

# A CEFR-J Based Speaking Program for a Self-Access Learning Center



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# Outline

- Background: Context
- Rationale for creating the Speaking Program
- Design process
- How the material is used
- Impact on the center
- Discussion & Future Possibilities

# Background: Context

- Osaka Institute of Technology
- Language Learning Center (Est. 2012)
- Consultation Service
  - Advising service
  - TOEIC support
  - Free talk
  - Academic paper / presentation support

# Language Learning Center



# The Consultation Service



- One-to-one
- 15 minutes per session
- Student requests content

# Rationale for Creating the Speaking Program

- Consultation room usage (2014)
  - Semester 1: 86.9% / Semester 2: 66.5%  
(percentage of available reservations used)
- Single instance users
- 'Free talk' issues
- Lack of grammar and vocabulary development
- Need for a leveled, systematized approach that allows students to improve their English vocabulary and grammar at their own pace with help and encouragement from a teacher at each step



# Design Process

## CEFR-J descriptors for spoken interaction:



CEFR-based framework for ELT in Japan

CEFR-J

### Retrieval of descriptors

Lev.	Category/C ode	ELP descriptor(s)	General descriptors (Japanese)	Descriptors for children (Japanese)
A1	IS1-A1	I can say who I am, ask someone's name and introduce someone.	自分が誰であるか言うことができ、相手の名前を尋ねたり、相手のことを紹介することができる	自分の名前を言ったり、相手の名前を聞いたり、相手の紹介ができる
A1	IS1-A1-1	I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics[1.2000-CH]	簡単な質問をしたり、簡単な質問に答えることができる。また必要性の高いことや身近な話題について発言したり、反応することができる	簡単な質問をしたり、簡単な質問に答えることができる。また身近なことについて話したり、質問に答えることができる
A1	IS1-A1-1	I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.	簡易な方法であれば通じるが、ゆっくり繰り返してくれたり、自分が言った事を言い直してくれたり、自分が言いたいことが言えるよう助けてくれるような相手に依存している	相手がゆっくり話したり、自分が言ったことを確認してくれるなど、やさしい人だったら自分の簡単な英語は通じる
A1	IS2-A1	I can understand simple questions about myself and my family when people speak slowly and clearly (e.g. "What's your name?" "How old are you?" "How are you?" etc.).	相手がゆっくりはっきり話してくれれば、「名前は？」「歳は？」「調子はどう？」などの自分や家族についての簡単な質問を理解することができる	相手がゆっくりはっきり話してくれれば、自分や家族についての簡単な質問が分かる
A1	IS2-A1	I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.	「すみません」「ごめんなさい」「ありがとう」といった簡単な語句を理解することができる	「すみません」「ごめんなさい」「ありがとう」といった簡単な語句が分かる
A1	IS2-A1	I can understand simple greetings, like "hello", "good bye", "good morning", etc.	「やあ」「さようなら」「おはよう」といった簡単な挨拶を理解することができる	「やあ」「さようなら」「おはよう」といった簡単な挨拶が分かる

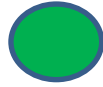
*A1 'Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics'*

(basic personal and family information, daily routine, hobbies etc.)

- Talking about daily routines
  - Talking about families
  - Hobbies and interests
- 
- 4 levels consisting of 8 lessons.
  - Lessons translated into Japanese.
  - Speaking Program reviewed yearly to identify problems / improvements.



# Design Process



SA1	SA2	SB1	SB2
Talking about daily routines (SA1.1)	Comparisons (SA2.1)	Introductions (SB1.1)	Discussing a topic (SB2.1)
Talking about families (SA1.2)	Directions (SA2.2)	Restaurant role play (SB1.2)	Describing a story (SB2.2)
Talking about hobbies (SA1.3)	Abilities (SA2.3)	Graded reader II (SB1.3)	Considering a proposal (SB2.3)
Talking about food (SA1.4)	Explaining artifacts and events (SA2.4)	Person(s) I admire (SB1.4)	Introducing your research (SB2.4)
Invitations (SA1.5)	Expressing likes and dislikes (SA2.5)	Future plans (SB1.5)	Explaining something technical (SB2.5)
What did you do on-? (SA1.6)	Graded reader I (SA2.6)	Describing a trip (SB1.6)	Describing a manga series (SB2.6)
What are you going to do on-? (SA1.7)	My hometown (SA2.7)	Giving instructions for a game (SB1.7)	Sharing your research implications (SB2.7)
Describing your friend (SA1.8)	Future plans (SA2.8)	My school days (SB1.8)	Summarizing a news story (SB2.8)



