

Interactive Classroom and Students' Respond in Junior High School

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- Worked at the public junior high school in Nara Pref.
- Study at Akita International University (AIU)
- Practicum

Teaching practice (3 hours) and observation (5 hours)



Agenda

1. Literature Review

2. Settings

3. Results

4. Findings

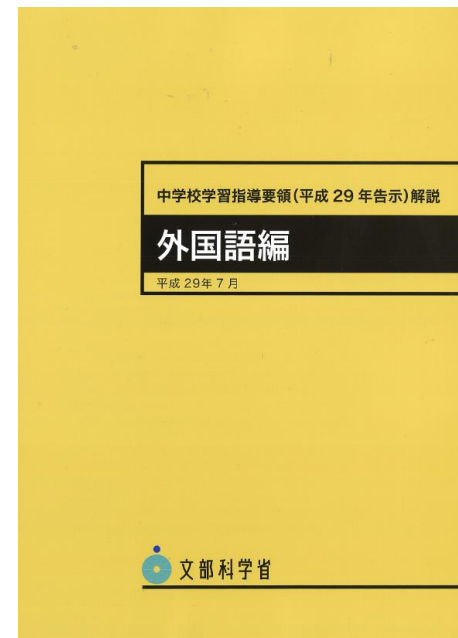
5. Suggestions

6. Conclusion



1. Literature Review

Teachers must teach English in English and improve students communication skills in English.
(MEXT, 2017, 2018)



MERRIER approach (Watanabe, 2003)

Model/**M**ime: To show gestures, facial expressions, visual aids

Example: To give concrete examples to describe abstract things

Redundancy: To explain same things in different phrases or words

Repetition: To repeat important information

Interaction: To interact with students

Expansion: To give students corrective feedback

Reward: To give students positive feedback

1. Literature Review

Students' listening skills improve and create the foundation of communication skills.

Teachers' English proficiency will improve dramatically.
(Watanabe, 2003)

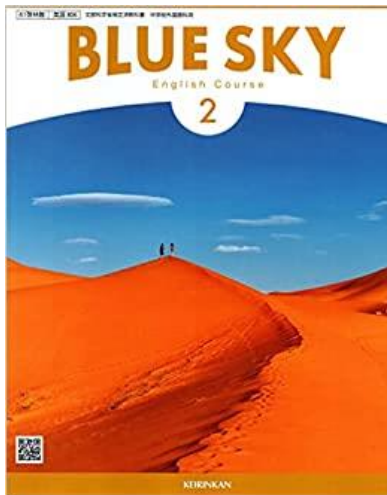
1. Literature Review

The group taught using the MERRIER approach used more words than the non-controlled group.

(Chida, 2002)

2. Settings

- Place: Shinjo Junior High School (a public JHS in Nara Pref.)
- Period: October 19-22, 2021
- Target Students: Second graders (2 lessons × 3 classes)



Part 3

何かについての説明を加えよう。

Words

Songkran

[soŋkrá:n] ソンクラーン

☑ **celebrate** [sɛləbreɪt]

Thai [tai] タイの

☑ **splash** [splæʃ]

☑ **bucket(s)** [bʌkɪt(s)]

☑ **gun(s)** [ɡʌn(z)]

☑ **even** [i:vən]

☑ **truck(s)** [trʌk(s)]

☑ **water truck** 放水車

☑ **swimsuit** [swɪmsu:t]

☑ **hot** [hɒt]

Get Ready



アオイが、タイの水かけ祭りについてインターネットで調べています。

A Unique Festival in Thailand

Songkran is a festival to celebrate Thai New Year's Day in April. People splash water on each other with buckets, water guns, and even water trucks. If you join the festival, you should wear a swimsuit.



Notes

タイの水かけ祭り

タイの旧正月(ソンクラーン)を祝う祭りで、毎年4月13日から15日にかけてタイ全土で行われます。祭りの参加者は、バケツなどを使って豪快に水をかけ合います。



3つの会話を聞いて、女性が男性に持って行くようにアドバイスしているものを選びましょう。

1. () 2. () 3. ()



Q What does Songkran celebrate?

