

THE FIRST DAY

July 30

Tuesday Session 1

Seminar Overview & Introductions (STUART CUNNINGHAM)

This section will introduce the course and each topic with a brief explanation of what they are about so as to help participants decide which workshops to attend. 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] A Task Based Approach to Teaching (JACK PUDELEK)

A task-based approach to teaching means basing the lesson around the completion of a central task develops the cognitive and communicative skills of the learners. The focus is put primarily on the meaning of language to achieve some goal and therefore can be extremely motivating for learners. Learners must comprehend, interpret, adapt, produce and revise in the target language in order to complete the task. Tasks follow set stages including pre-task, task, planning, reporting, analysis and practice. This workshop will provide you with the framework for some task-based lessons, which hopefully you can use in your teaching contexts. It will also clearly explain how to design and conduct each stage necessary and hopefully give you the necessary tools to develop your own TBL classes in the future.

[OPTION 2] Using Music to Teach English (DANIEL ANDRZEJEWSKI)

We will learn how to use English songs not only as a listening exercise, but to teach pronunciation, grammar, natural phrases and idioms. Using music can be an opportunity to teach culture and reading or listening comprehension. Learn a new tool to increase student interest and motivation through studying English through cultural materials intended for native speakers.

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。

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

各プログラム概要
最終ページに教員紹介



Summer Seminar for English Teachers
Kwansei Gakuin University
July 30– Aug 2, 2019

[OPTION 3] Using Fables and Short Stories in the Classroom (TIM DOWLING)

Fiction is interesting and motivating and can be utilized in language learning in a variety of ways: reading, writing, speaking, listening, grammar, role-play, and discussion. In this session we will discuss how we can use fables and short stories in the classroom to teach a variety of these. Through discussions teachers can share their personal experiences and gain ideas and ways of incorporating activities into their own teaching situations. Through this dialogue it is hoped that teachers can more effectively incorporate fiction in their classes to develop their students' English skills.

Tuesday Session 3

[OPTION 1] Dictogloss : Simple and Flexible Activities (STUART CUNNINGHAM)

Dictogloss is a simple and yet effective way to help students listen for meaning, as opposed to accuracy. Dictogloss is the process whereby a teacher reads out a short passage and students work in small groups to reconstruct the meaning of the passage, without necessarily needing to focus on the exact same words used in the target text. This approach is popular in Europe and is very flexible and involves a small amount of preparation. It also allows the students to work in groups.

[OPTION 2] Multi-Senses Learning (MARY J.CHANG)

Memory is tied to more than visual input. Have you ever smelled perfume or something cooking and instantly remembered the first time you smelt that scent or had that food? In this seminar, participants will learn how to create activities to take advantage of all of the senses (seeing, listening, touch, and movement) and to aid memory and learning.

[OPTION 3] Using Cards for Group Activities (BARRY CONDON)

"Put away your textbooks!" can be music to students' ears. This session will explore using cards as a way to focus students' attention and improve participation in speaking activities. Several types of activities will be suggested that can be used in any classroom environment and can be prepared with ease. Each activity has been designed to engage students in meaningful practice while maximizing speaking time.

THE SECOND DAY

July 31

Wednesday Session 1

[OPTION 1] Adapting Textbook Materials to Assist with Reading Speed and Learning Vocabulary (MARY J.CHANG)

Sometimes teachers only have access to the assigned textbook or reading materials from their institutions. In this case, it is possible to adapt some of these materials to encourage students to improve their skimming, scanning, and inferencing skills and thus their overall reading fluency. Through some simple steps, students can become faster and better readers. In this presentation, participants will have a chance to see and practice this technique as well as discuss how to use these re-formatted materials to improve other study skills such as for standardized test preparation.

[OPTION 2] Sentence Mining (BARRY CONDON)

This session will focus on how grammar, vocabulary and fluency can be improved by sentence mining — taking short sentences from a variety of sources for self or group practice. When practicing by themselves, students will be able to identify and work on vocabulary gaps and grammar weaknesses. When used as a group or pair-work activity, students will have opportunities to discuss language points and to learn from each other.

[OPTION 3] Teaching Conversation (STUART CUNNINGHAM)

Sometimes, getting students to talk can be difficult. However, there are some very simple activities that can be recycled that help students to talk. There are also some basic ideas from the theory of conversation that can provide insight into how conversation works, and what has gone wrong when it is not working. This presentation will look at a mixture of simple activities and how they interact with the theory. Furthermore, there will be no handouts because each activity requires nothing more from the teacher than a whiteboard marker (or chalk).

Wednesday Session 2

[OPTION 1] Using Group and Team Work to Encourage Vocabulary Review and Writing Skills (MARY J.CHANG)

Finding activities to motivate students and to encourage them to learn new vocabulary can be challenging. It's possible to structure classes into groups so they compete with each other to learn and review with each other. In this workshop, participants will be able to experience interactive language review through games and reflective activities.

[OPTION 2] Using Video in the Classroom (JACK PUDELEK)

Videos can be an excellent resource for stimulating language learners if incorporated successfully into a lesson plan. Learners are provided with audio and visual stimulus, which can help them making lasting connections between the form and meaning of the language. Several different activities and strategies exist that can be used to make the most of videos as a beneficial tool for language learning. This workshop will share some ideas, which can be immediately used in your language classes and help you to devise your own video based activities in the future.

[OPTION 3] Encouraging Communication through Business Simulations (DANIEL ANDRZEJEWSKI)

Teachers will learn how to implement a task-based project that is a business simulation. Students work together in groups to brainstorm, evaluate ideas, and create a product. Other stages include conducting research on the product and finally creating a commercial. Help students to use a variety of communication skills and grammar through real-life business simulations.

