

# Newsletter

No. 22

秋田英語英文学会



## Akita Association of English Studies

AAES Newsletter No. 22

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### REPORT FROM ANNUAL MEETING OF AKITA ASSOCIATION OF ENGLISH STUDIES 2021

#### Hello from the AAES Chair

コロナ禍の影響の一つとして、秋田に居ながら多くの学会行事に参加できるようになったことが挙げられる。東京まで新幹線で往復 8 時間かけて聞きに行った講演を、自宅で Zoom を介して聞けることとなった。先端に行く講演はとても刺激的である。その中で、2021 年度最も印象に残ったのは、2022 年 3 月 5 日に開催された The 2nd JACET ELF SIG International Workshop の Li Wei 教授 (Director and Dean of UCL Institute of Education) による “Translanguaging and its implications for Intercultural Communication” (see <https://jacetelf.wordpress.com/2022/02/10/the-2nd-elf-sig-international-workshop-march-5th/>) で

あった。古くて新しい概念と言ってもよいと思う。

この 4 月から高校でも新学習指導要領の下での英語科教育が始まる。この Trans - languaging は、英語科教育に示唆を与えてくれるにちがいない。Translanguaging の掘り下げ方次第で、英語の授業は新たな地平を開くことができる気がする。

言語や文化を trans-して (= 越えて beyond)、新年度 (2022 年度) が、皆様にとっても、秋田英語英文学会にとっても、よい年度となるように共に歩を進めていければ幸いに思います。

2022 年 3 月 30 日

秋田英語英文学会会長  
佐々木 雅子

**A**nnual meeting of Akita Association of English Studies was held on November 14<sup>th</sup>, Sunday. Opening remark by the chair Prof. Sasaki Masako was followed by research presentation Past Learning Narratives, by a faculty member of International Resource Sciences, Akita University since 2019, Evan Cacali.

#### RESEARCH PAPER

EVAN CACALI

#### PAST LEARNING NARRATIVES

Evan Cacali states that a learning narrative is a story that students tell themselves about their relationship with a subject. Furthermore, the past is the reservoir from which students draw their motivation and interpret ongoing classroom experiences.

In his paper, Cacali presented two studies on past narratives, 1: a quantitative study correlating past learning narratives to Akita JHS and SHS

English learning motivation; and 2: a qualitative look at written learning narratives from freshmen university students.

Cacali's research showed that secondary school students' positive past narratives were significantly correlated with ongoing motivation. The freshmen's written past learning narratives revealed mixed feelings about students' relationships with English but a strong desire to want to improve English abilities during university for career reasons and for deeper cultural interactions in the future. The second study also supported the importance of past learning experiences with relation to final grades after one year of university English classes.



**Evan Cacali**

....Hello from Evan ....

Like many foreign EFL instructors, my career as an English teacher was the result of a thousand unplanned happenstances. For instance, I was forced into the horrors of learning pronunciation when I was six years old because my four top front teeth were knocked out in a bicycle accident and it became rather difficult to make dental fricatives. Of course, you don't have to bash your face in to want to become an English teacher. The larger drives that brought me to this point in my life are my curiosity about the world, a deep respect for education, a desire to interact with students, and (if I am going to be honest) the need to earn money. I was born in Pittsburgh, Pennsylvania, but I have lived in seven states, three continents, seven countries, and three Japanese prefectures. I have taught English to elementary, junior high, university, professional, and adult learners for over 15 years. Since first moving here in 2005, Akita has become a second home to me. None of this was planned, all of it has been enjoyable. Nice to meet you.

## **Evan's CV**

### ➤ **Teaching Career**

2019-Present: Lecturer, Faculty of International Resource Sciences, Akita University

2015-19 Lecturer in Department of Science and Technology, Kwansei Gakuin University, Hyogo. Designed and taught courses in English writing, reading, and communication for 1st and 2nd year science and technology students

Spring 2013 Visiting English Instructor, Çanakkale Onsekiz Mart University, Turkey. Designed and taught English conversation classes for TESOL students in the Department of Education and for other interested University Faculty as part of a semester "Teach and Travel" program

2012-2013 Junior High School (JHS) English ALT, ALTIA Central, Ogaki, Gifu, Japan. Planned and taught lessons in cooperation with Japanese teachers of English

2005-2010 JHS and Elementary English ALT, JET Program, Daisen City, Akita. Prepared and conducted English activity lessons for elementary and JHS schools. Planned and taught lessons in cooperation with Japanese teachers of English

### ➤ **Education**

2014 MSc in Applied Linguistics and Second Language Acquisition, University of Oxford, England, UK

2012 MA in American Studies, University of Heidelberg, Germany

2003 BA in Liberal Arts, Minor in History, University of Montana, US

2001-2002 Study Abroad Year, Utrecht University, Netherlands

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Evan, thank you for your inspiring talk. Personally I really enjoyed your talk as I have been involved with narrative studies and have been curious how the speakers narrate their experiences.

Cacali's presentation was followed by a keynote speaker, Renaud Davies, Curriculum Coordinator & Senior Lecturer at Hiroshima Bunkyo University.

