

JALT Hokkaido Mini-Conference for Teachers of Younger Learners - K thru 12

(in collaboration with Teaching Younger Learners SIG)



Fuji Women's University / 藤女子大学

Sunday, May 15, 2016/(日)5月15日

9:00am~4:00pm

Doors open for registration at 9:00am

First session begins at 10:00am

<http://www.jalthokkaido.net>

後援:北海道教育委員会、札幌市教育委員会、(公財)札幌国際プラザ

Conference Committee Message

Welcome to the 2016 JALT Hokkaido Mini-Conference for Teachers of Younger Learners - K thru 12 (in collaboration with Teaching Younger Learners SIG) - Exploring Together! We hope that you will find the day stimulating and motivating. We hope that you will take back to your classroom something new, whether it is a resource, an activity, or a fresh perspective. That's the great thing about exploring - you never really know what you will find.

The Conference Committee would like to thank Fuji Women's University for providing the facilities for today. Without such community support it would have been very difficult to hold today's conference. Thanks also to Dr. Charles Mueller of Fuji Women's University for making the arrangements.

We would also like to thank the publishers and booksellers who have journeyed from far away to show the latest in teaching materials and technology, and offer their assistance in helping you find what you need for your students. Their sponsorship also helps to keep JALT Hokkaido healthy so we can continue to bring the best speakers to Hokkaido.

And finally, thank you to our presenters who have taken time and energy to share their explorations with you today.

Explore, learn, and have fun!

The 2016 JALT Hokkaido Conference Committee



Be sure to check out the wonderful resources on site from the knowledgeable staff of our sponsors National Geographic Learning | Cengage Learning, Macmillan Language House, Oxford University Press, and englishbooks.jp in the Publisher and Bookseller room. While there, help yourself to some snacks and beverages!

Our Sponsors:

National Geographic Learning | Cengage Learning:
Reiko Murota



Macmillan Language House: Mitsuru Sakurada



Oxford University Press: Tomoko Denno



englishbooks.jp: Alastair Lamond



Session Times

Session 1 - 10:00 ~ 10:50

10:30 - Session 1, 2nd round of 20 minute presentations

Session 2 - 11:00 ~ 12:00

Plenary Speaker - Kathleen Kampa

Lunch Break - 12:00 ~ 12:50

Be advised there are no restaurants or shops at the venue. However, there are many restaurants and convenience stores around Fuji Women's University. Pick up a bento on your way in.

Session 3 - 1:00 ~ 1:45

Session 4 - 2:00 ~ 2:50

Workshop with Kathleen Kampa

Session 5 - 3:00 ~ 4:00

**School Owners Presentation and Forum
with Laura Macfarlane**

JALT Hokkaido Teaching Children Mini-Conference - Exploring together!				
Sunday, May 15th, 2016 at Fuji Women's College				
Doors Open and Registration				
9:00	Room 551	Room 554	Room 555	
10:00~10:20	Using Berlitz-Joly Question Answer Technique for Young Learners Fred Maccallum	Katakana is not the enemy. カタカナは敵じゃない。 Rob Olson	45 minute Presentation 10:00~10:45 How can we help young learners to speak more in class? Helen Takahashi	
10:30~10:50	Feasibility of Alternative English Instruction - A Post Hoc Analysis of a Hokkaido-based English Camp イングリッシュキャンプの有用性 - 北海道イングリッシュキャンプの分析 Jon Thomas	Are Personalized Writing Prompts Really Better? Charles M. Mueller William A. Kraus		
11:00~12:00	Room 551 Plenary Speaker Kathleen Kampa Developing the C's of 21st Century Learning			
12:00~1:00	L u n c h			
1:00~1:45	Getting the most out of music in the classroom Kate Sato	Free kids apps from Macmillan Education Mitsuru Sakurada, Macmillan Language House	My Share Plus Mary Virgil-Uchida	
2:00~2:50	Room 551 Workshop : Kathleen Kampa Making Learning Engaging (and Fun)!			
3:00~4:00	Room 551 School Owners Forum: Laura Macfarlane			

