

# Collaborative Learning of Japanese Novice SHS Students

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## 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 second-language 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?

## Lesson Content

Before the pair work activity

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:

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.

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

## Findings

1. 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.

## Data

### Example 1

#### Backchannel

03	S1	(1)The Hawaiian Islands are in the (1) \$ah\$ [zenzen]° wakaran°
04	S2	[° un.?° ]
04	S1	middle?
06	S2	→ un,
07	S1	middle of the pacific ocean.(1) they are far away from any other?
08	S2	→ un,un,
09	S1	other, (1)humas nanikore. probably?
10	S2	→ un.

### Example 2

#### self-initiated other-repair

#### (1)

13	S1	hachi,° hachi° (1) eight.
14	S2	→ eight hund[red?]
15	S1	[eight] hundred (.)AD.
16	S2	un,

#### (2)

78	S1	[\$hh\$] they use (1) na na
79	S2	→ natural
80	S1	natural guides such as the (1)

#### (3)

18	S1	(1)according to one \$hh\$ (1) kokkara wakannai one, (1)
19		[one] ↓
20	S2	[one]
21	S1	(3)° one°
22	S2	→ legen?(1) legen? (.)legend?
23	S1	un?
24	S2	→ legend? nanikore, legend? (.)\$hh\$
25	S1	>>legend? legend?<<
26	S2	legend? wakaran. \$h[h\$]

#### (4)

52	S1	or (1) map. ka of the (1) [\$hh\$] of the
53	S2	[\$hh\$]
54		→ oceans.
55	S1	oceans? (2) how did people start (1) such a (2)
56	S2	→ distance.
57	S1	distance. distance (1) from the open sea.

#### (5)

59	S1	the (1) nani (.) kore, (1) the
60	S2	→ orien (1) oriental (.), oriental, nandasorya [oriental]
61	S1	[#hh#] wakannai (2)
62	S2	→ PVS
63	S1	° PVS° (1) invite (2) nani? \$hh\$

### Example 3

#### collaborative learning

63	S1	→ ° PVS° (1) invite (2) nani? \$hh\$
64	S2	→ un, nanikore poriesuteru mitaina
65	S1	→ polyes°
66	S2	polinesuchion preniesuto (.) nannja koreha
67		→ ((flip the paper)) wakanei
68	S1	\$h[h\$] (2)
69	S2	[\$hh\$]
70	S1	PVS PVS polynestians? (1) korenani? (1)is navigation guides
71	S2	un,
72	S1	→ (1) \$hh\$ nanikore
73	S2	→ guides. (1) nannda korya (1) moa (1) widi (1)
74	S1	→ widing u...(1)
75	S2	→ wifidings
76	S1	→ wihiding(1) s?
77	S2	→ wihidings [\$hh\$]

## References

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