<table>
<thead>
<tr>
<th>品目</th>
<th>内容</th>
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<tbody>
<tr>
<td>受取者</td>
<td>トーキョー大学</td>
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<tr>
<td>著者</td>
<td>Mark Scott</td>
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<tr>
<td>担当</td>
<td>Nara Women's University Digital Information Repository</td>
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<td>URL</td>
<td><a href="http://hdl.handle.net/10935/4855">http://hdl.handle.net/10935/4855</a></td>
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Lesson Design for Communicative English Class

This article presents the Teaching Plan of Ms. Fumi Shiokawa, followed by a brief commentary on it and a reflection on teaching English in Japan. Ms. Shiokawa’s plan is designed to enable students to express themselves in English. It trusts their “interest and willingness” to understand and be understood, and it both values and invites “a positive attitude” in every student toward communicating actively in English.

Teaching Plan

Instructor: Fumi Shiokawa

1. Date:

2. Class:

3. Text: New Horizon English Course 3 (Tokyo Shoseki)
   Review material: p.18 Multi Plus 2
   New material: Unit 3 Our Sister in Nepal

4. Aims of this lesson:
   To have students (Ss) think about the grass-roots international cooperation.
   To have Ss listen to and read about international cooperation.
   To have Ss say and write what they can do to support people in difficult situations.
   To familiarize Ss with the use of present perfect tense and infinitives.

5. Aims of this period:
   To have Ss recognize the situations in Nepal and its people by listening and reading.
   To enable Ss to understand the form of the present perfect tense and its difference from the simple past.
   To enable Ss to describe (speak and write) experiences in the past

   Evaluation criteria: (A) Interest, willingness, and a positive attitude towards communicating in English
   Active participation in language activities
   (B) Ability to express themselves in English
   Appropriate speaking/ writing skills
   (C) Ability to understand English
   Appropriate reading / listening skills
   (D) Knowledge and understanding of language and culture
   Appropriate knowledge of English grammar, usage, words, etc.

6. Time allotted for this lesson

   1st period: Introduction of the whole unit
   (This period) Introduction of the dialogue
   Starting Out (p.20)
   Present Perfect (experience in the past, with ‘ever/never’)

   2nd period: Dialogue (p.21)
   Comprehension in detail
Present Perfect (experience a very short time ago, with ‘just’)

3rd period: Reading for Communication (p.22)
Comprehension in detail
Nouns followed by infinitives

4th period: Reading for Communication (p.23)
Comprehension in detail
Adjectives followed by infinitives

5th period: Review of the passages
Exchanging ideas as communication practice on economic disparity
Listening Plus
Production-Writing a letter to Meena
Listening Plus
Singing a song. “The Long and Winding Road” (the Beatles) (No.5)

7. Teaching aids:
Handout(HO)(No.1-No.4) /Picture cards(PCS) /Flash cards(FCs) /CD /OHC

8. Teaching procedure:

<table>
<thead>
<tr>
<th>Activities (Time)</th>
<th>Instructor’s activities</th>
<th>Students’ activities</th>
<th>Notes Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings(1)</td>
<td>To greet Ss</td>
<td>To greet the instructor</td>
<td></td>
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<tr>
<td>Small talk</td>
<td>To introduce some “News”</td>
<td>To listen to the instructor</td>
<td>Do Ss try to interact well? (A)(B)(C)</td>
</tr>
<tr>
<td>(1)</td>
<td>To enjoy interactions</td>
<td>To enjoy interactions</td>
<td></td>
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<tr>
<td>Warm-up</td>
<td>To have Ss talk about their experiences on the previous day</td>
<td>To talk about what happened on the previous day to the partner</td>
<td>To keep talking for one minute Do Ss try to express thems elves? (B)Do Ss try to und erstand their partners? (C)</td>
</tr>
<tr>
<td>(3)</td>
<td>Expressions to be used: Oh,/ did you?</td>
<td>To listen to the partner speak and give one question to him/her</td>
<td></td>
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<tr>
<td></td>
<td>To have Ss give a question</td>
<td></td>
<td></td>
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<tr>
<td>Review</td>
<td>To have Ss listen to the CD</td>
<td>To listen to the CD</td>
<td>Is the Ss’ reading fluid and well-paced? (A)(B) Do Ss have full understandi ng of the previous text? (A) (C)</td>
</tr>
<tr>
<td>Reading</td>
<td>To have Ss read the text (Chorus reading)</td>
<td>To read in chorus with books closed</td>
<td></td>
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<tr>
<td>Story retelling</td>
<td>To have Ss fill in the blanks in HO No.1 with books closed</td>
<td>To fill in the blanks in HO No.1 with books closed by remembering the previous lesson</td>
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<tr>
<td>(5)</td>
<td>To check the answers:</td>
<td>To check the answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>By reading the answers</td>
<td>By listening to the instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>→By showing the answers</td>
<td>→By looking at OHC</td>
<td></td>
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<tr>
<td>Introduction</td>
<td>To introduce the target sentences by extending the case of</td>
<td>To listen to the instructor</td>
<td>Do Ss understand the target sentences? (C)</td>
</tr>
<tr>
<td>of the New Materials</td>
<td>Aya</td>
<td>To understand the target sentences</td>
<td></td>
</tr>
<tr>
<td>(7)</td>
<td>To have Ss understand and familiarize the target sentences:</td>
<td>To familiarize themselves with the target sentences</td>
<td></td>
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<tr>
<td></td>
<td>Have you ～? Yes, I have. No, I haven’t. I have never～.</td>
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</tbody>
</table>
| Practice (10) | To have Ss practice: Structural practice HO No.2 Communication practice HO No.3 | To practice the present perfect form | To help Ss practice, if necessary
Do Ss speak clearly? (B)
Are Ss enjoying the tasks? (A) |
|---|---|---|---|
| Oral Introduction Introduction of the New Words (3) | To introduce the whole story in easy English (PCs)
To have Ss understand the whole story and get familiar with the new expressions Words: Nepal/foster program/support/wellGrammar: Present perfect | To listen to the instructor carefully and understand the gist
To recognize the new expressions | To try to have much interaction
Do Ss listen to the instructor carefully? (A)
Do Ss understand the gist? (CD)
Do Ss recognize the new expressions? (C) |
| Introduction of the New Materials (6) | To introduce the poster for the bazaar
To have Ss learn the new words (FCs) bazaar, foster, program, playground, ever, Nepal | To get information about the bazaar
To learn the new words | To speak redundantly
Do Ss try to understand much about the poster and the situations it was made? (A)(B)(C) |
| Reading (5) | To have Ss read the text Model reading (CD)
Chorus reading (Teacher/CD)
Buzz reading Reading in pairs | To read the text | Is the Ss’ reading fluid and accurate? (A)(B) |
| Writing (5) | To have Ss copy the whole text into their notebooks. | To copy the target sentences and the whole text into the notebook | To help Ss write, if necessary
Are Ss writing accurately? (A)(B) |
| Consolidation (3) | To assign homework HO No.4
To practice reading / To copy the text
To think about what is necessary for a bazaar | To understand the assignment | |
| Greetings (1) | To greet Ss | To greet the instructor | |

