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Foreword

Welcome to the fifth in a series of JSCE issues that have emerged from the collaboration between SCE and the Yokohama chapter of JALT. Every year in December, Yokohama JALT holds a “My Share” event open to anyone who would like to give a short presentation on a practical topic. Afterwards, presenters are invited to contribute a short article on that presentation - for previous collections, see JSCE 2(1), 3(2), 5(3), and 6(1). As before, authors also acted as peer editors and proofreaders, checking at least one of the other articles and giving a lot of helpful suggestions.

This issue opens with Frederick Bacala, who introduces an Augmented Reality game to help new students learn about their school, then Selinda England recommends an online course in ethics for school-based researchers. Next, Samuel Gildart outlines a Content-Based Language Teaching (CBLT) project on Japanese Foreign Policy,

and Forrest Nelson describes how he combines two online resources - Quizlet, and Moodle – to help students with the vocabulary required to understand and discuss authentic video materials. Following this, David Ockert describes the "My Dream Room" activity and its underpinnings in Self Determination Theory, and Darin Schneider shares a five step process for helping students write a good conclusion paragraph. Koki Tomita rounds off the issue with a description of a vocabulary and speaking activity for a low-level sports admission (baseball) class.

Yokohama JALT holds meetings typically on the third weekend of the month during term time - please check our website (<http://yojalt.org>) for a full schedule of upcoming events. Everyone is welcome - meetings are free for JALT members and for first time visitors. If you would like to participate in one of our My Shares,

you can stay informed about calls for upcoming presentations by either subscribing to the email newsletter (<http://yojalt.us8.list-manage.com/subscribe?u=442e71fo713e8734324booooca&id=e55bodde8e>), liking us on Facebook (<https://www.facebook.com/YokohamaJalt-204834052886432/>) or following us on Twitter (<https://twitter.com/YokohamaJalt>)

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Using Taleblazer Game in the Classroom

FREDERICK BACALA

ABSTRACT

In this 1 class activity, students are put into groups and will use an app they can download for their smartphone. The app is called Taleblazer and the game was customized for a University environment. The game style is similar to Pokémon Go, and they have to walk around the school to ‘catch’ teachers. This activity requires students to work together to solve challenges, have previous knowledge of technology, and search and scavenge for hints.

要旨

1時間目の授業で、学生はグループに分かれて、スマートフォンにダウンロードしたアプリを使ったアクティビティーを行います。「テーブルブレイザー (Tableblazer)」と呼ばれるそのアプリは、大学の環境に合わせてカスタマイズされます。このゲームは「ポケモンGO」に似ており。「先生を捕まえる (先生をゲットする)」ために、学生は大学中を歩き回ります。このアクティビティーでは、英語に関する問題を解いたり、技術の知識を持ち合わせたり、ヒントを探し集めるために、皆で協力することが必要となります。

ABOUT

Frederick Bacala is currently a Practical English Instructor and an Extension Instructor at Yokohama City University. He has been teaching English as a Second Language for a total of 17 years, and at the university level for the past 11 years, teaching in the United States and Japan. His interests are in cultural linguistics which incorporates culture and language learning.

INTRODUCTION

With the advent of AR games like Pokémon Go, it’s now possible to create AR games in the classroom to supplement lessons for students. MIT’s Scheller Teacher Education Program has been creating technology suitable for use in education and it developed an Augmented Reality program, Taleblazer. This program was used to create an activity which will help 1st year students become accustomed to their new environment. It can be modified to fit your school environment and is modifiable.

MATERIALS NEEDED

- Smartphone
- Taleblazer app (downloaded via Apple App Store or Google Play)
- Custom game (created by the teacher)

TIME REQUIRED

- At least 30 minutes or for designing the game
- One 90 minute class period for playing the game

IMPORTANT GUIDELINES

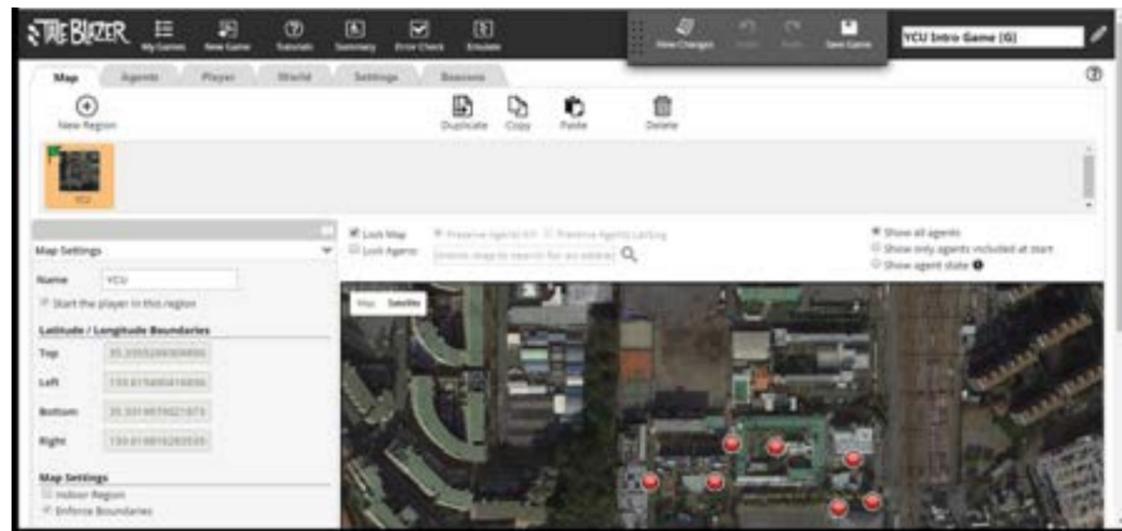
- Students must have a smartphone with GPS ability.
- Must have a data plan or be able to use free Wi-Fi.

