

## Developing Comprehensive College Immersion Classes

--How to Make Immersion Courses Easier to Understand and Participate in for Students--

Takashi Miura

Professor Emeritus, Shizuoka University

<http://www.homepage3.nifty.com/tutormiura>

Outline:

- Introduction: the goal of this presentation

  1. Use of graphic organizers
  2. MERRIER checklist
  3. How to encourage active class participation
  4. (if time allows) Creation of School Can-do statements
  5. (if time allows) An example from high school lessons

<Goal of this presentation-->

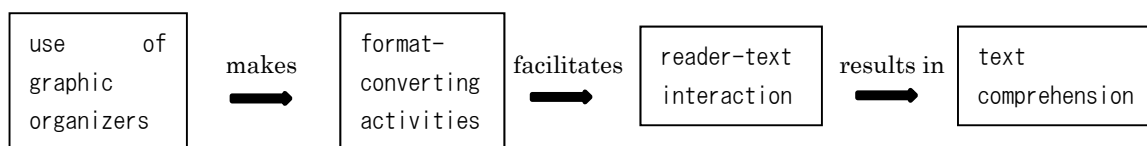
For better implementation of the system—class procedure, learning process

by means of

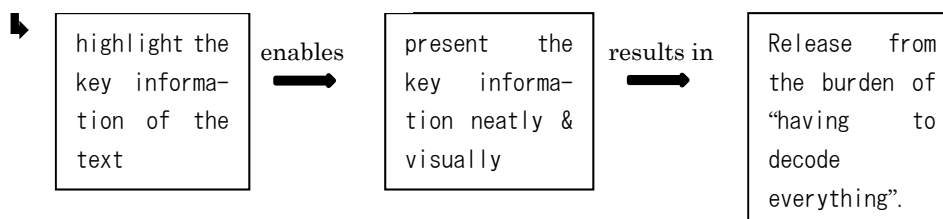
- 1) visual presentation of materials in a neat and understandable way  
let students get the gist of the material using graphic organizer without relying on translation,
- 2) understandable teacher-talk with increased interaction
- 3) class activities that encourage students' active participation and critical examination of the material,
- 4) school Can-do statements

### 1. Use of graphic organizers (Xiangying and Grabe)

as a learning task



as the teacher's presentation tool



## 1.1 Chronological Tables (for Time-order organization)

Life History of Steve Jobs (from Steve Jobs' Commencement Address at Stanford)

<u>year</u>	<u>age</u>	<u>events</u>
1955	0	He was born on February 24 <sup>th</sup> in San Francisco.
1972	17	He entered Reed College in Oregon. He dropped out of college after six months and spent the next 18 months dropping in on creative classes, including a course on calligraphy.
1975	20	①
1983	28	He hired John Sculley, who became CEO of Apple.
1984	29	②
1985	30	③
1986	31	He bought the computer graphic division of Lucasfilm, and started Pixar.
1991	36	He married Laurene Powell on March 18
1995	40	④
1996	41	⑤
1997	42	Apple joined Microsoft to release new versions of Microsoft Office for the Macintosh.
1998	43	iMac was released.
2000	45	He became CEO of Apple.
2001	46	iPod was released.
2005	50	He made a speech at Stanford University.
2006	51	Disney bought Pixar.
2007	52	iPhone was released.
2010	55	iPad was released.
2011	56	He passed away on October 5.

## 1.2 Comparison Tables (for Comparison &amp; Contrast organization)

Text:

Classes in Japanese universities meet once a week, usually for about ninety minutes, and students take twelve or more classes. Classes in American universities, in contrast, generally meet three times a week for an hour, and most students take five courses. Most classes in Japanese universities don't require much homework, but American classes do. Clubs are an important part of life in Japanese colleges. In American colleges, on the other hand, there are clubs, but they are not an important part of campus life. Almost all Japanese college students enter college after graduating from high school. The majority of American students also go to college after graduation. However, there are also many who work for a few years after graduating from high school or who return to college to get a degree in a different field. These and other factors combine to make college life quite different in Japan and the United States. (Kltao, K and K. Kitao)

