

Action Research Final Report 2017

Sachiko Baba (Shinkou junior high school)

1. Title Introducing focus on form instruction in my lesson

2. Context

Level: Junior high school, 3rd year

Class size: 28 students each class ×3 classes

Textbook: New Horizon 3 (Tokyo Shoseki)

Times: 45 mins x 4 per week

Class situation: There are only 3 classes in 1 grade in my school. The atmosphere in school is very good. They don't hesitate making pairs even a boy and a girl. They try to understand and help each other. But I can find some students don't say their opinions willingly.

Issues:

- (1) I have taught my lessons through CLT method from small children to Adults
but I need to revise my lessons in junior high school.
- (2) I learned what focus on form is so I need to revise my lessons through focus on form
instruction.
- (3) Most students like English so I need to see my students' improvement through data.

3. Goals

- (1) To change my lessons through more effective CLT approach.
- (2) To introduce focus on form instruction in my lessons.
- (3) To gather data through students' survey and analyze it.

4. Literature review

(1) CLT

Communicative language teaching is a method of teaching in communicative way.

The goal is achieving communicative competence. There are four competences below.

Grammatical competence, Discourse competence, strategic competence and sociolinguistic competence. (Canale & Swain, 1980; Canale, 1980) We use pair work, group work and discussion in class. Task-based Language Teaching which goal is achieving task is also based on CLT. With the advent of communicative language teaching, the instructor's role changed. It should not be a teacher any more so be a facilitator. In early CLT, many instructors equated communication with conversation. (Making communicative Language teaching happen, Second edition)

(2) Focus on form instruction

Focus on form is teaching grammar through language activities. After explanation of grammar in textbook, students practice and TBLT. Students noticing is also very

important element when we use F on F. When we acquire language, there are three necessary elements. They are form, meaning and function. We need proper feedback, too.

(3) Feedback

As for feedback I often use reacting since I started to teach English. Feedback, from this stereotyped view, ends when students or teachers receive a response (Kindt&Murphey,1999). Feedforward is perhaps a more accurate term for what might be classed as forward-looking feedback or the feedback that is given with the intent of leading someone somewhere (Kindt&Murphy,1999)

I learned feedforward using in a newsletter.

5. What I did

I took Materials Development and Classroom Dynamics course in 2nd semester. I tired what I learned from this course into my lessons. I have tried to change reading materials since last school year. I revised many time to get these materials better. I learned mainly two things form this course. First, making and using a newsletter. Second, using a conversation card and carrying out performance test with it.

6.Results

What's my goal?

(1) To change my lessons through more effective CLT approach.

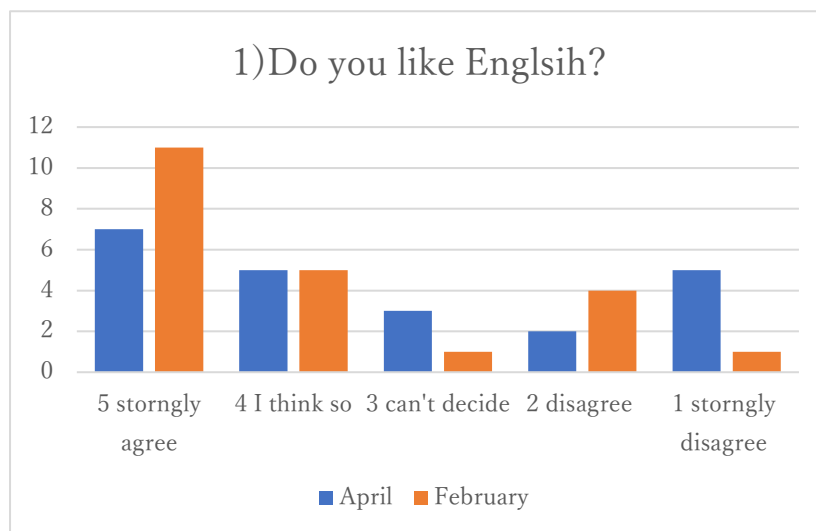
I found my students comments are positive toward understanding CLT. When I taught adults and high school students in a conversation school, I basically taught them through CLT approach. They had basic grammar knowledge and I used it through all English as a communication. Their goal was mastering a daily English conversation or using English in a trip. However junior high school students have a different goal, they felt my lessons were more practical than before which they have many chances to speak and write.

