

English for Education

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English for Education



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Class 1

Introduction to the course & the Importance of Reflective Practice

Lesson Aims:

1. We will use English greetings to get to know the instructor and classmates.
2. We will discuss the course and homework.

Theme:	Introduction to the course & the Importance of Reflective Practice
Keywords:	reflect, reflection, review,
Content:	This lesson focuses on introducing the course, getting to know the students and their learning preferences.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Meet your teacher!

The instructor will give a short introduction. Please listen and ask questions.



Activity 2: Information Card Exchange

- You will get a card with some questions. Read and answer the questions.
DO NOT WRITE YOUR NAME!
- When you are finished give your card to the instructor. You will receive a different card.
- Find the classmate by asking questions. When you find her, write her name on her card.
- Introduce your classmate to the rest of the class.

Where are you from?

_____.

What kind of music do you like?

_____.

What are your interests?

_____.

What sports do you like?

_____.

Who is this? _____

Here are some useful phrases to help you.

Where is your
home town?

I am from _____ in
_____ prefecture.

What are your
interests?

I like _____.
I can _____.
I do _____.

What food or
drinks do you like?

I like _____.



Activity 3: Course Outline

- Read the English for Education course outline.
- Listen to the instructor and ask questions.



Activity 4: Student Profile

Write your answers to the questions. Your answers will help the instructor customize this course for your learning needs.



Activity 5: Find Someone Who... Game

- Look at the paper. Do you know the words and phrases?
- Ask your classmates some questions.
 - If she says YES, write her name in the box.

How many names can you write in the boxes?



Excuse me. Hello!

Do you HAVE...
Do you LIKE...
Can you...
Can you PLAY...

Yes I [do/can]!
My name is _____.



What's your name?
How do you spell it?

Sorry! No I [don't/can't].
See you.



Activity 6: Pronunciation Practice

Friendly frogs fry flies and lice.



Activity 7: What do you remember?

- Make a pair.
- Tell your partner five things you remember from today's class. Write your memos in the box below.



Vocabulary Homework:

model (v), method (n), imitate (v), physical (adj), indirect (adj)

Reflection

Why are you interested in *English for Education*?

- What do you want to learn about in this course?
- What are your goals for this course?

When did you begin to learn English?

- How old were you when you began learning English? What grade in school?
- Do you wish you began learning English when you were younger? Why/Why not?
- What age do you want your children to begin learning English? Why?



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Class 2 Language Teaching History

Lesson Aims:

1. We will discuss the 5 main ways to teach English and their positives / negatives.
2. We will discuss which methods are still being used in today's English classrooms.

Theme: Language Teaching History: 5 Main Methods of EFL Teaching

Keywords: English as a Foreign Language (EFL), English as a Second Language (ESL) Grammar- Translation method, Direct method, Audio-Lingual Method, Total Physical Response (TPR), Communicative Language Teaching (CLT), method, imitate, physical, indirect.

Content: This lesson focuses on the many ways to teach English and the positives / negatives of each approach.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Red leather, yellow leather



Activity 2: Warmer—Meet and Greet

- Choose a picture. Pretend you are that person. Think about:

What is your name?

Where do you live?

What are your interests?

What do you like?

- Write your answers on the post-it note.
- Walk around the room meeting other people. Ask/ answer 3+ questions.

Here are some useful phrases to help you.

Where is your home town?

I am from _____ in
_____ prefecture.

What are your interests?

I like _____.
I can _____.
I do _____.

What food or drinks do you like?

I like _____.



Activity 3: Lecture & Videos

Look at the handouts & watch the videos.

How to Teach EFL?

There are MANY ways to teach English as a foreign language. Some of the most popular methods are:

- Grammar Translation
- Direct Method
- Audio-Lingual Method
- Total Physical Response
- Communicative Language Teaching (CLT)

Grammar Translation Method

One of the oldest ways to teach/ learn a language.

- Focuses on grammar, vocabulary, and translation.
- 2 skills: Reading and Writing.
- Memorize and recite texts.
- Most language is in the native-language (L1).
- All information comes from the teacher or textbook.

Direct Method

Learning a SECOND language should be like learning a FIRST language (as children).

- Uses lots of English in the classroom.
- Teaches practical (everyday) vocabulary.
- Lots of listening/ speaking (question/ answer).
- Grammar is never taught. Students learn indirectly.
- Lots of modeling by the teacher. Lots of practice.
- Correct pronunciation is important.

Audio-Lingual Method

Audio = listening/ to hear "Listening Language" method

- Students imitate, memorize and practice phrases.
- Repetitive drills (I say, you say)
- No grammar instruction. Indirectly learned.
- Uses Tapes, Language Lab, Visual aids.
- Pronunciation is very important.

Total Physical Response (TPR)

Learn by DOING!

- Uses easy English that can be physically imitated by students.
- Lots of listening and physical response. Gestures.
- Good for beginners. Not very good for intermediate/ advanced English students.

Communicative Language Teaching (CLT)

To USE practical English. Communication

- 4 skills: Reading, Writing, Speaking, Listening.
- Uses practical, authentic language.
- Pronunciation, fluency and accuracy is important.
- Most language is in English (L2).
- Students are active. Mostly pair/ group work.
- Students learn about their own ways of learning (autonomous learners). Teacher is a "coach."



Activity 4: Discussion

- Which EFL methods do you think are popular in today's classrooms?
- Which EFL methods did your teachers use? (JHS, SHS, GCD, BECC)
- Which methods do you like? Dislike? Why/ why not?




Activity 5: Read about a Language Learning Method

- Make a pair. Choose a "Language Learning Experience" paper (A or B).
- Read the paragraph. Which language learning method is it?
- Underline the words/ phrases that helped you decide the language learning method. Write the information in the boxes below.
- Take a picture of your card and save it in your notability file.

EXAMPLE	Language Learning Method	Keywords/ Phrases
EXAMPLE		<ul style="list-style-type: none">• Voice recorder, microphone.• Record the phrase.• Build it up into a dialogue.• Transcript of dialogue to study.• Didn't study Arabic script (all roman alphabet)

MY PAPER (A / B)	Language Learning Method	Keywords/ Phrases

Partner's (A / B)	Language Learning Method	Keywords/ Phrases



Vocabulary Homework:

center (v), role (n), cooperate (v), expectation (n)

Reflection

Choose a language teaching method. Watch the video.

- What are some positives and negatives of this method?
- Which age / grade is best for this method? Why?
- Will you use this method when you are an English teacher? Why / Why not?

Grammar-Translation Method

- Purpose: To be educated. To exercise the mind. To read in the target language.
- Focus: On grammar, vocabulary, language rules. Translation.
- 2 skills: Reading and Writing.
- Lots of memorization and recitation using texts.
- Instruction carried out mainly in students' native language.
- Little active use of the target language.
- All information comes from the teacher or textbook.
- Little attention given to context, meaning or practicality.

- ☹ Requires few specialized skills on the part of the instructor.
- ☹ Progress is easy to measure and assess.
- ☹ Practical for areas where there is a low presence of native speakers of the target language.

- ☹ The most established/ recognized method for language instruction.

- ☹ Lessons are tedious and often boring to students.
- ☹ Little attention is paid to the context of texts. Vocabulary is presented as isolated words to be memorized.
- ☹ Little or no attention is paid to pronunciation.

Communicative Language Teaching Method

- Purpose: To be able to **use** the target language effectively.
- Focus: All aspects of communicative competence in “real-life” situations. Build fluency in the target language.
- 4 skills: Reading, Writing, Listening and Speaking.
- Communication practice with some grammar instruction.
- Instruction carried out mainly in the target language.
- Emphasis on pair/ group work and active student collaborations.
- Students= autonomous. Teacher = facilitator/ guide who gives corrective feedback to students.
- Emphasis on real-world contexts and practicality. Authentic language is used within practical settings. Spontaneous exchanges.

