

# Action Research Final Report

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**Title:** Communicative Approach for Young Learners

Lesson Plan: **Final Speaking Test**

## Teaching context

1. **Level: Elementary School Grade 3,**
2. **Class size: 7 students (3 girls, 4 boys),**
3. **Class time: 50 minutes, once a week,**
4. **Textbook: Let's Go 2 (Oxford University Press),**

## **Problems:**

- a) **Class size:** The class only has seven students; a number of 10 to 20 students would be a more appropriate class size. An even number of students would be better for making pairs; a class of 7 students is one of the hardest numbers to make groups. Furthermore, the students don't have much variety in terms of partners to talk with.
- b) **Class frequency:** The class only meets once a week for 50 min, 36 times a year. It would be better for the students if we had class twice a week for an hour.
- c) **Practice:** The students don't have many opportunities to speak English; so practice is an issue for them. No practice means slower progress.
- d) **Ability:** The students have an overall low English speaking ability.
- e) **Motivation:** Some of the students don't want to learn English. They would prefer to play English games than learn English grammar.
- f) **Lesson plans:** For the first part of the year, some of the lessons were lacking an overall plan. I wanted the students to enjoy English, so the focus was more on fun than learning.
- g) **Grading and assessment:** The school is not the students' main school' it's an after school program for former students of the kindergarten. There have never been tests or a grading system for the class, so assessment is new to the school.

## **5. Goal and Objectives for the year:**

- a) To develop students' speaking ability.
- b) To show the students that English is important.
- c) To keep the students motivated to learn English.
- d) To give them a desire to learn more English after the course is finished.
- e) To cultivate an interest in the world outside Japan.
- f) To perform information exchange activities throughout the year;

### Goals for the speaking test:

- a) The main goal is to review and use the major topics that were covered during this academic year.
- b) The students will have a short conversation in pairs.
- c) They will ask and answer a question using “can” “like”, “want” and “where”.
- d) They will use the conversation strategy “and you?” during the conversation;

### **Vocabulary:**

**Can:** Ride a pony, play the piano, do a magic trick, jump rope, do a cartwheel, play with a yo-yo, play hopscotch, do a somersault, climb a tree.

**Like:** Grapes, pancakes, peaches, hamburgers, stew, pasta, steak

**Want:** Omelet, peach, pear, pancakes, yogurt, cereal, tea, hot chocolate

**Where:** Bedroom, bathroom, kitchen, bed, bathtub, sofa, stove, lamp, sink, TV, fridge,

Prepositions: Under, by, in, on, next to, in front of, behind.

### **6. Procedure:**

- Day one:        Greetings and attendance  
                    Short timed conversation in pairs. How are you?  
                    Finish the textbook  
                    Handout the speaking test practice sheets  
                    Explain the speaking test and practice
- Day two:        Greetings and attendance                **(This class)**  
                    Explain the speaking test  
                    Practice speaking test as a class for about 10 min  
                    Practice in pairs for about 10 min  
                    Draw numbers to determine the pairs  
                    Explain the grading rubric  
                    Have one pair demonstration  
                    Do the final speaking test  
                    Give back grades  
                    Give questionnaire

## **7. Today's lesson plan:**

a) Greeting and attendance;

I say hello to the students they sit down and call out their names.

b) Explain to the students how the speaking test will be conducted. Answer any questions they may have about the test.

c) Practice the speaking test with the class as a whole for about 10 minutes.

d) Have the students practice in pairs to build confidence for another 10 minutes.

e) Explain about the grading rubric and have an example pair. The first pair will do a demonstration for the class so that the following groups will know how to do to the test.

f) Start and record the test. Record the groups in order to accurately assess their progress.

g) Give feedback and grades to the students after everyone has finished.

h) Give questionnaires.

## **8. What happened:**

When the students entered the room they were nervous and excited at the same time. We started to practice as soon as possible. We practiced many times so that the students felt at ease for the test.

The students drew numbers in order to make the pairs as random as possible.

They were nervous about being recorded but by the time the first pair was finished everyone was fine with being recorded. They were mostly happy with their performance and excited to receive a grade at the end of class.

Aside from short greetings at the start and questionnaires at the end, essentially the entire class time was for the speaking test.

