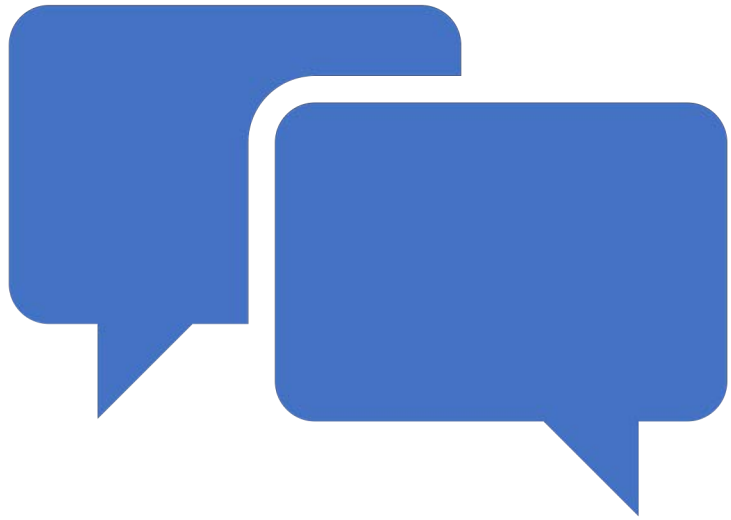


Jenny Selvidge

U.S. Embassy Tokyo

Tokyo Metropolitan Board of
Education

Ms. Jenny Selvidge has been dispatched by the U.S. Embassy Tokyo to the Tokyo Board of Education based on the cooperation by the Memorandum of Understanding between the two.



moving towards a
communicative
approach

Session Goal: Identify one or two strategies that you could try to use in your classes.



Make a note of any strategies you might be able to use.



Initial Observations of English Classes in Tokyo

Vocabulary

Things I observed:

- central focus of classes
- translation
- meanings
- choral pronunciation

Things I didn't see:

- part of speech
- word families
- usage
- explicit pronunciation correction

Reading

Things I observed:

- sentence-by-sentence translation
- information search questions
- wide range of vocabulary difficulty
- many new words
- worksheets in Japanese

Things I didn't see:

- warm-up
- activation of prior knowledge
- critical thinking
- target vocabulary
- target grammar
- integrated skills (LSW)

Grammar

Things I observed:

- sentence diagramming
- vocabulary focus
- stand-alone
- mostly teacher talk

Things I didn't see:

- noticing how grammar is used in reading or listening
- focus on context/usage
- discussion about the grammar



How to move forward...

Vocabulary



identify target vocabulary



identify part of speech and
word families



use vocabulary in
speaking/writing tasks

Elementary School

sad



happy



bored



nervous

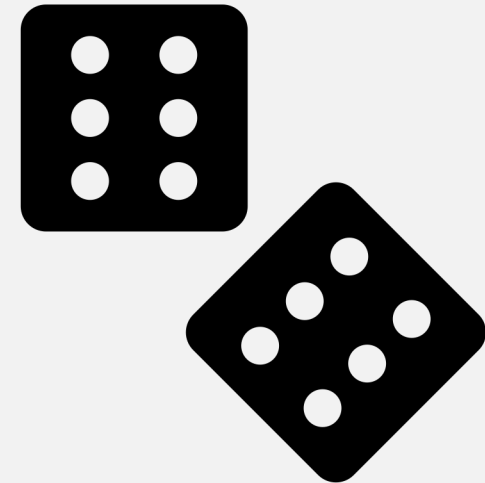


What makes you feel () ?

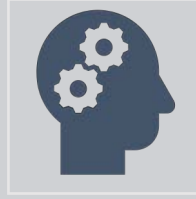
Dice Activity (JH/HS)

In pairs/groups, students take turns throwing a dice. If they throw a:

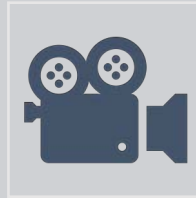
- 1 – give the definition
- 2 – give an antonym
- 3 – give a synonym
- 4 – give the part of speech
- 5 – give another word from the same family
- 6 – give a sentence using the word



Reading: Warm-up



build background knowledge



use multimedia sources (TED Talks, videos, etc.)



engage with target vocabulary

Discussion questions
before the reading: ↓

Topic: Malala

Watch video before the
reading: ↓

What do you know
about Malala?

