

## Action Research (Final Report)

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1. Title: Teaching English communicatively

2. Teaching context

- 1) Level: Senior high school first year students
- 2) Class size: 33 students
- 3) Time: 50mins×3/ week (AET is in once a week)
- 4) Textbook: CROWN English Communication I (Sanseido)
- 5) Students:
  - They are International Course students
  - They like English very much.
  - They are well motivated to study English.
  - International Course is divided into three classes and this class is an advanced class.
  - Some of them can speak English very well.

3. Goals:

- To give students enough opportunities to speak and write English in class.
- To evaluate their speaking and writing skill properly.
- To make students be able to speak and write English with using the target grammar they learn in my class.

4. Problems

- I was taught English in teacher-centered way when I was a high school students so that I didn't know how to teach communicatively.
- I needed much time to make handouts.
- It was hard to modify the textbook (CROWN English Expression I)
- My English skill was not high enough to teach English in English.

5. What I did.

- 1) I started to use focus on form handouts which Sempai teachers had made.

I really didn't know how to do it so I borrowed handouts which other teachers had already made. The handouts were made according to theories. I was able to use

them without difficulties and also I could understand that how to make handouts by using them. After a few months, I began creating original handouts.

2) I used English when I teach.

I made handouts which had English instructions. At first it was difficult for me to give instructions in English. I was so nervous. To solve this problem, I put every instruction on the handouts. I only had to read them. Little by little, I got used to using English when I gave instructions to students.

3) I conducted performance test.

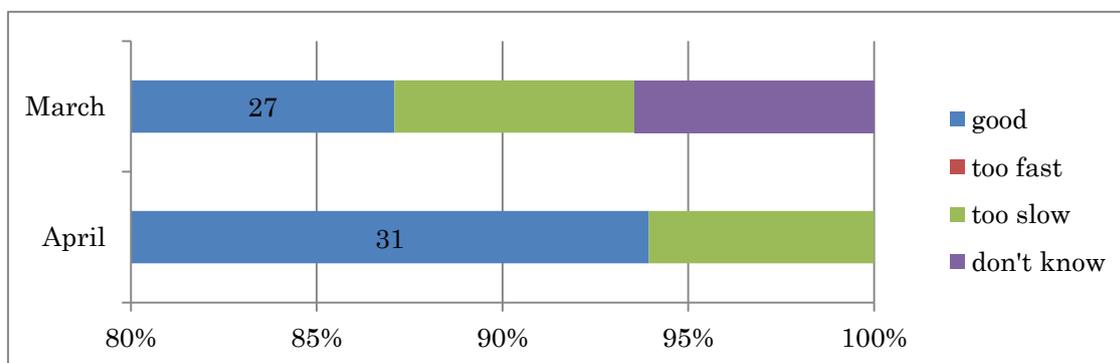
I began teaching English communicatively so it was very important how to evaluate students. I conducted performance test to motivate students to speak English during lessons.

4) I taught Conversation Strategies with AETs.

I had AETs make CS handouts. Native speakers can teach CS to make the conversations more natural.

