

Final Report

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1. Title: Developing Students' Communicative Competence through the Integration of Language Skills

2. Context

- (1) Level: Senior high school first year students
- (2) Class size: 40students
- (3) Time: 50 minutes (3 classes a week)
- (4) Subject: English Course I
- (5) Textbook: UNICORN (Bun-Eido), Data Base 4500 (Kirihara)
- (6) Problems:
 - 1) The students' English ability is diverse.
 - 2) The students are not accustomed to expressing their ideas through speaking and writing.
 - 3) Some students are not motivated to learn English.
 - 4) I do not have enough time to work on communicative activities because of a time restriction.

3. Goals

- (1) To provide students many opportunities to use four language skills (listening, reading, speaking, and writing) in a communicative way to develop their communicative competence through integrated-skills language teaching.
- (2) To provide students with enough scaffolding to help them achieve a lesson goal and motivate them in learning English.

4. What I did

- (1) Eiken Practice Tests (April and December)
- (2) The vocabulary size test (April and December)
- (3) The survey by questionnaire (May, July, and December)
- (4) Speaking tests and essay writings

Six students were selected based on their grades of mid-term examinations. Three pairs of advanced, intermediate, and beginning level students took a two-minute speaking test in July and a three-minute speaking test in December. Their speaking performances were evaluated according to communication, content, accuracy, and fluency. The students' first essays and the sixth essays were also evaluated according to content, development, and accuracy.

- (5) Integrated-skills language teaching

In order to develop students' communicative competence, it was essential to provide them with many opportunities to express their ideas and to negotiate the meaning in both spoken and written language in the classroom. For that reason, I taught each lesson with pre-reading, while-reading and post-reading activities, in order to achieve lesson goals which consisted of essay writing, peer-editing, and timed conversation, utilizing the integration of language skills in a communicative way.

1) Small talk & conversation strategies

I started every class with 'small talk' as a warm-up activity, changing students' partners. I introduced 'conversation strategies': openers, rejoinders, and closers such as 'How are you doing?', 'How about you?', 'Oh, really?', and 'Nice talking with you!' Later I taught them shadowing and follow-up questions such as 'What do you mean?' and 'What does that mean?' Moreover, I provided them with the cue card which showed how to use the strategies to help them keep talking longer with their partners.

2) Pre-reading activities

Students worked on pre-reading activities, pair talks, quizzes and mind mapping, in order to activate their interests in the lesson and personalize the topic to their daily lives. In lesson 5, students worked on quizzes about foods, then they predicted the story by skimming, talking with their partners before reading the text.

3) Personalizing the topic

I tried to personalize the topic of each lesson to students' own experience in order to activate their schemata and help them express their ideas in both written and spoken language.

4) While-reading activities

While-reading activities had six parts: small talk, first reading, vocabulary input, second reading, reading practice, and writing tasks or timed conversation.

Students started the lesson with small talk, and then they read true or false questions about a main idea before they skimmed the text once to get the idea. After answering the questions, they worked on vocabulary input with their partners. Then they read detailed questions and scanned the text again to answer the questions. After learning grammatical points, they practiced oral reading several times in different ways such as a pair reading and shadowing, and then took a reading test. After that, they worked on a writing task or timed conversation related to a lesson goal.

5) Post-reading activities

Post-reading activities had three parts: writing tasks, peer editing, and speaking tasks. I set a goal, where students were asked to express their ideas about their favorite food. I also encouraged them to write about 100 words, twenty sentences.

In order to help students develop their ideas for writing an essay, I provided them with some scaffolding. Students wrote about their favorite food at the end of part 1. Then they reviewed their ideas by speaking at the beginning of part 2 (small talk). At the end of part 2 and 3, they worked on timed conversation for two minutes, adding new questions in order to prepare for the post-reading activities by communicating with their partners. After writing the first draft, they edited their essays with their partners (peer editing), and rewrote the essays. Then they worked on speaking tasks. They read their essays aloud to their classmates and made comments and asked questions about their partners' essays, following the given procedure. Finally, they reflected on their own participation in class, filling in a self-evaluation form and rated each activity.

