



OkiJALT

Summer Symposium 2023



2023年8月11～13日
11-13 August 2023

Naha, Okinawa

The Okinawa Chapter of the Japan Association for Language Teaching (OkiJALT)

with

JALT's Materials Writers Special Interest Group (MW SIG)

and

JALT's Lifelong Language Learning Special Interest Group (LLL-SIG)

@ 沖縄県男女共同参画センター(ているる)

@ Okinawa Prefecture Gender Equality Center Tiruru

<https://okijalt.org>



Welcome to OkiJALT Summer Symposium 2023!

11-13 August 2023



OkiJALT Summer Symposium 2023 is a two-day conference hosted by the Okinawa Chapter of the Japan Association for Language Teaching (OkiJALT), JALT's Materials Writers Special Interest Group (MW SIG) and JALT's Lifelong Language Learning Special Interest Group (LLL-SIG).

The Symposium features talks from researchers, teachers, and students from around the world presenting work on various aspects of language learning and teaching.

*Photo courtesy of the Okinawa Convention and Visitors Bureau

Please feel free to attend any presentations, demonstrations, or workshops that interest you. OkiJALT, MW SIG, and LLL-SIG encourage positive participation and a friendly atmosphere, so please don't hesitate to reach out and talk to other attendees, participants, and conference organizers!

We hope you enjoy your time at **OkiJALT Summer Symposium 2023!**

OkiJALT Summer Symposium 2023 Schedule:

Friday, 11 August 2023:

19:00 – 21:00

Welcome & Dinner @ [Aun](#)

The OkiJALT Summer Symposium 2023 Welcome & Dinner will be held at [Aun](#), an Okinawan izakaya located a 6-minute walk from Yui Rail Asahibashi Station in Naha.

All Symposium attendees are welcome to join and meet one another in a more casual environment.

Please inform OkiJALT if you would like to attend the Welcome and Dinner.



09:00 – 17:00

Presentations & Workshops

@ [Okinawa Prefecture Gender Equality Center Tiruru](#)

19:00 – 21:00

Conference Dinner

@ [Garden Restaurant Ryutan](#), a pan-Japanese / Western / Asian restaurant located in the Pacific Hotel in Naha, a 16-minute walk from Asahibashi Station. Please inform OkiJALT if you would like to attend the dinner.

Sunday, 13 August 2023:

09:00 – 13:00

Presentations & Poster Sessions

@ [Okinawa Prefecture Gender Equality Center Tiruru](#)



OkiJALT 2023 Chapter Officers

President: Madoka Nagado

Translator: Kaori Hakone

Treasurer: Katherine Song

Social Media Coordinator: Ross Miller

Membership Chair: Grant Osterman

Ombudsperson: David Kluge

Program Chair: Max Diaz

Member-at-Large: George MacLean

Publications Chair: Brian Gallagher

Member-at-Large: Robert Paterson

Website Administrator: Max Diaz



About OkiJALT

<https://okijalt.org/>

Welcome to OkiJALT! めんそーれー

Okinawa JALT is a chapter of the Japan Association for Language Teaching, a non-profit organization that is dedicated to the improvement of language teaching and learning.

The Okinawa Chapter of JALT has been active since 1980. We are a diverse group of language educators and scholars who share a common goal of improving foreign language education.

We welcome members and presenters from across Japan and internationally as well.



About Materials Writers SIG (MW SIG)

<https://materialswriters.org>



MW SIG 2023 Officers

Coordinator: Adam Murray

Treasurer: Marcus Grandon

Membership Chair:

Forrest Nelson

Program Chair: John Carle

Publications Chair: Joel Neff

Member-at-Large:

Stephen Bridge

Member-at-Large:

Kinsella Valies

Welcome to the Materials Writers (MW) Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT).

The Materials Writers SIG (MW SIG) was established for the purpose of helping members to turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

教材開発研究部会 (MW SIG) は、メンバーが日々の教育の場で得た新しいアイディアを教材にしていく助けとなることを目的に設立されました。著作権に関すること、自費出版を含めた出版に関する実践的なアドバイス、広く一般学習者または特定の授業のためにどうしたらより良い語学教材が作れるか、といったことに関するアイディアを共有しあいを高め合える部会であることが願いです。教材開発についてもっと知りたい、自分のアイディアを形にしたいという方、入会大歓迎です。一緒に活動しませんか。





LLL-SIG 2023 Officers

Coordinator: Joseph Dias

Treasurer: Natsuki Suzuki

Membership Co-Chair: Mariana Oana Senda

Membership Co-Chair: Leilani de Vera

Program Chair: Natsuki Suzuki

Publications Co-Chair: Martin Pauly

Publications Co-Chair: Rie Wakui-Kimani

Publicity Chair: Miki Tanaka

Member-at-Large: Deborah Bollinger

Member-at-Large: Tadashi Ishida

Member-at-Large: Don Maybin

Member-at-Large: Kathleen Yamane

Webmaster: Malcolm Prentice

About Lifelong Language Learning SIG (LLL-SIG)

<https://www.facebook.com/jaltLLL/>

The Lifelong Language Learning Special Interest Group (LLL SIG) invites those teaching languages to young, middle-aged, and older adults to share information through our website and newsletter, at the annual PanSIG conference, at our mini-conferences (sometimes held in collaboration with other SIGs), and at the JALT (Japan Association of Language Teaching) National Conference.

The term lifelong learning, although meaning learning throughout life, was adopted by the SIG as a term referring to post-compulsory education. In Japan, a growing number of young, middle-aged, and older adults are eager to study a second language as an element of their lifelong learning path. This trend reflects the understanding that the learning of other languages helps lead to an enriched quality of life as students learn more about the world around them. As Japan's population ages an emphasis on lifelong learning has the potential to create a more enlightened and cosmopolitan citizenry.



OkiJALT Summer Symposium 2023 is being held at:

Okinawa Prefecture Gender Equality Center
Tiruru

沖縄県男女共同参画センター(ているる)

〒900-0036

沖縄県那覇市西3-11-1

TEL:098-866-9090 (代)

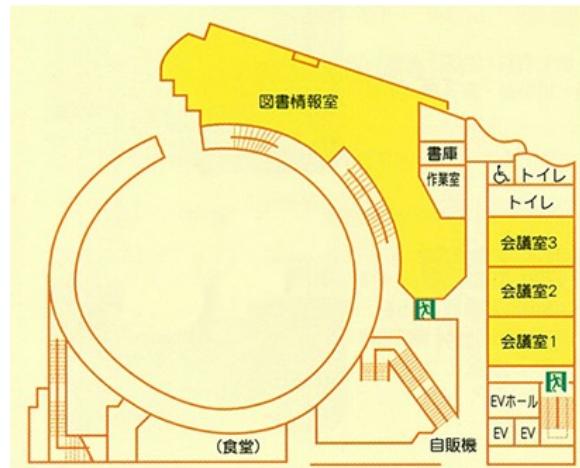
FAX:098-866-9088

Training Rooms 1-2 are located on the 3rd floor of the venue. Conference Rooms 1-3 are located on the 2nd floor of the venue. Please refer to the maps on the right or to Tiruru's website for more information (map images taken from website):

