

How do students develop English skills?

1. My trial of integrated English skills.

2. Context

- (1) Level: 2nd grade, junior high school
- (2) Class size: 40 students × 3 classes
- (3) Textbook: New Horizon 2 (Tokyo Shoseki)
- (4) The issues

• There are so many students who are not willing to study; not only English but all the subjects they have to learn at school. Sometimes group work or pair work doesn't work because some of them are not interested in activities in class. Such students have difficulty to communicate even in their first language Japanese.

• More than half of the students have great difficulty to write using grammar and vocabulary they have already learned. That causes the students can't catch up with class in which new grammar one after another.

3. My goals as an English teacher.

- 1) To get all the students involved in class.
- 2) To get all the students to be interested in communication in English.
- 3) To get all the students to be interested in writing in class.

4. What I did:

Students try to get four skills of English: reading, writing, listening, and speaking. I tried to make flow of integration of those skills in class. There are three steps as below.

1) Oral reading

I think that oral reading is important and necessary to understand language. In class students had some time to read the text aloud. That is timed reading. After learning to read, they practice reading for two minutes themselves. They use 読め読めシート at that time. Every 読め読め sheet has five versions rating from English with *katakana* version to Japanese equivalent version. (See P.3) They are expected to go up onto more difficult version. Finally they should recite the texts. As the result of this exercise, students can use the expressions.

2) Writing

Students had more chances to write on various kinds of topics about themselves this year than last year. (See PP7-8) Students wrote about the topics as below.

1. Show & Tell 2. Diary 3. E-mail (self-introduction) 4. My Dream 5. Summer Vacation

6. What I must do at home 7. My Town 8. Christmas Card 9. My Favorite Thing

3) Speaking and listening

As the next step after writing, students share their writings for speaking and listening activities. The method is as below.

Writing → Sharing the topics with peers (in pairs or small groups) → Writing about peers

→

Sharing written information (with the whole class)

5. Result

1). the result of the questionnaire (last of February total:112 students)

	A	B	C	D
①既習事項を使って自分の言いたいことを表現できるようになった。	34%	47%	10%	9%
②既習事項を使って自分が表現したいことを書けるようになった。	24%	35%	30%	11%
③新しい文法を使って表現することに興味が持てるようになった。	40%	41%	5%	14%
④英語の授業の中で表現することを練習することは必要だと思う。	65%	24%	6%	5%
⑤メールなどのライティングには積極的に取り組めるようになった。	51%	31%	8%	10%
⑥読め読めシートなどリーディングには積極的に取り組むようになった。	51%	27%	11%	11%
⑦タスクなどのペアワークには積極的に取り組むようになった。	55%	30%	10%	5%
⑧コミュニカティブ・アクティビティは文法理解に役立つ。	50%	34%	11%	5%
⑨グループワークは英語学習に興味を持つのに役立つ。	51%	30%	13%	6%
⑩ライティングを通し主語・動詞などの整った文が書けるようになった。	43%	33%	17%	7%
⑪読む練習を通して既習の単語が正確に読めるようになった。	37%	40%	14%	9%
⑫表現を通して文法事項や必要な語などを使えるようになった。	26%	44%	18%	12%
⑬授業に集中できるようになった。	48%	37%	10%	5%
⑭クラスメートと会話することに興味が持てるようになった。	44%	41%	6%	9%
⑮英語を読むことが苦痛でなくなった。	74%	14%	6%	5%

A: Strongly agree B: agree C: disagree D: Strongly disagree

In the second and third semester of this school year, my students had chances to express themselves (by writing and by speaking), for example, what they like to do, what they are interested in. And then, according to the result of the questionnaire, many of the students have less difficulties to do that than before. They practiced talking with their classmates. Now they realize that they can understand with each other even if they miss subjects or other parts of the sentences. In the speaking test, they found that.

6. What I learned

I found that open ended conversation is not so hard for the students. In the third semester they practiced four times about "my town", "my plan for the weekend""what I'm interested in or my favorite thing(s)". After that they had speaking test. One pair had 2 minutes. and more than three-fourths of the pairs used the time effectively. They started with greetings like "Hello." and finished with "Nice talking with you."