DIRECTIONS - GAME DESIGNING

1. Go to the taleblazer.org website.
2. Click “Login/Register.”
3. Register your information and log in.
4. Click on the “Games” button.
5. When the list shows, click Create.
6. Click on the tutorial button on the top left part of the page to learn how to create your game.

- a. The ‘Map’ screen should pop up. In the area that says, ‘Enter an address,’ type the name of your location (i.e. your university name or the closest train station, etc.).
- b. The Google Maps picture should show the area, and then hold the right mouse button to make sure the map is roughly showing your campus boundaries.
- c. Press the button that says “Move Game to Here.” After, click the ‘Lock Map’ box.
- d. You’ll notice a red box with a red dot on the upper left part of the box. The red box is the boundaries for the game. Click on the buttons on the corners of

- e. the box to expand or shrink the box, and make sure the boundaries student accessible.
- e. Click on the Agents tab.
- f. Type the information you would like about the agent. Also click on the control commands you would like and drag them to the white space on the right side of the screen.
- g. Go back to the Map tab, and click and hold on the red dot on the map and drag it to a location you would like.
- h. Repeat e-g if you would like to add more agents to your game.
- i. When dragging commands, make sure the command can ‘connect’ to each other, in order for them to work.



TALEBLAZER MAP VIEW



STEP F (i)

PLAYING THE GAME

1. Ask the students to download the taleblazer app onto their smartphone, or tablet pc.
2. Click on the top right part of the screen (with the three lines) and click the link that says “Game Code.”
3. Type the game code the teacher gave them
4. Play the game!

6. When finished, click on the ‘Save Game’ button
7. You can check for errors by clicking on the Error Check button on the top right side of the screen.
8. You can emulate the game by clicking the Emulate button on the top right side of the screen.
9. Note the game code for your created game. This will be the game code you should give students so they can play the game.

SUGGESTION, MODIFICATION, END NOTES

You could give a worksheet to each group with supplemental tasks. For instance, at my workplace, we gave students a worksheet with questions regarding each teacher. The students would then have to ‘catch’ the teacher, read the information, and then write down the information about the teacher (Each teacher has a quick bio about themselves in the game. Each teacher’s bio is different and unique).

This is a great way for students to learn about their teachers and also use English at the same time!

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Taleblazer website: <http://taleblazer.org>



STEP 2



STEP 3

Ethical Excellence in Action Research

SELINDA ENGLAND

ABSTRACT

Educators today are asked to examine personal teaching practices via action research. In classroom investigations, teachers may overlook the possible influence on students with regards to privacy issues, the treatment of research participants, and possible implications in assessment. Parents and administrators demand high ethical standards in education, therefore, it is prudent for educators to study ethical issues in action research today. This article discusses a self-study course in current ethical practices offered by the Canadian government which leads to permanent certification. Teachers who value classroom research and moral standards may benefit from this free online program.

要旨

今日、教育者はアクションリサーチを通じて個人の教育実践を確認していくことが求められている。クラスルーム研究において、教師は生徒の個人的な問題や、研究対象者の扱いや、評価といったものに対する影響を見落とす可能性がある。今日、両親や教育管理者は、高い倫理基準を求めている。よって、教育者はアクションリサーチにおいて、倫理的問題を学ぶことが賢明である。この記事では、カナダ政府が提供している倫理問題に関する自習学習コースについて述べる。クラスルーム研究と道德基準を重視する教師にとって、この無料のオンライン学習は恩恵を与えてくれることだろう。

ABOUT

Selinda is a part-time lecturer at Showa Women's University and Tokai University. She is keenly interested in professional development and in promoting identity and creativity in language learning. Selinda welcomes your feedback; please connect with her on Academia.edu at <https://independent.academia.edu/SelindaEngland>

ENGLAND - ETHICAL EXCELLENCE

Modern educators are both teachers and researchers, questioning pedagogy by experimenting with new teaching techniques in the classroom, and reporting on the results via professional development journals, seminars or conferences. While Zeichner and Liston (1996) note “reflective teaching is empowering” (p. 4; as cited in Burns, 2010, p. 17), educators must be cautious as action research often calls for intervention “in a deliberate way” (Burns, 2010, p.2). In the quest for knowledge, teachers may inadvertently disturb our students’ and their personal rights. For this reason, today’s educators are encouraged to perform classroom research to “become more effective teachers” (McKay, 2006, p.1; as cited in Dörnyei, 2007, p.16), but also be responsible researchers, considering participants’ requests (Dörnyei, 2007), and practice beneficence, by incorporating ethical protocol. For these reasons, it is advisable for teachers to become knowledgeable in the current standards of ethical research.

The Canadian government offers a program for teachers in ethical practices to gain the know-how in conducting appropriate and professional classroom research projects. The website and tutorial for this program can be found in the reference section at the end of this article. The program is a guided, self-study online course provided by the Panel of Research Ethics, and upon completion, leads to certification in “Ethical conduct for research involving humans TCPS 2” (CORE, 2014). Topics covered in the program include treatment of research participants, key components needed for an ethical proposal, and standards in research, design and reporting. Course participation requires a PC with Internet connection, proof of employment at an educational facility (e.g., office email), and a printer to produce the final certificate when complete. The entire course can be finalized in four to five hours. Users may log on and off during the course, which may be useful for those who wish to study in shorter durations.

The course consists of eight modules which begin with “Core Principles” and “Assessing Risk & Benefit” and later discuss in depth issues concerning consent, privacy, confidentiality, fairness and equity (CORE, 2014). The course concludes with topics pertaining to conflicts of interest and an overall review. Users are welcome to return to the course after completion to review the modules at any time.

