

Action Research Mid-Term Report 2012

Noriko Ishitobi (Ueda JHS, Nagoya)

1. Title: Creating Positive Learning Community in Classrooms

2. Teaching context

1) Level: 3rd year of junior high school

2) Class size: 38×4 classes

3) Time: 50mins×4/ week

4) Textbook: New Horizon English Course 3 (Tokyo Shoseki) Unit 3

5) Problems:

I have been seeing these third year students since they were in the first year; however, I have not taught the same group of students for three years. I had to teach my new students everything from the beginning such as conversation strategies and way of rotating the seat in April this year again. I had to know about them and they also might need to know about me. Of course some students were new to each other as well and had to know about one another.

As for their attitudes in class, they do not have serious problems concerning learning attitudes though many students had lukewarm attitudes in school life until last year. They are now relatively polite, very quiet, and enthusiastic toward learning. That is because they are strongly conscious of high school entrance exams this year and even slower students is showing willingness to change in their learning attitude. Many students go to cram schools and focus on reading, writing, and solving problems. I had to encourage to practice speaking as well to improve those skills while they think it is important to work on workbooks provided by the cram schools. I also needed to persuade them the necessity of pair work to build communicative ability.

3. Goals:

Students will get to know each other, help each other and learn from each other in class. Their willingness to learn English will lead to the successful relationship in class. Most of all, students will improve English proficiency through collaboration in pair work. Through the process, students will create active atmosphere in classrooms. I hope my quiet students will be more *genki*.

4. What I did:

- Timed-conversation (on p. 7)
- Communicative activities (on p.9)
- Songs (on p.13)