I tried the integration of four skills to learn English. So after the speaking test, students tried writing about what they like (to do). They shared their writings with their classmates in groups. They listened to peers' and good speakers speak in front of the whole class. (See PP5-6)

Before writing, students talked in pairs. That is comfortable for them. They enjoyed

talking. They think about the same topic again and again. While they talk, they can learn English from each other and brush up their English. When I saw the video of Miwako's students to try open-ended conversation, I thought it was impossible for junior high school students to do that. But I found that peers can help each other. (In some pairs, one student kept asking, and another won kept answering "yes" or "no".)

読め読めシート P.76,77 ☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

ウィッチ イズ ストゥロンガー ↓ガズィラ ↑ オー キン コン ↓ アイ スィンク カズィラ イズ ストゥロンガー
A. ①Which is stronger, Godzilla or King Kong? ②I think Godzilla is stronger than King Kong. ③Godzilla is the strongest of all monsters. ④What kind of movies do you like? ⑤I like love stories. ⑥ How about you? ⑦I like science fiction movies. ⑧I think they're more interesting than love stories. ⑨What's your favorite movie? ⑩E.T. ⑪It's the most moving science fiction movie in the world.

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B. ①Which is stronger, Godzilla or King Kong? ②I think Godzilla is stronger than King Kong. ③Godzilla is the strongest of all monsters. ④What kind of movies do you like? ⑤I like love stories. ⑥ How about you? ⑦I like science fiction movies. ⑧I think they're more interesting than love stories. ⑨What's your favorite movie? ⑩E.T. ⑪It's the most moving science fiction movie in the world.

.....
C. ①() is (), Godzilla or King Kong? ②I () Godzilla is()() King Kong. ③Godzilla is the () of all (). ④What kind of () do you like? ⑤I like love (). ⑥ How () you? ⑦I like () fiction (). ⑧I think they're ()()() love stories. ⑨What's your ()()? ⑩E.T. ⑪It's ()()() science fiction movie in the ().

.....
D. ①() is (), ()() King Kong? ②I ()() is()() King (). ③()() ()() of()(). ④()() of () do ()()? ⑤I ()() (). ⑥()() you? ⑦I ()()()(). ⑧I ()() ()()() love (). ⑨()()()()? ⑩() ⑪It's ()()()()() in the ().

E. ①ゴジラとキングコングではどちらの方が強いですか。②私はキングコングよりゴジラの方が強いと思います。③ゴジラは全ての怪獣のうちで一番強い。④あなたはどんな種類の映画が好きですか。⑤私はラブストーリーが好きです。⑥あなたはどうですか。⑦私はSF映画が好きです。⑧私はそれらがラブストーリーよりおもしろいと思います。⑨あなたの好きな映画は何ですか。⑩E.T.です。⑪それは世界で一番感動的なSF映画です。

コメントのしかた New Words

weekend		
uh-huh		
lucky		

1. I hear (that) ~(~) 2. That's too bad.()
 4. That's nice. () 5. That sounds like fun.()
 6. That's a shame. ()
 7. What are you going to do there? ()
 9. Why don't you come with me? () 10. I see. ()
 11. Let's see ...() 12. That's unbelievable.()
 13. I agree.() 14. I don't think so. ()

Exercise : コメントまたはあいづちで会話をつなげてみよう

- ① I'm going to go to TDL next March. _____
 ② We will have final exams next week.. _____
 ③ My team will have a game next Sunday. _____
 ④ I think that Mr. Obama is cool. _____
 ⑤ It will be fine tomorrow. _____
 ⑥ I bought a new CD of GREEN. _____
 ⑦ I saw the movie Red Cliff. _____
 ⑧ I must study English hard. _____
 ⑨ It's my birthday today. _____
 ⑩ I will go to _____ for job training. _____
 職業体験

2月()日にスピーキングテストを行います。

Date	最初	最後	進歩
Review			

1. 形態：二人組（相手は当日決定します。）
2. 時間：二人で2分
3. 内容：好きなこと、もの、興味を持っているもの、こと（人でもかまいません）
3. 評価：10点満点

「あいさつ」など会話に必要な要素が入っているか：1点

2分間 話し続けられるか。：1点

あいづちやたずね返し方のテクニックを使って会話をつなげようとしたか：3点

自分の言いたいことを相手に伝えようとしたか（内容）：3点

相手の話を引き出そうとしたか。：2点

Back Channel Feedback たずね返し方、あいづちの打ち方のテクニック（復習）

① Rejoinders (giving a reaction)

Happy That's great! Terrific! Wonderful! Cool!