Each module begins with a list of objectives. The module on “Fairness and Equity” for example, lists three objectives: (1) “identify possible vulnerable circumstances of participants”; (2) “assess the appropriateness of inclusion and exclusion criteria to a research question”; and (3) “address issues of fairness and equity in sample research designs” (CORE, 2014).

Furthermore, this particular module asks educators to be mindful of language when creating research consent forms, and to be cautious of the context in which you approach possible research participants to ensure there is no authoritative pressure (CORE, 2014). Finally, before ending each module, a short quiz to review content is given. By the end of module eight, teachers should receive a printable certificate to showcase one’s ethical standards in action research.

Purpel (2008) states “schools are powerful instruments of moral instruction” (p.119), therefore, educators should remain vigilant, specifically regarding how classroom research practice and pedagogical tinkering may impact students in an unintentional way. Today, comprehension of ethical standards and an awareness of research participants’ rights, are excellent ways to display professionalism of one’s teaching methods to administration, parents, pupils and government.

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Teaching about Japan's Foreign Policy: A Content-Based Instruction Course for Japanese Universities - SAMUEL G. GILDART

GILDART - FOREIGN POLICY

ABSTRACT

This study focuses on the significance of teaching about Japan's foreign policy in the Japanese university classroom, pertaining to both Japanese and foreign students. By using a historical context along with current media and news events with regard to developments in Japan's foreign policy, students are asked to engage in discussion and reflection on Japan's international relations and domestic opinion. Topics such as Article 9 of Japan's Constitution, the Yoshida Doctrine, and the role of Japan's Self-Defense Forces are covered. Through this course, students see improvements in their English skills by learning about a specialized subject area.

要旨

本論は、日本の大学において、日本外交政策について教えることの重要性と意義を、実践授業を通して、考察したものである。授業では、日本人学生と日本に滞在している留学生を対象とし、学生が日本の外交政策の発展と出来事に関する歴史的背景、および、現代メディアやニュース記事を活用しながら、日本の国際関係と国内世論について議論を行う。議論のテーマとして、日本国憲法第9条、吉田ドクトリン、日本の自衛隊の役割等の話題が取り上げられる。また、学生が授業を通して、専門分野を英語で討論できる能力を身につけることができるように考慮するが、そうした点についても明らかにする。

ABOUT

Samuel G. Gildart is a lecturer at Ferris University and a Ph.D. graduate from the International Graduate School of Social Sciences at Yokohama National University. A resident of Japan since 1993, he has been teaching at the university level in Japan for over 12 years. His research interests include content-based English teaching, Japan's international relations, and global economic issues. He can be contacted at samgildart@hotmail.com.

INTRODUCTION

Defining Content-Based Language Teaching

Although interest in content-based language teaching is a relatively new development in linguistics, dating back to the 1960s, its roots can be traced back many centuries. St. Augustine pointed out the significance of meaningful content in language learning as early as 389 A. D.:

“Once things are known knowledge of words follows . . . we cannot hope to learn words we do not know unless we have grasped their meaning. This is not achieved by listening to the words, but by getting to know the things signified” (Kelly, 1969).

Content-based language teaching focuses on the mastery of content as an integral element of second language acquisition. In this case, language is not the object of study, but a vehicle through which content is learned. However, it should be mentioned that students often experience significant gains in linguistic proficiency in the process of learning content as language is employed in the understanding and expression of meaning. Brinton, Snow and Wesche state that, “the traditional focus of both native and second language classes on awareness of linguistic form is largely subordinated to a focus on acquiring information *through* the second language” (Brinton, Snow & Wesche, 2006). Students taking the course featured in this paper notice major gains in their English skills through intensive study of the subject.

CONTENT-BASED COURSE

Methodology for Teaching about Japan's Foreign Policy

For a successful and rewarding content-based course about Japan's foreign policy, the following steps were employed;

- Distribute the text vocabulary in English and Japanese two weeks prior to coverage and ask students to research the words and phrases before class.
- Provide a set of questions to make sure the students have read the corresponding book chapter.
- Encourage students to read about the topic in English and in their native language.
- Have the students discuss or debate the topic covered. For example, ask the students whether or not Article 9 of Japan's Constitution should be amended.
- Instruct students to display cultural sensitivity in regards to nationalities present in the classroom, while not limiting academic freedom.

ARTICLE 9 OF JAPAN'S CONSTITUTION

By teaching about Article 9 of the Japanese Constitution, students naturally acquire a sophisticated vocabulary in regards to legal terms as many are included in the handouts when questions about the legislation are raised.

Article 9 of the Japanese Constitution states:

- “Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as a means of settling international disputes.”
- “In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized” (Woolley, 2000).

After reading the two carefully written paragraphs that comprise Article 9 of Japan's Constitution, students are asked to comment on the Japanese naval vessels that are docked at Yokosuka Navy Base or the aircraft that fly in the skies of Atsugi or Yokota. How would the terms *de jure* and *de facto* apply when considering the wording of Article 9 and the reality of the Self-Defense Forces? Is the SDF a *de jure* or *de facto* army? Even more thought provoking, how did the citizens of Iraq refer to the Japanese Self-Defense Force personnel in 2003?

