

Classroom English & Games: for learning

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Where does motivation come from? (どこでモチベーションから来たのでしょうか？)
How do we learn? (どうやって学ぶ？)
What is the learning cycle? (探求のサイクル)

Learning/Question Cycle

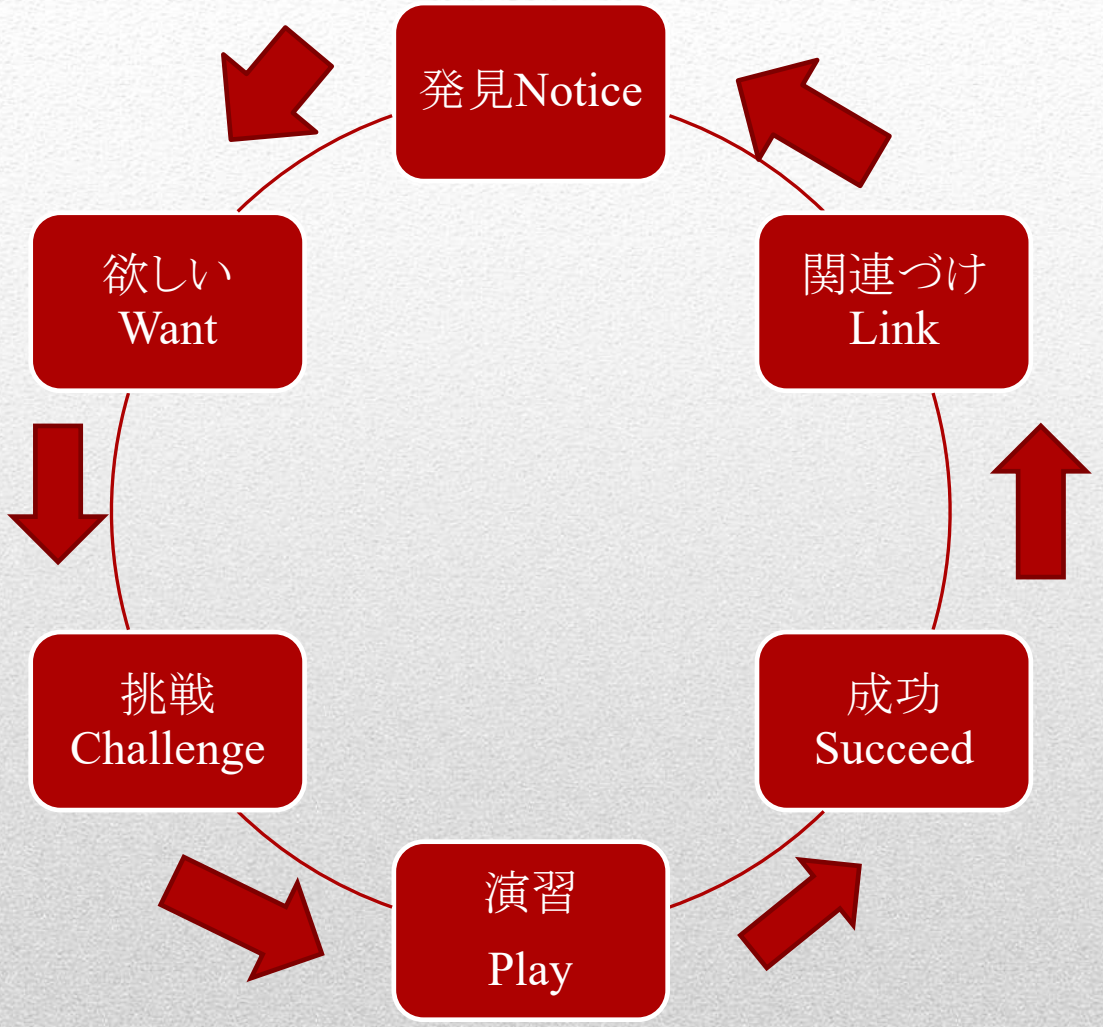
Motivation Research

- Pivotal in LZ learning
- Learners with a strong drive can attain a working knowledge of LZ (Dornyei, 2001)
- Process oriented
- Lifelong learning experience (Nakata, 2006)
- It can evolve (進化する) and/or change – It can go up or down (Irie, 2005)
- Teachers should consider fostering self-determination (自己決定を促進する) (Ushioda, 2008)

- More autonomy (自律性) means a continuing motivational level (Miura, 2011)
- Autonomous (自律学習者) learners learn best

How can teachers make students more motivated? How can we get children interested in English and want to learn more?

