

教育研究業績書

2020年10月27日

所属：英語文化学科

資格：准教授

氏名：M. M. リーブ

研究分野	研究内容のキーワード
Sociolinguistics, TESOL, Intercultural Communication	Culture, Second Language Acquisition, Cultural Learning Preferences
学位	最終学歴
Ed.D. (Higher Education Leadership: Culture & Language Learning)	Doctorate in Education

教育上の能力に関する事項		
事項	年月日	概要
1 教育方法の実践例		
1. Cultivating intercultural communicative competence through "Modern Communication English"	2016年09月- Present	The aim of this course is to develop students' ability to think critically about cross cultural issues, intercultural communication, and the transcultural nature of modern-day Japan. The course is also designed to encourage students to consider issues of culture, diversity, and identity from different perspectives, as they prepare for citizenship in an increasingly globalized world. This is achieved through class discussions, small group and whole class presentations, and independent research and analysis which challenge students to critically analyze their own assumptions and prior beliefs.
2. Language and culture for a globalized world (seminar)	2016年08月- Present	Adapted from the sociolinguistic content I taught at Meiji University, this seminar aims to foster productive global citizenship, which entails not only linguistic fluency, but also cultural fluency. Therefore, the primary goal of this seminar is to foster cultural fluency. Issues examined include: 1) The connection between language and cultural identity 2) Understanding how culture affects communication, and how language reflects and expresses culture 3) Developing an appreciation of intercultural communication skills and their importance in a globalized world 4) Examining the role of English as an international language and its political, social, and cultural consequences 5) Recognizing the value of indigenous languages and cultures, and the need to preserve linguistic diversity
3. Reading and writing as preparation for citizenship	2016年08月- Present	This course was designed to function not only as a language course, but also as a content course with the goal of equipping graduating students with critical thinking abilities necessary for productive citizenship. Real world, authentic topics are presented in class, and students research related topics, write reports on these topics, and present their findings and reflections in small group presentations and discussions. This requires them to analyze and critically reflect on societal issues both on a global and local level, and is geared towards producing socially responsible citizens who can function effectively in the 21st century.
4. Designed and implemented "English through popular songs" course	2011年09月2016年01月	This course utilized popular songs in English to enhance listening, speaking, reading, and writing. Since research indicates that learning language through music makes it easier to remember new words and expressions, a key focus of this course was the development of high-frequency vocabulary. There is a wealth of popular English songs, widely available in Japan, that are a rich source of natural, authentic, and colloquial English which is often unavailable in conventional textbooks. Popular songs also offer insights into the various cultures of the English-speaking world, and make language learning engaging and memorable. In addition to listening to and discussing lyrics of popular songs, participants practiced various pronunciations, experimented with tongue twisters, and tried out authentic vocabulary, idioms, and expressions. The course also included individual and group presentations to reinforce speaking skills.
5. Designed and implemented sociolinguistics content courses	2011年04月- Present	This course was originally designed to cater not only to Japanese students, but also to international students. It comprised part of Meiji University's

