

Action Research Final Report 2014-2015

Yoko Takano

1. Title: Developing learners' communicative competence

2. Context:

(1) Level: 3rd year students of junior high school

(2) Class size:5 students

(3) Time:90 minutes, Every Wednesday

(4) Textbook: Very Easy True Story

(5) Problem: • Widen gap among five students.

• Students want to study "Horizon-English (Jyuku-style)"

• Students' motivation toward language-learning is only for going to good senior high schools.

3. Goal: Students can write more than 70 words.

: Students can use six kinds of Conversation strategies.

: Students can make two-minutes conversation.

: Students can boost communicative competence through focus-on-form activities.

4. What I did

(1) Starting Extensive Reading

Students decided to start "Team Tom-Gomez" which is book club, and set the club-goal in each semester to read books.

(2) Focus-on-form activities

First, students were dubious to do the tasks. Because they believed that school-textbook learning

was necessary to improve English skills. During each activity such as information-gap tasks by using “target grammar rules which they have already learned at schools”, they came to like the activities lesson by lesson. Finally, they thanked to the tasks, because their school paper test scores improved.

(3) Implementing performance tests(speaking, writing, reading and listening)

★Writing test

Students were reluctant to write English words due to the reasons of no ideas to output.

But they were able to produce words little by little through the peer-editing and information-exchange about their essay.

★Speaking test

Students were gaining conversation strategies, so their speaking abilities seemed to be higher. On the observation day (Prof. Yoshi observed the class), students failed to show best speaking performance for test because they complicated to use multiple” follow-up questions”. Later I did two things. First=revised “speaking rubric” to support partner to talk

Second=follow-up questions training.

5. Results

Listening & reading skills both skills became better.

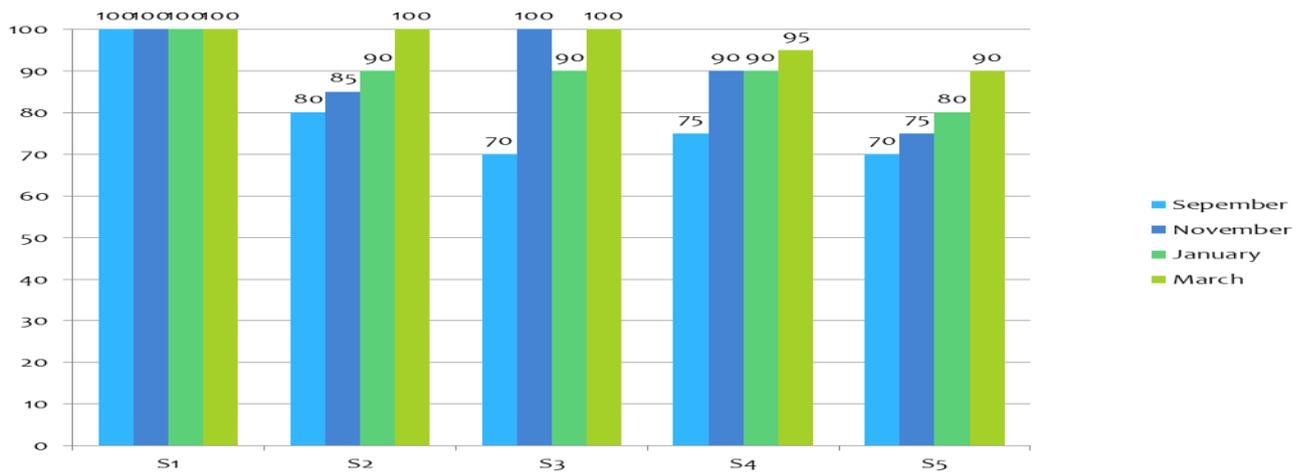
Speaking skills Students achieved 2.5 minutes conversation on the fourth test.

 Their speaking skills improved overwhelmingly.

