

# Welcome to Okinawa

Haisai, and welcome to Okinawa  
JALT's Summer Symposium 2022!

Presenters and attendees who have successfully registered and paid the conference fee may enter our online symposium through the Zoom link found in your registration confirmation email.

Please ensure you have the latest version of Zoom installed and that your Zoom name is the same name you used to register for the conference.

## Website Link:

<https://okijalt.org/>



**21 August 2022**

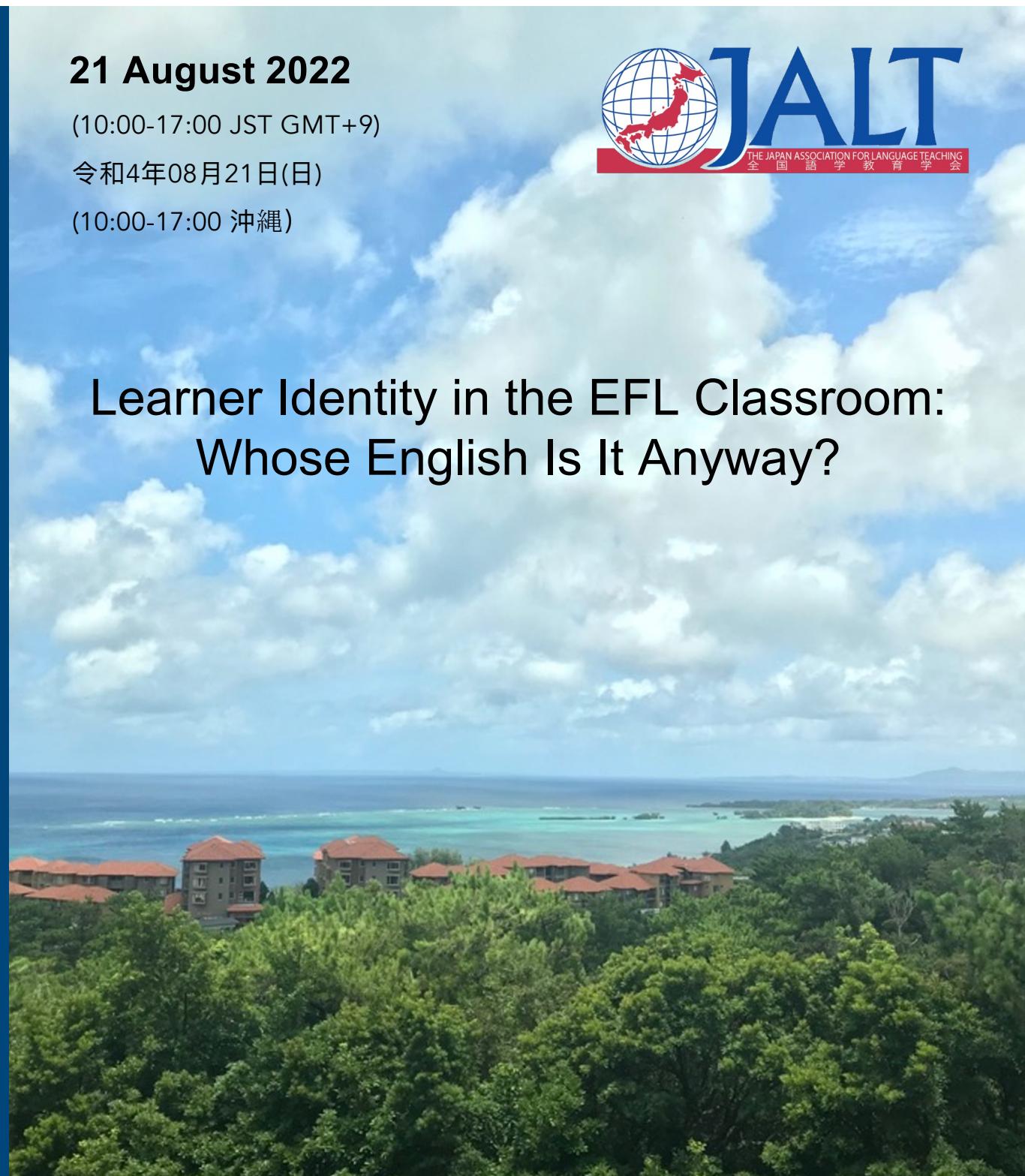
(10:00-17:00 JST GMT+9)

