

Action Research (Final, 2017)

Hiromi Osuka

1. Title: How should we improve Japanese students' communication abilities?

—Effective tasks and group activities in order to excite and impress students —

2. Context:

- (1) Level: Junior high school 2nd year students
- (2) Class size: 37~38 students × 3 classes
- (3) Time: 45~50 minutes × 4 classes (per week)
- (4) Textbook: New Horizon English Book 2 by Tokyo Shoseki
- (5) Issues:

1st class: a JTE
2nd class: a JTE
3rd class: a JTE and a sub JTE
4th class: a JTE and an ALT

(1) Attitudes

Eighth graders studied English for a year with teachers who mainly used grammar translation methods when they were in the seventh grade. Many students were used to studying English with explanations about the content of main sentences in the textbook. Students liked talking in class, so they couldn't concentrate on studying English.

(2) Abilities

Many of the eighth graders didn't try to listen to teachers carefully during classes. There were few high level students and there were a lot of low level students in the eighth grade. Their average English abilities measured lower for the last school year (January, 2016), in comparison with those of other students in our city.

(3) English teachers

There were 6 classes in grade 8 this year. There were two main English teachers (A and B) and one sub-teacher C for grade 8. I was main-teacher A and taught 3 classes and sub-teacher C and the ALT visited each class once a week. Teacher B sometimes tried to teach English communicatively, but she preferred more conventional ways of teaching and she hardly made use of handouts I made.

3. My goals:

- (1) My first goal is to help my junior high school students acquire communication abilities in English through teaching grammar communicatively.
- (2) My second goal is to work out communication activities which excite and impress students and sub-teacher C.

4. What I did

(1) To make English classes more understandable

- a. Promoting reading aloud and writing English sentences which are connected to students' lives
- b. Emphasizing English word order in all English classes using *Eigo-nou*
- c. Integrating new sentences with ones learned before
- d. Making use of effective pair work and group work (collaborative learning)

(2) To make English classes more motivating and effective for students' learning

- a. Using example sentences connected with students' lives
- b. Designing communicative activities that contain input and output activities
- c. Designing communicative activities which stimulate students' interest and motivate students to study more
- d. Improving activities which give students opportunities to practice in realistic

situations

- e. Working out effective tasks which cultivate the four fundamental English skills
- f. Creating worksheets that better enable students to acquire English communication abilities

(3) To take measures to improve curriculum design

- a. Modify the required textbook in order to make handouts based on Focus-on-Form
- b. Teaching students grammar communicatively through “Focus-on-Form Instruction (FFI)” and “Task-based Language Teaching (TBLT)”.
- c. Reorganizing and regrouping the basic English sentences students have to learn
- d. Collaborating on curriculum with other teachers to produce better results for more students
- e. Exchanging information on how to teach students grammar communicatively by using Focus-on-Form and Task-based Instruction
- f. Making use of speaking tests in order to improve students’ speaking abilities

5. Results:

(1) English abilities compared with those of other students in our city (January, 2017)

Their average English abilities improved comparing the results in 2016. The students’ abilities in Class A measured much higher in comparison with those of other students in our city. Class B showed almost the same average points. Unfortunately, the top class Class C couldn’t have the test because of flu.

(2) Students’ Self-evaluation for English abilities

Analyzing results from the surveys in April, July, and February about 111 students, their self-evaluation for English abilities showed better percent numbers in February. See Appendix.

(3) Student impressions about English learning

★The analysis of students’ comments (the total number out of 111 students)

items of English abilities	April hopes for English learning	July improvement for English learning	February improvement for English learning
1. speaking	13	15	6
2. listening	3	10	9
3. reading	20	19	12
4. writing	13	5	9
5. vocabulary	20	18	25
6. key sentences	5	1	7
7. grammar	7	15	15
8. self-expression			9
9. English Japanese	3	6	15
10. Japanese English			2
11. keeping conversation	10	21	12
12. composition	1	8	6
13. better attitude	6	6	10
14. reciting	8	2	4
15. getting good results	11	1	5
16. pronunciation			3
17. pair, group activity			6

