



Before we start:

- Please pick up a blank name plate and write your name on it.
- Please pick up a sheet of *origami* (any color).



Making Content-Based Classes Fun and Engaging Through Student-Centered Activities

10:30-12:00 (part 1)

Tomoko Yoshida, Ph.D.

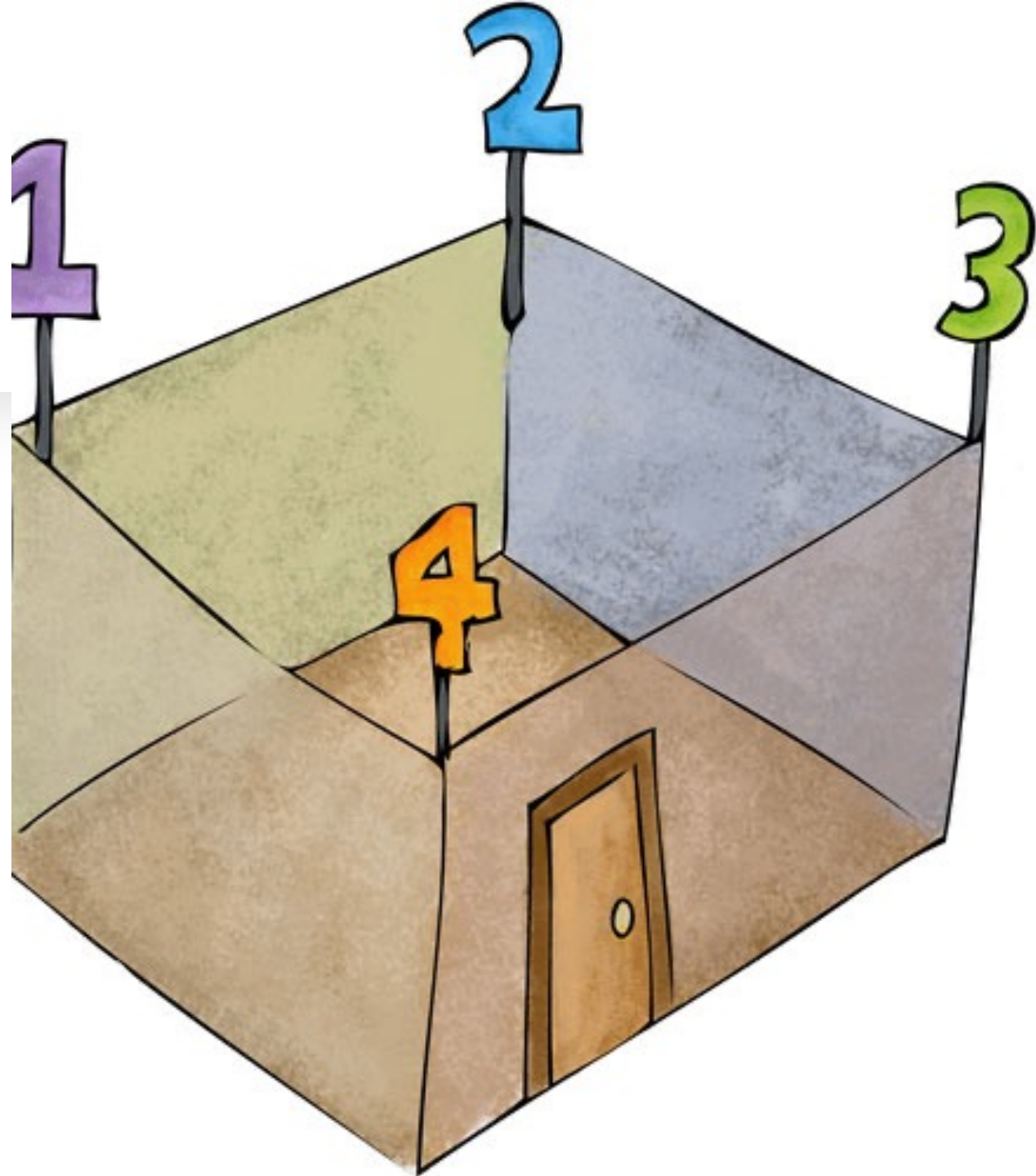
Professor, Faculty of Business & Commerce

