

FD 研修会報告

**University of Tsukuba – Center for Education
of Global Communication
The Seventh Faculty Development Event
Workshop: Motivation and Students
Tuesday January 17, 2017 9:30-11:30 CA304**

This event focused on providing information on recent research and practice into motivation of students.

Part I: Workshop

Prof. A. Kubota introduced his former student, Prof. Katsuyuki Konno from Shizuoka Institute of Science and Technology, as a dedicated researcher on the difficult to grasp topic of motivation. Prof. Konno then presented motivation through two main theoretical frameworks and after having participants exchange ideas, offered valuable insights into classroom practices based on motivation research.

Part II: Group work

After the coffee break participants broke into groups of 4 and brainstormed ideas related to motivation emerging from the previous talk. A reporter in each group then shared the most salient points with the rest of the audience. Some of the topics discussed are briefly introduced here.

- 1) Practical considerations when trying to motivate students: Topics such as motivating students in a large-class setting with limited time and discouraging sleeping in class without negative extrinsic factors.
- 2) Teacher motivation: Peer learning and group work were suggested as options for a relaxed and motivated teacher.
- 3) The need of L2 Self in the classroom: When debating this concept, suggestions were made about how teaching goals should meet student expectations, and how motivation is dynamic and always in motion.
- 4) Responsibility and motivation: Institutional structural differences across countries were thought to be important factors in motivational direction, i.e. student self-initiative vs. teacher-stimulated goal setting.

Each of the above matters could and will be foci of subsequent FD events.

Part III: Survey

Fourteen participants completed a survey after the FD Workshop. Overall satisfaction concerning the content allows for omitting quantitative data concentrating on qualitative comments and suggestions. The casual atmosphere (3) and the group discussion (7) were highly appreciated. However, the committee needs to work on appealing to a more diverse attendance and improve the room logistics for future events. Suggested topics for these events were, among others,

teacher motivation, information on using CALL effectively, ideas for large classes, language learning and professional development, and global teams.

Part IV: Workshop Instructor and Participants

In the center, Professor Katsuyuki Konno on the left, Professor Akira Kubota on his right.



Part V: Acknowledgments

The CEGLOC FD Events Committee would like to thank the Head of CEGLOC, Prof. H. Iwasaki and the Head of FLED, Prof. T. Usuyama for their support. The practical assistance of the CEGLOC staff is also highly appreciated.

For the CEGLOC FD Committee:
Bruno Jactat (Chairperson)
Ruth Vanbaelen (Editing Coordinator)

**University of Tsukuba – Center for Education
of Global Communication
The Eighth Faculty Development Event
Resistance on the Brain: Why student demotivation
is normal (and what to do about it)
Joseph Shaules
Wednesday June 21, 2017 14:00-16:00 CA304**

During this event, a new approach to student engagement based on the notion of linguaculture learning and emergent motivation was discussed.

Part I: Interactive lecture

After a warm word of welcome by Prof. H. Iwasaki, the Head of CEGLOC, Assoc. Prof. M. G. Schmidt briefly introduced the lecturer, his main publications and recent research projects. Then Prof. Joseph Shaules from the Faculty of International Liberal Arts, Juntendo University took the floor for an American-style lecture with continuous interaction between the lecturer and participants concerning the resistance students feel and the demotivation they express when learning a foreign language.

He likened learning a new language to adding an alien OS to the already existing unconscious cognitive autopilot, i.e. the intuitive mind in charge of language processing as habitual behavior. Student resistance against the LL challenge, both psychologically and cognitively, is a natural reaction. Resistance or negative motivation and its positive counterpart, engagement, are only different flip sides of the symbolic coin of motivation. Higher demands on the student can create higher engagement or higher resistance. The best results are obtained by tasks with high demands that create a wish to succeed. The effects of engagement and resistance are self-reinforcing and cumulative. An implication for teachers is that resistance cannot be overcome. Nevertheless, teachers can lower the students' resistance and increase their engagement by creating "flow", a balance between the task difficulty and student skills. As a reflective class tool Prof. Shaules introduced a roadmap to engagement with the following four cornerstones:

- 1) Vision (clear goals): where are you going?
- 2) Roadmap (ongoing feedback): how can you get there?
- 3) Community (support): how can we go together?
- 4) Reflection (awareness): where are you now?

