

## Program in English and other languages

sharing methods & ideas	<b>2<sup>nd</sup> CEGLOC Conference</b>	
	University of Tsukuba <b>CEGLOC FD Committee</b> in collaboration with the <b>JALT Intercultural Communication in Language Education SIG</b>	
Teaching & Research		

Register [here](#)



**University of Tsukuba**  
**Center for Education of Global Communication**  
**3rd floor, rooms CA304 & CA309**  
**Tennodai 1-1-1, Tsukuba City**  
Saturday, December 8<sup>th</sup>, 2018



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*The CEGLOC Conference is an annual gathering aimed at sharing methods and ideas on common challenges we face in research and pedagogy related to teaching Japanese and international students in Japan.*

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## **Intercultural Skills in the 21<sup>st</sup> Century Classroom**

Studying and working in today's globalized and highly digitized world certainly has its challenges and getting students ready to live and work in a multicultural environment has become a necessity hard to ignore. Japan's MEXT has been pressuring universities to increase programs that will allow intercultural awareness development, as well as encouraging intercultural skills development, as students need to become more tolerant and accepting of cultural differences. Yet, within these neatly formulated demands, many questions remain unanswered. How do we educate for intercultural communication when some students have never had an intercultural encounter, or while some might be reluctant to engage in such encounters? How can we develop our students' intercultural skills? What can we do to encourage more collaboration between international students and Japanese students?

This conference aims to bring together researchers and practitioners in a meaningful dialogue, that will enable them to bridge theory to classroom praxis in the intercultural communication context. The organizers invite researchers and practitioners interested in topics related to the development of intercultural skills in the foreign language classroom to contribute with their expertise.

## Program in English and other languages

**9:30 - 10:00 CEGLOC 3<sup>rd</sup> floor**

### Registration

Room 1 CA304 (English)				
10:00-10:10	Opening address	Saburo Aoki		
10:10-11:10	#1 Keynote speaker	Joseph Shaules		
11:10-11:30	Coffee break			
Room 1 CA304 (English)		Room 2 CA309 (Other languages)		
11:30-11:55	#2 Presentation (Eng)	Vanbaelen, Harrison	#3 Presentation (Sp)	Roque
12:00-12:25	#4 Presentation (Eng)	Harrison, Vanbaelen	#5 Presentation (Jpn)	Sekiguchi, Fritz
12:25-13:30 (Lunch)	#6 Rountable (Eng)	Talbert	#7 Roundtable (Fr)	Domercq
13:30-14:20	#8 Workshop (Eng)	Chouchane	#9 Workshop (Fr)	Fife
14:25-14:50	#10 Presentation (Eng)	Benthien	#11 Presentation (Jpn)	Ommura, Mori, Yamagishi
14:55-15:20	#12 Presentation (Eng)	Tyndall	#13 Presentation (Eng-Chin)	Yamada, Shu
15:25-15:50	#14 Presentation (Eng)	Ruddick, Pryor	#15 Presentation (Fr)	Azra
15:50-16:10	Coffee break			
15:50-16:00	Flash info : IFprofs			Frénehard
16:10-17:00	#16 Workshop (Eng)	Salazar	#17 Workshop (Fr)	Jactat
17:05-17:15	Closing remarks		Roxana Sandu	
18:30-20:30	Dinner party			

**10:00 - 10:10 (English-Japanese-French) Room CA 304**

### Opening address

Saburo Aoki, University of Tsukuba, Dean of Faculty of Humanities and Social Sciences

**10:10 - 11:10 (English) Room CA 304**

### #1 Keynote speaker

**The Magic and Power of Linguaculture Learning: An Embodied Perspective**

Joseph Shaules, Juntendo University



Language learning is different from other subjects in school. It can be magical—leading us into new worlds of foreign living and intercultural experience. Yet such powerful magic is demanding. We need more than intellectual knowledge and skills. We must internalize complex linguistic and cultural patterns—we must become a foreign language speaker and intercultural person. This talk will discuss the deep learning processes required to transform ourselves in this way. We will see that from the neurocognitive perspective, language learning is intercultural by its very nature—it is an embodied process. This means that rather than simply giving knowledge, we should be creating a classroom rich in language and intercultural experiences.

