

## Integrating Four Skills in English II Classes

**Level:** High School second –year students (6 ordinary classes with 38~40 students each,  
1 Science & Mathematics Course with 34 students, 1 English Course with 26 students)

**Subject:** English II (Textbook: WORLD TREK English course II · · · Kirihara Shoten,  
Sub-Textbook: All New Easy TRUE STORIES · · · Longman)

**Problems:** Lack of students' English skills and knowledge

**Goal:** As you can see, our school has three courses, Ordinary course, Science & Mathematics course, and English course. Especially, our school is the only school that has an English course in Gifu prefecture. We are supposed to prepare the unique curriculum.

So, our school started a project to improve English classes in 2008:

1. We have tried to improve all staff teaching skills in classes.
2. We have studied what kinds of classes appeal to students.
3. We have tried to improve all four English skills in classes.

The research topic we have now is:

1. We will try to improve English classes to brush up students' English abilities and communicative competence.

### What I did:

#### 1) Make original handouts

- Full of activities to use all four English skills in a class.
- Include pre-reading, while-reading, post-reading activities.
- Pre-reading activities: mind-mapping, T or F questions
- Reading practice, Reading tests, Q and A, Vocabulary input, Vocabulary output, Grammar points, Grammar practice.
- Essay writing, Speaking tests.

#### 2) Give as many opportunities as possible to talk with classmates.

- Checking answers in pairs in English.
- Sharing ideas with partners in English.

#### 3) Essay writing and Speaking Tests

- Students are required to write an essay about a topic connected to the story from the lesson in more than 100 words.
- They take a speaking test, using the essays the students have written. They memorize their essay, and practice the speaking test with 3 or 4 different classmates. Then they take the speaking test. Students talk about the topic with a partner for more than 3 and a half minutes without looking at their drafts.

#### 4) All English in classes

- Students can get more information from instructors' speaking English in classes.
- It helps to improve students' listening skills.

**Result:** 4月の自分と比べて現在の様子を教えてください。

**Survey/Results from the survey of 112 2nd graders (July ) & 95 (March)**

1. Conversation Strategies (%)

	使わない			意味は分かるがめったに使わない			時々使う			よく使う		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
Nice talking with you.	2.2	0.9	1.0	3.6	0	2.1	19.0	2.7	6.3	75.2	96.2	90.6
How about you?	1.0	0	1.0	2.9	0	1.0	8.0	1.8	5.3	88.1	98.2	92.7
Pardon?	4.3	0.9	3.2	63.5	50.0	46.3	21.2	33.9	36.8	11.0	15.2	13.7
What does~mean?	24.8	8.0	20.0	60.6	65.2	51.6	8.0	18.8	21.0	6.6	8.0	7.4

2. Self-evaluation of English ability since April (%)

	変化がない		少し慣れた		慣れた		かなり良くなった	
	7月	3月	7月	3月	7月	3月	7月	3月
話すことに関して	8.0	6.3	44.6	43.2	37.5	42.1	9.9	8.4
聞くことに関して	7.1	10.4	53.6	43.2	33.9	41.1	5.4	5.3
書くことに関して	11.6	7.4	46.2	34.7	37.5	46.3	4.7	11.6
読むことに関して	11.6	5.3	50.0	38.9	28.6	45.3	9.8	10.5

3. Speaking (In Pair-work) (%)

	全然できない			少しできた			できた			よくできた		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
Eye contact がとれる	14.8	1.8	1.0	55.4	25.0	34.7	19.6	50.0	35.8	9.8	23.2	28.5
大きい声で話す	8.1	1.8	3.1	40.2	14.3	24.2	30.4	52.7	36.8	23.1	31.2	35.9
ゆっくり話す	2.9	0	2.1	51.8	26.8	15.8	29.5	50.0	58.9	16.9	22.2	23.2
Shadowing ができる	6.6	2.7	3.1	48.2	28.6	38.0	12.5	47.3	40.0	36.2	21.4	18.9
あいづちをうてる	17.0	2.7	4.2	41.1	25.0	27.4	30.4	40.2	32.6	11.5	32.1	35.8

