Teacher Development
SYMPOSIUM

Donna TATSUKI

Donna TATSUKI, Ed.D., is Professor Emerita at Kobe City University of Foreign Studies. Her research interests include the teaching of pragmatics, best practices in teaching materials, representations of gender/ethnicity in government-approved language textbooks, and descriptions of ELF-driven multi-party talk-in-interaction in MUN simulations. She is the editor of more than a dozen books as well as the JALT Journal and founded the JALT Pragmatic Resources Series. She currently serves as a Scientific Committee member for New Perspectives: A Journal of TESOL Italy.

Alexandra BURKE

Alexandra Burke teaches at four universities in the Tokai region and has taught at all levels of the Japanese school system where she promotes inclusion in teaching methods and classroom management. She has won multiple Michele Steele Best of JALT Chapter awards and Best Poster awards on the topic of neurodiversity.

Incorporating Pragmatics into Language Education: Why and How

One goal of this talk is to assert that the need for and benefits of teaching pragmatics within the context of language learning is clear, even though until the past decade or two, pragmatics has been an underdeveloped area in classroom practice. Studies have shown that even learners with a high level of grammatical proficiency will vary widely in their pragmatic competence (Bardovi-Harlig, 2001; Boxer & Pickering, 1995; Bouton, 1996; Kasper 1997). One reason pragmatics needs to be directly taught is that input is not readily available or interpretable or even noticeable (salient) in the natural environment. Furthermore, studies that have looked at language textbooks and teacher manuals to assess the types and quality of pragmatic information available have found that textbooks rarely included much pragmatic information, failed to offer any supplements, and when they do include pragmatic information have a strong potential to lead to pedagogically induced error (Vellenga, 2004; Ji, 2007; Meihami & Khanlarzadeh, 2015).

To counter these shortcomings, efforts have been made recently to collect and publish pedagogical guides and materials for use by language teachers. This sets the stage for the second portion of the talk. The largest number of teaching resource topics available fall into the *Speech Act Theory* category or address the evaluation of pragmatic knowledge and other explicit awareness of appropriate, prescriptive rules of thumb. Thus, large swathes of pragmatic territory remained under-served until recently. Although steps to remedy this situation have started to be undertaken (Tatsuki 2016; 2022), there are still serious gaps in coverage. Teachers might not be able to rely solely on pre-existing materials and therefore may face the prospect of making their own. The final part of the talk offers concrete principles and guidelines for L2 pragmatics instructional materials development that teachers can directly use in their own practice.

Student Learning Differences: Strategies for Success

Every mainstream class has about 10% (or more) students with hidden learning differences: even if the students and their families are unaware of them. Learning differences such as dyslexia, dysgraphia, ADHD, and dyspraxia do not usually mean intellectual differences. However, these students may read, write, organize, and use their time in ways you do not expect. How students experience a class is up to the teacher. The reality is that language teachers have not been trained in how to support these students and some struggle with not being able to help them to succeed. In addition, research has not always included the needs of atypical learners when exploring questions such as optimum ways and materials to study effectively.

This presentation will break down some of the myths and the facts about different kinds of learning differences. For example, studies have shown that the number of years spent in education has an impact on life expectancy. So, our impact can be much more than just a 15 week semester and can function as a reset. In addition to social and health imperatives to increase inclusivity there is also a legal imperative to act. Japan passed the Reading Barrier Free Act of 2019 to prevent discrimination regarding reading skills, so teachers must aim for barrier-free classrooms.

Taylor MEIZLISH

Taylor Meizlish is an EFL Lecturer at Nagoya University of Foreign Studies in Japan. His interest is taking the insights of Linguistics and Pragmatics towards practical application in the EFL classroom.

