

NUFS Workshop 2008

*Newsletter No. 2***Workshop in June****<Part 1>****Date:** June 14, 2008, 10:30-14:30**Venue:** NSC College, Bld. IIS, Room 51**Instructor:** Kazuyoshi Sato (Nagoya University of Foreign Studies)**Title:** 'From a Lesson Plan to Curriculum Development'**The number of participants:** 34**Abstract:** How do you make a lesson plan? Do you have a chance to talk with other teachers? Do you give a syllabus including assessment criteria to your students? Everyone

knows that curriculum development is important; yet, few know why and how. Curriculum development involves not only your class but also different classes and subjects in the same grade (horizontal) as well as across the grades (vertical). Recent studies show that curriculum development has a big impact on student learning. The goals of this workshop are: 1) to develop your understanding and skills about how to make a lesson plan; 2) to provide you with hands-on activities for developing your curriculum. Participants are expected to bring their own textbooks and handouts (if possible) and work on activities in groups.

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

- Making our 'Lesson Plan' was interesting, because when we collaborate the lesson plan, we can notice another way of teaching and assessment. In my school, we use *Sunshine* for junior high school. Today we used *New Horizon* and I could find another aspect of teaching and assessment.
- Planning the syllabi was interesting because it permitted discussion between myself and other teachers. We talked about what is important for JHS students.
- I'm going to make a syllabus at least before the term starts. We teachers should have a long-span sight and should think about connecting the learning contents. Usually I'm very busy and make a lesson plan for the class next day.
- I want to make syllabus for each lesson. I understand the importance of making syllabus today. As I will take the most advantage of syllabus, I want our students to have a better understanding of our class.
- I like the video taping idea. Now my students use tape recorders, but never video cameras. We teach students to speak while using gestures, but obviously you can't assess gestures from a tape recording. I would like to try a video taped conversation soon.
- Pre-reading activity – Watch DVD or listen to the CD to promote the students' motivation toward the target topic. Post-reading activity – write an email to the character to let them be conscious that the top of the textbook is certainly connected to the up-to-date and real world.

2. What you learned from today's workshop.

- Through Action Research Plan, I can find another way of teaching. I could hear many aspects of teaching. This will improve my English class and improve my students' English ability.
- I realized the importance of designing curriculum or syllabus to make the goals and criteria clear for both teachers and students. I also learned that cooperation among English teachers in each school is inevitable to change the English teaching situation better.
- Theme-based Program – Students learn a lot from the program. It was amazing to see their progress in such a short term. Collaborative curriculum development is much more useful than one good plan by one teacher.
- I learned the importance of horizontal articulation. Usually at high schools, team-teaching is not thought to be part of curriculum to develop students' communicative ability, or rather some extra pastime. Team-teaching can be a great opportunity for students to engage in output activities. I'm going to integrate team teaching into grammar lessons.
- I've never thought about our syllabus each term. I thought that it's important for me to teach students basic sentence pattern and new words. From now on, I have to be aware of putting emphasis on final assessment task.
- In curriculum development, you need cooperating goal and evaluation. I tend to work alone, and stick to my own way. We rarely share out ideas with each other. I think we need change. We have to share our ideas more freely and discuss the class so that we should take forward.
- 1: I should not use so much time to teach grammar points as the students get fed up with doing communicative activities. 2: Discussion or writing activity at the end of each lesson should not be skipped. I feel very sorry for my students because I take too long time teaching textbook contents.



3. Questions and Answers

Q (1): I am a bit scared whether students have cleared each goal in each class even I tried to give them some activities. How should I know?

It is quite common that some achieve the goals while others don't in each activity. What is important is to set up assessment criteria and give feedback to students so that they can learn more about their strengths and weaknesses. Of course, it is impossible to give feedback after every activity. But you can show assessment criteria before the final task (which is related to the lesson goal) and give some feedback after that. Please refer to the rubric for the speaking test (Sato & Takahashi, 2008, pp. 18-19). The



most important thing is that students can improve their English abilities little by little toward the final goals at the end of the school year. Also, try to recycle communicative activities. As students get used to

communicative activities, they can perform better.

Q (2): I'd like to know why communicative activities could bring more accurate and fluent skills for learners. I'd also like to know about one example of inductive way of grammar teaching.

Language learning is not imitation or memorization. We know from our experiences that students forget what we taught soon after the exam. We also know that students cannot communicate in English even after they have studied English for six years. They may have learned knowledge about the language but have not acquired it. There is no research that shows that traditional methods such as Grammar Translation Method and Audiolingual Method bring about language learning. Instead, language learning takes place only through communicative activities in meaningful contexts.

I will introduce one of the studies. Montgomery & Eisenstein (1985) compared a group which received a regular grammar-based instruction with another group which received additional communicative activities. The study showed that beginner and intermediate-level students learning English with additional communicative activities made greater improvements in accent, vocabulary, grammar, and comprehension than those who received only the required grammar lessons. Surprisingly, the greatest improvement was seen in grammatical accuracy.

However, as I said in the workshop, adults can benefit from explicit grammar teaching. Also, the teacher can give appropriate feedback to learners.

As for an example of inductive grammar teaching, refer to Ms. Kushiro's demonstration. Also, you may want to read the following books.

1. Basic Grammar in Use with Answers: Reference and Practice for Students of English, Beginner (Murphy & Smalzer, Cambridge)
2. Five-Minute Activities (Penny Ur & Andrew Wright, Cambridge)
3. Grammar Games (Rinvoluceri, Cambridge)
4. The Anti-Grammar Grammar Book (Hall & Shephard, Longman)
5. Grammar on the Go (Holder, Addison-Wesley)
6. すぐに使える英語の言語活動(米山朝二他、大修館)
7. 英語楽習(樋口忠彦他、中教出版)



Q (3): I began to lean action research plan recently. Goals and objectives are very similar for me. Please tell me how different they are.

Goals are general and main purposes, while objectives are more specific. For example, if the lesson is about environmental issues, here are the goal and objectives.

1. Goal: Students can express their ideas about environmental issues.
2. Objectives:
 - (1) Students can understand how Rachel Carson fought against environmental pollution.

- (2) They can understand past perfect and past perfect continuous.
- (3) They can think what they can do for a better environment and interview their classmates.

Q (4): I'm not still sure of how to break my final goal (reading rapidly) into the small goals of each class. Please give me some advice.

I assume that your final goal is the one at the end of the school year. Then, you need to teach reading strategies and check students' reading rate periodically. Have them record their reading rate in the chart so that they can see their progress. Also, you need to introduce extensive reading. They need to read at least two books a week. If you teach English I or II, introduce some activities to practice predicting, skimming, scanning, guessing the meaning from the context, and so on. You can check the reading rate of some part. However, as you learned, do not forget the final task (communicative one) at the end of the lesson, because it is the most important task in each unit.

<Part 2>

Date: June 14, 2008, 14:30-17:00

Venue: NSC College, Bld. IIS, Room 51

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

The number of participants: 31

Abstract: Group discussion



Workshop in July (Schedule)

Date: July 12, 2008, 10:30-14:30 (Part 1), 14:30-17:00 (Part 2)

Venue: Nagoya NSC College, Room 51

Instructor: Suzanne Bonn (Sugiyama Jogakuen University)

Title: 'Learner Training: How Teachers Can Support Students in Their Learning'

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