



Summer Seminar for English Teachers
Kwansei Gakuin University
Aug 2– Aug 5, 2022

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、2 つ、もしくは 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 2, Tuesday Session 2**
- **August 2, Tuesday Session 3**
- **August 3, Wednesday Session 1**
- **August 3, Wednesday Session 2**
- **August 4, Thursday Session 1**
- **August 4, Thursday Session 2**

各プログラム概要
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THE FIRST DAY

August 2

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 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] Teaching Conversation **(STUART CUNNINGHAM)**

Sometimes getting students to talk in a meaningful way can be challenging. Conversations can appear so chaotic that students may feel they are impossible to navigate with dignity. The truth is that many conversations follow a few basic organizational practices. Having explored these practices, many students will develop a sense of confidence in their speaking ability. This workshop will outline some of these organizational practices and show how they can easily be used to aid student fluency.

[OPTION 2] Conversation Strategies **(LYDIA EBERLY)**

Agreeing, disagreeing, asking for clarification, expressing hesitation—there are so many little conversational skills that can make a conversation flow more smoothly. While they come naturally to us in our native languages, when learning a foreign language, the absence of these little phrases can make conversing much more difficult. This workshop will focus on conversational strategies that our students can use at any level. We'll discuss useful categories of conversation strategies, ways to introduce them to students, and techniques for getting students to actually use them.

[OPTION 3] TED Talks and Presentation

Building (CRAIG MERTENS)

Participants will be introduced to the 5 stages of a successful presentation among other ideals that separates a TED Talk from other presentations. Participants will build their own presentation on a variety of topics using these ideas and along with using a rubric.

Tuesday Session 3

[OPTION 1] Dictogloss (STUART CUNNINGHAM)

Dictogloss is an activity that can be used to integrate the teaching of speaking, listening, reading, and writing. It requires only a small amount of preparation, and once an activity is created it can be reused every year. It is also an activity that fits in nicely with the Task-Based Learning approach to teaching. Student engagement is high as the task has a concrete outcome. Finally, dictogloss is an activity that fosters student interaction. This workshop will detail the basic theory of dictogloss before giving some examples and helping participants to create their own dictogloss activities.

[OPTION 2] Learning Phrasal Verbs through Conceptual Metaphors (LYDIA EBERLY)

Phrasal verbs, like “cheer up,” “bring up,” or “chew up,” can be tricky for learners of any level. By taking a cognitive linguistics approach and learning conceptual metaphors, such as “UP = COMPLETE” and “UP = MORE VISIBLE,” learners can understand why particular prepositions appear in phrasal verbs and learn how to use them and understand them more naturally. Empirical studies have shown that students taught using conceptual metaphors performed better than those using memorization alone—both for phrasal verbs that they studied beforehand, and for new phrasal verbs they encountered for the first time on the test. This workshop will introduce the concept of conceptual metaphors and how they can be used to help students learn phrasal verbs.

THE SECOND DAY

August 3

Wednesday Session 1

[OPTION 1] Discourse Structures (STUART CUNNINGHAM)

Discourse structures are commonly reoccurring patterns in spoken and written texts. Teaching students these patterns can help student fluency as the patterns can be used as scaffolding for speaking and writing activities. This workshop will look at some of the most common discourse structures and give examples of how they can be used in fluency-based activities.

[OPTION 2] Online/Mobile Flashcard Practice with Quizlet (OLIVER ROSE)

This workshop will introduce the features of Quizlet, an online/mobile flashcard site. It offers very easy-to-use and convenient functions for finding or making flashcards for words, phrases or sentences. There are various practice modes and games with which to study the flashcards. Quizlet can be used at school if access is available to PCs or mobile devices, or done as homework by students. Teachers can set up a ‘class’ group by which they can monitor student use and progress with assigned sets of flashcards.

[OPTION 3] Introduction to Thinking Routines (CRAIG MERTENS)

Participants will be introduced to the multiple ways we think and how to construct sets of questions known as thinking routines to help students dig deeper into the content and for teachers to see what students are thinking about the material.

