

Action Research Final Report 2017

Developing high school students' communicative competence through students' interactions and teacher feedback

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1 Introduction

In high school English classes, mainly reading skills are emphasized. Some students think of learning English as memorizing language rules and building their vocabulary to improve their reading skills. MEXT textbooks provide them with various kinds of articles but students usually don't have any chance to communicate their own ideas to others. To make matters worse, in many cases, textbooks chosen for English lessons are so difficult for them to understand that they need to look up many words to read. Therefore, the purpose of reading is tend to be only reading the passage. In this situation, they don't have any chance to raise their communication skills. In the survey conducted in April, they answered that they don't have much confidence to talk in English for more than 2 minutes. They need to raise their communication skills through English classes in high school, but it is hard for them to understand how much they have improved their skills just by written tests. In order to help them to improve their communicative skills further, it is necessary for a language teacher to provide them with enough occasions where students can reflect on their performance and understand what to be improved.

2 Theoretical Background

(i) Communicative language teaching (CLT)

Learning English in Japanese senior high schools was to understand the rules of the language and to retain the knowledge in order to form sentences in English correctly, or to understand the written text. It is true that to learn the knowledge of the language to develop communication skills but in many cases learning the knowledge was emphasized and other aspects of communicative skills were ignored in English class room. That is partly because some college entrance exams required students to retain the knowledge of the language to solve problems in exams. Therefore, students didn't think of speaking activity as an important one.

Furthermore, many high school teacher chose difficult MEXT textbook for their English lessons to raise their reading skills. They didn't think about output activities using the textbooks. When they tried to change their English lessons into more communicative ones, they felt very hard to utilize the textbook because the passages in those MEXT textbooks, in many cases, are undebatable.

For a language teacher to improve their English lessons, they have to think about what is communication and what kinds of activities students should have in their lessons. Savignon (1997) define the act of communication as the expression, interpretation, and negotiation of meaning. Students usually didn't have any occasions to communicate their own ideas to others, so especially negotiation of meaning was lacked in many English classes in senior high school in Japan. Savignon (1972) also argued the importance of communicative language teaching (CLT) by presenting the result of teaching experiment. In her experiment, the group of students who receive ALM teaching, which was thought to be effective at that time, got lowest score in test of communicative competence and on the other

hand, the group of students who got communicative teaching highest score in the same test. She also stated that “Those students who had been given the opportunity to use their linguistic knowledge for real communication were able to speak French. The others were not”(1983, pp. 78-79).

Class size of Japanese high school classes are often as large as 40 students. In one class, some students are ones with relatively higher English proficiency, some students’ proficiency is extremely low. Some language teachers might be concerned about the communication break down between high level and low level students. Hatch (1978) insisted that learners “negotiate” and even “regulate” the kind of input they receive so that they obtain input suited to their individual needs. If they can negotiate of meaning, they can make the activities more effective ones by themselves.

Brown (2007) suggested the four principal characteristics of CLT in the following terms:

- (1) Classroom goals are focused on all of the components of Communicative competence and not restricted to grammatical or linguistic competence.
- (2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enables the learner to accomplish those purposes.
- (3) Fluency and accuracy are seen as complimentary principle underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

(ii) Skill integration

The four skills were treated separately or some are partly ignored in high school English classes in Japan. In real life situation, students will use more than two from the four skills at the same time. In Language classes, students should be provided with the opportunity to utilize more than two skills in one activity. Brown (2007) suggested some hints to skill integrated lessons.

- (1) Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
- (2) Interaction means sending *and* receiving messages.
- (3) Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
- (4) For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
- (5) By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
- (6) Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.
- (7) Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act.

(iii) Communicative competence

It is obvious that learners can acquire great communication skills by learning grammar and building English vocabulary. Communication with others in real life situation is so complicated that it cannot be acquired just by imitating repeatedly like ALM. A language teacher should know what components consist of communicative competence to help language learners to raise their communicative skills. Savignon (1998) says that communicative competence consists of four underlying competences: grammatical competence (knowledge of the structure and form of language), discourse competence (knowledge of the rules of cohesion and coherence across sentences and utterances), sociolinguistic competence (knowledge of the rules of interaction: turn taking, appropriate use of first names, appropriate formulae for apologizing, appropriate greetings), and strategic competence (knowing how to make the most of the language that you have, especially when it is “deficient”).

Language learners develop their communicative skills by learning the communicative communicative competence in interactive activities. Even the interaction between learners can improve their communicative skills. In the situation where there are almost 40 students in one class, to make learners interact in pair can increase the amount of time to practice their speaking. In large class there is a wide gap in language proficiency. Some teachers have doubt its effectiveness of interactions in pair. However, Lee & VanPatten (2003) cited Porter (1986) found that learner-to-learner interactions in the classroom resulted in increased opportunities for self-expression for the learner. But she also found that uneven proficiency resulted in yet more interactions. In other words, advanced-intermediate pairings resulted in increased negotiation for both learners compared to intermediate-intermediate and advanced-advanced pairings. It is important to make a plenty of opportunities for learners to communicate their own ideas to others to enhance their learnings. She also have found negative findings. Sociolinguistic competence is not something that can be developed in the absence of native-speaking interlocutor. It means that learners need some teacher feedback or modeling to learn socio linguistic aspects. It seemed to be difficult to learn the appropriateness of the use of the language.

(iv) Conversation strategies

The four kinds of communicative competence are all inevitable to learn for learners to communicate appropriately, these components help with each other to make a better communication. Savignon (1997) represented an inverted pyramid to suggest a possible relationship between grammatical competence, and strategic competence, sociolinguistic competence, discourse competence and strategic competence as overall communicative competence increases.

For the low level learners, it is helpful too focus on strategic and sociolinguistic competence to develop their communicative competence because the ratio of roles of those competence are larger for low level learners. Students tend to try to develop grammatical competence first, but to make a effective learning, it is more important to gain strategic competence. It can be said that they have to learn some useful expressions to react to what they heard and clarify the ambiguous parts to deepen their conversation.