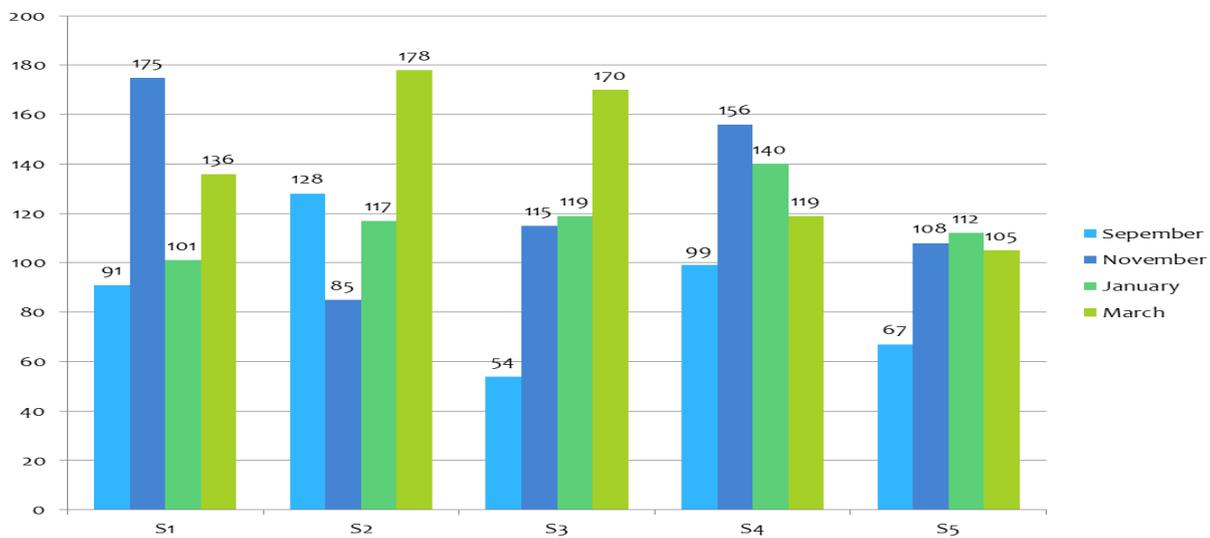
Writing skills Students wrote essay four times and gained confidence to write

 English essay. Their writing skills became better.

Writing Performance Test

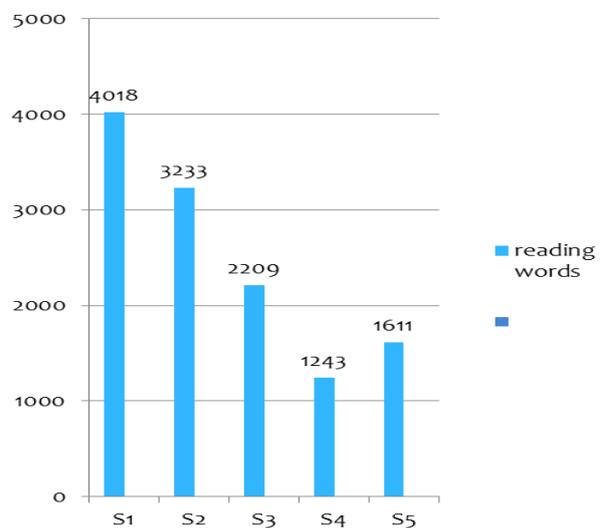
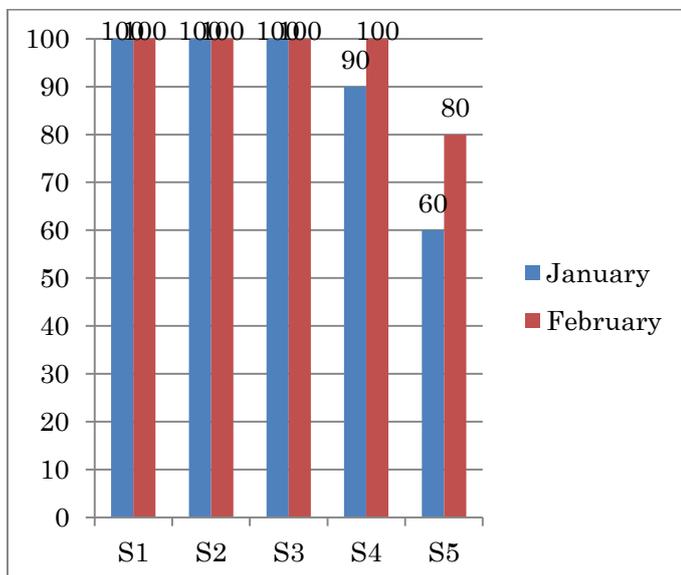


