



JALT2020 Professional Development Workshops

JALT2020 will be offering a series of online Professional Development Workshops (PD) in addition to the online Technology in Teaching (TnT) workshops.

This is the second year for these professional development workshops that were inspired by the College and University Educators Special Interest Group (CUE SIG) model implemented for their 2019 conference. Similar to last year, a stimulating range of online professional development opportunities will be available for the JALT2020 Friday sessions.

Would you like to learn more about, for example, data analysis, design thinking, presentation skills, reflective practice, teacher training, community-building, classroom games, or speaking tasks? These academic research and classroom practice topics offer educators a great reason to make Friday a full day of learning and professional growth.

All of these professional development workshops are at absolutely no extra charge. They are included in the one-time, one-price registration fee for this conference. Mix and match your tailored schedule of both TnT and PD workshops. We look forward to seeing you online!

Paul Collett

Graphical Data Analysis

Graphical visualisation of data can play a key part in research. Following the data collection stage, one of the first steps in a research project should be an exploration of the data to check assumptions, and identify possible patterns or trends. Here, alongside the appropriate descriptive statistics, plotting data in different ways can be very informative. In this workshop we will focus mainly on the initial exploratory stage of a research project. We will look at how to generate and interpret a number of different plots and diagrams using the R statistical package, with an emphasis on the ggplot2 package. The techniques covered can also be applied in the later stages of research when preparing print-ready materials or presentation slides. We will look at graphing and plotting solutions for both numerical data and text corpora to demonstrate techniques applicable to a variety of research situations. No experience with R necessary.



Rab Paterson

Present Like a Pro

No matter where people work, there is a good chance they will be asked to give a presentation at some point. For academics/teachers, they are expected to present their research at conferences and while most are very knowledgeable in their subject areas, many have had little formal training in modern presentations. Therefore, many academics present in a way that is counterproductive to the aim of presentations, i.e. the accurate and efficient transmission of concepts, ideas, and information in a way that enables the audience to retain the content of the presentation afterwards. This session aims to address this issue by looking at the five pillars of presentations—Advance Planning, Appropriate Content, Advantageous Structure, Amazing Design, and then finish with Awesome Delivery - these are what I call the 5A's of professional presenting. After this session, attendees should see a major difference in how audiences react to their presentations.



Adrienne Verla Uchida & Jennie Roloff Rothman

Engaging in Effective Reflective Practice

Reflective practice (RP) is one of the most effective forms of teacher development as it helps educators understand both what they are doing and why they are doing it. However, for it to be useful, RP must be systematic (Farrell, 2019). The presenters, who are experienced reflective practitioners, will briefly introduce the principles of RP before leading participants through a guided RP session. The workshop will conclude with the presenters sharing other ways to engage in RP so that participants leave with ideas for how to implement it for their professional development. Our hope is that the experience of having reflected on their own teaching with others will motivate them to continue engaging in such practices in their own contexts. The presentation will be in English, but participants are welcome to engage in RP in any language during the guided session.



JALT2020 Professional Development Schedule

1st Session: 1:30 to 3:00	2nd Session: 3:30 to 5:00	3rd Session: 5:30 to 7:00
Paul Collett <i>Graphical Data Analysis</i>	Adrienne Verla Uchida, Jennie Roloff Rothman <i>Engaging in Effective Reflective Practice</i>	Eucharia Donnery, Chhayankdhar Singh Rathore <i>Omotenashi: Starts with Community-building</i>
Rab Paterson <i>Present Like a Pro</i>	Eri Kondo <i>Task Interpretations and Completions</i>	Sarah Warfield <i>Speaking Tasks in the EFL Classroom</i>



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Eri Kondo

Task Interpretations and Completions

TBLT (Long, 2015) proposes the learning of tasks as learner-centeredness. The focus is on mental grammar as acquired language. This method would advance the ability of language production in speaking and writing (e.g. Byrnes and Manchon, 2014), however TBLT literature also indicates that learners can have difficulty in interpreting and completing tasks due to individual differences in character or personality. This workshop introduces the idea that the methodology of a task requires task repetition, testing, and instruction as post-tasks for acquiring form and meaning. If language production is reliant on a learner's long-term memory, then, for the automatization of the target language, it may be effective to focus on form when completing a task. This research is not focused on output feedback although it may be referred to at times during the session.



can meet the needs of the hospitality sector in Japan, thereby setting the context for the workshop. The process drama workshop addresses the need for inclusion and celebration of diversity through a letter of complaint that was sent to the headquarters of Japan Rail (JR) by a non-Japanese resident. Through strategies such as overheard conversation, hot-seating, and writing-in-role, participants will build community and learn how proactive and inclusive JR was in its response to the complaint.

