

[Abstract in English]

A Series of Studies on English Education (13 Volumes)

Volume 11

Lesson Design for Learning EFL *—Theories and Teaching Practices to Create* *a Humanistic Atmosphere for Classroom Learning—*

Chapter 1

An Introduction: Whole image of volume 11

This chapter is divided into two parts. Part 1 is based on human formation and describes the basic ideology of the development of English proficiency acceptable to the international community. The authors deal with the method of teaching of skill integration.

The specifics of Part 2 are aimed at reporting the concrete lesson designs and examples of practices and describing the integration of Performance Study, Task-based Instruction, Content-based Instruction, Multiple Intelligences Theory, and Cooperative Learning.

Chapter 2

The Formation of Communicative Approach and Its Implications

This chapter first discusses how the Communicative Approach was formed and implemented in the practice of English teaching. The latter half of the chapter outlines the principles of the approach and the characteristics of activities.

The history of English teaching, especially from the middle of the 19th century, has paralleled the history of linguistics and psychology. Our discussion starts with Audio-lingualism based on structural linguistics and behaviorist psychology. Then we consider Chomskyan linguistics and cognitive psychology, and sociolinguistic view of Hymes. Contrary to the formalism and rationalism of the US, Europe has seen a tradition of functionalism. It regards language function as the most important facet of language. As one branch of the stream, speech acts theories were spotlighted, which view communication as a set of language acts. Making use of this view, the Council of Europe introduced unit/credit systems to English teaching. This policy was in effect the recognition of the Communicative Approach.

The Communicative Approach is a theory of teaching, not a method. Therefore, we have seen various forms of instruction based on communicative principles. All of these practices have one thing in common: fostering communicative competence.

Chapter 3

Current Discussions of Foreign Language Education

Vigorous claims and counter claims characterize current discussions of foreign language education, especially at the primary and college levels.

The purpose of this chapter is to illuminate some of the most controversial issues in foreign language education and to examine certain points frequently overlooked in these discussions. This leads to a reconsideration of popularly held beliefs about foreign language education in this country.

Chapter 4

Communicative Approach and Classroom in Japan

This chapter explores and analyzes how the Communicative Approach has been interpreted and adopted in classroom settings in Japan. Based on this analysis, the author proposed how communication-oriented teaching should be reconsidered and modified

The process of implementing the Communicative Approach was chronologically overviewed, then compared with the historical issues concerning English education in Japan. The considerable and distinct differences were acknowledged in the perspectives on the significance and values of teaching and learning English. In the EU, the Communicative Approach had played an important role of generating and developing the anti-war community all around Europe. For this reason, the approach was revised and applied to some teaching methods like Task-based Instruction, Content-based Instruction, Cooperative Learning, or Humanistic Approach.

In contrast, in Japan, a great amount of instructors has lacked the awareness of important perspectives of teaching English. Therefore, many English teachers have come to consider that communication-oriented English teaching is identical to practices of conversation or dialogue.

The author refers to how the revised course of studies in 2008 and 2009, for junior high schools and high schools respectively, tried to reform the application of communication to English teaching. The author concludes that this reformation may improve communication-oriented English teaching, nevertheless some controversial problems would remain discussed.

Chapter 5

An Overview of English Teaching and Future Directions in Japan

This chapter provides an overview of the status quo of English teaching in Japan and presents future directions, offering practical implications for lesson planning and implementation. The first section deals with the syllabuses of language teaching in lower secondary, upper secondary, and higher education in Japan. The following two sections address the issues of grammar instruction and reading instruction, which have played the central role in English teaching in Japan. In the second section, three different approaches to teaching grammar — explicit grammar teaching, mechanical drills, and communicative grammar teaching — are presented and their advantages and disadvantages are discussed. A model procedure for grammar teaching that combines inductive and deductive rule learning is also suggested. In the third section, the role of translation in English learning/teaching is first discussed, and then the three-step process of pre-reading, while-reading and post-reading activities are provided. In the following three sections, other language skills such as writing, listening, and speaking are discussed in terms of theoretical and practical aspects of language learning and teaching. The last section deals with the issues of individual learner differences.

