

Action Research Final Report 2020

Integration of Language Skills in Communication English I

Saeko Yamamoto

I. Introduction

I have been a teacher of English for almost 26 years at public high schools. Over the past years, Japan's education of English has met several reform plans, such as English Education Reform Plan corresponding to Globalization. I have been wondering what is the best way for Japanese learners to acquire the ability to use English.

Looking back to the past educational plans issued by the government, Japan's education of English has met several reform plans, such as English Education Reform Plan corresponding to Globalization. In the latest plan, students' English abilities are going to be examined by utilizing external language exams. As for upper secondary school, the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons are going to be nurtured. We teachers should enrich educational content in relation to nurturing individual's sense of Japanese identity, focusing on traditional culture and history among other things.

Among those suggestions, I was going to pay attention to the change of National Center Test for University Admissions into the new one by National Center for University Entrance Examinations. The test consists of reading part and listening part. The Listening Test's perfect score has been decided to be 100 from 50. In addition, the reading test's perfect score is going to be 100 from 200. This change means that listening ability is treated as important as reading ability.

Taking into consideration what I learned in this program that traditional methods like audio lingual method (ALM) and grammar translation method (GTM) were not effective to improve the ability to communicate using languages (Lightbown & Spada, 2013). It will be much better to learn listening, speaking, reading and writing in an integrated way with each other. Brown suggested that the integration of the four skills – or at least two or more – is the typical approach within a communicative, interactive framework.(Brown, 2007).

Due to several Japan's English education reform plans, students cannot say which way is the best. I believe a simple but effective way is the best and students can continue to keep learning. Teachers may have duties to find a better way to improve students' language competence and dive into the wide world with communicative competence.

II. Context

Students' Level:

Senior High School Students (1st grade)

Almost all of them are willing to make efforts to learn English in class. They seem to think that learning English is necessary for their future, and communicating in English is fun.

Class size: 1 Class is made up of 39 students

Textbook: Prominence Communication English I (TOKYO SHOSEKI)

Problems: Most of the students at my school are said to be higher-level learners in our region and are supposed to study any subject with some motivation. In addition, they tend to think of English as a subject they have to memorize limitless number of words and grammar rules. Therefore,

I have seen some students ask me for explanation of every item of grammar instead of speaking activities in pairs.

Another problem is that every fall, our school accepts about 20 foreign students from Britain, Germany and Malaysia, when, fortunately, our school students make some presentation to them about our life or culture and have some discussion with the foreign students. Our school students prepare for the presentation and discussion very well, but once the discussion start, they cannot continue conversation well. Some students tell me that they cannot catch what the foreign students are saying, so they want to improve listening ability.

III. Goal

- (1) To encourage students to achieve communicative competence through communicative language activities in a class that can offer integration of 4 skills.**
- (2) To let students improve their listening ability and listening skills through students' integrated communicative activities.**

My goal is to find a way for high school students to achieve communicative competence through content-based class. In addition, I hope they can improve their listening ability and listening skills. I would like them to achieve it through communicative language activities. I believe they can learn to understand what the other persons are telling both by reading and by listening, and in addition, they can learn to express by writing and by speaking. I would like to make sure that listening ability will be improved through skills integrations. Often one skill will reinforce another, we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read (H. Douglas Brown. 2007. P.286).

My research questions

- (1) What materials can teachers prepare for students to participate in activities based on skills integration?
- (2) How will students improve their overall communicative competence?
- (3) How can students improve their listening ability through communicative classes?

I tried to measure the students' development over the course by analyzing qualitative and quantitative data. I have observed students in each class performance, and used three questionnaires (May, July, and February), two performance tests (July, December).

IV. Literature Review

1. Communicative Language Teaching

Communicative language teaching (CLT) is based on the premise that successful language learning involves not only a knowledge of the structures and forms of a language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation.

Lightbown and Spada (2013) say that there is little classroom research to support such approaches (Grammar translation approach, audiolingual approach) for students in ordinary school programmes that

must serve the needs of students who bring different levels of motivation and aptitude to the classroom. In fact, it was the frequent failure of traditional grammar translation and audiolingual methods to produce fluency and accuracy in second language learners that led to the development of more communicative approaches to teaching in the first place. (p.156)

2. Skills integration

Communicative competence is going to develop with four skills integrated. To make students' learning effective through communicative language teaching, four skills should be integrated. Brown (2007) pointed out that about skills integration.

- (1) Often one skill will reinforce another, we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.
- (2) Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act. (p.286).

I would like to improve students' four language skills through integrated communication activities. Listening ability and skill are what I would like to focus on in the end. I believe having listening ability can lead to mutual understanding, and collaborative listening can give us enough opportunities to speak out in order to share the information.

3. A three-part framework

Brown (2007) suggested a three-part framework for reading, which means reading procedure divided into 3 parts. They are pre-reading, during-reading and after-reading phases. Each reading phase is explained by Brown.

- (1) *Before you read*: Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage.
- (2) *While you read*: Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take rather than just reading because you ordered it
- (3) *After you read*: Comprehension questions are just one form of activity appropriate for post reading. Also consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise. (p.375)

4. Washback effect

Krashen and Terrell (1983) made the following statement regarding classroom testing – a statement that addresses the acceptability of a test. They suggested that testing can be done in a way that will have a positive effect on the student's progress. The key to effective testing is the realization that testing has a profound effect on what goes on in the classroom. Teachers are motivated to teach and students are

motivated to study material which will be covered on tests. Our tests should motivate students to prepare for tests by obtaining more comprehensible input and motivate teachers to supply it. (Krashen & Terrell, 1983, p.165).

Classroom activities should be tested so that students can make efforts to improve their second language abilities, mainly communicative competence, through the activities they take part in actively in classes. In addition, students should know what are significant points in the activities, so teachers should offer the rubric or point of views for the activities. Teachers can put importance on students' reflections on their performance in classes.

V. What I did

(1) Goal & Goal Topic

I put "Goal" and "Goal Topic" at the beginning of each worksheet so that they can notice what to do and what level they have to reach through the lesson. Students can talk on the goal topic either in the beginning of each part or in the end of each part.

(2) Rearranging of activities in handouts

I rearranged the procedure of activities in a lesson and rebuilt the flow of those activities so that students can improve as effectively as possible. It was necessary to adopt the three-part framework and make sure that students could take steps of "Before you read", "While you read" and "After you read". Here are the procedures I have revised.

• Listening activities before reading.

I put listening activities before reading so that students can listen to new materials at first to get the outline of the passage. They can make efforts to improve listening ability without depending on letters.

• Pre-listening

I made Pre-listening (Pre-Reading) activity describing the pictures concerning the content of the text or the pictures on the text. I think that describing pictures can enable students to use English by explaining in English and by listening to their partner's describing pictures.

Moreover, these pictures can allow students to expect what content they are going to read and that they should have opinions on the content.

I wanted to make enough time for students to talk or listen to each other and this activity led to the increase of the time for students to communicate with each other.

I put a poster which calls for residents to take part in an event called "Jane's Walk". Students can talk about whether they would like to join the event or not and why they think so.

Looking at how they responded to describing pictures, they seemed to be making efforts to explain as much as they can. However, some of them did not come up with how to start telling the description, such as the words to point out the places like "in the background", "in the center". I realized that they

need some knowledge about the words and phrases so that they describe a single picture precisely, and summarising it.

