

Action Research (Final, 2018)

Hiromi Osuka, March 24, 2018

1. Title: How should we improve Japanese students' communication abilities? — Effective tasks and group activities in order to excite and impress students —

2. Context:

- (1) Level: Junior high school 3rd year student
- (2) Class size: 37 students × 3 classes
- (3) Time: 45~50 minutes × 4 classes (per week)
- (4) Textbook: New Horizon English Book 3 by Tokyo Shoseki
- (5) Issues:

- ①a JTE
- ②a JTE and a sub JTE
- ③a JTE and a sub JTE
- ④a JTE and an ALT

a. Attitudes

Ninth graders studied English for a year with teachers who mainly used grammar translation methods when they were in the seventh grade. Half of them studied English communicatively last school year. Many of them like studying English with explanations about main sentences in the textbook. Some students liked talking in class and some students often slept, so they could not concentrate on studying English during classes.

b. Abilities

Many of the ninth graders did not try to listen to teachers carefully during classes. There are a few high-level students and there are a lot of low-level students in the ninth grade. Their average English abilities measured a little lower when they were in the seventh grade in comparison with those of other students in our city (February 2016). Students who studied English communicatively improved a little for the last school year and they were over the average of students' in our city (February 2017). However, it became clear that ninth graders' English abilities in our school show higher levels than that of students in all parts of Japan (April 2017).

c. English teachers

There are six classes in grade 9 this year. There are two main English teachers (A and B) and one sub-teacher C, for grade 9. I am main-teacher A and teach 3 classes and sub-teacher C teaches 2 class a week. Teacher B seems to prefer traditional methods of teaching.

1st Class	TA or TB	2nd Class	TA or TB, TC
3rd Class	TA or TB, TC	4th Class	TA or TB, ALT

3. My goals:

- (1) My first goal is to help my junior high school students acquire communication abilities in English through teaching grammar communicatively.
- (2) My second goal is to work out communication activities that excite and impress students and main- teacher B and sub-teacher C.

4. What I did

- (1) To make English classes more understandable

- a. Promoting reading aloud and writing English sentences that are connected to students' lives
- b. Emphasizing English word order in all English classes
- c. Integrating new sentences with ones learned before
- d. **Making use of effective pair work and group work (collaborative learning)**

(2) To make English classes more motivating and effective for students' learning

- a. Using example sentences connected with students' lives
- b. Designing communicative activities that contain input and output activities
- c. **Designing communicative activities that stimulate students' interest and motivate students to study more**
- d. Improving activities that give students opportunities to practice in realistic situations
- e. Working out effective tasks which cultivate the four fundamental English skills
- f. Creating worksheets that better enable students to acquire English communication abilities
- g. Work out effective pair and group activities that motivate students to study English more

(3) To take measures to improve curriculum design

- a. Modify the required textbook in order to make handouts based on Focus-on-form
- b. Teaching students grammar communicatively through "Focus-on-Form Instruction (FFI)" and "Task-based Language Teaching (TBLT)".
- c. Reorganizing and regrouping the basic English sentences students have to learn
- d. Collaborating on curriculum with other teachers to produce better results for more students
- e. Exchanging information on how to teach students grammar communicatively by using Focus-on-form and Task-based Instruction
- f. **Making use of speaking tests in order to improve students' speaking abilities**

(4) To collaborate with main-teacher B and sub-teacher C

Offer advice to main-teacher B and sub-teacher C on how to teach students grammar communicatively by using Focus-on-form and Task-based Instruction

5. Results:

(1) English abilities compared with those of other students in our city (December 2017)

Their average English abilities improved comparing the results in 2016. The students' abilities in Class A measured much higher in comparison with those of other students in our city. Class B showed almost the same average points. To our regret, the abilities in Class C measured a little lower.

(2) Students' Self-evaluation for English abilities

Analyzing results from the surveys in April, July, and February, about 110 students, their self-evaluation for English abilities showed better percent numbers in February. Many students say that their reading and speaking abilities improved better than ones of their last school year. See Appendix.

