

Report on the Study at Temple University Japan Campus

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1. Introduction

In 2019, I had the opportunity to devote myself to study, based on Chuo University's "Rules on Training for Junior and Senior High School Teachers." This paper is a report on my study at Temple University Japan Campus.

2. Purpose of the Study

The main purpose of my study was considering effective and efficient way of teaching English to learners in Japanese junior and senior high schools. This purpose seems to be too huge to accomplish in one year's time, so I set my own practical goal; to apply theories to classroom activities and to make as many lesson plans as possible so that I could use them in any situation.

Through the lectures on TESOL (Teaching English to Speakers of Other Languages), I obtained a lot of useful information from the perspectives of both 'theory' and 'practice.' Based on the theories, I tried to create practical lesson plans, activities, and materials which could be used in my classrooms.

3. Curriculum Design and Assessment

Before presenting the lesson plan I created, I would like to show an example format of a lesson plan. This format contains students' age, semester, number of students, lesson time, materials, lesson objectives and form of assessment. It also contains an overall lesson plan, which is divided into a pre-teaching phase, the main phase, and a post-task phase. The detailed procedures of each phase are also shown.

Since teachers are so busy, we have no time to write every lesson plan according to this kind of format. However, when designing curriculum and thinking about assessment, it is essential to think carefully about each point shown in this format. Especially, 'Lesson Objectives' are crucial when making any lesson plan. Also, dividing the lessons according to the 'phases' is worth thinking about for planning effective lessons. In addition, writing out the procedures in detail would be beneficial not only for the teacher who wrote it but for other teachers because the lesson plan could be easily shared.

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<A Lesson Plan on Reading Comprehension>

This lesson plan is designed for a reading comprehension class. The materials to be used in this lesson are all based on “New Treasure” published from Z-kai. I made four kinds of materials; “Passage,” “Words & Phrases,” “Comprehension,” and “Fill-in-the-Gaps” sheet. Using these materials, students will learn the vocabulary and expressions, pronunciation of the new words, and the content of the passage. They will also develop their ability in listening and writing through the activities in the lesson.

Students’ age: 11-12 (Junior High School 3rd year)

Semester: 3rd (final) semester

Number of students: 30

Lesson Time: 50 minutes

Materials:

- New Treasure Stage 2 (Z-kai) Lesson 12 “A Change Comes to America”
- Activity worksheets (“Passage,” “Words & Phrases,” “Comprehension,” “Fill-in-the-Gaps”)

Lesson: 5/5

Lesson Objectives:

At the end of the lesson, students will be able to:

- describe the content of the passage using the expressions they learned;
- correctly put the suitable words in the gaps while listening to the CD;
- read the passage aloud almost at the same pace as the speaker of the CD;
- orally say the suitable words for the gaps only by looking at the blank worksheet; and
- read the sentences aloud in class only by looking at the blank worksheet.

Assessment:

Students are evaluated mainly by the mid-term and final exams.

The questions of those tests are made based on the activities performed in the classes.

Overall Lesson Plan:

Lesson1	Pre-teaching phase: Words & Phrases Main phase: Passage Section ① (understanding the content, reading aloud)
Lesson2	Pre-teaching phase: Words & Phrases Main phase: Passage Section ② (understanding the content, reading aloud)
Lesson3	Pre-teaching phase: Words & Phrases Main phase: Passage Section ③ (understanding the content, reading aloud)

Lesson4	Pre-teaching phase: Words & Phrases Main phase: Passage Section ④ (understanding the content, reading aloud)
Lesson5 ☆	Post-task phase: • Review of Words & Phrases • Review of Passage Section ①~④

Pre-teaching phase activity (Lesson 1 ~4)

Material: “Words & Phrases” sheet

- Teacher reads the words and phrases one by one and the students repeat them.
- Students make pairs, then ask and answer the questions about the words and phrases with each other.
- For example, one student says the Japanese meaning and the other student translates it into English. They do this for all the words on the list.

Main phase activity (Lesson 1 ~4)

Material: “Passage” sheet

- Teacher gives information about the important points about the passage.
- Students take notes if necessary.
- After they know the content of the passage, they read it aloud.
- Teacher reads the passage sentence by sentence and students repeat after the teacher.
- Students stand up and read the passage 3 times by themselves. After reading 3 times, they can sit down.
- Students try “shadowing.”

