Fostering communication-based activities in SHS English classes

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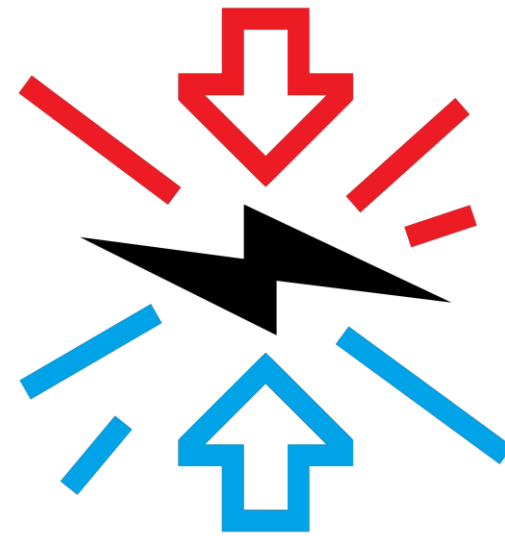| 1 | The current SHS practices in Japan |
| 2 | Focuses in teaching practicum (Nov, 2021) |
| 3 | Outcomes |

01 The current practices in SHS

The revised Course of Study promotes…

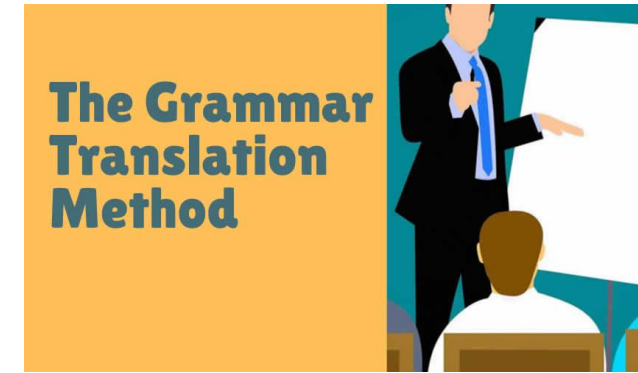**Activities to foster productive/interactive skills.**

(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.**
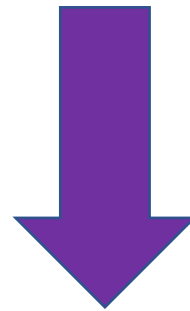
‣ **teaching just as they were taught.**

(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)

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)
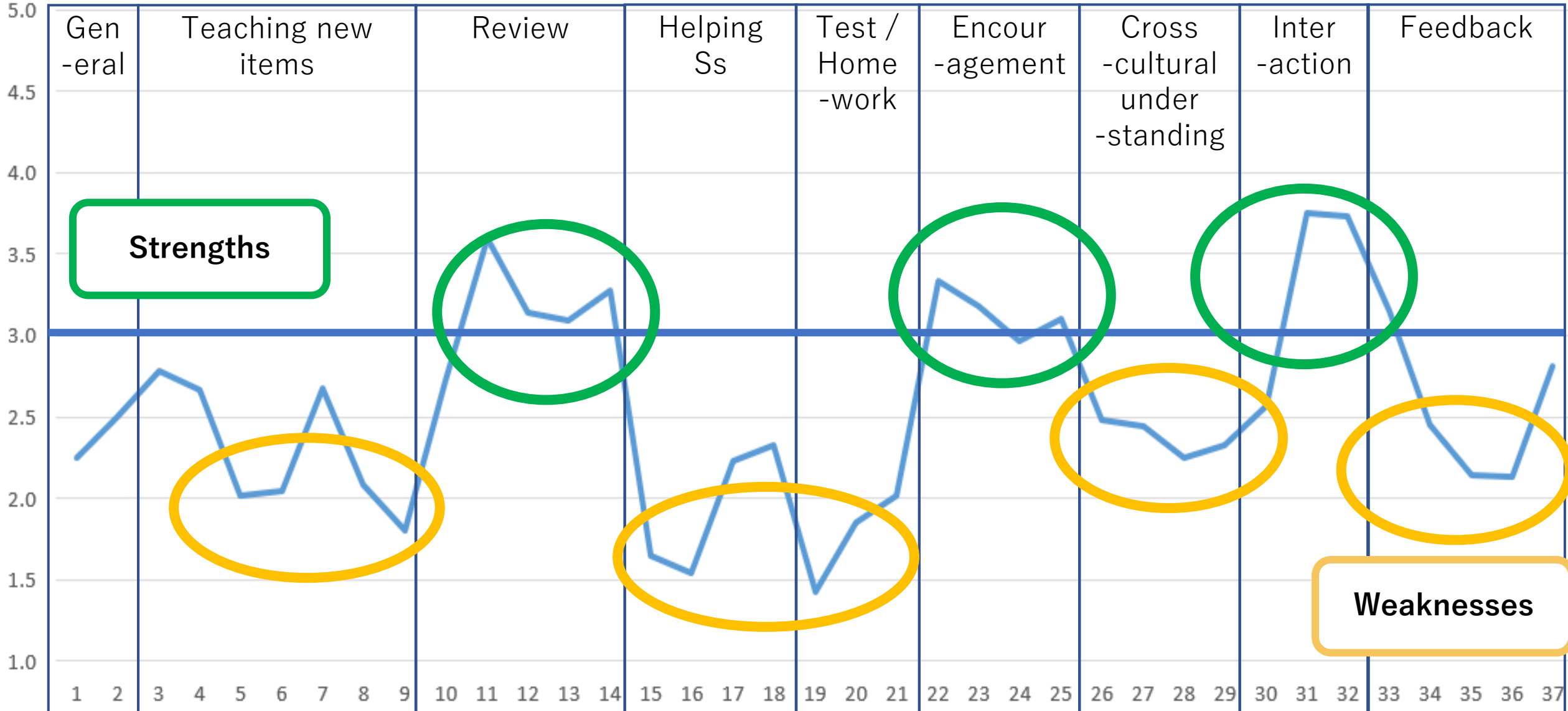
02 Focuses in teaching practicum
Nov, 2021
1st-Graders in SHS

