

## *Newsletter No. 7*

### **Workshop in December**

# **“The Course of Study: Meeting the Needs of Communication in Japan's Future”**

**Date:** December 10<sup>th</sup>, 2022 10:30-12:00, 13:00-14:30

**Venue:** NUFS Meieki Campus (BIZrium Nagoya)

**Presenter:** Kensaku Yoshida ( Professor Emeritus, Sophia University)

#### **Abstract:**

In this workshop we will look at the course of study from the perspective of the results seen in the 'Kyoikukatei Jisshi Joukyou Chosa' (2022), and discuss how far Japan's English education has come towards realizing the goals set by MEXT. We will then discuss the issues we still need to address. In order to look at what still needs to be done, we will look at some of the ideas introduced by SLA research and communicative language teaching, as well as the development of the internet and DX technology, including metaverse.



**The number of participants:** 34

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

- When I make activities, I'll use 'a task and linguistic and lexical elements necessary to achieve the objective you have chosen'. It is a good guidance for me.
- Discussion activities will be effective in language classes. Students can do tasks which includes speaking and listening.
- Self-reflection survey – so that I could encourage students to self-observe themselves.
- I'd like to create activities that we did today, which was aimed to use four skills and objectives and evaluation are clear. I also have to make sure to support students by providing prior preparation to carry out the activities.
- Being able to integrate CLILL in different ways or different lessons sounds like an interesting way to enhance learning.
- After listening to an English conversation question, having a time



for students to share what they consider with classmates. I will give the answer and the reason they should choose it as the answer. The students could have time to communicate focused on what they have experienced.

- It was nice to think again about the importance of setting goals and let students do self-evaluations.

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

- I learned that even though Education Boards and Groups have their goals made for national curriculums, they are not always followed. It's important as teachers to take on the responsibility of CLT ourselves if we want to improve.
- According to the statistics, the teacher's attitude gave a big influence to the students to teach English.
- The more interesting and integrated the classes are, the more motivated the students are and the more successful the classes are. Be more creative.
- Integrating four skills into a class activity is important. Also, in terms of assessment, we need to focus on one skill in order to avoid confusion. We had a very idealistic policy in 1951, which I did not know. And we are still struggling to implement it now.
- Many teachers still think that language knowledge is the only important thing to teach. From the results of surveys and studies, students develop their language skills through their own communication.



## 3. Questions and Answers

*Q (1): I got impressed with the very first draft of Course of Study. Who or what kind of people were involved in the decision-making process?*

The whole version of the 1st Course of Study can be found at the following site. You can access both the English and Japanese versions.

<https://erid.nier.go.jp/files/COFS/s26jh11/en-chap1.htm>

The original Course of Study was written with the cooperation of the following people.

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Mr. R. Fukuhara Tokyo Education University

Miss S. Hikami Mita Upper Secondary School of Tokyo-to

Mr. S. Igarashi Waseda University

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Mr. G. Takahashi Meiji Gakuin University  
Mrs. M. Yamaguchi Rikkyo Jogakuin School  
Mr. S. Yabushita

***Q (2): I think 'kyotsu-test' got improved. Still, however, I'm wondering 'choosing one of them' is enough. Jim, in Fukuoka JALT, also mentioned about the concern, to refresh my memory.***

The second question seems to be about the multiple choice system used in the University Kyotsu test. Unfortunately, since speaking and writing tests were rejected, the multiple choice system was employed for the receptive sections. If the productive tests (speaking and writing) were included these tests would have been assessed differently. There would not have been just one answer.



## **AR Discussion**

**Date:** December 10<sup>th</sup>, 2022, 14:45-17:30

**Venue:** Meieki Campus, MW 10, 11, 12

**Title:** Group discussion on action research

**Advisers:** Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

**The number of participants: 15**



**Next workshop will be held on January 14<sup>th</sup> at Meieki Campus.**

**Please check our website for the detail.**

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