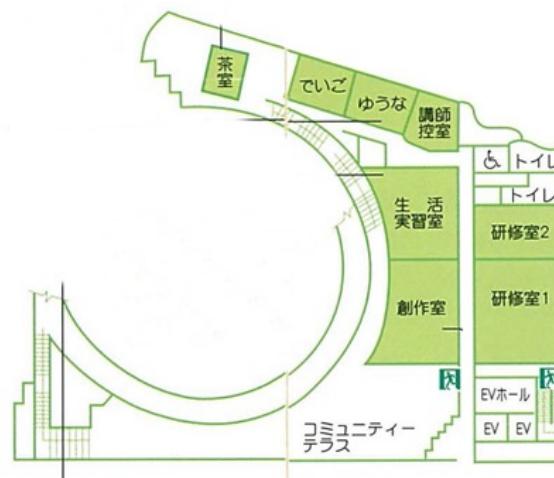
<http://www.tiruru.or.jp/facility/floor.html>

<https://okijalt.org>

OkiJALT Summer Symposium 2023
Venue Info



2F



3F

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Schedule

Parallel Sessions

12 August 2023

OkiJALT Summer Symposium 2023



12-Aug	Training Room 1 (研修室1) LLL-SIG Stream	Room 1 (会議室1)	Room 2 (会議室2)	Room 3 (会議室3)
09:00	REGISTRATION			
09:20	Keynote: Diane Nagatomo			
10:00	BREAK			
10:10	Joseph Dias	Dennis Koyama	Joshua Cohen	Tammy Huei-Lien Hsu
10:40	Miwako Dias	Yu-ju Hung	Mark Hammond	Iida Atsushi
11:10	BREAK			
11:20	Dom Jones	Max Diaz	George MacLean	John W. Wilson
11:50		Nate Ming CURRAN & Joy Hannah PANALIGAN	Peter Ferguson	Brian J. English
12:20	LUNCH			
12:50	LUNCH			
13:30	Mariana O. SENDA	Lunch		Ian Munby
14:00		He Wei		Roy Kemm
14:30	BREAK	BREAK		
14:40	Kinsella Values	Jude Conlon		Stefano Occhipinti & Azar Tajabadi
15:10				
15:40				
16:10				
16:40				
17:00				

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09:20-10:00

Keynote: Diane Nagatomo



Room 1 (会議室1) – Keynote

The thirty-year journey of an EFL material's writer: If I knew then what I know now

In this talk, Diane Hawley Nagatomo, author of more than 25 EFL books since 1993, will describe her journey as an EFL materials writer. She will talk about how she got her foot in the door at one publisher, the various projects she has worked on over the years, and how things have changed in the field.



Diane Nagatomo

Retired; veteran educator

Diane Hawley Nagatomo has been teaching and living in Japan since 1979. She is a retired professor from Ochanomizu University and has authored more than 25 EFL books, two academic books, and a recent novel called *The Butterfly Café*.

Sample Publications:

Nagatomo, D. H. (2022). Eigo vs. Eikaiwa: Competing ideologies that shape English education in Japan. *Journal of the Ochanomizu University English Society*, 12, 45-57.

Nagatomo, D., & Allen, D. (2019). Investing in their futures: Highly-motivated students' perceptions of TEAP and university entrance exams. *The Language Teacher*, 43(5), 3-7.

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10:10-10:40

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Joseph Dias

Aoyama Gakuin University

Cultivating empathy through the use of student-created first-person vignettes

Teachers and researchers have explored ways of helping individuals feel greater empathy in order to reduce prejudice and to encourage prosocial attitudes. Training programs that aim to foster empathy have been shown to be effective in the education of medical students (Pacala, Boul, Bland, & O'Brien, 1995), social workers (Erera, 1997), those who interact with rape survivors (Jacobs, 1998), and students of literature (Cohen, 2021). The speaker will demonstrate how empathy can be cultivated among university students by having them create vignettes from the perspectives of individuals who are intimately connected to controversial issues they are researching. The ultimate goal of this course on critical literacy is for students to flesh out an imagined NGO that constructively addresses social or environmental problems arising from their selected issue. A useful activity toward this goal was found to be one in which narratives are created by the students based on perspectives they identified as key to understanding the issue. Through these accounts, students gain a deeper emotional connection to such issues as cyberbullying, the aging population, and rising youth suicide rates. How teachers might adapt this activity for a variety of ages, levels of maturity, and teaching setting will be explored.

Room 2 (会議室2)

Joshua Cohen

Kinki University

Dictation in the modern language classroom

The best activities for teachers are ones that can be used with students of a variety of levels and in a variety of contexts. Dictation is one such activity that yields a high practice return to students for a low investment of preparation time for teachers. With a little innovation and creativity, we can make our classes more dynamic and impactful using dictation activities. This presentation will begin with a brief discussion on how and why dictation is an effective teaching (and testing) device and then transition quickly to a demonstration of several new approaches to the technique. With the remaining time participants can react to the ideas and activities put forth during the presentation.



Room 1 (会議室1)

Dennis Koyama

Sophia University

Using ChatGPT to support critical thinking: Perspectives from psychology, philosophy, and education

In this presentation, I explore the intersection of critical thinking (CT) and language learning, with a focus on using ChatGPT as a tool for CT skills by drawing from research from psychology, philosophy, and education. For example, in psychology, CT involves using cognitive skills and strategies to analyze, evaluate, and synthesize information that enable learners understand complex information, identify biases and assumptions, and make evidence-based judgments. Philosophers often characterize CT as reasoning and argumentation, which includes considering alternative perspectives. Educational researchers tend to consider the process of purposeful and self-regulatory judgment as essential to CT. Thus, learners would need to not only analyze and evaluate information, but also apply that information to real-world problems and demonstrate the ability to make sound decisions based on that analysis. From these perspectives, I argue that ChatGPT is positioned well to provide information that helps learners practice analyzing information and evaluating its credibility and relevance, to practice constructing and evaluating arguments based on that information, and to that require them to make decisions for a given scenario. I close with a prompt engineering framework for language learners to use with ChatGPT to practice critical thinking and to reflect on their learning.

Room 3 (会議室3)

Tammy Huei-Lien Hsu

Fu-Jen Catholic University

Community engagement and English learning motivation

Guided by self-determination theory and self-access learning, this research examined the impact of a community-based socially responsible project on the English learning motivation and sense of social responsibility of university students. Conducted between 2021 and 2022, the study involved 60 non-English major undergraduate students in a mandatory general English course from a large university in Northern Taiwan, who participated in a year-long community service-learning program that involved reading English books and playing board games with child patients at a local hospital. The main instruments included a survey and interviews to explore students' views on the issues being investigated. The study's results demonstrate that (1) students' satisfaction of the need for autonomy, competence, and relatedness facilitated their motivation to learn English in the university context through community engagement to some extent; (2) students recognized the importance of social responsibility and acknowledged the need to be part of it, and (3) while the one-year community engagement course may be too short to nurture fully autonomous English learners, it did reinforce students' understanding the concept and importance of self-access learning. The study's implications are discussed in terms of designing a USR-based general English class in the university context, particularly in non-English speaking countries.

