

Final Report

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1. Title: Teacher belief about grammar instruction

2. Teaching context

1) Level: 1st year of senior high school

2) Class size: 20 students

3) Time: 50 min. x 2/week

4) Textbook: Vision Quest English Expression I (Keirinkan)

5) Problems: The textbook was not appropriate to achieve the objective of the new course of study.

Not enough information was given to teachers to implement CLT in teaching.

Many teachers are still teaching English in a traditional way.

3. Goals of this subject: to develop students' communication abilities.

Students become able to use grammar as a means of communication.

4. What I did:

Action research (①April 2013 ~March 2014, ②April 2014 ~ March 2015)

(1) Focus on form instruction

Making both input and output activities

(2) Introducing Conversation Strategies

(3) Changing assessment:

Performance tests

Show & Tell (May), Conversation tests (July and December), Presentation (October, February)

(4) Self-evaluation after each performance test (students)

(5) Survey (Teacher beliefs about grammar instruction)

Research questions

1. How did focus-on-form instruction affect students' attitudes toward English learning?

2. How did teacher collaboration affect student learning?

3. How did teachers change their beliefs about grammar teaching through teacher collaboration?

Research Methods

Survey

Interview

Observation

Action Research Report

Literature review

1. CLT

2. Grammar Teaching: Focus-on-form

3. Teacher beliefs

4. Teacher collaboration

5. Results:

Table 1

“Do you like pair work?”

Answer	April	July	March
	<i>n</i> = 38	<i>n</i> = 40	<i>n</i> = 39
Yes	18%(7)	33%(13)	31%(12)
Rather yes	53%(20)	55%(22)	64%(25)
Rather no	26%(10)	13%(5)	5%(2)
No	3%(1)	0%(0)	0%(0)
average	2.87	3.2	3.26

Table 2

The reasons students like pair work

reason	number
Because it is fun.	23
Because we can communicate with others	6
I can get used to using English.	4
It makes it easy for me to memorize English expressions.	2
It is challenging, but it is fun when I can make myself understood in English.	1
I can make friends with others	1
I think I can learn better by practicing using English.	1
I don't like talking with others.	1
I'm not good at speaking.	1

Note: number = number of students who wrote that reason

Table 3

“Do you like English?”

Answer	April	July	March
	<i>n</i> = 40	<i>n</i> = 40	<i>n</i> = 39
Yes	30%(12)	28%(11)	33.3%(13)
Rather yes	28%(11)	33%(13)	41.0%(16)
Rather no	40%(16)	38%(15)	25.6%(10)
No	3% (1)	3% (1)	0% (0)
average	2.85	2.85	3.08

Table 4

“Are you good at English?”

Answer	April	July	March
	<i>n</i> = 40	<i>n</i> = 40	<i>n</i> = 39
Yes	5%(2)	8%(3)	15.4%(6)
Rather yes	13%(5)	25%(10)	33.3%(13)
Rather no	45%(18)	40%(16)	33.3%(13)
No	38%(15)	28%(11)	17.9%(7)
average	1.85	2.13	2.46

According to Tables, students not only developed positive attitude toward English, but also gained confidence in English. These data show that focus on form, one of CLT, is certainly a better way for language learners to acquire positive attitudes.

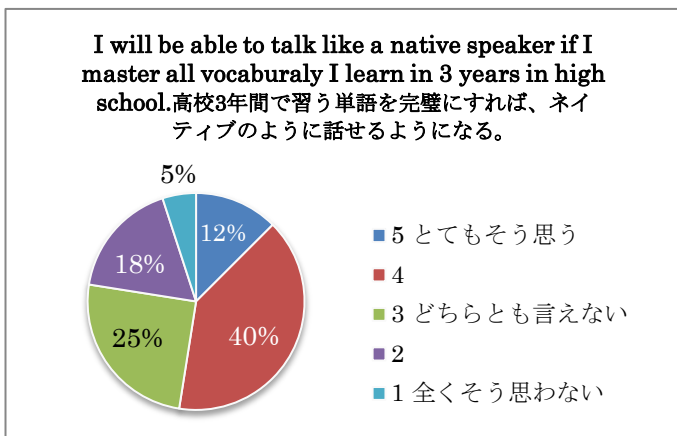
- ▶ **Students gained positive attitudes as well as better learning outcome** through the instruction to improve their communication skills.
- ▶ Teachers noticed the great positive wash back effect of communicative activities and performance tests.

