

Program <プログラム>

Please see the note below (all times are in JST)

The 12th FL Teaching and Research Mini-Conference in Matsuyama

『第12回外国語教育研究についてのミニ学会 in Matsuyama』

Theme: From active learning to optimizing in new FL teaching and learning

テーマ: アクティブ・ラーニングから最適化へ: 新しい外国語教育及び学習

Time and Day of the Conference 開催日時: 2017年9月23日(土) 12:30-19:00 JST

開催場所: 愛媛大学(松山市文京町3) 愛大ミュージズ3F 343会議室

Venue: Ehime University, Matsuyama City, Bunkyo-cho, Aidai Muse 3F Convention Room 343

主催: ルードルフ・ライネルト (愛媛大学 教育・学生支援機構)

Organiser: Rudolf Reinelt (Ehime University Education and Student Support Center)

後援: 松山市、松山市教育委員会

Support: Matsuyama City, Matsuyama City Board of Education

1 presentation slot: 50 mins (40 mins presentation + 10 mins break) except if requested otherwise by the presenter(s)

Contact address 連絡先: <reinelt.rudolf.my@ehime-u.ac.jp> **0081- (0)89-927-9359**

Note:

Everything on this preliminary schedule, except the dates and the venue, can be changed: Starting times, ending times, presentation times as well as length etc., and of course the order of speakers.

Please, especially for Skype-presentations using the skype address *the8thmatsu13*, also consider that the schedule is in Japanese Standard Time. In this case, please send an e-mail notification to reinelt.rudolf.my@ehime-u.ac.jp with the title 12thMatsu17 many days in advance.

Please tell us your preferences until September 10th.

Thank you very much for your cooperation.

For the organization

Rudolf Reinelt

Saturday 9 月 23 日(土)

Morning 午前 10:00 – 12:00

Organizational meetings and set-up 関係者ミーティング 及び設営

additional slots 予備

12:30 開会 歓迎の挨拶 Welcome address

12:40 個人発表 Individual presentations

① **12:40-13:20** Rudolf Reinelt (Ehime University), “Approaching determination and nouns in an optimized FL teaching approach”

② **13:30-14:10** Toshiko Isei-Jaakkola (Chubu University), “Teaching phonetics is essential in English education”

③ **14:20-15:00** Yasushi Miyazaki (Kwansei Gakuin University), “Language policy and the media in educational context in Japan: aspiring the era of social inclusion and diversity”

15:00 - 15:20 Break 休憩

④ **15:20-16:00** Harry Carley (Matsuyama University), “NHK News Shower: Current Events in a ESL Format for Senior High School Students”

⑤ **16:10-16:50 Symposium シンポジウム: 「外国語教育の新しい展望」**

⑥ **17:00-17:40** Rudolf Reinelt (Ehime University), “The Second time around”

⑦ **17:50-18:30** Sarieva Zamira (Uzbekistan), “Strategies <Cooperative Learning> and <Brain-Based Learning> as the Basis of Formation of Universal Accomplishing Activities During Learning Foreign Language”

