

## Final Action Report (AR2)

Rie YUZAWA

1. Title: Using Fun Essay Poster to Foster for Beginner Young Learners of English.

2. Context:

Class: Sixth graders Students

Class size: 30 students

3. Subject: Lesson schedule (two lessons a week, 45 minutes for each lesson)

4. Textbook: New Horizon Elementary English course 6 (Tokyo Shoseki)

5. Level: Elementary School (Sixth graders)

Level of the students: Low level students in Elementary school.

6. Problems:

My observation is that most students cannot understand basic English, and it is too hard for them to have less – structured small talk in English. They cannot use easy phrases they already studied in elementary school, and they cannot introduce themselves with simple phrases. I had an opportunity to visit their elementary school and saw the English classes. Overall, the classes focused on words but not phrases. It may be one of the reasons for their lack of communicative competence. However, many students seem to have positive feelings toward the English class. Thus, I would like try focus-on-form activities and have frequent conversations. And introduce language art projects in English, these would be fun essay projects similar to those of Dr. Sato's which can build the student's skills. I would like and variety to the classes to build on the student's strengths and to engage them while developing their knowledge. Therefore, my class will basically consist of many CLT task. The goal of my research is that my students will be able to participate in small talk conversations in English.

7. Goal

The goal of oral communication in the classroom is thus of finding ways to encourage and equip students to speak well and appropriately. Mainly, oral communication is a matter of pragmatics, practice speaking appropriately given

the setting, participants, and purposes. Overall, the teaching goal regarding speaking output is for students to just read their essays aloud to each other when paired up rather than working collaboratively to create new output and meaning through speaking.

#### 8. AR Teaching goal

I want to find what activities and task are most effective using focus-on-form instruction. Of the various language skills, I chose to focus. Especially on communication. However, I was also interested in general languages development.

- Research questions

- (1) How can (FFI)classes go more opener, closer, reaction, shadowing and actively?
- (2) How can I improve the student's conversation and energy?
- (3) How can I make the classes more interesting for the students?
- (4) How can I improve their long-term motivation regarding learning of vocabulary and grammar leading to improve communication?

#### 9. What I did:

We did the following activities as seen in "Today's Lesson Plan" below.

1. I introduce Focus-on-Form Instruction conversation strategies in sets such as opening, shadowing and ending a conversation.
2. I provided students with fun essay written copy of the demonstrations.
3. I provided students with a copy of the fun essay writhing rubric, reflection, along with the topic at the start of each semester.
4. I developed simple, interesting and variety materials to combine the textbook unit topic in order to motivate students and focus them on communicative speaking activities.
5. I developed a positive learning environment, encouraging students to share idea with classmate.
6. I developed timed conversations, changing partners in order to lengthen and deepen student – to -student interactions using the face-to-face classroom layout.
7. I reflect on each topic and task with worksheets and record sheets, enabling students to record and improve their skills.
8. They had a special space room to record their small talk practice.

## Lesson plan: Lesson Let's think about our food.

### Today's Lesson Plan (Day1)

Time	Interaction T-Ss, S-S, S	Activity and Procedure
5	S-S	Greeting Today's goal and schedule Warm-up (Picture Dictionary) pointing and keyword game
10 (2) (3)  (5)	T-Ss,   S→(S-S)	Pre-task Let's sing Small Talk (focus-on-form instruction) 1. Model Dialog (input) - Teacher and ALT demonstration and students make a pair work. 2. Grammar Point (noticing) Fun Essay Students make a pair and share their own opinion and explain.
10	S-S S-S S-S	Task (output) 1. Conversation in a group challenge to communication speech. 2. Interview the group. 3. Fun Essay.
5	S	Overcoming challenge 1. Writing practice and preparing to share in groups
10	S-S S-S	Sharing (if there is time) 1. Report in a group of 3 or 4 2. Change groups
5 (3) (2)	S  T-Ss	Reflection 1. Reflection sheet 2. Homework

Total time: 45 minutes

S-S: 30 minutes

S: 8 minutes

T-Ss: 7 minutes

### 9. What happened (Results):

The above chart shows the difference in results comparing July, October, and February. You can see from the above chart (see Figure 3) that there is a dramatic improvement between July and February. Moreover, textbook's speaking activities, students did a writing activity. Factored into this topic schedule was a graduated approach to pair conversation length from 1.5 to 2 minutes over the school year, backed by a rubric (see Figure 7) largely weighted toward fluency promotion as measured by extruded conversations. Therefore, I was trying to

counterbalance the lack of speaking ability and practice for students sit in pairs facing each other for both speaking practice and performance tests. Overall, students were required to produce a timed essay of 40 words (see Figure 5) or more in 1.5 minutes over on the unit topic, extended to 50 words(see Figure 6 ) more in 2 minutes by the end of the semester. Finally, this timed writing lesson stage took a lot of class time which could not be spent on active pair work developing speaking, listening, and meaningful negotiation skills.

(Results):

Compared with February, more “students could understand in English?” The percentage of students who chose “strongly agree” to “I can understand English by teacher.” Has increased by eight students. The group of students who answered “strongly agree” in July has most appeared in February. 20 students said their speaking ability had improved over the seven months in one way or another. (No.2,No3) 2 said they had not improved very much.

#### 10. Future issues

In the future I would like to further develop curriculum using Dr. Sato’s ideas. I would also like to promote the rubric I made for elementary schools.

Figure 3 chart 1.Can you understand the English spoken by your teacher?