Session 1 - 10:00

Using Berlitz-Joly Question Answer Technique for Young Learners

Fred Maccallum

Room 551

20 minutes



Conventional text books for early teens in most cases do not present “relevant” current topics. Many teens are interested in computers and the life of Apple Computer’s founder Steve Jobs. They have iPads and iPhones. A “relevant” lesson theme about computing devices engages early teen language learners. A TOEIC level 470 book about Steve Jobs’ life was simplified and summarized in 4 worksheets. The worksheets support the Berlitz-Jolly approach. The worksheets were inspired by the Gogo Loves English Book 5 text and writing books, unit 10 and 11. This Longman Pearson series uses the Berlitz-Jolly Q & A pair methodology. Using four worksheets young teens can practice question and answer pairs until they become automatic. The object is to “converse” naturally without translation. These sheets can be used sitting down and standing up in reading or acting role play exercises. The overall take away, is that it is a fun relevant way to speed up second language learning while talking about “cool” devices.

Second career after Lehman Shock, engineering to ESL teacher. From Canada to Japan Hokkaido 2009. Hired to teach Japanese Business Techniques at Hokusei U. but never hired to teach English, so started my own school. Took French and German lessons over 400 hours using Berlitz methods. It works. Applied to teaching English here in Japan. Used in Tobetsu for 7 years. It works.

Katakana is not the enemy. カタカナは敵じゃない

Rob Olson

Room 554

20 minutes



Few topics in English language education are as polarizing as the use of Katakana in the classroom as many instructors see Katakana as a dead-end path towards poor English pronunciation. The presenter takes a different view and sees Katakana as a potential bridge that may lead towards language acquisition. This presentation will explore the following points; 1.) many second language students use their L1 in some capacity to acquire L2 skills, 2.) students who use Katakana can and usually do develop competent pronunciation skills and 3.) list possible reasons why Katakana is viewed negatively in the ESL classroom. The presentation will conclude with a brief question/answer/discussion period.

Rob Olson teaches at Sapporo Gakuin University and privately in Tomakomai. His interests include Pragmatics with a focus on Cotext. He also illustrates and writes English textbooks and storybooks.

How can we help young learners to speak more in class?

Helen Takahashi

Room 555

45 minutes

As there are limited opportunities for most young learners in Japan to speak English outside of the classroom, it is all the more important for teachers to create opportunities for spoken communication by students during class time. A range of techniques, approaches and strategies which can be incorporated into almost any lesson and which have been helpful in encouraging Japanese young learners to actually SPEAK WITHOUT BEING CALLED UPON will be introduced and demonstrated. The rationale behind them will be explained by drawing upon insight from research into how children develop language, as well as from over 20 years of practical experience of teaching in Japanese classrooms. Participants are encouraged to share their own ideas, suggestions and experiences.

Helen Takahashi has taught English at all stages of the Japanese education system from kindergarten through to university and holds an MA in Teaching English to Young Learners from the University of York, UK. She teaches at Ebetsu International School and on the Child Development course at Sapporo Gakuin University.

Session 1 - 10:30~10:50

Feasibility of Alternative English Instruction - A Post Hoc Analysis of a Hokkaido-based English Camp

Room 551
20 minutes

イングリッシュキャンプの有用性 - 北海道イングリッシュキャンプの分析

Jon Thomas



A recent trend of English-based study ventures outside of required Japanese K - 12 schooling illustrate differences between education in traditional and non-traditional learning environments. This research paper is a post hoc analysis of a 2016 English camp held in Hokkaido. Learning activities were developed with multiple learning goals layered horizontally and vertically in conjunction with the theme of increasing tourism throughout Hokkaido affecting local towns and cities. Main vertical goals were a layered construction of listening, speaking and grammar skills used in practical scenarios of talk with foreigners, international travel, and presentation. Main horizontal goals consisted of creating an understanding of foreign language and culture in communications, establishing group cooperation, building confidence in individual English ability, and increasing the awareness of the utility of English in participants' current and future lives. The purpose of research was to investigate whether a curriculum based on multiple learning theories could be cohesively, successfully implemented despite perceived constraints in variables as limited timeframe of study, participants of various ages and backgrounds, and lack of prior social connection among participants including their involvement with instructors. Main theoretical underpinnings used in curriculum design were related to experiential learning, cooperative learning, transfer of learning, and horizontal and vertical organizational learning. Emergent results coincided with two a priori curriculum development notions that have been documented in research. The first is learning is enhanced given a level of emotional satisfaction. The second is education is augmented by curricula that includes practical skills that are perceived as important or relevant to learners' lives.

