NUFS Workshop 2018

Newsletter No. 9

Workshop in January

Date: January 12, 2019, 10:30-14:30
Venue: NUFS, Room 226
Presenter: Kensaku Yoshida (Sophia University)
Title: "From the Acquisition of Knowledge and Skills to their Application in Communicative Activities'"
Abstract:

In this workshop we will look at the meaning of the new course of study and discuss how 'language knowledge and skills' can be practiced and utilized in 'language activities for thinking, decision-making and expression' purposes. We will also look at the so-called Can-do statements and see how they can be created, as well as how they can be put into practice in the classroom. The innovations which will be implemented with the start of the new course of study require the inclusion of skills-integrated activities and we will consider how this can be included in our classes.

The number of participants: 72

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

- 'Practicing interaction' activity was interesting. It is easy to use English even students don't know much about the grammar and words.
- 'Practicing Interaction from Round 1 to Round 4. I learned the differences of each approach and functions of questions and sentences.
- Practicing interaction – keeping conversation from Round 1 to Round 4, I can experience four different aspects and learn how to develop mutual comprehension.
- Snowman Movie – it is likely to be very interesting when students start to describe the story.
- Watching parts of movie and describing what students get to know.
- 'Show and Tell' because it will help the students a lot to build confidence to speak.
- Describing and talking about what we see – it's difficult for me to choose a topic which the students want to talk about.
- I want to ask my students 'Can you ~?' at the end of the class.

2. What you learned from today's workshop

- The lecture was really clear. I have heard several lectures and workshops about the New Course of Study but today's lecture was the clearest. I understood really well and now I know what we teachers need to do in class.

- Authentic materials are very useful but I think we need to find one according to the students' level.

- I learned 'how interesting the topic is' is important. So the activity should be the one that might be really interesting and get students to talk spontaneously.
- I'm on the right path! My colleagues always teach only the way to pass the entrance exams, but I am always teaching communicative English. So, I'd like to stick to my own style.
- I've learned Japanese students are not confident enough to speak English compared to Korean students. I'd like to introduce more activities into my classes to enhance my students' confidence and help them find their talents.
- I've been enlightened again through participating in the workshop that English Japanese teachers in Japan should change their approach in teaching real communicative English to Japanese learners. I've gained much confidence from the speaker's persuasive viewpoints and wish to reflect my ideas on the lessons.

3. Questions and Answers

Q (1): I'd like to ask you how to encourage shy students in speaking.

A: I don't think there's any fool-proof way to encourage shy students to speak. One thing I'd suggest is not to have the student speak in front of the whole class, or for the teacher to persist in getting him/her to speak. Provide opportunities where the student might feel 'safe' such as small groups (pair-work should work if the student is paired with someone s/he knows well). Also, wait for the student to speak on his/her own as much as possible.

Q (2): Should high schools give students chances to take Eiken/GTEC tests in school?

A: If the purpose is to get used to the test format and procedures, yes. If you're talking about getting the students to communicate using all four skills, the most important thing to do is to follow the Course of Study and teach accordingly.

Q (3): Some say that 'rejoinders' do not fit to their Japanese culture and they are ashamed of using them. Do you recommend rejoinders to Japanese students?

A: I'm not sure what you mean by 'rejoinders' but if you mean getting them to respond to questions, etc., I think this something they need to do in Japanese as well.

The following is the junior high school 国語 objectives in the Course of Study.

話すこと・聞くこと
（1）話すこと・聞くことの能力を育成するため，次の事項について指導する。
　ア　社会生活の中から話題を決め，話したり話し合ったりするための材料を多様な方法で集め整理すること。
　イ　異なる立場や考えを想定して自分の考えをまとめ，話の中心的な部分と付加的な部分などに注意し，論理的な構成や展開を考えて話すこと。
　ウ　目的や状況に応じて，資料や機器などを効果的に活用して話すこと。

エ　話の論理的な構成や展開などに注意して聞き，自分の考えと比較すること。

オ　相手の立場や考えを尊重し，目的に沿って話し合い，互いの発言を検討して自分の考えを広げること。

Q (4): I truly understand the importance of mutual comprehension but how can you get rid of the 'curse' casted on Japanese students that it is bad to make mistakes?

