

Action Research (Final)

Hiromi Osuka
March 24, 2012

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

— Effective tasks and group activities in order to teach grammar communicatively —

2. Context:

(1) Level: Junior high school 1st year students

(2) Class size: 32 students × 3 classes

(3) Time: 45~50 minutes × 4 classes (per week)

(4) Textbook: New Horizon English Book 1 by Tokyo Shoseki

(5) Issues:

① a JTE ② a JTE and a teacher of another subject
③ a JTE and a sub JTE ④ a JTE and an ALT

a. Attitudes

Seventh graders in Toyohashi had one English class per week for three years when they were in elementary school consisting mainly of communication games in English. Most students looked energetic to learn English, but in April 2011, some students (16.3%) said that they did not like learning English so much.

b. Abilities

The seventh grade students had received 100 hours of English of learning experience and there seemed to be some differences in their English abilities and motivation; many students were interested in English, but a few students had severe learning disabilities.

c. English teachers

There were seven classes in grade 7 this year. There were three English teachers for grade 7 students. I taught three classes and the other two teachers had two classes each. We had to discuss how to teach students and what kinds of activities we should use. It was difficult for us to find time to discuss curriculum and teaching ideas because they were part-time teachers.

3. My goals:

My goal is to help my junior high school students acquire a solid foundation in English thinking. I hope that more communicative grammar practice will enable them to acquire a feel for correct English grammar, including word order, so that they use English without thinking about grammar in the future.

4. What I did:

- (1) Improved teaching methods by giving students opportunities to practice in realistic situations
- (2) Taught students grammar communicatively by using Task-based Instruction
- (3) Gave students interesting and useful activities based on Task-based Language Teaching (TBLT)
- (4) Modified the required textbook in order to make handouts based on TBLT
- (5) Worked out effective tasks which cultivated the four fundamental English skills
- (6) Worked out effective group activities which motivate students to study English more
- (7) Made English classes understandable
- (8) Collaborated on curriculum with two other teachers to produce better results for more students

5. What happened:

(1) Results from the surveys in April, July, and February: 90 students () =%

2011 英語力自己診断

組() 番号() 氏名()

		2011年 英語力診断基準	April (小学)	July	February
話す力	1	教科書の英文を自分のことに置き換えて、全然話せない	5.4	1.1	1.1
	2	教科書の英文を自分のことに置き換えて、あまり話せない	20.7	15.2	11.1
	3	教科書の英文を自分のことに置き換えて、半分くらい話せる	26.1	15.2	17.8
	4	教科書の英文を自分のことに置き換えて、だいたい話せる	35.9	54.3	36.7
	5	教科書の英文を自分のことに置き換えて、よく話せる	12.0	14.1	33.3
聞く力	1	教科書の英文やそれが応用された英文を、全然聞き取れない	2.2	2.2	2.2
	2	教科書の英文やそれが応用された英文を、あまり聞き取れない	18.5	6.5	4.4
	3	教科書の英文やそれが応用された英文を、半分くらい聞き取れる	31.5	26.1	23.3
	4	教科書の英文やそれが応用された英文を、だいたい聞き取れる	34.8	47.8	38.9
	5	教科書の英文やそれが応用された英文を、よく聞き取れる	13.0	17.4	31.1
読む力	1	教科書の英文やそれが応用された英文を、全然理解できない	14.1	3.3	2.2
	2	教科書の英文やそれが応用された英文を、あまり理解できない	20.7	8.7	6.7
	3	教科書の英文やそれが応用された英文を、半分くらい理解できる	31.5	23.9	21.1
	4	教科書の英文やそれが応用された英文を、だいたい理解できる	23.9	45.7	43.3
	5	教科書の英文やそれが応用された英文を、よく理解できる	9.8	18.5	26.7
書く力	1	教科書の単語や基本文を使って、書きたいことがほとんど書けない	28.3	3.3	4.4
	2	教科書の単語や基本文を使って、書きたいことが少し書ける	32.6	21.7	14.4
	3	教科書の単語や基本文を使って、書きたいことが半分くらい書ける	15.2	27.2	17.8
	4	教科書の単語や基本文を使って、書きたいことがだいたい書ける	14.1	40.2	42.2
	5	教科書の単語や基本文を使って、書きたいことが正確に書ける	9.8	7.6	21.1
文のきまり	1	既習の基本文が、まったく分からない	33.7	1.1	4.4
	2	既習の基本文を、少し理解できる	27.2	23.9	11.1
	3	既習の基本文は、半分くらい理解している	17.4	21.7	18.9
	4	既習の基本文は、だいたい理解している	9.8	41.3	46.7
	5	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	12.0	12.0	18.9
英語の感想	1	大嫌いである	6.5	5.4	5.6
	2	少し嫌いである	9.8	6.5	7.8
	3	どちらでもない・普通	41.3	33.7	23.3
	4	まあまあ好きである	27.2	34.8	34.4
	5	大好きである	15.2	19.6	28.9
授業の感想	1	楽しくなかった	1.1	1.1	4.4
	2	あまり楽しくなかった	10.9	6.5	5.6
	3	どちらでもない・普通	39.1	32.6	27.8
	4	まあまあ楽しかった	23.9	31.5	26.7
	5	楽しかった	25.0	28.3	35.6
ことばで					

