

**Online Workshop for
Assistant Language Teachers (ALTs) and
Japanese Teachers of English (JTEs)
of Gifu Prefecture**

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MEET THE LECTURER



Ayako YOKOGAWA

- **Major in Law at Sophia University (1992)**
- **Teaching English (1998~)**
- **Master's degree in TESOL at Temple University, Japan campus (2012)**
- **Book writing , 12 books published (2012~)**
- **ETS approved Propell Workshop facilitator (TOEFL 2014~, TOEIC 4 Skills 2016~)**
- **Designated professor at Meiji University (2017~)**
- **IELTS Academic Supervisor (2018~)**
- **Ph.D. 2020 cohort at Temple University (2020~)**

TODAY'S AGENDA

14:00-14:10

Warm-up

14:10-14:45

1. Classroom activities and the role of ALT

14:45-15:20

2. Pedagogical options for students with various backgrounds

15:20-15:30

3. Q&A

WORKSHOP OBJECTIVE

Based on Voices of ALTs

By the end of the online workshop, participants will be able to deepen the understanding of their roles in output-oriented classroom activities, and will learn pedagogical options for teaching students with various backgrounds.

WARM-UP ACTIVITY

“3 Things in Common”

1. Find a partner.
2. Say hi and ask each other questions about what you did yesterday. *e.g.) Did you work out yesterday?*
3. Find 3 things you did in common.

TODAY'S AGENDA

14:10-14:45

**1. Classroom activities and
the role of ALT**

1-1. English medium instructions

1-2. Authenticity of English

1-3. Diversity of English

I-I. English medium instructions

“The appropriate level of Japanese vs English usage in TEFL”

“PEDAGOGICAL TRANSLANGUAGING”

Teachers’ pedagogical use of different languages for input and output by utilizing students’ resources from the whole linguistic repertoire (Cenoz & Gorter, 2020)

Factors to consider

- **Topic**
- **Purpose of activities**
- **Design of activities**
- **Class size**
- **Time constraints**
- **Students’ proficiency**
- **Students’ engagement**
- **Teacher’s resources**



I-2. Authenticity of English

“Finding a balance between translation and everyday English”



Contributions of ALTs & JTEs as English Speaker

ALT

- Practitioner of everyday English
- Model as an English user
- Communicator as a language partner

JTE

- L1 Japanese / L2 English speaker

Discussion Topic 1

I-3. Diversity of English

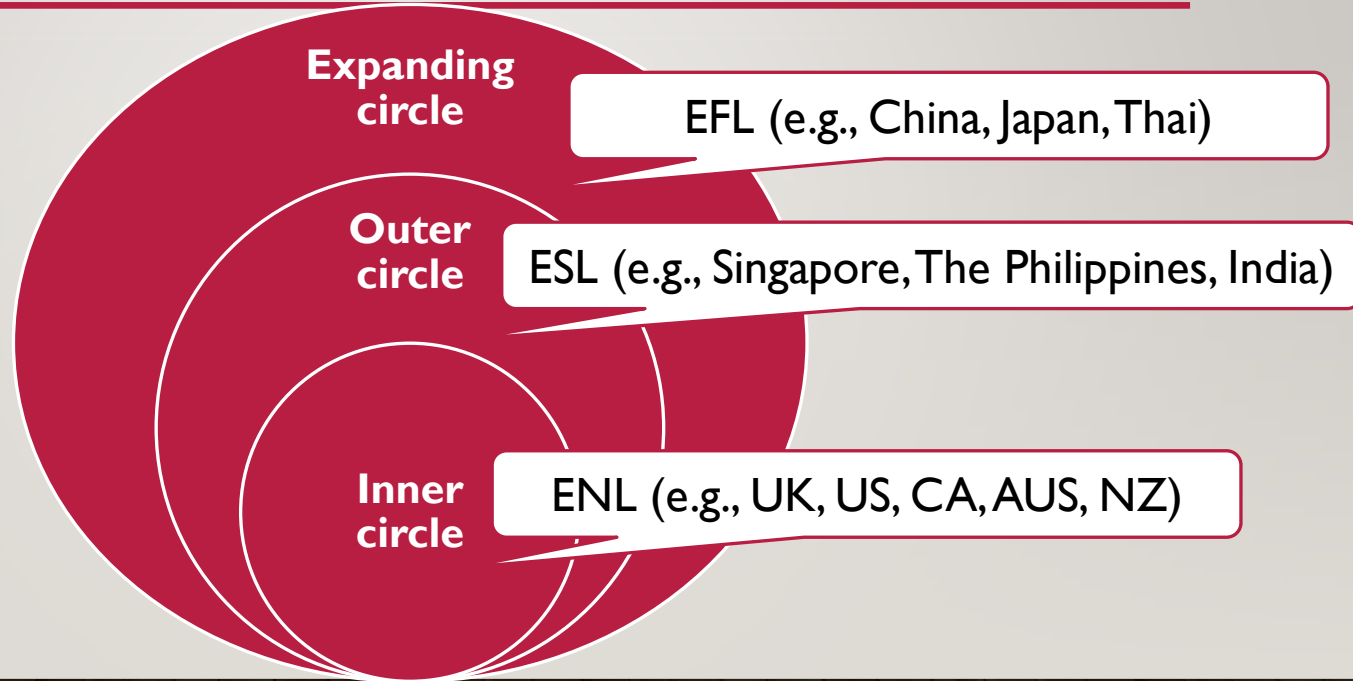
“Making students realize English diversity (avoiding Nativism / Linguistic Imperialism)”

