

2017 MEES



2017 Michinoku English Education Summit

Co-sponsored by the Iwate Chapter of JALT & Hachinohe Gakuin University



Sunday, June 18, 2017

Venue: Hachinohe Gakuin University, Hachinohe, Aomori

Transformations: Possibilities in Teaching and Learning

This year's conference will explore the themes of change and evolution in language teaching and learning. Topics will address changes related to language pedagogy, perceptions of language education, and/or other relevant topics.

Conference Schedule

09:00 - 10:00	<u>Registration</u>
10:00 - 10:10	<u>Opening Comments</u>
10:10 - 11:10	<u>Plenary Session</u> – Marc Helgesen (Miyagi Gakuin Women's University) 'DIY NeuroELT – Make Your Text More Brain-friendly'
11:20 - 11:50	<u>Session 1</u> – James Hobbs (Iwate Medical University) 'Neuropsychology and the Nervous Presenter'
12:00 - 12:30	<u>Session 2</u> – Robert Walsh (University of Maryland University College-Asia) 'Service Learning for Higher Education in East Asia'
12:30 - 13:30	<u>Lunch Break</u> (bento available on site)
13:30 - 14:00	<u>Session 3</u> – Robert Walsh and Norie Chida (University of Maryland University College-Asia) 'A Bridge Across Cultures: An Intercultural Interview Project at University of Maryland University College'
14:10 - 14:40	<u>Session 4</u> – Mike Morris (Hachinohe National Institute of Technology) 'So You Got Stuck with the English Writing Class'
14:50 - 15:20	<u>Session 5</u> – Yukako Kimura (St. Ursula Eiichi Elementary and Middle School) 'Creating Workshops with Young Learners'
15:20 - 15:30	<u>Closing Comments</u>

Conference Fee:

JALT members ¥1,000
non-members ¥1,500



Check out our Facebook Event Page for all up-to-the-date information!
Search Facebook for "2017 Michinoku MEES"

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Presenter Lineup

Plenary Session (10:10 – 11:10)

Marc Helgesen

(Miyagi Gakuin Women's University, Sendai, Miyagi)



'DIY NeuroELT – Make Your Text More Brain-friendly'

The brain isn't a sponge, soaking up more information than we can use. That's a neuro-myth. It's more like a sieve, discarding 99% of input instantly. How do we ensure our teaching points aren't lost? This session introduces seven specific ways to modify textbooks, making them more compatible with the neuroscience of mind/brain/education. Examples from existing textbooks and ways to add these strategies to other books will be shown. Handout/references will be provided. More at: www.tinyurl.com/neuroELT.

Marc Helgesen, Professor, Miyagi Gakuin Women's University, Sendai has been a plenary or invited speaker at conferences on five continents. He is author of over 150 books, textbooks and articles, including the popular English Firsthand series. He also teaches in the MA TESOL program at Nagoya University of Foreign Studies.

Session 1 (11:20 – 11:50)

James Hobbs

(Iwate Medical University, Morioka, Iwate)

'Neuropsychology and the Nervous Presenter'

For teachers and students alike, presenting to an audience of peers is usually stressful. We are often told that this is normal, and given tips and strategies to cope. But with growing interest in what neuroscience and psychology can tell us about learners and learning, it seems appropriate to look deeper and ask what is actually going on inside the nervous presenter's brain, and why it can be so hard for us to control our thoughts when we feel under stress. Drawing on The Chimp Model popularized by psychiatrist Professor Steve Peters, the presenter will explore how different areas of the brain compete for control of our thoughts, and how this can make it hard to deliver a presentation as planned. Tried and trusted tips such as practicing aloud and deep breathing will be re-evaluated in the context of The Chimp Model, and possibilities for applying the model to help students deal with presentation nerves will be discussed.

Session 2 (12:00 – 12:30)

Robert Walsh

(University of Maryland University College-Asia, Misawa, Aomori)

‘Service Learning for Higher Education in East Asia’

This service learning research was conducted at a top ten university in Seoul, Korea, within the confines of University English. A continuation of the research with Japanese students will commence in 2017 at a not-for-profit American university with a satellite education center in Misawa, Japan. The researcher is from the United States. Participants were introduced to the concepts of service learning and organizational dynamics. The instructor and students then worked together to find service learning sites in the contiguous community. The concept of service learning seems unfamiliar to most East Asian university students, and many students tend to describe service learning as community service (i.e. volunteering). However, service learning has distinct pedagogical characteristics. In the original study, several participants expressed resistance, either verbally or as part of surveys after the fact. Students returned from their service learning project to present in English the results of their efforts. Surveys of students and site supervisors provided valuable perspectives. Reporting findings at the 2017 Michinoku English Education Summit can inform a second iteration of the research. A response from students and educator with lived experience of Asian perspectives can provide direction for part two of this study.