- ☹ Students have more responsibility for their learning.
- ☹ Students enjoy lessons.
- ☹ Fluency and pronunciation improves.

- ☹ Easier to incorporate technology (TV/video, audio, computers, etc).

- ☹ Lessons can be demanding for teachers to plan/ prepare materials.
- ☹ Can be difficult for teachers who are non-native speakers of the target language.
- ☹ Teacher must carefully plan lesson sequences and monitor student progress.



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Class 3 Role of the Teacher in an EFL Class

Lesson Aims:

1. We will review the many ways to teach English and which methods are popular today.
2. We will discuss the teacher's role in the communicative language teaching classroom.
3. We will discuss classroom environment and how to arrange seats in an EFL classroom.

Theme: Role of the Teacher in an EFL Classroom

Keywords: English as a Foreign Language (EFL), English as a Second Language (ESL)
Grammar- Translation method, Communicative Language Teaching (CLT), expectations, center, role, cooperate.

Content: This lesson focuses on the roles of a teacher across different cultures and in a communicative language teaching classroom.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Very violent black bears break blackberry vines.



Activity 2: Warmer—Chopsticks Spelling Race

- 2 teams make a line next to a back desk. Give the chopsticks to the first student in line (A).
- The instructor will say a vocabulary word the and teams must spell it. Student A must pick up the first letter card using the chopsticks, run to the empty desk and put the card down, then run back. Student A gives the chopsticks to the next student (B). Continue until the word is complete. The first team to spell the word correctly gets 1 point.



Activity 3: Discussion & Review

Discuss and write the information with your group members in the chart.

- The 5 Language Methods for teaching English
 - ☺ 1 positive point
 - ☹ 1 negative point
- Will you plan to use this method when you are a language teacher?



Activity 4: Lecture & Videos

Look at the handouts & watch the videos.

Teacher's Role: Teacher -- centered vs. Student – centered

Watch the videos. Which video has ...

- the teacher doing most of the talking.
- the students doing most of the talking.
- the teacher doing most of the “work.”
- the students doing most of the “work.”

3 Teacher Roles

*Your role depends on your students, your teaching style and the lesson's goals.
Use them all!*

- Lecturer / instructor: gives the information directly to the students.
- Facilitator: Creates chances for students to learn, experiment, create for themselves.
Gives feedback.
- Coach: Gives students drills to practice and gives students feedback on how to improve.

Teacher as a facilitator / coach

- Language learning should take place inside and outside of class.
- Language learning should be practiced!
- The student is responsible for her own success.
- Teachers can...
 - plan many activities that use pairs and small groups. Collaborative learning.
 - give students choices. This help students feel better about learning English and can help increase their motivation.
 - help students understand their own learning needs.

Traditional Teacher Roles	Western Culture Teacher Roles
Teachers must have all the answers and never admit he/ she made a mistake.	Teachers can say, "I don't know" or make a mistake and students will still respect them.
Teachers must not show emotions. Students must not show emotions.	Teachers and students can show emotions.
Teachers think a student's disagreement is a personal attack.	Teachers allow students to disagree with them about a topic in class.
Teachers reward students for accuracy.	Teachers reward students for creative thinking and problem-solving.
Students admire teachers who have all the answers. <i>The teacher is brilliant!</i>	Students admire friendliness in teachers. <i>The teacher is nice and fun!</i>
Students speak in class only when the teacher calls their name.	Students speak their thoughts in class, but only when the teacher is not talking.
Students expect teachers to show them "the correct way."	Teachers expect students to find their own way.



Vocabulary Homework:

visual (adj), auditory (adj), kinesthetic (adj), visuals (n), modify (v)

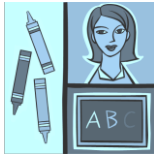
Reflection

Role of the teacher

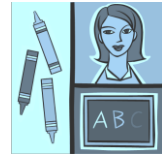
- Do you agree with the idea that a teacher should be a “coach” or “director”?
- Are there other roles a teacher should be? Why?

Look at the Traditional / Western Culture Teacher Roles Chart

- Which ideas do you agree with? Why?
- Which ideas do you disagree with? Why?
- When you were a student, which ideas did your English teacher(s) follow?
Did you like this style of teaching? Why / why not?



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Class 4 Individual Differences and Learning Styles

Lesson Aims:

1. We will discuss the many ways we learn.
2. We will discuss how to modify lessons for different learning preferences.

Theme:	Individual Differences and Learning Styles
Keywords:	Learning styles, Multiple Intelligences, visual, auditory, kinesthetic, visuals, modify
Content:	This lesson focuses on the many ways we learn and how to accommodate different learning styles.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Would she walk through the woods to work?



Activity 2: Warmer—Paper Airplanes

You have 3 pieces of paper on your desk:

- PINK: Read the directions and fold the airplane.
- GREEN: Listen to the instructor and fold the airplane.
- BLUE: Watch the instructor and fold the airplane together.



Activity 3: Discuss

- Which method was the easiest / most difficult for you? Why?

PINK—GREEN—BLUE



Activity 4: Lecture & Videos

Look at the handouts & watch the videos.

Learning Styles

➤ We learn in different ways

Visual learners: *Learn by seeing*

- Look at information
- Write down memos
- Visualize

→ Use visuals: wall displays, posters, flashcards, colors, charts, pictures...



Auditory learners: *Learn by hearing*

- Hear information
- Repeat things aloud, use rhythm / sound to remember
- Talk about problems and solutions

→ Use audio, stories, songs, songs/chants, drills, pair/group work, debates...



Kinesthetic learners: *Learn by doing*

- Like to be physically active
- Use movements to remember
- “Hands on” learners

→ Use physical activities, competitions, games, role plays...



➤ Cross-over / Mixture of learners within class / Mixture of styles within learners

→ Lessons should be **multi-sensory** and **filled with variety**.

MULTIPLE INTELLIGENCES

According to Howard Garner, of Harvard University, there are many different ways people are intelligent. These intelligences are:



Verbal: Good at speaking, writing, listening, and reading.



Logical: Good at logic/math problems, and finding patterns.



Musical: Good at music and rhythm.



Bodily/Kinesthetic: Good at hands-on activities, building, sports.



Visual: Good at maps, puzzles, charts, pictures.



Naturalistic: Good with science and nature/ the outdoors.



Interpersonal: Good at working in groups. People-oriented/ outgoing.



Intrapersonal: Good at knowing their own ideas/ feelings.

Others: Spiritual / Existential & Moral



Activity 5: Multiple Intelligences Matching

- Make a pair or small group.
- Match the Multiple Intelligence cards. Write memos below or take a photo.

How to Modify Lessons for Different Learning Preferences

We know that students learn in many ways. How can a teacher plan for all those different learning styles and intelligences into one lesson? Keep the class moving, with many activities that explore the same topic in different ways. Try to use the four main language skills in your lessons: **Reading**, **Writing**, **Listening** and **Speaking**. Here are some activities you can combine many skills and learning preferences into one activity.

SKILL	Activity	Learning Style / MI
Reading / Listening	Write a sentence using the target grammar/ vocabulary on a piece of paper. Cut the paper so that there is one word on each piece. Students work in pairs/ groups to make the correct sentence. If you use music lyrics, students can check their answers by listening to the song (and singing).	Visual, Auditory, Bodily- Kinesthetic, Linguistic Logical-mathematical Musical

Listening/ Writing	Play some of your favorite English music for the students, see if they can write down the words or ask them how the music makes them feel.	Musical Intrapersonal Linguistic
Writing	Students write letters to famous people or a favorite teacher. For a Christmas theme, students can write a letter to Santa. For older students, they can write an SNS message to post on a celebrity's SNS website. Students can work individually or in pairs/ groups.	Interpersonal Intrapersonal Linguistic
Reading/ Speaking	Students roleplay a target sentence rather than read aloud. Do this as a whole class, individually, or in groups for shy students.	Linguistic, Interpersonal, Bodily-Kinesthetic
Reading/ Writing/ Listening	Create sentences with spelling errors, gaps or poor punctuation. Write them or say them. Students correct the errors.	Linguistic Interpersonal Logical-mathematical Auditory
Speaking/ Listening	Hide some items in the classroom and make a "treasure map". Students make pairs and blindfold student A. Student B looks at the map and gives student A directions to find the items.	Linguistic Spatial Interpersonal Visual, Auditory, Bodily kinesthetic



Vocabulary Homework:

motivation (n), internal (adj), external (adj)





Reflection

Look at the Learning Styles / Multiple Intelligence handouts and surveys.