THE YOSHIDA DOCTRINE

Prime Minister Yoshida Shigeru played a dominant role in Japan's domestic politics for the first seven years of the postwar era. Yoshida's approach to foreign policy was based on the idea that by focusing on economic growth and political passivity Japan could develop peacefully without waging war. Central to this strategy

was a refusal to be drawn into the Cold War rivalry between the Soviet Union and the United States, and the avoidance of having to use scarce resources toward a rebuilding of Japan's military. Moreover, Yoshida could point to Article 9 to assert that such a military buildup was legally impossible. John Foster Dulles, of the US State Department, arrived in Japan in 1950 urging Japan to rearm. Yoshida refused as he was concerned that equipping the military would delay economic recovery. At the core of the U.S.–Japan Mutual Treaty of Cooperation and Security signed on January 19, 1960, was the Yoshida Doctrine, forming the four pillars of Japan's nuclear policy:

1. reliance on the U.S. nuclear umbrella;
2. commitment to the three non-nuclear principles (not to produce, possess or have them on Japanese soil);
3. promotion of worldwide disarmament;
4. development of nuclear energy for peaceful purposes (Pyle, 2007).

By learning about the Yoshida Doctrine, students gain a better understanding as to why Japan is non-nuclear — in addition to prodding them to consider the atomic bombings of Hiroshima and Nagasaki — even though Japan's Northeast Asia neighbors, China, Russia and North Korea, are nuclear-armed states.

THE ROLE OF JAPAN'S SELF-DEFENSE FORCES

The JSDF was conceived as a way to “get around” the Article 9 obstacle to re-arming. After the first Persian Gulf War, members of the Japanese government and intellectual circles debated over the need for Japanese military cooperation in addition to the nations' economic and financial contributions. This debate resulted in the Japanese parliament passing the Peacekeeping Operations (PKO) Cooperation Act in 1992 (Kawashima, 2005). An SDF engineering battalion was then dispatched to Cambodia for UN peacekeeping.

This was the first occasion since the Second World War that Japan's military was dispatched to a foreign country. Public opinion in Japan was strongly against this deployment. Over time, however, the Japanese public has become accustomed to SDF deployments overseas. This has culminated in new laws being enacted so that the SDF is allowed to use weapons in order to rescue both Japanese and non-Japanese nationals (MOFA, 2016). Many students found this new development to be very interesting and asked many questions in class.

CONCLUSION

Content-based language learning has been extolled for a number of decades. Moreover, it is very beneficial to be well informed of Japan's evolving international relations through a well-structured content-based course on Japan's foreign policy. Since the promulgation of Japan's "Peace Constitution" (*Heiwa Kenpou*) on May 3,

1947, the international economic, political and security environment has rapidly changed; the role of the SDF has had to change accordingly. This is most certainly a valuable topic for Japanese students explaining about Japan in a study abroad context in English, and to foreign students in Japan.

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Using Quizlet and Moodle to Promote More English Practice Outside the ESL Classroom - FORREST NELSON

ABSTRACT

To facilitate more English practice beyond the classroom, I ask students to choose an authentic video to study. For video content, YouTube is useful, but English Central and TED videos provide transcripts. Students then prepare a discussion about their video along with a list of new words they learned. Finally, they input their new words into Quizlet and study the vocabulary during the semester on their cell phone or computer using the Quizlet app and web site. At the end of the semester, students can take their vocabulary quizzes in Quizlet or Moodle.

要旨

教室外での英語練習をもっと促進するために、私は学生に信憑性のある映像を選ぶよう助言している。YouTubeは動画コンテンツとしては役立つが、English Central やTEDでは字幕を見ることができる。そこで学生は映像から新しく学んだ単語をリストアップし、ディスカッションの準備をする。最終的に彼らはそれらが新しい単語をQuizletに入力し、学期中、携帯電話やパソコンからQuizletのアプリやウェブを使い単語学習をする。学期の終わりにはQuizletやMoodleで単語クイズを受けることができる。

ABOUT

Forrest Mitchell Nelson is an Assistant Professor for the CEED Center at Saitama University. His experience in technology for education has led him to experiment with different technologies that aid teachers in the classroom. For several years, Forrest has been working on a framework for dealing with video recordings of student classroom conversation practice, student-led discussions and presentations. At present, Forrest is developing new workbooks for his American Culture through Movies courses, and is researching the conversion of his content based English course in Human Rights to an English mediated of instruction course.

THE FIRST DAY

On the first day of class, students must join the Moodle LMS course, ted.com, englishcentral.com and quizlet.com. Moodle is a popular open source learning management tool used to manage online classes or flipped classrooms. TED and English Central are English content web sites and Quizlet is an online vocabulary flashcard web site. These four web sites are all accessible through computer browsers and mobile device apps.

THE PROCESS

Next, students are introduced to the lesson process. First, they learn about choosing appropriate video content to study. The basics of this are that students should choose advanced level authentic videos. Second, students must choose videos with transcripts in English. If the transcript in their native language is available, it is fine for students to read that before they start the lesson. Some students have reported in the past that they felt the listening material was too difficult for them and they were afraid of failing the class.

Therefore, it is important to inform students that the final assessment for these activities is not based on their listening ability. It is based on performance, quality of their vocabulary and definitions, their weekly video discussion from homework and their ability to keep up with deadlines. They are expected to do the best they can and always ask for help.

After students choose their video, they first read the transcript in English or their native language. After they build knowledge about the topic, students are asked to listen to the video, read the script while they are listening, shadow the video and add new words and definitions they are learning. To do this, students fill out a video discussion form. This form helps students take notes about the video, prepare their discussion about the video and keep a record of all the new words they are learning.

THE VIDEO DISCUSSION FORM

This form has 3 parts. The first part asks students to make a general trivia question and answer about the topic. The purpose of the trivia question is to help promote interest in the topic and provide an easy way for students to begin their discussions. The second part of the form is where students write their discussion notes about the video content. Students may use sentences but they are not allowed to write a discussion speech from which to read during their class discussions. This part of the form limits note taking to important vocabulary, discussion organization, important quotes and data. For the final section of the form, space for at least 5 new vocabulary words is available. It is important to note first that students can copy definitions from English Central, but when studying video from TED, students must use definitions from the dictionary and in some cases, they must write their own.

