

1. Title: Teaching Grammar Communicatively

2. Teaching context:

- 1) Level: 1st year of college of technology
- 2) Class size: 43 students x 2 classes
- 3) Time: 90 min. x 1/week
- 4) Textbook: Vision Quest English Expression I (Keirinkan)
- 5) Problems:

- The old way of teaching grammar is not effective and students cannot improve their English competence in spite of their high potential abilities.
- Students can only read, while they neither write nor speak English at all.

3. Goals:

- Students become able to use grammar as a means of communication.
- Students become able to read grammar reference books to get grammar knowledge by themselves.

4. What I did:

- (1) Focus-on-form instruction, with both input and output activities
- (2) Introducing Conversation Strategies
- (3) Introducing Performance tests in July and December
- (4) Self-evaluation after performance test
- (5) Questionnaires in April and December

5. Results:

- ① Students' questionnaires (※see "Results of questionnaire (about 85 students)")
- ② Teacher's survey

6-1 What I learned from students' questionnaires

(1) The number of students who like English increased a little, and the number of students who like English very much doubled. This is kind of a miracle at Kosen where most of the students

don't like English. But the number of students who dislike English also increased. I expected that more students would come to like English but it could not be made happen.

There

should be multiple factors, and one of them may be leaning English itself has become more difficult than it was in junior high, and it forced them to have strong feeling of likes and dislikes

of English. Of course the difficulty of my Tasks is another factor. Easier tasks should be introduced.

- (2) The number of students who think themselves good at English decreased. I can infer that more and more new grammar items are introduced one after another at every lesson, the students were overwhelmed and they felt that there were too many things to learn. This happens every year and is one of the biggest problems in learning all the grammar items in only one year. If some items can be left undone in the first year to be learned in the second year, it would make the students feel less stress, and it may result in increase of their preference of English. This problem should be shared and discussed among all the teachers in my school and there may be a necessity of the change of the curriculum.
- (3) More than half of the students found communication activities helpful in understanding grammar. This shows that communication activities are effective and indispensable in grammar learning. This feeling of the students is also shown in their free comments as follows.
- (4) The third of the students find it difficult to do the homework grammar explanation sheets. This shows that reading grammar reference book by themselves is not easy for them. Lately, more and more young people are becoming reluctant to read books, and this reading and searching homework may have been too difficult and as a result, the number of students who said they are good at English decreased as shown in table 2.
- (5) More than 80% of the students could finish the homework grammar explanation sheets in less than two hours. Two hours is proper length of working hour for them to read the reference book, because this lesson is given only once a week and they need extra hours to learn English at home except for the lesson hours.
- (6) 70% of the students find pair work fun in December. There was a 10% increase in the from April. Getting used to doing it, students could enjoy pair work.
- (7) There was only a little increase in the number of sentences they can write. I didn't have the students write much this year and it resulted in this way. Next year, I'm going to have them write more often.
- (8) There was 30% decrease in the number of students who feel unable to speak longer than 1 minutes. They had a lot of chances to talk not only in TASKs but also answer checks and so on, while they were encouraged to use conversation strategies. Conversation strategies let them feel easier to talk longer.
- (9) As many as 38% students find performance tests not fun very much. According to their free comments, many students were very nervous about the test when they were videotaped. But videotaping is indispensable for evaluation.
- (10) There was 30% increase in the number of students who think performance test are useful. Students prepared for the test very well and this experience was beneficial for them. Now that they feel performance tests are useful, it is very important to let them enjoy performance tests. I have to seek for the way.

(11) Communicative grammar teaching can have the students feel they could improve not only grammatical competence but also speaking and writing competence. Another important finding was that the students don't get used to reading grammar reference books at all. I have to reconsider the way of using reference books. I will think of using it like a dictionary.

6-2. What I learned from teacher survey

One co-working teacher used the same handouts and helped me in making explanation sheets and test making. He used to do perfect lectures on grammar but this year, he suggested that we take the same teaching procedure.

The survey disclosed that he found grammar and communication can exist together, mechanical drills and explicit explanation is not very important, we need not cover all grammar items, fluency is more important than accuracy, performance test are essential. And teacher collaboration is essential. This result shows that he understands the new procedure is better than the old teacher-centered lecture lessons.

