

FD 研修会報告

University of Tsukuba
Center for Distance Learning of Japanese and Japanese Issues
In cooperation with the CEGLOC FD Committee (Event 11)
Lecture: Artificial Intelligence and Linguistics
Lecturer: Ai Kawazoe
(Author and Former Contract Associate Professor
at the National Institute of Informatics)
Monday March 5, 2018 13:30-15:00 CA304

The CEGLOC FD Committee cooperated with the Center for Distance Learning of Japanese and Japanese Issues, University of Tsukuba to organize this lecture. It was co-sponsored by the Cooperative Joint-use Center for Japanese Language and Culture Education, Osaka University and the Center for Japanese Language Education, Educational Resources Development and Practice Training, Tokyo University of Foreign Studies.

Part I: Lecture and Q&A session

Ms. Kawazoe is known for her publications with Artificial Intelligence as recurring topic. Four novels (in Japanese) have been published so far and the most well-known is probably “The Weasel that Does not Want to Work and the Robot that Understands Language”. Her other work, “Archimage Garret’s Apprenticeship: Adventures in Automata and Formal Languages” and the sequel “Archimage Garret’s Apprenticeship II: Adventures in Turing Machines” were also positively welcomed by the general public in a wide age range.

Her lecture, aimed at persons in humanities and social sciences, was attended by 57 persons. Ms. Kawazoe outlined in general terms currently existing machines that handle AI and language. She then discussed how current AI technology can be used for theoretical and descriptive linguistic research, and the kind of influence AI can have on language education.

Part II: Survey results

A total of 28 persons completed the survey after the lecture. Of these, 96% was (extremely) satisfied and would recommend this type of lecture to others. Most (75%) felt the lecture length was just right. Again 96% felt the topic was interesting and useful. As for applying the information, responses ranged between neutral (29%), likely (43%) and extremely likely (25%). Suggestions for future events included AI and language proficiency, AI and its relation with language change, and the use of AI and AR etc. Some participants suggested live streaming of future events.



Ms. Ai Kawazoe during her lecture
(Report above)



Mr. Oikawa during his lecture
(Report below)

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)

University of Tsukuba
Center for Distance Learning of Japanese and Japanese Issues
In cooperation with the CEGLOC FD Committee (Event 12)
Workshop to improve speaking skills
Master the Model, Let's be Unconventional Learners
Lecturer: Kohji Oikawa (Representative of Jaslon)
Thursday March 8, 2018 10:00-11:30
University of Tsukuba, Tokyo campus, Room 134

Similar to the lecture of March 5, for this workshop the CEGLOC FD Committee cooperated with the organizing Center for Distance Learning of Japanese and Japanese Issues, University of Tsukuba. The workshop was also sponsored by the Cooperative Joint-use Center for Japanese Language and Culture Education, Osaka University and the Center for Japanese Language Education, Educational Resources Development and Practice Training, Tokyo University of Foreign Studies.

Part I: Workshop and Q&A session

For about a decade, Mr. Kohji Oikawa taught Japanese at several universities in Beijing. Currently, he is the representative of Jaslon (Japanese Language Salon) mainly active in China. His approach to improve speaking skills focuses on three points, namely “the Oikawa musical score”, “the model” and “the handshake”. The “music score” aims at instructing correct pronunciation, while “the model” and “the handshake” help Japanese language learners to become fluent in a limited span of time.

In total, 86 persons participated in this workshop. Of these, 18 were actual beginner-level learners of Japanese, and 68 were Japanese language instructors or related to Japanese Language Education. The former group became the workshop participants, and the latter were observers.

Mr. Oikawa provided the workshop participants with transcripts of the conversations they were going to practice. These included Hiragana, Roman alphabet and Chinese, to accommodate students with different levels, so they can focus on the drill rather than struggle with reading a text. He then led them through several conversation drill practices. With his approach, students continuously repeat the instructor, starting with short formatted model question and answer conversations that grew longer as the workshop progressed. During peer practice, students could gradually move away from set phrases and adapt the conversation to their situation. They were also told to shake hands with their conversation partner for the length of the conversation. This should help them to shut out the surrounding noise and focus on the pair conversation.