18:30-18:50 Discussion and Conclusion ディスカッションとまとめ

18:50 Closing address 閉会の挨拶

19:00 End of conference 全日程終了

Extension possible 延長可

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Flyer

第12回外国語教育及び研究についてのミニ学会 in Matsuyama
 テーマ:アクティブ・ラーニングから最適化へ:新しい外国語教育及び学習

開催予定日:平成29年9月23日(土)
 開催場所:愛媛大学 愛大ミュージズ3F 343会議室
 後援:松山市、松山市教育委員会

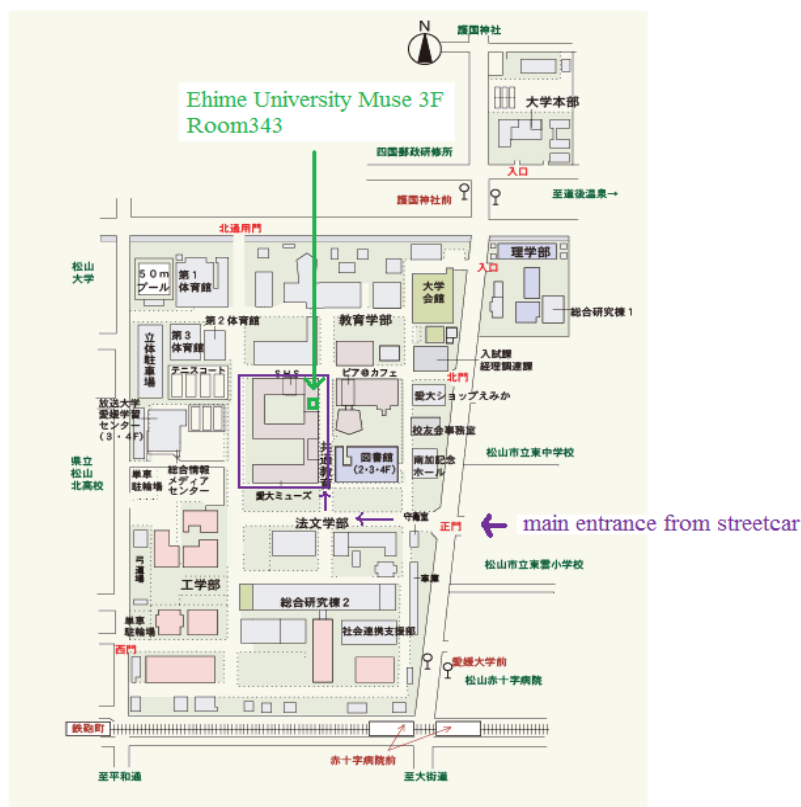


12th FL Teaching and Research Mini-Conference in Matsuyama
 Theme: From active learning to optimizing in new FL teaching and learning

Dates: Sat, Sept. 23, 2017.
 Venue: Ehime University, Room 343- Aidai Muse 3F
 Support: Matsuyama City, Matsuyama City Board of Education

発表申し込み締め切り:7月31日(月)24:00
 申し込み方法:メール(件名 12thMatsu17)で
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 演題名、発表者所属、A4縦、横40字×20行一枚、発表のタイトル、
 あらすじ(要約)、連絡先(TEL/メール)
 問い合わせ先:愛媛大学 教育・学生支援機構 Rudolf Reinelt 宛て
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Proposal Submission deadline Mon. July 31. 24h.
 Send proposal by e-mail (title line: 12thMatsu17) to
 reinelt.rudolf.my@ehime-u.ac.jp including presenter name
 and association, presentation title, one page abstract,
 and contact information (T/F)
 Application address: Rudolf Reinelt, Ehime University, Center for
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<http://www.ehime-u.ac.jp/access/johoku/index.html#anc01>

以前開催された「第10回外国語教育及び研究
 についてのミニ学会 in Matsuyama」の全集「10年間の外国語研
 究—10年間の外国語研究を西日本から・西日本へ—」については、
 愛媛大学HPに掲載されています。

URL:
<http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukoku.html>

アクセス情報:

松山空港からJR松山駅、松山市駅まで
 伊予鉄バスをご利用の場合
 JR松山駅まで:空港リムジンバス
 「JR松山駅前」下車 松山市駅まで:空港リムジンバス

「松山市駅」下車 JR松山駅から
 伊予鉄道市内電車をご利用の場合
 環状線(古町方面行き)「赤十字病院前」下車、
 北へ徒歩約2~5分
 伊予鉄バスをご利用の場合
 東西線「愛媛大学前」下車

松山市駅から
 伊予鉄道市内電車をご利用の場合
 環状線(大街道方面行き)
 「赤十字病院前」下車、北へ徒歩約2~5分

From Matsuyama Airport -(Limousine)->
 Matsuyama JR Station -(Streetcar) ->
 Byoir-Mae, turn left for Ehime University

The 10th seminar's papers have appeared in the following volume:
 Into the next decade - The next 10 years of FL teaching
 research originating from and coming to Matsuyama / West
 Japan
 Rudolf Reinelt (ed.)
 Rudolf Reinelt Research Laboratory, Ehime University,
 Matsuyama Japan, and are now available for download at
<http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukoku.html>

Volume of received accepted abstracts

Approaching determination and nouns in an optimized FL teaching approach

Rudolf Reinelt (Ehime University)

The German nominal (article, adjective, noun) flexion is often characterized as a difficult system, and it can easily take up several pages in a grammar book. However, in an optimized teaching context such as the presenter's, only limited time can be spent on it. Therefore, this presentation will provide the audience with a different view, setting out from the communicative, situational use of language and introducing a limited number of categories, that is still able to cover all flexion parts for learning German while not taking up more than a few sentences. The system will be explained using examples from the presenter's classes, and be presented for falsification.

