**Developments in Professional Development**

**Hosted by** Gifu**,** Niigata, Saitama, and Shizuoka Chapters of JALT

**Date:** Sunday December 5, 2021

**Time:** 14:00–17:00 JST

**Online via Zoom**: Link to Edzilla will be provided soon (please check the shizujalt homepage)

Please join us on **December 5** for five presentations exploring developments in professional development. Covering topics such as the benefits of collaborating with colleagues, the how to of publishing, institutional approaches to personal development, teacher wellbeing, and part-time teacher wellness in the time of Covid-19, this event guarantees something of interest for all educators.

Session A begins at **14:00-14:4**5 with two concurrent sessions (please see below), and Session B runs from **15:00-15:45** with two concurrent sessions (please see below). Our plenary begins at **16:00** with a **17:00** finish.

A link to Edzilla will be available soon. Please pen this exciting event in your diaries.

**Sessions**:

**14:00-14:45**

**Session A (with 2 concurrent workshops)**

**1) Collaborating to Create Strong Relationships and Better Instructors**: Kazumi Kato, Wendy M. Gough

Team-teaching and collaboration on lessons and activities is fairly common between Japanese and foreign colleagues at the junior high and high school level in Japan. However, it is less common at the tertiary level. Working together on projects and course planning can prove beneficial on several levels for both Japanese and foreign university instructors though. While working together at Tokai University’s campus of Marine Science and Technology, the presenters held an English Cafe and developed community outreach projects for students. They also designed and team-taught an English communication class, and created unique activities to help students learn to speak English more naturally.

Their collaboration was beneficial on several levels. They exchanged their expertise and taught each other about various aspects of applied linguistics, pragmatics, teaching practices, and technological skills. Collaborating also helped them improve their English and Japanese language skills and become more confident in their professional identities. This presentation will discuss some of the activities the presenters collaborated on together and how this collaboration benefitted them professionally. It will also give advice about ways to develop good relationships between Japanese and foreign colleagues, which will also result in positive learning experiences for students.

**Biodata:**

**Dr. Wendy M. Gough** is an associate professor in the Faculty of Foreign Studies at Bunkyo Gakuin University. Ms. Gough primarily researches academic writing curriculum and developing communities of learners in writing classes. She has also researched the use of fieldwork for developing intercultural skills and communicative competence in English.

**Kazumi Kato** is an associate professor at Tokai University, school of Marine Science and Technology in Japan. Her main research interests are interlanguage pragmatics, speech acts, task-based language teaching and cooperative learning. She is also interested in ESP and has found opportunities for her students to use authentic English outside the classroom.

**2)** **Getting Published in JALT Publications**: Melodie Cook

In this presentation, former JALT Journal Editor and current Director of Membership Melodie Cook will talk about how to get published in JALT publications. She will also explain what NOT to do.

She will talk about each JALT publication, timelines, review processes, and answer questions from audience members. She will also recommend other local journals that new writers might want to consider contributing to.

**Biodata**: **Dr. Melodie Cook** has been teaching in Japan and Canada for about 30 years. Her research interests include high-stakes testing, supplementary education, multicultural families and education, and barrier-free learning.

**15:00-15:45:**

**Session B (with 2 concurrent workshops)**

**1)** **ELI PD: An Institutional Approach to Teacher Professional Development**: Jennie Roloff Rothman

Recently, Japanese Ministry of Education policy has begun putting greater emphasis on the need for systematic teacher and professional development (PD) programs, beyond the requirement for license renewal. To be effective, it is critical PD respond to both teacher and institutional needs. This workshop will begin with a brief overview of PD in Japan and language education before outlining an approach being implemented in a language  department of a Japanese university. The workshop will then transition to a discussion of the affordances and challenges of creating a successful PD program in the hopes that attendees can leave with ideas that could be applied to their own teaching context.

