



## OKINAWA JALT

Trends in Language Teaching  
2022 Conference

Sunday, January 30, 2022  
(09:30-17:00 Tokyo Time)

令和4年1月30日（日）  
(09時30分-17時00分東京時間)

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Website Link:  
<https://okijalt.org/>



# FOREWORD

We are delighted to host the Trends in Language Teaching 2022 International Conference, themed "The Challenge of Change". And we are pleased to welcome the many scholars who have chosen to share their knowledge and insight during this conference. The selection process for each of the presenters was thorough and strict, ensuring only the best were accepted.

Since 2014, the Trends in Language Teaching International Conference has been a groundbreaking and historical event for the Okinawa Chapter of the Japan Association for Language Teaching (JALT). Now it is an annual event featuring leading academics, from here in Japan and from abroad, giving presentations on current developments and insights on modern

We would like to take this opportunity to express our gratitude to all of the volunteers and the new team of officers who have been working 24/7 to help create and promote an atmosphere of learning, sharing, and professional development. We would also like to thank the many presenters and attendees who will be joining us for the conference and are looking forward to many interesting and insightful presentations from everyone.

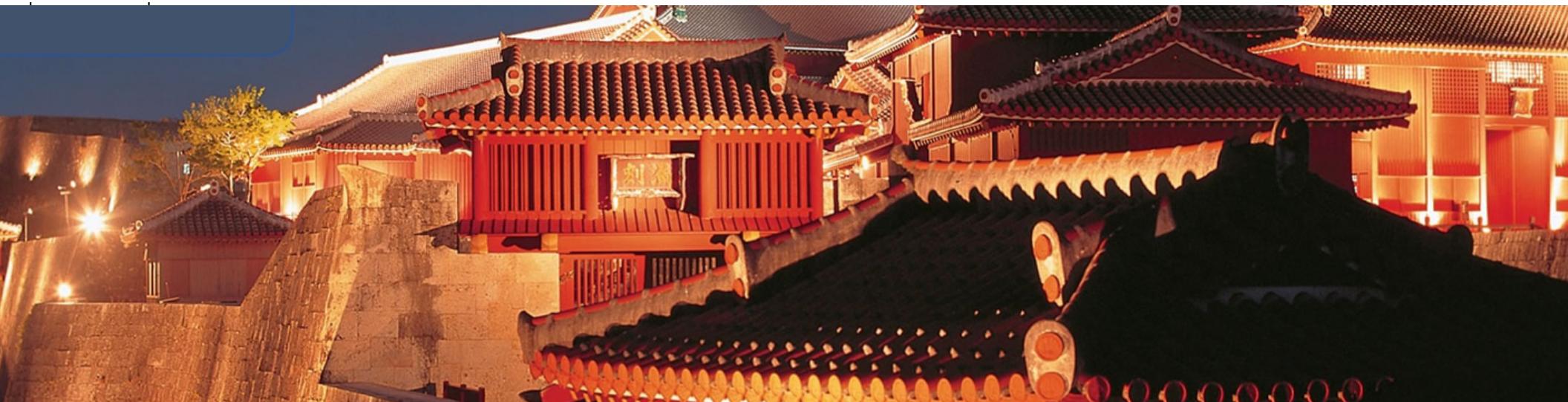
The Okinawa Chapter is one of 32 regional chapters within JALT. In addition to regional chapters, there are 30 Special Interest Groups, which allow members to explore their area of interest with like-minded educators. Okinawa JALT is an active chapter that sponsors four conferences a year.

We have members from a broad range of teaching contexts, from pre-K-12 to postsecondary schools and private language schools. We have a diversity of nationalities and areas of specialization. We encourage you to learn more about our organization and consider becoming a member of JALT, one of the largest and most active professional organizations for language teachers in Japan.

Welcome to our event!

