

1. **Title:** How integrated skills teaching impacts on senior high school students.

2. Context :

- (1) Level: 2nd year of senior high school
- (2) Subject: Communication English II
- (3) Textbook: Vivid Communication English II
- (4) Class size: 35 students (2-6)
- (5) Time: 50mins ×3 per week
- (6) Problems:
 - ① Some students think they are not good at English because they cannot understand the text completely.
 - ② A half of the students in this class have difficulties to read English.
 - ③ In the textbook, there are few topics which students concern about.
 - ④ Many students dropped out learning English when they were junior high school

3. Action Research Goal(s)

- (1) To give students opportunities to use English (Read / Listen / Write / Speak)
- (2) To foster positive attitude toward communication through the lessons.

4. Objectives

- (1) I want to try skills integration teaching to improve students' English.
- (2) I want to try to let students read the textbook positively.
- (3) I want to know how students are motivated.

5. Literature review

- (1) Communicative Competence

Savignon (1983) says that communicative competence consists of four competences, grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. First, grammatical competence is knowledge of lexical items and linguistic code of language. Second, discourse competence is ability that people can connect sentences and form a meaningful whole out of a series of utterances. Third, sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. The fourth competence is strategic competence. This ability is used to compensate for imperfect knowledge of rules or limiting other competence. There are paraphrase, circumlocution, repetition, hesitation and so on, for example.

- (2) Communicative Language Teaching (CLT)

CLT is a language teaching approach, which teachers make real life communication happen in their classroom. CLT is paradigm with many interpretations and manifestations. Brown (2007) suggested the following seven characteristics as a description of CLT.

- ① Overall goals. CLT suggests a focus on all of the components of communicative competence. Goals therefore must intertwine the organizational (grammatical, discourse) aspects of language with the pragmatic.
- ② Relationship of form and function. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but remain as important components.
- ③ Fluency and accuracy. A focus on students' "flow" of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques.
- ④ Focus on real-world contexts. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom.
- ⑤ Autonomy and strategic involvement. Students are given opportunities to focus on their own learning process through raising their awareness of their own styles of learning strengths, weaknesses, preferences) and through the development of appropriate strategies for production and comprehension.
- ⑥ Teacher roles. The role of the teacher is that of facilitator and guide, not an all-knowing font of knowledge.
- ⑦ Student roles. Students in a CLT class are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher-centered activity.

(3) The Skills Integration

English is used in four ways which are identified the four skills, listening, speaking, reading, and writing. The following contents support the techniques. (Brown 2007)

- ① Production and reception are quite simply two sides of the same coin, one cannot split the coin in two.
- ② Interaction means sending and receiving messages.
- ③ Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
- ④ For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
- ⑤ By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
- ⑥ 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.
- ⑦ 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.

(4) A framework for assisting L2 learners to comprehend written language

Because language learners have less ability to read written language than their native language. Teachers need strategies to support students. Lee and VanPatten (2003) showed three essential phases to the instructional framework.

- ① Preparation (prereading): Second language learners need help bringing their knowledge to bear on the process of comprehension. The initial phase must be to activate learners' background knowledge.
- ② Guided Interaction (during reading): Guided instruction in making a plan for crossing the bridge and then crossing it. The instructor's function is to provide a map or route to follow.
- ③ Assimilation (post reading): Assimilation phase is the building inspection. We read to get the information and do something with it. This phase is to encourage second language readers to learn from what they have read.

(5) Communication strategies

When language learners use the target language, they might feel difficulties because of their limited of the language proficiency. Dornyei (2001) suggested that "by teaching learners practical techniques such as how to paraphrase a word that they can't remember or how to gain time to think by using filling expressions (as politicians do...), their confidence in participating in L2 tasks can be significantly increased." Here is 4 categories of commonly used communication strategies.

- ① Avoidance Or Reduction Strategies
- ② Achievement Or Compensatory Strategies
- ③ Stalling Or Time Gaining Strategies
- ④ Interactional Strategies

(6) Freewriting

Today, more and more technologies are developing. People tend to have little chance to write something even in their native language. So, instructors need to give learners opportunities to write in their target language. Here are freewriting processes introduced by Brown (2007).

- ① From your lists of changes, choose one idea that interested you.
- ② Write that idea at the top of a clean sheet of paper.
- ③ For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.
 - i. Write down everything that comes to your mind.
 - ii. Do not judge your ideas.
 - iii. Do not worry about your spelling and grammar.
 - iv. If you run out of things to say, continue writing whatever comes to your mind.

(7) Tangible outcome (Making Posters)

Not only children but also some high school students like drawing pictures, when students work hard on drawing pictures, they are stuck in making a better poster. They also eager to write more words. Dornyei (2001) recommended that teachers should make tasks interesting. Here is one of the tasks he mentioned in his book. "Tangible outcome: Tasks which require learners to create some kind of a finished

product as the outcome (e.g. student newsletter, a poster, a radio programme, an information brochure or a piece of artwork) can engage students to an unprecedented extent.”

(8) Peer-editing

Students can enjoy reading their friends essays because they are interested in their friends. Brown, Cohen, and O’Day (1991) proposed a role of peer-editing. “Peer-editing is a true sharing process. Not only do you get feedback from your classmates, but you also give feedback to them. It is a two-way street. You learn to be a better writer and a better reader.” Thus, students can have both writing activity and reading activity in peer-editing.

(9) Self-Determination Theory

Type of motivation	Extrinsic Motivation				Intrinsic Motivation
Type of Regulation	Amotivation	External Regulation	Introjected Regulation	Identified Regulation	Intrinsic Regulation

Figure1. The self-Determination Continuum, with Types of Motivation and Types of Regulation.

① Intrinsic motivation

Intrinsic motivation plays an important role for learning. Learners with intrinsic motivation learn things because they think the things they are learning is fun or interesting. Intrinsic motivation refers to behaviors done in the absence of external impetus that are inherently interesting and enjoyable (Ryan and Deci, 2000).

② Extrinsic motivation

Amotivation	is the state of lacking the intension to act. When people are amotivated, either they do not act at all or they act passively.
External regulation	is the least autonomous form of extrinsic motivation and includes the classic instance of being motivated to obtain or avoid punishments.
Introjected regulation	involves an external regulation having been internalized but not, in a much deeper sense, truly accepted as one’s own.
Identified regulation	is a more self-determined form extrinsic motivation, for it involves a conscious valuing of a behavioral goal or regulation, an acceptance of the behavior as personally important.

