

Fostering  
communication-based activities  
in SHS English classes

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**1**

**The current SHS practices in Japan**

**2**

**Focuses in teaching practicum (Nov, 2021)**

**3**

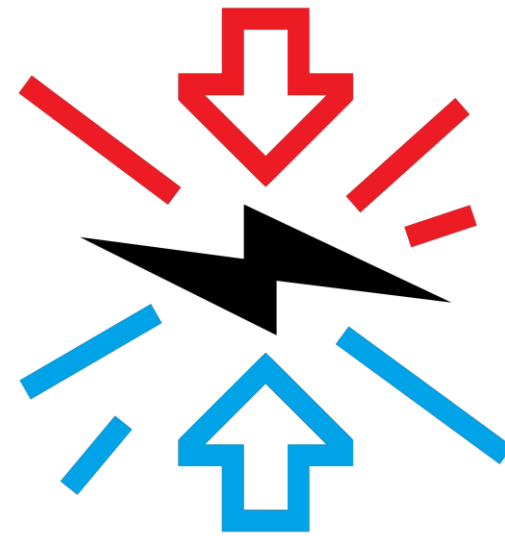
**Outcomes**

# 01 The current practices in SHS

The revised Course of Study promotes...

Activities to foster **productive/interactive skills.**

(MEXT, 2018)



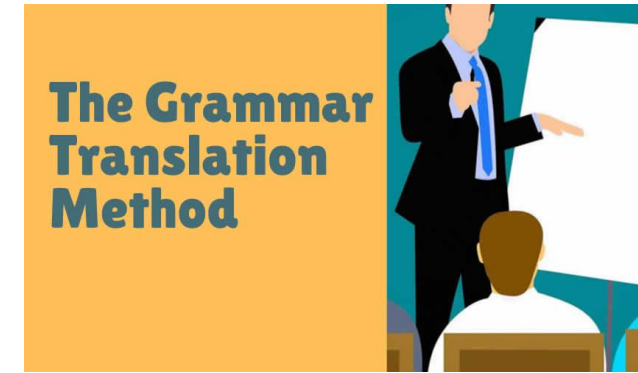
In most lessons...

The majority of class time: **understanding the content / Grammar items.** (Koike, 2013; BERD, 2020)

## What do you do during English class?

(SHS 1st-grade students, N=971)

- ▶ translation (87.6%)
- ▶ grammar exercise (84.0%) (BERD, 2020)



## Why Grammar Translation Method?

- ▶ needs to prepare students for exams.
- ▶ teaching just as they were taught.

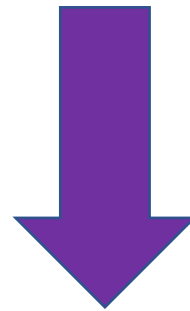
(Nishimuro & Borg, 2013)

Teachers should be **models**

(Dornyei, 1994; Dornei & Csizer, 1990; Inok et al., 2021)

Students should have **a lot of comprehensible input** before producing utterances

(Krashen, 1985)



**Show lots of models as a speaker of English**

## Questionnaire Result

## Students' Preference for Instructional Language (SPIL)

Research on Students' Preferences of Instructors' Languages in EFL Classes  
 EFL 学習教室における、指導者の使用言語に対する学生の意識調査  
 依頼者：国際教養大学専門職大学院英語教育実践 三浦俊太郎

英語の授業での言語使用について、最も当てはまる数字を、○で囲んでください。  
 Q. 1～2は英語授業全般の内容です。

	1	2	3	4	5
とてもそう思う		思う	どちらともいえない	思わない	全く思わない
1 英語の授業中、理解を促すために、教師は日本語を使ってほしい	1	2	3	4	5
2 英語の授業中、理解を促すために、私は日本語を使いたい	1	2	3	4	5
Q. 6以降の場面で、教師が使う言語は英語と日本語、どちらを望みますか？	1	2	3	4	5
英語を強く望む	英語の方がよい	どちらでもよい	日本語の方がよい	日本語を強く望む	
3 新出語を教えるとき	1	2	3	4	5
4 新出語句を教えるとき (例: take care of)	1	2	3	4	5
5 類義語を比較して説明するとき (例: incident と accident の違い)	1	2	3	4	5
6 多義語を教えるとき (例: spring = 春、バネ、泉)	1	2	3	4	5
7 会話表現やスラングを教えるとき (例: I'm gonna = I'm going to)	1	2	3	4	5
8 新しい文法を教えるとき	1	2	3	4	5
9 借用語が、実際の英語では異なる意味になることを示すとき (例: "smart" は、英語では"細身"の意味にはならない)	1	2	3	4	5
10 前回の授業の振り返りをするとき	1	2	3	4	5
11 すでに学んだ単語や表現の復習をするとき	1	2	3	4	5
12 多義語の復習をするとき	1	2	3	4	5
13 借用語の復習をするとき	1	2	3	4	5
14 会話表現やスラングを復習するとき	1	2	3	4	5
15 課題やテスト範囲について説明するとき	1	2	3	4	5
16 生徒が英単語を理解できないとき	1	2	3	4	5
17 生徒が教師の英語による説明を理解できないとき	1	2	3	4	5
18 生徒が英語で質問したいが、英単語を思いつかないとき	1	2	3	4	5
19 生徒が英語の質問に答えたいが、英単語を思いつかないとき	1	2	3	4	5
20 英語のテストの受け方について説明するとき (例: スピーキングテストは3分で行い、メモ持ち込みは不可)	1	2	3	4	5
21 英語のテストでの指示文 (例: 英文の内容に合うものを、次の選択肢から1つ選びなさい)	1	2	3	4	5
22 授業中、生徒の成果をほめるとき (例: well done, excellent, great job ...etc)	1	2	3	4	5
23 授業中、生徒がくつろげるように支援するとき	1	2	3	4	5

	(例: feel relaxed, enjoy group work)	
24	授業中、生徒が緊張しないように支援するとき (例: making mistakes is OK)	1 2 3 4 5
25	授業中、生徒が自信を持てるように支援するとき (例: you can do it, have more confidence)	1 2 3 4 5
26	授業中、冗談を言うとき	1 2 3 4 5
27	英語圏の文化についての話をするとき	1 2 3 4 5
28	英語圏の有名な人についての話をするとき	1 2 3 4 5
29	英語圏の社会問題について話すとき (例: アメリカの人種差別)	1 2 3 4 5
30	日本と英語圏社会との文化的差異について話すとき	1 2 3 4 5
31	授業開始時のティーチャートーク (あいさつなども含む)	1 2 3 4 5
32	授業終了時のクローージング (あいさつなども含む) (例: That's all for today)	1 2 3 4 5
33	生徒の発音を訂正・説明するとき	1 2 3 4 5
34	生徒の単語の使用ミスを訂正・説明するとき	1 2 3 4 5
35	生徒の教科書の内容理解のミスを訂正・説明するとき	1 2 3 4 5
36	生徒の文法ミスを訂正・説明するとき	1 2 3 4 5
37	生徒のプレゼンテーションに対してコメントをするとき	1 2 3 4 5

**Acknowledgement**

The researcher would like to thank Masaki Sato for his permission to administer this survey (SPIL) to his fellow students for my research. I would like to thank the students in Omagari SHS, who participated and made this research possible. THANK YOU VERY MUCH!

