

# English

# Enhanced

## Reach the Unreachable Learner

Kyle Maclauchlan

Positive Psychology in Language Teaching:  
A mini-conference on happiness / well-being in our classrooms  
Sunday, November 20, 2016

# Multiple Intelligences

Gardner's theory of multiple intelligences, though often contested, reminds educators that students learn in a number of ways beyond the verbal-linguistic modality which constitutes the vast majority of education conducted in the language classroom. Reluctant learners can be reached if teachers are able to formulate lessons that resonate with the learner's favored modality, whether it be visual-spatial or bodily-kinesthetic. Utilizing other modalities as a means of expression or participation in language lessons offers a new bridge by which alienated students can begin to participate in and enjoy English education, while building confidence and creating a feeling of comfort.

# Sports-English

## Game 1 - Have a Ball

- Materials:** 20-50 plastic balls from the dollar store  
black and silver permanent markers  
a laundry basket
- Prep:** Write (or have students write) Japanese phrases on the balls corresponding to recent vocabulary or key sentences. The balls are scattered around the room. The basket is placed in the center or held and moved by the teacher.
- Gameplay:** Students pick up the balls, say the Japanese phrase in English, then toss the ball. Successful throws are one point each. Students keep their own score. Keep going until all balls are in the basket. The teacher spot-checks pronunciation throughout.
- Why it works:** I started using this game with a small class of students where one student was clearly falling behind and losing confidence. She was able to use her natural talent in sports to score points more efficiently, making her feel equally as successful as her fellow students. She won by one point.

# Sports-English

## Game 2 - Great Balls of Fire

- Materials:** same as Game 1 + blindfolds (one per team)
- Prep:** same as Game 1
- Gameplay:** Students make several team lines, with one blindfold for each line, then line up like spokes toward the basket in the middle. The student nearest the basket is blindfolded and spun twice. The student farthest from the basket is the question answerer. The teacher reads the Japanese on a ball and answerers raise their hands and answer. The ball is tossed to the answerer, whose team then “bucket brigade”s the ball to the blindfolded student, whom then tries to shoot it into the basket. Meanwhile more ball questions continue. The student next to the blindfolded student can say “Closer / farther / to the left / to the right”. Also, the student next to answerer can help by whispering answers to the answerer if the class is low level or vocab is new. A team rotates positions when a ball is scored.
- Why it works:** This game incorporates teamwork, athletic ability, and English in both the questions and the aiming assistance. Students are constantly moving. To increase the English further, have each student repeat the ball’s corresponding English as they pass it down the line.

