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Connecting the Fish Bowl to the Open Seas

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Fish Bowl Model

1. Reliance on Others

The water must be changed

The fish must be fed

2. Preservation of an Ideal Environment

The water temperature kept constant

Bowl cleaned—fungi & molds cleaned away

Best feed used

3. Isolated—Artificially Limited Environment

Isolated from other fish

Artificial/limited living space

1. Reliance on Others

Teacher-centered, passive learning

2. Preservation of Ideal Environment

Intolerance of errors

Use of 'other' models (native speaker)

3. Isolation—Artificially Limited Environment

Communication with outside not required

Applicable only to given environment

Open Seas Model

1. Reliance on Self

Choosing own water to live in

Finding own food to eat

2. Adaptation to existing environment

Constant change in quality of water

Existence of fungi and other alien substances

Food provided naturally by the environment

3. Co-existence—naturally selected habitat

Co-existence with different kinds of fish, etc.

Natural, shared living environment

1. Reliance on Self

Learner-centered, active learning

2. Adaptation to existing environment

Tolerance of mistakes & non-native forms

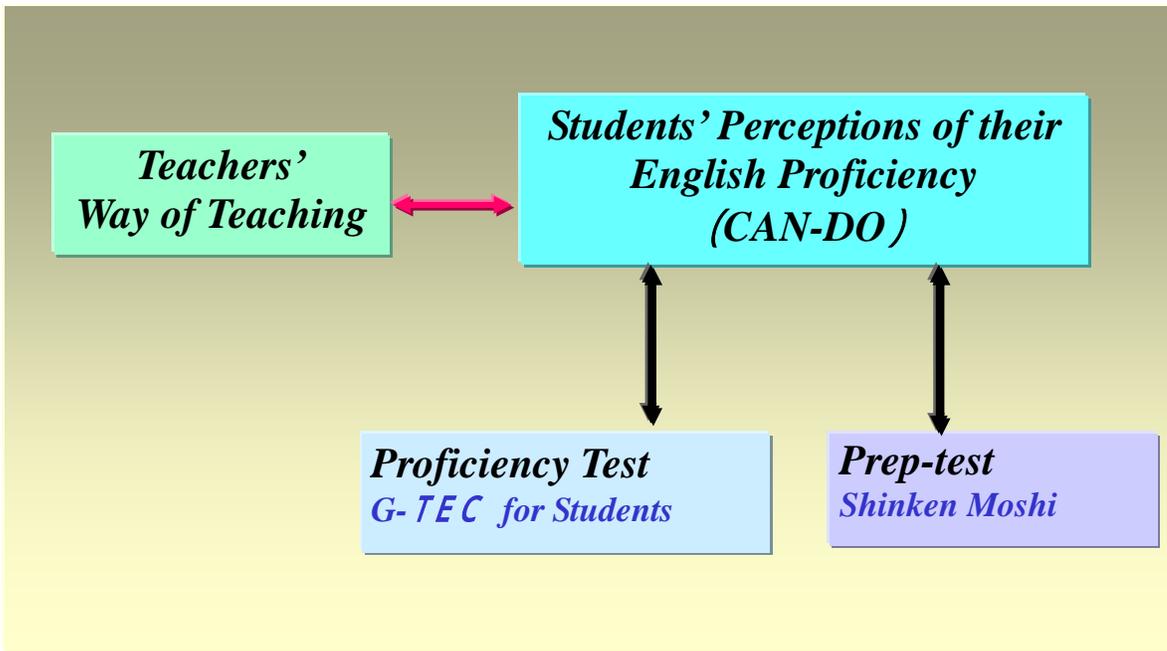
Acceptability & Diversity of values as norm

3. Co-existence—naturally selected habitat

Importance of cross-cultural understanding

Communicability in international setting

Research Plan



Students' CAN-DO items

Oral Activities in Classroom (Internal 1)

Can take part in discussions in English

Can debate in English

Can do role play in English

Can give presentations in English

Can do group work activities

Can do pair work activities

Can do interviews in English

Can give speeches in English

Can write summaries of textbook content in English

Can do skits and drama in English

Can use gestures in English Communication situations

Can talk freely with native speaker teachers outside of class

English Activities Outside Class (Internal 2)

