

Making Students Motivated to Learn English to Acquire Good English Competence by Integrating Four Skills in a Reading Class

170gr007

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1. Context

Year: 4th graders of Institute of Technology

Class size: 37 students × 1

Level of the students: Intermediate

Subject: General English

Time: 90 minutes × 1, per week

Textbook: More True Stories, Even More True Stories,
Read Aloud! An Introduction to the Sci-Tech World

2. Problems I face:

- In spite of their long learning experience of at least 6 years, students can only read English, being unable to express themselves by talking or writing
- Few students are motivated or interested in learning English.

3. Goal

- 1) To make students more interested and motivated in learning English by having them experience better and more effective ways of leaning English.
- 2) To enhance students' English competence not only in reading but also in listening, speaking and writing.

4. Literature Review

Communicative Language Teaching (CLT)

Audio-lingual method has long been the most common way of English teaching in Japan for a long time and it still prevails. But its limitations have been revealed by researchers. “[i]n the late 1970s, Patsy Lightbown (1983a/b) carried out a series of longitudinal and cross-sectional investigations into the effect of audiolingual instruction on interlanguage development” as cited in Lightbown & Spada (2013, p.158). “Not surprisingly, this instruction (ALM) that depended on repetition and drill of decontextualized sentences, did not seem to favor the development of comprehension, fluency, or communicative abilities either.” (p.158)

Lightbown & Spada (2013) states, “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” (p. 215).

Effectiveness of CLT is showed in the study by Savignon in 1972, as is referred to by Lee & Vanpatten. (2003, p.49-50). Savignon compared three groups learning French: the first group received classical ALM training with four classroom days and one lab day per week, the second group second group received the same ALM training and one lab day for cultural studies with films and slide viewing, discussions about France, and informal discussions with French students. The third group received ALM training and one day of communication training with discussion about meaning of communication and a role of nonverbal communication and the subsequent activities in French such as greeting, departing, information gathering, information sharing. She conducted a test of communicative competence and reported the third group, "Communication" group, improved communication competence significantly, while the controlled ALM group made least improvement. As savignon (1972) states, "Those students who had been given the opportunity to use their linguistic knowledge for real communication were able to speak French. The others were not" (1892, pp.78-79). As Lee & Vanpatten (2003) states, "Communicative language ability --- the ability to express one's self and to understand others --- develops as learners engage in communication and not as a result of habit formation with grammatical items."

Precisely, according to Brown (2007), CLT approach has the following 7 characteristics:

1. CLT focuses on all of the components of communicative competences.
2. The central focus of language instruction is placed on learners' pragmatic, authentic, functional use of language for meaningful purposes. Language forms are also important in terms of enabling the learner to achieve these goals.
3. Fluency and accuracy are seen as complementary principles underlying communicative competence. Learners need to keep engaged in language use meaningfully at times, and to attend to correctness at other times. Corrective feedback on learners' errors should be presented to them.
4. Classroom tasks must be provided so that students can acquire the skills necessary to cope with communication in unrehearsed real-world contexts.
5. CLT is useful in developing autonomous learners who can continue to learn the language beyond the classroom and the course by letting learners aware of their own leaning styles and helping them develop appropriate strategies for language use.
6. The teacher's role is a facilitator and guide to help students acquire language by encouraging them to engage in genuine communication with other students and with the teacher.
7. CLT puts an emphasis on learner-centered, cooperative, collaborative leaning with appropriate teacher-centered activity.

How can we implement CLT in our classrooms? With what procedures and activities can we let students learn languages communicatively? To answer this question, we have to listen to what Brown says. He (2007, p.284) states that "there is a recent trend toward skill integration."

Skills Integration

Henkel (2006) noted, as is cited in Brown (2007, p.286), "In an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a focus on meaningful communication and the development of learners' communicative competence" (p. 113).

As Brown (2007) state, "four skills---listening, speaking reading, and writing" have been identified as of paramount importance and each of them has been taught separately for a long time. But "[i]f anything, the added richness of the latter (integrated-skills courses) gives students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. (p.284-285)

Brown (2007) note that the integration of skills techniques are supported by the following observations,

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. (p.286)

As for reading classes, Brown (2007, p.373-376) suggests three-part framework which consists of three parts: before reading, while reading and after reading. Precisely,

1. Before you read: Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata.
2. While you read: Give students a sense of purpose for reading such as taking notice of certain facts or rhetorical devices rather than just reading because you ordered it.
3. After you read: Comprehension questions, vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structure, or steering students toward a follow-up writing exercise are forms of activity appropriate for postreading.

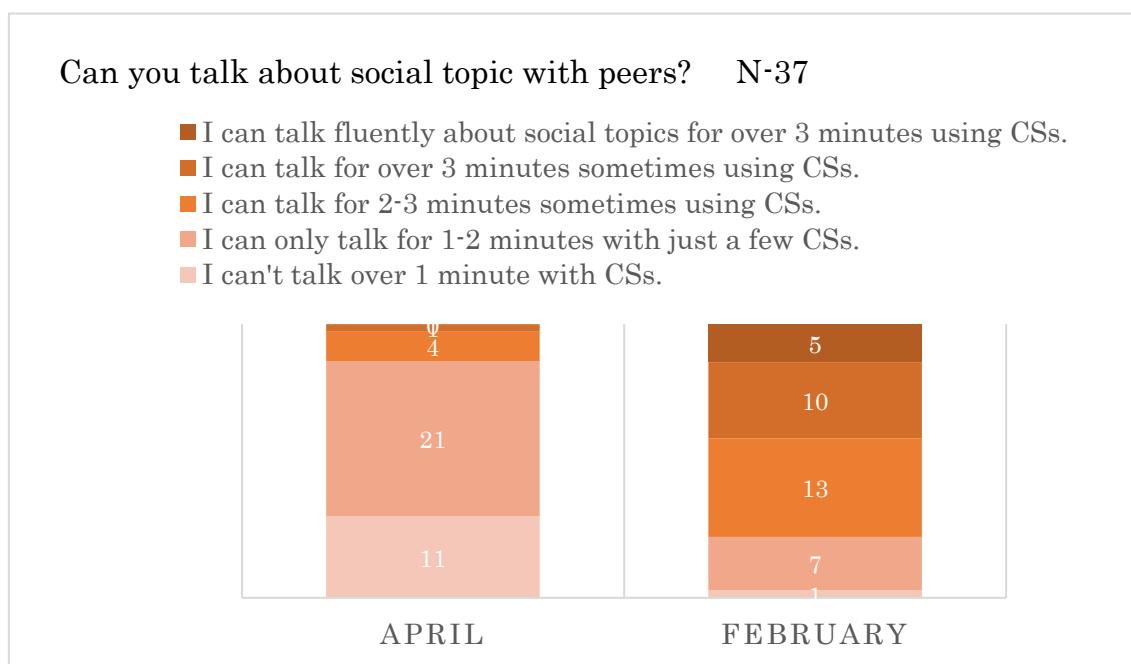
4. What I did

- Make lesson plans based on “three-part framework”.
 - gradually increasing the number of words to be written (from 150 to 250 words)
 - first writing, peer editing, second writing, common error sharing, third writing
 - Assessment according to the rubric
- Conversation strategies to let students know how to talk smoothly while talking about topics which they would write about in essays later.
- Conduct 2 speaking tests: one recording on school MM device, another on their own smart phone application (students sent the recording to the teacher by mail, transcribed their conversations to review) Assessment according to the rubric
- Introduce multiple assessment: evaluation of essay writing(20%), speaking test(20%), TOEIC score(10%), and term test(50%)

