2019 JALT CUE & BizCom ESP Symposium
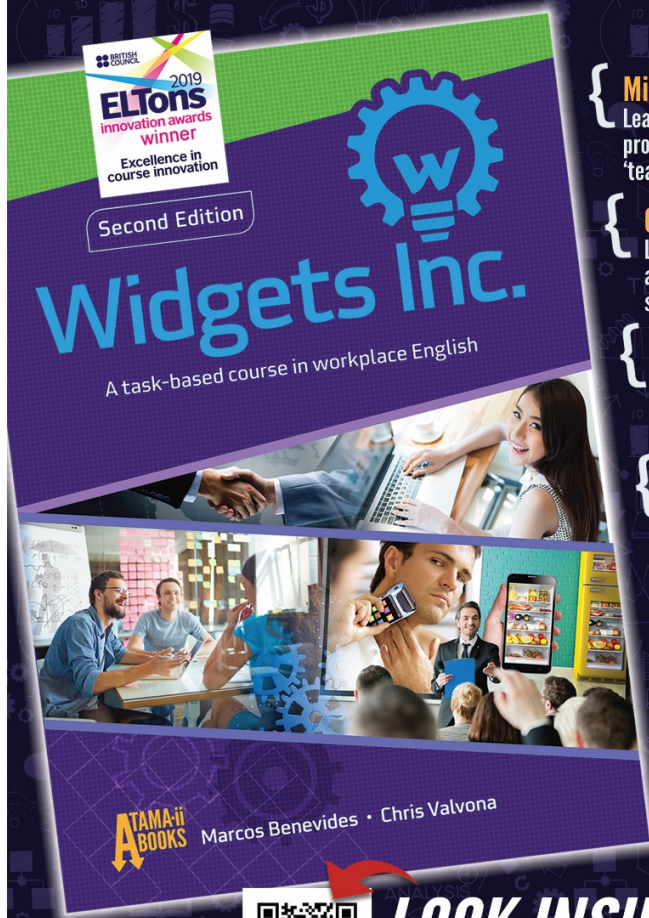

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September 21, 2019
Uchida Yoko, Osaka

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Welcome Message from the Organizers

We are proud to welcome you to our fifth ESP Symposium. The spark for CUE ESP Symposium first came to light eight years ago with an observation from a group of JALT members and ESP practitioners that there was a large gap on the JALT calendar for a regular ESP event. The event expanded in 2017 when the JALT BizCom SIG teamed up with CUE to co-sponsor the ESP Symposium at Keio University. Because there is currently no JALT SIG dedicated to ESP, CUE and BizCom aim to continue fostering this specialized area of language teaching through our collaboration on this biennial event.

This year we are proud to announce we have won an EVE Platinum award (https://evecalendar.wordpress.com/) for our diverse speaker line up including Winnie Cheng (The Hong Kong Polytechnic University), Laurence Anthony (Waseda University), and Judy Noguchi (Kobe Gakuin University). The event will also feature twenty-four presentations by ESP practitioners from inside and outside Japan in two poster sessions, at the beautiful Uchida Yoko venue. We would like to thank Uchida Yoko and Nobu Ichimura, for providing the venue and the JALT Kyoto Chapter and GALE SIG for sponsoring the event. Additionally, we would like to thank the JALT Associate Members, Atama-ii books, Tryalogue, and Englishbooks who have representatives and displays at the symposium to showcase their latest educational materials. We would also like to thank Osaka JALT President, Bob Sanderson for helping us secure the venue and organizing the conference social events.

The 2019 CUE & BizCom ESP Symposium marks a change in the conference planning team as the team who initiated the ESP Symposium and organized the first four events have handed over the planning to the CUE and BizCom officers. We would like to give special thanks to Leigh McDowell, Steven Taro Suzuki, and Bill Holden for organizing the first four ESP Symposiums, and to Leigh and Steve for offering their mentorship and insights on the organization of this year's event. It is a great pleasure for us to see many people repeatedly attending these events over the years, and it is equally great to see new faces coming to the event for the first time from all over Japan and beyond. We hope all of you enjoy this symposium as much as we have enjoyed planning it for you.

During the breaks, please take time to chat, browse the sponsors' books, and enjoy the coffee kindly supplied by the Warm Hearts Coffee Community, who support coffee growers and school feeding programs for children in Malawi. Furthermore, there is a prayer room on the 6th floor, a kid's room on the 2nd floor, and please bring your own lunch to eat upstairs.