Part II: Survey results

The survey was completed by 31 persons. Most of these (93.5%) were Japanese language instructors. The results of this survey, therefore, only reflect the opinion of the workshop observers and not of the participants. Satisfaction was

high (39%) to extremely high (58%) and most observers (90%) would recommend the workshop to colleagues and will most likely (97%) apply the information in the future. Requests for future event topics included instruction methods, and actual mock classes with different topics such as grammar and pronunciation.

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)

University of Tsukuba
Center for Distance Learning of Japanese and Japanese Issues
In co-organization with the CEGLOC FD Committee (Event 13)
Lecture: Utilizing Online Tools for Vocabulary Learning
Lecturers: Kim Ahlstrom and Kenji Nakagawa
Saturday June 9, 2018 13:00-15:50
University of Tsukuba, Kasuga Area, Information Union Building

The CEGLOC FD Committee co-organized this lecture with the Center for Distance Learning of Japanese and Japanese Issues, University of Tsukuba. The lecture was also sponsored by the Cooperative Joint-use Center for Japanese Language and Culture Education, Osaka University and the Center for Japanese Language Education, Educational Resources Development and Practice Training, Tokyo University of Foreign Studies.

Part I: Lectures by Kim Ahlstrom (Developer of “Jisho”) and Professor Kenji Nakagawa (International Strategy Organization of Yokohama National University), followed by a Q&A session

Prof. Iwasaki, Head of CEGLOC welcomed the speakers and the audience and pointed out how the University of Tsukuba is focusing on TLIL, Tsukuba Language Integrated Learning. Prof. Kato of the Cooperative Joint-use Center for Japanese Language and Culture Education, Osaka University, then briefly introduced how their Center is developing a real-time streaming system for Japanese language classes. Prof. Fujimura of the Center for Japanese Language Education, Educational Resources Development and Practice Training, Tokyo University of Foreign Studies, explained their Center is creating both e-learning and paper-based class materials.

Mr. Kim Ahlstrom is the developer of “Jisho,” a dictionary website for general Japanese language learners. His presentation title was “The contents and use of the online dictionary Jisho.org, targeted at Japanese language learners.” He carefully explained the different functions that are incorporated in his online dictionary. Users can type, draw or voice-input English or Japanese words to find translations, verb inflections, kanji information, example sentences etc. His (and his co-workers’) volunteering spirit really stand out in this project. Mr. Ahlstrom works on this dictionary during his free hours. Additionally, he uses open-source data and therefore, insists his project should also be available to the public at no cost.

Mr. Kenji Nakagawa is the developer of the learner support application 「かいごのこ」 (Nursing Words) specializing in vocabulary for the nursing and caregiving field. He also developed the website 「介護のことばサーチ」 (Nursing Vocabulary Search), allowing Japanese language learners aiming to sit for the national exam to become Certified Care Workers to search for vocabulary frequently used in the exam. In addition, he also developed a Kanji study site specifically for the nursing and caregiving field. Mr. Nakagawa’s presentation was titled “Studying technical terms using the internet, illustrated through the development of

nursing term study site.” During the development of the different sites and applications, he focused on the learner needs, which can be summarized as “setting, aim/goal and method.” First, uncomplicated internet access (setting) can increase learning motivation. Next, a goal-specific tool provides focus to the learner. Finally, autonomous learning as a method is only possible when catered to the learner. For example, kanji dictionaries oriented to Japanese native speakers are often too difficult for non-native speakers. Mr. Nakagawa changed that by creating a dictionary tool that allows gradual learning, for example by introducing four-kanji words after the learner has studied the two-kanji word components.



Respectively Mr. Kim Ahlstrom and Mr. Kenji Nakagawa during their presentations

Part II: Survey results

About 50 persons attended the lecture and of these, 29 persons completed a survey after the event. The survey indicated the event was attended by Japanese language instructors (51.7%), Japanese and international students (37.8%), persons related to welfare institutions (6.8%), and web designers (3.4%). This varied audience suggests the wide interest and need for this kind of learning tools. Satisfaction was high (82.7%), and the information by both presenters was deemed useful, respectively 89.6% and 82.7%, and applicable in the future, respectively 75.9% and 60.5%. Suggested topics for future events included among others vocabulary learning apps, composition instruction for distance learning, collaborative learning, and Japanese language education support for local municipalities.

