

DAY 3 (Friday) ~ 0820 – 0920; Seminar Room 1

WORKSHOP 10

Accommodating multilingualism in ELT

Suresh CANAGARAJAH, *Pennsylvania State University, USA*

Abstract

The multilingual orientation questions the notion of languages as monolithic and self-contained. This emergent orientation treats languages as always in contact and mutually influencing each other. Though this orientation has provided useful insights into the ways in which communication works in the context of migration (Collins et al, 2009), popular culture (Pennycook, 2010), and globalization (Blommaert, 2010), it raises difficult questions for pedagogy. In TESOL, for example, our pedagogy focuses on normative varieties of English and isolates English from other languages. In this workshop, we will analyze sample texts of multilingual students and scholars to consider how they use their diverse language resources in their literacy and communicative practices. Based on this analysis, we will develop a multilingual pedagogy for TESOL. We will also debate whether such a pedagogy will facilitate socially empowering and linguistically complex proficiency for multilingual students. After a theoretical introduction, the workshop will feature group discussion, collaborative analysis, and plenary reports.

Biodata

Suresh CANAGARAJAH is the Edwin Erle Sparks Professor and Director of the Migration Studies Project at Pennsylvania State University. He teaches World Englishes, Second Language Writing, and Postcolonial Studies in the departments of English and Applied Linguistics. His early education and teaching was in the war-torn region of Jaffna, Sri Lanka. He has taught before in the University of Jaffna and the City University of New York. His book *Resisting linguistic imperialism in English teaching* (OUP, 1999) won Modern Language Association's Mina Shaughnessy Award for the best research publication on the teaching of language and literacy. His subsequent publication *Geopolitics of academic writing* (UPittsburgh Press, 2002) won the Gary Olson Award for the best book in social and rhetorical theory. His study of World Englishes in writing pedagogy won the 2007 Braddock Award for the best article in the *College Composition and Communication* journal. His most recent publication is *Translingual practice: Global Englishes and cosmopolitan relations* (Routledge, 2013), which won the 2014 BAAL best book award and MLA's Mina Shaughnessy Award. Suresh is a former editor of *TESOL Quarterly* and a past President of the American Association of Applied Linguistics.

DAY 3 (Friday) ~ 0820 – 0920; Seminar Room 2

WORKSHOP 11

Testing cognitive processing in reading

Stephen BAX, *Open University, UK*

Abstract

This workshop will draw on my talk concerning cognitive processing in reading. Together we will draw on real examples to examine how a teacher or test-developer could make use of a text in order to ensure that students and test-takers are challenged to use the full range of cognitive processes as they read. The workshop will also make use of the online tool Text Inspector to show how we can evaluate lexical difficulty in texts, as a further means of ensuring that our teaching and testing are at an appropriate level.

Biodata

Stephen BAX is a Professor of Modern Languages and Linguistics at the Open University, in the United Kingdom. His research focuses on reading and technology, and for his 2013 article in *Language Testing*, which used eye tracking technology to analyse L2 reading, he was awarded the *TESOL Distinguished Researcher Award 2014*. He has also researched the use of computers in language learning (CALL), the use of computers in language testing (CALT), and areas of discourse including Computer Mediated Discourse Analysis (CMDA). His books include *Discourse and genre* (2011 Palgrave Macmillan). He has recently developed an online tool called *Text Inspector* for analysing text difficulty in testing and teaching.

DAY 3 (Friday) ~ 0820 – 0920; Seminar Room 3

WORKSHOP 12

Towards border-crossing communication

Ryuko KUBOTA, *University of British Columbia, Canada*

Abstract

A study on the experiences of transnational communication among nonnative English-speaking corporate employees working in non-English dominant Asia revealed the importance of “border-crossing communication.” This workshop aims to encourage participants to consider applying border-crossing communication to their instructional practice. Border-crossing communication is active, critical, and reflective engagement in communication across all kinds of diversity. It includes communication not only in English as a lingua franca but also in other linguistics repertoires, which can be deployed contingently depending on the context and the proficiency of the interlocutors. Moving beyond mere linguistic skills, border-crossing communication emphasizes the “ability to communicate,” which includes strategic competence. The “ability to communicate” is supported by “communicative dispositions,” including willingness to communicate and mutual accommodation. This is further supported by “foundational dispositions,” including being interested in the culture of the Self and the Other and having anti-discriminatory attitudes, as well as “cultural and historical knowledge” of the Self and the Other. Border-crossing communication can be achieved through fostering critical awareness of how different groups of language users are placed differently in a power hierarchy of gender, race, ethnicity, language, and socioeconomic status. It also requires open attitudes to all kinds of difference. Acquiring such competence will benefit individual learners, local communities, and the world.

