

Volume 3 Issue 2

ISSN 2185-7822

さいたま市教育家会ジャーナル



The
Journal of Saitama City Educators (JSCE)
A さいたま市教育家会 (SCE) Publication

ISSN: 2185-7822

Volume 3, Issue 2
May 2013

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- Motivating University Students in an English Speaking Class, *Kiyo* No. 21, Toyo Gakuen University, March 2013
- Teaching the Academic Word List, *Kenkyushitsu-dayori* No. 44, Toyo Gakuen University, March 2013
- Teaching and Encouraging Modals: A Study of One Learner's Use of Should, *AL Forum: The Newsletter of the Applied Linguists Interest Section of the TESOL International Association*, September 2012
- Teaching Intensive Reading. *TUJ Studies in Applied Linguistics* #69 Foreign Language Pedagogy in the Japanese Context. August 2011
- A Vocabulary-based Program for Studying for the TOEIC. *TUJ Studies in Applied Linguistics* # 68 Approaches to Teaching Vocabulary to Japanese EFL Learners. June 2011

Presentations made by Tanya include:

- Switching on their English Brains, CamTESOL, Phnom Penh, Cambodia, February 2013
- Asking Follow-up Questions, Yokohama JALT My Share, Yokohama, Japan, November 2012
- A Task-Based University Semester Project, Yokohama JALT, Yokohama, Japan, June 2012

Foreword

The following is a collection of articles from some of the presenters at Yokohama JALT's (YoJALT's) My Share event. The event was held at Kannai Hall in Yokohama in November, 2012.

My Share is an event which features a variety of presenters sharing practical teaching ideas in short ten to twenty minute presentations. Many of the presentations have been written up and included in this issue of JSCE.

If you are interested in attending any of YoJALT's future events, please visit our website at: <http://yojalt.org>

Tanya Erdelyi

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A Fun Activity for Teaching Shopping

楽しい買い物のレッスン

Tanya Erdelyi
ターニャ・エダリ一

About

Tanya Erdelyi is a Special Lecturer at Toyo Gakuen University. She obtained her Master's Degree from Temple University. She has been teaching English in Japan since 2006.

Abstract

Teaching English to low proficiency level, lowly motivated students is a common occurrence in this profession. However, sometimes it just takes a change of scenery to liven up a classroom. This article takes a look at a fun shopping activity that gets even the most stubborn students trying to spend their make-believe cash.

要約: 本職業では下級生や動機の低い生徒は多いでしょう。けれども、場面を帰ることによって、教室の雰囲気を明るくすることもできる。本記事では頑固な生徒でも楽しく楽しいショッピング活動しようとするレッスンを紹介します。

I created this lesson while thinking of a way to make a shopping lesson set in a classroom as authentic and fun as possible.

Preparation

Introduce a level-appropriate dialogue for shopping. The language used in this shopping activity was introduced in the lesson before. The students had also studied how to say prices and numbers in a previous lesson, so this shopping activity also served as a review of that language. This can also be done in one lesson if time is limited.

For the main activity, a few things need to be prepared ahead of time.

First, print out fake money. Choose the currency you want to use in the shopping activity. Then search the Internet for the fake money you like best. There are many sites that offer free, photocopiable fake money in a variety of currencies and denominations. Some even allow you to customize the money with your own face. Prepare a large number of bills.

Then, print out the dialogue on A4 sheets in a big font so you can only fit one sentence per sheet, minus the A and B designations. Change the orientation of the paper to landscape. You'll need about three to five sets, depending on your class size. The dialogue I used with my lowest level class is as follows:

A: Can I help you?
B: Yes, how much is this umbrella?
A: It's \$5.
B: Great, I'll take it.
A: Cash or credit?
B: Cash, please.
A: \$5, please.
B: Here you go.

Next, you'll need a stack of blank paper and markers. I cut A4-sized paper into fours, one cut in the middle horizontally and another cut in the middle vertically. Prepare at least five pieces of paper for each student.

After that, prepare a list of review questions from previous lessons.

On the day of the shopping activity, arrange the desks in a large rectangle around the edge of the classroom, with all the students facing into the large open space in the middle. Include your teacher's desk in the square. Then decorate the room with various signs labelling the classroom as whichever store you wish. I named the store after myself, decorated the outside door leading into the classroom, the walls, and the blackboard. Don't forget to label your own desk as the bank.

During the activity

Now the lesson is ready to be taught. Hopefully, with all the preparations, you've transformed your classroom into a department store. The look of shock on the students' faces as they enter the classroom is quite humorous, so make sure you're there when they arrive. This will also avoid mishaps like the time one of my confused classes put the desks back in their original spots before I returned to the classroom.

Start the lesson with all the students in the open area in the middle of the classroom. Split the class into teams of five to eight and review the dialogue using the large A4 sheets in a game of Den Gon / Chinese Whispers / Telephone, whispering the phrases down the line and retrieving the correct phrases from the front.

Then give each team a set of the dialogue and ask them to arrange the dialogue into the correct order on the floor. When they're all finished, run through the dialogue one last time with a listen and repeat, then tape one set of the dialogue in the correct order onto the board.

With the pre-task finished, the students are ready to begin the activity. First, explain that they are in a department store and that they will be shopping, but first they must create the items that will be for sale. I made a worksheet for this, so they would have a written explanation as well. Ask them to write down five items (their choice) with five prices in the same currency as your fake money (again, their choice). I provided a place on the worksheet for this brainstorming activity. Most students will write items they can immediately see such as pens, water bottles, and books, but some more inventive students will have cars, elephants, and even the occasional human which is quite funny, but of course, I don't condone the selling of slaves.

Now that they have their items, give each student five of the pre-cut blank papers and markers. Then, on each paper, ask them to write the name of an

item, the price, and to draw a picture of the item. A sample was provided on the worksheet.

As the students finish their item preparation, invite them to visit the bank (your desk) to withdraw money. Set a withdrawal limit. Ask them how much they want. As you count out the money, ask them a question from your prepared review questions in order to receive the money.

When the students are finished their items and have fake money, have every other student around the room stand up with their fake money. They will be the customers for this round. Ask the other students to arrange their items in front of themselves on their desks. Explain the goals - clerks must sell all their items; customers must buy as many items as possible. If they run out of money, tell them to revisit the bank and answer another question. Remind the students to use the dialogue that is taped to the board. When most of the students have sold their items, have the students switch roles and repeat.

At the end of the activity, have each student count the items they bought and the money they earned. The student with the most is the winner.

Conclusion

With some seat arrangement, plenty of scaffolding and support, and a clear demonstration of what is expected from the students, this activity can be a success. The room set up adds an air of authenticity to the lesson, and the items for sale give the students some autonomy which helps with motivation.

Post Free Writing: Corrective Feedback

自由英作文の後で——添削指導——

Dan Ferreira

ダニエル・フェレーラ

About

Dan Ferreira is an EFL instructor specializing in web 2.0 tools for instructional and language learning purposes in the areas of vocabulary acquisition, extensive reading and ESP writing. Find out more about Dan at: <http://about.me/danferreira>.

Abstract

Although free writing is an activity used for developing fluency in writing, unchecked errors can be counterproductive for the EFL writer yet correcting repetitive errors can be very time consuming. This article will show how I use technology and other resources in the classroom to provide corrective feedback to university students on tasks such as free writing.