## SA2.3 得意なことについて話そう

### タスク（課題）目標

- 自分ができることについて話せる
- 何かについて、得意か得意でないかを話せる

### タスク

先生に得意なことについて話し、どのぐらい得意かを説明しましょう。また、先生に得意なことを尋ね、どのぐらい得意かを聞いて見ましょう。この課題は、SA1.3 で行った練習の復習が一部含まれています。

#### 復習

1. 以下の英語を日本語に訳してみましょう。

Use a computer	_____	Play tennis	_____
Cook	_____	Surf	_____
Ride a motorbike	_____	Do kendo	_____
Speak another language	_____	Draw	_____
Drive	_____	Play soccer	_____

2. 下線を完成し、適当な応答になるように右の欄からその答えになるものを選びましょう。

Can you _____ rugby?	No, but I can do karate.
Are you _____ at drawing?	Quite good. I like to paint.
Can you _____ judo?	I have never done that. I'd like to try.
Can you _____ rock climbing?	Not really. I can just make basic things.
Are you _____ at cooking?	Yes, I have played since high school.

上の質問に対して、あなたのことについて答えてみましょう。

I'm terrible.      I'm not very good.      I'm OK.      I'm not bad.      I'm quite good.

もし、タスクをするときに文法で困ったら、「マーフィーのケンブリッジ英文法」の Unit 31 を参照して下さい。LLC の 2 階で無料コピーが手に入りますので、スタッフに“Can I make a photocopy please?”と頼んで下さい。

### 予習

それぞれの質問の中から適当なものを選んで質問し、その活動あるいはスポーツに得意かどうかを自分で答えて見ましょう。

Example;

Can you play tennis?      Yes, I'm OK.

Can you \_\_\_\_\_?      \_\_\_\_\_

Are you good at \_\_\_\_\_?      \_\_\_\_\_

Do you know how to \_\_\_\_\_?      \_\_\_\_\_

Can you \_\_\_\_\_?      \_\_\_\_\_

Are you good at \_\_\_\_\_?      \_\_\_\_\_

Do you know how to \_\_\_\_\_?      \_\_\_\_\_

### 参考


‘So, so (ほどほど)’ という表現は少々和製英語のように聞こえます。‘OK’ という表現のほうが良いでしょう。

英語では、「スポーツをする」という表現の動詞に、すべて ‘play’ を用いることはしません。例えば、「剣道をする」は、‘do’ を用いますし、「ジョギングをする」は ‘go’ を用います。


サッカーやラグビーや野球のようなチームでやるスポーツは通常 ‘play’ を用います。ラケットやバットのようなものを使うゴルフやテニスもそうです。一方、ランニングやジョギングや水泳のように語尾が -ing で終わる、一人で行うスポーツは ‘go’ を用い、空手や柔道のような武道は ‘do’ を用います。

# How the material is used: work flow


The student makes a reservation at the consultation service for a level check.




The student completes the level check with a teacher, selects a first worksheet from the level they are assigned.



The student completes the homework task prior to their first session and makes notes in preparation.



The student and teacher work through the worksheet and task in the consultation session.



After the session the student selects the next worksheet.

