



OKINAWA JALT

2021 Summer Symposium

Sunday, July 25, 2021
(12:00-18:30 Tokyo Time)

令和3年7月25日(日)
(12:00-18:30 東京時間)

2021 Okinawa JALT @ 40: Examining the Past, Present, and Future of Language Education

Zoom Link
(Please ensure you have the latest version of Zoom installed on your devices.)

25 July, 12:00 JST (GMT+9)

Zoom ID: 868 8650 4789

Passcode: 088239

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



Scott Thornbury

Dr. Andy Curtis

FOREWORD

We are delighted to host the *2021 Summer Symposium*. Our theme this year is *Okinawa JALT @ 40: Examining the Past, Present, and Future of Language Education*. This event commemorates Okinawa JALT's 40th anniversary.

We are excited to have two world-class keynote speakers Dr. Andy Curtis and Scott Thornbury here to help us celebrate. We look forward to their talks on their current views on language learning and teaching.

Okinawa JALT welcomes scholars from all over the world to all of our conferences to share their knowledge.

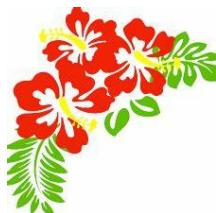
We would like to take this opportunity to express our gratitude to all of the volunteers and the team of officers who have been working 24/7 to help create and promote an atmosphere of learning, sharing, and professional development. We would also like to thank the many presenters who will be joining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

Okinawa JALT 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 extremely active chapter with

members from a broad range of teaching contexts, from K-12 to post-secondary 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 one of the largest and most active professional organizations for teachers in Japan.

Welcome to our event!

*George MacLean & Anne Hendler
2021 Conference Co-Chairs*



WELCOME TO OKINAWA JALT

SCHEDULE

12:00-12:15 Registration: Main Zoom Room

Opening Remarks

12:15-13:15 **Keynote: Dr. Andy Curtis**
Main Zoom Room

15-minute break

13:30-14:00 Session 1: Presentations

10-minute break

14:10-14:50 Session 2: Presentations

10-minute break

15:00-15:30 Session 3: Presentations

10-minute break

15:40-16:10 Session 4: Presentations

10-minute break

16:20-16:40 Session 5: Presentations

20-minute break

17:00-18:00 **Keynote: Scott Thornbury**
Main Zoom Room

18:05-18:15 Closing Remarks

18:15- Social/Networking Event with
Presenters & Attendees

KEYNOTE PRESENTATION

'Leader-Less-Ness' in Language Education

Main Room

12:15 - 13:15

Dr. Andy Curtis (Anaheim University)

Dr. Andy Curtis received his M.A. in Applied Linguistics and Language Education and his Ph.D. in International Education both from the University of York, England. In 2015, he was elected to serve as the 50th President of TESOL International Association. He has (co)authored and (co)edited nearly 200 publications, including articles, book chapters and books, and presented to more than 50,000 language educators in nearly 100 countries. He is currently an online professor in the Graduate School of Education at the University of Anaheim. He is based in Ontario, Canada, from where he works with language education organizations around the world.

Abstract

'Leader-Less-Ness' is a term I use to highlight the lack of literature on leadership in language education. While we are often overwhelmed with books on methodology, technology and latest fads and fashions in foreign language education, there has been a long-time, on-going dearth of work on leadership in our field. Why and how did this conspicuous-by-its-absence gap in our field come about will be the starting point for this keynote address. We will also look at why this gap needs to be filled as a matter of urgency, what will happen if it is not, and how we can help prepare the next generation of leaders in language education in a post-pandemic world.



After the Keynotes we will have a short break where you can ask questions or go to the Chillout Room (Breakout Room 3) and socialize. Additionally, after each session we will also have a break of 10 minutes, and of course, attendees and presenters can also stay in the Chillout Room to continue discussions until the next session begins.

