

# 2008 JALT Hokkaido Language Conference Schedule "Hokkaido Nabe - Helping Students to Help Themselves"

## Morning Presentations 10:15 ~ 11:00

### **Role of English in building a stronger school-wide academic program**

Room A

Marshall Smith Obihiro University of Agriculture and Veterinary Medicine  
with Hirozumi Tokioka, Glen Hill, David Campbell

In academics, English is traditionally viewed as an independent department functioning on its own with little, if any, cooperation or interest coming from non-English-related students and staff of an institution. But with the changing times and increasingly competitive environment that has quite dramatically impacted education in Japan, it may be time to more seriously consider some options for making one's English program more viable, and even indispensable, to the overall success of a school. Among available options include English resource center, language support for research in other departments, networking with other departments, creating more opportunities for improvement of English skills among students and staff, promoting a more "international" environment school-wide, and utilizing computer-related options. Discussing such options for enhancing one's English program will also set one well on the way towards reaching this year's conference objective of "helping students help themselves".

*Marshall Smith has been teaching mainly health-related content courses in Japan for 15 years. He has also worked in development in several Asian countries. His interests include health and education for sustainable development (ESD). email: [marshall \(at\) obihiro.ac.jp](mailto:marshall(at)obihiro.ac.jp)*

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### **Literacy skills for the data-age: A three-year curriculum**

Room B

Johnathon John, Chitose Institute of Science & Technology

This presentation outlines the curriculum I have developed over ten years teaching compulsory English classes for science and technology majors at Chitose Institute of Science and Technology. Classes have typically been of sixty students, with little or no motivation for learning English, and I have thus avoided 'teaching English', concentrating instead on "information literacy" and "expressing ideas" through a variety of communication tools including English. My current courses may be taken as discrete units, but are progressive in their complexity. The key foci are creative thinking & visual skills (visual literacy). First I will give a PowerPoint presentation which I use as 'orientation' for students, laying out the background and mindset of the curriculum, then give a detailed description of typical processes/activities involved in the first two of the following list of courses

- First Year Fall: emphasizes expression of ideas through parallel exploration of language functions, thinking functions, and MS Word functions.
- Second Year Spring: a series of 'explorations' of the 'logic' of web-based information utilizing simple search strategies (targeting, menus, keywords, scanning for relevance & comprehension).
- Spring Year Fall: researching a topic of choice & presenting results in document form.
- Web tools: text logic, resources, citations, keywords.
- Mind tools: simplicity, 'Questionizing', analysis, synthesis.
- Presentation tools: MS Word Format & Drawing menus, colour, images, layout, etc.
- Third Year Spring & Fall: Collaborative Project with a 'hardware human-interface design' teacher and a 'Software Design / Computer-Science' teacher.

Handouts will be available, with a variety of information related to my presentation.

*English. 15 years in Australia, 15 in Japan. Vegetarian. Like cooking reading, and the gym. Research for many years: 'face'. These days more and more focused on Visual Literacy. Otherwise I take photos, create images (especially using copy-machines as a tool/medium), and am writing a novel.*

*email: [j-john\(at\)photon.chitose.ac.jp](mailto:j-john(at)photon.chitose.ac.jp)*

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**Preparing learners for success in academic environments abroad**

Room C

Yuka Maruyama, Rikkyo University, Tokyo

Jacob Schnickel, Rikkyo University, Tokyo

This presentation will introduce the newly formed College of Intercultural Communication at Rikkyo University in Tokyo. It will discuss the aims of the college and describe some of its unique features. The presentation will then focus on the design of an academic discussion skills course. The course features a six-student maximum, which allows each student ample opportunity to speak in class. This prepares students, all of whom will study abroad in their second year, to succeed in an academic environment in which English is used. The course has been designed to integrate discussion skills and academically oriented content. Students develop a range of skills, including turn-taking, clarifying, supporting opinions, and expressing objections. These skills are employed to discuss themes such as education, public manners and gender issues. Finally, the presenters will reflect on their first semester at the college, share some learner feedback and discuss the future of the course.

