

Newsletter No. 10

Workshop in February

Date: February 21st, 2026 10:30-14:30

Venue: NUFS Meieki Campus (BIZrium Nagoya)

"Student Video Production: Analysis, Genre and Creativity"

Presenter: Darren Elliott (Nanzan University)



Abstract

In this workshop, the presenter will outline ways in which teachers can broaden their range of speaking tasks and activities to better reflect a more diverse range of spoken language in use in real communication. We will focus on video production activities. The workshop is grounded in research theories, but will be accessible to all teachers looking for practical speaking activities to improve their English classes. Video production projects will include soap opera, short-form social media videos, commentary tracks, subtitling and others. The presenter will also make practical suggestions about accessible and low-cost ways to record, edit and share video.

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

- Making short form videos to help students use English outside of the classroom and promote digital literacy.
- I think 'Commentary Report' is easy to implement in my lesson. In the activity students can focus on the message they want to convey.
- Making video would be great because they can be creative and collaborative in groups.
- To put subtitles to cartoons or manga – maybe it's easy for junior high school students.
- I definitely liked the idea of viewing Soap Operas or having group viewing for a couple of weeks before even presenting the idea of creating our own video productions.
- Guess his or her emotional conditions through the conversation between A and B.
- Everything! Because I like that students can be creative and also learn to think critically.



2. What you learned from today's workshop

- Students will have more chances to use video to express their thoughts and opinion. They need to learn about skills they need to learn for an effective media.
- I learned that making videos and play a part in developing students' critical thinking skills. Video production could be achievable for students and I think it is worthwhile to try in my class.
- I learned a lot of vocabulary to communicate projects not only to students but also to my peers. This may bring more understanding prior to embarking on a big 'hobby'.
- Short form video seems very interesting and applicable to students' lives.
- The language learning through video analysis and creation can be worth pursuing in language learners in the JHS.



3. Questions and Answers

Q (1): If students were interested in developing some technical skills, are there resources in which various features can collaborate to ensure they know how to incorporate production in the most productive way even when presenting to schools and parents?

I think what you are asking here is how students can develop technical video production skills, and as I said I don't tend to spend too much time on this as I am focused on language skills above all else. What I have found, though, is that if students work in groups at least one member will usually be adept at directing and editing, and will be able to teach the rest and take care of the rest of the team. The teacher's role is to monitor and ensure that the work is being shared equally and that students are on the right path. Planning is very important - make sure that the students have a good script, a clear storyboard, and have rehearsed thoroughly before they start recording. I would also recommend students to visit YouTube - I have a playlist here (<https://youtube.com/playlist?list=PLc0c80JO4j4HJlGFTpsho7zS1gqY99WGz&si=7-JpUh7yv2P5bWNQ>) but there are so many great video makers sharing tips and ideas.

Q (2): I'd like to know more about the nuts and bolts of implementing their videos in class.

That's a broad question, but I think the key point is to remember WHY you are doing it and WHAT you are trying to achieve. I talked a little about the ANALYSIS - PRODUCTION - ASSESSMENT cycle, and that is really the key to implementing most projects, for me. First, look at models and examples of the kind of genre you are trying to produce. Look at what makes it distinctive, what particular forms or styles the students notice, and the linguistic (and non-linguistic) features which are common to that kind of language act. Then, the students prepare to produce their own version, using what they have learnt. Finally, there is a self / peer / teacher assessment stage in which we all look at how well the target was achieved. I think this can be applied to video projects like the ones I described, but also writing tasks or other oral tasks like presentations or debates.



AR Discussion

Date: February 21st, 2026, 14:30-17:00 (Room MW01, 02)

Title: Action Research Discussion

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

The number of participants: 10



Next workshop will be held in May, 2026.

Detailed information is here:

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

NUFS Workshop

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