

2019 MEES



2019 Michinoku English Education Summit

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



Sunday, June 23, 2019

Venue: Hachinohe Gakuin University, Hachinohe, Aomori

ELT for What Purpose? Connecting English Learning to Social Contexts

At this year's MEES conference, we will explore English Language Education in relation to past, present, and future Japan, for example, issues such as the various skills needed in this rapidly changing society and how this compares with what is being taught in classrooms.

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> – Harumi Kimura 'Maximizing Interpersonal Energy with Cooperative Learning: Principles and Techniques' 協同学習で活気ある相互交流を：原理と技法
11:20 - 11:50	<u>Session 1</u> – Vikki Williams, Mellisa Ogasawara, and Chris Horne 'An English Textbook for Social Welfare Students'
12:00 - 12:30	<u>Session 2</u> – Graham George Robson 'Making use of Time Outside the Classroom: Curricular Attempts to Encourage Autonomy among Japanese Learners'
12:30 - 13:30	<u>Lunch Break</u>
13:30 - 14:00	<u>Session 3</u> – Edo Forsythe 'Using Google Forms and Docs for Assessments and Classroom Surveys'
14:10 - 14:40	<u>Session 4</u> – Hamish Smith 'English 360°: Using Student-made 360° Videos to Promote Language Use and 21st Century Skills for Learning in a Science Oriented EFL Class.'
14:40 - 14:50	<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 "2019 Michinoku MEES"

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Presenter Lineup

Plenary Session (10:10 – 11:10)

Harumi Kimura

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



‘Maximizing Interpersonal Energy with Cooperative Learning: Principles and Techniques’ 協同学習で活気ある相互交流を：原理と技法

Abstract: Cooperative learning consists of principles and techniques that will help students work together more effectively. In this presentation, I share some ideas to make use of those principles and techniques to maximize interpersonal energy in L2 classrooms. Although cooperative learning is not a panacea, small changes may make a big difference. You will learn to reflect on your classroom routines and examine whether your students have an equal opportunity to participate in quality peer interaction and whether students are both interdependent and accountable. In cooperative classrooms, students are resources for each other, sharing their ideas and energy with other members of the group; thus, they are responsible for their own and their peers' learning. How can you help make this happen? You can do it with cooperative learning techniques as a facilitator of learning. This is a workshop-style presentation and I invite your active participation!

少人数グループでの学び合いによる協同学習は、学習者の相互交流を促進するために有効な原理と技法で成り立っています。協同学習導入によって全ての課題が解決されるわけではありませんが、小さな改革を積み重ねて大きな成果に繋げることは可能です。授業で日常的に行っていることを、学習者がそれぞれ等しく参加する機会があるか、プラスの相互依存関係が成り立っているか、個人の責任が明確か、などの協同の原理に照らして振り返り、いくつかの技法を用いて修正してみませんか。ワークショップを取り入れて行いますので、積極的にご参加ください。

Bio

Bio: Harumi Kimura teaches at Miyagi Gakuin Women's University, Sendai, Japan. She studied L2 listening anxiety and earned her doctorate from Temple University in 2011. Her academic interests include L2 learner psychology and cooperative learning. She coauthored a book with Dr. G. M. Jacobs, *Cooperative Learning and Teaching*, in English Language Teacher Development Series (2013, Alexandria, VA: TESOL). In her free time, she enjoys hiking.

木村春美 略歴 仙台の宮城学院女子大学勤務。テンプル大学にて、外国語の聞き取りに関する不安感の研究で博士(教育学)の学位を取得。研究対象は学習者の心理と協同学習。Dr. G. M. Jacobs との共著に *Cooperative Learning and Teaching* がある。山や森歩きが趣味。

Session 1 (11:20 – 11:50)

Vikki Williams, Mellisa Ogasawara, and Chris Horne

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

‘An English Textbook for Social Welfare Students’

As most people know, Japan is changing; there are fewer Japanese and increasingly large numbers of foreigners, both resident and visiting. Because of this, it is highly likely that many of today's Japanese university students will encounter foreigners in their future workplaces, either as colleagues or clients. Unfortunately, students are not being given the language and cultural knowledge required to help them negotiate these changes. To help rectify this, we accepted an invitation to write an ESP textbook for social welfare students.

We will talk about how and why we chose the themes included in the textbook and why we believe they will benefit our students' future careers. We will also show a sample unit from the textbook, which may inspire you to provide more relevant and culturally diverse lessons.

Session 2 (12:00 – 12:30)

Graham George Robson

(Toyo University, Bunkyo, Tokyo)

‘Making use of Time Outside the Classroom: Curricular Attempts to Encourage Autonomy among Japanese Learners’

Although the opportunity to study in only English at the higher level is increasing in Japan, many Japanese universities still require students to take few compulsory undergraduate language classes in order to graduate. The number of compulsory English classes may be as low as one or two ninety-minute classes on offer per week and at that pace actual improvement may be restricted. Therefore, if universities wish to see language gains in their students, encouraging students to become more autonomous and take greater control of their learning outside of the classroom is important. Through the process, learners may also begin to find opportunities to come into contact with English, a function important to drive learners to control their language input to suit their own tastes and ability levels. This presentation describes what small changes were made to the English curriculum to promote learner autonomy and bring students closer to opportunities to interact in and with English outside the classroom. This is against the backdrop of only a few compulsory English contact hours per week at a tourism faculty in a mid-level Japanese university. The presenter will also report on student feedback regarding the changes.

LUNCH BREAK (12:30 – 13:30)

Session 3 (13:30 – 14:00)

Edo Forsythe

(Hirosaki Gakuin University, Hirosaki, Aomori Prefecture)

‘Using Google Forms and Docs for Assessments and Classroom Surveys’

Technology can make tests and assessments easier to administer and grade. The presenter will demonstrate how Google Education Tools such as Google Docs and Forms can be used to create and administer a variety of types of quizzes, surveys, and assessments. Specific examples of tests for listening, reading, and writing courses, as well as surveys used to collect student opinions and feedback will be demonstrated. Attendees will create their own quiz and learn how to administer it to their students. Attendees can bring actual questions they want to add to their quiz or they can use sample questions provided by the presenter.

Note: The speaker will be referencing Google Docs and Forms during their talk. Participants are encouraged to bring a smartphone, tablet or laptop, and to create a Google account if they do not already have one.

Session 4 (14:10 – 14:40)

Hamish Smith

(Iwate Area University Educator, Iwate Prefecture)

‘English 360°: Using Student-made 360° Videos to Promote Language Use and 21st Century Skills for Learning in a Science Oriented EFL Class.’

This presentation will provide an overview of a course that the presenter and a colleague undertook at a University in Iwate which involved having the students investigate the potential of 360° cameras and videos to facilitate English use related to their content areas. At the outset, there was uncertainty in how to best use the technology and as such, a mutual decision was made between the teachers and the students to co-create the course as our understanding of how to best use the technology developed. Whilst discussion on the efficacy of 360° cameras and viewers to promote language use will be given, alongside this is an undercurrent of ideas related to how the project facilitated shared intellectual control, the use of 21st Century skills, and an opportunity for students to metacognitively tie the technology to their English and content understanding. Part of the presentation will also focus on positioning this class against experiences as an ALT. In this light, the presentation fits in well with the theme of EFL’s potential to promote the skills needed in this rapidly changing society and how this compares with what is being taught in classrooms.

14:40 - 14:50 Closing Comments