

「Net で Work!」 Regional Workshop Proposal

Collaborative efforts among CAJLT members to create communicative activities

Background: Many CAJLT members participated in the AP Japanese workshop, held in Belmont in June 2006. Many members felt that they need to redesign their existing curriculum and related activities, so they can help students become more fluent in Japanese and prepare for the upcoming AP Japanese test. The majority of the members agreed that we, as CAJLT members, need a more supportive network to share ideas and sample activities to improve our own class activities as well as to redesign our curriculum.

Purpose:

- (a) to create more opportunities to meet other CAJLT members for professional development
- (b) to share ideas for communicative activities and create materials for immediate classroom use
- (c) to help members become more familiar with the process of curriculum / activity development through creating communicative activities
- (d) to share all activities created at different workshops through an online network

Process:

- (1) Each regional leader sets up a topic, place, and time for the first workshop (need a deadline).
- (2) CAJLT needs to create a group email account for networking through Yahoo! or other service.
- (3) CAJLT announces the group network project through the group email account. This announcement should include all regional workshops information (place, time, topic for the first workshop, names of regional leaders)
- (4) All CAJLT members can join the group network project by his/her own choice by signing up to the group account. After signing up, each group member will receive emails from a group master, regional leaders, and project participants.
- (5) Each regional leader is responsible to facilitate a workshop and organize ideas to develop communicative activities.
- (6) Each participant in a workshop is responsible to share ideas and materials for the assigned topic and must be willing to work together to create materials for activities.
- (7) After creating activities for the assigned topic (hopefully, after each workshop, but not necessary), each regional leader sends a workshop report to the group email account. To reduce work for regional leaders, we can use a template for a workshop report. If any handouts & other materials are created at the workshop, each report will include those materials as attachments.
- (8) Each workshop should have a focused topic at any language level to create communicative activities and gather related practical information (supplemental activities from textbooks & other publications, pictures, websites, etc). Since a variety of textbooks have been used in high schools, textbook related topics (textbook adoption) should be avoided for this project.
- (9) All activities (inc. handouts) created through workshops are free to use among CAJLT members, however we need to identify handouts as CAJLT products.
- (10) A group master overviews the process and contents of workshops and makes suggestions / recommendations to improve this network project.

So? If CAJLT officers and all regional leaders agree with the basic ideas of the network project, then we should be ready to start. We can modify this proposal & template as we progress. We need a CAJLT officer to open a group email account for this project. That person can be a group master. Each regional leader needs to understand the concepts of this project and come up with the first topic for his/her regional workshop. Our focus is to create communicative activities. So each workshop should be practical and activity/project-based. Please check for sample list of workshop topics below. Vocabularies need to be categorized for vocabulary building activities. Other activities need more concrete situations / topics to narrow our focus.

- Interpretive activities for reading / listening
- Interpersonal / presentational activities for speaking / writing
- Input / output activities for vocabulary building
- Input / output activities for structure building
- Activities for kanji building
- A whole 5 STEP unit plan (vocab development & structure development)

Workshop Report Template (draft)

Date created:	Group:	Leader:
Focused activities (put "X")		Objectives (purposes of activities)
<input checked="" type="checkbox"/>	What type of communicative activities are they?	
	Interpretive activities for reading / listening	*
	Interpersonal / presentational activities for speaking / writing	*
	Input / output activities for vocabulary building	Topics (real life situations / locations / categories)
	Input / output activities for structure building	
	Activities for kanji building	
	A whole 5 STEP unit plan	
	Other (specify:)	
Contents (outline)		Expected time (1 class = 50 minutes)
		Attachments (any handouts / power point materials)
		Information (related information for activities)

Contents (descriptions / process of activities) -

Sample Workshop Report

(カタオカ先生、ごめんなさい。先生のハンドアウトを例に使っています)

