

# Teaching Communication Interestingly and Effectively

北海道高等学校英語教育研究会  
第13回授業力向上ワークショップ  
ブ

9, August, 2019

Hokkaido Obihiro South Commercial High School

Yuichi ISHIKAWA

**ACTIVITY1: Choose six words which represent you, and introduce yourself to your partners. Also, please explain why you selected this class today.**


## Purpose and Objectives of this seminar

This seminar aims to:

1. learn how communicative activities contribute to developing student's English ability
2. find a way to conduct interesting and effective communicative activities

At the end of this seminar, you will

1. understand how communicative activities contribute to developing student's English ability.
2. be able to plan communicative activities which develop your student's accuracy and fluency, and attract your students.

**ACTIVITY2-1: To what extent do you agree or disagree with the following sentences?**

1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign languages.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
2. Grammar focused explanation and drill practice should be eliminated from the lecture.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
3. Reading aloud practice and dictation should be repeated as many times as possible.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. Retelling is the most effective activity.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5. Conversation practice in pair is waste of time.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
7. The reason why so many schools introduced performance test is that is required by MEXT.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

**ACTIVITY2-2: Now, swap the sheets with your partner. Ask your partner why he or she agrees or disagrees with each sentence. Remember, even when both of you agree or disagree, the reason might not be the same.**

## **1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign language.**

### **Input Hypothesis (Krashen)**

"We acquire... only when we understand language that contains structure that is 'a little beyond' where we are now." His hypothesis is also known as comprehensible input,  $i+1$ .

### **Output Hypothesis (Swain)**

Comprehensive input is effective for developing comprehension skills. However, it is not enough to develop productive skills. The French immersion students' grammatical ability did not reach the level of native speakers.

### **Is just speaking and writing enough to improve productive skills?**

Just speaking and writing can improve fluency. As for accuracy, "pushed output" is needed. When learners confront communicative breakdown, they receive negative input. This input pushes learners to use different means to convey their messages. As a result, learners pay attention to the language form.

### **Collaborative Writing**

- Dictogloss task: Teacher read a short dense text. Meanwhile, learners jot down familiar words and phrases. After that, learners are asked to reconstruct the text with a peer student.
- Jigsaw task: students worked in pairs. They received several different pictures of a story. Then, they were asked to reconstruct and write it down collaboratively.

## **2. Grammar focused explanation and drill practice should be eliminated from the lecture.**

### **Four Strands (Nation 2009)**

Principle to design a well-balanced language course. It should consist of four roughly equal strands.

#### **1 Meaning-focused input:**

Learning through listening and reading. It is called meaning focused because the main focus and interest should be on understanding.

#### **2 Meaning-focused output:**

Learning through speaking and writing. Learner's attention is on conveying ideas and messages to another person.

#### **3 Fluency development**

Use known language items and features over the four skills. Becoming fluent with what is already known.

#### **4. Language focused-instruction**

Learning through deliberate attention to language items and features. This strand includes vocabulary study, grammar exercises and explanation, sounds and spelling, attention to discourse features...

Language-focused learning activities can have a positive effect on learning and language use, but it is important that they are only a small part of the course.

### **3. Reading aloud practice and dictation should be repeated as many times as possible.**

Reading aloud practice such as Read-And-Look-Up is a good preparation for dictation. Dictation makes learners focus on the language form. However, these are "intake" rather than output. Output activity is needed.

### **4. Retelling is the most effective activity.**

What is the purpose of retelling? You can make it better

- Improving accuracy: Pushed output such as negative feedback is needed from both linguistic and content perspectives.
- Developing fluency: Time pressure is needed. 4/3/2 technique can be used.
- Learning language form: Dicto-comp is a useful activity. Learners listen to the text several times. They have to remember the ideas in the text. Then, they write the story in the words of the original or in their own words.