- Timed Conversation

I put a timed conversation in the end of each part, whose length extended from 2 min long to 4 min long. The topics of the timed conversation were related to the content of the text. Teachers announced that students were supposed to have a speaking test, using the same topics before starting lessons. Three conversational strategies were introduced to make their conversation smooth. Students practiced timed conversations many times with many classmates for the near future speaking test.

- Listening

In the former lessons, I had adopted “True or False questions” style for listening activity. However, T/F questions are complex activity, for learners have to listen to the passage, comprehend the context and find out the mistakes at the same time, which can confuse learners. That is why I have made questions in a simple style, which is to find out just one right answer.

Just after listening once, students share their possible answers with each other. Then they listen to the passage again to make sure if their answers are right or wrong.

Students seemed to be not confused with this simple style.

- Questions & Answers after Reading

I changed the way of checking answers into a pair activity from teacher-correcting style. One student asks a question and the other student gives an answer to the question in a conversation style in a pair. This way seemed to increase the time for students to communicate in English. Each student has to think over what is the best answer because teachers don't give them answers or explain the answers before they finish sharing answers in a pair.

- Retelling

Students cannot read the text when they retell the content of each part, but they can listen to the passage and pick up some words to take notes of what they heard. Using the notes, retelling should be done. Concerning part 3, I let students draw pictures while they were listening to the text because part 3 explains what the people were doing and I thought part 3 could be expressed by drawing pictures. They showed their drawing and retelling what happened in part 3 to their partners.

They seemed to be enjoying classmates' drawing and be surprised at some students' high skills of drawing, which may be some new trigger to communicate with each other.

(3) Performance test

In classes, students go through timed-conversation using the text-related topics, and they tried to communicate the ideas and feelings with each other. Therefore, teachers should offer the tests which evaluate their ability to communicate like in a class to make washback effect most.

In order to make performance tests more effective for students' communicative competence, some preparation had to be made. To carry out the performance tests needs the steps like these.

• Announcement of performance tests

I let the students know they would have a performance test with the topic they talked many times about. Showing rubric before performance tests is necessary for students to get what to perform and how their performance should be.

• Example 1 (July, Speaking test)

1) Lesson 3 “ One Ocean, One People”

2) Conversation Topic: “What is your favorite invention?”

3) Procedure:

1. When they enter the classroom, students draw lots to know their today's partner
2. Before the test, students get evaluation sheets
3. Before the test, students can talk about a different topic from the one of today's performance test
4. One pair moves out of the classroom to see ALT outside, and ALT tells them to start their conversation
5. ALT gives them grades on their evaluation sheets
6. Two minutes have passed and ALT tells them to stop
7. The other students waiting in the classroom, continue talking with another different partner about different topics

Ex. “What is your favorite food (movie, sport, book, game...)?”

“What do you think about the problems of landfills?” “How do you use SNS every day?”

2019 Summer : Performance Test (Conversation)

Class : クは上の NO. () NAME) / N/ E

- 実施方法
- ・くじで決めたペアで、2分以上の英会話をしてもらいます。
 - ・アンソニーが下の観点で評価をします。
 - ・トピックは “What is your favorite invention?”
 - ・待っている間も、ペアを変えて会話をしていきます。(トピックは上のもの以外でも話します)

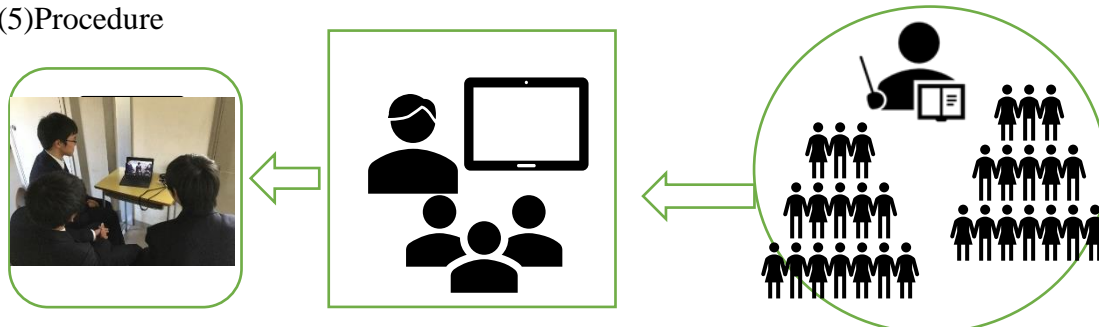
評価観点

Categories	Criteria	Grade
Fluency & Content なめらかさ 内容	2分以上なめらかに話すことができ、工夫して内容を伝えることができる。 can talk with your partner smoothly over 2 minutes, and convey properly what you want to say	A・B・C
Accuracy 正確さ	適切な文法や単語を使い、適切な発音で話すことができる。 can talk with your partner using proper English (grammar, words, pronunciation)	A・B・C
Delivery (Volume & Eye contact) 態度 アイコンタクト 伝わる声の大きさ	アイコンタクトをとりながら、相手に聞こえる声で積極的に話すことができる。 can make eye contact with your partner, talk actively in an appropriate volume of voice	A・B・C
Conversation Strategies 会話のための方策	Opener, Closer, Reaction を適切な場面で積極的に使うことができる。また相手の言葉に対して、内容を深 くする質問をすることができる。 can use openers, closers and reactions actively in an appropriate scene, and make proper questions to deepen understanding between each other	A・B・C
		total : 17

• Example 2 (December, Speaking test)

- (1) Lesson 5 “Katsushika Hokusai, a Japanese Genius”
Lesson 8 “The State-of-the-Art origami Engineering”
- (2) Conversational Topics: Students draw one topic card in front of ALT
- What Japanese culture/art do you want to introduce to foreign students? Why? (Le 5)
 - What world-famous thing that Japanese people have created are you interested in? Why? (Le 8)
- (3) What are necessary
- Evaluation Sheets : For ALT to evaluate students’ performances
 - 2 Topic cards : To decide the conversation topic
 - 3 Pads : To record the performance and to let students watch their performance
- (4) How to manage the performance test
- Evaluation : by ALT
 - Topic: Students can pick up one out of two topic cards in front of ALT
 - Conversation : in a group of 3 students
 - Time allocation for each conversation: 6 minutes
 - Using 3 Pads to record students’ performance and let them reflect their own performance, watching their own conversation after the test
 - Students waiting for tests in a classroom:
Making as many conversations as possible, using other topics for information exchange

(5) Procedure



班⇒○をうつ 1 2 3 ④ 5 6 7
1班の名簿の一番遅い人は7班にも入ってもらうことがあります。

Class: 〇〇 NO. 〇〇 Name

2019 12月 Performance Test

★Topic: ①What world-famous things Japanese people have created are you interested in? Why?
②What Japanese culture/art do you want to introduce to foreign students? Why?

