

平成26 (2014) 年度 教員活動報告書 (1/3)

学部・学科	臨床心理学部・臨床心理学科	職名	教授	氏名	Gerald Charles Couzens
学歴	昭和60年 5月 ポートランド・コミュニティカレッジ (米国オレゴン州ポートランド) 職業教育学科卒業 (理学準学士) 昭和63年 6月 オレゴン州立大学 (米国オレゴン州コーヴァリス) 教育・商業・教育技術学科卒業 (理学士) 平成元年12月 オレゴン州立大学 (米国オレゴン州コーヴァレス) 成人・高等教育学科修了 (2分野専攻; ESL・比較文化論、商業及び技術教育)				
学位	平成元年12月 教育学修士 (オレゴン州立大学)				
専門分野	Efficient methods to incorporate and maintain an extended reading program beyond the classroom.				
専門資格					
所属学会	平成 2年 4月 JALT (Japan Association of Language Teaching 全国語学教育学会) 「現在に至る」 平成 4年 1月 タイTESOL 「現在に至る」				
受賞					
担当授業科目	学 部 英語リーディングI・ 、英語コミュニケーションI・ . . .				
論文指導	該当無し				
F D 活 動 ・ 教 育 実 績	科目名	科目カテゴリー		実施学期	履修者数
	英語コミュニケーションI・ . . .	講義・演習・実習・実験		春・秋	約150名
	授業の概要: To try to develop communication strategies associated with the topic being taught.				
	教育活動の振り返り 教育活動の成果: Designing never ending tasks so student can try and communicate what they have supposedly learnt. 今後の課題: The same as “ Educational Achievement ” . ・学内外のFD関連講演会/セミナー等への参加実績 Faculty Development for native English teachers takes into consideration the philosophical foundations of curriculum design based on Idealism, Realism, Pragmatism, and Existentialism. With the advancement of Internet and international communication, the need for English is increasing exponentially. At conferences and at other educational activities, I try to find seminars/talks/workshops/groups that are thinking of the present and how it is going to evolve in the future. What is the best education we can give today’s students so they can be better prepared and make a better tomorrow? ・教育効果が高い、あるいは教育の一環として行われている課外活動等 特になし。				
H26年度研究課題	1. Speaking in the communicative classroom 2. Listening in the communicative classroom 3. Reading in the communicative classroom 4. Writing in the communicative classroom				
研究活動の概要 (平成26年度)	I presented at and attended conferences in Japan and overseas. I also did teacher team teaching and faculty development in S E Asia at various locations. In addition, I helped spread literacy in developing countries. I’m part of the Alk Net Academy project and did research on that and also contributed an article for the project.				

平成26 (2014) 年度 教員活動報告書 (2/3)

平成二十六年 (2014) 年度の主な研究成果等	(著書)
	(論文)
	(学会報告、学会活動)
	(その他、エッセイ・翻訳・学術講演等)
	(調査活動)
	(学外研究資金による研究活動・科学研究費補助金等含)
	(学内活動)
平成二十六年 (2014) 年度における活動	
平成二十一年～二十五年 (2009～2013) 年度の主な研究成果等	(著書)
	(論文)
	(学会報告、学会活動)
	1. Large Communicative Classroom Management Techniques. 2. Maintaining Classroom Objectives. 3. Teachers Helping Teachers (THT) 4. Japan Association of Language Teachers (JALT) 5. Facilities Design and Classroom Equipment. Teacher' Training University, National University of Hue, Vietnam (2008・2009) Teacher' Training University, National University of Hue, Vietnam, Nong Sa'at Secondary School, Lao (2010-2012)
	(その他、エッセイ・翻訳・学術講演等)
	1. Presentation at Cam TESOL. Presentation at Kyoto Consortium on volunteer work in Tohoku and Burmese refugee/migrant schools. (2012)
	(調査活動)
(学外研究資金による研究活動・科学研究費補助金等含)	
(学内活動)	
平成20年 4月 公開講座委員会 (短大・地域連携委員会) 委員「平23.3まで」	
平成二十一年～二十五年 (2009～2013) 年度における活動	(NPO法人等の団体への参画)
I'm a member of Teachers Helping Teachers (THT) who are a group of English teachers that will do teacher training workshop and academic presentations for teachers in remote locations whom cannot afford to attend conferences for academic improvement or teacher training seminars. (2012)	
Teachers Helping Teachers THT < http://tht-japan.org/ > I'm also doing the same sort of work in Cambodia and the Burmese refugee camps in Thailand. This is not connected with THT. Cambodia and the Burmese refugee camps in Thailand have logistical problems at the moment making it rather difficult to connect to THT. (2012)	
I'm a member of Teachers Helping Teachers < http://tht-japan.org/ > (THT) who are a group of English teachers that will do teacher training workshop and academic presentations for teachers in remote locations whom cannot afford to attend conferences for academic improvement or teacher training seminars. (2013)	
I'm also doing the same sort of work Teachers Helping Teachers THT in Cambodia and the Burmese refugee camps in Thailand. However, this is not connected with THT. Cambodia and the Burmese refugee camps in Thailand have endless logistical and infrastructure problems at present making it rather difficult to impossible to connect to THT. (2013)	

平成26 (2014) 年度 教員活動報告書 (3/3)

平成二十一
～二十五
(2009～2013)
年度の社会における活動

(小中高との連携授業の講師)

My THT contribution in Lao was working in a rural high school, Nong Sa`at, about 30 kilometers away from Vientiane. After that I did several communicative workshops at the National University of Lao, the Teachers' Training of Vientiane, and the Lao American College. I'm also involved with a project, Japanese, helping with the making of ponds in rural Cambodia. The goal of that project is to have the locals build a pond for a sustainable water supply during the dry season. (2012)

My THT contribution in Lao was working in a rural high school, Nong Sa`at, about 30 kilometers away from Vientiane. After that I did several communicative workshops at the National University of Lao, the Teachers' Training College of Vientiane. NO Lao American College this year as I was too busy with the other programs. (2013)

I'm also involved with a project, Japanese, helping with the making of ponds in rural Cambodia so a village can have a stable water supply during the dry season. The goal of that project is to fund and have the locals build a pond. The small schools that start up have no help or any materials to work with. I took books and try to teach the teacher how use them. (2013)

(自治体や企業における研修等の講師)

Lao American College; The Faculty of Letters, National University of Lao, and Vientiane Teacher's College. (2012)

Lao American College; The Faculty of Letters, National University of Lao, and Vientiane Teacher's College. (2013)