(3) Student impressions about English learning

★The analysis of students' comments (the total number out of 110 students)

items of English abilities	April	July	February
	hopes for English learning	improvement for English learning	improvement for English learning
1. speaking	11	9	7
2. listening	9	13	14
3. reading	18	27	16
4. writing	16	5	7
5. vocabulary	15	8	20
6. key sentences	7	12	7
7. grammar	10	8	11
8. self-expression	2	2	10
9. English Japanese	8	4	26
10. Japanese English	3	1	4
11. keeping conversation	11	15	6
12. composition	3	8	12
13. better attitude	22	3	6
14. reciting	2	8	5
15. getting good results	22	4	7
16. better pronunciation			3
17. better writing practice			4
18. understanding a long passage			11
19. pair, group activity			5
20. enjoy singing English songs			2

★Student marked hopes for English learning (April, 2017)

《Speaking》	<ul style="list-style-type: none"> I want to be able to speak English fluently for a longer time. I want to be able to answer the questions as soon as possible. I want to be able to talk with native speakers without difficulties.
《Listening》	<ul style="list-style-type: none"> I want to understand what is spoken as soon as I listen to English.
《Reading》	<ul style="list-style-type: none"> I want to be able to read and understand longer English sentences quickly and easily. I want to read the textbook to the extent of reciting.
《Writing》	<ul style="list-style-type: none"> I want to be able to easily write English words or sentences I hear. I want to be able to write longer English sentences.
《4 Skills》	<ul style="list-style-type: none"> I want to try four skills hard, speaking, listening, reading and writing.
《others》	<ul style="list-style-type: none"> I want to get better scores on the term tests. I want to understand new grammar and make the most of the grammar in practical application. I want to communicate with a lot of friends in English. I want to improve my communication abilities.

★Student marked changes in attitude towards English learning (J: July, F: February)

《Speaking》	J	① I came to talk with my friends in English because I practiced a lot using the handouts. ② I came to talk in English easily using key sentences. ③ I came to speak more English than before.
	F	① I came to speak about what I thought and what I want to say in English at once. ② I was able to talk with my friends using target sentences. ③ I came to tell my opinion to my friends clearly and fluently.
《Listening》	J	① I came to understand what Teacher and CD said in English. ② I came to understand the sentences spoken in English while listening to CD. ③ I've tried to pay attention to listening to the first spoken word.
	F	① I came to understand what people said little by little. ② I was not good at listening to English, but recently I realized that I came to listen to English better. ③ I came to be good at listening to English because I often heard English songs.
《Reading》	J	① I came to read and understand English easily and quickly step by step. ② I came to understand English sentences as soon as I read them. ③ When I read the textbook, I think the cases of reading the textbook without stammering has increased.
	F	① I came to understand what is written as soon as I read English. I knew that I was able to understand English if I knew the meanings of the English words. ② After reciting English sentences, I came to read them fast and easily. ③ After practicing new English words, I came to read sentences easily. ④ When I read new English words, I came to pay attention to the accents and the phonetic symbols.
《Writing》	J	① I came to be able to write English sentences by myself because I remembered the contents in the textbook. ② I came to be able to write many kind of English sentences. ③ I can make English sentences easily going into details in comparison with this April.
	F	① I came to be able to write meaningful long sentences in English. ② After reciting sentences, I came to write them easily. ③ I came to write English sentences faster than last year.
《Others》	J	① I came to be able to communicate in English better because I got used to talking in English and I used English I learned without stammering for a longer time. ② I came to like English because I better understood what I was studying. ③ I got better reading abilities, writing abilities, and power of expression in English than in April. I got better communication abilities because we had more communication activities. ④ I came to be able to answer the questions fluently because I practiced a lot using sentences in the textbook and the handouts.. ⑤ I came to use filler such as “well, let's see, um” easily and naturally. ⑥ I came to be able to make English sentences better than before and I got better scores on the term test.