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10:40-11:10

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Miwako Dias

Dialogue in the Dark Japan

Communicating without borders: Communication with the visually and hearing impaired

Since the dawn of communicative language teaching, instructors have been expected to equip students with Communicative Competence (Hymes, 1972), Intercultural Competence (Bennett, 2011; Deardorff, 2006; Gudykunst, 2002), and Intercultural Communicative Competence (Byram, 2020). However, have these successively more nuanced understandings of the context, purpose, and goals of communication allowed teachers to fully prepare students for mutually satisfying interactions with the deaf and visually impaired? The speaker will describe a program developed by the founder of the social business Dialogue in the Dark, Andreas Heinecke, called Dialogue in Silence, which broadens the communicative repertoire of participants by putting them in situations in which they must communicate with each other, and with deaf facilitators, without words or conventional sign language. Using noise-canceling headphones in an area of complete silence, visitors complete tasks and, along the way, discover how to make better use of facial expressions, body language, and other forms of non-verbal communication. Might this be a model for how language teachers can broaden the communicative options and modalities students use to communicate? The history and mission of the Dialogue Social Enterprise will be presented, and the speaker will also share what she has learned about communicating with blind and deaf colleagues.

Room 2 (会議室2)

Mark Hammond

Kanazawa University

YouTube how-to videos: Linguistic features and communicative functions of YouTube videos

In a wide variety of contexts in our daily lives, we may be called on to give how-to instructions to others. You may be asked, for example, to give simple directions on how to purchase a train ticket from a vending machine or how to crop a photograph on a smartphone application. In addition, demonstrating tasks are part of professional or occupational contexts that call for more complex and detailed instructions, such as a safety supervisor in a factory explaining proper use of specialized machinery. This presentation will highlight the salient linguistic features and communicative functions of procedural monologues as found in a 50,000-word corpus of how-to videos available on YouTube, originally compiled for the study. Along with an account of the research findings, the presentation will include ways that salient patterns may be used in the EFL classroom, especially at the university and high school level in Japan.



Room 1 (会議室1)

Yu-ju Hung

Air Force Academy in Taiwan

Practice of self-assessment on Taiwanese college EFL learners' oral performance

Grounded on social cognitive learning theory, this study evaluated the effectiveness of repeated self-assessment on English-as-a-foreign-language learners' oral performance and the perceptions of the students and the instructor of this practice. Ninety-seven students from three classes in a Taiwanese college participated in this study. The classes experienced five trials of self-assessment in which they used cell phones to record their oral responses. Instead of simply rating their own recordings, the students were provided questions to guide their examination of key components of their own talk. The results show that the students' oral performance and evaluation abilities both improved over time, and they highly valued opportunities to detect their errors and observe their real learning outcomes. The findings suggest that self-assessment bridged the gap between repeated practice and English learning by allowing the students to reflect upon their performance, find their weaknesses, adjust their following talk, and recognize their learning outcomes.

Room 3 (会議室3)

Iida Atsushi

Aoyama Gakuin University

Reading haiku in EFL contexts: Multiple interpretations and influencing factors

Poetry is a meaningful form of literacy practice in ESL contexts (Hanauer, 2010), but the relationship between poetry reading and EFL learners remains largely unexplored. The current study aims to explore the value of poetry reading in the Japanese EFL classroom, focusing on two research questions: (1) How do Japanese EFL students understand English-language haiku? (2) What factors influence their interpretations? A total of 53 Japanese college freshmen participated in the study, reading an English-language haiku and providing their interpretations. The data from 53 response papers were analyzed through thematic analysis (Braun & Clarke, 2006). The current study revealed that the students' diverse interpretations were categorized into five issues: Valentine's Day, first love, heartbreak, last club activity game and summer solstice. It also identified that the students' real-life experiences emerged as an influencing factor in their interpretations. This study provides empirical evidence supporting the findings of Iida (2010) by demonstrating the potential for multiple interpretations of haiku. Additionally, it suggests that poetry reading can enhance L2 learners' development of voice or reader-writer interaction in the L2 classroom.

3

11:20-11:50

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Dom Jones

Sendai Seiyo Gakuin College

Fostering student well-being, safety, and English skills through martial science games

James Asher's Total Physical Response (TPR) has often been used to teach simple grammar points and vocabulary items with a focus on young learners. Its potential to teach learners of all ages more challenging target language has rarely been explored. In the Ryukyu Islands, the birthplace of a variety of martial arts, the speaker will introduce various TPR martial science games and show how selections from the target language can be incorporated into simple martial art drills. These fun games are easily performed by learners of all ages, including those of limited strength and mobility. Game participants can be asked to respond to either verbal or visual cues to perform set movements. As well as being a fun way to learn language, other benefits of these exercises include enhanced personal safety, reductions in stress, greater productivity, and an improvement in mental health.

Room 2 (会議室2)

George MacLean

University of the Ryukyus

Expediting feedback and its transmission to students using Google Workspace

This practical presentation will detail the utilization of Google Workspace tools to establish a clear and open learning environment. It will showcase a comprehensive Master Sheet where class assignments, homework, feedback, and other essential elements can be conveniently managed. The application of Google Forms and Sheets to expedite feedback will be succinctly explained. Additionally, I will provide an instance of a grading record that enables students to track their course progress, access materials, and submit unfinished tasks. The aim of this session is to impart fundamental understanding of Google Workspace applications that enhance prompt feedback and openness. Furthermore, it will demonstrate the creation of a dynamic spreadsheet that can be shared with students while maintaining confidentiality. While the presentation draws from my university-level experiences, the core principles and demonstrated tools are adaptable across various educational tiers.



Room 1 (会議室1)

Max Diaz

The Hong Kong Polytechnic University

ELT instructors and instructional design centers at the tertiary level in Hong Kong: ELT, COVID-19, and the instructional digital divide

The majority of universities in Hong Kong house instructional design centers whose primary purpose is to provide all departments within the institution with pedagogical support. While these design centers have been around for decades, their purpose and their perceived utility became much more evident during the height of COVID-19, when emergency remote teaching (ERT) and HyFlex instruction both became mandated forms of instruction. This study interviewed 8 participants working in leadership roles within English language teaching (ELT) and language teaching-adjacent departments across 5 different Hong Kong universities. Participants revealed that the actions of their universities' instructional support centers highlighted the importance of pedagogical support and of instructional design and educational technology as a whole. Responses also reveal a digital divide amongst colleagues, both in terms of resource availability—with younger colleagues within ELT-related departments serving as living resources—and in terms of pedagogical approaches to the shift to ERT and HyFlex.

