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。

(!) 希望順位の変更は原則認められません。
(!) 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 30, Session 2**
- **Tuesday, July 30, Session 3**
- **Wednesday, July 31, Session 1**
- **Wednesday, July 31, Session 2**
- **Wednesday, July 31, Session 3**
- **Thursday, August 1, Session 1**

各プログラム概要
最終ページに教員紹介

THE FIRST DAY
July 30

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】 Making and Using Rubrics to Simplify Grading (LEON TOWNSEND-NAKAI)
This workshop aims to is designed to help teachers speed up and improve grading grading through the effective use of rubrics. Rubrics are invaluable tools that clarify expectations for both teachers and students and offer a simple, quick, yet effective way of giving feedback to students. During this session, participants will explore the essentials of rubric creation, including identifying grading criteria and establishing performance levels. This workshop will give teachers the opportunity to share their experience of using rubrics as well as offering practical guidance to enhance assessment practices and provide meaningful feedback.

【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.

【OPTION 3】 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.

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】 Drama Activities for the Language Classroom (SHANNON MIYAMOTO)
We want our students to use language productively, but sometimes it's difficult to overcome shyness or discomfort when speaking in front of others. Incorporating fun and engaging games and activities taken from theater and performing arts traditions might help lessen the anxiety of speaking in front of others. By taking on roles and portraying different characters, students may feel less pressure to be perfect and save face in front of their peers, leading to deeper engagement and more natural language production. Gamification of the tasks and activities will also hopefully be more approachable for students who are shy and reluctant to participate in class. These tasks can be utilized to promote pronunciation accuracy, learn new target language, develop

speaking and presentation skills, promote literacy development, and increase confidence and speaking fluency.

【OPTION 3】 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.

THE SECOND DAY
July 31

Wednesday Session 1

【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.

【OPTION 2】 AI as a Lesson Preparation Assistant (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.

【OPTION 3】 Listening Journals for More than Listening (JACQUES HARDY)

Listening journals, in which students document their independent listening activities, have long been used in language classes to promote daily listening to the target language. However, teachers may wonder how journals can be utilized flexibly and effectively. This session will explore how to adapt a listening journal template to various proficiency levels, modifying the balance of structure and autonomy. We will find ways to employ listening journals to practice productive skills, both as a stand-alone activity and incorporated into larger projects. Finally, we will discuss how listening journals can be a shared classroom experience that encourages interaction and increases engagement.

Wednesday Session 2

【OPTION 1】 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.

【OPTION 2】 Activities for Promoting Literacy Development (SHANNON MIYAMOTO)

This session will discuss practical, engaging classroom activities that will foster communication and collaboration while promoting the development of literacy skills. Activities including "Picture Plotting" and "CROW character bios" will include elements of sequential storytelling, character and plot analysis, target vocabulary usage and higher-order critical

thinking. These activities can be applied in a variety of intact classroom contexts, including reading or communication courses, to foster productive language use.

【OPTION 3】 Online Interaction 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 does face to face conversation. Students can develop language proficiency, build relationships, and gain confidence in expressing their opinions. This session will demonstrate ways in which teachers can create opportunities for meaningful interaction in classes with students of lower proficiency levels. We will explore how different tools can be adapted to promote various activities and outcomes.

Wednesday Session 3

【OPTION 1】 Building Fluency: Speaking 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】 Understanding and Discussing Short Silent-films (HARLAN KELLEM)

Everybody is familiar with stories, including students. We love them! This workshop introduces a template for making language- and content-learning activities with short silent-films found on YouTube. Students first list the 6 parts of a story, following the traditional Freytag pyramid. This includes

the (1) exposition, (2) inciting incident, (3) rising action, (4) climax, (5) falling action, and (6) resolution. After the plot is understood, students find the main themes 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.

【OPTION 3】 Engaging Student Motivation through SMART Goals
(SHANNON MIYAMOTO)

Maintaining motivation to learn a second language over several years' time is a difficult and complicated process. Students are under immense pressure to succeed in several subjects and after-school activities, maintain friendships and family relationships, and try to balance their free time with hobbies and rest. With so many obligations competing for their attention, sustaining the drive to continue learning a second language can be frustrating and overwhelming. This presentation will discuss how utilizing SMART goals in the language classroom can help students channel their intrinsic motivation, visualize a future as successful English speakers, and set feasible steps for them to follow on the path to reaching their unique goals.

THE THIRD DAY
August 1

Thursday Session 1

【OPTION 1】 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 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.

【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】 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.

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 3

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

MASTERY FOR SERVICE

Summer Seminar for English Teachers
Kwansei Gakuin University
July 30– Aug 2, 2024

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.

JACQUES HARDY

Hello everyone, My name is Jacques Hardy. I'm originally from Texas, in the USA, and I've lived in Japan since 2012. I studied Greek language and literature as an undergraduate and received a PhD in Foreign Language Education from the University of Texas at Austin. I've also taught English in the USA and Taipei. My teaching interests include content-based language teaching, incorporating discussion in language classes, and helping students develop study skills for online courses. My research interest is small-group interaction in the language classroom, with a focus on student participation and language use in asynchronous online discussions.
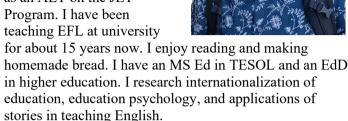
LEON TOWNSEND-NAKAI

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.

Kwansei Gakuin Language Center

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.