

# How effective shadowing is and how to teach in class

Toshiyasu Aoki

## Abstract

For a long time, in the classroom, teachers have stood in front of all students and taught their lessons one-sidedly. The English class were similar, too. Certainly, teachers can surely run a class efficiently if they adopt this teaching method, but it is a fact that this teaching method has produced many at-risk students. Once students are not able to follow their class, some students will give up participating in class. The time they spend in their class is meaningless. It is not good for such students and teachers. It is necessary for teachers to grasp the ability of each student to avoid producing at-risk students. Teachers have to run a class according to the ability of the each student. To achieve this end, I focused on a teaching method called Shadowing and thought about how to make use of Shadowing in a private guidance in classrooms.

. Tamai (1995) defined Shadowing as follows.

*Shadowing is an act or a task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the in-coming information.*

Shadowing is used in training interpreter. When students perform Shadowing, they don't need detailed grammar taught in school. So students who don't follow their class can perform Shadowing the same as other students do. Shadowing grants the student's wish that they want to speak and listen more to English and recommend the autonomy learning of students.

# Compulsory English Education

Miki Iwahashi

## Abstracts

From 2011, English education will commence in public elementary school in Japan. Furthermore, in junior high schools, the number of English classes will be increased. As we can see from these changes, English education is regarded as a more important subject. Although it will be changed, there are many problems to be solved. Some English education experts insist that the general learning goal of English education in elementary school is vague. Furthermore, there is a question whether students should really learn only English despite the fact that there are many languages in the world and the Ministry's official guidelines say that the aim is for international understanding. Moreover, in junior high schools, we should reconsider some problems, such as the relation between elementary schools and entrance examinations with changes in English education. I believe that it is important to reconsider English education without being swept away by our emotions. Therefore, with reference to English education in other Asian countries, I want to search a way out of these problems.

# Issues in English teacher training in Japan: A Comparative study of Japan and Korea

Yuya Ogata

## Abstract

The issues of English teacher education in Japan have not been argued frequently because it is tough to argue the matter from merely a national scale. This thesis compares English training system for Japanese potential teachers, particularly curriculums for prospective teachers at college and in-service training with that of Korean models. From the 1990's, Korea is nationally trying to develop their English education. One of its focuses was the education of English teachers. Examining English Education history in both countries, they have an educational contact in 1950's and developed similarly till recent days. As East Asian countries dedicated to English education, Japan and Korea have mutual characteristics as to teaching English as a second language. This is a attempt to look for useful information on English teacher education in Korea which can be possibly introduced to the future Japanese model.

In regards to the teacher education curriculum and in-service training, I found that the Japanese model has great quantitative deficits compared to the Korean curriculum for elementary school teachers which the Ministry of Education in Korean concentrates on. Also, the ELT methodology is perceived differently in both curriculums.

# Personality and Cognitive Style in Second Language Acquisition and Learning Method

Yuka Ohnishi

## Abstract

Many researches suggest why there are individual differences in second language acquisition. For example, they include age, aptitude, personality, first (native) language, motivation, cognitive style and attitude. Therefore, the present second language class style is not good because various students learn second language in the same class in the same way. So we should improve this situation for effective learning. In regards to personality, this report would focus on especially personality and cognitive style. So we will describe characteristics of each personality and cognitive style at first. Then we will also examine good learning methods which are on the basis of strong points and weak points of respective personality and cognitive style.

Personality is one of the important elements of individual differences in second language acquisition. For example, extroverted learners are good at communication while introverted learners have grammatical skills. Cognitive style is also one of the critical factors concerning second language acquisition. For instance, aural learners like listening to second language. Learning methods control second language learners positively or negatively. It means that proper learning methods improve learners' skills while inappropriate learning methods make students irritated or depressed.

Thus we will research three perspectives: personality, cognitive style, and learning methods.

# Language Learning Strategy

Yuko TSUNEKAWA

## Abstract

How do you study English? Some learners master English quickly but others do not even if they are taught by the same teacher or with the same text. What's the difference between them? We use a lot of strategies, consciously or not, when we study English. Are there any 'effective' ways to improve English skills?

There were many teacher-oriented approaches toward language teaching. Since the 1970s, however, researchers' interests have shifted from teacher-oriented approaches to learner-oriented ones. By observing information processing of 'good' learners, we can master English more easily and effectively.

# “What kind of language learner would be successful?” A Case Study in Japan”

Tomomi Tsuboi

## Abstract

Learning language is a worthwhile experience. All children acquire a first language as they develop. It is usually done subconsciously. But to learn a target language is not easy. Around the world English is taught in a bewildering variety of situations. In many countries it first appears in the primary curriculum at school. Japanese study English as a second language for more than ten years since junior high school, but many people are having trouble with it. On the other hand, there is a person who speaks fluently without going abroad. There is a radical difference between the two. Where do these kinds of differences come from?