# KEYNOTE SPEECH

## RENAUD DAVIES

### THE FUTURE IS NOW: SUPPORTING LEARNING THROUGH EFFECTIVE USE OF DIGITAL TECHNOLOGIES



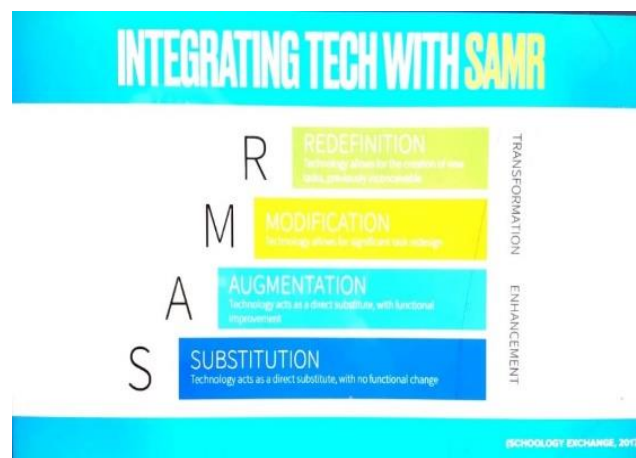
Renaud Davies

Courtesy of [Renaud Davies - Curriculum Coordinator & Senior Lecturer - Hiroshima Bunkyo University | LinkedIn](#)

In his talk, Renaud Davies introduced the idea of SAMR as an effective way of using digital technology for teaching English. He started his discussion by arguing that English teachers are being overwhelmed by so many kinds of digital technologies. He argues that we do not have to be anxious of those overwhelmingly different kinds of technology. Instead, we had better stop for a moment to choose the right digital tools by considering the relevance to the curriculum/topics, user-friendliness, customizability for students' needs, engagingness, and accessibility. Davies suggests we ask ourselves the following questions:

- **What am I hoping to achieve by using this technology?**
- **How will it make a difference to my students' learning?**
- **Why is it preferable to not using technology?**
- **How equipped are my students and I to use this technology?**
- **How much time do I have to invest in making it work?**
- **What am I hoping to achieve by using this technology?**

Davies proposes a significant concept of teaching levels which integrate technologies for teaching, called SAMR, an abbreviation of four levels of teaching process, i.e. Substitution, Augmentation, Modification, and Redefinition as shown below:



Davies introduces six kinds of technologies which go along with SAMR, that is, Annotation Application for notability and augmentation, Classroom management tool and Playposit for modification (task redesign), and Moxtra and Voice Thread for redefinition.

Finally, Davies associates the model SAMR with Bloom's Digital Taxonomy, that is,

#### **Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.**

Davies' graphic description of effective use of digital technology leads us to think what the best teaching technology for both teachers and students would be when on-line teaching is fully or partially indispensable. Furthermore, eventually we notice that those technologies are to help us to develop our teaching, not vice versa. We will choose and use the technology for our own purposes. Davies' speech well clarified that.

The empowering speech by Davies was followed by a symposium entitled English Education Boosted by Education Technology.

# SYMPOSIUM

## ICTを活用した英語教育の充実 ENGLISH EDUCATION BOOSTED BY EDUCATION TECHNOLOGY

Ben Graftström, Creating a Technological classroom environment for English language learning

Motoki Kusakai (草階 健樹)「オンラインによる即興型英語  
ディベートの推進について」

Ikeda Yusaku (池田 勇作)「一人一台タブレット端末時代の  
授業づくり～英語拠点校・協力校事業、学びの保証・  
充実のための学習用デジタル教科書実証事業を通し  
て～」

Fujita Ryo (藤田 峻)「小学校英語教育における ICT を  
活用した授業英語」

### Panelists:



Ben Graftström



Kusakai Motoki



Ikeda Yusaku



Fujita Ryo

The symposiasts consisted of Ben Graftström of Global Center for Higher Education, Akita University, Kusakai Motoki (草階 健樹), Section Chair, English Education for Senior Highschool, Akita Prefecture Office, Ikeda Yusaku (池田 勇作), Honjo Minami Junior High English teacher, and Fujita Ryo (藤田 峻), Akita University School of Education Primary School teacher.

Mr. Kusakai introduced Akita Prefecture's project of enhancing online-teaching English Debate. Ben considered the well-known Danielson's Enhancing Professional Practice Framework for Teaching in the context of online teaching in EFL classroom at Akita University. Ikeda-sensei and Fujita-Sensei gave us clear images of teaching English using technologies such as individual tablets at JHS (Ikeda), and Teams & web-discussion with primary school children in Australia (Fujita). The presentations by the symposiasts who are practicing those technologies in their classroom indeed helped us to think what each of us will be able to do in our near future classrooms. This symposium assured us that we can acquire more benefits from effective and practical use of technology, which is developing every moment.

## Post-meeting survey

As the following two pie graphs show, 19 participants to the annual meeting responded to our questionnaire. And 3 quarters of them are positive about conducting the annual meeting on zoom. The respondents evaluated the themes of the symposium just right, helpful, and inspiring.

