

Action Research Final Report in 2010-2011
Grammar I (General English & Oral Communication I)
Integration Skills and F on F with ICT devices
March 26th

Reiko Iwai (A High School)

1. **Level:** 1st year students in Senior H.S.
2. **Class:** General English (for International course) & Oral Communication I (for regular course)
3. **Class size:** 3 classes with 20 students each (including international course with one exchange student from Switzerland until January)
4. **Textbook:** LEARNERS' English Grammar in 25 stages (2 credit / twice in a week)
5. **Goal(s) :**
 - 1) To enhance students' understanding the function of grammar forms and develop their practical skills of making use of them.
 - 2) To develop materials or ideas to integrate four skills; reading, writing, listening and speaking.
 - 3) To improve, modifying or making up for my own previous action research projects.

6. Issues:

To this final report, I would like to make several points clear the difference and the common things of general tendency between international course of students and regular course of students through one year of action research along with the last five years.

7. Objectives

To find out each activities of this action research were effective or not, final questionnaire was done both in multiple-choice type and in open-ended type question.

8. Attached Materials

- 1) The results of year-end questionnaire (International course- General courses)
- 2) Analysis
- 3) Feedback comments to the students
- 4) Final report for International course of students and rubric after extensive reading.
- 5) Evaluation (rubric for story writing)
- 6) Example lesson plan and work sheets revised in 2010-2011

9. What happened (Analysis of final questionnaire)

Since 2006, I have kept doing Action Research (A.R.) on Communicative Grammar teaching in my high school. Every year I have the same impression that I had in the first year of my A.R.; generally speaking, "Students of international course" have much more positive attitude toward communicative activities rather than students of general course, not only in their participation

but in their academic results. For this reason, I decided to analyze qualitatively rather than quantitatively. This time I am going to refer the similarities and the difference between the two types of students' group.

1) & 2) The results of year-end questionnaire (International course(INC)- General courses (GC)) and its analysis. (see Final Questionnaire)

【 Shown similar *positive* tendency in both groups 】

A. (Q2) Handouts (Input activities) before the textbook practice are well accepted by almost 100% students. They got used to it or accepted something out of the ordinary.

B. (Q4) Teaching with projector (visual aid on the board)

This trial had much higher reputation than I had first expected. Especially for students of regular course 5, 100 % students admitted that visual aid on projector was very helpful, which realized me something important. With the aid of visual materials on board, it will be much easier to communicate for both teachers and students in class, because visual aid makes some virtual situation close to the real world.

C. (Q7) Writing Activities

Surprisingly, every student answered writing activities (i.e. essay, diary, 5 min. writing etc.) were of great help. It must be the fact that they could get some sense of fulfillment in writing.

D. (Q13-14) Small tests (listening & memorizing key sentences)

These are the type of tests that are included in their evaluation of academic record such as a periodical test.

E. (Q15,17) Teacher's way of conducting and teaching in class

Generally O.K. and needed to keep on improving.

F. (Q25) Knowledge and skills of English

Especially for students of INC, answered definitely 'YES.'

These are some good suggestive result of conducting teaching grammar communicatively. All those materials , activities or approaches could be done to be well motivated students regardless of their inclination.

【 Shown some difference between the two groups 】

A. (Q1) Original English story with target grammar imbedded to show how to use them

INC liked them very much partly because those stories are filled with teacher's stories or experience of failure, or authentic ones related to sts' real life. On the other hand, the number of students feel positive about the material is slightly decreased in GC compared with INC. This might be caused by the longer

sentences or some unknown words or phrases to cope with. Some GC students felt too much burden to understand them thoroughly.

B. (Q8) Posting students' writing in class

These two are typically different. Sts of INC are positive. On the other hand, some sts in GCS show reluctance in their works opening to public. Several reasons can be considered. The level of confidence, character, cultural background

C. (Q9) Teacher's direction and explanation in English

(Q19) the amount of English that can understand

(Q21) the amount of understanding of peer's English

All these three are related to their level of understanding. Teacher's English conduct is welcomed in INC, but some of the GCS show the other way round.

