

EACH AND EVERY STUDENT

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At last! I've found it! The key to successful English lessons in the Japanese classroom! It's a very simple rule that we can follow to improve almost any class, regardless of English level, discipline or shyness problems, and other troublesome factors. But I'm sorry, now that I've got your attention you're going to have to read a bit more of this essay before I tell you what it is.

On February 10 of this year, Monbusho formally announced a new course of study which will focus increasingly on educating the individual. According to my sources, as this new focus is implemented over the next few years, teachers will have greater freedom to plan coursework according to their students' needs and capabilities.

If this were Heaven, when the Monbusho gods issued this new proclamation they would also say "By the way, to help you to more effectively educate the individual we will cut class size by half, and provide a variety of interesting teaching materials. We will also make each day 34 hours long, to give you more time to create exciting lessons for your students."

Unfortunately, we're down here on earth, so those things are probably not going to happen. But there is a simple and effective way to carry out the new goals and create more exciting lessons. That simple method is to establish this motto:

IN EVERY LESSON, EACH AND EVERY STUDENT
MUST USE SPOKEN ENGLISH IN A COMMUNICATIVE
WAY AT LEAST ONCE.

By "in a communicative way," I mean that each student must produce an utterance which communicates real meaning to his or her partner. This does not include choral repetition or rote production of dialogue segments. It does include simple answers to real-life questions or individual adaptations of target dialogues. The students themselves can determine the level of difficulty at which they choose to participate, provided they follow the basic rules of the activity.

Next, I will outline five basic types of activities in which all students are required to participate in a communicative, or at least pseudo-communicative way. These activities are adaptable in many different ways.

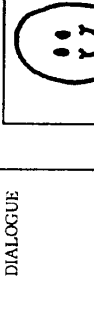
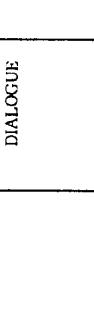

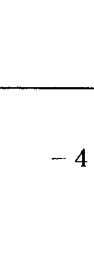
In order to show that it is easy to adapt these basic activities to the material in the text, I will provide examples. The following pages show how each of the five activities can be used in relation to the New Crown text for first, second, and third years.

THE FIVE BASIC ACTIVITIES

ABBREVIATION	ACTIVITY	BASIC PROCEDURE	DIAGRAM	BENEFITS	NOTE :
RR	ROW RELAY	<ul style="list-style-type: none"> ○ The teacher introduces the target question - and - answer pattern, it with several examples of how it can be adapted. ○ Student ① in each row asks student ②, ③ responds, then asks ④ a similar question, etc. 		<ul style="list-style-type: none"> ○ Students get excited and involved, which helps them to communicate realistically without translating. ○ Students are communicating one - on - one with their classmates. 	<ul style="list-style-type: none"> ○ Make sure students understand the pattern well enough to participate without reading. ○ Stress eye contact.
QM	QUESTION MARATHON	<ul style="list-style-type: none"> ○ Student ① in each row stands. ○ The teacher asks a question, and the students who can answer raise their hands. ○ When a student has answered, s/he can sit down, and student ② stands, etc. 		<ul style="list-style-type: none"> ○ Even students who don't normally raise their hands will do so in this activity - some for the sake of their row, and some so that they can sit down. ○ Students enjoy this activity and pay close attention. ○ The teacher can gear easy questions toward students who have been standing a long time. 	<ul style="list-style-type: none"> ○ Some teachers use this type of activity in every lesson, for example : <ul style="list-style-type: none"> - for asking comprehension questions about the text - as a warm - up in which one student comes to the front and answers other students' questions.
FTP	FIND THE PERSON	<ul style="list-style-type: none"> ○ Each student gets a secret paper, with some information about themselves and a "partner". ○ Most of the papers should be different, so that each student has only 3 ~7 partners in the class. ○ They must ask many classmates the target question in order to find their partner. 		<ul style="list-style-type: none"> ○ Physical movement around the classroom wakes the students up. ○ Teachers can easily help the weaker students without calling attention to them. ○ All students are actively involved at the same time. 	<ul style="list-style-type: none"> ○ It is helpful sometimes to instruct the students to "Find at least one boy and one girl". Otherwise, they may hesitate to ask members of the opposite sex.

