating formative assessment

2nd Floor, 1-201, 10:40-11:05

Daniel Dusza

Reading, writing, speaking, listening, assessment and technology are usually dealt with separately. Integrating language, technology, and assessment requires skills and resources that are beyond most busy teachers. I will present some content-based language activities that provide formative feedback and can be extended for use in a vast range of English as a foreign language classes.

Improving article accuracy through context

2nd Floor, 1-201, 11:15-11:40

Gareth Price

gprice@asia-u.ac.jp

This presentation looks at the problems Japanese students have with accurately using definite and indefinite articles. Through my own research, I suggest how to improve students' accuracy by focusing on context to determine the correct article to use.

Clarity and varied viewpoints in class discussions

2nd Floor, 1-201, 14:20-14:45

Ellen Rettig-Miki

rettige@gmail.com

The presenter believes teaching specific discussion micro-skills in controlled activities can help students both to improve the clarity of information exchanged in discussions and to help them more deeply consider alternative viewpoints. She will demonstrate several simple activities that can enrich discussion skills in the university classroom.

Designing a themed task-based course [publisher sponsored talk]

2nd Floor, 1-201, 15:30-15:55

Marcos Benevides

marcosb@obirin.ac.jp

This presentation will outline considerations in task-based syllabus design by demonstrating how a themed framework can be used to sequence tasks by complexity rather than by language forms. This framework is used to select and organize tasks with a primary focus on meaning, yet is flexible enough to also target language forms. Once tasks are appropriately sequenced, outcomes can be assessed in valid and practical ways which do not undermine a communicative approach. Although the speaker will refer to his published coursebook, Widgets, this is not a commercial presentation and will be of interest to anyone interested in TBLT or syllabus design.

Native English teachers' perspective on team teaching: A focus group study

2nd Floor, 1-201, 16:05-16:30

Leveth Jackson

ljackson205@capellauniversity.edu

This presentation describes a focus group study from a convened forum titled "Practical and Effective Team Teaching in high schools: Reality or Myth" at the 2018 Shizuoka Regional Conference for ALTs. The focus groups' interviews investigated ALTs roles, perception of TT, and revealed the realities of TT in high schools.

OnCUE Journal

Call for review articles

OnCUE Journal invites reviews of reference books on topics related to tertiary English education in Japan and English language teaching textbooks. Please select a book from our list or a recent book of your choice and of general interest to *OnCUE Journal* readers. Then contact the book review editor with your suggestion. If approved, we can provide a copy of a reference book upon your request.

Those who wish to review a textbook must use the textbook for at least one semester before writing a review. English and Japanese review articles are welcome. Please send book review proposals and questions to the book review editor, Steve Fukuda (stevefukuda110277@gmail.com).

学術誌『OnCUE Journal』書評募集のお知らせ

OnCUE Journal では、日本の高等教育における英語教育に関連した書籍もしくは、教科書の書評を募集しています。書籍は、*OnCUE Journal* の推薦図書一覧もしくは、高等教育機関における英語教育に関係するものから選んでください。書評を書く書籍名を、担当者にご連絡いただき、承認後、ご要望に応じて書籍をお送りいたします。

教科書の書評を書かれる場合は、執筆前に最低 1 学期間その教科書を使用していることが条件となります。書評は英語、日本語とも受け入れております。ご質問、原稿は書評担当者の Steve Fukuda (stevefukuda110277@gmail.com) 宛てにお送りください。

TIME	PRESENTATIONS
8:55-9:05 9:05-9:55	Gail Jackson (Opening Talk) Kay Irie (Plenary Speaker)
10:40-11:05	Régis Olivero French colloquialisms in the classroom [in French & English]
11:15-11:40	Theron Muller Visually representing publication trajectories
11:50-12:20	Sean Gay Teacher bias in initial reaction to student writing assessment
13:00-13:50	Jo Mynard (Plenary Speaker)
14:20-14:45	Ryan Lege and Jennie Roloff Rothman Continuing teacher development: A two-pronged approach
16:05-16:30	Jennie Roloff Rothman Peer feedback: What should be explicitly taught

* Some presenters have asked that their contact information not be included.

French colloquialisms in the classroom [in French & English]

2nd Floor, 1-202, 10:40-11:05

Régis Olivero

How can everyday French be taught in a university classroom? And is there a need for it in the first place? This presentation will explore the different ways to allow students to have basic conversation in French as it is spoken today.

Visually representing publication trajectories

2nd Floor, 1-202, 11:15-11:40

Theron Muller

theron@las.u-toyama.ac.jp

This presentation shares how a graphical representation of manuscript text histories was developed for six manuscripts written for publication by Japan-based English language teachers. Examining the actual trajectories of manuscripts helps to reveal potentially occluded complexity and the extent of changes made to manuscripts across their trajectories.

Teacher bias in initial reaction to student writing assessment

2nd Floor, 1-202, 11:50-12:20

Sean Gay

seanekpg@kwansei.ac.jp

Teachers try to be fair to students; this requires a degree of validity and reliability in assessment. Unfortunately, first impressions may cause teacher bias that may negatively impact validity and reliability for writing assessment. The presenter will share research on this issue and insights into mitigation of the effect.

Continuing teacher development: A two-pronged approach

2nd Floor, 1-202, 14:20-14:45

Ryan Lege and Jennie Roloff Rothman

lege-r@kanda.kuis.ac.jp, rothman-j@kanda.kuis.ac.jp

MEXT has begun emphasizing the need for systematic teacher and professional development (PD) programs. To respond to the complex demands of 21st-century education, it is critical that these integrate teacher development and technology training. This presentation outlines PD activities following a particular model of adult learning underway in one university.

Peer feedback: What should be explicitly taught

2nd Floor, 1-202, 16:05-16:30

Jennie Roloff Rothman

rothman-j@kanda.kuis.ac.jp

Providing training in how to give peer feedback can ensure its effectiveness and sometimes be as beneficial as instructor feedback. This presentation shares the results of research seeking to identify qualitative differences in the language used by students in trained and untrained peer feedback activities for the EFL writing classroom.

