

IE Orientation and 28th Annual Faculty Development Symposium on University English Teaching

From 9:25 AM, Saturday, April 3, 2021, Building 17, 8F, Room 810

9:25 - 9:55	Dias / Reimann	Reflections on the previous year of online teaching and looking ahead to the 2021 academic year
10 - 10:40	Bollinger, Parham, Bruce, Butler	Discussion, Reading, and Writing Activities to Prepare for Lifelong Learning / Core Panel
10:45 - 11:25	Takasugi, Bollinger, Armstrong, Martin	Developing a curriculum that enhances Lifelong Learning / IE Seminar Panel
11:30 - 12:10	Parham	Drama Kings and Queens in the Classroom: Drama in Language Education
12:10 - 13:00		LUNCH / Viewing Classrooms
13:00 - 13:40	Berthiaume, Walker, Wakui, Gutierrez	IE Writing / Academic Writing Panel
13:45 - 14:15	Mohamed, DeJong, Campbell	IE Active Listening Panel
14:20 - 14:50	Zhanje, Sciortino, Thomson	Oral English Panel

Reflections on the previous year of online teaching and looking ahead to 2021

9:25 - 9:55

Joseph Dias	Applying what we learned from the previous year & what differences to expect this year
Andrew Reimann	Venturing back to the classroom: Safely implementing the curriculum, particularly when students work in pairs or groups

Discussion, Reading, and Writing Activities to Prepare for Lifelong Learning / Core Panel

10 - 10:40

Deborah Bollinger	Increasing students' interest and participation in online reading activities
Chris Parham	Journal Writing in the IE Classroom
Jeff Bruce	Using full-length novels for book reports in IE III Core
Brenda Butler	A review of a method for introducing and conducting media discussions so that IE objectives are met in an online setting.

Developing a curriculum that enhances Lifelong Learning / IE Seminar Panel

10:45 - 11:25

Catherine Takasugi	Re-invigorating the Interview: Four approaches aimed at keeping students engaged
Deborah Bollinger	Aspects of organizing and facilitating a guest lecture online
Hamilton Armstrong	Accessing and Assessing: Creative ways of securing digital materials / Also... New ways for reviewing/testing/soliciting and doing critical analysis in the online Seminar context
Jerome Martin	The Evolution of the Seminar 'Communicating Japanese Culture in English': How technology has transformed it

Drama Kings and Queens in the Classroom / Drama & Film in Language Education

11:30 - 12:10

Chris Parham	Introducing 12 Short Plays For The Language Classroom
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AW / IE Writing Panel

13:00 - 13:40

David Berthiaume	The importance of structure for a "free read" diary
Robert Walker	Student ownership, self-directed learning, passive peer-editing: potential benefits of students writing on one long, shared google doc
Rie Wakui	Student peer editing using Coursepower and other LMS
Tim Gutierrez	Implementing Peer Review using Moodle Workshops

Active Listening Panel

13:45 - 14:15

Gamal Mohamed	How to introduce the "interactions" activity and getting students to practise for it. Using vocabulary generated by the interactions for enjoyable in-class quizzes.
Mike DeJong	A lecture on "Songs With Meaning" and relating it to a Summit TV unit
Jonathon Campbell	Student-created 1-2 minute videos based on class themes / Introducing EnglishCentral

Oral English Panel

14:20 - 14:50

Anne Sciortino	Student use of Powerpoint to focus on the message
Will Zhanje	Warm up activities - mini surveys, topics, vocabulary
Blair Thomson	Curating oral histories of grandparents and the elderly

Hamilton Armstrong – has taught at Aoyama Gakuin University since 1994. Hamilton has a Master of Fine Arts (MFA) and a PhD from Louisiana State University. His areas of specialization and interest include performance, public speaking, voice, social justice, gothic literature, and micro-fiction.

David Berthiaume - has taught at AGU for about 15 years. He received his Masters of Applied Linguistics degree from Macquarie University, Australia. His interests include enjoying the outdoors, cycling, and hiking in Japan's beautiful countryside.

Deborah Bollinger - has a Master of Arts in Teaching (MAT) in TESOL and French from the School for International Training in Vermont and did graduate study in France. Prior to coming to Japan, she taught EFL to business professionals in France and as a Peace Corps volunteer in Morocco, in addition to teaching ESL at universities in the U.S. Currently, she teaches at several universities in Tokyo and Kanagawa. Her research interests include learner autonomy, learner development, and motivation.

Jeff Bruce - teaches the Greek Mythology seminar and has been teaching at Aoyama Gakuin University for 27 years, first at its Atsugi Campus, then at the Sagamihara Campus, before moving on to Shibuya. First coming to Japan in 1976, he is a graduate of Northwestern University and has published over 60 English-teaching books for the Japanese and international market.

