# Collaborative Learning of Japanese Novice SHS Students Akita International University Kaori Suzuki

### Introduction

MEXT (2018) constructed new subjects to enhance high school students' productive skills to provide them adequate opportunities to encourage students to write or speak in English.

However, teachers struggle to provide students opportunities to develop their English usage skills because they are unsure what activities foster students' language skills to enhance their English communication skills or what communication activities develop their usage skills.

Collaborative working lets students notice their errors, test their assumptions, and develop their knowledge (Swain, 1995, 2000).

The tasks requiring students to master their current skills and acquire new skills motivate students to perform (D. Shernoff, Csikszentmihalyi, Shneider, & E. Shernoff, 2003).

Information gap activities encourage secondlanguage learners to encode and decode the message in the tasks and complete the tasks; even talk unrelated to the task in their native language helps learners discover the ideal language to convey their message and procedures of the task (Brooks & Donato, 1994).

Conversation analysis is an appropriate method that helps language teachers identify and clarify how and what students communicate in class (Hale, Nanni, & Hooper, 2018).

#### **Research Question**

How do Japanese high school students perform pair-work tasks without a teacher's intervention in the classroom?

Students practiced reading the text and took notes on the sounds of the unknown words during reading aloud activity.

The task of the pair work activity:

A teacher worked with one student, so the other students did not receive teacher's help.

### Lesson Content

Before the pair work activity

- 1. One student reads the passage with blanks and says the appropriate words to fill them, and the other student supports the partner's reading.
- 2. The listener reads prepared questions, and the reader answers the questions.



- Novice students understood their roles and worked hard to achieve the given task.
- 2. The student who possessed the role as an assistant attempted to facilitate the partner's reading using various ways.
- 3. The novice students attempted to find the correct pronunciation uttering their assumptions with each other.
- 4. The students did not implement the second task.

#### Example 1

#### Backchannel

03	<b>S</b> 1	(1)The
04	<b>S</b> 2	
04	<b>S</b> 1	middle
06	S2 🗭	un,
07	<b>S</b> 1	middle
08	S2 📥	un,un,
09	<b>S</b> 1	other,
10	S2 📫	un.

#### Example 2

#### self-initiated other-repair

#### (1)

13	<b>S</b> 1	hach
14	S2 📂	eight
15	<b>S</b> 1	
16	<b>S</b> 2	un,
	14 15	14 S2 ➡ 15 S1

#### (2)

78	<b>S</b> 1	[
79	S2 📫	natur
80	<b>S</b> 1	natur

#### (3)

18	<b>S</b> 1	(1)a
19		[one
20	<b>S</b> 2	[one
21	<b>S</b> 1	$(3)^{\circ}$
22	S2 📂	lege
23	<b>S</b> 1	un?
24	S2 📂	lege
25	<b>S</b> 1	>>le
26	S2	lege

### (4)

52	<b>S</b> 1	or (
53	S2	
54		ocea
55	<b>S</b> 1	ocea
56	S2	dist
57	<b>S</b> 1	dist

## Data

e Hawaiian Islands are in the (1)  $ah [zenzen]^{\circ}$ wakaran  $un?^{\circ}$ 

le of the pacific ocean.(1) they are far away from any other?

(1)humas *nanikore*. probably?

 $i, \circ hachi^{\circ}$  (1) eight. hund[red?] [eight] hundred (.)AD.

[\$hh\$] they use (1) na na ral guides such as the (1)

according to one \$hh\$ (1) kokkara wakannai one, (1)

one°

en?(1) legen? (.)legend?

end? *nanikore*, legend? (.)\$hh\$ legend? legend?<< end? wakaran. \$h[h\$]

(1) map. ka of the (1) [\$hh\$] of the [\$hh\$]

ans.

eans? (2) how did people start (1) such a (2)

tance.

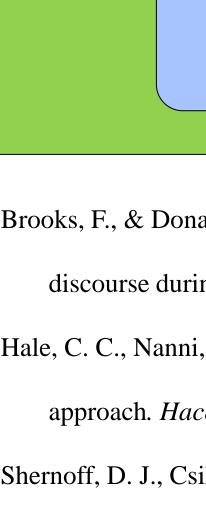
tance. distance (1) from the open sea.

### (5)

59	<b>S</b> 1	the
60	S2	ori
61	<b>S</b> 1	
62	S2 📫	PV
63	<b>S</b> 1	° ]

#### Example 3 collaborative learning

63	<b>S</b> 1	$^{\circ}$ PVS $^{\circ}$ (1) invite (2) <i>nani?</i> \$hh\$
64	<b>S</b> 2	un, nanikore poriesuteru mitaina
65	<b>S</b> 1	° polyes°
66	S2	polinesuchion preniesuto (.) nannja koreha
67		((flip the paper)) wakanei
68	<b>S</b> 1	\$h[h\$] (2)
69	<b>S</b> 2	[\$hh\$]
70	<b>S</b> 1	PVS PVS polynestians? (1) korenani? (1) is navigation guides
71	<b>S</b> 2	un,
72	<b>S</b> 1	(1) \$hh\$ nanikore
73	S2	guides. (1) nannda korya (1) moa (1) widi (1)
74	<b>S</b> 1	widing u(1)
75	S2	wifidings
76	<b>S</b> 1	wihiding(1) s?
77	<b>S</b> 2	wihidings [\$hh\$]



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e (1) *nani* (.) *kore*, (1) the

ien (1) oriential (.), oriential, *nandasorya* [oriential]

[#hh#] wakannai (2)

(1) invite (2) *nani?* \$hh\$ **PVS**°

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