# さいたま市教育家会ジャーナル



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# Foreword

On December 18, 2011, the Yokohama chapter of JALT had a "My Share" event at Kannai Hall in Yokohama. A "My Share" event is aimed at sharing a large number of ideas and activities in a series of short presentations. This issue of the JSCE collects papers written by some of the presenters and attendees of that event.

The event featured nine 10 - 20 minute presentations which focused on practical activities that can be used in the classroom including: My Kids Can Beat Your Kids - Lessons Learned From Debate in Municipal JHS by **Matthew Shannon**, I Say 'A', You Say 'B' by **Mike Seko**, Interview Drills by **John Finucane**, Drawing Pictures for Reading Comprehension by **Ishiko Nashimoto**, Minimal Pronunciation by **Brett Milliner**, Using Google Docs for Peer Correction by **Colin Skeates**, Scaffolding Blog Entries with Video Capture by **Dan Ferreira**, Improvising Communicative Activity by **Yuki Maehara**, and ER Storytelling Using iMovie by **Kevin Trainor**. Anyone wishing to attend a future Yokohama JALT chapter event should check the website at http://yojalt.org.

**Malcolm Prentice** and **Tanya Erdelyi**

# Contents

# Scaffolding Blog Entries with Screen Capture
## スクリーンキャプチャーでブログ上の情報を「足場設定」する

Daniel Ferreira: ダニエル・フェレーラ

## About the Author

Dan Ferreira is an English teacher and has been teaching in Japan for ten years. He is currently working at Ferris Women's University in Yokohama and at Waseda University's Center for Science and Engineering. His primary educational research interests are the development of learner autonomy practices in the classroom, the application of the six traits in writing, implementing Nation's four strands in vocabulary acquisition and the use of web 2.0 tools for instructional and language learning purposes.

## Abstract

"Scaffolding", in the educational sense, is about providing instructional support in a specialized area of second language use and/or acquisition. This article will discuss how a desktop screen capturing web tool can be used to scaffold the development of a student web blog community.

## 要約

教育上の意味で足場設定とは、第二言語使用、又は習得の専門的な分野の教示の補助を備えている。この論文では、どのようにデスクトップスクリーンキャプチャーのウエブツールが生徒の共用ブログの進捗に足場設定されるかを論じる。

# Why I started using Jing for blogging

For any teacher who has tried to use online blogging sites to start a web-blogging community, the first problem one may encounter is one of administration. Knowing when a student has posted something and to whom becomes quite a daunting, time-consuming chore. Moreover, encouraging the blog to thrive and grow is and should be the ultimate aim if you value learner autonomy. After several unsuccessful attempts of starting up a web-blog community with a free online blogging site, I resorted to using Jing, a free online video and screen capturing device made available at the following site: http://www.screencast.com/

# How to use Jing and the online files manager

When you get started with Jing, which is the name of the free screen-capturing tool, you have to create an account with screencast.com which manages your files and is also free. Figure 1 below is an example of the account manager for files generated by Jing.
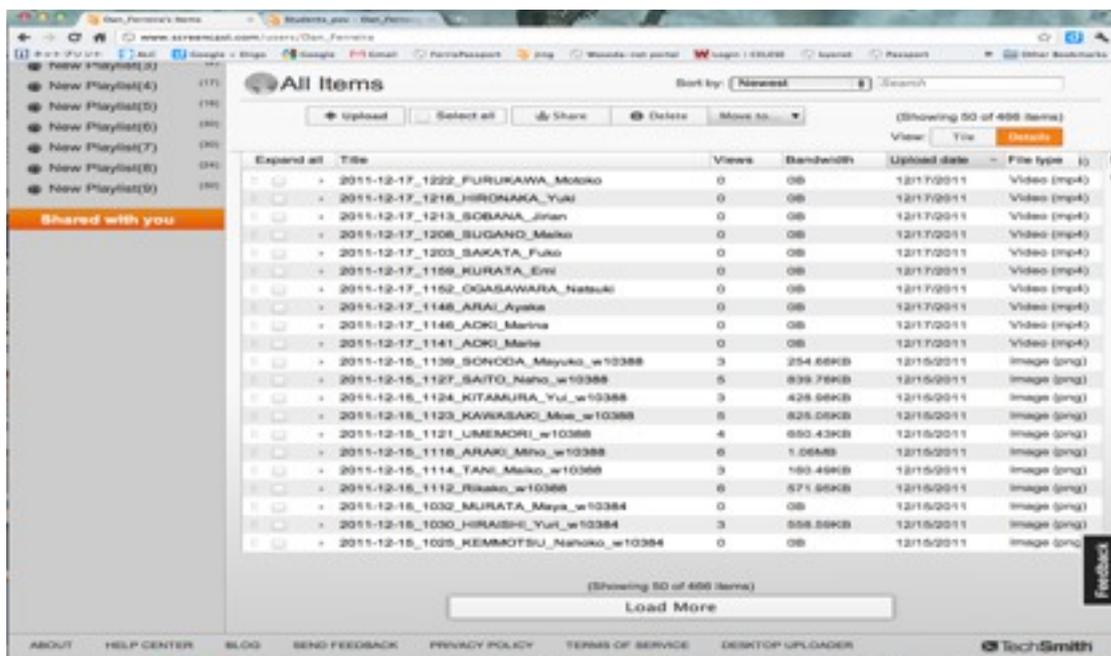


Figure 1: A screen shot of the online files manager

The account you set up with the screencast.com website to manage your Jing generated files has various features. Your files are stored here and can be arranged into folders and you can also create playlists. Essentially, there are only two kinds of files you would generate using Jing: video screen captured files or screen-captured files. The video files have the .mp4 extensions and the screen capture files have the .png extensions.

