

質問 Question	回答 Response
When and how do you give your students each roll?	You can assign roles based on students' birthdays. For example, "first birthday of the year is the task leader."
How do you evaluate students' speaking skill online?	You can assess speaking with any of the tasks I mentioned in my presentation. Make sure to let your students know how they will be evaluated (a speaking rubric).
Do you think the way we evaluate would change? If so, how?	Without knowing how you current assess students, it's hard to say. I think that assessment with online tools can be very dynamic and interactive. More specific and authentic tasks allow for equally specific and meaningful assessments.

<p>Tsukui 先生、保護者からも何かコメントや反応がありましたか（ポジティブ・ネガティブのそれぞれ）？</p>	<p>保護者のコメントは、学校で集約しているのですが、個別の授業に対する保護者のご反応はわかりませんが、映像授業自体については、好意的に受け取っていただいているとのことです。</p>
<p>共有ありがとうございました。津久井先生にご質問です。動画一時間を作るのに、準備としてどれだけの時間を費やすことになりましたか？</p>	<p>30分の動画に3時間、内訳は、スライド・台本作成1時間、撮影1時間、編集1時間です。これを最長の所要時間と自分で決めて、いたずらに時間がかからないように気を付けています。ただ、復習用のプリントの作成などまで含めるとさらに1時間余分にかかっています。</p>
<p>Hi Jenny, I have been using schoology for last 5years. And I have never used Google classroom. Do you think that google classmate is better than schoology?</p>	<p>I'm sorry; I'm not familiar with Schoology.</p>

Ms. Jenny Selvidge, Tsukui sensei,

Thank you very much for your wonderful talks.

津久井先生に質問がございます。

さきほど見せていただいた生徒のアンケートは匿名で取られているのでしょうか？

前任校の生徒アンケートは匿名です。自校のアンケートはメールアドレスが収集されていますが、記名は求めています。成績には関係ない旨、またその趣旨（生徒のニーズと指導する側の指導のポイントにズレがないように生徒たちの意見や希望、感想、質問を受けることが大切であること）を伝えて協力を依頼しました。回収率は94.9%です。督促はしません。

オンライン授業の参加に消極的な生徒はいますか？いたら、どういう対応していますか？

休校中のオンラインと、分散登校中のオンラインでは環境が違うと思います。ないことを祈りますが、次回休校になったときのためにも、この分散登校中にあえてオンライン授業に慣れさせる取組が必要だと思います。まずは、一言でもいいのでオンラインで written interaction をさせてみてはどうでしょうか。投票機能を使って投票

	<p>させる（反応させる）だけでも良いかもしれません。いずれにしても、学校に生徒がいるときにこそ、オンラインに慣れさせるチャンスではないでしょうか。</p>
<p>Do you have any ideas or tools to have a test online?</p>	<p>Platforms such as Google Classrom, Microsoft Teams, Blackboard, and Moodle have online test features. I have some colleagues who have given tests during Zoom, but that's with very small class sizes. There are also programs like Kaltura that allow you to give quizzes during videos.</p>
<p>オンデマンド映像授業を撮影するのに、どのくらいの準備の時間が必要でしたか。撮影時、特に気を付けていることがありますか。</p>	<p>撮影時間については前述の回答を参照ください。気を付けていることは、生徒の反応を想像して間をとること、教師自身が英語で語ることです。演習の手順や解説を</p>

	<p>淡々で行うのではなく、教師自身のことや最近の出来事、ニュースなどについて英語を用いて教師が意見や考えを伝える場面をほんの少しでもとるようにしています。</p>
<p>To Jenny</p> <p>How do we give some effective feedback to students during peer review?</p>	<p>Are you wanting to give feedback to students about the quality of their peer review of fellow students? No matter how you give feedback, the key is to be very specific and clear about what you're looking for in the students' work. Creating a clear rubric is very important. Try to make it as simple and direct as possible.</p>

Would you give me some ideas how we can work with JETs on line for students speaking abilities.

