＜事業報告 1＞

Nagasaki Language Studies Conference (NLSC) 2016

廣江　顕

1. 実施概要

日時：平成 28 年 11 月 5 日（土）

場所：教養教育棟 A13、A14

対象：長崎大学で英語科目を担当する教員

プログラム：

<table>
<tr>
<td colspan="3" align="center">Nagasaki Language Studies Conference (NLSC) 2016
November 5, 2016</td>
</tr>
<tr>
<td>9:30〜9:35
(A13)</td>
<td colspan="2" align="center">Opening Session:
Toshiaki Inada, Director of the Center for Language Studies
Nagasaki University</td>
</tr>
<tr>
<td>9:40〜10:25
(A13)</td>
<td colspan="2" align="center">Invited Talk
Back and Forth, Expanding the Scope of
English Language Education
Charles Cabell, PhD
Toyo University</td>
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<td></td>
<td align="center">A13</td>
<td align="center">A14</td>
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<tr>
<td>Workshops
1 & 2
10:35〜11:20</td>
<td align="center">Adapting Foreign Language Teaching Techniques to Most-modern Classroom Pedagogy
Mark Tiedemann</td>
<td align="center">How Do You Integrate Foreign Language and Intercultural Development?
Robinson Fritz</td>
</tr>
<tr>
<td>Presentations
1 & 2
11:25〜12:00</td>
<td align="center">The Effect of Communication Using Skype on EFL Achievement
Yumiko Furumura</td>
<td align="center">Supplementing Instruction with Native World and NTeQ Lesson Design
Lee Flake</td>
</tr>
<tr>
<td colspan="3" align="center">Lunch Break
12:00〜13:00</td>
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</table>

Presentation 3 13:00〜13:35 (A14)	"Don't Think, Feel!" Raising Awareness of Affect Within Language Learning Robinson Fritz	
Workshops 3 & 4 13:40〜14:25	Encouraging Unplanned Speaking in Oral Communication Classes Shannon Mason	Incorporating TED Talks in English Cafes Tomoko Hayashida
	Coffee Break 14:25〜14:40	
Workshop 5 14:45〜15:30 (A13)	Proactive vs. Reactive: Applying Principles of Active Learning to the EFL Classroom Kerry Pusey	
15:35〜15:40 (A13)	Closing Session	

2. 実施目的

　NLSC2016 は、英語関連の授業で、授業等を通して実践してこられた教授法で効果的だったもの、学生のモチベーションが増進した指導法、また 3Step や Power Words を活用した取り組みやそのアイディア等々を教員間で共有し、率直な形で意見交換を行う場を提供する目的で実施した。

3. 実施結果

　参加者数：27 名

　内　　　訳：教養教育英語科目担当教員 23 名

　　　　　　多文化社会学部コーチングフェロー2 名

　　　　　　教育学部院生 1 名、長崎東高校 ALT 名

　参加者の声：参加者からは「来年度も是非継続してほしい」、「もっと多くの発表が聞きたい」、「日本語による発表のセッションもつくってほしい」といった要望があった。

4. 総括

　NLSC2016 は言語教育研究センターとして初めての試みであったが、本学の英語特別プログラム SCAS 担当教員が企画・運営に積極的に貢献してくれたことは特筆に値する。この試みが、ふだんは教授法やその効果等について議論したり共有したりする場がなかった、教養教育英語科目を担当する常勤・非常勤講師にそのような場を与える機会となった。

Proceedings of Nagasaki Language Studies Conference (NLSC) 2016

An Introduction to NTeQ Model Lesson Design

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Key Words: NTeQ Model lesson, design, instruction

1. Introduction

Perusing new skills and knowledge is part of my professional growth plan. Skills and knowledge include improving and applying technological proficiency. Such goals have become an asset that strengthens my identity and skills as an educator. I want to continue learning and stay current on educational issues as well as technology trends in order to remain an effective instructor. On November 5, 2016, as a presenter in the 2016 Nagasaki Language Studies Conference (NLSC) sponsored by the Center for Language Studies at Nagasaki University, I introduced the NTeQ Model of lesson design, *Native World*® Computer-Interactive Program (CIP), and Cyber Classrooms created by resources on TaskStream® as examples of e-learning. I will maintain a webpage for the presentation featuring source material. Due to the guidelines on article length, the NTeQ Model lesson design will be the focus of this paper. For details on the *Native World*® Computer Interactive Program (CIP), and Cyber Classrooms, please refer to the webpage for more information. This webpage, with "NLSC" as the password, is available at the following URL/QR Code: https://www.taskstream.com/ts/flake1/NLSC

