

The Language Teacher

<http://jalt-publications.org/tlt>



JALT2020
ONLINE

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- Sunday, Nov. 22 at 12:50 “TBLT online using Moodle and Zoom”
- Sunday, Nov. 22 at 16:45 “A universal rubric for task outcome assessment”

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JALT Publications Online

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<https://jalt.org/main/publications>
 To explore our unrestricted archives:
<https://jalt-publications.org>

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*Learning to Teach
 Teaching to Learn*

JALT2020 Conference Preview

November is conference month in JALT, and this year—despite the lingering COVID-19 pandemic—is no exception. The difference this year is that JALT2020—*Communities of Teachers and Learners* will take place wholly online. With many of us having to deal with classes being completely or in part delivered online, this year's focus on *community* is extremely appropriate. To celebrate that, this November issue of *TLT* opens with a focus on the conference, offering you a taste of what to expect on November 16 to 23 (the length of the conference has been extended to accommodate the online format). We open with a conversation between the two Conference Co-Chairs, **Louise Ohashi** and **Mizuka Tsukamoto**, detailing some of what will be happening during JALT2020, followed by information on how to register, access, and join the conference. We then have a series of short articles from our plenary speakers, invited speakers (Kevin Cleary Speaker, Balsamo Asian Scholar), and featured speakers. This is followed by an overview of this year's Professional Development (PD) and Technology in Teaching (TnT) preconference workshops, and our JALT Junior “conference within a conference”—a special event for teachers of younger learners. Many of our Special Interest Groups (SIGs) then offer some recommendations for conference presentations related to their areas of interest. Finally, we have information on JALT Publications' presence at the conference. If you're interested in writing for our publications, or possibly joining us as a volunteer, we look forward to seeing you at JALT2020!



Regular Features

Following the conference preview, we continue with many of our regular *TLT* articles and columns. We begin with *Teacher Views of Teaching English through English in Japanese Junior High Schools: Findings from the Inside*, our Feature Article from **Nathaniel Reed**. His study investigates teacher perspectives of recent MEXT directives on delivering lessons in

Continued over



TLT Editors: Theron Muller, Nicole Gallagher
 TLT Japanese Language Editor: Toshiko Sugino

English to match student levels. Next, in Readers' Forum, **Colleen Dalton** discusses *languaculture* as a natural learning process that may be used to enrich foreign language education in *Uncovering Culture Inside the Classroom: A Look at Language*.

Further on in this issue, in *TLT Wired*, **Thomas Entwistle** explains how to create "Choose your own adventure" stories using Google Slides. This activity uses collaborative reading to encourage autonomous learning and build critical thinking skills. **Pramila Neupane** and **Mutsumi Iijima** introduce a virtual exchange program between students in Nepal and Japan in *Younger Learners*, and **Aaron Ozment** compares first English classes in China and Japan in *Teaching Assistance*. **Paul Tanner** discusses the fundamentals of academic writing in *Writers' Workshop*, stating that it "is a skill that must be learned by everyone. It takes repeated practice, trial and error, and effort." Our November issue rounds out with the wit of **Scott Gardner** as he takes us for a trip down memory lane in *Old Grammarians*.

We Need You!

If you have some time to spare, want to pick up some new writing and editing skills, plus add some heft to your résumé, why not volunteer to help in any of our three publications—*The Language Teacher*, *JALT Journal*, or the *Postconference Publication*. We need everyone, from proofreaders to column editors to full journal editors. We offer full training and great support, plus you get to join a team of great people. If you're interested, you can find more information on our website <<https://jalt-publications.org/recruiting>>, or please come to one of our sessions at JALT2020 (see p. 22).

Finally, thank you for your continuing support in what has been a tough year for us all. We wish you all the best for the rest of 2020 and look forward to seeing you again in 2021.

Malcolm Swanson
JALT2020 Conference Preview Editor
JALT Publications Website Editor

本号では。

JALT年次国際大会予告

通常11月はJALT年次国際大会の月です。今年は新型コロナウイルス感染症(COVID-19)が長引いていますが、今年も年次国際大会は11月に開催されます。今年の特徴は、JALT年次国際大会:Communities of Teachers and Learners(教師と学習者のコミュニティ)が、全てオンラインで行われる事です。私たちの多くが、全てまたは部分的にオンライン授業を行わなければならない中、今年のテーマの「コミュニティ」は非常に適切だと思います。大会の開催を

祝し、*TLT*の11月号では年次国際大会(11月16日から23日:オンライン開催のため、開催期間が長くなりました)の注目すべき点をお知らせいたします。まず、年次大会共同実行委員長のLouise OhashiとMizuka Tsukamotoが年次国際大会の内容を紹介し、大会への参加登録情報などを伝えています。次に、基調講演者、招待講演者(Kevin Cleary Speaker, Balsamo Asian Scholar)、主な講演者の講演内容を紹介し、そして今年のProfessional Development (PD) と Technology in Teaching (TnT)の大会前ワークショップ、JALTジュニアの「大会内の大会」- 年少者を教える教師のための特別なイベントの概要が続きます。分野別研究部会(SIGs)の多くはそれぞれの研究分野に関連する大会発表を推奨しています。最後に、大会にはJALT出版チームも参加する旨伝えています。JALTに論文を投稿希望の方や、ボランティアとして出版チームに参加して下さる方々と、年次国際大会でお会いできることを楽しみにしています。

Regular Features

年次国際大会の予告に加えて、通常の*TLT*の論文が続きます。Feature Article では、Nathaniel Reedが新しい学習指導要領に基づく、学習者のレベルに合わせて英語で授業をすることに関する教師の見解を調査しています。次に、Readers' Forumでは、Colleen Daltonが外国語教育の質を高めるために使われている自然な学習のプロセスとしての*languaculture*について論じています。

さらに、*TLT Wired*では、Thomas EntwistleがGoogleスライドを使って自律学習を促進し、批判的思考を育む協働リーディングアクティビティを紹介しています。Pramila NeupaneとMutsumi IijimaがYounger Learnersで、日本とネパールの学習者のバーチャル交流プログラムを紹介しています。Teaching Assistanceでは、Aaron Ozmentが日本と中国の最初の英語授業を比較しています。Writers' Workshopでは、Paul Tannerが、全ての人が学ぶべき、練習を繰り返し、試行錯誤し、努力を必要とするスキルであるアカデミックライティングの基礎を論じています。11月号はScott Gardnerが昔の文法学者の思い出を辿る旅へ私たちを誘うウィットに富んだ文章で締めくくります。

We Need You!

少し時間がありで、新しいライティングスキルや校正スキルを得て、履歴書に加えたいとお考えでしたら、私たちの3つの出版物—*The Language Teacher*, *JALT Journal*, *the Postconference Publication*のいずれかにボランティアで参加して下さいませんか。私たちは、校正者、コラム編集者、そしてジャーナル編集者を必要としています。十分なトレーニングとサポートもあります。そして、素晴らしい仲間も出来ます。ご興味がおありなら、ウェブサイト<<https://jalt-publications.org/recruiting>>をチェックするか、年次国際大会の私たちのセッションにお越し下さい(参照p.22)。

最後に、困難な年であるにもかかわらず継続的なご支援をいただきありがとうございます。2020年末までの皆様のご健勝をお祈りしつつ、2021年に再びお会いできることを楽しみにしています。

Malcolm Swanson
JALT2020 Conference Preview Editor
JALT Publications Website Editor



JALT2020 Conference Preview

With this year's international conference being online, you don't need to worry about booking travel and reserving hotel rooms. You can enjoy the whole conference experience from the comfort of home or office. What's more, JALT2020 will be a week-long festival of sharing, with over 550 sessions available to attendees. In this conference preview, we offer you a taste of what to expect.

Finding out more

Our conference website is packed full of information on the conference, including the full programme and details on the various events that will take place:

<https://jalt.org/conference/jalt2020>

Registration

JALT hopes that our members, local colleagues, and international colleagues, especially those who may not have been able to join us in the past, can join our online conference in November. JALT is offering special conference registration rates for this unique opportunity, and they include access to all presentation sessions, meetings, and events, including the Friday afternoon Technology in Teaching (TnT) and Professional Development (PD) workshops. 発表者・参加者費用は以下ようになります。JALTでは、金曜日の午後開催されるTechnology in Teaching (TnT)とProfessional Development (PD)のワークショップを含む、すべてのプレゼンテーションセッション、ミーティング、イベントへのアクセスが含まれた特別なカンファレンス登録料金をご用意しています。



- ¥8,000 for presenters and participants / 非会員
- ¥5,000 for presenters and participants who are JALT members—this includes ETA-ROC

(Taiwan JALT Affiliate) and KOTESOL (South Korean JALT Affiliate) / JALT会員

- ¥2,000 for Global Professionals for presenters and participants—the citizens and residents of the following nations are applicable for the Global Professional discount / グローバル・プロフェッショナル: <http://bit.ly/jalt2020reg>
- ¥2,000 for Full-Time Students and Seniors who are JALT members / フルタイムの学生およびシニア割引適用のJALT会員

<https://jalt.org/conference/registration>

Accessing the Conference

When you pay through the above link, you will get details on how to access the website **Eventzil.la**. This is the conference platform that will be hosting **JALT2020 Online**. You enter your code and you will be able to access the conference.

If you do not have a numeric code and are starting from the Eventzil.la site, you will be prompted to go to JALT's site and go through the payment process.

Once you are inside the JALT conference, you will be greeted by a page that offers a one-step access point to the various areas of the conference. A really important feature will be the live schedule. This live schedule will display all the presentations available at the current time. The schedule will be refreshed regularly so participants can see the latest sessions and events.

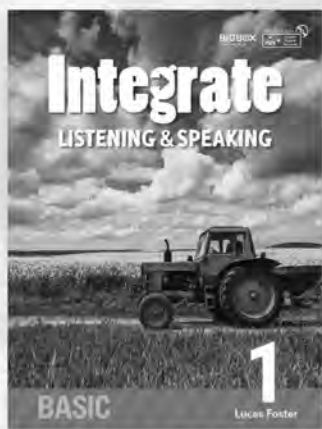
Once you find a presentation you want to see, there will be a link that will take you to the corresponding Zoom Room, or whatever application that is responsible for the session. Regarding Zoom Rooms, JALT will be providing Room Hosts for the majority of sessions. We also have a team of trained volunteers to assist in making this online conference experience as comfortable and enjoyable as possible.

JALT2020 Conference Preview

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About the Integrate Listening & Speaking series!

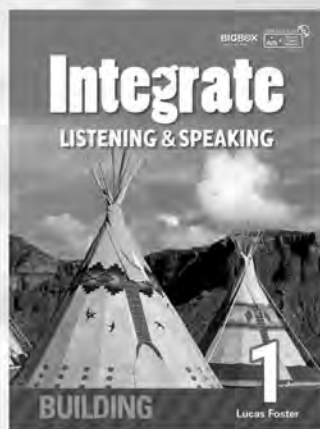
Integrate is a multi-level listening and speaking series for beginner to intermediate learners of English. The series features listening passages in a variety of formats on high-interest topics linked to common academic standards.



