



Hokkaido Sapporo Nishi  
Senior High School  
Masahiro Shibata

平成 30 年 8 月 10 日(金)  
高英研「授業力向上ワークショップ」  
ワークショップ①

平成 30 年 8 月 10 日(金) 高英研「授業力向上ワークショップ」

# Classroom English

Session Notes



## 北海道札幌西高等学校

北海道札幌市中央区宮の森4条8丁目1

TEL 011-611-4401

FAX 011-611-4403

URL <http://www.sapporonishi.hokkaido-c.ed.jp/>

柴田 雅裕 (MASAHIRO SHIBATA)

shibatamasahiro@hokkaido-c.ed.jp または math\_0706@hotmail.com



## 1 Overview for Classroom English

<b>Overview</b>	<p><b>This session aims to:</b></p> <ol style="list-style-type: none"><li>1. demonstrate how to give clear classroom instructions in English</li><li>2. demonstrate how to get your students using more classroom English.</li></ol>
<b>Learning outcomes</b>	<p><b>By the end of the session, you will:</b></p> <ol style="list-style-type: none"><li>1. scripted a series of simple classroom instructions</li><li>2. scripted a list of useful classroom phrases for your students to use.</li></ol>
<b>Time</b>	80 minutes
<b>Contents</b>	<p><b>This session consists of four sections:</b></p> <ol style="list-style-type: none"><li>1. Warmer (12 minutes)</li><li>2. First micro-teaching (13 minutes)</li><li>3. Introduction (5 minutes)</li><li>4. Feedback from students (5 minutes)</li><li>5. Bad and good examples (5 minutes)</li><li>5. How to make instructions clear (5 minutes)</li><li>6. Checking understanding (5 minutes)</li><li>7. Second micro-teaching (15 minutes)</li><li>8. Have we helped the 3 students? (5 minutes)</li><li>9. The benefits of giving instructions in English (5 minutes)</li><li>10. Helping students do more in English (5 minutes)</li></ol>



## Warmer

Work with the person sitting next to you.

First, watch your trainer's demonstration.

Next, repeat the conversation below after your trainer.

# ***Thank you very much for coming to SHIBA-CHAN's workshop!***

BA•BA•BA / VA•VA•VA      very big boy / very big bag  
SA•SA•SA / THA•THA•THA      sing some songs / think these things  
LA•LA•LA / RA•RA•RA      long red line / little red light

**A:** Hello?

**B:** Hello!

**A:** What's your name, please?

**B:** My name is JUN.

What's your name, please?

**A:** My name is SHIBA-CHAN.

What color do you like?

**B:** I like RED.

What color do you like?

**A:** I like BLUE.

Nice to meet you.

**B:** Nice to meet you, too.

(shake hands)



Now, you are going to meet 4 people.

When you meet:

1. Have the same conversation that you practised with your trainer.
2. Ask your partners one more extra question.

Name	Extra Information



## First micro-teaching

Plan a set of instructions that will help students to retell the story on the next page.

### Students need to know:

1. how they will retell the story
2. for how many minutes they will work.



### Planning (3 minutes)

### Micro-teaching ( 10 minutes)

Make a pair.

- 1) A gives an instruction to B. B retells the story to A. (3 minutes)
- 2) Feedback (2 minutes)
- 3) B gives an instruction to A. A retells the story to B. (3 minutes)
- 4) Feedback (2 minutes)



## Irena Sendler

1 Irena Sendler may be an unfamiliar name to many people, but she was a hero who stood up to the Nazis and saved the lives of about 2,500 Jewish children during World War II.

2 By 1942 the Germans had put about 450,000 Jews into the Ghetto, an area of about 3.4 square kilometers, in Warsaw. Irena was a Polish social worker in the city. Wearing nurse uniforms, she and her colleagues went into the Ghetto with food, clothes, and medicine to help the people. It soon became clear, however, that the final destination of many of the Jews in the Ghetto was the death camps. Irena's group decided to save as many children as possible.