★評価観点

Categories	Criteria	Grade	比重
Content & Fluency	6分間、工夫しながら内容を伝え、なめらかに話しをすることができる。 Can convey properly what you want to say, talk with your friends smoothly for 6 minutes,	Ⓐ・B・C	× 2
Delivery (Balance & Volume & Eye contact) 3人の会話のバランス/ 伝わる声の大きさ/アイコンタクト	3人でバランスよく話せるようつとめ、またアイコンタクトをとりながら、相手に聞こえる声で積極的に話すことができる。 Can try to make a well-balanced conversation among three people, make eye contact with your partner, and talk actively in an appropriate volume of voice	A・Ⓑ・C	× 2
Conversation Strategies	Conversation Strategies を適切な場面で積極的に使って、会話を深めていくことができる。 Can use openers, closers and reactions actively in an appropriate scene, and make proper questions to deepen understanding between each other	Ⓐ・B・C	× 1
Accuracy	適切な英語 (文法・語彙) を使い、適切な発音で話すことができる。 Can talk with your friends, using proper English (grammar, words, pronunciation)	Ⓐ・B・C	× 1
Total			

(4) Writing Activities

• Example 1 (July)

Rich or poor, every child has a right to a quality education

Economic disparities should not be allowed to create a gap in the level of public schools

Ikuko Tsuboya-Newell

Education in crisis: Budget shortfalls, Teachers fired, Courses slashed

Yes, we're back to the LEFT BEHIND policy

My opinion

I read this newspaper article and found that there is a big difference between school education in areas where there are a lot of rich and poor people. I don't think that economic disparities should allow for differences in public school education. I have two reasons. First, elimination of secondary subjects may reduce future job options for poor children. Second, in Japan, the Constitution of Japan stipulates the right to receive education, and we must protect it. Also, I thought it would be nice if public schools would cooperate with each other to use the funds as an improvement measure.

Summary contents

rich → Academic ability ↑

poor → Academic ability ↓

After reading about the problems of garbage, landfill, education, poverty, in Lesson 4, students can use newspapers and cut the articles of these problems they are interested in and paste them and write their opinions on A4 sheet. In Day 6, they are going to tell opinions about the articles and share them.

• Example 2 (December)

Lesson 7 : What's an Ig? -Presentation- (in December)

Presentation: What kind of study would you like to give an Ig Nobel Prize to? Why?

About Ig Nobel, it is very important that 'achievements that first make people LAUGH and then make them THINK'. What kind of study would you like to give an Ig Nobel Prize to?

★ Preparation

(1) What is the study about?
The study is about 5 second-rule. It means we can eat food dropped on the floor if we pick it up within 5 second.

(2) Does the study first make people laugh and then make them think?
Yes, when we are children, we often use this unique rule in some situations such as dropping snacks.

(3) Would anybody recognize the study in any way?
Yes.

★ Get ready to start the presentation.

In Japan it is 3 second rule but in Europe people believe it's OK within two more second.

I'd like to give the Ig Nobel Prize to the study about 5 second-rule. It means we can eat food dropped on the floor if we pick it up within 5 second. It is known not only in Japan but also in Europe. So some world researchers inspect this way of thinking. One of the research is the British scientist's. He is Anthony Hilton which teaches at Aston University. In his research, he drops several kinds of food and then he checks how many bacteria are there in each food. It says, "Food dropped on the floor has some risks, especially if mud is on it is better not to eat it. But if it looks clear, maybe you can eat. But it doesn't indicate that there is no bacteria. And the result depends on However a property, the type of food, time it passed from dropping, and so on.

After reading about the Ig-Nobel in Lesson 7, students wrote about what is a great invention for

them on A4 sheet and made a presentation on it in the end of the lesson. They made presentations in a small group of 4, and one representative student in each group came out

"5 second rule"

within 5 seconds → You can eat!!!

In addition, foods that contain more moisture have more bacteria. To summarize what we can see from this research, if you are sick or nervous, you should not dropped food.

A 3D printer?

I'm interested in 3D printer. It is invented in 1980, by Chuck Hull. He came up with the idea when he saw resin become hard by a light. He found this system, but other people got patents. It is very useful in various situation. For example, some researchers try to make artificial organs. In car manufacturer, people make some parts by using it. It may come someday that we have 3D printer.

in front of the class and spoke on the inventions that they are thought are great.

(5) Questionnaires

- In the end of Ma, in the middle of July, students, in the middle of February, students were asked to answer both closed questions and open-ended questions. They rated themselves on the improvement in 4 skills, and answered about what skill to improve most and so on.

↓

The questionnaire 英語学習についてのアンケート

第1回 2019年5月、第2回 2019年7月、第3回 2020年2月

1. 「英語」は好きですか? Do you like English?
ア とても好きだ イ まあ好きだ ウ あまり好きではない エ 好きではない
理由 _____
2. 「英語を学習すること」は好きですか? Do you like leaning English?
ア とても好きだ イ まあ好きだ ウ あまり好きではない エ 好きではない
理由 _____
3. 将来、英語の資格、級など取得したいと思っっていますか?
はい・いいえ ある場合・内容や目的→ ない場合・理由や目的→
4. 英語授業での4技能についての質問です。
 - (1) 聞く力 (CDなどの音声を聞いて分かる程度)
ア ほぼわかる イ 7割くらいわかる ウ 5割くらいわかる エ 3割くらいわかる オ ほぼわからない
 - (2) 聞く力 (ペアやグループの英語を聞いて分かる程度)
ア ほぼわかる イ 7割くらいわかる ウ 5割くらいわかる エ 3割くらいわかる オ ほぼわからない
 - (3) 話す力 (ペア・グループで話せる程度)
ア 思っていること、言いたいことがほぼ話せる
イ 思っていること、言いたいことが7割くらいは話せる
ウ 思っていること、言いたいことが5割話せる
エ 思っていること、言いたいことが3割くらい話せる
オ 思っていること、言いたいことが3割も話せない
 - (4) 話す力 (ペアで3分間話せる時間の長さ) (*5月は2分とした)
ア 3分間、会話を続けることができ、内容も充実している
イ 3分間、ときどきつかえたり、沈黙はあるが、内容は充実した会話が続けられる
ウ つかえたり沈黙はありながら、なんとか3分間続けられるが、内容が乏しい
エ 沈黙が多く、内容も乏しく、3分間会話が続かない
 - (5) ペア・グループの会話で Opener (How are you doing?など) Closer (Nice talking with you! など)は使えますか?
ア うまく使える イ 使える ウ あまり使えない エ 使えない
 - (6-1) ペア・グループなどの会話で Reaction (Oh, I see. Oh, really? など)は使えますか?
ア うまく使える イ 使える ウ あまり使えない エ 使えない
 - (6-2) ペア・グループなどの会話で Follow up questions など)は使えますか? (2月のみ)
ア うまく使える イ 使える ウ あまり使えない エ 使えない

(7) 読む力 (初見の文を読んで分かる程度)

ア ほぼわかる イ 7割くらいわかる ウ 5割くらいわかる エ 3割くらいわかる オ ほぼわからない

(8) 書く力 :内容 (ESP の writing などの 60 語くらいの文章を書ける程度)

- ア 思っていること、言いたいことがほぼ書ける
- イ 思っていること、言いたいことが7割くらいは書ける
- ウ 思っていること、言いたいことが5割書ける
- エ 思っていること、言いたいことが3割くらい書ける
- オ 思っていること、言いたいことが3割書けない

