

# Dissecting a Live Lesson

Adam Nakama with Tatsunori Gushi

名嘉眞アダムと具志辰徳

# About me

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  - Gushikawa & Misato High Schools

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  - Narrative design for games
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  - Basic Japanese
- Semi-pro hobbies: writing, game design



**Why this  
presentation?**

# Presentation Outline

- Questions to consider
- Demonstration lesson
- Design breakdown
- Critical analysis
- Rejected options
- Questions

# Presentation Outline

- *Questions to consider*
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# Questions to consider

*for new teachers*

- What is the goal of this lesson?
- What are the skills being practiced by students?
- What am I doing to manage the classroom?

# Questions to consider

*for the experienced*

- In what ways do the lesson's design, structure, and flow promote deeper learning and increase engagement?
- How is the lesson structured to take advantage of learning progressions in ESL education?

# Questions to consider

*for the experienced*

- What are some ways the lesson is designed to better accommodate classroom management?
- How does the lesson adapt to different student abilities?

# How do we get ESL students to speak like natives?

Teach them linking

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# Demonstration Lesson

*pre-lesson notes*

- Please make mistakes
- Super speed
- Feel free to take notes



# Demonstration Lesson

# Presentation Outline

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# Design Breakdown

*general thoughts*



# Design Breakdown

*general thoughts*

- Each step should build on the previous

# Design Breakdown

*general thoughts*

- Each step should build on the previous
- Always demonstrate concretely
  - Don't neglect the abstract

# Design Breakdown

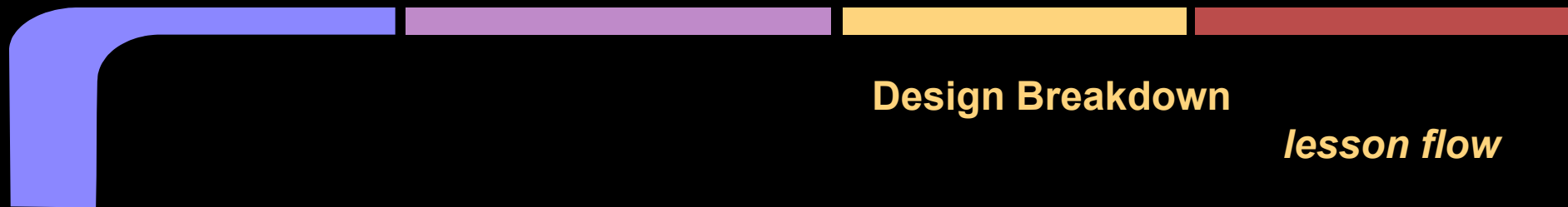
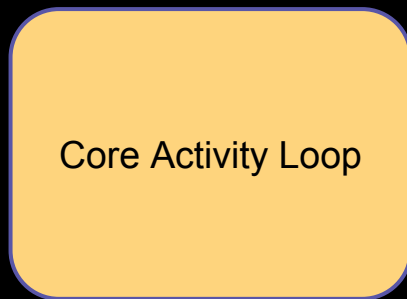
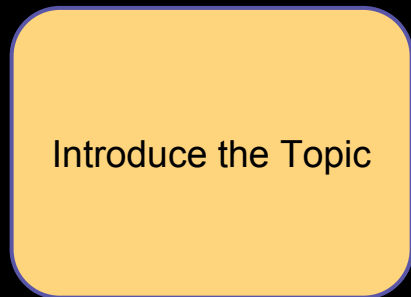
*general thoughts*

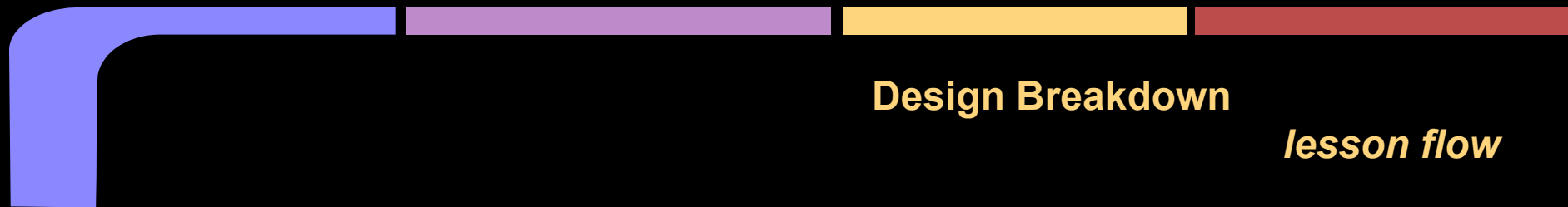
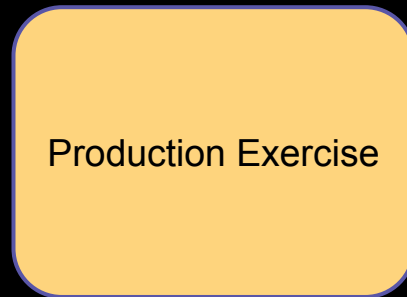
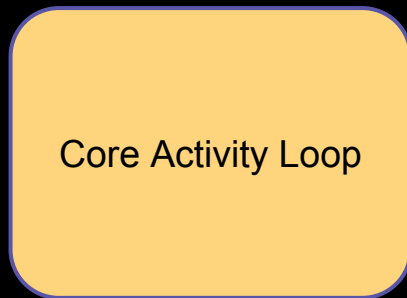
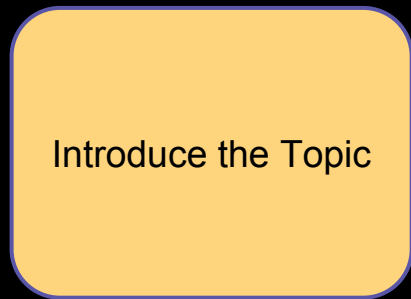
- Each step should build on the previous
- Always demonstrate concretely
  - Don't neglect the abstract
- Physical tasks enable feedback

