

# FINAL REPORT

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March 29<sup>th</sup> 2014

1. Title: Rapport let students relax in class room (How to lead student go better ways?)

2. Context:

(1) Class: 8 students(6 boys and 2 girls) 80 minutes every Friday

(2) Textbook: Very Easy Story

(3) Level of students: JH 2<sup>nd</sup> year ,(1 boy=liken pre-2<sup>nd</sup>, 2 boys=eiken 3<sup>rd</sup>,  
2 boys and 2 girls=eiken 4<sup>th</sup> , 1 boy=failed passing 4<sup>th</sup> grade.)

(3) Problem

In March two different level of classes has been combined because of their cram school's schedule. Although the gap of English proficiency is widen in this class, CLT can help filling the gap between students in fun activities such as timed conversation, information-exchange task and so on.

HOWEVER! Before starting JH3<sup>rd</sup> year, some parents are wondering to switch from my school to cram school for preparation of entrance exam. They understand how important communication skill is! Face to pressure of entrance exam makes some parents anxiety, so they ask me to leave my school in a while. The other parents hold opinions that their children can get communication skills in my school and decide two environments (one is my school, the other is cram school) for their children to prepare for exam and to continue learning speaking-centered lessons. How can I boost both communication skills and school's academic English score? Furthermore students who are lower academic score in JH don't submit essay writing and say excuse of losing papers. What is the best way to lead those students do their task at home?

3. Goal

To keep rapport with all students to give motivation for learning English.

To give them fun time in lessons and boost their language skills.

To lead them to pursue their future dream and tell them that English can bridge them and their future carrier and English is powerful tool to support their future plans.

4. What I did

★ Warm-up Timed-conversation(1.5minuts ×7)

Students made a conversation about a topic what they learned last lesson.

★ Information-exchange task(Focus on Form 中 2) 40minutues

Students did Q&A, matching game, finding partner's tasks

★ Reading activity (Very Easy Story)

1. Pre-reading activity

A. Look at the picture and say the work what you can see.

B. Write all words what students said on the paper.

C. Check the words in pairs, and correct spelling errors.

2. While-reading activity

A. Read the story in pairs × 4

B. Speak aloud the story without seeing sentences in pairs

C. Cholas reading in class

### 3. Post-reading activity

A Tell the story without seeing sentences in pairs.

B Q&A task to comprehend the story

C Make student's original question and ask each other in pairs

D Personalization

"Genesis" choose one student to pretend to be "Genesis" (main character in the story) then each student asks the students about his life. For example, "Are you happy now? "Do you like to save money?"

"Surprise "Students ask and answer about romantic movies and TV dramas and discuss "Who is the best actor or actress to play a role in romantic movie or TV drama.

Discuss the topic of missing something and someone

In pairs students use brainstorming charts to express their missing people and objects.

Students choose one ideas to make a short speech.

For example I miss my grandpa. Because grandpa plays the video games with me. I miss the fun time with him.

Extra: I asked Nancy to record reading stories (18 stories in All New Very Easy True Stories and 18 stories in All New Easy True Stories to make audio CD for listening gave the CD to all students to do listening task at home.(Also Lem and Clara contributed for reading two stories for the CD. I would like to express my gratitude for all of your kindness. I put the audio CD in NUFS library to use the wonderful story telling.)

### Special activities

- ★Speaking Test(December, March)<recording, evaluating, collecting comments from both students and parents.
- ★Making picture book (peer-support)
- ★Listening Quiz (Shopping Mall, In-flight News, Airport announcement)
- ★Communication strategies (shadowing, rejoinder)

### ◆October&November Math in English

Imagine where you can see the number in our society

#### Input activity:

Number counting, calculation (addition, subtraction, multiplication, division)

Shopping game, Price guessing game

Sharing personal information (phone numbers, birthday, how many CDs do you have?)

Pretend to be celebrity and news interviewer Q&A about personal info

Skimming English and Turkish Newspaper (Can you find the number? What shows the number? Sports results? Date? Currency rate?)