Biodata

Ryuko KUBOTA is a Professor of Language and Literacy Education at the University of British Columbia. She has been a language teacher and teacher educator in Japan, USA, and Canada. Her research focuses on critical approaches to applied linguistics by drawing various inquiry approaches from cultural studies, multiculturalism, critical race theory, and critical pedagogy. She is a co-editor of *Race, culture, and identities in second language: Exploring critically engaged practice* (Routledge, 2009) and *Demystifying career paths after graduate school: A guide for second language professionals in higher education* (Information Age Publishing, 2012). Her publications also appear in many edited books as well as academic journals such as *Applied Linguistics*, *Critical Inquiry in Language Studies*, *International Journal of Bilingualism and Bilingual Education*, *Journal of Journal of Second Language Writing*, *Journal of Multilingual and Multicultural Development*, *Linguistics and Education*, and *TESOL Quarterly*.

DAY 3 (Friday) ~ 0820 – 0920; LT 50

COLLOQUIUM 4

Transformations in multiliteracies practice in the Japanese university

Joff P.N. BRADLEY, *Teikyo University, Japan*

Steve KIRK, *University of Tokyo*

Charles CABELL, *Toyo University, Japan*

Joe MCKIM, *Kanto Gakuin University, Japan*

James HUNT, *Hitotsubashi University, Japan*

Keywords: video, multimodal multiliteracies, CBI, CLIL

Abstract

This colloquium looks at recent, concrete changes in professorial-level classes in Japanese universities. We shall examine several particular examples of effective classes which not only help students to develop core language skills but also develop affective, multimodal and engaged literacies and pedagogies (Pullen & Cole, 2010; Cole & Bradley, 2014). We shall look at what it means to present an embodied subjectivity (Bangou & Fleming, 2014) through multimodal, multiple literacies in the foreign language classroom (Masny, 2013; Cole, 2013) and present the findings of a qualitative study of students' attitudes to video/film-making, the reflections of the teachers in charge, as well as the theoretical and philosophical background to this emergent and sometimes challenging research paradigm. We shall also look at how video and film are taught, how they apply to classes of higher and lower levels of language proficiency, to class formats and differing rigours, and how video and film are flexible with respect to different learning styles. We shall make the case that the teaching method and philosophy in question are consistent with a range of contemporary methods such as the flipped classroom, multimodal and multiliteracies education, autonomous student learning, CLIL, and content-based instruction (CBI). The colloquium will make the case that experimental and creative methodologies are vital in sustaining critical and transformative pedagogies in the Japanese university setting.

Biodata

Joff P.N. BRADLEY teaches in the faculty of foreign languages at Teikyo University, Tokyo. Although born and bred in northern England, he is a resident of Japan and applies his long-standing interest in schizoanalysis, European philosophy and critical thought to the socio-economic, political problems and mental ecologies affecting his students.

Steve KIRK is an applied linguist specializing in second language acquisition and particularly the acquisition of spoken fluency. He has taught EFL/ESL and done teacher training in the US and Japan over the last 20 years, and currently is at the University of Tokyo, where he teaches scientific research paper writing in the ALESS (Active Learning of English for Science Students) Program, as well as classes designed to improve spoken fluency.

Charles CABELL earned his Ph.D. at Harvard and a post-doctoral fellowship at Yale University. Dr. Cabell is currently a tenured member of the faculty at Toyo University in Tokyo, Japan, and has also served at the University of Montana.

Joe Mckim is an Associate Professor of English in the College of Intercultural Studies of Kanto Gakuin University in Yokohama, Japan. He has taught English in Japanese universities for 30 years and began to incorporate English moviemaking into his seminar course in 2008.

James HUNT is an Adjunct Assistant Professor in the Faculty of Commerce and Management at Hitotsubashi University in Tokyo, where he mostly teaches English to business students. His research interests include SLA, extensive reading, task-based learning, and CLIL.

DAY 3 (Friday) ~ 0820 – 0920; LT 51

COLLOQUIUM 5

Enhancing student learning via embedding and CLIL approaches

TAN Yuen Ling Lynette, *National University of Singapore*

Radhika JAIDEV, *National University of Singapore*

Peggie CHAN, *National University of Singapore*

Abstract

There is increasingly a push towards academic literacy encompassing skills such as information literacy, critical thinking and reasoned analysis, and reflective writing in universities worldwide. Whatever programmes these skills are set in, they offer undergraduates a variety of experiences that transcend mere content knowledge. In some cases, language/communication training is implicit; in others, students are presented with a knowledge of perspectives that enhance their learning in general, and their grasp of discipline knowledge, in specific.