5. Results (the results of Students Survey)

(1) Results of Survey---Speaking

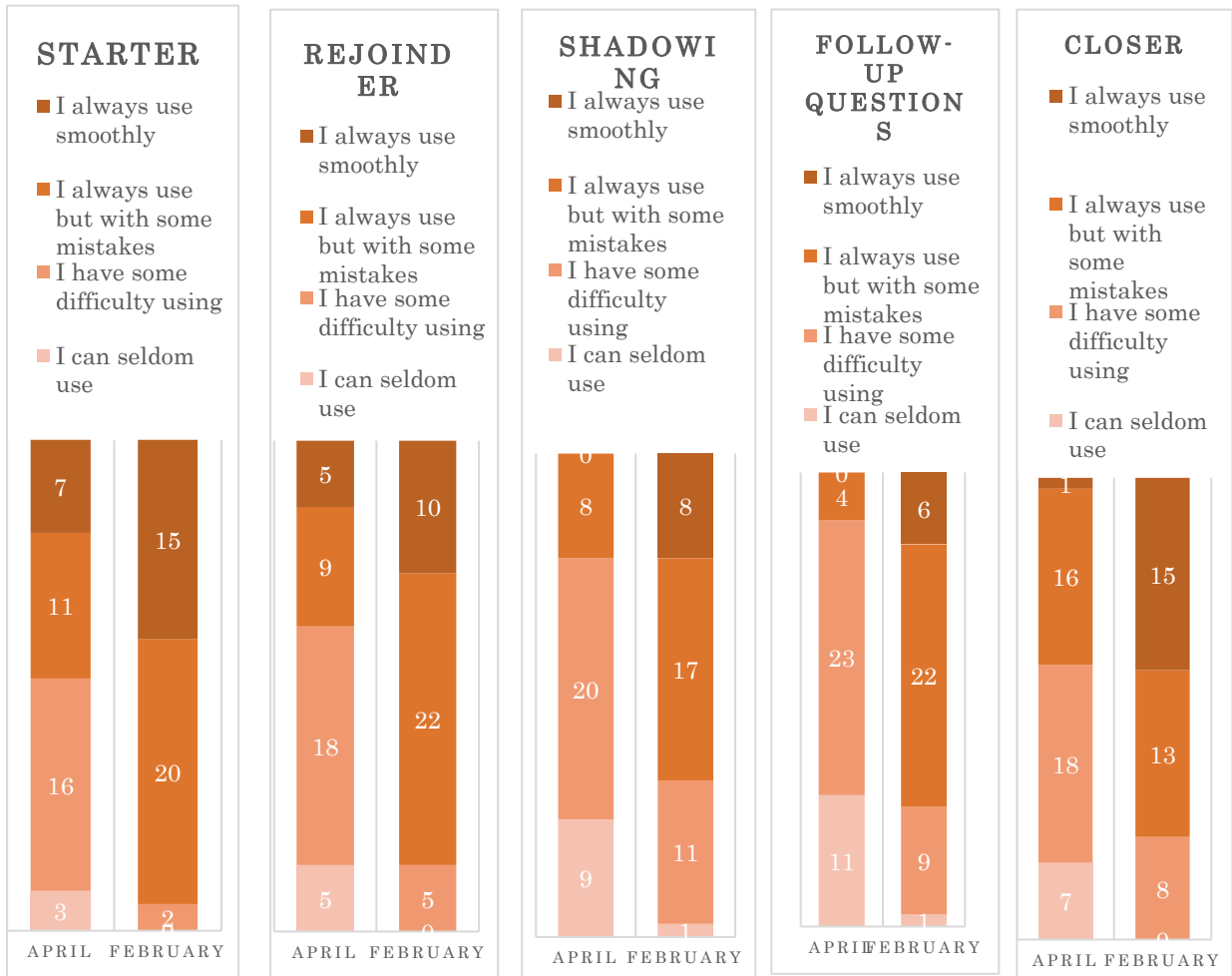
Chart 1: Can you talk about social topics with peers?



<Discussion>

On the whole students improved perceive themselves better at speaking. The percentage who answered they can speak using CSs for more than two minutes increased from 14% to 78%. A lot of time spent for talking in pairs as small talk in preparation for essay writing, along with activities such as Q & A tasks while reading passages or stories made them more confident about their speaking ability.

Chart 2: Can you use Conversation Strategies?



<Discussion>

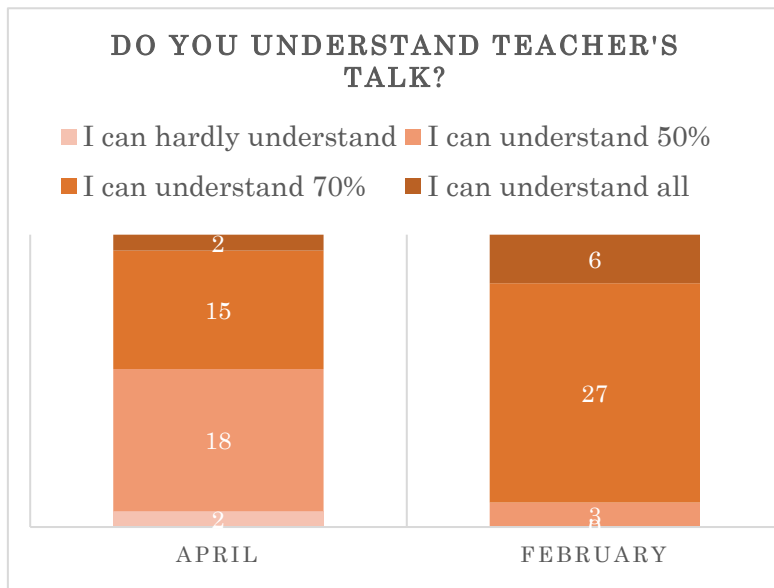
In general, students feel that they grew better at using CSs. It is remarkable that in February almost no students think unable to use each strategy. They have become able to manage to use CSs with some variety of ability. Here are some comments of the students,

- CSs help to talk easily in English.
- Using CSs itself is always fun regardless of topics.
- I can have my partner talk more by using CS.
- CSs let me feel that my partner is listening to me very attentively.
- The idea of CSs is very useful and helpful even in talking in Japanese.

Students seem to get accustomed to using CSs and understood what effects using CSs have, such as having their partners talk more, drawing attention from their partners. It is quite interesting that a student comments that using CSs itself is fun, which I could infer by looking at many of the students talking very lively and actively using CSs.

(2) Results of Survey---Listening

Chart 3: Do you understand Teacher's Talk?



<Discussion>

For almost all the students, my lesson was almost the first English lesson in English. So I was interested in how they felt about it. They grew accustomed to listening teacher's English and in February almost all the students except for three students say they could understand more than 50% of it. They express their positive feeling in their free comments as follows:

Thanks to teacher talk in English, I could hear and listen to spoken English and it improved my English ability. (14 students)

Lessons in English are very natural and practical. (13 students)