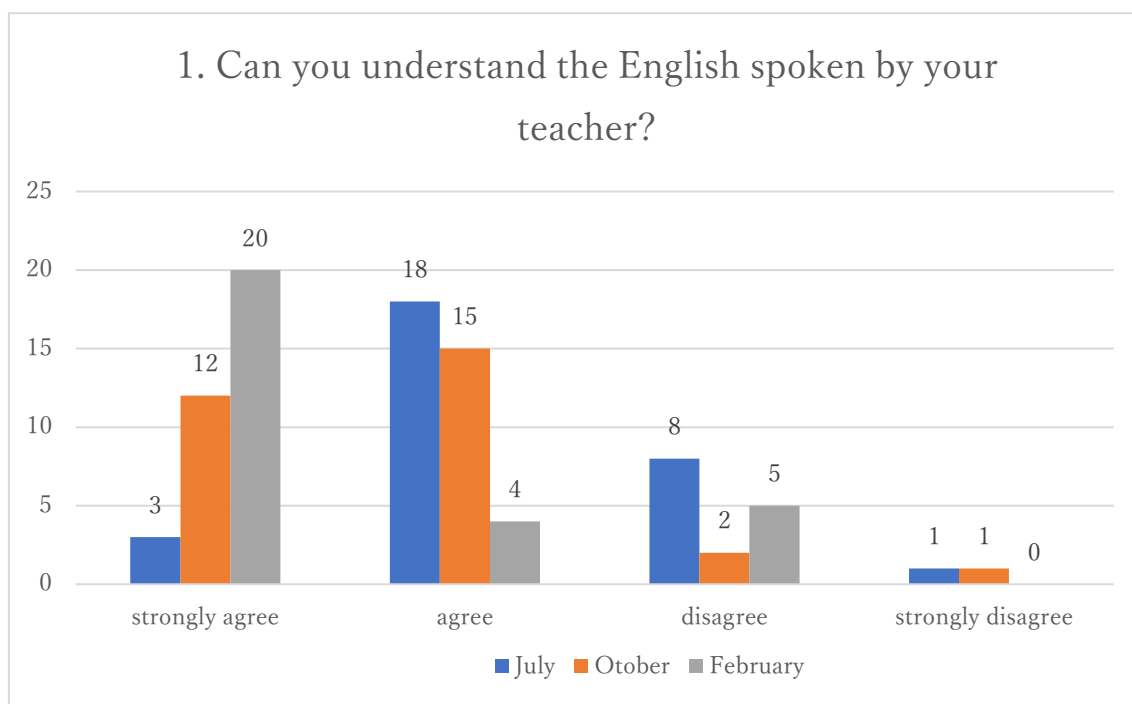


Figure4 chart 2. About the target sentences in the textbook

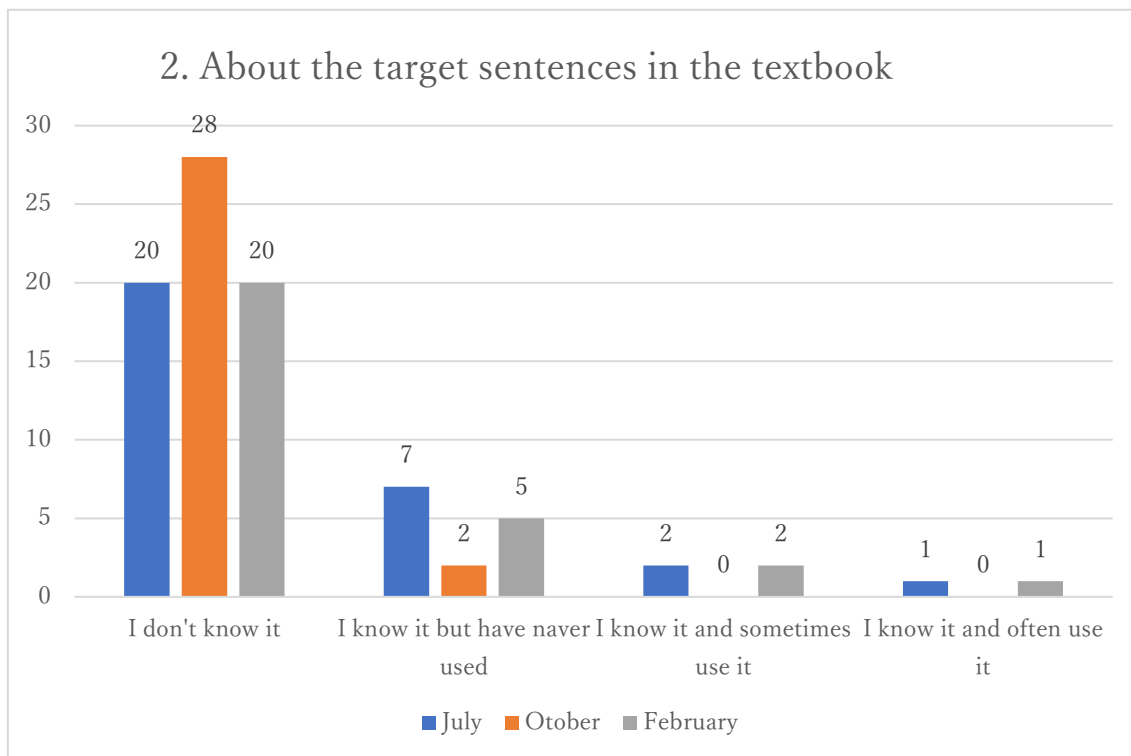


Figure 5 chart 3. Can you understand the English spoken by your teacher?

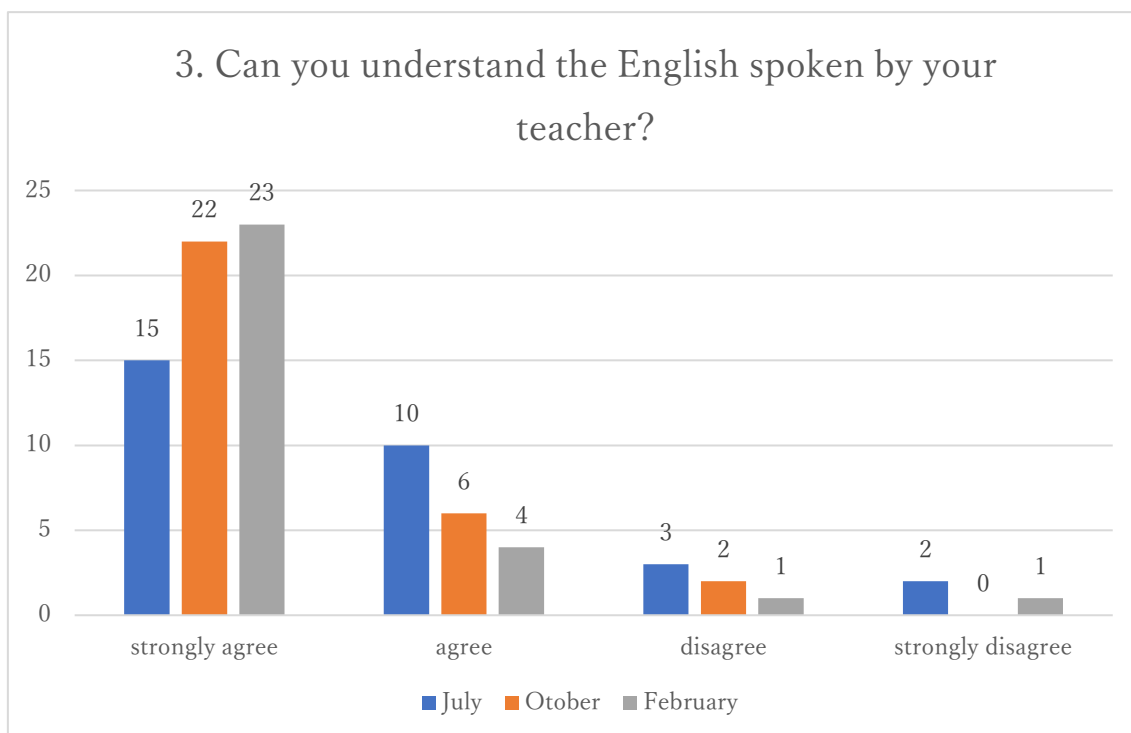


Figure 6 chart 4. Are Unit 1-8 useful improve your English?