2. Analysis and Philosophy Constructs of NTeQ

NTeQ lesson design model was developed in response to Internet and technological advancements in education. NTeQ is a morph acronym meaning iNtegrating Technology for inQuiry. In the intended instructional sequence, this 10-step approach includes *Specify Objectives, Computer Functions, Specify Problem, Data Manipulation, Results Presentation, Activities During, Before and After Computer Use, Supporting Activities,* and *Assessment* (Morrison & Lowther, 2005, p. 12). The NTeQ Model flow chart is included as Figure 1 at the conclusion of this paper. Through the NTeQ Model, the roles of the teacher and student are altered. The instruction design is student-oriented meaning that students are empowered and take on the role of a researcher whereas teachers assume the roles of designer, manager, and facilitator (Morrison & Lowther, 2005, p. 15). The NTeQ Model is perhaps unfamiliar to many traditional educators and seeking to understand this model, which is unique in that the traditional roles of teacher and student are altered with the

computer taking the role of a conceptual tool that bonds the method of the model with the intentions of the lesson design.

Several differences exist between the traditional teacher's classroom and the NTeQ Model classroom. When looking at the NTeQ Model, the observer notices that the students actively participate in their learning. The opposite occurs in the traditional classroom where the teacher directs the students' learning. In the traditional classroom the teacher imparts information to the students. The teacher lectures to the students, distributes papers for practice and assessment, instructs students to read various chapters in the books. The instructor bases tests and quizzes on the book's information and the lectured material.

The students' learning in the traditional classroom can be minimal due to limited interaction with one another. In essence, the teacher assumes the larger role while the students remain inactive for most of the class time. The NTeQ Model of the classroom has a more open approach to teaching students. The teacher takes a passive, yet engaged approach to instruction. The role of the teacher in traditional classrooms promotes that of the teacher as the central figure for knowledge and support. This instructional design often relies on direct instruction models. University of Phoenix (2008) describes the teacher's role in the traditional classroom as the "sage on the stage" (p. 3) and the teacher in the NTeQ philosophy-based classroom assumes the role of the "guide on the side" (p. 3). Study of both traditional and NTeQ Modeled classrooms determines this description to be fitting. The technological skills of the educator are less demanding in traditional classrooms although the instruction supports differentiation. Morrison and Lowther (2005), describe the teacher's role in the NTeQ Model as that of *designer, manager*, and *facilitator*. The role of facilitator implies that the students are somewhat self-governing over their academic studies. As students become more involved in the learning process, the teacher begins to guide, rather than enforce, student learning. The students take on more responsibility in each lesson and are involved in all aspects of learning and research (Morrison & Lowther, 2005).

In the NTeQ classroom, students are energetically involved in their work. The students become more inquisitive and use technology as their means to gain knowledge. The students complete a number of tasks that they present individually or in groups to communicate what they learn. The instruction design of the NTeQ Model delivers student-oriented lessons to empower students and to assist them in taking on the role of a researcher. Learning comes from participation and active engagement as students become an investigator of knowledge. Technology and computers exist as a tool for student investigation. Instructors use projects and presentations to provide students with an opportunity to demonstrate acquired knowledge.

When considering the role of computers and technology in the NTeQ student-oriented classroom and traditional teacher-oriented classroom, instructors consider that the lesson materials influence the mode of instruction. Integration of computers occurs throughout the curriculum in NTeQ philosophy classrooms. The NTeQ Model also incorporates Bloom's Taxonomy and supports higher-order thinking in its lesson design (Morrison & Lowther, 2005). The computer and the NTeQ Model work together well. All lessons incorporate the use of the computer and it provides the main learning tool during the entire unit. By using the computer, students review, analyze, and manipulate data by incorporating a variety of programs which include databases and spreadsheets. Morrison and Lowther (2005) believe that the teachers "need to go beyond computer literacy to become technologically competent" (p. 12). Along with the use of the computers, the NTeQ Model develops lessons that require the students to think at a higher level, bases lessons on real-life experiences, and requires all students to be dynamically involved.

