

	Tech Presentations in Room M201	Tech Presentations in Room M202	Tech Presentations in Room M210	Non-Tech Presentations in Room M206
9:00	<b>Registration</b> in the Student Hall in the Media Building	<h1>Tech Day Plus 2013</h1>		
10:00	<b>Welcome</b>			
10:05 - 11:35	<b>Keynote Speaker: Thomas Robb</b> - Considerations for the Effective Use of Technology for Language Learning (Workshop)			
11:45 - 12:10	<p><b>Oliver Bayley</b> - Learn Online with Oxford: Bring online learning to your students and school...easily! (1-hour presentation) ANY</p> <p>"Are you looking to... engage and motivate students with online multimedia content? ...maximize English input? ...track student learning while saving your own time? I will share how (without special expertise or expensive software) our powerful, brand-new integrated online tools will help you do this AND provide an end-to-end blended-learning experience for your students and school."</p>	<p><b>Steve McCarty</b> - We Could Be Heroes: Optimize your University for Global Rankings INT</p> <p>This presentation previews the JALT 2013 professional development paper "Raising your Academic Profile with Google Scholar." Among factors measured by international university ranking organizations, Web presence can be optimized to match Google algorithms and ranking criteria. Google Scholar profiles and campus research repositories are among the strategies to raise your university's national and global rankings along with your academic recognition.</p>	<p><b>Andrew Philpott</b> - Various Approaches to Language Learning ANY This presentation will look at two studies I have undertaken in the last two years. The first is in relation to autonomous &amp; student-centered learning, and gamification using English Central, ELLLO.org, Moodle Reader, and news reports. The second study looks at various approaches to extensive reading and speed reading. Both studies have yielded data about student opinions towards these activities.</p>	<p><b>Tony Minotti</b> - Reading Comprehension: A technique to help students better comprehend reading passages</p> <p>Students need to summarize both the main idea and the specific details from a reading passage. Students get into pairs and each person reads a different short story. Students retell their story to their partner. A test is given on the stories but student A receives the questions for student B's story and vice versa.</p>
12:20 - 12:45		<p><b>Harry Carley</b> - The Electronic Classroom: The End of Paper ANY</p> <p>A seemingly daunting task to accomplish, a paperless classroom is not only a vision of the future but a doable opportunity for instructors in the present. By exerting a little effort towards offering a preferable method of teaching technique any instructor can succeed with going green in the classroom. This presentation offers the Do's and Don'ts of a paperless classroom.</p>	<p><b>Hiroko Sato</b> - Application of Evernote to Share and Visualize Language Learning Endeavors: A Challenge of Gamification Theory Implementation BEG/NOV</p> <p>I will talk about my on-going implementation of Evernote in my class as a free, open and user-friendly collaborative workplace. I will show how I use it and examine students' honest feedback based on the answers of a questionnaire. I will also explain what role it plays in the challenge of applying gamification theory to my language class.</p>	<p><b>Barrie Matte &amp; Ben Humphreys</b> - Note-taking in Language-learning Classrooms</p> <p>In Japanese universities, note-taking during English class is often overlooked as an important part of developing learner autonomy, as well as the learning process itself. Included in this presentation will be how to take "good" notes, why it is beneficial and how it can be implemented into any classroom. Both traditional pen-and-paper and computer-based note-taking will be discussed.</p>
12:45 - 13:30	Lunch Break in the Student Hall (please BYO or you can buy nearby)			
13:30 - 13:55	<p><b>Robert Stroud</b> - Welcoming Big Brother to the Classroom: Recording to Enhance Learning (1-hour presentation) ANY</p> <p>The benefits to learning of recording include providing students with feedback, metacognitive learning opportunities, a record of work undertaken, and clearer defined goals. The presenter will explore the merits and issues with recording in the classroom and leave time for discussion of its application. A suggested implementation guide for incorporating recording into classes will be provided, as well as handouts.</p>	<p><b>Harry Carley</b> - Applying Education Technology with a Wikispace account ANY</p> <p>A Wiki is a safe and secure software program that is free to download. It enables learners to become actively involved in their own scholarship. Wikis offers opportunities to be utilized in a variety of classes such as Basic Conversation, Presentation Prep, and Writing courses. Items such as maps, videos and graphs can be easily embedded in student's work.</p>	<p><b>Eric Cincirpini</b> - Internet Based Tools for Increasing Productivity in the Classroom ADV/INT</p> <p>This presentation will show two Internet based tools for classroom management. The first item allows students to check in for attendance via Internet client such as an iPhone. The second item randomizes pairs and places them at numbered locations (Subsequent pairs are different during a particular class session). Development for this project is currently ongoing and feedback is highly appreciated.</p>	<p><b>Ryan Smithers</b> - Project-Based Learning: The Integration of Content, Learning and Technology ANY</p> <p>Twenty-first century L2 learners are digital learners who need to be taught in a manner that allows them to use their technical know-how to engage in an investigation of authentic problems that matter to them. This paper demonstrates why project-based learning is an effective way to motivate students to take control of their own learning.</p>