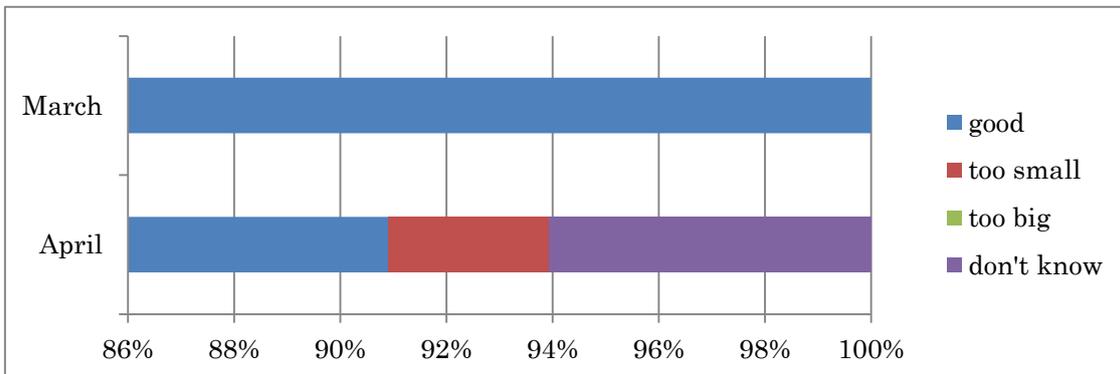
## 6. Results

1) Teacher's speaking speed

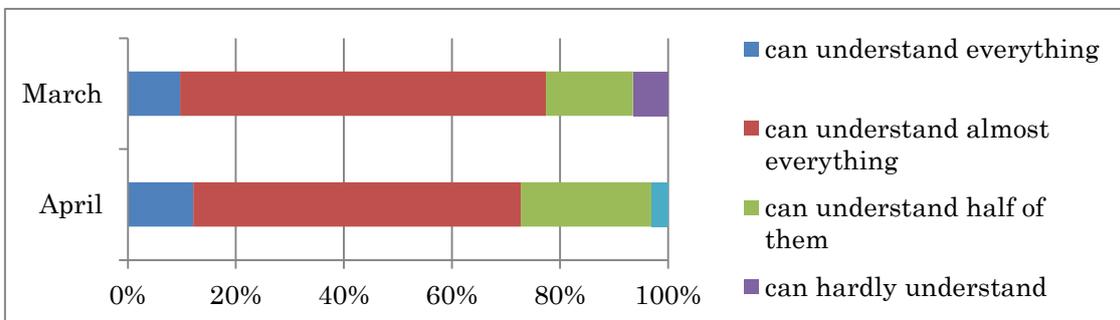


Most of them can understand what I said. A few of them think my speaking speed is too slow. Nobody thinks it is too fast.

