

NUFS Workshop 2016

*Newsletter No. 2***Workshop in June****<Part 1>****Date:** June 11, 2016, 10:30-14:30**Venue:** Nagoya NSC College, Minami Bldg. Room A-31**Title:** "Socially Scaffolding Singing Alignments at the Interface of Music, Mind, and Language"**Presenter:** Tim Murphey (Kanda University of International Studies)

Abstract: I provide evidence for positively using conversational songlets in our educational endeavors to align people for more bonding, learning, and agency (Murphey, 2014). Singing and emotions in these senses go hand in hand and produce motor empathy and bonding creating a rich social ecology for language learning.

Linguistically, students learn lots of vocabulary and idioms, blended speech, time-stress accentuation, and how meanings can be constructed from vague communication. Socially, many learn that singing with others is not so embarrassing and that the songlets can help them remember important aspects of life, often coming from positive psychology.

**The number of participants: 46****1. Interesting activities you might want to use in your class. Why?**

- Telling a story was very interesting and to break the story in the middle made us hooked.
- I want to try song dictation at the beginning of the class to make my students get involved and concentrate on the class.
- Cups – this will make students (elementary school) fascinated. Rhythms make them free and help them learn easily.
- 5 ways of happiness! Because we can feel relaxed and share the movements and words with the students.
- Explore ways in which I can modify existing songs and use them in class. In doing so I can help students create a more friendly environment for students to express themselves. Songlets seem like an interesting way to get my JHS to come out of their shells.
- I'd like to use the first activity in which the students introduce what they like to do with gestures. Then they reconfirm verbally.
- Using songs in classrooms, especially kaeuta(changing lyrics) and giving students choices.



2. What you learned from today's workshop

- Students have a lot of tough times, so it's helpful and effective for teachers to show them '8 ways to depress stress' and '5 ways to happiness'. They will help students with learning English in classes.
- I learned learning environment is so important for students to learn languages. Language is used when we interact with others, so feeling togetherness or bonds with others gives them more confident to use it. I often use 'you' to make instruction to students, but 'we' is sometimes good to make such environment,
- I learned the value of having students connecting with each other through doing some activities. I also learned how fun the activities like what we did here are and they can be a reason why they will continue using English in university in their future.
- As teachers we need to be more sensitive to what our students need. When we need to change our activities because they look tired and unhappy, we shouldn't hesitate to think of other ways and change our plans.
- We need to be more playful when I teach English to students. It gives them chances to have curiosity. According to Learning Pyramid, teaching others is the most active ways to learn other languages. So we'd better to stop giving lecture of lessons instead of giving them chances to help each other.



3. Questions and Answers

Q (1): What kind of courses do you teach? Do you have any regular activities you give to your students?

TM: Undergrad courses: **Fresh Seminar** (20 Students) and **Ways of Learning** (from 80 to 120 depending on the semester) are both taught using the activities I highlighted in the course along with the text "Language Hungry". I teach two Content Based Instruction courses for 3rd and 4th year students (about 28 students per class) titled 1) **Music and Song** and 2) **Change** which look more deeply at the content involved socio-cultural conceptions of the topics. I teach grad school courses at various universities in Hawaii and Japan: **Group Dynamics in the Classroom**, **Socio Cultural Theory** (Vygotsky), **English Presentation Skills** (for science students presenting internationally).

Q (2): How can we teachers effectively introduce English songs to help develop their proficiency in listening and English grammar?

TM: First of all, I am a strong believer in teaching grammar "**At the Point in Need**" (also the title of a 20+ year old book on the same subject. Most songs are too long and not innately interactive. Thus I recommend mostly teaching mostly short songlets and tying them to a call and response routine as we did in the workshop. When I do use a conventional song (like TODAY with 3 x 4-line verses) I only teach one verse a class and tie it to different questions for the call and response routine: What are you going to do today? Are you content? And Who are you? Each question gives a hint of how to begin the answer. You can look for more ideas and instructions in *Music and Song* (Murphey, 1992, OUP)

Q (3): How can I convince the students that making mistakes in English is OK even if The educational system (entrance tests and comprehensive tests) doesn't allow students to make mistakes?