5. Results

(1) The average score of the students changed from 23.2 points to 25.7 points, and the percentage of correct answers also went up from 66.3 to 73.4 (see Table 1). Considering that the passing score for the test is about 23 points and the passing percentage is about 65%, the students seem to improve their reading skills to exceed the level for success.

Table 1: Results of Eiken Grade 3 Practice Test (reading part) n=40

	April	December
Average points (out of 35 points)	23.2	25.7
Correct answers (%)	66.3	73.4

(2) The average vocabulary size went up from 1452 to 1603 words (see Table 2). The students increased their vocabulary to about 151 words in seven months.

Table 2: Results of the vocabulary size test n=40

	April	December
An average of the vocabulary size (words)	1452	1603

(3) In May, July, and December, students completed an author-constructed questionnaire about this class. The questionnaire contained both closed-response and open-response items. This section explains the results of the questionnaire.

The first question asked how much students understood their English lessons. The percentage of students who understood English lessons has increased (see Table 3). However, in their open-response answers, a few students thought that the contents of the text such as grammar and new words were difficult to understand (April: n=5; July: n=5; December: n=8).

1. Table 3: Do you understand English lessons? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	5	51	36	8
July	6	56	38	0
December	25	36	36	3

The second question asked students whether they understood what their teacher was saying in class. Generally, students' comprehension increased (see Table 4).

2. Table 4: Do you understand what your teacher is saying? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	10	51	39	0
July	14	53	33	0
December	44	44	12	0

In their open-response answers, students indicated that they found it easier to understand instructions

by the end of the first term (April: n=7; July: n=2; December: n=4); however, a few students still found it difficult to understand instructions in the second term.

The third question asked students whether they understood what their partners were saying in class. Generally, students' comprehension increased (see Table 5).

3. Table 5: Do you understand what your partner is saying? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	31	49	18	2
July	36	50	14	0
December	44	50	3	3

The fourth question asked to what extent the students understood the content of the textbook. Generally, students' comprehension increased (see Table 6).

4. Table 6: Do you understand the content of the textbook? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	16	50	34	0
July	25	50	25	0
December	33	61	6	0

In their open-response answers, a few students found it difficult to understand grammar (April: n=2; July: n=1; December: n=2).

The fifth question asked how long students talked with their partners. Generally, students' speaking ability improved (see Table 7).

5. Table 7: How long can you talk with your partner? (% of responses) n=40

	More than 3 min.	2 minutes.	1 minute.	I can hardly talk.
May	3	18	74	5
July	11	25	61	3
December	11	61	25	3

The sixth question asked students how many sentences they could write in an essay format. Generally, students' writing ability improved, and in July, all students were able to write an essay (see Table 8).

6. Table 8: How long can you write an essay? (% of responses) n=40

	More than 20 sentences.	10 to 15 sentences.	5 sentences.	I can hardly write.
May	3	31	54	12
July	8	50	42	0
December	36	47	17	0

In their open-response answers, some students found it easier to write about things that they liked

and they knew (April: n=7; July: n=14; December: n=21). They found it difficult to write about things that they were not interested in or they did not know (April: n=8; July: n=15; December: n=10).

The seventh question asked students whether they could use 'conversation strategies'. They became accustomed to using the strategies (see Table 9).

7. Table 9: Can you use 'conversation strategies'? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	3	18	49	30
July	6	19	72	3
December	19	47	31	3

In their open-response answers, the students found it easy to use rejoinders such as 'Really?' and 'How about you?', and follow-up questions such as 'For example?' in December because they had many chances to use them in the classroom. The students also increased the kinds of the strategies (April: n=5; July: n=9; December: n=15). On the other hand, several students found it difficult to use follow-up questions such as 'What does that mean?' and 'I wish I were you!' due to long sentences.

