



(First Edition : March 31st, 2019)

Miyazaki International College Compilation of Active Learning Teaching Strategies (School of International Liberal Arts)

Acceleration Program for
University Education Rebuilding
Themes I & II



Categorization of MIC Active Learning Teaching Strategies (ALTS)

Category 1: Inward-Prepared

1. Creative Writing
2. Self-Assessment
3. Written Paraphrases and Summaries
4. Feedback Survey/Report
5. Journal Writing
6. Response/Reaction Writing
7. Senior Thesis

Category 2: Outward-Prepared

1. Skits and Dramatic Productions
2. Formal Debates and Panel Discussion
3. Presentations and Reverse Presentations
4. Creative Recitations
5. Surveys and Interviews
6. Peer Teaching

Category 3: Inward-Extemporaneous

1. Written Peer Review of Written Work
2. Pause for Reflection
3. Active Listening
4. Close Reading
5. Symbolized Paraphrases and Summaries

Category 4: Outward-Extemporaneous

1. Interactive Lectures
2. Facilitated Discussions
3. Free Discussions
4. Case Studies
5. Role Plays and Impromptu Skits
6. Jigsaw Activities
7. Oral Paraphrases and Summaries
8. Informal Debates
9. Group Work on Questions
10. Think-Pair-Share and Think-Group-Share
11. Oral Peer Review of Written Work

Category 5: ALTS In All Categories

1. Cooperative Student Projects
2. Simulations and Experiments
3. Community Based Projects
4. Student-Created Assessment Criteria

Classification of MIC Critical Thinking Skills

1. Identifying Relevant Information
2. Evaluating the Reliability of Information
3. Methods and Strategy
4. Categorical Thinking
5. Perspectival Thinking
6. Application and Evaluation
7. Deductive Logical Inference



Part I : Class Observations

- | | |
|--|--------|
| 1. Introduction to Global Citizenship : 「Can you beat the Global Food System?」 | (p.04) |
| 2. Introduction to Economics : 「Complementary And Substitute Goods Project」 | (p.07) |
| 3. English Language A&B : 「Lecture + Model Summary and Analysis (Part 1 of 2)」 | (p.10) |
| 4. English Language A&B : 「Quiz and Chaired Presentations (Part 2 of 2)」 | (p.13) |



Alan Simpson

My name is Alan Simpson, I'm from Scotland where I did my first degree in Electronic and Electrical Engineering, after which I worked as a test-systems engineer on fighter airplanes for 5 years. Subsequently, I was a corporate teambuilding and charity event coordinator. Then I became an English teacher and trainer in Japan, first in a private English school, then a large Japanese engineering company. My Masters' degree is in teaching English, and I have a strong research interest in Business English.

Teaching Activity 1

Activity Title

Can you beat the Global Food System?

Course Name

Introduction to Global Citizenship

Appropriate Number Of Students

30 Students

Time Required

90 minutes

Materials/Resources Needed

Scissors, pens, pencils, video, templates, bags, labels.

ALTS Utilized

Category 3: Pause for Reflection, Active Listening

Category 4: (Interactive) Group Work

Category 5: Simulations

Target CT Skills

1. Identifying Relevant Information
4. Categorical Thinking
5. Perspectival Thinking
6. Application and Evaluation

Target English Skills



Expected Outcomes

1. Students are expected to be able to work in a team, and develop a strategy, to focus on making money or learning to cooperate.
2. Students will need to show strong communication and leadership qualities.
3. Students will acquire knowledge about the global food system.
4. Students will use critical thinking to approach a real world problem.

Procedure



01

Students are divided into different groups, such as farmers, traders or company workers. Each group is given different amounts of resources (pencils, pens, scissors, paper templates, and bags).

Students watch a video explaining the world food system simulation game (with instructor explanations).

02



03

Each group of students discuss their strategies for maximizing their profit. For example, should they concentrate on producing corn or coffee beans, or buying and selling and trading to maximize their profit?

A season starts and students start to color, and cut with the resources they have (these vary depending on the group), simulating growing and harvesting crops. Students are able to sell these crops to make money and pay tax to the government.

04



05

Students watch news videos explaining occasional events, such as a land grab by the government, or a drought taking away their resources, or a company investment giving them more tools. These events can change prices, or resources, having varying effects on each group.

After 4 seasons, the students reflect on how successful they were, why, and how this relates to the global food system.

06



Activity Analysis Report

Instructor Comments



The idea of a whole class Simulation Activity was useful because it gave the opportunity for all students to experience identifying and understanding the task, developing, dynamically evaluating and improving their strategy, as circumstances change. It also enabled them to practice dealing with ambiguity or uncertainty, and trying to clarify meaning, and objectives. This is a crucial skill as students develop into employees. Students had to use Active Listening Skills to watch news updates, and clarify meaning with their instructor and peers. There was new vocabulary, but video subtitle support in English, and the speed was natural but not too fast. To give more scaffolded support, the instructor paraphrased any new changes in conditions, for example, the students representing the government took away some of their paper, which represented land for growing.

For each student to learn to work effectively in a team, Interactive Group Work was important for assigning roles, to produce materials, and for buying, selling, negotiating and collaborating with other teams. At the start, during the simulation and at the end, students were asked to Pause for Reflection. This began by using Critical Thinking Skills to develop their strategy, and adjusting them as the game proceeded. However, as the game progressed, the students began to realize that each team did not have equal opportunities for success. It was much harder for the farmers, because they did not have the same amount of resources or money as the traders, companies or government. The realization at the end of the game that the global food market is not based on equality, but more on economics, was a key learning outcome.