★Student marked changes in attitude towards English learning (J : July & F : February)

《Speaking》	J	<p>① I couldn't talk with my friends in English at all, but I've asked and answered in English somehow.</p> <p>② I came to enjoy talking with my friends in English.</p> <p>③ I came to understand English words and grammar, so I can make English sentences quickly and say them in English.</p>
	F	<p>① Without model dialogs, I came to talk with my pair in English.</p> <p>② I remembered a lot of key sentences, so I came to write various things about myself and talk about them in English.</p> <p>③ I understood each important grammar point and was able to get power of expression through talking with my friends. Moreover, I came to understand the structure of question sentences, so I was able to try questions and answers correctly.</p> <p>④ When I tried pair activities, I came to talk longer than before. I want to talk much longer.</p> <p>⑤ I've got interested and excited to talk with a foreign English teacher working in my <i>juku</i>.</p>
《Listening》	J	<p>① I came to understand what Teacher said in English. Moreover, I came to try activities with eye contact.</p> <p>② I came to understand the sentences written in the textbook while listening to CD.</p>
	F	<p>① Listening to English, I came to hear each English word,</p> <p>② Listening to English, I came to understand what was spoken.</p> <p>③ I was not good at listening to English, but it became better. Moreover, I came to almost understand main sentences in the textbook.</p> <p>④ I came to listen to English songs.</p> <p>⑤ I came to listen to and understand sentences written in the textbook without looking at the textbook.</p>
《Reading》	J	<p>① I was not good at putting English into Japanese, but recently I came to try it more easily than last school year. Moreover, I came to be able to read English sentences in the textbook many times for one minute.</p>
	F	<p>① Using phonic symbols, I came to read new words by myself. When I read sentences in the textbook, I came to understand what is written step by step. Using <i>Eigo-nou</i>, I came to put English sentences into Japanese easily.</p> <p>② I had a lot of chances to practice reading new words, so I was able to read a lot of English words.</p> <p>③ Through writing new words in the <i>kotsukotu-noto</i>, I got the ability to read English sentences.</p> <p>④ I came to almost understand what is written in English as soon as I read English sentences.</p>
《Writing》	J	<p>① I came to be able to write longer sentences.</p> <p>② I came to be able to write a lot of English sentences about myself.</p> <p>③ It's taken shorter time to say something about myself in English.</p>
	F	<p>① I came to write English words and sentences easily without mistakes more than before. Moreover, I came to put English into Japanese easily.</p> <p>② I came to make more English sentences than before. I came to like English.</p>

		<ul style="list-style-type: none"> ③ I came to understand English grammar better and write a lot of English words. ④ I came to write long English sentences. ⑤ I was not good at writing sentences about myself in English, but recently I came to write them step by step.
《Others》	J	<ul style="list-style-type: none"> ① I came to try small talk with my friends at the beginning of the class. ② I came to use English at home and play with my family using English. ③ I came to correct friends' mistakes in group. ④ I came to say daily English through English communication activities with my friends. ⑤ I came to use filler such as "well, let's see, um" easily and naturally. ⑥ I came to try communication activities more positively than before, and found them fun. ⑦ We've tried more communicative activities and reading activities, so we've got better communication abilities. ⑧ I was able to speak and use English through thinking by myself. My English communication abilities got better comparing with April. ▼ I came not to understand English, or I cannot get better scores on the term test.
	F	<ul style="list-style-type: none"> ① I improved my reciting and came to understand grammar better. ② I came to understand what is written in the textbook and guess the meaning of new words with the words I have already learned. ③ I became good at English and got good mark for the term tests. Through the spelling contest, I came to understand words and sentences better. ④ I've enjoyed English since last April and came to write a lot of English words. ⑤ I've got more interested in English than last year. I've tried to remember key sentences in the textbook because they are helpful when I use English. I also try hard to practice pair activities. ⑥ I came to better understand English grammar. ⑦ I learned a lot of English words and grammar, so I came to express various things about myself in English. ⑧ I've got good score in English tests. ⑨ Talking something in Japanese, I often thought how I should say this in English. ⑩ I came to understand English songs. ⑪ I got more chances to try group or pair activities with my friends. ⑫ When I listened to English words spoken in TV program, I was very surprised because I was able to understand a lot what was spoken in TV. ⑬ I enjoyed English classes more than before (last April or July) and I came to join English classes more positively. ⑭ I enjoyed talking with my friends in English better than last April and came to speak English more fluently. ⑮ I came to join pair or group activities more positively than before. ⑯ I came to find more English words I understood in English songs, dramas, and movies.
《Others》	F	<ul style="list-style-type: none"> ⑰ Before last September, I could understand only half of English sentences in the textbook, but recently I can understand 80 %.

