

**Mini-conference on “Authentic English and Elderly Learners
A day of sharing theory and practice”**

Graduate College of Education at Temple University Japan Campus, JALT Teaching Older Learners(TOL) SIG, JALT Pragmatics SIG, JALT Tokyo Chapter and JALT West Tokyo Chapter are pleased to announce the following mini-conference.

Location: Temple University Japan Azabu Campus, Tokyo
Rooms 206 & 207

Date: June 24, 2007 (Sunday)

Time: 9:30-17:00

Fee: Free for JALT members & TUJ students with pre-registration.
1000 yen for JALT members and TUJ students & 2000 yen for Non-JALT members on site.

Space is limited for participation in this mini-conference. If you are interested in attending, please send email to bromleycross@hotmail.com for pre-registration

Schedule:

9:30 a.m. *Registration opens

10:00 a.m.-10:10 a.m. *Opening Remarks

TBA(Temple University Japan Campus, Graduate College of Education)

10:10 a.m. - 10:55 a.m. *Examining Age Effects on Communication Behaviors

Rieko Matsuoka National College of Nursing, Japan

11:00 a.m. - 11:45 a.m. *Energize Your Students with Power!

Eric Skier Tokyo University of Pharmacy and Life Sciences and NHK Culture Center

12:00 p.m. - 1:00 p.m. *Lunch

1:00 p.m. - 1:45 p.m. *Listen Carefully and Say That Again: Providing Learners with an Authentic Situation for Communication

Naoko Yamaga Tokyo Junshin Women's College

2:00 p.m. - 2:45 p.m. *Shadowing Instead of Silence: Helping Learners to Make Conversation

Julia Harper-Tanaka Overseas Training Center and NHK Culture Center

3:00 p.m. - 3:45 p.m. *Apology or Complaint? - Japanese Elderly People's Pragmatic Strategies

Sayoko Yamashita Tokyo Medical and Dental University

3:50 p.m. - 4:50 p.m. *Shaping your Teaching to Fit Adult Learning Theories

Curtis Kelly Osaka Gakuin University

4:50 p.m. - 5:00 p.m. *Wrap-up (announcement)

Megumi Kawate-Mierzejewska Temple University Japan Campus

Examining the age effects on communication behaviors

Rieko Matsuoka

Since we humans are social beings, we perceive ourselves in the process of interacting with our environment such as other humans, in particular. Therefore, to be aware of the appropriate way in which we communicate with other people is possibly a vital factor influencing or even deciding the quality of our social lives. In a second language acquisition research area, accordingly, the ultimate goal of language learning should be successful communication with a person of different language and different socio-cultural background, as MacIntyre and his colleagues (1998) postulate. On the other hand, age has been considered as an important factor that may cause the individual differences in language learners' performances. For instance, as we get older, we may gain something such as experiences, knowledge, wisdom or resources, while we may lose something such as physical and/or mental plasticity. In this presentation, age effects on communication behaviors in foreign language related to our first language will be discussed from various perspectives based on biological, psychological,

and socio-cultural facts and factors.

Biographical Data: Rieko Matsuoka is Professor at the National College of Nursing. Her research interest is L2 Willingness to Communicate. She gained an MA from Columbia University, and Ed.D. from Temple University.

Energize Your Students with Power!

Eric M. Skier

In this paper presentation, the presenter will share his experience of introducing aspects of discourse analysis and "power" to his students. He will also share how students were surprised, intrigued, and grateful to learn about the need for differences in language based upon one's relationship to whomever you are trying to communicate with. Participants will be able to see for themselves how any mass-market textbook dialog can be adapted for use in raising students' awareness to what is an intrinsic, but often overlooked, aspect of communication. Lastly, there will be time for participants to share their experiences or questions about introducing discourse analysis in their teaching contexts as a means of raising students' awareness to this fundamentally understood aspect of their L1 so often forgotten, or ignored, in their L2 instruction.

Biodata:

Eric M. Skier is an assistant professor of English at Tokyo University of Pharmacy and Life Sciences. He has also been an instructor for NHK Culture Centers, teaching English to older learners for the past 13 years. He is currently the TOL SIG coordinator.