Pragmatics and Locally-made Corpora: A Toolkit for Teaching Discrete Speech Acts

Language learners' effective use of language, their communicative competence, depends not only on accurate grammatical and textual competence, but on their pragmatic competence (Bachman 1990). Pragmatic competence, a language user's ability to use language appropriately in context, is often not acquired unless taught explicitly, even by advanced learners (Kasper, 1997). In addition, Communicative Language Teaching (CLT) stipulates that authentic language related to language activities outside the classroom be used in instruction (Nunan 1991). Corpora-based pragmatics instruction can address both of these goals. However, though corpora contain vast amounts of authentic language and are widely available to teachers and students alike, they are not well-suited to teaching speech acts due to their volume and lack of context. This study will present the use of a small-scale locally-created corpus targeted at a particular speech act along with accessible pragmatic principles guiding its creation for teachers to use or adapt for their own classes. Explicit pragmatics awareness raising activities and instruction will be provided and the rationale explained as well as activities to practice these skills in the classroom. The intent is to make the guiding principles of speech act instruction and materials creation process transparent, replicable, and practical to implement for any language teacher wishing to develop their students' pragmatic competence.

Eriko MISHIMA

Eriko Mishima is a language instructor, currently teaching at Chukyo University. She has an M.Ed. in Cultural Studies from Ohio University and has been teaching English for 13 years. She also has been working on her MA TESOL at NUFS.

Educational Philosophies of Practicing Teachers

Communication between classmates, and with teachers, has been hindered in online classes for over two years now, and research suggests that this lack of opportunities to physically work together has contributed to the students' social isolation and poor academic performances. Now that we are transitioning back to face-to-face teaching, supporting students' well-being has become one of the important missions for instructors, and encouraging cooperation in class might help improve the difficult situation. To make the most of what was learned during the online struggle, the presenter tried to implement cooperative learning activities in class and investigated its effects on the students' group cohesion and their Willingness to Communicate in her action research. The activities were adopted and modified from the cooperative learning structures introduced by Kagan (2013), and participants had several opportunities to do cooperative pair and group work every week. The results of the questionnaire suggest that the participants' cohesion grew after they spent a longer time together in groups compared to short pair work. Most of them felt that they were more willing to communicate in English in class after experiencing series of cooperative activities although they were not obligated to speak English during the group work.

Di MI

Di Mi is a lecturer at Tianjin Normal University. She holds M.A. in Applied Linguistics from Chinese University of Hong Kong. Her research interests are virtual exchange and second language acquisition.

Intercultural Learning through Collaborative Online International Learning: Challenges for Students and Teachers

Global communication and exchange demand institutions of higher education to develop university students with integrated skills that involve both language and intercultural communication abilities. Teachers of second/ foreign languages are thus expected to find various effective ways to integrate intercultural competence into their language classes. Modern technologies offer ways to promote development through distance learning and virtual exchange by providing a real context and immersed experience for learners of foreign languages. Collaborative Online International Learning (COIL), a form of virtual exchange, enables students from different countries and areas to acquire cultural knowledge, language skills, and intercultural competence. While providing numerous benefits, COIL presents various challenges and difficulties, such as navigating time differences, learning new technological instruments, designing a shared syllabus and assignments, evaluating learner performance. Facing these challenges, meanwhile, teachers have to shift their identities or roles accordingly. This study will discuss these shifting roles and identities. Additionally, it will present some challenges encountered by both students and teachers in previous COIL projects and discuss some solutions to navigate through these challenges in virtual exchanges.

Thomas ENTWISTLE

Thomas Entwistle (MA TESOL / Cambridge DELTA) is an English language specialist working for the British Council at Nagoya University of Foreign studies. His current interests are phonology, study abroad, and fostering autonomous learning.

Native-speakerism and its Effects on Japanese University Students

This presentation aims to highlight Japanese university aged students' perceptions on what they understand a so-called 'native speaker' of English to be and reveal how these views may have been shaped. The study was carried out at a private foreign studies university in central Japan. Participants were asked to provide written answers to a series of questions relating to native-speakerism, pronunciation, and their previous pre tertiary education. Written responses were thematically analysed to find interesting and commonly held views, and similar experiences the recruits have had that shape these perceptions. Analysis shows that native-speakerism seems to have played a part in shaping the views of study participants, yet a significant proportion of participants expressed more nuanced opinions in this area. Furthermore, analysis shows that participants do indeed perceive English pronunciation to be important to their future careers, studies, and communicative ability However, worries around specific elements of pronunciation, and lack of practice at school seem to have negatively impacted participants' perceptions of their own abilities, echoing results of previous studies. Finally, this presentation will outline some teaching implications aimed at helping learners transitioning from high school to higher education, and educators in those contexts.