(v) Performance test

In Japanese senior high school, even they had communicative activities in their classroom, they did not have performance test to evaluate their communicative skills after practicing their skills. It made students think the

communicative aspect is less important because it is not graded in written test. On the other hand, reading skills and grammar knowledge are easily evaluated by written test, so students put greater importance on to study the language in and outside of the classroom.

Carroll (1980) states that for general criteria in foreign language testing: economy, relevance, acceptability, and comparability. In Japanese high school, there are almost 40 students in one class. So, it is hard to conduct performance test in one lesson. The time students can have is also limited. In addition to the performance test at the end of each unit, they need some assessment on their achievement toward goal from which they understand their strong and weak point.

Krashen and Terrell (1983) argued that if you want acquisition to happen in the classroom, then you must have tests that promote acquisition. In other words, test should not be divorced from how one learns something. If teacher wants to help learners develop their communicative skills through English lessons teacher need to provide them with related performance test from which learners can track their progress toward a goal. Also, if learners can understand what is required to accomplish in a test, they can prepare in order to gain higher score in a test. The role that performance test and assessment in the lesson is huge.

3 Issues or Challenge:

- (1) They don't have much motivation for learning English outside of classroom.
- (2) They cannot utilize their activities in class for the next output activity.
- (3) They are getting used to basic conversation strategies like shadowing and rejoinders, but they sometimes cannot use them appropriately. (They only ask a question and answer the question.)
- (4) They don't know how to improve their communicative abilities.

4 AR Goal:

I will develop students' communicative competence, through students's interactions and teacher's feedback.

- (a) How the topics can affects students interaction in English and affect their outcomes?
- (b) How much students' interaction in speaking activities and writing activity affects their confidence and the accuracy?

5 Possible Actions:

- (1) I will introduce conversation strategies in activities so that students can practice them in steps.
- (2) I want to provide them with the opportunities for them to give feedback or advice to their peer in order to improve their language.
- (3) I want to give enough time for students to think about follow up questions to their peers and comments to their peer's performance, which can encourage them to improve their communicative skills.
- (4) I want to integrate different skills to deepen their learning by using appropriate topics. or materials such as *True Stories*.

6 What I did

(i) Self-evaluation for speaking test

It is important for them to have plenty of time to practice their speaking with the same topic before speaking test because through the interactions with others, they can raise their fluency and also they can find several improvements. I gave them 5 minutes for speaking practice at the beginning of each class, but sometimes they forgot what they should be aware of. Therefore, I had them do simple self evaluation after each time. They just wrote their comment and grade with the number one to five. They reflect on their use of conversation strategies and how much they can communicate their idea to others.

Sometimes, they cannot realize their improvement by themselves. In another lesson, I had them evaluate their peers' speaking by writing some comments or questions to what their peers told. By doing this students can understand how their ideas were communicated objectively. If they found their improvements, they can prepare their talking before the next chance.

(ii) Commenting on Sticky note

Many students answered that they feel very difficult to make the follow-up questions in English instantly. Follow-up question is important conversation strategies form them. With the questions they can clarify what they heard from their peer, and also they can deepen their conversation. Even the students who don't have much confidence to talk in English for more than 2 minutes, they can keep their conversation going with several related questions. In this activity, unlike in the middle of the conversation, they can have enough time to think about how they can ask questions in English. They wrote one follow up question on their sticky note and give it to their peer. Their peer can learn what information they should add and also they can practice to make questions in English. On the bottom of the appear, they write smiley face to show how much they can enjoy their conversation. It encourage them to talk in English more.

(iii) Steps of model conversation

I showed the model conversation steps they have to follow in their speaking test. That is because they can focus on their what they want to say in English without thinking about what to do next in their speaking test. The handout which I showed the step is the following.

The topic is not relatively familiar to them. I think it is good to have small talk section where they can share their daily experiences. The section is relatively easy and fun to them. Those steps make their conversation more "well-balanced" and organized. They could learn conversation strategies they will often use in each step.

(iv) Transcription

I had them to transcribe what they talked in speaking activity. They talked about a certain topic for 2 minutes in pair. Students used their own smartphone and use app to record their talking. After their recording, I had the transcribe it on work sheet. To shorten the time to write what they talked in the activity, I had them work together. On the right column of the work sheet, they have the space in which they can write some improvements. For example, if they want to add conversation strategies, they write the appropriate conversation strategy there. They also found some

errors in their conversation or had the expression they did not know how to say in English, then they correct them for their improvement.

7 What I learned

(i) Speaking test

Speaking test A (Student A: higher level student (girl), Student B: lower level student (boy))

[Greeting]

01 A Hello

02 B Hello, How ya doing? [opener]

03 A I'm fine, how about you?

04 B Ok.

[Introducing topic]

05 B You know what, I'm had surprising event.

06 A Oh,

07 B On my birthday, I went to FujiQ.

08 A Oh! FujiQ [shadowing]

Oh, it's great. [rejoinder]

Ah... with who? [follow-up question]

09 B (pause) so..., junior high school (pause) friend.

10 A Ah, OK, When? [follow-up question]

11 B My birthday is (pause) January 20... last year.

12 A Ah, ...OK

[Reintroducing topic]

13 B Do you (pause) have surprising event?

14 A I get many presents.

15 B So, (pause) when? [follow-up question]

16 A Umm, 3days ago.

17 B Oh,

18 B Why?[follow-up question]

19 A because my birthday... for example, skin care goods, snacks, and so on.

[Greetings]

20 B Oh, OK. Nice talking with you. [closer]

21 A You, too. [closer]

This is a Speaking test of the two students, one student is higher level and the other student is lower level student. I was concerned that if high level student and low level student pair up, the balance of the opportunity to talk would be uneven. They followed the structure of the conversation, so they have equal time to talk. They take turned a lot to continue their conversation. I think it can improve the effectiveness of their learning.

