

AR Final Report 2015

Name (Kyonmi YOU)

1. Title

CLT Curriculum in University

2. Teaching Context

Level: Undergraduate, First & Second year

Class size: 40 on average (5 classes for freshmen, 4 classes for sophomores)

Time: 1 Credit hours (90 minutes a week, 16 weeks a semester) , 4 semesters

Textbook: Handouts (No textbook)

Problems:

(1) **Motivation:** I did not pay enough attention to the students' motivation to learn L2. Students learn L2 because they want to COMMUNICATE with others in L2.

(2) **Teaching approach:** I taught my students the way I learned. As a result, my classes relied on the Audiolingual method. Pattern practice did not lead to development of students' communication ability. In addition, I used L1 for instruction like most my teachers did. But this deprived students of input from the only expert speaker they have in the classrooms.

(3) **Communicative language ability**-the ability to express one's self and to understand others (James F. Lee & Bill VanPatten, 2002, p.51): Students did not know how to exchange previously unknown information and negotiate for meaning with others. Also, they did not have skills to keep a conversation going.

(4) **Assessment:** There were no speaking tests. If I want students to improve their speaking skills, their speaking performance has to be assessed.

(5) **Students' success:** 10 -15 percent of the students failed to complete the course successfully.

3. Goals

My goal of AR this year is to change my classes from the viewpoint of the CLT approach with the intention of fostering students' communicative language ability. And ultimately, I want to develop a two-year curriculum for CLT.

4. What I did

(1) Focus-on-form instruction:

Focus-on form instruction has been further divided into planned focus-on-form

instruction and incidental focus-on-form instruction(Ellis, 2006) Therefore, I made a two-year curriculum by using both planned and incidental focus on form: planned focus-on-form instruction for first-year students, and Incidental (topic-based) focus-on form instruction for second-year students. Students learned basic grammar and vocabulary during the first year, and then they reviewed what they learned during the second year.

(2) Meaningful and Comprehensible Activities:

I designed structured input and output activities, which are meaningful and comprehensible to students, and guided them to interact and negotiate each other to accomplish the goal(s) of each activity I set.

(3) Conversation Strategies:

CSs were introduced step by step to have students get useful skills to keep conversations going and enhance negotiation among them.

(4) **I used L2** when I teach in classrooms unless there is a difficulty to have students to understand instruction I gave them.

(5) Lowering anxiety:

I strived to lower learner anxiety and make a positive learning environment where students are invited to try and make mistakes. For example, I often said "Mistakes are OK."

(6) Learner Autonomy:

I gave students small choices as many as possible to help them to be aware of responsibility of their learning and act independently of me.

(7) Collaborative learning:

I had students meet different pair each class, making them to create rapports with peers. Students were encouraged to share their ideas and cooperate with each other to achieve the goal(s) of each activity and lesson.

(8) Performance assessments:

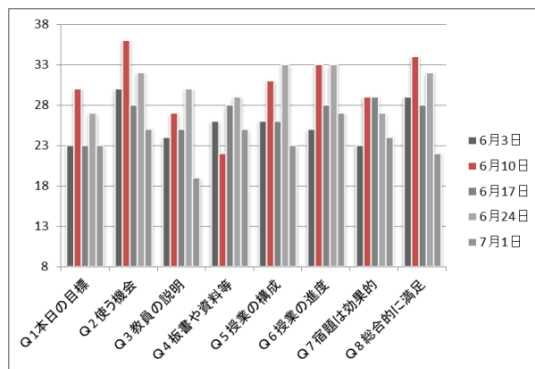
Multiple speaking tests were newly introduced to motivate students to improve their speaking skills. In addition, I designed rubrics for the tests to properly assess their speaking ability. Also, student self-evaluations were conducted after each of the tests. And as for the second-year students, multiple writing assessments with rubrics were introduced in addition to speaking tests.

5. Results & What I Learned

(1) I was able to design **two-year curriculum** involving both planned and incidental focus-on-form instruction and successfully have conducted.

(2) Performance assessments

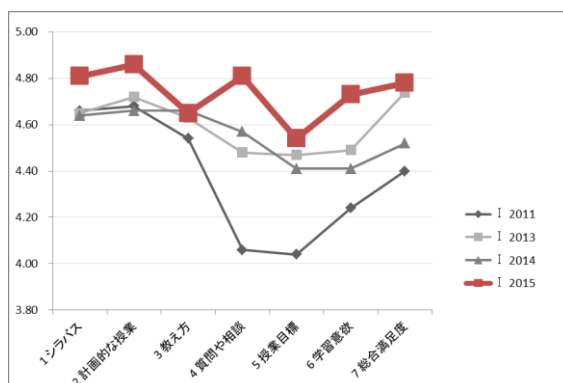
I realized that students prefer to have speaking tests. I conducted a class reflection to know what students thought about CLT in each class. Students answer 8 questionnaires at the end of the class. The red bars show the results of the class where students had a speaking test. Overall, the red bars are taller than the others. Especially, it is worthy of paying attention to the result of Q 8 because it shows that the students were satisfied with the class in which a speaking test took place, rather than with the other regular classes.



