

# Final Report 2015

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1. Title: How learners develop their communication ability and motivation in skills integration

2. Context

(1) Information about the class: Technical high school 2nd grade students, 1 electricity class with 37 students.

(2) Subject: English Communication II

(3) Textbook: VISTA II (SANSEIDO), All New Easy True Stories (Pearson Longman)

(4) Level of the students: Low

(5) Problems: Students' lack of English ability and motivation

3. Goal and Objectives:

(1) Students can have a good motivation to study English.

(2) Students can talk about given topics for more than 2 minutes and 15 seconds.

(3) Students can write given topic essays with more than 70 words.

4. What I did

(1) Make and revise original handouts

• I already made handouts based on three-part framework last two years. This year I revised them for students' better understanding. For example, I put 1st summary activity on worksheet. There are many pictures and key sentences on the activity and students can imagine the story more easily. I also made vocabulary worksheets. Many

students don't know many words on textbook, so they can easily give up keeping on reading it. For avoiding this situation, I put new words and words they already learned for remembering and understanding the textbook.

(2) Give students opportunities to interact in English

- Small talk: Students talk about given topics in pairs by using conversation strategies (opener, rejoinders, shadowing and closer).
- New words Check: They check new words' meaning and pronunciation in pairs.
- Post-reading activities: Students talk about the topics related to the contents of textbook. They first write the answers then talk in pairs for given time.

(3) Speaking Test

- Students had speaking tests twice. First time, they talked about the topic "My favorite subject" for 2 minutes. Second time, they talked about the topic "My favorite Doraemon's tool" for 2 minutes and 15 seconds.

(4) Writing Test

- The topics of writing tests are related to the speaking tests topics. First time, they wrote about the topic "My favorite subject" with 60 words. Second time, they wrote about the topic "My favorite Doraemon's tool" with 70 words.

## 5. Result

For comparing the improvement of students' speaking skills, writing skills and motivation, I show the results of overall speaking and writing tests' results and results of questionnaire.

(1) Speaking

Results of speaking tests (n=37)

Table1: Accuracy (grammar, pronunciation)

	Well done	So so	Not well
September	24%	62%	14%
November	74%	21%	5%

Table2: Attitude (eye-contact, loudness of voice, eagerness)

	Well done	So so	Not well
September	32%	68%	0%
November	79%	21%	0%

Table3: Use of conversation strategies

	Opener	Rejoinders	Shadowing	Follow-up Q	Closer
September	100%	86%	54%	75%	100%
November	100%	97%	73%	67%	100%

Table4: Length of conversation

	Achieved	Not achieved
September (2min)	64%	36%
November (2min & 15sec)	73%	27%

Q1: How much were conversation strategies useful to improve your speaking skills?

(scale & open)

Not at all	Not so much	I can't decide	Useful	Very useful	
1	2	3	4	5	Average/5
0%	3%	17%	69%	11%	3.88

Positive comments

I could communicate well. (5)

I could talk smoothly. (4)

I could improve my speaking skill. (6)

I could talk longer. (7)

Negative comments

I didn't know whether it is useful or not. (5)

Q2: How much was small talk useful to learn various expressions? (scale & open)

Not at all	Not so much	I can't decide	Useful	Very useful	
1	2	3	4	5	Average/5
0%	6%	17%	63%	14%	3.85

**Positive comments**

I could talk to a lot of pairs. (4) Conversation was better than memorization. (2)

Follow up questions made conversation natural. (5)

I could use CSs by small talk. (4) I could learn new expressions. (10)

I could learn many expressions. (5)

**Negative comments**

I talked to same partner again and again and got bored. (2)

I often use new expressions so I soon forgot. (3)

Q3: On the speaking test, were you able to express what you wanted to say? (scale & open)

Not at all	Not so much	I can't decide	Yes	very well	
1	2	3	4	5	Average/5
0%	31%	8%	58%	3%	3.33

**Positive comments**

I could say it. (7) I could say given questions well.

I could say it what I could do.

**Negative comments**

I couldn't say it well. (11) I made grammatical error. (7)

I couldn't express it fluently. (2)

Q4: How much was speaking test useful to improve your speaking skill? (scale)

Not at all	Not so much	I can't decide	Useful	Very useful	
1	2	3	4	5	Average/5
0%	14%	33%	47%	6%	3.45

Q5: How was the speaking test useful for completing the writing test? (open)

**Positive comments**

I could write down ideas faster. I could write the expressions of speaking test. (12)

It was good for review of speaking test

**Negative comments**

Unlike speaking test, I couldn't write ideas smoothly.

It's not useful (15)

(2) Writing

Table5: Length of words (first time & second time)

	More than 60	From 40 to 59	Less than 39
September	76%	14%	10%

	More than 70	From 50 to 69	Less than 49
November	81%	3%	16%

Table6: Grammar errors

	Less than 3	From 4 to 6	More than 7
September	57%	27%	16%
November	49%	27%	24%

Table:7 \*Arrangement of essay

	Well done	So so	Not well
September	76%	8%	16%
November	68%	8%	24%

\*use of pen, drawing pictures, use of color pen

Table8: politeness of character

	Well done	Not well
September	84%	16%
November	81%	19%

Q6: How much was the writing test useful to improve your writing skill? (scale & open)

Not at all	Not so much	I can't decide	Useful	Very useful	
1	2	3	4	5	Average/5
0%	8%	19%	53%	19%	3.8

**Positive comments**

I could learn new words. (2)      I could use many expressions. (5)

I could learn the structures of sentence. (3)

I could look up the new words on dictionary. (5)

I could learn new expressions. (4) I could write down English sentences. (3)

**Negative comments**

I didn't improve it. (3)      I just copied the expression of dictionary.