要約: 自由英作文は英語ライティング能力の養成にしばしば採用されるが、語の選択や構文等におけるミスについてきちんと指導しなければ、第二言語として英語を学ぶ者に負の影響を及ぼしかねない。この論文は、大学の授業で自由英作文を課す際に、わたしが情報技術（IT）やその他の方法を用いてどのような事後指導をしているかをまとめたものである。

Introduction

Free writing is a fluency activity where learners are encouraged to write as much as possible without the constraints of grammar, correct spelling, coherence and / or unity of ideas. While free writing does increase student output, the repetition of grammatical errors remains problematic and counter-productive if no teacher feedback is provided (Bonzo, 2008; Ferreira, 2013).

First, I will talk about how the worksheets for corrective feedback are developed and explain the importance of maintaining the anonymity of students' written work. Then I will describe the approach to individual and peer correction using bilingual grammatical resources and other technological tools.

Free Writing, Collecting Errors & Anonymity

In *Writing Without Teachers* (Elbow, 1998), Peter Elbow argues that one of the main objectives in effective free writing tasks is for the teacher to encourage students to write as much as possible without inhibition or worry about editing. In so doing, the real focus becomes generating as many ideas and thoughts as possible. This "brainstorming" approach to writing is an ideal practice for learners to feel comfortable with writing as a tool for generating text which they can sift through in order to bring ideas into a first draft of writing. Unfortunately, if the teacher provides no explicit corrective feedback, the learners tend to transfer grammatical errors into their first drafts (Hinkel, 2003).

In order to reduce the number of pervasive and repetitive grammatical errors reappearing in subsequent assignments, a corrective feedback activity is introduced immediately after the free writing stage. Figure 1 below is an example of a worksheet created from three of the most common errors produced by the students after a free writing activity.

Figure 1 Corrective Feedback Worksheet

Name: _____

Correct the grammatical error in the following passage:

Writing 10173 -Free Write#1

[A...]

Student A:

Because my part time job is work at restaurant ~~two~~
is.

Student B:

~~on October 1st.~~ One of my friends is from Osaka, though I go to USJ first
time.
I am exciting now.

Student C:

I always do dance practise ~~for~~ on ^a the holidays.
And I often do part-time job.

Figure 1 A worksheet containing edited screenshots of errors from three different students' free writing texts.

Screenshots of the students' own writing are preferred as it accounts for where the errors are coming from while retaining a feel of authenticity. Moreover, the author's identity is hidden to avoid embarrassing the writer and to prevent a negative knock-on effect of becoming too self-conscious about making mistakes in subsequent free writing activities.

Peer Correction and the resources

First, I ask the students to work on correcting the mistakes individually using the worksheet as seen in Figure 1. After a reasonable amount of time has passed where all the students have had a chance to look over the worksheet and have attempted to correct each of the passages, I encourage them to share their work with each other. At this stage, the teacher elicits good / correct ideas for whole class sharing. Since there can be a variety of answers, several variations are encouraged. In my experience, it has been a good idea to call on students that have written up good answers in order to encourage collaboration and faster confidence with this form of peer correction in the classroom.

At times there are answers that students cannot discover on their own. Figure two is a page from An A –Z of Common English Errors for Japanese Learners (Barker, 2008). Students are given an opportunity to read the grammatical explanation in Japanese and then I proceed to type out an accurate alternative on the iPad using an app called *Educreations* (2012) which is connected to an overhead projector and displayed to everyone (see figure 3 below).

Figure 2 Page from *An A-Z of Common English Errors for Japanese Learners*

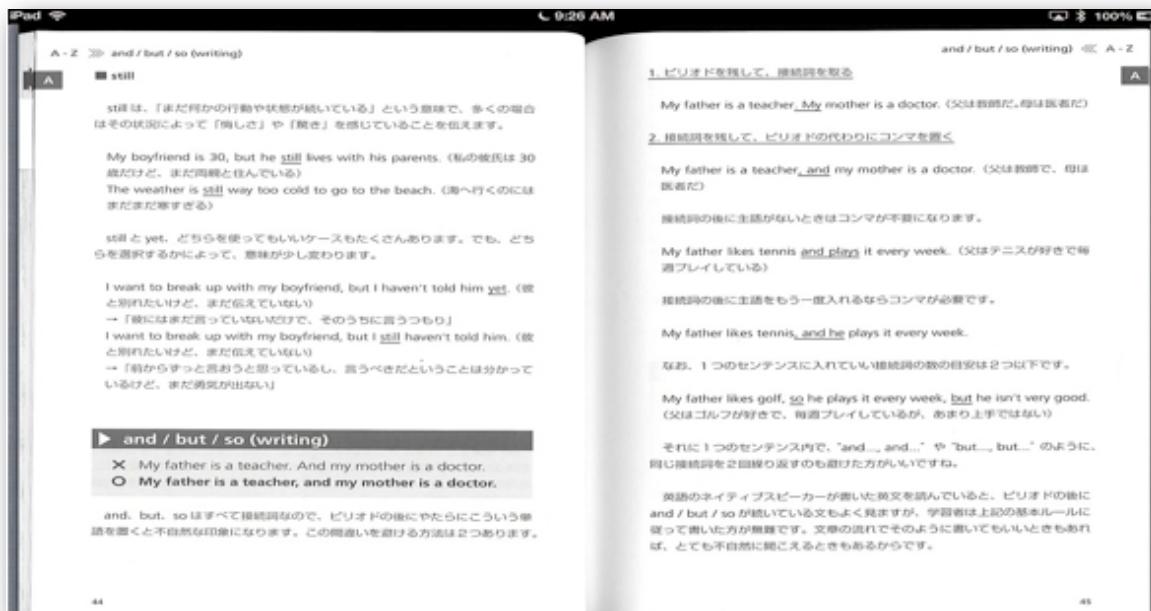


Figure 2 A sample from *An A-Z of Common English Errors for Japanese Learners* that students are asked to read.

Figure 3 A screenshot of an iPad app.

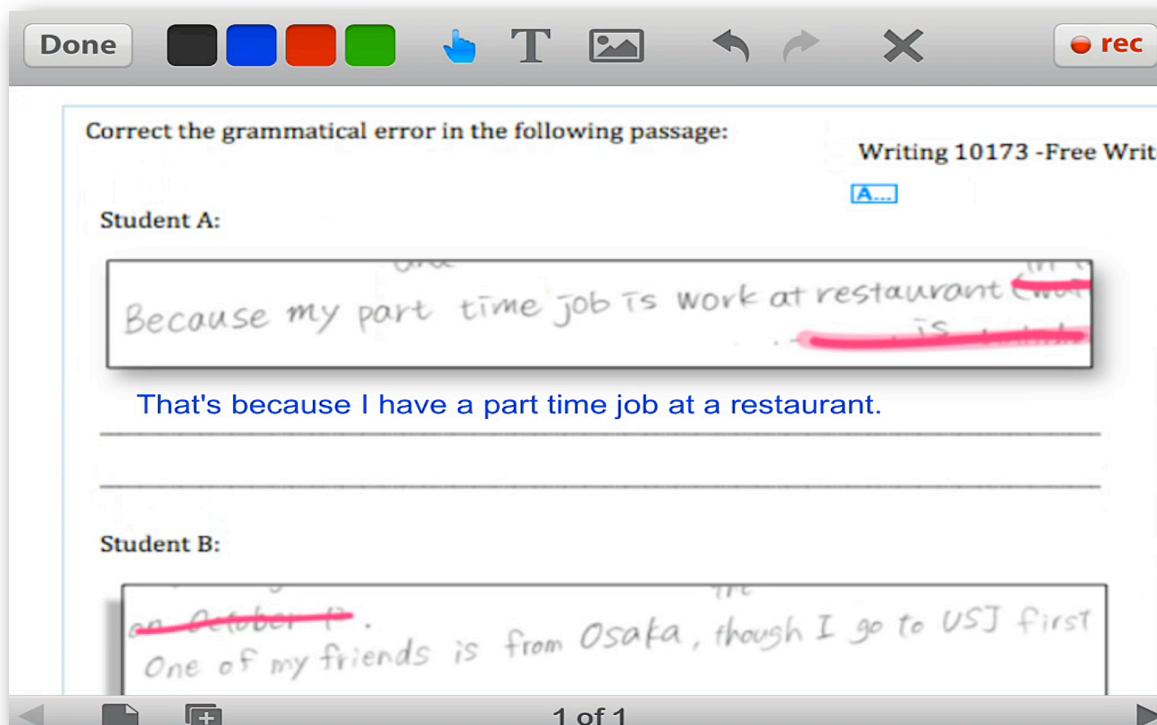


Figure 3 A screenshot of an iPad editing app called *Educreations* to fill in worksheets.