The NTeQ Model consists of 10 components. The planner analyzes each step of the lesson to insure that the instructor implements each component. However, Morrison & Lowther (2005) state, "The NTeQ Model is not intended for use with every lesson taught. It takes a careful analysis of what the students are going to learn to determine if technology can be integrated" (p. 41). The planner determines each lesson that will incorporate technology before following through with the NTeQ Model. Lessons that apply the NTeQ Model deliver student-centered instruction and encourage students to dynamically participate in learning development. The students are learning through discovery rather than mimicking the process modeled by the teacher. The students work collaboratively through the learning process by gathering the data, researching information and analyzing the results of different tests they perform. With the teacher as the facilitator, the students make decisions on how to manipulate information, review data and apply research. The lesson and environment work together. The set-up of a lesson includes preparing for the type of environment that promotes learning through student-centered activity.

3. Strengths of NTeQ

Investigations through technology afford important benefits to the classroom situation. Several strengths accompany the NTeQ Model. The most obvious strength surfaces in the skills which the model develops for the students. NTeQ instruction increases a student's ability to "answer inquiries, solve problems, or share ideas and results" (Lowther & Morrison, 1998, p. 33). Students require each of these skills when they enter the workforce of the future. Future demands of work production aim at the social process. The students' practice of social skills through collaboration and assistive group work aims to address these skills. The collaborative element of the

NTeQ Model tackles the development of teamwork. The model also trains students to research and assess Internet sites for applicability to the problem at hand (Ikepeze, 2006). Another strength of the NTeQ Model surfaces in the development of these skills. The NTeQ Model also supports the change from computers as drill and practice solutions to computers as viable tools (Clark, 1998). The deliverance of meaning and communication through a variety of electronic media are a necessary skill for the future workforce. The NTeQ Model promotes this development and assures the model's role as a strong strategy in the classroom. The internet challenges the students' skills for navigating the enormous amount of information, and world-wide resources need development and support (Ikpeze, 2006). The strategies of NTeQ support a student-oriented environment. This shift leads the students from a receptive position to a position of active involvement and exploration (Ikpeze, 2006). The student-centered aspect develops competence in higher level thinking and creative problem solving. Improving analysis, logic, and evaluation skills are vital to the 21st century developing student (Kim, 2006). With NTeQ active learning method, students become active, motivated learners working on cognition as it applies to real world perspectives.

Ross, Morrison, Lowther, and Relyea implemented the *Anytime, Anywhere Learning* program in grades five and six classrooms. The foundation of this implementation drives from the NTeQ Model. The authors identify benefits of the plan and model by stating that their students' competence with computers and the internet increased. Moreover, the students' skills with word processing, databases, research, and communication improved (Ross et al, 2000). The NTeQ Model, supplies a skeleton to develop the collaboration, problem-based learning, and technological integration. The 10-steps of the NTeQ Model enables teachers to improve strategies for instruction. The sequential steps for identifying standards, objectives, procedures, and assessment assures that the plan is of high caliber. Designing before, during, and after technological constructs fosters the development of strong lesson plans and assures student development. Ross, et al (2000) "conclude that becoming effective integrative teachers require changes in teachers' epistemological beliefs and day to day practices of structuring their classrooms" (p. 6). The NTeQ Model answers the need for a method to promote these changes.