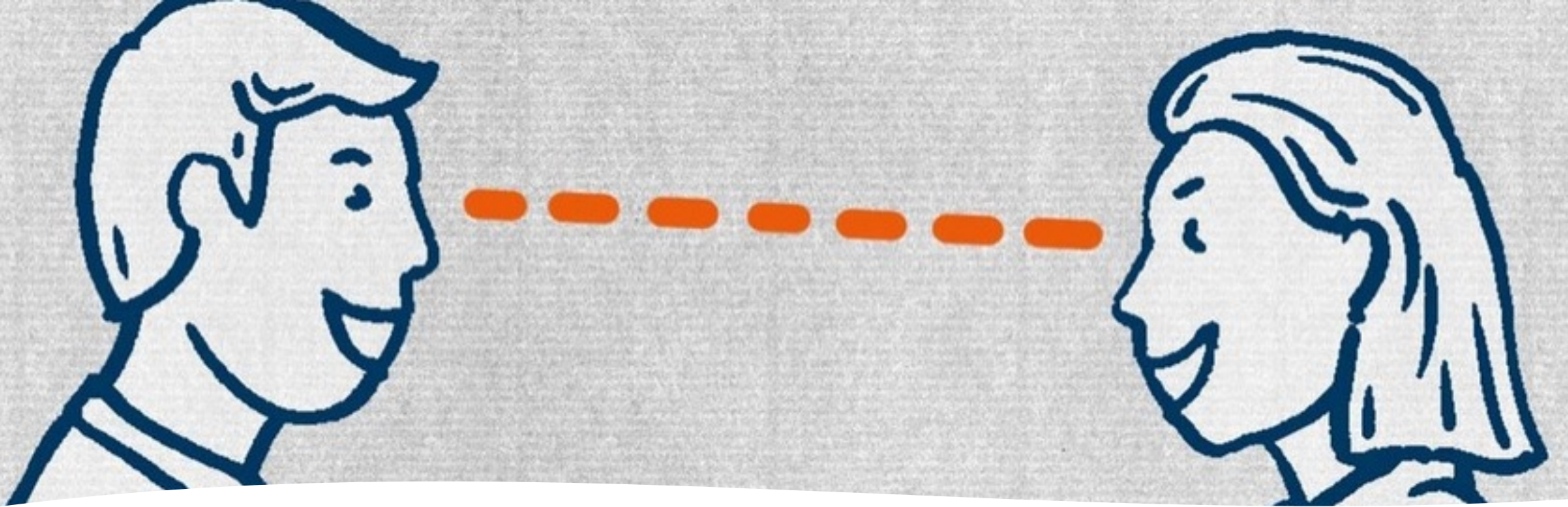
Keio University

Activity: Four Corners

- Please stand in corner #1 if you teach mainly at an elementary school or kindergarten.
- Please stand in corner #2 if you teach mainly at a junior high school.
- Please stand in corner #3 if you teach mainly at a senior high school.
- Please stand in corner #4 if you teach mainly at a university.

- Note: If you do not fit into any of the above categories, please choose the corner with students that are closest in age to the those you teach.





Eye-4C-D (I Foresee Discussion)

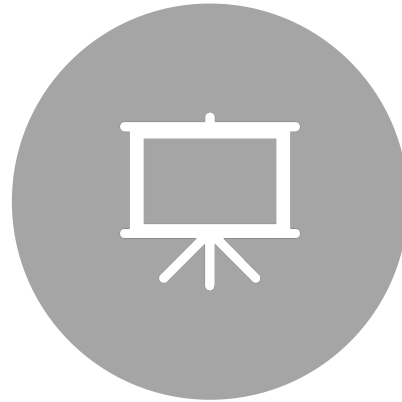
- Eye Contact (1 minute)
- 1C: What kind of content do you teach?
- 2C: What would you like to get out of today's workshop?
- 3C: What are some challenges you face when teaching?
- 4C: What do you enjoy most about teaching?
- Discussion (3 minutes)

Dujmovich, J. (2019). Fostering Intercultural Competency: The Eye-4C-D Method. In K. Tanaka & D. Tang (Eds.), *Journal of Research and Pedagogy* Volume V: Global Englishes and Cross Cultural Education. Otemae University Institute of International Education.

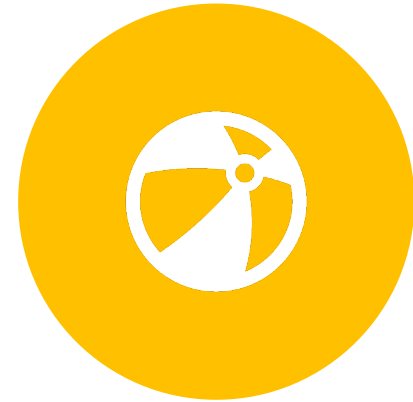
My Teaching Philosophy: Three Pillars



EXPERIENTIAL LEARNING



PRESENTATIONS



FUN

[HTTPS://WWW.BOBPIKEGROUP.COM/](https://www.bobpikegroup.com/)

Today, you will:

1. get a bird's-eye view of a 90-minute class
2. participate in different content-based activities I have created for various topics.
3. participate in short activities to liven up the classroom.

Hopefully, you will have a lot of fun and leave with at least one new teaching tool to add to your repertoire.



Please:

- ask questions or give me suggestions at any point (e.g., Can we try this out?, Can we see what a student presentation?)!
- let me know when you need a break. I only have lunch break planned but if you would like a short break in the morning or afternoon just let me know.

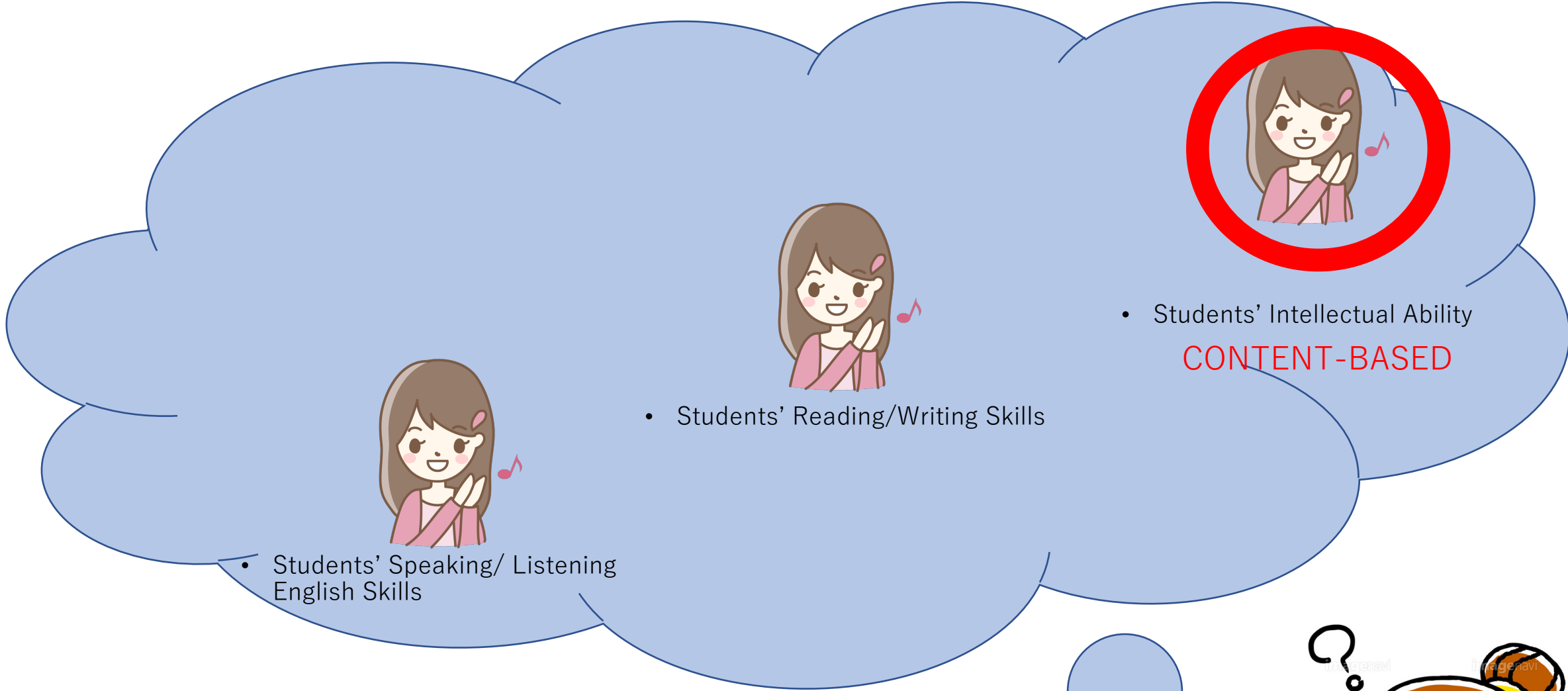
We don't have to follow my agenda!