Most of the students used sentences that we learned in class but S2 had made some of his own answers. Out of all the students S5 was the only one who really had difficulty with the test, in terms of answering questions there was no problem but he struggled to form the questions by himself. The student who surprised me the most was S7 who is generally very shy during class but seemed confident while speaking. Her conversation was the best of all and when she finished I asked her if she practice at home. She told me that she practiced with her mother so she was well prepared for the test. S3 did very well also but his voice was a little quiet because he was nervous. The entire class, including myself were pleased by their performances.

## 9. What I learned, what I might do differently next time:

Speaking tests are really essential for student learning and motivation. Many students said that they enjoyed doing the test. All the students said that they would like to do a speaking test next semester.

I learned that they are able to make full sentences and are capable of having short conversations with each other.

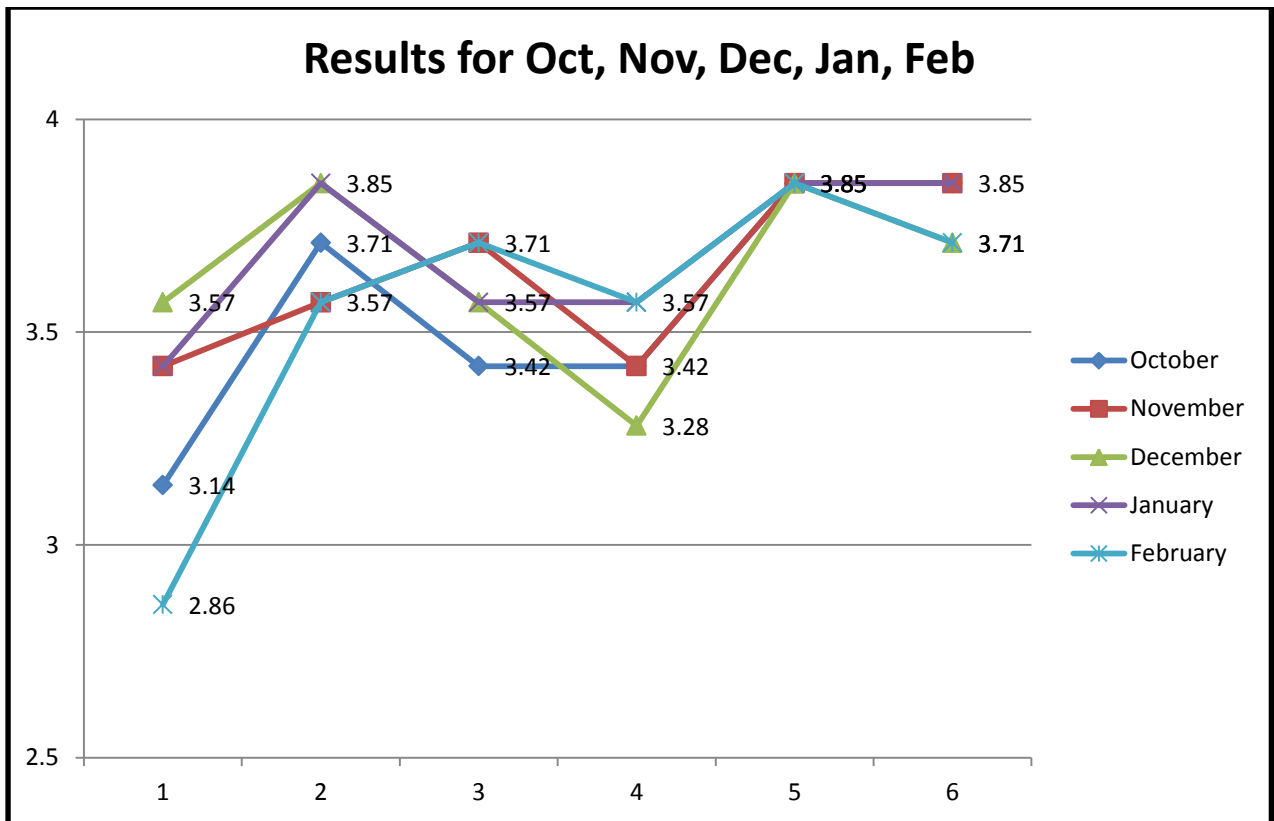
I will definitely need to do more speaking tests next semester.

Next time I will include more elements in the grading rubric such as tone, volume, eye contact, more communication strategies etc.

I think that overall the year was a success and I look forward to the next academic year.

