Kenta Mori

1. Title

Developing High School Student's English Communicative Competence through Skills Integration

2. Context

(1) Class: Senior High school Students Second Grade

(2) Class size: 27 students (20male, 7 female)

(3) Length and Frequency: four times a week for 50 minutes

(4) Textbook: "My way English Communication Ⅱ" (SANSEIDO)

(5) Levels of my students: low

(6) Problem I face

　　The biggest problem is that most of the students in this class feel little motivated to study English., since they enrolled my school for the purpose of joining the club activities.　In fact, the class is categorized as sport class, where club activities can be prioritized over academic ones. Therefore, their English levels are so low that some of them do not have basic knowledge that they were supposed to learn in junior high school.　Also, since they have not given much chance to interact with each other in English, they feel reluctant to use English during the class. They believe that they have only to write what teachers have written on the blackboard. In other words, they are so accustomed to traditional English teaching instructions featuring grammar translation, audio lingual methods and teacher-centered educational settings that they cannot be "active" during the class.

3. Goal

　　The goal of my AR is to develop student's communicative competence by having them do various task-based activities which include speaking, listening, and writing as well as reading.　I set the following 4 clear and measurable objectives:

(1)   Students will be able to talk about a certain topic for 2 minutes in pairs while using conversation strategies.

(2)   Students will be able to answer comprehension T or F questions by reading the English passage with more than 100 words.

(3) Student will be able to answer comprehension T or F questions by listening the English passage with more than 100 words.

(4)   Students will be able to write about 100 words about a certain topic of the text book.

4. Literature review
(1) Skills Integration

Brown (1994. P219) gives six reasons why the integrated of four skills is the only plausible approach with the frame work of communicative English teaching; 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 message. 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 languages 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 area. 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".

(2) Three-part framework

  Because language learners do not have the verbal virtuosity of native readers, instructions need strategies to facilitate the reading comprehension process. One of the strategies is a three-part framework, proposed by Brown (2007). There are three essential phrases to the instructional framework: (1) preparation (post-

reading), (2) guided interaction (during / while-reading), and (3) assimilation (post-reading).

The linguistic demands in reading in second language can inhibit learner's background knowledge from being activated to its fullest extent (Carell, 1983; Hudson, 1982). Therefore, the initial phrase (pre-reading) in reading instruction must be to activate learner's background knowledge and direct it toward the information in the passage. In fact, reader's background knowledge, called schemata, has been found to play important roles in his or her understanding the passage, according to Rumelhart. (1980 p.34) After the success in activating the reader's appropriate schemata comes "during-reading". In this phase, the instructor's function is not to explain what the passage is like by translating each of the sentences into the first language, but to provide the direction in which second language readers learn how to read in another language", since "explicit explanation by the teachers is not necessary for successful acquisition (Van Patten and Oikennon 1996). For example, learners read the text again and again with various task-based activities, through which they can understand the content deeply.

The last phase in the three-part framework is post-reading. The purpose of this phase is to encourage second language readers to learn from what they have read. To accomplish this goal, we present tasks and activities that are study-skills-oriented: ways to organize information in order to learn that information.

(3) What is good input?

According to Stephen Krashen's (1982) Monitor Model, language acquisition occurs when one is exposed to language that is comprehensible and contains i+1 (the "i" represents the level of language already acquired) In fact, some classroom researches have confirmed that students can make a great deal of progress through exposure to comprehensible input without direction. Another factor for good input is that it has to be meaning bearing. This means the language that the learner is listening to or reading must contain some messages to which the learner is supposed to attend. Thus, meaning-bearing input has some communicative intent; the purpose of the speaker is to communicate a message to a listener.   One thing

we have to be careful about in input is that it is not explanation about language nor is it explicit corrective feedback because the learner has made an error.

(4) Communicative language teaching

With a lot of flaws discovered about ALM came *communicative language teaching* (CLT), which changed the instructor's role; we were no longer simply the drill leader but was also charged with providing students with opportunities for communication, that is, using the language to interpret and express real messages. Therefore, we are supposed to offer the students many opportunities for them to be engaged in "communication", involving the expression, interpretation, and negotiation of meaning in a given context (Savignon 2002). In fact, according to a study carried out by Savignon, it was revealed that the students learning a language along with communication class did better in all aspects of the English performance, such as listening, reading, oral skills and communicative competence than those in ALM only classes.

In order to promote the students to "communicate" more, the research conducted by Leemann Guthrie and Brooks reveals that teacher-fronted activities provide few opportunities for the expression and negotiation of meaning among participants. Also, Rulon and McCreary (1986) report on the findings of one investigation in which they compared small group activities with teacher-fronted activities. Their conclusion was that small-group work produced twice the number of content confirmation checks.

(5) Performance Test

Brown (2007) insisted that performance-based assessment implies productive, observable skills, such as speaking and writing, of content-valid tasks. Such performance usually, but not always, brings with it an air of authenticity- real-world tasks that students have to have time to develop. Because the tasks that students perform are consistent with course goals and curriculum, students and teachers are likely to be more motivated to perform them, as opposed to a set of multiple-choice question about grammaticality or reading comprehension. Also,

Krashen and Terrell (1983) recommend constructing tests that encourage learners to engage in acquisition activities, either during class activities or while studying.

5. What I did

(1) the Introduction of a three-part framework into class activities

Previously, I made the handouts, following traditional English instructions. Teachers spent most parts of the time in a class in lecturing, explaining, and translating Japanese into English. Students, on the other hands were offered few opportunities to interact with each other in a meaning-based manners. Currently, my lesson activities are based on a 3 part-framework for helping L2 learners comprehending written language; "preparation (pre-reading), guided interaction (during reading) and assimilation (post-reading)". Also, I put more emphasis on increasing S-S activities so that they can spend time with their classmates not with teachers or by themselves.

In the first phase the students engage in various pre-reading activities, such as having a small talk, brainstorming in pairs, guessing what a passage is like through virtual information, so that they can activate their backgrounds to proceed smoothly to the next phase (during-reading). The next phase is "during-reading", in which the students actively join various activities for deeply understanding the content of the passage, as well as the target grammar and vocabulary. After comprehending the passage comes the last phase (post-reading). which can be said to be a process of transition from "input" to "out-put". This phase includes vocabulary output, making original questions, writing and timed conversation. Although some of the activities in a 3-part framework focus on one skill, they also have tasks which integrated one skill with another. In fact, whenever the learners do tasks by themselves, they are offered the opportunities to check their answers with others.

(2) Small talk with conversation strategies

Although "small talk" is becoming a part of educational items in Japan, few realize how to implement this activity in educational settings. I introduce the activity not only as warm-up activity but also as chances for the students to use conversation strategies such as Openers and Closers, Rejoinder, Shadowing and Follow-up question, so that they can join the conversation with their partners with concrete purposes. Also, the topic of each of the small talk is related to the performance test the students are supposed to take at the end of each of the units of the textbook. Moreover, since the strategic competence is present at all levels of proficiency (Sandra Savingnon 1997), most of the students can make use of conversation strategies regardless of their English levels.

(3) Extensive reading activities

I introduced the activity of extensive reading into a part of my classes. The definition of extensive reading is that "it is an approach to the teaching and learning of second language reading in which learner read large quantities of books and other materials that are well within their linguistic competence" (Day & Bemford, 1998).