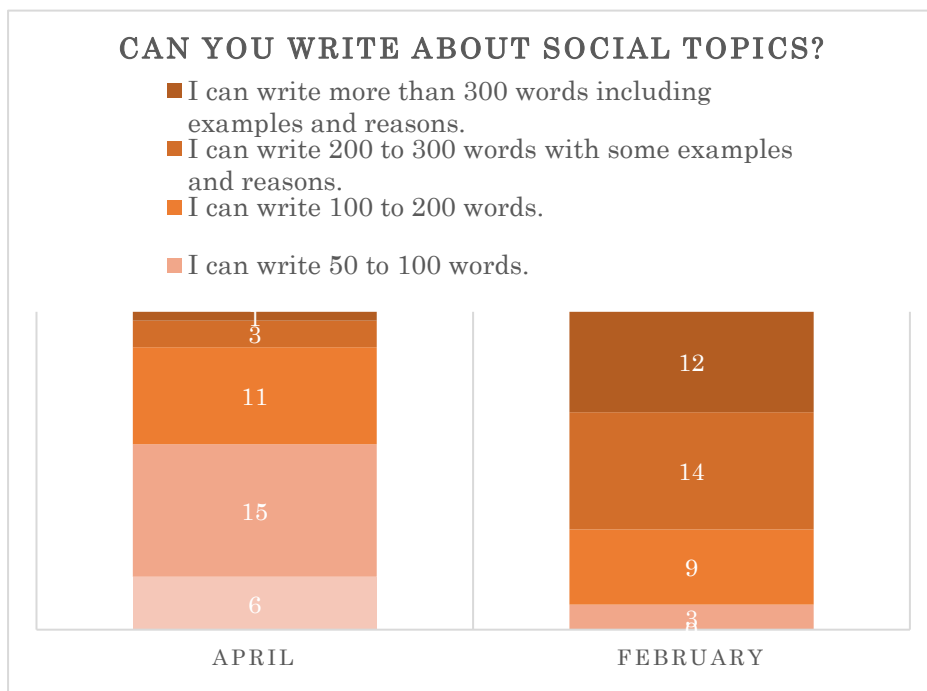
I could see what and how to say for each occasion. (1 students)

English lessons motivated me to study English harder. (1 students)

But two students wrote that they couldn't understand teacher's talk and were at a loss once in a while. One students wanted teacher put the comments into Japanese, which will not be realized for him.

(3) Results of Survey--Writing

Chart 4: Can you write about social topics?



<Discussion>

The number of students who think they can write more than 200 words with some examples and reasons increased greatly, from 10% to 36%. The students have few experiences of expressing their thoughts even in Japanese, so it was really a hard task to think of what to write and put their ideas into English as essays. But their comments express their positive feeling about writing as follows:

Writing essays was really a good experience and challenge. (10 students)

I learned to express myself in easy English. (3)

I found it easier to write in English than I had thought. (2)

Writing in English motivated me to learn English harder. (2)

My writing competence has improved. (2)

I found it fun to write in English. (1)

I got used to writing in English. (1)

I got a lot of grammatical feedback. (1)

I understood the big difference between English and Japanese. (1)

It was good to think deeply about some topics. (1)

Of course there were also negative comments which express students' hardship.

Writing in easy English was difficult.

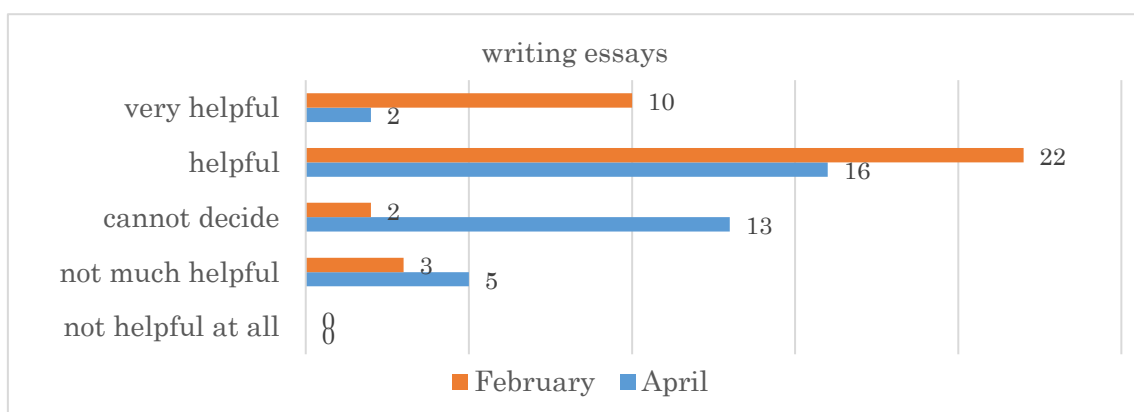
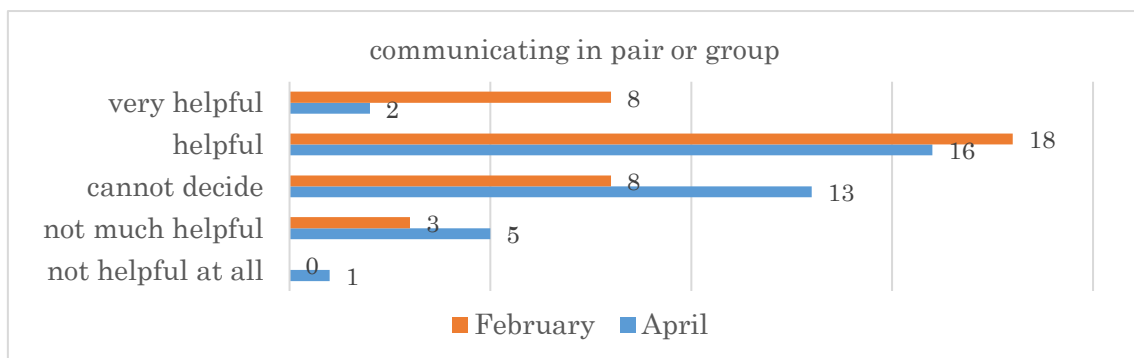
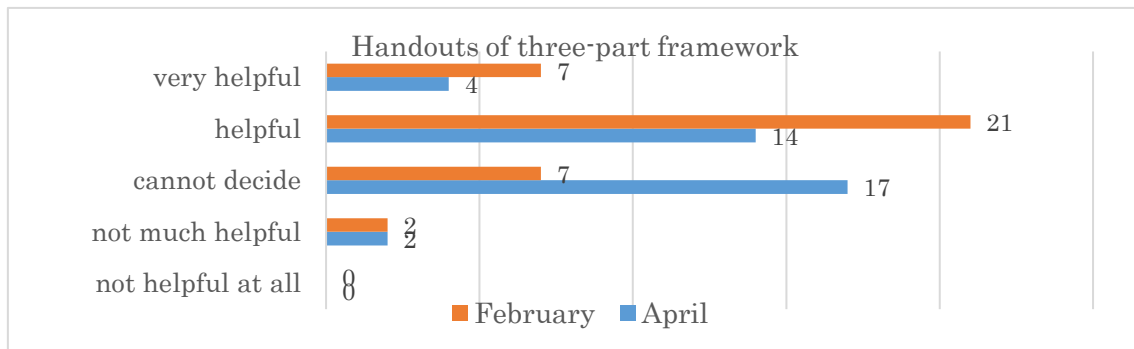
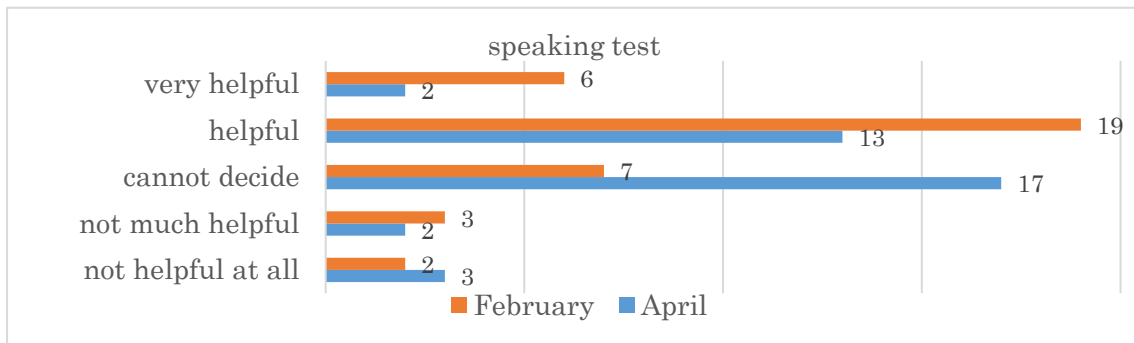
Thinking of what to write was difficult.