Integrate Listening & Speaking Basic



LEVEL **A1+** - **A2+** Beginner - Upper Beginner



Integrate Listening & Speaking Building



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Features

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- Pairs Reading with Writing and Listening with Speaking
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- Digital multimedia content; 7 videos + 1 AR per book
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Digital Components



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(for VR & videos)



Class Booster
(student learning app)

Components



Student Book
(with CD-ROM of apps and MP3 audio)



Practice Book
(included as an insert in the Student Book)

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Behind the Scenes with the Conference Co-Chairs

Louise Ohashi & Mizuka Tsukamoto

Mizuka: So, Louise, the JALT2020 Conference is just around the corner (although it's still mid-September as we talk now). How do you feel?

Louise: After so much planning and hard work from the Conference Team, I'm excited about bringing this conference to life, but a bit daunted by the preparation that still lies ahead. How about you?

Mizuka: I agree. When we started planning, it was going to be the usual onsite event, so it feels like we've planned for 1.5 conferences.

Louise: I know what you mean! This year our theme is *Communities of Teachers and Learners*. Has the meaning of this changed for you since we wrote about it when we believed the conference would be face-to-face?

Mizuka: It has certainly changed. I've been involved in onsite JALT conference preparation, so I knew that many people were involved. But now that it's become online, I can clearly see that the conference is supported by even more people. I was both surprised and encouraged to see how strong our professional communities are! And you Louise?

Louise: At its core, the ideas behind the theme are the same for me, but I think strengthening teaching and learning communities is more important than ever now that we are physically distant, because it's easy to be invisible or left out when you are not physically present. Relationships and networks can break down. By holding JALT2020 online, we are calling people together to strengthen ties and to reconsider the importance of community.

Mizuka: As classes went online, teaching communities emerged on Social Network Services, and I was impressed with how speedily the teachers took action and adapted to the new or extraordinary teaching situation. Actually, it was with the success of the preceding two big conferences in JALT (JALTCALL and PanSIG) that the JALT2020 conference team became more confident in holding this large scale international event.

Louise: Right! At first, we were considering scaling back and putting on a smaller version, but the JALTCALL and PanSIG teams led the way in creating interactive spaces online that allowed participants to

share ideas and socialise. This encouraged us to not only keep our regular program, but also to open up an extra call for sessions on *Emergency and Remote Teaching and Learning*.

Mizuka: Have we bitten off more than we can chew? Time will tell—I hope not! So, what will be different with the conference this year?

Louise: Being online brings new challenges as face-to-face conferences are social spaces and the Conference Team doesn't want that to change, so we have tried to make the conference as interactive as possible. For example, many presenters will use Zoom in live sessions. We also want to give people the chance to have the wonderful conversations that take place in the lobby or during coffee breaks onsite, so we will also have a Zoom room with breakout rooms for people to socialise in.

Mizuka: And that Zoom room is where you and I, and many conference team members, will be for some of the time, right? We hope to provide conference navigation and support to participants, especially for the first-time attendees. Come by if you do not have a presentation session to attend, and maybe you will be able to meet new people and possibly discuss research ideas too.

Louise: Ah, another big change is that the conference will take place over eight days. We decided to expand it so that some of our SIG meetings and other sessions could be held in the lead up to the main event. Our *Technology in Teaching* and *Professional Development* workshops will be on Friday as usual, and our main conference will run from Saturday to Monday. We have been working on this non-stop and it's getting closer every day. We are looking forward to you joining us and telling us what your experience is like!

Both: We hope that you will enjoy this special November issue of *The Language Teacher* that was prepared to provide more information for the JALT2020 Conference.

Louise Ohashi & Mizuka Tsukamoto
JALT2020 Conference Co-chairs





大会準備の舞台裏で…

Mizuka: ということで、JALT2020が目前に迫ってきました(といっても、今はまだ9月中旬ですが)。今の気持ちは？



Louise: 大会準備チームがこれだけの計画と努力をしてくれたので、この大会を実現できることにワクワクしていますが、まだ残っている準備には少し戸惑いもあります。あなたは？

Mizuka: 企画を始めた当初は、いつも通りの会場での開催を想定していたので、1.5回分の企画をした感じがします。

Louise: 同感です!ところで、今年のテーマは“Communities of Teachers and Learners(教師と学習者のコミュニティ)”です。大会の開催がオンラインに移行して、このテーマの持つ意味合いが変わりましたか？

Mizuka: 変わったと思います。私はこれまでの大会運営にも関わってきているので、開催するのに沢山の人たちに支えられているのは知っていたつもりですが、オンラインに変更になってさらに多くの人に支えられていることを実感しました。私たちのこのコミュニティの絆の強さに驚いたのと同時に励まされました。Louiseは？



Louise: 同じく。でも、物理的な距離が離れている今、教えることや学ぶことを語りあえるコミュニティを強化することは、これまで以上に重要だと思います。人間関係やネットワークが壊れてしまうこともあります。JALT2020大会をオンラインで開催することで、絆を強め、コミュニティの大切さを再考しようと呼びかけています。

Mizuka: そうですね。授業のオンライン化が決まっただけに、ソーシャルネットワークサービス上にティーチングコミュニティが出現しましたが、教員たちの新しい、あるいは通常とは異なる授業の状況への対応の速さに改めて感心しました。先にオンラインで開催されたJALTCALLとPanSIGの成功を見届けたことでJALT2020の大会準備チームは、今回の大規模な国際大会の開催に自信を持つことができたと思います。

Louise: そうですね。当初は、規模を縮小して開催することを検討していましたが、JALTCALLとPanSIGのチームは、参加者がアイデアを共有したり、交流したりできるインタラクティブな空間をオンライン上につくるという点で先陣

を切ってくれました。そのおかげで、通常のプログラムだけでなく、オンライン学習に関するセッションのための追加の発表募集をすることに踏み切りました。

Mizuka: 果たして無事に成し遂げることができるでしょうか?もうすぐその結果がわかります。ところで、今年の大会は例年とは何が違うのでしょうか？

Louise: JALT年次大会は参加者が交流できる場としても親しまれていました。大会準備チームはそれを変えたくないと思っていて、可能な限りインタラクティブな機会を設けることを心掛けました。たとえば、多くの発表がzoomを用いたライブセッションで行われます。また参加者同士の交流ができるようにロビーやコーヒープレイクを設けました。

Mizuka: そうですね。そのロビーには、私たちを含めた多くの大会準備チームのメンバーが出入りする予定です。特に初めて参加される方には、大会参加のナビゲーションやサポートを提供したいと思っています。セッションに参加していないときときは、ぜひ立ち寄ってみてください。

Louise: また、今回は大会が8日間に渡って開催されます。メインイベントの前に、SIGミーティングやその他のセッションを開催するために、大会日程を延長ことにしました。テクノロジー・イン・ティーチング及びプロフェッショナル・ディベロップメントのワークショップは通常通り金曜日に行われ、メインの会議は土曜日から月曜日に行われます。大会準備チームはノンストップでこの準備に取り組んでいます。そしてその日はだんだん近づいてきています。多くの皆様のご参加をお待ちしております。

両: JALT2020年次大会に向けて、より多くの情報を提供するために用意されたこのThe Language Teacher 11月号(特別号)をお楽しみいただければ幸いです。

Louise Ohashi & Mizuka Tsukamoto
JALT2020 Conference Co-chairs

JALT2020 DIGITAL

- » <https://jalt.org/conference>
- » @JALTConference
- » <https://www.facebook.com/JALT.conference>
- » <https://bit.ly/jaltYtchan>



Wayne Malcolm (JALT Director of Program) and Louise Ohashi (JALT2020 Conference Co-Chair) provide an overview of this year's conference.



<https://youtu.be/szfkaz18bBw>



2020 Plenary Speaker • Yoshi Grote

Supporting Diversity in the Classroom Community

Yoshi Grote

Kyoto Sangyo University

We live in a gender binary, heteronormative world.

Regardless of what versions of gender we personally perform or our individual ideas about sexuality, equality, or freedom of expression, we live in a world divided into pink and blue, salad and steak, ballet and basketball, strength and kindness.



The fact that you unwittingly felt a connection to the words “male” or “female” while reading those words proves this point. Whether we agree or not, we cannot argue with the fact that we understand, recognize and thus give value to the system which produces that whisper as I say cat and dog, beer and cocktail, knitting and rugby, aggressive and soft. You may be irritated by this whisper, you may completely disagree with the associations, but the fact that the whisper is still audible in your mind shows how deeply our society is organized along gender lines.

Above I use the word “society” in a very general way but, let’s briefly focus on Japan. The reality for many of us is that we are teaching English using gendered materials in a country that recently ranked 121 out of 153 in the Global Gender Gap Index (World Economic Forum Global Gender Gap Report, 2020). Japan’s gender gap is the largest among all advanced economies (Zahidi & Eda, 2020). Women’s and men’s roles, as well as appropriate performances of femininity and masculinity are deeply engrained in the language, rituals, institutions, expectations, products, and other aspects of Japanese society. Ladies’ Day, women’s only train carriages, female only parking spaces, different prices for *tabe* and *nomihoudai*—men and women are separated in a myriad of ways—perhaps even in the way they choose to sit in your classroom.

Yet as individuals, we may feel that we exist along the spectrum of gender in a much more fluid way. Even if you are a cis-gender, heterosexual male, you probably feel you have the right to pursue whatever hobby you like, order a cocktail, show compassion, and eat salad. To an extent, we are all somewhat “non-conforming” in our gender identities. In addition, we know that a significant number of people identify as trans, agender, and gender non-binary. We are also aware that there is far more variety in sexuality than the representations in advertisements, film, and textbooks would have us believe.

Unfortunately, as teachers it is easy to follow gender normative patterns. We may choose a male student to read the male part of a dialogue and a female student to read the female part without much thought of students’ gender identities or sexual orientations. Textbooks may require students to talk about the “popular” subject of boyfriends and girlfriends and in simply trying to follow the exercises, teachers may perpetuate heteronormative stereotypes. As teachers, should these personal aspects of our students’ identities even be our concern?

Yes and no. No, in that it is not necessary, relevant, or appropriate to enquire about individual students’ gender identities and sexual orientations. Yes, in that it is absolutely our responsibility to address our gendered classrooms and our language learning materials to provide greater representation of, and space for diversity.

As language teachers, we are presented with a unique opportunity for driving change. Whether we admit it or not, teaching is a political act; every decision we make—the materials we create, the images on our PowerPoints, how we make pairs and groups, the language we use, our explicit classroom culture—makes a difference. This is not only an opportunity, but also a responsibility that we must seize. These choices matter. We need to make sure they are positive.

We need to do this to present our students with wider possibilities for their own experiences of gender, and also so that more of them can see themselves authentically represented in the materials we provide. Roughly 10% of the students in your classroom identify as LGBTQIA+¹. That’s two students in every class of twenty. They probably haven’t come

1 According to a 2019 survey conducted by The Japan LGBT Research Institute



out² and they might feel somewhat invisible. Invisible in Japanese society because cultural dimensions such as collectivism (Hofstede, 2003; Hofstede & Minkof, 2010; Triandis, 2018) make it difficult to stand out as different and a preference for indirect, high-context communication (Hall, 1989, 1990; Kittler, Rygl, & Mackinnon, 2011) makes “coming out” challenging. Invisible because in a family centered society, where fewer than 3%³ of children are born out of wedlock and gay marriage is not possible, it may be hard for a young, gay, Japanese person to picture their future. In a society where the conditions for legally changing your gender require you to be over 22, unmarried, undergoing sex surgery, sterilized, and to have no children, it may be hard for a young trans person to imagine their place.