Figure 4 A screenshot from the iPad *iBooks* collection.

The screenshot shows an iPad displaying a PDF document titled "Common English Errors_bilingual_updated october 19_2012 copy". The document is a table of contents with the following entries:

≈ TABLE OF CONTENTS ≈	
almost (English)	2
almost (Japanese)	6
and/but/so (English)	4
and/but/so (Japanese)	8
and so on (English)	5
and so on (Japanese)	9
hobby (English)	10
hobby (Japanese)	11
I (English)	12
I (Japanese)	14
-ing/-ed adjectives (English)	16

Figure 4 This pdf is shared with the students via *Dropbox*.

Figure 5 A sample of a student's free writing text.

Free Writing#2

Name: _____ ID # _____ Date: 11. 20

CLASS: W10382

TOPIC:

do not write here

There are four stages to cook curry in my house.

First stage, I cut the vegetables. For example, potato, onion, ^{carrot} But there isn't carrot in the curry.

Second stage, I fry pork and onion. They ~~are~~ become brown.

Third stage, I put in other vegetable (potato) and water in these. And I will

Final stage, I put in curry in these. And I again. main of

Figure 5 The underlined words with a corrective note such as "cee 8", refers to the shared pdf page number corresponding to grammatical points in need of attention.

Dealing with corrective feedback this way has resulted in the students progressively producing fewer of the same mistakes with their subsequent writings. More importantly, my attention is then devoted to commenting on other aspects of the writing process such as genre, mechanics, form, or content.

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A Student Feedback Based Class Management System

簡単なフェードバックとクラススマネジメントシステム

Brett Milliner
ミリナー ブレット

About

Brett Milliner is from Brisbane, Australia. He has been teaching in EFL Japan for the last 10 years. He is an assistant professor at Tamagawa University and lecturer at Keio University where he teaches presentation skills, academic writing, listening and conversation skills. His research interests include computer-assisted language learning and motivation. Brett is also a senior yoga teacher at Kamakura Yoga Society.

Abstract

In response to the author's need for more feedback on lesson activities, the author asked students to complete individual comment sheets at the end of every class during the semester. Apart from providing valuable feedback to the teacher and students alike, it was discovered that the comment sheets could also serve as a very powerful classroom management device. This report will introduce the comment sheets and then describe how the individual comment sheets can be used for classroom administration.

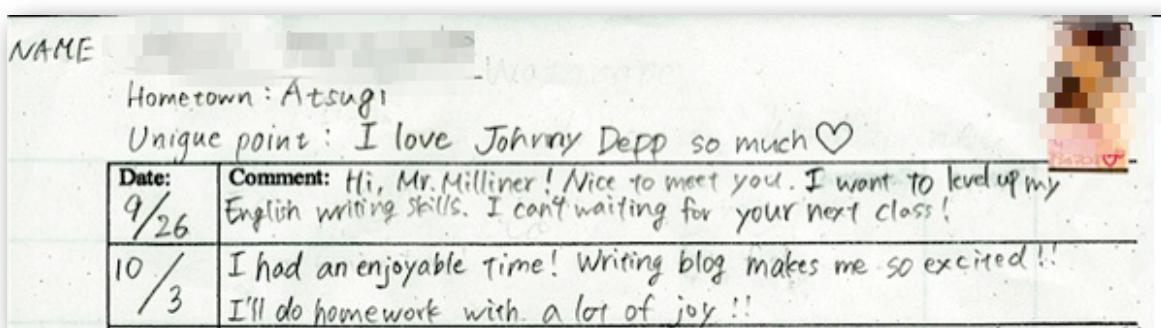
要約: 学期中、毎回の授業の後、生徒に授業内容に関してのアンケートシートを記入してもらい、そのフィードバックから教員も生徒も学びました。また、この生徒からのフィードバックが効果的にクラススマネージメントに役に立ちました。この論文は生徒からのアンケートに関してと、アンケートを使ってクラススマネージメントする方法を紹介いたします。

Introduction

Many writers in human resource research have observed that workers are desperate for feedback concerning their performances in the work place (Rock, 2007). Teachers have similar needs and outside of assessment scores or results from standardized testing, most teachers fail to get any feedback on how regular lessons are perceived by students and whether classroom activities are serving learning goals. In response to this need for more feedback on lesson performance, the author asked students to complete individual comment sheets at the end of each class. Apart from providing valuable feedback to the teacher and the student alike, the experience revealed that the comment sheets also served as a very powerful classroom management device. This report will introduce the comment sheets and then describe how they can be used for classroom administration.

What are student comment sheets?

The comment sheets look and work like a student name-tag would. However, in this case, a larger A4 sheet was used. The author adopted a very simple grid or table format, which asked students to write the date and then comment on all thirty classes during the semester. As seen in the example below, the teacher asked students to provide a personal photo and a short profile to personalize their sheets, and more importantly, enable the teacher to quickly remember each student's name. At the start of every class the teacher would distribute the prints to their owners and then collect the prints after the class' completion. In order to process the comments quickly and avoid placing too much of a burden on students to write at the end of class, the example below illustrates how only a small amount of space was provided for students to offer comments. Although this author adopted a simple format, teachers are encouraged to create a format that best serves their situation and research needs.



Administrative functions

Apart from the feedback function, student comment sheets have developed into an effective administrative device for the author's university classes. As stated earlier, the sheets were used to learn student's names quickly and to get to know the students at the start of the semester. Secondly, the teacher carefully distributed the sheets at the start of class to create groups, teams, or establish a unique seating arrangement for every class. Thirdly, as the sheets had to be completed after every class the teacher was able to record absences and comment on in-class behavior (see below). This information was then referred to when reporting on attendance and classroom participation at the end of the semester. The sheets also provide feedback to students concerning their efforts in class, and the author observed how enhanced transparency concerning attendance and behavior avoided complaints from students concerning grades or attendance scores for the semester. This list of examples reveals some of the ways the author was able to use student comment sheets to manage his multiple university classes more effectively.

10/25	Absent
10/29	Absent
11/5 月	I'm sorry I was sick last week. So, I absent English class. writing is difficult.
11/8	Absent.
11/12 月	Reading test is difficult. But I noisy writing test more. I absent five times. Is it dangerous?
11/15 木	Writing test is very hard.