③ Facilitating Internalization

Teachers want students to learn eagerly in their class. For those teachers to understand how to facilitate internalization becomes critical concerns. Deci and Ryan (2002) show three psychological needs, autonomy, competence, and relatedness, which support to internalize learners’ motivation.

Autonomy refers to being the perceived origin or source of one’s own behavior. It does not mean to be independent. It means having a sense of free when doing something or acting out of learners’ interests and values.

Competence refers to feeling effective in one’s ongoing interactions with the social environment and experiencing opportunities to exercise and express

Relatedness refers to feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and with one's community.

6. What I did

Table1. Topics for speaking tests and writing tasks.

Term	Month	Title of Text book	Speaking Test		Writing Tasks	
			Title	Time	Title	Words
1 st term	June Term test	Lesson2 Fun with Pakkun (comedian)	My favorite person	1:30	My favorite person	No Writing tasks
2 nd term	October Mid term	Lesson3 Origami is not just a piece of paper	Japanese traditional things	2:00	Japanese traditional things	100 Words
	December Term test	Lesson4 The real top player in the world	Sports	2:00	Sports	110 words
3 rd term	February Term test	Lesson5 The doctor in stomach	Inventions	2:30	Inventions	120 words

(1) Reading Activity

- ① Reading Textbook
 - a) Preparation (pre-reading)
 - b) Guided Interaction(during reading)
 - c) Assimilation(post reading)
- ② Extensive Reading (10 minutes reading twice a week)

(2) Speaking Activity

- ① Small Talk
- ② Speaking Test

(3) Writing Activity

- ① Free Writing
- ② Fun Essay (Peer editing and making a poster)

(4) Survey of Self-Determination Theory

7. What happened

(1) Reading Activity

① Reading Textbook

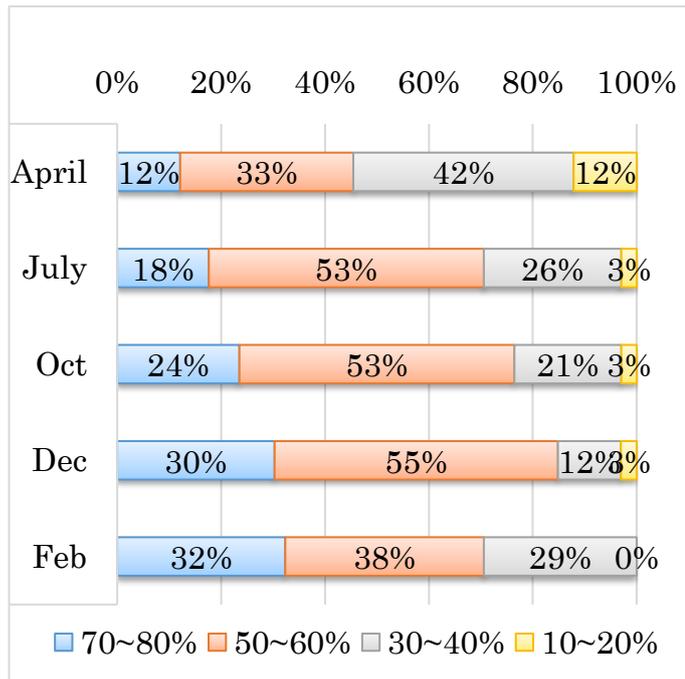


Figure2. Percentage of students' comprehension of the textbook

Positive Comments

- I think I can understand the textbook little by little.(15)
- I can read faster than before and I can guess the meaning of the words from the contexts.(2)
- The textbook is interesting. I want to read the textbook.(2)
- I am happy to read the text book if I can understand the contents.
- I can enjoy checking the answers on worksheets with my friends.
- I want to read longer one.
- I can enjoy reading textbook many times.

Negative Comments

- It is still difficult(5)

Figure3. Students comments on textbook

② Extensive Reading

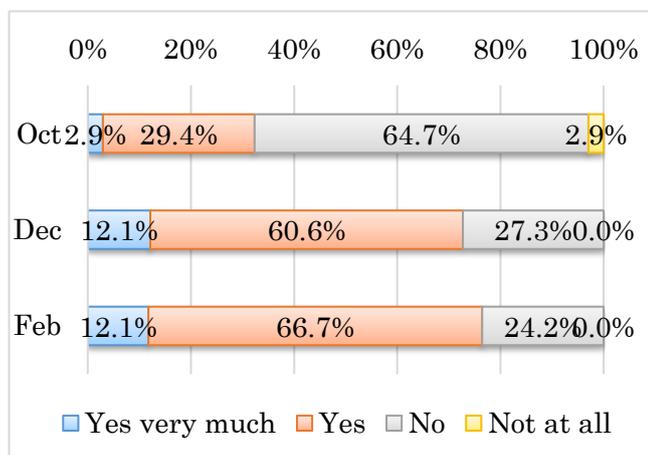


Figure4. I think my English has improved because of Extensive reading

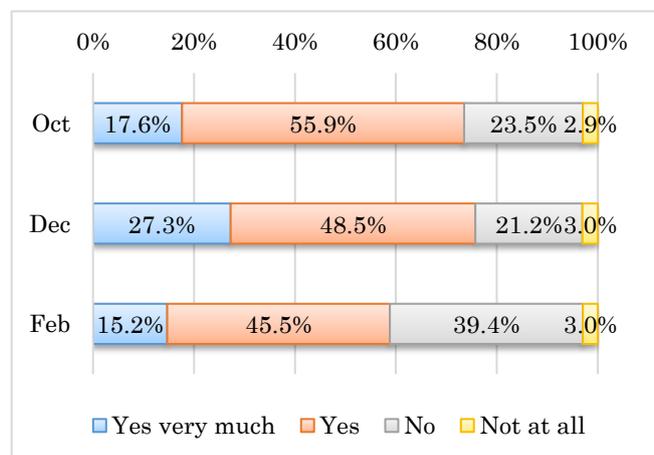


Figure5. I am positive to read the books

Table2. The Number of words students read in extensive reading.

	Oct	Dec	Feb
Average	2904.3	5266.2	7111.97
Highest	22328	28061	39531
Lowest	748	1314	5550
N	18	18	15

Improvement (What skills has improved?)

