

How do learners develop their communication ability in English

Communication I class

Kosuke Kamiya

Level: Technical high school 1st grade students, 1 mechanic class with 19 students.

Subject: English Communication I

Textbook: VISTA I (SANSEIDO)

Students' level: Beginner

Problems: Students don't have basic English ability.

Goal and Objectives:

- (1) Students can have a good motivation of studying English.
- (2) Students can talk fluently in English by using conversation strategies.
- (3) Students can improve their English skills (Speaking, Listening, Writing and Reading)

What I did

- (1) Make original handouts
 - I made original handouts based on instructional framework.(pre-reading, while-reading, post-reading.)
- (2) Give students opportunities to talk in English in classes
 - Small talk: Students talk about the questions on worksheet by using conversation strategies (opener, rejoinders, shadowing and closer).
 - Checking answers with partners in English.
 - Post-reading activities.
- (3) Speaking Test
 - Students talk about the questions "The person I respect" for more than 1 minute and a half in pairs. I recorded the pair-work and evaluated it.
- (4) All English in classes
 - It can help to improve learners listening skills.

Survey/ Result from the survey of 19 (20) 1st graders (July, December and February)

① Did you improve your speaking skill compared to April?		Very well	so so	Not changed	Not so much	Not at all	avr
	July	10% (2)	70% (14)	20% (4)	0% (0)	0% (0)	3.9
	December	10.5% (2)	84.2% (16)	5.3% (1)	0% (0)	0% (0)	4.05
	February	15.8% (3)	84.2% (16)	0% (0)	0% (0)	0% (0)	4.15

② Did you improve your reading skill compared to April?		Very well	so so	Not changed	Not so much	Not at all	avr
	July	25% (5)	50% (10)	25% (5)	0% (0)	0% (0)	4
	December	21.1% (4)	52.6% (10)	26.3% (5)	0% (0)	0% (0)	3.94
	February	26.3% (5)	63.2% (12)	10.5% (2)	0% (0)	0% (0)	4.15

③ Did you improve your listening skill compared to April?		Very well	so so	Not changed	Not so much	Not at all	avr
	July	20% (4)	55% (11)	25% (5)	0% (0)	0% (0)	3.95
	December	31.6% (6)	36.8% (7)	31.6% (6)	0% (0)	0% (0)	4
	February	31.6% (6)	52.6% (10)	15.8% (3)	0% (0)	0% (0)	4.15

④ Do you understand teacher's instruction compared to April?		Yes(More than 90%)	Yes(More than 70%)	Yes(About 50%)	Yes(About 30%)	Not at all	avr
	July	25% (5)	55% (11)	10% (2)	10% (2)	0% (0)	3.7
	December	10.5% (2)	52.6% (10)	26.3% (5)	10.5% (2)	0% (0)	3.73
	February	5.3% (1)	63.2% (12)	21.1% (4)	10.5% (2)	0% (0)	3.63

How often do you use these conversation strategies?						
⑤ Opener(Hi, how are you?)		Every time	Almost everytime	Sometime	don't use at all	avr
	July	70% (14)	20% (4)	5% (1)	5% (1)	4.55
	December	73.7% (14)	21.1% (4)	5.3% (1)	0% (0)	4.68
	February	94.7% (18)	5.3% (1)	0% (0)	0% (0)	4.94
⑥ Shadowing		Every time	Almost everytime	Sometime	don't use at all	avr
	July	35% (7)	50% (10)	5% (1)	10% (2)	4.1
	December	36.8% (7)	47.4% (9)	10.5% (2)	5.3% (1)	4.15
	February	47.4% (9)	52.6% (10)	0% (0)	0% (0)	4.47
⑦ Rejoinders		Every time	Almost everytime	Sometime	don't use at all	avr
	July	45% (9)	45% (9)	5% (1)	5% (1)	4.5
	December	47.4% (9)	36.8% (7)	10.5% (2)	5.3% (1)	4.26
	February	78.9% (15)	21.1% (4)	0% (0)	0% (0)	4.78
⑧ Closer(Nice talking with you ~)		Every time	Almost everytime	Sometime	don't use at all	avr
	July	75% (15)	20% (4)	0% (0)	5% (1)	4.65
	December	84.2% (16)	10.5% (2)	5.3% (1)	0% (0)	4.78
	February	100% (19)	0% (0)	0% (0)	0% (0)	5