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)

University of Tsukuba
Center for Distance Learning of Japanese and Japanese Issues
In co-organization with the CEGLOC FD Committee (Event 14)
Lecture: Possibilities for kanji learning via e-learning
Lecturer: Galina Vorobeva
Thursday June 21, 2018 17:00-18:00
University of Tsukuba, University Hall, Special Meeting Room

The CEGLOC FD Committee co-organized this lecture with the Center for Distance Learning of Japanese and Japanese Issues, University of Tsukuba. The lecture was also sponsored by the Cooperative Joint-use Center for Japanese Language and Culture Education, Osaka University and the Center for Japanese Language Education, Educational Resources Development and Practice Training, Tokyo University of Foreign Studies.

Part I: Lecture by Galina Vorobeva, followed by a Q&A session

Ms. Galina Vorobeva was welcomed and introduced by Professor Masaki Ono, Head of the Center for Distance Learning. Ms. Vorobeva is an Associate Professor at the Bishkek Humanities University in the Kyrgyz Republic. She started learning Japanese at the age of 46 and became a Japanese language instructor four years later. Her field of research is optimization and systematization of kanji education through structure decomposition and coding. She has published class materials on this topic. After the introduction, Professor Iwasaki, Head of CEGLOC, also welcomed the speaker and connected the lecture topic of kanji learning with personal experience in the classroom.

During her lecture, Professor Vorobeva first briefly introduced the Kyrgyz Republic, and the situation of Japanese language education in the country. Currently Japanese is being taught to more than 1500 learners at 31 institutions. After sketching problems kanji learners face, she continued with some learning strategies like association and stories, and introduced an online tool where learners can diagnose their learning styles based on 57 possible strategies. The latter half of her lecture consisted of an introduction of online kanji learning tools and the creation of kanji class materials. She grouped the online tools according to their main functions, such as stroke order, reading, meaning etc. as well as interface languages with examples of English, Russian or German sites. For the creation of online class materials Prof. Vorobeva insists on a systematized approach. The base for this is a kanji meaning network encompassing a world view, i.e. grouping and subgrouping kanji with related meanings, for example human race>society>environment>culture etc.

After the lecture, a lively discussion followed where many persons in the audience expressed interest in Prof. Vorobeva's unique approach to the coding of strokes kanji are built of.

Part II: Survey results

A total of 59 persons attended the lecture and of these, 33 persons completed a survey after the event. As this event was focusing on Japanese kanji learning, most of the audience had some kind of relation to Japanese language education. A group of undergraduate students (70%) of the College of Japanese Language and Culture attended

with their instructor. Japanese language instructors (18%), graduate students (9%) and company employees (3%) completed the audience breakdown. The audience was (highly) satisfied (88%) and would recommend (88%) this type of lecture to others. Suggested topics for future events included among others Japanese language education and the relation with intermediary languages or mother tongues, Japanese language education for children in primary and junior high school, and e-learning tools for grammar, reading and pronunciation.



Prof. Ono introducing Prof. Vorobeva while Prof. Iwasaki listens attentively.



Prof. Vorobeva #tsukubagram

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)

University of Tsukuba
CEGLOC FD Committee (Event 15)
Second CEGLOC FD Panel Discussion
“Global Interactions on Campus”
Panelists / Roxana Sandu & Simona Vasilache:
Intercultural exchanges in class: Do they make a difference?
Jelena Glicic: International Exchange Events on Campus:
Tsukuba Global Commons Programs
Ruth Vanbaelen: Cross-cultural Mixed
Language Classroom Activities
Nivedita Kumari: Use of online video chat in
classroom for intercultural interaction
Monday July 9, 2018 9:30-11:30 CA304

During this event, different approaches on how to get Japanese and international students to interact on campus were introduced and discussed.

Part 1: Panel Discussion

Prof. T. Usuyama, the Head of FLED at CEGLOC, welcomed the panelists and the audience by stressing the need for an increase in exchange between Japanese and international students on our campus. During the panel discussion, the different panelists presented their approaches on the event's topic from three points of view, namely classroom practices, university-led initiatives and IT use.

Assistant Prof. R. Sandu (CEGLOC) and Assistant Prof. S. Vasilache (Faculty of Engineering, Information and Systems) introduced their initiative of bringing Japanese students and international students together to discuss stereotypes, both positive and negative. The students were enrolled in different classes and therefore, they met outside of class hours. Stereotypes that Japanese students feel towards foreigners and international students towards Japanese were discussed in small groups with a participant ratio of four Japanese students to one or two international students. Instead of completing a survey, the participants were asked to write a reflective paragraph about the discussion and what they learned. Several examples were introduced. The presenters want to follow up with a more detailed study that would allow them to analyze the discourse during the student discussions.