The eighth question asked students whether they liked English. About the half of the students liked English while 30 % of the students did not like English very much (see Table 10).

8. Table 10: Do you like English? (% of responses) n=40

	Yes, very much.	Yes, I do.	I can't decide.	Not very much.	No, I don't.
May	10	38	23	23	6
July	17	39	14	24	6
December	19	33	18	22	8

The ninth question asked students which area they wanted to be the best at. The percentage of those who wanted to be the best at communicative ability increased gradually (see Table 11).

9. Table 11: Which area do you want to be the best at? (% of responses) n=40

	Reading ability.	Listening ability.	Writing ability.	Speaking ability.	Communicative ability (including the four skills).
May	13	13	8	10	56
July	3	8	8	17	64
December	6	11	6	10	67

The tenth question asked students whether they want to be able to use English. All students wanted to be able to use English in December (see Table 12).

10. Table 12: Do you want to be able to use English? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	41	49	10	0
July	50	39	11	0
December	75	25	0	0

In their open-response answers, the half of the students thought English was useful to communicate with foreign people. As well, a quarter of the students thought that they might use English in the future. On the other hand, the number of the students who wanted to use English for the entrance examinations increased (April: n=1; July: n=1; December: n=6).

The eleventh question asked students whether they liked communicating with their friends in English. The percentage of the students who liked communicating very much went up to 50% (see Table 13).

11. Table 13: Do you like communicating with your friends in English? (% of responses)

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
May	8	38	49	5
July	19	28	46	7
December	50	25	17	8

The twelfth question asked students whether they have improved their listening ability. The percentage of the students who thought that they have improved their listening ability increased in December (see Table 14).

12. Table 14: Have you improved your listening ability? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
July	6	22	67	5
December	17	50	25	8

In their open-response answers, students thought that they could understand what the teacher and their classmates said (July: n=5; December: n=9). Likewise, some students explained that oral reading, listening to what the teacher says and CDs, pair activities, and dictation helped them improve their listening ability. They also explained that a lot of chances to use English helped them.

The thirteenth question asked students whether they have improved their reading ability. The percentage of the students who thought that they have improved their reading ability increased in December (see Table 15).

13. Table 15: Have you improved your reading ability? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
July	8	31	58	3
December	28	42	28	2

In their open-response answers, students felt that they had improved their reading speed and vocabulary (July: n=17; December: n=23). As well, several students thought they better understood

the contents of the text and grammar. Students explained that silent and oral reading helped them improve their reading ability (July: n=4; December: n=10). Moreover, a few students explained that vocabulary input and reading strategies such as phrase reading, skimming, and scanning also helped them.

The fourteenth question asked students whether they have improved their speaking ability. The percentage of the students who thought that they have improved their speaking ability increased in December (see Table 16).

14. Table 16: Have you improved your speaking ability? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
July	6	33	58	3
December	14	58	25	3

In their open-response answers, fourteen students felt that they could communicate with each other smoothly and some of them felt that they could express their ideas (July: n=17; December: n=20). Moreover, several students enjoyed talking with their partners and kept talking longer in small talk (July: n=3; December: n=15). More than half of the students explained that communicative activities such as pair activities, small talk, and timed conversation helped them improve their speaking ability. A few students also wrote that oral reading and vocabulary input helped them.

The fifteenth question asked students whether they had improved their writing ability. The percentage of the students who thought that they have improved their writing ability increased in December (see Table 17).

15. Table 17: Have you improved your writing ability? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
July	6	33	58	3
December	25	50	22	3

In their open-response answers, students thought they could express their ideas with longer sentences and seven students thought they improved vocabulary (July: n=18; December: n=22). A few students thought they used target grammar to write an essay as well. Students explained that writing an essay in every lesson helped them improve their writing ability (July: n=11; December: n=10). In December, six students wrote that handouts and vocabulary input helped them as well.