Another key outcome was being able to use English in a context, where they had to negotiate meaning, communicate, clarify, bargain, and check meaning. It was a very authentic context involving a great deal of ambiguity and attempts to achieve something. However, at the same time, it was also a safe environment for making effort to communicate. Even if students made mistakes, it was a comfortable and fun way to use and practice their English skills, while focusing on the task.

Student Comments

In this lesson, students learned about the system structures of globalized society through simulated work experience in the classroom divided into agricultural, government, and corporate jobs, etc. Although they understood their tasks as described in the initial explanation by the teacher, they were unable to predict how the lesson would unfold. At first, they did not understand how their own jobs related to other jobs, how they were affected by the external environment, or how they should respond to these facts, but they gradually learned to work with their own position and the position of their partners in mind. In the final discussion, they discussed their impressions of each field, thereby indicating their understanding of the general concepts of mutual relationships in a global society. Precisely because the teacher did not explain the purpose of the lesson in detail in advance, this lesson was interesting and I believe it allowed students to think and notice things for themselves.

In terms of English skills, they also learned technical vocabulary through their simulated job experiences and listened to various news videos relating to events such as droughts, improving their listening skills. Furthermore, we played the role of the government, meaning that we had to engage in lots of conversation with other groups, thereby improving speaking skills as well. From the point of view of critical thinking, I feel that this will be useful in actual society as we compared and evaluated our own strengths and weaknesses and those of our partners as well as facilitated understanding of circumstances and practicing drawing the most appropriate conclusions.





Pawel Mlodkowski

I graduated from Cracow University of Economics, Faculty of Economics in 2000. While studying at Cracow's University of Economics I undertook interfaculty studies at the Faculty of Mathematics (theoretical mathematics) of Jagiellonian University. After receiving my Master's degree in 2000 I began work as an Assistant Professor at Cracow University of Economics, accumulating 19 years of experience in academia. In terms of international experience, I have taught in 5 countries over the last 19 years: Poland, Germany, Japan, Sultanate of Oman, and Republic of Kazakhstan. Hence, as a result of this international experience, I am able to adjust to local culture and customs and understand underlying social backgrounds. This has, without a doubt, broadened my perspective on many issues. My research is currently in the area of economic growth patterns, transaction costs & economic growth, and the most recently addressed issue of transaction costs in the Marshallian model of general (not partial) equilibrium.

Teaching Activity 2

Activity Title

Complementary And Substitute Goods Project

Course Name

Introduction to Economics

Appropriate Number Of Students

At least 2 Students

Time Required

At least 3 hours

Materials/Resources Needed

Two Special Forms (One For Substitutes And One For Complementary Goods)



Team Teaching
Alan Simpson

ALTS Utilized

Category 4: Group Work on Questions

Category 5: Stimulations and Experiments
(Field Trips)

Target CT Skills

- 5. Perspectival Thinking
- 7. Deductive Logical Inference

Target English Skills

☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Speaking	Listening	Reading	Writing	Vocabulary

Expected Outcomes

1. Students are expected to be able to describe a product, understand its nature, and locate close substitutes for the product in question, along with any complementary products that are available in the same shop.
2. Students will acquire several basic skills required in further study in Economics.
 - First, students learn how to properly describe a product through its characteristics, such as price, new weight, calories, etc.
 - Second, students learn how to match complementary products, and how to compare close substitutes, finding the most attractive price-quality ratio.
 - Third, students learn how to gather primary statistical data using a form.
 - Fourth, working in a team of two, students discover how to conduct data harvesting and provide management.
 - Fifth, students learn how to conduct field research in a socially acceptable manner, avoiding any disturbance to operations of private sector entities.
 - Sixth, students acquire first-hand experience in time-management in order to deliver their project in the designated time frame.

Procedure



01

Students receive a brief explanation of what they should accomplish during this field trip activity. Students are divided into groups of two.

A pair of students finds a target product and looks for its complementary products.

02

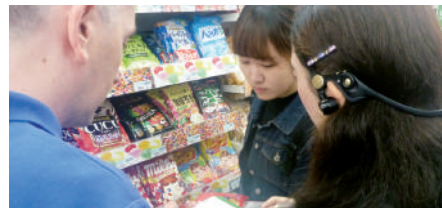


03

Students fill in an assignment sheet, in which they have to write down name of a product, its characteristics and then find its complementary products along with substitutes.

Whenever needed, students can ask questions to supervising staff, receiving additional explanations, support, and guidance.

04



05

This process is repeated. Students submit their sheet to the instructor.

In the next class

Students receive overall comments about the activity from the instructor.

06



07

Students share and compare their data with other students in a group, discussing individual interpretation used for classification of products.

Students work on their own data to consolidate their understanding of demand behavior in case of substitute and complementary goods.

08





Activity Analysis Report

Instructor Comments



This special activity allows students to understand basic economic theory in regard to demand, its behavior and response to changes in price of complementary goods and substitutes. This activity improves English by requiring students to provide translation of product characteristics from Japanese into English. In addition, all notations in the substitute goods and complementary goods form must be handwritten in English. Critical thinking is required and developed in the process of evaluating relationships between different products. Students must apply economic theory in real life when they recognize products displayed in shops as complementary goods or substitutes. Interpretation is not always straightforward, and students engage in active discussions arguing to support their individual interpretations.

Our project generates a substantial pool of ideas and interpretations of relationships between products that are subject to discussion during a lecture following the field trip. There are often many misunderstood products and incorrect interpretations of substitute relationships. A good, and funny example may be a claim by one of our students that “a rice cooker” could be substituted by “a vacuum cleaner”. Using misinterpretations in the classroom, we explain again the relevant theory of economics, and review real-life examples providing correct solutions for all cases covered by our project. This way, students repeat and review this portion of the course material, using the database records they processed themselves. The design of the project allows students to apply theory to real life as they traverse the different stages necessary for full and proper understanding.