If you wanted to share a file, you would check the box on the left hand side of the one you want to send and then click the "share" button. This action generates a pop box (see figure 2 below) where a URL link to that file is generated and a simple copy and paste to any email message would make that file viewable to the recipient regardless if they have a screencast.com account or not.



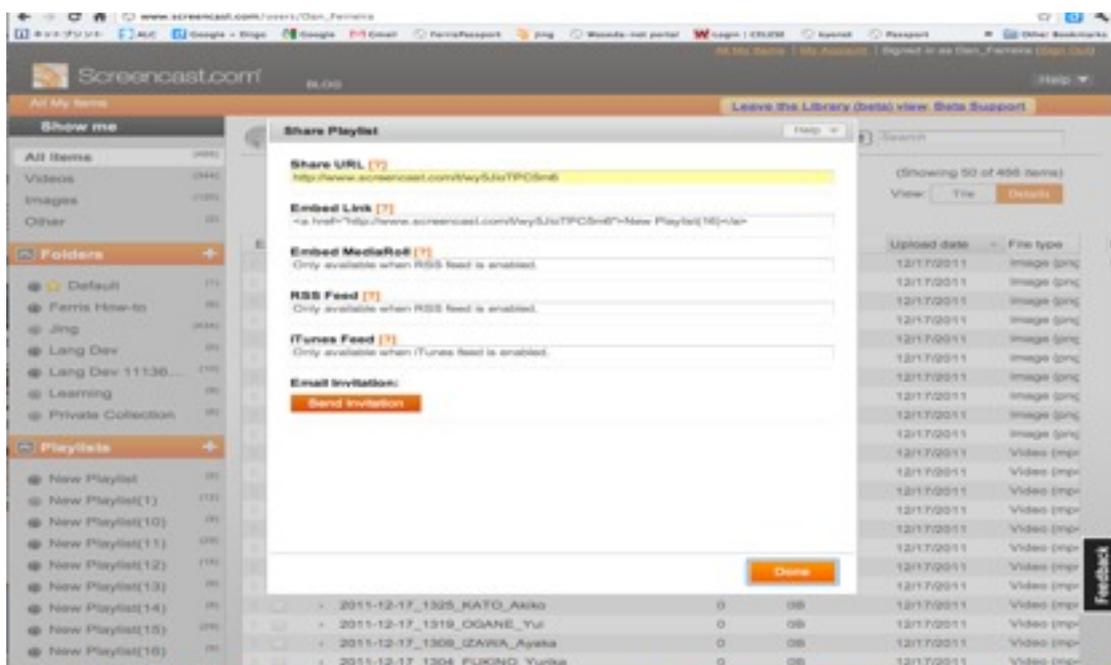Figure 2: A screen shot of the file sharing pop-up box

Checking several boxes and clicking the same "share" button generates a "playlist" URL link which means that the recipient of that link will then see thumbnails of the files in succession (see figure 3 below). Clicking on a selected thumbnail will generate a larger readable representation of that file, be it a video-screen capture or a simple screen-capture.

Figure 3: A screen shot of the thumbnail playlist of screenshots

## Jing: Practical applications for blogging

Jing, and the online accounts manager available at screencast.com, makes files easy to store, organize and distribute. Monitoring the activity of distributed files is as simple as looking at the "views" column next to the title of the file. As mentioned in the previous section, playlists of screenshots or video screen-captures can be easily generated from the accounts manager screen. Moreover, the order in which a playlist orders the screen captures from left to right is entirely up to your discretion. In figure 3 above you can see amongst the thumbnails how longer blogs are blended in with shorter ones. Since clicking the link automatically displays the first blog in a series of blogs, this feature can be used to "highlight" a particular student's blog. Perhaps, even suggesting the first blog exemplifies some feature that you want the rest of the group to notice.

# Cycles of Scaffolding

Similar to the speaking skill, writing is another production skill that can pose a lot of anxiety for students. To expect students to just start writing and sharing is not realistic and may be met with a lot of resistance. I observed such behavior when I set up my first online blogging site and found myself running after students to participate more and write more. Using Jing, I decided to scaffold the development of the writing community by first having each student respond to three or four questions on a weekly basis. I then responded to each student's work by creating video screen-capture. A URL link was generated and the student could listen to my response to their written work. I made it clear that the focus of the exercise was on fluency and not grammatical accuracy hence encouraging the students to "say" as much as they liked, depending the question.



Cycle 1: Between teacher and student

I found it most productive if I only asked four questions. Two questions were my *core* questions such as "What did you study this week?" or "What is your opinion about the content?" and the second question - "What did you learn from your mistakes this week?" The other questions varied in seriousness and sometimes encouraged students not only to think *out of the box* but also to share their personal opinions about various subjects.