Although the main purpose of this activity is to increase comprehensible input, various activities integrating reading abilities with other language skills are also in place. For example, at the end of the activity, I had the students interact with each other by talking about the book they read. Through this interactive task, I expected them to share what they read and increase their motivation to read more, as well as to integrate reading ability with speaking one.

(4) Performance Test

In order to evaluate the student's English abilities from various perspectives, I implement a performance test with a rubric. I conducted it three times in June, in November and in February jointly between 2-1 class (my class) and 2-2 class (my coworker's class), by working together. The students were informed of the topic they were supposed to talk about in the test at the beginning of the Unit and various interactive activities were incorporated in the handouts so that they could prepare for the test.

(5) Fun Essay

In order to evaluate the student's writing abilities, I had them do fun essay at the end of a At the beginning of a unit in the textbook, I announced the topic of fun essay and gave them a lot of chances to write by breaking down the writing procedures into small steps so that all students could achieve the goods.

6. Results

(A) Self-evaluation of English abilities

Q1. How well can you speak English?

■ **very well**　　　　　　　　　　■ **well with a few mistakes /**

■ **not well only with words**　　　■ **can't speak at all**

■ 言いたいことをかなり…　■ 多少の間違いはあるが…　■ かなり片言で、単語を…　■ ほとんど話せない
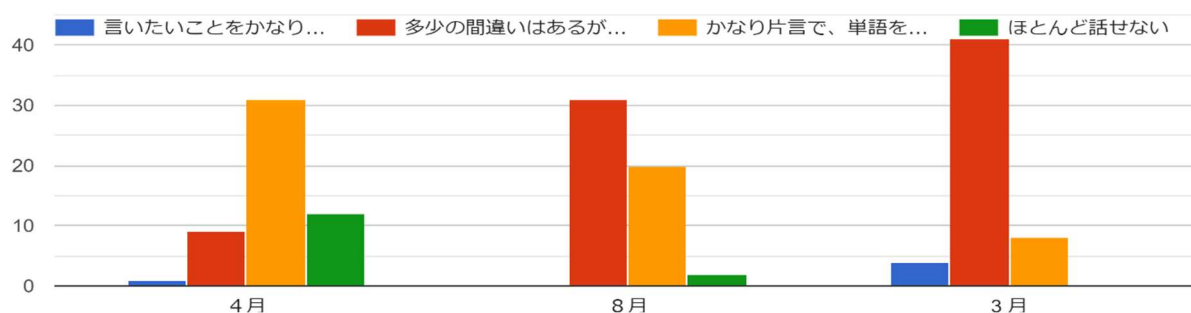
Q2.　How long can you talk about a familiar topic in English?

■ **more than 2 minutes fluently/**　　■ **1 to 2 minutes fluently**

■ **1 to 2 minutes not fluently**　　　■ **less than 1 minutes**

■ 2分以上なめらかに話せる　■ 1〜2分ならなめらかに話…　■ 1〜2分なら、時々つまる…　■ 1分もたない
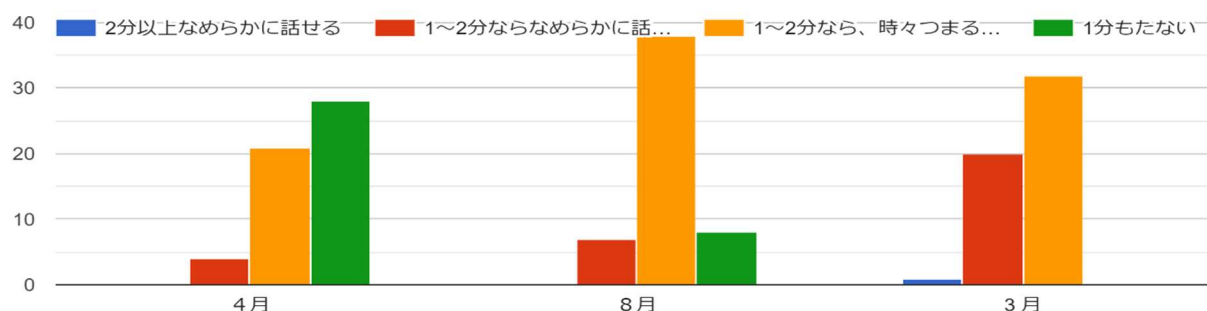
Q3.　How much can you write about a familiar topic in English?

■ **more than 100 words**　　　　■ **around 80 words**

■ **around 50 words**　　　　　　■ **around 30 words**　　■ **can't at all**

7

身近な話題について100語... 　　身近な話題について80語程... 　　自己紹介等の基礎的なテー...
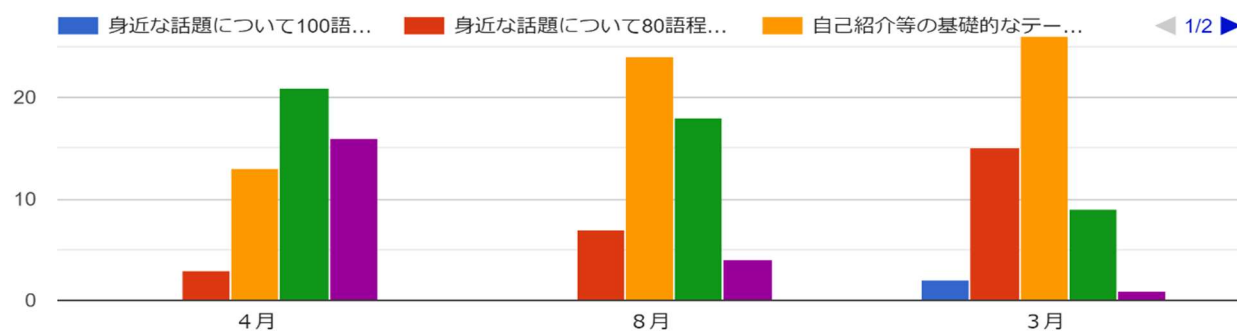
Q4. How much can you understand classmate's English by listening?

■ **understand various topics** 　　　■ **Approximately understand various topics**

■ **understand familiar topics** 　　　■ **can't understand at all**

幅広い話題について... 　　幅広い話題について... 　　自己紹介などの簡単... 　　どのような話題であ...
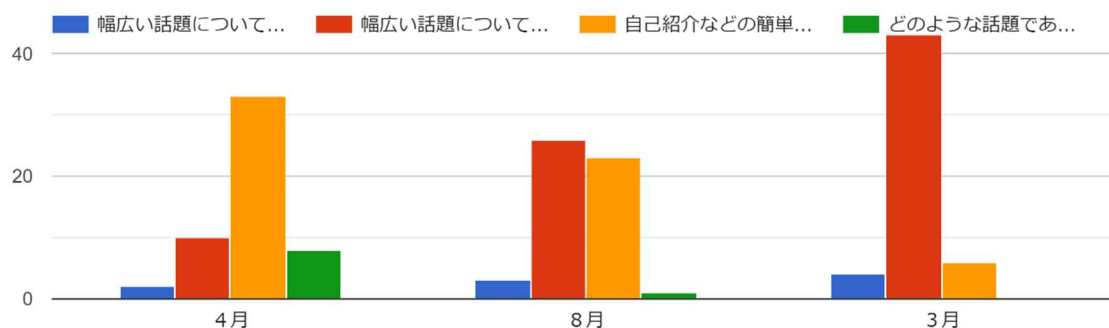
These 4 graphs show that many students feel progressed in their English abilities over this year from April to March. Especially, I can see a drastic improvement in listening and speaking ability according to the question 1,2 and 3, which tell me that almost none of the students marked the worst options, such as "I can't speak at all", "I can't listen at all". On the other hand, although some progress can be seen in writing, it is not as much as that in speaking and listening, perhaps because the more opportunities were offered to talk and listen during the class than to write.