Student Comments

In this lesson, students learned about the relationship between supply, demand, and price. After learning about demand in a previous lesson, they took a field trip to a hardware store to investigate replacement parts and complementary products, etc., and in the next lesson, they created a demand curve based on their investigations and engaged in discussion with their groups. Rather than examples and data given by the teacher, they used the products found near themselves to conduct analyses based on the data they had found themselves, allowing them to learn about supply and demand structures in an easy-to-understand way.

In terms of English skills, I feel they were able to improve their listening skills by understanding the English presented by the teacher during the school trip. Before the school trip, the students learned vocabulary used in business settings, internalizing the terms by using them during the excursion. Furthermore, being able to use those terms in classes after the excursion empowered them to share and compare the data they had collected in groups, which was an opportunity to improve their speaking abilities.

In terms of critical thinking skills, students were able to understand replacement parts and complementary products by actually seeing them, thereby acquiring the ability to logically understand actual economic conditions such as the effect the sale of one product would have on other products. Furthermore, the learning activity was useful for improving their ability to estimate product replacement and economic markets through economic developments.





Cathrine-Mette Mork

My nickname is Trine, and I have been teaching English since 1992. I started my teaching career just before graduate school, when I went to Costa Rica for almost a year. Then I returned to Canada to teach English to immigrants, refugees, and native French speakers in Montreal while doing my Master's degree. After that, I taught at junior high schools in Japan on an exchange program, studied Japanese for a year in Aichi Prefecture, and taught business English at a corporation in Tokyo. Since that time, I have worked at over 12 academic institutions in three prefectures. My research interests include learning strategies, educational technology, and intercultural communication. I currently enjoy blogging, creating Youtube videos, and traveling.

Teaching Activity 3

Activity Title

Lecture + Model Summary and Analysis
(Part 1 of 2)

Course Name

English Language A & B

Appropriate Number Of Students

Almost any number, as long as pairs can be made.

Time Required

90-minute class

Materials/Resources Needed

Book, Summary Handout, Pens, Paper, Dictionary, Access to LMS, Homework: Journal on blog platform

ALTS Utilized

Category 1: Written Paraphrases,
Response/Reaction Writing

Category 3: Close Reading, Active Listening,
Pause for Reflection

Category 4: Interactive Lectures, Free Discussions,
Oral Paraphrases

Target CT Skills

1. Identifying Relevant Information
4. Categorical Thinking
7. Deductive Logical Inference

Target English Skills

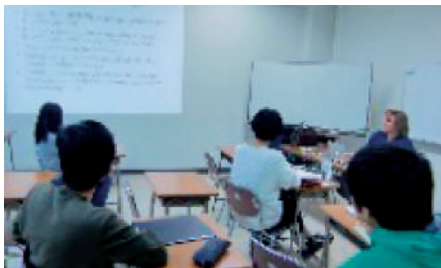


Expected Outcomes

Students are expected to be able to:

1. Negotiate meaning with their partners.
2. Understand and synthesize what they have heard and read.
3. Identify salient points in a reading.
4. Orally paraphrase what they have learned.
5. Actively listen and engage with others' paraphrases.
6. Write paraphrases of what they have read.

Procedure

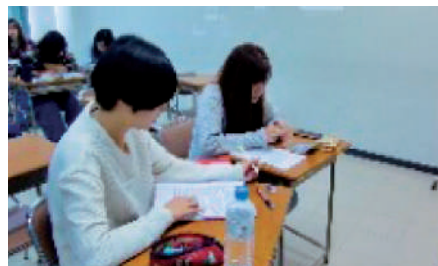


01

Instructor gives a lecture with supportive slides on the day's chapter. Students listen to it while taking notes.

Students receive a handout with a model summary and analysis of the chapter.

02



03

Students pair up (different pairs every class). They read one paragraph of the summary part of the handout out loud together, decipher the meaning (consulting with each other, the instructor, and if necessary, a dictionary), review the content silently, and practice orally paraphrasing the content.

Pairs "jan-ken" and the winning student in the pair moves to another partner and gives an oral paraphrasing of the paragraph without referring to the handout. Steps 3 and 4 repeat with different pairs for each paraphrasing session until the whole model summary is complete.