Words number written by S1-S5

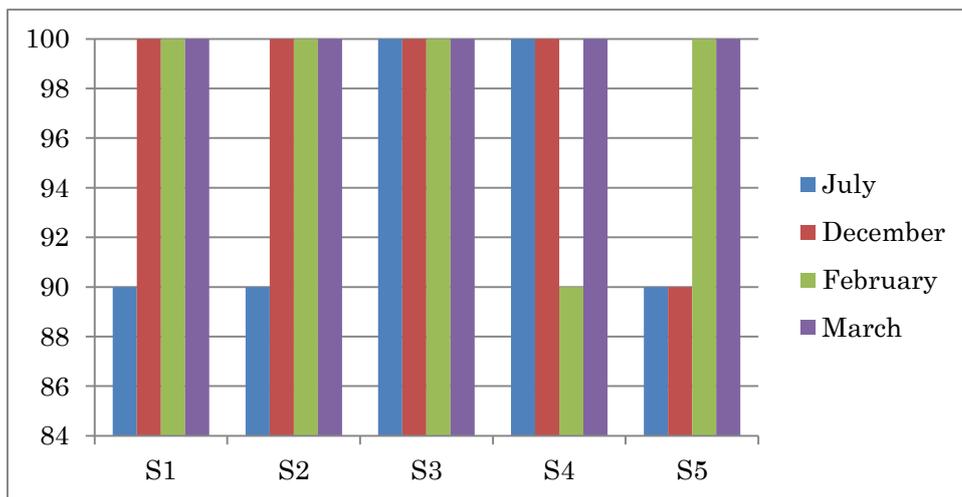


Reading Performance Test

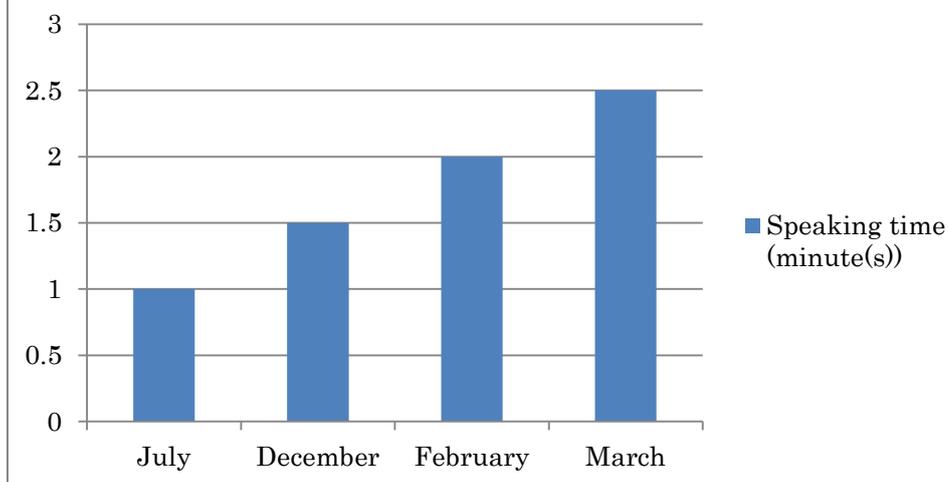
ER (reading words number at home
+ 10300 words at OKIDOKI)