A: The only way is for the teacher to stop correcting the students whenever they make small grammatical mistakes—especially in TESTs.


Q (5): When I have students do presentations, I had tried to wait for voluntary comments from the students, but I was tired of waiting. So now I assign two students for commenting. I can save time and students become actively listening to classmates' presentations. Do you think I need to 'not' assign students for comments?

A: I think it all depends on how interested a/o knowledgeable the students are about the topic of the presentation.

Q (6): I teach English in different companies. And a lot of them can't speak English. Course of Study has been developing but when do we really see Japanese people who have communication skills?

A: Let's hope with the implementation of the new course of study, students will become more active in communicating.
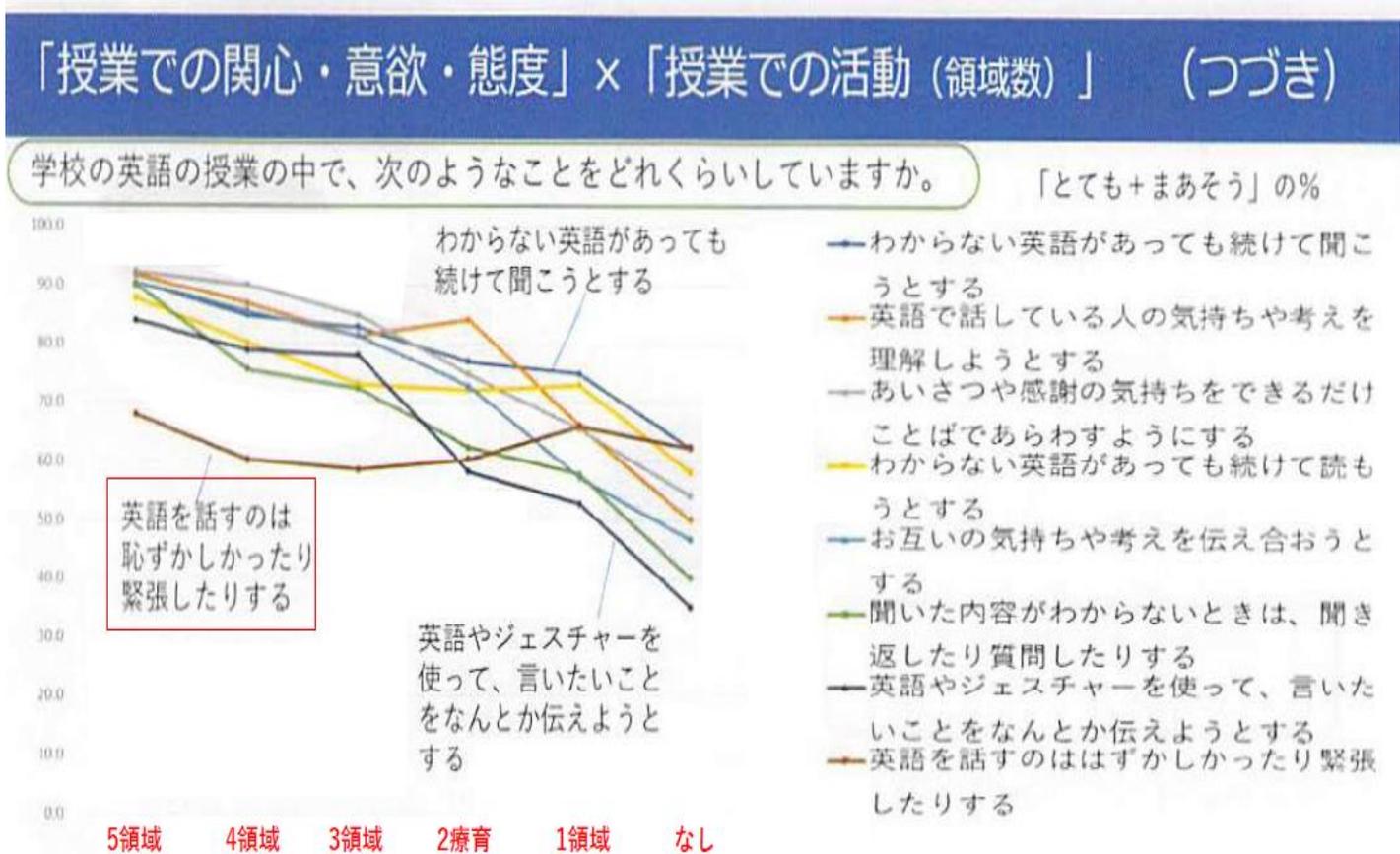
Also, the following data might be helpful in thinking about your dilemma.

