

# Final Report

Name (H. T.)

1. Title: Integrated Language Skills in English II

2. Context:

(1) Information about the class:

3C Class (15 boys and 26 girls) and 3D Class (2 boys and 39 girls)

(2) Subject: English II (4 lessons a week, 50 minutes for each lesson)

(3) Textbook: Lingua-Land English Course II (KYOIKU SHUPPAN)

(4) Level of the students: Low level students in senior high school

(5) Problem:

Students do not like English because they are not good at English. Most of them lost interest in English when they were junior high school students as all they did was listen to tapes and do worksheets. There were a lot of grammar rules to memorize, which led them to lose their motivation to learn English. Teachers did not pay much attention to them and they were not encouraged to do activities, even when those activities did not involve English. Their feelings are quite simple: They always say, "I don't understand English at all. That's why I don't like English." In addition, they do not like pair-work or group activities. Some say, "I don't like her/ him. So I don't want to do pair work with her / him." Others say, "Ah, troublesome! Why do I have to talk with others? I don't understand her / him at all. It is no use talking with others in English."

3. Goal

The goal of the English classes is to enable students to communicate with others in English. It is very important to cultivate the students' abilities to express what they want to say in English. It also means that they can learn integrated English skills, that is, they can read, write, speak and hear English through various activities in English classes.

4. What I did

I tried to improve students' speaking ability through various activities. They used handouts which included activities to improve four skills:

1. Pre-reading: Students imagine the story of the lesson through brain storming activities, such as semantic mapping. They are told what they will learn beforehand, and, therefore, they can

focus on the topic.

2. While-reading: Students use two handouts per lesson. These include activities such as T or F questions, Q and A, reading test, practicing reading, writing task, and peer editing. While doing the handouts, they can do a lot of pair work and group work.
3. Post-reading: Students review the whole lesson and summarize their ideas, thoughts or opinions in English as a writing task in a handout. Then they memorize their summarization. After they practice to interview their peers about the lesson, they take an interview test, using the writing task. When they get accustomed to taking an interview test, they sometimes make a group presentation or make a presentation in front of the whole class, often the listeners giving them score about their presentations.

## 5. What happened

When students were first and second graders, the instructor who taught them focused on translation of the textbook. So, at first, they were surprised to have my classes. During the classes, they spent most of the time doing communicative activities and did no translation. Some of them enjoyed such activities, while the others were at a loss, not knowing what to do. Another thing they experienced for the first time was writing an English essay. Almost of them had never written English sentences before. Speaking with others in English was also a big change for them. As a result, the first interview test was terrible. They did not know what to do and how to do it, nor they did not practice the interview with others enough beforehand. And I myself was at a loss about what to do in the classes and how to do the activities, and decided to use the same handout without any minor changes in activities. Even so, they have gradually improved.

Now they have no hesitation when communicating with others in English. They can do pair work, make group presentations, and take interview tests in English quite easily, even though they did not like talking with their peers in English at first. Some of them were afraid of making mistakes. Others were afraid that they could not make themselves understood in English. As they had more chances to talk with students in English via pair work, they gradually became accustomed to speaking. With all of their hard work, they can now write English sentences, listen and understand others' English, read and understand English stories, and speak English more easily than before.

As students became accustomed to the English classes, I gradually

tried changing the handout. At first students checked their answers together with the whole class; one student read his/ her answer and the others checked their answers. But now, they check their answers in pairs, trying to use only English. The interview test has also changed. The first interview test was taken in pairs. Then they would work in groups of four, changing their partners twice. After that, they would make a group presentation. Now the group of four chooses a representative and he/ she makes a presentation in front of the whole class. As a result, ten representatives make presentations and the listeners take memos, give them a score and summarize the presentation. I wanted to know how students felt about the lessons. I had the students take the self evaluation survey twice in July and January. The result of the survey is as follows:

4月の自分と比べて現在の様子を教えてください。

**Survey/Result from the survey for 82 3rd graders (July/February)**

1. 英検(級のある人): 実用英語検定: 3級・11%/11% 準2級・1%/1% 2級・0%/0%  
全商英語検定: 3級・63%/66% 2級・4%/4% 1級・0%/0%
2. 現在、英語は好きですか:a 大嫌い・10%/5% b 嫌い・32%/37% c 普通・40%/41%  
d 好き・13%/11% e 大好き・1%/2%
3. 4月現在、英語は好きでしたか:a 大嫌い・16% b 嫌い・39% c 普通・30% d 好き・12%  
e 大好き・1%
4. 英語学習の目的は何ですか.:  
1番目に重要な目的:  
大学受験・4%/1% 英検・0%/2% 英語でコミュニケーションできること・55%/46%  
単位の取得・30%/35% 留学・0%/0% 進学して困らないように・6%/11%  
2番目に重要な目的:  
大学受験・6%/1% 英検・20%/11% 英語でコミュニケーションできること・26%/29%  
単位の取得・30%/29% 留学・0%/10% 進学して困らないように・17%/12%  
3番目に重要な目的:  
大学受験・9%/11% 英検・24%/18% 英語でコミュニケーションできること・4%/17%  
単位の取得・11%/10% 留学・7%/7% 進学して困らないように・24%/21% その他 6%
5. 英語の授業は楽しいですか:  
a つまらない・13%/15% b あまり楽しくない・23%/27% c 普通・43%/48%  
d まあまあ楽しい・10%/9% e とても楽しい・2%/0%