（B）Self-evaluation of conversation strategies

Q1．How often can you use conversation strategies (Opener / Closer)?

■	**Often use/**		■	**Usually use**	
■	**Sometimes forget**		■	**forget either**	■ **can't use**
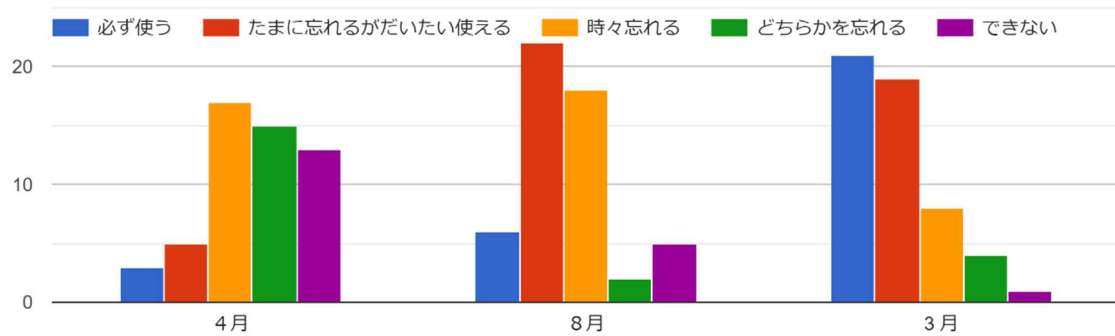
Q2．How often can you use conversation strategies (Shadowing)?

■	**many times**		■	**some times**
■	**a few times**		■	**never**
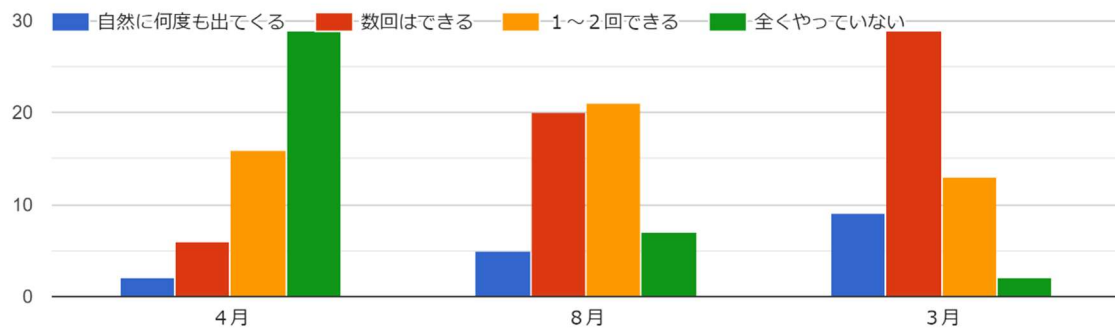
Q3．How often can you use conversation strategies (Rejoinder)?

■	**more than three kinds**		■	**two kinds**
■	**one kind**		■	**never**

Q4. How often can you use conversation strategies (Follow-up Question)?

■ more than three kinds ■ two kinds

■ one kind ■ never
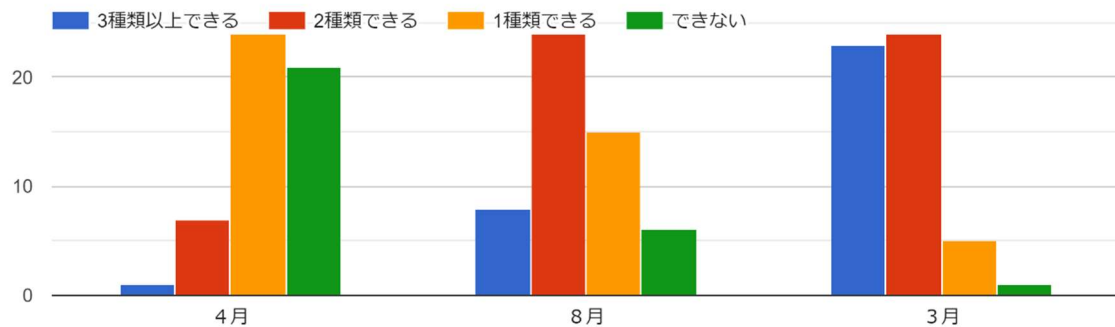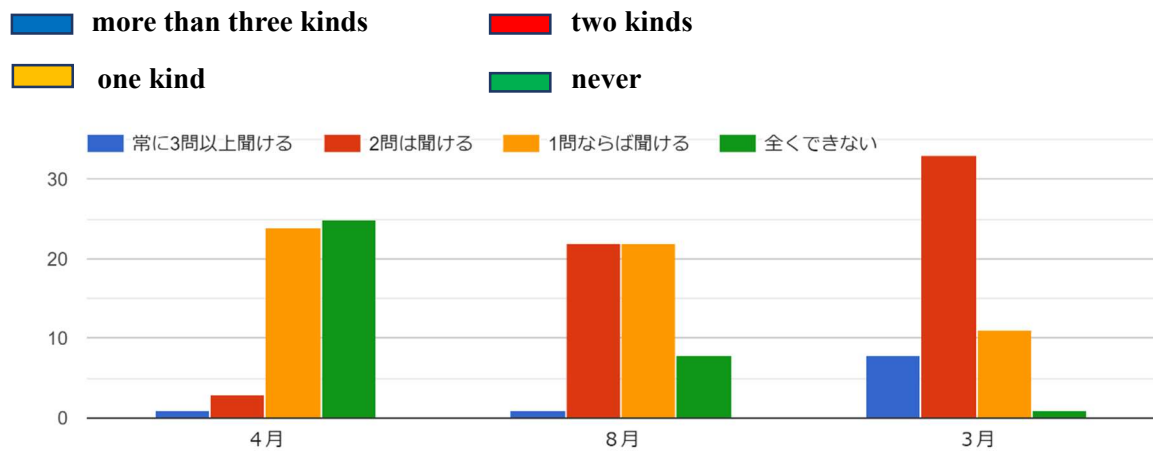
These 4 graphs tell us that most of the students have made much progress in using conversation strategies.　This result can support the idea that the strategic competence is present at all levels of proficiency (Sandra Savingnon 1997).

(C) Other questions

Q1. Do you think that the handouts used in a class can be useful?