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		<p>"English Track" undergraduate degree program under the "Global 30" initiative. As a large lecture class, catering to a wide range of cultural backgrounds and English abilities, the lectures featured easy-to-understand powerpoint projects and extensive use of visual aids. Students were introduced to a variety of linguistic concepts including pragmatics and intercultural communication, as well as the impact of English as an international language. Further support was offered to students through the use of lecture outlines which served as a bridge to note-taking skills, which are required for students who study abroad following the course. Finally, each lecture included group discussion and tasks which require students to think deeply about the meaning of each topic and its implications for them personally.</p>
<p>6. A scaffolding approach to speech / presentation</p>	<p>2009年04月2016年01月</p>	<p>My speech and presentation course was structured so that students received small-group practice in presentation skills in the first half of the semester and knowledge about presentation organization and types in the second half of the semester. Small-group practice builds confidence for plenary presentations, and the emphasis was on peer feedback. The midterm and final presentations also incorporated audience evaluation and feedback, requiring presenters to consider their audience, while encouraging active listening. Scaffolding occurs as skills are built upon each other, and students' confidence increased as more was expected of them.</p>
<p>7. A step by step approach to preparing persuasive speeches</p>	<p>2009年04月2016年01月</p>	<p>To prepare students for delivering persuasive speeches, I have utilized a scaffolding approach that begins with persuasive speech practice. This was followed by instruction on researching and preparing persuasive speeches, including selection of three possible topics and possible persuasive claims for each. Students then surveyed their classmates to determine the potential for persuasiveness in relation to each topic before they finally selected their topic. They were also required to research sources in English, and discuss their topics in groups to get suggestions and input for their speeches. During the final presentations, all students completed an audience evaluation forms in which they stated whether or not they changed their opinions based on the presentation in question.</p>
<p>8. Speaking assessments by means of pair interviews</p>	<p>2008年04月2016年01月</p>	<p>In order to assess students' speaking progress, I utilized interviews based on the ACTFL Oral Proficiency Interview Format. These interviews incorporated a warm up, level check, probes, and wind-down. Students came to the interviews in pairs, the goal of which was to reduce anxiety, and to facilitate observation of their conversations. They were asked to prepare one conversation in advance, allowing me to assess their pronunciation and fluency. They then conducted spontaneous conversations, allowing me to observe their linguistic competence. Both conversations were based on linguistic and strategic skills covered in class.</p>
<p>9. Speaking assessments by means of group discussions</p>	<p>2008年04月2016年01月</p>	<p>Since language involves group discussions, and since one of the university's goals was to prepare students to study overseas, the dynamics of group discussions were also practiced and assessed. Students received instruction on introducing a topic; expressing opinions; agreeing and disagreeing; asking for clarification; soliciting feedback; taking turns; closing a discussion and moving onto another topic. They also learned to be group leaders, spokespersons, and recorders, and were assessed on these and linguistic competence by means of group discussions. The groups were chosen in advance, and each group prepared one topic ahead of time. During the final assessment, they also conducted spontaneous discussions based on randomly assigned topics.</p>
<p>10. Speaking assessments by means of presentations</p>	<p>2008年04月2016年03月</p>	<p>1st year students were introduced to the basics of giving presentations in English in order to prepare them for the speech / presentation class they would take in their 2nd year. They spent time in class studying sample speeches; brainstorming topics; learning how to structure a presentation; and practicing key language. They were required to ensure the</p>

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<p>11. Speaking assessments by means of debate</p> <p>12. Utilizing interpersonal and interpersonal intelligences to encourage process writing</p> <p>13. A step-by-step, friendly approach to EAP for intermediate-level students</p> <p>14. A step-by-step approach to disagreeing and turn-taking in EAP classes</p> <p>15. Use of participation cards to encourage student effort, engagement, and motivation</p> <p>16. Use of popular music as supplementary listening activities in communicative English classes</p> <p>17. Global issues course that incorporated affective instructional techniques</p>	<p>2008年04月2012年01月</p> <p>2008年04月- Present</p> <p>2006年4月2007年1月</p> <p>2006年06月2007年01月</p> <p>2005年09月- Present</p> <p>2005年09月2006年01月</p> <p>2005年05月2002年07月</p>	<p>y had an introduction; body (with three main points) and conclusion. They also learned useful language for introductions, transitions and conclusions, and had opportunities to practice in pairs and small-groups multiple times before plenary presentations. All classmates filled in feedback forms to fulfill the dual purposes of active listening by the audience and consideration of the audience by the presenter.</p> <p>Assessing students by means of debate, in speaking classes, requires critical listening and spontaneous rebuttal, thereby providing an extra challenge for students. 1st year students were introduced to the structure of a debate speech, and useful expressions, and were then assigned to teams. Each team received two topics and prepared a "For" speech based on one and an "Against" speech based on the other. They then faced off in team debates and each team was required to prepare spontaneous rebuttals. Audience members also filled out feedback forms stating which teams "won" the debate and the reasons why. This was designed to encourage active listening on the part of the audience, but I did not select "winners" as I believe that all students who engage in debate (especially in a foreign language) are "winners".</p> <p>As writing develops in a recursive manner, every effort is made to empower students by facilitating metacognitive awareness of their learning, as well as providing many opportunities for peer feedback. Students are guided through several drafts of each paper, engage in peer and self editing, and discussion of their writing with their classmates. I have also held writing conferences with students in which I give them questions to reflect on in advance, and a conference response sheet as a follow up. When they submit their portfolios at the end of each semester, they can see the development in their own writing, and also submit a writing reflection sheet which gives them the opportunity to reflect on their strengths and needs. In this way, they utilize both intrapersonal and interpersonal intelligences as they develop as writers.</p> <p>Designed and implemented an EAP course on academic speaking for intermediate level students planning to study abroad. Emphasis was on tailoring the material to suit the needs of lower-level students by following a step-by-step, process based approach.</p> <p>This approach was adapted from Fujimori & Houck (2005) and utilized the following framework for teaching academic speaking skills: consciousness raising, knowledge building, and production development.</p> <p>I use participation cards in every class to give students a sense of empowerment and control over the learning process. In addition to helping me learn about the students, the cards are a means of constant feedback to and from students. There is a comments section that is a two way process, where both students and I can exchange comments. This allows them to understand my expectations and me to understand their needs and interests. It also provides a forum for "indirect" communication which is also designed to accommodate the cultural needs of students.</p> <p>This was part of an active research project that included an examination of the use of music in reducing learner anxiety, and increasing relevance and motivation in EFL listening tasks.</p> <p>This was part of a research project that examined Japanese students' concept of global citizenship and the possible role of the affective domain in enhancing Japanese global identity</p>
2 作成した教科書、教材		
<p>1. Go Global: Preparing for ESL courses abroad (student textbook) (with Tsuji, K. & Tsuji, S.)</p> <p>2. Let's get down to business (student textbook) (with Tsuji, K. & Tsuji, S.)</p>	<p>2015年04月</p> <p>2010年09月</p>	<p>This textbook provided revised, updated preparation practice for students preparing to study abroad, and included not only linguistic preparation, but also cultural awareness activities.</p> <p>This textbook was designed to assist Japanese businesspeople in communicating in English with international</p>