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 1

Thursday Session 1

[OPTION 1] Raising Awareness of Discourse Structure (STUART CUNNINGHAM)

Language interaction has reoccurring patterns. These patterns might be in stories, they might be in how we talk about solving problems, or they might be just describing how to make a cup of tea. These reoccurring patterns are discourse structures. By making our students aware of the basic discourse structures, we can provide them with support for their language production and help them with their reading.

[OPTION 2] Combining English Language Teaching with Social and Environmental Education. (JACK PUDELEK)

As environmental and social concerns become more and more relevant to younger generations, it seems an obvious choice as content for discussion within the classroom, where it can be employed as engaging input in several mediums such as reading, listening or audio visual texts. It can also be the topic for activities, tasks and ongoing projects for students to complete with a goal of improving their language ability and at the same time increasing their awareness of ongoing global environmental and social issues. This workshop will provide lots of ways to effectively incorporate social and environmental education in the language classroom and help you to consider your own ideas for how to use it as an invaluable strategy to enhance the learning environment in your teaching situation.

[OPTION 3] Enhancing Students' Listening Skills (TIM DOWLING)

Listening is often considered to be a passive skill. This ignores the activity required by listeners to process a stream of sound to make sense of it. The aim of this session is to explore ways to apply this insight to the classes we teach. We will discuss why, when, and how we use listening in the classroom. An important question is "When teaching, are we really teaching the skill of listening to our students or only using listening as a way to reinforce language learning?" It is

hoped that through this shared workshop participants can gain ideas on how to effectively incorporate listening activities in their classrooms to enhance students' listening skills.

Thursday Session 2

[OPTION 1] Engaging Students through Video Presentations (BARRY CONDON)

Many students dread giving presentations. Giving them in a second language only adds to their discomfort. For the audience, listening to one speech after another can be draining. Teachers do not need to rely on the traditional presentation format, however. This session will explore how students can use their smartphones to create engaging, dynamic presentations that allow every student, from the shyest to the most outgoing, a way to express themselves confidently.

[OPTION 2] Role Plays: Speaking Activities for your Classroom (DANIEL ANDRZEJEWSKI)

Practice a variety of role-play activities you can implement in your classroom to teach different grammar points. We will also discuss how to create your own successful role-play activities by yourself or with your ALT. Role-play and drama can be a way to increase student interest and participation while putting to use the grammar and structures they are learning.

[OPTION 3] Debating and Critical Thinking (TIM DOWLING)

Students need to develop critical thinking skills in evaluating a wide range of arguments and world issues. They need to be able to present, support, and defend an opinion in addition to finding reasons to oppose a contrary viewpoint. The aim of this session is to explore how we can effectively introduce debating in our classrooms to enhance students' critical thinking and language skills. A model of debating will be outlined together with some debating strategies. Through this interaction it is hoped that participants will be more able to utilize debating in their classes.

Thursday Session 3

Group Reflection and Demonstration Lesson Preparation 2

THE FINAL DAY

August 2

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

Farewell Party



Teacher's Introduction

STUART CUNNINGHAM

I have been teaching English as a Foreign Language for twenty years. My first teaching experience was in Barcelona and then I moved to Nottingham to teach at an international school. However, the last 18 years have been in Japan, teaching in a number of diverse learning



environments, such as conversation schools, high schools, companies, and universities. This diverse background provided me the opportunity to acquire a wide range of approaches and ideas regarding language teaching. My main areas of research are in spoken language and epistemics.

BARRY CONDON

Barry Condon is a lecturer in the Language Center at Kwansai Gakuin University. Originally from Dublin, Ireland, Barry has been a teacher in the Kansai area of Japan for over ten years. He holds a Bachelor's degree in Civil Law from University College Dublin and an MA in Applied Linguistics from the University of Birmingham. He has conducted research into project-based learning, English for Specific Purposes (ESP) pedagogy and systemic linguistic analysis. He is currently researching the effect of using culturally familiar materials in the classroom.



TIM DOWLING

I have taught English for about 27 years in Japan, the UK, and Saudi Arabia in language schools, colleges and universities. My background is in philosophy and applied linguistics.

I am interested in the philosophy of language, linguistics and the sociocultural dimension in which language is used. I am pursuing my interest in Vygotsky's writings and their relevance to language education and also to teaching critical thinking.



JACK PUDELEK

Jack Pudelek has been teaching English in Japan for eight years in a variety of institutions including junior high school, vocational college and university. Until recently,

he has been based in the Kanto region teaching at universities in Kanagawa and Tokyo. He obtained an MEd. in TESOL and Applied Linguistics from Temple University Tokyo, Japan. His research focus lies in fields including inductive learning, narrow listening, task-based learning and content-based learning. Currently he is teaching introduction English classes to low proficiency learners, intensive (3 lessons per week) classes with a focus on interaction and building vocabulary and communicative ability and a content-based film studies class.



DANIEL ANDRZEJEWSKI

Daniel grew up in America and has taught English in Japan since 2000 after graduating from The Ohio State University with an M. Ed. in Social Studies Education. He has taught at a cram school, junior and senior high schools, business English schools, and most recently in universities. These include Kobe University, Mukogawa Women's University and Konan University. He enjoys teaching content on culture and society as part of ELT and recent research interests include the importance of teaching empathy as a part of language learning.



MARY J. CHANG

Mary Chang was born and raised in Arizona, USA and has been working and teaching ESL/EFL for more than 20 years. She received

her BAs in Foreign Languages at Arizona State University and her MA TESOL from Monterey Institute of International Studies in California. She has taught a range of students during her 9 years of teaching in Japan, with her most recent position teaching at the university level in Tokyo. Her research interests include Computer-Assisted Language Learning, project and task-based learning, as well as incorporating cultural observation skills to enhance learning.