“How do we successfully carry out pluralism and diversity in teaching English at classrooms?”



“WORLD ENGLISHES”

Three Circles Model of World Englishes



Kachru, B. B. (1992). Teaching world Englishes. in Kachru, Braj B., ed. *The other tongue: English across cultures*. University of Illinois Press, 1992.355-366.

Some studies report that Japanese students acquired more positive attitudes as non-native speakers after getting information about World Englishes. (Kojima, 2017)

高校生を対象とした調査では、「私は日本人なまりの英語なので、自信がなくて英語を話せない」という生徒の声があった。World Englishes について学んだ後、再び調査してみると、「日本人なまりの英語は、そんなに恥ずかしいことではないとわかった」「それぞれの国の特徴がある英語があってもいいのだと思うようになった」という考え(learner beliefs)に変化したことが確認された (Kojima 2005)。この調査対象の高校生は、non-native speakers としての自覚を持って、英語に向き合う姿勢を持つようになったのである。

(Kojima, 2017)

▼ モジュールを選ぶ

🗣️ 発音モジュール

▶ Tufs kids

💬 会話モジュール

Message from Professor

▶ J.K. Chambers(トロント大学
教授)

▶ 教室用 アメリカ英語

▶ 教室用 イギリス英語

▶ 教室用 オーストラリア英語

▶ 教室用 カナダ英語

▶ 教室用 ニューージーランド英語

▶ 教室用 シンガポール英語

▶ 教室用 アイルランド英語

▶ 教室用 インド英語

▶ 教室用 フィリピン英語

▶ 教室用 マレーシア英語 New!

English

英語

英語の使用地域と人口

英語を母語とする話者は**5億1000万人**と、中国語母語話者について世界第2位ですが、英語を日常的に使用している地域は世界で**80以上**、そして母語ではない人を含め、少しでも英語を話せる人は**10億人以上**（世界の**5, 6人**にひとり）に及びます。世界で最も多く使われている言語であると同時に、言語文化や地域によるバリエーションも大きく、“English”に対して“World Englishes”と複数形で言及されることもあります。

ここで学ぶ英語

ここで学ぶ英語はアメリカ英語、イギリス英語、オーストラリア英語、カナダ英語、ニューージーランド英語、シンガポール英語、アイルランド英語、インド英語、フィリピン英語、そして子どもを対象としたTUFs Kids（発音と会話）です。日本の中・高等学校などで使われている英語教材は、いわゆる「アメリカ標準英語」がモデルになっていることが多いですが、母語話者の英語だけを比べてみても、発音・語彙・文体などの面でさまざまなバリエーションがあります。

DISCUSSIONS I: ROLE OF ALT

1. Think on your own

For ALTs: What role(s) do you think you should assume in classroom?

For JTEs: What role(s) do you want ALTs to assume in classroom?

2. Share your responses in group



TODAY'S AGENDA

14:45-15:20

**2. Pedagogical options for
students with various
backgrounds**

2-1. Proficiency

2-2. Cognitive ability

2-3. Motivation

2-1. Proficiency

“Show vs Tell in Teaching - helping, guiding students to know the answers on their own”

“THINK, PAIR, SHARE”