Icebreaker:

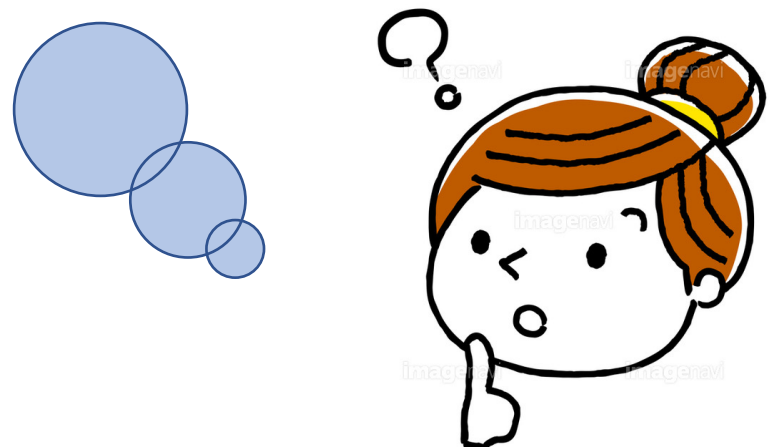


My Journey in Teaching Content- Based English Classes

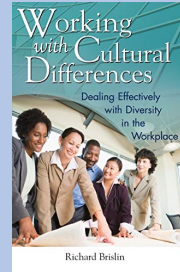
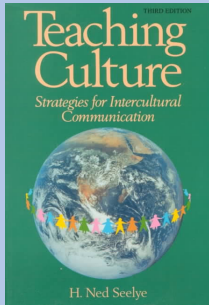




Challenge 1



Me: Intercultural Communication in the Business Setting



Students: Business & Commerce

Branding, Leadership, CSR, Gender, Marketing, Advertising, Identity, Reentry Training, etc.

Challenge 2



I need to create my own activities!



1. Sample 90-minute Class

Note:

1. These examples were developed for my advanced English reading class so you may need to adapt the reading materials, the activities, as well as the pace to fit your target group.
2. You will only get a taste of the various activities and we will move on.

The Situation and Perceptions of Female Managers in German Invested Enterprises in China

Renate Krieg (2006). [Asia Europe Journal](#), Springer, vol. 4(1), pages 59-75, April.





Theories Explaining Lack of Women in Power Positions: Please Explain

Congratulations! You are now married!

- Go sit with your Eye-4C-D partner. Your partner may or may not be the same gender as yourself.