Whatever the case may be, the first rule for writing or using definitions is, “Do not write the vocabulary in the definition.” This would cause any future matching quiz to become pointless. The second rule is, “Ensure that the definition of the target word is the same definition found in the video.” The third rule is, the only non-alphanumeric characters that can be input into the Quizlet vocabulary card sets are commas and apostrophes. Any other characters present will cause issues when uploading quiz data to the Moodle quiz module. The final rule is, “Use definitions that are simple and as short as possible.” Long winded definitions are not necessary. Explicitly training students to write good definitions with these rules indeed helps students write better definitions when needed.

After the discussion form is complete, students must practice discussing the video in preparation for the next class. On the day of the activity, students form pairs, and discuss the video and new vocabulary for about 12 minutes. Sometimes students finish the discussion early, so the instructor should have a back-up list of topics for students to discuss.

THE FINAL ACTIVITY

At the end of the semester, students upload their GIFT formatted Quizlet data to a shared Google document. GIFT format stands for, “General Import Format Technology.” GIFT formatted text allows Moodle LMS admin users to upload text files in the form of matching or multiple-choice quizzes. There are tools online that can convert Quizlet CSV vocabulary data to GIFT format. After receiving the GIFT formatted data, the teacher must check it for errors and upload it to the Moodle Quiz module. Finally, students can take their own vocabulary tests in Moodle.

CONCLUSION

In one year, the students must study at least 160 words. Since all their vocabulary quizzes are in the Moodle Quiz module, students can take their past vocabulary quizzes from the first semester. At the end of the year, students can take all vocabulary quizzes. As of this semester, the results of vocabulary quizzes showed that 3 out of 42 students in both classes had an average quiz score increase of 15 points. Another 4 student’s scores remained the same and the final 35 students’ scores decreased ranging from 5 points to 20 points. Since the purpose of the activity is to encourage students to practice English outside the classroom through the 4 skills, I consider this a moderate success. With better data analysis after next year in 2018, hopefully the results will show that student fluency is improving.

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A Self-determination Theory-based Activity: My Dream Room

OCKERT - DREAM ROOM

DAVID OCKERT

ABSTRACT

This paper provides the guidelines for the creation of a simple, easy-to-use classroom activity for students of any age. The information specifically provided does, however, focus on a junior high school lesson plan using like, play, and have. The theoretical basis is self-determination theory (SDT), which focus on student autonomy, individual competence, and relatedness – the interpersonal relations between the students, teacher, and assistant language teacher (ALT) if present. The activity starts with the students drawing their own ‘Dream Room’ and may place anything they wish in their ‘room’. The students then introduce their room and its contents to their classmates.

要旨

このペーパーでは、あらゆる年齢の学生にシンプルで使いやすい教室活動を作成するためのガイドラインを示します。ただし、具体的に提供される情報は、like、play、およびhaveを使用する中学校の授業計画に焦点を当てています。理論的根拠は、学生自治、個人能力、および関連性 - 生徒、教師、補助言語教師 (ALT) の間の対人関係に焦点を当てた自己決定理論 (SDT) である。アクティビティは、学生が自分の「夢の部屋」を描くことから始まり、彼らが望むものを彼らの「部屋」に置くことができます。生徒は部屋とその内容をクラスメートに紹介します。

ABOUT

David’s Ockert’s teaching interests are in critical thinking, reading comprehension, writing, and he researches the influence of technology on affect, specifically motivation, confidence, anxiety, and willingness to communicate. A test item writer, he has worked at SHARP, and works for Toyo University. He can be contacted at ockert@toyo.jp

INTRODUCTION

The classroom activity explained in this paper also provides the theoretical foundation of self-determination theory (SDT; Deci & Ryan, 1985) as it relates to foreign language learning. First, it must be noted that “(r)ecent studies on SDT-based motives have shown that games are primarily motivating to the extent that players experience *autonomy*, *competence* and *relatedness* while playing” (Ryan, Rigby, & Przybylski, 2006, p. 2). The authors investigated the impact of game play on participant psychological well-being based on these three basic psychological needs, which games are presumed to satisfy. Second, the “results show that SDT’s theorized needs for autonomy, competence, and relatedness independently predict enjoyment and future game play” (p. 1). Educators may argue against the use of the term ‘game’ for an activity, the terms ‘activity’ or ‘task’ will be used in this paper.

To begin, let us examine what each of these three terms mean, and how they can be incorporated into the classroom and lesson planning. To do so, we will be using the attached *My Dream Room* activity as an example. The activity has proven its popularity over the last several years in a variety of schools. First, *autonomy* means giving students choice in creating the activity. Therefore, the student is creating a fantasy room within which they can place *anything*. If they want a MosBurger™, there will be one. Do they want a train station? Why not? If they want an Olympic size swimming pool, it's there!

Furthermore, *competence* requires that participants have the potential to master the material, from the vocabulary (lexical level), the phrases necessary to complete the activity (syntactical level), and the purpose of the activity in its entirety holistically. For vocabulary, this is made easier since the students choose what is in their own room. If they lack the required word,

they can consult a dictionary, a friend, the Japanese teacher of English (JTE), or the assistant language teacher (ALT). With a large class, I often walk around to check on student progress and will help put katakana labels into English, or at least Romanize them to the extent possible.

Finally, the third component, *relatedness*, requires that the students have a friendly, almost personal relationship with their classmates, the JTE, and the ALT (Yes - The ALTs active role is crucial in EFL learning contexts!). So, to provide the necessary proximity for a feeling of *relatedness* to occur, the rules of the activity must include one such as: You must describe three features of your *Dream Room* to the ALT and receive his or her signature. Finally, this is a great way to lower students' affective filter (Krashen, 1982).

