Ramona Miwa

Exploring the effective use of translanguaging in Communicative Language Classrooms

Context

Subject : Oral Communication

Level : 1st-year Japanese University students, low-level beginners

Time : 90min class 1/week

Class size: 16 students

Textbook : Handouts based on Nice Talking with You 1 by Tom Kenny/Linda Woo

Problems

The majority of students in this class have little motivation or interest in studying English and have remained stuck at a very low level despite four years of English in high school and one semester in college. It takes time to establish the rapport and repetition required just to begin helping students achieve observable progress, by which point little time is left for further progress to be made. Low English levels and low motivation are both obstacles to communication and, by extension, to giving instruction in English (L2) only.

It's these types of classes that so many ESL teachers are often challenged with. For those teachers who can use students' L1 effectively for instruction, translanguaging can be either a crutch or a strong piece of scaffolding, so I see great value in discerning both the potential merits and risks and applying those observations with great thought and care.

Action Research Goal

To assess the use and usefulness of translanguaging within the context of ELT.

Research Questions

1. How can a student's native language be leveraged for more effective communicative language teaching (CLT)?

2. What beliefs do students hold regarding the use of L1 in L2 classes?

3. What are the potential advantages of translanguaging within the context of ELT?

Literature review

Translanguaging

Translanguaging is a method in which multilingual speakers use multiple languages as an integrated approach to communication and negotiation of meaning. "Trans" in translanguaging refers to the ways that multilinguals' language practices "go beyond" historically recognized language systems (García & Li Wei, 2014, p. 42; Li Wei, 2011). The term "translanguaging" has been used to describe how bilingual people make use of their linguistic resources (Vogel, & García, 2017). Although many who have been influenced by the traditional "Separate Underlying Proficiency" model would criticize the use of a students' mother tongue within the context of second language learning classes (Cummins, 1980), the concept of translanguaging presents potential opportunities for both teachers and students to utilize their full ranges of linguistic resources, rather than limiting the potential for communication and learning.

Within the context of education, translanguaging can be seen as the use of one language to strengthen the other, increasing students' opportunities for deeper understanding and engagement in both the languages. Translanguaging can also be viewed as a pedagogic study in which students' learning consists of two different processes with deep cognitive engagement in the bilingual (García & Lin, 2017).

There are four major benefits which the translanguaging offers, specifically in relation to language education.

- Deeper engagement and understanding of content and concepts (Vogel, & García, 2017).
- Development of a stronger command of other languages (García & Kleyn, 2016).
- Facilitation of connections and ease of switching between languages.
- Increased opportunities for fluent speakers to negotiate meaning with students of lower proficiency (García-Mateus & Palmer, 2017).

Socio-cultural theory (SCT) in second language education

As pointed out by Swain, et al. (2011) socio-cultural theory emphasizes the strong, mutually influential relationship between an individual's environment and how that individual perceives and interacts with that environment. SCT in second language education is based on the understanding that students learn best when they are engaged in a process of generating meaning and knowledge rather than passively receiving information (Pathan, et al., 2016). Vygotsky believed that social interactions play a key role in the process of learning and acquiring language (Currie, 2008). Mediation, scaffolding, and internalization are three contributing concepts of SCT (Panhwar, et al., 2016).

Mediation is the use of tools and signs as an interface for interacting with the world around

us rather than interacting with it directly (Panhwar, et al., 2016). Culturally constructed materials (tools) and symbols (signs) are the mediational means that enable us to perform higher mental activities (Vygotsky, 1978). Language, for example, is one such form of mediation that allows us to interact with the world. Another form of higher mental activity is "regulation," which has three stages: object-regulation, other-regulation, and finally self-regulation, the ability to achieve goals with less or no external support (J. P. Lantolf, 2006). Self-regulation is not an easily achieved form of mediation and is only made possible over time through internalization, which is described by J. P. Lantolf (2006) as the process of making a previously external resource internally available to the learner. Internalization can also be seen as the way cultural objects contribute to mental function, connecting people to their social environments (Siyanova-Chanturia & Pellicer-Sanchez, 2018). This complex process of internalization can be greatly aided by scaffolding.

Scaffolding refers to any learning opportunity facilitated by an expert, peer or parent wherein a learner can achieve higher levels of knowledge, skills, and performance (Donato, 2000). This is often easily confused with the concept of ZPD, another central element of SCT which differs in that ZPD allows for changes in mediation as the facilitator seeks opportunities to shift more control to the learner (J. P. Lantolf, 2006). Scaffolding, however, is defined as assisted performance in which the degree of assistance is gradually decreased as the learner becomes more capable. So, as the learner gradually internalizes various mediations first provided by a facilitator, more assistance is removed, encouraging the learner to reach a little farther. Ideally, in the end, the scaffolding is completely removed, and the learner is able to perform freely, self-regulating. This all fits within the framework of SCT in the context of SLA, because scaffolding, as well as many other forms of mediation, rely on meaningful social interaction between a learner and a teacher.