**Reference**

Carson, E. (2015). Introducing a new scale: student preferences for instructional language (SPIL). [大学英語教育学会中国・四国支部研究紀要]. JACET Chugoku-Shikoku Chapter Research Bulletin, (12), 19-36

*Note.* Adapted from Carson, 2015

## Survey methodology:

Asking “Which language (English/Japanese) do you prefer your teacher to use?”

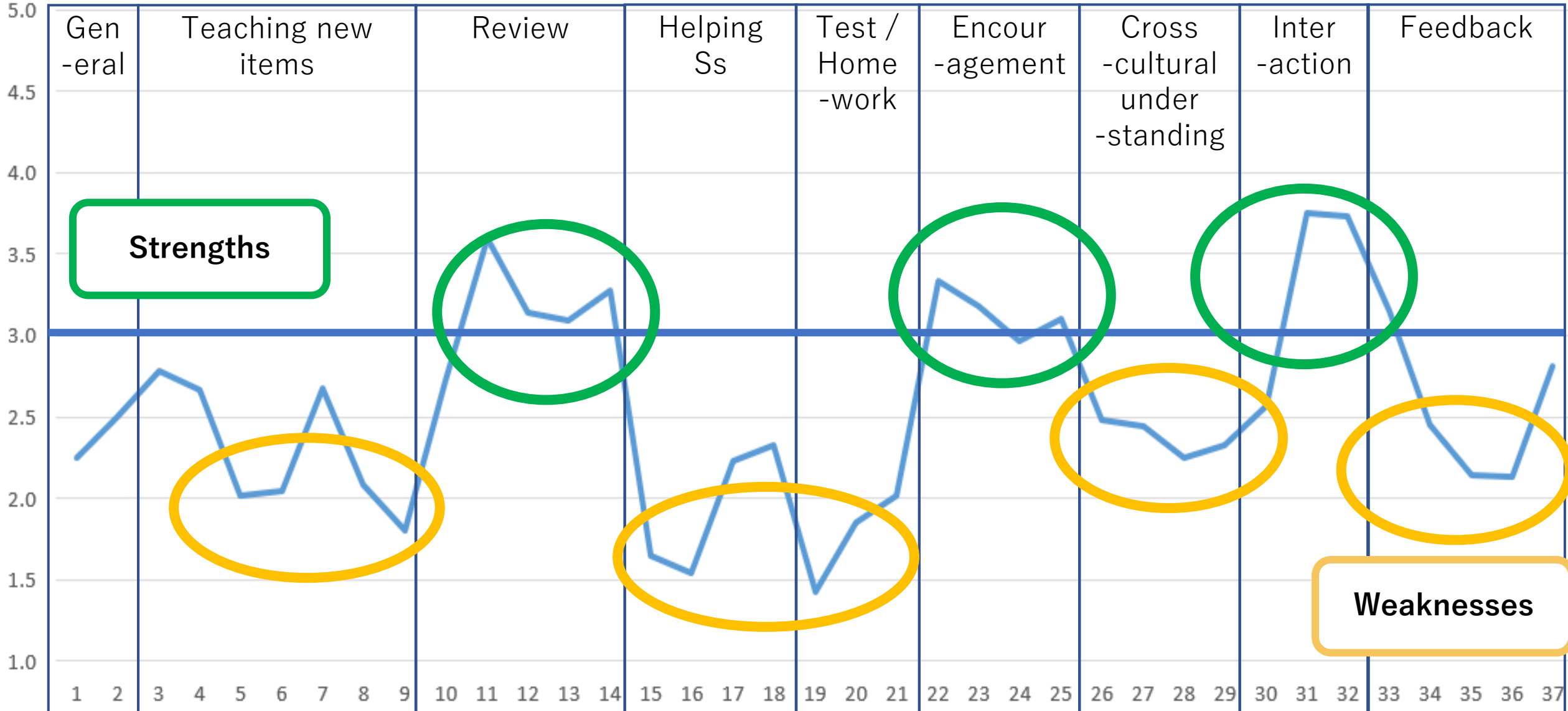
**Pre-test: October 2021 (before practicum), N=32**

**Three-lesson practicum: November 2021  
(All in English)**

**Post-test: November 2021 (right after practicum), N=32**



## Pre-test (SPIL)



# **02 Focuses in teaching practicum**

## **Nov, 2021**

### **1st-Graders in SHS**

Strengths: review, encouragement, interaction

Weaknesses: new items, helping Ss, feedback

1. Use students' **background knowledge**
2. Use visuals, and simple words when teaching **new items**.
3. Show examples before **new activities**
4. Give **feedback** through **interaction & encouragement**

## Textbook topic



## Relationship between The Netherlands & Japan

オランダ = Holland / the Netherlands / Dutch

- What else do you know about the Netherlands?