I	INTERVIEW	<p>○ Students have a list of yes- or -no questions based on target or review patterns.</p> <p>○ For each question, they try to find a classmate who can answer "Yes, ~," and they get that student's signature.</p> <p>○ Students must collect as many signatures as possible within the time limit.</p>	<p>1. Do you like school lunch? <u>Kaoru</u></p> <p>2. Do you have a red bicycle? <u>Ichiru</u></p> <p>3. Do you get up at 6:00? <u>Keiko</u></p> <p>etc ...</p>	<p>○ Physical movement.</p> <p>○ Teacher attention for weaker students.</p> <p>○ Active involvement.</p> <p>○ Students learn about their classmates and teachers.</p>	
ARD	ADAPTABLE REALISTIC DIALOGUES	<p>○ The teacher prepares simple, interesting dialogues and gives examples of how they can be adapted.</p> <p>○ Students practice the dialogues in pairs, preferably with 2 or 3 different partners.</p>		<p>○ One - on - one communication.</p> <p>○ Opportunity for self - expression.</p>	<p>○ If possible, consult with AETs for interesting and natural dialogues based on the material in the text. It's often easier and faster for native speakers to think up adaptations.</p> <p>○ Dialogues should be short enough for the students to memorize quickly.</p>

USING THE 5 BASIC ACTIVITIES IN RELATION TO THE TEXT

NEW CROWN BOOK LESSON	TARGET MATERIAL	ACTIVITY	PROCEDURE
	This is ~./That is ~. This is not ~. It is ~. Is this ~? /Is that ~? Yes, it is./No, it is not.	RR ROW RELAY	I. SA (to SB) : This is my~./That is your~. "SB (to SC) : This is my~./That is your~." "SC (to SD) : etc... II. SA : This is a (an object on their desk). This is a (an object in the classroom). SB : etc...
B1. L4	LET'S TALK - Greetings	QM QUESTION MARATHON ARD ADAPTABLE REALISTIC DIALOGUE	T : Is this a ~? S : Yes, it is. It is a ~./No, it is not. It is a ~. The teacher prepares Mood Cards and shows them to the students. <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  <p>happy</p> </div> <div style="text-align: center;">  <p>sad</p> </div> <div style="text-align: center;">  <p>sleepy</p> </div> <div style="text-align: center;">  <p>friendly</p> </div> </div> Then the students who will do greetings secretly choose a mood. The other students try to guess their mood after seeing them perform.
B1. L5	What is this/that? It is ~.	FTP FIND THE PERSON	Each student gets a card with a picture of a vocabulary item. The teacher says "Find 3 people (or 4, or 5) who have a~." (The students can guess the meaning of the teacher's instruction.) The students hold their cards so others can't see, and must ask each other "What is that?"

<p>B1. L7</p>	<p>I have~. I do not have~. Do you have any~? Yes, I do./No, I do not.</p>	<p>I INTERVIEW</p>	<p>Students ask their classmates the questions on the print.</p> <p>1. Do you have a badminton racquet? 2. Do you have a basketball? 3. Do you have a dog? 4. Do you have a rabbit? 5. Do you have any fish? 6. Do you have any videos? 7. Do you have any interesting books? 8. Do you have a white bicycle? 9. Do you have a large desk? 10. Do you have a small desk?</p> <p>SIGNATURE _____ _____ _____ _____ _____ _____ _____ _____</p>
<p>B2. L4</p>	<p>Irregular past tense verbs: went said came got saw sat had heard</p>	<p>RR ROW RELAY AND ARD ADAPTABLE REALISTIC DIALOGUES</p>	<p>In this case, the rows practice at the same time, to allow time to practice several simple dialogues.</p> <p>I. SA: Did you get a present on your birthday, SB? SB: Yes, I did. I got a _____. Did you get a present on your birthday, SC? SC: etc... II. SA: Did you come to school on Saturday, SB? SB: Yes, I did. I came to school at ~:00. etc III SA: Did you go to _____ yesterday, SB? _____ last week _____ on Sunday SB: etc.</p>
<p>B2. L5</p>	<p>I/he/she was in~. Were you in~? Was ~ing. Were you ~ing?</p>	<p>Flp FIND THE PERSON</p>	<p>DIALOGUE: A: Were you in ~ at ~:00? ~ing at ~:00? B: Yes, I was./No, I wasn't. Were you in ~ at ~:00? ~ing at ~:00? A: Yes, I was./No, I wasn't.</p>

