

Day 1, 13:30-14:55, Room 408

Using Dictogloss to Enhance Listening and Speaking Skills

Leis, Adrian (Tohoku Gakuin University)

For most students, the ultimate goal of learning a second or other language is to interact successfully with others using that language. While some may achieve this through reading and writing, the greater majority appear to prefer to develop their listening and speaking skills. In this workshop, I will introduce various interactive activities and tasks designed to enhance students' listening, speaking, and interaction skills. The workshop will begin with participants engaging in a one-minute speech activity, designed to develop students' fluency as well as bottom-up listening skills. Participants will also experience the more cognitively demanding two-minute speech activity, which focuses on improving students' top-down listening skills and ability to interact in the target language in an authentic environment. Following this, a dictogloss task, originally termed grammar dictation by Ruth Wajnryb (1990), will challenge participants to simultaneously call upon their bottom-up and top-down listening skills, topic schemata, and knowledge of the target language. Through read aloud practice, participants will be offered an opportunity to improve the natural sound and intelligibility of their spoken English through explicit instruction of pronunciation, rhythm, and intonation. We will then undertake an unfocused task based on the topic of the dictogloss passage. The workshop will conclude with a brief overview of the activities along with their theoretical underpinnings and anecdotal evidence supporting the lesson structure. This workshop will be highly interactive; those attending will be expected to participate actively with others in the room.

Regular
Workshop

Day 1, 13:30-14:55, Room 409

All-English College English Classes: Their Feasibility and Potentials

Sonda, Nozomu (Yamaguchi University)

Since 2011, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has emphasized that university English classes be taught in English only, and this idea has also been extended to lower and upper secondary schools since 2015. Scholars' views vary on this idea. Some advocate English only while others admit to the beneficial use of L1. On the whole, however, it seems that the English only approach works more effectively with more advanced learners. Thus, the present author's approach was to reserve the English-only policy to more advanced English classes (e.g., TOEIC score 650 or above) whereas in the lower or intermediate level classes the author used Japanese when he gave complicated instructions or explanations. However, for the fall semester of 2023, the author decided to attempt all-English lessons for the intermediate level classes (average TOEIC scores 400s-500s). To be more precise, while English was basically the only language used in the classroom, supplementary explanations in Japanese were sent to the students via university webmail. This was to avoid any misunderstanding or lack of understanding about important announcements such as exam-related matters. The results were most positive and encouraging. First of all, reactions of the learners were rather positive, and bright facial expressions were observed more frequently than in the previous semesters when the Japanese was used. Moreover, the learners' performance was about the same or better based on the presentations, exam results and the TOEIC scores. Obviously, comparisons between this semester's learners with the previous semesters' has some limitations. However, there are still ample signs that the English-only approach works effectively with this level of learners. In this proposed workshop, the author will demonstrate how the English-only approach worked in his classes and what precautions and creative procedures might work.

Day 1, 16:30-17:55, Room 408

Teaching Extensive Reading and Listening Using the Start with Simple Stories (SSS) Method

Start with Simple Stories (SSS) 法を用いた多読多聴指導

Yoshida, Hiroko (Osaka University of Economics)

英語指導者や研究者の間で多読多聴に対する関心が年々高まり、多読多聴を英語授業に取り入れる大学も増えてきている。しかし多読多聴の指導を大学の授業でどのように実施するかについて具体的に紹介されたものは少ない。本ワークショップでは大学の必修英語授業において Start with Simple Stories (SSS) 法を用いた多読多聴指導について紹介する。SSS 法とは、SSS 英語学習法研究会の推奨する多読法で、非常にやさしい本から読みはじめ旧来の多読法の 10 倍以上の種類の本を使用し、10 倍以上の大量の英語を読む多読法のことを指す。SSS 法を用いて英語初級者が多読を実施した場合、100 万語読んでようやく Yomiyasusa Level (YL) の 2.2-4.0 程度に到達する。これはかなり緩やかなペースであるが、英語を日本語に訳さずに理解できるレベルの本を大量に読むため、早い段階から「読む楽しさ」を味わうことが可能になり、結果として多読を無理なく継続することができる。ワークショップは、前半と後半に分かれ、前半ではまず多読 4 原則（日本多読学会, 2020）や SSS 法について紹介し、大学で多読多聴指導を導入する際のカリキュラムへの取り入れ方、図書館での多読多聴本購入や配架の工夫、多読多聴の評価等などについて説明する。そして後半ではワークショップ参加者が Oxford Reading Tree (Oxford) を実際に手に取り、SSS 法に則った多読及び多聴指導のデモを体験する。

Day 1, 16:30-17:55, Room 409

How to Avoid Common Mistakes With Statistics: Hints and Free Tools

Spring, Ryan (Tohoku University)

Statistics can be challenging for many linguistics and language education researchers because many of us are not natural mathematicians and most textbooks use examples from other, more number-heavy fields. Nevertheless, statistics is important because proper testing can provide insights into the data researchers have collected and help them to contextualize their results within the larger body of research. Throughout my career, I have seen many studies wherein the researchers have selected an inappropriate statistical test, neglected to report effect size, or not run further statistical tests which might have given them more insights into their data. In an effort to help linguists and language education researchers, I have created a free website (<https://springsenglish.online/stats/>) that helps researchers to choose proper tests, interpret and report their results robustly, and which includes fail-safes to ensure that researchers do not accidentally choose an inappropriate test. In this workshop, I hope to introduce the website and how to use it in order to avoid some of the common pitfalls that I see in linguistics and language education research that utilize statistics. I also hope to explain why it is important to correct these errors, how to interpret results, and introduce some further tests that researchers might utilize to gain more insight from their data. In this workshop, I plan to prepare some datasets and allow participants to follow along on their own computers so that they can leave the workshop with increased skills and confidence in their ability to apply the concepts with their own data. I will also briefly introduce another statistics program for advanced users, JASP, which is not only free, but far superior to the more commonly known SPSS.