Anne Hendl & Max Diaz

*Trends in Language Teaching 2022  
Conference Co-Chairs*



# WELCOME TO OKINAWA JALT!

# SCHEDULE

09:30-09:45 Registration (Main Room)

09:45-10:00 Welcome by OkiJALT President

10:00-11:00 **Keynote: Dorothy Zemach  
(Main Room)**

11:00-11:30 Break (Main Room)

11:30-12:00 Session 1 Presentations  
5 minute break

12:05-12:35 Session 2 Presentations

12:35-13:30 Lunch Break

13:30-14:00 Session 3 Presentations  
5 minute break

14:05-14:35 Session 4 Presentations  
5 minute break

14:40-15:10 Session 5 Presentations  
5 minute break

15:15-15:45 Session 6 Presentations  
5 minute break

15:50-16:20 Session 7 Presentations  
5 minute break

16:25-16:40 Closing Remarks (Main Room)

16:40 Social/Networking Event (Main Room)

# KEYNOTE PRESENTATION

## Opening Keynote Presentation

10:00-11:00 Main Room

### Dorothy Zemach

Dorothy Zemach taught ESL and other foreign languages (including one she's not fluent in) for over 20 years in Asia, Africa, and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. Now she concentrates on writing, editing, and publishing ELT materials and textbooks and conducting teacher training workshops. Her areas of specialty and interest are teaching writing, teaching reading, academic English, testing, and humor. She is a frequent plenary speaker at international conferences and is active on social media.



### Keynote:

#### Hell in the Hallways: Future Proofing Your Career

"Whenever one door closes," as the saying goes, "another door opens. But it's hell in the hallways."

Even before the pandemic hit, I was contemplating the evolving nature of work in our profession. What does it mean to hold a "full time job"? Is freelancing something you work up to, or work to get away from? Should experience bring a higher salary for the same work, or for more responsibilities? Is an hour of teaching worth more or less than an hour of working in an office?

And then the move to online learning and teaching so many of us experienced over the last two years—and continue to experience this year—led to even more questions. Is online learning better, or worse, or neither, or both? Should a teacher be paid according to their own local living expenses, or according to students' local living expenses? How do we balance our need to support ourselves with our desire to support economically (and emotionally) challenged students? How much of what we do—not just teaching but writing articles, giving webinars, professional development, and so on—should be free and how much should be paid? What are the options for someone who loves their job but feels underpaid?

How can we future-proof our careers for uncertain times? What would change hellish hallways into inspiring corridors?

I'm not going to pretend to have definitive answers; I don't think there are definitive answers. But I'd like to share with you the questions I've used to focus and adjust my own work life and mentor others. The conversation about how we work and how much we work and what all that is worth is one we should be having, not just with ourselves and our employers but throughout our profession.

After the Keynote, we will have a 30-minute break to give presenters and attendees time to ask questions, stay in the Main Room and chat, or prepare for other presentations. We will also have a 5-minute break in between each session to allow everyone time to enter and set up session rooms. Attendees and presenters may also stay in their session rooms to continue discussions until the next session begins.

# SESSION 1 11:30-12:00

Room 1

## Visual Processing Favors the Development of Transcultural Competence

Research presentation 研究プレゼンテーション,  
English 英語

The goal of this study is to explore whether the use of visual cues, concretely, co-speech real life scenarios, can enhance L2 learners' transcultural competence. A total of 40 intermediate Chinese L2 learners of Spanish were requested to complete a series of tasks on both grammatical and cultural knowledge based on multimedia materials that they were presented. A pre-post experimental design was implemented: in the pretest, 40 participants were presented only audio materials, whilst in the posttest, half of them (in the experimental group) were presented audiovisual materials, and the other half (in the control group) were presented only audio materials (extracted from the audiovisual materials used in the experimental group). A delayed cultural test was carried out three days after the experiment. The results revealed that the experimental group performed significantly better than the control group in only cultural tasks but not in grammatical tasks. The finding shows that visual processing favors the development of transcultural competence of intermediate Chinese L2 learners of Spanish. Our finding suggests that co-speech real life scenarios should be taken into account in the teaching of foreign languages and cultures so as to help students to develop their transcultural competence.

**Yuan Chenjie** (chenjie.yuan@upf.edu)  
Universitat Pompeu Fabra, Spain

**Cheng Yiyang**  
Fudan University, China

**Gong Qian**  
Zhejiang Yuexiu University, China

Room 2

## Maker Pedagogy for English Language Teaching Education

Practical presentation 実用的なプレゼンテーション,  
English 英語

COVID-19 has presented unprecedented challenges to all the fibers of our society. Undoubtedly, teachers have seen the need to develop and update their digital knowledge. This has meant that teachers and educators all over the world have had to debunk their beliefs about teaching or modify their classroom practices to continue to promote significant learning in their students. This presentation aims at sharing the experiences of a group of teacher educators and pre-service student teachers in the design and implementation of an English language teaching methodology course at Universidad de Santiago de Chile. For the design, implementation, and assessment of the course, the educators drew on the principles of the Maker Movement (Hatch, 2014) as the core components of innovative learning makerspaces that would help them develop an online co-learning space for the students participating in the course. This presentation will incorporate the voices of the educators and the participating pre-service teachers who distinguished this online course as one of the best ones in their curriculum. They also offered advice and concrete suggestions on how to make the course and the whole online learning experience much more valuable and richer.

