



## A message from the TESOL Italy Messina Group Coordinator Maria Irene Davi



The TESOL Italy Messina group was established in the 1990s by a pioneer colleague, Simonetta Di Prima, and it was a real turning point for a group of motivated teachers who were really missing training opportunities in their own town. In 2002 I was entrusted with the great responsibility of taking over the group coordination, which I welcomed with great enthusiasm. Over the years, together with a group of colleagues from various local schools we have organized plenty of teacher training workshops and some of us have taken part in the TESOL Italy National Convention in Rome on a regular basis. In 2017 we had our first TESOL Day, that was so successful as to encourage us to repeat the experience.

We are proud to present this new event, the conference ***News from the Language Teaching World: captivating methods and technologies to make learning more effective for GEN Z***, held by eight speakers from three Japanese universities. The conference covers different areas of ELT and aims at giving participants the chance to foster their CPD (Continuing Professional Development). It is the result of a two-year project in collaboration with Manuelisa Tuzzetti, TESOL Italy Gela coordinator, and Philip Riccobono from Kobe University who first had the idea to organize this inspiring convention. A very special thank you goes to Manuelisa and Philip for their extraordinary efforts and commitment.

### About TESOL Italy



**TESOL Italy** (Teachers of English to Speakers of Other Languages) is a grass roots organization, run by teachers and for teachers. It is a non-profit Italian organization founded in 1975 and has approximately 400 members in Italy and abroad and is an affiliate of TESOL International Association, based in the USA, with over 11,000 members worldwide. TESOL Italy is also accredited by the Italian Ministry of Education (MIUR) Direttiva 170/2016. Its mission is to develop the expertise of those involved in teaching English to speakers of

other languages and to foster professional growth and active participation in language teaching. TESOL Italy collaborates with people and organizations involved in English Language Teaching including the Italian Ministry of Education (MIUR), The U.S. Embassy, The British Council, INDIRE etc..

It offers a wide range of professional development activities such as language improvement courses, CLIL language improvement and methodology courses, pre-service and in-service training, self-development opportunities, training of teacher trainers, all-day seminars, Local Group Activities and the Annual National Convention which is held in Rome every year in November.

#### **Why should I become a member?**

Besides being able to take part in all professional development activities, members receive publications: The Newsletter and the academic journal, *Perspective* (twice a year). Member can also start or join a local group anywhere in Italy.

#### **What exactly are local groups?**

Local groups are made up of at least five TESOL Italy members. These groups organize and hold professional development activities in their areas. Existing groups are located in Benevento, Bologna, Formia, L'Aquila, Marche, Messina, Napoli, Palermo, Roma, Val d'Adige, Venezia and Gela.

#### **What is the annual National Convention?**

This two-day convention hosts over 50 talks, workshops and poster sessions given by national and international experts in the field of ELT. It offers a wonderful opportunity for professional development and networking. It's a must for all EFL teachers in Italy.

#### **How can I become a member?**

All convention participants become TESOL Italy members. Membership is annual and begins on January 1st and ends on December 31st. Teachers who would like to become TESOL Italy members can call our office in Rome (06-4764-2432), write us an email ([tesolitaly@gmail.com](mailto:tesolitaly@gmail.com)), or visit our website ([www.tesolitaly.org](http://www.tesolitaly.org)) for the exact procedure. You can use your CARTA DEL DOCENTE to subscribe to TESOL Italy.

# A Message from the Japan Coordinator



Philip Salvatore Riccobono

This conference has personal meaning to me. In 1915, at age 15, my grandfather, Salvatore Riccobono, took a chance on leaving this island by ship for a new world. Departing this picturesque island rich in ancient history, with less than 20USD in his pocket for a journey to America, he made a life for himself in New York as a wood craftsman. His solid work ethic embedded from his Sicilian roots were passed on to me. Well, I imagine him full of pleasure, learning that I have returned to his birthplace supporting academia on the island along with exceptional language teachers from Japan, making a contribution to the very language he struggled to learn, English. Thus, perhaps today, my family's roots have come full-circle here with all my grandparents' blood lines traced back to Italy. Therefore, I thank you all for allowing our international delegation (who live across Japan) to visit your lovely island, participating in this special event.