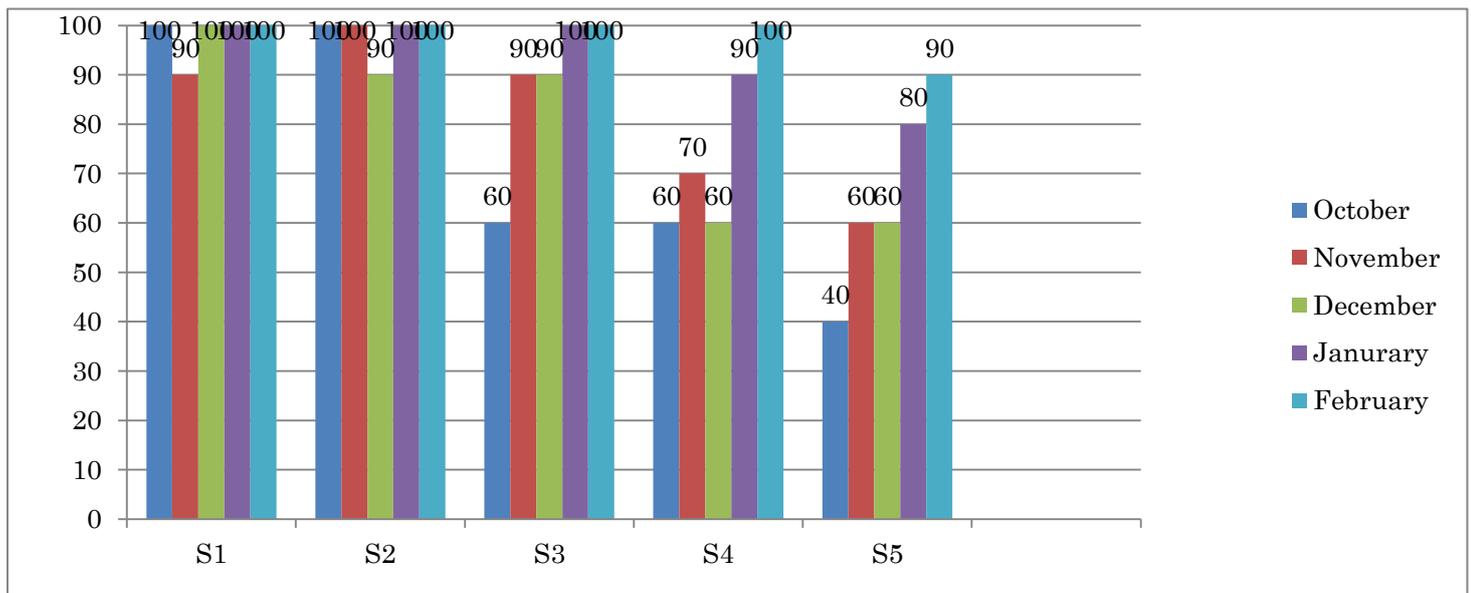
Speaking Performance test



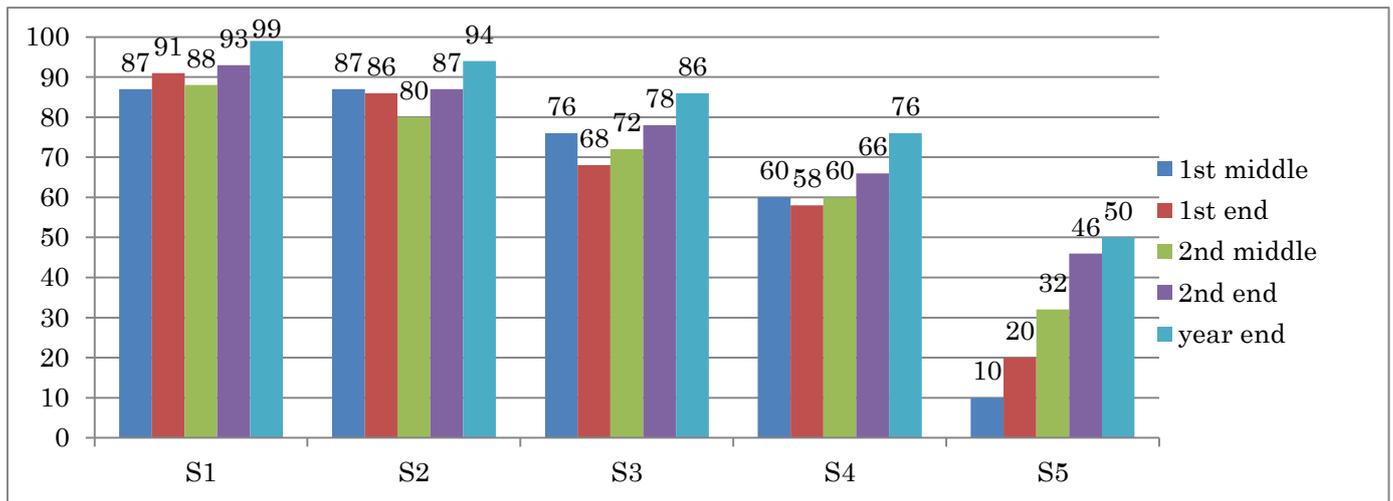
Speaking time (minute(s))