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?
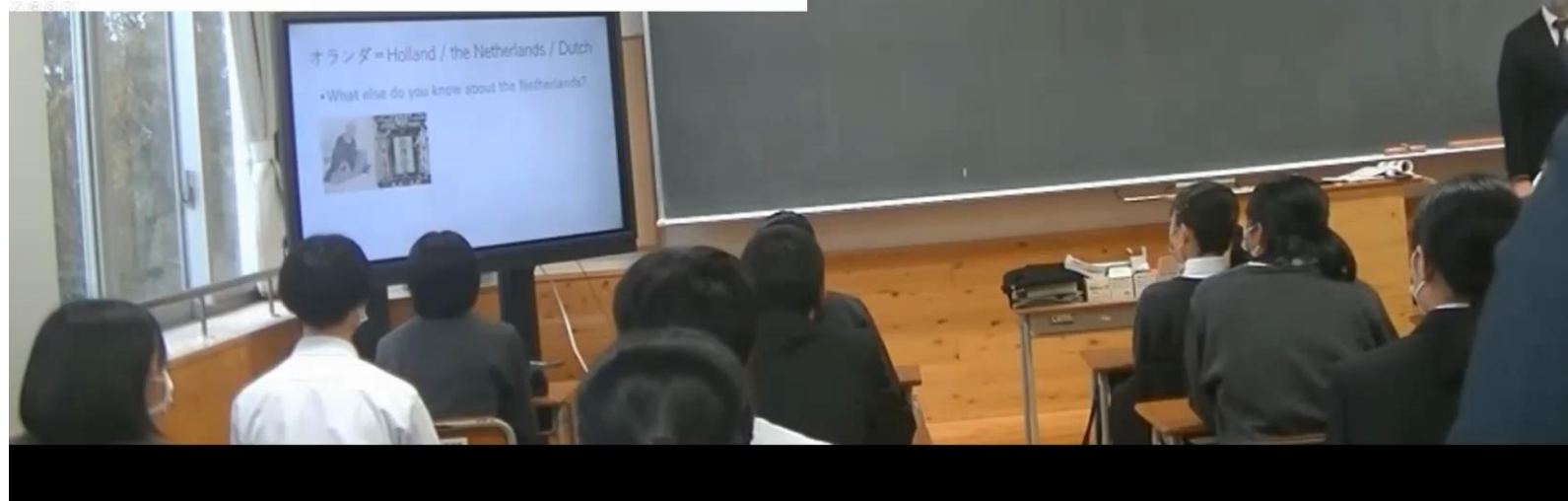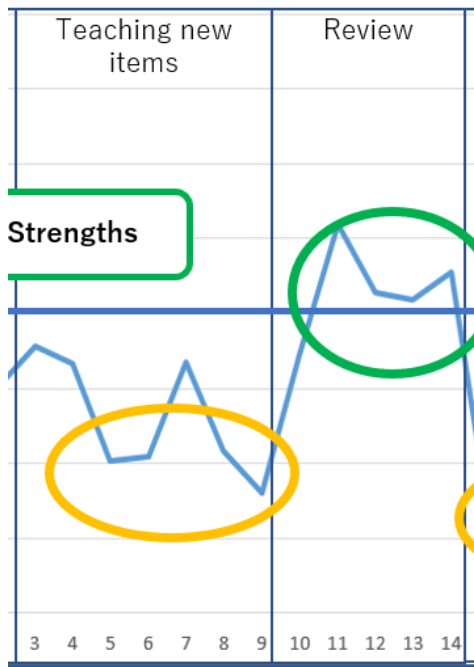
杉田玄白