(2) To introduce 'focus on form' method in my lessons.

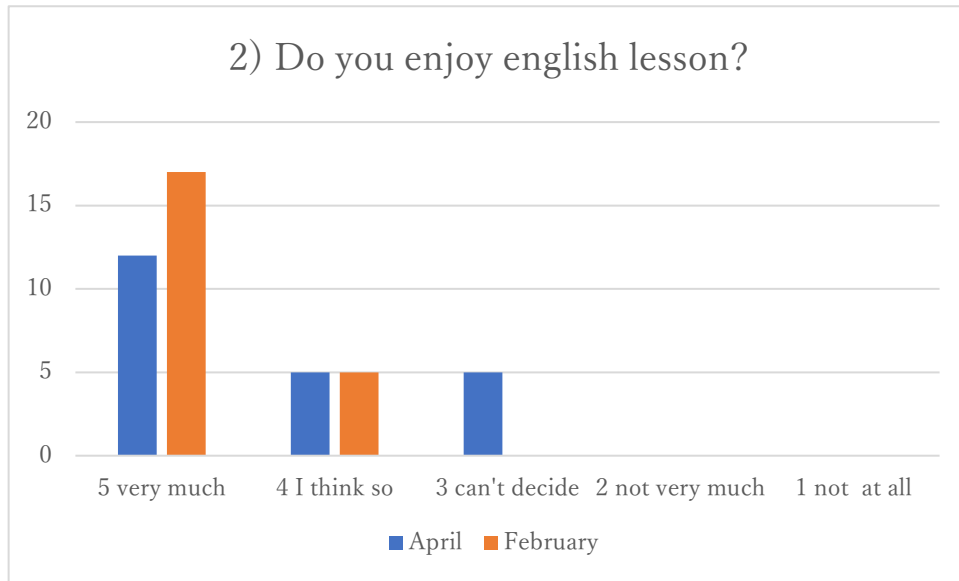
I struggled understanding what 'focus on form' is and how to introduce it into my lessons. When I taught adults, I learned what CLT is in a study training. I found I had already used some 'focus on form' method in my lessons but I still didn't know how to introduce into my junior high school lessons. I checked Yoshi's site and used '新しい英文法指導アイデアワーク'. I revised my worksheets to make better through 'focus on form' method.

(3) To gather data through students' survey and analyze it.

Making rubric and questionnaires with numbers makes us much clear students' improvement. First, I used the rubric which shows number of timed conversation. All students try to achieve the goal. Second, I also used number of 'words' when they write their fun essay or writing activities. Finally, I used numbers in questionnaires as well.

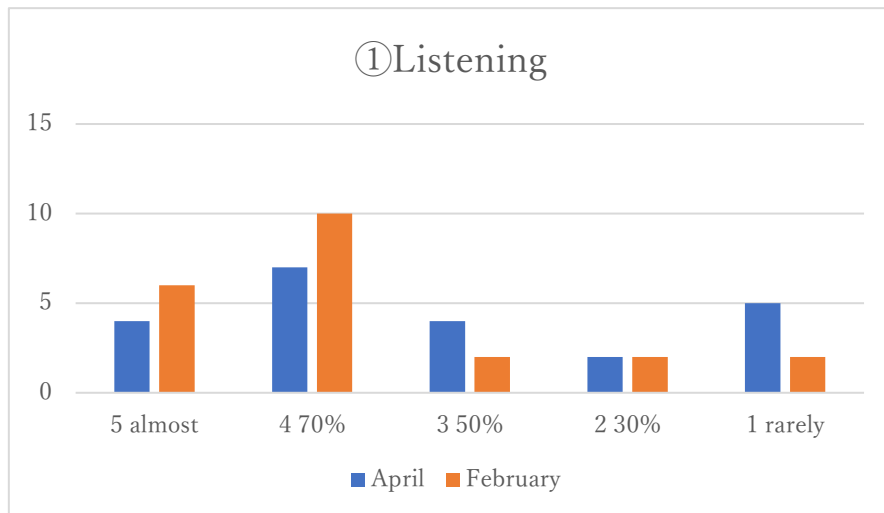


Almost students have positive ideas about my English lessons. Some students say my lessons are not the Atlas Complex and also have chance to speak themselves. I think my lesson are based on CLT method. I believe my students think so.