SESSION 1 13:30-14:00

Okinawa Chillout Room



Breakout Room 2

Criticality and ELT in Japan: Re-imagining Issues and Approaches to Inquiry/Practice

Invited Speaker presentation, English 英語

Critical scholarship examining English language teaching (ELT) in and beyond Japan has historically identified essentialized and idealized “nativeness” in English as the foundation for dominant approaches to theory, research, policymaking, materials development, assessment, teaching, and hiring practices. This has resulted in a primary focus on problematizing such “nativeness” to critically and practically account for diversity and complexity, identity- and interaction-wise. Recent scholarship has alternately contended that the construction and maintenance of “idealized nativeness in English” is situated in broader contextualized, sociohistorical negotiations of being and belonging. In Japan, addressing idealized “nativeness” in English (and in education in general) thus involves attention to how constructions of Japanese/Otherness within Japan, and the juxtaposition of Japanese/Otherness in terms of “the world beyond,” marginalize and erase the voices of individuals negotiating identity and community membership in Japanese society. Of particular concern is the dominant narrative that Japan is a sociohistorical site of homogeneity, and that diversity and complexity are both new and from “outside.” In this presentation, I will provide participants with a few suggestions to guide how they approach: a) highlighting and challenging the essentialization and idealization shaping and shaped by ELT in Japan, and b) accounting for diversity and complexity in classroom practice.

Nathanael Rudolph
Kindai University

WORKSHOP 13:30-14:30

Breakout Room 3

Zotero: See it. Save it. Sort it. Search it. Cite it!

Invited Speaker presentation, English 英語

Zotero is a free, open-source, cloud-based, bibliographic, and reference management software. In plain English, that techno speak translates into an academic lifesaver! That is a bold claim but one that is easily backed up by a careful examination of Zotero. For a start, Zotero effortlessly imports references directly from Google Books, Google Scholar, Amazon, many news sites, academic databases, and other sources. Those few online sources it does not automatically import can easily be manually added, as can non-digital sources. It can even store PDFs, images, videos, and more. Furthermore, each entry can be sorted into folders or arranged by tags, and notes can be attached to each entry for making annotated bibliographies. Zotero has a wide range of style sheets with more being added every day, giving it the ability to format works cited/bibliographies into almost any style. It works easily with Google Docs, Microsoft Word, and other word processors and collections of references. Annotated references can easily be shared and collaborated on in group project work. Best of all is the fact that as it is open source it is free. This workshop will go over most of the main functions so you can get up and running with Zotero for your research.

Rab Paterson
Toyo University-Centre for Global Education and Exchange

SESSION 2 14:10-14:50

Breakout Room 1

The C Factor: The Overlooked Dynamic in Successful Language Classes

Invited Speaker presentation, English 英語

Every teacher knows that some classes click and some don't. Those that do are more likely to engage, more likely to stay on task, and more likely to produce a positive energy. They are a pleasure to teach. Those that don't are a labor. In those classes, speaking activities erode into silence, exercises get only minimally completed, absence rates are high, and sometimes there is an ether of negativity. We know some factors that cause these class conditions, such as: whether it is after lunch or not, appropriacy of materials, and teacher attitude; but I'd like to explore another cause, the C Factor – rarely mentioned in the literature, but extremely important in aiding student learning, achievement, and even mental health.

Neuroscientists like Lieberman have recently identified how this key factor is a part of the Default Mode Network, and psychologists like Cozolino explain that in overlooking it, Western psychology has put forward a wrong definition of "human." I consider it the most important factor in getting learners into the right "brain state" for learning, borrowing an expression from Terry Small.

To find out what the C Factor is, and how you can strengthen it, come to this workshop.

Curtis Kelly
Kansai University

Breakout Room 2

The EFL World Continues On: The Argument for Performance in Education

Invited Speaker presentation, English 英語

Pandemic! Pandemic! Pandemic! Chicken Little is crying that the sky is falling. Yes, the coronavirus has hit the world hard, damaging economies, overburdening hospitals and health workers, devastating families. It has been a scourge, and it has definitely affected the EFL world. However, the basics of education have not changed fundamentally. This presenter will first list the effects COVID-19 has had on the profession, then enumerate the still remaining fundamentals that have not changed, and finally, will reiterate the benefits and the need for Performance in Education in EFL classes.