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

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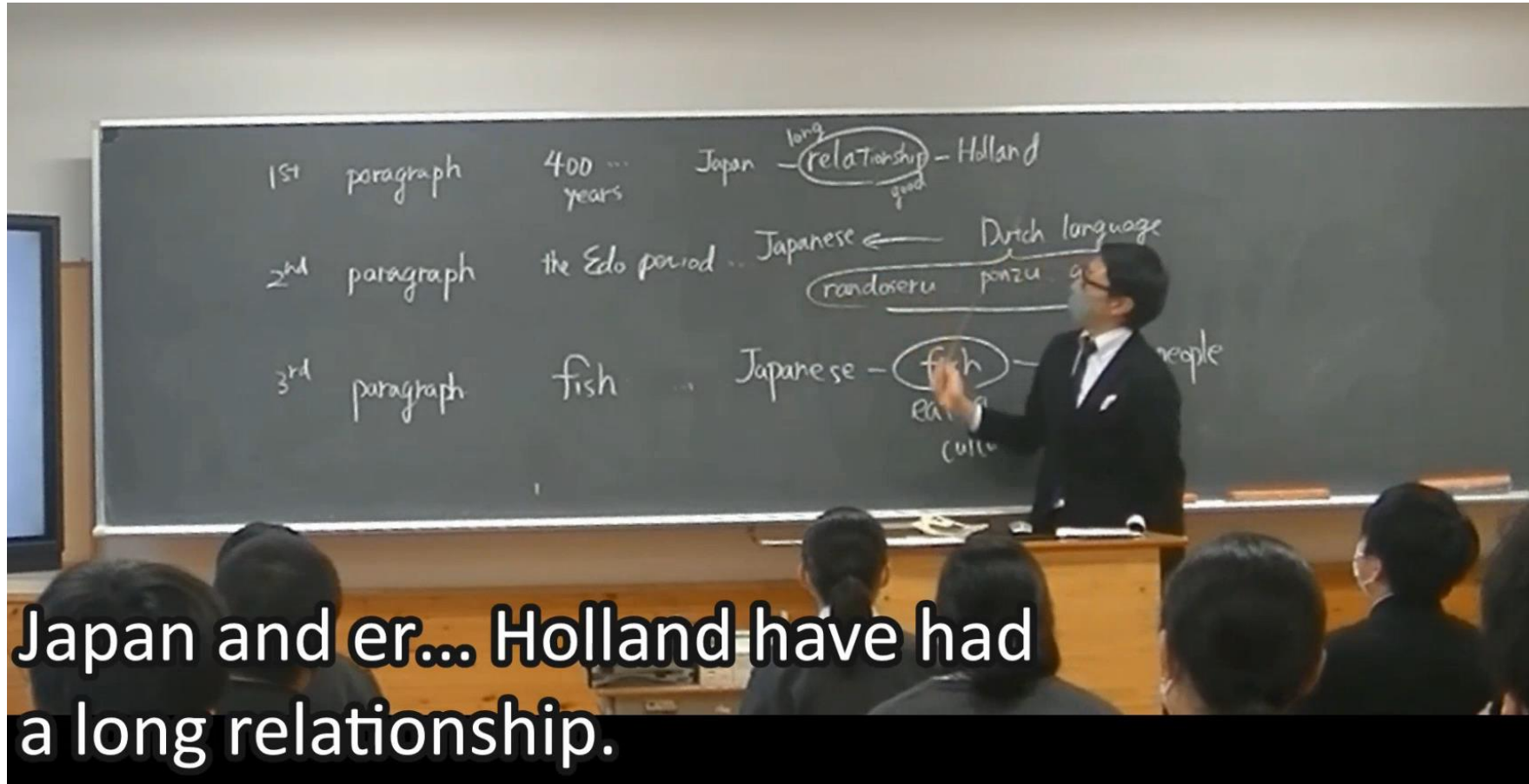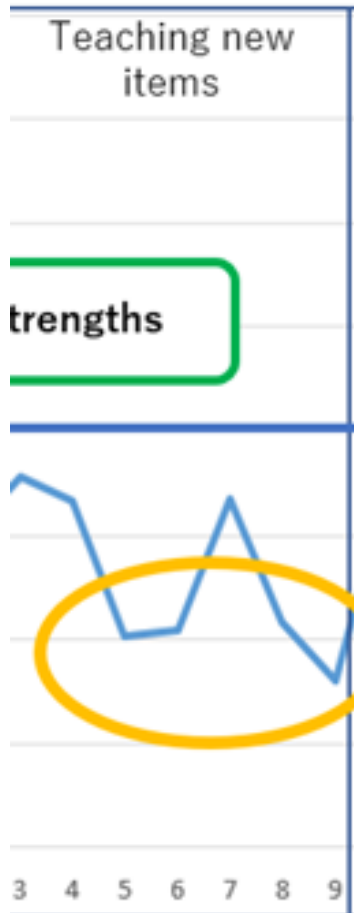
1. Use students' background knowledge
▶2. Use simple words when teaching new items.
▶3. Show examples before new activities
4. Give feedback through interaction & encouragement

Students' performance

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
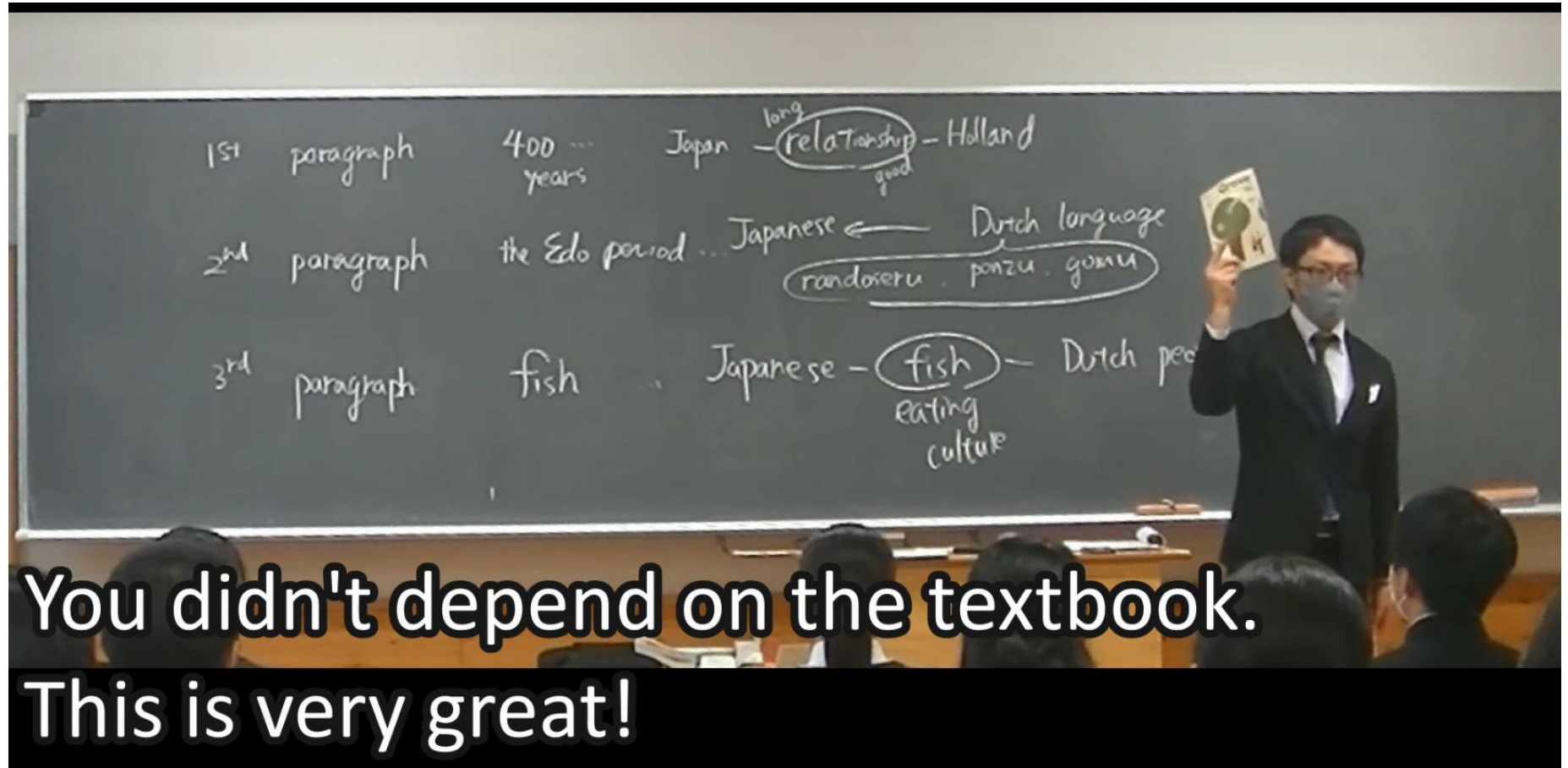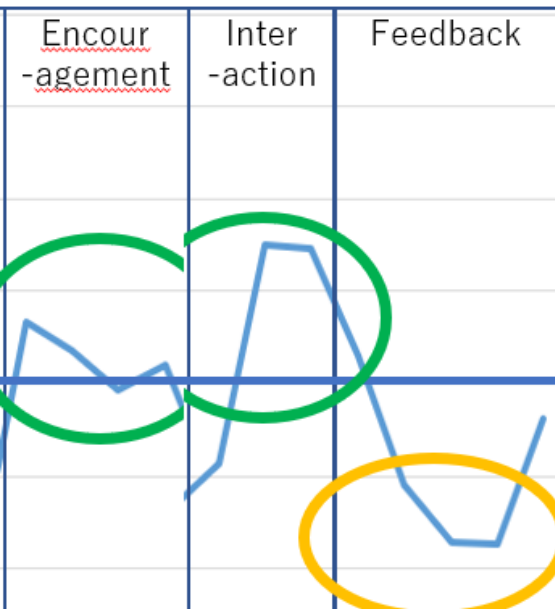
Encour -agement	Inter -action	Feedback