4. Speaking (In Interview) (%)

	自信が無く全然できない			書いたものを見ながらできた			書いたものを見ずに何とかできた			書いたものを見ずにスムーズにできた。		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
隣の人と話す	7.4	1.8	2.1	83.7	59.8	68.4	8.9	38.4	26.3	0	0	3.2

5. Listening (In Interview) (%)

	全然分からない			少し分かった			分かった			よく分かった		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
相手が言っている事が分かる	14.8	2.7	2.1	68.1	40.2	42.1	14.1	45.5	48.4	3.0	11.6	7.4

6. Listening (Teacher talk) (%)

	全然分からない			少し分かった			分かった			よく分かった		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
先生の話す英語が理解できる	18.1	0	2.1	63.6	58.2	42.1	14.3	45.5	46.3	4.0	11.6	9.5

7. Writing (%)

	全然書けない			自分の思ったことが少し書ける			自分が思ったことが10文程度書ける			自分の思ったことがすらすら書ける		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
英語で文が書ける	12.9	1.8	2.1	59.1	40.2	31.6	26.5	52.6	58.9	1.5	5.4	7.4

8. Reading (%)

	全然分からない			少し理解できる			大体理解できる			すべて理解できる		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
テキストの内容が	15.0	4.5	1.0	63.2	40.2	33.6	19.5	52.6	58.9	2.3	2.7	6.5

9. Grammar (%)

	全然分からない			少し理解できる			大体理解できる			すべて理解できる		
	4月	7月	3月	4月	7月	3月	4月	7月	3月	4月	7月	3月
文法事項が	16.5	4.5	4.2	63.2	40.2	51.6	20.3	46.4	44.2	0	0.9	0

**Students' comments in July (112 students):**

**(Positive comments)**

- ・ I have improved my speaking ability. (33)
- ・ I have improved my writing ability. (11)
- ・ I have improved my listening ability. (14)
- ・ I have improved my reading ability. (3)
- ・ I have learned a lot of grammar.(10)
- ・ I like English songs and movies. (17)
- ・ I want to speak more fluently.(5)
- ・ I have passed an English grade test.
- ・ I enjoy English classes.( 8 )
- ・ I feel my English abilities have improved a lot.(6)

**(Negative comment)**

- ・ I am not good at grammar at all.(6)
- ・ I cannot follow my instructor's English in English classes.
- ・ I am not good at memorizing English words.
- ・ I don't like pair work in English.

**Students' comments in March (95 students):**

**(Positive Comments)**

- ・ I have improved my speaking ability.( I can talk with an ALT.)(10)
- ・ I have improved my writing ability.(11)
- ・ I have improved my listening ability.(6)
- ・ I feel my English abilities have improved a lot. (17)
- ・ I have learned a lot of grammar.
- ・ I am interested in English songs and movies.(16)
- ・ I enjoy learning English.(8)

- I want to brush up my English a lot more.(4)
- I have increased my vocabulary.(3)
- I want to go abroad.
- I use my i-phone in the English version.

### **(Negative Comments)**

- I don't like English.
- My English grades went down.
- I don't think I have improved.
- Now I know English is difficult.

### **What I learned:**

#### a) About speaking

Students have learned English in this style, using handouts, having many opportunities to talk with classmates in English, writing an essay, and learning in all English during classes, for two years. That's why they felt that they had already been accustomed to speaking a little at the beginning of this school year. After that, in March, they felt they were more accustomed to speaking than in April because they have had many opportunities to talk with classmates in English. They always open their conversations with "Hi, how ya doin'?" and close with "Nice talkin' with you." So almost all of them can use the phrase, "Nice talkin' with you." However, as you can see in the result "1. Conversation Strategies," they are not accustomed to using "Pardon?" or "What does ~ mean?" They learned about 'follow-up questions' around October in Writing classes. They have practiced follow-up questions, but the result shows that it was not enough. We need to give students more opportunities to practice follow-up questions. The result, "3. Speaking (in pair work)" shows that they can communicate properly in pair work.

#### b) About listening

From the result, "2. Self evaluation in English ability since April," we can see that almost all students have become accustomed to listening. The result of "5. Listening in interview" shows that students felt that they could understand what their partners said a little in April, but almost half of them feel that they can understand what their partners say in March. Just like that, almost all of them can understand what their instructor says in English during English classes. Teaching in all English seems to work well. It may become good practice for listening.

