

NUFS Workshop 2016

Newsletter No. 1

Workshop in May (Day 1)

Date: May 14, 2016, 13:00-16:00

Venue: Nagoya University of Foreign Studies, Room 226

Title: “How to motivate students who don’t like English through communicative activities”

Presenter: Yuka Saruwatari (Inuyama-Minami High School,

Abstract: Most of the students enter the high school with a negative

image of English: ‘I don’t understand English: ‘I am not good at English, so I don’t like English.’ However, it is also true that most of them hope they will be able to use English someday. This leads the proponent to conduct a project answering this question: How can teachers motivate those students in learning English and improve students’ communicative competence? The action research project was started two years ago and there was a shift of teaching method: from traditional grammar teaching to communicative approach. The proponent has been trying to introduce communicative activities which are meaningful and relevant to students’ lives in the classroom. Now, grammar is being taught communicatively by using Focus-on-Form Instruction. In the workshop, two lessons will be introduced and demonstrated about how students can learn English communicatively and results of the action research project will be discussed, particularly about student performance and class environment.



The number of participants: 46

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

- Using popular songs as teaching materials. Popular songs can make students excited and interested in impressive sentences used in the songs.
- I would like to do a peer editing activity. This is because my schools never do this. They always give the papers to the ALT to edit and students never learn how to edit their own mistakes.
- Dear Future Husband is really interesting. Maybe the students can write a lot of sentences. The famous song which the young people love is also good.
- I want to use each activity in my class, but I teach English at quite high-level high school. I wonder whether it is effective for my students to do those activities.
- Telephone game, because it’s useful to memorize English sentences. Competitive games are always fun. Students can concentrate what the other students are saying.
- Giving advice to the characters of pictures. Students who



don't like English cannot understand and memorize the grammatical rules, so it would be helpful for them.



2. What you learned from today's workshop

- The benefit of recursive activities to help increase motivation in students. Also conversation strategies helped increase students motivation throughout the year.
- I like the step by step approach. I think scaffolding is a very important element in teaching that can be motivating.
- It's so helpful for students who even don't like English. In a video script, two students were really enjoying and trying to communicate with each other. Most people love to talk, love to share. So I think teachers should build up students' motivation somehow.
- A good balance between speaking test and fun essay is good practice and motivation for students to learn English.
- Even at low level schools, students will come to like English if the teacher is able to make the lessons interesting and interactive. Performance tests motivate students.
- We should listen more to our students through conducting more surveys or questionnaire. We shouldn't ignore what they think about their own learning. We need to step back and let them enjoy using English. Grammar lessons should be more communicative.

3. Questions and Answers

Q (1): Do you use any other songs or themes other than ideal husband in your classes?

I often use songs to teach grammar, but ideal husband is the only topic I developed into a communicative writing activity. We listened to a song at the beginning of each class in the second semester last year. I asked them to take turns and bring CD's or any gadgets that have songs in them. One of the students introduced a song called 'My Future Husband' by Meghan Trainor. The lyrics were very interesting. I thought I could expand a lesson based on the song and developed worksheets. Students know what songs are 'hot' now. Also, it is interesting for them to listen to the song one of the classmates chose.

Other themes or topics I introduced last year were:

- 1) Getting to know each other
- 2) Interests (movies, TV programs, and food and drinks)
- 3) My Family
- 4) Gratitude Letter
- 5) Talking about People (My best friend)
- 6) My Future Husband/Wife
- 7) My Future Job/Dream



Q (2): When we did karuta (facing-down-type) group activity, we didn't check the answers. Why?

Because...

1. Students can check the answers by looking at the handout of the input.
2. The other students in the group judge if a sentence is O.K. or not.

If you think you need to check the answers as a whole class, of course you can do it.

Q (3): I'd like to try to teach grammar communicatively. Your handouts are so nice and easy to understand. Did it take much time to make them? I hope I can teach English like you.

Yes! It takes a lot of time to develop worksheets. It is difficult and time consuming for me, but it is rewarding. I can see the students enjoy the activities. I usually read through several teachers' resource books, some handouts my 'Senpai' made and add my own ideas and create handouts.