2011 英語への取り組み自己診断 組 () 番号 () 氏名 ()

1. 次の活動の中で英語力を高めると思う活動に○をつけてください。		April (小学)	July	February
1	基本文の確認	57.6	83.7	90.0
2	ワークシートを使った基本文の応用練習	41.3	76.1	85.6
3	単語の読み方、意味の確認	46.7	80.4	95.6
4	教科書の本文を、先生の後について音読練習をする	54.3	80.4	81.1
5	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		48.9	80.0
6	教科書の本文を、CDの後についてシャドウイングする		54.3	76.7
7	英語すらすらカードの利用(教科書の本文を2分間読みする)			47.8
8	教科書の本文を暗唱する	18.5	69.6	74.4
9	(CDを聞きながら)こつこつノートで書く練習をする	10.9	58.7	67.8
10	授業用ノート(パーフェクト・ノート)を使う		62.0	85.6
11	英語のワークや復習プリントを使って練習する	15.2	59.8	86.7
12	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		55.4	73.3
13	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		57.6	82.2
14	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		62.0	85.6
15	英語で挨拶をする	63.0	62.0	75.6
16	英語の歌を歌う	70.7	67.4	51.1
17	授業中の友達とのペア・ワーク	68.5	72.8	80.0
18	授業中の友達とのグループ活動	67.4	75.0	82.2
19	友達と英文を直しあう	20.7	59.8	70.0
20	ワークシートを使った各Unitのコミュニケーション活動		54.3	67.8
21	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	60.9	64.1	78.9
22	高師台グレードテスト			
23	その他の活動(スペリングコンテスト、)			75.6
2. 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。		April (小学)	July	February
1	英文をすばやく読めると感じますか。	21.7	38.0	50.0
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。	60.9	73.9	78.9
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。	65.2	62.0	65.6
4	英語を使ったコミュニケーション活動は楽しいですか。	71.7	70.7	82.2
5	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。	29.3	51.1	62.2
6	基本文を使って、自分で英文を作り使ってみようと思いましたか。	20.7	43.5	53.3
7	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。	51.1	59.8	63.3
3. 4月、英語学習への抱負は?				
4. 7月、英語学習についての変化は?				
5. 2月、英語学習についての変化は?				