He also acknowledged that in general teachers are proficient as experts to provide knowledge and expertise, and managers to structure activities and manage time. However, support by coaches (to inspire) and counselors (to support growth and provide care) is beneficial in the endeavor to reduce resistance and increase student engagement in the LL challenge.

Part II: Survey results

This event was attended by 26 persons of whom 23 filled out a survey. One survey was incomplete and therefore not included in the analysis.

All participants expressed overall satisfaction with the event, and would recommend this type of FD event to their friends or/ and colleagues. Most participants (86.4%) felt the length of the event was about right, while two participants wrote it was too short. From the data analysis, a balance could be observed between first-time attendees (36.4%), attendees who participated in most of the past FD events (36.4%), and those (22.7%) at their third or fourth event.

Most participants found the topic interesting and useful at the same time. Regarding applying the information in their own teaching practice, 50% answered they will extremely likely do so, while 31.8% will likely do so.

Suggested topics for future events are: language learning in the CLIL classrooms, active learning, effective teaching in large classrooms, vocabulary learning and keyword retelling, literature and language learning, writing feedback in classrooms in Japan, and support systems for students out of class (everyday Global Commons).

Part III: Lecturer and Participants



Professor Joseph Shaules surrounded by the participants

Part IV: Acknowledgments

The CEGLOC FD Events Committee would like to thank the Head of CEGLOC, Prof. H. Iwasaki for his support. The practical assistance of the CEGLOC staff is also highly appreciated.

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)
Roxana Sandu (Survey Coordinator)

**University of Tsukuba – Center for Education
of Global Communication
The Ninth Faculty Development Event
Reflecting on Elementary and Intermediate
Japanese Language Courses
and Teaching Material Development
(The Role of Foreign Language Education in Higher Education)
Yoshiro Hanai
Monday July 10, 2017 15:15-17:15 CA310**

During this event, methods to use a contents-based approach from an early stage in second language learning were discussed. This event was also the first CEGLOC FD event to be co-organized with the Japanese Language Education Division.

Part I: Lecture and Q&A session

Prof. H. Iwasaki, the Head of CEGLOC, welcomed Assoc. Prof. Yoshiro Hanai who was then introduced by Assoc. Prof. M. Kido. Assoc. Prof. Hanai is affiliated with the University of Wisconsin-Oshkosh where he coordinates the Japanese Program.

He explained the different roles of foreign language education in higher education by introducing the style of language education in the US, where beginner courses are mainly content indifferent and the advanced ones language indifferent, i.e. with a focus on more than language only. His research question was whether beginner courses can focus on both language and content as culture and history. Currently, administrators tend to think that foreign language teaching is unnecessary or that it can be outsourced. Assoc. Prof. Hanai also noted a lack of exposure to texts due to the emphasis on communication, although reading might be the skill to be learned the fastest among the four skills. He pointed at the need for a curriculum reform where FL courses are an intellectual challenge, where the connection between beginner and intermediate course is smoother, and where a new balance between the four skills is found with more weight for reading skills. With universities aiming for global competency, reading skills can help learners to deepen their knowledge and understanding in a wide range of topics.

To that purpose, Assoc. Prof. Hanai developed new course materials for learners of Japanese at a beginner level (130-150 hours of study completed) with topics that were selected based on the fact they are being taught and researched on in the field of Japan Studies. Reading texts are a major part of the textbook he developed. However, reading is not the goal, it is a tool to encourage the learner to absorb the read information as knowledge. Several tasks are provided in order to learn a mix of reading strategies. The book also aims at increasing the learner's vocabulary level. As the textbook is meant for beginners, learners are not required to reproduce all sentence patterns they encounter, but they should understand them passively. A website linked to the textbook can be used

extensively for listening exercises etc. In general, each lesson in the book follows a four-step production process of reading/doing/writing/presenting. Finally, the textbook was introduced, followed by a lively Q&A session.

