

ACTION RESEARCH FINAL REPORT (March 24, 2012)

Yuji Tanaka

1: Title: How effect on TBLT as the communicative activities?

2: Context:

(1) Level: Junior high school 3rd year students.

(2) Class size:32students

(3) Time: 45 ~ 50 minutes × 3 classes

(4) Text book [Sunshine English Course] (KAIRYUDO)

(5) Issues

The theme of department of foreign language in Hamamatsu educational committee is “All English”. I thought it was nice theme. But when I finished “All English” I wonder it is really effective. Because many students wrote negative opinions through the questionnaire. “It was different than what I’ve ever thought. Especially, the phase of explanation in English, I couldn’t understand instantly what you said”. “I didn’t think such a difficult class before. I can’t follow this type of English class”. And so on.

I thought we have to consider the expression of English. For the low level students, “All English” class is hard for them. I have to say slowly and easy expression.

Also management of the class is very important. I have to consider about members of the group during the Task cycle. At this moment, students do the task, in pairs or small groups. Teacher monitors from distance. But if there are no high level student in each group, the activity won’t be success.

3 My Goals:

Students can tell and write the essay about the theme.

4 What I did:

I applied Vygotsky's frame works in order to do the Task cycle smoothly, when considering how to make a group.

At first I selected 8 high level students. (Class size: 32 students) After that I made 8 groups. Each group has 4 members. High level students will be a leader of the group and they can teach middle or low level students. Through this the student can scaffold each other. Also I was concerned about student's relationship. If each student doesn't have a good relationship, the groups will not cooperate well. So I considered student's level and relationship. After that I made a ticket. (P.13) The ticket is written about students' number and 1st group and 2nd group. Before the class I deliver the ticket and they can make group smoothly.

Through this, scaffolding went smoothly. High level student taught low level student and they interacted with each other. It was good for me. I had to answer too much questions during the writing task before. But this time high level student teach the low level student. Sometimes they scaffolded each other. I could easily monitor the student.

5 What happened:

(1) Results from the surveys in July and February:

2011 Questionnaire Compare with July and February

No	Questions	Answers	July%	Feb%
1	Do you like English?	Yes, very much.	15	16
		Yes, I do.	21	16
		I can't decide.	25	35
		Not very much.	15	29
		No, I don't.	15	6
2	Do you enjoy English lessons?	Yes, very much.	21	9
		Yes, I do.	37	45
		I can't decide.	25	45
		Not very much.	6	3
		No, I don't.	6	0
3	Do you understand English lessons?	Yes, very much.	18	22
		Yes, I do.	31	35
		I can't decide.	25	41
		Not very much.	12	3
		No, I don't.	9	0
4	What is your most important purpose to learn English?	Entrance exams for high school.	78	51
		To use English for future job.	9	9
		To have ability for daily conversation.	56	51
		To have qualification.	9	16
		To go abroad for the future.	9	9
5	How many hours do you study at home?	More than 1 hour.	6	6
		1 hour.	18	32
		30 minutes.	34	29
		15 minutes.	12	9
		I don't study.	31	22
6	Do you cooperate with your partner during a pair or group work?	Yes, very much.	21	38
		Yes, I do.	53	48
		Somewhat.	21	12
		No, I don't.	6	0

No	質問	回答	July%	Feb%
7	(Reading) Can you understand the content of the textbook?	Yes, very much.	6	25
		Yes, I can.	31	35
		Somewhat.	43	32
		Not very much.	12	6
		No, I can't.	3	0
8	(Listening) Can you listen to CDs of the textbook?	Yes, very much.	12	32
		Yes, I can.	65	38
		Somewhat.	15	29
		No, I can't.	3	0
9	(Writing) Can you write what you've already studied?	Yes, very much.	12	25
		Yes, I can.	34	58
		Somewhat.	50	16
		No, I can't.	0	0
10	(Speaking) Can you speak you've already studied?	Yes, very much.	9	41
		Yes, I can.	50	48
		Somewhat.	31	9
		No, I can't.	6	0
11	(Grammar) Can you understand the explanation of the grammar?	Yes, very much.	15	29
		Yes, I can.	50	45
		Somewhat.	18	22
		No, I can't.	12	0

(2) Student impressions about English learning

Positive opinions

- It is good for listening practice.
- We have to take All English class when we enter the high school. So it is good experience for us.
- We can understand more detailed things so I'm looking forward to take it.