		▼ I couldn't understand what was written or spoken in English, so I'll try to study English hard the next fiscal year.
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6. What I learned:

- (1) It's difficult for teachers to teach eighth graders not only English but also the other eight subjects, so we needed some strategies to interest and excite them. I've thought that singing cozy and rhythmical songs is useful and effective and makes students study more. Songs which make students want to dance and remember lyrics encourage them to study English harder. If songs have grammar points, it is helpful and exciting for students to study them.
- (2) I had students try "small talk" at the beginning of the class for a year. They had few chances to talk with their friends in English when they were in the seventh grade, so last April many students said, "I came to be able to talk with my partner in English." After four month's trying, this change is the most remarkable. Students need more opportunities to use the English they study, so it's important for teachers to think of how teachers use class time.
- (3) The course of study will be changed in 2020. With this in mind, the revised textbook students use will have more vocabulary than before. JHS students should have studied 1200 words in the ex-textbook. ES students study 600 ~700 words, JHS students study 1600 ~ 1800, and SHS students study 1800 ~ 2500 in the revised textbook. It made eighth graders confused and they didn't have enough time to try communicative activities. Students were at a loss to study a lot of new words and the new usage of words they studied before. Teachers should consider how they help students with understanding and learning new vocabulary.
- (4) Based on Ebbinghaus's "The Forgetting Curve," students will forget what they learned if they are not so interested in it. So Teachers should work out activities they use in classes. I think students should have as many chances to use key sentences they have to study as possible through the activities. Each activity should be connected with other activities.
- (5) Low level students need more pattern practices before they try communicative activities. They need a lot of time to understand activities using new key sentences because they haven't understood the basic grammar points they were to study when they were in the seventh grade. Sometimes mechanical practices are effective for them.

7. Further issues:

- (1) Some students didn't like my way of teaching and they prefer the traditional way of teaching. Students took a lot of time to get used to my way of teaching. Moreover, it

took a lot of time to introduce and explain new vocabulary and new meanings of the words students have already learned, so I couldn't find enough time to have students try out-put activities. Considering time management, I have to make the handouts which have more well-balanced in-put and out-put activities.

- (2) I tried to make many kinds of activities which interest and excite students, but some activities I made were not so effective or difficult for some of the eighth graders of this year. The activities did not motivate the students to study more. I have to make the activities more useful and effective.
- (3) There were few high level students, several low level students, and a few average students in each class. I had to make use of pair and group activities, but it was not so effective to use pair activities. I thought it was appropriate to use group activities which have one high level student at least because he/she can correct the other member's mistakes and it would be close to ideal collaborative learning.
- (4) I think I was able to improve high level students' abilities and motivation to study more, but I couldn't improve the motivation of low level students and students who don't like English. I tried to make use of English songs they would like, but it was not so effective for such students. This is a big problem I need to study and solve.

