

9月22日(日) 実践報告第8室 (1311)

CREATING CHALLENGING AND CULTURALLY RELEVANT EFL ACTIVITIES  
FOR JAPANESE COLLEGE STUDENTS

Loucky, John Paul  
Seinan Jogakuin Junior College

General Guidelines for Designing Appropriate EFL Materials  
LANGUAGE TEXTS OR ACTIVITIES SHOULD BE APPROPRIATE IN TERMS OF:

- I. Familiar Background Knowledge (not too foreign/culture-bound)
- II. Level of Structural/Grammatical Complexity
- III. Instructional Level of Vocabulary/Comprehension
- IV. Interesting & Important/Relevant Content for Japanese Youth
- V. Challenging Development of Higher Ideals/Deeper Values
- VI. Specific Language Skills/Strategies Taught & Practiced
- VII. Use Sound Language Education Methods Which:
  - A. Maximize Active, Cooperative Involvement of Learners
  - B. Interactive and Communicative Skills Developed
  - C. Content/Curriculum stresses meeting Student Needs
  - D. Evaluate Individual Learning Sufficiently to Motivate and Adjust for Maximum Progress

After presenting these general guidelines and explaining their educational and linguistic rationale, sample activities and texts will be shown for both EFL Reading and Writing. Specifically, the following three designed by the presenter will be explained:

- 1) Using Mac Hypercard several Vocabulary Development files were created based on Wordcraft Book 1, Lessons 1-5. Use will be shown.
- 2) Writing comparative compositions as a central curriculum focus most relevant to Comparative Culture courses will be demonstrated, using a text written with students, entitled Reading and Writing about Japan: Japanese College Student Compositions (Edited by the presenter). Among the topics written about were "Comparing Proverbs or Wise

Sayings of Two Different Cultures and Languages," "Comparing Two Great Historical Characters," "Analyzing Social Problems in Japan," "Comparing Japanese Cities or Events," and "Dividing Japan and Asia into Regions."

3) Use of familiar historical and cultural background in the teaching of more advanced vocabulary and reading skills will be exemplified by use of the presenter's text, entitled Famous Leaders Who Influenced Japan's Internationalization. Early Japanese adventurers, pioneers in education and social reformers, many of whom studied abroad, are presented in short biographical form. Their amazing and interesting adventures form a culturally close and historically familiar background setting which helps Japanese college students to be more motivated and interested in understanding their great and varied contributions to the opening, modernization and internationalization of Japan.

## REFERENCES

- Barnett, Marva A. More Than Meets the Eye: Foreign Language Reading: Theory and Practice. Englewood Cliffs, N. J.: Prentice-Hall, 1989.
- Barnitz, John G. Reading Development of Nonnative Speakers of English. New York: Harcourt Brace Jovanovich, 1985.
- Carrell, Patricia L., Joanne Devine, and David E. Eskey, eds. Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 1988.
- Hatch, Evelyn, and Cheryl Brown. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, 1995.
- Loucky, John Paul. Famous Leaders Who Influenced Japan's Internationalization. Singapore: Campus Crusade, 1994.
- Loucky, John Paul. Reading and Writing about Japan: Japanese College Student Compositions. Kitakyushu: Seinan Jogakuin, 1996.
- Nation, I. S. P. Teaching and Learning Vocabulary. New York: Newbury House, Harper and Row, 1990.
- Nation, Paul, (ed.) New Ways in Teaching Vocabulary. Alexandria, VA. TESOL, Inc., 1994.
- Nation, Paul. "Vocabulary Learning Through Spoken Use." Eighth Japan Association of Applied Linguistics, JACET National Research Meeting, Tokyo, 3 December, 1994.
- Seward, Jack. Human Bridges between Japan and the West. Tokyo: New Currents, 1994.