## 6.英語の授業はわかりますか:

- a 分からない・11%/12% b あまりよく分からない・22%/29% c 普通・37%/29%  
d だいたい分かる・20%/27% e 良く分かる・7%/1%

## 7.4月の時と、現在の英語の力を比べ、自己評価して下さい:

### (1)話す力(Writing Task や Interview Test や会話活動など)

- | A:4月:                    | B:現在:     |
|--------------------------|-----------|
| a 自信がなく、話すことができなかった 24%  | a 3%/3%   |
| b 書いたものを見ながら、会話ができた 70%  | b 70%/64% |
| c 書いたものを見ずに、何とか話せた 4%    | c 25%/31% |
| d 書いたものを見ずに、大きな声で話せた 0%  | d 2%/1%   |
| e 書いたものを見ずに、感情を込めて話せた 0% | e 0%/1%   |

### (2)聞く力

- | A: 4月:            | B: 現在:    |
|-------------------|-----------|
| a ほとんど分からなかった 29% | a.7%/ 6%  |
| b 少し理解できた 45%     | b.38%/39% |
| c 半分ぐらい理解できた 16%  | c.38%/34% |
| d だいたい理解できた 7%    | d.13%/18% |
| e すべて理解できた 0%     | e.0%/0%   |

### (3)読む力(テキストなど)

- | A: 4月:            | B: 現在:    |
|-------------------|-----------|
| a ほとんど分からなかった 22% | a.3%/10%  |
| b 少し理解できた 49%     | b.34%/33% |
| c 半分ぐらい理解できた 23%  | c.32%     |
| d だいたい理解できた 4%    | d.24%/21% |
| e すべて理解できた 0%     | e.1%/0%   |

### (4)書く力

- | A:4月:                        | B:現在:     |
|------------------------------|-----------|
| a 書きたいことがほとんど書けなかった 43%      | a.2%/7%   |
| b 少し書けた 34%                  | b.33%/28% |
| c 半分ぐらい書けた 15%               | c.28%/27% |
| d 文法が間違っているにもかかわらずなんとか書けた 6% | d.35%/35% |
| e 文法的に誤りがなく書けた 0%            | e. 0%/0%  |

### (5)文法

- | A:4月:                    | B:現在:     |
|--------------------------|-----------|
| a 基礎(中学)がまったく分からなかった 27% | a 10%/9%  |
| b 基礎は少し理解できた 55%         | b 48%/49% |
| c 基礎は半分ぐらい理解していた 13%     | c 31%/27% |
| d 基礎はほぼ理解していた 2%         | d 8%/11%  |
| e 文法には自信があった 0%          | e 0%/ 1%  |

8.4月のころに比べて、英語学習について何か変化がありましたか。(例、英語が好きになった。AETの先生の英語が聞けるようになった。英語の歌や映画に興味をもてるようになった。英語で対話をするのが好きになった。など)具体的に書いてください。

### In July

- もっと自然に英語で会話ができたらいいなと思う。(3)
- 英語でのペアとの練習によって、英語のコミュニケーション能力が向上してきたと思う。(1)
- 先生やALTの先生が言っている意味が理解できるようになった。(8)
- 英語の歌を聞いて何となくだが理解できた。(3)
- 英語の歌を聴くようになった。(2)
- 4月のころは英文を読むこともできなかったけど、今は単語の発音を考えて読むことができたし、速く読むこともできるようになってきた。(12)
- プリントに書いてあるたくさんの英文を時々辞書を使いながらも読解できるようになった。(3)
- 英文を見たときに、知っている単語や文法が増えたので、理解できるようになってきた。(5)
- 文法が間違っているでも自分の意見や感想をすらすらと英文にすることができるようになった。(31)
- summarizeがすらすら書けるようになった。(1)
- 英文を書くのが楽しくなった。(2)
- 文の書き方がわかった。(1)
- 今まで、自分が思っていることを英語で表現するなどとても無理だと思っていました。ですが、分からなくても間違っていてもとりあえず「書く」という作業を繰り返していくうちに「できないものでもないんだ」と思えるようになりました。無理だと思ってあきらめるのではなく、「やってみる」ということの大切さを学びました。(2)
- 他の人と交流することにより、同じ質問にも様々な英語での答え方がることが分かった。(2)
- 辞書を多く活用し単語の意味をよく調べるようになった。(8)
- 洋画は字幕で見るようになった。(7)
- 単語をたくさん覚えた。(2)
- 英語に自信がついた。(7)
- 英語に少しは興味を持ち、もっと深く知りたいと思うようになり、しっかりと取り組むようになった。(7)