■ Definitely yes ■ Yes

■ Yes and No ■ No ■ Definitely no
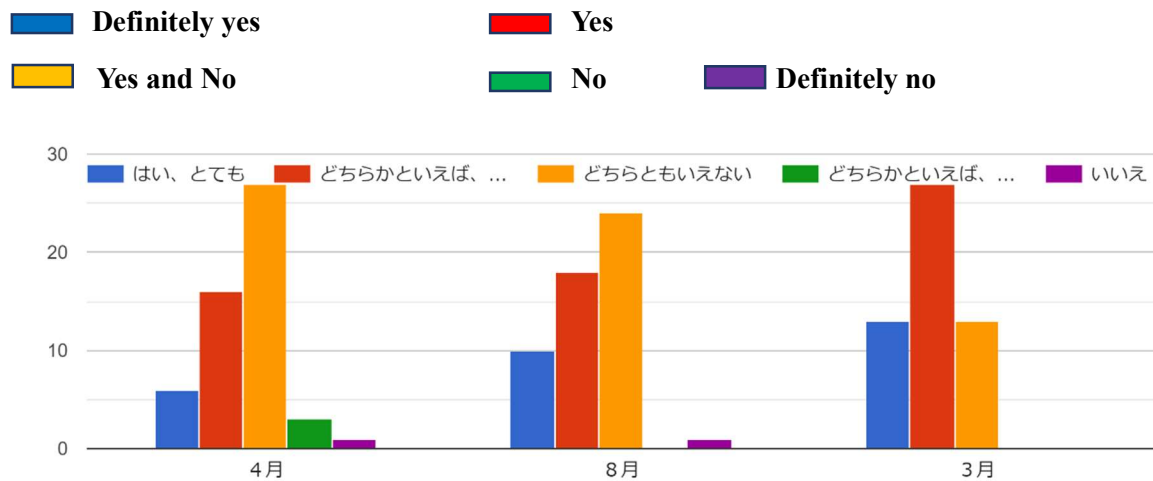
Q2. Do you think that the interactive activities in a class can be useful?

	Definitely yes		Yes
	Yes and No		No
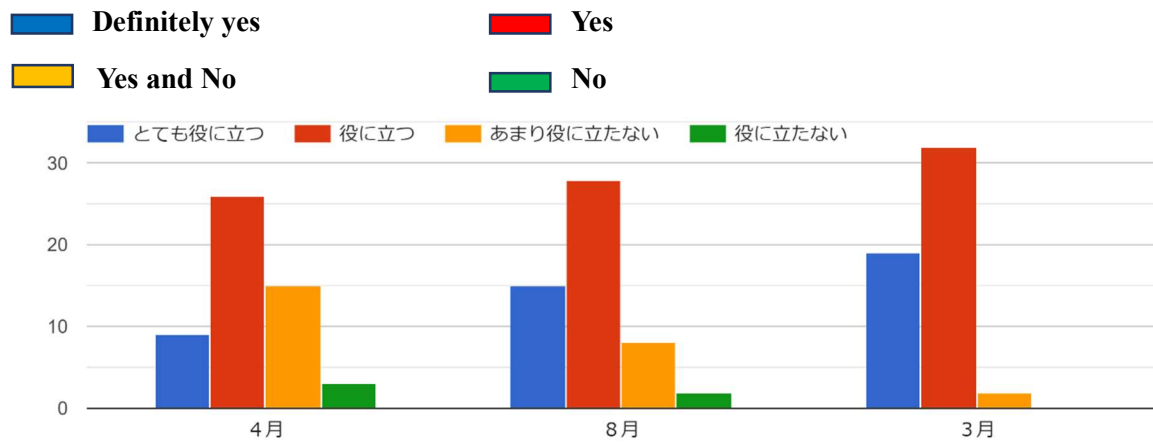
Q3. What English abilities do you want to improve the most?

	Reading ability		Listening ability
	Listening		Writing ability		ability to answer questions in a exam
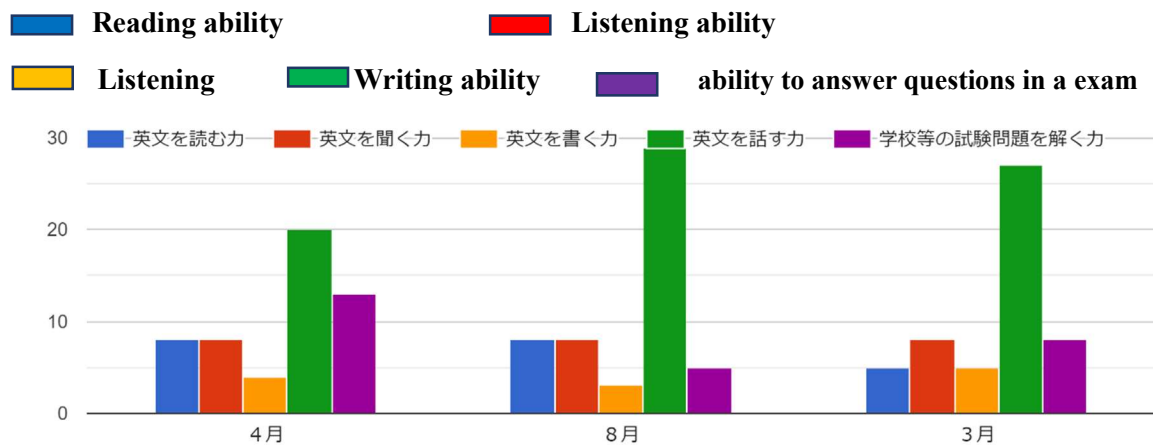
Q4. Do you want to be able to use English in the future?

	Definitely yes		Yes
	Yes and No		No
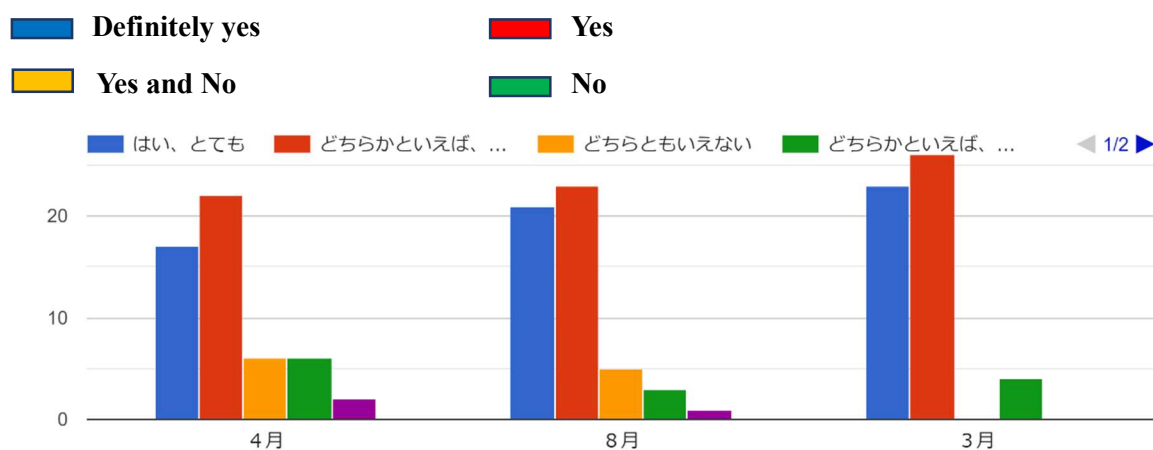
Q5. How much time do you spend in studying English?