Part II: Survey results

This event was attended by 36 persons of whom 31 filled out a survey, with more than half (58%) being first time attendees. A good balance of teaching and research staff (21) and graduate students (15) was attained.

Most participants expressed overall satisfaction with the event, one participant was undecided. The majority (29/31) would likely recommend this type of FD event to their friends or/ and colleagues. Most participants (77.4%) felt the length of the event was about right, while seven participants wrote it was too long. Most participants found the topic interesting and useful at the same time. Regarding applying the information in their own teaching practice, 48.4% answered they will extremely likely do so, while 32.3% will likely do so.

Suggested topics for future events are: pragmatics and SLA, culture-related topics, educational activities in foreign countries, teaching methods for beginners, effective use of IT, interests and needs of Japanese language learners abroad, assessment in Japanese language classes, games and language acquisition, Japanese Language Proficiency Test, material development for Japanese language listening. Suggestions for improvement of future events included more publicity, more frequent events, and more Q&A time.

Part III: Lecturer and Participants



Assoc. Professor Yoshiro Hanai surrounded by the participants

Part IV: Acknowledgments

The CEGLOC FD Events Committee would like to thank the Head of CEGLOC, Prof. H. Iwasaki for his support. The assistance of the CEGLOC staff is also appreciated.

For the CEGLOC FD Committee:
Ruth Vanbaelen (Editing Coordinator)
Roxana Sandu (Survey Coordinator)

**University of Tsukuba – Center for Education
of Global Communication
The Tenth Faculty Development Event
1st CEGLOC Conference
Active Learning and Oral Communication
Saturday December 9, 2017 10:00-17:00
CA309 and CA410**

Introduction

The 1st CEGLOC Conference was themed Active Learning and Oral Communication, and aimed at sharing practical solutions or classroom research on common challenges instructors face in teaching oral communication. With a focus on English and French language instruction, the event was divided in concurrent sessions according to the respective languages, however with parallel topics. This encouraged participants to freely move between sessions regardless of the language they teach and accordingly enable them to apply practices introduced during the conference later in their own classes.

The morning program concentrated on a framework to conceptualize best practices in oral communication. During four sessions equally divided over the two conference languages, three speakers introduced three principles:

1. Building speaking skills for interactive, real-time conversation on everyday life topics
2. Regular oral testing
3. Raising awareness of cross-cultural differences in speaking styles and how to overcome them

During the afternoon program, eight individual or pair presenters shared successful lesson activities or research projects. The audience provided feedback on potential research ideas and gave insights on suggested class activities based on personal teaching experience during the Q&A session after each presentation.

The conference was organized in collaboration with the 15th annual Autumn Workshop of the Research Group for Teaching Oral Communication in Japan and the JALT Ibaraki Chapter and sponsored by the Initiative for Comparative Research in Human and Social Sciences (ICR).

In each of the presentation rooms, a stand was set up with textbooks and other teaching materials provided by Alma Publishing. These were available for perusing by the audience. Some were presented as samples to teachers interested in using them in future classes.

The day was ended with a dinner party. Presenters and participants alike enjoyed the relaxed atmosphere to continue their discussions.

