

1. Title:

Making classes more communicative in elementary school students' classes

2. Context:

(1) Age of students: 5th graders in elementary school

(2) Number of students: 2

(3) Level: Intermediate as elementary school students (Eiken 5th grade)

But one of the students failed Eiken 5th grade test. He has difficulty in reading spelling even now though he has learned

(4) Subject: Spoken English Basic Class

(5) Textbook: Learning World Book 3 (Apricot)

(6) Problems:

- Since the number of students in class is small, there is some difficulty in making classes more communicative.
- One of the students is a slow-learner, but the other is excellent in learning. Such difference in learning procedure sometimes makes them less motivated.
- One of the students are sometimes absent because he comes alone by bike because his parents are busy working. So he often comes late and it makes the class procedure slower.

3. Goal:

- (1) To make the students to express their own thought and make them to have fluent conversation using their own words and find joy to communicate in English.
- (2) To make the students to ask questions and answer in information exchange in using various activities.
- (3) To make the students to use conversation strategies.

4. What I did:

- (1) Introducing the use of “can” and make the students to use various expressions including various verbs through activities “Interview”
- (2) Encouraging small talk using activities and make them recycle them.
- (3) Employing communicative activities and recycle them in each class.
- (4) Using picture list in learning the use of “does” and how to use the third person singular present “s”.
- (5) Introducing the communicative activity using actual overseas travel fliers.
- (6) Reviewing the learning through activities in using the transportation and cities in foreign countries.

(7) Procedures in lesson plans

September

Day 1

Have the students tell the location in expressing size, color, and prepositions such as "between"

Activity "Which car is yours?"

Have the students explain where their car is by telling in various ways through communication.

Model talk

T: Which car is yours?

S: That big car.

T: Which one? (T touch the another big car.)

S: That big red car.

T: Oh, I see.

Day 2

Communicative activity "Which dog is yours?" (See Appendix)

Use the expression "Which ? " and the preposition "between" and tell the partner the place of their dog in the handout.

Activity using pencils. First, each student pass two pencils to the teacher, and teacher mix them. Then, T asks each student as follows:

Model talk

T: Which pencil is yours?

S: That one.

T: Which one? (T takes the wrong pencil.)

S: No, that green one.

T: Ok, I see. Here you are.

S: Thank you.

Day 3

Review talk "Which pencil/ eraser is yours? "

Input activity "I can" And vocabulary input as follows:

swim, play the piano, play the recorder, ski, cook, speak French, speak English, write English

Day 4

Communicative activity "Interview" (See Appendix)

Use the picture sheet of the various famous people.

Have the students learn how to use the conversation strategies such as "Really?", "Well." and

“Is that so?”

Use of the expression, “Can you...?” and answer of “Yes.” or “No”.

October

Day 1

Review of “can” using activities, “Interview”.

Review of telling the location using the activity, “Which dog is yours?”

Sing the song of “can” usage in the textbook.

Vocabulary input of the following verbs

swim, cook, eat

Model talk

T: Can you swim 5 meters?

S1: Yes.

T: Yes, I can.

S1: Yes, I can.

T: Can you swim 25 meters?

S2: No.

T: No, I can't.

S2: No, I can't.

Teacher change the word with the following expressions:

swim 25 meters, swim 1 kilometers, cook curry, cook *medama-yaki*, cook *okonomi-yaki*, eat snakes, eat *rakkyo*, eat green peppers

Then, S1 and S2 have the talk.

Day 2

Test of English for Children (Jido Eiken listening and speaking test)

Day 3

Review of “can” (using Activity “Interview”)

Day 4

Review of “can” (using Activity “Interview”)

Model talk

S1: Hello. I'm S1. What's your name?

S2: I'm (a name of the person on the sheet).

S1: Can you ()

S2: Yes, I can./ No, I can't. I can ().

S1: Oh, really? That's great.

November

Day 1

Introducing the usage of “does” and the third person singular present “s”

Vocabulary input of “Does...?” questions

Model talk

T: Do you like green peppers?
S1: No, I don't.
T: (to S2) Does S1 like green peppers?
S2: No, I don't.
T: Say, “No, he doesn't.”(pointing S1).

Communication activity for “Does?” questions. (See Appendix)

Model talk introducing the activity

T: My friend lives in Kyoto, and likes basketball. And he has a dog.
Which number is my friend?
S1/S2: Number 5!
T: That's right.

