

How learners develop their communication ability in English II class.

Kosuke Kamiya

Level: Senior high school 2nd grade students 6 ordinary classes each with 33 students each, 1 Science& Mathematics Course with 39 students, 1 English course with 39 students.

Subject: English II

Textbook: World TREK English course...Kiriwara Shoten ,

Sub textbook: All New Easy TRUE STORIES...Longman

Problems: Many Students don't have a good motivation to study English

Goal and Objectives:

- (1) Students can have a good motivation of studying English.
- (2) Students can talk about 3 questions which I give them for 3 minutes by using basic conversation strategies.
- (3) They can understand the content of the textbook without looking at the Japanese translation

What I did

- (1) Make original handouts
 - Pre reading activities: Brain storming, Grasp the contents, Pair-work
 - Post reading activities: Story retelling, Short Essay writing
- (2) Give students opportunities to talk in English in classes
 - Small talk. As for small talk, I wrote down the model conversation on the blackboard every class so that students can talk by looking at the model conversation.
 - Checking answers with partners in English
 - Sharing ideas with partners in English
- (3) Speaking Test
 - Students have an Extensive class once a week in English II classes. In the class, students talk about the book they read for 2 minutes and a half. In the speaking test, they talked about the topic in pairs
- (4) All English in classes
 - It can help to improve learners listening skills.

Survey/ Result from the survey of 96 2nd graders (April and March)

1 英語で話すことについて、どう感じていますか		言いたいことをかなり自由に話せる	多少の間違いはあるが言いたいことを言える	片言だが何とか言いたいことを言える	かなり片言で、単語を2, 3個並べる程度である	ほとんど話せない
	4月	2.0%	19.8%	56.7%	17.1%	4.4%
	現在	4.3%	53.1%	35.3%	5.0%	2.3%

2 身近な話題でどれくらい話せますか？		4分以上なめらかに話せる	3分以上なめらかに話せる	2～3分位なら、滑らかに話せる	2～3分なら、時々つまるが話せる	1～2分ならなんとか話せる。
	4月	4.0%	11.2%	35.9%	32.7%	16.3%
	現在	9.3%	26.3%	39.0%	19.7%	5.8%

3 1～4の conversation strategies についてどれくらい使えますか。あてはまるものを1つずつ選んでください。

1. Opener, Closer	4月	必ず毎回使う 36.4%	たまに忘れるが言いたい使える 24.4%	時々忘れる 28.4%	どちらかを忘れる 8%	できない 2.7%
	現在	必ず毎回使う 51.9%	たまに忘れるが言いたい使える 32.3%	時々忘れる 13.2%	どちらかを忘れる 2.1%	できない 0.4%
2. Shadowing	4月	自然に何度も出てくる 7.9%	数回はできる 34.3%	3回ほどできる 29.1%	1～2回できる 23.6%	全くやっていない 5.1%
	現在	自然に何度も出てくる 21.3%	数回はできる 49%	3回ほどできる 20.2%	1～2回できる 8.7%	全くやっていない 0.8%
3. Rejoinders	4月	5種類以上できる 6.8%	3～4種類できる 26.4%	2種類できる 46%	1種類できる 17.4%	できない 3.4%
	現在	5種類以上できる 13.4%	3～4種類できる 53.5%	2種類できる 28.7%	1種類できる 3.5%	できない 0.8%
4. Follow-up questions	4月	常に3問以上聞ける 6.2%	2問は聞ける 21.4%	1問ならば聞ける 41.2%	1問聞けるときもある 20.2%	全くできない 10.9%
	現在	常に3問以上聞ける 12.8%	2問は聞ける 41.1%	1問ならば聞ける 31.8%	1問聞けるときもある 12%	全くできない 2.3%

4 ペアでの会話で、相手の英語は聞き取れますか。		幅広い話題について、具体的な情報が正確に聞き取れる。	幅広い話題について、大体的に聞き取れる。	日常的な話題について、具体的な情報が正確に聞き取れる。	自己紹介などの簡単な話題についてであれば、正確に聞き取れる。
	4月	5.9%	35.4%	46.5%	12.2%
	現在	13.7%	57.4%	23.4%	5.5%

