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専門分野	英語教育、英語教授法、アジア研究(日本)、教育におけるパフォーマンス(PIE)		
所属学会	JALT 全国語学教育学会		
担当科目	基礎英語 I and II、英語コミュニケーション I and II、英語表現 I and II、 米国史、国際情勢、公務のための英文理解、英会話 b、英語で映画、英語でドラマ、専門演習 c、専門演習 d、卒業研究		
<b>I 教育活動</b>			
	教育実践上の主な業績	概	要
1. 教育内容・方法の工夫 (授業評価等を含む)	<p>The purpose of 基礎英語I and II courses is to improve student ability in the four skill areas of speaking, listening, reading and writing of English. Developing student speaking and listening skills is prioritized. In order to do that, pair and group work is utilized. Students have three or four speaking tests throughout the semester. They memorize and perform short dialogues from the textbook in pairs or small groups in front of the entire class. To reinforce textbook learning, a workbook is used for short writing exercises, and a class CD is used to work on listening skills.</p> <p>Improving communicative ability in English is the goal of 英語コミュニケーションI and II courses. Pair work and small group work are utilized. To maximize speaking opportunities and get students accustomed to communicating with as many different people as possible, students are required to change seats and speaking partners often during class. Performance-assisted learning (PAL) activities such as Reader's theater and short video skits are used to develop student confidence in speaking out in English in front of others.</p> <p>Video is used to introduce students to various international problems in the 国際情勢 course. Each student is required to do research outside of class, make a presentation and write a report on one particular international issue that interests them.</p> <p>The movie <i>Forrest Gump</i> is utilized in the 米国史 course to teach American history from 1950-1980. Students watch and discuss one scene from the movie in each class period. To deepen student understanding, the instructor provides supplementary materials and explains the cultural and social issues depicted in the movie that were prevalent at the time. Students do research and make a PowerPoint presentation on a topic assigned to them from either the 1950's or 1960's.</p> <p>The goal of the 公務のため英文理解 course and the 資格のための英語 course is to improve reading comprehension in English and to increase English vocabulary. Paired reading and reading aloud are utilized in class to work on pronunciation and voice projection. Students watch video on topics introduced in the text. They make a weekly vocabulary book and are required to learn 15-20 new words per week. In these courses, students are introduced to and become familiar with the various types of problems that are on the TOEIC test.</p>		

	<p>In 英語表現 I and II a textbook is utilized. In each unit, students are first introduced to some useful phrases and vocabulary. Next, students memorize and perform short, humorous scripted skits in pairs or in small groups. After learning the useful phrases and performing a skit in each unit, students get into pairs or small groups again to work to create and perform an original skit based loosely on the theme of that unit. Miming and gesture games are used to teach students the basics of body language. Reader's theater and radio drama are also utilized to work on voice projection and inflection. The course concludes with a short 2 to 3 minute English speech in which students must use body language, as well as voice projection and inflection, in their speeches.</p> <p>In the 専門演習c seminar students learn how to make short speeches and presentations in English. Video is utilized to introduce students to Western-style presentation techniques and different types of speeches. Students complete the seminar by making a PowerPoint presentation in English.</p> <p>専門演習d is a survey of American Literature. Students read classic American stories in the form of graded readers. To deepen student understanding of themes in the stories, students write short reports and give a final presentation in English.</p> <p>The 卒業研究 seminar is a review of American culture and history. In the first half of the seminar, students watch and discuss the content of two or three movies selected by the instructor. Students then choose a topic from some social or cultural issue depicted in the movies that interests them to write a graduation thesis. In the second half of the course, students do research, put together a PowerPoint presentation in English and work on producing their thesis.</p>		
2. 作成した教科書、教材、参考書	なし		
3. 教育方法・教育実践に関する発表、講演等	なし		
4. その他教育活動上特記すべき事項	なし		
<b>II 研究活動</b>			
学会発表			
発表（報告）名等	単独 共同	発表の年月	学会名等
“PAL to the Rescue: Liven up the Classroom with Performance-assisted Learning (PAL)”	単独	2019年5月	JALT Pan-SIG 2019 Conference- Konan University

“Kick-start Compulsory Reading Classes with Performance-assisted Learning (PAL)”	単独	2019年6月	JALT PIE SIG Research Conference - Nanzan University
“Making Reading Classes Fun with Performance- assisted Learning”	単独	2019年6月	Okinawa JALT Summer Language Teaching Symposium
“Boosting Student Confidence to Read and Speak Expressively with Performance-assisted Learning (PAL)”	単独	2019年9月	Yokohama JALT Monthly Chapter Meeting
“Boosting Student Confidence to Read and Speak Expressively with Performance-assisted Learning (PAL)”	単独	2019年11月	JALT 2019-National Conference- WINC Aichi (Nagoya)
“Feelings. Nothing More Than Feelings: Bring the Classroom to Life with Radio Drama”	単独	2020年2月	Second Annual JALT PIE SIG in Sapporo Conference- Hokusei Gakuen University
"Using Flipgrid to Implement Performance-assisted Learning (PAL) Activities in an Online Learning Environment"	単独	2021年2月	JALT PIE SIG- The Second Performance in Education: Research and Practice Conference JALT 全国語学教育学会
"PAL Activities for Encouraging Creativity and Deepening Understanding"	単独	2021年2月	JALT PIE SIG Spring Conference and Retreat JALT 全国語学教育学会
“PIE in the time of COVID-19-induced ERT”	共同	2020年6月	JALT Pan SIG 2020- PIE SIG Forum- Panel Discussion (Panelist) JALT 全国語学教育学会
“Student motivation, teacher/student feedback and evaluation in the midst of Emergency Remote Teaching (ERT)”	共同	2020年11月	JALT2020- PIE SIG Forum- Panel Discussion- (Panelist) JALT 全国語学教育学会

### Ⅲ 社会における主な活動

#### 学会活動

2019年4月～2020年11月

Coordinator - JALT PIE SIG

コーディネーター 教育におけるパフォーマンス研究部会 (JALT 全国語学教育学会)