Troy Miller

学位：Master of Arts (English Language Teaching)

略歴：University of Technology Sydney

専門分野・研究課題：Interaction and learning, non-native speaker negotiation

【論文】

・ "Practical Classroom Implementations of Active Learning." Aichi Bunkyo University Review Vol.24, 1. February 2022

・ "Collaborative Learning in the L2 University Classroom: Perceptions of Japanese and International Students Studying English in Japan." (co-author) Thailand TESOL Proceedings. July 2016

・ "A Preliminary Investigation into Tacit Learning among Japanese Students." (co-author) Aichi Bunkyo University Educational Research Journal, 6. March 2015

・ "Teaching Interactive Strategies with Video Clips." The Asian EFL Journal. October 2012.

・ "Using Near Peer Role Modeling and Video Clips to Teach Interactive Strategies." The Science of Art and Language Teaching International Conference 2012 Proceedings. Universiti Teknologi MARA (Perlis) Malaysia. September 2012.

・ "Using Video Clips to Teach Interactive Strategies." JALT2010 Conference Proceedings. July 2011.

【その他】

〈発表〉

・ JALT International Convention, "University L2 learners recommend their favorite online learning sources and smartphone applications." November 2018.

・ TESOL 2018 International Convention, "University L2 Learners Recommend Their Favorite Online Learning Sources and Smartphone Applications." March 2018.

・ 36th Thailand TESOL International Conference, "Promoting Collaborative Learning in the L2 Classroom." January 2016.

・ JALT International Conference, "Examining Student Beliefs in a Multicultural Class." November 2015.

・ JALT International Conference. "Ideas for Building an Interactive Classroom." October 2012.

・ The Science and Art of Language Teaching Conference. "Using Near Peer Role Modeling and Video Clips to Teach Interactive Strategies." September 2012.

・ International University of Japan. "Using Near-Peer Video Clips to Model Interactive Strategies." August 2011.

・ Asian EFL Journal International TESOL Conference. "Using Near-Peer Video Clips to Model Conversational Strategies." August 2011.

Teaching Portfolio 2023

Name	Troy Miller	Job position	Professor

1. Philosophy of education

My teaching philosophy is focused on the setting of teaching students in a Japanese university. I primarily teach language rather than content and my attention is on fluency rather than form. This style is informed by my experiences teaching at language schools and junior and senior high schools where the focus is often more on grammar and fluency is often neglected, in my opinion. Because of this unbalance, my teaching style tries to move students from being passive recipients of knowledge, as in the classic "empty vessel" type teacher-focused classroom, to encouraging students to be more active. This active type of learning is based on my study and understanding of Sociocultural Theory (SCT) by Vygotsky. An important concept in SCT is that learning is mediated by the surroundings of the person such as the culture and language. Not only do people learn by the input of information or language but interaction with other people further helps understanding and leads to a deeper internalization of the information or language. This is reflected in my teaching style. Students are given input in the form of vocabulary, common questions, and model conversations but then they are slowly removed until the students can produce output that is real and authentic as possible. The approach of slowly removing student support and pushing them to a task on their own is called scaffolding and is a frequent part of my teaching approach. As each student learns differently and at different paces, guided learning is important. In the case of guided learning rather than implicit learning, teachers or superior peers can be used to help students learn in an interactive manner. An important facet of SCT is the Zone of Proximal Development (ZPD). The ZPD is the zone of what a learner can do with the help of a teacher or peers that they can not do by themselves. In this zone, learning is authentic and individualized by the language between the student and the teacher. The ZPD is also a way for me to not make material that is too difficult for students. The theory of the ZPD states that guided learning beyond the help of a teacher or superior peer is not effective and little learning takes place. Because of this, I try to keep the language and topics of my class at a slightly difficult level and expand the students practice at this point.

My research into interaction and my study of SCT has helped me to develop an approach to teaching that is focused on keeping students active and focusing on practicing fluency. While the need for knowledge and transferring that knowledge to university students is important, rote learning is often forced and soon discarded. When I teach content, I often stop for and check comprehension by having students discuss important points. This can only help their understanding and also make the class more interesting and active.

2. Educational activities

2021-2022 Courses and 2022-2023 Courses

Oral Communication Upper A / Oral Communication Upper B

Oral Communication Intermediate A

Reading Upper A / Reading Upper B

Writing Upper A / Writing Upper B

Debates on Current Topics

Public Speaking

Contemporary Issues in Society

Current Topics Through YouTube

Analyzing Conversations with Recordings

Academia Zemi A

Academia Zemi B

Academia Zemi C

Academia Zemi D

3. Educational method

The basic method of my teaching follows a formula of input or review of basic features, an exemplary model of expected outcomes followed by scaffolded practice that becomes increasing student centered.

The method of my academic approach is a bridge between research and teaching. The form of research is based on the model Active Research which is observing and then using the best results later in class. In this way, there is a constant evolution and improvement in the teaching method tested and informed through research. Feedback from students at the end of the semesters also further helps shape my approach to teaching.

4. Educational Activity Results/Evaluation and Improvement Measures

Student feedback from end-of-semester evaluations is a valuable tool to help teach effectively. An example from a writing class where I am focusing on writing fluency rather than absolute accuracy but always searching for a balance somewhere between: "Feedback from last year is that students are able to write longer and better essays but also want more feedback. This year's class will provide student's feedback with exercises that deeper the understanding of common grammatical errors." In a conversation class, text book topics are often not practical and focus on vocabulary that students will likely never use. I received feedback about this and changed to a textbook that has more practical topics and everyday vocabulary.

5. Future goals

    In the future, I am planning to do more research focused on the breakdowns of interactions in guided conversations. I am piloting this research in the form of one my courses - Analyzing Conversations with Recordings. Basically, student conversations are analyzed word by word by the students in pairs. Not only are corrections made but a specific coding for conversational breakdowns is taught and then used for analyzing the conversations. My goal for the future for this course as well as other courses is to bring practical research ideas into the class, find a way to implement them into an interactive course and have students not only learn new English, practice speaking English, but also learn to think about English as a tool that can be analyzed, adjusted and ultimately improved through various strategies and techniques.