



Hokkaido Sapporo Nishi
Senior High School
Masahiro Shibata

令和元年 8 月 9 日(金)
高英研「授業力向上ワークショップ」
ワークショップ③ー 7

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Session Notes



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1 Overview for Classroom English

Overview	This session aims to: <ol style="list-style-type: none">1. demonstrate how to give students a class with ALTs.2. know better approaches to talk to ALTs about everything including your teaching plans.
Learning outcomes	By the end of the session, you will: <ol style="list-style-type: none">1. get some examples of activities you can introduce with your ALT to your classes.2. understand how to communicate with your ALT to start teamteaching.
Time	80 minutes
Contents	This session consists of four sections: <ol style="list-style-type: none">1. Warmer (12 min)2. Introduction (8 min)3. Don't Be Deceived: Evaluating Numbers (40 min)4. Analysis (20 minutes)



1. Warmer

Work with the person sitting next to you.

First, watch your trainers' demonstration.

Next, repeat the conversation below after your trainers.

***Thank you very much
for coming to SHIBA-CHAN's workshop!***

BA•BA•BA / VA•VA•VA

very big boy / very big bag

SA•SA•SA / THA•THA•THA

sing some songs / think these things

LA•LA•LA / RA•RA•RA

long red line / little red light

A: Hello?

B: Hello!

A: What's your name, please?

B: My name is **JAMES**.

What's your name, please?

A: My name is **SHIBA-CHAN**.

What color do you like?

B: I like **RED**.

What color do you like?

A: I like **BLUE**.

Nice to meet you.

B: Nice to meet you, too.

(shake hands)



Now, you are going to meet 4 people.

When you meet:

1. Have the same conversation that you practised with your trainer.
2. Ask your partners one more extra question.

Name	Extra Information



2. Introduction

We are surrounded by fake news. Make one and tell your partner about it.

Planning (3 minutes)

Telling each other (5 minutes)

Work in pairs.

- 1) A tells B about fake news that A makes up. (1 minutes)
- 2) Feedback (1 minutes)
- 3) B tells A about fake news that B makes up. (1 minutes)
- 4) Feedback (1 minutes)



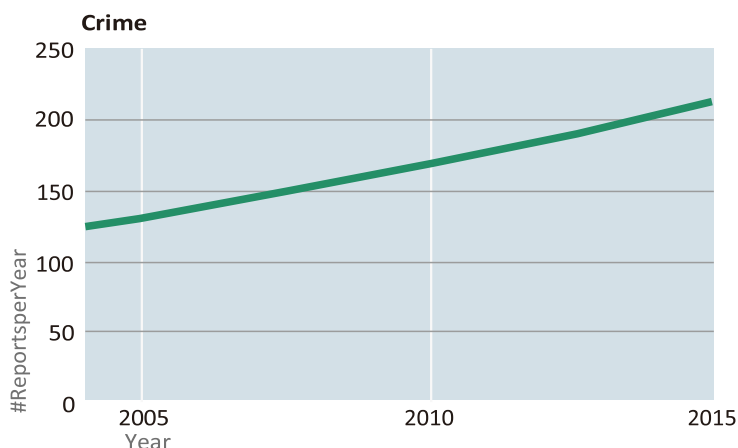
3. Don't Be Deceived: Evaluating Numbers

First, listen carefully and repeat the words and phrases below after your trainers.

nothing wrong with ... / scare ... into doing / discontinuity / axis / distort / impression /
dramatically / no wonder / apparent / flaw / bother to do / fool / shorten / curve /
tick / critically / underlying / overlook / in its place / violation / at any rate /
manipulate / misrepresent / draw in

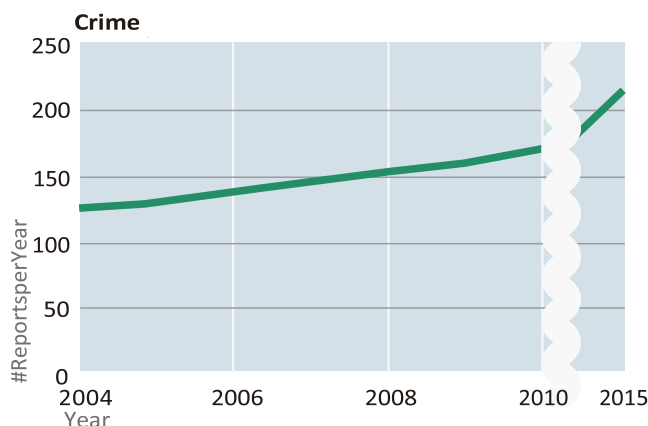
Next, listen carefully and repeat the paragraphs below after your trainers.

