The Okinawa Chapter of the Japan Association for Language Teaching (OkiJALT) with JALT’s Materials Writers Special Interest Group (MW SIG) and JALT’s Lifelong Language Learning Special Interest Group (LLL-SIG) @ 沖縄県男女共同参画センター(てぃるる) @ Okinawa Prefecture Gender Equality Center Tiruru
Welcome to OkiJALT Summer Symposium 2023!
11-13 August 2023

OkiJALT Summer Symposium 2023 is a two-day conference hosted by the Okinawa Chapter of the Japan Association for Language Teaching (OkiJALT), JALT’s Materials Writers Special Interest Group (MW SIG) and JALT’s Lifelong Language Learning Special Interest Group (LLL-SIG).

The Symposium features talks from researchers, teachers, and students from around the world presenting work on various aspects of language learning and teaching.

Please feel free to attend any presentations, demonstrations, or workshops that interest you. OkiJALT, MW SIG, and LLL-SIG encourage positive participation and a friendly atmosphere, so please don’t hesitate to reach out and talk to other attendees, participants, and conference organizers!

We hope you enjoy your time at OkiJALT Summer Symposium 2023!

OkiJALT Summer Symposium 2023 Schedule:

Friday, 11 August 2023:
19:00 – 21:00
Welcome & Dinner @ Aun

The OkiJALT Summer Symposium 2023 Welcome & Dinner will be held at Aun, an Okinawan izakaya located a 6-minute walk from Yui Rail Asahibashi Station in Naha.

All Symposium attendees are welcome to join and meet one another in a more casual environment.

Please inform OkiJALT if you would like to attend the Welcome and Dinner.

Saturday, 12 August 2023:
09:00 – 17:00
Presentations & Workshops @ Okinawa Prefecture Gender Equality Center Tiruru
19:00 – 21:00
Conference Dinner @ Garden Restaurant Ryutan, a pan-Japanese / Western / Asian restaurant located in the Pacific Hotel in Naha, a 16-minute walk from Asahibashi Station. Please inform OkiJALT if you would like to attend the dinner.

Sunday, 13 August 2023:
09:00 – 13:00
Presentations & Poster Sessions @ Okinawa Prefecture Gender Equality Center Tiruru

*Photo courtesy of the Okinawa Convention and Visitors Bureau

https://okijalt.org
Welcome to OkiJALT! めんそーれー

Okinawa JALT is a chapter of the Japan Association for Language Teaching, a non-profit organization that is dedicated to the improvement of language teaching and learning.

The Okinawa Chapter of JALT has been active since 1980. We are a diverse group of language educators and scholars who share a common goal of improving foreign language education.

We welcome members and presenters from across Japan and internationally as well.
Welcome to the Materials Writers (MW) Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT).

The Materials Writers SIG (MW SIG) was established for the purpose of helping members to turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

教材開発研究部会（MW SIG）は、メンバーが日々の教育の場で得た新しいアイディアを教材にしていく助けとなることを目的に設立されました。著作権に関すること、自費出版を含めた出版に関する実践的なアドバイス、広く一般学習者または特定の授業のための研究したものやより良い語学教材が作れるか、といったことに関するアイディアを共有しあいを高め合える部会であることが願いです。教材開発についてもっと知りたい、自分のアイディアを形にしたいという方、入会大歓迎です。一緒に活動しませんか。

MW SIG 2023 Officers

Coordinator: Adam Murray  
Treasurer: Marcus Grandon  
Membership Chair: Forrest Nelson  
Program Chair: John Carle  
Publications Chair: Joel Neff  
Member-at-Large: Stephen Bridge  
Member-at-Large: Kinsella Valies
The Lifelong Language Learning Special Interest Group (LLL SIG) invites those teaching languages to young, middle-aged, and older adults to share information through our website and newsletter, at the annual PanSIG conference, at our mini-conferences (sometimes held in collaboration with other SIGs), and at the JALT (Japan Association of Language Teaching) National Conference.

The term lifelong learning, although meaning learning throughout life, was adopted by the SIG as a term referring to post-compulsory education. In Japan, a growing number of young, middle-aged, and older adults are eager to study a second language as an element of their lifelong learning path. This trend reflects the understanding that the learning of other languages helps lead to an enriched quality of life as students learn more about the world around them. As Japan’s population ages an emphasis on lifelong learning has the potential to create a more enlightened and cosmopolitan citizenry.