- Sounds interesting. I want to take it.
- We feel in the foreign country so it will be nice.
- Sounds very nice. It will be very exciting for us because we take English class in Japanese.
- If the explanation of grammar is Japanese, it will have no problem.

Negative opinions

- It will be hard for us. We don't need to take "All English class".
- We can improve the ability, but it will be very hard.
- I'm not pleased about it.
- We can't follow the class if we can't understand English.
- It'll be very upsetting for us.
- I won't deny but I don't want to do it.
- I'm not so hard but the lower level student will reject the class.

Through the questionnaire, we can find remarkable development about question No 6, 7, 8, 9, 10, 11. The difference between July and February is management of the class. In July I didn't take care about making a group. So the task cycle didn't move smoothly. Also scaffolding couldn't work well.

In December, Mr. Sato came to see my English class and gave me a lot of advice. Especially advice about making groups was important for me. Before the advice, I used lunch group. They are composed of 5 ~ 6 members. When I let the student make a group, I usually used lunch group. But Mr. Sato said, "More than 5 is too much for communicative activity." I thought it was

true. And also each group needs high level student. So I picked up to 8 high level students. After that I made groups concerning the relationship with other students. I deliver the ticket for every student before the class. And we made a group when the task cycle had started. This made the activity smoothly. After that, the student started to enjoy writing, speaking, listening. and I think better class management caused this result.

As for “All English class” It is clear to say something wrong to do all English class. I didn't use Japanese but I wasn't concerned about the role of input and output and also interaction. When we ignore about these points, the language class will fail.

“While input processing is linked to acquiring form and structure, access is linked to accuracy (correctness) and fluency (ease and speed) in output. The implication for language instruction is that learners need not only input to build a developing system but also opportunities to create output in order to work on fluency and accuracy. A focus on output in language instruction should make every attempt to have learners produce language that communicates something – has meaning – to someone else. (Lee & VanPatten P118)

Concerning about this saying and the development of Japanese of foreign students there are many suitable things. When they listen to Japanese language, they have opportunities to create output in order to work on fluency and accuracy. This made them clear development of Japanese. Now they have Japanese class 4 times in a week. Of course they learn basic Japanese grammar. But after that, they can concentrate input and output activity. This is the most different thing compared with learning English of Japanese students.

6 Reevaluate about action research

On the other hand, my “All English Class” has no opportunities to create output for the first stage. I only talked in English my own way. This made the students boring and upset. So I thought it is important the order of input and output. (input → intake → developing system → output)

But how can we get the effective output. That will connect with TBLT. “As well as input, output is now generally considered essential for language development, especially if learners wish to speak and / or write in the target language. If learners know that in class they will be expected to make real use of the target language themselves, this leads them to pay more attention to what they hear and read, and to process the input more analytically, noticing useful features of language. Thus output can encourage intake.” (Willis 1996)

Through this, I think Task Based Learning (TBL) and Task Based Language Teaching (TBLT) will be main teaching method from now on. Through this point of view I want to let the students to have the experience and imagination when they study grammatical points. The components of the TBLT framework

1: Pre-task . . . Teacher explores the topic with the class, highlights useful words and phrase, helps students understand task instructions and prepare. Students may hear a recording of others doing similar task.

2: Task cycle . . . ①Task / Students do the task, in pairs or small groups. Teacher monitors from a distance. ②Planning / Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. ③Report / Some groups present their reports to the class, or exchange written reports, and

compare results.

3: Language focus . . . ①Analysis / Students examine and discuss specific features of the text or transcript of the recording. ②Practice / Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after analysis.

7: Further issues

Through these questionnaires I can improve my English class. I want to try several times this year. And next year I want to do my “All English class” more effectively and more cheerfully. For that purpose I want to survey several times this year.

To find out what my students already know, I did questionnaire. I asked the students. “Please tell me if you have problems when you learn English”. The answers are below.

- I want to know more effective way to memorize English vocabulary.
- Please tell me how to translate English sentences in Japanese.
- I want to know more effective way to listen in English.
- I don't know how to study in my house.
- I don't know how to make English sentences.
- I want to know more effective way to learn English.

As Lessard- Clouston say, “Language learning strategies contribute to the development of the communicative competence of the students”. I think so too. To answer these questions, I introduced Reviewing Well. Of course I didn't know the name of strategy before. But I did similar strategy when I was a student. The sole strategy in this set is structured reviewing, which

is especially useful for remembering new material in the target language. It entails reviewing at different intervals.