**9. Reflection**

The students effectively learned the usage of present perfect tense by contrast with the usage of past tense. Plenty of input of the expressions with targeted structures followed by step-by-step practices starting from the structural practices and developed into communicative practices has enabled the students to learn new grammatical structure without difficulties.

Also, this lesson has contributed to broaden the students’ perspective through being exposed to children’s life with totally different background and they seemed to start thinking about what they could do to improve the difficult situations of Nepalese children.

**Commentary and Reflection**

Shiokawa-sensei’s Teaching Plan strikes me as conforming to current standards for secondary-level
lesson plans. Thousands of such plans can be found on the web. They are practical. They give teachers and students things to do, providing some specification as to how activities are to be executed, what results are to be expected from doing them, and how students are going to be evaluated upon completing them. This Teaching Plan seems adequate in its lesson aims (even if the first two seem to say the same thing twice), but vague and overly ambitious in its period aims. Assuming that a lesson is distributed over five 50-minute periods in one week, I think periods 2, 3, and 4 have too few activities, while the 5th, with its six items, has too many. As for vagueness, “Comprehension in detail” and “Listening Plus” specify no activities and are unclear in meaning. Similarly, what, in terms of doing, does “To have Ss recognize” or “understand” X mean? How does a teacher “enable” a student “to understand” or “to describe”? But questions about the theoretical underpinnings of lesson plans, as about empirical evidence supporting their objectives, can be easily be multiplied. This is why I say that lesson plans are useful, workable, practical: they are not designed to justify the implicit and explicit claims they make.

The major trend in lesson planning in the last 20 or 30 years has been to define and operationalize “evaluation” in quantifiable terms. This trend has yielded mixed results. Shiokawa-sensei’s Teaching Plan does not quantify “Evaluation Criteria.” I think that’s a point in its favor. I am less happy to see, under “Students’ Activities,” the word “instructor” occurring so many times. If students focus their eyes and ears on the teacher, then the teacher’s production is the focus of the lesson. Why shouldn’t the students’ communication be the focus? Maybe this Teaching Plan demands too little of the students’ know-how, know-what, and know-why. Is their talking and listening to each other, in English, the main activity of every period? Is the Instructor enabling student communication to happen, and then noticing students when they succeed? And are students being asked to evaluate themselves and each other, as knowing when they have made themselves, for all practical purposes, understood?

The main activity I miss in the Plan is the Instructor putting the students into pairs and small groups, and then visiting with them as they 1.) Read the text aloud to and for each other, and 2.) Talk about their experiences. Maybe this is what Shiokawa-sensei means by, e.g., “To familiarize themselves with the target sentences,” “To read the text,” “To understand the assignment.”

Of course, I speak from my own prejudices and experiences: 30 years of college English teaching, including one year in China and five years in Japan. I have no scientific evidence that my teaching has been successful. I have tried what I and other teachers have thought might work, and gotten mixed and variable results. My constants now are two: 1.) Asking students to “stay in English” and 2.) Asking students to take turns reading all texts aloud. The goal is always real conversation. I never emphasize grammar or correctness. Our daily lives bear out the primacy of talking, not of reading and writing. Textbooks, papers, exercises, and tests barely touch the texts our students know, the texting they do, the messages they send, the books they read, the things they see and watch. I try to keep this in mind in the classroom. So I emphasize practical English, which means talking.

On the whole, Japanese students are better at English than they think they are. When I say “language,” “communication,” “write,” or “presentation” in classrooms at Nara Joshidai, my students assume I’m
talking about “English” - assume that I have put English in front of those nouns. But I haven’t. I only want them to be aware of their total experience, not just their experience in English, when they’re talking with each other in class. I want them to stop listening to English and start hearing it. And so I invite them to speak English freely; and when they do, they do it, all things considered, surprisingly well.

Mark Scott
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Nara Women’s University