04

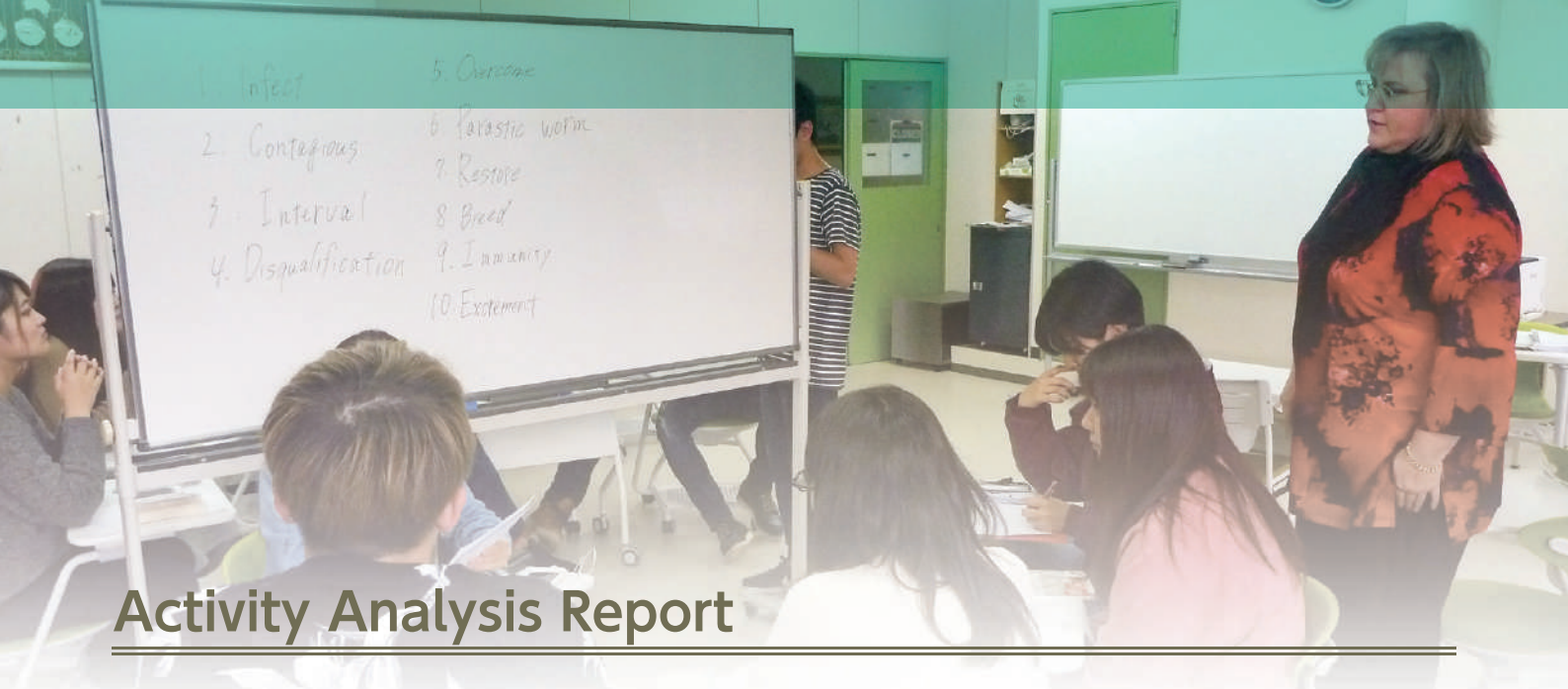


05

Students read the analysis portion silently, then submit their handouts back to the instructor, who only returns the handout once students have attempted their own summary and analysis in their journals.

Assignment for the next class:

- All students create their own summary and analysis of the chapter (without the ability to reference what was covered in class).
- Pre-selected chair people prepare an interactive presentation for the next class, in which they will teach vocabulary, present their own summary, and lead a discussion. They must also create a written report containing 10 vocabulary items of their choice (selected from their own summary) with definitions and example sentences, their own summary, 4 comprehension questions (and answers) based on their summary, and 2 discussion questions. The report is emailed to the instructor before class.



Activity Analysis Report

Instructor Comments



Combined with homework for this lesson plan, students engage in all four language skills – reading, writing, listening, and speaking. New vocabulary pops up in every lesson, and students need to be proactive in determining meaning in order to advance with the content. Tasks and constant changing of roles and activities keep students engaged, and as students need to understand the content in order to complete the homework, they pay attention to the tasks at hand. Presenting model summaries to students sets expectations regarding the length and quality of work they are expected to produce. It also helps students consolidate the lengthier materials they have already read in their native language. They see examples how summaries and analyses should be written, including the identification of salient points, the structure of the summary/analysis, and the conclusions they are expected to draw (if any). They learn through example and exposure to both the content and the language. The model written work given out in class is collected at the end of class so that students will not be tempted to copy from the model, and so that they are forced to rethink the main points of the reading if they have forgotten. Once their own work is complete, the model written work is returned so that students can compare their own work to the model and evaluate their own efforts. As these rubric-based self-evaluations are themselves evaluated by the instructor and count toward their grade, students are required to justify the scores they give themselves.

Student Comments

This lesson included various types of activities, so I feel students were able to acquire a broad range of knowledge in addition to English skills. The teacher started by explaining the problems to a certain extent, enabling them to properly understand the contents in English. This was an opportunity to input the knowledge and English that would be used in the ensuing activities. I also feel that the reading activity in the subsequent summary and analysis was an opportunity to output using their own English skills in the end. Furthermore, I think that they were able to expand their communication skills during the pair work and discussions in the activity. Rather than simply understanding the contents, they surely were able to gain practice understanding the contents using "their own English".

In terms of English abilities, we performed "reading, listening, summarizing, speaking, presenting, and discussing", and this series of activities relating to English led to a comprehensive increase in English ability. In terms of critical thinking, the ability to read summaries and analyses and logically organize and understand the contents, the ability to summarize and analyze using their own English, and the ability to think about the contents in a multifaceted fashion to create discussion questions as the subsequent chairperson were all required in the respective classwork, enabling them to cultivate their critical thinking skills.





Cathrine-Mette Mork

→ Continuation of
Teaching Activity 3

Teaching Activity 4

Activity Title

Quiz and Chaired Presentations (Part 2 of 2)

Course Name

English Language A & B

Appropriate Number Of Students

Any number, as long as ideally small groups of 4~6 can be made with a designated presenter in each.

Time Required

90-minute class

Materials/Resources Needed

Whiteboards, Student notes, Rubric sheet, Access to student response system

ALTS Utilized

Category 1: Self-Assessment

Category 2: Presentations, Peer Teaching

Category 3: Active Listening

Category 4: Free Discussions, Think-Group-Share, Informal Debates, Oral Paraphrases

Target CT Skills

4. Categorical Thinking

5. Perspectival Thinking

7. Deductive Logical Inference

Target English Skills

★★★	★★★	★★☆	★★☆	★★★
Speaking	Listening	Reading	Writing	Vocabulary

Expected Outcomes

Students are expected to be able to:

1. Teach important vocabulary to their peers.
2. Present to small groups of peers a report they have written summarizing and analyzing a chapter they have read in their own language, a lecture they have heard, and a model summary/ analysis they have read in English.
3. Chair a discussion.
4. Evaluate peers using an online questionnaire.
5. Evaluate their own written work using a rubric.