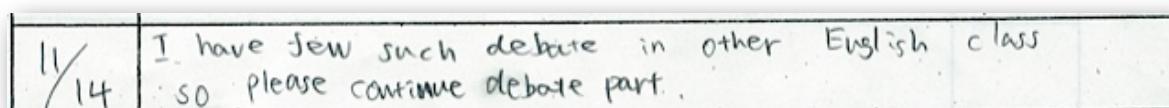
Better communication with students

To further support classroom administration, the author benefitted from the comment sheets, opening up an entirely new communicative channel with his students. Access to the teacher in any classroom is restricted because all students are competing for the teacher's time. In the case of a foreign language classroom, students may be more reserved about interacting with their teacher verbally because of perceived language gaps, shyness or cultural norms. Similar reservation also remains when it comes to interacting with a foreign language teacher by email. Furthermore, even though students can

use their cell-phones and a wealth of Internet access opportunities on campus to be more timely with emails, poignant questions or issues raised during a class are sadly forgotten by the time students are able to sit down and compose an email or write a class reflection for their teacher. The comment sheet format on the other hand, allows students to be more timely when asking questions or offering comments to the teacher. Moreover, students are able to offer feedback or ask questions in a format that could be the easiest for them; namely a written message. This issue of poignancy also rings true for the teacher. After each class the author would sometimes comment on or personally compliment a student's effort during that respective class. To be a good servant to his students, the author believes in making himself as accessible as possible to his students. The use of individual student comment sheets has proved to be an effective tool in enhancing teacher to student and student to teacher communication.

Action research

As stated in the introduction, comment sheets emerged from the author's need for more feedback on lesson content. Research into class efficacy was then used to inform future lessons. This is the key concept behind action research in education (Mills, 2000). At the end of each class, the teacher would provide questions concerning the class for students to recognize in their written comments. Some examples would include asking students to rate the teacher's effort, score the lesson task's usefulness or ask students to evaluate their own performance during the class. It was observed that giving students an opportunity to comment on and shape future lesson content fostered a more democratic learning environment and greater investment in lesson activities from students.



In addition to serving the teacher's research needs, the process asked students to reflect on their learning consistently, which made the students more aware of what was happening in class (Baniabdelrahma, 2010). As a result, this process indirectly trained students' reflective skills. According to Mynard (2005) and Metaferi (2012), reflective skills are crucial for learner development because they ask students to investigate their learning more deeply. To summarize then, the comment sheets provided the author with

valuable lesson feedback while also serving as a tool to promote student motivation and reflective skills.

Conclusion

Using individual student comment sheets has proved to be an effective action research tool. They have enabled the author to improve his teaching, increase the depth of learning, motivate students and strengthen relationships between the teacher and students. The comment sheets also proved to be a useful tool for checking attendance, evaluating student participation, managing classroom dynamics, remembering students' names, and opening up an entirely new and more timely communication channel between the teacher and the students.

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Introducing students to online news sources

オンラインのニュースの源を生徒へ紹介

Malcolm Prentice
マルコム・プレンティス

About

Malcolm Prentice has been a teacher for 15 years, and currently works at Soka University.

Abstract

News articles can be a valuable resource for communicative English classes, supporting autonomy, increasing motivation, adding authenticity and allowing flexibility. This article describes one way to use news articles in class, outlines some common issues that can reduce the activity's value, and suggests some ways to avoid those issues.

要約: コミュニカティブイングリッシュのクラスで、ニュース記事は役に立つ教材である。自主性を高め、モチベーションを上げるだけでなく、生の英語に触れる機会を増やし柔軟性が効く。本稿ではクラスルームでのニュース記事の活用の仕方、およびそれに付随するありがちな問題点をいくつか挙げ、それを防ぐためにはどうすればよいかを記述する。

Introducing students to online news sources

Having students read news articles for homework then talk about them in class can be a valuable activity. Autonomy over choice of topic and difficulty can encourage interest in reading and add flexibility to mixed-ability classes while giving an authentic purpose for communication and introducing students to an inexhaustible learning resource. However, when I started using news with a variety of University groups, I made some mistakes that undermined these benefits. This article describes how I now use news articles, outlines four common problems, and suggests some ways to avoid them.

News class procedure

The following procedure is not particularly innovative, largely overlapping with how several colleagues have described using news in class. I have used it successfully with both relatively low (TOEIC 250-400) and relatively high (TOEFL PBT 450-570) level classes.

For homework, students choose an online news article, read it, and look up unknown words. They then re-read, take notes on content, and write three discussion/conversation questions. At the beginning of class, I check the quality of the notes, correct the questions, and confirm vocabulary quotas. In a class of 20-25 this can be done while students complete a warmer and test their vocabulary in pairs - for larger classes I either split students into week on/ week off teams or collect homework the previous week for marking. Students then talk about their articles in pairs, trying to keep the conversation authentic (see Problem 1 below), switching partners and repeating every 10 minutes or so. This way, they become more fluent at talking about their own article while they are also exposed to a variety of other language.

Students' favourite sites are the [Daily Mainichi](#) and Yahoo News, but a full list of simplified and unsimplified sources is available at:
<http://alba-english.org/reading>.

Problem 1: Students cannot maintain a basic conversation or write good questions

Solution: A full conversation requires greetings, small talk, topic transitions ("Anyway..."), question formation, fillers, backchannels ("uh-huh") and leave-taking. If you introduce news before these skills are practiced, the likely result will be mini-presentations punctuated by silence. Drill regularly until they are automatized, otherwise when topic difficulty or interest distract students they will slip back into using unnatural transitions ("My topic is") and L1 backchannels.

I usually introduce news in the second term having already practiced 10-12 common conversation topics (food, music, work) in a more structured way. I give example conversation questions for each topic to help support conversations practicing all the skills above. Students adapt the examples to make their own questions, therefore building a repertoire of reusable frames (e.g. "Have you ever _____?", "What _____ do you like?"). When eventually introducing news, I teach students two more transitions: "Hey, did you hear about X" and "By the way, did you hear that X".

Students associate reading with comprehension questions and tend to automatically start writing conversational dead-ends such as "When did X do Y?". The conversational question frames, along with a worked example and a clear rubric that penalizes "quiz questions" or "questions with a correct answer" will help students avoid this. You may also want to penalize using the same generic question every week (e.g. "What do you think about this?").

Problem 2: Students don't know how to find good articles

Some students tended to use bad strategies for choosing articles. For example:

- They chose the first article they saw. Front page articles tend to be political or common knowledge and are less than ideal as conversation starters. When several students do this, it also increases the number of duplicate articles, making pair rotation complicated.
- They chose articles only *they* were interested in (usually obscure football teams).

- They chose editorials / reviews rather than news. Perhaps interesting, but incompatible with a “Hey, did you hear about...” conversation.
- They chose difficult articles, then complained about the workload.

Solution: Do a worked example in the first class. Preferably with Internet access and a projector. Show the various websites and help students identify their level. Show them how to access news subtopics such as entertainment / technology, how to search, and what not to choose.

Tie interest to grading. Your marking rubric should specify that news is something interesting that your partner does not know- anything else should receive corrective feedback and eventually be marked down.

Make your expectations clear . Some students acquire low expectations of the workload in communicative language classes. Time the worked example in class - my lowest level classes take around 30 minutes - then ask if they think it is reasonable. Since I started doing this, all my students have agreed it is, and I have had no complaints.

Problem 3: Students' voices are boring, and their partners stop listening

Articles contain names, numbers and vocabulary that students cannot remember without notes. Students' first response may be to write summaries or copy chunks, then read them aloud. This prevents eye contact and gives their voice a flat recitative quality.

Solution: Enforce mind map notes containing key words, names and numbers - not sentences. Check their work - as students are used to brainstorms, sometimes they misunderstand, producing vocabulary networks that just look like notes. After a few rounds get them to give the summary with books closed and remind them about eye contact.

