



FD研修会報告

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FD 研修会報告

第五回 CEGLOC 外国語教育部門 FD 研修会： 学問およびコミュニケーション・ツールとしての外国語

19 July, 2016

9:15-11:15am CA304

The Fifth Faculty Development Workshop: Foreign Languages as Academic subject & Communication Tool

This semester's faculty development workshop was extended from the English Section to the whole Foreign Language Education Division with the intent to include instructors of all 9 foreign languages taught at CEGLOC. This enhanced event also featured for the first time junior researchers. The event comprised two distinct topics: I. Foreign Languages as an Academic subject, and II. Foreign Languages as a Communication Tool. The first topic included a talk on ongoing education in the field of professional translation from Japanese to English/Dutch and brief presentations from junior researchers who introduced their current research. The second topic addressed teaching practices of Arabic and French for beginners.

List of presenters:

- 1) Abir Kawakami: 'Instant Arabic' Alphabet & associative learning
- 2) Jeroen Bode: 'Education never ends' Language acquisition post-academia
- 3) Junior researcher corner. Eiko Suita, Kazuya Nishimaki, Ai Sato: 'Self-intro'
- 4) Bruno Jactat: 'Stand and Talk'. Communication strategies from the start



From left clockwise, A. Kawakami, J. Bode, A. Sato, E. Suita.

(文責：ジャクタ)

THE UNIVERSITY OF TSUKUBA – CENTER FOR
EDUCATION OF GLOBAL COMMUNICATION
THE SIXTH FACULTY DEVELOPMENT EVENT
PANEL DISCUSSION: WHAT DOESN'T WORK IN CLASS?

8 November, 2016
9:30-11:30am CA304

Toshinobu Usuyama, head of the Foreign Language Education Division at CEGLOC, introduced this event which consisted of two parts.

Part I: Panel discussion. Panelists took turns presenting an issue they were faced with in their language classes and some of the solutions they have tried to implement.

Part II: Group work. After the coffee break panelists broke into groups with 3 or 4 members from the audience and furthered the discussion to come up with solutions and suggestions. A secretary in each group recorded the ideas and wrote up a one page summary which has been published hereafter.



From left clockwise, head of FLED Toshinobu USUYAMA (Japan), moderator Martin PAULY (USA), panelists Roxana SANDU (Romania), Adiene SUSEJ ROQUE (Venezuela), Eisuke KAWADA (Japan), Maria Gabriela SCHMIDT (Germany).

Bruno Jactat

Introductory speech

“Thank you very much for gathering here today to participate in Faculty Development Panel Discussion of Foreign Language Education Division under the topic “What doesn’t work in the foreign language class?”

This topic is very important for today’s foreign language teachers in the ICT era when distance education is rapidly developing and expanding. However, I believe that an indirect education using ICT cannot surpass face-to-face instruction, which is the most effective education that can be provided in class, especially in the area of language learning. I am convinced that face-to-face education in class has always been a powerful means of transmitting knowledge and skills anytime, anywhere and in any era, and it will continue to possess the same power in the years to come. Hence, in my opinion, the question “What doesn’t work in the foreign language class?” will always remain a relevant topic for teachers.

Each classroom has its’ given conditions, for example, class size and learning levels of students, their personalities and their cultural backgrounds, their willingness to learn and motivations for learning, gender ratio and total learning time, quality of education, equipment, materials, etc. And likewise, there are also many parameters related to the teachers’ side. I would like to emphasize here that problems in foreign language education in class can be of individual and universal nature.

Today we have four panelists and a moderator, each an excellent specialist in his or her field of foreign language education from different cultural backgrounds of Romania, Venezuela, Japan, Germany and the USA. I hope that their presentations and discussions that will follow will give some new points of view to all teachers here towards improvement of their teaching methods.

Finally, I strongly believe that Faculty Development activities like today’s event will be very meaningful and fruitful for exploring new possibilities of foreign language teaching methodology in the new era.

Thank you very much for your kind attention.”