杉田玄白

ラン学

出島 in Nagasaki

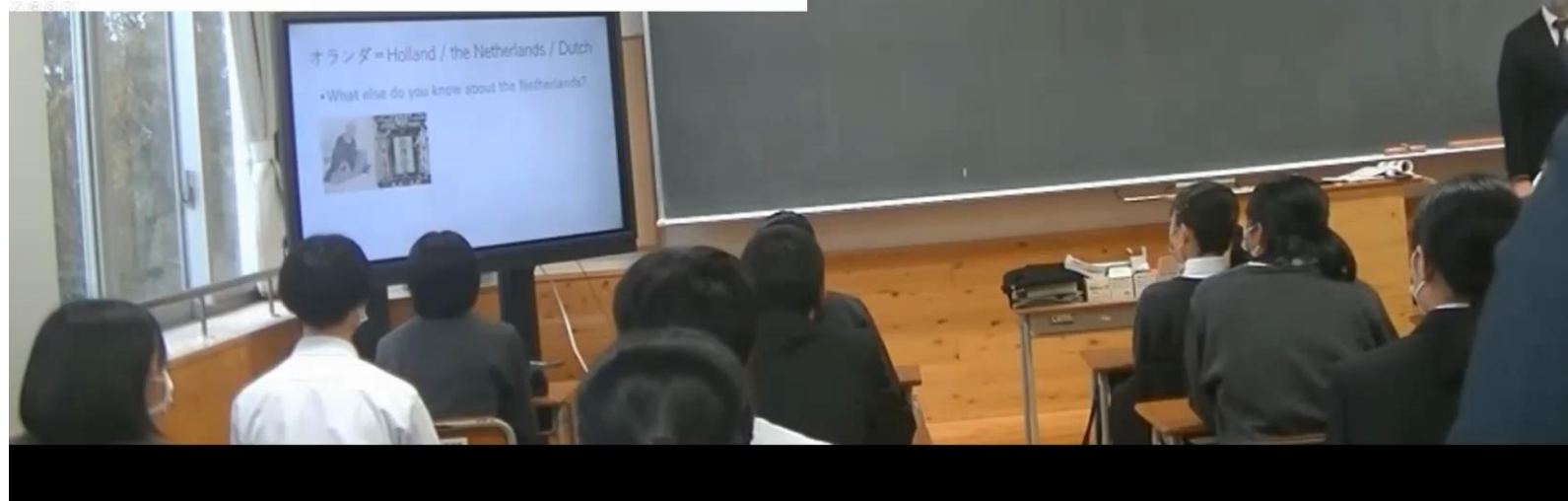
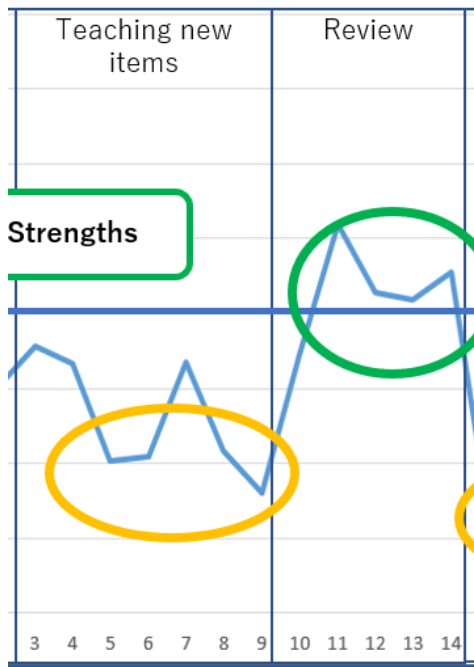
= the Edo period

- ▶ 1. Use students' **background knowledge**
- ▶ 2. Use visuals, and simple words when teaching **new items**.
- ▶ 3. Show examples before **new activities**
- ▶ 4. Give **feedback** through **interaction & encouragement**

## Teach new items utilizing students' background knowledge

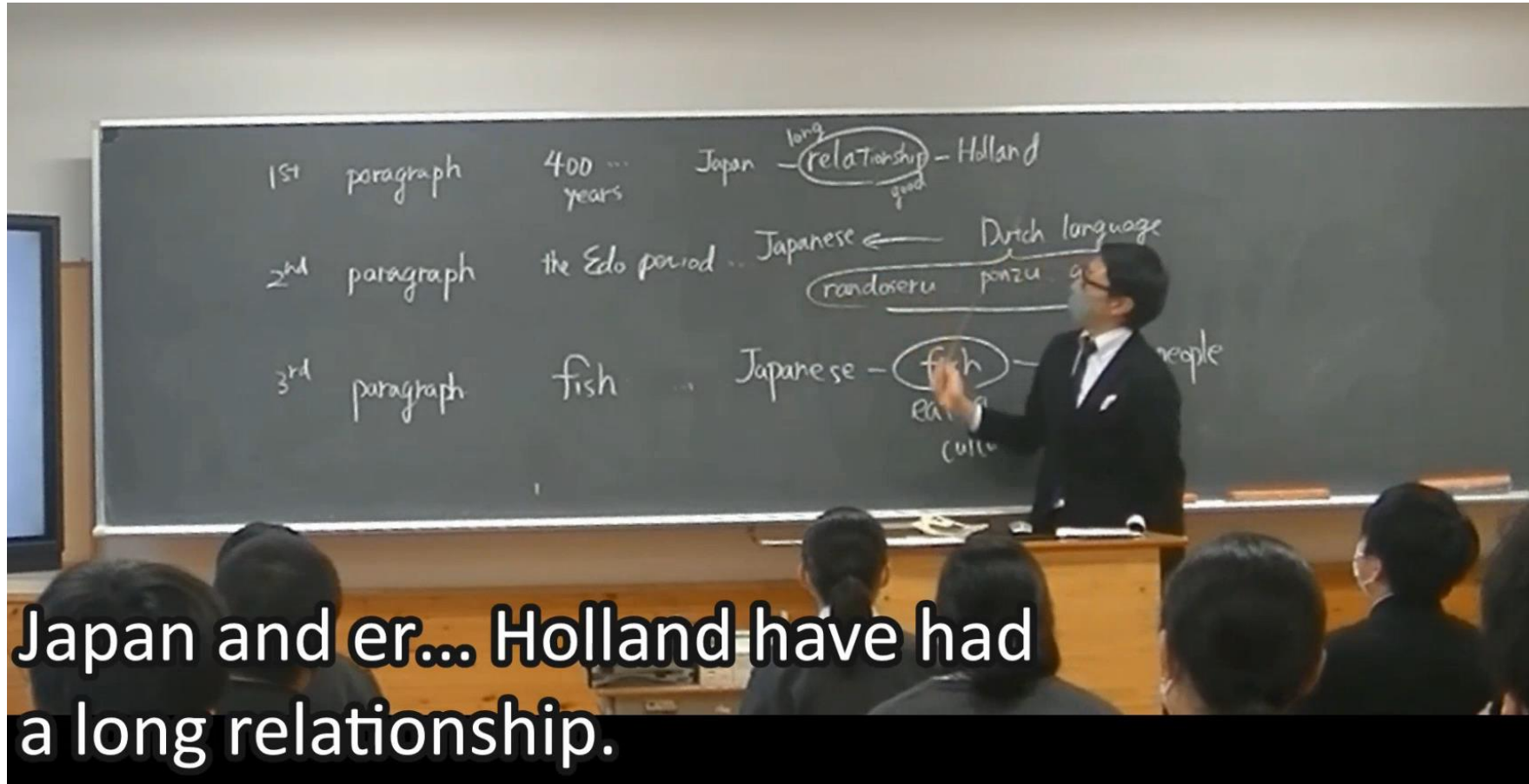
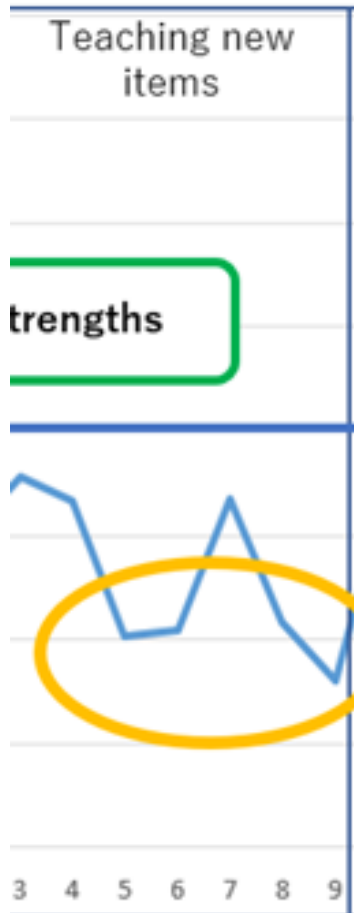
オランダ = Holland / the Netherlands / Dutch

- What else do you know about the Netherlands?



