

# Final Action Research Report 2013

Noriko Okuda

1. Title: Teaching grammar communicatively + ESD point of view

2. Teaching context

1) Level: 1<sup>st</sup> year of senior high school

2) Class size: 20 students x 12 classes

3) Time: 50 min. x 2/week

4) Textbook: Vision Quest English Expression I (Keirinkan)

5) Problems:

New course of study was put into effect in April 2013, but textbooks and teachers are still not ready for that. I have long wanted to teach grammar communicatively but haven't had opportunities to do so. When I saw the textbook for the first time, I was surprised to find out that the textbook itself haven't changed much from the ones in Oral Communication Class last year. In Oral Communication Class, students learn grammar in traditional teaching style such as explicit explanation and mechanical drills using a sub-material.

I knew it was necessary to have performance tests as well as paper and pencil test, and all 240 first grade students need to have an equal assessment, taking the same tests. There were six teachers including myself, teaching this subject, so it wasn't easy to change assessment.

3. Goals:

Students will be able to express their opinions, communicate with classmates, and write certain amount of essay in English. They can use grammar as a means of communication. They can improve their English communication skills.

By including some ESD (education for sustainable development) point of views into teaching, I hope students can promote better international understanding, and gain positive attitude toward the future.

4. What I did: things I have tried since Sep.

• research:

(1) Questionnaires and interviews to both students and teachers

➤ Questionnaires (students): in April, July, and March

➤ Group Interviews ( 6 students: 4 boys and 2 girls ): in March

➤ Individual Interviews ( 6 teachers including AET ): in March

(2) Self-evaluation after each performance test (students)

(3) video-taping performance tests,

(4) Observation

- focus on form instruction ( making activities both input and output)
  - (1) L6 Passive voice “Harry Potter Quiz” “Sightseeing (essay writing)”
  - (2) L7 Infinitives “Socializing”: “I’m happy to hear that.” “Giving advice”
  - (3) L8 Gerunds “My future dream”
  - (4) L9 Participle “I see a lion sleeping” “Halloween”
  - (5) L10 Relative clauses “American Presidents” “Christmas”
  - (6) L11 Comparison “Cities”
  - (7) L12 Subjunctive Mood “If you won a million yen” “ If I were you”
- Introducing Conversation Strategies : (1)-(3) before September. (4)-(9) from September to March
  - (1) Showing Interest, (2) Summarizing and Showing Interest, (3) Shadowing, (4) Rejoinders, (5) Getting time to think, (6) Showing Active Listening, (7) Follow-up questions,
  - (8) Asking to hear it again, (9) Asking for an explanation
- meetings with other teachers ( once a week )
- performance tests
  - (1) Show & Tell (in May and October)
  - (2) Conversation Test ( in July, December and February )
- revised assessment criteria for the conversation test. ( before the final conversation test in Feb.)
- using a video for evaluation
- term tests including writing

## 5. Results:

- ① Students’ questionnaires ( \*see “Results of questionnaire (about 230 students) )
- ② Teachers’ questionnaires & interviews ( \*see “Results of the questionnaire and interviews for teachers )
- ③ Students’ interview. I have interviewed 6 students.
 

*I enjoyed this class, and performance tests.*

*I wanted to do extensive reading in class. ( They read some books during the summer vacation.)*

*I felt nervous when I had to pair up with a classmate I don’t usually talk with.*

Other opinions were the same as the answers in questionnaire.
- ④ Famous activities

## 6. What I learned

1. I learned many things from interview to my colleagues. ( \*see another sheet )
2. I have done all the things with my colleagues. I couldn’t do it alone. We could improve our handout by having meeting with others. Because we could have better activities, students enjoyed the class and we could have a good outcome.

I learned that it is very important to have good relationships with colleagues. We have to have a good atmosphere where we can speak our true opinions. “Every person is different.”, so “every teacher is different.” When teachers hide their real feelings, we can not plan a lesson “together”. English teachers

teach communication skills, so we should use that skills to collaborate. I believe that teacher collaboration is the key to success.