- Which learning styles do you prefer (visual, auditory, kinesthetic)?
- What are your strongest intelligences?
- Do you agree with the survey results? Why/ why not?
- Why is it important to know about the different ways we learn?

Multiple Intelligences Classroom Ideas

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Naturalistic
<ul style="list-style-type: none"> choral speaking storytelling retelling speaking debating presenting reading aloud book making nonfiction reading researching listening process writing writing journals 	<ul style="list-style-type: none"> problem solving measuring coding sequencing critical thinking predicting playing logic games collecting data experimenting solving puzzles classifying using manipulatives using money using geometry 	<ul style="list-style-type: none"> graphing photographing comics collage mapping stories making 3D projects painting illustrating using charts using organizers visualizing sketching patterning visual puzzles 	<ul style="list-style-type: none"> reading outside cloud watching identifying insects building habitats identifying plants using a microscope dissecting nature walk /field trip build a garden studying the stars bird watching collecting rocks making bird feeders going to the zoo
Musical	Interpersonal	Intrapersonal	Bodily-Kinesthetic
<ul style="list-style-type: none"> humming chanting background music musical instruments clapping rhythms rhyming singing/raping 	<ul style="list-style-type: none"> clubs /parties peer teaching/ editing cooperative learning sharing / discussing brainstorming cross age tutoring study group 	<ul style="list-style-type: none"> personal response individual study Setting goals individual projects journal log keeping choice in projects independent reading 	<ul style="list-style-type: none"> hands on experiments creative movement physical activities crafts cooperative groups dancing changing seats

	Linguistic	<ul style="list-style-type: none"> Use storytelling to explain... Conduct a debate on... Write a poem, myth, legend, short play, or news article about... Create a talk show radio program about... Conduct an interview on...
	Logical-Mathematical	<ul style="list-style-type: none"> Translate into a mathematical formula... Design and conduct an experiment on... Make up syllogisms to demonstrate... Make up analogies to explain... Describe the patterns or symmetry in...
	Bodily-Kinesthetic	<ul style="list-style-type: none"> Create a movement or sequence of movements to explain... Make task or puzzle cards for... Build/ construct a... Plan and attend a field trip that will... Bring hands-on materials to demonstrate...
	Visual-Spatial	<ul style="list-style-type: none"> Chart, map, cluster, or graph... Create a slide show, videotape, or photo album of... Create a piece of art that demonstrates... Invent a board or card game to demonstrate... Illustrate, draw, paint, sketch, or sculpt...
	Musical	<ul style="list-style-type: none"> Give a presentation with musical accompaniment on... Rap/sing a song that explains... Show the rhythmical patterns in... Explain how the music of a song is similar to... Make an instrument and use it to demonstrate...
	Interpersonal	<ul style="list-style-type: none"> Conduct a meeting to address... Use social skills to learn about... Participate in a service project to... Teach someone about... Practice giving and receiving feedback on...
	Intrapersonal	<ul style="list-style-type: none"> Describe qualities you possess that will help you complete... Set and pursue a goal to... Describe one of your personal values about... Write a journal entry on... Assess your own work in...
	Naturalist	<ul style="list-style-type: none"> Create an observation notebook of... Describe changes in the local or global environment... Care for pets, wildlife, gardens, or parks... Use binoculars, telescopes, microscopes, or magnifiers to... Draw or photograph natural objects...



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Class 5

Student Motivation & Active Learning in an EFL Classroom

Lesson Aims:

1. We will review the different ways we learn.
2. We will discuss how to make our lessons active for students.
3. We will talk about how to modify our lessons for the many learning styles of our students.

Theme: Student Motivation & Active Learning in an EFL Classroom

Keywords: Extrinsic motivation, intrinsic motivation, motivation, internal, external

Content: This lesson focuses on active learning, student motivation and how to increase it when teaching English.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

We see three ships at sea. / Sheep C is a she.



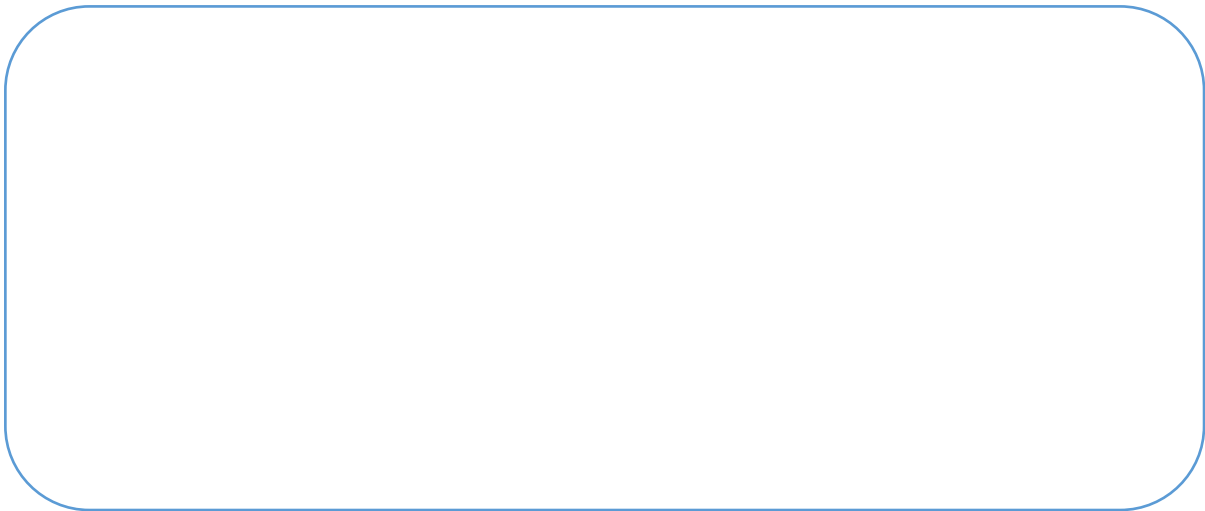
Activity 2: Warmer—Picture Description

- Make a pair. Who is student A and student B? You will get a photo.
 - Student A: Choose 1 person to describe. Keep it a secret!
 - Student B: Ask you partner questions and guess the person.
- When you finish, change A/ B and play again.



Activity 3: Discuss & Review

- Share your impressions about learning styles / MI with your group.
- Write any memos in the box below.



Activity 4: Lecture & Videos

Look at the handouts & watch the videos.

Active Learning

Tips:

- Keep class moving. Student must be active. Teacher talk time ~20 minutes MAX.
- 4 skills: reading, writing, listening, speaking.
- Some activities will work well with some classes and not well with other classes.
- Students will learn at different speeds.

Active = move!

- Use 4 skills (R) (W) (L) (S)
- Students can...
 - Make their own sentences
 - Give examples
 - Predict what might happen next
 - Say the opposite (synonym / antonym)

Student-Centered Learning!

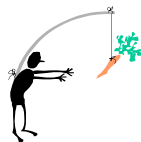
Flipped Classrooms!

Problem-Based / Task-Based Learning!