Toshinobu Usuyama

Name of Panelist	Eisuke Kawada
Name of Secretary	Grant Black
Names of other members	Bruno Jactat, Martin Pauly
Name of issue	Do We Need Equality or Diversity, or Both?
What solutions and ideas are suggested regarding this particular issue?	
<p>Eisuke Kawada explained his concern for fairness in teaching based on the idea of giving each student an equal amount of attention and teaching time. When a class has the combination of high student numbers (over 30) and a wide range in student ability levels, then managing the instructor time-per-student ratio is a challenge.</p> <p>The group first discussed this idea as representing a coaching approach to teaching. We noted that following from the Teaching Perspectives Inventory, good teaching may look quite different depending on the teacher's character and his teaching perspective. Hence the group initiated articulating on the idea of equality in teaching, perhaps referring to an equality of accessibility and opportunity: all students are given equal access to the instructor's attention; all students are given equal opportunity for self-improvement and learning gains. The discussion noted that the pre-requisite to equality of accessibility and opportunity on the student side might be a clear specification of availability on the part of the teacher.</p> <p>Through such perspective, the group reached a general agreement that setting and defining from the outset in a clear and simple way the teacher's expectations and availability could help students seize the opportunity for equal accessibility. The idea noted here in the group discussion is that student motivation is not equal. Students come to the classes with different needs, but also with different aspirations. That is to say, student needs and expectations for instructor time may vary greatly depending on student motivation and learning aspirations.</p> <p>Another concern we noted for fairness in teaching is the question of standards for levels of coursework or for student learning outcomes. Although the course catalog lists all language courses of the same name with an identical course description, in practice each course is entirely unique with no unified standards applied for levels of coursework, student learning outcomes or any other educational measurement. This may be true even for courses of the same name taught by the same instructor due to classes being assigned by major and ranking, e.g. the same course title "English Integrated Skills" in a class for Medical A-level students and a class for P.E. C-level students will necessarily be dissimilar. The gap between student types is dramatic and incongruent.</p> <p>Necessarily, the group discussed the problem of diversity. Given the diversity of student levels aligned with a lack of educational standards, we speculated the question: how do we maintain the integrity of equality across courses (or instructors) in evaluating student performance? Though the group could not reach a resolution on this topic, it seemed evident that a curriculum which has a wide diversity in student levels without clear standards is founded on inequality. While perhaps, unintentional, such a curriculum assures that evaluation of student performance will be inconsistent and therefore incompatible with the idea of fairness in teaching.</p> <p style="text-align: right;">Grant Black & Eisuke Kawada</p>	

Name of Panelist	Roxana Sandu
Name of Secretary	Pramila Neupane
Names of other members	Bode Jeroen, Ryoko Fujita, Sudha Neupane
Name of issue	Teaching mixed ability EFL classes
What solutions and ideas are suggested regarding this particular issue?	
<p>Following Sandu's panel discussion on the challenges faced when teaching multilevel EFL classes, we shared ideas based on each member's experience and attempted at bringing together new ways of dealing with this pressing issue.</p> <p>First, Sandu explained the meaning of mixed ability or mixed level classes taking into consideration her current situation. In some of her classes, there are students with native like fluency who are either of mixed race, international students, or Japanese students who studied abroad in high school, and on the other hand, Japanese students who are not being able to clearly express their thoughts in a complete sentence. Henceforth, she divided her classes in groups of four, based on students' language proficiency to facilitate communication among students with similar language abilities. This decision has been taken following students' feedback where some of the high proficient students complained of having to always take the lead in classroom activities. Although this setting is still experimental, all the students were found to interact more than before, when the class was randomly divided into groups. We all concluded that this type of setting could motivate low-ability students to perform better. Moreover, high-proficiency students do not get bored and low-proficiency students do not feel intimidated by the better-performing students.</p> <p>Another type of group work we have talked about is one conducted using the CALL system in which students are randomly divided into groups. Once the group members are decided, the students divide the responsibilities among themselves. The group selects a note taker and a presenter either voluntarily or by "rock, paper, scissors." Other students in the group take part in the discussion, look for new information on the Internet, look up the meaning of new vocabulary, and so on. In this setting, group members have all the power and freedom regarding how to conduct the group work, so they are entirely responsible for the results. This way, they collaborate and learn from each other.</p> <p>We also discussed the importance of giving a clear explanation about how active participation in the group is essential for improving overall English proficiency and achieving a higher grade. It is also important to highlight the grading criteria in the syllabus and clarify it in the first class so that it motivates students to stay active during the group sessions. One participant suggested that providing individual support to low-motivated or low-proficiency students could also encourage them to actively take part in class activities.</p> <p>The case of differentiated instruction, as in differentiated tasks and assignments was also brought up by one participant who is using this approach in a reading class. Based on a placement test using the CEFR framework administered at the beginning of the semester, students were given different reading assignments suitable to their language proficiency level. Such differentiated assignments could solve some of the common problems encountered in mixed-ability classes.</p> <p>Remaining questions or issues.</p> <p>How can we test and grade students in mixed-level classes in a fair way?</p> <p style="text-align: right;">Pramila Neupane & Roxana Sandu</p>	

