

## *Newsletter No. 2*

### **Workshop in June**

**Date:** June 9, 2018, 10:30-14:30

**Venue:** NSC College, Room 31

**Presenter:** Alison Nemoto (Miyagi University of Education)

**Title:** "Getting Ready for 2020: Preparing for the new Era of English Education"



**Abstract:** Already English education in primary schools is entering a new era. Children will soon be studying English for 10 years before entering university. What changes are taking place and how should we be changing our teaching methods?

In the morning session, we will look at child-centered, communicative, deep and active learning and how these relate to the new materials and curriculum for primary schools.

In the afternoon session, participants will have the chance to think about teaching literacy to young learners, take part in an interactive storytelling session, then choose a book and have a go at storytelling themselves.

**The number of participants: 28**

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

- Story-telling using lots of questions and moving bodies. Very interesting not only for the kids but also for the teachers.
- Story-telling stages both for class and for home. The activities could be used at college for teaching young teachers-to-be.
- I'm interested in such activities making alphabet quizzes and alphabet ice-cream shop, because you taught alphabet very creatively. In my class, when I teach alphabet tellers and sounds, I often use the card game like 'karutatori'. But your way was totally different.
- Everything you presented was interesting and I'm thinking how they should be implemented in my context. Especially book activities encouraged me to do post-reading activities to stimulate learners' creative ability.
- Using picture books in that way was very interesting. Having students think about the book before reading as pre-reading (introducing vocabulary, prediction) and lead them into the story. Also, post-reading to think about the message of the book such as watching movie was a great idea.
- Using picture books. I thought picture books are for younger children, but they can be used for high school students because many of the books have deep messages. Teachers should adjust the level of questions for the students.



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

- I learned so much practical ideas from presenter's experience.
- It was very useful to learn about various theoretical background and also practical ways of teaching to get ready for 2020.
- 'Don't teach. Facilitate' – I learned students learn not because teachers 'teach' but teachers should give students more chances to use English in class.
- I learned that 'active learning' is not just making your students move around in class, but actually letting the students think and link their actions to the real world.
- Teachers should serve as facilitators and let students speak more. Teachers can make materials more fascinating and interesting. I've got many ways to make storytelling more attractive through performances by other members.
- Teachers should make teaching plans based on three points of view: learners-centered approach, communicative language approach and deep meaningful learning.



## 3. Questions and Answers

*Q (1): You have a lot of wonderful ideas teaching young learners. DO you have your own website you share your wonderful ideas and resources teaching kids?*

**A:** No, sorry I don't have a blog or website.

*Q (2): Do you have any recommended teacher resources or books about teaching young learners and active learning?*

**A:** I recommend these books, but few actually focus specifically on active learning;

1. The Primary English Teacher's Guide, (2002) Jean Brewster, Gail Ellis and Denis Girard. Penguin English Guides
2. 500 Activities for the Primary Classroom (2007) Carol Read. Macmillan Books for teachers
3. Teaching Languages to Young Learner (2001) Lynne Cameron. Cambridge Language Teaching Library.
4. Teaching English to Children in Asia (2003) David Paul. Longman
5. Teaching Young Language Learners (2017) Annamaria Pinter. Oxford Handbooks for Language Teachers.

*Q (3): Sometimes or many times it is difficult to bring realia in a classroom to show experiments and food. What is a convenient way to make the activity real?*

**A:** Children are good at imagining, so creating a situation with words can be as efficient and using realia sometimes.

*Q (4): It's difficult to create original activities as you showed today. How do you create those activities?*



**A:** I try to think what would excite me, if I was in the class as a child. Also get your learners thinking, making suggestions and creating activities and materials with you. They will enjoy doing activities they've thought of with materials they've helped to make.



**Q (5):** *Is there any good TPR (Total Physical Response) activities and story making activities for high school learners?*

**A:** All stories with a strong message and moving stories such as “A color of his own,” can be used with older learners to think about, talk or write about in English I think. They are far more interesting than passages in textbooks. I often do drama activities with my university students, but not TPR as this is designed for beginner learners.

I recommend the book;

Drama Techniques (2005) Alan Maley and Alan Duff. Cambridge Handbooks for Language Teachers.

*Thank you all for your kind comments and these questions. It was a pleasure to meet you all and look forward to seeing you again sometime.*

*Alison*

## **Action Research Session**

**Date:** July 14, 2018, 14:30-17:00

**Venue:** NSC College, Room 41, Room 51

**Advisers:** Kazuyoshi Sato, Duane Kindt, Juanita Heigham (NUFS)

**The number of participants: 9**



## **Next Workshop (scheduled)**

**Date:** July 14th, 2018, 10:30-14:30, 14:30-17:00

**Venue:** NSC College, Room 31

**Presenter:** Tim Murphey (Kanda University of International Studies)

**Title:** “The Social Activation of Active Learning”