

Surviving and Thriving in the English Elective Class!

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So you have to teach Eigo Sentaku! What to do now????!!? Not to worry, this workshop will solve all your problems and maybe even improve your life a little bit...

What can we teach in the English Elective class? 英語選択の授業の時、何を教えましょうか？

As you will see, the English Elective class is taught differently in different schools. First of all, you should teach English Elective according to the needs and requirements of your school. But if you have no idea what to teach in the Elective class, or have run out of ideas, we have some suggestions!

Try to improve the students' *communicative competence* with *Communicative Language Teaching (CLT)*! 生徒のコミュニケーション能力を高める、CLTを教えましょう!

Communicative competence is the ability to communicate. *CLT* will help us do this.

Improving communicative competence is recommended by the Japanese government!

--from the *Handbook for Team-Teaching* (Monbukagakusho, 2002), p.98:

I. Overall Objectives [for foreign language teaching in Japan]

"To develop students' basic practical communication activities such as listening and speaking..."

CLT is recommended by the Japanese government!

--from *Resource Materials and Teaching Handbook* (CLAIR, 2004), p. 92:

"...you [ALTs] are ideally suited to help your JTLs introduce CLT into your team-taught classes."

Ok, so what is CLT?? CLTは何ですか？

Main features of CLT:

1. communicative competence is the overall goal
 2. uses student interaction in the target language
 3. uses elements of the real world in the learning process (current topics, *realia* and authentic materials)
 4. uses students' own personal experiences and interests
 5. student-centered, not teacher-centered
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Using CLT in the classroom: PPP (Presentation, Practice, Performance)

CLTの活用の仕方－PPPの説明

We can use the well-known PPP approach to build CLT into our language teaching!

PRESENTATION - explaining the target language topic to students

PRACTICE - students practice the target language in a controlled manner

PRODUCTION - students use the target language in a realistic situation or activity

The last step, PRODUCTION, is the most important from the point of view of attaining communicative competence in the foreign language.

Using CLT in the classroom: TBL (Task-Based Learning)

CLTの活用の仕方－TBLの説明

Task-Based Learning: communicative activities where the students use the target language to reach a specific result

TBL is a more advanced method than PPP, and probably more effective as well!

What kind of things are good communicative tasks?

playing a game
describing something
sharing experiences
creating a list
or anything with a problem-solving element or goal to reach

What kind of things are **NOT** good communicative tasks?

listening to a lecture
copying text from the blackboard
memorizing grammatical forms
reading from the textbook
"repeat after the ALT"

Good CLT activities to use in the classroom! 授業でのお勧めのCLT活動

--interviews

--role plays

--information gap

--games

--pair work

--listening for information

Some online sources for further research:

<http://pweb.sophia.ac.jp/~yosida-k/tatsumi.htm> (about CLT, 日本語で)
<http://www.abacom.com/~nathan/clt.htm> (about the accepted principles of CLT)
<http://www.cal.org/resources/digest/gallow01.html> (detailed explanation and history of CLT)
http://www.englishraven.com/method_PPP.html (about the PPP approach)

Good luck with using CLT in your elective classes! Please contact me if you have any further questions: sdnelson@hotmail.com