

Final Action Research Report 2014

Terumi Yoshida

1. Title: Integrating Four Language Skills in Reading

2. Teaching Context

(1) Class size: 3-5,6 selected liberal arts class(5 boys and 8 girls)
and science class (9 boys and 6 girls)

3-5 selected liberal arts class (11 boys and 19 girls)

(2) Subject: Reading (4 lessons a week for 3-5,6)

Elective English (2 lessons a week for 3-5)

(3) Textbook: New Stream Reading Course (Zoshindo) for reading

All New Easy True Stories 2 (Pearson Longman) for reading

Comprehensive English 16 (Yamaguchi shoten) for elective English

(4) Level of the students: Low level third year students in senior high school

(5)Problems I face:

1) The students' English abilities are quite diverse and most of them are low.

2) Most students are not motivated to learn English.

3) The textbook does not provide activities to integrate four skills.

3. Goal:

(1) To make a positive English environment in the classroom for students to use English and make errors through pair or group work.

(2) To help students improve their English competence through the activities integrating four skills.

(3) To enable the students to talk about familiar topics with a partner in English for two minutes and thirty seconds.

(4) To enable the students to write an English essay about a familiar topic in more than 80 words.

4. What I did:

(1)The activities students did in every class using the required textbook or All New Easy True Stories in reading class.

①English target sheet:

1) Students wrote their English target at the beginning of the class and reflected to what extent they achieved it at the end of the class.

② Pre Reading activity:

1) Students talked about a topic related to each unit in pairs.

2) Students guessed the story seeing the pictures of True Stories in pairs.

③ While Reading activity:

1) Students matched nine sentences with nine pictures of True Stories.

2) Silent reading.

3) Students answered some questions related to vocabulary, comprehension, connection, and summary.

4) Reading the passage aloud.

④ Post reading activity:

1) Students answered a few questions related to the topic of the unit and interviewed classmates. This activity was followed by an essay writing and timed conversation.

(2)The special activities

① Questionnaire:

In order to know students' current ability to command English, I asked them to answer a questionnaire about the four skills in April, July, and November.

② Extensive Reading:

Students of the elective English class (3-5) experienced "Extensive Reading" eight times. As we had only 89 books (Oxford Graded Readers, Penguin books for beginners, and Foundation Reading Library), I became a member of the Extensive Reading Association, I was able to borrow 284 books and shared them with my students. In the class they read their favorite books, wrote a report, and had a book talk in pairs.

③ Essay Writing:

Students wrote about "My favorite food" as a post reading activity and did peer editing in groups in June and "My best memory of Bisai High School and thank you message" in October. They had three steps to complete their essays.

◎The procedure of an essay writing:

1. At first most students wrote only one sentence like: "My favorite food is ~ because it is ~."
2. They didn't know how to continue their essay, so I gave them three model essays written by an ALT. Students wrote their first drafts.
3. Next I had them make a group of four and do peer editing. Students read three essays of other members, wrote some comments, and asked at least one question. Many students wrote them in Japanese because they couldn't put their words into English.
4. Students wrote the second draft answering the questions and had an activity where they tried hard to correct common errors. Even after answering the questions from their friends, the total number of the written words was less than 60 words. So I provided them with more questions to have my students hit upon new ideas to write on.
5. Finally students completed final draft and most of them wrote up to 60 English words at least.

The procedure of the essay writing in October was the same style as the one in June, but students were requested to write more than 80 words in the essays. I also made a questionnaire to know about the problems with the writing activity students had and surveyed them. You can see the result of the questionnaire in 5. Result section in this report.

④ Speaking Test:

Students had a speaking test on "My favorite food" in June and "My best memory of Bisai High School and thank you message" in October. They had practiced pair talk many times at the beginning of the class. I showed them the criteria and a model dialogue which included five conversation strategies: opener, rejoinder, shadowing, follow-up question, and closing. Asking follow-up question was focused on in October. Students enjoyed the speaking tests. After each speaking test students evaluated their own performance.

⑤ Recording and Transcription:

In the last speaking test, all performances were recorded by 9 ipads. In the next class all the students experienced transcribing what they had said during the test for the first time. They wrote down their words enthusiastically and then corrected the errors they made.

5. Result:

(1)Writing

I attempted the essay writing as a post reading activity in the reading class in June and October. Most students in Class 5 and 6 experienced essay writing four times up to now. A writing activity was the last thing students wanted to do because of their lack of knowledge of English vocabulary and sentence structure. Tables 1 to 3 represented the change of the number of words students wrote in June and October in 2014. Table 1 shows the number of the English words students wrote in their essays from the first draft to the final draft in June 2014, and Table 2 shows the one in October 2014. The numbers written in italics shows the number of the words students wrote.