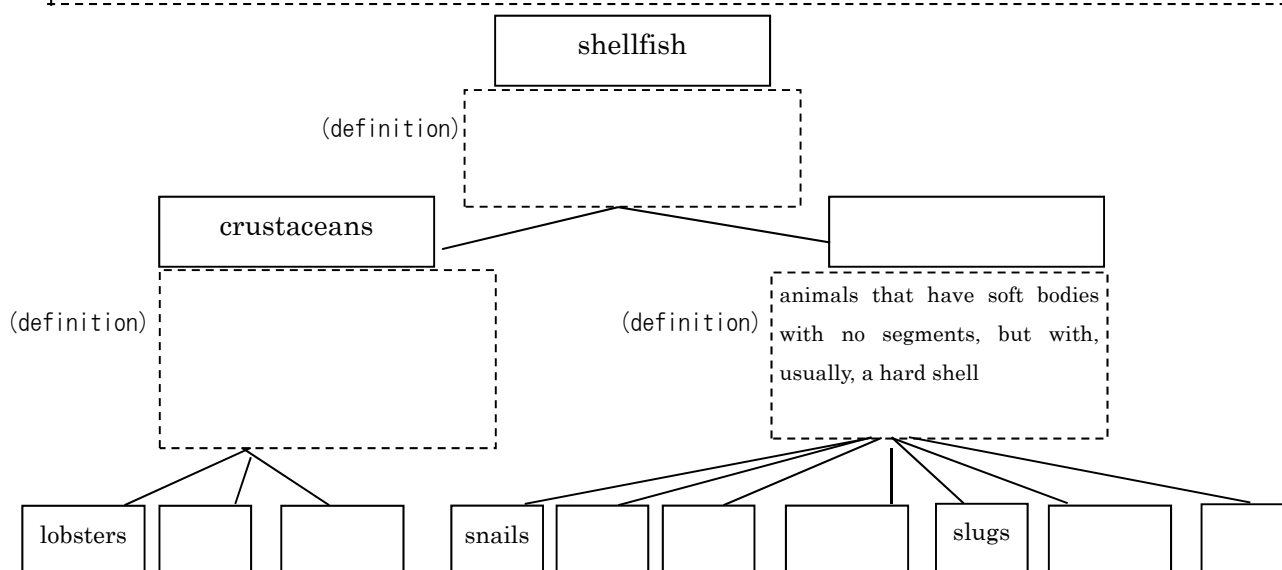
## Japanese Colleges and American Colleges

	Japanese college classes	American college classes
How long?	90 minutes	
How often?	once a week	three times a week
Take how many courses?		most students take 5
Homework?	not much	plenty
Are clubs important?	Yes	
Enter straight from high school?	Yes, almost all.	Not all. Some enter after working, others from different fields.

## 1.3 Diagrams (for Classification organizations)

Text:

A shellfish, despite the name, is not a fish. In the minds of many restaurant customers, it is just another word for seafood. Some will say that the only kind of fish they like is shellfish. While their mistake is understandable, since both live in the water, shellfish are not really fish. A fish has a backbone; a shellfish doesn't. A shellfish is a water animal with a shell, for example a crustacean or a mollusk. Crustaceans are animals with a hard shell, jointed body, appendages, and gills. Lobsters, crabs and shrimps are three examples. Mollusks have soft bodies with no segments, but with, usually, a hard shell. Snails, clams, oysters, and mussels are mollusks. So are slugs, octopuses, and squids, even though they don't have shells.



## 1.4 Tables (for Claim-Counterclaim/ Merit-Demerit Organization)

## World Controversy on Pros and Cons of Whaling

WWF's Views vs. Japanese Government's Views

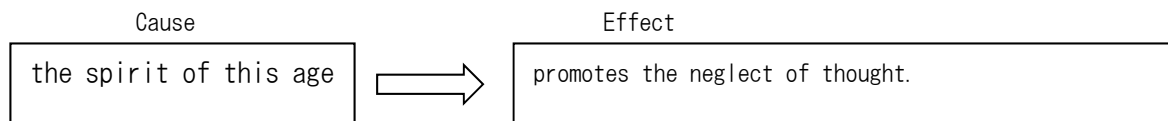
Points of Debate	World Wildlife Fund's claim	Japanese government's claim	Your opinions
the moratorium on whaling imposed by the	Japan and Norway have been violating the IWC		

International Whaling Commission	moratorium.		
Views toward Japan's whaling	Japan has killed 23000 whales since 1980 for commercial purposes.	Japan only catches a safe number of whales for the purpose of scientific research.	
Preservation of whale species	Japan has been killing endangered whale species. (hundreds of minke whales/year, 50 sei whales/year)	Most whale species are not endangered. Minke whales are not endangered. Japan only utilizes abundant species.	
Views toward eating whale meat		The consumption of whale meat is Japan's culture. Countries should accept other country's dietary habits.	

