

Newsletter No. 4

Workshop in August

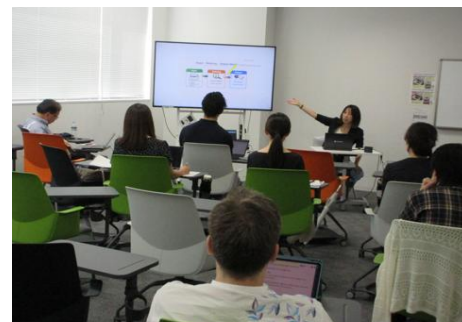
Date: August 22nd, 2026

Venue: NUFF Meieki Campus

Advisors: Takehiro Sato, Kevin Ottoson (NUFS)

Title: Mid-year Presentation on Action Research

The number of presenters: 14



(1) How did you feel about your presentation? Did you get any useful/impressive comment or advice? What was it?

- It was grateful that I could show what I did past three months. I got many useful comments from our professors and classmates.
- I felt that I had difficulty presenting my findings in English, and realized that I need to provide stronger evidence to support my result. I received useful comments on how to design a questionnaire and a rubric, and how to strengthen the validity of my findings with supporting evidence. I would like to build on what I learned from this feedback and apply it to the next cycle of my action research.
- I was not particularly pleased with my presentation for a number of reasons, but more important are my impressions of the system overall. First of all, the guidelines given, although provided as suggestions, are way too comprehensive for the amount of time assigned to us. I thought so while making my slides, after looking at the small amount that I was actually able to present, and heard the same from other 1st-year students. This may be true for the first-year students alone as the second-year students did quite well with time management. But this is a big first and I felt first-year students are just thrown into their presentations, receiving no oral guidance.

(2) How did you feel about other participants' presentations?

- It was really interesting to see all of the different contexts and how people are working on their action research goals within their teaching lives.
- I felt that Connor's presentation was quite polished, and his research goals and results were quite clear.
- The second-year students' were quite superior to the first-year students' presentations, and I learned a lot about the topics presented on, and how to give a better presentation. Attending the second-year presentations is a must for the first-year students.
- I had hoped to hear more from the professors after each presentation or at the end of the

"class." Doing so would have been good guidance as comments following each presentation were quite limited although very to the point.

- I think the presenters did really well. I would have included some statistical analysis if I had done any of the action research described in the presentations, rather than forming subjective conclusions
- I was really impressed with all the work other participants did. Everyone worked very hard for the mid-year report. I could learn from the different presentations.
- They are engaging in trial and error with AR, which was a great learning experience for me. Their research was in different from my own AR, so I learned a lot of methods that I could incorporate into my own classes.

(3) How would you like to conduct your AR from now on?

- I would like to continue my AR to see results throughout the year, but I also intend to make improvements by incorporating the ideas I got from this presentation.
- Since action research is a cyclical process, I will continue to reflect on what I have done and apply what I learned from my classmates' work to the next cycle of my action research.
- I will employ some of the ideas suggested above. I will read more widely, particularly about how to categorize gestures more accurately. Like Conversation Analysis, there are various methods for labeling gestures and great value in doing so. I need more time and hopefully specific guidance from my advisor, Professor Kindt as well as Professor Ottoson, who heard my presentation, as well as Professor Sato.
- Basically, I plan to keep the current routine of my extensive reading activities. Many of my students find it difficult to concentrate on one activity for a long time, so I currently set the silent reading time to 10 minutes. In the second semester, I would like to gradually increase the reading time so that hopefully students can eventually concentrate on reading for around 20 minutes.
- Based on advice I previously received from Kevin-sensei, I started having students learn some useful phrases that they could use when discussing their books before the discussion. I felt that the discussions became more active when students had these phrases available to them. Therefore, I would like to prepare more useful expressions for book discussions and provide students with more language support.



Next Workshop will be held on September 12th, 2026. Detailed information is here:

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

NUFS Workshop

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