

研究活動報告

Project 2

Brian D. Teaman

RIICC Project 2, Research on Language Learning (RoLL), has been continuing its work related to language learning and especially the use of tablet computers in the classroom. Consequently, RIICC members have been working closely with other faculty members to play important roles in major revisions of all the first year English eBooks. This year we also sponsored three events.

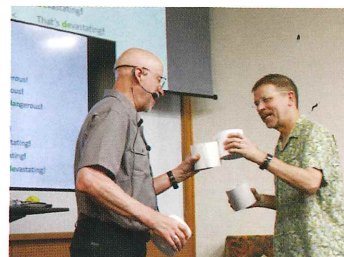
On May 27, 2018, Project 2 co-sponsored the annual Back To School conference with the Osaka Chapter of The Japan Association for Language Teaching (JALT). This was our third year of hosting this conference at OJU. Nearly 100 people attended the conference and participated in about 35 presentations and posters presented by researchers, teachers, and graduate students from the Kansai area and beyond. RIICC members Brian Teaman and Steve Cornwell worked with Osaka JALT President Bob Sanderson in organizing the conference, to which many Osaka Jogakuin faculty, staff, students, and RIICC members also attended and contributed to. Several OJU students and one school group Amigos de Apple also participated in the conference.

Opening remarks were made by RIICC member and Osaka Jogakuin University Vice-President Steve Cornwell. Featured speaker Curtis Kelly of Kansai University gave an invited plenary speech entitled The Neuroscience and Psychology of Motivation. In this presentation he gave insights into what he calls 3L students. Students with low ability, low confidence and low motivation. He showed how scientific theory and research contributes to understanding how to better serve these students in our classrooms. RIICC is tentatively planning to cooperate with JALT on this conference once again in the Spring of 2019.

The second event was a presentation by Professor William Acton of Trinity Western University on June 22 on the Osaka Jogakuin campus. His presentation was entitled Haptic pronunciation teaching: One method that (almost) fits any student population! In this presentation he spoke about how haptic pronunciation teaching (using touch and movement

systematically) has been shown to be effective with a wide range of learner populations. After a brief, experiential introduction to the basics of haptic pronunciation method, a range of applications of the system from elementary to adult students of English was reviewed. Time was provided for questions from the audience regarding how haptic can be applied and how it works in other contexts as well.

The third event was a presentation sponsored by RIICC project 2 was made by Donna Brinton, an independent consultant and writer of many books on language teaching. Her presentation was entitled Achieving Coherence in Content-Based Language Teaching: Applying the 6 Ts to Course Design. As an alternative to other types of language syllabi (e.g., the grammatical syllabus, the notional syllabus, the task-based syllabus), the content-based syllabus has as its central organizational scheme themes or topics selected for their relevance to the student population. In this lecture, she discussed strengths and potential weaknesses of the content-based syllabus. She then introduced the latest version of the 6 Ts framework (Stoller & Grabe, 1997, 2017) as a remedy for achieving course coherence. Each of the 6 Ts (themes, topics, texts, tasks, transitions, and threads) were discussed. Teachers listened intently as this topic directly relates to revisions we are preparing for first year English classes.



Research on Language Learning (Project2)

研究会開催報告

- ▶ 第8回 日 時：2018年5月27日
共 催：The Japan Association for Language Teaching (全国語学教育学会)
タイトル：“Back to School 2018”
基調講演：Curtis Kelly (関西大学教授)
演 題：“The Neuroscience and Psychology of Motivation”
- ▶ 第9回 日 時：2018年6月22日
報 告 者：William Acton (Professor of Applied Linguistics, Trinity Western University)
タイトル：“Haptic Pronunciation Teaching: one method that (almost) fits any student population!”
- ▶ 第10回 日 時：2018年7月18日
報 告 者：Donna M. Brinton (a private educational consultant based in Beverly Hills, CA)
タイトル：“Achieving Coherence in Content-Based Language Teaching: Applying the 6Ts to Course Design”