Socially conscious, well-informed and quick to organize behind a cause: by 2030, Asia's Generation Z will be 960 million people strong (Asian Review, 2019). This generation has an easier and faster link to data, the Internet, and social media, creating easy access to English. They struggle less with

technology than prior generations, so today's English language practitioners face the task of competing with multiple platforms. However, do we have to compete? Can we employ engaging activities that may incorporate technology or fall more in-line with analogue? Today, we aim to share a variety of such pedagogy that our team from Japan implements in their ELT classrooms, with the goal of improving your learners' English proficiency and appreciation for the language. We also feel excited to learn from you about the current ELT situation in Sicily. This conference represents the culmination of years-long plan to hold a one-day event, and like me, I hope you are excited to hear our presenter's ideas about **captivating methods and technologies to make learning more effective for GEN Z.**

- "Filippo" Philip

# General Schedule

(See pp.6-11 for Abstracts and Bios)

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- **8:30-9:00 Registration**
  - § **9:00-9:40 Japan ELT Forum (Japan delegation)**
  - § **9:45-10:25 James Crocker**
    - ❖ 10:25 - 10:55 **Coffee break**
  - § **10:55-11:35 Yosuke Ogawa**
  - § **11:40-12:20 Paul Tanner**
    - ❖ 12:20-13:50 **Lunch Break**
  - § **13:50-14:30 Karl Hedberg**
  - § **14:35-15:15 Richard Harrison**
    - ❖ 15:15 - 15:45 **Coffee break**
  - § **15:45-16:25 Sean Gaffney**
  - § **16:25-17:05 Yasuyuki Kurihara**
  - **17:05-17:30 Recap and farewells**
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# Abstracts

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## **ELT in Japan Forum: current affairs and common ground with Italy**

Maria Irene Davì (Liceo Giuseppe Seguenza), Manuelisa Tuzzetti (Istituto Comprensivo Ettore Romagnoli), Philip Riccobono (Kobe University), Yosuke Ogawa (Kobe University), Paul Tanner (Shiga University), Karl Hedberg (Shiga University), Richard Harrison (Kobe University), James Crocker (Kobe Women's University), Yasuyuki Kurihara (Nagoya City University), Sean Gaffney (Shiga University)

This workshop will demonstrate a general view of how English Language Teaching (ELT) has been employed in Japanese institutions. First, it will illustrate the Japanese educational policy towards English language and university entrance examination systems which crucially affect students' life plan. Next, the panelists will explain that the educational policy perhaps causes a disconnect between learning contents and the actual competencies of language use. Accordingly, what sort of contents should be reconsidered/added for their teaching and their current attempt at a rectification in practice will be discussed in comparison to the Italian ELT situation.

## **Critical Thinking, and Self-actualization in the English language classroom**

J.L. Crocker (Kobe Women's University)

Learners are intrinsically motivated by solving relevant problems. The process helps them develop their intellectual skills and thus realize their full potential as individuals – self-actualization. (Maslow, 1967) Developing our intellectual capabilities is therefore an inherently motivating activity. This fact should be exploited by English teachers, among others. As Widdowson (1990) points out, “The effectiveness of language teaching will depend on what is being taught, other than language, which will be recognized by the learners as a purposeful and relevant extension of their schematic horizons.” (p.103) Researchers have provided strong arguments that critical thinking activities which develop problem solving ability are not only intrinsically motivating, but also that intrinsic motivation increases long-term retention of language (Brown, 1994). This workshop will show how teachers and curriculum designers can make critical thinking the subject of content-based English courses which explicitly teach problem solving, logic, reasoning and other higher order thinking skills and their associated language, and at the same time motivate language acquisition.

The workshop also asks language teachers to consider their responsibilities, as educators, to their students. In a rapidly changing world where most of the jobs that our Gen Z students will perform in the future have not been invented yet, we need to think about which skills we can develop that will be of value to them in any future context, whether that be academic, work-related, interpersonal, or as participants in the global community. The language of thinking and problem solving will empower our students in all these contexts.

## **Talking Journals: lowering the affective filter and improving learner rapport**

Sean Gaffney (Shiga University)

Most writing teachers agree that journals can be a useful tool in the writing class. This session presents an idea for journals in a conversation class, with something the presenter calls 'Talking Journals'. This approach involves in-class activities, (15 minutes) and about 15-30 minutes homework each day. Each class the instructor asks students to write about anything occurring in their life that particular day, trying to fill one page of a small notebook. Students are informed to not be too concerned with form, but to just write, knowing the instructor will always respond to the content. The goal is to establish an authentic rapport through these 'Talking Journals' through a scaffolded method in-line with Chagoyen's (2016) "write to speak approach". The presenter will share his experiences using these journals as communication activities and provide some helpful examples on how to use them to facilitate authentic English communication.

## **Social constructivist approaches to teaching language**

Richard Harrison (Kobe University)

The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combine to form the linguistic landscape of a given territory, region or urban agglomeration. (Landry & Bourhis, 1997).

Social constructivist approaches to learning encourage the learner to find resources that will help them to overcome language learning issues which they cannot solve alone, as they tread the long and sometimes difficult path towards greater proficiency. This path is, as Landry and Bourhis comment above, rich in resources or 'linguistic landscapes' that are available to the learner, but often go unused because of an awareness of the opportunities they afford.