5. 4技能の力を、得意な順番に記号で並べてください

ア 聞く イ 話す力 ウ 読む力 エ 書く力

6. 4技能の力を、これから伸ばしたい順番に記号で並べてください

ア 聞く イ 話す力 ウ 読む力 エ 書く力

理由 _____

7. 英語を将来使えるようになりたいですか？

ア とても思う イ そう思う ウ あまり思わない エ 思わない

理由 _____

8. 英語力をつけるために独自でしていることはありますか？

はい・いいえ 「はい」の人→何をしていますか？ _____

9. スピーチテストを受けてみて感想を書いてください。

10. スピーチテストは何人がいいですか。(2月のみ)

1人・2人・3人・4人以上

理由 _____

11. 高校に入って、英語4技能を統合した授業を受け、自分の英語力にどのような変化がありましたか？具体的に書いてください。

12. 4月に比べて、読む力にどのような変化がありましたか？具体的に書いてください。

13. 4月に比べて、話す力にどのような変化がありましたか？ Conversation Strategies (opener, closer, reaction など) は、役に立ちましたか？具体的に書いてください。

14. 4月に比べて、聞く力にどのような変化がありましたか？具体的に書いてください。

15. 4月に比べて、書く力にどのような変化がありましたか？具体的に書いてください。

(6) Interview

• I picked up 6 students (2 Lower level students , 2 Middle level students , 2 Higher level students) and conducted interviews them to ask the related questions on the questionnaire conducted in the middle of February and to ask the reasons, but these interviews were carried out on the day when students were allowed to come to school after the government had closed all the public school due to the COVID-19, and teachers must make them leave school as early as possible. Therefore, I could not allot enough time to the interviews so that I could get enough information from the 6 students.

VII. Result (What Happened)

(1) Goal and Goal Topics

• Not only students but also teachers could realize what they had to do and could prepare to think about the goal topics before they started reading, which led them to predict the content and flow of it. They could share their own ideas and opinions using the goal topics.

(2) Rearranging of Lesson Plan

- Students reduced the time for silent reading after reading practice, which surprised them and made them realize their own improvement.
- According to the result of the questionnaire, they are getting to be able to listen to English, I got positive answers about listening ability.

(3) Performance test

July

- Almost all the students continued talking more actively about “What is your favorite invention”, over 2 minutes than we had expected
- I found some students think of “conversation” as a cooperative work when they said to their partner, “Sorry, I couldn’t say good, appropriate words for you to say the next words!”, or “Sorry, I did not say good phrases for us to keep right conversation!”

Therefore, I can say that they were trying to continue conversation for the partner and cooperated.

- ALT cooperated to evaluate 318 students performances. Japanese english teachers tried to make the performance tests carried smoothly by managing preparations before the test, during the test, and after the test.

December

- I could see students start to make efforts to speak a lot and practice conversations earnestly after teachers announced they would have performance tests. Teachers let them talk in classes, using Goal Topics. This performance test would be done in a group of 3 students, and they could prepare for the new style, 3 people in a talking group. Therefore, teachers gave them several chances of talking in a group of 3 after they practice several pair conversations in classes. When you looked at the result of the question of NO.10, “How many people do you think should be involved for a performance test (speaking)?”, over half of them chose “3 people”. Looking at the reasons for the answer, seven students said, “Can talk smoothly”, 5 said, “Can talk in a relaxed way, and 4 said, “Can have many topics”.

• Teachers let the students watch the video of themselves talking in their group. While they were watching themselves performing, they could talk and reflect what else they should have done and how they should have behaved.

- The students waiting their turns of tests had chances of making conversations about 10 times. They seemed to be quite earnest learners especially just before the performance test.

• ALT cooperated to evaluate 318 students performances. Japanese english teachers tried to make the performance tests carried smoothly by managing preparations before the test, during the test, and after the test.

(4) Questionnaires

I conducted the surveys in May and July. The revised questionnaire consisted of closed and open-ended questions. I asked my students the questions mainly about their response to four skills and integrated way of the classes. I realized that analyzing the results and the data is important to know the situations of students, but that analyzing data takes a lot of time. However, this procedure is indispensable to find an effective way to deal with problems and develop it.

The Result of the Questionnaire (May and July 2019, February 2020)

1. 「英語」は好きですか？ Do you like English?

		May	July	Feb
ア とても好きだ	Yes, very much	10	9	7
イ まあ好きだ	Yes, I do	21	21	18
ウ あまり好きではない	Not very much	7	7	9
エ 好きではない	No, I do not	2	2	4

2. 「英語を学習すること」は好きですか？ Do you like learning English?

		May	July	Feb
ア とても好きだ	Yes, very much	5	5	4
イ まあ好きだ	Yes, I do	22	16	17
ウ あまり好きではない	Not very much	10	16	13
エ 好きではない	No, I do not	3	2	4

Comments on “Do you like learning English?” () =number of the same answers

• July

Positive Reasons	Negative Reasons
<ul style="list-style-type: none"> • Enjoyable (7) (to read and write English, grammar, think about language, to increase what I can say) • Can get knowledge (3) • Interesting to learn English (2) • English can be useful in the future(1) • Can learn as we make much effort (1) • Can realize the results of learning English (1) 	<ul style="list-style-type: none"> • Too many things to remember (5) • Not good at grammar (4) • Difficult to understand (4) • Time consuming (2) • Sometimes get bored, tired (2) • Cannot realize whether I have learned or not (1) • English gets complicating in high school (1)

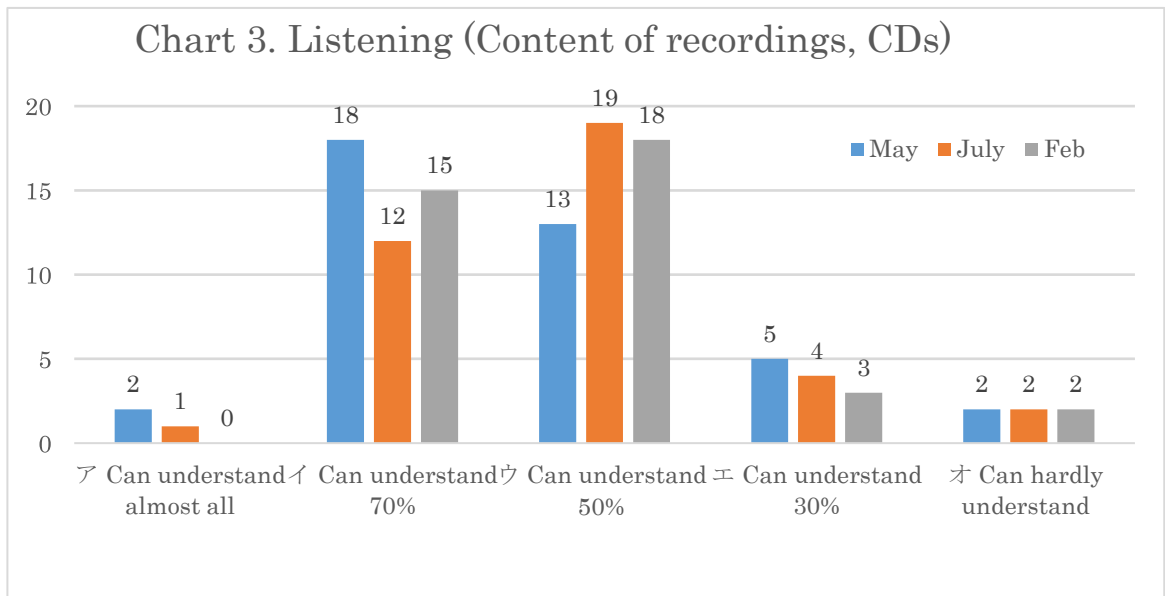
• February

Positive Reasons	Negative Reasons
<ul style="list-style-type: none"> • Enjoyable (6) • Can get knowledge (2) • Interesting to learn English (5) • English can be useful in the future (2) • lead to Communication (1) • Can learn as we make much effort(1) 	<ul style="list-style-type: none"> • Too many things to remember (7) • Not good at grammar (1) • Not good at English (4) • Difficult to understand (3) • too fast to learn (1) • tiring (1) • don't like communication (1)