Can Understand e-mail, letters in English

Can write e-mail , letters in English

Can write postcards and cards in English

Can make phone calls in English

Can understand weather reports in English

Can read articles of interest in English newspapers

Can understand requests for information (directions, how to buy tickets, etc.) in English

Can understand English news broadcasts on television, radio

Can understand recipes written in English

Can refer to and understand internet home pages written in English

Textbook Activities in Class (Internal 3)

Can read and comprehend English textbooks

Can read English textbooks out loud

Can use dictionaries

Classroom Activities Abroad (External 1)

Can take notes in class in English-speaking countries

Can understand classes in English-speaking countries

Can understand textbooks used in English-speaking countries

Social Activities Abroad (External 2)

Can buy things (e.g. clothes) in English-speaking countries

Can interact at hotels in English (e.g. getting information about places , etc.)

Can understand signs and directions in the city

Can order food at fast food restaurants

Can understand announcements in public places and public transportation

Correlations between G-TEC Scores and CAN-DO Scores

		TOTAL	READING	LISTENING	WRITING
Int 1	Oral Activities	0.43	0.38	0.39	0.37
Int 2	Outside Activities	0.36	0.30	0.37	0.31
Int 3	Textbook Activities	0.58	0.53	0.51	0.49
Ext1	Class Activities	0.25	0.22	0.27	0.17
Ex2	Social Activities	0.26	0.23	0.27	0.21

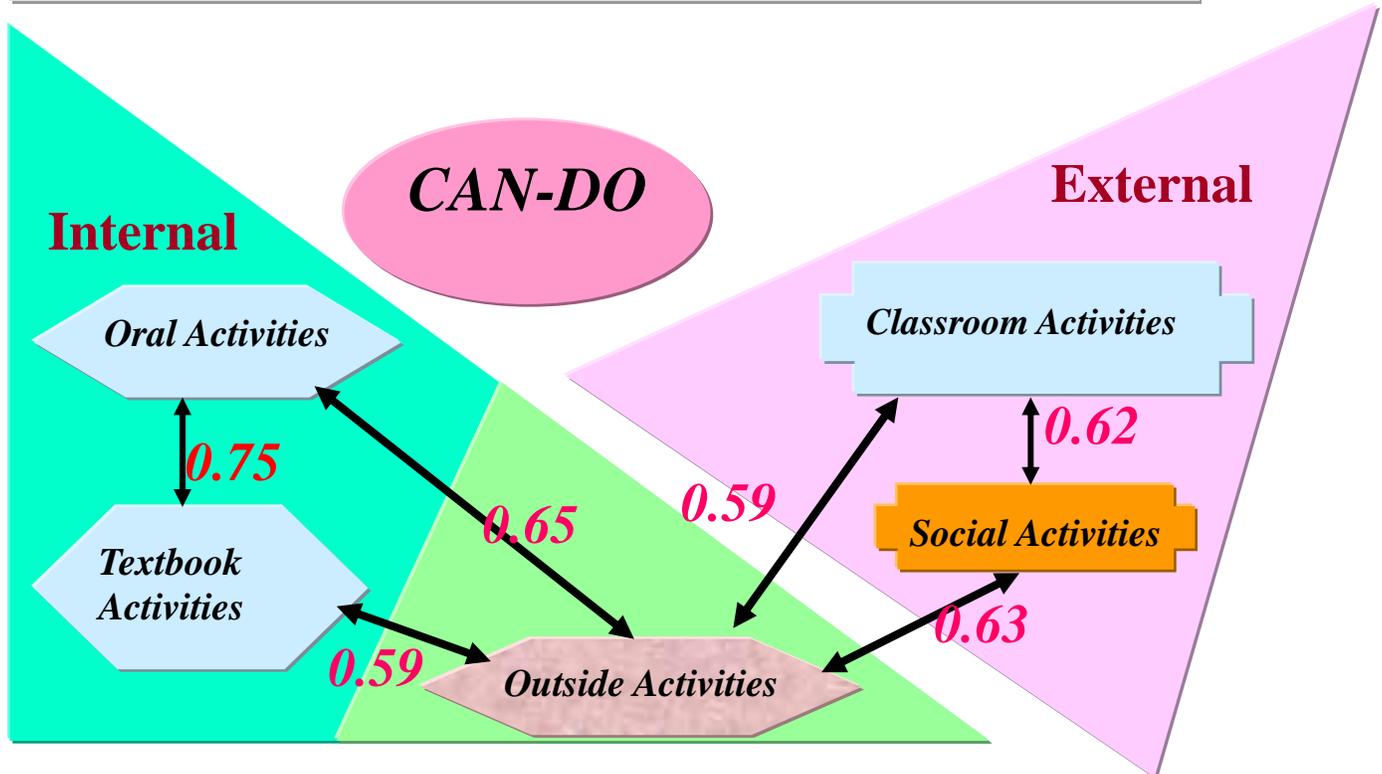
Correlations between Prep-test Scores and CAN-DO Scores

