

*Hamamatsu & Toyohashi chapters of the Japan
Association for Language Teaching (JALT) present*

"LEARNER'S ACQUISITION OF LANGUAGE AT DIFFERENT STAGES OF DEVELOPMENT"- A PROFESSIONAL DEVELOPMENT SEMINAR

**Sunday, July 18th at the Maisaka Bunka Center,
Maisaka**

JALT members - FREE

Non-members - ¥2000

Non-members (half-day, 9:00 - 12:40 only) - ¥1500

SCHEDULE AT A GLANCE

9:00 – 9:30 Registration

9:30 – 9:40 Welcome and opening remarks

9:40 – 11:00 SIG 1 sponsored presentation 1 (80 min.)

11:10 – 11:50 Local presentation 1 (40 min.)

12:00 – 12:40 Local presentation 2 (40 min.)

12:40 – 1:40 Lunch break

1:40 – 2:00 Poster sessions & Displays

2:00 – 3:20 SIG 2 sponsored presentation 2 (80 min.)

3:30 – 4:10 Local presentation 3 (40 min.)

4:20 – 5:00 Local presentation 4 (40 min.)

5:20 – 6:40 SIG 3 sponsored presentation 3 (80 min.)

6:40 – 6:50 Closing remarks

7:00 End

WORKSHOP PRESENTATIONS *(Middle conference room 21)*

9:40 – 11:00 Bilingualism SIG (80 min.) – “The Importance of a Mother Tongue and Literacy”

Bernadette Luyckx has lived more than twenty years in Japan. She is the mother of three bilingual sons, ages 17, 14, and 10. Bernadette Luyckx is the coordinator of JALT's Bilingualism SIG. Her educational background includes a Bachelor's of Education and Master's of Art in Education. She has more than 15 years experience in Japanese private schools including the past seven years in Tokyo Jogakkan Middle and High School in the International Class. The program is an accelerated English program that admits both returnees and students with no previous English nor overseas experience. This year, she is a 7th grade homeroom teacher in addition to teaching grade 7, 10, and 12 English classes.

ABSTRACT

A child's "mother tongue" starts in the womb and from birth, a child is not only able to recognize a mother tongue but is also able to discriminate between two "mother tongue" languages. (Byers-Heinlein, K., Burns, T., and Werker, J. 2010) Recognizing and discriminating one or two mother tongue languages though is not enough for a capable bilingual speaker. The challenge is in maintaining and developing a mother tongue language. In the first part of the presentation, the presenter will relate her experiences raising three bilingual children and teaching returnee students to illuminate the importance of mother tongue language(s) in a child's school experience. "Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language." (Cummins. 2009) In the second part of her presentation, the presenter will link mother tongue development to literacy. The presentation will also include resources for literacy available to the bilingual community in Japan and tips for starting bilingual literacy programs.

References

Byers-Heinlein, K., Burns, T., and Werker, J. 2010. ***The Roots of Bilingualism in Newborns, Association for Psychological Science***, Accessed at http://infantstudies.psych.ubc.ca/uploads/forms/1268069646ByersHeinleinBurnsWerker_2010.pdf

Cummins, J. 2009. ***Bilingual Children's Mother Tongue: Why Is It Important for Education?*** Welcome to Dr. Cummins' ESL and Second Language Learning Web! Accessed at <http://www.iteachilearn.com/cummins/mother.htm>

11:10 – 11:50 Hamamatsu chapter (40 min.) – “Learning language through picture books and songs”

Noriko Nakano has been teaching English at Uminohoshi Kindergarten in Hamamatsu since 1987, at Uminohoshi high school since 2009, and at home using ECC materials since 1994. She also has been a volunteer at Enshuhama Elementary school since 1999 helping teacher's develop materials using "Eigo noto", and reading to children which she takes a keen interest in.

ABSTRACT

The youngest learners love to play. Once they think it is fun, they really concentrate. Singing songs is fun for children; with rhythm and tune, they pronounce English naturally without hesitation. Listening to picture books is also fun for them. With interesting stories with colorful pictures they learn not only words but also it would be possible to have virtual experience of different culture and also grow their imagination. This presentation reports the programs at Uminohoshi Saginomiya Kindergarten to show how they enjoy their first encounter with English, also introduces some activities related picture books.

