



Teaching English Classes in English for Novice Level Students

NANBU NORIN (AGRICULTURAL) HIGH SCHOOL

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What is Nambu Norin ?
What do they learn ?

5 specialties (brief explanations)

1. Growing Rice, Vegetable, and Fruits 食料生産科
2. Raising Animals (Cows, Chickens, and Pigs)
Bio-resource engineering 生物資源科
3. Producing processed foods (e.g. bacon) 食品加工科
4. Gardening (e.g.. building Japanese Garden) 環境創造科
5. Flower Arrangements 生活デザイン科

1. Rice, Vegetable, and Fruits(食料生産科)



Harvesting potatoes with kids from the neighborhood child day care



Growing Melons

2. Bio-Resource Engineering (生物資源科：植物資源コース)



By using Bio-technology, students have been working on reproducing Okinawan-native plants which are in danger of extinction

Growing chickens, pigs, and cows (生物資源科：畜産資源コース)



Students learn how to grow animals and how to produce meat and other processed food, such as bacon, ham and hamburger patties

Students learn the skill of cutting meat with a knife





Burning pig's
face skin so that
we can eat it as
Chira-gah
(チラガー)



Students take care of animals by themselves. They figure out what types of feed would be best for the animals to grow to a decent weight in order to produce good meat

3. Producing Processed Foods (食品加工科)



Students learn how they can change crops into other processed food or drink

e.g.

1. brewing wine vinegar
2. making miso from soy beans
3. making roasted chicken

Miso Making(味噌作り)





Marinating the chicken is one of the procedures of making roasted chicken

4. Gardening (環境創造科)



In this course, students learn how to build a garden by using CAD(Computer Aided Design) software.

Gardening seems to be simple, but it needs several types of skills and knowledge. e.g.

- What to plant
- Where to plant the seeds
- How to carry big, heavy trees safely
- What kind of soil a plant favors



Students' work in downtown Naha

5. Flower Arrangements

(生活デザイン科：フラワーアレンジメントコース)



Students learn the ways to use flowers and other plants, which they grow by themselves.

What do they making in their class ?

- Bouquet
- Corsage
- Christmas Wreath



Students also learn color coordination in order to make the stronger colored flowers more attractive.

Expectations of Ministry of Education 文科省が期待していること

According to "English Education Reform Plan Corresponding to Globalization," presented by Ministry of Education, we are expected to :

文科省が提示している「グローバル化に対応した英語教育改革計画」によると・・・:

1. Nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons.

幅広い話題について抽象的な内容を理解できる、英語話者とある程度流暢にやりとりができる能力を養う

2. Classes will be conducted in English with high level linguistic activities(presentations, debates, negotiations).

授業を英語で行うと共に、言語活動を高度化する（発表・討論・交渉等）

Background of their expectations 期待の背景にあるものは？

First of all, why does the Ministry of Education expect us to conduct classes in English ?
What is their purpose ? (そもそもどうして英語の授業を英語で行うのか？その狙いは？)

According to COURSE OF STUDY FOR SENIOR HIGH SCHOOLS FOREIGN LANGUAGES (ENGLISH)....
高等学校学習指導要領によれば・・・ (Handout # 2)

" in order to enhance the opportunities for students to be exposed to English, transforming classes into **real communication scenes**. " = **make an authentic situation**
「生徒が英語に触れる機会を充実するとともに、**授業を実際のコミュニケーションの場面とするため**」

They also say, " Consideration should be given to use English in accordance with students' level of comprehensions"

同時に、「**生徒の理解の程度に応じた英語を用いるよう**十分配慮する」とも書かれている。



How can we understand that ?

We could translate their expectations as follows....
(文科省の提示を以下のように解釈できないでしょうか?)

