

Report

Name(*** ***)

1.Level : 2nd Year

2.Time : 50 mins × 2 classes

3.Class size : 20

4.Activity & Results:

- (a) Pre-reading: Before starting each lesson, looking at the pictures about the lesson, thinking about them and talking about them with their partner are very effective to attract students' attention to the lesson.
- (b) Reading: In this teaching plan students read silently and answer questions in English. In the previous teaching plan I made students copy the textbook and translate it into Japanese. Now they don't translate the textbook at all but they understand the textbook much better than before.
- (c) Shadowing: The ability of reading a textbook has been improved a lot. Even if the instructor tried to do chorus reading, students wouldn't read or read reluctantly in a small voice. What was worse, their pronunciation was too poor. Now their abilities have been greatly improved. They can read a textbook in a bigger voice and more smoothly. It leads to be able to speak in English in a big voice.
- (d) Pair work: At first I was worried that students wouldn't do any pair works, such as talking about the lesson in pre-reading, pronouncing practice or shadowing. I don't know whether they really enjoy doing it or not, but all of the students take part in pair works.
- (e) Post reading: It became a good practice for students to write what they thought in English. At the beginning they couldn't write so much but now they can write more freely and more difficult sentences.
- (f) Speaking test: Recently I have had a problem with the "Interview Test". The more difficult the content of the lesson became, the less the students wrote. Students enjoyed the first interview test and worked hard, because it was the first time they had such a test. However, as the lesson became more difficult, gradually the students lost interest. The first interview test was about world peace and the atomic bomb which hit Hiroshima. The next lesson was about the adventurer, Noguchi Ken, and the environment. Currently, the students are learning about recycling and the environment. They are now at a loss for words and struggle to write their impressions. I am also at a loss. As I started the interview test in the middle of the term, students were at a loss and were not well informed about the aim of the interview test. I myself have only recently learned about the interview test. At the first test, I made students write their impressions, practice in pairs once and do the interview test in the same pairs. So they practiced the interview test and prepared the questions with their partners beforehand. This method worked and the students performed well in the interview test. At the second interview test, I made students write their impressions, practice once in pairs. Then I changed their interview partner, so they couldn't prepare the questions beforehand. As they listened to their partner for the first time, they weren't prepared to ask questions to their partners; only a few of them could do so. As a result, the time of each interview test became too short and the students were merely stating their opinions in pairs. This is now the third interview test and I have made them prepare for it in different ways. Students review two or three times, changing their partner each time. The students not only give their opinions after reading, but they have to answer some questions about the lesson. In pair work, one person asks the questions and the other answers them. Then the questioner repeats what the respondent has said, changing the subject from "I" to "You".

6.What I learned / Findings

This interview practice is very effective. The problems I have now are two-fold: For one, pair work occasionally occurs between students of different English ability, which leads to an inability to comprehend on the part of the less advanced students. Secondly, some students are unable to write sentences in English. On account of this, the interview test has wasted a lot of time.

7.How to modify the activity

Under consideration