Table 1: Class 3-5 n=13 the number of words written In June, 2014

Ss' No.	3501	3503	3504	3506	3509	3513	3514	3515	3517	3521	3524	3526	3527	
1 st draft	36	36	33	41		56	56	26	80		76	44	21	Ave. 46
2 nd draft				60		104	86	68	80	104	117	87	65	
Final	40	50	50	65	44	107	73	68	79	104	117	87	65	Ave. 73

①Students comments on Fun Essays in June, 2014

- I didn't expect that talking about my favorite food in English was so interesting.
- I came to write a longer essay.
- Though writing English essay was difficult, I could complete the essay by using a dictionary or asking my friends some questions.
- I enjoyed this writing activity because the topic was related to what I like.

Table 2: Class 3-5 n=13 the number of words in essay in October, 2014

Ss' No.	3501	3503	3504	3506	3509	3513	3514	3515	3517	3521	3524	3526	3527	
1 st draft		86	84	84	106	129	61	80	74	83	81	93	57	Ave.85
2 nd draft		94	95	92	106	149	131	93	86	87	98	114	83	
Final		94	95	92	106	160	144	121	86	87	98	128	83	Ave.107

When you compare the numbers in Table 1 with the ones in Table 2, you can find the numbers increasing in Table 2. The reasons for this were: students were getting used to writing essays, and given adequate instructions in scaffolding. I spent more class hours instructing how to complete the essays than last year. I myself was getting used to teaching writing. I found that if I asked students to write more they tried hard to accomplish the goal. Writing English essays seemed the most difficult activity to my students, so I conducted a survey on the writing activity.

②The result of a questionnaire on the writing activity 3-5,6 n=26 In July, 2014

- Q1 How many times have you written an essay in English class?
 The titles are: "My favorite cartoon," "My favorite thing," and "My favorite food"
 Twice: 21% Three times: 79%
- Q2 Did the number of words increase every time you revised your essay?
 Yes: 42% No: 58%
- Q3 Do you think essay writing is useful in developing your English competence?
 Yes, very much, Yes, a little, No, I don't.
 28% 68% 4%
- Q4 What do you use when you write an English essay. (multiple choices allowed)
 Dictionary, Textbook, Model essay, Internet, Classmates' essay
 73% 16% 38% 31% 8%
 Ask friends, Ask teacher
 31% 15%

Others (line 8%、 automatic translation、 brothers & sisters)

Q5 In what learning environment do you prefer to write your essay?

(1)Who Alone: 35% (I can concentrate on my work.)

In pairs: 19% (I can ask my partner.)

In a group: 46% (I can get many ideas.)

(2)Where In the class: 68% (I can ask my teacher or friends.

I can concentrate on writing.)

At home: 32% (There are many resources I can refer to.

I can use a smart phone. I feel relaxed.)

Q6 What topics are you familiar with when you write an English essay?

(Multiple choices allowed)

Friends, Family, Club activity, High school life, Travel, Hobby
15% 0% 28% 28% 4% 69%

Ideal life, The person I most admire, Future dream, Ideal boyfriend/ girlfriend
0% 19% 27% 0%

Others (My favorite subject, My favorite character)

Q7 What knowledge do you think you need to write an English essay?

(Multiple choices allowed)

Vocabulary, Grammar, Spelling, Creativity, various knowledge
88% 81% 31% 27% 8%

Q8 What is difficult for you in writing an English essay?

Word order, Grammar, How to connect sentences
40% 19% 5%

Q9 When you have problems in essay writing, what do you do?

(Multiple choices allowed)

I consult a dictionary. I ask my friend. I ask my teacher. I leave it undone.
46% 46% 31% 15%

Q10 What support do you need to accomplish essay writing?

Sample essay, Teacher's advice, Friends' advice,
35% 12% 12%

Others: (A lecture on how to write English sentences, A fill-in-the-blank type question, Electric dictionary, translation machine, Smart phone)

Through the result of the questionnaire ② I realized again that more comprehensible instructions with scaffolding were needed for students to practice writing essays. Here you can see the students' comments on essay writing in October.

③Students' comments on essay writing n=28 (Number of the student) In October, 2014

Positive comments

It was fun.(11)

I didn't expect that it was such an enjoyable activity to talk about my favorite things to others.(2)

It was a useful activity.(2)

I could complete my essay consulting my dictionary or with the help of my friends.(2)
 I could review vocabulary and grammar.
 My vocabulary increased.
 I could write a longer essay.
Negative comment
 It was difficult.(3)

While I was checking students' compositions, I wondered how much corrective feedback students want to have rather than fluency, so I conducted a questionnaire regarding essay writing. There were three questions related to accuracy, correction, and instruction.