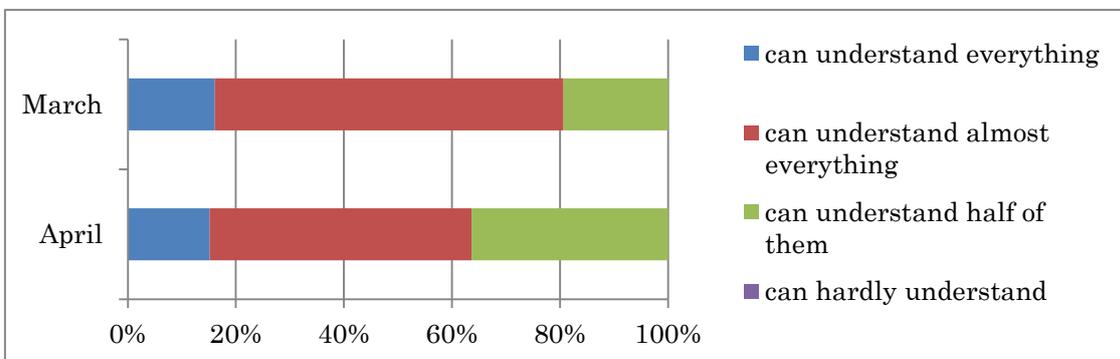
## 2) Words on the blackboard



## 3) Understanding through activities

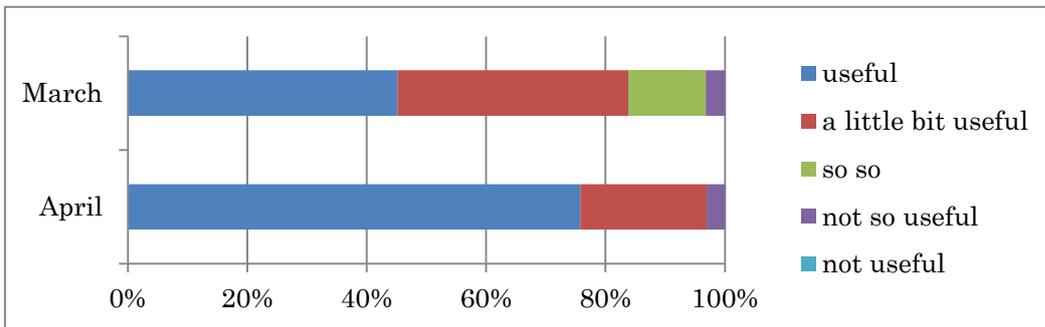


## 4) Understanding through handouts



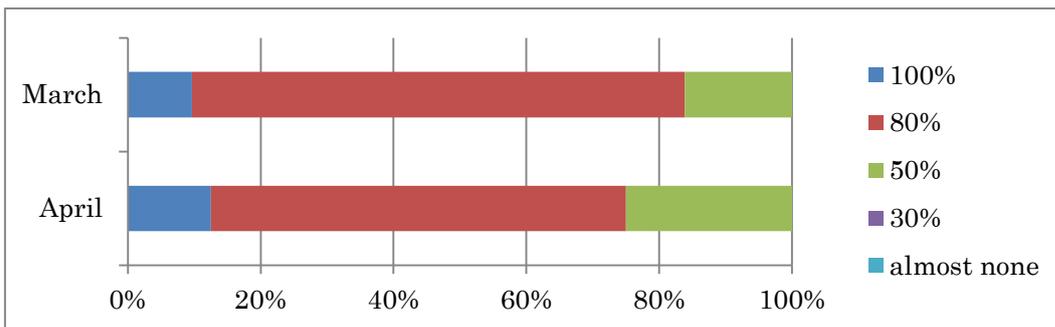
More students can understand grammar through activities. At first, my handouts were not good so I revised them many times.

5) Is pair work useful?



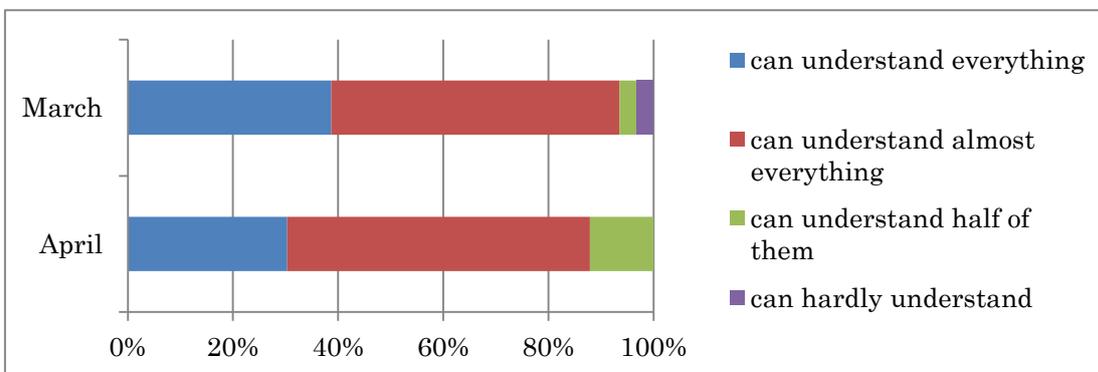
Some of them started to get tired of doing pair work.

6) How much do you use English during pair work?



