

FLEAT6 at Harvard University

9:00-9:50 Aug 14, 2015

How to Teach

Mega-Sized False Beginner Classes

Blending CMC and F2F Instruction

AWAJI, **Yoshi**masa

Daito Bunka University

yoshi@awajis.net

This session is

- a practical class report
- to cope with huge classes
- blending human instruction and technology
- with pedagogical considerations

What would you do if ...

- **required** English class for freshman
- **60** students in each class
- **false beginners** who dislike English

Let technology take care of them?

- Low motivation
- Disciplinary issues
- Unsuccessful learning
experience in aural/oral skills

Why not have technology
and human instructors
collaborate?

Let technology help the
teacher do his/her job
effectively with less load.

Roles of the teacher

- Individual instruction in oral/aural skills
- Raising autonomy through reflection and assignments
- Everything else that needs a 'human touch'

How can this disastrous
situation happen?

Class size in Japan

- Grades 1-12 (public schools)
 - No more than 40 (stated in the law)
- Universities & colleges
 - No regulations



Apathy and disciplines

- Fewer kids, less competition
- Variety of admission
- 'Ranking' of schools

False beginners

- Speaking < Listening
< Reading & Writing < Translation
- Lack of teacher skills
- Lack of time
- Big class size

Class in discussion

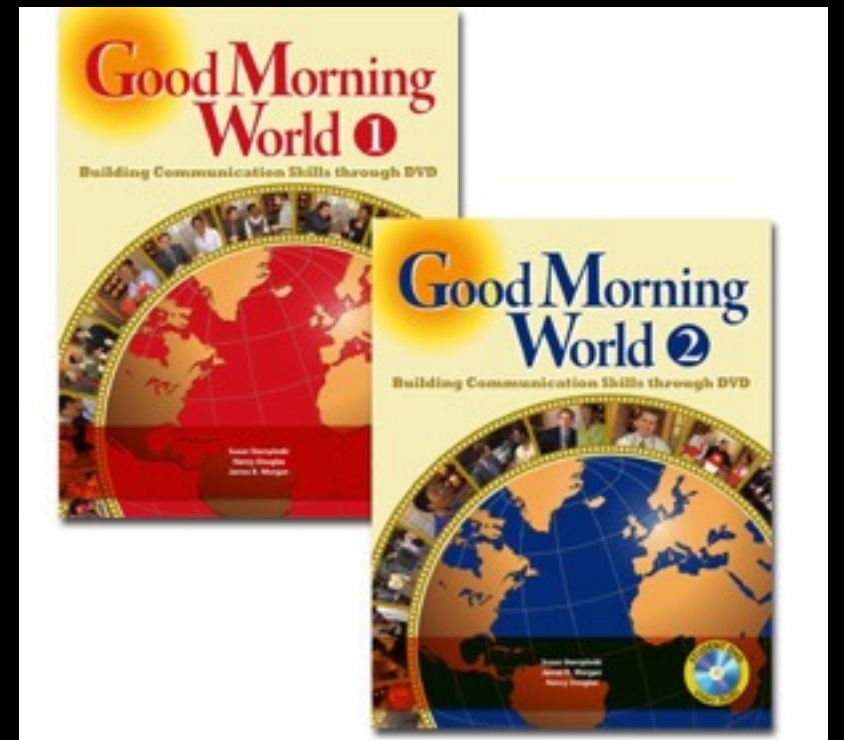
- Mid-level university of science major
- A requirement 15-week English class for freshman
- Computer equipped lab with 60 booths
- Taught two classes(60, 50)

Students profile

- Science major
- 69% not favorable of learning English or felt no confidence
- 30% didn't have English entrance exam

Course material

- “Good Morning World 1” (Cengage)
 - Student DVD
- Vocabulary
- Listening / Speaking tasks
- Video clip
 - Pre/Post tasks
 - Dictation