Procedure



01

Students take a short multiple choice quiz on the contents from the previous class.

Students divide into several small groups each with a whiteboard manned by a designated presenter.

02



03

Presentations are concurrent, and each presenter leads for about 20-30 minutes.

- Peer teaching of student-selected vocabulary from their own summary and analysis, including definitions and example sentences. Ideally, audience members share their own example sentences.
- Chair members present their own paraphrased summaries and analyses, soliciting from audience comments and questions along the way. Ideally, there is no script.

Chair members ask the audience 4 questions to test their understanding and recall of information just presented. The activity is gamified by awarding points in the form of stickers to audience members who volunteer answers. Chair members open the group to discussion by offering 2 discussion prompts related to the content.

04



05

Audience members anonymously evaluate the speaker using a web-based student response system, using evaluation questions prepared by the teacher. Chair members are emailed this feedback after class.

Chairs rotate to another group of students to repeat the entire process again. They will generally have time to do 3 rotations.

06



Assignment:

- Model summary and analysis for the chapter is returned to students, and using a rubric, students compare their own work to the model and evaluate their own work. They also have to read the full chapter of the book in their own language for next class if they have not done so already.

Activity Analysis Report

Instructor Comments



This second class allows designated presenters to present what they have learned as well as teach their peers new and/or important vocabulary relevant to the content. Each activity associated with a given chapter of the book has been scaffolded and culminates in student presentations: First, they read in their own language, then listen to a teacher presentation summarizing and synthesizing the chapter. Next, they read a model summary of the chapter in English and paraphrase it orally and then do their own written summary and analysis. Finally, they present what they have learned to each other. During presentations, all students have the opportunity to ask for clarification of key points and discuss the topics presented in more detail. Students tend to be more concerned about the opinions of their peers than those of their instructor, so having regular presentations places

a certain degree of positive pressure on students. At the same time, since audiences are small in number, students feel less stress. Repeating the chaired presentations at least 3 times in class to different groups of students allows chairs to improve their presentation skills and learn to adapt to different audiences. Students present one chapter from each of the 4 units of the book during the semester, which is a highly doable series of major assignments for a class that meets 4 times a week. Most classes follow the format of activities outlined in activities on class 1 and 2 for this course, but at the end of each unit, other activities are used to review and consolidate their studies. For example, there are listening activities associated with the National Geographic video series about the book as well as videos created by the teacher summarizing each of the 4 units, extra Youtube content related to the themes used as fodder for discussion, and a midterm and final exam in which students are given essay questions to prepare in advance and discuss in class and with the instructor.

Student Comments

The content of the reading incorporated in this lesson was broad-ranging, taking time to complete the lesson problems. First, after reading problems, many questions arose, so students had to research what they didn't understand. In the next lesson, I, as a chairperson, explained the vocabulary used in the reading to my classmates and ask questions, summarizing and analyzing the contents they had read and creating questions based on it, which was extremely difficult. However, by incorporating these into the problems and lesson, students were able to acquire not only comprehensive English skills but a broad range of knowledge. By presenting his or her analyses and summaries, a chairperson was able to practice speaking in an easy-to-understand way to the listeners and they evaluated the chairperson's presentation skills, creating a good opportunity to improve on his or her weaker points.

In terms of English skills, students were required to do large quantities of reading and listening, so I think they gained vocabulary skills, reading skills, and listening skills. Writing the summaries and analyses and finally writing in their journals also improved their writing skills. By memorizing the summarized and analyzed contents and having discussions, I feel they were also able to increase their listening skills. In terms of critical thinking, students organized and analyzed information logically in their summaries, and the student acting as the chairperson created discussion questions themselves, which required the use of thinking skills. In the discussion questions, they are able to hear a variety of opinions from group members, which is useful in strengthening flexible expression skills. In this way, they are not only able to cultivate various English skills, but also increase their thinking and presentation skills, so they achieve a very diverse range of learning.





Part II : Mock Lessons using ALTS from Real Classes

- | | |
|---|--------|
| 5. English 2 : [Back-to-Board Vocabulary Quiz] | (p.18) |
| 6. Academic Writing 2 : [U.N. Sustainable Development Goals Vocabulary Matching Race] | (p.21) |
| 7. English 2 : [Conversation Strategies Review] | (p.26) |



Ellen Head

I am Ellen Head. I come from the UK. I have worked as an English teacher for many years. I did an M.A. in English and Latin at St. Andrews University in Scotland, and then I taught EFL in Greece. After that I took a school-teaching license course in London. I moved to Japan in 2000 and taught at university in Kansai. From 2003-7, I took an MA in Japanese Language and Society in order to understand more about the educational context in Japan. I am interested in finding ways to encourage students to take responsibility for their own learning.

Teaching Activity 5

Activity Title

Back-to-Board Vocabulary Quiz

Course Name

English 2 (ENG2)

Appropriate Number Of Students

20

Time Required

5 to 10 minutes

Materials/Resources Needed

A vocabulary list or vocabulary handout that students have studied in a previous class, or words that they have chosen to review.