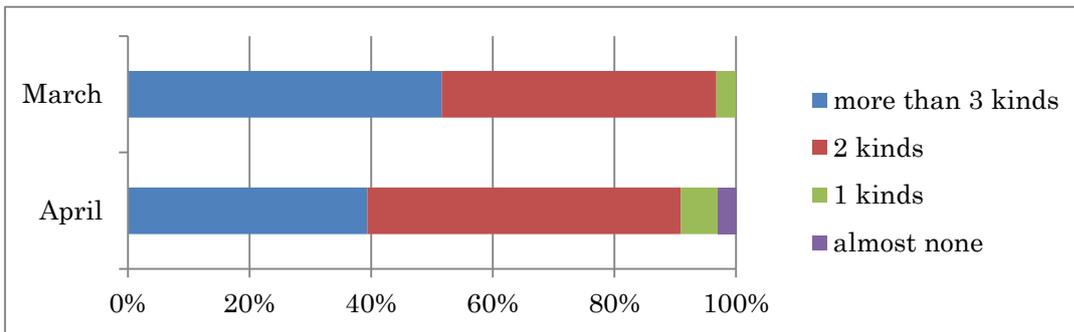
More people use English compared to April.

7) Can you understand what your partners say?



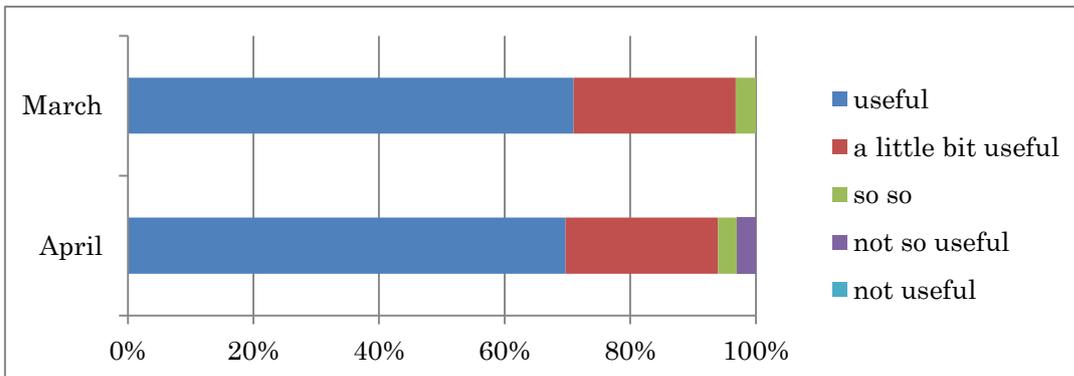
More people can understand partners' English compared to April.

8) How many Conversation Strategies do you use during pair work?



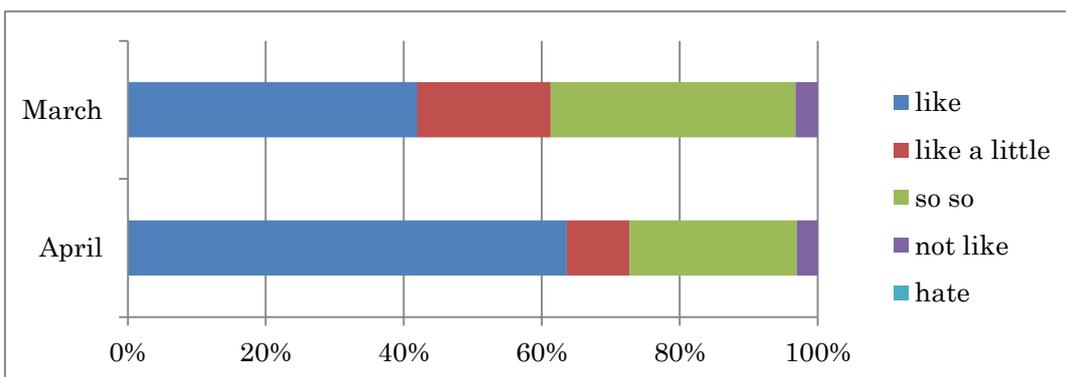
They can use Conversation Strategies more than April.

9) Are Conversation Strategies useful?