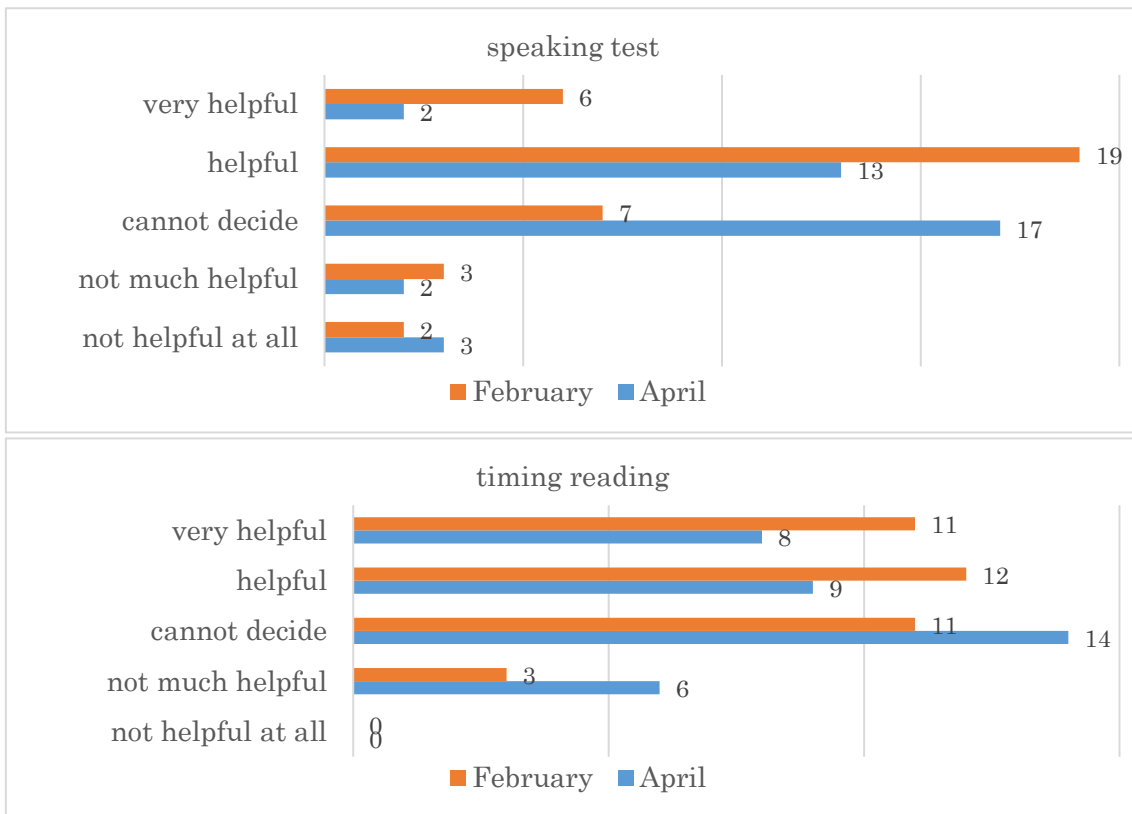
I was too busy with other subjects' homework to spend enough time for writing.

The last comments well describe the school's reality that the other subjects give them a lot of lab work and reports.

(4) Results of Survey---Learning Methods

Students experienced six new methods of learning, about which they were asked how they felt about them.

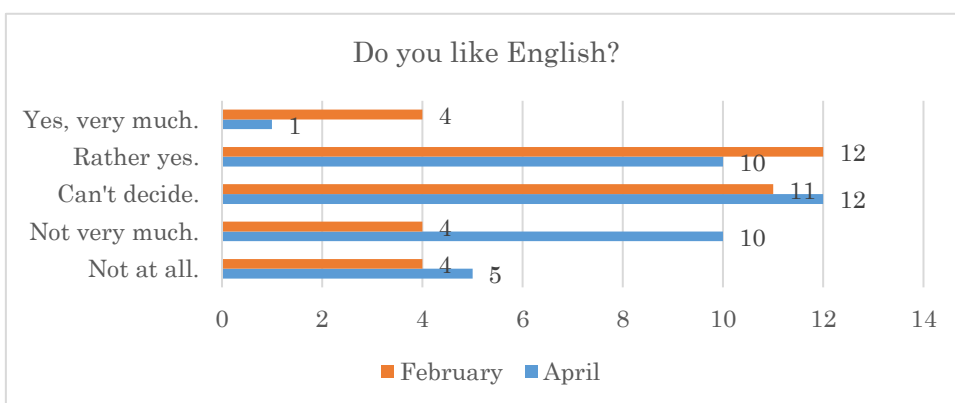




<Discussion>

The most remarkable increase of positive acceptance by the students was found in writing essays. In spite of its difficulty, they found themselves improving most in the writing activity. The less appealing leaning method was timing reading. The other four methods had similar increase of positive feeling. As a whole the survey results shows all the methods were accepted, which was detected by the researcher during lesson hours as well. The students worked on every activity very well and it is inferred SLA methods are accepted favorably by the students.

(5) Results of Survey--- Likability

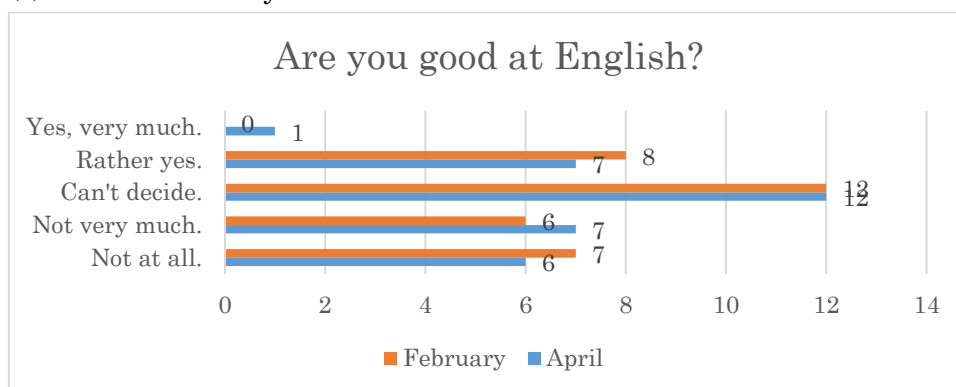


<Discussion>

The number of students who don't like English very much or not at all decreased by 7 students and the number of students who answered rather yes or yes, very much increased by 5 students. This result shows that new methods increased students'

likability of English learning, but compared to the result of their positive feeling about each methods, the increase is rather small.

(6) Results of Survey---Confidence



Like the result of likability of English leaning, not many students feel that they have become better at English. Even though students understand that the methods themselves are good to improve their English ability, they don't necessarily become more confident in their English ability nor do they become more favorable of English learning. Their positive image of themselves as successful learners will enhance their autonomy for learning harder, as is expressed in a Japanese saying, "SUKIKOSO MONONO JOUZUNARE", which means "One come to be good at some skill if he/she likes to do it." It should be necessary for the instructor to supply fun activity like singing or games to make students more motivated to learn harder.

(7) Results of Survey--- Difference the students found in themselves

Students answered to the question, "Have you found yourself different while or after learning English this year?" Many of the comments were positive and only one negative comment was made.