	J	<p>▼ The Units for 3rd graders are getting more and more difficult, so it's hard for me to understand them even though I've tried to study harder.</p> <p>▼ Studying English is getting more and more difficult, so I couldn't improve my English abilities though I understood grammar and key sentences.</p>
«Others»	F	<ul style="list-style-type: none"> ① I acquired confidence in English and came to like studying English. ② I came to understand English without putting it into Japanese. ③ I tried to make use of pair or group activities. ④ I came to put English sentences into Japanese immediately. ⑤ Through English classes, I understood English grammar well, and I came to talk with foreign people readily. ⑥ I tried to understand English sentence structure, so I came to make English sentences with ease. ⑦ When I talked with my friend in English, I realized that I was able to speak English naturally. ⑧ Talking in Japanese, I came to think about what I should say in English. <p>▼ My English abilities went down because I couldn't understand what was written in English.</p>

6. What I learned:

- (1) Ninth graders of this school year had a lot of problems with studying and there were more low-level students than the usual ninth graders of our school. Their motivation for English learning was very low last April. Some lower students were sleeping during classes. I had to work out and think about activities that would make them excited and improve their attitudes. I also had to work out other teaching techniques. It was difficult to raise lower students' motivation and their English abilities. I think that it would be necessary to know what kinds of things they want to study and what kinds of things they are interested in.

- (2) It's very difficult for teachers to motivate low-level students, so we need some strategies to interest and excite them. I have thought singing cozy and rhythmical songs is useful and effective and makes students to study more. Singing songs makes them want to dance and remember lyrics. It is useful if songs have grammar points students are studying or they are going to study. I have tried to find better songs for students to study grammar points and enjoy singing. To make the songs effective, I've made trials of doing the following things.
 - a. I give students chances to listen to a new song in a casual manner and assess students' reactions to the new song.
 - b. I have students make groups of two or three for singing.

- (3) Ninth graders' four English abilities showed higher value than that of students in all parts of Japan. Half of the students of our school studied English through Focus-on-

form instruction when they were in the eighth grade. Half of the students I taught English this school year were new to me and they had studied English through the grammar-translation method. They were not used to studying English through communicative activities last April. Some of the lower students were bored with a lot of the handouts with many kinds of activities and showed refusal reactions. Including such lower students, students who studied English through Form-Focused Instruction have improved their English abilities in comparison with students learning through other methods.

- (4) I had students try “small talk” at the beginning of the class. Half of students had few chances to talk with their friends in English when they were in the eighth grade, so many students said, “I came to be able to talk with my partner in English for a longer time than before.” Unfortunately, I could not find enough time for students to try this activity because it takes a lot of time to deal with the contents of the revised textbook. Students need more opportunities to use the English they study, so it’s important for teachers to think of how teachers use class time.

7. Further issues:

- (1) Some high or low students did not get used to my way of teaching. Furthermore, introducing and explaining new vocabulary took a lot of time, so I could not find enough time to have students try out-put activities. How to make the handouts with well-balanced in-put and out-put activities is a big problem to be solved.
- (2) I hope to make many kinds of activities that interest and excite students, but activities I made were not so effective for ninth graders of this year. Activities in the handouts could not motivate students to study more. I have to study more useful and effective activities that have clear purposes, clear scenes, and clear situations for students.
- (3) There were few high-level students, several low-level students, and a few average students in a class. It was not so effective to use pair activities under these conditions. I tried to make use of group activities or cooperative learning, but it did not work so well. I think it is appropriate to use group activities that have one high-level student, so it is necessary to develop capable leaders in English classes. Unfortunately, there were too many lower students in the ninth grade.
- (4) The course of study will change in 2020 and the revised textbook students use will have more vocabulary than before. JHS students should have studied 1200 words in the older textbook. However, ES students study 600 ~700 words, JHS students study 1600 ~ 1800, and SHS students study 1800 ~ 2500 in the revised textbook. The revised textbook has confused students. Students are at a loss for how to study a lot of new words and the new usage of words they studied before. Teachers should consider how they can help students with understanding and learning new vocabulary.