### In February

- 話せるようになった(2)
- リスニングに強くなった(4)。
- 洋楽を聴くようになった。歌の内容もわかるようになった。(5)
- ニュースで流れる英語に耳を傾けるようになった(1)
- 英語を聞き取る力が落ちてしまった。(1)
- 英文の意味が理解できるようになった。(10)
- 英語で理解できると楽しいと思えるようになった。(2)
- 練習をして英文を速く読めるようになった。(2)
- 英語で文を書き、自分の考えを英語で表せたりなど、書く力がついた。(34)
- 英語の映画とかに興味を持てるようになった。(2)

- ALT や先生の英語が理解できるようになった。(5)
- 文法や熟語をわかるようになり英語に少し興味が持てるようになった。(2)
- 英語の単語がすらすら出てくるようになった。(2)
- 単語テストで合格するようになった。(1)
- 表現方法が増えた。(2)
- 文法がわかるようになった。(1)

9. 英語の授業をよりよくするために何か要望があれば書いて下さい。

### In July

- ペースが速い。(writing task の時、答え合わせの時、インタビューの時間)(6)
- 新出単語の書き取りできるプリントがほしい。(1)
- 英作の部分の文法をチェックしてほしい。(1)
- 基礎や文法を詳しく教えてほしい(3)
- プリントが多いので、もっとクラス全体で何か英語にかかわることをしたい。(3)
- ノートを作る時間を増やしてほしい。(1)
- もう少し日本語を使っていいようにしてほしい。(1)
- 単語をもう少し学習したい(1)
- もう少し簡単にしてほしい(1)

### In February

- 毎回プリントで同じことばかりしているので、たまにはみんなで本文の役を考えてノートを作るなどした方がよい。(1)
- 楽しい授業(1)
- 席を替わるのをやめたほうがいい。ペアは隣の人でよい。(1)
- 教科書の読みの練習をもっとしたかった。(1)
- 英文の間違いをもっと直してほしい。(1)
- もう少し日本語でしゃべったほうがよい。(1)
- 基礎や文法を詳しく教えてほしい。(1)
- 普通の授業をやる方がよい。(1)

### 6. What I learned

I have finished all my English classes for third and first graders and I now feel quite strongly that a well-planned curriculum, teaching plans and handouts are important. At first I thought that handouts, which included various activities, were the most important. However, through practice, I found it more important to teach with a well-planned teaching plan, finally realizing that a systematic curriculum was indispensable. In English classes everything should be well planned. Without adequate preparation it is difficult to do anything well.

From the result of the survey I learned various things: I never

expected that their most important purpose for learning English was to communicate with others. I simply thought they wanted to earn enough credits to graduate. To my regret, students did not feel that they could enjoy English classes. However, they felt that their English abilities gradually changed for the better in all areas, especially their writing abilities. After my trial through the year, students have found that their English abilities have improved and they feel more interested in English than before.

The most surprising thing to me was that some of the students did not understand the aim of my teaching plan at all. Some said that they simply wanted to translate the textbook into Japanese during class, or that they needed more grammar corrections in writing tasks and how they wanted the instructor to speak in Japanese. While others gave me helpful advice about how to create an enjoyable class, or told me that they wanted more reading practice and grammar explanations.

## 7. Future issues

Through my various attempts over the course of the year, I learned that there are a lot of things to improve. First, I should have variations or more new ideas in handouts. As I have used the same activities in handouts for a year, some students have said that it was boring to do the same activities over and over. They wanted to do different activities, such as singing songs, watching DVDs or playing games. Second, well-planned curriculum is very important. This year, I tried to introduce some new activities which included things like writing Christmas cards or watching DVDs with pre-reading, simultaneous-reading and post-reading activities. These were extra activities I got from ideas given at workshops and, as such, were not as thoroughly planned as my other activities. Sometimes they did not work well because I did not prepare well and something unexpected often happened. As such, I should make a plan throughout the year with a lot of extra activities related to yearly events or topics that attracts students' interest. Finally, self-evaluation of students is helpful to improve English classes. It gives them an opportunity to review their own participation in English classes and encourages them to do better. It also gives me a chance to look over the classes and to improve my teaching plan and activities in the handout. So, I would like to keep giving self-evaluations to students.