



《 中学高校教育担当者コース:夏期セッション内容 》

【夏期6日間の日程（24回）】

1時限 9:00-10:30, 2時限 10:40-12:10, 3時限 13:10-14:40, 4時限 14:50-16:20

8月9日 (火)	8:50-9:00		開講式
	1	伊藤 彰浩 Language Testing 1: Basic concepts in language testing	Participants in this course will learn the basic concepts in second language acquisition and language testing. Successful participants will know what factors would influence test scores and how the valid interpretation of test scores should be made.
	2	伊藤 彰浩 Language Testing 2: Classical test theory	Participants in this course will learn how to use several statistical methods in Classical Test Theory. The participants are encouraged to use the statistical methods to know if the tests they have made show high reliability and validity.
	3	横溝 伸一郎 Learning from Teaching Japanese as a Foreign Language	Teaching the Japanese language abroad has many common points with Teaching English in Japan; therefore, its pedagogy may be applied in various manners. This session introduces several aspects of the applicability.
	4	横溝 伸一郎 Learning from Outstanding English Teachers	Exposure to the teaching practices by outstanding English teachers frequently overwhelms us. As a result, precious information gained from the exposure does not contribute to the improvement of our practices. This session focuses on how we can develop ourselves based upon superior teaching practices by Japanese teachers of the English language.
8月10日 (水)	1	伊藤 彰浩 ELT in Japan: An Overview 1	In this session we will learn the history of English Language

			Teaching (ELT) in Japan, paying much attention to some historical events over the past 150 years.
	2	伊藤彰浩	ELT in Japan: An Overview 2 Teaching (ELT) in Japan, paying much attention to SLA-based teaching methods and their applicability in classroom settings.
	3	高橋和子	Reading Materials for Japanese English Teaching : Theories and Practices 1 Recently, the overall objective of Japanese English teaching is to develop students' "practical communication abilities." Japanese English textbooks and reading questions in The Center Test have been modified to this object. Against the background of communication-centered English teaching, literary materials have been isolated from our English classrooms.
	4	高橋和子	Reading Materials for Japanese English Teaching : Theories and Practices 2 One of the reasons for isolation of literature from English teaching is uniqueness of its language. However, language in literary works is not unique in the light of three criteria: "literariness" (Carter and Nash, 1990), creativity, and narrativity. We should reconsider the role of literary materials in English classes, and try to utilize them together with other types of reading materials.
8月11日 (木)	1	高橋和子	Reading Materials for Japanese English Teaching : Theories and Practices 3 In the last two sessions, we will try to make reading materials based on literary and other types of works. Here, we think about the effective ways to teach English through various reading materials. This activity is done in groups. At the end of the sessions, each group gives a presentation on their own ideas.
	2	高橋和子	Reading Materials for Japanese English Teaching : Theories and Practices 4
	3	今林隆巳	Effective teaching methods to improve communicative skills through TT in Oral Communication I This class will deal with how to start team-teaching in Oral Communication I and some effective teaching skills. You will learn more effective team-teaching skills through my presentation. We will discuss some problems in team-teaching toward the end of the class.

	4	今林隆巳	Effective teaching methods to improve speaking, listening and reading competence in English II	This class will deal with some techniques to improve the students' speaking, listening and reading competence. You will get some tips with which you will use in your English II classes. The national and public universities require students to take a listening test in English, so that how to improve the students' listening competence is a big concern to most high school teachers. You will get some hints by my presentation of using a listening test in an English II textbook.
8月22日 (月)	1	Ronan Brown	Reading Skills 1: The Role of Intensive Reading in a Balanced Curriculum	The purpose of this input session is to review current approaches to the teaching of reading in English as a foreign language. It will be demonstrated how effective reading instruction strives to maintain a balanced curriculum by employing both <i>intensive</i> and <i>extensive</i> reading methodologies. The focus of this session will be <i>intensive</i> reading strategies. As a means of developing their pupils' reading proficiency, participants will review and extend their understanding of materials and methods used to enhance abilities such as correctly understanding main ideas, accurately recalling key facts, readily distinguishing fact from opinion, consistently making correct inferences, and promptly recognizing words in context.
	2	Ronan Brown	Reading Skills 2: The Role of Extensive Reading in a Balanced Curriculum	The purpose of this input session is to review the role of extensive reading (ER) in a balanced reading curriculum. It will be shown how fluency in reading is a key goal for students to aim for if they want their overall reading proficiency to improve. ER assumes that students are engaged in the regular reading of longer texts, usually stories, where the focus is on the storyline, rather than on the grammar or vocabulary used in the narrative. Moreover, reading in quantity at a comfortable level for the purpose of general understanding and enjoyment are key factors that underpin all effective ER programs. Ultimately, students following an ER approach in turn become competent and confident readers, and often form the habit of reading English for life.

	3	Ronan Brown	Vocabulary building & other activities 1	Phrasal verbs cause problems for EFL learners, partly because there are so many of them. Lexicographers list over three thousand combinations of verbs with adverbs or prepositions generating over five and a half thousand different meanings. These verbs also pose a challenge for learners because the combination of verb and particle seems so random. Learners are often faced with a confusing number combinations of short, common verbs and high frequency particles, e.g., look after, check in, get on, take off, put out, take after, run in, go on, pass off, find out, etc. In this presentation, I will set out some of the main problems that learners encounter when trying to master phrasal verbs. This will be followed by recommendations for teachers as to how to help learners overcome these problems.
	4	Ronan Brown	Vocabulary building & other activities 2	
8月23日 (火)	1	谷口雅基	Teaching English Sounds, Rhythm and Intonation 1	Japanese learners' weak points in vowels and consonants: contrastive phonetics and articulatory gymnastics
	2	谷口雅基	Teaching English Sounds, Rhythm and Intonation 2	Important connected speech phenomena for Japanese learners (assimilation, elision, strong and weak forms of vowels, r-liaison, etc.
	3	谷口雅基	Teaching English Sounds, Rhythm and Intonation 3	Differences between English and Japanese rhythm and how to teach English stress-timed rhythm
	4	谷口雅基	Teaching English Sounds, Rhythm and Intonation 4	Understanding and teaching English intonation: tonality, tonicity and tone
8月24日 (水)	1	宮原 哲	Fundamentals of Human Communication	This session will cover fundamental aspects of human communication, paying special attention to its unique attribute, i.e. the use of symbols. It is important for language teachers to understand and appreciate the unique features of symbols and their affect on interpersonal interactions.
	2	宮原 哲	Communication in Language Teaching	We will discuss pedagogical issues related to interpersonal interactions between students and teachers. Given a wide variety of problems reported in English teaching contexts at Japanese junior and senior high schools, understanding what it means for us to

			teach a foreign language plays a crucial role.
3	宮原 哲	Teaching English and Intercultural Communication Competence	This class will focus on objectives that we strive for in the process of teaching English to Japanese students. The ultimate goal of helping them acquire intercultural communication competence should be clearly understood for the teachers to devise their pedagogical strategies.
4	宮原 哲	Teaching and Training in Cross-Cultural Adaptation	This final session will deal with linguistic, communicative, and interpersonal goals that we want our students to achieve in the process of cross-cultural adaptation. Culture shock should be understood as a useful experience for their personal growth00.

【担当者プロフィール(担当順) 現職//専門領域】

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