ALTS Utilized

Category 2: Peer Teaching

Category 4: Group Work on Questions

Target CT Skills

Not Applicable

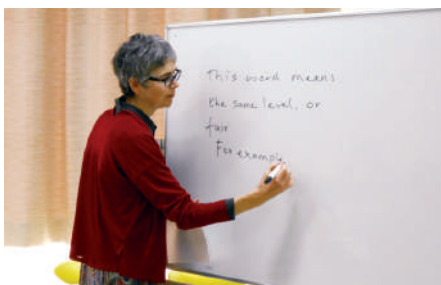
Target English Skills



Expected Outcomes

1. Students are expected to become more familiar with target vocabulary words. This is a good activity before a vocabulary quiz.
2. Students can practice classroom language such as "Please could you repeat that?" and "How do you spell that?".
3. Students can get used to the idea of doing quizzes to each other and do the activity outside class using any vocabulary list.

Procedure



01

The teacher writes a clue to a vocabulary word which students have been studying on the whiteboard. The clue can include any information about the word, for example “This is a kind of fruit. It is red and crunchy. The first letter is A. The word has two syllables.”

Students make pairs, A and B. They stand or sit in such a way that A can see the whiteboard but B cannot see the whiteboard. B should be able to see A's face and listen to A's voice.

02



03

Student A should read the clue out loud to B and B should try to guess the word.

The teacher writes the answer “The word is... apple”. Tell student A's to say “That's right, well done” or “Try again” or “Do you want me to tell you the answer?”, as appropriate.

04



05

Teacher writes up a new clue and repeats the activity. Teacher listens to students to make sure they are using English and working well.

Teacher tells students to change roles after 3 or 4 words. Once the students are familiar with the activity they can start to read clues before the teacher has finished writing clues on the board.

06



Activity Analysis Report

Instructor Comments



This activity is an easy warm-up and vocabulary review. I think it is also a good beginning activity for building learner autonomy (Reinders, 2010, 48) because it gives students both independence and support. It is a good activity to do at the start of a class. Students get engaged in trying to communicate to their peers but they are freed from having to think much about what to say. The main focus of the activity is vocabulary knowledge but students also have to speak clearly and intelligibly when they are reading the clues to their partners. Once students learn the idea of “peer quiz” they can do this outside of class, so this can promote autonomy. In terms of active learning strategies, it is “outward” focused and “extemporaneous”. The teacher can vary the kind of clues or definitions and the level of challenge to suit the class and to match the content which has been studied recently. One of the outcomes of doing this activity regularly is that students become better at identifying the word through phonological clues such as the number of syllables or words that rhyme. Another outcome is that students can learn particular features of writing definitions, such as using relative pronouns, which is useful for EAP. If you want to make a prepared version of this activity, students can also be asked to write their own definitions or example sentences and use these as a peer quiz, orally or in writing.

Student Evaluation A group of students evaluated this activity. The results of their evaluation indicate that this activity is effective to improve the items indicated below with ☆≡.

English Skills

Speaking ☆≡
Listening ☆≡

Generic Skills

Communication Skills ☆≡
Team Work ☆≡

Others

Fun ☆≡

Student Comments

In this activity, the students learned vocabulary. The students formed pairs, with one student telling the other student the hint the teacher wrote on the board, and the other student guessing the vocabulary in question. Of course, both the hint and vocabulary were in English. Therefore, even though it was a single vocabulary word the contents also involved speaking, listening, and reading. The conveying student must read the hint, making sure the other student could understand their pronunciation. And the student receiving the hint must listen and think of what the vocabulary word is.

The students must also pair off, so I feel they need not only English skills but communication and speech work. To answer before the other groups, naturally they need to read the hint quickly. However, this will only work if their partner understands them. Taking care that one's partner understands you while being in a rush—I believe this basic skill was important in this activity. In this way, they were able to improve skills other than vocabulary in this activity. Furthermore, in vocabulary learning, it is very important to also use one's ears and mouth. Therefore, I feel this activity is effective both in terms of basic vocabulary learning skills and appropriate for implementing into classes because it does not take a lot of time to complete.



Keitarou Miyamoto
(SILA: 3rd Year)



Ellen Head

Teaching Activity 6

Activity Title

U.N. Sustainable Development Goals
Vocabulary Matching Race

Course Name

Academic Writing 2 (AW2)

Appropriate Number Of Students

6 No upper limit

Time Required

30-40 minutes

Materials/Resources Needed

S.D.G. cards can be made using the S.D.G. matrix available here:

http://cdn.worldslargestlesson.globalgoals.org/2016/07/150902B_TheGlobalGoals_Logo_and_Icons_Newversion_edited_11.09.15ai-2.jpg

ALTS Utilized

Category 2: Peer Teaching

Category 4: Group Work on Questions

Target CT Skills

4. Categorical Thinking

6. Application and Evaluation

Target English Skills



Expected Outcomes

1. Students are expected to gain increased familiarity with the U.N. Sustainable Development Goals.
2. Students will become familiar with the process of associating examples with broader categories.
3. Students will be invited to make connections across the curriculum with content they are learning in Global Citizenship, Politics or Economics classes.
4. Students will be challenged to think about their position as Global Citizens and consider how the U.N. S.D.Gs are related to Japan.

Procedure



01

The teacher shows students the U.N.S.D.G. logo and elicits the words “sustainable development goals”. Students are asked to define “sustainable” and think of any examples they know of sustainable development or unsustainable development.

The teacher shows students a set of cards with the names of the 17 goals for sustainable development written on them with a colorful logo.

02



03

Students are asked to work in groups of three or four. Each group is given a set of cards. The cards will be used in a matching activity. For each goal, there are one or two examples to match it.

The teacher places cards with quotes about SDG problems, around the room at various points distant from where the students are sitting.

04



05

The next part of the activity is a race. Students decide who is A, B, C and D. A runs to pick up a slip and brings it to read aloud to the group. B, C and D, listen and match with the most suitable S.D.G. on their cards. Then, B becomes a runner and A sits down.