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3. Basic Grammar for Communication (Student text book) (with Taguchi, E. & Lieb, J.)	2010年04月	ionals, as workplaces because more diverse within and beyond Japan. This textbook was designed to provide grammar and vocabulary practice for students preparing to take the TOEIC test.
4. Movie based worksheets	2009年08月	As part of the Meiji University Interfaculty Language Program, I prepared a series of worksheets based on movies to guide students through the movies, scene by scene. They included comprehension activities, vocabulary reinforcement, character / plot analysis, and listening practice. Also incorporated were pre- and post- activities for each scene to activate students' prior experiences and make the content more relatable.
5. Study Abroad (Student Textbook) (with Tsuji, K. & Tsuji, S.)	2009年04月	This textbook was designed for university students preparing to study abroad and offers both practice information and language skills to assist students on their first trip overseas.
6. Health and Fitness through English	2008年08月 - 2016	As part of the Meiji Interfaculty Language Program, I prepared a series of articles on health and fitness to provide the basis for group discussions in this content-based course. Key vocabulary and linguistic features were highlighted and students prepared questions and answers on the materials, which in turn inspired their own independent research. Students also prepared final presentations on health and fitness, which were given to the entire student body participating in the seminar.
7. Speaking assessment guidelines and evaluation rubrics for pair interviews, group discussions, presentations, and debates	2008年04月 - Present	In all classes, students receive guidelines regarding assessments, based directly on classroom instruction. The guidelines are also matched with assessment rubrics which students receive in advance. All rubrics are revised and customized each time they are used, to emphasize various skills and content areas.
8. Debate / discussion reinforcement worksheets	2006年4月	
9. Popular music listening activities	2005年04月	I designed and implemented a series of EFL listening tasks based on popular songs to activate student interest and motivation, as well as to reduce anxiety and increase relevancy. The listening activities ranged in difficulty from essence to precise listening and song selection was determined by suitability, difficulty level, and student preferences.

