

Kyoto - Project Based Teaching

Kyoto JALT is pleased to announce the schedule for our July event. Project based teaching has the potential for bringing the best out of students, both higher- and lower levels. It is an excellent way to get students motivated and work with their English in a productive and fun way. This presentation will bring together several teachers who practice project based teaching.

Sun 24th July 14:00-16:30; Campus Plaza (near Kyoto JR)

JALT members: Free. One-day members: ¥1,000.

14:00-14:15 Registration

14:15-14:25 Opening remarks & 1-min intro by each presenter

14:25-14:55 1st round (25 min + 5 min Q&A)

14:55-15:10 Break

15:10-15:40 2nd round (25 min + 5 min Q&A)

15:40-15:50 Break and regrouping

15:50-16:20 Group Discussion

16:20-16:30 Wrap up & announcements

Presentation Title: Classroom projects: changing students' worldview

Name: Oana Cusen

Affiliation: Ritsumeikan University

Classroom projects: changing students' worldview

Two current trends in language education, project based teaching and content based teaching, when combined, provide the means for taking the focus away from learning English, and shifting it to learning “in” English, and thus to using it in a meaningful way, to accomplish various academic tasks. This presentation will introduce a classroom project carried out over five months, with three groups of eleventh grade students, on the topic of child soldiers. Following a very brief overview of the two fields of project based teaching and content based teaching, the steps involved in organizing the project, as well as the design of the class activities will be discussed. Also, students' work including the posters they created for their final presentations, and short video clips from the final presentations will be used to show the students' level of involvement in the project and their high levels of motivation. Participants will have a chance to analyze these materials and share ideas on implementing content based projects in their own classrooms. Finally, the presenter will share a number of unexpected positive outcomes of the project, some of which involve a more long term change in the students' worldview.

Presentation Abstract

Combining two current trends in language education, project based teaching and content based teaching, allows teachers to take the focus away from learning English as a subject, and shift it to learning “in” English. This presentation will show how a classroom project can do exactly this.

Biographical Data

Oana Cusen is currently working as a "shokutaku" instructor at Ritsumeikan University. She has been in Japan for 10 years, during which time she completed her BA and MA at Japanese universities.

Intended Audience: university and high school instructors

Content Area: Project based teaching, Content based teaching

Language: English

Presentation Title: THE 24/7 CLASSROOM

Name: Oliver Kinghorn

Affiliation: Kyoto Sangyo University / Kyoto University of Foreign Languages / Konan University

THE 24/7 CLASSROOM

This presentation will introduce innovative new strategies for extending learning, research, presentation and discussion from the classroom to the online environment. Starting with a demonstration of three free online platforms for creating and sharing content outside the classroom, the presentation will introduce the project-based learning concept of the digital portfolio. Reinventing the traditional 'class notebook', the digital portfolio aims to expand the scope of individual learner research, presentation of ideas and interaction between peers. This will be demonstrated with concrete examples of student's work on content and language integrated learning (CLIL) courses that the presenter currently teaches on subjects as broad as Digital English, European Studies, Global Studies, and History of European Thought to first and second year university students in Japan. The presentation will draw upon current research in CLIL, content-based instruction, blended learning and computer-assisted language learning (CALL).

Presentation Abstract

By reinventing the traditional class notebook, the digital portfolio is an online platform where students can widen the scope and depth of their understanding of class content, present their ideas in unique and dynamic ways, and collaborate and interact with peers. This presentation demonstrates three different online platforms for hosting digital portfolios, outlines the advantages of this form of project-based learning, and shows concrete examples of first and second year university student's digital portfolios from three distinctly different ESL courses.

Biographical Data

Oliver Kinghorn has taught English in Japan for 14 years and has extensive experience of combining computer-assisted language learning (CALL) and content and language integrated learning (CLIL) approaches in university-level ESL courses at Konan University, Kyoto Sangyo University and Kyoto University of Foreign Languages.

Intended Audience: University instructors

Content Area: CLIL, CBI, CALL

Language: English

Presentation Title: Introducing the Project-based English Program in College of Sports and Health Science of Ritsumeikan Univ.

Name: Syuhei KIMURA

Affiliation: Ritsumeikan University

Introducing the Project-based English Program in College of Sports and Health Science of Ritsumeikan Univ.

The purpose of this presentation is to outline the basic ideas of the Project-based English Program in the College of Sports and Health Science of Ritsumeikan University and to report how the program has worked for year and a half. The program consists of two parts, Project and Skill Workshop. Project, a part of which the author is, is the course where students learn how to develop self-expression in English. Skill Workshop focuses more on basic skills, such as grammar, vocabulary, listening, expressions and so on, so that students can apply what they learn in one course to what they do in the other. There are two distinctive features in the Project course. The first one is that the whole course is centered on the interests of students' own choice. Students do their researches, or 'projects,' in each unit by gathering, summarizing and organizing the information they find on the web or in other media. The second is that students are required to present what they learn about their interests in a form of both verbal presentation and academic writing. In this presentation are shown several videos of the students' actual presentations and the excerpts of their writings in the Project course of 2010 and 2011. It is also introduced how the actual class was organized, mainly based on the author's personal experience of teaching in the Project course for year and a half.

Presentation Abstract

This presentation introduces the Project-based English Program in the College of Sports and Health Science of Ritsumeikan University and to report how it has worked, by showing several videos of the students' presentations and their writings, with comments based on experience of teaching in the course year and a half.

Biographical Data

Syuhei KIMURA is a lecturer of English at Ritsumeikan University and researcher in the field of CALL, with a M.A. degree of Language and Information Science from Ritsumeikan University.

Intended Audience (e.g. university instructors): university instructors

Content Area:

Language: English

Presentation Title: Position! Place! Shape! Story Project

Name: Heidi S. Durning

Affiliation: Seika University

Presentation Title: Position! Place! Shape! Story Project

This presentation will introduce the process of the Position! Place! Shape! Story Project. This 3 week project has been taught as part of a Design English content based curriculum at Seika University in the Design Department. The students are introduced to position, place and shape vocabulary words in the beginning. These vocabulary words are included in sentences to create an image which students listen to and then draw. The students are given a listening drawing and writing test. From the 16 drawings they visualize through the test they choose 8 drawings to create one big image. From this big image the students imagine an original English story. The stories are presented in groups after reading practice. Extra time is given for the students to exchange stories, read them and describe by writing the plot and characters. Finally the stories with the original drawings are exhibited on the Design English board so the other art students and professors are able to enjoy them. The process of each step will be described with samples of tests, drawings and stories collected from the Design major students (2011). If time allows during the presentation the participants can try a mini version of this story making process.

Presentation Abstract:

This presentation will introduce the 3 week process of how to teach the Position! Place! Shape! Story Project. This project has been a part of a curriculum at Seika University for the past 10 years in which students learn English while visualizing and combining drawing and English expression. The presentation will also introduce student works in order to demonstrate the results of the teaching process.

Biographical Data:

Heidi S. Durning is a Japanese-Swiss teacher, dancer and choreographer based in Kyoto, Japan. She teaches English and dance. She gives workshops and performs internationally. In Kyoto she teaches Design English at Seika University's Design Department. She is also an instructor for the Business and Economics departments of Ritsumeikan University.

Intended Audience (e.g. university instructors): Elementary, Junior & Senior Highschool
and university instructors

Content Area: Art, Design and English Expression

Language : English