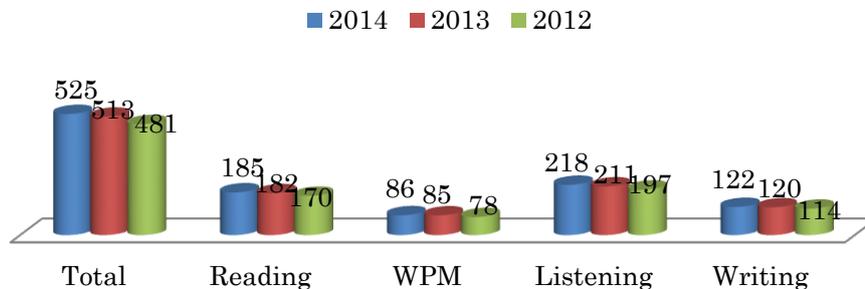
Most of them think they are useful.

10) Do you like pair work?



Unfortunately, less people think they like pair work. This is because some of them started to get bored.

## GTEC for STUDENTS SCORE (1st-year students)



As a result, they got higher score on every topic. They can learn English through communicative lessons.

### 7. What I learned

1) Conversation Strategies are very useful. Students can make their conversations more natural and they can start their conversations more easily by using CSs. They always started their conversations by using openers.

2) Making interesting input can motivate students to join lessons. Choosing good topics is tough but students can learn English through those topics.

3) Performance test can motivate students to do their pair work harder. They tried very hard to get good score on performance tests. They practiced during lessons and even outside the lessons. I saw some of the students practice speaking English at lunch time.

4) Focus on form approach can improve students' English skill.

### 8. Future Issues

1) To make good handouts which have good topics.

2) To share what I learned this year with coworkers.

3) To try discussion activities.

4) To conduct more performance tests.

5) To modify textbooks.

## Lesson Plan

1. Level: Senior high school first year students
2. Class size: 33 students
3. Textbook: CROWN English Expression I (Sanseido)
4. Goal: Teaching English communicatively, Conducting Performance Test
5. Procedure

Target Grammar: subjunctive mood

### (1) Day one: WISH ( Input )

- Fill in the blanks by using the picture hints.
- Check the answers with their partners.
- Explain about the grammar.
- Answer the ye no questions about whether they wish or not.
- Check the answers with their partners.
- Share the answers in class.

### (2) Day two: WISH (Output)

- Do information gap activity.

There are subjects and verbs in each box. They will make full sentence and tell the information to their partners.

- Write down what they wish, what they would do, and the reason why.
- Talk with three classmates to share their own wish.

### (3) Day three: WISH (Output)

- Practice talking about what they wish with using the follow up questions.

## Lesson 11 仮定法⑥

### WISH

#### GOAL

Your goal in this lesson is to be able to talk about what you wish using the target grammar *subjunctive mood*. (仮定法) .

#### TASK 1 Fill in the blanks.



NAME \_\_\_\_\_

- 1) 【 \_\_\_\_\_ 】 wishes he could play baseball well.
- 2) 【 \_\_\_\_\_ 】 wishes Nobita could try harder.
- 3) 【 \_\_\_\_\_ 】 wishes he could sing on a big stage.
- 4) 【 \_\_\_\_\_ 】 wishes he could be taller.
- 5) 【 \_\_\_\_\_ 】 wishes Nobita could change his fate.
- 6) 【 \_\_\_\_\_ 】 wishes she could play the violin well.

【 Doraemon / Nobita / Jaian / Suneo / Shizuka / Sewashi 】

**TASK 4** Check the answers with your partner.

A: I think \_\_\_\_\_ wishes he could play baseball better.

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

:

A: Nice talking with you.

B: You, too.

**GRAMMAR POINTS☆**

○Nobita wishes he could play baseball well.