4. Conclusion

Educators should have an understanding of technology and have a variety of technical skills. Teaching will always require the *human touch* of the instructor and overuse of technology can isolate the student; however, when effectively used in conjunction with the teacher's lesson, technology can enhance instruction. The author feels that the NTeQ design, CIP programs such as *Native World®*, and Cyber

Classrooms are effective methods for supplementing instruction. E-Learning will continue to change as technology continues to advance. The author feels that it is important for educators to consider the benefits of adopting technology into their instruction strategies. The NTeQ Model lesson design uses computers as a tool for obtaining information and promotes the human element of discussion and encourages higher-order thinking. Knowledge of modern assessment practices and technology can help educators conform to the needs of EFL learners. Technology provides effective assistance for instructing and assessing student academic performance. Besides being well-versed on various educational theories and practices, effective educators possess skills, knowledge and an aptitude for teaching.

Figure 1:
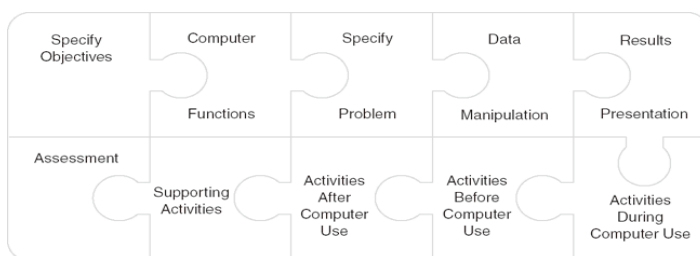
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Foreign language learning from a perspective of emotions

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Key Words: Affective factors, emotions, foreign language learning,
classroom management, group dynamics

1. Introduction

The process of acquiring another language involves a multitude of factors that include: cognition (i.e. memory, attention, learning strategies), socio-cultural (i.e. immediate environment, local, national, global) and affect (i.e. feelings, emotions and moods). However, approaches and methods of foreign language teaching and learning have often centered around a cognitive approach that focuses on developing mental processes and capacities. This has caused the role of affective factors to be relatively neglected (i.e. Arnold, 1999; Macintyre, 2002). While the author of this paper recognizes the need to understand foreign language learning from a complex point that acknowledges all of the previously mentioned factors, this paper will present an appreciation of how emotions are crucial to foreign language learning and teaching. The purpose of this paper will be to introduce the significance of emotions on the process of learning and introduce some suggestions to allow foreign language educators a chance to reflect on their practices, and inform their pedagogy and classroom management.

2. Cognition and affect in foreign language learning

Affect is an umbrella term that covers feelings, emotions and moods (Williams, Mercer, & Ryan, 2015) and is closely connected with motivation, attitudes and behavior. Over the years, motivation and attitudes have already received much attention and discussion within Second Language Acquisition (i.e. Gardner & Lambert, 1972; Dörnyei, 2009). This research has gradually produced various theories and a large amount of evidence to suggest that positive attitudes are associated with a willingness to keep learning (Lightbrown & Spada, 2013) and that motivation occurs from creating and maintaining an ideal L2 Self vision (Dörnyei, 2009). Nonetheless, understanding foreign language learning has been primarily viewed from a cognitive

approach, where learning is viewed as a series of mental processes such as remembering, recognizing and thinking, thus promoting learners to develop strategies to analyze and work out rules. (i.e. Lightbrown & Spada, 2013). One advantage of the cognitive approach to learning is that foreign language learning encourages a more active learning process. However, this paper will argue for the need consider the importance of affect within foreign language learning, namely the significance of emotions.

The foundational aspect of emotions influencing our daily lives is demonstrated by Shaules (2015, p. 96) as being "...critical in the formation of intuitions, sensations of rightness and wrongness that guide our reactions to everyday life". Also, Maslow's hierarchy of needs (1987) further demonstrates the fundamental element of emotions and feelings on our daily lives. Maslow's theory explains how higher level cognitive demands cannot be fulfilled without satisfying more fundamental security or interpersonal needs based on emotions and feelings. With regards to education, Meyer and Turner (2007, p. 243) show how fundamental emotions are as "...emotions help define classroom experiences, providing powerful rationales for engaging in and avoid, even abandoning, teaching and learning opportunities". In addition, Williams et al. (2015) point out that emotional reactions, positive or negative, are integral to the foreign language learning experience.