		Correlations
Int 1	Oral Activities	0.42
Int 2	Outside Activities	0.24
Int 3	Textbook Activities	0.52
Ext 1	Class Activities	-0.06
Ext 2	Social Activities	-0.06

Correlations between CAN-DO Factors

		Int 1	Int	Int 3	Ext 1	Ext 2
Int 1	Oral Activities	-				
Int 2	Outside Activities	0.65	-			
Int 3	Textbook Activities	0.75	0.59	-		
Ext 1	Class Activities	0.40	0.59	0.35	-	
Ext 2	Social Activities	0.45	0.63	0.41	0.62	-

Types of CAN-DO



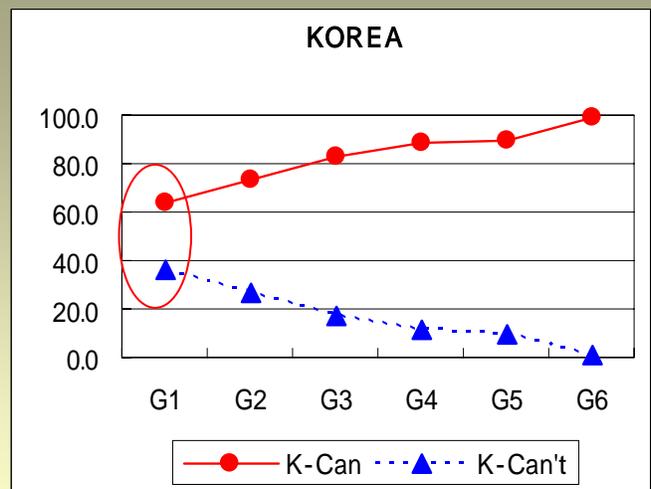
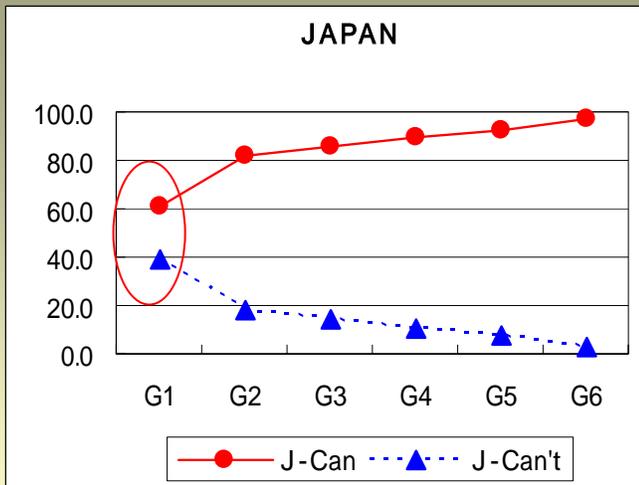
Japan-Korea GTEC Score Comparison

		N	AVE	SD
Total SCORE	Japan	4236	407.8	88.7
	Korea	5098	414.1	120.7

		N	AVE	SD
Reading SCORE	Japan	4239	166.4	44.5
	Korea	5124	190.6	50.3
Listening SCORE	Japan	4240	156.7	38.5
	Korea	5100	171.6	47.0