I know that some teachers are using JETs to facilitate Zoom sessions with classes that have to meet half in person and half online simultaneously. I think that most JETs are already comfortable with using technology in classrooms from their home countries, so they would have good ideas on how to facilitate speaking. JETs could be the ones to grade responses on FlipGrid or Zoom classes, if you feel comfortable with that. I think it's important, however, that technology is not only seen as a "JET activity." Teachers should model the use of technology in class and also take part, when possible. JETs would be great to utilize to help reduce the teacher workload.

<p>As you mentioned Jenny, sometimes it's difficult to find time to learn new forms of teaching. I feel like this is true for students as well. what is the best way to teach students how to use these new methods without using too much time in class?</p>	<p>These online platforms often provide tutorials for students, but they may not be in Japanese. What I would recommend is for the teachers in your school to split up the task of making videos for your students on how to use the online tools. Once these videos are made, they can be used again and again. The work it takes to do this up front will save you time later on.</p>
<p>I'm teaching grammar in English Expression, I wonder how I can utilize those tools to incorporate grammar instruction with</p>	<p>Beyond the ideas suggested in my presentation, what I often do is make a video about the common grammar errors that my students are making. I post the video, and then we talk in class about any questions they still have. I also assign a task for them to do after they've watched the video to make sure</p>

	<p>they are able to produce the grammar point we've discussed. For speaking, I'd assign a task for them to do and let them know exactly what grammar I will be listening for/grading.</p>
<p>To Mr. Takayuki, what kind of thing have you doing as a communicative activity while doing ICT lessons?</p>	<p>Most of the activities I have designed and tried in class are content-based , using the topics or the lessons in the authorized textbook. More than one skill should be integrated in order to have adequate and effective communication activites, so that I usually use a lot of reading and listening materials which are related to the topic in the textbook, such as TED Talks, CNN, some newspaper articles and websites. Students can have a lot of input, which</p>

encourages them to be ready for output(speaking and writing). When I used FACTFULLNESS as a teaching material last year, I assigned each chapter to each group of students in class to make a presentation on the chapter in charge, and after the presentations, they had discussions on the instincts they are likely to have.

How do you look after students who fell behind during the online class?

That will be the case when online class can make use of its advantage, I think. Prepare for the advanced task that students can work together by themselves, and you can have one-on-one online assistance with slow learners.

<p>オンラインでテストを行ってれば、やり方を教えてくださいませんか？</p>	<p>オンラインでのテストを、生徒の学習効果を上げるためと割り切れれば、振り返りテストと称して生徒の復習を促すような問いを設定して復習のペースメーカーとすることができるとでしょう。評価テストとして行う場合は、質問を思考力を問うようなものにしたたり、みじかくても記述式にしたたり、また、質問の内容を推論発問にしたたりするなどの工夫が必要かもしれません。</p>
<p>津久井先生、オンラインの取り組みは学校の教員全員で行っていますか？苦手な人はやらないとかありませんか？どのように教員のオンラインに関する学習を進めましたか？</p>	<p>軽重はありますが、全員が何らかの形で関わるのが方針として出されていますので、メインで動画を作成する先生はいても、それ以外の分担部分を別の先生が行う形で協力体制を築いています。それぞれの先生の強みを生かし協力し合えるのが私は理想的だと思います。</p>

津久井先生ありがとうございます。

昨年参加された IBLP とはどのような研修会だったのでしょうか？ Poll Everywhere、とても参考になりました。

IVLP (International Visitor Leadership Program)は国務省の招聘プログラムで、参加者は公募制ではなくアメリカ大使館から nominate された各分野でリーダーシップを発揮されている方が3週間アメリカの4～5都市を訪問し視察・意見交換をするもので、津久井先生が参加されたグループは英語教育や教育テクノロジーに焦点を当てたプログラムに参加されました。

My students have never met their classmates in person and are hesitant to speak to one another in breakout Zoom groups. How can I encourage them to open up? In my school, as a school policy, instructors cannot force students to participate with videos on, so all of the students participate without videos, which make communication very difficult. Any suggestions?