6. What I learned/ findings:

- ▶ Teacher beliefs can be classified into two kinds: Persistent beliefs & evolving beliefs
- ▶ Changes do not occur abruptly, but rather at a slow rate and going back and forth.
- ▶ Teacher collaboration plays an important role in implementing CLT in teaching.
- ▶ Persistent beliefs
 1. Grammar and communication cannot exist together
 2. Mechanical drills are necessary
 3. Explicit explanation is important
 4. We must cover all grammar items & we must use the textbook
- ▶ Evolving beliefs about teaching
 1. Teacher-centered to student-centered
Student-centered is effective
 2. Fluency is important
 3. Conversation Strategies
 4. Performance tests
 5. Teacher collaboration

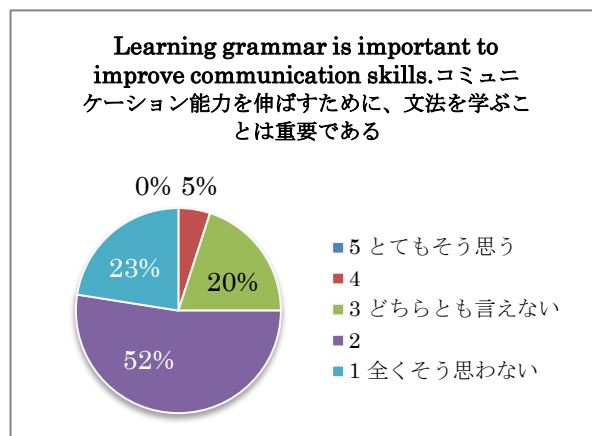
Result of AR 2014

Table 5 Learner belief about English learning



(n = 40)

Table 6



According to Table 5 and 6, more than half students believe that they can be like a native speaker by acquiring vocabulary. More than 75% disagreed that grammar is important to improve communication skills. It seems that the belief “grammar and communication can not exist together” is also found in students.

Table 7 November (n = 96)

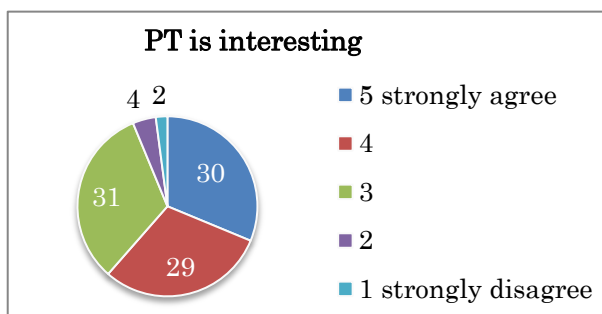
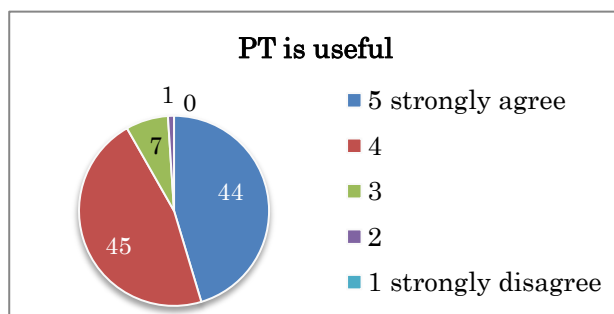


Table 8 November (n = 97)



Similar to the result in 2013, more than half of the students in 2014 feel performance tests are interesting. Almost 90% feel it is useful.

Table 9 Result of teacher survey 2014 (n=5)

About Performance tests and learning outcome	Strongly agree					Strongly disagree	average
	5	4	3	2	1		
Students improved their English ability.	2	1	1	1	0		3.8
Students actively participated in the performance tests.	1	4	0	0	0		4.2
I could have students prepare enough for the performance tests.	2	2	2	1	0		5.2

Table 10 Result of teacher survey 2014 (n=5)

Persistent beliefs about grammar instruction	Strongly					average
	agree	5	4	3	2	
Grammar and communication cannot exist together	0	1	2	2	0	2.8
Mechanical drills are necessary	2	2	1	0	0	4.2
Explicit explanation is important	2	3	0	0	0	4.4
We must cover all grammar items in the textbook.	3	1	0	1	0	4.2
Evolving beliefs	Strongly				Strongly	average
	agree	5	4	3	2	
Teachers should make classes Student-centered, rather than teacher-centered.	0	2	1	1	0	3.25
Accuracy is more important than fluency	0	0	4	1	0	2.8
Teaching conversation strategies is important	1	0	4	0	0	2.4
Performance tests are essential	1	2	2	0	0	3.8
Teacher collaboration is essential	1	3	1	0	0	4

In the previous year (2013), there was strong teacher collaboration. However, in this year, teacher collaboration was limited. Therefore, the result of 2014 was quite different from that of 2013.