**Gloria Romero** (gloria.romero@usach.cl)  
Universidad de Santiago de Chile, Chile

**Victor Prades** (victor.prades@usach.cl)  
Universidad de Santiago de Chile, Chile

**Manuel Lara** (manuel.lara@usach.cl)  
Universidad de Santiago de Chile, Chile

Room 3

## Real Time Transcription for Class Instruction

Practical presentation 実用的なプレゼンテーション,  
English 英語

The presenter discusses how to effectively conduct a class using speech-to-text technology and real-time subtitles. In particular, we will demonstrate integrating a bluetooth mic setup for PowerPoint or Google Translate. These tools help learner comprehension and create a more inclusive classroom experience/environment that accounts for different types of students. There will also be a refresher on the fundamentals of speaking to your student audience.

**Timothy Ang** (timothyang@gmail.com)  
Kansai University, Japan

# SESSION 2 12:05-12:35

Room 1

## Junior High School Mini-Symposium: Changes in Education Through Returnees' Perspectives

Student Showcase Presentation 生徒ショーケースプレゼンテーション, English 英語

This student symposium panel discussion features four Japanese junior high school students (two from year 2 and two from year 3) who have experienced overseas education before starting their Japanese school lives. Collectively they will compare their various educational experiences from around the world through examining school life in Canada, the US, Mexico, Singapore, and Japan. They will cover the following topics:

**Selika Ara** (Year 2): The difference between cultures in the education of Canada and Japan and how Japanese school environments could be improved

**Yuna Fukushima** (Year 3): The difference in teaching methods between the U.S and Japan, and how classes can be personalized for students

**Karen Takayama** (Year 2): Change--an experience that lead me to adapt to deal with the harsh reality of a new and different school environment, and realize the importance of communication at school

**Koto Nakajima** (Year 3): How teachers can 'change' their lessons to replicate an overseas experience

Moderator: **Rab Paterson**

Tokyo Gakugei University International Secondary School, Japan

Room 2

## Challenge of Change: A Hybrid Teaching and Learning During the Pandemic

Research presentation 研究プレゼンテーション, English 英語

The outbreak of corona virus disease (COVID-19) has affected the higher education sector. During the present crisis e-learning has been playing a significant role. Digital technologies in higher education facilitate the learning/teaching process, creating a student-centred environment (Bates & Sangra, 2011; Johnson et al., 2016). Both teachers and students should have relevant training and support in order to use new technologies in an efficient and effective ways (Gradinarova, 2015). This study investigates the issues of student engagement in a hybrid learning environment, their attitudes towards online and face-to-face teaching and learning, the use of Information and Communication Technology (ICT), the development of cognitive, social and self-directed learning skills of students, future EFL teaching, during a teaching methodology, teaching practicum course.

**Sviatlana Karpava** (karpava.sviatlana@ucy.ac.cy)  
University of Cyprus, Cyprus

# SESSION 3 13:30-14:00

## Room 1

### Teaching Hybrid Language Courses Using a Virtual Audio Mixer

Practical presentation 実用的なプレゼンテーション, English 英語

During the COVID-19 pandemic, many university courses went online. Some universities decided to return to in-person instruction as the situation got better. Due to social distancing guidelines and classroom capacity limitations, other universities had to divide students into two groups for hybrid classes, but most university classrooms are not designed for this. Also, assigned classrooms are usually too large for language courses, but instructors and students are not allowed to speak loudly, resulting in the use of microphones. However, it is not easy to conduct such a course when no audio output cable is available from the classroom audio system. This presentation will show how to teach a hybrid class using free audio mixer software in an under-equipped university classroom.

**Hiroto Noguchi** (noguchih425@gmail.com)  
Tokyo Medical and Dental University, Japan

## Room 2

### A Corpus-based Study on Lexical Knowledge of First Language Child Speech

Research presentation 研究プレゼンテーション,  
English 英語

"This corpus-based study explores the word frequency and lexical bundles used by children of native English collected from a YouTube program, HiHo Kids.

