Action Research Year-End Final Report 2022

Naoyuki Hamada

1. Title

Developing Japanese Junior High School Students' Communicative Competence through Focus-on-Form Instruction.

2. Teaching context

1) Level: 2nd year of a private junior high school, the lower-level class*

*22 students are divided into two classes based on their grades after every exam.

2) Class size: It varied.

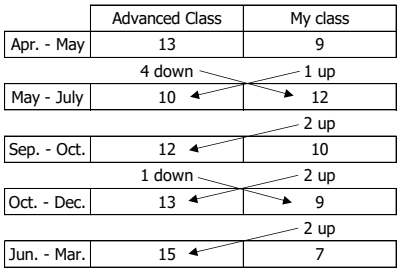
April to May; 9 students (Female 4, Male 5)

May to July; 12 students (Female 5, Male 7)

September to October; 10 students (Female 3, Male 7)

October to December; 9 students (Female 2, Male 7)

January to March; 7 (Female 1, Male 6)



3) Time: 50 minutes × 3 / week

4) Textbook: *Tettei Enshu Text English 2nd grade* (Juken Kenkyu-sha)

「徹底演習テキスト 英語　2 年」(受験研究社)

5) Problems:

I did not feel particular problems in conducting the class. The class members were friendly. Some were energetic, and some were helpful to one another.

However, I could not teach the same members throughout the year because the class members constantly changed based on their grades four times during a school year. Because of this, after each examination, the students who got relatively high marks went up to the advanced class, and only the lower-level students remained in my class*. This made my class members less influential to one another.

*For example, in April, nine students were in my class. After the mid-term exam in May, one student in my class went up to the advanced class, and four students came to mine from the advanced class. After the term-end

exam in July, two students went up. After the mid-term exam, two students went up, and one student came down to my class. Finally, after the term-end exam in December, two more students went up to the advanced class from my class.

3. AR Goals

My goal is to make communicative language teaching happen with focus-on-form instructions in the classroom to develop learners' communicative competence and observe how students develop it and gauge the increase of their academic performance in the English language, which includes not only in-class performance tests such as a speaking test and a fun essay, but also the scores of exams at school, and the EIKEN Test to measure practical English proficiency. I set two measurable goals:

(1) Students will be able to talk about a certain topic in pairs for 2 minutes relying on conversation strategies by the end of February.

(2) Students will be able to write Fun essay about a certain topic with more than 50 words by the end of February.

4. Literature Review

1) Communicative language teaching (CLT)

Brown (2015) mentions that Communicative Language Teaching (CLT) is "what is the best described as a broadly based approach (not a method) to language teaching" (p.31). This approach develops learners' communicative competence, which by Canal & Swain (1980) proposed, and has four major components: 1) grammatical competence, 2) sociolinguistic competence; how to use a language appropriately, 3) discourse competence; an appropriate coherency, and 4) strategic competence; how to use communication strategies. In that CLT aims to develop communicative competence, grammar teaching matters in CLT though some language teachers have a misconception that CLT neglects grammar teaching.

Lee & VanPatten (2003) state that "Communicative language ability—the ability to express one's self and to understand others—develops as learners engage in communication and not as a result of habit formation with grammatical items"

(p.51). In CLT, “the instructor was 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-life messages” (Lee & VanPatten, 2003, p.10).

2) Focus-on-form instruction (FFI)

While the grammar drill and practice were ineffective in promoting communicative language ability, the answer to this question, “How can we communicatively teach grammar?” is a focus-on-form instruction. It is an approach in which teachers have learners notice forms of grammatical items through comprehensible input activities and output activities. Raymond (2011) mentions that “FFI aims to naturally draw students’ attention to form as it arises in lessons” (p.28).

As the result of research on Second Language Acquisition over half a century, researchers have agreed that the traditional grammar teachings like the Grammar-Translation Method and Audio-Lingual methods, which emphasize drills and pattern practice, are ineffective (Sato, 2022, p.10). Ellis (2006) states, “A traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in acquisition of the implicit knowledge needed for fluent and accurate communication” (p. 102). Also, Lee & VanPatten (2003) indicate that insufficient and meaningless input in traditional grammar teachings does not enable learners to construct new grammar knowledge as their second language developing system. They also mention that “Research conducted since the late 1980s suggests that learners who are engaged in meaningful or meaning-based approaches to grammar (called focus on form) do as well as or better than those who are engaged in activities that are nonmeaningful or not part of some communicative intent” (p.123).

On the contrary, focus-on-form instruction is on the basis of the process of language acquisition theory, which means comprehensive and meaning-bearing input is followed by noticing and output. Therefore, learners can acquire a language effectively.

According to Lee & VanPatten (2003), the input should be “input that is

manipulated in particular ways to push learners to become dependent on form and structure to get meaning and/or to privilege the form or structure in the input so that learners have a better chance of attending to it" (p.142). Such enriched input "induce noticing of the target form in the context of meaning-focused activity" (Ellis, 2001, p.20). Thus, learners can build a developing system for their second language.

Output is also significant. Lee & VanPatten (2003) states that "Although input is necessary for creating a system, input is not sufficient for developing the ability to use language in a communicative context" (p.168). They (as cited in Terrell, 1986, 1991) also say that "Just because a learner has incorporated a particular form or structure in the developing system does not mean that it can be accessed easily (and thus produced automatically)" (p.169). Therefore, output opportunities, where learners repeat accessing grammar items needed to communicate, are required to develop learners' fluency and accuracy.

3) Conversation strategies (CSs)

Conversation strategies are concrete tactics for strategic competence. They are employed verbally and nonverbally "to accomplish a communicative goal, including compensation for breakdowns" (Brown, 2015, p.30).

According to Savignon's "inverted pyramid" (2002, p.8), whether the learner's communicative ability is high or low, they need strategic competence, which means that "in communicative activities, learners can learn to listen again and repeat what the other person has said, no matter what stage they are in their learning process" (Fujimoto, 2021, p.11). Conversation strategies are so beneficial that even lower-level students can use them as tools to start, continue, and close a conversation appropriately. Here are some typical conversation strategies.

- Opener: to begin a conversation. (Hi. / How are you? / How are you doing? etc.)
- Rejoinders: to show your interest in a conversation. (I see. / Sounds good., etc.)
- Shadowing: to confirm what a partner says.
- Fillers: to avoid silence during conversations and to consider what to say. (Well. / Let me see., etc.)
- Follow-up questions: to elicit extra information related to the topic they are talking

about, or expand a conversation. (What else? / When? etc.)

- Closer: to close a conversation. (Nice talking with you. – You too.)

These simple phrases are helpful for learners to continue talking in English in a meaningful information exchange.

5. What I did

I mainly did three things in class throughout the year: a small talk activity, a focus-on-form instruction, and a writing activity, which I sometimes omitted due to time constraints. These were the pillars of my lesson. Then, I assigned the students Speaking tests and Fun essays for each term-ends.

In the first term, I introduced conversation strategies one at a time to my students, starting with an opener and a closer. It seemed that CSs made it easy for the students to begin the small talk activity because they learned what they say at the beginning of a conversation. Without conversation strategies, it would have been difficult for them to continue this activity.

Focus-on-form instruction includes three steps: input, noticing, and output. I struggled with each of them. I sometimes misunderstood the input activity. My input instruction was sometimes not comprehensible. It was just a question such as “Which baseball team is the richest? Which team has the most money?” My students may have understood what I meant, but this was not a comprehensible input.

Also, my noticing activity was not appropriate. I sometimes just gave a traditional explicit explanation to the students. I should have put the target sentence(s) with the sentence(s) that the students could compare with, and I should have had the students guess the meaning of the sentence(s) and notice the form.

In addition, I had trouble with the output step, too. I wanted the students to use the sentences that included the grammar item they learned and finish the task, but some students prioritized completing the task over using English. For example, they showed their worksheet to each other and got the information without making a conversation. In this way, I had several things to improve in the first term.

In the second and third terms, I kept reviewing and giving the students new conversation strategies such as rejoinders, shadowing, and follow-up questions. They were able to use

them by using model dialogs I made. Conversation strategies and model dialogs were appropriate to improve their conversation in pairs.

In addition, I tried to make my focus-on-form instruction better. For example, I always used visual aids with AirDrop. Also, I sometimes used an output activity the students did before as a small talk activity at the beginning of the lesson so that the students could have more opportunities to recycle what they had learned.

6. What happened

I demonstrate how students have changed or not changed since April using the result of the surveys conducted in July, December, and February. I note here that the class members are different due to the class division. Thus, the valid response numbers vary in each survey. Because of this, I will show the results by using a percentage.