Ms. Jelena Glisic (International Administrator at Global Commons) familiarized the audience with the different programs the university offers to its students via Global Commons. Currently, Global Commons is spread out over the campus due to their original location in the 1A building undergoing seismic reinforcement constructions. The relocation of Student Commons to the library has fortunately increased name recognition. Global Commons posts its activities on Facebook and Twitter to cater to the needs and communication styles of respectively international and Japanese students. These activities include overseas study fairs and actual overseas study programs, a writing help desk manned by students, managing the overseas offices, the multilingual Global Chat etc.

Associate Prof. Ruth Vanbaelen (Faculty of Humanities and Social Sciences) talked about a project she did together with Associate Prof. Risako Ide bringing Japanese and

international students together in a stress-free class environment. Through games and other activities in Japanese and English, students could meet peers and learn from one another. Issues such as finding class facilities to accommodate a large group of students, deciding on and adjusting class content and setting learning goals for a heterogeneous group of students were presented. Regardless of the issues, participants were overall positive about the initiative.

Finally, Assistant Prof. N. Kumari (CEGLOC) summarized two studies that use IT to have students communicate with peers in different parts of the world. Her interest in the use of IT was triggered when a student showed a strong interest in the presenter's culture. Rather than communicating with an instructor, firsthand contact with international peers would provide students with great learning opportunities, both in terms of language and cultural background. Issues such as time differences, network problems, cultural differences etc. were introduced.

Part 2: Group Discussions

After a short coffee break, participants and panelists broke up into three groups to discuss the ideas and issues presented during the panel discussion. Suggestions that derived from the discussions are summarized below.

Group 1 Discussion Summary: Classroom Practices

Names of Panelists	Roxana Sandu (CEGLOC) & Simona Vasilache (Faculty of Engineering, Information and Systems), Ruth Vanbaelen (CEGLOC, Faculty of Humanities and Social Sciences)
Names of members	Mayuri Yamaguchi (School of Life and Environmental Sciences), Grant Black (CEGLOC), Bryan Mathis (School of Medicine)
Name of issue	Classroom Practices

Three panelists participated in this group discussion as their topics were related to classroom practices. Three members from the audience joined a lively exchange of opinions. The first pair of presenters, Sandu & Vasilache had mentioned the need for a follow-up study to analyze in depth how students experience stereotypes and how a joint class discussion between international and Japanese students can change their opinion. During her talk, Vanbaelen brought up the issue of setting clear learning goals when bringing together Japanese and international students who are enrolled in different language subjects and with varying levels of language proficiency.

The Japanese participants in Sandu & Vasilache's project had received background concerning the existence of positive and negative stereotypes and how people embrace them. The international participants had not received any guidance. For a follow-up study, suggestions were made to set up a control group that does not receive guidance or instruction prior to the discussion. Accordingly, reactions could be compared with the group that does receive guidance. In addition, a follow-up with the participants was suggested to verify if the impact of the project is lasting. Such a follow-up would preferably be done during a peer conversation to gather more honest answers than in a teacher-student power relation.

As for setting concrete learning goals, the presenter offered that there is the need to step away from the book definition of learning goals, referring to acquiring skills set forward in syllabi. The group members offered several ideas, such as identifying the learning situation in order to set goals. The European CFER and the business-oriented AACSB offer standards, however, the discussants felt there is the need for a "total package" that includes body language, modulation and contact communication when considering goals. Students with different proficiency levels can benefit from structured conversations and/or HW assignments online. This suggestion led to a discussion on assignments before the start of projects because investment prior to a project will create a personal connection between the participants. The discussion then moved to methods of managing such pre-project assignments. Possibilities are message boards on Moodle, Manaba or Google Drive. Experiences were shared concerning user friendliness and accessibility.

Participants from outside of CEGLOC expressed the need for transcending the confines of separate administrative and/or academic management units. Said units often operate factionalized while at the same time aiming for a similar goal in education. An exchange of knowledge and practices can lead to managerial efficiency, staff satisfaction and improved educational quality.