(2) Student impressions about English learning

☆Student hopes for English learning (April)

- ・英文をすらすら読んだり書けるようになりたい。(1 2)
- ・読み書きと、積極的に会話を頑張りたい。(4)
- ・単語とその意味を覚えるのを頑張りたい。(4)
- ・英語の授業を楽しんでやりたい。(3)
- ・小学校の時は書くことをやっていなかったの、中学校でそれを頑張りたい。(2)
- ・話す力をつけたい。いろいろな英語を話したい。(2)
- ・聞く、読む、書く、話すことを頑張りたい。(2)
- ・聞く力をつけ、積極的に英語を話したい。(2)
- ・英語が読めるように頑張りたい。(2)

☆Student changes about English learning (July)

- ・英語が前よりだんだん楽しくなってきた。(8)
 - ・英語の発音、文の作り方や意味が理解できるようになってきた。(8)
 - ・英語を書く、読む、話すことが少しできるようになってきた。(6)
 - ・小学校の時より、すごく英語をしゃべれるようになった。(5)
 - ・英文が前より早く書けるようになってきた。(5)
 - ・少し読めるようになってきた。(4)
 - ・少し英語の力がついてきた。(3)
 - ・前より英語を書いたり話すことができるようになった。(3)
 - ・前に比べて文が書けるようになった。(3)
 - ・文を暗記、暗唱できるようになった。(3)
 - ・教科書の英文がすらすら読めるようになってきた。(2)
 - ・今まではあまり英語をやらなかったけれど、よく学習するようになった。(2)
 - ・前よりも速く話せるようになり、自分で考えて話せるようになった。
 - ・新しい英語を覚えて、英語が楽しくなった。もっともっと英語を知りたい。コミュニケーションや会話をしたい。
- ▼難しくなった。(2)

☆Student changes about English learning (February)

- ・友達と練習したらすらすら話せるようになった。(2)
 - ・ワークシートのコミュニケーション活動で、英語がペラペラ話せるようになったと思う。
 - ・口でたくさん言うと、考えなくてもテストなどで頭に浮かんでくるようになることが分かった。
 - ・友達と会話するのが楽しく、教えるのがうまくなった。
 - ・だんだん難しくなっているけれど、授業をやるたびに分かりやすくなってくる。
 - ・一年の最初に比べて英語に対する考えが変わった。英語がとても面白く感じる。
 - ・4月よりも話す、聞く、読む、書く力が大幅に伸びたと思う。
 - ・英語がしっかり理解できるようになった。(7)
 - ・4月や7月に比べて、本文を見て意味を早く理解できるようになった。(6)
 - ・かなり単語とかを覚えた。(6)
 - ・英語が理解でき、楽しくできるようになった。(4)
 - ・4月、7月よりすごく英語ができるようになった。(3)
 - ・英語の文を速く書けるようになった。(3)
 - ・だんだん難しくなってきたけれど、最初の頃より読めるようになった。(2)
 - ・言葉を覚えてきたので、だいぶ言えるようになった。(2)
 - ・今年一年間で英語がだいぶ得意になったと思う。(2)
- ▼・英語が難しくなり、テストも難しくなった。(7)
- ▼・新しい英文がたくさん増えた。新しい単語が出てくるから、覚えるのが追いつかない。(2)

(3) How students changed

- a. The students' results show that they came to understand that talking with their friends improved their English abilities and it's very interesting and exciting. Through talking in pairs or in groups, students became confident when using new sentences and less afraid of making mistakes. Some students became better at teaching slow learners in their group.
- b. Some students who didn't like English when they were in elementary school came to like English again. When they were in elementary school, it was difficult for them to understand and remember what they learned because they were not taught the alphabet and words. Just listening and speaking English were not enough for them to enjoy English activities.
- c. Students enjoyed talking in English and improved their four English skills using the communicative activities I prepared for each part of every unit. Many students realized that the more they studied English, the more they could easily understand and use the English they had learned.
- d. After learning new target sentences through communicative activities, twice the number of students came to make sentences in order to express themselves in English or had tried to use English they had learned. A lot of students have been motivated to study more or use English.