This paper discusses two approaches- Embedding and CLIL (Marsh, 2002, 2008; Wolff, 2007; Coyle, 2008; Dalton-Puffer et al. 2010; Whitaker et al 2011) - implemented at the National University of Singapore to develop in students not just career-ready academic literacy skills but evidence-based expository writing (Wingate & Tribble, 2011). The first instance where modules in two faculties- Science and Engineering- use the embedded approach to integrate discipline knowledge and language/communication training), and the second, a module at the Writing Unit where modules are content-specific and rhetorically-intensive (Angove, Tan and Ramanujan, 2015). The discussion focuses on the experiences offered to students and how learning is enhanced: particularly through research and inquiry on one embedded module at the Faculty of Science, and genres and problem-solving on the module at the Faculty of Engineering, and the intersecting perspectives of history, genre and ideology in the Writing Unit module.

Though experiences of student learning vary widely, this discussion's focus is on the commonalities that characterize the approaches: learner-centeredness, relevance, interest and motivation, writing and speaking to communicate the content/discipline-specific knowledge acquired, and critical and reflective thought - all key considerations in the two approaches that this paper discusses.

Biodata

TAN Yuen Ling Lynette has a PhD in Film Studies and teaches film and academic writing at the National University of Singapore. She has taught English Literature and Film Studies courses in universities in the UK and Singapore for over 12 years. Her research interests include

Hollywood and Singapore Cinema, Post-colonial Studies, and more recently, Gamification in Higher Education.

Radhika JAIDEV is a Senior Lecturer at the Centre for English Language Communication at the National University of Singapore. She teaches English language and communication skills to both postgraduates and undergraduates. Her research is in group learning processes, interpersonal and intercultural awareness as well as content and language-integrated learning (CLIL).

Peggie CHAN is a Senior Lecturer at the Centre for English Language Communication, National University of Singapore. She teaches oral communication at the Faculty of Engineering, and critical thinking on a cross-faculty module. She has been involved in several embedding initiatives at the Faculty of Engineering. Her research interests include embedding, teaching and assessing critical thinking and writing.

DAY 2 (Thursday) ~ 0930 – 1030; Auditorium 2

KEYNOTE ADDRESS 3

Paul Kei MATSUDA

Arizona State University, USA

Beyond the corrective feedback debate: moving from summative to formative assessment

Abstract

Corrective feedback has been an important part of L2 writing instruction and assessment. Ever since John Truscott (1996) published his controversial argument in *Language Learning*, corrective feedback has also been a preoccupation among some L2 writing researchers. Yet, the discussion has often focused on whether, how and to what extent corrective feedback should be provided; the discussion of grammar assessment has been lagging behind. In this talk, I will argue that grammar assessment needs to move from summative to formative orientation. First, I will provide a brief review of the grammar correction debate. I will then discuss the limitation of grammar instruction in facilitating language development and the problems associated with the summative assessment of grammar. I will then discuss how, by shifting emphasis on formative assessment, teachers can be more fair and reasonable in assessing student writing while facilitating language development.

Biodata

Paul Kei MATSUDA is a Professor of English and Director of Second Language Writing at Arizona State University. He is also Concurrent Professor of Applied Linguistics at Nanjing University and Zhangzhou University. Currently, he is the President of the American Association for Applied Linguistics.

Paul has published widely on second language writing in applied linguistics, rhetoric and composition and TESOL, and has received a number of prestigious awards for his publications. He has presented keynote and plenary talks as well as invited lectures and workshops in various countries, including: Bosnia and Herzegovina, China, Guatemala, Hong Kong, Hungary, Indonesia, Israel, Japan, Korea, Malaysia, Mexico, Peru, the Phillipines, Qatar, Spain, Taiwan, Thailand, Turkey, United Arab Emirates, and throughout the United States.

Paul is Founding Chair of the Symposium on Second Language Writing and Series Editor of the Parlor Press Series on Second Language Writing. He has also served as the founding chair of the CCCC Committee on Second Language Writing and the Chair of the Nonnative English Speakers in TESOL (NNEST) Caucus.