Matthew PHILBRICK

Matthew Philbrick received a Master of Arts in TESOL degree from the University of Central Florida in 2016. He has taught in numerous prefectures across Japan and currently resides with his wife and son in Nagoya, where he teaches at Toyota Technological Institute.

Personal Finance Instruction in the EFL Classroom

Content-based language instruction has become increasingly popular in EFL classrooms in recent years. One exciting avenue of such instruction in the context of teaching in Japan is the topic of personal finance, which is a subject that many Japanese students show great interest in, yet many teachers in Japan are reluctant to teach about it. This presentation will outline a reading course based on the topic of personal finance that I have been teaching at my university since spring 2021, which covers the topics of earning, spending & saving, credit cards, investing, housing, cryptocurrency, and retirement. This presentation will cover the overall approach to the course, the justification for teaching the course, a general summary of each of the topics covered in the class, and the preliminary results based on qualitative and quantitative feedback provided by participants in the course.

Naoya SHIBATA

Naoya Shibata is a full-time EFL lecturer at the Centre for Language Education and Development, Nagoya University of Foreign Studies. His research interests include second language writing, materials development, content and language integrated learning, and global awareness.

The Correlation Between Language Learning Motivation and Writing Motivation

As motivation is perceived as one of the most important variables to affect language learning outcomes, many researchers have examined the correlation between motivation and language learning outcomes in various fields, including second language writing. Motivation can be classified into various types, including integrative and instrumental motivations. Furthermore, the degree of motivation can depend on learners' learning objectives and activities. Interestingly, in order to observe the correlation between motivation types and second language writing achievement, some (e.g., Nasihah & Cahyono, 2017) explore language learning motivation whilst others (e.g., Ng et al., 2021) investigate writing motivation. However, little research examines the correlation between language learning motivation and writing motivation. Therefore, this study aims to address this research issue. This quantitative research study was conducted with 250 Japanese EFL learners and utilised two six-Likert scale questionnaires. One questionnaire was adopted from Dörnyei and Taguchi (2010) to examine language learning motivation, and the other was from Graham et al. (2022) to explore writing motivation. For data analysis, Kendall's tau correlation coefficient was executed. Based on the results, this presentation attempts to consider whether both motivation types can be appropriate to use in future second language writing research studies.

Robert PRIMEAU

Robert is a lecturer at Mie University in Tsu city. He holds an MA in TESOL from Nagoya University of Foreign Studies. His teaching interests include communication strategies, critical thinking, and linguistics.

Practical Second Language Classroom Activities

Sometimes as teachers we forget how difficult it was to learn a second language. It can be helpful to remember by going back to the beginning of our language learning journey. How do children acquire language? Is it through exhaustive vocabulary drills and complicated grammar lessons? Usually not. Children usually acquire language quickly and without effort or formal teaching through interaction - not only with their parents and other adults, but also with their peers (Wells & Bridges, 1981). Therefore, interaction can be seen as a dependable way to learn and teach a second language. This workshop will demonstrate some interactive teaching activities and other interactive techniques that can be easily implemented in the classroom for beginner students. The activities will be explained in English but performed in French to give the impression of learning a second language again. The three activities that will be presented in the workshop are a TPR demonstration, Linguacuisine, and Treasure/Scavenger Hunt. TPR means Total Physical Response and is a way of teaching language that uses both verbal communication and physical body movement. TPR helps (in person or online) teachers better connect with students and boost their ability to learn new words and master meanings quickly. Following this we will look at how a simple cooking recipe in a foreign language can be fun, practical, and immediately rewarding. Finally, the treasure hunt activity will demonstrate how teamwork can make language learning fun and cooperative.

Mie GOTOH

Mie Gotoh is a full-time EFL lecturer at Chukyo University. She holds an MA in English Education from Nanzan University. Her research and teaching interests are in developing students' listening and pronunciation skills.