### **5. Conversation practice in pair is waste of time.**

#### **Fluency Development (4/3/2 technique)**

- (1) learners are given time to prepare to give a talk about a given topic without making notes.
- (2) They are told to make pairs with other learners. One of the learners talk for four minutes and another learner listen.
- (3) They change their partners. This time they are allowed to talk for three minutes but they are expected to give the same information.
- (4) Learners are given two minutes and require to talk about the same topic again.

### **6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.**

Free writing activity can be effective to improve fluency, and a good opportunity for input. For example, during writing, you can provide input by giving sample essay. Then, students find out phrases they need to write their own essay. As for accuracy, collaborative writing is more appropriate.

### **7. The reason why so many schools introduced performance test is that is required by MEXT.**

From my experience, performance test has two benefits. First, it leads students to learning speaking. Assessing and evaluating speaking skill signals that speaking practice is required. Second, it motivates students because what they study during the class is directly tested. The correlation of the performance tests and number of students who have Eiken is displayed below. Thanks to the performance tests, number of students who take Eiken dramatically increased.

# Eiken(Hokkaido Oumu High School)

2018年7月現在



## Summary of Activity 2

- Input is essential. However, speaking and writing activity is necessary to improve productive skills.
- Just speaking and writing are not enough to improve accuracy.
- Fluency development activity is needed.
- Language focused instruction can be efficient.

## ACTIVITY3: How can we design an activity which attracts students, and drives them to active engagement?

### Competence

sense of confidence, experiencing opportunities to exercise and express one's capacities. People seek challenges that are optimal for their capacities.  
Is the task challenging? Do you provide them with scaffolding if needed? Do they feel achievement?

### Relatedness

feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness.  
Do students have a chance to talk with others? Do they deepen the friendship through the activity?

### Autonomy

sense of having a control on one's action. Autonomy is filled when people act from interest and integrated values.

Do students have a choice? How much can they decided what to talk/write about?

### Personalization

sense of relatedness with one's self. People are interested in things which are related with themselves.

To what extent is the topic related with students?

**ACTIVITY3-1: Design a activity which involves speaking/writing. Also, it should fulfill the elements influencing on student's motivation.**

Objectives: accuracy / fluency / ( )

Name of Activity:

Procedure:

**ACTIVITY3-2: Explain your activity to your partners. For listeners, ask the questions below after your partner's explanation.**

- Do they feel achievement? Please explain. [competence]
- How can they deepen the friendship through the activity? [relatedness]
- How much can they decided what to talk/write about? [autonomy]
- In what way is the topic related with students? [personalization]

Reference:

Deci, E. L. & Ryan, R. M. (2002) *Handbook of Self-Determination Research*. University of Rochester Press

Krashen, S. D (1982). *Principles and Practice in Second Language Acquisition*.

Linnell, J. (1995) Can negotiation provide a context for learning syntax in a second language? *Working Papers in Educational Linguistics*, 11, 83-103.

Nation, P. (2009) *Teaching ESL/EFL Reading and Writing: ESL & Applied Linguistics Professional Series*. Routledge.

Nation, P. & Newton, J. (2009) *Teaching ESL/EFL Listening and Speaking: ESL & Applied Linguistics Professional Series*. Routledge.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. *Input in second language acquisition*, 235-253.

Swain, M. (1995). Three functions of output in second language learning. *Principle and practice in applied linguistics*, 125-144. Oxford University Press

生徒が食いつく！力をつける  
！コミュニケーションについて

## Teaching Communication Interestingly and Effectively

Hokkaido Obihiro South Commercial High School  
Yuichi ISHIKAWA

1

## Welcome to the seminar

Yuichi ISHIKAWA

6	Obihiro	Leicester
Memories instead of things	India	Once in a lifetime

2

**ACTIVITY1:** Choose six words which represent you, and introduce yourself to your partners. Also, please explain why you selected this class today.


3

## Objectives of this seminar

This seminar aims to:

1. learn how communicative activities contribute to developing student's English ability
2. find a way to conduct interesting and effective communicative activities

4

## Objectives of this seminar

At the end of this seminar, you will

1. understand how communicative activities contribute to developing student's English ability.
2. be able to plan communicative activities which develop your student's accuracy and fluency, and attract your students.