Introduce the Topic

Design Breakdown

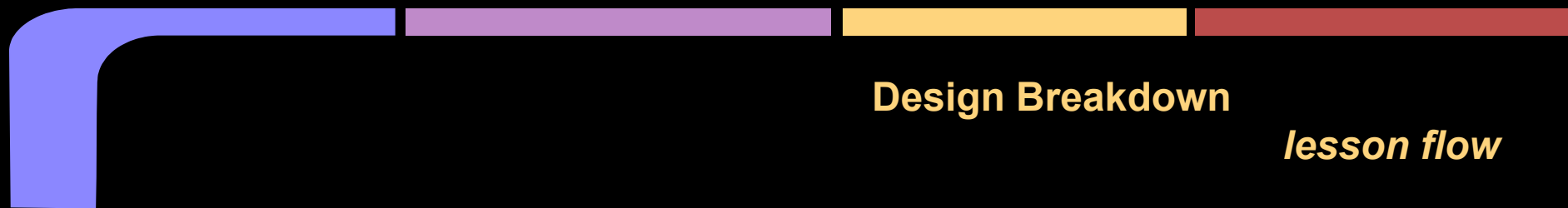
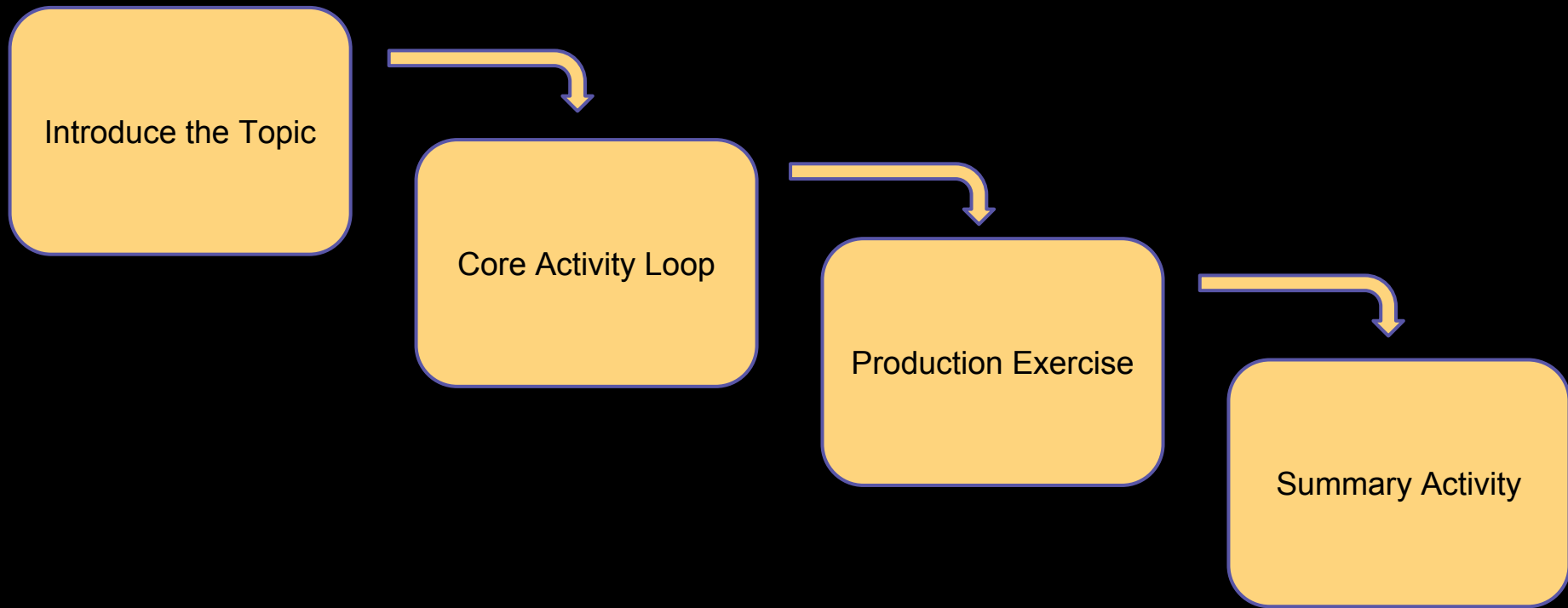
*lesson flow*