12:00 – 12:40 Hamamatsu chapter (40 min.) “Motivating students in upper grades of elementary school to speak”

Masako Nakamichi is a certified preschool caregiver, and licensed K-12 teacher. Currently she teaches English at Tokai Fukushi Welfare College and Spanish at Hamamatsu Kita High School. She has also been a JTE at various public elementary schools in Hamamatsu since 2000. She has lived and studied in the U.S.A., lived and taught Japanese in Spain for 7 years, and uses her experiences abroad for international understanding activities in elementary schools.

ABSTRACT

The first part of this presentation will introduce activities that are motivating from a student's perspective and encourage students to speak out using natural utterances. Activities that can be conducted in as natural way as possible also fulfill student's intellectual curiosity. The second half of the presentation will demonstrate some group activities used to build friendships and global citizenry.

2:00 – 3:20 Jr./High SIG (80 min.) – “Our Story”

Bill Matheny has worked as a public school ALT in Aichi Prefecture since 1997 and has lived in Nagoya since 1990. Prior to work in secondary schools, Bill was in management with a language consulting enterprise and taught business English to adult students in the corporate arena. William ran summer workshops for JTEs in a 5-year program initiated by the national ministry of education and writes for The School House newsletter. **Albert McCann** has been teaching English at the junior and senior high school level in Japan for almost 6 years and has a M.Ed. from the University of Washington. My interests are in lifelong learning and the limits of schools. **Jeff Singal** has lived in Japan for about 10 years. Of those ten years, seven were spent teaching and one was spent researching learning disabilities in Japan. He has a MA in Intercultural Management with a focus in International Education from the School for International Training (SIT). Jeff is currently teaching at Ichimura Junior and Senior High School in Nagoya, as well as at Trident and Nagoya Sangyo University and resides with his wife and two year old daughter in a suburb of Nagoya.

ABSTRACT

This presentation will address multiple aspects of L2 acquisition among junior and senior high students in public and private schools. One aspect regards the teaching of students with varied learning abilities. Another aspect of the presentation will

focus on one response to ineffective traditional EFL teaching methods. A third aspect of the presentation will focus on data obtained from public junior high schools as well as a consideration of testing as it relates to L2 acquisition.

3:30 – 4:10 Toyohashi chapter (40 min.) – “Sharing creative control: allowing students to become actively involved in the content, the production, and the practical application of lesson material. Then, assessing students’ progress, development of communicative ability, and language acquisition to see how effective student-centered resources can be.”

Mark Gerrard, is an associate professor at Aichi University and has post-graduate qualifications in education from The University of Bath and The University of Birmingham, and he is currently completing a diploma in TESOL. With ten years' teaching experience, Mark's research interests include learner autonomy, bilingualism and the process of language acquisition. **Jack Ryan** an associate professor at Aichi University Toyohashi holds degrees from the University of California at Los Angeles and Temple University. He has over ten years of teaching experience, and his research interests include learner autonomy, motivation and learning styles.

ABSTRACT

How can we be sure that our teaching materials are relevant to the interests, and the learning needs of our students? One way is to allow learners to play a proactive role in the creative process of designing, producing, and trialing lesson resources. The presenters have experimented with tasks that give students a vital role in making decisions about lesson content and activity format. Learners have found this approach highly motivational, and the presenters have used pre and post testing to assess student progress in terms of their use of complex language, how developed their responses are (seeking a fewer short, or one-word answers), and whether or not they speak for longer before communication breaks down. Overall, findings indicate that student-centered activities help develop communicative ability and language acquisition.

As Penny Ur states: 'Learners are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.' (2008). If students have a creative influence on lesson content then they are more likely to be engaged than if they are merely responding to teacher-produced resources. This increased inclination to respond to, and interact with, lesson materials has a positive effect on improving communicative competence, and ultimately on language acquisition. Such materials promote learner autonomy.