Communicative Language Teaching (CLT)

One major feature of CLT offers is that it differentiates between meaningful, communicative, and mechanical language (Khadka, 2017). Communicative Language Teaching is a method of teaching a second language that focuses on 1) the means of communication and 2) the goal of understanding a new language (Savignon, 2018). By this definition, CLT is quite compatible with the concept of translanguaging, and there is evidence of this being true in practical application, as well. A study by Chen (2015) on the effects of applying CLT in a mixed English conversation class revealed that the use of L1 in a mixed English conversation class aided in reducing learners' anxiety. This translanguaging was successfully combined with other CLT methods to help students become more proactive learners with more positive attitudes toward learning (Toro, et al., 2019).

Code Switching & Culturally Relevant Teaching (CRT)

Code switching is a concept in which an individual utilizes multiple manners of speech, switching from one to another based on the type of social environment in which the individual is communicating (Elkins & Hanke, 2018). The practice of code switching is considered as necessary in classroom cultures, and it is said that teachers must focus on instructing students about the appropriate ways of speaking for a variety of situations they might encounter outside of the classroom. Code switching is considered particularly relevant in contemporary culture. It's imperative for teachers to familiarize students with code switching so that students can adapt and respond appropriately to different situations beyond the classroom.

Culturally relevant teaching (CRT) and code-switching both deal with the cultural and linguistic information of students as a base for operative guide with the learning environment (Treffers-Daller, et al., 2018). Mentors and teachers must make efforts to create strong connections with their students (Lixun, 2019), but cultural and linguistic differences can often constrain that

critical connection. It is considered as highly important for teachers to develop an understanding with students by using language as a building block in several scenarios or environments (Cahyani, et al., 2018). Code switching can be practiced in conjunction with CRT within the classroom between peers or between students and teachers in order to remove linguistic and cultural barriers, enabling strong relationships and a more positive, productive learning environment.

What I did

Each unit was covered over two weeks (one lesson per week), giving students tools in the first week and then opportunities to use those tools in the second week. In addition to making some alterations to the course materials after the first semester, I also made some adjustments to my teaching style.

Adjustments to Teaching Style

With the objective of my action research in mind, I made the following changes to my teaching, particularly as related to the use of L1.

1. The biggest change was that I tried to decrease my use of Japanese with students little by little. In retrospect, I can see that this was a form of scaffolding, but it was done more out of intuition than conscious intention. I suspect that a more conscious approach would yield even better results, which I will attempt next semester, but the efforts I did make were still beneficial. For example, when giving instructions in English and seeing that many students didn't understand, I would try asking capable students to translate my instructions instead of using L1 myself. This not only provided the class with the information they needed in order to comprehend content and participate in class, but it also gave some stimulation to higher level students who might otherwise feel bored with the pace of class.

2. I also tried using more visual tools to aid in communication, usually as talking points or prompts for communication between partners during pair work. This reduced the need for me to resort to using Japanese to explain vocabulary or concepts that most students wouldn't have understood in English.

3. Having observed that students in this class could easily become unattentive, I incorporated more physical movement in lessons, giving students instructions that required them to move a little from time to time. This helped keep students awake and aware, and it also provided me with clear feedback on how well they could understand instructions given in simple English. I was able to monitor students' progress and adjust the pace and difficulty of the class accordingly.

4. One additional change I made was to increase the amount of pair work and have students work with more partners than just whoever sat next to them. This made it possible for them to develop more rapport and have smoother conversations with each other.

Action Research

I administered questionnaires at the beginning and end of the semester to evaluate and track students' potentially changing opinions and beliefs about the usefulness and use of L1 in L2 classes. The questionnaires were designed to assess students' feelings toward English, as well as their beliefs about the usefulness and use of L1 in L2 classes.

> 01. The first questionnaire, administered at the beginning of the first semester (September 2019), included questions about students' interest in English, their beliefs regarding use of L1 in L2 classes by both Ts and Ss, and students' self-assessments of their abilities.

02. The second and final questionnaire, administered near the end of the second semester (January 2020), repeated (and added) questions on L1 use and students' self-assessments of their abilities.
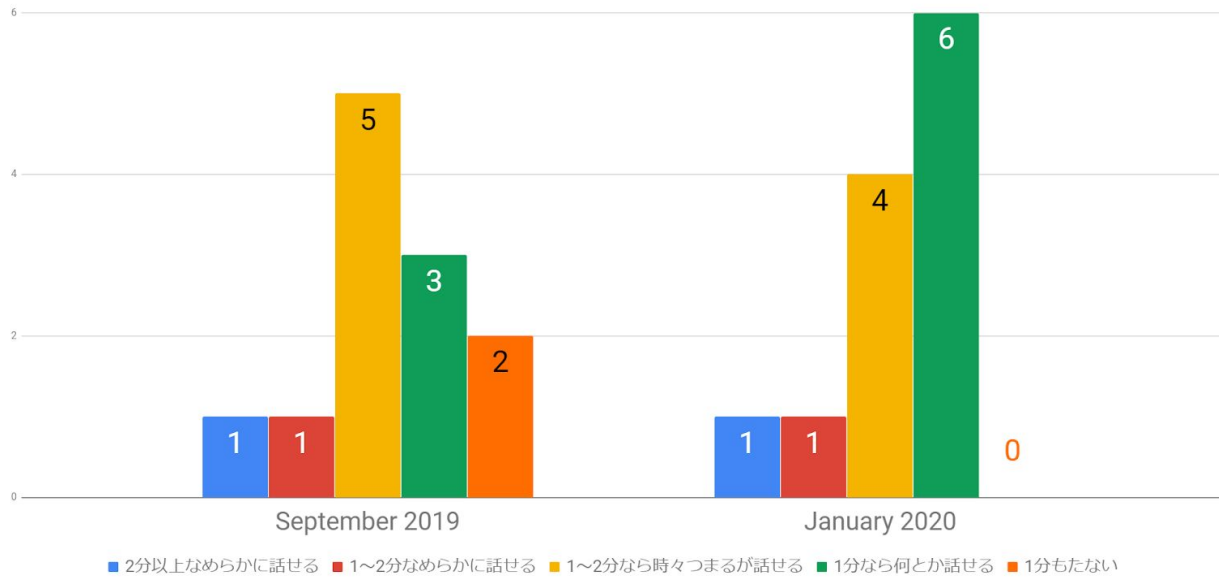
Results