④A questionnaire on accuracy in writing Class3-5 n=12 In October, 2014

(1)Which do you think is a more important factor for English composition?		
A: the number of the words (58%)	B: accuracy	(42%)
(2)Do you want all the errors corrected in your essay?		
A: Yes	(92%)	B: No, not all. (8%)
(3)Which practice improves writing more?		
A: Writing essays on various topics		(25%)
B: The teacher teaches students how to correct sentence structure.		(75%)

Class 3-6 n=14 In October, 2014

(1)Which do you think is a more important factor for English composition?		
A: the number of the words (71%)	B: accuracy	(29%)
(2)Do you want all the errors corrected in your essay?		
A: Yes	(64%)	B: No, not all. (36%)
(3)Which practice improves writing more?		
A: Writing essays on various topics		(36%)
B: The teacher teaches students how to correct sentence structure.		(64%)

The result showed that forty-two percent of the students in Class 3-5 answered that they had a priority of accuracy to fluency, and 29 % in Class 3-6 did. While 92 % of the students in Class 3-5 wanted their essays to be corrected completely, 64 % in Class3-6 did. The students of selected liberal arts class were more concerned about the accuracy than the students of science class did. And more than 64 % of the students thought correcting errors was more important for developing their writing ability than making essays on various topics in both classes. I was surprised to know that so many students wanted error free compositions. Why did students ask for accuracy? That may be because teachers had been asking for years and this practice might hold up the development of students' writing ability. They said that they wanted to memorize correct sentences when they spoke English. I will provide my students with more opportunities to write down their ideas to make them fluent writers because it takes quite a long time for them to acquire accuracy in English compositions.

(2)Speaking

The results of self-evaluation for speaking tests implemented in June, "My favorite food," and in October, "My best memory of Bisai Hish School," in 2014 are as follows:

Table 4 Class 3-5 n=12 in June n=13 in October

① I used an opener. (Hi. How are you doing?)				
	Yes		No	
June	100%		0%	
October	100%		0%	
② I asked 3 questions to my partner.				
	More than 3	2	1	0

June	92%	8%	0%	2%
October	70%	15%	15%	0%
③I answered 3 questions.				
	More than 3	2	1	0
June	83%	17%	0%	0%
October	62%	31%	7%	0%
④I shadowed what my partner said.				
	More than 3	2	1	0
June	33%	59%	8%	0%
October	38%	38%	24%	0%
⑤I used rejoinders.				
	More than 3	2	1	0
June	42%	42%	8%	8%
October	31%	38%	31%	0%
⑥I asked follow-up questions.				
	3 times	Twice	Once	None
October	8%	77%	5%	0%
⑦I used a closer. (Nice talking with you. You, too.)				
	Yes		No	
June	100%		0%	
October	100%		0%	
⑧I spoke clearly in a loud voice.				
	Good	Not bad	Not good	
June	25%	67%	8%	
October	31%	62%	7%	
⑨I made good eye contact.				
	Good	Not bad	Not good	
June	67%	25%	8%	
October	54%	46%	0%	
⑩I did well.				
	Good	Not bad	Not good	
June	42%	50%	8%	
October	31%	62%	7%	
⑪I kept talking for 2 minutes in July				
	Yes		No	
June	83%		17%	
⑫I kept talking for 2 minutes and 30 seconds in October.				
	Yes		No	
October	77%		23%	

Positive comments	Negative comments
I enjoyed the speaking test.(6) I did well.(18) My speaking ability improves gradually. (6) I could keep the conversation going for 2 minutes and 30 seconds.(2) I practiced many times for the speaking test. I want to remember English words and speak English fluently. I want to memorize more English words.	Shadowing was difficult. Asking follow-up questions was difficult.(4) I didn't do well.(4) I was stuck during the conversation. As I was nervous, I forgot to use conversation strategies and my words.(2) I should have remembered my words.(2)

Overall, students tried hard to ask two follow-up questions and keep the conversation going for two and a half minutes. On the other hand, as the topic was rather complicated to express, some students forgot to use rejoinders and shadowing strategies. As the students of science class were more active, the percentages of Class 3-6 were higher in October than those of Class 3-5 in every category of self-evaluation for speaking tests. Two speaking tests were insufficient to improve students' speaking ability. For the last speaking test, all students' performance were recorded on an ipad and a transcription activity was done for the first time. After the activity I asked my students to answer two questions about it.

②Comments from students regarding transcription of the last speaking test in October.

Q1 What did you learn from this activity? (The number of students) n=26

Positive comment
Transcription was fun because it was my first experience to do it. I enjoyed this activity. I could speak English well. (2) I could catch English and write it. I could learn English very well. (2) I could check English spelling. I could choose English words I wanted to say even if I was nervous. I could speak English more smoothly and calmly than I had expected. I noticed that I spoke English a lot more than I had expected. I said "OK" and "Thank you" many times. (2) I smiled all the time without speaking English. I found that to write English spelling correctly was difficult. I found that I didn't memorize my lines correctly. Transcription was useful because I could find my mistakes in spelling. (5) Transcription was useful to master English. Transcription was useful to write English accurately. (4) Transcription was useful to improve my listening ability. (3) I noticed that I could make good eye contact as I had memorized my lines. As I practiced asking follow-up questions, my English competence was improved.