Even though this paper asserts the importance of emotions within foreign language learning and teaching, the author appreciates the complexity of cognition and affect and now both are intertwined to form a sense of self, subjectivity, meaningful decisions, interpretations of situations and memories (i.e. Immordino-Yang, 2015; Williams et al., 2015). However, understanding the vital role of emotions within the process of foreign language learning presents certain benefits to both educators and learners. Educators have a chance to understand issues surrounding learner's lack of confidence, anxiety or interest, and learners have the opportunity to reflect on how their own emotions create their relationship towards that language. The next section will determine a useful explanation of emotions and continue to develop the benefits of understanding foreign language learning and teaching from a perspective of emotions.

3. Determining emotions and appreciating learning from an emotional perspective

The definition of emotion for this paper is taken from the field of psychology. Keltner and Gross (1999) explain that emotions are "…episodic, relatively short-term,

biologically-based patterns of perceptions, experience and communication that occur in response to specific physical and social challenges and opportunities" (p. 468). Reeve (2015) also concurs with this definition, but adds that emotions "...help us adapt to the opportunities and challenges we face during important life events" (p. 340). In addition, Williams et al. (2015) explain how an emotional reaction has three essential components; a physiological element; expressive behavior; and subjective feeling.

Therefore learners' emotional reactions in the classroom can be influenced by their previous experiences learning or using a particular foreign language. However, this paper will focus on considering emotional reactions resulting from interactions with classroom tasks, the textbook, other students and the teacher. Each of these interactions will produce unique meaning for a learner and subjective feelings towards that event. Educators will witness students' emotional reactions as a variety of attitudes, behaviors, verbal and non-verbal communication. From this, we can appreciate that many of our students have already gained a full spectrum of positive and negative feelings and emotions from their experiences of learning, practicing or using another language inside and outside of the classroom. Furthermore, these experiences will have created individual memories, associations and perceptions towards that language. Therefore, understanding that emotions are the driving force in the process of learning a foreign language raises a number of important issues and implications for foreign language educators.

4. Focusing on emotions to improve the classroom environment

This section will briefly introduce practical approaches to how mindfulness and management of student emotions can help educators produce a healthier learning environment. Literature has demonstrated that teaching and learning can only succeed in a well-managed atmosphere, and empirical evidence suggests that educators are the most important factor on student success (Marzano, Marzano and Pickering, 2003). Also, Dörnyei & Murphey (2003) maintain that the educator is the key element for setting up and developing positive group dynamics that produce an environment of safety and unity for learners. Therefore, if we consider learner's emotional reactions as being the foundational block in the learning process, educators need to become managers that are aware of the individual feelings and emotions that exist within the classroom, and find ways to positively manage these.

First of all, educators need to become explicitly aware of learner's emotional

reactions to classroom tasks, the textbook and interactions with other students. Depending on the levels of familiarity or proficiency, educators can set up reflective tasks that can be completed as an end of class self-reflection, group discussion or homework assignment. The purpose of these tasks is to find out; how familiar or unfamiliar a classroom task was; how appealing or not group discussions were; how able students were to complete tasks; and if students encountered any difficulties from a cultural perspective. These ideas are taken from using Schmann's (1999) framework for understanding stimulus appraisals and emotional responses. This framework offers educators a chance to not only understand learners' feelings and emotions, but a chance to evaluate pedagogy and classroom approaches. In addition, to produce a pleasant and inspiring classroom environment that can allow learners to feel motivated, more confident and not afraid in making mistakes, spending time focusing on group dynamics is crucial. Dörnyei & Murphey (2003) explain how successful classroom management is the key for positive group dynamics. They give a range of practical suggestions on how educators can create and maintain groups by; considering the classroom environment; educators and learners developing class rules and norms together; assign student roles and responsibilities; and conflict management.

4. Conclusion

This paper has introduced how emotions are crucial within the foreign language learning process. Understanding learning from this point of view brings some benefits as educators can start to understand why learners may not be able to remember or recognize vocabulary, output language or develop various linguistic strategies. Also, educators can start to deeply understand and appreciate why some learners appear to be anxious, demotivated or uninterested. From a perspective of emotions, the main outcome is that educators have a chance to become more mindful of the individuality of learners. Therefore, it is hoped that readers will have to chance to start reflecting on their own philosophies, classroom approaches, pedagogy, testing and (re)consider how their contexts can be enriched by considering foreign language learning from a perspective of emotions.

