

# A Model for Success: An English Camp Experience

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**December  
18, 2021**



Hiroshima Chapter of the Japan Association for Language Teaching

**ONLINE ONE-DAY CONFERENCE**  
**Second Language Writers,  
Teachers, and Identity**  
**— and much, much more! —**

# **H.S. / University Disparities:**

- 1. Instructional methodology**
- 2. Classroom culture**
- 3. Learning perspectives**
- 4. Student/teacher expectations**

**(Gold, 2015)**

**Extensive use of grammar-translation  
in Japanese high schools:**

**70-80%**

**(Gorsuch, 1998)**

**Average time spent on CLT activities  
in Japanese high schools:**

**0-10%**

**(Sakui, 2004)**

**Japanese university students self-  
identifying as generally shy:**

**85%**

**(Norman, 2012)**

**Japanese university students self-  
identifying as shy when  
speaking English:**

**92%**

**(Norman, 2012)**

Any combination of these  
factors can contribute to...

anxiety

# **Elements that support WTC:**

- 1. Intercultural competence**
- 2. Teacher/student roles**
- 3. Intimate domain**



# Schedule

## Day 1

Time	Event
9:45	Meet at Shin Okayama Port
10:30	Departure (by ferryboat)
11:40	Arrival at Tonosho (20 minute walk to small boat/cross to Yoshima)
12:30	Settle-in Time
13:00	Orientation at Cafeteria
13:20	Lunch
14:15	Class Pictures
14:30	General Meeting/teacher introductions
15:00	Group Meetings (Group activities)
16:30	Free Time
17:30	Dinner (Barbecue)
19:00	Campfire, Square dancing, Marshmallow Roast
20:30	Bath Time
23:00	Lights Out

## Day 2

Time	Event
8:00	Breakfast & Check Out
9:30	Game Time (The "Olympics")
10:30	Free Time
11:30	Lunch
12:30	General Meeting (pens/paper needed) Teacher Presentations (1) Fun with Music (2) Asking Questions (3) A Global Village
14:00	Leave Yoshima
15:30	Departure from Tonosho
16:40	Arrival at Shin Okayama Port

# Activities:

**Intercultural  
Competence**

**Teacher/Student  
Roles**

**Intimate Domain**

**Group Activities**

**Square dancing (campfire)**

**Dinner (BBQ)**

**Olympic Games**

**Free Time**

**Workshops**

# Three Interactional Domains:

**1. Ritual domain**

**2. Anomic domain**

**3. Intimate domain**

**(Lebra, 1976)**

**Probably one of the most powerful things we can do to help our students is to create a classroom atmosphere which is conducive to the intimate domain.**

**(Doyon, 2000)**

# Thank You





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