You didn't depend on the textbook.
This is very great!

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 毎回話していると

少しずつ話せるようになって楽しかった

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

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

2	Presentation practice		words

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

Food culture

Sports

Geography

Literature
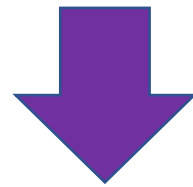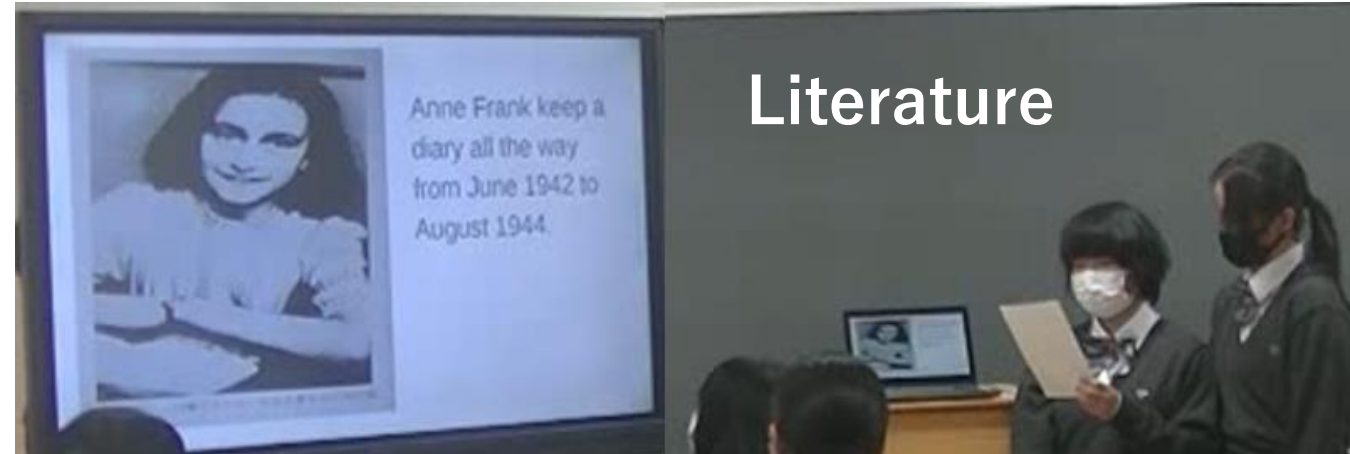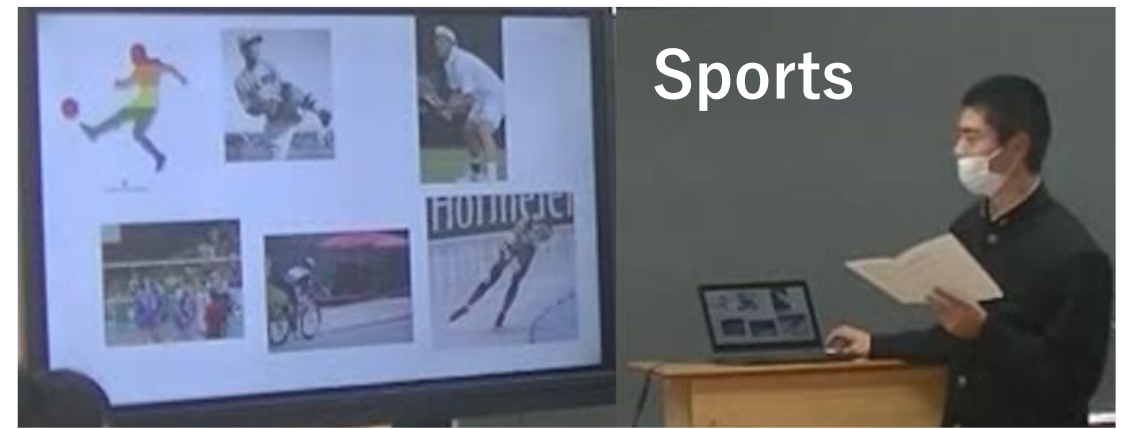
Showing various examples of presentation