Jon Thomas is currently a university lecturer at Hokkai Gakuen University. His research interests include improving inbound tourism, English education, and online education in Japan. In addition to teaching, he holds a Sapporo Translator Tour Guide License and works with Sapporo City and Hokkaido government on various projects annually.

Are personalized writing prompts really better?

Room 554
20 minutes

Charles M. Mueller & William A. Kraus



Second language instructors and material developers have often assumed that personalized language tasks are especially facilitative of language learning. A number of theoretical findings in psychology (e.g., the self-reference effect) and second language acquisition (e.g., factors associated with task complexity) would suggest that such a facilitative effect should exist. However, this assumption has not been empirically verified within the area of second language learning. To fill this lacuna in current research, the current study examined 40 written essays of freshman second language learners in a woman's college in Japan. Using a within-subjects cross-balanced design, essays with a personal prompt and impersonal prompt were compared in terms of accuracy, length, and sentence complexity. Results of the research will be relevant to second language pedagogy in both high school and college.

Charles Mueller received his Ph.D. in Second Language Acquisition at the University of Maryland. His research has been primarily conducted within the usage-based theoretical approach associated with the Cognitive Linguistics tradition. His research has focused on collocations and pedagogical interventions that describe meaning in terms of Cognitive Linguistic accounts.

William Kraus received his M.A. in history from Columbia University with a focus on Greek and Roman classics. He later received a second M.A. in TESL at the Monterey Institute of International Studies. His research interests have been in socio-linguistics and language awareness. He has taught English in Japan for approximately ten years.

Session 2 - 11:00~12:00

Special Guest Speaker - Room 551

Developing the C's of 21st Century Learning



Kathleen Kampa

What skills do you envision for young learners to meet the demands of the 21st Century? As they gather information, they will think beyond the simple facts and make relevant *connections*. They will use *critical thinking* skills to solve new problems. When *creating* new ideas, they will think divergently. They will *collaborate* as team players. Finally, through listening, speaking, reading, and writing, they will *communicate* effectively. Learn practical strategies that build these 21st Century skills in young learners.

Bio: Teacher, songwriter, and author Kathleen Kampa has taught English, music, and movement to young learners and teachers for over 25 years. Her workshops are filled with fun, practical ideas. Kathleen has co-authored Magic Time, Everybody Up, and Oxford Discover, all courses for young learners published by Oxford University Press. She has also created two CDs (Jump Jump Everyone, Special Days and Holidays) that nurture the development of English for young learners through music and movement activities. Her recent research has focused on the use of songs and chants in the young learner classroom.

Session 3 - 1:00~1:45

Getting the most out of music in the classroom (English with Japanese Subtitles)

Kate Sato

Room 551

45 minutes



Music can have a huge impact on our classes but are we, as teachers, understanding, and getting the most out of the musical activities we do? It is easy to do musical activities in the EFL class, but are they effective in helping language acquisition, and if so, how? These questions will be answered as this presentation goes through 14 reasons why music is fundamental to the EFL children's class whilst also showing what Multiple Intelligences are engaged in each activity, thus showing those that attend this presentation the link between the two. Music can be fun in the classroom, but as teachers we need it to be effective as a teaching tool, helping the learner acquire the language, and the teacher reach the aim of the lesson. During this fast-paced presentation well known activities will be reviewed and practiced from this perspective, showing the 'why' behind the 'how' of music in the EFL child's classroom.

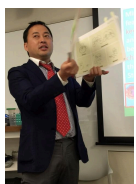
Kate Sato started teaching EFL in 1989 and lecturers 1st and 2nd year Child Development Majors at Sapporo Gakuin University. She founded Kitopia English School with an immersion Kindergarten programme in Sapporo in 2002. With an MSc in Educational Leadership she is also a trained Kindermusik children's music teacher.