**Biodata**: **Jennie Roloff Rothman** is Principal Lecturer of Professional Development-Teacher Development at Kanda University of International Studies. Her MA TESOL is from Teachers College, Columbia University. Her research interests include faculty development, teacher development, critical thinking and global issues in the language classroom.

**2) Positive Psychology and Teacher Wellbeing**: Mary Nobuoka

Teaching can sometimes be a stressful and demanding profession, but it is also inspiring and energizing. How can teachers stay in the inspiring and energizing zone more often? In the past three decades, psychologists have started focusing on the thinking and behaviors that promote wellbeing (Seligman, 2011). This talk will help teachers become more aware of their beliefs, understand the basics of positive psychology and give techniques and interventions to help build wellbeing. The group activities presented in the presentation will also serve as ideas for teachers to engage students when teaching online with Zoom and for face-to-face classroom activities.

**Biodata**:

**Mary Nobuoka** arrived in Japan in 1994 and currently teaches at Keio and Waseda Universities. She has an unusual background for a language teacher in Japan: She received a BA in Fine Arts from the University of Illinois and an MA in Interdisciplinary Humanities with a focus in Philosophy from California State University. This background has enabled her to think outside the box and create a variety of content courses in leadership & soft skills (goal-setting, time management, emotional intelligence, etc.), economic trends and philosophy courses. Mary is a two-time winner of the Best of JALT speaker award

**16:00-17:00: Plenary**

**The Impact of Covid-19 on Part-time University English Teacher Wellness in Japan**:

Wendy M. Gough, Chiyuki Yanase, Colin Skeates, Bill Snyder

**Abstract**

Due to the Covid-19 pandemic, Japanese universities were faced with shifting from face-to-face classes to emergency remote teaching (ERT) for the 2020 academic year on short notice. This sudden shift to ERT revealed how generally unprepared university administrations, students, and teachers were for holding online classes. Part-time English instructors were especially affected because they tend to work at multiple institutions, teach large numbers of classes, and receive less institutional support than full-time instructors.

To understand how ERT affected these teachers, the presenters conducted a year-long research project that investigated part-time university English teacher emotional wellbeing. Each week the participants completed the International Positive Affect and Negative Affect Schedule--Short Form (IPANAS--SF) (Thompson, 2007) and wrote reflections on their feelings and emotions. Teaching is an emotion- laden profession at the best of times, and negative emotions might arise from, “unexpected changes, language-related concerns, less supportive leadership, excessive workload, others’, and one’s own expectations” (Gkonou, Dewaele, & King, 2020, p. 3).

In this plenary talk, the researchers will discuss the project, and how the above-mentioned factors contributed to negative emotions; mental and physical issues; anxiety; and stress related to occupational and personal factors while teaching online during the first year of the pandemic. We will then shift to a discussion of ways to promote wellness and resilience when adverse situations occur in our teaching environment, and conclude with presenting ideas about how institutions can be more supportive of part-time instructors in terms of clear communication, material support, and professional development opportunities.

**Biodata: Dr. Wendy M. Gough** is an associate professor in the Faculty of Foreign Studies at Bunkyo Gakuin University. Ms. Gough primarily researches academic writing curriculum and developing communities of learners in writing classes. She has also researched the use of fieldwork for developing intercultural skills and communicative competence in English.

**Chiyuki Yanase** has been a part-time instructor at 4 universities in Tokyo for more than five years. Her research interests include teacher wellbeing, collaboration, and learner autonomy. She holds a Master's degree in TESOL from Aston University in the UK.

**Colin Skeates** has been a teacher of English for over 20 years and has taught in Thailand, Canada, and Japan. Though interested in most areas of English language learning, his main teaching / researching focus is the development of student spoken fluency in English.

**Bill Snyder** has worked in teacher education for over 20 years in Turkey, Armenia, Korea, the United States, and Japan. His research focuses on teacher and learner engagement in classrooms, teacher affect and emotion, and application of Flow Theory in teaching.

**Cost:** Free to all