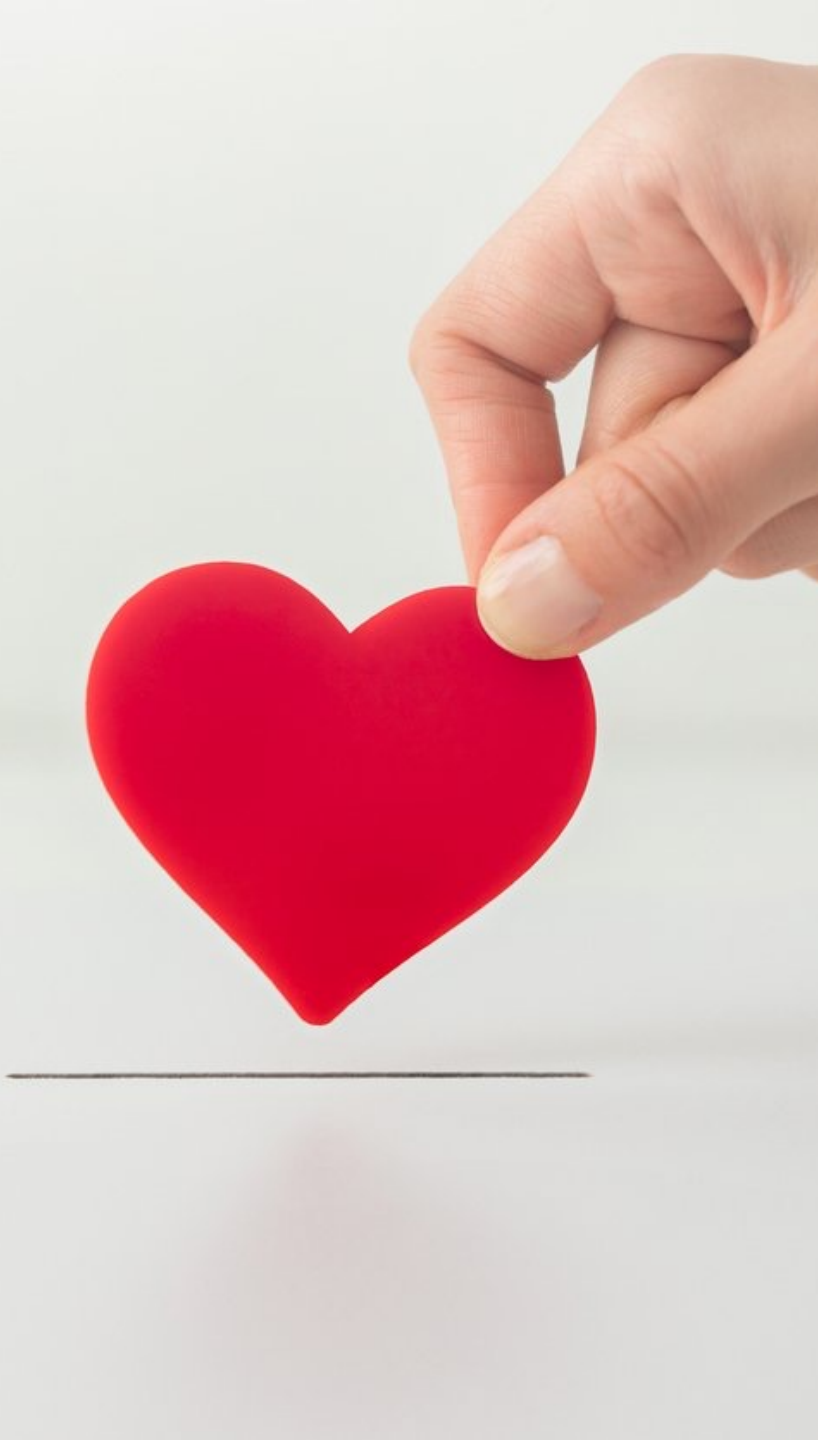


Please discuss the following eight questions:

- You are both working full-time. Please decide on who will do how much of the housework (e.g., shopping, cooking, washing the dishes, laundry, vacuum, taking out the trash, ironing, participating in *chonai-kai*).
- Congratulations! You have a baby! Please decide on who will do how much of the following: feeding, bathing, waking up every three hours in the middle of the night to feed the baby. Someone has to take three months to six months off to take care of the baby before you can put the baby into childcare. Please decide on who will do this.



-
- Hooray, you found childcare! Someone has to take the baby to the day care facility by 7:30 am and pick the baby up by 6:00 pm. Both of you usually work from 10:00 am to 7:00 pm or later. Please decide on who will do what.
 - When you talk to your boss, he/she suggests that you take on a non-career position which will allow you to work from 10:00 am to 4:00 pm so you can get back home in time for childcare. This means that you will probably not get promoted to a managerial position in the future. Who will take this position? You or your spouse?



-
- On the same day, your boss calls you into his/her office and offers a challenging position to you. You have been working all your life for this. However, this means that you will have to travel for one week at a time at least once or twice a month. What will you do? Please discuss.
 - Congratulations! You have a second baby! You are so happy but you are both getting exhausted working full-time, doing the housework, and taking care of your children. Will one of you quit his/her job to stay home? Discuss.



-
- Last night, you got a call from your mother and found out that your father is in the hospital. It looks like he will need to be taken care of at home for at least one year. Your mother is also old and she cannot do this on her own. Your father needs 24-hour care and refuses to have a stranger in the house. What will you do?



Debriefing:

- What did you learn from this simulation?
- Did your gender or the gender of your partner influence your decisions?
- Do you think that your real-life decisions might be different from the ones you made during the simulation?
- Do you understand the theories explaining lack of women in power positions better now?