Teaching phonetics is essential in English education

Toshiko Isei-Jaakkola (Chubu University)

The presenter is responsible for teaching English pronunciation to freshmen and English phonetics to junior and senior students at the university.

Excellent pronunciation is important in aiding Japanese learners of English communicate with other language speakers. The presenter's survey over several years supports this assertion. Survey results reveal that most freshmen are not taught phonetic knowledge including phonetic symbols before entering university. Nevertheless, they aspire to pronounce English fluently like native English speakers. Additionally, they believe acquiring flawless English pronunciation is profitable for their future.

They take English pronunciation and English phonetics courses with these expectations. Although the class is only once a week, most freshmen learn a considerable number of phonetic symbols and basic phonetic knowledge, thus improving their English pronunciation sufficiently in a semester. However, they forget most of this knowledge rather quickly. As for third and fourth graders, even if they want to expand their phonetic knowledge, they lack the time to practice pronunciation.

In fact, it is time-consuming to master pronunciation. Additionally, it is essential to acquire phonetic knowledge on phonetic phenomena to stabilize their excellent pronunciation.

Moreover, we observed that freshmen learn English pronunciation more quickly than third or fourth graders at university. This may imply that the earlier they begin learning it, the better their English pronunciation.

Thus, the presenter claims that English teachers should teach phonetics to their students from elementary school through high school before entering university. Hence, those who wish to be English teachers must take an English phonetics course and universities should provide this in the curriculum.

Language policy and the media in educational context in Japan: aspiring the era of social inclusion and diversity

Yasushi Miyazaki (Kwansei Gakuin University)

With academic discipline of English and of policy science, I have worked on research on a variety of minority issues, including ethnic minorities and people with disabilities. Outcomes of my research on two main topics in my career, the ethnic minorities' media and the disability discourse, have suggested critical issues of 'choice' in language use both on macro and on micro levels.

Based on the above background, the presentation first will outline main findings and of my research in last decade. Second, this presentation will present the possible application of the research outcome for education, especially foreign language education in Japan.

Shortly speaking, the policy research and discourse analysis on minorities could be applied for multicultural understanding, aspiring social inclusion and diversity. For instance, language policy studies can let student feel the policy issues closer with reading and even writing real-world news outlets. Additionally, discourse studies can be applied for aiding critical attitude for applying news materials for students with reading frameworks.

With the above presentation, I am keen to discuss the possibility of connecting policy and discourse research with systematic and active language education.

NHK News Shower: Current Events in a ESL Format for Senior High School Students

Harry Carley (Matsuyama University)

As current events are constantly changing in our Internet connected world it is becoming more and more difficult to keep abreast of world events. This is especially true for those individuals who are in a rigorous study mode such as senior high school students. Any free time that they may have is most often spent listening to music, chatting with friends, or in some other leisure activity of their choosing. The events of their world usually only involve going to and from school with large amounts of study and examination times.

NHK News Shower offers English language instructors a tool to include the latest news events as broadcast by ABC (American Broadcasting Company). ABC has teamed up with NHK (Nippon Hoso Kyokai or Japan Broadcasting Corporation) to distribute short five-minute news clips of current events in the United States of America and abroad. The broadcasts in the news shower are actual news items taken from the evening news. The shows are made almost daily with the EFL learner in mind. The news clips are very short but are replayed three times. The initial playing is entirely in English with English subtitles, the second time is in English with Japanese subtitles and the concluding viewing is in English with no subtitles. The news can be started or stopped at any time for instructor explanations or student discussion. Additionally, with EFL learners in mind there are one or two key words or a phrase that is emphasized in each broadcast.

The ever-evolving inventory of news shows dates back two years with an opportunity to choose topics, key words, or a useful phrase from a broad selection. This gives instructors great freedom in what they can introduce to students. Since these are authentic news transmissions the level of English for pupils would be high intermediate to advanced. Pairs or small groups of students would be ideal for discussion or other tasks. Japanese students have the chance to compare, contrast, and evaluate how the broadcasts relate or differ to events in their own country.

