

FD イベント報告

University of Tsukuba
Faculty of Humanities and Social Sciences
In cooperation with the CEGLOC FD Committee
and Global Commons.
Event: International Mother Language Day
Topic: My mother tongue amidst the languages I speak
Friday February 22, 2019 13:30-16:30 University Hall

The CEGLOC FD Committee cooperated with the Faculty of Humanities and Social Sciences and Global Commons, University of Tsukuba to organize this first time event. The United Nations' (UN) International Mother Language Day (IMLD) annually celebrates language diversity and variety worldwide on February 21. For scheduling purposes, IMLD was organized at our university on the following day, February 22.

Part I: Keynotes and discussion

At the opening, on behalf of Dean Aoki, Assistant Prof. Bride read an introductory note. His message stressed that the current "crisis of civilization" is one of cultural diversity, mainly brought about by the dangers of uniformity, unification, fragmentation and segmentation. The counter powers of preservation, development and dissemination of mother tongues encourage linguistic diversity and IMLD contributes to such endeavors.

Keynote speaker Prof. Andrej Bekes, visiting researcher of the University of Ljubljana, then proceeded to portray the sensitive issues of mother languages in Europe, notably in his home country Slovenia. Nationalistic trends to eradicate ethnic languages between the two World Wars were discussed. He illustrated the case with Italian fascist violence against ethnic minorities, assimilatory policies and resistance by locals and how these traumatic events led after WWII to policies protecting ethnic and linguistic diversity and making it a norm to insure safety and dignity to EU's cultural diversity.

Keynote speaker Dr. Mohammed Abudl Malek, Associate Professor of Agricultural and Development Economics, exposed the original events that led to the creation of the IMLD. It was indeed in his home country, Bangladesh, that the 1952 language movement took place at the University of Dhaka to manifest against the imposition of Urdu as the state language of what was at the time both West and East-Pakistan, a tactic from the then Pakistani ruler to render the educated society of East Bengal 'illiterate' and 'ineligible' for government positions. This was the sole movement where people actually died to protect their mother language and it led to the Bengali language becoming official in 1956 and to the creation in 1999 of the IMLD.

Part II: Poster presenters

A total of 15 persons presented their posters on the topic “My mother tongue amidst the languages I speak”. Some of the represented languages were Wakhi (Tajikistan, Afghanistan, Pakistan, China), Egyptian Arabic, Kikongo and Lingala (Congo), Uzbek, Fulani (10 African countries), Jurassien and Breton (France), etc.

As a whole, 50 people gathered at the event, including presenters and organizers.

Part III: Declaration

In order to ensure the sustainability of this event and its goals, a declaration of the International Mother Language Day of the University of Tsukuba has been drafted (cf. hereafter).

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



Certificates given to poster presenters
at end of IMLD



Left : Prof. Andrej Bekes
Right : Dr. Mohammed Abudl Malek

Declaration of International Mother Language Day
Faculty of Humanities and Social Sciences, University of Tsukuba

Whereas more than 3,000 foreign students, researchers and professors of more than seventy different nationalities officially study, research and teach at the University of Tsukuba;

Whereas both foreign and Japanese students, researchers and professors speak a multitude of languages that greatly enrich our academic and research culture;

And whereas the Faculty of Humanities and Social Sciences of the University of Tsukuba wishes to recognize the value of linguistic and cultural diversity on its own campus, and within its institutional and academic partnerships in Japan and in the world;

Now, therefore, the Dean of the Faculty of Humanities and Social Sciences of the University of Tsukuba, by and with the advice and consent of the Faculty, declares as follows:

INTERNATIONAL MOTHER LANGUAGE DAY

At the Faculty of Humanities and Social Sciences, University of Tsukuba, in each and every year, the twenty-first day of February is to be known as 'International Mother Language Day' and events will be carried out to promote the preservation, development and dissemination of mother tongues to not only encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions in Japan and throughout the world and to inspire solidarity based on understanding, tolerance and dialogue.