▭ more than 2hours every day ▭ more than 1 hours every day

▭ around 30 minutes every day ▭ some times ▭ never
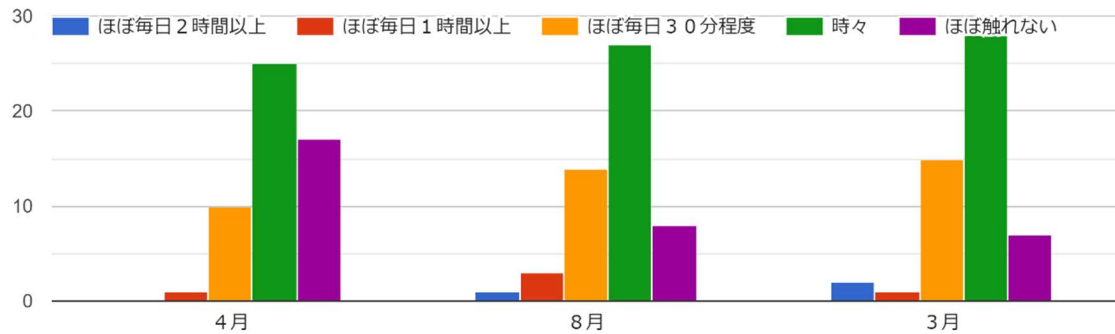
Q6. Do you like English?

▭ Definitely yes ▭ Yes

▭ Yes and No ▭ No ▭ Definitely no
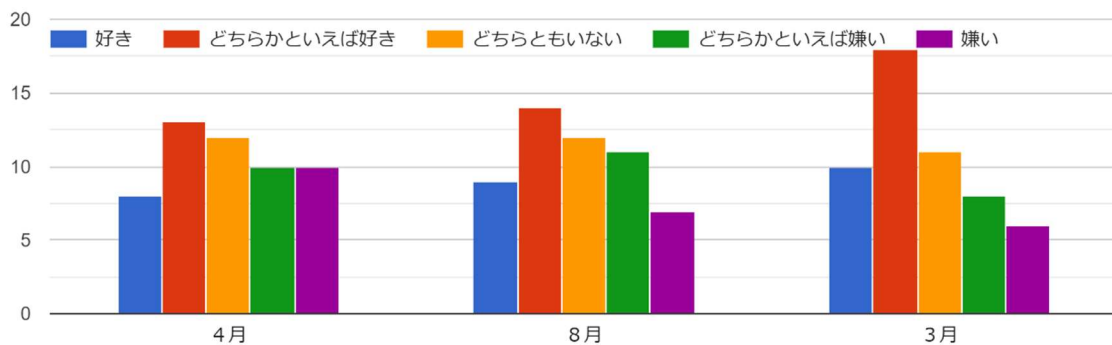
Q7. What activities do you like in English Communication Ⅱ class?

▭ Small talk ▭ Pair-work with the handout
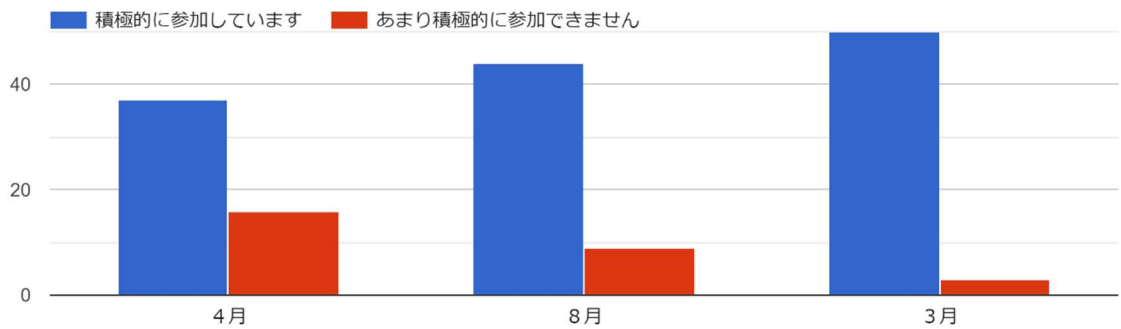
▭ Speaking test ▭ Writing ▭ Drills
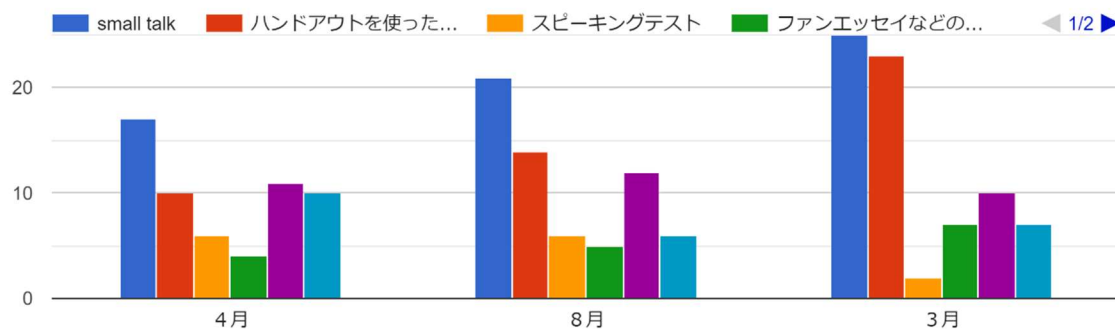
Q8. What activities do you dislike in English Communication Ⅱ class?

▉ **Small talk**   ▉ **Pair-work with the handout**

▉ **Speaking test**   ▉ **Writing**   ▉ **Drills**

,
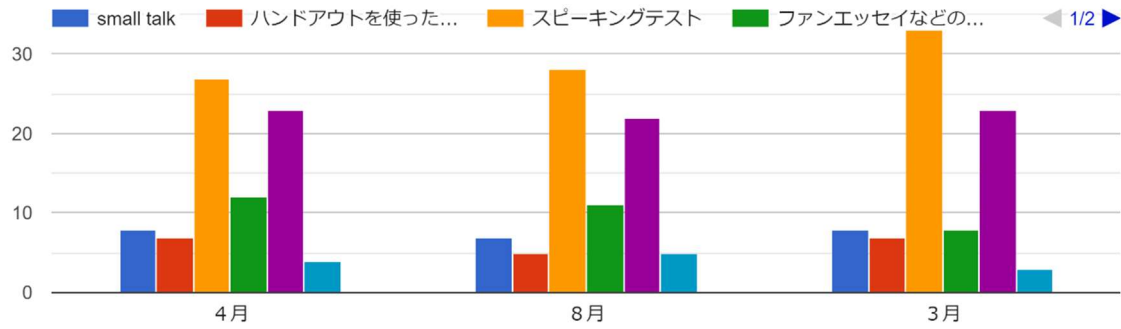
Q9. Are you good at English?