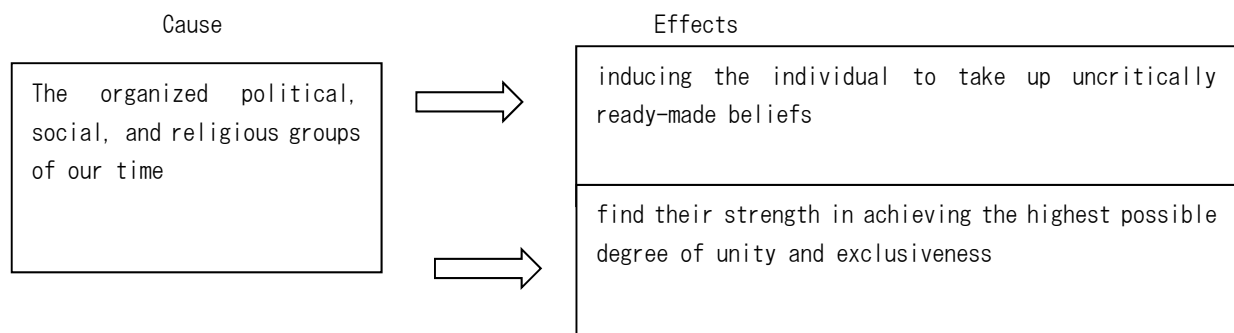
### 1.5 Flowcharts (for Cause -and-Effect organization)

#### Reverence for Life (by Albert Schweitzer)

I am completely opposed/ to the spirit of this age, / because it promotes/ the neglect of thought. / Today/ there is not only a neglect of thought/ but an actual distrust or deprecation of it.



The organized political, social, and religious groups of our time/ are bent/ on inducing the individual/ to take up uncritically/ ready-made beliefs/ rather than inviting him/ to work out/ for himself by thought/ his own convictions. A man/ who thinks for himself/ and therefore is free/ is a troublesome and strange being. / There is no assurance/ that he will fit comfortably/ into their organizations. / All organized groups today/ find their strength, / not so much in the spiritual values of their ideas/ or of the people who are their members, / but in achieving/ the highest possible degree of unity and exclusiveness. / In this/ they find their strongest power/ and surest defense. (Schweitzer)



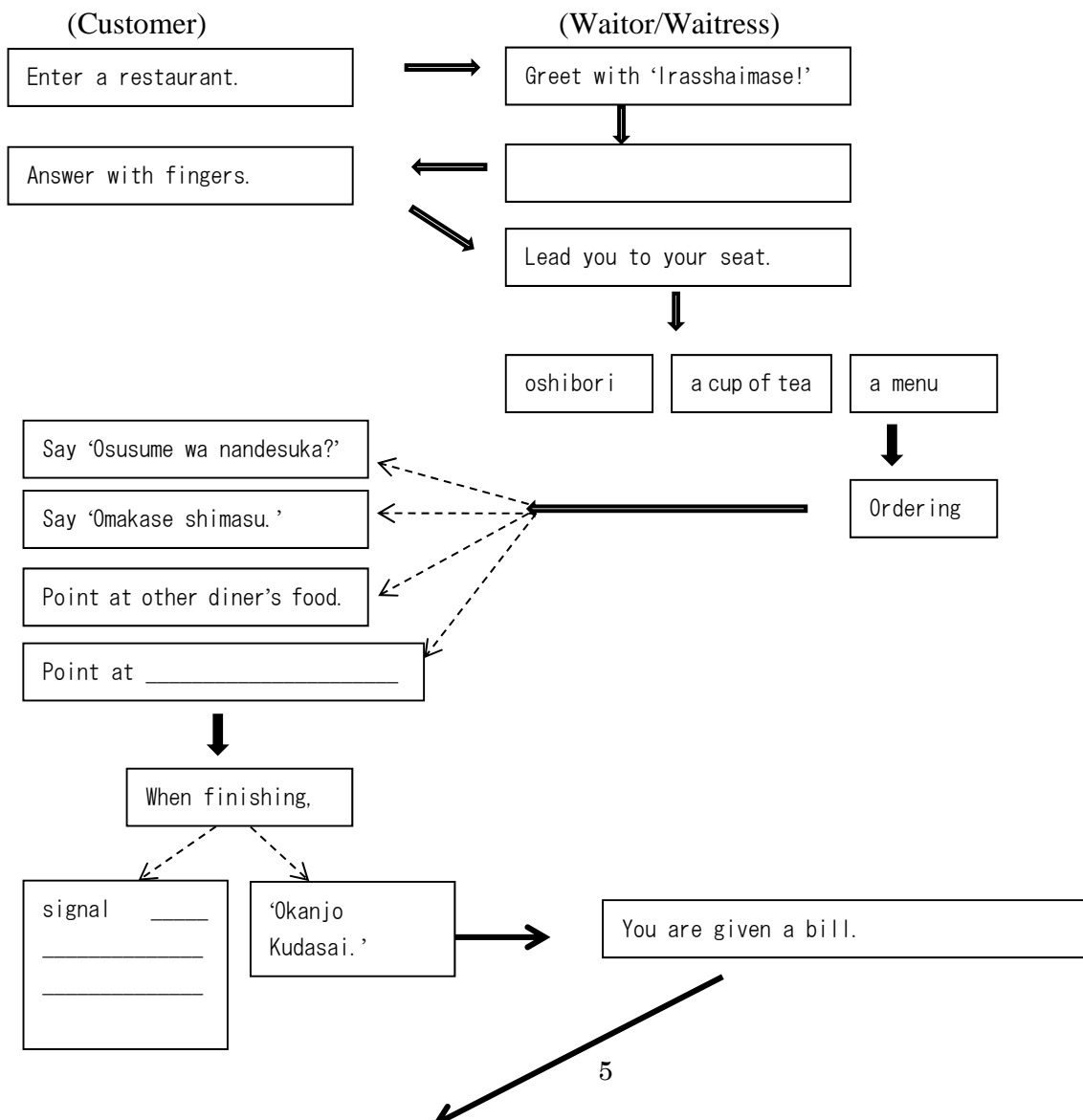
## 1.6 Flowcharts (for Process Organization)