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CUE Circular 2016-2018



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2018 CUE CONFERENCE SCHEDULE, Saturday, 2nd Floor, 1-203

TIME	PRESENTATIONS
10:40-11:05	Hiroshi Nakagawa Active learning strategies to reduce biases on decision making [in Japanese]
11:15-11:40	
14:20-14:45	Eric Hagley International exchanges via the web — effective and free
15:30-15:55	Tomoyuki Kawashima Student reaction to teacher talks on World Englishes
16:05-16:30	Keita Yagi Scaffolding speaking tasks in a TOEFL preparation course

* Some presenters have asked that their contact information not be included.

Active learning strategies to reduce biases on decision making [in Japanese]

2nd Floor, 1-203, 10:40-11:05

Hiroshi Nakagawa

本研究ではヒューリスティックを始めとした認知バイアス（先入観・偏見などの認知の隔たり）による影響がどのように英語授業内で起きているかを詳しく説明し、英語授業内でのアクティブラーニングへの応用を提示する。

International exchanges via the web — effective and free

2nd Floor, 1-203, 14:20-14:45

Eric Hagley

hagley@mmm.muroran-it.ac.jp

This presentation outlines the International Virtual Exchange Project (IVEProject) between Japan, Colombia, and eight other countries. Classes of students are linked in the IVEProject using online tools to improve language and intercultural competence. The presenter will outline the advantages of the IVEProject and invite educators and their students to join.

Student reaction to teacher talks on World Englishes

2nd Floor, 1-203, 15:30-15:55

Tomoyuki Kawashima

tkawashima@gunma-u.ac.jp

The presenter will report on an attempt to raise awareness on World Englishes. He gave nine 15-minute talks to 42 university students. Their comments collected from student journals were thematically sorted and analyzed. Topics which impressed students and effects of the talks on their perceptions of English will be discussed.

Scaffolding speaking tasks in a TOEFL preparation course

2nd Floor, 1-203, 16:05-16:30

Keita Yagi

ykeita@icu.ac.jp

This case study presentation reports on a biweekly TOEFL preparation course at a bilingual university in Tokyo. The presenter will show how he scaffolded TOEFL speaking tasks by introducing speaking templates and offering individual tutorials, and will discuss the effectiveness of this approach.

OnCUE Journal

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Research Digest



Professional Development

Opinion & Perspective



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TIME	PRESENTATIONS
11:50-12:20	Marcellus Nealy Overcoming barriers to pronunciation training
13:00-13:50	
14:00-14:15	
14:20-14:45	Rick Mitcham On raising aspirations and enabling EFL learner writers to go for publication
15:30-15:55	
16:05-16:30	Peter Brereton Teacher perceptions of a unified curriculum

* Some presenters have asked that their contact information not be included.

Overcoming barriers to pronunciation training

2nd Floor, 1-204, 11:50-12:20

Marcellus Nealy

marcellus@juntendo.ac.jp

The presentation will focus how we were able to reduce barriers to learning in the pronunciation classroom through the use of an e-learning application, design, and music. The intervention was carried out on 100 English language learners. The results indicated the effective reduction of learning barriers.

On raising aspirations and enabling EFL learner writers to go for publication

2nd Floor, 1-204, 14:20-14:45

Rick Mitcham

This presentation demonstrates that EFL learner writers have the potential to achieve more than current EFL textbooks on academic writing give them credit for. I explain how EFL learner writers can be enabled to produce writing that is not only competent but also original and worthy of publication.

Teacher perceptions of a unified curriculum

2nd Floor, 1-204, 16:05-16:30

Peter Brereton

brereton.peter@gmail.com

Teaching within unified curricula has several benefits, yet it can also present a number of challenges. In this presentation, teachers' perceptions of working in a context with identical lesson aims, materials, and teaching and assessment methods are explored, with the aim of improving understanding of the advantages and challenges involved.

TIME	POSTER PRESENTATIONS - Hallway
10:35-11:35	<p style="text-align: center;">Tomoko Antle Productive vs. receptive tasks: Their influence on vocabulary knowledge scale scores</p> <p style="text-align: center;">Neil McClelland Past learning experiences (PLE) and their effects on L2 motivation in EFL (Presented in Japanese)</p> <p style="text-align: center;">Tomoko Hashimoto Informal and formal cooperative learning in an EFL college classroom</p> <p style="text-align: center;">Christopher Pirotto and Robert Dykes Quantitative methods: Learn from our mistakes</p> <p style="text-align: center;">Laura Dzieciolowski and Annelise Marshall Game ideas to encourage language production at the university level in Japan</p> <p style="text-align: center;">Amanda Yoshida and Marnie Mayse 21st century skills: A social issues research project</p>

* Some presenters have asked that their contact information not be included.

Productive vs. receptive tasks: Their influence on vocabulary knowledge scale scores

Tomoko Antle

The goal of this study is to gain a better understanding for how language learners acquire new words. Furthermore, a Vocabulary Knowledge Scale (VKS) was administered in this investigation through both listening and reading. The students' self-assessment on the listening VKS was significantly lower than the reading VKS.

Past learning experiences (PLE) and their effects on L2 motivation in EFL

Neil McClelland

neil.m4@gmail.com

This poster presents a retrospective investigation of the influence of past learning experiences on motivation to learn English in university students in Japan. A mixed-methods study combined profiles derived from repeated-measures survey data with narrative accounts of individual respondents' past experiences of learning and using English as a foreign language.

Informal and formal cooperative learning in an EFL college classroom

Tomoko Hashimoto

hondat1.th@gmail.com

Although formal cooperative learning in an EFL college classroom requires more effort for students to conduct, it also seems to produce a greater sense of accomplishment in them than informal cooperative learning.