- ▶ 1. Use students' **background knowledge**
- ▶ 2. Use visuals, and simple words when teaching **new items**.
- ▶ 3. Show examples before **new activities**
- ▶ 4. Give **feedback** through **interaction & encouragement**

Show examples before a new activity: Retelling text contents with keywords



1. Use students' background knowledge
- ▶ 2. Use simple words when teaching new items.
- ▶ 3. Show examples before new activities
4. Give feedback through interaction & encouragement

Students' performance

**SOUND  
ONLY**

## Students' performance

### SOUND ONLY

S: Both countries... Japanese and Holland has good relationship for 400 years

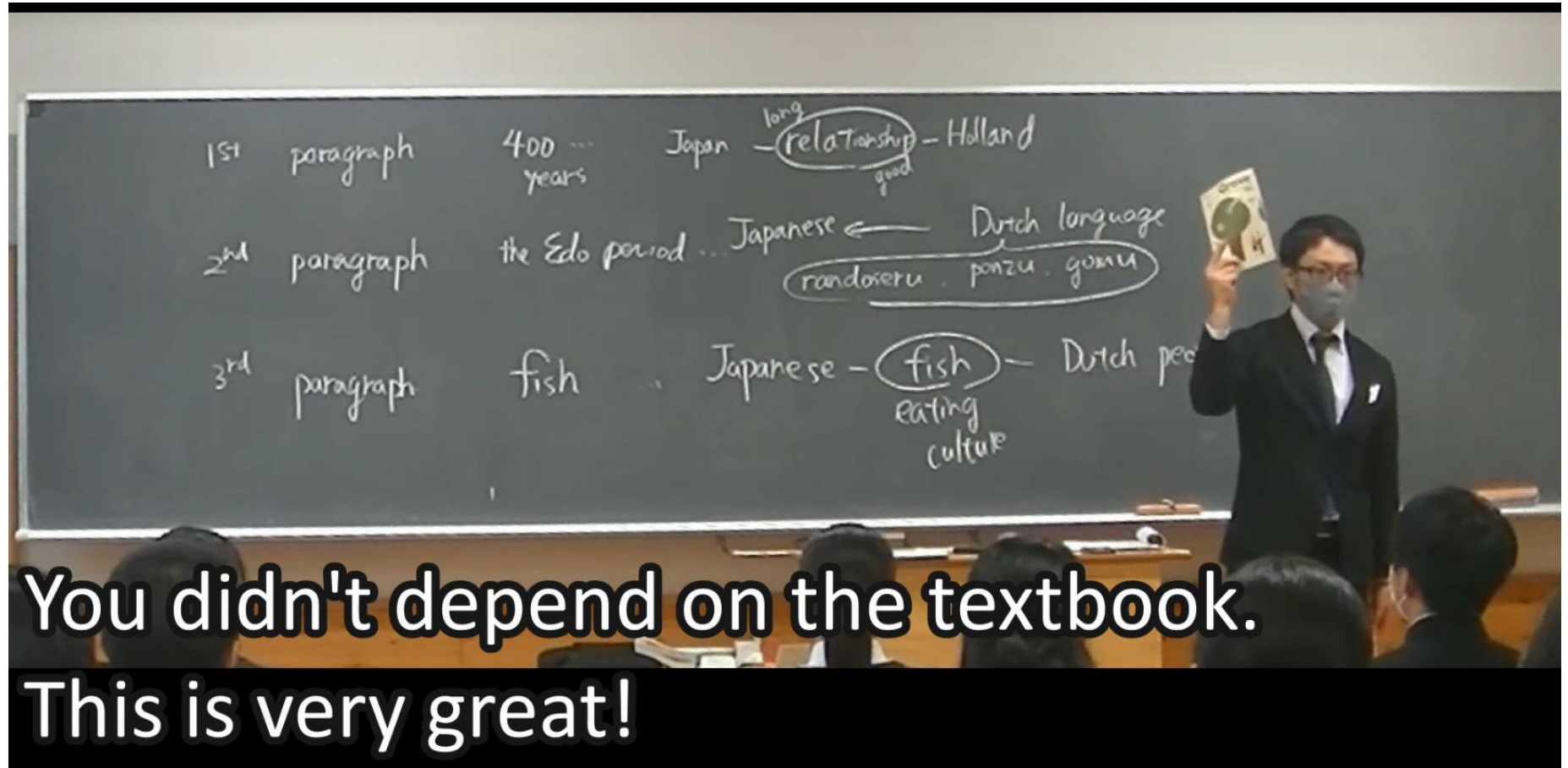
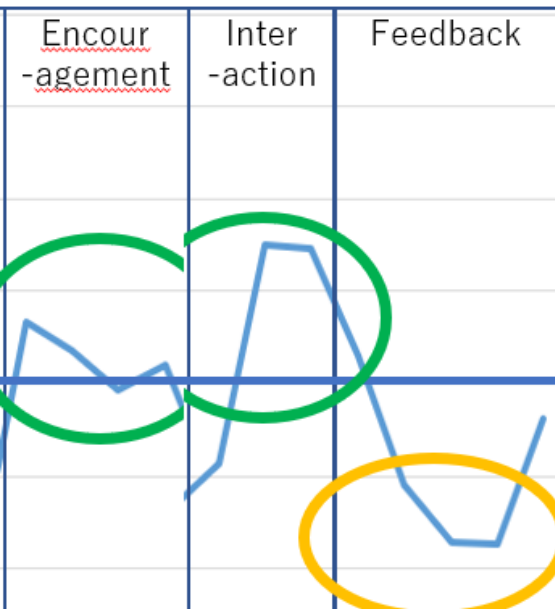
and in the Edo Period, Japanese people borrowed Dutch languages for example, randoseru, ponzu, and gomu.

Both.....Japanese people and Dutch people... has similar cultures Especially eating culture, for example,

Japanese people has... eat hatsugatsuo (bonito) in first summer season and Dutch people eat nishin (herring) in the same season.



Give positive feedback after each activity



1. Use students' **background knowledge**
2. Use simple words when teaching **new items**.
3. Show examples before **new activities**
- ▶ 4. Give **feedback** through **interaction & encouragement**

## Motivating students to speak more

Word Counter List (以下の数字を手でなぞって、1分あたりの発話語数を数えます)

Name

あまり最初はうまく話せなかったけれど  
 少しずつ話せるようになって楽しかった

毎回話していると

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200

Native-speaker level

1	1 min. retelling	words
2	Presentation practice	words

I am glad that I spoke English better and better in the course of the 3 lessons.