6. What I learned

- (1) The students who experience English activities for three years in elementary school are accustomed to communication activities better than the students who experienced English activities for only one year. How much they experienced during elementary school has an effect on their attitudes to activities they are to try in junior high school. Junior high school teachers should not let them down and have to make the best use of what students learned when they were in elementary school.
- (2) Students like listening, speaking, and reading English. But they are not good at writing English. I try to increase writing activities after they finish activities based on key sentences for each part of each unit with the intention of increasing students' writing opportunities. But it is not enough for them to cultivate their writing abilities. I need to work out activities to enforce their writing abilities though they don't like practicing writing English in their notebooks.
- (3) I tried to use pair and group activities which give students more opportunities to use and listen to English they have to learn. Through activities in groups of four, students taught each other because someone would find a mistake and someone would correct it. Many students realized that speaking a lot and listening to friends' sentences using new grammar enabled them to learn new sentences easily. They learned many different types of sentences from their friends and provided another point of view. Group activities make their learning conditions better.
- (4) As results show, students using TBL improved their four basic English skills. I decreased explanations about grammar and increased student interaction so that students had a lot of opportunities to talk with their friends in English. Students realized that the more they used communicative activities, the more they improved their English abilities.
- (5) My two English colleagues for seventh graders were very cooperative so that all the students in the same grade could learn English using the same handouts and try the same activities. They had communicative activities and learned English through communication. They enjoyed their activities and learned a lot from their friends. Their English abilities were improved and showed better results in the achievement test held in our city. Two teachers cooperated with me and provided a better English learning

environment. I learned we need better relationships with each other to produce satisfactory results. Someone named this “*colleagueship*.” I really realized the importance of colleagueship.

- (6) I think many English teachers have never tried an activity like “**Let’s try a well-organized self-introduction.**” (#3, #4) My colleagues who are in charge of the seventh graders said to me, “Students were really active for this activity and they presented their ideas enthusiastically. I really enjoyed teaching using this activity.” I think it is wonderful and necessary that both teachers and students enjoy the class.
- (7) I have used the same pictures repeatedly so that students can say the verbs connected to the pictures immediately. Moreover students come to know that they can say something about the pictures using the different sentences. Through different activities using the same pictures, students can learn that verb conjugation is important in order to learn English. I’ve tried to make many kinds of communicative activities and I’ve realized that the most useful activity makes students want to communicate in English independently based on controlled activities.

7. Further issues

- (1) The students who didn’t like English so much are getting fewer and fewer, but the numerical value is still about 14.4 %. Some students started to dislike English when they became junior high school students. Almost all students of these students have not liked English so much since they were in elementary school. Unpleasantness about English has been deeply rooted in these students (often this is because their parents have similar attitudes.) I have to work out teaching procedures and pleasant activities which make such students feel like studying English again.
- (2) I think that learning the four basic English skills has elements that are similar to learning other subjects such as music, P.E. and industrial arts. The harder students try and the more they practice, the better they become. But students don’t realize this fact and they are not willing to take the time to practice the four basic skills. Sometimes I made use of the card game called ‘karuta’ because students were really excited to play cards. They like playing pleasant and simple games better than trying intellectual activities. But I’m afraid that there aren’t many suitable activities to learn target sentences in natural situations which arouse students’ intellectual curiosity. Some boys and girls could not communicate well with each other. Teachers should work out pair and group activities. I felt that students needed to have more opportunities to learn communication skills for their daily lives through English communication activities.
- (3) My two colleagues, Ms. A and Ms. B, were part-time teachers this year. They tried to adjust to my pace. They were very cooperative and tried to understand my methods; practiced as much as they could. They willingly agreed to use the handouts I made. Ms. A observed my classes and tried to adjust her classes as necessary. I had opportunities to be a sub-teacher in their classes but Ms. B had no opportunities to see my classes. Joining their classes as a sub teacher, I saw that there were many ways of teaching the same handouts. Without insisting on one’s own teaching style, we should respond flexibly. Teachers should be flexible in our way of teaching. We should join or observe other teachers’ classes as much as possible. Ms. B tried to observe my classes, but if she had had more opportunities to see my classes, we would have better understood each other.
- (4) Our school has been given research responsibilities commissioned by the Toyohashi Board of Education. We have to study “how to teach students nine subjects based on PBL (Project Based Learning or Problem Based Learning). I worked out the activities based on the PBL. I have wondered to myself what are the points in common and differences between the PBL and TBL (Task-based Learning). How should I work out my classes based on the concept of PBL?

