

# IE Orientation and 26th Annual Faculty Development Symposium on University English Teaching

From 8:30 AM, Saturday, April 6, 2019, Building 17, 8F

<b>8:30</b>	<b>COFFEE: Room 808</b>	
<b>8:45 - 9:15</b>	<b>Integrated English Program 101: Strong Room 17-810</b>	
<b>9:20  - 10:00</b>	<b>Results of the X-reading Interviews and Surveys and Workshop Session  Dias, Strong      Room 17-810</b>	
<b>10:05 - 10:25</b>	<b>Teaching Media Literacy  De Jong Room 17-809</b>	<b>Interviewing Mentors to Prepare for Job hunting Bollinger  Room 17-810</b>
<b>10:30 - 10:50</b>	<b>Student Media  Murphey Room 17-809</b>	<b>Academic Writing Library Tutorials and Video Series Dias Room 17-810</b>
<b>10:55 - 11:15</b>	<b>The Sound of Music: Pronunciation Sciortino  Room 17-809</b>	<b>Creating Career Awareness in Students  Reimann Room 17-810</b>
<b>11:15 - 11:35</b>	<b>COFFEE</b>	
<b>11:40 - 12:00</b>	<b>Humour in the Classroom  Reimann Room 17-809</b>	<b>EnglishCentral and Extensive Listening Armstrong, Namba, Strong Room 17-810</b>
<b>12:05 - 12:25</b>	<b>Empathy in a Teaching Context  Martin Room 17-809</b>	<b>EnglishCentral: Vocabulary Learning and Individual Testing IE 3 Active Listening Teachers 12:05- 1:05  Schwartz Room 17-810</b>
<b>12:30- 12:50</b>	<b>Creating Vocabulary Cards and Games in Class Gomez-Sekiya Room 17-809</b>	
<b>12:55 -1:15</b>	<b>Educational Filmmaking Rucynski  Room 17-809</b>	<b>Thoughts on Retirement Planning 1:10- 1:50  Strong Room 17-810</b>

### **Sessions:**

**IE English 101**-Drawing on his 25 years of experience with the IEP, Greg will provide some observations of effective practice on such subjects as negotiating a classroom language policy, classroom management, use of trio-ing in the IEP, and integrating e-learning into a classroom.

**Results of the Xreading Interviews and Surveys and Workshop Session** –This is an overview of the results of a year-long study of Xreading with Oral English students including the results of a student survey and interviews with students. After the overview, we will break into small groups to log onto the Xreading site and discuss strategies to use the LMS effectively, choose appropriate books, and encourage student readers.

**Academic Writing Library Tutorials** - Librarians have been offering useful tutorials for our Academic Writing students on research methods and ways to access a variety of sources. The results of student and teacher feedback on these tutorials will be presented. In addition, some excellent new research-oriented videos created by the publisher Sage will be introduced.

**Teaching Media Literacy Effectively**- This talk will outline key areas of Media Literacy. It will provide resources that might be used in a classroom setting to ensure that our students will be more reflective and engaged participants of society.

**Student Media** - Students need to feel some power over their own media use to avoid becoming addicted to the internet and their phones, and to learn to use these tools wisely. One approach is for students to create their own class media by writing about what concerns them and what they think will help others. Tim will show examples of students' reports about education, volunteering, and teaching others that became incorporated into class publications.

**Interviewing mentors to prepare for job hunting** - This session features an interview project that challenges learners to focus on career goals, identify a specific objective that they wish to accomplish prior to graduation to prepare for job-hunting, and interview a mentor (outside of class) who has achieved that objective to gain knowledge and insight from their experience. Students do presentations, followed by Q&A sessions, to share what they have learned with classmates. Included in the session are tasks and materials involved in the process, along with samples of students' work and feedback.

**Creating Career Awareness in Students** - Success in this rapidly changing world requires being able to adapt, improvise and pioneer new ideas. This session will show how critical thinking and simple risk management activities and challenges can open students up to career possibilities. Being culturally risk averse, our students' education has generally reinforced making the safe choice. We need to help our students think outside the box and find success in meaningful and rewarding careers.

**The Sound of Music: Pronunciation**- Often grammar—word form, word function, and word order—are the main focus in language teaching while a whole other, equally important, aspect of language is neglected: sound quality. Pronunciation is the music of language. When people of any age study music, that sound quality recognition is reactivated. The speaker will demonstrate techniques to foster sound quality recognition among language learners.

**EnglishCentral and Students' Extensive Listening** – This session will review the results of students use of EnglishCentral over one term in terms of teacher observations, a student survey, and interviews with the most engaged and least engaged students in three different IE 3 classes.

**Humour in the Classroom** – Successful humour requires understanding everything about the audience. Through laughter, smiles, and giggles we can access logic, memory, expectations, stereotypes and communication styles, while also creating an overall positive environment. This session will consider how teachers can build rapport with students by using humour to bridge differences, and build relationships.

**Empathy in a Teaching Context** – This session will explore empathy in a teaching context through reviewing some theories on it, defining empathy, and examining its importance, and developing teachers' empathy levels in class. How do we define empathy in a teaching context? Just how important is empathy in the classroom? To what extent are we aware of our own empathy levels? Is it possible to transform and, if so, what are some suggestions?