## Textbook topic



**Relationship  
between  
The Netherlands  
& Japan**



## Students' Research & Presentation



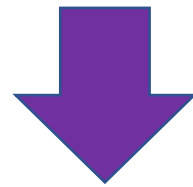
**About the Netherlands**

The key elements in **speaking activities**:  
Authenticity, **Personalization**, Creativity

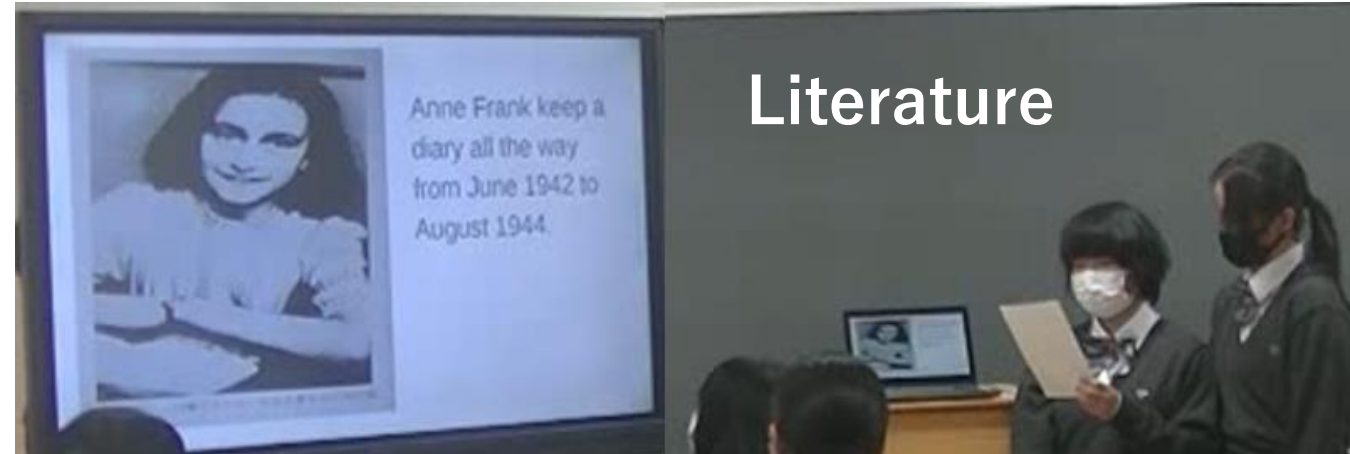
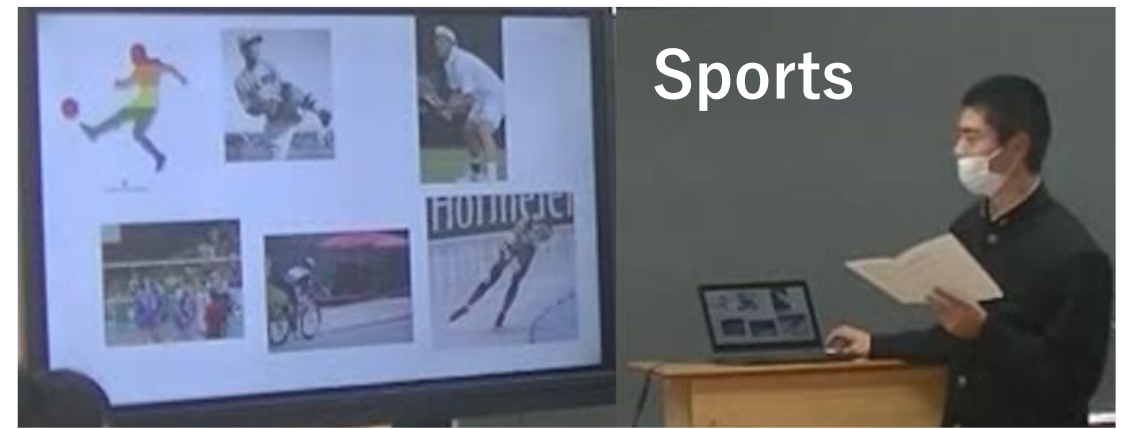
(Shin & Crandall, 2014; Shin et al., 2021; Machida, 2022)

Fostering **students' involvement** through...  
**Self-Determination (SD)**

(Deci & Ryan, 1985, 2011; Hiromori, 2003; Oga-Baldwin & Nakata, 2017; Nishida, 2022)



**Presentation Activity**



## Showing various examples of presentation



Text-reading presentation



Presentation with visual aids



Presenter-audience interactions

<b>Positive</b>	<b>Negative</b>
Visuals	Too much text on the slide
Asking questions	Just reading the scripts
Interaction with the audience	Too fast
	Difficult words