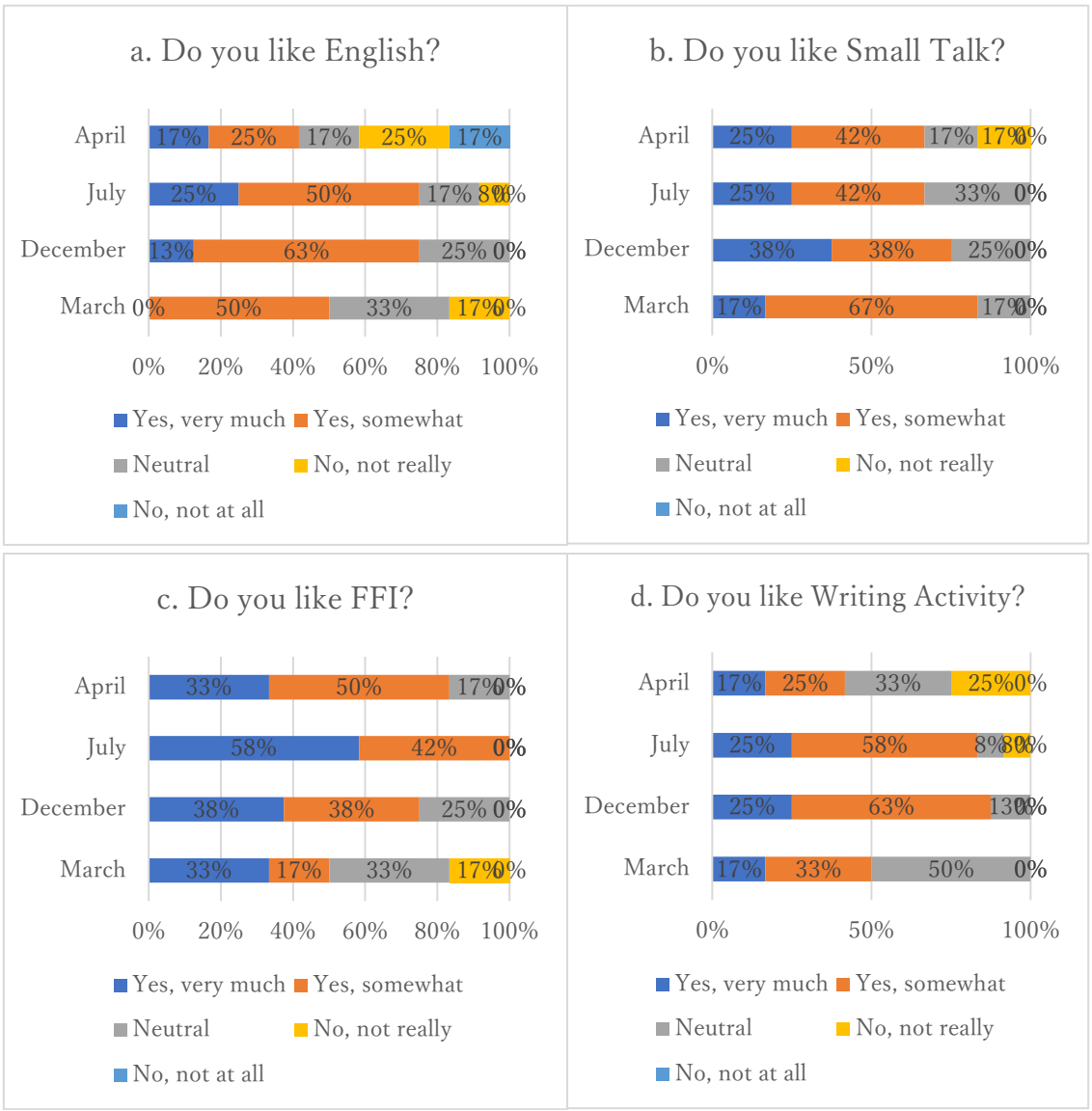
The questionnaire consists of three parts. Each is associated with my research questions, plus one open-end-question part. The three parts are about: I. Students' attitude toward learning English; II. Students' communicative competence; III. Students' awareness of the relations between the activities in class and their academic performance.

In addition to the survey, I interviewed six students in December and March. I put the result of the interviews at the end of this chapter.

[Survey result of Part I]

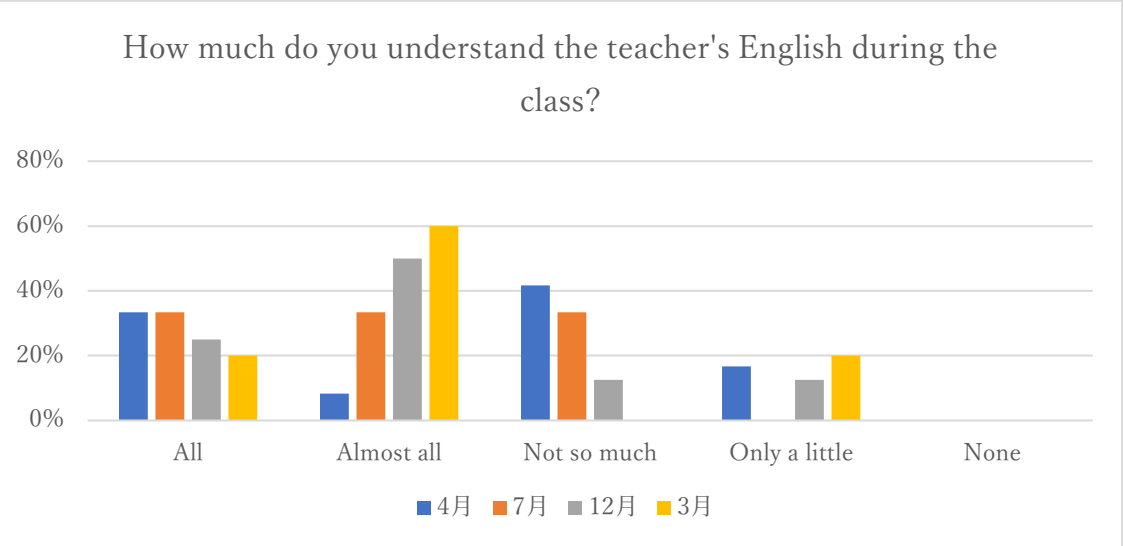
The first part regarding the students' attitude toward learning English has four questions: 1) Do you like English?; 2) Do you like Small Talk?; 3) Do you like Grammar Point Activities? (FFI); and 4) Do you like writing activities?

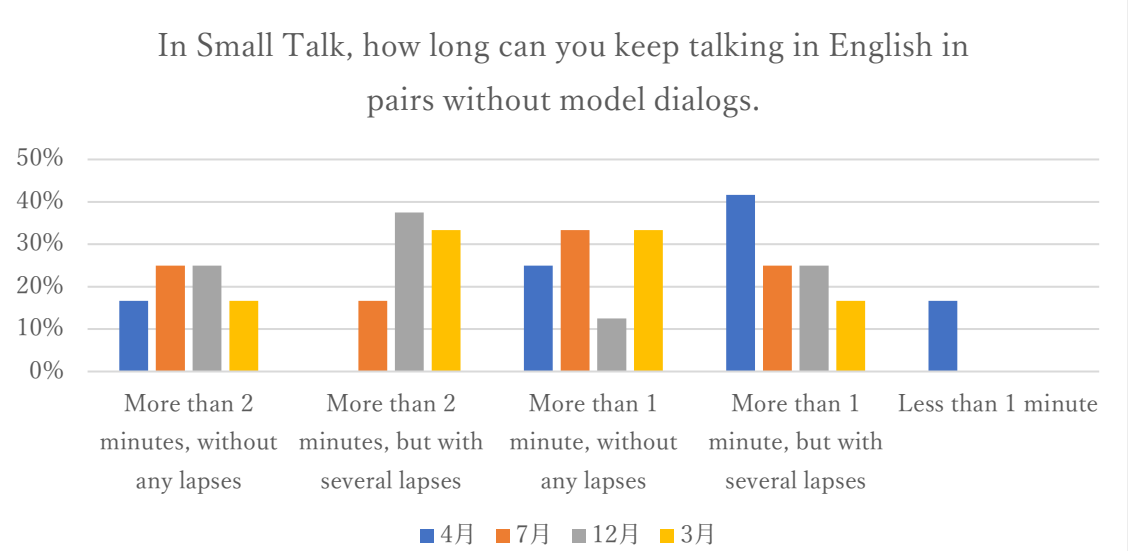
The survey shows the number of the students who have positive answers increased until December. However, in the third term, there is one student who have negative answers for the question a and c. Having students enjoy FFI may be the key to them getting interested in English.