A Lesson Plan (March 2018)

Name(Hiromi Osuka)

1. Level: Junior High School third year students

2. Class size: 3 classes with 37 ~ 38 students

3. Textbook: New Horizon English Course Book 3 (Tokyo Shoseki)

Let's Read 2 "The Green Door"

4: Goals:

- Students can understand the writer's intention.
- Students enjoy reading a mystery.

5. Objectives

- Language Function: To read and understand a long story.
- Communicative Function: To talk with friends about their impression

6. Procedure

(1) Day one: Pre-reading activity	Today's Lesson
① Sing the song "Bad Day"	
② Practicing new words (pp. 100 – 104)	
③ Getting information about the writer O. Henry and his story "The Green Door"	
④ Pre-reading Activity	
• Students look at 15 pictures and read the title.	
• Students imagine the story and tell their classmates.	
⑤ Read several sentences for each picture while looking at 15 pictures	
⑥ Make mind-maps after reading each sentence	
⑦ Make a group of three or four and talk about the story using their own mind-maps	
⑧ Listen to the CD (pp. 100 – 104)	
⑨ Talk about new things they find while listening to the CD	
(2) Day two: While-reading activity	
① Sing the song "Imagine"	
② Review practicing new words (pp. 100 – 104) in class	
③ Try to summarize the story using 15 pictures	
④ Comprehension Check (pp. 100 – 104)	
• Try <i>eigonou-printo</i> .	
• Put the sentences on the <i>eigonou-printo</i> into Japanese by oneself.	
• Listen to Japanese sentences.	
⑤ Read the story in a louder voice	
⑥ Try "True or False"	
⑦ Try "Questions & Answers"	

(3) Day three: Post-reading activity

- ① Sing the song “We Are the World”
- ② Review practicing new words (pp. 100 – 104) in groups
- ③ Review reading the story in groups (pp. 100 – 104)
- ④ Try ‘Review A’ to page 104
- ⑤ Try “Review B” to page 104
- ⑥ Self-evaluation

7. Today's Lesson

Time	Interaction T-Ss, S-S, S	Activity & Procedure
4	S – S	Singing the song “Bad Day”
1	T – S	Greeting
		Trying pre-reading Activity
5	T – S,	① Practicing new words (pp. 100 – 104) <ul style="list-style-type: none"> • Repeating after the CD • Practicing in group
5	S – S	② Getting information about the writer O. Henry and his short story “The Green Door” <ul style="list-style-type: none"> • Students listen to the career of writer O. Henry. • Students listen to the names of the characters in the story
1	T – S	③ Try to guess the story <ul style="list-style-type: none"> • Students look at 15 pictures and read the title. • Students imagine the story and tell their classmates.
10	S	④ Read sentences for each picture while looking at 15 pictures
5	S	⑤ Make mind-maps after reading 45 sentences
5	S – S	⑥ Make a group of three or four and talk about the story using their own mind-maps
5	S	Listening to the CD while looking at 15 pictures
3	T – S	Talk about new things they found while listening to CD in class

*Time Distribution (50 mins.): T – S = 11, S = 22, S – S = 17

8. Assessment

- (1) Worksheet: How eagerly students read the story and try to mind-map. (15 mins.)
- (2) Group activity: How eagerly students try to talk about the story in group. (5 mins.)

Let's Read 2

* * The Green Door * *

29A

Class() No.() Name()

1. Do you know the writer O. Henry?
2. Do you know his short story "The Green Door"?
3. Read the title, look at 15 pictures, and guess the story. → 29B
 (1) This is a story re-written based on O. Henry's short story "The Green Door."
 (2) The main Character is Rudolf who is interested in romance and adventure.
 (3) You see three people, Rudolf, a card man, and a young woman, in the story.
4. Look at 15 pictures and read sentences for each picture. → 29C1~3
5. Try to make mind-maps about the three people. → 29D
6. Listen to the CD (pp. 100-104)
7. Let's understand the story using *Eigonou-purinto*.
8. Read the story in a louder voice.
9. Try T or F.
10. Try Q & A
11. Try Review A to page 104.