3 実務の経験を有する者についての特記事項		
1. Editorial committee member for national JACET (The Japan Association for College English Teachers) Newsletter	2009年04月 - Present	Review and edit contributions for JACET News (national newsletter)
2. Reviewer / editor for Annual Report of JACET ESP SIG	2008年04月 2012年03月	Reviewed and edited contributions for the Kanto area JACET ESP (English for Specific Purposes) SIG Annual Report
3. Reviewer of new, university, beginner-level EFL textbook for Macmillan Languagehouse	2007年2月	Reviewed the textbook for content and language use prior to publication.
4. Book Review: A Friendly Approach to English for Academic Purposes (Strain, S.S., 2006, Shohakusha, Tokyo)	2006年Winter	This was a review of a book which described teaching English for Academic Purposes to intermediate level students.
4 その他		

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1 資格、免許		
2 特許等		
3 実務の経験を有する者についての特記事項		
4 その他		

研究業績等に関する事項				
著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要

研究業績等に関する事項

著書、学術論文等の名称	単著・ 共著書別	発行又は 発表の年月	発行所、発表雑誌等 又は学会等の名称	概要
1 著書				
1. Go Global: Preparing for ESL Courses Abroad	共	2015年3月	Sanshusha	This textbook provides activities for Japanese students to prepare for studying abroad.
2. Let's get down to business	共	2011年3月	Macmillan Languagehouse	This prepares students to function in English in business contexts.
3. Basic Grammar for Communication	共	2010年3月	Asahi Press	This textbook provides activities for students who are preparing for the TOEIC test.
4. Study Abroad	共	2009年3月	Sanshusha	This textbook provides activities for Japanese students to prepare for studying abroad.
2 学位論文				
1. The role of culture in acquiring English language proficiency for Japanese university students	単	2017年5月31日	Nova Southeastern University, Abraham S. Fischer School of Education, Fort Lauderdale, Florida, U.S.A.	Doctoral dissertation.
2. An eclectic approach to reading instruction: Language experience and interactive reading skills in combination	単	1991年5月31日	California State University, Chico, U.S.A.	Master's thesis.
3 学術論文				
1. Challenges and successes in negotiating identity and asserting agency as an Irish, transcultural, boundary-spanning, ELT academic	単	2020年in-press	In B. Yazan, S. Canagarajah, R. Jain (Eds.), Autoethnographies in ELT: Transnational identities, pedagogies, and practices, New York, NY: Routledge	
2. Investigating the Relationship Between Cultural Dimensions of Learning and English Language Proficiency (refereed)	単	2019年08月	TESL-EJ 23(2), p. 1-22	
3. New Skills for a New Age: Revolutionising Education and ELT through the Implementation of Brain-Compatible Pedagogical Approaches (refereed)	単	2017年3月	Mukogawa Literary Review (54), p.13-36	
4. Meeting the Needs of International Students (refereed)	単	2016年	Journal of Alternative Perspectives in the Social Sciences	
5. Ethical Distinctions Between Interpersonal Interactions and Intercultural Interactions as the Basis for Cultivating Intercultural Communication Competence (refereed)	単	2015年3月	The Global Japanese Studies Review, Meiji University (7)1, p. 100-110	
6. Preventing Harm Through Ethical Codes for Education and English Language Teaching (refereed)	単	2014年	The Journal for ESL Teachers and Learners, A Publication of Gai kwad-Patil Group of Institutions 3, Nagpur, India, p. 22-26	
7. The Need for an Ethical, Sustainable Approach to Global Food Security (refereed)	単	2013年3月	Nihon University Journal of Humanities and Sciences, 19(1-2), p. 61-75	
8. Language and Culture for a Globalized World (refereed)	単	2012年	The 32nd Thailand TESOL International Conference Proceedings, 2012 (Singhanart, N. & Subphadoongchone, P., eds.), Bangkok, Thailand, p.43-61	
9. English Through Popular Songs: Reinforcing High Frequency Vocabulary and Enhancing All Four Skills (refereed)	単	2012年	Teachers Helping Teachers: The Proceedings of 2011 Conferences, Seminars, and Workshops (Jones, B.A. & Silver, R., eds.), p. 19-32	
10. Reflections on the Second Year of the SGJS English Language Program at Meiji University (refereed)	共	2011年3月	The Global Japanese Studies Review, Meiji University (2)1, p.77-99	
11. Ethical ELT: Teaching English as a Unifying Language (refereed)	単	2010年	JALT 2009 Conference Proceedings (A.M. Sto	