令和4年08月21日(日)

(10:00-17:00 沖縄)



## Learner Identity in the EFL Classroom: Whose English Is It Anyway?

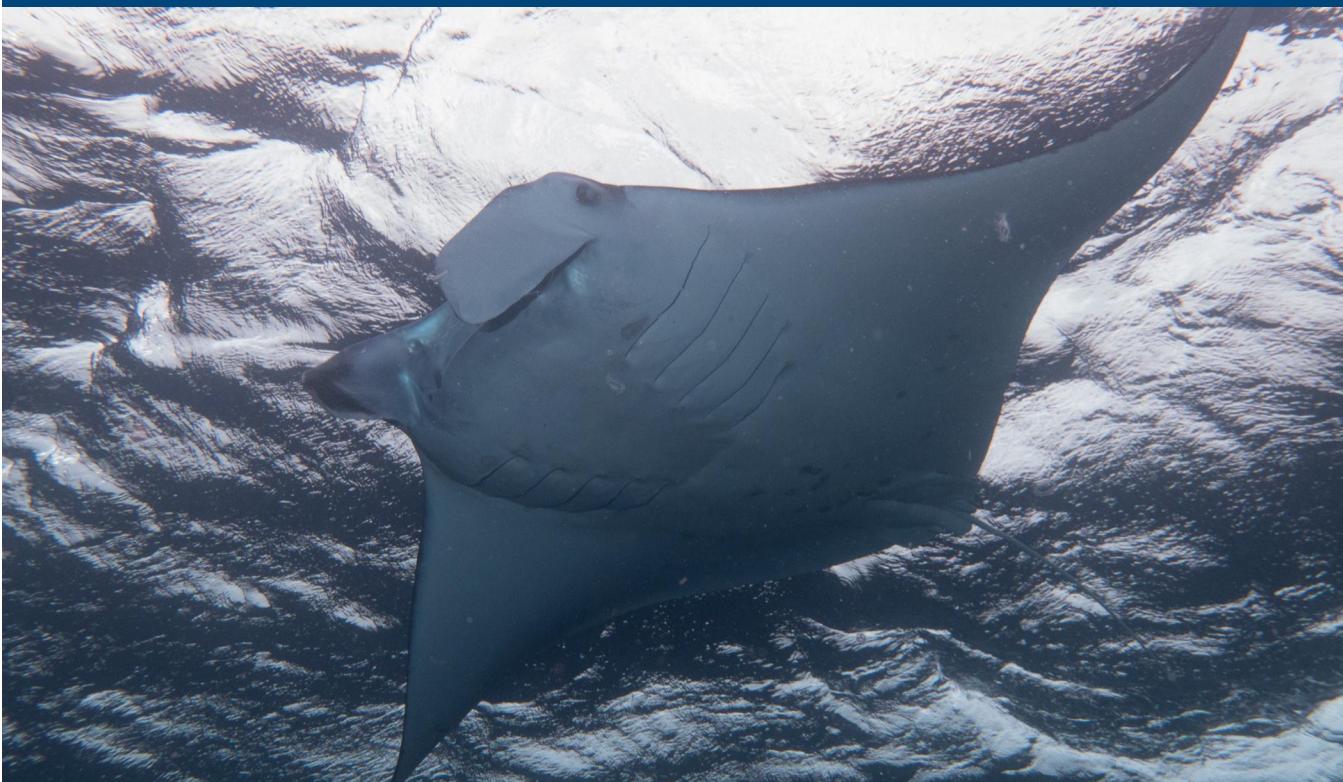


# SUMMER SYMPOSIUM OVERVIEW

---

There are some very special things about Okinawa JALT conferences and symposiums: the people, the insights participants gain about teaching, the highly practical and immediately applicable ideas and suggestions that are shared in a collegial and intimate conference setting... not to mention the fun!