D. (Q22,23) The amount of writing

(Q24) The level of speaking

These two results are closely connected to the previous C (Q9,19 & 21) answers. In fact, they can write more. Especially for INC, the final assignment, writing original story after reading over 20 graded readers show that their level varies (see students' work). The more they have chances to write, the more they can write. This fact seems very reasonable.

E. (Q 26) Which skill are you good at?

The amount of activities related to each skill shows simply on students answer. Only controlled speaking doesn't create genuine skill of speaking.

[Other Elements]

The reason why **Group competition** should be introduced in conducting class was that some GC sts show reluctance to take part in activities, which ruins the atmosphere during class and the pace of progressing slows. Some students don't like to do it. Those students can concentrate class without it. And reaction for feedback from seniors is varied. Some welcomed, and others didn't.

[Extensive Reading Assignment for INC]

This semester, about 100 books of graded readers (ORT, Foundation Series and others) were installed in the school library. In summer, winter holidays and February, INC students are assigned to read and write minimum comment about in total number of 30-40 book regardless of the level. At first, sts had no mouse in silence. As a result, almost 100% students answered this assignment was of great help and enjoyable. As an intake or output activities, they wrote their original short story at the end of the semester.

3) Feedback comments to the students

After collecting students' questionnaire, I wrote and returned feedback comment for each student at the end of the semester.

4) Writing story with target grammar.

At the end of February, students were supposed to hand in their original story. They had to attach a sheet of paper written as many target grammar items as possible. This assignment told me a lot about each student. One student enthusiastically wrote what he wanted as many as possible without picture. He doesn't have any interest in drawing. Another student tried to write story with target grammar.

10. What I learned

This time I can clearly tell the similarities and differences between INC and GC. Well-motivated students who are given proper level of activities will voluntarily and obediently follow the instruction and develop their skills. On the other hand, de-motivated students don't accept more than I had expected. Those demotivated students may need something stable which they can get a sense of fulfillment.

Generally speaking, students who are not good at academy score likes to be taught With visual aid or projector. This is partly because it is not an easy matter for them to get an image of what they read or listen, I assume. That's why using projector helps those students understand English lessons.

And another interesting tendency was almost all the students are positive toward writing essay. Not only INC but GC can see their progress in writing. Writing is a good barometer of how much they learn to write.

Extensive reading got highly reputation among INC. At first they were surprised to read a certain amount of books that they should do. However, as their reading habit is progressing, they come to know how much it is fun and enjoyable.

11. Future Issues

Need to scaffold approach for those who are weak in English. Those students have a tendency to easily forget what they learned in previous class, unable to write words properly, or not to have a habit of doing homework at home. They need more down-to-earth practice at home. At the same time I've learned that those students are welcomed using projector or visualizing what they learned. These visual materials must be of great help in conducting class in English. With the proper combination of four skills, especially for reading, listening and writing in Grammar class, I should keep on modifying my way of teaching.

In my school, an increasing number of teachers are getting to know an importance of writing and extensive reading. Also those teachers are going to start English instruction step by step. Next semester, GTEK test, which has a writing section, are introduced. In addition, some other extensive reading books, graded readers, are going to be installed in the library.

I will seek for effective approach for students and good combination of teaching method.

Lesson Plan

Reiko Iwai

1. Lesson Plan : Projection

1) Review

*Let sts. talk about what they learned in previous lesson in pair.

*Small test

Two minutes conversation with conversation strategies and a target grammar form

Before or after the timed conversation, let students show model conversation or

feedback

what they did at the presence of the whole class.

2) Introduction

Input-activity for the target grammatical forms

* Show sts today's goal

* Introduce input activities before explaining the target form.

