

Newsletter No. 7

Workshop in November

“CLT for Young Learners and High School Students”

Presenter: Jean Kirschenmann (Hawaii Pacific University)

Bio:

Jean Kirschenmann’s teaching career began with four years on a remote Micronesian island where materials, including books, were scarce. She later taught children in Romania and high school and older learners in China and Japan. On the faculty of the Department of English and Applied Linguistics at Hawaii Pacific University, she taught English language and ELT methodology for many years. She continues to coordinate professional development and practicum experiences for HPU TESOL students.



Date: November 11th, 2023 10:30-12:00, 13:00-14:30

Venue: NUFS Meieki Campus (BIZrium Nagoya)

Abstract:

This workshop offers a smorgasbord of small scale, high impact materials and activities for boosting the pleasure, confidence, and fluency of English learners in Japan. The featured activities are easily adapted to warm up, cool down, or transition periods without overburdening busy teachers or sacrificing valuable instructional time. Participants will examine, adapt, and create resources suitable for learners of all levels and ages, from elementary to high school and adults. They will also explore options for student-centered, place-based materials their students can create for their own use. At day’s end, attendees will select healthy English tidbits to satisfy the appetites of their students and themselves.

The number of participants: 38

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

- There are lots of activities that I want to use in class. I especially want to try TPRS, Five finger fun, and Celebrity Cards. Those are fun but students need to talk in authentic communication. They are helpful in a student-centered class.

- Riddle box – we did not talk much about it, but just for the sound of it, and the concept, it sure is something that I want to try in the future.
- Wordless Prompts – I'd like to try this activity because it's creative and doesn't need to prepare. Students will talk freely and spread their vision.
- I liked the TPRS activities and the read aloud activity about the 'person on the street', where 4 people are interviewed about a topic, and the students also share their opinion.
- Five finger Fun – simple but there are lots of rooms for expressing their thoughts. Celebrity Cards – students have their own favorite person to introduce. It's a good idea how to tell them to others in English.
- All the activities are useful to all ages. I will definitely use the question cards for 'introducing books to your classmates'.



2. What you learned from today's workshop

- I learned a lot from this workshop. Especially you always explained how to adjust the same activity in different levels of students. It was amazing.
- I learned that it's up to teachers how or how great we motivate students. And it's important to keep ourselves updated every day and get new information.
- Jean makes me notice that everything around me can be materials to teach students English. I'll use anything as materials.
- There are many small strategies such as Read aloud, showing 5-minute videos or show & tell. I can use them in class. They are all very meaningful.
- She reminded me of the basics of language teaching. I will try to be more creative. I want to collect more realia – pictures, picture books, small items, etc.
- The variety of methods presented by Jean sensei with her experienced manners inspired my energy to develop interest and fluency in young learners and high school students.



3. Questions and Answers

Question 1

I want to make my own jazz chants. Is there a guide or some instruction on how to make them?

Answer

Your students are very lucky to have a teacher who will make jazz chants for them. There is no strict process for creating your own jazz chants. A good overview is in webinar slides posted [here](#). Scroll to slide #40 to find suggestions for making your own. Alternatively, the URL is

https://americanenglish.state.gov/files/ae/resource_files/teaching_with_jazz_chants_0.pdf.

Question 2

Is there any other music related activities that you use in your classroom?

Answer

Probably the best resource on using music with English learners remains Tim Murphey's great book *Music and Song* in the Oxford English Resource Books for Teachers series which you can see [here](#). It is in the NUFSS TESOL library, too. Murphey describes over 60 ways to use music with language learners of all ages, focusing on the lyrics, music, the industry, and other facets. Some of the activities are very short, 5-10-minute brain break length. Just skimming a few will help you see fresh possibilities.

I am not an expert on using music, but I continue to try because I have seen its value. When I am working with children, I always use Frank Leto's echo technique (listen and repeat with meaningful actions) like we did with the Ladybug song. Leto's [website](#) is a bit dated, but the songs on his *Time for Music* album are ideal for young ELs because they include echo lines and physical movement, like "Ladybug."