*Irena Sendler (1910-2008)*

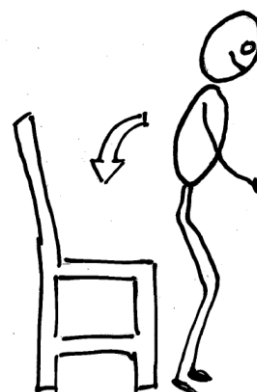
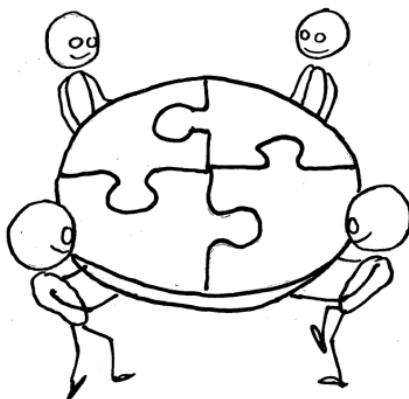
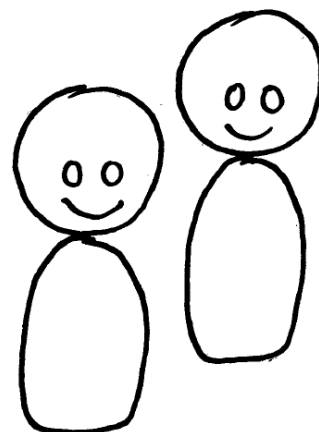
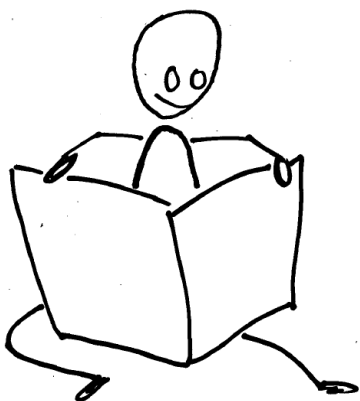
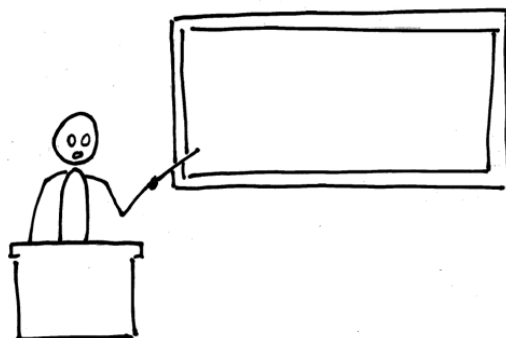


*Jewish people in the Warsaw Ghetto*



## Introduction

1. Look at the pictures. What do you think the classroom instructions are?





## Feedback from students

**Case study:** A teacher decided to use more English in class. However, things didn't go smoothly at first.

1. Read these comments from three of the students:

<b>Comment A</b>	先生が英語で指示を出すとき、はやくて聞きとれないことが多い。 When the teacher gives instructions, they speak so quickly that I can't follow.
<b>Comment B</b>	わからない英語やしらない英語がくるととてもつまらないし、あきる。 It's really boring when there're a lot of phrases I don't know. I get fed up of it.
<b>Comment C</b>	つまらない。りかいでできなくて「は？」ってなる。ねむくなる。いらいらしてくる。 It's boring. Because I don't understand, I just think, "What?". I get sleepy and irritable.

2. For each comment, answer the question:

What can this teacher do differently to make things better next time?



## Giving clear instructions

For this stage, please pretend to be high school students.