- I think my reading ability has improved (9)
- Through extensive reading, I can read the textbook faster than before.(3)
- I can read faster and I can guess the meaning of the unknown words gradually.
- I can read faster and maybe my listening ability has also improved.
- I can enjoy reading books with over 1000 words more. Books with hundreds words are too simple.
- I can read books in English. I do not need to translate them into Japanese.
- I think I can read faster and I can learn new words from the context and pictures.
- I think I can read faster and I can use the expressions in the book for writing.
- Gradually, I can understand the stories.
- I found it important to find the book which suits my level, which improve my reading ability.

Positive Comments (Why are you positive? or negative?)

- I was happy when I found the words in the textbook, which I had learned in a picture book.(2)
- I can control my reading. Sometimes read faster. Sometimes read deeper.
- I want to improve my English ability.
- I want to read more books because the more book I read, the faster I can read.
- I want to read Harry Potter someday because I bought it.
- I can enjoy reading without checking the meaning of the words.
- The pictures are so cute that makes me want to read.
- I do not have chance to read English books. This time is good chance for me.(2)

Negative Comments

- If I find unknown words, I do not want to keep reading it.(2)
- I seldom understand the English books but I can learn vocabulary with it.
- Gradually, the books I read get difficult and I do not understand.
- I think I do not know vocabularies very much so I cannot understand the story well.
- I think I can read faster but my speaking and writing skills doesn't improve.
- The books are getting more difficult.
- I do not think my reading ability has improved
- I do not like reading from the morning.

Figure6. Students' comments on Extensive reading

(2) Speaking Activity

① Small Talk

Students' comment about Small Talk

Positive

- I can use Communication Strategies more.(6)
- I can talk with my friends more fluently. (5)
- I can enjoy talking with my friends and I think my English has improved.(3)
- I can know about my friends more and It is very fun.(3)
- I can talk longer than before(3)

- At the beginning of this school year, I thought I did not do well but gradually, I can enjoy talking.(2)
- I can enjoy talking with different partners.(2)
- I can understand what my friends say.
- I can answer my friend's questions.
- I think my communicative ability has improved.
- I can make questions while I am talking with my friends.
- I can enjoy exchanging the information.
- I can talk what I want to.

Negative

- I cannot answer my friends' questions. They talk differently, that makes me confusing,(2)

Figure7. Students' comments on Small Talk

② Speaking Test

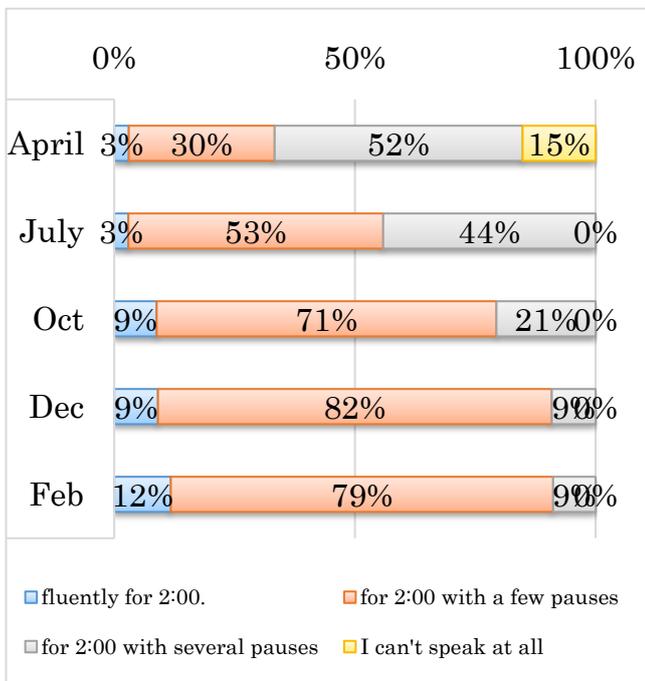


Figure8. Students' thoughts on speaking

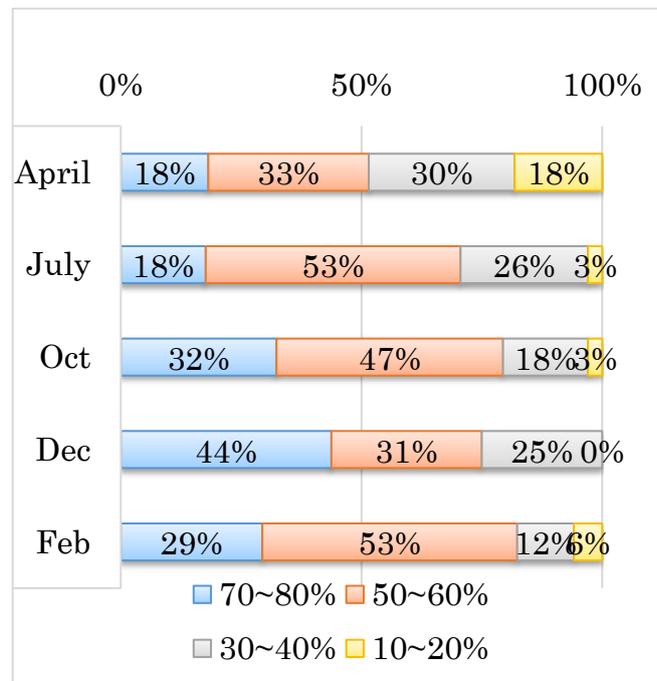


Figure9. I can understand teachers and students talk

Students' comments about Speaking Test

- I could use Conversation Strategies more.(9)
- I could think and understand what we are talking about.(6)
- I could talk more. (6)
- I could make and ask my own questions.(5)
- I could enjoy talking more (4)
- I could answer the questions faster than before (4)
- I found myself improving speaking skills. (4)
- I enjoyed speaking test. (2)
- I want to speak better next time. (2)

- I want to speak more fluently next time. (1)
- I used to talk in only a few words but now I can talk in sentences. (1)
- I was surprised that I could speak very well. (1)
- I could talk with partner fluently. (1)
- I was very happy when my partner understood my talking.(1)
- I can deepen our topic more than before. (1)