3. Many students still like English. Usually at the end of 1<sup>st</sup> year in high school, many students feel English is too difficult and lose confidence. As a researcher: I learned it is very important to conduct various kinds of survey. Questionnaires are simple and easy, but sometimes the data is not 100% reliable. Some students choose numbers in some questions, and then they write conflicting statements for free comments. Also, my colleague mentioned that the Japanese people have a habit of avoiding extremes. People have self-deprecating attitudes. Then in the questionnaires the answers can be used as reference but not always true. As I did individual interview, I learned more in details.
4. From students' interview, I learned that students enjoyed communicative activities more than I had expected. They even enjoyed conversation tests. What surprised me was the reason she said. She enjoyed the conversation tests, because the pairs were decided by lot on the spot. They didn't know what their partner would say beforehand. She said it was a real conversation, so it was interesting. Actually, in one class, the teacher didn't draw lot for pair up, instead he told the students to pair up with the neighbors and let them practice before the test. They didn't need to speak extemporaneously at all. Students only performed what they had practiced. The result of questionnaire showed that less students enjoyed the performance test. I learned that students sometimes need to improvise.
5. I also learned that it is important to have clear goals, share them with other teachers and students. Moreover in each task we need to explain "why" we do this activity. I needed to tell other teachers more about what I have learned about second language acquisition and CLT. Two teachers actually made both input and output activities in one lesson. Three teachers didn't make handout by themselves. Then I realized those two teachers who made handout have more positive opinions about focus on form instruction and communicative activities like small talk. I personally have better understanding of focus on form because of the experience of teaching it to other teachers. The learning pyramid is true.
6. I learned that in focus on form, it is important to decide what grammar form to focus on. It depends on students levels. Students enjoyed activities they could learn something such as Halloween, American Presidents, Malaysian manners, and so on. Other famous activities were ones students could enjoy communicating with their classmates, and also activities which became the topics for performance tests.

#### 7. Future issues

- I will be transferred to another school this April, so at first, I want to build good relationships with my new colleagues.
- I have invited my colleagues to NUFS workshop so that they can continue their research without me. They are now trying to plan things for three-year making can-do lists for the school.
- I need to work on evaluation, especially for a conversation test. We need to have further discussion on evaluation.
- I would like to make more effective activities. I would like to try to include more ESD point of view.
- I would like to make the class a good learning community so that students will learn better.

# AR Report for the month of June

## Lesson Plan: English Expression I

Name: Noriko Okuda

1. Level: 1st graders of Senior High School
2. Class size: 20 students
3. Textbook: Vision Quest ( Keirinkan)
4. Goal & Objectives:
  - 1) Students can talk about their past trip.
  - 2) They can use past tense and present perfect tense.
  - 3) They can use present tense when they talk about future in adjective clause.
5. Procedure:
  - 1) Day one: Input activity & output activity ( This class)
  - 2) Day two: Activity & Textbook exercises
  - 3) Day three: Conversation Strategies with ALT
  - 4) Day four: Textbook exercises & Practice for conversation Test
  - 5) Day five: Conversation Test "Travel"
6. Today's lesson plan:

Warm-up : Teacher talks about her own trip in English

  - 1) Input activity:
    1. Listening: Students listen and circle the ones they hear
    2. Check the answers in pairs
  - 2) Noticing :
    1. Students talk about today's grammar points in pair
    2. The teacher explains the grammar points in Japanese
  - 3) Output activity:
    1. Give "travel cards" to students.
    2. Show a demonstration
    3. Information exchange in pairs several times
    4. Write about their trip
    5. Information exchange in pairs three times
    6. Write about the information they get from the previous task
  - 4) Announce homework: Textbook exercises

English Expression I Lesson 3 & Lesson 4

No.1

★Circle the correct ones.

Model Conversation 1

[Looking at a map...]

A: Hi, Noriko. Let's talk about travel!

B: Sure, Yuri.

A: Where ① (did you go / have you been )?

B: I have been to Tokyo.

A: Oh, really? When ② ( did you go / have you gone / have you been ) there?

B: I ③ (went / have been ) there one year ago.

A: I see. What ④ (did you do / have you done ) there?

B: Let me see... I saw Sky Tree.

A: Sounds interesting!

B: ⑤ (Did you see / Have you ever seen ) Sky Tree before?

A: No, I haven't.

B: I see.

A: **When you ⑥ ( go / will go ) there again, what will you do?**

B: **Well, when I ⑦ ( go / will go ) there again, I ⑧ (will go up / go up ) Sky Tree.**

A: Sounds nice!

Nice talking with you!

A: You too.

★カード

- ① Where:行った場所
- ② When:いつ行ったか
- ③ What: そこでしたこと
- ④ Next time:次に行つたときにしたいこと

[Example]

- ① Korea
- ② last winter
- ③ eat good Korean food
- ④ enjoy shopping

No.2

★渡されたカードに従つて、ペアで会話をしてみよう。

Model Conversation 2

[Looking at a globe...]

A: Hi, [相手の名前]. Let's talk about travel!

B: Sure, [相手の名前].

A: Where have you been?

B: I have been to [ ① ].

A: Oh, really? When did you go there?

B: I went there [ ② ].

A: I see. What did you do there?

B: Let me see... I [ ③ ].

A: Sounds [interesting / nice / great / good ]!

B: Have you ever [ ③ ] before?

A: [Yes, I have. / No, I haven't.]

B: I see.

