

Pen pals and projects

Keishi Shingaki and Charles Fieseler

Our experiences and overall goals

- Low-level Senior High School
- Can work for Junior High School too!
- We want the students to use their English!
- They shouldn't just study for the test and forget it.
- Lessons should incorporate many skills.

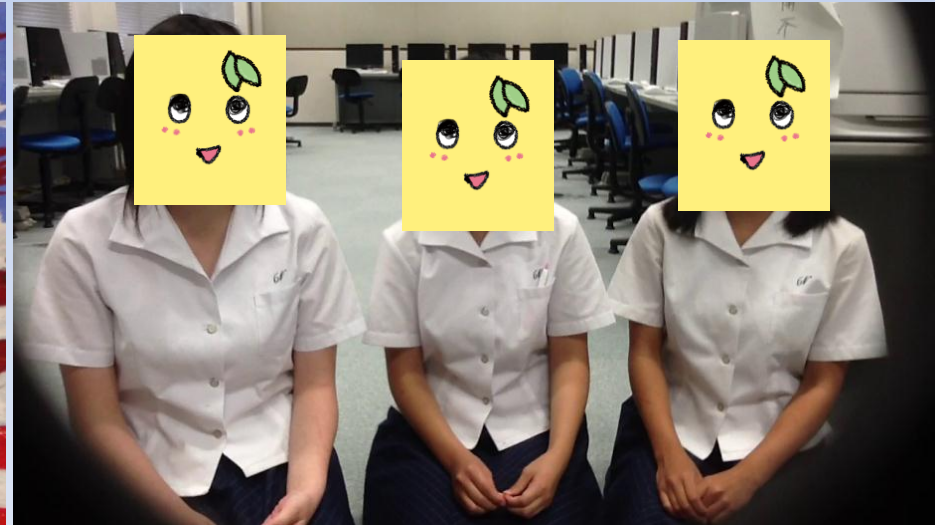
Video pen pal

Advantages

- Real conversations!
- Increases motivation!

Disadvantages

- Can be difficult to organize
- Hard to target specific English



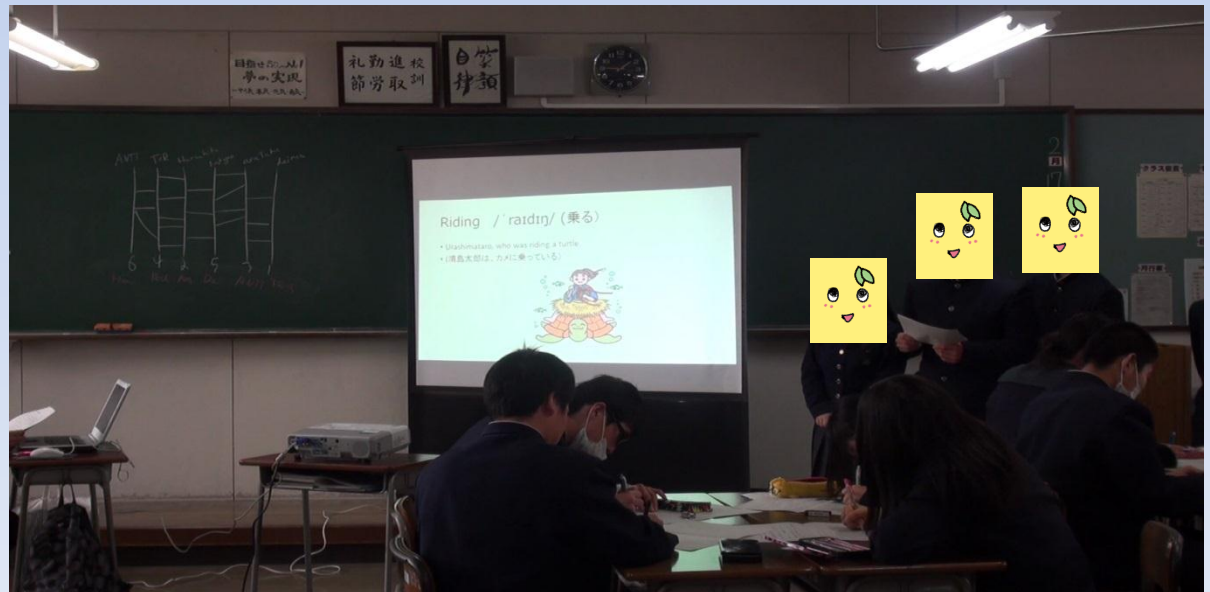
Play

Advantages

- Increases motivation and confidence!
- Helps kids develop a voice

Disadvantages

- Can take a lot of time
- Effectiveness depends on class



Show and tell

Advantages

- Students can talk about things that are important to them
- Easy to set up and practice target English

Disadvantages

- English is very simple



Connecting to the regular class

- Which grammar points can be practiced?
- Where can this be used in a class?



Scaffolding: starting easy

- Many classes will be very nervous if you say “We are going to do a play!”
- The first classes in the project should build the skills
 - For example, a class on past tense and narration to get ideas for events and characters.
 - Then, practicing conversations and adding them in.
 - Before you know it, you’ve written a story!

