

Final Presentation

Better Learner Outcomes through Integrated skills with improved assessment

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- 1. Level:** Junior high school second year students; five students in the class-four males and one female. They are all second-year junior high school students. Their English level is quite good; all students passed Step test Level 3 in July 2010.
- 2. Class size:** 1 classe- 5 students
- 3. Textbook:** QA 200 Matsuka Phonics Institute, Speech Navigator 2

MAB (My Achievement Book)

MAB: students' book which contains their attendance, classroom English, notebook, records, goals and homework records. We teacher give feedback of presentation, interview test and goal check in this book. It is becoming portfolio and is used as ongoing assessment.

Portfolio

Collection of their studies which are contained regular or periodical handouts, essays, pictures and reflections.

4. Problems

- The consequence was that as one of nature's English Conversation schools, we didn't have a clear assessment system which teachers, students and parents can share together visibly.
- Most students have been continuing their English study since they were elementary school students. They already have quite good listening and reading ability by then. However, the curriculum lack of enough output activity such as especially writing, students less concern their accuracy on their output.
- Basically Lessons take place in only English, it introduces the situation we don't

have much time to communicate with students in Japanese , in addition, time is only one hour once a week, it was difficult to get student' feeling about various activities.

5. Goals

- a. Introducing peer-feedback on writing activities and reading peer's reading more frequently promote their awareness of their accuracy and their learning.

Keeping the records of self evaluations on several times Timed Conversation is also making themselves feel the sense of improving. And as a result, the quality if their conversation gets better based on them.

- b. The lesson incorporate writing essay as a final project of each unit to integrate things they previously learned going through listening, reading and speaking and put them into writing with peer-feedback and one on one teacher consultation.
- c. Questionnaires are implemented to solicit students' feeling about various learning and especially about peer-feedback. Based on the questionnaire, having one on one interview is implemented.
- d. Train students' to evaluate their study better with rubric of speaking and writing.

6. What I did

(1) Handout

Using handout of each unit, we worked and proceeded together checking and tracking what they are doing for what purpose together. They worked on several times Timed Conversation based on the topic. Every times they are supposed to do self-evaluation on both attitudes and contents. They were also supposed to give short comments each other and wrote information student got from the partner to report others. Modifying the layout of handout to promote each speaking and writing activity, and also efficiently put them together into the final writing and speaking activity in a limited time.

(2) Essay writing and peer editing

As a final projected, students wrote their own essays integrating what they learned previously. After they finished writing, they started exchanging the essay to have it read and checked by peers. They were supposed to write in mark with underline and

for the part impressed with, underline with ? For the part students don't understand and underline with! For they think it need grammatical or spelling correction. Upon the feedback students got, we had one on one shot consultation. Students presented thing they would work on for clean copy to teachers to me or asked question something they were not sure about the feedback. I added some comments and feedback if it was necessarily. Upon them, students wrote clean copy and submitted to me. The rubric of writing was just adopted last month and the final writing project was done with it.

(3) Reflection

Students reflected themselves on eye-contact, using Gambits, fluency and accuracy with scale 1-5 with comments at the end of each unit.

(4) Portfolio

Students put their handout, first draft of essay writing with peer-feedback, clean copy, pictures related of the topics and mapping in their files.

(5) Questionnaire and Interviews

Questionnaire of general class issues and peer-assessment were done three times twice which was executed at the beginning of this school year and in July. At the beginning of school year, one on one interview about their own goal setting was done based on pre -done questionnaires. In addition, students retrospective comments was recorded. The voice recorder was passed to each and they said reflection over the speaking test and portfolio.

Data Creation Methods

*Questionnaire: conducted in Aug .and Dec. in class

*Interview: conducted in Aug. face to face individual interview about 3 min. each in Japanese during class, took place based on the questionnaire about peer editing. Students brought their filled questionnaire and were asked more about each question.

: conducted in Dec. retrospective record in Japanese during class. Students were handed the IC recorder and commented about the portfolio freely.