A: When you go there again, what will you do?

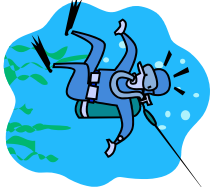



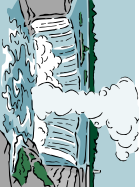




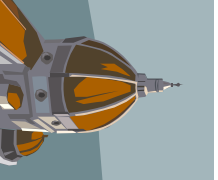
B: Well, when I go there again, I [ ④ ].

A: Sounds nice!

Nice talking with you!

A: You too.

英語表現 I Travel Task Cards ※切って配ってください。

<p>① Australia ② 2 years ago ③ see koalas ④ try scuba diving</p> 	<p>① Australia ② 6 years ago ③ see kangaroos ④ try surfing</p> 
<p>① Australia ② 2 months ago ③ swim in the sea ④ see Ayer's rock</p> 	<p>① Australia ② last year ③ see koalas ④ try snorkeling</p> 
<p>① Canada ② last spring ③ see Niagara Falls ④ try skiing</p> 	<p>① Canada ② last summer ③ watch an ice hockey game ④ go skiing</p> 
<p>① Canada ② two years ago ③ try snowboarding ④ climb Rocky Mountains</p> 	<p>① Canada ② 3 years ago ③ climb Canadian Rockies ④ try skiing</p> 
<p>① Italy ② last winter ③ watch a professional soccer game ④ ride a gondola</p> 	<p>① Italy ② last winter ③ visit a big church ④ go shopping</p> 

- (1) Write your own travel (あなた自身の旅行について Me の欄に書きましょう)  
 (2) Model Conversation 2を使って友達と会話 (インタビュー) をしてみよう。  
 (3) インタビューした友達の答えを書こう

Name	①Where 行った場所	②When いつ行ったか	③What 何をしたか	④Next time 次に行ったときは、
Me				

★表現しよう！上の表を参考に、友達との会話で分かったことを過去時制、現在完了形をつかって英文をできるだけたくさん(3つ以上)書いてみよう。

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Class: No. Name:

# Result of the questionnaire and interviews for teachers

Participants: 7 teachers teaching English Expression I this year, including AET and me

\*AET answered only relevant questions.

Data: March.12-20, 2014

Data collection method: Individual interviews after the questionnaire

Key words: focus on form instruction, students abilities, performance tests, conversation strategies, weekly meetings

Summary of the data:

[positive]

- All found out that most of the students had a positive attitude toward activities and performance tests.
- All teachers found it useful to have regular meetings.
- Performance tests went smoothly.
- 6 teachers feel it is important to keep teaching in this way including performance tests.
- 6 teachers found it useful to teach conversation strategies.
- 6 teachers feel developing students' communication skills is important.
- Activities which were modified usually had better satisfaction. ("If I won a million yen")
- Activities which include other aspects such as learning about other cultures or some other knowledge are usually more interesting to teach. ("food: manners and customs")
- Activities which became a topic for performance test were usually spent more time in classes.
- Some teachers found out that focus on form, teaching grammar communicatively, was a good way.
- Some teachers were surprised to see that students enjoyed communicative activities and participated in class very actively.
- Most teachers use English for greeting and simple instruction. Most teachers use Japanese to teach grammar.
- Teachers feel it is important to keep on doing in this way, even they feel there are many problems.

[negative]