Theories Explaining Lack of Women in Power Positions: Please Explain

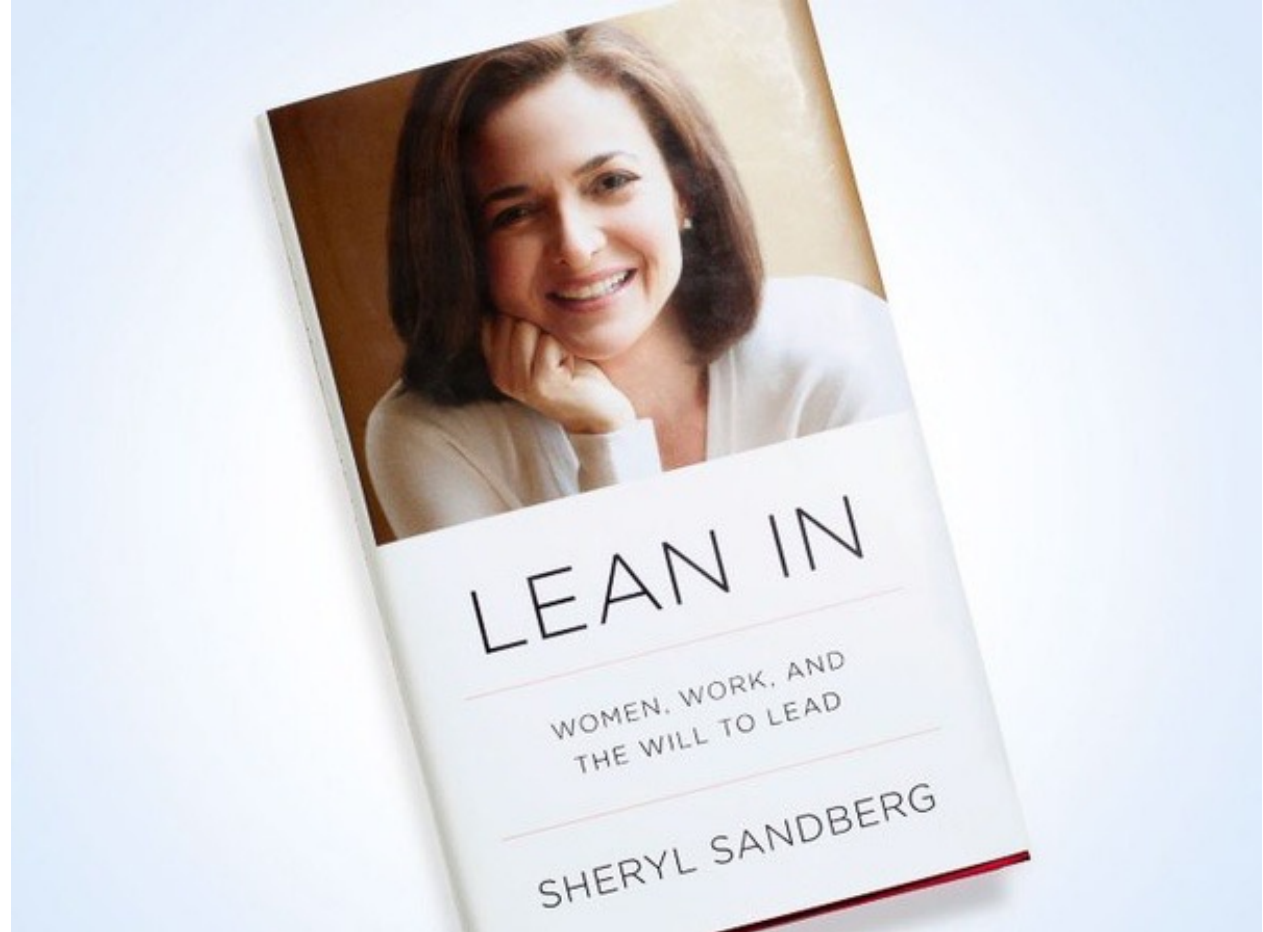
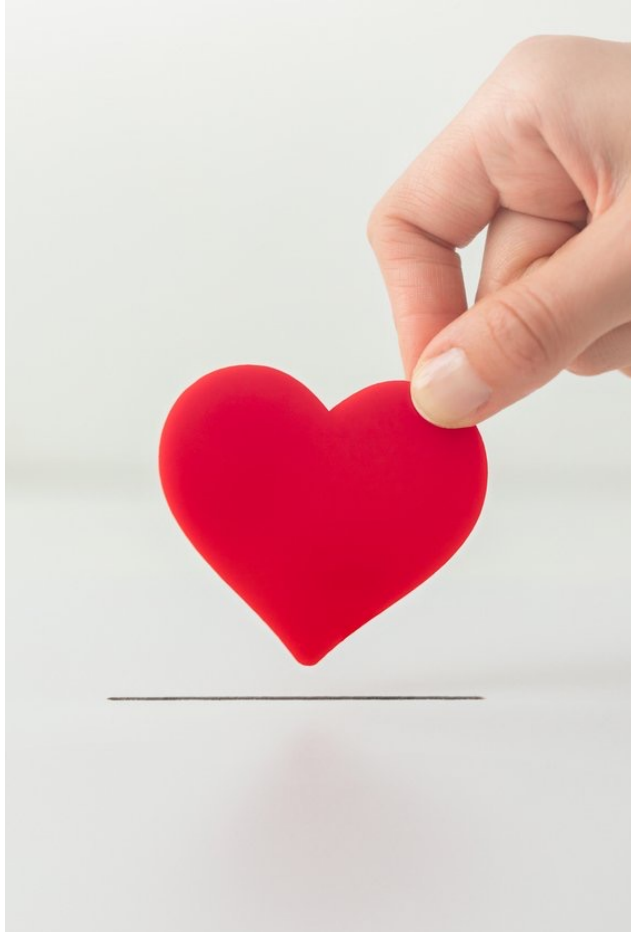
- “Fear of success” (sacrifices in family life, unfavorable responses from the opposite sex & society)
- Role sharing (life cycle- having to quit when the baby is born; having to take time off to take care of parents)
- Lower expectations from society
- Stereotyping of women’s roles in society and social discrimination
- External conditions (e.g., social structures, behavioral patterns or perception of decision-makers)



Groupwork:

- Please share what your mother (or whoever you interviewed) thinks about theories.