Once I felt the students were becoming more relaxed with the procedure for answering the questions, I then started the second cycle, which is illustrated below.
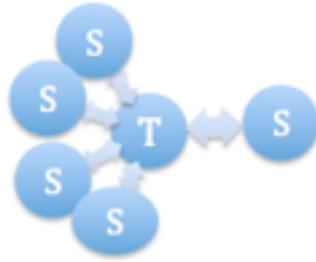
Cycle 2: Teacher as a conduit to others

In the second cycle, I created a playlist of every student's work and shared the generated URL link with the class. In the distribution of thumbnails, a student had to click thumbnail by thumbnail in order to find their own work and listen to my response. In the first few weeks of sharing their written work with each other, I added another *core* question which asked them to read each other's work and to respond to their peers' work whatever way they liked.

## Discussion

Ideally the third cycle would be creating a blogging site where each student would be able to write and respond to each other without the teacher being a conduit. I never attained my goal of moving on to the third cycle because a 15-week course is not enough time to attain that objective.

I was surprised with how successful this approach proved to be in the end. Moreover, I found it interesting to note how each student shifted their language to reflect the consideration of their audience. That is, when they became aware that others were reading their writings, their language for addressing the audience adjusted naturally as well. That is, they started to refer to me in the third person. Perhaps the most poignant observation was in the amount that each student started to write as they tried to emulate the length passages the stronger writers exemplified, even though I encouraged quality over quantity.

# Interview Drills: Making textbooks more communicative
## インタビュードリル：教科書をコミュニケーション活動で使う方法

John Finucane: ジョン・ファヌカン

## About the Author

John Finucane is an EFL Professional. He is the President and co-founder of さいたま市教育家会 (SCE). He edits さいたま市教育家会ジャーナル (JSCE). His interests are writing, teacher training, event planning, debate and critical thinking. Find out more at: http://www.john-finucane.com

## Abstract

Interview drills can be used to supplement your text book, at various levels, to make your lessons more communicative. Interview drills can also be used as a springboard to help students to become effective debaters.

## 要約

アブストラクト：インタビュードリルを追加すると教科書を使う場面はよりよいコミュニケーション活動できます。生徒はより効果的なディベートができるきっかけにもなります。

# Introduction

Firstly, what makes an activity communicative will be disussed in terms of 4 simple criteria. Secondly, interview drills will be introduced and then judged against those criteria. Lastly, how interview drills can be used to suplement textbooks and provide a springboard into debate will be explained.

# Interview Drills

Interview drills are a simple pair-work procedure. A-san begins by asking B-san a question. B-san responds to the question with several ideas. A-san recaps what B-san has said by using the phrase 'you said...' and continues the conversation by asking a question that requests clarification e.g. 'You said you went to Tokyo Dome. Who did you go with?'. An important aspect of this is note-taking. The listener should take notes of what the speaker is saying. Notes should be made as memo, not sentences. Notes should be made in English. The procedure can be reapeated, with learners swapping roles, to create conversations of various lengths.
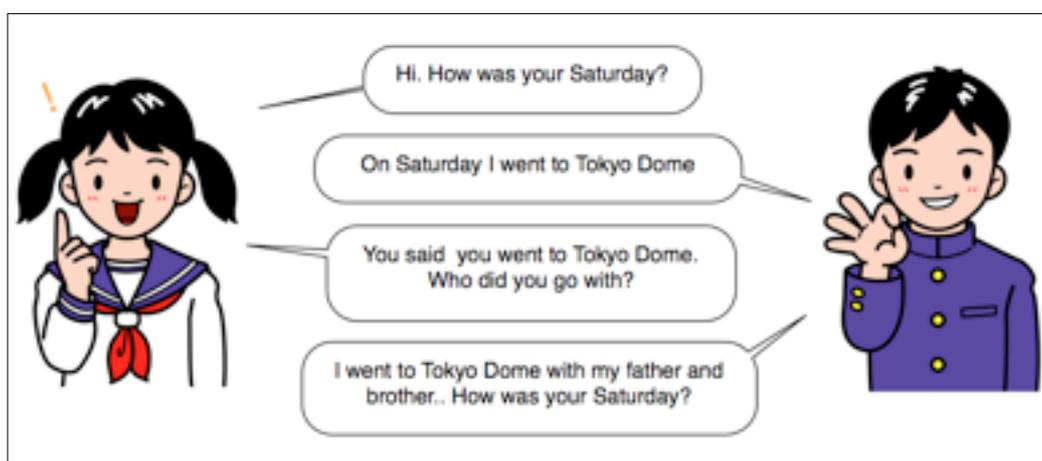


Example interview drill using the phrase 'How was your ___?'

# What Makes Activities Communicative?

Hughes (2008) set out a framework for assessing the communicative potential of an activity. Four basic requirements, expressed as questions, were identified:

1. Does the activity involve two or more participants?
2. Do all of the participants both send information to and receive information from each other in the target language?
3. When participants receive information, do they have to comprehend that information in the target language in order to successfully complete the activity?
4. When participants send information, do they have to comprehend and produce that information in the target language in order to successfully complete the activity?

Of these, the last two are problematic. How can we know if learners are actually comprehending or producing in the target language? We cannot. Instead Hughes suggests that we either set time limits (translation being time-consuming); or design our activity with an observable outcome. One which requires all participants to comprehend the target language information. Further requirements were identified for a good communicative activity.

Interview drills require learners to exchange information many times. The information will include a high proportion of unknown information to the receiver. The information will frequently convey the sender's own ideas and opinions. The information exchanged will support attainment of a goal that is both known and personal to the learner. The outcome is measurable by teacher observation. Interview drills are a communicative activity.