Text-reading presentation

Presentation with visual aids

Presenter-audience interactions

Positive	Negative
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

disagree
16%

agree
28%

Strongly agree
56%
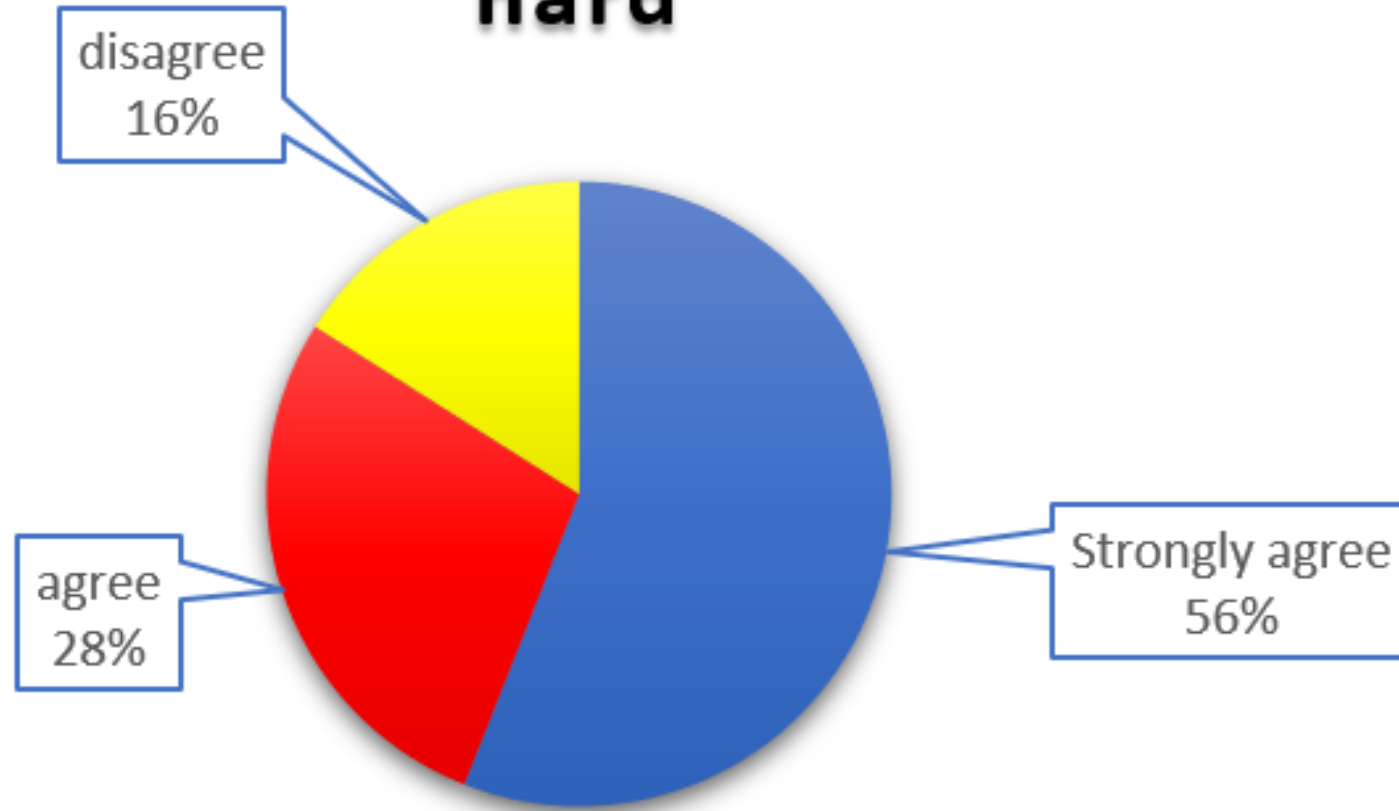
84%: hard

I enjoyed my research and presentation

neither
4%