<https://m.youtube.com/watch?v=18uDutyIDa4>





Rena Suzuki Lean in Tokyo

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



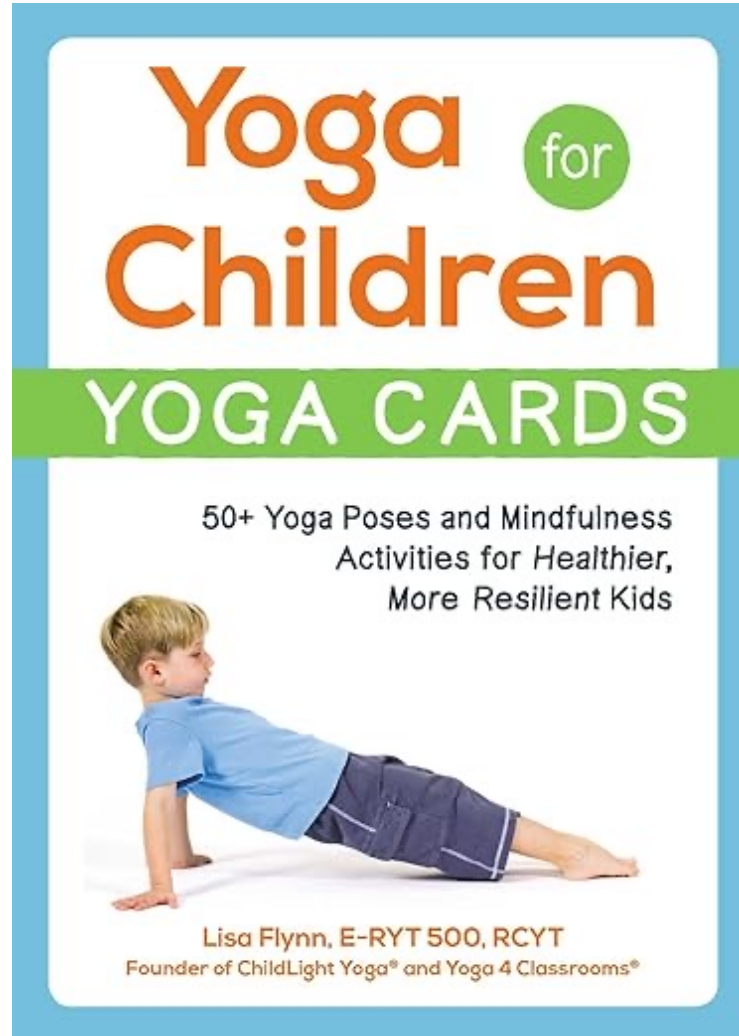
A Moment to Reflect

- Attendance Sheet or Google Classroom

Questions?



Yoga Break



Pause



2. A Brief Look at Some of My Activities

My Formula:

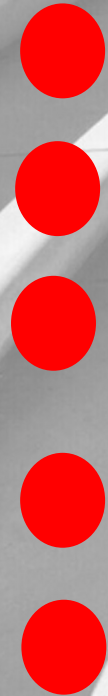
- Reading homework ← **Their Strength & Familiarity With Content**
- Reading Comprehension/Discussion questions ← **Time to Prepare**
- Create an activity based on one key concept (30-40 minutes) ← **Content-based + Student-Centered**
- Presentation ← **Presentation Skills + Ability to Work With Others**





Nonverbal
Communication

Stand in Two Lines



Nonverbal Communication

- There are 11 types of nonverbal communication. What are they? (Use white board to brainstorm)



Nonverbal Communication

- **Paralinguistic**

- tone - angry, sharp, friendly
- volume - loud, soft
- pitch - high, low
- speed
- affective aspects (crying, sighing, yawning, laughing, etc.)

- **Extra linguistic**

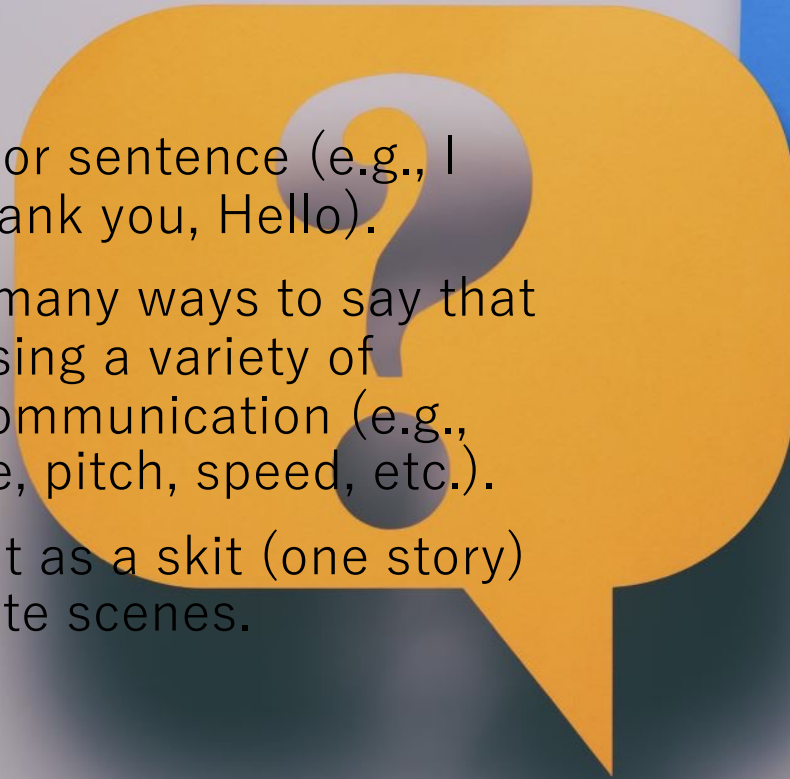
- haptics - touch
- proxemics - distance
- kinesics - motion
- oculosics - eye
- olfactics - smell
- chronemics - time



Group work:

Sit with those with the same animal stickers as you.

- Pick a word or sentence (e.g., I love you, Thank you, Hello).
- Think of as many ways to say that phrase by using a variety of nonverbal communication (e.g., tone, volume, pitch, speed, etc.).
- You can do it as a skit (one story) or as separate scenes.







Making Content-Based Classes Fun and Engaging Through Student-Centered Activities

13:00-14:30 (part 2)

Tomoko Yoshida, Ph.D.

Professor, Faculty of Business & Commerce

Keio University

Improv Drama Games

- Together, we will count from 1 to 10 but as you are counting, I will tell you which emotion to show. Please show that emotion.



<https://www.theatrefolk.com/blog/improv-games-for-collaboration/>

Improvistational Drama Games

- In groups please count from 1 to 20. However, only one person can speak at one time. If more than two people say a number at the same time you must start at the beginning.
 - You cannot decide at the beginning which order you will be speaking.
 - You cannot point at each other to specify who will speak next.