Problem 4: Incorporating Language Focus

After a few weeks the class runs itself - the teacher's job is to rotate pairs and answer questions. The noise level and the varied language sources means that focus on form is most often student-initiated and pre-emptive (they ask

then immediately use the answer), which better targets their needs (Ellis, Basturkmen, & Loewen, 2001) and leads to greater uptake (Nassaji, 2010). Try giving participation points to encourage questions. For more reactive feedback, I sometimes ask students to note one thing they "wanted to say but couldn't" and work on it with them when correcting homework. For vocabulary, unknown words from personally relevant articles can usefully supplement generic textbook and frequency list targets.

Summary

With proper preparation, a news class can be an enjoyable, valuable activity, and the pattern can be adapted to use graded readers, music lyrics, online lectures and other research projects.

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Build a Town

町を作ろう

Matthew Shannon

マシュー・シャノン

About

Matt is an educator, cultivator and curriculum developer based in Saitama, Japan. His goal is to provide real-world opportunities for EFL learners, specifically in the areas of debate, journalism, and science. He serves as an Instructor of Assistant Language Teachers (ALT-I) for the Saitama City Board of Education. He is active with SCE, JALT Omiya, and served as Chair of the Nakasendo English Conference 2012.

Abstract

Build a Town is a game where teams create small towns from paper tiles and then debate over which town is better. This game and its recommended lesson plan allow groups of students to engage in quick, practical encounters with reason in a scaffolded and enjoyable setting.

要約: 「町を作ろう」は紙タイルを使って小さな町を作り、どれが理想的かとディベートするゲームです。短い、実践的な関わりをグループ内でする働きのある活動です。

Build a Town is a game where teams create small towns from paper tiles and then debate over which town is better. It has been used for several years in Saitama City at the second and third grade levels of Junior High School in the support of debate skills, with a specific focus on the use of evidence to back one's claims. The resulting statements are clear, such as "Blue city is more exciting than Black city, because it has more fun places. For example, it has a park, a movie theater, a game center, and a pool" or "Blue city is the best town because it has a McDonald's next to the school." This game and its recommended lesson plan allow groups of students to engage in quick, practical encounters with reason in a scaffolded and enjoyable setting.

Small groups receive a small envelope of paper game tiles, and a paper game map. However, not every piece will fit on the map - the map is too small to accommodate every piece, and it is furthermore criss-crossed with roads on which no tiles may be placed. Teams must choose exactly which pieces they like, and in what arrangement. This is an excellent opportunity for students to give reasons why their team should use a specific tile; a smart option is to require at least one person to agree with a reason before it can be placed. Please consider these examples:

"We should have a stadium because soccer games are cool."

"If we have an airport, we can go anywhere."

"I agree! If we have an airport, we can get lots of tourists, too"

These additional requirements are entirely optional, but do help students become aware of the kind of city they are making. As long as some pieces are placed on the map, the next stage of the game may be played without any penalty.

The second stage begins with students making evidence-backed statements about the positive points of their town. If it's a class' first experience with the lesson, it helps to lead them through some model expressions as are seen here:

"Red town is nice because it has a park."

"In red town we can go swimming because we have a pool."

Keep in mind that the objective for this activity is to provide evidence for claims, rather than simply to talk about your impression. Model and encourage the use of “for example” statements. Even if it has not yet been previously introduced, it is a perfect context for its use. Here is a clear example listing multiple pieces of evidence for an idea:

“We can enjoy nature in our town. For example, we have a park, a hiking trail, and a beach.”

This may be the first time students have really had a chance to look at the whole of their town following the completion of the map, and may help familiarize the team with the assets (and absences) within their town. For each positive statement about their town provided, award a team one point, and provide up to three points if they make use of the “for example” structure. When the teams have demonstrated an understanding of using evidence from the towns to support their claims, or perhaps trying to build statements from the evidence, you may move onto more advanced play.

The final stage of play asks students to compete against each other with declarative or comparative claims in addition to talking about their own towns. Different statements earn different points, with more complex statements earning the most. At the YoJALT MyShare, a point schedule similar to the following was used. (A “point up” increases your team’s score by said number of points; a “point down” decreases the referenced team’s score by that number of points. Comparative statements allow for one’s own team’s points to be raised at the same time another team loses points.)

Points	Comparative Statements
One point up	At Green Town we can ____ because ____ Green Town is ____ because ____.
One point down	Blue Town is ____ because ____. Blue Town is not/cannot because ____.
Two points down	Blue Town is too ____, because ____
Two up, one down	Green Town is more ____ than Blue Town because ____.
Three up	Green Town is the best for ____/ most ____ because (3 examples).
Three down	Blue Town is the worst for ____/ least ____ because (3 examples).

The point values may be changed by the teacher to reward or discourage use of specific structures, and easily incorporate new statement structures. Changing the point values clearly demonstrates the teacher's control over the lesson, but at the same time showing that the game is responsive to the students and their needs. Consider what point structure best fits the needs of your students.

Finally, there are a few key choices to be made when making your own Build a Town game. Simple copy paper will not hold up for many plays, and is easily knocked or blown around a desk, and printing without additional markings it would be very easy to mix up different sets of pieces. Solve this problem by affixing colored construction paper (using one color per team set) to your pieces and maps to increase durability, while making it clear which sets are which. If you want to be really cool, you can use "re-stickable" or "stick-and-peel" (hatte-hageseru in Japanese) glue on your town map - this will cause the pieces to remain in place, even vertically, allowing you to affix the maps to a blackboard for side by side comparison in a way which is viewable to all.

Build a Town is a game that's enjoyable enough on its own to be played as a game, and does so while providing real value to players and teachers alike. It offers a smooth learning curve and flexible rules to engage a wide variety of skill levels. It does not require expensive materials, but is valuable due to the opportunities it provides. I highly recommend this game for all teachers of level-appropriate students.

Grammar Auction : A fresh look at an old game

文法オークション：古くて新しいゲーム

Kevin Trainor
ケビン・トレイナー

About

Kevin Trainor has been an English Instructor at Teikyo Junior and Senior High School in Itabashi-ku for nine years. He has a Master's Degree in TESOL from Anaheim University. His interests include extensive reading, student motivation, and cooperative learning.

Abstract

The author reevaluates an old ESL activity which provides a useful review of grammar points for junior high school students.

要約: 著者は、中学生の文法のポイントの復習に役立つものとして、古いESL学習活動を再評価している。

Ellis (1995) states that explicit knowledge indirectly facilitates implicit knowledge. It helps learners notice grammatical forms and use bottom-up processing. Hence, there is a need for some grammar instruction in language teaching. I teach Oral Communication (OC) to junior high school students. I thought that my students might be better served if some of my instruction could be used to reinforce the grammar lessons they receive from their Japanese teachers. A week before their midterm exams, I decided to use my OC class as a test review for the second year junior high grammar classes. I didn't want to give them grammar exercises or quizzes. I wanted to find a fun activity.

There was one activity that I had come across several times on various ESL websites. However, for a long time, I never took it upon myself to try it in the classroom. My initial impression of the activity was that it couldn't be much fun. I was wrong. The activity is called Grammar Auction. I tried it and my students loved it.

Grammar Auction is a game where sentences are presented on the blackboard. Students placed in groups, bid upon each sentence based on whether the sentences are grammatically correct or not. To start, draw a picture of a framed painting and explain that the painting is for sale. Ask them how much they are willing to bid for this valuable painting. In a fast staccato voice start to call out prices with the numbers going higher. "Do I hear \$500 for this painting?..., Do I hear \$600? ... etc,". Students will laugh because they now understand the meaning of the word bid.