Conference Program

10:00~10:10 Opening addresses (CA410)		
Hirosada Iwasaki (Center for Education of Global Communication) Bruno Vannieu (Research Group for Teaching Oral Communication in Japan)		
10:15 ~ 12:45 A pragmatic approach for oral communication in Japan		
	French Program (CA309)	English Program (CA410)
10:15~11:30	Bruno Vannieu (Université de Kobe) Tester pour motiver	Jerry Talandis Jr. (University of Toyama) Turning speaking tests into assessment activities
11:45~12:45	Bruno Jactat (Université de Tsukuba) Comment gérer une classe de communication orale de première année	Bruno Vannieu (Kobe University) Cultural codes and classroom management
14h00 ~ 16h45 Sharing classroom research and practice		
14:00~14:30	Eiko Suita (Université Nihon) Travail par paires: les conversations-enquêtes	Michael Stout (University of Tsukuba) From conversation to discussion: a scaffolded approach
14:45~15:15	Jun Ikeda (Université Shirayuri) Le vécu d'un prof progressiste issu du système traditionnel	Roxana Sandu & Javier Salazar (University of Tsukuba) Active learning, active assessment: One-on-one interviews
15:30~16:00	Jean-Luc Azra (Université Seinan Gakuin) Enseigner l'écrit, l'approche par modèles	Yuichi Ono (University of Tsukuba) Online educational resources and integrated discussion course
16:15~16:45	Hidenori Konishi (Université Kyoritsu Joshi) Convergences et divergences entre la Méthode Immédiate et l'ANL	Peter Hourdequin (Tokoha University) Pragmatic awareness and practice with a simple table-top game
17:30~	Dinner Party	

Morning Program

Participants for both the French and English part of the conference assembled in room CA410 where Prof. H. Iwasaki, the Head of CEGLOC, followed by specially appointed professor B. Vannieuwenhuys of Kobe University opened the conference with a word of welcome.

The sessions of the morning program lasted between 60 and 75 minutes, with two sessions per language. These sessions provided the framework of the conference, namely how to conceptualize best practices in oral communication.

French session morning program

The first French speaker, Bruno Vannieuwenhuyse, presented about testing. His talk explained how testing in class can motivate students and guide their efforts in an efficient manner. He touched upon issues like validity and reliability of tests, and talked about what to test, how and with what frequency. It was pointed out that a test should have an important pedagogical effect, and should be able to be carried out without disproportionate logistical costs. Finally, several types of tests were introduced, as well as the question of conversation pragmatics, which according to the speaker, can be introduced as an element of instruction for certain tests.

Bruno Jactat then presented about how to make freshman oral communication classes active. He argued that a freshman communication course should have as objective that students learn the basics of the French language while at the same time enjoying it. Questions that were discussed included how to introduce grammar in a communication course for absolute beginners and how to practice. This was a practical workshop which allowed the participants to try out some class activities adjustable to each instructor's needs. Keywords of the presentation were moving, interacting, surprising, challenging and multimodal stimulating.

English session morning program

Jerry Talandis was the first English presenter. Parallel to the first French speaker, he discussed assessment activities, more in particular how to evaluate students' speaking tasks. He suggested turning regular language practice tasks into tests. The ultimate aim of this method is to help students improve their speaking skills. In his workshop-like presentation, Prof. Talandis covered different approaches to grading, such as the creation of effective feedback and marking rubrics. He also discusses practical issues that occur when speaking tests are conducted during class.

After finishing his French talk, Bruno Vannieuwenhuyse moved on to the English session where he talked about how instructors can use cultural codes to their advantage. He used his experience of 15 years of applied research in this field to discuss cultural styles of communication. According to the speaker, differences in communication style affect oral communication classes in two ways, namely the way students interact with each other in the classroom and how they sound while having conversations. Instructors' understanding of various cultural factors will help solve miscommunication and will lead to successful classes.

Afternoon Program

The sessions of the afternoon program lasted 30 minutes, with four sessions per language. The focus was on perspectives of class practices and research.

French session afternoon program

After the lunch break, Eiko Suita started the French session with her talk on pair work, more in particular conversation interviews. She introduced the survey form available in the textbook she uses for a beginner-level French course. This form allows the students to conduct mini-conversations about the lesson topic and helps them to keep the conversation going.

Jun Ikeda continued with the conflict he experiences between the forward-thinking progressive style he aims for in his classes versus the tradition of language education in

Japan he was trained in. He desires his students to acquire the French language in the most efficient and authentic way as possible while education in Japan has focused on grammar and translation, a style he has to recognize as an efficient one as well.