agree
24%

Strongly agree
72%
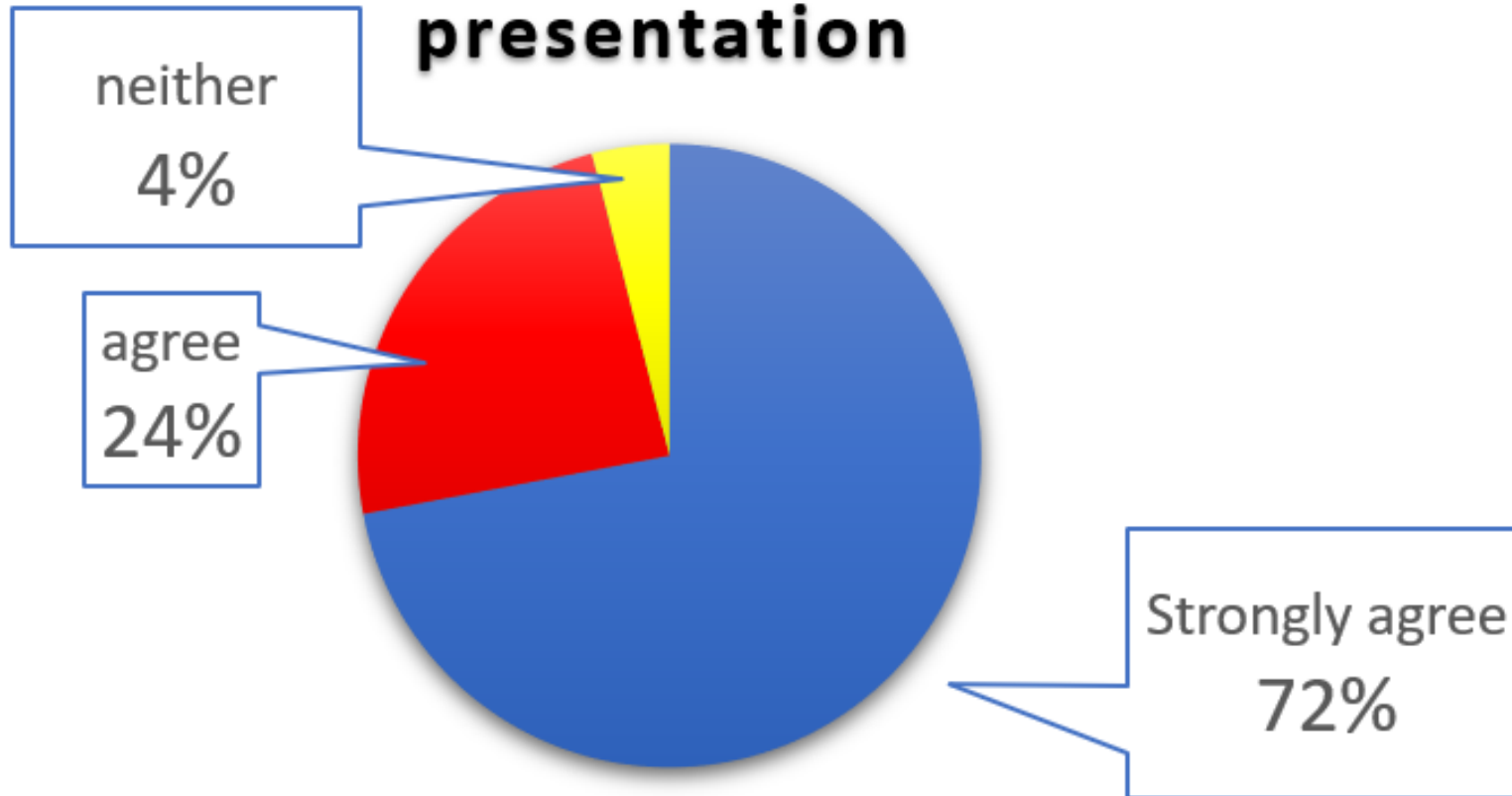
84%: hard

96%: enjoyed

I want to do research activity again

neither
8%

disagree
4%

agree
28%

Strongly
agree
60%
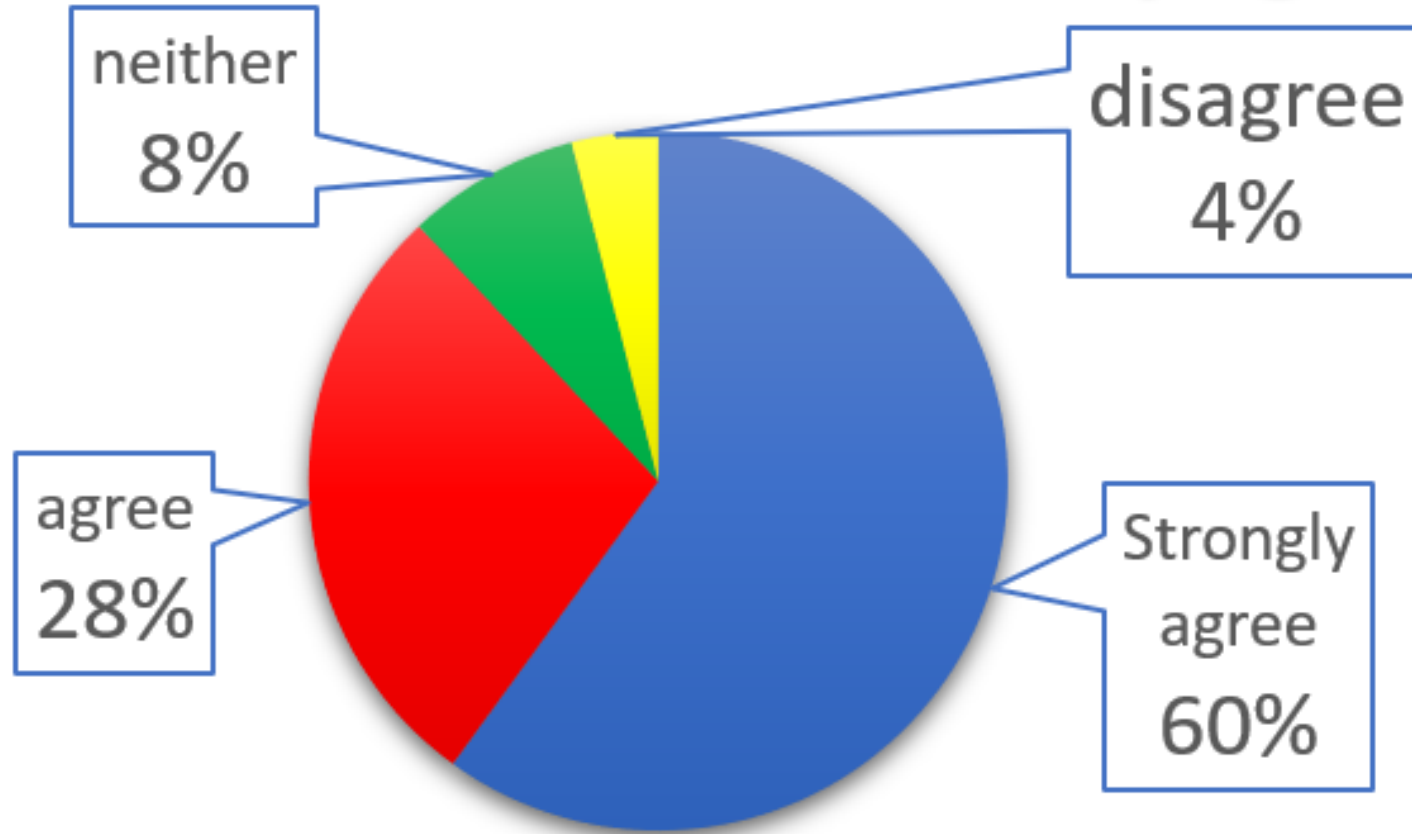
84%: hard

96%: enjoyed

88%: do again

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