Declaration signed on February 22nd, 2019
Saburo Aoki
Dean of the Faculty of Humanities and Social Sciences
University of Tsukuba (Japan)

University of Tsukuba
CEGLOC Workshop: TEACHER DEVELOPMENT
WORKSHOP ON TESOL
Lecturer: Dr. Elizaveta Tarasova
(IPU New Zealand, Tertiary Institute)
Wednesday May 29, 2019, 15:30-18:30, CA413

The CEGLOC FD Committee cooperated with Faculty of Humanities and Social Sciences to organize this workshop. It was co-sponsored by JSPS KAKENHI 16K13234. Prof. Iwasaki, Head of CEGLOC, welcomed the speakers and the audience and pointed out how the University of Tsukuba is focusing on TILL, Tsukuba Language Integrated Learning, following the workshop sessions (two talks and one keynote talk).

Part I: Presentations by TESOL Instructors in CEGLOC

- Integrating Digital Tools into Intercultural Communication Courses in CEGLOC, James Harry Morris (University of Tsukuba, CEGLOC)
- The Prospects of Telecollaboration in Teaching Intercultural Communication, Murod Ismailov (University of Tsukuba, CEGLOC)

Two TESOL instructors presented their research themes on which they attempt to apply for JSPS grant. This session collected 35 participants and an exciting discussion followed in the Q-A sessions after their talks.

Part II: Special Talk by Dr. Elizaveta Tarasova

- New Trinity College London Certificate for Practising Teachers: Benefits and Opportunities for In-Service Teachers and Educational Institutions, Dr. Elizaveta Tarasova (IPU New Zealand, Tertiary Institute)

After the introduction by Prof. Yuichi Ono, Head of English Section in CEGLOC, Dr. Elizaveta Tarasova politely and clearly introduced how the teacher development program is designed and implemented in IPU New Zealand, Tertiary Institute. During the talk, she discussed the challenges and issues involved with the program, which stimulated the 45 audience's attention and the exciting discussion which followed the talk. Prior to the workshop, she observed and participated in Prof. Yuichi Ono's Critical Reading Strategies course and encouraged the students during the discussion session in the course.

Organizer of this workshop:
 Yuichi Ono (CEGLOC, Chief of English Section)



Elizaveta Tarasova



James Harry Morris



Murod Ismailov

**University of Tsukuba – Center for Education
of Global Communication
Events Supported by the CEGLOC FD Committee**

On July 4, 2019, Associate Prof. Yuichi Ono and Associate Prof. Masaharu Shimada organized a one-day two-tier workshop: the OSU-Tsukuba Joint Linguistics Workshop and Data Science in Collaboration on Language (DaSiC) 2019. The CEGLOC FD Committee supported this event through advertising and participation.

DaSiC 2019 kicked off the day with Assistant Prof. Yuko Hijikata as keynote speaker. She spoke on needs analysis in English language education and as an example she spoke about her experience developing an English for Occupational Purposes Course for Japanese native speakers employed in the automotive industry.

The keynote was followed by a lightning talk session. A total of 18 undergraduate and graduate students, young researchers and educational staff introduced their research in short 3-minute presentations, live or on video. Topics included, among others, grammar and syntax, learner acquisition order etc. A subsequent poster session allowed the presenters to go into more detail and interact with the audience. This resulted in lively discussions.

In the afternoon, Prof. Mineharu Nakayama of the Ohio State University was the keynote speaker for the OSU-Tsukuba Joint Linguistics Workshop. He introduced his research on raising constructions (e.g. seem + to + infinitive). He explained the problems Japanese learners encounter in acquiring this construction due to influence of their native language. His keynote led to an energetic Q&A session that concluded this workshop in which 35 persons were present for both the morning and afternoon.



Poster session impressions
Ruth Vanbaelen for the CEGLOC FD Committee

University of Tsukuba
URA, Faculty of Humanities and Social Sciences, ICR
In cooperation with the CEGLOC FD Committee
Event: Grant-in-Aid for Scientific Research (KAKENHI)
Seminar for Non-Japanese Researchers
Ai Saito : KAKENHI 101
Bruno Jactat : Perusal of a Successful Kakenhi
Hai-Tao Yu : Let's Secure that Grant
Monday July 22, 2019 9:30-11:40
Special Conference Room, University Hall, 3rd floor

The CEGLOC FD Committee cooperated with URA (University Research Administration/ Management office), ICR (Institute for Comparative Research in Human and Social Sciences) and the Faculty of Humanities and Social Sciences, University of Tsukuba to organize this event. KAKENHI seminars have up to now mainly been featuring hard sciences. This event allowed for researchers from the soft sciences to share their experience in getting such a grant.