Sarah Warfield

Speaking Tasks in the EFL Classroom

Due largely to the fact that they do not live in an English-dominant environment, it is critical that EFL students practice language production their classrooms. The EFL classroom may be the only context in which they produce the language, and production is necessary for individual success in a second language. At the same time, EFL students may be uncomfortable speaking for a variety of reasons. This workshop will discuss how to teach speaking in an EFL classroom. Teachers will practice tasks aimed at teaching individual speaking skills for presentations and interactive assignments. Teachers will have the time to create lessons based on these strategies that they can use in their individual classrooms. Assessment of speaking tasks will also be discussed.



Eucharia Donnery & Chhayankdhar Singh Rathore

Omotenashi: Starts With Community Building

The 2020 Tokyo Summer Olympics & Paralympics have led to efforts on the part of national and local governments to prepare citizens for hosting international visitors. While the 'hard side' of these efforts includes the construction of stadiums etc., a key part of the 'soft side' have been events and courses to help the Japanese nationals acquire basic language and intercultural communicative skills. The presentation starts by setting the scene on how drama-based pedagogy



JALT2020 Technology in Teaching (TnT) Workshops

Digital communications technologies have never been more important in language education. As remote classes have become the norm, teachers are facing enormous challenges in selecting, understanding, and managing a wide range of tools for both on-demand and real-time classes. JALT's Technology in Teaching (TnT) Workshops have never been more relevant. This year, we will offer two streams of workshops: live Zoom workshops with real-time interaction between presenters and participants, and on-demand workshops which can be streamed at any time. The TnT presenters, all experts in technology, will offer guidance on using technology and share ways to best integrate technology with language teaching practices. We anticipate an exciting exchange of ideas.

to a range of H5P content as they were designed to facilitate a communicative English course. Applications and limitations of H5P to enhance existing classroom activities such as information-gaps and dictations will be demonstrated, as will a handful of entirely new language learning tasks made possible through H5P. Attendees will have the chance to build content in a dedicated Moodle course.



Rachel Barington & Branden Kirchmeyer
H5P Tasks for Communicative Language Practice

H5P is a plugin for Moodle and other websites that enables teachers to create interactive content including slideshows, interactive videos, games, branching scenarios, quizzes, and much more. In this workshop attendees will first be introduced

Mark Shrosbree
Tech Tools and Techniques for Remote Teaching

This year has seen a complete change in the way we teach languages. This workshop will look at methodologies suitable for these times. First, the presenter will explain ways to successfully recreate familiar classroom





JALT2020 Technology in Teaching (TnT) Workshops

activities, such as pairwork, mingling, group discussions, PowerPoint presentations, etc. in video applications like Zoom. Second, the presenter will explain how to create materials suitable for remote teaching, using familiar Microsoft applications, such as Word and PowerPoint. Third, various tech tips, including lesser known Microsoft tricks, will be shared. It is hoped that participants will leave the workshop with many new tech and teaching skills.

Kaori Hakone

Visual Storytelling with Keynote

Visual Storytelling is becoming more prominent in business and educational circles. With a little knowledge of what Keynote has to offer, you can inspire students to tell their stories in a visual way. Participants of this workshop will learn some Keynote tips and tricks to create and export a Visual Narrative of their own. The session will also show some sample works and there will be some discussions on how this approach can help language learners of all ages from young learners to university students to foster their creativity.



as well as demonstrate a large and growing number of free online tools and resources for helping to utilize these lists for teaching, learning, materials creation as well as research and analysis. The tools include interactive flashcards, diagnostic tests, games, vocabulary profiling apps, text creation tools, and more.

Jarwin K. Martin

Using Showbie to Improve your Digital Workflow

Do you spend a lot of time assigning, grading, and distributing homework in paper copies? Do you want to improve your workflow so you can focus more on teaching and planning your lessons? In this workshop, participants will be guided through the basics such as setting up classes, creating assignments, adding and sharing materials, and providing feedback using the built-in features of the app. This workshop will be useful for novice educators who would like to explore new ways to incorporate digital workflow in their classes. Attendees are encouraged to bring internet-connected devices to participate in this hands-on workshop.



