

# IE Orientation and 21st Annual Faculty Development Symposium on University English Teaching

From 8:30 AM, Saturday, April 5th, 2014, Buildings 17 & 15

<b>8:30</b>	<b>COFFEE: Room 17-808</b>	
<b>8:45</b>	<p style="text-align: center;"><b>Introduction &amp; Update: Dias &amp; Strong</b> Dept handbook, manual for portal, citations websites, presentation scale, Interactions 2 CD, IE Program marks breakdown</p> <p style="text-align: right;"><b>Room 17-810</b></p>	
<b>9:30</b>	<p style="text-align: center;"><b>Addressing Student Plagiarism</b> Bollinger and Dias</p> <p style="text-align: right;"><b>Room 17-810</b></p>	
<b>10:15</b>	<p style="text-align: center;"><b>An Overview: Zoltán Dorneyi: Motivation in Language Learning</b> Strong</p> <p style="text-align: right;"><b>Room 17-810</b></p>	<p style="text-align: center;"><b>Tutorial Weblogging in IE Writing: A Preliminary Investigation</b> Nakamura</p> <p style="text-align: right;"><b>Room 17-809</b></p>
<b>10:45</b>	<p style="text-align: center;"><b>Dealing with Teacher Stress</b> Anderson</p> <p style="text-align: right;"><b>Room 17-810</b></p>	
<b>11:00</b>	<p style="text-align: center;"><b>TELL Resources</b> Henderson</p> <p style="text-align: right;"><b>Room 17-810</b></p>	
<b>11:30</b>	<b>COFFEE</b>	
<b>11:45</b>	<p><b>Using Google Docs</b> Broadbridge, Dias, Nelson</p> <p style="text-align: right;"><b>Room 17-810</b></p>	<p><b>Incorporating NLP for Better Classroom Dynamics</b> Wakui</p> <p style="text-align: right;"><b>(Goucher Bldg) Room 15-502</b></p>
<b>Afternoon Sessions</b>	<p><b>12:00 Teaching Content Classes:</b> Armstrong, Barat, Bollinger, Bruce, Broadbridge, Dias, Harper</p> <p style="text-align: right;"><b>Room 17-810</b></p>	<p><b>12:15 Reallyenglish update: Mobile capabilities</b> Hyatt</p> <p style="text-align: right;"><b>(Goucher Bldg) Room 15-502</b></p>
	<p><b>1:30 Classes Attending the “Edwin Drood” Musical</b> Strong</p> <p style="text-align: right;"><b>(Goucher Bldg) Room 15-907</b></p>	<p><b>12:45 Features of CALL Rooms for Group Work</b> Foreign Language Lab Rep</p> <p style="text-align: right;"><b>(Goucher Bldg) Room 15-502</b></p>

## **Sessions:**

- 1) **Introduction, Department Handbook, changes to curricula:** This session will provide an overview of the new handbook, grading criteria, the use of citations' websites, presentation evaluation, and the use of the CD rom for the *Interactions 2* reading text in the IE Program.
- 2) **Addressing Student Plagiarism** – Deborah Bollinger and Joseph Dias will present the results of their teacher survey on student plagiarism and explore means of dealing with the issue.
- 3) **Tutorial Weblogging in IE Writing: A Preliminary Investigation** – Daisuke Nakamura, using a survey data from his students', will show the value of weblogging in promoting students' understanding of English writing and vocabulary development outside the class. His presentation is an update of his article in the 2013 edition of *Thought Currents*.
- 4) **An Overview: Zoltán Dorneyi: Motivation in Language Learning** – Greg Strong will present some key suggestions from Dorneyi and Csizér's classic empirical study of student motivation.
- 5) **Dealing with Teacher Stress** - An unfortunate downside to our profession is the stress that may affect us as we carry out our work in the classroom. In this presentation Tom Anderson will examine ways in which we can reduce stress and resources that are able to help us. Audience participation is warmly encouraged.
- 6) **TELL Resources** – Mica Henderson of the not-for-profit Tokyo English Lifeline will outline the support and counseling resources available for students and teachers. TELL has been serving Japan's international community and helping to address the country's growing mental health care needs since 1973.
- 7) **Using Google Docs** – With contributions from James Broadbridge and Forrest Nelson, Joseph Dias will describe the classroom applications of different features of Google.
- 8) **Incorporating NLP for Better Classroom Dynamics** – Yoko Wakui who has been a therapist practicing for about five years will explain how to apply Neuro-Linguistic Programming in class. We can help students change their mind-sets toward learning. As a result, you would be able to achieve more successful classroom dynamics. Six suggestive language patterns and three activities will be introduced.
- 9) **Teaching Content Classes: A Colloquium by IE Seminar Teachers** – Joseph Dias chairs this discussion by Hamilton Armstrong, Rachael Barat, James Broadbridge, Jeff Bruce, Deborah Bollinger, and Paul Harper on how they use content in language teaching in their IE Seminars. Teachers will outline their projects, and challenges such as teaching vocabulary.
- 10) **Reallyenglish update: Mobile capabilities** – Jeremy Hyatt will describe the new functionality of its *Practical English* program that allows students and teachers to connect using their mobile devices.
- 11) **Features of CALL Rooms for Small Group Work** – One of the most underutilized features of CALL rooms is the feature enabling teachers to set up small groups. This session will demonstrate its use and review other features.

