

March 4th, 2024

NUFS Workshop 2023

Newsletter No. 10

Workshop in February

“Implementing Extensive Reading and Listening in Your Classrooms ”

Presenter: Joseph Wood (Nanzan University)

Date: February 24th, 2024 10:30-12:00, 13:00-14:30

Venue: NUFS Meieki Campus (BIZrium Nagoya)



Abstract:

This workshop will cover the basics of both extensive reading and listening. It will discuss data from studies conducted by the presenter as well as provide practical ideas for activities that attendees can use in their classrooms.

The number of participants: **33**

1. Interesting activities you might want to use in your class. Why?

- Speed reading – students of my level need to see the change in their level. This activity could allow for this to be shown.
- Chain reading activity – extensive reading is very famous and I heard about it. However, I’ve never done ‘chain reading activity’. It sounds interesting.
- Dictation of books was so fun. It improves students’ listening skills, writing skills and talking notes skills.
- The one about reading half a book and then telling that to the partner, and then reading the second part of their book. That was fun.
- One student read stories and another draw pictures of the stories. That activity is excellent to use in my junior high school. Teachers can choose any levels of stories, and so, this activity can be used for even beginners.
- I’ve been using Podcast for a long time, but I’ve never used it in my English lessons. I’ve been using ‘ello’ to improve my speaking skills. These things are really useful for the students.



2. What you learned from today's workshop

- ER is a very effective learning tool since students can find the ones which are appropriate for them. I used graded readers and enjoyed reading them and I felt my growth when I tried new level.
- How important extensive reading and listening are. I really enjoyed describing photos from the picture books with my partner. I will do it in my classes.
- There are a lot of tools for listening and extensive reading, but it is difficult to find the materials which suit for each students' level.
- It is said that we English teacher in school have to use English in the lesson, and also have the students speak English. So I tend to make activities which the students make some conversation. But through this workshop, I learned many activities using listening and reading.
- Teaching extensive reading can be turned into teaching extensive listening. Also, these are the ways of skill integration.



3. Questions and Answers

Question 1: One of my 1st grader student likes reading in English, but he feels he doesn't have enough vocabulary to speak. How can I support him more to build vocabulary with ER?

- That's a good question. The more they read, the more their vocabulary should develop. So, maybe encourage them to start with very easy books and gradually (hopefully) they should begin to expand their English vocabulary and move onto more challenging books as they become more confident. It just takes time.

Question 2: How can you have kids get interested in ebooks when all they care about points?

- Treat ebooks the same as you would a paper book when it comes to grading. One way to get students interested though is to point out the convenience of ebooks. Some of my students complained about having to go to the library and wait in line to check out/return books. I took that as a chance to remind them that they could skip their weekly library trips by just reading ebooks on their smartphones or tablets. Personally, I prefer reading paper books and I know many of my students do too (I surveyed them about it). Tell students they don't have to stick with just one type of book all year, they can mix it up by reading ebooks some weeks and then going back to old-school paper books when they feel like it. I did make it a point to assign a project that required every student to read an ebook at least once after I introduced them though. I told them that after that one ebook, they could go back to paper and never read an ebook again if they didn't want to.



Question 3: Can you just give summary how to prevent reading cheaters once again? This always gets in the way when I think about ER conducted more in my classroom.

- When doing ER in your classrooms, you really just have to trust your students when they say they're reading. There will always be some students who pretend to read or find ways to cheat, but in my experience, I think most students actually do the work (or at least I want to believe that). One way to prevent cheating though that worked for me was not allowing students to "read" books that are based on movies. It's easy for students to know the story from the movie and write a summary, etc. for it without actually having to read it. That was an issue with the cheating taking place on Mreader in my class, students could pass quizzes without reading the books if they'd seen the movie. As for students using ChatGPT or Google Translate to write summaries or opinions about the books they read, just have them do the writing portion in class and grade it as homework. That's what I did when it was clear many students weren't really writing their homework assignments themselves. I told them that since they are reading at home, it would still be graded as homework even though they wrote their reflections in class. That really stopped the problem of Google Translate/ChatGPT use by students.



Question 4: Do students using Android phones find it difficult to listen to podcasts?

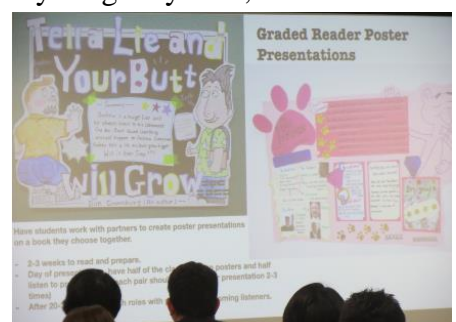
- They shouldn't have any problems. There are several podcast apps for smartphones, not only the one that comes pre-installed on iPhones. Students can also listen to podcasts on Audible, Spotify, or even find video-podcasts on YouTube. It's not difficult for students to find podcasts these days, no matter what kind of smartphone they have. I wouldn't worry about it.

Question 5: How complete will the Key Note presentation on the NUFs TESOL site be?

- Pretty complete! I just finished revising/editing it now. I basically just deleted some of the screenshots of websites and online examples. It would probably have been fine, but I decided it's better to be careful in case of copyright issues, etc. I deleted the screenshots, but I replaced them with the addresses to the websites.

Question 6: I felt evaluation seems difficult in ER. What do you think?

- Evaluating ER doesn't need to be difficult or stressful, especially if you use Mreader to help keep track of how many words students are reading each week. Mreader isn't perfect by any means, but when I used to have students write down their own wordcounts and keep track of everything they read, it was a mess. I require students to read a book, take an Mreader quiz, and then write short reflections about the book they read. It's actually not a lot of work on my part. You could just have students read though, write reflections, and talk about their books with partners in class. The most important thing is that they're actually reading (and hopefully enjoying it!). Good luck!



AR Discussion

Date: February 24th, 2024, 15:00-17:30

Venue: Meieki Campus, MW 10, 11

Title: Group discussion on action research

Advisers: Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

The number of participants: 10



Next Workshop will be held on May 11th 2024. Detailed information is here:

<https://www.nufs.ac.jp/workshop/news/>

NUFS Workshop

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