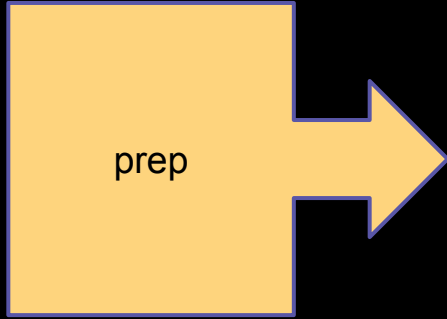
Design Breakdown

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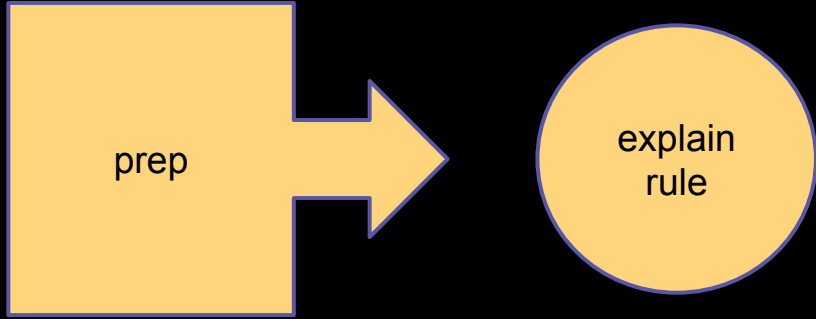
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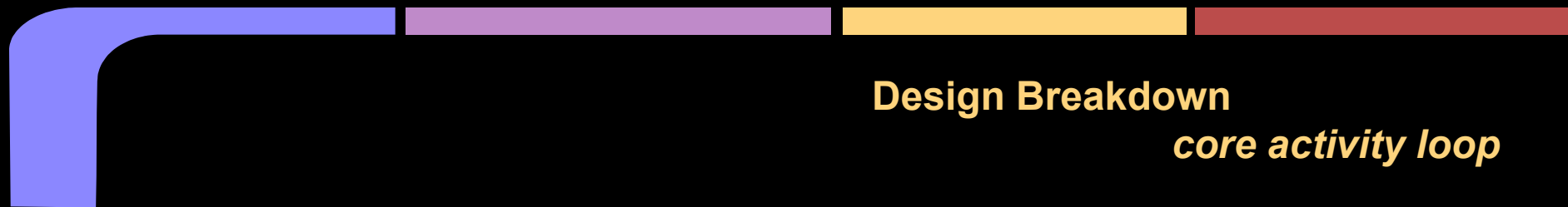
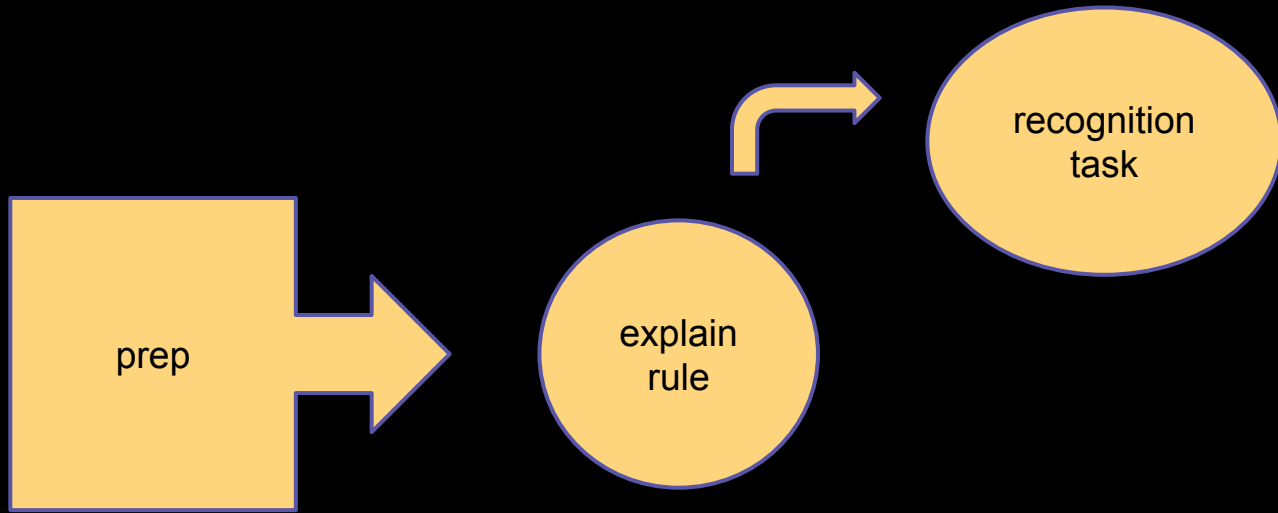