[6] Imagine a city where crime has been growing at a rate of 5 percent per year for the last ten years. You might graph it this way:



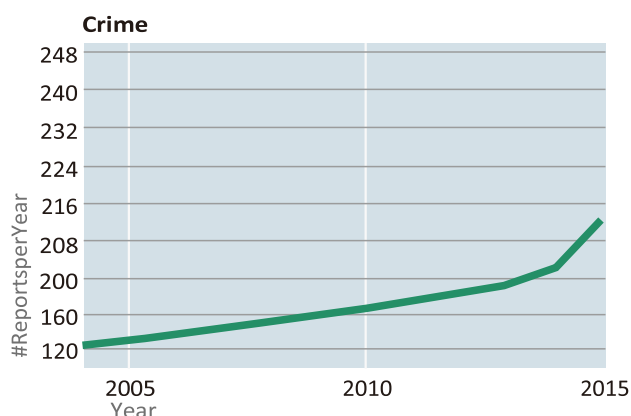


[7] Nothing wrong with that. But suppose that you're selling home security systems and so you want to scare people into buying your product. Using all the same data, just create a discontinuity in your x-axis. This will distort the truth and deceive the eye marvelously:



[8] Here, the visual gives the impression that crime has increased dramatically. But you know better. The discontinuity in the x-axis crowds five years' worth of numbers into the same amount of space as that used for two years. No wonder there's an apparent increase. This is a fundamental flaw in graph making, but because most readers don't bother to look at the axes too closely, this one can easily fool people.

[9] And you don't have to limit your creativity to breaking the x-axis; you can get the effect by creating a discontinuity in the y-axis, and then hiding it by not breaking the line. While we're at it, we'll shorten the y-axis:



This is a bit mean. Most readers just look at that curve within the plot frame and won't notice that the tick marks on the vertical axis start out being forty reports between each, and then suddenly, at two hundred, show only eight reports between each.

[10] Now, get back to the first crime graph again. This time, to critically evaluate the statistics, you might ask if there can be factors that could be hiding an underlying truth.

[11] One possibility is that the increases occur in only one particularly bad neighbourhood and that, in fact, crime is decreasing everywhere else in the city. The city as a whole is safe and one bad neighbourhood is responsible for the increase.



12 Another possibility is that by collecting various kinds of bad behaviours under the name of “crime,” we are overlooking a serious consideration. Perhaps violent crime has dropped to almost zero, and in its place, the police are issuing many tickets for trivial traffic violations.

13 And the last and important question to ask is “What happened to the total population in this city during that time period?” If the population increased at any rate greater than 5 percent per year, the crime rate has actually gone down on a per-person basis.

14 There are many ways that graphs can be used to manipulate, distort, and misrepresent data. The careful consumer of information will avoid being drawn in by them.

Third, work in pairs and roughly summarise 6 and 7 in Japanese.

Fourth, work in pairs and roughly summarise 8 and 9 in Japanese.

Fifth, work in pairs and roughly summarise 10, 11, 12, and 13 in Japanese.

Analysis

Discuss these questions with your partner.

1. How did your trainers help their students with new words and phrases?

2. How did your trainers help their students read the text aloud?

3. How did your trainers help their students read and understand the text?



When you teamteach ...

Case study: Some ALTs are worried about their situations, because things haven't gone smoothly, while other JTEs feel bad about their situations for the same reason.

1. Read these comments from the two of the ALTs:

Comment A	<i>My JTE rarely takes me to the classrooms. I feel I can contribute more, but I don't get any chances.</i>
Comment B	<i>My JTE's always approach me to do something, marking, interview practice or just general duties at what seems like exactly 3:49pm. I finish at 4:00pm and I want to go home! But I feel like they are guilting me into staying!</i>

2. Read these comments from the two of the JTEs:

Comment C	<i>I'm pretty sure it's better to give students classes with my ALT but I get nerves when I try to talk to him in English, especially when other JTEs are around me because I don't want to make mistakes...</i>
Comment D	<i>I have so much work to do, I don't have enough time to talk to my ALT about our lesson plans in the morning... And once I start my club activity after school, again I don't have much time to speak to him... I have no idea but my students often ask me, like "When will our ALT show up?" "I heard another teacher always comes to their classrooms with him and give them classes together. But we HAVEN'T seen him for months! Why?"</i>

3. For each comment, answer the question:

What can we do differently to make things better next time?



Appendix

Don't Be Deceived: Evaluating Numbers

1. How did your trainers help their students with new words and phrases?

By **paraphrasing** them in a simpler way so that their students can understand them easily.

2. How did your trainers help their students read the text aloud?

By using their voices to make the text sound **engaging**, by using **natural pauses** to break the text into meaningful chunks, and by making the key points clear by **stressing key words**.

3. How did your trainers help their students read and understand the text?

By showing some simple examples **drawing pictures, maps, tables, and graphs** and by **paraphrasing** the text in a simpler way so that their students can understand them easily.

When you teamteach ...

What can we do differently to make things better next time?

Approach 1: You have to talk to your ALTs about **everything and nothing**. They are **waiting** to be talked to by you.

Approach 2: You can show your ALTs **examples of activities** so that they can understand how they help you. They are **proactive and creative**.

Approach 3: You should have **daily, or weekly meetings** with your ALTs to let them know what you want **in advance**.

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Approach 4: You can take your ALTs to **parties or enkai!**