LLL-SIG 2023 Officers

Coordinator: Joseph Dias
Treasurer: Natsuki Suzuki
Membership Co-Chair: Mariana Oana Senda
Membership Co-Chair: Leilani de Vera
Program Chair: Natsuki Suzuki
Publications Co-Chair: Martin Pauly
Publications Co-Chair: Rie Waku-Kimani
Publicity Chair: Miki Tanaka
Member-at-Large: Deborah Bollinger
Member-at-Large: Tadashi Ishida
Member-at-Large: Don Maybin
Member-at-Large: Kathleen Yamane
Webmaster: Malcolm Prentice

https://www.facebook.com/jaltLLL/
OkiJALT Summer Symposium 2023 is being held at:

Okinawa Prefecture Gender Equality Center Tiruru
沖縄県男女共同参画センター（てぃるる）
〒900-0036
沖縄県那覇市西3-11-1
TEL:098-866-9090（代）
FAX:098-866-9088

Training Rooms 1-2 are located on the 3rd floor of the venue. Conference Rooms 1-3 are located on the 2nd floor of the venue. Please refer to the maps on the right or to Tiruru’s website for more information (map images taken from website):

http://www.tiruru.or.jp/facility/floor.html
## Schedule

**Parallel Sessions**

### 12 August 2023

**OkiJALT Summer Symposium 2023**

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<th>Room 3 (会議室3)</th>
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<td>09:00</td>
<td>REGISTRATION</td>
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<td>Keynote: Diane Nagatomo</td>
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<td>10:10</td>
<td>Joseph Dias</td>
<td>Dennis Koyama</td>
<td>Joshua Cohen</td>
<td>Tammy Huei-Lien Hsu</td>
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<td>10:40</td>
<td>Miwako Dias</td>
<td>Yu-ju Hung</td>
<td>Mark Hammond</td>
<td>Iida Atsushi</td>
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<td>Dom Jones</td>
<td>Max Diaz</td>
<td>George MacLean</td>
<td>John W. Wilson</td>
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<td>11:50</td>
<td>Dom Jones</td>
<td>Nate Ming CURRAN &amp; Joy Hannah PANALIGAN</td>
<td>Peter Ferguson</td>
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<td>Mariana O. SENDA</td>
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<td>Jude Conlon</td>
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**Keynote: Diane Nagatomo**

**Diane Nagatomo**
*Retired; veteran educator)*

Diane Hawley Nagatomo has been teaching and living in Japan since 1979. She is a retired professor from Ochanomizu University and has authored more than 25 EFL books, two academic books, and a recent novel called *The Butterfly Café*.

**Sample Publications:**


*Room 1 (会議室1) – Keynote*

**The thirty-year journey of an EFL material’s writer: If I knew then what I know now**

In this talk, Diane Hawley Nagatomo, author of more than 25 EFL books since 1993, will describe her journey as an EFL materials writer. She will talk about how she got her foot in the door at one publisher, the various projects she has worked on over the years, and how things have changed in the field.
10:10-10:40
Parallel Sessions

Training Room 1 (研修室1) – LLL-SIG Stream

Joseph Dias
Aoyama Gakuin University

Cultivating empathy through the use of student-created first-person vignettes

Teachers and researchers have explored ways of helping individuals feel greater empathy in order to reduce prejudice and to encourage prosocial attitudes. Training programs that aim to foster empathy have been shown to be effective in the education of medical students (Pascala, Boul, Bland, & O'Brien, 1995), social workers (Erera, 1997), those who interact with rape survivors (Jacobs, 1998), and students of literature (Cohen, 2021). The speaker will demonstrate how empathy can be cultivated among university students by having them create vignettes from the perspectives of individuals who are intimately connected to controversial issues they are researching. The ultimate goal of this course on critical literacy is for students to flesh out an imagined NGO that constructively addresses social or environmental problems arising from their selected issue. A useful activity toward this goal was found to be one in which narratives are created by the students based on perspectives they identified as key to understanding the issue. Through these accounts, students gain a deeper emotional connection to such issues as cyberbullying, the aging population, and rising youth suicide rates. How teachers might adapt this activity for a variety of ages, levels of maturity, and teaching setting will be explored.

Room 2 (会議室2)

Joshua Cohen
Kinki University

Dictation in the modern language classroom

The best activities for teachers are ones that can be used with students of a variety of levels and in a variety of contexts. Dictation is one such activity that yields a high practice return to students for a low investment of preparation time for teachers. With a little innovation and creativity, we can make our classes more dynamic and impactful using dictation activities. This presentation will begin with a brief discussion on how and why dictation is an effective teaching (and testing) device and then transition quickly to a demonstration of several new approaches to the technique. With the remaining time participants can react to the ideas and activities put forth during the presentation.