*Yuka Maruyama, M.Ed., TESOL, is currently teaching at Rikkyo University, College of Intercultural Communication and is a PhD candidate in Applied Linguistics at Sophia University. Her research interests are in curriculum development, extensive reading, and vocabulary studies.*

*email: [y-maruyama\(at\)rikkyo.ac.jp](mailto:y-maruyama(at)rikkyo.ac.jp)*

*Jacob Schnickel, M.A. Curriculum and Instruction, teaches at Rikkyo University, College of Intercultural Communication. His research interests are curriculum development, academic writing and peer support among university students. email:*

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**Social constructivism in the language learning classroom**

Room D

Nicholas Yates, Kanda University of International Studies, Chiba

Picture an energetic classroom, with learners fully engaged with the activity in the target language, students helping and supporting each other by discussing a topic deeply, by brainstorming broader ideas and by making connections between different personal experiences and information. Is there a secret to this success or a silver bullet solution? It is unlikely, but there is social constructivism, a theory that enhances learning by creating an environment where students are actively constructing meaning from ideas, knowledge and experiences, thinking and exploring deeply into topics and building knowledge by using different cognitive processes. This presentation will outline different ways this framework can influence and enhance language learning in the classroom. A brief description will be given, followed by examples from the presenter's own classroom experiences at Kanda University of International Studies. Next, practical applications of the social constructivist framework will be presented, and the ease of applying this user-friendly framework will be demonstrated by discussing different language classroom activities and projects used in both a freshman English course and a junior/senior content-based course. Data collected through surveys on student perceptions will be offered along with personal reflections on applying social constructivism in the classroom.

*Nicholas Yates is a lecturer in the International Communication department at Kanda University of International Studies, Japan, where he is researching Computer Assisted Language Learning, Second Language Writing, Language Teaching Methodology and Teacher Development and Training. His current research is influenced by his graduate studies at the University of New South Wales, including Multimedia studies, Japanese language, and TESOL. email: [nyates\(at\)kanda.kuis.ac.jp](mailto:nyates(at)kanda.kuis.ac.jp)*

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**Sing-alongs effectively teach linking and reduction**

Room E

Naomi Suzaki, Hokkaido University, Sapporo, Hokkaido

Goh Kawai, Hokkaido University, Sapporo, Hokkaido

We developed a series of 2-month, daily, 30-minute lessons for Japanese university freshmen learning letter-to-sound rules, segmentals, linking, and reduction. Each lesson incorporated 5 steps: (1) a speaking and listening pre-test, (2) a lecture, (3) group practice, (4) listening and sing-alongs, and (5) a post-test. Overall, 176 students (108 men, 68 women) participated in our 34 teaching sessions. We measured pronunciation production using a total of 338 pre-test and 508 post-test items. Quantitative analyses indicate that sing-alongs improve linking and reduction, and reduce vowel epenthesis. We measured pronunciation perception using a total of 281 pre-test and 301 post-test items. Analyses suggest that, even without explicit listening practice, production training improves perception. Our learners sung vocal oriented songs simultaneously with the artist's recording. Singing seems to teach syllabic structure effectively when each syllable in the lyrics correspond to one musical note, and when the height of neighboring notes vary greatly, thereby delineating linking (e.g., "not a cloud in the sky" is sung as "no ta clou din the sky"). Diagnosing reduction is also straightforward, because enunciating unstressed syllables results in singing out of step. Identifying struggling students is especially useful when teaching in groups. The limitation of this technique is learning the prosody of spoken utterances, which is largely lost in songs.

*Naomi Suzaki has over 9 years' EFL experience in middle schools, and is currently a graduate student majoring in pronunciation learning at secondary and tertiary levels. She expects her MA in March 2009, and seeks a position teaching English at a middle or high school in Hokkaido.*

*email: [naomisue\(at\)imc.hokudai.ac.jp](mailto:naomisue(at)imc.hokudai.ac.jp)*

*Goh Kawai has 10 years' experience in corporate research and 9 years in university teaching. His interests include integrating linguistic knowledge in language processing technology, and applying such technology to nonnative language learning. He has a BA in linguistics, an MA in educational technology, and a PhD in information and communication engineering. email:*

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## **Morning Presentations 11:15 ~ 12:00**

### **Autonomy in the Japanese context**

*Room A*

Rachael Ruegg, Kanda University of International Studies, Chiba

In recent years, there has been a lot of focus on autonomy in the language classroom. Numerous advocates of autonomy for the learning of English believe that if we train our learners to be able to work in a self-directed way, then they will not only be able to keep learning for their lifetime, but they will also be enabled to use the language they have learnt without their teacher's presence. However, many maintain that autonomy is a Western concept not suited to Asian learners because of the cultural desire to feel connected with other people, to feel the 'relatedness' that comes when one is part of a group. In addition, it is often stated that peer assessment is not appropriate for Japanese learners. The present research was carried out in a four-year university of international studies in central Japan to see in what ways and to what extent autonomy is suitable for Japanese university students. Particular focus was put on the learners' ability to accurately assess their peers' language performance and their preferences regarding groups in the classroom. Research results will be presented and implications discussed.