disagree 4%

Strongly agree 41%

agree 55%

84%: hard

Personalization &

96%: enjoyed

Self-determining

88%: do again

96%: understood the textbook better

Pre-test (SPIL)
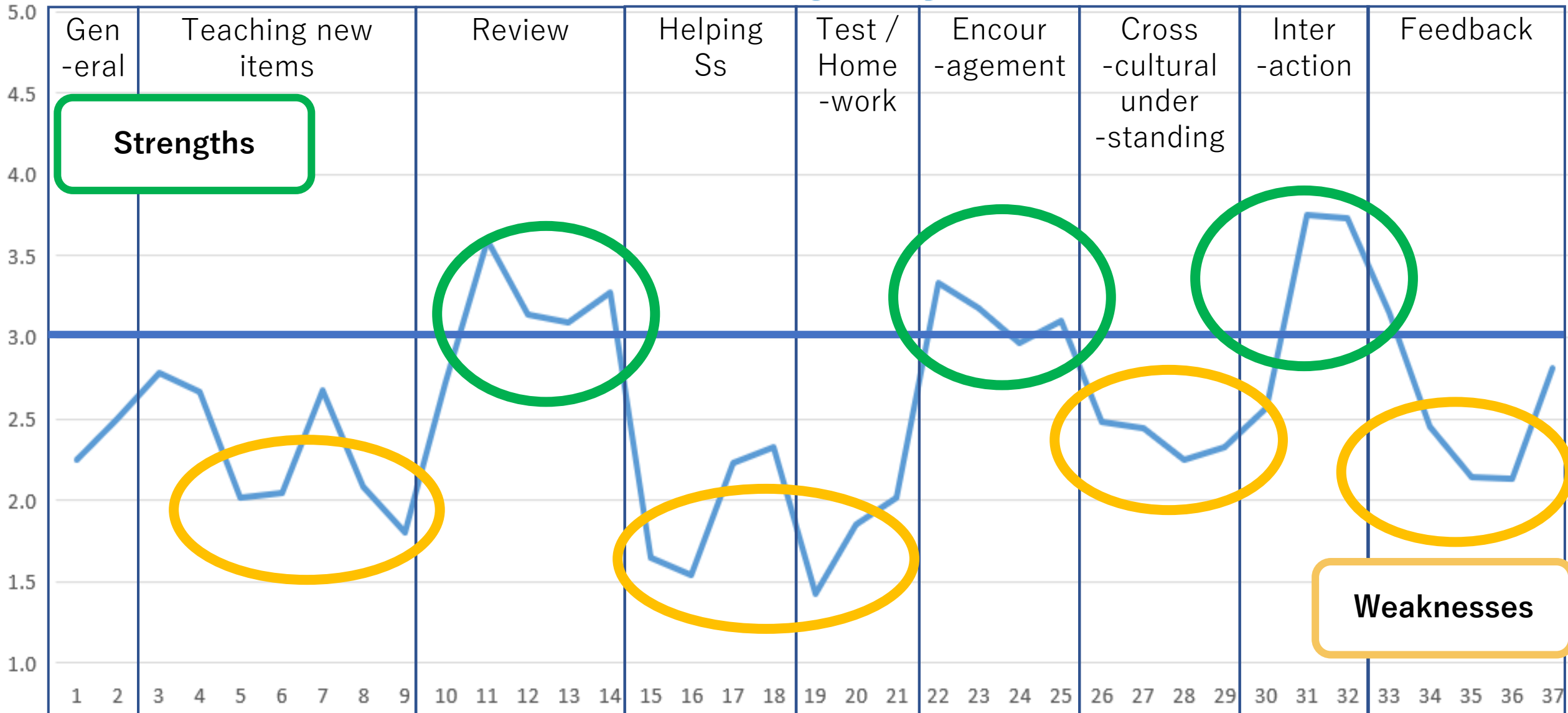
Pre- & Post-test (SPIL)
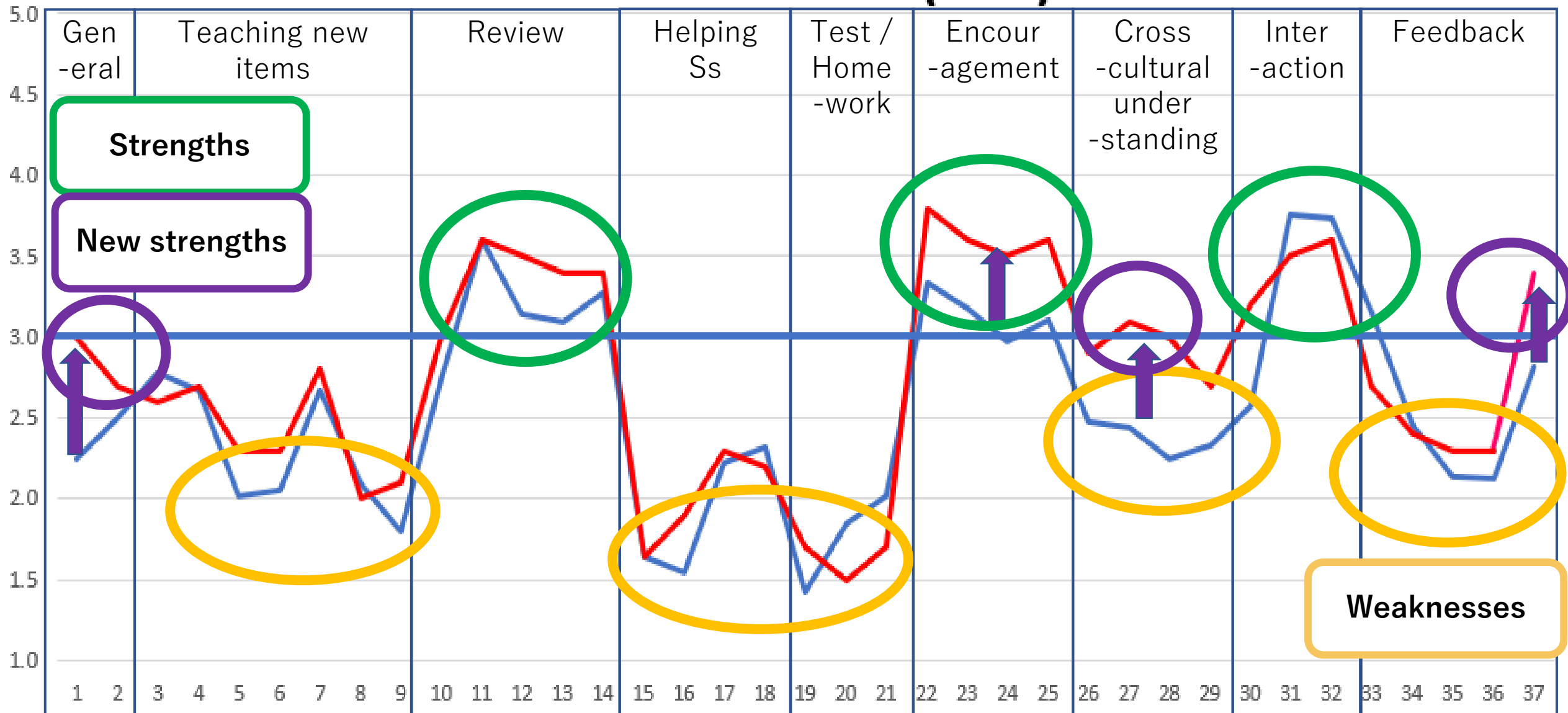
04 Conclusion