14:05 - 14:30		<p><b>Harry Carley</b> - Techniques for Large Writing Classes utilizing Technology ANY</p> <p>This presentation illustrates an ongoing introductory writing course for non-English majors that involve over 100 students. Computers are their only mode of scribing and submitting assignments. Various instructional techniques used with positive and negative results will be offered. Additionally the use of Japanese junior high English texts as instructional material will be discussed</p>	<p><b>Matt Lucas</b> - Teaching iBT TOEFL through Moodle ANY</p> <p>Students studying for the Internet-based TOEFL test for the first time can find themselves daunted not only about what is expected of them in the test itself, but also about how to navigate an online system. Using Moodle as the basis for a preparatory course, we'll look at some simple but effective ways of how to overcome these difficulties.</p>	<p><b>Kim Bradford</b> - Organising student work (or How to streamline and store mountains of papers)</p> <p>"Many universities expect teachers to collect and store student work for several years. Students unhappy with a grade may challenge it, so prudent teachers amass a large collection of student work. This presentation describes a system quickly implemented so teachers can: *Quickly organise student work *Ensure that everything is easily accessible for years *Streamline grading so they are not overwhelmed"</p>
14:40 - 15:05	<p><b>Mark Pileggi</b> - PowerPoint Choose Your Own Adventure &amp; gameshow creation and implementation (1-hour presentation) ANY</p> <p>Teaching at the I-Chat Lounge at Osaka Gakuin University, we are developing interactive language learning activities using Powerpoint, a projector and an iPod for the bells and whistles. We host classes of 5-30 university students who may or may not want to be there. This is a session to help stimulate various new ways to use PowerPoint.</p>	<p><b>Sean Gay</b> - Microsoft Office for Teachers (1-hour presentation) ANY</p> <p>Microsoft Office is available at almost all work areas and provides a platform for increasing efficiency inside and outside of the classroom. This workshop presentation will give tips on utilizing Word, Excel, and Powerpoint tailored to teachers</p>	<p><b>Oliver Rose</b> - Online/Mobile Vocabulary Tools and Games! (1-hour presentation) ANY</p> <p>I will introduce several websites and mobile applications, including the Quizlet flashcard website and the Lex Flashcard Game, a mobile/online vocabulary game I designed. Other websites I will demonstrate can help identify and make wordlists to be used in Quizlet of difficult vocabulary in texts. With these tools, teachers can efficiently provide optimal reading texts supported by engaging vocabulary practice.</p>	<p><b>Matthew Apple</b> - An overview of recent language learning motivation studies in Japan (45-minute presentation)</p> <p>The presenter will introduce and summarize research findings on motivation from recent studies in the soon to be published book "Language Learning Motivation in Japan." Research discussed includes empirical studies from three levels of education using a variety of quantitative, qualitative, and mixed methods. The presentation will conclude with implications of the research for EFL practitioners at the chalkface.</p>
15:15 - 15:40				
15:50 - 16:15	<p><b>Michael Herke</b> - Movie Trailers as Text: Using Short Clips in the Classroom (45-minute presentation) ANY</p> <p>Everybody loves movies. However, making movies into useful texts for learners can be a challenge. This presentation looks at the many features of movie trailers – highly condensed versions of feature films – that can be adapted for engaging activities in the language classroom as well as demonstrating how participants can get trailers off the internet and into their curriculum.</p>	<p><b>George Schaaff</b> - Media and Professional Development (45-minute presentation) ANY</p> <p>Within a competitive job market, it is becoming increasingly difficult for applicants to stand out from others. What makes an application unique? There have been hints that video profiles, teaching samples, and online platforms will play a larger role in applications and the screening process. This presentation explores media tools that turn the application process into an opportunity for teachers to clarify their message, stand out among others, and ultimately get noticed by the right people.</p>	<p><b>Laura Markslag</b> - Collaborative Learning with Smartphones BEG/NOV</p> <p>Teachers sensitive to 21st century teaching and learning know that technology has a special way of engaging learners. This presentation will illustrate how to integrate smartphones and free online publishing to encourage students to work collaboratively to make paperslide videos. This engaging four-skill activity has been well received in a variety of EFL classes.</p>	<p><b>Bob Sanderson</b> - Simultaneous oral testing methods that promote fluency, confidence, and learning (45-minute presentation)</p> <p>Many teachers test students' oral skills with conversation and interview tests, but time constraints can limit the length, quality, and effectiveness of such tests. Drawing on Calman and Saylor-Loof's methodology, the presenter will demonstrate and discuss ways of testing multiple students simultaneously so as to improve their fluency, confidence, and overall learning outcomes. Participants' discussion and experiences will be welcome.</p>
16:25 - 16:50			<p><b>Chad Cottam</b> - From business to teaching: Transferrable skills for the EFL classroom</p> <p>In this presentation I will introduce an acronym used in sales methodology for self evaluation, and how I applied it to EFL teaching for my own self-evaluation. I will also discuss some of the practical applications that have been successful for my colleagues and I in teaching, student evaluation, dealing with low motivation, and more...</p>	
16:50 ~	Clean up and go out for Delicious Indian Food right near Inano station!			