(ii) The Result of Survey

Figure1: Confidence on Speaking

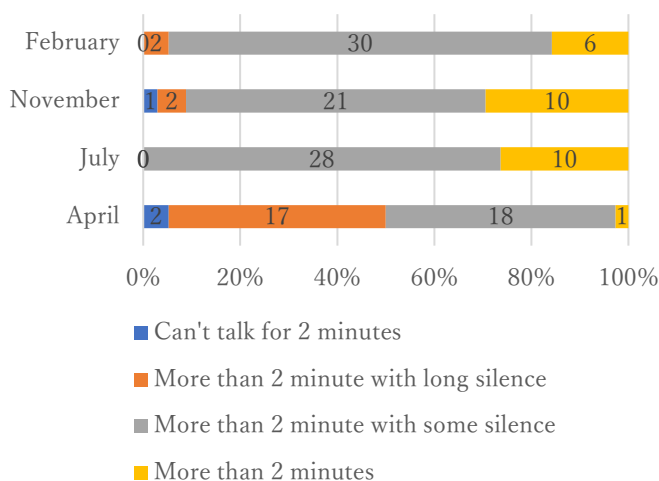
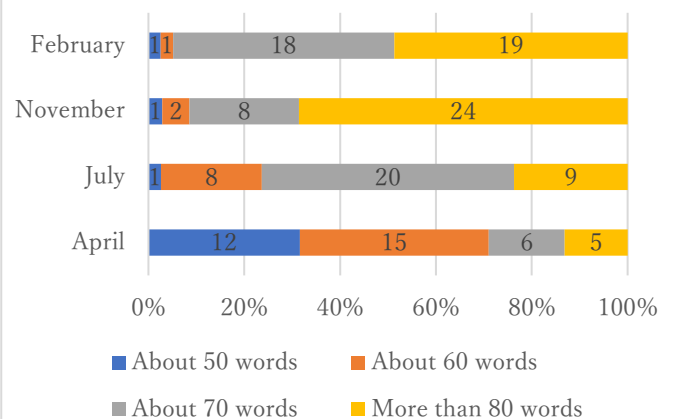


Figure2: Confidence on Writing



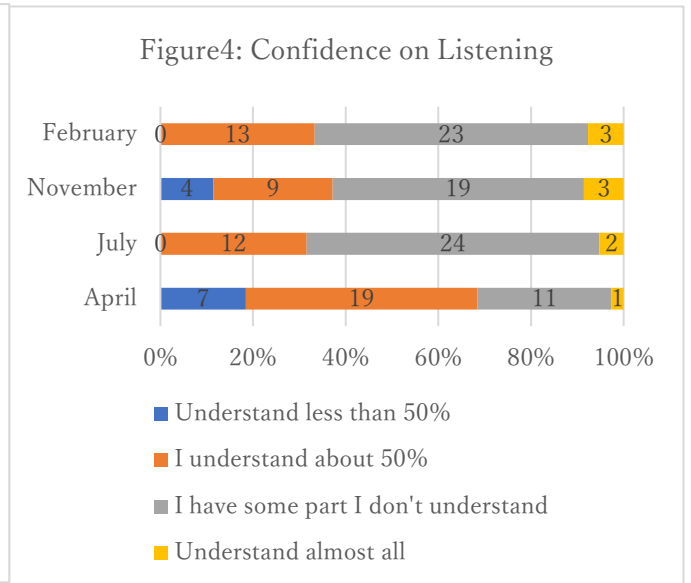
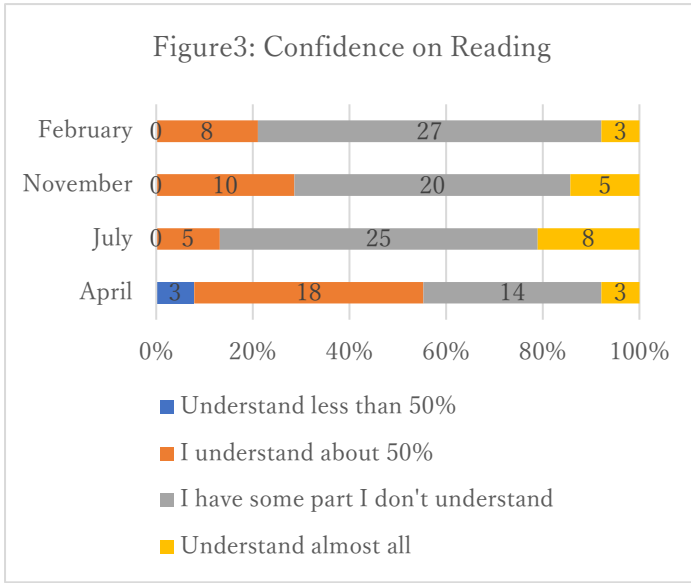
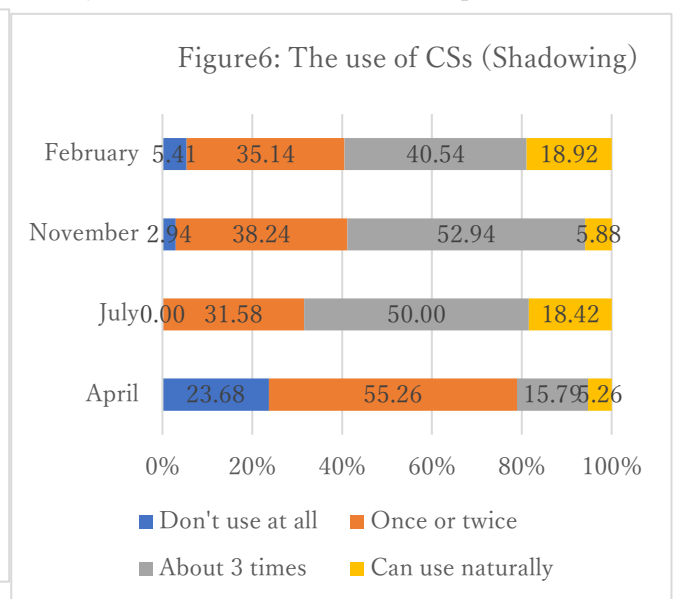
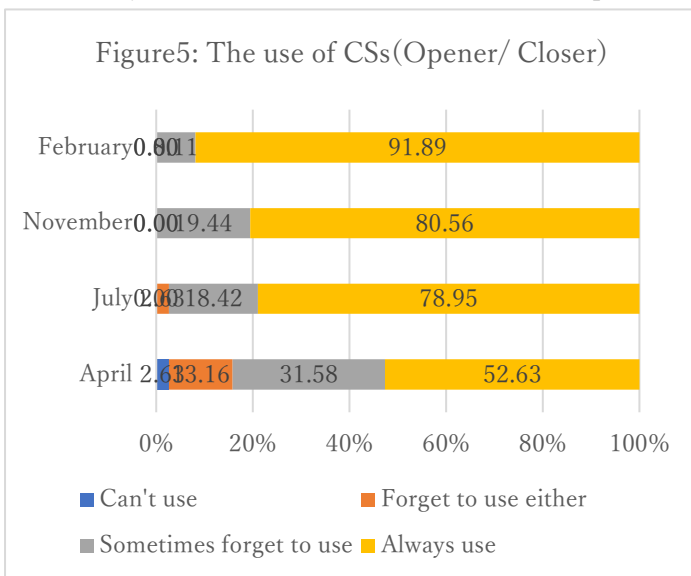


