

NUFS Workshop 2014

*Newsletter No. 6***Workshop in October****<Part 1 >****Date:** October 11, 2014, 10:30-14:00**Venue:** NSC College, Building Minami, Room A-31**Presenter:** Eric Kane (EFL Learning)**Title:** “Adapting and Applying Young Learner Activities and Concepts in Your Classroom”

Abstract: Teaching is teaching. Whether we are in the classroom with young learners, junior or senior high students or adults, we teachers have the same goal: to connect with our students and help them learn. In this 2-part presentation we will look at what great teachers do in ANY classroom and learn how young learner-based activities and exercises can help all teachers bring a little more joy and fun to your students!

The number of participants: 29**1. Interesting activities you might want to use in your class. Why?**

- I never thought about actually creating my own chants, but I now realize that it's not so difficult to do so. By creating our own audio files, we have more freedom to tailor our materials to our students.
- Telephone game is one of the most interesting activities today. It enables students to use four skills and they can enjoy learning.
- Changing the set of the desks is great. I use four sets desks when I do activities, but never tried to make desks in three rows. It was interesting to see that if students have a desk between them, they try to speak louder. I want to try it at my class.
- I want to use chants and songs more to motivate my students. I have used rhythm box machine to practice new words. I want to do whole class activities like we did today, because students get to know each other sooner.
- After class notes – I usually write down what I did in the lesson. It's a good idea to have two boxes and take notes about more information especially of students.
- Repeat the important or key sentence in a different way – I have never thought of this technique. If I use this technique, I can make students more excited.
- Thinking outside ‘the box’ is really important. We shouldn't stick to the styles we've known for years.



2. What you learned from today's workshop.

- This workshop became a real good refreshment for me. I enjoyed Eric's workshop from student's view point. I can use rhythm box again with my second year students who recently are being lazy and naughty.
- Changing the desk formatting is very useful to have the students speak and listen to each other.
- I'm more excited to go to school again next week. I'm very inspired to be better and strive harder to make myself the GREAT TEACHER that I want to be. Another thing is that music is very useful in the classroom.
- Not only what we teach but also how we teach is very important for students to learn. The quality of voice or pace makes a difference. This seminar made me realize the difference between studying and learning, which is very enlightening.
- I think '10 things that great teachers do' will definitely work to improve my teaching. That gave me a lot of important ideas.
- I realize that I need to continuously reflect about my class, build trust among my students and learn more about them. It will be tough because I have more than 90 students, but I'll start with one thing: to know their names. Then I'll try the rest as time goes by.
- I learned that it is very important for teachers to introduce activities step by step. Students can follow the instruction without much stress.



3. Questions and Answers

Q (1): I want to know more about 'After Class Notes'. I didn't notice it and I think it's effective for our teaching. Eric put good student, most difficult vocabulary, most challenging thing etc. If it's possible, let us know how it works more.

A: I believe that taking notes after teaching your class is just as important as planning. It is what allows you to improve your lessons and also allows you to tie your lessons together. I commonly take notes on:

Any personal information I learned from a student

Any new words or expressions that came up during class that I had not planned on teaching.

Any activity that was too challenging. I can think of ways to break down the activity into smaller chunks the next time.

Anything (vocabulary, pronunciation, grammar, etc.) that my students found difficult. I try to work that back into the following lessons in the form of review.

Anything personal that I learned about a student that I didn't know before. I can use this as an example in the future.

The goal is to try and tie your lessons together and improve them as much as possible. Students will notice that and it builds trust. They KNOW that you're trying.

Q (2): Do you know any other methods using chants or songs to learn the important phrases by heart in a classroom?

A: You really only need a metronome or a beat (clapping hands, tapping on desks?). You can fit almost any vocabulary, phrase or pattern into a rhythm. If you can't do it quickly, you may want to think about it as you are planning a lesson. Watch some YouTube videos to get a better idea of how to do it.

Another fun thing to do is to split the class into two groups to see which can chant more loudly. It creates a fun competition and takes their mind off the fact that they are speaking in English.

Q (3): I'm poor at singing. Is it possible to teach with singing effectively?

A: Absolutely. It's called sing-speaking. As long as you are chanting on the beat it will work. There is no need to sing. Many students are uncomfortable as well!



Q (4) Do you have any good ideas for good classroom format for presentation?

A: Do you mean for students to present to the rest of the class? Or for a teacher to make an effect presentation?

My best advice for having students present is to start small and build from there. For example, you could work with a model where, over the course of a year, the students create a speech about themselves, their family, what they like to do, etc. Start with the student standing and saying their name. Finished. Then the next time, they add one thing (age? where they live? etc.). Over the course of the year, it gradually gets longer and longer until finally they are standing and giving a 1~2 minutes speech about themselves. Here's a quick example:

Hello. My name is Eric.
I'm 43 years old.
I live in Omihachiman. Omihachiman is in Shiga, Japan.
I have 3 people in my family. My wife's name is Yumi. My daughter's name is Selina.
In my free time I like to make videos. I also like to play frisbee.
My favorite food is pizza but I don't like natto. It's terrible.
....

You can add anything you like. You can also teach the questions to the students so that it becomes a dialogue:

- What's your name?
- How old are you?
- Where do you live? Where is Omihachiman?
- How many people are in your family?
- What do you like to do? / What are your hobbies?
- What's your favorite food? What food don't you like?
-



This type of activity can be done very quickly in the classroom and at the end of the year you end up with the students being able to talk about themselves and ask questions of others. :-)

<Part 2>

Date: October 11, 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: 19



Workshop in November (Scheduled)

Date: November 8, 2014, 10:30-14:30 (Part 1), 14:30-17:00 (Part 2)

Venue: NSC College, Building Minami, Room A31

Presenter: Mathew White, Sophie Muller (NUFS)

Title: “Creating your Own Extensive Reading Success Stories”

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