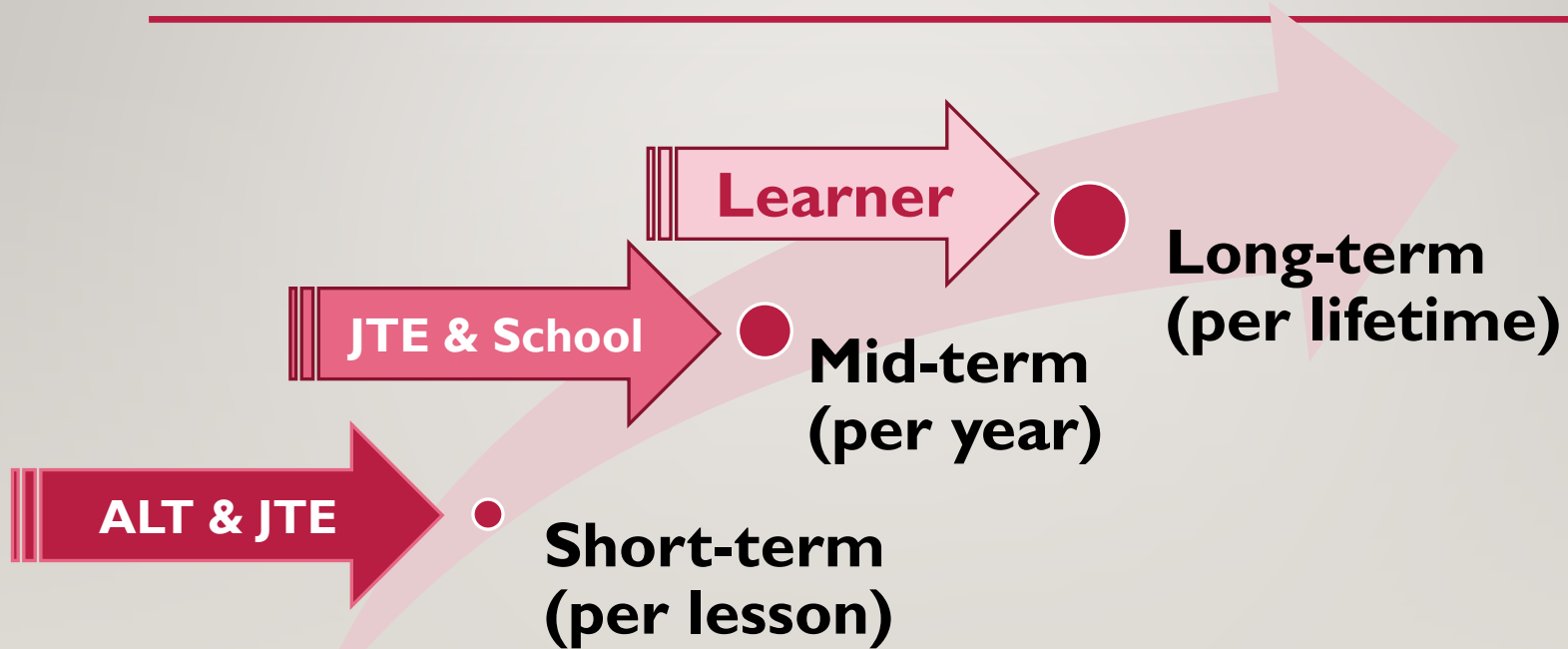


2-2. Cognitive ability

“Knowing different ways of dealing with different types of students (proficiency, mental abilities, motivation)”

“Encouraging or re-engaging students returning to school after mental illness, fear of public speaking and other issues”

TEACHING GOALS



ACHIEVABLE TEACHING GOALS FOR EACH LESSON

- **All students can do.** e.g.) Students roleplay a dialogue
- **Most of the students can do.**
- **Half of the students can do.**
- **Some of the students can do.**

2-3. Motivation

“Working with test-centered curriculum and increasing English motivation while improving English conversation skills and real-life English”

“Intrinsic motivation is the act of doing something without any obvious external rewards.”

	Motivation	Goals
Intrinsic	You do the activity because it's internally rewarding. You may do it because it's fun, enjoyable, and satisfying.	Goals come from within and the outcomes satisfy your basic psychological needs for autonomy, competence, and relatedness.
Extrinsic	You do the activity in order to get an external reward in return.	Goals are focused on an outcome and don't satisfy your basic psychological needs. Goals involve external gains, such as money, fame, power, or avoiding consequences.

7 Intrinsic Motivation Factors

- **Curiosity** e.g.) Students roleplay a dialogue
- **Challenge**
- **Control**
- **Recognition**
- **Cooperation**
- **Competition**
- **Fantasy**

Discussion Topic 2

DISCUSSIONS 2: HOW TO MOTIVATE STUDENTS TO LEARN

1. Think on your own

For ALTs: In what ways do you think you can motivate students to learn English in classroom?

For JTEs: In what ways do you want ALTs to motivate students to learn English in classroom?

2. Share your responses in group

- Curiosity
- Challenge
- Control
- Recognition
- Cooperation
- Competition
- Fantasy

3. Q & A

Thank you!