IE Orientation and 23rd Annual Faculty Development Symposium on University English Teaching

From 8:30 AM, Saturday, April 2nd, 2016, Building 17, 8F

Time		
8:30	**COFFEE: Room 808**	
8:45	**Introduction & Update:** Dias & Strong Updates, video resources, APA Style, plagiarism project **Room 17-810**	
9:30	EAP in the UK, the U.S., and Canada Strong **Room 17-810**	
10:00	Accessing the Library database and AFI multi-media files Dias **Room 17-810**	
10:30	Oral English: Vocabulary Notebooks, and Debate Takeda **Room 17-810**	Reallyenglish update: The cellphone app Hayashi **Room 17-809**
11:00	Oral English: Creating Benchmarks for Fluency Harper **Room 17-810**	Rescuing Students from Failure Martin **Room 17-809**
11:20	Project Work: Ethnographic Writing Yokokawa **Room 17-810**	Audio Components to Corrective Feedback in Writing Strong **Room 17-809**
11:40	**COFFEE**	
12:00	Kahoot: Online app for creating multimedia quizzes Fuhlendorf **Room 17-810**	Portfolios in IE Writing Gomez **Room 17-809**
12:20		Classes Attending the "Big River" Musical Strong **Room 17-809**

Sessions:

Introduction & Update –Gregory Strong will outline the changes to the teacher guides in the IE Core, IE Writing, and IE Active Listening classes, including the move to the APA Style and formatting assignments. Joseph Dias will update us on the plagiarism project and demonstrate uploading student files, and a database search for plagiarized work.

EAP in the UK, the U.S., and Canada – This look at the teaching of EAP comes from more than 24 interviews with program and course coordinators that Gregory Strong has

done over the last few years. It will show possible directions for EAP in Japan and will also be of use to teachers who are considering some sessional teaching overseas.

Accessing the Library database and AFI multi-media files – The database can be accessed any time for teacher resources and professional development. Now that the AGU campus is completely wired, Academic Writing teachers can easily access the library database in their classrooms to introduce it to students.

Oral English: Vocabulary Notebooks, and Debate - In her final session for us, Nicole Takeda will take us through her use of vocabulary notebooks, and her use of contextual exercises, as well as the online materials she has created for classroom debates and for student presentations.

Reallyenglish update:The cellphone app – Kengo Hayashi and Jeremy Hyatt will introduce the new mobile app for Practical English 6. Students will be able to study all 330 reallyenglish lessons anywhere and anytime that they would like. Listening teachers will be asked to download the demonstration and try it during the session.

Rescuing Students from Failure – Drawing on his experience teaching freshmen students who fail their first semester of the IE Program, Jerome Martin will review the work of C. Snyder (2000),*The Handbook of Hope*, and his suggestions for providing students with goals, pathways, and a sense of agency; and that of Paulo Freire's notion of the role of a teacher as a "coach."

Creating Benchmarks for Fluency in Oral English – Paul Harper will show how to motivate Oral English students to set themselves challenging goals for productive output through using benchmarks. He will explain several of his benchmarks and show student samples.

Project Work: Ethnographic Writing – Mariko Yokokawa will illustrate how ethnographic research methods can be introduced through observational projects conducted by students. Student projects can help students in OE 2 courses and in IE Seminars learn more about their own culture as well as that of other cultures.

Audio Components to Corrective Feedback in Writing - The impressive body of research on teachers' audio responses to student writing shows it to be effective in corrective feedback (Olesova, 2014; in review). Gregory Strong will explain how recordings of teacher feedback during conferences aid student comprehension, and how teachers can respond to content through recording comments and e-mailing them.

Kahoot: Online app for creating multi-media quizzes - Arno Fuhlendorf will show us this great new app for making multimedia quizzes and present them to students in a game-based environment. Teachers can design quizzes and surveys with its simple drag-and-drop interface. Teachers only need a projector and students with smartphones so that they can take the quizzes.

Portfolios in IE Writing – Ida Gomez has been experimenting with student portfolios in IE Writing, to emphasize their writing processes, and to prepare an autobiography. These portfolios give students a forum in which to read and discuss each other's work, as real writers do, thus, sharing their voices with a receptive audience.

Classes Attending the "Big River" Musical – Every year, some IE III Core IE Seminar teachers take their students to see Tokyo International Players' annual musical. "Big River" is a musical version of Mark Twain's *Huckleberry Finn.* Gregory Strong will

provide the libretto, the music CD, and outline the DVD, mime, improvisation, and readers theatre scenes he'll be using with his classes.

Presenters:

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. (http://www.cl.aoyama.ac.jp/~dias/)

Arno Fuhlendorf - from Calgary, Canada, he has been interested in language and communication since his childhood in Namibia. He also teaches at Bunkyo Gakuin, Chiba, and Nihon Universities. His research interests include World Englishes, vocabulary acquisition, and the use of drama in the ESL classroom. Currently, he is taking a second graduate degree, this one in Creative Writing.

Ida Gomez grew up bilingually in New York City and earned her B.A. in Early Childhood Education and her M.A. in TESOL K-12 from Teachers College, Columbia University. She has been teaching English learners of all ages how to write using the writing process since 1985 and her interests include student peer conferences and the use of art in writing to foster effective communication, creativity, and confidence. Ida has been teaching academic English and communication at several universities since 1987.

Paul Harper - teaches English communication classes and content classes built around European and American culture. He has an undergraduate degree in English and American Literature, a graduate degree in Liberal Arts, and is pursuing his doctorate in History. Paul has taught English in Japan in a variety of settings since 1992, and has studied TESOL at the graduate level in Japan, the US, and Australia.

Kengo Hayashi - majored in French and sociolinguistics, and received his B.A. from Tokyo University of Foreign Studies in 2013. After working for a Japanese manufacturer, he began working in the Education Sales Department of Reallyenglish in April 2015. His responsibilities include universities in Tokyo, Osaka, Kobe and Kyusyu.

Jerome Martin works at several universities in Tokyo including Waseda and the University of Electro-communications. His interests in teaching revolve mostly around the concept of communities of practice as an effective way to observe how knowledge may be transferred, based on the works of Lave and Wenger. He hopes one day to knuckle down and start his PhD in Education.

Gregory Strong co-coordinates the IE Program, co-edited *Adult Learners: Context and Innovation*, written a biography, several graded readers, numerous chapters for TESOL publications, and last year researched EAP programs overseas, particularly of the work of the British Association of Lecturers in EAP (BALEAP). (http://gregorystrong.com).

Nicole Takeda not only teaches at Aoyama Gakuin University, but serves as the director of the Bayon English Academy in Siem Reap, Cambodia. Her research focuses on the adaptation of CLT and TBLT in Cambodia's NGO sector to help eliminate poverty complexes among disadvantaged students. Her new book,

Perspectives on Teaching English at an NGO in Cambodia, investigates the use of these methods and the challenges.

Mariko Muro Yokokawa grew up in Afghanistan and Egypt and graduated from the American School in Japan (ASIJ). Her graduate studies include a M.A. in Intercultural Communication as well as a M.A. in Anthropology and a Ph.D. in Education from Stanford University. Her interests include cultural identity and ethnographic methods in research. She has taught IE Writing since 2015.