5 どの分野を一番伸ばしたいですか		英文を読む力	英文を聞く力	英文を書く力	英文を話す力	学校の試験問題
	4月	12.8%	16.2%	28.6%	29.7%	12.8%
	現在	13.9%	18.5%	21.4%	34.5%	11.7%

6 英語が使えるようになりたいですか。		はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	そう思わない
	4月	39.7%	41.2%	16.0%	2.3%	0.8%
	現在	56.8%	34.8%	6.4%	1.1%	0.8%

7 英語は好きですか。		好き	どちらかといえば好き	どちらともいえない	どちらかといえば嫌い	嫌い
	4月	15.6%	25.4%	33.6%	13.3%	12.1%
	現在	20.3%	28.0%	31.0%	10.3%	10.3%

Students' comments (Compare with last April, what can you do now?)

(Positive comments)

I have improved my speaking skill. (15)

I have improved my reading speed. (10)

I understand grammar. (5)

I can guess the story even if there are some difficult words in the content. (2)

I have improved my listening skill. (4)

I have learned a lot of vocabularies. (9)

I have improved my writing skill. (7)

I can read long stories. (5)

I enjoy English. (2)

I can use many follow up questions. (7)

I can use rejoinders. (5)

I can use shadowing. (3)

(Negative comments)

My English skill slipped. (3)

Nothing has changed. (8)

Students' comments about English II class.

(Positive comments and requests)

I want to improve my listening skill. (2)

I want to read a lot more English stories and understand more grammar.

I can enjoy the English class because teacher's pronunciation is good.(2)

Teacher's instruction is clear. (4)

I want to improve my writing skill. (2)

I enjoyed extensive reading class. (14)

I want the Japanese translation of the textbook. (9)

Change the way of Small talk. (3)

I want to speak and listen English more. (5)

I want to study grammar more for universities' entrance examination. (13)

I want to get more detailed information of the textbook in class.(2)

I want to read more speedily. (2)

I want to study the textbook more. (5)

I want to add vocabularies.

Small Talk was interesting. (2)

I want to improve my pronunciation.

I want to study English through music and movies. (4)

I want to read more difficult extensive reading books.

(Negative comments)

True story is too easy.

I don't like speaking test.

What I learned

1 About speaking

Compared with April, many students feel they can talk in English even though they make some mistakes. This is because they had a lot of opportunities to talk in class. From April, they learned conversation strategies, such as shadowing and rejoinders, and more than 70% students say they can use the conversation strategies at least three times in conversation. As for follow-up questions, more than 50% students answer they can use follow-up questions at least twice in March. On the other hand, about 30% students can use follow-up questions only once in conversation, so they need to practice a lot next year, too. As for speaking time, more than 35% students say they can talk more than 3 minutes. For 1 year, students' fluency has greatly improved, but they need to improve their speaking accuracy, too.

2 About listening

In April, about 45% students say they can understand their partner's information well. In March, more than 70% students answer they can understand their partner's information well. So I found that students have improved their listening skill through pair-works. They can improve their listening skill not only playing CDs, but also teacher's English and pair-works.

2 About motivation

In April, about 80% students feel that they want to speak English well. In March about 90% students feel it. So they hope to be a good English speaker. On the other hand, About 40% students like English in April, and about 50% in March. So to make interesting classes is an next issue so that students have a motivation to keep on learning English.

3 About students' comments

As you can see, most students have positive comments. They say they have improved their speaking, listening, reading, and writing ability. On the other hand, they say they want to learn grammar more and they want to study reading more for an entrance examination. To match these request is a next issue.

Future issue:

1. Give students better English activities to enjoy English.
2. Give students feedback to improve their accuracy.
3. Match the class for entrance examination.