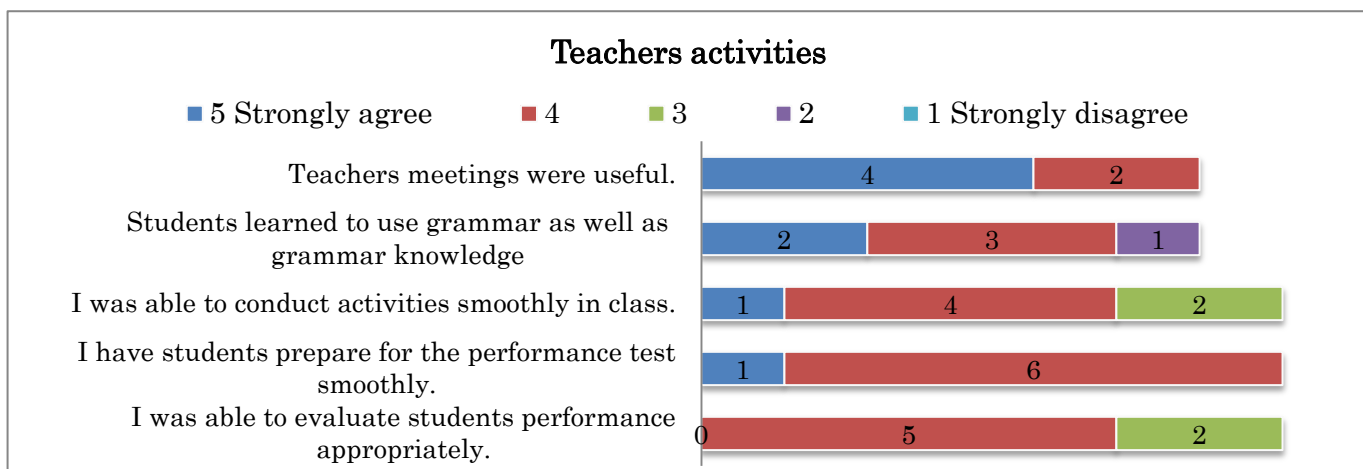
- Not all students enjoyed communicative activities.
- One teacher felt there were some differences in performance test evaluation.
- Textbooks were not appropriate for this subject.
- Two teachers found it challenging to have many activities in class. They also felt it was too many to have 25 performance tests in a year.
- It seems three teachers didn't understand the theoretical background of focus on form instruction.
- Two teachers said that it was too much to cover everything in this class. We need to choose.
- Two teachers said it is necessary to use the textbook more.
- A teacher feels it is not necessary for students to learn to speak in high school.
- Two teachers feel it is necessary to spend more time in grammar explanation in class.
- Three teachers feel it is important but difficult to have clear instruction in English.

My reflection or interpretation of the data: Teachers struggled to teach grammar communicatively, and we made it better as a team.

What I learned:

- It is important to discuss what and how to teach. In this class I could have talked about which form to focus on and which topic to use with other teachers. People tend to become active when they get involved in the preparation, so it is important to have other teachers become committed to the content.
- Teachers teach as they want to. Sometimes they cut or arrange the activities. However when there was the same performance test for all students, they spent more time on class activities regardless of their belief.
- Having AET teach conversation strategies was a good idea. Because AET visit all 12 classes.

- These performance tests are achievement tests, so no matter how good it was, students should get A when they achieved the criteria, no need to consider comparative validation. We need to have more discussion on this.
- Students improved their communication skills by learning conversation strategies. “Developing communication competence” is also one of the most important competences in ESD as well. We kept this in mind.



(1) All teachers felt our weekly meeting was useful. Here are the opinions from other teachers:

- It was good to exchange various kind of information in the meeting. This is essential, so we should have meeting. 打ち合わせで情報交換などできてよかった。このような打ち合わせは、必要なことで、なかったらおかしい。本来は職員室で、もっと情報交換をする場面がないといけない。
- It was good to have meetings and talk about things in advance, but I was busy during lunch time thinking of my other classes in the afternoon. It is ideal to have an hour meeting during class period.打ち合わせはあらかじめ話せるので良かったが、次の時間に授業だったので落ちず、意見が言えなかった。前後がない状態ならよかった。理想は科会のように1時間とれればいい。
- There were many revised version of handouts, so I sometimes used old version instead, which wasn't much problem though.案が何度もでたのでわからなくなってしまったこともある。あんまり問題はなかったが、違うプリントを使ってしまったこともあった。

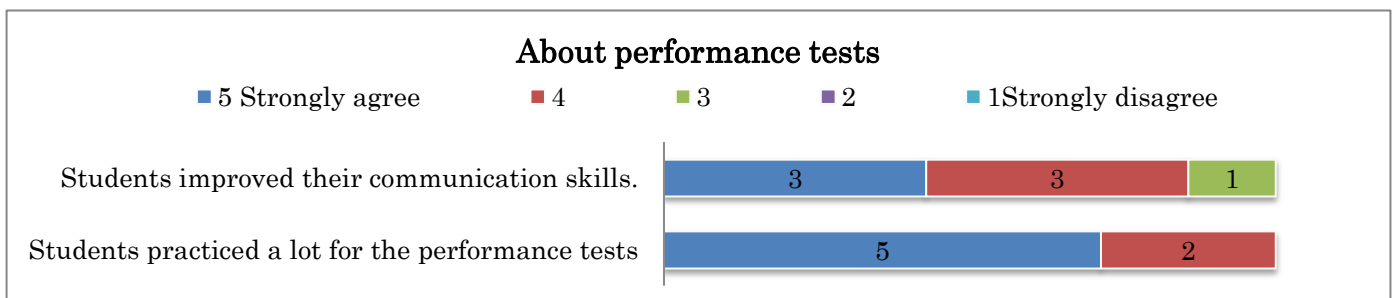
(2) All teachers feel it went smoothly to teach for performance tests. However we had different opinions in details. We need to discuss its content more, such as the number of the tests, how to do, and the evaluation.