Post-task phase (Lesson 5 ☆)

The lesson plan to be shown in this report is lesson 5. As is stated above, students already know the meanings and pronunciations of the new words and phrases, and they also understand the content of the passage. Thus, most of the activities to be done in lesson 5 are the REVIEW of the WHOLE lesson.

Even if the students have already learned about passage ①~④, they still need to practice the spelling and pronunciation of the new words and phrases. It also needs to be checked how much they understand the content of the passage. For these purposes, lesson 5 would be beneficial for the students’ better and deeper understanding of the whole lesson.

Procedures:

Lesson 5 consists of seven activities; and for each activity, time, materials, instructions, and

comments are shown below.

Activity1: Reading Comprehension ① (10 minutes)

Material: “Comprehension” sheet

Instructions: “Look at the questions about the passage, and write the answers for them in English. You may look at the handouts or the textbook.”

- Students read the questions, look for the answers in the passage and write the answers.
- Since students already have the knowledge about the passage, they will be able to answer the questions by themselves.
- If there are some students who have problem in answering the questions, the teacher will help them.

Activity2: Reading Comprehension ② (5 minutes)

Material: “Comprehension (answers)” sheet

Instruction: “Compare your answers with the models. If you have any questions, please raise your hand.”

- Students compare their answers with the models.
 - They do it by themselves and if they have any questions, the teacher will help them.
- ※ If the teacher writes the answers on the blackboard one by one, it would take too much time. So, giving the answer model would be nice for saving time. Of course, there may be lots of questions from the students, but teachers can answer them after the class if necessary.

Activity 3: Listening & Writing ① (10 minutes)

Material: “Fill-in-the-Gaps” sheet

Instruction: “Listen to the CD and fill in the gaps. You have only one chance, so listen very carefully.”

- Students listen to the CD and write the words in the boxes.
- If it seems that students need to listen one more time, then the teacher will play the CD again.

Activity 4: Listening & Writing ② (5 minutes)

Materials: “Fill-in-the-Gaps” and “Passage” sheet

Instruction: “Look at the “Passage” sheet and check your answers. Be careful for the spelling.”

- Students check their answers using the “Passage” sheet.

- They should be able to spell the words correctly, so the teacher will make them pay attention to their spelling mistakes.
- If they have spelling mistakes, they will practice writing them correctly in their notebooks. (→If they don't finish this in time, it will be their homework.)

Activity 5: Reading aloud (5 minutes)

Material: “Fill-in-the-Gaps” sheet

Instruction: “As you listen to the CD, repeat the same words immediately after the speaker. You may look at the sheet if you want.”

- Students repeat the same words immediately after the speaker.
- They can look at the script if they need to do so. However, they should be encouraged to try without looking at anything so that they can try “shadowing.”

Activity 6: Pair Work (10 minutes)

Materials: “Fill-in-the-Gaps” sheet (blank one and filled one)

Instruction: “Make pairs and do rock-scissors-paper. Losers will look at the new “Fill-in-the-Gaps” sheet, which has no writing in the blanks. Winners will look at the sheet with the answers in the blanks, and check if their partners read the sentences correctly. If the partners stop or make mistakes, the winners should give hints or correct them.

- Students make pairs and do rock-scissors-paper.
- Losers will look at the new “Fill-in-the-Gaps” sheet, which has no writing in the blanks.
- Winners will look at the “Fill-in-the-Gaps” sheet, which has the answers in the blanks, and check if their partners read the sentences correctly. If their partners stop or make mistakes, they should help them.

Activity 7: Wrap up activity (5 minutes)

Material: “Fill-in-the-Gaps” sheet (blank one)

Instruction: “Take turns and read one sentence after another. You will do this till the end of the passage.” “Class X spent X minutes X seconds for this. I believe you’ll be faster!”

- Students read the passage sentence by sentence, one after another.
- One student reads one sentence, the next student reads the next sentence, and students continue this until the end of the passage.
- The teacher announces the time that the other classes spent for this activity, so that they

would be motivated to finish this more quickly and smoothly.

- The teacher checks how much time they spend on this and announces the result at the end.

4. Lesson Plans and Materials

Here I would like to present one of the lesson plans and materials I created based on the theories I learned at Temple University. Among various language teaching methods, TBLT (task-based language teaching) was focused on in the lecture I took, so I created this lesson plan according to the theory of TBLT. In addition, this lesson plan was created from the point of eight principles that are important when teaching language; Automaticity, Transfer, Reward, Self-Regulation, Identity and Investment, Interaction, Languaculture, and Agency.