How to play the activity

First, T ask questions if the person is male or female, then, other student put a coin or bingo chip on the picture. When the S answer each question, other student remove the chip on the sheet. Finally, all of the students know the answer by removing the last chip.

Model talk for the activity

T: Is your friend a boy or a girl?
S1: A boy.
T: Does he live in Kyoto?
S1: No.
T: Does he like sports?
S1: Yes.
T: Does he have a dog?
S1: Yes.
T: Is he number 5?
S1: Right.

Day 2

Review of the “Does...?” questions using activity.

Small talk using “Who cleans your room?” “My mother does.”

Vocabulary input the following words:

clean your room, cook breakfast, wash the dishes, buy groceries, clean the bathroom, feed the pet

Introducing the word, “who” and its questions.

Use of the third person singular present “s” in “who” questions.

Model talk introducing “who”

T: Who cleans your room, Takuto? Do you clean your room?

S1: No. My mother.

T: Who cleans your room, Atsuto? Do you clean your room?

S2: No. My mother.

Day 3

Review of the “Does...?” questions using activity.

Day 4

Review talk of the Day 3

Introducing the expression “What a big cat!” and learn adjectives.

Vocabulary input as follows:

brave, strong, nice, tall, scary, smart, great, beautiful, young

December

Day 1

Introducing the model talk in the textbook.

Making the travel plan where Ss want to visit using travel leaflets.

After deciding the places, Ss try to have conversation as follows:

Model talk A

A: Where are you going?

B: To (name of a city)

A: (shadowing) When are you going?

B: On (date).

Day 2

Review talk of the Day 1.

Checking the travel leaflet again and decide the transportation and length of the trip.

Having the conversation as follows:

Model talk B

A: How are you going?

B: By airplane/ ship/ train/ car, etc.)

A: How long are you going to stay?

B: For (five, six, seven, etc.) days.

A: Wow, you're lucky boy/girl.

Have a good time.

B: Thank you

Day 3

Review of the conversation A and B.

Combining two conversation by using Ss' own plans.

Encouraging to use conversation strategy, "Really?" and shadowing.

Day 4

Review of the conversation A and B and combined talk again.

Encouraging to use conversation strategy, "Really?" and shadowing.

January

Day 1

Total review using the following activities

Review of the "Where are you going?"

Introducing the third person singular present "s" and "does"

Activity using the sheet of friends.

Day 2

Review of the Day 1 using the activity sheet of "does"

Activity using the talk of "Where are you going?"

Use the place cards and transportation cards as follows:

Places cards

Hawaii, Paris, London, Sydney, New York

Transportation cards

car, train, airplane, ship, ferry, bike, truck, motorbike

How to make an activity

T asks Ss "Where are you going?" Then, each student takes one place card he likes and say "To Hawaii.". T emphasize the use of "to". Also, T asks Ss, "How are you going?" Each student takes one of the translation cards and say, "By car." T emphasize the word,"by" this time.

Day 3

Review of the "Where are you going?"

Review of the "does" and the third person singular present "s" in Day 1 using the activity sheets.

Review of the card activity using "Where are you going?"

February

Day 1

Review of the Day 2 (Activity of the third person singular present "s")

Review of the talk of "Where are you going?"

Introducing "to" infinitive in the adjectival usage by the sentence, "I want something to eat."

Activity of picture cards with three categories.

The picture cards are of three categories: food, drinks, and clothes.

On the back of each card, T put post-it stickers with the number from 1 to 5. These numbers can be summed up and Ss can compete how many numbers they can get.

Model talk shown by T:

S: I want something to eat.
T: Really? All right. What do you want?
(T shows the picture cards of food category on the board)
S: I want a hot dog.
T: Oh, hot dog? (shadowing) All right.
Here you are. (T passing hot dog picture card)

In the same way, T asks S1 for something to eat, something to drink, and something to wear. S1 pass the cards which T asks.

These talks are done between T and S1, and then T and S2, and later, the same talk is done between S1 and S2.

After getting cards, Ss sum up the numbers and T decide the winner. In the same way, Ss have the activity using the cards with other two categories, something to drink and to wear.

Day 2:

Review of the third person singular present “s” using activity sheets.

Introducing to-infinitive in an adverbial usage.

Model Talk as introduction of the adverbial usage of to-infinitive.

T: We go to the bakery. Why?
S1: パンって英語でなんだっけ
T: To buy a book? To buy a candy? Why?
S2: パンを買う、えっと 買うはbuy だから....
T: To buy some bread? Yes or no?
S1&S2: Yes!
T: We go to the bakery to buy some bread.