Choose the foreign currency to make report.

Show and Tell "foreign currency" For example, In Madagascar, 1 ariary is 0.0429JPY I can buy

wooden camel eon in 4000ariary.

Writing essay "When I was three years old, I swam in the pool"

Listening Quiz Time sale announcement (recorded by Lem)

◆December&January Dream Vacation

Input activity

National Flag, travel destination. Departure time on the information board

Learning cross culture (food, sports activity, souvenirs)

In flight information (meals, travel destination, time difference, flight hours, local time and temperature)

Role plays conversation Students play flight attendant and passenger role

Making dream vacation plan (writing the plan, speaking test in pairs)

Write holiday cards and post in real postbox to mail their cards to Yoko's house.

Listening Quiz Airport and inflight announcement (recorded by Hayzelynn)

◆February

比べるワールド comparative, superlative, positive degree (grammar rules)

Pair conversation by using each target grammar rules

Writing essay "Most popular manga is 進撃の巨人 in OKIDOKI"

◆March

Surprise stories

Surprise Story (Easy Story, Yoko's story part 1,2 in Singapore)

Post-reading activities(Do you like happy-ending drama?)(Do you want to make foreign friends like YOKO?)(When you see person wearing same clothes, do you give "high-five"?)

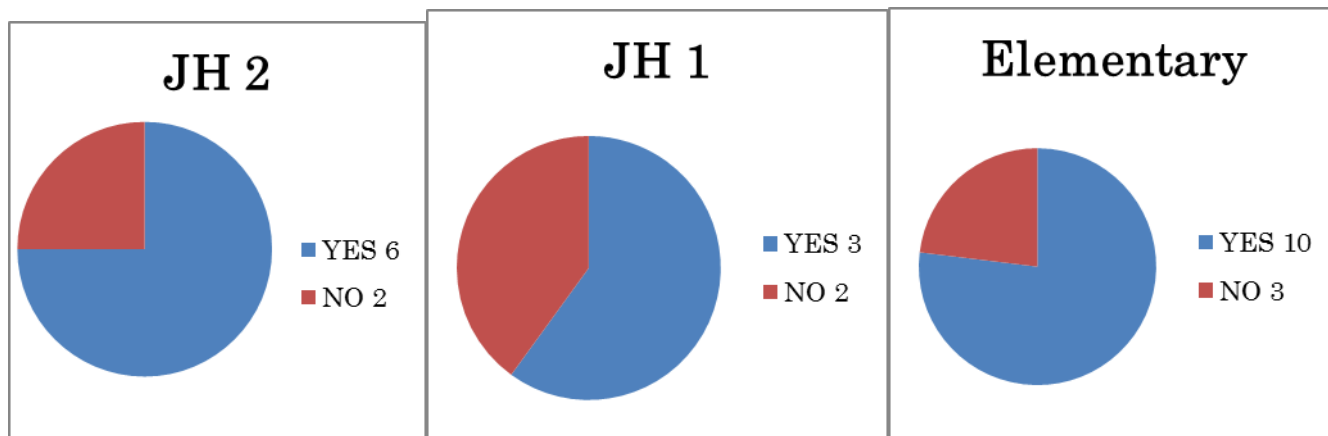
Reading strategy (Scanning newspaper ad)