In the September questionnaire, I made the mistake of having students write their names, which almost certainly influenced at least some of their answers, especially those regarding students' attitudes toward English. In the January questionnaire I was careful not to repeat this mistake. Another challenge related to the questionnaires was that there were very few students in this class to begin with, and a few were absent on the days of the questionnaires. With such a limited sample size, my questionnaires were unable to produce much conclusive data, but it did afford a few observations.

When asked at the start of the semester, 100% of the class expressed interest in improving their conversation ability, with 75% of students expressing a strong interest. Given the lack of motivation I often saw in the following weeks and months, these were interesting results. Students' conversation ability did improve in the end, but not to the degree that any of us would have hoped for. Were student's dishonest with their answers, or was their desire for improvement simply not strong enough to contend with the efforts required for achieving improvement? Or did the course itself lack sufficient mediation?
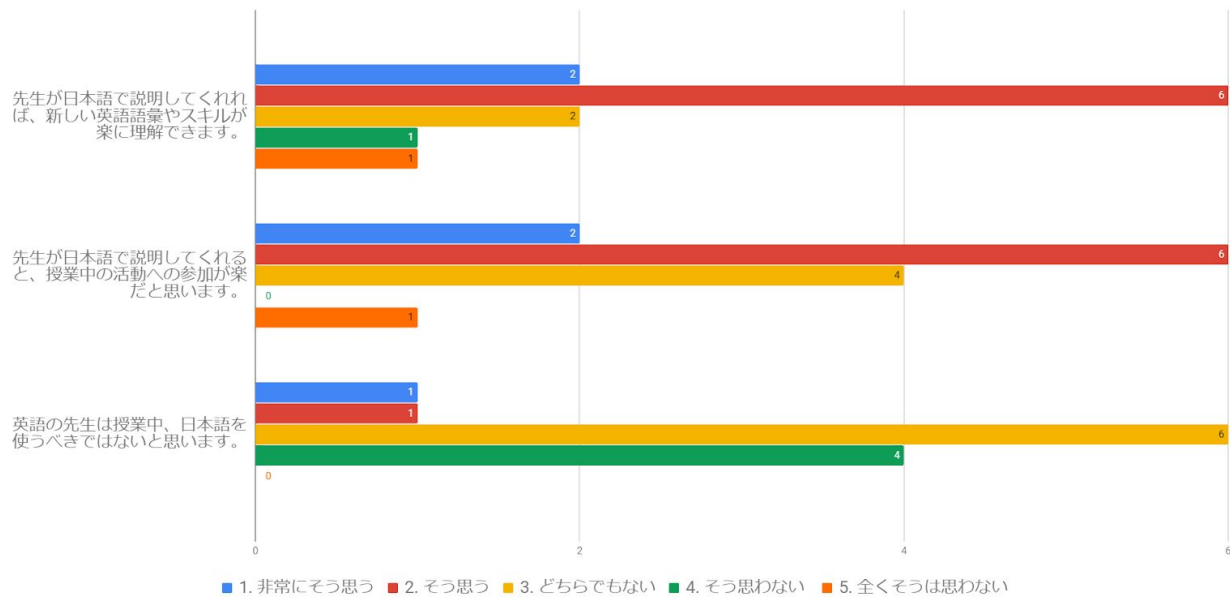
Table 1: Ss self-assessed their conversation ability at the beginning and end of the semester

Students who initially reported higher level of conversation ability appear to have experienced no measurable growth, but this result has probably been influenced by two factors. Firstly, for students who initially assessed themselves as being able to speak smoothly for two or more minutes, there was no way for them to report growth beyond that in the questionnaire at the end of the semester. Secondly, I suspect that many students underestimated or downplayed their own conversation ability. According to these results, 10/12 students in the class were still unable to hold a conversation in English for more than 2 minutes, but in the weekly pair conversation activities I observed that most of the pairs were capable of conversations of 3 minutes or more, especially toward the end of the semester.