Lesson Plan (Final, 2012)

Name(Hiromi Osuka)

1. Level: Junior High School first year students
2. Class size: 3 classes with 31~32 students
3. Textbook: New Horizon English Course Book 1 (Tokyo Shoseki)
Unit 6 グリーン家の人々 (Ms. Green's family)
4. Goal: Students can talk about someone that interests them using "regular verb + s"
5. Objectives:

(1) Language Functions:

- To have students practice how to use third person singular verbs.
- To teach the students the basic pattern:
"Does Ken like ...~? / Yes, he does. / No, he doesn't."
- To teach the students the basic sentence pattern: "does not..."

(2) Communicative Function:

- To enable students to hold a simple dialog based on the "Does Ken like ...? / Yes, he does. / No, he doesn't." form.
- To teach the students how to introduce someone.

6. Procedure:

(1) Day one: Part 1 人について紹介しよう (Talking about someone)

- ① New words and phrases of Part 1
- ② Trying activities **"家族や友だちを紹介しよう"**
- ③ Listening to tapes & comprehension checking
- ④ Trying *eigono-print*

(2) Day two: Part 2 リサは日本通? (Does Lisa know Japan well?)

- ① Review of sentences using third person singular verbs
- ② Reading of Part 1
- ③ Writing down basic sentences & Basic Exercise(p.50)
- ④ New words and phrases of Part 2
- ⑤ Communicative activities **"クイズ! 誰が何をする?"**

(3) Day three: Part 3 トロントはどんな町? (What sort of city is Toronto?) " "

- ① Review of sentences asking about third person singular
- ② Listening to tapes & comprehension checking
- ③ Reading of Part 2
- ④ Writing down basic sentences & Basic Exercise(p.52)
- ⑤ New words and phrases of Part 3
- ⑥ Communicative activities **"友達のことについて話そう"**

(4) Day four: Part 3 トロントはどんな町? (What sort of city is Toronto?) **Today's Lesson**

- ① Review reading of Part 2
- ② Communicative activities **"友達のことについて話そう"**
- ③ Listening to tapes & comprehension checking
- ④ Trying *eigono-print*
- ⑤ Reading of Part 3
- ⑥ Writing down basic sentences & Basic Exercise (p.53)

(5) Day five: **"Let's try a well-organized introduction about someone"**

- ① Making the draft
- ② Peer-editing
- ③ Checking the draft by the ALT
- ④ Self-evaluation

7. Today's Lesson

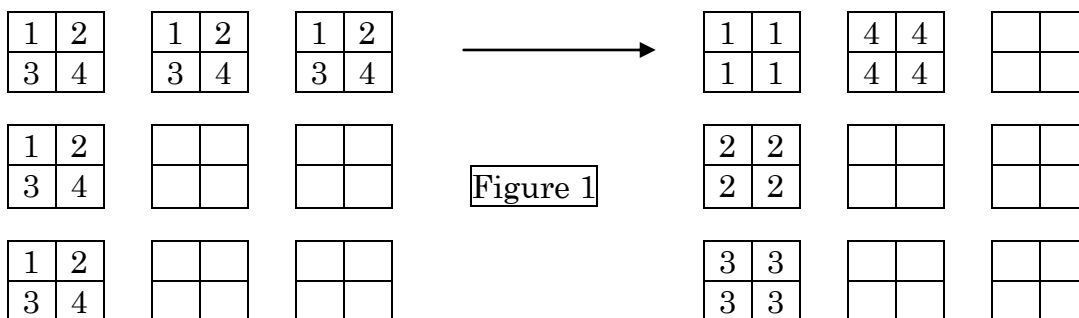
- (1) Reading Part 2 aloud in pairs for one minute
- (2) Communicative activities **"友達のことについて話そう!!"**

(in the previous class)

- ① Students answer the 11 questions and fill ○ or × in the table.
- ② Students collect data from their friends for introductions.
 Make groups of four. Student A asks Student B about 11 items.
 A, C, D students take notes about B students' data.
 Next student B asks student C in the same way and students take notes.

A	D
B	C

- ③ Practicing how to report about his/her friend
- ④ Make new groups of four like the following figure



Student A reports about student B in the new group. Student B reports about student C. Students C and D report in the same way.

