

NUFS Workshop 2014

*Newsletter No. 2***Workshop in June****<Part 1 >****Date:** June 14, 2014, 10:30-14:00**Venue:** NSC College, Building Minami, Room A-31**Presenter:** Tim Murphey (Kanda University of International Studies)**Title:** “Experiential Creating, Learning, and Teaching as Overlapping Co-Constructed Concepts”

Abstract: Inviting students to teach things (songs, stories, jokes, interviews, vocabulary, etc. that they are learning) to others in and outside of your class can stimulate creativity and learning greatly as they struggle to teach what they think they know (expansive learning). I briefly review 155 written and published case studies of my own students teaching short songs to friends and family members out of class over the last 4 years. I learned that these projects help them to “well-become” in many ways: to bond, improve relationships, understand how others learn and how they might teach better, and have fun. I will demonstrate how this might work with you and your students as you interact, create, learn, improvise, and have fun.

The number of participants: 53**1. Interesting activities you might want to use in your class. Why?**

- I really like the songs that Tim taught us – especially “Do it again” because I teach preschoolers, and I have a 7-year-old daughter. So I’m going to sing this song every time they are facing difficulties.
- Butterfly story which is not only good for learning listening to English but also good for life learning. We are motivated to speak English to express what we guess what the old lady said and we are moved to the answer. In the future, I want to use this story in the class.
- There are two activities I would like to do in my class. The first one is to teach my students the song ‘Are you young’ because I want them to know that each individual can have an impact on others. I also want them to teach this song to your friends or family member. The second is to make the students take the test individually and then ask for help if needed. I think students will feel more responsible to learn the content of the lesson in order to help others.
- Get students to teach a part of songs or idioms to other students. First without the lecture, just let them do it. After we can go through some ways how to teach it effectively or we can discuss. On second time, have them do it with using the ways. I think these practice become a habit when they learn new things for them and also convey them to other people.



- Everything! I like to try the songs little by little and see if it will work in my class. I'm also interested in social testing. I think it is a very good way to motivate students to be responsible not only for their own learning but also for their classmates as well.
- Social Testing – students may feel responsible to do task very seriously, and later can cooperate with classmates to reach the goal. The activity can make strong bonding in class.
- Telling a story – I thought it can attract students' attention when I start a class of the day.



2. What you learned from today's workshop.

- Learning English is not just for learning English but for having a better life. I totally agreeable with him. I really liked his way and view of looking at the world. He seemed to enjoy every moment he had. Definitely he has a good influence on his students and his colleagues, too. I would like to have the attitude, too.
- Songs & gestures are essential in language classroom and also in communication. I teach English at elementary school so I use lots of songs & gestures but today I'm convinced again they are very important and useful.
- I learned that teachers need to stay healthy. It's really great to learn the eight ways to help reduce stress. I'll have a good sleep tonight.
- My students are second year junior high kids. They are so rebellious and I'm having hard time sometimes. Then I tend to forget the things I learned from Tim. Today I remember these things. I'm going to try to use them again.
- I've learned that English teaching is not just the subject per se. Educators should also help the students to be responsible learners. Putting our trust to them can add value to increasing their motivation. Teaching them to learn from their peers should be highly given importance.
- I realized that working together, learning together and helping each other will not only promote students motivation but also improve their communicative ability and sociality. I will get my students to teach outside the class. I also want to introduce some of the songs we learned today.
- Apart of learning teaching approach, I've learned some positive way to lead my life as well as to take into consideration the situation or hard time that particular person or other party is facing. Life is about how we plan of, how well we balance or see if the way it is.



3. Questions and Answers

Q (1): What is the difference between performance and practice?