5

## What do you do in your class?

For undergraduates, what did you do in your high school English class?

6

# What activity do you think the most effective?

Why do you think so?

7

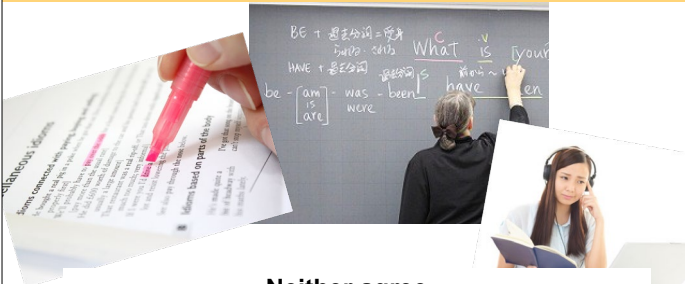
## ACTIVITY2-1: To what extent do you agree or disagree with the following sentences?

1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign languages.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
2. Grammar focused explanation and drill practice should be eliminated from the lecture.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
3. Reading aloud practice and dictation should be repeated as many times as possible.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. Retelling is the most effective activity.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5. Conversation practice in pair is waste of time.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
7. The reason why so many schools introduced performance test is that is required by MEXT.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

8

## ACTIVITY2-1: To what extent do you agree or disagree with the following sentences?

1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign languages.

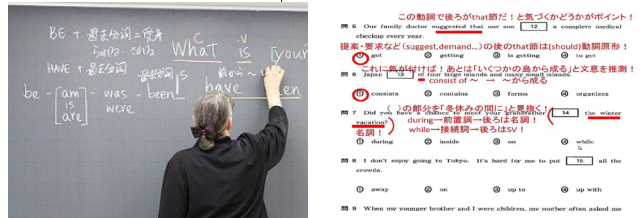


Agree — — Neither agree nor disagree — — Disagree

9

## ACTIVITY2-1: To what extent do you agree or disagree with the following sentences?

2. Grammar focused explanation and drill practice should be eliminated from the lecture.



Agree — — Neither agree nor disagree — — Disagree

10

## ACTIVITY2-1: To what extent do you agree or disagree with the following sentences?

3. Reading aloud practice and dictation should be repeated as many times as possible.



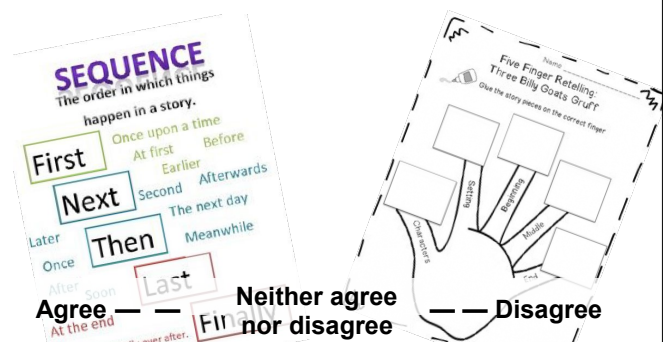
Hey Santa Claus  
Well, But the children  
I couldn't let them  
On Santa \_\_\_\_\_ on you  
That's funny kid  
Because I've been \_\_\_\_\_  
On Santa \_\_\_\_\_  
I've been killing \_\_\_\_\_ kid  
Because I \_\_\_\_\_  
Because I got a bullet in my gun  
\_\_\_\_\_ in your what?  
Santa's got a bullet in his gun  
You know it, Santa's got a bullet in his gun  
Don't shoot me Santa Claus  
I've been a \_\_\_\_\_ boy  
I promise you  
Did every little thing you asked me to  
\_\_\_\_\_ believe the things \_\_\_\_\_  
\_\_\_\_\_ shoot me Santa Claus  
\_\_\_\_\_ else around \_\_\_\_\_  
But the children on the block \_\_\_\_\_  
Christmas is \_\_\_\_\_

Agree — — Neither agree nor disagree — — Disagree

11

## ACTIVITY2-1: To what extent do you agree or disagree with the following sentences?

4. Retelling is the most effective activity.



Agree — — Neither agree nor disagree — — Disagree

12



### 5. Conversation practice in pair is waste of time.

## A photograph showing two students in a classroom. One student is seated at a desk, looking at a SMART Board display. Another student is standing next to the desk, also looking at the display. The SMART Board shows a presentation slide with text and a diagram.