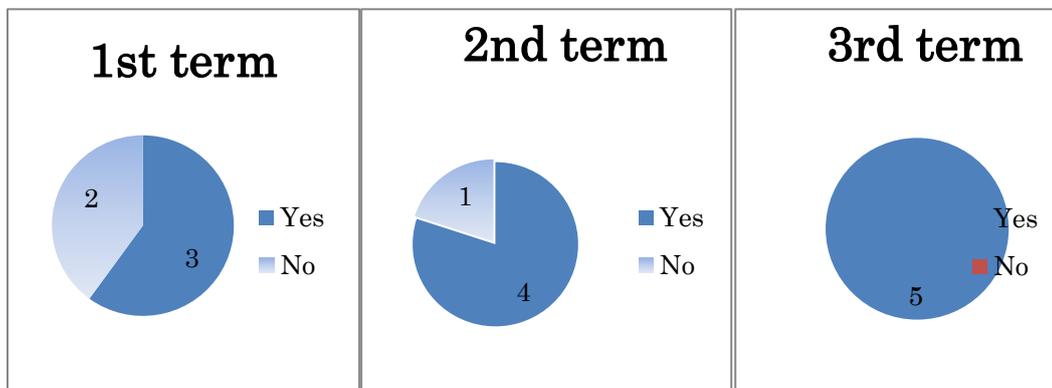
Listening Performance test



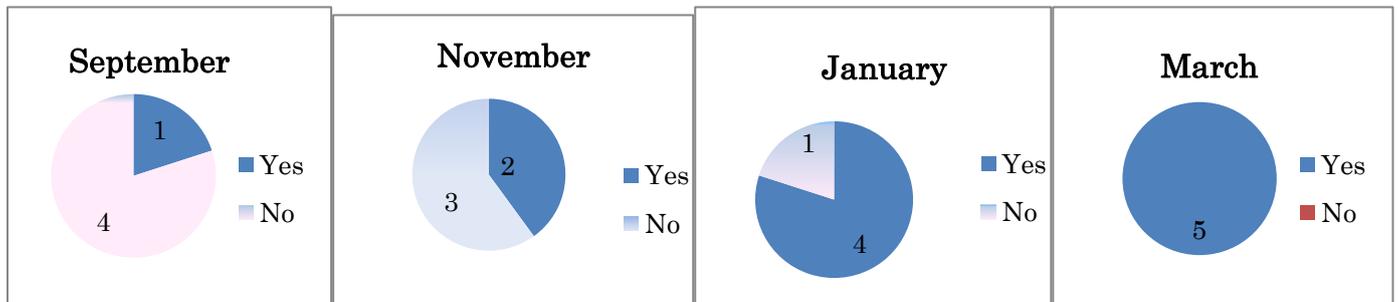
Results of school's performance



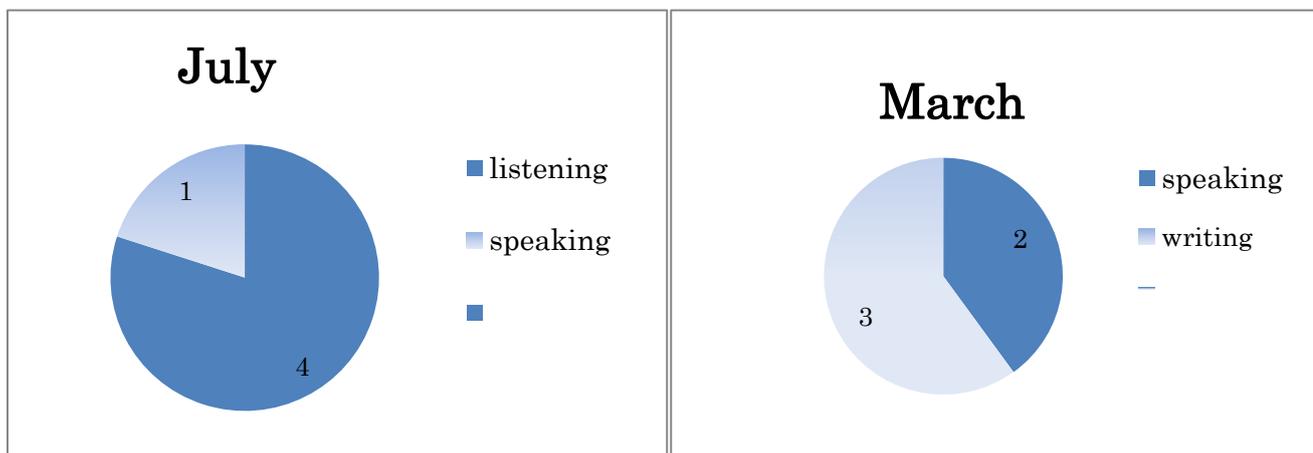
Do you like speaking performance test?



Do you like writing performance test?



Students' growth of confidence



Students' comments

<Speaking>

- Speaking in front of professor was challenging, but it was good for me to feel pressure. (S1)
- I want to get more skills to make people laugh in English. (S1)
- "Let me see.." is useful to think next question. (S2)
- I wanted to show my best performance to professor. (S3)
- I have mastered follow-up questions such as "When" "Who" "What" "Where" "Why" "How" through the candy throw game. I want to do the task every class. (S3)
- I could use "when" and "where" question in a conversation. (S4)
- I mastered communication competence through many training and tests. I feel happy. (S5)
- I like speaking English and test. Because I was able to know my improvement. (S5)

<Writing>

- I made an effort to use grammar rules which I have already learned at school to describe essay. It was good review for me to confirm the rules in advance of the entrance exams. (S1)
- It was fun to know friends' favorite things such as musicians and foods while reading essay.(S2)
- It was hard for me to get ideas to write, but friends' question supported to find out more ideas.(S3)
- It was exciting to write about all. My favorite ikemen (=good-looking boys group). I want to write more and more.(S4)
- I disliked writing essay when Yoko asked me to do, but I like writing now. (S5)
- My friends gave me comments about my essay, so I was glad to read it.(S5)