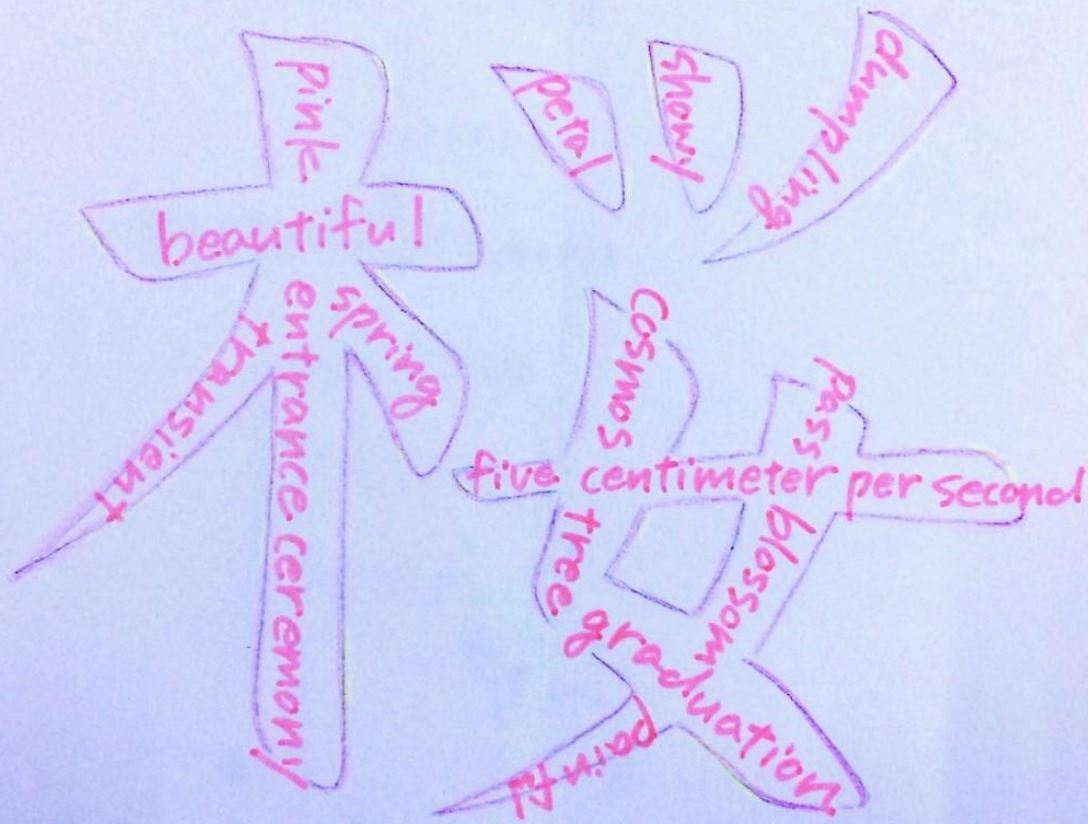
# Art-English

## Student Project - English Kanji

- Materials:** paper, markers or colored pencils, access to dictionaries
- Prep:** one or two example kanji
- Procedure:** Students begin by deciding on a kanji. Kanji of low to medium complexity, with 4 - 12 strokes, seem to work best. Students then brainstorm words associated with that kanji: objects, colors, feelings, people, places, actions, etc. They gather words on a separate piece of notebook paper, then decide which words to use to build their kanji. The words become the strokes in the kanji. Several ways to create the kanji are available, including writing the strokes as boxes and then filling them with words, writing the stroke lines and then writing over them in another color with words, or writing the words in bubble-letter so that the words become the strokes. Students should have enough words available from the brainstorming phase to be able to choose longer or shorter words to fit the kanji strokes, and can even align words to use letters multiple times in a Scrabble-like fashion.
- Why it works:** This game allows artistic students and students comfortable with kanji to use English in a fun and rewarding way. The result is concrete and lasting, visually exciting, and gives a strong sense of accomplishment.

love  
no  
+ trust in  
winning  
all  
for  
son  
savior  
and  
king

12/2011



kimura Tomone

meteor shower  
the Milky Way  
Shooting stars



Venus

constellation

meteor

sky

the Pole Star

Yurika



Cool  
SAMURAI BLUE  
Sea  
hydrangea  
Dory  
the Statue of Liberty

light  
aquamarine  
earth  
Mt. Fuji  
moonstone  
traffic  
sad

Mizuguchi Rina

Star  
Sunshine  
Moon  
brightness  
e  
shadow  
brilliance  
m

Ayana Sato

Gentle

Hot

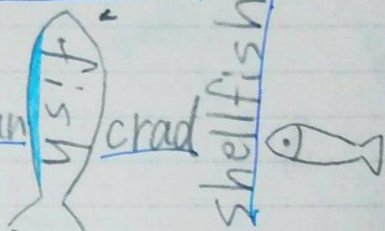
Like a warm blanket  
Sweet Affection  
Warm family Love

Only you

Be a beautiful  
Pink Heart

sea  
wave / wonderful  
sky / gull coral  
beautiful / cloud beach  
large

blue / turtle / sun / fish / crab / shellfish



- 「海」
- sea
  - sky
  - beautiful
  - wave
  - wonderful
  - gull
  - coral
  - crab
  - sun
  - cloud
  - beach
  - large
  - blue
  - fish
  - turtle
  - shellfish

P  
D O G  
R  
S W E E T  
T C  
T U  
Y T E

yufi

犬という漢字  
・ S W E E T  
・ P R E T T Y  
・ C U T E  
・ D O G

# Fashion-English

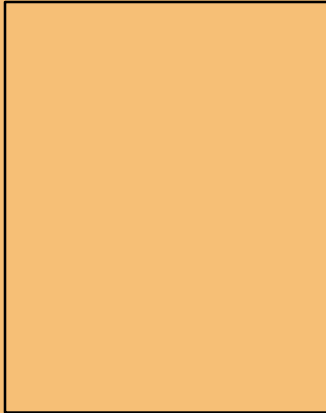
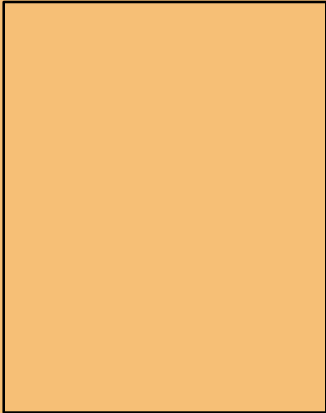
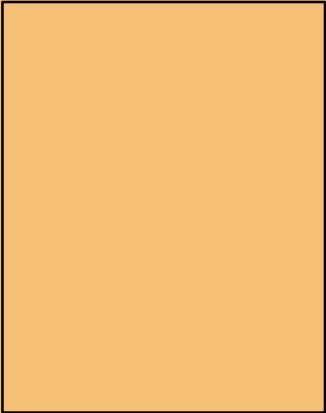
## Research Project - Polka Dots and Polyglots