Room 3 (会議室3)

Tommy Huei-Lien Hsu
Fu-Jen Catholic University

Community engagement and English learning motivation

Guided by self-determination theory and self-access learning, this research examined the impact of a community-based socially responsible project on the English learning motivation and sense of social responsibility of university students. Conducted between 2021 and 2022, the study involved 60 non-English major undergraduate students in a mandatory general English course from a large university in Northern Taiwan, who participated in a year-long community service-learning program that involved reading English books and playing board games with child patients at a local hospital. The main instruments included a survey and interviews to explore students’ views on the issues being investigated. The study’s results demonstrate that (1) students’ satisfaction of the need for autonomy, competence, and relatedness facilitated their motivation to learn English in the university context through community engagement to some extent; (2) students recognized the importance of social responsibility and acknowledged the need to be part of it, and (3) while the one-year community engagement course may be too short to nurture fully autonomous English learners, it did reinforce students’ understanding the concept and importance of self-access learning. The study’s implications are discussed in terms of designing a USR-based general English class in the university context, particularly in non-English speaking countries.

https://okijalt.org

Saturday, 12 August 2023
Communicating without borders: Communication with the visually and hearing impaired

Since the dawn of communicative language teaching, instructors have been expected to equip students with Communicative Competence (Hymes, 1972), Intercultural Competence (Bennett, 2011; Deardorff, 2006; Gudykunst, 2002), and Intercultural Communicative Competence (Byram, 2020). However, have these successively more nuanced understandings of the context, purpose, and goals of communication allowed teachers to fully prepare students for mutually satisfying interactions with the deaf and visually impaired? The speaker will describe a program developed by the founder of the social business Dialogue in the Dark, Andreas Heinecke, called Dialogue in Silence, which broadens the communicative repertoire of participants by putting them in situations in which they must communicate with each other, and with deaf facilitators, without words or conventional sign language. Using noise-cancelling headphones in an area of complete silence, visitors complete tasks and, along the way, discover how to make better use of facial expressions, body language, and other forms of non-verbal communication. Might this be a model for how language teachers can broaden the communicative options and modalities students use to communicate? The history and mission of the Dialogue Social Enterprise will be presented, and the speaker will also share what she has learned about communicating with blind and deaf colleagues.

Room 1 (会議室1)

Yu-ju Hung
Air Force Academy in Taiwan

Practice of self-assessment on Taiwanese college EFL learners’ oral performance

Grounded on social cognitive learning theory, this study evaluated the effectiveness of repeated self-assessment on English-as-a-foreign-language learners’ oral performance and the perceptions of the students and the instructor of this practice. Ninety-seven students from three classes in a Taiwanese college participated in this study. The classes experienced five trials of self-assessment in which they used cell phones to record their oral responses. Instead of simply rating their own recordings, the students were provided questions to guide their examination of key components of their own talk. The results show that the students’ oral performance and evaluation abilities both improved over time, and they highly valued opportunities to detect their errors and observe their real learning outcomes. The findings suggest that self-assessment bridged the gap between repeated practice and English learning by allowing the students to reflect upon their performance, find their weaknesses, adjust their following talk, and recognize their learning outcomes.

Room 2 (会議室2)

Mark Hammond
Kanazawa University

YouTube how-to videos: Linguistic features and communicative functions of YouTube videos

In a wide variety of contexts in our daily lives, we may be called on to give how-to instructions to others. You may be asked, for example, to give simple directions on how to purchase a train ticket from a vending machine or how to crop a photograph on a smartphone application. In addition, demonstrating tasks are part of professional or occupational contexts that call for more complex and detailed instructions, such as a safety supervisor in a factory explaining proper use of specialized machinery. This presentation will highlight the salient linguistic features and communicative functions of procedural monologues as found in a 50,000-word corpus of how-to videos available on YouTube, originally compiled for the study. Along with an account of the research findings, the presentation will include ways that salient patterns may be used in the EFL classroom, especially at the university and high school level in Japan.
Training Room 1 (研修室1) – LLL-SIG Stream

Dom Jones
Sendai Seiyo Gakuin College

Fostering student well-being, safety, and English skills through martial science games

James Asher’s Total Physical Response (TPR) has often been used to teach simple grammar points and vocabulary items with a focus on young learners. Its potential to teach learners of all ages more challenging target language has rarely been explored. In the Ryukyu Islands, the birthplace of a variety of martial arts, the speaker will introduce various TPR martial science games and show how selections from the target language can be incorporated into simple martial art drills. These fun games are easily performed by learners of all ages, including those of limited strength and mobility. Game participants can be asked to respond to either verbal or visual cues to perform set movements. As well as being a fun way to learn language, other benefits of these exercises include enhanced personal safety, reductions in stress, greater productivity, and an improvement in mental health.