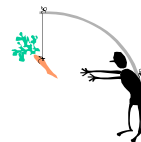
These are popular words for a way of teaching that requires students to be active during class. Instead of teacher-centered lectures, students use class time working together and practicing the content and skills. Students use the content in real-life situations and demonstrate their knowledge in many ways, not just tests. Here are some ways to increase active learning in your lessons.

- **Brainstorm Background Knowledge:** What do your students already know about a topic?
- **Ask questions:** Both the teacher and students can use questions to review past content or check student understanding.
- **Cooperate / Collaborate:** Plan activities which allow students to work in pairs or groups during class.
- **Daily Life:** Connect the content to students' real lives. Students can find examples or use their language skills in the real world outside of your class.
- **Give feedback:** Tell your students something they did well and something they can improve next time.
- **Rewards:** Use stickers, smiles or positive words to praise students when they do well.

NOTE: Each class and group of students is different! One activity may work well for one class and not well in another.



Student Motivation



❖ **Help students understand their own learning.**

- Teachers should help students know and find ways of studying that matches their learning preferences.
- Help students set goals and keep track of their progress.
 - = Encourage students to try new ways of learning.

- ❖ **Motivation** = what we get from doing something.
 - How do we get students excited about learning English?
 - In Japan: difficult because English is EFL.
 - = Students do not need English in their daily lives or to get a job.
 - = Teachers must find ways for students to enjoy learning English.

❖ **Motivation—Intrinsic / Extrinsic**

Intrinsic = reward comes from the student.

- Internal: I like it. I want to.
- It is interesting, challenging and rewarding. The student enjoys learning.

Extrinsic = reward is outside of the student.

- External: I have to. I need to.
- Students must pass a test, get a job, or a prize. Can also to be avoid a penalty (like failing a class).

Student motivation comes from BOTH intrinsic and extrinsic factors.

❖ **Motivation** = our feelings + our interests

Feelings: Build confidence

- Effort vs. ability
- Use pair/ group work
- Allow students to feel successful


Interest:

- Use students' interests and experiences.
- Variety—try for a mix of activities that use different skills/ learning styles.
- Student-centered and lots of student collaboration.

Activities which can Increase Student Motivation

- **Matching:** Students match cards with pictures, English and Japanese words, etc. Good for teaching / reviewing vocabulary. (*Multiple Intelligence matching*)
- **Group decision-making:** This can practice discussion skills and interpersonal skills. The teacher gives students some problems. Groups must discuss what they should do together and make a decision. (*Lost in the Jungle*)

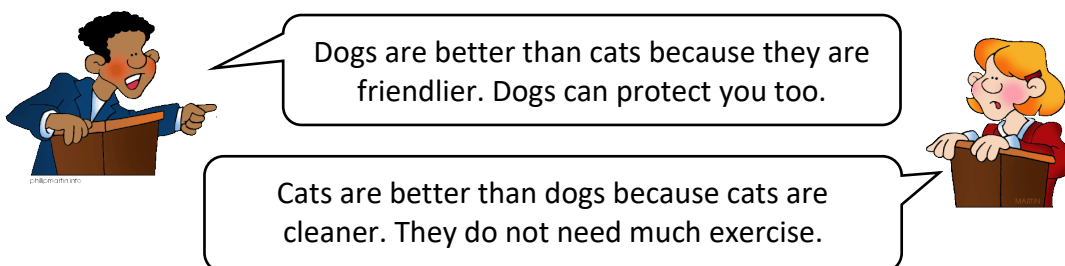
- **Guessing / Making Predictions:** Students work together in a small group and discuss what they think will happen in a video or text. Good for practicing discussion skills.
- **Information gap:** In pairs, Student A has half the information and Student B has the other half. Students must work together to ask for/give the missing information.

Student A	Student B
Shopping List <input type="checkbox"/> potatoes <input type="checkbox"/> mangos <input type="checkbox"/> yellow squash <input type="checkbox"/> grapes <input type="checkbox"/> red bell peppers <input type="checkbox"/> apples <input type="checkbox"/> blueberries <input type="checkbox"/> pineapples	

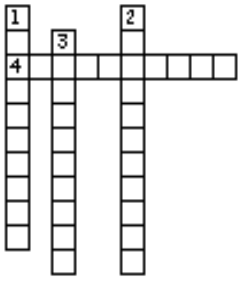
- **Dictation:** Teacher reads a short text 1-2 times at normal speed. Teacher reads again slower, in chunks and pauses. Students write exactly what they hear. Teacher reads whole text 1 time at normal speed—students check their writing.
- **Find the mistake:** Teacher writes a sentence or short paragraph with mistakes (spelling, grammar, punctuation). Students correct the mistakes.


in saturday George go to a new indian restaurant
She thinks the carry was dericious!

- **Story telling / Story writing:** Students work by themselves or in pairs/ groups to make a story. For example “chain story” or “silly starters”
- **Debate:** Students make 2 teams and each team is given a statement or idea. Teams argue the main points and the teacher decides who wins.



- **Word Puzzles:** crossword, word search, etc. Good for teaching/ reviewing vocabulary.

<p style="text-align: center;">Crossword Puzzle:</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>Across</p> <p>4. making something. Being active</p> <p>Down</p> <p>1. the feelings we have after an experience. 2. to put together. To combine. 3. a trend or popular thing in a culture.</p> </div> </div>	<p style="text-align: center;">Word Search Puzzle:</p> <pre> N E R F P T T C W C N E I S T G P E J A K O R R J O O A M N T D I C S U G P B A R G I S B S B T J R X T S O S V E Y K L C M B I U E P J R V O U N C Z B R K K R S E D C J R A P U B T Q O W J P H R M Y Y N L O H C X O F I Q F E Q R I J Q N P P P R O D U C T I V E I G Y G S H T B W I N Q X </pre> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Incorporate Pop Culture </div> <div style="display: flex; justify-content: space-around;"> Impression Productive </div>
---	--



Vocabulary Homework:

pop culture (n), incorporate (v), impression (n), productive (adj), adolescent (n), disruptive (adj), experience (n), characteristic (n)

Reflection

Think about your experiences learning English (elem – JHS – SHS).

- How did you like studying English? Which activities/ skills did you like / dislike?
- How did your classmates feel about studying English?
- What did the teacher do to increase the students' motivation for studying English?



English for Education



Class 6 Methodologies for Teenagers (JHS / SHS)

Lesson Aims:

1. We will review student motivation and how to modify our lessons for active learning
2. We will discuss how to incorporate pop culture into our English lessons.
3. We will discuss some characteristics of children, adolescent and adult learners.

Theme:	Methodologies for Teenagers (Junior and Senior High School)
Keywords:	Pop culture, incorporate, impression, productive, adolescent, disruptive, experience, characteristic
Content:	This lesson focuses on strategies for teaching teenagers and ways to modify a textbook to increase student motivation.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Did your boyfriend visit Vancouver in November?



Activity 2: Warmer—Celebrity Guess Who

- Make a group of 3-4 people. Put the cards in the middle.
- Student 1 takes a card. KEEP IT A SECRET!
- Ask questions and guess the celebrity on Student 1's the card.



Activity 3: Learner Characteristics Brainstorm

- Look at the characteristics of students below.
- Match the characteristics with the student age (**children**, **adolescent**, **adult**).

Can do an activity for a long time.	Good lessons: Puzzles, drawing, songs, movement, making things, imagination..	Needs a safe learning environment (no bullying).
Can only think on one topic for about 10-15 minutes.	Past teachers or experiences may hurt learning.	Good motivation. "I know why I want to learn English."
Will not learn well when stressed or anxious. Must have a good classroom atmosphere.	Can think of /talk about abstract things. (war, love...)	Curious about the world.
Students can do lots of independent work.	Like to use their imaginations (pretend-games).	The best way to learn another language is indirectly.
Needs the teacher's attention & approval.	Prepared for class. Will do homework and bring materials to class.	Like to talk about themselves and their own lives.
Friends' and other students' opinions very important.	Can be interested and creative if it's a good lesson.	Can be bored without being disruptive.
May worry they cannot learn well because they are too old.	Discipline problems. Students can be disruptive.	Students have many life experiences to use in lessons. (Don't need many games/songs).
Can talk about many different topics, but really like topics about themselves/ everyday life.	Identity is forming.	Like to learn in many way (verbal, auditory, visual, bodily-kinesthetic)...