(1862 - 1910)

These are Rudolf's thoughts. Write the order of time passing in the ().

- ア All the doors are green! Then why did I see only that door. ()
 イ I'm sure there's something special behind the door. ()
 ウ I feel sorry for her. If she's alone, I must help her. ()

12. Try Review B to page 104. As you read the story, what do you think? Talk with your friends about your impression.

1.あなた ()	
2.	
3.	
4.	

* Try to use these conversation strategies. Check like this (+ + + +).

う な づ く	1. Yeah. うん。	8. No way! まさか!	15. Hmm. Let me think.
	2. Uh-huh. / Mm-hmm. うん、うん。	9. Me, too. / Me, either. 私も!	16. Let me think. Well, ...
	3. Oh, I see. なるほどね。	10. I think so, too. 私もそう思う。	17. Let me see...
反 応 す る	4. (Shadowing) 相手の発言を繰り返す	11. Great! すごいね!	18. Let's see. Well, ...
	5. Oh, yeah? え、そうなの?	12. That's nice. いいね。	19. Pardon (me)?
	6. Really? / Wow! 本当? / へえ!	13. Terrific! すばらしい!	20. Can you say that again?
	7. Oh, no! えへ、そんな!	14. How can I say どう言えば....	21. What do you mean?

自己評価

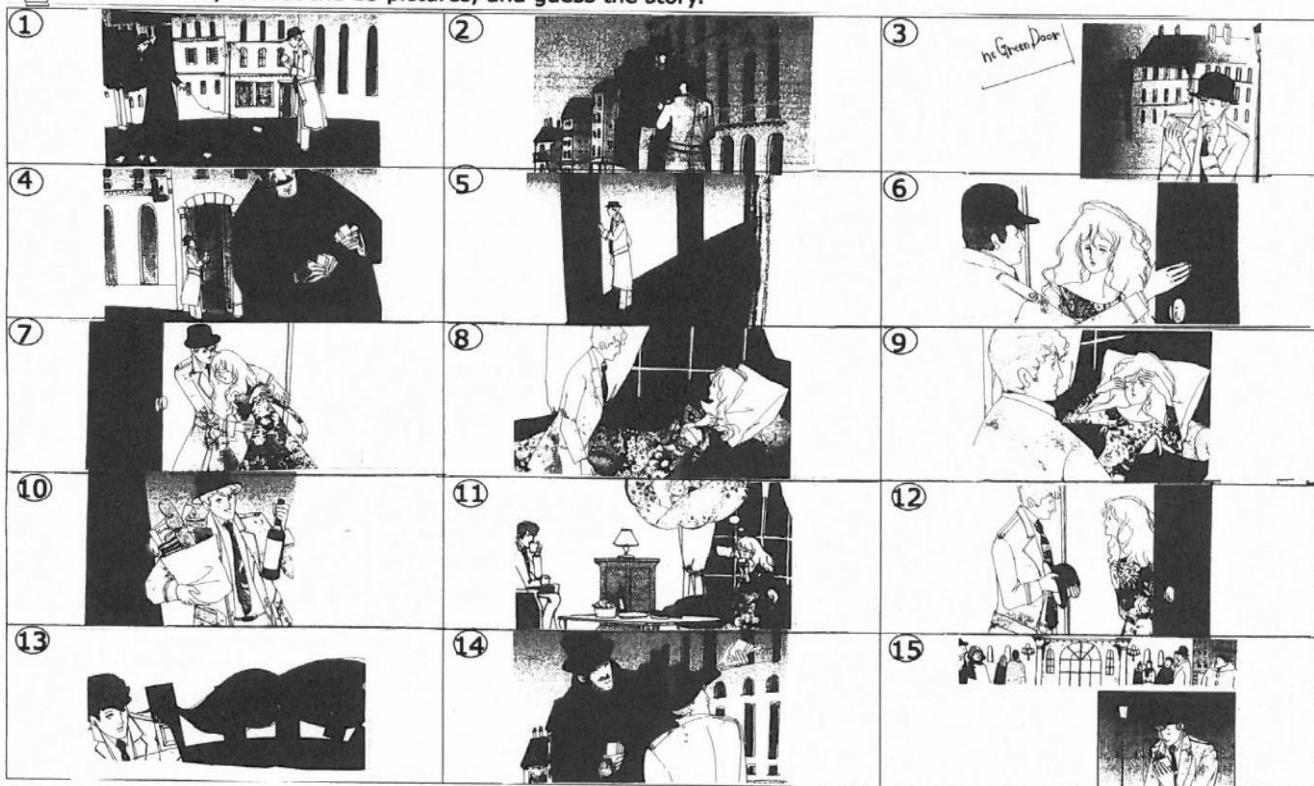
Class() No.() Name()