*Joseph Shaules (PhD) is a professor at Juntendo University's Faculty of International Liberal Arts. He is the director of the Japan Intercultural Institute. Books include: Identity (Oxford University Press); Impact Issues (Pearson); The Intercultural Mind (Intercultural Press); Deep Culture (Multilingual Matters). He has lived and worked internationally (Mexico, Japan, France) for more than 25 years and is proficient in English, Japanese, French and Spanish.*

**11:10 - 11:30 Room CA 304**

### Coffee break

Take the time to enjoy a hot drink and sweets while chatting with our keynote speaker and other participants.

## English section Room CA 304

### #2 Presentation (English)

**11:30-11:55**

**Perceptions of Intercultural Awareness among International Students**

Ruth Vanbaelen, University of Tsukuba  
Jonathan Harrison, Nihon University

This research presents a picture of international student intercultural experience at 1 university in Japan. First some of the background literature on international awareness and related concepts such as competence and attitude are summarized. Differences between the theories and merits of earlier studies together with their shortcomings are considered. This work in progress then analyses the results of an intercultural competence survey distributed to international students at a national university in Japan. The authors examine how factors such as prior international experience, proficiency in the language of education, proficiency in the host country's language, and knowledge of the host country prior to departure or upon/shortly after arrival influence student awareness. We will look at what students consider as a necessity for their stay to be successful both in academic terms as in their personal relationships with peers and locals.

### #4 Presentation (English)

**12:00-12:25**

**The Impact of Globalization, World-Mindedness, National and Global Identities, and Sustainable Behavior among University Students**

Jonathan Harrison, Nihon University  
Ruth Vanbaelen, University of Tsukuba

This study examines university student beliefs about the impact of globalization, world-minded value orientation, national and global identities, sustainable behavior and environmental risk through a self-reported survey. The sample will be composed of approximately 100 university students from a private university in Japan, and the survey will be given in September and October of 2018. It is believed that this replication study will add to the work of Aghop Der-Karabetian who initiated this survey with students from China, Taiwan and the United States (2014, 2018). This is a work in progress, but its results will add to understanding trends in the world, specifically related to cooperation, group cohesion, common group protective actions, and a stronger sense of collective affiliation and belonging.

## Other languages section Room CA 309

### #3 Presentation (Spanish)

**11:30-11:55**

**Lengua y Cultura en la Clase de Español como Lengua Extranjera**

Adiene Roque de Hishiyama, Universidad de Tsukuba

Según una publicación reciente del grupo GIDE, titulada "Un modelo de contenidos para un modelo de actuación" (2015), uno de los aspectos más importantes de ELE es que los contenidos de la clase siempre tienen que ser presentados a partir del Marco sociocultural y de lo que es conocido por el alumno. El presentador discutirá el aprendizaje de ELE en Japón y temas interculturales y describirá los beneficios de aprender adoptando una perspectiva sociocultural en ELE. También describirá cómo los estudiantes aprenden la lengua pensando en el contexto y lo usan de manera pragmática. Además, mostrará el resultado de una encuesta en la que los estudiantes expresan su opinión sobre la metodología utilizada en el curso. Los resultados de la encuesta demuestran cómo el uso del enfoque intercultural en la clase de español como lengua extranjera puede contribuir a llenar los vacíos lingüísticos y culturales de los estudiantes de idiomas extranjeros.

### #5 Presentation (Japanese)

**12:00-12:25**

**遠隔地教育のための2つの方法**

関口 美緒, 筑波大学(メリーランド州立大学)  
フリッツ ブランドン, メリーランド州立大学

メリーランド州立大学アジア校(以下、UMUCと記述する。)は、日本国内(沖縄を除く)の米軍基地にキャンパスが8つある。本部校の横田基地を除き、その他のキャンパスは小規模である。そのため、初中級・中級以上の日本語のクラスが開講されることは、稀であった。しかし近年、UMUC は教室(横田基地)と遠隔地をテレビカメラでつなぎ、同時に受講可能なシステム(以下、ライブストリーミングとする。)を使って運営するクラスが開講されるようになり、日本語科も今年からライブストリーミングクラスを開始した。しかし、ライブストリーミングクラスは技術的なトラブルが多く、コンピュータスタッフの補助が必要である。そこでクラスの効率化を図るため、単位の50%をオンライン教育で補うハイブリッド方式を取り入れた。このようにライブストリーミング方式とオンライン方式の両方を受講するクラスをハイブリッドクラスと呼ぶ。しかしながら、両方式には多くの問題点があり、改善の余地を多く残している。本発表では、UMUC の遠隔地教育のシステムを紹介し、それらの問題点についても考察したい。

