

JALT's Lifelong Language Learning (LLL) SIG Mini Conference 2021: Lifelong Learning Through an Annual Faculty Development Event

For the last 28 years, the Integrated English Program (under the auspices of Aoyama Gakuin University's English Department) has held annual faculty development events for new and continuing teachers in early April. The program's coordinators, senior teachers, and those newer to the program, share the responsibility of presenting on panels and giving workshops. It has been a way for teachers to share their expertise while gaining knowledge and inspiration from their peers. Occasionally, special guests—from both inside and outside the university—are invited to the event as speakers to offer broader perspectives. These guest speakers have included representatives from TELL (an English Lifeline and community outreach organization), the campus' Career Center, and the Student Counseling Center. One of the main benefits of this event is the collegiality it fosters. By sharing teaching experiences, stories from the classrooms' front lines, and refreshments, teachers are revitalized so they can face the new academic year with a positive frame of mind.

We decided to offer a glimpse into this annual event by opening up three of this year's panel discussions to participants in the Lifelong Language Learning SIG's Mini Conference. In other words, the Mini Conference will co-occur with the morning portion of the faculty development event, three panel discussions made up of seven speakers. Since the third panel involves acting and performance in the classroom, we are also inviting the members of the PIE-SIG (JALT's Performance in Education Special Interest Group) to participate.

LLL-SIG Mini Conference participants may take part in this event through Zoom. It will be a blended event, with both F2F and online presenters and audience members.

Details:

Event name: JALT's Lifelong Language Learning (LLL) SIG Mini Conference 2021: Lifelong Learning Through an Annual Faculty Development Event

Date: April 3, 2021

Time: From 10 AM - 12:15 PM

Place: Through Zoom (Contact Joseph Dias at giuseppedias@gmail.com to request an invitation to join on Zoom. The Zoom room details will be sent on the evening of April 2nd. Please be sure to set your profile on Zoom so that you can be identified by name as only those participants whose identity we can confirm will be allowed entrance.)

Discussion, Reading, and Writing Activities to Prepare for Lifelong Learning / Core Panel

10:00 - 10:40

Deborah Bollinger	Increasing students' interest and participation in online reading activities
Chris Parham	Journal Writing in the IE Classroom
Jeff Bruce	Using full-length novels for book reports in IE III Core
Brenda Butler	A review of a method for introducing and conducting media discussions so that IE objectives are met in an online setting.

Developing a curriculum that enhances Lifelong Learning / IE Seminar Panel

10:45 - 11:25

Catherine Takasugi	Re-invigorating the Interview: Four approaches aimed at keeping students engaged
Deborah Bollinger	Aspects of organizing and facilitating a guest lecture online
Hamilton Armstrong	Accessing and Assessing: Creative ways of securing digital materials / Also... New ways for reviewing/testing/soliciting and doing critical analysis in the online Seminar context
Jerome Martin	The Evolution of the Seminar 'Communicating Japanese Culture in English': How technology has transformed it

Drama Kings and Queens in the Classroom / Drama in Language Education

11:30 - 12:10

Chris Parham	Introducing 12 Short Plays For The Language Classroom
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Short descriptions of the presentations

Discussion and Reading Activities to Prepare for Lifelong Learning/ IE Core Panel (10:00 - 10:40)

Increasing students' interest and participation in online reading activities

- **Deborah Bollinger**

As IE students are majoring in English Literature, many enjoy reading as a hobby, but not all students enjoy reading online. This session offers five ways to increase students' interest and participation in online reading activities and provides tips and strategies that may increase students' enjoyment of reading online and prove beneficial in terms of class management and other aspects of the course.

Journal Writing in the IE Classroom

- **Chris Parham**

The speaker will cover his approach to journal writing in his Core class. He will demonstrate why journal writing is important to students, how to implement it to good effect, ways it can be assessed, and the role that the activity might play in other classes. As a keen reader of diaries and journals himself, the speaker feels that it can greatly benefit the writer and be of interest to readers as well.

Using full-length novels for book reports in IE III Core

- **Jeff Bruce**

Raising reading levels is one objective of the Integrated English Program's 4-skills' Core class. At the highest level (IE Core III), one way to do so is to offer students the option of reading one longer work of fiction throughout the whole term. By attempting a longer book of their own interest, students can gain a significant sense of achievement as they complete the IE program.

Ways to carry out Media Topic Discussions

- **BJ Butler**

This presentation will review a method for introducing and conducting "media discussions," an activity in the Integrated English Program that has students leading structured discussions about news items of their choice. How this task can be carried out—and wider program objectives achieved—in an online setting will be explained.

Developing a curriculum that enhances Lifelong Learning/ IE Seminar (10:45 - 11:25)

Re-energizing the Interview: Four approaches aimed at keeping students engaged

- Catherine Takasugi

Interviews are a flexible tool for cultivating connection and meaning in the classroom. Using Padlet, simulating research projects, conducting legacy interviews, and providing the opportunity for a live global interview are four creative tasks that I have found to generate genuine student interest and reap unexpected rewards.