In the same way, T introduce the following sentences.

We go to the library to read some books.
We go to the park to ride a bike.
We go to school to study.

Day 3:

Review of the third person singular present “s” by activity sheets.

This time, T have the Ss to draw their classmates at school and paste them on some column in the sheet. T makes the copy of them and have the conversation.

Review of the adjectival usage of to-infinitives

(Activity of “I want to something to eat.”)

Review of the adverbial usage using the sentence cards (See Appendix)

Day 4:

Review the third person singular present “s” using the activity sheets.
 (used the first ones and later, the changed ones with their friends pictures)

March

Day 1:

Review of the to-infinitive using the picture cards.

Review of the to-infinitive using the sentence cards

Introducing past tense of be-verb

Day 2:

Review of the to-infinitive using the picture cards.

Review of the to-infinitive using the sentence cards

Introducing the past tense of the other verbs as follows;

do-did, take-took, make-made, go-went, have-had, read-read

Day 3

Review of the to-infinitive using the picture cards.

Review of the to-infinitive using the sentence cards

Review of the where, when, and how in the activity, “Where are you going?”

Introducing the use of “did” in the question form.

5. Results

(1) Speaking test results

September

At first, I was going to have self-assessment, but there is some opinions that the self-assessment for elementary school students are too difficult for them, therefore, I turned it into teacher’s assessment.

Points of assessment	Student A	Student B
Eye contact (5)	1	3
Loud voice (5)	3	3
Use of Conversation strategies (5)	1	1
Total points (15)	5	7
Performance rate	33	47

October

Points of assessment	Student A	Student B
Eye contact (5)	3	3
Loud voice (5)	3	3
Fluency (5)	3	5
Total points (15)	9	11

Performance rate	60	73
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November

Points of assessment	Student A	Student B
Eye contact (5)	5	5
Loud voice (5)	5	5
Use of "does"(5)	5	5
Use of the third person singular present form (5)	5	5
Total points (20)	20	20
Performance rate (%)	100	100

December

Points of assessment	Student A	Student B
Answering 4 questions (5)	3	5
Loud voice (5)	3	5
Use of conversation strategies (5)	5	5
Use of shadowing (5)	5	5
Total points (20)	16	20
Performance rate (%)	80	100

January

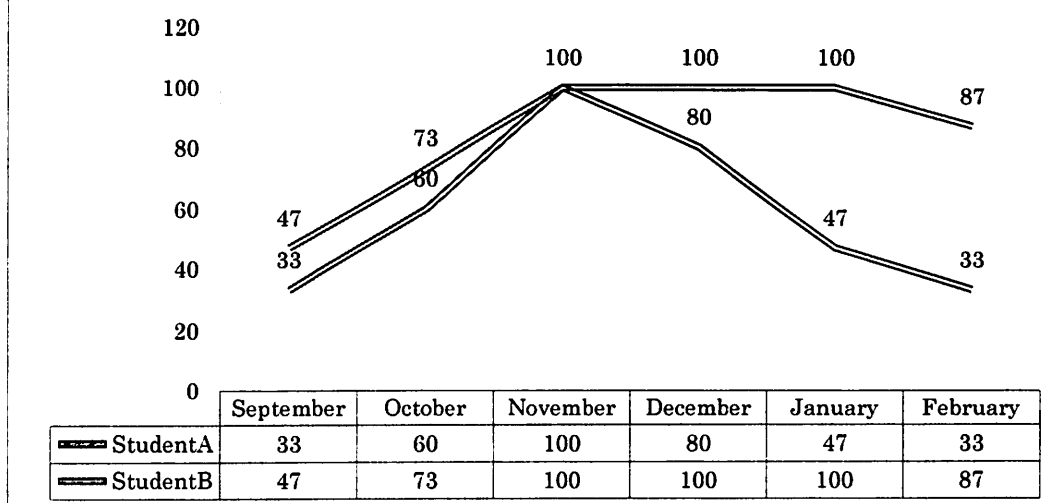
Points of assessment	Student A	Student B
Answering 5 questions (5)	3	5
Loud voice (5)	3	5
Use of "by", "to" (5)	1	5
Total points (15)	7	15
Performance rate (%)	47	100

February

Points of assessment	Student A	Student B
Use of "something to..."(5)	1	5
Use of "I want" (5)	1	5
Use of "Really?" "Wow", shadowing (5)	3	3
Total points (15)	5	13
Performance rate (%)	33	87

In March, we mainly had review of the whole school year and so we had no speaking test.