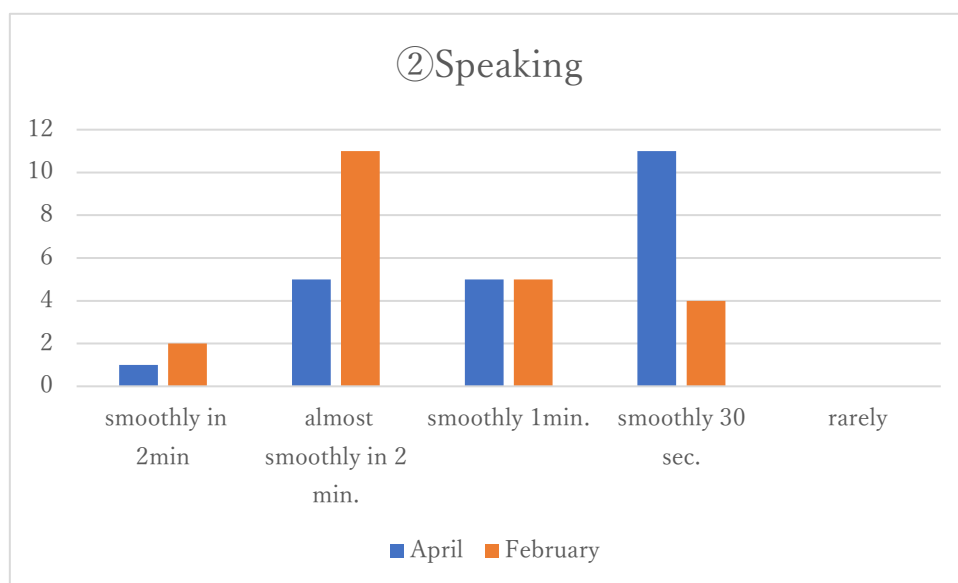
I am very glad to see this result which almost students enjoy my lessons. Surprisingly there are not students who don't enjoy my lessons at all.

3) How much have you improved 4 skills since April?

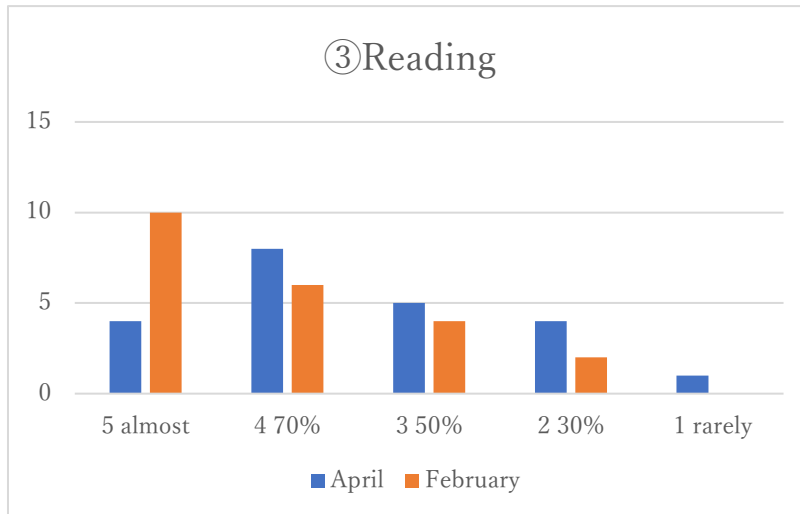


I always speak to my students in English. They understand teacher's talk almost perfectly. It has good and bad points both. Good point is their listening skill is improving