Figure10. Students' comments after speaking test

(3) Writing Activity

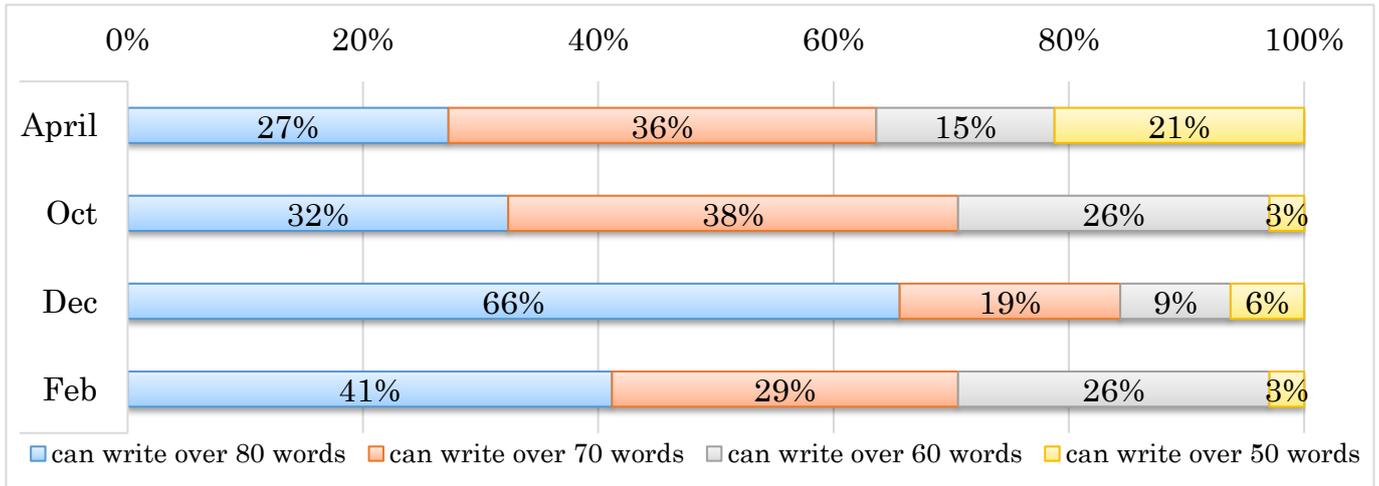


Figure11. Students think how many words they can write.

① Free Writing

<p>Improvement</p> <ul style="list-style-type: none"> ● I can write more words than before.(11) ● I can write what I think. I think my writing ability has improved.(3) ● I can write better than before. ● I can write what I think. I want to learn more new words and grammars so that I can write even more. ● This is good chance to use new grammars or new words.
<p>Positive Comments</p> <ul style="list-style-type: none"> ● I want to write more words.(3) ● I can enjoy this activity. Because it is free.(2) ● It is a kind of diary. I can enjoy writing. I want to reread my writing. ● This activity is useful for Small Talk. ● This activity is the best. I want to write longer.
<p>Negative Comments</p> <ul style="list-style-type: none"> ● I do not know what to write.(3) ● I found that I do not know grammar well.(2) ● I do not know grammar well. I sometimes do not know what I am writing. ● I do not know whether the grammar is correct or not.

Figure12. Students' comments about freewriting.

② Fun Essay

Students' Essays

THE GREATEST INVENTION



I think the greatest invention is make-up.
Make-up is very fun and it makes us feel more confident. It has been used for hundreds of years.
I can use it wherever in the different cities. It was around 12 thousand years ago when Ancient Egypt had discovered healing abilities of scented oils. Even though some of those ingredients were poisonous, allure of cosmetic didn't lessen. However when the cosmetics found their way out from Egypt they had gotten resistance in Greece and Rome. In Rome there was a time when women weren't considered beautiful if they didn't wear cosmetics.

In the other civilizations, cosmetics also received similar bad feedback from time to time. In China for example common people were executed if they were caught wearing nail polish in public and in Japan noble women were forbidden to walk in public covered all the body with cosmetics.

Cosmetics products have managed to have great impact on our lives, fashions, culture and history.

In that time, both men and women had used make-up, and it's continue now too. Make-up is the best invention in the world.

I would like to invent a pen that can be write in the air. At any time I can write whatever I want. For example in the school you don't know how to do it. You ask your teacher, but, now don't have blackboard and papers now. The teacher can't teach you, but you having this pen, you don't need papers. It's good for you and for teacher. I want to invent a pen that can be write in the air. (284 words)



The Greatest Invention!

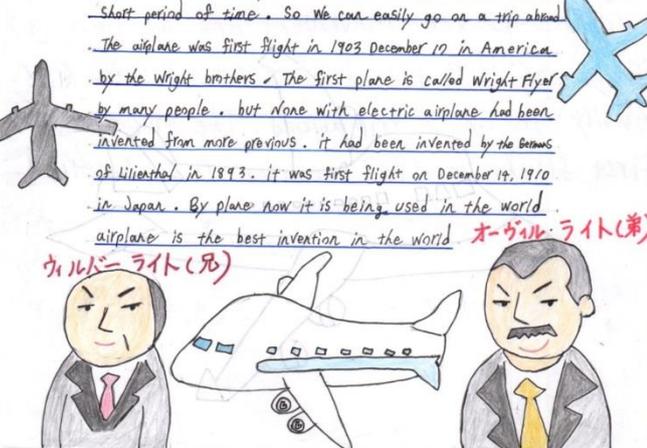
I think the greatest invention is ballpoint pen.
 Ballpoint pen is useful. For example, I can write anything.
 I use ballpoint pen every day.
 I use ballpoint pen when I write Fun Essay. I'm using it now!!
 It is said that ballpoint pens should be used when studying.
 Ballpoint pens were made by Bielow Laslow in 1943.
 And, it was made in Hungary.
 Also, in 1949 a pencil ballpoint pen was made, and a water ballpoint pen was made in 1964.
Ballpoint pen is the greatest invention in the world!