*Rachael Ruegg completed an MA in Applied Linguistics through Victoria University of Wellington, New Zealand in 2006. She is a lecturer in the ELI (English department) of Kanda University of International Studies in Chiba, Japan. Her main research interests include testing, vocabulary, writing and classroom dynamics.*

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### **The necessity of substantial output in an extensive reading class**

*Room B*

Emilia Fujigaki, Sapporo International Junior College

It is imperative that teaching Extensive Reading (ER) in EFL/ESL classes, to promote language acquisition and fluency, be a fixed part of junior college/university curricula in Japan. Even though the day of implementing ER in secondary education programs nationwide seems to be far away, many English teachers and researchers promote and teach ER recently. By introducing graded

readers or easy books in class, teachers can begin to close the gap between the grammar- or topic-structured presentation of language in textbooks and the natural flow of a living language. In addition to reading activities, activities that require a substantial writing or speaking output during an ER course allow learners to see their own progress. Teachers should assess written/spoken summaries from the point of comprehension when the reading activity is a goal in itself, and should not require a polished delivery. Teachers also need to create different criteria for students who try hard but fail, and for those who read without straining but don't stretch their efforts beyond the minimum required to earn credits for the class. Continuing reading should be a priority and the main goal of the ER course. In this presentation, I will show my students' written summaries as a basis for the discussion, explain the activities held in class, and present the results of the questionnaires given at the beginning and at the end of the course.

*I'm a Polish born English teacher who learned English primarily through extensive reading. I hold a degree in Art Education. I love drawing pictures, baking my own bread, riding horses and reading. In my current teaching environment I teach using both Japanese and English classroom languages. email: [fujigaki\(at\)ed.siu.ac.jp](mailto:fujigaki(at)ed.siu.ac.jp)*

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### **Use of the target language and the L1: helping students to help themselves**

Room C

Brian McMillan, Kanda University of International Studies  
Damian Rivers, Kanda University of International Studies

This study examines teacher perceptions of communicative language teaching and the attitudes of teachers toward the use of L1 and the target language (TL) in the classroom. EFL teachers at a Japanese university who are encouraged to implement a communicative approach and an English-only policy in their classes, were surveyed. Teachers were asked how they felt about the use (either spoken or written) of the students' native language in the classroom when used by the teacher and by the students; teachers were also asked to react to the following statement: "Within an EFL classroom, using a 'communicative' approach requires that the teacher and student use the TL only." Finally, teachers were asked to describe the biggest difficulties or anxieties they face in the EFL classroom. In this presentation, a brief review of the relevant literature will be given, and results will be discussed with relation to teaching theory, practice and institutional policy. A number of strategies will be proposed which help students to decide autonomously, for themselves, when they should persist in using the TL and when using small amounts of their L1 can help them to further their own TL use and learning.

*Brian has been teaching French in Canada and English in Japan for the past fifteen years. He is currently in his third year of teaching at Kanda University in Chiba. His research interests include L1 use in L2 learning, teacher training, learner autonomy, and shadowing and storytelling in the classroom. email: [peibrian\(at\)gmail.com](mailto:peibrian(at)gmail.com)*

*Damian Rivers has been teaching in Japan for 9 years. He has worked at corporations such as Honda, Panasonic, Toshiba and is currently a Lecturer in the International Communication department at Kanda University of International Studies. His interests are in World Englishes, internationalization within Japan, language ideologies within Asia and task-based language teaching. email: <http://www.eapstudy.com>*

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### **Gesture to Communicate - A look at body language and perception**

Room D

Tim Blankley, Kokugakuin Junior College, Takikawa

This presentation will focus on ways body language informs the overall perceptions of the conversations we have. First I will briefly outline a few of the main aspects of body language that Desmond Morris covers in his now classic text, *People Watching*. As the main aspects of body language are covered, participants will practice identifying and doing expressive and symbolic gestures. We will also attempt to identify behaviors such as "masking," and practice "short fall-signals." Then I will briefly point out the ways I think this is relevant to EFL classroom situations, especially in regard to the way students engage and perceive each other. Some additional theory from *Difficult Conversations* will be used to support my views. Third, participants will get into groups and discuss their own positions. Finally, and in summary, we will spend a minute or three voicing two or three brief perceptions made by each group.