## Level Check

A1	A2	B1	B2
<p><b>Greet the student in a friendly manner and make them feel at ease.</b></p> <p>“Hi, my name is _____. Please introduce yourself. Tell me about your hobbies, where you live and what subject you study at OIT”.</p> <p><b>Give the student time to answer and then. Ask the student questions from the following examples based on their self-introduction:</b></p> <p>What time did you arrive at OIT today?</p> <p>What are your hobbies?</p> <p>Do you like.....?</p> <p>Where is your hometown?</p> <p>What kind of food do you like?</p> <p><b>If the student is struggling with these questions just continue to have a friendly conversation until the session is complete. If you feel the student can cope with A2 use the following ‘bridging’ question.</b></p> <p><b>Where in OIT is your Laboratory? (ask for clear instructions from the LLC to their laboratory)</b></p>	<p><b>If the student performed well with directions then move onto the A2 level check stage. If the student struggled then place them in the A2 bracket.</b></p> <p>Tell me more about your hometown. How does (student hometown) compare to (a different place)?</p> <p><b>Ask follow up questions to encourage description and, additionally, try to elicit agreement and disagreement phrases.</b></p> <p>Please tell me about something interesting from your hometown; it could be food, a famous place, or a famous festival etc.?</p> <p>You can use a cell phone to show me pictures if you would like.</p> <p><b>Allow the student time to describe something from their hometown.</b></p> <p><b>After the student has finished either place them in A2 or go onto the ‘bridging’ questions below:</b></p> <p><b>In the future where would you like to live and why?</b></p> <p><b>Find out about your teacher’s opinion as well.</b></p>	<p><b>If the student performed well with future plan then move onto the B1 level check stage. If the student struggled then place them in the B1 bracket.</b></p> <p><b>The B1 section is concerned with the student’s experiences when travelling. This can be abroad or within their home country.</b></p> <p>Have you ever been abroad?</p> <p>Have you ever travelled in Japan?</p> <p><b>Ask appropriate follow-up questions.</b></p> <p><b>If the student is able to ‘maintain social conversation’ then move onto the next question.</b></p> <p>Please tell me about a problem that arose when you were travelling abroad (or in Japan)?</p> <p><b>Ask appropriate follow-up questions.</b></p> <p><b>Elicit details about language used. (If travelling in Japan then the appropriate phrases will be the same). If you feel the student can comfortably explain with sufficient detail move to B2.</b></p>	<p><b>If the student has performed well then you can now discuss their research with them.</b></p> <p><b>Ask for detailed information including the following information:</b></p> <ul style="list-style-type: none"> <li>- Motivation for carrying out the research.</li> <li>- Details of researches benefit to society (might overlap with the above).</li> <li>- What stage is the research at currently? And what is the next stage of the research?</li> <li>- Ask for details of any processes the student has carried out, e.g. experimental procedure.</li> </ul> <p><b>If the student has no problem with this section then obviously place them in B2.</b></p>

# LLC English Speaking Program: Progress Chart

Use this chart to track your progress. After you complete each activity, the Consultation Room teacher will sign your chart. You can do the same activity as many times as you like until you're happy with your performance. You don't have to do all of the activities but they will help you to improve and pass the test to move onto the next level.