MY DREAM ROOM: A LESSON PLAN USING LIKE, PLAY, AND HAVE

PREPARATION

Step 1: First, design a handout to emphasize the four skills you would like to emphasize. If you would like the students to spend more time speaking rather than writing, use a handout with more spaces to receive signatures. If you would like the students to spend some more time on writing, you can use a version that has fewer spaces for receiving signatures, and more space for writing.

Step 2: The teacher prepares the *My Dream Room* handout on A4 size paper (See Appendix). Make enough copies for the students plus the ALT and JTE if desired. Alternatively, the JTE and ALT can be listeners only and sign each student's sheet after the student explains their *Dream Room* with three sentences using *like*, *play*, and *have*.

PROCEDURE

Step 1: For first year JHSs, the emphasis should be on allowing the students to be as creative or wild and crazy as possible with the first step of drawing their own *Dream Room* in Part 1 of the worksheet.

Step 2a: Second, the rules are explained. First, have the students stand up and find a partner. Second, do a variation of *jan-ken*, such as "Yes, we can!" The winner then makes three statements about their handout while showing their partner their *Dream Room*. The three sentences should be one each using *like*, *play*, and *have* in a statement. For example, "I like sports. I play baseball. I have a baseball stadium in my Dream Room." The speaker then asks their partner for a signature.

Step 2b: Then it is the other partners turn to describe their *Dream Room* with three statements using *like*, *play*, and *have*.

Step 3: Have the students continue the activity until they get as many signatures as possible in the time allotted. The more communication, the better!

Step 4: Also, in order to encourage relatedness with the students, make it a rule that the students must communicate at least three sentences about their Dream Room to the JTE and ALT and receive their signature, too. If the JTE and ALT also completed a handout, they can describe their Dream Room to the students, as well.

Step 5: When the students have communicated with enough people to have completely filled in Part 2 with signatures, the students can sit down and begin Part 3, the writing section.

CONCLUSIONS

It is hoped that the three basic premises of autonomy, competence, and relatedness – the three strands of self-determination, are readily evident in the simple game of ‘bingo!’ Since the students are provided the opportunity to demonstrate competence by completing the activity, and relatedness by interacting with the classmates and teachers, these two facets of SDT are readily apparent. Adding the third strand of SDT, autonomy, requires a little more effort on behalf of the teacher(s) in order to allow the students the opportunity to essentially create their own Dream Room worksheet. However, once you give this activity a try, you will understand how much the students actually enjoy using English to finish the task.

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My Dream Room (理想の部屋)

1st Graders

like, play, have

Name _____

Class _____ Number _____

1. あなたの理想の部屋を書いて見よう。絵を詳しく描いて下さい。

2. 英語で友達に紹介しよう。I like sports. I play soccer. I have (a) _____ in my room. [僕はスポーツが好きです。サッカーをします。自分の部屋に_____を持っています。] 紹介した相手にサインをしてもらおう。

3. 自分の理想の部屋について英語で書きましょう。

例: I have a new TV in my room. [僕は自分の部屋に新しいテレビを持っています]

Creating a Conclusion Paragraph: A modeling activity for Japanese EFL learners - DARIN SCHNEIDER

ABSTRACT

The focus of this activity is to provide an understanding for Japanese EFL students on how to create a conclusion paragraph in English. Students often write an effective introduction and body, only to fall short when it comes to the conclusion. Many students simply do not know how to recap or summarize main points using different wordage. Students begin by reading an article without a conclusion paragraph. Students are then given rephrased sentences based on the article and asked to locate the similar sentences. Finally, students put the rephrased sentences and an additional original sentence, in the best order. The activity is meant for upper-intermediate or advanced level EFL students in high school or university taking Reading & Writing classes.

要旨

この論文では、日本の教育機関において英語教育 (EFL) を受けている生徒の英文構築力の問題に焦点を当てます。生徒は、教科書を読んだ後、教科書内で既に使われている文章や単語を使って簡単な英文を作り、その自己で作った英文の中なら結論付ける文書を作り、その結論となる文書を繰り返し使います。単語を変え、言い回しを変えて文章を構築し英文を作り、結論まで導く事は非常に困難です。なぜならば、生徒は教科書内の英文 (単語) を読むことが出来ても、それぞれの英単語の意味や用法きちんと理解しておらず、結果としては教科書に書いてある主題について説明できないということです。しかし生徒は少しずつ教科書内の文書を理解し始め、彼ら自身の言葉で文書を作ることができ、最終的には理論的に理にかなった内容の文書を作り結論を導く事ができます。この論文上での生徒レベルは中上級の生徒について説明をしております。

ABOUT

Darin Schneider was a certified secondary teacher in the state of Arizona, USA and has taught EFL in Japan for ten years. He is currently an English lecturer at Tokai University. You can connect with Darin at schneiderdarin@yahoo.com

INTRODUCTION

For countless EFL Japanese high school and university students, writing a multiple-draft composition essay in English is a process they are culturally unaccustomed to. The task can seem foreign and even daunting. As Holliday (1994) explains, process-based instruction can be “... mystifying to NNS writers, particularly those in EFL contexts.” Many EFL teachers know that students generally start out writing a recognizable introduction paragraph and continue to write sufficient body paragraphs, only to exclude or neglect an essential conclusion paragraph. It could be matter of students simply being too tired. However, many, if not most, do not know what a conclusion paragraph entails or how to write one. Often, an EFL writing textbook will explain how to write a conclusion sentence to a single paragraph, such as in Zemach & Barker’s (2015) book “Read to Write 1,” but will not illustrate how to write a conclusion paragraph to end a multi-paragraph essay. Therefore, students lack this familiarity and need targeted instruction.