This shows that junior high school students who are learning English from teachers who are using more areas (skills) show higher motivation to want communicate (なし refers to teachers who do not use English to teach English)

Q (7): I want to focus on these Can-do statements and teach the students how to apply their knowledge in conversation, but schools and universities focus on content-based learning. It's hard to teach them to use English in context when English teachers make content-based tests. What do you think?

A: I'm not sure what you mean by content-based tests. At any rate, if you're going to teach English communicatively, you are going to have to teach something using English, and that something should be some kind of content…

Q (8): When can we know about English tests of private businesses and entrance exams of universities (国公立大学入試と民間の英語テスト)？

A: I don't know about private businesses, but the entrance examination policies of many national universities are available at university home pages. (see below)

各大学の「2021年度入試の変更予告」出典一覧

大学	URL	大学	URL
北海道大学	https://www.hokudai.ac.jp/admission/admission-info/322020-1.html	名古屋工業大学	https://www.nitech.ac.jp/examination/sokuhou/6891.html
岩手大学	https://www.iwate-u.ac.jp/info/admission/2018/07/000903.html	滋賀県立大学	http://www.usp.ac.jp/nyushi/senbatsuyoukou/g975/
岩手県立大学	https://www.iwate-pu.ac.jp/examination/gakubu.html	滋賀大学	http://www.shiga-u.ac.jp/2018/07/24/58500/
宮城大学	http://www.myu.ac.jp/site/exam/yokoku.html	京都府立大学	https://www.kpu.ac.jp/contents_detail.php?co=cat&frmId=6663&frmCd=3-2-1-0-0
秋田大学	http://www.akita-u.ac.jp/admission/events/item.cgi?pro4&382		
秋田県立大学	http://www.akita-pu.ac.jp/jukensei/jukensei02.htm	大阪教育大学	https://osaka-kyoiku.ac.jp/admission/nyushi/gakubu_ippan.html
福島大学	http://nyushi.adb.fukushima-u.ac.jp/index.html	大阪府立大学	https://www.osakafu-u.ac.jp/admission/college/next/
筑波大学	http://www.tsukuba.ac.jp/admission/undergrad/news_undergrad.html	神戸大学	http://www.office.kobe-u.ac.jp/stdnt-examinavi/admission/admission01/topics/change_2021.html
茨城大学	http://www.ibaraki.ac.jp/news/2018/07/101345.html		
宇都宮大学	http://www.utsunomiya-u.ac.jp/admission/index.php	神戸市外国語大学	http://www.kobe-cufs.ac.jp/admissions/university/guide/2021yokoku.html
高崎経済大学	http://www.tcue.ac.jp/admission/news/001586.html		
群馬大学	http://www.gunma-u.ac.jp/admission/adm001/g2105	兵庫県立大学	http://www.u-hyogo.ac.jp/admissions/ao/index.html#YOKOKU
群馬県立女子大学	https://www.gpwu.ac.jp/img/def428075ec4dc248dbd2fe1ef098bd1656455b3.pdf	鳥取大学	http://www.admissions.adm.tottori-u.ac.jp/
埼玉大学	http://www.saitama-u.ac.jp/entrance/index.html	岡山大学	https://www.okayama-u.ac.jp/tp/admission/yokoku.html