I would like to invent Magic wand.
 Because I can use magic. And, I like Harry Potter.
 I want to use magic "Obliviate" and "Wingardium Leviosa".
 "Obliviate" is a forgetting magic.
 "Wingardium Leviosa" is float something magic.
 If I can use magic, I can do anything.
 I want to invent magic wand! (145 words)

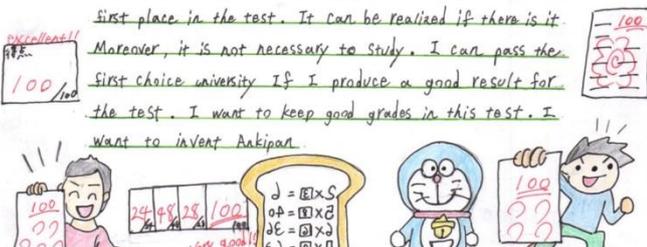


The Greatest Invention

I think the greatest invention is the airplane.
 airplane is the very convenient and we can go far in a short period of time. So we can easily go on a trip abroad.
 The airplane was first flight in 1903 December 17 in America by the Wright brothers. The first plane is called Wright Flyer by many people, but none with electric airplane had been invented from more previous. It had been invented by the Genius of Lilienthal in 1893. It was first flight on December 19, 1910 in Japan. By plane now it is being used in the world.
airplane is the best invention in the world. オークライト(弟)
 カルビライト(兄)



I would like to invent Ankipan. I want to take the first place in the test. It can be realized if there is it. Moreover, it is not necessary to study. I can pass the first choice university if I produce a good result for the test. I want to keep good grades in this test. I want to invent Ankipan.



THE GREATEST INVENTION

I think the greatest inventions is "Mechanical pencil".
 Now, mechanical pencil is very popular and most people use it. It has many kinds of the design. We'll surely be able to find a favorite design.
 Mechanical pencil is more useful than normal pencil.
 When we use normal pencil, we need to sharpen a pencil. But mechanical pencil don't need to do. We just change a pencil lead. So, we can use the pencil for a long time until the pencil is broken.
 It is said that mechanical pencil was invented the first in Britain in 1822. Sampson Mordan and John Isaac Hawkins invented. Mechanical pencil was released in America in 1838. Keeran released it as the "Eversharp".
 In Japan, Tokuji Hayakawa released it in 1914. As the "Ever-Ready sharp Pencil".
 Mechanical pencil is the best invention in the world.



(142 words)

<p>Improvement</p> <ul style="list-style-type: none"> ● I can write more. I can write better.(10) ● I can write what I think. (4) ● I can improve my writing skills through free writing, which makes my fun essay better.
<p>Positive Comments</p> <ul style="list-style-type: none"> ● I like this homework the best. ● I can enjoy writing English and drawing a picture.(2) ● I can see my friends' essays. That is fun. (2) ● I can enjoy sharing my idea with my friends. ● I can learn from friends' essays.(2) ● I can enjoy this activity. This is interesting. ● I want to write more next time. ● I tried to write more than the goal on the assessment sheet. ● I can use the words or grammar that I learned. ● Sometimes I can learn new expressions through this writing. ● I want to have this activity more. ● I can enjoy writing because the topic is interesting for me.
<p>Negative Comments</p> <ul style="list-style-type: none"> ● I have to do Fun Essay before the exam. I am busy then. ● This is very hard for me. Writing English takes a long time and I am not good at drawing.

Figure13. Students' comments on Fun Essay.

Table3. The Number of words students wrote for Fun Essay.

Number of words	~99	100~	110~	120~	130~	140~	150~	160~	170~	180~	Ave.
October	2	9	6	10	5	2	1	0	0	0	116.7
December	2	3	8	8	11	2	0	1	0	0	123.8
February	1	0	2	9	10	5	5	0	1	1	138.3

(1) Survey of Self-Determination Theory

Table4. The percentage of psychological needs and motivation

	Autonomy	Competence	Relatedness	amotivation	External Regulation	Introjected regulation	Identified Regulation	Intrinsic motivation
M	59.9	59.8	68.9	51.1	59.4	55.8	65.9	56.7
SD	13.6	10.1	13.8	13.7	14.3	10.9	15.2	15.7
Highest	86.1	80.6	97.2	76.7	90.0	86.7	100.0	93.3
Lowest	33.3	33.3	33.3	20.0	30.0	26.7	36.7	16.7
Range	52.8	47.2	63.9	56.7	60.0	60.0	63.3	76.7
N	64	64	64	64	64	64	64	64

Table5. Correlation between psychological needs and motivation

	amotivation	External Regulation	Introjected regulation	Identified Regulation	Intrinsic motivation
Relatedness	-0.017	0.352 **	-0.022	0.521 **	0.356 **
Autonomy	-0.308 *	0.129	-0.056	0.534 **	0.370 **
Competence	-0.051	0.424 **	0.340 **	0.471 **	0.566 **

** p < .01 * p < .05

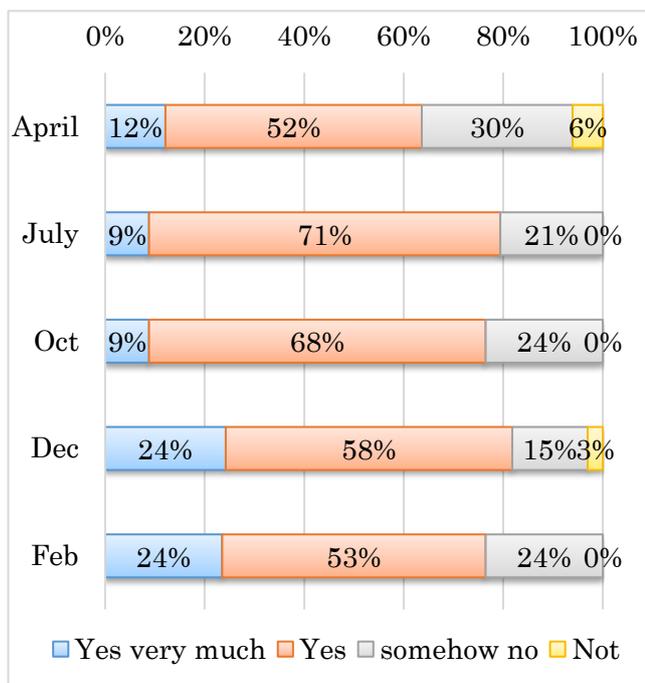


Figure14. Do you have positive attitude toward this class?