TM: I have a good friend who talks about “variations in severity” that we need to recognize. When our 1 and 2 year olds are beginning to walk and run, we never scold them for falling down or bumping into things, they are just learning about the world by close contact (people and beds are soft to bump into, walls and floors usually are not). In other words, we need the mistakes in order to understand our worlds. Some mistakes are just not mistakes, they are variations on getting something understood and communicated. The worst mistake we could possibly make is to stop trying to understand and communicate, and yet many do for fear of little mistakes. I teach my students to have “**mention conversations**” (one or two word utterances, asking questions and answering) with ungrammatical completeness: 1) Hungry? 2) Yeah! ! 1) Sleepy? 2) No. Native speakers have ungrammatical phrases a large part of the time. (and article on mentions is here: https://www.academia.edu/2872974/Mentions_in_Action_Few_Word_Sentences_OK) Showing students the NPRM Video of the 4 students talking about mistakes (it was mailed to you in a previous email) also helps.

Q (4): How can I make students teach each other, and have autonomy in classroom when there’s few students who can’t participate well? Classes are not graded in public junior high, and the level of students’ learning skill and attitude can vary. What will be effective in this case?

TM: You are right. We cannot MAKE students really do anything. But we can invite them and give them choices. In Finland they do not do streaming at all and students learn to learn with people who are at lower levels. Still the system is the highest rated system in the world. Students learn that lower level students still have things to teach them, maybe not about English, but other things, that still makes them want to interact and learn about the other person. (Just because a Monkey may not speak English does not mean that I have nothing to learn by spending time with it.) Seeing every encounter as an opportunity to learn something and to be fascinated by life are ways of living we want to cultivate in our students and in ourselves.



Q (5): Is there web site or way to keep up with like-minded ideas?

TM: THOUSANDS, join me on my facebook and academia.edu for a start but there are many more. Join JALT. But probably most important is sharing your ideas (or borrowed ideas) with your colleagues and teachers where you teach. Sharing with them will teach you more than just reading about it. I learn so much at our photocopying hub, where teachers meet and exchange handouts they are using and ideas that are new.

Q (6): Could you tell us how to find the You tube site that shows a short silent show you introduced in your lecture? The short movie was about an unhappy man who learned to be able to read the mind of other people and found out that he’s not the only person who has problems in life.

TM: That would be the YouTube video called “Paradigm Shift” – I show it in all my classes. It is produced by a church in the US, but you can stop it before the credits if you like. It does sensitize my students to others very well.

Q (7): ‘I’ vs ‘We’ – ‘We’ is more powerful. But what about ‘you’ vs ‘We’?

TM: You is also more powerful than I, especially when you use your name. So if I say “Tim, you need to clean your office!” it has better results than me saying “I need to clean my office.” All the articles about these differences are on the handout I gave underneath the three versions of “I’m in Love”



Q (8): Do you have any ideas of using English for ‘cups’, maybe when singing an English song?

TM: On YouTube you can hear the original CUPS song that was in the movie which is very nice and I like it a lot. If you watch the video with the actress singing it in the movie Pitch Perfect it has some great themes to talk about in class. However, it is too much for my students to memorize. So the Kaeuta that I am presently using for the CUP song is:

**This university is fun for me.
Got all my Friends all around.
Move your feet and keep a beat and it sure will be sweet
Dancing’s what friends are friendly for**

NB: If you don’t teach in a university, change the first line to what is needed for your students:

- “This elementary school...
- “This junior high school ...
- “This lovely high school...
- “This conversation school...
- “This cool cram school...
- “This cool company...

Thanks for all your questions, they helped me as well clarify a few things in my own mind. That is what teaching does, it teaches us things. So we should get our students to teach others.



<Part 2>

Date: June 11, 2016, 14:30-17:00

Venue: Nagoya NSC College

Advisors: Kazuyoshi Sato, Duane Kindt, Juanita Heigham (NUFS), Robert Croker (Nanzan University)

Abstract: Monthly report on action research

The number of participants: 20



Workshop in July (Scheduled)

Date: July 9, 2016, 10:30-14:30 (Part 1), 14:30-17:00 (Part 2)

Venue: Nagoya NSC College, Building Minami, Room A31

Presenter: Lemuel Mauricio (Teikyokani Elementary School)

Title: “Developing Elementary School Students' Communicative Competencies Through Cooperative Learning Structures”

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