Jean-Luc Azra presented about teaching writing via the use of models. When models are well-made, he argued, they offer the advantage of showing what is acceptable without the need for long explanations. Such models will help the students reach near-native performance and learn new techniques with lasting long-term retainment.

Hidenori Konishi was the final speaker for the French session. He compared the Immediate Method with the Neuro-linguistic Approach that both aim to help learners to communicate with precision and spontaneously in spoken and written situations.

English session afternoon program

Michael Stout was the first speaker in the afternoon English session. He started off by indicating that discussion activities in textbooks are often lacking several of the scaffolding techniques, such as input and input enhancement or explicit teaching that are needed for students to successfully improve their skills. He then shared scaffolded classroom activities that helped learners move from conversations to discussions.

Roxana Sandu and Javier Salazar are in favor of constructivist classrooms where the students are actively involved and learn from one another. They also advocate continuous assessment and introduced two assessments methods, namely one-on-one teacher-student interviews and group discussions, and the student perceptions towards these methods. The difficulties encountered in designing effective rubrics as well as in the assessment process were discussed as well.

Yuichi Ono described the basic contents of an active learning discussion course model that uses Online Educational Resources. Using Online Educational Resources is explained to enhance oral communication skills and critical thinking skills. It also improves student motivation. He discussed different elements that were included in the course, such as flipped teaching and jigsaw discussion and evaluated the student motivation and their critical thinking skills.

Peter Hourdequin was the final presenter. He spoke about raising pragmatic awareness through the use of a table-top game in the classroom. Awareness elements include e.g. register and polite requests. He invited the audience to discuss with a partner how table-top game rules can be adjusted or “remixed” to the students’ interests. Suggestions were that rules and content can be adjusted to the work environment students personally experience, and that the game can lead to discussions about hierarchy positions in society.

Conference data and Survey Results

In total, 57 people attended the conference, including the 12 presenters and 4 student staff. Of the attendees, 26 were from the University of Tsukuba (including the 4 student staff) and 31 from other universities all over Japan. People traveled from as far as Hokkaido and Okinawa to participate. Although 11 people who pre-registered online did not attend, 11 people registered on-site. Generally, language attendance can be divided into one third (17) for the French session and two thirds (36) for the English session. (These numbers do not include the 4 student staff.) However, many participants moved between both sessions in order to attend the presentations that best fit their personal interests. At the end of the day, 19 persons attended the dinner party.

Out of the 57 participants, 34 completed a survey either on paper or online after the

conference. This resulted in the following feedback.

All participants showed overall great satisfaction with the conference and would recommend this type of event to a friend or colleague. Only 3 participants wrote the theme of the conference is somewhat relevant to their current work/teaching situation, while the vast majority acknowledged the relevance of the theme, with 73.5% finding it extremely relevant, and 17.6% relevant. Regarding the length of the presentations, almost 70% found it about right, while 5 participants felt it was rather long, and 6 wrote it was rather short. Nearly all participants found the topics of the presentations interesting and useful, while one participant added a comment saying, “depends on the topic”. Furthermore, while 58.8% will extremely likely apply the knowledge gained at this conference in their own teaching practice, and 29.4% will most likely do so, only 4 people were not sure of actually putting the knowledge into practice.

Some of the suggested topics for future CEGLOC conferences were: intercultural awareness and affective aspects in language acquisition, ICT, CALL, mobile technologies, content-based language learning, gamification, critical thinking skills, designing speaking courses and classroom management. Suggested improvements included organizing a panel that combines the French and English worlds, and maybe shorter breaks between presentations to fit in more sessions. These valuable suggestions for topics and improvements will be kept in mind by the organizing CEGLOC FD Committee.

Some Impressions of the Presentations



Acknowledgments

The CEGLOC FD Committee would like to thank the Head of CEGLOC, Prof. H. Iwasaki for his support. The practical assistance of the CEGLOC staff before the conference and the on-site help of several motivated university students proficient in English, French and Japanese are also highly appreciated.

For the CEGLOC FD Committee:
 Ruth Vanbaelen (Editing Coordinator)
 Roxana Sandu (Survey Coordinator)