Part I: Presentations and Q&A

The seminar first provided basic information about the KAKENHI system; then two invited researchers, who specialized in linguistics and Information Retrieval (IR) respectively, provided the audience with tips to prepare a successful grant application based on their experience of securing KAKENHI grants.

Ms. Ai Saito, from URA, Research Administration/Management Office, explained for first timers how and when to prepare for a grant, what type of grant to apply for and which research category to settle for. She also detailed how the reviewing process was carried out and by whom. Finally, she told us about the role URA plays in helping applicants draft their application.

Assistant Prof. Bruno Jactat (CEGLOC), led the audience through the rewriting of his application based on advice received chiefly by URA. KAKENHI's two "Ks" divided his talk in two steps : attending to "Katachi" (form) and then to "Kontentsu" (content). The main points were 1. importance of making a first good impression with the visual aspect of one's proposal; 2. that content should be concise, clear and accessible to the reviewers who do not always have knowledge of the applicant's field of research.

After giving a brief introduction to his application history, Assistant Prof. Hai-Tao Yu (Faculty of Library, Information and Media Science), a recipient of two JSPS grants, gave tips to follow before applying to a grant-in-aid and before writing. He also suggested to be ambitious and how to carefully choose collaborators, underlined the importance of ensuring that the project fits in the continuity of existing research, and finally that data should be showcased for clarity and cognitive ease for the reviewers.

A 10-minute Q&A time was allotted after each speaker's talk and generated

more detail on the application process and budget procedure.

Each speaker's power point presentation can be found on the following web page:

<http://ura.sec.tsukuba.ac.jp/archives/18433>

15 people then attended a networking lunch right after the seminar at DEMI.

Part II: Survey results

Some 42 people attended the event, organizers included.

About half the attendees (19) completed the surveys (online 10, paper 9). 12 were professors and staff, 5 doctoral students and 1 student (+1 not disclosed). Most people attended a: to hear about the experience of researchers who successfully obtained KAKENHI with an English proposal (90%); b: to get an overview of KAKENHI (37% 4 people checked a+b); and c: other reasons were not mentioned.

In order of helpfulness, presentations were rated (100%) Perusal of a Successful Kakenhi, (80%) KAKENHI 101, (60%) Let's Secure that Grant.

To item 1.3. Please let us know what you are taking away from this year's KAKENHI seminar, two main points came repeatedly: the importance of layout and visuals (7), and writing for clarity (6). Some people mentioned that they would rewrite their proposal and 10 people said they would apply this coming year.

Although there was no specific question on satisfaction, overall comments were very positive. 2 people requested to have more focus on pure sciences in the future.

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



Ms. Ai Saito (left) is asked a question by Assistant Prof. Bruno Jactat.

For the URA:
Shogo Kurihara (Survey Coordinator)



Assistant Prof. Hai-Tao Yu during his talk.



Dr. Kato from URA answers audience's questions.



42 people attended the event.

**University of Tsukuba, CEGLOC FD Committee
In cooperation with the Research Group for
Teaching Oral communication in Japan
English and French Autumn Workshops
Bruno Vannieu : Communication teaching
Akiko Tamura : Active ways of organizing a grammar class
Bruno Vannieu : Bilingual reading
Sunday, October 13th, 2019 13:00-17:00
Conference Room 120, UT, Tokyo campus, 1st floor**

The CEGLOC FD Committee cooperated with the Research Group for Teaching Oral Communication in Japan to organize this event. Since we had a positive experience with this group, whom we teamed up with for the 1st CEGLOC Conference on Saturday, December 9th, 2017, we decided to have a new event outside the official CEGLOC Conference format. For the first time we also decided to have the event take place on the University of Tsukuba, Tokyo campus in Myogadani in order to attract more people from Tokyo.

Unfortunately, the English day of the Autumn Workshop on Saturday, October 12th was cancelled because of the typhoon Hagibis.

The French day of the Autumn Workshop on Sunday, October 13th was maintained, but the format and schedule were changed. Initially, class simulations were planned for the morning, with 12 volunteer students coming from four different universities (5 from the University of Tsukuba). We thought it safer to ask the students not to come and re-scheduled the event to the afternoon only (13:00-17:00).

Instead of class simulations we held presentations about communication teaching (Bruno Vannieu), active ways of organizing a grammar class (Akiko Tamura) and bilingual reading (Bruno Vannieu). The presentations were followed by lively exchanges. Four participants were able to attend out of the 15 French professors who originally registered.