# Using Interview Drills

Interview drills are a procedure. The content comes from phrases and learner's ideas. 'How was your___?' Works well because it can be used in a variety of contexts. You should look out for such phrases in your existing course content. When introduced to interview drills learners may find it difficult to generate ideas. Pictures are a good source of inspiration, especially those which are ambiguous or unstructured.



Example interview drill activity using the phrase 'You should(n't)___'

# Supplementing Textbooks

Ogura (2008) found that of 10 Oral Communication textbooks, all contained mostly non-communicative learning and pre-communicative language practice. This, coupled with the lack of a dedicated oral communication component in the new course of study, means teachers will have to assume more of the responsibilty for creating communicative activities. Interview drills provide a simple process for using textbook content in a communicative way.

Consider the following activity:





A typical OC1 textbook activity

In the above example the learner is asked to write a short passage, using the target expression 'I should', based on the situations in the pictures. This activity is non-communicative (there is only one participant) and also quite restrictive in terms of learner imput. The learner is given all of the elements of the story, this discourages the learners from developing the habit of using her imangination in class and contributes to a passive learning environment.

Yet, textbooks are good beacuse they make the decision of what to teach, when and in what order. They also facilitate testing and provide a useful standardisation. A teacher, as part of her preparation time, should look for elements of the textbook that can be used in the interview drill format. In the case of the above activity, 'I should' is a useful phrase. The example activity in the previous setion shows how textbook content can be supplemented in this way.

**Debate**

Debate fits the criteria for a communicative activity well. By its nature it involves multiple participants and requires participants to send and receive information. To win a debate requires effective communication with the judge as well as any opponents. The debate procedure, with its strict time limits and multiple phases, encourages regular production and comprehension in a target language. The careful selection of propositions ensures relevant, interesting and personal topics for discussion.

The first step is developing the skills needed for debate. The basic skills are:

1. Giving an opinion
2. Responding to an opinion with questions / asking for clarification
3. Giving an opinion, with a reason
4. Disagreeing

5. Disagreeing by giving a reason
6. Disagreeing by using a counter-example
7. Disagreeing by using a counter-example, supported by evidence

Next students require some basic expressions that can be used as the building blocks of debate. Students should practice using these expressions through interview drills, step by step. Each new expression introduces a new element to the discourse:

1. I think + your opinion
2. You said [you partner's opinion] + question
3. I think [your opinion] + That's cool because + reason
4. You said [you partner's opinion] + That's true but + your opinion
5. You said [you partner's opinion] + But I don't think so because + your opinion
6. You said [you partner's opinion] + But I don't think so because + counter-example
7. You said [you partner's opinion] + But I don't think so because + counter-example + That's cool because + reason

**Conclusion**

In the context of our classrooms interview drills can fit in easily as a supplement to the lesson styles familiar to teachers and learners alike. It requires little preparation and allows us to easily recycle and reinforce target language from our textbooks and lessons. It also allows for a degree of personalisation that encourages learner motivation and retention.

# References

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Potential of Language Activities. *The Saitama Journal of Language
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Sailing?

# Minimal Pronunciation
## ミナマル 発音

## Brett Milliner ミリナー ブレット
## Lecturer 講師

About the Author

Brett Milliner is from Brisbane, Australia. He has been teaching EFL in Japan for the last 10 years. He is a part-time lecturer at Ferris and Tokai Universities 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 the Kamakura Yoga Society.

Abstract

Although pronunciation skills are critical for the empowerment of English students, pronunciation fails to receive much attention in the language classroom. To address this issue, a small portion of each lesson was allocated to drilling minimal pairs and a number of extension activities using students' cell phones. This paper will illustrate how cell phones were used to raise awareness, develop students' self-evaluation techniques, and provide tools for personal English study.

要約

発音能力の向上は英語を学ぶ学生に自信を与える上で重要であるが、日本では、語学の授業の中で、あまり重要視されていない傾向がある。この問題に取り組むため、毎回の授業の一部の時間を割き、生徒達のモバイル技術を活かし、ペアを組んで訓練した。スマートフォンや他の携帯電話は、生徒の個人的な英語学習で生徒自身の発音の自己評価のツールとしても役立つ。

Even though having intelligible pronunciation is extremely empowering for language students, most teachers tend to brush over teaching pronunciation in their classrooms. Listening skills and pronunciation are also interrelated. When a teacher addresses pronunciation skills, they are enhancing students' listening ability. In response to these arguments, the author dedicated the first ten minutes of two university English classes to drilling minimal pairs and running a number of related activities using the students' cell phones. This paper will introduce the activity and describe how cell phones were incorporated to raise awareness of pronunciation skills, provide students with self-assessment techniques and equip students with individual study skills.

## Minimal Pairs

A Minimal Pair is a pair of words, which differ in one sound only, for example, "berry" and "very". To practice two specific sounds, a printed list of about 20 minimal pairs was created for each class. During the semester the author tried to focus on the sounds Japanese students generally have difficulty with such as, B/V, L/R and S/TH. In addition to the list of pairs, tongue twisters, short sentences or a short paragraph containing words from the list were included on the print.