Negative comment

I should have spoken in a loud voice. (2)
 I noticed that I couldn't speak English well.
 I noticed that my pronunciation wasn't good.
 I recognized that I didn't remember my lines well.

It was difficult to speak English even though I had memorized my words..
 As my vocabulary is limited, I couldn't understand the questions my partner asked me.
 Shadowing was difficult because I wasn't used to listening to English. (2)
 I couldn't shadow what my partner said.

Q2 What do you want to do to improve your English ability?

In order to understand what my partner said, I need to improve my listening ability and increase my vocabulary. (3)
 I want to avoid communication breakdown.
 I want to write correct English spelling. (3)
 I want to speak English more fluently. (3)
 I want to memorize more English words. (8)
 I want to listen to more English to improve my listening ability. (4)
 I want to write English sentences in the right order. (4)
 I want to be able to ask more follow-up questions. (3)
 I try to speak English aloud.
 I want to learn English accent and pronunciation.
 I want to dictate the lyrics of my favorite song next time. (2)

Many students couldn't correct their errors, such as wrong usage or spelling mistakes, in their transcription sheets without their scripts. Through the transcription activity students noticed not only the usefulness of it but also their weak points in learning English, and they were motivated to develop their English ability.

Table 5 shows the result of questionnaire about the four skills conducted three times of the year, 2014.

Table 5—1 Questionnaire about the four skills

Class3-5

1 Speaking					
①How long can you talk about daily topics?					
	2~3mins.fluently	2~3mins.with pause	1~2mins.	1minute	2 or 3 words
April	23%	8%	8%	38%	23%
July	23%	15%	15%	32%	15%
November	23%	31%	15%	23%	8%
2 Conversation Strategy					
②Can you use "openers" and "closers"?					
	Every time	Almost	Sometimes	Either of them	None
April	38%	23%	31%	8%	0%
July	38%	31%	31%	0%	0%
November	46%	46%	8%	0%	0%
③I can shadow my partner.					
	Many times	Several times	A few times	Once or twice	None
April	23%	15%	8%	23%	31%
July	23%	31%	15%	8%	23%

November	<i>23%</i>	31%	15%	23%	8%
④I can use different kinds of rejoinders.					
	More than 5 kinds	3~ 4 kinds	2 kinds	1 kind	None
April	16%	16%	38%	15%	15%
July	<i>16%</i>	<i>38%</i>	15%	23%	8%
November	<i>16%</i>	<i>38%</i>	23%	23%	0%
⑤I can ask follow-up questions.					
	More than 3 Qs	2 Qs	1 Q	Sometimes 1 Q	None
April	15%	16%	8%	46%	15%
July	<i>15%</i>	<i>38%</i>	16%	23%	8%
November	<i>15%</i>	54%	8%	23%	0%
3 Writing					
⑥I can write English compositions about daily topics.					
	About 80 words	About 50 words	About 30 words	About 15 words	None
April	7%	7%	32%	16%	38%
July	15%	0%	<i>39%</i>	8%	38%
November	<i>15%</i>	24%	<i>15%</i>	15%	31%
4 Listening					
⑦I can understand what my partner said.					
	All	Almost	Half	Some	A little
April	15%	23%	23%	39%	0%
July	<i>15%</i>	23%	31%	31%	0%
November	<i>15%</i>	23%	31%	31%	0%
⑧I can understand what both the teacher and ALT said.					
	All	Almost	Half	Some	A little
April	15%	54%	15%	8%	8%
July	<i>23%</i>	54%	15%	0%	8%
November	31%	46%	15%	0%	8%
5 Reading					
⑨I can understand the required textbook.					
	All	Almost	Half	Some	A little
April	8%	15%	46%	23%	8%
July	8%	15%	61%	8%	8%

November	8%	15%	62%	15%	0%
⑩I can understand True Story.					
	All	Almost	Half	Some	A little
April	0%	39%	15%	38%	8%
July	8%	46%	<i>38%</i>	8%	0%
November	15%	<i>39%</i>	46%	0%	0%
6 Others					
⑪What English competence do you think you have acquired?					
	Speaking	Listening	Reading	Writing	
April	15%	15%	38%	0%	
July	15%	38%	54%	<i>15%</i>	
November	62%	31%	54%	31%	