Quantitative methods: Learn from our mistakes

Christopher Piroto and Robert Dykes

This poster presentation will highlight some of the common mistakes that L2 researchers have when using quantitative methods. Examples of and solutions to these mistakes will be provided along with recommendations for references so conference goers can further educate themselves about quantitative methods.

Game ideas to encourage language production at the university level in Japan

Laura Dzieciolowski and Annelise Marshall

lauradski@gmail.com

Games in the ESL/EFL classroom have potential to increase student motivation and engagement, while creating a more learner-centered classroom (Cervantes, E. 2009). In addition to providing some benefits of using classroom games, this poster presentation will provide game ideas and guidance for how to utilize them.

21st century skills: A social issues research project

Amanda Yoshida and Marnie Mayse

amanda.j.yoshida@gmail.com

The presenters will explain a semester-long research project on social issues for 2nd year university students. The project consists of two phases: An academic research paper and an infographic video. Pre- and post-surveys were administered to measure the students' self-reported progress in their 21st century skills development.



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& inclusion**

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Diversity and Inclusion

44th Annual International Conference on Language Teaching and Learning
& Educational Materials Exhibition

Shizuoka Convention & Arts Center (Granship) Shizuoka City, Shizuoka, Japan
Friday, November 23, to Monday, November 26, 2018

TIME	PRESENTATIONS
10:00-10:25	<p>Kristen Sullivan University students' post-study abroad experiences</p>
10:35-11:00	<p>Yasushi Miyazaki How do we teach English to students with autism?</p>
11:10-11:35	<p>Caroline Handley Quantitative data analysis with JASP</p>
11:45-12:10	<p>Mary Hillis Go and open the door: Literature in the university classroom</p>

* Some presenters have asked that their contact information not be included.

University students' post-study abroad experiences

2nd Floor, 6-205, 10:00-10:25

Kristen Sullivan

kris@shimonoseki-cu.ac.jp

This presentation investigates the intercultural and target language experiences had by former study abroad students between returning to their home institution and graduating. Based on survey results, it considers whether the home institution is providing enough opportunities for returnees and the factors that facilitate and hinder participation in available activities.

How do we teach English to students with autism?

2nd Floor, 6-205, 10:35-11:00

Yasushi Miyazaki

yasushi.miyazaki@gmail.com

This presentation will discuss critical issues in teaching English for students with Autism and developmental disorders in university classrooms. It is essential to accommodate them in language classrooms, as the population of students with Autism increases in Japanese universities. I will discuss literature review with rights and special needs perspectives.

Quantitative data analysis with JASP

2nd Floor, 6-205, 11:10-11:35

Caroline Handley

handley.caro@gmail.com

This presentation will introduce JASP, an open source software package for data analysis. We will perform a few of the most commonly used statistical tests in SLA research. Participants are recommended to download JASP (jasp-stats.org) to their computer, so they can perform the analyses in parallel with the presenter.

Go and open the door: Literature in the university classroom

2nd Floor, 6-205, 11:45-12:10

Mary Hillis

maryehillis@gmail.com

Although incorporating literature into the English language curriculum involves some challenges, it offers opportunities for linguistic, intercultural, and personal skill development. This presentation will outline steps for selecting texts and guidelines for developing classroom activities and materials, giving specific examples from a university level literature class focused on poetry.

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and experiences as
a teacher in Japan's
university sector.**



jaltcue.org/cuecircular
cuecircular@gmail.com

TIME	PRESENTATIONS
10:00-10:25	<p style="text-align: center;">Sakae Onoda Enhancing L2 interactional and critical thinking skills through group projects</p>
10:35-11:00	<p style="text-align: center;">Matthew Y. Schaefer Benefits of a strongly unified syllabus</p>
11:10-11:35	<p style="text-align: center;">Marie Kjeldgaard Facilitating independent student learning: Resources and reactions</p>
11:45-12:10	<p style="text-align: center;">Howard Brown Supporting the transition from EFL to EMI: Recommendations for language teaching</p>

* Some presenters have asked that their contact information not be included.

Enhancing L2 interactional and critical thinking skills through group projects

2nd Floor, 6-206, 10:00-10:25

Sakae Onoda

sakaeonoda@gmail.com

This presentation will discuss innovative pedagogical endeavors undertaken to enhance students' interactional and critical thinking skills in an undergraduate CLIL-based English teacher education course in Japan.

Benefits of a strongly unified syllabus

2nd Floor, 6-206, 10:35-11:00

Matthew Y. Schaefer

myschaefer1920@gmail.com

A strongly unified syllabus is one on which multiple teachers in the same institution collaborate to produce a principled course, in terms of aims, methodology, and evaluation, that they all then teach. This presentation will outline benefits of such a system, including uniformity of student outcomes and reliability of assessment.

Facilitating independent student learning: Resources and reactions

2nd Floor, 6-206, 11:10-11:35

Marie Kjeldgaard

mariek@nanzan-u.ac.jp

Part of the job of a modern educator should be to provide students with resources that facilitate autonomous learning. This presentation will describe the implementation of and student response to a weekly independent study project and introduce a variety of online resources that are available to support students' language study.

Supporting the transition from EFL to EMI: Recommendations for language teaching

2nd Floor, 6-206, 11:45-12:10

Howard Brown

brown@unii.ac.jp

English-medium instruction (EMI) is growing quickly at Japanese universities. Drawing on studies of multiple EMI programs, this presentation explores English-language teachers supporting students transitioning from learning English to learning in English. Topics include language-proficiency benchmarks, translanguaging, students' L1, CLIL to bridge EFL and EMI, collaboration among faculty, and skills-focused EAP.