## Lesson Format

At the start of every class a print containing the minimal pairs and related exercises was presented to students. The two target sounds for the class were introduced in conjunction with instruction on how to physically create each sound. Soon after, a simple listen and repeat exercise using the minimal pairs list was staged. Students would then be asked to continue the listen and repeat exercise in pairs before reading aloud the short sentences, tongue twisters or short paragraphs. Cell phones were also incorporated during the pair work stage of the practice. To bookend the entire activity, the author ran a short listening test whereby students were asked to mark whichever word the teacher read from the minimal pairs list. This listening activity served to illustrate whether students could distinguish between the two specific sounds and demonstrate the link between pronunciation and listening skills.

## Why use cell phones?

Most Japanese students prefer using their cell phones to computers and they are generally very sophisticated users. This enabled a much more efficient teaching experience compared to teaching in a computer laboratory. The author also enjoyed not having to fight with other teachers to use a computer laboratory because all activities could be staged in the regular classroom. The classroom whereby this exercise was undertaken had a wireless Internet connection and a little over two-thirds of the students owned a smart phone. These conditions enabled the author to incorporate more complex smart-phone applications into the pronunciation practice.

## Cell phones are great recording devices

The excellent voice recorders and video cameras found in all cell phones were used in every class to promote awareness, self-reflection and individual study techniques. Students were asked to use their cell phones to record themselves as they read the minimal pairs list, short sentences, tongue twisters and paragraphs containing some of the minimal pairs. Students also created their own listening tests to be shared with another student. To take advantage of the large screen and excellent video recorder found in all smart-phones, pairs were formed based on smart-phone ownership and one student acted as a "cameraperson" and another as "announcer" to record each other. Camera persons carefully recorded their partner's mouth as they read through a text and then the couple watched the video together to critique one another's sound and how their mouths moved when creating the targeted sounds for that lesson. Students were also trained to use the reversible camera found in all smart phones to encourage individual practice of this study technique.

## Smart-phone apps

The availability of a classroom wireless network and high volume of smart-phone users allowed the author to experiment with a number of free applications or "apps". To further the self-assessment skills of the students, the classes experimented with Dragon Dictation, which converts the student's

voice recording to a written text. Similarly, the Google and Google Translate apps recorded the students' voices and then conducted a Google search and translation of their spoken text into Japanese respectively. It is important to note that all three of these apps use developing voice recognition technologies; therefore, there were many occasions where the apps could not create the correct written text, even for a native English speaker.

Students, however, appeared to be motivated by this challenge. For voice recording purposes, more sophisticated voice recording applications such as Hi-Q Mp3 Lite (Android phones) and Pocket Wave Pad (iPhones) were employed. These recorders can be used to evaluate more carefully one's pronunciation skills because they illustrate sound waves and they produce a much clearer recording.

The final app experimented with was Pronunciation Power (iPhone only). Dedicated to developing pronunciation skills, this app clearly illustrates how one shapes or places their tongue and lips for the different English sounds. In addition to helping the teacher articulate how to physically create the targeted sounds, these illustrations benefit visual learners and serve as a useful reference for individual review. To support individual study, a list of minimal pairs and voice recordings related to each specific sound is also provided.



Screen shot: Pronunciation Power

## Conclusion

It needs to be stressed that students were not expected to sound like native speakers by the end of the 15-week semester. It was hoped that this exercise would raise the students' awareness of their pronunciation skills and equip the students with tools to develop their pronunciation skills further. Feedback from the students at the end of the semester revealed that 100% of the respondents felt that it is important to address pronunciation in every English class, and 82% believed they would use some of the study skills practiced in this class for individual pronunciation study. In regard to the author's goals, these results reflect a positive educational experience, however, the fact that only 38% of the respondents actually practiced pronunciation at home during the semester reveals further refinement of this activity is still required.

# Why encourage students to sing? (Using songs for pronunciation practice)
## もっと歌を活用しよう (発音練習のための歌の使い方)

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## About the Author

Kishiko Nashimoto has been an adjunct lecturer at Musashino University, Tokyo since 2001. Prior to that, she taught Japanese at the University of Limerick, Ireland for ten years. She has an MA in TEFL/TESL from the University of Birmingham. Currently, she is the membership chair of the JALT Yokohama Chapter.

## Abstract

Using songs in the classroom is very beneficial for improving pronunciation, understanding and retention of the target language. This article describes the merits of using songs, and introduces a way of encouraging students to sing or read aloud. Efficient use of audio visual materials and test administration are also explained.

## 要約

授業で歌を使うことは、英語の発音、理解、習得に大変効果的です。ここでは歌を使うことの利点や、学生が楽に歌ったり、音読ができる方法を紹介します。視聴覚資料の有効な使い方や、テストのやり方も説明しています。

# Why use songs?

I have found using songs for language teaching very effective in language acquisition. Firstly, music is highly motivating. It is enjoyable to sing and listen to songs with pleasing melodies and rhythms, and appealing words. Students can also learn about the musicians, countries and other background information. I teach relatively unmotivated university students, most of whom dislike English. However, in a recent questionnaire that I gave to twenty-two students, twenty of them affirmed that they enjoyed learning songs in class.

Secondly, songs are much more easily retained. Words and phrases learnt for exams are forgotten easily but songs are remembered with little effort. The reason for this is that the words are learnt together with the melody and rhythm of songs which use natural language and repetition. Besides, songs can be sung many times over without tiring of them. Words and phrases are remembered in context making it a very efficient way to build vocabulary.

Thirdly, singing songs can be an ideal warm up activity. Neuro-scientists point out that the brain is highly activated when reading aloud. They suggest that after reading aloud or singing, students can learn lessons more efficiently. Moreover, it is a good activity for introducing a change of pace when students are bored or tired of the lesson.

