

入口と出口をしっかりと考える ～学習意欲を高めるための工夫～

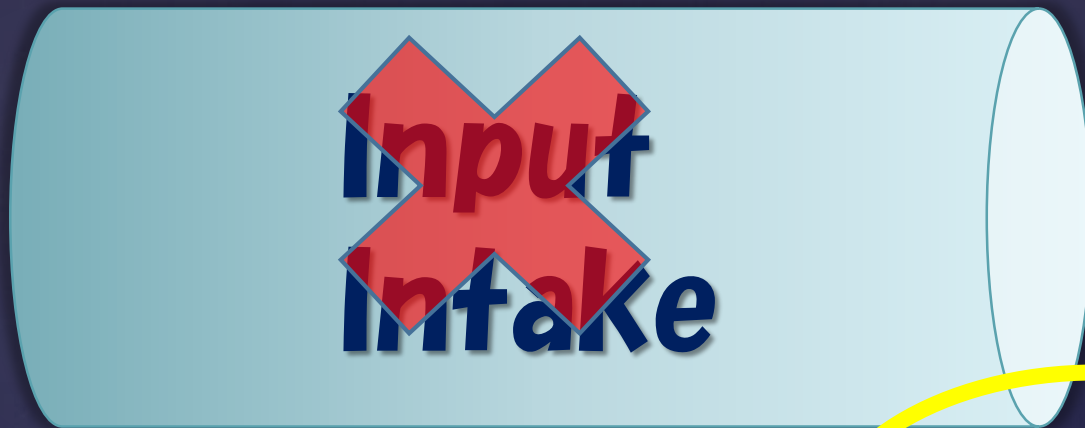
兵庫県立宝塚西高等学校
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What I focus on when teaching

Exit

Entrance



Output

**Intro-
duction**

Without good introduction, the latter activities will not work well.

The introduction is very important because...

- The difference between “textbooks” and “books bought by students”



It is important to give students the reason why they read “textbooks” \Rightarrow Make them think that they “want” to read textbooks.

For a good introduction

① No Preparation for lessons

→ Make students' brains active

② Lessons in English

→ Joy of understanding

③ Ask students “Why?”

→ The reason why they learn



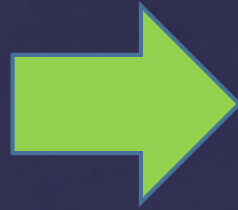
Motivation

① No preparation for lessons

- Do you want to watch a movie whose story you already know?
- Appropriate pressure
⇒ Not knowing what will happen



② Lessons in English



VS



English

Japanese

③ Ask students “Why?”

- Appropriate questions can make students “hungry” to learn.



Procedure for a Good Introduction

1. Ask “nice” questions
2. Interaction between T & Ss
3. Deepen students’ thinking
4. “The answer is in the textbook”

An Example in Communication English I



では授業を始めよう

Positive Side Effect of a Good Introduction



Grammar

Content

Vocabulary

A Successful introduction can boost students' motivation to learn new words and grammar.

How do you introduce the following topic?

- Microfinance (少額融資)

Banks lend money to the poor. They start their own small business by using the loan. They can be financially independent and get out of poverty.

Example: By using the loan, they can buy a mobile phone. They lend the phone to people who want to make a call and charge for it every time they use it.



Example of a “nice” question



- A. Give 1,000,000 yen
- B. Lend 100,000 yen

Procedure of Each Lesson

- ① Introduction
- ② New words (Flashcards)
- ③ Comprehension Q & A
(Listening⇒Reading)
- ④ Reading aloud
- ⑤ Recitation, Summary, Retelling, etc
- ⑥ “Opinion” or “Research”
- ⑦ Grammar explanation

(No explanation about grammatical points until Step ⑦)

Output Activities

1. Poster Presentation
2. Interview Test
3. Essay Writing

1. Poster Presentation

Write the following three elements on posters and introduce them to the classmates.

- ① Summary
- ② Any “research” related to the topic of the lesson
- ③ Opinion



※Q&A session at the end of each presentation

Flow of the presentation

Time : 4 mins (including Q&A)



×9~10

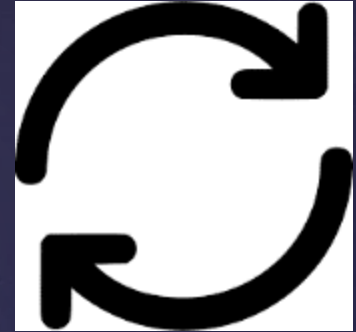


Example ①



It is important to ...