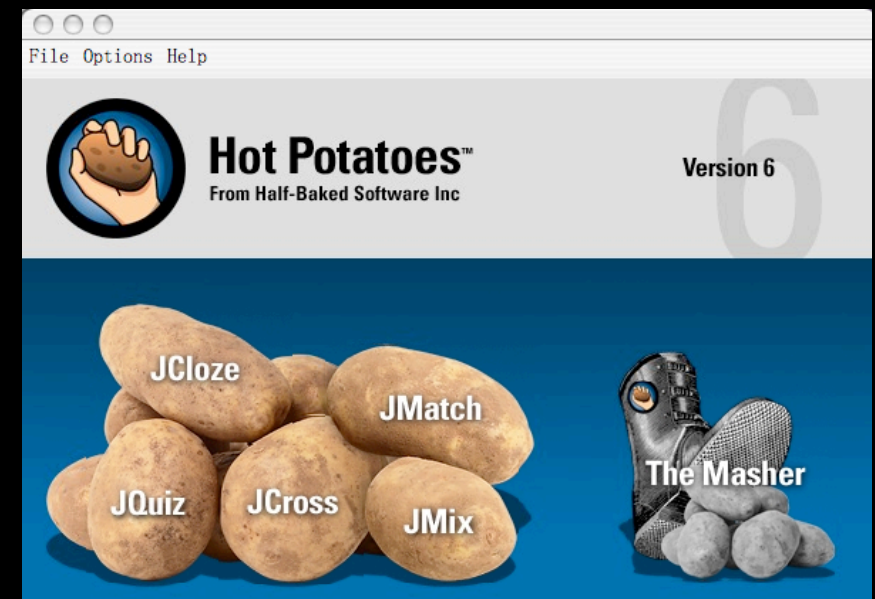


Used technology to ...

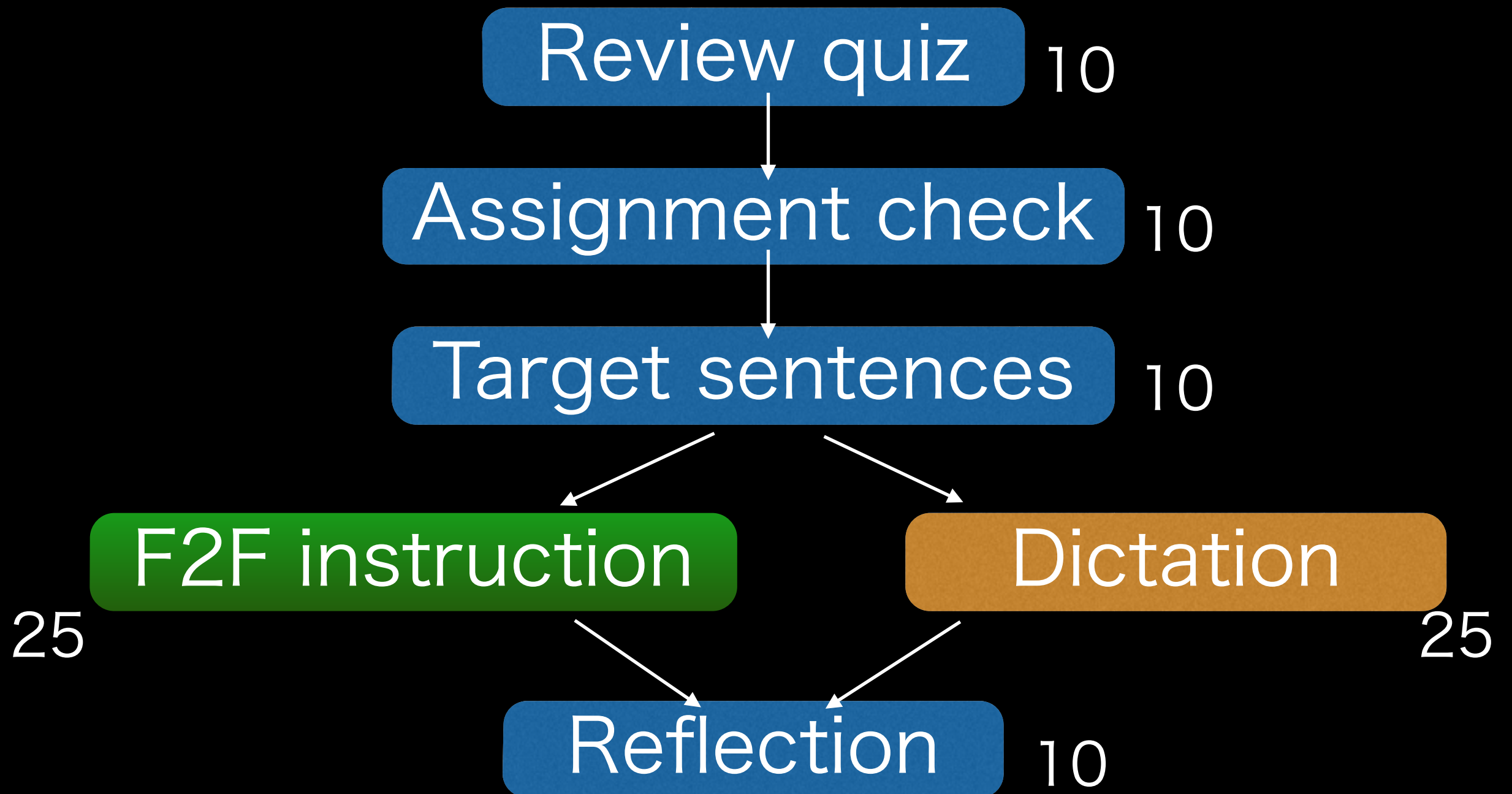
- Split the class in half
- Manage one half while the other half is taught f2f
- Create time for f2f instruction