*Tim teaches at Kokugakuin Junior College, Hokusei and Otaru universities. Areas of interest include philosophy and psychology in language teaching and expanding his repertoire. email: [tim62\(at\)mac.com](mailto:tim62(at)mac.com)*

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**CELENT– A web-based resource for elementary school teachers****CALL Room 3**Hiroki Ishizuka, Tokai University  
Ronald Kibler, Tokai University

It has been decided that English will be introduced as an academic subject to be included in the elementary school curriculum. This means that many elementary school teachers who have never studied TEFL will now be responsible for taking English lessons into the classroom, modeling English for students, working with ALTs and performing many other challenging tasks that are new to them. CELENET is a web-based resource that is aimed at helping elementary school teachers as they prepare for their new English teaching assignments. The presentation will introduce the various aspects of CELENT, such as the Library of shared lesson plans, Learning Strategies (classroom English, Vocabulary, and Pronunciation Practice), and the Social Networking System. Participants will be able to create temporary CELNET accounts in order to access CELENT and become familiar with its the various functions.

*H. Ishizuka's most immediate focus on teaching and learning is e-learning and distance education. The role of the teacher as materials creator, and learning facilitator is of primary concern.*

*email: [ishizukaa0040@gmail.com](mailto:ishizukaa0040@gmail.com)*

*R. Kibler is interested in the development of educational materials and am especially enthusiastic about approaches that are based on the precepts of experiential learning and follow a constructivist approach.*

*email: [kibler@es.htokai.ac.jp](mailto:kibler@es.htokai.ac.jp)*

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**Lunch Break Presentations 12:10 ~ 1:00****\*This presentation will be in Japanese****多読授業で楽しめるアクティビティを紹介 (Fun Activities to Encourage Your Students to Read)****Room D**

宮内 洋子, RIC Publications

Graded Readers を使って楽しく授業をして見たいと思いませんか？  
生徒に英語への興味・意欲・満足を満たすアクティビティをご紹介します。

This presentation will show a variety of exciting ways to motivate your students to read. The speaker will show through stimulating material that students do enjoy reading when the material is right for them. The workshop will introduce activities for comprehension, speaking, listening and to enhance your student's writing skills. The goal of the session is to ensure that your students will be motivated and excited to read more.

宮内 洋子先生は12年間、語学学校で英語を教えた経験を持ち、現在RIC Publications/Scholastic UK の教育コンサルタントをしています。

Yoko Miyuchi is a teacher with over 12 years of hands on experience. In addition she is currently an educational consultant with RIC Publications / Scholastic UK.

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**How the NEW Oxford Bookworms will help your Extensive Reading program****Room E**

Kayo Charlotte Taguchi, Oxford University Press

Extensive reading in the language classroom has become increasingly popular at universities, and has become a crucial component of independent-learning programs. This presentation will give a brief summary of extensive reading and provide an overview of the new exciting edition of Oxford's best-selling readers' series. The revamped Oxford Bookworms open a greater, wider world to your students. New stories include everything from a teary-eyed episode in a Malaysian household; a story of a vet, a Granny, and a cow in South Africa; to the triumphant story of Martin Luther King. See what's new. See the variety that is available now. See how these new Bookworms can add more to your extensive reading program. See how your students can read their way to better English!