**6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.**

### Example of Writing

### Writing

Writing  
Do you agree or disagree with "No friends, No life"? (50 words~

*Do you agree or not?* Sample Writing

*I think music is essential for our life for the following two reasons.*

*First, music plays an important role in our lives because surrounded by stressful situations to us to relax. These days, people are other kinds of mental illness. Therefore, depression and can protect us from them. Music helps us to relax. However, music*

*Second, music helps us unite. Music has been used as a way of connecting people together. By playing or listening to the same music together, people can improve their relationships*

**Agree — —**

**Neither agree  
nor disagree**

**— — Disagree**

**7. The reason why so many schools introduced the performance test is that is required by MEXT.**

# PROCEDURE OF INTERVIEW

1 インタビュー・テストの目的

英語でのコミュニケーションでは、読みだり書いたりするだけでなく、聞いたり書いたりする力をはかるために、行います。

2 インタビュー・テストは、聞きだりする力をとるために、行います。

3 インタビュー・テストでは、入室から退出までのすべてが英語で行われます。

- 1) 入室
- 2) 問答カードの受け取り
- 3) 本文の音読
- 4) 本文の内容に関する質問1つ
- 5) 自分自身に関する質問2つ
- 6) 退出

### 3 評価の観点と基準（合計 19 点満点）

	習語 Idioms (Where does acting come from?)	英文の習語を意味する Idioms (What does acting come from?)	日本語の習語を意味する Slogans & Quotations (What does acting come from?)	習語 Idioms
EXCELLENT	優秀な俳優として 賞と賞状を アワードで得る [Awarded with an award] (賞)	主演・主役として 賞と賞状を得る [Acting comes from the star] (賞)	賞を得るべき、文法的に 正しい、素晴らしい [It's always a good thing to be a star. Acting always works!]	今日の口に出るに あてない言葉 [It's not a word to put in your mouth today]
VERY GOOD	素晴らしい演技は 賞と賞状を得る [Awarded with an award] (賞)	キートンやチャーリー Chaplin であることが 賞と賞状を得る [The theatre!]		俳優の演技が コミュニケーション を教えるという こと
GOOD	上と下とに いける俳優 [Awarded with an award] (賞)			俳優の天才の 才能
?				俳優の天才の 才能
FEELS	俳優は本心である と信じている [Awarded with an award] (賞)	俳優の天才の本心 を感じて [Awarded with an award] (賞)		俳優の天才の 才能
POOR	本心と演技が 一致しない [Awarded with an award] (賞)	俳優の天才の本心 を感じて [Awarded with an award] (賞)	俳優の天才の本心 を感じて [Awarded with an award] (賞)	俳優の天才の 才能

Agree — — Neither agree nor disagree — — Disagree

1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign languages.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
2. Grammar focused explanation and drill practice should be eliminated from the lecture.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
3. Reading aloud practice and dictation should be repeated as many times as possible.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. Retelling is the most effective activity.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5. Conversation practice in pair is waste of time.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
7. The reason why so many schools introduced performance test is that is required by MEXT.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

	Agree	Neither Agree nor Disagree	Disagree
but e.g. reading, learning grammar rules is enough for learning foreign language	Agree	Neither Agree nor Disagree	Disagree
Grammar focused explanation and drill practice should be eliminated from the textbook	Agree	Neither Agree nor Disagree	Disagree
Grammar focused practice and attention should be repeated as many times as possible	Agree	Neither Agree nor Disagree	Disagree
4. Retelling is the most effective activity	Agree	Neither Agree nor Disagree	Disagree
5. Conversation practice in pairs is waste of time.	Agree	Neither Agree nor Disagree	Disagree
6. Free writing activity helps students focus on irregular features such as grammar and vocabulary	Agree	Neither Agree nor Disagree	Disagree
7. The reason why so many schools introduced performance test is that is required by MEXT.			