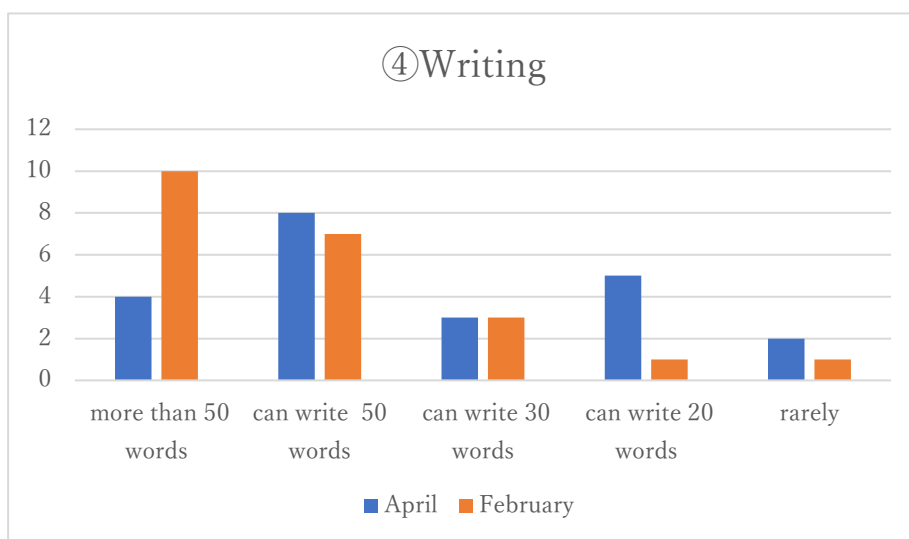
constantly as we know this result. However, on the other hand we can say they just may get used to my English. I need to speak English using new grammar target to give them enough input. In Vygotsky's theory, learning takes place through and during interaction in the learner's ZPD (zone of proximal development).



I had a performance test which had a goal for 3 min in 2nd semester. At this test I used a conversation card, but it didn't work well. I think we should use a conversation card in usual lessons and need to recursive practice.



I am still struggling how to teach reading in my lessons. When Yoshi came to my class, I got an advice from him and revised my worksheet. I found my style in my lessons, but I am not sure it is effective or not.

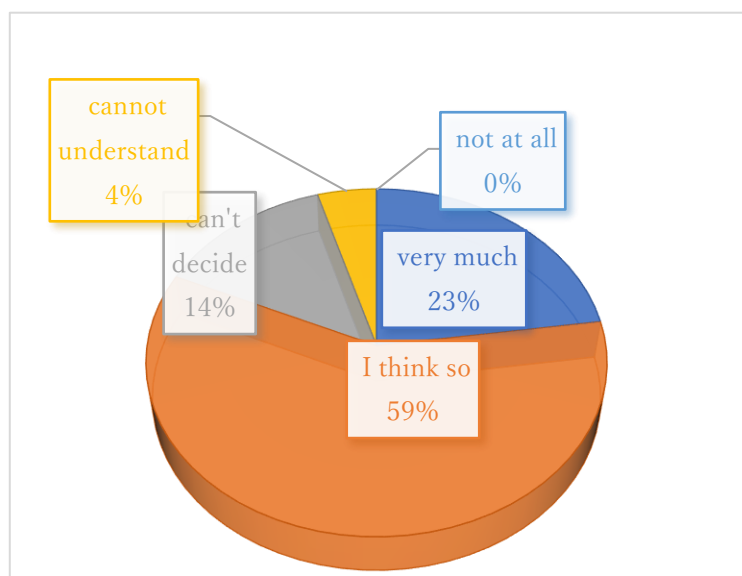


I found my students' writing ability is clear using this questionnaire which shows the number of words. I am also glad to see this result because it has reached the goal of MEXT.

4)What do you want to do in my English lessons?

I introduced writing report in class. Many students have positive ideas about writing a report. I think they need many chances to write a report and essay.

5)Do you understand through communicative activities?



Almost students have positive attitude toward communicative activities.

These are student' comments below.

- I can enjoy English lessons more than before.
- I am not good at studying English but my classmates and teachers helped me a lot.
- I felt difficulty with making speech but I liked pair or group activities.
- I can write or speak more smoothly than before.

- I used to use a model when I write sentences but I don't need it now.
- It was fun to have an English lesson.
- I enjoyed reading in textbook.
- I can improve my writing ability compared when I was 1st grade.
- I tried hard to prepare a speech so I believe I have improved my English skill.
- I enjoyed English lessons because I learned a lot through activities and practicing pronunciation,
- I can study actively not passively because teacher teaches in various ways.
- I talked Japanese with my classmates when we had activities.
- I had already learned grammar in Jyuku so I didn't need activities.

7. What I learned

I have taught 2nd graders and 3rd graders during action research. I found my students need clear goal for improving English. In performance test we decided a goal for 2min speaking for 2nd graders. And it was for 3min for 3rd graders. At first year of action research I was successful to achieve the goal but at second year I was confused and didn't know how to prepare it. I still can't find it. I need to discuss it with my colleagues.

I found, however, my view about English teaching is changing. Students can do anything what teachers feed. I won't hesitate making high leveled goal from now on.