In this workshop I will demonstrate methods that teachers can use to raise the awareness of learners to these linguistic landscapes in which they find themselves whilst on study abroad. This will include how to structure activities to engage the learners with the target language and create, in the true constructivist sense, meaningful and valuable outcomes in the form of learning portfolios which can be assessed in line with standards such as CEFR.

The aim of these activities is to make learners more aware of their learning, so that the need for scaffolding provided by the teacher becomes less and less, leading to greater autonomy in learning.

## **PechaKucha presentations Unplugged**

Karl Hedberg (Shiga University)

The PechaKucha (the Japanese word for chit-chat) presentation has had a strong impact on presentation style since it was introduced in 2003. Rules require 20 slides of 20 seconds each, for a presentation time of six minutes 40 seconds. This format combats wordiness and makes each presentation succinct and fast-paced. Presenters can concentrate on a core message with fewer

distractions, at an audience-friendly pace. The parameters require speakers to be creative, disciplined in time management and in content selection. The PechaKucha format is usually associated with computers and presentation software applications. However, PechaKucha can also be done “unplugged” without being bound by PowerPoint parameters. Often, presentations can be overly-dependent on technical gadgetry, reducing the role of spoken communication, audience interaction and gestures of the presenter. The presenter doesn’t advocate giving up on technology; rather he has found that using one PechaKucha unplugged presentation in a presentation course is highly beneficial. The presenter’s students have developed and presented in the PechaKucha style in a variety of unique ways, which will be shared with participants. This session will highlight some of the content, challenges, and rewards of this style of presentation. Participants will be asked to contribute, discuss, and model their ideas for adapting this computer-less approach to their own teaching environment.

### **Filmmaking and Multi-media University Pedagogy in Japan**

Yasuyuki Kurihara (Nagoya City University)

This presentation will provide knowledge on teaching film and media through the viewpoint of an accomplished film and television director in Japan. The presentation will offer a basis for methodologies to teaching film history, filmmaking as well as popular social media platforms in Japan i.e., YouTube, Tiktok, Twitter. The speaker will also share his pedagogical approaches to increasing film students’ motivation relative to film festival exposure and gaining employment in the film industry. This session will conclude with the screening of a recent student-made 8-minute short horror film, followed by a question and answer forum.

### **Teaching and Grading Speaking as an Interaction**

Yosuke OGAWA (Kobe University)

Although the grading of learners’ L2 speaking has been widely analyzed, it has not been clear pertaining to any criteria for interactional proficiency that are systematically demonstrated for institutional examination practices. Moreover, many language teachers, accordingly, often tend to focus more on linguistic forms such as their phonetic articulation and grammatical accuracy in a certain preset situation provided from a textbook, giving relatively little consideration to their overall verbal activity as an interaction. This workshop attempts to demonstrate how and what to teach, in addition to grading students’ interactional proficiency in speaking examinations. Firstly, this session will evaluate distinctive natures between written and spoken language from the aspect of sustaining progressivity and utilizing non-linguistic resources. Secondly, the presenter will illustrate how proficient speakers actually deal with verbal interaction from a microanalytic point of view such as managing speech-turn allocations with discourse markers, repair strategies for achieving/co-constructing mutual understandings, and any other resources signaling their attitudes and understanding of both their own talk and that of other participants. Finally, some teaching activities and

their grading criteria, which are not focus-on-form, but focus on interactional fluency, will be shown based on the usage of these interactional strategies. Furthermore, in this workshop we discuss certain important learning tips students should be given on how to manipulate interactional strategies and be explicitly trained to will be broadly discussed. It suggests that awareness of those pragmatic issues can help both students and their teachers orientate themselves to an interactional view of language with concomitant consequences for teaching and learning.

### **Towards English for Tokyo 2020: Corpus-based investigation of Summer-Olympics Vocabulary (Poster Presentation during lunch and breaks)**

Philip Salvatore Riccobono (Kobe University)

In 2020 Japan will host the Summer Olympic Games, creating a need and desire for learning English vocabulary related to the events, sports and news about the games. This requisite arrives as English serves as a *lingua franca* for the games. Therefore, much of the communication amongst the international community participating, following and covering the events will take place in English. Consequently, the presenter constructed the more than 500,000 word Summer Olympics English Corpus (SOEC), to analyze distinctive Summer Olympics vocabulary. Thus far no study has examined statistically significant corpus-based vocabulary of keyness essential for navigating through written Summer Olympics texts. This study employs mixed methodology, consisting of rigorous statistical corpus comparison testing in conjunction with a 4-point semantic rater scale construct, developed by Chung and Nation, (2003) and Riccobono (2018) for identifying technical Summer Olympics single word units and n-grams. Findings indicate loan words together with English lexicon as statistically significantly unique terms (at the  $p$  value) representative of the Summer Olympic discourse community. This study offers lexical insight for learners and practitioners of Summer Olympics English vocabulary. This study may serve as a template for an approach concerning identifying technical vocabulary for CLIL and other English for Specific Purposes.