*Kayo Charlotte Taguchi is an ELT Consultant with Oxford University Press. Before coming to Japan, she was an assistant editor for ELT skills textbooks and coursebooks in New York. She came to Japan a little over three years ago to teach English, meet teachers, and learn more about English-teaching in Japan. email: [kayo.taguchi@oup.com](mailto:kayo.taguchi@oup.com)*

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**Plenary Speakers 1:30 ~ 2:30**

**Dr. Robert Courchêne: Self Access learning and the learner****Room A**

Setting up a self-access center with the latest technology or providing students with materials will not automatically transform them into autonomous learners. Learners, like children, vary in the degree to which they are willing to be independent, to take responsibility for assigned tasks. Sheerin (1991) explains that it is difficult to change students' attitudes towards learning especially in contexts where the role of the learner is to be a passive recipient rather than an active collaborator in the learning process. To do so requires learner training that helps students prepare psychologically to be independent learners and to acquire new attitudes and strategies. This training can take the form of an initial intensive training session or be an ongoing process leading students to become autonomous learners. The level of autonomy each learner is comfortable with will be different with regard to different tasks and contexts. In leading students to become self-motivating learners, the teachers play a critical role as mentors, as providers of skills and strategy training and as developers of materials that promote autonomy. In this presentation, with an explicit focus on the learner, I will examine the role teachers, materials, and self-access learning centers play in developing learner autonomy.

*Robert Courchêne is an ESL teacher/teacher trainer within the Institute of Official Languages and Bilingualism (OLBI/ILOB) at the University of Ottawa. His research interests include the impact of culture and multiculturalism for the classroom, testing and test development and classroom-based research.*

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**Cynthia Keith: Hokkaido Nabe - Teaching kids to help themselves****Room B**

Unlike their foreign counterparts, Japanese children lead a far more sheltered and "assisted" lifestyle which may lead to difficulties with a range of issues as the child grows. Is English purely a subject you teach them to speak? or to live with? Do you teach only the language or the culture which gives the language meaning? Do you give them the finished product or teach them how to use the tools? This presentation will focus on the speakers own views to these questions and a few more.

*Cynthia Keith has been teaching young children for over 10 years. She has a background in performing arts and loves encouraging her students to talk! She has been living and teaching in Kagoshima since 1993, she runs her own English school and is a lecturer at Kagoshima University, Kagoshima Kenritsu Tanki Daigaku and Kukita Nursing College. Cynthia has held various JALT chapter and national positions and is currently the National Vice President. However, what she enjoys most of all is relaxing with friends and family at the many onsens in and around Kagoshima.*

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**Afternoon Session 2:45 - 3:30****Active Skills for Communication****Room A**

Michael Cahill, Cengage Learning K.K.

What's so important about making learning active? Everything. Brain studies show us that how deeply something is learned is directly proportional to how deeply and actively it's processed. In this presentation we'll examine ways to make learning deeper and more active by using an approach which first challenges students to successfully and creatively complete tasks that are highly relevant to their lives and then actively giving them the tools and strategies they need to do so. Examples relevant to young adult learners will be presented with samples from Curtis Kelly and Chuck Sandy's Active Skills for Communication (Heinle) to illustrate classroom activities.

*Michael Cahill began teaching as a volunteer in the United States in 1993. A year later he moved to Taiwan where he taught adults and young learners. During that time he worked as a teacher trainer and freelance presenter and earned his teaching credentials through the British Council. He moved to publishing in 2000 working as an editor and consultant. He now works as Senior Product Manager for Cengage Learning Asia.  
email: michael.cahill(at)cengage.com*

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**How to present yourself****Room B**

John Letcher, Cambridge University Press

Giving a presentation can be a daunting prospect for anyone, whether it is for school, work, a conference, or even a social situation, and the anxiety increases even more when speaking in a foreign language. The delivery of a good presentation requires a complex combination of linguistic, organizational and non-verbal skills. So how can we simplify the process and teach even low level students the skills they need to present confidently and effectively? In this session we will explore the steps necessary to

create and deliver an effective presentation. Drawing from the new two-level presentation skills course called Present Yourself, we will consider how a step-by-step approach can help reduce the “fear” factor, and make presenting fun

*After 5 years with the Japan External Trade Organization's New Zealand office, John Letcher joined Cambridge University Press Japan as an ELT representative in July 2005. As a former winner of the Auckland Regional Japanese Speech Competition, John identifies with the challenges Japanese students face when confronted with the prospect of giving a presentation in English. email: [jletcher\(at\)cambridge.org](mailto:jletcher(at)cambridge.org)*

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### **The communication classroom: What can be taught?**

Room C

Hugh Graham-Marr, ABAX Ltd.

This talk looks to examine what elements in an English communication classroom can be taught and what elements can only be developed through enough exposure and practice and to consider how these two groups of elements should be introduced/emphasized. It will then look at how learning materials should perhaps be structured in order to take these emphases into account.