Table 5-2 Questionnaire about the four skills

Class3-6

1 Speaking					
①How long can you talk about daily topics?					
	2~3mins.fluently	2~3mins.with pause	1~2mins.	1minute	2 or 3 words
April	7%	20%	40%	33%	0%
July	7%	<i>33%</i>	33%	27%	0%
November	7%	40%	40%	13%	0%
2 Conversation Strategy					
②Can you use "openers" and "closers"?					
	Every time	Almost	Sometimes	Either of them	None
April	20%	60%	13%	7%	0%
July	33%	47%	13%	7%	0%
November	33%	47%	13%	7%	0%
③I can shadow my partner.					
	Many times	Several times	A few times	Once or twice	None
April	7%	47%	13%	33%	0%
July	7%	67%	13%	13%	0%
November	7%	73%	7%	13%	0%
④I can use different kinds of rejoinders.					
	More than 5 kinds	3~ 4 kinds	2 kinds	1 kind	None

April	13%	40%	34%	13%	0%
July	13%	47%	27%	13%	0%
November	13%	53%	27%	7%	0%

⑤I can ask follow-up questions.

	More than 3 Qs	2 Qs	1 Q	Sometimes 1 Q	None
April	7%	20%	33%	33%	7%
July	7%	40%	13%	40%	0%
November	27%	40%	8%	27%	0%

3 Writing

⑥I can write English compositions about daily topics.

	About 80 words	About 50 words	About 30 words	About 15 words	None
April	0%	0%	40%	47%	13%
July	6%	0%	47%	47%	0%
November	6%	7%	53%	34%	0%

4 Listening

⑦I can understand what my partner said.

	All	Almost	Half	Some	A little
April	7%	13%	67%	13%	0%
July	7%	13%	67%	13%	0%
November	7%	20%	60%	13%	0%

⑧I can understand what both the teacher and ALT said.

	All	Almost	Half	Some	A little
April	7%	27%	46%	20%	0%
July	7%	27%	46%	20%	0%
November	7%	27%	53%	13%	0%

5 Reading

⑨I can understand the required textbook.

	All	Almost	Half	Some	A little
April	14%	33%	33%	20%	0%
July	14%	33%	33%	20%	0%
November	14%	40%	27%	20%	0%

⑩I can understand True Story.

	All	Almost	Half	Some	A little

April	7%	13%	53%	27%	0%
July	13%	13%	47%	27%	0%
November	13%	13%	47%	27%	0%

6 Others

①What English competence do you think you have acquired?

	Speaking	Listening	Reading	Writing
April	53%	20%	27%	27%
July	53%	20%	27%	27%
November	60%	20%	40%	33%

We could see the students' progress in speaking and reading, especially in their reading ability in Class 3-5 thanks to the extensive reading activity.

(3)Extensive Reading

Table 6 shows the frequency distribution of the number of the words students read.

Table 6 n=28 November, 2014

Number of words	200~	500~	1000~	2000~	3000~	4000~	5000~	6000~	7000~
Number of Students	3	3	6	6	3	0	2	2	3
%	11%	11%	21%	21%	11%	0%	7%	7%	11%

① Students' comments on extensive reading: (The number of students) n=30

I enjoyed reading various stories.(17)
 I enjoyed extensive reading not only because I could understand stories but also I could enjoy colorful pictures.
 Though I was very weak at English, I enjoyed ER class because there were books I could understand.
 My reading speed became faster.
 My vocabulary has increased. (3)
 I could read my favorite book.
 As the words were easy, I could understand the story.
 I could guess the meaning of the words with the help of pictures.
 I enjoyed the story because I could choose the book.
 I enjoyed the story in English, which I had already known in Japanese.
 I could read books more smoothly than the required textbook.
 I could learn English with the help of pictures and easy words.
 I could understand the story.
 I could remember English words easily.
 I could understand the story a little.
 I want to have extensive reading class again.

(4) Four skills' integration

Students have had English classes with the four skills' integration for two and a half years, and wrote the usefulness of it.

① Students' comment on English classes integrating the four skills

Positive comments**Overall**

I could understand English.

I want to have more pair work activities.

Through pair work activity, I learned how to communicate in English.

My English competence improves gradually. (2)

I could transcribe my recording.

About speaking

I could improve my speaking ability. (4)

I could keep conversation going for 2 minutes and 30 seconds.

I learned many conversation strategies.

I came to be able to shadow what my partner said.

I am glad that I can speak English.

I could ask more follow-up questions than before.

I could enjoy English class because I spoke English in pairs

About listening

I could catch what my partner said. (2)

About reading

I love reading True Stories. I could improve my reading ability. (2)

I want to read English much faster.

About writing

My writing ability has developed. (2)

Negative comment

It is still difficult for me to remember English words.