She's your age. What
would it be like to win
the Nobel Peace Prize as
a teenager?

What does she fight for?

What do other young
people in the world
fight for?



<https://www.youtube.com/watch?v=NIqOhxQ0-H8>

Reading: Engaging with the Text



highlight reading strategies
(skim, scan, etc.)



discuss vocabulary in context



move from surface questions
to critical analysis

Reading Strategies

1. always read with a pen/pencil/highlighter
2. read aloud to the class → students mark any unknown words but **KEEP READING**
3. discuss vocabulary in context
4. give meanings/translations as necessary



Vocab in Context: Lower level

I am **hungry**. I didn't eat breakfast.

What does **hungry** mean?

I am **sleepy**. I want to go to bed.

What does **sleepy** mean?

Vocab in Context: High School

“Young girls have to do **domestic** child labor and are forced to get married at an early age.”

From Pro-Vision: English Communication I

What does *domestic* mean?

What kinds of jobs do young girls do (and not boys?)

What kinds of jobs would young girls do once they get married?

Can you think of any other times we use *domestic*? What do we call a servant who works in a home? (Domestic servant)

Reading: Respond with Speaking



What do you think?



Mini-debate



Presentation

Elementary School

Topic: Where do you want to go?

Student A: Rio de Janeiro

Student B: London

”In pairs, explain to your partner why you want to go to (). See if they agree with you.”

“Did your partner agree with you?”

Jr/Sr. High School

Presentation with ONLY PICTURES.

- poster
- Pecha Kucha (https://www.youtube.com/watch?v=5Sb-PnGB_Zs&t=107s)
(20 ppt slides, 20 seconds each)

Start with 3-4 slides → 1-minute presentation

Reading: Respond with Writing



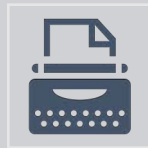
paragraph response / free write



write letters



write an OpEd (opinion editorial)



write a blog post

Free Writing Response

From *Pro-Vision*, Lesson 8: "One Pen Can Change the World"

Assignment: Free write ½ page answering the question,

"Do you think that teenagers can change the world?"

Completion Grade: content + length

Letter Writing Response

- Write a letter to (Malala).
- Write a letter to someone in your community about a change you'd like to see.
- Write a letter to a penpal in another country.

Grammar



use reading/listening material



notice how grammar is used



use target grammar in writing/speaking

Grammar is EVERYWHERE.
Put your “grammar glasses” on!



https://www.brsresults.com/wp-content/uploads/2013/08/shutterstock_270400172-810x360.jpg

Photo I took in Tokyo:



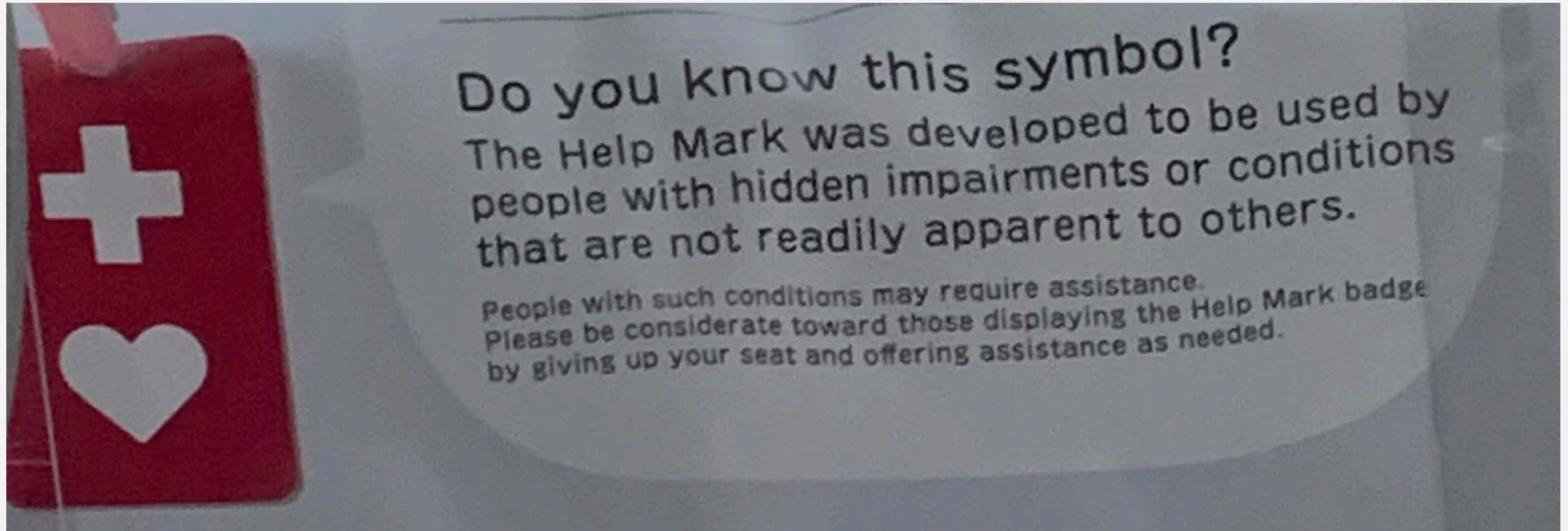
Please do not smoke **while walking**.

What is **while walking**?

A reduced clause!

Please do not smoke **while you are walking**.

Photo I took on the bus in Tokyo:



question form: **Do you know...?**

passive: **The Help Mark was developed...**

adjective clause: **conditions that are not readily apparent...**

New Crown English Series 1

●ポールがクラスみんなに、アメリカの学校の授業について話しています。

These are pictures of Ms White's classroom. The students are studying language arts. Look. This girl is reading. This boy is practicing a speech. These students are making a poster in a group.



Q&A What does Ms White teach?

Tom studies math every day.

Tom is studying math.



What's happening in this picture?

These are pictures of Ms White's classroom. The students are studying language arts. Look. This girl is reading. This boy is practicing a speech. These students are making a poster in a group.

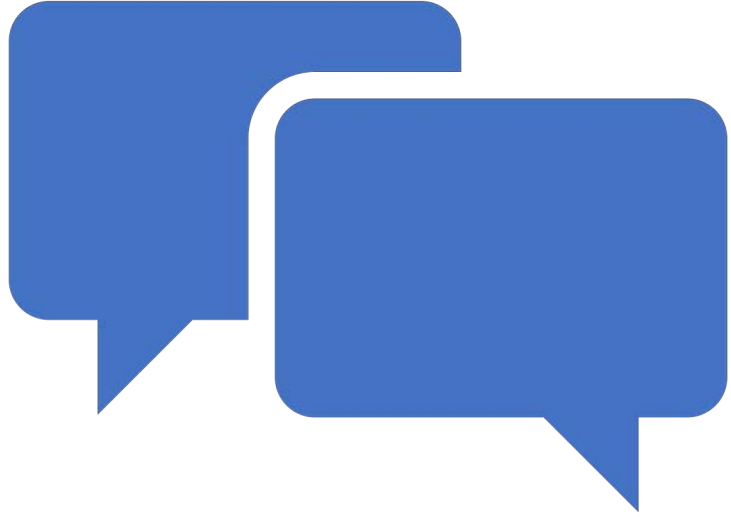
“Underline all of the –ing verbs.”

“What words come before those verbs?” (are, is)

“That’s right, BE verbs. –ing action verbs must have the BE verb before it.”

“**When** do we use this structure?”

Task: Go somewhere in your neighborhood and write three sentences about what is happening there. Remember to use the BE verb *and* the –ing verb.



Conclusion:
start with small
changes to add more
communicative
strategies to your
classes.