- It was too many to have performance tests twice in a term, because it takes time. We didn't need “Show&Tell” パフォーマンスが学期に2回は多い。時間をとられるので、Show&Tellはなくてもよかったかも。
- We had to reduce curriculum content because of having many performance tests. However among other things, it sends a message to the students: “this is important, so please take it seriously”.パフォーマンステストを多く実施することで、授業内容が削減されてしまう。しかし、生徒はそれだけ重要なものだと感じる点では、今年度のように多く実施することも悪くはないのかもしれない。
- We can have more performance tests, perhaps once in each lesson.パフォーマンスは各課に1回ずつ何らかの形（会話、エッセイ、発表等）で行っても良いかも。
- I feel there were some differences in evaluation. We need to talk more for that.評価基準の一致が不十分であったように感じる。おおよそクリアしているのはAかBか。提示した文法項目をきちんと会話で使って表現できているのを見るのか。会話として成立していれば、間違ったりしてもよいのか。評価基準の話し合いはAETも一緒にいき、全員で確認した方がよいと思う。
- the evaluation of the conversation tests remains a little subjective, but that's normal. 評価は多少主観が入ってしまうが、これは仕方のないことだと感じる。
- The good side of that type of evaluation is that I now have a much better idea of the students' level and English ability than I used to have in the previous years (both at the group level and at the individual level).パフォーマンステストを行うことで全体としての生徒のレベルや個々の生徒のレベルが昨年よりもよく分かるようになった。
- Students took conversation tests in pairs, so they tried hard not to cause their friends trouble. Therefore it raised the general level of students. But I sometimes feel the evaluation depends on co-fluency. 会話テストは生



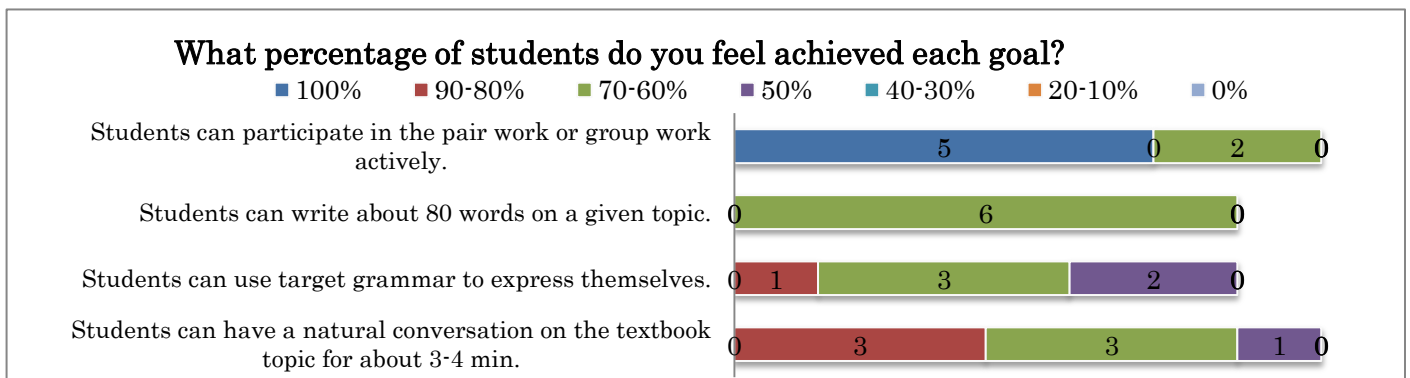
徒がペアで行ったので、相手に迷惑をかけてはいけないという気持ちを持たせることができ、底上げ効果があった一方で、当たったペアによって評価が左右されたと感じることもあった。

- There was not much room for open conversation or excellent performance because the tests were too much organized and the format was well-set. For an idea, when students get A+, they can try another conversation, “Challenge Test” with the AET. テストが全員対象で、Format もかなりこちらで Organize したものであったから、Open な展開にならず、“特に優れた” 評価が生まれる余地がなかった。例えば、会話テストで A+ を取った生徒は、後日 AET と会話する “Challenge Test” など行うのはどうか。(それを成績にどう反映するのか、いつやるのかは要検討。)
- We shouldn't have to have the same evaluation, which fails to improve top-level students. Teachers are supposed to evaluate their own students in their own way. 評価をそろえるのが問題点。上が伸びない。本来は自分のクラスは自分で評価する方法が良いのではないかと。
- AET は生徒に好評だし、わかりやすく良い。
- Overall the classes went quite smoothly, but I'll mention it anyway. There were a few times when it seemed that we had a lot of content to try to fit into a 50 minute period. Especially in the “slower” (lower level) classes or in the case where not enough preparation had been done before my class, at times it felt like a challenge to do the whole lesson plan in 50 minutes. But in the end we could always manage. 結果的にスムーズにできたが、50 分の授業でやるには内容が盛りだくさんだと感じることもあった。特に遅いクラス (苦手な生徒の多いクラス) や事前準備の時間が少なかったクラスでは、計画した内容を終えるのは困難のように感じた。結局はいつも何とか終えることができた。
- I think students feel grateful about this evaluation, because the evaluation usually becomes optimistic. 生徒にとっては、甘めになるからありがたい評価。細かすぎると成績を付けるのに構えてしまう。スムーズにできました。



(3) There were washback effects. Students take performance tests seriously, and they worked hard for that. We still have many problems to solve, but it is desirable to have performance tests.