<https://dramaresource.com/count-to-20/#:~:text=Sit%20or%20stand%20in%20a,start%20again%20from%20the%20beginning.>



Kazuki Takasawa

Graduated Keio Univ. (2005)
- Policy Management (a.k.a. SFC)

Being in tech industry for more than 14 years

Leading internal LGBTQ+ community in current & previous company



Louis Nonouchi

In Japan for 14 years

In tech industry for 16 years +

Graduated University of Maryland (Washington DC) (2000)

Worked for over 8 different companies (US, UK, SG, JP)

Participating in company LGBTQ+ org for more than 7 years

LGBTQ+

Possible Guest Speakers:

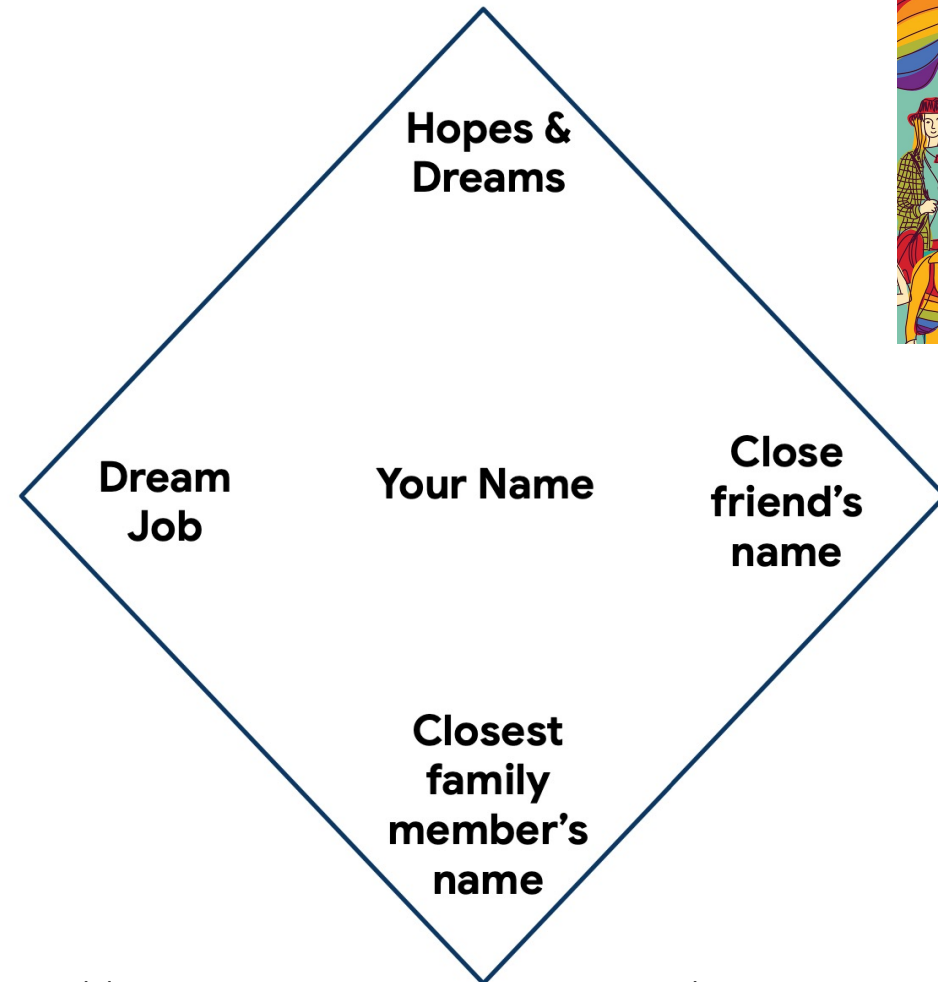
- Kazuki Takasawa psychosomatic0001@gmail.com
- Louis Nonouchi louis.nonouchi@gmail.com

Activity

This exercise can get emotional and that's ok. As we go through, please keep in mind that the examples we give are not representative of every single trans person's journey, but do give a little insight into what this process is like.

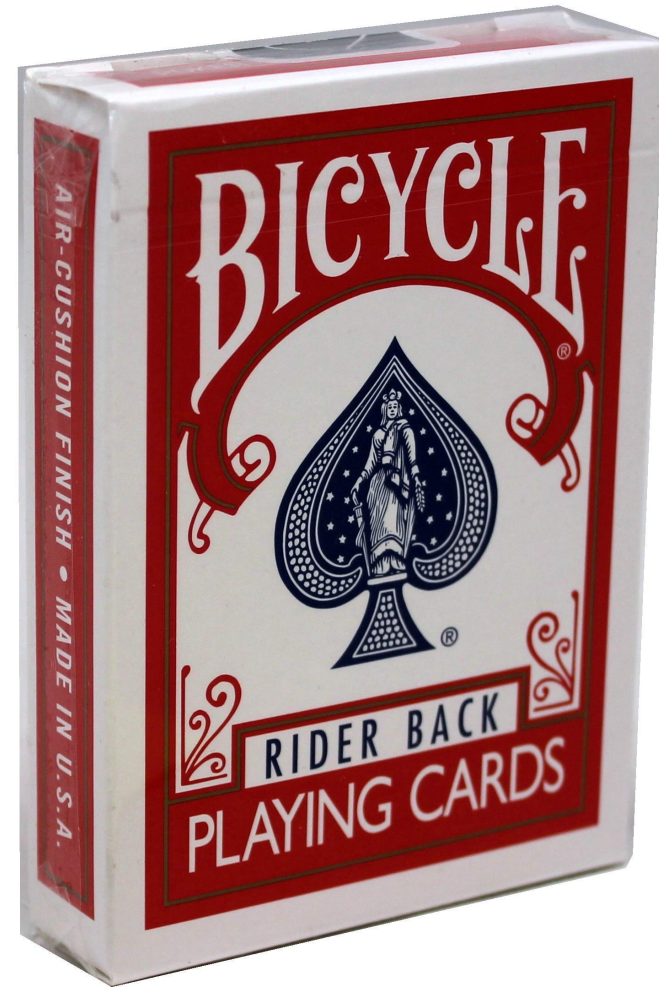
Each of you are now a transgender teenager and are about to begin their coming out process.