4. 英語授業での4技能について

(1) 聞く力 (CDなどの音声を聞いて分かる程度) Listening (Content of Recording, CDs)

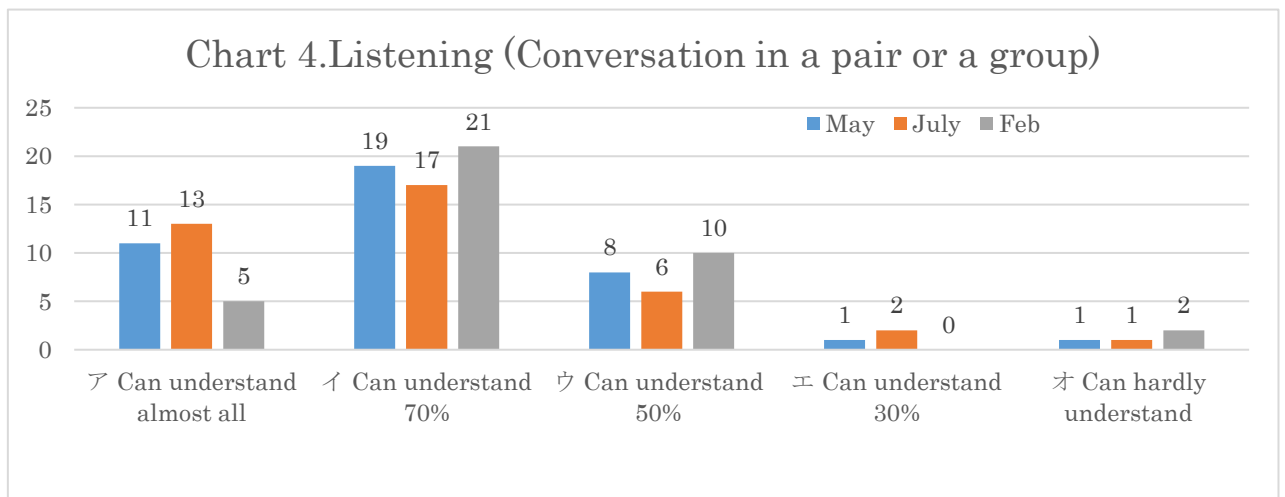
		May	July	Feb
ア	ほぼわかる Can understand almost all	2	1	0
イ	7割くらいわかる Can understand 70%	18	12	15
ウ	5割くらいわかる Can understand 50%	13	19	18
エ	3割くらいわかる Can understand 30%	5	4	3
オ	ほぼわからない Can hardly understand	2	2	2



(2) 聞く力 (ペアやグループの英語を聞いて分かる程度)

Listening (Conversation in a pair or a group)

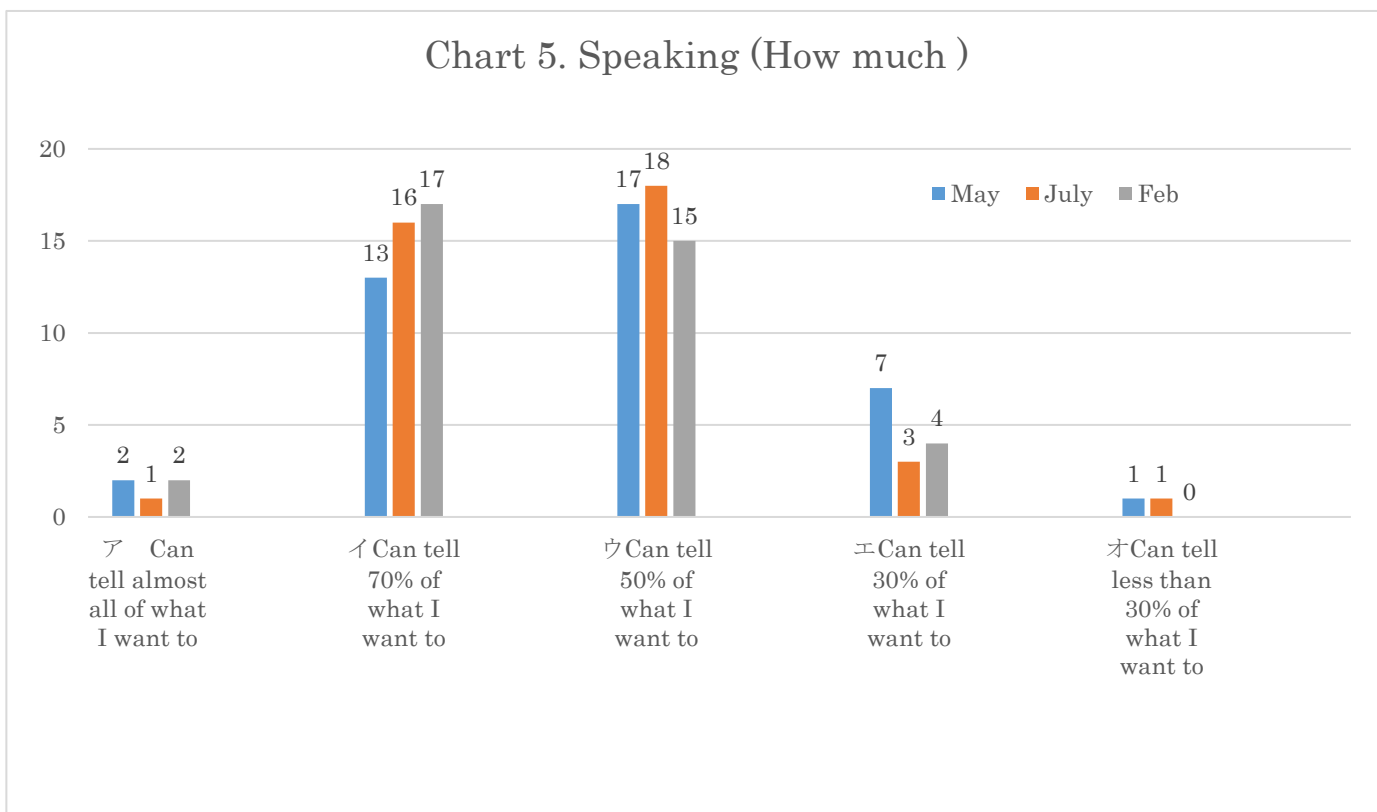
		May	July	Feb
ア	ほぼわかる Can understand almost all	11	13	5
イ	7割くらいわかる Can understand 70%	19	17	21
ウ	5割くらいわかる Can understand 50%	8	6	10
エ	3割くらいわかる Can understand 30%	1	2	0
オ	ほぼわからない Can hardly understand	1	1	2



(3) 話す力 (ペア・グループで話せる程度) Speaking (How much)

