

1 GUIDING STUDENTS TO THINK CRITICALLY AND PRESENT THEIR POINTS OF VIEW IN ENGLISH

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NUFS WORKSHOP
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4 FROM JALT 2023 CONFERENCE MESSAGE BY TAKAAKI HIRATSUKA, CONFERENCE CHAIR

- Never in our history does it seem more urgent than now to cultivate and harness **critical-thinking skills** in order to grapple with **contemporary challenges**.
- 現代の課題に取り組むために、批判的思考力を養い、活用することが歴史上これほど必要とされた時代はありません。

4

2 ARE LANGUAGE TEACHERS HEROES?



Can they make world peace?

2

5

- We are currently living in a world of **volatility, uncertainty, complexity, and ambiguity** (VUCA) (Mack et al., 2016).
- 私たちは現在、変動性、不確実性、複雑性、曖昧性(VUCA)が取り巻く世界に生きています (Mack et al., 2016)。

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3 VUCA

- | | |
|---------------|------|
| • Volatility | 変動性 |
| • Uncertainty | 不確実性 |
| • Complexity | 複雑性 |
| • Ambiguity | 曖昧性 |

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- **all of us** (e.g., students, teachers, researchers, administrators, and policy makers) must be able to **reorient and recreate ourselves**, as well as language education, so that our day-to-day practice and research can cater to language teaching and learning in the new times.
- 私たち全員(学生、教師、研究者、行政官、政策立案者など)は、日々の実践や研究が新しい時代の言語教育・学習に対応できるよう、学問としての言語教育領域だけでなく、自分自身のあり方を見直しながら再調整・再構築する必要があります。

6

7 TO COPE WITH GLOBALIZATION

Students need to develop not only language and communication skills but also **critical thinking and expression skills** in order to solve problems.

MEXT: Five Proposals for English Education
Reform to Cope with Globalization

7

10 LANGUAGE TEACHERS' HIDDEN AGENDA

- Bring the students out of the silo
- Let them open the door to the world

10

8 STUDENTS NEED:

- **Critical thinking skills** to understand and tackle with "contemporary challenges"
- Language and communication skills to **work collaboratively** on a global basis

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11 WHAT CAN TEACHERS DO?

- Train students to **express and exchange their points of view**

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9 AVERAGE STUDENTS IN JAPAN

- do not read newspapers.
 - do not watch TV.
 - use SNS heavily.
 - search only for information they are interested in.
- They are often not aware of important world issues.**

9

12 THAT WILL ENHANCE THEIR

- Language skills
- Communication skills
- Critical thinking skills

All at the same time!
empowering them to open the door to the world

12

13 STUDENTS:

-
- think about a topic or an issue
 - express their views
 - know their classmates' views
 - adjust their ideas or change their mind
 - learn to be flexible and open-minded
 - learn the language by doing the above

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16 SAMPLE

Cats are better pets than dogs.

A: What do you think?

B: I really agree.

How about you?

A: I disagree!

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14 LET'S TRY EXCHANGING VIEWS

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- A man and a woman can never be friends without being lovers.

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15 WHAT DO YOU THINK?

Use one of these expressions.

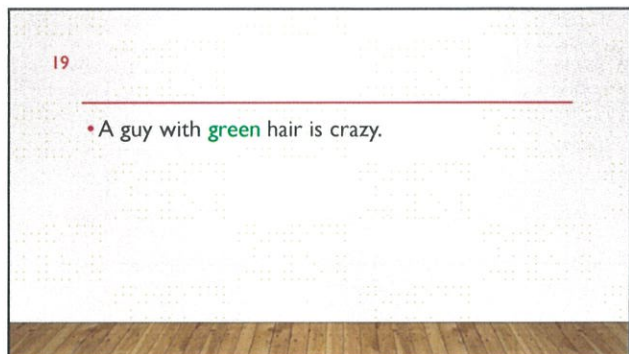
- I agree.
- I really agree.
- I disagree.
- I really disagree.