We are very lucky to have such a lineup of distinguished speakers. Professor Mitsuyo Toya at the University of the Ryukyus and Professor Christopher Valvona at Okinawa Christian University join us as Keynote Speakers. We are also proud to have with us today many presenters from all over the world. Please make every effort to attend their sessions and say a friendly word if there's an opportunity.



## Summer Symposium 2022 Overview

---

We will have a 5-minute break in between each session to allow everyone time to set up their session.

10:00 - 10:05 | Welcome

10:05 - 11:10 | Opening Keynote:  
Mitsuyo Toya (東矢 光代)

11:15 - 11:40 | Session 1

11:45 - 12:10 | Session 2

12:10 - 13:00 | Lunch Break

13:00 - 13:25 | Session 3

13:30 - 13:55 | Session 4

14:00 - 14:25 | Session 5

14:30 - 15:00 | Session 6 Workshop

15:05 – 16:10 | Closing Keynote:  
Christopher Valvona

16:10 | Closing & Social

## *English Medium Instruction (EMI): Pros and Cons from Multiple Perspectives*

English medium instruction (EMI) is one of the most effective ways of learning English and is practiced in various educational contexts. English use is also encouraged in Japan with the Course of Study for English stating that junior and high school classes should be taught in English. However, English use is hampered by practical issues such as low student motivation and/or proficiency, teachers' reluctance to use English constantly, mismatch of curriculum to entrance exams, and students' inevitable use of their first language (LI). This speech discusses the pros and cons of EMI in various educational contexts and illustrates these issues by examining them from multiple perspectives. Particularly, we should incorporate both old and new concepts such as cognitive, efficiency perspective, translanguaging, and learner/teacher well-being. Although I do not have solutions to every issue that arises in the classroom, these perspectives will enable teachers to reexamine their classroom from different positions. In the speech, I will also discuss my own experience as a teacher/learner and offer some suggestions about further classroom practices.



Mitsuyo Toya

mtoya@grs.u-ryukyu.ac.jp

University of the Ryukyus

Opening  
Keynote

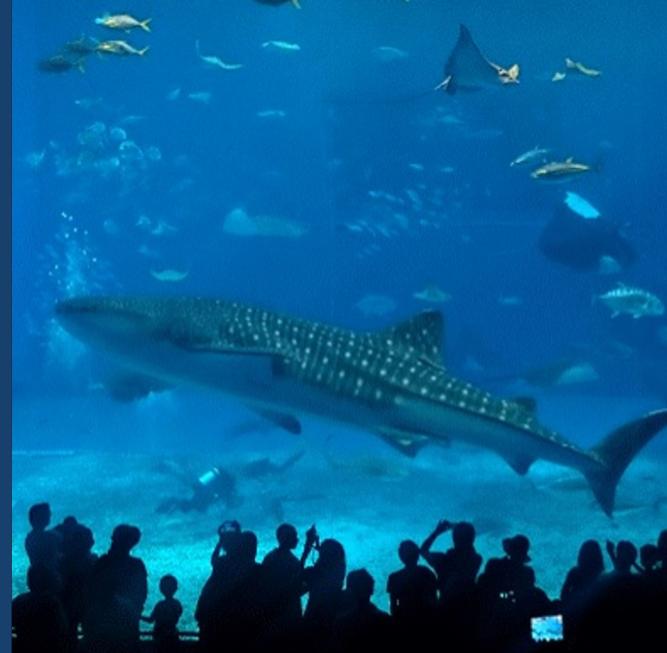
10:05 to 11:10

# Room 1: George MacLean

george.university@gmail.com  
University of the Ryukyus

## *Accelerating Feedback and Keeping Students up to Date Using Google Workspace*

This practically-oriented presentation will explain and demonstrate the use of Google Workspace applications to build a transparent learning environment. It demonstrates an everything-in-one-place Master Sheet for class work, homework, feedback and anything else that might regularly be needed. The use of Google Forms and Sheets to accelerate feedback will briefly be explained and demonstrated thereafter. Finally, I will show an example of a grade book that permits students to monitor their progress in a course and to access and submit incomplete assignments. The outcome of this presentation should be basic knowledge about Google Workspace applications that promote accelerated feedback and transparency, as well as how to build a dynamic spreadsheet that can be shared with students (all the while preserving anonymity). Although the context of this presentation is from my experiences at a university level, the basic premises and the applications that will be demonstrated could readily be used at many levels.



