

# Teaching English in the Japanese EFL environment

## : Practical Suggestions and Discussion

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In the last year of our project, we will present practical suggestions in teaching English in the Japanese EFL environment. We believe careful consideration is needed to teach Japanese EFL students, most of whom are not proficient in English and are without a practical need to communicate in English in their daily lives. We hope the audience will enjoy our workshop style presentations and discussions.

### ① Teaching Vocabulary in EFL Situations in Japan

Kiwamu Kasahara (Hokkaido University of Education)

In the Japanese EFL environment, learners should be encouraged to take advantage of intentional and incidental vocabulary learning. Now EFL teachers can depend on several principles found in L2 vocabulary acquisition studies. Among them are the frequency principle, the repetition principle, the principle of spaced retrieval, the principle of avoiding interference, and the generation principle (Coxhead, 2006; Nation, 2013). I will introduce some vocabulary learning activities that follow these principles. They are easy to conduct in EFL classrooms. I would also like to mention how to plan and carry out small vocabulary quizzes in class.

### ② Examples of Implicit Instruction in Elementary Schools

James M. Hall (Iwate University)

Elementary school foreign language education in Japan, although in a period of transition to subject teaching, is arguably an “encounter model” (Tierney, 2011). That is, learners learn foreign words and phrases through encountering the language in

an activity In my presentation we will encounter a new language other than English and experience what Japanese primary school children feel in their foreign language activities. Lastly, from the perspectives of implicit and formulaic language learning we will debate the extent to which this activity promotes the learning of language.

③ Contextualized Approaches to Foster Japanese EFL Learners' Autonomous Learning Skills

Atsumi Yamaguchi (Meijo University)

While MEXT continuously addresses enhancing Japanese learners' English language skills so they can function as global citizens, a number of university students are in need of developmental English education. In such a circumstance, cultivating independent learning skills has widely drawn educators' attention (Kiyota, 2011; Sakai, 2010). The presenter will suggest possible approaches to support Japanese learners' autonomy drawing on the literature and her own action research on a series of semester-long elective courses aiming to raise students' metacognitive awareness.

④ Considering Roles of Feedback and Teachers' Attitudes in the Japanese EFL Context

Tsutomu Koga (Tohoku University)  
Katsuyuki Konno (Shizuoka Institute of Science and Technology)

Learner motivation has been discussed for more than five decades since Gardner and Lambert (1959) first proposed the crucially important role of motivation in successful language learning. However, still overlooked is the concept of teachers' feedback and attitudes which dramatically influence the process of learning both positively and negatively in this current Japanese EFL context in which English classes are officially required to be conducted exclusively in the L2. In our presentation, focusing specifically on the roles of feedback and teachers' attitudes in teaching English in English, we will describe effective learning environments that can foster learners' motivation and promote communication.

*We would like to make our presentation interactive with the audience. We welcome your active participation !*