**Sessions:**

**The Reading DVD –** With content and materials provided by Joseph Dias and Gregory Strong, Todd Rucynski has created a new instructional resource. This is a DVD showcasing ways of teaching reading from instructors at Aoyama Gakuin University. These include teaching critical literacy, reading-in-role, and using tasks based on student interests such as a career search activity.

**Accessing Library Resources –** This session will be useful for every teacher interested in accessing online journals for research or classroom use, particularly those teaching Academic Writing who need to show students how to access online resources on databases such as EBSCOhost, JSTOR Arts and Sciences, and ProQuest Central, among many others.

**Reading Texts Panel –** Each teacher on the panel piloted a unit from one of the three recommended texts for Reading I with their freshmen and sophomore students. The panelists will discuss their experiences. Inspection copies of the texts will be available for Reading I and II teachers to preview after the session.

**Student Interview Projects –** Deborah, Todd, and Greg have been working on a pedagogy for IE, Oral English and Communicative English classes to teach students how to do interview projects with returnee students, guest speakers, or interviews in the field. They will present ethnographic question templates, a safety protocol, and student self-reflections.

**Teacher Swap Shop: Reading, Writing, Listening, Speaking –** In this session, we all take part in sharing our good ideas with each other. Each teacher should bring 10 copies of a description of one activity to “swap” (or trade) with colleagues. Ideally, the activities should be ones that teachers introduced to one of the courses they are teaching (whether it be IE, OE, CE, Academic Writing, Academic Skills, or Reading). At the top of the sheet describing the activity, specify the course and level (if the class has a level), in addition to the time it might take to complete, materials needed, follow-up required, etc.

**Apps for Teachers & Students –** These four teachers will demonstrate apps for vocabulary learning and classroom management that they have been using this year with their students. Tips on introducing students to them will be part of this workshop.

**New Materials for Academic Skills –** Joseph hasedited a series of new lectures for teachers’ use in the course.These will be introduced in the session.

**Making the most of the IE WordPress Website –** The IE Website is not only a vehicle for conveying information about the IE Program. It’s also a place where information about opportunities for learning English in the outside community is posted, and where teachers can create their own pages for each of the classes they teach. Those pages can feature their syllabus, notices on assignments, as well as files and media they have uploaded, including PDFs, PPTs, images, and videos. This “hands-on**”** session will show teachers how to use the website to its fullest. [Note: Although called the “IE Website,” the site, and all of its features, can be used by any teacher in the department for any, or all, of their courses.]

**Drama in the Classroom: Role playing and Developing Characters –** techniques will be shown to develop student acting. **Story-telling and Story-creation with Students –** this part of the session deals with using props and prompts to assist students in creating stories and in re-telling others’ stories. **Script Resources for the classroom –** online script sources will be identified as well as approaches to their use with students.

**“Wizard of Oz” Fieldtrip: –** A number of teachers incorporate a fieldtrip to an English musical in their courses. This short workshop will identify several resources and show how to approach this popular activity.

 **Presenters:**

**Deborah Bollinger –** has taught English at Japanese universities since 1997 and also taught ESL in the U.S., France, and Morocco. Her research interests include inter-cultural communication, CALL and motivation. Recently she contributed a chapter to a collection of papers on language learning entitled, *CALL: What’s Your Motivation?* byJALTCALL SIG Publications (2011).

**James Broadbridge** **–** a Birmingham University graduate, he has been teaching in the IE Program since 2007.  When he not at AGU, he can be found on the other side of Fuchinobe working full time at J.F. Oberlin University.  His main research interests are student and teacher motivation.

**Jeff Bruce –** a longtime IE instructor, Jeff hasextensive language teaching experience in both America and Japan, in academic and business settings, with high school, university, and adult education classes. Jeff has also been very active as a test item writer, and textbook author of more than 40 textbooks, including books on TOEIC and TOEFL preparation.

**Joseph Dias** **–** co-coordinates the IE Program in the English Department of Aoyama Gakuin University. He also teaches courses on intercultural communication and language teacher education and serves as program chair of JALT’s Lifelong Language Learning SIG. Most recently, he compiled an extensive survey of the reading of freshmen and sophomore students and their teachers. His research interests include computer-assisted language learning and autonomy in language learning.

**Arno Fuhlendorf** **–** hailing from Calgary, western Canada, Arno teaches IE Core classes and a special elective course in journalism at Aoyama Gakuin University. He also teaches at Bunkyo Gakuin, Meikai, and Nihon Universities.  His research interests include World Englishes, vocabulary acquisition, drama in the classroom. Last fall, he piloted vocabulary applications with his students.

**Paul Howl –** Before moving to Japan in 2003, Paul taught ESL for six years in San Diego. He is currently teaching at AGU, Showa Women's University and Ferris University. His passion is acting and he often incorporates role play in many of his classes, including an acting seminar. Recently, he appeared as Judge Danforth in *The Crucible* with Tokyo International Players. He has published articles and presented on the use of drama and film in developing speaking skills.

**Kazuko Namba –** One of the most experienced listening teachers in the IE Program, she has presented on the new Reading I and II courses at JALT in Tokyo and on Active Listening at both JALT and JACET. She also teaches reading and writing at AGU and Tamagawa University.

**Ruby Ogawa –** Prior to coming to Japan in 2006, Ruby recruited donors for the National Marrow Donor Program while obtaining a graduate degree in Long Beach, California in Public Policy and Administration. A third-generation American of Japanese ancestry, Ruby is interested in having students create and re-tell stories by utilizing visual prompts or Powerpoint.

**Andrew Reimann – works at Utsunomiya University, and recently returned from a sabbatical on the Canadian west coast where he did research on aboriginal or “First Nations” studies. His interests are in cross-cultural communications, Canadian culture, educational technology, and curriculum design.**

**Todd Rucynski –** a graduate of New York University, Todd has been in Japan for 16 years, and is currently on the faculty at Tokai University. A director and educational filmmaker, he has a listening textbook, *Experience America*, Kinseido, 2005 and videos for Pearson/Longman, and ABAX.

**Gregory Strong** –Greg is currently the IE Program co-coordinator. He has worked in Japan, China, and Canada as a teacher, teacher educator, a curriculum materials writer, some time writer, and editor. This past year, he and other IE Committee members have been working on new Reading courses for freshmen and sophomore students. (Website: http://gregorystrong.com)

**T. Will Zhanje –** Will’s journey began in Mutare, Zimbabwe, and continued with studies at universities in Birmingham, England, and Cincinnati, Ohio. He teaches IE Core classes as well as classes at Chuo, Dokkyo, and Meiji Gakuin universities. Will is interested in the idea of using education to mold character through the concept of “edutainment.”