Free kids apps from Macmillan Education

Mitsuru Sakurada, Macmillan Language House

Room 554

45 minutes



Macmillan Education now offers FREE Student App for the following titles: "Happy Campers", "Story Central", and "Be Bop". The students can review new vocabulary through highly motivating games for "Happy Campers" and "Story Central". The students can watch 8 musical stories, 73 video flashcards, 8 action song videos, and play 32 interactive games in the new "BeBop"App. Students, through the use of smartphones, tablets, and computers, can now review what they have learned in class at their own home with their parents or while they are commuting to school!

Mitsuru has been working as Sales and Marketing Representative at Macmillan Language House for seven years. Previously he has taught English at a major Japanese private language school in Japan, and worked in the cable television company selling English education related contents. He has lived in the United States and Japan for over 16 years each and enjoys teaching new employees and encountering new people he meets through his position.

My Share Plus

Mary Virgil-Uchida

Room 555

45 minutes



Every teacher of younger learners knows the importance of using activities in their classes. As teachers we are always looking for new ideas so this 'My Share' will be a time to bring your ideas and activities to share with other teachers of young learners. Keep the activity to within a 5 to 10 minute explanation. Plus Mary Virgil-Uchida will be pulling a few things out of her Bag of Tricks to share with you.

Mary Virgil-Uchida is the current chapter president of JALT Hokkaido as well as the national coordinator of the Jalt Teaching Younger Learners Special Interest Group. Her English language school, ABC House, was founded in 1986 and currently has over 150 students.

Session 4 - 2:00~ 2:50

Special Guest Speaker - Room 551

Workshop:

Making Learning Engaging (and Fun)!



Kathleen Kampa

What strategies do you use to keep students engaged in learning? What do you do as a teacher to ensure that students are building their knowledge and understanding? How can we help all students be successful in our classrooms?

Experience seven different strategies for building engagement in your young learner classroom through "classroom-loved" activities, focusing on CLIL, letters, music, movement, and more!

Bio: Teacher, songwriter, and author Kathleen Kampa has taught English, music, and movement to young learners and teachers for over 25 years. Her workshops are filled with fun, practical ideas. Kathleen has co-authored Magic Time, Everybody Up, and Oxford Discover, all courses for young learners published by Oxford University Press. She has also created two CDs (Jump Jump Everyone, Special Days and Holidays) that nurture the development of English for young learners through music and movement activities. Her recent research has focused on the use of songs and chants in the young learner classroom.

Session 5 - 3:00~ 4:00

School Owners Forum - The People, The Product and The Personnel

Laura Macfarlane, EFL Club

Room 551

60 minutes

If you were asked to describe your product and its value to your students, would you be able to? All eikaiwas deliver English lessons, but what specifically are your students learning? What is the value to them of taking lessons at your schools, and most importantly, do they know what it is? Does your staff understand your product? And who are your students? Does your product match your students' needs? The presenter will raise issues crucial to the running of a successful eikaiwa, and identify the Principal's role in managing the people, the product, and the personnel.

Laura is the owner of 2 schools in Sapporo - EFL Club for children, and Macfarlane English School for teenagers and adults. As School Principal and Director of Studies for both schools, Laura's responsibilities include counselling and monitoring the progress of the 700 plus students, creating curricula and teacher training.



Why Join JALT?

Becoming a JALT member puts you in touch with thousands of dedicated language teaching professionals and expands your opportunities to grow as a member of the educational community. We invite you to take the chance to develop professionally, and help other teachers with their professional development, by joining JALT today!

As a member of JALT you receive:

- JALT's bimonthly magazine, The Language Teacher, which includes feature articles, teaching tips, book reviews, meeting and conference announcements, and job advertisements.
- JALT Journal, our research journal, which contains practical and theoretical articles, research reports and book reviews.
- Member-rate admission to JALT conferences, including the annual international conference.
- The chance to join one of JALT's Special Interest Groups. You can join a community that shares your academic interest, help the SIG produce its publications and put on events, and get to know some great people.
- Free or discounted admission to Chapter and SIG events.
- Discounts at JALT's Apple Store.
- The opportunity to learn new skills and make new friends as you work on interesting projects with other JALT members - JALT activities, from the planning and holding of Chapter or SIG events, the producing of a JALT or SIG publication, and the planning or managing of our conferences, are all made possible by our volunteers.