*A report of the initial research was shared at the Adult Education Research Conference, St. Louis, Missouri (2013).

Session 3 (13:30 – 14:00)

Robert Walsh and Norie Chida

(University of Maryland University College-Asia, Misawa, Aomori)

‘A Bridge Across Cultures: An Intercultural Interview Project at University of Maryland University College’

University of Maryland University College (UMUC-Asia) offers undergraduate and graduate opportunities, predominantly for United States military and their dependents. UMUC-Asia also welcomes Japanese citizens (through a series of six courses) to prepare for Western-style undergraduate and graduate degrees at the University. Known as the Bridge Program, Japanese students gain writing and speaking proficiency, emphasizing student success practices such as reading and listening comprehension for higher education. Bridge Program students range in age from traditional students launching a college career to non-traditional students retooling for retirement.

One UMUC-Asia faculty member—teaching courses in both the Bridge Program and Communication Studies—mediated a clash of cultures. Despite the proximity between the U.S. military and citizens of Misawa, a vast chasm persists. Language was a barrier, of course, but more precisely, the dichotomy inherent in Hofstede’s collectivistic versus individualistic societies was observed, asking the question: Do good fences make good neighbors? Japanese Bridge students and United States general education students were paired to conduct interviews after intensive and respective cross-cultural instruction. The purpose of the interviews was to glean English language learning and intercultural competence, respectively. Breakdowns led to breakthroughs, on both sides, as the project culminated in class time presentations. This PowerPoint presentation is a narratology, highlighting the struggles and successes good neighbors have in overcoming challenges to communicate worldviews.

Session 4 (14:10 – 14:40)

Mike Morris

(Hachinohe National Institute of Technology, Hachinohe, Aomori)

‘So You Got Stuck with the English Writing Class’

This presentation will discuss the benefits of teaching writing in English to Japanese students and how we can utilize these classes to not only help improve our students writing ability, but how it can also assist them in their overall English ability.

For many of us, having to try and teach English writing to Japanese students might seem a non-productive use of time. Perhaps, teaching conversation practice, listening, or even reading would be a better use of time. However, in this presentation I will show how using writing, especially with Japanese students, is a valuable way to allow them to use English and also encourages them to state and share opinions, something they are very hesitant to do. I will focus on English writing classes that I have taught, and show examples of work produced by students in those classes.

Session 5 (14:50 – 15:20)

Yukako Kimura

(St. Ursula Eiichi Elementary and Middle School, Sendai, Miyagi)

‘Creating Workshops with Young Learners’

Since 2011, the 6th graders of St. Ursula Eichi, with the spirit of *omotenashi*, have entertained international university students with hands-on-workshops about Japanese culture. Using the slogan “Let’s Entertain International Students”, through a creative process, each pupil objectively chooses the topic, constructively makes scripts, and actively practices their workshops. The most popular workshops among international students are calligraphy, tea ceremony, martial arts, paper plane competition, and origami. The international students truly enjoy the pupils’ workshops. This gives the pupils confidence and motivation in English communication.

In this presentation, the speaker will explain the elaborate process of creating entertaining workshops with young learners and show how workshops are successful in developing pupils’ active and critical English communication skills. Video clips, pictures, and students’ comments will be presented.

小学生 6 年生が英語でワークショップを作り上げていく様子を紹介する。2011 年以降、聖ウルスラ学院英智小・中学校（仙台市）の 6 年生は、日本文化についてのワークショップを英語で作成し、毎年留学生を楽しませてきた。風呂敷バッグ実演、剣道、茶道、紙飛行機コンテスト、スイカ割り、水引作りなど、小学一人一人が、趣向をこらしたワークショップを創り、日本に住む様々な国の留学生をもてなす。児童が目的を持って主体的に英語を学び、留学生との交流の中で自信をつけていく過程を、写真、ビデオ等を用いて紹介する。