PERFORMANCE RATE CHANGES



(2) Findings from the survey

In November speaking test, both of the students had a good result. In this month, the class had a lot of recycling using activities. Above all, Student A liked this activity very much and looked excited. It would be a good reason for his high performance rate.

In January and February test, student B did not have good result. It may be because of the loss of memory during winter vacation. In spite of the low performance rate of Student A, Student B has a moderate performance rate.

This may be because the class needs more review and recycling of the learning. Without enough quantity of review, there may be large gap between the fast learners and the slow learners.

6. What I learned

(1) One of the goals are to have the students learn conversation strategies. I think I tried, however, they can use, "Really?" only. It is because the conversation in the textbook is very short, mainly chant form. I know this is one of the defects of this textbook. I looked for various kinds of textbooks for elementary school students. But there is no ideal textbook. I have decided to reform and improve by adding various activities and other additional talk.

As for the conversation strategies, I have got a lot of advice from other teachers saying the importance of recycling in every class. As I summarize my total lesson plans, I really feel that I have needed a lot more recycling in use of the conversation strategies.

In the elementary school, students should know the basic knowledge of grammar points in communicative way. So I think it is better for them to use the simple textbook because the teacher can make use of it by modifying in various ways.

(2) Another problem is about the student. One of the students lives far away from my school. Besides he comes alone by bike because his mother is busy working at the class hour. So, on

rainy days, he sometimes absent from the class.

(3) In teaching communicative class, I think I need a lot of improvement to reform the conversation and recycling the grammar form and vocabulary. I am going to reform the total syllabus and drill attached to the textbooks.

(4) The communicative way of teaching really encourages the learning of the students. But before doing so, students needs a lot of practice. For slow learners, English is still difficult subject to learn. If I can find some exciting topic for talking, they will get fun. Therefore, how to choose the topic would be important in class.

(5) As for vocabulary, it seemed students need more vocabulary. To help them learn more words, I am going to employ reading short stories adding to the main textbook.

(6) Since the one of the students are sometimes absent, the class sometimes is repeated as review. But the other one had a very good result. He passed the Eiken 5th grade test and more score than his classmate in this class.

7. Future issues

It is to analyze the result of students' performance in data. The result showed that we need more exercise with enough motivation of the students. It is the reason we teachers have to think over better and more interesting teaching ideas. Especially, a lot of meaningful activities must be impressive and bring about good result in learning.

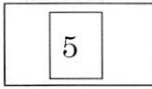
Also, we have to research what our students are interested in, that is, their favorite TV programs, characters in comic books, games, and popular singers and comedians. But the most important aim would be the change of information between students.

Activity cards 1

front side



back side (numbers are put on Post-it sticker)



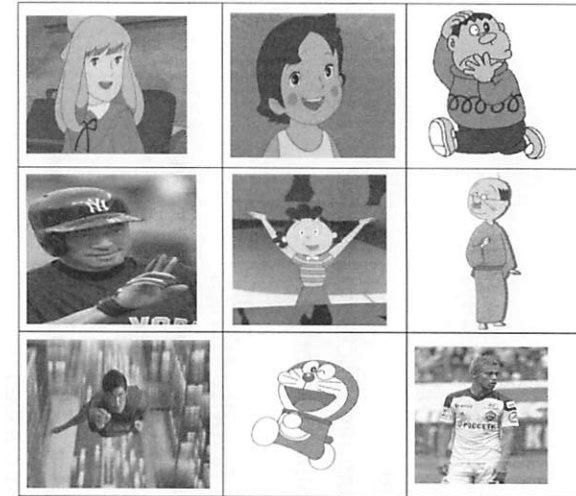
List of words in the picture cards

food	hot dog, French fries, pizza, pie
drinks	hot tea, iced tea, coffee, milk
clothes	coat, sweater, mittens, socks

Activity cards 2

to buy some bread	to read some books	to ride a bike
to eat dinner	to catch a bus	to mail a letter
to study	to see a doctor	to eat school lunch
to meet friends	to play soccer	to meet teachers
to swim in the pool	to play the piano	to clean the toilet

Handout for Interview



Vocabulary list for Activity "Interview"

fly, play soccer, walk, hit Nobita, sing songs, play with a goat
 play baseball, play in the mountain, use a wheelchair,
 play with mice, play with Peter, cook dinner