When I was a student, I made some vocabulary card .

I concentrate to memorize this card for the first day. Next day, I made another card and memorized it. And I reviewed the first day one. Next day I made another card and memorized it. And I reviewed the first day and second day one. When I finished 5 day reviewing, I throw away the card. So every day I have 5 cards in my pockets. I did this activity when I was in the train. It was very effective and not spend much time. I didn't know this is similar to Reviewing Well. But I did it when I was a student.

I introduced this strategy for the students. I said to the students "This strategy is very useful and if you memorize 10 words every day, you can memorize 3650 words in a year." Reviewing Well is based on my experience.

So I talked to the students with enthusiasm.

Another strategy I introduced is applying images and sounds. At first I introduced "Independent language learning". In the book we can find out how to study English through DVD. And also it shows the steps. For example, Step1 Decide on your goals. Step2 Choose your materials Step3 Decide on your activities Step4 Decide when and where you will do your learning and so on.

After I introduced "Independent language learning" I showed script of "ROCKY III". Through the script we can confirm the dialogue in Japanese. So at first pick up the short situation and read the dialogue and confirm the meaning in Japanese. After that I show the DVD of ROCKY III.

Mid Presentation PROGRAM 3 Lesson Plan

Yuji Tanaka

1 Level: Junior high school 3rd year students.

2 Class size: 32 students

3 Text book [Sunshine English Course] (KAIRYUDO) PROGRAM 3

“Don't Ask Me That Question!”

4 Goal: Students can tell and write the essay about the famous and historical building.

5 Objectives

(1) Students can understand the language use:

< S + be-verb + past participle (+ by) > (the Passive voice)

< how + to infinitive >

(2) Through these grammatical points students can answer the question of work sheets and understand of explanation of the teacher.

(3) Students understand some differences between cultures.

6 Procedure

(1) Day one: Understanding the whole Program

(2) Day two: Section 1 Understanding the usage of < S + be-verb + past participle >

(3) Day three: Section 2 Understanding the usage of

< S + be-verb + past participle (+by) >

(4) Day four: Section 3 Understanding the usage of < how + to infinitive >

(5) Day five: 'Let's practice'

(6) Day six: 'Let's Communicate' Speaking and Writing task

(7) Day seven: Short test of Program 3

7 Assessment (Day 6 and Day 7) Except for Short test

[Writing]

- Write the essay more than 7 sentences without mistakes. A
- Write the essay 4 ~ 6 sentences B
- Write the essay less than 3 sentences C

[Speaking]

- Don't look at the manuscript and correct pronunciation
- Look at the manuscript and correct pronunciation
- Look at the manuscript and in correct pronunciation

Group Activity

- 日本語訳をヒントに配られたカードを組み合わせ、英語の文を完成させたものを書こう。

①英語は多くの国で話されています。

②あの建物は約500年前に建てられました。

③その手紙は英語で書かれました。

④あなたの学校では何台のコンピューターが使われていますか。

⑤サッカーは11人で行われます

道案内の文を書こう

() 組 () 番 氏名 ()

- 地図の中の A~P の建物の中から自分の自宅を決め、道案内の英文を書いてみよう。

- グループの中でそれぞれ自分の自宅がどこなのか英語で発表しよう。また採点基準を参考にして、下の表にそれぞれの発表者の点数を記入しましょう。

(採点基準)

- 5点・・・大きな声ではきはきと発表し、聞いていてとても分かりやすい。道案内の英語の文も正確で発音も良く素晴らしい発表である。
- 4点・・・声のボリュームや発音はふつうであるが、正確な英語の文で道案内がされて、聞いていて分かりやすい英語の表現である。
- 3点・・・英語の発音や表現にやや誤りがあったりするが、どうにか目的地を案内できている。発表の声も普通にできている。
- 2点・・・残念ながら、英語の文が間違っていたり、声が小さすぎて目的地にたどり着けなかった。でも、一生懸命に道案内の表現に取り組んでいた。
- 1点・・・途中で日本語が混じったりしながらも、とにかく道案内をしようとがんばった。

名前						
得点						

- 得点を集計してグループの中で一番良かった人を代表者としましょう。同点の場合はジャンケンで勝った人が代表になってください。