	May	July	Feb
ア 思っていること、言いたいことがほぼ話せる Can tell almost all of what I want to	2	1	2
イ 思っていること、言いたいことが7割くらいは話せる Can tell 70% of what I want to	13	16	17
ウ 思っていること、言いたいことが5割話せる Can tell 50% of what I want to	17	18	15
エ 思っていること、言いたいことが3割くらい話せる Can tell 30% of what I want to	7	3	4
オ 思っていること、言いたいことが3割話せない Can tell less than 30% of what I want to	1	1	0

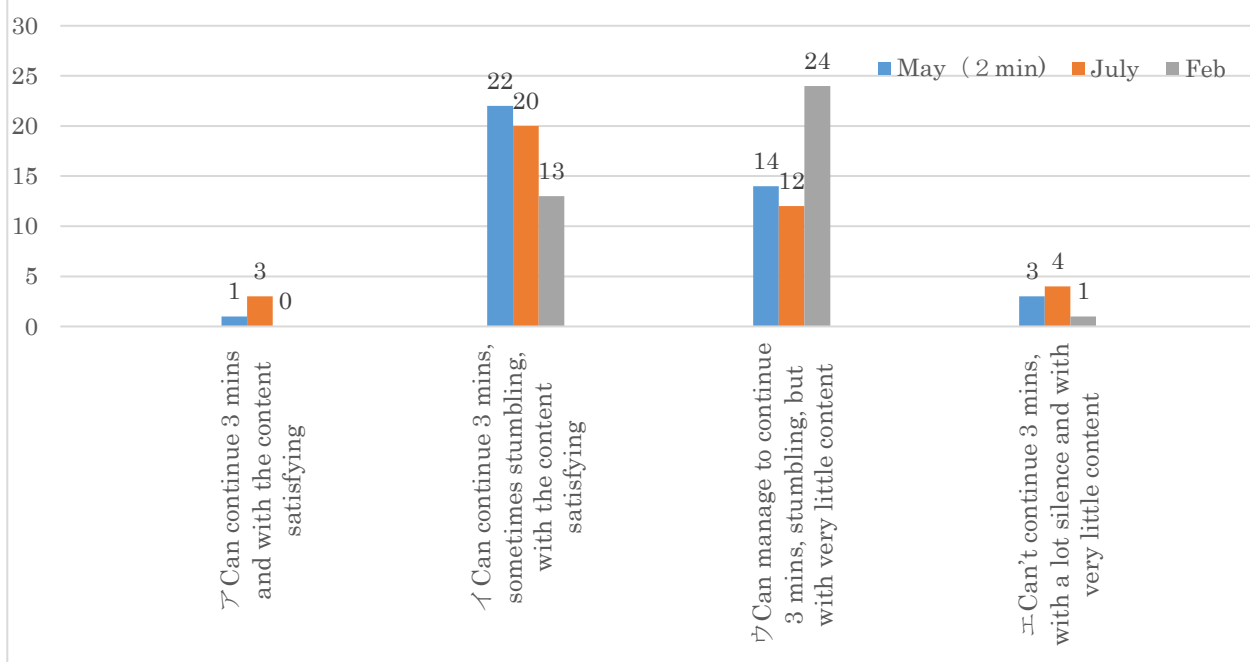
Chart 5. Speaking (How much)



(4) 話す力 (ペアで3分間話せる時間の長さ) Speaking (Timed Conversation)

	May (2min)	July (3min)	Feb (3min)
ア 3分間、会話を続けることができ、内容も充実している Can continue 3 mins and with the content satisfying	1	3	0
イ 3分間、ときどきつかえたり、沈黙はあるが、内容は充実した会話が続けられる Can continue 3 mins, sometimes stumbling, with the content satisfying	22	20	13
ウ つかえたり沈黙はありながら、なんとか3分間続けられるが、内容が乏しい Can manage to continue 3 mins, stumbling, but with very little content	14	12	24
エ 沈黙が多く、内容も乏しく、3分間会話が続かない Can't continue 3 mins, with a lot of silence and with very little content	3	4	1

Chart 6. (4)speaking (Timed conversation)



(5) ペア・グループの会話で Opener (How are you doing?など) Closer (Nice talking with you! など)は使えますか? Using “Openers”, “Closers” in conversation

	May	July	Feb
ア うまく使える Can use very well	0	6	0
イ 使える Can use	12	25	16
ウ あまり使えない Can't use very well	25	5	19
エ 使えない Can't use	1	2	3

(6) ペア・グループなどで Reaction (Oh, I see. Oh, really? など)は使えますか?

Using “Reactions” in conversation?

	May	July	Feb
ア うまく使える Can use very well	なし	5	3
イ 使える Can use		27	26
ウ あまり使えない Can't use very well		5	8
エ 使えない Can't use		2	1

(7) 読む力 (初見の文を読んで分かる程度) Reading

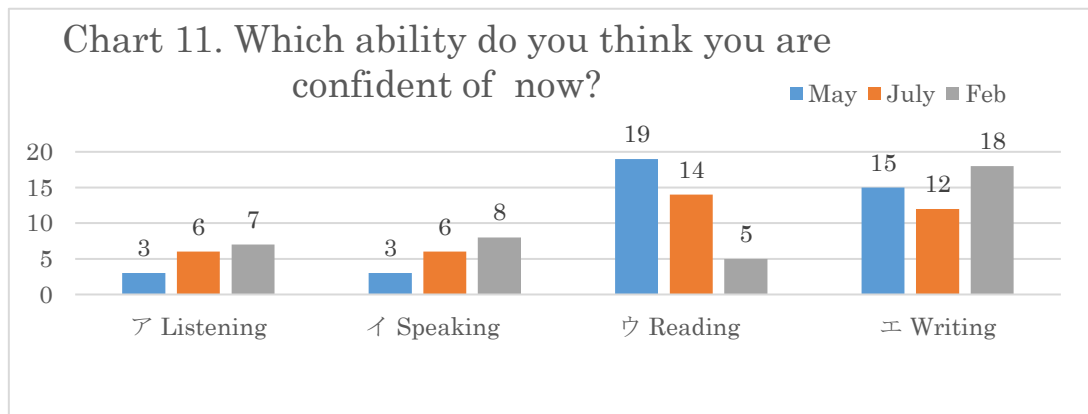
	May	July	Feb
ア ほぼわかる Can understand fairly well	3	3	3
イ 7割くらいわかる Can understand 70%	17	15	14
ウ 5割くらいわかる Can understand 50%	17	18	16
エ 3割くらいわかる Can understand 30%	2	2	5
オ ほぼわからない Can hardly understand	1	1	0

(8) 書く力 :内容 (文章を書ける程度) Writing

	May	July	Feb
ア 思っていること、言いたいことがほぼ書ける Can write almost all of what I want to say	1	5	2
イ 思っていること、言いたいことが7割くらいは書ける Can write 70% of what I want to say	22	21	19
ウ 思っていること、言いたいことが5割書ける Can write 50% of what I want to say	12	10	14
エ 思っていること、言いたいことが3割くらい書ける Can write 30% of what I want to say	4	3	3
オ 思っていること、言いたいことが3割書けない Can write less than 30% of what I want to say	1	0	0