Self-evaluation sheets

# Students survey in OKIDOKI EIGO SCHOOL in 2013

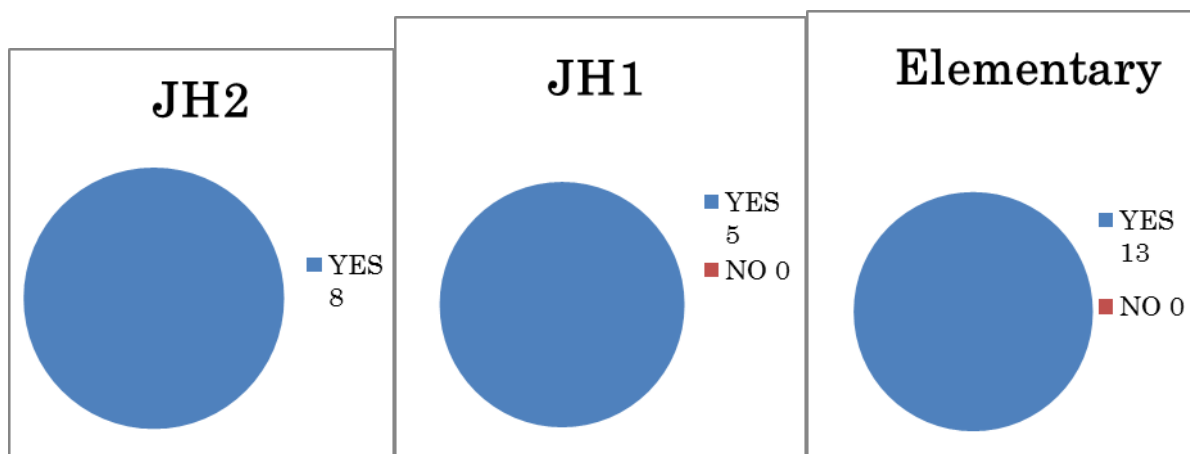
Elementary 13students(5boys 8girls)  
 Junior High 1<sup>st</sup> year 5 students(1 boy 4 girls)  
 2ndyear 8 students(6boys 2 girls)

Do you like English lesson in your school?



Reason of NO ★JH2 (Teacher always lenient to special students, that's why I don't like)  
 (I feel peer pressure from classmates, such as staring and giggling to me)  
 ★JH1 (No or little communication activities, that's why It's boring)  
 ★Elementary (Teacher talks a lot. I want to talk more)

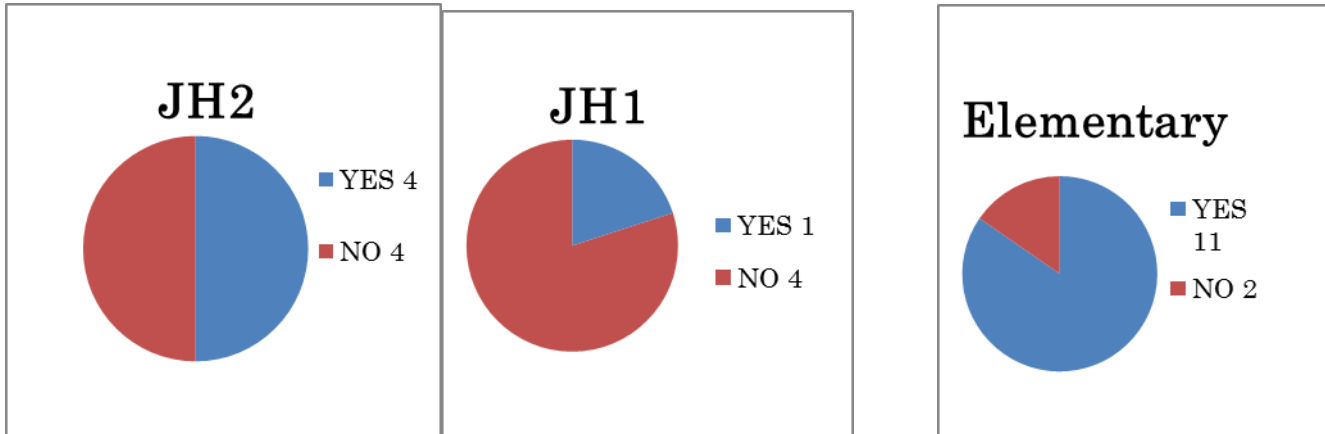
Do you like English lesson in OKIDOKI?



What kind of things do you want to study more in OKIDOKI?

