

NUFS Workshop 2010

Newsletter No. 7**Workshop in October**

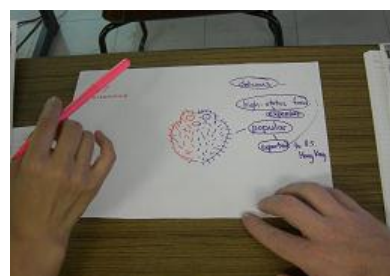
(Part 1)

Date: October 9, 2010, 10:30-14:30**Venue:** Nagoya NSC College, Room 31**Instructor:** Harumi Kimura (Temple University Japan) , Tamami Wada (Nanzan University)**Title:** "Why do we cooperate in English classrooms?"

Abstract: In our society, people work together for mutual benefits. In language classrooms, too, where successful communication in a new language is the ultimate goal, we learn the language together. Learning together is, in fact, a naturally emerging behavior for human beings. In this workshop, we learn to inform others of things helpfully and interpret informative intentions of others in a cooperative fashion. Let us work through some cooperative tasks and experience the joy of engaging in sharing.

**The number of participants:** 22**1. Interesting activities you might want to use in your class. Why?**

- I'd love to do "Henai Map" activity. Even in the 2nd year or 3rd year student class, they know their classmates from other classes. And also to introduce the precious partner is good to follow the good way of introduction their classmates showed. Using different colors of pens shows the result of each student's work. Then students can reflect their own work to compare with that of others.
- I like the cooperative activities you showed today. Specifically the listening and retelling aspect of the 'henai' map. There are many ways to alter and adapt this activity in a variety of situations.
- Summary activities in pairs – I'd like to try this activity because students can help each other to get the meaning of the passage. I'm not good at drawing at all, so I asked my partner to draw. However, when he was drawing, I was also thinking and talking to him. That is, I was also participating in this reading activity. In the same way, my students also can participate actively and they can get rid of the habit of translating words by words.
- The idea of pair summarizing of readings was interesting. Particularly, I liked the ideas of using two different pen colors in increase the likelihood that both participate and the allowance of art or Japanese as it provides a more valid method of assessing comprehension.
- I liked the idea of using seals in students' feedback. I used to use Post-it tags, but my junior high school students would probably prefer seals.



2. What you learned from today's workshop.

- I learned the importance of providing students with an opportunity to work together and share the information. By working on cooperative activities, students will deepen their ideas and learn more from others.
- Developing interpersonal skills is very important. Many of my colleague teachers say, "Our students cannot help each other in pair work. They just begin to chat." However, through cooperative activities, we can develop students' interpersonal skills. In order to do this, we have to be more careful when we design the activity.
- I try to use pair work in my lessons, but students who are better at English tend to dominate. Today I learned some good tips to solve the problem. I think we can try cooperative learning in homerooms as well as in English classes.
- I learned some great ways to promote cooperative learning. Prior to the workshop, I didn't think of cooperative learning as something you can do a lot by yourself. But there are many ways, we can do cooperative by ourselves and then with others.
- It was quite eye-opening to use different kinds of visual materials; pictures, pens, stickers, etc. I was amazed how greatly these plops help learners motivated to cooperate with each other. Learning does not happen not just in terms of language knowledge. Learning actually lies in collaboration. I truly understand these.



3. Questions and Answers

Q (1): If you have good idea to help quiet students to talk, let me know, please. Since even they have 'henai map', some are very shy.

A (Harumi): Structured approaches will be helpful both for shy, quiet students and noisy, talkative students. Tell your students that they have one minute to talk: no more or no less. It is their responsibility to use the time effectively. Also, cultivate a less threatening classroom culture so that shy students can participate. They also have something to say in mind.

Q (2): About the 'henai map'. Do your students repeat the same process for different topics, or do they do it only once about what they like?