▉ **Definitely yes**   ▉ **Yes**

▉ **Yes and No**   ▉ **No**   ▉ **Definitely no**
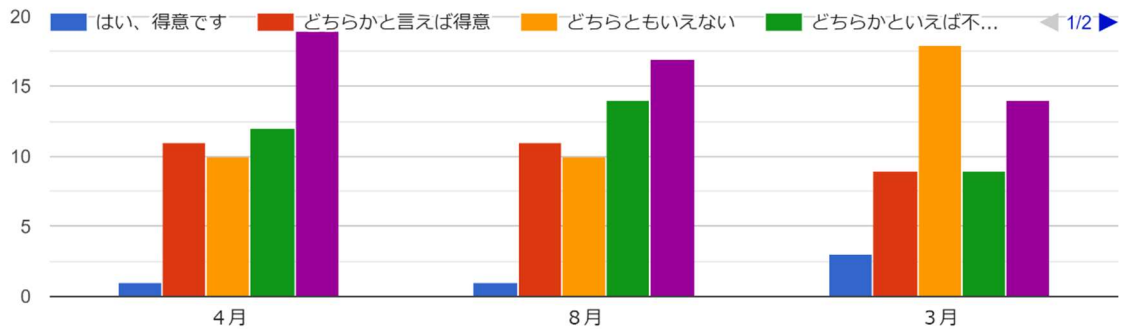
Q10. How active you are in joining pair-work activities such as small talk?

▉ **Active**   ▉ **Not active**

The results of the survey in this section gave me mixed feelings. Those of Question 1,2, and 7 made me realize that some students changed their belief in learning English. For example, according to the chart of question1, In April more than half of the students had trouble in using my handouts, which did not have Japanese translation, while in March around 70 percent of the students found it useful to use the same kinds of handouts in a class. On the other hand, I have to admit that some of the students still have a sense of dislike about English, according to the chart of the questions 9. Also, I found that it was difficult to increase the time for the students to study out of class according to the chart of the question 5.

(E) Comments from the students

[March]

Q: How have you changed yourself by taking English Communication II？

- I found it easier to speak and listen to English than in April
- I realized that I was able to understand what the teacher said in a class.
- I learned how to react in English by asking follow-up questions.
- In April, I couldn't speak English at all, but now I can because of small talk
- I come to feel little embarrassed to speak English in public
- I learned to use conversation strategies naturally.
- I became interested in English because I was offered many opportunities to speak English. during the class and felt progressed in speaking.

[July]

Q What requirement do you have for English communication II

- I find it difficult to use the handouts we are using because it has no Japanese
- It is difficult for me to keep up with only English class.
- I have difficulty in understanding the textbook in only English class.
- I need Japanese to understand the lecture

Comparing the comments in July and those in March, I can see how the student's belief in learning English has changed over the year. For example, the comments

in July teach me that many students feel trouble in learning English with new and unfamiliar instructional ways. They complain about the new handouts or only English policy I imposed on the class. This means that at the time, they believe that English should be taught in Japanese. However, I can't see any negative opinions on them in March's comments. On the contrary, most of the student feel satisfied with the instructions featuring communicative English approach.

7. What I learned

In the process of applying the idea of skills integration to my instruction, I have learned a lot of things. Also, by observing the students with the help of NFU's professors and classmates, I could reflect on my previous teaching methods. I will tell you four things which I learned through this fruitful opportunity.

Firstly, I feel successful in changing my belief in teaching a foreign language. Although I gradually realized the importance of making a good balance of teaching 4 English skills, I still had the strong teacher's belief that learning English in a integrated way should be impossible, thus focusing on a specific one skill should be the most efficient way in learning English. However, through trials and errors, I realized that it was possible to teach English by integrating 4 skills into one class. In addition, I realized that some students also changed their ways of thinking about learning English. In fact, the result from the questionnaire shows their preference changing over the year from the activities featuring ALM to the ones focusing on CLT.

Moreover, comparing the comments from the survey in July and those in March, I can see how the student's belief has changed over the time. For example, while in the July's survey, some students felt dissatisfied with the new handouts because they did not have Japanese translation, in the March's survey, few students express unfavorable opinions on the new handouts.

Secondly, I learned how to increase the time for the students to interact with "each other", not with teachers or not by themselves. For example, I gave the students the opportunity to check their answer in pairs by using dialogue models every time they finished answering the questions I told them to do. Also, with a lot of information exchange tasks, they are offered the chances to communicate with each other in a meaning-based way.

Thirdly, I learned how to implement 3-part framework in my teaching instruction. 3-part framework — Pre-reading, which enables the readers to stir their schemata, while-reading, in which they deepen their understandings in a target passage by interacting with each other, not by receiving the teacher's explicit explanation, post-reading in which they strength what they have learned in a target unit through various task-based activities — helps me to proceed the class by integrating 4 skills.

Lastly, I realized that extensive reading could be something English learners could find fun, regardless of English proficiency as long as the materials were appropriate enough for them to comprehend. Also, in "Interactive Book Talk activity", I could see a lot of students taking about the book cheerfully. I found that sharing what they read with others could make them feel that the class was fun, which could not be achieved if they used the same material, since the information they learned from it had already been taught by the teacher.

8. Future issues

Although most of the students started to changed their belief in learning English, they still feel reluctant to spend time with English, especially outside of a class. Therefore, I have to take some measures for them to be more engaged in English by increasing their motivation. Also, I still have trouble in appropriately evaluating the student's English ability. For example, I am wondering how reading ability can be evaluated and, also I am always confused to evaluate their speaking ability.

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Appendix 1 (lesson plan)

Today's Lesson Plan
Lesson9 (Charles Chaplin)

Time	Interaction T-Ss, S-S, S	Activity & Procedure
2	T-Ss	(1) Greeting
10	S-s	**< Pre-reading of the whole parts>** 1. small talk Students talk about a topic three times with different partners.
5	S-s	2. Brainstorming Students list 4 things you associate with Charles Chaplin in pairs, referring to the pictures in the textbook
5	S	3. Skimming Students skim the whole passage to see whether or not the ideas in brainstorming are being treated in the passage.
5	S→Ss	**< Pre-reading of the 1st part >** 1. Predict a story Students guess whether the sentences about the passage are true or not, based on their knowledge and picture hints and share them in pairs by using a dialogue pattern
5	S→Ss→T-Ss	**< While-reading >** 1. Students read the passage silently and answer the questions which are the same as those in "Predict a story".
5	S→Ss→T-S	2. Students match the target words in this Unit with Japanese and check them in pairs by using a dialogue pattern
2	S	3. Students read the passage again with a time limitation
8	S→Ss→T-Ss	4. Students answer the detailed questions and check them in pairs by using a dialogue pattern
3	T-Ss	(1) Greeting and the announcement of the assignment

Total: 50mini [S-S 30mini S 10min   T-Ss 10mini]

Appendix 2 (handout for a class)

Lesson9 Introduction

Task 1 : Small Talk
*Talk about the topic below in pairs, using the dialogue pattern A **within 2minutes**.*

Topic : What was your *favorite* movie?

【Conversation Strategies】
1. openers   2. rejoinders   3. closers   4. shadowing   5. follow-up question

【dialogue pattern A】

A : (*opener*)

B : (**rejoinder**) How bout you?

A : (**rejoinder**). By the way, (**Ask the topic question**)

B : My favorite movie is _____

A : (**rejoinder**) . Why?

B : Because _____

A : (**rejoinder**) . Do you have the other reason?

B : Yes, _____

A : (**rejoinder**) (**Ask follow-up questions if you can**)

B : How bout you? (**Ask the topic question**)

A : My favorite movie is _____

B : (**rejoinder**) . Why?

