THE FUTURE OF ENGLISH EDUCATION

by Erik Smith
And the big secret of the future of English education in Japan is…
And the big secret of the future of English education in Japan is…
Globalization!

Educational Reform Council

Governor of Kumamoto Pref.
: Ikuo

Prime Minister Abe Shinzo

English!
Globalization!

Educational Reform Council

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English!

Governor of Kumamoto Pref. : Ikuo
Japan’s Workforce

University Education

University Entrance Exams / High School English

Junior High School Structure / English

Elementary School Structure / English
Flow of Workshop!

Japan’s Workforce

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Elementary School Structure/ English

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Discussion!
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Discussion!

Fast-paced and exciting lecture!

Discussion!

Thrilling!

Discussion!
Flow of Workshop!

Japan’s Workforce

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Discussion!

Fast-paced and exciting lecture!

Discussion!

Thrilling!

Discussion!
Let’s take a look into the future!
Let’s Talk! ① (3 min.)

With the person next to you, talk about:

One thing you wish you could change about how English was taught in Japan AND how you are working to create that change in your class now.

現在の日本における英語教育について変えたいことと、その変えたいことに対して、今、授業で工夫していること
Securing “Global Human Resources”
Securing “Global Human Resources”

- Smaller workforce
Securing “Global Human Resources”

- Smaller workforce
- Increasingly globalized marketplace
How?!
How?! 

- Promote Study Abroad
How?!

- Promote Study Abroad
  - ???
How?!

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  - ???
- Japanese Universities → **Global** Universities
How?!

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Promote Study Abroad
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Double number of study abroad students by Year 2020

High School 30,000 → 60,000

University 60,000 → 120,000
Promote Study Abroad

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Studying abroad is cool!
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Promotion by sports stars and idols a.k.a “cool people”

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Studying abroad is cool!
Question: What test do you need to take to study abroad?
Question: What test do you need to take to study abroad?

TOEFL
TOEFLって何？
TOEFLって何？

Test of English as a Foreign Language
TOEFLって何？

- **Test of English as a Foreign Language**
TOEFLって何？

- Test of English as a Foreign Language
- Reading, writing, speaking, listening
TOEFLって何？

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Goal for High School Graduates

Goal for College Graduates
(average requirement for many US universities)

Goal for English Teachers

ACADEMIC material (academic reading, lectures, expressing your opinion in class)
TOEFLって何？

- **Listening**
  - Listen to dialogue/lecture → Multiple choice questions

- **Speaking**
  - Talk about yourself/opinions
  - Read text + listen to lecture → Answer a question verbally
  - Listen to a lecture/dialogue → Answer a question verbally

- **Reading**
  - Read passage → Multiple choice questions

- **Writing**
  - Listen to lecture + read passage → summarize and compare
  - Write an essay.
How?!
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- Promote Study Abroad
  - Study abroad promotion program *Tobitate!*
  - Promote use of *TOEFL* and other exams
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  - Increase international prestige, academic intensity
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  - More foreign professors
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- Increase quality of current faculty
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- Change study culture
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- Ensure a basic level of academic ability for all incoming students (improve quality of education in high school)
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The **NEW** College Entrance Exam

a.k.a. + NEW 📜
College Admission (Now)
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- Different Exam Policies
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  - No Test of Academic Ability (only interviews)
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English Exam: Reading and Listening Only
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College Admission (Now)

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English Exam: Reading and Listening Only

Use TOEFL

Development Level Test
The New Exam: The Achievement Level Test

Basic Level

- Multiple times throughout high school
- Can be used by university admissions office*
- Used to improve quality of education/ encourage studying habits

Development Level

- Multiple times(?)
- Used for university admissions (senta-shiken)
- Leveled grades reported, not raw score
- Utilize TOEFL?
The New Exam: The Achievement Level Test

Basic Level

- Multiple times throughout high school
- Can be used by university admissions office*
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Example:
140~160 = A
120~139 = B etc.

Development Level

- Multiple times(?)
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- Leveled grades reported, not raw score
- Utilize TOEFL?
Basic Test
(Measure Growth)

Development Test
(University Admission)
The BIG test

Basic Test (Measure Growth)
Development Test (University Admission)
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Basic Test (Measure Growth)  Development Test (University Admission)
The BIG test

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The BIG test

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The BIG test

Basic Test
(Measure Growth)

Development Test
(University Admission)
Don’t study, don’t study…

Don’t stu—uh, oh…

STUDY!