Tech levels: BEGinner, NOVice, INTERmediate, ADVanced, ANY

**Shirley Ando** is Director of the language education program at Otemae University. She has a Masters degree in Education with a dual emphasis on instructional technology and bilingual education. shirley@otemae.ac.jp

**Matthew Apple** is an associate professor in the Department of Communication of Ritsumeikan University, Kyoto, Japan. His research interests include ESP, individual differences, and second language vocabulary. manzano0627@gmail.com

**Oliver Bayley** is the Learning and Assessment Manager at Oxford University Press Japan. His work combines his favorite interests: computing, collaboration, assessment, learning management systems, and late nights! oliver.bayley@oup.com

**Kim Bradford-Watts** teaches at Kyoto Women's University and Kyoto University. She has published textbooks and numerous academic papers, and volunteered as editor of several JALT publications, including The Language Teacher.

**Susette J. Burton** is currently a lecturer at Osaka Gakuin University. Her interests are CLT, learner autonomy and effective use of games in the EFL classroom.

**Harry Carley**, MA ELT, MA Ed Tech, Lecturer, Matsuyama University, Ehime, has taught at all levels of the Japanese Educational system. He has resided in Japan for over 24 years. pm333@ric.hi-ho.ne.jp

**Eric Cinciripini** earned his M.S.-TESOL at TUJ and teaches at Osaka Shoin Women's University, Osaka International University, and St. Andrews University. eric.cincir@gmail.com

**Chad Cottam** teaches in the Mukogawa Women's University Tandai. As a former sales representative, he also developed and taught courses to help Japanese business people conduct sales in an English speaking environment. chad\_cottam@hotmail.com

**Sean Gay** is a shokutaku at Ritsumeikan University who has worked with computers from a young age. seanekpg@fc.ritsumei.ac.jp

**Ellen Head** is a full-time instructor at Kansai Gaidai University. She is also a long time member of the Learner Development Special Interest Group. You can reach her at: ellenh@kansai-gaidai.ac.jp

**Michael Herke** works in the Faculty of Foreign Studies at Setsunan University where he teaches Film, Canadian Studies, Writing and Communication. herke@ilc.setsunan.ac.jp

**Ben Humphreys** has been teaching EFL in Japan since 2003, currently working at Momoyama Gakuin University and Shoin Women's University. Research interests include student learning from feedback and student motivation. subarashii.yume.2211@gmail.com

**Matt Lucas** has been resident in Japan for over 11 years, and is a full-time lecturer at Kansai University. His research interests include cross-linguistic influence and discourse comparisons & contrasts. mw\_lucas@hotmail.com

**Laura Markslag**, M.S.Ed., is a lecturer at Osaka Gakuin University. She has taught EFL in North America, Europe, and Asia, leading to her interests in authentic teaching materials, technology-assisted learning, and cross-cultural communication. lauramarkslag@gmail.com

**Barrie Matte** has been teaching ESL and EFL for 6 years, currently working at Momoyama Gakuin University and Kinki University. Recent research includes extensive reading and feedback's role in learning. mattebarrie@gmail.com

**Steve McCarty** is a Professor at Osaka Jogakuin College and President of the World Association for Online Education: <http://www.waoe.org> - see his online library of publications at: <http://www.waoe.org/steve/epublist.html> mccarty@mail.goo.ne.jp

**Tony Minotti** teaches at Osaka Shoin Women's University. tony.minotti@shoin-osaka.ac.jp

**Andrew Philpott** is an instructor of English in the Language Research Center at Kwansei Gakuin University. His research interests are CALL related with a focus on autonomous learning. philpar1@hotmail.com

**Mark Pileggi** with Osaka Gakuin University's International Chat Lounge. 16 years teaching in Japan. Has B.A. in Computer graphics & M.S. in Education specializing in Curriculum, Instruction and Design. bikkurimark@me.com

**Oliver Rose** is an Assistant Professor of EFL at Kwansei Gakuin University. He is interested in MALL (mobile-assisted language learning), vocabulary acquisition and gamification, and has produced several online/mobile applications. oliverrose@hotmail.com

