

Content Expert

Category: Get To Know Your Students

Time: 120+ minutes

Requirements: not all materials below may be necessary

1. Poster Paper (optional)
2. Laptops/Smartphones
3. Writing utensils
4. Projector

Description: A student-centered learning method where participants become experts on an assigned topic related to the educational setting in Japan.

Objectives: Participants will be able to...

1. Work together in groups to research and learn about their selected topic
2. Create a visual presentation to share what they learned

Pre-Activity

1. Introduce the activity. Explain that participants will be working in groups to research and learn about one of the topics you give them. Groups will create a presentation together in which the presentation can be in any form that they choose - PPT, posters, role-play, song, etc...
2. Share topics with the room. Writing it or making a slide to project would be a good idea.

Topics: learner anxiety, ALTs, amae, kuuki yomenai, ijime, listener responsibility VS speaker responsibility

Theme: With these topics, participants must incorporate how their selected topic impacts participation in the EFL classroom taught by native English teachers.

3. Pass out rubric to each group and go over it together. (Find Below)

Activity Steps

1. Group participants into three or fours
2. Give participants a few minutes to think about which topic they would like to choose. You can use first-come first-serve in this situation

3. After every group has a topic, remind them to follow the rubric.
4. Instruct that for this activity, participants are not necessarily required to source used information in any particular format. However, they should at least source book titles or names of websites, etc...(You can alter this however you like)
5. Groups may disperse in different areas or the room to start their research. They have a total of 1 hour to complete this.
6. During this, you may assist when needed or float around the room. Remind groups every now and then of how much time they have left.
7. 1 hour has passed and now it is time for presentations. Ask for volunteers to go first or you may choose how you decide the order of presentations.

Note: Japanese learners enjoy a game of rock-paper-scissors to determine who goes first, next, and so on. In Japanese Romaji: saisho wa guu janken pon!

8. Before presentations, ask each group to write their names on the rubrics and give it to you. You will be commenting/giving feedback and grading during each presentation. (There is space for this in the rubric below)

Also before presentations start, remind groups to give their undivided attention. To avoid talking during a presentation, you can also have everyone go back to their original seats.

Encourage everyone in the audience to think of a question they would like to ask after a presentation.

9. Start the first presentation.
10. After all presentations are done, congratulate all groups for their hard work. You should have all rubrics graded and ready to hand back.

Post-Activity: Discussion Questions

1. Have you done an activity like this before? How did it go?
2. How might you implement an activity like this in your lessons?
3. What are some potential problems/limits of this kind of learning?
4. What are some pros of this kind of learning?
5. What would you do differently for your classes?
6. Why do you think this kind of learning is effective for Japanese ELs at the university level?

Activity Rationale

1. An activity like this gives Japanese ELs time to practice agency and team skills - especially since this is a guided task with very little control from the teacher.
2. This activity helps build rapport between students and helps the teacher assess language skills throughout the process. Building rapport and familiarity is key to a successful EFI classroom in Japan.
3. Group presentations are a great way to get students warmed up for individual presentations. This helps reduce learner anxiety, and increases speaking.

Rubric

	25 Points	17 Points	15 points	10 Points
Topic	Topic is thoroughly researched and references a variety of different sources.	Topic is thoroughly researched, but only uses information from two sources.	Topic is researched and uses only one source of information.	Topic is not well researched and either uses one or zero sources.
How might X impact participation in the EFL classroom taught by native English teachers?	Question is answered in an organized fashion mentioning multiple aspects/factors of how participation may be impacted by the topic.	Question is answered with some level of organization. Includes some multiple ideas of how participation may be impacted by the topic.	Question is answered in only one or two ideas. Ideas are not very well organized.	Question is answered in only one idea.
Presentation Delivery	Speaking time is divided equally among members of a group. Volume of voice among all members is appropriate.	Speaking time is divided well among members of a group. However, one group member has noticeably less speaking time. Volume of the voice of most members is appropriate.	Speaking time is not divided well among group members. Speaking volume of all members may vary.	Speaking time is not evenly divided. One person is noticeably talking more than other group members. Volume of voice may vary from member to member.
Visual	Creative and original. Makes excellent use of images/art/space. Information is very well organized.	Creative and original. Makes good use of images/art/space. Information is organized.	Visuals are not well organized or put together - lacking professionalism. Information is there but not well-organized.	Very little visual to support information.
Time	Within 10-11 minutes.	Over 9 minutes, but under 10 minutes.	Over 7 minutes, but under 9 minutes.	Under 7 minutes.

Names: _____

Total Points: _____/100

Comments/Feedback