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Encouraging 'unplanned' speaking in oral-communication classes: Some practical approaches

Shannon Mason

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1. Introduction

English education in Japan is compulsory throughout the six years of secondary education, although many students begin learning English in elementary school, and increasingly from kindergarten. However, the focus of English teaching, learning, and assessment in schools is largely on the skills of reading, writing and listening. This has resulted in criticism of the lack of oral communication skills in Japanese students (Wakabayashi, 2015). In response, oral communication courses are becoming a common element of university study in Japan. For educators, this presents a number of challenges that are unique to Japan, including students' fear of making mistakes and presenting less-than-perfect work, low social self-confidence, and the social structure of schools which sees students passively taking in information from the all-knowing teacher (Passero, 1993). The mandatory nature of the courses means that there are often vast differences in motivation from student to student, and support for teachers in terms of training and resources may also be limited.

This paper presents a brief outline of a workshop presented at the inaugural Nagasaki Language Studies Conference. The aim of the workshop was to offer some strategies for developing the communicative competence of Japanese students, by encouraging students to speak English in 'unplanned' communication, which mimics the natural, unplanned, everyday conversations which are 'the most commonly occurring universal language 'genre' (Shen & Xia, 2010, p. 90). However, 'unplanned' in this context does not equate to completely spontaneous communication, and does not preclude the use of pre-speaking activities, minimal amounts of preparation, or stimulus materials to assist students before and during their speaking experiences.

2. Building a conducive environment

The role of affect in second language learning is well-established (Arnold, 2011; Dörnyei, 1994). For students in Japan, who have been accustomed to largely teacher-centred classrooms, it may constitute a considerable risk to speak in front of their teacher and peers. Encouraging language learners to speak in the target language has received considerable research attention, particularly as 'second language teachers usually struggle with students who prefer not to take the risk of speaking in the second

language class' (Cervantes, 2013, p. 422). All the more so because the ability to take risks is considered a predictor of success in second language learning (Gass & Selinker, 2008).

As with all teaching and learning, the impact of student-teacher relationships can be substantial. In particular, the communicative classroom should be an environment where students feel comfortable to speak, and make errors. Additionally, class dynamics can promote or impede a successful communicative class. Facilitating communication and relationships between all peers, not just in friendship groups, may help in developing a team atmosphere.

Throughout their schooling, Japanese students are driven by assessment results, and educators can take advantage of this by making participation in oral communication activities a significant grade in their course. Expectations about use of the target language should be made explicit, and students should be encouraged to regularly reflect on their use of English in class speaking tasks.

Classrooms in Japanese universities are generally not set up for communicative teaching. Where possible move furniture or students so that they face each other when speaking. Classrooms which allow the educator to freely move around the room are ideal, as it allows them more opportunities to observe students more closely, and to join in conversations at various times when appropriate.

3. Teaching explicit skills and strategies

In the Japanese education system, students are not always taught the explicit skills and strategies of effective oral communication (Yanagi & Baker, 2016). There are a range of skills used by effective speakers which are not always inherent in language learners, or in fact by native speakers of a language. Along with the more obvious skills of fluency and accuracy, students may struggle with how to initiate conversations, how to make responses, how to interject, or how to repair a conversation when misunderstanding is suspected (Lackman, 2010).

Alongside these speaking sub-skills, are a range of compensatory strategies, the strategies that students have available to them to overcome shortcomings with vocabulary or grammar (Karbalaei & Taji, 2014). These strategies may include asking for help, using circumlocution, adjusting the message, using gestures, or referring to a dictionary or a smartphone application. Such strategies are important to conserve a conversation, and give students some options when speaking becomes a challenge, other than reverting back to their first language, or giving up on the communication altogether.