- Q 1 Clear lesson goal
- Q 2 Opportunities to use the target language
- Q 3 Carefully explained subject matter
- Q 4 Effective use of materials
- Q 5 Organized lesson to achieve the lesson goal
- Q 6 Effective homework
- Q 7 Adequate speed to follow
- Q 8 Overall, how would you rate today's lesson

(2) Motivation

Students were highly motivated through CLT. As you see from the chart below, the red line (spring semester 2015) presented the highest score compared to the other three years, which meant that the first-year students who experienced CLT instruction had a strong sense of accomplishment and were highly motivated to learn further.

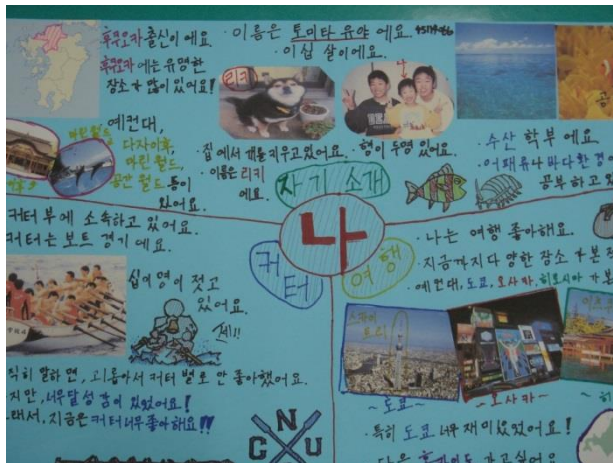


- Q 1 Carefully explained course on syllabus
- Q 2 Carefully Organized course to achieve the goals
- Q 3 Carefully explained subject matter
- Q 4 Made positive environments to access
- Q 5 Was able to achieve the course goal.
- Q 6 Was motivated to study
- Q 7 Overall, how would you rate this course

(3) Communicative Writing

Most students successfully completed communicative writing. For example, the

second-year students have worked on a fun essay for the first time. They are required to write about "Three things about me." They have gradually extended their writing from the first draft (at least 15 sentences) to the final draft (at least 20 sentences). Peer-editing (first to second draft), teacher's comments (second to third draft) and common mistakes (third to final draft) offered them with hints and ideas to improve their previous writing. For the fifth class, they submitted their fun essays. As you see below, most of their outcomes were impressive.



(4) Myth of Native speakers?

Having opportunity to communicate with native speakers is not necessarily helpful for students to have a positive attitude towards the target language. Also, it is questionable whether it helps students to enhance communicative language ability at least at beginning level.

Second-year students had the second speaking test for the second semester. The week before the test, the students in the first period (group A) practiced for the test. On the other hand, the students in the second period (group B) had a chance to communicate with Korean students who visited our university, instead of practicing for the test itself. Then, I compared the results of the student survey and the speaking test scores between two groups.

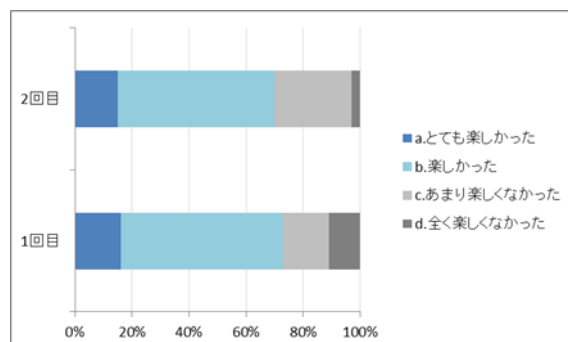
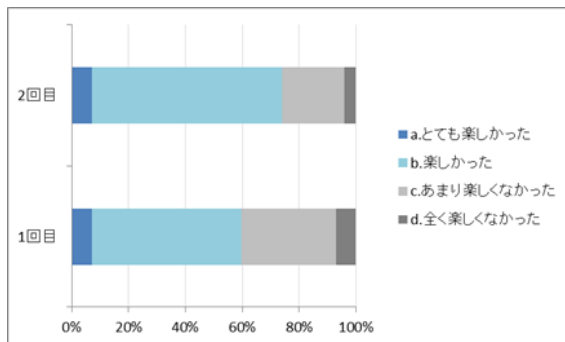
1) The most significant difference between group A and group B was the increase in the number of students who answered that I enjoyed today's speaking test (Q 1). To be specific, 74 percent of the group A answered that they enjoyed or really enjoyed

today's speaking test, which means a 15 percent increase; 70 percent of the group B replied that they enjoyed or really enjoyed today's speaking test, which means a 3 percent decrease. There were some more differences.