Place the students into groups of three or four and hand each group a sheet.

(Fig. 1)

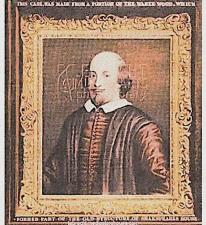
Grammar Auction
Is the sentence correct ?

You can bid \$ 0, \$100 , \$200, or \$300 on each sentence.

Start - \$ 600.00

Bid	Amount
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

Finish-_____



Groups begin the game with a \$600 jackpot. For each sentence, they can bid \$0.00, \$100, \$200, or \$300. The teacher writes the first sentence on the board and asks the groups to take one minute to write their bid for that sentence under the heading *Bid*.

After a minute, the teacher calls out that all bidding is closed and asks the class if the sentence is correct. If the sentence is not correct, ask one of the groups to explain what is wrong with the sentence. There should only be one word that needs correcting. You will know when a group guesses a sentence correctly because they usually burst out in cheers. It was amazing to see how well this worked with my second year junior high students.

On the sheet, each group will add or deduct the amount they bid depending on whether they were right or not. Each group is responsible for keeping track of how much money they have under the heading *Amount*. At the end, student will record the final amount left. Prizes or bonus points can be given to the groups with the most money at the end.

Initially, the activity takes about ten minutes to explain and set up. It takes about twenty minutes for students to bid on ten questions. You should

present only one sentence on the board at any one time. This will give students the opportunity to focus on only one sentence structure at a time.

An important trick to keep in mind is this: there needs to be a good ratio of right sentences to wrong sentences. A majority of the sentences need to be correct. For a game with ten questions, you should have no more than three sentences that are incorrect. The reason for this is that winning creates sensations of pleasure in the brain. Studies (Chun, Lee & Vickery 2011) show that winning not only stimulates the dopamine network but all parts of the brain. Students will enjoy correctly guessing that a sentence is wrong but there is no additional gain to the jackpot. What they enjoy more is guessing correctly and winning money, even imaginary money. When they see their jackpot getting larger, they get very excited.

Grammar Auction is quite effective for reviewing grammar. Students have to pay heed to the sentence forms to win but grammar is not the main focus (winning stakes is the main focus). More than one grammar form can be presented within the same activity. It also allows low level learners to notice grammar forms without creating anxiety to produce output. It is easy to set up (ten to fifteen minutes). It requires little in the way of materials (about ten sheets for a class of thirty-six students). More importantly, students truly enjoy this game. Grammar Auction is a fun alternative to mundane grammar exercises.