**Design Breakdown**

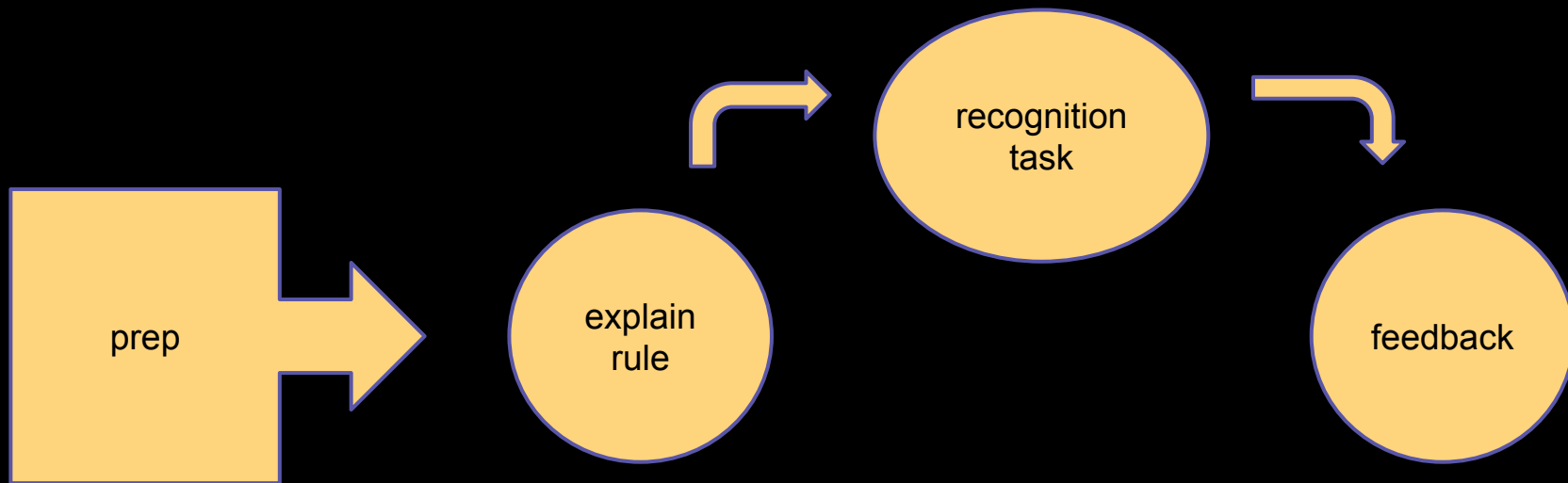
*core activity loop*



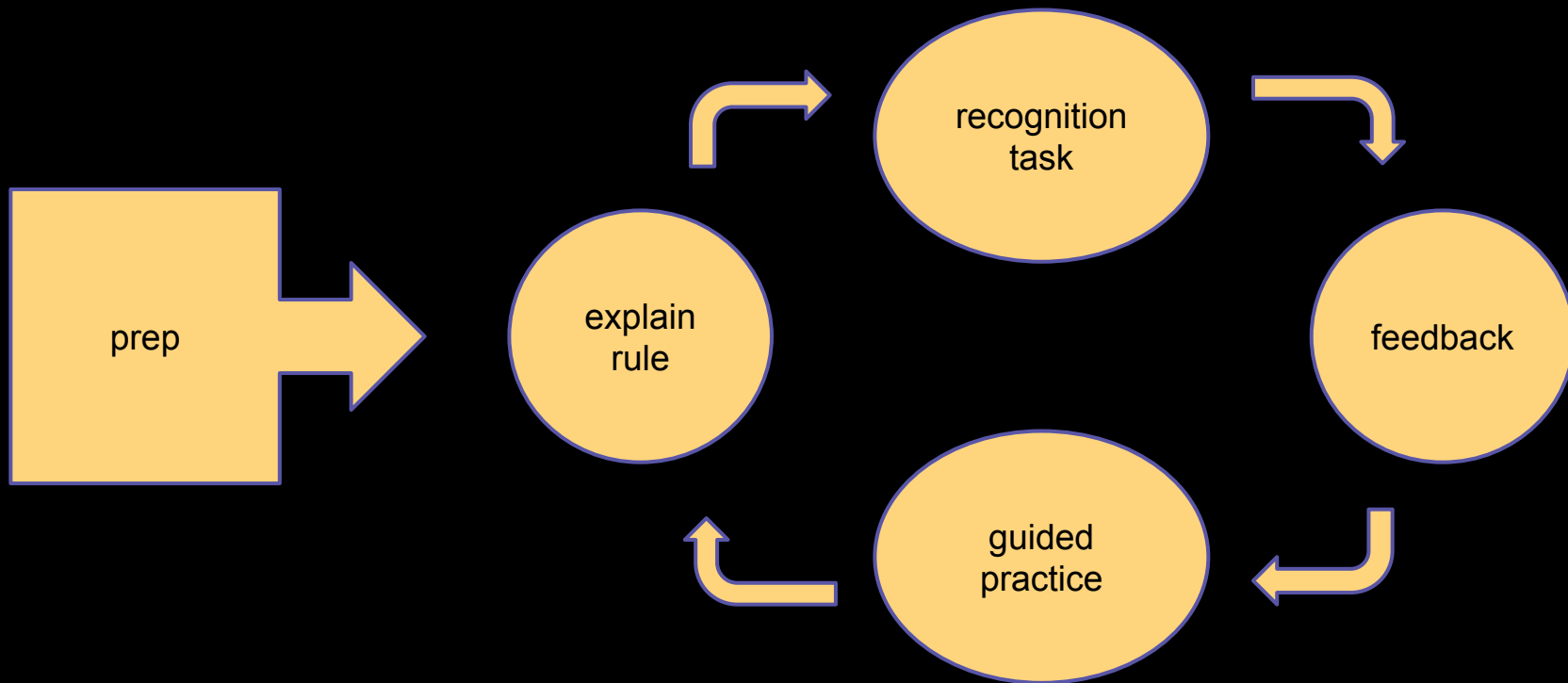
**Design Breakdown**  
*core activity loop*