# Room 2: Jason Pipe

jasonpipe@gmail.com  
Tokyo Keizai University

## *Altering Student Perception on Communicative Classes through Timed-Pair-Practice*

This research focuses on reorientating students to improve their proficiency in communicating in English through the introduction of the framework, Timed-Pair-Practice (TPP), combined with pronunciation training. However, research up until now has concentrated on a quantitative methodology in investigating speech production. To gain a deeper insight from a student's perspective, this paper concentrates on a qualitative approach. Through closed surveys, individual responses and focus group interviews, the thoughts and opinions about how each participant benefited from this first-year course in communication have come to light. First, it was noted that students did not seem perturbed by culture factors when encouraged to participate in TPP tasks. Second, despite a general dissatisfaction in high school education, students could overcome their concerns when conversing in English but would still seem to evaluate their perception of English proficiency through this experience. Third, by concentrating on developing a positive outlook in regard to performance accomplishment, it is believed that students could develop greater self-efficacy in completing the tasks given and establish more poignant meta-cognitive goals in their learning. As a result, students also became more motivated intrinsically in their pursuit to improve their individual learning goals in the practice stages.

## Session 1

11:15 to 11:40

# Room 1: Ayman Elbarbary

ayman.saad.acu@gmail.com

Ohio University

## *Student-Led Intermediate English Course*

Teachers always try to find new ways to engage their students in language classes. After trying different teaching practices, I discovered that student-led learning is one of the best ways to engage students in a language classroom. This teaching practice presentation will cover my experience of applying a completely student-led Intermediate English course into practice—from having my students choose the relevant materials, prepare for the class, and ultimately lead the class discussion and its activities. My presentation will give the audience practicable steps to take in creating a robust syllabus for student-led Intermediate English courses. In addition, it will highlight the advantages and disadvantages of this pedagogical strategy as well as how the challenges that those disadvantages present can be overcome. All this will provide the audience with a clear understanding of the teacher's role within this pedagogical method and concrete tips for having successful student-led Intermediate and advanced language courses.



# Room 2: Shiroyama Tomotaka

ts596@exeter.ac.uk

University of Exeter

## *TBLT using Online Chat and Forum Discussion*

Task-Based Language Teaching (TBLT) using Computer-Mediated Communication (CMC) is popular in improving learners' communicative ability. There are many advantages of this approach including enhancing students' autonomy, self-learning etc. (Lee, 2016). However, there are limited studies in this field (Stockwell, 2010; Shiroyama, 2021), so it needs further investigation. The current study aims to explore how CMC can be utilized effectively in the task-based language teaching framework. In order to do this, it investigates lexical density, syntactic complexity and spelling accuracy in task-based synchronous and asynchronous computer-mediated communication (SCMC and ACMC). Nine Japanese learners in ESL class participated in this study and worked on decision-making tasks in groups of three, both in SCMC (online chat) and ACMC (forum posting) modes. A quantitative approach is adopted in this study. In order to investigate lexical diversity and spell accuracy, their value were calculated by using the Text Inspector. Then, a paired-samples t-test is carried out to investigate whether there is any difference between the modes.