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著書、学術論文等の名称	単著・ 共著書別	発行又は 発表の年月	発行所、発表雑誌等 又は学会等の名称	概要
3 学術論文				
ed)			ke, ed.), Tokyo: JALT , p. 534-544	
12. Reflections on the Inaugural Year of the SGJS English Language Program at Meiji University (refereed)	共	2009年3月	The Global Japanese Studies Review, Meiji University (2)1, p. 111-128	
13. Japanese Students' Perceptions of Native English Speakers: Does it and Should it Matter? (refereed)	単	2009年	Teachers Helping Teachers: The Proceedings of 2009 Conferences, Seminars, and Workshops (Jones, B.A., ed) . p. 40-55	
14. Enhancing EFL Pedagogy through Multiple Intelligence Theory (refereed)	単	2008年3月	The Journal of the College of Foreign Languages, 21, Himeji Dokkyo University, p. 47-63	
15. Does Long Term Engagement in Extensive Reading Alter Attitudes Towards Reading in English? (refereed)	共	2008年2月	Proceedings of the 9th Temple University Colloquium on Language Learning, Tokyo, Japan, February 10, 2008	
16. Music and Listening: Learning Gain Without Pain (refereed)	単	2008年	JALT 2007 Conference Proceedings (K. Bradford-Watts, T. Muller, & M. Swanson, eds.), Tokyo: JALT, p. 518-534	
17. Listening Activities Using Popular Music (refereed)	単	2008年	Teachers Helping Teachers: The Proceedings of 2008 Conferences, Seminars, and Workshops, Bill Balsamo Memorial Edition (Jones, B.A., ed.), p. 30-45	
18. Using Music to Reduce Learner Anxiety in EFL Listening Tasks and Increase Positive Associations towards Learning English (refereed)	単	2007年3月	The Journal of the College of Foreign Languages, 20, Himeji Dokkyo University, p. 69-90	
19. Teaching Debate Skills to Intermediate and Lower Level EFL Students (refereed)	単	2007年3月	The Proceedings of Teachers Helping Teachers: Learning Applications for a Developing Nation in the 21st Century (Jones, B.A., ed.), Lao American College, Vientiane, Laos, March 20-24, 2007, p. 73-84	
20. The Impact of Introducing Extensive Reading with Classroom Readers	共	2007年2月	Proceedings of the 8th Temple University Colloquium on Language Learning, Osaka, Japan, February 11, 2007	
21. Enhancing Japanese Global Identity Through EFL (refereed)	単	2007年	JALT 2006 Conference Proceedings (K. Bradford-Watts, Ed.), Tokyo: JALT	
22. The role of the affective domain in inspiring global citizenship in the EFL classroom (non-refereed)	単	2006年3月	The Journal of the College of Foreign Languages, 19, p.117-149	
23. Vocabulary Acquisition and Expansion for the EFL Learner (refereed)	単	2006年3月	The Proceedings of Teachers Helping Teachers: Seminar on Teaching Strategies for the ESL Classroom (Jones, B.A., ed.) College of Foreign Languages, Hue University, Vietnam, March 25-30, 2006, p. 84-89	
24. Multiple Intelligences in the EFL Classroom (refereed)	単	2006年3月	The Proceedings of Teachers Helping Teachers: Seminar on Teaching	