Listen Carefully and Say That Again: Providing Learners with an Authentic Situation for Communication

Naoko Yamaga

This presentation focuses on classroom teaching for novice older learners

who have many experiences in their life. It comprises two parts, (1) from teacher talk to interaction, and (2) classroom activities. As for (1) from teacher talk to interaction, how teachers can effectively talk to novice older learners will be discussed. Novice learners are limited in the area of language (grammar, vocabulary, and expressions) which they can handle. Teacher talk should be effectively provided for them because this is one kind of crucial input for them in the classroom setting. When teachers repeat carefully-chosen and useful words and phrases in their talk, learners will easily output these in the lesson or afterward. The presenter will also discuss how the teacher talk (input) can be expanded to interaction between teacher and learners (which should be authentic conversations between the two). As for (2), the presenter will introduce a couple of activities which are effective for novice learners. Also, the coherence of a series of activities in one lesson as well as throughout lessons will be stressed in this presentation. Opinions and ideas from the participants are fully appreciated.

Biographical data

Naoko Yamaga is a full-time lecturer of Department of Modern English, Tokyo Junshin Women's College. She is in charge of the Teaching English to Young Children course.

Shadowing Instead of Silence: Helping learners to make conversation

Julia Harper-Tanaka

Shadowing (repeating all or part of what one is hearing) is pervasive in natural conversation and allows interlocutors to provide listenership cues, negotiate meaning, and build rapport. Shadowing can also help language learners to attain a more natural pronunciation and rhythm in their target language, and to provide opportunities to practice difficult language through repetition.

Many older learners in Japan, who join English conversation classes, find that their previous learning has provided them with knowledge of the language, but little in the way of communicative competence. This

presentation will allow conference attendees to try several shadowing activities and to learn how these activities enabled a group of beginner-level older learners to participate in conversations during English class. As such, the talk will present a useful classroom activity that should be of interest to those interested in pragmatics and in the teaching of older learners.

Biodata:

Julia Harper-Tanaka, a longtime resident of Japan, has taught English at high schools, colleges, and companies. She is interested in teacher-learner and learner-learner interaction in face-to-face and computer-mediated contexts, and in teaching older learners.

Apology or Complaint?-Japanese Elderly People's Pragmatic Strategies

Sayoko Yamashita, Ed.D.

Abstract

The purpose of this talk is to examine the way elderly Japanese people speak in realization of a speech act. It was found that elderly Japanese people speak differently from Japanese people of other ages as well as differently from native speakers of English who live in the United States. While young and middle aged Japanese people and Americans (including elderly American) simply apologize, elderly Japanese people pass judgments, criticize, and complain to the people involved in a given situation and act in a more morally-oriented manner in certain situations. The data was first obtained from a picture prompt questionnaire, which was intended to elicit apologetic responses from participants of various ages. The distribution of use of strategies for realization of a speech act was analyzed statistically according to age and language background. After having recognized that the responses from elderly Japanese were substantially different from those of other aged participants, group interviews were conducted with some elderly Japanese to learn more about their behavioral psychosocial reasoning. The findings contribute not only to cross-cultural pragmatics studies, but also to the teaching of cross-cultural pragmatics.

Bio

Sayoko Yamashita is a professor at Tokyo Medical and Dental University. Her research interests include cross-cultural, and interlanguage pragmatics, medical communication, and applied linguistics. She published numerous books and articles including *Six Measures of JSL Pragmatics* (1996). She received her Ed.D. in TESOL at Temple University in 1996.

Shaping your Teaching to Fit Adult Learning Theories

Curtis Kelly

Should adult language learners be taught in a different way than traditional students? And if so, how? An examination of basic theories of learning and more specialized theories of adult learning show that most of what we do with traditional learners is appropriate, but some of it not. Discussion and personalization, for example, are two teaching tools that are far more important to adults than other types of learners. The reason has to do with schema theory and mental models. The presenter will discuss some basic theories of learning and their applications. Participants will then be asked to develop methods related to these theories, based their own classroom experiences.

Biodata:

Curtis Kelly is a professor of English at Osaka Gakuin University and has a doctorate in adult education. He is the author of *Writing from Within*, *Significant Scribbles*, and the soon-to-be-released *Active Skills for Communication speaking series*, which were partly shaped by adult teaching methodologies.