評価項目	自己評価	この活動の感想・気がついたこと・分かったこと (4行以上)
1 アイ・コンタクト	A · B · C	
2 適度な声の大きさ	A · B · C	
3 取り組みの態度	A · B · C	
4 活動の理解	A · B · C	
5 発表の内容	A · B · C	
6 このワークシートの役立ち度	A · B · C	

* * The Green Door * *

29B

3. Read the title, look at the 15 pictures, and guess the story.



* * The Green Door * *

29C-1

4. Look at 15 pictures and read sentences for each picture.

	<p>(1) Rudolf received a card with three words. (2) The card says "The Green Door." (3) A man also received a card, but he threw it away because it was just an advertisement for a dentist's office.</p>
	<p>(4) Rudolf wondered why he got the card with three words. (5) Rudolf walked past the card man and got another card with three words. (6) Rudolf knew that many cards for the dentists were thrown away on the street.</p>
	<p>(7) Rudolf didn't receive the dentist's cards. (8) Rudolf thought about why he received the cards with three words. (9) Rudolf was sure that an adventure was waiting for him.</p>
	<p>(10) Rudolf saw a building behind the card man. (11) The building had the dentist's office and some shops on the first two floors. (12) Rudolf entered the building.</p>
	<p>(12) Rudolf climbed to the third floor. (13) There was a dark hallway. (14) Rudolf saw a green door on the left and knocked the door.</p>

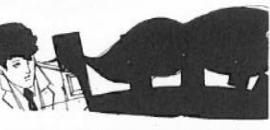
* * The Green Door * *

29C-2

	<p>(15) The door opened slowly. (16) A young woman stood there. (17) The young woman was pale and weak.</p>
	<p>(18) The young woman began to fall. (19) Rudolf caught her in his arms.</p>
	<p>(20) Rudolf carried the young woman to a sofa in the room. (21) After a while, the woman opened her eyes. (22) The young woman was very beautiful, but also very thin.</p>
	<p>(23) The young woman looked at Rudolf calmly, and smiled. (24) The young woman knew that she <u>had fainted</u>. (25) The young woman said that she <u>had not eaten</u> for three days.</p>
	<p>(26) Rudolf was surprised and cried. (27) Rudolf ran out of the room and came back with a lot of food. (28) Rudolf thought it was ridiculous for the young woman to go without eating.</p>

* * The Green Door * *

29C-3

	<p>(29) The young woman began to eat and told Rudolf about herself. (30) The young woman got sick and lost her job. (31) The young woman ran out of money and stayed in her room without hope. (32) The young woman had no family or friends in the town.</p>
	<p>(33) The young woman felt much better and got sleepy. (34) Rudolf told the young woman that he would come back to see her again. (35) When Rudolf left her home, the young woman asked why Rudolf knocked at her door. (36) Rudolf did not think that it was good to tell her about the card.</p>
	<p>(37) Rudolf looked around carefully in the hallway. (38) Rudolf realized that every door on that floor was green.</p>
	<p>(39) Rudolf asked the card man about why he gave the cards to Rudolf. (40) The card man pointed at a theater down the street. (41) The card man said that the cards were for a new show at the theater. (42) The card man was handing the cards with the dentist's cards.</p>
	<p>(43) There was a big sign saying "The Green Door" above the theater entrance. (44) The big sign was the title of a play. (45) On his way home, Rudolf believed that fate guided him to the young woman.</p> <p><i>There is always an adventure just around the corner if you look for it.</i></p>