Jenny Selvidge: Unfortunately, the school policy is greatly hindering the ability to have meaningful interactions among students. I would strongly encourage schools to reconsider this policy if at all possible. If that's not possible, one idea is to assign students a partner for maybe a week or two at a time so that they become comfortable talking with one other person; then you could change partners every couple of weeks so that they get to know other people. You could also develop "cohorts" of students, kind of like teams. They could be in the same team of students for a month or two at a time and then switch them around. Asking students to

interact with smaller numbers of students over a period of time might help them get to know each other and become more comfortable. Tsukui-sensei: I recommned that you should start from written interaction or using some functions like polling. It will, I think,lower their affective filter.

オンライン授業をする前と後で、生徒を評価する観点に変化はありましたか。

評価の観点に違いはないと思いますが、生徒たち一人ひとりに考えや思い、課題があつて、それを粘り強く聞いていくことが大事だと改めて感じています。

<p>I was wondering if any of you know a website or web service which allows students upload their reacorded voice file WITHOUT logging in. As Tsukui sensei, I did ondemand lesson through Youtube during Corona period, and I was hoping to check how the students were able to read.</p>	<p>How about your students' sending audio files to Dropbox? I'm sorry but I'm not sure that it requires students to log in.</p>
<p>One of the challenges I am facing is to come up with some kind of fair assessment strategies when the students have different online learning environments (stable/unstable internet connection, personal/shared PC, and so forth). Any advice?</p>	<p>Jenny Selvidge: That's a difficult scenario and something that we deal with here in the U.S. as well. I would suggest giving written assessments that students can do offline and then they can email or upload their writing when they have stable internet access. Tsukui-sensei: I suggest that the test itself should be very simple for students. For example, we</p>

	<p>may ask students to take a picture of the concept map of some passage, or to send audio files.</p>
<p>オンライン授業やオンデマンド映像は授業にカウントしていますか</p>	<p>授業扱いしていると思います。録画が見られない場合などは、貸し出しのタブレットや学校で密を避けて動画を見もらうなどの工夫をしています。ただし、授業の出欠（履修）については、出席停止扱いなどの配慮があると思いますので、通常の授業における出欠の扱いや基準とは異なります。</p>
<p>When students are in the breakout rooms, we can't share our screen with students, I think. Can they</p>	<p>I put the questions in the chat box or ask them to take a picture of the screen with their phone.</p>

<p>memorize all the questions that you want them to discuss?</p>	
<p>Thank you for your very useful input. I got intrigued by your grammar practice part. How do you teach grammar besides showing a picture?</p>	<p>The picture was just an image on their Voicethread page. Their task was to go to a public place and record what was happening using an app on their phone.</p>
<p>オンラインで授業を始める際、まずはその前に学生教師双方がその使い方に習熟していることが大切だと思います。今回はコロナが原因でその準備期間が殆どなかったわけですが、授業を進めてゆく中で、オンライン機材に習熟させていく方策を何かとられていますか。</p>	<p>まだとれておりませんが、今後の事態（再休校）への対応として、分散登校中にオンラインに習熟させる、整備できることは行うことが大切だと考えております。</p>

<p>Thank you for your presentation. I have a question to Jenny. How do you evaluate students' discussion?</p>	<p>It's always important to start with a very clear rubric.</p> <p>Your discussion rubric could also change over time, depending on what aspect of their skills you're looking at. Some possible items on the rubric could be:</p> <p>fluency, on-topic response, clarity of expression, polite use of turn-taking phrases, etc.</p>
<p>similar question, online exam, like TOEFL IBT home edition, I don't think we can have those kinds of severe restriction. not a pop quiz, when it comes to regular exam, how do you supervise students?</p>	<p>Some ideas are: students must turn their video on during Zoom and clearly show themselves at a desk with no belongings nearby, and then you have a defined time-limit. (If you have an ALT, you can divide the group into two separate Zoom meetings so that it's easier to monitor them.) I don't love the time-limit restrictions since some students struggle with</p>