Room 3 (会議室3)

John W. Wilson

Nanzan University

Keeping EFL learners talking with TED talks

In 1989, Richard Wurman embarked on a journey in order to create a marketplace of "ideas worth sharing" by combining technology, entertainment and design. Since then, what started as conferences in Monterrey, California has emerged into a global platform known as TED.com and TEDx where innovative minds from around the world share their ideas in free digital video content. In recent years, more English as a Foreign Language instructors have begun to incorporate Digital Instructional Materials (DIMs) into their curricula and pedagogy. DIMs include digital textbooks, applications and online supplementary resources. In this presentation, the presenter will share student materials and templates used in a university classroom in Japan and demonstrate how TED.com videos develop student confidence in speaking English in their language study.

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11:50-12:20

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Dom Jones (continued from Parallel Session 3)
Sendai Seiyo Gakuin College

Fostering student well-being, safety, and English skills through martial science games

James Asher's Total Physical Response (TPR) has often been used to teach simple grammar points and vocabulary items with a focus on young learners. Its potential to teach learners of all ages more challenging target language has rarely been explored. In the Ryukyu Islands, the birthplace of a variety of martial arts, the speaker will introduce various TPR martial science games and show how selections from the target language can be incorporated into simple martial art drills. These fun games are easily performed by learners of all ages, including those of limited strength and mobility. Game participants can be asked to respond to either verbal or visual cues to perform set movements. As well as being a fun way to learn language, other benefits of these exercises include enhanced personal safety, reductions in stress, greater productivity, and an improvement in mental health.

Room 2 (会議室2)

Peter Ferguson
Kindai University

Challenges of English language policy implementation in elementary schools

Japan's recently revised elementary school Course of Study established English as an academic subject in Grades 5-6 and lowered the starting age of 'foreign language activities' to Grade 3. This presentation will examine the process and effects that policy implementation had on principals and teachers at three public elementary schools in the Kansai area. Using excerpts from critical analysis of policy documents, the presenter will demonstrate how progressive and conservative discourses towards English education and foreign language acquisition, such as ideological beliefs on globalization, language, nation, and identity were articulated in the Course of Study. Data from interviews with educational authorities at local Boards of Education, school principals, and teachers exposed several challenges these schools faced as they tried to address contradictory, changing, and ambiguous MEXT directives. Findings show that some stakeholders were marginalized during the processes of policy transmission, and implementation. This presentation is part of a larger multiple case study that utilized ethnography of language policy and critical analysis of discourse to examine how English education language policy was implemented into the national elementary school curriculum in Japan.



Room 1 (会議室1)

Nate Ming CURRAN^a & Joy Hannah PANALIGAN^b
^aThe Hong Kong Polytechnic University; ^bErasmus Programme+

The challenges facing non-native speaking teachers on online language tutoring platforms

The online language tutoring industry is worth billions of US dollars and tens-of-thousands of people teach English on online tutoring platforms (OTPs). A large percentage of those employed on OTPs are non-native English-speaking teachers (NNESTs). Reflecting the sustained demand for extremely low-priced English lessons, many of the NNESTs employed on OTPs are from regions with low incomes and struggling domestic economies. This presentation examines the results from in-depth interviews conducted with 11 NNESTs from the Philippines and Eastern Europe who are employed by some of the world's largest OTPs. The interviews are analyzed using interpretative phenomenological analysis. The presentation brings literature on native speakerism together with research on the gig economy and digital platforms. The results demonstrate that the 11 NNESTs differ significantly in their perceptions of both their own professional identity as English instructors as well as their role in the global market for online English instruction. The presentation concludes by discussing the potential for related future research.

Room 3 (会議室3)

Brian J English
School of Global Studies, Tama University

Activating schemata to foster comprehension in content-based courses

In Second Language Acquisition, "reciprocal reinforcement" means designing lessons so that comprehensible input triggers comprehensible output to build a deeper understanding of the targeted language structures. I have had challenges with trying to make this connection when it comes to designing lesson material for a content-based course I teach, Global Issues: Wealth and Poverty. University teachers of any level, and especially those teaching content-based classes should be able to relate to my dilemma, "How can I facilitate a deeper understanding of language and content for my students?" This presentation will highlight a unique solution to that dilemma. In this presentation, I will describe an interesting approach of compiling homemade videos and using them as comprehensible input to first trigger highly intentional guided output in the form of cloze exercises; and then, move toward less intentional guided output in writing assignments and presentations. The visuals in the videos help to activate schemata, a necessary step toward deeper understanding of both language and content. The presentation will outline a step process for making tailor-made course videos and provide examples.

5**13:30-14:00**

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream**Mariana O. SENDA**

Meiji University, Obirin University

The role play revolution: Redefining paths for lifelong language learning

"The Role Play Revolution: Redefining Paths for Lifelong Language Learning" is a captivating 60-minute workshop delving into role play's transformative influence in language learning. The workshop demonstrates how role play fosters meaningful communication, elevates learner motivation, and nurtures essential lifelong language learning skills. Initially, we explore the theoretical foundations and empirical evidence supporting role play's effectiveness in language learning, grounding our discussion in situated learning and communicative language teaching theories. Subsequently, the workshop shifts to illustrating practical role play activities, from basic dialogues to intricate problem-solving scenarios. Attendees will participate in these activities, enabling them to gain firsthand experience of their value. The final section emphasizes the link between role play and lifelong language learning, highlighting role play's contribution to developing key lifelong learning skills like autonomy, critical thinking, and learner engagement. We also provide strategies to encourage students to pursue language learning beyond the classroom confines. Join us on this enlightening exploration of role play's potential to reshape traditional language learning paths and act as a catalyst for lifelong language learning. This workshop promises to be an indispensable resource for educators aiming to rejuvenate their teaching methods and foster lifelong learners.

**Room 2 (会議室2)****Lan-fen Huang**

National Pingtung University

The use of first language in spoken English interlanguage

This study investigates the phenomenon of code-switching in Chinese learners of English at different CEFR levels. While code-switching is often seen as a sign of incompetence in English, it can also reflect the speaker's ability to manipulate two languages (Milroy & Muysken, 1995). Using corpus investigation methodologies, the study analyzed 801 instances of code-switching in interviews with 116 Taiwanese learners extracted from the Louvain International Database of Spoken English Interlanguage (LINDSEI; Gilquin et al., 2010; Huang, 2014) and its expanded data (Huang & Gráf, 2021). The results showed a linear development of code-switching frequency from A1 to C1, with higher levels exhibiting less code-switching. The study suggests that some instances of code-switching, such as the use of Chinese particles El and EN, can be easily remedied through teaching alternatives in English. For those instances of L1 for content words, appropriate communication strategies may be suggested. It also highlights the need for learners to apply cooperative communication strategies to improve fluency and facilitate interlocutors' understanding. The findings provide constructive suggestions and linguistic examples for teaching English.

Room 3 (会議室3)**Ian Munby**

Hokkai Gakuen University Sapporo

Using weekly journal writing tasks to foster writing and speaking skills development

In large university English oral communication classes where speaking is "king", one of the best ways to develop fluency in production and motivate learners is through learner-created texts. In this presentation, I shall explain some simple routines for engaging learners and kick-starting lessons using journals written by learners as independent pre-class study. With judicious use of strategies for grading student performance, I will show the potential for these learner-created texts to (1) foster speaking and writing skills development, (2) discourage absenteeism, (3) provide the backbone of assessment of student speaking skills in an end-of-term test, and (4) supplement ELT textbooks constructively. For example, at the beginning of each lesson students in pairs are given three minutes to tell their partner what they have written without looking at their journals. Additional time is then allowed for free discussion and peer feedback in both speaking and writing. Further details of how to implement the journal-based writing-speaking task successfully will also be provided.