*Hugh Graham-Marr, M. T.E.S.P., is president of ABAX Ltd. and is an English instructor at Meiji University. He has been teaching, writing and editing English learning materials for 19 years and has presented in the U.S., Canada, the U.K. and throughout Japan. email: [hugh\(at\)abax.co.jp](mailto:hugh(at)abax.co.jp)*

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### **Speaking of Speech**

Room D

Michael Hensley, Macmillan Language House

For over 10 years now, Speaking of Speech has set the standard as the finest presentation text in Japan. Now, the new full-color edition of Speaking of Speech addresses your needs even better. SOS 2008 includes a high-quality, 8-episode DVD with commentary and sample speeches which clearly demonstrate what students should be doing, as well as what they should avoid doing. The Visual Message has been updated and upgraded with tips on making slides and doing computer presentations. Come find out why everyone is talking about Speaking of Speech--The New Edition!

*Michael Hensley holds a bachelors degree in business administration and a Masters Degree in education. He currently works as an ELT consultant for Macmillan LanguageHouse. Prior to joining Macmillan LanguageHouse he worked for over 7 years as a teacher and teacher trainer in Ibaraki Prefecture. email: [Hensley\(at\)mlh.co.jp](mailto:Hensley(at)mlh.co.jp)*

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### **Extensive reading – Citing examples of teachers’ ideas of graded readers**

Room E

Takeshi Kamimura, Pearson Longman

Emilia Fujigaki, Sapporo International University

Although there seems to be different levels of enthusiasm between schools or regions, most teachers acknowledge the high importance of extensive reading in English education today. Schools and individual teachers have different ideas on extensive reading, which seems to be developing and evolving constantly. In this presentation, Professor Emilia Fujigaki will talk about how she succeeded to become a fluent English speaker herself and to become an effective teacher by using graded readers. Also, Takeshi Kamimura will introduce some of the teaching ideas based on interviews and discussions with teachers who are actually using graded readers in their schools and classes.

*Emilia Fujigaki, born and educated in Poland (native language: Polish), got her MA in Art Education at Copernicus University, Torun, Poland. 26 years ago came to Japan and held various jobs including interpreting for Hokkaido Government (Russian/Japanese); being a “talking head” on a daily regular TV program; designing wrapping papers for a chocolate maker; working on the construction site during unemployment period; teaching English at various schools and privately etc. From 1979 got a teaching position at SIU Sapporo. Taught herself English through extensive reading of English books, now is using her experience in helping students to help themselves.*

*email: [fujigaki\(at\)ed.siu.ac.jp](mailto:fujigaki(at)ed.siu.ac.jp)*

*Takeshi Kamimura is Pearson Longman’s ELT consultant for the Hokkaido area. He has been in the ELT business for over twelve years. Before joining Pearson, he taught English at one of the largest private language schools in Japan covering elementary school students up to retired people. He was also the supervisor of English teachers and the coordinator of business English programs for corporate clients. email: [Takeshi.Kamimura\(at\)pearson.com](mailto:Takeshi.Kamimura(at)pearson.com)*

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**Late Afternoon Session 3:45 - 4:30**

## Using literature to teach language

Robert Courchene, University of Ottawa

Room A

In both oracy (oral-based) and literacy (reading and writing) based cultures, fairy tales, myths, legends are universal and play a key role in the transmission of knowledge and beliefs. Children are socialized using these different genres and grow up sharing them with other members of their culture. One of the most universal of all fairy tales is Cinderella (some researchers estimate that over 250 versions of this story exist). Using this and other selections from literature, I will show how we can bring together children from all different cultures by sharing their versions of this fairy tale while at the same time teaching them English and literacy skills: round-robin, knowledge framework, bilingual readers, show and tell, interview techniques, character descriptions, alternate endings, elements of a fairy tale.

*See Plenary Speaker page for biography information.*

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## What's in a name plate?

Glen Hill, Obihiro University of Agriculture and Veterinary Medicine

David Campbell, Obihiro University of Agriculture and Veterinary Medicine

Room B

We have adapted a name plate system from a previous report (J. Fryckman, 2006, JALT Hokkaido Conference) that gives us considerable flexibility in the university classroom. A typical name plate will allow the teacher to see the students' names at a glance from anywhere in a classroom, and this is important for obvious reasons. Our version of name plates do more. We will show how various record-keeping features can be incorporated to increase efficiency of certain office management operations (attendance, grades, personal evaluations, etc.). While not an infallible system, it serves to hold students more accountable for their classroom behavior. This presentation will also describe the weak points of name plates so that teachers can be better prepared to use them.