Ask-Answer-Add

This communication strategy involves the analysis and consideration of students' conversation patterns, and the introduction of an alternative. In my observations, particularly for beginners and non-English majors, conversations in pairs often follow

this fairly routine pattern, or a close iteration:

Partner A: Asks a question
Partner B: Gives a short response
Partner A: Asks a follow-up question
Partner B: Gives a short response
Partner A: Asks another follow-up question

With this pattern, the conversation continues to be derived from the original question, and so sustaining the conversation quickly becomes difficult. After asking students to analyse their conversation patterns, introduce this alterative model:

Partner A: Asks a question
Partner B: Gives a response, and adds one more piece of information
Partner A: Asks a question following on from this new information
Partner B: Gives a response, and adds one more piece of information
Partner A: Asks a question following on from this new information

Not only does this strategy assist students to prolong their conversation by bringing in new information, it is helpful in encouraging them to think about patterns of communication, and about their role in the conversation. In the first pattern, partner A is doing whatever necessary to pass on the conversation to someone else as quickly as possible. Once students have practiced this model, there is no need to adhere to a strict pattern, but students may be more aware of their own role in a two-way conversation, and their own responsibility to make it a success.

Circumlocution

Circumlocution is a communication strategy that involves a speaker with a gap in their linguistic knowledge to use synonyms, descriptions, explanations or examples to fill that gap, allowing them to remain in the target language. A game where students must get their partner to say a particular word without using a list of related words is an enjoyable way to practice this strategy. Additionally, it is important to speak explicitly about strategies with students (Nakatani, 2005). This is particularly important in the Japanese context, where students often have very rigid perceptions of what is 'correct' and 'incorrect'. Making students aware of the importance of communication strategies involves more than practicing the skills, but also giving students the knowledge about the skills they are using and why. This may include introducing studies which look at the role of communication strategies in building proficiency, and sharing examples of effective learners applying such strategies.

4. Opportunities for practice

In order to develop students' communicative competence, they must be engaged in the actual act of speaking. It is the challenge of educators to provide students with ample opportunities to do so. Along with the cultural challenges that have already been discussed, educators may have to contend with large numbers of students in a class, minimal weekly contact hours, and classroom layouts that may not be ideal for communicative learning. The following two minimal-resource activities work well to overcome some of these challenges.

Speed-chat

Speed chat is an activity which involves students talking to a partner about a particular topic for a short time, before changing speaking partners and talking about the same topic. While the topic remains the same, no two interactions will be the same, because the responses to questions and the direction of conversation will change with each interlocutor. Students develop confidence as they repeat a similar task, recycling language but also picking up vocabulary and phrases from their peers, which may be brought into the next conversation. While the students may be given some stimulus, perhaps in the form of several starter questions, the unexpected nature of the interaction ensures a level of authenticity and helps to retain interest. This activity can be adapted in many ways to suit the needs of the students, including the scope of the chosen topic, the level of stimulus, the range of pre-speaking activities, as well as the number and length of interactions.

Poster presentations

Poster presentations involve students giving short presentations on various topics, generally following one or a series of lessons to build up content and language knowledge. In this case, planning and presenting occurs on the same day. This allows the length of time for preparation to be regulated, so that a) students do not have enough time to write pre-prepared scripts, and b) the teacher can gradually decrease the amount of planning time. Students use their planning time to research information, and to create a simple poster which will help to guide them through their presentation, such as images which provide stimulus, or a list of sub-topics to talk about. As in speed chat, students are encouraged to speak in the target language for a set period of time, and repeat their presentation with multiple interlocutors in order to recycle language and build fluency and confidence along the way. Students present as individuals, pairs, or small groups, with another group of a similar size acting as the audience. Presenters are encouraged to engage their audience by posing questions, and so the activity becomes more interactive than a traditional one-way presentation.

5. Conclusion

The communicative competence of students in Japan will be an increasing priority for schools and universities moving into the future. Oral communication classes in universities provide a unique opportunity for students to develop these skills. This paper has provided just a few ideas to help in this aim. Encouraging students to use English in class is a complex challenge for many educators in Japan. It is a challenge shared by many, and, as was a feature of the workshop, I would encourage collaboration and discussion between educators to gather further practical ideas for the classroom.

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Please visit the author's blog for further information and resources for implementing speed chat and poster presentations, as well as a range of other support for language teachers. www.languageteachersupport.com