As teachers, we want our students to feel they have a place in our classrooms and we have that opportunity because teaching language is necessarily an intercultural act. English, for example, is usually used as a more direct language than Japanese. For some LGBTQIA+ Japanese, learning English can be connected to a motivation to be able to express who they are more directly, more openly, and to be met with greater acceptance. In the words of a research participant:

[English not corrected] “I came out only to friends in the foreign language department so they may understand different cultures or have a large point of view. If I come out my sexuality to other people, not in the foreign language department, they might not understand me.” (Gay male student interviewee).

Yet, belonging is a two-way street, and if a student cannot feel their identity is acknowledged and represented, they are likely to feel equally invisible and less engaged in learning. To create this space, we have to cast a critical eye over gender representations in our materials, give opportunities for preferred names and pronouns, be mindful of our own stereotypes, and choose image, text, and video where non-cis-gendered, non-heterosexual people are represented. There are so many ways we can do

this. Consider just one. When we pre-teach vocabulary with the support of images, we can be mindful not to simply choose the first image our search presents for, “brave,” but find one of a woman. Find an image of a man for teaching “tears”, and include an image of a gay couple when teaching “romance.” If the students laugh, great, you’ve opened the door for a dialogue. If they don’t, you’ve taken one more step towards normalizing the authentic ways humans interact in this world.

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2 Tamagawa (2017), in a 2005 health report on nearly 6,000 bisexual and gay men in Japan (Hidaka, Honma, & Ichikawa, 2007) found that over half had come out to fewer than five people. This helps explain how a 2013 Ipsos online survey revealed that although 46% of participants worldwide said they had an LGBT friend, relative or colleague, only 5% of Japanese participants said the same.

3 https://www.oecd.org/els/family/SF_2_4_Share_births_outside_marriage.pdf



Visit JALT's YouTube channel for more conference-related content: <http://bit.ly/jaltYTchan>



2020 Plenary Speaker • Kay Irie

Language Learning as Positive Communication: Bringing People Together

Kay Irie

Gakushuin University

In language education, it is appropriate and, perhaps, inevitable to view communication or interaction as the means and ends of learning. We treat it as an opportunity for input and output, as well as language-use practice: our intention is usually to prepare our students to engage in successful communication in language classes. When communication breaks down, we tend to attribute it to a lack of proficiency. However, there has been very little discussion of what else communication can offer learners and users, including teachers. And that is what I would like to focus on in my talk at JALT2020. In order to do so, I will tap into an area outside of language education.



In the field of communication, a positive psychology movement, endorsing the concepts such as subjective well-being and flow, has inspired researchers such as Socha and Pitts (2012) to argue for a different perspective on communication. Previously, as was the case in mainstream psychology, the focus of communication studies was on ‘solving problems.’ By contrast, the primary purpose of positive communication research is to discover how interaction can enhance our lives by making it more pleasant, engaging, and meaningful. In other words, what are the benefits of interpersonal communication to people’s subjective well-being? Concepts such as humor, memorable messages, supportive communication, and celebratory support are becoming known as key concepts in positive communication literature. For example, studies on self-disclosure have been focusing on sharing adverse life events, such as the loss of significant others, tragic accidents, and health issues with others. They have shown that the sharing improves immune function and phys-

ical health (e.g., Pennebaker, 1995). More recently, research on self-disclosure of positive experiences has also shown a relationship with good health (e.g., McCullough & Burleson, 2012). Sullivan (2013) argues that listeners’ support in response to the sharing of celebratory disclosure increases affection and reduces loneliness and isolation for the speaker.

At JALT2020, I would like to explore some practical ideas from the field of communication, using Mirivel’s positive communication model (2013, 2018). The model provides six actions and their desired outcomes in social interaction. Based on various interpersonal and social communication theories and research, they are considered to contribute to the development of peak moments in which people feel mutual understanding, happiness, and fulfillment by interacting with another person. Mirivel identifies greeting, asking, complimenting, disclosing, encouraging, and listening as actions that exemplify the nature of positive communication. The relevance of these actions for language education is intuitive and apparent. By drawing on the voices that emerged in ongoing research on foreign language learning in the later stages of life, I would like to unpack the model and consider the desired outcomes of these actions. Please join me in exploring how they can bring communities of language learners and teachers together through language education.

人と人を結ぶ言語学習： ポジティブ・コミュニケーション の視点から

入江 恵
学習院大学

従来 of 言語教育において、「コミュニケーション」は、常に「目的」と「手段」として扱われてきました。これは、言語を学ぶ、もしくは教えるという領域においては、適切であり、必然的でしょう。それは、言語教育では対象言語によるスムーズなやりとりが目的として念頭に置かれており、その目的を達成するための手段として、インプットやアウトプットによる「気づき」や「アップテイク(学び)」の機会、また既習単語や文法の定着を意図した練習の場として、コミュニケーションを利用するからです。会話のつまづきは、語学力のなさ、習熟度の低さが原因とされる傾向にあります。しかし、それ以外に、コミュニケーションが学習者や教員を含む言語使用者に何をもたらすかについて、今まで目



を向ける事はほとんどありませんでした。そして、これこそが、私がみなさんと、JALT 2020で一緒に考えたいテーマです。

一方コミュニケーション学では、主観的幸福度 (Subjective well-being) やフローを中心としたポジティブ心理学の台頭に刺激を受けて、Socha & Pitts (2012)らの研究者がそれまでとは異なる視点で研究を行うことの必要性を訴え始めています。臨床心理学研究と同じく、今までの研究が、「問題を解決すること」に集中してきたからです。ポジティブ・コミュニケーションの研究目的は、どのような会話や人的交流が、私たちの生活、そして人間関係を、より健全に、より魅力的に、そして、より有意義に改善できるかの探究です。言うなれば、コミュニケーションが、主観的幸福度の向上に、いかに貢献できるかを解明する事でしょう。この新しい視点に基づく研究では、ユーモア、記憶に残るメッセージ、支援的コミュニケーション (supportive communication = 話者に寄り添う事を目的とした言動) やセレブレトリリー・サポート (celebratory support = 慶事の共有に対するサポート) などのコンセプトが取り上げられています。その中の一つである自己開示を例に、視点の違いを見てみましょう。従来のコミュニケーション研究では、自己開示が免疫力や健康に与える好影響が報告されてきていましたが、主にトラウマとなるようなネガティブな体験が対象でした (Pennebaker, 1995など)。しかし、新しい視点に基づいた研究では、ポジティブな体験の自己開示も、健康に良い影響をもたらすことが報告され始めています (McCullough & Burleson, 2012など)。Sullivan (2013)は、自身に起きた喜ばしい体験を語る人に対して、聞き手が適切な反応をすることで、話者の聞き手への親近感が向上し、孤独感が低下すると述べています。

JALT2020において、私が取り上げるのは、Mirivel (2013, 2018)のポジティブ・コミュニケーション・モデルです。このモデルは、ポジティブ・コミュニケーションの特徴を捉える6つの行為と、その行為が引き出す結果が至高体験につながることを示唆しています。コミュニケーションにおける至高体験とは、対話する人同士がお互いを理解しあっていると実感し、幸福と満ち足りた気持ちを共有することです。Mirivelが推奨する行為は、「挨拶」、「質問」、「称賛」、「励まし」、「自己開示」そしてじっくりと「聞く」ことです。これらの対話における行動と言語教育の実践現場との関係は、容易に想像できるのではないかと思います。本講演では、現在進行中である高齢期における外国語学習に関する研究で浮かび上がってきた学習者の声を引用し、このモデルが推奨する行為と、それらに期待される効果が、どのように教員と学習者を結びつけ、コミュニティの形成に役立つかを、みなさんと一緒に考えたいと思います。

Kay Irie is a Professor at the Faculty of International Social Sciences, Gakushuin University, Tokyo. She is involved in developing and managing the English language program to support EMI. She also teaches at the Graduate College of Education at Temple University Japan. Her research interests include language learning psychology, learner autonomy, and research methods in these areas, including Q-methodology.

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Orientation Session for JALT2020 Participants

Is this your first time attending JALT's International Conference? Or is it your first online event? Or do you have questions about our conference? If so, please consider attending this orientation. The purpose is to give an overview of JALT2020 and provide tips for making the most of the conference. There will be opportunities to meet members of the conference team, ask questions, find out about the resources available at JALT2020, and connect with other first-timers. This will be scheduled right after the first plenary session on Saturday, 21st November. Please check the conference website and schedule for more details:

<https://jalt.org/conference>



2020 Plenary Speaker • Patrick Jackson

Dear, Dear Me...

Patrick Jackson

Oxford University Press

Patrick Jackson arrived in Japan in 1996, dishevelled from running an all-night restaurant in Dublin, Ireland. He strolled into a teaching job, possibly due to being taller than some of the other applicants, and was repeatedly told how good he was at it despite his minimal qualifications. Armed with his impressive chopstick skills and near-fluent Japanese, as well as his astonishing ability to eat natto, Patrick was walking on air.

One triumph led to another. After five years teaching kindergarten and primary conversation classes, he moved on to a prestigious junior high school, then high school, private university and, finally, a community college where he taught senior citizens. Following the logic of this progression, his next career move should have been to teach English conversation to the dead, but he decided it was time to return to Ireland while his students were still extant. Now an author of ELT materials, a committed litter-picker, and an environmental activist, he has shared a letter with us, written to the earlier, just-off-the-plane version of himself.

Dear Me,

Don't be frightened by my ghastly appearance. I am you. Or should that be 'You are I'? I am writing with some good news, some bad news, and some advice. I know nobody likes to be told "If I were you..." but in this case, I actually am you, so please pay close attention.

Firstly, the good news. It's going to be wonderful. You will have a fun and fulfilling time in Japan, enjoying good health and great friendships. You will get to know an amazing country and culture. You will be able to support your family thanks to a series of fair and supportive employers and reasonably paid work in pleasant conditions. You will be on the receiving end of much kindness. Your creative endeavours will be published and used by teachers far and wide and you'll even receive an income from that activity. You will 'do well' and get to spend Christmas in Hawaii with your family with every one of you suffering from a very nasty dose of gastric flu for the whole week. The cherry on the cake will be when, long after you have left Japan and the language classroom, you are invited to deliver a plenary webinar online to the JALT community via Zoom, recorded and uploaded to YouTube, and shared on Twitter and possibly even Instagram. Of

course, you don't understand a word of that last sentence, but bear with me.

Now for the bad news. Brace yourself because I know you have been feeling pretty good about things recently. Truth be told, you aren't a great teacher. You lack any knowledge of the basics of teaching young children and are, quite frankly, making it all up as you go along. You don't even seem to have any understanding of the language you are teaching. Furthermore, your chopstick technique lacks and your general manners suck big time. Apart from that, you are appallingly scruffy. Also, being able to eat natto is not an actual skill that deserves praise. They're beans. And your much lauded 24 words of Japanese sound like English or Dutch, through a sock, from a distance. But, well done for trying.