Student A says "I will talk about student B. Student B likes skiing. S/he doesn't like English." Student A talks about Student B's 11 items. The other three students take notes about student B. If he/she cannot understand student A, he/she asks about the item using the sentence "Does B student.....?"

- ⑤ After finishing the report activity, students try to write about a person who is new to him/her.
- ⑥ Self-evaluation

- (3) Listening to tapes & comprehension checking
- (4) Trying *eigono-print*
- (5) Reading of Part 3
- (6) Writing down basic sentences & Basic Exercise (p.53)

8. Assessment

- (1) Worksheet: How eagerly students talk about their friend using third person singular verbs and how correctly they can write about the person they are interested in using third person singular verbs. (15 mins.)
- (2) Substitution: Making sentences using the third person singular verbs. (15 mins.)

Unit 6 グリーン家の人々 Part 1 人について紹介しよう (P. 50、51)

	This is my family .		これはわたしの家族です
	This is my <u>sister</u> Lisa .		これは () リサです
	She lives in Canada .		彼女は () カナダ ()
	She likes Japan very much .		彼女は日本が好きです とても
	Her husband Koji teaches Japanese .	**	() 浩司は () 日本語を
*		**	

* 1 : When students find words that they cannot read or put into Japanese, they put (×) into *

* 2 : When students cannot put Japanese phrases into English, they put (×) into **

* 3 : Students use this sheet by folding it in two.

* 4 : Putting English into Japanese is minimized because it takes too much time for communicative activities.

* 5 : I use this worksheet assuming that reading phrases arranged lengthwise may help students practice thinking in English.

#/

Unit 6- Part 3 トロントはどんな町?

* 友達のことについて話そう!! (Unit 6-3) *

Class () No. () Name ()

1. 「自分」の欄に氏名を書き、次の質問の答えが「Yes」である場合には○、「No」の場合は×をつけよう。

2. 4人のグループで順番に質問してみましょう。

〈例〉 A: Do you like skiing?
B: Yes, I do. / No, I don't. I like skating.

contents		name	例: 健	自分	1	2	3
1	Do you like skiing?	skiing?	○				
2	Do you like English?	English?	×				
3	Do you play the piano?	the piano?	○				
4	Do you play volleyball?	volleyball?	○				
5	Do you have a bike?	a bike?	○				
6	Do you have a cell phone?	a cell phone?	×				
7	Do you want a new game?	a new game?	○				
8	Do you want a new cell phone?	a new cell phone?	○				
9	Do you come to school by bike?		○				
10	Do you walk to school?		×				
11	Do you speak Chinese?		×				

3. 資料がきたら、例のように、他のグループで友達のことを話してみよう。報告を受けたら資料に結果を記入しよう。

〈例〉 Ken likes skiing. He doesn't like English.
He has a bike. He doesn't have a cell phone.

contents		name	例: 健				
1	Does <input type="checkbox"/> like skiing?	skiing?	○				
2	Does <input type="checkbox"/> like English?	English?	×				
3	Does <input type="checkbox"/> play the piano?	the piano?	○				
4	Does <input type="checkbox"/> play volleyball?	volleyball?	○				
5	Does <input type="checkbox"/> have a bike?	a bike?	○				
6	Does <input type="checkbox"/> have a cell phone?	a cell phone?	×				
7	Does <input type="checkbox"/> want a new game?	a new game?	○				
8	Does <input type="checkbox"/> want a new cell phone?	a new cell phone?	○				
9	Does <input type="checkbox"/> come to school by bike?		○				
10	Does <input type="checkbox"/> walk to school?		×				
11	Does <input type="checkbox"/> speak Chinese?		×				

4. 友達一人を選び、その人のことについて例のように書いてみましょう。

〈例〉 Ken likes skiing.
He doesn't like English.