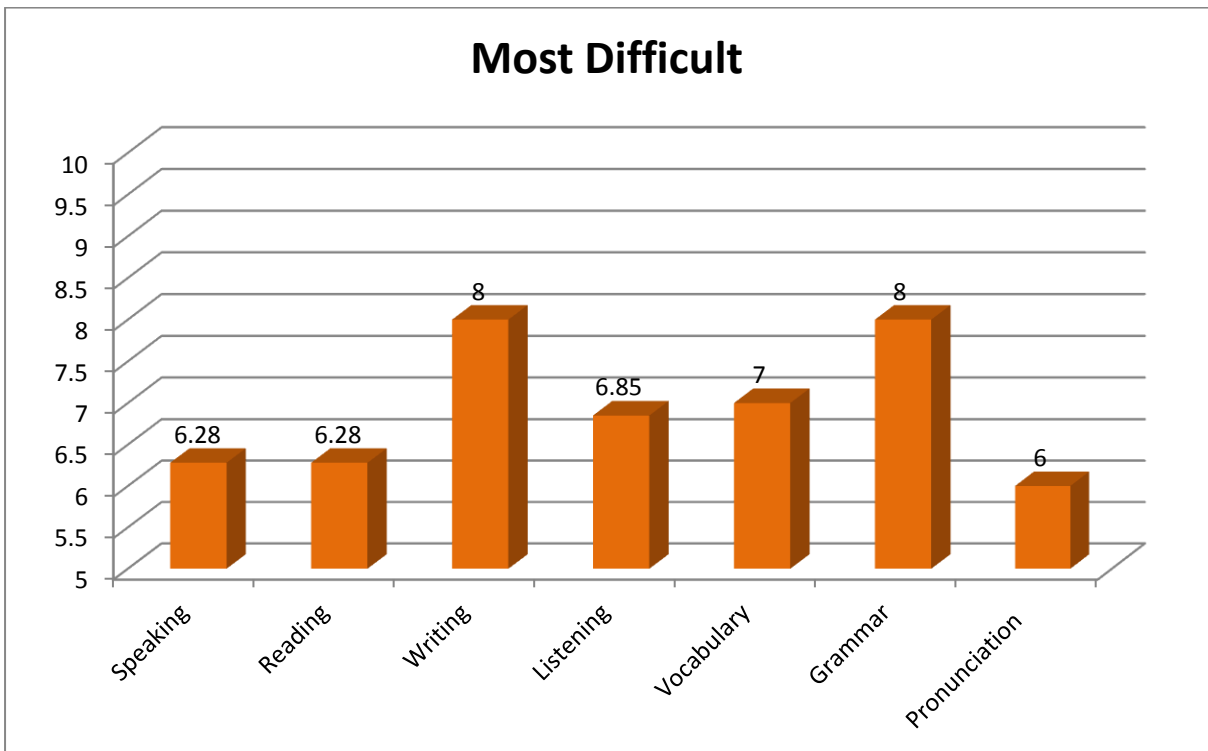
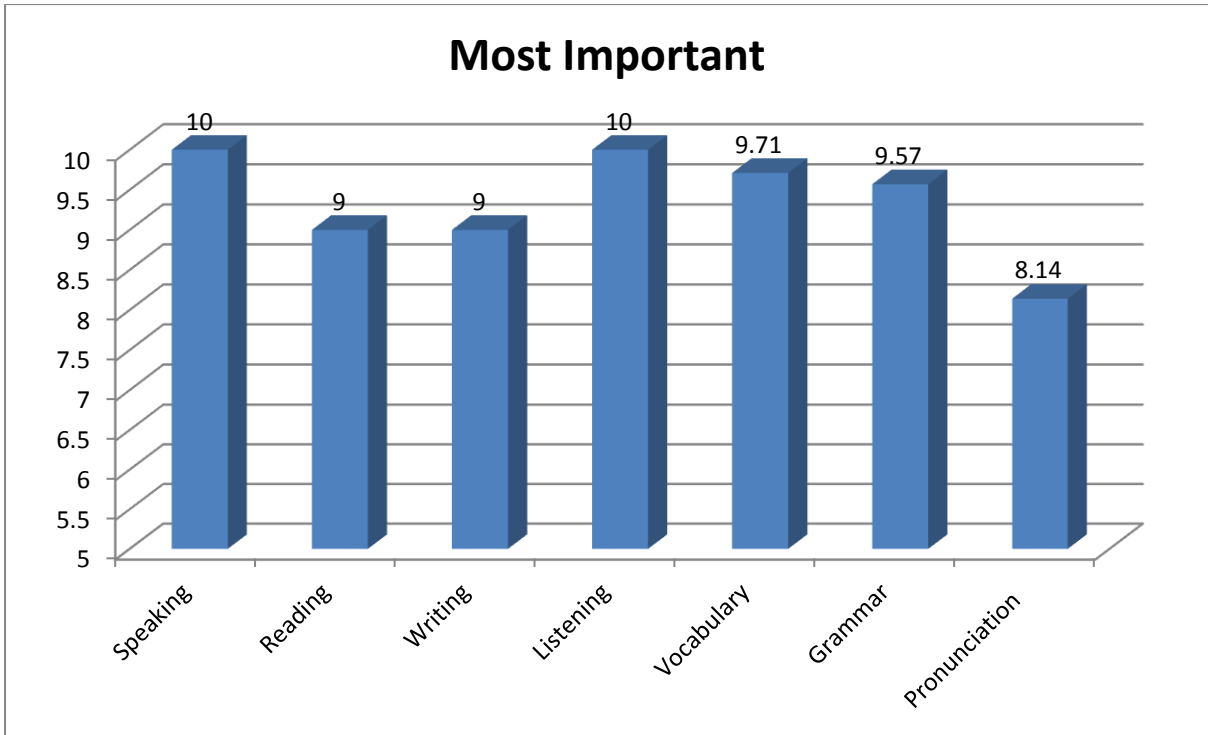
## Results