5. Results:

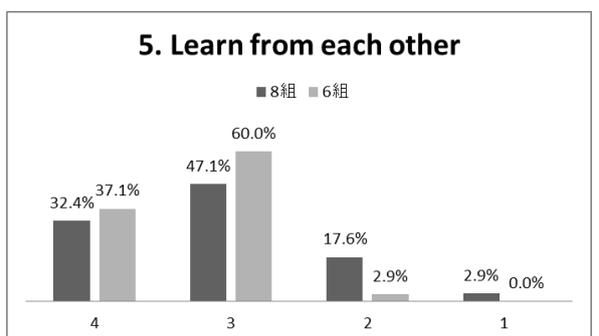
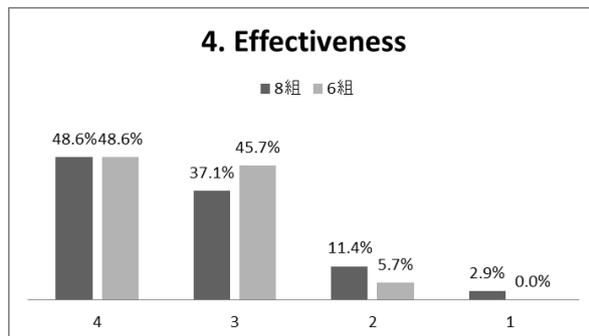
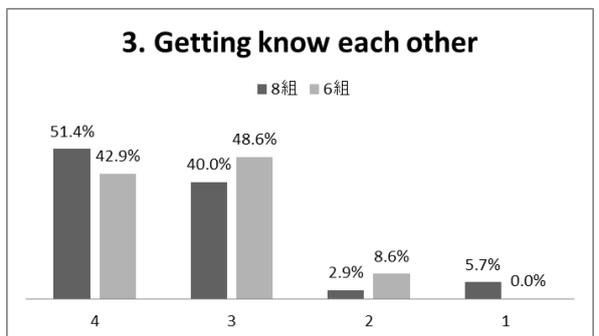
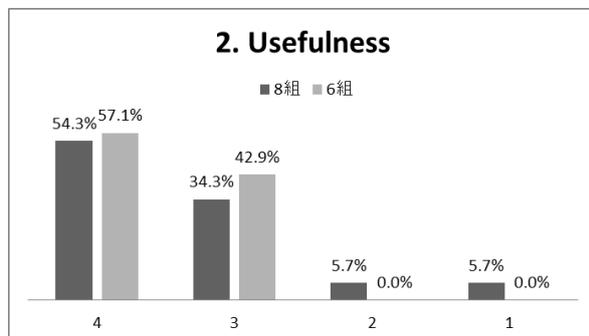
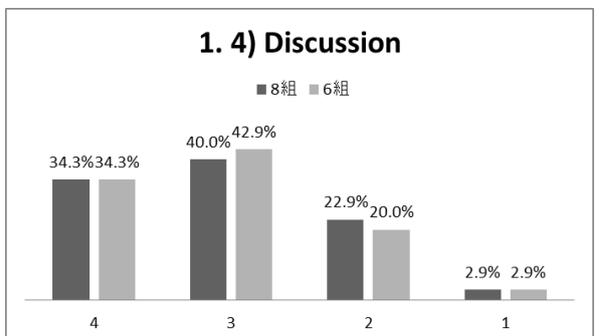
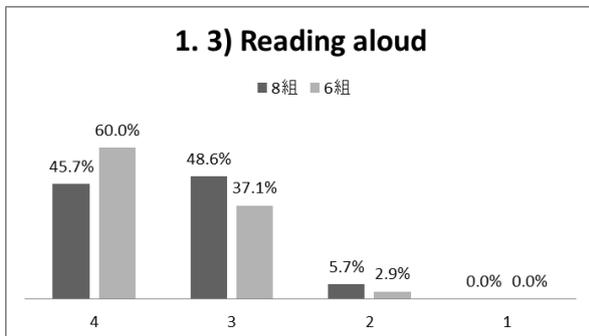
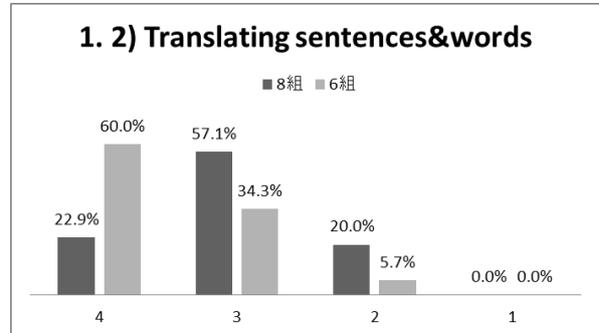
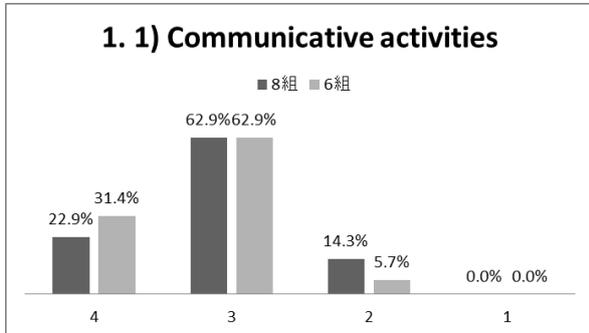
The questionnaire was conducted in July on two classes of 38 students, and the valid response number was 35 in each class. 3-6 has a warm atmosphere with several cheerful students. In this class, I told the meaning of pair work and my goal of encouraging pair work. On the other hand, 3-8 is a very quiet class. It didn't seem that boys and girls in this class are communicating well on a daily basis. In this class, everything tends to go rather slowly with the unresponsive group of students. Because of time restraints, I happened to miss a chance to tell the meaning or goal of pair work.

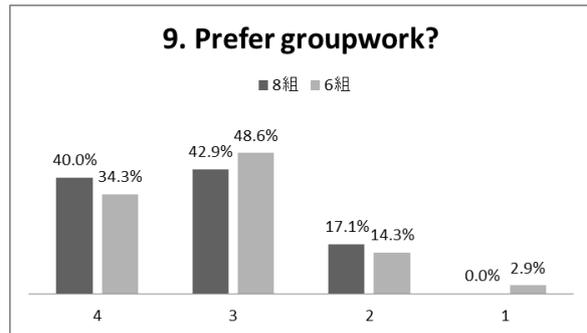
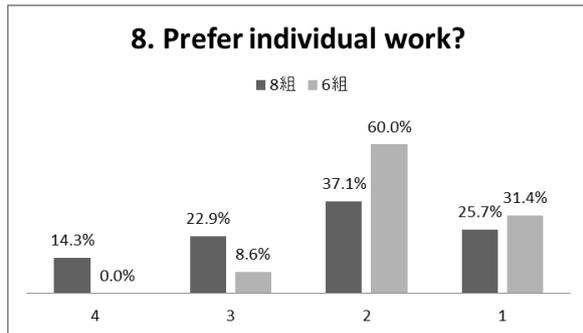
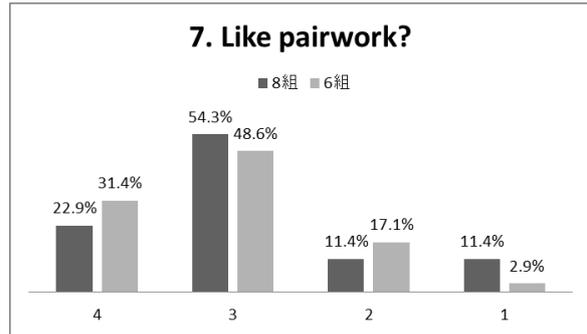
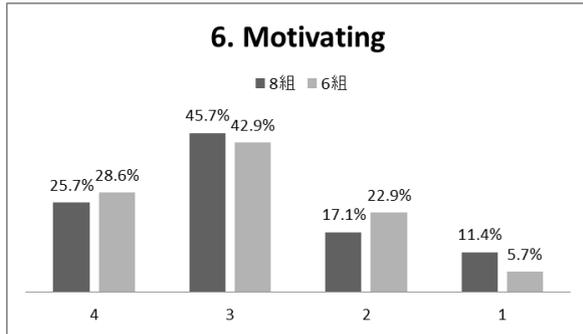
The 12 questions were asked to choose and mark in four levels from 4 (strongly agree) to 1 (disagree). Some spaces to write reasons or comments were also provided to each question.