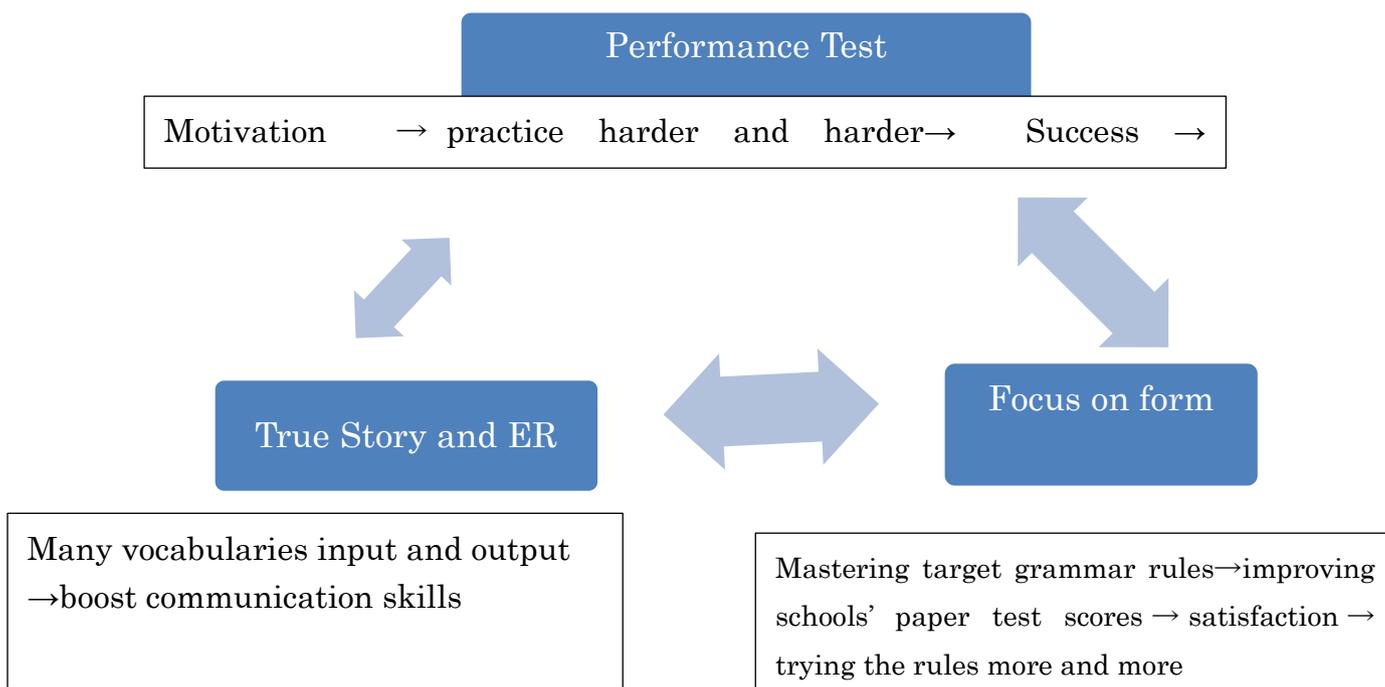
<Focus on form>

- I can remember the target grammar rules after doing this activity. Especially, I feel this benefit while taking paper tests in school.(S1)
- I like the activity because I can review the grammar rules which I have learned in school.(S2)
- I notice that this is very important task to master the target grammar rules.(S3)
- It is helpful for me to use some grammar rules in the activity.(S4)
- It is fun to speak with partner in this activity.(S5)

<Very easy true story>

- Each story is real! I always feel "Unbelievable!!"(S1)
- It is fun to speak out about each picture with partner, sometimes I make different story by myself.(S2)
- I never feel "It is boring, because the story beyond my imagination.(S3)
- I think that re-telling task is helpful for me to prepare "Eiken interview test". I come to think and describe the situation in English instantly while seeing the picture(S4)
- I like "word battle" task . I am happy to say many words as much as possible in game.(S5)

6. What I learned



★ Above three pronged-strategy made students good motivated-communicators finally. I believe that performance tests inspire students to study and practice harder to achieve the good results. Therefore students keep their motivation toward learning. In addition, fun and useful input and output activities are indispensable to boost skills. Ultimately, focus on form activities have changed students' attitudes. They come to like these eye-opening tasks and are happy to get better schools' test scores as a result of deeper learning.

★ One bitter thing is "speaking test-failure". But I noticed the important thing that people should help each other to make communication even in speaking test. It is natural that student wants to make a pair with best speaker to perform well, not with lower-skill speaker. Therefore students sometimes blame unsmooth conversation for the lower-skill partner. However I stressed the "the importance of corporation to build up conversation" after the failure, then students understood the point and did best performance speaking test through scaffolding.

★ Practice makes perfect! Training to use multiple follow-up question make student's better speakers. Finally they were able to speak 2.5 minutes conversation and mastered six kinds of CS.

★ Easy-to-understand rubric is very useful to stimulate students to reach their goals.

★ Peer-editing gives students more ideas to write words. They did good writing performance and produced more than 70 words.

7. Future issues

★ fun and useful focus-on-form activities should be ready

★ encourage students to write better essay

★ make good lesson plans (try to add "novelty")

Lesson Plan:What a wonderful world

1. Level:3rd graders of junior high school
2. Class size:5 students(4 boys and 1 girl)
3. Text book: Very Easy True Story
4. Goal: Students can write 70 words essay.(writing performance test)
:Students can master six kinds of Conversation strategies.

- 5.:Objectives: 1) Students can use “follow- up question” strategies in conversation
2)Students can read story to comprehend.(Reading test)
3)Students can write essay and edit friends’ essay, then revise it.(writing test)
4)Students can exchange ideas about essay thtough the conversation.