# How to encourage students to sing

It is not difficult to get children to sing songs. However, the older they get, the more reluctant they become to sing. Rhythm reading is a good solution to the problem. With rhythm reading, you read the lyrics aloud without the melody, but to the rhythm of the song. It is similar to Jazz chants. Students can still learn pronunciation, intonation and stress through the song. Teachers set the rhythm by clapping hands or tapping on something while reading. In the beginning, it is better for the teacher to read line by line, followed by the students.

Some students are either not confident or too shy to sing. If you tell them they do not have to sing, they are relieved and feel more comfortable. In the

same way, some teachers are not very musical. For them, too, rhythm reading is more doable than singing. It can also be a preparation exercise for singing because students can concentrate on the words. I found that students learn songs more quickly when they do the rhythm reading before attempting to sing.

## Use of audio visual materials

Recently, using audio visual materials has become easier than ever with smart phones, MP3 players and You Tube. You can download a lot of materials from You Tube or similar sites to your smart phone or MP3 player with free software. If you have a TV set or a PC screen in your classroom, you can play music or video clips by connecting your player and TV with a cable. There is an abundance of music and video clips to choose from, including videos with lyrics, karaoke versions and homemade videos.

When you want students to concentrate on the sound, it is better to play the music only and not the video clip. Still, most students love to watch videos because they are very stimulating. Students can see who is singing songs and how they perform. At the same time, they can acquire background information such as fashions and landscapes. Thirty to forty years ago, music from other countries was much more popular among young Japanese than today. Students now usually listen to Japanese pop music and have little opportunity to listen to music in English. So it is nice to introduce good English songs to them, especially with video clips.

## Using songs for tests

Although singing songs is an enjoyable and stress free activity, if you want to make students more serious about it, you can also use them for tests. At such times, the following points should be taken into consideration.

First, teachers must create a relaxed atmosphere. It is better to call students one by one into the room to sing for the teacher, and not in front of the others. Make sure that you check their pronunciation, intonation and stress, not their singing ability.

Second, allow students to choose between singing and rhythm reading as rhythm reading is sometimes less stressful. For those who sing, let them choose to sing with or without music depending on what they are more comfortable with.

Third, it is more motivating for them to select their favorite song from the list of songs that they learned in class. These should be songs which students can download easily to make listening and practicing at home easier. Many of my students preferred singing tests to speech or conversation tests because they were more enjoyable to practice.

### Other possibilities

Songs provide an excellent resource for all four skills. Examples include designing different types of listening exercises; using songs with a story as a reading exercise, and expanding them into discussion topics. Writing exercises can also be devised by asking students to add more verses to the song, write parodies or a review.

Songs are a greatly underutilized treasury for language teaching. They are short, self-contained and easy to handle. They are readily available in an endless variety of forms from nursery rhymes, folk songs, and classical music to pop and rock. The affective nature of the art also ensures retention and joy. I hope you will make greater use songs to enhance your classroom activities.

# What can teachers learn from language learning?

言語学習から何を学べるか？

Malcolm Prentice マルコム プレンティス

## About the Author

Malcolm Prentice has been a teacher for 14 years, and is currently an assistant professor at Kanagawa University.

## Abstract

Think about the learning strategies you recommend to your students and the activities you do with them in class. Have you ever done them yourself? Have you done them recently? This article looks at the possible insights into the nature of language learning available to teachers who are active second language learners and users, and suggests ways to make sure those insights lead to positive change in the classroom.

## 概要

授業で生徒に学習面でのアドバイスを与えたり、一緒に学習活動を行う時、教師自身も今まで同じような学習体験をしたことがあるだろうか。
この論文では、自身も第２言語の学習を積極的に行う教師は
自身の経験から授業においても、良い影響を与えるものであることを示す。

This article argues that teachers who are themselves active students or users of a second language can draw on that experience to develop professionally, and describes the opportunities and challenges involved in doing so. It is mainly aimed at native English-speaking teachers (NESTs) who are studying Japanese (or working/ traveling/ living using Japanese), but may also be relevant for Japanese teachers of English (JTEs), who share a learning history with their students and who continue to work using English.

To investigate the impact of language learning on teaching, Prentice (2011) interviewed ten NESTs at a university in Kanagawa about how studying languages had changed the way they taught. Some changes were straightforward (copying a technique), but most involved re-examining existing knowledge: *reassessing the value* of theory (learning styles), technique (drilling, concept checking, modeling) or delivery style (pitching language, off-task talk and class L1 use); *reprioritizing curriculum items* (emergency language, learning strategies) based on their own needs and preferences as L2 users; and *reinterpreting student behavior* (reticence, off-task talk, errors) through the lens of their own experience. Many themes overlapped with previous research on teacher's language learning experience, for example repetition and L1 use in class (Ellis, 2004) and drilling (Burden, 2007).

Teachers in Prentice (2011) who were studying in a class reported more, and more varied changes to their teaching compared with self-studiers who had not been in a classroom for a year or more. Fresh classroom experience seemed to not only supply new insights, but also to make past experiences easier to recall. This suggests even advanced L2 users (including JTE) who have not studied formally for a while might benefit from a return to the classroom. The remainder of this article gives four recommendations for making the most of the learning experience.