⑨ Is Small talk useful to improve your speaking skill?		very useful	useful	I don't know	Not so useful	Not useful at all	avr
	July	40% (8)	40% (8)	20% (4)	0% (0)	0% (0)	4.2
	December	21.1% (4)	57.9% (11)	21.1% (4)	0% (0)	0% (0)	3.94
	February	26.3% (5)	68.4% (13)	5.3% (1)	0% (0)	0% (0)	4.21

⑩ Are Conversation strategies useful to improve your		very useful	useful	I don't know	Not so useful	Not useful at all	avr
	July		35% (7)	45% (9)	20% (4)	0% (0)	0% (0)
December		21.1% (4)	52.6% (10)	26.3% (5)	0% (0)	0% (0)	3.94
February		15.8% (3)	78.9% (15)	5.3% (1)	0% (0)	0% (0)	4.63

⑪ Is the textbook useful to improve your reading skill?		very useful	useful	I don't know	Not so useful	Not useful at all	avr
	July		30% (6)	50% (10)	20% (4)	0% (0)	0% (0)
December		21.1% (4)	63.2% (12)	15.8% (3)	0% (0)	0% (0)	4.05
February		21.1% (4)	73.7% (14)	5.3% (1)	0% (0)	0% (0)	4.15

⑫ Is Small talk useful to improve your listening skill?		very useful	useful	I don't know	Not so useful	Not useful at all	avr
	July		25% (5)	60% (12)	15% (3)	0% (0)	0% (0)
December		21.1% (4)	52.6% (10)	26.3% (5)	0% (0)	0% (0)	3.94
February		26.3% (5)	63.2% (12)	10.5% (2)	0% (0)	0% (0)	4.15

⑬ Do you improve your English compared to		Yes, very much	Yee, a little	I don't know	Not so much	Not at all	avr
	July		20% (4)	60% (12)	20% (4)	0% (0)	0% (0)
December		26.3% (5)	36.8% (7)	26.3% (5)	10.5% (2)	0% (0)	4.31
February		21.1% (4)	57.9% (11)	21.1% (4)	0% (0)	0% (0)	4

⑭ Which skill do you improve compared to April?		Reading	Listening	Writing	Speaking	Term test
	July		11.5% (2)	11.5% (2)	30.8% (5)	23.1% (4)
December		22.7% (5)	13.6% (3)	4.5% (1)	54.5% (12)	4.5% (1)
February		26.3% (5)	10.5% (2)	5.3% (1)	63.2% (12)	5.3% (1)

⑮ Which skill do you want to improve most?		Reading	Listening	Writing	Speaking
	July		23.1% (4)	30.8% (6)	30.8% (6)
December		15.8% (3)	10.5% (2)	57.9% (10)	15.8% (2)
February		15.8% (3)	0% (0)	63.2% (12)	21.1% (4)

⑯ Do you like English class?		Yes, very much	Yee, a little	I don't know	Not so much	Not at all	avr
	July		15% (3)	45% (9)	30% (6)	10% (2)	0% (0)
December		26.3% (5)	21.1% (4)	42.1% (8)	10.5% (2)	0% (0)	3.73
February		10.5% (2)	42.1% (8)	31.6% (6)	15.8% (3)	0% (0)	3.47