I took two surveys in Aug. and Dec. -one is general questionnaire, the other one is

specifically about peer editing. The general questionnaire' data shows how students perceive and perceived English on behaviour, feelings and evaluation on certain materials and also in general. The other survey is about peer-assessment, which further question is based on the general survey was done formally. This is done both questionnaire and interview. I took students' retrospective record in Dec.

7. What happened

(From questionnaire)

-most students answered they pay attention to eye contact, big gestures and speak clearly and loudly. Likewise, students try to use Classroom English. However, the behaviour improvement towards their homework was not shown. (Q4,5 and6)

- Most students really liked English when they began this course in April 2010 .One students answered they don't like English very much he didn't have confidence about it, however, he answered he likes English now in Dec. Most students answered learning English is leading for their future. (Q1 and Q2)

- Most students evaluate their writing, speaking and listening quite well. They seemed to be quite satisfies with their current study. (Q8, 9 and 10)

-Most students think about English study for future. (Comments)

-Most students feel positive about class. (Comments)

(From Questionnaire about peer editing)

- Everybody didn't feel any hesitation to write in their mark and comments even they were !!! and ????. (Comments)

-Most of students took the mark of ! and ? they received positively. (Comments)

All of them felt great to get ☆.

-All students though this peer-feedback is useful to improve their English. (Comments)

-Their comments meant almost the same on the point that ti is useful but in details when they feel it were a little different. (Comments)

-One student said when they write clean copy looking at the peer-feedback, he felt it is

useful. The other student said when he read other friends reading, he felt it is useful. The other student pointed that he understood more about English through peer-feedback. The other students mentioned that he came to know what I thought it was correct happened to be wrong. (Comments)

-All students answered said they want to continue doing this like the way they are doing. (Comments)

8. What I learned

(1) As the results show students started engaging in peer assessment positively through ' reading each other's writing and doing self-assessment and peer-assessment. Students started being more aware of accuracy of their writing, too. Students started think that writing fluently is important but also that writing accurately is important for themselves and also for the readers.

(2) Simultaneously students not only sustained their positive view in the whole but also gained interest in writing and vocabulary learning too. The results shows, raising awareness of accuracy and being self- directed. This may have helped them acquire STEP Test 3rd grade that happened to everyone in this early school year. That happened to everyone in this early school ear.

(3) The good results appear to have pushed them to further study; students frequently started asking more questions about grammar. Students one on one consultation based on the peer-assessment was done very briefly. However, I could hear their intention to reflect on their clean copy when I asked students individually "how would you like to improve it?"

(4) Having students read each other's writing turn out to be a good reading skill activity. Most students were excited about getting and giving feedback, which means they were reading with comprehension and able to find places they were impressed in. That shows students are coming to enjoy reading. Furthermore students made comments "I would like to use this phrase for my next essay". Things learned from peers is sometimes more powerful and unforgettable.

9. Future Issues

- (1) To increase more self directed on deciding their homework.
 - (2) To keep their reflection more periodically in addition to their handout reflection.
 - (3) Continue implementing rubric for essay writing.
- . Under this criteria, continue doing peer-assessment and to involve students in improving the rubric.

Questionnaire on how students feel about English class in general 2010

(5 students in August and Dcember)