Lesson Plan: Unit18 “The Birthday Present”

Name (Kosuke Kamiya)

1. Level: Senior high school 2nd grade students
2. Class size: 33 second-year students of senior high school. (13 boys and 20 girls)
3. Textbook: All New Easy True Stories (Longman) Unit18 ”The Birthday Present”
4. Goal for this: To retell the story and write down their birthday memory in English
5. Procedure: 50 minutes × 2 classes
 1. Warm-up

Small talk for 1 minute with 2 different partners
 2. Pre-reading
 - (i) Brain storming

Students look at the title and the picture and guess the story.
 - (ii) Grasp the story and pair work

Students try the worksheet and share ideas with the partner.
 - (iii) Guess the story

Students guess the story and write down their idea again.
 3. While reading
 - (i) 1st silent reading

Students read the story silently and check the words they don't know
 - (ii) Q and A of the Vocabulary part

Students answer the vocabulary part. If they have other difficult words, I explain the words.
 - (iii) 2nd silent reading

Students read the story as fast as possible and check the time.
 - (iv) Q and A of the Comprehension part

Students answer the Comprehension part.
 - (v) Chorus reading

Students read the story. 1st time, they read the story with me.
2nd time, they read the story with the partner.
 4. Post reading
 - (i) Retelling the story

Students look at the picture and retell the story with partners
 - (ii) 3rd silent reading and worksheet

Students read the story again and check the time. Then they write down the birthday memories.

The Birthday Present

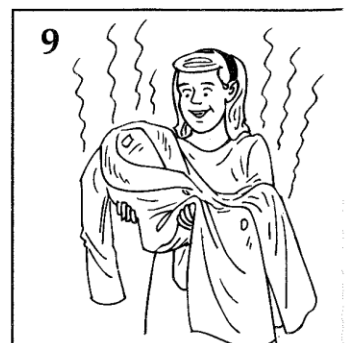
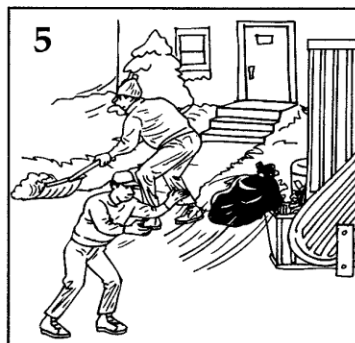
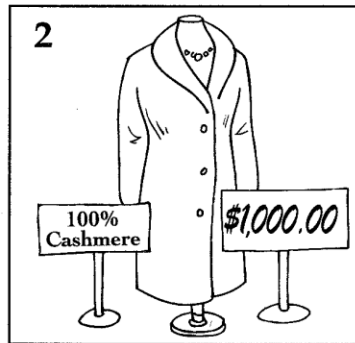


Can you guess the story? Write down your idea. Japanese is OK

UNIT 18

1. PRE-READING

Look at the pictures. Listen to your teacher tell the story.



Let's understand the story!

Look at the pictures and answer the questions.

1. What does the man look at?

2. What is this?

3. What does the man do?

5. What does the man do?

8. What does he find?

Useful Vocabulary

plastic bag... ゴミ袋 truck... トラック

Share your information with your partner!

A: Let's check answers. What does the man look at?

B: I think he looks at _____. How about you?

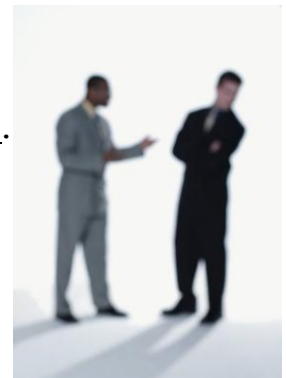
A: I think so too / I don't think so. I think _____.

B: Then how about No2. What is this?

A: I think...

Let's think!

What story is this? Write down your idea again. Japanese is OK!



The Birthday Present



JOE is shopping. He is looking for a present for his wife. Her birthday is in two days.

He sees a coat. It is a warm coat, and it is beautiful. It is also expensive—\$1,000. Joe is not a rich man. But he loves the coat, and he loves his wife, so he buys the coat.