<LESSON PLAN “What will happen after... !?”>

This lesson plan is designed for “English Expression” class for high school 2nd year students. They are 16 or 17 years old, and there are 40 students in one class. One class lasts for 50 minutes and 2 class meetings are needed for this lesson plan. The materials to be used in this lesson are two kinds of handouts that are made by the teacher; one is a “Story Sheet,” and the other is an “Activity Sheet.”

The main activity of the lesson is to make a story that follows a famous Japanese folk tale. Students will work on this activity in groups of four, so they need to ① think of their own stories, ② share them with their friends, and ③ integrate some ideas and produce a single story.

Time: 50 minutes×2 class meetings

Subject: English Expression

Class: High School 2nd year, 40 students in one class (4 students ×10 groups)

Language Focus: Negotiating (Agreeing / Disagreeing), Writing

Topic: Japanese folk tales

Objectives: At the end of the lesson, students will be able to

1. create original stories of their own;
2. express the content of the story in written English;
3. share their ideas with their classmates and negotiate with one another;
4. integrate different ideas and produce a paragraph of a story; and
5. share the product with the whole class in a presentation.

Prior Knowledge:

1. Students are familiar with the folk tales in Japanese.
2. Students have the experience of group work and working together on the same tasks.

Materials:

1. Handout ① (Story sheet 1~5): 5 different stories
2. Handout ② (Activity sheet)
3. lottery drawing
4. blackboard

<1st Class>

Step	Time	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
1	5	T introduces the topic of the lesson. T shows the title of the 5 tales and asks if Ss know the stories. T explains this lesson plan.	Ss listen. Ss answer the questions. Ss listen.	T → Ss Ss → T T → Ss	To arouse interest. To activate schema for folk tales.
2	5	T divides Ss into 10 groups.	Ss group up.	T → Ss Ss ↔ Ss	
3	5	T gets Ss to draw a lot. T writes on the blackboard which group will work on which story.	Ss draw a lot and make sure of their story.	T ↔ Ss	To decide which group will work on which story in a fair way.
4	15	T gives Ss Handout ① (Story sheet)	Ss read one Japanese folk tale in English individually. Ss check the vocabulary and expressions that they don't know.	T ↔ Ss	To remind Ss of the details of the story. To get Ss to learn the vocabulary and expressions used in the story.
5	18	T gives Ss Handout ② (Activity sheet) and tells them to work on Activity 1. T walks around the classroom and gives advice to the students in trouble.	Ss think about what happens after the stories they read and make their own stories. Ss write their ideas on the handout (Activity 1).	T ↔ Ss	To get Ss ready for sharing ideas with one another in groups. To get Ss to express their own ideas by written English.
6	2	T makes some comments about their writing and makes sure about the homework; to finish writing a story of their own (Activity 1).	Ss listen.	T → Ss	To make sure Ss know what to do before the next lesson.

<2nd Class>

Step	Time	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
1	10	T tells them to group up and share the ideas of the stories in groups. T walks around the classroom and listens to Ss' ideas as much as possible. T helps Ss if necessary.	Ss group up. Ss share the ideas of the stories with one another.	T → Ss Ss ↔ Ss	To give Ss the chance to communicate, negotiate meaning with one another. To get ready for Ss to integrate the ideas together and produce a single story.
2	15	T tells Ss to work on Activity 2. T announces that there will be a vote for the most interesting story. T checks the mistakes in the written products.	Ss integrate the ideas and each group makes a single story. Ss write their group's story on the handout (Activity 2).	T ↔ Ss Ss ↔ Ss	To enhance motivation of the Ss.
3	10	T tells Ss to get ready for the presentation.	Ss practice reading the story aloud. Ss decide who will read which part of the story for the presentation.	T ↔ Ss Ss ↔ Ss	To get Ss ready for the presentation.
4	13	T gets each group to give its presentation.	Each group reads the story aloud in class.	T ↔ Ss Ss ↔ Ss	To give Ss the chance to share their ideas with classmates.
5	2	T asks Ss which group's story was the most interesting. T makes some wrap-up comments for this lesson.	Ss raise their hands according to what T asks.	T ↔ Ss Ss ↔ Ss	To praise the work of the Ss. To check if Ss actively participated in this lesson.