Paul has previously served as the director of writing programs at the University of New Hampshire and Arizona State University. He also has taught a wide variety of courses in applied linguistics, linguistics, rhetoric and composition, and TESOL at Purdue University, Miami University, and the University of New Hampshire. In addition, he has held visiting professor and researcher positions at Chulalongkorn University (Thailand), Jilin University

(China), Nagoya University (Japan), Penn State University (USA), Shih Chien University (Taiwan), Tamkang University (Taiwan), Thammasat University (Thailand), the University of Hong Kong (Hong Kong SAR), and the University of Utah (USA).

POSTER PRESENTATION

Integrating critical pedagogy into ELT for intercultural awareness

James H. YANG, *National Yunlin University of Science and Technology, Taiwan*

Keywords: Kiwi English (KWE), New Zealand, General American English (GAE)

Abstract

As a strand of second language critical pedagogy, a lesson plan empowering students to critique the SE ideology and western cultural norms was used in this study to explore the worldwide variations in English with a focus on Kiwi English (KwE) in terms of language and culture. In this study I conducted a critical learning portfolio pedagogy in my “Introduction to English Linguistics” class at a national university located in central Taiwan with the focus on Kiwi English (KwE), in contrast with General American English (GAE) as a reference of point, which is the main variety of English taught as SE in Taiwan. In this class 70 Taiwanese undergraduates first wrote down their impressions of KwE and New Zealand in general and then searched for relevant information to support, dispute, or modify their initial impressions. Next, they were given a total of eight hours of learning activities to explore KwE from the perspective of World Englishes. The findings show that their stereotypes, misconceptions, and generalizations were replaced with an increased sensitivity to English variation, cultural diversity, and linguistic differences between KwE and GAE.

Biodata

James YANG has focused on native and non-native English accents. In addition to English language variation, he has also examined the perception of distinct English accents using accent-plus lesson plans based on the revised contrastive analyses from the perspective of critical pedagogy.

POSTER PRESENTATION

Enhancing learner autonomy through making workbook project

Mitsuko IMAI, *Tamagawa University, Japan*

Keywords: learner autonomy, motivation, speaking skills

Abstract

Successful language learners understand their own ability and capacity. Additionally they set goals and study outside of the classroom (Brown, 2002). Exposure to English outside of the classroom is especially necessary in Japan because learners do not have many opportunities to use English unless they try to do so autonomously. This study investigates students' motivation and autonomy by providing opportunity to get involved in making a workbook with their instructor. The purpose of this project is to stimulate students' responsibility for their own learning and raise their awareness of autonomy, and to encourage students to use English more outside of the classroom. Students were instructed to do a speaking activity throughout the first semester and were then asked to get involved in the material making process for that activity themselves in the second semester. This presentation will show the method the author used for this project and the observation of students' motivation and autonomy via a end-of-semester questionnaire. The results of the project show that the majority of students agreed that they should be in an environment where they are encouraged to take learner's responsibility even though they admitted that they preferred the class that required minimal effort. The data concludes that a forced study environment where students need to be responsible for making a workbook for publication, and explicit training in autonomous learning outside of classroom can enhance students' motivation and raise their sense of responsibility.

Biodata

Mitsuko IMAI has an MA in TESOL, and is an Assistant Professor at the Centre for English as a Lingua Franca at Tamagawa University in Japan. Her research interests include autonomy, motivation, blended learning and bilingualism.

POSTER PRESENTATION

Project based learning and its efficacy to increase ELF language awareness

Yuri YUJOB0, *Tamagawa University, Japan*

Keywords: PBL, ELF, language awareness

Abstract

English as a Lingua Franca (ELF) literature and project-based learning (PBL) share a common parameter in its focus on authentic real-world communicative means. Collaborative dialogic projects allow for students to use of communication strategies to successfully negotiate meaning for common interactional practices like repetition, paraphrasing, comprehension checks, collaborative completion of utterances as they co-construct understanding in English (Kaur,2014). PBL yields great results through its dialogic and student-centered practices. If designed correctly, PBL not only teaches students important content, vocabulary, concepts and in-depth understanding that are fundamental to English, but it also gives authentic ability to apply knowledge to the real world, and use it to solve problems, answer complex questions (BIE, 2015) and develop 21st century skills to enhance critical and creative thinking. A project can be authentic in its context or the use of real-world processes, tasks and tools, and quality standards. Also, students can find “personal authenticity when it speaks to student’s own concerns, interests, cultures, identities, and issues in their lives” (p.3). This poster will highlight and summarize this research and its findings of an ELF focused university and give valuable insights on investigating its effect on language awareness, implicit teaching of communicative strategies, and 21st century skills assessment and development.

Biodata

Yuri YUJOB0 is an Assistant Professor at Tamagawa University. Her research interests include bilingualism, project-based learning, and global human resource development.