

Workshop and Symposium on Culturally Familiar Material Development for EFL Education

日本文化・地域文化を背景としたEFL教材開発に関するワークショップ・シンポジウム

Free Registration

Saturday, December 2, 2017

9am-6pm with Reception After

Otemae University

Sakura Shukugawa Campus

For more information, please visit:

<https://goo.gl/HE23JF>

Where we are:

<http://www.otemae.ac.jp/english/about/location.html>

Email: iie2017@otemae.ac.jp

Sponsored by:

The Institute of International Education (IIE),
A Research Grant from MEXT (KAKEN)

Plenary Speaker:

● Prof. Yasuko Koshiyama

Kansai University of International Studies

Is Culture/Language Mismatch a Problem?

Developing a Japanese and English

Hybrid Language Class /Textbook



Featured Workshops:

● Prof. Tim Murphey

Kanda University of International Studies

Transformative Translingual Songlet Singing



● Prof. Gregory Goodmacher

Keiwa College

Developing Intercultural Competence

through Japanese Culture & EFL



Abstracts (in chronological order)

9:50-10:50 featured workshop

Transformative Translingual Songlet Singing

Tim Murphey, Kanda University of International Studies

I have accumulated many bilingual songlets (short songs, usually one line) over the years that I use to create good atmospheres of learning and helping among my students. Among the 12 songlets I will share with the audience, five use Japanese kotowaza. The others are a bit more original (although often with kaeuta-tunes, some originating from famous quotes in English). Whether you are teaching Japanese or English as a foreign language, or just sharing effective ways of living and working in classes, these songlets can be useful as an addition to your students' repertoires of recycled thoughts and synchrony. Students tend to synchronize themselves when singing which creates a more cohesive group dynamic. The songlets also can be used for classroom management: when teachers need a minute to get the next activity ready, they can ask their students to ask each other one of the questions. I will demonstrate how to use them with space repetition in ways that will excite participants.

Tim Murphey (PhD Université de Neuchâtel, Switzerland, in Applied Linguistics), presently researches Vygotskian socio cultural theory (SCT) applications with particular emphasis on student voice, agency, identity, and community construction. He has taught graduate school in the US, Taiwan, and Japan.

11:40-12:10 Presentations (3 parallel sessions)

Research for Justice: How to Investigate Culture in EFL Textbooks

Michael Hollenback, Konan University

Culture has become an increasingly necessary component in EFL classrooms and materials. As well, the ways in which culture has been conceptualized have gained depth and nuance as cultural studies has influenced applied linguistics. However, the research of culture in EFL publications often undermines the understanding of culture as a variable and fluid aspect of individual identity. This presentation proposes a definition of culture that promotes peace education, and describes how EFL cultural research frequently compromises this definition. As well, an alternative

method of cultural research of EFL materials is demonstrated.

Michael Hollenback is an instructor at Konan University, Hirao School of Management.

The Japanese Classroom Memory Palace

Mulia Teguh Nguyen, Otemae University

Memory Palaces are a great way to store and easily recall information. The experts in the techniques use them to store seemingly large amounts of information, quickly and effortlessly. However, the experts in the field of memorizations spend a lot of time constructing these memory palaces in which they place all their information. It is important to ensure that there are not any fuzzy details that can impede the recollection of the information stored in that palace. Hence, Japanese schools are organized in a way that provides students with a rich environment in which they can store a lot of information, and retrieve information quickly. It can also be accessed without much conscious effort.

Mulia Teguh Nguyen, or Teguh, is a teacher from Queensland, Australia. He completed his BA in English Literature and Japanese and his BEd in Secondary Education at the University of Queensland, and his MS in Ed, at Temple University. He has taught in schools in Japan and Australia.

Implementing Kubota's "Four Ds" Approach to Culture in EFL Classrooms

Daniel Andrzejewski, Konan University

This presentation reviews Ryuko Kubota's "4Ds" recommendations for teaching culture found in "Critical Teaching of Japanese Culture" (2003). Kubota presents a critical approach for language and culture teachers where culture should be taught in terms of a "Descriptive understanding of culture", "Diversity within culture", the "Dynamic nature of culture", and the "Discursive construction of culture" (Kubota, 2003). While Kubota provides examples of this approach to teaching Japanese culture to students, I sought to apply the same method to ESL in a Japanese university context. I detail how I incorporated the 4Ds into courses focused on language skills (speaking, listening and reading). The presentation concludes with recommendations and encouragements for ESL teachers seeking to add cultural content to skills courses with a critical outlook seamlessly into skill development activities.