The data of this child speech corpus (CSC) consisted of three categories, "Kids Try" "Kids Meet", and "Kids Describe", in this present study. Two online analytical tools, VP-kids (Lextutor) and BNC-COCA (Lextutor), were used to examine high-frequency word and lexical knowledge among the transcripts of the children's speeches. In addition, 2- to 6-word lexical bundles were extracted by N-Gram Extractor (Lextutor).

The child speech corpus (CSC) of HiHo Kids was analyzed to answer the two research questions (1) What is the lexical knowledge of vocabulary use in child speech corpus (CSC) (i.e., based on VP-kids word lists and BNC-COCA)? and (2) What lexical bundles are observed in child speech corpus (CSC)?

The results showed that

- (1) The words used in child speech were found to have reached the most difficult levels of VP-kids word list, suggesting that native speaking children's word use has completely developed.
- (2) The words used in CSC accounted for the 72.1% of the most fundamental Kid250-level1, indicating the basic words served the foundation of word knowledge.
- (3) If compared against adults' use of words, child speech corpus (CSC) went up to K-9, accounted for 98%.
- (4) Two- to six-word lexical bundles could be observed in children's speech, and 2-word lexical bundles were the most frequent.

The findings could be used as references for classroom material design of EFL education. Also, EFL learners of all ages could opt to study the most frequent single-itemed words and bundles of L1 children's English, as they are regarded fundamental, serving as the ground for later learning and communication in English.

**Tim Hsu Jeng-Yih** (justice@nkust.edu.tw)  
National Kaohsiung University of Science and Technology, Taiwan

# SESSION 4 14:05-14:35

## Room 1

### Living Music Video: Integrated Readers Theatre of Song Lyrics

Practical presentation 実用的なプレゼンテーション, English 英語

Often music lyrics are used in the language classroom as a stand-alone listening activity; however, whether students gain much from such a surface-level activity is in serious doubt.

In this presentation, the "Living Music Video" readers theatre activity is presented, not as a stand-alone listening activity, but as one integrated multi-skills activity as part of a comprehensive unit on a topic. The lyrics to the selected song then become a valuable part that contains meaning that has to be communicated to the audience in the performance.

The presenter will introduce one sample unit and will show how the music lyrics readers theatre activity is situated within the unit. The presenter will then demonstrate in a step-by-step manner how to present the vocabulary and content of the lyrics to the class, will present a sample rubric that teaches the students how to perform the readers theatre version of the lyrics, and will show how to organize and conduct rehearsals and the performance of the readers theatre project, including peer and self-evaluation based on the rubric. The presentation will end with a reflection/Q&A session.

**David Kluge** (klugenanzan@gmail.com)  
Nanzan University, Japan

## Room 2

### Composition Communication: Introducing Students to Essay Writing

Practical presentation 実用的なプレゼンテーション, English 英語

At the start of the 2020-2021 academic year the classroom teaching environment had changed dramatically. Guidelines for in-person lessons designed to minimize the risk of infection were introduced, such as eliminating pair and group work and recommending students speak quietly. For English teachers who focused on enhancing speaking skills, it led to a role reevaluation. In my case, I shifted from a focus on oral communication to improving writing fluency.

Devised to prepare students for Japanese high school entrance examinations, I started writing classes to develop the composition writing ability of my junior high school students. The students are initially given heavy scaffolding which is gradually reduced as the learner gains confidence. Peer and teacher feedback allows students to collaborate and to learn basic analysis skills. With a scoring rubric that primarily rewards production over accuracy, students are encouraged to get over their fear of the blank page.

**Steven Lim** (stevenmenjinlim@gmail.com)  
Tokorozawa Board of Education, Japan

## Room 3

### Abandoning ESL Learners in the Sri Lankan Rural School Context During the Pandemic

Research presentation 研究プレゼンテーション, English 英語

This paper discusses the plight of the rural ESL learner in Sri Lanka whose education was drastically interrupted during the COVID-19 pandemic. Although the schools in urbanised settings could cater to their students through the online platform, many schools in rural Sri Lanka had to discontinue the teaching-learning process due to the dearth of required resources. The absence of a technological environment in rural Sri Lanka has aggravated the issue, debarring the rural ESL learners from switching from a traditional classroom to an online classroom.