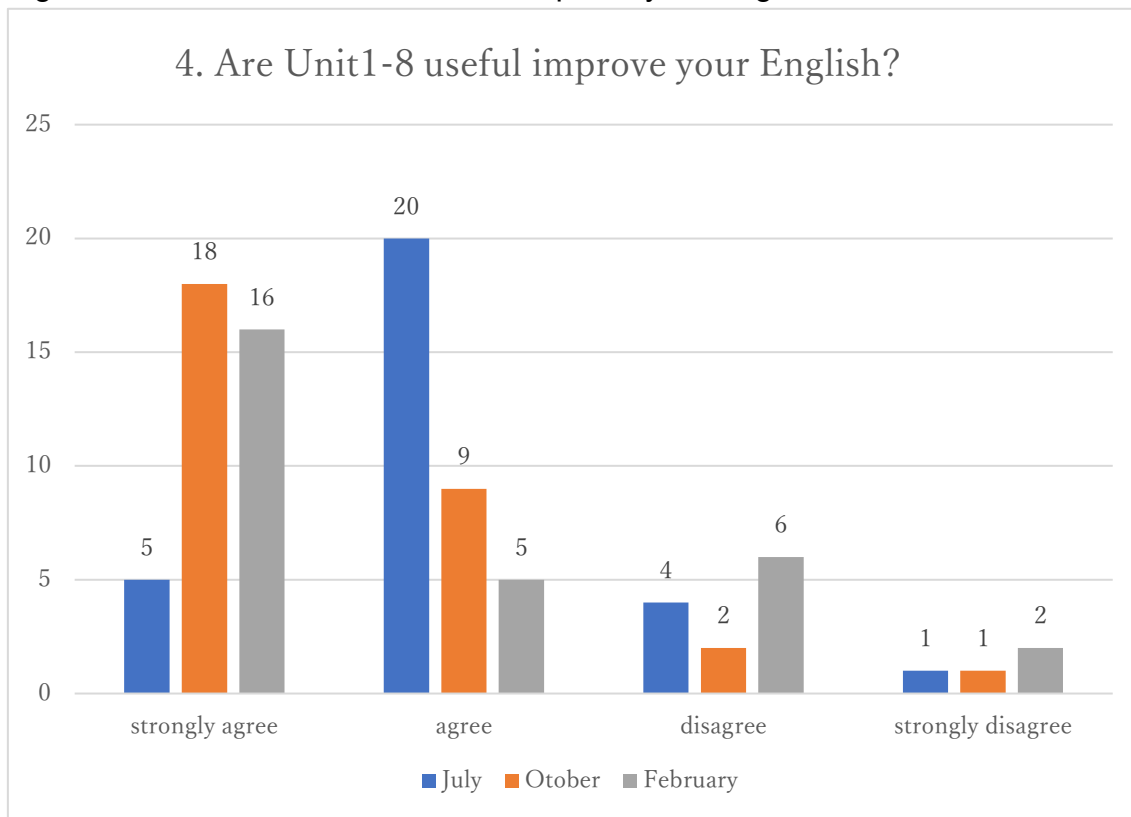


Figure 7 chart 5. In speaking activities

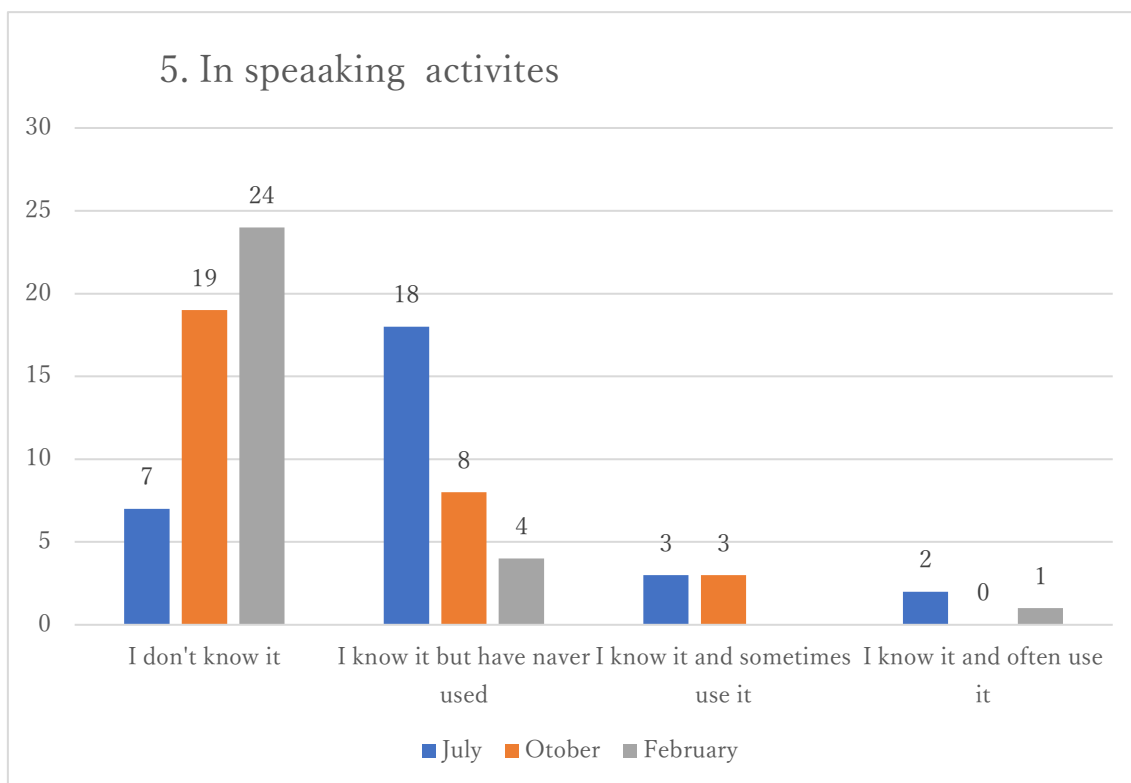


Figure 8 chart 6. Do you like English?