Daniel studied Japanese language in college but majored in Social Studies Education (M Ed) at the Ohio State University. After graduating, he taught at elementary schools and cram schools in Fukushima, Tokyo and Osaka. He currently works at Konan University.

11:40-12:10 Presentations (3 parallel sessions)

A Workshop on Preparing students to address conflicting cultural differences through awareness of their local culture

Joan Gilbert, Kwansei Gakuin University

A learning environment that is respectful and inclusive of students from varying cultural backgrounds requires awareness of the local culture and how it differs from other cultures. By helping students learn how to maintain their cultural values while being open to other ways of thinking when addressing conflicting cultural differences could facilitate students' development of intercultural communication competence. This workshop will be interactive and focus on a classroom approach of collaborative discussions and reflective practices that could create opportunities for college students to communicate effectively and appropriately in Japan's globalizing society. The practices suggested in this workshop will be backed by research.

Joan E. Gilbert has a Master's degree in TESOL from Columbia University, Teachers College, and a Ph.D. in Education with a specialization in Global and Comparative Education. She is an instructor at Kwansei Gakuin University. Her research interests include facilitating college students' intellectual and intercultural development and making effective and creative speeches in English.

Conversation management strategies for intercultural conversations

Nathan Ducker, Miyazaki Municipal University

In addition to grammar and vocabulary, students need to practice developing a range of sociolinguistic and strategic competencies in order to develop real communicative competence that enables students to engage with people from varying cultures. In many universities in Japan, students are hindered in their language development by a lack of real practice opportunities in the target language. Furthermore, few textbooks available on the market explicitly focus on developing strategic and sociolinguistic skills that

students will need when they come to face-to-face with non-Japanese English speakers. Following on from six years of observations of exchange classes between international students and Japanese students, this presentation will show the audience various conversation management strategies that Japanese students should be made aware of, and should practice, in order to be ready for English conversations with non-Japanese English speakers. The presentation will cover results of observations, explanations of these results, class materials specifically developed to focus on strategies needed for intercultural conversations in English, and class room management techniques used to enable maximum practice opportunities.

Nathan Ducker is an Assistant Professor of Intercultural Communication and Multicultural Policy at Miyazaki Municipal University. He is currently reading for a PhD in ELT and Applied Linguistics at Aston University. His topic is Japanese students' Willingness to Communicate in intercultural conversations.

Unspoken reasons for lack of culturally appropriate materials in EFL education: A call for inclusivity and student empowerment

Hershey Wier

Long before "eikaiwa" had become a household word, in the Meiji era, Anglo Saxons had already begun educating the Japanese, painting a very white backdrop across the world. Now in the 21st century, the Japanese still see the world through an Anglo Saxon lens. The reasons behind the lack of culturally appropriate educational materials lie in that history, as well as the almost universal mandate for education systems to create national identity in children. This presentation points out the driving forces of education systems; the history behind education in Japan; bias in education materials and its effects; the real make up of foreigners and foreign students in Japan; and closes with hope for a more inclusive educational experience for all.

Hershey Wier is an adjunct lecturer in Kansai, was raised in a multicultural environment, and has multicultural teaching experience in the US. Her current research comes via her doctoral research in education with a view to examine government agendas in education curricula and textbooks. She holds a bachelor's degree in education, and a master's in international business communication.

13:20-14:20 Plenary

Is Culture/Language Mismatch a Problem? – Developing a Japanese and English Hybrid Language Class /Textbook

Yasuko Koshiyama, Kansai University of International Studies

An understanding of the relationship between culture and language is extremely important for those involved in language education, and there is no doubt that culture should be meaningfully integrated in language instruction. However, an obvious question arises - “how?” should we adhere to the culture of English when teaching English? Or can culture be effectively isolated from the target language being taught?

Aiming to provide one innovative way to teach foreign languages and cultures, I will present a model of an English and Japanese Hybrid Language Class in which Japanese students and foreign students study the content of Japanese Civilization in both Japanese and English simultaneously and collaboratively. I will also discuss the development of a Hybrid English and Japanese teaching material to teach the course of Japanese Civilization. In the English and Japanese Hybrid Language Class, learners freely cross boundaries between English and Japanese, and between Japanese culture and other cultures. The survey conducted upon the completion of the course showed that the students appreciated the language and culture “mismatch” learning environment where the cultural topics, the language of instruction and the materials used in class are not always matched.