7. Future Issues

- With regards to tasks, they are very effective, so I have to make easier tasks to make it more comprehensible and interesting. Task is the most important entrance to grammar for the students.
- I will have them write more sentences and essays and have them feel more confident in writing.
- I will change the way how the students use the reference book. Expecting the students to read through all the contents may have been too much. While using the textbook mainly, the reference book may be referred to when more precise explanations are necessary.
- As I work with communicative grammar teaching, I come to be convinced of its effectiveness.

So,

I'd like my co-working teachers to know it and try the way to know how good it is for the students.

I could share the experience with one teacher, so next year, I will go on to invite the other teachers

to my classes and ask for their comments.

1. Level: 1st graders of National College of Technology (16-17 years olds)
2. Class size: 43 students
Class time: 90 minutes, once a week
3. Textbook: Framework English Grammar in 23 Lessons, Kirihara Shoten
4. Goals
 - 1) Students learn English grammar through input tasks.
 - 2) Students express their ideas through output tasks.
 - 3) Students learn grammar by reading a grammar reference book independently so that they can keep on learning and referring to it to solve any questions about grammar in the future.
 - 4) Students get used to conversation strategies while working on tasks and improve their skill of communication.
5. Objectives
 - 1) Students learn gerunds through input and output activities.
6. Today' s class procedure
 - 1) Input task on gerund
 - 2) Noticing on gerund
 - 3) Output task on gerund
 - 4) Checking homework on gerund (Self-checking with answer sheet)
 - 5) Common error sharing (Teacher's lecture)

7. What I found

Since students had learned a little about gerunds (and infinitives) at junior high schools, they seemed not to have much difficulty in understanding it. Most of the students walked around actively asking questions and answering, as most of the students are diligent and smart. This activity was supposed to be a part of the second performance test, which I didn't tell them while they were doing it.

8. Future Issues

According to the questionnaires they answered in December, some students wrote that they want to be given more lectures. Besides, I have noticed that I haven't have the students do enough output such as writing sentences and common errors feedback, because there are only 30 classes in a year, virtually 2 fewer, I have to be in a hurry covering as many grammar items as possible. Is is a big problem to solve whether to take up fewer grammar items to deal with one grammar item with more activities including advanced output.

The Best Job for You!

動名詞 INPUT

First, let's read the sentences and jobs repeating after the teacher and circle the words you hear.
There are 10 people. What job is best for each of them? Choose one job from the choices on the back.

- () A : I like to make things.
 I'm good at (doing / to do) minute tasks.(細かな仕事)
- () B : I enjoy (reading / to read) and I am very interested in books.
 I love to make things in order. (物を整理する)
- () C : I enjoy (playing / to play) with young children.
 I am good at (to draw / drawing) pictures and folding ORIGAMI.
- () D : I have decided (working / to work) for the world peace.
 I am a strong martial artist. (武道家)
- () E : I hope (helping / to help) injured people. (負傷者)
 I'm not afraid of (touching / to touch) blood.
- () F : I love to teach new knowledge to students.
 I'm very interested in (studying / to study) science.
- () G : I am interested in (trying / to try) new medicine (医薬)
 I am good at (weighing / to weigh) things. (物を計量する)
- () H : I love climbing up a high tree..
 I don't mind (being bitten / to be bitten) by bugs.
- () I : I wish (working / to work) to improve relationships between Japan and
 other countries. (日本と外国の関係を良くするために)
 I am organized (几帳面で有能) and courageous. (勇気がある).
- () J : I have good eyesight. (視力)
 I can escape (to drink / drinking) for 24 hours before my duty. (仕事)

JOBS to choose from

a pilot
a gardener (庭師)
a pharmacist (薬剤師)
a diplomat (外交官)
a police officer (警察官)
a doctor
a Kosen teacher
a librarian (図書館司書)
a jeweler (宝石職人)
a nursery nurse (保育士)

Noticing 下線部はどんな意味だろうか。

I enjoy reading. () が好き

I hope to help injured people. () 望んでいる

I love climbing up a tree. () が大好き

I am interested in trying new medicine. () に興味がある

I decided to work for the world peace. () を心に決めた

to ~ }
~ing } ~する

Recruiting Agent : You're cut out for this job!