*Photo courtesy of the Okinawa Convention and Visitors Bureau

6**14:00-14:30**

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Mariana O. SENDA (continued from Parallel Session 5)
Meiji University, Obirin University

The role play revolution: Redefining paths for lifelong language learning

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Room 2 (会議室2)

He Wei
The Chinese University of Hong Kong, Shenzhen

The significance of incorporating video games in creative writing for English programs

Video games provide players with an interactive experience and have become a powerful vehicle for storytelling. However, very few creative writing courses offered to English-major students in China have proffered interactive storytelling craft in their curriculum. This study is to examine effects of incorporating interactive narrative design in creative writing by designing such a course at The Chinese University of Hong Kong, Shenzhen. The targeted course was geared toward two goals: 1) to acquaint students with basic storytelling craft; 2) to help students differentiate between stories for video games and those for page, screen, or stage. The results demonstrated that video games could be utilized as effective examples of storytelling craft, which broadened the scope of creative writing and better engaged the students in class. The students grasped the technique of creating compelling characters from studying the walking-simulator game What Remains of Edith Finch which featured a masterclass of characterization. They also gained fresh perspectives on narration construction and learned to write stories that could only be best told through gameplay. In addition, this course could act as a crossover between creative writing and video game design, which enhanced the English-major students' possibility of breaking into games industry.

*Photo courtesy of the Okinawa Convention and Visitors Bureau

<https://okijalt.org>

Room 3 (会議室3)

Roy Kemm
Meio University

Teacher-generated materials in Japanese secondary education

Despite the widespread availability of commercially produced supplementary materials, Many Japanese junior high school teachers choose to supplement textbooks with their own materials. These teacher-generated materials (TGM) currently represent an under-researched area within the larger field of materials development. This presentation will present the results of an ongoing study concerning the reasons why teachers choose to create their own materials. Employing an approach based upon Grounded Theory Methodology (GTM), tentative results suggest four primary motivations for the creation of TGM as a supplement to mandated textbooks. These findings representing both an empirical confirmation of previous theoretical proposals and also a number of new findings and suggest that teachers are formidable materials developers in their own right - fully able to respond the needs and wants of students with effective and engaging materials.

Saturday, 12 August 2023

7

14:40-15:10

Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Kinsella Values (continues until 16:10 and is divided into a talk followed by a workshop)
 Jissen Women's University and Aoyama Gakuin University

Mission possible: Leveling up in English at home and beyond

According to Schneider (2023), table-top roleplaying games (TTRPGs) simulate meaningful encounters of human behavior and interaction that allows learners to try out different social and communicative strategies without facing any real-world penalties. The main objective of this presentation is to examine how the integration of TTRPGs in informal, adult EFL can lead to significant positive outcomes for learners. The theoretical framework is phenomenologic, based on dialogues, interviews and, reflections between the researcher and their five participants. Participants are lifelong English learners and native speakers from varied backgrounds with the common denominator of having more than 10 years of TTRPG experience. This talk will feature on one hand, personal learning stories of L2 English learners and NNS English educators using TTRPG to improve their speaking. On the other, the experiences of game leaders guiding L2 players through problem-solving scenarios and making them aware of culturally appropriate knowledge will showcase upskilling beyond language. By exploring the impact of table-top RPGs through phenomenology, the researcher aims to provide recommendations for learners seeking to enhance their motivation, autonomy, critical thinking, problem-solving skills, and fluency. This 20-minute talk will highlight rich insights into the potential of RPGs as valuable, transformative educational tools.

Room 2 (会議室2)

Jude Conlon
 Asia University

Facilitating engagement with games/gamification when dealing with TOEIC content

The TOEIC test was developed to assess the English proficiency of business professionals and job seekers in Japan. Despite that the TOEIC test is chock-full of lexical items and situations pertaining to business culture, its application pervades academia and is often an integral part of university English coursework. This talk demonstrates how intrinsic motivation plays an important role in classroom pedagogy and addresses the need for developing and delivering engaging activities when dealing with TOEIC-based lesson content. Surveys and interviews were conducted to gain insight into the attitudes of freshman English students at a small, private university in Tokyo when playing the popular Quizlet Live game, and a game-like activity developed by this researcher called No-limit TOEIC. The majority of students in this study expressed positivity toward the above-mentioned game/game-like activities in that they were provided opportunities to communicate with peers, compare and confirm answers, and engage in team competition.



Kinsella Values (this is the abstract for the workshop that immediately follows the talk seen on the left)
 Jissen Women's University and Aoyama Gakuin University

Mission possible II: Table try out

In this 60-minute workshop, part two of the table-top RPG presentations, the speaker will transform into the game leader, "who provides the players with situations that must be solved by them (Schneider, 2023)". The participants take on the role of L2 adventurers on a journey that will include: speaking up when it's your turn, asking for clarification, using verbs and description creatively, competitive problem solving and critical thinking in English. Sharing peer advice is encouraged. Premade characters will be available for selection and dice will be provided. All participants except the game leader control a character with different skills to help them figure out how to tackle the problems placed in front of them (Hitchens and Drachen, 2009). After a short introduction to simplified rules of the game, the adventure begins! Use teamwork, effective time-keeping and communication to defeat the risen evil and bring peace to your local town. There will be a debrief post-adventure during which player-participants are asked to discuss their experiences using English in public.

Room 3 (会議室3)

Stefano Occhipinti^{a,b} & Azar Tajabadi^a

^aThe Hong Kong Polytechnic University; ^bInternational Research Centre for the Advancement of Health Communication

A qualitative investigation of emotion dynamics in Hong Kong English L2 learners inside and outside the classroom

The study, that is currently in progress, is part of a mixed methods project that examines the dynamics of emotion in the everyday interactions of English L2 students. The FLA literature suggests that both anxiety and enjoyment play a role in the foreign language classroom. However, little research has examined the potentially dynamic functioning of these and cognate emotions in everyday settings, where much of learners' L2 experiences will occur, that are connected to, but distinct from, the classroom. The results to be presented consist of an initial analysis of semi-structured interviews with English L2 learners in Hong Kong. The participants are selected from a variety of departments and majors at universities in Hong Kong. Interviews are ongoing and will proceed until theoretical saturation has been reached. Results will be discussed in terms of: 1) the role of emotions generated in the classroom as drivers of responses to L2 events in everyday life; and 2) the roles of positive and negative emotions that both precede and emanate from classroom experiences; and 3) identity-enhancing and detracting processes connected to emotion dynamics.