Target 15

Songkran is a festival to celebrate Thai New Year's Day.

不定詞 (形容詞的用法)

- 「to + 動詞の原形」が、すぐ前の名詞や代名詞を修飾して情報や説明を加えることがあります。
- 「～すべき」「～するための」の意味を表します。

Practice

例にならって、□内の語句を使って、吹き出しに入るセリフを言いましょう。



例 Take something to eat.

例

Take something ...

1. I want something ...

2. I have a lot of homework ...

3. He has a lot of friends ...

4. My mother doesn't have time ...

eat watch TV do today drink help him

Use

① 例にならって、自分の住む地域や興味のある地域で紹介したいものを言いましょう。

例 There are many places to visit in Kyoto.

② 例にならって、①で言ったことを、情報を加えて書きましょう。

例 There are many places to visit in Kyoto.

I like Kiyomizu Temple, Arashiyama, Gion, and so on.

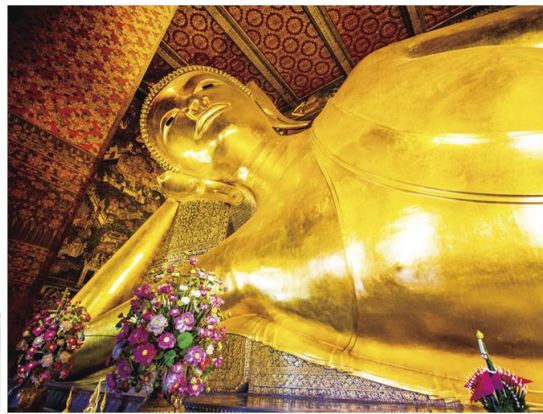
Words

☑ **temple** [tɛmpl]

☑ ~ and so on

Tool Box

- place to visit
- food to eat
- festival to see



Shunsetsu is a festival
to celebrate Chinese New Year's Day.





T : Do you remember this festival?

Interaction

S : Tomato.

T : Tomato festival.

Expansion

Do you remember where?

Interaction

Which country?

Redundancy

S : Spain.

T : Spain.

Repetition

Very good.

Reward

So what are they doing?

Interaction

They are eating tomatoes?

Model/Mime

Example

S : (Reactions of “No”)

T : No. So what are they doing?

Interaction

S : Throw.

T : Throw. OK. Throwってどうということ？みんなでジェスチャーして

S : (Gesture of throwing something)



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T : What do you know about Thailand?

Interaction

S : Temple.

T : Temple.

Repetition

Good.

Reward

What is temple in Japanese?

Interaction

S : 寺

T : お寺.

Repetition

Good.

Reward

Thailand is Buddhism country.

Model/Mime

Very good. There is a very famous animal in Thailand. Can you guess?

Interaction

It's very big, has very long nose.

Example

Model/Mime

S : ジャイアント ...

S : Elephant

T : Elephant.

Repetition

Very good.