Date created: 2006年6月29日		Group: サンフランシスコ	Leader: Morikawa Tetsu
Focused activities (check one)		Objectives (purposes of activities)	
<input checked="" type="checkbox"/>	What type of communicative activities are they?	動詞の練習をする	
	Interpretive activities for reading / listening	*衣服の種類によって、動詞の使い分けが出来る	
	Interpersonal / presentational activities for speaking / writing	*色々な衣服の名称の練習/復習	
<input type="checkbox"/>	Input / output activities for vocabulary building	Topics (real life situations / locations / categories)	
	Input / output activities for structure building	*服に関する動詞	
	Activities for kanji building	1. 着ます	2. かぶります 3. つけます
	A whole 5 STEP unit plan	4. かけます	5. します 6 はきます
	Other (specify: _____)	*日本の季節	
		*服装 (日本の服装 / アメリカの服装 / 若者)	
Contents (outline)		Expected time: (1 class = 50 minutes)	
Step 1. Presentation Use visuals and gestures		1 to 2 classes (we may need more time if a teacher implements Japanese clothing culture into these activities.)	
Step 2. Playing with Words After each verb for wearing or putting on clothes and accessories choose the items from the following list that are used with the verb. EXAMPLE: はきます (You find the others.) ズボン		Attachments (any handouts / power point materials)	
Step 3. Input Activity (1) (see below) どんなお天気ですか。(What is the weather like?)		Pictures of clothes (website:www.....) PowerPoint attached (clothes.pp)	
Step 4. Output Activity (1) (see below) What would you wear on the days like these? Choose your clothes.		Information (related information for activities)	
Output Activity (2) (see below) 何を着ますか。(What are you going to wear?)		Step 3: Input activity (Yookoso! Book 1 Chapter 7, p. 427, Activity 12) (Yookoso! Book 1 Chapter 7, p. 427, Activity 12) (Yookoso! Workbook Book 1 Part B, Chapter 7, p. 118, Activity B)	
		Step 4: Output activity (1) (Yookoso! Workbook Book 1 Part B, Chapter 7, p. 118, Activity A) Output activity (2) (Yookoso! Book 1 Chapter 7, p.429 Activity 13) Other material: book ~ page. 101 & 102	

Contents (descriptions / process of activities)
<p>Step 3. Input Activity (1) (Yookoso! Book 1 Chapter 7, p. 427, Activity 12) 1. 東京: 道子さんはレインコートを着ています。傘もさしています。 (She is using an umbrella, too.) いいお天気ですか。お天気が悪いですか。 2. 札幌: 吉田さんはあついコートを着ています。スノーブーツもはいています。帽子もかぶっています。夏ですか。冬ですか。何が降っていますか 3. 熊本: 金井さんはショートパンツをはいています。半袖(short sleeves)のシャツを着ています。サンダルをはいています。夏ですか。冬ですか。暑いですか。寒いですか。 4. 岡山: 友子さんはブラウスを着ています。ジャケットもコートも着ていません。どんな季節ですか。寒いですか。 5. 金沢: 山下さんはセーターを着ています。そして、その上に、ジャケットを着ています。暑いですか。寒いですか。</p> <p>a. ズボン b. ベルト c. ブーツ d. ブラウス e. コート f. ストッキング g. スカート h. ブラジャー i. ネクタイ j. とけい k. ショートパンツ l. めがね (Yookoso! Workbook Book 1 Part B, Chapter 7, p. 118, Activity B)</p> <p>Step 4. Output Activity (1) What would you wear on the days like these? Choose your clothes. EXAMPLE: 雪の日: オーバーを着て、マフラーをします。ぼうしもかぶります。 あついくつしたとブーツをはきます。 1. あたたかい日 2. 寒い日 3. 暑い日 4. 雨の日 (Yookoso! Workbook Book 1 Part B, Chapter 7, p. 118, Activity A)</p> <p>Output Activity (2) 何を着ますか。(What are you going to wear?) (Yookoso! Book 1 Chapter 7, p.429 Activity 13) Tell what you will wear on the following days. 1. 今は5月です。春です。いいお天気です。暖かいです。 2. 今は12月です。今日はスキーへ行きます。 3. 今は8月です。夏です。とてもむし暑いです。わたしは日本の会社(company)のサラリーマンです。 4. 今は8月です。今日はむし暑いです。今日は休みです。海へ行きます。 5. 今は6月です。梅雨の季節です。毎日雨が降ります。デパートへ買い物に行きます。 6. 今は10月です。秋です。昼は暖かいです。夜はちょっと寒いです。</p>