In order to fill this need, this essay has been created to give EFL instructors a way to give their EFL students a clearer understanding on what a conclusion paragraph may look like, prompting them into taking that knowledge and using it to create their own conclusion paragraphs. The activity can be applied to a variety writing genres, whether it is narration, description, exposition, or argumentation.

The activity uses an intermediate-level article from a university EFL reading textbook (Select Readings: Teacher-approved readings for today’s students - Elementary A) entitled Dream Homes (Lee, 2014). This particular passage was chosen for the activity because it does not contain a discernable conclusion paragraph.

STEP 1: THE IMPORTANCE

Begin by explaining to students the importance of a conclusion paragraph and how it needs to restate the main points of their composition and end with a call for action or something the reader think about. A concluding sentence to a (single) paragraph needs to be similar to the topic sentence (Zemach & Barker, 2015). Therefore, a conclusion paragraph for a composition should restate what has been said in the introduction and body paragraphs. Like a good book or movie, you want a good ending.

STEP 2: READING PASSAGE COMPREHENSION

Have students read the teacher-approved “Dream Homes” passage. Students can do this individually or in pairs. Students should research any words they do not understand to make sure they comprehend the reading. There are line numbers next to the sentences for easier referencing. Once all of the students understand the reading passage, point out that the passage does not have a proper conclusion paragraph.

STEP 3: FINDING SIMILAR SENTENCES

Hand out the “Create a Conclusion Paragraph” worksheets (see appendix A) and allow time for students to read the directions. After the students have read the directions, have them read the sentences that resemble sentences in the reading passage (one extra sentence is independent and will not be found in the passage). Students will then look back at the reading and find the line numbers that correspond to the related sentences.

STEP 4: REPHRASING, NOT PLAGIARISING

Go through the line number answers. The purpose behind this part of the activity is to show the students that when they write their conclusion paragraph, they need to rephrase sentences and not simply rewrite sentences they have already produced. Make sure to point out this out to the students.

STEP 5: AN IMPRESSIONALBLE ORDER

Finally, have students rewrite the rephrased sentences, and extra sentence, in the best order to create a conclusion paragraph for the “Dream Home” reading passage. The rephrased sentences should follow the same sequencing as the their counterparts in the passage and end with the extra sentence. The extra sentence was added to familiarize students with the notion of an ending that leaves the reader with something to think about. As Bellanca (1998) states, “ ... the impression you create in your conclusion will shape the impression that stays with your readers after they’ve finished the essay.”

CONCLUSION

This activity and the steps involved are meant to give Japanese EFL students, who have to write multiple-paragraph composition essays, a clearer understanding of how to bring closure to their writings. The idea of “seeing” a conclusion paragraph being assembled in a clear-cut way, based off an existing authentic text,

is meant to go along with Ferris & Hedgcock’s (2005) assertion, “Research and practical experience have demonstrated overwhelming that one cannot become a proficient writer in any language without also developing an array of literary skills, including the ability to comprehend written text efficiently, fluently, and accurately.”

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CREATE A CONCLUSION PARAGRAPH

To write a final paragraph, recap and rephrase the main points of your writing using different wording
英文を読み、同じ意味になるように単語を変えて、新しい英文を作りなさい。End with a closing sentence that leaves
your readers something to think about and/or glad they read your paper.

Directions:

- 1) Using the “Dream Homes” reading passage on page 15 (Select Readings Elementary A), find the sentences that are similar to the rephrased sentences below and write their line number/s.
- 2) Write the sentences below (do not change) in the best order.

- 1) Line # 17 (*Example*) Mr. Thoreau built his ideal home in his late twenties.
_____ Dikembe Mutombo dreamt of a home that helped people in his home country.
_____ Sometimes people like Mukeshi Ambani want a huge home with lots of rooms.
_____ What does your dream home look like?
_____ In summary, people desire different kinds of dream homes.
_____ Henry David Thoreau preferred a good scenic location.
_____ These examples show that dream homes can be as unique as their owners.

- 2) _____

Line #

- 26-31 Dikembe Mutombo dreamt of a home that helped people in his home country.
- 7-8 Sometimes people like Mukeshi Ambani want a huge home with lots of rooms.
What does your dream home look like?
- 1 In summary, people desire different kinds of dream homes.
- 20-21 Henry David Thoreau preferred a good scenic location.
- 1-4 or all These examples show that dream homes can be as unique as their owners.

In summary, people desire different kinds of dream homes. Sometimes people like Mukeshi Ambani want a huge home with lots of rooms. Henry David Thoreau preferred a good scenic location. Dikembe Mutombo dreamt of a home that helped people in his home country. These examples show that dream homes can be as unique as their owners. What does your dream home look like?

Scaffolding Vocabulary for Coaching Baseball Defense

KOKI TOMITA

ABSTRACT

A large body of sports admission students in university English classes encounters challenges in keeping up with lessons or even passing the course. This challenge largely attributes to the English proficiency that they are supposed to, but not fulfilled in order to take university English courses. Given the academic difficulties that are experienced by the students, the author designed an English course for students in university baseball club, which aims to increase the motivation of them by teaching baseball-related English. This article introduces a speaking activity that is used in part of the course. The activity is composed of five steps which include the scaffolding of target vocabulary and phrases to be used in instructing defense moves of shortstop in baseball.