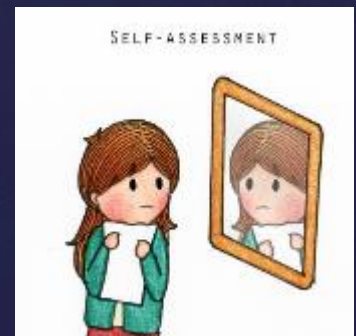
- “repeat” the same presentation again and again.
⇒Ss can realize how much they improved.



- give students feedback while clarifying evaluation criteria.
⇒Ss can understand what they need to focus on.



- give them a chance to observe themselves.
⇒Ss can self-reflect on their presentation.



Example ② Through Self-reflection



How to evaluate in term exam

English composition using keywords

- ① Give students keywords related to the story.
- ② By using the keywords, ask students to make sentences to explain the story.
- ③ Students can simply reproduce the passage “or” create their own sentence.

2. Interview Test

Face to face interview test with native English speakers(ALT)

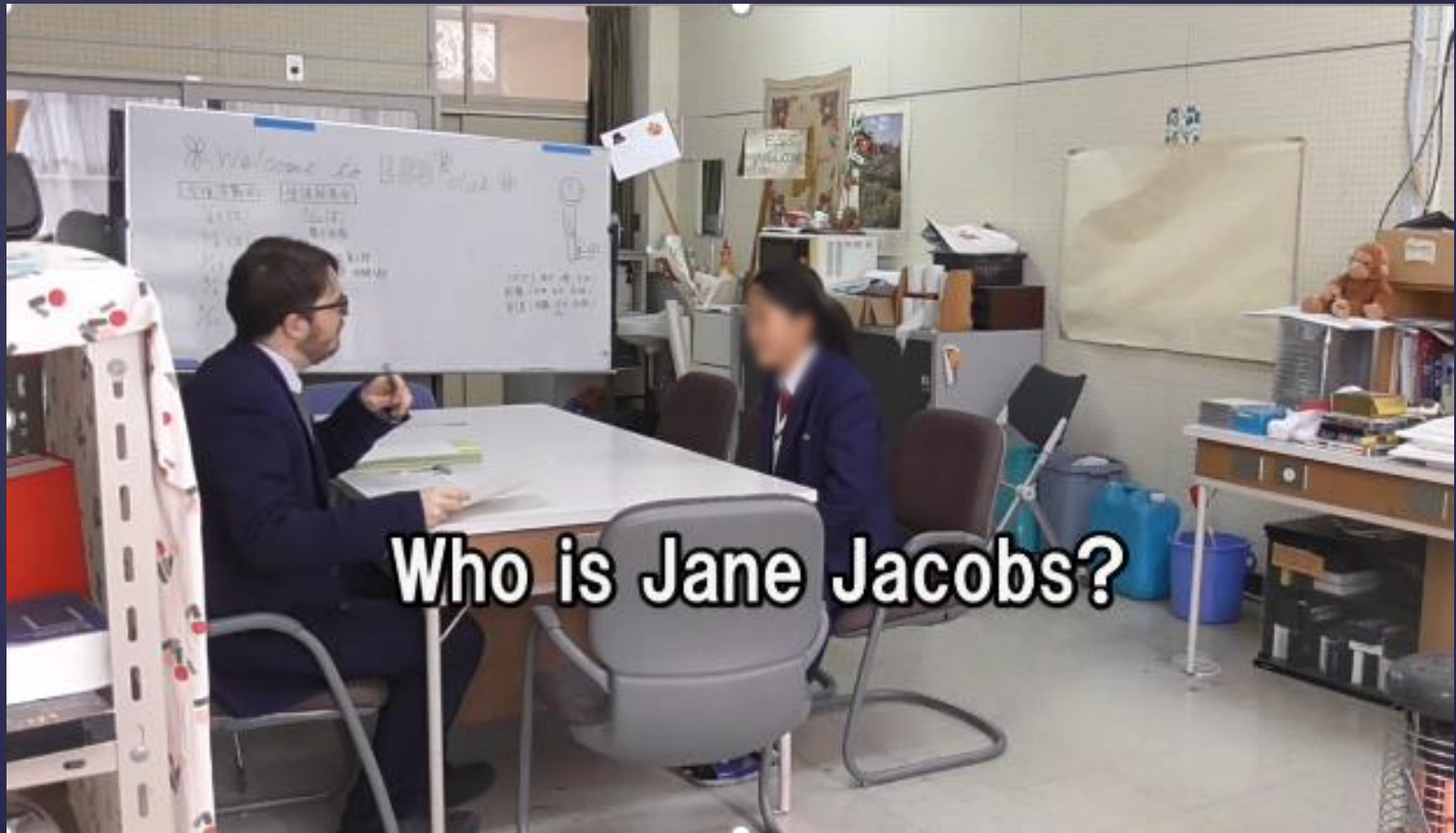
- ① Fact finding questions (easy)
- ② Fact finding questions (difficult)
- ③ Free question related to the topic

※Time: 2 to 3 mins.