Alan Simpson, Symposium Co-Chair
Assistant Professor
Miyazaki International College

Dr. Wendy M. Gough, Symposium Co-Chair
Associate Professor
Bunkyo Gakuin University, Tokyo

Conference team

We would like to give a special thanks to everyone who helped plan this year's CUE and BizCom ESP Symposium.

Conference Co-Chairs: Alan Simpson & Wendy M. Gough
Publicity: Jamie Taylor & Rab Paterson
Treasurer/Registration: Mizuka Tsukamoto & Craig Nevitt
Advisers: Leigh McDowell, Steve Suzuki, Bob Sanderson, & Glen Hill
JALT Associate Member (Sponsor) Coordinators: Dan Newbury & Aaron Dods
Program: Dan Newbury, Wendy M. Gough, & Alan Simpson
Submissions and Vetting: Wendy M. Gough, Alan Simpson, Simon Park, & Michael Phillips
Webmaster: Sean Gay
Site Chair: Bob Sanderson
Posters Coordinator: Robert Dykes
Post Conference Publication Editors: Jean-Pierre Richard & Suwako Uehara
Assistant Post Conference Publication Editor: Michael Phillips
Student Volunteer: Dieu Nguyen
Uchida Yoko manager: Nobuhiko Ichimura http://www.uchida.co.jp

2019 Symposium Schedule

9:00	Registration and poster setup
9:50	Welcome: Alan Simpson
10:00	Opening address: Kevin Knight
10:20	First Plenary: Laurence Anthony (Introduced by Kevin Knight)
11:20-11:35	Coffee Break
11:35	Poster Session 1
12:35	Lunch
13:45	Second Plenary: Winnie Cheng (Introduced by Quenby Hoffman-Aoki)
14:45	Poster Session 2
15:45	Coffee Break
16:00	Third Plenary: Judy Noguchi (Introduced by Leigh McDowell)
17:10	Closing remarks: Wendy M. Gough
18:30	Conference Networking Dinner

Opening Address
(10:00-10:20)

The ESP Project Leader Profiles – Lessons from ESP leaders

Kevin Knight
Kanda University of International Studies

Effective practices for workplace language training include persuasive communication with stakeholders (Friedenberg et al., 2003, 2014). In view of such "best practices," how do ESP project leaders communicate to create successful programs? The fifty-one (51) ESP Project Leader Profiles published primarily on the blog of TESOL International Association feature ESP practitioners and researchers who were leaders of ESP projects on six different continents. Responding to interview items adapted from Knight (2015), the leader in a profile defines leadership and provides an account of his or her leadership communication in a successful ESP project. Through the lens of best practices in workplace language training, the presentation focuses on the "keys to success" of ESP projects as shared by the leaders in the profiles, and the implication for program quality is discussed. This presentation is adapted from Knight (2019a, b, in press).

Friedenberg, J., Kennedy, D., Lomperis, A., Martin, W., & Westerfield, K. With contributions from van Naerssen, M. (2003, 2014). *Effective practices in workplace language training: Guidelines for providers of workplace English language training services*. Alexandria, Virginia: TESOL, Inc.
Knight, K. (2015). *Analysing the discourses of leadership as a basis for developing leadership communication skills in a second or foreign language* (PhD dissertation). Sydney: Macquarie University.
Knight, K. (2019a,b). The ESP Project Leader Profiles – Implications for program quality (webinar, PCE presentation). IATEFL ESPSIG.
Knight, K. (In press). Fifty-one (51) ESP project leader profiles. *Professional and Academic English, 52*.

Dr. Kevin Knight (PhD in Linguistics, MBA, MPIA) is an Associate Professor in the Department of International Communication (International Business Career major) and has also been working in the Career Education Center of Kanda University of International Studies in Chiba, Japan. In the English for Specific Purposes Interest Section (ESPIS) of TESOL International Association (TESOL), he has served as Chair, English in occupational settings (EOS) representative, and ESPIS community manager. He is currently co-editor of ESP News (the ESPIS newsletter). Dr. Knight was also a member of the Governance Review Task Force (GRTF) appointed by the TESOL board of directors. In addition, he has been a TESOL blogger in the area of English for Specific Purposes (ESP). He has more than 30 years of professional experience working for private, public, and academic sector institutions including Sony and the Japan Patent Office. Dr. Knight's doctoral research on leadership communication (i.e., discourse) as a basis for leadership development was under the supervision of Emeritus Professor Christopher Candlin and Dr. Alan Jones. For additional information, please see The Leadership Connection Project (https://leadershipconnectionproject.wordpress.com/).