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著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
3 学術論文				
25. Looking for Changes in Attitudes and Motivation of L2 Learners Engaged in Extensive Reading (refereed)	共	2006年2月	ng Strategies for the ESL Classroom (Jones, B.A., ed.) College of Foreign Languages, Hue University, Vietnam, March 25-30, 2006, p. 90-95 Proceedings of the 7th Temple University Colloquium on Language Learning, Osaka, Japan, February 12, 2006, p. 77-85	
26. Using Multiple Intelligences to Empower Asian EFL Students (refereed)	単	2006年10月	Proceedings of the 14th Annual KOTESOL International Conference, Seoul, Korea, October 28-29, p. 135-149	
27. Popular Music and its Role in the English Language Classroom (refereed)	単	2005年10月15日	Proceedings of the 13th Annual KOTESOL International Conference, Seoul, Korea, p. 91-98	
その他				
1. 学会ゲストスピーカー				
1. Fosseen-Kusaka International Exchange Scholar 2019	単	2019年10月	Eastern Washington University	
2. Towards Global Solidarity: Cultivating Cultural and Linguistic Fluency (Keynote Address)	単	2013年02月22日	Confluence IV Annual International Conference on Teaching and Learning English as a Second Language, Nagpur, India	
3. Ethical English Language Teaching	単	2011年10月15日	Okayama JALT / Himeji JALT	
4. Popular Songs, Active Neurons, and High Frequency Vocabulary	単	2011年10月15日	Okayama JALT / Himeji JALT	
5. Teachers Helping Teachers: The Benefits of Collaboration (Joint plenary session)	共	2008年8月24日	College of St. Anthony, Department of Education Region III, Division of City Schools, Manila, The Philippines	
6. Strategies for Enhancing High School English Teaching: Incorporating Multiple Intelligence Theory (2-day Training Seminar)	単	2007年08月21日-22日	MEXT Teacher Training Program, Himeji Dokkyo University	
7. Teachers Helping Teachers: Seminar on Teaching Strategies for the ESL Classroom	共	2006年6月11日	Himeji JALT Forum	
8. Using Music in the Japanese EFL Classroom	単	2005年6月25日	Tatsujin National Teacher's Conference, Himeji Dokkyo University	
2. 学会発表				
1. Cultural learning preferences and learner agency	単	2019年11月02日	The 45th Annual JALT International Conference, Nagoya, Japan	
2. Challenging current thinking on cross-cultural learning and ELT	単	2019年06月19日	The 17th Annual AsiaT EFL International Conference & the 6th FLLT International Conference in "ELT for Global Synergies across Disciplines and Multilingual Ambiances, Bangkok, Thailand	
3. Culture Distance in Language Classrooms: Should we be Concerned?	単	2019年02月16日	Hawaii TESOL Conference, Brigham Young University, Laie, Hawaii, U.S.A.	
4. Inclusion Through Cultural Learning Preferences	単	2018年11月24日	The 44th Annual JALT International Conference	

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2. 学会発表				
5. Cultural Dimensions and English Proficiency	単	2018年05月20日	nce, Shizuoka, Japan JALT PanSIG Conference, Toyo Gakuen University, Tokyo	
6. "Irish," "Native English Speaker," "Western," "Female," : Destabilizing critical assumptions regarding privilege and marginalization (panel presentation)	共	2018年03月29日	Panel Title: Destabilizing critical "assumptions" regarding identity, experience, (in)equity and interaction. TESOL 2018 International Convention and English Language Expo, Chicago, IL, U.S.A.	
7. Culture and English proficiency in Japan (Roundtable Discussion)	単	2017年11月18日	The 43rd Annual JALT International Conference, Tsukuba	
8. Cultural influences on English language proficiency	単	2016年02月20日	The 12th Annual CamTESOL International Conference, Phnom Penh, Cambodia	
9. Culture and English language proficiency	単	2015年11月21日	The 41st Annual JALT International Conference, Shizuoka	
10. The effect of culture on acquiring English language proficiency for Japanese university students	単	2015年03月25日	TESOL 2015 International Convention and English Language Expo: Doctoral Research Forum, Toronto, Canada	
11. The impact of culture on English language proficiency	単	2015年02月14日	Brigham Young University, Laie, Hawaii, U.S.A.	
12. An investigation of the impact of culture on English language proficiency among Japanese university students	単	2014年03月26日	TESOL 2014 International Convention and English Language Expo: Doctoral Research Forum. Portland, Oregon, U.S.A.	
13. Making a difference by fostering cultural fluency	単	2012年10月13日	The 38th Annual JALT International Conference, Hamamatsu, Shizuoka	
14. Fostering cultural fluency for a globalized world	単	2012年03月09日	The 18th International TESOL Arabia Conference, Dubai, United Arab Emirates	
15. Preparing students for a globalized world: Teaching language and culture	単	2012年01月27日	The 32nd Thailand TESOL International Conference, Bangkok, Thailand	
16. Scattering leaves: Teaching vocabulary through music	単	2011年11月20日	The 37th Annual JALT International Conference, Tokyo	
17. Using music to access the brain and teach high-frequency vocabulary	単	2011年07月10日	The 1st Annual Brain Day, Konan University, Hirao School of Management, Nishinomiya	
18. An ethical approach to English language teaching	単	2011年02月19日	Hawaii TESOL Conference, Brigham Young University, Laie, Hawaii, U.S.A.	
19. Why should we incorporate ethics into English language teaching?	単	2011年01月22日	The 31st Thailand TESOL International Conference, Chiang Mai, Thailand	
20. Jazz it up: Using popular music for ESL listening tasks	単	2011年01月05日	The 9th Hawaii International Conference on Education, Honolulu, Hi, U.S.A.	
21. Music, the brain, and high frequency vocabulary	単	2011年01月04日	The 9th Hawaii International Conference on Education, Honolulu, Hawaii, U.S.A.	
22. Music, the brain, and high fre	単	2010年11月2	The 36th Annual JALT	