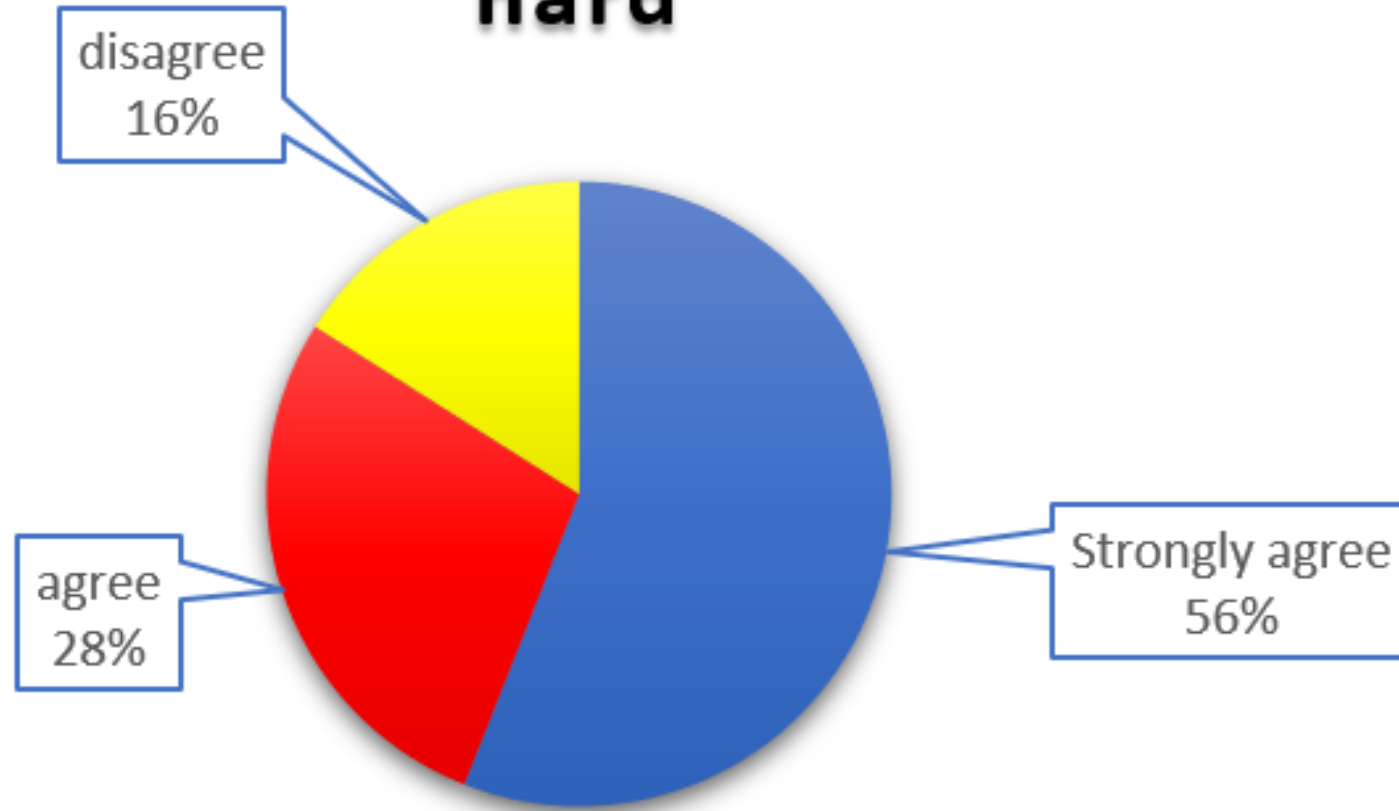
## Students' performance





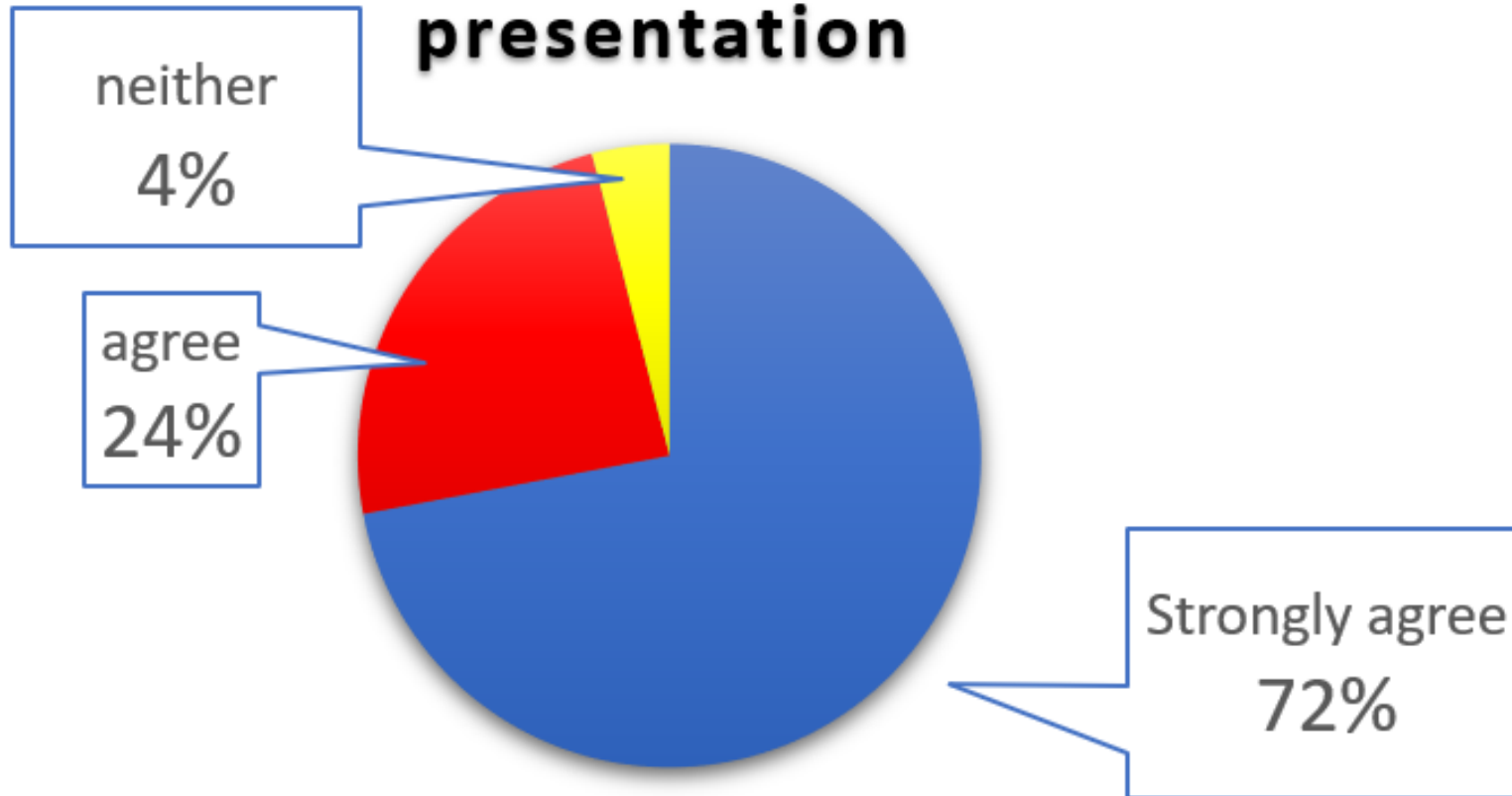
# 03 Outcomes

## Preparation for the presentation was hard



**84%: hard**

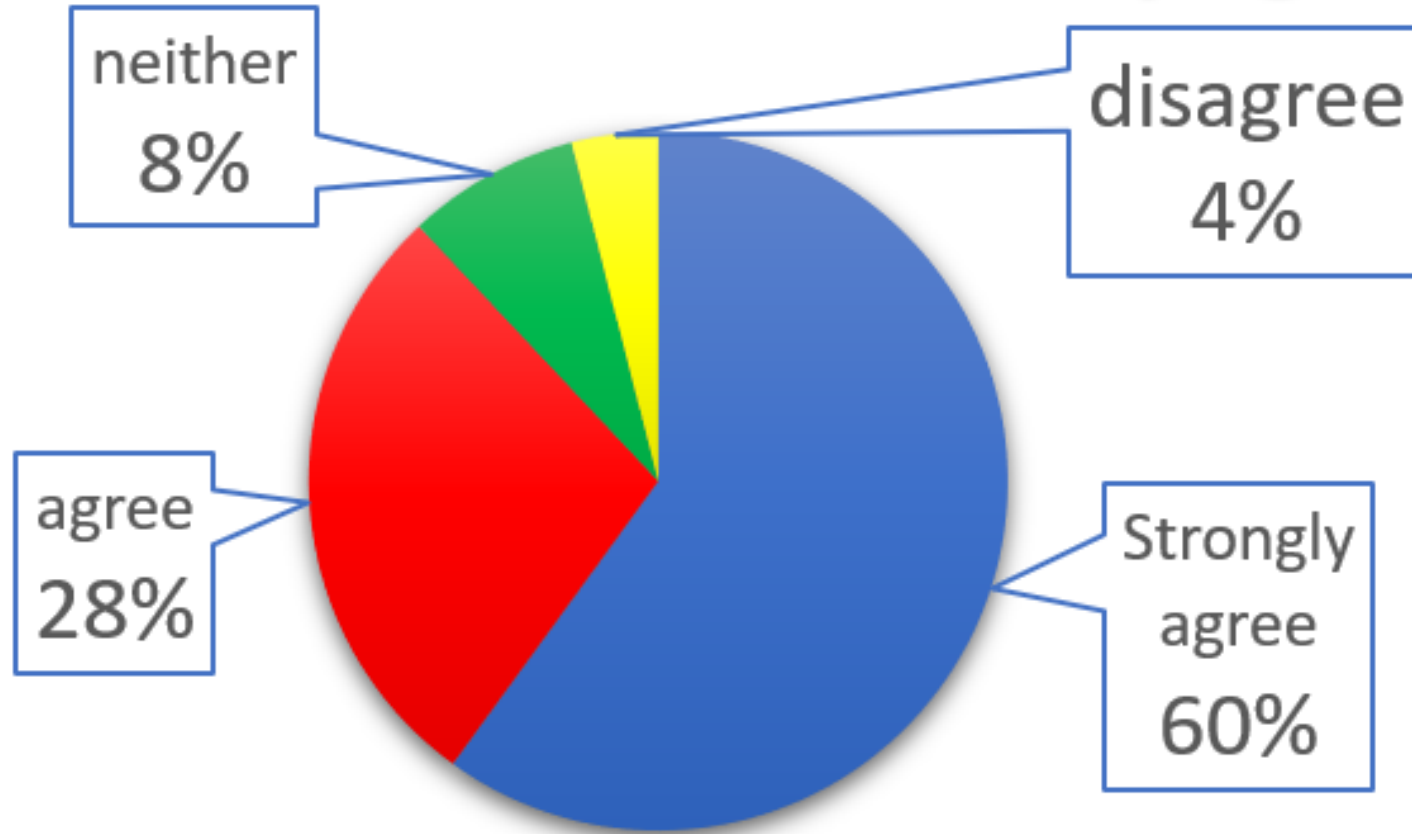
## I enjoyed my research and presentation



