

**Teachers Helping Teachers – Bangladesh English Language Teachers Association
BELTA-THT 2021 Virtual Teacher Development Seminar**

“Language Teaching in a Time of Change”

This is to announce that the 15th annual Teachers Helping Teachers – Bangladesh English Language Teachers Association Teacher Development Conference will be held via Zoom* on October 29th and 30th. This year’s theme is “Language Teaching in a Time of Change.”

Teachers Helping Teachers (THT) is a grassroots organization founded by members of the Himeji City Chapter of JALT (the Japanese Association for Language Teachers) in 2004. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training conferences, seminars, and workshops that exhibit practical, student, and teacher-friendly approaches to language education that are informed by current research in the field.

The time structure for presentations will be 60 minutes and this can include time for Q & A.

**The Zoom account for the conference is being donated by Akita International University of Akita, Japan.*

Our THT presenters:

- 1. Prof. Naeko Naganuma**
- 2. Prof. Carlos Budding**
- 3. Prof. Marian Wang**
- 4. Prof. Patrick Dougherty**
- 5. Yuki Togawa-sensei**
- 6. Mark deBoer-sensei**
- 7. Prof. Brent Jones**
- 8. Prof. Anne McLellan Howard**

Abstracts and Presenter Information



*Dedicated to the aid and assistance of fellow
educators and students in and around Asia*

Presentation 1

Prof. Naeko Naganuma

Title: *What is Positive Education?: Integration of the Science of Positive Psychology into Your Classroom*

This presentation/workshop aims to provide participants with the opportunity to learn what positive education is and how this comparatively new approach to education can be applied to the traditional classrooms. Positive psychology, first proposed by Martin Seligman, is the science of happiness and wellbeing, and positive education utilizes the concepts and approaches of positive psychology in the classrooms. The presenter will introduce positive psychology, provide some tasks through which participants can experience the concepts and approach of positive psychology, and share some examples of practical classroom activities based on positive education with participants.

Naeko Naganuma is an Associate Professor of the English for Academic Purposes (EAP) program and the Dean of Students at Akita International University. She holds a Master of Arts in Teaching English as a Second Language (TESL) with emphasis on Applied Linguistics from Saint Cloud State University, Minnesota, U.S.A. Her research interests have been on pragmatics, Computer Assisted Language Learning (CALL), teaching vocabulary and reading, and learner development. She is a certified Positive Psychology Consultant® at the Life Balance Institute of New York.



Prof. Naeko Naganuma

Presentation 2

Prof. Carlos Budding

Title: *Developing a More Student-centered, more Observable, and more Accountable Program for Self-Access Language Learning*

The foci of this presentation is twofold: first to provide a brief history of how our university's self-access center has evolved over time, and secondly to provide participants with practical information dealing with assessment of students' self-directed learning.

Since the start of our university, our self-access center has played a pivotal role in the university's curriculum. Originally classes were conducted within the self-access center to provide instruction on self-directed learning. But policies changed and with it the curriculum. The self-access center became a resource for students to use rather than its own independent course. However, with the occurrence of the pandemic, our self-access center had to reexamine how it assessed students' self-directed learning. Assessment prior to the pandemic consisted only of time students spent in the self-access center. Assessment after the pandemic was changed to be more student-centered, more observable, and with more accountability.

Prof. Carlos Budding was born in Argentina but for the majority of his life has lived in The United States. Mr. Budding holds two Master's Degrees: one in Linguistics from Gallaudet University, and one in Education from George Mason University. Prior to coming to Japan, Mr. Budding was a full-time TESOL/ASL (American Sign Language) Special Education teacher – his primary focus was teaching English to foreign Deaf students immigrating to the USA. Mr. Budding was also an adjunct faculty member in George Mason University teaching foreign language assessment. Currently Mr. Budding is a full-time faculty member at Akita International University teaching English and Spanish as well as the coordinator of the university's self-access center.



Prof. Carlos Budding

Presentation 3

Prof. Marian Wang

Title: *Fostering Critical Thinking Skills in the EFL Classroom*

Fostering critical thinking skills has become a necessity when teaching English as a Foreign Language in higher education settings as university students are expected to possess problem-solving skills and think of issues from various perspectives as global citizens. However, Asian students are often criticized for lacking in critical thinking skills due to their group-oriented culture and learning environments that emphasize rote memorization. The aim of this presentation is to illustrate how Asian students felt about engaging in a cross-border collaborative discussion project that was intended to build on their critical thinking skills. Japanese, Chinese, Thai, and Taiwanese students reflected on the project that began online in October of 2018 and culminated in a face-to-face project in Taiwan for two days in March of 2019. When they were given the opportunity to organize their own discussions, they chose suitable topics, participated actively, and reflected on their learning. They enjoyed the intellectually stimulating discussions that required research and synthesis of their ideas as well as others' ideas. With time, they found that the key to having good discussions was having prepared and researched topics beforehand, saying something regardless of the topic chosen, and being supportive of others' opinions and ideas. The students felt that by participating in this project they were able to improve their communicative English skills, expand their Communities of Practice (Wenger, 2000) from local to global communities, and develop their ability to think in ways that reflect higher order reasoning skills in Bloom's Taxonomy (1956).

Prof. Marian WANG is Associate Professor at the Institute for Language and Culture at Konan University in Japan. She has taught at Kobe University, Kwansai Gakuin University, and the International Trade Institute (Taiwan). She has worked for international organizations such as Catholic Relief Services, Oxfam America, the World Trade Organization, and UNICEF. She holds an Ed.D. from the University of Liverpool, an M.A. in TESOL from the Monterey Institute of International Studies, an M.A. in Law and Diplomacy from the Fletcher School at Tufts University, and a Certificate in International Studies in Economics and Politics from the Graduate Institute of International Studies in Geneva, Switzerland. Her research focuses on fostering global citizens and World Englishes.