So here's the free advice. Please heed it. Do your students, your employers, and yourself a favour and save yourself a couple of decades of dead ends and bluffing. Start by learning something about your chosen profession immediately. Whatever way you like to learn, there is plenty out there for you. Get properly qualified. There is something called CPD that you have never heard of and won't for at least five years. It stands for 'continued professional development'. Do it. There are also things called CELTA and DELTA and Masters degrees. Do them too.

This next one is important. On the occasion you are given a potato suit in Osaka by a kind Japanese teacher, think twice about wearing it on the bullet train back to Nagoya. It wasn't a good idea then, and it never will be. Especially when you are carrying a bag of Asahi Super Dry. The fact that your train fare will be paid by a well-known 500-year-old publishing company makes no difference. Lose the spudsuit on the *shinkansen*. It scares people.

Learn to speak Japanese to as high a level as you can reach as quickly as you can. Take classes. Do the tests. Put in the time and immerse yourself in it. You have an unbelievable opportunity to gain another language and understand another culture. I didn't and still regret it. Don't be me.

There are local and national teaching organisations such as JALT and teaching groups that would love to welcome you. Join them and find inspiration there, and mentorship, and direction. One day you will wander into a teaching conference by accident



and a whole new world will open up. On that day, you will see grown adults on stage pretending to be rabbits, kangaroos, and pandas. These are primary ELT authors and they should be treated with love and respect. You will become one of them.

There's a world full of experienced, interesting people who will be delighted to help you in all sorts of ways. Seek them out. Go for coffee. Ask for advice. Everything good that is about to happen to you happened thanks to a connection you made with somebody. You just took rather a long time finding them.

Listen carefully to this next one. If you find yourself about to pull open the curtain on a junior high school *Three Billy Goats* drama activity, cancel it at once. I won't go into too many details here for fear of upsetting you, but believe me, it got ugly fast. There were broken bones and profuse, prostrate apologies to pupils, parents, and principals. On that note, generally avoid trolls of any sort. Goats are fine though.

Enjoy the great teaching materials available to you and keep an eye on what's new. But also think about what you can make yourself. Getting some creative projects on the go is the fuel that keeps you going. Put a few irons in the fire and then a few more. You don't know which of your projects will grow wings and fly and ideas can have a surprisingly long shelf life.

Ask what 'extra' you can bring to your students, your colleagues, and your employer. Think beyond the timetable and the confines of the classroom. Really get to know your students. That's another regret of mine. Let them get to know the real you. Bring your hobbies, passions, and curiosities to work and put them to service, making your teaching days, weeks, months, and years unique and memorable, and keeping you fresh and inspired. Link your classroom to the wider world in any way you can think of and connect your teaching to the community. It will transform your students and help them see the real benefits of learning English.

Oh, and finally...

Enjoy the ride. And if you think it's patronising of me to drop by like this, I'll tell you a little secret. All of this advice is as relevant to me now as it was 25 years ago.

*Farewell young man,
YOU (or me?)*

Now back in Ireland after twelve years teaching Japanese learners of all ages, **Patrick Jackson** is motivated by the power of real-world experiences and community action to inspire and give meaning to classroom learning. A passionate beachcomber and litter-picker, he is currently working on projects that help children discover their role as environmental stewards. He is the author of several courses published by Oxford University Press including *Everybody Up* and *Potato Pals*. He occasionally wears a cloak festooned with marine debris. Patrick tweets as @patjack67.



The CREDIBLE Approach in the Classroom

Prof Nomad

University of Sydney

The CREDIBLE approach encourages students and teachers to create projects that address real needs of people and communities where they live. The CREDIBLE approach, which takes a transdisciplinary and translanguaging approach in developing classroom practices and goals, is an attempt to reharmonise our understandings of language and knowledge in our local settings.

CREDIBLE is an acronym used to highlight the relationship between our educational work and our social and environmental contexts.

In this session, we will unpack the notion of CREDIBLE and then look at examples of projects that classroom practitioners have carried out in diverse contexts. We will also consider possible projects that you can develop in your own contexts.

Prof Nomad (Ahmar Mahboob) is Associate Professor of Linguistics at the University of Sydney. His current work focusses on how humans make sense and engage with the world through the use of all their socio-semiotics, which includes (but is not limited to) language. His goal in doing this is to develop alternative approaches to doing social-sciences—ones that are more integrated and respond to real human, non-human, and environmental needs.





2020 Plenary Speaker • Rebecca Oxford

The Language of Peace Approach

Rebecca Oxford

University of Maryland

This article outlines the *Language of Peace Approach*, including six peace dimensions and other key concepts (Oxford, 2013, 2014). I draw upon ancient and current sources, ranging from the globally inspiring words of Lao-Tzu, the sixth-century BCE Chinese sage, to the 2021 book, *Peacebuilding in Language Education: Innovations in Theory and Practice* (Oxford, Olivero, Harrison, & Gregersen), with contributions from most continents.¹

Peace Dimensions in the Language of Peace

The six peace dimensions are inner, interpersonal, intergroup, intercultural, international, and ecological peace. This system of dimensions provides a common language with which L2 teachers, teacher educators, and learners can talk about conflict and work toward peace. As shown above, inner peace is the hub, empowering individuals for action and reflection regarding any other peace dimension. Simultaneously, inner peace can be strengthened through compassionate involvement in any of the other dimensions, e.g., being interpersonally kind, working for social justice for all, promoting peace among cultures or nations, and working on solutions to environmental problems.



Inner peace, or harmony in the heart, was a key theme for the ancient Chinese philosopher Lao-Tzu, mentioned earlier. He said that if there is no peace in the heart, there can be no peace elsewhere: the home, the town, the nation, or the world (Miall, 2000). Developing peace in the heart is possible

through meditation, music, writing, imagery, mindfulness, art, or doing good works for others and the world at large.

Interpersonal peace involves caring about family members, friends, acquaintances, and even strangers. It involves compassion, love, kindness, trust, and respect. Mother Teresa stated, “Love begins at home, and so from here—from our own home—love will spread to my neighbor, in the street I live, in the town I live, in the whole world. . . . Works of love are always works of peace” (Nichol, 2007: 53, 72–73, 91).

Intergroup peace is harmony among groups that are classified by race, age, gender, sexual orientation, intelligence, ethnicity, class, religion, (dis)ability, and other criteria. Fear of difference can stoke intergroup hostility, social injustice, or violence. Civil rights leader Martin Luther King, Jr. (2001) encouraged groups and individuals to let go of fear and to work for love and unity.

Intercultural peace means harmony that exists among societies, each of which views itself as internally united by a common history (Boulding, 2000). The cultural iceberg is a visual metaphor devised by Hall (1976). The iceberg’s tip represents visible, conscious, external aspects of culture, such as marriage customs, clothing, and holidays. However, the larger part of the cultural iceberg is below the waterline, where invisible, unconscious, internal aspects (unspoken attitudes, values, and beliefs) exist. Peace cultures are inspired by our imagination of how things might be in a world of courageous compassion.

International peace is strongly challenged at this time. Waves of nationalism are rising, along with political impulses to opt out of international collaboration. Consider Britain’s withdrawal from the European Union and the United States’ withdrawal from the Iran nuclear agreement and the World Health Organization. Constructive nationalism allows pride and love of country while encouraging international cooperation (Judis, 2018), but “us versus them” nationalism reflects and breeds separation, sometimes spilling over into violence.

Ecological peace (Oxford et al.; Oxford & Lin, 2011) involves reconnecting with nature, actively caring for the environment, and taking positive steps to slow climate change. Ecological peace also involves effectively handling specific crises. For instance, some people dump plastic products into oceans, seas, and lakes, thereby killing much underwater life; some intentionally burn the Amazon rainforest, the “lungs of the world”; some let “space trash”, as

¹ This book, copyrighted as 2021, was published Oct. 31, 2020 and is now available.



big as a truck or as small as a paint fleck, to float in space; and some allow imbalanced agriculture to feed the rich and deprive or starve the poor.

Other Concepts in the Language of Peace Approach

Here I explain some additional concepts that support the Language of Peace Approach.

- *Conflict* (disagreement) is ubiquitous because people are different from each other. Skills of conflict management and resolution are learnable and teachable, as Bickmore (2011) demonstrated in elementary school classrooms. If well handled, conflicts can even be transformed into something exceptionally positive: they can generate respect for the values and hopes of the parties involved, spark greater problem-solving creativity, encourage productive change (De Dreu & Gelfand, 2008), and foster peace cultures (Boulding, 2000). Such conflict transformation is a great part of *peacebuilding*, or creating harmony out of difference. Peacebuilding is important to L2 teaching, learning, and communication, which inherently involve linguistic, cultural, and cognitive-emotional diversity. See Oxford et al. for examples.
- Peacebuilding addresses not just conflict, but also *violence*. Violence means intentionally inflicting harm for one's own or one's group's purposes, either indirectly (through social injustice and discrimination) or directly, through harming a person or a group physically or in some other obvious way (Galtung, 1990). Peacebuilders dig deeply to uncover the root causes of violence and seek to transform them.

Conclusion

I explained above that the six peace dimensions help L2 teachers, teacher educators, and learners deal effectively and multifacetedly with inner and outer conditions. I showed how peacebuilding can transformatively deal with both conflict and violence. Insights from this article can be woven into L2 instruction and L2 teacher education, as richly illustrated by Oxford et al. Peace dimensions and peacebuilding go hand in hand with much-needed “global skills” (Mercer, Hockly, Stobart, & Lorenzo Galés, 2019), such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, and emotional self-regulation and well-being.

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Rebecca L. Oxford, Ph.D. (Professor Emerita and Distinguished Scholar-Teacher, University of Maryland) co-edited *Peacebuilding in Language Education* (Multilingual Matters, 2021). She has published 14 other books on peace, eco-education, transformative education, and language learning and has given presentations in 43 countries. She co-edits two book series: *Spirituality, Religion, and Education* (Palgrave) and *Transforming Education for the Future* (Information Age). “Rebecca Oxford’s research has changed the way the world teaches languages,” stated a lifetime achievement award.





2020 Kevin Cleary Invited Speaker • Heather McCulloch

An Unlikely Orchid

Heather McCulloch

Gunma University

I am the last person that you would expect to be giving a presentation. I am quiet and shy, and I have a small voice. I prefer to stay in the background and not be the center of attention. The funny thing is that I will be giving a presentation at the JALT2020 Conference called “Working with Introverts in the Education Community.”

Why in the world would I be taking the online stage to speak? The topic of introverts is very dear to my heart because it has affected me for my whole life. Now that I am the teacher, I see so much of myself in many of my silent students.



“What’s wrong with me?” “Why can’t I think of something to say in class as quickly as my classmates?” “I’m trying so hard, but why don’t my teachers see that?” “Why am I so exhausted at school?” I am an introvert, and like so many of my fellow introverts, these are the thoughts that repeatedly went through my head as a student. It was Carl Jung (1923) who first coined the words *introvert* and *extrovert*. These words describe where a person gets energy from. An introvert finds energy from within by seeking solitude to recharge depleted batteries. On the other hand, extroverts would absorb energy from the outside world by being around people. Since a third to a half of the population is introverted (CAPT, 2003), chances are there is a student like me in every class. They are easy to recognize. It may be the student that sits closest to the door. Or it could be the one who enjoys talking to a neighbor, but rarely speaks to large groups. It might even be the student that shies away from group work but excels by producing excellent results when working alone. Often, these are the nameless faces that teachers overlook.