Introducing English for Specific Purposes: A Contemporary View

Laurence Anthony
Waseda University

English for Specific Purposes (ESP) is perhaps the most influential of all language teaching approaches in academic and workplace settings with over 50 years of research and practice supporting its development. Traditional views of ESP have tended to position ESP courses on the fringes of mainstream language programs, where they are managed by ESP 'practitioners' who have to work largely in isolation. In such settings, ESP practitioners will face a multitude of challenges, especially when the learners are from specialist disciplines quite different to their own. One challenge is finding suitable texts that can serve as models of the target language. Another challenge is analyzing those texts in order to identify their characteristic and sometimes unique features. Further challenges emerge when new discipline-specific language has to be presented to learners as it will not always be clear which features should be targeted or how should they be introduced.

In this talk, I will begin by presenting a contemporary view of ESP that takes account of the various changes in English language teaching that have recently emerged. In particular, I will discuss how the (re)structuring of academic and workplace language programs allows greater opportunities for ESP researchers, course designers, and instructors to work together to create ESP *programs* that meet the broader needs of learners. Next, I will explain how recent technical developments can help address many of the challenges involved in creating ESP courses and programs. As part of this explanation, I will demonstrate various new software tools for creating discipline-specific corpora, identifying prototypical texts, and analyzing target language both inside and outside the classroom. At the end of the talk, I will discuss further ways that technical developments are beginning to dramatically affect ESP research and practices and suggest possible future directions for the field as a whole.

Laurence Anthony is Professor of Applied Linguistics at the Faculty of Science and Engineering, Waseda University, Japan. He has a BSc degree (Mathematical Physics) from the University of Manchester, UK, and MA (TESL/TEFL) and PhD (Applied Linguistics) degrees from the University of Birmingham, UK. He is a former Director and the current coordinator of graduate school English in the Center for English Language Education in Science and Engineering (CELESE). His main research interests are in corpus linguistics, educational technology, and English for Specific Purposes (ESP) program design and teaching methodologies. He serves on the editorial boards of various international journals and is a frequent member of the scientific committees of international conferences. He received the National Prize of the Japan Association for English Corpus Studies (JAECS) in 2012 for his work in corpus software tools design.

Plenary Presentation 2
(13:45-14:45)

Researching and teaching professional communication in English: Insights from Hong Kong

Winnie Cheng
The Hong Kong Polytechnic University

This talk gives an overview of major collaborative and interdisciplinary projects with the pillar industries in the Hong Kong economy, such as financial services, health care, surveying, construction engineering, and tourism that the Research Centre for Professional Communication in English (RCPCE) at The Hong Kong Polytechnic University has conducted in the past ten years. It describes the objectives and outcomes of some of the projects as well as methods employed to collect and analyze instances of professional communication, in particular the procedure adopted to compile profession-specific corpora, such as the Hong Kong Engineering Corpus and Hong Kong Financial Services Corpus. Other methods of data collection include data-collection log-sheet (DCL) method, surveys, shadowing, and site observation. The implications of these collaborative projects with the industries in Hong Kong in ESP pedagogies will be exemplified and discussed.

Professor Winnie Cheng is Adjunct Professor and formerly Director of Research Centre for Professional Communication in English (RCPCE), Department of English, The Hong Kong Polytechnic University. She is a Founding Fellow of the Hong Kong Academy of the Humanities. Her research interests include ESP, intercultural pragmatics and communication, corpus linguistics, conversation analysis, critical discourse analysis, lexical semantics, metaphor studies, and discourse intonation. Her book publications include Enhancing students' professional competence and generic qualities through writing in English across the curriculum (2014), Exploring corpus linguistics: Language in action (2012), A corpus-driven analysis of discourse intonation (2008), and Intercultural conversation (2003). She has published more than 100 journal articles and book chapters.

Plenary Presentation 3
(16:00-17:00)

Transcending ESP Boundaries

Judy Noguchi
Kobe Gakuin University (Professor emerita)

English for Specific Purposes began as a way of teaching nonnative English speakers how to function in a world in which English had become the lingua franca. Over the past half a century, ESP practitioners and researchers have elevated this approach to teaching language into a field of study enriched by theory and practice. What this talk will propose is taking the ideas and methods garnered from all of this work to teach even native English speakers how to communicate better in professional situations. The need for good communication skills is especially urgent in the sciences, where the dissemination of misinformation over the Internet and SNS is causing concern. How to reach audiences outside your field of specialty is increasingly becoming important. Scientific societies have begun discussions on the evolution of traditional genres and the consideration of how narratives could be effectively used. How the concepts and methods of ESP can be used will be illustrated with examples from graduate school courses in scientific communication in science, engineering and medicine.