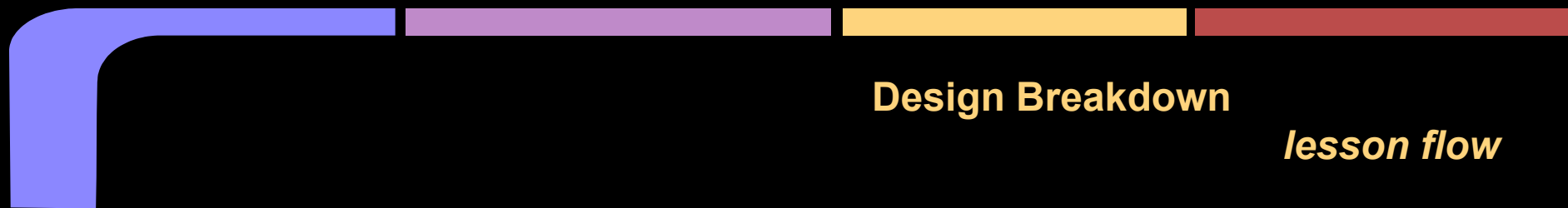
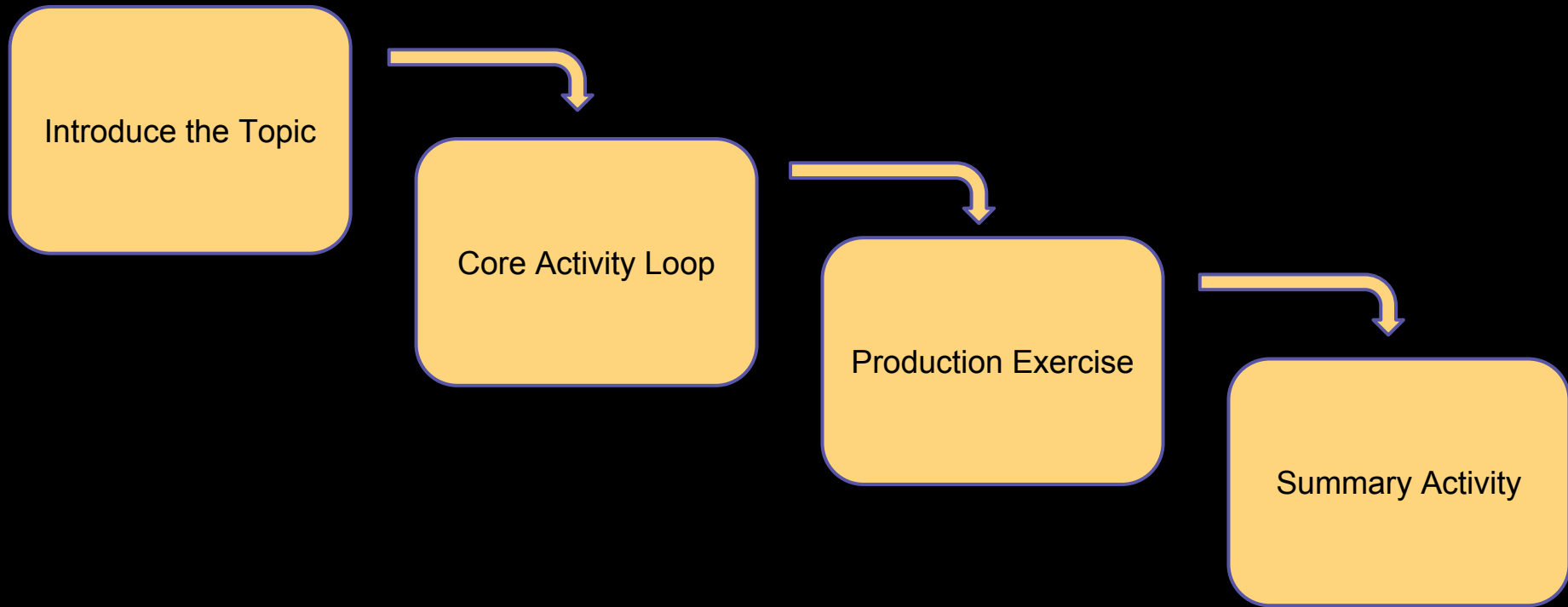
**Design Breakdown**  
*core activity loop*