## 1) Learn, reflect, plan, act, observe …. and repeat.

There are three challenges to actually using the kind of insights reported above to improve teaching. Firstly, without deliberate effort we will simply not notice them: McDonough (2002) realized she was relying heavily on bilingual dictionaries as a student of Greek while discouraging her own English students from using them - one of many such differences that she

only noticed once she started looking for them and keeping a learning diary. Secondly, even deliberate reflection on language learning experience which *does* lead to a change in beliefs can *still* fail to change what happens in class (Hyatt & Beigy, 1999). Finally, the insight may not be appropriate: a teacher's insight (e.g. enjoying drills) from a small adult beginner second-language class might not transfer well to a large upper-intermediate University foreign language class.

In summary, learning may not change our teaching beliefs, beliefs may not change what we *do*, and what we *do* change may not help our students. An action research cycle is perhaps a good solution. First, reflect: write down ten good and bad points from your learning experience, talk to other teacher-learners, or keep a learning diary. Next, plan: identify a good idea or problem from your reflection and decide what to do about it. Then act: try out your idea and observe the results, perhaps collecting some data or feedback from students. Finally, repeat: reflect again on how it went and decide what to do next. If it works, share it with others. For more on action research, see Burns (2010).

## 2) Get as close as you can to your students' experience

Even though teachers' learning context, motivations and proficiency will differ from students', for insight into *teaching* a class you should *take* a class. Of the 49 impacts of learning on practice in Prentice (2011), fully 40 came from classroom learning experiences while only six were from studying alone. The same can be applied to content: if your students use graded readers, try one (for Japanese graded readers, try the Japanese Tadoku Research Group series: http://nihongo-yomu.jp). If you are preparing your students for a test, take one: despite the difference in format, taking the Japanese Language Proficiency Test will give insight into affective and metacognitive test taking strategies you will miss if you just work through a no-stakes TOEIC practice paper. Doing what your students do also offers the opportunity to be a role model: to show, rather than just tell. For example, if you use silent reading time in class, use the time to read yourself – something frequently recommended but perhaps less frequently done (Day & Bamford, 2002; Loh, 2009). If you set vocabulary homework with peer checking, bring along your own set of word cards and let students test you.

### 3) Be aware of what you do outside the classroom

NESTs can also reflect on their experience eating, renting, traveling, form filling, sign reading, interacting in L2 with friends, shop staff and so on. Deliberate reflection on the challenges and opportunities in daily life can help us help students prepare for work, study or travel abroad. Language aside, many L1 skills overlap and provide insight on student needs: we may be writing articles while teaching writing, presenting at conferences while teaching speech skills, using dictionaries while teaching dictionary skills. Therefore, while writing articles or presenting at teacher development events in L2 is only for the more advanced learners, those who do it in their L1 are more likely than those who do not to be aware of (for example) new online referencing tools or the best way to maximize eye contact when speaking from notes.

### 4) Be sensitive to your "informants"

Finally, a warning. The learning experience does not have to be good to be informative - many helpful insights in Prentice (2009) and Burden (2007) were the result of negative learning experiences. While this broadens the range of classes we can draw on, keep in mind the ethical line between adopting a good activity from your teacher and covertly, critically observing their "mistakes". Reflective peer observations (Cosh, 1999) can be a valuable source of teacher development, but do get informed consent.

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# Storytelling using iMovie and Graded Readers
## iMovieと英語多読本を活用した朗読

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## Abstract

The stories from graded readers can be brought fuller to life using iMovie. Moving visuals, sound effects, and music can be utilized to make a story more engaging. This also provides an opportunity for students to retell stories or create their own endings.

## 要約

iMovieを活用することによって、英語多読本からの物語に、より生き生きとした命を吹き込むことができます。動く映像、音響効果、そして音楽を活用することで、物語はより魅力的なものとなります。またiMovieの活用は、生徒達に、物語を再び自らが語る機会や、独自に物語の結末を創作する機会をも提供してくれます。

I teach mainly junior high school classes at Teikyo Junior and Senior High School. Since learning about Stephen Krashen's Comprehensible Input Theory, I am determined to get my 1st year students started on reading English graded readers as early as possible.

This is a challenge because many of the students have very limited exposure to English. Selecting books that are interesting and at an appropriately low level can be challenging. Also, asking students to take the time to read for pleasure is difficult. Something must be used to engage the student whereby the student is interested in reading. I really want my students to be engaged in stories. Until recently, the only reading activity in my classes was fifteen minutes of Sustained Silent Reading.

Last year, I had attended a lecture by Paul Nation on reading fluency. In the lecture, Prof. Nation mentioned that one way he had taught young learners was by reading stories to the whole class. He would read a sentence, write keywords on the board and would repeat the sentence. Then he would continue. Often he would read about ten minutes and continue the story the following class.

Reading a story to the class was appealing. However, I wanted something different than an activity where I stood before the class and read aloud. I didn't want an activity where the students were focused on listening to the teacher speak.

One of my colleagues at Teikyo had created a project where he had a small group of students doing a presentation on their trip to Kyoto. For the presentation, he used Apple's iMovie software. Photos were dropped into an iMovie project. Students wrote and recorded sentences that described their trip to Kyoto.

I had always thought that iMovie was simply for manipulating video. But I have discovered that iMovie can also be used to create movies using slide photos. It is possible to take a graded reader and make a short movie of it.