7. Future issues

1. to have more teacher collaboration in my work place now.
2. to know more about learners' beliefs about grammar instruction.
3. to build a three-year curriculum with teacher collaboration.

Lesson Plan: English Expression I

1. Level: 1st graders of Senior High School
2. Class size: 20 students
3. Textbook: Vision Quest (Keirinkan)
4. Goal & Objectives:
 - 1) Students can talk about their regret.
 - 2) They can use auxiliary verbs. should + have + p.p.
 - 3) They can write about their regretting experience by using auxiliary verbs.
5. Procedure:
 - 1) Day one: Input activity & output activity
 - 2) Day two: Activity & Textbook exercises
 - 3) Day three: Conversation Strategies with ALT
 - 4) Day four: Textbook exercises & Output activity
6. Today's lesson plan:

Warm-up : Small Talk

 - 1) Input activity:
 1. Listening: Students listen and circle the ones they hear
 2. Check the answers in pairs
 - 2) Noticing :
 1. Students talk about today's grammar points in pair
 2. The teacher explains the grammar points in Japanese
 - 3) Output activity:
 - 4) Announce homework: Textbook exercises

Lesson 5 助動詞(2)

Regretting こんなはずじゃなかったのに

—助動詞 : should + have + 過去分詞 (Input & Output)—

1 Listen to the conversation, and circle the one you hear.

A: Hi, Hiroya.

B: Hi, Noriko.

A: You look very tired today. Did you sleep well last night?

B: No, I didn't. I slept for only 3 hours last night. I (**should / shouldn't**) **have slept** more.

A: Only 3 hours!! Why is that?

B: Because I was watching the soccer game on TV.

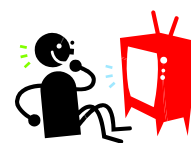
A: I see. You (**should / shouldn't**) **have watched** TV so long.

B: Well, the game was very exciting. Didn't you watch it last night?

A: No, I didn't.

B: You (**should / should not**) **have watched** it! Anyway, I will go to bed early tonight.

A: That sounds good!



2 Which of the situation has happened to you before?

※どちらかに○をつけましょう。

あなたは今まで、こんな後悔をしたことはありますか。		It <u>has</u> <u>happened</u>	It <u>has never</u> <u>happened</u>
1	I didn't sleep enough. I should have slept more.		
2	I didn't study hard. I should have studied harder.		
3	I ate too much. I shouldn't have eaten too much.		
4	I didn't listen to the advice. I should have taken the advice.		

3 Writing: Learn from your experiences.

ex) 次の例の間違いを指摘しなさい。3つあります。

I have gone to a restaurant with my friends last month. At that restaurant, we could eat all I want. Everything looked very delicious, so I tried all. I ate too much. I couldn't eat dinner on that day. I ate more than 10 cakes. I shouldn't have eat too much.

★Choose one situation, and write about your experience.

Expressing regret!

★Let's ask questions! Learning about people's experiences.

1	I didn't sleep enough. I should have slept more.
	Follow-up questions: How long did you sleep for? What were you doing? What time did you wake up? What time did you fall asleep?
2	I didn't study hard. I should have studied harder.
	Follow-up questions: Why didn't you study harder? Which subject didn't you study? How long did you study?
3	I ate too much. I shouldn't have eaten too much.
	Follow-up questions: What did you eat? How much did you eat? Why did you eat so much?
4	I didn't listen to the advice. I should have taken the advice.
	Follow-up questions: What advice didn't you take? What was wrong? / What went wrong? Who gave you the advice?

3 Writing

Reflection: 今日の活動について当てはまるところに○をつけてください。

very useful 5 4 3 2 1 not at all
 very interesting 5 4 3 2 1 not at all

Why? その理由を書いて下さい。