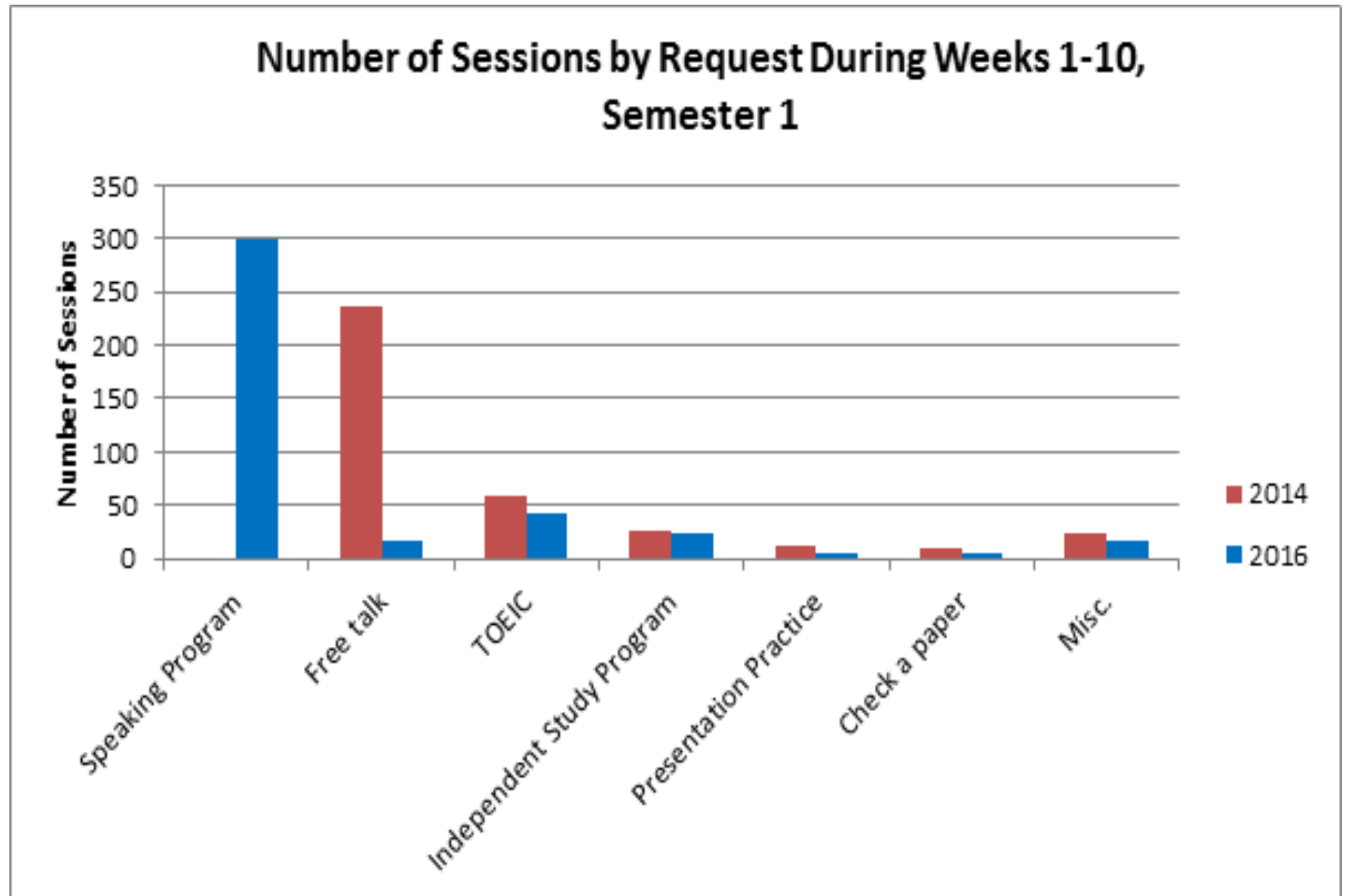


	SA1-1	SA1-2	SA1-3	SA1-4	SA1-5	SA1-6	SA1-7	SA1-8	SA1 Test	SA2-1	SA2-2	SA2-3	SA2-4	SA2-5	SA2-6	SA2-7	SA2-8	SA2 Test
1																		
2																		
3																		
4																		