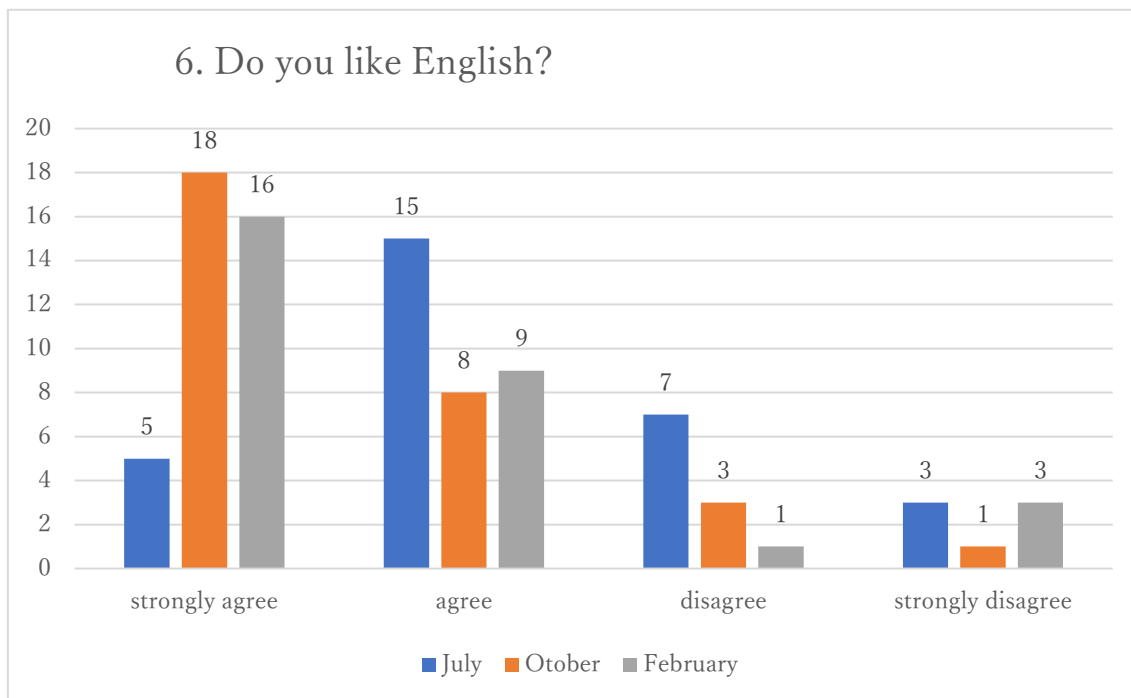


Figure 8 chart Reflection card

6-2 14番 城 美織

☆ 先生が話す英語は理解できましたか。

はい どちらかといえばはい どちらかといえばいいえ いいえ

☆ 教科書の文型は理解できましたか。

はい どちらかといえばはい どちらかといえばいいえ いいえ

☆ 文型を話す活動や練習は、英語の学習を進めるのに役立てることができましたか。

はい どちらかといえばはい どちらかといえばいいえ いいえ

☆ 教科書で習った内容は、日常生活で役立てることができましたか。

はい どちらかといえばはい どちらかといえばいいえ いいえ

☆ 英語を話す活動は、この先、英語を学習するのに役立ちますか。

はい どちらかといえばはい どちらかといえばいいえ いいえ

☆ 英語の学習は好きですか。

はい どちらかといえばはい どちらかといえばいいえ いいえ

Figure9-1 Fun Essay Activities

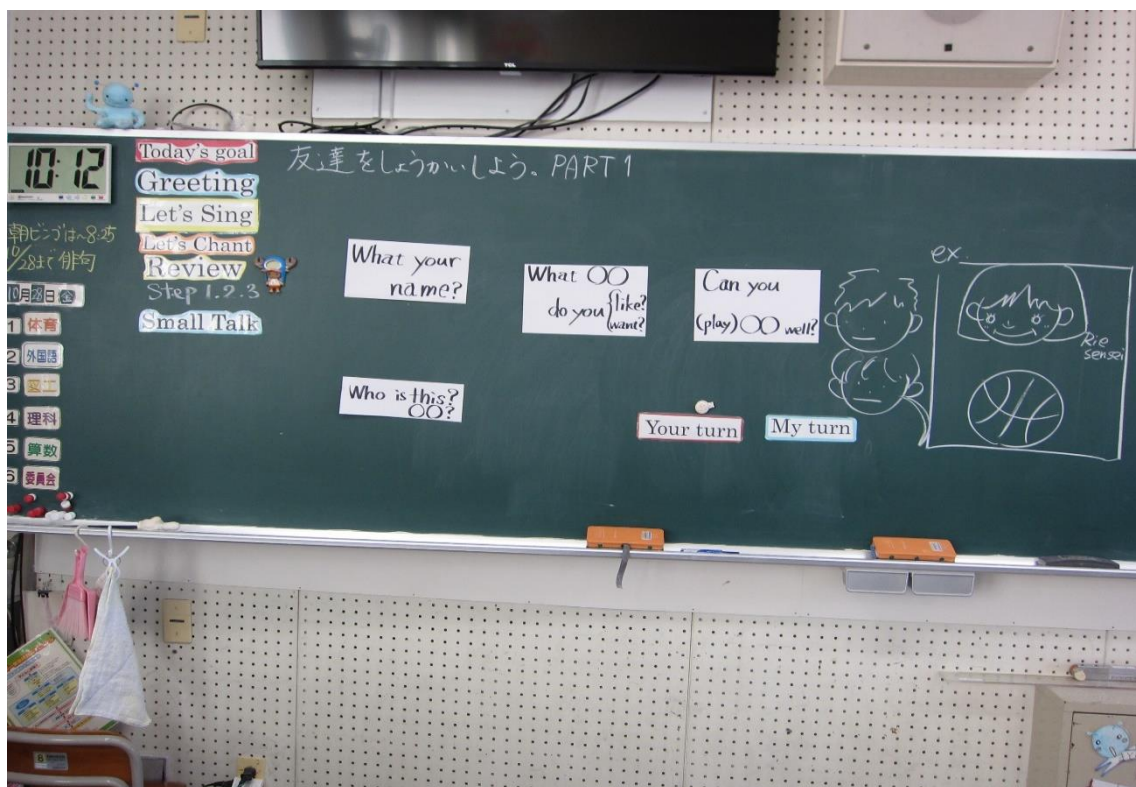


Figure9-2 Fun Essay Activities





Figure9-3 Fun Essay Activities



Figure9-4 Fun Essay Activities

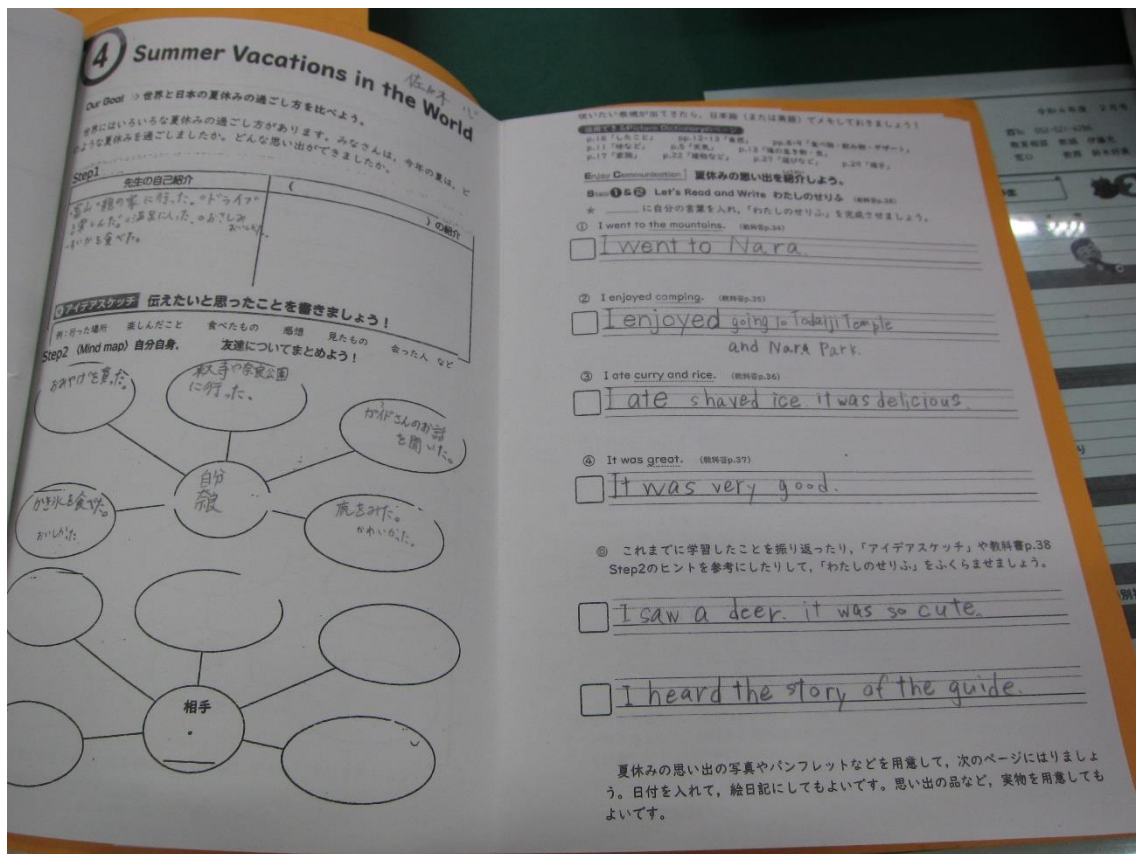


Figure9-5 Fun Essay Activities

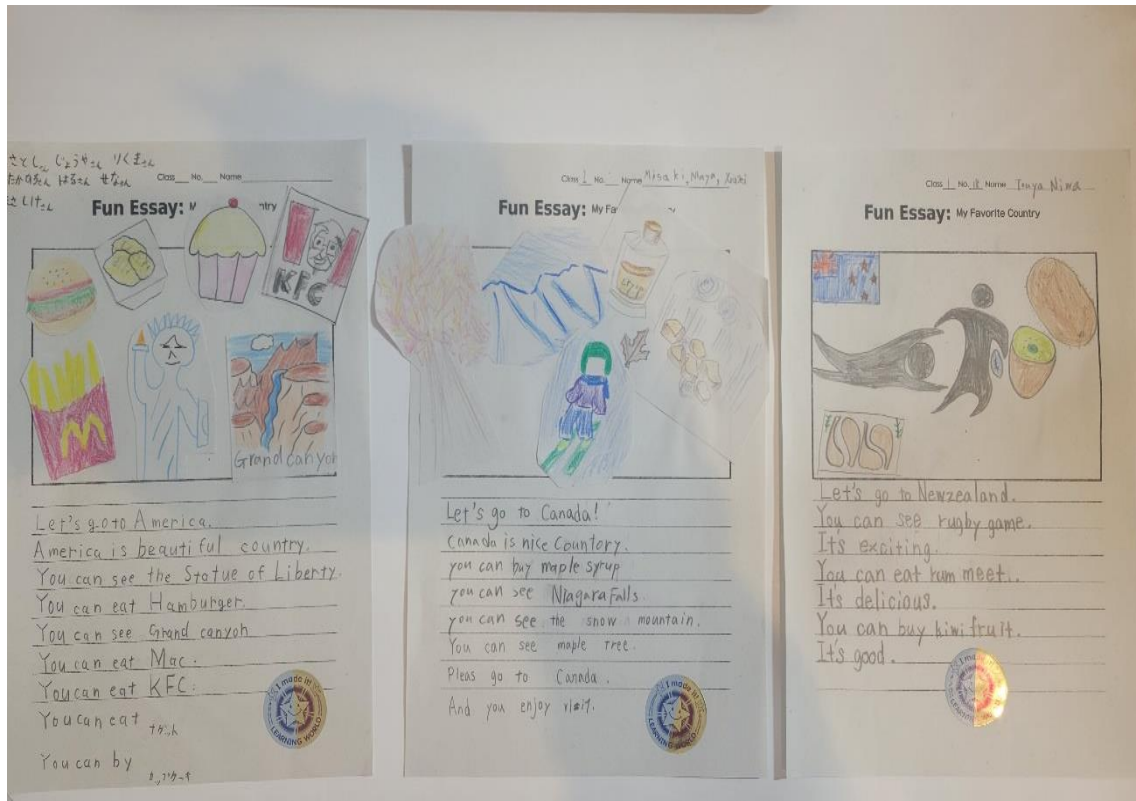
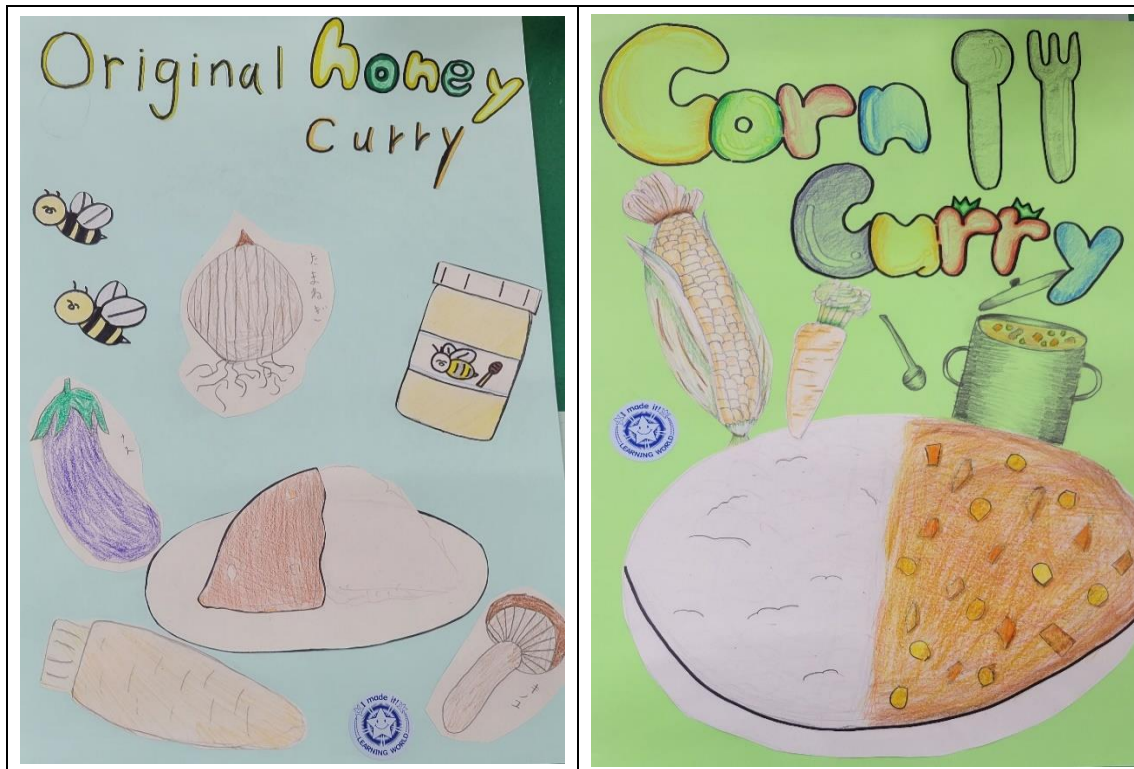