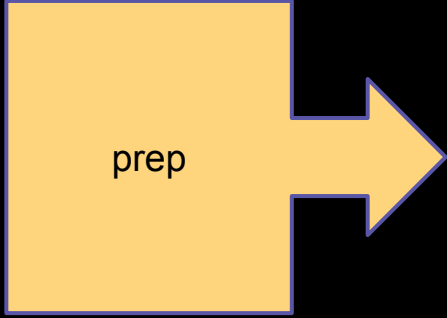


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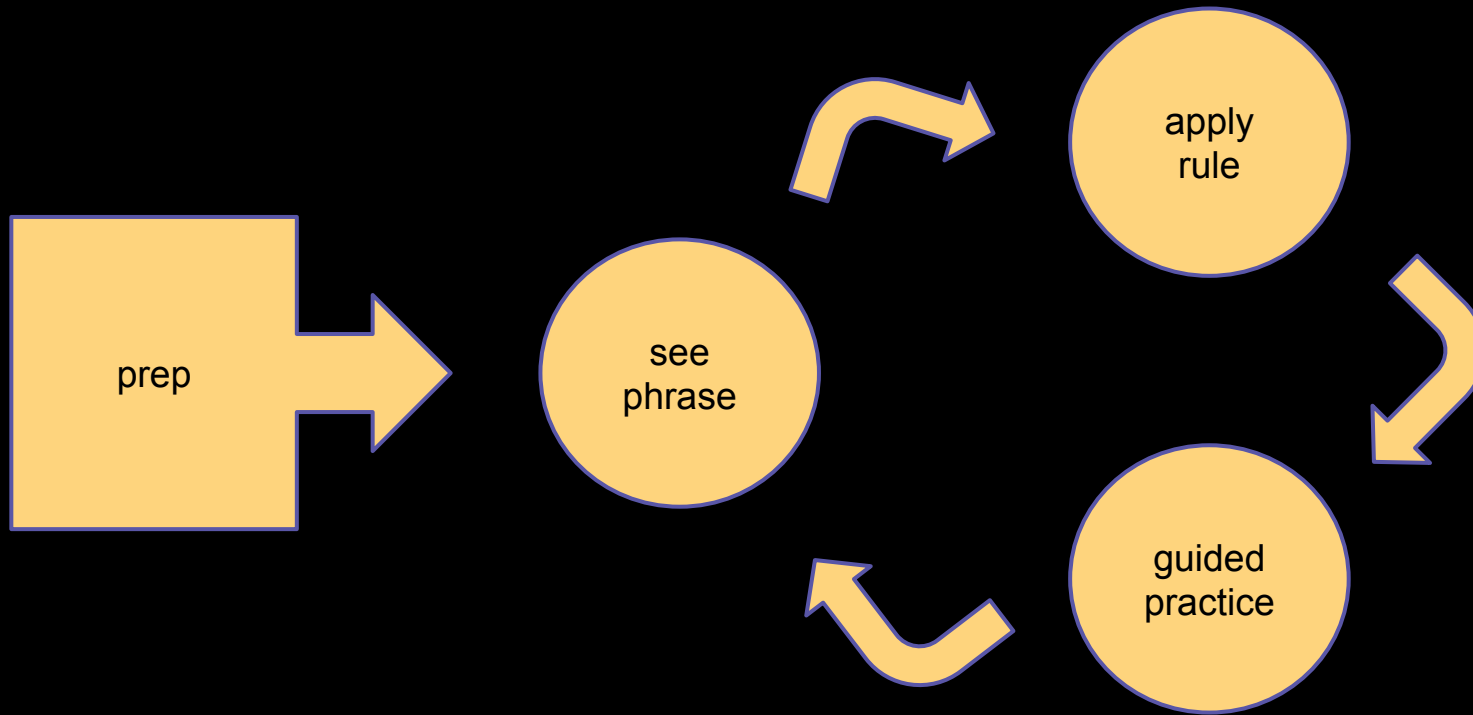