Since we were not able to carry out the original format (the English day was cancelled), we have rescheduled the event on Saturday, June 6th 2020 at the Tokyo Campus.

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



Ms. Akiko Tamura's presentation in French.



Participants exchange on topics at the end of the day.

**University of Tsukuba – Center for Education
of Global Communication
CEGLOC FD Committee
in collaboration with the
JALT Mind, Brain and Education SIG
and the JALT Ibaraki Chapter
3rd CEGLOC Conference
Language Learning & the Brain
Saturday December 7, 2019 10:00-17:30
Laboratory of Advanced Research A, 1st floor**

Introduction

Research in psychology and neuroscience is giving us insights into how the brain learns, yet most of this information is not reaching educators. This conference aimed at providing a space for discussion of robust brain-based theories of learning as well as recent developments in the field and how these ideas can inform foreign language learning and classroom practices.

On the above premise, the 3rd CEGLOC Conference was themed Language Learning & the Brain. The conference aimed at bringing together researchers and practitioners in a meaningful dialogue, enabling them to bridge the gap between theory and classroom praxis in the context of developments in neuroscience.

Unlike previous conferences, which used English and other languages (French, German, Chinese, etc.) as presentation languages, for this conference, only English and Japanese were used as presentation languages. Although we first aimed for a balance between the two languages, English had much more representation than Japanese (only 2 presentations). Spread over two simultaneous sessions, 8 speakers introduced their research in 25-minute presentations. Two 50-minute workshops were also held in English. In addition, one 30-minute roundtable discussion was organized during the lunch break. This year, the budget allocated by CEGLOC allowed us to invite two plenary keynote speakers who presented their research during hour-long talks. A coffee break followed each keynote talk to allow the audience to interact more with the presenters. This was a new initiative to give attendees an opportunity to pursue the exchange of ideas and put forward questions directly to the presenter in a format that breaks away from the presenter-audience format.

The conference was organized in collaboration with the JALT Mind, Brain and Education SIG, a forum for language educators and researchers to share insights in neuroscience, bringing relevant new discoveries in psychology, cognitive neuroscience and neurolinguistics into language teaching in Japan. JALT Ibaraki Chapter has also become a regular supporter of the annual event.

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

Conference Program

9:50~10:00 Opening address		
Saburo Aoki (University of Tsukuba, Dean of the Faculty of Humanities and Social Sciences)		
10:00~11:00 Plenary Keynote (CA304)		
Hyeonjeong Jeong (Tohoku University)		
Contribution of cognitive neuroscience to second language acquisition research		
11:00~11:30 Break & discussion with the keynote speaker		
	Room 110	Room 111
11:30-12:00	Hall , Binocular rivalry and language: practice-led artistic research	Sekiguchi, Chalaopak (Jpn & Eng) Cognition process: when the leader supports his classmates
12:05-12:35	Ryan Have brain, will travel: study abroad and brain science	Sekiguchi (Jpn) 「笑い」と言語習得: 「漫才」を取り入れた授業の効果
12:35 - 14:00 Lunch		
13:15-13:45	Duplic Roundtable: Comparing and implementing 'desirable difficulties' and 'cognitive load theory' in the language learning classroom	
14:00-15:00	Plenary Keynote Robert S. Murphy (Kitakyushu University) NeuroELT in practice: pedagogical L2 maturation and cognitive development	
15:00~ 15:30 Break & discussion with the keynote speaker		
15:30-16:20	Gorham (Workshop) Neurodiversity in the age of hybrid human-artificial intelligence	Rude (Workshop) Music and the brain: learn to accompany two simple songs by guitar
16:25-16:55	Murphy (Ai) Optimizing student performance, engagement, and enjoyment	Suzuki (Jpn) 言語認知のモダリティ
17:00-17:30	Jactat Frequency discrimination: gateway to the learner's listening brain?	Handley Cognitive load theory: implications for language teaching
17:30-17:45	Closing remarks: Caroline Handley (Asia University, Coordinator of the JALT Mind, Brain, and Education SIG)	
18:30-20:30 Dinner party		

Morning Program

Professor S. Aoki, Dean of the Faculty of Humanities and Social Sciences welcomed the audience and the presenters and extended his thanks to all for making this event possible. In his opening address, bilingual as in the spirit of the conference, he suggested that a global point of view is necessary to understand the question of language and languages in the context of the evolution of the human species (biological, cognitive) and in the context of international communities (social and cultural).

