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。

⑴ 希望順位の変更は原則認められません。
⑴ 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。

- **Tuesday, July 29, Session 2**
- **Tuesday, July 29, Session 3**
- **Wednesday, July 30, Session 1**
- **Wednesday, July 30, Session 2**
- **Wednesday, July 30, Session 3**
- **Thursday, July 31, Session 1**

各プログラム概要
最終ページに教員紹介

THE FIRST DAY
July 29

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】 **Using AI in Language Teaching (LEON TOWNSEND-NAKAI)**
In this workshop, teachers will explore the potential of generative AI, such as ChatGPT, to speed up lesson planning and materials creation. With the ever-increasing demands on teachers' time, AI technology can offer help teachers save time and energy in lesson preparation. Participants will engage in discussions to identify specific areas where they wish to streamline their lesson preparation. The workshop will then introduce ways in which AI-powered tools can, for example, create level-specific materials or design practice activities. Through discussing and exploring the specific needs of teachers we will discover how AI has the potential to improve how teachers plan and prepare for their classes. Device Needed.

【OPTION 2】 **COIL: What, How, and Why? (OANA CUSEN)**
Collaborative Online International Learning (COIL) is defined by the State University of New York, where it was first developed around 20 years ago, as an approach that allows students and teachers in different countries to work together on collaborative projects as part of their curriculum. This session will introduce the overall structure of COIL projects and share a number of COIL project ideas. The extensive benefits of COIL for students will be discussed, and finally some tips on how to successfully implement COIL in the

participants' teaching contexts will be provided. Device Needed.

【OPTION 3】 **Collaborative Classroom Tasks for Developing Literacy Skills (SHANNON MIYAMOTO)**
This session will introduce a variety of communicative and collaborative classroom activities that focus on literacy skills development. Tasks including "CROW Character Bios" and "Picture Plotting" encourage higher order thinking, character and plot analysis, and the use of target vocabulary. They can be applied in conjunction with reading and writing courses to enhance learner awareness of literary conventions and improve literacy skills.

Tuesday Session 3

【OPTION 1】 **Stealing Natural English for Speaking and Writing(HARLAN KELLEM)**
Incorporating vocabulary and phrases from a variety of online sources is one way to improve students' use of natural English. For speaking, students can mimic native speaker pronunciation and fluent speech. This activity involves students recording their voices on their phone or tablet to play for classmates. For writing, students can incorporate vocabulary and elements of writing style (punctuation or grammar use) into their own writing. Participants in this workshop will do two activities to experience stealing natural writing and speaking styles. Device Needed

【OPTION 2】 **Warm Up and Reflection Activities (OANA CUSEN)**
The beginning and the end of an English lesson are crucial for students' learning, as all teachers are well aware. Effective warm-up activities can help learners not only focus on the upcoming content of the lesson, but also activate background knowledge, or retrieve previously learned content. In the same way, short reflection activities at the end of a lesson can solidify what has been learned and prepare students for the next lessons. Just as important as the learning outcomes of warm-up and reflection are the emotional effects that these activities can have on students. This session will introduce motivating warm-up and reflection activities, and also

encourage participants to share their own activities and learn from each other.

【OPTION 3】 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.

THE SECOND DAY
July 30

Wednesday Session 1

【OPTION 1】 Speaking Fluency Activities for Language Learners(LEON TOWNSEND-NAKAI)

This seminar focuses on practical techniques to boost speaking fluency among language learners. Many language learners include the develoment of speaking fluency as a desired language learning goal upon starting university language classes. We will explore a range of interactive activities, including free conversation and the "4/3/2" fluency exercise, designed to improve speaking speed and build confidence. We will examine the principles of fluency building activities and learn how to adapt these activities for learners at various proficiency levels, ensuring inclusivity and engagement for all. This session will equip educators with practical tools to build speaking fluency in their language learners.

【OPTION 2】 Using Vocabulary Cards, Notebooks, and 4-squares(HARLAN KELLEM)

How do we get students to USE new or key vocabulary? These three practical ways to make materials and practice vocabulary are beneficial for both independent study and interactive class activities. The following studying techniques will be introduced:

(1) word cards, (2) word notebooks, and (3) word 4-square. All the activities require students to make the materials themselves, as the first step in vocabulary study. Typically, new or key words are drawn from textbook or other reading materials. Finally, various classroom activities such as quizzing a partner, BINGO, and student discussion will be introduced and demonstrated.