Now, many English materials flood bookstore shelves and several English know-how books are being sold explosively. What is the most effective learning method? How can we acquire target language successfully? I would like to show it by relating it to recent English education situations and my experience.

# Story Reading from An Early Age to Help Acquire More Than One Language

Mikiko Claire Hattori

## Abstract

Current research indicates that humans have the ability to acquire every language at the point of birth. However, in the first year of our life we spontaneously choose the language we are going to focus on to acquire completely. This means that we lose our ability to acquire more than one language at a very early stage of our life. To prevent losing a precious ability, an activity that we can do is story reading. When you read stories to your child, you are able to stimulate a broad area of the brain. This will help the brain recognize the language information as a necessity part to retain. Furthermore, the communication between mother and child plays a big role in language acquisition. By practicing story reading between mother and child, we are able to increase the ability of language acquisition itself. By looking at the function of the brain and applying the knowledge of what is happening when acquiring our first language, we are able to suggest that second language acquisition can be achieved more efficiently when we start from an early stage of our life.

# The Teaching Technique of "Progress in English" Using the Oral Approach

Yuki Komori

## Abstract

The thesis of my graduation paper is teaching technique of "Progress in English" using the Oral Approach. To study teaching techniques of "Progress in English", I research how these textbooks have been designed in Japan. The textbooks of "Progress in English" use the Oral Approach method, so this paper will examine the origin of the teaching technique as well. After that, this paper will examine the "Progress in English", Book 1, Lesson 9 in details. I will analyze how new points are introduced and what kind of exercises are provided to develop students' English abilities.

As a result, I found that the "Progress in English" textbooks are designed not only for studying English, but also learning about people of different races, religions, and cultures. Also, the students have great chances to produce English through pattern practice by using the Oral Approach. In this way, I researched the textbooks of "Progress in English" from every angle at great length.



# Teaching inter-language pragmatics in Japanese English education

Mai Okumura

## Abstract

According to globalization, every day in the world, thousands of people, money, and information are moved from country to country. Because of this, the scenes where there are needs to communicate in English with foreigner more frequently occur than before. This implies that it is crucial to use English to have conversation and even maintain good relationships with foreign people despite the fact that our first language or cultural backgrounds are different. Since it is directly related to international communication, teaching inter-language pragmatics is now essential for English education in Japan. Many researchers and teachers admit that pragmatic aspects of language are important parts of language studies, however, it is true that many schools still do not teach it in the language classrooms. Through this essay, I would like to review the research of inter-language pragmatics and think about how we should teach it efficiently in the Japanese English education scene.

# English Education in Elementary School

Saori Tanimoto

## Abstract

English education will start in Japanese elementary schools in the next fiscal year. The Ministry of Education, Culture, Sports, Science and Technology publish a new official guideline however it is very abstract. I think making a syllabus is good for the theme of my graduation thesis. To make a concrete syllabus, I think Waystage English, the common European framework is useful. However, Waystage English is the objects for the adults who are the beginners of learning foreign language. If I want to use Waystage English for pupils in the fifth and the sixth grade in elementary school, I have to change some topics to be suitable for them. Moreover, I have to make a syllabus within the Japanese framework which is suggested in new official guidelines.

This paper focused on the new official guidelines and Waystage English mainly. Furthermore, I examined how to make a syllabus and made a syllabus for the fifth grade to be practically used. The syllabus I made is composed of nine topics. These topics are chosen from Waystage English but are sometimes changed to be suitable for pupils in the fifth grade.

# Compulsory Elementary English Education

-What is the most important factor? -

Tomomi Yoshida

## Abstract

The topic of this graduation thesis is to compare language education among foreign countries. The main emphasis is on Korea to discover the most important criteria of foreign language activities in Japan's elementary school. With the requirement of foreign language activities being planned in Japanese primary schools starting 2011, I decided to examine and research about this topic. Including my educational experiences in the United States of America, results came up to focus on teachers who teach the class, despite other many important aspects of English Education: aims and goals, content of the course, evaluation, and connection to Secondary education. Elementary English education activity is not a simple issue, but there is a profundity to be engaged in order to explore unlimited possibilities for Elementary school students.

# Brazilians living in Japan

## ~the problems of their ability of their language~

Aya Inagaki

### Abstract

For some years, foreign residents in Japan are rapidly increasing. Accompanying this situation, a lot of problems like their education have come to the surface. Especially Brazilians living in Japan, the biggest number of the foreign residents of Japan, have a big problem with their education and language. Foreign children must choose either a Japanese school or a school for foreigners. Some children of Brazilians go to Japanese public schools but most of them go to schools for Brazilians. One main reason that many Brazilian living in Japan go to schools for Brazilians is that they feel difficulties taking classes using Japanese, and because classes of Brazilian schools use Portuguese, they want to go there. However, schools for Brazilians have some problems like lack of money to operate and lack of teachers who can teach Japanese, and also, the students cannot adapt to Japanese society.