Reward





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Video Editor



3. Results

Students response

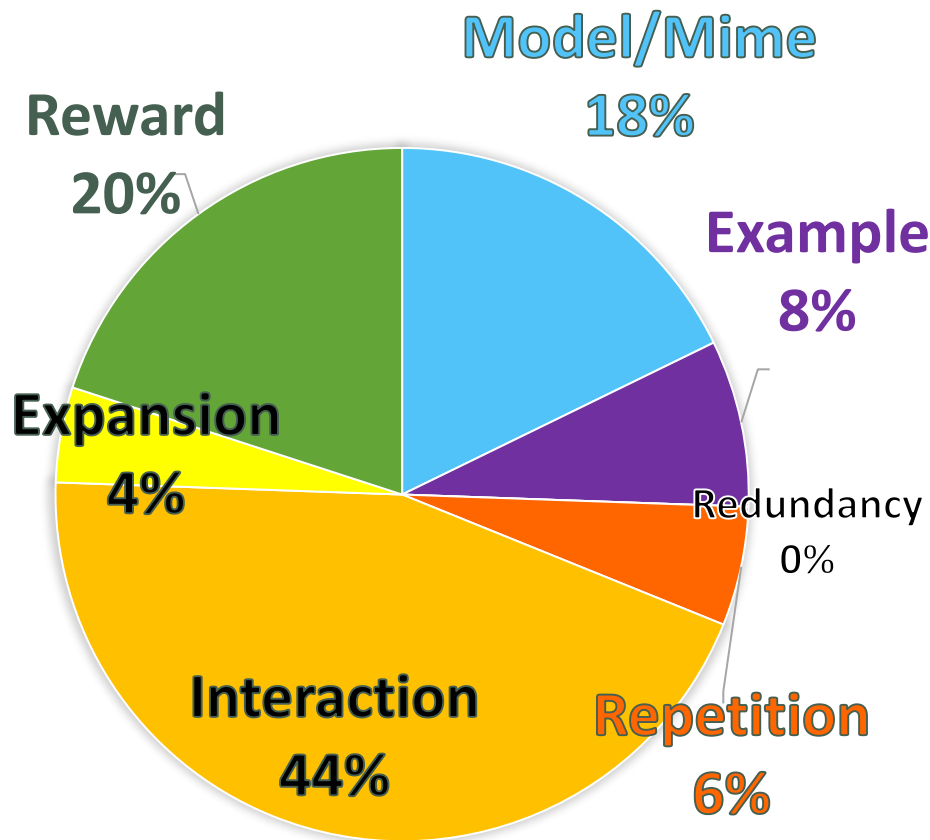
- Eager to listen to the teacher
- Lots of silence, but students were able to respond in Japanese or English
- Better response in the DAY 2



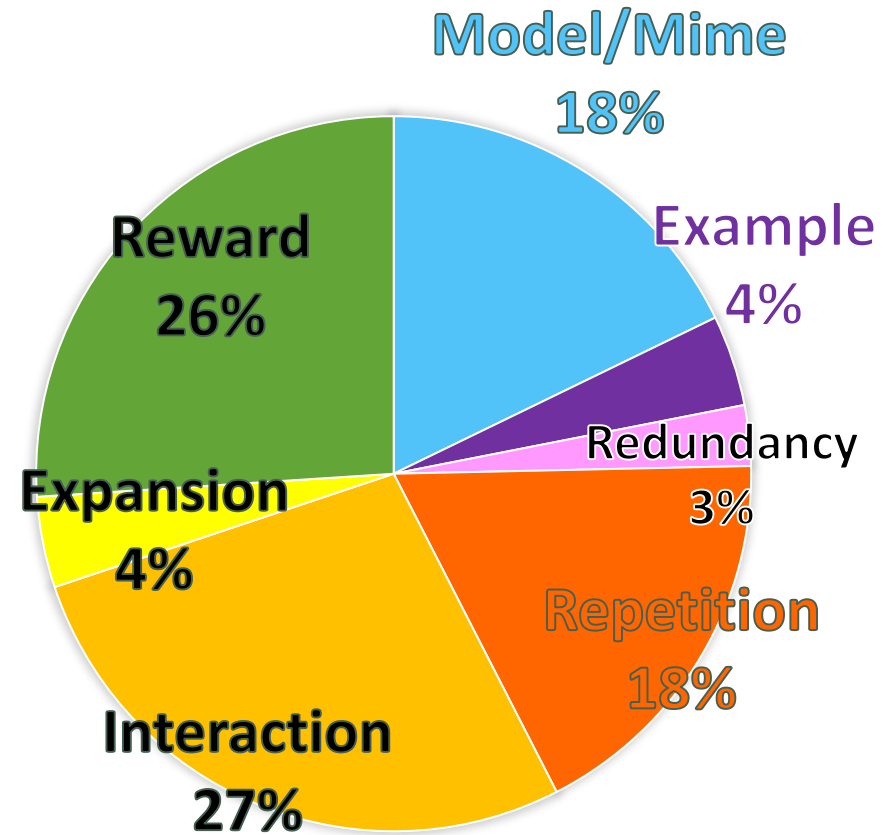
3. Results

The use of the MERRIER approach
(Class 1)

