Action Research Final Report 2017

Sachiko Baba (Shinkou junior high school)

1. Title
   Introducing focus on form instruction in my lesson

2. Context

   Level: Junior high school, 3rd year

   Class size: 28 students each class × 3 classes

   Textbook: New Horizon 3 (Tokyo Shoseki)

   Times: 45 mins × 4 per week

   Class situation: There are only 3 classes in 1 grade in my school. The atmosphere in school is very good. They don’t hesitate making pairs even a boy and a girl. They try to understand and help each other. But I can find some students don’t say their opinions willingly.

   Issues:

   (1) I have taught my lessons through CLT method form small children to Adults but I need to revise my lessons in junior high school.

   (2) I learned what focus on form is so I need to revise my lessons through focus on form instruction.

   (3) Most students like English so I need to see my students’ improvement through data.
3. Goals

(1) To change my lessons through more effective CLT approach.

(2) To introduce focus on form instruction in my lessons.

(3) To gather data through students’ survey and analyze it.

4. Literature review

(1) CLT

Communicative language teaching is a method of teaching in communicative way. The goal is achieving communicative competence. There are four competences below. Grammatical competence, Discourse competence, strategic competence and sociolinguistic competence. (Canale & Swain, 1980; Canale, 1980) We use pair work, group work and discussion in class. Task-based Language Teaching which goal is achieving task is also based on CLT. With the advent of communicative language teaching, the instructor’s role changed. It should not be a teacher any more so be a facilitator. In early CLT, many instructors equated communication with conversation. (Making communicative Language teaching happen, Second edition)

(2) Focus on form instruction

Focus on form is teaching grammar through language activities. After explanation of grammar in textbook, students practice and TBLT. Students noticing is also very
important element when we use F on F. When we acquire language, there are three necessary elements. They are form, meaning and function. We need proper feedback, too.

(3) Feedback

As for feedback I often use reacting since I started to teach English. Feedback, from this stereotyped view, ends when students or teachers receive a response (Kindt&Murphey, 1999). Feedforward is perhaps a more accurate term for what might be classed as forward-looking feedback or the feedback that is given with the intent of leading someone somewhere (Kindt&Murphy, 1999).

I learned feedforward using in a newsletter.

5. What I did

I took Materials Development and Classroom Dynamics course in 2nd semester. I tired what I learned from this course into my lessons. I have tried to change reading materials since last school year. I revised many time to get these materials better. I learned mainly two things form this course. First, making and using a newsletter. Second, using a conversation card and carrying out performance test with it.
6. Results

What's my goal?

1. To change my lessons through more effective CLT approach.

I found my students comments are positive toward understanding CLT. When I taught adults and high school students in a conversation school, I basically taught them through CLT approach. They had basic grammar knowledge and I used it through all English as a communication. Their goal was mastering a daily English conversation or using English in a trip. However junior high school students have a different goal, they felt my lessons were more practical than before which they have many chances to speak and write.

2. To introduce ‘focus on form’ method in my lessons.

I struggled understanding what ‘focus on form’ is and how to introduce it into my lessons. When I taught adults, I learned what CLT is in a study training. I found I had already used some ‘focus on form’ method in my lessons but I still didn’t know how to introduce into my junior high school lessons. I checked Yoshi’s site and used ‘新しい英文学法指導アイデアワーク’. I revised my worksheets to make better through ‘focus on form’ method.
To gather data through students’ survey and analyze it.

Making rubric and questionnaires with numbers makes us much clear students’ improvement. First, I used the rubric which shows number of timed conversation. All students try to achieve the goal. Second, I also used number of ‘words’ when they write their fun essay or writing activities. Finally, I used numbers in questionnaires as well.

Almost students have positive ideas about my English lessons. Some students say my lessons are not the Atlas Complex and also have chance to speak themselves. I think my lesson are based on CLT method. I believe my students think so.
I am very glad to see this result which almost students enjoy my lessons. Surprisingly there are not students who don’t enjoy my lessons at all.

3) How much have you improved 4 skills since April?

I always speak to my students in English. They understand teacher’s talk almost perfectly. It has good and bad points both. Good point is their listing skill is improving
constantly as we know this result. However, on the other hand we can say they just may get used to my English. I need to speak English using new grammar target to give them enough input. In Vygotsky’s theory, learning takes place through and during interaction in the learner’s ZPD (zone of proximal development).