Positive Comments:

- 11 students are more motivated in learning English.
 - I came to enjoy English classes.
 - I'm more interested in studying English.
 - My studying hour has increased.
 - I want to be a fluent English speaker.
 - I've become more interested in writing in English.
- 7 students feel their English competence has improved.
- 3 students grew more interested in English language and the world outside.
 - I came to read English articles on the Internet.
 - I've grown more interested in foreign countries and people.
 - I found it important to use English.

Negative Comments:

- I used to believe that I was good at English, but now I know I'm not.

In spite of all the stress caused by all the new learning methods, students will become used to them. It is impressive that 11 students became more motivated to study English more. It is also amazing that 7 students conceive themselves better at English. I want to know where they felt their improvement.

The negative comments show that he noticed his reality about his English competence, which is not necessarily a bad result, or rather the finding may lead him to study more. He can re-start from the great noticing.

(8) Results of Survey--- Advice to improve English lessons from students

I had expected a lot of advice would be posted by the students, but the case was not. A few students asked for some instruction about TOEIC and a few students wanted to know more about pronunciation rules. A few students wrote that they don't know why they have to change partners in talking activity. One student wrote movie watching may be interesting for students. But there were no other new interesting ideas about English learning methods.

6. What I learned

<From action research >

1. CLT implemented students' English competences.
2. CLT enhanced students' motivation toward English learning.
3. CLT can be accepted by students in spite of its novelty.

<From students >

1. Students are flexible enough to follow new ways of learning English.
2. It is very important to choose appropriate and interesting topics to encourage them to work on writing activities, because when given topics in their interest, students are very motivated to write.

<How my views about English teaching changed >

1. ALM is not good enough to improve students' English competence.
2. CLT is effective in making students motivated to learn, and leads to good learning.
3. Teacher's role is a facilitator, not just teaching contents.
4. Students can learn languages themselves from each other through communication.

7. Future Issues

1. To improve how to conduct performance tests to have the students admit it is useful to improve their English competence.
2. To introduce free writing to increase students' writing experience.
3. To analyze students' productions of writing and speaking closely and have the students notice their own progress.
4. To innovate writing tests to assess students' learning activities properly to let students feel they are properly evaluated.

5. To get more precise results, I will interview some students and will ask some questions like “Where do you think yourself improved?” or “When do you get more motivated to study?”
6. As the future research question, I will take up, “How can the teacher enhance students’ likability of English along with English ability as the result of their likability?”
7. To let other teachers know the results of my action research and make them interested in CLT, consequently help each other enhance CLT.

Lesson Plan (Unit3 Bad News, Good News)

Goals: Students think about how to live a short life left

Time	Interaction	Activity & Procedure
101		
1	T-Ss	Greeting, Attendance
1	T-Ss	Delivering handouts
1	T-S	Goal
5	S	S write answers to three questions.
3		Warm-up: Small Talk T demonstrate a sample dialog with one of the students.
7	S-S	Warm-up: Small Talk with three partners. 3minutes × 2 times Talk standing and Ss can sit when finished talking.
		<u>Pre-Reading</u>
0.5	S	Have Ss answer True/False questions by themselves.
		<u>While-Reading</u>
3	S	Have Ss listen to CD.
1	S-S	Have Ss check their True/False answers in pairs.
1	T-Ss	T check Ss' answers (If your answer is True, raise your hand. If ... The answer is True!)
1	S	Have Ss match the English and Japanese words.
1	T-Ss	Have Ss pronounce words after T.
1	S-S	Have Ss practice pronunciation in pairs.
1	T-Ss	Have Ss say English words for Japanese words asked by T.
3	S	Quick silent reading 1
2	S	Have Ss answer Comprehension quizzes in the text.
3	S-S	Ss check the answers in pairs.
2	T-Ss	T tell answers to Ss. (Because the questions are very easy.)
3	T-Ss	Chorus reading. (= Repeat after T.)
3	T-Ss	Ss shadow T. "Listen to T and move your lips as you whisper."
4	S	Ss stand up and read. When finished, they can sit down.
3	S-S	Pair shadowing. Even when you couldn't hear, you don't stop and keep on shadowing.
		<u>Post-Reading</u>
2	S	Ss answer vocabulary output quizzes by themselves.
1	T-Ss	T checks the answers of the students.
2	S	Ss answer REVIEWING THE STORY in the text.
1	T-Ss	T checks the answers of the students.
2	T-S	T show how to do retelling.
7	S-S	Ss retell the story, changing pairs for each paragraph.
		<u>Essay Writing</u>
2.5	S	Ss write answers to 3 questions.
10	S-S	Ss do timed-conversation with 3 partners.
23	S	First Writing
Total time		
S-S	32	
S	43	
T-Ss	15	
	90	

		<u>Peer Editing</u> in pairs. (with 3 pairs)
2	S-S	Ask the previous 3 questions.
3	S-S	Ss read partner's essay silently and write comments.
3	S-S	Ss share their advice. (Ss can use Japanese.)
22	(+2 times)	
15	S	<u>Second Writing</u>
10	S-S	Have Ss correct common errors in groups. (group race) When finished, one student bring the answer and have it checked by T.
5	T-S	T explain common errors.
10	S	<u>Final draft writing</u>

Total time

S-S	40
S	25
T-Ss	5

AR Monthly Report of November, 2017

9th December, 2017

Tomoko Narita

1 Overall Teaching Goal :

To integrate students' four skills through CLT

2 Context:

Target class: 4th graders of college, 40 x 2classes

Issue: Students can only read with little competence of writing, speaking and listening.

Length: 90mins x 1 /week

3 Issues or Challenge:

Students can only read with dictionaries. In spite of the fact that their listening, speaking and writing competences are very low, and they don't hold any question about their incompetence.

4 AR Goal:

Students can read, listen to, talk and write in English with communication strategies.

5 Possible Actions:

- I will abandon grammar-translation approach in reading classes.
- I will have students understand text content through communicative activities.
- I will enhance students' speaking fluency with conversation strategies.
- I will have students write more.

6 Objectives: (with minor changes)

- Students can talk in pairs fluently using conversation strategies for four minutes.
- Students can write two hundreds and fifty words about social topics.

7 Methods:

I changed some of the scheduled work. Students are supposed to write four essays in total and the words of essay are reduced from 400 words to 250 words because of the time shortage.

Date	Contents	Data Collection
October	Giving Test Back Small Grammar Test Handing In 1 st Essay (Unit7, My bad habit)	(150 words)
	More True Stories ② Unit 9 2 nd Essay Writing (Thank you letter to someone)	(210 words)
	2 nd Essay Peer Check, Rewriting and Handing in TOEIC Reading Test	

November	Common Error of 2 nd Essay TOEIC Listening Test Trial Exam	Self-Evaluation ①
	Speaking Test ① Rewriting, Handing In	Speaking Test ①
★ ★	More True Stories ③ Unit 3 Bad News, Good News 3 rd Essay Writing (If I were to die in one month / My Ideal Partner)	(230 words) Questionnaire about essay writing①
	Mid-Term Test	
December ☆	Giving Test Back Essay Writing & Peer Check of 3 rd Essay, Handing In	
☆	Common Errors of 3 rd Essay Sci-Tec World Unit8	
January	Even More True Stories ④ Unit 1 Love at First Sight	Self-Evaluation ②
	Sci-Tec World Unit11 More True Stories ⑤ Unit 15 Money to Burn	
	4 th Essay Writing (Basic Income / What do I live for?) Peer Check, Handing In Sci-Tec World Unit 12-1	(250 words) Questionnaire about essay writing
February	Common Errors of 4 th Essay, Handing in Sci-Tec World Unit 12-2	
	Speaking Test ②	Speaking Test ②
	Term-End Test	
	Giving Test Back	Survey ②

8 Unit Goal: Students talk about, share and write a Thank You Letter in 210 words.

Students can talk about their experience in the past fluently using conversation strategies.