Judy Noguchi is Professor emerita of Kobe Gakuin University where she was the start-up Dean of the Faculty of Global Communication. She currently is an adjunct lecturer at Kobe Gakuin University, Osaka University Graduate School of Engineering and of Medicine, and Kobe University Graduate School of Engineering and of Medicine. She continues to be involved in KAKEN research projects related to ESP, such as developing tools to aid the acquisition of specialized vocabulary and the development of genre awareness in language teaching. She has been involved in the production of numerous teaching materials, including ESP textbooks for students majoring in science, engineering and medicine. B.A./B.S., chemistry, University of Hawaii; M.Ed., TESL, Temple University; Ph.D., applied linguistics, University of Birmingham.

Poster session 1
(11:35-12:35)

CLT Approach: Beliefs, Perceptions, and Attitudes Alexander Sheffrin, Eugene Vakhnenko	***Doorway to Higher Order Thinking*** Gretchen Clark, Sean Gay
日本の大学におけるアカデミック・ライティング教育の現状と課題 桑子順子 Junko Kuwako, フェアバンクス香織 Kaori Fairbanks Robert Van Benthuysen, Wendy M. Gough	***Developing Culture Specific Material for Bangladeshi University Students*** Farin Daulah
Investigating the Effectiveness of Data-Driven Learning in EFL Writing Error Correction in China Fangzhou Zhu	***How to learn English for Specific Purposes by Using Self-regulated Learning (SRL) Strategies*** 自己調整学習（SRL）戦略を使用して特定の目的のために英語を学ぶ方法 Justin Lawrence Kwan
Mobile Phone Apps for Science and Engineering Students - How Well Do Smartphone Apps Improve Standardized Test Scores? Jeff Broderick	***ESP in Medicine: A Student Perspective*** Kana Fujinaka, Paul Mathieson, Francesco Bolstad
Virtual Banking English: Feasibility Study Alan Simpson	***Words, Words, Words: Identifying Language Needs and Genres for Artists in Japan and Beyond*** Noriko Watanabe, Atsuko Misaki, Judy Noguchi
International Business Communication Tasks with 'Widgets' Greg Rouault	***Contextualized Instruction for Nursing English*** Dion Clingwall

Poster session 2
(14:45-15:45)

Introducing Science Content with Science World Magazines Wendy M. Gough	***The use of Discursive Maps to Teach Complex Contract Negotiation Processes and Practices for an English for Legal/Business Purposes Writing Course*** Anthony Townley
Vocabulary Learning for Japanese Chemists Leigh McDowell	***Helping Students Publish Papers Through Corpora Analysis*** Steven Taro Suzuki
Restrictive English Relative Clauses in Chinese Students' English Essay Writing: Query Syntax, Learner Preferences and Errors Fangzhou Zhu	***Teacher Support for EMI Courses in a Japanese University*** Monica Kwon, Michiko Yaguchi, Mami Kanno,
Virtual Exchange and English for Specific Purposes Sandra Healy, Olivia Kennedy, Yasushi Tsubota	***How to Implement Poster Projects for ESP Students*** Ray Franklin
Integrating Materials and a Word List for an EMP Course Simon Fraser, Walter Davies	***Constructing a Corpus to Bridge Language Gaps*** Daniel Parsons
Building ESP Competencies with Role-Play Activities Dana Lingley	***Fostering Critical Thinking and Digital Literacy Skills in a Japanese University Academic English Course*** Sean H. Toland, Fern Sakamoto, Anthony Cripps

Presentation Abstracts

CLT Approach: Beliefs, Perceptions, and Attitudes

Alexander Sheffrin and Eugene Vakhnenko

Communicative language teaching has been a widely used approach in the field of EFL in Japan. This presentation examines the beliefs, perceptions, and attitudes towards English language learning among Tourism and Marketing students enrolled in individual tutorials at a Japanese university's inaugural English Education Center. Communicative language teaching was the primary instructional method and results revealed a match between learner beliefs, perceptions, and attitudes of their English language learning and classroom activities.

Doorway to Higher Order Thinking

Gretchen Clark, Sean Gay

Critical thinking (CT) is not just a buzzword, it is an essential life skill. The primary issue with integrating CT into the tertiary classroom in a meaningful way is the lack of a cohesive and functional definition. This poster posits such a definition and proposes methods for introducing, practicing, and expressing CT in productive language-focused classrooms.