★Elementary (Communication skill for homestay, playing baseball in MBL, going to Cambridge university)  
 ★JH 1 (Communication for making foreign students like Yoko, homestay, travel)  
 ★JH2 (writing, grammar, speaking, preparation for school tests, communication for travel, chat with foreigners)

**Do you like speaking TEST?**



JH2 (I like test, because it's fun. I hate test, because I feel pressure)

JH1 (I like pressure. I was so nervous my mind went blank. That's why I hate test)

Elementary (I like speaking test. It's fun.)

Parents comments→(My son loves speaking English, so please do the test more and more. I am happy to get evaluation sheet, because I can see my daughter's progress.

My son's pronunciation is very natural. I am surprised.)

**Students Comments**

**What field are you good at?**

JH2(8 students)    Listening 2    Reading 2    Speaking 1    Writing 0    not good at all 2  
 JH1 (5 students)    Listening 4    Reading 0    Speaking 0    Writing 0    not good at all 1

**What field do you feel difficult?**

JH2 (multiple responses) Listening 4 Reading 1 Speaking 2 Writing 6  
 JH1 (multiple responses) Listening 1 Reading3    Speaking 3 Writing 4

In your future do you want to get a job that utilizes your English skills?

JH2    YES 6    NO 2  
 JH1    YES 1    NO4

**Do you want to study abroad?**

JH2    Yes 7    No 1  
 JH1    Yes 3    No 2

**What level of EIKEN do you want to get?**

JH 2    1<sup>st</sup> grade 3    2<sup>nd</sup> grade 3    3<sup>rd</sup> grade 2  
 JH1    1<sup>st</sup> grade 1    2<sup>nd</sup> grade 2(want to get over mom's grade!)    Pre-2 1    3<sup>rd</sup> grade 1

**Do you have problem about English grammar rules?**

JH2    Yes 4(All grammar rules, past tense, and vocabulary)    I'm OK 3    No comments 1  
 JH1    Yes 3(All grammar rules, be-V, regular and irregular verb)    I'm OK 2

## What do you want learn in OKIDOKI?

JH2 ★I want to get L&S skills more

★Try to be perfect in spelling

★want to learn daily conversation

JH1 ★Thanks, YOKO. BINGO and pair games are very fun..

★I enjoyed your all classes.

★I've jumped the class on last November, but I don't feel uncomfortable thanks to the friendly mood.

★I'm slow learner, BUT! I am acquiring words and grammar rules little by little. I keep on learning English

JH3 ★ I like tasting foreign snacks which YOKO bought during her travel. And her travel story is always interesting; therefore I want to learn English to talk people in the world.

★I respect Yoko, because she always challenge many things. At this time, she entered graduate school regardless of her age. She is not young, but she is challenger. So I want to try doing my best in Senior high school.

★Grammar explanation is difficult. Teach me more clearly.

SH3★Since I decided not going school anymore due to the bullying, here is the only place for me to learn.

Thanks for giving lessons and fun time, I could share all problems and complains with you.

## Parents Comments

★I want to see class.

★I am surprised seeing my child's speaking test evaluation. It is good grade, but her school's grade is too low. How can she improve it?

★Please tell students about travel experience and real stories. Those stories can boost my son's motivation to learn English without losing enthusiasm.

★Make more opportunities to speak English with native speakers.

★I expect my son can get communication skill for negotiation in case of shopping abroad. I want to get bargain during travel thanks to my son's English abilities.

★I am surprised my son's English is very natural and pronunciation is great. Thanks.

★I understand communication is important. But give more grammar drills and homework for preparation of entrance exam of senior high now!

★On traveling in GUAM, my son enjoyed talking with local people. I was frightened with foreigners, but he was not. Your lesson may help him boost conversation skill in OKIDOKI. I am so happy to see my son speaking without hesitation.

## **5. What I learned**

- Since I have started Action Research, the volume of speaking English by students is increasing week by week. As I have confidence to give lessons based on CLT, I have much spare time to observe each student's posture in each class.

While observing students, I can see slight change such as smiling during timed conversation and bringing up of corporation during discussion. I think students are accustomed to make conversation step by step.