A Lesson Plan (March, 2017)

Name(Hiromi Osuka)

1. **Level:** Junior High School second year students
2. **Class size:** 3 classes with 37 ~38 students
3. **Textbook:** New Horizon English Course Book 2 (Tokyo Shoseki):
Unit 7 "A Movie Dolphin Tale"
- 4: **Goal:** 1. Students are able to describe their lives using comparatives and superlatives.
2. Students are able to talk with their friends using comparatives and superlatives
5. **Objectives**
 - Language Function:
To have students understand the usage of comparatives and superlatives
 - Communicative Function:
To have students talk about their lives using comparatives and superlatives
6. **Procedure**
 - (1) **Day one:** Unit 7-1 Starting Out &
Communicative Activity "I'm taller than you! 33"
 - ① Listen to the song "We are" and practice the lyrics
 - ② 2-minute small talk for warm-up
 - ③ Practice new words in "Starting Out"
 - ④ In-put Activity "I'm taller than you! 33" (Step1~3)
 - ⑤ Listen to the CD while looking at the picture card about "Starting Out"
 - ⑥ Comprehension Check of "Starting Out"
 - ⑦ Check "eigo-nou print."

- ⑧ Read a. Model reading b. Group reading c. Pair reading d. Individual reading

(2) Day two: **Unit 7-1** Starting Out &

Communicative Activity **“I’m taller than you!” 33**

- ① Listen to the song **“We are”** and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Review reading of **“Starting Out”**
- ④ **Out-put Activity “I’m taller than you!” 33** (Noticing, Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in **“Starting Out”**
- ⑦ Try **“Basic practice, Listen, Write”** to page 104
- ⑧ Practice new words from **“Dialog”** to page 105

(3) Day three: **Unit 7-2** Dialog &

Communicative Activity **“English is more difficult than math!” 34**

- ① Listen to the song **“We are”** and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Review reading of **“Starting Out”** for 1 minute
- ④ **Input Activity “English is more difficult than math!” 34** (Step 1 ~ 3, Noticing)
- ⑤ Listen to the CD while looking at the picture card about Unit 7-2 **“Dialog”**
- ⑥ Comprehension Check of **“Dialog”**
- ⑦ Check **“eigo-nou print.”**
- ⑧ Read a. Model reading b. Group reading c. Pair reading d. Individual reading

(4) Day four: **Unit 7-2** Dialog &

Communicative Activity **“English is more difficult than math!” 34**

- ① Listen to the song **“We are”** and practice the lyrics
- ② 2-minute small talk for warm-up
- ③ Review reading of **“Dialog”** for 1 minute
- ④ **Out-put Activity “English is more difficult than math!” 34** (Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in **Unit 7-2** **“Dialog”**
- ⑦ Try **“Basic practice, Speak, Write”** to page 103
- ⑧ Practice new words in **Unit 7-3** **“Read and Think 1”** (p. 104)

(5) Day five: **Unit 7-3** Read and Think **1** &

Communicative Activities **“Ben is my best friend!” 35**

- ① Sing the song **“We are”**
- ② 2-minute small talk for warm-up
- ③ Review reading of **“Dialog”** for 1 minute
- ④ **In-put Activities “Ben is my best friend!” 35** (Step 1 ~ 3)
- ⑤ Listen to the CD while looking at the picture card
about **Unit 7-3** **“Read and Think 1”** to page 104”
- ⑥ Comprehension Check of **“Read and Think 1”** using Q and A
- ⑦ Check **“eigo-nou print.”**
- ⑧ Read a. Model reading b. Group reading c. Pair reading d. Individual reading

(6) Day six: **Unit 7-3** Read and Think **1** &

Communicative Activities **“Ben is my best friend! 35”**

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Unit 7-3” for 1 minute
- ④ **Out-put Activity “Ben is my best friend! 35”** (Noticing, Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in **Unit 7-3** “Read and Think **1**”
- ⑦ Try “Basic practice, Read” to page 105
- ⑧ Practice new words in **Unit 7-4** “Read and Think **2**” (p. 106)

(7) Day seven: **Unit 7-4** Read and Think **2** &

Communicative Activities **“Ben is as cool as Masaki! 36”**

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Read and Think **2**” for 1 minute
- ④ **In-put Activities “Ben is as cool as Masaki! 36”** (Step 1 ~ 3)
- ⑤ Listen to the CD while looking at the picture card
about **Unit 7-4** “Read and Think **2** to page 106”
- ⑥ Comprehension Check of “Read and Think **2**” using Q and A
- ⑦ Check “*eigo-nou print.*”
- ⑧ Read a. Model reading b. Group reading c. Pair reading d. Individual reading