I started to realize that I was “different” in junior high school. I enjoyed school, but I started getting tired during the day and felt like I needed time away from my friends and classmates for a little peace and quiet. I had nowhere to seek refuge, so I found myself sitting in restroom stalls far from the center of the school. This was a safe haven where I could have some peace and quiet to recover from all of the noise that I was surrounded by throughout the day.

The need for peace and quiet grew stronger as I forged ahead in high school. My day at school was exhausting from beginning to end. A typical day for me at school consisted of riotous hallways that resembled a zoo, arduous classes that required a lot of group work, sociable classmates that talked circles around me, and demanding teachers that were constantly disappointed with my participation—or lack of it. I loved my friends (both of them) but during lunch, I needed to get away. For my last two years of high school, I ate lunch alone at the end of an empty hallway. If anyone had ever seen me, they would have felt sorry for me. But for me, this time was pure bliss. This was the time that I looked forward to all day. I was finally alone to daydream and salvage the little energy that would help me survive through the rest of the day.

Kevin Cleary Invited Speaker Program

In 2014, the *Kevin Cleary Invited Speaker Program* was begun in memory of a beloved JALT President to bring scholars to address JALT members at our conferences. The first recipient of this award was Milagros Laurel from the Philippines; in 2015, Ken Urano from Japan was the Invited Speaker; in 2016, Debbie West joined us from France; in 2017, Japan’s Fumiko Murase was honored; followed by Mehrasa Alizadeh (from Iran) in 2018 and Chiyuki Yanase in 2019. This year, Heather McCulloch will be the 2020 Kevin Cleary Invited Speaker and will speak on *Working with Introverts in the Education Community*.

Heather McCulloch

A lifelong extreme introvert, Heather McCulloch has had considerable experience being a shy and uncomfortable student in the classroom setting. Nevertheless, she has embraced her qualities of introversion, and accordingly, fostered a desire to help other students and teachers do the same. Ultimately, she aspires to help fellow teachers appreciate the advantages of quiet and reticent students in class. She holds a Master’s degree in TESOL from Biola University, Los Angeles, USA. Having over 20 years of teaching experience in diverse settings and at various levels, she currently works at several tertiary institutions in Gunma, Japan. At present, she serves as the president of the Gunma JALT chapter, showing that even the shyest and most introverted can be a leader.



Nonetheless, I still spend my days at school. This time, though I am the teacher, nothing has changed. I am still overwhelmed by the noise and excitement that dictates a day at school. I have never seen the inside of the cafeteria and I continue to enjoy eating my lunch alone. I am an educated adult, and it is funny that I still see a restroom as a place of refuge.

A few years ago, still wondering why I was so different from my colleagues and friends, I decided to take the Myers Briggs Type Indicator (MBTI) and then the Big Five. I took the tests about 20 times just to get an accurate assessment of my personality. As I was reading the description of the results for my particular type, I quickly became interested in introversion. Since I scored 90% on the MBTI introversion scale and a measly 6% on the Big Five extroversion scale, I knew that was a big part of who I was. I am not a researcher, so I went to the place I got a lot of information from—YouTube. The second video I watched would change my life. Susan Cain (Cain, 2012), in her TED Talk titled “The Power of Introverts” brought me to tears. For the first time in my life, I realized I was not just okay, but I was pretty awesome! I immediately read her book, *Quiet: The power of introverts in a world that can't stop talking* (Cain, 2013) and I did not stop there. I read every book about introverts that I could get my hands on. When I ran out of books, I turned to research articles. I was obsessed. As I read more and more about personality in general, I wondered what influence personality had on learning preference and whether or not my teaching style was effective for all of the personality types.

Teachers all over the world are said to prefer the more talkative students (Meisgeier, 1994), the extroverts. These are the students who often enjoy group work and answer questions quickly. I saw this attitude in my own teachers when I was in school. I dishearteningly remember walking into the classrooms. My teachers barely even looked up to give me an uninterested “hello,” while the more outgoing students were always met with enthusiastic greetings and lively conversation. I felt ignored and neglected even though I was a good student. It did not seem to matter that I did great work. It only mattered if I talked or not. I spent a lifetime comparing myself to those students who spoke so effortlessly in class, receiving favorable recognition from the teachers.

Extroverts offer so much to our classrooms. They are expressive and help us, the teachers, by answering questions quickly. But introverts have some great qualities as well. They tend to be organized

and good at solving problems. The orchid hypothesis (Ellis & Boyce, 2008) compares extroverts to dandelions. They are strong and can flourish anywhere. On the other hand, an introvert is more like an orchid. With the right kind of encouragement, an orchid can grow into a beautiful flower. In the book *Zen Shin* (Ogui, 1998), Ogui, a Japanese monk says, “A flower does not think of competing with the flower next to it. It just blooms.”

In my presentation at JALT2020, it is my desire to help attendees understand what an introvert is and is not. Furthermore, I will delve into explaining the physiological reasons why introverts are who they are. Introverts often feel unseen, as I did. I will be discussing the ways that teachers can see and appreciate all students, so that they can better work together to make a community that includes everyone. If we apply the words of Ogui to our classrooms, seeing the beauty in both dandelions and orchids, our classrooms will “just bloom.”

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Communities of Teachers and Learners

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Laxman Gnawali • Balsamo Asian Scholar

Reciprocity and Growth in Communities of Practice

Laxman Gnawali

Kathmandu University

Teacher professional development is an integral part of English as a foreign language (EFL) teaching. When EFL teachers make professional development efforts by creating challenges for themselves and learning from their experiences, they can cope with the ever changing situations. They may undertake personal initiatives and those based on collaborative practices. Whatever approach they may take, it is considered healthy for teachers to proactively be involved in their own development process (Mann, 2005).

Of the myriad opportunities EFL teachers may avail themselves of, language teacher associations



offer perhaps the best benefits. On one hand, they give a sense of belongingness and identity to their members as communities of practice with all members bringing the same agenda. As Wenger and Wenger-Trayner (2015) define communities of practice as “groups of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly” (p. 1), language teacher associations as communities of practice provide opportunities for members not only to learn through training, conference participation, exposure visits, and the like, but also help other members learn with their sharing of experiences and insights. The teaching, teacher training, lecturing, research, leadership and management, and writing and publishing (Baber, 2012), these members carry out do not take place with just individuals. They are all the results of the social interactions and exchanges which are possible with the environment the associations create.

Gradually, from these gives and takes with internal sharing and the knowledge gained from outside the organization, the language teacher associations build an environment that has been termed as *social capital*. Social capital is the sum total of the actual or potential resources of a durable network of relationships of members which are institutionalized (Bourdieu, 1986). This situation supports its members with the collectively owned knowledge body. The relationships among the members exist with meaningful exchanges created by the synergy of the members within the networks and associations. The capital is sustained as long as the members keep giving to the associations and receiving from them, and there is a trust on either side.

A study I previously carried out on the relationships between the language teacher associations and their members revealed that the two sides, the members and the associations, existed and thrived with a principle of reciprocity (Gnawali, 2016). Their relationship was sustained on the grounds of give and take. In this study, the data were collected from the central committee members of the Nepal English Language Teachers Associations (NELTA) who had noticeably engaged with NELTA and had also visibly benefitted from it. I decided to explore how the provincial leaders perceived their relationship with this association to see how the leaders who had worked from provinces with less chances of availing themselves of the opportunities

Balsamo Asian Scholar Program

In 1988, JALT started an *Asian Scholar Program* through which teachers from other Asian countries are hosted in Japan, meet with teachers here, and give presentations at the annual international conference as well as at local chapters all over Japan on the *Four Corners Tour* program. In 2008 the program was renamed the *Balsamo Asian Scholar Program* in honor of Bill Balsamo, president of the Himeji JALT Chapter and founder of the Teachers Helping Teachers SIG. Over the years, teachers from many countries have visited Japan on this program, including four teachers from China; four from Vietnam; three from the Philippines; two each from Cambodia, Laos, India, and Malaysia; and one each from Russia, Pakistan, Indonesia, South Korea, Bangladesh, and Thailand. The scholar in 2020 will join us from Laos.

Laxman Gnawali

Dr. Laxman Gnawali, Professor of English Education at Kathmandu University, is an acclaimed figure in the field of ELT in Nepal. His national and international contributions include EFL textbooks, articles, and book chapters on language pedagogy and teacher professional development. A University of Exeter alumnus, Dr. Gnawali has a reputation in and outside Nepal for inspiring teachers for professional development through network building. He currently serves NELTA as its Senior Vice President.



compared to the central leaders. I used the same interview guidelines for data collection. The participants included the chairs of the seven provincial committees, who happened to all be men. I thematically analyzed the data and presented the outcomes under two headings as before: contribution of the association to its members and contribution of the members to the association.

Contribution of the Association to its Members

When asked how the members benefitted from the association in terms of their professional development, the participants largely ascribed members' professional growth to NELTA. They believed that members develop their professionalism outside their work places mainly due to NELTA. Mr. G stated, "Lots of opportunities to enhance their professionalism. For example, training, workshops, seminars, and other networking opportunities. Exposure visits, scholarships too." For him, there was more, as he "gained social respect and was a recognized figure because I belong to NELTA." Other participations echoed him and added that NELTA changed their outlook through publications and visits to the IATEFL and TESOL conferences, the Hornby scholarships, and expanding network, thereby expanding their horizons. Mr. B shared, "This umbrella creates a sense of belonging. We develop our professional development from both local and global expertise." All participants sounded highly grateful to this association for what they had achieved. They believed that this kind of benefit for the members was possible due to the provisions made in the policy as outlined in its statutes. However, the spirit of the association did not materialize for all members, due to the size of the membership. The number of life members exceeded 5,000, but the opportunities were limited.

Contribution of the Members to the Association

Responding to the question on how NELTA benefitted from them and from other members, they stressed volunteerism. The members gave time and organized activities for no immediate return. Mr. B explained, "As the Chair of my province, I try to get more life members. We conducted events at local schools from which NELTA has been established as a renowned organization." Mr. R, who campaigned to construct an office building for his committee successfully, was proud to share, "We also contrib-

ute monetarily for conducting events and raising money for large projects like acquiring buildings." The responses of the participants largely corroborated those of one another. Mr. N was cautious that not all members made similar contributions, either because of their own limitations or their attitudes.

Conclusion

The study showed that the association in the study formally stipulated professional development strategies for its members in its official documents, placing professional development at the core of the association activities. The members benefitted from the opportunities made available through internal, as well as external resources. The members also contributed to the growth of the association. The association and the members operate as a community of practice in a reciprocal relationship, both sides contributing to the growth of each other, and the growth of one impacts the growth of the other. As shown by my previous study, the social capital builds through the reciprocity between the association and the members, as seen by the participants of this study. The participants shared some limitations on both sides. As I was trying to see if there was any difference in the way these provincial leaders perceived the benefits they and other members got compared to what the central committee members expressed, there was no difference. The provincial leaders did not complain of being away from the center. It shows that NELTA as a community of practice maintains the social capital, not only at the central level, but also at the provincial level. However, there is a resource and opportunity gap between the association and the members' expectations.

