

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。

- Tuesday, July 28, Session 2
- Tuesday, July 28, Session 3
- Wednesday, July 29, Session 1
- Wednesday, July 29, Session 2
- Wednesday, July 29, Session 3
- Thursday, July 30, Session 1

各プログラム概要
最終ページに教員紹介

THE FIRST DAY

July 28

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】 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 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, digital word cards, various

classroom activities such as quizzing a partner, BINGO, and student discussion will be introduced.

【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 classes 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.

Tuesday Session 3

【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] Making Grammar Fun! **(MELISSA HAMILTON)**

In this session we will do a variety of activities that not only make English grammar class more fun but show students why it is so important. Participants will get to experience these activities from the perspective of their students (and hopefully have fun)! They will also have time to discuss, brainstorm, and share ideas of how they can do the same or similar activities in their own classes.

[OPTION 3] Using SMART goals to achieve language goals **(KATE PIATKOWSKI)**

In this session, we will cover how to make a proper language goal using the SMART method. When students create their own realistic goals, they can end the year with a sense of accomplishment. By creating small, achievable steps, they can see how their goals come to fruition. Teachers will practice making their own goals in this session to get a taste of what their students can do!

THE SECOND DAY

July 29

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 development 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] Memory Training Techniques **(HARLAN KELLEME)**

For all language learners, the one skill that is constantly needed is memory. We have to memorize vocabulary, grammatical patterns, cultural concepts, etc. This workshop will allow participants to experience two science-based techniques for training strong memories: active recall and distributed learning. Also, by using video as a source, learners can connect visual and audio input to language. In this workshop, the instructor will provide materials for one short video activity, then as time allows, participants will work on their own to practice the two techniques again. This activity works best when all participants have their own device and earphones.

★Device Needed

[OPTION 3] 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.

Wednesday 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] Working with ALTs: The Good, The Bad, and The Helpful **(MELISSA HAMILTON)**

In this session the speaker will share the perspectives of current and former ALTs (Assistant Language Teachers). Good and bad experiences co-teaching with JTEs (Japanese Teachers of English) will be introduced and discussed by participants. While some helpful suggestions on how to fix or avoid bad experiences will be offered by the presenter, participants are strongly encouraged to brainstorm, suggest, and give feedback on ways they can improve co-teaching in their context.

[OPTION 3] Cooking with Language **(KATE PIATKOWSKI)**

Food brings all sorts of people together, and is a great way to learn about different cultures! In this session, we will use an English cooking class as a way to learn demonstration language and a way to learn more about your ALT! This idea is a two-part lesson. We start with a cooking class with the help of your ALT giving a demonstration. Then, students will create their own recipes and present as their own demonstration in class. In this session we will go over the activity and practice giving a quick demonstrations in English!

Wednesday Session 3

[OPTION 1] Acting For Presentations **(MELISSA HAMILTON)**

In this session we will talk about and practice activities and ideas to help students give confident and engaging performances... I mean presentations!

By using acting skills and ideas teachers will have another tool to help students give confident presentations in front of others. This is especially helpful for shy and nervous students.

[OPTION 2] Left over time? Use fillers!
(KATE PIATKOWSKI)

In this session, we will go over a variety of practical and no to low prep filler activities. These are always helpful if you have leftover time in class. These activities will be adaptable to a variety of lesson topics, and hopefully lots of fun!

[OPTION 3] Using 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 digital 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 knowledge 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

THE THIRD DAY

July 30

Thursday Session 1

[OPTION 1] Understanding and Discussing Stories and Short Silent Films
(HARLAN KELLEM)

Everybody loves stories! This workshop introduces a template for making language- and content-learning activities with various stories, especially short silent-films found on YouTube. Students first list the 6 parts of a story, following the traditional story structure. This includes the (1) beginning, (2) inciting incident, (3) rising action, (4) climax, (5) falling action, and (6) ending. After the plot is understood, students find the main themes and moral of the story. Next, discussion

questions about the topics are written. In the end, students discuss the themes of the story, relating them to their own experiences and knowledge.

★Device Needed

[OPTION 2] 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.

[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.

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

July 31

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 Language Learning, and Project-based teaching.

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.

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 20 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.

MELISSA HAMILTON



Hi everyone. My name is Melissa Hamilton. I'm from Hamilton, Ontario, Canada. I have been living in Japan and teaching English since 2011. I have been teaching at the Language Center for a couple of years. I studied pharmacy, global health, and TESOL in both Canada and the UK. My teaching and research interests focus on phenomenological experiences and critical thinking.

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.

KATE PIATKOWSKI



Hello, my name is Kate Piatkowski and I'm from Toronto, Ontario, Canada. I used to be an ALT in Asago city, Hyogo, but now I am working in the higher education sector. I've been teaching English since 2015 and moved to Japan in 2018. I completed my M.Ed with the University of Ottawa, where I found my research interests in social and emotional learning and teacher and student well-being. Outside of work I like to bake, read, and do ballet. I also used to practice naginata.