

In-service workshop at the annual teacher orientation for fulltime and part-time teachers in the Integrated English program, English Department, Aoyama Gakuin University

GROUP WORK IN READING CLASS

**APRIL 2, 2011
KAZUKO NAMBA
AOYAMA GAKUIN UNIVERSITY**

Contents

1. Pedagogy
2. Class agenda
3. Text
4. Activities
5. Feedback
6. Grades
7. Challenges
8. Conclusion

1. Pedagogy

- From teacher-centered
(entire class)
- To more students-centered
(10 groups of 4 students)

2. Class Agenda

- **Vocabulary quiz (5 minutes)**
- **Summary (5 minutes)**
- **In-group activities (30 minutes)**
- **Presentation (40 minutes)**
- **Exercise (10 minutes)**

3. Text

➤ News paper articles

✓ Sources

- The New York Times, International Herald Tribune, The Japan Times, The Nation, The Washington Post, etc.

✓ Topics

- culture, politics, sports, education, science, language, etc.

4. Activities (1/6)

A. In-group activities

a) translation

- **one unit is divided among
4 students in each group**

b) questions and answers

c) discussion (English)

4. Activities (2/6)

-example of in-group activity-



PICTURE FROM IE LISTENING CLASS

4. Activities (3/6)

B. Entire Class Activities

- a) presentation**
- b) peer review (other groups)**
- c) presentation report (the group in charge)**

4. Activities (4/6) -Peer Review-

NAME



DATE



GROUP NUMBER



TITLE



GOOD POINTS



CONSTRUCTIVE
ADVICE



WHAT HAVE YOU
LEARNED?



Peer Review for Presentation					
	<table border="1"><thead><tr><th>Student No.</th><th>Name</th></tr></thead><tbody><tr><td>123456789</td><td>S. Aoyama</td></tr></tbody></table>	Student No.	Name	123456789	S. Aoyama
Student No.	Name				
123456789	S. Aoyama				
Date	6/16				
Group No.	C				
Title	How to Reduce Your Carbon Footprint				
Good Points	I think they found very understandable video on Youtube. It was interesting to watch.				
Constructive advice	It would be better, if they don't read the paper when they say some thing to audience. And multiple choice question is better I think.				
Post Listening	It was quite good presentation I think. But somewhat I felt that they didn't prepare so much than other groups. But you know, it's not bad presentation.				

4. Activities (5/6) -Presentation Report-

Topic:	
Name	The role you play in the group
Comment:	

4. Activities (6/6)

C. Effects

- a) more questions**
- b) better understanding**
- c) active participation**
- d) better communication**

5. Feedback (1/2)

A. Favorable comments

- a) presentation is fun**
- b) asking question is easy**
- c) more opportunities to speak out**

5. Feedback (2/2)

B. Unfavorable comments by ed. students

- a) prefer more traditional teacher-led teaching style**
- b) need more grammatical explanation**
- c) text is too difficult**

6. Grades

➤ Last semester

- ✓ vocabulary quiz - 10%
- ✓ mid-term exam - 30%
- ✓ final exam - 35%
- ✓ presentation - 10%
- ✓ group activities - 15%

➤ Next semester

- ✓ less focus on written exams and
- ✓ more focus on activities

7. Challenges

- **Group members**
- **Presentation skill**
- **Reading assignment**

8. Conclusion

- **Teacher-centered activities**
80% ⇒ 30%
- **Students-centered activities**
20% ⇒ 70%
- **More active participation**
- **Students survey**
on question: **0.5-point up**
on understanding : **0.5-point up**