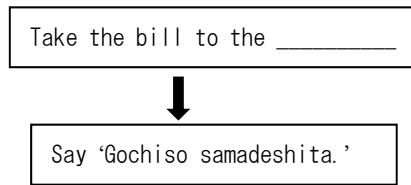
## EATING IN A JAPANESE RESTAURANT

(Cited from *Lonely Planet Japan*)

When you enter a restaurant in Japan, you'll be greeted with a hearty '*Irasshaimase!*' (Welcome). In all but the most casual places the waiter will next ask you '*Nan-meri sama?*' (How many people?). Answer with your fingers, which is what the Japanese do. You will then be led to a table, a place at the counter or a tatami room. At this point you will be given an *oshibori* (a hot towel), a cup of tea and a menu. The oshibori is for wiping your hands and face. When you're done with it, just roll it up and leave it next to your place. Now comes the hard part: ordering. If you don't read Japanese, there are two phrases that may help: '*O-susume wa non desu ka?*' (What do you recommend?) and '*O-makase shimasu*' (Please decide for me). If you're still having problems, you can try pointing at other diners' food or, if the restaurant has them, dragging the waiter outside to point at the plastic food models in the window.

When you've finished eating, you can signal for the bill by crossing one index finger over the other to form the sign of an x. This is the standard sign for 'bill please'. You can also say '*Okanjo kudasai*'. Remember there is no tipping in Japan and tea is free of charge. Usually you will be given a bill to take to the cashier at the front of the restaurant. .... When leaving, it is polite to say to the restaurant staff, '*Gochiso-sama deshita*', which means 'it was a real feast'.



