

Program in English

sharing methods & ideas	2nd CEGLOC Conference	
	University of Tsukuba CEGLOC FD Committee in collaboration with the JALT Intercultural Communication in Language Education SIG	
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 8th, 2018



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.

Intercultural Skills in the 21st 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

9:30 - 10:00 CEGLOC 3rd 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

The Culture and Language in the Spanish as a Foreign Language Class

Adiene Roque de Hishiyama, University of Tsukuba

According to a recent publication of the GIDE group, entitled "Un modelo de contenidos para un modelo de actuación" (2015), one of the most important aspects of ELE is that the contents of the class always have to be presented starting from the sociocultural framework and from what is known by the student. The presenter will discuss learning ELE in Japan and intercultural issues and will describe the benefits of learning adopting a sociocultural perspective in ELE. Will also describe how students learn language thinking in context and use it pragmatically. And it will show the result of a survey in which the students express their opinion about the methodology used in the course. The results of the survey demonstrate how the use of intercultural approach in Spanish as a foreign language class can contribute to filling in the language and cultural gaps of foreign language learners.

#5 Presentation (Japanese)

12:00-12:25

Combining Live-streaming and Hybrid Classes for Remote Education

Mio Sekiguchi, University of Tsukuba,
(University of Maryland University College)
Brandon Fritz, University of Maryland University College

The University of Maryland-Asia (hereinafter referred to as UMUC) has 8 satellite campuses at US military bases in Japan, except Okinawa. However, with the exception of the UMUC headquarters campus at Yokota Air Base, these are relatively small-scaled colleges where pre-intermediate/intermediate Japanese classes are not typically offered. Therefore, in recent years, UMUC has expanded to a remote education system called live-streaming. This system is linked from the headquarters to the smaller colleges through video conferencing. Live-streaming allows increased enrollment in classes to meet the minimum requirement and provides students with the intermediate courses they have desired. Based on the live-streaming set up, the on-site meeting is held once a week. During the rest of the week, the students are assisted by on-line education. This combined on-site and on-line instruction is referred to as a "hybrid class". However, UMUC is still adapting through the process of trial and error in this system. This presentation considers the prospect of remote education methods and available systems.

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.

#7 Roundtable (French)

12:45-13:15

Intercultural Classroom Activities: Some Proposals from Europe

Agnès Domercq, Tokyo French Institute

In many respects, intercultural has become a major educational challenge in Europe.

Being aware that intercultural learning is happening through quality language education, the European Union, through its institutions, has been financing various research programs and projects around the intercultural topic in language classes.

In this roundtable we propose to quickly introduce selected projects and discuss some of the activities described therein to see how it could enrich your classroom practices in the specific teaching/learning context that is yours.



#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.

#9 Workshop (French)

13:30-14:20

Intercultural Interactions Give Scope for Differentiated Spaces of Learning Through Using Body Movement and The Image of Self in The Processes of Language Learning.

Beatrix Fife, Tokyo University, Waseda University (SILS)

Even though language teaching normally takes place in a classroom, the processes of human learning development happens through the body of the learner. The space of learning could be in the class, the class itself or outside the class, but they are nevertheless intercultural spaces.

Human communication is dependent on body movement, breathing, listening, voice, sound and gesture and is linked to the body and one's image of self in a given space.

These elements seem to increase learning and I will be happy to share my experience from the theatre and fine arts, applying and explaining some teaching methods that pertain to language teaching.

The workshop can be done in either French, English or Japanese according to the participants' wishes.

#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

**Multicultural Encounters: A Collaborative Learning Program
for Undergraduate Students**

Yukako Ommura, Tokyo International University (TIU)

Miki Mori, TIU, Japanese Language Institute

Ami Yamagishi, TIU, Japanese Language Institute

In recent years, the increasing number of higher education institutions set goals for promoting the development of global human resources, and more universities show interest in "Kyosyu", collaborative learning, where international students and Japanese students learn together. However, sharing space and being in contact does not guarantee the effective collaborative learning experience. In this presentation, we will give a report on practice on a collaborative learning program implemented in the fall term of 2018 at Tokyo International University. Reviewing some issues which come up during the program, such as theme setting, program management, encouraging student's voluntary participation, student's reaction, the role of teachers, and evaluation method, we will put forward some suggestions for improvement to practice collaborative learning programs more effectively.

#13 Presentation (English-Chinese)

14:55-15:20

**Error Prediction of Japanese First-Language Speakers: Some
Similarities between English and Chinese**

Naomi Yamada, CEGLOC, University of Tsukuba

Lian Shu, CEGLOC, University of Tsukuba

In this talk, we outline some common errors that first-language speakers of Japanese make in both English and Mandarin Chinese study. Specifically we look at phonemic challenges—that is, sounds that do not have a difference in meaning in Japanese (e.g. hu/fu), but are minimal pairs in Chinese and in English. Since J1-Chinese learners also are often required to take classes in English, their awareness of error prediction on these common points will aid them in the study of both languages. Becoming aware of linguistic and cultural differences in the study of other languages also aids individuals in understanding more of their own cultural and linguistic backgrounds, limitations and potentials. We will lay out some challenges that we both face in language instruction to J1 speakers, and offer some suggestions to aid in student awareness. The talk will be conducted in both Chinese and English.

#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

Improve Japanese Students' Awareness of What Is a Foreign Language

Jean-Luc Azra, Seinan Gakuin University

Our students have difficulty expressing themselves in the language we try to teach them. It is generally thought that these difficulties are rooted in the distance between the Japanese language and the target language (phonology, morphology, syntax) or in cultural factors like politeness or shyness. Without rejecting these factors, I think that one important problem is that in Japan, a foreign language is very rarely a means of communication between people. It is almost always a code, a decoration, or an object of prestige. In my opinion, developing cultural competence would primarily be communicating to learners a better image of what a foreign language is, and how people normally use it.

Flash info : IFprofs (French)

#17 Workshop (French)

16:10-17:00

Simulating OZ Moments Through an Intercultural Simulation Game

Bruno Jactat, University of Tsukuba

The Oz moment is described as "a feeling of disorientation or surprise when encountering novel surroundings or hard-to-interpret phenomena" Joseph Shaules (2015). This workshop will have you experience directly the occurrence of an *Oz moment* through an intercultural simulation game. After debriefing what has happened, we will show you how to facilitate such an activity in your foreign language class and will provide you with the material to easily implement this fun and eye-opening activity into your curriculum.