Table 2: Ss believe that Ts' use of L1 can benefit L2 learning (September)

先生が日本語で説明してくれれば、新しい英語語彙やスキルが楽に理解できます。 — 2, 6, 2, 1, 1

先生が日本語で説明してくれると、授業中の活動への参加が楽だと思います。 — 2, 6, 4, 0, 1

英語の先生は授業中、日本語を使うべきではないと思います。 — 1, 1, 6, 4, 0

■ 1. 非常にそう思う　■ 2. そう思う　■ 3. どちらでもない　■ 4. そう思わない　■ 5. 全くそうは思わない

At the beginning of the semester, a large majority of students expressed the belief that receiving instructions from an L2 teacher in L1 would enable them to learn more and to participate more in class. When responding to the statement that teachers should **not** use L1 in class, 30% of students disagreed while 50% were apathetic, and the remaining 20% agreed.

Table 3: Ss' opinions only changed marginally on this topic over the semester (January)

先生が日本語で説明してくれれば、新しい英語語彙やスキルが楽に理解できます。 — 2, 5, 2, 2, 1

先生が日本語で説明してくれると、授業中の活動への参加が楽だと思います。 — 1, 5, 4, 2, 0

英語の先生は授業中、日本語は使うべきではないと思います。 — 2, 0, 5, 5, 0

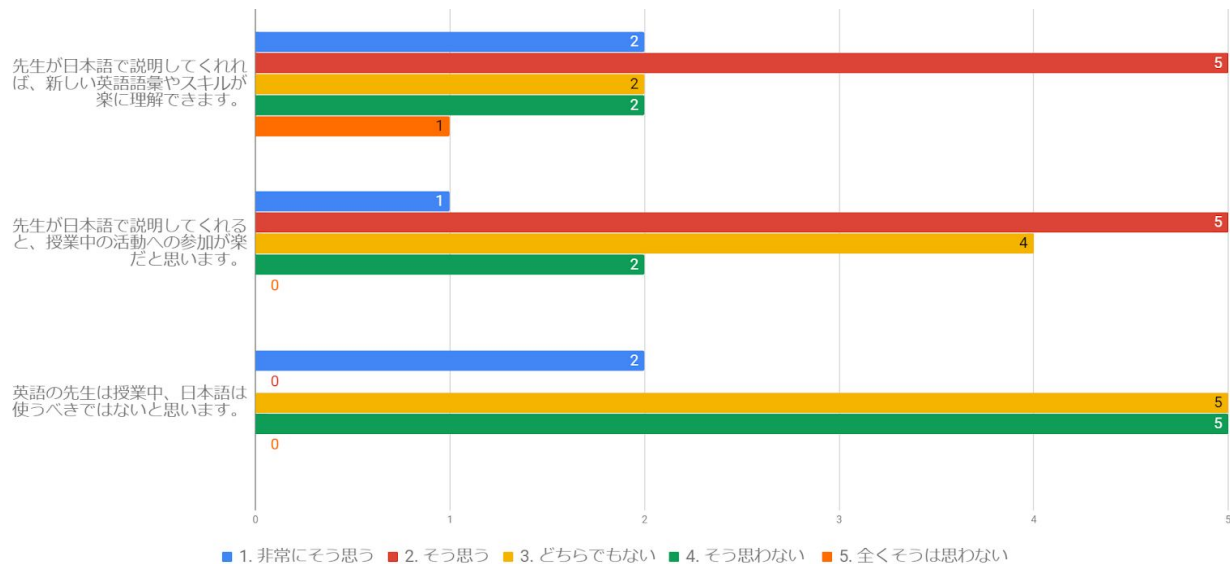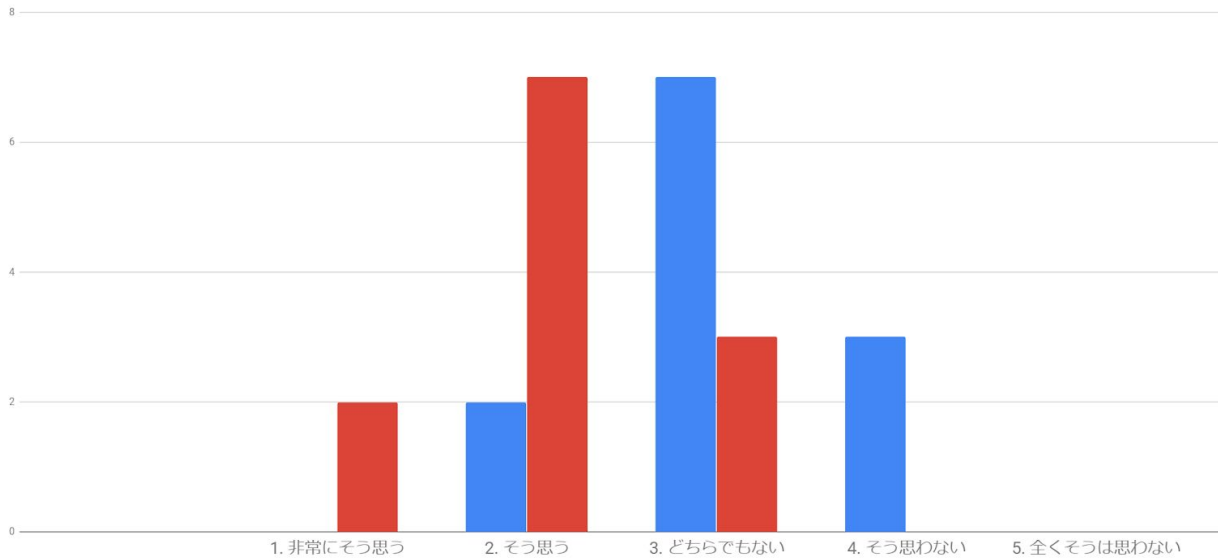■ 1. 非常にそう思う　■ 2. そう思う　■ 3. どちらでもない　■ 4. そう思わない　■ 5. 全くそうは思わない