DAY 1 (90 ITEMS)



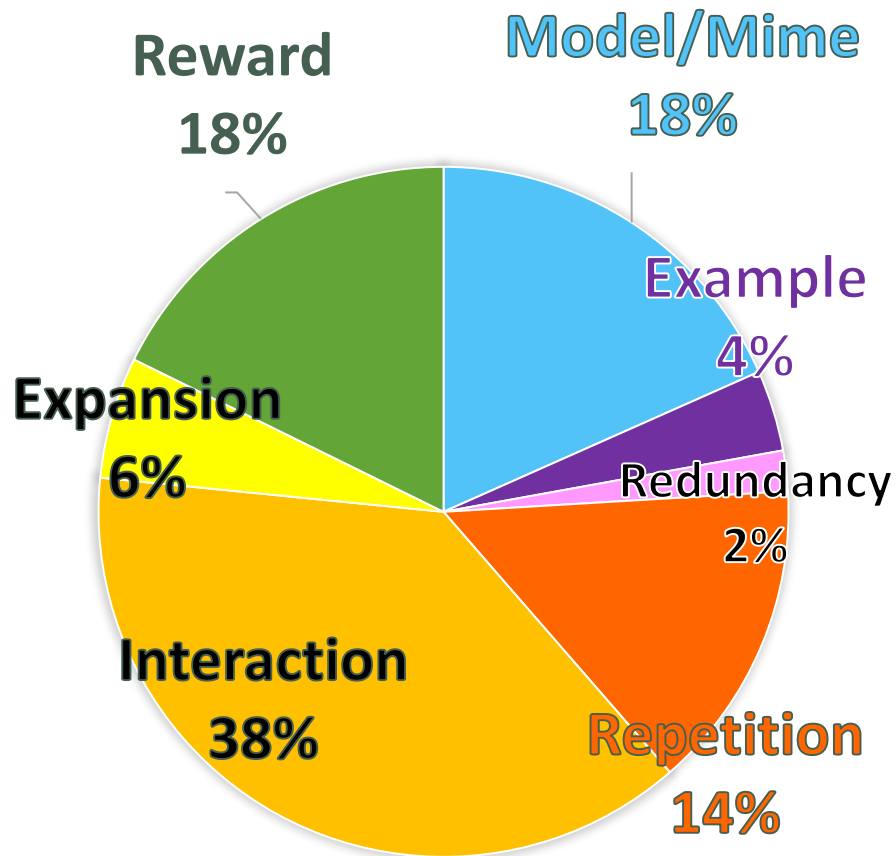
DAY 2 (73 ITEMS)