Tech tools

- moodle
 - HotPot module
- Hot Potatoes
 - Dictation task



Teaching procedure



Dictation

- Cloze task created with Hot Potatoes
- Complete learning
- Scoring

Unit 4 Videoディクテーション *

00:00 -03:51

Jay: Welcome back! Occasionally on *Good Morning World*, we like to [] fans of the show just to see [] [] [] to.

Kim: That's right, Jay. It is [] [] [] [] our viewers as we ask them the question, "What are you doing this morning?"

Jay: While Rashid is calling our first viewer, I should ask you, Kim: What are you doing this morning?

Kim: Well, Jay, I'm [] [] [] you, I'm drinking coffee, and I'm [] for our first caller.

Jay: I am too! But I am drinking water, not coffee. Water is [], you know.

Kim: Ah, Rashid is [] to say that our first viewer is on the phone. Hello? Who is this?

Sasha: Hello? Hi, Jay and Kim. My name is Sasha.

F2F instruction

- “Guru-guru” (round & round)
- Individual instruction & evaluation of pronunciation
- Quick memorization of sentences
- Scoring

Reflection sheet

1 →

基礎英語Ⅱ 12月10日(水) 限 振り返りシート	
氏名: 石川 奈由実	(学籍番号 2 3 1 0 0 3)
復習テスト(自己採点后、パートナーにチェックしてもらう)	
1. The police are on their way. What does the man look like? 警察が今こちらへ向かっています。男の特徴を教えてください。	スコア 30 /36 確認者 榎本 予習 EXCELLENT JTB
2. He's tall and has broad shoulders. I can't see his face. He's wearing sunglasses. 背が高く、肩幅が広いです。サングラスをしていて、顔は見えません。	
3. Where are you? It's 7:30. The movie starts in twenty minutes. 今どこですか? 7時半で、あと20分で映画始まりますよ。	
4. He is going to share advice on how to have more energy and reduce stress. より多くの活力を得てストレスを減らすにはどうすればいいか、アドバイスをご紹介しますことになっています。	
5. Whenever I feel stressed, I sit in a quiet place and drink a cup of tea. ストレスがたまってきたときはいつも、静かなところに腰掛けてお茶を一杯飲みます。	
今日のグルグル(合格で各10点、不合格1回で1点減点)	スコア
I can't go out with you tonight.	10 / 10
How long did it take you to finish it?	10 / 10
Today we check in and fill out an application.	6 / 10
You need to post videos of this on the web, because you could get millions of hits!!	10 / 10
There are thousands of people waiting in line here, we all want to win. It's very competitive.	10 / 10
グルグルの振り返り	グルグル合計点→
また、この目でざりざりわかりませんでした。すごく悔しくて次回はまちどおしく頑張ります! 素敵なしっかり記憶します!	26 / 50
今日の学び【具体的に書く】 今日の自主的発言や、質問や疑問点など	
分からない単語とかは、予習した時にヒップをつけておけば、先生に聞かれた時、すぐに聞けるから、それとこのと学ばれました。答者は、つなげるのがやっぱりむずかしいです。練習が、必要!!	
今日の授業を振り返って	
今日の取り組み(5が最高)【5 4 ③ 2 1】(次に向けてどうしたら5になるか書いてみよう)	
復習をすると、最初のテストが(いつもより)やっぱりできました。これからしっかり頑張ります。復習して点をかき上げたいです。あの少女(うたをうたう人)は、本当に好きです。(笑)	