Lesson8 動名詞 OUTPUT② (裏)


(派遣会社) (この仕事がきみにピッタリだ！)

You are a recruiting agent. (派遣会社の社員)

- 1) First, think of three jobs you like to offer to people.
- 2) Second, write what kind of people are cut out for those jobs.

～にピッタリだ



JOB	その仕事に必要な特性を書こう。 (動名詞・不定詞を使って！)	This job is for ... (この仕事にピッタリな人の名前を書こう)
(例)	He wants <u>to work</u> very hard.	 Takanori Fukushima (a man with God's hands)
a doctor	He is good at <u>doing</u> handicrafts. 手仕事が得意	
	He doesn't mind <u>seeing</u> or touching blood.	
	He likes _____	
	He is good at _____	
	He doesn't mind _____	
	He wants _____	
	He is good at _____	
	You don't mind _____	
	He enjoys _____	
	He is good at _____	
	He doesn't mind _____	

- 3) Third, interview your classmates about his/her character.
If he/she is cut out for the job, advise him/her to get the job.
Write his/her name on the right boxes.

The jobs I got from my friends are... (友達から、あなたに勧められた仕事を書こう！)

() () () ()

第 13 章 否定 説明プリント

日本語では否定が文の(前半/後半)に来るが、英語では否定が文の(前半/後半)にくる。

日 私はお金をもっていない。

英 _____

STEP1 基礎編

1) not の用法

文否定 (動詞を否定) My sister doesn't like swimming.

語・句・節否定…not を否定する部分の()に置く。

Bill is from New Zealand, not Australia. (イタリックの語否定)

She married him not because he was rich, but because she loved him. (イタリックの節否定)

彼女が彼と結婚したのは、彼が金持ちだからではなく、彼を愛していたからだ。not A but B 「Aではなくて

B」

※次の文の not が否定している語に_____を引いて、意味の違いを考えよう。

Our teacher didn't tell us to clean the classroom. 「先生は _____」

Our teacher told us not to clean the classroom. 「先生は _____」

2) never の用法 …強い否定、否定の状態が()時に用いる

彼は決して授業に遅刻しません。 _____ late for class.

※never は (always や sometime と同じ) 頻度を表す副詞なので、文中の位置に注意する。

一般動詞の(前/後)、be 動詞の(前/後) に置く。

Q: 以下の文の2か所に never を入れなさい → He takes a rest but he is tired.

3) no の用法 …()と共に用いる。()名詞にも()名詞にも使える。

土曜は授業がない。We have _____ on Saturday.

箱にはお金が何もない。There is _____ in the box.

(money は数えられない不可算名詞である)

4) no のついた否定語

no one / nobody 人に使う

none 人/物に使う none of ~ 「~の誰/何も…ない」の形 (of 以下は3つ以上の特定のものの

2つの時は neither of ~ 「どちらも…ない」

nothing 物に使う

学生達は誰もその問いに答えなかった。_____

その2冊の小説はどちらも漱石が書いたものではない。

_____ of the novels _____ written by Soseki.

5) 準否定語 …「ほとんど～ない」完全に否定するのではなく、程度・頻度が少ないことを示す語

① hardly / scarcely (副詞) 「ほとんど～ない」(程度について)

私は彼の話がほとんどわからなかった。_____

② seldom / rarely (副詞) 「めったに～ない」(頻度について)

私の父はめったにテレビを見ない。_____

※いずれも文のどの位置にくるかは、never と同様、()動詞の前、()動詞のうしろである。

③ a の付いていない、few / little (形容詞) … few + () 名詞、little + () 名詞

※few は数、little は量 に使う。

I have a few CDs. (和訳: _____)

I have few CDs. (和訳: _____)

Q. 砂漠にいます。水筒に残っている水を見て、悲観的な人物は何と言うでしょうか。

Oh, my god! I have (a little water / little water) in my canteen.

Results of the students' questionnaires

Results

Table1: Do you like English?