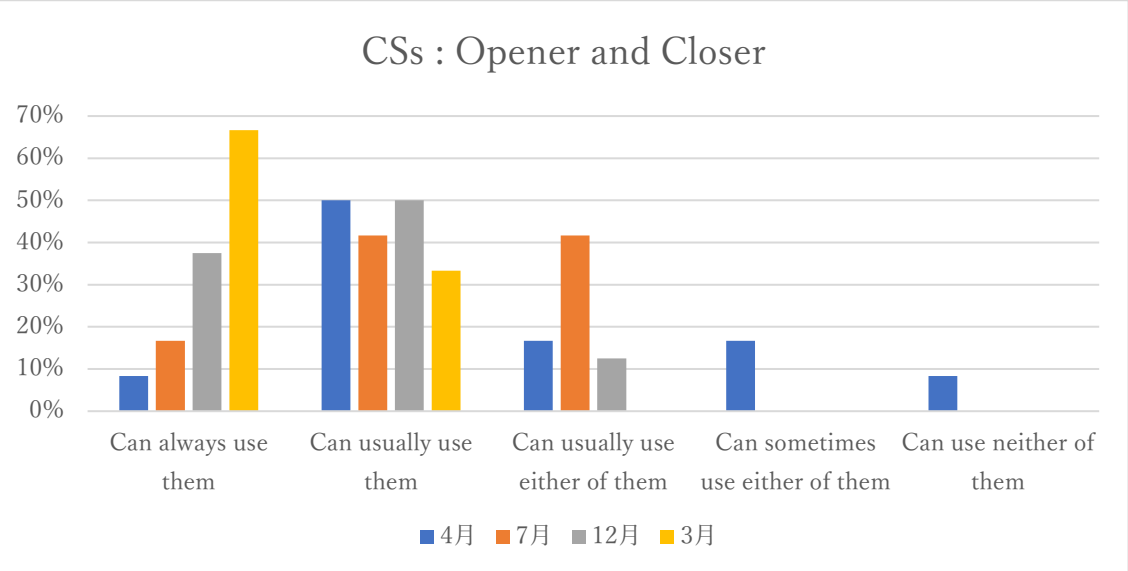


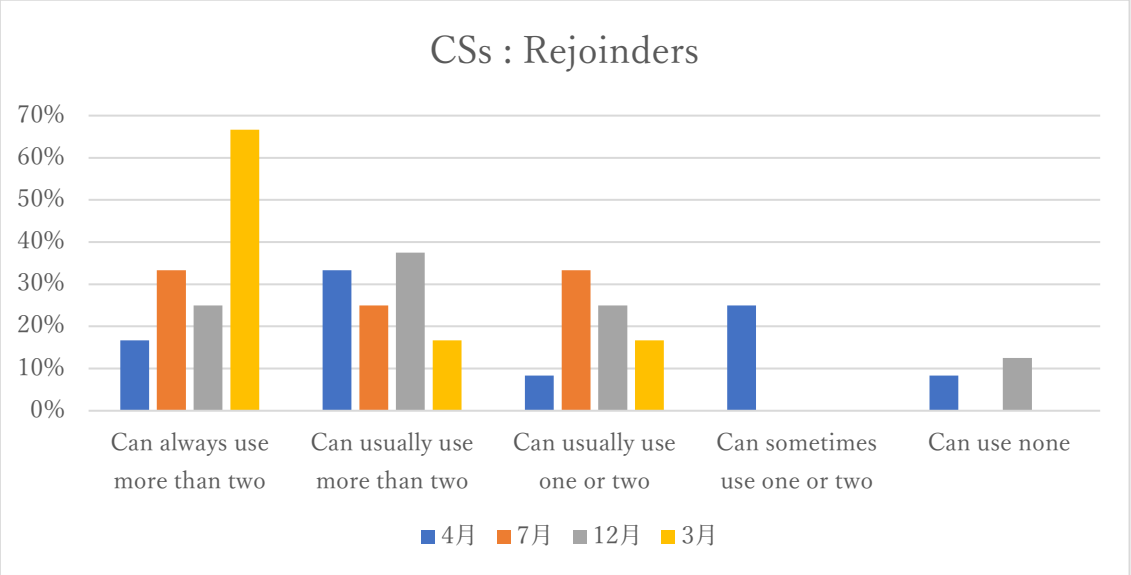
[Survey result of Part II]

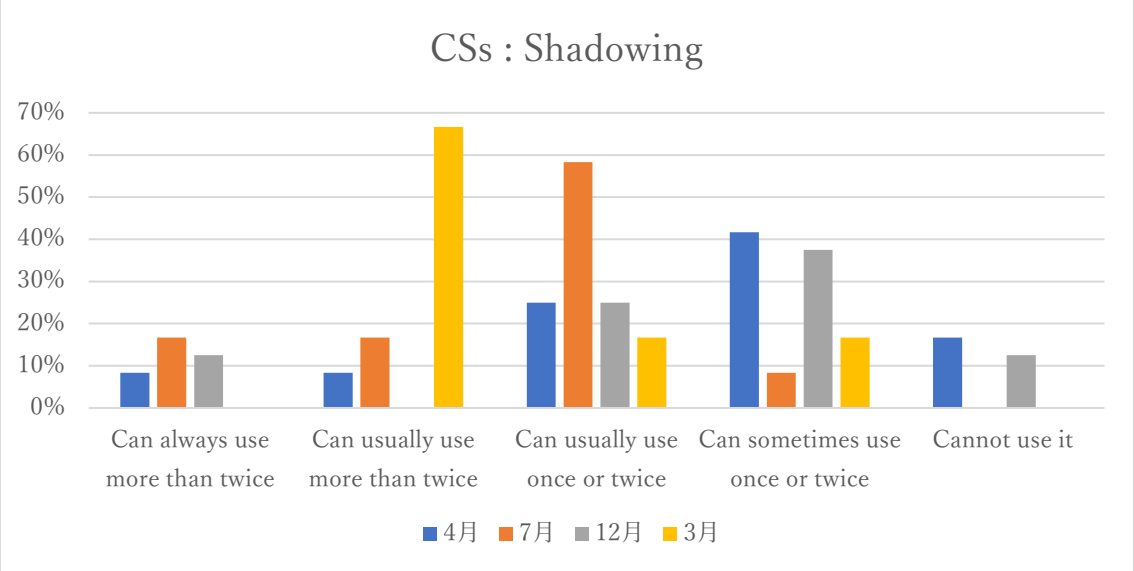
The second part regarding the students' communicative competence has several different types of seven questions, which includes how much the students understand teacher's English during the class, how long the students keep talking in the small talk activity, frequencies of each of communication strategies, and how much the students write in the writing activity. Since the students shuffles, it is difficult to find a salient tendency. However, most students got used to using conversation strategies, especially opener, closer and rejoinders.


How much do you understand the teacher's English during the class?
80%
60%
40%
20%
0%
All
Almost all
Not so much
Only a little
None
4月
7月
12月
3月


In Small Talk, how long can you keep talking in English in pairs without model dialogs.
50%
40%
30%
20%
10%
0%
More than 2 minutes, without any lapses
More than 2 minutes, but with several lapses
More than 1 minute, without any lapses
More than 1 minute, but with several lapses
Less than 1 minute
4月
7月
12月
3月


CSs : Opener and Closer
70%
60%
50%
40%
30%
20%
10%
0%
Can always use them
Can usually use them
Can usually use either of them
Can sometimes use either of them
Can use neither of them
4月
7月
12月
3月





Follow-up questions were introduced in January, so there is no data compared before. Only one student was able to use a follow-up question in the speaking test, and this student impressed me in the test because he made the conversation keep going using "how about you?" like below (the bold and underlined):

Ken : hi
Shin : ah..えーっと what visit to go... go to play ...ん?
Ken : I want to visit to Tokyo
Shin : oh, that's nice ... is it exciting to go there?
Ken : exciting...yes

Shin : [10 seconds silence]

Ken : **how about you?** what what visit what place visit do you want to go?

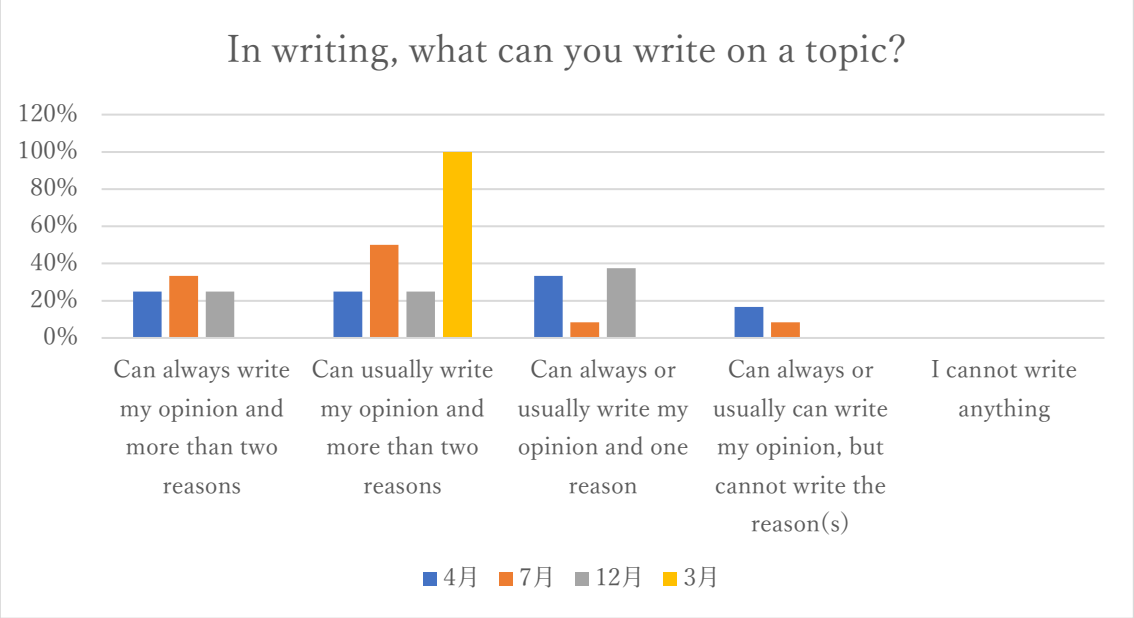
Shin : ah, what place do you want to go?