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2020 Featured Speakers • Theron Muller & Colin Skeates

Using Community to Strengthen Qualitative Research (Workshop) Critical Discourse Analysis of Job Advertisements (Research presentation)

Theron Muller, University of Toyama

Colin Skeates, Keio University

Sponsored by Yokohama JALT Chapter

In our Featured Speaker workshop, we will lead participants through the process of planning and executing a qualitative research project. We'll use a recently completed critical discourse analysis of higher education job advertisements (the topic of our research presentation) as a model for framing the kinds of questions that are important to consider when conducting qualitative research. Discussion topics will include finding ideas for projects, making decisions about methodology, methods of analysis and coding data, and how collaboration can strengthen research. Our workshop will include practical discussion of how participants can plan and execute their own qualitative research projects. We hope participants will finish the workshop with some clear ideas about issues they are interested in investigating, how to go about exploring them, and how including co-investigators could help to make the final product more robust.

In our research presentation we will describe the findings of a recently completed study that is an important issue to many in the language teaching community; gaining entrance to and moving between higher education positions. Applicants may find understanding what information is communicated in position advertisements a point of confusion. To explore this, we investigated the texts of higher education job advertisements for language



teaching and applied linguistics positions, specifically examining tensions arising from the internationalization of higher education and its resulting marketization. Using discourse analysis (Fairclough, 1992), we examine advertisements with attention to how institutions represent themselves and the work they solicit. Past discourse analysis of institutional discourse includes analysis of job advertisements for positions in Australia (Nuttall, Brennan, Zipin, Tuinamuana, & Cameron, 2013), New Zealand (Gunn, Berg, Hill, & Haigh, 2015), and China (Xiong, 2012). However, comparative analyses of job advertisements across national boundaries are rare. Additionally, many investigations examine only English language job advertisements, though Xiong (2012) is a notable exception. Thus the current study, by examining job advertisements from Anglophone countries and Japan-based institutions in English, English and Japanese, and Japanese, clarifies similarities and differences in institutional and job position representations across national contexts. We investigate what aspects of recruiting Japan-based institutions tend to leave implicit in their position descriptions and how the institutions based within and outside Japan approach advertising themselves to potential applicants in light of a globalized, marketized higher education climate.

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2020 Featured Speaker • Christian Jones

Dramatised Literature and Spoken Language Awareness

Christian Jones, University of Liverpool

Sponsored by Literature in Language Learning SIG

Arguments have been made for using literature (defined here as plays, poetry, novels, or texts adapted as screenplays in film or television) in second language classrooms for many years (e.g., Brumfit & Carter, 1986; Carter & McRae, 1996; Chan, 1999; Duff & Maley, 1990; Hall, 2005; Paran, 2006; Teranishi, Saito, & Wales, 2015). Amongst other benefits, it has been suggested that literature can develop language awareness (e.g., Brumfit & Carter, 1986; Jones & Carter, 2012), enable students to develop the “fifth skill” of thinking in the second language (McRae, 1991), and develop competencies linked to the Common European Framework of References for Language (CEFR; Jones & Carter, 2012), used to measure proficiency in many second languages (Council of Europe, 2001).



Despite these arguments, both Paran (2008) and Fogal (2015) note that there is little empirical research which investigates the general effectiveness of literature in second language classrooms in general, and there are very few examples of studies which explore its relation to the development of spoken language awareness or speaking skills. In this talk, I will argue that this is a research gap which needs to be addressed. There are several reasons for this: Firstly, the development of speaking skills and awareness of spoken language are often of primary importance to learners of English as a second or foreign language (Meddings & Thornbury, 2009). Secondly, although recent developments in corpus-informed materials (e.g., McCarthy & McCarten, 2018) have greatly improved the realism of dialogues which learners encounter in textbooks, many can still feel unnatural and unmotivating. Dialogues from literature can provide motivating and useful models of spoken English that may also be used to develop speaking skills. Although such conversations in literature are not exactly what

we can find in spoken corpora, they do contain a number of common features (Byrne & Jones, 2019; Jones & Oakey, 2019) and are normally accessible to teachers, increasingly in the form of audiobooks and in dramatised versions. Lastly, engagement with motivating literary dialogues may lead to more interaction (with texts and in classes) and the noticing of common linguistic and discourse features of conversations. There is some good evidence that motivation, noticing, and interaction are all important factors in language acquisition (Schmidt, 1990; Long, 1996; Dörnyei, 2012).

Following these initial arguments, I will also discuss a recent experimental study which used dialogues from dramatised literature (the popular BBC show *Sherlock*) as texts for teaching (Jones & Cleary, 2019). I will explore how such material was used to develop spoken language awareness over time and how participants reported on their own engagement with the material. I will then explain the results of the quantitative and qualitative data collected. Finally, I will look at several implications for teachers in a range of contexts and briefly discuss how research in this area might develop further.

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2020 Featured Speaker • Beniko Mason

Story Listening and Guided Self-Selected Reading

Beniko Mason, Shitennoji University Junior College, Emerita

Sponsored by Kobe JALT Chapter

The goal in Optimal Input language teaching is to develop “autonomous” acquirers of second languages; that is, to bring students to the point where they no longer need us and can continue to improve on their own (Krashen, 1998). Research over the last four decades has shown that: (a) we acquire language when we understand what we hear and read; that is, when we receive “comprehensible input”; (b) students need to receive a massive amount of rich, compelling (highly interesting), comprehensible language input in order to make good progress in acquiring a language; (c) second language students go through similar stages as first language students; (d) acquiring a language and learning about the language are not the same thing; (e) consciously learned rules of the language are generally only helpful when we take a written grammar or vocabulary test, and sometimes in editing our writing; (g) anxiety and fear hinder acquisition; and (h) when



comprehensible, compelling, and rich input is given abundantly in an anxiety free environment we can expect optimal outcome (Krashen, 2003, 2004).

An Optimal Input language program begins with Story Listening (Mason & Krashen, 2020) with a Guided Self-Selected Reading (Mason, 2019). In a Story Listening lesson, a teacher delivers a story, usually a fairy/folk tale which has stood the test of time. For the parts that the teacher predicts that the students will not understand, the teacher makes the story comprehensible with the help of several different kinds of support, such as drawings, written words on the board, occasional use of the students’ first language, and taking advantage of the students’ background knowledge (Krashen, 1982; Krashen, Mason, & Smith, 2018).

There are no textbooks or worksheets to purchase for Story-Listening lessons. Copyright-free stories are downloaded from the Internet, and books can be checked out from the school library. When the stories that the teacher brings are compelling and comprehensible, students listen. There is no forced output, no targeted grammar or vocabulary memorization, no error correction, and no daily or weekly tests (McQuillan, 2019a, 2019b). Depending on their age, students may be asked to write a brief summary of the story they hear or keep a record of their reading in their native language. Samples of these summaries and the reading record serve as feedback to teachers on their teaching performance, or as guidance for ordering books. Summary writing



could also be used as formative evaluation, and as progress reports. We have discovered that as their English competence improves, students gradually start writing the summary of the story in the target language.

Story-Listening works as a conduit to reading (Krashen, 2018). When the guidance is appropriate, students do enough voluntarily reading to cause significant gains on standardized tests. Providing optimal input abundantly in an anxiety free classroom is not only effective for developing language skills but is also highly efficient: students acquire more per unit time (e.g., per classroom hour) than when using traditional or mixed (“eclectic”) methods (Mason, 2013, 2018).

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JALT Publications at JALT2020 Getting Published in JALT Publications

- Caroline Handley, JALT Publications Board Chair
- Gregory Paul Glasgow, *JALT Journal*
- Nicole Gallagher, *The Language Teacher*
- Peter Clements, *Postconference Publication*

This presentation provides clear and practical information on publishing in one of the JALT Publications journals, which include *The Language Teacher*, *JALT Journal*, and the *Postconference Publication*. Editors from each journal will cover their journal's remit and submission guidelines, describe the various peer-reviewed and not peer-reviewed publication opportunities available, and answer questions. First-time authors and those wishing to publish in Japanese are especially welcome.

**Saturday, November 21
12:50 PM - 1:50 PM**



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>



JALT2020 Professional Development Workshops

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

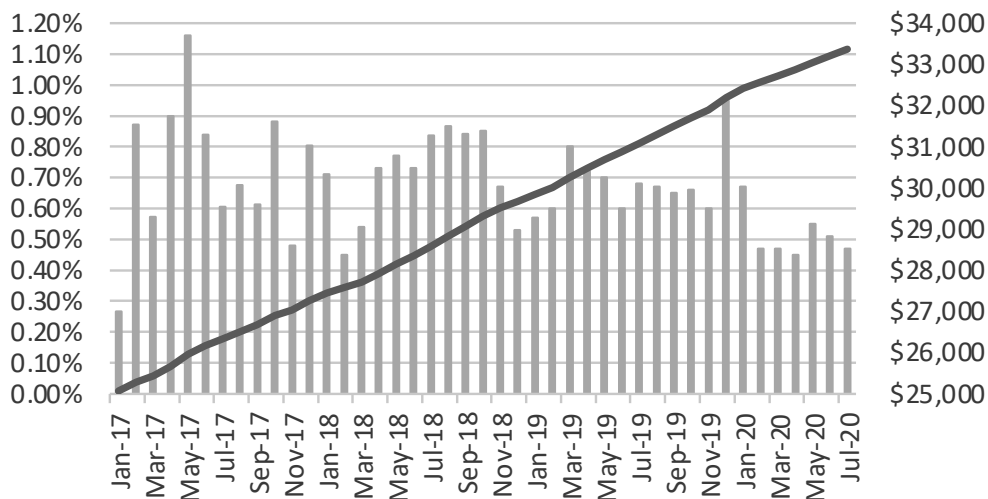


JALT2020 TnT Schedule

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>		

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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
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Dealing: Monthly
Redemption: Monthly
Min Investment: AUD\$25,000
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All returns are net of all fees and Australian withholding tax (10%)

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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

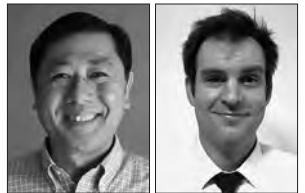
In online and regular teaching, there is often a need for authentic listening homework that is tailored to the students, teacher, and textbook. However, the logistics required to create, administer, and evaluate such activities can be overwhelming. This workshop will focus on the use of teacher-created 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.





JALT Junior: A conference-within-a-conference for teachers of younger learners

Why This Is the Year You Don't Want to Miss JALT Junior!

Marybeth Kamibepu

JALT Junior Program Chair

JALT Junior (JJ) has always been an inclusive and supportive conference for teachers of learners aged 0 to 18. JJ is usually a two-day conference, including exhibitions by publishers, all plenaries, presentations with the JJ mark on the conference book, all the big social events like *The Best of JALT*, and the social events and forums organized by the Teaching Younger Learners Special Interest Group (TYL SIG). It is traditionally available at a reduced conference fee for JJ participants in recognition of the fact that most JJ participants are self-payers with limited or no outside institutional support. JALT Junior participation does not include access to presentations apart from plenaries and JJ events.



The 2020 conference will be completely online. In addition to the regular offerings, the online experience will include some special features. This year, there is no separate JJ registration, just one reduced-rate fee for the whole JALT International Conference. JJ presentations will still be marked for easy reference, but there is no need to limit yourself. If you are interested in other presentations or want to explore other topics or fields, this is the year to start exploring.