8.Future issues

I need a technique to feed my students various expression and skills how to speak and write. I have to know my students more. I will never stop change my lessons better. Especially, I want to learn students' motivation and how to encourage them to speak and write more.

Lesson plan

Sachiko Baba

1. Level: Junior high school, 3rd year

2. Class size: 28 students each class, 3 classes

3. Textbook: New Horizon 3 (Tokyo Shoseki)

4. Goal: (1) Students can express using 'so ...that' .

(2) Students can read discussion about robots and understand it.

5. Objective: (1) Students can understand the usage of 'an indirect question' and 'so...that'.

(2) Students can talk using "an indirect question" and 'so...that'.

(3) Students can express their ideas about robots after reading Unit5 and write their ideas.

6. Procedure:

(1) Day one: Introduction of '後置修飾' ①

(2) Day two: Review ① Textbook (p.70~71) 5-1 Starting out

(3) Day three: Introduction of 'an indirect question.' ②

(4) Day four: Review ② Textbook (p.72~73) 5-2 Dialog

(5) Day five: Introduction of 'so...that.' ③

(6) Day six: Review ③ Textbook (p.74~75) 5-3 Read and think ①

(7) Day seven : Textbook (p.74~75) 5-3 Read and think ①

(8) Day eight : Textbook (p.76~77) 5-4 Read and think ②

(9) Day nine : Textbook (p.76~77) 5-4 Read and think ② **(Today's lesson)**

(10) Day ten : Activity ① (p.78) Activity ② (p.79)

7.Today's lesson plan:

An attached paper

8.What happened,

1) What I tried

There are two revised things I did.

First, I revised the worksheet of reading. I put 'T or F' quiz I at the beginning of worksheet and asked my students to answer them in pairs like below.

<Example>

A: What do you think of No.1?

B: I think No.1 is true.

A: Why do you think so?

B: Because the textbook says_____.

Next, I added "5. Think 'Who do you agree with?' in blue letters". This is an expansion part using a newsletter I made. Students wrote same types of questions in the previous lesson. I used them to make a newsletter. Students chose the favorite idea and rewrote their idea and reasons.

2)What I happened,

First, students can talk and find answers in pairs. I think some students on a low level can answer questions easily and have a confidence.

Second, I made a newsletter for the first time. I think students enjoyed reading their classmate's comments and can get motivated to write next opinions.

<Worksheet>

Class()No.()Name()
おたすけプリント No.21 Unit 5 Living with Robots — For or Against

1. True or False ?

- 1) 病院や家庭で働くロボットがいる。
- 2) お年寄りの数は増えている。
- 3) ロボットは危険ではない、なぜなら機械であるから。

1. 本文 Read and think ②

<Saki>

①Some robots work in hospitals and homes. ②I think they're necessary for our future.

③The number of elderly people is increasing. ④Future robots may be able to help them
when they take a bath, or go shopping.

<Alex>

⑤That's true, but I'm a little afraid of living with robots. ⑥If they get out of control,
we don't know what they'll do. ⑦Robots are machines. ⑧They're too dangerous to be
our partners.

<Ms. Baker>

⑨Thank you, everyone. ⑩In my opinion, you should keep thinking about the best
way to live with robots. ⑪It's our future.

2. 問題：本文を読んで問いに答えなさい。

Q1. Does Saki think some robots are necessary for our future?

Q2. What is Alex afraid of?

Q3. Is Ms. Baker's opinion, what should we do?

3. 新出単語練習 1

英語	日本語	練習スペース
① elderly	年配の	
② increase	増える、増加する	
③ able	(することが)できる	
④ bath	入浴	
⑤ afraid	こわがって	
⑥ control	制御	
⑦ machine(s)	機械	
⑧ partner(s)	仲間、パートナー	
⑨ opinion	意見、考え	
⑩ be able to	…することができる	
⑪ be afraid of	…をこわがって	
⑫ out of control	制御しきれなくなっ て	
⑬ in one's opinion	…の意見では	
⑭ keep … ing	…し続ける	

4. 日本語を英語で言えるように・書けるようにしましょう

咲)

①病院や家庭で働くロボットもいます。②彼らはわたしたちの将来にとって必要だと思っています。③高齢者の数が増えています。④未来のロボットは、高齢者の方が入浴したり買い物に行ったりするとき、手助けすることができるかもしれません。

(アレックス)

⑤そのとおりですが、ぼくはロボットと暮らすのは少しこわいです。⑥もしロボットが制御できなくなったら、何をするかわかりません。⑦ロボットは機械です。⑧ぼくたちのパートナーになるには危険すぎます。

(ベーカー先生)

⑨ありがとう、みなさん。⑩わたしの意見では、みなさんはロボットと暮らす最善の方法について、これからも考えていく必要があると思います。⑪わたしたちの未来ですからね。

5. Think ●Read and Think①②の意見の中で、だれの意見に最も賛成もしくは反対ですか。 Who do you agree with?

<Newsletter>

Class()No.()Name()

Unit 5-3 Think Let's share our ideas!