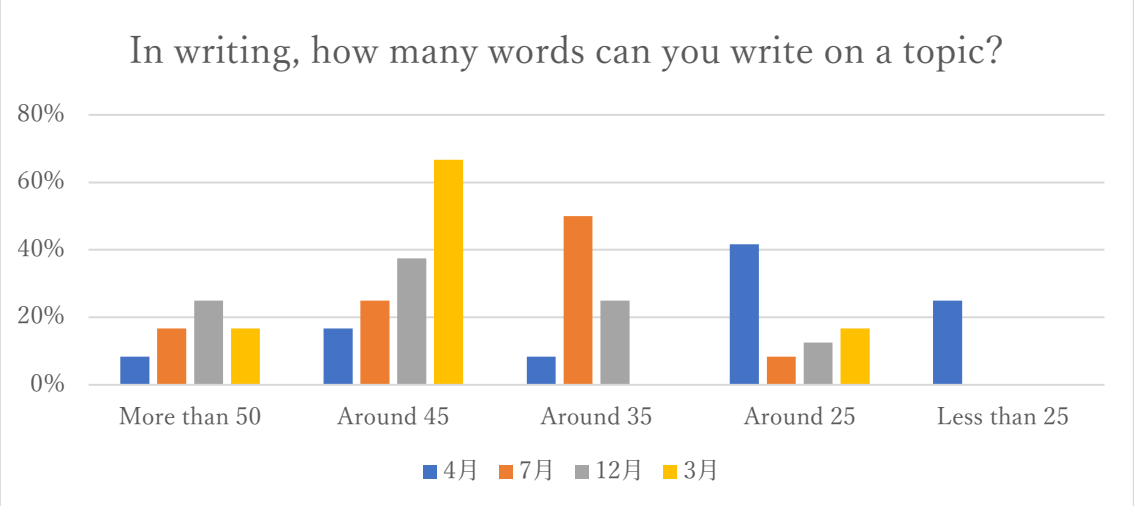
Ken : ちがうちがう、俺が聞いてるの。

Shin : ahhh えーっと I want to visit えっと New York

He realized that his partner could not continue the conversation, and started the new context by using “how about you?” This conversion was so natural.

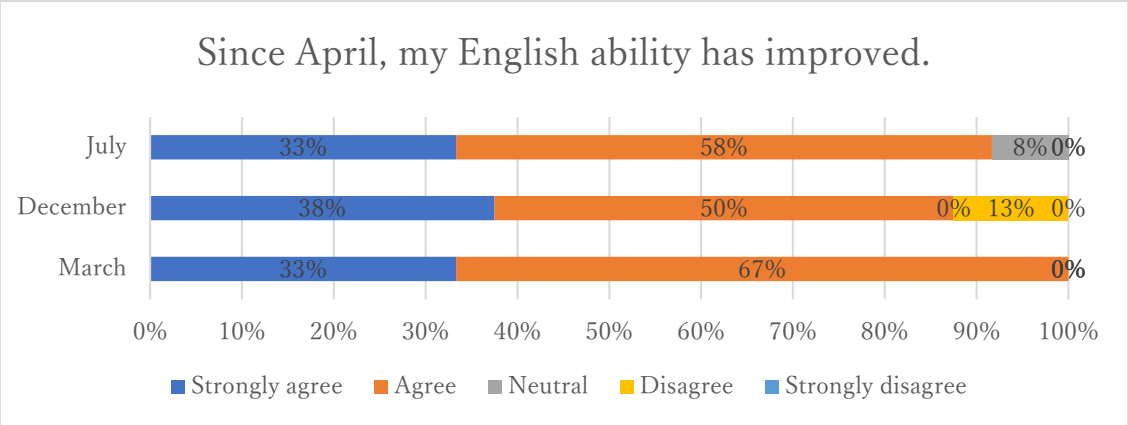
In writing, more students can write more wors than they could in April.





[Survey result of Part III]

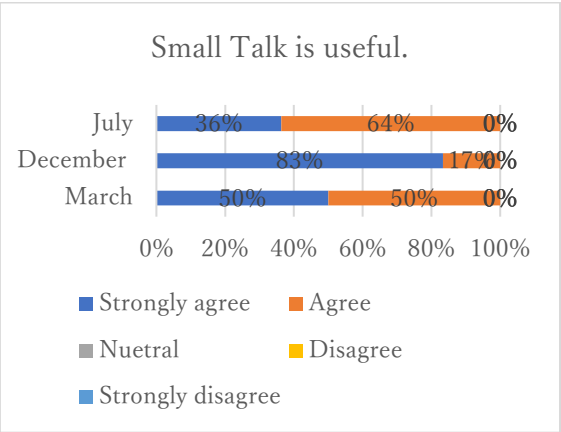
The third part regarding the students' awareness of the relations between the activities in class and their academic performance. It is first asked if the English ability has improved since April. If the answer is positive like "strongly agree" or "agree", he or she answers the following 16 questions; if the answer is the rest, he or she answers the following different two questions.

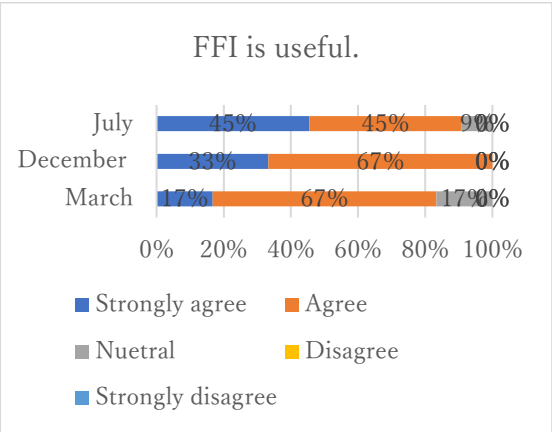


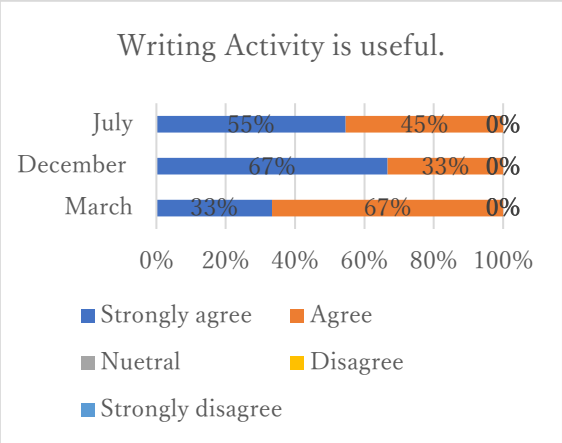
I am glad that all the students, who remain in the lower-level class throughout the year, indicated that their English ability improved.

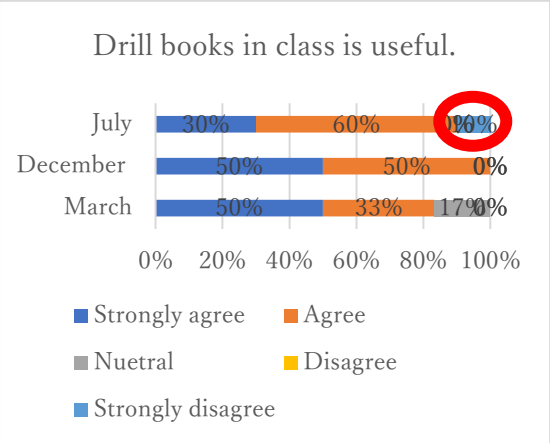
- **To improve my English ability**

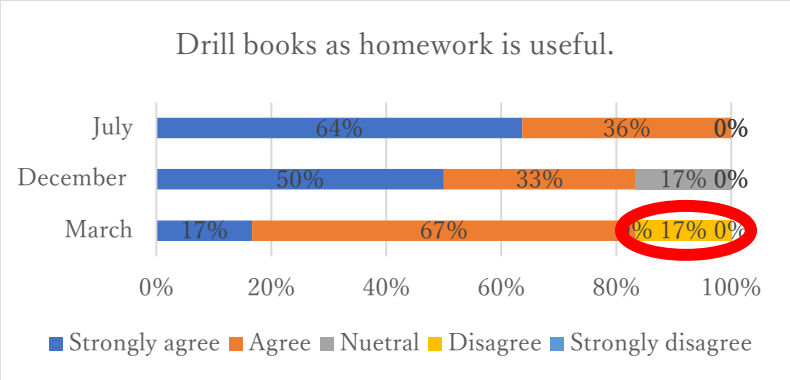
In terms of improving students' English ability, what I did in class is mostly useful to them. It is interesting that one student does not think it is useful to use the grammar drill book in class (see the red circle) in the first term. On the contrary, in the third term, one student hopes to do grammar drills in class (see the red circle). However, you can see most students agree that doing the grammar drill book at home is useful to improve their English ability.