## Input Hypothesis (Krashen)

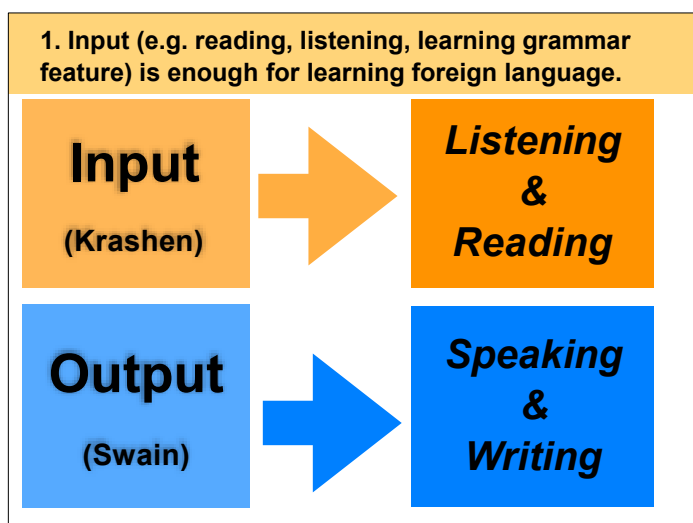
 $i + 1$ 

**"We acquire... only when we understand language that contains structure that is 'a little beyond' where we are now."**

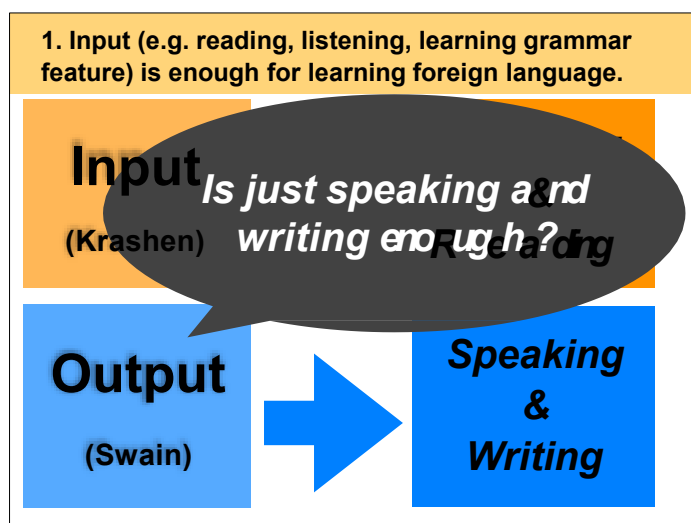
### Comprehensible input

## Output Hypothesis (Swain)

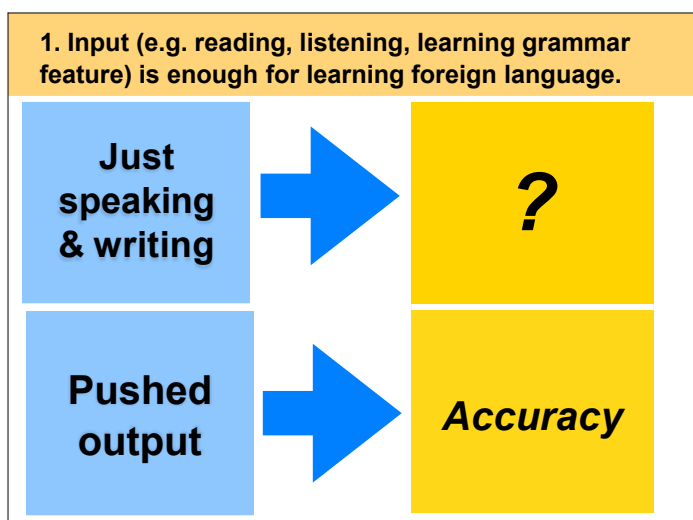
Comprehensive input is effective for developing comprehension skills. However, it is not enough to develop productive skills. The French immersion students' grammatical ability did not reach the level of native speakers.



