

NUFS Workshop 2015

*Newsletter No. 6***Workshop in October****<Part 1 >****Date:** October 24, 2015, 10:30-14:30**Venue:** NSC College, Building Minami, Room A-31**Presenter:** Eric Kane (ELF Learning)**Title:** “Proven Practical Activities for Larger Classrooms”**Abstract:** How do we create and maintain engagement in larger classes? How do we create

communicative opportunities for all students? How do we give individual students attention without ignoring the rest of the class? We will look at these questions and more in this two-part presentation that will help you address and overcome the specific challenges in a larger classroom environment.

We start off with tips and practical ideas to make your classroom environment more conducive to communicative goals. We will look at classroom arrangement, spacing, and how to use rhythm and technology to engage and motivate students. Next, we will look at proven classroom activities that get students caring, collaborating and communicating...in English!

**The number of participants: 25****1. Interesting activities you might want to use in your class. Why?**

- Definitely I got some interesting ideas not only to break the ice at the beginning (to avoid having shyness and the students' sleeping) but also the activities based on texts. Eventually, I'll try them. Indeed, I feel very motivated to put them into practice.
- I'll take runner and writer activity because it needs 4 skills and very simple and easy to understand for students of every level.
- All of the activities are so practical. I especially want to use the activity using glass chips because I can use it for all different age groups, and it's easy to make it easier or difficult. It accommodates variations.
- I'd like to try the word association with the stones to review vocabulary because it has the potential to engage different kinds of learners, and integrates the four skills in a cooperative way.
- I'd like to use the short story activity. When students get older, the less listening activities they in class. This is really a good activity to improve both listening and reading skills, of course speaking skills as well. What's more, students can experience how enjoyable it is to tell and listen to the stories.



2. What you learned from today's workshop

- It's important to adjust environment where students feel motivated to learn and engage in their activities in a positive manner.
- Another way of reading a short story. I'm really interested in 4 steps of having students understand a short story.
- I learned that it's very important to pre-teach before teaching textbooks and having one goal or sharing something is important for students. I'd like to make my class more fun as I learned a lot of practical activities today.
- Comprehensible input helps students' understanding. I thought of using some techniques to make students realize how they changed understandings in the class is also important. Recycling the knowledge many times is needed to build up the communication skill.
- I learned various approaches to teach English involving movement and excitement. My students are very poor at learning English, but I'm encouraged by today's presentation. I may have my students get involved in interesting English classes.



3. Questions and Answers

Q (1): Do you think chalk and blackboard teaching method in Japanese high schools will/should be taken place by power point and screen method?

I think a mix is the most important thing. The point of the first part of the presentation was to show teachers that there are other things that we can use / do to make our classes more interesting and engaging. I think that too many teachers ONLY use the board, which can get very boring for students. By changing up activities from time to time we increase that chance that we can create and maintain engagement in the classroom.

2) Some might say that the last activity we did with the text (where students focus on form and memorize the text through the verbal cloze activity) is mechanical and not communicative. How would you say this activity contributes to communication, or a more global understanding?

A key part of that activity is the questioning that the teacher does with the students. The goal of memorizing is only a minor goal. The primary goal of the activity is to increase exposure and understanding aurally as well as making the content interactive, or more communicative.

I would encourage teachers to start with closed-ended questions (yes/no answers) and move to open-ended questions in either an aural or written format.



3) I hope to learn more about evaluation and assessment of their performance. / I am teaching small groups. They are young learners. Is there any specific activity for them?

I haven't done much with assessments in my teaching environment. I think that most of the activities could still use traditional assessment methods.

With younger learners, I think the activities are often similar. The biggest difference is the gap in cognitive ability between ages. The teacher needs to have an understanding of their students in order to make necessary adjustments in both difficulty of language and activities.



4) I want to know techniques in small-sized classes.

We teach small classes (~6) at our school and all of the activities we did in the workshop have been effective at our school. :)

5) How can we find your videos and books? / I would like to know how to use/where to get the music/bmp for my classes?

You can find all of our materials on the englishbooks.jp website. Here is the direct link:

<http://www.englishbooks.jp/catalog/index.php/ELF-Learning-m-114>

I want to say a special thank you to everyone who came out and participated so actively. I was very impressed by the enthusiasm of all of the attendees!

<Part 2>

Date: October 24, 2015, 14:30-17:00

Venue: NSC College

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

Abstract: Monthly report on action research

The number of participants: 17





Workshop in November (Scheduled)

Date: November 14, 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: Robert Murphy (The University of Kitakyushu)

Title: “NeuroELT: Exciting Advice from Neuroscience That Will Motivate You and Your Students”

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