14:30-15:00 Presentations (3 parallel sessions)

Falling in love (again): Baseball, Hannah Montana and Miley Cyrus

Olivia Kennedy, Ritsumeikan University

It has been clearly established that by harnessing the power of students’ existing cultural backgrounds/schemata, teachers can fast-track language acquisition gains. Identifying what is culturally familiar can be difficult, however, and is changing rapidly. While Japanese university classes may appear homogenous, regional differences, changing family structures, access to entertainment and information and increasing levels of westernization mean that students may have less in common than in the past. This presentation will focus on how to prepare course

materials that will resonate with students, while also moving towards 21st century learning competencies.

Olivia Kennedy is a lecturer at Ritsumeikan University in Osaka, Japan. Her research interests include the usage, uptake and acceptance of technology for language learning.

Visuals in EFL Materials: What Teachers Should Know

Mehrasa Alizadeh, Otemae University

A picture is worth a thousand words, as the saying goes, but not every picture is so. As teachers, we are occasionally asked to develop our own print/digital materials for English classes, and we might want to add some images here and there to aid comprehension, make the content more visually appealing, or simply to fill empty spaces. At first, it might seem effortless to find images given our immediate access to efficient search engines such as Google Images, but in fact, there is more to finding appropriate visuals for EFL materials than just pushing the search button and downloading the top result images. Aiming to inform teachers about best practices in selecting and laying out images for EFL materials, this presentation will focus on the effective use of visuals in teacher-made EFL materials. Practical tips on issues related to image copyright, the quality and clarity of visuals, and their layout will be provided. Finally, the presenter will introduce some free resources for downloading high-quality images.

Mehrasa Alizadeh is a second-year PhD student at the Graduate School of Information Science and Technology, Osaka University. Her research interests include online/blended course design and AR/VR applications in ELT. She also teaches part time at Otemae University and Princeford English College.

A workshop on “Translating Japan to the World”

Joshua Solomon, Hirosaki University

This workshop will explore some of the texts and activities used in “Translating Japan to the World,” a CLIL (content and language integrated learning)-based reading course currently being taught at Hirosaki University in Aomori prefecture. The theme of the course is reading representations of Japan to the rest of the world: primarily, “Japanese histories” written in English by Japanese authors, covering a range of

historical periods and contexts, including Meiji civilization and enlightenment, Taisho and Showa imperialism, and Heisei soft power discourse. This non-credit course, which takes place within the university's self access learning center (SALC), poses unique challenges and opportunities for both students and teacher. Some of the special considerations include disparities in attendance, fluency in English (and, in some cases, fluency in Japanese), background knowledge of Japanese and world history, and learner goals. The purpose of the present workshop will be to think through ways in which to create modular, dynamic, and adaptable lesson plans that will engage active learning in a small, but diverse, group of students set in a reading-focused classroom environment.

Joshua Solomon is a lecturer attached to Hirosaki University's self-access learning center (SALC). He teaches content and language integrated (CLIL) seminars as well as four-skills English classes. His research interests include place, regional literary communities, and vernacular practice, and he published his doctoral dissertation, *The Stink of the Earth: Reorienting Discourses of Tsugaru, Furusato, and Place*, in 2017.

15:10- 15:40 Presentations (3 parallel sessions)

Using culturally familiar material to measure gains in writing and listening skills - a qualitative study

John Jackson & Gordon Carlson, Otemae University

As part of a larger government assisted research project into the importance of culturally and locally familiar content in textbook selection, usage, and classroom instruction, we discuss our preliminary findings in the sub areas of listening and writing. In this study we also examine how cultural familiarity impacts outcomes in EFL education. We present the methodology, study groups and materials used in measuring and assessing gains in listening and written comprehension, as well as other factors through the use of nativized texts, contexts and written output. Preliminary results, implications and limitations in relation to these two skills are further addressed.

John Jackson is a tenured lecturer at Otemae University. His principal interests are teacher development, language assessment, service learning and the effective use of technology in language learning. John strongly

believes in creating classroom bonds as well as cross-cultural awareness and respect.

Gordon Carlson is an associate professor at Otemae University where he teaches EFL and Global Japan Studies. His interests include teacher development, CLIL, culturally suitable texts, camps, and language retention through interactive activities and games.