Access

Fuji Women's University / 藤女子大学

Sapporo Campus

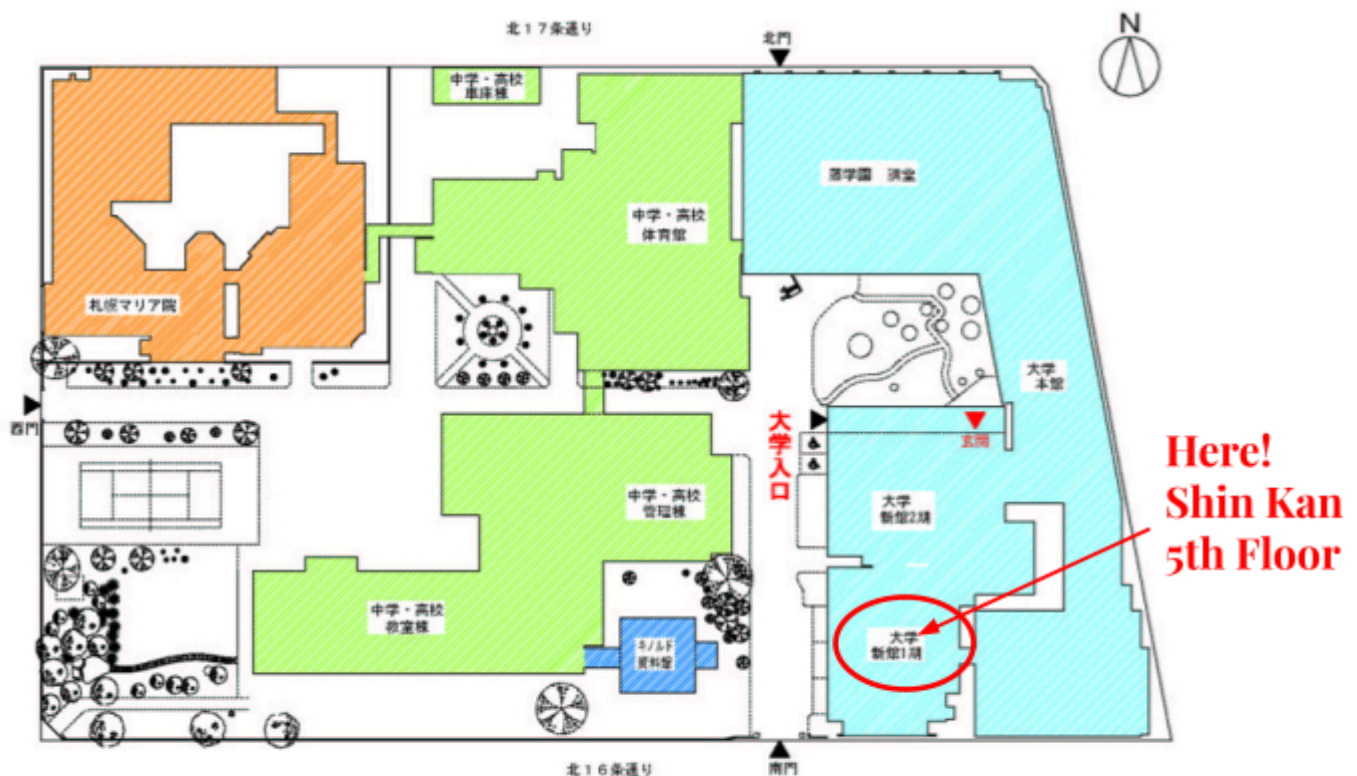
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There is no public parking on site.

It's a 5 minute walk from Kita 18-Jo station on the Nanboku Line or 10 minute walk from Kita 13-Jo Higashi station on the Toho Line