TIME	PRESENTATIONS
10:00-10:25	<p style="text-align: center;">Jean-Pierre Joseph Richard What do we know about the background of our students?</p>
10:35-11:00	<p style="text-align: center;">Michael Boyce Programs not only for service, but learning too</p>
11:10-11:35	<p style="text-align: center;">Wendy M. Gough and Kazumi Kato Fieldwork projects to learn content English</p>
11:45-12:10	<p style="text-align: center;">James Dunn From textbook to supporting print: Filling in the gaps.</p>

* Some presenters have asked that their contact information not be included.

What do we know about the background of our students?

2nd Floor, 6-207, 10:00-10:25

Jean-Pierre Joseph Richard

richard.jean-pierre@u-nagano.ac.jp

As part of a large-scale (N = 748) dissertation study, a socioeconomic data questionnaire gathered information about parents' education and employment status, as well as the students' previous social, cultural, and educational experiences. The results showed an important relationship between socioeconomic status and university rank; however, gendered differences were pronounced.

Programs not only for service, but learning too

2nd Floor, 6-207, 10:35-11:00

Michael Boyce

mboyce@quest-consulting.net

Collaboration between students, instructors, and community service representatives will help to identify community needs and possible roadblocks to a successful and intentional service learning program. Using a local case study with the associated successes and failures, a framework for a university level service learning program will be proposed.

Fieldwork projects to learn content English

2nd Floor, 6-207, 11:10-11:35

Wendy M. Gough and Kazumi Kato

wednesdaysensei@gmail.com, kazumi.tokai@gmail.com

This presentation will explain about English communication class that focuses on fieldwork projects has been developed and team taught by the presenters. In 2018 students researched about the university's aquarium and marine science museum and made a floor plan available in iBook form and created a brochure describing their majors.

From textbook to supporting print: Filling in the gaps

2nd Floor, 6-207, 11:45-12:10

James Dunn

james.d.dunn@outlook.com

Due to school mandated textbooks, educators may find themselves in a situation where the book may not fit their teaching style or the students' areas of interest. This presentation will give an approach to creating supplemental prints based on higher-order thinking skills to complement the textbook.

Panel Discussion and Workshops

Research and professional development are important aspects of our role as college and university educators. In an effort to support interesting and high-quality research, writing, and presentation skills the CUE sig will feature research and professional development sessions at our 25th anniversary conference. The Sunday afternoon sessions will start with a panel discussion on quantitative and qualitative research, which will be followed by workshops on manuscript writing and publishing, grant writing, abstract writing, presentation slide design, poster design, and creating digital posters. These interactive sessions are designed to introduce new ideas for professional development and help boost skills.

The Panel Discussion will be held in Room 1-202. 13:10-14:10

Panel Discussion

The panel discussion will feature two qualitative and two quantitative researchers who will compare the two types of research and discuss how they use these research methods in the college and university setting in Japan.

Kazuyoshi Sato: Qualitative research
yoshi@nufs.ac.jp

Kazuyoshi Sato teaches at Nagoya University of Foreign Studies. He is the director of the MA TESOL program. He holds an MA and a PhD in Applied Linguistics from the University of Queensland, Australia. He has written several papers on communicative language teaching and teacher education based on qualitative methods to reveal teaching and learning processes. His research interests include teacher development, second language acquisition, and curriculum development.

Julia Kimura: Qualitative research
tua03037@temple.edu

Julia Kimura is a lecturer at Mukogawa Women's University. She earned her M.S.Ed. at Temple University, where she is now a Ph.D. candidate. For her dissertation research, she is examining female foreign language teachers who are part of the solidarity movement.

Atsushi Mizumoto: Quantitative research
mizumoto@kansai-u.ac.jp

Atsushi Mizumoto (<http://mizumot.com>), Ph.D. in Foreign Language Education, is Professor at the Faculty of Foreign Language Studies and the Graduate School of Foreign Language Education and Research, Kansai University, Japan. His current research interests include learning strategies, language testing, corpus use for pedagogical purposes, and research methodology. Using quantitative research methods, he has published many articles in international journals. He is the recipient of the Award for Outstanding Academic Achievement from Language Education and Technology in the Year of 2017.

James A. Elwood: Quantitative research
elwood@meiji.ac.jp

James A. Elwood is a professor at Meiji University in Japan. His research interests include the roles and use of technology in foreign language education, psychometrics in language education, and the development of international posture in young learners of English as a foreign language.

Workshops			
	6-205	6-206	6-207
14:20-15:05	Melodie Cook	Eric Hagley	Glen Hill
15:15-16:00	Greg Gagnon	Wendy M. Gough Jamie Taylor	Daniel Beck
16:10-16:55	Shin'ichi Hashimoto	Susan Laura Sullivan Julia Kimura	Diane Hawley Nagatomo

Workshop Session 1 14:20-15:05

Room 6-205

Presenter: Melodie Cook
cookmelo@unii.ac.jp

Title: Advice for authors: Raising your chances of getting published

In this presentation, Melodie will explain what to do and what not to do when writing and submitting manuscripts to publishers. Content will contain the qualities of a good manuscript, examples of not-so-good manuscripts, and how to understand the movement of manuscripts through the publishing process once they have been submitted.

Bio:

Dr. Melodie Cook is a Professor at the University of Niigata Prefecture. She has been teaching EFL in Japan for over 20 years. Previously, she worked as Associate Editor and Editor for *JALT Journal* and is now a Senior Editor of *JALT Post-Conference Proceedings*. She has also contributed an online unit to a training program for ALTS.

Room 6-206

Presenter: Eric Hagley
hagley@mmm.muroran-it.ac.jp

Title: Attaining grants – Tips for teachers

Finding full time work at universities in Japan is as competitive as it has ever been. Teaching is obviously important but research is now as important or more so. Carrying out research isn't cheap though. Procuring research grants is one way to pay for the research and is also very important for universities' prestige and to help them continue to be centers of research excellence. This workshop will offer participants hints on how to write grant proposals that have a better chance of being accepted. The main focus will be on the Grants-in-Aid for Scientific Research which are commonly called "Kaken" grants. The different types of these will be outlined and the application process covered. There are a number of steps required to submit a grant and these will all be explained. The facilitator will then cover some common mistakes made by applicants in addition to giving guidelines on how to give your application an edge.