2 →

3 →

1: Review

復習テスト

- 1) How do you spell your last name?
- 2) Today, our orliens audience helps a new co-host for our show.
- 3) Jay, you are my favorite person preice world!
- 4) I am a j journalist and an actress actrace.
- 5) Comat reisions Comgratulations.

スコア

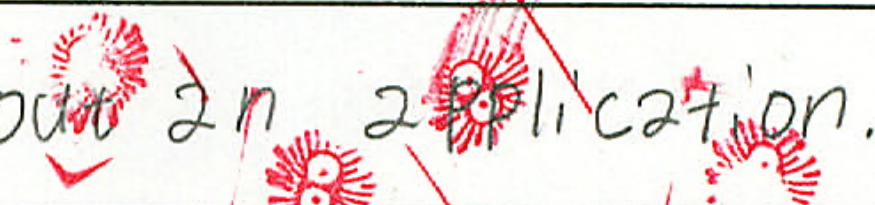
6

21

確認者

内田

2: Guru-guru

今日のグルグル (合格で各 10 点、不合格 1 回で 1 点減点)	スコア
I can't go out with you tonight.	10 / 10
How long did it take you to finish it? <small>フィニッシュした 時間</small>	10 / 10
Today we check in and fill out an application. 	6 / 10
You need to post videos of this on the web, because you could get millions of hits!!	10 / 10
There are thousands of people waiting in line here, we all want to win. It's very competitive.	10 / 10
グルグルの振り返り <hr/> また、4つ目でギリギリうかりませんでした。すごく悔しくて次はまちで元気で張ります! また女をしっかりと記憶します!	グルグル 合計点 → 26 / 50

3: Reflection

今日の学び【具体的に書く】 今日の自主的発言や、質問や疑問点など

分からない単語とかは、予習した時に、ヒヤをつけておけば、先生に聞かれた時、すぐに聞けるから、そうとこうと学びました。
発音は、つなげるのがやっぱりむずかしいです。
練習が必要!!

今日の授業を振り返って

今日の取り組み (5が最高) 【5 4 ③ 2 1】 (次に向けてどうしたら5になるか書いてみよう)

復習をする時、最初のテストがいつもよりやっぱりできました。これからしっかりと復習して点をかせぎたいです。
あの少女(うたをうたう人)は、私に似てません。(笑)