.....
He has a bike.
He doesn't have a cell phone.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____

自己評価	評価項目	自己評価	Class () No. () Name ()
1	アイコンタクト	A・B・C	この活動の感想・気がついたこと・分かったこと
2	適度な声の大きさ(×日本語)	A・B・C	
3	取り組みの態度	A・B・C	
4	活動の理解	A・B・C	
5	「likes, doesn't like」の言い方	A・B・C	
6	このワークブックの取扱い	A・B・C	

Unit 4

*** Try a well-organized self-introduction ! ***

(まどまり感のある自己紹介にトライしよう) Class() No.() Name()

1. 次の彩と健の自己紹介文を読んで「どうすればもっと楽しい自己紹介になるか」、考えよう。

<p>① Hello. My name is Kudo Aya. I like English. I like music. I like P.E. I don't like science. Thank you.</p>	<p>② Hello. I'm Kudo Aya. I like English. I like music. English is interesting. I play the piano. Thank you.</p>	<p>③ Hello. My name is Ikeda Ken. I like tennis. I play tennis after school. I like music. I play the piano every day. I like playing the piano. Thank you.</p>	<p>④ Hello. I am Ikeda Ken. My favorite subject is math. It's not easy, but I study hard. I don't like P. E. I like soccer. Thank you.</p>
<p>〈例〉 ①「〜」が又も続いている。 ②具体的な説明がない。</p>			

2. 次の文の順番を並び替えて、健君の「まどまり感のある自己紹介」の原稿を完成しなさい。

- ① Thank you.
- ② I like English, too.
- ③ It's interesting.
- ④ My favorite sport is tennis.
- ⑤ It's not easy, but I study hard.
- ⑥ I play tennis after school.
- ⑦ I am Ikeda Ken.
- ⑧ Hello.

Blank lines for writing the self-introduction.

3. 「まどまり感のある自己紹介」の原稿を作る時のポイントをまとめてみよう。

- ①
- ②
- ③
- ④
- ⑤

4. 次のような「About Me」カードを作って、自己紹介に使ってみよう。



Blank space for creating a new 'About Me' card.

5. 「About Me カード」を参考に「まとも感」に気をつけて自己紹介の原稿(5文以上)を作ってみよう。
 出来上がったら、友だちに読んでもらい、アドバイスを受けよう。

About Me Class() No.() Name()

友だちのコメント / まとまり感 A・B・C

6. 原稿を清書しよう。

About Me Class() No.() Name()

7. 発表が終わったら、自己評価しよう。
 ★ペア(氏名) に対してもらった評価

評価項目	評価	感想
1 アイ・コンタクト	A・B・C	
2 適度な声の大きさ	A・B・C	
3 発表の内容(5文以上)	A・B・C	
4 暗 唱	A・B・C	
5 Confidence(自信)	A・B・C	
6 Understandability(わかりやすさ)	A・B・C	
7 Participation(参加意欲)	A・B・C	
8 Strategies(自己紹介のテクニック)	A・B・C	

★あびだの自己評価 Class() No.() Name()

評価項目	自己評価	この活動の感想
1 アイ・コンタクト	A・B・C	
2 適度な声の大きさ	A・B・C	
3 発表の内容(5文以上)	A・B・C	
4 暗 唱	A・B・C	
5 Confidence(自信)	A・B・C	
6 Understandability(わかりやすさ)	A・B・C	
7 Participation(参加意欲)	A・B・C	
8 Strategies(テクニック)	A・B・C	

8. 友達の評価の感想を書こう。素晴らしい発表をした友達の名前に星○をつけよう。

評価項目	氏名	1	2	3	4	5
1 アイ・コンタクト		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
2 適度な声の大きさ		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
3 発表の内容(5文以上)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
4 暗 唱		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
5 Confidence(自信)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
6 Understandability(わかりやすさ)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
7 Participation(参加意欲)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
8 Strategies(テクニック)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
9 感想						

評価項目	氏名	6	7	8	9	10
1 アイ・コンタクト		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
2 適度な声の大きさ		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
3 発表の内容(5文以上)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
4 暗 唱		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
5 Confidence(自信)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
6 Understandability(わかりやすさ)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
7 Participation(参加意欲)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
8 Strategies(テクニック)		A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
9 感想						

#4