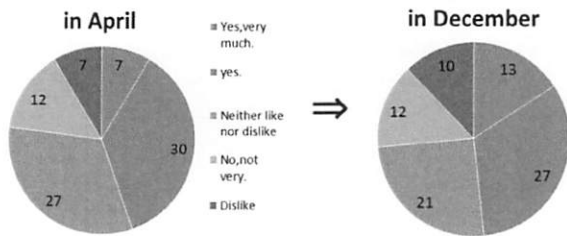


Table2: Are you good at English?

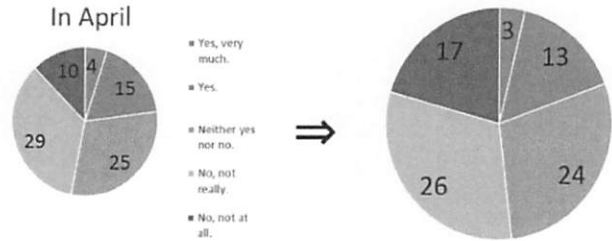


Table3: Did communicative activities help to understand grammar?

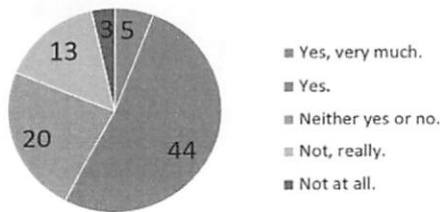


Table4: Do you find Grammar explanation sheet homework difficult?



Table5: How many hours do you take to do grammar explanation sheet homework?

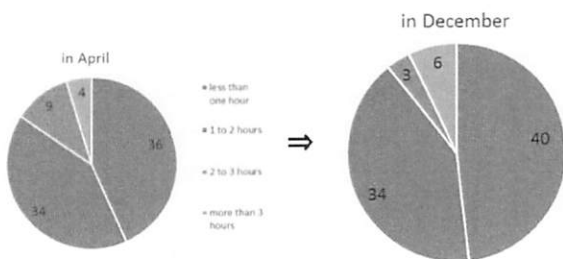


Table6: Do you like pair work?

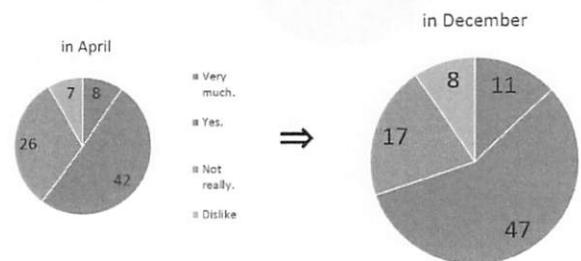


Table7: How many sentences can you write?

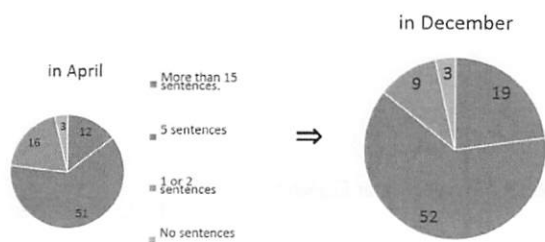


Table8: How long can you talk pairs?

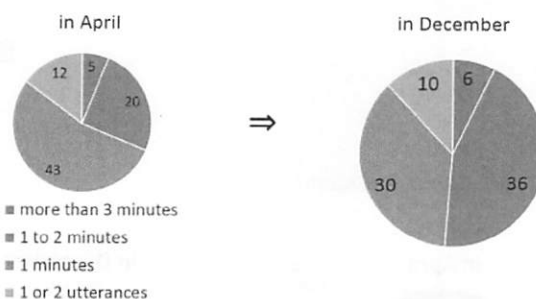


Table9: Do you enjoy performance tests?

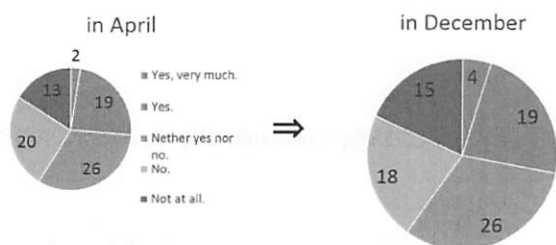


Table10: Is performance tests useful?