Here are the lists of resource books about teaching grammar I often use:

- フォーカスオンフォームのできる新しい英文法指導アイデアワーク 中学1年～高校 佐藤一嘉編著 明治図書
- 英語授業を変えるパフォーマンス・テスト 中学1年～高校 佐藤一嘉編著 明治図書
- 高校英語のコミュニケーションプラクティス 高橋正夫 編著 中教出版
中学 //
- すぐに使える英語の言語活動 米山朝二 大竹 肇 Claudia Sadowski Mirjana Ilic 著
- Grammar Practice Activities by Penny Ur Cambridge Handbooks for Language Teachers
- Fun with Grammar Communicative Activities for the Azar Grammar Series by Suzanne W. Woodward
- Grammar Games and Activities for teachers by Peter Watcyn-Jones Penguin

Q (4): Do you or can you use the same handouts every year? Are the handouts getting better every year? Do you have any good ideas of sharing handouts or ideas of activities on the net or something?

It's been two years since I introduced Focus-on-Form instruction in class. This is my third year as I teach grammar communicatively. Every year I get the handouts revised and I try to make them better. I don't have any website of my own. If you e-mail me, I can share some of the handouts I made.

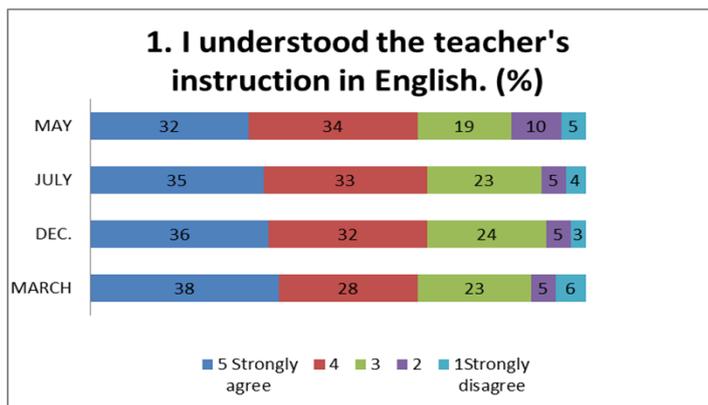
Q (5): In your class, do you do normal assessment, like multiple choice questions as a paper assessment?

Yes, I do. I have to cover the textbook, too.

Q (6): It's hard to influence other teachers to use more English in class. You mentioned that your students improved their listening skills because you and your colleagues tried using English. How did you assess this? It's a good evidence to convince other teachers. Did you do a survey?

That was one of the comments that my colleague made about the students. She felt the students made progress in listening skill because we all used English as much as possible. Actually, at the beginning of this course in May 2014, we got some comments from the students that they didn't understand the instruction in English and they wanted it in Japanese. However by the time of the second semester, those comments weren't heard anymore. The survey below shows that the percentage of the students who strongly agreed with

the statement 'I understood the teacher's instruction' increased from 32 % in May to 38 % in March.



AVG.	
May	3.8
July	3.9
Dec.	3.6
Mar.	3.9

Source: Survey-question 1 (n=210)
(May, July, Dec. and March)

Q (7): Eiken 2nd grade will have a new test of composition, but will they evaluate composition skill? It will be the same problem as speaking test. What do you think about it?

I don't know much about New *Eiken* yet. I took IELTS last year and found that there are some techniques to write essays in English. There is a particular essay structure. You must have an introduction and a conclusion. You can have two or three body paragraphs. You need to show your grammar and vocabulary skills. You give your opinion. I think there is no difference between Eiken writing and IELTS writing. Students need a lot of opportunities to practice how to write and speak. Communicative writing I demonstrated in the workshop can be good preparation for *Eiken*.

Q (8): When you conduct speaking test, is there anything we have to be careful? Because some students are good at English and some are not. Are there any tips for making good 'fair pairs' for performance test?