Wednesday Session 2

[OPTION 1] What is TBL? (STUART CUNNINGHAM)

Arguably Task-based Learning (TBL) is the dominant approach to teaching and learning in a second language. Considered a genuinely learner-centered approach to teaching, TBL is also based upon well-researched language principles. As well as the clear benefits for the students, TBL also offers teachers a guiding principle for lesson plans and material development. This workshop will look at the basic structure of TBL and how teachers can integrate it into the everyday planning of their classroom practices.

[OPTION 2] Using Social Deduction Games to Promote Speaking (LYDIA EBERLY)

Social deduction games, such as “Werewolf” and “Among Us,” are games in which one or more players have some kind of secret goal. The players must work together to complete some tasks, but some players are secretly working against the others. And many students love these kinds of games. They’ll be so focused on solving the mystery that they won’t even notice that they’re using English. This workshop will introduce a variety of social deduction games that can be used in the classroom on their own as tasks to promote speaking or integrated into language-focused instruction to get students actually using the target language in the classroom.

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

Participants will be quickly briefed on what an access center is and shown 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. Participants will perform the tasks and also be instructed how to check them.

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 4

Thursday Session 1

[OPTION 1] L2 Writing **(STUART CUNNINGHAM)**

Writing in a second language is not simply a case of changing the vocabulary from the L1 to the target language. Each language has task relevant genres that are dependent upon context. This workshop will briefly outline some of the current theory on second language writing before looking at lesson planning, materials design and how to give feedback on writing tasks.

[OPTION 2] Three Enjoyable Board & Card Games for EFL Classes **(OLIVER ROSE)**

I will introduce the following games for use in EFL classes: Apples2Apples, Word Up, and Cat vs Chocolate. We will spend some time enjoying playing the actual games in groups to experience the rules, kinds of interaction and language used firsthand. We will also see how we can introduce the games smoothly, and teach useful phrases for use throughout the game. Lastly, we will discuss how these games can be adapted for use with different levels of students and types of content.

[OPTION 3] Debate at Any Level **(LYDIA EBERLY)**

Traditional debate requires a variety of high-level skills: quickly comprehending opponents' speeches, composing a logical counterargument, and delivering an eloquent reply. For many low-proficiency learners, debate seems to be far too challenging. This workshop will focus on ways to get even low-proficiency learners involved in debate. Through manipulating the debate format and providing learners with a scaffold upon which they can build their own arguments, even the least confident students can successfully make their case in a debate.

Thursday Session 2

[OPTION 1] Student Engagement Techniques **(STUART CUNNINGHAM)**

Why are some students motivated and others bored? This workshop looks at the theory behind student engagement and some of the techniques used to motivate students to remain engaged with the learning environment. Participants will be given many opportunities to discuss these issues and how to integrate these theories into classroom activities.

[OPTION 2] Discourse Intonation in Task-Based Learning **(LYDIA EBERLY)**

When it comes to successfully completing a task, what we say is important, but how we say it can also have a huge impact on whether we are understood. This workshop will focus on how we use intonation—pitch, stress, and rhythm—to make our meaning clear in discourse. We will discuss ways to build our students' awareness of intonation and encourage them to incorporate natural intonation contours into their speech.

Thursday Session 3

Group Reflection and Demonstration Lesson Preparation 2

THE FINAL DAY

August 5

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



Teacher's Introduction

STUART CUNNINGHAM

Originally from Northern Ireland, Stuart Cunningham has been teaching TESOL/TEFL since 1998 when he started in Barcelona. He has been teaching in Japan since 2001 and at KGU since 2010. His areas of interest are teaching speaking (especially epistemics) and teaching writing.



OLIVER ROSE

Originally from Australia, Oliver Rose has taught EFL in Japan for 20 years and holds an MEd from the University of Southern Queensland. His special interests are in TELL (Technology

Enhanced Language Learning) and materials design for intensive productive language practice.



LYDIA EBERLY

Lydia Eberly has been teaching in Japan for fifteen years: four years here at Kwansei Gakuin, and eleven years at junior and senior high schools. She has an MSED. in TESOL from Temple

University Japan, and her research interests include pronunciation, vocabulary, speaking and listening, extensive reading, and task-based learning.

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 seniors 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, building fluency. In his free time, he enjoys camping, playing outdoor sports, and working on art projects for gallery exhibitions.



**Kwansei Gakuin
Language Center**