⑰ Which activity do you like?		Small Talk	Worksheet	Grammar worksheet	Workbook	Chorus reading
	July		40% (10)	20% (5)	20% (5)	12% (3)
December		16.7% (4)	29.2% (7)	8.3% (2)	37.5% (9)	8.3% (2)
February		23.8% (5)	28.6% (6)	19% (4)	14.3% (3)	14.3% (3)

⑱ Do you feel necessity to use English?		Yes, very much	Yes	I don't know	Not so much	Not at all	avr
	July		25% (5)	45% (9)	10% (2)	15% (3)	5% (1)
December		31.6% (6)	26.3% (5)	26.3% (5)	15.8% (3)	0% (0)	3.73
February		15.8% (3)	57.9% (11)	26.3% (5)	0% (0)	0% (0)	3.89

⑲ Do you study English at home?		Every day	Twice a week	Once a week	Sometime	Not at all	avr
	July		0% (0)	15% (3)	20% (4)	25% (5)	40% (8)
December		0% (0)	0% (0)	15.8% (3)	21.1% (4)	63.2% (12)	1.52
February		5.3% (1)	5.3% (1)	21.1% (4)	26.3% (5)	42.1% (8)	2.05

Students' comments

(December)

Positive comments

I want to improve writing skill.

I like Mr. Kamiya.(5)

I enjoyed the class.(5)

I want to speak English well.

I improved my English skill.

I'll try my best at the term test.

The class is sometimes noisy but I like the atmosphere of the class.

I don't like to rotate the seat.

I could improve my speaking skill.(2)

I want to get good score at the term test.

Negative comments

English is difficult. (3)

I sometimes cannot understand teacher's English.

I know I have to study English at home but I don't have the motivation.

(February)

Positive comments

I want to study grammar more

I like your English class(5)

I improved my speaking skill(2)

I improved my English skill(2)

I like the worksheet style

Negative comments

English is difficult

What I learned

(1) Students' motivation

More than 50% students answered they like English in February. In July, more than 60% students answered they like English. It means the percentage was decreasing in 6 months. I think one of this reasons is that the contents of textbook in July are easy for my students. From September, I changed the style of the worksheet and I was afraid that students get confused. But the result shows students get accustomed to it, so I am satisfied with this result.

As for the activity they like, about 70% students answered they like small talk or worksheets. It means they like to communicate in class.

As for the necessity of English, more than 70% students feel English is important for them, but about 40% students answered they don't study at home. Giving them proper homework is my next issue.

(2) Using conversation strategies

In July and December, about 10% students didn't use conversation strategies frequently, but in February, all students answered they can use conversation strategies every time or almost every time while they are talking. As for closer, all students answer they can use it every time. It means they can get accustomed to using conversation strategies. More than 90% students answered conversation strategies are useful to improve their speaking skill. It is clear that students understand the importance of conversation strategies.

(3) To improve English skill.

In the questionnaire, I asked whether small talk, conversation strategies and textbooks are useful to improve students' English skill. The result shows that about 90% students think Small talk is useful to improve their speaking and listening skill.

As for the textbook, about 85% students feel textbook is useful to improve their reading skill.

As for the conversation strategies, as I write down above, more than 90% students feel conversation strategies are useful to improve their speaking skill.

These results show that small talk, conversation strategies and textbooks are useful to improve their speaking, listening and reading skill.

Nearly 80% students answered they improved their English skill in the end of this year. The result shows they especially improve their speaking skill.

Future issue

For next year, I have to do next three things. Firstly, I want to introduce follow up questions to talk more smoothly. I learned my students prefer communication style to grammar translation method, so I want students to talk more by using follow up questions.

Secondly, I want to make writing activities in my class. According to the questionnaire, about 60% students want to improve their writing skill. This year my students had few chances to write down their opinions, so I want to make the activities

more and want my students to improve writing skill.

Thirdly, I want to make an environment that students study English at home. I didn't make a plan of homework. I continue working my current school next year so I want to talk to colleagues about the English curriculum and make a detailed plan.