I had a performance test which had a goal for 3 min in 2nd semester. At this test I used a conversation card, but it didn’t work well. I think we should use a conversation card in usual lessons and need to recursive practice.
I am still struggling how to teach reading in my lessons. When Yoshi came to my class, I got an advice from him and revised my worksheet. I found my style in my lessons, but I am not sure it is effective or not.

I found my students’ writing ability is clear using this questionnaire which shows the number of words. I am also glad to see this result because it has reached the goal of MEXT.
4) What do you want to do in my English lessons?

I introduced writing report in class. Many students have positive ideas about writing a report. I think they need many chances to write a report and essay.

5) Do you understand through communicative activities?

Almost students have positive attitude toward communicative activities.

These are student’s comments below.

☐ I can enjoy English lessons more than before.

☐ I am not good at studying English but my classmates and teachers helped me a lot.

☐ I felt difficulty with making speech but I liked pair or group activities.

☐ I can write or speak more smoothly than before.
I used to use a model when I write sentences but I don’t need it now.

It was fun to have an English lesson.

I enjoyed reading in textbook.

I can improve my writing ability compared when I was 1st grade.

I tried hard to prepare a speech so I believe I have improved my English skill.

I enjoyed English lessons because I learned a lot through activities and practicing pronunciation.

I can study actively not passively because teacher teaches in various ways.

I talked Japanese with my classmates when we had activities.

I had already leaned grammar in Jyuku so I didn’t need activities.

7. What I learned

I have taught 2nd graders and 3rd graders during action research. I found my students need clear goal for improving English. In performance test we decided a goal for 2min speaking for 2nd graders. And it was for 3min for 3rd graders. At first year of action research I was successful to achieve the goal but at second year I was confused and didn’t know how to prepare it. I still can’t find it. I need to discuss it with my colleagues.

I found, however, my view about English teaching is changing. Students can do anything what teachers feed. I won’t hesitate making high leveled goal from now on.
8. Future issues

I need a technique to feed my students various expression and skills how to speak and write. I have to know my students more. I will never stop change my lessons better. Especially, I want to learn students’ motivation and how to encourage them to speak and write more.
Lesson plan

Sachiko Baba

1. Level: Junior high school, 3rd year

2. Class size: 28 students each class, 3 classes

3. Textbook: New Horizon 3 (Tokyo Shoseki)

4. Goal:
   (1) Students can express using ‘so…that’.
   (2) Students can read discussion about robots and understand it.

5. Objective:
   (1) Students can understand the usage of ‘an indirect question’ and ‘so…that’.
   (2) Students can talk using ‘an indirect question’ and ‘so…that’.
   (3) Students can express their ideas about robots after reading Unit 5 and write their ideas.

6. Procedure:

   (1) Day one: Introduction of ‘後置修飾’ ①

   (2) Day two: Review ① Textbook (p.70~71) 5·1 Starting out

   (3) Day three: Introduction of ‘an indirect question.’ ②

   (4) Day four: Review ② Textbook (p.72~73) 5·2 Dialog

   (5) Day five: Introduction of ‘so…that.’ ③

   (6) Day six: Review ③ Textbook (p.74~75) 5·3 Read and think ①
7. Today’s lesson plan:
   An attached paper

8. What happened,

1) What I tried
   There are two revised things I did.
   First, I revised the worksheet of reading. I put “T or F” quiz I at the beginning of worksheet and asked my students to answer them in pairs like below.
   <Example>
   A: What do you think of No.1?
   B: I think No.1 is true.
   A: Why do you think so?
   B: Because the textbook says_____.
   
   Next, I added “5. Think ‘Who do you agree with?’ in blue letters”. This is an expansion part using a newsletter I made. Students wrote same types of questions in the previous lesson. I used them to make a newsletter. Students chose the favorite idea and rewrote their idea and reasons.

2) What I happened,
   First, students can talk and find answers in pairs. I think some students on a low level can answer questions easily and have a confidence.
   Second, I made a newsletter for the first time. I think students enjoyed reading their classmate’s comments and can get motivated to write next opinions.
1. True or False ?
1）病院や家庭で働くロボットがいる。
2）お年寄りの数は増えている。
3）ロボットは危険ではない、なぜなら機械であるから。

1. 本文　Read and think ②
＜Saki＞
①Some robots work in hospitals and homes. ②I think they’re necessary for our future.
③The number of elderly people is increasing. ④Future robots may be able to help them
when they take a bath, or go shopping.

＜Alex＞
⑤That’s true, but I’m a little afraid of living with robots. ⑥If they get out of control,
we don’t know what they’ll do. ⑦Robots are machines. ⑧They’re too dangerous to be
our partners.