- In my school students always tell me their favorite things, complains and feeling thanks to the "rapport", I get explicit opinions from them such as "I talked a lot today. I am exhausted because of speaking in pair works much fun!" and so on.

To lead students to do many tasks, the rapport would help students to be more eager.

- Collected student's and parent's comments teach me many things. Some comments are supportive of communication oriented lessons, but others are different, such as demanding me to make more grammar-centered one. Following the parent's needs, I must make both communication and grammar lesson plans to get their satisfied on learning language.

- Reviewing the result of speaking test, I should change many things such as writing sentences more and more to acquire target grammar and words. Also I should give more time to speak the dialogue in pairs again and again.

## **6. Future issues**

- I will make clear goals and show students in each lessons.
- I will prepare better rubric for students to aim the goals.
- I will improve writing process to lead speaking test

| AR CLASS JH2 All Deta |                         |       |       |         |               |             | (Dec.2013~ Mar.2014) |      |       |       |       |      |       |   |   |  |
|-----------------------|-------------------------|-------|-------|---------|---------------|-------------|----------------------|------|-------|-------|-------|------|-------|---|---|--|
| ST                    | Practice                |       | ↑     | ↓       |               |             |                      |      |       |       |       |      |       |   |   |  |
| Dec.                  | Mar.                    | Dec.  | March | improve | deteriorate   | Eiken       | U (S)                | U(O) | Can S | Can L | Can W | CanR | D     | G | E | Test Score JH1-2                       |
| A♥😊                   | 20                      | 14    | Hard  | No      | eye contact   | fluency     | 4 B                  | B    | B     | B     | B     | B    | W     | R | 4 | 1)56.77.76.75.74.2)45.54.64.58.56      |
| B♥😊                   | 19.5                    | 13    | soso  | soso    | relaxed       | contents    | 4 C                  | A    | B     | B     | B     | A    | L SWR | ? | 3 | 1)99.95.91.86.77.862)85.80.65.74.76.73 |
| C😊                    | 18                      | 11    | soso  | soso    | nothing       | evetything  | 4 B                  | B    | B     | B     | B     | B    | L S   | ? | 2 | 1)76.71.56.662)32.40.28.34.36          |
| D😊                    | 10                      | 6     | soso  | soso    | understanding | eye-contact | 5 B                  | B    | C     | B     | B     | B    | W     | L | 2 | 1)48.40.48.25.362)30.26.12.28.26       |
| E                     | 15                      | 15    | soso  | No      | speaking      | nothing     | 4 B                  | B    | B     | B     | B     | B    | S.W.R | L | 4 | 1) ? ? 21.322) ? 66. 78. 76            |
| F♥😊                   | 17                      | 12    | soso  | No      | eye-contact   | fluency     | 3 A                  | A    | A     | B     | B     | A    | L     | R | 4 | 1) ? ? 2) ? ? 70. 78. 76               |
| G♥😊                   | 19                      | 20    | soso  | soso    | eye-contact   | nothing     | 3 A                  | A    | B     | A     | A     | B    | W     | L | 4 | 1)85.65. ? 79.742)82.82.82.77.86       |
| H♥😊                   | 20                      | 20    | soso  | soso    | gesture       | no smile    | pre-2 A              | A    | B     | A     | A     | B    | W     | S | 5 | 1)91.80.84.86.792)89.90. ? 87.86       |
| A Yes B soso C No     |                         |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| ♥                     | Like English at School  |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| 😊                     | Like English at OKIDOKI |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| S                     | School                  |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| O                     | Okidoki                 |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| E                     | Evaluation(S)           |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| D                     | difficult(苦手)           |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| G                     | good(得意)                |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| U                     | understaiding(理解度)      |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| ST                    | Speaking Test(OKIDOKI)  |       |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |
| Test Score            | 1)JH1                   | 2)JH2 |       |         |               |             |                      |      |       |       |       |      |       |   |   |  |