	SB1-1	SB1-2	SB1-3	SB1-4	SB1-5	SB1-6	SB1-7	SB1-8	SB1 Test	SB2-1	SB2-2	SB2-3	SB2-4	SB2-5	SB2-6	SB2-7	SB2-8	SB2 Test
1																		
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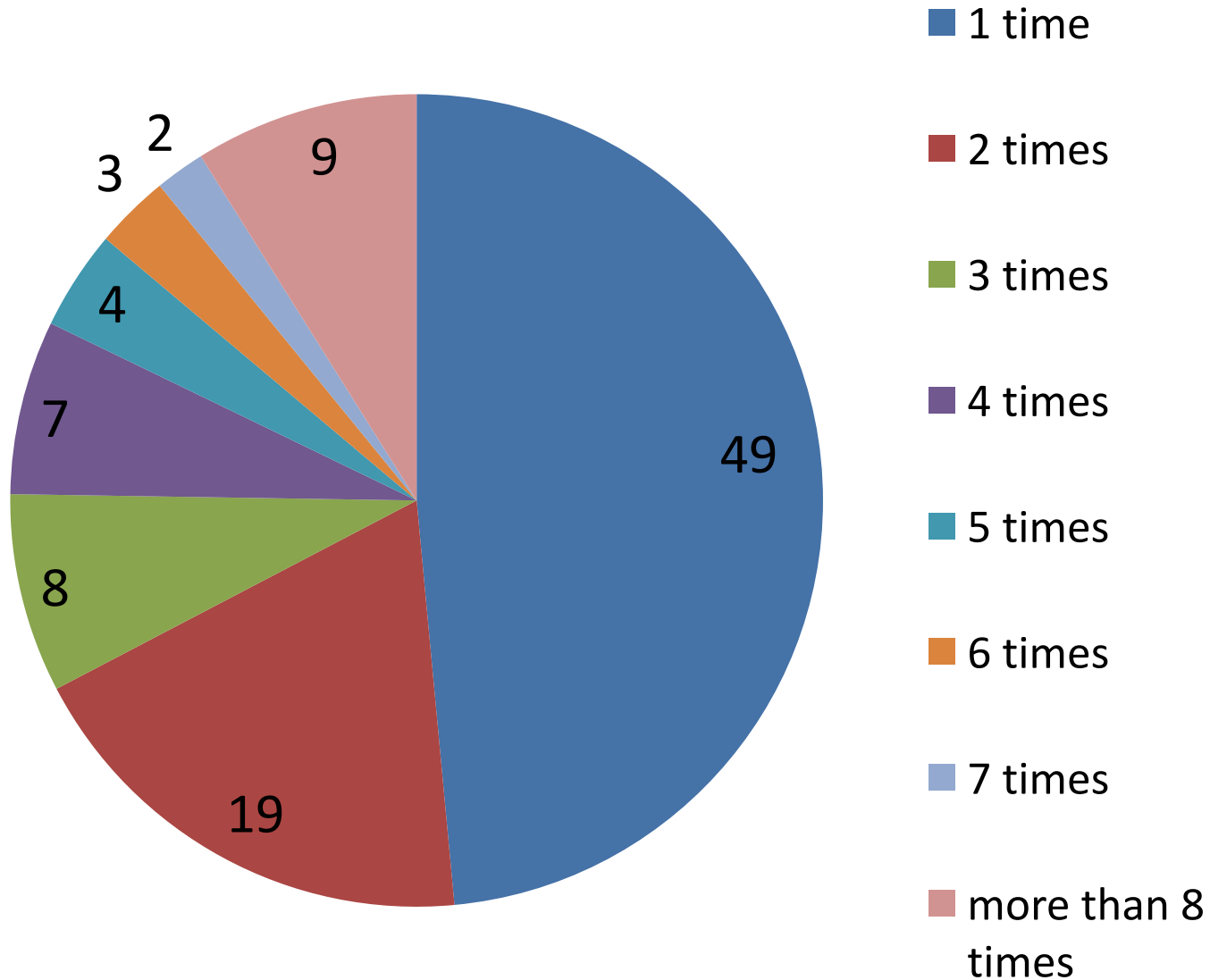
Progress recorded on a chart (for students) and in google drive (for teachers)