Room 2 (会議室2)

George MacLean
University of the Ryukyus

Expediting feedback and its transmission to students using Google Workspace

This practical presentation will detail the utilization of Google Workspace tools to establish a clear and open learning environment. It will showcase a comprehensive Master Sheet where class assignments, homework, feedback, and other essential elements can be conveniently managed. The application of Google Forms and Sheets to expedite feedback will be succinctly explained. Additionally, I will provide an instance of a grading record that enables students to track their course progress, access materials, and submit unfinished tasks. The aim of this session is to impart fundamental understanding of Google Workspace applications that enhance prompt feedback and openness. Furthermore, it will demonstrate the creation of a dynamic spreadsheet that can be shared with students while maintaining confidentiality. While the presentation draws from my university-level experiences, the core principles and demonstrated tools are adaptable across various educational tiers.

Room 3 (会議室3)

John W. Wilson
Nanzan University

Keeping EFL learners talking with TED talks

In 1989, Richard Wurman embarked on a journey in order to create a marketplace of “ideas worth sharing” by combining technology, entertainment and design. Since then, what started as conferences in Monterey, California has emerged into a global platform known as TED.com and TEDx where innovative minds from around the world share their ideas in free digital video content. In recent years, more English as a Foreign Language instructors have begun to incorporate Digital Instructional Materials (DIMs) into their curricula and pedagogy. DIMs include digital textbooks, applications and online supplementary resources. In this presentation, the presenter will share student materials and templates used in a university classroom in Japan and demonstrate how TED.com videos develop student confidence in speaking English in their language study.
Challenges of English language policy implementation in elementary schools

Japan’s recently revised elementary school Course of Study established English as an academic subject in Grades 5–6 and lowered the starting age of ‘foreign language activities’ to Grade 3. This presentation will examine the process and effects that policy implementation had on principals and teachers at three public elementary schools in the Kansai area. Using excerpts from critical analysis of policy documents, the presenter will demonstrate how progressive and conservative discourses towards English education and foreign language acquisition, such as ideological beliefs on globalization, language, nation, and identity were articulated in the Course of Study. Data from interviews with educational authorities at local Boards of Education, school principals, and teachers exposed several challenges these schools faced as they tried to address contradictory, changing, and ambiguous MEXT directives. Findings show that some stakeholders were marginalized during the processes of policy transmission, and implementation. This presentation is part of a larger multiple case study that utilized ethnography of language policy and critical analysis of discourse to examine how English education language policy was implemented into the national elementary school curriculum in Japan.

Fostering student well-being, safety, and English skills through martial science games

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The challenges facing non-native speaking teachers on online language tutoring platforms

The online language tutoring industry is worth billions of US dollars and tens-of-thousands of people teach English on online tutoring platforms (OTPs). A large percentage of those employed on OTPs are non-native English speaking teachers (NNESTs). Reflecting the sustained demand for extremely low-priced English lessons, many of the NNESTs employed on OTPs are from regions with low incomes and struggling domestic economies. This presentation examines the results from in-depth interviews conducted with 11 NNESTs from the Philippines and Eastern Europe who are employed by some of the world’s largest OTPs. The interviews are analyzed using interpretative phenomenological analysis. The presentation brings literature on native speakerism together with research on the gig economy and digital platforms. The results demonstrate that the 11 NNESTs differ significantly in their perceptions of both their own professional identity as English instructors as well as their role in the global market for online English instruction. The presentation concludes by discussing the potential for related future research.
The role play revolution: Redefining paths for lifelong language learning

“The Role Play Revolution: Redefining Paths for Lifelong Language Learning” is a captivating 60-minute workshop delving into role play's transformative influence in language learning. The workshop demonstrates how role play fosters meaningful communication, elevates learner motivation, and nurtures essential lifelong language learning skills. Initially, we explore the theoretical foundations and empirical evidence supporting role play’s effectiveness in language learning, grounding our discussion in situated learning and communicative language teaching theories. Subsequently, the workshop shifts to illustrating practical role play activities, from basic dialogues to intricate problem-solving scenarios. Attendees will participate in these activities, enabling them to gain firsthand experience of their value. The final section emphasizes the link between role play and lifelong language learning, highlighting role play’s contribution to developing key lifelong learning skills like autonomy, critical thinking, and learner engagement. We also provide strategies to encourage students to pursue language learning beyond the classroom confines. Join us on this enlightening exploration of role play’s potential to reshape traditional language learning paths and act as a catalyst for lifelong language learning. This workshop promises to be an indispensable resource for educators aiming to rejuvenate their teaching methods and foster lifelong learners.

The use of first language in spoken English interlanguage

This study investigates the phenomenon of code-switching in Chinese learners of English at different CEFR levels. While code-switching is often seen as a sign of incompetence in English, it can also reflect the speaker’s ability to manipulate two languages (Milroy & Muysken, 1995). Using corpus investigation methodologies, the study analyzed 801 instances of code-switching in interviews with 116 Taiwanese learners extracted from the Louvain International Database of Spoken English Interlanguage (LINDSEI; Gilquin et al., 2010; Huang, 2014) and its expanded data (Huang & Graf, 2021). The results showed a linear development of code-switching frequency from A1 to C1, with higher levels exhibiting less code-switching. The study suggests that some instances of code-switching, such as the use of Chinese particles EI and EN, can be easily remedied through teaching alternatives in English. For those instances of L1 for content words, appropriate communication strategies may be suggested. It also highlights the need for learners to apply cooperative communication strategies to improve fluency and facilitate interlocutors’ understanding. The findings provide constructive suggestions and linguistic examples for teaching English.