Table 4: Ss' ability to understand T's English: Comparison of start and end of semester results

先生の言うことを英語で言われても理解できます。
September (blue) VS January (red)

Students who began the semester believing that they would not be able to understand their teacher's English made up 25% of the class. By end of the semester, all of the students' results showed a shift toward being able to understand. Perhaps most significantly, the 58.3% of students who weren't sure at the start all found by the end that they were indeed capable.

Table 5: Ss became more open to the use of L1 by themselves and their peers


学生は英語の授業中、日本語を使うべきではないと思います。
September (blue) VS January (red)
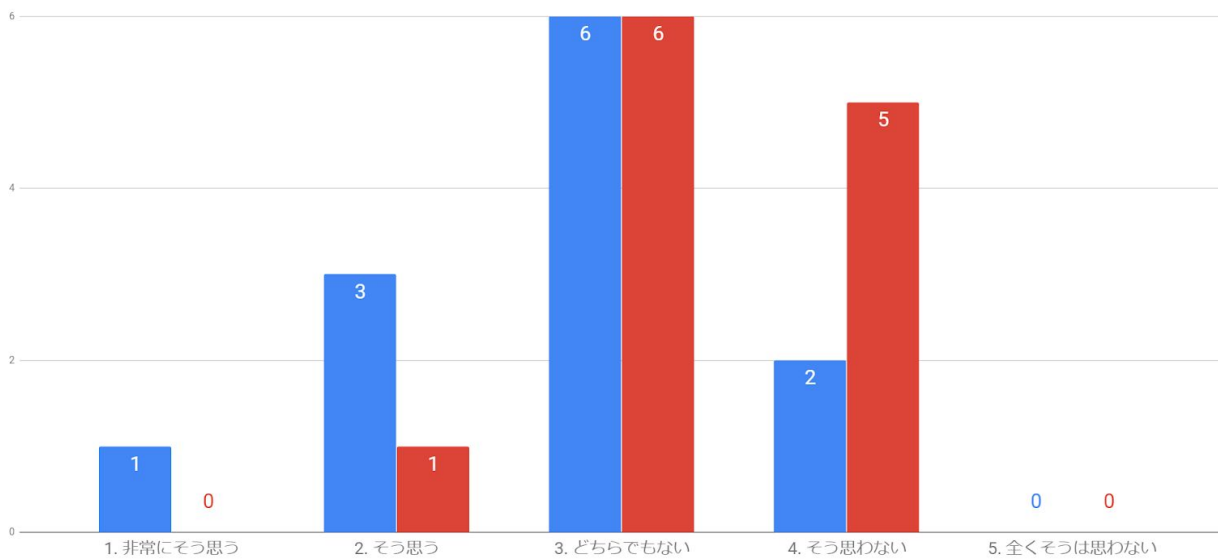
Looking at the above comparison of students' responses from September and January, there is a clear shift toward the allowance of L1 being used by students, although 50% continued to make no assertions either way.

Table 6: Ss believe it's good for Ts to understand L1, but only half believe that Ts should use it