- It is necessary for beginners, but students only memorized. They can pour out what they have memorized, but they can not keep conversation going. It is good for students to gain confidence, but how can we maintain this. Repeating is important in language learning, and “Endurance makes you stronger.” 初歩では必要だが、「覚えていることはできるが、吐き出したら終わり。」自信になれば彼らにとっては大きなプラスになるが、そのレベルを維持できるか。語学は繰り返し、継続こそ力なり、だ。



(4) We were able to build positive attitude toward English. However comparing speaking, writing was weak. For next year, we need to include essay writings on the topics.

- Even the students' skills were low, they were highly-motivated and willing to talk to AET in English. 生徒は、学力レベルは低くとも、話そうとする意欲、態度はある。AET と一生懸命しゃべろうとする。

### Through classes aiming at developing communication skills,

■ 5 Strongly agree ■ 4 ■ 3 ■ 2 ■ 1 Strongly disagree

Students can improve their skills for entrance exams



(5) There are disagreement on this issue. Here are the opinions from other teachers.

- “Speaking” requires a lot of abilities. 「話す」ことはかなりの能力を要されると思うから。
- There are two sides in “useful for entrance exam.” One is that whether they have enough knowledge about English. Another is whether they can reproduce. In this school, we can focus on the basic skills to reproduce, not develop a broad range of knowledge.受験に役立つ（２面性ある）＝①英語に対する教養知識があるか、と②Reproduce できるかと。この学校では知識を伸ばすのではなく、reproduce できる基本的な力をのばすことが大事なのでは。
- This is useful for AO(admissions office) entrance exams. I think this years’ students can do better than last years’ in English interview tests. AO 入試の英語面接には役に立つと思う。去年英語面接の練習していて、受かっていなかった子を見て、今年の生徒は“I see”とか入れられるかな、と思う。

### What is important for English education in high school?

■ 5 very important ■ 4 ■ 3 Yes & No ■ 2 ■ 1 not important at all

developing students’ communication skills



Drills for entrance exam.



Teaching Conversation Strategies



(6) Even the objective of new course of study in high school English education is “to develop students’ communication abilities”, teachers have different attitudes, and different ideas.

- It is not good to spend much of class period in drills for entrance exam. There should be done in supplementary classes. 入試のための演習等に、授業でかなりの時間を割くことはふさわしくない。補習で行うべき。
- Students want success in exams.進学や模試など、そこをなんとかしてあげないと生徒は喜ばないと思う。
- I hope students have some supplement classes for more difficult exercises.応用など、抜かしたところは、どっかで補充できると思いたい。
- Communication can be done by only words. One of the important things in high school English education is deepening their understanding of language and culture, broaden their perspective. They cannot develop their international sensibility. The goals should be developing their abilities to deal with information from TV, movies, internet and so on. They cannot develop those skills by saying “Sounds nice”. I would like to show more movies or other information on the textbook topics.コミュニケーションは単語だけでもやっていけてしまう。高校の英語での重視することは、「視野の拡大」。世界の情勢をしらなければ国際感覚はつかない。目標はメディアを通して入ってくることテレビ・映画・インターネットの情報に対応できるようになること。Sounds niceなどで国際感覚は身につかない。教科書のテーマを別のところで映画などで見せてあげたり、インターネットで調べたりさせたい。
- I think “English Expression” will disappear. Some feel it is interesting, but this is not what we should do in high school. Students will lose their intellectual abilities. We don’t need to speak English, because we don’t live in such a situation. I’m deeply concerned in the level of the Japanese.「英語表現」の授業は消えてしまうと思う。一部は楽しいと感じると思うが、学校の授業でやることではない。高等学校の英語のレベル、知的レベルが落ちてしまう。日本国内では喋る必要性はないし、そういったシチュエーションもない。文科省が言いだして、教科になったが、日本は馬鹿になってしまうと危惧している。