4:20 – 5:00 Toyohashi chapter (40 min.) – “Sailing a different course: Adult learners, theory and practice”

Martha Robertson has taught at the university level for over 25 years, both in the United States and in Japan. She was a Regional Coordinator for Oakland City University's degree-completion program for working adults whose education had been interrupted before they completed their degree. She is currently a member of the Faculty of International Communication at Aichi University. **Jim Matchett** is an

American who has lived in Japan since 1980. In addition to the private classes he teaches in Toyokawa, he is a professor in The Center of Educational Development at Hokuriku University in Kanazawa. He has a Master's Degree in Linguistics from the University of Colorado.

ABSTRACT Teachers of adult learners have a different job from those who teach children and adolescents. In the first half of the presentation, Martha Robertson will offer a brief overview of the principles and theories of adult learning, past and current. In the second half, Jim Matchett will look back on private adult classes he has taught in Japan for nearly 30 years. He will share practical in-class activities, as well as some of the extra-curricular activities and experiences the group has shared through the years. Finally, he will examine the viewpoints of the learners, including why they began their study, what they feel they have gained, and why they have continued attending the class for, in some cases, as long as 20 or 25 years.

5:20 – 6:40 CUE SIG (80 min.) – “Content based language teaching at Japanese Universities”

Richard Miller is a Canadian living in Kobe and currently teaching at Kansai University. He has an M Ed. (TESOL) from Temple University (Philadelphia) and an MBA (Marketing) from the University of Liverpool (UK). He is now a doctoral candidate in Business at SMC University (Switzerland). **Zane Ritchie** is a New Zealander with a BA from Auckland, a Masters from Ritsumeikan, and is currently a Masters candidate at Victoria.

ABSTRACT

As pedagogical approaches to EFL in Japan change, content based instruction (CBI) is becoming more and more relevant at post-secondary institutions there. What pedagogical assumptions underlie these changes, which are, at least in part, having to deal with the content-based continuum proposed by Brinton et al. (1989) are explored in the presentation. Two examples are shown: A first year content-based communications course taught at Kansai University and a one semester content-based course on geopolitics, taught an intermediate level second year class at Ritsumeikan University. The outlines of the courses and what is taught along with how they are taught (through content, without much explicit language instruction) are presented. Also examined are the effectiveness of some of the CBI courses by presenting what students thought of the courses, and what they had learned by the end of them, (through feedback and learning portfolios) and whether teaching complex content-based courses to students at an intermediate level is actually suitable.

POSTER PRESENTATIONS (*Small conference room 21*)

Rory Davis & Carrie Fish – “**Moodle for Writing - designing and delivering writing courses using Moodle at university level**” will show how they have been adapting existing materials and creating new ones to deliver English Writing courses using Moodle. They will highlight the advantages of using Moodle, as well as looking at some of the drawbacks they have discovered.

Dan Frost - "Can you find the mistake?" will show several samples of English from currently used junior high school textbooks which have verifiable mistakes, but are rather subtle, so that even a native speaker might scratch his/her head and wonder exactly what is wrong.

Jon Dujmovich - " Multicultural Me: an exploration of identity" will demonstrate an example of content-based lessons for EFL that focuses on intercultural understanding. A key idea for effective intercultural communication is broadening student ideas of culture and identity, awakening their senses to the diversity around them.

Anthony Robins - "Visiting Variety" will focus on how students can be exposed to different views, different backgrounds, and different language use by getting visitors into your language classroom. It will include ideas on: choosing visitors, keeping costs to the minimum, using visitors effectively to maximize student contact, and optimum time use and making visits fit with your program and course materials.

Andrew Kean - "Are students using electronic dictionaries efficiently?" will look at how well university students know how to use the various functions on their electronic dictionaries. It will also compare students' responses with teachers' for which situations are appropriate for using dictionaries.

DISPLAYS (Small conference room 21)

- English Teachers of Japan (ETJ) Aichi / Shizuoka & ETJ Nagoya EXPO
- Bilingualism Special Interest Group (SIG)
- Jr. / Sr. High Special Interest Group (SIG)
- College and University Educators (CUE) Special Interest Group (SIG)
- Job listings & Events board