

## *Newsletter No. 5*

### **Workshop in December**

“Communicative Language Teaching: Relating Input to Output”

Presenter: Kensaku Yoshida (Sophia University)

**Date:** December 12, 9:00-12:15 (Zoom Meeting)

#### **Abstract:**

In this workshop we will look at some important concepts in SLA and discuss how they might be realized in the context of the new course of study. The report from MEXT showing that approximately 80% of the junior high school English teachers are conducting student activities in English more than 50% of the class time, as well as using English to conduct their classes are encouraging statistics. However, it is not certain what 'using English' refers to. In SLA Input, Output, Intake, and the important process of Interaction are essential concepts which are said to enhance the development of language proficiency. In this workshop we will consider what using English should mean and see how they are included in the new course of study.



**The number of participants:** 38

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

- Interviews... something I have not done as productive/ referential activities, but simple and fun.
- I should not teach English itself from a textbook, but should teach context by a textbook and beyond. Textbooks should be used as a tool to have students think about and feel deeply the story, express their opinions, interact with classmates, and broaden their minds. I'll redesign the procedure of my English class to have more time for students' interactions - more student-centered.
- I'd like to do more referential activities in class. It was reassuring to know that some of activities I have been doing are referential activities. I would like to try role play and writing letters in the future. Our program has too much display activities and should be overhauled.
- Although we didn't have time to get to them, I thought that the activities and exercises proposed were really great- especially in how they encouraged creative thinking from its participants.

## 2. What you learned from today's workshop?

- High school teachers should take care of 1st graders who are used to doing communicative activities in junior high school in order that they will be able to adjust themselves smoothly to English classes in high school where they might learn a lot about grammatical things. I'll encourage students to be exposed to more English outside school introducing the survey between Korea and Japan.
- Oftentimes, being comfortable with the easy display activities makes teachers neglect moving forward to do referential activities. The use of realia adult learners is often believed as something not needed; however, teachers should keep in mind that visual/kinetic learners greatly benefit from use of realia.
- I thought the dialogue Yoshida-sensei created regarding issues in SLA teaching were excellent, and he was extremely knowledgeable about the overall state of TESOL in general. His lecture on historical development of English education in Japan and general theory was a very useful review/overview, and his insight on TEFL, CLIL, and other current issues was really engaging. I was also really impressed by Yoshida sensei's off-the-cuff command of knowledge on relevant studies and theories. I got a lot of great recommendations for literature to look into for my continuing studies, which I am very grateful for!
- I learned that I am standing on the right theory of teaching English, which is CLT. I could confirm that getting students interact with each other is effective in language acquisition, even when some other teachers show negative view on communication.
- High school students in Korea expose themselves to "real English" far more often than Japanese HS students. They can also write twice as much as Japanese students in writing test. In addition, they seem to be less afraid of making mistakes than students in Japan.
- It is important for both students and teachers to analyze students' errors and learn from them. We should accept errors positively.
- Referential questions and activities are student-centered. They can encourage students to speak up freely because there are no "wrong" answers.
- I'm a bit of a math nerd so I found all the CERN and Benesse statistics to be interesting. I'm a little interested to see the methodology though and how they accounted for English scores rising over time.
- As a college instructor, it was very beneficial for me to know about what has actually been going on in classroom in high school/junior high. Especially, I was glad to be able to hear the real voice of the teachers in those schools.
- It was very valuable to join the workshop last Saturday. It was interesting to hear about the Ministry of Education's new policies, and how the school staff are planning to implement them. In particular, I was interested in the differences between display questions and referential questions, and how this has become a focus of the elementary/ junior/high school classes. It was useful to review those elements when I create activities in my class.



## Input, Uptake, Output, Intake, + Interaction

**Language is not only Form, but *Form + Meaning***

<b>Focus on 'Forms'</b>	<i>Forms without meaning</i>
<b>Focus on 'Meaning'</b>	<i>Meaning without any special attention to form</i>
<b>Focus on 'FORM'</b>	<i>FORM as a means to convey meaning</i>

Input	Intake	Uptake
Processible language. Accessible language data.	Processed language. Language noticed, attended to and processed.	Learned language. Language that has become part of the learners' interlanguage system.

Rhalmi

**Input** must be provided in meaningful communicative context where focus is given to the form (**uptake**) to be acquired through the process of **interaction**.  
Noticing the form provides basis for **output**.