The sixteenth question asked students whether they had improved their communicative ability. The percentage of the students who thought that they had improved their communicative ability increased in December (see Table 18).

16. Table 18: Have you improved your communicative ability? (% of responses) n=40

	Yes, very much.	Yes, I do.	Yes, a little.	No, I don't.
July	3	36	56	5

December	11	50	36	3
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In their open-response answers, students thought they could talk longer than before and could express their ideas (July: n=11; December: n=15). Some of them felt that they enjoyed communicating with others using conversation strategies (July: n=10; December: n=13). They explained that communicative activities such as small talk, interviewing, and timed conversation helped them improve their communicative ability (July: n=11; December: n=21). Several students also found that conversation strategies and comfortable atmosphere in class helped them in December.

The seventeenth question asked students about what they had improved except for the answers above. Students thought they had improved not only English skills but also their understandings in learning English. The number of the students who improved vocabulary and read English books increased in December. Also, the students came to use English as communication outside the classroom (see Table 19).

17. Table 19: Except for the things you mentioned above, please write specifically about what you have improved in learning English. (The number of the students)

Answers	July	Dec.
I became to study English.	5	3
I can read the text, understanding the content.	3	4
I can understand the lessons.	2	2
I improved vocabulary.	2	9
I can read English books.	1	5
I read the text many times.	1	1
I have worked hard on speaking and listening activities.	1	
I can speak English as I understand grammar.	1	1
I can keep talking with my partners.	1	1
I can read and write the text faster than before.	1	2
I have improved my test scores.	1	
I became interested in English itself.		1
I can understand and use English outside the classroom.		2
I can understand what native English speakers say.		1

The eighteenth question asked students to write their comments on English classes.

- Positive comments: Some students have enjoyed English lessons, especially pair activities. The number of the students who felt that the classes are easy to understand increased in December. Also, Students came to enjoy writing an essay and using English as communication.
- Negative comments: The number of the students who did not like pair activities became zero; however, there were still a few students who thought the classes moved forward fast and were

difficult to understand in December. Also, two students needed Japanese translation and one student wanted to learn grammar instead of speaking (see Table 20).

18. Table 20: Please write your comments on English lessons. (The number of the students)

Positive comments	The number of the students	
	July	Dec.
I enjoy English lessons very much.	3	3
I enjoy pair activities.	2	2
The lessons are easy to understand.	2	5
I became used to the lessons and understood them.	1	2
I can talk with my partner in English for a long time.	1	1
I want to talk with my partner more.	1	1
I want to learn the contents of the text more.	1	1
I learned different aspects of English.	1	
It is good for students to have many chances to speak out.	1	1
I enjoy writing an essay.		2
I enjoy using English as communication in different ways in the classroom.		1
I feel motivated because the lesson is not only for the examinations but also for the future.		1

Negative comments	The number of the students	
	July	Dec.
I do not like pair activities very much.	3	
It is difficult to understand the lessons.	2	3
It is hard to preview the lessons.	1	1
A lot of homework.	2	1
There are a lot of new words to memorize.	1	
The classes move forward fast.	1	3
Handouts are not useful.	1	
I need more time to answer questions.	1	
I need Japanese translation.	1	2
I want to learn grammar more instead of speaking.	1	1

The nineteenth question asked students whether each activity was useful in improving their ability to communicate well with their partner. The number of the students who thought that each activity was very useful / useful to improve their communicative ability increased in December (see Table 21).