Activity 4: Review & Brainstorm

- Review the materials from Class 5: Student Motivation & Active Learning.
- Write your ideas about increasing student motivation in the box below.

Ways to Increase Motivation



Activity 5: Lecture – Pop culture and Modifying Textbooks

- Incorporate pop culture into the English lesson
 - Learning “family” with *Sazae-san*
 - Learning “comparatives / superlatives” with *Pokemon*
- Modify the textbook to make it more interesting for students.

Visuals <i>pictures, maps, charts...</i>		
Topics <i>Are they interesting?</i> <i>Easy to understand?</i> <i>Not very interesting?</i>		
English Text <i>Is there a lot of English text?</i>		
Japanese Text <i>How much Japanese do you see in the textbook?</i>		
Extras <i>(songs, poems, stories...)</i>		
Other		



Activity 6: Modify a Textbook

- Choose one lesson from one of the textbooks.
- Write 3 things you can do to make it more interesting for your students.

Textbook Name:

Unit / Lesson:

Pages _____

1.

2.

3.



Vocabulary Homework:

spontaneous (adj), curious (adj), talkative (adj), scaffold (v), theme (n)

Reflection

Incorporating Pop Culture into lessons

- Which of today's activities did you like? Why?
- How can you add pop culture into your lessons?

Modify a Textbook

- If you were a JHS / SHS student, which textbook would you prefer? Why?



English for Education



Class 7 Methodologies for Young Learners (Elem.)

Lesson Aims:

1. We will review some characteristics of children, adolescent and adult learners.
2. We will discuss ways to modify lessons for children, adolescent, and adult learners

Theme:	Methodologies for Young Learners (Elementary School)
Keywords:	characteristic, modify, spontaneous, curious, talkative, scaffold, theme
Content:	This lesson focuses on strategies for teaching young learners and thematic lesson planning.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Please thank those two thick thieves.



Activity 2: Warmer—Categories

- Make a group of 3-4 people. You will get some category cards.
- Turn over the first card. How many words can you think of? Write the words in the box below. You have 1 minute!
- When you finish, each person says their words. 1 point for each word that **only you** wrote!

Category 1

Category 2

--	--



Activity 3: Video-- *Best Practices for Teaching English to Young Learners*

- With your group members, put the cards in the correct order.
- Write the information below or take a photo and paste it below.

1. Enjoyable & Interesting

2. Active & Hands-on

3. Supportive & Scaffolded

“Every student can learn, just not on the same day or in the same way”—George Evans

4. Meaningful & Purposeful

5. Connected to the Real World



Activity 4: Learner Characteristics Brainstorm

- Look at the characteristics of students in Class 6 Activity 3.
- Match the ways to **modify your lessons** for students in that age group.
(**children**, **adolescent**, **adult**)

Students should work individually, in pairs or small groups.	Students should use their lives / experiences in lessons.	Teachers should make a safe learning environment.
Teachers should make lessons with achievable goals. (Can-do's)	The classroom should be colorful and big enough for activities.	Lessons should use 4 skills and discussion.
Teachers should try to increase self-esteem.	There should be many activities—fast pace to keep students interested.	Students should get information in many ways. (book, computer, interview)
Teachers should help students learn about themselves. (learn who they are).		



Activity 5: Modifying Lessons Brainstorm

- Look at the characteristics of students in Class 6 Activity 3.
- Brainstorm ways to modify your lessons for students in that age group.
(**children**, **adolescent**, **adult**)

EXAMPLE: <i>Children like to use their imaginations.</i>	Characteristic 1:
I would... Have students do role plays like shopping or going to a restaurant.	I would...
Characteristic 2:	Characteristic 3:
I would...	I would...



Vocabulary Homework:

activity (n), content (n), sequence (v), routine (n), effective (adj)

Reflection

English in Japanese Elementary Schools

- What do you know about teaching English in elementary schools in Japan?
- When is a good age for children to begin learning English? Why?

Student Characteristics: Elementary vs SHS

Mari is a 1st year senior high school student.

Erika is a 4th grade elementary school student.

- How are Mari and Erika the same as students?
- How are Mari and Erika different?



English for Education



Class 8 Creating an Effective Lesson Plan

Lesson Aims:

1. We discuss how to sequence activities to plan an effective lesson plan for and EFL class.

Theme: Creating an Effective Lesson Plan

Keywords: collaborate, cooperate, theme, modify, effective, routine, task, activity, content, sequence

Content: This lesson focuses on how to sequence activities for creating an effective lesson plan.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Shiho sells shiso by the seashore.



Activity 2: Warmer—Battleships

- Make a pair. Get 1 BATTLESHIP paper.
- Draw THREE 1-square boats. Draw ONE 3-square battleship.
- Take turns saying two words (“lip” – “vote”).
 - If your partner gets a boat/ battleship say: “HIT.”
 - If your partner misses say: “MISS.”

WINNER: the first person to sink the battle ship (all 3 squares).

Activity 3: Video-- *Steps of a Lesson*



- With your group members, put the cards in the correct order (1st, 2nd, 3rd ...)
- Match the cards with the correct definition.
- Take a photo and paste in below.

— Lesson objectives (goals/ aims):

1. Warm- up	
2.	
3.	
4.	
5.	
6.	



Activity 4: Lecture & Videos

Look at the handouts & watch the videos.

Cooperate = work together (in pairs or groups) to achieve a common goal.

- Learner- Centered
- **Same levels of students**
- “As students work together in pairs or small groups they share information and help each other.” (Brown 2007).

Collaborate = Students work together but the **learning levels are different**.

For example: a higher-level student helps a lower level student.

- Same cooperative learning benefits and it helps build community among different ages/ levels.



“In cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between the learners. In collaborative learning the learner engages ‘with more capable others (teachers, advanced peers, etc) who provide assistance and guidance.’” (Brown 2007)

- “Wash-back”: Everyone benefits—higher leveled students and lower leveled students.
 - Lower level students can get information from a teacher or more knowledgeable peer. They can ask questions, get answers in a small group/ pair.
 - Higher- level students can better understand the information because they must think about it and explain it in simple ways for low level students.

Think – Pair - Share	Jigsaw



Activity 5: Video -- *Starting & Ending a Class*

Watch the video and write the important information below.


Routines	<p>When?: The _____ and _____ of each class.</p> <ul style="list-style-type: none">– Learn– Develop– Build <p><i>Helps students to know what to expect in every class = increases confidence.</i></p>
Greeting	
Day/ Date	
Review	
Ending	



Activity 6: Classroom Environment

Discuss with your group members. In the box below draw the seats. Write the language learning methods that would best fit each classroom. Next, write some positives and negatives of each seating type.

- Which do you use in your BECC classes?
- Which do you use in your other Bunkyo classes?
- Which did you use when you were a senior/ junior high school student?

Seats	Language Learning Methods	Positives 😊	Negatives 😞
A Groups / Pairs			
B Nothing 			
C Rows			
D Circle/ semi-circle			



Vocabulary Homework:

input (n), context (n), authentic (adj),

Reflection

Collaborative Learning

- What are some positive points about pair/ group work? What are some negatives?
- When you were a senior/ junior high school student how often did you collaborate with your classmates?
- How can you modify your lessons so students can cooperate in class?

Planning a Lesson

- Why is it important to follow a routine in a language class?
- What are some phrases you can use during the “greeting,” and “ending”?