A (Harumi): I recommend using visuals for a variety of activities, but I may not call them all 'henai maps'. Mind-maps and other visuals are extensively used in learning context, and I use some of them regularly. Amazingly, students develop their own techniques when they work on visuals regularly. There are some published books.



http://www.amazon.com/Visual-Meetings-Graphics-Transform-Productivity/dp/0470601787/ref=pd_bxgy_b_img_b

http://www.amazon.com/Beyond-Words-Guide-Drawing-Ideas/dp/0898159113/ref=pd_bxgy_b_img_a

However, mind maps are claimed as a trademark. We must be careful with the term.

http://en.wikipedia.org/wiki/Mind_map

Q(3): What does ‘dictogloss’ entail?

A (Harumi): It is a kind of listening practice, but it provides a more integrated approach to language learning as far as I know.

http://www.amazon.com/Grammar-Dictation-Resource-Books-Teachers/dp/0194370046/ref=sr_1_1?s=books&ie=UTF8&qid=1286672050&sr=1-1

Q (4): It’s still difficult to benefit everyone. Is it something that happened in the first activities today when some group members were sent to another group to get some information and came back to the former one to share with the members? What are other ways to benefit everyone?

A (Harumi): It is possible to ask somebody in each group to report on their discussion for the whole class like we did at the end of our afternoon session. However, this makes only one person “do the speaking” at one moment. When we sent our reporters to other groups, more people are talking at the same time, and the reporters have to be speakers when they get back to their home team. This way, we can maximize overt face-to-face simultaneous interaction. To benefit everyone in small group discussions, we can assign different roles to students such as Questioner, Summarizer, Elaborator, Praiser, and Conflict Creator, and roles should rotate among students. The use of roles fits with the idea of “no dominating or no free-riding.” It is useful to provide students with certain phrases or gambits that go with each role. Isn’t it good for language teaching?

Q (5): How long does it take for your students to finish fugu story’s summary? (I imagined it would take forever for some of my very slow students to pick up key words or drawing.)

A (Tamami): I usually give my students about 30 minutes to finish it but depend on the level of students, we can change it. It might be better to start with doing a little by little. You can give our students easy one or two paragraphs to start with. Also students find easy to make timeline, so you might like to start with it, too.

Q (6): Tamami, you mentioned you might say “Is your partner tired.” I’m not sure a comment to students who did less work would motivate everyone. Do you have other strategies as well?

A (Tamami): That was a little sarcastic, and I know it doesn’t work all the time, however, there are always some students who do not like to work with others but rather work their own, I don’t force them. The only thing I try not to forget with these students, I sometimes ask them if they would like to join others, and surprisingly they would say yes later. Also for those students who are not willing to summarize equally, I tell them they can do on their own but not talking to others, since they see others working together which seems to have fun, they would come back to join. Also the test is made that they can’t do if they don’t work hard enough. Lastly, I do make a strong compliment on the work the colors have been used equally.

Q (7): Sometimes it is difficult to get students to cooperate with each other, especially between boys and girls. Do you have or know of any effective strategies of getting boys and girls to open up each other?

A (Harumi): We always experience this problem. Cooperative



learning is not a panacea. Its principles and techniques are not almighty. Take your time, and use those techniques regularly. Make them part of your everyday classroom management. Your students will see that this is their way of life (learning). They have to work together whether they are boys or girls in order to grow as individuals. Last but not least, foster a cooperative spirit among students, among teachers, between students and teachers, and in your school! “Cooperation is not a just a way of learning but also a way of life” (Jacobs, Power, & Loh, 2002, p. 3).

(Part 2)

Date: October 9, 2010, 14:30-17:00

Venue: Nagoya NSC College, Room 31

Advisors: Nancy Mutoh, Kazuyoshi Sato (Nagoya University of Foreign Studies)

Abstract: Monthly report on action research

The number of participants: 16



Workshop in November (Scheduled)

Date: November 13, 2010 10:30-14:30, 14:30-17:00

Venue: NSC College, Room31

Title: Action Research Report

Instructors: Michael Rector (Bisai Daiichi Junior High School), Keiko Takahashi (Motosu Shoyo High School)

Please email Chihaya ([chiha143\(at-mark\)nufs.ac.jp](mailto:chiha143@nufs.ac.jp)) to attend this workshop.