19. Table 21: Was each activity on the handouts useful to improve your ability to communicate well with your partner? (% of responses)

	Very useful		Useful		Somewhat useful		Not useful	
	July	Dec.	July	Dec.	July	Dec.	July	Dec.
Small talk	22	31	50	42	25	25	3	2
Pair or group activities	19	25	56	56	22	19	3	0
Reading practice	31	58	42	42	27	0	0	0
Vocabulary input	28	36	33	56	36	8	3	0
Writing an essay	28	28	47	50	25	22	0	0
Timed conversation	17	28	51	56	32	16	0	0
Speaking test	20	34	46	44	34	19	0	3

In their open-response answers, students found that essay writing and vocabulary input were the most useful activities, and small talk and pair activities were the second most useful in July, but they found that silent and oral reading and essay writing were the most useful activities and small talk and vocabulary input were the second most useful in December. On the other hand, students found that vocabulary input and small talk were not useful both in July and December. They pointed out that I should have increased these activities and spend more time working on these activities. A few students wrote they should participate in the lessons positively. Five students also wrote that I should keep my teaching in December.

(4) Speaking tests and essay writings

Three pairs of advanced, intermediate, and beginning level students took two-minute speaking tests in July and three-minute speaking tests in December. Generally, the students improved their speaking ability. In July, all pairs narrowly kept talking for two minutes; however, they could keep talking for three minutes in December. As for communication & content and fluency, each pair made gradual progress with speaking while they did not very much improve accuracy. For instance, although the pair of advanced students decreased grammatical errors, pairs of intermediate and beginning level students sometimes made the basic grammatical errors.

The students' first essays and the sixth essays were evaluated according to communication & content, accuracy, and fluency. In general, the students improved their writing ability. They came to write more than 100 words and doubled or tripled the number of words in November. As for content & development, students had gradually developed the contents of their essays and wrote detailed information with nice drawings. They also came to write essays with basic structures although there were still a few errors in November.

6. What I learned:

(1) According to the results and student's comments, many students seem to become gradually accustomed to the lessons in terms of using four language skills. Students have made progress in their productive skills where the duration of speaking and the length of an essay were longer. I found

two things that contributed to their improvement. First, conversation strategies played an important role in helping students continue talking with each other given they had made progress as they became adept at using the strategies. Next, personalizing the topic of the text to their daily lives was useful in helping students write a longer essay because they felt that it was easy to write an essay about something that they liked and were interested in.

(2) Most of the students seem to have improved their English competence: listening, reading, speaking, writing, vocabulary, and communicative competence. One of the important things I learned was that the integration of language skills played an essential role in their improvement since I found some clues from their explanation. For instance, some students thought the best contributor to improving their listening ability was oral reading. Others also thought reading the text aloud many times helped them improve their speaking ability. In addition, as students thought that pair activities contributed to their improvement of communicative ability, I realized that interactive activities helped develop their communicative competence because interaction produced negotiation of meaning which is essential in communicating with people. As for vocabulary, a supplementary book (Data Base 4500) was used, and students sometimes took quizzes in class. This might help their improvement of vocabulary.

(3) It seems that students thought that most of the activities on my handouts were useful in improving their communicative competence. However, a few students wrote that some activities were not very useful. As they pointed out, I needed to take more time to work on the activities and develop my handouts.

(4) It seems that students became focused on communicative competence. Most of the students felt the need and effectiveness in using English to communicate with people while several students focused on using English for the entrance examinations. I learned the importance to motivate students to learn English by providing communicative activities to use English in a real life situation.

(5) Students seem to have changed their attitude toward English since they had increased opportunities to learn English outside the class. That might lead them to be autonomous learners, which is an ultimate goal of education. I realized that integrated-skills language teaching affected them in a positive way.

7. Future issues:

(1) I need to continue to develop my lesson plan so that it has appropriate goals and tasks with more scaffolding to help students express their ideas through speaking and writing in order to develop their communicative competence.

(2) I need to provide many opportunities which motivate students to use English for communication and to create an environment which makes them feel comfortable to learn English in the classroom.

(3) I would like to introduce alternative assessment and to collaborate with other teachers.