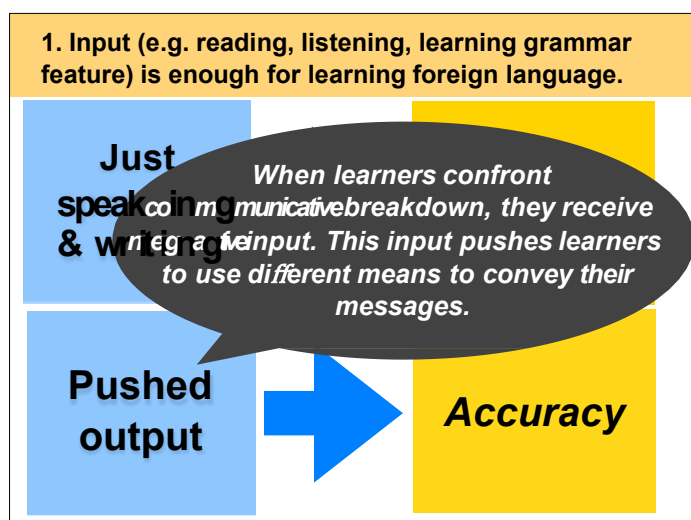
19



20



21



22

1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign language.

**Example of pushed output** (Linnell 1995)

NNS: boat **was** moving and **banp** (bump).

NS: sorry? Negative feedback

NNS: boat **is** up and down and wave on water and banping (bumping).

NNS paid attention to form

23

1. Input (e.g. reading, listening, learning grammar feature) is enough for learning foreign language.

**Collaborative Writing**

- Dictogloss task: Teacher read a short dense text. Meanwhile, learners jot down familiar words and phrases. After that, learners are asked to reconstruct the text with a peer student.
- Jigsaw task: students worked in pairs. They received several different pictures of a story. Then, they were asked to reconstruct and write it down collaboratively.

24

2. Grammar focused explanation and drill practice should be eliminated from the lecture.

### Four Strands (Nation 2009)

**Principle to design a well-balanced language course. It should consist of four roughly equal strands.**

#### 1 Meaning-focused input:

Learning through listening and reading. It is called meaning focused because the main focus and interest should be on understanding.

25

2. Grammar focused explanation and drill practice should be eliminated from the lecture.

#### 2 Meaning-focused output:

Learning through speaking and writing. Learner's attention is on conveying ideas and messages to another person.

#### 3 Fluency development

Use known language items and features over the four skills. Becoming fluent with what is already known.

26

2. Grammar focused explanation and drill practice should be eliminated from the lecture.

#### 4. Language focused-instruction

Learning through deliberate attention to language items and features. This strand includes vocabulary study, grammar exercises and explanation, sounds and spelling, attention to discourse features...

Language-focused learning activities can have a positive effect on learning and language use, but it is important that they are only a small part of the course.

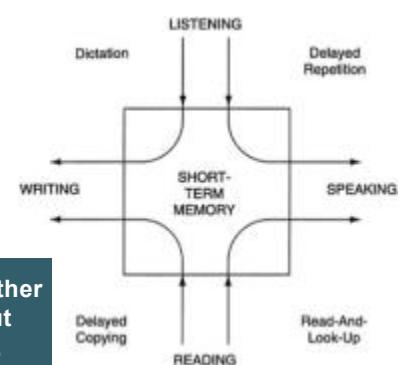
27

3. Reading aloud practice and dictation should be repeated as many times as possible.

- Reading aloud practice such as Read-And-Look-Up is a good preparation for dictation.

- Dictation makes learners focus on the language form.

These are "intake" rather than output. Output activity is needed.