English for Education



Class 9 Creating Language Games

Lesson Aims:

1. We will discuss how to plan an effective language learning game.
2. We will explore English language games and discuss their positive and negative points.

Theme: Creating Language Games

Keywords: Model, context, input, authentic

Content: This lesson focuses on creating and modifying language games. Students apply these concepts in their own lesson plan creation.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Creamy clams cram in clean cans.



Activity 2: Warmer—BOMB

- Sit in a circle and pass the ball around the circle.
- When you get the ball say a vocabulary word (multiple intelligence, learning style, or language skill)
- Continue until you hear the “bomb.”




Activity 3: Video – Using Language Games

- Watch the video and write the important information below.

Using Language Games			
<input type="checkbox"/>	_____	<input type="checkbox"/>	Meaningful _____
<input type="checkbox"/>	interactive	<input type="checkbox"/>	_____ centered
<input type="checkbox"/>	Different _____	<input type="checkbox"/>	Creative use of language
<input type="checkbox"/>	_____ environment	<input type="checkbox"/>	Different _____ styles
I. Connect Games to Language Learning			
<p>“Although you want your students to _____ you should also make sure the game has a _____ for learning language.”</p> <p>“Children learn by _____, by experimenting...”</p> <p>“What kind of games? _____ kind of games.”</p> <p>“The game has to fit the _____ point not the grammar point fitting the _____.”</p>			
<p>Ask yourself:</p> <p><input type="checkbox"/> What _____ does the grammar target?</p> <p><input type="checkbox"/> Does it check for comprehension of _____?</p> <p><input type="checkbox"/> Does it _____ grammatical structure?</p> <p>Ask yourself: What _____ does the game practice?</p> <p>Listening, _____, Reading, Writing, _____, Pronunciation</p>			
II. Connect Games to Learning Style			
Country	Game Name	Language Skills	Learning Styles
		L S R W Sp P	Auditory Visual Bodily-Kinesthetic

Fly Swatter Game	L S R W Sp P	Auditory Visual Bodily-Kinesthetic
<ul style="list-style-type: none"> • “Cut-outs” appeal to which learning style? _____ learners. • Which classroom tool can appeal to all 3 learning styles? _____ 		
III. Manage Games Successfully		
<p>“Be sure to set your students up for success!” = _____ the games you bring to class</p> <ul style="list-style-type: none"> • Clear Instructions <ul style="list-style-type: none"> -- Use _____ language when giving instructions. It saves time. -- _____ the game. Always model it! -- Set Time limits (____ to ____ minutes for young learners) <p><i>Games can be active, social, entertaining, & motivating!</i></p>		



Activity 4: Explore an English language game

- Choose a game from the website your instructor recommends.
- Watch the video and write the information below.

Game Name:
How do you play?

Other Information: *Language skills? Age? Multiple Intelligences /Learning Styles?*

Positives

Negatives

My opinion: *Do you like the game? Why/ why not? Make it easier? Make it harder?*



Activity 5: Video – *Pair and Group Work*

- Watch the video and write the important information below.



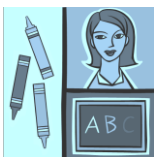
Vocabulary Homework:

integrate (v) task (n) impression (n) productive (adj)

Reflection

Language Learning Games

- When you were a child, what games did you enjoy playing? Why did you like them?
- What games do you like to play in your free time? Do you play them alone or with a friend?
- How can you modify a game you enjoy playing to practice English?
- Why is it important to play games in a language class? What are some positive points to these games? What are some negative points?



English for Education



Class 10 Teaching Different Skills in an EFL Class

Lesson Aims:

1. We will discuss how to teach the four main language skills.
2. We will discuss how to combine several English skills into one lesson.

Theme: Teaching Different Skills in an EFL Class

Keywords: integrate, task, impression, productive

Content: This lesson focuses on how to teach specific language skills and how to combine multiple skills in a lesson.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Freddy loves freezing fresh fish on Fridays.



Activity 2: Warmer—Writers & Reporters

- Make a pair. Who is the writer? Who is the reporter?
 - Writer—Write what your partner says on the paper.
 - Reporter—read/ memorize the pink papers and tell the content to your partner.
- When you finish put the sentences in the correct order (first, second, third)
- LISTEN to the song and check your answers.



Activity 3: Lecture & Videos

Look at the handouts & watch the videos.

TERMS: Communicative Language Teaching (CLT), Task-based learning, Content-based learning, theme- based learning ***ALL integrate the 4 skills in the lessons.***

4 Skills Activities

- **Jigsaw:** Preparation—find 4-5 different pieces of information (e.g. news articles) and make several copies. Students make 4-5 groups and all read the same information. Students must read and write notes on a separate piece of paper. Students must be experts on the information. When students are finished, divide students into mixed groups (each group should only have 1-2 people for each piece of information). Students take turns sharing their information to their group members. Group members listen and write down the information.
- **Dicto-gloss:** Preparation—Find a story or article. Students make small groups. The teacher reads the story/ article at a native-speaker speed while students listen and write down what they hear. When the teacher finished reading, students work together to reconstruct the story/article. The teacher reads it again a few more times. *Make it easier:* teacher reads the story/article slower than usual, can pause several times, or break the story into smaller pieces.
- **Writers & Reporters:** Preparation—Copy a paragraph and cut out the sentences into individual strips. Before class tape these sentences around the room. Students make pairs and decide who will be the writer/ reporter first. The reporter goes to any sentence, reads/memorize it, while writer takes out a pen/pencil and paper. The reporter returns to the writer and tells him the sentence she memorized and the writer writes it on their paper. Next, the pairs switch (so that they do both jobs throughout the activity). When the pairs have found all of the sentences they can join another group and put the sentence in the correct order. *Variation:* Use song lyrics and have the students check their work by listening to the song at the end of class.
- **Chain Stories:** Students make groups of 4 and sit in a circle. Give each student a paper that has five sections: Who, What, When, Why, How. Students are given 2 minutes to write the WHO section of their own paper. Next, students pass their paper to the person on their right. Give students a minute to read what the previous student wrote, then they complete the WHAT section. After the time runs out, they pass the paper to the right. Continue this process until the original student gets their paper back. Everything should be filled in except for the HOW section. Once the original student reads the previous portions, he writes a story using the supplied information in the HOW section. Students take turns reading their stories aloud to their group members. After everyone has read, groups choose the best story and share with the whole class (they can all read it or they can act it out).

- **Commercials:** Students can use all the language skills and their creativity to make a commercial for an object. Students make small groups. Give each group a different object. The object can be an existing product, a strange/ unknown object, or an object that can has many uses. Have students make a short commercial for the object making sure to write a script in English. Give students time to practice their commercials before finally presenting to the class.
- **Debate Activities:** Debates are a wonderful way for students to express their opinions while using the four language skills. Debate procedures, materials, and topics can be easily modified to suit your students` needs.

--Xs & Os Activity: Students make groups of 4. Each student has a flashcard with an X on one side and an O on the other. One student reads a statement then counts down 3-2-1-SHOW! Students hold up and X if they disagree and an O if they agree. Everyone then shares why they agree/ disagree.

--SUN/MOON Activity: Students stand up. ALT/JTE shows a pair of contrasting flashcards (Hokkaido/ Okinawa) and asks "Which do you like better, A/B?" Students move to the side of the room they like better. Students share why they feel that way to a partner/ whole class. Challenge: Students switch sides and have all students think of a reason why they agree with their new side. This encourages students to think of opinions for both sides of a topic.



Activity 4: Brainstorm

- Which language skill you want to learn more about? Write it at the top of the box below.
- Find a partner and sit together.
- What are some activities that practice this skill? Write your ideas below.

Skill:



Activity 5: Read about your Skill

- Your instructor will give you some information about your English skill.
- Read and understand the information and lesson. Please write your ideas in the box below. You will share this information and your ideas about this skill with the class.