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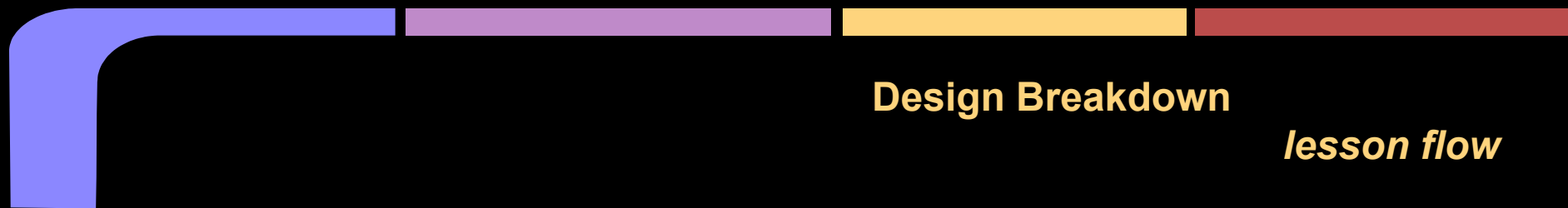
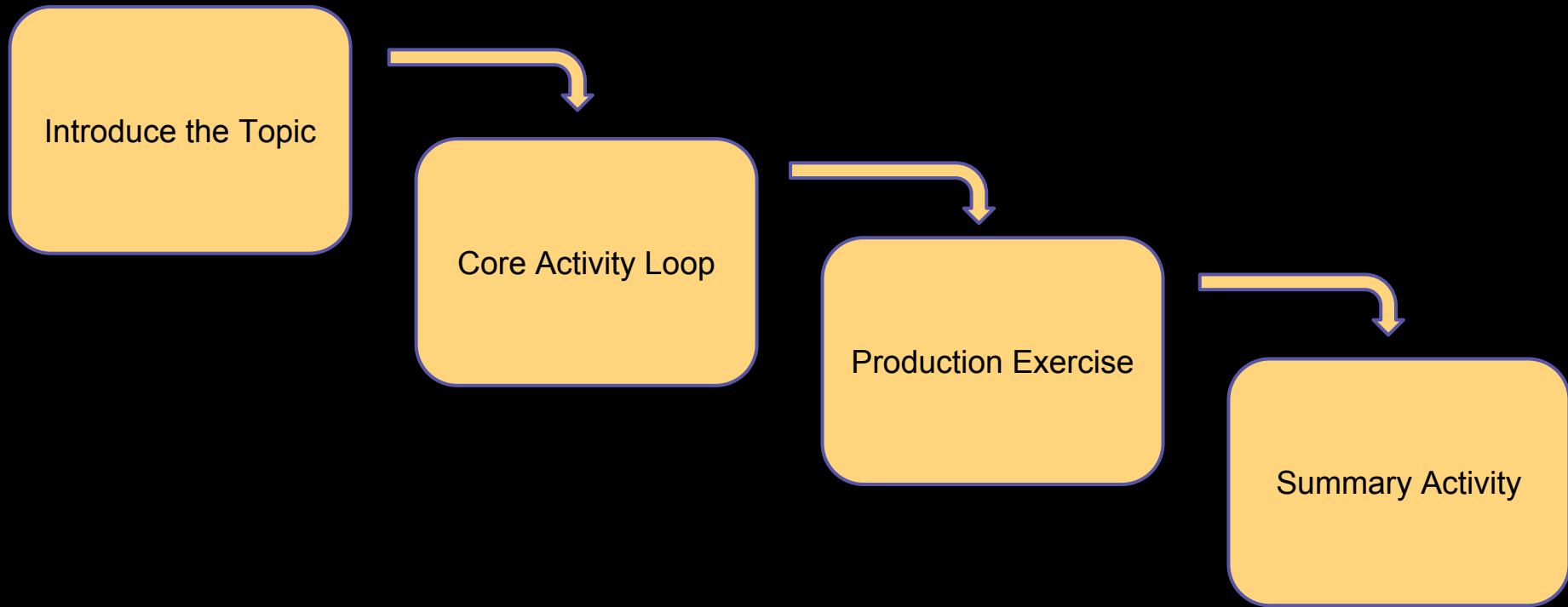