Charles Browne

Utilizing Free Online Tools to Teach Vocabulary

This presentation will briefly introduce four open-source, corpus-derived high frequency vocabulary word lists that the presenter helped to create (the NGSL for core general vocabulary, the NAWL for important academic vocabulary, the BSL for general business English, the TSL for TOEIC test preparation and the NDL for children's English),



George MacLean

Cloud Computing for Teaching and Administration

This workshop requires no previous experience and will demonstrate how cloud-computing can help augment and improve teaching and classroom administration, notably in the areas of communication with students, collection of assignments, dissemination of feedback, and grading. Google applications for education, will be discussed and used to show

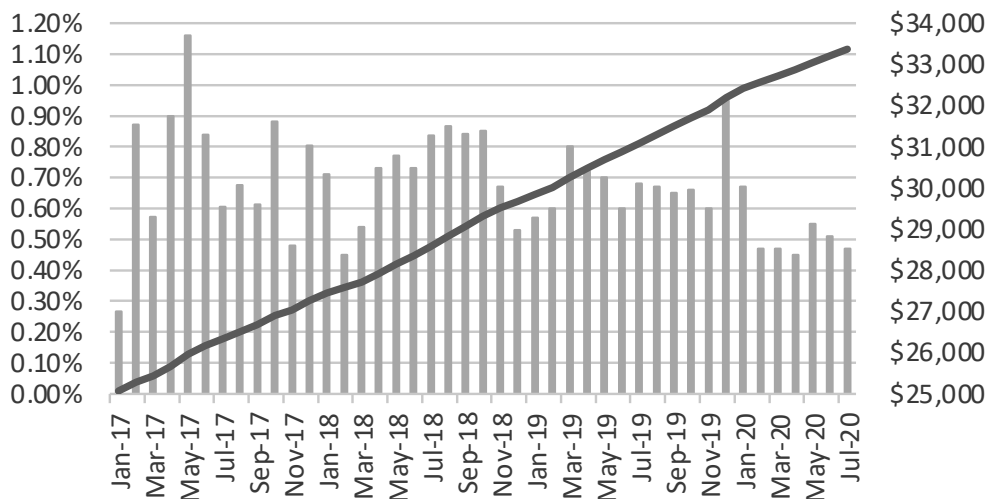


JALT2020 TnT Schedule

Live Zoom Sessions					
1st Session: 1:30 to 3:00 PM		2nd Session: 3:30 to 5:00 PM		3rd Session: 5:30 to 7:00 PM	
		George MacLean <i>Cloud Computing for Teaching and Administration</i>		Mike Mural <i>iPhotography 2.0</i>	
Charles Browne <i>Utilizing Free Online Tools to Teach Vocabulary</i>		Rachel Barington, Branden Kirchmeyer <i>H5P Tasks for Communicative Language Practice</i>		Erin Noxon <i>Building an Effective, Free Language Lab</i>	
Rich Bailey, David Hammett <i>Form(al) English: MS/Google Forms for Online Authentic Listening Activities</i>	Shin'ichi Hashimoto, Adam Dabrowski <i>A Method for Scoring Short-Answer Questions on Google Forms</i>	Paul Daniels <i>Lighten the Load—Computer-Scored Assignments in Moodle</i>	Jarwin K. Martin <i>Using Showbie to Improve Your Digital Workflow</i>	Kaori Hakone <i>Visual Storytelling with Keynote</i>	Mark Shrosbree <i>Tech Tools and Techniques for Remote Teaching</i>
Pre-recorded YouTube Sessions					
Rab Paterson <i>iPhoneography for Educators</i>			Matt Livingston <i>Creating a Simple and Free Asynchronous Course Using Edmodo</i>		

Looking For Yield For Your Money?

Banner Ebisu Income Fund, Isle of Man; Growth of \$25,000 invested from Jan 2017



Finding yield is tough right now, with 10-year bond rates and worldwide national Reserve Banks' benchmark interest rates all at record lows.

How low is low? Japan is near zero, USA and Canada are 2% or less, Europe is also near zero. Finding yield is tough and it is a worldwide issue.

Banner Asset Management master fund has provided an average return to its clients of 12.2% since 2010.

- Our track record is strong.
- The main priority is the safety of our investors' money.
- Banner Asset Management has the right formula. Since 2007, more than \$4 billion of loans have been facilitated.
- When you combine an experienced leadership team with rigorous credit criteria, you get positive results. Every month, month on month.