**84%: hard**

**96%: enjoyed**

## I want to do research activity again

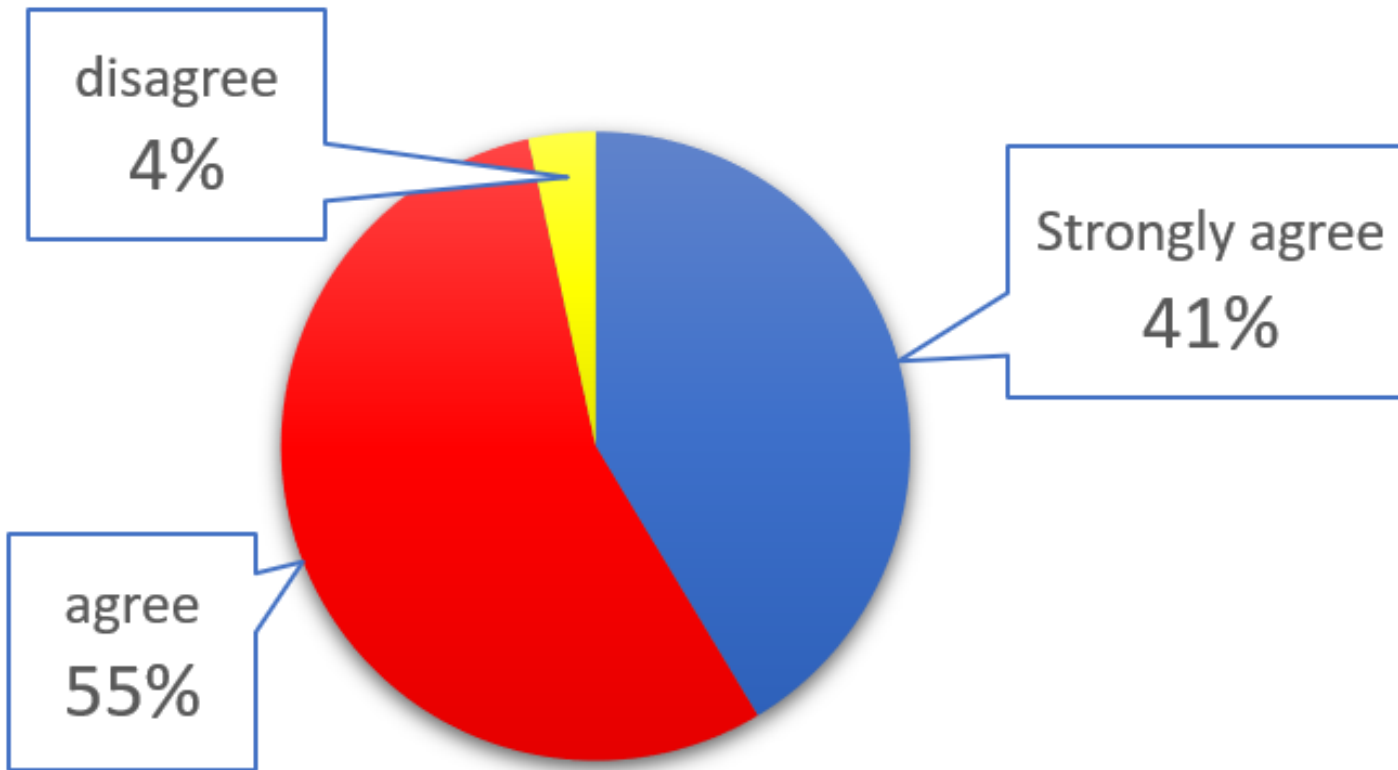


**84%: hard**

**96%: enjoyed**

**88%: do again**

Deciding on your own theme and doing research led to further understanding of the textbook content.