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.
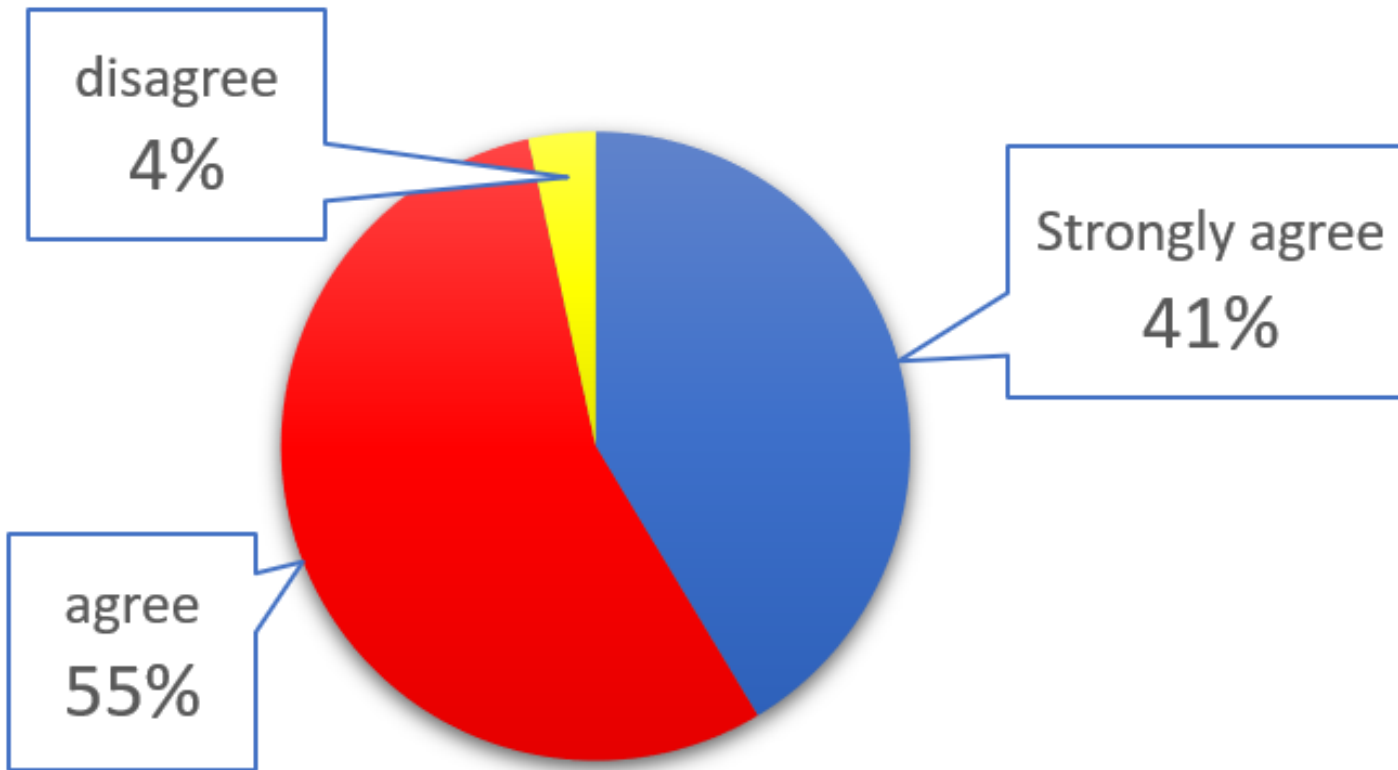
2. Examples/models before new activities

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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