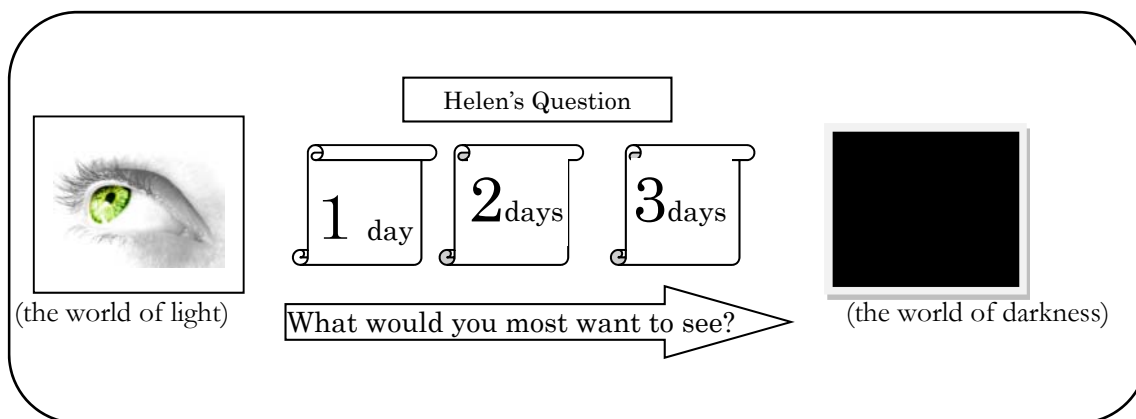


## 1.7 Concept Maps

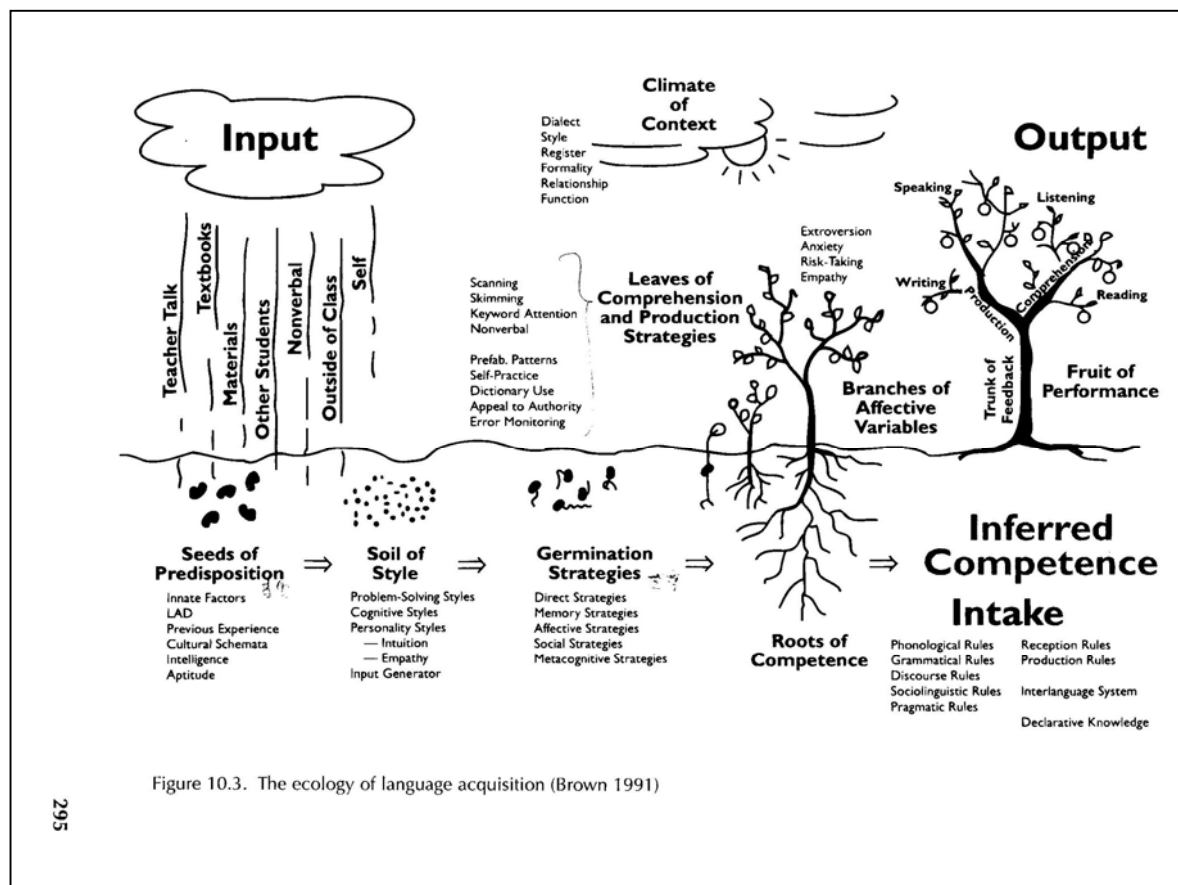
Visualizing the inter-relationship of the core concepts in a neat way.