Students can write about their experience of being helped by someone and express their thanks in 210 words.

9 Procedure:

- (1) Reading: Bad News, Good News from *More True Stories*
- (2) Essay Writing : If you were allowed to live only for another one month
- (3) Essay Peer Check, Rewriting and Handing in
- (4) Common Error Sharing

10 What students did (What I did)

- (1) Students read a story from More True Stories using a handout, which lead the students to comprehension through pre-reading, while-reading and post-reading activities.
- (2) As an post-reading activity, students shared their ideas about what to do if they could live only for six month left.
- (3) Students wrote essays.

11 What happened

Last month, the students were not active in talking in pairs with old partners as usual. So I had them talk with three different partners. It was a happy unexpected result that they enjoyed talking with a new partner every time. Here is the result of the questionnaire about how they felt in talking three different partners.

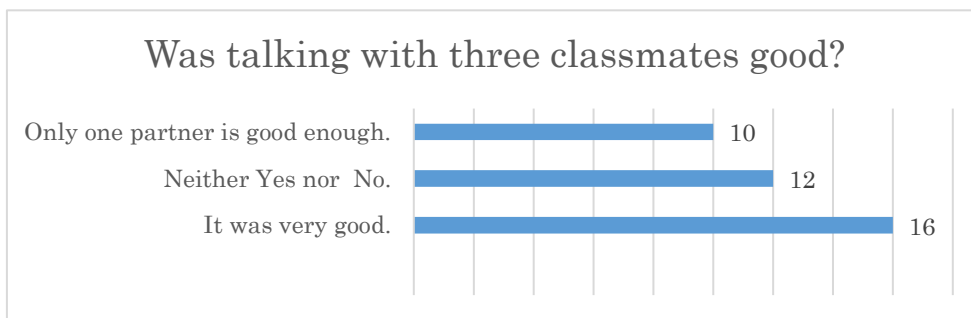


Chart1

The number of words they were required to write in their essays increased from 210 in 21 minutes to 230 in 23 minutes. I'm not sure 23 minutes is long enough or too short for them to write 230 words. Actually they couldn't finish writing their essay and they are supposed to finish the essays at the next lesson. Here is the result of the questionnaire about how they feel about the word numbers to write.

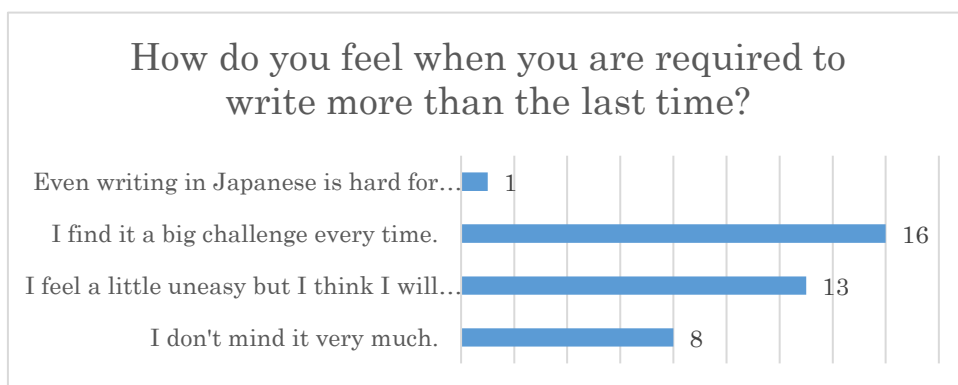


Chart2

They were informed of the topic beforehand and here is the result of the questionnaire how being informed of the topic affected their feeling in writing.

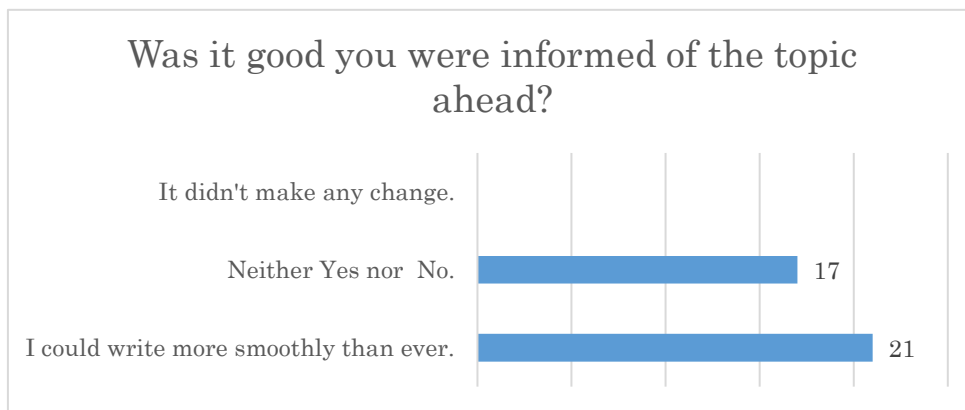


Chart3

90% of the students prepared for the writing as shown in chart4.

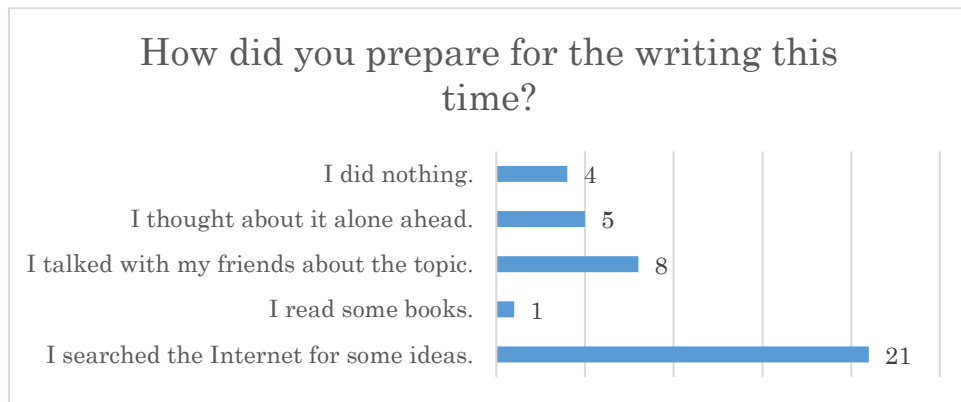


Chart4

At present, more than 80% of the students think it hard to write over four hundred words. I will ask another question after the next writing. It is a fact that students have few experiences to write their opinions even in Japanese, which may be one of the reasons of their uneasiness about writing.

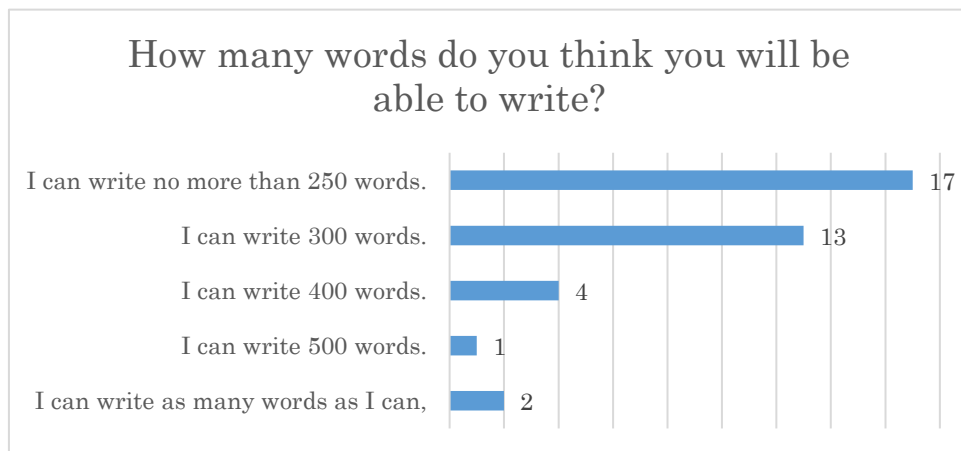


Chart5

12 Problems and what I'm uneasy about

(1) I'm very uneasy about the peer editing which they are supposed to do on December 15th. Last time, they were not able to write many comments on the other students' essays. I did according to Yoshi's advice, so I expect they will get accustomed to the way and do better to be helpful to each other in rewriting essays.

