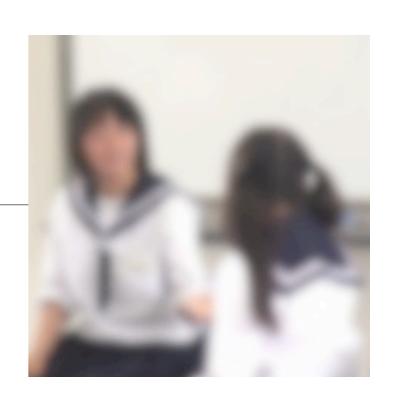# About the Research on Interactive English Forum

ESBAT Conference 2012.11.18
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Self Introduction

- **ENDO, Shinobu**

  - Keio University
    Shonan Fujisawa Campus
    Graduate school of
    Media and Governance

  - Applied Linguistics, SLA,
    Educational Policy Studies,
    Educational Psychology,
    Teacher training course

    - KATE, JASS

- Born in KOGA City
  (⋯ and still living there)

The Purpose of this Presentation

Sharing the results of what I have studied about Interactive English Forum (I.E.F.)

Getting your advices on my master thesis through showing some data from students

Today's Agenda

- Introduction

- Problem Setting : From My Experience

- Graduation Thesis Research 2010
  - What students learned and felt through I.E.F.

    - Background - Policies and Theories

    - Survey and Analysis

- Master Thesis Research 2012
  - Attitude and Awareness of Communication

    - Background Theories

    - Discussion for Analysis

Who does not know much about I.E.F.?

Can you explain I.E.F. quite simply?

Difficulty in Explaining the I.E.F.

研究事例：英語インタラクティブフォーラム (I.E.F.)   3

- 中学生(2・3年生)を対象とした
"英会話のコンテスト"

  - 全国でも茨城県のみの実践

  - 校内代表 → 予選→ 県大会

- 学年別・ランダムな3人のグループ
で、与えられたテーマに関して自由
に会話を行う

- 「**双方向性を重視した**
コミュニケーション能力を高める」

審査項目
  - **「表現力(通じやすさ, 自然さ, 正確さ)」**
  - **「豊かで適切な内容」**
  - **「協調性のある親しみやすい態度」**

Good Practice, but has Difficulties

- It is difficult to explain **what I.E.F. is**,
  so it does not widely spread among Japan.

  - "I can't understand what it is exactly. I wonder I could see
    the demonstration instead of this talk session."
    —KATE conference 28th, 2010: Men sitting back to me

- It is difficult to investigate **how effective I.E.F. is**,
  from the standpoint of academic research.

  - I.E.F. is a bottom-up practice which is based on daily
    practices and common knowledge of school teachers.

  - I.E.F. is a complex educational practice.
    = Effectiveness appears not only in language learning.

Then, why did I choose I.E.F. as a theme?

I strongly believe that
"**There are something** which changes students"
in Interactive English Forum

I want to prove that
my experience of I.E.F. is effective to all students
and
these effects lead to solve the problems
of communication among the students

When I was a student...

- [Elementary school student]
    - Be interested in many things
    - Like to be in front of people
    - Not good at sports
    - No games, No comic books

- [Junior high school student]
    - Member of brass band club
    - Like to communicate with the older
    - Like to be standing out

- I could got many special experiences during school life.

- Still, I had a difficulty of communication with friends.

- My mother worried wether I got bullied at school.

Encountering with I.E.F.

- I started learning English when I was six.
  I was good at studying English on the 1st year of J.H.

- #2 (2002): be at the Prefectural tournament
  #3 (2003): be at the West Ibaraki tournament and finished

- I enjoyed speaking English so much.
  I pretend to be funny person with some jokes.

- I could not say what I wanted to say.
  I could not understand what others said.

- I realized the importance of extra-linguistic strategies.
  ※Eye contact, Nodding, Body expressions

After I.E.F. - What I realized

- Importance of communication among people
  - not only language itself, but contents and strategies

- Pleasure to talk with people
  - People listen to me, People speak to me

- Entering the high school of Foreign Language Course with some friends who experienced I.E.F.

- Facing the social problem related to communication
  - Bullying at school, Refusal of going to school, Suicide
  - Problems of Internet communication
    - 6-grader-girl killed her friend, Sasebo NAGASAKI, 2004
      "The face-to-face communication could prevent this…"

Hypothesis : Summary of experience

- Linguistic Knowledge and experience of use in talk

- Motivation and Attitude toward language learning and, moreover, toward communication among people

- Strategies in conversation (interaction) with others, especially topic choice and non-verbal styles

- Pleasures and difficulties of communication through the experience of success and failure

- Motivation for schools and Effects for future courses

"Universal Communicative Competence"

My research has started in order to prove this principle in 2007

by finding out what the communicative competence is and by researching on I.E.F.

What I have done before

- 2007 - 2008 : Field work at a junior high school in Koga

- 2009 - : Volunteer for after school English lesson

- 2010 :   Graduation Thesis Research
    - Questionnaire survey to students on I.E.F.