Return Statistics	
Total Annualised Return	9.33%
Cumulative Total Return	33.46%
BAM Ebisu Income Fund NAV	\$1.3346

Performance is net of all fees

Fund Terms
Shares: Capitalization
Dealing: Monthly
Redemption: Monthly
Min Investment: AUD\$25,000
Total Expense Ratio: maximum 2%
All returns are net of all fees and Australian withholding tax (10%)

Finding yield is tough right now – but it is not impossible.

Contact us today to get more information on how you can join us investing with Ebisu.

03 5724 5100 English

03 5724 5200 Japanese

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JALT2020 Technology in Teaching (TnT) Workshops

how to develop a more learner-centered, interactive classroom environment where students are encouraged to play more dynamic roles. Outcomes should include (a) awareness of learner-centered pedagogical practices and their implementation via cloud computing, (b) how to better communicate with students, and (c) setting up cloud computing in varied educational contexts.

Rab Paterson

iPhoneography for Educators

Most teachers and students have some form of smartphone, yet these are an underutilized resource in many classrooms. This session will look at using iPhones in the classroom, with a special focus on photography and videography. So we will of course look at the plus points and also the limitations of the device, and how to overcome these with a few key items. I will bring a range of these items for attendees to try out with a select list of iPhone apps I recommend.



Erin Noxon

Building an Effective, Free Language Lab

Pronunciation practice, listening to different speakers, answering questions... All things you would love for your students to be able to do in the language lab. But, do you have the time, the budget, and can you find the right software? What if you could do it all for free, with equipment that you already have lying around, and, after the initial set up time, the class took care of itself? Over the past years I've created my own curriculum out of spare parts, using G Suite tools for voice recognition, Forms-based grading and more. I'll teach you how to do it.



Mike Mural

iPhotography 2.0

There are many great ways to use photography in the classroom, especially with iPads. Images, photographs and videos help to illustrate and make words and ideas more complete. This workshop will provide you with photography tips and apps, as well as ideas for activities that you can use in your classroom.



Paul Daniels

Lighten the Load—Computer-Scored Assignments in Moodle

While it is relatively effortless to assign online language tasks to students, the organization and evaluation of incoming assignments can quickly overwhelm teachers. A number of computer-assisted scoring tools exist to help facilitate the evaluation of student work. This practical workshop will introduce a range of language learning tasks that make use of computer-assisted scoring within a Moodle course. The presenter will first introduce computer-scored credit/no-credit tasks, as well as auto-scored reading and listening tasks. But more importantly,



participants will gain a better understanding of how to administer computer-scored speaking and writing tasks. The presenter will also illustrate how peer-feedback and self-reflection tasks can be administered and shared among students.

Rich Bailey & David Hammett

Form(al) English: Online MS/Google Forms for online authentic listening activities

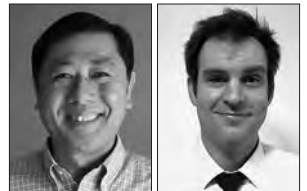
In online and regular teaching, there is often a need for authentic listening homework that is tailored to the students, teacher, and textbook. However, the logistics required to create, administer, and evaluate such activities can be overwhelming. This workshop will focus on the use of teacher-created audio and video with Google Forms and Microsoft Forms to easily and quickly meet the above need. The pros and cons of different methods of assessing will also be discussed. Participants will leave with an understanding of the different systems and which would be the most appropriate for their teaching situation.



Shin'ichi Hashimoto & Adam Dabrowski

A Method for Scoring Short-Answer Questions on Google Forms (in Large Classes)

The main takeaway from this workshop will be the know-how of making and scoring exercises which utilize the short answer type of question on Google Forms. Unlike simple multiple-choice questions which are straightforward, scoring short answer questions can be highly problematic. The presenters will demonstrate a technique for approaching this issue in a systematic way which saves time and results in a more objective assessment. This method works for classes of any size and with any content, but as a case study, we will look at how it can be implemented in a test preparation class with over 40 students.



Matt Livingston

Creating a Simple and Free Asynchronous Course Using Edmodo

Many teachers may feel they lack the technical skills or resources required to design a high-quality online course. This workshop will show participants how to create a simple, free, and effective asynchronous course using the website and app "Edmodo". It will first demonstrate how to set up a course, register students, and share course materials. It will then explain how to create, share, receive, grade, and provide feedback on student assignments and quizzes. Finally, methods to encourage both teacher-to-student and student-to-student interaction in an asynchronous course using Edmodo will also be shared.