Keynotes

Associate Professor Hyeonjeong Jeong, affiliated with the Graduate School of International Cultural Studies and cross-appointed at the Department of

Human Brain Science, Institute of Development, Aging, and Cancer at Tohoku University provided a brief snapshot of relevant studies, which she conducted with her colleagues. First, she talked about a study that examined whether learning through an enriched environment improves L2 skills. Findings show that brain mechanisms of L2 learning in real-life situations (i.e., social contexts) differ from those of L2 learning from translation. Learners who recruited the brain network involved in the processing of non-verbal communication were able to acquire and retain L2 knowledge efficiently. The second study introduced was concerned with the question of whether social interaction is important in L2 acquisition. Online, face-to-face communication was found to elicit more balanced and varied aspects of communicative ability, with respect to brain mechanisms, than offline, recorded video communication. Third, she reported on a study that explored neural mechanisms in which learners received and responded to corrective feedback. Modifying self-generated speech following feedback during L2 communication elicited greater activation in the brain areas associated with the acquisition of language structures and motor-adaptation than observing such interactions. Finally, she reported on a study which attempted to distinguish between explicit (declarative) knowledge from implicit (procedural) knowledge. She examined the neural activities of L2 learners performing various tasks that are believed to tap into explicit and implicit knowledge. She concluded her talk by arguing that cognitive neuroscience deepens our understanding of the precise brain mechanisms underlying L2 learning and may provide pedagogical implications for L2 learning and teaching.

Associate Professor Robert Murphy from the University of Kitakyushu and a member of the JALT Mind, Brain, and Education SIG discussed his research during the second keynote. Through classroom research spanning the past decade, Dr. Murphy has found that a purely pragmatic focus on linguistic development can be counterproductive in raising the maturation rates of students' L2 competence in EFL classrooms.

While working on his PhD in neuroELT-based textbook design, what he found to be effective was a tri-elemental system that incorporated: (a) cyclically designed deep-thinking tasks, (b) explicit metacognitive nurturing of the L2, and (c) a teacher's comprehensive understanding of students' L2 maturation rates. All three of these elements combine dynamically to help create a more efficient EFL pedagogy—this can be understood well-enough on a theoretical level—but what do these three elements really mean for the classroom teacher? He spent time unpacking the meaning and significance of L2 maturation rates (how L2 matures within the brain) and discussed how teachers can learn to apply this knowledge to develop pedagogy for their own daily classroom teaching. Teachers are therefore able to make connections between the theoretical implications of these findings with clearly practical applications; Dr. Murphy also spent time revealing pedagogical skills and techniques from his doctoral research that he found to work particularly well with EFL students in Japanese universities.

Presentations and roundtable

Will Hall demonstrated a visual phenomenon called Binocular rivalry, which occurs when our two eyes simultaneously look at very different things, causing

our conscious perception to alternate uncontrollably between the two (Blake and Logothetis, 2002). In his ongoing practice-led research, he develops interactive systems that incorporate language (written text) into the visual stimulus. By showing Japanese and English text simultaneously to the left and right eye, an unstable perception is created, with both languages vying to dominate perception. This is a phenomenon that could lead us to consider new and exciting ways of thinking about language, education, art, and poetry.

Mio Sekiguchi and Vorakan Chalaopak presented in both English and Japanese. This presentation reported on the cognitive effects that teaching had on the peer-leader student's ability to categorize, analyze, and memorize new information. Once the class leader understood particular grammar points, he provided further explanation of them to his peers, positively impacting his own learning in the process. The peer-leader student provided insights regarding his thought process and the role of peer-leadership in the future of Japanese language education was discussed.

Stephen M. Ryan's talk focused on how brain science can inform our support of students who will be, have been, or are studying abroad. The presenter highlighted findings from brain science that can help us understand the hows and whys of learning in Study Abroad from a within-the-brain perspective. Moreover, he offered practical suggestions to guide those who design, implement and/or take responsibility for student learning in both incoming and outgoing Study Abroad programmes.

