Q: コミュニカティブアプローチの方法についてもっと教えてください。*I would like to get more guidance and scaffolding on the "how to's" of communicative teaching.*

A: The best way to really understand two of the major "how to's" (communicative grammar teaching and performance testing of speaking and writing is to:
  (a) borrow from the Workshop Library the DVDs that show teachers using these techniques with real students and
  (b) buy the book titles below. Each book series has separate books for 1st, 2nd and 3rd year Junior High School and one for Senior High School.

『フォーカス・オン・フォームでできる！新しい文法指導アイデアワーク』

『ワーク＆評価表ですぐに使える！英語授業を変えるパフォーマンス・テスト』

For more information about these, go to http://www3.nufs.ac.jp/~yoshi/teaching_2.html and click on **Communicative Grammar Teaching** and **Performance Test** (left side)

Quick review

The five "keys"
1. Goal-based assessment
2. Interesting, personalized topics
3. Integration of the four skills
4. Abundant communicative activities
5. Grammar teaching that focuses on meaning and form together
These five keys overlap each other, in fact. For example, number 5 grammar teaching (called "focus on form,"(FonF), and also called structured input and output) includes keys 2, 3, and 4!

Also, remember: I U M, the three things necessary for learners to acquire communicative ability in English:
Input: Input needs to be "rich" (interesting and comprehensible) in order to be useful for language acquisition.
Use: The newly-input language elements need to be used in speaking and writing by the students, in a similar interesting and comprehensible context. (see the example of teaching "modals", near the end of answer 2).
Motivation: Students tend to be motivated when the content is comprehensible and interesting and when they are given active, engaging activities to do for most of the class period. Textbooks, however, are often not comprehensible to students and/or not interesting, and often the teacher does most of the talking! So it is our task to provide interesting, engaging materials.

The two lessons http://www.nufs.ac.jp/cms/cms-files/20151222-095042-3068.pdf exemplify many communicative language teaching "how to's".
See "My Ideal Girl Friend" (JHS) for examples of:
  - a personalized topic
  - focus on form grammar teaching
  - integration of the four skills
  - giving a comment (bottom of p. 1 and top of p. 2) about how fun, easy and useful this activity was. Reflection, self-evaluation, feedback to classmates ("peer evaluation") and feedback to the teacher are a feature of communicative language teaching. We learn valuable information from our students about how successful an activity was and what kind of improvement the activity may need.

See "What is Meaningful International Cooperation?" (high school) for examples of :
  - small talk, p. 1: starting each class with pair conversation to get students into "English mode"
  - use of conversation strategies, p. 1: CSs are the most important component of communicative competence for beginners because by using these, beginners can often keep a conversation

going and solve communication breakdown.
- three-part reading technique: pre-reading), pp. 1-2, while-reading pp. 2-4, post-reading, pp. 4-5: This is a better way of teaching reading passages than by translation since students play an active role in discovering the content of the reading through English.
- pair checking of answers in English, p. 2 - 3: Rather than the teacher calling on students one by one to say answers, this is one of the many ways to increase student use of English.
- quick reading, p. 3: Regular practice doing quick reading, and also quick writing, improve fluency which increases comprehension.
- more pair checking, p. 4
- reading practice, p. 4: Repeated reading, both silently and aloud, increase familiarity with the content and language used.
- quick reading
- retelling, p. 4 bottom - p. 5 top: This is a challenging activity. When students know this activity is part of the lesson procedure, they are motivated to focus on remembering the content and language necessary for telling about it. In order for pairs to retell the content collaboratively, they need to understand what their partner says and decide what part of the content should come next.
- timed conversation, p. 5: This technique is a staple of NUFS workshop and MA TESOL philosophy. Pair conversations ensure that every student talks. Setting a length of time that the conversation should last (1min. 1.5, 2, etc. up to 5 or more), gives students an easy-to-understand goal to aim for. It also allows students and teachers to measure students' growing ability to maintain communication, which indicates the amount of content and language students are becoming able to handle. Here the time goal is one minute because this is the first part of this topic. Students are just beginning to think about what their own content will be.

Timed pair conversations are used in every class (for Small Talk, and other activities) AND also for the final test of speaking ability. An important principle in testing is to test the same way we teach and teach the way we test. Knowing that, students are motivated to take class time speaking activities seriously. This is called wash back: Knowing the form of the test shapes the way teachers teach and the way students want to learn.

When the test method matches the overall goals of the course, it is called "positive" feedback. This is when teachers test students' ability to actually use English and the goal is to become able to use English.

However, if the goal of the course is to become able to use English, but the test questions resemble entrance exam questions, teachers and students will want to use class time on questions that resemble entrance exam questions. The course goals and the test questions don't match, so the goals of the course are ignored. This is one of the main problems in English teaching in Japan now, of course. We can correct this by giving term tests that include assessment of all four skills, especially the least tested skills of speaking and writing.

- rubrics, pp. 5-6: Teachers should, as this teacher did, find or make rubrics that tell students what the criteria of grading for the speaking test and written essay will be. The teacher reminds reminded students that use of conversation strategies is important.
- Sharing student work, pp. 7-8: Showing student work to other classmates and to other students and teachers honors the students' final product and motivates them to also try hard the next time.