(5)Observation on six students

This year I collected data in a new way and examined it as follows: I chose six students based on the score of the discrete grammar and reading tests in the first midterm. A and B got the highest points, C and D middle, and E and F the lowest of 30 students in Class 3-5. Students had two essay writing activities. One was in June and the other was in October. Their essays were evaluated according to content, accuracy, and length based on the rubric I made. Generally five students from student A to E tried hard to express their thoughts in English consulting a dictionary, making their ideas clear and understandable, and making essays longer. So their points in the content area increased in October from those in June. But, as student F was too weak to write his essay on his own, a teacher had to translate all his Japanese into English. The advanced students A and B and the intermediate students C and D could think of the basic structure of English while the beginning level students E and F couldn't write essays with the right word order even if they paid attention to English grammar. Accuracy was the most difficult category for all the students, especially for the beginners, to improve. Consulting a dictionary, weak students wrote more English words with correct spelling, but the points in accuracy in October increased only by one with student E because of incorrect grammar. Student F still couldn't work on an essay without a teacher's help. Only two essay writing assignment didn't make any difference in accuracy with weak students. The improvement was just that five students could write essays with the required word number, which was 60 words in June and 80 words in October

Table 7: The instructor's observations on the students' writing Class: 3-5

Students	June			October		
	Content	Accuracy	Word count	Content	Accuracy	Word count
A T san	7 6 5 4 3 2	4 3 2 1	74	7 6 5 4 3 2	4 3 2 1	96
B I san	7 6 5 4 3	4 3 2 1	107	7 6 5 4 3 2	4 3 2 1	160

	2					
C N san	7 6 5 4 3 2	4 3 2 1	87	7 6 5 4 3 2	4 3 2 1	128
D O san	7 6 5 4 3 2	4 3 2 1	68	7 6 5 4 3 2	4 3 2 1	121
E H san	7 6 5 4 3 2	4 3 2 1	65	7 6 5 4 3 2	4 3 2 1	83
F Mkun	7 6 5 4 3 2	4 3 2 1	27	7 6 5 4 3 2	4 3 2 1	42

Content: Evaluates how interesting, creative, and comprehensible an essay is.

Accuracy: Evaluates correctness of grammar and spelling.

As for the speaking tests, two speaking tests were conducted. In the first test held in June students were supposed to keep the conversation going for two minutes, and in October for two and a half minutes. The rubric consisted of length and content, delivery, and conversation strategies. Both advanced and intermediate students A, B, C, and D achieved the goals, memorized their lines, and attempted to speak fluently and accurately while beginning level students E and F couldn't keep talking for two and a half minutes because they didn't memorize their topic sentences nor ask wh-questions using sentences. The accuracy of the beginners' level didn't improve even in October. They needed individual lessons to pronounce English words and learn English grammar. On the other hand, as they liked the speaking activity, their competence in conversation strategies improved except for follow-up questions which the beginners struggled with. And beginners tended to forget to use rejoinders. For the weak students two speaking tests weren't enough to improve their accuracy and asking follow-up questions.

Table 8: The instructor's observations on the students' speaking Class: 3-5

Students	June			October		
	Length & Content	Delivery	C.S.	Length & Content	Delivery	C.S.
A T san	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3
B I san	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3
C N san	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3
D O san	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3
E H san	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3
F Mkun	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3	6 5 4 3 2 1	6 5 4 3 2 1	8 7 6 5 4 3

Length & Content: Students can keep conversation going for 2 minutes in July and 2 minutes 30 seconds in October. Students can ask three questions to their partner, answer three questions asked.

Delivery: It includes accuracy, fluency, eye contact, and volume.

C.S.: It means using conversation strategies, such as openers, closers, rejoinders, shadowing, and follow-up questions.

An extensive reading activity was implemented only in class number 5 because of the curriculum. In each term students had four classes for E.R, so students had eight classes up to now in total. Both numbers of the books and words increased with the five students. Though the English level of student D was rather low, she came to like extensive reading activity as soon as it was introduced,

read more books than any other students did in her class. Student F, who was the weakest student and had no interest in learning English because he didn't understand it. In the first term he read only one book because even Oxford Reading Tree graded readers level 1 contained the words he didn't know. In the second term as I borrowed various kinds of books from the Extensive Reading Association he read more books showing and talking about the pictures to nearby students. He was influenced by his classmates and began to tackle reading books which were suitable for his level

Table 9: Extensive Reading

Class: only 3-5

Students	April - June		September - November	
	The number of books	The number of words	The number of books	The number of words
A T san	4	2,360	11	9,031
B I san	4	680	10	4,663
C N san	4	257	4	1,241
D O san	8	543	21	2,282
E H san	5	914	6	596
F Mkun	1	32	5	204

6. What I learned:

(1)Writing :

- I learned how difficult it was for students to spell in English and make sentences correctly. They not only didn't know English words but neither did they know the basic sentence pattern like SVO. But, overall, students enjoyed expressing their ideas in English and sharing them with their classmates.
- If I provide students with enough input and scaffolding and proper instructions in the correct order, they can achieve the goal of at least 80 written words.