Course evaluation

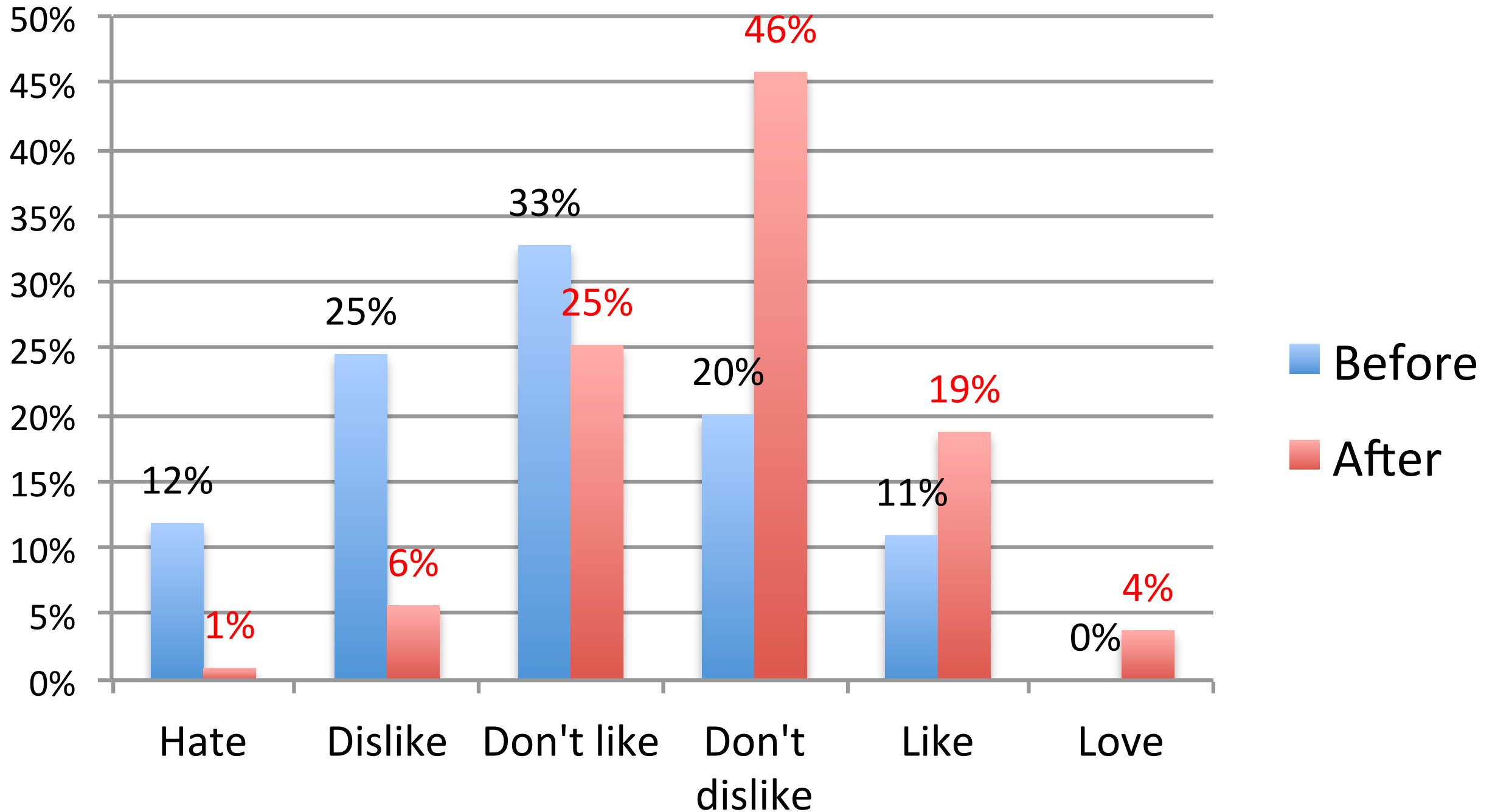
- Homework
- Review quiz scores
- Guru-guru scores
- HotPot quiz scores