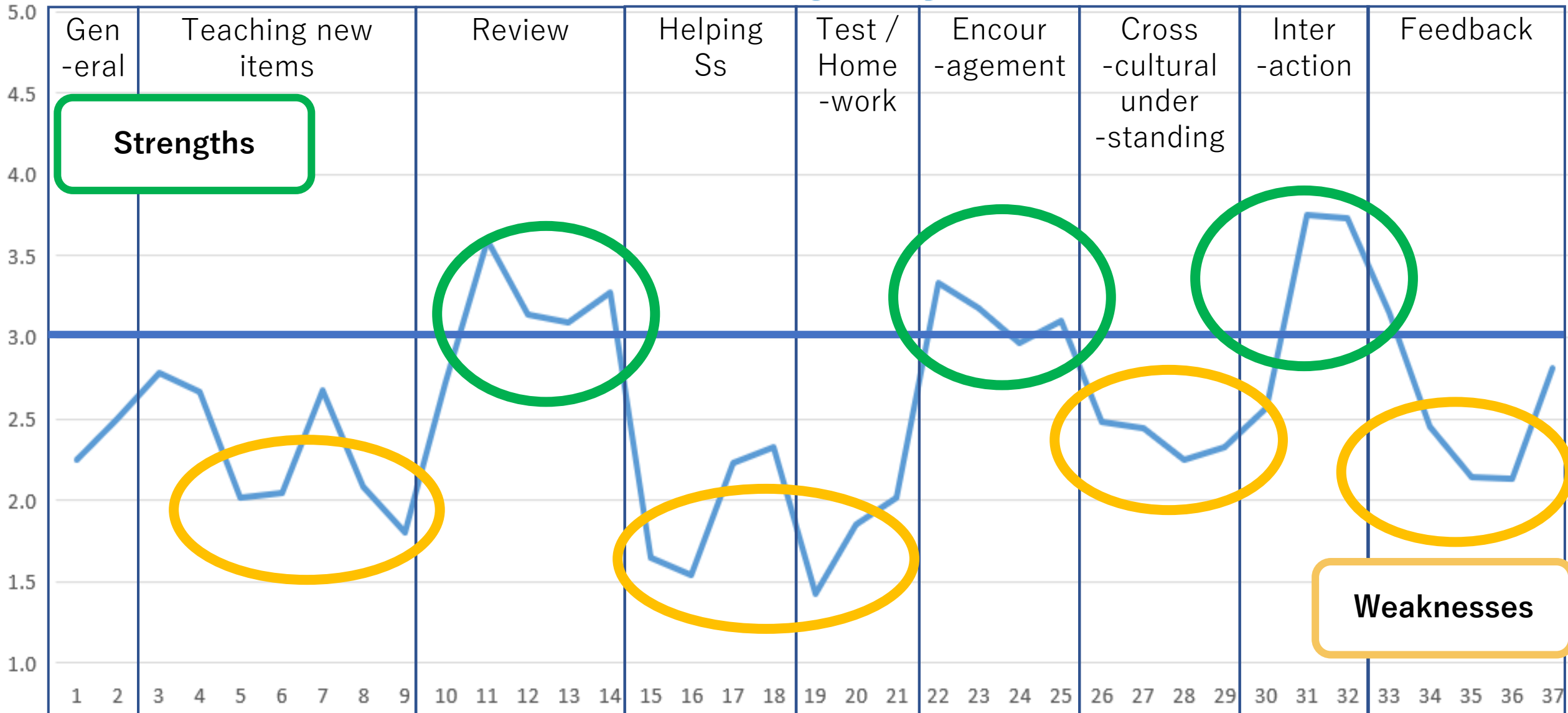
**84%: hard**

**Personalization**  
**96%: enjoyed**  
&

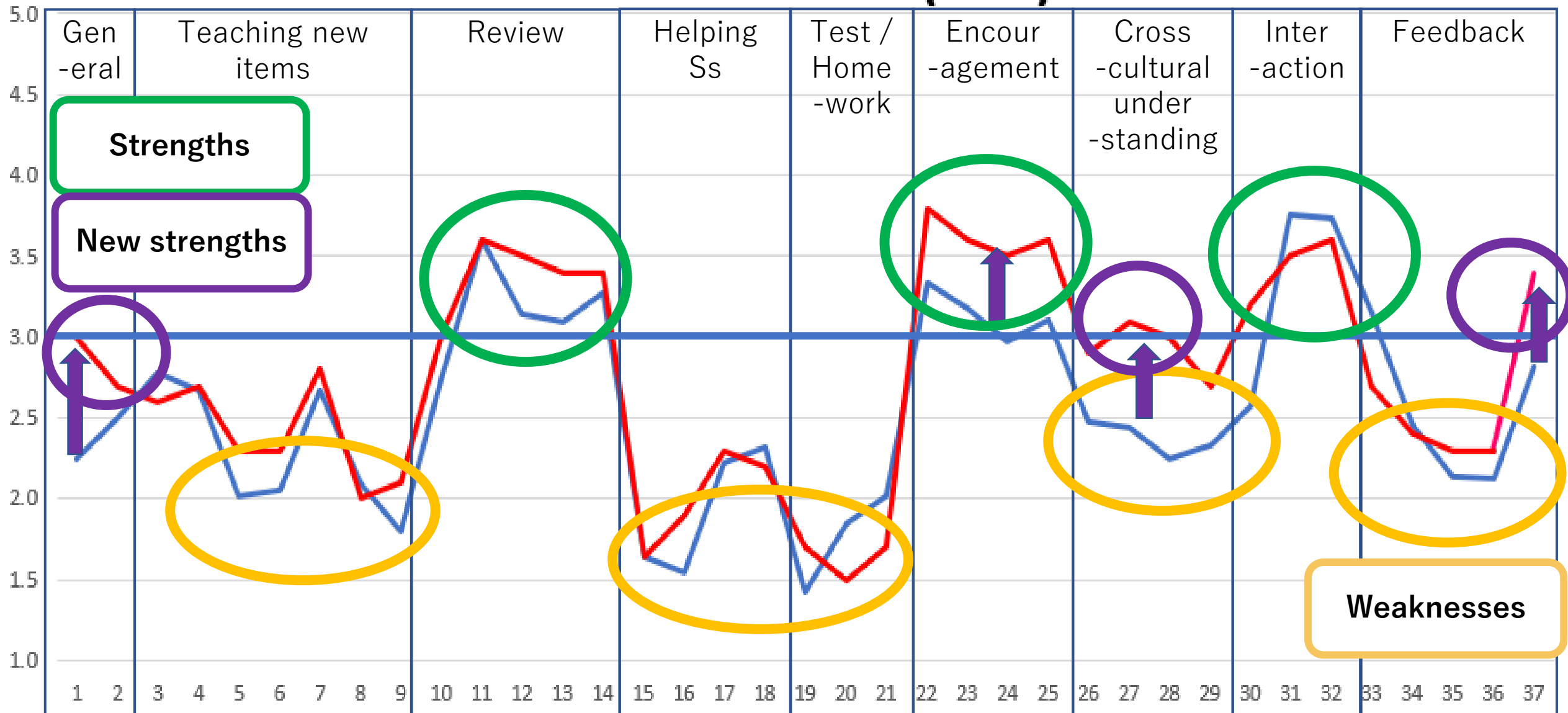
**Self-determining**  
**88%: do again**

**96%: understood the textbook better**

## Pre-test (SPIL)



## Pre- & Post-test (SPIL)



# 04 Conclusion



# Data analysis:

The **more exposed** to English, the **more accustomed** to English.

## Keys to foster students' communication:

1. Students' **background knowledge**, **visuals**, and **simple words**.
2. **Examples/models** before new activities
3. Feedback through **interaction & encouragement**
4. **Personalizing** materials to individual students
5. **Self-determining** opportunities

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Thank You  
For Listening!



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