Figure9-6 Fun Essay Activities



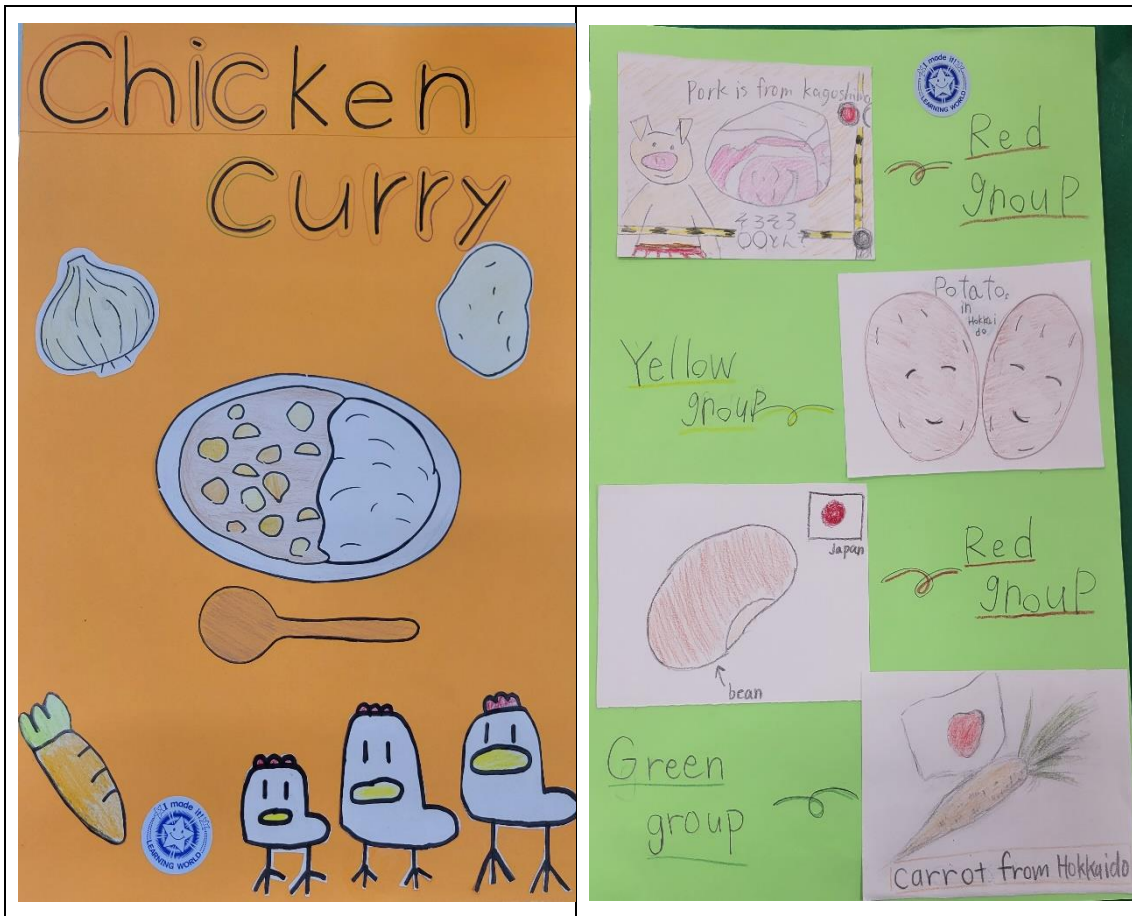
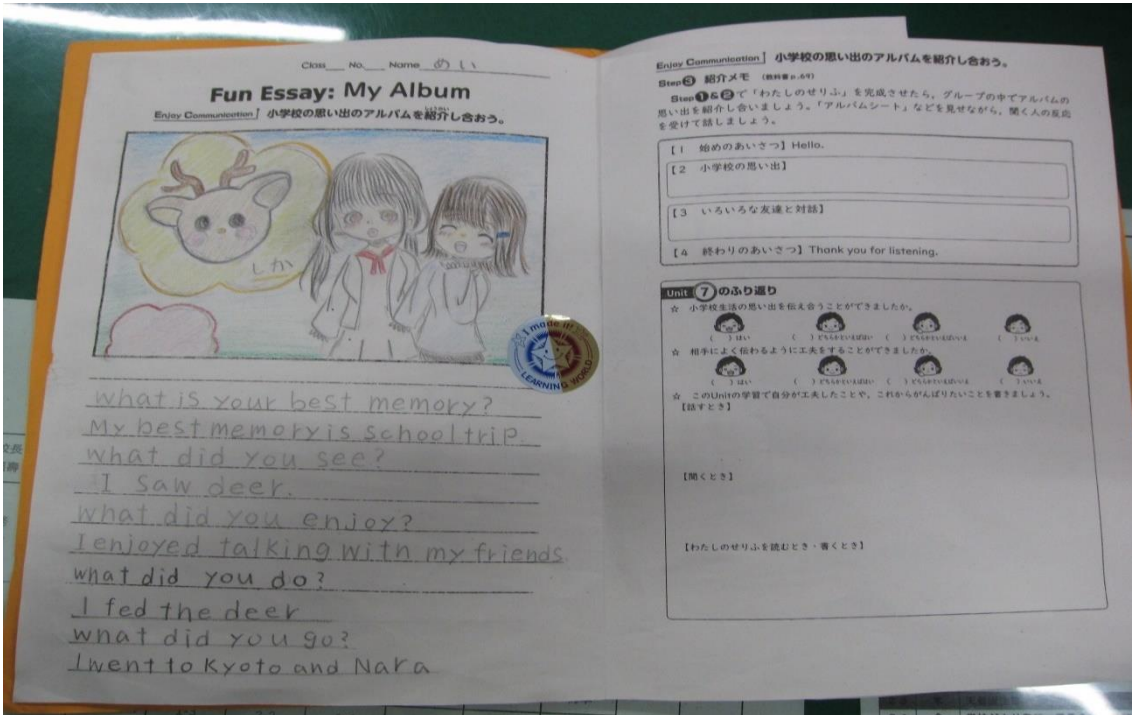
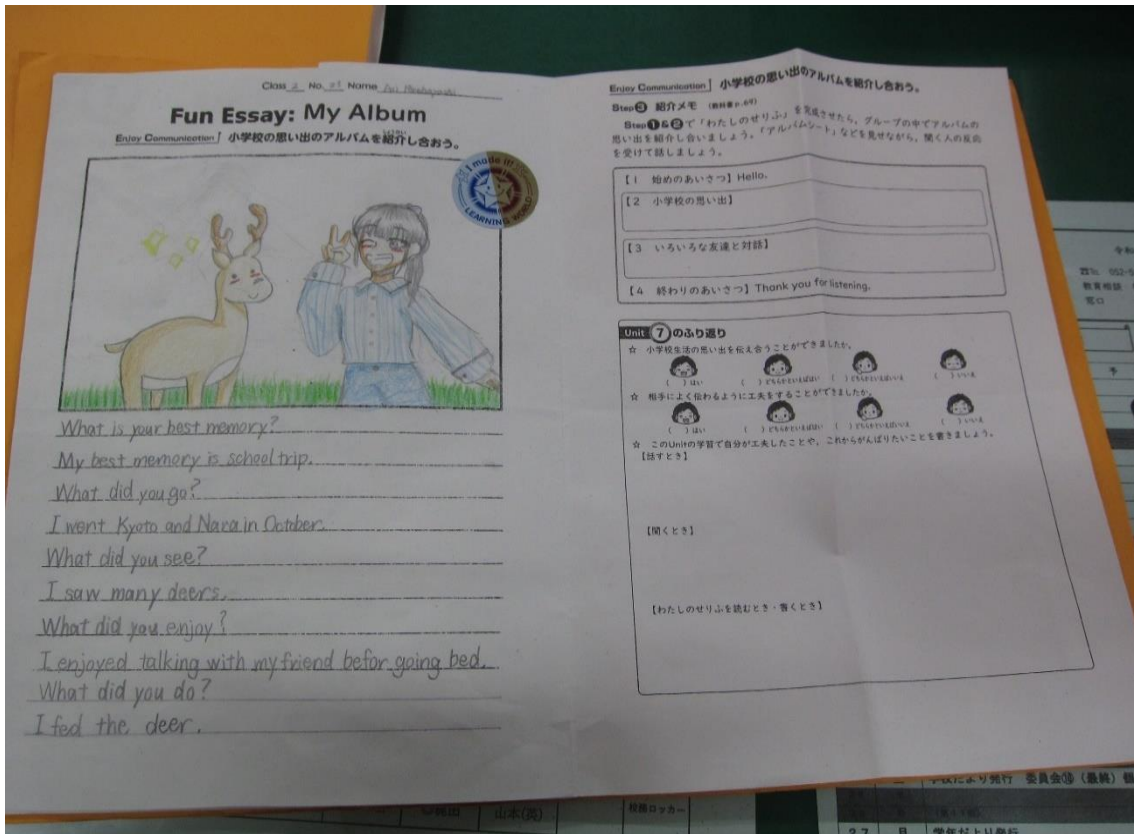
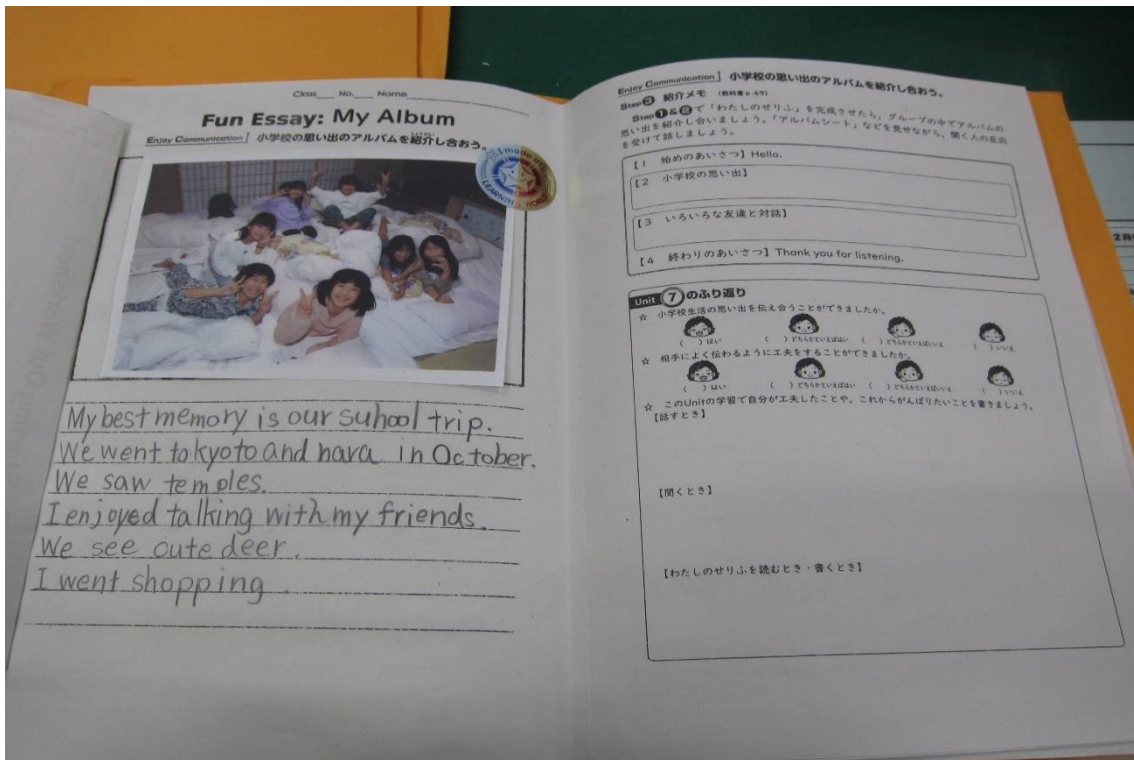