Blue for "Yes, red for "No"
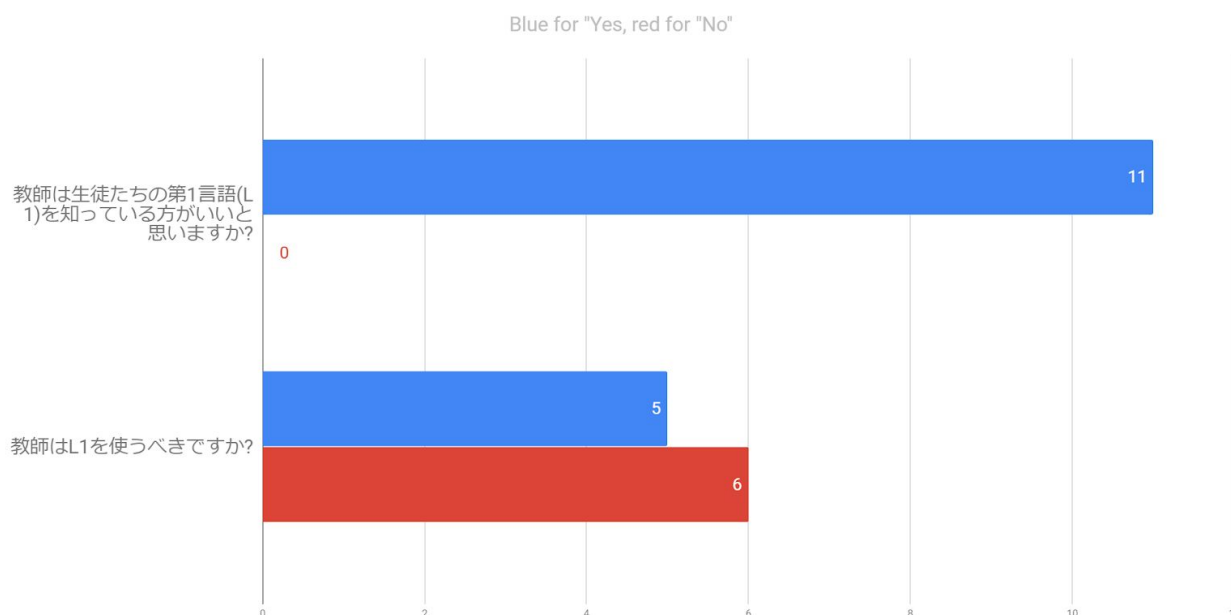
The results from Tables 2, 3 and 5 express a consistent unwillingness in students to make assertions about whether or not teachers or students should be using L1 in L2 classes. This might echo the uncertainty that many educators feel on the subject, as well. However, in Table 6 we can see that students do strongly believe it to be advantageous for L2 teachers to understand students' L1. It would be worth exploring the potential reasons for this in future research.

Student Feedback

- もう少し日本語を話す時間を無くして、英語で話す時間を増やす。

  Decrease the amount of time spent speaking Japanese a little, and increase the amount of time spent speaking English.

- 会話をするときは、知っている人とペアを組みたい。面識のない人と組むと、会話がスムーズに進まないから。

In pair conversations, I want to choose my own partner. The conversations don't go smoothly when I'm paired with someone I'm not acquainted with.

- UNITひとつひとつをゆっくり行い、確実に覚えさせることも大切だが、ペースを早めて、より多くのUNITを行い多くの語彙を覚えることも大切だと思う。

  While it is important to take units slowly, one by one, giving us time to learn, I think it is also important to increase the pace and cover more units and vocabulary.

- もっと会話をする。

  Have more conversations.

- 単語を覚える時間を増やしてほしい。

  I want more time to remember new vocabulary.

What I learned

From the questionnaires I wasn't able to learn as much as I would have liked, but I think that's because at the time of writing them, I was still somewhat uncertain of what I wanted to learn. Still, I did come away with at least a few useful insights.

The first is that most of my students find it helpful if I occasionally use Japanese to explain new vocabulary, skills, or activities, but not many students feel strongly enough about it to say that a teacher should or shouldn't use L1 in an L2 class. Not that a teacher's approach to teaching should solely rely on their students' judgments or preferences, but it's good to know that only a minority of students are uncomfortable with their L2 teacher using L1 in class.

The second insight from the questionnaires is that when it comes to self-assessment of English ability, most of my students underrate themselves. It's true that they started and ended the class with a low level of English ability, but not half as low as they assessed themselves. Self-recordings could be an interesting tool for students to assess themselves more accurately,

identifying both their strengths and their weaknesses. Hopefully, this will lead to increased confidence and performance, as well.

The last insight comes from the long form responses on the final questionnaires. When I asked students for one thing they would change about the class, I got some conflicting responses. Clearly, it isn't possible to do things exactly as everyone would wish, but knowing that they want to learn more vocabulary and cover more units is encouraging.

Fortunately, the questionnaires weren't my only opportunity for learning. Over the past year, I have definitely come to a deeper understanding of the concepts I've been studying and attempting to apply, thanks to great professors, peers, and academic articles. Concepts like translanguaging, SCT, CLT, code-switching, ZPD, and scaffolding were still relatively unclear to me up until recently. I know there is still much more to learn than I will ever have time for, but my understanding is at least reaching a point where I can finally make more conscious and well-informed plans on how to conduct both research and my classrooms.

Future issues

Future issues are not unlike past ones. The majority of challenges my students and I encounter in class can be summed up by saying that they simply lack motivation. Students who lack motivation or interest in English will participate very little in class, but will put in enough effort just before exams in order to pass. They will learn and make improvements, but not much. So how can I address this issue of students' attitudes toward English and education in general? What role can translanguaging play in doing that, if any?

I'm interested in presenting the concept of translanguaging to students and having them approach the use of L1 as a conscious decision rather than a last resort. Maybe this would influence their views and feelings toward their mother tongue and reduce whatever stigma they may associate

14

with it. Sometimes, in ESL, it feels like there is a battle between two languages rather than a growing selection of communication tools.

