

選択授業について

夏季英語セミナーは計 12 コマのプログラムで構成されます。そのうち下記 6 コマの授業では、3 つの授業選択オプションがありますので、本書の各授業概要、および教員紹介をご参照の上、セミナーお申込時に第 1 希望から第 3 希望までご選択ください。

各参加者の時間割表は初日のオリエンテーション時に配布いたします。

(1) 希望順位の変更は原則認められません。

(2) できるだけご希望に沿うようこちらでアレンジいたしますが、構成上第 1 希望の授業を設定できない場合もございますので、あらかじめご了承ください。

- August 1, Tuesday Session 2
- August 1, Tuesday Session 3
- August 2, Wednesday Session 1
- August 2, Wednesday Session 2
- August 3, Thursday Session 1
- August 3, Thursday Session 2

各プログラム概要
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THE FIRST DAY

August 1

Tuesday Session 1

Seminar Overview & Introductions

This section will introduce the course and each topic with a brief explanation of what they are about to learn. There will also be a chance for the participants to discuss what they would like to learn and how the context of their working life shapes their needs in the English Language lesson. Participants will be assigned groups for the demonstration lessons on Friday.

Tuesday Session 2

[OPTION 1] Introduction to Extensive Processing Instruction (MICHAEL WILKINS)

The Extensive Processing Instruction (EPI) developed by Gianfranco Conti has become very popular recently in British Secondary school language programs. This workshop will very briefly introduce the EPI approach and resources so participants can further investigate EPI themselves if they are interested. The main part of the workshop will be modelling and doing several common EPI activities that can be used with little preparation in any language classroom and can be adapted to teach a variety of target language. Activities planned are “Sentence Stealers”, “Faulty Echo”, “Delayed Copying”, “Sentence Chaos”, “Lie-detector”, “Post-it Hunt”, and “Sentence Race”

[OPTION 2] Rethinking Classroom Activities Using the Four Strands (JOHN SYQUIA)

Language skills have been traditionally conceptualized as listening, speaking, reading, and writing. However, such an approach has limitations because skills are rarely used in isolation (e.g., people rarely speak without listening), and other areas such as grammar and vocabulary do not fit neatly into those four categories. An alternative is to rethink classroom activities using the four strands approach (Nation, 2013). The four strands are: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Spending roughly 25% of class time on each strand can help learners to become well-balanced language users.

[OPTION 3] Student-student Interaction Patterns in Conversation (STEPHEN MCNAMARA)

Teachers often employ initiation-response-feedback (IRF) patterns in classroom instruction, modeling an important academic dialogue. However, informal interaction patterns between students are often overlooked, and when students are faced with less-structured conversational activities IRF is not always appropriate for their use, and neither are the patterned speech structures taught in more formal sections of the curriculum (for example, the rhetorical patterns taught in presentation). This session will introduce a basic student-student interaction pattern used in less-structured sections of a lesson. This pattern can be made transparent to students and scaled to meet the needs of students of varying abilities. The session will conclude with a hands-on practice session, where participants will employ these patterns in their own conversations.

Tuesday Session 3

[OPTION 1] Thinking Moves & Thinking Routines (CRAIG MERTENS)

Participants will be introduced to the multiple ways we think known as thinking moves. Based on these moves, sets of questions, known as thinking routines, have been constructed to help scaffold student thinking when encountering a problem, issue, or task. After this brief introduction, participants work with each other to use the routines or even create their own in lesson plans.

[OPTION 2] Asynchronous Online Discussion for the Language Class (JACQUES HARDY)

Online discussions can take many forms, from simple blog posts with comment exchanges to in-depth, threaded discussions of course content. Asynchronous discussions offer students the benefit of more time to think, reflect, and construct utterances and arguments than face to face conversation. Students can develop both conversational and formal written language, build relationships, and gain confidence in expressing their opinions. This session will demonstrate ways to employ online discussion for improving students' ability to use English for both academic and social purposes. We will explore ways in which the activity can be

adapted for different objectives, proficiency levels, and platforms to build on in-class learning.

[OPTION 3] Using Kahoot! for Interactive and Engaging Lesson Review Activities **(LEON TOWNSEND-NAKAI)**

Kahoot! is an engaging interactive platform that has become a popular tool for reviewing lesson materials in the classroom. It is especially useful for reinforcing and practicing key concepts, vocabulary, and facts in a fun and enjoyable way. Kahoot! can be used as part of a structured lesson plan or as a standalone activity to engage students and promote active learning. This session will demonstrate how Kahoot! can be used to review and reinforce important concepts, vocabulary, and grammar. Teachers will have the opportunity to practice creating Kahoot! activities and discuss their potential benefits, drawbacks, and applicability to their unique teaching contexts. By the end of the session, teachers will have new ideas for incorporating Kahoot! into their teaching practice to make lessons more engaging and interactive.