Conducted in the afternoon
of term exam days.



Example: 1st grader, 3rd semester



3. Essay Writing

Students write an essay using specific grammar which they learned in English Expression class.

Points:

- ① Exchange essays with classmates
- ② Review each others work
- ③ Leave comments on the essays

⇒ Writing becomes a communicative activity

※Conducted in the last class before mid-term and term exams.

Example

課題英作文 第1回 私の好きなもの




Grade 1 Class No Name

全体の構成は 「導入」→「理由」→「結論」の流れで 10文以上

- 使う表現は
- ① be interested in ~
 - ② There was/were ~ または We had ~
 - ③ In other words, ~

Title: I like Kendo

- ¹ I have been interested in kendo since a long time ago.
- ² And, I would like to play kendo or to join kendo club.
- ³ Kendo is very cool sport. Because it is very fast sport.
- ⁴ When I was enter the Takarazuka west high school.
- ⁵ There were a kendo club in the Takarazuka west high school.
- ⁶ I remember when I was very happy to find the kendo club.
- ⁷ And I joined the kendo club.
- ⁸ In other words, I love kendo.
- ⁹ The kendo clubs teacher is Mr. Yamata.
- ¹⁰ He is very cool and very good teacher. I want to be like him.

Comment: 部活の楽しさや特に好きな所が伝わり、すばらしいです。	(Signature )
Comment: ホントに剣道が好きな人だなーと思いました。	(Signature )
Comment: 剣道をホントに好きで一生懸命練習している剣道の部活生が伝わり、良かった。	(Signature )

<Evaluation>

- 1 Quantity : More than ten sentences must be used.
- 2 Content : The story should be as much interesting as you can.

Submission Deadline : Tuesday, June 6th

A problem of report style activities...

It takes time
to check...

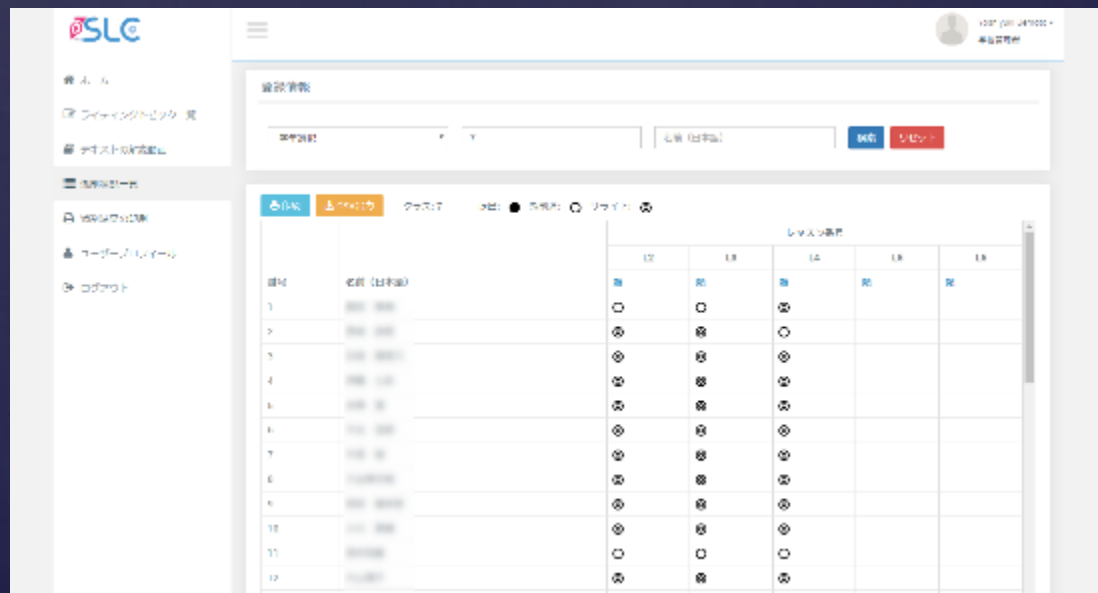


Don' t worryyyyyyyyyyy!!!!!!!!!!!!

“Smart Lecture Correction”

In short : SUMAKORE (by Keirinkan)

- Service through which students send their essays to graders in Bangladesh. They correct students' essay and make comments. (※Fee-charging... Sorry...)
- Good quality of feedback
- You can check students' submission online.



Summary

- Good introductions make good lessons
- Communication with co-workers
- No Holy Grail in English education