Bio:

Eric Hagley teaches at Muroran Institute of Technology in the north of Japan. He is the creator of the International Virtual Exchange Project and is the Chair of the Asia Pacific Virtual Exchange Association (APVEA). He is chief of the Quiz Quality Assurance Project for MoodleReader and MReader. Over the past 5 years he has received 2 kaken grants and been a co-researcher on another one.

Room 6-207

Presenter: Glen Hill
glenahill@gmail.com

Title: Publishing with CUE is all in your mind

This workshop will begin by describing the components of *OnCUE Journal* (OCJ) and *CUE Circular* (CC), so authors can be properly oriented and envision their potential writing experience in either. OCJ is the SIG's flagship journal containing five sections on tertiary education-related concerns, plus reviews on books and meetings. Conversely, CC is an online newsletter which began in 2016; each issue offers 3-4 less academically written articles dealing with success stories in the classroom and one's professional life. But the real takeaway in this workshop will be the interactive brainstorming component designed to show how straightforward it can be to conceive of an article in either publication. With OCJ and CC offering various types of writing opportunities, authors need to learn how to visualize this integral part of writing: the origin of an article. Additionally, participants will learn what mistakes to avoid in writing for CUE, and in particular for OCJ.

Bio:

Glen Hill is an associate professor at Obihiro University of Agriculture and Veterinary Medicine. At the university, he manages the English Resource Center and teaches extensive reading and technical writing. He has been the CUE SIG publications chair and chief editor of the journal for 7 years. He also does proofreading for English scientific papers on the side.

Workshop Session 2

15:15-16:00

Room 6-205

Presenter: Greg Gagnon
gagnon.greg@yahoo.com

Title: Poster presentations for conferences: Tips and strategies

Posters are an excellent way to present initial findings, visually plan your ideas, and get feedback about ongoing research at a conference. They can also be used as a way to concisely and quickly show the impact points of one's research. Many people, however, are not sure how to make the best impact, and are sometimes confused as to the differences between a research presentation and a poster presentation. This workshop will discuss the various ways to design an attractive poster that can best showcase the important points of your research, in a clear, visually attractive way. The discussion will provide information about effective poster designs, ways to present the important points of your research, ways to engage the audience with your poster, and things to avoid when making a poster. Finally, workshop participants will be given an opportunity to brainstorm and design posters of their own, based on information shared in the workshop.

Bio:

Greg Gagnon is from Springfield, Massachusetts. He received a BA and a Masters of Liberal Arts from the Johns Hopkins University, and a MA in Second Language Studies from the University of Hawaii. He has taught English in Baltimore, Osaka, and Thailand. He now teaches at the Toyota Technological Institute, in Nagoya, Japan. His research centers on teacher attitudes, philosophy of teaching, and reading practices and principles. He enjoys reading books of all kinds (especially mystery and science fiction), collecting Japanese woodblock prints, and rooting for the Red Sox.

Room 6-206

Presenter: Wendy M. Gough and Jamie Taylor
wednesdaysensei@gmail.com, taylorjamiec@gmail.com

Title: Conference submissions 101: Honing your abstract writing skills

Writing a submission for a conference presentation can be exasperating. How much detail do I need? How do I state my ideas clearly within the word limit? What are the reviewers looking for? This workshop will help you understand what to include in a well-written abstract and how to present your ideas concisely yet thoroughly enough to impress conference proposal reviewers. It will begin with an overview of general abstract guidelines for JALT and other conferences and what reviewers are looking for in a good conference submission. We will then discuss abstract format and how to begin brainstorming ideas for writing your next conference abstract.

Bio:

Wendy M. Gough currently works at Tokai University's School of Marine Science and Technology. She holds an Ed.D in curriculum and teaching and researches creating communities of learners in reading and writing classes and fieldwork for developing intercultural skills and communicative competence in English. Part of her role as the CUE SIG Coordinator has included leading the submissions and reviewing team for the PanSIG conference for the past two years.

Jamie Taylor is a Senior Assistant Professor at Chubu University near Nagoya. She is a doctoral student at Nagoya University in psycholinguistics studying bilingual lexical processing among Japanese-English bilinguals. Her main educational interest is content-based language teaching. Currently, she serves as the CUE SIG publicity chair, Gifu JALT chapter program chair, and works with Wendy on the PanSIG submissions and reviewing team.

Room 6-207

Presenter: Daniel Beck
samuraitheologian@gmail.com

Title: Bullet ban: Putting an end to death by Powerpoint by educators

Too often research findings fail to engage audiences because of DBP, death by Powerpoint. This phenomenon occurs when academics fail to invest as much in the presentation of their research as they do in the publication of their research. The time has come to put away the bullets and tiny text and learn to make engaging presentations that will share with the academic world their results and insights in a fresh, compelling way. This workshop will demonstrate how academics can improve their presentations by engaging their audiences with story, slide design, and delivery. Participation by and questions from the participants is encouraged.

Bio:

Daniel Beck is a presentations enthusiast and coach. He is a lecturer at Rikkyo University in Tokyo. He received his M.S. Ed in TESOL at Temple University Japan and is currently pursuing an Ed.D. in TESOL at Anaheim University. He can be contacted at danielbeck@mac.com and tweets at @gtb on Twitter.