Small quiz relating to the target grammar point / Hand out activities

3) Pair work

* Exchange information

4) Practice with textbook

5) Feedback for writing essay

* Project their works and check sts' writings (two lines diary). A teacher collects their common mistakes typed out

6) Review what they learned from today's lesson in pair

2. Variation of visual presentation

Projection ① Word: Participle (Input)

Projection ② Word: Participle (Explanation)

Projection ③ Word: Comparison+ Electric Blackboard (Input)

Projection ④ Power Point (P. P.)+Animation: Comparison (Input + Repetition +Output)

Projection ⑤ P. P.+Animation : Comparison (Input)

Projection ⑥ Word: Comparison (Output)

Projection ⑦ Students' Work (Feedback)

Projection ⑧P. P.+Animation: Relative (Input)

Projection ⑨P. P.+Animation: Preposition +Relative (Input)

3. Assessment

Term test 85%, Small test 5%, Assignment 5%, Classroom performance 5%

Students are supposed to answer monthly questionnaire



Can Reiko Eat Sweets?

玲子はお菓子を食べていい？（助動詞のバリエーション）

3人一組のグループを作りなさい。そして次の文を時間内に読み、タスクを終えなさい。The fastest, the winner.

To tell you the truth, Reiko **used to** be very fat. I mean, not now. **Can** you believe it? You **might not** believe it. But you **can** believe it. She **used to** weigh about 60 kg when she was a high school girl. She thought that she **should** lose her weight. The following was a diary which she wrote in her high school days.

Sunday, May 11th

I got 5 kilogram this week. Because I had eaten five doughnuts every morning last week. I **have to** lose my weight. But it **must** be very difficult. I know I want to eat something when I try not to eat. When I think I **must** lose weight, my mother always buy me some sweets. Then I think I **may** eat only one time. How **should** I keep my own promise? **Can** I lose my weight?

Ask following questions to your classmates.

- Question
1. **Can** you believe Reiko used to be very fat?
 2. How many kilograms **might** Reiko weigh the next week?
 3. Do you think that Reiko **was able to** keep her own promise?
 4. Do you have any good rules that Reiko **should** keep?
 5. Write one suggestion to Reiko.

Your idea	's idea	's idea
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

..... You can see when you have no idea how to answer in English.

- Example Answer :
1. No, I **can't**. Because she is not fat now.
 2. She **might** weigh another three kilogram.
 3. She **must** keep her promise. But she **was not able to** do it.
 4. She **should** ask her mother not to see her sweets.
 5. She **must** plan for losing her weight.



Final Open-ended Questions done by each class

March 3, 2011

【Open-ended Question (International Course) 】 the number of answers out of 19 sts.

1) Extensive reading is very effective for me not only for my enjoyment but also the reading speed and understanding level of the long sentence in a mock test have improved very much.	8
2) Writing activities like keeping a short diary and 5 minutes' writing enabled me to get a skill of expressing my self in English. I really enjoyed writing about myself in English.	4
3) I really enjoyed Ms. I's story very much, which made me realize and motivated to learn more English.	3
4) I do want to practice speaking more often. I enjoyed two minutes' free conversation .	4
5) Gradually I got used to listening to Ms. I's English in Class , which surprised me very much at first. Now I am very excited to be given assignment such as essay writing, reading books and so on. I believe teacher's speaking English in class is of great help.	4
6) Ms. I's gave us a lot of homework such as writing, sending text messages to someone, practice in the text book etc., every time and it was very tough for me. However, the homework made me improve my English skills. Now it is natural for me to use English in my daily lives.	5
7)As I kept on making conversation in pair , I come to acquire enough knowledge to express myself freely.	2
8) Feedback and practice on screen helped me a lot in noticing our mistakes and easy to understand.	5
9) Chances to immerge myself to English has dramatically increased such as speaking, writing, reading and listening compared with when I was a junior high school.	2
10) I've learned the importance of preparation before the class . As I am not good at grammar, I would not have understood what did in class if I had not prepared in advance.	2
11) The way of teaching in class is very easy to understand.	3
12) I should learn and memorize English more correctly.	1
13) I don't like to read logical stories. I should try to understand them anyway.	1
14) My writing skill should be improved to be more correctly. I'll make an effort for it.	1
15)I am hoping to understand what native speaker says. I'll try my best to practice English.	1

☆Enthusiasm toward creative activities can be seen on this open-ended questionnaire.