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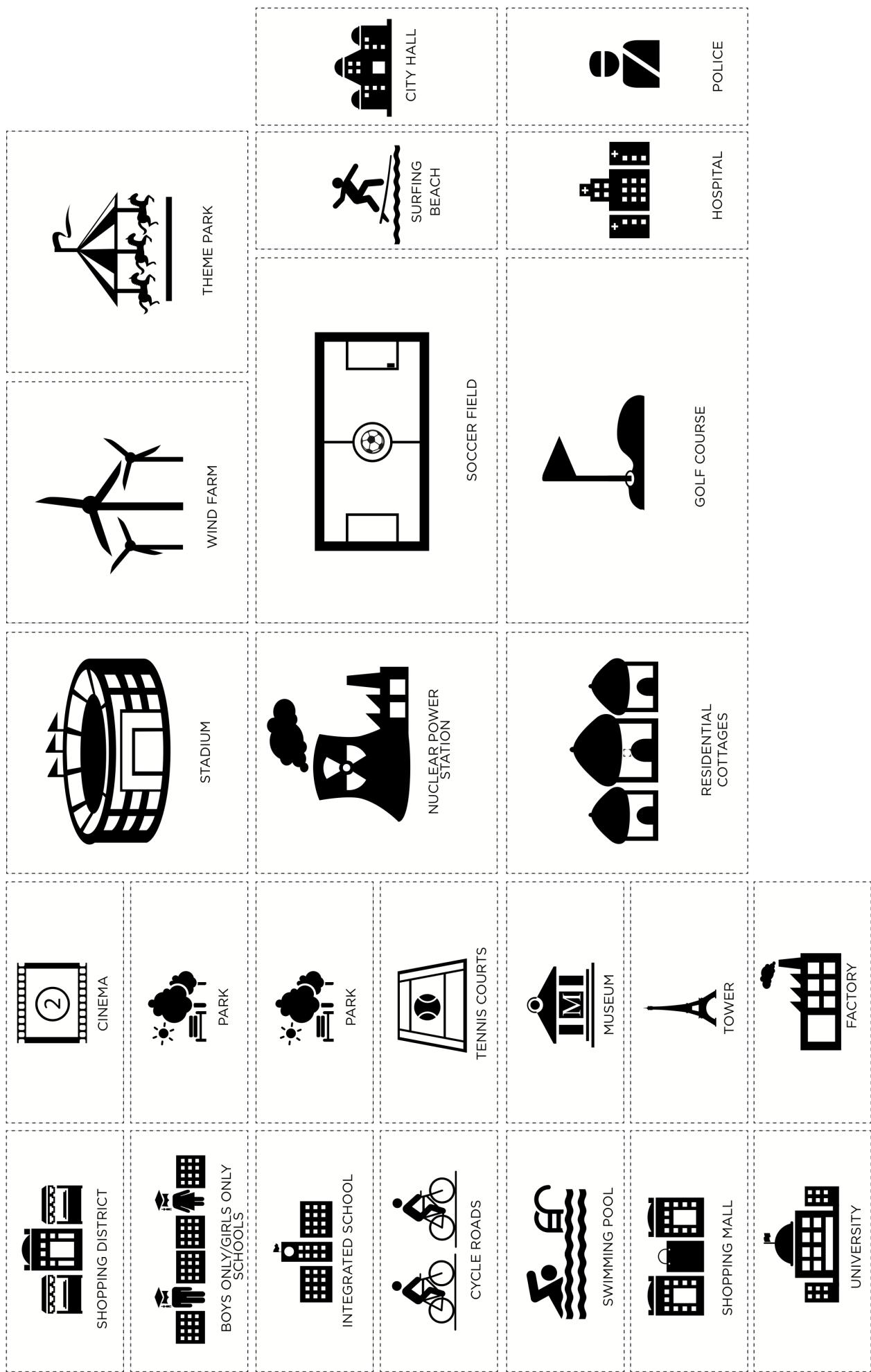
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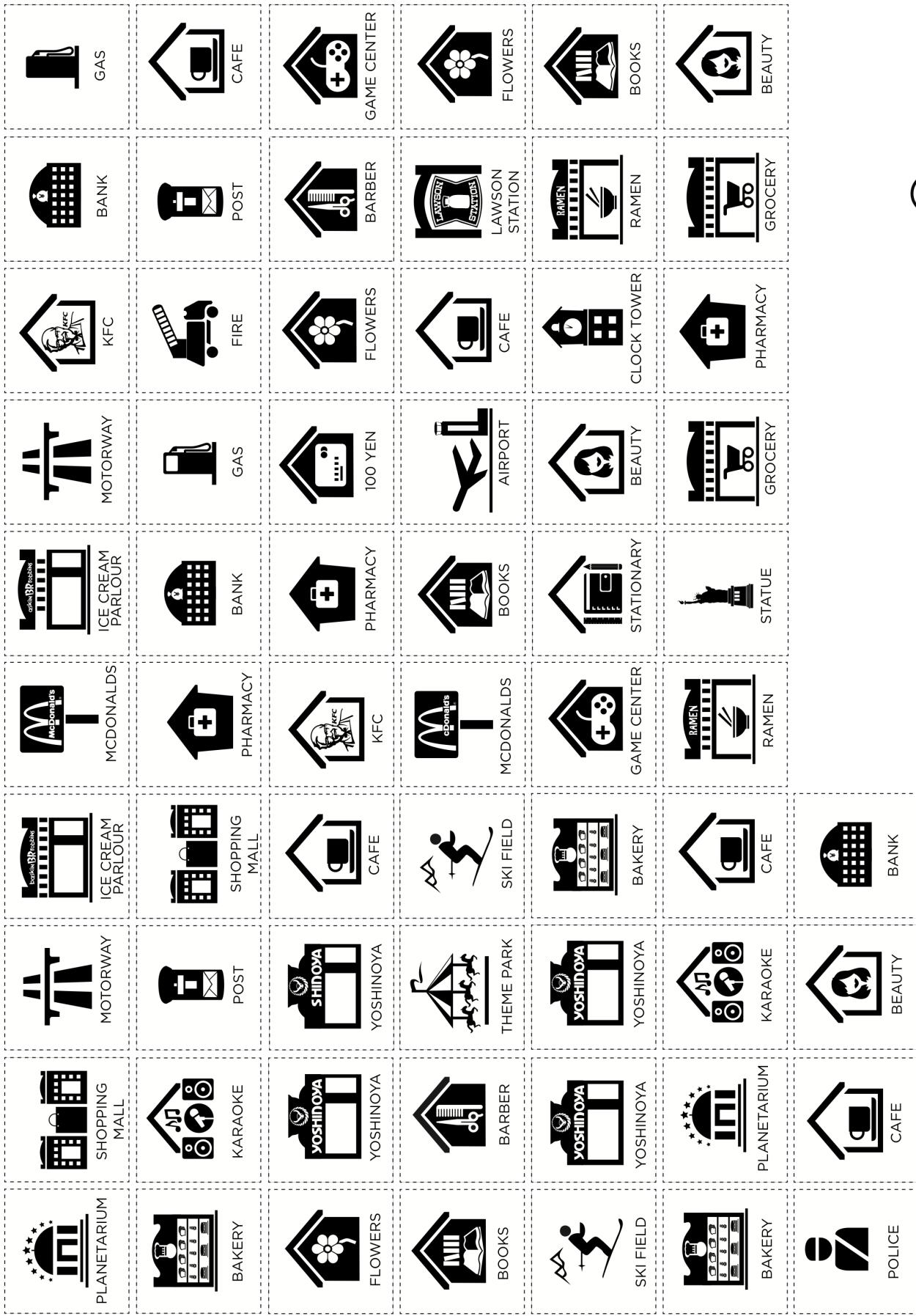
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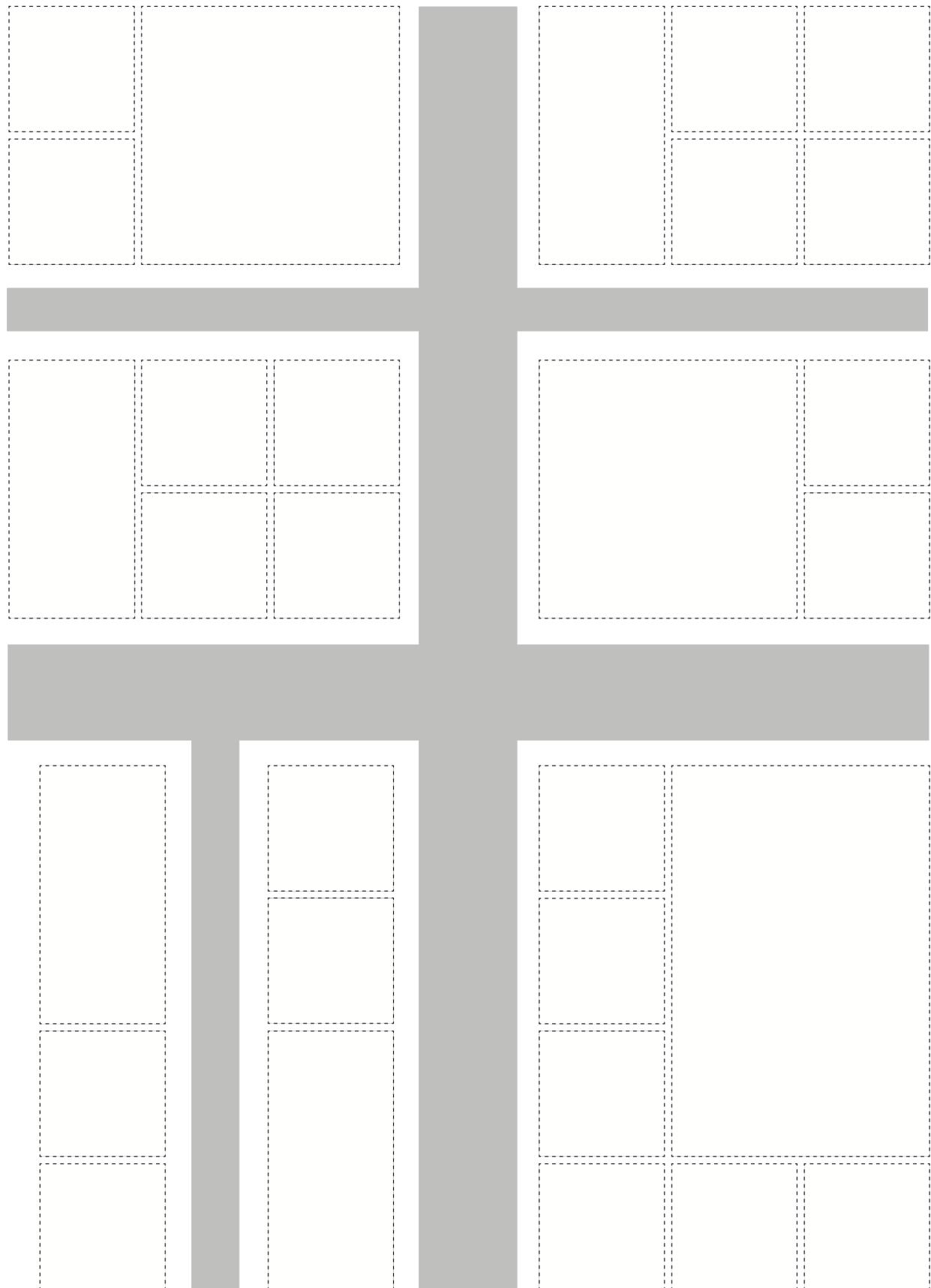
Appendix I: Printable Resources