Chapter 6

Performance Study Theory

This chapter provides an overview of the performance study theory and application to English education. Performance study is interdisciplinary learning which makes human self-expression applicable to research. Performance (self-expression) has verbal expression and non-verbal expression. The following seven elements are shown in non-verbal expressions: verbal, paralanguage, oculesics, kinesics, proxemics, chromatics, objectics, and chronemics. In order to materialize lessons in communication, the confidential relationship of teachers and students are indispensable conditions.

Chapter 7

Task-based Instruction

This section deals with Task-based Instruction and its implication to language teaching in classrooms. While those conventional teaching methods such as the Grammar Translation method or Audio-lingual method have been criticized, new approaches such as the Communicative Approach with a growing understanding from research findings of how people learn second or foreign languages have been gaining more importance in language teaching. Task-based Instruction is one of the realistic methods based on the Communicative Approach. The basic principle of

this instruction is that unless learners experience authentic language use, they may not succeed in developing their proficiency to communicate fluently and effectively. In this section, the principles and practice of Task-based Instruction will be discussed in the following viewpoints: the definition of tasks, a framework for tasks, examples of tasks, steps in designing, implementing and evaluating a Task-based Instruction, roles of teachers and learners for the adaptation of Task-based Instruction.

Chapter 8

Content-based Instruction

The basic tenets of Content-based Instruction have been with us for a long time, but it has been in the last few decades that this approach has been heatedly discussed and investigated. Its principle is very simple: simply integrating content and language. Implementation of it, however, could vary in diversely different educational settings and still the approach has been proved to work fairly effectively and flexibly.

This approach, sometimes called Content-based Instruction (CBI) or Content and Language Integrated Learning (CLIL), shares the basic principle with immersion education, where school subjects are taught in a second or foreign language. The major merits of integrating language and content can be: 1) establishing a close, meaningful connection between language and content for the learner; 2) making classroom communication meaningful and real; 3) using a new language to form new concepts; and 4) effectiveness of getting two at a time.

Content-based Instruction can serve various age groups or learners with a variety of goals or backgrounds. In the ESL setting, theme-based, sheltered or adjunct instruction courses have been often used as helpful alternatives. Although there are some issues to be discussed, this approach has been widely accepted and adopted all through the world.

Chapter 9

Gardner's Multiple Intelligences: Theory and Applications

While many researchers had sought methods for measuring the amount of intelligence, and most of them had regarded human intelligence as a single entity with several factors, Gardner presented a distinct viewpoint on the issue in 1983. He proposed eight different intelligences, the so-called multiple intelligences, to account for human intellect. These intelligences were determined strictly based on eight criteria and are relatively independent of each other.

Many efforts have been conducted in order to create multiple intelligences scales for establishing the intelligence features of a person. Gardner did not agree with

such attempts, but did participate in Project Spectrum. This project prepared various kinds of learning environments that include different domains of learning activities, such as language, math, music, art, social understanding, and science.

As learning the English language is related to linguistic intelligence, it may be possible to establish a link between learning the English language and other intelligences. For example, in spatial intelligence, preparing visual clues or graphic organizers can be used to promote understanding of the construction and meaning of sentences. Such integrated learning that focuses on all intelligences will widen and deepen students' understanding of the English language.

Chapter 10

Theories of Comprehensive English Acquisition Aimed at Developing Students' Abilities to Use English — From a Cooperative Learning Viewpoint

In this chapter, the author will discuss ways to develop student abilities to use English from a cooperative learning viewpoint. Cooperative learning is defined as “principles and techniques that employ small groups as an instructional means so that students work together to increase their own and each other's learning to the maximum”. Its basic principles include: (a) cooperation as a value, (b) heterogeneous grouping, (c) positive interdependence, (d) individual accountability, (e) maximum peer interaction, (f) equal opportunity to participate, (g) collaborative skills, and (h) group autonomy. These principles are strongly related to English education. In cooperative learning small groups, students can have ample opportunity to receive more input, engage in interaction, and produce output. Cooperative learning small groups offer students situations where they can increase their use of English in authentic ways by experiencing complex interaction patterns, expressing themselves in English, and using English as a means of communication. Students can also cultivate their communication skills and learn together by inspiring each other. In particular, students can scaffold upon each other's learning, provide constructive criticism, work within their zones of proximal development, and grow as self-directed learners. Therefore, cooperative learning can be an excellent way to help students develop communicative competence.