Sad That's too bad. I'm sorry to hear that. Oh, no!

Interested I see. That's nice. Oh, yeah?

Surprised You're kidding! I can't believe it! Oh, really?

② Follow- Up Questions

What ()? What kind of ()? Where ()? How long/ much/ many/ ()?
When()?

③ Clarifications (Rising intonation)

Excuse me? Sorry? Pardon (me)? What do you mean?

You did what? He went where? You saw who? She's coming when?

④ Asking for an impression

How was it? How did you like it? What did you think?

⑤ Follow-Up Questions

Do you watch it every week? How about SMAP?

⑥ Expressing Opinions

Statements I feel _____. I think _____. Don't you think _____?

Agreements & disagreement I agree. You're right. I think so, too. Yes!

I disagree. I don't think so.

⑦ Considerations: Sounds good. I don't care.

Let's Practice Back Channeling

- ① They had a big earth quake in New Zealand. (earth quake:地震)

D. Evaluation

◎Writing

Quantity A: More than 7sentences & more than 40 words

B: More than 5sentences & more than 25 words.→C

Contents A: Interesting and understandable B: Understandable(few mistakes)

C: Ununderstandable

◎ Reading A: God performance, clear & positive B: Clear & positive C: Poor performance

2年生英語の学習 UNIT 7 My Favorite Movie

E. Script

②

③

④

⑤

⑥

⑦

⑧

D. Evaluation

◎Writing

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Contents A: Interesting and understandable B: Understandable(few mistakes)

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◎ Reading A: God performance, clear & positive B: Clear & positive C: Poor performance

Listening Sheet Group()

Name	Comments	Evaluation

Lesson Plan

1. Level: 2nd grade, junior high school
2. Class size: 40 students ×3classes
3. Textbook: New Horizon 2 ・Unit7 My Favorite Movie
 - ・Speaking Plus 5: 買い物 ・Multi Plus 4: わたしの好きなもの、こと
4. Goal & objectives
 Grammar 1: To learn how to compare two things using comparative degree
 Grammar 2: To learn how to compare more than three things using superlative degree
 Reading: To read to get information about movies
 Communicative: Shopping
 Writing: My favorite thing
5. Procedure:
 - (1) Day1 Introduction of comparison Today's Lesson
 - ① To learn comparison
 - ② To watch the video of the song "Heal the World" by Michael Jackson
 - ③ To find the rules about comparison and fill in the blanks.(Worksheet No.3)
 - ④ To watch the video of King Kong and Godzilla
 - (2) Day2: Starting Out and Dialog (P.76,77)
 - ① To sing the song "Heal the World"
 - ② To read the dialog (chorus→personal→pairs)
 - ③ Practice (頭の体操1: worksheet from the teachers' manual)

(3) Day3: Reading for communication1

- ① Pre-reading (to learn about American movies)
- ② To learn grammar (better, best) Worksheet No.4
- ③ To read P.78

(4) Day4: Reading for communication 2

- ① To learn grammar (as~as)
- ② To read P. 79

(5) Day 5: Post-reading exercise

- ① To practice reading (PP.78-79) “読め読めシート”
- ② To answer the questions about the story of the text
- ③ To watch the last part of the movie “E.T.”

(6) Day 6: Speaking Plus 5 買い物

- ① To read the dialog in the textbook.
- ② To practice the dialog for shopping.

(7) Day 8 and 9 Multi Plus 4 私の好きなこと・もの Worksheet No.8.9

- ① To read the model in the text
- ② To prepare for writing and to write an essay about what they like
- ③ To share the essay with classmates using the dialog

6. Today's Lesson

- ① Greetings and QA
- ② Oral reading to understand comparison
- ③ To watch the video of Michael Jackson singing “Heal the World”
- ④ To fill in the blanks in worksheet No.1 referring No.1 and textbook P.112
In this manner students learn about comparison
- ⑤ To guess the answers about teachers.(Worksheet No.2)
- ⑥ To ask teachers the questions and checking answers.
- ⑥ Greetings and information about the next class

7. What I did and what happened

In this unit students tried to find the grammar rule out of the examples. When they are given the roots of the adjectives and adverbs, they can get the comparative degree and superlative degrees in the case of regular form. Students liked that because it was a mechanical drill and easy. There was no production of the language and that sounds boring,

but most of the students liked that.