【OPTION 3】 Autonomy-supportive Teaching Practices: What, Why, and How(CURTIS EDLIN)

Though autonomy is sometimes conceptualized in different ways in language learning, one of the most clear and helpful ways to consider autonomy in our classeses is through a psychological lens. Drawing from over 45 years of robust research from Self-Determination Theory, we can get a very clear picture of what psychological autonomy is and how it helps to improve student motivation and learning outcomes. Higher levels of autonomy are correlated with greater levels of and longer-sustained motivation, improved attention, improved learning and recall, and even lower stress and improved well-being. I will explicitly highlight ways to make materials, classes, and interactions more autonomy-supportive, with examples.

Wednesday Session 2

【OPTION 1】 Engaging 10-Minute Activities to Fill and Energize Class Time (LEON TOWNSEND-NAKAI)

This practical workshop is designed to help teachers make the most of short periods of class time through quick, effective activities. Whether it's to re-energize students, review material, or bridge between lessons, having a set of reliable 10-minute activities can make classroom management smoother and learning more engaging. Participants will explore key principles for designing and selecting effective filler activities and share their own favorite ideas. This session offers both practical advice and a space for collaboration to help teachers build a toolkit of quick, meaningful activities they can use anytime.

【OPTION 2】 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 3】 Motivating Students Through Goal Setting Theory(SHANNON MIYAMOTO)

Motivating students is a primary goal of every teacher. These days, however, students are under immense pressure to balance their studies, sports, club activities, time with friends and family, and hobbies - and can feel burnout easily. With so many obligations vying for their attention, staying motivated to learn English can become frustrating. This presentation will discuss how introducing and practicing goal setting theory via "SMART goals" can help students channel intrinsic motivation, envisioning a future where they are a confident English speaker. With SMART goals, students can visualize their personal goals and plan the steps they need to follow to achieve their objectives.

Wednesday Session 3

【OPTION 1】 Theater and Performing Arts in the Language Classroom (SHANNON MIYAMOTO)

Many students feel shy and uncomfortable speaking English in the classroom. One way to lower speaking anxiety may be to incorporate fun and engaging tasks taken from theater and performing arts. These activities can be used to focus on accurate pronunciation, developing speaking, presentation, and literacy skills skills, increasing confidence and speaking fluency, and learning new target language in English. By playing a new character, students may

feel less nervous speaking in front of others. And the game-like nature of the activities may be more approachable for shy, less confident students to engage in and enjoy.

【OPTION 2】 Autonomous Self-study for Class Discussion(HARLAN KELLEM)

Finding and choosing their own learning material helps students gain a degree of autonomy and personal responsibility for learning. This workshop will introduce one simple way to have students read simplified news articles from the website "Breaking News English." The written practice includes skills such as summarizing, finding and applying themes, and writing discussion questions. After reading an article they choose themselves, students complete a handout. Finally, they lead a group discussion with classmates, relating the themes found in their article to their own knowledge and experience. The activity could also be used for other sources such as online graded readers, or listening materials. Device Needed

【OPTION 3】 Teaching Prosody--Helpful Tips! (CURTIS EDLIN)

Prosody is the sound system of a language. It concerns not only explicit pronunciation, but also the pitch and stress used that create a structure and the spoken grammars for our language. In this presentation, we will explore ideas and techniques for teaching different levels of prosody to learners of basic, intermediate, and advanced levels of English, including teaching troublesome sounds for Japanese learners and how to practice them, marking and delivering stress and pitch (spoken grammars), and how to use written materials as a support for practicing spoken delivery. Developing these skills can help English learners to feel more accurate and more confident, and it also gives them a way to improve some of their spoken skills even without a partner present.

THE THIRD DAY
July 31

Thursday Session 1

【OPTION 1】 Practice and Skill Development (CURTIS EDLIN)

Development of all skills can be considered to happen through four fairly distinct stages: Unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence. Importantly, the primary activities to move between these stages are distinct. Moving from the first to second stages is the focus of awareness-raising (including needs analysis); between stages 2 and 3 is the realm of study; and from stages 3 to 4 (developing knowledge into skill) requires practice. We will see why this is, see examples of how each of these can be supported across the four skills, and discuss how we might be able to apply these in our individual contexts. Special attention will be paid to the gap between stages 3 and 4, regarding quality practice required for moving from knowledge to skill.