The questions are: 1. I am participating in pair work. 1) of communicative activities 2) of translation of sentences and words in the textbook 3) of reading aloud the textbook 4) of discussion. 2. Pair work is useful for learning English. 3. I get to know about classmates through pair work. 4. I learn more through pair work. 5. I learn from each other through pair work. 6. I am motivated toward learning more when I do pair work. 7. I like pair work. 8.

I prefer working individually to pair work. and 9. I prefer working in a group to a pair.

[Table: Survey result in July]





Comments on Q2: (The numbers in parentheses show actual number of students out of 70)

- I can ask my partners when I didn't know or understand. (14)
- I can improve my communication ability. (2)
- I can actually use the expressions I have just learned. (1)
- It is important to learn not only reading but also speaking. (1)
- I can speak and listen at the same time when I do pair work. (1)
- I learn practical English besides textbook English. (1)
- I learn how I can convey my meaning to my partners. I also learn from the expressions my partners used. (1)
- It really depends on partners I work with. (2)
- It doesn't have to be pair work to do reading aloud and translations.

Comments on Q3:

- I learned about my classmates on what they like and what they do on weekends. (30)
- I can have a chance to talk to people I had never (hardly) talked to. / I could talk to a boy (different sex) I didn't like so much before. (10)
- I have been surprised to hear what partners said. (6)
- Some people are too quiet (reluctant) to do pair work. (4)
- The language knowledge is limited and not enough to know about partners deeply. (2)

Comments on Q4, 5:

- I learn the things which are not in the textbook from partners. (25)
- I repeat the same thing many times in pair work and it is helpful for my learning. (2)
- Sometimes I notice the things which I would never notice when I work on my own. (2)

Comments on Q6, 7:

- It's more fun to work in pairs. (12)
- Because I don't want to cause problem (be rude) to partners, I have to work hard. (9)
- I may be a problem for my partners because I am slow (I cannot do well). (3)
- To be honest, we have so many pair works so I don't like English class as much as before. (1)
- Please let me be alone. (1)

6. What I learned

The classroom atmosphere reflects the survey results. More cheerful class, 3-6, has a little more positive opinion on pair work and admitted the benefit of pair work. The other group, 3-8, doesn't have a very negative atmosphere. However, I understand the reason why it doesn't seem that pair work is working well in this class when I found out that more students want to work individually rather than pair work seeing Graph 8.

I sometimes just let them work in pairs when I want them to check the meaning of sentences and words; however, when I see that many students think it is worth to do it, I think I need to think about more systematic way of those pair work.

Lastly, it is not about teaching but I would like to leave some comments on the way of collecting the data this time; some points were not appropriate. First, some questions were very similar to one another to the students. Therefore, the students tended to write some comments repeatedly, or some comments do not fit to the question and rather should apply to the other questions. It made me hard to collect and organize the data. Secondly, I did not set a neutral point in the answer options though I think it is necessary now. Some students were not able to choose proper answers which express their ideas due to this problem.

7. Future issues

- All the students need to know the goal of pair work.
- Depending on the activity, it may be better to have same partners always. There might be a way to pair up students according to the achievement level.

