

Teacher Development SYMPOSIUM



Kazuyoshi SATO

Kazuyoshi Sato teaches at Nagoya University of Foreign Studies. He holds an MA and a PhD in Applied Linguistics from the University of Queensland, Australia. He has written several papers on communicative language teaching and teacher development. His research interests include teacher development, second language acquisition, and curriculum development.

EFL Teacher Development through Collaborative Action Research Projects

How teachers learn to teach in context has been the focus of general educational research for almost a century (e.g., Lortie, 1975; Rosenholtz, 1989; Waller, 1932), and eventually a focus for Teaching English to Speakers of Other Languages (TESOL), English as a Second Language (ESL), and foreign language communities (e.g., Freeman & Johnson, 1998; Kleinsasser, 1993; Sato & Kleinsasser, 2004). This study examined how English as a Foreign Language (EFL) secondary teachers (junior and senior high school teachers) in Japan participated in collaborative action research and engaged in their professional development over four years. In particular, little is known as to how EFL teachers challenge their beliefs and implement innovative practices based on Communicative Language Teaching (CLT) through teacher learning processes. Using a mixed methods design, the study identified three developmental stages regardless of years of teaching experience: (1) Challenging teacher beliefs through TESOL classes and modeling teachers who have done similar action research through trial and error teaching as they practice communicative activities; (2) Making sense of teaching through adapting and modifying theories of CLT; and (3) Building confidence in teaching by actually seeing students change. These stages overlap and are not mutually exclusive, depending on teacher and teaching context. The study reveals teachers' dynamic learning processes and professional development.



Brian CULLEN

Dr. Brian Cullen is a professor at Nagoya Institute of Technology. He has authored and edited over thirty textbooks and has spent long periods stuck in front of a computer trying to meet deadlines. He did his doctorate under the supervision of Dr. Brian Tomlinson, one of the leading experts in the field of ESL

Balancing Theory and Practice in Developing Your Materials

Creating language learning materials is always a balance between theory and practice. This session will share some thoughts and experiences about how that balance can be achieved based on the presenter's 25 years of experience in materials development, authoring and editing more than 30 textbooks, and being involved in two different publishing companies. Areas to be covered include utilizing your existing skills, possibilities for publishing or self-publishing, networking, piloting materials, developing your own niche and style, and using a materials development framework to guide you. Time permitting, in the second half of the session, we will spend some time looking through materials and how they can be improved. Please bring your own materials or extracts from textbooks you are using to share with others in the session.

Andrew D. TWEED

Andrew is a coordinator of the self-access center at Soka University in Tokyo. His research interests include autonomy and psychology in language learning. He holds an MATESOL from the University of Washington and an EdD in TESOL from Anaheim University.

Promoting Autonomy In and Out of the Classroom

Providing learners with an increased amount of autonomy can lead to higher levels of motivation (Ryan & Deci, 2017). This reality, combined with the fact that learning a foreign language requires many hours of study, suggests that teachers need to help learners take charge of their learning. In this practical workshop, the presenter will first present a theoretical background to explain why it is important to promote autonomy to our learners. Following that, the presenter will introduce a number of practical ways for teachers to give students control over their learning. Some of these, such as offering learners choices for activities, can be carried out in the classroom. Other methods, which may involve websites, apps or mobile devices, can be done outside of the classroom. The presenter will also address how self-access centers and study abroad programs can foster learner autonomy. These settings are unique in that they provide users with spaces beyond the classroom where using the target language is the norm. Participants will have time to discuss these ideas and techniques in order to consider how they may adapt them to their own educational contexts.

James DUNN

James Dunn is an associate professor at Aichi University. He specializes in critical thinking curriculum design and higher-order thinking skills development through English language learning. His goal is to help students realize they are capable of more than they think.

Part-time to Tenured, a Six-Year Plan

The race to a tenured position in Japan is one fraught with obstacles and hardship. Many may have realized the unpopular truth that a PhD does not guarantee you a permanent position in Japan. This practice oriented session will focus on the steps necessary to maximize the chances of obtaining a tenured position in Japan. It will also explain the reasoning behind why a PhD not not be that magic bullet for a tenured position that one had hoped for. From the types of activities in your current position which will have the most impact on your resume, to activities outside of your school(not just JALT) that can open doors to presenting and publishing that have a large impact on a hiring committee, this presentation will lay out a plan that was implemented over the course of six years by the author, without a PhD, to obtain a tenured position. Attendees will come away from this presentation with concrete examples and ideas on how they can push the odds in their favor in finding, and getting, a tenured position.

Nicholas BRADLEY

Nicholas Bradley is currently an associate professor within the Department of British and American Studies at Nagoya University of Foreign Studies. He holds a PhD in Applied Linguistics and MAs in TESOL and History. His research interests focus around cultural issues in education.

Educational Philosophies of Practicing Teachers

Every year the research produced in education is vast and has the positive effect of advancing the profession in ever more innovative, sophisticated, and humanitarian ways. However, as much as there is a vast array of work showcasing new approaches, activities and providing academic discussion, it can sometimes be beneficial to reflect on the more fundamental aspects of what we do and why we do it. The presentation will present the results of a small-scale examination of the educational philosophies of 18 teachers. The results will detail the elements of education that are seen as paramount by teachers along with those which are less common. From these, a clear image of how teachers view the profession, and their role can be seen. Additionally, the various aspects identified as important within teachers' educational philosophies were presented to students. The results of which elements were given importance by students will also be presented and contrasted with the previous results. In addition to viewing the results, audience members will consider the various elements and be invited to reflect on their own educational philosophies.