6. Procedures:Day 1 (today’s lesson)
:Day2
:Day3
:Day4

- 7: Today’s lesson: 1)Book talk(reading foundation series(620 words) 5W1H questions
2) Reading test(Yoko’s wonderful story)
3)Information-exchange task(What’s your wonderful story?)
4)First writing(my wonderful story)
5)peer-editing
6)speaking time about essay
7)Final writing(Performance writing test)

- 8:Assessment(Day 1)
 - 1) Reading test
 - 2) Writing test
 - 3) Self-evaluation
 - 4) Teacher’s comment

What a wonderful world!

Look at the pictures and guess their occupation, nationality and spoken languages.

1.



2.



3.



Job (	)	Job (	)	J ()
Nationality (	)	N (	)	N ()
Language (	)	L (	)	L ()
()	()	()
()	()	()

4.



5.



6.



Job (	)	Job (	)	J ()
Nationality (	)	N (	)	N ()
Language (	)	L (	)	L ()
()	()	()



Kind People in Malaysia



Let's read the Yoko's story about people in Malaysia. Then try to choose the answers.

Yoko has been to Malaysia for six days to spend Christmas holiday. She took flight from Nagoya to Hong Kong, and changed the flight bound for Kuala Lumpur. After arriving at the airport, she got bus ticket for going to Ipoh which is her friend's hometown. While Yoko was waiting for the bus, one man sat next to her to eat curry. Soon Yoko said to him, "The curry smells good!" Then he said "Why don't you trying the dish? You must use right hand." She said "Thank you. It is first time for me to eat food with hand. I need to practice!" The man laughed. The curry was very tasty, so Yoko was glad to enjoy good local food and have a conversation.

On the second day in Ipoh (Dec.24th), her friend took Yoko to noodle restaurant. While they were eating curry noodles, one boy who wore Santa hat gave Yoko a chocolate. She was very surprised at the Christmas gift, and said "Thank you. And ARIGATO" The boy repeated "A RI GA TO" and smiled.

After that, she bought many biscuits and curry noodles at famous store which was built in Ipoh in 1981. Her friend's aunt passed her store's membership card .Thanks to the card; Yoko paid 5% off price there. She was very happy to get many delicious souvenirs with discount price.

On the third day, Yoko asked her friend to drive to local post office. She wanted to send the Christmas gift to friend who lives in Singapore. When she sat down on the sofa to wait the turn, one woman told her to go to special booth for delivery service. Thanks to her advice, Yoko didn't have to wait longer time.

On the fourth day, Yoko said good-bye to her friend and moved to Kuala Lumpur by train. While she was sitting on the bench at the station, one cute baby touched her and said " \$ # & * ♂ ♀". Then she held the baby and said "Hi, Konnichiwa!" At the same time, the baby's parents shouted "You are Japanese, aren't you? Oh! We had lived in Kobe, Japan for two years. We have graduated from Master Course at Kobe University." She was very surprised at the couple's story. They talked about both Japanese and Malay cultures. Finally, Yoko told them about one problem of "WIFI-access" at the station, so the husband lent Yoko his smartphone to make phone call. Thanks to his kindness, Yoko talked on the phone with friend about urgent message.

During the travel, many Malay people helped Yoko. She appreciated their support and thought "What a wonderful world!"

(443 words)

Q: What did they do to help Yoko?

1 “At the bus terminal “



2.“At the noodle restaurant”



- a He told Yoko the direction to bus stop.
- b. He gave Yoko curry.
- c. He gave Yoko some coins.

- a. The boy gave Yoio Christmas present.
- b.The boy sung Christmas song for Yoko.
- c.The boy kissed Yoko as a Christmas wish.

3.”At the buicuit store”

- a. She gave Yoko buicuit.
- b. She picked up Yoko’s money.
- c.She lent Yoko her members’ card.



4. “At the post office “

- a. .She talked with Yoko to kill time.
- b. She helped Yoko to save time.
- c. She lifted Yoko not to lose the way.

5.”At the station”



- a. The man lent his smartphone to Yoko.
- b. The man gave Yoko the map of Malaysia.
- c. The man carried Yoko’s bags.

What a wonderful world !

How about you? After reading Yoko's wonderful world story, talk about your wonderful story with partner.

Ex. A; What did you do during New Year's holidays?

B; Let me see. I went to my grandparents house.

A; Sounds good. How much money gift did you get?

B; 30000yen. How about you?

A; Ehen. 50000yen. I will buy new ipod. How about you?

B; Hmmm. I haven't decided yet.



Ask your partner!

	S1	S2	S3	S4	S5
What did you do?					
What did you see?					
What did you eat?					
Who did you see?					
How much ?					
What will you buy?					
Special thing					
Your question					

Title: My New Year's Day !!

First, I went to the shrine and hoped my friend's to pass high school's tests.

And I took "omikujii". It was Daikichi!

Normal people are glad to get Daikichi.

But I thought getting Daikichi is normal.

Second, I went to karaoke with my family.

I was the best singer of my family, but the score was bad. So I said "This machine is broken".

I couldn't believe that.

Third, we watched "warattewaikenai" on TV.