Prof. Marian Wang

Presentation 4

Prof. Patrick Dougherty

Title: *Using Aristotle to improve EFL Student Contextual Language Comprehension*

We are surrounded by speakers, advertisements, and political campaigns that want us to believe them, buy their products, or vote for their candidates. Appeals for our support come to us via every conceivable media. As language teachers, giving our students the ability to rhetorically analyze spoken and written appeals and speeches will improve their understanding of language nuance and increase their language aptitude.

Patrick Dougherty is a Professor of International Liberal Arts, the Dean of the Faculty of International Liberal Arts, Director of the Active Learning and Assessment Center, and Head of the English for Academic Purposes Program and Foreign Language Education at Akita International University. He holds a Master of Arts in History and a Master of Education from Northern Arizona University and a Master of Arts in Applied Linguistics from the University of Southern Queensland. Additionally, he holds a Doctorate in Education in Educational Administration from Northern Arizona University. He has been an educator for over 30 years and has taught high school or university courses in the USA, Japan, Bangladesh, and the United Arab Emirates.



Prof. Patrick Dougherty

Presentation 5

Yuki Togawa-sensei

Title: *Google Classroom: A lifesaver learning management system for online teaching*

Looking for a simple way to distribute course materials and assign homework for your online teaching? Google Classroom, a learning management system (LMS) developed by Google, can be your lifesaver! This presentation aims to explain how Google Classroom has been effectively utilized as a main platform to share essential course materials and manage tasks and assignments for both instructors and students in classes for the English for Academic Purposes (EAP) at an English-medium university in northern Japan. The presenter will share the benefits of using this LMS by showing step-by-step instructions of how to set a classroom, share materials, create and manage assignments, grade students' work, etc.

Yuki Togawa (pronouns: they/them | Honorific: Mx. Togawa) is a select lecturer at Akita International University and has been teaching in the English for Academic Purposes (EAP) Program since September 2019. Prior to that, they worked as a Japanese language lecturer in a private university in the U.S. for four years teaching first, second, and third-year Japanese language courses as well as Japanese Popular Culture classes. Their research interests include second language acquisition and pedagogy (ESL & JSL), sociolinguistics, language learning and identity, and student motivation.



Yuki Togawa-sensei

Presentation 6

Mark deBoer-sensei

Title: *History in Person: How long-term struggles are appropriated and lived in practice*

‘History in Person’; something that is in part made in and made by persons, and the study of persons as historically fashioned. As educators we are shaped by and have formed ourselves as we have responded to situations in our classrooms, as part of our institutions, and of our society. Our futures as educators, like our histories, are shaped by our experiences, and indeed they are often only different chapters of the same story.

There is no doubt, that we as educators have not been shaped in a multitude of ways by what we have encountered throughout our careers, yet our histories provide us with a means to shape our future in these times of change. As an educator that has had many struggles throughout his career, I will discuss the ways in which my role as a language educator in the classroom has been shaped by the constraints of surrounding educators, the learners, the institutions which I have been a part of, and finally by the society. In particular, I have lived through some of the most significant technological breakthroughs that have been instrumental in shaping education, which in a significant part, is also in my history as a language educator. In this presentation, I will discuss the roles of our histories and how, considering seemingly insurmountable barriers we face, we can use these to re-write our futures to become the language educators that we deem to be the most effective for the learners of our future generations.

Mark deBoer is a lecturer in the English for Academic Purposes Department at Akita International University, Japan. He is a co-editor of the recent volume ‘*Assessment in Content and Language Integrated Learning (CLIL) classrooms: Approaches and Conceptualisations*’. His research and teaching stems from Vygotskian Sociocultural Theory, and he is involved in teacher training through praxis.



Mark deBoer-sensei

Presentation 7

Prof. Brent Jones

Title: *Balancing Language and Content in Business English Courses*

Abstract: This short interactive talk introduces some of the design decisions that have gone into developing a business-focused English language course for undergraduate management majors at a private university in western Japan. The centerpiece of this 15-week course is a Company Expo that involves small groups of learners in researching a medium-sized overseas company with the aim of attracting prospective employees via live and recorded multimedia presentations. Lesson plans and materials will be used to highlight the challenges of effectively balancing language and content in this context.

Prof. Brent A. Jones is currently the Director of Language Programs at Konan University, Hirao School of Management, where since 2009 he has helped develop a content and language integrated (CLIL) program. His major research interests are L2 learning motivation and engagement, instructional technology, instructional design, CLIL, curriculum and materials development, genre approaches to second language reading and writing, and extensive reading. He completed his Educational Doctorate through the Institute of Education at the University of Reading.



Prof. Brent Jones

Presentation 8

Prof. Anne McLellan Howard

Title: *Feedback for Feasible Teaching*

Feedback is something teachers constantly do in the classroom, yet because of the difficulty of research very little is known about it. The presentation will discuss some current ideas about oral, written, and peer feedback. Different possibilities for each of these types of feedback will be shown, and advantages and disadvantages discussed.

Anne McLellan Howard is a Professor at Miyazaki International College, teaching English, linguistics, and English teaching methods. Her research interests include pragmatics, language education policy, and teaching in under-resourced classrooms. She has been visiting Bangladesh with THT since 2007.



Prof. Anne McLellan Howard