The contrasting role responsibility plays in Japanese and English communication and the influence of kishoutenketsu

Michael Iwane-Salovaara, Momoyama Gakuin University

The role responsibility plays in communication is relevant to materials development in Japan because it gives the materials writer a deeper understanding of the differences in what it means to be communicative in each language. This understanding in turn can influence how EFL materials are written and taught. The role responsibility plays in communication differs in English and Japanese communication. In English discourse the responsibility of being communicative generally rests with the speaker/writer. While the listener/reader has some responsibility, it is the speaker/writer who is expected to carry the message and be understandable and logical. In Japanese discourse this responsibility is reversed. The teaching of the 5-paragraph essay will be used to illustrate how responsibility functions in English essays and presentations. Also, the influence of *kishoutenketsu* 起承転結 in Japanese discourse will be discussed as most Japanese students are unaware of how *kishoutenketsu* influences how they communicate in English.

Michael Iwane-Salovaara is a tutor for the University of Birmingham MA TESOL program and teaches at Momoyama Gakuin University.

Constructivism and creating culturally familiar material

Jeanette Kobayashi, Otemae University

Constructivist teaching actively engages learners, drawing on their prior knowledge to help guide them to learning new material through interest and discovery. As opposed to lecturing, the teacher helps students to discover their own learning instead of passively receiving information. Using the constructivist approach in the classroom will help to

make lessons that suit the needs and interests of all students, and are culturally familiar and appropriate. I will talk about the importance of the constructivist teaching approach and examples of how it can be used in the EFL classroom to help make lessons relevant for students.

Jeanette M. Kobayashi (Ms. Sc. Ed.) has been teaching English as a foreign language in universities in Japan for over nine years. Her research focuses on motivating students with low level English language ability using various methods, such as constructivism.

15.50-16:50 featured workshop

Developing Intercultural Competence through Japanese Culture & EFL

Prof Greg Goodmacher, Keiwa College

To develop intercultural communication abilities in our students, what is necessary? Many researchers and cross-cultural communication trainers argue that exercises to increase the skills of self-awareness and awareness of one's home culture are helpful. In this interactive workshop, attendees will experience many activities that lead students to examine themselves and analyze Japanese culture. These exercises are appropriate for culture content-based EFL courses. The presenter will invite other teachers to share ideas and concerns regarding integrating local culture into English classes.

Greg Goodmacher teaches culture and global issues content-based EFL courses at Keiwa College, and he writes EFL textbooks about those issues. His research interests include content-based EFL/ESL education, critical thinking, and materials development.

17:00-17:30 Presentations (3 parallel sessions)

Culturally familiar material and its impact on speaking

Daniel Tang, Otemae University

This presentation highlights the impact of culturally familiar texts and images on speaking ability. Past research has shown that the "nativization" of foreign texts increases vocabulary retention (Pulido, 2004) and inferential and literal comprehension (Alptekin, 2006; Demir, 2010; Ertzen & Razi, 2009). However, scant

research has been done on the impact on speaking ability. The presenter will talk about the methodology, materials used and preliminary results, which indicate greater levels of lexical resource, fluency and coherence for students who used the culturally familiar texts.

Daniel Tang is a lecturer at Otemae University, Japan. His interests include international politics and English learning pedagogy, with a focus on CALL and CLIL.

Kitsuneudon, Omotenashi and all things Japanese: Revisiting the Past to Engage EF Learners

Shirley Ando, Noriko Mori & Susette Burton, Otemae University

Cultural scaffolding is using students' cultures and cultural experiences to facilitate and improve academic and intellectual achievement (Gay, 2002). Learners are more successful when they are able to make connections between what they already know and what they are expected to learn. In some cases though, the ability to explain certain aspects of cultures that have been taken for granted could be challenging. On the other hand, knowledge of culture keeps learners engaged and improves language skills. In this presentation, the presenters will share their class experiences in using culture to support students' learning.

Susette J. Burton lectures in the Language Education Program at Otemae University. She also teaches EFL courses at the Ministry of Land, Infrastructure, Transport and Tourism operated Aeronautical Safety College. Her interests in Japanese culture range from Bunraku to Ikebana to Kabuki.

Noriko Mori teaches first-year English, International Communication and Japanese for international students at Otemae University. She also teaches Japanese for foreigners in her community and works with the Toyonaka Board of Education to assist JSL elementary school children. Her interests include intercultural communication and children's bilingualism.