A : Because _____

B : (**rejoinder**) . Do you have the other reason?

A : Yes, _____

B : (**rejoinder**) (**Ask follow-up questions if you can**) (

A : (**closer**)

B : (**closer**)

Task 2 : Brainstorming
  List 4 things you associate with Charles Chaplin. You can get clues with the pictures in the page 123,124,126,128, and 130.   Also, you can do this activity in pairs.
①   ②
③   ④

Task 3 : Skimming
Skim the whole passage to see whether or not the ideas in the task2 are being treated in the passage.

Task True or False question

1. Guess whether the sentence below is true or false, based on your own knowledge, words hints and pictures hint①～③.

2. Check your answer with your partner, using the dialogue pattern B

1. Chaplin was a famous actor.
2. When he was one year old, Chaplin's father left the family.
3. Chaplin's mother worked hard, and she could make enough money.

【*Word Hint*】

film「映画」 humanity「人間愛」 mental「精神の」 miserable「みじめな」

【*Picture Hint*】

① ② ③

【dialogue pattern B】

A : Let's talk about No.1. Is this true or false?

B : I think it is [true / false].

A : I think so, too. / I don't think so, I think it is [true / false].

B : Then how about No.2? Is this true or false?

Lesson9 Part1 （While-reading）

Task 1 : True or False question (Scanning)

1. Open your textbook on page 124 and read part the passage silently. After that, check your answers in Task2 in Pre-reading activities. You may want to change them.

2. Check your answer with your partner, using the dialogue pattern B.

Task 2 : Vocabulary Input

1. Match the underlined English words and Japanese ones.

2. Check your answer with your partner, using the dialogue pattern D

1. Charles Chaplin was a famous actor and **producer**.
2. **Eventual**ly, Charlie was sent to a house for poor children.
3. Feeling **lonely** and miserable, he spent most of his childhood there.
4. When Chaplin was five years old, his mother **fell ill** and lost her job.

5. She tried to work very hard to **make a living.**

① 病気になる　② 生計を立てる　　　③ 孤独な　　　④ 製作者　　　⑤ 最後には

【dialogue pattern C】

A : Let's talk about No.1. What is the meaning of No.1 in Japanese?

B : I think it is _____ in Japanese?

A : I think so, too. / I don't think so, I think it is _____ in Japanese.

B : Then how about No.2? Is this true or false?

Task 3 : Quick Reading

Read part two silently and time your speed by yourself.　After practice reading do it again.

1st time　　　(　　　　seconds)　　　　　　　2nd time (　　　　seconds)

Task 4 : Detailed question

1. Answer the following questions in English. You may want to scan the text.

2. Check the answer by using the dialogue pattern E

1. Did Chaplin create films only about equality?

2. How was his family's life?

3. Who began to suffer from mental illness?

【dialogue pattern D】

A : Let's talk about question No.1. *Ask question1*

B: I think the answer is _____ How bout you?

A: I think so, too. / I don't think so. I think the answer is _____

B: Okay, let's talk about question No.2. *Ask question2*

ask 5 : Reading practice

① *Read the passage per phrases, using the passage below.*

② *Check the words or phrases you find difficulty in pronouncing.*

③ *Read the passage per sentences, not per phrases, by yourself.*

④ *Shadow the partner's reading*

Lesson9 Part1 （Post-reading）

Task 1 ：Vocabulary Output
Fill out the blank (1) ~ (15), referring to the initial letter and count the questions you can answer.

Charles Chaplin was a famous (1.**a**-   ) and (2.**p**-   ). He created many (3.**f**-   )   about   (4.**h**-   ), peace, and equality. He was called "the (5.**K**-   ) of (6.**C**-   )".   Before   he   became famous, however, his life was quite (7.   **t**-   ).

Chaplin was (8.**b**-   ) in London in 1889. His parents were both actors. His father left the family when Charlie was only one year old. For his mother, brother, and himself, life was not (9.**e**-   ).

When Chaplin was five years old, his mother fell (10.**i**-   ) and lost her job. She tried to work very hard to make a (11.**l**-   ), but she could not make enough money. She began to suffer from (12.**m**-   ) illness. (13.**E**-   ), Charlie was sent to a house for poor children. Feeling (14.**l**-   ) and (15.**m**-   ), he spent most of his childhood there.

Score   / 15

Task 2 ：Detailed original question
Make your original questions about the passage, and check the answer with your partner by using the dialogue pattern E

1st Question:

A:

2nd Question:

A:

3rd Question:

A:

【dialogue pattern E】

A : I will give you the 3 questions about the passage. The first question is "_____   "

B: I think the answer is _____

A: Correct. / No, the correct answer is _____

B: Okay, my first question is "_____   " ⇒ move to B I think the answer is ~ and repeat until each of the partner ask the three questions.

Task 3 ：Writing assignment
Answer ① and ② questions in English. When you look up a word in the dictionary, write down it in

① What movies do you like?

② What kind of movie is it?

③ Who is a main actor / actress?
【New Vocabulary】

ask 4 ：Timed conversation

Talk about the topic "What songs do you like" with your partner within 2 minutes.   You are supposed to do talk with different partners 3 times.   The first time you do that, you can look at your writing, second time you can but try not to look at it, and the last time you can't look at your writing.   Also the listener is supposed to take a memo about what the speaker say to you on the paper.

1st partner's name （   ）

2nd partner's name （   ）

3rd partner's name （   ）

◆ Rejoinders ◆

Happy

That's great!

Terrific!

Wonderful!

Interested

I see.

That's nice.

Oh, yeah?

Sad

That's too bad.

I'm sorry to hear that.

Oh, no!

Surprised

You're kidding!

I can't believe it!

Oh, really! / Oh, really?

See the teacher's introduction on page 129.

Introductory Exercise

Fill in the blanks with the phrases in **bold type**.

I see   **That's great**   **That's too bad**

1. A: Hi, how was the tennis match?

2. B: I won!

3. A: _____ ! Who did you play with?

4. B: My brother.

5. A: _____ .

6. B: But after the game, he fell down and hurt his leg.

7. A: _____ .

Student A

Step 1. Say these sentences to Student B. Student B will respond with a rejoinder.

1. My friend broke her leg while skiing.
2. I have one brother and one sister.
3. My sister lost her purse again.
4. My father is a famous movie star.
5. A friend of mine was taken to the hospital last night.

Step 2. Listen to Student B and choose a correct rejoinder.

6. That's nice.
   Really?
7. That's great!
   I'm sorry to hear that.
8. Terrific!
   I can't believe it!
9. You're kidding!
   Oh, yeah?
10. Oh, no!
   I see.

Step 3. First fill in the blanks. Then say these sentences to Student B, who will respond with a rejoinder. Also, listen to Student B and respond with a rejoinder.

1. I don't feel well today.
3. I heard there will be two days off from school next week.
5. I like _____ cars.
7. I'm going to play basketball in the next Olympics.
9. My brother is _____.
11. We have a new teacher named Mr. Smith at our school.
13. I had a car accident, and the police took away my driver's license.
15. I have a date with _____ tonight.
17. Last night I drank five glasses of _____ in one hour.
19. Two days ago, I bought a pencil.