Figure 1 to 4 shows how students' confidence improved. I conducted a survey in July, November and February. In July, I had the students answered about the confidence in April and July together. As for speaking and writing, as they experienced output activities, they have increased their confidence on the skills from April to November, but in February, the percentage of the students who answered "I can talk more than 2 minutes" decreased. that is partly because the topic for speaking and writing activity was a little difficult for them. the topic of the speaking activity was "How you can make the earth healthier". The topic of the activity seemed to have effects on their performance.



As for the simple conversation strategies, students can get used to using conversation strategies in their conversations. Opener and Closer are very simple so they more than 90% of the students could use the strategy. As for Shadowing, they have to listen carefully to their peers. When the topic of the conversation changes, they will encounter new words and expressions. From the figure6, It can be said that about half of the students can use shadowing with confident in February.

Figure7: The use of CSs (rejoinders)

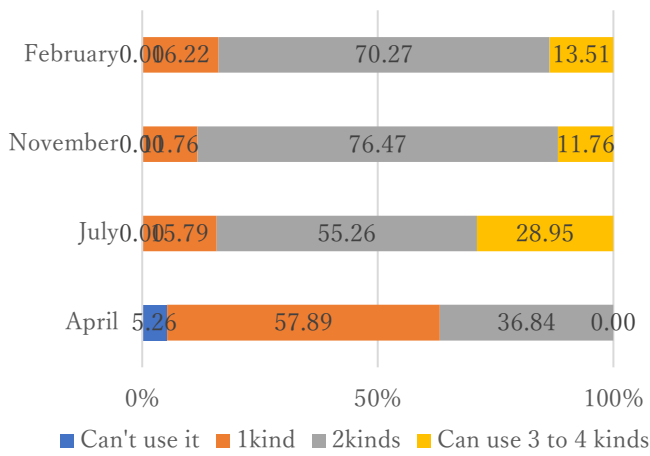
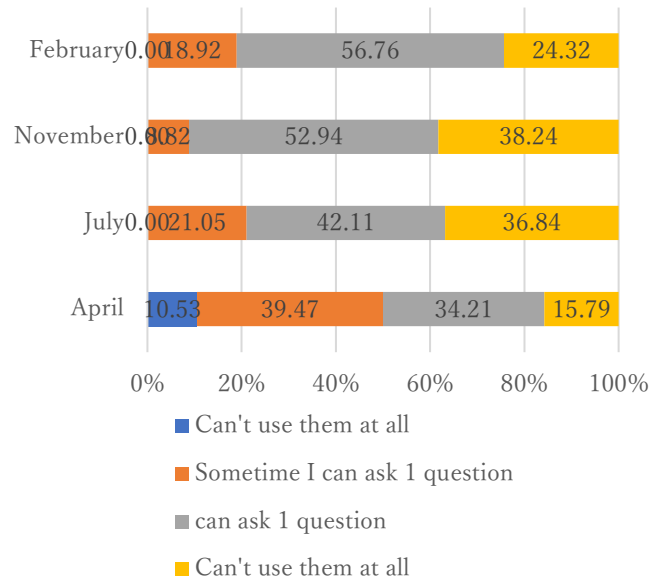


Figure8: The use of CSs (follow up questions)



As for rejoinders, they have gradually improved their confidence to use it in their conversations. It is not so long before they got used to using the strategy. However, from the comments of their survey, they answered they use the same kind of expressions again and again. they need more model conversation to widen their expressions.

As for the use of follow up questions, students answered they felt very difficult to make a question during the conversation. It is true that it takes a lot of time to get use to, but they gradually improved their skills to make clarification or deepen their conversation by giving some follow up questions.

Figure 9: Students' views on English lessons (November)