1. The best way of pairing is drawing lots. You can write the number of your students on chopsticks and you pick them up on the spot. It is quite fair to the students. If you choose students and pair them up, some of them will complain sooner or later. It is difficult to choose pairs to satisfy all of them. Also, there are some tips when you give a performance test.
2. You tell students how to assess clearly in advance. Let them know what they need to do and how they can prepare for the test. The example is here: I will give this speaking test in two weeks.
3. You need to talk with your colleagues about how to assess the students and make it clear.

Please refer to the handout below:

Speaking Test スピーキングテスト① 1年 English Conversation I

☆When いつ? 5月: 以下の日程

1組	2組	3組	4組	5組	6組
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- ☆What? 何をするの?
ペアで英語だけで会話をします。Lesson 1 と Lesson 2 の中の質問から2つ選び、お互いに尋ね、答えるということを行います。
- ☆Where? 図書室
- ☆Time? 二人で1分30秒会話をします。
- ☆Who judge? 教科担当+ A E T + (Helpの先生)
- ☆Pairs? ペアはくじでその場で決めます。
- ☆Test Rubric 評価基準は?

1. Conversation strategies 会話技術 (10 points)

- ① 会話の始め How ya doing? I am Pretty good./Great/ Good/ Not bad など。 2
 - ② 会話の終わり Nice talking with you! You, too! 2
 - ③ あなたはどう? How about you? 1×2
 - ④ 興味を示す Oh, really? Oh yeah? } 1×4
 - ⑤ 聞いていることをつたえる Uh-huh/Mm-hmm. }
- 5つすべての会話技術を使う

2. Fluency 会話の滑らかさ; 1分間30秒ペアで止まらずに会話を続ける。(8 points)

3. Content 会話の内容 (12 points)

2つ質問をする。自分の尋ねた質問を含め、4つの質問に答える。
相手が尋ねた質問と同じ質問をしない。

4. Accuracy 正確さ; 間違えなく話せるか?(4 points)

5. Delivery 声の大きさ 3、アイコンタクト 3 (6 points)

合計

40 点

Speaking Test ①

A: Hi _____! (Name) (Opening)

B: Hi _____! (Name)

A: How ya doing?

B: I am _____. Thank you. How about you?

A: I am _____, thank you.

※ (Q 1& A1)

A: Q1 _____ ?

B: Ans1 _____

A: (Oh really? / Oh yeah? / Uh-hum. / Mm-hum.) (Rejoinders つなぐ言葉)

B: How about you?

A: Ans1 _____

B: (Oh really? / Oh yeah? / Uh-hum. / Mm-hum.) (Rejoinders)

(Q 2& A2)

A: Q2 _____ ?

B: Ans2 _____

A: (Oh really? / Oh yeah? / Uh-hum. / Mm-hum.) (Rejoinders)

B: How about you?

A: Ans2 _____

B: (Oh really? / Oh yeah? / Uh-hum. / Mm-hum.) (Rejoinders)

A と B を交代し、同じことを繰り返す(ただし質問は違う質問をする)

※繰り返し

(Closing)

A: Nice talking with you.

B: You, too.



Q (9): I want to know how to teach English in English. Give me some advice.

1. Show them an example rather than explain.
2. Split an instruction into small steps, then students can follow.
3. Increase the amount of English on your pace.
4. Enjoy teaching English in English.

Q (10): What do you think you will need to stimulate students to converse with others in English? I came up with this question because the conversation looked rather interviews.

Students want to talk to each other and share what they think.

1. I need to give them a lot of opportunities to talk with others.
2. Topics should be interesting and meaningful to them.
3. They need conversation strategies to have a conversation and keep a conversation.

I am not sure about the latter part of the question. You mean ‘Why do you get them have a conversation rather than an interview’?

Communication requires that you will be both a message sender and a message receiver. Having a conversation in pairs is the closest to a model of what communication should be. Interview can’t get messages across. Interview is also time-consuming. Usually one teacher interviews 40 students, instead, if you have them paired up and talk, you can maximize the time.

Q (11): How do you usually use given textbooks in your class?

I give students drills in the textbook as homework and check the answers in class. As long as information exchange task is guaranteed to give as an output communicative activity, drills in the text can be a review of grammar.

Q (12): Sometimes we need to use textbooks such as ‘Power On’, but they are really boring. I’d like to know how I can make them interesting.