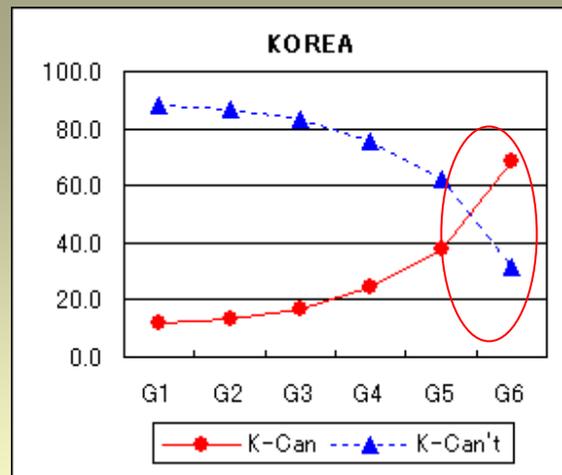
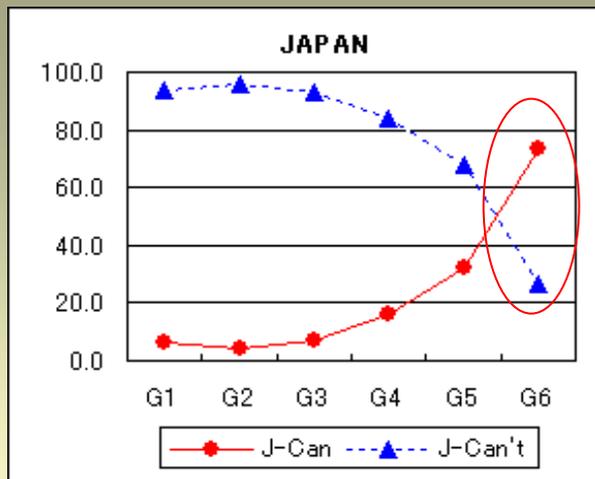
		N	AVE	SD
Writing SCORE	Japan	4238	84.8	22.3
	Korea	5133	51.5	38.4

Results of CAN-DO Survey



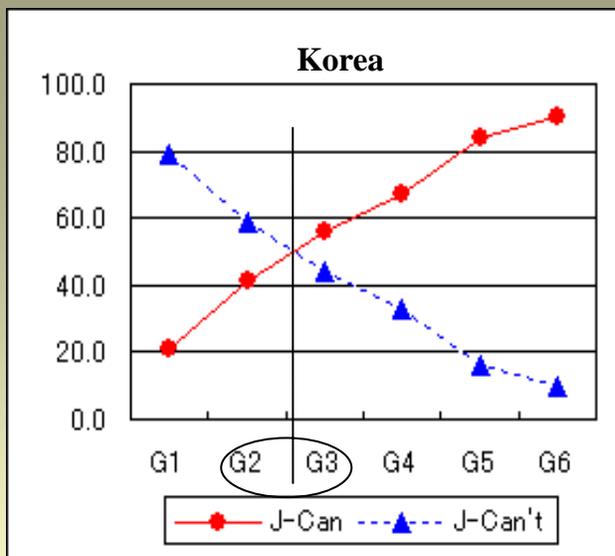
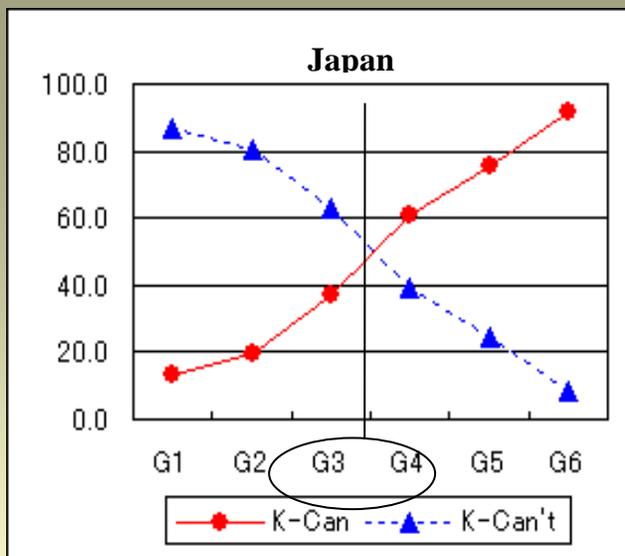
EX : Can order food at fast food restaurants

Communicative use of English outside of class



Ex: I can converse freely with native English teachers outside of class.