(8) Day eight: **Unit 7-4** Read and Think **2** &

Communicative Activities **“Ben is as cool as Masaki! 36”**

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Unit 7-4” for 1 minute
- ④ **Out-put Activity “Ben is as cool as Masaki! 36”** (Noticing, Step 4 & 5)
- ⑤ Self-evaluation for the communicative activities
- ⑥ Take notes for new key sentences in **Unit 7-4** “Read and Think **2**”
- ⑦ Try “Basic practice, Read” to page 107

(9) Day nine: **Unit 7-5** Activity **1**, Activity **2**, and **“Let’s try a quiz! 37”**

- ① Sing the song “We are”
- ② 2-minute small talk for warm-up
- ③ Review reading of “Read and Think **1**” for 1 minute
- ④ Review reading of “Read and Think **2**” for 1 minute
- ⑤ Try Activity **1**
- ⑥ Try Activity **2**
- ⑦ **“Let’s try a quiz! 37”**

*** English is more difficult than math!(D) * 34**

Class() No.() Name()

1. 次の絵を見ながら、先生の言う英語をよく聞きましょう。先生は教科や食べ物についてどんなことを話しているのでしょうか。その内容を、()に書きましょう。

- (1) 私にとって、数学は理科より()。英語は数学より()。
私にとって英語は()難しい。
(2) 私にとって、ハンバーガーよりカレーライスのが()。ピザはカレーライスより()。私にとってピザが()。



2. 次の文の()の中から、文に適する語を選んで○で囲みましょう。すらすら言えるまで何回も練習しましょう。

- (1) Math is (difficult, more difficult, the most difficult) than science for me.
 (2) English is (difficult, more difficult, the most difficult) than math for me.
 (3) English is (difficult, more difficult, the most difficult) of the nine subjects for me.
 (4) Curry and rice is (delicious, more delicious, the most delicious) than hamburgers.
 (5) Pizza is (delicious, more delicious, the most delicious) than curry and rice.
 (6) Pizza is (delicious, more delicious, the most delicious) of the three.
 (7) *DRAGON BALL* is (popular, more popular, the most popular) than *NARUTO*.
 (8) *DRAGON BALL* is (popular, more popular, the most popular) of all the cartoons.
 (9) AKB 48 is (famous, more famous, the most famous) than SKE 48.
 (10) AKB 48 is (famous, more famous, the most famous) of all the groups.
 (11) Science is (interesting, more interesting, the most interesting) than English.
 (12) Science is (interesting, more interesting, the most interesting) of nine subjects.
 (13) Computers are (useful, more useful, the most useful) than cell phones.
 (14) Computers are (useful, more useful, the most useful) in our English class.
 (15) This movie is (wonderful, more wonderful, the most wonderful) than that movie.
 (16) This movie is (wonderful, more wonderful, the most wonderful) of all.

3. 次の英文の質問に該当するあなたの答えを()の中に書きなさい。

- (1) Which is more difficult for you, math or English? ()
 (2) What is the most difficult subject for you? ()
 (3) Which is more exciting for you, baseball or soccer? ()
 (4) What is the most exciting sport for you? ()
 (5) Who is more beautiful for you, Hirose Suzu or Aragaki Yui? ()
 (6) Who is the most beautiful singer for you? ()
 (7) What is the most delicious food for you? ()

I am beautiful.	意味：()
I am more beautiful than you.	意味：()
I am the most beautiful in this class.	意味：()
長いつづりの形容詞や副詞の 比較級 には () を使い, 最上級 には () を使います。	

4. グループで、例文のように会話をして次の項目に当てはまる事柄が何であるか聞きましょう。

《Ex.》 A: I think that soccer is the most exciting sport. How about you?

B: ★Uh, baseball is the most exciting sport for me.

A: ★★Oh, I see.

★ Um,... Well, ...
★★ Sounds good.
Oh, really?