Mio Sekiguchi talked in Japanese about research that incorporates "laughter" in a Japanese language intermediate class. She discussed the effects of language acquisition brought about by "laughter" and brain activation. From a neuropsychological perspective, linguistic emotions activate the left side of the posterior cortex of the brain, and nonverbal emotions activate the right side of the brain. The brain is activated not only by the speaker but also by communication with the listener. "Manzai" is a narrative that brings out "laughter" in the audience, and inevitably creates a strong sense of communication between the speaker and the listener. Class activities including "manzai" through transcripts and videos, as well as original student-created "manzai" were discussed.

During lunch, John Duplice led a roundtable about his research on the antagonism between "desirable difficulties" and "cognitive load theory". The presentation addressed these two conflicting theories and discussed ways teachers can incorporate each effectively according to the current research in both fields.

The afternoon program continued with presentations.

Ai Murphy questioned the need to push all students into the next grade each year, wondering if they are really ready to move on. In contrast, she examined highly efficient EFL pedagogy and discussed the positive effects of: (a) dopamine for motivation towards learning and (b) oxytocin for socialized language-based bonding. This led to a discussion of neuro-based pedagogy that caters to individual student development while nurturing positive emotions toward L2—even while being held back a year.

Yuta Suzuki reported on experiments on speed recognition of written characters versus sign language. When sign language stimulation is presented

in the form of sentences, recognition of the target sign language starts at the timing of the transition from the previous word. Some studies suggest that the timing of cognition differs between written characters and sign language. The problem of sign language recognition timing is considered to be very important for comparing speech and text in research using electroencephalograms.

Bruno Jactat talked about one component of listening, Frequency Discrimination (FD), and how it evolves in the child's developing brain. He then presented an upcoming experiment that could elucidate whether as teachers, we can have leverage on this filter or not—that is, whether we can help refine the brain's auditory maps to enhance clarity toward listening to and learning a foreign language.

Caroline Handley provided a brief introduction to cognitive load theory (CLT). CLT is based on the assumption that successful learning is limited by students' restricted working memory capacity, especially in relation to learning complex skills, such as acquiring a foreign language. This has led to research into optimal instructional design, which should maximize learning of the target material (intrinsic load) by minimizing aspects of design that interfere with learning (extraneous load), given students' prior knowledge. Key findings from this research and the implications for designing and sequencing language learning activities were discussed.

Workshops

Thomas Gorham, J. F. introduced neurodiversity in the arising context of hybrid human-artificial intelligence. As more and more people are participating in reciprocal symbiotic relationships with AI technologies in ways both big and small, he wonders if language teachers are prepared to interact with students, colleagues, or administrators who are augmenting their brains with AI? He then went on to introduce some of the present and future implications of hybrid human-artificial intelligence in the language learning classroom.

Markus Rude offered a hands-on workshop where he had the audience accompany his guitar to two German songs. After a 10-minute introduction on music and rhythm, and its importance for processing language in the right hemisphere, the presenter has the audience get into groups and follow a guitar practice session (three guitars were provided). At the end small groups brainstormed about how to practice and integrate songs in language lessons.

At the end of the conference, the audience gathered once again in room 110 for the closing remarks by Caroline Handley, Coordinator of the JALT Mind, Brain, and Education SIG. She reminded the audience that as a cosponsor of the 3rd annual CEGLOC Conference, the JALT Mind, Brain, and Education (BRAIN) SIG would like to encourage participants to publish a paper based on their presentation, their current research or classroom practices related to the SIG Journal or Think Tank topics. The editors would greatly appreciate papers and articles that connect brain science topics to language teaching.

Conference data and Survey Results

This year's topic, "Language Learning and the Brain", attracted a majority of teaching and research staff, and a few graduate students. In total, 46

people attended the conference, including the presenters and 4 student staff members. Of the attendees, 29 were from the University of Tsukuba (including the 4 student staff) and 17 were from other universities and educational institutions all over Japan. People traveled from as far as Miyazaki and Tohoku to participate. Although 10 people who pre-registered online did not attend, 11 people registered on-site. Generally, language attendance can roughly be divided into 15% (6) for the Japanese sessions and 85% (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, 13 persons attended the dinner party.