**Bob Sanderson** holds an MA-TESOL from SIT, and teaches at Kinki, Osaka Jogakuin, Osaka Shoin, and Hannan universities. He's served as President of Osaka JALT for the past twelve years. sanderson808@gmail.com

**Hiroko Sato** is a college English teacher focusing on phonological education. She is interested in how CALL and MALL can act as a scaffold for better language learning. madame\_sato@yahoo.co.jp

**George Schaaff** is an Instructor of English as a Foreign Language at Kwansei Gakuin University's School of International Studies. He researches intercultural issues, sharing discoveries in published papers and documentary film. gjschaaff@kwansei.ac.jp

**Robert Sheridan** is an EFL and business instructor at Otemae University in Japan. He has served as the program chair of Osaka JALT since September 2012. His research interests include vocabulary acquisition, extensive reading, motivation, and assessment. robert@otemae.ac.jp

**Ryan Smithers**, of Osaka Institute of Technology, is passionate about teaching and researching, with over 15 years of TEFL experience. Research interests include learner motivation, self-efficacy theory, autonomy theory and project-based learning. rsmithers@sand.ocn.ne.jp

**Robert Stroud** is an Instructor of English at Kwansei Gakuin University and holds an M.A. in Applied Linguistics and English Language Teaching from the University of Nottingham. robertstroud@kwansei.ac.jp

**Jennifer Teeter** is a lecturer at Kyoto Sangyo University whose research areas include education policy, minorities in education in Japan, Global English, and indigenous culture language revitalization. teeter42@gmail.com

**Michael Wilkins** is a full-time instructor at Ritsumeikan University in Kyoto and a part-time instructor at Konan Women's University in Kobe. He can be contacted at: michaelwilkins@gmail.com.

# Tech Day Plus 2013

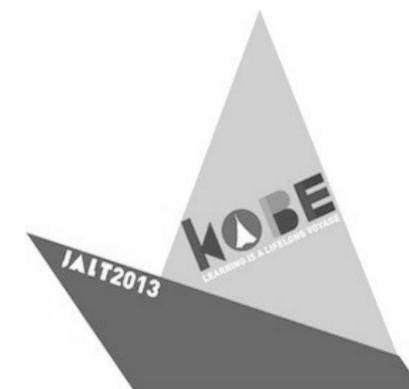
Sponsored by Osaka JALT, Kobe JALT

28 September

Otemae University, Itami



<http://tdp.osakajalt.org>



## Keynote

**THOMAS ROBB - *Considerations for the Effective Use of Technology for Language Learning.***

Learner autonomy is an attribute that we should attempt to foster in all of our students. When, however, we are faced with a large number of students who wish that they didn't have to take our required English course, what are we to do? This presentation will focus on ways to deal with the non-autonomous learner so that they can and will learn despite their own low motivation to do so. This, in fact, is one of the greatest benefits of technology allowing the teacher to provide extra work for students and then to be able to view electronically whether they have done it or not and with what success. We will first focus on how the use of MReader site for Extensive Reading has achieved this goal for many teachers and schools in Japan. We will then focus on our specific teaching environments and how technology can help foster better learning for our own students.

Thomas Robb has taught at Kyoto Sangyo University for over 30 years and is Chair of the Department of English as well as coordinator of their computer literacy program. He is a past president of JALT and Pacific CALL and a past Executive Board member of TESOL. He is currently organizing the GLoCALL 2013 conference in Da Nang, Vietnam, and is on the steering committee of the Extensive Reading Foundation and TESOL's CALL Interest Section. He has been Co-Editor of TESL-EJ, the first electronic journal for ELT, since it was founded in 1994.

## Posters (Student Hall)

**Shirley Ando, Susette Burton and Robert Sheridan – *Developing Leadership through English.***

Thirty university students were selected to participate in a 3-day English leadership camping trip on a remote island in Hyogo Prefecture. The main goal was to foster leadership in an English-only environment. This poster presentation will highlight the organizational process and the various activities that led to the success of this summer English-leadership camp.

**Jennifer Teeter - *10 Activities using a timer.***

This poster presentation will highlight a sample of stimulating activities for pair practice and small group practice in an oral communication class using a timer. Setting clear time limits using a timer in a class helps keep students on target while adding an element of fun to language learning. These activities also help students move from a focus on accuracy to a focus on fluency.

**Union display (11:45 – 17:00) - *Introduction to the General Union***

## Lunch Session

**Learner Development SIG:** Ellen Head and Michael Wilkins

The Learner Development SIG is a very friendly and active group of teachers interested in promoting student autonomy by any means necessary! Anyone interested in learner autonomy and development is invited to join us at lunchtime to chat about classes, learner development projects, or anything at all. Please come and see us!