* * The Green Door * *

29D

5. Try to make a mind-map about the three people in the story.



Appendix

★ a. Self-evaluation about English abilities

* Results from the surveys in April, July, and February: 110 students () =%

2017 英語力自己診断 組() 番号() 氏名()				
Speaking Ability		Apr.	Jul.	Feb.
1	I can hardly talk with my partner.	10.1	5.5	6.4
2	I can talk with my partner for about 20 seconds.	27.5	20.2	13.6
3	I can talk with my partner for about 40 seconds.	27.5	31.2	30.9
4	I can talk with my partner for one minute stumbling over my words.	28.4	28.4	32.7
5	I can talk with my partner for one minute fluently.	6.4	14.7	16.4
Listening Ability		Apr.	Jul.	Feb.
1	I cannot understand about what my friend says or what the CD says.	5.5	3.7	2.7
2	I cannot understand about 30 % of what my friend says or what the CD says.	21.1	17.4	14.5
3	I cannot understand about 50 % of what my friend says or what the CD says.	24.6	25.7	28.2
4	I cannot understand about 70 % of what my friend says or what the CD says.	31.2	32.1	30.0
5	I cannot understand about almost all of what my friend says or what the CD says.	17.2	21.1	24.5
Reading Ability		Apr.	Jul.	Feb.
1	I can hardly read the sentences my friends wrote or the main sentences in the textbook.	9.2	4.5	4.5
2	I can read 30 % of the sentences my friends wrote or the main sentences in the textbook.	20.2	16.5	12.7
3	I can read 50 % of the sentences my friends wrote or the main sentences in the textbook.	22.0	21.1	27.3
4	I can read 70 % of the sentences my friends wrote or the main sentences in the textbook.	27.5	33.0	21.8
5	I can read almost all of the sentences my friends wrote or the main sentences in the textbook.	21.1	24.8	33.6
Writing Ability		Apr.	Jul.	Feb.
1	I can hardly write anything of 7 coordinated sentences about myself or a speech.	14.7	10.1	8.2
2	I can write only one or two out of 7 coordinated sentences about myself or a speech.	22.0	18.3	18.2
3	I can write only three or four out of 7 coordinated sentences about myself or a speech.	37.6	31.2	26.4
4	I can write five or six out of 7 coordinated sentences about myself or a speech.	23.9	24.8	28.2
5	I can write more than 7 coordinated sentences about myself or a speech.	7.3	15.6	19.1
Grammar		Apr.	Jul.	Feb.
1	I cannot understand basic grammar I have already learned.	5.5	3.7	2.7
2	I can understand basic grammar I have already learned a little.	18.3	12.8	13.6
3	I can understand half of the basic grammar I have already learned.	24.8	29.4	25.5
4	I can generally understand the grammar I have already learned.	38.5	33.0	31.8
5	I have confidence with the grammar I have already learned.	12.8	21.1	26.4
2 minutes conversation		Apr.	Jul.	Feb.
1	I can hardly talk with my partner.	8.3	4.6	4.5
2	I can talk with my partner for about 30 seconds.	16.5	17.4	13.6
3	I can talk with my partner for about one minute.	22.9	22.0	22.7
4	I can talk with my partner for two minutes stumbling over my words.	20.2	23.9	22.7
5	I can talk with my partner for two minutes fluently.	32.1	32.1	36.4