Nation & Newton (2009)

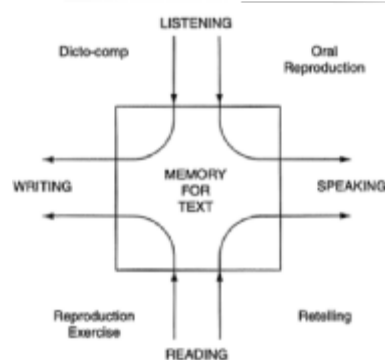
28

4. Retelling is the most effective activity.

- Retelling: Students have to remember the idea in a text, and express them in the words of the original or in their own words.

**What is the purpose of retelling?**

Improving Accuracy?  
Developing fluency?  
Learning language form?



Nation & Newton (2009)

29

4. Retelling is the most effective activity.

**What is the purpose of retelling?**  
**You can make it better**

- Improving accuracy: Pushed output such as negative feedback is needed from both linguistic and content perspectives.
- Developing fluency: Time pressure is needed. 4/3/2 technique can be used.
- Learning language form: Dicto-comp is a useful activity. Learners listen to the text several times. They have to remember the ideas in the text. Then, they write the story in the words of the original or in their own words.

30

## 5. Conversation practice in pair is waste of time.

### Example of Pair Work



31

## 5. Conversation practice in pair is waste of time.

### Fluency Development

- 4/3/2 technique: (1) learners are given time to prepare to give a talk about a given topic without making notes. (2) They are told to make pairs with other learners. One of the learners talk for four minutes and another learner listen. (3) They change their partners. This time they are allowed to talk for three minutes but they are expected to give the same information. (4) Learners are given two minutes and require to talk about the same topic again.

Nation (2009)

32

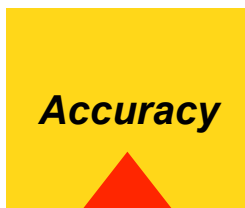
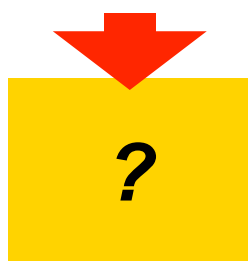
## 6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.

Example of Writing

### Writing

Do you agree or disagree with "No friends, No life"?  
(50 words~)

**Accuracy**



33

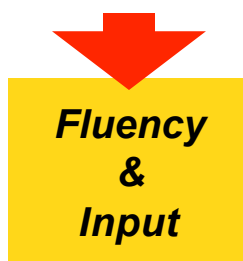
## 6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.

Example of Writing

### Writing

Do you agree or disagree with "No friends, No life"?  
(50 words~)

**Accuracy**



34

## 6. Free writing activity helps students focus on linguistic features such as grammar and vocabulary.

### Beneficial roles of Output (Free Writing)

Learners notice the gap between what they can do by using the targeted language and what they can not

←input

Scaffolding, Dictionary,  
Grammar Book, Pair work...

Learners gain new linguistic knowledge, or consolidate their existing knowledge

35

### Writing: Do you agree or disagree with "No friends, No life."

I think friends are essential for our life for the following two reasons. First, friends plays an important role in our lives because they make our lives richer. For example, if you go shopping with your friend, you can enjoy not only the shopping itself, but also the conversation with them. Besides that, they may give you a useful advice for your ...

### Sample Writing

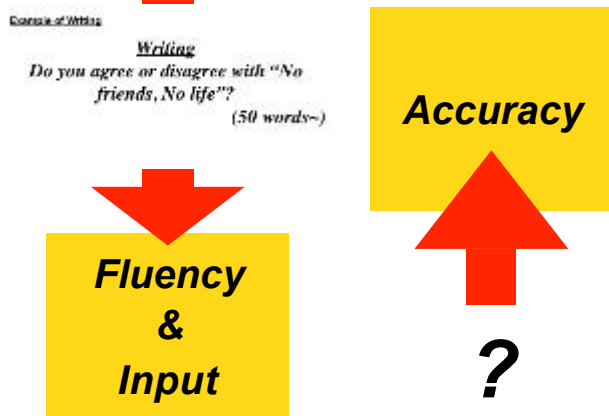
Do you agree or disagree with "No music, No life"  
(50 words~)

I think music is essential for our life for the following two reasons.