Lesson plan: Lesson 5 "TOFU: A WORLD FAVORITE"

1. Level: First year students of senior high school
2. Class size: 40 students (21 boys and 19 girls)
3. Time: 50 minutes (3 lessons a week)
4. Subject: English Course I
5. Textbook: UNICORN (BUN-EIDO)
6. Goal: For students to be able to write about and discuss their favorite Japanese food.
7. Objectives:
 - (1) For students to be able to learn about the history and information of soyfoods.
 - (2) For students to be able to learn and use new words, expressions and grammar items.
 - (3) For students to be able to write and exchange their ideas about their favorite Japanese food.
8. Procedure:
 - (1) Day one: Pre-reading activities, While-reading activities: Part 1
 - a. First reading b. Vocabulary input c. Second reading
 - d. Reading practice e. Writing task
 - (2) Day two: While-reading activities: Part 2
 - a. Small talk b. First reading c. Vocabulary input
 - d. Second reading e. Reading practice f. Timed conversation
 - (3) Day three: While-reading activities: Part 3
 - a. Small talk b. First reading c. Vocabulary input
 - d. Second reading e. Reading practice f. Timed conversation
 - (4) Day four: While-reading activities: Part 4
 - a. Small talk b. First reading c. Vocabulary input
 - d. Second reading f. Reading practice
 - (5) Day five and six: Post-reading activities: Assessment (This lesson)
 - a. Writing task (First draft)
 - b. Peer editing
 - c. Writing task (Second draft)
 - d. Speaking Task: Timed conversation
 - e. Self-evaluation

TOFU: A WORLD FAVORITE

Goal: To be able to write about and discuss your favorite food.

Pre-reading activities : Food Quiz

a. Refer to the pictures below, guess the name of each dish.

1. A dish consisting of small balls or rolls of vinegar-flavored cold rice served with a garnish of vegetables, egg, or raw seafood.

付け合わせ

2. A patty of minced beef fried or grilled and typically served in a bread roll.

牛ひき肉

3. A dish of chicken pieces grilled on a skewer.

#

4. A dish of beaten eggs cooked in a frying pan and served plain or with a savory or sweet topping or filling.

ピリッとした味の

5. Noodles made from buckwheat flour.



* Check your answers with your partner using the following dialogue.

A: Hi, B.

B: Hi, A.

A: How are you? あいさつから始めよう

B: Pretty good, thanks, and you? いろいろな答え方してみよう

A: Not bad. So, let's talk about No.1. So を使って話題に入ろう

What food do you think it is?

B: Well, I think How about you? 相手の意見も聞こう

A: I think so, too. / I don't think so. I think

B: OK, how about No. 2?

A: I think Nice talking with you. 最後もあいさつで終わろう

B: You, too!

b. Predict the story in Japanese from the title, "TOFU: A WORLD FAVORITE". Then read the first sentence of each paragraph through part 1 to 4 and guess what the story is about. 各段落の最初の文を読んで話を予想してみよう

Part 1

While-reading activities:

1. **First Reading** Reading time (seconds)

* Read the following True or False questions and predict the answers. Then read part 1 silently and answer the questions. Circle T or F. 問題を読んで答えを予測してから黙読しよう

T / F 1. Soybeans were grown in China as early as 2800 B.C.

T / F 2. The Chinese invented tofu first and later *miso* and soy sauce.

T / F 3. Buddhist monks needed to eat food made from soybeans because they could not eat meat or fish...

T / F 4. Around the eighth century, Japanese monks went over to China to learn about soyfoods.

* Check your answer with your partner using the following dialogue.

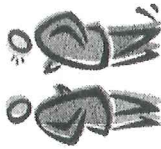
A: Let's talk about No.1. Is it true or false?

B: I think it's true / false. How about you?

A: I think so, too. / I don't think so. I think it's true / false.

B: Then how about No.2? Is it true or false?