Activity 6: Share your information

- Report about your English skill to the class.
- Write the important information in the chart below.

Language Skill	Important Information



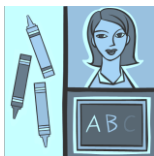
Vocabulary Homework:

technology (n), features (n), website (n), evaluate (v), resource (n)

Reflection

***Reading, Writing, Listening, Speaking, Pronunciation, Grammar, Vocabulary,
working alone, working with a partner, Other skills***

- Which English language skills are easy for you? Why?
- Which English language skills are difficult for you? Why?
- Which language skills were easy / difficult for your friends or classmates?
- When you are a teacher, which language skills do you think will be easy to teach? Which will be difficult? Why?



English for Education



Class 11

Locating, Evaluating & Modifying Materials 1: *Websites & Technology*

Lesson Aims:

1. We will discuss materials we can use to teach English and the positives/ negatives of using them.
2. We will explore some useful websites for teaching English.

Theme:	Locating, Evaluating & Modifying Materials 1: <i>Websites & Technology</i>
Keywords:	technology, features, website, evaluate, resource
Content:	This lesson focuses on how to search for and browse educational websites' features. Students will apply these concepts when creating their own lesson plans.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

On Wednesday we will work using the world wide web.



Activity 2: Warmer— Mad Libs 2 Ways *(make a silly story)*

- Let's make a silly story as a class.
- Which do you like better: paper or ipad?



Activity 3: Videos—*Technology in Education*

- Which technology tools do you know? Write your ideas in the box below.



Activity 4: Explore Some Educational Resources

Look at the useful websites / app recommended by your instructor.



Activity 5: Brainstorm

- Watch the videos and talk with your group members.
- Write some positive and negative points about each technology below.

	Positives	Negatives
SMART board <i>interactive white board</i>		
ipad/ tablet		

CD/DVD		
Textbook		



Activity 6: Interview

- Answer the questions below.
- Make a pair. Ask your partner the questions below.

	My Answers / Partner's Answers
How often do you use the internet?	
What do you use the internet for?	
How do you use the internet to study?	
Which websites / apps are your favorite? Why?	



Activity 7: Explore an Educational Website

- Look at the website your instructor recommends.
- What features do you see? Tick the boxes and write your ideas below.

Worksheets	<input type="checkbox"/> folding <input type="checkbox"/> coloring <input type="checkbox"/> connect the dots <input type="checkbox"/> drawing <input type="checkbox"/> quizzes <input type="checkbox"/> writing <input type="checkbox"/> word search <input type="checkbox"/> matching <input type="checkbox"/> flashcards
Reading Activities	<input type="checkbox"/> Stories <input type="checkbox"/> Songs with printed words
Listening Activities	<input type="checkbox"/> stories <input type="checkbox"/> songs <input type="checkbox"/> radio
Games	<input type="checkbox"/> drawing games <input type="checkbox"/> word games <input type="checkbox"/> music games <input type="checkbox"/> counting games <input type="checkbox"/> matching games <input type="checkbox"/> coloring games
Videos	<input type="checkbox"/> songs <input type="checkbox"/> TV shows <input type="checkbox"/> animation
Other	



Activity 8: Explore MORE Educational Websites

- Explore the websites below.
- Which features do you like or are useful for teaching English?

PBS Kids

<http://pbskids.org/>

Genki English

<http://genkienglish.com/>

Super Simple Songs

<http://supersimplelearning.com/>

**British Council's
Learn English Kids**

<http://learnenglishkids.britishcouncil.org/en/>



Vocabulary Homework:

demonstrate (v), storybook (n), pretend (v), comprehension (n), predict (v)

Reflection

Teaching Materials

- What teaching materials did your teachers use when you were in JHS/ SHS?
- What were some positives and negatives of these materials?
- Which teaching materials do you want to use in your classroom? Why?

Educational Websites

- Which website was your favorite? Why?
- Which websites are useful for teaching English to Japanese children? Why/ why not?
- Which website features are most useful? (*i.e. games, videos, worksheets...*)
- Which website(s) will you visit when you are a teacher? Why?
- Find a new educational website like the ones we looked at in class. Write the website's name, address and its features below. Write your opinion of the website.



English for Education



Class 12

Locating, Evaluating & Modifying Materials 2: *Picture books & Graded Readers*

Lesson Aims:

1. We will discuss how to choose and incorporate storybooks/ graded readers into our lessons.
2. We will demonstrate how to read storybooks for various ages / levels of learners.

Theme:	Locating, Evaluating and Modifying Materials 2: <i>Picture books & Graded Readers</i>
Keywords:	demonstrate, storybook, pretend, comprehension, predict
Content:	This lesson focuses on how to search for and evaluate the difficulty levels of picture books. Students apply this when creating their own lessons.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

Ms. Smith's teeth are thin but clean.



Activity 2: Warmer -- Interview

- Answer the questions below.
- Make a pair. Ask your partner the questions below.

	My Answers
When you were a child, what was your favorite storybook?	

Who are the characters? What happens in the story?	
Why did you like the story?	



Activity 3: Video—*Story Telling and More!*

- Watch the video. The main points are summarized below.

Why use storybooks?

- Present new vocabulary or grammar in a meaningful context (easy for students to understand/ remember).
- Students can learn about other cultures.
- Stories are a natural way for children to learn. They enjoy them!

Preparing the Story

- Choose a storybook your students will enjoy / understand. Make sure it's the right level for them.
- You can use...
 - different voices for characters
 - gestures/ body movement/ facial expressions
 - props (visuals & real objects = masks, puppets, costumes/hats)
- If you have a large class, look for “big books” or video. You can scan the book and make a PowerPoint slide presentation on a TV or large projector.
- PRACTICE!!! Try to memorize or use memo cards. Practice in front of a mirror or video.

Before the Story

- Introduce the story with pictures/ real objects. Use the cover of the book, pictures of the characters or props.
- You can review any vocabulary students already know.
- Connect students' prior knowledge to the story. (*do you brush your teeth before school?*)
- Teach some actions/ gestures students can do during the story.
- Give students a purpose for listening—worksheet or quiz at the end.

During the Story

- Keep students engaged!
 - Do actions/ gestures (TPR)
- Practice using English
 - Repeat set phrases / chants ("*Brown Bear, Brown Bear. What do you see?*")
- Check comprehension
 - Ask questions about characters, setting and plot.
 - Predict the ending (students can use simple English or draw pictures)

After the Story

- Do an activity that practices the story's vocabulary / grammar.
 - Remember: language skills, cooperative tasks, learning styles/ M.I.
- Check students' predictions—were they correct?
- Students can retell the story (put the story in order) (role play using puppets/ visuals)



Activity 4: Teacher Demonstrate

- Your instructor will read some pictures books.
- Write the phrases you hear in the chart below.
- Write some things you liked and things you did not like below.

<i>English Words / Phrases</i>	<i>Japanese Words / Phrases</i>
😊 <i>Positive Points</i> 😊	😞 <i>Negative Points</i> 😞



Vocabulary Homework:

evaluation (n), assessment (n), summarize (v), rubric (n)

Reflection

Which book did you like the best?

- Which of today's books is your favorite? Why?
- Which of today's books is useful for teaching English to Japanese children? Why?
- Which of today's books will you use when you are a teacher? Why?



English for Education



Class 13

Assessment for Language Education: *Summative Assessment*

Lesson Aims:

1. We will discuss summative assessments and list some common examples.
2. We will brainstorm some positive and negative points of summative assessments.

Theme: Assessment for Language Education: *Summative Assessment*

Keywords: evaluation, assessment, summarize, rubric

Content: This lesson focuses on common summative assessment methods for EFL and examines the positives and negatives of these assessments.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

She threw these three thick things through the window.



Activity 2: Warmer—Guess Who?