Students keep going until they have matched slips with all the goals or until a time limit is reached. After about 20 minutes some groups may be finished. Students can be given the master sheet which has the examples on the first page and the names of the goals on the second page, and asked to fill it in.

06



07

The teacher should help students to check the activity. Depending on the level of the students, it may be necessary to write the goals on the whiteboard and then ask students to hold up the quote for each goal as the goals are read out.

Follow up: show students one of the videos explaining the U.N. goals for sustainable development. Further follow up: Ask students to write for 10 minutes about which issues are the most important for Japan.

Activity Analysis Report

Instructor Comments



This activity stimulates students to think about cross-curricular themes. When students study a phenomenon such as global warming, they may not be able to visualize the impact of global warming in a particular time and place. The examples which are matched with the goals in this activity are designed to help students to think of examples in connection with the 17 categories of the United Nations Goals for Sustainable development. In Academic Writing, students need to be able to generate examples easily. In Academic Reading too, students will find it easier to remember content if they can associate abstract words with particular situations.

The teacher's role is that of information provider and facilitator. This activity is challenging in terms of vocabulary but it is generally engaging since the students are curious about the world. It connects well with project work such as watching videos of child labor on you tube and presenting posters on the conditions of life for children around the world. The World's Largest Lesson is a U.N.-inspired project which aims to bring young people together to work on solving local and international problems. The materials include informative videos with hopeful stories, and forums on social media on which students can meet each other and share their opinions about the U.N. Goals and even share presentations of their solutions to world problems. Connecting with students in other countries gives students a sense of purpose and audience. It can also help to give a different perspective culturally and build their openness to people in other cultures than their own. This activity can also work as a self-contained lesson.

Student Evaluation A group of students evaluated this activity. The results of their evaluation indicate that this activity is effective to improve the items indicated below with ☆≡.

English Skills

Speaking ☆≡
Listening ☆≡
Vocabulary ☆≡

Generic Skills

Communication Skills ☆≡
Critical Thinking.....☆≡
Team Work ☆≡
Knowledge ☆≡
Autonomy ☆≡

Others

Fun ☆≡
Overall Rating ☆≡

Student Comments

In this activity, students learned about Sustainable Development Goals focusing on global issues. They did this through a competitive group game where students matched vocabulary cards with sustainable development goals written on them. The rule was to split up into groups of 3, with the group that matched the cards most quickly declared the winners. The teacher started by reading the card with the sustainable development goal written on it and confirming the meaning of the vocabulary. As soon as the explanation was complete, the game started. One member would run up to take the card and read it to the other members, then match the cards with the comprehensible meaning. Lastly, they shared answers with the teacher and confirmed their understanding of the contents. Students were able to integrate speaking, listening and reading as they encountered new vocabulary. During the game, many issues relating to the environment and poverty concerning sustainable development goals appeared, so they learned the versatile skills of rational thinking and problem solving. Furthermore, they practiced communication and teamwork skills, which are necessary for group activities. In this activity, the students were able to learn not only English but also acquire knowledge about global issues such as environmental and poverty issues, making it an effective activity for independent learning.



United Nations Goals for Sustainable Development

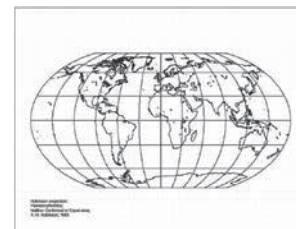
In 2000 the United Nations created goals for world development.

The goals were updated in 2016.

Watch the video about it on-line here: <https://vimeo.com/181766755>

Or with Japanese subtitles here: <https://vimeo.com/182065124>

Which goals do you think are most important for Japan?



Try matching the “quotes” on the strips of paper with the goals. Some of them are related to more than one goal.

Quotes	Goals
<ol style="list-style-type: none">1. I do not have enough food to feed my baby due to the war in my country.2. I had to leave school when I was 10 years old and work in the fields3. The ocean around my home is full of plastic.4. The fish are dying in the river near my home due to pollution from the local smartphone factory.5. I have a cough because of the air pollution in my city.6. I cannot get a top management job because the top managers are all men and it is more difficult for a woman.7. We used to see animals in the forest but there are no animals now.8. Every night I hear army helicopters flying around and I worry whether it is safe to go out tomorrow.9. I invented a windmill which can make electrical power from the wind.10. I am a teacher and I got a scholarship to study education in a country far from my own country.11. I went to another country to build houses after the flood and wind destroyed houses there.12. I want to study engineering and learn how to build wells for fresh water in my country.13. In my country some lawyers were put in prison because they disagree with the government.14. When I buy my lunch, it has a lot of plastic packaging. I don't want to but I have to buy it because my Mum and I don't have time to make it.15. My grandparents were made to leave their farm because the neighbouring country said the land was theirs.16. We need to build new roads because the traffic in my city is really slow.	

17. I am going to clean up the beach once a month in Aoshima because it is fun.
18. I want to study business and work in an international company but future I might not get such a high salary as my brothers because I am a girl.
19. I want to design products which are eco-friendly so I work as a designer and sell my products on the internet.
20. My country has many immigrants from other countries and they are not treated fairly so I want to help. Now I study Arabic at college.
21. I try to save electricity by charging my cell phone at school instead of at home.
22. I bought a solar powered charger for my phone.