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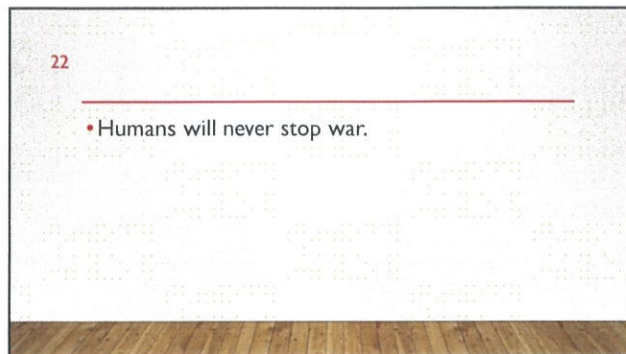
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-
- On a date, the man should always pay.

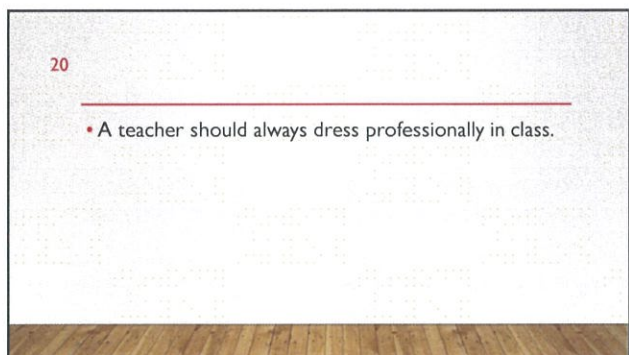
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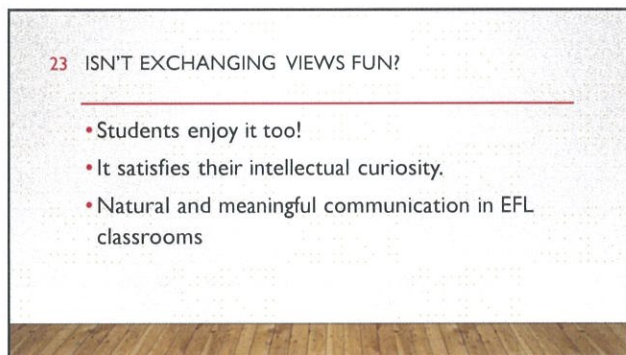
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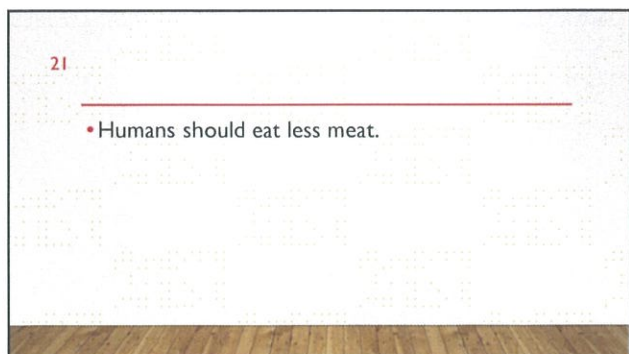
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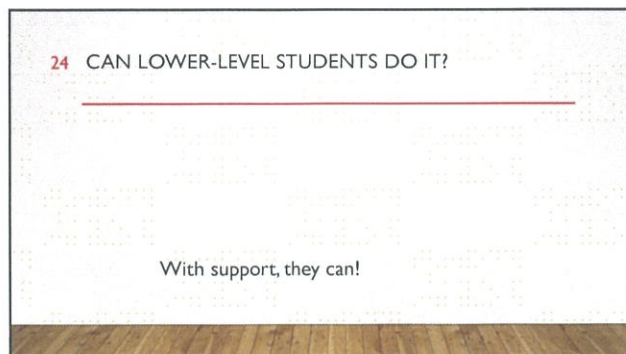
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25 WITH PROPER SUPPORT STUDENTS CAN:

- Enjoy communication
- Learn the language
- Develop critical thinking skills
- Become aware of important issues

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28 THE STEP-BY-STEP APPROACH



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26 STUDENTS' COMMENTS (UNEDITED)

- I didn't think about world's news before. However, I could become aware of current issues through this lesson.
- There are some topics that I have never thought . Through this class, I knew many serious problems and those were interesting for me.