【OPTION 2】 Using YouTube and Video in the EFL Classroom (MICHAEL WILKINS)

Although in the past the use of video in the classroom was often discouraged and dismissed as frivolous, with the increase of access to ICT resources it has become more popular in schools at various levels. The internet has a wealth of useful videos that can teach culture, content knowledge, and accents, in addition to basic language knowlege and skills. This workshop will look at various sources of videos and video clips for use in the classroom and then look at activities that can be adapted to various video resources. Finally participants will try some basic activities that they can adapt for their own students. Device Needed.

【OPTION 3】 Incorporating Project Based Learning and Teaching (PBLT) in the curriculum (OANA CUSEN)

PBLT provides the means for shifting the focus from learning English to learning in English, and thus to using it in a meaningful way, to accomplish various tasks. This session will introduce the principles of PBLT as a teaching approach, as well as a series of short projects which can be adapted for students of any age. The rationale for sequencing the tasks that make up a project will be discussed, and practical tips for implementing PBLT in the language classroom will also be presented. Participants will be invited to consider how they can use PBLT in their own teaching context.

Thursday Session 2

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.

Thursday Session 3

Group Reflection and Demonstration Lesson Preparation 2

THE FINAL DAY
August 1

Friday Session 1

Group Reflection and Demonstration Lesson Preparation 3

Friday Session 2

Participant Demonstration Lessons
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 3

Completion Ceremony

Teacher's Introduction

MICHAEL WILKINS

Hello everyone. My name is Michael Wilkins. I'm originally from Victoria, British Columbia, Canada but I have been living in Kobe for about 25 years. I studied history for my undergraduate degree and received an MS Ed. in TESOL from Temple University Japan. I was a social worker for a decade before I moved to Japan to work as an English teacher. My areas of teaching and research interest are speaking and writing fluency development, Computer Assisted Lanugage Learning, and Project-based teaching.

HARLAN KELLEM

Hello, my name is Harlan Kellem. I am from South Dakota, in the US. I first worked in Osaka city schools as an ALT on the JET Program. I have been teaching EFL at university for about 15 years now. I enjoy reading and making homemade bread. I have an MS Ed in TESOL and an EdD in higher education. I research internationalization of education, education psychology, and applications of stories in teaching English.

CURTIS EDLIN

Hi, everyone. My name is Curtis Edlin and I am from Washington State in the USA. I first moved to Japan in 2007. I graduated from SIT Graduate Institute with an MATESOL degree in 2010 and then moved back to Japan again that year. My teaching interests and research background concern autonomy, motivation, skill development, and performance. I am also interested in prosody and sound systems in language, including pronunciation and spoken grammars that rely on pitch and stress. Outside of work, I enjoy exercise, reading, and occasionally drawing.
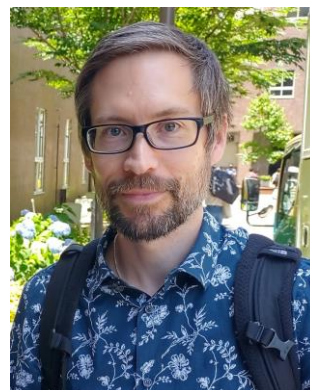
LEON TOWNSEND-NAKAI

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 teaching at the Language Center for just over a year. I studied film, media and cultural studies at undergraduate followed by a MA in TESOL from the University of Birmingham, UK. My research interests include teaching listening, learner autonomy, use of AI in teaching and vocabulary learning.

SHANNON MIYAMOTO

Hello, my name is Shannon Miyamoto. I am from California in the United States and have been working in Japan since 2015. My background is in performing arts, and I studied literature and film in my undergraduate in California, before pursuing a masters in TESOL at Temple University Japan. My teaching interests include academic and creative writing, incorporating theater and the arts into education, and learner engagement. Outside of teaching, I love to bake and read historical fiction.

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OANA CUSEN

Hello everyone. My name is Oana Cusen and I am originally from Romania, but I have lived in Japan for the last 23 years. I completed my undergraduate program at Hiroshima University, where I majored in linguistics, and my MA program at Ritsumeikan University, where I specialized in sociolinguistics and language education. My research interests include Project Based Learning and Teaching (PBLT) and Collaborative Online International Learning (COIL), and I am excited to share a little about these two teaching approaches with you.