日本の大学におけるアカデミック・ライティング教育の現状と課題

桑子順子（文京学院大学）Junko Kuwako, フェアバンクス香織（文京学院大学）Kaori Fairbanks, Robert Van Benthuysen, Wendy M. Gough

近年、日本の大学（院）においてアカデミック・ライティング教育の必要性が高まっている。本ポスターではアカデミック・ライティングの授業を大学院で開講することを眼目に、その第一段階として日本の大学におけるライティング教育の現状をまとめ、課題や問題点を浮き彫りにする。加えて、それらの問題点を改善・解消する手立てについても併せて検討したい。

Developing Culture Specific Material for Bangladeshi University Students

Farin Daulah

This paper highlights the need for developing culture specific material for ESP students in Bangladesh.

Investigating the Effectiveness of Data-Driven Learning in EFL Writing Error Correction in China

Fangzhou Zhu

The purpose of this poster is to introduce a future experiment that will investigate to what extent the indirect data-driven learning (DDL) can be effectively applied to help Chinese university students reduce their most frequent lexico-grammatical errors in their English writing.

How to learn English for Specific Purposes by Using Self-regulated Learning (SRL) Strategies
自己調整学習（SRL）戦略を使用して特定の目的のために英語を学ぶ方法

Justin Lawrence Kwan, PhD

This research investigated how Chinese college students in Hong Kong have acquired English for specific purposes (ESP) knowledge and skills by using self-regulated learning (SRL) strategies, which helped them improve their cognitive, meta-cognitive, affective and behavioral learning processes. The results showed that the students successfully identified their individual needs, set personal goals and monitor, regulate, and control their progress in using ESP accurately and fluently for communication in their respective disciplines.

Mobile Phone Apps for Science and Engineering Students - How Well Do Smartphone Apps Improve Standardized Test Scores?

Jeff Broderick

This study examines the effectiveness of Duolingo, a popular smartphone language learning app, on users' TOEIC Bridge Test scores. Participants took an in-app test to determine their learning level, then used Duolingo to learn and practice English grammar, listening, and vocabulary. They used the app for 14 weeks then took the TOEIC Bridge Test again. A regression between score improvement and hours on the platform found only a small increase per hour of use. Participants noted however, that Duolingo was fairly easy and enjoyable to use.

ESP in Medicine: A Student Perspective

Kana Fujinaka, Paul Mathieson, Francesco Bolstad

This presentation has been developed from a learner perspective to give insights into specific issues in Nara Medical University's optional advanced content-based clinical English classes. Specifically, it focuses on relevance to the learners' needs, interests, and motivation.

Virtual Banking English: Feasibility Study

Alan Simpson

A feasibility study was designed to test whether university students could direct an avatar to complete three tasks in a virtual Japanese bank: opening a bank account, withdrawing money, and transferring money to another account. The students interacted with various objects (an ATM and people) using Google Forms to write information, Quizlet to learn new English vocabulary, and H5P to complete cloze passages before role playing bank interactions blending real and virtual world experiences.

Words, Words, Words: Identifying Language Needs and Genres for Artists in Japan and Beyond

Noriko Watanabe, Atsuko Misaki, Judy Noguchi

Unlike extensive work in science, ESP research in the arts is limited. Combining linguistic analysis and semi-structured interviews with about 30 Japanese artists in Japan and abroad, this poster presentation reveals the increasing importance of 'words' across the fields of visual and performing arts requiring artists to use a variety of genres in Japanese, English and other languages. Our findings show the existence of loosely bound genres in the field and their importance for artists.

International Business Communication Tasks with *Widgets*

Greg Rouault

This poster introduces the practical tasks included in the second edition of Widgets. As interns beginning to work for a fictitious company, students interact with each other and contribute on various projects with a focus on executing the tasks rather than on the traditional grammatical syllabus of General and Business English coursebooks. Participants will be shown (and will try) some of the tasks sequenced in the materials along with student feedback on the merits of such experiential learning.

Contextualized Instruction for Nursing English

Dion Clingwall

This paper examines an ESP approach to nursing English. Two main themes are covered: i) explicit contextualization of nursing course content; and ii) active participation of nursing students and instructors. Student and nurse instructor feedback were gathered in response to three versions of the undergraduate course, "Nursing English". Results suggest that nursing English class instructors should employ an ESP approach, contextualize learning whenever possible, and consult both nursing students and instructors when developing course content.