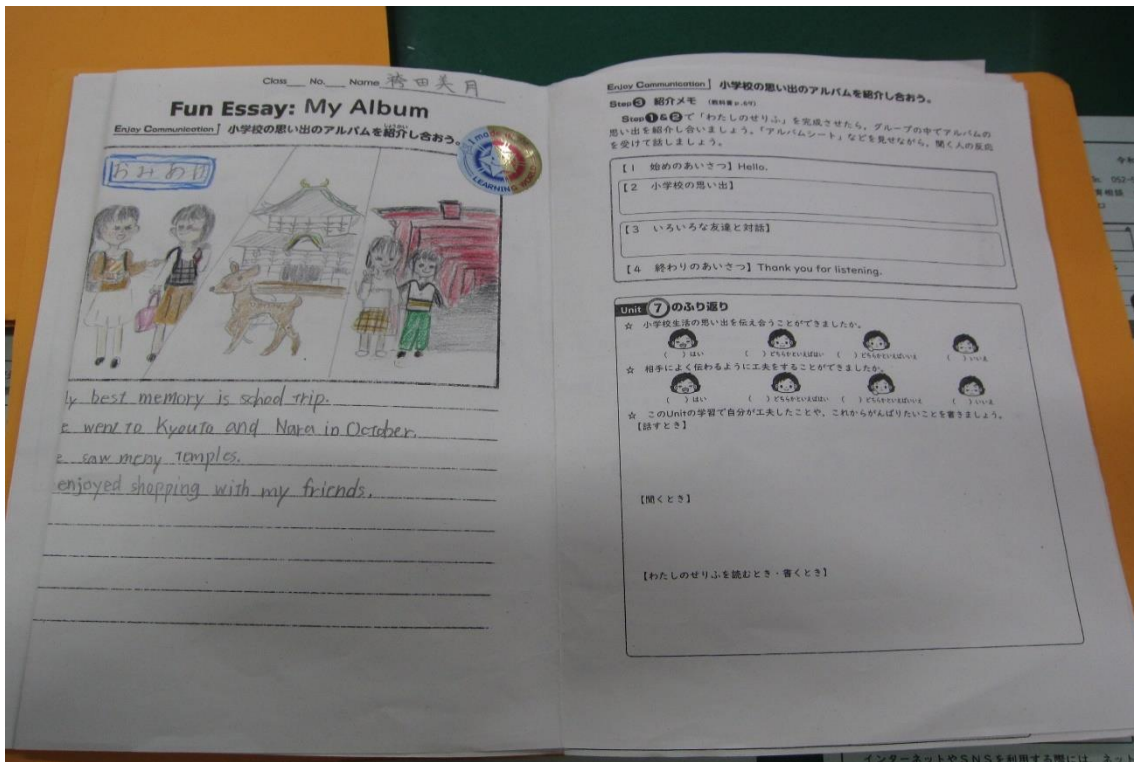
Figure9-6 Fun Essay Activities Unit 7 My Best Memory. (Higher)



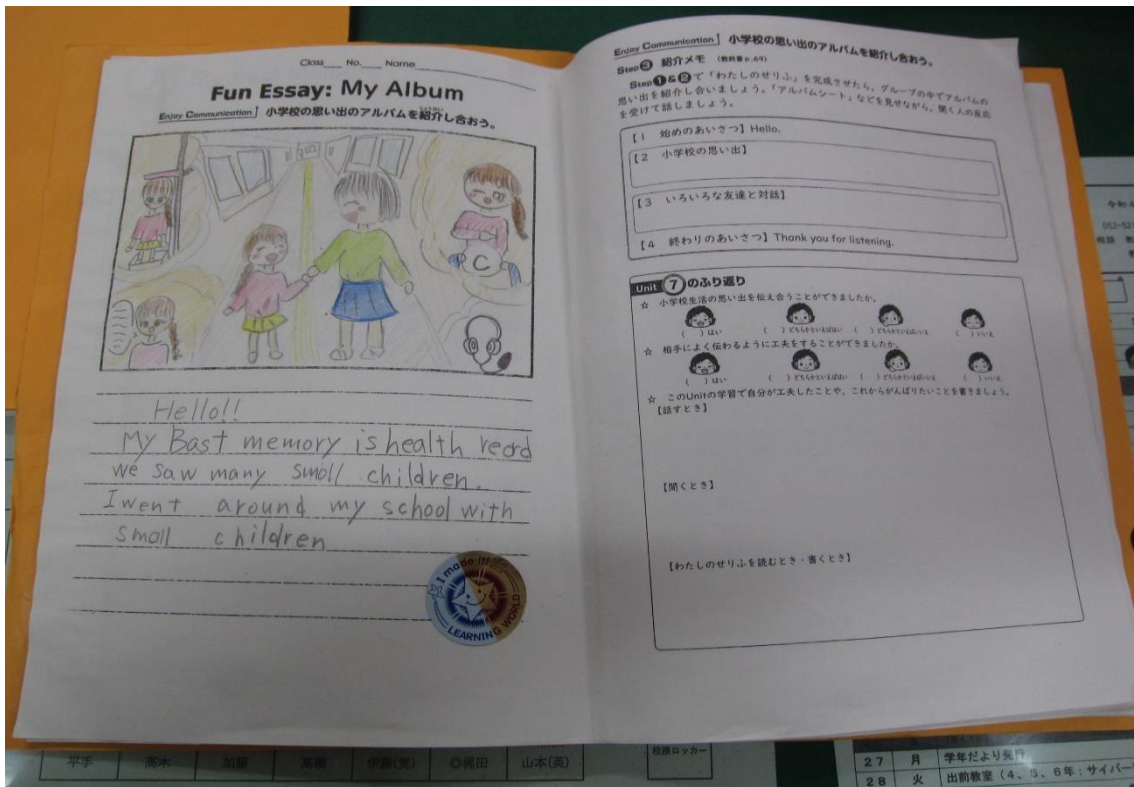


Unit 7 My Best Memory. (Medium)





Unit 7 My Best Memory. (Lower)