Joe doesn't want his wife to see the coat, so he puts it in a black plastic bag. Then he takes the coat to his brother's house.

When Joe arrives at his brother's house, his sister-in-law is outside shoveling snow. "I'll help you," Joe says. He puts the black plastic bag down on the snow.

While Joe is shoveling snow, a garbage truck comes. The men see the black plastic bag on the snow. They pick it up and throw it into the truck.

When Joe finishes shoveling the snow, he looks for the black plastic bag. It is gone! Then Joe remembers the garbage truck. "Oh, no!" he thinks. "Maybe the black plastic bag is in the garbage truck!"

The garbage truck takes garbage to the dump. So Joe drives to the dump. There are thousands of black plastic bags at the dump. Which one has the coat in it? For hours, Joe opens black plastic bags. He finds empty boxes and cans. He finds old shoes and clothes. He finds old potatoes and onions. Finally, he finds the coat.

Joe gives the coat to his wife on her birthday. "It's beautiful!" she says. "I love it! But . . ."

"But what?" Joe asks.

"It smells like onions."

REMEMBERING DETAILS

What does Joe find at the dump? Circle seven words.

- empty boxes old shoes an old chair
- old onions empty cans old clothes
- an old bicycle old potatoes the coat

4. DISCUSSION / WRITING

Give a "present" to someone in your class.

- With your classmates, make a list of presents people like to give and receive. Your teacher will write your list on the board.
- Write your name on a small piece of paper. Put the piece of paper in a box. Your classmates will put their names in the box, too. Then reach into the box and take a name. You are going to give that person a "present."
- Choose a present from the list on the board. Then copy this letter on your own paper. Complete the letter as you copy it. Then fold your letter and deliver it to your classmate.

Dear _____,

I want to give you _____ for a present because _____

Your friend,

Write a thank-you note for your present.

- When you return to your desk, you will find a "present" from a classmate on your desk. Write a thank-you note to the person who gave you the present.
- Copy the thank-you note below on your own paper. Complete the note as you copy it.
- Then fold your note and deliver it to the person who gave you the present.

Dear _____,

Thank you very much for _____. I liked the present because _____

Your friend,

2. VOCABULARY

Write the correct word on the line.

- dump present gone
- shoveling snow empty sister-in-law

1. Joe wants to give his wife something. He is looking for a _____ present for her.
2. Joe's brother is married. When Joe arrives at his brother's house, his brother's wife is outside working. Joe helps his _____.
3. It is a cold winter day, and Joe's sister-in-law is _____.
4. Joe looks everywhere for the black plastic bag, but he can't find it. The bag is _____.
5. The garbage trucks take all the garbage to the _____.
6. Joe finds boxes and cans with nothing in them. They are _____.

3. COMPREHENSION

UNDERSTANDING THE MAIN IDEAS

Complete the sentences. Circle a or b.

1. Joe is looking for a present for his wife because
 - a. she is in the hospital.
 - b.** her birthday is in two days.
2. Joe buys the expensive coat because
 - a. he loves his wife.
 - b. he is a rich man.
3. Joe puts the coat in a black plastic bag because
 - a. he doesn't want the coat to get dirty.
 - b. he doesn't want his wife to see it.
4. Joe doesn't see the garbage truck because
 - a. he is watching TV.
 - b. he is shoveling snow.
5. The coat smells like onions because
 - a. it was at the garbage dump.
 - b. Joe's wife is cooking onions.

The happiest present in your life.

Class _____ Name _____

Goal! Let's write down the present you got.

What is the happiest present you got in your life? Why? happiest...最も幸せな

Who gave you the present?

When did you get the present?

Example

The happiest present in my life is I got Play station because I liked TV gamed very much when I was a kid. My parents gave me the present. I got it when I was a junior high school student. I got it on my birthday.

Share your information with your partner.

A: What is the happiest present you got in your life?

B: It is _____.

A: _____, I see. Why?

B: Because _____, How bout you?

A: It is _____ because

B: _____, I see. Who gave...



Write down your partner's information

Partner's name	What?	Why?	Who?	When?