B.J. Butler - has taught at Aoyama and other universities in the Kanto area for a number of years. When she finds free time, she enjoys spending it with her husband, friends, and dogs, appreciating nature and trying out new plant-based recipes.

Jonathon Campbell – has taught at universities in Japan for more than 16 years. Before that he served in the Primary Reserves of the Canadian Armed Forces, as a teacher trainer for Japanese junior high school teachers, and as a high school teacher. He is an active member of the Tokyo JALT chapter and JALT's Computer Assisted Language Learning Special Interest Group. His MA is in the field of Online and Distance Education.

Mike De Jong - worked for 30 years as a professional journalist in radio, television and print at NHK, the CBC, several Canadian radio stations, and as an editor-in-chief for English business magazines in Japan. As a university instructor, he has developed and taught media literacy, journalism and broadcasting courses for Aoyama Gakuin University, the Tokyo University of Foreign Studies, 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 Coordinator of the Lifelong Language Learning SIG of JALT. (<http://www.agu4u.org/>).

[Tim Gutierrez](#) - has been teaching IE Writing at Aoyama Gakuin University since 2015. His Masters of Arts degree focused on teaching writing and he has been teaching writing in Japan since 2002. He enjoys teaching in the IE program due to the warm and respectful nature of his fellow teachers and students.

[Jerome Martin](#) - works at several universities in Tokyo, including Waseda. His interests in teaching revolve 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.

[Gamal Mohamed](#) - has worked for the IE program at Aoyama Gakuin University for over 12 years. In addition to his 17 years teaching in Japan, he has also taught in his native England and in Egypt. He took his first post graduate degree at the University of Nottingham where he specialized in Education. He also studied at the University of Leicester where he obtained a second MA degree in Mass Communication Research. He teaches varied classes including Academic Skills, Media Studies and Discussion.

[Chris Parham](#) – teaches public speaking as well as drama courses at Temple University and Aoyama Gakuin University. An actor and director with an MA in theatre and performance art from Rose Bruford College, London, he is a co-founding member of Tokyo's Black Stripe Theatre. He has just published a new book 12 Short Plays For The Language Classroom.

[Andrew Reimann](#) – co-coordinates the AGU English Department's IEP. Previously, he was an associate professor at Utsunomiya and Tokai universities. 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 served as 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 book, Finding Connections, published by Kinseido, was released in 2019.

[Anne Sciortino](#) - has two teaching degrees, the second of which is in ESL. Along with pronunciation, she has a keen interest in how we learn the basic building blocks of written language and how we can learn to cope with a new language that connects ideas differently from our native tongue. At Aoyama Gakuin University she has been teaching Oral English and IE Writing. Having sung in choirs from the time she was in nursery school, she believes that when language is looked at as music, it is possible for us to have a new perspective on sound and its possibilities.

Catherine Takasugi - is entering her second year of teaching at Aoyama Gakuin University. Already she has developed the curriculum for two new seminars. One, entitled “A chapter a week: A taste of everything,” introduces students to books from a variety of genres, from philosophy to science fiction, mystery to self-help, and classics to comics; and another that explores diversity and identity by having students cultivate their creative capacities through engagement in poetry, yoga, meditation, photography, drama, and drawing.

Blair Thomson – is a full-time lecturer in the Department of Health Care and Sports at Toyo University and he has taught as an adjunct at Aoyama Gakuin University for more than a decade. He has been involved in getting students to create fascinating oral histories by interviewing their grandparents or elderly people in the community.

Rie Wakui - has been teaching IE Writing and Academic Writing. She took her undergraduate degree in Florida and an MA in TESOL in Tokyo and New York. She is the publication chair of JALT’s Lifelong Language Learning Special Interest Group. Her research interests include lifelong learning and English as a lingua franca.

Robert Walker - teaches classes in both the English and the Economics department at AGU, and in Business and Science departments at other universities. All his students are more skillful than he is with mobile technology, but he survives in a smartphone world with focused curiosity: exploring the app swamp, then developing useful procedures around tech that actually work in the classroom.

Will Zhanje – who hails from Harare, Zimbabwe, took his undergraduate degree in Birmingham, then two graduate degrees in Cincinnati. He came to Japan in 1996. His research interests are in assessment, student autonomy, and vocabulary acquisition.

Note: The following three panel discussions, featuring eight speakers, will be open to audience members from JALT’s Lifelong Language Learning (LLL) Special Interest Group. They will be participating through Zoom only.

