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## **Reporting on Training**

### **1. Introduction**

KCC has more than 7,600 students from about 35 countries and serves a diverse student population with widely varying needs. The student body includes not only recent high school graduates but also transfer students, adults returning to college, senior citizens, international students and so on. This college has so many international students that it provides them with an excellent intensive program in ESOL (English for Speakers of Other Languages). The program is based on Content Based Instruction, in which students learn about a certain theme in a foreign language. Language skills are developed by various activities such as giving oral presentations, conducting poster sessions, using computers and the Internet, writing for a variety of assignments participating in small group discussion, reading extensively, going on field trips, and conducting research. In this teacher training program, we learned about English language teaching through Content Based Instruction and experienced most of these activities.

### **2. English Language Teaching Workshop**

This was the primary workshop in our training program. The main instructor was Professor Malm. Course goals were to enhance our reading, writing, listening and speaking skills in English and to encourage us to understand various strategies for teaching English using a content-based curriculum. We were expected to accomplish the following tasks:

- Read, understand and discuss articles relating to the teaching of English
- Understand and practice methods for encouraging student interaction
- Understand the process approach to teaching writing
- Understand the concepts of extensive and intensive reading
- Understand aural/oral methods for content-based instruction
- Design and present a content-based unit for our English classes
- Carry out a mini-research project related to trends and issues in English teaching
- Prepare a research project and oral presentation using Power Point

The workshop began with brainstorming. We discussed our biggest challenges and problems in the classroom, thought of some methods or techniques we had used, and set our own goals for the next three weeks. A daily workshop was not a one-way lecture but an interactive and practical activity. Professor Malm focused on Content Based Instruction and gave us useful suggestions so that we could make our English classes more communicative,

student-centered, and interactive.

We were also taught phonetics and pronunciation by other two professors. This helped me understand English sounds systematically. I became interested in the ways to teach pronunciation. They are not isolated activities (such as repeating words), but content-related activities. I learned there were a lot of interesting ways to teach pronunciation.

We were given a lot of reading and writing assignments every day. It was around midnight that I went to bed. Writing was especially difficult for me because I was not used to organizing and writing down my own ideas. However, writing every day helped me to write a research paper afterwards. I realized how important it was to write every day.

### **3. Advanced Language Development Seminar**

A course goal of this seminar was to enhance our listening and speaking skills in English. The main instructor for this seminar was Professor Donnes. We were expected to:

- Listen to and take accurate notes on guest lectures in the “Issues in Education” seminar
- Report on main ideas of guest lecturers
- Discuss personal opinions and reactions relating to lecture content
- Formulate and ask questions regarding lecture content

We usually talked about what we had learned in other classes or outside the college. The professor was particular about statement. He emphasized that discovery statements and intention statements are important when doing anything. Making a discovery statement means writing accurate details about what happened, which probably means analyzing the situation. Making an intention statement means writing what I intend to do in detail, and I think this leads to make my goals clear and accessible by taking small steps. This logical way of thinking can be applied to planning my lessons or accomplishing tasks.

### **4. Issues in Education Seminar**

#### **Overview of the Public Education System In Hawaii**

We visited the State of Hawaii Department of Education. Mr. Dale Asami told us about the public education system in Hawaii. I became interested in some features which were different from those in Japan. One of the advantages is that one class has only about twenty-five students and each school has its own school counselor who supports students’ mental health. On the other hand, DOE suffers from a chronic shortage of teachers. Moreover,

Hawaii is a place with students representing a variety of multi-ethnic cultural backgrounds, which occasionally causes trouble in some schools.

Hawaii attracts visitors from all over the world, and looks like a prosperous place, although it is hard to live in because prices are high. Many teachers who come from the

mainland cannot continue to teach because of economic reasons. Most parents work in double harness to make a living, and children stay alone at home. Each place seems to have its own educational difficulties.

### **Language and Education in Hawaii**

Dr. Pagotto, Vice-chancellor of KCC, taught us language and education in Hawaii. Hawaii has accepted many immigrants, so there has been a close connection between education and language. She talked about how pidgin English was made, its historical background, and current issues. What she talked about in regard to Hawaiian language was interesting. Native Hawaiian people learn Hawaiian, but speak English in daily life. However, people in Hawaii, including non-natives, use many Hawaiian words.

Her lecture became more meaningful afterwards because it had much to do with what we saw or listened to when we went on field trips.

### **An Introduction to the New Generation TOEFL**

TOEFL now has three types of tests (paper-based, computer-based, and Internet-based). After Professor Malm explained about their outline, we discussed some problems of the old test and advantages and disadvantages of the new one. In addition, we thought about how English education could be influenced by a change of TOEFL.