The symposium was also highly evaluated, as shown below. The respondents thought that they could acquire realistic idea on ICT, which they will be able to adopt for their teaching or future teaching. The theme was precisely what the participants wanted to understand, discuss, and consider.



# Comments on the meeting

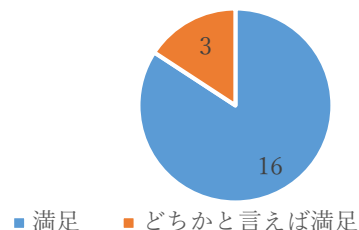
## ☆ 今回の大会良かったです。なぜなら。。

- ✓ 内容が ICT で、リアルタイムなものだったから。
- ✓ 英語教育や ICT の活用についての有益なお話を聞くことができたから。
- ✓ ICT を専門とした先生からの情報や、小・中・高等学校及び大学における英語教育や ICT の実践活用を学ぶことができた。
- ✓ さまざまなスピーカーからさまざまな視点でたくさんの内容を聞けたから。
- ✓ 小学校から大学まで全ての校種の話、それぞれの事例が聞けたから。
- ✓ 日々の教育実践を紹介する場を設けていただいたため。
- ✓ 実際の現場を知ることができたから。
- ✓ ICT 機器やタブレット端末の活用、debate など、まだ現場経験のない学生である私にとっては、指導においても理想ばかりを思い浮かべてしまうが、実際に起こっている/起こり得る現実的な問題課題・効果的な活用法（活かし方・結び付け方等）を知ることができ、来春からの自分の指導について考えるにあたって、英語教育に関して現実的な視点から深く考えるきっかけとなったため。
- ✓ アプリの特徴など具体的に学ぶことが出来た。
- ✓ 研究発表やシンポジウムが、共通の大会テーマのもとで行われました。現在の学校での英語教育に多くのヒントが得られる内容でした。
- ✓ 興味のあるテーマだったから。
- ✓ 多くの新しい知識を得て、考えを深めることができたから。

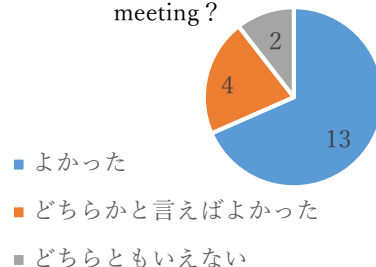
## ☆ なぜオンライン形式の方が良い、比較的良いと思うか。。

- ✓ 移動時間と費用をかけずに貴重な学会に気軽に参加させていただくことが出来たため。
- ✓ 県外からの参加が可能になったことで、様々な方の意見を聞くことができました。
- ✓ 移動の時間が省ける。他県の人でも参加できる。
- ✓ 悪天候の場合も安心でき、移動に体力が消費されることもないため。
- ✓ アパートで気軽にできたから。

21年度大会の満足度  
Satisfied with the meeting ?



オンライン形式の開催について  
What do you think of on-line meeting ?



It is obvious that on-line meeting enabled the members to participate in the meetings more easily. Of course, we should pay attention to the opinion that on-line is a complimentary method of meeting when in-person method is impossible.

We enjoyed every moment of the keynote speech, research presentation, and the symposium. Also, this year we enjoyed a pretty program pamphlet decorated with beautiful Akita autumn sceneries. Thank you for joining the meeting, and above all, thank you to those who had prepared for the meeting and those who had conducted and reported the post-meeting survey. Thank you for your hard work. To those people who could not come to the meeting, try to join next autumn. Let's meet then.



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Grafström、Brad Horton、平良一史

## ALUMNI FOR LIAISONS :

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広報：濱田陽、平良一史、渡部アヤ子

## POST-SCRIPT

The spring is coming. Akita's coming of spring means something to us. We feel emancipated, we feel the real starting of new life. However, this is the third spring when we had to start the first days of academic year on-line. Our teaching /studying life is always affected by Covid 19, which has been producing different kinds of variants. The 2021 annual meeting was held, probably coincidentally, at the time of a short break for Covid 19, when Japan opened its gate for international students /researchers, workers, and business persons. Then in December, a new variant Omicron closed Japan's gate again. On March 30 Japan re-opened its gate, this time, more widely.

So far, one of my family members has been infected with Omicron variant, with almost zero symptom, despite of three time vaccinations. One year before then a close friend of mine got infected with Delta variant and suffered from severe symptoms. So did her son. Both of the cases occurred outside of Japan. I feel so sorry for those who have got infected.

Then as soon as the Beijing Winter Olympics ended, Putin's Russia launched its attack to Ukraine. Everyday 1<sup>st</sup> news shifted from Covid 19 issues to Russia's invasion to Ukraine. Japan, one of the very closed countries for immigrants, also started accommodating Ukrainian refugees.

Well, a bright side is that we can have meeting participants from all over the world. Every one of us has been logging in meetings, conferences, symposiums, colloquia, etc., on-line. Our meeting will be conducted on zoom again next year so that more people can participate. We keep moving on, hoping in the future we will enjoy both methods of on-line and in-person.

(Y.M. March 31st)

*Editorial board: Masako SASAKI, Yoshimi MIYAKE*