	1. あなた ()	2.	3.	4.
1. the most exciting sport				
2. the most interesting book				
3. the most wonderful movie				
4. the most difficult subject				
5. the most useful thing				
6. the most important thing				

5. 次の英文が表わす内容について同意するなら○、同意しないなら×を書きなさい。

- (1) *Kinkaku-ji* is more famous than *Ginkaku-ji*. ()
- (2) Money is more important than dreams. ()
- (3) Blue skies are more beautiful than blue seas. ()
- (4) Personal computers are more useful than cellphones. ()
- (5) Money is the most important for us. ()
- (5) Life is the most important for us. ()

自己評価

Class() No.() Name()

	評価項目	自己評価	この活動の感想・気がついたこと・分かったこと 4行以上
1	Eye Contact アイ・コンタクト	A・B・C	
2	Voice 適度な声の大きさ	A・B・C	
3	Attitude 取り組みの態度 (×日本語)	A・B・C	
4	Understanding 活動の理解	A・B・C	
5	more や most を使った 比較級と最上級の使い方	A・B・C	
6	★Filler (つなぎことば) の使い方	A・B・C	
7	★★Reaction(反応)の使い方	A・B・C	
8	Usefulness このワークシートの役立ち度	A・B・C	

★どのくらいの英語が使えますか？（英語力診断基準）		April (1年)	July	February	
話す力	1	ペアで話す時、ほとんど話せない	12.5	4.8	2.7
	2	ペアで話す時、20秒くらいは話せる	33.7	23.1	14.4
	3	ペアで話す時、40秒くらいは話せる	34.6	27.9	28.8
	4	ペアで話す時、少しつかえるが1分間話せる	16.3	32.7	42.3
	5	ペアで話す時、つかえずに1分間話が続く	2.9	11.5	11.7
聞く力	1	ペアで話した内容及び教科書のCDが、ほとんどわからない	8.7	5.8	3.6
	2	ペアで話した内容及び教科書のCDが、3割くらいわかる	20.2	16.3	13.5
	3	ペアで話した内容及び教科書のCDが、半分くらいわかる	28.8	37.5	29.7
	4	ペアで話した内容及び教科書のCDが、7割くらいわかる	26.9	27.9	31.5
	5	ペアで話した内容及び教科書のCDが、ほぼわかる	15.4	12.5	21.6
読む力	1	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、ほとんどわからない	7.7	4.8	3.6
	2	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、3割くらいわかる	21.2	20.2	14.4
	3	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、半分わかる	26.0	30.8	25.2
	4	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、7割わかる	31.7	29.8	32.4
	5	友だちが書いた英文（日記・スピーチなど）や教科書の本文が、ほぼわかる	13.5	14.4	24.3
書く力	1	7つ以上のまとまりのある作文（日記・スピーチなど）が、ほとんど書けない	10.6	9.6	7.2
	2	7つ以上のまとまりのある作文（日記・スピーチなど）が、1-2文しか書けない	26.0	23.1	17.1
	3	7つ以上のまとまりのある作文（日記・スピーチなど）が、3-4文なら書ける	36.5	37.5	33.3
	4	7つ以上のまとまりのある作文（日記・スピーチなど）が、5-6文なら書ける	17.3	19.2	26.1
	5	7つ以上のまとまりのある作文（日記・スピーチなど）が、7文以上書ける	9.6	10.6	16.2
文のきまり	1	教科書の既習の基本文が、まったく分からない	6.7	4.8	3.6
	2	教科書の既習の基本文を、少し理解できる	22.1	18.3	13.5
	3	教科書の既習の基本文は、半分くらい理解している	26.0	32.7	18.9
	4	教科書の既習の基本文は、だいたい理解している	38.5	36.5	43.2
	5	教科書の既習の基本文はよく理解しており、文のきまりには自信がある	7.7	7.7	20.7
2分間会話	1	ペアで話す時、ほとんど話せない	12.5	8.7	5.4
	2	ペアで話す時、30秒くらいは話せる	41.3	24.0	12.6
	3	ペアで話す時、1分間くらいは話せる	32.7	38.5	46.9
	4	ペアで話す時、少しつかえるが2分間話せる	11.5	25.0	27.0
	5	ペアで話す時、つかえずに2分間話が続く	1.9	3.8	8.1
授業の理解	1	英語の授業は、ほとんどわからない	3.8	3.8	3.6
	2	英語の授業は、少しわかる	17.3	17.3	11.7
	3	英語の授業は、半分くらいわかる	28.8	37.5	19.8
	4	英語の授業は、7割くらいわかる	30.8	24.0	38.7
	5	英語の授業は、ほぼわかる	19.2	17.3	26.1
授業の感想	1	楽しくなかった	4.8	4.8	6.3
	2	あまり楽しくなかった	7.7	11.5	7.2
	3	どちらでもない・普通	34.6	33.7	18.9
	4	まあまあ楽しかった	26.9	26.9	38.3
	5	楽しかった	26.0	23.1	34.2
英語の感想	1	大嫌いである	10.6	9.6	6.3
	2	少し嫌いである	22.1	23.1	14.4
	3	どちらでもない・普通	25.0	27.9	20.7
	4	まあまあ好きである	26.9	26.9	36.0
	5	大好きである	15.4	12.5	22.5