(2) It takes me much time to read and give comments to the students' essay. In fact I can only do only 5 or 6 essays per hour, which means it takes me eight to nine hours per class and I have two classes. Without a native speaker to help me with correction, it is unsustainable for me. I

would like to know how I could manage this hard work. I look forward to getting good idea. In the workshop on November 11th, I was impressed by the free writing introduce by Ms. Yamanaka. Just writing without correction improves students' writing ability. This will not require students to think seriously about writing. They will be able to write feeling no pressure of writing right or good things. So it might be good to have them do this and reduce the time of writing to four times a year, with one essay before each term-test.

13 Things I would do differently next time

(1) According to Yoshi's advice, I will only share common mistakes without even underlining errors in students' essays. The common mistake sheet given by Nancy is very helpful for me to make the next handout. I will present the errors clearly and the students will know good grammar little by little.

(2) I will change essay topics to make them easier for the students to write about. I will have them choose one of the topics I present and it will make them feel easier to write essays.



Good News, Bad News

Class _____ No. _____ Name _____

Goal : I think what I would do if I were to live only for another six months, share the ideas among classmates and write an essay in 230 words.

< SMALL TALK >

You had a medical checkup, and the doctor said that you could live for only six months left.

Q1. What would you say to the doctor? _____

Q2. What will you do when you are back home?

Q3. What would you spend your life of six months? Write two or three things you would do.

Next, let's have a small talk with your classmates, asking Q1, Q2 and Q3. Use conversation strategies while you talk.

Today, try to use as many "Follow-Up Questions" as possible.

< PRE-READING >

Before reading, **answer True/False questions.**

1. John Brandrick heard a bad news from a doctor, who said that he would have an operation.

T / F

2. After hearing the bad news, he was very sad and stayed in the bed until he died. T / F

3. He sold all his belongings because he thought he would die very soon. T / F

4. The good news was that his operation was successful T / F

< WHILE-READING >

Listening to CD After listening, you may want to change the answers of True/False questions. Check your answer in pairs.

Model Dialog A: Let's talk about No.1. Is this true or false?

B: I think it's true/false. How about you?

A: I think so, too. / I don't think so. I think it's true/false.

B: Then, how about No.2. Is this true or false?

A: I think it's ...

Vocabulary Input

Match the underlined English words and Japanese translations.

1. Even if I get sick, I don't want to have surgery. It must hurt. ()
2. Angela lives alone. I wonder if she is single or divorced. ()
3. Growing fat is bad for your health. Let's not eat too much. ()
4. I have saved all the money I earned. So I have large savings. ()
5. Americans go to court more often than Japanese people do. ()
6. Most of the students studying laws at universities want to be judges. ()

ア. ~しないようにしよう イ. 離婚している (形) ウ. 訴訟を起こす
エ. 貯金 オ. 外科手術 カ. 裁判官

Grammar Check : have O left, there is O left (left は残っている、という状態を表す)

お金は残っていますか。 Do you have any _____ ?

私のグラスにワインはたくさん残っています。 There is _____ in my glass.

Quick Silent Reading 1.....Time your reading: [_____ seconds]

Comprehension (p.12 – 13 in the textbook)

Work on the quizzes in five minutes. Check your answers with your partner.

Reading Practice

1st time- Read after the teacher and check the pronunciation.

2nd time- Stand up and Read in a soft voice by yourself. Sit down when finished.

3rd time- In pairs, shadow your partner. Take turns in reading and shadowing for each paragraph.

Quick Silent Reading 2.....Time your reading: [_____ seconds]

< POST-READING >

Vocabulary Output.....Fill in the blanks with the words listed below.

1. He doesn't seem rich, but actually he has large amount of money in _____.
2. "Mark, you cannot do it. _____ do it."
3. She got married to a business person but she is now _____ and lives only with her

children.

4. If you can't agree with the solution, you will have to _____ and ask a _____ to decide on the solution.

5. He has suddenly become handsome. I wonder if he has had a plastic _____.

Word List

divorced, go to court, judge, Let's not, savings, surgery,
--

Retell the story

I want you to retell the story with several sentences, using keywords below. Play *jan-ken-pon*. Winners begin retelling the story. Then, losers continue retelling using the second word list. Continue to tell the story, taking turns.

1) John Brandrick, a terrible pain in his stomach, tests at a hospital, only six month to live, nothing to do,

2) 62 years old, two grown children, Sally (his girlfriend), enjoy one's life

3) quit his job, \$23,000 in savings, take short trips, eat at the best restaurants, expensive gifts for his family and friends

4) in fall, all his belongings (furniture, car, winter clothes)

5) fall, winter, spring, alive, stomach pain, in perfect health, the test, There was a mistake.

6) good news, have a big celebration, live with no jobs, no furniture, no car, no warm clothes, no money, the hospital, pay him for the mistake, go to court, hope, the judge, give him more good news

Class _____ No. _____ Name _____

Essay Writing A

Before writing, let's talk in pairs how to live your life left according to the three questions below which you have already answered at the beginning of this unit. (3 minutes per pair)

.....
You had a medical checkup, and the doctor said that you could live for only six months left.

Q1. What would you say to the doctor?

Q2. What will you do when you are back home?

Q3. What would you spend your life of six months? Tell two or three things you would do.

While talking, use *Conversation Strategies*.

Starters: "Hi, how are you doing?" "I'm great, and you?"

Rejoinders: I see. Oh, really? That's too bad. How about you?

Shadowing: "I like Chinese food." "Oh, you like Chinese food."

Follow-up questions: "I like Chinese food." "What's your favorite restaurant?"

Closer: "It was nice talking with you." "You, too."

First Writing in 23 minutes.

Today's title of your essay is "If I were to live only for another six months"

This time, you are expected to write over 230 words.

Peer Editing in a group

- Before reading your classmate's essay, ask the questions above and try to understand his/her idea.
- Read and edit your classmate's essay. Write "Like" where you find it interesting. Write "More" where you want to know more about it, Write "?" where you find it hard to understand it, then he/she will rewrite it into easier sentences to understand.
- After writing your advice, talk about the advice so that he/she can understand it.

(Change your partner. Say "Thank you" when you leave your old partner.)

Second Writing

- According your friends' advice, add new sentences or correct errors, making it better!

▶▶▶Hand in your essay

Essay Writing B (230 words)

Before writing, let's talk in pairs how to live your life left according to the three questions below which you have already answered at the beginning of this unit. (3 minutes per pair)

.....

Q1. Would you like to get married or not?

Q2. If you want to get married, what do you expect of your partner? Think of three important things for you when you decide whether to get married to a man/woman. / If you're not going to get married, why is it?

While talking, use *Conversation Strategies*.

Starters: "Hi, how are you doing?" "I'm great, and you?"

Rejoinders: I see. Oh, really? That's too bad. How about you?

Shadowing: "I like Chinese food." "Oh, you like Chinese food."

Follow-up questions: "I like Chinese food." "What's your favorite restaurant?"

Closer: "It was nice talking with you." "You, too."