## Session 2

11:45 to 12:10

## Room 1: Kristina Bradvica Sancic

kbsancic@gmail.com

Faculty of Transport and Traffic Sciences,  
University of Zagreb

### *The Power of the EFL Textbook as a Vehicle of Native Speakerism*

The question of identity in foreign language learning becomes relevant in the context of global communication and mobility. The article examines the way textbooks for teaching English as a foreign language shape the teaching and learning experience. The language learner's identity is constructed and reinforced by the power dynamics resulting from the features of different elements of foreign language learning setting including student's role, student's goal, classroom setting, native speaker model, materials, and non-native teacher's role. Most widely used textbooks in Croatian secondary education are examined in terms of content, learning goals, and tasks. The findings show that the textbooks are more form centered, reinforce native speakerism, and do not reflect the multicultural nature of English. They serve as the vehicles of a unidirectional cultural exchange where only one voice is heard asserting its dominant position. The only textbook by non-native speaker authors shows internalized native speakerism and paints the same monochromatic cultural picture. Textbooks are thus the main element that determines the power dynamics in the EFL setting by dictating the content, shaping the teaching methods, imposing native speakerism, and reinforcing Anglo-American cultural and linguistic superiority.



## Room 2: Jonathan Hennessy

hennessy@rikkyo.ac.jp

Rikkyo University

### *Balancing Students' Identity and Preferences with International Communicative Needs*

When teaching a second language, teachers can choose to follow a heavily prescriptivist style and expect students to learn the language exactly as the teacher believes is correct, or they can allow for the students' identities to help guide their own learning. When we accept the idea that communication is the true goal of language, it makes sense to allow for the students' needs and identities to shape their learning as long as communication is not impeded. However, occasionally the behaviors that our students gravitate towards could cause them problems if they need to use the target language with native speakers or non-native speakers from a different L1 background. For this presentation I would like to use reflections and notes from teaching a university level English Discussion course to discuss areas where students' preferences in language learning and use may need to be addressed, and when teachers may choose to lean into their students' behaviors to help the students communicate. Turn-taking behavior, overlap avoidance, and limited depth of discussion will be addressed as areas for intervention and signaling understanding and ends of turns will be mentioned as places to use students' own beliefs to help them.

Session 3  
13:00 to 13:25

# Room 1: Yoko Mori

moryo752@student.otago.ac.nz

University of Otago

*Supporting Identity Formation of Future Global Physicians in  
a Japanese Medical School*

In this presentation, I share how I conduct a global communication class in English at a Japanese medical school. Language teaching inevitably embeds teaching about the culture in which the language is used, and for students, acquiring such knowledge helps them to become global citizens who can appreciate various values. While there is abundant literature on language, culture, and identity, how these inform classroom practice is underexplored. Accordingly, I wish to share my teaching practice in connection to an indigenous Māori concept, *ako*, which has been foundational for my education philosophy since learning about it in New Zealand some years ago. *Ako* embeds the understanding that both students and teachers have something to learn from each other. This idea helps to democratize the traditional hierarchical power relation between students and teachers, which in turn supports students to freely share their opinions in a more relaxing atmosphere. I conclude my presentation by shedding light on how the spirit of *ako* may also guide a student to “think, act, and feel like a physician” (Merton, 1957, p. 5) who can put him/herself in the patients’ shoes.



## Session 4

13:30 to 13:55

# Room 2:

Safi Eldeen Alzi'abi<sup>1</sup> &  
Reema Nassar<sup>2</sup>

alziabi@gmail.com

<sup>1, 2</sup> Isra University

*Arab EFL Learners' Use of Listening Comprehension Strategies*

Listening is a fundamental skill for learning and communicating in English. However, it is probably the least attentively learned skill in EFL classes in many Arab countries, with attention mostly given to reading and writing skills. Therefore, listening comprehension has been found to be a challenging task for many Arab EFL learners, especially secondary school learners. Using different listening strategies, including cognitive and meta-cognitive, positively affects learners' performances in listening comprehension tasks. Given that, this study investigates the listening strategies employed by teachers and those adopted by learners in EFL 8th grade classes in two Arab countries — Kuwait and Jordan. It also aims to assess the effects of training in cognitive and meta-cognitive listening strategies on 8th grade EFL learners' (Jordanians and Kuwaitis) performance in listening comprehension tasks.

Two listening strategies questionnaires were adopted from Yi-Hsiang and Yen-Ling (2021) and Ozturk (2018). These helped to (were used to) collect data on using listening strategies to unveil the exact listening strategies adopted by learners and teachers. Eighty EFL 8th grade learners (an experimental group and a control group) and forty EFL 8th grade teachers participated in this study.