Over the years, more and more presentations are being designated with the JJ mark. This year, with the fully online conference, we are scheduling beyond the two-day model. We will have our first weeknight

JALT Junior: For Teachers of Younger Learners

JALT Junior is a conference within the main JALT International Conference that offers a unique and specialized professional development experience for teachers who are primarily teaching English to younger learners. At JALT Junior, you will find presentations, workshops, and poster sessions, along with additional support resources and networking opportunities that are just for you as a teacher of learners from preschool through high school.

JJ event with a Tuesday *My Share*. Another evening attraction will be a social Zoom event with Patrick Jackson, the JJ plenary speaker and author of *Potato Pals, Stars, and Everybody Up*. Patrick taught in Japan for 13 years, and in addition to his teaching, teacher training, and publishing, he leads a movement for litter pick-up, connecting primary students and their communities to real-world environmental issues. Their authentic action is organized through *Picker Pals* (<https://www.pickerpalsworld.org/>) of which Patrick is the director. Patrick will Zoom in from his breakfast in Ireland for an informal chat. Provide your own culinary treats or drinks! More details will follow. Other times to catch up informally with colleagues and friends are in the planning stage.



You can stay up-to-date on the conference website and the JALT-TYL Facebook page for social events during the conference. We look forward to you joining our conference community in “the year not to miss JALT Junior”!

TYL My Shares (different programs)

- Tuesday (17th) 6:00 – 7:30 pm (ID #820)
- Saturday (21st) 12:50 – 2:15 pm (ID #616)

Plenary Session: My 25-Year Lunch (Patrick Jackson)

- Saturday (21st) 3:30 – 4:30 pm (ID#844)

Annual General Meeting (Grant Osterman, TYL SIG Coordinator)

- Sunday (22nd) 11:20 AM – 12:05 pm (ID #615)

Get involved with the SIG and meet new or old friends. Some elections will be held and plans for the following year will be discussed. Our new SIG logo will also be shared. Join us and get involved at your own comfort level!

Additional Session: Activities and Activism for the Anthropocene

- Sunday (22nd) 4:45 – 5:45 pm (ID #845)



TEACHER DEVELOPMENT (TD) SIG FOCUS: A selection of content-relevant presentations

Sessions Exploring Teacher Development at JALT2020

Matthew W. Turner

TD SIG / Toyo University

Sharing practical experiences and research explorations at conferences is a valuable form of professional development and engagement for language teachers. As JALT's Teacher Development (TD) SIG, we are particularly interested in reflection on professional growth and change as a site of focus. In the JALT2020 conference, there will be many presenters doing just this, and in this short article, we will preview a selection of them.



Being a teacher requires resilience and adaptability, with this year's events seeing many practitioners having to take on emergency remote teaching approaches quickly. Sessions like *Emergency Remote Teaching: Reflecting on Practice* by Gareth Humphreys et al., *Up-skilling and Reskilling During the Pandemic* by Georgios Korpas and *Teaching Online and After: What We'll Keep* by Marc Helgesen will chart how different practitioners met these challenges.

Teachers are continuously balancing various responsibilities, duties, and commitments, which may take its toll on health and performance at times. In relation to this, Sarah Mercer's *Teacher Wellbeing in Context*, Sayaka Sugimoto's *EMI Teachers: Required*

Competencies and Support Needs, and Blake Turnbull's *Perceptions of Value Among ALTs on the JET Program* will address some important aspects regarding teachers' mental conditions, senses of worth, and feelings of preparedness in the profession.

There are various practical options available to language teaching professionals to engage in development, and workshops in JALT2020 will outline these for participants. For example, John F. Fanselow and Takaaki Hiratsuka's *Suggestions for Language Teacher Education* will offer guidance on using mentoring conversations for professional learning, Erin Noxon in *Community 1.0 - Actualizing a Tech PLC through PD* will show how technology can be harnessed to maintain group development, and Amanda Yoshida and her colleagues in *A Coordinated Action Research Program* will illustrate how teacher research can cultivate stronger working and learning environments.

Teacher development is expedited and enhanced by peer collaboration and communication. Sessions including *Reciprocity and Growth in Communities of Practice* by Laxman Gnawali, *Towards a Local English Teaching Community* by Tamiko Kondo, and *Forms and Functions of Community in Education* by Mathew Porter will each explore this year's key conference theme of community, which in these turbulent times is more paramount than ever before.

No matter your context or experience, teachers' curiosity is boundless, and there is always something to learn towards better serving yourself and your students. In JALT2020 you are sure to find something that piques and encourages your continuing and lifelong professional development.

BUSINESS COMMUNICATION (TD) SIG FOCUS: A selection of content-relevant presentations

Business Communication SIG Related Sessions

Alan Simpson

BC SIG / Miyazaki International College

In this year's online JALT conference, there are four interesting looking Business Communication related sessions. The session *Codesigning a Business Communication Course* by Jeng-yih Tim Hsu from the National Kaohsiung University of Science and Technology will describe the successful kinds of activities in

a business oral communication course in Taiwan. Industry-specialist talks, job interviews, and case studies received positive reviews, whereas elevator pitches and simulated meetings were not as popular. Therefore, it is important for courses to be co-created between the trainer, industry-specialists, and students. John VanSomeren and Masayo Wilson, both from Mercari, will present *Easy & Kind Communication: To Bridge the Gap*. First, they will identify the theories and then explain how *Yasashii Communication* can bridge the gap between





language learners and native speakers, improving communication throughout an organization. Bruce Hird will be the Business Communication SIG forum featured speaker, and he will showcase *Writing Business Letters: An Attitudinal Approach* by enabling audience participants to try some of the activities from his book. These will include revising letters and emailing to sound more natural, positive, and personalized, while focusing on directness, politeness, and communicative efficiency. Finally, the Business Communication SIG will be holding their Annual

General Meeting, with reports about Membership, Treasury, Program, Publications, as well as holding an election for officer roles. Some roles will change with the coordinator stepping down, but we have built a strong platform and legacy upon which a new generation of officers will be able to co-construct a new vision with opportunities for the future. Please drop in to some of these sessions to listen, learn, and share. Enjoy the conference from the comfort of your home!

OTHER LANGUAGE EDUCATORS (OLE) SIG FOCUS: A selection of content-relevant presentations

Getting Ready to Express Themselves in Communities

Martina Gunske von Koelln

OLE-SIG / Fukushima University

Luisa Zeilhofer

OLE-SIG / Kyoto University

Bertlinde Voegel

OLE-SIG / Osaka University

Im gemeinen Vortrag von Martina Gunske von Koelln und Luisa Zeilhofer geht es um Tandemunterricht mit deutschen und japanischen LernerInnen. Selbstständigkeit beim Lernen wird immer wichtiger, vor allem in der derzeitigen Lage ist es für die Lernenden unerlässlich, ihren Lernprozess größtenteils selbst zu strukturieren. Soziale Fähigkeiten sollen aber auch – oder gerade jetzt – trainiert werden. Internationale Tandems sind hervorragend dafür geeignet, beide Fähigkeiten kombiniert zu schulen. Zusätzlich können Sprachtandems helfen, den im universitären Fremdsprachenunterricht häufig zu kurz kommenden Sprechanteil der Lernenden zu erhöhen und mit der Zielkultur authentisch in Kontakt zu kommen. Allerdings unterschätzen viele Lernende häufig die Notwendigkeit der gezielten Vor- und Nachbereitung von Tandemsitzungen. Es gibt mittlerweile eine Reihe von Werkzeugen, die als Hilfe für Tandemsitzungen eingesetzt werden.



In unserem Vortrag wollen wir ein Tandemprotokoll vorstellen, welches speziell für die Tandems zwischen deutsch-japanischen Tandems entwickelt wurde. Das Tandemprotokoll soll die Arbeit erleichtern, die Tandem-Sitzungen systematisch und effektiv vorzubereiten, und ebenso den Lernerfolg zu überprüfen und aufzuzeigen. In unserem Vortrag erzählen wir von den Anfängen unserer Tandemarbeit. Zusätzlich erzählt eine Lehrende von ihrem Tandem-Selbstversuch. Auswertungsergebnisse der Umfrage zur Akzeptanz des Tandemprotokolls bei den Lernenden werden ebenfalls vorgestellt. Der Vortrag wird nicht einseitig, sondern im Gespräch mit den Teilnehmern und Teilnehmerinnen interaktiv gestaltet.

Bertlinde Vögel interessiert sich für Flüssigkeit beim Sprechen. Um das Konstruieren von Sätzen mit korrekter Verbkonjugation und Wortstellung zu automatisieren, mussten die Lernenden Texte schreiben. Die Lernenden auf Anfängerniveau (Niveau A nach dem Referenzrahmen) hatten damit eine Gelegenheit ihre Meinung zu gesellschaftspolitischen Themen zu äußern. Da auf diesem Niveau noch viel Vokabular fehlt, durften die Lernenden Übersetzungssoftwares verwenden.

Die Texte machten deutlich, wo die Übersetzungssoftwares noch Schwächen haben und welche grammatischen Strukturen die Lernenden brauchen, um sich ausdrücken zu können. Es wird eine Analyse von etwa 1000 Texten präsentiert.

JALT2020 DIGITAL

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BILINGUALISM (BSIG) SIG FOCUS: A selection of content-relevant presentations

Bilingualism SIG Highlights

Alexandra Shaitan

BSIG / Birkbeck College, Univ. of London

As JALT's Bilingualism (BSIG) SIG, we are proud to announce our 30th anniversary of being officially recognized in June 1990. Throughout the years, our SIG has welcomed many members without whose support we could not have succeeded. We would like to thank all members for the dedication and support they have shown over the past three decades. This year BSIG will hold a joint 90-minute session with our *Annual General Meeting* chaired by BSIG Coordinator, *Alexandra Shaitan*, and *BSIG Forum* chaired by *Diane Obara*.



BSIG Forum Highlights

The Bilingualism SIG is proud to be celebrating 30 years of continuous support for individuals and groups who are regularly using more than one language and who consequently have some claim to multiple cultures. This year's forum will consist of a series of speakers sharing bilingual (and multilingual) stories from around the world—both global and local, past, and present—as they reflect upon some of the highlights of their language learning journeys.

At JALT2020, BSIG members will showcase their research related to bilingualism development and its application at the tertiary level, as well as how it

is applied in early childhood. For example, Sonda Nozomu's session on *Translation in the Classroom: Revival and Survival* brings to the fore the importance of translation and its application in enhancing bilingual competence.

Transforming Resources into Webinars and Youtube by Sachiyo Fujita-Round highlights a thematically organized *Listening to the Voices from Ryukyus* project aimed at promoting endangered languages in the sociolinguistic course at the International Christian University. Outside classroom learning resources on campus were fully prepared and scheduled: a photo exhibition at ICU museum, a music concert in the chapel, and a colloquium with specialists. However, the author transformed these into two webinars and Youtube uploads for the online classes.

Extensive reading has gained enormous recognition and support in teaching foreign languages. A large number of ESL teachers have reported positive results as a result of incorporating extensive or intensive reading in the curriculum, both in Japan and other countries. *Word Recognition Development with Reading Practice* presentation by Tada Wendy demonstrates the impact of regular reading comprehension practice over 30 weeks on the high frequency word recognition development of a girl who is being raised in Japan.

