



# Communication Goals



## What are the communication goals?

Unique to Fujieda, the communication goals are a collection of communicative ideas that are designed to support students while increasing their confidence, general communication abilities and their conversational skills.

## When do we use them?

Any time, at any stage and at any level.

## Why do we use them?

These communication goals provide the students with a clear, visual goal to meet. They promote effective and natural communicative practices but also give students something concrete and accessible to work towards.

These goals also offer ALTs/HRTs/JTEs an immediate way to praise students regardless of their ability.

They allow us to praise for effort.

## The Communication Goals

- \* Repeat
- \* Call by name
- \* Reaction
- \* Eye contact
- \* Clear voice
- \* Gesture
- \* Smile
- \* Peer support
- \* Boy/girl mix
- \* Be original
- \* Challenge

Of these goals, which do you think are the most important and why? ALTs usually have to be the one to encourage the use of the communication goals and are often responsible for selecting which ones to promote during a game or activity. The choices we make will differ depending on a range of factors.

If they are used arbitrarily without thought, their impact and usefulness is lost and the students have therefore lost a valuable opportunity to develop their skills.

## Repeat VS Reaction

If students are encouraged to react over repeat, the speaker (as well as the ALT/HRT) never knows if the listener has truly understood them. A blanket, "oh, I see" serves to shut down the conversation and nothing more. If a listener can repeat the keyword or phrase from the speaker's words, it shows they have understood, that they've inputted the information and can process it and produce it themselves.

Reactions should be genuine and fitting to the situation.

## In junior high school

Sometimes the communication goals—a valuable tool—are not utilized in the JHS. ALTs could put them in prominent places in the English room, bring them to classes as well as bring them up during meetings. Take initiative.



## Things To Consider

In making or choosing flashcards to use, think about their clarity. Some concepts are challenging to put into a visual form. Just because a flashcard looks good, it does not mean it is clear.

We should always demonstrate or, at the very least, tell the students what goal they should try to meet and use the flashcard as a supportive, visual aid.

The English has been taken off this flashcard. What do you think it means?

Without the written English to inform us, the meaning is unclear. Remember that Elementary students can't read English. If they're shown just the flashcard with no demonstration or explanation, they can't meet the goal it relates to and we have set them up to fail.