A: Great question and very necessary! Let me first say that practice is not bad necessarily, and performance good, but the conditions and strategies that are brought out from doing them in different ways can be

useful or not. First of all, if students just practice and never carry on actual conversations, or write actual letters, or listen to actual messages that have meaning for them, their motivation usually goes down. Often, students in my classes “perform” on a test and then when I ask them to comment at the end they tell me they need to practice more. Usually in their minds, practice means reading a grammar book and taking practice tests. On my campus they can actually perform if they go to our SALC (self access learning center) and they can perform at any time if they address their classmates in or out of class in English. Getting hooked on performing (using the language for real everyday meaningful purposes) is a rush. The Beatles did not practice while they were in Hamburg, they were too busy performing for live audiences and improvising and interacting with them. Nike says “Just do it!” So the question for teachers becomes how can we help students have more moments of performing with English in our activities and teaching? In a way, teachers are performing every day and thus we learn a lot. Thus, my proposal is that we get students to teach each other and people out of class.



Q (2): How would you apply practice vs performance to an English learning high school classroom?

A: I would give them things that are really useful to learn, like the “8 ways to reduce stress” and get them to teach each other first, memorizing it with an acronym, and then assign them the task of teaching someone out of class. You could do the same with a good short story, advice about exercising, or sleeping well, or eating well. This is what we call “Value added English.” Sometimes there are valuable things like this in our textbooks even. But getting them to perform it further away from the classroom can be very engaging. Our students have grandparents who can benefit from this information.

Q (3): Your ideas are valid and backed by research. I would like to see more of that research and I would have liked time with my partner do brainstorm how we could apply these activities to our teaching contexts.

A: The actual data can be found here: <https://sites.google.com/site/folkmusictherapy/home>

The article that I was referring to will be out sometime in the fall in SSLT Journal and I hope to post it on my academia.edu site. And I will try to remember to send it to NUFS people. You can also get my ppt from the NUFS web site.

Q (4): How did you come up with these wonderful ideas?

A: Thank you! The ideas evolved over time and I must say that my students are my collaborators and they help me figure things out with their responses to the activities in their action logs. If you wish an article on action logs go to:



https://www.academia.edu/1902742/Why_dont_teachers_learn_what_learners_learn_Taking_the_guess_work_out_with_action_logging

Q (5): If there are some students who don't want to sing, what should I do? I think senior students tend to be too shy to sing.

A: True, some students are too immature to act like children and have fun; they are struggling with being taken seriously in life and singing could put their status in doubt. If it is just one line, they can say it instead of singing it. But often after they get used to it, and see everyone else singing, they join in after awhile. I never force them to sing and tell them that, "I was a terrible singer when I was younger and my brothers and sisters would laugh at me sometimes, but then they would help me and it became fun singing together." Many such students have told me that they started singing songs on their own (alone) that they heard us sing in class multiple times. The ofuro is a great practice place.

Q (6): I teach Japanese adults including businessmen, and they often have a difficulty in creating things or making up. How can I train them that it is okay to be creative?

A: This is related to #5 above too. Many people believe they are not creative. Start small and ask them in pairs to find five uses of a paper clip or another small objects. Ask them to give you a list of business terms in English that they want to learn to use, then you can construct a song around it, or they can? (for example: making this up just now, tune of Row Row Row your Boat) "Produce Promote and Give Support, it's Our Job to Serve! Our company was made for you; please tell us what to do." Get students to write more verses.

Q (7): I would like to know more how to encourage students use correct grammar.

A: Me too, including native speakers! Research shows that corrections don't work very well, but that reformulations do. With re-occurring frequent mistakes, I like to give a passage (two or three sentences) with 6 or more mistakes in it and ask students to find the mistakes. That turns them into error searchers and then they can proof read their writing and answers themselves with more confidence.

Thanks to all for your questions!



<Part 2>

Date: June 14, 2014, 14:30-17:00

Venue: NSC College

Advisors: Kazuyoshi Sato, Nancy Mutoh (NUFS), Robert Croker (Nanzan University)

Abstract: Monthly report on action research

The number of participants: 28



Workshop in July (Scheduled)

Date: July 12, 2014, 10:30-14:30 (Part 1), 14:30-17:00 (Part 2)

Venue: NSC College, Building Minami, Room A31

Presenter: Nancy Mutoh (NUFS)

Title: “How to Make an Assessment Plan that Motivates Students and Improves Learning”

Please send an email to Chihaya (chiha143@nufs.ac.jp) to attend this workshop.