Aspects of organizing and facilitating a guest lecture online

- Deborah Bollinger

After inviting guest speakers to give lectures in classes at various universities for over 20 years, last year at Aoyama was my first experience organizing a guest lecture online, and it proved highly effective. This session provides a brief overview of the process, offers tips and suggestions, highlights benefits of holding guest lectures online, and includes results of an online survey and feedback form and students' reactions to the lecture.

Accessing and Assessing: Creative ways of securing digital materials / New ways for reviewing/ testing/ soliciting and doing critical analysis in online Seminars

- Hamilton Armstrong

Many of us had to be particularly creative during this year of emergency remote teaching, both with class materials and in effectively assessing students without the exchange of hardcopy papers or prints. How can we bring these innovative workarounds into our F2F classroom environment. We can be much more environmentally aware—no more massive printing sprees!—but also more effectively harness the affordances that digital devices and technologies have to offer. This session is meant to be interactive, so suggestions and feedback are welcome!

The Evolution of the Seminar 'Communicating Japanese Culture in English': How technology has transformed it

- Jerome Martin

After students complete the three main courses that make up the Integrated English Program (IEP)—a 4-skills Core course, a Writing course, and an Active Listening course—they are eligible to take seminars that IEP teachers develop themselves on areas of their own expertise or interest. This presentation explains the evolution of a seminar that was initially titled 'Teaching Japanese Culture in English', later morphing into 'Communicating Japanese Culture in English'. In 2008, when the course began, the overall goal was to encourage students to learn by teaching. They taught what they learnt in order to deepen and strengthen their own personal exploration of the subject. The syllabus not only focused on the various aspects of Japanese culture, but also on the strategies the students needed to employ to communicate what they had learnt. This created a community of practicing teachers. However, with technological advancements, it

became necessary to enhance students' ability to apply such changes into their own lessons. This presentation illustrates how not only have the tools for teaching Japanese culture changed, but the teaching itself has, transforming the seminar quite considerably from its original inception.

See the full descriptions of the IE Seminars that will be offered in the 2021 Academic Year here: <http://www.aogaku-daku.org/ie-seminars-short-descriptions/>.

Drama Panel: Drama Kings and Queens in the Classroom (11:30 - 12:10)

Introducing 12 Short Plays for the Language Classroom

- **Chris Parham**

Stuck at home over the last year, I set myself the task of doing a spot of playwriting as I thought my "English Through Drama" electives were lacking in suitable and useable material for the classroom. This session covers, among other things: why I wrote the plays, where they were tested, and why they may be of great use to English language teachers and students.

Bios of the presenters

Hamilton Armstrong – has taught at Aoyama Gakuin University since 1994. Hamilton has a Master of Fine Arts (MFA) and a PhD from Louisiana State University. His areas of specialization and interest include performance, public speaking, voice, social justice, gothic literature, and micro-fiction.

Deborah Bollinger - has a Master of Arts in Teaching (MAT) in TESOL and French from the School for International Training in Vermont and did graduate study in France. Prior to coming to Japan, she taught EFL to business professionals in France and as a Peace Corps volunteer in Morocco, in addition to teaching ESL at universities in the U.S. Currently, she teaches at several universities in Tokyo and Kanagawa. Her research interests include learner autonomy, learner development, and motivation.

Jeff Bruce - teaches the Greek Mythology seminar and has been teaching at Aoyama Gakuin University for 27 years, first at its Atsugi Campus, then at the Sagami-hara Campus, before moving on to Shibuya. First coming to Japan in 1976, he is a graduate of Northwestern University and has published over 60 English-teaching books for the Japanese and international market.

B.J. Butler - has taught at Aoyama and other universities in the Kanto area for a number of years. When she finds free time, she enjoys spending it with her husband, friends, and dogs, appreciating nature and trying out new plant-based recipes.

[Jerome Martin](#) - works at several universities in Tokyo, including Waseda. His interests in teaching revolve around the concept of communities of practice as an effective way to observe how knowledge may be transferred, based on the works of Lave and Wenger.

[Chris Parham](#) – teaches public speaking as well as drama courses at Temple University and Aoyama Gakuin University. An actor and director with an MA in theatre and performance art from Rose Bruford College, London, he is a co-founding member of Tokyo's Black Stripe Theatre. He has just published a new book *12 Short Plays For The Language Classroom*.

[Todd Rucynski](#) - a graduate of New York University, Todd has been in Japan for 25 years, and is currently on the faculty at Surugadai University. He has been an associate professor at Tokai, Toyo, Rikkyo, and Nihon universities, and served as a TV commentator on NHK English Through the News. A director and educational filmmaker, he has written and produced 24 textbooks based on his videos, as well as created videos for such publishers as ABAX, Kinseido, Macmillan Education, and Pearson/Longman. His book, *Finding Connections*, published by Kinseido, was released in 2019.

[Catherine Takasugi](#) - is entering her second year of teaching at Aoyama Gakuin University. Already she has developed the curriculum for two new seminars. One, entitled "A chapter a week: A taste of everything," introduces students to books from a variety of genres, from philosophy to science fiction, mystery to self-help, and classics to comics; and another that explores diversity and identity by having students cultivate their creative capacities through engagement in poetry, yoga, meditation, photography, drama, and drawing.