#### c) About writing

At the end of each lesson, students do a writing task. They write an essay relating to the topic from the textbook in around 100 words. The result, "2. Self evaluation in English ability since April," shows the students who felt that they were somewhat accustomed to writing in July now feel that they are more accustomed to writing in March. Also the result of "7. Writing" shows that 59.1% of them felt they could write a little in April, 52.6% of them felt they could write about 10 sentences in July, and this increased to 58.9% in March. The percentage of students who think that they can write sentences fluently gradually has increased. The more they write, the more they learn how and what to write.

#### d) About reading

Also, about reading, students have gradually improved their reading abilities. In March, only 1% of them felt they couldn't understand the content of the story at all, and as many as 58.9% of them could understand almost of the content of the textbook. In the handouts they use in English classes, there are a lot of activities to help them grasp the content of the story, such as T or F questions and Q & A in English. After answering the questions, they check their answers with their partners in English. While checking, they discuss and learn a lot from their classmates.

#### e) About grammar

As for grammar, students learn one grammar rule in each class. One handout has a short explanation of the grammar, and students do some exercises. According to the result of "9. Grammar" and some students' comments, grammar teaching is not enough for now. In March, half of students understood grammar a little. Only 20.3% of students could understand most of the grammar in April. After that, the percentage has increased a little to 46.4% in July. But it decreased a little to 44.2% in the March survey. We cannot spend much time on grammar teaching, however, the current time spent on grammar teaching is not enough, and a problem to be solved now.

#### **Future Issues:**

1. Step up the level of conversation strategies.
2. Need more practice before interviewing classmates.
3. Promote students' listening skills.
4. Cooperate with writing classes about brushing up writing skills.
5. Start extensive reading to promote reading skills and grammar understanding.
6. Change the plan to teach grammar. → Review target grammar at the end of each lesson.
7. Create a good atmosphere to speak English.

## Lesson 8

2nd Year Class No. Name \_\_\_\_\_

**Pre-Reading** What do you imagine from “Christmas”? Please try to add as many words as possible to the circle. Use your dictionary.

Christmas

( ) words

Talk with your classmates about what you imagined.

- Today's points:
1. in English
  2. use rejoinders
  3. do shadowing
  4. ask follow-up questions

☆Do *janken*. Winner starts to speak.

W/L: Opener

W: What did you imagine from the word ‘Christmas’?

L: I imagined ‘cake’, ‘Christmas tree’, ‘Santa’, or ‘turkey’.

W: (shadowing). What does ‘turkey’ mean?

L: It means ‘シチメンチヨウ’. It looks like chicken.

W: Oh, I see. How about you? Now, what did you imagine?

L: OK. I imagined …….

W: (shadowing). You imagined a lot to things.

L: Yes, I like Christmas very much. Nice talking with you.

W: You, too.

**vocabulary Input** Connect underlined words with Japanese translation.

1. The \*misgovernment continued until war broke out. \* 悪政 ( )
2. The soldiers dug trenches during making an attack on the \*enemy. \*敵 ( ) ( )
3. The \*negotiations dragged on until July. \*交渉 ( )
4. The soldier told us in tears how terrible the war was. ( )
5. There was a heavy frost last night. It was too cold. ( )
6. I could not \*endure the bitter truth. \*耐える ( )

a. 涙を浮かべて    b. (戦争が) 勃発する    c. 長引く d. 霜    e. 厳しい    f. 掘った    g. 塹壕・溝
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☆Check your answer with your partner in English. Do *Janken*.

Winner/Loser: Opener.

W: What does 'broke out' mean?

L: I think it means '掘った'. How 'bout you?

W: I don't think so. I think it means '勃発する'.

What does 'dug' and 'trenches' mean?

L: I think it means .....

L/W: Nice talkin' with you. / You, too.

**Reading 1** T or F questions.

Read page 90. Then close your textbook and answer T or F questions below.

1. The song which people heard was not good at all. ( T F )
2. The song was based on a true event. ( T F )
3. The British and the French were fighting. ( T F )

☆Check your answer with your partner.