Group 2 Discussion Summary: Interaction with University Institutions

Name of Panelist	Jelena Glisic (UT Global Commons)
Names of members	Yuko Yuhara (UT Global Commons), Sota Kanaya (CEGLOC), Bruno Jactat (CEGLOC), Amey Kurgarani (MA in Public Health)
Name of issue	Interaction with University Institutions

This group had five members, who shared information and discussed about various seminars and programs in regard to “global communication skills” and intercultural communication that our two institutions (CEGLOC and Global Commons) organize. I.e. CEGLOC organizes intercultural communication seminars (“Intercultural Sessions” organized by Prof. Jactat and Prof. Sandu) gathering mainly students interested in other cultures (students attending the foreign language courses at UT); GC organizes weekly “Global Chat” sessions (3 days a week during the Spring ABC and Fall ABC terms) mainly gathering students interested in improving foreign language communication skills and students interested in study abroad.

We realized that, due to the poor information sharing channels, we are, more often than not, unaware of what kind of programs are available on our campus. In this regard, we agreed to share information more frequently from now on and discussed the possibility of joining the efforts of the two institutions to provide students with more opportunities in the future. One example could be the organization of complementary seminars as purpose an adequate preparation for students who plan to study abroad. Currently (since April 2018), GC has no affiliated faculty who could organize different kinds of seminars (including intercultural communication skills) for students related to study abroad. These kinds of seminars were organized with the purpose of providing the support for students who plan to study abroad. CEGLOC-organized intercultural communication seminars could fill in that void and provide students with an adequate culture-related preparation for their study exchange experience, while GC organizes seminars to provide students with academic-related and university-related information.

Similarly, Global Chat sessions and other GC organized events could be useful for students taking foreign language courses at CEGLOC as a forum where they could interact with international students and implement the knowledge earned during classes.

Another idea that was put forward would be to develop intercultural seminars as courses students could enroll in and get credits for. Curriculum changes are happening at UT and more specifically at CEGLOC with foreign languages, and so it would probably be good timing to implement such a course. Institutional and curriculum related barriers might make this difficult though the incentive should be made.

The overall impression left after this discussion was the need for more coordination between the different actors who could help students interact interculturally and prepare them for an intercultural experience both abroad and at home.

Group 3 Discussion Summary: IT Use for Global Interaction

Name of Panelist	Kumari Nivedita (CEGLOC)
Names of members	Bode Jeroen (CEGLOC), Lian Shu (CEGLOC), Neupane Pramila (CEGLOC), Yamada Naomi (CEGLOC)
Name of issue	IT Use for Global Interaction
What solutions and ideas are suggested regarding this particular issue?	<p>Our group had 5 members including Bode Jeroen, Lian Shu, Neupane Pramila, Yamada Naomi and Kumari Nivedita. We discussed about a variety of sub-topics relevant to this theme. The relevance of global or rather intercultural interaction was supported but the biggest challenge brought forth was that the Japanese students end up being very shy and even after a lot of preparations with the list of questions and answers for such an interaction, the students might go silent or may not talk much. One of the group members, Lian Shu, teaches Chinese to the Japanese students at the university and she particularly found it necessary to get her students to interact with their counterparts in China in order to practice the language they learn. But in a way, it is important that the students are motivated enough to benefit from this kind of interaction. By using technology, we might reach out to the students better because current generation of students are more actively using technical applications like Twitter, Skype or Facebook.</p> <p>All the members agreed that this could be a good platform for the students to practice their language and intercultural communication skills. The use of CALL classrooms for this purpose could be helpful or any other space inside the university like media library or global commons space at the central library could be used for this. We as a part of University of Tsukuba need to partner with other universities outside Japan for this (the way we do for student exchange programs). The other requirement would be to teach students to be culturally sensitive in terms of trying not to cause an offence or get offended by cultural differences. It was considered to be a necessary step for such an activity to take place. In order to have an interaction between the students from the two different universities in at least two different countries, the instructors also need to interact and keep in touch for this activity to be successful and a regular student feedback after each interaction would help the instructors in managing the next interactions in a better way.</p>

Part 3: Survey Results

In total, 20 people attended the panel discussion, including the presenters. Of these, 15 completed a survey either on paper or online. All participants showed overall great satisfaction with the panel in general and would recommend this type of event to friends or colleagues. Only 3 participants wrote that the panel's topic is somewhat relevant to their current work/teaching situation, while the vast majority acknowledged the relevance of the theme, with 66.7% finding it extremely relevant. Regarding the length of the presentations, almost 70% found it about right, while 1 participant felt it was long, and 1 participant wrote it was short. Nearly all participants found the topics of the presentations interesting and useful, while one participant did not. Furthermore, while 53.3% will most likely apply the knowledge gained at this panel in their own teaching practice, 1 person wrote (s)he will not. Most attendees found the group discussions helpful, indicating that

the format chosen for the panel discussion was probably adequate. Some of the suggested topics for future events included: teaching shy Japanese students and large classes, global communication between Japanese and foreign faculty, and a more student-centered approach where the focus is on improving students' communication skills.