	<p>test anxiety and need more time for a test. I</p> <p>recommend giving quizzes more often that are not as</p> <p>high-stakes and then give a final exam that's more</p> <p>short answer or essay-based.</p>
<p>Thanks for an insightful presentation.</p> <p>How can you encourage the “quiet students” to participate in an online discussion?</p>	<p>If you're using Zoom, I recommend breaking students</p> <p>into small breakout groups so that shy students don't</p> <p>have to talk in big groups. You might start the</p> <p>semester/year with more individual speaking</p> <p>responses, e.g. with FlipGrid, until they become a bit</p> <p>more accustomed to speaking. Often, I spend a lot of</p> <p>time encouraging and talking to students,</p> <p>acknowledging how difficult it is but being very clear</p>

that this is a requirement of the class. If you build the speaking activities throughout the year, from individual speaking tasks, to partnered tasks, to group tasks, those students might become more accustomed to it over time.

Thank you very much for such an impressive presentaion , Jenny and Tsukui sensei!

Do you have any ideas of making use of Teams?

Since a couple of weeks ago, Tokyo Metropolitan high school has just launched this system. However many teachers has bee struggling how to use it.

I've never used Teams, but I will start using it soon.
Have any of the teachers utilized the professional development training that Miscrosoft offers? The implementation of these new systems depends on extensive training for teachers. I recommend utilizing the training that Microsoft offers and either go through the training together as a staff or have one or two people take part in the training and teach the

other teachers. (A whole group professional development hour after school one day seems like the best idea. Follow-up sessions among the staff would be helpful as well as teachers use the technology and have questions.) Training and professional development must be provided for teachers for these initiatives to be successful.

<https://www.microsoft.com/en-us/education/training-and-events/events-calendar>

Aren't there good ways to do some group activities using G Suite?

Tsukui-sensei: How about using spreadsheet or Google Document to do collaborative writing, in which students help write a passage with each other?

To Jenney Do you usually give some homework to your students? If you do so, give me some examples you did.

I regularly give students homework. It's especially important for Japanese teachers because of the lack of class time. I often give short assignments to check for students' comprehension: respond to a question or two about the day's lesson (either by video or in writing), write a paragraph response, do a short project where students create something to show they learned the content, respond in a daily/weekly journal (either by video or in writing). These are just a few examples.

Now we are gradually getting back to the normal classroom teaching and learning. And we are probably going to stop on-demand style of teaching and

I think it's possible, especially in a way that we introduce "flipped learning." We can make use of classroom time to do more activities. Pre-activities and

<p>learning, and will only conduct face-to-face teaching.</p> <p>What do you think about integrating the ICT into classroom teaching?? Is it possible, and what could you do if you were??</p>	<p>basic explanation and instruction of some grammatical points can be conducted in on-demand classes.</p>
<p>do you allow students to use their learning material on the regular exam?</p>	<p>Sometimes, I do. One activity I like to do is have students take notes on a reading for homework or during class. Then, the students use their notes when they take a test. This helps them write better notes.</p> <p>The goal here is not that they memorize the information but they can express what they know through English.</p>
<p>When giving the class online, how do you give your students their grades?</p>	<p>My colleague has already assigned making presentations to students. He showed the criteria to</p>

	<p>them and they have turned in their presentation movies by Google Classroom.</p>
<p>How could we prevent students from recording online classes and exploit it beyond personal use? Such as uploading online?</p>	<p>I'm not sure what the danger of that would be; it seems to me that more people would benefit from your teaching!</p>
<p>Is there any reasons why both of you don't use Zoom?</p> <p>I think Breakout room is useful for the students to interact each other.</p>	<p>Jenny Selvidge: I use Zoom and shared a bit about that during my presentation. I think it's very useful!</p> <p>Tsukui-sensei: I use Zoom and shared a bit about that.</p> <p>Because of the limit or the condition of the PCs and Wifis that students have.</p>
<p>Which apps do you think work best for students to self-study?</p>	<p>Jenny Selvidge: I think Microsoft Teams and Google Classroom are both great for uploading content and</p>