Using weekly journal writing tasks to foster writing and speaking skills development

In large university English oral communication classes where speaking is "king", one of the best ways to develop fluency in production and motivate learners is through learner-created texts. In this presentation, I shall explain some simple routines for engaging learners and kick-starting lessons using journals written by learners as independent pre-class study. With judicious use of strategies for grading student performance, I will show the potential for these learner-created texts to (1) foster speaking and writing skills development, (2) discourage absenteeism, (3) provide the backbone of assessment of student speaking skills in an end-of-term test, and (4) supplement ELT textbooks constructively. For example, at the beginning of each lesson students in pairs are given three minutes to tell their partner what they have written without looking at their journals. Additional time is then allowed for free discussion and peer feedback in both speaking and writing. Further details of how to implement the journal-based writing-speaking task successfully will also be provided.

*Photo courtesy of the Okinawa Convention and Visitors Bureau
https://okijalt.org
The role play revolution: Redefining paths for lifelong language learning

“The Role Play Revolution: Redefining Paths for Lifelong Language Learning” is a captivating 60-minute workshop delving into role play’s transformative influence in language learning. The workshop demonstrates how role play fosters meaningful communication, elevates learner motivation, and nurtures essential lifelong language learning skills. Initially, we explore the theoretical foundations and empirical evidence supporting role play’s effectiveness in language learning, grounding our discussion in situated learning and communicative language teaching theories. Subsequently, the workshop shifts to illustrating practical role play activities, from basic dialogues to intricate problem-solving scenarios. Attendees will participate in these activities, enabling them to gain firsthand experience of their value. The final section emphasizes the link between role play and lifelong language learning, highlighting role play’s contribution to developing key lifelong learning skills like autonomy, critical thinking, and learner engagement. We also provide strategies to encourage students to pursue language learning beyond the classroom confines. Join us on this enlightening exploration of role play’s potential to reshape traditional language learning paths and act as a catalyst for lifelong language learning. This workshop promises to be an indispensable resource for educators aiming to rejuvenate their teaching methods and foster lifelong learners.

Room 2 (会議室2)

He Wei
The Chinese University of Hong Kong, Shenzhen

The significance of incorporating video games in creative writing for English programs

Video games provide players with an interactive experience and have become a powerful vehicle for storytelling. However, very few creative writing courses offered to English-major students in China have proffered interactive storytelling craft in their curriculum. This study is to examine effects of incorporating interactive narrative design in creative writing by designing such a course at The Chinese University of Hong Kong, Shenzhen. The targeted course was geared toward two goals: 1) to acquaint students with basic storytelling craft; 2) to help students differentiate between stories for video games and those for page, screen, or stage. The results demonstrated that video games could be utilized as effective examples of storytelling craft, which broadened the scope of creative writing and better engaged the students in class. The students grasped the technique of creating compelling characters from studying the walking-simulator game What Remains of Edith Finch which featured a masterclass of characterization. They also gained fresh perspectives on narration construction and learned to write stories that could only be best told through gameplay. In addition, this course could act as a crossover between creative writing and video game design, which enhanced the English-major students’ possibility of breaking into games industry.

*Photo courtesy of the Okinawa Convention and Visitors Bureau

https://okijalt.org

Saturday, 12 August 2023
Facilitating engagement with games/gamification when dealing with TOEIC content

The TOEIC test was developed to assess the English proficiency of business professionals and job seekers in Japan. Despite that the TOEIC test is chock-full of lexical items and situations pertaining to business culture, its application pervades academia and is often an integral part of university English coursework. According to Schneider (2023), tabletop roleplaying games (TTRPGs) simulate meaningful encounters of human behavior and interaction that allows learners to try out different social and communicative strategies without facing any real-world penalties. The main objective of this presentation is to examine how the integration of TTRPGs in informal, adult EFL can lead to significant positive outcomes for learners. The theoretical framework is phenomenologic, based on dialogues, interviews and, reflections between the researcher and their five participants. Participants are lifelong English learners and native speakers from varied backgrounds with the common denominator of having more than 10 years of TTRPG experience. This talk will feature on one hand, personal learning stories of L2 English learners and NNS English educators using TTRPG to improve their speaking. On the other, the experiences of game leaders guiding L2 players through problem-solving scenarios and making them aware of culturally appropriate knowledge will showcase upskilling beyond language. By exploring the impact of tabletop RPGs through phenomenology, the researcher aims to provide recommendations for learners seeking to enhance their motivation, autonomy, critical thinking, problem-solving skills, and fluency. This 20-minute talk will highlight rich insights into the potential of RPGs as valuable, transformative educational tools.