## ● 1. Good things about this “English Expression I” class.

### Contents 「指導内容」

- I could make students understand that English is a tool for communication.英語がコミュニケーションの道具であることを理解させることができた。
- I could teach students how to keep conversation going by teaching Conversation Strategies.会話をするための Conversation Strategy を教えることによって、会話を続けることができることを学ばせることができた。
- I could have students actually feel the basic of English, not just as knowledge.英語の基礎を、知識ではなく、実感させることができた。
- I think students could feel closer to English and other cultures through class activities in this class.生徒が授業での言語活動を通して、英語や異文化を身近に感じるようになったと思う。積極的にコミュニケーションに取り組む姿勢を養えたと感じる。
- I was surprised to find that many students “enjoyed”.こんなに「楽しかった」、と言う子がいるとは思わなかった。

### About students 「生徒の様子」

- There was no student sleeping in class. Everyone participated.全員参加（寝ている生徒がいない）の授業であったことが一番良かった。
- Students actively participated in pair works or group works.生徒が積極的にペアワークやグループワークに参加していた点が良かった。(2)
- Most students are motivated to learn English.英語を頑張りたいと思う生徒がほとんどであること
- Students tried even they make mistakes. I have told them it was important to “try out” in this class.「しようとする」意欲が一番大切な授業だと伝えてあり、生徒は文法が多少違っていても、話そうと努力する姿が見られた。
- Students got to learn some interesting things about their classmates. Teachers also got to learn interesting things about their students. 生徒はお互いのことをよりよく知る機会となったと感じる。教員も生徒の興味関心を知ることができたと感じる
- We could have students talk more than just greeting. 従来の授業では発信はほとんどなく、あいさつに毛の生えた程度だった。知識として学ばせるところで終わっていたが、今回はそれ以上のものをさせることができた。
- When I was having informal English conversations with students outside of class, I have heard several students using the CS that they had learned in class. Clearly, they had integrated these CS very well and were using them in a very natural way.生徒が授業以外でも、英語を話す機会に CS を使っているのを聞いた。生徒たちは CS を自分のものとして自然に使えるようになった。
- Students helped each other in class, and the class atmosphere was good.生徒同士教え合う時間や遅れをとっている生徒が前の席に座ることにより質問しやすい雰囲気が作れよかった。点数も上がった。
- I feel 1<sup>st</sup> graders still “like” English. Compare with 2<sup>nd</sup> graders, they were active and positive in class activities. 1年生は「英語好き」が維持できているのでは。2年生より反応が良く、取り組みもいいように感じる。
- Students could learn to use phrases as they have been trying many time. Some seniors can't remember how to make “if ~”, but now students acquire it naturally. 何度もやってるうちにフレーズを覚えることができていた。これまでは if の仮定法の形が3年生になってもおぼわっていなかった。今は形が自然におぼわる。一個おぼえておけば、他は単語を変えるとできる。今年のような覚え方のほうが自然に無理なくできる。口から出てくる方がいい。
- Comparing with students in last year, students this year are more motivated and active.去年の子たちと比べて今年の方が積極性、意欲があるように思う。去年はそういった子は一部だけだった。

### Students improvement 「生徒の変化・成長」

- Students have built confidence to communicate.コミュニケーションをとることに自信をもってくれた。
- There was a long pause, and then ended the performance test at first, but they got better each time, and they sometimes improvise. パフォーマンステストでは、最初は沈黙の方が長く、黙っていたら終わってしまっていたが、回を重ね、どぎまぎせず、アドリブもだせるようになった。
- In this class, the core activity was always “Students speaking English”, so after a year, students can have pair conversation etc. when I give them instruction. 「生徒が英語で話すこと」が常に授業における活動の中心であったため、一年たった今では、指示を出すすぐにペアワークなどで会話ができるようになった。3学期においては、比較、仮定法で自分の意見の理由なども言わせたが、つたなくはあるものの自己表現ができた。これは結構すごい

ことだ。It always takes long time to have students speak out at first. We planted the seeds for “Speaking English” for discussion or debate in 2<sup>nd</sup>, and 3<sup>rd</sup> grade. いつも思うことだが、生徒の口から“英語を出す”のは最初、とても時間がかかる。2, 3年生になったらなおさらだ。1年生の授業で「英語を話す」素地を作ることができたので、2年生、3年生と続けていけば、英語によるディスカッション、ディベートも外国語プランの生徒に限らず、行えるようになると思う。