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29 THESE CONDITIONS NEEDED

The topic is interesting.

The issue is clear.

There is a lot of language support.

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- I got a lot of opportunities to express my opinion through comment sheets and pair discussion.
- In this class I thought my opinions many times. I worked on it seriously. That's why I felt that way (developed critical thinking).

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30 I. CHOOSE AN INTERESTING TOPIC

Friendship SNS Capital punishment Food waste
 Smart phone addiction Cosmetic surgery Cloning pets
 Global warming International marriages Supernatural
 Eating meat Appearance Bullying War and peace
 Learning English Chat GPT AI **Your idea:**

30

31 2A. CREATE A **UNIQUE POINT OF VIEW** THAT CAN BE **CONTROVERSIAL**.

- Topic: Learning English
- POV

Avoid: "Learning English is very important."

Present: "We don't need English."

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34 FOR EXAMPLE:

- Sample opinions
- Sample reasons to support the opinions
- Text itself is full of easy and useful words and expressions that students can pick up and use

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32 2B. PRESENT THE ISSUE **WITH AN IMPACT**, USING **EASY ENGLISH**

- Create a short text (an article, a letter, a dialog, a monolog, etc.) expressing the stance.
- An article or video clip in Japanese is also effective

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35 LET'S LOOK AT A LESSON

- from *Impact Issues* 3rd edition

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33 3. GIVE LANGUAGE SUPPORT

- Use strategies to help students overcome linguistic insufficiency
- **Scaffold!**
- Fill the gap between their linguistic level and intellectual level.



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TOPICS (BOOK 2)

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first impression	international relationship
big city or small town?	create another future
learning a new language	rumor
getting ahead	government control
forever single	ask Annie
what are friends for?	what makes you happy?
eating meat	immigration
your online past	love, romance, marriage
taking care of father	dressing properly
getting a good job	capital punishment

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What's for lunch?

lifestyle, food choices, the environment

Get Ready

Work with a partner. Ask and answer these questions.

1. What do you usually eat for breakfast, lunch and dinner?
2. What's your favorite food?
3. How often do you eat meat?



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Step 3

- Present the issue **with an impact**, using easy English

monologue, article, dialogue, etc.

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Step 2

Create a unique/controversial point of view

eating meat

ordinary POV

"Eating meat is not good for health"

38

41

engage

READ AND LISTEN

SITUATION Two friends are talking about where to have lunch. Do they agree on where to eat?

Ethan: It's time for lunch. I'm really hungry.
Maya: Me, too. Let's go to Mona's Cafe.
Ethan: Agree?

Maya: Yes, these hamburgers are the best! I never get tired of them.
Ethan: Maya, I have to tell you something.
Maya: What?
Ethan: You're my best friend.
Maya: Oh, huh. And?
Ethan: So please don't think I'm crazy, but I've stopped eating meat.
Maya: What? You stopped eating meat? Why?
Ethan: I'm a vegetarian now.
Maya: Really? That's a surprise. You were the one who introduced me to those big juicy burgers at Mona's Cafe. Remember? I still can't thank you enough.
Ethan: Well, the thing is, I've been learning about how eating meat seriously hurts the environment. Like, that the rainforest in Central America are being destroyed to make room for cows.
Maya: Oh?
Ethan: That allows companies to export cheap beef to other countries, including our country.