The topic selection is quite broad and thus gives teachers the time to elaborate and expand student understanding. At the senior high school where this presenter instructs, the learning process is achieved through team-teaching with a Japanese teacher and a native English instructor. They have devised a plan to allow groups of the

students to comprise and act out in skit form the words or phrases that were introduced in previous lessons. This method allows students freedom to formulate their understanding of the words or expressions in a fun and many times humorous way. Students are less stressed and the interaction between their fellow classmates allows for a more relaxed atmosphere.

NHK News Shower is a free on-line tool that can be used in an assortment of ways to maximize understanding and comprehension of more complex words and phrases in the English language. The broadcasts are currently all free to watch. Access is available through YouTube, or all major browsers for convenient in class or at home viewing. Expanded language learning in a current events format allows for senior high school students to keep abreast of the world that they are about to graduate into.

The Second Time around

Rudolf Reinelt (Ehime University)

While the presenter's Ehime University, Matsuyama, German beginners' courses focus on speaking, learners also acquire reading and writing this language through a class file, which records the class contents, and written homework they have to submit almost weekly. In the term-final test called "Mein Deutsch" the learners have to write all they remember of what they have learnt so far in German.

However, as Japanese, amongst others, are famous for rote learning, i.e. remembering for a short time without learning (and accordingly forgetting soon after the test), there have been claims that these productions, which often contain hundreds of words and phrases, do not represent real learning, and that the results should be confirmed by a second (post)test a few days later.

This presentation shows how the two open tests (Mein Deutsch and Mein Deutsch II) were scored and explores whether a second test, as conducted in the last two years, leads to significant differences which prove whether rote remembering, which is not easily recallable a second time, took place or actual learning, i.e. acquisition had taken place.

Strategies <Cooperative Learning> and <Brain-Based Learning> as the Basis of Formation of Universal Accomplishing Activities During Learning Foreign Language

Zamira Sarieva (Uzbekistan)

The article reveals the main didactic principles of the strategies "Cooperative learning" and "Brain-based learning", and examines methods that promote the development of communicative and cognitive learning activities for students learning foreign languages. The authors offer universal methods, which enable the activation of the speech and the intellectual activity of students in the process of joint work on the training task as members of the team, and in the class as a whole.

Keywords: strategy, competences, Cooperative Learning, Brain-based Learning, communication and cognitive skills.

In accordance with the concept of modernization of education, the competence to approach the construction of a modern lesson is the competence approach, which, according to the research of A.V. Khutorskogo, A.G. Kasprzhak, L.F. Ivanova, is "a set of general principles - departmental goals of education, selection of the content of education, organization of the educational process and evaluation of educational results. Among these principles are the following provisions:

- The meaning of education is to develop
Students have the ability to independently solve problems in various spheres and activities based on the use of social experience, the main element of which is the students' own experience.
- The meaning of the organization of the educational process is to create the conditions for the students to develop an independent learning experience in cognitive, communicative, organizational, moral and other problems that make up the content of education "[1: 3].

The implementation of these didactic principles presupposes the introduction of new educational models into the practice of teaching, among which the "Activity-based model of education" developed by V.Lednev [2] and M.Kagan [3] can be singled out. According to this model, the content of education is not a set of scientific and subject areas, but human activity. There are the following five types of human activity:

1. Practical-transformative
2. cognitive
3. communicative

4. value-orientation
5. Aesthetic.

Communicative and cognitive activities are leading in the lessons of the Russian language and literature and contribute to the formation of universal educational activities (UAL). In order to create a communicative and informative educational environment in the lessons of the humanitarian cycle, you can use the techniques of the strategy "Cooperative learning" (learning in cooperation) and "Brain-based learning".

The formation of communicative DMDs in the lessons of the humanitarian cycle:
The methods of the Cooperative Learning Strategy (CL).

Cooperative learning is a successful learning strategy in which small groups, each consisting of students at different levels of knowledge, use different forms of learning to improve their understanding of the subject. Each member of the team is responsible not only for training, but also for helping comrades, thereby creating the atmosphere of success. Students work on the assignment, until all members of the group understand and complete it.