Student-Lead Activities

Category: Optimizing Speaking

Time: 120+ minutes

Requirements:

1. 10+ participants
2. A textbook(s) that learners use (suggested, but not required)
3. Various stationary items (could be helpful)

NOTE: It would be ideal for groups to 'teach' out of the same book to replicate how it would be done in an actual classroom, but it would work without one.

Description: An activity where participants get into groups and create a review game for a given grammar point.

Objectives: Participants will be able to...

1. Work in groups and create an activity to present a given grammar point

Pre-Activity

1. Introduce the objectives of today. Tell participants that they will work in groups and be given a grammar point in which they will make an activity out of. The idea of this activity is to create activities for reviewing or practicing a grammar point. Groups will be simulating their activities with everyone acting as students.

2. Put participants into groups of three or four and assign each group a grammar point.

3. Set the parameters for the task:

   ● Groups should create an activity that would last between 20-25 minutes.

   ● Groups should have a generous amount of time to create their activity. <u>At least 35 minutes</u> should be enough

   ● Remind groups that activities do not need to be elaborate. Offer some examples:

      ○ A get-to-know-you walkaround BINGO activity where learners practice using the present perfect
      ○ A board game practicing infinitives and gerunds
      ○ A relay game where learners race to answer questions on the board

Activity

1. After all groups are finished, ask for volunteers to go first. A game of rock-paper-scissors in Japanese is always also fun - students love this! (And I do, too.)

2. Before every activity, groups should briefly introduce their activity and the grammar that they were assigned.

3. After every activity, allow time for any questions that participants experiencing the activities might have.

4. Next group!

5. Thank all groups for their hard and amazing work.

Post-Activity: Discussions

1. Have you done student-lead activities before? Was it similar? Was it different? How did your students respond to this kind of activity?

2. How might student-lead activities be effective for learning? Are there any drawbacks or limitations?

3. Beyond grammar, how else might you incorporate reviewing/practice?

Activity Rationale

1. Japanese ELs in university enjoy working together. Depending on the program, it is quite common for social groups to be affected. Students studying in the same program are going to want to become familiar with each other.

2. Japanese ELs actually prefer student-centered learning despite being shy or unforthcoming in the classroom. Students may just require methods that help them warm up to speaking-related tasks. Also, group work helps build confidence.

3. An activity like this is an indirect way of assessing student comprehension. Students may not even know it!