10 - 10:40	Bollinger, Rucynski, Bruce, Butler	Discussion, Reading, and Writing Activities to Prepare for Lifelong Learning / Core Panel
10:45 - 11:25	Takasugi, Bollinger, Armstrong, Martin	Developing a curriculum that enhances Lifelong Learning / IE Seminar Panel
11:30 - 12:10	Parham	Drama Kings and Queens in the Classroom: Drama in Language Education

<https://www.facebook.com/jaltLLL/>

Short descriptions of the presentations in the LLL-SIG stream of the IE Orientation

IE Core Panel/ Discussion, Reading, and Writing Activities to Prepare for Lifelong Learning (10 - 10:40)

Increasing students' interest and participation in online reading activities

- **Deborah Bollinger**

As IE students are majoring in English Literature, many enjoy reading as a hobby, but not all students enjoy reading online. This session offers five ways to increase students' interest and participation in online reading activities and provides tips and strategies that may increase students' enjoyment of reading online and prove beneficial in terms of class management and other aspects of the course.

Journal Writing in the IE Classroom

- **Chris Parham**

The speaker will cover his approach to journal writing in his Core class. He will demonstrate why journal writing is important to students, how to implement it to good effect, ways it can be assessed, and the role that the activity might play in other classes. As a keen reader of diaries and journals himself, the speaker feels that it can greatly benefit the writer and be of interest to readers as well.

Using full-length novels for book reports in IE III Core

- **Jeff Bruce**

Raising reading levels is one objective of the Integrated English Program's 4-skills' Core class. At the highest level (IE Core III), one way to do so is to offer students the option of reading one longer work of fiction throughout the whole term. By attempting a longer book of their own interest, students can gain a significant sense of achievement as they complete the IE program.

Ways to carry out Media Topic Discussions

- **BJ Butler**

This presentation will review a method for introducing and conducting "media discussions," an activity in the Integrated English Program that has students leading structured discussions about news items of their choice. How this task can be carried out—and wider program objectives achieved—in an online setting will be explained.

See the full descriptions of the IE Seminars that will be offered in the 2021 Academic Year here:
<http://www.aogaku-daku.org/ie-seminars-short-descriptions/>.

IE Seminar / Developing a curriculum that enhances Lifelong Learning (10:45 - 11:25)

Re-invigorating the Interview: Four approaches aimed at keeping students engaged

- Catherine Takasugi

Interviews are a flexible tool for cultivating connection and meaning in the classroom. Using Padlet, simulating research projects, conducting legacy interviews, and providing the opportunity for a live global interview are four creative tasks that I have found to generate genuine student interest and reap unexpected rewards.

Aspects of organizing and facilitating a guest lecture online

- Deborah Bollinger

After inviting guest speakers to give lectures in classes at various universities for over 20 years, last year at Aoyama was my first experience organizing a guest lecture online, and it proved highly effective. This session provides a brief overview of the process, offers tips and suggestions, highlights benefits of holding guest lectures online, and includes results of an online survey and feedback form and students' reactions to the lecture.

Accessing and Assessing: Creative ways of securing digital materials / New ways for reviewing/testing/ soliciting and doing critical analysis in online Seminars

- Hamilton Armstrong

Many of us had to be particularly creative during this year of emergency remote teaching, both with class materials and in effectively assessing students without the exchange of hardcopy papers or prints. How can we bring these innovative workarounds into our F2F classroom environment? We can be much more environmentally aware—no more massive printing sprees!—but also more effectively harness the affordances that digital devices and technologies have to offer. This session is meant to be interactive, so suggestions and feedback are welcome!

The Evolution of the Seminar 'Communicating Japanese Culture in English': How technology has transformed it

- Jerome Martin

After students complete the three main courses that make up the Integrated English Program (IEP)—a 4-skills Core course, a Writing course, and an Active Listening course—they are eligible to take seminars that IEP teachers develop themselves on areas of their own expertise or interest. This presentation explains the evolution of a seminar that was initially titled 'Teaching Japanese Culture in English', later morphing into 'Communicating Japanese Culture in English'. In 2008, when the course began, the overall goal was to encourage students to learn by teaching. They taught what they learnt in order to deepen and strengthen their own personal exploration of the subject. The syllabus not only focused on the various aspects of Japanese culture, but also on the strategies the students needed to employ to communicate what they had learnt. This created a community of practicing teachers. However, with technological advancements, it became necessary to enhance students' ability to apply such changes into their own lessons. This presentation illustrates how not only have the tools for teaching Japanese culture changed, but the teaching itself has, transforming the seminar quite considerably from its original inception.

Drama Panel / Drama Kings and Queens in the Classroom (11:30 - 12:10)

Introducing 12 Short Plays for the Language Classroom

- **Chris Parham**

Stuck at home over the last year, I set myself the task of doing a spot of playwriting as I thought my “English Through Drama” electives were lacking in suitable and useable material for the classroom. This session covers, among other things: why I wrote the plays, where they were tested, and why they may be of great use to English language teachers and students.