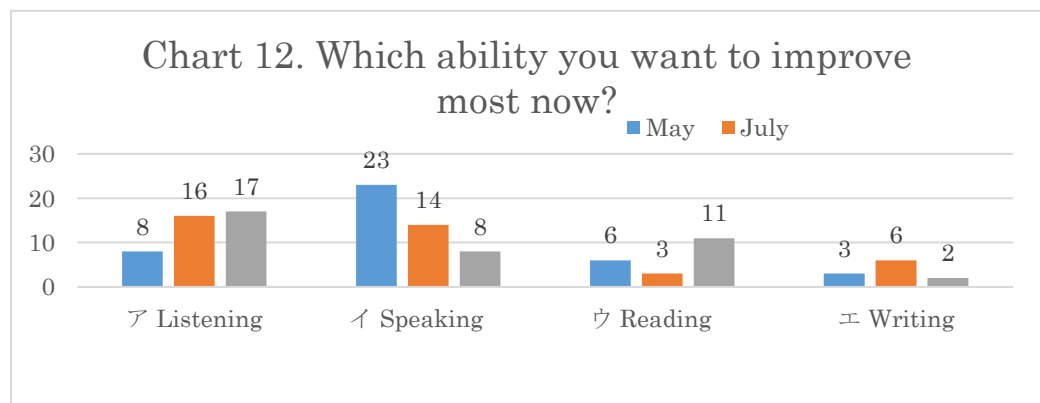
5. 4技能の力を、得意な順番に記号で並べてください Which area are you good at now?

	May	July	Feb
ア 聞く力 Listening	3	6	7
イ 話す力 Speaking	3	6	8
ウ 読む力 Reading	19	14	5
エ 書く力 Writing	15	12	18



6. 4技能の力を、これから伸ばしたい順番に記号で並べてください Which ability do you want to improve most?

	May	July	Feb
ア 聞く力 Listening	8	16	17
イ 話す力 Speaking	23	14	8
ウ 読む力 Reading	6	3	11
エ 書く力 Writing	3	6	2



9. スピーチテストを受けてみて感想を書いてください。 **Comments on Speaking Tests**

• **February**

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • Could enjoy talking (as usual, smoothly, freely, etc.) (3) • Want to talk more in detail (4) • Want to increase the number of phrases words I can use in a conversation test (2) • 3 people was a good situation because I can relaxed (2) • Could tell what I wanted to (2) • A friend who can speak fluently gives us a stimulant (1) • I was very glad when friends could understand my English (1) • I realized I can talk about familiar topics, but I found it difficult to talk about topics that I don't know well (1) • Could be good experiences (1) • Want to have another speaking test (1) 	<ul style="list-style-type: none"> • Difficult to continue conversation (7) • So nervous that cannot enjoy talking (4) • Could not say what I wanted to say (2) • Worried about who would be counterparts (2) • I was afraid of awkward silence (2) • Felt my English is very bad (1) • Could not talk deeply (1) • difficult to ask questions (1) • Could not ask questions (1) • Want this performance test to be the last (1) • A camera made me feel tense(1)

10. How many people do you think should be involved for a performance test (speaking)?

	Class A	Class B
1 人	2	2
2 人	6	7
3 人	21	23
4 人以上	10	8

Why do you think so? (February)

1 person	Don't have to worry about others (2)
2 people	Don't have to worry about others (2) Have to talk with and listen to each other appropriately (1) 3 people was difficult for me (1) Don't have to hesitate to talk (1)
3 people	Can talk smoothly (7) Can talk in a relaxed way (5) Can have many topics (4) Can continue talking (3) Can enjoy talking with many people (2) Can practice talking with many people at a time (1)
4 people or over	Don't have to be nervous (3) Can enjoy many topics (3) Can think while others are talking (1) There will be less silence (1)

10. 英語 4 技能を統合した授業を受け、自分の英語力にどのような変化がありましたか？具体的に書いてください。

What change have you had since you started to learn in class, which have four skills integrated?

• **February**

<p>Speaking</p> <ul style="list-style-type: none"> • Have improved speaking ability (10) • Became used to speaking English (3) • Have become able to nod while my friend speaking (1) • Have become able to communicate with friends in English (1) • Have become able to start speaking English (1) 	<ul style="list-style-type: none"> • Have become able to speak to friend (3) • Communication using English has become very fun (1)
---	--

Listening	<ul style="list-style-type: none"> • Became used to listening to English (1) • Can get the ability to listen to English (1)
Writing	<ul style="list-style-type: none"> • Have improved the ability to write (4) • Became able to use expressions and structures in English (1)
Reading	<ul style="list-style-type: none"> • Have improved reading ability (3)

11. 4月に比べて、話す力にどのような変化がありましたか？ Conversation Strategies は、役に立ちましたか？ 具体的に書いてください。 What changes do you have in your speaking ability between April and July?

• Feb

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • I became able to tell my opinion with my English words (10) • Improved my English (4) • have had a variety of expressions (4) • have known how to continue conversations (4) • Have become confident (3) • While speaking English, I became aware of my accuracy (2) • Conversation Strategies are useful and important to keep our conversation smoothly (2) • Have become able to ask questions (2) • Have come to want to tell my opinions (2) • have become able to have meaningful conversations (1) • become vexed when I happen to say Japanese (1) 	<ul style="list-style-type: none"> • No change (3) • Became unable to use sentences (1)

12. 4月に比べて、聞く力にどのような変化がありましたか？ 具体的に書いてください。

What changes have occurred in speaking, compare with April?

• February

Positive Comments	Negative Comments
<ul style="list-style-type: none"> • Can increase the amount that I can understand (11) • Can follow faster English (4) • Can concentrate on the flow of the story (3) • Can get the outline (3) • Can get a lot of information only by listening once (3) • Can concentrate on listening (2) • Can concentrate on Auxiliary verbs (1) 	<ul style="list-style-type: none"> • No change in listening ability (10) • Not enough ability to say I have improved (1)

13. 4月に比べて書く力にどのような変化があったか？ What changes have occurred in writing, compared with April?

• February

Positive	Negative
<ul style="list-style-type: none"> • Can write more because of increased vocabulary (6) • Can write more because I have learned a number of grammar rules (6) • Can write longer (7) • Can write what I want to (5) • Can write faster (4) • logically (2) • Can start writing quickly (2) 	<ul style="list-style-type: none"> • No changes in writing ability (4) • Difficult (grammar) (3) • My English is low level (1)

(5) Writing Activity

- Their works were related to the content of the text in the textbook. They seem to understand both the content and the newspaper article correctly.
- More students found the articles related to the ecological issues, child labor issues, the matter of gaps between the rich and the poor and the development of education systems. Therefore, they could write their opinions, elaborating their special way to express their ideas. They could think about the solution to those problems.

(6) Interview

My questions for the interview are mainly on the answers about conversation strategies because I see more students answered negatively to “Why do you think you cannot use conversation strategies well?” (opener, closer, reactions, follow-up questions). In the July questionnaire, students answered positively and many of them shows they need more conversation strategies to deepen their talk and opinions. According to the interview, it seemed that they tried to ask questions to what other students said, but they thought they could not ask good questions so that they could make the conversation more enjoyable and meaningful. They seem to be strict with themselves. Therefore, they think they cannot use follow-up questions easily.