- Materials:** paper, markers or colored pencils, access to dictionaries or internet
- Prep:** worksheet (and prepared list if teaching low-level learners)
- Procedure:** Students fill three boxes with any well-known pattern they want. Then they find the pattern's English and Japanese names by doing their own research, or by selecting from a prepared list. The students then write the English and Japanese underneath each pattern on their worksheet. Students can give a short presentation on their patterns, then go around quizzing each other on the different words.
- Why it works:** This game utilizes fashion vocabulary in a CLIL style lesson, while allowing students to research and present their own information. This content works very well with students in design courses, but is also interesting for a wide range of students who are often surprised to learn that names for these patterns exist in both languages.

# Fashion-English

## Research Project - Polka Dots and Polyglots

Template:

		
Japanese:	Japanese:	Japanese:
_____	_____	_____
English:	English:	English:
_____	_____	_____

# Fashion-English

## Research Project - Polka Dots and Polyglots



水玉

Polka dot



アーガイル

Argyle



千鳥

Houndstooth



麻の葉

Hemp Leaf



七宝

Seven Jewels



青海波

Wave



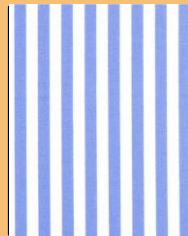
ペイズリー

Paisley



格子縞

Plaid



水玉

Striped



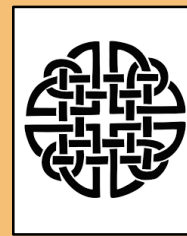
迷彩

Camouflage



ななこ織

Basketweave



ケルト文様

Celtic knot

Can also be done with shades of colors!  
(eg., burgundy, magenta, brick red, wine red)



# Architecture-English

## Reading motivator - English Sky Tree

- Materials:** a large collection of wari-bashi (unbroken) chopsticks and toothpicks, textbooks, a measuring tape
- Prep:** none
- Procedure:** Students split into teams (1 - 6 students). In turn, they read from a passage, and for each line read they attach a set of chopsticks to their tower (or alternately, a toothpick). Only two students can touch the tower at a time (the student attaching the new set of chopsticks and the student before). If the tower falls then the team must rebuild either from scratch or by using the ruins as they are. If a set of chopsticks breaks, the whole team must all read one sentence each before continuing. Gather all chopsticks at the end and be sure to explain at the beginning and end that the chopsticks will be used over and over again, so the students treat them well. Can be used in height competitions with groups of 3-6 people; individual competitions; timed teamwork (try to beat your best height as a team). Throw in the final “earthquake check” with classes that enjoy tough challenges by knocking the desk with your hip before taking the height measurement.
- Why it works:** This game motivates students by activating their minds and bodies with a concrete challenge. Students increase their reading speed as they get caught up in the game. The teacher should be careful to monitor students for correct pronunciation.





# Photography-English

## Crowd-source quiz - Twitter Me This

- Materials:** projector and internet-connected laptop
- Prep:** setup for projector-based presentation
- Procedure:** Students are requested to use their smartphones to photograph objects in macro or other unique angles, creating a visual quiz game. Students then upload their photos to twitter with the hashtag:
- #JALT2016Quiz
- The teacher downloads the photos to display on a projector. The teacher asks “Whose photo is this?” as they display a photo for the class. The photographer says, “That’s my photo,” and then asks “What do you think it is?” Students then raise their hands, and the photographer can call on the other students. Students venture guesses about the object in the photograph by asking, “Is it a \_\_\_\_?” Once the object is guessed, the teacher displays a new photo and another student hosts the quiz.
- Why it works:** This game takes the focus away from English as a subject and instead creates an applied use of English as students quiz each other on their photos. The content is student-generated, creating a deeper interest and further buy-in from the students.





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For further information or discussion, please contact:

**Kyle Maclauchlan**

[himurakyle@hotmail.com](mailto:himurakyle@hotmail.com)

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(P.S.: it was a USB 3.0 adapter and a coffee capsule!)