A qualitative investigation of emotion dynamics in Hong Kong English L2 learners inside and outside the classroom

The study, that is currently in progress, is part of a mixed methods project that examines the dynamics of emotion in the everyday interactions of English L2 students. The FLA literature suggests that both anxiety and enjoyment play a role in the foreign language classroom. However, little research has examined the potentially dynamic functioning of these and cognate emotions in everyday settings, where much of learners’ L2 experiences will occur, that are connected to, but distinct from, the classroom. The results to be presented consist of an initial analysis of semi-structured interviews with English L2 learners in Hong Kong. The participants are selected from a variety of departments and majors at universities in Hong Kong. Interviews are ongoing and will proceed until theoretical saturation has been reached. Results will be discussed in terms of: 1) the role of emotions generated in the classroom as drivers of responses to L2 events in everyday life; and 2) the roles of positive and negative emotions that both precede and emanate from classroom experiences; and 3) identity-enhancing and detracting processes connected to emotion dynamics.

*Photo courtesy of the Okinawa Convention and Visitors Bureau
# Schedule

**Parallel Sessions**

## 13 August 2023

**OkiJALT Summer Symposium 2023**

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<td>09:20</td>
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<td>10:10</td>
<td>Poster session</td>
<td>Wan-lun Lee</td>
<td>Julia Kimura</td>
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<td>10:40</td>
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<td>Phillip Rowles</td>
<td>Justin Harris</td>
<td>Max S. Dunn &amp; Zhenguang G. Cai</td>
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<td>11:20</td>
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<td>John Galindo</td>
<td>Chui Ling Tam;</td>
<td>Yushi Kashimura; &amp; Rei Kataoka</td>
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<td>11:50</td>
<td>Featured Workshop: Diane Nagatomo</td>
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<td>Manami Sato</td>
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<td>12:20</td>
<td>Closing: OkiJALT, MW SIG, &amp; LLL-SIG</td>
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[https://okijalt.org](https://okijalt.org)
Keynote: Tomoko Nemoto

Tomoko Nemoto
Assistant Director of Graduate TESOL Program
Temple University Japan

Tomoko Nemoto is a faculty member in the Graduate Education Program at Temple University, Japan Campus. Her research interests are program evaluation and research methodology.

Sample Publications:


Room 1 (会議室1) – Keynote
Idea for classroom English language teaching: Principles to improve L2 comprehensibility

Since the introduction of Communicative Approaches in the field of Second Language Acquisition in the 1980s, the trend in the field has made a dramatic shift from native-level accuracy to improving learners’ communicative competence and enhancing their comprehensibility. This has led some researchers and practitioners to overemphasize the value of top-down skill development. In this talk, I would like to present research findings that indicate the importance of focusing on both bottom-up and top-down listening and speaking skills. Then I would like to suggest instructional principles for enhancing foreign language learners’ communicative competence and comprehensibility.
The effects of FL emotions on grammatical knowledge amongst Chinese rural and urban students

Underpinned by Positive Psychology, the broaden-and-built, and the control-value theory, this study examined the influence of foreign language enjoyment (FLE) and anxiety (FLA) on the acquisition of explicit knowledge (EK) and implicit knowledge (IK) of English as a foreign language amongst 186 Chinese urban and rural secondary students. Questionnaires to evaluate FLE & FLA and Tests of EK & IK were collected in week 3 & 16, respectively, in one term and the data analyzed to establish any differences between urban and rural students. Three significant findings were observed: (1) Rural and urban students exhibited differences in the acquisition of grammatical knowledge and emotional experiences: urban students showed a higher FLE, lower FLA, and higher level of IK than their rural counterparts, while there were no differences between them on EK; (2) FLA positively predicted all participants’ acquisition of EK but not that of IK, while FLE negatively predicted IK, but not that of EK; (3) Context had a significant moderating effect on the relationship between FLE and EK, but not the relationship between FLE and IK, between FLA and EK, IK. Specifically, the positive effect of FLE on EK acquisition was stronger among rural students than urban students.
Designing materials following principles of TBLT and ELF