Workshop Session 3

16:10-16:55

Room 6-205

Presenter: Shin'ichi Hashimoto
heiwanian@gmail.com

Title: Exploring the digital poster frontier

Despite the popularity and importance of poster sessions at academic conferences, the format of academic posters has not changed much over time. The posters are usually paper-based and on occasion accompanied by multimedia resources in the form of a laptop or tablet nearby to share parts of the research. Until now, traditional ways to obtain a copy of the poster included being emailed by the presenter after the conference, taking a picture of the poster, or taking home a handout of the poster if prepared by the presenter. What if there were another way to do poster presentations? Digital posters have the potential to fundamentally shift the current paradigm of poster sessions and open up a vast unexplored frontier for transmitting information. Some advantages of using digital posters are: 1) the increase in variety in which content can be conveyed; 2) the amount of information that can be included; 3) the expansion of channels of outlet for disseminating the poster itself, and 4) the possibility of updating the information on the poster after the conference is over. This workshop will provide details of these attractive features, give the audience hands-on experience of producing their own digital posters, and offer a chance for discussing the implications for how this new technology could impact our teaching as well as our interactions with fellow professionals.

Bio:

Shin'ichi Hashimoto is a specially-appointed Associate Professor in the Faculty of Informatics and Engineering at the University of Electro-Communications. He has been involved with English education at the tertiary level for 20 years. His interests are English for Specific Purposes, computer-assisted language learning, collaborative learning, vocabulary acquisition and extensive reading.

Room 6-206

Presenter: Susan Laura Sullivan and Julia Kimura
susan.sullivan1@uowmail.edu.au, tua03037@temple.edu

Title: Women helping women: Tips for networking and career development

Globally, women are a minority in the workplace, and Japan is no different. Historically and societally there are many reasons for this. Women looking to further their career might not know where to start, find themselves short on confidence, or face too many life commitments. This workshop will explore some ways and means of taking opportunities and creating opportunities to enhance academic and career potential. Some areas covered will be where to find mentors, ways of managing work/life obligations, and how to seek out and give support.

Bio:

Susan Laura Sullivan is a junior associate professor at Tokai University. Current areas of interest are student creativity, autonomy, lifelong learning and intercultural communication. She is a co-editor of the anthology, *Women of a Certain Age* (Fremantle Press), and a founding member of the Central Japan Literature Society. She was vetting chair for the 2016 CUE conference, and is co-vetting chair for the 2018 CUE conference. Her work can be found in the *Literature and Language Teaching Journal*, *GILE SIG* newsletter, and *Plumwood Journal*, among others.

Julia Kimura is a lecturer at Mukogawa Women's University. She earned her M.S.Ed. at Temple University, where she is now a Ph.D. candidate. For her dissertation research, she is examining female foreign language teachers who are part of the solidarity movement.

Room 6-207

Presenter: Diane Hawley Nagatomo

hawley.diane.edla@ocha.ac.jp

Title: So you think you can write? Writing for academic publication

One challenge facing novice academics is developing writing skills for graduate work and/or for journal publication. Many people are good writers, but academic writing provides different sorts of challenges (e.g., Kamler & Thompson, 2014; Wallwork, 2011), and learning how to write coherently and concisely with the right academic tone can be almost as frustrating as learning a new language. It can be demoralizing and demotivating to receive negative feedback on graduate school assignments or on journal submissions. The purpose of this workshop, therefore, is to raise awareness of what constitutes good and bad academic writing. To do this, we will first focus on the sentence as a unit of analysis. First, we will practice editing some poorly constructed, and yet rather common, example sentences. Then we will examine techniques that “stylish” (Sword, 2012) academic writers use to engage readers.

Bio:

Diane Hawley Nagatomo, professor at Ochanomizu University, authored numerous books and articles, including *Exploring Japanese University English Teachers' Professional Identity* (2012) and *Gender, Identity and Teaching English in Japan* (2016).



C Q U E

2018 CUE Conference Presenter Biographies

Bios for plenary speakers, workshop presenters, & forum participants are listed earlier.
Not everyone wanted email addresses posted.

Tomoko Antle: Is a part-time teacher at a vocational college and a master's student in English education at Meiji University, Tokyo Japan. She has teaching experience at university as a part-time instructor at Hokkaido University of Education and Sapporo Gakuin University.

Kevin Bartlett: Is a full-time lecturer in the School of Science and Technology at Kwansai Gakuin University. He is an Ed.D candidate with the University of Southern Queensland and holds an MA in Advanced Japanese Studies from the University of Sheffield and a Master of Applied Linguistics from the University of Southern Queensland.

Caroline Bertorelli: Is an instructor in the Faculty of International Tourism Management at Toyo University. She developed her interest in fluency activities in the English Discussion Program at Rikkyo University.
caroline@toyo.jp

Mike Boyce: Currently works at Aichi University. Mr. Boyce is also pursuing his interests in conflict resolution, community, and environmental stewardship while trying to spend as much time in nature as possible.
mboyce@quest-consulting.net

Peter Brereton: Is a program manager at Rikkyo University's Center for English Discussion Class. He holds a Delta certification and an MA in TESOL. brereton.peter@gmail.com

Howard Brown: Is coordinator of English-Medium Studies at the University of Niigata Prefecture. He researches implementation of English-medium instruction and is co-editor of English-Medium Instruction in Japanese Higher Education: Policy, Challenges and Outcomes, by Multilingual Matters. brown@unii.ac.jp

Evan Cacali: Is currently employed at Kwansai Gakuin University in Hyogo, Japan. Despite his advanced degrees from two excellent universities, he still cannot compose a proper biographical blurb.

Gordon Carlson: is an associate professor at Otemae University where he teaches EFL and Music Culture. His passions include service learning and applying course content to life outside the classroom. gordy@otemae.ac.jp

James Dunn: Teaches at Tokai University. His research interests are in Cognitive Linguistics and Higher-order Thinking skills. His goal: help students understand they are capable of more than they expect.
james.d.dunn@outlook.com

Daniel Dusza: Has been teaching in Japan for 20-years. He has taught from preschool through to business English. He is currently working at Kanda Gaigo Gakuen and completing his DEd.

Robert Dykes: Has been teaching English in Japan for over a decade. He holds an MA in Applied Linguistics and TESOL. He is currently teaching at Jin-ai University.