12) **Classes Attending the “Edwin Drood” Musical** – Greg Strong will run this session which will interest teachers considering a class fieldtrip to attend this musical based on the unfinished novel by Charles Dickens. It’s a whodunit with murder, opium dens, unrequited love, and to this day, no one knows the identity of the murderer. Shows are from May 15-18, 7PM, 1PM.

**Presenters:**

**Tom Anderson** is from Calgary, Alberta and has been living in Japan for 28 years. He has published articles and given presentations on English teaching in Japan, Canada, the U.K., and the U.S.A. He's starting his fourteenth year of teaching in the IE Program and is interested in developing materials and curriculum for writing classes.

**Hamilton Armstrong** is from New Orleans, Louisiana. In Japan since 1987, he began teaching at Aoyama Gakuin University in 1994. Hamilton has a Master of Fine Arts (MFA) and PhD. His areas of specialization and interest include theatre, public speaking, voice, literature of the oppressed, social justice, gothic literature, and micro-fiction.

**Rachael Barat**, teacher and teacher educator, is leaving Japan “on her downwardly mobile way to having more adventures in new countries.” She plans to start in Sarawak, Malaysia, then to head to Cambodia and South America heading in the direction of the Dominican Republic which is where she began her overseas teaching career.

**Deborah Bollinger** completed her graduate studies (M.A.T. in TESOL and French) at the School for International Training in Vermont. She taught EFL in France, was a Peace Corps volunteer in Morocco, and then an ESL teacher in the U.S. In 1997, she came to Japan to Tokai University, moved to Doshisha Women’s College in Kyoto, and in 2006, J.F. Oberlin University, Tokyo. Currently, she teaches at Aoyama Gakuin University, Nihon University, Meiji Gakuin University, and Hosei University. Her pedagogical interests include learner autonomy, motivation, CALL, and intercultural communication.

**James Broadbridge** is an Assistant Professor in the English Language Program at J. F. Oberlin University in Tokyo. His research interests include student motivation, vocabulary acquisition and extensive reading. With *The Lost Cup*, a multi-path graded reader, he has moved into the world of e-publishing, writing for Atama-ii Books.

**Jeff Bruce** did his graduate studies in Teaching English as a Second/Foreign Language in the Linguistics Department of Northwestern University, Chicago. He's been teaching at Aoyama since 1994 and also teaches at Asuka Metropolitan HS in Tokyo and Polytechnic University in Kodaira. At present, working for Nullarbor Press and Cengage Learning, he's written more than 50 books including TOEIC preparation and other educational materials.

**Joseph V. Dias** co-coordinates the IE Program in the English Department of Aoyama Gakuin University. He also teaches courses on intercultural communication and food culture as well as a professional development course for graduate students. His research interests include computer-assisted language learning and autonomy in language learning. He's currently a reviewer for the JALTCALL Journal and the program chair of the Lifelong Language Learning SIG of JALT [If you want to be a speaker at the LLL-SIG's mini conference this year (usually held during the first weekend of November) let him know!] (<http://www.cl.aoyama.ac.jp/~dias/>).

**Paul Harper**, a certified TESOL instructor, holds degrees in English and Liberal Arts, and has more than twenty years of experience teaching English in Japan to learners of all levels. He now studies Parisian culture and commerce during the early 19<sup>th</sup> century at the University of London. Paul teaches as an adjunct instructor at Meiji-Gakuin University, Aoyama Gakuin University, Gakushuin University, and Yokohama National University.

**Mica Henderson** was an intern at the Tokyo English Life Line (TELL) and she is currently the Assistant Lifeline Director, working to ensure the smooth running of volunteer recruitment and training.

**Paul Howl**, before moving to Japan in 2003, taught ESL for six years in San Diego. Currently teaching at AGU, Tamagawa University and The University of Maryland, he often incorporates role play in his classes. Paul participates onstage and backstage with Tokyo International Players, a semi professional acting company. He has written academic articles about plays and given presentations on using drama and film to enhance speaking skills.

**Greg Strong**--IE Program co-coordinator, teacher, teacher educator, curriculum materials writer, and sometime writer of graded readers (Macmillan Language House, 2012, *Japanese Communities Abroad*, *Ice Station at the End of the World*)--with which he sharpens his skills at narration and plotting, not to mention experimenting with literary terms. Shobunsha also will be publishing the Japanese translation of his as-told-to biography, *Flying Colours: The Toni Onley Story* (<http://gregorystrong.com>).

**Yoko Wakui** obtained her M.A. in TESOL from Teachers College, Columbia University in 2003. Since then, she had published several books and presented at various academic conferences, including JALT. She has been teaching at Aoyama Gakuin University since 2008.