The BIG test

Basic Test (Measure Growth)

Development Test (University Admission)
How we teach  

THE BIG TEST

How our students learn / How we run class

How we evaluate student performance
1. **For all:** How can we change the way we evaluate students’ performance in class now to change the way they learn/study?

2. **For HS teachers:** Do you agree with the proposed “basic + development test” system? How will more testing affect the culture at school? Will “cram school hell” just become worse?

3. **For JHS teachers:** The new government curriculum guidelines state that English instruction in high school must occur primarily in English. How can we prepare our students for this style of instruction now?
English in Elementary
English in Elementary

“Foreign Language Activity”
English in Elementary

“Foreign Language Activity”
• Necessary
English in Elementary

“Foreign Language Activity”
• Necessary
• ≈1 hour / week
English in Elementary

“Foreign Language Activity”
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• \(\approx 1\) hour / week
• Homeroom teacher is T1
English in Elementary

“Foreign Language Activity”
• Necessary
• ≈1 hour / week
• Homeroom teacher is T1
• No grades
## English in Elementary

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<td><strong>“English”</strong>&lt;br&gt;• Official Subject&lt;br&gt;• 1~3 hours / week&lt;br&gt;• <strong>English specialist</strong>&lt;br&gt;• Grades? Formal evaluation?</td>
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外国語に慣れ親しむ

Familiarizing students with foreign language

中学校の前倒し

Covering JHS material in advance
Who will be these new “English specialists?”
Who will be these new “English specialists?”

YOU!
Who will be these new "English specialists?"

YOU!
The "Chu-Ichi Gap"

Number of Absentee Students

不登校者数

＜学年別不登校児童生徒数＞

The "Chu-Ichi Gap"

中一ギャップ

国公私立

The “Chu-Ichi Gap”

- Kouhai - Senpai Relations
- Demanding sports/club activities
- (More) Bullying
- Multiple Teachers → Different Student-Teacher relationship
- Academic atmosphere (tests, high school etc.)
System Reform

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
</tr>
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<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
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Current System: 6 - 3 -3  
Elementary/JHS Reform: 4 - 3 - 2, 5 - 4  
Elementary/JHS/SHS Reform: 4 - 4 - 4
System Reform

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Foreign Language Activity  
English Class
# System Reform

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<tr>
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<td>2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
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<td>1</td>
<td>2</td>
<td>3  4</td>
<td>5  6  7</td>
</tr>
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<td>3  4</td>
<td>5  6  7  8</td>
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Foreign Language Activity

- English Class
- SHS Teachers
- JHS Teachers

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4-3-2の例：熊本県小国町 小中学校

前期ブロック

きめ細やかな指導で一人一人の学びの基礎を育てます。

○1年生から3年生まで30人学級とし、生活や学習の基礎を築きます。
○3年生から「英会話科」の学習で英会話に触らせるとともに「小国学」で郷土を愛する心を育てます。

中期ブロック

自主性を高め、学力の定着と個性・能力を伸ばします。

○5年生から演習室にてチャレンジします。
○6年生では、中学校での生活や一部教科担任制・乗り入れ授業により、中学校への移行をスムーズにします。
○「英会話科」による取組みを推進し、7年生から英語検定にチャレンジします。

後期ブロック

自動の態度と学習の仕方を身に付け、将来に希望を持って進める力を育てます。

○家庭学習の充実と自主の態度を身に付けます。
○小国高校との「中高一貫教育」のもとで、進路目標の実現に努めます。
○学校行事・部活動等を通じて、困難に強い力やリーダー性を高めます。

9年間の学びの連続

<table>
<thead>
<tr>
<th>前期ブロック</th>
<th>中期ブロック</th>
<th>後期ブロック</th>
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<tbody>
<tr>
<td>1年</td>
<td>2年</td>
<td>3年</td>
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40
Let’s Talk! ③

1. For all: Think back to “Let’s Talk ①.” Are there still other changes you want to be made?

2. How much English do you think students should learn while in elementary school?

3. How can we work to “bridge” the “chu-ichi” gap now?

4. ALTs may have to teach by themselves in elementary school. How can we train ALTs for this?

5. For JTEs: JHS JTEs may have to teach in elementary school. SHS JTEs may have to teach in JHS. How can we prepare ourselves?
Thank you for listening!