Laura Dzieciolowski: Has a BA in Spanish and an MA in Second Language Studies from the University of Hawai'i at Manoa. She currently teaches at Tokyo International University in Saitama. lauradski@gmail.com

Joe Garner: Teaches in the English for Liberal Arts Program at International Christian University in Tokyo. His current research interests include learner autonomy, materials development, and L2 vocabulary acquisition.

Sean Gay: Has a MS in TESOL and PhD in Health Services. He is an Associate Lecturer of English at the School of Policy Studies in Kwansai Gakuin University. seanekpg@kwansai.ac.jp

2018 Conference Schedule, Presenter biographies

Wendy M. Gough: Currently works at Tokai University's School of Marine Science and Technology. She holds an Ed.D in curriculum and teaching and researches creating communities of learners in reading and writing classes and fieldwork for developing intercultural skills and communicative competence in English.
wednesdaysensei@gmail.com

Eric Hagley: Teaches EFL at Muroran Institute of Technology in the north of Japan. He created the large-scale virtual exchange being presented here and has had his students doing VE for the past 12 years. He is the Chair of the Asia Pacific Virtual Exchange Association (APVEA) and in this position is trying to ensure that VE can become mainstream in language classes everywhere. hagley@mmm.muroran-it.ac.jp

Caroline Handley: Is a Visiting Faculty Member at Asia University in Tokyo and a Ph.D candidate at Swansea University in Wales, where she is researching vocabulary and the mental lexicon. handley.caro@gmail.com

Tomoko Hashimoto: Is a graduate student at Meiji University, researching on the psychological aspects of second language acquisition. She is also a part-time instructor at Hosen College of Childhood Education.
hondat1.th@gmail.com

Mary Hillis: Is an Associate Lecturer of English at Kwansei Gakuin University. Her interests are academic writing, writing centers, and literature in language teaching. maryehillis@gmail.com

Leveth Jackson: Works with the Shizuoka Board of Education as an ALT Trainer and EFL Instructor. Currently she is pursuing doctoral studies in Curriculum, Instruction and Assessment. ljackson205@capellauniversity.edu

Kazumi Kato: Is a lecturer at Tokai University, school of Marine Science and Technology, Shimizu campus. Ms. Kato's research interests are interlanguage pragmatics, speech acts, task-based language teaching, and cooperative learning. kazumi.tokai@gmail.com

Tomoyuki Kawashima: Is an Associate Professor at Gunma University. His research interests include pedagogical applications of World Englishes in the English language teaching and enhancement of self-confidence in speaking English. tkawashima@gunma-u.ac.jp

Marie Kjeldgaard: Is a Language Instructor at Nanzan University in Nagoya, Japan. She is interested in extensive reading, online learning, and the intersection of language and culture. mariek@nanzan-u.ac.jp

David Laurence: Is Associate Professor at the Department of English Language and Culture at Chubu University in Aichi, Japan. He has been teaching in Japan for more than twenty years. laurence@isc.chubu.ac.jp

Ryan Lege: Is principal lecturer of Professional Development in Information and Communications Technologies at Kanda University of International Studies in Chiba Japan. He received his MA TESOL from Brigham Young University. His current research interests include integrating design principles into education, creative impetus, and technology. lege-r@kanda.kuis.ac.jp

Jamie Lesley: Is a program manager at Rikkyo University's Center for English Discussion Class. His experience and research interests include EAP, ESP, language testing, and professional development in teacher education.
jamie.lesley@rikkyo.ac.jp

Robert J. Lowe is a lecturer in the Department of English Communication at Tokyo Kasei University. His work focuses on critical issues and qualitative research in Applied Linguistics and ELT.

Annelise Marshall: Holds an MA in linguistics with a specialization in language teaching from the University of Oregon. She currently teaches at Tokyo International University in Saitama.

Christopher Mattson: Instructor, Rikkyo University, Center for English Discussion Class. chris.mattson@gmail.com

Marnie Mayse: Currently teaches at Toyo Gakuen University in Tokyo. Her research interests include action research and CALL and collaborative learning.

2018 Conference Schedule, Presenter biographies

Neil McClelland: Is an Associate Professor at the University of Kitakyushu. He is a long-term resident of Japan and a regular presenter at International Conferences. neil.m4@gmail.com

James McCrostie: Is a Professor at Daito Bunka University. He's written eight articles on predatory conferences for academic journals, newspapers, magazines, and academic blogs. jamesm@ic.daito.ac.jp

Rick Mitcham: Teaches academic writing at Kyoto University. He holds a research MA in Cultural Geography and a PhD in Historical Geography. His research interests revolve around learner motivation.

Yasushi Miyazaki: Is a postdoctoral researcher at Kwansai Gakuin University Graduate School of Policy Studies. He is interested in public discourse and education both about disabilities including autism. yasushi.miyazaki@gmail.com

Theron Muller: Is an Associate Professor at the University of Toyama, Japan. He received his MA from the University of Birmingham, UK in TEFL/TESOL in 2004 and is currently pursuing a PhD with Open University, UK's Centre for Research in Education and Educational Technology. theron@las.u-toyama.ac.jp

Hiroshi Nakagawa: Is an English instructor at Tokai University. He completed Doctorate in Education from Northcentral University in Arizona, specializing in cultural diversity and English language learning.

Marcellus Nealy: Is an Associate Professor at Juntendo University Faculty of Medicine's English department. marcellus@juntendo.ac.jp

Régis Olivero: Is a French teacher at the University of Aichi in Toyohashi. I have been teaching French abroad for 17 years. Research focused on specific purpose and intercultural communication.

Sakae Onoda: Is a professor at Juntendo University and frequently conducts seminars with secondary school teachers. His research addresses English teacher education, speaking fluency development, and self-regulated language learning. sakaeonoda@gmail.com

Sylvan Payne: Teaches in the GINOS Program at Toyo University, Tokyo.