Introducing Science Content with *Science World* Magazines

Wendy M. Gough

Second year students in an upper-intermediate general reading and writing class at a Japanese marine science university enjoyed reading Scholastic Science World magazines because they could read about interesting topics and learn vocabulary associated with their majors in English. This non-commercial presentation will discuss the usefulness of Science World magazines for introducing content English in a general English curriculum at a specialized university.

The use of Discursive Maps to Teach Complex Contract Negotiation Processes and Practices for an English for Legal/Business Purposes Writing Course

Anthony Townley

This poster presents the use of discursive maps to help learners visualize the intertextual chain of communicative events for contract negotiation practices for an English for Legal/Business Purposes (ELP/EBP) writing course. Discursive maps can clearly demonstrate the number of different kinds of texts including emails, cover letters, and different versions of the contract under negotiation so that learners can understand the discursive practices of interactions between lawyers and business professionals when negotiating a contract.

Vocabulary Learning for Japanese Chemists

Leigh McDowell

This poster presentation explores vocabulary learning in an ESP context. Given the vast amounts of research and knowledge accumulated now in vocabulary learning and teaching, the challenge for educators is often how best to impart this knowledge onto learners. This presentation offers an overview of vocabulary learning research, particularly in the field of English for Specific Purposes (ESP), with a view towards supporting Japanese chemists struggling to master their professional language.

Helping Students Publish Papers Through Corpora Analysis

Steven Taro Suzuki

This poster looked at a comparative analysis of two corpora. One corpus consisted of university EFL students' essays, and the other was a corpus of introduction sections of published research papers. The purpose of the study was to identify language gaps between students' essays and the published works. Findings from the study will inform the development of specialized teaching materials, tailored for students who plan to publish in relevant research journals in their future.

Restrictive English Relative Clauses in Chinese Students' English Essay Writing: Query Syntax, Learner Preferences and Errors

Fangzhou Zhu

This research aimed to examine how Chinese learners use restrictive English relative clauses in essay writing. More specifically, this study adopted the query syntax to investigate learners preference to use certain types of relative clauses and to analyze the errors that Chinese learners frequently make even they know the basic grammatical rules.

Teacher Support for EMI Courses in a Japanese University

Monica Kwon, Michiko Yaguchi, Mami Kanno

This poster will share ways to support teachers who teach English as Medium of Instruction (EMI) courses in the Japanese higher education settings. Based on a survey on the teachers' perceived difficulties of leading EMI courses, we discuss possible pedagogical strategies that could support teachers in planning their courses, teaching students contents in English, managing content, and language instruction as well as strategies to help students successfully finish EMI courses.

Virtual Exchange and English for Specific Purposes

Sandra Healy, Olivia Kennedy, Yasushi Tsubota

This poster presentation will introduce three different virtual environments that address issues of English for Specific Purposes in different ways. The first is a virtual exchange between Belgian and Japanese architectural students. The second is an academic presentation course in which Japanese students work online with Filipino teachers to improve their performances, and the third is an intercultural communication course connecting students in Africa with students in Japan.

How to Implement Poster Projects for ESP Students

Ray Franklin

This poster presentation explains how to do a poster project with university students. In this project, students chose an NGO/NPO and created their own posters explaining what it does. They then presented their posters to their classmates, who voted on the ones they liked best. Such a poster project can be adapted to any topic, and combines the development of academic skills (research, writing, and presentation) with the additional benefit of peer-to-peer learning.

Integrating Materials and a Word List for an EMP Course

Simon Fraser, Walter Davies

We will report on a three-year project resulting in the creation of a highly efficient flipped learning medical English course. Units of material follow a body-systems based approach, and are informed by input from medical specialists and corpus linguistic analysis. A 2000-word glossary of key terms has been compiled, forming a core medical word list embedded in the course units, thus bridging the divide between stand-alone word lists and pedagogic materials.

Constructing a Corpus to Bridge Language Gaps

Daniel Parsons

Master's degree students transitioning from reading textbooks to writing a thesis face a language gap from primarily instructional language to reporting language, but this linguistic gap is not well known among economics, politics, and international relations fields. A corpus of samples from representative textbooks and research papers is being constructed to explore these differences and inform the content of in-house thesis writing support courses. This poster reports on the construction of this corpus to date.

Building ESP Competencies with Role-Play Activities

Dana Lingley

This poster highlights how role-play activities have been effectively used to prepare medical students for potential future encounters with non-Japanese patients. The activities have been designed to improve linguistic, communicative, and intercultural competencies. Through role-play, medical students can acquire vocabulary, improve communication skills, practice showing empathy, and increase cultural awareness. This presentation highlights role-play activities for third-year Japanese medical students, including the rationales, the practicalities of designing and implementing the activity, and the outcomes.

