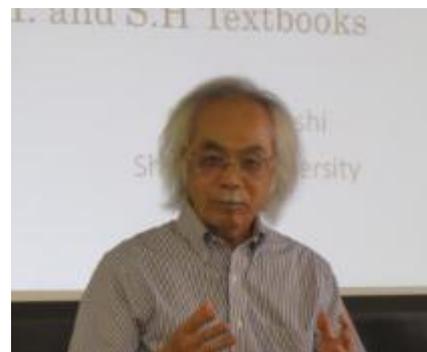


NUFS Workshop 2016

*Newsletter No.5***Workshop in September****<Part 1>****Date:** September 10, 2016, 10:30-14:30**Venue:** Nagoya NSC College, Minami Bldg. Room A-31**Title:** “Developing Critical Reading Abilities Through the Use of J.H and S.H Textbooks”**Presenter:** Takashi Miura (Emeritus professor of Shizuoka University)**Abstract:** This presentation proposes how to use course books more critically and communicatively, even beyond what the textbook writers originally intended. The workshop consists of four sessions:

- 1) Discovery: Analyzing the up-to-date communication-oriented S.H. and college entrance examinations to see what innovation is required for our future classes.
- 2) Theory: This session proposes two additional components for developing wise readers—‘analyze’, and ‘evaluate’—in addition to the existing ‘comprehension’ of the text.
- 3) Practice: This session proposes ‘students asking questions to textbooks’ as a new technique of comprehension & analysis. The use of GRAPHIC ORGANIZER’ and Toulmin Model will help students become more efficient and wise readers.
- 4) Practicing and Sharing: The use of ‘GOAL TASK’ will be introduced, which will liberate teachers & students from being ‘slaves’ of textbook and enable them to exploit the textbook for meaningful exchange of ideas in English.

In preparation for the workshop, it will be recommended that the participants will download the pre-reading material from the ‘NUFS Workshop 2016 Sept’ box at <http://tutormiura.world.coocan.jp/>

The number of participants: 32**1. Interesting activities you might want to use in your class. Why?**

- To have the students read something in their textbook and think of questions, not answer in the reading. They have to think what details they would like to know.
- I’d like to use critical reading using Graphic Organizers to help students understand the contents easier and deeper.
- Questions to the text – I thought it is hard to utilize boring textbook for communicative lessons, but making questions to text could make it happen. The answers of the questions are different to each student. It would be interesting to use the text in this way.
- I like the idea of examining the text and then having groups interact to find /develop more interesting texts.
- Graphic organizer is really easy to understand for students, I think. I’d like to try it, but I’m afraid it might be hard to make a chart flow in each class.



2. What you learned from today's workshop

- We teachers have many ways to teach English textbooks and textbooks are not always perfect.
- I realized the importance of critical reading which makes students think about the difference between truth and opinions.
- I learned that I was able to make a textbook more interesting. I'd like to ask students these questions: Which information is new to you, surprised you, is valuable for you? Do you find some strange part in the textbook?
- Critical analysis of the textbook contents is necessary for the students to practice so that they can freely express their opinions about it. Graphic organizers are also helpful in expanding the context to students.
- I learned it is important to think the goal task first. When I had that task, we can see practice and small tasks for the final task.



3. Questions and Answers

Q (1): How can I teach students expanding story in my lesson?

A: One easy start will be to choose a short dialogue in the textbook and suggest students to create and add a few more turns to continue the conversation. You might let students to work together in small groups. Let them create such turns that will make the conversation natural and/or exciting. To let them get used to the activity, the first few activities might be done in their native language if necessary.

Another way to introduce this activity is for teachers to create and show their own expansion to the class. If you can ask your colleagues to create theirs, show some different expansions side by side to students, and let them tell which ones they like best. This will let students understand the fun of making text expansions.

Q (2): In group activities, some students are into it but all. How can you make it happen?

A: Group will be good if students can work together and gather their ideas better than working all alone. However, if this doesn't work, you might switch to individual activities—for example, assign text expansion as individual homework. Collect their works at the beginning of the next lesson. Print all the submitted works on a sheet of paper. Find some good ones and give them big applause. Next time, more students will answer the assignment.

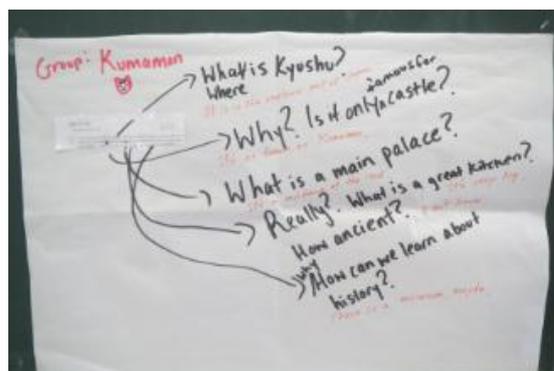
Often teachers are too much concerned about lazy groups in group activities, which makes the teacher clumsy and gloomy, and this affects the whole class atmosphere negatively. To compare it to fishing, instead of worrying about 39 uncooperative fish in the water that show little interest in your bait, just rejoice over one precious brave



fish that shows interest in your bait, and appreciate his/her work to the full.

Q (3): I want to know how we can set ‘the Goal’ of the lesson and what we should do.

A: When you preview the story content and the language items in the next unit, you can think about “How can we (the class and the teacher) have fun using these elements?” That will be the ‘Goal Task’ of the next unit. There can be no ready-made Goal-Task that is applicable to all teachers and all classes. Only you the individual teacher can tailor-make it. Good activities come from the spirit of ‘having fun’ with students using the learned contents.



Q (4): I learned time assigned to the tasks comes out of other activities, but which ones should we choose?

A: Generally speaking, we can shorten ‘text comprehension activities’ and ‘class-organizing time’. As for the former, we tend to explain too long and spend too much on items already familiar to students. Instead of explaining, we can let students ‘walk on their own foot’ to find answers by themselves. As to the latter, we tend to waste time on class management (forming pairs, groups, and moving seats) and explaining how to do certain language activities. Such explanation can be omitted by systematically introducing multi-purpose class formation and activities to the class one after another.

Q (5): I understood how to make a poster of analyzing a textbook as we did at the end of today’s workshop. I’d like to use this task in my class, but this task is not easy for JH/SH students, I think. Their vocabularies are limited and they don’t have enough knowledge to add more information to the textbook. I want to know some scaffolding steps to make this task successful.

A: Some ways of scaffolding are:

- 1) Initially, the teacher converts the passage into an analysis chart, and show it as an example.
- 2) At the beginning, use students’ native language to let them become used to the doing the activity.
- 3) Next, the teacher gives a half-finished diagram or table and let students fill in the missing information.

<Part 2>

Date: September 10, 2016, 14:30-17:00

Venue: Nagoya NSC College

Advisors: Kazuyoshi Sato, Juanita Heigham (NUFS)

Abstract: Monthly report on action research

The number of participants: 9



Workshop in October (Scheduled)

Date: October 8, 2016, 10:30-14:30 (Part 1), 14:30-17:00 (Part 2)

Venue: Nagoya NSC College, Building Minami, Room A31

Presenter: Danielle Lott (Aichi Gakuin University)

Title: “The Impact of Learner-Centered Instruction: Empowering Students in the Classroom”

Please send an email to Chihaya (chiha143@nufs.ac.jp) to attend this workshop.