- Motivation
  - Intrinsic (内在的)
  - Extrinsic (外因性)
- Needs
  - Teacher's
  - Student's



Learning Cycle

Warning! Play does not mean "Play the game."



It means the learner 'plays with the new word/grammar until they understand how it works

For Example:

While playing Bingo, student sees an unknown word

Student wants to know the word to get 'Bingo'

Student asks what that word means (either the teacher or a friend)

Once the Sts knows the word he/she may remember for future use, then put it into an existing category

After the have memorized and then recognized, he/she can begin to learn and use more often

Success and then link with their own idea of English!!

Ask Questions First!

- This is a dog.
  - No noticing
  - No need!

- What is this?
  - Student doesn't know
  - Student notices (発見)
  - Student needs new wrd for task (欲しい)
  - Student must ask (challenge)

Questions first!

What is it?
How do you say 犬 in English?
How do you spell dog?

This creates ownership!!!

- Children love to play!

- 1. As teachers, we NEED to use this fact
- 2. … If learning feels like a game….
- 3. … if children DISCOVER (発見する) through games…
- 4. …then, children will be more motivated to to learn by themselves.

Emotion（感情）

Children love to play!

- We need to put the Learning Cycle into our games
  - 発見Notice
- We need to create a NEED for English
  - 欲しいWant
  - 挑戦Challenge
- Once students have a need, motivation becomes higher,
  - 演習Play
  - 成功Succeed
- making their need more, making their motivation higher
  - 関連づけLink

Motivation & Learning are linked together!

The classroom has to be safe



- Games are stress-free
- SAFE!

Games are for learning

- Remember that !!!!
- Traditionally（伝統的方）...
  - Games come AFTER the lesson
  - Or, used as rewards（報酬）
  - First teaching... Then game（まずはレッソン、レッソンの後はゲーム）

HOWEVER.....

- Games should NOT be for practicing new English...
- Games should be used to TEACH new English!
  - Remember !?
  - Noticing – Wanting....
  - Remember !?
  - EMOTION (感情)
  - Teach questions first!



- If we use games just for fun…
  - No learning takes places（意味がない！）
  - And….. Children constantly want new, more exciting games!!!



FOCUS on learning….

- Stop the game while the children are enjoying it….
  - If we wait until they seem like they are bored, they probably won't want to play again
  - They will want to play again and again

    Ahhh, we wanna play MORE!

We can keep interest in the same game and use it

IN DIFFERENT WAYS!

Having fun?
STOP!!!!

- Too many new games, and the children are too busy learning the games, not the language
- Too few, and they become bored with the same ones over and over!

- EXPERIMENT ….
  - What works, what can be changed, what should be thrown away

Too Few, too many….

面倒臭いなぁぁぁぁぁ

- Games are NOT the only way!
  - Some children like to sit and study….
    - だから。。。Quite puzzles or other activities NEED to be used, too.



ONLY GAMES!?!?!?

Quiet or Lively?

- Children DO NOT need to be running around the room all the time.
  - This can create bad experiences
  - Some shy students may feel uncomfortable
  - Teachers sometimes only notice loudest students
- With a new class, or with VERY active children, quiet games are probably best.
  - Quiet games can set pace for the class
  - Give shy students chance to participate more
  - Quiet games can give more thinking time sometimes

When we know our students, then we can be more active.

Remember: POSITIVE EXPERIENCES!

Active Learning!

- What does this phrase mean?

- It means: the learner OWNS his/her language learning! They want to learn … And try to learn out-side of class!

Teacher's job?

- Traditional（伝統的な）: Don't participate, just be a director
- YUCK!!!!



Teacher's job?



- We can help them notice
- We can design games for needs
- We need to get the pace right
  - Then add when challenges are needed
- We can answer questions
- We can use natural language during play
- We can help cheat
- We can play

Game Ideas:

*Point and spell
*Phonics Pong
*Dress the teacher/friend
*Target practice
*Swimming fish
*What are the differences
*Draw a face
*Farm Animals
*Touch the Color
*Bingo

Remember; Fit the Learning cycle INTO the games!

レッド v. Red

- Students hearsレッド
- Student repeatsレッド
- Student readsレッド
- Student learnsレッド

- Teacher: “My name is Mr. MacMurphy.”
- Students: “Mr. MacMurphy.”
- Other teacher writes on board: ミースター　マクマーフィー
- Students then say: “ミースター　マクマーフィー”

2025年度
ルーテル・リカレント講座
（第3回）

Teaching English to young learners; games and songs

アンケートのお願い

本日は、ご参加いただきありがとうございました。
今後の公開講座をより良いものとするため、
アンケートにご協力ください。

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