As I mentioned previously, few students voice strong opinions about whether they believe teachers should or shouldn't use L1 in L2 classes. Perhaps with more awareness and information, they will be able to form and voice stronger opinions on the subject. More importantly, they will be able, hopefully, to communicate more effectively and with less anxiety or hesitation. I'd like to explore ways to achieve that. The details of that journey are the real future issues of my continued research, but my initial thoughts are to look at this past year as a control group (attitude and performance of students with no awareness of the concept of translanguaging) and the next year as a test group (attitude and performance with awareness and encouraged use of translanguaging). This will require some critical thinking and planning on my part.

One major issue is that I must consider how to explain the concept to them. Using my limited Japanese and their limited English is both a challenge and an opportunity to demonstrate translanguaging. Other questions or issues to consider are:

- How have students and I already been translanguaging without even knowing it? More awareness should lead to increased practical application.

- What changes can I make to my content and teaching style to demonstrate and encourage translanguaging?

- How can I accurately measure changes in students' attitudes and performance?

These are all questions and issues that I am looking forward to addressing and finding answers to over the next few weeks and months.

References

Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, *21*(4), 465-479.

Chen, W. (2015). A case study of action research on communicative language teaching. Journal of Interdisciplinary Mathematics, 18(6), 705-717. https://doi.org/10.1080/09720502.2015.1108075

Currie, Q. T. (2008). Animation as reality: Factors impacting cognitive load in studio-based E-learning (Unpublished Doctoral dissertation). Capella University, Minneapolis, MN.

Donato, R. (2000). Socio-cultural contributions to understanding the foreign and second language classroom. In J. P. Lantolf (Ed.), Socio-cultural theory and second language learning (pp. 27-50). Oxford: Oxford University Press.

Elkins, B., & Hanke, E. (2018). Code‑switching to navigate social class in higher education and student affairs. *New Directions for Student Services*, *2018*(162), 35-47.

García, O., & Kleyn, T. (2016). Translanguaging theory in education. In *Translanguaging with multilingual students* (pp. 23-47). Routledge.

García, O., & Lin, A. M. (2017). Translanguaging in bilingual education. *Bilingual and multilingual education*, 117-130.

García-Mateus, S., & Palmer, D. (2017). Translanguaging pedagogies for positive identities in two-way dual language bilingual education. *Journal of Language, Identity & Education*, *16*(4), 245-255.

J. P. Lantolf (2006), Socio-cultural theory and second language learning (pp. 27-50). Oxford: Oxford University Press.

Khadka, S. (2017). *Effectiveness of Communicative Language Teaching in Teaching Communicative Functions* (Doctoral dissertation).

Lixun, W. (2019). Code-switching and code-mixing in trilingual education in Hong Kong: A case study. *PUPIL: International Journal of Teaching, Education and Learning*, *3*(2).

Panhwar, A. H., Ansari, S., & Ansari, K. (2016). Sociocultural theory and its role in the development of language pedagogy. *Advances in Language and Literary Studies*, *7*(6), 183-188.

Pathan, H., Memon, R. A., Memon, S., Khoso, A. R., & Bux, I. (2018). A Critical Review of Vygotsky's Socio-Cultural Theory in Second Language Acquisition. *International Journal of English Linguistics*, *8*(4), 232.

Savignon, S. J. (2018). Communicative competence. *The TESOL encyclopedia of English language teaching*, 1-7.

Siyanova-Chanturia, A., & Pellicer-Sanchez, A. (Eds.). (2018). *Understanding formulaic language: A second language acquisition perspective*. Routledge.

Swain, M., Kinnear, P., & Steinman, L. (2015). *Sociocultural theory in second language acquisition: an introduction through narratives*. Bristol: Multilingual matters.

Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2019). The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. *English Language Teaching*, *12*(1), 110-118.

Treffers-Daller, J., Hofweber, J., & Marinis, T. (2018). Code-switching, translanguaging and cognitive control. Vogel, S., & García, O. (2017). Translanguaging.

Vygotsky, L.S. (1987). Thinking and Speech (N. Minick, Trans.). In R.W. Reiber (Ed.), *The collected works of L.S. Vygotsky (Vol. 3, pp. 37-285)*. New York : Plenum.

Appendix 1: Questionnaire (September 2019)

該当する数字を丸で囲んでください。

いつも英語を楽しく使っています。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

英語の会話能力を伸ばしたいと思います。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

英語の授業は私にとって貴重です。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

先生の言うことを英語で言われても理解できます。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

アクティビティが英語で説明される際、その内容が理解できます。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

先生が日本語で説明してくれれば、新しい英語語彙やスキルが楽に理解できます。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

先生が日本語で説明してくれると、授業中の活動への参加が楽だと思います。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

英語の先生は授業中、日本語は使うべきではないと思います。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

学生は英語の授業中、日本語を使うべきではないと思います。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

他の学生が授業中に日本語を使うと迷惑に感じます。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

英語の授業中、日本語を使うのは時間の無駄だと思います。

1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

Appendix 1: Questionnaire (September 2019) continued

英語は授業以外の日常生活で自分にとって大事です。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
個人的には、英語は自分の役には立たないし、これからも役に立たないと思います。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