(2)Speaking

- Most students enjoyed having speaking tests. They found that they improved their conversation strategies compared with the previous speaking tests. They learned to use follow-up question.
- As some students couldn't memorize the English sentences they wrote, English teachers should teach weak students how to pronounce the words and have them memorize their lines until they succeed
- Students got used to changing their seats every time they had pair work and enjoyed practicing English conversations. The more they had practice time, the more they spoke fluently and for longer. So, if I give my students many opportunities to practice talking about the same topic in pairs, and teach conversation strategies, they will learn to speak more fluently and for longer.
- I noticed that peer-teaching occurred between upper level students and lower level students during pair activities and speaking tests. I'd like to make the most of their mutual teaching in the class.

(3)Extensive Reading:

- Students liked extensive reading better than the reading of the required textbook and enjoyed book talks.
- Some students read books one after another enthusiastically.
- As there were various kinds of books for beginners with the running words of 20 or so, even weak

students tried to read some.

- Students tended to choose books they had already known even though they had several unknown words in them.

7. Future issues

- I'll continue to have my students reflect on what they have learned on that day as often as possible to promote their learning.
- I'll promote pair work and group work in order to activate peer teaching and learning.
- I'll make goals and syllabuses clear.

(1) Writing:

- I should give my students instruction with scaffolding to help them write English essays. I'll start to teach them **more basic matters**. First, I will show them vocabulary related to the topic and teach them the basic sentence patterns, like S V O. Second, I will give them enough model sentences to use. Third, I'll provide them with model sentences which have some blanks. Students will be able to fill in the blanks with the words to express their ideas. Fourth, I'll give students more opportunities to do peer editing so that they will get comments, questions, and some ideas from their classmates. Lastly, I'll give students many more opportunities to write essays and have them write more than 100 words.

(2) Speaking:

- I'll show my students one target conversation strategy at a time and have them practice it one by one, for example, rejoinders, follow-up questions, clarification. I would like to have them keep talking in pairs for three minutes.
- More speaking tests are to be provided.

(3) Extensive Reading

- As students enjoy extensive reading, I'll give them more opportunities to read easy books and to have book talk activities. If possible, I would like to have a poster session and a reading circle activity in groups. In this case I have to revise future assessment for extensive reading.

(4) Reading

- I will utilize easier textbooks to have activities integrated with the four skills and to provide more comprehensible input to students.

(5) Assessment

- As I will increase the performance tests, the assessment proportion for them will be increased more, and the proportion for paper tests will be decreased.

(6) Teachers' collaboration

- In order to change the way of implementing English class from the GTM to CLT, to increase performance tests, and to change the way of assessment, teachers' collaboration is indispensable.

Lesson Plan Reading

Terumi Yoshida

1. Level: The third year, Senior High School
2. Class size: 3-5,6 (15 boys and 13 girls)
3. Textbook: All New Easy TRUE STORIES 2 (PEARSON Longman)
“UNIT 9 “Hawaiian Vacation”
4. Goal & Objectives:
 - (1) The students try hard to understand the story through the 4 skills without translation, but helping and interacting with one another.
 - (2) The students look at pictures, describe them in English and guess the story.
 - (3) The students can understand the new vocabulary.
 - (4) Students try hard to exchange their ideas with their partners in English.
 - (5) The students can write and speak about “My Best Memory of Bisai High School”
5. Allotments:
 - (1) Day 1: Pre-reading (Q&A), Predict a story with nine pictures, Match nine sentences and nine pictures, Check the answers, Read the story silently,
 - (2)Day 2: Read the story silently, Answer the questions (vocabulary and comprehension), Read the story aloud.
 - (3) Day 3: Discussion, Post-reading(Information exchange activity and writing) “My Best Memory of Bisai High School”
 - (4)Day 4: Timed conversation. Writing Essay, “My Best Memory of Bisai High School”
 - (5)Day 5: Timed conversation. Peer editing. Students write a question and a comment on three essays in the same group.
 - (6)Day 6: Timed conversation. Students correct common errors.
 - (7)Day 7: Timed conversation. Students answer the questions and complete the essay.
 - (8)Day 8: Timed conversation. Presentation of fun essays in a group
 - (9)Day 9: Speaking test
6. Procedure:
 - (1) Day 1: Pre-reading (Q&A), Students look at a picture and describe it and guess the story in pairs. Then discuss it in a class. Students look at the nine pictures, describe them, and try to predict a story in pairs, later in the class. Next, Students match nine sentences and nine pictures and check the answers in pairs. Students read the story silently
 - (2) Day 2: Q & A for review. Students read the story again silently and answer the questions in the text (vocabulary and comprehension quiz). Students read the story aloud after the teacher.
 - (3)Day 3: Post-reading: Information exchange activity and writing about the topic of the discussion, “My Best Memory” Students start to write about their favorite food.
 - (4)Day 4: Students start to talk about their best memory with three different partners. They write about it in as many sentences as possible.
 - (5)Day 5: Students talk about their best memory with three different partners. They practice asking follow-up questions. Peer editing. Students write a question and a comment on three essays in the same group.
 - (6)Day 6: Students talk about their best memory with three different partners. They practice asking follow-up questions. Students try to correct common errors, first by themselves, next in pairs, then in a whole class.
 - (7)Day 7: Students talk about their best memory with three different partners. They

