

Newsletter No. 6

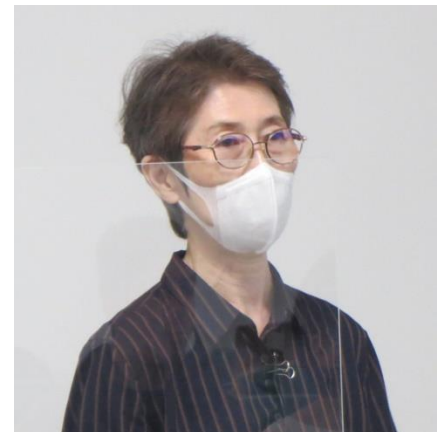
Workshop in November

“Teaching English to Children - The FUNdamentals”

Date: November 5th, 2022 10:30-12:00, 13:00-14:30

Venue: NUFS Meieki Campus (BIZrium Nagoya)

Presenter: Junko Yamanaka (Aichi Gakuin University)



Abstract:

Why do children learn better when they have fun? Games, songs and picture books are effective for them. Why? How do children acquire their L1? Do they acquire L2 the same way? Why should TEC teachers be creative and expressive? What is CLIL and how applicable can that be? In this workshop, these fundamental questions will be discussed, along with theories and FUN activities. Basically, TEC is about second language acquisition, so its information can be useful for all language teachers and learners. The presenter hopes this session will benefit TEC teachers and also EFL instructors for different age groups.

The number of participants: 24

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

- I learned how to play games communicatively with the ‘day-grab game’ and ‘the number bingo’. I like ‘My teacher has green hair’ activity.
- Almost all the activities are interesting. Among them, I’m interested in CLIL ones. In elementary school, we could teach, for example, PE in English.
- Bingo game – I used to prepare Bingo sheets, but I noticed that various inputs activities can be done with Bingo.
- It helped me reflect on my own teaching. Many of the activities she introduced were familiar with me, but the way she taught was different.
- I thought content-based learning is very effective way of learning because students learn not just the language but also get various types of knowledge, for example, learning about vegetables.
- I want to use content-based activities like karuta. Also not just remembering words, but classifying the vegetables into each section can make students do input activities like L1.

2. What you learned from today's workshop

- Today's workshop helped me refresh to remember what important points are on teaching English, such as input is more important than anything else and to have students think through language.
- SLA takes long hours so teachers must be patient and set up meaningful activities.
- I enjoyed the activity about guessing favorite fruits - sneaking information into the lesson was well done.
- I learned that indirect learning is very important. It would be wonderful if students can learn English in a similar way of acquiring their L1.
- I recognized again that teaching English in English is important and I want to do it because acquisition occurs through communication. I thought we have more to teach English in class without explanation in Japanese.
- If we use a right way, we can make students acquire L2 like L1. To input the content, students need to comprehend 80%.



3. Questions and Answers

Q (1): When we teach Communication English class, we have students read textbook then we explain the topic. Should we explain the content in Japanese? Or try to explain in other expression in English?

Answer:

I suggest explaining the content in **very, very** easy English. However, if the content is complex, or if the vocabulary is very difficult, try an approach like this. “OK, everyone, I will say a word or expression in Japanese, and you have to find the English equivalent in the text and underline that part. Ready? ‘*Nettai Urin*’. Have you found it? Yes, ‘rain forest’ on page 30, line 7. Next. ‘*Dekirukagiri*’. Yes! ‘as much as possible’ on page 30, line 15.” In this way, the teacher uses L2 as a help, but does not really explain the content in Japanese, and somehow students will get a rough idea by the time the teacher has gone over key words or expressions. After that, if you roughly explain the content in easy English, I think students will have a pretty good understanding of the theme or content.

Q (2): I teach at high school. Could you tell me some interesting mini games for high school students to enjoy doing class time?

Answer:

I suggest “Who am I?” game. It is a “quiz” game. This can be done in pairs or groups. One student gives hints, saying “I am ~.” and the partner should guess what it is. The answer can be a person, an animal, a vegetable, or any object. Example: I am a vegetable. My



skin is brown. I am often used in curry and rice. I am often used for snack too.” “You are a potato!”
“That’s right!”

Each student can prepare hints at home or at the beginning of class. A variation can be: A student says “I am a vegetable.” Then the partner asks many questions. “Are you green? Can we eat you without cooking?” This game can be an enjoyable input and output activity.

Q (3): I’m just wondering how much we can expect our young students’ output. For example, a lesson about SDGs is wonderful, but they seem to speak Japanese a lot in the discussion.

Answer:

We cannot expect young students’ output that soon. It would be almost impossible for many of them to form a sentence expressing their ideas or opinions. A realistic linguistic goal of a lesson or a series of lessons would be; Students understand some important vocabulary and key expressions or sentences when they hear them, such as “reuse” “recycle” “repair” “throw away” “Is this garbage?” “We can repair an old toy.” or “We can recycle a can.” If they can say some of them, that would be wonderful! In a discussion, they should be allowed to use Japanese, because otherwise they could not express anything. Two important things. 1. Hearing and understanding the meaning *is* language acquisition. 2. Children, either in L1 or L2, need a lot of input before they make output.



Q (4): I agree with the points that you said, but it is a battle with bosses and coworkers who want traditional learning approaches. It is still a very popular belief and it takes time to change them.

What can I do?

Answer:

I understand. We need patience, don’t we? Some ideas. 1. You just keep telling people how some new ideas or approaches worked with your students. 2. You (informally) report your colleagues or bosses about seminars or workshops you attended and tell them how you were impressed by some new information or ideas you learned. Tell them that you feel refreshed or empowered. 3. You keep giving your colleagues workshop or seminar information about teaching ideas, and encourage attending them, either inviting them to go with you, or asking them to please attend them and give you the information. 4. You keep learning about new methods or ideas and feel confident. If you are confident and enjoy teaching, other people might feel like doing what you do.

Q (5): I always admire you. How can you come up with so many nice ideas?

Answer:

To be honest, I am not a very creative person. However, I was trained to be creative when I was teaching young children. Unless the lesson is interesting, they will soon get bored and lose their attention.

Therefore, children's class teachers were always creating new material to attract students' attention and get them interested. I learned a lot from the teachers and the curriculum.

Also, sometimes TV quiz shows, such as 'Q Sama', give me ideas. One idea I liked was this. "Translate each word into Japanese. Each word starts with 'Yu'. 1. Snow 2. Dream 3. Evening newspaper (Yu kan) 4. Aerobics (Yu sanso undo) ...I created some versions and use them sometimes in class. And of course, you can get a lot of ideas from attending workshops, seminars and conferences!



Q (6): Is there any workshop for young learners? Please do any teacher training workshop somewhere and someday.

Answer:

Some publishers give seminars for TEC teachers in some big cities. I know Oxford and Apricot do in Nagoya. Probably they had a break because of Covid 19, but I am sure they will resume them. Please watch for information. If I have a chance to give a presentation or workshop in the near future, please join us!

AR Discussion

Date: November 5th, 2022, 14:45-17:30

Venue: Meieki Campus, MW 10, 11, 12

Title: Group discussion on action research

Advisers: Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

The number of participants: 15



Next workshop will be held on December 10th at Meieki Campus.

Please check our website for the detail.

<https://www.nufs.ac.jp/workshop/news/>