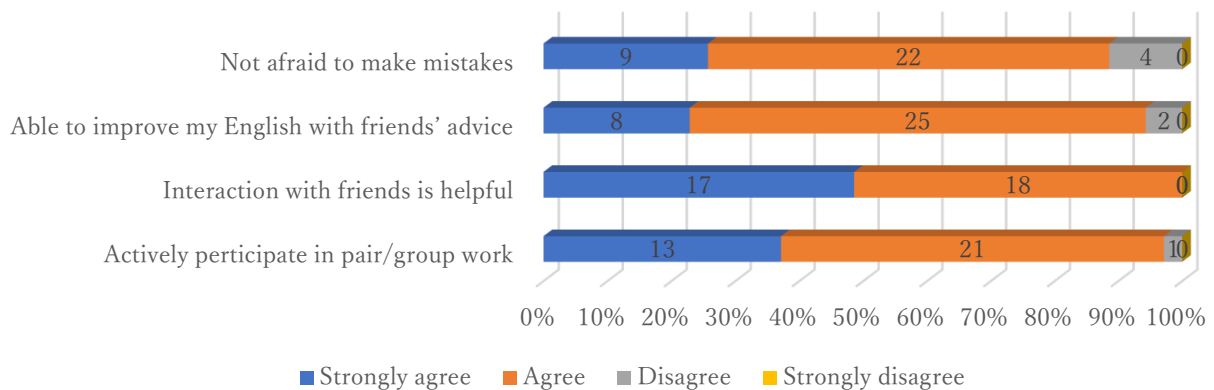
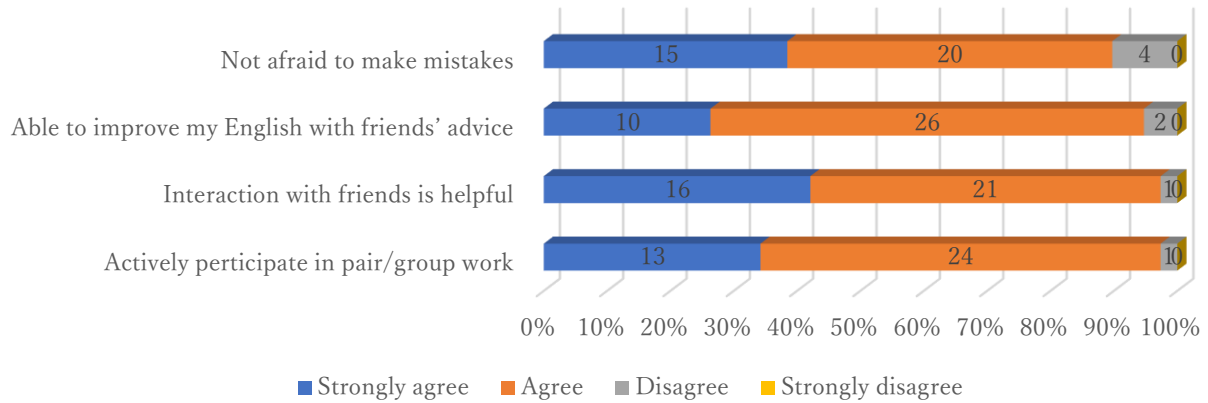


Figure10 : Students' views on English lessons (February)



I asked about their view on English classes. Figure9 shows their answer in November and Figure1o shows about the one in February. The result did not change from November to February, but the number of the students who answered “they are not afraid to make mistakes” slightly increased.

Figure11 : Students' view on their learning English (November)

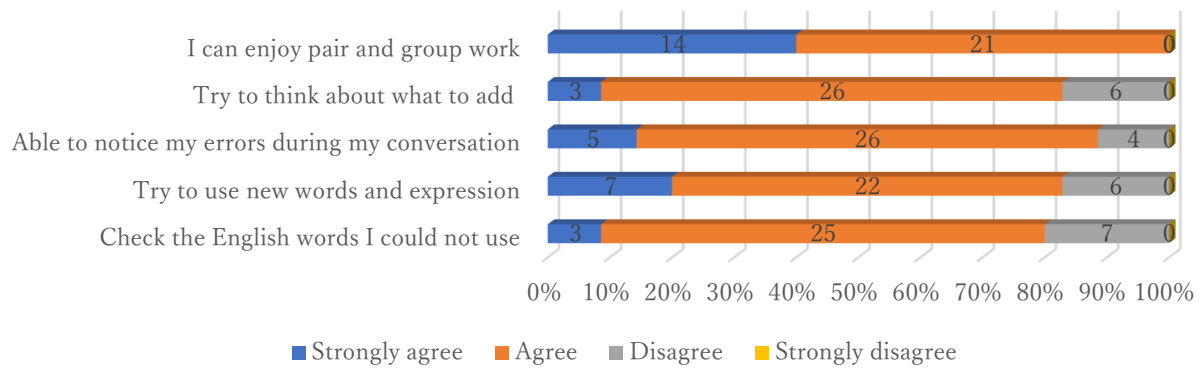


Figure 12: Students' view on their learning English (February)

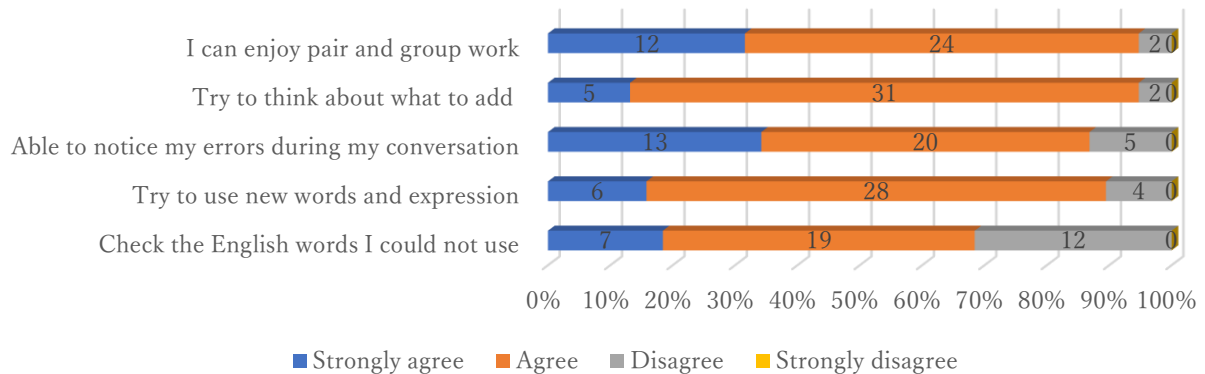


Figure 11 and 12 show how the view of the students change from November to February. The percentage of each section did not change largely, but as for the question “Can you notice your errors during your conversation?”, the number of the students who answered “strongly agree” increased. I suppose that it is partly because they had plenty of time to reflect on their conversation through the lesson. The activities changed their attitude toward to learn English in classroom.

(iii) Students’ comment in survey (November)

(a)What is the most difficult Conversation strategy to use? And why?

- Follow-up questions

It is hard for me to make follow-up question quickly.(18)

I didn’t have any chance to use follow-up questions.(2)

I could not come up with any question in our conversation.