	<p>having students go through the material on their own.</p> <p>Tsukui-sensei: I like Google Classroom</p>
<p>This question is for both Ms. Jenny and Mr. Tsukui. Maybe it's because I teach small number of groups to lower age kids (Preschool to Middle School), but I feel online lessons will never be able to provide same quality as the real lessons. What do you think the benefit of online lessons that real lessons can not provide?</p>	<p>Jenny Selvidge: I think it's important to see online tools as a helpful supplement to your classes. These tools could help reinforce what you do in class and give students a chance to use English after class and practice what they've learned. Also, it helps students to practice at their own pace or to gain confidence if they're shy. There are many things that you don't have time to do in class; these tools can help with that.</p> <p>Tsukui-sensei: I agree with your impression and idea.</p> <p>One of the advantages of online tools is that you can get students feedback quickly and you can send your</p>

feedback quickly, too. Also, you can see the comprehensive data automatically on the online system. If you see the data, I think your questions and feedback that you give to your students in class will be more effective for students to improve their skills.

poll everywhere は学校での授業で使われているのでし
ょうか。紹介されたもの以外にも使用例があれば教えて
いただきたいです。

通常授業が行われているときに使用していました。ラン
キングもできるので、重要度順に並べさせて、ディスカ
ッションの材料にしたり、各グループのアイデアをアッ
プさせて、それに投票させたりする機能を使用していま

	<p>した。簡単に使えるので、ぜひサイトでお試しい。 い。</p>
<p>英語科教員間での意思統一，協働はどのような状況でしょうか？ 協働性の持続のコツは何かありますか？</p>	<p>新任の私としては、とにかく生徒の実態をつかむこと、 また、その実態に対して他の先生方がどのような指導や 支援を行っているのか、その意図や目的を考えたりお聞 きしたりするように心がけています。自分がこれまで行 ってうまくいったことはこれまでの生徒たちに対してで す。新しい生徒たちのことを知っている先生方の声を聴 きながら、これまでのアイデアを使う場合は必ず何か変 えて新しい生徒たちに合うようにと心がけています。同 僚の先生方がとても柔軟な先生方なので助かっていますが、give and take になるように気を付けています。</p>

I'm quite interested in grammar part in your presentation. Did you ask students to record their voice and upload it online? How do you review and give feedback to all the records?

I actually found feedback to be quite easy and efficient with these tools. I let the students know how I would be grading them (with a rubric) ahead of the assignment. Then I gave oral and/or written feedback commenting on how they met those objectives. One key is to not assess too much at one time. For example, if I ask students to record what's going on around them, I might only grade for whether their simple present/present progressive verbs were accurate. They may have made many other grammar mistakes, but I'm only looking for one grammar aspect in that recording. Targeted and specific rubrics and feedback makes it a more streamlined process.

オンデマンドビデオや、クラウド上のハンドアウトは先生の生徒さんしか見れない設定になっていますか？（もし一般公開されているようなら、見てみたのです）

一般公開はしていませんが、必要であれば、個別に共有することは可能かもしれません。ご連絡・ご相談ください（学校の判断として共有できない場合もごさいませ。chukuwi1974@gmail.com までご連絡ください。）

Ms. Selvidge, can you give us a little more example of how you use FlipGrid?

I've just started using it, but these are some ideas I've heard from other teachers: Students can 1) respond to a question about the day's lesson 2) give presentations 3) practice talking about what they did that day (small-talk practice) 4) give a book review 5) do a "show and tell" about an object or a family photo 6) chat with students from other countries. There are many resources online if you google "EFL activities with FlipGrid."

津久井先生

生徒さん達はスピーキングはどのように提出していますか？

Google Classroom にプレゼンを提出しています。ま

た、リピートークという音読学習管理ツールを使って音読を提出させています。