Map-1: Helen's Question to You

Perhaps I can best illustrate by imagining what I should most like to see if I were given the use of my eyes, say, for just three days. And while I am imaging, suppose you, too, set your mind to work on the problem of how you would use your own eyes if you had only three more days to see. If with the oncoming darkness of the third night you knew that the sun would never rise for you again, how would you spend those three precious intervening days? What would you most want to let your gaze rest upon? ('Three Days to See' by Helen Keller)



Map-2: The Ecology of Language Acquisition



(Brown, H. D. *Principles of Language Learning and Teaching*.)

## 2. How to make teacher-talk more understandable: MERRIER check list

1	<u>M</u> odel/mime	Show by body actions and demonstrations.	(e.g.) I have a <u>fever</u> —Pretend you have a high fever by putting your hand on your forehead and measuring your temperature with a clinical thermometer.
2	<u>E</u> xample	Give some examples.	“ <u>furniture</u> —desks, chairs, tables, beds, lamps” . “ <u>surname</u> —my <u>surname</u> is Miura. Your <u>surname</u> is Kimura. Her <u>surname</u> is Inoue.
3	<u>R</u> edundancy	Say the same thing in some other ways.	(e.g.) I must see a <u>dermatologist</u> —I must see a skin doctor. (e.g.) Don't <u>yell</u> —don't shout, don't cry in a loud voice.
4	<u>R</u> epetition	Repeat the important parts.	You have an interview test the day after tomorrow. It's an <u>interview test</u> -you talk with me in English. OK? The test is on <u>the day after tomorrow</u> —two days later.
5	<u>I</u> nteraction	Make the class interactive by frequently asking them questions and inviting their contribution.	I bought a wallet—wallet—do you know a wallet?—I'll show you my wallet—This is my wallet.—How do you say 'wallet' in Japanese?—'Saifu', good. -Now show me your wallet.—Yes, it's a wallet, beautiful, thank you.—So, I bought a wallet and---
6	<u>E</u> xpansion	Help students improve	T : What is your hobby?

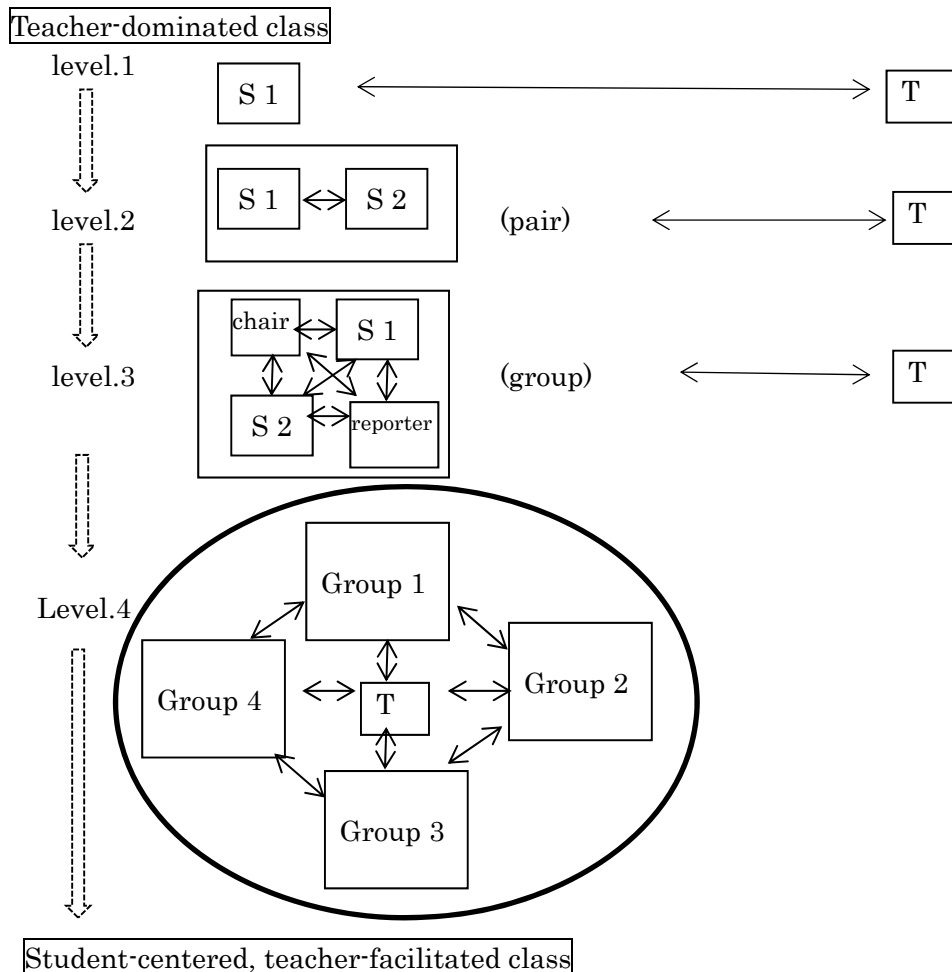
	(thresholding)	their incomplete utterances by making confirmation checks.	<p>S : Anime.</p> <p>T : Oh, really. Animation. Do you like watching animation? Or do you like drawing animation?</p> <p>S : Drawing animation.</p> <p>T : Great! So, your hobby is ---?</p> <p>S : My hobby is drawing animation.</p> <p>T : Wonderful!</p>
7	<u>Reward</u>	Positively accept students' utterances. Praise their risk-taking.	<p>Good! / Good job! / Excellent! / Wonderful! / Well done!</p> <p>/ Almost! / You' re close! /</p> <p>Thanks for your idea! / Good try! / Interesting! / Good answer.</p>