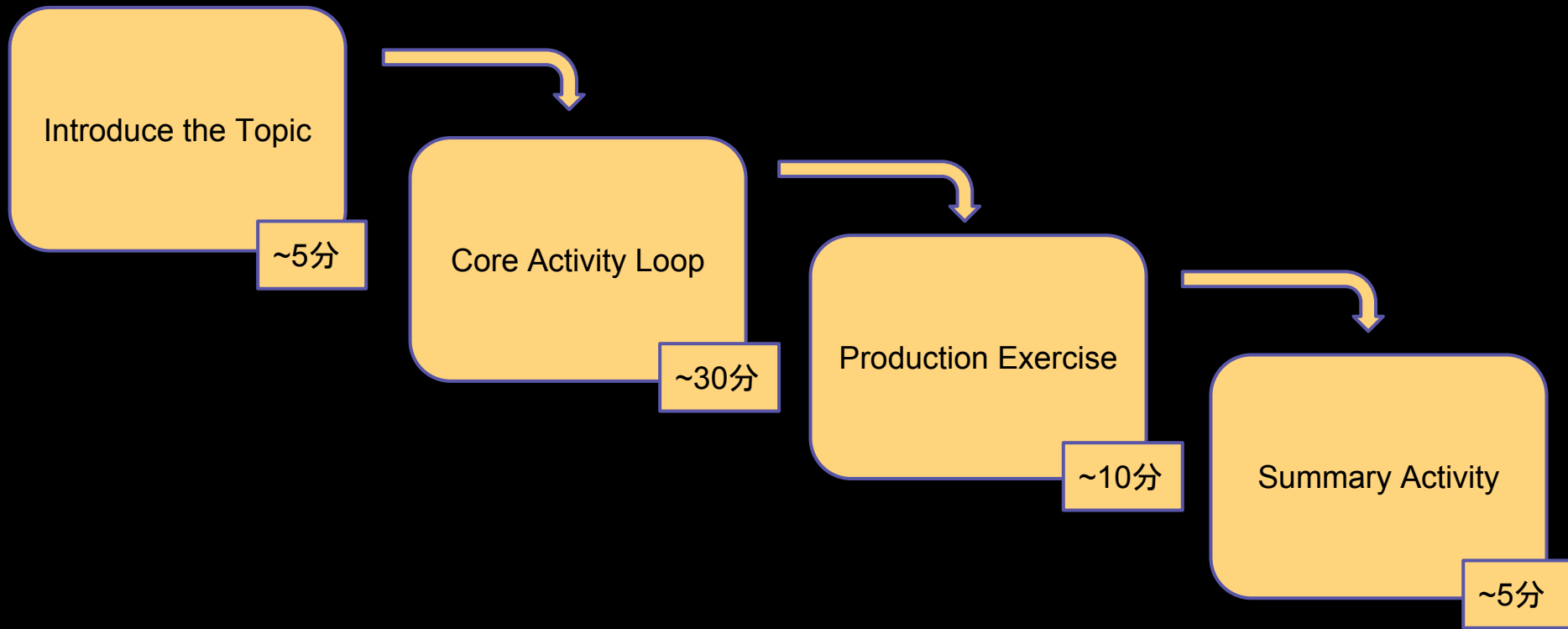
**Design Breakdown**  
*production exercise*



**Design Breakdown**  
*production exercise*







**Design Breakdown**

*lesson flow*

# Design Breakdown

*pacing techniques*

- Comprehension checks
  - Also provides feedback

# Design Breakdown

*pacing techniques*

- Comprehension checks
  - Also provides feedback
- Use Japanese
  - Combine both of the above!

# Design Breakdown

*pacing techniques*

- Comprehension checks
  - Also provides feedback
- Use Japanese
  - Combine both of the above!
- Control response times
  - Know the difficulty of each step

# Design Breakdown

*places to adjust*

- Verbal feedback
- Group names
- Rule applications
- Scaffolding the production exercise
- Skipping the summary activity

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An abstract geometric design on a black background. It features several colored shapes: a tall purple rectangle on the left, a blue L-shaped block below it, a horizontal purple bar, a yellow bar, and a red block with a yellow rectangle below it on the right. The text 'Pair work' is centered in orange.

**Pair work**



# Critical Analysis

*design benefits*



# Critical Analysis

*design benefits*

- Easy to control
  - Feedback is readily accessible

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- Constructivist basis

# Critical Analysis

*design benefits*

- Easy to control
  - Feedback is readily accessible
- Easy to scaffold
- Constructivist basis
- Can be used in many different classes
  - Often neglected in Japanese ESL education

# Critical Analysis

*design drawbacks*



# Critical Analysis

*design drawbacks*

- Group work

# Critical Analysis

*design drawbacks*

- Group work
- Little opportunity for active rehearsal



# Critical Analysis

*design drawbacks*

- Group work
- Little opportunity for active rehearsal
- Systemic / JTE troubles

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# Rejected Options

*phonetic spelling*

“It’s tooweasy toweat theyentire pee sof frui ti  
na single bite.”

# Rejected Options

*phonetic spelling*

“It’s too easy to eat the entire piece of fruit in a single bite.”

# Rejected Options

*phonetic spelling*

“It’s tooweasy toweat theyentire pee sof frui ti  
na single bite.”

# Rejected Options

*phrase creation*

Students make a phrase that uses the various rules  
e.g. “fast car”

# Rejected Options

*production exercise*

What rule is used for this phrase?  
“high art”

# Rejected Options

*take rule only*

Any previous exercise, but focusing on the  
take rule



# Rejected Options

*truly terrible ideas*



# Rejected Options

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- Raw repetition
  - Seems seductive, but too unstructured
  - Little room for feedback

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- Linking jeopardy
  - What is this

# Rejected Options

*truly terrible ideas*

- Raw repetition
  - Seems seductive, but too unstructured
  - Little room for feedback
- Individual worksheet
- Competition
- Linking jeopardy
  - What is this
- Linking scavenger hunt
  - I don't even

# The Takeaway

- Focus the activity on the skills you want to develop
- Aim at their ZPD
- Build with learning progressions in mind
- Plan flexibility into your lesson
- Balance lecture pressure vs. activity time

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