There was no negative response from students of international course. Many students seemed to have a will to improve their own English ability both in practical and academically.

Rubric for Assessing Story Writing

Name: _____

Name of the judge: _____

Title of the Story: _____

	Criteria			
	1	2	3	4
First Impression	Turning the first page, readers lost his or her interest in reading.	Not bad impression. Readers flip over several pages and scan the whole content.	Interesting. Readers flip over some pages and begin to read and finish it up soon.	Very Attractive. The moment readers open the page, he or she is swallowed up into reading.
Visual and neat handwriting or effective use of P.C.	Minimum use of visual aid. But not effective to the story. Readers hardly read handwriting.	Pictures don't any connection with the story line. Readers can read handwriting.	Pictures or photos help and don't disturb its story line. Handwriting is also neat and readers feel easy to read.	Visual aids are well fit with the story and help or round out characters. Effective and imaginative for readers.
Language Skills	Has many inappropriate expression and difficult to follow. Lots of misspelling. (×) Imitation	Has some inappropriate expression or many grammatical errors.	Has a few inappropriate expression or some grammatical errors.	Has appropriate expression or few linguistic or grammatical errors.
Plot, organization & Originality	Plot: Imitation or plagiarism of someone or some other originals.	Following some original story with his or her revision.	Their own personal story with some fiction. Organization is OK.	Total original and exerting its ingenuity. Organization is great.

Length, enthusiasm & dedication	Minimum length of the story which make sense of the story. Not showing willingness.	Moderate length of the story, which can tell reasons.	Reasonable length of the story. Showing good try and accomplishment.	Fair length of the story. Expressing their enthusiasm, devotion or dedication.
Delivery	Mumbles, incorrect pronounce and intonation. Speaks too quietly for audiences in the back of the room to hear.	Incorrectly pronounces. Few eye contact or gestures. Audiences has difficulty hearing presentation.	Clear voices and correct, precise intonation. Or proper eye contact and gestures.	Uses clear voices and correct, precise pronunciation and intonation. Proper eye contact and gestures.
Score				

Judge Comment:

総合英語 A と OCI の授業に関するアンケート(2 月) 1 組国際コース / 2 組 / 5 組 %

◎ 国際コース、標準クラス(2・5 組)とも同傾向にあったもの

☆	1 年間の授業を振り返って、以下のことは理解に役立ちましたか？	はいとても	はい	半分半分	どちらかといえばいいえ	いいえ
2	教科書にいきなり入る前に、プリントや映像などを使ったりしてあらかじめイメージしてから問題をといていったこと	100 / 58 / 90		* / 26 / 10	* / 16 / *	
4	黒板に映像を映して説明し、授業をしたこと	84 / 69 / 100		16 / 26 / *	* / 5 / *	
7	英語を書く活動	90 / 63 / 65		10 / 37 / 35	* / * / *	
13	英語基本例文小テスト	84 / 64 / 85		16 / 21 / 15	* / 5 / *	
14	リスニングテスト	95 / 63 / 70		5 / 26 / 25	* / 11 / 5	
15	先生の授業内での説明、授業の仕方	90 / 79 / 75		10 / 16 / 25	* / 5 / *	
17	現在、毎回の授業は理解できますか？	58 / 58 / 40		42 / 42 / 45	* / * / 15	
25	// 、4 月当初に比べて文法の知識運用能力は増えましたか？	はい(とても)		半々	どちらかといえばいいえ	
		91 / 63 / 45		9 / 37 / 45	* / * / 10	

