

Cooperative Learning and Other Interactive Classroom Management Strategies

with Mary Nobuoka
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10:30-12:00 Workshop Part 1

The morning session is a “first-day orientation” to kick off the year with enthusiasm

1. Class orientation (what will we be doing... getting to know each other & how to say your name in English)
2. Cooperative learning (how the class is managed)
3. Our goals (what are we going to get out of this class)
4. Grading (how to pass this class)
5. “Class rules” (what the teacher expects)

Giving **an outline** of the day’s lesson helps the audience (your students) follow along and understand the material better (Gallo, 2008).

Growth mindset (Carol Dweck)

12:00-13:00 Lunch

Homework: Promoting a growth mindset (Carol Dweck)

13:00-14:30 Workshop Part 2

Paul Nation's Four Strands

Match the definition with each strand. What kind of language-learning activities could be used for each strand?

Definition	Strand	Example
Students are speaking or writing focusing on the ideas and meaning of messages to another person.	Meaning-focused input	
Helps students speak, read, write or listen fluently with language they already know.	Meaning-focused output	presentations
Students focus on the meaning of the message while listening to the teacher, a CD or other students or by reading some material.	Language-focused learning	Past tense drills
The activity focuses on the way the language is used or how it works, such as how words are spelled or pronounced, building vocabulary or grammar exercises.	Fluency practice	

Running dictation

Martin Seligman's PERMA model for building well-being

What does each letter stand for? Write some examples/keywords for each one.

P = _____

E = _____

R = _____

M = _____

A = _____

(from <https://www.youtube.com/watch?v=wA2pZHrB8nU>)

Active Listening

What are the 5 steps to practice active listening?

1 _____

2 _____

3 _____

4 _____

5 _____

How to be a great listener: https://www.youtube.com/watch?v=z_rNd7h6z8

“We do not learn from experience... we learn from reflecting on experience.”

~ John Dewey

What did you learn today?

What new strategies would you like to incorporate into your classes?

Bio

Mary has been teaching English and academic skills in Japan since 1994. Her previous experience facilitating customer service seminars in the United States inspired her to create a course based on soft skills and positive psychology (e.g., goal-setting, time management, interpersonal communication and well-being). Aside from her teaching positions at Keio, Waseda and Aoyama Gakuin Universities, she currently serves as the JALT Yokohama Chapter president and formerly as the JALT Bilingualism SIG coordinator. Email: m.nobuoka@gmail.com



Breathing

Breathing techniques can be introduced on the first day of class then practiced at different times throughout the course to help reduce anxiety or create more alertness, as needed. Both of these breathing exercises can contribute greatly to students' wellbeing, focus and language acquisition.

4x6 Breathing

This breathing helps reduce anxiety that often accompanies public speaking (Stanford Graduate School of Business, 2014). This breathing exercise will benefit students in any type of course. Through regular practice, students will have the ability to reduce stress and regulate emotions. See “4x6 Breath Metronome for Diaphragmatic Breathing: 4 sec. inhale, 6 sec. exhale” on YouTube (<https://www.youtube.com/watch?v=gTw5BV6R4uw>)

6x4 Breathing

To increase focus and attention use deep breathing with an inhale of 6 counts and an exhale of 4 counts. First, have students lift their chins up, look up at the lights. This signals the body to wake up. Next, take three to five deep breaths for a count of six and out for a count of four. This increases the flow of oxygen to the brain, improving alertness and focus. Students can also use this technique before taking tests or when they feel sleepy doing homework in the evenings instead of drinking caffeinated drinks that will disrupt sleep. See the Huberman Lab podcast episode “How to Breathe Correctly for Optimal Health, Mood, Learning & Performance” which explains the relationship between breathing and heart rate variability (i.e., controlling one's heart rates by controlling breathing)

(<https://www.hubermanlab.com/episode/how-to-breathe-correctly-for-optimal-health-mood-learning-and-performance>).

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