Lesson Plan: Lesson7 “My Rules”

Name (Kosuke Kamiya)

1. Level: Senior high school 1st grade students
2. Class size: 19 first-year students of senior high school. (19 boys)
3. Textbook: VISTA (SANSEIDO) Lesson7 “My Rules”(P59)
4. Goals for this: To understand the rules of the main character. To write and talk about the person I respect.
5. Procedure: 50 minutes × 2 classes
 1. Warm-up
 - (i) Small talk
Students talk for 1 minute with 3 different partners.
 2. Pre-reading
 - (i) Brain storming
Students answer the mini quiz of the worksheet.
 - (ii) Gist listening
Teacher reads the abstract of the story. Students fill in the blanks of the worksheet. Teacher reads the abstract three times. Teacher shows the pictures on second and third time.
 3. While reading
 - (i) T/F questions
Students read the story and answer the questions.
 - (ii) Vocabulary input
Students answer questions. Then they check pronunciation with a teacher and check the meaning in pairs.
 - (iii) 1st silent reading
Students read the story as fast as possible and check the time.
 - (iv) Vocabulary output
Students answer the questions.
 - (v) Comprehension
Students answer the questions.
 - (vi) Reading practice
Students read the story three times with a teacher. Then they check the time.
 4. Post reading
 - (i) Timed conversation
Students write about the person they respect and talk in pairs.

Lesson7 My Rules (P59)

Goal! ① Let's understand the rule of the main character.
 ② Let's write about the person you respect.

Small Talk

- ① Who is the person you respect?
 → I respect _____
 ② What is his / her job?
 → He / She is _____

Mini quiz (1~4の質問に答えよう！)

1. Who is he? _____
 2. What is his position? _____
 ① right ② pitcher ③ first
 3. Where was he born?
 ① Aichi ② Fukuoka ③ Shimane
 4. When did he start playing baseball?
 ① 3 years old ② 6 years old ③ 13 years old



Gist listening (先生の英語を聞いて空欄を下の表から選び答えよう。)

We () a special guest. He is a well-known () for a professional baseball team. He lived in this town in high school days. He has had a () . It is () others.

- pitcher helping dream interview

T/F questions (本文を読んで、1~4が正解ならT、間違っていたらFで答えよう。)

1. Mr. Wada is a professional baseball player. [T / F]
 2. Mr. Wada's dream was to become a professional basketball player. [T / F]
 3. Mr. Wada has wanted to help others since he was a student [T / F]

Vocabulary input

(1~3の英文を読んで下線部の単語の意味をア~エから選ぼう。)

1. Kami Kogyo has a strict school rule. () strict...厳しい
 2. Kameda Koki is a professional boxer. ()
 3. Yui interviews a guest. ()

- ア. プロの イ. 客 ウ. 約束



Play Janken. Winners say Japanese and Losers translate into English. Let's try twice.

Reading Practice1 (教科書を出るだけ早く声に出さずに読んでみよう。読み終わったら下にタイムを書こう！)

() 秒 I understood () % of the text.

Vocabulary output (1~3の英文を読んで空欄を下の枠から選んで答えよう。)

1. Matsuko DX appears TV as a () . as...~として
 2. Kagawa Shiriji is a () soccer player.
 2. Rugby has a very complicated () ; complicated...複雑な



- rule professional guest

Comprehension (教科書を参考に質問に答えよう。)

1. Who is Mr. Wada?
 → He's a () () for a ()
 () () .
 2. When did he live in this town?
 → () his () ()
 3. What is his dream?
 → It is () () .