- Make a pair. Who is student A and student B? You will get a paper.
 - Student A: Choose 1 person to describe. Keep it a secret!
 - Student B: Ask your partner questions and guess the person.
- When you finish, change A/ B and play again.



Activity 3: Brainstorm & Discuss

- Discuss your ideas about assessment methods with your group members.
- Write your ideas below.



Activity 4: Lecture & Videos

Look at the handouts & watch the videos.

Assessment vs. Evaluation

- Evaluation: about the lesson. What worked well? What didn't work well?
= Helps teachers modify and improve their lessons.
- Assessment: about the students. What he/ she can do or can't do.
= Helps teachers monitor student progress. Gives information about how to modify instruction.

Types of Assessment

- Summative Assessments: Formal (for a grade). Comes at the end of a unit/ class.
Summarized the information a student learned. = Tests/ Quizzes.
 - **Tests:** Regular Classroom tests, Senior High School Entrance Examinations, University Entrance Examination (Center Test), Standardized placement tests (EIKEN, TOEIC)
 - **Others:** written essays/ reports, project work, presentation, interview, etc.

- Formative Assessments: Informal (no grade) Throughout the lesson. What did the students learn? Provides feedback to students.

Traditional Tests

😊 Positives:	😞 Negatives:
<ul style="list-style-type: none"> • Easy to make. Can use every year? • Easy and fast to grade. • Students know the procedure. 	<ul style="list-style-type: none"> • learners don't know how much they have learned. • does not show actual language use. • Teachers "teach" the test. Class= test preparation. • "successful" teachers? = Pass the test? Students enjoy English? Students communicate well?

Advice

- **Feedback to students**
 - Balance positive and negative. Say a positive point and a suggestion for how to improve next time.
 - Be specific about your positive feedback. Try to give detailed information.

“Good job! I like your ideas!”

vs

“Nice! You explained your ideas clearly. I like the phrase you used, “I was moved to tears by this movie.”

- **Student Grades**
 - Creative assignment? = Rubric!! helps students know what we expect.
 - Writing a Student Report: tell how well a student did in class and what to expect in the future. Again, balance positive and negative feedback.
- **Learner Autonomy** = BECC! (CEFR Can do's)
 - students can know their strengths, and where they need more help.
 - students know what level they are.

- students can see where they have made progress.
- Explore OTHER assessment methods
 - Portfolios of work
 - Projects, presentations, etc.



Activity 5: Video — *Using Project Work*

- Watch the video. Write the important information below.



Vocabulary Homework:

portfolio (n)

formative (adj)

Reflection

Summative Assessment

- When you were a student, how did you like traditional tests?
- What are some positive and negative points of traditional tests?
- When you are a teacher, what are some summative assessment methods you can use?



English for Education



Class 14

Assessment for Language Education: *Formative Assessment*

Lesson Aims:

1. We will discuss formative assessments and how to incorporate them into an EFL class.
2. We will brainstorm some positive and negative points of summative assessments.

Theme:	Assessment for Language Education: <i>Formative Assessment</i>
Keywords:	evaluation, assessment, summarize, rubric, portfolio, formative
Content:	This lesson focuses on formative assessment methods and how to apply it in an EFL class.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

My mother's brother's frog is really fat and lazy.



Activity 2: Warmer— Connect 4

- Make a pair. You will get a game paper. Decide your symbol.
 - Student 1: Say a sentence using the grammar. If it's correct draw your symbol in the square.
 - Student 2: Listen to you partner's sentence. Is it correct?
- Continue making sentences and drawing symbols. When you have 4 symbols connected you get 1 point. The student with the most points wins!



Activity 3: Video — *Ensuring Success Through Assessment*

- Watch the video. The main points are summarized below.

Why is assessment important?

- Highlights key learning objectives
- Reinforces understanding
- Motivated learning behaviors

Summative Assessment: summarizes the information learned in a unit.

- Formal & for a grade.
- Given at the end of a unit.

Formative Assessment: Informal and ongoing. It monitor's students' learning and provides teachers with feedback.

- Informal. No grade given.
 - Given throughout a unit.
- ①. Concrete objectives (aims)—what are students able to do at the end of a lesson? Use concrete verbs (discuss, talk about, answer) so you can see what students can do.
 - ②. Connect Activities to objectives. Plan backwards (what do you want your students to do/practice?)
 - ③. Keep Track of Progress—use checklists (individual students or whole class) and rubrics
 - ④. Involve Students—if they know the learning process they can be more independent learners
 - Peer Feedback
 - Students assess themselves (reflection)



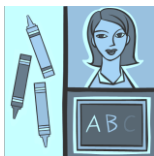
Activity 4: Discussion

- Discuss with your group members summative and formative assessment.
- Write your ideas in the box below.

Reflection

Formative Assessment

- How is formative assessment different from summative assessment?
- What are some positive and negative points of formative assessment?
- Why is it important to write concrete objectives for our lessons? What are some good and bad verbs to use?
- What are some positives of “peer feedback?” Have you done this before? Will you try this when you are a teacher? Why/ why not?



English for Education



Class 15 Course Review

Lesson Aims:

1. We will review the main points from the course.
2. We will reflect on our learning during this course.

Theme: Course review

Keywords: reflect, review, recycle

Content: This lesson focuses on reviewing all course content and supporting materials.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



Activity 1: Pronunciation Practice

*Bears are usually barred from beer bars.
This really is the very last class.*



Activity 2: Warmer— Love Match!

- Make a pair. Interview your partner about her likes/ dislikes. Make a love match for her!
- How do you feel about your love match?

My love match is # ____: _____.

I am _____.



Activity 3: Discussion

- Discuss with your group members the main ideas of this course.
- Write the important information below.

Vocabulary

Ways to teach English

What are the five main methods for teaching English?

Which of these methods are the most popular in Japan and world-wide?

Which methods do you think are the most useful?

CLT vs Grammar-Translation method

List 3 positives and 3 negatives of: Grammar-Translation method & Communicative Language Teaching.

The roles of the teacher

What can teachers do to make a lesson less teacher-centered?

The different ways we learn: <i>Learning Styles & Multiple Intelligences</i>
<p>What is your strongest learning style? What are your top 4 intelligences?</p> <p>Why is it important to know about learning styles / intelligences?</p>
Active Learning
<p>What can teachers do to increase “active learning?”</p>
Student motivation
<p>What is intrinsic motivation? What is extrinsic motivation?</p> <p>Which is better: praising a student because she is “good at” English or praising a student because she works hard in English class? Why/ why not?</p>
Teaching Teenagers
<p>How can you incorporate pop culture into your lessons?</p> <p>How can you modify a textbook to make the lesson more interesting?</p>

What are some characteristics of children? Adolescents? Adults?

Teaching Young Learners

How can you modify a lesson for different learners? (Children – Adolescents – Adults?)

Lesson Plan

What are the steps of a lesson? Why is it important to sequence these activities this way?

What is the difference between cooperative and collaborative learning? Why is it important to use this in your lessons?

What are some phrases you can say as a greeting / ending?

Language Games

Why is it important to incorporate games / activities in a language classroom?

Four Skills

What are some ways you can incorporate many language skills into an activity / lesson?

Technology
What are some useful websites for teaching English?
Picture Books
How can you incorporate story books or graded readers into your lessons?
Summative Assessment
What are some positive and negative points of traditional tests?
Formative Assessment
How is formative assessment different from summative assessment?
Anything Else?



Activity 4: Write & Discuss

- Think about the lessons and projects in this course.
- Write your ideas below and discuss in your groups.

What did you really enjoy learning about or doing?
What was challenging for you? Why? How can you improve in the future?
What will you remember in the future?

Thank you very much for your hard work this year!

I hope this course has increased your knowledge and confidence to create
interesting, effective English lessons.

Good luck in your future teaching and please feel free to email me in the future!

English for Education

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