# Initial impact on the center

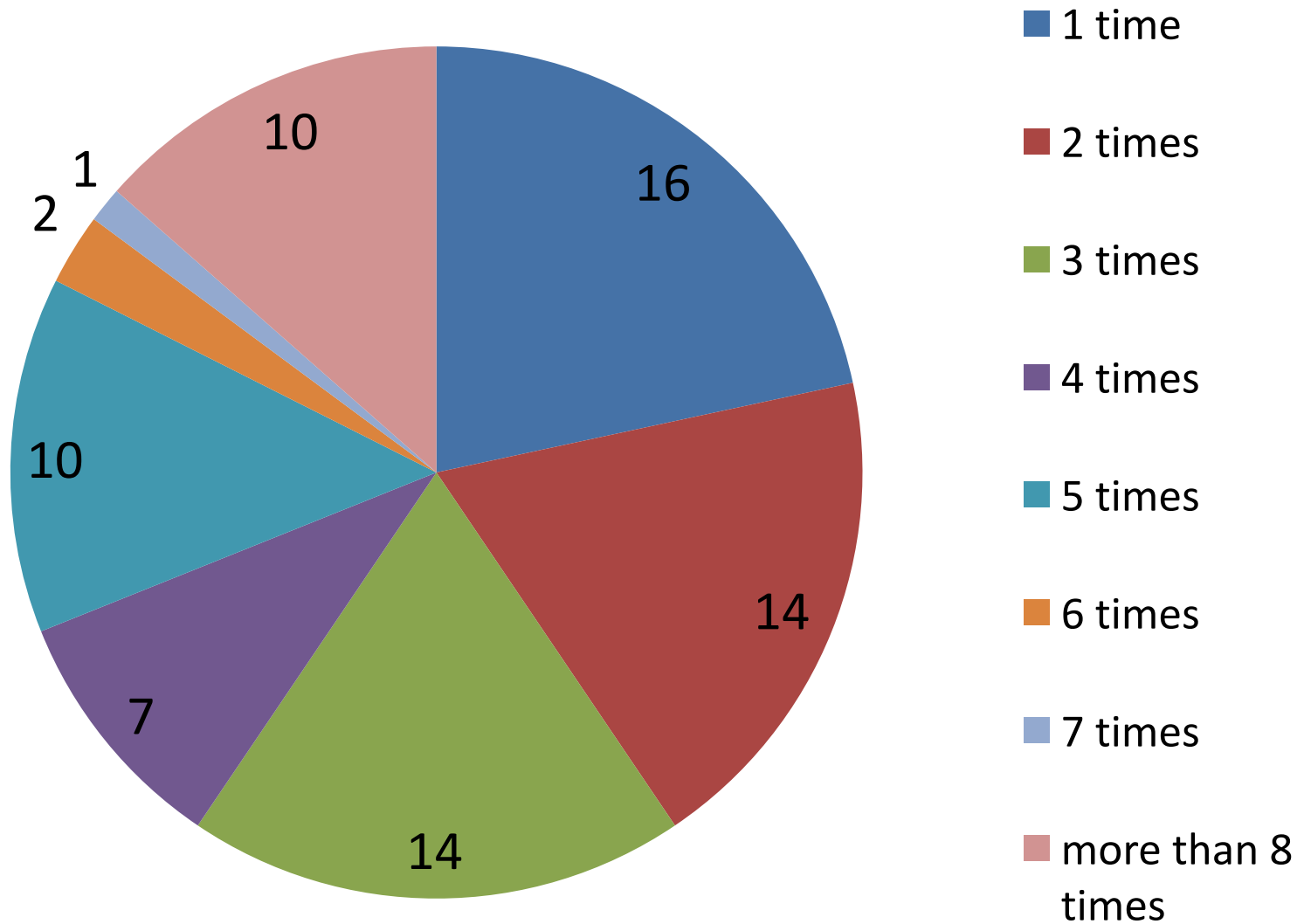




# Consultation Service Reservations by Individual Students for Free Talk During the First 10 Weeks of Semester 1 2014



# Consultation Service Reservations by Individual Students for the Speaking Program During the First 10 Weeks of Semester 1 2016



# Consultation Room Reservations

(Percentage of available reservations used)

2014		2015*		2016		2017**	
s1	s2	s1	s2	s1	s2	s1	s2 wk (1-9)
86.9%	66.5%	88.7%	92.6%	93.3%	92.8%	90.0%	83.3%

\*Gradual Implementation of the Speaking Program over both semesters.

\*\* 15% of student body have moved to a new campus.

Semester 2 figures for 2012 & 2013 were 74.9% & 76.4% respectively.