The research was conducted in Anuradhapura district and twenty-five research participants from the rural sector were incorporated in this study. The research participants were interviewed and provided with questionnaires regarding the repercussions of not being able to continue both primary and secondary ESL education during the COVID-19 pandemic. The research underscores the need to establish equality in education where all the ESL students, regardless of their socioeconomic status, geographical location, and ethnicity are allocated with equal resources.

**Sachin Wanniarachchi**  
(sachinwanniarachchi100@gmail.com)  
Bhiksu University of Sri Lanka, Sri Lanka

# SESSION 5 14:40-15:10

## Room 1

### High School Students Mini-Symposium: Changes Needed for Implementation in the Japanese School System

Student Showcase Presentation 生徒ショーケースプレゼンテーション, English 英語

This student symposium panel discussion features four freshmen Japanese high school students who have experienced overseas education before starting their Japanese school lives. Collectively they will compare their various educational experiences from the US, China, Thailand, and Japan. These will cover a range of different topics:

**Tenki Yamada:** The difference in curriculum and learning experience between schools in California and Japan

**Miki Matsumoto:** The differences in educational technology usage between Japanese and American schools

**Mitsuki Saito:** The differences in how social issues are taught in schools in IB schools in China and Japan

**Sara Inoue:** The differences in opportunities regarding school activities in schools in Thailand and Japan

Moderator: **Rab Paterson**

Tokyo Gakugei University International Secondary School,  
Japan

## Room 2

### This Challenging Moment: Strategies, Successes, Regrets and Reflections

Practical presentation 実用的なプレゼンテーション, English 英語

Well before the pandemic, Davidson (2017) was calling to restructure the university, Barker (2010; JALT plenary 2019) was advocating autonomous student language practice, and teacher-researcher Mette-Mork was compiling and sharing resources on the Internet which students could access for independent practice in ever more advanced ways. Autonomy researchers were also making strides, recently finding conclusively that autonomy strengthens positive outcomes for learners (Donald et al., 2021). Now we are suddenly in the future they envisioned, but community for learners, and their working together has become a renewed debate. Reading, perhaps the most autonomous skill, has meanwhile become the invisible elephant in the room. Especially now, we need ways to bootstrap, facilitate and help learners to fluent, independent reading for both autonomous learning and scaffolding their empowered participation in groups. Fortunately we can, especially if we incorporate the social with autonomy and have students create in response to reading: then, share.

**Anna Husson Isozaki** (anna.h.isozaiki@gmail.com)  
Gunma University, Japan

## Room 3

### 3-Minute Lightning Presentations

Three-minute lightning presentations give presenters the opportunity to present their research or practical presentations in a condensed and concise manner. Each presenter has three minutes to present their key points of their research, though there will be time for discussion and/or questions after all presenters have had a chance to present.

There will be a 2-minute break between each presentation to allow individuals time to setup their presentations.

Abstracts for the lightning presentations may be found on the next page.

#### 3-minute lightning presenters:

**George MacLean** (george@gec.lab.u-ryukyu.ac.jp)  
University of the Ryukyus

**Jesse Reidak** (jesse.reidak@gmail.com)  
Private elementary school

**Teodor-Florin Zanoaga** (t.zanoaga@laposte.net)  
Centre Alfred Ernout, Sorbonne University, Paris,  
France

# SESSION 5 ROOM 3

## LIGHTNING PRESENTATIONS

### Presenter 1 - Room 3

#### Using Spreadsheets for Immediate/Accelerated Feedback in Communicative Language Teaching Contexts

3-minute presentation 3分間プレゼンテーション,  
English 英語

Communicative language teaching activities such as those used in Performance in Education (PIE) are guided by research that indicates feedback and negotiation of meaning are critical aspects of language learning (Long, 2017). Some of these activities ask learners to extend themselves (for their ultimate benefit) slightly beyond their habitual comfort zones. Without due diligence, especially in online contexts, such activities can be difficult to teach, evaluate, and document to everyone's satisfaction — learners, teachers, and administrators. Spreadsheets can help remedy this quandary and teach students ICT employability skills at the same time. Basic spreadsheet usage is not difficult, and teachers can use them to actualize many possibilities.

This quick talk will demonstrate a proven assignment that (a) enables latitudes of choice for learners, (b) can be used in online or face-to-face contexts, and (c) immediately conveys feedback to students about their efforts.