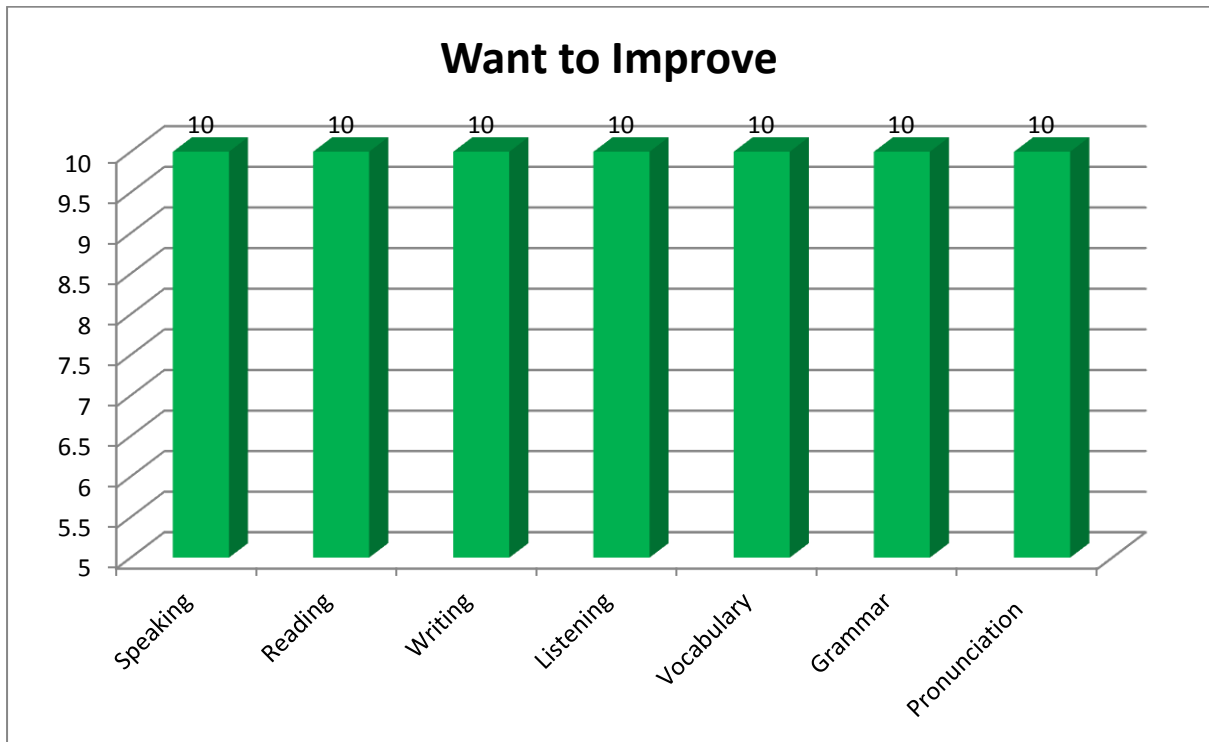
	October	November	December	January	February
1. Was today easy for you?	3.14	3.42	3.57	3.42	2.86
2. Did you enjoy class today?	3.71	3.57	3.85	3.85	3.57
3. Did you try your best?	3.42	3.71	3.57	3.57	3.71
4. Did you like the activities?	3.42	3.42	3.28	3.57	3.57
5. Do you like English?	3.85	3.85	3.85	3.85	3.85
6. Do you want to learn more English?	3.85	3.85	3.71	3.85	3.71