Finally, worth noting is that more than 25% of the participants for this event were from outside of CEGLOC. Several of them expressed the need for FD workshops like this, firstly because within their department little is organized and secondly because interaction and exchange are positive for both students and academic staff.

The 2nd Panel Discussion Event in Pictures



Welcome remarks by Prof. Usuyama



Group 1 Discussion



Group 2 Discussion



Group 3 Discussion

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)
Roxana Sandu (Survey Coordinator)

University of Tsukuba
Center for Distance Learning of Japanese and Japanese Issues
In co-organization with the CEGLOC FD Committee (Event 16)
Lecture: The Diversity of Japanese Language
Education as seen from Inclusive Learning
Lecturer: Prof. Dr. Monika Unkel
Tuesday October 2, 2018 13:45-15:00
University of Tsukuba, General Research Building A111

The CEGLOC FD Committee co-organized this lecture with the Center for Distance Learning of Japanese and Japanese Issues, University of Tsukuba.

Part I: Lecture by Prof. Monika Unkel, followed by a Q&A session

Ms. Monika Unkel was welcomed and introduced by Professor Masaki Ono, Head of the Center for Distance Learning. Ms. Unkel is Professor for Teaching Japanese as a Foreign Language at the University of Cologne in Germany. At the university, she has been involved with the Japanese Language Teacher Training Program since the start in 2011. Graduates from this program are certified Japanese Language teachers for secondary education.

In the German State of North Rhine-Westphalia where the University of Cologne is located, each educational institution is required to address inclusive learning. During her lecture, Prof. Unkel introduced inclusive learning initiatives with a focus on diversity, as this is an important keyword for the Japanese society as well. She focused on the Inclusive Learning Project that currently runs at Köln University. Students are provided with classes, workshops and lectures on inclusive learning. A network is also being built for those involved in inclusive learning and special needs education.

Within the Japanese Language Department, five credit points need to be available for classes concerning inclusive learning. These classes will focus on intercultural communication and actual inclusive learning in Japanese language education. Examples can be support for students with dyslexia, and for persons with visual and hearing impairments.

As for issues that still need to be addressed, Prof. Unkel touched upon the fact that very little quantitative nor qualitative research exists concerning inclusive learning for Japanese language education at the secondary level. She emphasized that this challenging field should be focused on by Japanese language teaching experts in Japan, concentrating on foreign JFL students in Japanese universities.

Part II: Survey results

A total of 60 persons attended the lecture and of these, 28 persons completed a survey after the event. This event focused on inclusive learning in Germany, while keeping Japanese Language Education in mind. As a result, many attendees were affiliated with Japanese language education. A group of undergraduate students (61%) of the College of Japanese Language and Culture attended with their instructor. Educational staff (14%), graduate students (18%) and auditing students (7%) complete the audience breakdown. Information about the event was received from the instructor (82%) or gathered from posters on campus (14%). The audience

was (highly) satisfied (96%) and would recommend (82%) this type of lecture to others. Several attendees suggested topics for future events, such as education for immigrant children, SLA, e-learning tools for individual study of foreign languages, the current state of Japanese language support for parents regardless of the schooling level of the student, and initiatives abroad to teach children intercultural understanding.

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)



Prof. Unkel during her lecture

**University of Tsukuba – Center for Education
 of Global Communication
 CEGLOC FD Committee (Event 17)
 in collaboration with the
 JALT Intercultural Communication Language Education SIG
 2nd CEGLOC Conference
 Intercultural Skills in the 21st Century Classroom
 Saturday December 8, 2018 10:00-17:00
 CA304 and CA309**

Introduction

Studying and working in today's globalized and highly digitized world has its challenges. Getting students ready to live and work in a multicultural environment has become a necessity. Japan's MEXT has been pressuring universities to increase programs that will allow intercultural awareness development, as well as encouraging intercultural skills development, to raise student tolerance towards cultural differences. Yet, 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?