**George MacLean** (george@gec.lab.u-ryukyu.ac.jp)  
University of the Ryukyus

### Presenter 2 - Room 3

#### Motivating Elementary School Students to Utilize Sustainable Development Goals in Their Lives

3-minute presentation 3分間プレゼンテーション,  
English 英語

The United Nations proposed 17 interconnected Sustainable Development Goals (SDGs) for global educational institutions to use as a blueprint to create a more livable future. The SDGs were implemented in 2015 with an intended endpoint of 2030. The Japanese education ministry (MEXT) has proposed that teachers integrate SDGs into program curriculums. The 17 SDGs contain complexities that young learners may find challenging in their L2. Incorporating SDGs into L2 curriculums for young learners can be achieved if SDGs are simplified. This presentation focuses on how students can simplify SDGs into sustainability-related goals (SRGs). The purpose of the study is to encourage students to co-construct SRGs that they feel are relevant in their daily lives.

A combination of pedagogical approaches can be used to introduce young learners to SRGs. Task-based language teaching (TBLT) offers teachers the ability to present sustainability-related realia to students. Via pre-task/task/post-task sequences, learners will be able to collaboratively brainstorm, discuss, and create skits regarding SRGs relevant to their lifestyles. The pedagogical design of this lesson is intended to act as a base upon which more SRG content can be conducted in ESL or content-based classroom settings.

**Jesse Reidak** (jesse.reidak@gmail.com)  
Private elementary school

### Presenter 3 - Room 3

#### Elements Connected to the Francophony in the Handbooks of FLE

3-minute presentation 3分間プレゼンテーション,  
English 英語

The purpose of my communication is to analyze the linguistic and non-linguistic elements connected to the Francophony in ten handbooks of French as a foreign language (FLE).

Firstly, we will establish a typology of these elements based on their contents (texts, images, audio documents, lexical/grammatical particularities, aspects related to the culture of the Francophone regions).

Then we will see which communication skills are more appropriate to be developed through these elements, case by case, and how the selection of the more appropriate elements should be made.

Should we include these contents in handbooks of general French or should we include them in alternative booklets to be consulted alongside?

A particular attention will be given to the contents related to the regional Francophone cultures that could be found on YouTube. We will study how they can be improved and how they could be used within a didactic sequence.

At the dawn of this post-pandemic era, French become a polycentric language, and taking into account the specific elements of the Francophone regions is a part of the new teaching trends that stress more and more the learners' specific purposes.

**Teodor-Florin Zanoaga** (t.zanoaga@laposte.net)  
Centre Alfred Ernout, Sorbonne University, Paris, France

# SESSION 6 15:15-15:45

## Room 1

### Supporting Change: On Teaching and Learning in the 21st Century

Research presentation 研究プレゼンテーション, English 英語

In the course of our careers in education, most of us have probably had to write a "philosophy of teaching" essay as part of a job application. With a focus on teaching, perhaps the more relevant question gets overlooked: what is your philosophy of learning? What does it mean to learn and how has the conception of learning over the last few generations?

This paper describes a faculty development program that was introduced at a private Japanese Higher Education Institution (HEI) in the spring of the 2021 school year. The goal of the program was to help facilitate the same kind of changes in faculty that we hope to see in our students.

Beginning with an overview of the primary theories on learning, this paper then describes the continuum of control where learning occurs and highlights the role technology can play in changing how we, as teachers, can better facilitate learning. It concludes with an argument that teaching in today should support the learning needs of students in the 21st century.

**Ross Miller** ([research@rossemiller.net](mailto:research@rossemiller.net))  
Otemon Gakuin University, Japan

## Room 2

### Student-Created Infographics as a Multifaceted Tool in Remote Teaching

Practical presentation 実用的なプレゼンテーション, English 英語

COVID-19 pandemic has challenged teachers and students on all levels of education to quickly adopt new methods and tools. This paper presents an example of best practice we used to overcome some of the challenges of teaching English for Specific Purposes to undergraduate students during the pandemic.

Teacher-created infographics have proven to be a useful instructional tool, but we decided to use it differently by having students create their own content. Student-created infographics became a multifaceted educational tool. It allowed the students to develop new skills and learn through a practical assignment that engaged them on all levels of cognition according to the revised Bloom's taxonomy. It allowed us to assess and evaluate their knowledge, which was especially useful in the context of remote teaching. Finally, the infographics were used as a promotional tool for the academic institution and an educational tool for the other students and the general public.