英語で会話をどれくらい続けますか？該当するもにチェックを入れてください。

□2分以上なめらかに話せる
□1〜2分なめらかに話せる
□1〜2分なら時々つまるが話せる
□1分なら何とか話せる
□1分もたない

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。
現在					

1. Should instructor know L1 ?
教師は生徒たちの第1言語(Ｌ1)を知っている方がいいと思いますか？

2. Should L1 be used in class ?
授業中にはＬ1を使った方がよいですか？

3. Should instructor use L1 ?
教師はＬ1を使うべきですか？

Appendix 2: Questionnaire (January 2020)

該当する数字を丸で囲んでください。

ふだんから先生の言うことを英語で理解できます。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
アクティビティが英語で説明された際、その内容が理解できます。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
先生が日本語で説明してくれれば、新しい英語語彙やスキルが楽に理解できます。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
先生が日本語で説明してくれると、授業中の活動への参加が楽だと思います。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
英語の先生は授業中、日本語は使うべきではないと思います。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
学生は英語の授業中、日本語を使うべきではないと思います。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
他の学生が授業中に日本語を使うと迷惑に感じます。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない
英語の授業中、日本語を使うのは時間の無駄だと思います。
1. 非常にそう思う　2. そう思う　3. どちらでもない　4. そう思わない　5. 全くそうは思わない

Small Talk でどれくらい話せますか？該当するもにチェックを入れてください。

9月	現在
☐2分以上なめらかに話せる	☐2分以上なめらかに話せる
☐1〜2分なめらかに話せる	☐1〜2分なめらかに話せる
☐1〜2分なら時々つまるが話せる	☐1〜2分なら時々つまるが話せる
☐1分なら何とか話せる	☐1分なら何とか話せる
☐1分もたない	☐1分もたない

Appendix 3: Lesson plan sample (Unit 2)

Tell me more about yourself

Time	Interaction T-Ss, S-S, S	Activity & Procedure
3	T-Ss	Welcome, Attendance ●T writes student names in attendance log
10	S	●T and Ss check the homework. T randomly asks Ss to read sentences on the homework Unit 1&2 Mix Conversation Questions sheet ex: Q: What kind of movies do you like ? 　　A: I like romantic comedies.
10	Ss	●Ss begin their conversation activity in pairs of two(for the ones with no pair, T becomes the partner). Students write feedback and give to their partners
2	T-Ss	●Stretching break
20	Ss	●T asks Ss to make groups of five. Four students start the speaking activity based on the handout while the fifth one takes notes on how many times the Conversation Strategies were used.
2	Ss	●Ss one by one come pick up the handout for the next reading activity Elevator Romance
1	T-Ss	●T asks the Ss to say the words they see on the first page of the print ●T writes the words on the black board
2	T-Ss	●T asks the Ss to close their eyes and listen to the story. T reads the story, then checks if the Ss understood the meaning of the story
2	Ss	●Ss read the story quietly
10	Ss	●Ss take turns reading the steps of the story followed by retelling the story in Japanese, without looking at the print, they will do that two times.
3	S	●Ss will read the sentences again, this time focusing on being able to say the story in English.
10	S	●Ss will sit in a circle and begin to tell the story in English, one sentence each.
15	n/a	We had an earthquake drill that cut our class short by 15 minutes.

Total Time: 75 minutes
S-S: 35
S: 30
T-Ss: 25

UNIT 2

Tell me more about yourself

Conversation Strategies

Ask to repeat

> Pardon me ?
> Excuse me ?

> Could you say that again please?
> Could you repeat that please ?

> Example:
> A: I like listening to music and playing tennis.
> B: Pardon me ?
> A: I like listening to music and playing tennis.

Showing interest

> Uh-huh

> Mm-hmm

> Example:
> A: I'm gowing to Osaka this weekend.
> B: Oh, yeah? With who?

Give suitable answers

- My favorite day of the week is .... because ....

- My favorite month is...because.............. My favorite singer (or band) is ....

- I like .... (movies)

- My favorite place is .... I like it because ....

- I like travelling .... I have been to ....

- The most beautiful place in my country is ....

- I study English because ....

Because
- I like it a lot.
- I can relax there.
- ...it's relaxing/popular/nice
- ...it's the last day of the week
- ...I'm good at English/ math

Movies
- Comedy
- Action movie
- Romantic comedy
- Horror movie
- Sci-fi movie
- Thriller
- Animated cartoons

Unit 1 & 2 Mix

Conversation Questions

What's your name?
   My name is …

Where are you from?
   I'm from …

Where do you live?
   I live in…

What do you do?
   I'm a…

Do you have a part-time job?
Yes, I work at (a/an)…

What are your hobbies ?
   I like…
   In my free time I also like…

Do you like sports?
   Yes, my favourite sport is…

What's your favourite day of the week?
   I like …

What's your favourite month?
   I like …

Why?
   Because … (it's cool, because I like flowers, because I like cold, because I like warm clothes)

Who's your favourite singer?
   I like …

Who's your favourite band?
   I like …

What kind of movies do you like?
   I like comedy movies.

Do you like travelling?
   Yes, I have been to …
   No, I don't.

What is the most beautiful place in your country?
   …is.

Why do you study English?
   Because …(it's useful, because I want to live abroad, because I want a good job)