    - "Universal Communicative Competence" and I.E.F.
      Students have to acquire the basic communicative
      competence in order to get along with people.
      This competence does not depend on specific language.
      English in J.H.S. will foster this competence and I.E.F. is a one
      of the best practice to foster the competence.

    - Through I.E.F., what are students aware of?

on Communicative Competence

- Objective statement National Curriculum (J.H.S.)

  - 外国語を通じて, 言語や文化に対する理解を深め, <u>積極的に</u>
    <u>コミュニケーションを図ろうとする態度</u>の育成を図り, 聞
    くこと, 話すこと, 読むこと, 書くことなどの<u>コミュニケー</u>
    <u>ション能力の基礎</u>を養う。

  - "Communicative competence" is also stated in the
    explanation of "zest for life" and other educational policies.

- Definition by Canale and Swain(1980), Canale(1983)
  - Linguistic Competence
  - Discourse Competence
  - <u>Socio-linguistic Competence</u>
  - <u>Strategic Competence</u> ←Savignon(2009) says it can be seen at all level

Communicative Competence & I.E.F.

- Objective of I.E.F. added an interpretation

  - 広い視野から郷土や国家, 国際社会を理解し, その発展のために貢献しようとする意欲や態度を育てるとともに, 国際語である英語を使って**双方向性を重視したコミ ュニケーション能力を高め**, 「国際県・茨城」 を担い得る生徒の育成を図るきっかけづくりとして実施する。

- Three evaluation points are related to C.C.

  - Expressions with fluency　⇒ Strategic Competence

  - Contents with accuracy　　⇒ Socio-linguistic Competence

  - Attitude with cooperativeness
    ‥‥‥→ Theories of motivational studies?

Motivational Studies and I.E.F.

- Self Determination Theory by Deci & Ryan(1985)
    - Intrinsic motivation raise by satisfying three desire
  - Autonomy
  - **Competence**   ← I.E.F. as a competition
  - **Relatedness**   ← Encountering with new student
- Two-factor model Theory by Ichikawa (2001)
    - Six orientation of motivation for English learning
  - **Content-Related   : Fulfillment, Training, Practical Use**
  - Content-Separated : Relationship, Self respect, Reward

Making questionnaire according these theories

Methodologies

- Investigating motivations both for I.E.F. itself and for daily communication with friends
  - 6 questions each: according to both Self Determination Theory and Content-related orientation

- 42 Students answered 3 times to same questionnaire
  - 1 month before city tournament
  - After the city tournament on the day
  - 2 - 3 months after the city tournament

- All questions had Likert's scale(1-6) and comment area

- Each time I asked on students' awareness to I.E.F.

- Both statistical analysis for quantitive research and KJ analysis for comments survey

Questions on motivations

for I.E.F. itself

自分から積極的に会話に参加したい(できた).

自分に自信を持って会話をしたい(できた).

友人や見知らぬ人と仲良くなりたい(なれた).

活動は楽しい(かった).

会話の仕方を身につけたい(ついた).

活動は役に立つと思う(立った).

for daily communication

人と会話をするとき, 自分の好きなことを
話したり聞いたりできると思う.

相手に自分の話をしたり,
相手の話を聞いたりするとうれしいと感じる.

会話することを通じて, いろいろな人と
仲良くなることができると思う.

人と会話することが好きだ.

いろいろな人と会話をすることで,
会話の仕方や能力が身に付くと思う.

他人とうまく会話できると
日常生活や将来に役立つと思う.

Questions on awareness to I.E.F.

事前	**直後**	**事後**
参加のきっかけ	できたこと	会話時の注意
達成目標	できなかったこと	学び・得たもの
練習・対策	参加の感想	参加の感想
心がけること	学び・気づき	前後の違い

The results from statistical analysis

for I.E.F. itself

for daily communication

- Items of thick lines decline significantly.

  - **Whether student participate in conversations actively.**
  - **Whether student did conversations with self-confidence.**
  - **Whether student acquire the strategies of conversation.**

Students thought that the conversation with other students **was more difficult than they expected**

The results of KJ analysis of comments #1

- Students are highly motivated to learn English

- Students raise their motivation to I.E.F. because
  1) they want to encounter with new friends
  2) the practice will be useful in the future or on exams.

- Almost students do not think that they are weak in daily conversation. They enjoyed talking with others.

・友達ふえたらいいな〜　　　　・英語の授業に役立てたい！

　・沢山の人とお話しをしたいからです。
　　受験のことや趣味について。

　　　　　　　　　　　　　　　　・将来使えそう

・相手の考えていることが分かるので、
　うれしいです。

　　　　　　　　　・話すのは大好きなので…(笑)

The results of KJ analysis of comments #2

- Students are aware that they could not perform their self-confidence and activeness well.

- On the other hand, students were satisfied with interaction among students of other school.

- They realized the importance of exchanging ideas with others by using language.