## 12:25-13:30 Lunch

### #6 Roundtable (English)

**12:45-13:15**

**Cultural Values: Perspectives from Applied Linguistics and Social Psychology**

Neil Talbert, Tokai University, Tamagawa University

In discussions about culture at a deep level, we often come to the topic of values. What do we mean by cultural values, though, and how do they manifest and shift among groups of people? To explore these questions, I'll share some ideas from social psychology and applied linguistics. Central to my current way of looking at the matter is how social contexts determine thought, as well how language constructs this reality.



### #8 Workshop (English)

**13:30-14:20**

**Activating Empathy: The Role of Motivation in Intercultural Adaptation**

Hanna Chouchane, University of Tsukuba (Graduate School of Systems and Information Engineering)

The construal of intercultural adaptation has thus far been centred around an individual's ability to efficiently function in a different cultural setting. Chouchane's Theoretical Model of Intercultural Adaptation (CTMIA) however acknowledges that culture operates at different levels of depth and reframes the definition of adaptation within the theory of emotional labour (that comes from the field of sociology and describes the management of feelings and expressions according to display rules) to examine the depth of the change an individual goes through in the face of cultural difference. Within this definition, I also introduce the role of an individual's motivation to (or to not) adopt an alternative worldview in his/her interactions with the foreign environment (motivated intercultural empathy), and the effect this has on his/her inclination to adapt. Based on CTMIA, a practical application of theory will be represented in a simulation game of active empathy and motivation.

### #7 Roundtable (French)

**12:45-13:15**

**Activités de Classe en Interculturel : Quelques Propositions Venant d'Europe**

Agnès Domercq, Institut Français de Tokyo

A de très nombreux titres, l'interculturel est aujourd'hui un enjeu éducatif majeur en Europe.

Consciente que l'apprentissage interculturel passe en grande partie par une éducation aux langues de qualité, l'Union Européenne s'est donc engagée depuis de nombreuses années au travers de ses institutions dans le financement de travaux de recherche et de multiples projets autour de la question de l'interculturel en classe de langues.

Nous nous proposons lors de cette table ronde de présenter rapidement certains de ces projets puis de découvrir des activités qui en sont issues et de voir comment elles pourraient concrètement enrichir vos pratiques de classe dans le contexte d'enseignement/apprentissage qui est le vôtre.

### #9 Workshop (French)

**13:30-14:20**

**Interfaces Interculturelles : le Corps et L'Espace dans l'Apprentissage d'une Langue Etrangère.**

Beatrix FIFE, Université de Tokyo, Université de Waseda (SILS)

Le mouvement du corps, la respiration, l'écoute, la voix, l'appropriation des sons et des gestes du langage sont liés à l'image de soi et de sa parole dans un espace donné, qu'il soit dans l'espace-classe, dans un espace de la classe ou dans un espace d'interaction à l'extérieur de la classe, le langage se développant à travers le corps dans divers espaces...

L'espace devient lui-même un élément interculturel. L'enseignant qui prend celui-ci en compte va-t-il pouvoir aider l'étudiant à une mémorisation plus facile, une motivation plus grande ou un apprentissage plus efficace ? Je viens à l'origine d'un milieu théâtral et artistique où prendre conscience de son corps dans l'espace est primordial pour le développement de l'expression par le langage et serais heureuse de présenter quelques techniques utilisées dans ce milieu. L'atelier peut être donné en français, en anglais ou en japonais.

## #10 Presentation (English)

**14:25-14:50**

**Intercultural Skills for Pre-Service Teachers in Japan:  
Improving Cultural Competency and Encouraging Culturally-  
Responsive Classroom Practices**

Gaby Benthien, Shumei University

While Japan is often considered a homogeneous society, the number of non-native Japanese children in schools is increasing. Thus, teachers need to consider both the cultural and linguistic background, and learning needs of their students. This paper reports on two cross-cultural awareness activities conducted with education majors at a private university in Japan. The aim of the study is to first identify student beliefs and knowledge about culture, communication and diversity, and subsequently ascertain the effect of cultural activities to encourage students to think more deeply about culture-related issues. The findings indicate that pre-service teachers have limited cultural competency, and that activities promoting intercultural skills and awareness are an effective way of encouraging the development of culturally-responsive classroom practices.