			<p>STUDENTS' CARDS:</p> <p>YOU WERE... taking a bath at 8:00 in your room at 9:15</p> <p>YOU FRIEND WAS... in the kitchen at 8:00 taking a bath at 9:15</p> <p>PARTNERS</p> <p>taking a bath at 8:00 in his/her room at 9:15</p> <p>Make 8~10 sets of cards, so that each student has a few possible partners.</p>
B2. L6	passive voice	QM QUESTION MARATHON	<p>T: Is Swahili used in Ashikaga? English / this class? Chinese / China? French / Virginia? English / Kenya? English / some parts of Asia? What language is used in Canada? Australia? China? Korea? Kenya? India? Switzerland? Nairobi? Austria?</p> <p>English is. / French is. English is. Chinese is. Korean is. Swahili is. / English is. Hindi is. / English is. French / German / Italian is. Swahili / English is. German is.</p>
B3. L3	I have ~ ed for ~ Have you ~ ed?	ARD, RR ADAPTABLE DIALOGUE AND ROW RELAY	<p>Have the students find out something about their partner -- where they live, what their hobby is, what subject they like -- then form a related question using the information. Then use the questions in a row relay.</p> <p>SA: How long have you lived in Sukeedo - cho studied English played piano listened to Toshinobu kubota</p> <p>SB: I have studied it listened to him for --.</p> <p>eat...</p>

B3.L4	I have just ~.	QM QUESTION MARATHON	<p>Consult with teachers of other subjects to find out what the students have just learned in social studies, Japanese, etc. Provide the students with a few hints in English, for example:</p> <p>the stars verbs algebra, etc.</p> <p>S: We have just studied algebra. S: We have just studied it. S: We have just studied them. S: We have just had it. S: We have just had lunch.</p>										
I have ~. Have you ever ~?	I INTERVIEW	<p>Each student gets a print with the following questions to ask their classmates:</p> <ol style="list-style-type: none"> 1. Have you ever been to Tokyo Disneyland? 2. Have you ever eaten horse meat? 3. Have you ever visited Nagano - ken? 4. Have you ever seen a Noh drama? 5. Have you ever made an English Speech? <p>OTHER EXAMPLES:</p> <table border="0"> <tr> <td>been to Ohira mountain?</td> <td>sung karaoke?</td> </tr> <tr> <td>been on a Shinkansen?</td> <td>seen a panda?</td> </tr> <tr> <td>been abroad?</td> <td>gotten a letter in English?</td> </tr> <tr> <td>met a famous person?</td> <td>shopped in the Ginza?</td> </tr> <tr> <td>shopped in Harajuku?</td> <td>visited Yokohama?</td> </tr> </table> <p>SIGNATURE</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	been to Ohira mountain?	sung karaoke?	been on a Shinkansen?	seen a panda?	been abroad?	gotten a letter in English?	met a famous person?	shopped in the Ginza?	shopped in Harajuku?	visited Yokohama?	
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B3.L5 ~that~ ~who~	RR ROW RELAY	<p>Using their own things:</p> <p>SA: This is the _____ that _____</p> <p>What is that, SB?</p> <p>SB: This is, etc....</p>	<p>_____ has many pages. I got at Apita. I use every day.</p>										

<p>EIP FIND THE PERSON</p> <p>In the previous class, or for homework, ask the students to write (in Japanese) about a unique experience they've had, an unusual place they've visited, their personal dream for the future, etc. Ask them not to tell their classmates. Use this information to instruct the students to:</p> <p>T: 1. Find someone who has been to Okinawa. S: Have you~? 2. likes snake meat. Do you~? 3. has a pen pal in China. Do you have~? 4. plays shogi very well. can/Do you~? 5. has a brother in the U.S. Do you have~? </p> <p>The student who "finds the person" should say: "~ is the boy/girl <u>who</u>~."</p>	

I know that sometimes activities which work well for some classes don't work well for others. I chose these 5 basic activities (particularly QM, FtP, and I) because they have worked well in many different classes with many different teachers. If you would like more information about any of the activities, please contact me. I can tell you which teachers in Ashikaga have made particularly effective and creative use of each of the activities. Also, if you have other ideas for encouraging every student to use communicative English, please tell me! I'm happy to play the role of "idea carrier" from school to school.

Until I see you again, I hope you have exciting, productive classes, and pleasant dreams of 34 - hour days!