1. Since the Ministry of Education says, " Consideration should be given to use English in accordance with students' level of comprehensions" , it means that the classes in low-English level high schools do not always have to be carried out in English "with high level linguistic activities such as debate, negotiation, and presentation"

"生徒の理解に応じた英語を用いるように"と提示されているので、英語力の低い生徒に対しては「ディベート、交渉、プレゼンテーションなどのような言語活動を高度化」することを想定した英語による英語の授業をやらなくては！と思う必要はないのではないかな？

2. but **we should try our best to use materials** as they say **"that are useful in deepening the understanding of the ways of life and cultures of Japan and foreign countries, raising interest in language and culture, and developing respectful attitudes toward these elements"**.

しかし、一方で、学習指導要領にもあるように教材作成・使用において、私たちは「外国や我が国の生活や文化についての理解を深めるとともに、言語や文化に対する関心を高め、これらを尊重する態度を育てるのに役立つ」内容か否かを見極めて、教材を作成・使用する必要がある

How novice are their English Skills ?

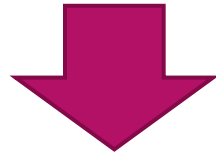
The Average Score of Prefectural Senior High School Entrance Exams for the last 3 years

☆ English ☆

Average score \ Year	2014	2013	2012
Nanbu Norin (南部農林)	15.5	16.9	16.9
Okinawa Prefectural Average (県全体)	28.2	27.6	30.4

Another concern . . .

Concern # 1: Is English the only subject that they might have difficulty understanding during class ?



Probably not . . .

The Average Score of Prefectural Senior High School Entrance Exams for the last 3 years

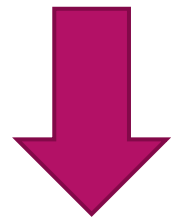
☆ Japanese ☆

Average Score \ Year	2014	2013	2012
Nanbu-Norin (南部農林)	19.8	17.0	17.3
Okinawa Prefectural Average (県全体)	28.7	24.5	27.9

What does this mean ?

Our students might have difficulty understanding not only English, but also Japanese class even though Japanese is their 1st language.

英語の授業だけでなく国語の授業も理解するのに四苦八苦しているのではないだろうか



in fact.....

According to our Japanese teachers in Nanbu Norin....
(南農の国語科職員によると・・・)

Students have difficulties with: (国語の授業においても以下のような問題を抱える生徒がいる)

1. understanding what a teacher wants them to do = cannot understand teacher's instruction
(教師の指示が理解できない・何をすべきかわからない)
2. writing Hiragana correctly in order (ひらがなを50音順に書けない)
3. understanding the content of textbooks, especially when the content is not
(教科書の内容が理解できない)
4. reading between the lines (行間を読めない)
= It seems that they don't have much interest in reading fantasy or essay type of reading materials since they have difficulties with having abstract images or having imagination.
(小説や随筆等の内容におもしろさを見いだせない。
抽象的なことをイメージしたりすることが難しい様子)
5. taking notes in short time. They take a lot of time for note taking.
(板書にものすごく時間がかかる)

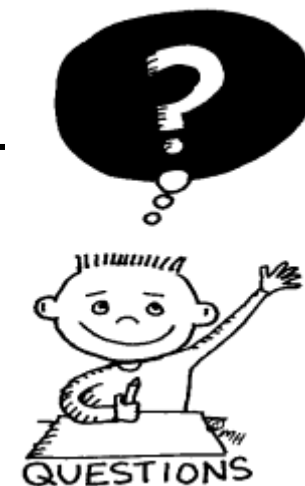
Concern # 2

Do you have students who have trouble with..... ?
こんな生徒いませんか？

1. recognizing the alphabet correctly e.g. misspelling 【a vs. o】 【b vs. d】 【p vs. q】 【v vs. w】
(文字をきちんと認識できない ミススペルをよくする)
2. taking a lot of time to write letters and words written on the board to their handouts or notebooks
(板書された内容を書き写すのにものすごく時間がかかる)
3. keeping words/sentences on the line(文字の形がそろわない、直線上にかけない)
4. reading the same phrases or lines again and again(同じ箇所を繰り返し読む)

They might have problems not only in their English ability, but also with their visual ability.
= they simply cannot see objects properly. (単純に見えていない可能性がある)

We can use some activities which can improve their vision in our classes.