1. Did you like English at the beginning of this school year?				
Aug	a. very much	b. like (4)	c. so so	d. not so much (1) e. dislike
Dec	a. very much	b. like (4)	c. so so	d. not so much (1) e. dislike
2. Do you like English now?				
Aug	a. very much	b. like (4)	c. so so	d. not so much (1) e. dislike
Dec	a. very much	b. like (4)	c. so so (1)	d. not so much e. dislike
3. Are you being aware of eye contact and speak clearly and loudly when you have conversation?				
Aug	a.always (0)	b. almost (2)	c. sometimes (2)	d. rarely (1)
Dec	a.always (0)	b. almost (4)	c. sometimes (1)	d. rarely (0)
4. Are you being aware of each material's goal and how much you attained?				
Aug	a. always (0)	b. almost (2)	c. sometimes (2)	d. rarely (1)
Dec	a. always (0)	b. almost (0)	c. sometimes (3)	d. rarely (1)
5. Which studying materials are you interested in ?				
Aug				
Rhythm (1)	Conversation (3)	Grammar (2)	Magazine (3)	Others (1):
Free conversation with the teachers (1)				
Dec				
Rhythm (1)	Conversation (3)	Grammar (1)	Magazine (3)	Others (1)
Free conversation with the teachers (1)				
6. Are you being aware of how to listen to the CDs?				
Aug	a.always (0)	b. almost (0)	c. sometimes (3)	d. rarely (2)

Dec a.always (0) b. almost (0) c. sometimes (3) d. rarely (2)

7. Do you try to use Classroom English?

. Aug a.always (0) b. almost (1) c. sometimes (3) d. rarely (1)

Dec a.always (0) b. almost (1) c. sometimes (4) d. rarely (0)

8. How do you evaluate your speaking?

Dec

a.I can speak with emotion with out script.

b. I can speak with big voice and gestures with script. (4)

c. I can speak with script. (1)

d. I can do speak little.

9. How do you evaluate your writing?

Dec

a. I can write almost everything what I want to say without grammatical mistakes.(1)

b. I can write almost everything what I want to say with some grammatical mistakes.(3)

c. I can write half of what I wand to say. (1)

d. I can write a little of what I want to say.

e. I can't write little.

10. How do you evaluate your listening?

Dec.

a.I can understand everything.

b.I can understand almost everything.(4)

c.I can understand half .(1)

d. I can understand a little.

11 Students' comments on this class in Aug (The number of the students 6)

Positive comments

I simply Love English. (2)

I have been learning English long and would like to continue it. (1)

I'd like to talk to people from another countries in the future. (2)

I study For business in the future. (1)

I'd like to understand and memorize words' meanings. (1)

I'd like to try to use English talking to native speakers as much as possible. (2)

I'd like to be able to say what I can say Japanese in English. (1)

I want to speak English with native speakers more. (2)

I want to remember meaning of words steady.(1)
I want to be able to translate well and say that clearly in English. (1)
I want to try Step test. (1)
When I could translate sentences in the textbook at school. (1)
When I can do well at school. (2)
When I can communicate well with native speakers. (1)
When I can do well at the listening.(1)
The thing I like about a class is lots of English happening (1)
I like Learning in English (3)
I like studying with small group (1)

Negative Comment

I'd like to play more game. (1)

Students' comments on this class in Dec.

(The number of the students 5)

Positive comments

I would like to be able to speak English fluently. (1)
It's like a habit because I have been learning English for long. (1)
I simply love English. (1)
I study English for the future. (1)
I'd like to try to use English talking to native speakers as much as possible. (4)
I'd like to try to use English in the world. (1)
I'd like to use English at work in the future. (1)
I would like to be able to try out speaking English with native speakers. (2)
I'd like to be able to be better with grammar. (1)
I'd like to acquire enough English ability like to be able to travel alone to English speaking countries. (1)
I'd like to write sentences and present in front of people. (1)
I feel good about a class when I can do well at school. (4)
I feel happy when I can understand English well. (1)
I can learn only in English. (4)
I can talk a lot to native speakers. (1)
I can learn English pronunciation and rhythm. (1)
I can learn many phrases and ways how to hold conversation (1)
Only English lesson gave us opportunity to try to speak English (1)
I can get used to speak English. (1)

I can get used to think in English and write in English. (1)
Writing is good practice of grammar understanding. (1)
I got the confidence of speaking English in front of people. (1)
I was more aware of English rhythm and pronunciation. (1)
Expressing myself in English gave me more confident. (1)
English Magazine is interesting. (1)
I can get to know how around same age people in the world think through Magazine. (1)
I can learn real English through Magazine. (1)
Peer editing is useful. (1)
I noticed and understood my mistakes through peer editing. (1)
I was more careful to read and write. (1)
I felt great when I was able to use them. (1)