＜Ms. Baker＞
⑨Thank you, everyone. ⑩In my opinion, you should keep thinking about the best
way to live with robots. ⑪It’s our future.

2. 問題：本文を読んで問いに答えてください。
Q1. Does Saki think some robots are necessary for our future?
Q2. What is Alex afraid of?
Q3. Is Ms. Baker’s opinion, what should we do?
3．新出単語練習１

<table>
<thead>
<tr>
<th>英語</th>
<th>日本語</th>
<th>練習スペース</th>
</tr>
</thead>
<tbody>
<tr>
<td>① elderly</td>
<td>年配の</td>
<td></td>
</tr>
<tr>
<td>② increase</td>
<td>増える、増加する</td>
<td></td>
</tr>
<tr>
<td>③ able</td>
<td>(することができる)</td>
<td></td>
</tr>
<tr>
<td>④ bath</td>
<td>入浴</td>
<td></td>
</tr>
<tr>
<td>⑤ afraid</td>
<td>こわがって</td>
<td></td>
</tr>
<tr>
<td>⑥ control</td>
<td>制御</td>
<td></td>
</tr>
<tr>
<td>⑦ machine(s)</td>
<td>機械</td>
<td></td>
</tr>
<tr>
<td>⑧ partner(s)</td>
<td>仲間、パートナー</td>
<td></td>
</tr>
<tr>
<td>⑨ opinion</td>
<td>意見、考え</td>
<td></td>
</tr>
<tr>
<td>⑩ be able to</td>
<td>…することができる</td>
<td></td>
</tr>
<tr>
<td>⑪ be afraid of</td>
<td>…をこわがって</td>
<td></td>
</tr>
<tr>
<td>⑫ out of control</td>
<td>制御しきれなくなってしまった</td>
<td></td>
</tr>
<tr>
<td>⑬ in one’s opinion</td>
<td>…の意見では</td>
<td></td>
</tr>
<tr>
<td>⑭ keep … ing</td>
<td>…し続ける</td>
<td></td>
</tr>
</tbody>
</table>

4．日本語を英語で言えるように・書けるようにしよう

咲)
①病院や家庭で働くロボットもあります。②彼らはわたしたちの将来にとって必要だと思思います。③高齢者の数が増えています。④未来のロボットは、高齢者が入浴したり買い物に行ったりするときに、手助けすることができるかもしれません。
（アレックス）
⑤そのとおりですが、ぼくはロボットと暮らすのは少しこわいです。⑥もしロボットが制御できなくなってしまったら、何をするかわかりません。⑦ロボットは機械です。⑧ぼくたちのパートナーになるには危険すぎます。
（ベーカー先生）
⑨ありがとう、みなさん。⑩わたしたちの意見では、みなさんはロボットと暮らす最善の方法について、これからも考えていく必要があると思います。⑪わたしたちの未来ですからね。

5．Think ●Read and Think ①②の意見の中で、だれの意見に最も賛成もしくは反対ですか。
Who do you agree with?
I agree with Deepa.

- I agree with Deepa because robots put together products quickly and precisely.

- I agree with Deepa. Because I think much money goes to me by robots.

- I agree with Deepa. Robots is are charming. The reason because robots is are smart.

- I agree with Deepa. Because living with robots is exciting and robots can heal me.

- I agree with Deepa. Robots are taking people’s jobs away but people can control the robots.

- I agree with Deepa. Because I think robots are quickly, precisely and efficient.

So robots will make our lives better.
I agree with Kota.

- I agree with Kota. I think that I’m scared of robot society. And robots don’t have mind.

- I agree with Kota. Because many much money doesn’t go to me if we lose our jobs.

- I agree with Kota. I think that I’m worried about losing our future jobs. I think that it isn’t necessary for me.

- I agree with Kota. Because I think robots being are getting better.

- I agree with Kota. Because I’m worried about losing our future jobs, too. But I think small robots are useful. So I think small robots make our lives better.