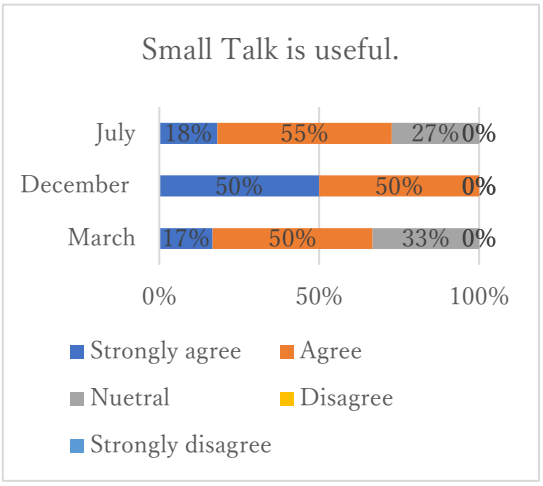


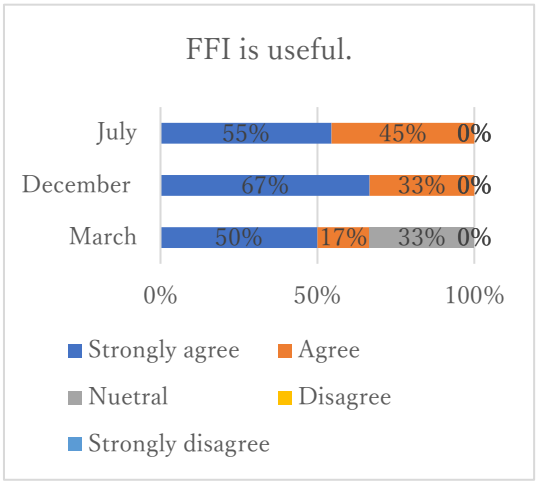


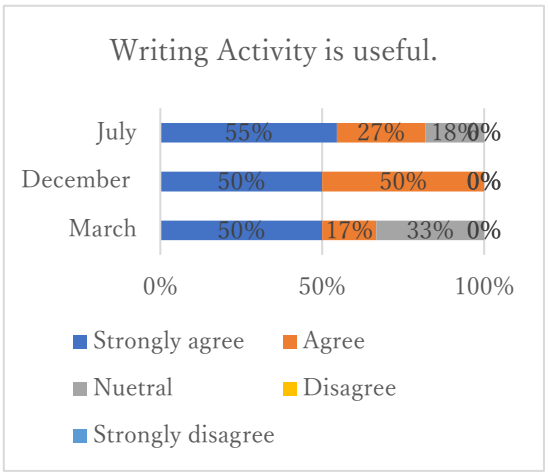


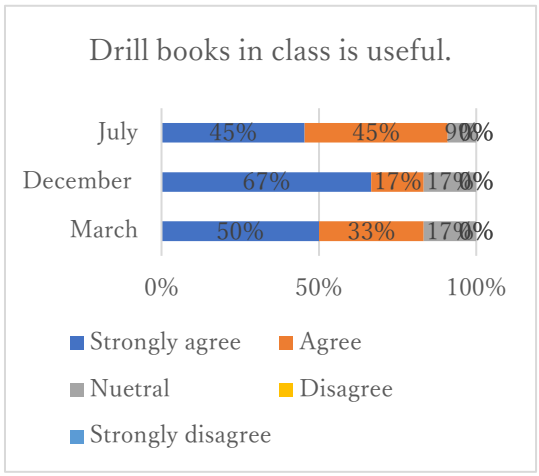
- **To improve my English exam scores**

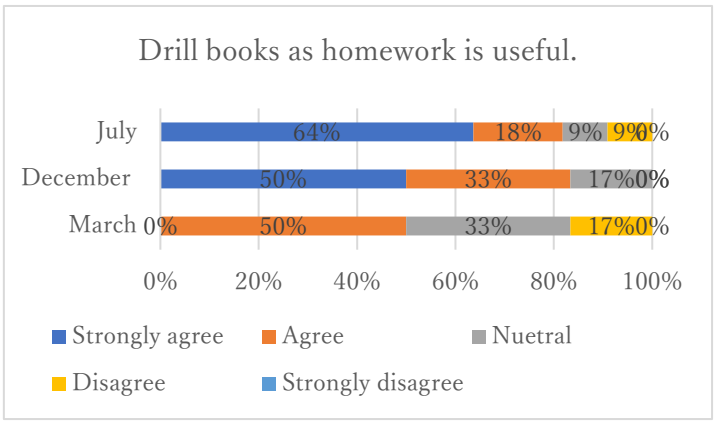
You can see an interesting tendency in terms of improving students' English exam score. In March, they think that in-class activities are relatively less useful than before. This may be because they learned that the activities for the performance tests in class will not be related to their grades. It is natural that they think it is useful to do the drill book to get high marks in the exam because the exam covers the drill textbook only.