You decide that it will be easiest to tell your friends first, since they have always been there for you in the past and you feel they need to know.



https://www.thetrevorproject.org/wp-content/uploads/2017/08/75ea657f061737b608_6pm6ivozp.pdf

Improv:
Thinking
Outside the
Box





The Differences Between Local and International Chain Hotels in CSR Management: Empirical Findings from a Case Study in Thailand

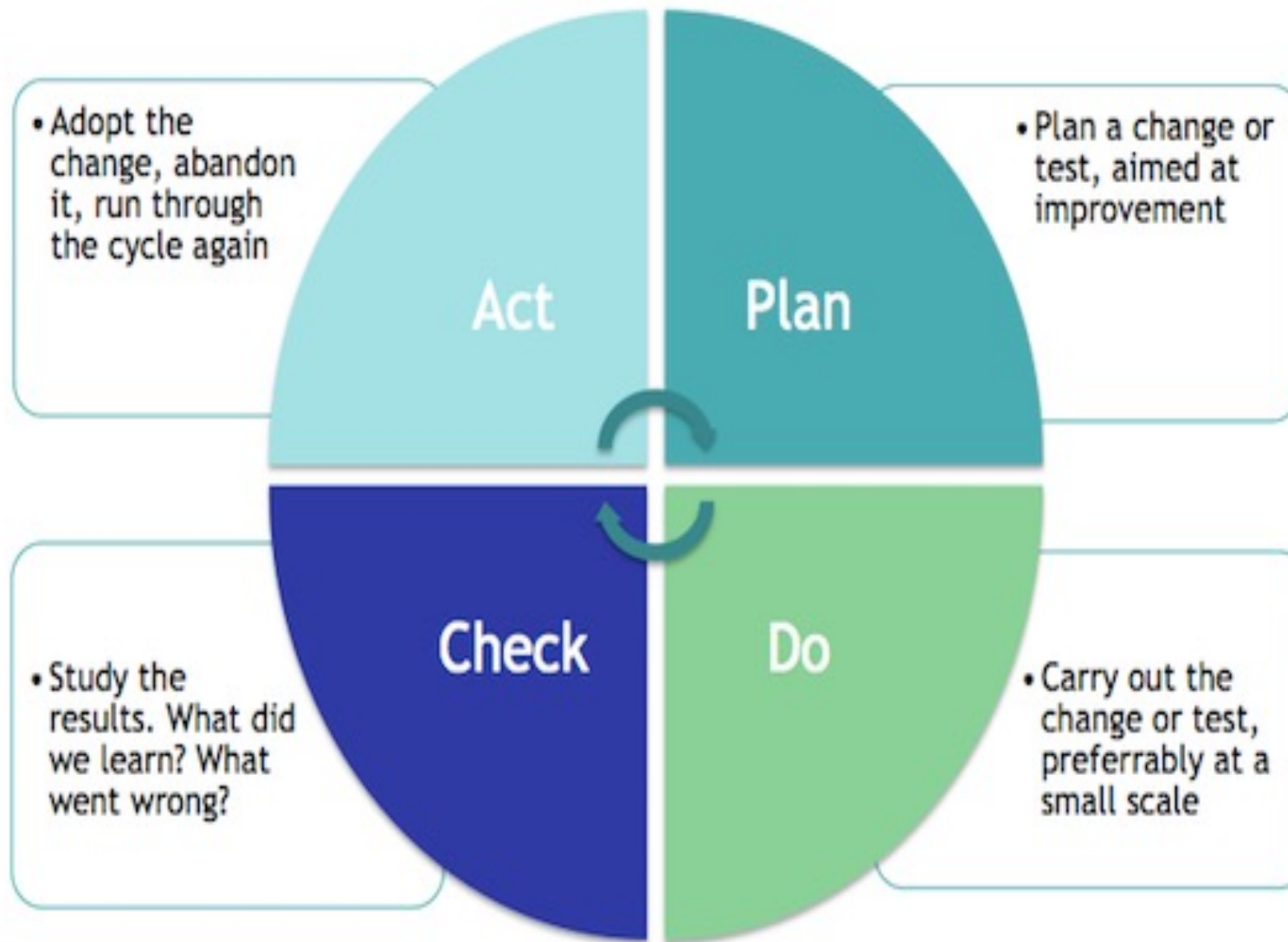
(Khunon & Muangasame, 2013)

Note: You can do a similar activity with
SDGs.



Groupwork:

- Pretend that you are a CSR consultant and Keio Co-op has come to you for help.
- Based on what you read, develop a plan. What will you ask them? Where will you start? What will you do?
 - Use Deming's Plan Do Check Action
 - Think about the 5 categories: employees, environments, communities/ societies, customers, and suppliers
- Be ready to present this to the class.





Connecting With Alumni

Comments From Students:

- Happy to study business-related topics in English.
- Felt they understood some of the theories and concepts better through activities in this class.
- Loved learning practical lessons from alumni.
- Enjoyed active learning with classmates.
- Improved reading, listening comprehension, presentation, academic writing, and learned relevant content.

Stand in a big circle:

- What were some takeaways for you?
- How might you adapt some of these activities in your classes?
- What are some questions you have for me or others?
- Any other questions or comments?



thank you

tomokoyoshida414@gmail.com