Changes among
students

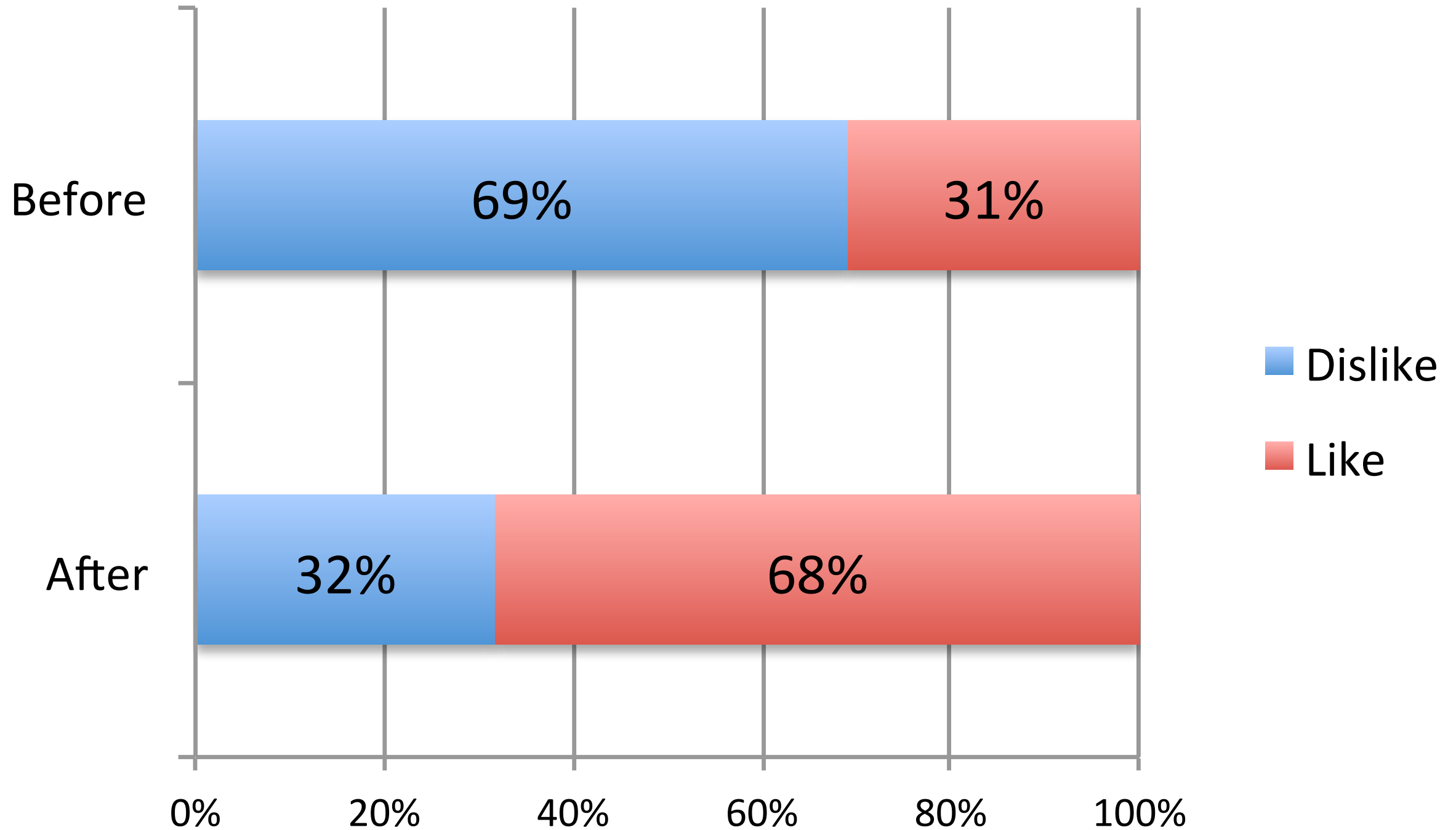
Proficiency

- TOEIC Bridge Test
 - Placement at the beginning
 - No post test available for comparison

Attitudes to English



Like or not?



Students' reflection

- Change in attitudes
- Difficulties
- Sense of achievement

Change in attitudes(1)

- "I learned if I prepare before class, the class is a lot easier and I can concentrate more."
- "No teacher gave me advice on pronunciation before."
- "I never made such effort in pronunciation before."
- "I realized my initial pronunciation was that of Japanese, not English."

Change in attitudes(2)

- “I felt really tired around my mouth after practice.”
- “Now that I’m aware what to improve with my pronunciation, I’d like to practice more.”

Difficulties

- “I can’t reproduce sentences well when I’m too conscious of pronunciation.”
- “I’m upset when my teacher comes in front of me and can't pronounce correctly.”
- “Now I can stick out the tip of my tongue and produce TH sound, but my tongue began to get twisted.”

Sense of achievement(1)

- “I felt sense of achievement because I was able to recite very long sentences.”
- “I think my pronunciation improved a lot.”
- “Finally I’m able to pronounce TH sound properly.”
- “Compared with the beginning, my pronunciation is much better and I like English more.”

Sense of achievement(2)

- “I still can’t remember long sentences but I’m positive that my pronunciation is far better now.”
- “I made only one mistake in TH sound today.”
- “Learning correct pronunciation and reciting sentences, I enjoy English better than before.”

Through this course

- Built foundations to study English further
 - Attitude toward English
 - Confidence in oral/aural skills
 - Learner autonomy

For further research

- Analysis of error data for the dictation task
- Measurement of students' proficiency levels