First Writing in 23 minutes.

Today's title of your essay is "My Ideal Partner" or "The Reason I don't Get Married"

This time, you are expected to write over 230 words.

Peer Editing in a group

- Before reading your classmate's essay, ask the questions above and try to understand his/her idea.
- Read and edit your classmate's essay. Write "Like" where you find it interesting. Write "More" where you want to know more about it, Write "?" where you find it hard to understand it, then he/she will rewrite it into easier sentences to understand.
- After writing your advice, talk about the advice so that he/she can understand it. (Change your partner. Say "Thank you" when you leave your old partner.)

Second Writing

- According to your friends' advice, add new sentences or correct errors, making it better!

▶▶▶Hand in your essay

Rubric for Fun Essay

How You Are Evaluated in Fun Essay

Your 'Fun Essay' is evaluated in three aspects:

①Length ②Content ③accuracy

The essay is worth a total of 8 points.

① Length

A (3 points) ... You write over X words.

B (2 points) ... You write X-20 to X words.

C (1 point) ... You write X-40 to X-20 words.

Xは目標単語数

第1回 (150 words) 第2回 (210 words) 第3回 (230 words)
第4回 (250 words)

② Content

A (3 points) ... Your essay is very interesting and creative.

B (2 points) ... Your essay is interesting, but not so creative.

C (1 point) ... Your essay is too simple and monotonous.

③ Accuracy

A (2 points)... There are very few grammatical mistakes.

B (1 point)... There are some grammatical mistakes left uncorrected.

Rubric

第2回 **Speaking Test** for 4th graders

	check	points	基準
Fluency 流暢さ		7	4分以上の会話をなめらかに、豊かな内容で続けることができる。
		5	4分以上の会話を、ときどき沈黙はあるが、適切な内容で続けることができる。
		3	4分以上の会話をときどき沈黙がありながらも続けられることができるが内容が乏しい。
		0	沈黙が長く続き、4分の会話が続けられない。
Accuracy 正確さ <small>(Grammar & Pronunciation)</small>		3	文法の間違いもあまりなく、話を続けることができる。
		2	ところどころ間違いがある。
		1	間違いがたくさんあり、単語のみで会話を続ける。
声量		2	相手に聞き取れる十分な声量で話した。
		0	声量が十分でなく、しばしば相手から訊き返された。
使うことのできた Conversation Strategies に ✓する ⇒ 合計 ()		2	Starter (最初の挨拶)
		2	Rejoinder (相づち)
		2	Shadowing (相手のセリフの一部/全部を繰り返して確認する)
		2	follow-up questions (質問して会話の内容を深める)
		2	Closer (会話を終わらせる)

総合英語 より良い授業づくりのためのアンケート

クラス() 番号() 名前()

読解テキストを使用して4技能を伸ばす授業を構築するために、以下のアンケートにご協力をお願いします。この情報は研究分析のためだけに使用し、他の目的で使用することはありません。また成績にも関係しません。

Speaking

1) あなたは社会性のある話題についてどれくらい話せますか。4月と2月について当てはまるものに(4月)(2月)と記入してください。

- () Conversation Strategy を適切に使いながら、いくつかの社会性のある話題について、よどみなく3分以上話すことができる
- () Conversation Strategy を時々使いながら、いくつかの社会性のある話題について3分以上話すことができる
- () Conversation Strategy を時々使いながら、いくつかの社会性のある話題について2~3分話すことができる
- () Conversation Strategy をあまりうまく使えず、1~2分程度しか話せない
- () Conversation Strategy を上手く使えず、会話が1分もたない

2) Essay を書く準備としてペアで話す時間を持ちましたがこの活動について感想を書いてください。

3) Conversation Strategy を使う学習をしてきましたが、どれくらい使うことができますか。それぞれについて教えてください。

(選択肢 →) 毎回スムーズに必ず使う 時々間違えるが必ず使う 使う時に戸惑いがある 非常にぎこちない

- | | | |
|------------------------|----------------------------------|-------------------------------|
| 1. Opener | 4月 | -----1-----2-----3-----4----- |
| (挨拶) | 2月 | -----1-----2-----3-----4----- |
| 2. Rejoinder | 4月 | -----1-----2-----3-----4----- |
| (あいづち) | 7月 | -----1-----2-----3-----4----- |
| 3. Shadowing | (相手の言った事の一部または全部をオウム返しして内容を確認する) | |
| | 4月 | -----1-----2-----3-----4----- |
| | 2月 | -----1-----2-----3-----4----- |
| 4. Follow-up Questions | (質問で話を深める) | |
| | 4月 | -----1-----2-----3-----4----- |
| | 2月 | -----1-----2-----3-----4----- |
| 5. Closer | 4月 | -----1-----2-----3-----4----- |
| | 2月 | -----1-----2-----3-----4----- |

4) Conversation Strategy を使ってみてどんな感想を持ちましたか。使えるようになる前と後では何か変化がありましたか。

Listening

5) あなたは教員が授業中話す英語の指示をどれくらい聞き取れますか。

(選択肢 →) 全て理解できる 7割程度は理解できる 半分位は理解できる 理解できないことが多い

- | | | |
|--|----|-------------------------------|
| | 4月 | -----1-----2-----3-----4----- |
| | 2月 | -----1-----2-----3-----4----- |

6) なるべく英語で授業を行うようにしました。このことについてどのような感想を持っていますか。

Writing

7) あなたは社会性のある話題についてどれくらい書くことができますか。4月と2月について当てはまるものに(4月)(2月)と記入してください。

- () いくつかの社会性のある話題について、具体例や理由を含めて300語以上(30文以上)書くことができる
- () いくつかの社会性のある話題について、少し具体例や理由を入れて200~300語(20~30文程度)書くことができる

- () いくつかの社会性のある話題について、100~200 語 (10~20 文程度) の英作文ができる
- () いくつかの社会性のある話題について、50~100 語 (5~10 文程度) なら書くことができる
- () 英語で書くことが非常に困難である

8) 今年度は4つのトピックで Fun Essay を書きました。英語で書く経験はあなたにとってどのようなものでしたか。書くことによってあなたの英語に対する感じ方(考え方)に変化がありましたか

9) 教科書の英語を読む以外に授業で行う活動がいくつかありますが、それらはあなたの英語力を伸ばすのにどれくらい役に立つと思いますか。4月と2月におけるあなたの考えに当てはまるものに(4月)(2月)と記入してください。

(選択肢 →) とても役に立つ 役に立つ どちらともいえない あまり役に立たない 全く役に立たない
 -----1-----2-----3-----4-----5-----

a. ペアやグループなどのコミュニケーション活動

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

b.スピーキングテスト

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

c. Fun Essay を書くこと

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

d. 教科書の設問を解くこと

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

e. 授業で使うハンドアウト

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

f. 英語で授業を受けること

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

g. 読む速度を意識しながら黙読すること

4月 -----1-----2-----3-----4-----5-----
 2月 -----1-----2-----3-----4-----5-----

10) あなたは英語が好きですか。4月と2月のそれぞれの気持ちにあたるものを選んで(4月)(2月)と書いてください。

はい、とても好き どちらかと言えば好き どちらでもない どちらかと言えば嫌い 嫌い
 () () () () ()

11) あなたは英語が得意ですか。4月と2月のそれぞれの気持ちにあたるものを選んで(4月)(2月)と書いてください。

はい、とても得意です どちらかと言えば得意 どちらでもない どちらかと言えば苦手 苦手です
 () () () () ()

12) 4月と2月の自分を顧みて、英語(学習)に関して自分の中で何か変化したことがありましたか。具体的に書いてください。

3) もっと良い授業にするためにアイデアがあったら書いてください。