県立埼玉大学	https://www.spu.ac.jp/admissions/	岡山県立大学	https://www.oka-pu.ac.jp/exam/exam_detail/index/11.html
東京大学	https://www.u-tokyo.ac.jp/ja/admissions/undergraduate/e01_admission_method_03.html	広島大学	https://www.hiroshima-u.ac.jp/nyushi/gakubu
東京外国語大学	http://www.tufs.ac.jp/admission/navi/exam/important/	広島市立大学	https://www.hiroshima-cu.ac.jp/guide/category0001/
一橋大学	http://www.hit-u.ac.jp/admission/pdf/H32yokoku.pdf	福山市立大学	http://www.fcu.ac.jp/guide/index.html
首都大学東京	https://www.tmu.ac.jp/entrance/revision/y2021/subjects.html	下関市立大学	http://www.shimonoseki-cu.ac.jp/nyuushi/info/n_info20180801.html
東京工業大学	https://admissions.titech.ac.jp/examination/2018/042043.html		
電気通信大学	https://www.uec.ac.jp/admission/pdf/20180516.pdf	山口大学	http://nyushi.arc.yamaguchi-u.ac.jp/nyushi_henkou/nyushi_henkou_top.html
横浜国立大学	http://www.ynu.ac.jp/exam/faculty/index.html		
新潟大学	https://www.niigata-u.ac.jp/admissions/faculty/modification/	徳島大学	http://www.tokushima-u.ac.jp/admission/exam/
新潟県立大学	http://www.unii.ac.jp/admissions/whats-new/20181023.html	九州工業大学	http://www.kyutech.ac.jp/examination/
上越教育大学	http://www.juen.ac.jp/020ad_news/2018/180726_01.html	佐賀大学	http://www.sao.saga-u.ac.jp/gakubu/yokoku_osirase.html
長岡技術科学大学	http://www.nagaokaut.ac.jp/j/nyuushi/konngo.html		
富山大学	http://www.u-toyama.ac.jp/admission/subjects/index.html	熊本大学	https://www.kumamoto-u.ac.jp/nyuushi/gakubunyushi/h33yokoku
福井大学	https://www.u-fukui.ac.jp/user_admission/examination/news/		
山梨大学	https://www.yamanashi.ac.jp/examination/18571	宮崎大学	http://www.miyazaki-u.ac.jp/exam/department-exam/33nyushi.html
信州大学	https://www.shinshu-u.ac.jp/ad_portal/future/index.html		
静岡県立大学	http://www.u-shizuoka-ken.ac.jp/admissions/faculty/notice/change-2021/		
愛知教育大学	https://www.aichi-edu.ac.jp/exam/entrance/faculty.html		

Q (9): Please give us your comment about how to make an examination's change.

A: What kind of examination are you administering now?　Unless I know how you are testing your students, I don't know what to comment.

Q (10): What kind of tests should we give students to encourage their communicative competence?

A: Basically performance-based tests where the emphasis is not on testing the students' knowledge of English by on evaluating how well the students can use English for communicative (Can-do) purposes.

Action Research Session

Date: January 12, 2019, 14:30-17:00

Venue: NUFS, Room 215

Advisers: Kazuyoshi Sato, Duane Kindt（NUFS）

The number of participants: 7

Next Workshop (scheduled)

Date: February 23, 2019　10:30-14:30, 14:30-17:00

Venue: NSC College, Building Minami, Room A31

Presenter: Joseph Falout (Nihon University)

Title: "Continuing the Story: How Students Keep Talking"