Q 1 I enjoyed today's speaking test.

group A n=27(Thur. 1st)

group B n=34(Thur. 2nd)



	group A	group B
Q 4 I understood what the partner was saying	up 10 percent	up 2 percent
Q 6 I want to take speaking tests again	up 15 percent	up 6 percent
Q 8 I like the target language	up 7 percent	down 2 percent

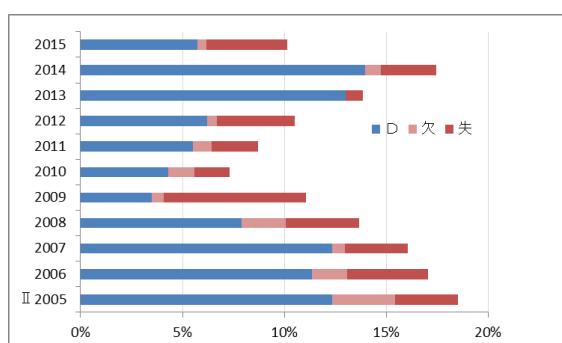
Based on the results above, I found that giving opportunity for speaking tests help students enjoy the tests and accordingly have a positive attitude towards the target language.

2) Conversely, the most little differences were in the results of the questions regarding to self-evaluation such as I managed to say what I wanted to say in L2 (Q 2) and I was able to use Conversation Strategies (Q 3)

3) Nevertheless, group A improved their performance much more than group B. The average test score of group A became 8.7 out of 10 from 6.7, up 2.1, while that of group B was 8.4 from 7.1, up 1.3.

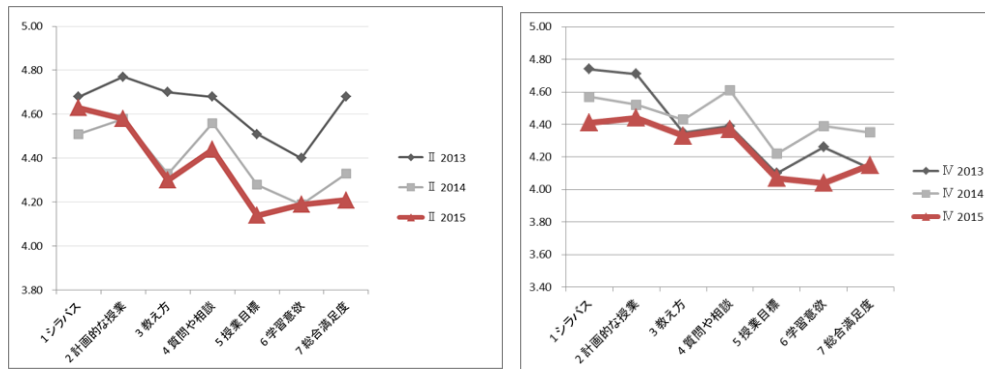
(5) Student Success

More of the students completed the course successfully in spring semester 2015. The chart below shows the rate of not-passed in spring semesters of the first year. As you can see from the chart, the rate of not-passed decreased in the spring semester 2015. This implies that CLT better supported the students' success.

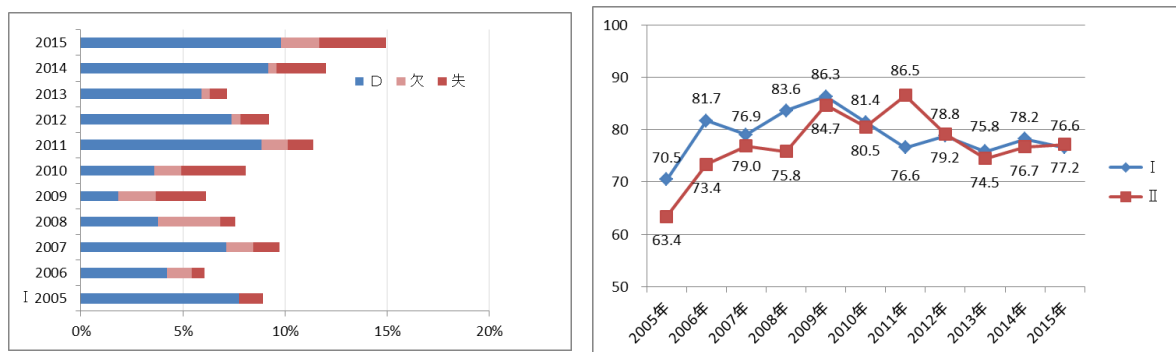


6. Future Issues

What I learned becomes future issues. As I mentioned earlier, the first-year students were highly motivated through CLT in 2015. However, their high motivation lasted no longer than one semester. As you see from the chart on the left below, the red line (second semester 2015, first year) decreased lower than the other three years in which CLT had not been introduced. The same thing can be said as for the second-year students (see the chart on the right below).



