

NUFS Workshop 2007

*Newsletter No. 4**< Summer Workshop 2007 >***“Extensive Listening and Reading:
Expanding Learning Opportunities Outside the Classroom”****Date:** August 6-8, 2007**Venue:** Nagoya University of Foreign Studies, Room 322**Goal:** The goals of these three days are: 1) to deepen your understanding of extensive listening and reading; 2) to provide you with hands-on activities about extensive listening and reading; 3) to provide you with opportunities to discuss problems and ideas about extensive listening and reading.**Outline:** The seventh NUFs Summer Workshop deals with a hot topic—extensive listening and reading: expanding learning opportunities outside the classroom. Although language teachers know that there are materials out there—including songs, movies, news, podcasts, jazz chants, graded readers, and so on—they usually use those materials in their extra time. Instead, they mainly use their textbooks. However, research shows that successful learners invest time and effort outside the classroom. Then, how can language teachers encourage students to work on extensive listening and reading? There are ways and some successful teachers actually connect classroom activities with extensive listening and reading outside the classroom. Presenters will demonstrate a variety of extensive listening and reading activities so that participants can actually experience them as students. Moreover, participants will work in pairs and in groups for presentations.

Lectures, hands-on activities, group work and presentations by participants are all conducted in English. You can improve and practice your English while learning new teaching techniques. Finally, you will have many opportunities to learn from one another. You can share your own ideas and materials with other participants.

<Day 1>**Date:** August 6, 2007, 9:30a.m.-12:30a.m., 13:30p.m. - 16:30p.m.**Instructor:** Kazuyoshi Sato (Nagoya University of Foreign Studies)**Morning****Title:** Extensive Listening, Part 1: Songs and Movies**The number of participants:** 21**Abstract:** I am sure that most teachers have used English songs or movies in their classrooms at some time or other. None of us doubt that songs and movies are

great materials for learning English. However, just having students listen to songs or watch movie scenes in class will not make them successful language learners. How, then, can we motivate students by using songs and movies? I will demonstrate several techniques about how to use songs and movies for extensive listening. You will experience rhythm practice by using English songs and perform a movie scene in pairs without actions.



Afternoon

Title: Literature Circles

The number of participants: 21

Abstract: Mark Furr made a wonderful presentation about literature circles at 2004 NUFSS Summer Workshop. According to Furr, “Reading circles are small groups of students who meet in the classroom to talk about stories. Each student reads the story outside of class, and prepares their Reading Circle role for the classroom discussion.” Sato has been trying literature circles in his university class since 2005. Results are surprising! Students’ comments show that they could understand the story better by sharing their opinions. Moreover, as they became used to discussion in English with their group members, they could improve their English abilities. You will experience literature circles as learners in this workshop.

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

- I think every activity is interesting. However, unfortunately, I cannot use these activities directly in my class, because to enjoy and learn these activities, students have to have the basic English proficiency. For those students who do not have the fundamental English proficiency, I need more adjustment.
- English Rhythm – because this way is good to memorize lyrics, and through memorizing lyrics, students learn vocabularies and phrases.
- Improving listening skills through movies – By pretending to be an actor or actress, we can learn and enjoy many sound changes (reduction, disappearance, etc.).
- Shadowing the movies – With DVDs we can easily show subtitles in English. The words are very emotional and authentic. Students will be very interested.
- Movie (Shadowing and oral presentation) – After practicing shadowing the lines, students can understand the words better. This activity gives students big surprise and satisfaction because they can instantly feel that their listening skills are improved.
- Literature Circle is definitely an interesting activity. It enables students to read a material from different aspect of reading skills. Also, group work is involved, so it’s more fun for students. Through this activity, students can acquire simple discussion techniques.
- Literature Circle – although it’s very difficult for junior high school students, it’s nice to have chance to talk about after reading the same material.
- Literature Circles were very attractive. I like to build up one thing with others. In addition to that, every one has to do at least one



activity. This activity encourages us to ‘train ourselves’.

- Literature Circle – Reason 1: we can choose materials depending on student levels and interests.
Reason 2: the task of each student and procedure are clear.

2. What you learned from today’s workshop.

- It’s very important to give students chances to contact with English through interesting materials. One of the most important things about language learning is how to retain what is learned. Songs have a great power in this aspect, but are mostly ignored at high schools.
- There are many ways to do listening activity. The most important thing is try to use the material for not only listening but also speaking, reading or writing. ‘Integrating’ is the key word, I found.
- Songs are very useful material to study English for students.
- There are so many ways to enjoy extensive listening and reading. To listen to English accurately, we tend to think that we have to listen to it a lot, but in order for us to be more successful learners, we need to recognize sound changes, general rule of stress and rhythm.
- Literature Circle. If students are given different roles, they have to read stories carefully. If not, they tend to rely on each other too much and sometimes, some of them will not do anything. The important thing for this activity is give a clear role to each student.
- Literature Circle was very new to me. I enjoyed it very much. I want to arrange it into my classes. I could learn that the students can get more opportunity to learn English by extensive reading and listening.
- There are many ways to use listening and reading materials. We can connect listening and reading activities with speaking and writing activities.
- The materials used in today’s workshop are not new ones, but I was able to get a new perspective to put them into practice.

3. Questions and answers

Q: When I used songs in class, I made students read and pronounce the words with the same rhythm of the songs. What do you think of this instead of the rhythm practice we did today?

A: You mean your students sing a song to the melody? This is fine. However, before singing a song (at a natural speed or slowly), students can benefit from the rhythm practice. Once they master it, they can sing the song easily. By using the rhythm practice, students can acquire the rules of stress and sound changes.



Q: For all of those activities, how should we select the contents? How do we justify the reason for the selection of contents?

A: This is a good question I wanted to discuss today. As Nancy mentioned, the selection of the movie is very important. She (and her ex-student) would recommend a movie about a school life for students who want to study abroad. Also, as for the material of literature circles, the classroom teacher needs to select an appropriate one. It could be one of the graded readers that might interest everyone at suitable their level. Moreover, the teacher can choose a list and ask the students which ones they want to try. Once they learn how to use those materials, they are free to use them outside of the classroom.

Q: It sometimes takes more than two hours to watch a movie. How can I make a digest like today's "Back to the Future"?

A: Another good question. Actually I spent hours to make this material for the first time. But you can make it quickly once you get used to it. You need to choose your favorite movie which would also interest your students. Choose several interesting scenes that you want to concentrate on. As you noticed today, some scenes are good for listening and others are good for performance. Then, you can show a few other scenes so that students can follow the story. You don't have to show the whole movie just to kill the time. Once you make the material, you can use it for other classes, too.