Out of the 46 participants, 27 completed a survey either on paper or online after the conference. This resulted in the following feedback. Most participants expressed overall satisfaction with the event and said they would recommend it to their colleagues, while 2 participants expressed dissatisfaction. The vast majority acknowledged the relevance of the conference theme, while praising the useful and relevant content presented, while only 2 participants found the topic rather irrelevant to their teaching practices. The keynote speakers' presentations, as well as Bruno Jactat's (University of Tsukuba) and Stephen M. Ryan's (Sanyo Gakuen University) presentations were among the ones the conference attendees found particularly interesting. Regarding applying the information in their own teaching practice, about 80% said they will likely do so.

Some suggested topics for the future were: teaching writing skills, teaching speaking and pragmatics, teacher psychology, content teaching and language learning in various settings (e-learning vs face-to-face). While no specific suggestions were made for further improvements, the organizing committee received lots of praise from the participants. Some comments were as follows: "What a great chance and venue for a quick focus on teaching technique for SLA", どの発表もとても興味深かったです., "A great sense of community, thank you".

Some Impressions of the Conference



Dean Aoki



Keynote speaker Jeong



A captivated audience



Questions from the audience

The CEGLOC FD Committee would like to thank the Dean of the Faculty of Humanities and Social Sciences, Prof. S. Aoki, the Head of CEGLOC, Prof. H. Iwasaki and the Head of the Foreign Language Division, Prof. T. Usuyama for their support. The practical assistance of the CEGLOC staff before the conference and the on-site help of several motivated university students proficient in English and Japanese was also highly appreciated.

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

**University of Tsukuba – Center for Education
of Global Communication
CEGLOC Faculty Development Committee
2019-2020**



The FD committee logo represents the 9 languages taught at CEGLOC: Chinese, English, French, German, Korean, Japanese as a foreign language, Japanese as first language, Russian and Spanish.

Mission statement

“The CEGLOC FD Committee aims to create a double-focus multilingual platform 1) where faculty can exchange ideas related to education and teaching practices in order to meet the challenges of educating students and 2) where faculty can discuss and cooperate in research in order to support professional growth”

Vision statement

- 1) Mini-conferences: We organize workshops, roundtable discussions, seminars and lectures in order to facilitate faculty growth in scholarship and teaching;
- 2) ‘Colleague to colleague’ orientation: We offer seminar sessions to assist new faculty in understanding university structure and culture;
- 3) Faculty learning communities: We facilitate the formation of group research projects for scholars with shared interests.

Positions from April 1st 2019 to March 31st 2020

A) Chair	Ruth Vanbaelen
B) Vice chair	Roxana Sandu
C) Secretary	Naomi Yamada
D) Treasurer	Murod Ismailov
E) Editing coordinator	Bruno Jactat
F) Japanese editor	Shoma Aota & Mizuho Imada
G) Survey coordinator	Roxana Sandu
H) Publicity coordinator	Shu Lian & Markus Rude

We can provide logistical support and eventually financial support when you plan to hold an FD related event at CEGLOC. For more information, please contact the Chair : vanbaelen.ruth.gp@u.tsukuba.ac.jp

筑波大学 グローバルコミュニケーション教育センター CEGLOC FD 委員会 2019 年度



FD 委員会のロゴは、CEGLOC で開講されている 9 つの言語を表しています。中国語、英語、フランス語、ドイツ語、朝鮮語、日本語、国語、ロシア語、スペイン語です。

私たちのミッション

CEGLOC FD 委員会は、(1) 教育においてそれぞれが直面する課題に対処するために、教育や教授法の実践について教職員が情報交換をすること、(2) 専門分野における教職員の成長を支援するために、研究について教職員同士が議論し協力し合うこと、という 2 点を目指して多言語なプラットフォームづくりを行っています。

私たちのビジョン

- 1) ミニ・カンファレンス：学術及び教授法において教職員を支援するためにワークショップやラウンドテーブル、セミナー、講演などを開催します。
- 2) 新任教職員に対するオリエンテーション：大学の組織や慣例を理解するための説明会を開催します。
- 3) 教職員の学習コミュニティ：同じ関心を持つ研究者同士による共同研究のための組織づくりを促進します。

2019 年度における FD 委員会の役職

A) 委員長	ヴァンバーレン ルート
B) 副委員長	サンドゥ ロクサナ
C) 書記	ヤマダ ナオミ
D) 会計係	ムロド イスマイロフ
E) 編集係	ジャクタ ブルノ
F) 日本語関連編集係	青田 庄真・今田 瑞穂
G) アンケート係	サンドゥ ロクサナ
H) 宣伝係	廉 舒・ルーデ マルクス

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