- Shadowing

I don’t know when to use them.(2)

- Rejoinders

I used the same rejoinders again and again (3)

In the comments of follow-up question, some students answered that they didn’t have to use any follow-up questions. This is partly because the topic they talked about is a little unfamiliar or less interesting. I trellised selecting speaking topics is very important to encourage their use of follow up questions.

As for rejoinders, some students answered that they only used the same rejoinders again and again. This is because they didn’t have enough modeling. To provide them with enough modeling can be increase their variation of rejoinders.

(b)Do you think the use of conversation strategies enhance your leaning a language?

- Improve our friendship with other students

- To be able to enjoy conversation in English

- To be able to deepen our conversation (5)

- To be able to keep our conversation longer (10)

- To be able to make our conversation more natural (7)

As for the use of conversation strategies, I realized that they could make environment in which they can communicate with each other more easily. By cooperating with their partner to make a good conversation lead them to the better relationship. I think it also encourage them to use the language in classroom. Sometimes, they feel embarrassed to use English in front of their friends, but it can change their belief toward their way to learn.

(iv)The result of interview

(A) As for a topic to talk or write about

- The topics about my own experience is easy for me to talk

- Topics about club activity and my family is easy to talk about

- If the topic is specific, it is hard to talk. The broad one is easy to talk because I can easily make follow-up questions.

I think if I give specific question, they will feel more easy to talk about the question, but they consider if the topics are broad to a certain level, they can have more chance to use more conversation strategies and get interested in their partners' talk.

(B) As for a model dialogue

- Without it, it is very hard for me to constitute a better dialogue.
- I understand how to introduce a topic and change topics naturally.

These are also important elements of communication skills for them to learn. If they have various kinds of example talks, they can learn various ways to manage their conversations.

(v) Transcription

To have students reflect their own conversation, I had them record their conversation with their smartphone, and they transcribe the conversations on their worksheet. First, they transcribed their conversation on the left side of the worksheet and then they add some information and change the words into full sentences. On the right side. I told them about to consider the use of conversation strategies and correct simple grammar such as subject verb agreement. I was not sure what they can notice and can modify their conversations.

1 Conversation strategies	Add rejoinders	14
	Add follow-up question	7
2 Contents	Add new information	6
3 Grammar	Make a sentence	8
	Rephrase	2

They modify their conversation in three categories, conversation strategies, contents, and grammar. 14 students added rejoinders in their conversation and 7 added follow-up questions in their transcriptions. 6 students added new information which they could not say

Table 1 How students modify their conversation with transcription

properly in English when they recorded their conversations. Many students used only one or two word because they could not make a sentences in their conversations. If they have enough time,they can change their utterance into a sentence. Students could not improve their transcription I had expected, but I understood that they have ability to improve their conversation.

However, there are some points they could not improve with the transcriptions. It seems that it is difficult for them to modify how they use the conversation strategies. The followings are some examples.

(A)

A: I don't use [air] conditioner.

B: Wow, Amazing! (Not appropriate in this situation)

(B)

A: I think always get plastic bag at convenience store.

B: Sounds good. (Not appropriate in this situation)

(C)

A: I often used plastic bags **because** it leads to environment pollution. (**Usage of the words**)

(D)

A: I think first, I always [receive] plastic bag at shop, second, I buy many clothes. (**Reason**)

(1) Speaking test

However, many of them felt difficult to generate their ideas, especially the ideas to solve the environmental issues. I gave them the list of the general ideas to facilitate them to think about their original solutions. Many of them used the ideas as their own ideas in speaking test. As a result, the answers they prepared are almost same. That cannot provide them an opportunity to try to learn and understand their peers' opinions.

I picked up 16 students' speaking test and analyzed what element they could generate from the topic I gave for the speaking test. Table 2 is the result of the speaking test. It shows what elements they had in their conversation. I focused on 4 categories, (1) Idea and Reason, (2) Personal Experience, (3) Comments to peers, (4) Follow-up Questions. That is because I think the topic could be good for speaking test if they generate the above elements.

St	Reason+Idea	Personal experience	Comments	Follow-up questions
1	×	×	×	○
2	○	×	×	○
3	×	×	×	○
4	×	×	×	○
5	×	×	×	○
6	×	×	×	○
7	×	×	×	○
8	×	×	×	○
9	×	×	×	○
10	×	×	×	○
11	×	○	×	○
12	×	×	○	○
13	×	×	×	○
14	×	×	×	○
15	×	×	×	○

As table 2 shows, most all of the students could not have the three elements in their speaking test. On the other hand, they could use simple follow-up questions. They could keep conversation for about 2 minutes, but the conversations were mainly expressions their idea to their peers. If I could provide them with topic with specific conditions, they might have been able to contain the three elements, then they could deepen their ideas through their conversations.

9 Future issues

From the result, students can improve their English by using some opportunities to reflect on their performance. In that sense, the ability to negotiate of meaning is important to make the learning happen. Especially, they can find some improvements through their activities. Also, they are motivated to learn and build their autonomy through reflecting activities.

Table 2 Elements they had in their speaking test

However, there are some aspects which is hard for them to improve by themselves. They need some help by a teacher. Therefore, it is important to balance feedback by the students and feedback by teachers. For the next school year, I want to make a plan to give opportunity to reflect on their performance.

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Lesson 10 Agroforestry #1

HR#() Name ()

0 How was your winter holidays? Do you know the following vocabulary words?

- Visit relatives' house
- Eat Osechi
- Make rice cake
- Visit a shrine
- See the new year's first sunrise
- Buy lucky bag
- Enjoy myself

**Do you remember basic conversation strategies? Rejoinders and follow up question and shadowing.
Try to use the conversation strategies in your conversation.**

I Greetings

Hiro: Hey Megumi, It's been a long time! **[Opener]**

Megumi: Yes, it has, Hiro.

Hiro: How are you?

Megumi: I am good. How about you?

Hiro: Yeah, I am good, too.

II Introducing the topic

Hiro: **Did you have a good winter holidays?**

Megumi: Yeah! It was really good time.

I went to department store to buy lucky bags with my friends.

Hiro: I think the department store was crowded with people.

What time did you go there? **[follow up question]**

Megumi: I arrived there at 7 am.