Fostering Critical Thinking and Digital Literacy Skills in a Japanese University Academic English Course

Sean H. Toland, Fern Sakamoto, Anthony Cripps

This presentation will highlight how twenty-first century core skills were integrated into a Japanese university EAP course. The presenters will discuss how they developed an in-house textbook series for first-year students that was constructed on a project-based learning and flipped classroom foundation. The findings from the first reflective cycle revealed that the collaborative learning projects and customized learning materials helped enhance students' critical thinking and digital literacy skills.

Poster Presenter Biographies

Robert Van Benthuysen is a professor in the Business Management Department at Bunkyo Gakuin University in Tokyo, Japan. His teaching and research interests include curriculum development, second language writing, learner identity, and English as an International Language. His most recent publications concern the development of English language teaching and learning in Cambodia, Vietnam, Myanmar, and Thailand. He has taught at universities in Japan for over 20 years and is the author of several ESL textbooks.

Professor Francesco Bolstad holds degrees spanning both liberal arts and STEM subjects, and he has taught content and language for over 23 years. His research interests include teacher efficacy, content and language integrated learning, English for specific purposes, collaborative approaches to teaching, and learning, and vocabulary acquisition.

Jeff Broderick (B.Sc. Physics, B.Ed., MA TEFL) came to Japan in 2000 and has taught at 5 different universities. Since 2013, he has been teaching science and engineering students at Tokyo Denki University in Saitama. His interests are in learner motivation and pedagogy, and translation studies.

Gretchen Clark enjoys teaching communication, academic writing, and business English at several Kansai area universities. She has an MA in TEFL/TESL from the University of Birmingham. Her research interests include pedagogy, critical thinking, teacher and learner development, and neuroELT.

Dion Clingwall, a Canadian by birth, has lived in Sweden, Germany, Korea, and Japan. His current research interests include productive vocabulary, oral fluency, and task-type for speaking assessment. He is an associate professor at the Prefectural University of Hiroshima.

Anthony Cripps is a professor of English at Nanzan University, Japan. His research interests include CBT, ESP, material design, MOOCs, pedagogical innovation and teacher training. He is currently working on a major research project funded by MEXT which aims to provide pedagogical support for Japanese teachers of English.

Farin Daulah is a lecturer in North South University, Bangladesh. Her research interests include material development for EAP/ESP courses. Farin holds a dual major in English language, Linguistics and Education from the University of Surrey.

Dr. Walter Davies is an associate professor at Hiroshima University's Institute for Foreign Language Research and Education. His main areas of interest are materials design, English for Medical Purposes, and the philosophy of language.

Dr. Kaori Fairbanks is currently an associate professor at Bunkyo Gakuin University. She has been a Hemingway scholar, focusing on his posthumous works and "autobiographical fiction" writing styles for the past 20 years. She is currently a graduate thesis seminar instructor and is interested in effective ways of teaching academic writing.

Ray Franklin is from Colorado, USA, and has been teaching English in Osaka since 1990. He has been teaching at various universities in Kansai since 2001. He currently teaches at Osaka University of Economics and Law, as well as company business classes.

Dr. Simon Fraser is a professor at Hiroshima University's Institute for Foreign Language Research and Education. His research interests include vocabulary acquisition, corpus linguistics, and English for Medical Purposes.

Kana Fujinaka is a 6th-year medical student at Nara Medical University. She is an active member of the English Speaking Society and has attended all of the advanced ESP classes available to her at NMU. Currently, she is a co-developer of NMU's latest advanced class (English for Physical Examinations).

Sean Gay is an associate lecturer of English in the School of Policy Studies at Kwansei Gakuin University. He has an MS in TESOL and PhD in Health Services. His dissertation was on disaster volunteerism. His research interests include disaster management, CLIL, identity in EFL, and critical thinking in EFL.

Dr. Wendy M. Gough is currently an associate professor at Bunkyo Gakuin University in Tokyo, Japan. She previously taught general English courses at Tokai University's campus of Marine Science and Technology. Her research interests include intercultural communication development through authentic experiences in Japan, creating academic writing curriculum, and extensive reading.

Sandra Healy is an Associate Professor at Kyoto Institute of Technology. Her research interests include telecollaboration, gender, language and identity, and Extensive Reading.