Negative Comments

need more grammar instruction (1)

Questionnaire about peer assessment 2010

12 Students' comments on peer editing in Aug. (The number of the students 5)

Positive comments

I read them well.(1)
I tried to find something good in their writing(1)
I read naturally no special attention.(2)
I payed high attention to grammar mistakes and spelling mistakes. (1)
I didn't worry so much because everybody makes mistakes.(1)
When I mark ! and ?, I feel "You don't have to worry too much" . (1)
I was impressed in friends 'sentences. (5)
I was glad to find my mistakes. (2)
Next times I try to not to get any !! and??. (1)
I would like to continue this way. (3)
I would like to do it more often. (2)

Negative Comments

Sometimes I was not sure about making.(1)

Comments in Dec.

(The number of the students 5)

Positive comments

I carefully checked grammatical mistakes, spelling mistakes. (1)

I used my knowledge the most. (1)

I read well and carefully. (1)

I feel that I'm not only the one who make mistakes. (1)

I noticed that I made mistakes. (1)

I was careful, but I made a mistake. (1)

I'm glad that I found out my mistakes. (1)

It was great about getting☆ (4)

I learned how to write well. (1)

It is useful about spelling. (1)

I can learn useful phrases (1)

I can learn something I can't learn by myself. (1)

I can discover my mistakes. (1)

I can always be aware when I can write. (1)

Negative comment

I was not so happy about getting ! and ?. (1)

13. Students' retrospective record about the rehearsal of speaking test

(Students spoke to the recorder themselves)

(The number of the students 2)

Student A:

Um... I tried to avoid the silence as much as possible. I tried to respond fast. Also I spoke loudly enough for good conversation. I was aware of making eye contact during conversation. I also paid attention to speak articulate.

Students B:

I thing I spoke clearly and loudly same as usual. I couldn't use much communication phrases. I think I did pretty well with eye contact. I was OK with responding well but I did well with avoiding silence. For the next speaking test, I would like to speak first.

Students' comments on reflection log

(The number of the students 5)

Student A: I tried to say the words articulately for the partners with paying attention to eye contact and responding well to the partners.

Student B: I tried to respond correctly.

Student C: I understood about the partner a little more from the conversation.

Student D: I got to know better my partner's school life.

To be better, I should memorize the questions. I should put some humor to make it more interesting conversation.

Student E: What I did good was that I responded well.

What I needed to work more was that I need to avoid the silence.

Student E: I was glad that I could ask lots of questions to the partners.

Lesson plan

Contains 5 times lessons

Day1

- a) Introduce the topics- consists of 10 main questions with the cards and the CD.
- b) Have teacher talk based on three questions to retrieve their own answers.
- c) Having 1 min conversation with partners.
- d) Write their sentences based on performed timed conversation
- e) Having 2 min conversation with partners.
- d) Add up more sentences referring the same questions
- f) Having 3 min conversation.

Day 2

- a) Look at their own sentences from the last lesson and have a small talk in pairs as a

warming up activity. Introduce talk more technique.

- b) Drawing their map (in the textbook) of their own answers using the keywords and pictures
- c) Provide new questions through teacher's speech.
- d) Write their answers and have 1min conversation.
- e) Add up some more sentences Consultation with vocabulary and grammar.
- f) 2 min timed conversation

Sharing the criteria of interview test together going through the handout

Interview test one on one rehearsal

Day 3:

- a) Have 3 min timed conversation with partners.
- b) Write a first draft of essay. Consultation with vocabulary and grammar.
- c) Peer editing

Collect the draft

Day4

- a) Small talk
- b) Individual consultation with grammar, contents and grammar based on the first draft.
- c) Write clean copy of fun essay with pictures.
- d) Reflection log

Day5

- a) Give back their essay individually with comments.
- b) Poster session.
- c) Interview Test