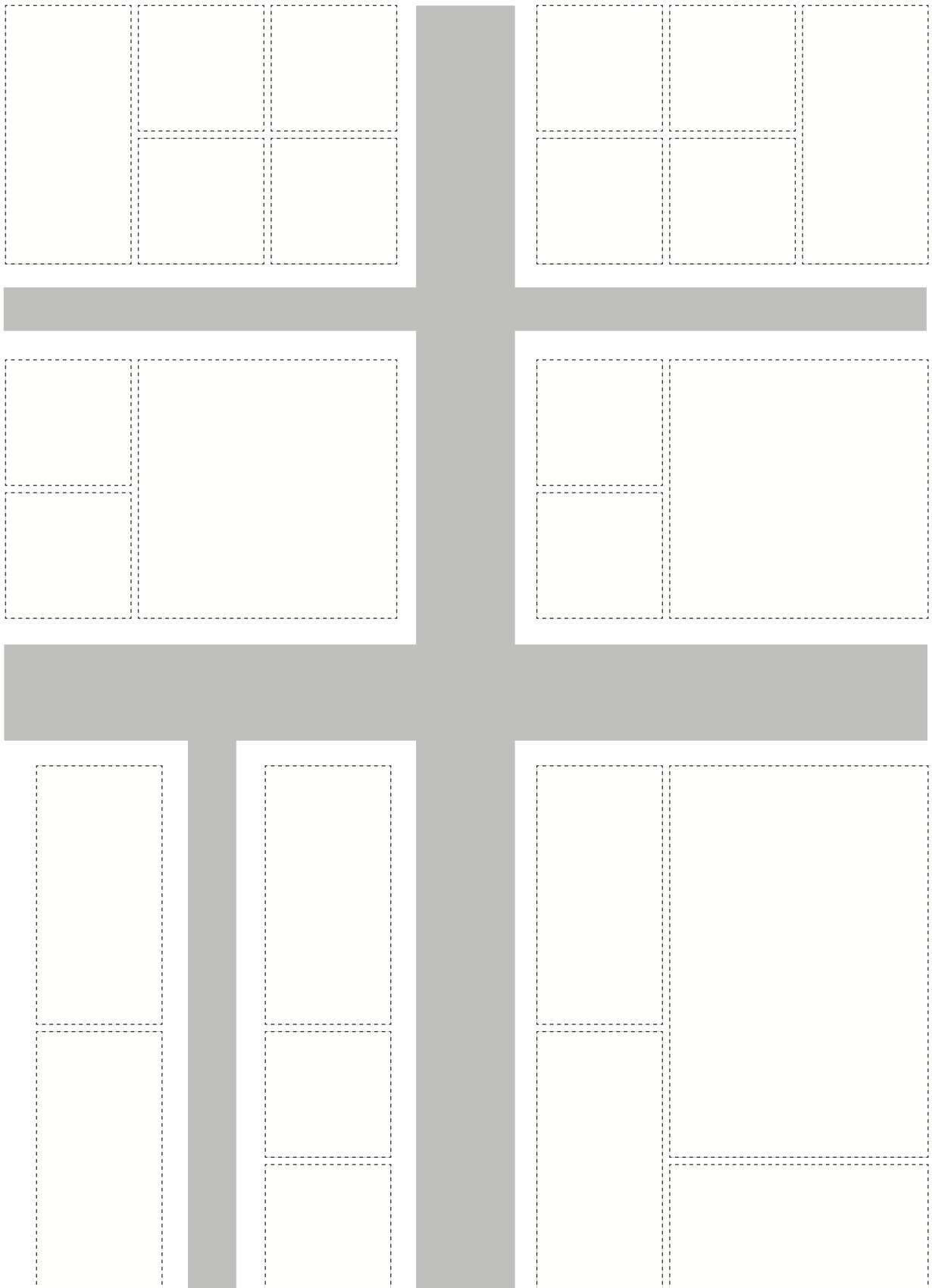
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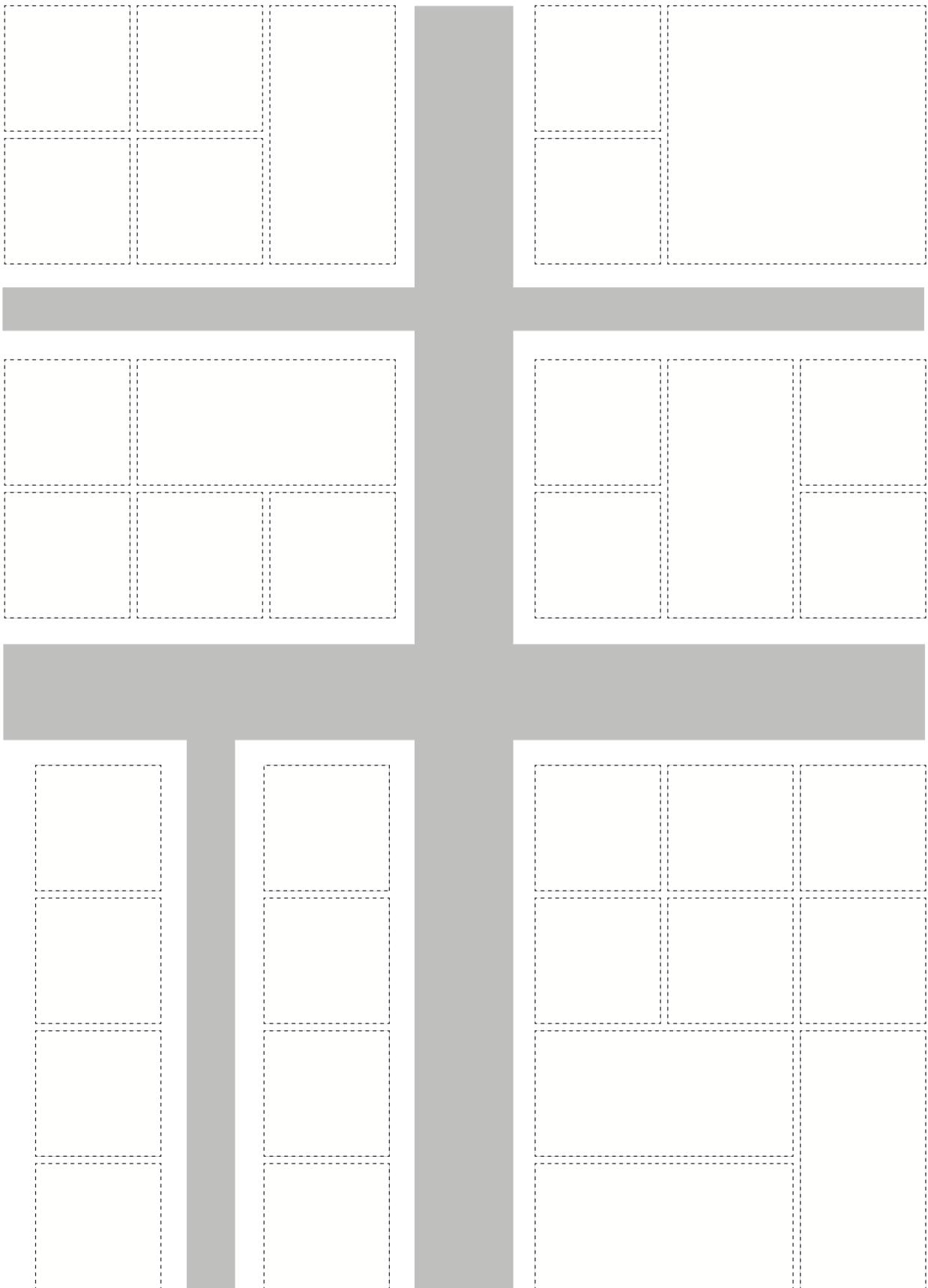
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From the Editor

A Chайдре,

Volume 3 of JSCE uses Issue Editors for the first time. Issue Editors are responsible for gathering submissions, proofreading and liaising between contributors and the JSCE Editor. Thanks to the hard work of **Tanya Erdelyi**, Issue 3 provides a great showcase for the members of the Yokohama and Omiya JALT Chapters.

Thanks to: **Tanya Erdelyi, Dan Ferreira, Brett Milliner, Malcolm Prentice, Brad Semans, Matthew Shannon and Kevin Trainor.**

JSCE wants **your** contribution. To find out more, or to get involved, contact the Editor at: contact@saitamacityeducators.org

Le Meás John