Activities for students who may have troubles in their vision (見え方に問題がある生徒に対する活動)

Activity 1: Alphabet search (Handout # 3)
(both small and large letters)

Activity 2: Figuring out what letter is
written on your back



most students take
about 1"30 to 2"00 to
put letters in order



put large letters in order
took about 1min



working on small letters took
more time than large letters
(about 1'30 to 2'00) I finished
50seconds

What else can we do in class ?

▶ How can we make English fun, but also educational at the same time ?

In other words, what kind of materials are "useful in deepening the understanding of the ways of life and cultures of Japan and foreign countries, raising interest in language and culture, and developing respectful attitudes toward these elements"

学習指導要領でうたわれている、「教材で取り扱いたい内容」を
どのように授業に取り入れるか？具体的な例は？

Activity 3 : Introducing recipes and cooking (Handout #4)

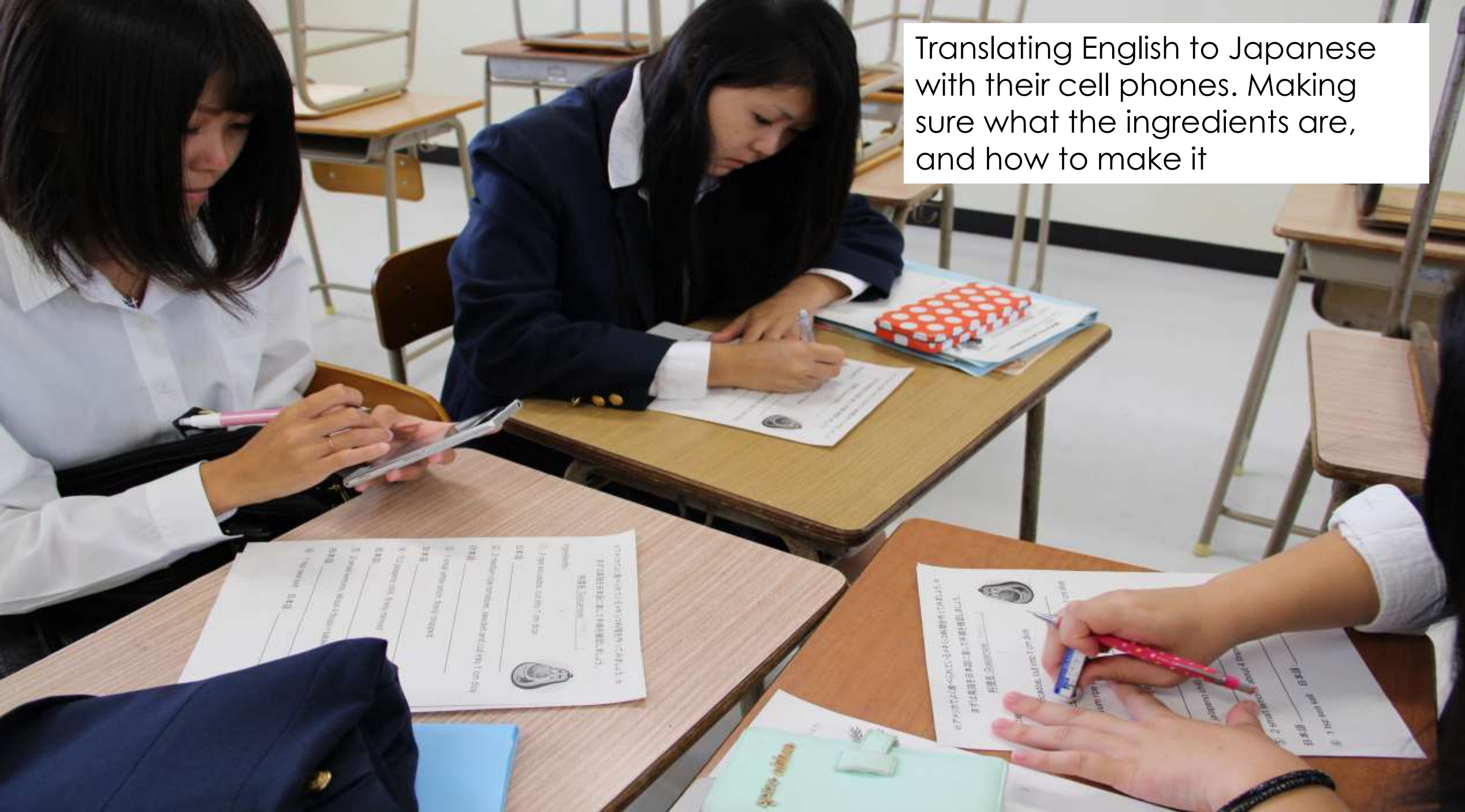
【Justification of this activity】

it can be related to deepening "the understanding of the way of life and cultures of foreign countries".

【この活動の妥当性】

この活動は "外国の文化や生活習慣についての理解を深める" ことに関連づけられる

Translating English to Japanese with their cell phones. Making sure what the ingredients are, and how to make it







料理名: Banann

What d
アメリ人の定番の食べ物ニエ
まずは材料を日本語に直して材

INGREDIENTS

- 3 Cup(s) fat-free milk (
- 3 Tablespoon(s) brown sug
- 3/4 Teaspoon(s) ground cin
- 1/4 Teaspoon(s) salt (optio
- 2 Cup(s) Oatmeal



お家でできるレシピの料理を作ってみよう、☆
英語と日本語に直して手順を確認しよう。
英語版: Apple Pie (アップルパイ)
日本語版: アップルパイ

1. Preheat oven to 375°F (190°C).
2. Peel, core, and slice the apples.
3. Mix the sugar, flour, and cinnamon in a bowl.
4. Sprinkle the mixture over the apples.
5. Bake for 45 minutes.





☆アメリカでよく食べられているメキシコ料理を作ってみよう。☆
 まずは英語を日本語に直して手順を確認しよう。

料理名: Guacamole (アカモレ)

Ingredients (材料)

3 ripe avocados, cut into 1 cm dice