# The Learner's Perspective

“If I can't think of a topic the speaking program is very convenient”

“It has lot's of topics and I can study the handout before the lesson”

“I will go overseas for 3 months so the speaking program will help me prepare”

“I hope to speak English well so I like the speaking program's structure”

(quotes edited for clarity)

# Discussion

- The Speaking Program has been a resounding success
- Appointments for the consultation service often booked weeks in advance
- Students seem to get a lot out of the program
- Need for empirical data to show gains in language learning based on program
- Possibility to implement the Speaking Program as a language course, using group discussions and assessment, with teacher guidance

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## **A CEFR-J Based Speaking Program for a Self Access Learning Center**

Worth, A., Fischer, D., Fritz, E., & Moore, A.  
R. (2017).

**Thank you very much for your attention**



**Link to article:**

[http://sisaljournal.org/archives/mar17/worth\\_et\\_al](http://sisaljournal.org/archives/mar17/worth_et_al)



英語を話せるようになりますか? LLC がお手伝いできます! 「LLC Speaking Program」は自立学習プログラムです。英語の会話能力を徐々に向上させ、自信をつけることができます。このプログラムであなたは以下の事ができます。

- 習得までに時間のかかる英語の伝達能力を、達成可能な段階に分けよう!
- 実際に LLC の先生と英会話を実践できます!
- 自分のレベルとペースに合わせて取り組みます!
- しっかりとした方法で、英会話のスキルを向上できます!
- LLC の先生たちから、個別のフィードバックを得られます!
- みんながどのように英語を使うのかを知ろう!
- 異文化についてもっと学ぼう!

「LLC Speaking Program」には4つのレベルがあります。それぞれのレベルは CEFR-J (第二言語の習熟度を測る国際的な尺度) に基づいています。それぞれのレベルにも LLC のコンサルテーションルームで先生と行う様々な活動があります。準備が整えば、次のレベルに進めるかどうか判定する **Assessment Activity** を受けることができます。

## Check

- LLCのカウンターでコンサルテーションルームの予約をしよう。
- レベルチェックテストをLLCの先生と受けて、どのレベルから始めるべきかを知ろう。

## Activity

- あなたのレベルにあった**Activity**を選び、簡単な準備課題に取り組もう。
- コンサルテーションを予約しよう。
- **Activity**を先生と行って、フィードバックをもらおう!
- もう一度同じ**Activity**を行うか、新しい**Activity**を選ぼう!

## Assess

- 準備ができたなら、LLCの先生と**Assessment Activity**に取り組もう。
- **Assessment Activity**を完了したら、次のレベルに進もう!

## A1

- 日常生活に関連した、簡単にゆっくり話された質問を理解できる
- 日常生活を簡単な文章で説明できる
- 「I like」か「I don't like」を使って好きなものについて話せる。さらに、それらの理由も話せる
- 質問されたことに対して簡単に詳細を話すことができる
- 先生の日常について簡単な質問をできる
- イベントの招待に対して参加の有無を決めることができる

## A2

- イベントや活動に簡潔に説明できる
- 簡単な単語でモノや場所を短文で比較できる
- あなたの好きなもの嫌いなものを間接的な表現を用いて説明できる
- 他の場所への行き方を簡単に説明できる
- 得意なことを、どのくらいのレベルで出来るか説明できる

## B1

- 初めて会う人に自己紹介して、少し会話ができる(雑談)
- 客として、スタッフに丁寧にお願いや注文をできる
- 本のあらすじ(例えば多読本など)について話し、先生に本の内容やテーマに沿った質問できる
- あなたが憧れる、あるいは尊敬する人について話し、相手が憧れる人について尋ねることができる
- 将来の夢について話し、先生に先生の将来についても聞くことができる

## B2

- 複雑なトピックに対する裏付け(背景)を話せる(ニュース、研究、テレビ番組など)
- 方法における重要な点や一連の流れを要約できる
- 複雑な考えや物事に対する意見を擁護したり共有したりできる
- 自身の分野における専門的なことを分かりやすい言い方で説明できる
- 前述されていることに対して、明確に確認、質問を続けてすることが出来る