Based on the above premise, the 2nd CEGLOC Conference was themed Intercultural Skills in the 21st Century Classroom. The conference aimed at bringing together researchers and practitioners in a meaningful dialogue, enabling them to bridge theory to classroom praxis in the intercultural communication context.

Unlike the first conference that used English and French as presentation languages, for the current conference, all languages taught at CEGLOC were accepted as presentation languages. This resulted in a multilingual environment with presentations in English, French, Japanese, Spanish and Chinese. Spread over two simultaneous sessions, 16 speakers introduced their research in 25-minute presentations. Also, four 50-minute workshops, two in English and two in French respectively, were held. In addition, two 30-minute roundtables were organized during the lunch break. This was a new initiative to give attendees an opportunity to exchange ideas introduced by the roundtable leaders in a format that breaks away from the often single-direction presenter-audience format.

The conference was organized in collaboration with JALT's newest special interest group, Intercultural Communication in Language Education, which promotes discussion about teaching intercultural communication in a language classroom.

The day was ended with a dinner party. Presenters and participants alike enjoyed the relaxed atmosphere to continue their discussions.

Conference Program

10:00~10:10 Opening address (CA304)		
Saburo Aoki (University of Tsukuba, Dean of the Faculty of Humanities and Social Sciences)		
10:10 ~ 11:10 Plenary Keynote (CA304) Joseph Shaules (Juntendo University) The Magic and Power of Linguaculture Learning: An Embodied Perspective		
11:10-11:30 Coffee break		
	Room CA304 (English)	Room CA309 (Other languages)
11:30-11:55	Vanbaelen, Harrison Perceptions of Intercultural Awareness among International Students	Roque (Sp) The Culture and Language in the Spanish as a Foreign Language Class
12:00-12:25	Harrison, Vanbaelen The Impact of Globalization, World-Mindedness, National and Global Identities, and Sustainable Behavior among University Students	Sekiguchi, Fritz (Jpn) Combining Live-streaming and Hybrid Classes for Remote Education
12:25-13:30 Lunch		
12:45-13:15	Talbert Roundtable: Cultural Values: Perspectives from Applied Linguistics and Social Psychology	Domercq Roundtable (Fr): Intercultural Classroom Activities: Some Proposals from Europe
13:30-14:20	Chouchane Workshop: Activating Empathy: The Role of Motivation in Intercultural Adaptation	Fife Workshop (Fr): Intercultural Interactions Give Scope for Differentiated Spaces of Learning through Using Body Movement and the Image of Self in the Processes of Language Learning.
14:25-14:50	Benthien Intercultural Skills for Pre-Service Teachers in Japan: Improving Cultural Competency and Encouraging Culturally-Responsive Classroom Practices	Ommura, Mori, Yamagishi (Jpn) Multicultural Encounters: A Collaborative Learning Program for Undergraduate Students
14:55-15:20	Tyndall International Students in Japan: A Valuable Resource for Authentic English Language Practice	Yamada, Shu (Eng-Chin) Error Prediction of Japanese First-Language Speakers: Some Similarities between English and Chinese
15:25-15:50	Ruddick, Pryor Developing a Two Semester Intercultural Communication Syllabus as Part of an Intensive Academic English Program at a Japanese University.	Azra (Fr) Improve Japanese Students' Awareness of What is a Foreign Language
15:50-16:10 Coffee break		
15:50-16:00		Frénehard (Fr) Flash info : IFprofs
16:10-17:00	Salazar Workshop: What Sports Do You Play When You Speak English?: Pedagogical Considerations on the Teaching of Communication Styles to EFL Students	Jactat (Fr) Workshop: Simulating OZ Moments through an Intercultural Simulation Game
17:05-17:15	Closing remarks: Roxana Sandu (University of Tsukuba, Coordinator of the JALT Intercultural Communication in Language Education SIG)	
18:30-20:30 Dinner party		

Morning Program

Professor S. Aoki, Dean of the Faculty of Humanities and Social Sciences welcomed the audience and the presenters. In his opening address, trilingual as in the spirit of the conference, he spoke about the meaning of living together in a not always peaceful society. He emphasized the role language, and as such CEGLOC, can have in this. Language will help us give value and meaning to life through the central role it plays in communication and as a cornerstone of our identity foundation and formation.