Maya: Wait, I'm confused. What do rainforests have to do with eating meat?
Ethan: See? That's the point. People don't think about it.
Maya: So if I stop eating hamburgers, I'll help save the rainforest?
Ethan: Yes! Did you know that it takes 20 square meters of rainforest to make one hamburger?
Maya: That much? Well, even if that's true, humans have always eaten meat. It hasn't destroyed the Earth yet. It's natural to eat meat.
Ethan: Each of us has to think about our environment and do what we can to save it.
Maya: I think there are other things that are more important for saving the environment than what I eat.
Ethan: But we should be doing everything we can.
Maya: But how about our health? We need protein. And protein comes from meat.
Ethan: We can get protein from other types of food, not just meat. Tofu is rich in protein. And it's healthier, too!
Maya: No, thanks. Tofu is not for me. Maybe I can do something else to help the environment. Right now, I'm going to Mona's and getting a hamburger.

Tip

The topic alone isn't enough. Bring it to life with context, situation, story.

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Step 2

Create a unique/controversial point of view

eating meat

Unique – controversial POV

"Eating meat destroys the environment"

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Understand the Situation

A CHECK YOUR COMPREHENSION
 Work with a partner. Are the sentences true or false? Circle T or F.

1. Ethan has stopped eating meat. T / F
2. Maya knows that we have to think about the environment. T / F
3. Maya will probably stop eating meat to save the rainforest. T / F
4. Meat is the only food that has protein. T / F

B DRAMATIC READING
 Work with a partner. Read the conversation out loud. One person is Ethan. One person is Maya.

C LANGUAGE PUZZLE
 Find similar expressions in the conversation. Underline them.


I've given up eating meat. I really don't like tofu.
 It takes a ton of forest land to make one burger. Maybe there's something else I can do.
 It's in our nature to eat meat.

Tip

To deepen understanding, find multiple ways to go over topic/text.

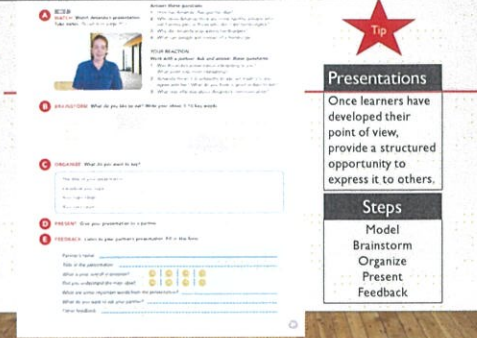
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43 Step 4: Give students scaffolding and support for expressing their point of view



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Tip

Presentations


Once learners have developed their point of view, provide a structured opportunity to express it to others.

Steps

- Model
- Brainstorm
- Organize
- Present
- Feedback

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44



scaffolded choices

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Let's watch the video.

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STEP 4!

Step 4: Give students a structured opportunity to "present" their point of view to others

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48 "PRESENTATION" DOES NOT HAVE TO BE TO THE WHOLE CLASS

- Pair presentation is fine.
- You might try class presentation if students are ready.

48

49 GIVE MORE INFORMATION

- Online articles
7 Reasons Why Eating Meat is bad for the Environment
- Newspaper clips
- Videos (You-tube)
WHAT IF THE WORLD WENT VEGETARIAN?
URL: <https://www.youtube.com/watch?v=ANUoAdXfA60>

49

52 (NOT EDITED)

- Ethan should not force his values on Maya. If someone says " Don't eat meat for the environment!" to me suddenly, I cannot accept the opinion. It is because I love eating meat. We have another method to save the environment except being vegetarian. Being vegetarian is extraordinary and unrealistic idea for most people.

52

50 MY STUDENTS' POV FROM 2020 CLASS

- Unit 7 What's for lunch?
- Roughly two different reaction groups
 - Impossible to stop eating meat!
 - We've got to start action!

50

53 (SLIGHTLY EDITED)

We've got to start action.

- To be honest I didn't know well about reducing our consumption of meat or dairy products will save the environment and protect the future. I think we need to save the environment, but it's difficult for many people in the world to stop or reduce eating meat suddenly. So we need to share this idea with more people and have to do something we can do to save.