*Photo courtesy of the Okinawa Convention and Visitors Bureau

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Schedule

Parallel Sessions

13 August 2023

OkiJALT Summer Symposium 2023



13-Aug	Training Room 1 (研修室1)	Room 1 (会議室1)	Room 2 (会議室2)	Training Room 2 (研修室2)
09:00	REGISTRATION			
09:20		Keynote: Tomoko Nemoto		
10:00	BREAK			
10:10		Wan-lun Lee	Julia Kimura	Jia Tingting
10:40	Poster session	Phillip Rowles	Justin Harris	Max S. Dunn & Zhenguang G. Cai
11:10	BREAK			
11:20		John Galindo	Chui Ling Tam; Yushi Kashimura; & Rei Kataoka	
11:50		Featured Workshop: Diane Nagatomo	Manami Sato	
12:20		Closing: OkiJALT, MW SIG, & LLL-SIG		
12:30				
13:30				
14:00				
14:30				
15:00				

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09:20-10:00

Keynote: Tomoko Nemoto



Tomoko Nemoto

Assistant Director of Graduate TESOL Program
Temple University Japan

Tomoko Nemoto is a faculty member in the Graduate Education Program at Temple University, Japan Campus. Her research interests are program evaluation and research methodology.

Sample Publications:

Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*. JALT.

Beglar, D., & Nemoto, T. (Eds.). (2020). *Studies in Applied Linguistics*. Temple University Japan.



1

10:10-10:40

Parallel Sessions

Training Room 1 (研修室1) – Poster Sessions

The Poster Sessions Room (Training Room 1) features poster presentations from a variety of participants. This page features the abstract of one of the poster presentations, but all posters will be posted within the Poster Sessions Room at the same time. The Poster Sessions Room will officially open from 10:10 to 11:10 on Sunday, 13 August 2023. Poster presenters may or may not be located near their posters during this time, so please don't be shy and do reach out to them electronically if you don't see them! Posters will also be available electronically throughout the entire conference at: https://padlet.com/okijalt/okijalt_summer_symposium_2023

Akiko Tsuda

Nakamura Gakuen University

英語教科書に見る日本事象

日本の大学で使用されている英語教科書は1)世界市場をターゲットにした洋書、2)日本市場向けにローカライズされた洋書、3)日本の大学英語出版社により、企画、出版された和書がある。本発表では、3)のタイプの教科書のうち、*Japanology* (日本事情) をテーマにした教科書を取り上げ、「日本事情を英語で発信するための教材開発」について、出版事情とCLIL教材としての可能性について検討する。

Room 2 (会議室2)

Julia Kimura

Mukogawa Women's University

Newsflash: Teaching others can enhance learning

Before beginning a unit on the mammalian heart, third-year pharmacy majors were paired up and told to list up advice on how to study the topic of the unit to second-year students. The idea behind this activity was that students could unlock latent knowledge acquired in the previous year not only in Japanese in their anatomy class but also in English in their English class. Furthermore, participants would presumably be more inclined to act on their advice, because to not do so would amount to cognitive dissonance, or less charitably, hypocrisy. In addition to expected increased learning outcomes, the instructor identified students' gaps in knowledge of study techniques. Students overestimated the value of memorization, which certainly has its place in both anatomy class as well as the EFL class, but it also became apparent that students underestimated the importance of connecting new facts to each other, but also to existing knowledge.



Room 1 (会議室1)

Wan-lun Lee

English Department of Fu Jen Catholic University

Using a Facebook-based self-learning project with Taiwanese university students of non-English majors

Taiwanese university students are often criticized for their lack of global vision, for they have long been fed with a lot more local than international news by Taiwan's news media and seldom pay attention to what is happening in the rest of the world. It is thus not surprising to find that very few of my Taiwanese university students of non-English major have the habit of reading English international news on their own. Considering the fact that the majority of these students are heavy Facebook users and that Facebook provides a rich source of online international news in English on a daily basis, I designed a self-learning project for them to learn English through international news in the Facebook context and investigated its effects on the development of English language competence, learner autonomy, and global awareness from these students' perspectives. It is hoped that the pedagogical design and empirical findings of this study will contribute to the understanding of the potential and benefits of using Facebook in ELT in general and in integrating global issues into English learning education in particular.

Training Room 2 (研修室2)

Jia Tingting

The Hong Kong Polytechnic University and Shaoguan University

The effects of FL emotions on grammatical knowledge amongst Chinese rural and urban students

Underpinned by Positive Psychology, the broaden-and-built, and the control-value theory, this study examined the influence of foreign language enjoyment (FLE) and anxiety (FLA) on the acquisition of explicit knowledge (EK) and implicit knowledge (IK) of English as a foreign language amongst 186 Chinese urban and rural secondary students. Questionnaires to evaluate FLE & FLA and Tests of EK & IK were collected in week 3 & 16, respectively, in one term and the data analyzed to establish any differences between urban and rural students. Three significant findings were observed: (1) Rural and urban students exhibited differences in the acquisition of grammatical knowledge and emotional experiences: urban students showed a higher FLE, lower FLA, and higher level of IK than their rural counterparts, while there were no differences between them on EK; (2) FLA positively predicted all participants' acquisition of EK but not that of IK, while FLE negatively predicted IK, but not that of EK; (3) Context had a significant moderating effect on the relationship between FLE and EK, but not the relationship between FLE and IK, between FLA and EK, IK. Specifically, the positive effect of FLE on EK acquisition was stronger among rural students than urban students.

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10:40-11:10

Parallel Sessions

Training Room 1 (研修室1) – Poster Sessions

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Richard Sampson
Rikkyo University

Emotional literacy strategies for talking around the facemask in L+ discussion

Due to the Covid-19 pandemic, facemasks continue to be worn in many educational contexts. In order to support the emotional literacy (Sorin, 2009) of undergraduates in his English as a Foreign Language discussion course, the presenter inquired with students as to their ideas of strategies to convey emotions and communicate more effectively even when wearing facemasks. The suggestions were then reintroduced to the class, while students acted on these strategies each lesson. The presentation will describe this intervention and the kinds of strategies students used in lessons. The presenter will draw on extracts from weekly learner journals to offer insights into participants' feelings and engagement with the strategies. The results indicate learners primarily reflected on their degree of accomplishment of the strategies. Additionally, they gradually became more aware of the strategy use of their peers, eliciting feelings of admiration, gratitude, and motivation to further act upon the strategies. The presentation aims to provide food for thought for other teachers supporting learners' emotional literacy to 'talk around the facemask'.

Room 2 (会議室2)

Justin Harris
Kindai University

Designing materials following principles of TBLT and EFL

This talk will focus on how ELT materials design can reflect the core principles of Task-Based Language Teaching (TBLT) and English as a Lingua Franca (EFL). It will begin with a discussion on the basics of TBLT and EFL, and then provide practical examples from classroom tested tasks that include a focus on both. As a learner-centered approach emphasizing authentic tasks to foster the development of communication skills, TBLT allows students to use their existing linguistic resources to engage in meaningful communication and to realize gaps in their language ability. In particular, the focus on non-linguistic outcomes in tasks helps develop motivation, an essential element for successful language acquisition. In EFL approaches, the emphasis on effective communication, rather than strict adherence to a native speaker model of English, means that students may develop greater confidence in their own Englishes, leading to more positive outcomes. As well as examples of materials that feature TBLT and EFL approaches, there will also be reference to some of the challenges that teachers can expect when trying to implement these approaches in their classrooms, and how to overcome them. Although the talk will be grounded in theory, the main focus will be on practice.