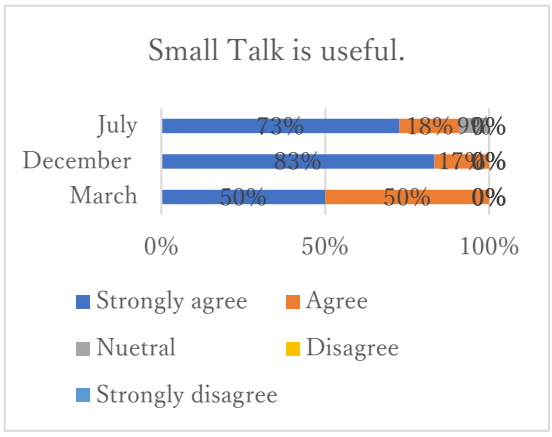


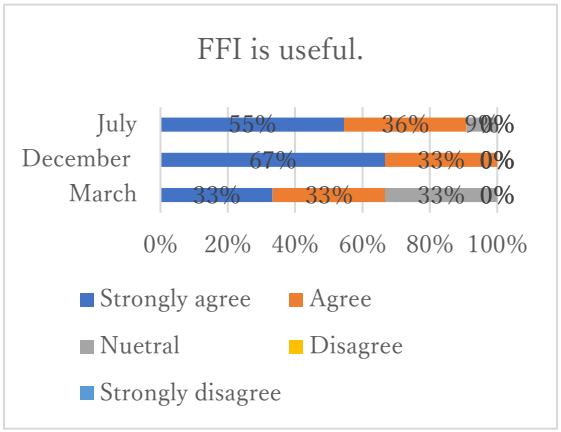


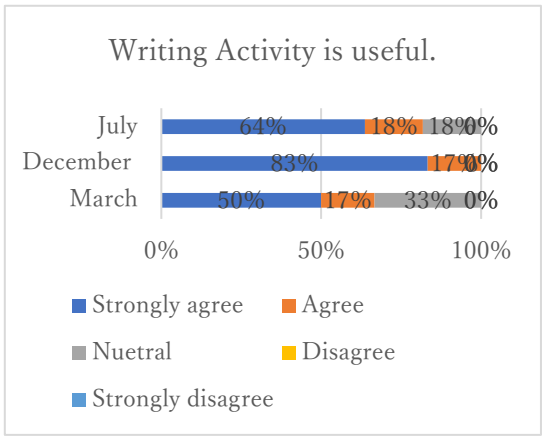


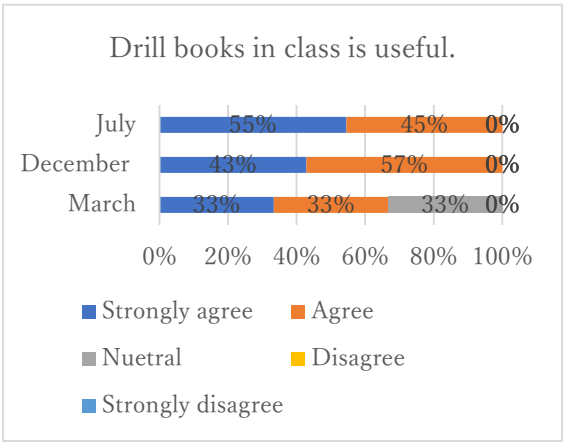
- **To pass EIKEN**

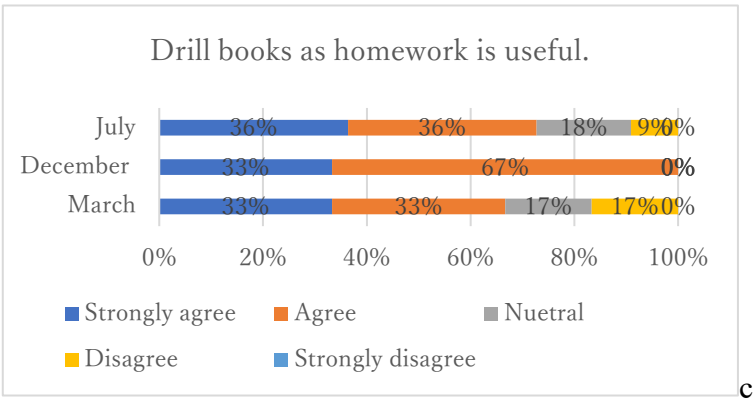
EIKEN requires the examinees to speak to pass the test. This is thought to be a simple reason why all the studetns think Small Talk is useful to pass EIKEN. In this respect, introducing speaking test to the school exam is reasonable to improve students' communicative competence. Also, some think doing drill textbook at home is not useful. Activities to use English in class must be helpful to such studetns.











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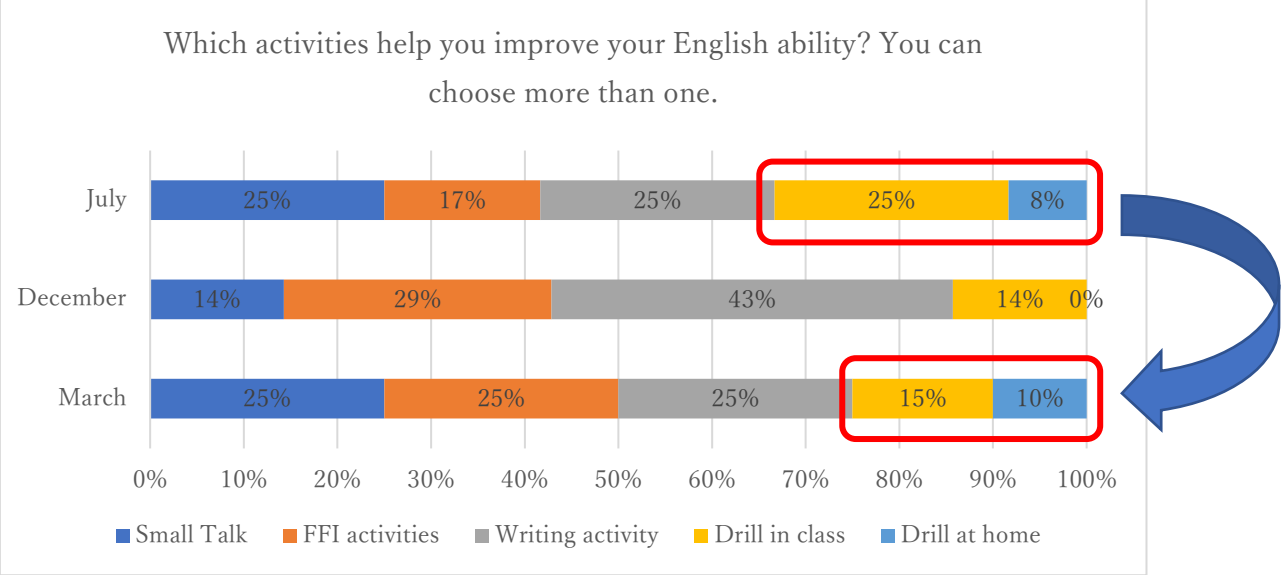
The result of EIKEN for the students belonging to my class is below. I note that not only my lessons but also other teachers' lessons contributed to the results as a matter of course.

	Number of my class members	Result
July	12	6 passed EIKEN 3rd grade
November	9	1 passed EIKEN Pre 2 grade 2 passed EIKEN 3rd grade
February	7	1 passed EIKEN Pre 2 grade 2 passed EIKEN 3rd grade

Last chart below indicates the activities they think were helpful to improve their English ability. Overall, what I did in class is helpful for them. It is a salient tendency that the students do not think that doing drill textbook relatively less effective to improve their

English ability.



- **The students' comments**

Lastly, I introduce the students' comments on some open-end questions. First, I would like the students to compare themselves between in April and in March. They made comments about the attitude toward English, and their English skills. In addition, I let the students write any comments or requests about the class.

Most students made positive comments on their attitude toward English and skills. Some students mentioned in the last class that they want me to teach English next near too, because the other teacher only does drill textbook in class and that is boring. I put salient comments below. The number in brackets is the total number of students who had similar comments.

[About the attitude toward English]

Positive Comments

I did not have motivation for English learning, but now I like/enjoy learning English (16)

I memorized words, but now I pay attention to pronunciation. (1)

I just used words I knew, but now I look up new words and try to use them. (2)

Negative comments

I just memorized words and still do this.

[About English skills]

Positive Comments

I could not speak English, but now I can with conversation strategies. (4)

I could not write English well, but I can do it. (6)

Now, I can read faster than before and sometimes enjoy talking with people with ut hesitation although I am still not good at talking with or in front of people. (1)

Negative Comments

I couldn't understand English from listening, and still, I cannot.

[Comments or requests on the class]

I want to do more activities in class. (8)

I had a lot of fun. (7)

I want you to teach us English next year. (3)

Small Talk will be helpful to pass EIKEN. (1)

I want you to give me more grammar explanations. (1)

I want you to review the previous lesson at the beginning of the lesson. (1)

- **The result of the interview**

I interviewed six students. All six students answered "Small Talk is beneficial." For example, "*I can now read English better and more smoothly. (Ken in December),*" "*I learned a lot of expressions through model dialogs. This recursive practice makes my English better. (Saki in December),*" and "*I learned conversation strategies and have got used to conversation in English. Conversation strategies have made my conversation effective. (Takeshi in March).*" It is interesting that three students remarked conversation strategies.

As for my focus-on-form instruction, all the students mentioned that activities are effective for them to learn grammar. *"Activities enabled me to learn how to use the grammar items in a context (Ryo in March)."*

These activities above were helpful to most students. They think so when they went to EIKEN interview tests.

"I could pass EIKEN 3rd grade because I learned several variations about conversation in English (Ryo in March)"

"The time when I found the activities in class most helpful was when I was able to answer the questions quickly at the EIKEN interview test (Ken in December)."

They felt what they did in class effective through performance test. If there were more performance tests in school, they could feel more fulfilled through the process of learning English at school.

7. What I learned

First, I have impressed that the conversation strategies are so effective. They are simple, but they have made the students' conversations effective. Whether they know the conversation strategies or not will make the difference.

Second, the students like communicative language learning. My relatively low-level students always proposed that we should play games (activities). They enjoyed using what they learned through output activities. My focus-on-form instruction needs to be improved, but the students' comments indicated in my survey have made me believe that I am on the right track.

Lastly, I hope that traditional tests based on grammar drill textbooks should be modified, and I want to see how the students will be changed or not changed when a performance test takes place. In my school, the students are evaluated only by paper-based tests, mainly based on the questions in the grammar drill textbook they used. My students tried hard on the performance tests like Speaking tests and Fun essays even though the results do not reflect in school grades. However, if the results of their performance had gone to the school grades, I believe they would have practiced harder and learned a language better.

8. Future issues

- Making my focus-on-form instruction stronger by creating an enriched input.
- Integrating the activities of focus-on-form instruction with the small talk activity.

I will put some grammar items in the topic-based small talk activity so that students can learn what they learned better.

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Lesson Plan (Monthly AR report for February partially modified)

1) Level: 2nd year of a private junior high school, the lower-level class*

*22 students are divided into two classes based on their grades after every exam.

2) Class size: 7 students (Female 1, Male 6)

3) Time: 50 minutes × 3 / week

4) Textbook: *Tettei Enshu Text English 2nd grade* (Juken Kenkyu-sha)

「徹底演習テキスト 英語　2 年」（受験研究社）

5) Objectives:

(1) Students will be able to talk about the country they want to visit in pairs for 2 minutes relying on conversation strategies by the end of February.

(2) Students will be able to write Fun essay about the country they want to visit with more than 50 words by the end of February.

6) Basic lesson procedure:

(1) Small Talk activity → related to Speaking test

(2) Writing activity (whose topic is the same as that of Small Talk) → related to Fun essay

(3) Focus on form instruction

7) Activity: “zero (bare) infinitive” (Day 8)

(1) Goal: To interview classmates using “zero (bare) infinitive” to make BINGO.

(2) Procedure of the activity (Focus-on-form instruction)

- Input

STEP1: Ss sort out the topics into four categories and share it.