A: I think it's



2. Vocabulary Input:

* Find new words in your text and highlight them. Match the words with the Japanese.

protein		カロリー
fat #	2 nd 1000	マグロ
calorie #		タンパク質
beef #		牛肉
tuna #		脂肪
soyfood		ソース
soybean		開発
record (n.) #	1 st 1000	修道士, 僧
sauce #	2 nd 1000	大豆食品
monk		大豆
development	1 st 1000	記録
Buddhism		知識
knowledge #	1 st 1000	仏教

= an English word that became a Japanese loanword (外来語)

Part 2

* Check your answer with your partner. Then choose three words and quiz your partner.

A: Let's check the meaning. What does mean? はどういう意味ですか
B: It means

3. Second Reading:

* Read the following questions and answer them after you read part 1 silently again.

問題を読んでからもう一度黙読し、答えよう

1. Where did the history of soyfoods start?
 2. When did the Chinese invent miso and soy sauce?
 3. What did Japanese monks bring back from China?
- * Check your answers with your partner using the following dialogue.
- A: Let's talk about question No.1. Where did the history of soyfoods start?
B: I think How about you?
A: I think so, too. / I don't think so. I think
- B: OK, how about No. 2? When did the Chinese invent miso and soy sauce?
A: I think

4. Grammatical Points:

* They needed to eat food made from soybeans.<分詞の形容詞用法: 過去分詞>

5. Reading Practice: 音読をしよう

* Let's practice reading the textbook. First with your teacher slowly, second with your teacher again faster, third with your partner slowly, fourth with your partner faster, and finally with your partner without using your textbook.

6. Timed Reading: Reading time (seconds) Time your own speed.

* All students stand up and read the text as fast as possible. できるだけ早く正確に音読しよう

7. Post-reading writing task:

What's your favorite food?

— e.g. My favorite food is sushi. I like tuna the best.

My favorite kind of food is Italian because I like cheese and tomatoes a lot.

1. Small talk:

* Ask your partner the following questions.

What's your favorite Japanese food?

2. Review:

* Talk with your partner about part 1 using the following dialogue.

A: Hi, B!

B: Hi, A!

A: How are you?

B: Pretty good, thanks, and you?

A: Not bad. So, let's talk about part 1. What do you remember?

B: OK, I remember How about you?

A: Well, I remember Nice talking with you!

B: You, too!

3. First Reading: Reading time (seconds) Time your own speed.

* Read the following True or False questions and predict the answers. Then read part 2 silently and answer the questions. Circle T or F. 問題を読んで答えを予測してから黙読しよう

- T / F 1. Deep-fried and freeze-dried tofu were invented as original Japanese tofu.
- T / F 2. In the Edo era, newly invented kinds of tofu spread across Japan, but cooking books did not have many tofu dishes.
- T / F 3. There are various kinds of tofu in China and other Asian countries.
- T / F 4. There are not many kinds of flavors of tofu in China and other Asian countries.

* Check your answer with your partner using the following dialogue.

A: Let's talk about No.1. Is it true or false?

B: I think it's true / false. How about you?

A: I think so, too. / I don't think so. I think it's true / false.

B: Then how about No.2? Is it true or false?

A: I think it's

Vocabulary input, second reading, grammatical points, reading practice, timed reading are omitted.

8. Timed Conversation:

* Ask your partner the questions below for two minutes using the following dialogue.
Use **Conversation strategies**(会話を円滑にするもの) such as **openers**(初めのあいさつ), **closers**(終わりのあいさつ), **rejoinders**(つなぎ言葉、相づち).

1. What's your favorite food?
2. What are the characteristics (特徴) of your favorite food?
e.g. history, production (製法), nutrition (栄養), varieties (種類), cooking (調理法), etc.

<Model dialogue>

A: Hi, B!
B: Hi, A!
A: How are you doing? (opener)
B: Pretty good, thanks, and you?
A: Not bad. So, let's talk about food.
B: OK.
A: What is your favorite food?
B: Well, my favorite food is
A: Oh, I see. / Oh, yeah? / Really? / Uh huh. (rejoinders) How about you?
B: My favorite food is
A: I see. What are the characteristics (特徴) of your favorite food?
B:
A: Nice talking with you! (closer)
B: You, too!