IBT (Internet-based TOEFL) has been improved more than I had expected. Paper-based TOEFL focuses on reading, while IBT is a well-balanced test in which the four skills are integrated. It is a well-designed test, but the fee is too high and test sites and dates are limited.

## **5. Field Trip**

We visited Plantation Village and Bishop Museum. Plantation Village is a re-creation of an overview of plantation buildings that could be found on many sugar plantations throughout Hawaii in the early 1900's. After we looked at the exhibition and watched a video which explained life in the plantation, we looked around the village. Each building or house has special features representing each culture. We got the feelings that people had wanted to keep up their culture and tradition.

I was amazed to know that Japanese had made up about 40 percent of the population of the islands by the early 1900's. By visiting this village I came to know the history of immigrants and I could understand why there were so many Japanese-Hawaiians in Hawaii.

Bishop Museum is a museum relating to the Kamehameha family. We could see Hawaiian culture and history there, too. In addition, we made traditional leis ourselves and saw a traditional hula.

## **6. Homestay**

My host parents, Sandy and Ona, are both teachers. Their three children are away from home for work or university. Sandy works for an elementary school and is retiring soon. He says that one of the problems of school children is that they do nothing but watch TV and play video games. Ona's kindergarten has many immigrant children who speak English as a second language. She says that they may have a little difficulty in communicating with each other, but that the younger they are, the more easily they learn English.

I stayed with my host family for only two days, but the experience taught me a lot. Above all, I must use English not for study or work, but for the purpose of real communication in daily life. It is often said that English is a tool of communication. I realized this at that time. The vocabulary we see in the textbooks is very limited, and I didn't care about that before. However, there were a lot of things which I wanted to talk about but didn't know how to express. Necessity is the mother of learning. I felt strongly that I wanted to study English harder. In addition, communication does not mean only speaking English. I think what we say and how we say it are very important parts of communication. Attitudes and feelings are also important.

I came to understand something about how people live in Hawaii, and it was wonderful to have a nice family in Hawaii.

## **7. Research Paper**

One of my classes which I want to improve is reading because reading classes tend to be focused on reading passages of text and translating them into Japanese. Students want to check the meaning of each unknown word. They also try to translate sentence-by-sentence, or copy the translation told to them by their teacher. As is often the case with reading textbooks, one sentence has four or five lines, and one story is longer than those students have read in previous grades. Even if they write the whole translation, they often don't understand what the main idea is. They "cannot see the forest for the trees."

My suggestion in this research paper is to apply CBI (Content Based Instruction) techniques in the second-language reading class. Generally in CBI, appropriate themes are chosen based on student needs and interests. They learn about the themes in the foreign language and are expected to create some product as the end result. On the other hand, high school English lessons are supposed to use course textbooks, and teachers cannot always choose materials freely. Therefore what teachers can do is to adopt CBI's concepts and activities using textbooks.

There are some difficulties in carrying out this plan. CBI can give teachers some clues to make their lessons more communicative, student-centered and interactive. Above all, I believe students' motivation will increase when they are learning about something, rather

than just studying a language, and that they can see “the forest” as a result.

It was very hard to finish writing my research paper in only a week. I had little time to look for reference books and read them fully. Presenting my research with Power Point made me more nervous. However, I did my best in a limited time, and to accomplish the task was my great pleasure.

## **8. Demonstration of Lesson Plan**

Each of us made a lesson plan based on our research, and demonstrated some parts of them in turn. One of us played the part of teacher and the other two and Professor Malm played the role of students. Of course these students were very different from actual high school students, but we could check how our lesson plans would work, discussing how they could be improved.

What Professor Malm said repeatedly was that students can do much better than we expect. She encouraged us to try a lot of activities. We must keep it in mind. Our biggest challenge is to make the most of what we have learned and continue to improve our lessons.

## **9. Concluding Remarks**

I had to summon courage to participate in this teacher training program. Using English, writing a research paper, presenting it with Power Point, demonstrating a lesson plan, and doing a homestay all these seemed impossible to me at first. As a result, three weeks passed in a flash, and I finished all of them. One of the things I gained through this program is confidence in myself. I would like to take my “can do” attitude and try something new.

Another product is a stronger motivation to learn and teach English. I cannot say my English ability has greatly improved in three weeks, but English became more meaningful to me as a way of communication. Teaching English also became meaningful because professors taught us there were various ways and techniques for it.

The most precious product of this program was building relationships with those who supported me. KCC instructors and coordinators were kind and excellent. They took good care of us, gave us appropriate suggestions when we were in trouble, and encouraged us. The other two participants in the program also helped me a lot. The human relations we have created are my treasure.

Lastly, I really appreciate that I had such a wonderful opportunity. I hope this teacher training program will continue from now on.