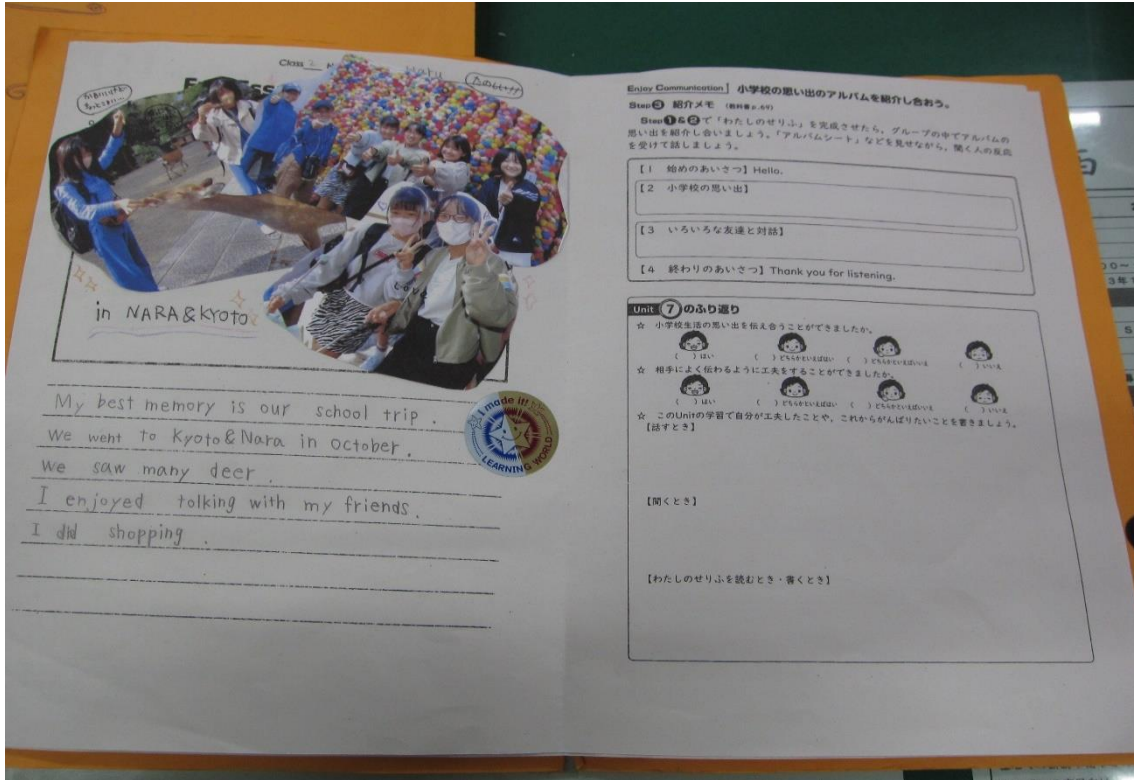


Figure10 Dr. Sato suggests changing the new partner layout.

A	B	C	D	E	F	G	H
↑	↑	↑	↑	↑	↑	↑	↑
	looser move to forward		looser move to forward		looser move to forward		looser move to forward

Figure11 Fall Semester 2022 timetable of unit, topic, conversation, question, and CSs.

Date week	Topic	Question for timed conversation/durations	Conversation strategies sets introduced
Sep9	Unit 3 Let's go to Italy.	1. Where do you want	Set 1

3/8		to go? 2. What can you do in (countries)~? Timed Conversation 1-minutes	(1) opening(2)Ending (3) sharing (4) Asking to Repeat (5)showing interest (6)brainstorming and sharing the ideas
Sep16 4/8		1. What can you see 2. What do you eat? 3. What do you buy? Timed Conversation 1-minutes	Set 2(shadowing)
Sep20 5/8		1. Where do you want to go? 2. What do you want to eat? 3. Do you like traveling? Timed Conversation 1-minutes	Set 3 (1) Follow-up (2) Share idea (3) Like (4) Unlike
<b>Sep27</b>		<p style="text-align: center;"><b>Speaking Test 1-1.5minutes</b></p> <p style="text-align: center;">Video record</p> <p style="text-align: center;">Level High two students</p> <p style="text-align: center;">Level medium students</p> <p style="text-align: center;">Level low two students</p>	
Oct4 1/8	Unit 4 Summer Vacations in the World.	1. How was your summer vacation? 2. I went swimming in the sea. 3. I ate ramen 4. I saw dolphins, too. 5. I was beautiful!	Set 4 (1) opening(2)Ending (3) sharing (4) Asking to Repeat (5)showing interest (6)brainstorming and sharing the ideas

		<p>6. Lots of sun!</p> <p>7. So much fun!</p> <p>Timed Conversation</p> <p>1-minutes</p>	
Oct7 2/8		<p>1. Where did you go this summer?</p> <p>2. Did you enjoy your summer vacation?</p>	<p>Set 5 Shadowing</p> <p>Share idea</p> <p>Other summarize</p>
Oct11 3/8		<p>1. What did you eat?</p> <p>2. Nice talking with you</p> <p>Timed Conversation</p> <p>1-minutes</p>	<p>Set 6</p> <p>(1) Asking for an explanation</p> <p>(2) Seeing if your partner understands</p> <p>(3) Showing you do</p>
Oct21 4/8		<p>(1) What did you enjoy?</p> <p>(2) What did you eat?</p> <p>(3) When did you see?</p> <p>(4) How was it?</p> <p>Timed Conversation</p> <p>1-minutes</p>	<p>Set 7 Review</p> <p>(1) Asking your partner to explain</p> <p>(2) Explaining what you mean</p>
Oct28 5/8		<p>1. Where did you go this summer?</p> <p>2. Did you enjoy your summer vacation?</p> <p>Timed Conversation</p> <p>1-minutes</p>	<p>Set 8 Other way</p> <p>(1) opening(2)Ending</p> <p>(3) sharing (4) Asking to Repeat (5)showing interest</p> <p>(6)brainstorming and sharing the ideas</p>



<b>Nov1</b>		<p align="center"><b>Speaking Test 1.5-2minutes</b></p> <p align="center">Video record</p> <p align="center">Level High two students</p> <p align="center">Level medium students</p> <p align="center">Level low two students</p>	
Nov8 1/8	Unit 5 We all live on the Earth.	(1) Where do sea turtles live? (2) What do turtles eat? Timed Conversation 1.5-2minutes	Set 9 (shadowing) Share idea Other summarize
Nov15 2/8		(3) Where do you live? (4) What do you eat? Timed Conversation 1.5-2minutes	Set 10 (1) opening(2)Ending (3) sharing (4) Asking to Repeat (5)showing interest (6)brainstorming and sharing the ideas
Nov18 3/8		(1) What animals can you see in the sea? (2) What penguins do well? Timed Conversation 1.5-2minutes	Set 11(shadowing) Share idea Other summarize
Nov25 4/8		(1) What do sea turtles eat? (2) Where do lions live? (3) Bears live in the forest	Set12 Review (1) Asking for an explanation (2) Seeing if your partner understands

		Timed Conversation 1.5-2minutes	(3) Showing you do
Nov29 5/8		(1) What do penguins eat? (2) What do you usually have for breakfast? Timed Conversation 1.5-2minutes	Set 13 Review (1) Asking your partner to explain Explaining what you mean
<b>Dec1</b>		<b>Speaking Test 1.5-2minutes</b> Video record Level High two students Level medium students Level low two students	

Figure12-1 Communication strategy use by focus lower level students

Speaking Test number/date Low Level	Speaking Test 1 Video record 2022.9.27	Speaking Test 2 Video record 2022.11.1	Speaking Test 3 Video record 2022.12.1
Student code			
No. of times each strategy was used			
1. Opening: how are you?	0	1	1
2. Ending: Nice talking to you!	0	1	1
3. Sharing: How about you?	0	0	0
4. Asking to Repeat: Pardon me?	0	1	1
5. Fillers: Hmm...Let me see...	0		
6. Showing Interest: Oh really? Wow! Nice Good Great	0	1	2

7. Shadowing (Repeating)	1	0	1
8. Follow-up questions: What...?	0	2	5
9. Agreeing: Me too!	0	1	1
10. Disagreeing: Really? I don't	0	0	0
11. Showing you do: Ok, I see	0	1	1
12. Asking your partner to explain: What do you mean?	0	0	0
13. Explaining what you mean: I mean...	0	0	0

Figure12-1 Communication strategy use by focus medium level students

Speaking Test number/date Medium	Speaking Test 1 Video record 2022.9.27	Speaking Test 2 Video record 2022.11.1	Speaking Test 3 Video record 2022.12.1
Student code			
No. of times each strategy was used			
1. Opening: how are you?	1	1	1
2. Ending: Nice talking to you!	1	1	1
3. Sharing: How about you?	0	1	1
4. Asking to Repeat: Pardon me?	0	1	2
5. Fillers: Hmm...Let me see...	0	1	0
6. Showing Interest: Oh really? Wow!	2	3	4

Nice Good Great			
7. Shadowing (Repeating)	0	2	1
8. Follow-up questions: What...?	1	2	3
9. Agreeing: Me too!	1	1	2
10. Disagreeing: Really? I don't	1	2	2
11. Showing you do: Ok, I see	1	1	2
12. Asking your partner to explain: What do you mean?	0	0	0
13. Explaining what you mean: I mean...	0	0	0

Figure12-3 Communication strategy use by focus higher level students

Speaking Test number/date High	Speaking Test 1 Video record 2022.9.27	Speaking Test 2 Video record 2022.11.1	Speaking Test 3 Video record 2022.12.1
Student code No. of times each strategy was used			
1. Opening: how are you?	1	1	1
2. Ending: Nice	1	1	1

talking to you!			
3. Sharing: How about you?	1	1	1
4. Asking to Repeat: Pardon me?	0	1	1
5. Fillers: Hmm...Let me see...	0	1	1
6. Showing Interest: Oh really? Wow! Nice Good Great	4	5	5
7. Shadowing (Repeating)	2	3	5
8. Follow-up questions: What...?	1	3	3
9. Agreeing: Me too!	1	1	1
10. Disagreeing: Really? I don't	1	2	2
11. Showing you do: Ok, I see	1	1	1
12. Asking your partner to explain: What do you mean?	0	0	0
13. Explaining what you	0	0	0

mean:			
mean...			