訳 :

実際にはのびたは野球が ( できる / できない )

S + wish + S' + could + 動詞の原形

「

」

☆実際には ( ) ことを願う

**TASK 3** Answer the questions below.

1) You can't fly. Do you <u>wish</u> you <u>could</u> fly like a bird?	YES / NO
2) You can't time travel. Do you <u>wish</u> you <u>could</u> time travel?	YES / NO
3) You can't earn a lot of money like Bill Gates. Do you <u>wish</u> you <u>could</u> earn a lot of money like Bill Gates?	YES / NO
4) You can't read people's mind. Do you <u>wish</u> you <u>could</u> read people's mind?	YES / NO
5) You can't use Doraemon's pocket. Do you <u>wish</u> you <u>could</u> use Doraemon's pocket?	YES / NO
6) You can't be an invisible person. Do you <u>wish</u> you <u>could</u> be an invisible person?	YES / NO

**TASK 4** Check your answers with your partner.

A: Do you wish you could fly like a bird?

B: Yes, I wish I could fly like a bird. / No, I don't wish I could fly like a bird.  
How about you? Do you wish you could fly like a bird?

A: Yes, I wish I could fly like a bird. / No, I don't wish I could fly like a bird.

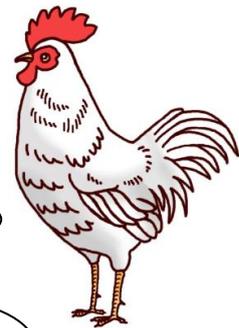
B: Then, do you wish you could time travel?

:

:

A: Nice talking with you.

B: You, too.



**TASK 5** Talk with your partner and complete the sentences.

**【 A 】**

As for No.9, Write your own wish.

<p>1) Ken – play tennis well</p> 	<p>2) Kaori wishes</p> <hr/> <hr/>	<p>3) Hanako – speak English</p> 
<p>4) Kayoko wishes</p> <hr/> <hr/>	<p>5) Noriko – jump 500 m</p> 	<p>6) Tatsuya wishes</p> <hr/> <hr/>
<p>7) Shin – go to Mars</p> 	<p>8) Tomoya wishes</p> <hr/> <hr/>	<p>9) You - _____ ( ) wishes</p> <hr/> <hr/>

Ex) A: What does Taro wish?

B: He wishes he could fly like a bird.

I see. Then, what does Ken wish?

A: He wishes ...

:

A: Nice talking with you.

B: You, too.

**TASK 5** Talk with your partner and complete the sentences.

**【 B 】**

As for No.9, Write your own wish.

<p>1) Ken wishes</p> <hr/> <hr/>	<p>2) Kaori – date with Ken</p> 	<p>3) Hanako wishes</p> <hr/> <hr/>
<p>4) Kayoko – live for 1000 years</p> 	<p>5) Noriko wishes</p> <hr/> <hr/>	<p>6) Tatsuya – swim</p> 
<p>7) Shin wishes</p> <hr/> <hr/>	<p>8) Tomoya – sing well</p> 	<p>9) You - _____ (        ) wishes</p> <hr/> <hr/>

Ex) A: What does Taro wish?

B: He wishes he could fly like a bird.

I see. Then, what does Ken wish?

A: He wishes ...

:

A: Nice talking with you.

B: You, too.

**TASK 6** Answer these questions.

Q1. What do you wish you could do?

EX) I wish I could fly like a bird.

Q2. What would you do if you could do it?

EX) I would travel around the world if I could fly like a bird.

Q3. Why would you do that?

Ex) Because I like travel and I really want to see a lot of world heritage.

**TASK 7** Talk with your friends about what you wish you could do.

A: What do you wish you could do?

B: I wish I could fly like a bird.

A: I see. What would you do if you could do it?

B: I would travel around the world if I could fly like a bird.

A: Why would you do that?

B: Because I like travel and I really want to see a lot of world heritage.

A: That's nice.

B: How about you? What do you wish you could do?

:

A: Nice talking with you.

B: You, too.

Partner	Q1	Q2

**TASK 8** This time, keep the conversation going for one and a half minutes by using the follow up questions to get more information. Change your partner and practice many times.

EX) Why would you~? How come? 「なぜ？」

Where would you~? 「どこで~？」

Which ... would you ~? 「どの~？」

What would you ~? 「何を~？」

When would you ~? 「いつ~？」

How would you~? 「どうやって~？」