

TAIP Annual Conference 2012

TAIP is glad to announce its annual conference will be held on October 20th and hosted at the ASIJ- Early Learning Center in Roppongi. There will be a selection of presenters in the morning who will also do afternoon sessions so you don't miss out! This year we are incorporating a Job-Alike Lunch which will bridge the morning and afternoon workshops.

Date: October 20th, 2012

Venue: ASIJ- Early Learning Center, [Access](#)

Cost: Members 4,000JPY and Non-Members 6,000JPY payable in cash on the day, lunch is included.

Certificate for workshop hours will be awarded.

Schedule:

8:30am Reception

9:00am Morning Session-

Workshop 02: Connie Shimizu "How to Help Children Grow New Wrinkles (in their brain)?"

Workshop 03: Tokyo International Players (Mr. Dale Geyer and Wendell T. Harrison) "Drama for Children"

Workshop 04: Peter Cassidy "Respecting L1 in an L2 Environment"

11:00am Job-Alike Lunch

1:00pm Afternoon Session-

Workshop 05: Connie Shimizu "How to Help Children Grow New Wrinkles (in their brain)?"

Workshop 06: Tokyo International Players (Mr. Dale Geyer and Wendell T. Harrison) "Drama for Children"

Workshop 07: Peter Cassidy "Respecting L1 in an L2 Environment"

Presenters:

Connie Shimizu: Head kindergarten teacher from the American School in Japan, Early Learning Center will share with you some of the very successful projects that she has done with kindergarteners. Connie has used the project approach as a vehicle to study and embrace the host culture. Whether your host culture is California, India, Korea or Japan, it still works. She will explain the project approach and assist you in choosing a project that will help your students respect and study the host culture. Ideas for general projects on insects, cooking, plants and many other topics will also be introduced.

About Connie: Connie Shimizu is from the American School in Japan, Early Learning Center. During her career of more than 30 years as head kindergarten teacher, Connie used the project approach extensively in her classroom. Connie has a BA in International Relations from the American University, an Early Childhood Teaching Credential from California State University East Bay and an MA in Curriculum and Teaching from Michigan State University. Connie has given numerous workshops on the Project Approach to teachers and parents in Tokyo.

Tokyo International Players: Two director/members of the Tokyo International Players, Mr. Dale Geyer and Wendell T. Harrison will be introducing some of the basic historical background of drama theory and its applications with younger students. They will also facilitate components of audience participation via theatre games and/or improvisational activities. This session will provide practical ideas, songs and games that teachers can then take back into the classroom.

About Wendell: After studying Theatre at Louisiana State University and Sussex University in the U.K, Wendell T. Harrison toured the states with Project Homecoming to raise funds for Hurricane Katrina victims. He made his TIP debut last year playing all four ghosts in A Kabuki Christmas Carol and more recently played the Tin Man in The Wizard of Oz. He is currently a director for the TIP Youth program.

About Dale: Dale Geyer holds a BFA in Dance from New York University. He has performed for professional ballet companies and musical theatre productions all over the world including a U.S National Tour of Broadway! and has worked as a singer/dance on Disney Cruise line and at the Tokyo Disney Resort. He made his TIP debut in Little Shop of Horrors and more recently played Sir Harry in Once Upon a Mattress. He is currently a director for the TIP Youth program.

Peter Cassidy: In language learning environments, output is one key component to the process of second language acquisition (SLA). When it comes time for teachers to conduct assessment, leading to evaluation, L2 production is usually the main focus unfolding from the process. Often, language policy dictates that learners conduct themselves in the target language (L2) only, and yet, SLA research points towards the benefits of considering the relevance of the L1 of language-learners as they develop through task-based, research-based, content-based and autonomous learning in a target language. One possible consideration that teachers need to be aware of before banning the L1 in their classrooms involves the benefits of code-switching (alternating between L1 and target language) in group work. The results from an action research project involving pre-kindergarten learners in a block-play choice center revealed that both socialization and creativity may be affected when learners are re-directed away from using their L1. Evidence from this study exists regarding the benefits of code-switching and comparisons to the research in other language-learning contexts should help promote discussions surrounding this important topic.

About Peter: Peter Cassidy works for the Canadian International School in Japan as the English Language Learning Coordinator. A graduate of Columbia University Teachers College, Peter's research interests have lead him to present on the relevance of code-switching in language classrooms and the importance of respecting the L1 in L2 learning.

How to Sign Up:

Go online http://tokyopreschools.org/main/?page_id=130

Indicate the workshop you would like to take using the Workshop number (ex. Workshop02) listed above. Remember to sign up for a morning AND afternoon session.

Fill in your name and position and indicate if your school is a member or not.