Chapter 11

The New Perspectives on the Application of Communicative Approach

This chapter first provides an overview of the factors that appear to have negated the application and use of the Communicative Approach in the Japanese EFL teaching context. Those factors include a lack of exposure to English, a lack of student motivation for learning, a lack of basic English skills, and too much emphasis placed on conveying meaning at the expense of accuracy. Subsequently, the

discussion leads to the importance of using teaching techniques that build foundations for the effective use of the Communicative Approach at the university level in Japan. More importantly, these teaching techniques are thought to maximize the inherent advantages of the communicative approach when used with Japanese EFL students. Finally, a good part of the discussion will be devoted to effective and practical teaching techniques and tasks that enhance the benefits of the Communicative Approach. Particularly, Nation's (2006) four strands of teaching and scaffolding are posited to reinforce the cognitive aspects of learning in tandem with the use of the communicative approach. Furthermore, the concepts of autonomy are hypothesized to support the affective side of learning. It is believed that the support given to the student from these cognitive and affective perspectives will effectively enhance teaching and learning with the use of the communicative approach at university.

Chapter 12

Performance Analysis into Teaching Practice from the Viewpoint of Prosody

English and Japanese have different melodies. This is because each of them has different prosodic patterns, such as, stress, intonation, rhythm, etc. Therefore, it is very difficult for Japanese beginner learners of English to handle English prosody. They tend to pronounce English sentences with Japanese prosodic patterns. This tendency is one of the reasons that native English speakers have a hard time understanding Japanese beginner students speaking English. This section tries to show reasons for Japanese beginners speaking English with Japanese prosody by reviewing differences in Japanese and English prosodic features, followed by suggestions and activities to encourage Japanese students to speak English with the prosodic features are made.

Chapter 13

Task-based Instruction and Its Application to Practices

What can English teachers do for students with very little motivation? More and more university teachers of English have been perplexed with new students who want basic knowledge of English but express their dislike for English. This chapter is a demonstration of how the Task-based Instruction could be an effective way to encourage those students to take a new look at English and enjoy communicating in English.

The university the author works for has put Jane Willis' TBL (Task-based Learning) theory into practice as a unified program for Liberal Arts English since 2005. Section 2 of the chapter is a report on the struggle to find the way to TBL. Sec-

tion 3 explains how Wills' model could work for language learners in general and argues about the application to Japanese learners. Section 4 introduces a series of cases practiced in 'Comprehensive English', one of the required subjects in the program. The author classified the tasks given to the students into the following 7 types: Sharing personal information, Simulation by imagination gap, Class Survey, Making a skit, Knowledge Quiz, Making a plan and Grammar focused. In the last section the author puts a compromise plan of how TBL has been applied to larger English classes.

Chapter 14

Content-based Instruction and Its Application to Practices

Based on the discussion of chapter eight, this chapter reviews the rationale and principles of Content-based Instruction and proposes classroom designs especially focusing on English teaching of higher education.

Today, many English practitioners realize the deterioration of academic skills of university students, which includes English skills. For this reason, many institutions introduce remedial English teaching. This chapter first challenges the idea that provides students with skill-focused remedial teaching. The claim here is that they need to study contents for stimulating their incentives of learning.

Three types of Content-based Instruction are thought to be feasible especially for higher education: theme-based language instruction, sheltered content instruction and adjunct language instruction. Each of them is briefly mentioned in the chapter. A course book and its lesson design are introduced as an example of theme-based language instruction which will be most widely used in the regular classroom. Many of the activities used here are compatible with those used for communicative language teaching, except for placing greater weight on contents.