Part 3 is omitted.

Part 4

1. Small Talk:

- * Ask your partner the questions below.
1. What's your favorite food?
 2. What are the characteristics (特徴) of your favorite food?
e.g. history, production (製法), nutrition (栄養), varieties (種類), cooking (調理法), etc.

2. Review:

* Talk with your partner about part 3 using the following dialogue.

A: Hi, B!
B: Hi, A!
A: How are you?
B: Pretty good, thanks, and you?
A: Not bad. So, let's talk about part 3. What do you remember?
B: OK, I remember How about you?
A: Well, I remember Nice talking with you!
B: You, too!

First reading, vocabulary input, second reading, grammatical points, reading practices are omitted.

8. Reading Test: Reading time (seconds) Time your own speed.

* All students stand up and read the text as fast as possible.

Post-reading activities:

1. **Writing task:** Write a fun essay about your favorite food. Describe it in your own words. 好きな料理・食材についてエッセイを書こう
- * **Criteria:** 採点基準
1. Content 文の内容
2. Vocabulary and Grammar (Try to use new words, expressions and grammar) 習った語句や文法を使おう
3. Length (Try to write more than 100 words) 1文は5語以上、20文以上 (100語) 書こう

* Title:

* Vocabulary I want to use:

* Write the first draft, answering these questions below.

次の質問に答えながら下書きを書いてみよう

1. What's your favorite food?
2. What are the characteristics (特徴) of your favorite food?
e.g. history, production (製法), nutrition (栄養), varieties (種類), cooking (調理法), etc.

* Write the second draft with colorful pictures, drawings and illustrations.
 楽しい絵や写真も添えて添えて清書を書こう

2. **Peer Editing:**お互いに編集し合おう
 Read your partner's essay silently. Then edit the essay using the following procedure.

- 1 Underline the interesting expressions with a mark, "☆". 面白い表現に☆をつけよう
- 2 Underline the sentence you don't understand with a mark, "?". わからない所を
- 3 Underline that sentence you want to know more with a mark, "more".
 もっと知りたいところに"more"を
- 4 Write your comment on the essay.
- 5 Ask questions to your partner.

Q1.

Q2.

3. Speaking Task: Timed Conversation

* Discuss your essays for two minutes using the following questions. Then change your partner twice. エッセイについて次の質問をしながらペアで2分間話そう

1. What's your favorite food?
2. What are the characteristics (特徴) of your favorite food?
e.g. history, production (製法), nutrition (栄養), varieties (種類), cooking (調理法), etc.

<Model dialogue>

A: Hi, B!

B: Hi, A!

A: How are you doing? (opener)

B: Pretty good, thanks, and you?

A: Not bad. So, let's talk about food.

B: OK.

A: What is your favorite food?

B: Well, my favorite food is

A: Oh, I see. / Oh, yeah? / Really? / Uh huh. (rejoinders) How about you?

B: My favorite Japanese food is

A: I see. What are the characteristics (特徴) of your favorite food?

B:

A:

B:

A: Nice talking with you! (closer)

B: You, too!



Self-Evaluation Sheet

Lesson 5 について、自己評価して下さい。

1. 授業は積極的に取り組みましたか。
2. ペアワークやグループワークは協力して英語で活動できましたか。
3. Small talk や Timed conversation では時間まで会話を続けることができましたか。
4. Small talk や Timed conversation で使える Conversation strategies は増えてきましたか。
5. 使えるようになった Conversation strategiesは何ですか。
6. Fun essay は何語または何文書けましたか。次回の目標は？
7. Fun essay についての Speaking task (Timed conversation)では、3分間話することができましたか。次回の目標は？
8. Lesson 5 の授業について意見や感想を書いて下さい。