STEP2: Ss listen to T and circle what they hear.

- Noticing

STEP3: Ss fill in the blanks of the explanations of a new grammar based on what they notice. T explains/summarize today’s Grammar Point, if necessary.

- Output

STEP4: Ss get ready to do BINGO. Ss practice the model dialog with T. Ss wrote their own answers in the worksheet and ask classmates questions for BINGO.

STEP5: Ss put Japanese into English and correct answers.

Handouts

1) Small talk activity and writing activity

February Speaking & Writing Project

学んだ文法事項を使った会話をし、文章を書こう

テーマ：***Place you want to visit?***

STEP1 それぞれの問いに自分の答えを書こう。

Q.1 What place do you want to visit?

Q.2 Is it (easy / difficult / exciting) to go there?

Q.3 Do you know how to get there? How?

Q.4 Does it have something interesting to see?

Q.5 Why do you want to visit ( )?

I want to visit ( ) **to**

Q.6 Do you want your friends to go there?

Q.7 Is it too far for you to go there?

Q.8 What will make you happy there?

STEP2 あなたならどの順番で質問をするか、Q.1～Q.8 を並べ替えよう。

Q.1 → ___ → ___ → ___ → ___ → ___ → ___ → ___

STEP3 Conversation Strategies を４つ確認しよう。

① Opener & Closer (Hi, how are you doing? I'm good. How about you?)
② Rejoinders あいづち(That's good! / Oh, I see. / Oh, really?)
③ Shadowing オオム返し
④ Follow-up Questions 追加質問 (Why? / How? / What else? / When?)
→使えそうな Follow-up Question を１つ考えよう。(どの質問の後に使うかも書く)

STEP4 Rubric を確認して会話練習をしよう。

観点	得点	評価基準
①流暢さ＆内容 【20 点満点】	20 点	・2 分以上、流暢に、内容も明快に会話を続けることができた。
	15 点	・2 分以上、会話を続けることができたが、内容や応答に不自然なところがあった。
	10 点	・2 分以上会話を続けることはできたが、いくつか*沈黙があった。内容や応答は明快であった。 *fillers を使っている場合は、沈黙にあたらない。
	5 点	・2 分以上会話を続けることはできたが、いくつか*沈黙があった。内容や応答にも不自然なところがあった。
	1 点	・2 分以上会話を続けることができなかった。
②Conversation Strategies 【20 点満点】	各 1 つ以上使用で 5 点	・Opener & Closer ・Rejoinder ・Shadowing ・Follow-up Question
③正確さ (文法 & 発音) 【10 点満点】	10 点	・文法や発音に誤りがほとんどない。
	5 点	・文法や発音に誤りがあり、意味理解に支障をきたすところがある。
	1 点	・文法や発音に誤りが多く、主に単語の羅列などでコミュニケーションを図っている。
④態度 (音量 & ｱｲｺﾝﾀｸﾄ) 【10 点満点】	10 点	・メモを見ず、音量もアイコンタクトも適度で自然なふるまいである。
	6 点	・何度かメモを見たが、音量もアイコンタクトも適度で自然なふるまいである。
	3 点	・頻繁にメモを見たり、他の方向を向いたりして話すことがある。
	1 点	・頻繁にメモを見たり音量も小さく、アイコンタクトもほとんどない。

練習表

会話相手	会話時間（秒）	Rubric に基づいた点数（自己採点）			
		①	②	③	④

Name_____

Writing Activity 2

★Speaking で練習した内容をエッセイにしよう！

Q.1 What place do you want to visit?
I

Q.2 Is it (easy / difficult / exciting) to go there?
It is

Q.3 Do you know how to get there? How?
I get there

Q.4 Does it have something interesting to see?
It has

Q.5 Why do you want to visit ( )?
I want to visit ( ) to

Q.6 Do you want your friends to go there?

Q.7 Is it too far for you to go there?

Q.8 What will make you happy there?

並べる順番はよく考える！

_____words

Rubric

観点	評価基準	得点
. 構成 （１０）	Introduction, Body, Conclusion が明確でまとまり感がある。	１０
	Introduction, Body, Conclusion が明確であるがまとまり感がやや不足である。	５
	Introduction, Body, Conclusion が不明確でまとまり感がない。	１
. 内容 （１０）	行きたい場所について，５文以上で具体的に書くことができた。	１０
	行きたい場所について，５文でおおむね書くことができた。	５
	行きたい場所について，説明文が少なく内容が不明瞭であった。	１
. 正確さ （１０）	To 不定詞の文を正しく使い言いたいことがまとめられている。	１０
	To 不定詞の文に４つ未満の間違いがあるが，言いたいことはまとめられている。	５
	語彙の選択や文法に４つ以上の間違いがあった。	１
. 語数 （１５）	５０語以上書けている。	１５
	４０語以上書けている。	１０
	３５語以上書けている。	５
	３５語未満の語数である。	１

2) Focus-on-form instruction

My mother made me clean my room.

Step1 **下の表の英語を、次のカテゴリーに分けよう。**
①あなたがやりたくないと思うもの
②あなたがやりたいと思うもの
③自分ではできないから誰かにしてもらわないといけないこと
④誰かに手伝ってもらってしたいこと

Do my homework	Study English	Go into space
Repair my iPad	Play games	Run 42.195 km
Eat delicious food	Build houses	Cut my hair
Cook dinner	Teach English to Mabuchi	Clean up classroom

A: やりたくないこと （けど、させられること）	1． 2． 3．
B: やりたいこと （そして、させてもらえること）	1． 2． 3．
C: 自分ではできないから 誰かにしてもらいたいこと （そして、してもらうこと）	1． 2． 3．
D: 誰かを手伝ってしたいこと	1． 2． 3．

Step2 **Listen and Circle**

1) My mother was angry at my test score,
so she (made / let / had / helped) me (study / studying / to study) English yesterday.
2) My mother was happy yesterday,
so she (made / let / had / helped) me (play / playing / to play) games for 3 hours yesterday.
3) My mother is a hair stylist,
so I (made / let / had / helped) her (cut / cutting / to cut) my hair yesterday.
4) My mother was busy yesterday,
so I (made / let / had / helped) her (cook / cooking / to cook) dinner yesterday.

Step3 **Grammar Point**

◎ My mother _____ me _____ English yesterday.
（昨日母は私に英語の勉強を_____。）
◎ My mother _____ me _____ games for 3 hours.
（昨日母は私に３時間ゲームを_____。）
◎ I _____ my mother _____ my hair yesterday.
（昨日私は母に髪の毛を_____。）
◎ I _____ my mother _____ dinner yesterday.
（昨日私は母が夜ご飯を_____。）

★ make, let, have, (help)を「_____」と呼ぶ。
■ 主語 make 名詞 動詞の原形：主語が名詞に～_____。【強制】
■ 主語 let 名詞 動詞の原形：主語が名詞に～_____。【許可】
■ 主語 have 名詞 動詞の原形：主語が名詞に～_____。【利害】
■ 主語 help 名詞 動詞の原形：主語が名詞が～_____。【援助】

Step4 **BINGO**
①Step1 の次の項目を自由にビンゴ枠に書く。

Do my homework	**Yes** → ..... **No** → .....
Repair my iPad	**Yes** → ..... **No** → .....
Eat delicious food	**Yes** → ..... **No** → .....
Cook dinner	**Yes** → ..... **No** → .....
Study English	**Yes** → ..... **No** → .....
Play games	**Yes** → ..... **No** → .....
Build houses	**Yes** → ..... **No** → .....
Cut my hair	**Yes** → ..... **No** → .....
Clean up classroom	**Yes** → ..... **No** → .....

ビンゴ枠

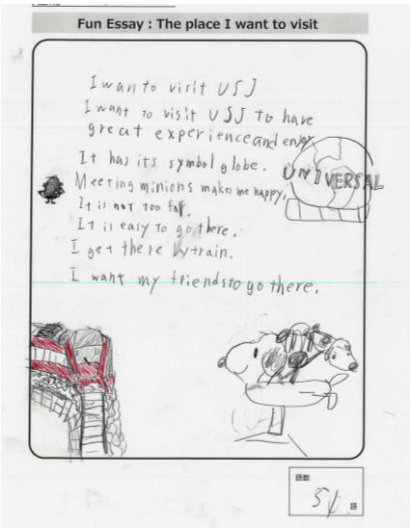
②Did you ~?という質問をする。
＜Model Dialog＞

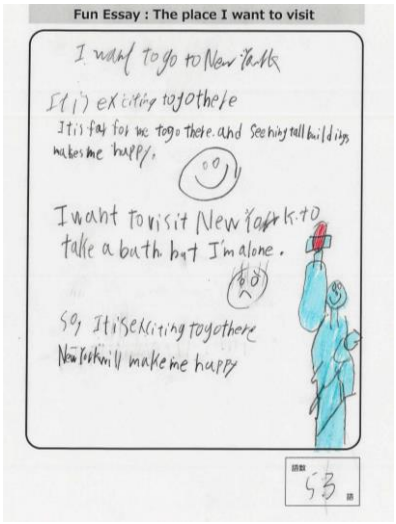
A: Did you do your homework?
①させられる場合 B: No, I didn't. But my mother **made** me do my homework.
②させてもらう場合 B: Yes, I did. My mother **let** me do my homework.
③誰かにやってもらう場合 B: No, I didn't. But I **had** my friend do my homework.
④手伝ってもらう場合 B: Yes, I did. My friend **helped** me do my homework.
※_____部は自由に入れる。
A: I see. Thank you for letting me know.