(Sakai, H., K. Urano, H. Shiokawa. *Eigoga Tsukaeru Nihonjinno Ikusei*. Sanseido. partly adapted by the presenter)



### 3. How to encourage active class participation

#### 3.1 Organizing multi-levelled interactions



#### 3.2 Pre-arranging student-interruptions

(e.g.)

*(in about 10 minutes ask this question.)*

Excuse me, but we need one more copy of the handout.

*(in about 25 minutes ask this question.)*

Excuse me, but I feel too warm/cold here.

*(in about 35 minutes ask this question.)*

Excuse me, but could you repeat what you've just said, please?

*(in about 40 minutes ask this question.)*

Excuse me, but I do not understand what you have just said. Could you explain?

*(in about 50 minutes ask this question.)*

Excuse me, but I'm getting lost. What is today's topic?

*(in about 60 minutes ask this question.)*

Excuse me, but I do not understand what you mean by '----'.

(in about 70 minutes ask this question.)

So, today we have learned that  
“-----.” Am I right?

(in about 80 minutes ask this question.)

Excuse me, but do we have an  
assignment for the next class?

### 3.3 Asking students' reactions toward the learning content for seeking personal meaning (These can be recycled in the next class.)

#### <Stories>

- A) Which sentence(s) in today's part do you like best, and why?
- B) How would you feel if you were in Della's position?
- C) What would you do if you were Della?
- D) Write a letter to Della and tell her about your impressions, in about 150 words.
- E) Would you recommend your friends to read this story, or not? Give your answer with reasons.

#### <Essays>

- A) Ask one or two questions to what the author has said.
- B) Can you think of one or two objections to what the author has said.
- C) In what degrees do you find this essay meaningful for your life, and why?
- D) Has the author stated his/her opinion clearly? Has (s)he provided enough evidence and warrant for his/her claim.
- E) Would you recommend your friends to read this essay, or not? Give your answer with reasons.

#### <Reference Materials>

- A) Ask your teacher one or two questions about what you have learned today. (e.g. "How should I let students form groups of 4 students? Should the teacher assign it, or should I let students choose their members?")
- B) Make a comprehension quiz about what you have learned today. Ask it to your classmates.
- C) Answer your classmates' quizzes.

### 4. (if time allows) Creation of School Can-do statements language skills communication strategies classroom interaction learner initiative

### 5. (if time allows) An example from high school lessons

#### Works Cited:

- Brown, H. D. (2000) *Principles of Language Learning and Teaching* 4th ed. Longman. p.295.
- Keller, Helen. (1933) 'Three Days to See'. *The Atlantic Monthly*; January 1933; Volume 151, No. 1; pages 35-42.
- Kitao, S.K and K. Kitao (1999) *Writing English Paragraphs*. Eichosha. p.73
- Rowthorn, C., R. Bartlett, A. Bender, M. Clark, M.D. Firestone. (2007) *Lonely Planet Japan*. Lonely Planet.
- Schweitzer, Albert. (1961) 'Reverence for Life'. *Pilgrimage to Humanity*. Pholosophical Library Inc.
- Xiangying Jiang and William Grabe. (2007) 'Graphic organizers in reading instruction: Research findings and issues' *Reading in a Foreign Language*. April 2007, Volume 19, No. 1 pp. 34-55