Justin Harris
Kindai University

This talk will focus on how ELT materials design can reflect the core principles of Task-Based Language Teaching (TBLT) and English as a Lingua Franca (ELF). It will begin with a discussion on the basics of TBLT and ELF, and then provide practical examples from classroom tested tasks that include a focus on both. As a learner-centered approach emphasizing authentic tasks to foster the development of communication skills, TBLT allows students to use their existing linguistic resources to engage in meaningful communication and to realize gaps in their language ability. In particular, the focus on non-linguistic outcomes in tasks helps develop motivation, an essential element for successful language acquisition. In ELF approaches, the emphasis on effective communication, rather than strict adherence to a native speaker model of English, means that students may develop greater confidence in their own Englishes, leading to more positive outcomes. As well as examples of materials that feature TBLT and ELF approaches, there will also be reference to some of the challenges that teachers can expect when trying to implement these approaches in their classrooms, and how to overcome them. Although the talk will be grounded in theory, the main focus will be on practice.
Training Room 1 (研修室1) – Poster Sessions

The Poster Sessions Room (Training Room 1) features poster presentations from a variety of participants. This page features the abstract of two of the poster presentations, but all posters will be posted within the Poster Sessions Room at the same time. The Poster Sessions Room will officially open from 10:10 to 11:10 on Sunday, 13 August 2023. Poster presenters may or may not be located near their posters during this time, so please don’t be shy and do reach out to them electronically if you don’t see them! Posters will also be available electronically throughout the entire conference at: https://padlet.com/okijalt/okijalt_summer_symposium_2023

Katooka Rei
Graduate School of International Media, Communication and Tourism Studies, Hokkaido University

Perceptions of Japanese university students in using ChatGPT for autonomous English learning

To investigate the potential for ChatGPT to support autonomous English learning, this study explored the perceptions of Japanese university students toward using ChatGPT to learn English beyond the classroom. A survey of 300 Japanese university students was conducted online. According to the study, over 80% of students were either positive or neutral toward ChatGPT, and 75% supported ChatGPT as a tool for learning English outside of the classroom. However, less than 32% of students indicated that they are currently using ChatGPT for autonomous learning in English or intend to do so in the near future. Additionally, when asked how ChatGPT can assist in planning and evaluating during the learning process, students indicated that it can assist with texts, conversations, grammar, and translations by generating, evaluating, or correcting them. Following the presentation of these results, a discussion of the potential of ChatGPT as an autonomous learning tool will be conducted.

Room 2 (会議室2)

Chui Ling Tam*, Yushi Kashimura*, & Rei Katoaka*
*Hokkaido University; +Meiji University

Collaborative writing activities in the university EFL classroom

Collaborative writing activities can be low-stakes exercises that engage learners, promote learning, and help students achieve their linguistic goals. CW activities offer additional practice other than book activities and provide students multiple opportunities to produce the target language. They can also allow students to remain engaged through social interaction. As such, they can be a valuable pedagogical tool in the EFL classroom in Japan to encourage active student participation, nurture classroom rapport, and support positive learning outcomes. The presentation will provide a literature review of collaborative writing activities in the classroom, some examples of collaborative writing activities that can be implemented in the classroom, and feedback from Japanese university students about some of these activities.
The Poster Sessions Room (Training Room 1) features poster presentations from a variety of participants. This page features the abstract of two of the poster presentations, but all posters will be posted within the Poster Sessions Room at the same time. The Poster Sessions Room will officially open from 10:10 to 11:10 on Sunday, 13 August 2023. Poster presenters may or may not be located near their posters during this time, so please don’t be shy and do reach out to them electronically if you don’t see them! Posters will also be available electronically throughout the entire conference at: https://padlet.com/okijalt/okijalt_summer_symposium_2023

Pei-Jung Kuo, Ching-Yu Su, Feng-Yang Chiang, Guo-Dong Geng, Jia-Rui Tsai, Yu-Feng Wang, & Hong-Jun Zheng
National Chiayi University

CLIL for physics toy-making in an EFL junior high school setting

In this paper, we report the CLIL practice on making physics toys in a Taiwanese EFL junior high school setting. At the onset of the project, considering the students’ English ability, we decided to engage them in making physics toys for them to learn basic knowledge of physics (Content) and instructed them in simple English for them to learn related vocabulary and sentence patterns (Language). With teacher demonstrating and student hands-on making, simple English instruction made possible the learning of content and language. Moreover, toy-making and the permission to use the native language reduced stress, which was beneficial to the CLIL practice. Through the procedure, the content teacher explained the theories in Mandarin and then the language teacher instructed in simple English toy making with physics knowledge embedded. The findings contribute to exploring the possibility of applying the CLIL approach to teaching physics to EFL beginning-level learners. Although it has been reported that a CLIL approach is not suitable for teaching Physics, different viewpoints are to be presented in this paper.

Room 1 (会議室1) – Featured Workshop

Diane Nagatomo
Retired; veteran teacher

Writing ESL materials for an eigo world

As teachers, we often create fun and interesting materials tailored specifically for our students. When we see their positive reactions toward our efforts, it’s no wonder we may feel we want to share our materials with a wider audience in the form of a textbook. However, writing for the Japanese market is full of challenges because of the two separate ideologies of Eigo and Eikaiwa that have dominated language education. In this workshop, we discuss these ideologies and then consider several issues that need to be considered when submitting your work to Japanese publishers.