Step 4. Take turns with your partner. One person tells about a recent travel experience, and the other gives rejoinders.

Appendix 4 Student's survey

高校2年1・2組第2回アンケート（訂正版）

英語コミュニケーションⅡの授業が始まって約1年が過ぎました。高校2年生4月と現在の、英語の授業や自分の英語力についての考え方、感じ方がどう変わったか答えてください。4月と現在の両方の該当するものをそれぞれ下の数字から選んで下さい。なおこのアンケートは成績と一切関係がないので正直にお答えください。

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クラス

○ 2－1

○ 2－2

名前

回答を入力

1. 英語で話すことについて、どう感じていますか。

	かなり自由に話せる	多少の間違いはあるが話せる	単語を2,3個並べる程度である	ほとんど話せない
4月	○	○	○	○
8月	○	○	○	○

2. 身近な話題でどれくらい話せますか？

	2分以上なめらかに話せる	1～2分ならなめらかに話せる	1～2分なら、時々つまるが話せる	1分もたない
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

3. conversation strategies（Opener, Closer）についてどれくらい使えますか。あてはまるものを1つずつ選んでください。

	必ず使う	たまに忘れるがだいたい使える	時々忘れる	どちらかを忘れる	できない
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

4. conversation strategies（Shadowing）についてどれくらい使えますか。あてはまるものを1つずつ選んでください。

	自然に何度も出てくる	数回はできる	1～2回できる	全くやっていない
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

5. conversation strategies（Rejoinders）についてどれくらい使えますか。あてはまるものを1つずつ選んでください。

	3種類以上できる	2種類できる	1種類できる	できない
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

6. conversation strategies（Follow-up questions）についてどれくらい使えますか。あてはまるものを1つずつ選んでください。

	常に3回以上聞ける	2問は聞ける	1問ならば聞ける	全くできない
4月	○	○	○	○

8月	○	○	○	○
3月	○	○	○	○

7. 英語で文章は書けますか。（授業でライティング活動は現在あまりしていないのでこれまでの英語学習を振り返って回答して下さい。）

	身近な話題について100語程度で、具体例や自分の気持ちを含めて書くことができる。	身近な話題について80語程度で、少し具体例を入れて書くことができる。	自己紹介等の基礎的なテーマで50語程度の英作文ができる。どちらとも言えない	自己紹介等の基礎的なテーマで30語程度の英作文ができる。	ほとんど書けない
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

8. ペアでの会話で、相手の英語は聞き取れますか。

	幅広い話題について、具体的な情報が正確に聞き取れる。	幅広い話題について、大体聞き取れる。	自己紹介などの簡単な話題についてであれば、大体聞き取れる。	どのような話題であっても、ほとんど聞き取れない。
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

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9．先生の英語は聞き取れますか。

	指示は全て理解できる。	指示はおおむね理解できる。	半分理解できる。	少し理解できる。	ほとんど理解できない
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

10．授業で使うハンドアウトは、役立ちますか

	はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	いいえ
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

11．small talkなどのペア活動英語を身につけるのにどれくらい役立つと思いますか。

	とても役に立つ	役に立つ	あまり役に立たない	役に立たない
4月	○	○	○	○

14．教科書やワークブックの問題が英語を身につけるのにどれくらい役立つと思いますか。

	とても役に立つ	役に立つ	あまり役に立たない	役に立たない
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

15．どの分野を一番伸ばしたいですか。

	英文を読む力	英文を聞く力	英文を書く力	英文を話す力	学校等の試験問題を解く力
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

16．英語が使えるようになりたいですか。

	はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	そう思わない
4月	○	○	○	○	○

8月	○	○	○	○
3月	○	○	○	○

12．授業で使うハンドアウトが英語を身につけるのにどれくらい役立つと思いますか。

	とても役に立つ	役に立つ	あまり役に立たない	役に立たない
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

13．英文を書くことが英語を身につけるのにどれくらい役立つと思いますか。（授業でライティング活動は現在あまりしていないのでこれまでの英語学習を振り返って回答して下さい。）

	とても役に立つ	役に立つ	あまり役に立たない	役に立たない
4月	○	○	○	○
8月	○	○	○	○
3月	○	○	○	○

8月	○	○	○	○
3月	○	○	○	○

17．将来、英語を使う必要性を感じますか。

	はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	感じません
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

18．語の家庭学習について、どれくらい授業外で英語に触れてるか（宿題等も含む）教えてください。

	ほぼ毎日2時間以上	ほぼ毎日1時間以上	ほぼ毎日30分程度	時々	ほぼ触れない
4月	○	○	○	○	○
8月	○	○	○	○	○
3月	○	○	○	○	○

19．英語は好きですか。

	好き	どちらかといえば好き	どちらともいえない	どちらかといえば嫌い	嫌い
4月	○	○	○	○	○

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8月	○	○	○	○	○
3月	○	○	○	○	○

２０．英語の授業で好きなことは何ですか（複数回答可）

	small talk	ハンドアウトを使ったペア活動	スピーキングテスト	ファンエッセイなどの書くこと	ワークや問題集・教科書の問題を解くこと	それ以外
4月	☐	☐	☐	☐	☐	☐
8月	☐	☐	☐	☐	☐	☐
3月	☐	☐	☐	☐	☐	☐

２１．英語の授業で嫌いなことは何ですか（複数回答可）

	small talk	ハンドアウトを使ったペア活動	スピーキングテスト	ファンエッセイなどの書くこと	ワークや問題集・教科書の問題を解くこと	それ以外
4月	☐	☐	☐	☐	☐	☐
8月	☐	☐	☐	☐	☐	☐
3月	☐	☐	☐	☐	☐	☐

２２．英語は得意ですか。

	はい、得意です	どちらかと言えば得意	どちらともいえない	どちらかといえば不得意	不得意です
4月	○	○	○	○	○

8月	○	○	○	○	○
3月	○	○	○	○	○

２３．Small Talkやその他のペアトークへの参加状況はどうでしたか。

	積極的に参加しています	あまり積極的に参加できません
4月	○	○
8月	○	○
3月	○	○

２４．２３の質問で「あまり積極的にできません」と答えた人に聞きます。その原因は何でしたか。あてはまるものすべてをチェックして下さい。

☐ ペアトーク自体が良い。
☐ 質問が難しいので、うまく話せない。
☐ 話したくない人がペアの相手になった。
☐ ペアトークが多くて飽きた。
☐ 相手が参加してくれない。
☐ 真面目にやろうとすると、周りが冷やかす。
☐ 日本人同士で英語を話すのが恥ずかしい。
☐ 友達がまじめにやっていないので、自分も合わせてしまう。
☐ 英語が出てこない。
☐ 雑談をついしてしまう。
☐ 興味のない話を周りの人からされる。
☐ ペアトークがあまり重要に思えない。

２５．コミュニケーション英語Ⅱの授業を受けて、どのような変化がありましたか。4月の頃と比べて自分ができるようになったことを具体的に書いてください。変化がなければ特にないと答えてください。

回答を入力

２６．最後に、コミュニケーション英語Ⅱの授業に対する感想や、要望を書いてください。今後の授業をよりよくするためにもぜひ書いてください。

回答を入力

Google フォーム

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