

NUFS Workshop 2015

*Newsletter No. 2*Workshop in June

<Part 1 >

Date: June 13, 2015, 10:30-14:30**Venue:** NSC College, Building Minami, Room A-31**Presenter:** Tim Murphey (Kanda University of International Studies)**Title:** "Students Teaching Others to Learn: A Positive Psychology Take on Task-Based Learning And Altruism"

Abstract: This presentation makes the case that those who do and say the most in classrooms are the ones who learn the most, i.e teachers. The innovation is for teachers to regularly assign the task of students teaching others the learning material, in and out of the classroom. I support this with the results of 181 students over a five-year period who taught English affirmations songs and more recently students teaching positive psychology ideas out of class to people in their social networks. I will also show materials that might shift students from wagamama-ness to more altruistic frames of mind, individually, as groups, and globally.

The number of participants: 53**1. Interesting activities you might want to use in your class. Why?**

- Singing together with gesture – it's rather creative to decide how to move their bodies. Moreover I conjecture that it is good for kinetic learners to acquire language.
- I want to have more chances to let the students think, so I'll give them 'A turtle' question.
- Repeating a question – it was effective to answer the question 'what COPS BEES means' many times.
- Cooperating working that students need to teach and help together. If there is music or rhythm, it becomes fun and not stressful.
- I really want to start expansive learning because when I think about the teachers who made the biggest difference in my life, they've all opened my eyes to opportunities for learning outside the classroom.
- The one with a screen with lots of words appearing and disappearing with us all saying the words together to follow the story, followed by the talk with a partner about the message of the story. Students would love the activity itself. They might really enjoy just saying the words. Plus they could have an interesting discussion about the story. They would love the message.
- Singing in groups was interesting for me. At first we started with three members, but we didn't know the turn well, so our group became big and at last we could sing



with many members. The process was interesting.

- The video 'Get Service' is the one I want to show the students someday. In my school, there are several problems among students such as bullying. The video gave me a lot of things to think about how I should treat others.
- The very last one: changing the subject of a song from 'I' to 'you' and 'we' was interesting. I think that kind of activity helps students understand the meanings or the ideas of 'I', 'you', 'we' and so on.

2. What you learned from today's workshop.

- Health and happiness come first. They year I'm very very very and under a lot of stress. I'm here today because God is telling me that I need to relax more and simplify my work.
- Students can learn from each other. They can learn more by teaching others what they have learned and develop their social skills.
- Every time I participate in Tim's workshop, I realize what a big influence I got from him. Pair work, near peer role model and all those tasks – I've been using in my class. I want to tell people who think that 'Oh, no. I can't sing and act like Tim does!' that we don't have to copy exactly what he did today but it's important to learn the importance of theory behind it and incorporate pair works and task into your practice.
- I learned that the best role model for my students is not me but their classmates. They have a great influence in each other. I learned that providing students group activities helps them to connect to one another.
- I learned that it's not healthy to think things negatively. It's always better to think things through and be patient about the outcome. Also life is not always about comfort that we should face it positively.
- To learn a foreign language or to teach it, we should put more emphasis on tasks, feelings or affection and cooperation among the students.
- A lot actually. I quite like the paradigm shift message a lot because it really changes your perspective on things and on people.



3. Questions and Answers

Q (1): Would you mind sharing the videos used in lecture to us? I was impressed that students one and Girls' effect.

The first three are the ones you saw in the workshop. The others may be of interest, too.

*Paradigm Shift <https://www.youtube.com/watch?v=JIRK1vqcuvq>

*Real Voice of Japanese Students YouTube:

<http://www.youtube.com/watch?v=MwsZ0KiHhRg>

*The Girl Effect: https://www.youtube.com/watch?v=WlvmE4_KMNw

*Japanese Study Abroad <http://www.youtube.com/watch?v=C9CYaUhgEdw>

*Young and Strong and Beautiful (with American Sign Language)

<https://www.youtube.com/watch?v=gUtQ6KeELI8>

Q (2): How do we respond to students who are closing their doors to their teacher? And how do we communicate to students who don't trust or don't have confidence to their teachers?

We are not professional counselors, and sometimes kids need some professional counselors. One way of helping that we can do is try and find some mutual interest and showing respect, despite the closing doors. One example is my Einstein story that you can find in my book *Wow!* or at *Believing In and Motivating Every Young Einstein* Tim Murphey

<http://www.ascd.org/ascd-express/vol5/504-newvoices.aspx>



Q (3): I would like to learn more about various tasks used in lessons. Do you have any suggestions for me?

Many of these tasks (e.g. shadowing, NPRMing, etc.) are available as videos on YouTube, just put “Tim Murphey Tips” into the search bar of YouTube.

Q (4): Would you come back again for more workshops in Nagoya? Truly hope so.

I hope to do many more. I learn a lot when I teach and present and interact with others. We all do. So, we need to find ways to get students to teach others as well.

Q (5): Any practical ideas for senior high schools to make students teachers?

Start small with students in class teaching each other things they already know in English. Then give them valuable information to teach others out of class. Give it to them in Japanese and English and get them to talk about it with others. For example: Kiku wa itoki no hadji, ki kanuwa isho no hadji. // Asking may be a moment's embarrassment, not asking is a lifelong regret. (It is also fun to get them to tell times when they were embarrassed and times they regretted something. I also explain the difference between “embarrass” and “shame” In class, periodically, you can ask them “Ask your partners, ‘What is asking?’” and they are supposed to repeat the English saying. Doing this when you want them to ask questions, primes their minds to be brave to ask, and not regret.

Q (6): Where do all the songs come from?

Some are original, most are Kaeuta, with borrowed (stolen) words and tunes, a typical Japanese art form! Some can be found at [Mits Mind: PodOmatic | Podcast](#)

Thanks for all your wonderful comments, questions, and insights during the presentation and in the feedback. I learned a lot with you! Kansha Kansha!



<Part 2>

Date: June 13, 2015, 14:30-17:00

Venue: NSC College

Advisors: Nancy Mutoh, Duane Kindt (NUFS), Robert Croker (Nanzan University)

Abstract: Monthly report on action research

The number of participants: 31



Workshop in July (Scheduled)

Date: July 11, 2015, 10:30-14:30 (Workshop), 14:30-17:00 (Action Research session)

Venue: NSC College, Building Minami, Room A31 (1-9-6 Shinsakae, Naka-ku, Nagoya)

<http://www.nufs.ac.jp/cms/cms-files/20150218-113526-1680.pdf>

Presenter: Sean Read (Teikyokani Elementary School)

Title: "Creating a Communicative Classroom Environment with Beginner Learners"

Please send an email to Chihaya (chiha143@nufs.ac.jp) to attend this workshop.