The learners' experimental and control groups first took a pre-test, and a post-listening comprehension test immediately followed the treatment. The experimental group had instruction and practice sessions on the proper use of cognitive and meta-cognitive listening strategies for two months, using the researcher's prepared sessions on meaning and use of cognitive and meta-cognitive listening strategies in the learners' textbook, “Target English / Student's Book, Grade 8”.

The findings showed minimal and unsystematic use of cognitive and meta-cognitive listening strategies by both learners and teachers. The post-test results revealed a significant positive effect of training in listening strategies on enhancing learners' listening comprehension performance. Based on these findings, it is recommended that include listening strategy instruction becomes an integral part of the English syllabus in all Arab schools. Nevertheless, further research is needed to identify the more productive listening strategies and the other factors that could maximize the effectiveness of these strategies.

# Room 1: Dr. Chin-Wen Chien

chinwenc@ms24.hinet.net

National Tsing Hua University, Taiwan

## *Integration of Glocalized English Lesson Designs into TESOL Service Learning*

Designing glocalized English lessons, tasks, or projects for real purposes based on the local context, as well as for service learning is considered authentic learning for prospective English teachers. This study explored 31 English majors' knowledge constructed through the design and implementation of glocalized English lessons as service learning, and reached the following major findings. First, theme- and topic-based lessons with contextualized dialogues were designed through the reciprocal investigation of the textbooks and local features, however, the glocalization was not fully integrated into listening and speaking activities, QAR, and CLIL hands-on activities. Secondly, the TESOL method course, instructor's modeling, and collaborative lesson planning purposefully prepared 31 English majors for the design and implementation of lessons as service learning. The competence of 31 English majors was constructed through experiential actions and reflective practice, particularly in the curriculum, pedagogy, and knowledge of learners, and they had positive attitudes toward such service learning. A conceptual framework was proposed in order to effectively integrate glocalized English lesson designs into TESOL service learning.



## Session 5

14:00 to 14:25

# Room 2: Max S. Dunn<sup>1</sup> & Cai Zhenguang G.<sup>2</sup>

mmi203@gmail.com

<sup>1,2</sup>The Chinese University of Hong Kong

## *Pragmatic Alignment and its Application in Language Teaching*

When using language, it is assumed that speakers follow the Maxim of Quantity (Grice, 1975), where sufficient but not redundant information is given for successful communication. However, this assumption is often not met, with speakers frequently including redundant words in their utterances (Engelhardt, Bailey, & Ferreira, 2006; Deutsch & Pechmann, 1982). With this variation in redundancy behaviour, would speakers linguistically align with the redundancy usage of their interlocutor, as found at other linguistic levels (e.g., Brennan & Clark, 1996)?

In 2 experiments, participants played a shape matching/naming task with a virtual partner who either never or always included redundancies in their descriptions. Participants with a redundant partner used more redundancies compared to participants with a non-redundant partner, suggesting that redundancy alignment is present in human communication.

This presence of redundancy alignment has implications for 2nd language teaching. Teachers can include redundancies in their speech in order to elicit longer utterances from their students. In addition, in contrast to the Maxim of Quantity, redundancies are a natural part of language, and may also aid in comprehension.



Room 1:  
David Kluge

[klugenanzan@gmail.com](mailto:klugenanzan@gmail.com)

Nanzan University

## Session 6 Workshop

14:30 to 15:00

### *Zap! Hip-hop! Rap!: Walk the Talk*

An article by Futro, Barch, and Gadd (2020) based on their presentation “Dancing Through Language Learning: The Use of Dance in ESOL and MFL Classroom” at a Creative Multilingualism: New Perspectives on Modern Language Research conference serves as an inspiration for this workshop. This workshop is based on a unit of a 14-classmeeting course on Performance in Education that was recently concluded. A class of 24 students, mostly Engineering students (CEFR A1 level) wrote their own raps based on their life, learned some basic hip-hop gestures and dance moves, created their own hip-hop dance routines in small groups, and practiced their raps. The first part of this workshop will introduce the unit, describe how it went, and evaluate the final product. The second part will take the participants through each of the various steps involved and will share the materials used. The workshop will end with a reflection/Q&A session.