### A. Bad example

1. Listen to your teacher's instructions.
2. Write down three reasons why the instructions weren't clear:

---

---

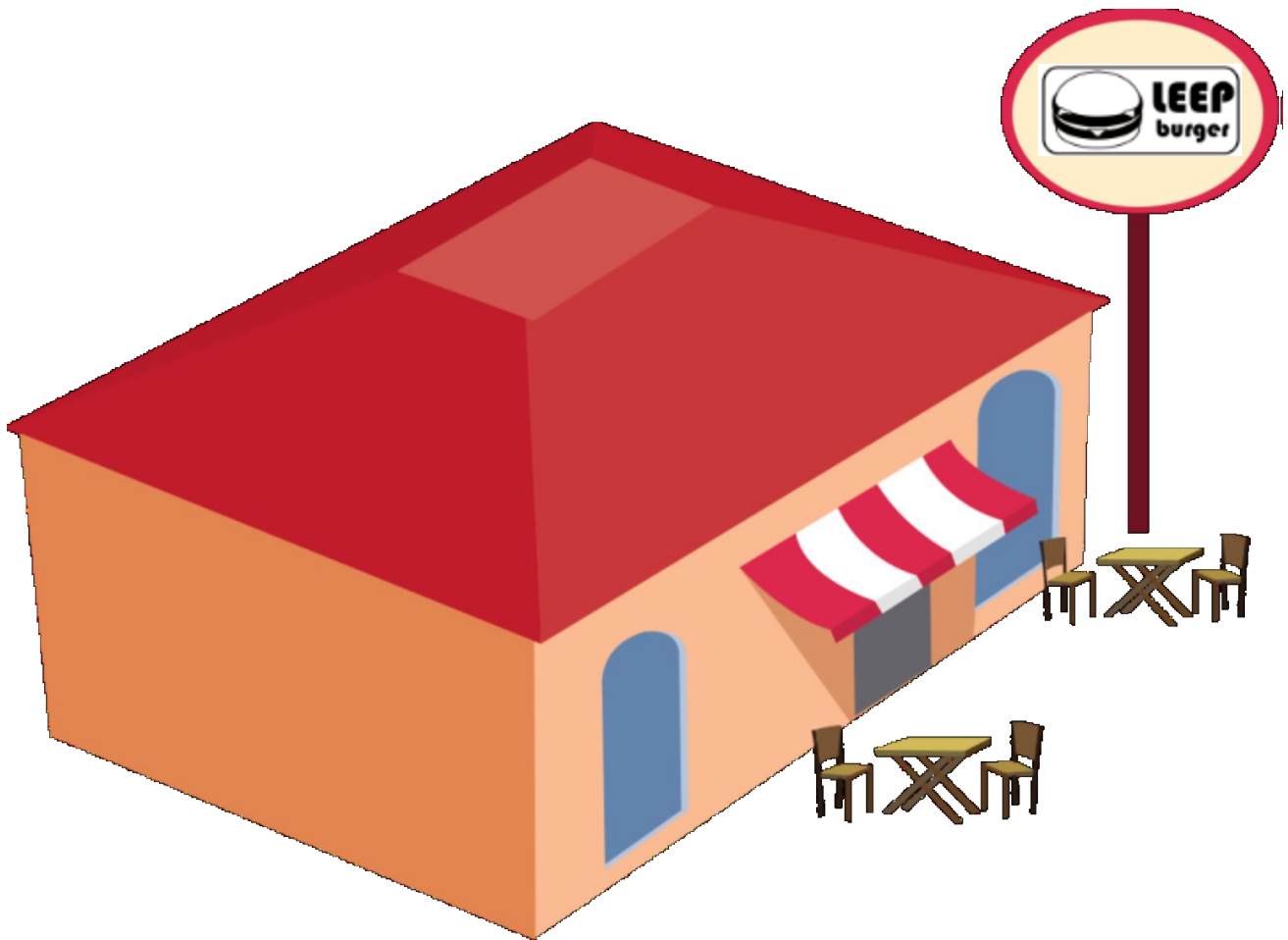
---





## B. Good example

Your teacher will give you a cut-up dialogue to order. The dialogue takes place in a new fast food restaurant called LEEP Burger. A customer is placing an order.