Reading Practice2 (1回目は先生と、2回目はより早く先生と、3回目はペアで教科書を読んでみよう。)

Reading Practice3 (教科書を出るだけ早く声に出して読んでみよう。読み終わったら下にタイムを書こう。)

() 秒

Post reading activities (下の質問に答えてペアで1分間話をしてみよう！)

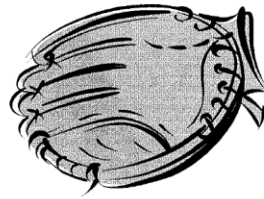
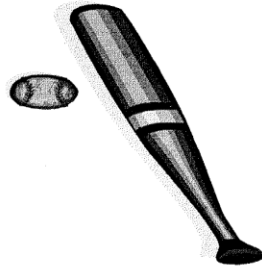
- ① Who is the person you respect?
 → _____
 ② What is his / her job?
 → He / She is _____
 ③ What is his / her nationality?
 → His / Her nationality is _____ nationality...国籍



I understood () % of the text.

Lesson 7 My Rules WORD LIST Part1 (P59)

	Japanese	English
①	～するつもりである	be going to～
②	有名な	well-known
③	～の間	during
④	～以来	since
⑤	他者	others



Lesson 7 My Rules 本文訳 Part1 (P59)

○Match Japanese and English from あ～か. (①～⑥)に当てはまる文章をあ～かから選ぼう)

- ① 今日私たちは特別なゲストにインタビューします。 _____
- ② 彼はプロ野球チームのよく知られたピッチャーです。 _____
- ③ 彼は高校時代にこの町に住んでいました。 _____
- ④ 彼は学生のところから夢を持っていました。 _____
- ⑤ それは他人を助けることです。 _____
- ⑥ 今日私は私たちと話してくれてありがとうございます。 _____

あ It is helping others.

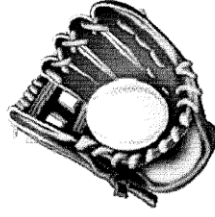
い Thank you for talking with us today.

う He lived in this town during his high school days.

え Today we're going to interview a special guest.

お He has had a dream since he was a student.

か He's a well-known pitcher for a professional baseball team.



ぐ書こう！)

ど)

very bad



Speaking Test 評価表

Topic: (Person I respect) Class() No.() Name()

Categories	Point	Criteria
正確さ(3) *語彙 *発音 *文法	3	・英語をとても正しく使っており、重大な文法の間違いが無い。
	2	・ときどき文法的に重大な間違いがあるものの、おおむね英語を正しく使っている。
	1	・言っていることはなんとか分かるが、重大な文法ミスが多い。
態度 (3) *アイコンタクト *声の大きさ *熱心さ	3	・アイコンタクトをしっかりと持ち、相手に聞こえる十分な声量で、表情豊かに積極的に話そうとする態度がある。
	2	・アイコンタクトもまあまああるが、声あまり大きくない。
	1	・アイコンタクトがあまりなく、声も小さい。話す態度があまり積極的でない。
なめらかさ (4)	0	・会話に対してあまりやる気が感じられない。自分からちゃんと話さないことで、相手の会話にも迷惑をかけている。
	4	・会話はたいへんスムーズに 1分 30秒以上続き、 opener(Hi, how are you-?), shadowing, rejoinders, closer(Nice talking with-)すべて の conversation strategies をよく使っている。
	3	・会話はおおむねスムーズに 1分 30秒以上続きが、 conversation strategies は rejoinders, shadowing ともに時々使っている。
	2	・会話の途中で沈黙が時々あり、使われている conversation strategies も1つだけが使われている。
1	・会話を沈黙が多いか、1分 30秒続けることができず、 conversation strategies を使うことができない。	
0	・自分ばかりしゃべって相手に話すよび促さない。	

Let's review the speaking test (スピーキングテストを見直そう)

質問に答えよう

①内容を上手く相手に伝えられましたか？

できた まあまあできた あまりできなかった 全くできなかった

② Shadowing, Rejoinders は出来ましたか？

できた まあまあできた あまりできなかった 全くできなかった

③相手の目を見て会話できましたか？

できた まあまあできた あまりできなかった 全くできなかった

④振り返りの感想を書いてください。

Class _____ Name _____