In addition, in the fall semester 2015, more of the first-year students were able to complete the course successfully. However, in the spring semester 2015, the rate of not-passed remained high. Also, the average final scores of both spring and fall semester 2015 were not improved (see the chart the right below).



Taking these facts into consideration, future issue is to how to keep motivation high and last long at least for two years. In order to find possible solutions, I will conduct both quantitative and qualitative researches, aiming to establish better CLT curriculum in university.

Sample lesson plan

Name (Kyonmi YOU)

1. Level: 2nd year of university
2. Class Size: 40 on average × 4 classes
3. Time: 90 min. /week
4. Textbook: Handouts (No textbook is used)
5. Goals & Objectives

(1) Students will interact in the target language for a 3-minutes talk about Local Culture or Future Dreams.

(2) They will use conversation strategies needed to interact for a 3-minutes talk with their partner.

6. Procedure of Units

Day	date		Topic	in-class activities	homework
1	Sep 29	Oct 1	Three things about me	1-minute Conversation	Writing (First draft) at least 10 sentences
2	Oct 6	Oct 8		Peer-editing 2-minute Conversation	Writing (2nd draft) at least 15 sentences
3	Oct 13	Oct 15		3-minute Conversation Recording & Transcription	transcript sheet Writing (Final draft) at least 20 sentences
4	Oct 20	Oct 22		Common Mistakes 3-minute Conversation Fun Essay	Fun Essay
5	Oct 27	Oct 29	Local Culture	Fun Essay 提出 1-minute Conversation	Writing (First draft) at least 10 sentences
6	Nov 10	Nov 5		2-minute Conversation Peer-editing	Writing (2nd draft) at least 15 sentences
7	Nov 17	Nov 12		3-minute Conversation Transcription & Recording	transcript sheet Writing (Final draft) at least 20 sentences
8	Nov 24	Nov 19		Common Mistakes 3-minute Conversation Fun Essay	Fun Essay
9	Dec 1	Nov 26	Speaking Test (Three things about me or Local Culture)	Fun Essay 提出	
10	Dec 15	Dec 3	Future Dreams	1-minute Conversation	Writing (First draft) at least 40 words
11	Dec 22	Dec 10		Peer-editing 2-minute Conversation	Writing (2nd draft) at least 60 words

12	Jan 5	Dec 17		3-minute Conversation Recording & Transcription	transcript sheet Writing (Final draft) at least 80 words
13	Jan 12	Dec 24		Common Mistakes 3-minute Conversation Fun Essay	
14	Jan 19	Jan 7*	Practice speaking test	Fun Essay 提出 speaking test 練習	
15	Jan 26	Jan 14	Speaking Test (Local Culture or Future Dreams)		
16	Feb 2	Jan 28	end-of-the term test (paper test)		

6. Today's lesson plan : Day 14 second speaking test

- (1) Greeting and brief Instructions about Test and Evaluations
- (2) Speaking Test
- (3) Questionnaire and Self-Evaluation
- (4) Submit the sheets

Self-evaluation

__月 __日 Class _____ No. _____ Name _____

level	1	2	3
A 流暢さ	不自然な沈黙があった	途切れがちではあったが、会話を続けることができた	途切れることなく、2分以上、会話を続けることができた
B 声の大きさ、アイコンタクト、相づち	あまりできなかった	ときどきできた	アイコンタクトや相づちを使いながら、大きな声で話すことができた
C 内容（質、量）	内容が乏しく理解しづらい	適切な内容で、理解できる 2分未満	内容が豊かで理解しやすい 2分以上

My goal(s) for future conversation

教員の承認

Performance Test Rubric

__月 __日 Class _____ No. _____ Name _____

level	1	2	3
A 流暢さ	不自然な沈黙があった	途切れがちではあったが、会話を続けることができた	途切れることなく、2分以上、会話を続けることができた
B 声の大きさ、アイコンタクト、相づち	あまりできなかった	ときどきできた	アイコンタクトや相づちを使いながら、大きな声で話すことができた
C 内容（質、量）	内容が乏しく理解しづらい	適切な内容で、理解できる 2分未満	内容が豊かで理解しやすい 2分以上

* Bonus point 1 point

上記のどれかに特に優れている場合、ボーナス点1点がもらえる。