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2. 学会発表				
quency vocabulary		1日	International Conference, Nagoya	
23. Ethics and English Language Teaching	単	2010年05月22日	The 9th Annual PanSIG Conference, Osaka	
24. Ethical ELT: First do no harm	単	2009年11月21日	The 35th Annual JALT International Conference, Shizuoka	
25. Professional excellence in ELT : The role of ethics	単	2009年10月24日	The 17th Annual Korea TESOL International Conference, Seoul, Korea	
26. Ideas for Using Music in the ESL Classroom	単	2009年02月14日	Hawaii TESOL Conference, University of Hawaii, Hilo, U.S.A.	
27. The potential of music as an EFL pedagogical tool	単	2008年12月09日	Meiji University, School of Global Japanese Studies Research Colloquium	
28. How do students perceive us and why should we care?	単	2008年11月01日	Pac7 at JALT 2008 34th Annual International Conference, Tokyo	
29. Should we care how our students perceive us?	単	2008年10月25日	The 16th Annual Korea TESOL International Conference, Seoul, Korea	
30. Listening Activities Using Popular Music	単	2008年08月24日	Teachers Helping Teachers: Teaching English as a Foreign Language, College of St. Anthony, Department of Education Region III, Division of City Schools, Manila, The Philippines	
31. Using Multiple Intelligence Theory to Cater for Special Needs Students	単	2008年08月23日	Teachers Helping Teachers: Teaching English as a Foreign Language, College of St. Anthony, Department of Education Region III, Division of City Schools, Manila, The Philippines	
32. Debate Skills for Students with Varying Abilities	単	2008年08月23日	Teachers Helping Teachers: Teaching English as a Foreign Language, College of St. Anthony, Department of Education Region III, Division of City Schools, Manila, The Philippines	
33. Is ELT bridging the gap between East and West?	単	2008年08月02日	The 6th Annual Asia TEF International Conference, Bali, Indonesia	
34. Does Long Term Engagement in Extensive Reading Alter Attitudes Towards Reading in English?	共	2008年02月10日	The 9th Temple University Applied Linguistics Colloquium, Tokyo	
35. EFL: Are we uniting or dividing people?	単	2007年11月24日	The 33rd JALT International Conference, Tokyo	
36. Music & Listening: Learning Gain Without Pain	単	2007年11月23日	The 33rd JALT International Conference, Tokyo	
37. Developing Writing Fluency Through Blogs	共	2007年09月06日	EuroCALL Conference, University of Ulster, Coleraine, Northern Ireland	
38. Improving Writing Fluency in an Integrated CALL Program	共	2007年06月03日	JALTCALL 2007 Conference, Waseda University, Tokyo	
39. Mission Impossible? Teaching D	単	2007年05月1	Himeji JALT	