Nancy Mutoh (2015)

Q: 単語テストはコミュニカティブな指導と言えますか？Some schools demand students to do memorization test in class. Is it good or bad to lead learners to be communicative? If it is good, what kind of theory to explain its effectiveness?

A: Learning a foreign language does require memorization (of vocabulary, irregular verbs, etc.), but it

requires more than just memorization. If the memorized information isn't used for communication (exchanging real information, ideas, feelings) it will be forgotten without ever developing into *language ability*. In other words, if we don't give learners regular opportunities to communicate in English, having them memorize grammar structures and vocabulary is useless. Communicating is what languages are for and it is the goal that MEXT requires that we lead students to reach.

I think you are referring to the approach to language teaching called Communicative Language Teaching (CLT). Because so few teachers in Japan use this approach, there has not been a lot of published evidence for its effectiveness. However, please read Sato, K., & Takahashi, K. (2008). (http://www3.nufs.ac.jp/~yoshi/paper/Sato%20&%20Takahashi%20%282008%29.doc) Curriculum revitalization in a Japanese high school through teacher collaboration. In D. Hayes & J. Sharkey (Eds.), *Revitalizing a program for school-age learners through curricular innovation* (pp. 205-237)(TESOL curriculum development series: Volume 4). Alexandria, VA: TESOL, Inc. You can download the article by pushing Control and clicking on the authors' names. That links to Yoshi Sato's homepage (http://www3.nufs.ac.jp/~yoshi/index.html), the Published Papers section. This longitudinal study of a whole high school found that when the teachers cooperated in using a communicative approach to teaching English, students because able to use English for real communication in all four skills.

<div align="right">Nancy Mutoh (2014)</div>

Q: スピーキング活動とライティング活動はどちらを先にするべきでしょうか。 Speaking activities (e.g. presentations) and writing activities (e.g. essays) are good, but which should be done first? I don't think writing should always come first.

A: I agree with you that writing shouldn't always come first! In fact, I think most learners can develop their content more easily by having pair conversations about the topic *before* writing. Why? There are two reasons.

   -One is because of the power of *follow-up questions*. Imagine the topic is "Something interesting you did during summer break" and you have pair conversations with several classmates. You tell each conversation partner that you took a trip to Nagashima Spa Land. The partners ask follow-up questions such as: What did you do there? What was your favorite ride ("norimono")? How much is the passport? Did you go by train? When did you go? Etc.

   -The other reason is that, in a conversation, many students think mostly about *what* to want to say. In writing, however, they might also think about grammar and spelling. If we think about all those aspects of writing, the development of the content is apt to be slower.

   Note: Pair conversations have learning advantages that one-way speeches and presentations (which are often rehearsed in advance) don't have: the "real time" back and forth creation of new and unpredictable talking. Two students talking together is more valuable for language learning than a

student talking with a fluent English speaking. Studies have shown that fluent speakers tend to "help" too much and end up talking more that the student and controlling the conversation. This causes the learner to lose opportunities to try out their own English freely.

<div align="right">Nancy Mutoh (2015)</div>

Q:自立した学習者にするためにはどれくらい足場を作ったらいいのでしょうか。How much scaffolding is ideal for the students?

A: The answer is: the ideal amount of scaffolding is the amount necessary for students to reach the goal.

That "necessary amount" depends on the (1) complexity of the topic or task, the (2) amount of content, grammar patterns and vocabulary required and, of course, (3) the individual student' speed in catching on and accomplishing the work.

To handle points 1 and 2, the teacher needs to walk around and observe in order to see how well students are able to do each day's activities and what aspects of the daily goals students need more help and practice with in order to reach the goal. `

In mixed ability classes, point 3 often takes care of itself. Pair and group partners help each other because someone in the group or someone nearby is usually able to help and because doing so lets the pair or group finish their activities more quickly and at a higher level of skill.

It is important, therefore, that…

(1) we set a daily goal and unit goal and tell or show students the goals from the start, so they know what they are supposed to accomplish.

(2) we find or create activities with *visible outcomes* that reveal how well students understood and accomplished the daily task. "Visible outcomes" are things like

(a) a chart each student fills in with information they asked classmates for (such as "What sport(s) are you interested in?")

(b) peer-feedback on two or three classmates' short essays (*= "This sentence is interesting"; **?**=I don't understand this sentence or there may be a mistake in this sentence and "**More**"=It would be good to add more details here.) Peers also write a comment about some good aspect of the essay.

(c) giving spoken instructions and seeing how well students can follow the instructions examples:

-Total Physical Response (TPR): The teacher gives a series of instructions for physical actions that students have studied the vocabulary for.

-Teacher gives half of the students a handout with a picture. Those students describe the picture to their partner, who tries to draw the picture according to the instructions. Or, for a unit on World Heritage sites, students describe one of the sites they studied to their partner and the partner guesses the site. Or make it a 20 questions activity (asking only yes/no questions

to get enough information about the site to guess which it is).

(d) A writing task: As the last activity of a grammar lesson on modals (must/must not, should/should not, may/may not, etc.) students write several "ideal school rules" that they make up from the students' point of view. (This activity is from a lesson on modals by Miwako Kushiro.)

This daily checking is called "formative assessment" because student learning can be improved (<u>form</u>ed, shaped) by quickly spotting where more help is needed and giving that help. Discovering in the final test that a number of students hadn't learned or mastered something is too late.

<div align="right">Nancy Mutoh (2015)</div>