Sometimes I wonder if my handouts can be a textbook. The only way to make boring textbooks interesting is to relate the textbooks to students’ lives.

Q (13): How can you use those activities during one lesson?

[Modals: must, should, not have to]

Day 1 (one lesson)

- ①small talk
- ②Input activity 1
- ③Input activity 2(Karuta game)
- ④Noticing
- ⑤Output activity1

Day 2

- ①small talk
- ②Review(Card Game)
- ③Output activity 2: 'What do you need to be happy?'

[My future husband/wife]

Day 1



- ① Listening to a song: My future husband
- ② Personalization (Input): Conditions for a future husband/wife
- ③ Listening activity(Input): Yuka's ideal husband
- ④ Information Gap Activity(Input)

Day 2

- ① Listening to the song
- ② Arashi: an ideal partner(input)
- ③ Brainstorming: My ideal wife/husband
- ④ First draft
- ⑤ Peer editing

Day 3

- ① Telephone game(warm-up)
- ② Common mistakes
- ③ Second draft
- ④ Timed-conversation
- ⑤ Self-Reflection



Q (14): How did you decide which conversation strategies to focus on for your classes?

Students don't know any conversation strategies at first. I start with teaching how to open and end a conversation. They don't say anything to what a partner says, so I teach rejoinders such as 'Uh-hum. Mu-hum.', 'Oh really? Oh yeah?', 'Sounds,,,,', 'Me, too.', and shadowing. When a conversation breaks down, they need the conversation strategies such as 'Let me think,,, let me see....', 'Pardon me.', 'Excuse me.', 'What does it mean?', 'It means~.' Follow-up questions are necessary to keep a conversation longer.

- (1) Openers (2) Closers (3) Showing Interests (4) Showing you are listening (5) Getting time to think (6) Asking to them to repeat what has been said (7) Shadowing (8) Follow-up questions (9) Agreement and disagreement

Q (15): I want to use each activity in my class, but I teach English at quiet high-level high school. I wonder whether it is effective for my students to do those activities.

Of course it is effective. My students have a limited ability of what they can do. Your students are already motivated or get motivated easily in learning. That is one of the advantages you have. Those students would like to think and talk about topics which are related to the real world. It is not just about something in textbooks. Students want to grow as people. You can do it with teaching English. Most teachers end up with just having students understand the textbooks. (I don't say that you are one of them. In general many teachers are like this.) Output can reinforce what they learn as input. Both input and output are necessary for a successful language acquisition. You can use a communicative writing activity as we did in the demo lesson 'My Future Husband'. You can change the topic, My Future Husband, into one of the topics in your textbook. For example, environmental issues, cross cultural communication, poverty, food distribution, aging society, and so on. You can make writing as homework and have them talk in class. Let them do what they can at home and let them do only what they can do in class. You can expect your students to do their homework. Your students will love to think and talk about the topics which are relevant and meaningful to them. I graduated from 'one of quiet high level schools' in Nagoya. I wish I could have those activities when I was a high school student. Please give your students a lot of opportunities to think and express themselves and they will

appreciate what you teach. (You might already do...)

“Because I teach at quiet a low level high school,” “because I teach at a high level high school, I can’t...” .

No matter where we teach, we’d like students to enjoy learning English and grow as people. There is no place without any problems.

Workshop in May (Day 2)

Date: May 15, 2016, 9:30-12:30

Venue: Aichi Kenko Plaza, Conference Room

Title: "Action Research Report"

Presenter: Terumi Yoshida (Ichinomiya-nishi High School)

Abstract:

This action research was implemented in English Conversation class based on the new course of study at an Aichi Prefectural Senior High School for one year in 2015 school year. All third grade students were new to me and communicative interactive English class was new to them.

Main activities conducted in the class were speaking, but focusing on only one skill was not enough to improve it effectively. As Brown says, all language skills are influenced one another, especially between writing and speaking. So I combined writing with speaking to enhance speaking competence. Through this action research I hope you can find a close relationship among the four skills, speaking, listening, reading, and writing.

The number of participants: 21