研究業績等に関する事項

著書、学術論文等の名称	単著・ 共著書別	発行又は 発表の年月	発行所、発表雑誌等 又は学会等の名称	概要
2. 学会発表				
ebate to Large, Multi-Level, J apanese EFL Classes		3日		
40. Listening Through Music: Reduc ing Anxiety and Increasing Enj oyment	単	2007年03月2 4日	Teachers Helping Teac hers: Seminar on Teac hing Strategies for t he ESL Classroom, Lao American College, Vi entiane, Laos	
41. Global Citizenship Education f or East Asian Students	単	2007年03月2 4日	Teachers Helping Teac hers: Seminar on Teac hing Strategies for t he ESL Classroom, Lao American College, Vi entiane, Laos	
42. Teaching Debate Skills to Inte rmediate and Lower Level Stud ents	単	2007年03月2 4日	Teachers Helping Teac hers: Seminar on Teac hing Strategies for t he ESL Classroom, Lao American College, Vi entiane, Laos	
43. The Impact of Introducing Ext ensive Reading with Classroom R eaders	共	2007年02月1 1日	The 8th Temple Univer sity Applied Linguist ics Colloquium, Osaka	
44. English for Academic Purposes (EAP) Colloquium	共	2007年01月1 4日	Himeji JALT	
45. Enhancing Japanese Global Iden tity Through EFL	単	2006年11月0 5日	The 32nd JALT Interna tional Conference, Ki takyushu	
46. English for Academic Purposes (EAP) for Intermediate-level U niversity Students	共	2006年11月0 4日	The 32nd JALT Interna tional Conference, Ki takyushu	
47. Applying Multiple Intelligence s to EFL	単	2006年11月0 3日	The 32nd JALT Interna tional Conference, Ki takyushu	
48. Teachers Helping Teachers: Emp owering Teachers in Vietnam an d Bangladesh	単	2006年10月2 8日	The 14th Annual Korea TESOL International Conference, Seoul, Ko rea	
49. Using Multiple Intelligences t o Empower Asian EFL Students	単	2006年10月2 8日	The 14th Annual Korea TESOL International Conference, Seoul, Ko rea	
50. English for Academic Purposes (EAP) Symposium	共	2006年10月1 4日	Kobe JALT	
51. Multiple Pathways to Multiple Intelligences in the EFL Class room	単	2006年09月1 0日	Himeji JALT	
52. Meeting the Challenges of Glob al Citizenship in the Japanese EFL Classroom	単	2006年08月2 0日	4th Annual AsiaTEFL I nternational Conferen ce, Seinan Gakuin Uni versity, Fukuoka	
53. Developing and Implementing an EAP Program for Intermediate- level Students	共	2006年08月1 9日	The 4th Annual AsiaTE FL International Conf erence, Seinan Gakuin University, Fukuoka, Japan	
54. Multiple Intelligences in the EFL Classroom	単	2006年03月2 8日	Teachers Helping Teac hers: Seminar on Teac hing Strategies for t he ESL Classroom, Hue University, College of Foreign Languages, Vietnam	
55. Popular Music and its Role in the EFL Classroom	単	2006年03月2 8日	Teachers Helping Teac hers: Seminar on Teac hing Strategies for t he ESL Classroom, Hue University, College of Foreign Languages, Vietnam	
56. Vocabulary Acquisition and Exp ansion	単	2006年03月2 8日	Teachers Helping Teac hers: Seminar on Teac hing Strategies for t he ESL Classroom, Hue	

研究業績等に関する事項

著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
2. 学会発表				
57. Using Popular Music to Enhance the Teaching of English	単	2006年02月19日	University, College of Foreign Languages, Vietnam Himeji JALT	
58. Looking for Changes in Attitude and Motivation of L2 Learners Engaged in Extensive Reading	共	2005年11月12日	The 7th Temple University Applied Linguistics Colloquium, Osaka, Japan	
59. Inspiring Global Citizenship by Activating the Affective Domain	単	2005年11月12日	Peace as a Global Language IV Conference, Kyoto Sangyo University.	
60. Popular Music and its Role in the English Language Classroom	単	2005年10月15日	The 13th Annual Korea TESOL International Conference, Seoul, Korea	
3. 総説				
4. 芸術（建築模型等含む）・スポーツ分野の業績				
5. 報告発表・翻訳・編集・座談会・討論・発表等				
1. Successful THT Seminar Held at Vientiane, Laos	単	2007年Spring	Himeji JALT News	
2. JALTCALL Conference Report	単	2005年Fall	Himeji JALT News	
3. Conference Report: The 13th annual KOTESOL international conference	単	2005年Winter	Himeji JALT News	
6. 研究費の取得状況				

学会及び社会における活動等

年月日	事項
1. 2018年09月- present	JALT Intercultural Communication in Language Education SIG
2. 2017年04月- Present	Society for Intercultural Education Training and Research (SIETAR)
3. 2009年04月- Present	TESOL International Association
4. 2009年04月- Present	JALT CUE Sig (College and University Educators)
5. 2008年4月- Present	The Japan Association of College English Teachers (JACET)
6. 2005年4月- Present	The Japan Association for Language Teaching (JALT)