## #12 Presentation (English)

**14:55-15:20**

**International Students in Japan: A Valuable Resource for  
Authentic English Language Practice**

Regan Tyndall, Sophia University

This presentation will argue that Japan's increasing numbers of international students – a consequence of MEXT's initiatives for globalizing Japan's university systems – represent an opportunity for universities to give Japanese students authentic English-as-an-international-language (EIL) practice. The currently existing context of campus-based English dialog between Japanese students and international students will be discussed through interviews with staff from four different Japanese universities and from a survey of current Japanese undergraduate students. I will posit, supported by English-as-a-lingua-franca (ELF) academic theory and consideration of Japan's future on the international stage, that such English practice, occurring largely with "non-native English speakers" (NNEs), is authentic and highly valuable, particularly within a content-and-language-integrated-learning (CLIL) context. Finally, I will suggest basic and practical ways of employing international students for English purposes at universities in Japan and explain how this may help Japan overcome the conceptual limitations of nativism.

## #11 Presentation (Japanese)

**14:25-14:50**

**多文化との遭遇:学部生のための多文化間共修プログラム**

恩村 由香子、東京国際大学

森 美紀、東京国際大学

山岸 愛美、東京国際大学

近年、高等教育機関において、グローバル人材育成を目標に掲げるところが増えるに伴い、留学生と日本人学生が共に学ぶ「共修」への関心も高まってきている。しかし、共修は留学生と日本人学生が場を共有し、接点を持てばその効果が生まれるというわけではない。本発表では、2018年秋学期に実施されている東京国際大学の留学生と日本人学生の共修プログラムについて実践報告を行う。テーマ設定、運営方法、学生の自発的参加の環境作り、学生の反応、共修実践者(教員)の役割、評価方法等について振り返り、より効果的な共修プログラム開発に向けて今後の課題と展望について考察する。

## #13 Presentation (English-Chinese)

**14:55-15:20**

**如何提高日语母语学生的误差预测能力:在英语和汉语方面的一些相似点**

Naomi Yamada, CEGLOC, University of Tsukuba

Lian Shu, CEGLOC, University of Tsukuba

我们将概括一下日语母语学生在学习英语和汉语过程中容易出现的一些相同的错误。特别是我们想考察一下音位方面的问题。有些语音在日语词义方面没有区别(如 hu/fu),但在英语和汉语当中他们可能有不同的词义。以日语为母语的学生需要选修一些用英语授课的课程,如果他们能够意识到这些在音位方面的误差,将会有助他们的语言学习。另外,还可以帮助学生会在学习外语的过程中,能意识到语言和文化方面的不同点,这将有助于学生了解他们自身的文化和语言背景,以及由此产生的局限性和可能性。在这次发表中,我们将介绍我们在教学过程中遇到的一些问题,并就如何提高学生的误差预测能力提出一些建议。这次发表将使用中英文两种语言进行。

## #14 Presentation (English)

**15:25-15:50**

**Developing a Two Semester Intercultural Communication Syllabus as Part of an Intensive Academic English Program at a Japanese University.**

Michael Ruddick, Niigata University  
Simon Pryor, Niigata University

This presentation will focus on the construction of an Intercultural Communication syllabus designed specifically for an intensive academic English program at a university in north western Japan. The syllabus was produced for two sixteen week semester courses to be taken by 120 students at an intermediate level of English. The presentation will concentrate on the educational context and the decisions made that informed the content of the syllabus. Specifically, the presenters will talk about their choice to use content that highlights a theoretical approach to Intercultural Communication based on two English undergraduate textbooks – Holliday's (2010) Cultural Communication: An Advanced Resource Book for Students, and Neulip's (2012) Intercultural Communication: A Contextual Approach – and how the syllabus also utilizes Hofstede's (2010) Cultural Dimensions theories. Further, the presenters will relate how, and why, they used material from these sources to accentuate theories of essentialism and non-essentialism.