Room 2 (会議室2)

Manami Sato
Kyoto University of Advanced Science

Needs analysis, role-play, and fluency development with word counters

How to encourage non-English major students to speak up is one of the main issues of college English teachers in Japan. In this presentation, the author will focus on these three factors: needs analysis, role-play presentations, and fluency development. When curriculum is designed, the following three should be examined: needs, lacks, and wants (2010, Nation & Macalister), which of these: 1) needs – “What do the learners need to learn?”, 2) lacks – “What do the learners lack?”, and 3) wants – “What do the learners wish to learn?”. As for role-play presentations, the author integrates the idea of needs analysis with presentations where students create their future image of themselves, and perform certain roles, such as a healthcare specialist, a tour guide, a sales rep, etc. In the same way, the audience also becomes patients, tourists, or business clients. While students practice their presentations, she suggests making use of a small gadget: word counters as an effective tool for fluency development. By combining these three: needs analysis, role-play presentations, and fluency development, she believes that students gain confidence and self-determination in the classroom.
You will find in your conference bags, a number of popular Okinawan souvenirs that we hope you will find useful and/or tasty! The English explanations for them can be found on the following pages.

Please enjoy these Okinawan treats!
Okinawa Minsa Towel

Minsa is a type of traditional Okinawan textile that developed about 400 years ago. It was during this time that Okinawa started to produce cotton, which they dyed with indigo to produce minsas.

A traditional minsas pattern consists of four and five small rectangles. These rectangles represent eternal love. This deep meaning of the minsas patterns were the result of the minsas being a traditional gift given from a woman to a man when accepting his proposal or showing her love for him. (Okinawa Minsah, Okinawa | Japan Deluxe Tours)

Ishigaki Salt Island Nuts

**Ingredients:** Peanut, cold plum flour, rough sugar, starch syrup, wheat flour, salt (using 80% salt) dextrin, pork extract, chili powder, starch, cheese powder, lactose, soy sauce, paprika, black koshaw, onion, garlic, vegetable protein, vegetable oil, island pottery, hatsu, red koji coloring, baking soda (acea, seasoning soda, seasoning soda, amino acids, etc.), acidulant, fragrance (some ingredients contain eggs, milk, pork, and soy-derived ingredients)
Sanpin-cha

The most popular tea in Okinawa that most people here enjoy almost every day. It is very similar to jasmine tea, not green tea but rather Chinese-type tea. It is clearly more popular than oolong and green teas.

English information from: https://www.okistyle.com/a2z/?p=772

Chinsuko

Chinsuko (ちんすこう/金楚糕, Chinsukō) is a traditional sweet made in Okinawa since the times of the Ryukyu Kingdom, and often sold as a souvenir (Miyagegashi). It is a small biscuit made of mostly lard and flour, with a mild and sweet flavor similar to shortbread.

English information from Wikipedia & image from Amazon Japan.
**Suppaiman Plum Candies**

The sourness of dried plums and the mellowness of bekko candy. It is the best dish that matches perfectly!!!

Suppaiman: For those who are non-smoking and lonely!
Plum citric acid helps recovery from fatigue!

Umeboshi is a food that contains all of the "salt," "sodium citrate," and "potassium chloride" that are necessary for heat stroke control.

**Suppaiman Plum Sheets**

The Suppaiman plum sheet, which appeared in response to the enthusiastic requests from everyone who loves Suppaiman, is now in a long size!!!

The sweet and sour plum flavor of Suppaiman is kneaded into the sheet to make it easy to eat with one hand!
Recommended for snacks, exercise, and while driving!
"Suppaiman Plum Sheet Long"!!!
Presenters wishing to submit their papers for publication (subject to peer review) in OkiJALT’s Summer Symposium 2023 Post-Conference Proceedings should submit their papers within a month to okijalt+publications@gmail.com as .doc or .docx files.

Papers submitted for publication may be in English or Japanese. References must follow APA 7th edition style guidelines. OkiJALT follows an abridged version of the standard JALT guidelines for post-conference presentations (see: https://jalt-publications.org/proceedings/guidelines).

OkiJALT Post-Conference Proceedings will be published once we have built up a sufficient number of submissions. All OkiJALT publications have ISBNs.
OkiJALT Summer Symposium 2023
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Madoka Nagado
OkiJALT President

Max Diaz
OkiJALT Program Chair

Grant Osterman
OkiJALT Membership Chair

Katherine Song
OkiJALT Treasurer

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MW SIG Coordinator

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OkiJALT Social Media Coordinator

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