**Ultimately leading to Intake**

### 3. Questions & Answers

*Q (1): I'd very much like to know how professor Yoshida thinks about the roles of college English classes. What could we do for the students who do not have any clear goals learning English after their study of "entrance exam" is over? Although most students are required to take some basic English courses in college, there are no clear general/national policies for those "general education" classes and, basically, teachers could be doing whatever they like to be doing. We do not communicate with other teachers or high school/junior high teachers often either, so things are less transparent in college. What exactly are our missions as a college English instructor?*

College students no longer have entrance examinations as a concrete goal to study for. The responsibility should be on the shoulders of the university which should have a clear Diploma Policy, which states what kind of graduates it proposes to produce, and foreign language proficiency should be an integral part of this policy. Once the Diploma Policy is set, then the Curriculum Policy should stipulate the concrete curriculum necessary to realize the Diploma Policy. In our Center for Language Education and Research, we have a Diploma Policy which states that on graduation, our students should be able to work with foreign people to solve the problems the world faces, and our job is to provide the kind of language education (curriculum and teaching procedures) necessary to produce such graduates. Therefore, we have adopted CLIL as the Approach for all of our courses. You need to talk with your colleagues and university policy makers and find out what the university Diploma Policy is. That's the only way to start.

*Q (2) With regard to English education beyond Covid-19, I'm curious to hear your thoughts on using tablets in the classroom, like Japan is rolling out to the public schools. It seems to me to be something with a lot of potential.*

Tablets and other teaching instruments do have a lot of potential, but everything depends on how and for what purpose they are used. I've seen teachers using tablets and ICT materials which simply reproduce what's already in the textbooks. In such cases, I had a lot of doubts as to the benefits of the

instruments. What can you do with tablets which can enhance the kind of English you want your students to acquire? It will depend on what your Approach is, and the Goal you set for your students.

***Q (3) At senior high school, I use PPP in my English Expression class, and I have found the method effective so far. But are you saying it is or will be outdated? I did not quite understand if you were saying that we should shift this to "inductive learning" method just like teaching in elementary school in order to prevent so-called '中— crisis'? Cognitive and developmental awareness wise, can inductive learning be still effective to JHS and SHS students?***

What is the goal of PPP? How has it been effective, for what purpose? These are questions we have to ask ourselves. Practice is necessary, but do the students have to learn the rules of language before they get to use them? Inductive learning does not eliminate the teaching of language forms. It states, however, that the most effective way to get our students to acquire language forms is by getting them to try communicating first, and once they notice they cannot understand or express themselves effectively because they lack knowledge of language forms and rules, they will be able to acquire them better after they experience this 'gap'. It's like saying you can't learn to swim simply by learning how to swim, if you haven't already tried swimming and experiencing how bad you swim.

***Q (4): I had kept J-shine certificate for more than ten years. But I let it expire a couple of months ago because I could never see the benefits of holding it. As one of the J-shine founders, and the President of the organization, what merits do you think people with the certificate should have?***

The greatest merit of the training you undergo to acquire the certificate is probably the confidence to teach young learners when you have the chance to do so. We know so little about how young learners learn, and how best to teach them. The training you get in acquiring the certificate should give you the basic knowledge in these areas. Whether the certificate can be used immediately or not will depend on how much the schools and boards of education understand the importance of the training you have undergone. Unfortunately, there are still too many schools and boards of education which believe that the best teacher of English to young learners are native English speakers - even if they have little or no knowledge of how young learners learn. Regardless of whether you renew your certificate or not, please don't forget the knowledge you acquired through your training.

***Q (5): Thank you for mentioning L2 writing and writing evaluation/feedback. Do you have any strategies for providing peer feedback online? Besides discussions forums in LMS (Moodle) and Breakout Rooms in Zoom, I'm always looking for new and interesting ways of providing peer support in communities of practice.***

I don't know if I can give you any new ideas, but using the share function, you might be able to have students exchange their writings and discuss their content in the breakout rooms. You might also have the students send you their writing through the chat function and you might share some of the good ones with the class by discussing the organization, coherence, cohesion, or language use.

**Q (6): What are some opinion gap activities appropriate for 6th grade elementary students?**

Asking 6th graders about why they like or do not like certain animals, food, seasons, places, etc. should be possible. You will have to have them learn say something like 'I like...because...' and 'I don't like ...because...' The students will have to learn some adjectives that can be used after 'because', but that shouldn't be too difficult. If they can't say it in English, get them to use Japanese, and then the teacher can rephrase the answer in English.

**English Education beyond COVIT-19**

**Approach:** *What is 'language'—what do we want our students to learn and acquire?*  
: *How do we learn language(s)—first as well as second?*

→ *language = main purpose is communication  
learned best through process of communication (meaningful and authentic tasks)*

**Design:** *What kind of curriculum should we use to realize the Approach?*

→ *CEFR (performance) criteria > Structural criteria  
Content (e.g. CLIL) > learning 'about' language*

**Procedure:** *What kinds of teaching techniques should we use in our teaching?*

→ *Face-to-face, on-line, hybrid, hyflex, etc.*

*Richards & Rodgers*

**Workshop in December (AR Discussion)**

**Date:** December 12, 13:00-15:00 (Zoom meeting)

**Title:** Group discussion on action research

**Advisers:** Kazuyoshi Sato, Duane Kindt, Juanita Heigham (NUFS)

**The number of participants:** 16



Next workshop will be held on January 16<sup>th</sup>.

Detailed information is on our web site:

<https://www.nufs.ac.jp/workshop/news/>