Difference in Response Pattern



EX: I can ask and answer questions in English about contents of texts used in class

Differences in CAN-DO between Japanese and Korean Students

Classroom-related activities

	Japan	Korea	Statement
Q02	G3-G4	G2	Can read English text and understand content
Q03	G4-G5	G2-G3	Can listen to textbook and understand content
Q08	G5	G4	Can do pair work in English
Q09	G5	G4	Can do group work in English
Q12	G5	G4	Can give presentations in English
Q13	G5-G6	G4	Can do role play in English
Q15	G6	G5	Can do debates in English
Q16	G5-G6	G3-G4	Can do skits and plays in English
Q21	G5-G6	G4	Can use gestures in English use situations

Out of class real-life activities

	Japan	Korea	Statement
Q24	G4	G2	Can make phone calls in English
Q25	G5	G4	Can describe in English (e.g. when asked directions to someplace, how to buy tickets, etc.)
Q26	G3-G4	G0-G1	Can sing songs of singers I like
Q27	G5	G4	Can read home pages on internet
Q28	G4-G5	G3	Can understand 'recipes' written in English
Q29	G4	G2	Can read English books other than textbook
Q30	G5	G3-G4	Can read English newspapers
Q31	G3	G2	Can understand e-mail and letters in English
Q32	G5-G6	G4	Can understand directions in English
Q33	G5	G4	Can understand weather reports in English

Activities in English-speaking countries

	Japan	Korea	Statement
Q43	G1-G5	G2-G3/G5	Can follow classes
Q44	G5-G6	G1-G2/G4-G5	Can understand school textbooks
Q45	G5-G6	G1-G2/G4	Can take notes in class
Q47	G3-G4	G0-G1	Can buy clothes, etc.
Q52	G4	G2-G3	Can understand signs
Q53	G6	G1/G4-G5	Can understand announcements in public transportation

Overall tendency

Korean students seem to have more ‘confidence’ in their use of English—*regardless of scores on objective tests (GTEC)*

Differences in Experience with English

Japan	Korea	Statements
48.6	75.2	Using English at hotels (asking for directions, information)
23.6	65.6	Making phone calls in English
28.1	56.8	Understanding e-mail and letters in English
31.3	55.5	Writing e-mail and letters in English
16.5	42.6	Understanding ‘recipes’ written in English
22.1	62.3	Reading English newspapers
34.0	64.4	Giving directions in English
37.8	72.0	Understanding English news on television, etc.
37.6	77.5	Understanding internet home pages in English
40.6	72.7	Writing diary in English

***Overall results show Korean students say that they have experienced using English much more than Japanese students**

Teachers' Teaching Practice

Are teachers simply teaching to get students to pass 'knowledge-oriented' tests?

Are teachers providing opportunities for extended exposure to English outside the classroom?

Are teachers teaching English in the classroom in such a way that students will really acquire the ability to use English communicatively in the *Open Seas*?

Cognitive Factor (COM 1)

Get students to discuss and debate about wide range of topics

Teach rules and expressions to get students to give presentations, discuss and debate

Get students to discuss and give opinions about what they have read and heard

Get students to understand speaker's intentions through writing summaries and main points

Communication Factor (COM 2)

Get students to understand not only content but also intention of the speaker

Get students to get gist and main points of English passages by, for example, taking notes

Get students to practice pronunciation by focusing on English phonological characteristics, such as rhythm and intonation

Organization and Development (WRITE 1)

Get students to write, focusing on organization and development

Get students to write by organizing what they want to say

Get students to write by organizing content according to situation and objective

Oral-related (WRITE 2)

Get students to write own ideas about content heard

Get students to write gist and main ideas of contents heard

Get students to write by relating content to what they've heard and want to talk about

Process (WRITE 3)

Get students to write (rewrite) in order to produce richer content in their writing

Get students to write (rewrite) with better organization and language form

Summary (READ 1)

Get students to summarize gist and main points of extended text

Get students to write own opinions and impressions about content as well as writer's intentions

Get students to summarize the gist and main ideas of what they have read in Japanese (their native language)

Schema (READ 2)

Get students to read by making use of background knowledge, predict meanings of unknown words and grammatical rules

Get students to read by focusing on words and phrases, paragraph organization and development

Get students to read out loud by getting listeners to understand content as well as reader's interpretation of the text

Grammar-translation (READ 2)