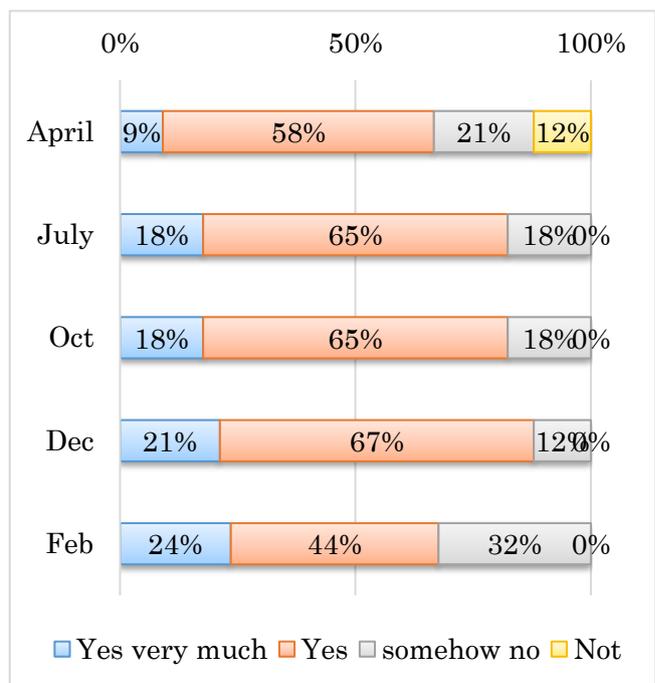
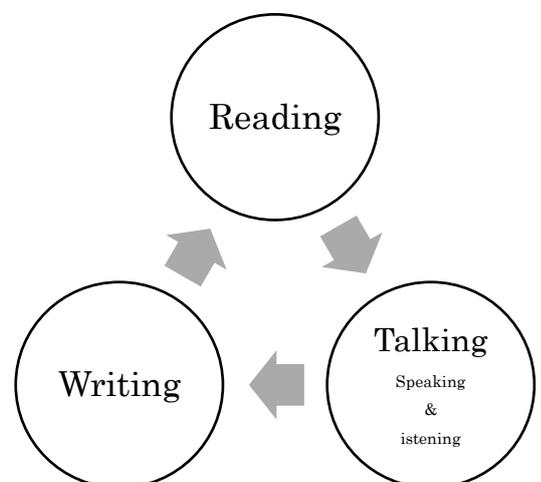


Figure15. Do you have positive attitude toward learning English?

8. What I learned

(1) Skills integration teaching

Integrated lessons enable students to use English. After reading the textbook, students can get some ideas. Based on the textbook, they talk with their friends about the same topic. This is called Small Talk in my lesson. Small Talk is the timed conversation activity. At the beginning of each class, students speak a few minutes in pairs. Before every mid-term examination, students have speaking test about the same topic as small talk. From students' comments on speaking, they are satisfied with their improvements and having fun talk with their friends. (See Figure7~10) After that, they wrote the essays about they talked. They also had peer-editing where they read friends' essays. It was allowed that students used the others' ideas if it was related. At the beginning, their writing was not so creative and not interesting. However, through the peer editing, their essays became slightly more interesting. After they finished first writing, they had peer editing in a group. Students read their friends



essay. And they draw underline where they were interested, they want to know more, or they did not understand. This was good activity. Students could read other's essays because their English was simple and easy words were used. Furthermore, some of the students used good expressions and they can use the same expressions if they wrote the same topic. In this way, they could learn how to write what they want to tell from their friends.

At the beginning of this school year, the goal of speaking test is to talk 1:30 minutes. Gradually, I set the goal longer. The last speaking test, they achieved 2:30. Moreover, the number of words students used for fun essay increased by more than 20 words (see table3). Through this cycle, students can improve their whole language skills.

(2) Let students read positively

Silent reading is essential to make learners positive toward English reading. The number of the students who can read the textbooks increased except for February (See Figure.3). As the lessons goes, the texts and topics get more complicated. That might be the reason the more students said they can understand the textbook 30% or 40% in February. From the comments on textbook, students felt that their reading ability has improved in the class. Thanks for the Preparation, students can activate their back ground knowledge and students want to know about the textbook. In the students' comments, they say "The textbook is interesting. I want to read the textbook." Teachers can rarely get these kinds of comments. The most number of the comments is that "I think I can understand the textbook little by little." At the beginning of this year, many students think that understanding the textbook means they have to understand everything. In the class, it was explained that students do not need to understand everything and usually even in Japanese, people cannot understand all things. Furthermore, through extensive reading students get used to read English. They can guess some unknown words and they can read even if they find difficult words. In this way, to give students many chances to read is necessary.

Extensive reading activity has conducted since last September. Students have this activity 10 minutes in the morning twice a week. The books they read are Oxford Reading Tree Stage 4(Oxford University Press), Foundation Reading Library level 1~7(Cengage Learning) and Pearson English Readers Level 1(Pearson). Figure. 4 describes how students think they can improve their English reading ability through this activity. Compare to percentage of October, students feel benefits of Extensive Reading. Figure. 5 shows how students think about the Extensive Reading. The percentage of students who are not positive increased in February. The more students read books, the more the books become difficult. Figure. 6 is students' comments and there are not only positive comments but negative comments. Students' comments show that when they find it difficult to read books, they reluctant to read the book. Table. 2 shows the average of the words students read and the average achieved 7000 words. From this, basically, students are interested in reading English books. There are three rules that students and teachers have to keep in mind.

(1) Never use dictionaries. (2) Skip the unknown parts. (3) If it is not fun change the book

I asked the teacher about this Extensive reading rules. She answered they never changed the book during the reading time. There were not that kind of atmosphere where students can change the book easily. I should have emphasized that three rules.

(3) Students' motivation

Motivation is the one of the most concerns for teachers. Teachers are often wondering, "Why do students work hard or why not?" I used a framework of Self Determination Theory which was also examined by Hiromori (2006).

As for identified regulation, there are significant positive correlations with each psychological needs. Students are motivated because they think they can do the tasks by themselves (autonomy), they think they are improving (competence), and they can enjoy learning with their friends (relatedness).

Furthermore, significant positive relation is shown between intrinsic motivation and competence. It means, students had thought that they could not do well in English classes. However, gradually, they think they can success their tasks and they think they are improving. Students can get so much confidence. Through the speaking test which has criteria, clear goal. And, students have fun essay before examination. It also has clear criteria. Those clear goals make students satisfy with achieve the goals.

In this way, students in this class who have intrinsic motivation are influenced by not only pair work but their challenges for success.