And then they had to learn how to distinguish the three degrees and had to learn how to use them, too. When they try the problems like down below, they were confused because they

think of the sentences with Japanese. In Japanese grammar we don't often use the form of comparison. We say “私は先生より背が高い。”In this sentence 「背が高い」 is taller. In other cases 「背が高い」is tall, and sometimes it means “the tallest”.

I thought and gave them some example sentences to compare two things and more than three things. Thus I spent much time to input. And then they moved onto communication and speaking part. They liked these exercises to compare themselves and classmates or exercises like as they do in math or social studies classes.

8. What I learned

Students tried to solve the problems of math, science, and social studies. Some students who are not good at English are good at other subjects. Then even if they don't know some words in the instructions, they understand the whole problems. That is practical English. Usually we teachers think that slow starters of English don't understand the various kinds of knowledge. And then students only learn very limited vocabulary. If they are interested in other subjects, they understand them even if the texts are written in English.

When we are on a tour, even if we don't understand the language, we manage to live in the country. The contents of the textbook give very limited and little knowledge, we teachers expand for the students. In this unit I prepared exercises only to give knowledge about comparison. I will expand the situation to use the grammar: students use the grammar to show their situation and communicate.

2年生英語の学習 UNIT 7 My Favorite Movie ①

*Comparison ()

	positive degree
--	-----------------

	comparative
--	-------------

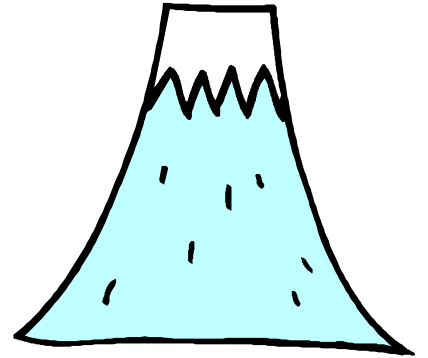
	superlative
--	-------------

	Japanese			ルール
cold				/
fast				
few				
soon				
large				原級が
late				
simple				
big				原級が
hot				
sad				
busy				原級の語尾が
early				
pretty				
lucky				
good/well				
bad				
little				
many/much				
beautiful				
boring				
careful				
famous				
tired				
important				
exciting				

2年生英語の学習 UNIT 7 My Favorite Movie②

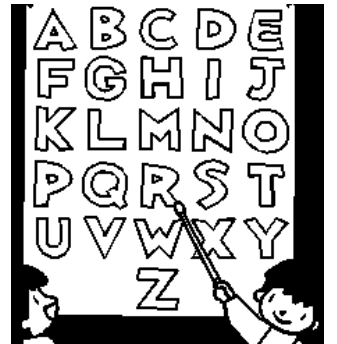
Exercise D 2つの文がほぼ同じ内容になるように()に語を書きなさい。

- ① Mt. Fuji is higher than any mountain in Japan.
Mt. Fuji is () () mountain in Japan.
- ② This T-shirt is not as cute as that one.
That T- shirt is () () this one.



Exercise E ()に入る語を書きなさい。

- ① Lake () is the largest lake in Japan.
② I like () the best of all subjects.
③ () sings the best in our class.
④ () came to school the earliest in our class today.
⑤ () studies English the hardest in our class.
⑥ The () river is the longest in Japan.
⑦ Which do you like (), English or math ?
⑧ The_() finger is the longest of all the fingers.
⑨ () () month is February.
⑩ This is too small for you. I'll show you a () one.



先生と気が合うかな？

1. Which do you like better, art or music?
2. Which do you like better, pasta or sushi?
3. Which do you like better, skiing or climbing?
4. Which is more difficult, skiing or snowboarding?
5. Which do you like better, dogs or cats?
6. Which do you like better, music or movies?
7. Which season do you like the best?
8. Which language do you want to learn the most?
9. Which fruit do you like the best?
a. apples b. pineapples c. *mikan* d. strawberries e. others
10. What kind of TV programs do you like the best?
a. drama b. news show c. comedy show d. music show e. others
11. What kind of music do you like the best?
a. classical b. J pop c. American rock d. K pop e. others

Points