**Reading Practice 1** Look at the bottom of page 90. Let's practice pronouncing new words and phrases. Listen to your instructor read page 90. Now let's read together. Don't read too fast or too slowly. Ready? Go.

**Reading Test 1** Make pairs. Do *janken*. Loser starts to read. Winner times your partner's reading speed. Try to read as fast as possible.

My reading speed is (                      ) seconds.

**Reading 2** Question and Answer in English.

Read page 90 again. When you finish reading, close your textbook and answer the following questions in English.

1. Was the song based on a true event during World War II?
2. Was the title of the song "Jingle Bells"?
3. With whom were the British fighting?
4. When people heard the song, what did they feel?

☆Check your answer with your classmate. Do *janken* first.

Winner/Loser: Opener.

W: Let's check our answer together.

L: OK. Was the song based on a true event during World War II?

W: Yes, ..... / No, ..... How 'bout you?

L: I think so. / I don't think so.

W: Then, was the title of the song "Jingle Bells"?

L: Yes, ..... / No, ..... How 'bout you?

W: .....

L/W: Nice talking with you. / You, too.

**Reading Practice 2**

First, let's read page 90 together. Try to read together. Second, Read together with your partner at the fastest speed. Finally, start together, but read at your own fastest speed.

When you finish reading, please sit down. Stand up, please. Ready? Go!

**Reading Test 2** Make pairs. Do *janken*. Loser starts to read. Winner times your partner's reading speed. Try to read as fast as possible.

My reading speed is (                      ) seconds.



**Vocabulary Output** Fill in the blanks with the suitable letters below. Handout L8-2

1. She parted from her friend ( ).
2. It took me two hours to ( ) a hole one meter.
3. The plants were damaged by the ( ).
4. After we finish digging the ( ), planting the flowers will be easy.
5. The night was ( ) cold.
6. The meeting ( ) until midnight.
7. I wonder if a third world war will ( ).

a.in tears    b. break out    c. dragged on  
d. frost    e. bitter    f. dig    g. trench

**Grammar Point** Look at the sentence below:

A dog came running toward us.

「犬が私たちの方へ走っている状態で来た。」 → 「犬が私たちの方へ走ってきた。」

The door remained closed.

「ドアは閉められた状態のままでした。」 → 「ドアは閉まったままでした。」

**Let's Try** [ ]内の語を適切な形にして、下線部に書き入れなさい。

1. Natsumi sat \_\_\_\_\_ for her brother. [ wait ]
2. We stood \_\_\_\_\_ at the beautiful picture. [ look ]
3. I felt \_\_\_\_\_ by what he said. [ hurt ]

**Express Yourself**

What do you usually do on Christmas? Do you have a special memory about Christmas?  
Please tell us about Christmas. Try to write at least 8 sentences.

☆Share your idea with your partner

## Lesson Plan: Lesson 8 "Christmas Truce"

Name (Hiromi Tsuji)

1. Level: The second year senior high school students

2. Class size: 40

3. Textbook: World Trek II (Kirihara Shoten)

Lesson 8 'Christmas Truce'

4. Goal for this lesson: To know what happens on Christmas in 1914 in France and compare to Christmas now.

5. Procedure: 50 minutes × 2 classes

1. Warm-up

Small talk for 1 minute with 3 different partners

2. Pre-reading

(i) Brain storming

Students learn some words about Christmas

(ii) Share Ss' ideas with partners

3. While-reading

(i) T or F questions

Ss grasp the story

(ii) Pair work

Ss check their answers with partners in English

(iii) Vocabulary input

Ss learn new words and phrases

(iv) Reading practice 1

Ss practice reading together, checking their pronunciation of each word or phrase

(v) Reading test 1

Ss make pairs. One of them reads the textbook aloud and the other times the partner's reading speed

(vi) Q and A in English

Ss grasp the story more deeply

(vii) Reading practice 2

Ss deepen the understanding of the story

(viii) Reading test 2

Ss take the second reading test. They are supposed to read faster than the first reading test.

(ix) Vocabulary output

In 'Vocabulary input,' Ss input vocabulary and recycle it.

(x) Grammar point

Ss learn one grammar rule and practice it.

4. Post-reading: Essay writing

Ss write an essay about the given topic in around 10 sentences. After

writing the essay, they make pairs and share their essays in English.