Chapter 15

Multiple Intelligences Theory and Its Application to Practices

In this chapter, the author tries to present the viewpoints and ways to apply and incorporate the Multiple Intelligences Theory (MI Theory) into the lessons of English education.

In the first part of this chapter, the authors review ways of teaching English which seem to have similar ideas and concepts to the MI Theory. Then the ways are classified into eight categories as outlined in the MI Theory to be distributed in lesson plans.

In the next part, the author explains how the inventory sheet, which measures the learners features and tendencies of intelligences, was settled to grasp the features of intelligences of learners; the validity and reliability of the questionnaires

should be confirmed when teachers make the most of the MI theory in lessons.

Finally, the author proposes three types of teaching plans depending mainly upon eight intelligences, lesson themes, and lesson procedures for teachers to be able to rearrange the lesson plans according to his/her perspectives into the classes. This chapter is concluded by the discussion of preferable assessment according to MI Theory using (1) evaluation sheets, (2) observation sheet, and (3) self-reflection. Through careful scrutiny with these ways of assessment, the MI theory can serve as productive pedagogy in the classroom.

Chapter 16

Theory of Cooperative Learning and Its Application to Practices

Current English education at universities places an emphasis on the importance of communication. However the problem is the gap between learners being aware of what communication is and being able to engage in it in the classroom. This chapter describes some cooperative learning practices introduced in classrooms in order to improve learners' communicative abilities. It also describes the way in which the learning process influenced their lives in outside the classroom. Within the field of English education, there is still no theory of guidance for applying the term "cooperative learning." However, many common ELT practices share a number of similarities with this philosophy. To enable learners of English to use the target language, there is a need for communicative activities. The basic tenets of cooperative learning are going to become more and more important in fields as varied as technology, politics, economics, and the environment. This places an added responsibility on schools to prepare students by familiarizing them with cooperative learning principles. The practices introduced in this article include definitions of the key cooperative learning concepts of positive interdependence, individual accountability, simultaneous interaction, equal participation, collaborative skills, and group autonomy. The description of each practice considers its procedure, its implementation, methods of assessment, learners' responses, and an examination of the theory and practice of cooperative learning.

Chapter 17

Integrated English Program: Features, Implementation, and Challenges

The Central Education Council report in 2008 stated the pressing demand for a cohesive and coherent curriculum for higher education. The Integrated English Program (IEP) has such a curriculum. This chapter illustrates the features of the IEP and details the steps necessary for implementation. IEP is a university-wide general education program that targets the development of five English language skills: listening, reading, spoken interaction, spoken production, and writing. All skills

are integrated across the curriculum through tasks to be completed inside or outside of classes. The five-level, sequential program and the goals for the language skills at each level are stated in “can-do” descriptors based upon the self-assessment grid of the Common European Framework of References. The previous English program was thoroughly reviewed in 2001 to identify weaknesses, problems and needs. Based on that review, the IEP was subsequently redesigned, piloted and then integrated into the university curriculum following a three-year plan (2003 to 2005). There are two major challenges in developing a coherent university-wide curriculum. One is to develop and maintain collaboration among individual teachers across the university. Another is to provide strong “curriculum leadership” as defined by Wiles (2009).

Chapter 18

Conclusion of this Volume and Its Application to the Teaching Practices

The purpose of the volume is to take over and evolve the achievement accomplished in the project of JACET Classology Research Committee. In spite of its temporal definition of classology, its role has been considered important for teachers intuitively because of the decline of the students’ academic achievement. Although the research of classology seems to be similar to that of classroom observation, they should not be identical; Classology has its own specific research areas, and consists of the following components.

- (1) The recognition of values and perspectives of language itself, and teaching and learning foreign languages.
- (2) The insight into the learners and environment around them.
- (3) The consideration of setting the goals of learning the language.
- (4) The exploration of preferable and optimal teaching materials.
- (5) The points of evaluation not only by the rating or ordering learners by the scores but by the reflection of the learning, suggestion to the teacher, and the learners to improve lessons.

Each theory and practice in the chapters can be adopted to the components of classology in specific ways. The author expects that the discussions and suggestions in this volume can be extended and applied to other theories and practices of teaching English.