Shirley M. Ando is an associate professor at Otemae University, Japan where she directs LEO, the English language education program, and coordinates the Institute of International Education (IIE) at Otemae University. Her research interests include teacher development, learner autonomy, service-learning and international education.

***Culturally Familiar Materials Creation:
Capturing student interest by using news and
pop culture***

Kathryn Tanaka & Robert Sheridan, Otemae
University and Kindai University

This presentation introduces how to effectively integrate Japanese news and pop culture into EFL courses as a way to raise student interest and engagement. First, it introduces the ways schema theory supports cultural familiarity in language education as an effective scaffolding device. The presenters then briefly describe their own research, testing, and results that support the efficacy of culturally familiar materials in Japanese university classrooms. Finally, we discuss effective ways to develop your own materials from news and internet sources. We describe some successes and failures as we introduce the websites we most often use in our own classroom and the ways internet stories can be turned into engaging and exciting classroom materials. In addition, we demonstrate how these materials can be adapted across levels to yield the most benefits. We end by sharing some of the materials we've made together with exercises and classroom pedagogy practices that are successful.

Robert Sheridan (M.S.Ed. in TESOL) is a full-time lecturer in the Faculty of Agriculture at Kindai University in Nara, Japan. He serves as the program chair of Osaka JALT. His research interests include vocabulary acquisition, CLIL, extensive reading, motivation, and culture in education.

Kathryn Tanaka (Ph.D) is a tenured lecturer at Otemae. Her research interests include the role of literature, translation, and social activism in language education. She can be reached at k.tanaka@otemae.ac.jp.

Schedule

Time	Room	Presenter(s)	Topic
9:00-9:25	A46b	Registration	Registration
9:30-9:40	A44	Prof. Hiroyuki Torigoe Prof. Koichi Ando	Opening remarks Opening remarks
9:50-10:50 featured workshop	A44	Prof. Tim Murphey	Transformative Translingual Songlet Singing
11:00-11:30 Presentations (3 parallel sessions)	A45	Michael Hollenback	Research for Justice: How to Investigate Culture in EFL Textbooks
	A43	Mulia Teguh Nguyen	The Japanese Classroom Memory Palace
	A42	Daniel Andrzejewski	Implementing Kubota's "Four Ds" Approach to Culture in EFL Classrooms
11:40-12:10 Presentations (3 parallel sessions)	A45	Dr. Joan Gilbert	A workshop on preparing students to address conflicting cultural differences through awareness of their local culture
	A43	Nathan Ducker	Conversation management strategies for intercultural conversations
	A42	Hershey Wier	Hidden reasons for a lack of culturally appropriate materials in EFL education: A call for awareness, inclusivity and student empowerment
12:10-13:10			Lunch
13:20-14:20 Plenary	A44	Prof. Yasuko Koshiyama	Is Culture/Language Mismatch a Problem? – Developing a Japanese and English Hybrid Language Class /Textbook
14:30-15:00 Presentations (3 parallel sessions)	A45	Olivia Kennedy	Falling in love (again): Baseball, Hannah Montana and Miley Cyrus
	A43	Mehrasa Alizadeh	Visuals in EFL Materials: What Teachers Should Know
	A42	Dr. Joshua Solomon	A workshop on "Translating Japan to the World"
15:10- 15:40 Presentations (3 parallel sessions)	A45	John Jackson & Gordon Carlson	Using culturally familiar material to measure gains in writing and listening skills - a qualitative study
	A43	Michael Iwane-Salovaara	The contrasting role responsibility plays in Japanese and English communication and the influence of <i>kishoutenketsu</i>
	A42	Jeanette Kobayashi	Constructivism and creating culturally familiar material
15:50-16:50 featured workshop2	A44	Prof. Greg Goodmacher	Developing Intercultural Competence through Japanese Culture & EFL
17:00-17:30 Presentations (3 parallel sessions)	A45	Daniel Tang	Culturally familiar material and its impact on speaking
	A43	Shirley Ando, Noriko Mori & Susette Burton	<i>Kitsuneudon, Omotenashi</i> and all things Japanese: Revisiting the Past to Engage EF Learners
	A42	Robert Sheridan & Dr. Kathryn Tanaka	Culturally Familiar Materials Creation: Capturing student interest by using news and pop culture
17:40-17:50 closing remarks	A44	Prof Naoya Ashihara	Closing remarks
18:00 Reception/dinner			Reception at E's Kitchen

Note: The central room is A46b. There will be someone there to assist you if you have any queries.