53

51 (NOT EDITED)

Impossible to stop eating meat!

- I am close to Maya's idea. Of course, I think it's good to have a vegetable life for health and the environment. But meat is delicious and used in any dish, so it's very difficult for us to live without meat. In addition, there are other ways to protect the environment. I like to enjoy my favorite food.

51

54 (NOT EDITED)

- I think we should try to decrease the amount of meat to eat. This is a serious and difficult issue. From those articles Ms. Yamanaka attached, I have learned why Ethan avoid to eat meat and understood the importance to reduce the amount of meat consumption. I was so surprised that about 80% of farmland is used to grow food for livestock. I think the best thing we do is to spread this theory. In fact, I did not know this "eating meat destroys the Earth." However, I thought that I should work on it after I have known it. Therefore, spreading this theory can reduce meat consumption.

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55 LAW MAJORS' POV FROM 2021 CLASS

- Writing class
- They loved knowing other students' views
- They LOVE meat!

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58

"Critical thinking is **reasonable and reflective thinking** focused on **deciding what to believe or do**"

(Ennis, 2011).

何を信じるか、何をすべきか決めるために
賢明にじっくりと考えること

58

56 LET'S TRY ANOTHER LESSON

56

59 DEFINITION OF CRITICAL THINKING

"Critical thinking...means **making reasoned judgments**"

(Beyer, 1995).

熟慮した上で判断すること

59

57 WHAT IS CRITICAL THINKING?

- 批判的思考力？

57

60 MY IDEA OF CRITICAL THINKING

- Critical thinking is the ability to **think deeply** to arrive at a **fair judgment**.

- よく考えて適切な判断をする力（思考判断力）

60

61 "IN MY TEACHING, I FOCUS ON HELPING MY STUDENTS TO:

- differentiate between fact and opinion
- examine assumption, including their own
- be flexible and **open minded** as they look for explanations, causes, and solutions to problems"

(Day, 2003)

61

64 CBI

When we are focused on the content, the language part becomes secondary, or less conscious. (closer to L1 acquisition)

More effective than traditional approach (Grabe and Stroller, 1997), because students can be extensively exposed to "comprehensible input" (Krashen, 1982, 1985)

64

62 THROUGH THIS APPROACH STUDENTS DEVELOP CRITICAL THINKING SKILLS/ATTITUDES

They

- show **respect** for others' opinions and experience.
- appreciate **diverse** values and viewpoints.
- develop **empathy** with others.

62

65 CBI PRINCIPLES & ASSUMPTIONS

- Language learning is **more engaging** when students are focusing on something other than language, such as ideas, issues and opinions.
- Classroom needs to be filled with **real and meaningful communication** where information is exchanged.

<https://www.slideshare.net/19chepe/content-based-instruction-16143752>

65

63 I LIKE THIS APPROACH

- Critical thinking attitude/skills developed
- Students get engaged
- A lot of comprehensible input & many output chances
- A **content-based approach**
- Learning "deeply" leads to behavior changes

63

66 I LIKE THIS APPROACH

- Critical thinking attitude/skills developed
- Students get engaged
- A lot of comprehensible input & many output chances
- A content-based approach
- **Learning "deeply" leads to behavior changes**

66

67 EXAMPLES OF (VISIBLE) BEHAVIOR CHANGE

- Before I started taking this class, I didn't watch any news or read newspapers at all. However, recently I check out topics I am interested in on the Internet. (2017).
- I wasn't interested in current issues or international issues, but after taking this class, I check news or websites. (2019)
- Thanks to this course, I have come to check Japan Times at least once a week and become knowledgeable. (2019)

67

70 GOOD JOB, HEROES!

let's keep working for world peace!

70

68 ARE LANGUAGE TEACHERS HEROES?

Can they make world peace?

68

69 THE SCENARIO

- They guide students to become aware of world issues.
- Students think deeply about how to solve them.
- Students take actions and work collaboratively on a global basis.
- The world becomes better.

69