Explain words and phrases

Explain structure and grammar

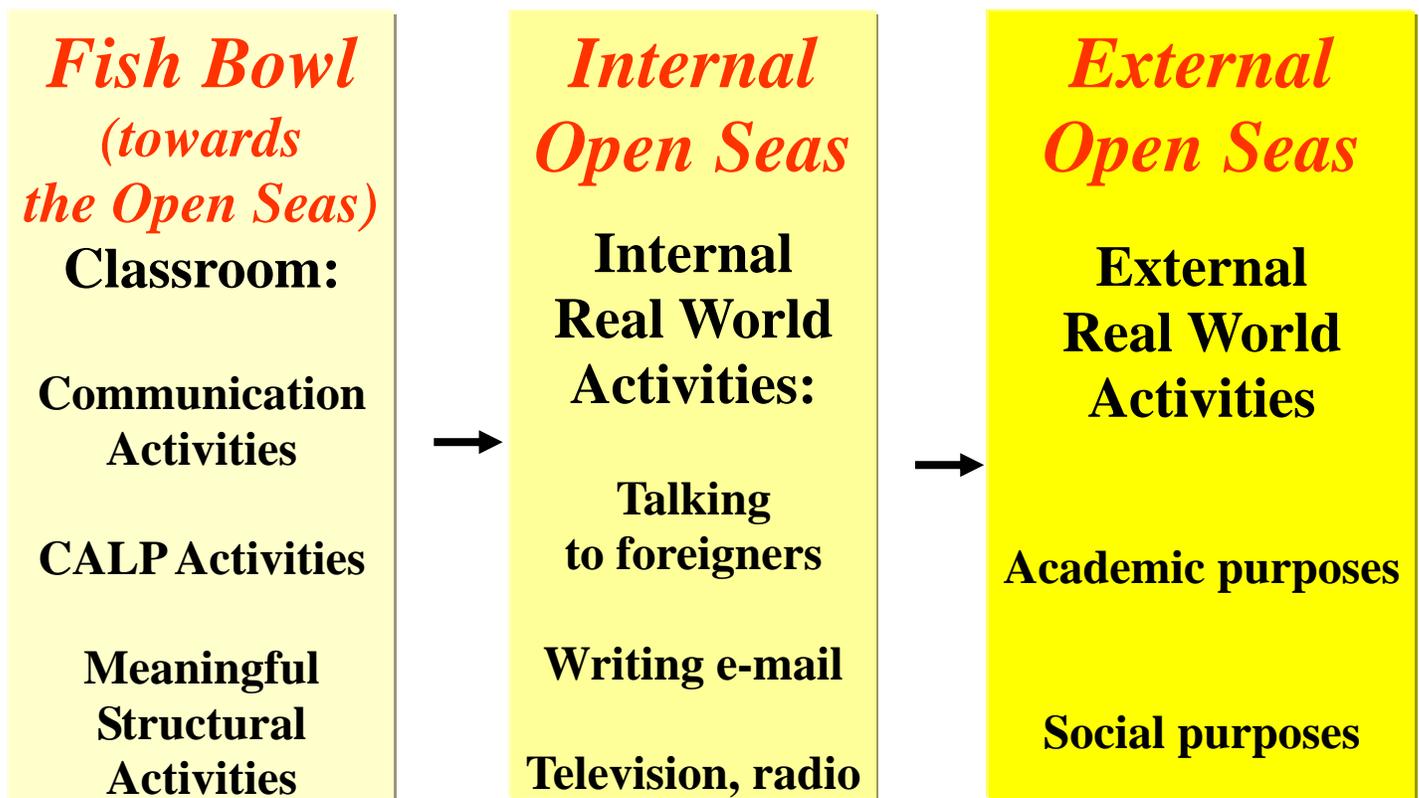
Get students to translate from English to Japanese

Correlations between Teacher's Teaching and Students' Can-DO

		Int 1	Int 2	Int 3	Ext 1	Ext 2
		Oral	Outside	Text	Class	Society
COM1	Cognitive	<i>.484*</i>	<i>.515*</i>	0.267	0.283	0.294
COM2	Communication	<i>.424*</i>	<i>.418*</i>	0.161	<i>.379*</i>	0.211
WRITE	Organization	<i>.510*</i>	<i>.697*</i>	0.337	<i>.416*</i>	0.376
WRITE	Oral-related	0.311	0.37	0.191	0.352	0.364
WRITE	Process	<i>.389*</i>	<i>.485*</i>	0.291	0.347	0.347
READ	Summary	0.358	<i>.495*</i>	0.301	<i>.399*</i>	0.359
READ	Schema	0.24	<i>.443*</i>	0.054	0.292	0.242
READ	Translation	<i>-.406*</i>	-0.254	-0.227	0.044	-0.12

*p<.05 +p<.10

From Fish Bowl to Open Seas Revisited



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