要旨

スポーツ推薦で入学した学生の多くが、大学で行われている英語の授業を履修する際に、授業の進捗についていけない、単位を落とすなどの問題に直面している。その問題の多くが、スポーツ推薦で入学した学生の英語力が大学の英語の授業を履修する基準に満たしていないことに起因する。このような問題を考慮に入れ、著者は大学の野球部に所属する学生向けに、野球のためのコースを作成した。本論文では、そのコースの中で実際に使用されたスピーキングアクティビティーを紹介する。アクティビティーは5ステップに分かれ、単元の重要単語の紹介から、その単語を使って“ショート”(野球のポジション)の守りの動きを教える。

ABOUT

Koki Tomita is an Assistant Lecturer at Soka University, Tokyo with M.A. in TESOL. His research interests are learner autonomy, critical thinking, task-based learning and program management. Introduction

TOMITA - SCAFFOLDING VOCABULARY

INTRO

Japanese universities' entrance exams are rigorous. They represent universities' academic standards set as a hurdle to single out the applicants who do not meet the academic criteria. However, there are groups of students who do not fit the mold academically but spend their time with similar students on the campus — sports students. Sports students are often recruited based on their records in high school sports competitions and abilities which are thought to benefit the university sports teams. Their academic levels do not necessarily reach the universities' academic standards for entrance (Kiuchi; Nara; Hashimoto; Yamaguchi & Nagakura, 2012; Makino, 2010). The teaching context is not this exception. A majority of the students lacked motivation and exhibited incompetence in English. To improve their motivation and communicative competence, the course and current lesson concentrates on teaching baseball

moves in order for them to become baseball coaches. Among different types of baseball moves taught in the course, the current paper particularly concentrates on the steps to coach the defensive moves of the shortstop.

CONTEXT

The lesson was implemented in an English course designed for 25 freshmen in the university baseball club. In this course, lessons were taught twice a week and the length of each lesson lasted 90 minutes. The course was taught for two semesters, and each semester was scheduled for 15 weeks. The students' English proficiency ranged from inability to spell one's name to achievement of a score of 300 on the TOEIC test.

One of the main materials for instruction of basic lexical items was the Oxford Picture Dictionary. Using the Oxford Picture Dictionary (2008) allowed the teacher to exercise a great extent of

teacher autonomy in deciding goals, content, activities, and assessment of the course because the textbook does not control the content but provides only vocabulary related to the course. In addition to the dictionary, the teacher prepared supplementary materials that provided baseball-related content for the course.

The difficulty in teaching the course was the teacher's lack of familiarity with norms shared in the baseball community. To fill the void, the teacher watched videos and read articles related to baseball.

The course was highly structured in a way that a new unit would constantly have opportunities to recycle previously learned vocabulary and target grammar expressions. This course introduced different types of baseball moves required in baseball such as moves in pitching, batting, and defense. This inclusion of topics related to baseball was intended to increase the motivation of the students. Among the baseball moves, this example

lesson teaches how to coach the defensive moves of the shortstop in baseball by breaking the sequence into small steps.

STEP 1: WARM-UP (3 MINUTES)

The teacher shows a YouTube video <https://www.youtube.com/watch?v=SA1ArLbICgU> 3 times (1 minute in total) which demonstrates the defensive moves of the shortstop. The teacher directs students' attention to the defensive moves of the shortstop.

STEP 2: STUDENT DEMONSTRATION

(7 MINUTES)

The teacher clears part of the classroom to allow enough space for the following activity: A student volunteer is invited to the front of the room to simulate, without a ball (See the video), the action shown in the video. After the demonstration, the teacher asks the student to redo the sequence one more time. For this time, the teacher holds the ball and guides the ball by following the sequence of the

video, and the student does the defensive moves one more time. At this point, the teacher calls the attention of the class to the student shortstop and asks the student to explain before and after catching a ground ball.

STEP 3: CHECK THE VOCABULARY

(20 MINUTES)

After the demonstration, the teacher distributes the worksheet (Appendix 2). Teacher pronounces the words pronunciation and deliver the meaning of the target vocabulary. After checking the vocabulary, students work on Section 1 of the worksheet. Once students answer the questions, the teacher elicits the answers. Next, students work on Section 2 to ensure that they are able to demonstrate body moves as directed by a partner.

STEP 4: DISCUSSION (30 MINUTES)

The teacher directs students' attention to Section 3 on the worksheet. The teacher points out that there are 4 phases in the defensive moves: Phase 1 (preparation), Phase 2 (adjusting the glove), Phase 3 (catching the ball), and Phase 4 (preparation before throwing the ball to the first baseman). In Phase 1, students describe how to move knees, glove and eyes as a ground ball approaches toward them. In Phase 2, students describe where they bring the glove before they catch the ball. In Phase 3, students write how to catch the ball. In Phase 4, students illustrate where to fix the eyes and how to hold the ball before throwing it to the first baseman. All of the vocabulary that is necessary to describe the phases has already been taught or is spontaneously taught if students asked any. Students fill in their answers for Section 3 on the worksheet. After 15 minutes pass, the teacher elicits answers from the class and demonstrate model answers.

STEP 5: PRACTICE AND DEMONSTRATION (20 MINUTES)

Students practice the coaching role play for 10 minutes with their partners. After the practice, the teacher asks for a volunteer pair to demonstrate coaching in front of the class. If no pair volunteers, the teacher appoints as many pairs as possible based on the remaining time. During the classroom demonstration, students are encouraged not to look at the handout. In the end of the activity, the teacher announces that the moves taught in the lesson will be tested in the end of the next class session.

CONCLUSION

This lesson emphasizes that even students with low proficiency can achieve a highly demanding task such as coaching if the teacher provides the appropriate amount of scaffolding. The keys to teaching content specific English for low-level student athletes are that the teacher (1) is able to share the norms of the community, (2) breaks down lessons into small activities and sequences them in a way that leads the students to the goal of the lesson, and (3) uses as many authentic materials as possible to stimulate student interest.

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