I couldn't improve it because there were many unknown words.

Q7: How much was personalized writing useful to improve your writing skill? (scale & open)

Not at all	Not so much	I can't decide	Useful	Very useful	
1	2	3	4	5	Average/5
0%	3%	19%	58%	19%	4

**Positive comments**

It was useful activity. (4)

I could express my opinion in English. (6)

It was difficult activity but useful. (2)      I could learn new words. (4)

I learned how to write opinions in English. (2)

I could write opinions smoothly. (4)      I could learn various expressions. (3)

I just imitated the model sentences. (2)

#### Negative comments

I couldn't do it well. (2)    I couldn't understand the questions.

I couldn't express well because I didn't come up with the suitable words.

#### (3) Motivation

Q8: Which skill would you want to improve after winter? (scale & open)

Reading	Writing	Speaking	Listening
36%	25%	17%	23%

#### Reading

I want to answer grammar books' questions (4).

It takes time to read the story and want to change it faster

I want to answer the questions of term test. (5)

I sometimes can't understand the story of textbook. (2)

#### Writing

I'm not good at writing. (4)      I don't want to make grammatical errors. (5)

Writing is the most important of four skills.

I often make grammatical errors or spelling mistakes.

#### Speaking

I'm not good at speaking. (2)      I can communicate with many people.

I want to sing English songs.      I want to talk fluently. (2)

I want to tell my opinions in English.





I can keep the English grades. (5)

I can relax in class. (4) I can have a variety of activities in class. (4)

**Negative comments**

I don't listen to teacher's instruction well. (3)

Q11: Did my class activities make you want to learn English more? (scale & open)

Not at all	Not so much	I can't decide	Yes	Very useful	
1	2	3	4	5	Average/5
11%	14%	28%	25%	22%	3.33

**Positive comments**

I want to speak English better by speaking tests. (4)

I like communication in English.

I have had good motivation since junior high school student.

It's good to use English for my life. (5) I can understand the class well. (3)

I want to understand English more. (2)

**Negative comments**

I want to learn English more but don't need more English class. (3)

I'm not good at English. (3) I don't want to learn English. (4)

I'm not interested in English. (4)

Q12: Which do you like better, learning many skills together or learning only one skill?

(scale & open)

Former	Latter
81	19

**Former**

I want to learn English with a lot of activities. (3)

I don't feel sleepy. (7)                      It's more interesting (3)

I don't like the latter type                      It's more useful to learn with a lot of activities. (4)

Latter class is not useful for me.

I can understand class better by interaction in pairs. (2)

Latter class is boring. (3)                      It's more practical. (4)

Latter class is not useful for me.

**Latter**

I first want to learn this class.                      I can study harder.

It's more useful.                      I want to speak and listen to English well.

I want to engage on speaking activity

I want to focus on speaking and reading activities first.

My pair is Japanese and I can understand all and it's not useful for me.

**Others**

It depends on class atmosphere

Q13: Which class activities did you enjoy most? (open)

**Opinions**

Timed conversation (5)    Pair work (4)

Writing test (4) (Because I can look up words and it's good study.)

Pair chorus reading (4)    Nothing special (5)                      Summarizing

Speaking test (3)                      Speed reading (2)                      Worksheet (2)

Personalized writing (3)

Model conversation (teacher and student conversation)

Q14: What did you like about my class? (open)

**Opinions**

The atmosphere of class. (2)	Interaction with teacher (13)
Miffy book story. (2)	Instruction of grammar and pronunciation
Personalized writing (3)	Chorus reading (2)
Timed conversation	Worksheet
Pair work (2)	Speaking test
Timed conversation	

6. What I learned

(1) Speaking

Most students could talk well by using conversation strategies. They also felt speaking activities useful to improve their speaking skills. I'm very glad to see the results. On the other hand, many students still feel they cannot express well what they want to say.

(2) Writing

Same as speaking tests, most students wrote down essays more than the goal. They also feel writing tests and activities are useful to improve their writing skills. However, many students made a lot of grammatical errors on writing tests even though they took them twice.

(3) Motivation

I'm glad students enjoyed my teaching. I learned interaction with students are important for making good English class. I also learned most students like skills integration class because they want to do many activities in class and it makes students not feel sleepy. However, about half students answered they still don't like English class and 70%

students don't want to learn English more.

## 7. Future issues

### (1) Speaking

Most students achieved the goal I set. I found even slow learners can improve their speaking skills if teachers give chances to interact and we evaluate their activities. Next year, I make one year plan to improve students' speaking abilities.

### (2) Writing

Although I didn't have enough time to take times for writing activities, most students achieved the goal and they feel the activities very useful. Same as speaking, I learned the importance of performance tests. Next year, I make time for peer editing and common errors so that they can check grammatical errors in pairs or whole class and less make grammatical errors.

### (3) Motivation

I'm very glad that students are satisfied with my teaching. However, I found students still have a negative emotion to learn English. I also found that the main reason they like English class is not activities but interaction with me. Next year, I want students to enjoy my class for class activities.

### (4) Others

I implemented my action research for one class. However, other researchers implement their action research for one grade or multiple classes. Next year, I broaden my action research for multiple classes and compare the results. For making action research wider, I think teachers' collaboration is needed, so I want to make good relationship with my colleagues.