**15:50-16:10 Coffee Break**

## #16 Workshop (English)

**16:10-17:00**

**What Sports Do You Play When You Speak English? : Pedagogical Considerations On The Teaching Of Communication Styles To EFL Students**

Javier Salazar, University of Tsukuba

Communication styles is a topic commonly associated with the teaching of Intercultural Communication (IC). However, in the context of EFL & IC teaching in Japan, this subject is fraught with pedagogical challenges: a) The communicative competence level of your typical EFL Japanese student is a barrier because how can you talk about/teach communication styles in English if students not always have basic communicative competence? and b) The theory on communication styles is littered with abstract dichotomies ( e.g. High Context vs Low Context, Listener-Responsible vs Speaker-Responsible, etc.) that are not necessarily concrete enough for students to grasp. On this workshop we will explain a teaching strategy that can potentially overcome these hurdles, based on four pedagogically oriented categories that use sports as metaphors (ping-pong, tennis, bowling & basketball) for examining and teaching communication styles.

**17:05 - 17:15 (English) Room CA 304**

## Closing remarks

Roxana Sandu, University of Tsukuba, Coordinator of the JALT Intercultural Communication in Language Education SIG

**18:30 - 20:30 Dinner party**

## #15 Presentation (French)

**15:25-15:50**

**Développer chez les Etudiants une Meilleure Conscience Culturelle de ce qu'est une «Langue Etrangère»**

Jean-Luc Azra, Université Seinan Gakuin

Nos étudiants ont des difficultés à s'exprimer dans la langue qu'on leur enseigne pour plusieurs raisons. Généralement, on tend à penser que ces difficultés viennent de la distance entre le japonais et la langue d'apprentissage (phonologie, morphologie, syntaxe). On évoque aussi des difficultés d'ordre psycho-social comme la « timidité » des apprenants. Sans rejeter complètement ces facteurs, je pense qu'une grande partie du problème tient à l'image de la langue étrangère. Au Japon, pour plusieurs raisons que je vais développer, la langue étrangère est presque toujours un code, un outil décoratif, ou encore un objet de prestige. Développer des compétences culturelles pour l'avenir consisterait avant tout, à mon avis, à communiquer aux apprenants une image plus juste de ce qu'est une langue étrangère, et comment elle est normalement pratiquée dans le monde.

**Flash info : IFprofs (French)**

## #17 Workshop (French)

**16:10-17:00**

**Simuler un Episode OZ à Travers un Jeu de Simulation Interculturel**

Bruno Jactat, Université de Tsukuba

Un épisode Oz est décrit comme « un sentiment de désorientation ou de surprise lorsque l'on rencontre un environnement nouveau ou des phénomènes difficiles à interpréter » Joseph Shaules (2015). Cet atelier vous permettra de vivre directement un épisode Oz à travers un jeu de simulation interculturel. Après avoir débattu de ce qui s'est passé, nous vous montrerons comment inclure une telle activité dans votre cours de langue étrangère et vous fournirons le matériel nécessaire pour mettre en œuvre facilement cette activité amusante et révélatrice dans votre programme.

## About the presentations

The official languages used for presentations, roundtables and workshops are English, Japanese, French, Chinese, and Spanish. Oral presentations last 20 minutes, plus 5 minutes for discussion. Workshops are 50 minutes and can include up to three presenters. Lunch time roundtable discussions have 30 minutes but can freely cover the whole lunch period if participants would like that.

- Program contents and presenters (English as a Foreign Language) (PDF)
- Program contents and presenters (Other languages as a Foreign Language) (PDF)

## Registration Information

Admission to this event is free of charge, but you must register before the 30<sup>th</sup> of November 2018

- [Register here \(Google form\)](#)

## Promotion of event

Thank you for helping promote this event in your university or institution by downloading the following poster and making it available to your colleagues and students:

- Poster with timetable, room numbers and map (PDF)

## Other information in English

- Restaurant options for lunch or where to buy your bento (PDF)
- How to get to the University of Tsukuba (PDF)
- Parking facilities at CEGLOC (PDF)

## Autres informations en français

- Programme et plan d'accès (PDF)
- Plan des restaurants pour le déjeuner ou pour acheter un bento (PDF)
- Comment arriver à l'Université de Tsukuba (PDF)
- Se garer au CEGLOC (PDF)

Register [here](#)