I waited for 2 hours!

Hiro: Wow, 2 hours? In a cold weather? **[shadowing]**

Megumi: Yeas, I was freezing.

Hiro: What did you get in the luck bag? **[follow up question]**

Megumi: I bought a lucky bags of my favorite fashion brand.

I got a cute skirt and colorful socks.

Hiro: Is this the skirt? **[follow up question]**

Megumi: Yes! What do you think about this skirt?

Hiro: Mm. I like it very much. **[commenting]**

III Re-Introducing the topic

Megumi: Anyway, what did you do, Hiro?

Hiro: Well, I went to my granpa's house.

There I made rice cake with my grand parents.

Megumi: Where do your grand parents live? **[follow up question]**

Hiro: They live in Chiba.

Their house is near Narita Airport.

Megumi: Do you make rice cake every year? **[follow up question]**

Hiro: Yes, I help my grand parents to make it.

A pastel is very heavy. It is hard to pound rice cake for me.

Megumi: I think the rice cake you made yourself is very delicious. **[commenting]**

Hiro: Yes, I made *Oshiruko* with the rice cake. I will make it for you tomorrow.

Megumi: Thank you! I can't wait! **[rejoinder]**

IV Finishing

Megumi: Anyway Hiro, I have to go. **[closing]**

Hiro: Nice talking with you.

Megumi: You, too! Bye!

1 Answer the following questions about yourself.

- (1) Do you always use air conditioner in your room? ()
- (2) Do you always get plastic bag at convenience store? ()
- (3) Do you want to renew your smartphone? ()
- (4) Do you flush toilet many times? ()
- (5) Do you want to buy new clothes? ()
- (6) Do you often buy Bento at convenience store? ()
- (7) Do you take a shower for more than 30 minutes? ()
- (8) Do you often buy imported products? ()
- (9) Do you always turn on a TV when you are staying in your room? ()
- (10) Do you often buy more food than you can eat? ()

Ask the questions to your partner. And ask the reason.

Is your partner eco-friendly person

2 Vocabulary Input

- (1) Over 20 % of Amazon rainforest has been lost. ()
- (2) Kaoru absorbs knowledge from the book. ()
- (3) A decade ago many woman were wearing kimono in new year's days. ()
- (4) The lumber which is used for the floor is cherry wood.. ()
- (5) Farmers in this area start to cultivate their land. ()
- (6) Ironically, our present civilization is a result of wars. ()
- (7) Naoko has strong desire to be a parent. ()
- (8) Naomi is concerned about his body shape. ()
- (9) I need to secure a job. ()

ア耕す イ～を心配する ウ欲求 エ吸収する オ木材 カ10年間
キ皮肉にも ク熱帯雨林 ケ確保する

3 Grammar (will have+p.p.)

To have goal is important to make your future more brilliant. What is your goal for this year, five years, and ten years? And share your ideas with your partner.

What is your goal?

- (1) _____ by the end of this year.
- (2) _____ by the time you are 22 years old
- (3) _____ by the time you are 27 years old

Why do you want to do that?

Tell me more.

4 Silent reading #1

() Seconds

5 Scan the text

Read the textbook and answer the following questions.

- (1) What is Amazon rainforest called? ()
- (2) What does Amazon rainforest absorb? ()
- (3) What size of Amazon rainforest has been disappeared each year? ()
- (4) What is the major cause of the loss of the rainforest? ()
- (5) Today, what are people concerned about? ()
- (6) What is our "happy life" harming? ()

Students A will ask Question 1,3,5 **Student B** will ask 2,4,6

6 Silent reading #2

() seconds

7 Do you remember the story? Correct the errors in the sentences below.

- (1) Amazon rainforest absorb oxygen in the atmosphere.
- (2) The nickname of Amazon rainforest is “the legs of the earth”.
- (3) The rainforest as large as Shikoku have been disappearing each year for the last five years.
- (4) The major cause of this loss is carbon dioxide.
- (5) The rainforest have been planted for lumber.
- (6) People living in Amazon have cultivated their farm to protect the rainforest.
- (7) Today more and more people are seriously concerned about losing their farm.

8 Pair Talk

(1) What is daily activity that is bad for the environment?

-
-
-
-

【Procedure】

I Greetings

Hello, How ya doing?

Hi, (), How are you?

II Introducing the topic

I learned that human activities are harming the environment.

What activity is bad for the environment?

What is your daily activity that is bad for the environment?

III Re-introducing the topic

I *am concerned about* the environment, too.

Do you have any daily habit that is bad for the environment?

IV Finishing

Nice talking with you! You, too! Bye.

Lesson 10 Agroforestry #2

HR#() Name ()

0 How was your weekend?

Do you remember basic conversation strategies? Rejoinders and follow up question and shadowing. Try to use the conversation strategies in your conversation.

1 Pair Talk Practice

(2) What is daily activity that is bad for the environment?

I Greetings

Hiro: Hey Megumi, It's been a long time! [Opener]

Megumi: Yes, it has, Hiro.

Hiro: How are you?

Megumi: I am good. How about you?

Hiro: Yeah, I am good, too.

II Introducing the topic

Hiro: *By the way, Did read about the problems of Amazon rainforest?*

Megumi: Yes, I was surprised!

Hiro: *Do you think you are eco-friendly person?*

Megumi: No, I often have a plastic bag.

Hiro: **Where** do you get a plastic bag? [follow-up question]

Megumi: I often have it when I go to convenience store.

Hiro: Oh, Convenience store. [Shadowing] **How often** do you get a plastic bag? [follow-up question]

Megumi: I get it every time I go to convenience store.

Hiro: Every time? [Shadowing] That is bad! You should think about the environment! [commenting]

Megumi: I will!

III Re-Introducing the topic

Megumi: *How about you Hiro? Are you eco-friendly person?*

Hiro: Well, I can't say yes. I often too much food. I often throw it away.

Megumi: Throw it away? [Shadowing] **Why?** [follow-up question]

Hiro: I can't eat it.

Megumi: **What food** do you often buy? [follow-up question]

Hiro: I often buy a lot of fruits, because I love it.