William Pellowe: Is an associate professor at Kindai University's campus in Iizuka City, Fukuoka Prefecture. pellowe@fuk.kindai.ac.jp

Christopher Piroto: Is an assistant professor at Fukui University of Technology in Fukui, Japan. He has over ten years of EFL and ESL teaching experience in both America and Japan.

Gareth Price: Is currently teaching at Asia University in Tokyo, where he is the Assistant Vice Director. Research interests include article use, smartphones and classroom technology. gprice@asia-u.ac.jp

Lara Promnitz-Hayashi: Is a Lecturer at Juntendo University and her interests include CALL, technology-use, codeswitching, and using manga/anime in the EFL classroom. lara@juntendo.ac.jp

Andrew Reimann: Has a PhD in Applied Linguistics and teaches Intercultural Communication and Comparative Culture Studies at Utsunomiya University. anreimann@yahoo.com

Ellen Rettig-Miki: Has worked as an Assistant Professor at SOLAC in Kobe University since 2014. She teaches many skill areas, including reading, writing, listening, speaking, presentation, and discussion classes.

Jean-Pierre Joseph Richard: Works at the University of Nagano. He completed his Ed.D at Temple University. In addition to questions related to socioeconomic status, his research interests include individual differences and vocabulary assessment. richard.jean-pierre@u-nagano.ac.jp

Jennie Roloff Rothman: Is principal lecturer of Professional Development-Teacher Development at Kanda University of International Studies. She holds an MA TESOL from Teachers College and is pursuing an EdD at Northeastern University. rothman-j@kanda.kuis.ac.jp

2018 Conference Schedule, Presenter biographies

Matthew Y. Schaefer: Is a program manager at the Center for English Discussion Class at Rikkyo University. He holds an MA in TESOL and his professional interests include program evaluation. myschaefer1920@gmail.com

Aaron C. Sponseller: Is a lecturer at Osaka Jogakuin University and PhD candidate at Temple University. His research interests include study abroad and early childhood L2 literacy development.

Kristen Sullivan: Is an associate professor at Shimonoseki City University. As a member of the International Exchange Committee, she is involved in the management of the university's study abroad programs. kris@shimonoseki-cu.ac.jp

Susan Laura Sullivan: Teaches at Tokai University. She co-edited *Women of a Certain Age* (2018). Current research interests are student creativity, student autonomy, lifelong learning and intercultural communication. susan.sullivan1@uowmail.edu.au

Jennifer Toews-Shimizu: Began her teaching career in Canada in the federally funded ESL classes held for students who have just acquired their Canadian citizenship. Most recently, she has been involved in education in Japan, both in the private and public sector, including primary, Jr. high and post-secondary classrooms. jennifermttoews@gmail.com

Matthew W. Turner: Lectures in Toyo University's International Tourism Management faculty. Matthew is doing PhD research at the University of Warwick. His research interests include Reflective Practice and Teacher Development. turner@toyo.jp

Adrienne Verla Uchida: Is an associate professor at Nihon University in Mishima, Japan. Her interests include project-based learning, student motivation, reflective practice, and curriculum design. verla.uchida@nihon-u.ac.jp

Keita Yagi: Is an Instructor in the English for Liberal Arts Program at the International Christian University. His research interests include SLA, material development, and teacher education. ykeita@icu.ac.jp

Amanda Yoshida: Teaches at Kanda University of International Studies in Chiba. Her research interests include reflective practice, assessment, and collaborative teaching. amanda.j.yoshida@gmail.com

Davey Young: Is a Program Manager at Rikkyo University's Center for English Discussion Class. His current research interests include interactional competence, materials and curriculum development, and special education in EFL. dcyoung@rikkyo.ac.jp

**Thank you to everyone for making this a great conference.
See you at JALT National in November, 2018.**



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**Call for Papers:
OnCUE Journal, Special Conference Issue**

The CUE SIG is pleased to announce a call for papers from presenters at the 2018 25th Anniversary CUE Conference at Rikkyo University. The submissions are for the *OnCUE Journal*, 12.2 Special Conference Issue (proceedings). The expected date of publication is Summer/Fall 2019.

All submissions will be subject to a peer review process.

Articles to be considered from the conference:

- **Short Paper or Workshop Presentation:**
3,000-4,000 words excluding title, abstract, references, and appendices.
- **Poster Presentation Synopsis:**
1,000-1,500 words excluding title, abstract, references, and appendices.
- **Presentation Reflection:**
1,000-2,000 words (These are your reactions/responses to a presentation at CUE 2018, even if you did not present anything yourself. Submissions are accepted only from CUE 2018 conference attendees).

✂Please inform the guest editors which of these three types of articles you are submitting.

Language for submissions:

Papers should be submitted in English, but non-native English authors are encouraged to apply.

Abstract and Author Bio:

Papers must have an abstract (200 words), and an author bio (50 words including contact email as the last word).

Format:

Times New Roman 12-pt (double-spaced), left justified (ragged right) margins, Microsoft Word or Rich Text File (.rtf) only. Submissions should be prepared according to the American Psychological Association (APA) Publication Manual, 6th Ed. For general information regarding APA guidelines, refer to: <https://owl.english.purdue.edu/owl/resource/560/01/> and the CUE author template (<http://jaltcue.org/content/submission-guidelines>). Manuscripts that do not conform to these formatting guidelines will not be accepted.

Notes: Do not use “running heads” in your document. Figures should be submitted separately in black and white JPG format (provide captions separately at the end of the manuscript). Tables should be submitted in a separate MS Word file.

Contact and Deadline:

Email manuscripts and questions to: cueconference2018@gmail.com

Manuscripts must be received no later than 11:59 p.m. on Sunday, November 4, 2018 (Tokyo time).

Late submissions will not be considered.

***OnCUE Journal* Special Conference Issue Guest Editors:**

Jean-Pierre J. Richard (The University of Nagano)

Suwako Uehara (The University of Electro-Communications)