



JALT Oita Presents the 9th Annual JALT 7s on Saturday, May 13th, 16:00-18:00

Timetable:

16:00 – 16:05 – Introduction of event and speakers

16:05-16:20

Presenter: Howard Hernandez

Title: Until You See It: *The impact of visuals in tests*

Presentation Summary:

With the implementation of new learning systems such as Moodle, it is a great time for schools to look at how test creation and test-taking can be enjoyed by teachers and students alike.

This presentation will look into the benefits of visuals and how they can affect learning. More specifically, we will look into using visuals in tests and how they can be useful for students' test-taking abilities and overall interest in tests.

16:20 – 16:35

Presenters: Sara Hendricks and Sarah Padfield

Title: Speed Reading Impacts on L2 English Students

Presentation summary:

We have been conducting research on the results of a speed reading program in intermediate and upper-intermediate English language classrooms. We are looking directly at the impact on the students' speed reading scores, as well as the impact it had on the test scores of the students.

16:35 – 16:50

Presenter: Dr. Sayaka Saito

Title: Translanguaging in EFL classrooms: A case study of five university teachers of English in Japan

Presentation summary:

Using students' L1 in university EFL classrooms is often seen from a negative perspective and considered to hinder their learning. This is consistent with the ongoing "teach English in English" initiative (MEXT, 2017, 2018) that requires the language be taught monolingually in Japanese high schools. However, recent discussions on multilingualism and translanguaging (e.g., García, 2009; Li, 2017), with a focus on a speaker's linguistic repertoire in a holistic sense, have reported benefits of using language(s) students already know as a learning resource in education. In this light, this proposed qualitative case study explores how five teachers use their language(s) in university English language programs. Data collected via classroom observations and individual interviews will be analysed through the lens of translanguaging. Findings of the study intend to understand how language teachers use two or more languages that they and students know to facilitate learning. The study has implications for other foreign language classrooms in Japan, as well as for similar EFL contexts.

5-minute break

16:55– 17:10

Presenter: Steve Paton

Title: Your Publications May Be Better Than You Think

Presentation summary:

We're all familiar with the edict that we must either "Publish Or Perish" in academia. That can cause a lot of anxiety, and frustration over the fact that a good teacher isn't necessarily a good researcher, and vice versa.

You've got good teaching ideas, and you like to share them, but... research? Unless it's scholarly research, carried out under the strictest of conditions and written up with the most comprehensive literature review imaginable, it doesn't count for anything, right? Well, it turns out that there's another side to this.

Landing a job that I never imagined my resume would qualify me for taught me a lot about what 'counts' and what doesn't, what interview and selection committees might really be looking for as they scour through applicants' resumes. In this short talk I'd like to pass on that side of the story, which might have been very encouraging had I heard it along the way.

17:10 – 17:25

Presenter: Roland Waller

Title: The Academic Reading Circle

Presentation summary:

One of the issues facing the current IEB and UIEB courses is how to make the lessons more engaging. In addition, a common theme in class evaluations is to allow for more speaking. For this reason, the Academic Reading Circle (ARC) lesson format may be a feasible way to meet student needs by promoting the integration of language skills.

The ARC is a way for students to review a text in groups taking on four distinct roles of leader, contextualizer, highlighter, and visualizer to explore alternative perspectives of a class reading. It covers a range of tasks such as summarizing, posing questions about the text, examining vocabulary in more detail, connecting ideas and experiences outside the text, and representing key concepts visually. In this short presentation, I will describe each of the ARC roles and how it could be implemented into the IEB and UIEB courses in the future.

17:25 – 17:40

Presenter: Rheumi Jai

Title: Optimizing EFL Classroom Dynamics: Using L2 Grit and Big 5 Personality Traits to Create Effective Learning Groups"

Presentation summary:

This study proposes using L2 Grit and Big 5 personality tests to form groups in language classes at the Pre-Intermediate Level at Japanese University. The goal is to investigate the relationship between these psychological factors and language learning outcomes, and to determine whether more homogenous groups based on these traits can enhance learning efficiency and motivation amongst students.

17:40– 17:55

Presenter: Brendan Van Deusen

Title: Beginning a Tourism Film Festival

Presentation summary:

This presentation will discuss the beginning stages of a tourism film festival scheduled to be held on campus early next year. The presenter will begin by describing the festival's origins as a 5-minute class video project introducing a local tourism destination. The presenter will then give an overview of the festival itself, including the goals, funding, and format. The presentation will conclude with a brief report about the current status of the project.