Then the plenary speaker Prof. J. Shaules of Juntendo University took the floor. He spoke of the transformative power language learning has due to the fact learners have to learn a foreign way of being themselves. One of the questions he addressed was how we can add culture to language education. Although language and culture are connected in real life, they often become separated in the classroom. This is partially because language learning is considered to consist of knowledge and skills and culture learning of awareness. Deep learning was suggested as an approach to embrace both.

After the plenary, the audience moved to the rooms of their interest, CA304 for English language sessions and CA309 for sessions in other languages.

R. Vanbaelen and J. Harrison presented in English about intercultural awareness among long-term and short-term international students. The two presenters then switched roles of main and sub-presenter and introduced survey results on globalization, sustainable behavior etc. Japanese university students were the target of the survey.

A. Roque de Hishiyama demonstrated how the use of an intercultural approach in Spanish can contribute to filling in the language and cultural gaps of foreign language learners. Then M. Sekiguchi and B. Fritz presented in Japanese about the introduction of a live-streaming remote education system for Japanese language learners at the satellite campuses of the University of Maryland-Asia.

During lunch, N. Talbert and A. Domercq led roundtables, respectively conducted in English on cultural values and in French on intercultural classroom activities.

Afternoon Program

The afternoon program started with workshops in English and French. H. Chouchane introduced her "Theoretical Model of Intercultural Adaptation" and led the participants through a simulation game of active empathy and motivation. B. Fife explained communication is linked to the body and one's image of self in a given space.

The workshops were followed by three presentations in each room. G. Benthien reported on activities promoting intercultural skills and awareness as an effective way of encouraging the development of culturally-responsive classroom practices. R. Tyndall argued that the increasing number of international students represent an opportunity for Japanese students to experience authentic English-as-an-international-language practice. M. Ruddick and S. Pryor spoke about the construction of an Intercultural Communication syllabus designed specifically for an intensive academic English program at a Japanese university.

Y. Ommura, M. Mori, and A. Yamagishi reported in Japanese on a collaborative learning program between Japanese and international students to develop global human resources. N. Yamada and L. Shu's bilingual English-Chinese presentation outlined ways that native speakers

of Japanese could attain greater phonemic awareness of English and Chinese. J. Azra argued that communicating a better image of what a foreign language is, and how people normally use it will help developing cultural competence.

Final workshops conducted in English and French concluded the parallel sessions. J. Salazar explained a teaching strategy for communication styles that will help overcome hurdles like basic communicative competence and theoretical dichotomies. B. Jactat introduced an intercultural simulation game to experience the disorientation felt when faced with new surroundings or phenomena.

The audience then gathered once again in room CA304 for the closing remarks by R. Sandu of the University of Tsukuba.

Conference Data and Survey Results

In total, 59 people attended the conference, including the presenters and 4 student staff. Of the attendees, 30 were from the University of Tsukuba (including the 4 student staff) and 29 from other universities and educational institutions all over Kanto area. However, some people traveled from as far as Okayama and Niigata to participate. Although 20 people who pre-registered online did not attend, 10 people registered on-site. Generally, language attendance can be divided into 10 for the French sessions, 10 for the Japanese, and 6 for the Chinese and Spanish, and about 40 for the English session. These numbers do not include the 4 student staff. However, many participants moved between both sessions in order to attend the presentations that best fit their personal interests. At the end of the day, 18 persons attended the dinner party.

Out of the 59 participants, 27 completed a survey either on paper or online after the conference. This resulted in the following feedback.

All participants showed overall great satisfaction with the conference and would recommend this type of event to a friend or colleague. The vast majority acknowledged the relevance of the conference theme, while praising the useful and relevant content presented. The keynote speaker's presentation, as well as J. Salazar and H. Chouchane's workshops were some of the topics the attendees found particularly interesting. Regarding the roundtables, 63% of the respondents participated, while the remaining 37% did not because it was held during lunch time.

Most suggested topics for future CEGLOC conferences were actually related to intercultural communication: methods for raising cultural awareness, intercultural adaptation, deep learning, and more practical tips for teaching intercultural communication in the Japanese context. All these comments reinforce the relevance of the chosen theme this year. Suggested improvements included longer presentations and longer breaks that would allow participants to interact more with each other. These valuable suggestions for topics and improvements will be kept in mind by the organizing CEGLOC FD Committee.

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For the CEGLOC FD Committee:
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Some Impressions of the Conference