Focused students

Students	Gender	Level	Comments
A	F	High	I think I have improved especially in writing, but not perfectly. I should learn more grammar so that I can speak accurately.
B	M	High	I would like to continue conversation in speaking activities. I tried to ask as many as questions, but I did not care about conversations strategies. I need listening ability most.
C	F	Middle	I want to develop listening and speaking abilities because it is difficult to start speaking English quickly. The content of text is difficult these days, so I was not confident of my English.
D	M	Middle	I think listening is more important than speaking. Listening is thought to be important and necessary for entrance exams for universities.
E	F	Low	I like English and want to improve my English, but am not confident. So I cannot answer questionnaire positively.
F	M	Low	More ability to read is necessary for me. Many things to learn. I should learn more.

VIII. Conclusions

- Getting responses in the questionnaires can give teachers the chance to revise and deepen lesson plans and test plans. It can lead us to realize what we have not realized so far.
- To give the students more opportunities to use conversation strategies to develop their conversation and let them communicate more actively.
- I would like to increase the opportunities for students to talk about issues on the text book. In addition, I would like to let them have conversations with all the classmates to know well each other.
- The number of the students who said they want to improve listening ability most has increase compared to the May results. The opportunities to listen actively not only in class but also outside classrooms are autonomous way.

For example, three girl students who have experiences some programs which dispatch Japanese high School students abroad and let them communicate with people in the areas, asked us to listen to their presentation about what difficulties they had in other countries. They showed us how difficult it was to get what the people in the countries were talking. They requested that high school classes should be more intensive to practical aspects of English.

There are other students who said that their listening ability has not improved. I need to add some steps to listen to English and get it as much as possible, such as pre-listening activity.

- It is necessary and would be significant that Japanese English teachers can evaluate performances of their students, which will provide us with appropriate ability to guide students. I would like to find better ways for Japanese English teacher to join evaluation of students' performance. The experience can give close observation ability to Japanese teachers, which provides us with appropriate ability to guide students.


IX. References

- James F. Lee and Bill VanPatten. (2003). Making Communicative Language Teaching Happen, Second Edition. World Languages
- Brown, H.D.(2007). Teaching by principles (3rd ed). New York: Pearson Education.
- Patsy M. Lightbown & Nina Spada. (2013). How Languages are Learned (4th edition). Oxford University Press.
- Sato Kazuyoshi. (2014). 英語授業を変えるパフォーマンステスト. 明治図書
- H. Douglas Brown. (2007). Third Edition Teaching by Principles An Interactive Approach to Language Pedagogy PEARSON Longman
- Larry Vandergrift. Christine C.M. Goh. (2012). Teaching and Learning Second Language Listening Metacognition in Action. Routledge.

Appendix

Lesson Plans

Le3-Le10 Lesson titles, Timed-Conversation Topics, Performance Tests and Other Activities

Le	Lesson Title	Timed-Conversation Topic	Performance Test	Other activities
Le 3	One Ocean, One People	What is your favorite invention? Why?	○Speaking test (2 min in a pair)	<ul style="list-style-type: none"> • Make a short presentation. (the favorite invention)
Le 4	Landfill Harmonic	What do you think of garbage problems? What is a solution to the problem?		<ul style="list-style-type: none"> • Let's play music! Students create an instrument using some garbage and play music with classmates.
Le 5	Katsushika Hokusai, a Japanese Genius	What Japanese culture/art do you want to introduce to foreign students? Why?	○Speaking test (6 min by 3 students)	<ul style="list-style-type: none"> • Show & Tell (to foreign students from UK, Germany) Japanese culture/art I want to introduce 
Le 6	A Strange but True Superhero	Who are your ideal heroes? Why?		<ul style="list-style-type: none"> • Singing: Sing a ANPANNMAN song !
Le 7	What's an Ig?	What study would you like to give an Ig Noble Prize to?		<ul style="list-style-type: none"> • Writing & Presentation: What study would you like to give an Ig Noble Prize to?
Le 8	The State-of- the-Art origami Engineering	What world-famous thing that Japanese people have created are you interested in? Why?	○Speaking test (6 min by 3 students)	<ul style="list-style-type: none"> • Writing: What world-famous thing that Japanese people have created I am interested in? • Let's Try! Let's fold Miura-Ori (ミウラ折り)
Le 10	Save Washington Square Park!	What do you want to do to make your city a better place?	○ Presentation (2min)"Christmas Carol" (Winter-Assignment) ○Writing Test	<ul style="list-style-type: none"> • Ping-pong-Debate • Agree/Disagree Conversation

Example of handouts

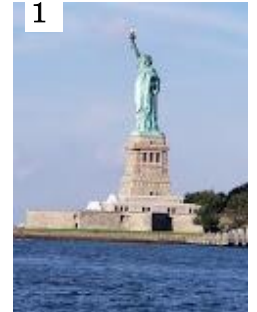
Lesson 10 Save Washington Square Park! —Part 1

Goal You can talk and write about ...

What do you want to do to make your city or town a better place?

Pre-Listening

1. Do you know the names of the sites 1 – 5 in New York?
Look at the map below and locate the sites in the map.



2. You are going to read about Jane Jacobs and New York city during the 1950s.
Let's imagine what she did for New York city!



Jane Jacobs(1916–2006)



Listening

Q1. Why could people go to work on foot until 1950?

- ① Because many highways were built.
- ② Lifestyles changed so quickly that they were very busy.
- ③ Home and work were placed in the same area.

Q2. What caused the destruction of cities and communities?

- ① Building highways did.
- ② The commuting in the neighborhood did.
- ③ Janes' sense of crisis did.

Reading

① **1st Silent Reading** _____ **seconds (196 words)**

Jane Jacobs was a journalist who lived in New York during the 1950s. Jane was an ordinary person in many ways, but one thing about her stood out—her deep love of cities.

Jane lived in a time when city life was quickly changing. Until then, cities were places where people both lived and worked. Home and work were located in the same area, so people could walk back and forth between the two.

However, in the 1950s, as cars became popular, many people began to live in the suburbs, away from the inner cities. Instead of walking, now they drove to work.

This change in lifestyle had a major impact on cities. In New York, for example, many old neighborhoods were destroyed to make space for new highways for commuters.

Watching this, Jane felt a strong sense of crisis. On the surface, it seemed that building new highways was a good thing for New York, but in reality, many unique communities were being destroyed. New York was losing its color. Jane felt she had to do something to stop the destruction.

This story shows us how Jane fought to save the city she loved. (196 words)

② **Ask and answer the questions in pairs**

- Q1 Who was Jane Jacobs?
- Q2 Until the 1950s, what were cities like?
- Q3 In the 1950s, what were cities like?
- Q4 What happened in New York in the 1950s?
- Q5 Why did she feel a sense of crisis?
- Q6 Jane loved her neighborhood. How about you? Why do you think that?



③ **Reading practice**

④ **2nd Silent Reading** _____ **seconds (196 words)**

Retelling

Timed-Conversation (2min)

What do you want to do to make your city or town a better place?

★ Let's Use Conversation Strategies!

Follow Up Questions(例)

What do you think of your hometown?

What kind of city do you want to live in?

What is nice about your city?

What should be changed?

Interview Questions

Questions for the interview in March:

1. Which area are you good at now? And why?
2. Which ability do you want to improve most? And why?
3. “Why do you think you cannot use conversation strategies well?”
(opener, closer, reactions, follow-up questions).