THE SECOND DAY

August 2

Wednesday Session 1

[OPTION 1] Vocabulary Knowledge **(JOHN SYQUIA)**

Lexical knowledge is at the heart of all language skills. For example, it is difficult to converse effectively without an adequate vocabulary, and a challenge to write one's thoughts without knowing appropriate words. However, what does it mean to know a word? This question is quite complex, and this workshop will describe the many different aspects of word knowledge (Nation, 2013). In addition, different approaches to learning vocabulary will be explored.

[OPTION 2] CLIL for the Classroom **(STEPHEN MCNAMARA)**

All teachers are language teachers. Language proficiency is central to learning content in every part of the curriculum, and internationally, this content learning is increasingly occurring in English. Content and Language Integrated Learning (CLIL) pedagogy, the idea that content and language are better

learned concurrently, is a staple philosophy in European schools and universities, and is rapidly expanding thought Japan and other parts of the world. This session will introduce the guiding principles of CLIL pedagogy, then demonstrate how these can actually function in your classroom in a series of activities.

[OPTION 3] Self-Access Center Tasks **(CRAIG MERTENS)**

Participants will learn what self access centers are, and we will focus on two tasks, one based on works of art and another based on music videos. These tasks can work inside the classroom or outside as a homework assignment. Tasks use a series of thinking routines to help students express their opinions and form questions. Participants will perform the tasks and also be instructed how to check them.

Wednesday Session 2

[OPTION 1] Using Art and Art History in the Language Classroom **(MICHAEL WILKINS)**

This workshop will explore the use of art and art history as a means of teaching languages. Participants will learn how to incorporate visual materials and cultural content into language instruction, and how to effectively design language learning activities that involve analysis of art and cultural artifacts. The workshop will provide examples of successful art-based language learning activities, and guide participants in the development of their own creative and engaging lessons. By the end of the workshop, participants will have gained the skills and knowledge necessary to incorporate art and art history into their language teaching practice.

[OPTION 2] 10 Minute Preparation: 60 Minute Lesson **(STEPHEN MCNAMARA)**

This session introduces a preparation technique for meaningfully filling empty spots in your teaching schedule. The session will introduce a website, ello.org, developed by veteran EFL educator Todd Beuckens, to show how the natural speech samples found here can be quickly adapted to personalize and differentiate an output-focused lesson. The skills themselves are speaking focused and included integrated vocabulary and scaffolded listening tasks. The

second half of this session will have participants developing their own lessons based on these techniques, and ready to deploy a meaningful learning experience with minimal preparation.

[OPTION 3] Video Presentation & Peer Review on Google Classroom **(CRAIG MERTENS)**

Participants will be introduced to a 5 stage presentation based on TED Talks public speaking book. With this presentation model, we will look at how to set up the assignment in Google Classroom. In addition, we will see examples of a rubric in Google Forms and how to check student scoring in Google Forms. With these examples, participants can decide how to set up presentations in their own classes.

Wednesday Session 3

Group Reflection and Demonstration Lesson Preparation 1

In this workshop, participants will be given the chance to plan their lesson presentation with the rest of their group while there are other teachers there to help and advice. These lessons will be presented to everyone on Friday.

THE THIRD DAY

August 3

Thursday Session 1

[OPTION 1] Applying Insights from Pragmatics and Conversation Analysis to the Language Classroom **(JOHN SYQUIA)**

Pragmatics (語用論) is the study of how contextual factors affect our language choices. Conversation Analysis (CA) is not a field of study, but a research approach that seek to describe how language is actually used in conversation. By showing students how language is used for real communication, teachers can show how textbooks often do not reflect real-life communication. Although research from these areas could most benefit advanced learners, beginning learners can improve their communicative abilities by learning expressions to accomplish different actions.

[OPTION 2] Quizlet in and out of class for vocabulary learning (JACQUES HARDY)

Quizlet is a popular online tool for the study of concepts, facts, and terms, which makes it of particular benefit for learning vocabulary in foreign language classes. It can be used in a structured and systematic way for teaching vocabulary to a whole class together or as part of a self-guided study program tailored to individual students. This session will demonstrate how Quizlet can be used in an English class to promote learning of the Academic Word List and New General Service List. Teachers will have an opportunity to practice activities for in-class and out-of-class vocabulary learning with Quizlet, discuss its benefits, drawbacks, and applicability to their unique contexts, and find creative ways to incorporate it into their teaching practice.

[OPTION 3] Integrating Self-Assessment into the Language Learning Curriculum (LEON TOWNSEND-NAKAI)

Self-assessment is an essential component of a successful language learning, as it encourages learners to take ownership of their progress and identify areas for improvement. By incorporating self-assessment activities into the curriculum, learners can reflect on their language abilities and set goals for their learning journey. This session will demonstrate how to integrate self-assessment into the language learning curriculum in a meaningful and effective way. Teachers will learn how to create self-assessment tools such as checklists, rubrics, and surveys, and how to use them to guide student learning. Additionally, teachers will have the opportunity to discuss the benefits and challenges of self-assessment and share ideas for how to tailor self-assessment activities to meet the needs of their learners.