David Kluge
Nanzan University



WORKSHOP, CONTINUED

13:30-14:30

Breakout Room 3



SESSION 3 15:00-15:30

Breakout Room 1

Teaching Speaking - My Past, Present, and Future

Invited Speaker Presentation, English 英語

In this presentation, I will examine the ways I taught speaking skills in the early days of my language teaching career. I will then explain a current change to using near-authentic materials in my conversation skills classes. To facilitate learner understanding of complex spoken discourse, the language is broken down into discrete interactional moves which students practice before engaging with the near-authentic dialog in its entirety. Finally, with the recent shift to emergency remote teaching during the pandemic, I will explore one possible future of teaching speaking online.

Andy Boon
Toyo Gakuen University

Breakout Room 2

Frequency of Sentence Patterns and Topics in Elementary School English Textbooks: *We Can! 1* and *We Can! 2*

Invited Speaker presentation, English 英語

This presentation aims to identify the relationship between the frequency of sentence patterns and topics in two elementary school English textbooks, *We Can! 1* and *We Can! 2*. The results indicate the following. First, a total of 35 sentence patterns were found. In *We Can! 1*, the frequency of these patterns was identified in 414 samples (mean: 11.8) and in *We Can! 2*, the frequency was observed in 879 samples (mean: 25.1). An estimated 40% of sentence patterns, which appear over 16 times, satisfy the conditions of language acquisition (Nation, 2001). Second, there was a corresponding match, estimated at about 88%, between sentence patterns found in the two textbooks and the list of sentence patterns recommended in early childhood second language research as well as CEFR-J Grammar Profile (A1). However, there were five sentence patterns that did not appear: present progressive, possessive-'s, past regular verb (only 'enjoy' appeared), third singular-s, we are-. Third, the relationship between sentence patterns and topics indicates a strong relevance for students in terms of familiarity in everyday situations and their developmental stage. Topics are grouped into four categories: student's memory and dreams, self and others, everyday situations, and Japan and foreign countries. Lastly, there were nine sentence patterns that frequently appeared throughout the textbooks. These included sentence patterns such as: I like apples (ex.), I'm ~ (ex.), She can swim fast (ex.), and I want to ~ (ex.).

Masanori Tokeshi
Meio University

Okinawa Chillout Room



SESSION 4 15:40-16:10

Breakout Room 1

Speaking My Language and Being Beautiful: Pluralistic Language Teaching Approach in the Ryukyus

Invited Speaker presentation, English 英語

As I am located in the Ryukyuan archipelago in modern-day Japan, I focus on the local sociolinguistic landscape in the Ryukyus including indigenous Ryukyuan linguistic varieties, Standard Japanese, Okinawan-Japanese, and English as a global/international language. Previously, Indigenous linguistic varieties have been oppressed and assimilated into Standard Japanese, resulting in language endangerment in all the Ryukyuan languages. The educational policy assimilating local languages promotes linguistic self-orientalism among speakers. With a discussion of pluralistic approaches in the English language teaching, I focus on future educators' identity negotiations expressed in language portraits. How can teachers (e.g., future language teachers) accommodate a pluralistic approach in micro-level language planning in the classroom? Employing ethnography of Language Planning and Policy (LPP) and action research in language teacher training courses, I focus on translanguaging moments in the classroom by future educators in the course. I explore and analyze possibilities or threats of using translanguaging practice to raise (socio)linguistic awareness of students in teacher training courses. I conclude the presentation by suggesting implementing the needs of macro-level language policy based on an approach to post-multilingualism with a lens towards social justice. I suggest this shift in approach for everyone to be able to speak their language and express their identities while being "beautiful," "modern," and "educated" at the same time.

Madoka Hammine
Meio University

PANEL 15:40-16:40

Breakout Room 2

Maybe It Wasn't So Bad After All: What the Pandemic Taught Us About the Past, Present, and Future of Education

Student Panel, English 英語

It seemed as if the pandemic meant students being deprived of all sources of communication and FUN in school. The lockdown had posed unprecedented challenges for both students and teachers in maintaining the quality of education while continuously boosting students' motivation. As such, students had their own unique opinions and experiences regarding the new norm. This hour-long session will provide our personal perspectives on new learning methods we encountered and the flaws of Japanese education that were exposed in the process. Moreover, we will reflect on how we've grown personally through recognizing the impact on our self-management and -improvement. We hope that our past and present journeys can provide audiences with beneficial viewpoints on the future of education that can be utilized when moving forward, because in the end, it might not have been that bad after all.