practice asking follow-up questions. They try hard to keep conversation going for two and a half minutes. Students answer the questions and complete the essay.

(8) Day 8: Students talk about their best memories with three different partners. They practice asking follow-up questions. They try hard to keep conversations going for two and a half minutes. Presentation of fun essays in a group. Students should pay attention to eye contact, volume of the voice, and fluency.

(9) Day 9: Students have a speaking test and complete evaluation sheet.

2014 Script for Speaking Test 2: "My Best Memory"

My Best Memory and thank you message



A: Hi,

B: Hi,

A: How are you doing? *(opener) あいさつから始めよう

B: [Pretty good/ I'm OK./ I'm great./ I'm tired,] thanks, and you?

*いろいろな答え方をしてみよう

A: [Not bad./ I'm happy./ I'm all right/ I'm sleepy.]

So, let's talk about "My best memory."

"What is your best memory of Bisai High School?"

B: My best memory of Bisai High School is

A: Your best memory is *(shadowing)繰り返し

"Why did you choose it?"

B: I chose because

A: You chose because *(shadowing)繰り返し

Oh, I see./ Sounds fun./ That's great. *(rejoinders) つなぎ言葉

"What did you ?"/ "When did you ?"/ "Where did you?"/ "Who did you?" . . .

(いくつか Follow-up question をしよう)

B: I

A: You *(shadowing)繰り返し

That's great./ Sounds wonderful./ Super. *(rejoinders) つなぎ言葉

"Who do you want to say thank you to ?"

B: I want to say thank you to

A: You want to say thank you to *(shadowing)繰り返し

I understand. / I agree../ Yes, indeed. *(rejoinders) つなぎ言葉

~

2014 Rubric for Writing Assessment

Categories	Point	Criteria
Content (7 points)	7	Student's essay is very interesting, creative, and comprehensible.
	5	Student's essay is interesting and creative but a few parts are unclear.
	3	Student's essay is interesting but not so creative with unclear expression.
	2	Student's essay is somewhat comprehensible.
	1	The content is too simple and difficult to understand.
Length (7 points)	7	Students can write an essay of more than 80 words.
	6	Students can write an essay of more than 70 words.
	5	Students can write an essay of more than 60 words.
	4	Students can write an essay of more than 50 words.
	3	Students can write an essay of 40 words or less.
Accuracy (4points)	4	There are a few grammatical and spelling errors.
	3	There are some grammatical and spelling errors.
	2	There are many grammatical and spelling errors.
Design (2points)	2	Pictures and colors are used effectively and attract people.
	1	Pictures and colors aren't used effectively.
		Total points are / 20

2014 Rubric for Speaking Test.

Categories		Points	Criteria
Length & Content (8 points)	3 questions	2	Students can ask 3 questions.
		1	Students can ask 1 or 2 questions.
		0	Students can't ask any questions.
	3 answers	2	Students can answer 3 questions.
		1	Students can answer 1 or 2 question.
		0	Students can't answer any questions.
	Follow-up question	2	Students can ask 2 follow-up questions.
		1	Students can answer 1 follow-up questions.
		0	Students can't ask a follow-up question.
	2 minutes 30 seconds	2	Students can keep conversation going for more than 2 minutes.
1		Students can't keep conversations going for 2 minutes.	
Delivery (6 points)	Volume	1	Students can speak using a good volume.
		0	Students can't speak using a good volume.
	Eye contact	1	Student can make eye contact.
		0	Students can't make eye contact.
	Fluency	2	Students can speak fluently.
		1	Students sometimes have pauses.
		0	Students can't continue their speech.
	Accuracy	2	Students can speak without making mistakes.
		1	Students make a few mistakes.
0		Students make some mistakes.	
Conversation Strategies (6 points)	Opener Closer	2	Students can use both an opener and a closer.
		1	Students can use either an opener or a closer.
		0	Students can't use either an opener nor a closer
	Rejoinders	2	Students can use rejoinders more than twice.
		1	Students can use rejoinders.
		0	Students can't use rejoinders.
	Shadowing	2	Students can shadow what the partner said many times.
		1	Students can shadow what the partner said.
		0	Students can't shadow what the partner said.
			Total points are / 20