**Kristina Bradvica Sancic** ([kbradvica@fpz.unizg.hr](mailto:kbradvica@fpz.unizg.hr))  
Faculty of Transport and Traffic Sciences, University of Zagreb, Croatia

**Ana Kovacic** ([akovacic@pbf.hr](mailto:akovacic@pbf.hr))  
Faculty of Food Technology and Biotechnology, University of Zagreb, Croatia

## Room 3

### Teaching Languages for Business Purposes in Seoul (South Korea) and Vienna (Austria) During the COVID-19 Pandemic

Practical presentation 実用的なプレゼンテーション, English 英語

The present paper addresses the commonalities and differences of teaching languages for specific purposes (LSP), specifically English and Spanish for business purposes, in Seoul, South Korea, and Vienna, Austria, all in the context of the COVID-19 pandemic between 2020 and 2021. The survey covers both university and private academy settings and the chosen strategies to cope with the uncertainty and unpredictability of pandemic-related measures in each case, ranging from online and hybrid teaching to actual postponement and cancellation. The shared experiences seek to contribute to the still current context of language teaching and the mechanisms adopted in different institutions and cultures as well as their possible implications for the field of LSP in similar scenarios.

**Carlos Rocha Ochoa** ([crochaoc@wu.ac.at](mailto:crochaoc@wu.ac.at))  
Vienna University of Economics and Business, Austria

# SESSION 7 15:50-16:20

## Room 1

### Target Language Use by L2 Teachers During COVID-19 Online and Offline Education

Research presentation 研究プレゼンテーション, English 英語

The amount of target language use (TLU) by non-native teachers has been shown to be constrained by personal and teaching practice-related factors (Bateman, 2008). In the present talk we will present our study investigating the effects of educational setting (online vs. offline) on TLU during COVID-19.

By means of an online questionnaire data were collected on the amount of TLU by foreign language teachers ( $n = 60$ ) in the Netherlands during offline pre-COVID-19 education, online home schooling, and offline post-homeschooling education. The focus was on TLU in grammar instructions and instructions related to speaking, writing, reading and listening, while controlling for both the learners' and teachers' language proficiency, pedagogical skills, years of experience, and TLU with colleagues.

The results showed less TLU during online education for instructions in all language competences (but not in grammar instructions) and that teachers' experience and TLU with colleagues affect this effect of educational setting.

**Marco Bril** ([m.brileeu.nl](mailto:m.brileuu.nl))

Utrecht University, The Netherlands

## Room 2

### Pandemic Teaching Practices to Keep

Practical presentation 実用的なプレゼンテーション, English 英語

It has been a long couple of years for teachers, filled with a lot of new things to learn. We've found new ways to be flexible with our planning, to incorporate technology more effectively, and to embrace teaching less while connecting more with our students. We've found ourselves becoming better communicators and more creative assessors, and have an appreciation of the importance of fun for student (and teacher) well-being. In this session we'll look at some teaching practices worth keeping as we move back into classrooms.

**Barbara Hoskins Sakamoto**

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

International Teacher Development Institute

After Session 7, we will have a short 5-minute break, then the Closing Remarks in the Main Room, and then our online social networking event with any and all attendees and presenters who can make it. So, bring drinks and snacks, and we look forward to making new friendships and continuing old ones. We hope to see many of you there!



# OKINAWA JALT OFFICERS

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## Become a member of the Okinawa JALT chapter!

The Japan Association for Language Teaching (JALT) is a nonprofit organisation 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!

<https://jalt.org/joining>

## 2022 Okinawa JALT Events

- Feb 27 (Sun): Diversity Feminist Language Games and DEI Tactics to Enrich EFL Pedagogy in Japan, Co-Sponsored with Yokohama JALT
- Mar 20 (Sun): Hands-On Language Teaching (HOLT)
- Jul 17 (Sun): Summer Language Teaching Symposium
- Jul 29-31 (Fri-Sun): PIE SIG 4th PIE: Research & Practice Conference/Student Showcase/Film Festival, Co-Sponsored with PIE SIG
- Oct 9 (Sun): 21st Century Language Teaching Conference with TYL SIG

For more information, please visit our website!  
<https://okijalt.org/>

\*DISCLAIMER: Events may be in-person, hybrid, or online depending on the situation.

Okinawa JALT has two main purposes: professional development for language teachers and 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 every other month at local university venues.

We also offer "Flex Events" for those wishing to organize their own workshops or conferences.