



# 2018 Michinoku English Education Summit

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



**Sunday, June 3, 2018**

**Venue: Hachinohe Gakuin University, Hachinohe, Aomori**

## Observations on Teaching and Learning: Whatcha Doin'?

Are you doing something new that makes a difference in your students' motivation or grades? Have you noticed any changes in your classes recently? These questions, as well as more formal types of observations (i.e., active research), are the engaging topics that will be addressed at MEES 2018. In a casual yet informative setting, learn new approaches applicable to your own teaching context, or just catch up with what other teachers are currently doing.

### Conference Schedule

- 09:00 - 10:00 Registration
- 10:00 - 10:10 Opening Comments
- 10:10 - 11:10 Plenary Session – **Gregory Sholdt** (Kobe University)  
'Exploring Avenues of Insight into our classrooms: Let's Take a Look at the Numbers'
- 11:20 - 11:50 Session 1 – **Michael Smith** (Aomori University of Health and Welfare)  
'Feedback for Success'
- 12:00 - 12:30 Session 2 – **Koki Hori, Kanako Miyashita, Mark deBoer** (Akita International University)  
'Bilingual Code-Switching in Student Collaboration in a CLIL Context'
- 12:30 - 13:30 Lunch Break (bento available on site)
- 13:30 - 15:30 Session 3 – **Barry Grossman** (Hachinohe Gakuin University)  
'What is a Corpus and What Can You do with It? A Very Hands-On Workshop'
- 15:40 – 15:50 Closing Comments

#### Conference Fee:

JALT members ¥1,000

non-members ¥1,500

# 2018 MEES

## Presenter Lineup

**Plenary Session (10:10 – 11:10)**

**Gregory Sholdt**

(Kobe University, Kobe City, Hyogo Prefecture)



### **‘Exploring Avenues of Insight into Our Classrooms: Let's Take a Look at the Numbers’**

Making adjustments based on informal observations of teaching and learning is second nature for most experienced, reflective language teachers. Yet, engaging in more systematic cycles of observation and change through action research can guide teachers to more refined and deeper understandings of their craft and significant improvements in their classrooms. Action research also provides an entry to academic discourse on language teaching and learning when teachers share their findings through conference presentations and published manuscripts. The goal of this talk is to explore these professional benefits for language teachers and to introduce an approach to doing action research that fosters knowledge and skills necessary for more traditional research studies, particularly those involving quantitative methods. The presenter will review standard action research methods and describe how to adjust them to emphasize the collection and analysis of quantitative classroom data. He will introduce some fundamental topics in quantitative methods including basic measurement theory and interpretation of descriptive statistics in order to demonstrate the benefits and limitations of working with numbers in action research. Resources outlining specific types of quantitative data readily available in classrooms and techniques for basic data analysis will be provided. During this relaxed, fun, and interactive talk, participants will have opportunities to share about their own research endeavors, get first hand experience with the fascinating world of statistical analysis, and consider ways to incorporate quantitative data in their own action research projects.

#### **Bio**

Gregory Sholdt teaches in the School of Languages and Communication at Kobe University. His interests include professional development, classroom-based research methods, English for academic purposes, and fluency instruction. Based on his graduate studies in Educational Psychology and experience teaching introductory statistics courses at the University of Hawaii, he has been exploring innovative approaches to professional development for teachers through classroom-based research. He has been encouraging, guiding, and supporting language teachers in Japan as they work towards building knowledge and gaining skills fundamental to conducting classroom-based quantitative research. Along with presentations, workshops, and online instruction, he has planned and executed large-scale, yearlong projects that center on collaborative professional development through shared research experience and have involved nearly one hundred language teachers across the country. He currently serves as a Consulting Editor for the JALT Journal and the Chair of the JALT Research Grants Committee.

# 2018 MEES

## Presenter Lineup

### Session 1 (11:20 – 11:50)

#### Michael Smith

(Aomori University of Health and Welfare, Aomori City, Aomori Prefecture)

#### **‘Feedback for Success’**

When it comes to marking student writing, have you ever felt like a bit of a red-pen wielding hitman? What do students’ faces tell you when they get their “corrected” work back? Are they appreciative and thankful or confused and intimidated? Too often, giving students back their red-ink laden work marks the end of the writing process. This presentation will aim to change that expectation. What if we gave students a second chance to demonstrate what they have learned from our feedback? During this presentation, some established ideas about the nature of learning will be considered. However, the bulk of the presentation will describe the author’s recently adopted approach to developing students’ written output through personalized feedback. It will also aim to provide those in attendance with useable and adaptable, ready-to-go ideas for use in their classroom(s).

### Session 2 (12:00 – 12:30)

#### Koki Hori, Kanako Miyashita, Mark deBoer

(Akita International University, Akita City, Akita Prefecture)

#### **‘Bilingual Code-Switching in Student Collaboration in a CLIL Context’**

Junior and senior high school students with various levels of English proficiency collaborated to prepare and deliver a poster presentation during a one-day English-education workshop, involving issues related to social media. During the poster preparation, the three instructors facilitated using only English while the students engaged in 'bilingual' code-switching (Cook, 2008), wherein they would continuously switch between the L1 (Japanese) and L2 (English). The transcripts revealed that two types of dialogue were used: process or instructional dialogue, or basic interpersonal communication strategies (BICS), when the students were relaying instructions to create the poster; versus the language to relay the content and their research, cognitive academic language proficiency (CALP). The presenters, using the data from the transcripts of the dialogue, will discuss the code-switching that occurred in the group setting and provide arguments as to why this is an important aspect of language acquisition in this content and language integrated learning (CLIL) context.

# 2018 MEES

## Presenter Lineup

**Session 3 (13:30 – 15:30)**

**Barry Grossman**

(Hachinohe Gakuin University, Hachinohe City, Aomori Prefecture)

### **‘What is a Corpus and What Can You do With It? A Very Hands-on Workshop’**

A student recently asked me, “What is the difference *in use* between the tag questions ‘isn’t it?’ and ‘right?’”, for example, ‘That’s a great movie, isn’t it?’ And ‘That’s a great movie, right?’ Grammar books and most dictionaries will explain the meanings of each, but information concerning usage is limited and they do not engage in comparative descriptions. Do each of these have specific grammatical, semantic or pragmatic environments in which they appear? Is there overlap between these environments or are they mutually exclusive? Which is more frequently used and is there a reason for this? Usually, all we can give the student (at that particular moment) is our intuitive answer based on subconsciously learned language rules and tendencies. However, there is a way to answer these questions based on *usage-based* evidence from a collection of authentic language sources (i.e., a corpus). There are now tools to search through very large amounts of data to find the answers we need. Online corpora have become very user-friendly in the past few years. The corpus can be beneficial as a language resource for teachers and students.

In this hands-on workshop, you will learn how to use the COCA (Corpus of Contemporary American English) corpus. Specifically, you will gain the skills necessary to find frequency data of words and phrases as well as analyze linguistic data sets in order to hypothesize systematically and empirically about *usage tendencies*. By the end of the workshop, you will have the confidence to use a corpus on your own and be able to explore the various functions most online corpora offer.