	Understanding English classes	Apr.	Jul.	Feb.
1	I can hardly understand what I studied in English classes.	8.3	4.6	4.5
2	I can understand what I studied in English classes a little.	16.5	17.4	13.6
3	I can understand half of what I studied in English classes.	22.9	22.0	22.7
4	I can understand 70 % of what I studied in English classes.	20.2	23.9	22.7
5	I can understand almost all of what I studied in English classes.	32.1	32.1	36.4
	Attitude toward English classes	Apr.	Jul.	Feb.
1	English classes were not interesting.	7.3	4.6	4.5
2	English classes were not so interesting.	9.2	11.9	10.9
3	English classes were both boring and interesting	33.9	31.2	25.5
4	English classes were generally interesting.	22.9	17.4	19.1
5	English classes were interesting.	26.6	34.9	40.0
	Attitude toward English	Apr.	Jul.	Feb.
1	I don't like English.	9.2	7.3	8.2
2	I like English a little.	25.7	19.3	11.8
3	I like English somewhat.	17.4	24.8	25.5
4	I like English.	32.1	29.4	28.2
5	I like English very much.	15.6	19.3	26.4

★ b. Self-evaluation about attitudes for English learning

*Results from the surveys in April, July, and February : 110 students, number = %

2017 英語学習取り組み自己診断		組()	番号()	氏名()
1	Circle items about your English abilities or attitude which are fit for you.	Apr.	Jul.	Feb.
1	Can you read and understand English sentences in the textbook quickly?	45.0	45.9	50.0
2	Do you understand communication activities with target sentences?	69.7	76.1	79.1
3	Are you actively joining communication activities with target sentences?	57.6	74.3	78.2
4	Are communication activities in English with your friends interesting for you?	67.0	74.3	77.3
5	Are communication activities with your friends useful for you to learn target sentences?	62.4	72.5	72.7
6	Are communication activities with your friends useful to improve your four English skills?	69.7	76.1	78.2
7	Are you trying to express yourself in English using target sentences?	48.6	53.2	55.5
8	Are you trying to make and use English sentences using target sentences?	42.2	61.5	58.2
9	Do you think you are acquiring English communication abilities?	56.9	66.1	70.9
10	Are communication activities necessary to study English?	76.1	81.7	81.8

2 Circle items about what you try hard.		Apr.	Jul.	Feb.
1	Practice new words and check the meanings	75.2	81.7	80.0
2	Check the target sentences and exercise them	70.6	76.1	78.2
3	Read sentences in the textbook after Teacher	79.8	84.4	82.7
4	Try over-up reading the sentences in the textbook after the CD.	39.4	53.2	66.4
5	Try shadowing the sentences in the textbook after the CD.	12.8	29.4	45.5
6	Read the sentences in the textbook for one (two) minute(s).	38.5	54.1	60.0
7	Recite the sentences in the textbook.	30.3	34.9	49.1
8	Practice writing the sentences in the notebook (listening to the CD).	29.4	33.0	37.3
9	Be conscious of English word order using “ <i>Eigo-nou Printo</i> ”	51.4	64.2	64.5
10	Practice putting English sentences into Japanese using “ <i>Eigo-nou Printo</i> ”	60.6	70.6	73.6
11	Practice putting Japanese sentences into English using “ <i>Eigo-nou Printo</i> ”	49.5	61.5	56.4
12	Greet in English	81.7	86.2	86.4
13	Sing English songs	70.6	86.2	83.6
14	Take part in pair activities with your friends	76.1	78.9	84.5
15	Take part in group activities with your friends	73.4	78.9	82.7
16	Correcting English mistakes with your friends	26.6	50.5	58.2
17	Try communication activities in the handout for each Unit	61.5	64.2	66.4
18	Talk about topics with the ALT and take part in the classes with the ALT	68.8	67.0	69.1
19	April	What is your hope for English learning as a 9th grader?		
	July	What improved in your English learning? Write the things concretely.		
	February	What changed in your English abilities? Write the things you have learned concretely.		
20	Your impression about speaking tests.	/	/	/