Megumi: You love it. [Shadowing] **Where** do you often buy them? [follow-up question]

Hiro: I often go to supermarket. The price is reasonable. I often buy more than I can eat.

Megumi: That is bad. You have to think about the environment! [commenting]

IV Finishing

Megumi: ***We should think about our planet!***

Anyway Hiro, I have to go.[closing]

Hiro: Nice talking with you.

Megumi: You, too! Bye!

2 It is hard to find right solution. We should think out side box.

Ask the questions to your partner. And ask the reason.

Is your partner eco-friendly person

3 Vocabulary Input

- (1) Every problem doesn't have a simple ***solution***.
- (2) I will start to work or go to school. That is ***dilemma***.
- (3) ***Combine*** butter and egg in the pan.
- (4) Kawakami village in Nagano is famous for ***agriculture***. Many people grow lettuce.
- (5) My parents are very strict. They don't ***allow*** me ***to*** date with Kohei.
- (6) Everyone loves math class. Mr. Yamada teaches us Math ***effectively***.
- (7) Influenza is a dangerous ***disease***.
- (8) My friend Tomoya was ***infected*** with the flu.

ア～をすることを許す イ解決策 ウ病気 エジレンマ、苦しい立場
オ混ぜ合わせる、組み合わせる カ農業 キ感染する ク効果的に

4 Grammar (Without~ I would, could not...)

Our life is full of convenient things. Imagine the world without those things.

(4) Without a smart phone,

(5) Without a convenience store,

(6) With Dokodemo Door,

Share your idea with your partner.

☑ **Can you imagine the world without(_____)?**

Tell me more.

5 Silent reading #1

(_____) Seconds

6 Scan the text

Read the textbook and answer the following questions.

- (1) What words combined to make the word “agroforestry”? (_____)
- (2) What do famers usually do to make a large farms?
- (3) Do they grow various crops at the same time?
- (4) What do they use to enjoy higher productivity with less labor?
- (5) Once a disease infects a farm, what would happen?
- (6) With the new system, what do famers grow?

Students A will ask Question 1,3,5 **Student B** will ask 2,4,6

7 Silent reading #2

(_____) seconds

8 Do you remember the story? Complete the chart below.

Benefits	Demerits
1	1
2	2
3	

Solution

9 Pair Talk

(3) What CAN we make a difference! What can you do for the earth?

I will

【Procedure】

I Greetings

Hello, How ya doing?

Hi, (), How are you?

II Introducing the topic

I studied about the environmental issues. Look at this picture. I ...

III Re-introducing the topic

Great! Look at my picture. I...

IV Finishing

Thank you for your great idea!

Nice talking with you! You, too! Bye.

11 Appendix

Survey

活動への取り組みと英語力の変化を知るアンケート 4 (2018年2月実施)

HR#() Name()

2年生の3学期が終わろうとしています。みなさんの英語の力と学習方法について把握するため、現在(2月)の状況について回答してください。

I 英語力に関する質問

(1)身近な話題についてペアで話すことについて		2分以上話すことができる。	多少沈黙があるが2分話すことができる	かなり沈黙が続くが、2分程度話すことができる。	2分会話が続けられない。
	2月				

(2)身近な話題について書くことについて		80語以上書くことができる。	70語程度書くことができる。	60語程度書くことができる。	50語程度書くことができる。
	2月				

(3)教科書の内容を読むことについて		ほぼ正確に理解することができる。	多少あいまいなところがあるがだいたい理解できる。	50%くらいの内容は理解することができる。	50%に至らない程度は理解することができる。
	2月				

(4)ALTの先生など教師の話すことを理解することについて		ほぼ正確に理解することができる。	多少あいまいなところがあるがだいたい理解できる。	50%くらいの内容は理解することができる。	50%に至らない程度は理解することができる。
	2月				

■ この一年間の活動を通し、文法の力もついてきたと感じますか。

・ 論理的に英語を理解したり、伝えようとしたりするようになりましたか。

II Conversation Strategies について

(1) Opener Closer	2月	必ず使う	時々忘れる	どちらか忘れる	できない
(2) Shadowing	2月	自然になんどもできる	3回程できる	1~2回できる	全くやっていない
(3) Rejoinders	2月	3~4種類できる	2種類できる	1種類できる	できない
(4) Follow-up Questions	2月	2問は聞ける	1問ならば聞ける	1問聞けるときもある	全くできない

■ 一番使うことが難しいのはどの Conversation Strategy ですか。また、理由をできるだけ詳しく書いてください。

■ Conversation Strategies を使うことで、プラスになった面と、マイナスになった面を教えてください。

III 英語の授業について		とてもそう思う	どちらかという そう思う	そう思わない	全くそう思わない
(1) ペアやグループ活動に積極的に参加できる	2月				
(2) 友達との英語でのやりとりは英語力をつける上で役に立つ	2月				
(3) 友達のアドバイスやフィードバックで上達できた	2月				
(4) 英語を使う上で間違えることに抵抗はない	2月				

■ ペアワークを繰り返すことは英語の学習にどのように役に立っていると思いますか。

- ・ 友達のアドバイスから、どんな所を改善しようと思いましたか。
(文法、語彙、内容、論理性など)

- ・ ペア活動を通して、どこを直していきたいと特に感じましたか。また、それはなぜですか。

IV 学習に対して		とてもそう思う	どちらかという そう思う	そう思わない	全くそう思わない
(1)活動の後に自分が言えなかつたことを調べる	2月				
(2)新しい表現を使おうとしている	2月				
(3)スピーキングの中で自分の誤りに気づく。	2月				
(4)自分の話した内容は何が足りなかったか考えている。	2月				
(5)ペア・グループ活動は楽しい	2月				

- ペア/グループワークを進める中で、自分自身の英語の学習の仕方はどのように変わりましたか。できるだけ（小さなことでも）記入してください。
- 同じトピックでライティングをすることで、どのようにスピーキングに生かすことができましたか。
- 録音、文字起こしの活動は自分のスピーキングを向上させる上でどこが役に立ちましたか。