

My language
私の言語：このイベント計画の紹介
Reasoning for "my class" contributions
Sat. 13:00 – 13:30

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Event types: All event types in this conference

- (SaEv1) Welcome presentation
- (SaEv2) Welcome addresses
- (SaEv3) Presentations
- (SaEv4) Keynote Presentation
- (SaEv5) Individual presentations
- (SoEv6) Sunday orientation
- (SoEv7) *My language: Experience a language*
- (SoEv8) Individual presentations
- (SoEv9) Symposium

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In this presentation

“My class”このイベントの計画の紹介

Reasoning for "my class" contributions

目表goal: to open a window on other's classes, other languages etc. for professionals and non-professional learners and teachers alike

- 出発点 Idea
- 参加者 Audience
- 形式 Format
- 時間 Time
- 言語 Language

from the position of giving advice to presenters

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Idea

Go beyond classroom limits 教室を超えて

As most parts of the OLE2SIG conference both on Saturday and Sunday are academically oriented, be that practical or theoretical, we thought that maybe (academic and) other participants (for example general people from the city of Nagoya, from Aichi prefecture, or whoever may be interested in the conference or foreign language learning) may want to know and EXPERIENCE a class in one language that may sound interesting to them, and how you teach it.

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Audience 参加者

Difficulty of the task: *Present to, about and in a language the participants are only to get to know through this course.*

The audience may probably not be experts in your language, or language teaching. Teachers may of course also come and learn too. Most in the audience may not know very much in or about your language, but international expressions can probably be supposed to be known.

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Format 形式は自由

The format is free, but this is its difficulty, and its opportunity

Not very much can be said about the format. As part of a scientific conference, it will of course have its academic bits.

The main point, however, will be to make it an interesting experience for the audience, and make publicity for your language and also for the way you teach it. It is a chance to demonstrate this.

Audience participation in activities is always a good idea, but there is essentially no limit to the way you spend the time in "my class".

As an aside, it is probably better to include workshop-like elements rather than a dreary speech. mountains of materials, or a power point, although these can, of course, be included.

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Time and timing 時間とタイミング

This year, we still have much time on Sunday morning (adjusting difficulties: long – short, flexibility) and it is somewhat like first come first served.

At the moment we are looking at slots of 40 min. to 1 hour, and if you go overtime reasonably, that will also be o.k. (next is the lunch break).

It is probably better to prepare several, somewhat loosely timed, units than one big one, but they should come together at the end.

Rather than being exactly on time it is probably more important to have people leave with a memorable experience (just exaggerating! a good feeling is enough).

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Language 使用言語と目的言語

The dilemma of language of instruction and target language

The language you will be teaching is your language (or one of the languages you know VERY well, but, of course, it may at times be necessary to insert English or Japanese (or yet other shared language) elements for instruction,

explanation or other purposes, especially if this serves keeping up the speed of the class. But again, essentially you are free here.

Again, as an aside from my own experience with unknown or (possibly) multilingual audiences, prepare your class so you feel comfortable and also prepare a few snippets in English or Japanese, just in case they become necessary to increase understanding or participation, or reduce anxiety.

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Related references

- Educational design, instructional design, industrial design
http://en.wikipedia.org/wiki/Instructional_design
- ARCS model (**attention, relevance, confidence, satisfaction**) since the 1990s
<https://www.google.co.jp/search?q=arcs+model&tbn=isch&tbo=u&source=univ&sa=X&ei=OABQUpKNK8mQkAWTzIDoAg&ved=0CEIQsAQ&biw=1280&bih=652&dpr=1>
- Learning Spiral (old!)
https://www.google.co.jp/search?q=learning+spiral&tbn=isch&tbo=u&source=univ&sa=X&ei=V_9PUu-kBYrylAXQ4YGYAw&sqi=2&ved=0CCkQsAQ&biw=1280&bih=652&dpr=1
- http://learnweb.harvard.edu/alps/thinking/design_learning_spiral.cfm
- introducing a new merchandise > change this for "languages"
- <http://www.signazon.com/how-to-promote-new-merchandise.aspx>
www.ansci.cornell.edu/courses/as4700/handout1.pdf
- Ex-post facto curriculum (Reinelt)

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A recent example

- Analysis
- Design
- Development
- Implementation
- Evaluation
- http://www.kristinkoeleman.com/index.php?p=1_7 (2013)

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