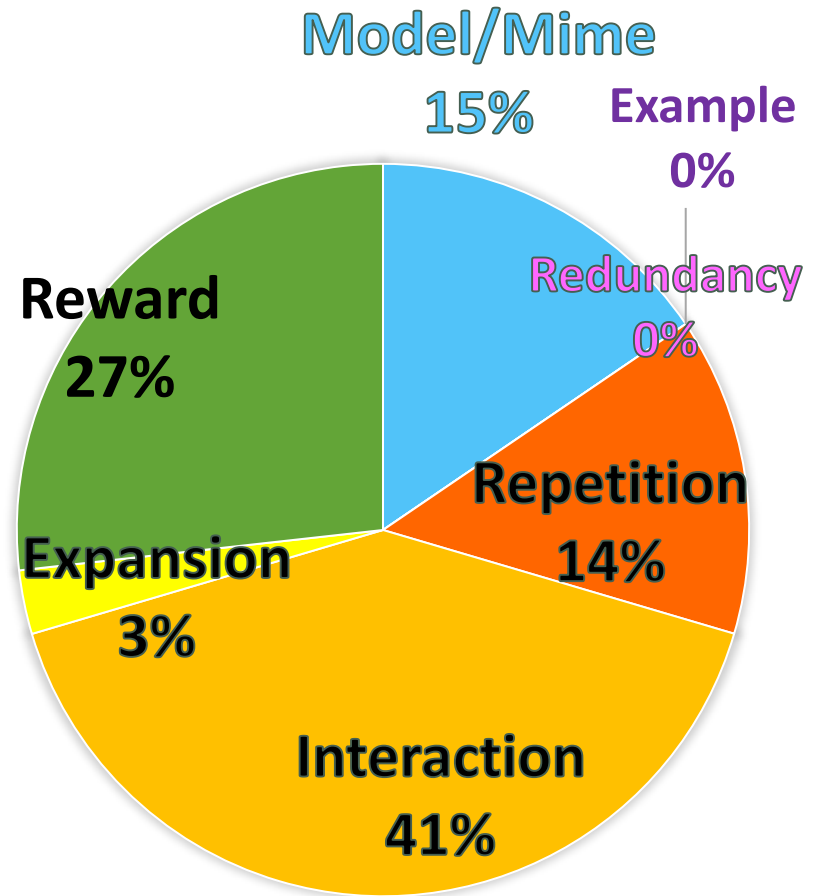
3. Results

The use of the MERRIER approach
(Class 2)

DAY 1 (158 ITEMS)



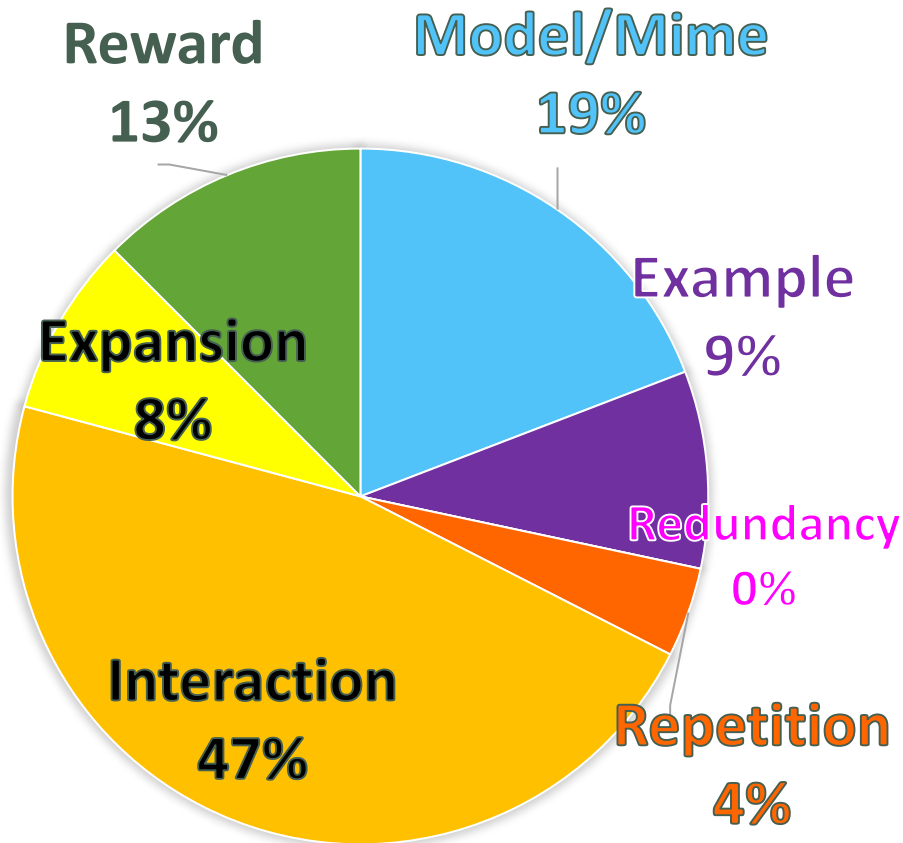
DAY 2 (71 ITEMS)