Global Goals – UN 2030 Sustainable Development Goals

Goal 1: No poverty	Goal 9: Innovation and infrastructure (New stuff)
Goal 2: No hunger	Goal 10: Reduced inequalities (Fair & equal)
Goal 3: Good health	Goal 11: Sustainable cities and communities
Goal 4: Quality education	Goal 12: Responsible consumption (shopping)
Goal 5: Gender equality	Goal 13: Climate action (less CO2)
Goal 6: Clean water and sanitation (toilets)	Goal 14: Life below water (Clean sea and rivers)
Goal 7: Renewable energy	Goal 15: Life on land (endangered animals/plant)
Goal 8: Good jobs and economic growth	Goal 16: Peace and justice (Stop wars! Follow laws)
	Goal 17: Partnerships for the Goals



Ellen Head

Teaching Activity 7

Activity Title

Conversation Strategies Review

Course Name

English 2 (ENG2)

Appropriate Number Of Students

3+ No upper limit

Time Required

7 to 20 minutes

Materials/Resources Needed

Handouts for “Strategies Observation” and “Conversation strategies review” .

ALTS Utilized

Category 4: Facilitated Discussions

Target CT Skills

1. Identifying Relevant Information
4. Categorical Thinking

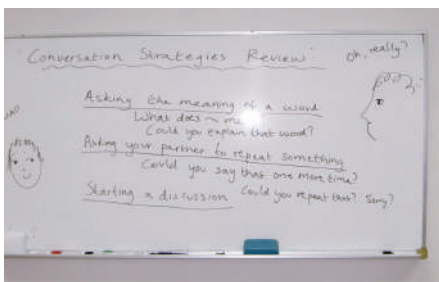
Target English Skills



Expected Outcomes

1. Students are expected to notice when speaking strategies could be used.
2. They will increase their use of speaking strategies.

Procedure



01

The teacher writes the following on the board: "Asking your partner to repeat something", "Starting a discussion."

The teacher elicits phrases which students could use to fulfill these functions. For example: Asking the meaning of a word: "What does this word mean?" "Could you tell me the meaning of this word?"

02



03

The teacher then hands out "strategy review worksheet" to the students. They fill it in in a group of three. After 5 to 10 minutes the teacher checks the answers and writes them on the whiteboard.

The teacher tells the class: "Please set your cell phone timer for 5 minutes. You are going to try to keep the conversation going for 5 minutes. One person will be the observer."

04



05

The teacher gives an "Observation sheet" to one member of each group who will be the "observer". The observer should record a check on the sheet every time a strategy is used.

The group pick their topic and start to talk. After 6 minutes or so, the teacher asks the observer to give feedback to the others on the strategies they used.

The teacher asks students to change roles and do the same thing again. Students can decide if they want to change topic or keep the same topic.

06



Activity Analysis Report

Instructor Comments



Teaching conversation strategies is helpful for students who have studied grammar but do not have much practice in communicating. At MIC we focus intensively on conversation strategies in the first semester and students have a speaking test during which they are rated on their use of strategies. In this activity, they can play the role of trainer to each other and raise their awareness of strategy use. Having one student in the role of observer encourages students to be mindful of the meta-aspects of the conversation, such as, the balance between participants and the use of phrases to encourage each other. They can get diagnostic feedback on their own strengths and weaknesses, and pick up suggestions about how to improve. It can be challenging for first year students to keep going in English. But after looking at the strategy review sheet, they will have some idea of things they can do to keep the conversation going, for example asking follow-up questions or introducing a new topic. In mixed ability groups, this is a good opportunity for students to learn from each other. This results in a better understanding of turn-taking. Conversation patterns such as "question" "answer" "reaction" can be learned. This provides students with an alternative to memorizing a dialogue. It is a way of giving students the equipment and understanding to provide their own scaffolding both in a speaking test situation and in a real conversation. Washburn and Christianson (1995) have some more activities which are good for strategy practice in the article below.

Washburn, N., and Christianson, K. Teaching Conversation Strategies Through Pair-Taping, retrieved from <http://iteslj.org/Techniques/Christianson-PairTaping.html>

Student Evaluation A group of students evaluated this activity. The results of their evaluation indicate that this activity is effective to improve the items indicated below with ☆≡.

English Skills

Speaking ☆≡
Listening ☆≡

Generic Skills

Communication Skills ☆≡
Autonomy ☆≡

Others

Fun ☆≡
Overall Rating ☆≡

Student Comments

In this activity, first 2 discussants and an observer were chosen out of a group. Next, the students all learned a few phrases that would be important in conversation. For example, when starting the conversation, "May I start?" or "Let's begin!" And during the conversation, "How about you?" and "Nice idea!" as well as other phrases that would be necessary in completing the conversation. And then based on these phrases, they had free conversations with their classmates based on topics decided by the teacher. While 2 members of the group were having a conversation, the observer paid attention to what phrases they were using and took notes. And finally the observer presented feedback.

They had conversations for a full 3 to 5 minutes, so they were able to hone significant communication skills in English while also acquiring listening skills due to carefully listening to their partners' conversations. Furthermore, because they were able to learn the phrases that would be important to the conversations in advance, they were able to proceed smoothly with the conversation, making it more interesting. At the end of this activity, they were able to receive feedback from the observer, which was useful for discovering what they might be lacking and find points to improve for future lessons.



English 1 Conversation Strategies Activity

1. Think of a phrase/question/word you can use to do the following:

Find out if your group is ready	
Sustain the conversation/ keep the conversation going	
Ask about the meaning of a word	
Show your interest	
Show your surprise	
Show your sympathy	
Check that your partner understands	
Check that you understand	
Tell your partner it is her turn/his turn	
Conclude the conversation	

2. A and B: have a conversation. C, listen and record the strategies used by A and B by ticking the boxes when they use a strategy. After 5 minutes, change roles.

Conversation Strategy Use Recording Chart

Name	Asked follow-up question	Used "sustain" strategy	Asked about the meaning	Used re-joinder	Used tag question (confirming)	Used shadowing (confirming)	"Concluding" or "moving on"

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