Thursday Session 2

[OPTION 1] Introduction to Using Portfolios in the Language Classroom (MICHAEL WILKINS)

This workshop introduces using portfolios as an assessment tool in the language classroom. Participants will learn how to design and implement a portfolio-based assessment system that aligns with their language teaching goals and objectives. They will explore different types of portfolios, examine best practices for creating and maintaining portfolios, and discuss how to provide effective feedback to students. Through

looking at example portfolios and discussions, participants will leave with a better understanding of the benefits and challenges of using portfolios in the language classroom and how to integrate them into their teaching practice.

[OPTION 2] Balancing product and process in group presentations (JACQUES HARDY)

While students often have an opportunity to give group presentations or performances in English class, problems such as conflict and free-riding may make the process stressful for the group's members. In addition, teachers and students themselves often focus on the product of the collaborative effort, undervaluing the process—the use of English to accomplish the task. Requesting, thanking, offering, clarifying, disagreeing, and are all aspects of collaboration that rarely figure into the final assessment. This session will explore strategies for structuring group projects in ways that both increase accountability of group members and encourage and reward the use of English for collaboration.

[OPTION 3] Teaching L2 Listening (LEON TOWNSEND-NAKAI)

Listening is a critical component of successful second language acquisition, yet it is often overlooked as a skill that needs to be specifically taught. This session aims to demonstrate the importance of a principled approach to teaching listening skills to enhance learners' L2 listening ability. The goal is to equip teachers with practical strategies for teaching L2 listening effectively. Participants will gain insights into the key principles of L2 listening instruction, such as selecting appropriate listening materials, creating pre-listening, while-listening, and post-listening tasks. We will also explore various listening activities, including dictation, note-taking, and summarizing, and discuss their benefits. By the end of the session, teachers will have a deeper understanding of L2 listening, as well as a repertoire of new ideas and strategies to incorporate into their listening lessons.

Thursday Session 3

Group Reflection and Demonstration Lesson Preparation 2

THE FINAL DAY

August 4

Friday Session 1

Participant Demonstration Lessons1

In this workshop participants will display elements from the lesson plan they have made based on the various workshops and presentations throughout the week.

Friday Session 2

Participant Demonstration Lessons2

Friday Session 3

Completion Ceremony



Summer Seminar for English Teachers

Kwansei Gakuin University

Aug 1– Aug 4, 2023

Teacher's Introduction

CRAIG MERTENS

Craig Mertens is a lecturer at the Language Center at Kwansei Gakuin University. After graduating from the University of Pittsburgh with a B.A. in Art History in 1999, he came to Japan. His work experience ranges from teaching toddlers to senior citizens and working at kindergartens to businesses and factories. In 2010, he received an M.S.Ed. in TESOL from Temple University in Osaka, Japan. From then, he focused on teaching university students at universities like Mukogawa, Konan, Kobe and Kwansei Gakuin. His academic research interests include thinking routines, online learning applications, intercultural learning, fluency, and material design. In his free time, he enjoys camping, playing outdoor sports, and working on art projects for gallery exhibitions.



JOHN SEQUIA

My name is John Syquia and I'm originally from Los Angeles, California, in the United States. I've been teaching for over 15 years, and have been living in Japan since 2009. My professional interests are speaking and listening, writing, and pragmatics (語用論).



MICHAEL WILKINS

Hello everyone. My name is Michael Wilkins. I'm from Victoria, Canada. I have been teaching English in Japan since 1997. My areas of interest are speaking fluency, learner autonomy, and using tech to support language learning.



LEON TOWNSEND-NAKAI

Hi everyone. My name is Leon Townsend-Nakai. I'm from Coventry, England. I have been living in Japan and teaching English since 2002. I have been a teacher at Kwansei Gakuin University for three years, but this is my first year working in the Language Center. My areas of interest are teaching listening, learner autonomy, and learner motivation.



STEVE MCNAMARA

Hi! I'm Steve McNamara, from Sydney, Australia. I'm a new teacher at Kwansei, but have been teaching in Japan for about 20 years. I'm interested in CLIL lesson planning techniques, especially in speech, and my studies are focused on CLIL in European and Japanese education. I'm looking forward to meeting you!



JACQUES HARDY

My name is Jacques Hardy. I'm from Austin, Texas, in the United States. I've been teaching English as a second/foreign language for 20 years in the USA, Taipei, and Japan. I've lived in Japan since 2012. I am most interested in teaching speaking and writing, with a focus on group discussion and collaborative work.