Room 1 (会議室1)

Philip Rowles
Tokyo University of Science

Facing language assessment challenges: A practical introduction to Rasch measurement

Modern educators must navigate a changing landscape while moving through the field of language assessment. Unfortunately, some of the assessment problems we deal with in this domain are ghosts of the distant past that continue to haunt us in the present. Traditional and inaccurate methodological bad habits still form a stronghold on language assessment practices these days. In this presentation, a modern solution to these problems is put forward using Rasch model measurement. The Rasch approach constructs meaningful measures to open probabilistic windows for looking into the future. These analyses can be used to develop inferences and interpretations to guide future assessment research journeys. This presentation aims to overcome one of the major hurdles to our future professional development by enhancing language measurement and assessment literacy.

Training Room 2 (研修室2)

Max S. Dunn & Zhenguang G. Cai
The Chinese University of Hong Kong

Linguistic alignment of redundancy usage and language instruction applications

How can language instructors elicit longer utterances from language learners? Maximizing language output length from learners is crucial for bettering language learning outcomes (e.g., Hoff et al., 2012). However, producing longer utterances may entail adding linguistic redundancies, which is assumed to be avoided by speakers (Grice, 1975). In spite of this assumption, speakers include redundancies frequently in their utterances (Engelhardt, Bailey, & Ferreira, 2006; Deutsch & Pechmann, 1982). This current research examines if speakers linguistically align to patterns of redundancy usage, which is found at many other linguistic levels (e.g., Brennan & Clark, 1996). This study had participants in three separate experiments play a shape matching/naming game with a confederate whose utterances either always or never included redundancies. Participants produced more redundancies with the confederate who was always redundant (and vice-versa), suggesting that speakers align to the redundancy usage behaviour of their interlocutor. Within foreign language education, instructors can include redundancies in their speech and writing as a strategy to elicit longer utterances. Redundancy usage also may aid in comprehension, which is also crucial for language instruction.

3

11:20-11:50

Parallel Sessions

Training Room 1 (研修室1) – Poster Sessions

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Kataoka Rei

Graduate School of International Media, Communication and Tourism Studies, Hokkaido University

大学および短期大学における英語教員の授業活動に関するストレス構造

本研究の目的は、大学および短期大学における英語の授業活動に関する教員の不安・悩みの構造について明らかにすることである。授業活動を行う上で、「どのような不安・悩みを抱いているのか」、「不安・悩みにどのように対処しているのか」、「対処により不安・悩みはどのように変化したのか」に関する調査の報告を行う。

Room 2 (会議室2)

Chui Ling Tam^a, Yushi Kashimura^b, & Rei Kataoka^a

^aHokkaido University; ^bMeiji University

Perceptions of Japanese university students in using ChatGPT for autonomous English learning

To investigate the potential for ChatGPT to support autonomous English learning, this study explored the perceptions of Japanese university students toward using ChatGPT to learn English beyond the classroom. A survey of 300 Japanese university students was conducted online. According to the study, over 80% of students were either positive or neutral toward ChatGPT, and 75% supported ChatGPT as a tool for learning English outside of the classroom. However, less than 32% of students indicated that they are currently using ChatGPT for autonomous learning in English or intend to do so in the near future. Additionally, when asked how ChatGPT can assist in planning and evaluating during the learning process, students indicated that it can assist with texts, conversations, grammar, and translations by generating, evaluating, or correcting them. Following the presentation of these results, a discussion of the potential of ChatGPT as an autonomous learning tool will be conducted.



Room 1 (会議室1)

John Galindo

Himeji Dokkyo University

Collaborative writing activities in the university EFL classroom

Collaborative writing activities can be low-stakes exercises that engage learners, promote learning, and help students achieve their linguistic goals. CW activities offer additional practice other than book activities and provide students multiple opportunities to produce the target language. They can also allow students to remain engaged through social interaction. As such, they can be a valuable pedagogical tool in the EFL classroom in Japan to encourage active student participation, nurture classroom rapport, and support positive learning outcomes. The presentation will provide a literature review of collaborative writing activities in the classroom, some examples of collaborative writing activities that can be implemented in the classroom, and feedback from Japanese university students about some of these activities.



4**11:50-12:20**

Parallel Sessions

Training Room 1 (研修室1) – Poster Sessions

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Pei-Jung Kuo, Chiung-Wu Su, Feng-Yang Chiang, Guo-Dong Geng, Jia-Rui Tsai, Yu-Feng Wang, & Hong-Jun Zheng
National Chiayi University

CLIL for physics toy-making in an EFL junior high school setting

In this paper, we report the CLIL practice on making physics toys in a Taiwanese EFL junior high school setting. At the onset of the project, considering the students' English ability, we decided to engage them in making physics toys for them to learn basic knowledge of physics (Content) and instructed them in simple English for them to learn related vocabulary and sentence patterns (Language). With teacher demonstrating and student hands-on making, simple English instruction made possible the learning of content and language. Moreover, toy-making and the permission to use the native language reduced stress, which was beneficial to the CLIL practice. Through the procedure, the content teacher explained the theories in Mandarin and then the language teacher instructed in simple English toy making with physics knowledge embedded. The findings contribute to exploring the possibility of applying the CLIL approach to teaching physics to EFL beginning-level learners. Although it has been reported that a CLIL approach is not suitable for teaching Physics, different viewpoints are to be presented in this paper.

Room 2 (会議室2)

Manami Sato

Kyoto University of Advanced Science

Needs analysis, role-play, and fluency development with word counters

How to encourage non-English major students to speak up is one of the main issues of college English teachers in Japan. In this presentation, the author will focus on these three factors: needs analysis, role-play presentations, and fluency development. When curriculum is designed, the following three should be examined: needs, lacks, and wants (2010, Nation & Macalister), which of these: 1) needs – 'What do the learners need to learn?', 2) lacks – 'What do the learners lack?', and 3) wants – 'What do the learners wish to learn?'. As for role-play presentations, the author integrates the idea of needs analysis with presentations where students create their future image of themselves, and perform certain roles, such as a healthcare specialist, a tour guide, a sales rep, etc. In the same way, the audience also becomes patients, tourists, or business clients. While students practice their presentations, she suggests making use of a small gadget: word counters as an effective tool for fluency development. By combining these three: needs analysis, role-play presentations, and fluency development, she believes that students gain confidence and self-determination in the classroom.



Room 1 (会議室1) – Featured Workshop

Diane Nagatomo

Retired; veteran teacher

Writing ESL materials for an eigo world

As teachers, we often create fun and interesting materials tailored specifically for our students. When we see their positive reactions toward our efforts, it's no wonder we may feel we want to share our materials with a wider audience in the form of a textbook. However, writing for the Japanese market is full of challenges because of the two separate ideologies of Eigo and Eikaiwa that have dominated language education. In this workshop, we discuss these ideologies and then consider several issues that need to be considered when submitting your work to Japanese publishers.





