

## NUFS Workshop 2011

# Newsletter No. 5

## Workshop in September

(Part 1)

**Date:** September 17, 2011, 10:30-12:00, 13:00-14:30

**Venue:** NSC College, Room 31

**Instructor:** Takemi Morioka (Takinomizu Junior High School)

**Title:** "My Action Research in 2010&2011"

**Abstract:** I started to study in the NUFs TESOL course last year and have tried to implement what I learned in my lessons. I teach the target sentences in the textbook through communicative activities. I will demonstrate some activities and would like you to experience them like my students. My students made a speech in groups, showing a poster made by them, and they had a speaking test after practicing timed-conversation in pairs repeatedly. I will show their performance on video. The results of the students' surveys and their positive comments give me more power to improve my teaching.



**Instructor:** Aya Yanagida (Agui High School)

**Title:** "Developing students' hearts through communicative class"

**Abstract:** English is not only a subject matter but also a means for communication. We cannot communicate without others and live alone in a society. Therefore, I believe teachers need to create an environment where students learn to be respectful and considerate of others through interaction. The presenter will show how she tried to create such classes in her 3-year-action research; communicative grammar, integrated skills class, and creative writing. What she found important was; 1. Genuine and meaningful communication. 2. Choose interesting and insightful topic for students. 3. Share and exchange ideas with classmates. 4. Give positive and constructive feedback. The summary of the research will be reported and the presentation includes some of her teaching demonstrations.



**The number of participants: 23**

### 1. Interesting activities you might want to use in your class. Why?

- The introduction activities that Aya used are good. I have been thinking how to improve my self-introduction activities to be more student-centered.
- I'd love to use 'Humanistic teaching' and communicative grammar teaching. I strongly agree that

if the grammar is introduced with certain experiences in class (ex. expressing the own opinions or ideas), it will stay better on the students.

- Extremely short story. In one of my teaching context, the focus is on reading and writing. I feel this type of activity would be both a fun and motivating for the students.
- I think Aya's structured input/output activities are good. I want to use her ideas to improve mine. The collaborative story activity is wonderful. Takemi's poster sessions are very promising.
- Ms. Yanagida's communicative grammar activities are wonderful! I started teaching at high school last year, and haven't created fun grammar activities so much, just doing the explicit explanation. I'll try new ways of teaching grammar.
- Takemi sensei's 'For or Against' – that handout helps student gradually organize their thought.
- I'd like to try Aya sensei's way of teaching grammar. What I was impressed was the interesting contents and the way to let students work in pairs. It was really fun and practical. I realized how teachers can make grammar lessons meaningful.



## 2. What you learned from today's workshop.

- From Takemi-sensei's presentation, I learned making a good evaluation system is important. We should think of both teaching goals and evaluation ways.
- Teacher's role is to create the atmosphere of using English.
- Aya sensei let us share her story how she deeply started thinking about the communicative class. That reminds me of the core, heart of teaching English.
- The challenging is so hard, but it is fun. I should do action research and make students be interested in English and speak English.
- I learned the importance of using authentic tasks and various media which motivate students and promote them to communicate with each other to learn English.
- The way how I teach now is like the way how my teachers did when I was a student. I have to change my way, especially for grammar.
- I want to try peer editing. Aya's students improved their writing a lot in the steps. I tried to get my students to correct common errors, but it was hard for them. Underlines are helpful and make the task easier.

## 3. Questions and Answers

**Q (1): I'm impressed with beautiful posters. How did you motivate students to make such wonderful posters? Did they do it as homework?**

**A (Takemi):** As introduction, I showed my poster and made a presentation. I took some photos of excellent posters made by former students and showed them to students, too. I also told students to make a poster



which showed contents of their speech well. Some students started to make posters in class, but most students did at home by the day of presentation.



**Q (2): How do you manage class hours and introduce extra activities? What activities do you cut instead?**

**A (Takemi):** I regard structured input and output activities and final tasks as central part of my lessons. I don't use "Your Turn," Listening Plus, mechanical drills, etc. in the textbook. I am lucky because the third graders at my school have four English lessons a week.

**Q (3): Please tell me other topics for speaking test.**

**A (Takemi):** The topic for the second term is "My favorite place (which I want to recommend to classmates)."

**Q (4): I'd like to know how you use movies in your class. Students like movies very much but there are some hurdles to be cleared; which movie, which part, how long etc.**

**A (Aya):** In my case, I let my students write reply letters to Virginia, who asked "Is there a Santa Claus?" After the students wrote their letters and read real reply from a New York reporter, I showed them "Miracle on 34<sup>th</sup> Street." (114 minutes, used 2 class time in one day.) Since my students were already familiar with expressions used in Christmas, it seemed easy for them to understand the story. One of my colleagues use many "Pixar" movies ("Finding NEMO," "Toy Story" etc.) and she did dictation activities. Another colleague used the movie "Freedom Writers." His students read the novel (the story) first, and then they watched the movie and wrote essays. In my opinion, the most important point is that you love the movie you choose and what you want your students to do before/during/after watching the movie.

**Q (5): What is the reaction of your coworkers to the techniques you use?**



**A (Aya):** Many of my colleagues think I am "original" or "radical," but they do not stop me nor criticize me. Some seem indifferent, and others ask me what I am doing. Fortunately, I have a few colleagues who can understand me and CLT. They are great supporters and we share our teaching ideas often. As I mentioned a little during the presentation, a teacher (who has never done essay writing or CLT) is also trying essay writing and some of what I did last year. Actually, she did not have much interest in what I was doing last year, but she is in charge of the writing class this year. The responsibility might have changed her. I try to share what I am doing with my colleagues (give handouts, put data in a common folder).

**Q (6): How often do you have your students write an essay, once a week, once a month? How long do you take to finish the same topic?**

**A (Aya):** Usually, my students wrote one essay once a month or 3 weeks. However, I let them rewrite and revise at least once or twice. Therefore, it took almost 1 term (2 – 3 months) to finish 1 topic. They wrote about 7 topics in 1 year. Thanks to peer-editing, writing comments (from me and classmates), and common mistakes, their fluency and accuracy developed very much.

(Part 2)

**Date:** September 17, 2011, 14:30-17:00

**Venue:** Nagoya NSC College

**Advisor:** Kazuyoshi Sato(NUFS), Robert Croker (Nanzan University)

**Abstract:** Monthly report on action research

**The number of participants: 16**



### **Workshop in October (Scheduled)**

**Date:** October 15, 2011

**Venue:** Nagoya NSC College

**Instructor:** Mathew White (Nagoya University of Foreign Studies)

**Title:** “An Integrated Approach to Vocabulary Acquisition”

**Advisors:** Kazuyoshi Sato, Nancy Mutoh (NUFS), Robert Croker (Nanzan University)

**Please email Chihaya ([chiha143\(at-mark\)nufs.ac.jp](mailto:chiha143(at-mark)nufs.ac.jp)) to participate in this workshop.**