Justin Kwan is currently an adjunct lecturer with the School of Professional and Continuing Education at the University of Hong Kong. He is interested in teaching and researching instructional designs in teaching English for academic and specific purposes and workplace English to ESL students and adult learners.

Monica Kwon, Michiko Yaguchi, & Mami Kanno are members of the EAP committee at Kanazawa University. The EAP program has been designed to prepare students to take EMI courses at this institution. All EAP committee members are participating in the research and discussion of the results to support both students and teachers of EMI.

Junko Kuwako has been a professor at the Bunkyo Gakuin University Graduate school for 13 years. She has also been a Shakespearean scholar, focusing on his film adaptations and cross-cultural adaptations over 15 years. Recently she has strongly felt the need for strategic academic writing instruction and wants to find a way to establish teaching methods for academic writing.

Dana Lingley has been teaching EFL in Japan and Mexico in various contexts for 20 years. He is currently an assistant professor at the Kyoto Prefectural University of Medicine. His primary research interests center on motivation, peer teaching, and autonomous learning.

Associate Professor Paul Mathieson holds an M.A. in Applied Linguistics and TESOL form the University of Leicester. He has taught English at a variety of levels in Japan for the past 13 years. Paul's research interests include vocabulary acquisition, learner motivation, English for specific purposes, and content and language integrated learning.

Leigh McDowell is an associate professor at the Nara Institute of Science and Technology (NAIST) in Japan, where he teaches professional communication, research writing, and academic presentation and discussion skills to graduate students. He also oversees various international programs. His research interests include English for Specific Purposes, English for Research Publication Purposes, Error Analysis, Systemic Functional Linguistics, and Corpus Linguistics.

Atsuko Misaki is an adjunct lecturer, Kindai University. Having worked in the field of interior design and architecture in the early days of her career, she has worked as a translator/interpreter in architecture, design, and construction. She is currently involved in researching multimodal communication as well as teaching practical English from the standpoint of learning ESP.

Daniel Parsons teaches English for Academic Purposes to international Master's degree students of international relations and business. His research interests are in corpus linguistics and the relationship between self-efficacy and research writing.

Greg Rouault is an associate professor at Hiroshima Shudo University where he teaches international business communication. In addition to over 10 years of business experience, Greg has a Bachelor of Commerce, a Graduate Certificate in Sustainable Business, and a Master of Applied Linguistics focused on Language Program Management and ESP.

Fern Sakamoto is an assistant professor at Nanzan University in Japan where she teaches EAP and intercultural competence courses. Her research interests include global issues in language education, material design, and intercultural communicative competence. She is currently working on a PhD investigating global communicative competence in foreign language education in Japan.

Alexander Sheffrin & **Eugene Vakhnenko** are English Education Center instructors at Osaka Seikei University.

Alan Simpson is an assistant professor at Miyazaki International College, and the JALT Business Communication SIG Coordinator. He has an interest in learning more about and developing pedagogical materials for English for Business Purposes, including pragmatic, politeness, small talk, turn taking, and power strategies used in BELF contexts.

Steven Taro Suzuki holds an M.A. degree from Teachers College Columbia University. He primarily teaches at Waseda University, Keio University, Chuo University, and the Ministry of Foreign Affairs of Japan. His research interests typically involve genre analysis and corpus linguistics relevant to formal academic writing style.

Sean H. Toland is currently an assistant professor at Nanzan University in Japan. His research interests include technology-enhanced learning, materials development, and critical theory. He is a PhD candidate studying e-research and technology-enhanced learning at Lancaster University in the UK.

Anthony Townley has worked as a commercial lawyer in Sydney and as an English language instructor in a variety of teaching and administrative roles in Australia, Turkey, and Japan. His special teaching areas include English for Specific Purposes (ESP) and Legal and Business Writing. He is currently undertaking sociolinguistic research of legal/business discourse practices in Japan.

Yasushi Tsubota is an Associate Professor at Kyoto Institute of Technology. Her research interests include telecollaboration, foreign language anxiety, CALL, Speech processing.

Noriko Watanabe has been involved in ESP research projects as an ethnographer. Her experience of teaching English for manga majors has led her to an interdisciplinary research project called The Art Meets Words Project. She is currently teaching EAP, CLIL, and cultural studies.

Fangzhou Zhu (Noah Zhu) is a PhD student in Applied Linguistics, at the Department of Linguistics and English Language, Lancaster University. He holds an MA in TESOL from the University of York. Mr. Zhu's research interests are data-driven learning, corpus linguistics in language teaching, second language writing.

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