Name of Panelist	Adiene Roque
Name of Secretary	Thomas Mayers
Names of other members	Kazuya Nishimaki, Javier Salazar, and Gabriela Schmidt
Name of issue	The Small Class Vs. the Big Class: the Spanish class case
What solutions and ideas are suggested regarding this particular issue?	
<p>In her presentation, Professor Roque raised a number of issues regarding the challenges of teaching large and small groups of students. The dynamics of a small class differ greatly from that of a large class. The panel discussion that followed focused primarily on the problems related to large classes and had two objectives: 1) to share ideas about methods to be applied in large classes which may facilitate the language teaching and learning, and 2) provide personal examples culled from actual experience and furnish some guidance to facilitate the teaching and learning process in large classes.</p> <p>Among the questions raised that was discussed in the preceding panel discussion was “what we should do when students are shy, or because of their culture, do not participate in class?” and how can we provide the students with more opportunities to express themselves?” All of the participants in the discussion testified to having difficulty in encouraging students to overcome their shyness or cultural barriers in order to express themselves in class. As a solution to tackle this issue one participant suggested putting the students into small groups for discussion. Another participant suggested that choosing the right topic for discussion is also important; the topic must be relevant and interesting for the students. Group work can be followed up by presentations from each group. The groups could elect a representative (or decide by “rock, paper, scissors”) who will stand up and surmise the group’s discussion and opinions. Another participant highlighted the importance of having the students practice equality in class—all students should contribute to the activities in class.</p> <p>Professor Roque also raised an issue about the management of large classes explaining: “we need a lot of time for non-academic activities related to the management and control of discipline.” In the discussion we talked about the time taken up by administrative duties, such as taking the attendance and collecting/ returning assignments. Regarding taking the attendance, one participant suggested that rather than taking a class roll call, which can be time consuming in a large class, it is quicker to assign each student a seat on the first day of term. The instructor can then take a quick visual attendance—making the empty seats as student absences. Another participant suggested that the attendance could be taken in the traditional roll call way while students are working on a quiet individual activity such as writing or reading exercises. In this way the attendance does not use any of the classroom time. One objection to this method is that the attendance should be taken at the beginning of class, to encourage student punctuality.</p> <p>Regarding the collection of assignments, one participant suggested sending a clear-file folder around the room into which students place their assignments. As for returning assignments to students, the teacher could simply delegate this role to two or three students. As a solution to the issue of discipline in a large class all of the participants pointed to the importance of establishing routines within a class. Routines create a rhythm and cohesion for a class from week to week and thereby create a learning environment in which students know both what to expect and what is expected of them.</p> <p>Remaining questions or issues.</p> <p>Professor Roque also suggested that “noise in large classes, has a negative impact on teaching and learning outcomes.” This issue of noise perhaps comes under the broader category of discipline, but was not dealt with specifically in the panel discussion.</p> <p style="text-align: right;">Thomas Mayers</p>	

Name of Panelist	Maria Gabriela Schmidt
Name of Secretary	Javier Salazar
Names of other members	Adiene Roque, Thomas Mayers, Kazuya Ishimaki
Name of issue	Pros and Cons of using L1, L1+L2 or L2
What solutions and ideas are suggested regarding this particular issue?	
<p>In our group, we mostly reinforced and agreed with the main points of the presentation. Without giving any particular preference to any of the three teaching styles in question (L1 only, L1+L2, and L2 only) there was a clear tendency in the group to underline the situational benefits of each style. However, we also implicitly agreed that the use of L1 at least in a minimal level is beneficial because:</p> <ul style="list-style-type: none"> - Sometimes the metalanguage of the instructions of certain textbook exercises and class activities are too complex for students to understand. Even if the content to be studied is easy for the students, if they don't understand what they are supposed to do on an exercise or activity it will hinder their progress, engagement and motivation. Thus, using L1 is recommended for explaining the class rules, exercise/ activity procedures, etc. - L1 is also very useful for explaining the pragmatics and cultural nuances of L2. In this sense, using L1 for emphasizing the importance of interpreting the body language/gestures of L2 natives is also better, as it would open up opportunities for the instructor to draw parallels between the students' cultural point of reference and that of L2 natives. - For students to see that their instructor is making an effort to communicate with them in their L1 could constitute a motivational tool for them. Moreover, it is also helpful if they learn about the instructor's experiences and struggles learning a foreign language. Even if the instructor speaks L1 in a broken manner and committing many mistakes, this in itself can be positive as it would: a) help students let go of their shyness and fear of failure and ultimately improve their communication skills ("if the teacher speaks broken Japanese and makes many mistakes, then maybe its not that bad if I myself speak broken English") and b) allow students to realize that when it comes to communication skills, grammatical/vocabulary accuracy is of secondary importance; having the drive to convey your thoughts in L2 (even if it's broken/mistaken) is far more important than doing it in perfect English. <p>Regardless of these and other benefits of using L1 in class, a few warnings also arose in our discussion:</p> <ul style="list-style-type: none"> - The extent of using L1 or not in a class is dependent on the class' mastery of L2. Obviously, the higher the level of the class, the less the benefits of using L1. - In certain situations, immersion on L2 might be of more importance than pragmatics, cultural nuances and even communication skills. Hence, there are occasions on which L2 only can also be beneficial even if it is a low level class. - In any case, even if an instructor chooses to use L2 only on a high level class, he/she should always try to be sensitive of the speed, accent, diction, etc. she is using when speaking and adapt it accordingly to the class' level. 	
Javier Salazar	