- The way of assessing pair work should be speaking tests. I need to conduct speaking tests in the second term.

Lesson Plan (from Monthly Report of June)

1. Level: 3rd year of junior high school
2. Class size: 38×4classes
3. Time: 50mins×4/week
4. Text book: New Horizon English Course 3 (Tokyo Shoseki) Unit 2
5. Objectives:

To learn the usage of present perfect

To talk with classmates and learn about each other using present perfect

6. Procedure of Unit 2

Day 1 Introduction of present perfect continuous [Activity]

Day 2 Textbook (pp. 14-15) Starting Out, Dialog

Day 3 Textbook (p. 16) Reading for Communication①

Day 4 Textbook (p. 17) Reading for Communication②

Day 5 Textbook (pp.18-19) Listening Plus

Day 6 Active English

7. Activity "現在完了" (Day 1)

1) Goal: To interview partners using present perfect.

2) Procedure of the activity

Step 1: Listen to T's English and fill in the blanks.

Step 2: Write about themselves. "I have lived in Tempaku-ku for ~."

Step 3: Talk in pairs. Take notes what they heard from their partners.

Step 4: Write sentences about the partners using notes.

Let's learn conversation strategies! Vol.2

会話の“技”を覚えよう！

① 始めのあいさつ

How's it going?

② Reaction 相手の言ったことに対する反応

I see.

Really? / Oh, really? / Wow!

Nice. / Cool. / Great.

🗨️会話のルール

1. Make eye contact.
相手の目をみて話そう。
2. Speak clearly.
もじもじしないではっきり話そう。
3. Smile!
笑顔で！

③ Shadowing 相手の答えを繰り返す

A: I went to Tokyo Disneyland yesterday.

B: Oh, Tokyo Disneyland!

④ Follow up question 相手の答えたことにさらに質問する

When? Where? With who?

今日の会話：

「週末は何をするつもりですか。」 What are you going to do this weekend?

Example

A: Hi, I'm _____.

B: Hi, I'm _____. How's it going?

A: Pretty good. How about you?

B: Good.

So, what are you going to do this weekend?

A: I'm going to go shopping with my sister.

B: Oh, shopping. Nice. Where?

A: To Sakae. Maybe Lachic.

B: Lachic. I like it too.

A: How about you? What are you going to do this weekend?

B: I am going to go jogging with my dad. We usually go to Tempaku River.

A: Do you like jogging?

B: Yes! I like jogging very much.

A: Good.

7

B: Nice talking with you.

A: You too.

Step 3 🗣️ Talk with your partner.

対話をしましょう。話した内容をメモしておきましょう。

Example: A: I _____.

B: How long have you _____?

A: I've _____.

Memo

Step 4 🗣️ Write about your partners.

対話をしたパートナーについて書きましょう。

Example: Masao has liked AKB48 for three years.

○ _____

○ _____

What did you think? 対話をしてみておもったことを英語で書いてみよう。一文でもOK!

★ About today's activity

Fun [3 2 1]

Easy [3 2 1]

Useful [3 2 1]

Comments 今回の活動についての反省, 感想, 次回への課題などを書こう。日本語でOK!

Class

Number

Name

ACTIVE ENGLISH

現在完了 have(has) + 過去分詞 「ずっと～してきた」
を使って自分のことを表現してみました。

Nana has danced ballet since she was three years old.

「バレエを3才からやってきました。」

play はボールを使うスポーツに使うよ。
空手やバレエには使わないよ。

Kenya has practiced karate since he was six years old.

「6才の頃から空手をやっています。」

Anna has liked the Dragons since she was in the third grade.

「3年生の頃からドラゴンズが好きです。」

楽器には the があるね。

Toshihisa has played the guitar for seven months.

「7ヶ月間ギターを弾いています。」 → 「ギターを弾いて7ヶ月になる。」

Ryo has played the drums since he was three years old.

「3歳の頃からドラムをやっています。」

Ryo has liked movies for three years.

「3年間映画が好きです。」

名詞は複数形にするか、a (an)を
つけなくちゃね。

Daiki has had a cat for ten years.

「10年間ネコ（一匹）飼っています。」

Hina has liked Perfume since she was in the fifth grade.