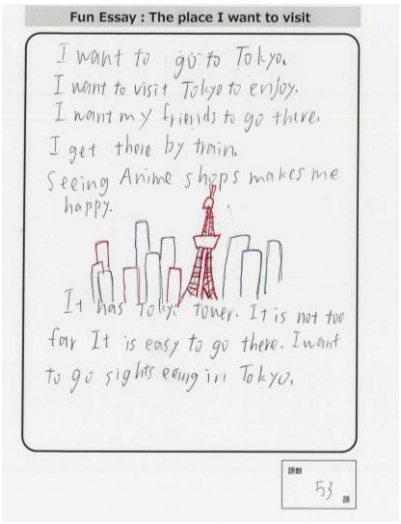
③Yes の答えをもらって、**相手が使役動詞を使った文章が言えたら**枠に○。
④２ビンゴ者が出るか、５分経ったら終了。

Step5 **次の日本語を英語にしてみよう**
１）濱田先生は私に英語の勉強をさせました。
_____
２）櫻井先生は私に英語の勉強をさせてくれました。
_____
３）私は英語の宿題を友達にやってもらいました。
_____
４）ミラー先生は私が英語の勉強をするのを手伝ってくれました。
_____

Students Works







Appendix (Survey & Interview questions)

3学期授業アンケート

◎2年生Jクラスの皆さん、3学期も授業を共にしてくれてありがとう。このアンケートで、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、感じ方がどう変化したか等、該当する数字に○をつけて答えてください。3学期以降の授業の参考にします。

1．英語学習について

			とても好き	好き	どちらでもない	あまり好きではない	嫌い
a.	英語が好きですか。	4月	5	4	3	2	1
		今	5	4	3	2	1
b.	授業のsmall talkは好きですか。	4月	5	4	3	2	1
		今	5	4	3	2	1
c.	Grammar Pointのアクティビティは好きですか。	4月	5	4	3	2	1
		今	5	4	3	2	1
d.	Writing Activityは好きですか。	4月	5	4	3	2	1
		今	5	4	3	2	1

2．英語力に関して

			すべて理解できる	ほとんどすべて理解できる	だいたい理解できる	少しか理解できない	全く理解できない
a.	授業中、先生の英語をどれくらい理解できますか。	4月	5	4	3	2	1
		今	5	4	3	2	1

			沈黙なく2分以上	沈黙はあるが2分以上	沈黙なく1分以上	沈黙はあるが1分以上	1分未満
b.	small talkでmodel dialog無しでどれだけ英語で話し続けられますか。	4月	5	4	3	2	1
		今	5	4	3	2	1

c. small talkでConversation Strategiesはどれくらい使えますか。

			どちらもいつも使っている	どちらもたいてい使っている	どちらかはたいてい使っている	どちらかは時々使っている	どちらも使っていない
c-1.	OpenerとCloserについて	4月	5	4	3	2	1
		今	5	4	3	2	1

			いつも3種類以上使っている	たいてい3種類以上使っている	たいてい1つか2つは使っている	時々1つか2つは使っている	何も使っていない
c-2.	Rejoinder（あいづち）について	4月	5	4	3	2	1
		今	5	4	3	2	1

			いつも3回以上行っている	たいてい3回以上行っている	たいてい1回か2回は行っている	時々1回か2回は行っている	行っていない
c-3.	Shadowing（オオム返し）について	4月	5	4	3	2	1
		今	5	4	3	2	1

			いつも自分の考えとそれに対する2つ以上の理由を書ける。	たいてい自分の考えとそれに対する2つ以上の理由を書ける。	いつもしくはたいてい自分の考えとそれに対する1つの理由は書ける。	いつもしくはたいてい自分の考えは書ける。	何も書けない
d.	Writing Activityで何をどれくらい書くことができますか。	4月	5	4	3	2	1
		今	5	4	3	2	1

			50語以上	45語前後	35語前後	25語前後	20語未満
e.	Writing Activityで何語程度書くことができますか。	4月	5	4	3	2	1
		今	5	4	3	2	1

3．英語力と成績等の関係について

		とてもそう思う	そう思う	どちらでもない	そう思わない	全くそう思わない
a.	4月以来、自分の英語力は向上した。	5	4	3	2	1

上記で5・4と回答した人は、下のb.に進み、i～xviの質問に回答してください。その後は、4.に進んでください。
上記で3・2・1と回答した人は、裏面のc.に進み、xx～xxiの質問に回答してください。その後は、4.に進んでください。

	b. a.で5・4と回答した人	とてもそう思う	そう思う	どちらでもない	そう思わない	全くそう思わない
i.	small talkは自分の英語力向上に役立つ	5	4	3	2	1
ii.	small talkは学校のテストの点数向上に役立つ	5	4	3	2	1
iii.	small talkは英検の合格に役立つ	5	4	3	2	1
iv.	Grammar PointのActivityは自分の英語力向上に役立つ	5	4	3	2	1
v.	Grammar PointのActivityは学校のテストの点数向上に役立つ	5	4	3	2	1
vi.	Grammar PointのActivityは英検の合格に役立つ	5	4	3	2	1
vii.	Writing Activityは自分の英語力向上に役立つ	5	4	3	2	1
viii.	Writing Activityは学校のテストの点数向上に役立つ	5	4	3	2	1
ix.	Writing Activityは英検の合格に役立つ	5	4	3	2	1
x.	文法テキストを授業内で行うことは自分の英語力向上に役立つ	5	4	3	2	1
xi.	文法テキストを授業内で行うことは学校のテストの点数向上に役立つ	5	4	3	2	1
xii.	文法テキストを授業内で行うことは英検の合格に役立つ	5	4	3	2	1
xiii.	文法テキストを宿題として行うことは自分の英語力向上に役立つ	5	4	3	2	1
xiv.	文法テキストを宿題として行うことは学校のテストの点数向上に役立つ	5	4	3	2	1
xv.	文法テキストを宿題として行うことは英検の合格に役立つ	5	4	3	2	1
xvi.	どのActivityが自分の英語力向上に役立つと思いますか。（複数回答可）	Small Talk	Grammar Pointのactivity	Writing Activity	文法テキスト（授業内でやる）	文法テキスト（宿題でやる）
		6. その他（具体的に: ）				

	c. a.で3・2・1と回答した人					
xx.	どのActivityが自分の英語力向上に役立ちませんでしたか。（複数回答可）	Small Talk	Grammar Pointのactivity	Writing Activity	文法テキスト（授業内でやる）	文法テキスト（宿題でやる）
		6. その他（具体的に: ）				
xxi.	どのActivityが自分の英語力向上に役立つと思いますか。（複数回答可）	Small Talk	Grammar Pointのactivity	Writing Activity	文法テキスト（授業内でやる）	文法テキスト（宿題でやる）
		6. その他（具体的に: ）				

4. 4月の自分と現在の自分を比較してください。できるだけ詳細に記述してくれると、今後の大きな参考になります。

a. 英語学習や英語使用の対する自分の姿勢について

4月の自分の英語学習や英語使用に対する姿勢は…

今は…

b. 自身の英語スキル（Reading, Listening, Speaking, Writing, Othersなど）について

4月は…

今は…

5. 授業に対するコメント、要望を自由に書いてください。こちらもできるだけ詳細に書いてくれると大いに参考になります。

（例えば、先生が授業をよりよくするため、また、あなたの英語力向上のためにできることはありますか。）

２年生英語２ インタビュー

このインタビューはこれまでの英語の学習について把握し、今後の授業に役立てるのに利用します。テストではないので、正直に答えてください。

1. 英語２の授業は楽しいですか。また、それはなぜですか。

2. 今年度４月から授業を通して成長したことは何ですか。（話す力・聞く力・書く力や文法、英語に対する意識など）

3. 授業では、授業の最初に Small Talk を続けてきました。この英会話練習は効果的でしたか。これを通じて知ったこと、できるようになったことは何ですか。

4. 授業では、文法の学習にはハンドアウトを使って Grammar Point を確認し、それを使ったアクティビティ（BINGO など）を行ってきました。この文法の学習に、積極的に参加できましたか。それによって文法に理解は深まりましたか。

5. 授業の Small Talk や文法学習は、学校のテスト成績の向上や英検合格などに役立ちましたか。いつ（どんな時に）そう思いますか。

6. その他、授業の感想や質問はありますか。