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3 ripe avocados, cut into 1 cm dice

all white onion, finely chopped

1/2 jalapeno chilli, finely minced

2 small lemons, about 4 tbsps = 12 spoons

1 tsp sea salt



and cut into 1 cm dice

1 cm dice

作ってみよう。☆

手順を確認し



Activity 4 : Using the map of Japan/world map (Handout #5)

【Justification of this activity】

it can relate to the "geography of Japan and other countries" which is said in "curriculum design and the treatment of the content" in Course of Study

【この活動の妥当性】

この活動は“日本や外国の地理的なことに理解を深める”ことに関連づけられる



World
And
Kill
About
V
A

What
April

Xapple
X and
Xart

Win
Astronomy Club
K
Ambulance

dition

W
A



How can we make the activities simple and workable enough for the students to understand ?

生徒が理解できるよう、いかにしてシンプルで有効なアクティビティにするか？

☆**Tips**☆ (from my own personal experience and my instructors at a grad school....)

1. **When you make an handout**, choose **big font sizes** (= easy to read for students who have trouble with their vision), **insert pictures** (= pictures make a handout more fun to work with)

プリントを作る際は、なるべく**文字を大きくし**（＝視覚に問題がある生徒のためにも読みやすいものを作成する）、文字だけにせず必ず**写真やイラストを入れる**（＝絵があることによって、文字だけのプリントよりは取り組んでみようと思わせる効果がある）。

2. **Give instructions** of activities (e.g. games) **both orally and visually**, since there are always two types of learners; visual vs. audio. Write brief directions of the game on a handout or on a board.

ゲームの進め方などのアクティビティの流れは口頭と筆記の両方で行う。学習者には常に視覚優位・聴覚優位がいるため。ゲームの進め方などは黒板やプリントにも書いてあげる。

The background of the slide is a dark purple gradient. It features several faint, overlapping circles of varying sizes. In the top right corner, there is a solid pink rectangular shape.

Thank you for your attendance and patient listening!

If you have further questions or want to share thoughts with me, please feel free to contact me at;

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