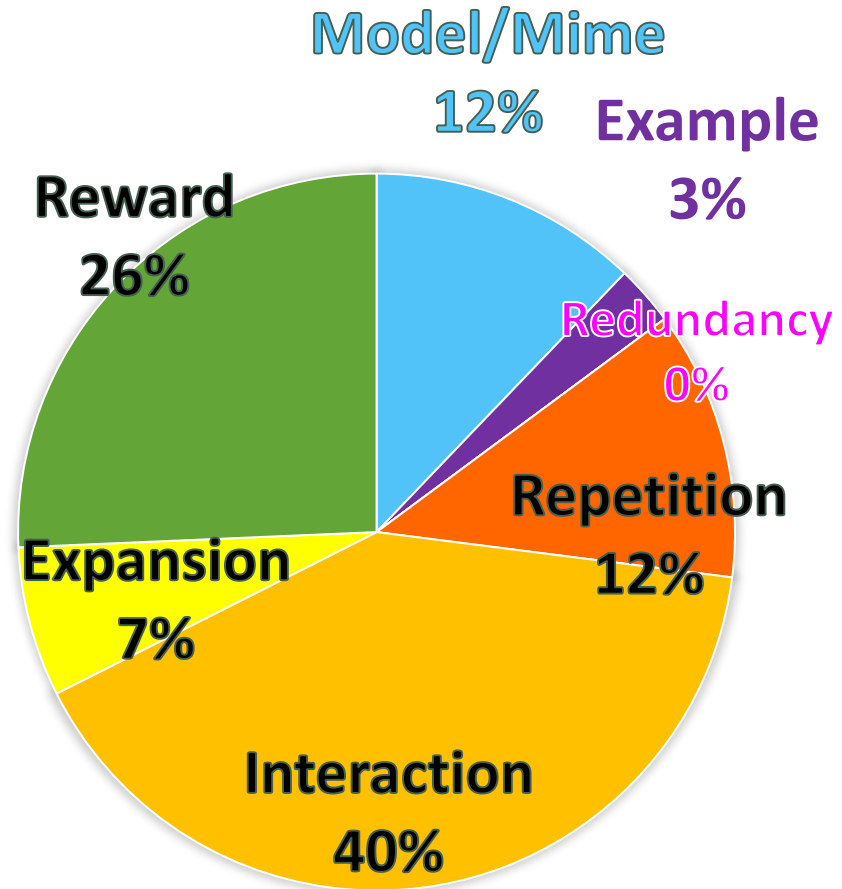
3. Results

The use of the MERRIER approach
(Class 3)

