Introducing Conflict Resolution Process in the English Classroom

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In this workshop, adopting participatory methods such as conflict resolution skills into English teaching is examined. The framework of Conflict Resolution process is shown and workshops will be significant opportunity to investigate its further implication.

Foreign language teaching contributes to promote mutual understanding across cultures through active communication. For that purpose the themes on global issues have been introduced as content for English teaching material, however the teaching method is important. UNESCO advocates “Learning to Live Together” in the four pillars for education for the 21st century. Knowledge of foreign language and culture is not enough, skills utilized in certain situations should also be taught. Formation of human character is also important as well as acquisition of conflict resolution skills, which teaches students to be collaborative and tolerable of others. Those conflict resolution skills training method can be adopted in English classroom. It facilitates active communication and promotes constructive dialogue.

Among the Conflict Resolution theories and practices, Transcend Approach is an effective method to explore. It is an approach created by Johan Galtung, who is widely respected as the father of peaceology or peace studies. One of his methods called SABONA should be implemented in Japanese schools because it has been successfully practiced in Norway, and can be applied in English classes, where “Learning to Live Together” is especially emphasized. In this workshop, we’d like to introduce SABOBA, using the “Sorting Mat.” The mat enables students to analyze their problems more objectively and to help them find a better way for their positive future. This method of future-oriented problem solving or conflict transformation can be applied in English classes to promote active communication among learners.

L2 Learners' Motivation for Reading and Its Relationship with Reading Achievement

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During the last decade, extensive research has been conducted on the role of motivation in L1 reading, and the results have demonstrated the importance of motivation in L1 reading. Yet, in L2 contexts, much less research has been conducted on L2 learners' motivation for reading; thus, little is known about the impact of motivation on L2 reading. Therefore, the present study tries to elucidate the nature of L2 reading motivation as well as its relationship with reading achievement.

The aims of the study are threefold: a) to examine the components of L2 learners' reading