Figure13 Fun Essay Speaking Test Rubric

Class 2 No. 30 Name M. Mei

★グループで紹介したスピーチを聞いて友達の感想を書こう。

☆マークを色鉛筆で色を塗って下さい(☆はいくつ?) (児童生徒用)

項目	名前 <u>Airi</u>	名前 <u>Makoto</u>	名前 <u>Akito</u>
1. 話の速さ	☆☆☆	☆☆☆	☆☆☆
2. スピーチの内容	☆☆☆	☆☆☆	☆☆☆
3. スピーチの姿勢	☆☆☆	☆☆☆	☆☆☆
4 相手に伝える工夫	☆☆☆	☆☆☆	☆☆☆
5. 声の大きさ	☆☆☆	☆☆☆	☆☆☆
6. 表情	☆☆☆	☆☆☆	☆☆☆
7. アイコンタクト	☆☆☆	☆☆☆	☆☆☆
8. 感想			
(1)活動に積極的に参加できましたか?	☆☆☆	☆☆☆	☆☆☆
(2)今までに習った英語を使って会話を続けることができましたか?	☆☆☆	☆☆☆	☆☆☆
(3)リアクションを使うことができましたか?	☆☆☆	☆☆☆	☆☆☆

↓  
自分の評価

Fun Essayも見ずにできた。次からは声を高くしたり低くしたりして、気持ちを伝えたい。

Class 2 No. 19 Name Yayato

★グループで紹介したスピーチを聞いて友達の感想を書こう。

☆マークを色鉛筆で色を塗って下さい(☆はいくつ?) (児童生徒用)

項目	名前 <u>Yuri</u>	名前 <u>Towa</u>	名前 <u>Haruta</u>
1. 話の速さ	☆☆☆	☆☆☆	☆☆☆
2. スピーチの内容	☆☆☆	☆☆☆	☆☆☆
3. スピーチの姿勢	☆☆☆	☆☆☆	☆☆☆
4 相手に伝える工夫	☆☆☆	☆☆☆	☆☆☆
5. 声の大きさ	☆☆☆	☆☆☆	☆☆☆
6. 表情	☆☆☆	☆☆☆	☆☆☆
7. アイコンタクト	☆☆☆	☆☆☆	☆☆☆
8. 感想			
(1)活動に積極的に参加できましたか?	☆☆☆	☆☆☆	☆☆☆
(2)今までに習った英語を使って会話を続けることができましたか?	☆☆☆	☆☆☆	☆☆☆
(3)リアクションを使うことができましたか?	☆☆☆	☆☆☆	☆☆☆

自分

自分の会話がスムーズにできたりリアクションをちゃんとこぼりたり。相手に質問を合わせるのができたから次から前も話しの内容を確認する

Class 2 No. 28 Name mei

★グループで紹介したスピーチを聞いて友達感想を書こう。  
☆マークを色鉛筆で色を塗って下さい(☆はいくつ?) (児童生徒用)

項目	名前 <u>ten</u>	名前 <u>Seiya</u>	名前 <u>riko</u>
1. 話の速さ	☆☆☆	☆☆☆	☆☆☆
2. スピーチの内容	☆☆☆	☆☆☆	☆☆☆
3. スピーチの姿勢	☆☆☆	☆☆☆	☆☆☆
4. 相手に伝える工夫	☆☆☆	☆☆☆	☆☆☆
5. 声の大きさ	☆☆☆	☆☆☆	☆☆☆
6. 表情	☆☆☆	☆☆☆	☆☆☆
7. アイコンタクト	☆☆☆	☆☆☆	☆☆☆
8. 感想	自分☆	コメント:	
(1)活動に積極的に参加できましたか?	☆☆☆	なるべくスムーズに 話すことかできて、リア クションをつけるこ ともできたので 良かったです! 楽しかった!!!	
(2)今までに習った英語を使って会話を 続けることができましたか?	☆☆☆		
(3)リアクションを使うことができまし たか?	☆☆☆		

## 11. What I learned

I learned that even when students have limited English, with simple tasks supported by pairs work, group work, and visual aids, they can communicate and engage with English meaningfully. The speaking, writing, and poster activities helped to expand their ideas. According to Lee and VanPatten(2003), teachers should strive to create communicative activities so that "classrooms can become places where learners talk about real things and learn about each other."(p.72). Although students need more time to compare their ideas with their classmates' ideas, in the end, I believe that these kinds of activities can prepare them for English use in the future.

## References

- Lee, J.F., & VanPatten, B. (2003). Making communicative language teaching happen (2nd ed.). McGraw-Hill.
- Sato, K., Fukumoto, Y., Ishitobi, N., & Morioka, T. (2012). Focus-on-form instruction and student learning in Japanese junior high schools. In A. Stewart & N. Sonda (Eds.), JALT2011 conference proceedings (pp.283-303). JALT.

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

Work  
sheet

## My Future, My Dream (将来の夢は? ~)

Step1 (Dialog 1)先生の自己紹介を聞いて、わかったことを日本語で書こう!



Yoshi 先生

want to go to 行きたい国	I want to go to <b>America.</b>
want to see 見たいところ	I want to see the <b>Statue of Liberty.</b>
want to eat 食べた物	I want to eat <b>American hamburgers.</b>
want to buy 買いたい物	I want to buy <b>chocolate.</b>
want to study 学びたい教科	I want to study <b>English.</b>
want to join	I want to join the <b>chorus.</b>



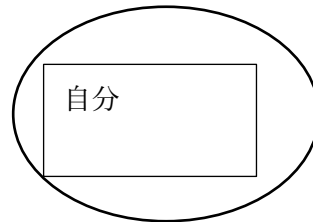
入りたい部活動	
want to enjoy 楽しみたい学校行事	I want to enjoy the <b>music festival.</b>
want to be 将来の夢	I want to be a <b>singer.</b>

Step2 もう一度、先生の自己紹介を聞いて、英語で単語を表にまとめよう！

I want to go to	<b>国</b>
I want to see	<b>見たいところ</b>
I want to eat	<b>食べた物</b>
I want to buy	<b>買いたい物</b>
I want to study 学びたい教科	<b>学びたい教科</b>
I want to join 入りたい部活動	<b>入りたい部活動</b>
I want to enjoy 楽しみたい学校行事	<b>楽しみたい学校行事</b>
I want to be 将来の夢	<b>将来の夢</b>

Step3 クループで マインドマップを作らせる。

1. Where do you want to go?
2. What do you want to see?
3. What do you want to eat?
4. What do you want to buy?
5. What do you want to study?
6. What do you want to join?
7. What do you want to enjoy?
8. What do you want to be?



Step4 クループで話したことをまとめよう。

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Step5 Model Dialog 2 を教師とボランティアの児童生徒でやってみせる。

★じゃんけんで勝った方が A だよ！

<p style="text-align: center;"><b>share</b></p>  <p>(Model Dialog)</p> <p>A: Hello, how are you? B: I'm <b>good</b>. How about you? A: I'm <b>great</b>. Where do you want to go? B: I want to go to America. A: <b>Wow!</b> What do you want to see? B: I want to see the Statue of Liberty. A: <b>Oh! Really?</b> What do you want to eat? B: I want to eat American hamburgers. A: <b>Me, too.</b> What do you want to buy? B: I want to buy chocolate. A: <b>Me, too.</b> What do you want to study? B: I want to study English. A: <b>Wow,</b> What do you want to join? B: I want to join the chorus. A: <b>Great.</b> What do you want to enjoy? B: I want to enjoy the music festival. A: <b>Oh, I see.</b> What do you want to be? B: I want to be a singer. A: <b>Nice.</b> Good luck! B: Nice talking with you! Bye! A: <b>Me, too.</b> Bye!</p> <p><b>* Change your role.</b></p>	<p>ペアでリアクションのジ ェスチャーゲームをやっ てみよう。</p> <ol style="list-style-type: none"><li>1. good.</li><li>2. great</li><li>3. Wow</li><li>4. Oh! Really?</li><li>5. Me, too.</li><li>6. Oh, I see.</li><li>7. Nice</li></ol>
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