9. Further Issues

- (1) What kind of teaching strategies motivates students?
- (2) L2 Motivational Self System (Dornyei, 2005)

References

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Appendix 1

Lesson Plan: Lesson 5 The Doctors in the Stomach

1. Objectives in this Unit

- ① They can read about a new technologies in the textbook.
- ② Students can talk about inventions for two and a half minutes with conversation strategies (Fillers / Rejoinders / Shadowing / Follow-Ups)
- ③ They can write about inventions using more than 120 words..

2. Procedure

Day one	Part one before reading and While reading
Day two	After reading ,Grammar explanation and Chorus reading
Day three	Part two before reading and While reading
Day four	After reading ,Grammar explanation and Chorus reading
Day five	Part three before reading and While reading
Day six	After reading ,Grammar explanation and Chorus reading
Day seven	Fun Essay
Day eight	Performance Test

3. Lesson Plan (Lesson 5 Part1 See Appendix1)

Time	Interaction	Activity & Procedure
2	T-Ss	<u>Vocabulary Test</u> Choral Practice
2	S	Test
2	S-S	Check the answers
3	T-Ss	<u>Small Talk</u> : <u>What is the greatest inventions in the world?</u> Teacher show students a demonstration.
6	S-S	Talk about the topic with 3 different partners.
2	S	<u>Read the textbook</u> Read the text book and answer the questions } 1 st reading
2	S-S	Check the answers with different partners. }
8	T-Ss	New vocabulary input
3	S-S	The new vocabulary quiz in pairs.
12	S	Read the text book and answer the questions } 2 nd reading
6	S-S	Check the answers with different partners. }
3	T-Ss	Assignment, Closing

Total time

T-Ss: 9 min. S-S: 19 min. S: 22 min.

While Reading

..... **1st Reading**

Read the part 1 silently and time your speed by yourself time (:)

True or False

- 1. When the doctors finally reach the damaged part, they have only one hour. () /_____
- 2. A traditional endoscope is stressful to swallow. () /_____
- 3. A thinner endoscope passes through the mouth. () /_____

Check the answers with your partner. Do jankenpon and winners are A and losers are B.

A : Let's check the answers. Is No.1 true or false?
 B : I think (Answer). Do you agree?
 A : Yes. I agree with you. / No. I think (Answer).

Reflection (振り返り)

- How much did you understand this part through this worksheet? () %

..... **2nd Reading**

Read the part 1 silently and time your speed by yourself time (:)

Q&A

- 1. What happens when the doctors are about to leave the body?

- 2. In Fantastic Voyage, what did the doctors need to do?

- 3. What does a thinner endoscope do away with?

Check the answers with your partner. Do jankenpon and winners are A and losers are B.

A : (Read the question).
 B : (Answer). Do you agree?
 A : Yes. I agree with you. / No. I think (Answer).

Reflection (振り返り)

- How much did you understand this part through this worksheet? () %

After Reading

- 1. What is the greatest invention in the world?**

Conversation Strategies1

Fillers

When someone asks you a question and you need time to think about your answer, use these sounds and expressions to “fill” the silence.



um...

well...

uh...

let's see...



For example:

A: *What's your favorite animal?*

B: *Um... I like elephants.*

A: *What did you do last weekend?*

B: *Well... I went to the cinema.*

A: *What time do you usually wake up?*

B: *Uh... around six thirty.*

A: *How many books do you have?*

B: *Let's see... about a hundred.*

Conversation Strategies2

Rejoinders (Showing Interest)

When someone tells you some new information about themselves, it is important to show that you're interested.

oh, I see
great!

really?
wow!



For example:

A: *I like apples.*

B: *Oh, I see.*

A: *I like rainy days.*

B: *Really?*

A: *I can cook pizza.*

B: *Great!*

A: *I was born in Kyushu.*

B: *Wow!*

Conversation Strategies3

Key-Word Shadowing

One way to show that you are interested in your partner is to repeat their key words. If you make the word a question, this can show that you want more information.

For example:

A: *My favorite fruit is the peach.*

B: *Peach. Oh, I see.*

A: *I met Obama last week.*

B: *Obama. Really?*

A: *I went to Hokkaido last year.*

B: *Hokkaido. Wow!*

A: *My favorite vegetable is lotus root.*

B: *Lotus root?*

A: *It's a hard, white vegetable with many holes.*

B: *I see.*

Conversation Strategies 4

Confirming what you heard ①

**Did you say~? You said~? What did you say?
I'm sorry? Pardon? "Baseball." — "Baseball?"**

If you don't understand what you heard, you cannot ask questions or say some comments.
Confirming means that making what the partner said clear.

Let's practice with your partner. Winners are A. Losers are B. B DON'T look this paper!

Example:

A: <u>13.</u>	A: <u>13.</u>
B: What did you say? 30?	B: You said 13?
A: I said <u>13.</u>	A: Yes. That's right.
B: Oh, I see.	



1	three	tree	5	they	day
2	not	note	6	run	ran
3	thick	sick	7	eat	it
4	see	she	8	tool	two

Conversation Strategies 4

**Confirming what you heard ②
What does that mean in Japanese?**



When you talk with your friends, your friends might use some difficult words. You should ask those words.

Example:

A: Do you know Spinach?
B: Spinach? **What does that mean in Japanese?**
A: It is *Horenso* in Japanese.
B: *Horenso*. I see.

B: Yes, it is *Horenso*.
A: That's right.

If you know the answer
you can say Yes!

Free Writing in Five Minutes

- ☑ Write many words
- ☑ Romaji is OK.
- ☑ Messy and dirty writing are OK.
- ☑ Grammar mistakes are OK.
- ☑ DON'T stop writing.
- ☑ No dictionaries. No erasers.