## C. Applying this to your lessons

### Now you are teachers again.

1. Look at the set of instructions below.

Teacher 1's English is good, but his instructions are quite long and repetitive.

#### Teacher 1



OK. So first you need someone to work with. You're going to work with a partner. One of you we'll call student A and the other one will be student B, OK? So, if everyone could stand up and find someone to work with and then sit down together. And then please decide who's A and who's B, OK?

Work with a partner and re-write Teacher 1's instructions to make them easier for students to follow.

---

---

---

---


2. Your trainer will show you how Teacher 2 gave the same instructions. Are they similar to yours?



Suggested answer:

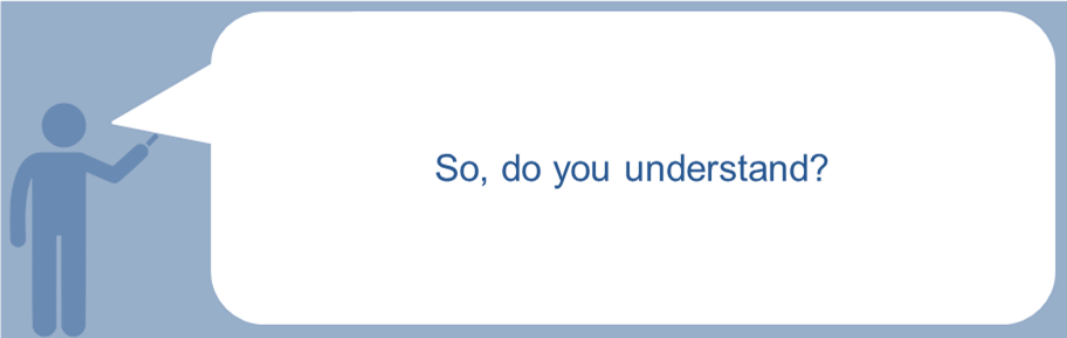
**Teacher 2**

First, make pairs [*teacher waits*].  
This row [*teacher points*], you are  
student A and this row [*teacher  
points*], you are student B.



3. Now Teacher 1 wants to check that his students understood his instructions.

Think of two problems with the question below.



So, do you understand?

---

---

4. Write a question or an instruction that will *check* students understand.

---

---



## Second micro-teaching

Plan a set of instructions again that will help students to retell the story on the page 5.

### Students need to know:

1. how they will retell the story
2. for how many minutes they will work.



### Planning (5 minutes)

### Micro-teaching (10 minutes)

Make a pair.

- 1) A gives an instruction to B. B retells the story to A. (3 minutes)
- 2) Feedback (2 minutes)
- 3) B gives an instruction to A. A retells the story to B. (3 minutes)
- 4) Feedback (2 minutes)



## Benefits of giving instructions in English

Watch the video clip.

Mr Murakami gives all of his instructions in English.

How has this improved his students' skills?

## Helping students do more in English

Look at the cut-up dialogue on p11.

What Japanese phrases might your students use while doing this activity?

What English phrases could you teach them to use instead?



## Appendix

### ICQ for the activity (page 9)

- 1) How many people do students need? (Answer: groups of four)
- 2) What do students do with the cards? (Answer: spreading the cards out face up)
- 3) What do students do after that? (Answer: putting the conversation in order)
- 4) Who do they start with, the customer or shop staff? (Answer: the shop staff)

### Benefits of giving instructions in English (page 13)

*Mr Murakami gives all of his instructions in English.  
How has this improved his students' skills?*

They are more **motivated** to use English.  
Their **listening** and **concentration** skills have improved.  
This has helped them in **tests**.

### Extra: Benefits of students using classroom English

*There is a reason to interact meaningfully and directly with teachers and with each other.  
Interaction is communicative, natural and authentic.*

*Successful interaction builds students' confidence in their English.*

*High frequency language gives the students lots of opportunities to use and re-use it,  
e.g. in games---"your turn", "My turn", "Yeah!", or "Oh no!"*