### Student Comments:

S1	I want to challenge myself even if some English words are hard
S2	I want to understand English more and I want to speak with foreigners
S3	I want to pronounce English well
S4	The speaking test was fun and easier than I thought it would be
S5	I want to continue learning English here until I am in the 6th grade
S6	I learned many words this year and I worked hard on my homework.
S7	Some parts of class are easy and other parts hard but I'm starting to understand more, so I'm enjoying English





### Test Results

Speaking Test		s1	s2	s3	s4	s5	s6	s7
Greeting		O	O	O	O	O	O	O
		O	O	O	O	O	O	O
Can	ask	O	O	O	O	O	O	O
	ans	O	O	O	O	O	O	O
Like	ask	O	O	O	O	X	O	O
	ans	O	O	O	O	O	O	O
Want	ask	O	O	O	O	X	O	O
	ans	O	O	O	O	X	O	O
Where	ask	O	O	O	O	O	O	O
	ans	O	O	O	O	X	X	O
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>19</b>	<b>20</b>

## Example Conversation

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A: Hello.

### Greeting

B: Hello.

A: How are you?

B: I'm fine. / I'm tired. / I'm great. / I'm hungry.    And you?

A: I'm happy. / I'm cold. / I'm good.

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B: What can you do?

### Can

A: I can ...    And you?

Ride a pony, play the piano, do a magic trick, jump rope, do a cartwheel,

B: I can ...

play with a yo-yo, play hopscotch, do a somersault, climb a tree.

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A: What do you like?

### Like

B: I like ...    And you?

Grapes, pancakes, peaches, hamburgers, stew, pasta, steak

A: I like ...

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B: What do you want?

### Want

A: I want ...    And you?

Omelet, peach, pear, pancakes, yogurt, cereal, tea, hot chocolate

B: I want ...

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A: Where is the ... ?

### Where

B: It's in the living room. It's on the sofa.

Where is the ... ?

Bedroom, bathroom, kitchen, bed, bathtub, sofa, stove, lamp, sink, TV,

A: It's in the kitchen. It's in the fridge.



## Speaking Test Grading Rubric

Name: _____		2	1	0
1	Start conversation with a <b>greeting</b>			
2	Ask <b>“Can”</b> question			
3	Answer <b>“Can”</b> question			
4	Ask <b>“Like”</b> question			
5	Answer <b>“Like”</b> question			
6	Ask <b>“Want”</b> question			
7	Answer <b>“Want”</b> question			
8	Ask <b>“Where”</b> question			
9	Answer <b>“Where”</b> question			
10	Use <b>“and you?”</b> 2 or more times			
Total				

**Unit 2**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Do You Have a ... ?      Yes, I do.    /    No, I don't.

**Tissue**      \*

**Watch**      \*

**Key**      \*

**Candy**      \*

**Comb**      \*

**Coin**      \*

**Brush**      \*



Do you have a . . . ?	Yes	No	Name
<b>Tissue</b>			
<b>Watch</b>			
<b>Key</b>			
<b>Candy</b>			
<b>Comb</b>			
<b>Coin</b>			
<b>Brush</b>			

**Unit 3A**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Find Someone Who Can . . .

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Can you. . . ?

Yes, I can. / No, I can't.

<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name: _____</p>

**Unit 3B**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

I can ... / I can't ...

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swim	dance	paint	skip	read	sing	run
play the piano		play soccer		speak English		do a magic trick

Write four things you can do. Write two things you can't do.

*I can play the flute.*

*I can't paint.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Unit 5 Foods I like

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Partner's name: \_\_\_\_\_

Example:

A: What do you like here?

B: I like pancakes.

Yuki likes pancakes.

Menu A    **Breakfast**

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Menu B    **Lunch**

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Menu C    **Fruits**

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Menu D    **Drinks**

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## Unit 5 Menus

### Menu A Breakfast



### Menu B Lunch



### Menu C Fruits



### Menu D Drinks