Finally, *Bilingualism in Early Childhood* by Wong Evon touches upon bilingualism development at an early age. Whilst acknowledging the benefits of enrolment in English courses at the preschool age, the author brings into attention salient factors, such as learners' cultural, social, and language backgrounds that should not be downplayed, as such factors influence L2 learners' second language competency.

EXTENSIVE READING (ER) SIG FOCUS: A selection of content-relevant presentations

Sessions Related to Extensive Reading

Patrick Conaway

ER SIG / Yamagata University

The JALT ER SIG exists to help promote Extensive Reading (ER) in Japan. We aim to help teachers set up and make the most of their ER programs. Through conferences



such as JALT2020, we can meet new people as well as catch up with far-flung colleagues. The *ER SIG Forum: Reading & Writing: Diverse Experiences and Practices* is sure to have something for everyone interested in Extensive Reading. Presentations include *Bridging the Reading-writing Gap* by Willy Renandya, *Teachers Producing Materials in Bangladesh* by Cherie Brown and Shamsi Ara Huda, and *Accessing Global Issues Through Intertwining Narratives* by Catriona Takeuchi and Matthew Cotter. In addition to the Forum, there are nearly two dozen presentations dealing with a wide range of topics related to Extensive Reading. Be sure to register for



JALT2020 early, so you can check the abstracts and presentation schedules in advance.

ER Program Case Studies

- *Implementing ER at a Secondary School*—Christopher DeSteffen
- *Advanced Learner’s Self-directed Extensive Reading*—Mitsue Tabata-Sandom
- *In-Class Extensive Reading for Non-English Majors*—Thi Thu Thuy Vu, Thi Mai Thanh Do
- *Extensive Reading with Authentic Materials*—Andrew Blaker, Timothy Ellsworth
- *Promoting Community in an Extensive Reading Course*—Andre Parsons

ER Online tools

- *Xreading: Supporting a Community of Readers*—David Johnson, Samuel Taylor
- *Sound Reading Remediation Strategies via Moodle*—Gregg McNabb, Adam Jenkins, Peter Lyons
- *Xreading: What’s New and What’s Next?*—Paul Goldberg

Helping Readers Succeed

- *Why is it So Difficult to Read Books in English?*—Satomi Shibata

- *Classroom Challenges: Your Hard-to-reach Students (Neurodiversity)*—Alexandra Burke, Jennifer Yphantides
- *Increase Motivation with the Best Graded Readers*—Paul Goldberg, Tom Robb

ER Motivation

- *L2 Reader’s Attitude in Extensive Reading*—Mamoru Takahashi
- *When COVID Gives Lemons: Let them Read at ER-Central*—Greg Rouault
- *L2 Reading Fluency and L2 Reading Self-Efficacy*—Torrin Shimonon

ER Fluency

- *Reading Fluency Training for EFL Learners: Timed-reading*—Brett Milliner
- *Classroom Pilot Study on Semi-Repeated Reading*—Jason Goodier

ER Correlation Research

- *Extensive Reading and TOEIC Reading Performance*—Brandon Kramer, Paul Lyddon
- *Using Extensive Reading to Promote Article Use*—Gareth Price
- *Correlations Between Reading Quantity and Writing*—Patrick Conaway

CEFR AND LANGUAGE PORTFOLIO (CEFR & LP) SIG FOCUS: A selection of content-relevant presentations

Putting the CEFR Into Action

Maria Gabriela Schmidt

CEFR & LP SIG / Nihon University

The SIG discusses the *Common European Framework of Reference for Languages* (CEFR)



CEFR and Language Portfolio

and related tools such as the *European Language Portfolio* in regard to their relevance for language education in Japan, while carrying out research projects and disseminating the results. We place emphasis on developing materials to support educators who would like to use these pedagogic tools. At JALT2020, practitioners will share their experiences and findings in a variety of sessions.

First, Jean-Pierre Richard will discuss the results and implications of a study investigating relationships between *TOEIC L&R* and *CEFR-J can-do self-assessment scores*.

In a workshop on *Academic Writing and Mediation*—*CEFR-informed*, Alexander Imig and James D’Angelo will explain key (academic) writing concepts in relation to the CEFR and the concept of (language) ‘mediation’ (CEFR/CV, 2018) to familiarize teachers with CEFR mediation statements and strategies. Participants will have the opportunity to mediate concepts and evaluate texts from students.

In their presentation, *Initiating a CEFR Alignment Project*, by Colin Rundle, Koki Tomita, and Tetsuko Fukawa report on the process of aligning an existing freshman English communication course with the CEFR. The presenters detail their bottom-up approach, highlighting pitfalls and successes of including instructor and student voices in the alignment process. Actual examples of the new curriculum, input, and feedback from instructors and results of a needs analysis conducted among students will be shared.

From a practical perspective, Tyson Rode and Patrizia Hayashi discuss the methodologies involved in designing, implementing, and evaluating a



CEFR-aligned placement test for 1st-year and 2nd-year non-English majors at a Japanese university in *Steps to a Successful CEFR-Aligned Placement Test*. This presentation explains the challenges involved and solutions undertaken in moving from an official third-party exam to an original CEFR-aligned test.

In the CEFR & LP SIG Forum, *Aligning CEFR to Practice Through Action Research*, Gabriela Schmidt, Noriko Nagai, Gregory Birch, Jack Bower, and Naoyuki Naganuma will explain how to align current

practice with the CEFR by identifying the needs of learners and teachers using an action research cycle. This is related to a new JSPS Kaken research project which explicitly includes the SIG. This presentation includes a *Call for Collaborators*, as we are looking for researchers interested in carrying out CEFR-related case studies that employed action research. Our AGM with all SIG officers present will be held as well.

PERFORMANCE IN EDUCATION (PIE) SIG FOCUS: A selection of content-relevant presentations

Performance In Education SIG in the Spotlight at JALT2020

David Kluge

PIE SIG

The Performance in Education (PIE) SIG is represented this year by five online presentations:



In the poster presentation *Feedback Procedures to Promote Reflective Learning*, George MacLean (University of the Ryukyus) will discuss the use of cloud computing to provide near-immediate teacher and peer feedback and student reflection on their learning experiences. George will discuss whether students were able to understand this corrective feedback and whether they subsequently demonstrated correct knowledge.

In his workshop, *Community: A Living Newspaper Readers Theatre Idea*, David Kluge (Nanzan University) will describe *Living Newspaper Readers Theatre (LNRT)*—a performance of a script stitched together from topically-related news articles—and will go through the steps of the activity. Participants will then create an LNRT, practice, and perform it.

In *Barriers in Upskilling Behind the Mask of Covid-19*, Pinar Sekmen will provide a perspective on how teachers managed virtual teaching of presentations during the Covid-19 pandemic despite the emotional and technological barriers they faced in Izmir, Turkey. Recommendations based on data from a survey will be discussed.

The *Performance in Education (PIE) SIG Forum* will feature a panel discussion on student motivation, teacher/student feedback, and teacher/student (self-

and peer-) evaluation and how these come together to support communities of teachers and students even in the midst of Emergency Remote Teaching. The panel will consist of 14 PIE practitioners (Vivian Bussinguer-Khavari, Kwansei Gakuin University; Eucharia Donnery, Shonan Institute of Technology; Ashley Ford, Nagoya City University; James Higa, Kinjo Gakuin University; David Kluge, Nanzan University; Rhea Metituk, University of Ulsan; Yoko Morimoto, Meiji University; George McLean, University of the Ryukyus; Gordon Rees, Yokkaichi University; Kim Rockell, Komazawa University; Yukari Saiki, Tokai University; Chelsea Shwartz, Juntendo University; Chhayankdhar Singh Rathore, Soka University; and E Von Wong, Soka University).

The *Performance in Education SIG AGM* is the annual general meeting for the PIE SIG in which we will report on SIG-related events that took place this year, announce results of online elections, discuss future events, introduce SIG publications, and carry out other business. All interested people are warmly invited to attend.

Networking Session for Educators and Researchers

This special networking session is being hosted by the conference team to bring together people who are interested in forging new links with other educators and researchers. We would like to help our Japan-based and internationally-based attendees have an opportunity to connect and also want to provide opportunities for JALT2020 attendees to discuss future research projects. Why not start thinking about your proposal for JALT2021 here? Please join us! Please check the conference website and schedule for more details:

<https://jalt.org/conference>



MIND, BRAIN, & EDUCATION SIG FOCUS: A selection of content-relevant presentations

Brain Presentations

Caroline Handley

Mind, Brain, & Education SIG coordinator

There are a lot of Brain-related presentations at JALT2020, on topics ranging from 3D vision, cognitive and emotional influences on learning, thinking routines, to neurodiversity. The common theme that runs through such presentations is showing how a better understanding of how brains process their socio-environment can inform teaching practices and boost our skills and our understanding of our students. The Brain stuff kicks off with the Mind, Brain, and Education SIG's forum and AGM on the Tuesday before the main JALT weekend in which several members will be explaining how predictive processing theories



relate to language learning and why they might be the closest we have got yet to a theory of (nearly) everything Brain. Thanks to Macquarie University, one of the Featured Speakers at JALT this year is Jill Murray, who is giving two Brain presentations on aging learners—one on how to teach them and one on why you should become one to help your brain age healthily. There is also an exciting opportunity to learn about modern eye-tracking technologies which are becoming one of the most important tools in cognitive science, thanks to Noriko Ito's study into student attention to corrective feedback. Other individual presentations include James Broxholme's research into how the language used to talk about food in Japanese and English may affect cognition and a highly topical presentation by Guy Smith about how teachers can help students reduce their cognitive biases in discussion activities. I am looking forward to learning more about the Brain at JALT2020, and I hope to see you there!

TEACHING YOUNGER LEARNERS (TYL) SIG FOCUS: A selection of content-relevant presentations

Connecting Online: Projects and Programs to Enhance L2 skills and Intercultural Awareness

Gaby Benthien

TYL SIG / Shumei University

Up until early this year, study abroad programs were promoted by private operators as well as educational institutions in Japan. The coronavirus pandemic, associated travel restrictions, and border closures have brought many programs to an abrupt, although hopefully temporary, halt. As a consequence, institutions are seeking ways to replace, and in the future, augment their programs with online or virtual programs to support and develop intercultural awareness and L2 skills.

Even before the pandemic, advances in technology were being employed to implement new ways of providing students with virtual opportunities to interact with younger learners from other cultures in English.



At JALT2020, two presentations and one workshop related to younger learners focus on such programs.

Implementing Online Intercultural Exchange by Tan Eng Hai will focus on how a scheduled high school study abroad program was replaced by a four-month intercultural exchange program between students in Singapore and Japan.

In *What, How, and Why: Online Intercultural Exchange*, Mari Nakamura and Keiko Sakui will demonstrate how to set up and manage an online intercultural exchange (OIE) project for young learners. The presenters will also discuss a case study highlighting how these types of programs encourage learner agency. The Q&A session will allow attendees to explore practicality and transferability of OIE projects in their own contexts.

Pamila Neupane's presentation, *Connecting Schools, Students, and Teachers in Japan*, showcases a study of a task-based learning program in English conducted through video exchanges between schools in Japan and Nepal. In this project, students learned about each other's culture and society through the exchange of videos. The results of a questionnaire survey show that the exchange program was very successful in achieving its objectives.