A key factor in creating an effective language programme or language class is considering student needs and motivations and tailoring the education to them. Such considerations affect selection of approaches, textbooks, and the English that is to be taught. However, having to make such decisions, coordinators and teachers are faced with the same problem – the reasons and motivations for students to be in the language classroom are so varied as to make a ‘one-size-fits-all’ approach unrealistic, or at least not universally suitable. This poses a particular dilemma for culturally sensitive educators trying to decide the ‘best’ English, or Englishes, to focus on.

One solution is to put the onus on the students to make the language relevant, appropriate, and meaningful to themselves. This can be achieved by giving students greater control of what and how they learn, and how they choose to communicate. By personalizing language education in this way, learner agency and autonomy increase, and the process of language learning is necessarily more meaningful to each individual student. Furthermore, students make their own decisions about which English is best for them in the real world. Importantly, this overcomes the issue of the teacher having to make decisions about which English is the ‘correct’ one to teach and the ‘best’ for all students.

In this talk, the presenter will first talk about issues of language, culture, and identity in the classroom, and also speak about power dynamics and cultural sensitivity. After offering his own thoughts and conclusions reached through experience teaching university students in Okinawa, he will offer (non-exhaustive) practical ideas and approaches that allow students to personalize their language learning and communication. These ideas include increased use of tasks and task-based approaches, introducing authentic materials wherever possible, introducing and reviewing vocabulary that immediately meets students’ communicative needs, and student-led assessment.



**Christopher Valvona**

[chris.valvona@gmail.com](mailto:chris.valvona@gmail.com)

Okinawa Christian University

## Closing Keynote

15:05 to 16:10



## ABOUT OKIJALT

Okinawa JALT has two main purposes: (1) professional development for language teachers; and (2) promoting language education in the community. Our events feature world-renowned scholars as well as local language professionals. We hold workshops to help our members with practical teaching needs.

We also provide opportunities for our members to make presentations and publish research. By working together as a dedicated community of professionals, we can share ideas and improve the quality of our teaching. Workshops and presentations are generally held throughout the year.

Please visit our website to keep up to date with OkiJALT:  
<https://okijalt.org>

## Okinawa JALT Officers

**President:** Madoka Nagado, University of the Ryukyus

**Treasurer:** Katherine Song, University of the Ryukyus

**Membership Chair:** Grant Osterman,

FES International Co., Ltd.

**Publicity Chair:** Now recruiting!

**Social Media Coordinator:** Ross Miller,  
Otemon Gakuin University

**Publications Chair:** Anthony Brian Gallagher, Meijo University

**Translator:** Kaori Hakone, Osaka Jogakuin University

**Program Chair:** Anne Handler,  
International Teacher Development Institute

**Assistant Program Chair:** Max Diaz,  
The Hong Kong Polytechnic University

**Ombudsperson:** David Kluge, Nanzan University

**Member-at-Large:** George MacLean,  
University of the Ryukyus

### Okinawa JALT 2022 Events Calendar

30 January (Online) – Trends in Language Teaching (TLT)

27 February (Online) - Diversity Feminist Language Games and DEI Tactics to Enrich EFL Pedagogy in Japan  
(Co-Sponsored with Yokohama JALT)

20 March (Online) - Hands-On Language Teaching (HOLT)

29-31 July (Online) - PIE SIG 4th PIE: Research & Practice Conference/Student Showcase/Film Festival  
(Co-Sponsored with PIE SIG)

21 August (Online) - Summer Language Teaching Symposium

2 October (Online) - 21st Century Language Teaching Conference (Co-Sponsored with TYL SIG)

### Become a member of the Okinawa JALT chapter!

The Japan Association for Language Teaching (JALT) is a nonprofit organization dedicated to the improvement of language teaching and learning. JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.

Through JALT, you can become a member of a local chapter. Consider joining Okinawa JALT and having access to a team of dedicated teachers who help each other!