### **Implementing Peer Review with a Narrative Essay**

Paul Tanner (Shiga University)

Goldstein (2005) believes "learning how to give effective feedback is the most time-consuming and most difficult aspect of L2 writing." If it is so difficult for teachers, is it possible for students to do effective peer review? The presenter will demonstrate that peer review can be motivating and beneficial with carefully structured and controlled analysis and feedback.

Peer review provides an authentic audience for the writers. Students are active participants and enjoy reading each other's papers (Ferris, 2003). Peer review also adds perspective to students' perception of the writing process.

Peer feedback will be shown to work within the limits of students' language abilities. Evaluation of perceived mechanical errors should be de-emphasized. Rather, the peer reviewers focus on content, ideas, and organization of personal narrative essays. In one class period, the presenter has found that students are generally capable of reviewing three or four narrative essays. Students can better provide useful feedback by

following a brief checklist, commenting on a few global issues, checking comprehensibility and suggesting where to add details. Students then do a homework assignment in which they re-write the essays incorporating the peer feedback. The final draft should be longer in order to add detail and clarify vague text.

The presenter will provide and analyze examples of essays and student feedback from his university teaching experience. His students incorporated a high percentage of peer suggestions into their final essays.

This presentation will demonstrate how a peer review activity can be implemented in an essay writing class, focusing on a narrative essay. Following a brief literature review, the presenter will then explain the rationale, process and outcomes of this activity. Peer review is not a panacea nor a substitute for teacher corrective feedback; but rather a supplement to it.

# Presenters

James Crocker has been a Primary Teacher, Language Instructor, Director of Studies, Principal, Teacher Trainer, ESL Author, and Lecturer for over 30 years. He has worked in many countries, and is now in Japan, at Kobe Women's University. He has published ESL texts with Macmillan and Oxford University Press. He is also an IELTS, Eiken, and Cambridge Examiner.

Sean Gaffney is originally from Philadelphia, USA. He holds an MA in TESOL from The School for International Training in Brattleboro, Vermont, USA. Sean has taught EFL at University in Japan for the last 31 years and also at universities in South Korea and Mexico. Before teaching English, Sean was a Peace Corps volunteer in Nepal, teaching health education. He enjoys running, hiking and playing with his old dog, 'Junior'.

Richard Harrison is a professor of Applied Linguistics and Japanese at the School of Graduate Studies, Kobe University, Japan. After an initial career as a software engineer, he moved into teaching after completing a BA in Japanese and Linguistics in the UK. He has taught Japanese and English in the UK, Australia, and for the last 20 years in Japan. He has taught EFL in Japan the last 15 years. His specialization is related to educational technology and e-learning, especially the design of language learning environments with current research focused on e-portfolios.

Karl Hedberg earned his B.A. from Rutgers University and his M. Ed. From Temple University and has been teaching in Shiga Prefecture Japan for over 26 years. His research interests include learning strategies, motivation, and material development. In addition to working at Shiga University, he also works part-time at Kyoto University.

Yasuyuki Kurihara is based in Nagoya, Japan and studied film in Los Angeles and Chicago. He teaches film and media at Nagoya City University. His students' recent film projects have been selected to show at film festivals in Rome, Italy and Florida, USA for 2020.

Yosuke Ogawa is currently adjunct professor at Kobe University, teaches both English and Japanese. His current research interests include participation constellations in triadic interaction from a Multimodal Conversation Analytic viewpoint.

He has taught at Sunderland University in Britain for a decade, and has organised workshops at numerous conferences.

Philip Riccobono hails from the United States and holds a Ph.D. in TESOL. He has taught English language learners in the U.S., Thailand, S. Korea, and Japan for 15 years. He currently teaches at Kobe University and several other institutions in the Kansai region of Japan. Philip's published research includes corpus-driven-ESP-vocabulary (his primary area of interest), sociocultural, MALL, phonetics, and cognitive curiosity. Passionate about baseball, you'll find him attending games around the globe. He is currently fulfilling a dream by visiting and contributing to his grandfather's birthplace, Sicily.

Paul Tanner has been a university ESL professor in Japan for 25 years, and has also taught in high schools in the US and Japan. Research interests include essay writing, the use of dictation, oral interpretation, and critical thinking. In his free time, he likes to read and travel.

# Special Thanks!

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Yosuke Ogawa  
Paul Tanner  
Karl Hedberg  
Philip Riccobono

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