2016 英語学習取り組み自己診断

組() 番号() 氏名()

1		April (1年)	July	February
自分の英語力・態度について、当てはまる項目に○をつけてください。				
1	教科書やワークの英文等をすばやく読め、理解できると感じますか。	37.5	37.5	49.6
2	基本文を使ったコミュニケーション活動を理解していますか。	61.5	71.2	80.2
3	基本文を使ったコミュニケーション活動に積極的に参加していますか。	62.5	73.1	79.3
4	英語を使った友だちとのコミュニケーション活動は「楽しい」ですか。	78.8	71.2	79.3
5	友だちとの活動は「基本文(文のきまり)習得」に役立っていますか。	63.5	67.3	76.6
6	友だちとの活動は「英語力(話す・聞く・読む・書く)向上」に役立っていますか。	53.8	66.3	80.2
7	基本文を使って、「自分のことについて英文を作ろう」としましたか。	38.5	49.0	56.8
8	基本文を使って、自分で英文を作り「使ってみよう」としましたか。	36.5	52.9	58.6
9	英語を使ってコミュニケーションする力がついていると感じますか。	50.0	60.6	78.4
10	英語の授業に「コミュニケーション活動は必要」であると思いますか。	86.5	85.6	86.5
2		April (1年)	July	February
次の活動の中でしっかり取り組んでいる活動に○をつけてください。				
1	単語の読み方、意味の確認	74.0	74.0	82.9
2	基本文の確認・応用練習	57.7	57.7	72.1
3	教科書の本文を、先生の後について音読練習をする	84.6	86.5	88.3
4	教科書の本文を、CDの後についてオーバーラッピングして読む	40.4	46.2	68.5
5	教科書の本文を、CDの後についてシャドウイングする	15.4	27.9	39.6
6	教科書の本文を1分間(2分間)読みする	49.0	67.3	62.2
7	教科書の本文を暗唱する	31.7	39.4	47.8
8	(CDを聞きながら)こつこつノートで書く練習をする	43.3	38.5	37.8
9	英語脳プリントを使って英語の語順を意識して内容を理解する	49.0	51.9	67.6
10	英語脳プリントを使って英語を日本語に直す練習をする	64.4	73.1	77.5
11	英語脳プリントを使って日本語を英語に直す練習をする	57.7	60.6	62.2
12	英語で挨拶をする	79.8	82.7	92.8
13	英語の歌を歌う	55.8	78.8	92.8
14	授業中の友達とのペア・ワーク	74.0	79.8	82.9
15	授業中の友達とのグループ活動	70.2	77.9	90.1
16	友達と英文を直しあう	6.7	32.7	45.1
17	ワークシートを使った各Unitのコミュニケーション活動	63.5	56.7	75.7
18	ALTの先生とトピックについて話す活動・ALTの先生との授業	74.0	70.2	81.1
19	4月	「2年生の英語学習」の目標は？		
	7月	英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。		
	2月	英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。		
20	スピーキングテストの感想	/	/	/