I agree with Deepa.



- I agree with Deepa because robots put together products quickly and precisely.
 - I agree with Deepa. Because I think much money goes to me by robots.?
 - I agree with Deepa. Robots **is are** charming. ~~The reason because~~ robots **is are** smart.
 - I agree with Deepa. Because living with robots is exciting and robots can heal me.
 - I agree with Deepa. Robots are taking people's jobs away but people **can** control the robots.
 - I agree with Deepa. Because I think robots are quickly, precisely and efficient.
- So robots will make our lives better.



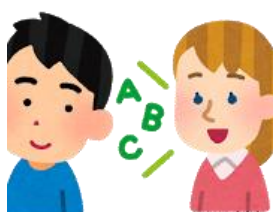
I agree with Kota.

- I agree with Kota. I think that I'm scared of robot society. And robots don't have mind.
- I agree with Kota. Because **many much** money doesn't go to me **if we lose our jobs.?**
- I agree with Kota. I think that I'm worried about losing our future jobs. I think that it isn't necessary for me.
- I agree with Kota. Because I think robots **being are getting** better.
- I agree with Kota. Because I'm worried about losing our future jobs, too. But I think small robots are useful. So I think small robots make our lives better.
- I agree with Kota. Because robots can break our lives.

Class()No.()Name()

[評価表] パフォーマンステスト

項目		得点	評価基準
関心 意欲 態度	流暢さ	5	3間スムーズに話せる。
		4	おおよそスムーズに話せる。
		3	時々、沈黙はあるものの3分間話すことができる。
		2	3分間話すことができない。
		1	長い沈黙で3分間話すことが難しい。
表現	あいづち シャドーイング つなぎ言葉	5	すべてを十分に使えている。
		4	2~3回これらを使えている。
		3	1回しか使えていない。
		2	ほとんど使えていない。
		1	まったく使えていない。
表現	正確さ ・文法 ・単語力 ・発音	5	適切な発音と文法力で話すことができる。
		4	2~3回の文法の間違いはあるが、適切な発音で話すことができる。
		3	発音、文法ともに2~3回の間違いがあある。
		2	適切な文法は使えないが、コミュニケーションを取ろうとしている。
		1	まったく話すことができない。
関心 意欲 態度	態度	5	十分なアイコンタクトで大きな声で話すことができる。
		3	少しのアイコンタクトだけで、声が十分に聞こえない。
		1	アイコンタクトもほとんどなく、声も十分に聞こえない。



<Appendix> Students survey

3 学年 3 学期末アンケート

次の項目にランクをつけて下さい。

2018年 2月実施

3年生4月時点の力は赤ペンで、現在の英語の力は鉛筆で記号に○をつけてください。

1) 英語は好きですか。

5	好き	4	どちらかと言えば好き	3	どちらでもない
2	どちらかと言えば嫌い	1	嫌い		

2) 英語の授業は楽しいですか。

5	とても楽しい	4	まあ楽しい	3	どちらでもない
2	あまり楽しくない	1	楽しくない		

3) 授業の中の様子を思い出してください。

① 聞く力 (馬場先生の英語、ペアで話した内容、CDなどの教材)

5	ほぼわかる	4	7割くらいわかる	3	半分くらいわかる
2	3割くらいわかる	1	ほとんどわからない		

② 話す力 (ペアで練習する時、パフォーマンステストなど)

5	つかえずに2分間以上会話が続く	4	少しつかえるが2分間話せる		
3	1分くらいは話せる	2	30秒くらいは話せる。	1	ほとんど話せない

③ 読む力 (教科書の本文や友達の書いたコメントなど)

5	ほぼわかる	4	7割くらいわかる	3	半分くらいわかる
2	3割くらいわかる	1	ほとんどわからない		

④ 書く力 (自分の意見やレポートなど)