*The more you write, the more you speak!
 The more you speak, the more you write!
 The more you speak and write,
 the better you speak and write!!*

After 5 minutes, count the words.

~~~. (○○○words)

Free writing topics	
<ol style="list-style-type: none"> 1. What did you do yesterday / last weekend? 2. Who are you? (Introduce yourself) 3. Do you have brothers or sisters? (Introduce your brothers or sisters) 4. Who is your friends? 5. Who is your favorite people? (Singers / Comedians / musician / actor / actress) 6. What was your dream last night? 7. Where do you live? (Explain about your hometown) 8. What movie do you like? 9. What song do you like? 10. What sport do you like? 11. What book do you like? 12. What is your plan for next vacation? 13. What is your future job? 14. What subject do you like? 15. What food do you like? 16. What did you eat for breakfast / lunch / dinner? 	<ol style="list-style-type: none"> 17. Do you have pets? Dogs? Cats? 18. What animal do you like? 19. What anime do you like? 20. What drama do you like? 21. What sweets do you like? 22. Why do you learn English? 23. What type of people do you like? (your future husband or wife) 24. Who is your favorite teacher? 25. Who do you admire? 26. What is your favorite game? 27. What is your favorite hobby? 28. What is your favorite athletic team? 29. Where is your favorite restaurant? 30. Where is your favorite place? 31. What season do you like? 32. What weather do you like? 33. When is your special day?

Free Writing in Five Minutes

							8
							16
							24
							32
							40
							48
							56
							64
							72
							80

Free Writing in Five Minutes

							8
							16
							24
							32
							40
							48
							56
							64
							72
							80

Rubric (評価表)

Writing Assignment

How You Are Evaluated in Fun Essay

Your 'Fun Essay' is evaluated in three aspects:

① Design ② Length ③ Content

The essay is worth a total of 10 points.

① Design

A (3 points) ... You use pictures or illustrations, and color **effectively**.

B (2 points) ... You use pictures or illustrations, and color **appropriately**.

C (1 point) ... You use only black.

② Length

A (3 points) ... You write over **120** words.

B (2 points) ... You write **110** to **119** words.

C (1 point) ... You write **109** words or less.



③ Content

A (3 points) ... More than 4 support sentences. They support **effectively**.

B (2 points) ... More than 3 support sentences. They support **appropriately**.

C (1 point) ... One or two support sentences. Your essay is too simple and monotonous.

④ Bonus

Point 1 ... You will get a bonus point if your essay is brilliant in one of the aspects above.

Appendix 9

- 日程 : 2-6(2/9 金 2/13 火) 2-7(2/8 木 2/14 水)のコミⅡの授業
(授業時数の関係で昼休みや業後に行う場合もあります。)
- 実施方法 : 二人一組になり2:30 以上のスピーキングテストを行います。
当日くじでペアを決めます。テストでは時間がくるまで会話を続けて下さい。
- 評価基準 :

Categories	Criteria	Points	Score
Fluency & Content なめらかさと内容	<u>2:30</u> なめらかに話すことができ、工夫して適切な内容を伝えようとする事ができる。	10 (なめらかに豊かな内容で続けられた) 7 (<u>2、3回つかえる</u> が適切な内容で続けられた) 5 (時々つかえ、内容が乏しい) 3 (<u>うまくできなかった</u>) 1 (沈黙が長く、できない)	/10
Accuracy 正確さ	文法や単語の発音を間違えることなく、適切に話すことができる。	3 (間違いがあまりなく、わかりやすい) 2 (ところどころあるが伝わる) 1 (間違いがたくさんあり、わかりにくい)	/3
Delivery(volume & eye contact) 態度 (声の大きさとアイコンタクト)	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そうとすることができる。	3 (十分な声量でアイコンタクトができた) 2 (声量やアイコンタクトが十分にできない) 1 (声量が小さくアイコンタクトがあまりできない)	/3
Conversation Strategies (会話方略)	Fillers ・ Rejoinders ・ Shadowing などを適切な場面で積極的に使うことができる。	3 (3回以上適切に使った) 2 (1、2回しか使っていない) 1 (使っていない)	/4
	Follow-Up Questions	1 (自分で考えた適切な質問ができた)	
Total			/20

2年 組 番 名前

- 英語を学ぶ理由としてどれほど当てはまりますか。以下の基準に従い、該当する数字を書いてください。
1. 全然当てはまらない 2. あまり当てはまらない 3. どちらかという当てはまらない
4. どちらかという当てはまる 5. まあまあ当てはまる 6. まったくその通り

1	内発的動機	英語は勉強するのは楽しいから。
2		英語の勉強は興味をそそるから。
3		英語の授業が楽しいから。
4		英語の知識が増えるのは楽しいから。
5		英語を勉強して新しい発見があると嬉しいから。
6	同一視的調整	将来使えるような英語の技能を身につけたいから。
7		自分にとって必要なことだから。
8		英語を身につけることは重要だと思うから。
9		外国語を少なくともひとつは話せるようになりたいから。
10		自分の成長にとって役立つと思うから。
11	取り入れ調整	教師に自分はよい生徒だと思われたいから。
12		英語を勉強しておかないと、あとで後悔すると思うから。
13		英語で会話ができると、何となく格好がよいから。
14		英語を勉強しなければ、気まずいと思うから。
15		英語くらいできるのは、普通だと思うから。
16	外的調整	よい成績を取りたいと思うから。
17		英語を勉強するのは決まりのようなものだから。
18		周りの大人にうるさく言われるから。
19		英検などの資格を取りたいから。
20		英語を勉強しなければならない社会だから。
21	無動機	授業から何を得ているのかよくわからない。
22		英語は勉強しても、成果が上がらないような気がする。
23		英語を勉強する理由をわかろうと思わない。
24		英語の何を勉強しているのか、よくわからない。
25		時間を無駄にしているような気がする。
26	自律性	英語の授業で勉強することは、教師が決めている。(反転)
27		英語の授業の課題内容には、選択の自由が与えられている。
28		教師は授業の進め方などを自分のペースに合わせてくれる。
29		英語を学ぶに当たって、自分の意見は重要視されている。
30		英語の授業でどんなことが勉強したいか、述べる機会がある。
31		英語の授業を受けるとき、プレッシャーを感じる。(反転)
32	有能性	英語の授業では、教師や友達から褒められることがある。
33		英語の授業での自分の頑張りに満足している。
34		英語の授業では、よい成績が取れると思う。
35		英語が出来ないと思うことがよくある。(反転)
36		英語の勉強はやれば出来ると感じている。
37		英語の授業では、達成感を味わうことができる。
38	関係性	英語の授業を一緒に受けている友達とは、仲がよいと思う。
39		英語の授業では、友達と協力して勉強できていると思う。
40		英語の授業では友達とより仲良くなれると思う。
41		英語の授業では、友達同士で学びあう雰囲気があると思う。
42		授業でのグループ活動には協力的に取り組んでいると思う。
43		英語の授業には、和気あいあいとした雰囲気がないと思う。(反転)

*アンケート実施時はランダムに並び替える