Summer Symposium Conference Bag

You will find in your conference bags, a number of popular Okinawan souvenirs that we hope you will find useful and/or tasty! The English explanations for them can be found on the following pages.

Please enjoy these Okinawan treats!



Ishigaki Salt Island Nuts

Ingredients: Peanut, cold plum flour, rough sugar, starch syrup, wheat flour, salt (using 80% salt) dextrin, pork extract, chili powder, starch, cheese powder, lactose, soy sauce, paprika, black koshaw, onion, garlic, vegetable protein, vegetable oil, island pottery, hatsu, red koji coloring, baking soda (acea, seasoning soda, seasoning soda, amino acids, etc.), acidulant, fragrance (some ingredients contain eggs, milk, pork, and soy derived ingredients)



English information & image from Amazon Japan.

Okinawa Minsa Towel

Minsa is a type of traditional Okinawan textile that developed about 400 years ago. It was during this time that Okinawa started to produce cotton, which they dyed with indigo to produce minsa.

A traditional minsa pattern consists of four and five small rectangles. These rectangles represent eternal love. This deep meaning of the minsa patterns were the result of the minsa being a traditional gift given from a woman to a man when accepting his proposal or showing her love for him. ([Okinawa Minsah, Okinawa | Japan Deluxe Tours](#))



Sanpin-cha

The most popular tea in Okinawa that most people here enjoy almost every day. It is very similar to jasmine tea, not green tea but rather Chinese-type tea. It is clearly more popular than oolong and green teas.

English information from:

<https://www.okistyle.com/a2z/?p=772>



Chinsuko

Chinsuko (ちんすこう/金楚糕, Chinsukō) is a traditional sweet made in Okinawa since the times of the Ryukyu Kingdom, and often sold as a souvenir (Miyagegashi). It is a small biscuit made of mostly lard and flour, with a mild and sweet flavor similar to shortbread.

English information from Wikipedia & image from Amazon Japan.



Suppaiman Plum Candies

The sourness of dried plums and the mellowness of bekko candy. It is the best dish that matches perfectly!!!

Suppaiman: For those who are non-smoking and lonely!
Plum citric acid helps recovery from fatigue!

Umeboshi is a food that contains all of the "salt," "sodium citrate," and "potassium chloride" that are necessary for heat stroke control.



Suppaiman Plum Sheets

The Suppaiman plum sheet, which appeared in response to the enthusiastic requests from everyone who loves Suppaiman, is now in a long size!!!

The sweet and sour plum flavor of Suppaiman is kneaded into the sheet to make it easy to eat with one hand!
Recommended for snacks, exercise, and while driving!

"Suppaiman Plum Sheet Long"!!!



English information and images from [Suppaiman Uema Candy Store – Uemakashiten](#)

OkiJALT Summer Symposium 2023 Post Conference Proceedings: Paper Submission Guidelines

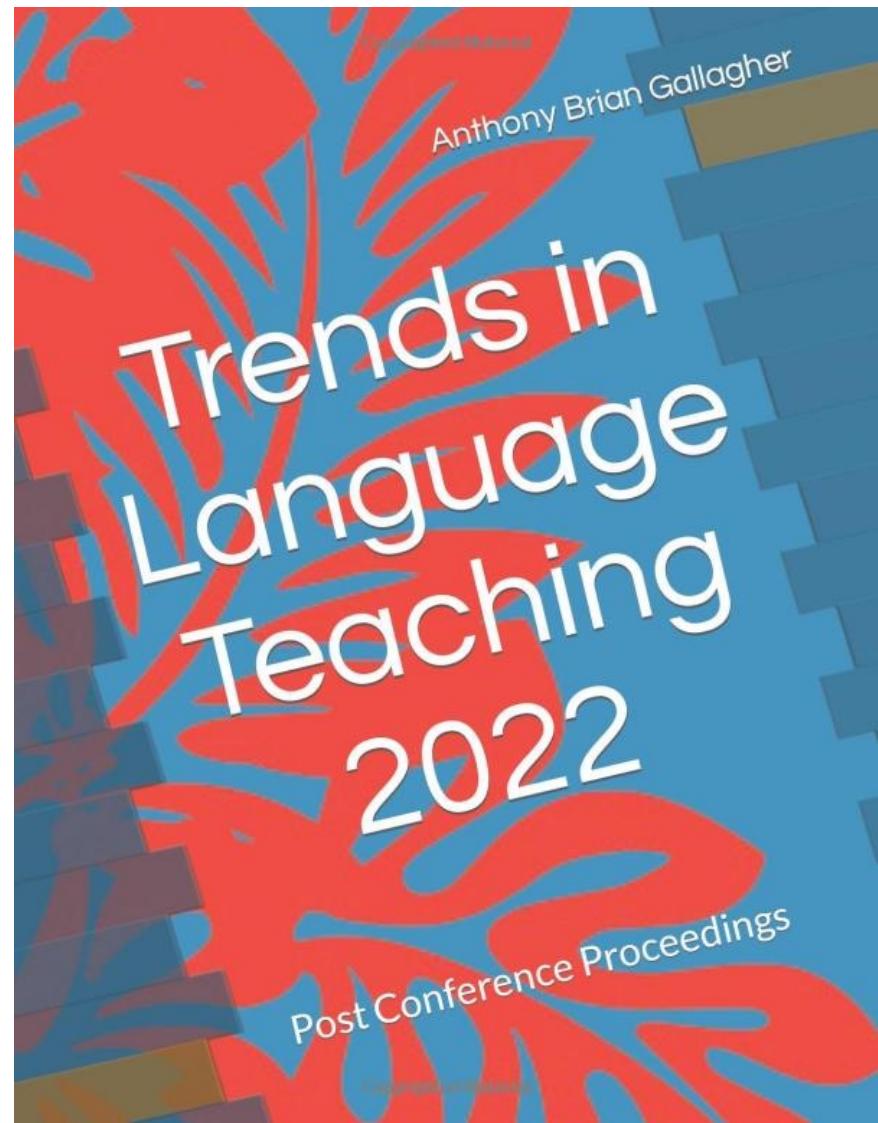
Presenters wishing to submit their papers for publication (subject to peer review) in **OkiJALT's Summer Symposium 2023 Post-Conference Proceedings** should submit their papers within a month to okijalt+publications@gmail.com as .doc or .docx files.

Papers submitted for publication may be in English or Japanese. References must follow APA 7th edition style guidelines. OkiJALT follows an abridged version of the standard JALT guidelines for post-conference presentations (see: <https://jalt-publications.org/proceedings/guidelines>).

OkiJALT Post-Conference Proceedings will be published once we have built up a sufficient number of submissions. All OkiJALT publications have ISBNs.

<https://okijalt.org>

OkiJALT Summer Symposium 2023 Post-Conference Proceedings



OkiJALT Summer Symposium 2023

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OkiJALT Summer Symposium 2023