*Glen has taught English in Hokkaido for 10 years, with experience in university, high school, eikaiwa, and private lessons. His research interests are reading skills, listening skills, CALL technology, and ESP for science majors. He is currently working on a seminar series for students to present scientific research by videoconference.*

*email: [hill\(at\)obihiro.ac.jp](mailto:hill(at)obihiro.ac.jp)*

*David has taught English in Japan for over 20 years in eikaiwa and university. He was vice-president of Obihiro's JOY English Academy for many years, and he was editor of the Northern Lights, a regional magazine. His research interests are CALL technology, classroom dynamics, and error correction. email: [camps\(at\)joyworld.com](mailto:camps(at)joyworld.com)*

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## Cooperative education and second language support

Samuel Holtzman Nagoya University of Commerce and Business Administration

John Peloghitis Nagoya University of Commerce and Business Administration

Room C

We will present our findings from a research project undertaken to determine the best pedagogical approach to employ when creating an English Support Skills course for underachieving students at our university. The goals of the course are two-fold: to provide instruction in the basics of the English language, and to raise overall academic performance through study skills instruction. The intention of the course design is to provide students with a support group to practice English in a comfortable atmosphere conducive to learning and processing new material. Nearly all members of the Department of English Communication (182 participants) were surveyed to determine how they qualified their learning styles and therefore the most effective pedagogical approach for the course. The survey results showed a natural propensity for students to work together and support each other inside and outside of the classroom. Consequently, the tenets of cooperative education were employed to make the most use of preexisting classroom manners and behaviors. We will present these findings as well as a syllabus, curriculum, and coursebook created after conducting the survey results analysis.

*Samuel Holtzman has a M.Ed. in Social Foundations of Education and a Ph.D. in Educational Research, Policy, and Evaluation from the University of Virginia. His current research ranges from reflective curricula and collaborative education to effective technological integration and teaching for diversity. He currently holds the position of Assistant Professor at NUCBA.*

*email: [samholtzman\(at\)gmail.com](mailto:samholtzman(at)gmail.com)*

*John Peloghitis has a M.A. from the Pennsylvania State University in TESOL and has been teaching in Japan for over 6 years. His research interests include cooperative education practices, educational material design, and discourse analysis. He currently holds the position of Assistant Professor at NUCBA. email: [jpeloghitis\(at\)nucba.ac.jp](mailto:jpeloghitis(at)nucba.ac.jp)*

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## Cooperative writing process - Students sharing writing and peer feedback

Eric Hagley, Muroran Institute of Technology

CA Edington, Hokkaido University of Education

Room D

Writing can be a very lonely activity for students. The more scaffolding that can be given to students in and after this process the better. There are many benefits in sharing the writing process (Lunsford and Ede, 1994) and in receiving peer reviews once the process has finished. This presentation will outline a number of ways to incorporate shared writing and peer feedback into writing classes. It will begin by outlining the reasons behind the two processes. The presenters will explain how and why they developed the methods they use. Some results of the outcomes will also be shown – these indicate that students were both appreciative of the methods and gained greatly because of them.

*Eric worked previously at Otaru Junior College. He developed language interaction between his students and those in the US and Colombia. His research involved discourse analysis and CALL. Those endeavors and ESP, particularly engineering, are now done at Muroran Institute of Technology. His students now interact with students in Thailand, Vietnam and China, too.*

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*CA Edington has taught writing at beginning, intermediate, and advanced levels at both secondary and university levels. She has taught English for nearly 30 years in the U.S. and Japan.*

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### **Fun activities for children preparing for exams - It doesn't always have to be boring!**

*Room E*

Cynthia Keith, JALT National Vice President, Kagoshima

Exams! That is an awful word for some kids, however unlike some the Cambridge Young Learners Examinations are colorful, playful, international structured and can be tons of fun. The speaker will introduce some of the activities she has and still uses to prepare students for these examinations. She will also offer useful tips to teachers on general areas to focus on, offer suggestions on how these exams may be explained to parents and what they really mean for the children themselves.

*See Plenary Speaker page for biography information.*

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