### Teaching methods 「教授法」

- When I think of a lesson plan, I started thinking about how to make it meaningful to students. 授業展開を考えたときに、どうしたら生徒の心に響くか、どうしたら教たい表現をつかってくれるかを、考えることができた
- I found it important to have students think “how to say”. 「何って言うんだろう」「どうやって表現するんだろう」と、生徒自身に考えさせることが大事だと感じた。
- In focus on form instruction, students can express what they want to with the target grammar, compared to the traditional explicit grammar explanation followed with mechanical drill. There might not have enough chances to practice, but these activities have more impact on students. Students remember longer, then it may have good effects in the long run. 従来の「文法を説明、その後問題を解く」やり方と比べ、「最初に型を教え、その型を使って自己表現させる」指導の方が、生徒自身がいいいたいことに生かせる。実際に使う機会がないかもしれないが、少なくとも印象には残るし、長い目でみて、応用もできるようになるのではないかと思う。
- All students had performance tests. It is interesting because we can know more about our students through performance tests. I know there are some students who are not good at performing. Those students really practiced hard and became so nervous. パフォーマンステストが全クラス行えたこと。発表を行うと、生徒の意外な面や興味関心を知ることができるので楽しい。そういうことが苦手な生徒がいることはもちろん承知しているが、失敗しないように練習をし、緊張して手が震えながらも頑張っている姿を見ると、一つの課題をクリアするために成長していることが感じられる。特に最後の会話テストでは不必要に緊張することもなく、楽しんで会話している様子もうかがうことができ、(評価はさておき) すごいなあと思った。
- The topics that we used were relevant, meaningful and interesting: travel experience, dream job, etc. 授業で扱った Topics (「旅の思い出」「将来の夢」など) が、適切で、意義のあるもの、そして生徒にとって有益なものであった。

### Teacher corroborations 「教員の連携」

- All teachers were involved in the lesson planning. At first we were not sure what we could do, but as we've decided to have one Input, and one Output activity, lesson planning became easier. It was challenging but interesting to actively discuss lessons. 担当教員全員で授業づくりに関わったこと。最初は五里霧中状態で、週2単位しかない中、どうなるかと思ったが、Input, Output は基本的に一つという方向性を決めてから、Lesson の流れを作りやすくなった。いろいろアイディアを出しながら、授業を考えるのは大変だがおもしろかった。
- This is the first year under the new course of study. There were not many examples, but we could work together. 新カリ初年度であり、前例がまだ多くない中で、教科担当者6名が毎週打ち合わせをしながら知恵を出し合い、パフォーマンステストをしっかりと評価に加え進めてくれた点。

### Students' questionnaire:

	Did you improve your communication skills?				Did you learn with classmates?				was the pair work influence the class?			Do you like pair work?				Do you like this English Expression I class?				Do you like English?				Are you good at English?			
	4yes	3	2	1no	4yes	3	2	1no	yes	yes a little	no	4yes	3	2	1no	4yes	3	2	1no	4yes	3	2	1no	4yes	3	2	1no
Class A	2	16	1	1	3	17	0	0	2	14	4	4	13	2	0	0	15	4	1	2	13	5	0	0	6	9	5
Class B	1	17	2	0	4	14	1	0	4	11	3	10	9	1	0	4	7	8	1	8	3	9	0	3	4	8	5
Class C	3	16	0	0	8	10	1	0	5	8	5	10	9	0	0	4	14	1	0	3	13	3	0	1	6	9	3
Class D	1	13	1	0	4	10	1	0	3	9	3	6	5	4	0	4	9	2	0	5	4	5	1	1	5	5	3
Class E	14		1	0	4	11	0	0				7	6	2	0	3	9	3	0	4	7	4	0	0	6	7	2
Class F	0	19	1	0	2	17	1	0	4	10	6	2	14	4	0	5	14	1	0	5	7	5	3	1	5	7	7
Class G	4	14	2	0	6	12	2	0	2	14	4	8	8	3	1	3	11	5	1	6	5	8	1	0	7	5	8
Class H	1	14	4	0	1	12	3	0	2	5	10	2	9	8	0	3	11	4	1	2	11	4	2	1	6	9	3
Class I	7	11	0	0	6	12	0	0	7	7	4	5	12	1	0	2	14	2	0	5	10	3	0	2	4	10	2
Class J	1	18	1	0	3	13	3	0	2	9	8	3	12	3	0	3	6	9	1	4	8	6	1	1	8	6	4
AR class	5	14	1	0	3	16	1	0	6	7	5	6	13	1	0	7	12	1	0	6	8	6	0	3	6	7	4
AR class	9	10	0	0	8	11	0	0	4	12	3	6	12	1	0	10	8	1	0	7	8	4	0	3	7	6	3
sum	1540	1492	1330	1316	1315	1263	1108	1095	1095	1054	948	893	824	702	672	671	623	493	452	447	390	293	231	223	207	137	49
score	6160	4476	2660	1316	5260	3789	2216	1095	3285	2108	948	3572	2472	1404	672	2684	1869	986	452	1788	1170	586	231	892	621	274	49
score s	707				699				390			703				669				651				499			
number	225				220				202			222				224				224				223			
ave.	3.14				3.18				1.93			3.17				2.99				2.91				2.24			