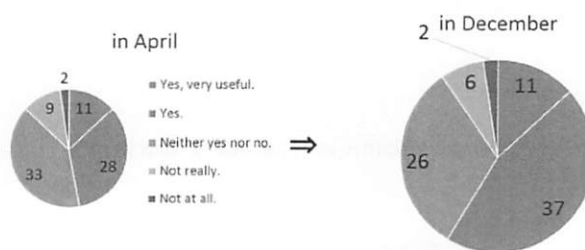
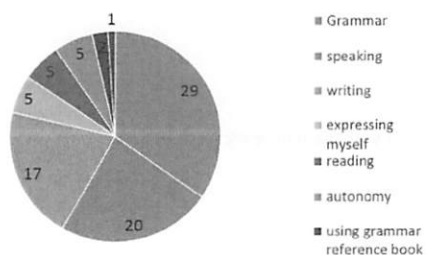


Table11: What competence have you acquired through this class?



AR アンケート [4月/12月] の両方についてそれぞれ答えを書いてください。

1. [/] あなたは英語は好きですか。
A.とても好き B.まあまあ好き C.どちらでもない D.あまり好きでない E.嫌い
2. [/] あなたは英語が得意ですか。
A.とても得意だ B.まあまあ得意だ C.どちらでもない D.あまり得意でない E.苦手だ
3. [/] あなたはコミュニケーション活動を通して、文法が理解できるようになりましたか。
A.はい、とても B.はい、少しは C.どちらでもない D.いいえ、あまり E.まったく理解できない
4. [/] 参考書を読んでまとめる説明プリントは、宿題としてやるのは難しいですか。
A.難しくない B.少し難しいと思う事もある C.かなり苦労している D.非常に困難である
5. [/] 参考書を読みながら説明プリントを宿題としてやるのに平均してどれくらい時間がかりますか。
A.1時間以内 B.1~2時間 C.2~3時間 D.3時間以上
6. [/] ペアワークについてどう感じていますか。
A.たのしい B.まあまあたのしい C.あまりやる気がしない D.やりたくない
[/] AまたはBと答えた人への質問：それはなぜですか、理由を選んでください。
ア. クラスメイトと会話するのが楽しいから イ. 英語の表現や文法が覚えられるから
ウ. 英語を使う練習になるから エ. むずかしいが、出来たとき達成感があるから
[/] CまたはDと答えた人への質問：それはなぜですか、理由を選んでください。
ア. 英語に限らず、人と何かを一緒にやる事が苦手だから
イ. 上手く英語で話せなくて辛いから
7. [/] ペアワークをやった後、気づいたことをまとめる Noticing または Grammar Check がありますが、どれくらいの確率で、新しい文法ルールに気づくことが出来ていますか。
A.大抵いつも気づくことが出来る B.5割以上の確率で気づくことが出来る
C.気づける確率は5割未満である D.ほとんど気づけない
8. [/] 英語で文章をどれくらい書くことが出来ますか。
ア. 15文以上書ける。イ. 5文くらいなら書ける。ウ. 1~2文なら書ける。エ. 文が書けない。
9. [/] あなたは英語でどれくらい会話できると思いますか。
A.3分以上話せる B.1~2分くらいなら話せる C.せいぜい1分くらい D.一言、二言くらいしか話せない
10. [/] パフォーマンステストは楽しいですか。
A.とても楽しい B.まあまあ楽しい C.どちらともいえない D.あまり楽しくない E.全く楽しくない
11. [/] パフォーマンステストは役に立つと思いますか。
A.とても役に立つ B.まあまあ役に立つ C.どちらともいえない D.あまり役に立たない E.全く役に立たない
12. あなたは以下の文法事項について、どれくらい理解できたと思いますか。

文法事項	A.よくわかった	B.大体分かった	C.解らないところが多い	D.ほとんど解らない
文の種類 (疑問文、感嘆文など)	A	B	C	D
文型	A	B	C	D
基本時制 (現在・過去・未来)	A	B	C	D
現在完了と過去完了	A	B	C	D
助動詞	A	B	C	D
受動態	A	B	C	D
不定詞	A	B	C	D
動名詞	A	B	C	D
分詞	A	B	C	D
関係詞	A	B	C	D
比較	A	B	C	D

13. この授業を受けてどのような力がつきましたか。具体的に書いてください。
14. 授業の改善点を書いてください。