With older learners (middle school, high school, and adults), we cannot assume that they will enjoy "our" songs or consider them worthy of study. I usually ask students what songs or artists they want to understand. Sometimes, they find a video version they like with on-screen lyrics. This routine can be broken into 5-10-min segments over several days.

1. With sound turned off but lyrics displayed, read the words in the first stanza and chorus to the class in conversational tone. Students follow along silently and concentrate on meaning.
2. Again, with sound off, read the first stanza and chorus, line-by-line, giving time for students to echo.
3. Briefly demonstrate several options for their first listening of the song: Since all options involve listening, it doesn't matter which they choose. By giving choices, they seldom complain.
 - Just sit and listen.
 - Listen and read the lyrics and/or watch the video.
 - Listen and airplay instruments they hear or see.
 - Use a pen as their (pretend) microphone and lip sync as they listen.
 - Stand up and move or dance to the rhythm of the music.
 - Combine several of the above elements.
4. Use echo technique with the chorus. Play a phrase. Pause so students can repeat if they wish. Repeat and expand as time permits with more of the song. By now, some students will be getting "into" the song. Soon, their friends will follow.



Question 3

I love *Spot the Differences* activity, however I'm still unclear where the language aspect is. Is it meant to be an information exchange with both students describing this picture?

Answer

I'm glad someone asked about this activity and that you enjoyed it. It could certainly be used as you describe. It could also be used to reinforce lessons on making comparisons and other language-focused points. However, the real reason I closed the workshop with this activity is that no matter who I am working with—students or teachers—and no matter what level, as soon as they get the pictures, they start talking without any direction from me.

The materials are so appealing; the “task” is so transparent, and the level is so adaptable that limited speakers and native speakers, children and adults all jump in and start counting the differences in English. When they say “finished” or look up with eyes that say, “now what?” I suggest one or more of the following depending on their level:



- Level up. Point to the differences and use at least two words for each, ex: *white shirt*
- Make a sentence for each contrast.
- Use this sentence frame: On the left, there is..., but on the right...
- Describe the differences without touching the page.
- With highly advanced learners, I point out the art history notes in the margins.
- Next brain break day, they pick a different page and jump into English sooner because they already several ways to say more than just counting the differences.

Spot the Differences was a good conclusion for our day together because it showed that with simple materials, we can help ELs of all levels take a break and have a bit of fun, in English.

Question 4

The activities were fun, but when should I use them?

Answer

Recall that the primary goal of this workshop was to help your students balance *learning about* English with *using* it. A secondary goal was to identify 2-3 low stress, high impact activities that will be easy and fun for you to try. We examined 15 activities, most of them focused on listening and variations of Q & A.

I am sharing all of them with you—some via hyperlinks and others in the shared drive (see address below).

1. **File 0.0 is a copy of our handout**, expanded with notes and images to help you remember our conversation.
2. All other file names begin with numbers 1-15 to match the numbers on our handout.
3. Multiple files with the same first number (ex. **3.1, 3.2, and 3.3**) mean there are three files with Total Physical Response Storytelling activities.
4. I have labeled the files to show approximate level and/or target students.
5. Please do not hesitate to contact me with your questions or confusions: jkirschenmann@hpu.edu.
6. The folder address is [here](#). Its complete address is here:
<https://drive.google.com/drive/folders/1Q3kow8BFSvHc6UYYQ6plXvv6jB-IWcQA?usp=sharing>.

AR Discussion

Date: November 11th, 2023, 15:00-17:30

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: 11



Next Workshop will be held on December 9th. Detailed information is here:

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

NUFS Workshop

Nagoya University of Foreign Studies

57 Takenoyama, Iwasaki-cho, Nisshin-shi

Secretary: Chihaya Sugiura