

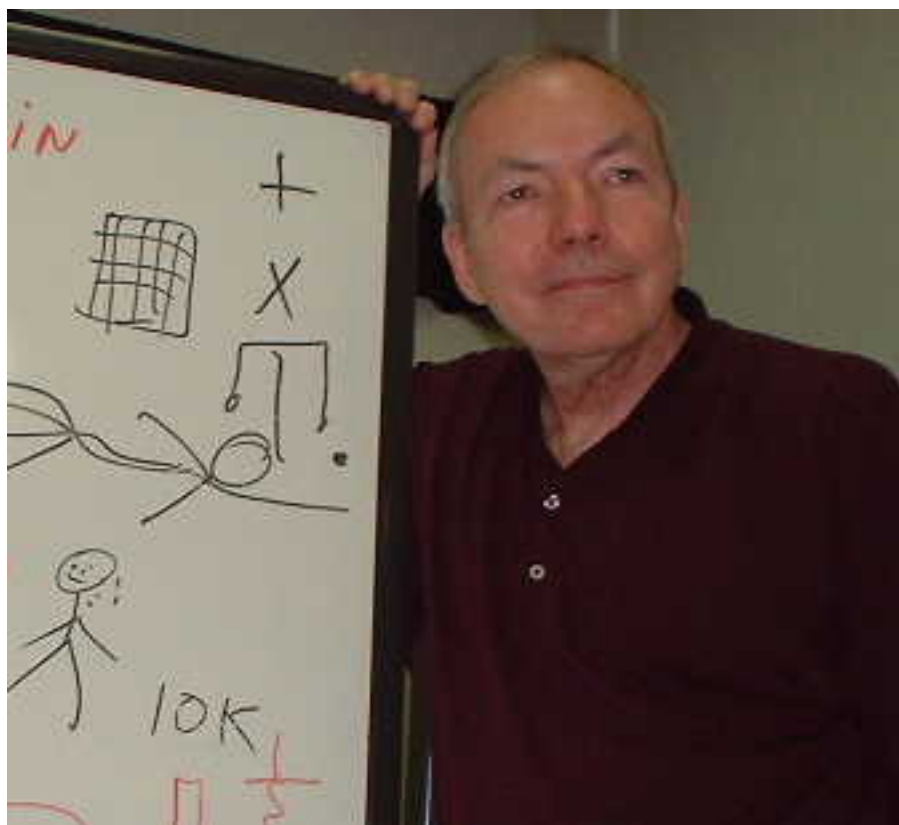
The LLL SIG Newsletter

Report on the Annual Lifelong Language Learning SIG's Mini-Conference

By Joseph Dias, LLL-SIG Program Chair

With the cooperation and collaboration of English Teachers of Japan (ETJ), the JALT LLL-SIG held its annual mini-conference at the Kanda Institute of Foreign Languages as part of the Tokyo ETJ Expo on the weekend following the national JALT Conference, November 2nd and 3rd.

Headlining the program, was Prof. John Fanselow, who gave a talk on how teachers can analyze what they do in the classroom by recording themselves, transcribing, and coding. He pointed out that teachers seldom record and transcribe their lessons partly because judging teaching is the norm. He introduced a fascinating system for having students engage more with what they are learning by creating simple iconic representations of the ideas and grammar of what they are trying to express.



John F. Fanselow

Also part of our program, the accomplished rakugo artist and professor at the Kanda University of International Studies, Tatsuya Sudo, gave a rousing demonstration of an English version of this traditional Japanese performing art, and explained how its potential for having students absorb cultural knowledge, appropriate intonation patterns, and pronunciation--not to mention nuances of non-verbal communication--by engaging in this accessible and enjoyable art.



Tatsuya Sudo in costume





Appreciative audience gathered around Tatsuya Sudo after his energizing talk



Deborah Bollinger

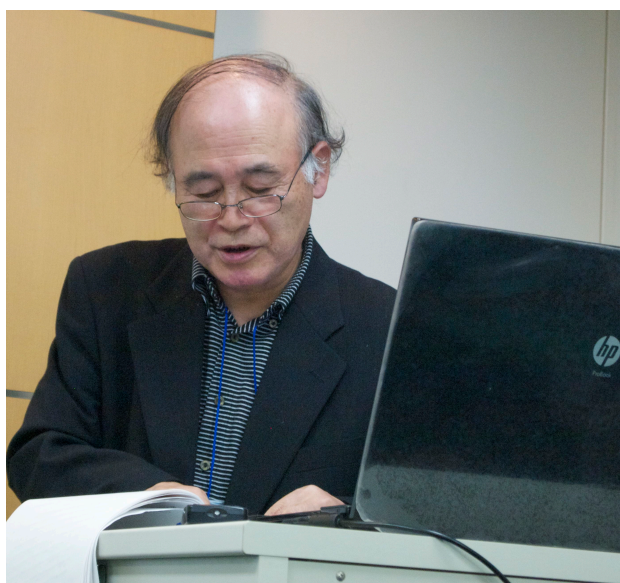
Aoyama Gakuin University's Deborah Bollinger gave a well-attended presentation on the topic of developing global communication skills. She demonstrated a variety of tasks that provide opportunities for students to acquire effective presentation skills, participate in experiential learning, and focus on career development. She showed how the tasks could be easily adapted for use in contexts other than that of the university.



Deborah Bollinger

Finally, the LLL-SIG coordinator, Tadashi Ishida, discussed the variety of reasons that older Japanese learners have for wishing to study English. He reported on activities that have helped his students stay interested in English by creating situations where they can use English for real purposes by escorting foreign tourists around to sights in Tokyo and by introducing them to traditional Japanese arts such as tea ceremony and flower arranging. He also read excerpts from fascinating essays written by older Japanese learners of English in which they describe their motivations for studying English.

Tadashi Ishida





Tadashi Ishida and his audience

Our Facebook page can be accessed at <https://www.facebook.com/jaltLLL> . As of this writing, we have nearly 200 likes and we always welcome more. If you "like" us, you will be able to find out about not only our SIG's events, but you can also get tips about lifelong language learning and teaching, and find out about opportunities and events in the community that stretch your capabilities and broaden your horizons, including volunteering possibilities.

▪ 2011: SIT, Spring Khmer course
 ▪ 2012: SIT, Spring Korean course
 ▪ Structure/ Principles/ Etc.:
 - Focused thematic areas
 - "Horizontal" vs. "Vertical" progression
 - Modular, spiraling format
 - Automatic recycling, expansion of content
 - Fast-paced
 ...ame (10-12 hrs / 3 weeks)
 ...participants
 ...minutes/study session
 ...performance expectation from...

JALT Lifelong Language Learning SIG
 196 likes · 1 talking about this

Education
 The name of the organization is "Shogai Gogaku Gakushu Kenkyubukai" in Japanese and "The Lifelong Language Learning Special Interest Group" in English

Schedule for JALT LLL-SIG
 Our mini-conferen will be held at Tok