

Toyohashi chapter of the Japan Association for Language Teaching (JALT)  
presents

## "Thinking Critically"

with joint sponsorship from College and University Educators (CUE), Critical Thinking, and Speech, Drama & Debate (SD&D) SIGs

Sunday, July 8th at Aichi University, Toyohashi, Building 5 - room 541

JALT members - FREE Non-members - ¥1000 (half day) ¥2000 (full day)

### SCHEDULE AT A GLANCE

9:15 – 9:30 Registration

9:30-9:50 Presentation by local member: James Matchett

9:50-10:30 Presentation by local member: Ken Slater

10:30-10:50 Break

10:50 – 12:00 SD&D SIG Sponsored Presentation: David Kluge

12:00 – 1:30 Lunch break (12:30 – 1:15 Poster Sessions & SIG Displays)

1:30 – 2:40 CUE SIG Sponsored Presentation: Steve Quasha (20 minute break)

3:00 – 4:10 Critical Thinking SIG Sponsored Presentation: James Croker

4:10 End

### WORKSHOP PRESENTATIONS

9:30 – 9:50 **James Matchett – Debate: From U.S. High School Forensics to the Japanese University Classroom**



James Matchett is a long term resident in Japan and is currently teaching at Hokuriku University in Kanazawa. He has taught several classes of "Discussion and Debate."

**Abstract:** The presenter will talk first about his experiences with debate in a U.S. high school forensics class and how this led to classes of debate in a Japanese university. He will explain briefly some guidelines for debate and correct debate

procedure. He will also talk about some steps students need to go through to prepare for debate and the benefit they derive from doing that.

**9:50-10:30 Ken Slater – Can Critical Thinking Improve TOEFL Scores?**



Ken Slater is an Instructor at Nagoya University of Commerce and Business. He holds an MA in Applied Corpus Linguistics from the University of Birmingham. His current teaching ‘mission’ is co-coordinating a program designed to prepare students for the TOEFL iBT. His research interests include corpus linguistics, critical discourse analysis, forensic linguistics, EAP, and data-driven learning.

**Abstract:** With increasing pressure on universities in Japan to ‘internationalize’ and attract foreign students, the emphasis on establishing partnerships and promoting student exchanges with foreign institutions has also intensified. As a result, students are increasingly encouraged (or coerced) to study abroad. To gain entry into these universities, however, students face the formidable challenge of achieving adequate scores on standardized tests such as the IELTS and TOEFL. Though these tests are meant to assess test-takers’ English proficiency, doing well on them clearly requires more than simply increased language abilities. This presentation will suggest that developing students’ critical thinking skills may be equally or more important than the need for increasing language skills in achieving higher scores. Drawing on the presenter’s experience in teaching TOEFL preparation classes, evidence for this need will be examined and practical activities that introduce critical thinking development into the curriculum will be discussed.

**10:50 – 12:00 David Kluge - Teaching Debate as a Physical Sport**

David Kluge (Nanzan University) <klugenanzan@gmail.com>



David Kluge has been involved in debate for over 40 years as debater, debate coach, and teacher of debate.

**Abstract:** Debate is often thought of as a cerebral activity, an activity for only the best students at school, as elite an activity as polo. The way it is usually taught only exacerbates this situation. I have developed a simple method for teaching debate that makes it more like a sport that all students can participate in. In this workshop, I will explain my simple system of teaching debate physically to make it easy for students to understand what to do and when to do it in a formal debate. Then the audience will divide into groups of four and practice the system by engaging in a real "physical" debate.

12:30 – 1:15 **Poster sessions** by local members **and SIG displays** in room 543.

### **Tony Young: Recording, Transcribing and Analyzing Student Talks**



This poster presentation will display a four-step teaching method which can be used to have students effectively reflect more deeply on their own language output. Using a simple yet functional framework based around the transcription of personalized talks, the presenter has managed to create a fun, yet challenging classroom environment where student reflection on language usage has been brought to the forefront.

### **Loic Renoud: Visualizing grammatical aspect in French**

How can we help students deciding between the imperfective ("j'étais surpris(e)") and perfective aspect ("j'ai été surpris(e)")? This poster displays visualizations of this difference, and presents in a few points the way I currently use these visualizations with 2nd and 3rd year university students to teach them past tenses effectively in French as a foreign language.

In addition, there will be **displays** by the **College and University Educators (CUE), Critical Thinking, and Speech, Drama & Debate (SD&D) SIGs**

### **1:30 – 2:40 Steve Quasha – Critical Thinking on the Fly: Engaging Learners in Processing Classroom Activities.**

Steve Quasha is an associate professor in the management department at Sugiyama Jogakuen University. He has an MA in Asian Studies from San Diego State University and another in TESOL from Macquarie University. He also has a teacher trainer certificate from the School for International Training (S.I.T.). He first came to Japan as an exchange student at the start of the Heisei era and has taught full time at Sugiyama since 2001. His research interests include portfolio assessment, motivation, and teacher training.

**Abstract:** Processing lessons is a teaching training technique used to deconstruct and reflect upon why certain lesson sequences and activities succeed or fail in the classroom. In this workshop, the presenter will demonstrate how learners can benefit from deconstructing classroom activities

within class since problem-solving skills are a vital component for critical thinking and second language acquisition. Drawing on the theory of Action Reflection Learning (ARL), participants will be taken through an ARL cycle using an EFL textbook and in small groups will determine language learning objectives, content, and context. Workshop participants will learn that placing students in the role of facilitator fosters critical thinking and leads to a more empowering educational experience that subsequently creates far more classroom take away value.

**3:00 – 4:10 James Crocker - "Critical Thinking as Content-Based Instruction"**

James Crocker has over 25 years experience in education. During this time he has been a teacher, Director of Studies, Principal and Teacher Trainer in language schools and universities in Australia, China, Brunei, the USA, the Czech Republic, Korea and now Japan where he lectures at Kobe Women's University.

**Abstract:** This workshop will allow language teachers to discover how critical thinking can become the centre of content-based courses which explicitly teach logic, reasoning and other higher order thinking skills to university students. At the same time, this approach can motivate acquisition of the language of reasoning, critical discussion and debate in English. Participants will take part in a short sample lesson.

We will examine the use of critical thinking exercises in contemporary texts. Do they tap into our students' drive for self-actualization by challenging them with new and useful information and skills? Do they actually teach students anything?