Aya Yamauchi, Honami Kimoto, and Mitsuki Saito, with Rab Paterson
Tokyo Gakugei University International Secondary School (TGUSS)



SESSION 4 15:40-16:10

Breakout Room 3

The importance of exam moderation workshops

Invited Speaker presentation, English 英語

High-stakes exams are common place within English language teaching, and teachers are expected to know these exams intimately, often being asked to teach them to learners, provide feedback on mock assessments, and guide learners in their progress toward successful completion. However, there is a distinct lack of teacher education regarding how to provide effective instruction and feedback to learners. In this workshop, we look at why exam moderation workshops are more than just niceties, as well as a number of workshop ideas that aim to develop teachers as examiners, increase inter-rater reliability, and, ultimately, aid teachers in helping them make their learners successful.

Jim Fuller
Sponge ELT

Jim Fuller is a teacher, trainer and blogger who has taught extensively throughout Italy and Spain. His interests lie in teacher education, task-based language teaching, learner autonomy and assessment literacy. When not enjoying the insights of a good book, one can find him blogging at spongeelt.org, often sharing his insights into teacher training and teaching. He has completed the Cambridge Delta and various other development courses.

SESSION 5 16:20-16:40

Breakout Room 1

Mixing Past, Present, and Future Methods for Language Survival and Revival

Invited Speaker presentation, English 英語

"It takes only one generation to lose a language and at least three generations to restore that language."

— Tariana Turia, 2011

Deemed a critically endangered language by UNESCO (2009), the Ainu language has been a focus for, first, preservation and then revival. In March 2021, a new hybrid style of language learning was developed to serve Ainu language learners and teachers interested in strengthening the Ainu language. The online Te Ataarangi Ainu Language Class draws from elements of the "Silent Way," first proposed by Caleb Gattegno (1963), which has been a proven language pedagogy for endangered languages when looking at the New Zealand Maori example "Te Ataarangi." Learner location and the current pandemic situation mean that this class has been created in a completely online environment with weekly 90-minute classes via the online video conferencing tool Zoom and also self-access revision and study materials via the Moodle LMS. In this short presentation, the method and style of the online classes will be described and also how Zoom and Moodle are utilized for this online learning environment.

Mathew Cotter
Hokusei Gakuen University Junior College

PANEL, CONTINUED

15:40-16:40

Okinawa Chillout Room

Breakout Room 2



KEYNOTE PRESENTATION

Swings and Roundabouts: Where We've Been and Where We're Going

Main Room

17:00 – 18:00

Scott Thornbury

Scott Thornbury is a teacher and teacher educator, with over 40 years' experience in English language teaching, and an MA from the University of Reading. Until recently he taught on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain (where he lives), and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology, as well as authoring a number of papers and book chapters on language and language teaching. Scott is a series editor for the *Cambridge Handbooks for Teachers* (CUP). He was also the co-founder of the dogme ELT group. You can find out more about him at his website <http://www.scottthornbury.com>

Abstract

The history of language teaching methods is characterized less by a steady progress from darkness into light than by a series of pendulum swings and recurring cycles. Nowhere is this more apparent than in attitudes and approaches to the teaching of grammar. Equally volatile are attitudes to the use of the learners' L1, and to the accuracy vs. fluency polarity. In this talk, I will review the history of language teaching methods from this cyclical perspective, and attempt to tease out some of the key dimensions along which different methods can be grouped. At the same time, I will dare to predict the next swing of the pendulum, and/or spin of the roundabout.



CLOSING REMARKS

MAIN ROOM
18:05 – 18:15

SOCIAL/NETWORKING EVENT

MAIN ROOM
18:15 – ∞

UPCOMING EVENT

3rd

Performance in Education: Research and Practice *Hybrid* Conference/ Student Showcase/ Film Festival/ Photo Gallery

September 17-19, 2021

Nanzan University / Online

<--See website for call for papers and registration!



Plenary Speakers:

Dawn Kobayashi
Researcher

Cyrus Nozomu Sethna
Filmmaker



PERFORMANCE
IN
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2021

After the Keynote, we will have a short closing statement and then an online social networking event for attendees and presenters. 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 @ 40: A photographic introspective