◎ 国際コース(1 組)と標準クラス(2・5 組)で顕著な違いがでたもの

☆	1年間の授業を振り返って、以下のことは理解に役立ちましたか？	はいとても	はい	半分半分	どちらかといえ ばいいえ	いいえ
1	プリント(悩み相談、クイズ、失敗談)で実際文法がどのような場面で使うかの例を提示されたこと	95 / 63 / 60		5 / 26 / 30	* / 11 / 10	
8	みんなが書いたものを黒板に映して意味をとったり添削したこと	95 / 63 / 65		5 / 26 / 15	* / 11 / 20	
9	書いたものを清書して、教室に貼りだしたこと	74 / 37 / 15		5 / 21 / 45	* / 42 / 40	
11	先生が英語を使って説明したこと	95 / 50 / 45		* / 32 / 25	5 / 18 / 30	
12	自分たちで英語を使って聞いたり、答えたりしたこと	95 / 58 / 50		5 / 26 / 30	* / 16 / 20	
16	(国際コースのみ) 英語の本を読む宿題	95		5		
19	"、習った文法事項で読める量は増えましたか？	84 / 64 / 35		16 / 26 / 50	* / 10 / 15	
20	"、授業中の先生の英語は理解できますか？	74 / 31 / 20		26 / 37 / 45	* / 31 / 35	
21	"、ペアワークで相手の英語は聞き取れますか？	95 / 53 / 40		5 / 42 / 45	* / 5 / 15	
22	"、文法ミスを考えずに英語をどのくらい書けますか？	20~30 行以上		10行以上	数行程度	
		27 / * /		58 / 42	15 / 58 /	
23	"、習った文法項目も使って英語をどのくらい書けますか？	20~30 行以上		10行以上	数行程度	
		22 / * / 5		63 / 32 / 35	15 / 68 / 60	
24	"、英語を話すことについてどう感じていますか？	(とても) 楽しい		下手だけ ど嬉しい	どちらかといえば苦手	
		52 / 32 / 10		48 / 32 / 20	* / 36 / 70	
26	"、どの技能が一番得意ですか？	読む	聞く	書く	話す	教科書の 問題
		21 / 43 / 35	37 / 26 / 15	20 / 5 / 25	21 / * / *	10 / 26 / 20

◎ その他

☆	1年間の授業を振り返って、以下のことは理解に役立ちましたか？	はいとても	はい	半分半分	どちらかといえ ばいいえ	いいえ
3	親しみのあるキャラクターを使って、英語を説明したり表現したこと	89 / 68 / 50		11 / 26 / 40	* / 5 / 10	
5	ペアで活動をしたこと	58 / 32 / 20		37 / 58 / 65	*5 / 10 / 10	
6	グループ責任制で授業を進めたこと	68 / 68 / 50		21 / 21 / 40	*11 / 11 / 10	
10	先輩に見てもらって、添削やコメントをもらったこと	76 / 64 / 55		16 / 26 / 20	5 / 10 / 45	

18	〃、文法問題は解けますか？	31 / 42 / 15	58 / 42 / 50	11 / 6 / 35
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コメント

1	ドリル問題の説明の前に、オーセンティックな教材で導入していったこと、映像を活用したこと、授業中のやり方を前向きにとらえ、文法運用能力が増えた、そして何より英語を書く活動は3クラス共通した高い数値を示した。
2	基本例文小テスト、リスニングテストは定期テストにすぐ反映するため、生徒の支持も高かった。
3	上記とは反対に、国際コースではよかったが、普通コースでは評価がまちまちだったのは、コミュニケーションのために必要な活動であった。例えば、書くことはいいけれども、それをみんなに見せることや、ペアワークや、話すこと、英語で授業をすることには消極的な生徒の数も少なくなかった。
4	書く量も、話すこともその回数や動機に比例して、国際コースではその数値が高かった。普通コースでは、進度の関係で、書く回数が少なかった。
5	授業での集中力をどの生徒にも高めるために、グループ責任制にしたが、マイペースでやりたい生徒にとっては今一つのところもあったようだ
6	同じ国際コースの上級生に添削・コメントをもらったことについては、概ね好意的に受け取る生徒と、あまりという生徒にクラスによっては分かれた。上級生よりは先生にきちんと直してもらいたいというコメントもあった
7	国際コースのみの宿題の多読、(一カ月に20冊)は大変好評であった。