Using music in English to develop pronunciation and listening skills among Japanese EFL learners

Miyake (2004) describes the challenges that Japanese learners and other "syllable-timed" L1 learners have with English pronunciation because it is a "stress-timed" language due to its rhythmic beat that regardless of the syllables in between will move from stress to stress. While L2 learners often have a high motivation to improve their pronunciation to sound like "native-speakers" (Bai & Yuan, 2019; Timmis, 2002; Tokumoto & Shibata, 2011; Uchida & Sugimoto, 2019), Koike (2016) and Madzo (2021) describe the lack of attention English teachers have toward teaching pronunciation. This presentation will introduce activities aimed at improving pronunciation and listening through the use of music in English. Additionally, the presenter will share some results of a small-scale study of Japanese university students' attitudes towards English pronunciation and listening through participating in these activities.

Mizuka TSUKAMOTO

Mizuka Tsukamoto has been involved in English education at universities in Japan for over ten years. Her research interests include learner/teacher autonomy, teacher education and development, and teachers' professional lives.

An Inquiry into the Way We Teach

This session will review the unexpected journey of the presenter's career in ELT at Japanese universities. As her experience as an EFL instructor expanded, she became to understand that proceeding in a career with no particular background in ELT and teaching on the basis of "apprenticeship of observation" (Lortie, 1975; 2002) may not be sufficient. Starting with a brief reflection on the presenter's untutored beginning to the current situation in teaching and doing research, she will elaborate on how her understanding of teaching changed and how she developed an interest in becoming a researcher in the field, and developing subsequent interest in researching language teachers' professional lives, including the effectiveness of formal ELT training. This will be followed by sharing stories of how some other EFL instructors entered the field and how they teach their classes and what may have influenced their teaching. The presenter hopes that this session will remind and provide an opportunity for the participants of how and why they teach in the way they teach.

Kevin OTTOSON

Kevin Ottoson is a lecturer within the Department of British and American Studies at Nagoya University of Foreign Studies. He holds an EdD in Educational Leadership from the University of New England. His research interests include intercultural competence, study abroad, and virtual exchange.

Frameworks for Teaching Culture and Critical Thinking in the Language Classroom

The push for Japanese institutions of higher education to internationalize their curriculum and foster global jinzai (global human resources) is evident through recent different government initiatives (CAMPUS Asia, Global 30 Project, Top Global University Japan). While private universities largely see the efforts to internationalize the curriculum as the responsibility of mobility programs like study abroad (Yonezawa, et al., 2009), the COVID-19 pandemic has prevented many students from participating in these internationalization efforts. As a result, internationalization at home efforts through virtual exchange programs, like COIL, have increased in popularity. While virtual exchanges are more inclusive by letting all students participate in international exchanges, not all language teachers are able to facilitate a virtual exchange in their language classrooms. This presentation aims to present several different frameworks (Moran's (2001) Cultural Elements Framework and Cultural Knowings Framework, and Risager & Svarstad's (2020) Cycle Model of Intercultural Learning) for teaching culture and language in the classroom to internationalize their courses through fostering the linguistic skills and intercultural competence that the Council on Promotion of Human Resource Globalization Development (2012) describe as global jinzai.

Berke ALP

Being raised in a bilingual environment, Berke Alp has always been fascinated by languages and different cultures. She has a BA in translation and interpretation and an MA in Media and Communication. She is currently working at Nagoya University of Foreign Studies as a full-time lecturer and planning on doing research in linguistics.

Linguistic Relativity Implications for Second Language Acquisition

This presentation will framework Sapir-Whorf's Linguistic Relativity hypothesis (Whorf, 1956) and show examples from a cross-linguistic perspective. The notion that the language(s) we speak shapes how we think, and act has received attention from various academic fields. While most of the research into linguistic relativity focuses mainly on monolingual speakers, the effects of language relativity on second language acquisition (SLA) have gained more popularity in recent years (Bylund and Athanasopoulos, 2014). In this presentation, I will investigate the role of linguistic relativity in SLA, with an analysis of the linguistic and cultural elements of the Japanese language. I will report on English as a second language (ESL) students' usage of agency (Fausey, et al., 2010) and explore in-depth the influence of this element in L2 speakers' second language cognition. Understanding languages and culture's effect on our thought processes and worldwide perceptions will help lecturers improve how we interact, communicate, and, most importantly, better understand our students.