First, music plays an important role in our lives because music makes it possible for us to relax. These days, people are surrounded by stressful situations. Therefore, depression and other kinds of mental illness are social problem. However, music can protect us from them.

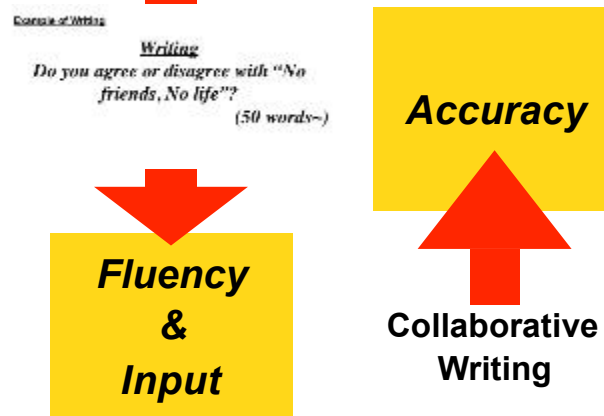
36

6. **Free writing activity** helps students focus on linguistic features such as grammar and vocabulary.



37

6. **Free writing activity** helps students focus on linguistic features such as grammar and vocabulary.

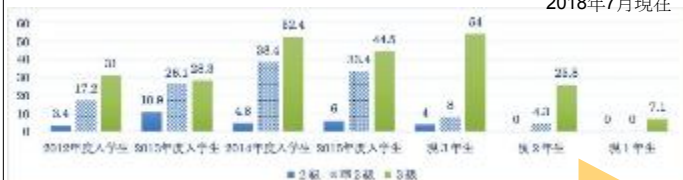


38

7. The reason why so many schools introduced performance test is that is required by MEXT.

### Eiken(Hokkaido Oumu High School)

2018年7月現在



All in English with Communicative Activities

Performance Test

39

## Summary of Activity 2

- Input is essential. However, speaking and writing activity is necessary to improve productive skills.
- Just speaking and writing are not enough to improve accuracy.
- Fluency development activity is needed.
- Language focused instruction can be efficient.

40

## ACTIVITY3

How can we design an activity which attracts students, and drives them to active engagement?

ACTIVITY3: How can we design a class which attracts students, and drives them to active engagement?

**Competence**

sense of confidence, experiencing opportunities to exercise and express one's capacities. People seek challenges that are optimal for their capacities.

- *Is the task challenging?*
- *Do you provide them with scaffolding if needed?*
- *Do they feel achievement?*

**Relatedness**

feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness.

- *Do students have a chance to talk with others?*
- *activity?*

Deci & Ryan (2002)

41

42

### ACTIVITY3: How can we design a class which attracts students, and drives them to active engagement?

#### Autonomy

sense of having a control on one's action. Autonomy is filled when people act from interest and integrated values.

- *Do students have a choice?*
- *How much can they decided what to talk/write about?*

Deci & Ryan (2002)

#### Personalization

sense of relatedness with one's self. People are interested in things which are related with themselves.

- *To what extent is the topic related with students?*

43

### ACTIVITY3-1: Design a activity which involves speaking/ writing. Also, it should fulfill the elements influencing on student's motivation.

Objectives: accuracy / fluency / ( )

Name of Activity:

Procedure:

Assumed Questions:

- *Do they feel achievement? Please explain. [competence]*
- *How can they deepen the friendship through the activity? [relatedness]*
- *How much can they decided what to talk/write about? [autonomy]*
- *In what way is the topic related with students? [personalization]*

44

### ACTIVITY3-2: Explain your activity to your partners. For listeners, ask the questions below after your partners explanation.

- *Do they feel achievement? Please explain. [competence]*
- *How can they deepen the friendship through the activity? [relatedness]*
- *How much can they decided what to talk/write about? [autonomy]*
- *In what way is the topic related with students? [personalization]*

45