- I agree with Kota. Because robots can break our lives.
### パフォーマンステスト

<table>
<thead>
<tr>
<th>項目</th>
<th>得点</th>
<th>評価基準</th>
</tr>
</thead>
<tbody>
<tr>
<td>関心</td>
<td>5</td>
<td>3分間スムーズに話せる。</td>
</tr>
<tr>
<td>意欲</td>
<td>4</td>
<td>おおよそスムーズに話せる。</td>
</tr>
<tr>
<td>態度</td>
<td>3</td>
<td>時々、沈黙はあるものの3分間話すことができる。</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3分間話すことができない。</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>長い沈黙で3分間話すことが難しい。</td>
</tr>
<tr>
<td>表現</td>
<td>5</td>
<td>すべてを十分に使っている。</td>
</tr>
<tr>
<td>あいづち</td>
<td>4</td>
<td>2〜3回これらを使っている。</td>
</tr>
<tr>
<td>シャドーイング</td>
<td>3</td>
<td>1回しか使えていない。</td>
</tr>
<tr>
<td>つなぎ言葉</td>
<td>2</td>
<td>ほとんど使えていない。</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>まったく使えていない。</td>
</tr>
<tr>
<td>表現</td>
<td>5</td>
<td>適切な発音と文法力で話すことができる。</td>
</tr>
<tr>
<td>正確さ</td>
<td>4</td>
<td>2〜3回の文法の間違いはあるが、適切な発音で話すことができる。</td>
</tr>
<tr>
<td>文法</td>
<td>3</td>
<td>発音、文法とともに2〜3回の間違いがある。</td>
</tr>
<tr>
<td>単語力</td>
<td>2</td>
<td>適切な文法は使えないが、コミュニケーションを取ろうとしている。</td>
</tr>
<tr>
<td>発音</td>
<td>1</td>
<td>まったく話すことができない。</td>
</tr>
<tr>
<td>関心</td>
<td>5</td>
<td>十分なアイコンタクトで大きな声で話すことができる。</td>
</tr>
<tr>
<td>意欲</td>
<td>3</td>
<td>少しのアイコンタクトだけで、声が十分に聞こえない。</td>
</tr>
<tr>
<td>態度</td>
<td>1</td>
<td>アイコンタクトもほとんどなく、声も十分に聞こえない。</td>
</tr>
</tbody>
</table>
<Appendix> Students survey

3学年 3学期末アンケート

次の項目にランクをつけて下さい。  2018年 2月実施

3年生4月時点の力は赤ペンで、現在の英語の力は鉛筆で記号に○をつけてください。

1）英語は好きですか。

<table>
<thead>
<tr>
<th>5</th>
<th>好き</th>
<th>4</th>
<th>どちらかと言えば好き</th>
<th>3</th>
<th>どちらでもない</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>どちらかと言えば嫌い</td>
<td>1</td>
<td>嫌い</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2）英語の授業は楽しいですか。

<table>
<thead>
<tr>
<th>5</th>
<th>とても楽しい</th>
<th>4</th>
<th>まあ楽しい</th>
<th>3</th>
<th>どちらでもない</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>あまり楽しくない</td>
<td>1</td>
<td>楽しくない</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3）授業の中の様子を思い出してください。

① 聞く力  (馬場先生の英語、ペアで話した内容、CDなどの教材)

<table>
<thead>
<tr>
<th>5</th>
<th>ほぼわかる</th>
<th>4</th>
<th>7割くらいわかる</th>
<th>3</th>
<th>半分くらいわかる</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3割くらいわかる</td>
<td>1</td>
<td>ほとんどわからない</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

② 話す力  (ペアで練習する時、パフォーマンステストなど)

| 5 | つかえずに2分間以上会話が続く | 4 | 少しがたえるが2分間話せる | 3 | 1分くらいは話せる | 2 | 30秒くらいは話せる | 1 | ほとんど話せない |

③ 読む力  (教科書の本文や友達の書いたコメントなど)

<table>
<thead>
<tr>
<th>5</th>
<th>ほぼわかる</th>
<th>4</th>
<th>7割くらいわかる</th>
<th>3</th>
<th>半分くらいわかる</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3割くらいわかる</td>
<td>1</td>
<td>ほとんどわからない</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

④ 書く力  (自分の意見やレポートなど)
4）それぞれの活動でよかったものから3つ選んでください。
アペアやグループのコミュニケーション活動 イペアやグループでの文法の練習問題
ウ英語の歌 エ教科書の音読、発音練習 オワークブック
カパフォーマンステスト（ペアでの会話） キスピーチ クレポートなどを書く
コその他（）

5）コミュニケーション活動（アクティビティ）を通して文法がよく理解できますか

<table>
<thead>
<tr>
<th>5 とてもよく理解できる</th>
<th>4 理解できる。</th>
<th>3 どちらでもない</th>
</tr>
</thead>
</table>

それはなぜですか？

6）3学期の授業の感想を書いて下さい。

7）英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いて下さい。

8）これから英語力向上のためにどんなことを伸ばしたいですか。