・うまく伝わっているかどうか、
あまり自信はありませんでした。

・自分の考えを発言
することは大切だ
と思います。

・練習ではもちろんのこと、大会でも
席が近い人とは、日本語でも話して
とても仲良くなりました

・難しいけれど話すと楽しい

The results of KJ analysis of comments #3

- Students realized that
  1) difficulties of keeping conversation fluently
  2) importance of non-verbal strategies
  3) importance of attitude toward others

- The outcome which students got through I.E.F. was relationships with students in other school

・相手にいってることがつたわらない
ちょっとかみくだいていえば…

・目を見る、表情をつける、
ジェスチャーをする。

・知らない人と、
仲良くなることができた。

・会話の切り返しが
うまくできなかった

・大きく声を出すことができた

・自分の意見ばかり押しつけずに、
相手の意見を受け入れること

The conclusion and another hypothesis

- Students' motivation, attitude, awareness has changed from English itself to more basic and wider one for communication

- When and Why did they become aware of importance of communication among people?

- Is there any relation between the noticing of strategies and communication awareness?

need to re-examine "communicative competence"

long-term research of students' practice is required

Methodologies and Research Questions

- Field work in the school, supporting students' practice

    - Two schools in Koga city (4 week and 2 week)

- Students wrote several sheet of paper
  in order to look back what they learned and noticed.

    - Practice Diary - almost everyday

    - Self Looking-back Sheet - after the city tournament

- RQ: Through I.E.F., what do students think important
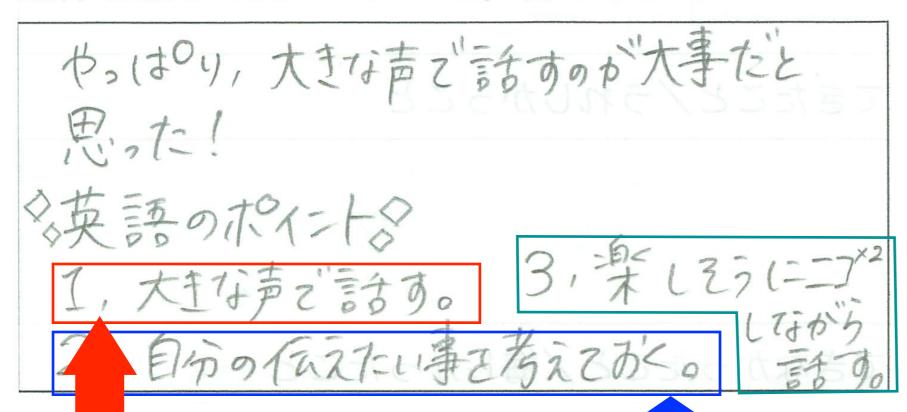   and when do they come to think so?

Re-examination of theories

- Four definitions of communicative competence by Canale and Swain deal with only the knowledge and do not deal with the aspects of attitude.

  - We can explain the rightness of skills and knowledges in the national curriculum, but attitude is not explained.

- "Willingness To Communicate" theory can explain the aspects of attitude as a communicative competence

  - 1) Learners recognize their communicative ability
    2) Learners reduce their anxiety for communication
    ⇒Willingness to Communicate in L2 will rise

Noticing the strategies leads to WTC

Example analysis #1

全体を通して気づいたこと／分かったこと

やっぱり，大きな声で話すのが大事だと思った！
◇英語のポイント◇
1，大きな声で話す。
2，自分の伝えたい事を考えておく。
3，楽しそうにニコ×2しながら話す。

1. Non-verbal strategy

2. Contents of talk

3. Attitude toward other students

できなかったこと／悔しかったこと　Round 1

話が止まってしまった(´；ω；`)
声が小さかった。

できなかったこと／悔しかったこと　Round 3

◇大きな声呂で話すこと。

できなかったこと／悔しかったこと　Round 2

もっと医者についてなんでなりたいのかをもっと
エピソードを加えて話せばよかった！(泣)

The experience of failure became her noticing

Example analysis #2

1st T君が上手だった！すごく話す子だった！何がスキだったか忘れたけど、<u>もっともっと引き出しがあった</u>と思う。それは、緊張とか、流れとか関係なしに<u>今まで練習してきたものが使えなかった</u>と思う。いかに練習をおこたってきたか、というのが示されたと思います。絶対やると分かっていたトピックなのに、本当にひどかったと思います。

2nd Cさん, K君ともに、<u>自分のネタが私より濃かった</u>と思う。Cさんは話足りないのか、自分の言った事を何度も繰り返してたけど、<u>一回で彼女の言いたい事を聞き出す必要があった</u>と思う。K君も、私より自分のネタがしっかりしていた。<u>もっと、”こう質問すればよかった”と後悔が残る</u>トピックだったので、県西では、もっと頑張りたい。

3rd R君、Yさんは、お互いに自分の事について深く話せてた。Yは終わったあと、互いに [記述終了]

Through encountering
other students
on the day of I.E.F.,
she noticed some aspects
of strategies

Data analysis with you

Then please give me some advice

seeing my raw data

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