Schedule for Pen pals and Introducing names

6 classes		
Date	Task	Target
6/6 (double class)	Textbook lesson: the meanings of names Write a script on introducing names	Explanations
6/13 (double class)	Watch previous pen pal video response Write response including the meanings of names	Simple questions and answers Explanations
6/20 (double class)	Record the video and send it!	Speaking

Schedule for Play

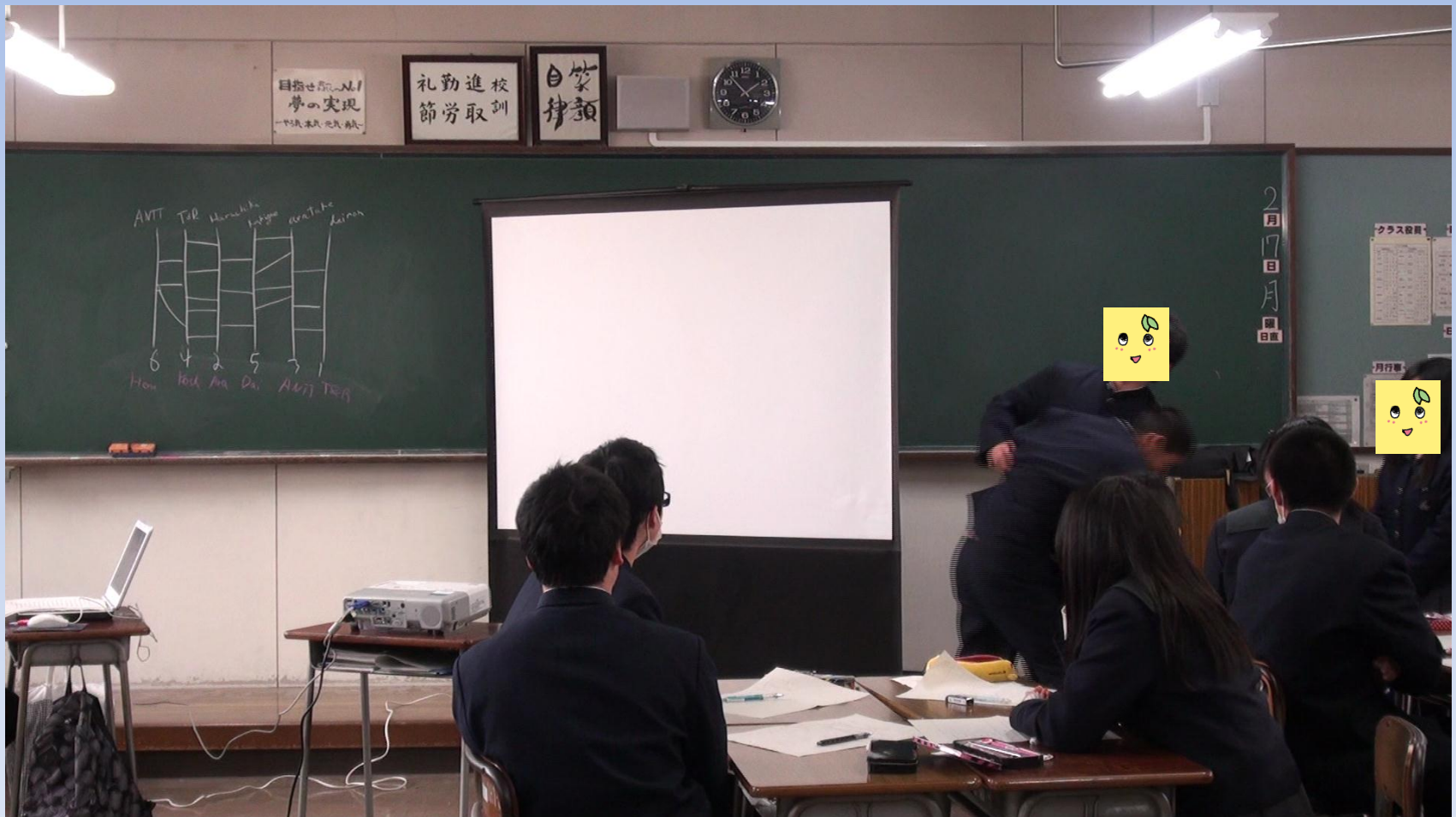
1/28	<u>Chain Story game: write stories in groups</u>	Simple past and past continuous: writing
1/29	Present the stories to your group	Simple past and past continuous: speaking
1/30 (一限目)	Combine stories <u>Turn story in (提出)</u>	Simple past and past continuous: writing
1/30(六限目)	Revise stories (書き直す) <u>Turn FINAL story in (提出)</u>	Simple past and past continuous: writing
1/31	Add dialogue (対話) <u>Turn dialogue in</u>	Conversations: friends meeting and making plans
2/4	Revise dialogue (書き直す) <u>Turn FINAL dialogue in</u>	Conversations: friends meeting and making plans
2/5	Plan for computer day	Vocabulary building: teaching and remembering through pictures
2/6	Go to computer lab	Vocabulary building: teaching and remembering through pictures
2/10-2/21	<u>Practice and present!</u>	Everything!

“Chain Story” beginning worksheet

1. One day, _____ was _____-ing (in/near/on) the _____.
2. Then, (he/she) met (his/her) friend, _____, who was _____-ing.
3. They decided to _____.
4. Then, they found a _____.
5. It was strange because it was _____-er than a _____.
6. Then, it started to _____
_____!!!
7. Because of that, _____.
8. In the end, _____.

And they all lived happily ever after!

Developing a voice: Crazy Momotaro



We are done talking!

Your turn!

- Please choose a project and write an outline that you can use in your classes.

Conclusion

- English is a living language!
- The students should always be able to answer the questions: What do I want to do with this English? How can I use this?