「5年生の頃からパフュームが好きです。」

「～年生の時から」という言い方
をしっかりと覚えましょう。

よくある間違いコーナー

- ① I have played judo for ten years.
- ② Osamu has watched action movies since I was ten.
- ③ Yuriko has had dog for four years.
- ④ Sho has played baseball since he was five grade.
- ⑤ Haruka has liked arashi since ten years old.
- ⑥ I have wanted bike for a long time.

What did you think?

☞対話活動をやってみての感想を英語で書いてみました～

- ★This activity was fun!
- ★I think M speaks English well.
- ★I enjoyed talking with my friends.
- ★I could know about my friends.
- ★Some people play different sports for a long time!
- ★It was fun to talk with a partner because I get to know many things about the partner.
- ★Talking in English is difficult. But I like talking with friends. So I want to speak English well.
- ★I enjoyed!
- ★I think shadowing is very difficult.
- ★I was surprised when Naoki said he has liked swimming for ten years. Ten year is long!
- ★I think talking with everyone was fun.
- ★I think many people like playing sports. And they have played them since they were little.
- ★The activity was very good to study about “現在完了.” It made me excited.

☞次の文は文法的な間違いがあります。どうすれば正しい文になるのでしょうか。

- Talk is not easy. →
- It's very happy! →
- I am interesting and difficult! →
- I think fun. →
- I think interesting. →
- They are interested sports. →
- Yui is good listener. →

☞次の文は、日本人がよく書きがちな文です。こうすると英語っぽくなるよ！

- I could enjoy talking with many people.

I enjoyed talking with many people.

「楽しむことができた」って言いたいよね。英語では enjoyed で OK!

- I could know about my classmates.

I learned about my classmates.

「知ることができた」って言いたいよね。その意味で learn を使うと英語らしい表現になるわよ！

- Talking with them made me happy.

Talking with my classmates made me happy.

them ってだれかしら？
ここは具体的に書くべきね！

Call Me Maybe by Carly Rae Jepsen (2012)					
	I threw a wish in the well,		井戸に願い事をしたの		
	Don't ask me, I'll never tell		聞いてもダメよ 教えないもん		
	I looked to you as it fell,		コインが落ちてく間に会ったの		
	And now you're in my way		今はもう目が離せない		
	I'd trade my soul for a wish,		願いがかなうなら魂だって売っちゃうよ		
	Pennies and dimes for a kiss		お金払ってもいいからキスしてほしい		
	I wasn't looking for this,		こんなつもりじゃなかったのに		
	But now you're in my way		今はもう目が離せない どうしようもない		
◆	Your stare was holdin',		見つめられると身動きできなくなって		
	Ripped jeans, skin was showin'		はいてるジーンズが破けて、体が見えちゃいそう		
	Hot night, wind was blowin'		暑い夜に風が吹いてる		
	Where you think you're going, baby?		一体どうするつもりなの？		
☆	Hey, I just met you,		わかってる 会ったばかりで		
	And this is crazy,		こんなのどうかしてるけど		
	But here's my number,		これが番号だから		
	So call me, maybe?		よかったら電話して		
◎	It's hard to look right,		ちゃんと顔が見られない		
	At you baby,		カッコよすぎて		
	But here's my number,		でも電話なら大丈夫だから		
	So call me, maybe?		よかったら電話して		
	☆				
△	And all the other boys,		うかうかしてると		
	Try to chase me,		他の男に取られちゃうよ		
	But here's my number,		これが番号だから		
	So call me, maybe?		よかったら電話して		
	You took your time with the call,		なにをぐずぐずしてるの？		
	I took no time with the fall		こっちは一目惚れだったのに		
	You gave me nothing at all,		全然応えてくれないんだね		
	But still, you're in my way		なのにそれでも目が離せない		
	I beg, and borrow and steal		なりふりかまわずなんでもやるよ		
	At first sight and it's real		出会った瞬間そうだった ウソじゃない		
	I didn't know I would feel it,		こんな気持ちになるなんて		
	But it's in my way		だけどやっぱり目が離せない		
	◆☆◎☆△				
♥	Before you came into my life		出会う前から		
	I missed you so bad		好きだった・・・		
	I missed you so bad		そう思っちゃうほど		
	I missed you so, so bad		一目惚れなの		
*	Before you came into my life		会った瞬間好きになったの		
	I missed you so bad		ちゃんと伝わってる？		
	And you should know that		一目惚れだったんだよ		
	I missed you so, so bad		好きでたまらないってこの気持ち		
	◎☆△♥*				
	So call me, maybe?		よかったら電話して		