

## **Celebrating the 60th Anniversary of Akita Association of English Studies 2014 Panel Discussion**

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The following statement in the present Course of Study for senior high school is the strong impetus to conduct English lessons in English.

### Article 3 COMMON CONTENTS FOR EACH ENGLISH SUBJECT

4. When taking into consideration the characteristics of each English subject, classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes. Consideration should be given to use English in accordance with the students' level of comprehension. (Course of Study for senior high school, 2009, p. 92 )

This panel discussion was held with five panelists on August 17th, 2014, to identify the advantages and disadvantages, feasibility, and prospect of teaching English in English. Their brief profile, presentation title, and abstract at that time were as follows:

**Masao Niisato** (Kansai Gaidai University)

**Career of Teaching:** 18-year teaching experience at senior high school, 8-year experience at the ministry of education as a curriculum specialist, and 14-year teaching experience at university

**Hiroki Aoyama** (Odate Kokusai Joho Gakuin Junior and Senior High School)

**Career of Teaching:** 20-year teaching experience at senior high school

**Title** The value of task sheet

**Abstract** We use the task sheet in each lesson. Giving the students instructions with task sheets will let them know what they are going to do and help them study English. I will show you the examples about what we do in classes, and let's share the idea.

**Natsuko Sasabuchi** (Akita Kita Senior High School)

**Career of Teaching:** 11-year teaching experience at senior high school and 2-year teaching experience at junior high school

**Title** 互いに伝え合い、表現力を高める授業

**Abstract** 新学習指導要領の内容にある言語活動、話すことの項目に「与えられ

たテーマについて簡単なスピーチを行う」とあることから、まとまった内容を教室で話す活動が行われています。しかし、発表者の一方的なスピーチで終わり、発表者・聞き手ともあまり充実感が持てず、次のステップにつながらずまま、スピーチやプレゼンテーション活動が終わることもよくあります。聞き手（読み手）からの働きかけ・お互いのコミュニケーションを通して、自分の英語表現力の変容や達成感を生徒が感じられることを目指した実践を紹介し  
ます。

**Hisashi Ito** (Gojome Daiichi Junior High School)

**Career of Teaching:** 16-year teaching experience at junior high school

**Title** Some ideas for teaching English in English

**Abstract** 初めに、英語の授業における英語使用の現状を中心に述べます。次に、日本語を使用する、または使用してしまう場面を取り上げ、それについて考えます。最後に授業を英語で行うためのアイデアをいくつか提案します。

**Keiko Bonilla** (Gojome Daiichi Junior High School)

**Career of Teaching:** 2-year teaching experience at an Eikaiwa company (3 to 15 year old children) and 4-year teaching experience at elementary and junior high schools

**Title** How to apply Gaikokugo Katsudo to English class in Junior high school

**Abstract** ①The results and issues of teaching English to Elementary students and Junior high students.

②How should we assist students after entering junior high school to preserve and improve their communication skills.

③Gradual skill building from an early age.

Four of them, Mr. Hiroki Aoyama, Ms. Natsuko Sasabuchi, Mr. Hisashi Ito, and Ms. Keiko Bonilla, present their papers with further consideration through a steady accumulation of daily teaching experiences. After reading their papers, send to us your ideas and opinions about how you felt about conducting English lessons in English or what part of your teaching is going to be changed. We would like to share suggestions and advice from you.

The next Course of Study will continue to encourage or may demand more strongly teachers to develop students' English ability by using English. Like it or not, we are obliged to teach English in English. If we fortunately get over practical problems with more refined teaching approach, method, and techniques, the time will surely come when we find almost all effective English classes are conducted in all English. Do you agree or disagree?