I selected an Oxford Reading Tree stage four graded reader. I scanned the photos from the book on a flat bed scanner. Next, I dropped the photos into a project created in iMovie. With each photo frame, I can determine the length

of the frame, record the story narrative, and add sound affects and music. Video effects can be incorporated such as the Ken Burns effect. This allows frames to pan in and out slowly as they do in the documentaries. iMovie and iLife provide a large array of sound effects and music.
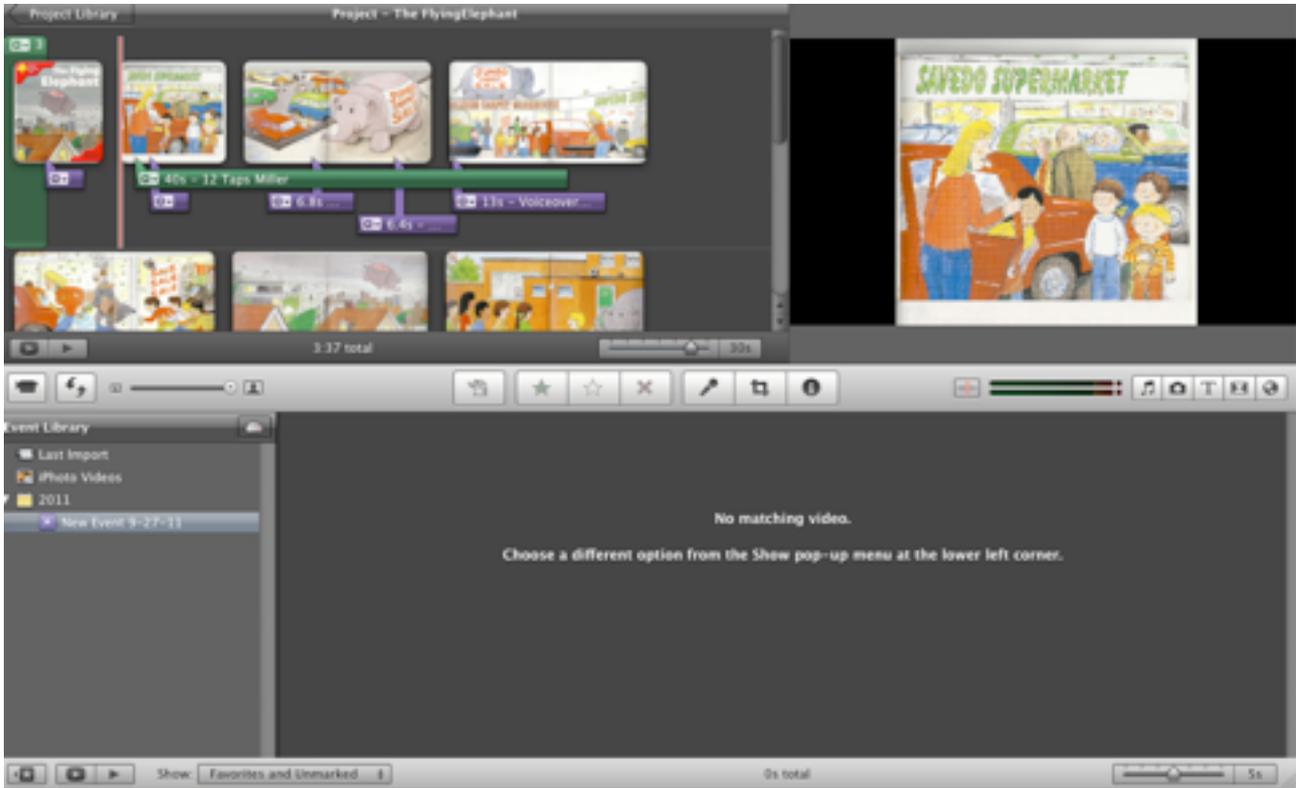


The movie made was shown to students. Then they were given a storyboard sheet with nine pictures from the book. Students were asked to watch the movie again and write just one word that they hear next to each picture.  They were asked to write one more word as they watched a second time.

Next, I wrote key words from the story onto the chalkboard. The meanings of the words were explained and students were drilled for pronunciation. With partners, students were asked to write as much of the story as they could understand as they watched again.

For more proficient students, this task was quite achievable. For lower level students, this was a bit demanding. Even with many of the words written on the board, some students struggled to write sentences. On the second day, these students were given a copy of the book to help them with their writing.

Surprisingly, some of the high level students also wanted to use the book to check for accuracy.

On the third day, students were told that they would be telling the stories with a partner. The storytelling was modeled by the Japanese assistant teacher and me.

The key words were written on the board and the students were again drilled on the pronunciation. The students watched the movie two more times and then were instructed to practice with their partners. Storytelling practice went on for two days. Pairs who did well during practice were asked to read the story to other pairs.

Students did have trouble with words such as went, want(ed), laugh(ed), told, and said. However, most students did quite well with the task. Students were able to retell most of the story with little trouble. They displayed good pronunciation and pacing which was part of the rubric for which they were finally tested.

Next time, the story will be introduced in an easier manner. Students will match pictures to sentences in the story. Another step would be to organize the back of the storyboard sheet with some of the sentences. This way, students could spend more time practicing speaking instead of writing.

I believe this activity holds more potential for older and more proficient students. Students with computer access can choose their own stories, and use their own sound effects and music. Students can create their own Hitchcock movie. Another variation to the project would be to present half of the story and ask students to finish the storyboard with their own sentences and drawings.