Henry TROY

Henry is an EFL lecturer at Nagoya University of Foreign Studies. He has also taught IELTS courses at universities across Aichi for the past five years. His areas of research interest include corpus linguistics, English language tests and media literacy.

Adapting Classroom Activities to Prepare Students for English Language Tests

This workshop will introduce some of the most important English language tests for students (e.g., IELTS, TOEFL, Eiken, TOEIC) and give participants an opportunity to try activities that can be used in the classroom to assist with test preparation. These activities are not only helpful for English language tests, but can also be incorporated into general English communication courses. Many students study English for the purpose of studying, living and/or working abroad. To achieve their goals, getting an appropriate score on an English test is vital. Even for students who continue to live in Japan, certain scores are required for particular jobs, and sometimes a higher score can result in a pay rise. It is therefore important that language teachers are aware of these tests, are able to advise students on their content and have the ability to use activities in the classroom which assist the students in achieving their objectives.

Kevin OTTOSON

Kevin Ottoson is a lecturer at Nagoya Women's University. He holds an EdD from the University of New England. His research interests include study abroad and assessment of intercultural competence.

Collaborative Online International Learning in the Language Learning Classroom

Collaborative Online International Learning is an approach that connects teachers and students to collaborate and learn as a part of their course. This method of virtual exchange that promotes more inclusive international collaboration has been gaining in popularity in recent years. In response to COVID-19, foreign language educators have seen COIL as a vehicle to promote international collaborations and language learning. Additionally, as study abroad programs are put on hold and are unlikely to return to pre-pandemic participation levels in the near future, COIL offers opportunities for higher education institutions to sustain their internationalization efforts. For students in Japan studying English, COIL can provide unique opportunities to interact and collaborate with L1 or L2 speakers in another country. In addition to language development, COIL offers other opportunities for development, including intercultural competence. This presentation will provide an overview of COIL, some examples of language learning-focused COIL, and information about how to get involved in COIL.

Chris LEAR

Currently a lecturer at Nanzan University, Chris focuses on engaging his students through discussions and self-reflections. His goal is to help his students to think critically about the world around them and use what they learn to enhance their own lives.

Introducing Culture through the News

Knowing how to approach developing language skills while teaching culture and current affairs can be a challenging task. This presentation focuses on using the news as a way to keep students engaged at home and in the classroom while maintaining learner agency and autonomy. It will lead participants through a warm-up activity that challenges students to research, understand, and explain authentic materials in the form of current news articles. By having students read, summarize, and discuss weekly news articles, they can start to develop an overall picture of what life is like in another place. Additionally, through the use of authentic materials and group discussions, students can develop the four fluency skills: reading, writing, listening, and speaking.

Jessica ZONI UPTON Mina HIRANO

Holding a MA TESOL degree from Nagoya University of Foreign Studies and a BA in Japanese Studies, Jessica Zoni Upton has been teaching at universities in Japan for seven years. Her main research interests include Intercultural Communication and Gender Studies.

Mina Hirano has been a lecturer for five years and currently teaches at Nagoya University of Foreign Studies. She holds an MA in Linguistic Science (English Education) from Nanzan University. Her research interests are scaffolding, learner autonomy, and Intercultural communication.

Anton VEGEL

Anton Vogel holds degrees in TESL and has nearly a decade of university ESL/EFL experience. He has published on a variety of topics from language and national identity to TBLT. Currently his interests are how design-based perspectives can inform pedagogy.

The Benefits of Self-reflection Tools for Foreign Language Learners

Self-reflection can be defined as “a conscious mental process relying on thinking, reasoning, and examining one’s own thoughts, feelings, and ideas.”(Gläser-Zikuda, 2012). Over the years, self-reflection tools such as diaries, logs, and journals have been assimilated into the field of educational science (Bailey & Ochsner, 1983; Bailey, 1991; Gardner, 2000, Moon, 2003, Absalom & De Saint Léger, 2011; Litzler, 2014a) as a way to record, reflect, or assess learning. This mixed-method study on the benefits of self-reflection tools for foreign language learners was conducted at university level during two academic years starting in April 2020, collecting information from over 100 English majors, and adapting to the changes from the online format to the hy-flex format. The research focuses on students’ perceptions of two self-reflection tools originally created to aid the development of learners’ autonomy. This lecture-style presentation will first briefly explain the purpose of the research as well as the self-reflection tools that were used, and finally will introduce the benefits which emerged from students’ survey results. The presenters hope this research will inspire more educators to introduce self-reflection tools in their classrooms.

A Look at the Role of Design in Education: Developments, Trends, and Practical Use

Game Design Research has extensively analyzed the role of design in games such as the design of conflict and engagement, systems (information and cybernetics), and emergence and possibilities (second-order design) (Salen & Zimmerman, 2004). Additionally, research in Digital-Game Based Learning (DGBL) has identified learning principles inherent in good games such as actionable feedback, low cost of failure, and integrated learning and assessment (Gee, 2007, 2013; Prensky, 2001). However, one of the conclusions of this research questions why these principles are not more widely utilized beyond games (Gee, 2004). Although these principles run parallel to theories in Second Language Acquisition (SLA), not all areas of study are equally fit to employ them such as the technology focused Computer Assisted Language Learning (CALL) and the inherently design based concept of task in Task Based Language Teaching TBLT (Vegel, 2018). Design has been relevant in the field of education for decades, but there seems to be a gap in historical and practical context. This study thus investigates the development of design in the field of education (from instruction design to learning design), highlights current research (game design, game-based learning, and cybernetics), and provides examples of practical design choices in language education.