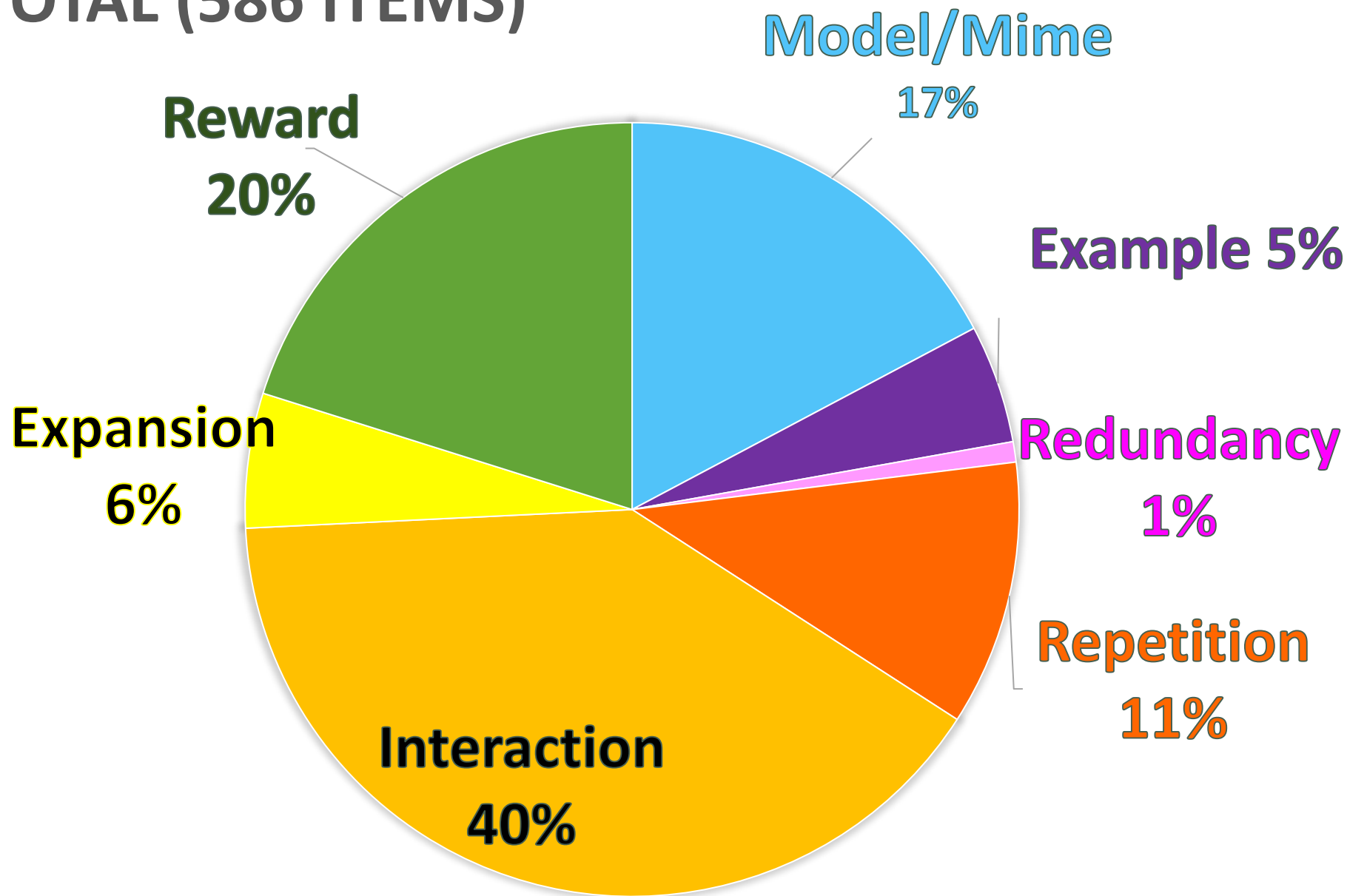
DAY 1 (120 ITEMS)



DAY 2 (74 ITEMS)



TOTAL (586 ITEMS)



4. Findings

Model / Mime: used gestures, and PPT slides (pictures)

Example: rarely used

Redundancy: rarely used

Repetition: repeated students' utterances and
teacher's questions

Interaction: asked many questions

Expansion: recast students' utterances in a sentence

Reward: used the same reward, "Very good."

5. Suggestions

- Non-verbal response → verbal response
- Pair or group work
- Teachers need rich vocabulary and paraphrasing skill
- Keep using the MERRIER approach



6. Conclusion

- It was challenging for both students and me.
- Students were getting used to listening and responding to English little by little.
- Teachers need to use the MERRIER approach continuously.

References

- Chida, S. (2002). The effect of input on the MERRIER approach for learners' production: Focusing upon the effect of example and redundancy. *Ikuei Junior College Departmental Bulletin Paper*, 19. 1-8.
- Ministry of Education, Culture, Sports, Science, and Technology (MEXT), Japan. (2017). *Chugakko gakushu shidoyoryo kaisetsu gaikokugo hen* [The course of study for junior high school foreign languages].
- Watanabe, T. (2003). *Cultivating Japanese with English abilities: Through MERRIER approach* (H. Sakai, H. Shiokawa, & K. Urano, Eds.). Sanseido.

Thank you for
listening!