**Creating Vocabulary Cards and Games in the Classroom-** Based on Paul Nation's model of student-made bilingual vocabulary cards to facilitate vocabulary learning, Ida will talk about her experiences getting students to make their own sets of bilingual vocabulary "tango cards" from new words they find in graded readers, textbooks, online sources, and elsewhere. Over a term, students learn at least 140 new words through self-study and interactive classroom games.

**Educational Filmmaking** – Todd will cover such areas as approaching publishers about his videos, learning techniques in filmmaking such as producing your own green technology, and working with actors.

**EnglishCentral: Vocabulary Learning and Individual Testing** – This session will introduce a new feature of EnglishCentral's vocabulary study that will provide students with weekly individualized vocabulary tests based on words they have learned from the videos they have watched from the more than 10,000 videos available. Alan will also touch on the integration of the academic word list into the program and how teachers can monitor student effort using the learner management system.

**Thoughts on Retirement Planning-** In this session, in the hopes of providing some useful information for other teachers, Greg will touch on the *kokumin nenkin*, and the use of the IDECO and NISA as a means to save on taxes and to create investments, and other strategies for saving and investing. Several websites, resources, and some examples of strategies--both personal and those of colleagues--will be described.

### **Presenters:**

**Hamilton Armstrong** – M.F.A., Ph.D. has been an Adjunct Instructor in the English Department at Aoyama Gakuin University since 1994. His specializations include performance, public speaking, Gothic literature, and social justice. A longtime member of JALT, AAP, and ATHE, he is the chief judge and keynote speaker for the Annual All-Japan High School English Oratorical Contest for the Churchill Trophy as well as Chief Respondent for the AGU Performance Festival.

**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 taught ESL in the U.S. prior to coming to Japan in 1997. In addition to teaching at Aoyama Gakuin University, she also teaches at Nihon University, Meiji Gakuin University, Hosei University, and Tama Art University. Her pedagogical interests include learner autonomy, motivation, and mentoring.

**Mike de Jong** - has worked 30 years as a professional journalist in radio, television and print, as a broadcaster working for NHK, the CBC, and CTV, numerous Canadian radio stations, and as contributor to such newspapers as *The Globe & Mail*, among other organizations. As a university instructor, he has developed media literacy, journalism and broadcasting courses for Aoyama Gakuin University, Hosei University, Meiji Gakuin University and Temple University.

**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.

**Ida Gomez-Sekiya** - grew up bilingually in New York City, earning a B.A. in Early Childhood Education and an M.A. in TESOL K-12 from Teachers College, Columbia University. Ida taught ESL in public schools before coming to Japan in 1987 incorporating art and creativity in her college classes. When students create something meaningful, they become invested in their learning. As in the words of Antoine Saint-Exupéry, "It's the time you spend on your rose that makes your rose so important."

**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.

**Tim Murphey** – A past plenary speaker at JALT, Tim has authored and edited numerous books and chapters in the field of language learning. He has held professorships at Nanzan University, Yuan Ze University, Taiwan, Dokkyo, and most recently at the Kanda University of International Studies. His Ph.D. was in Applied Linguistics, Université de Neuchâtel, Switzerland.

**Kazuko Namba** - took her MA in Literature at Tsuda College where she also studied for a Ph.D., specializing in English poetry. She has been an adjunct lecturer in the English Department at Aoyama Gakuin University since 1984. Recipient of a study grant at the University of Kent, her research interests include teaching listening, literature, and translation. She has written several Japanese-English dictionaries and is a past presenter at JALT.

**Andrew Reimann** – has been teaching part-time at Aoyama Gakuin University for 16 years and will be joining Joseph in co-coordinating the IEP. Previously, he was an associate professor at Utsunomiya University and Tokai University. His Ph.D. is in Applied Linguistics focusing on Intercultural communication and materials design. He teaches classes on Comparative Culture and Intercultural Communication. His research interests include raising cultural awareness and communication strategies.

**Todd Rucynski** - a graduate of New York University, Todd has been in Japan for 25 years, and is currently on the faculty at Surugadai University. He has been an associate professor at Tokai, Toyo, Rikkyo, and Nihon universities, and a TV commentator on NHK English Through the News. A director and educational filmmaker, he has written and produced 24 textbooks based on his videos, as well as created videos for such publishers as ABAX, Kinseido, Macmillan Education, and Pearson/Longman. His current book, *Finding Connections*, published by Kinseido was released this month.

**Alan Schwartz** - founded EnglishCentral and he has 12 years of experience in speech recognition with AT&T Labs, SpeechWorks and Nuance. He led Nuance's Mobile and Automotive business as Vice-president and General Manager. He then served as the VP for Nuance's Asia Pacific and Japan operations before leaving in 2008 to found EnglishCentral. Alan's first job out of college was teaching English in China. He has a B.A. from Princeton University and a J.D. from Harvard.

**Anne Sciortino**- who has been teaching Oral English and IE Writing, sang in choirs from the time she was in nursery school onwards. Whatever she does, wherever she goes, there is always music in her head. She believes that when language is looked at as music, it's possible for us to have a new perspective on sound and its possibilities.

**Gregory Strong** – the retiring co-coordinator of the IE Program has been a teacher, teacher educator, and materials writer for some 37 years, including work in Vancouver, Canada, China, and Japan. He has written a biography, several graded readers, including *Battle for Big Tree Country Winner* (2016 Language Learner Literature Award winner), and numerous chapters for TESOL publications, including *TESOL Voices: Insider Accounts of Classroom Life* (2017). (<http://gregorystrong.com>).