It was very interesting. And I liked Dantown

more and more. And I want to join

"warattewaikenai" some times.

My New Year's Day is very

happy day. Fin.

Speaking Test Rubric

Name()

1.Check List	How many times you used
Opener	
Rejoinder(Sounds nice,great..)	
Repeating	
Follow-up questions(When?)	
Filler(Let me see, Well,,)	
Closer	



項目	6points	5points	4 points	3points	2point	1point
Conversation Strategies	6回以上 6種類以上全て使うことができた	5回以上 5種類以上	4回以上 4種類以上	3回以上 3種類以上	2回以上 2種類以上	1回 1種類
Content	3points 内容が豊かで、たいへん理解しやすい		2points 内容が適切でだいたし理解できる		1point 内容がわかりにくく理解しにくい	
Fluency	3points 2分間会話をスムーズにできた		2points 時々沈黙があるが会話をできた		1point 沈黙が続き会話ができなかった	
Attitude (Volume& Eye contact)	4points 十分な声の大きさにアイコンタクトをしながら話せる		3points ある程度声量、アイコンタクトに気がつけていた		1point 声が小さくアイコンタクトができていない	

Bonus point! 友達とお互い協力しあって会話を続けることができたなら 4POINTS!!
Comments



Score /20points



評価表

Categories (項目)	Point (得点)	Criteria (評価基準)
Length & Style (作文の長さ& スタイル)	5	70 文以上で、事実や感想が書かれている。段落形式で書かれている
	4	60～69 文で、事実や感想が書かれている。 もしくは 70 文以上で書かれているが、段落形式でない。
	3	50～59 文で、事実や感想が書かれている。 もしくは 60～69 文で書かれているが、段落形式でない。”
	2	49 文以下でしか、事実や感想が書かれていない。 もしくは 50～59 文で書かれているが、段落形式でない。”
Neat &Tidy Handwriting	3	誰でも読める丁寧な英語が書かれている y
	2	読みにくい字が 5 か所以上ある
	1	読みにくい字が 8 か所以上ある
Grammar & Punctuation (文法&句読点及び大文 字・小文字の区別)	3	文法や記号、大文字・小文字の使い分けに、間違いが 5 つ以内。
	2	文法や記号、大文字・小文字の使い分けに、間違いが 6 - 1 0 ある。
	1	文法や記号、大文字・小文字の使い分けに、間違いが 1 1 以上ある。
Content (内容)	3	冬休みの素晴らしいできごとについて、一貫性がありよく書けている。
	2	一貫性が欠ける部分がややあるが、まとまった文が書けている。
	1	ばらばらな文章のみ書かれている

BONUS POINTS!

オリジナルな点が多い場合 3 ポイント UP!

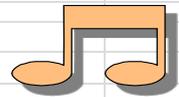
学習済の文法を工夫して使った場合 3 ポイント UP!

TOTAL

/20points

Conversation Strategy (Dec. 3th)(Topic What makes you happy?)	S1	S2	S3	S4	S5
Opener/Closer(Hello.How aya doing?) (Nice talking with you!/You,too!)					
Rejoinder(Sounds nice, Great,I see, Really?)					
Fillers(Ummm,Let me see, Well)					
Repeating (complete repeating,partial repeating)					
Follow-up questions(When?)					
Volume=◎、○、△					
Eye contact=◎、○、△					
Comments (*^_*)(^-)(-_-)!					

Self-evaluation アイコンタクト ◎、○、△ Volume ◎、○、△ ペアと協力して会話 ◎、○、△ CS ◎、○、△
 一番努力したこと
 改善したいこと
 今日のSPEAKING TEST 自己採点 /20点



Self-evaluation  自分の Essay を書き、みんなの前で発表した後、できたことを振り返りましょう。
 ポイントの数字のところに○をつけよう。

① Essay について	
10 points	70 語以上で丁寧な字でエッセイを書けた
8 points	字が丁寧ではないが、70 語以上でエッセイを書けた
6 points	70 語以下だが、丁寧な字でエッセイを書けた
4 points	字が読みにくく、70 語以下でエッセイを書いた
2 points	50 語以下でエッセイを書いた
② Wonderful なことをエッセイに書く際	
5 points	適切な単語、文法を選び 書きたいことを十分かけた
3 points	単語は書けたが、文法は気にしないで書いた
1 point	単語がわからないときは日本語で書いた
③ Peer-editing について	
5 points	友達のエッセイを真剣に読み、コメントを書いた
3 points	友達のエッセイをだいたい読み、コメントを書いた
1 points	友達のエッセイを読まなかった
TOTAL	/20

- A 今まで学習した文法を使えましたか? かなり使った まあまあ使った あまり使えなかった
 B エッセイを書くことは 楽しい まあまあ 全く楽しくない
 C 次回に書きたいエッセイの TOPIC は? ()
 D 今回努力したところは→ ()