Teacher's notes

<1st Class>

Step 1

The purpose of this step is to arouse interest of the students about this lesson plan and activate schemata for Japanese folk tales. Teacher introduces 5 famous Japanese folk tales; *The Peach Boy*, *The Grateful Crane*, *The Six Jizos*, *The Battle of the Monkey and the Crab*, and *Princess Kaguya*. Then the teacher asks if the students know these stories. The teacher should make sure that most of the students are familiar with these stories.

Step 2

Teacher divides students into 10 groups. Each group should have 4 members.

Step 3

The purpose of this step is to decide which group will work on which story in a fair way. Teacher prepares the lottery drawing for this step. Two lots should be made for each story. As each group draws a lot, teacher writes on the blackboard about which group will work on which story. There are 5 different stories for 10 groups, so teacher can write the information on the blackboard like this;

group	1	2	3	4	5	6	7	8	9	10
story	③	②	⑤	④	①	⑤	④	①	③	②

- ① The Peach Boy ② The Grateful Crane ③ The Six Jizos
④ The Battle of Monkey and the Crab ⑤ Princess Kaguya

Step 4

The purpose of this step is to remind Ss of the details of the story and help students learn the vocabulary and expressions used in the story. Also, by working on the true or false questions, students and teachers will be able to check how much they understand the story.

Step 5

At this step, the teacher gives students Handout ② (Activity sheet) and tells them to work on Activity 1. While the students are working on the activity, the teacher walks around the classroom and gives advice to the students who are having trouble with getting ideas or writing English sentences. This step will make it possible for the students to get ready to share the ideas with one another in groups. Also, students will be able to express their own ideas in written English. This activity will enhance the students' "Automaticity" and "Self-Regulation."

Step 6

At the end of the lesson, the teacher needs to make sure Ss know what to do before the next lesson and encourage students to finish Activity 1.

<2nd Class>

Step 1

At this step, the teacher should walk around the classroom and listen to the students' ideas as much as possible. If necessary, the teacher will help the students who are in trouble. It is difficult for only one teacher to check every student's draft, so peer correction would be a good way to

check their written English.

Students share the ideas of the stories with their group members, so they can have the chance to communicate and negotiate meaning with one another. This activity will enhance their “Interaction,” “Automaticity” and “Self-Regulation.”

Step 2

At this step, before students actually work on Activity 2, the teacher announces that there will be a vote for the most interesting story. This will enhance the students’ motivation to make an interesting story, and the underlying principle of this activity is “Reward.”

Step 3

The purpose of this step is to get students ready for the presentation. At this stage, students practice reading the story aloud, which will lead to “Automaticity,” and they decide who will read which part of the story for the presentation, which will enhance their “Interaction.”

Step 4

The purpose of this step is to give students the chance to share their ideas with classmates. There may not be enough time for 10 groups. In that case, 5 groups which have different stories should be picked up to give the presentation.

Step 5

Following step 2, the teacher asks students which group’s story was the most interesting. Students raise their hands according to what T asks. The teacher counts the number of students who are raising their hands and writes the number on the blackboard (in the ‘score’ section) so that everyone can see the result. The chart below is an example of this vote. In this case, group 5 is the champion.

group	1	2	3	4	5	6	7	8	9	10
score	2	3	5	7	10	4	2	2	3	2

The purpose of this vote is to praise the works of the students, and this is based on the principle of “Reward.”

The Peach Boy (Momotaro)

Once upon a time, there lived an old couple in a small village. One day, the old wife was washing her clothes in the river when a huge peach came tumbling* down the stream. The old woman brought the peach home and cut it up to share with her husband. To their great surprise, a healthy baby boy came out of the peach! The old couple said, "Let's name him Momotaro (Peach-boy) as he was born from a peach.

They brought him up* with love and care. Momotaro grew up into a strong boy. One day, he said to the old couple, "Dear Grandma and Grandpa, I am going to fight and kill evil demons*." The old couple made some millet dumplings* for Momotaro to take with him.

As Momotaro walked toward demon's island, a dog approached* him and said, "Hello Momotaro, can I have one of your millet dumplings, please?" "You can, if you come with me to fight and kill bad demons," said Momotaro. Then, as Momotaro and the dog went further* on, a pheasant* came up to them and said, "Hello Momotaro, can I have one of your millet dumplings that you're carrying around your waist?" "Sure you can, if you come with us to fight and kill bad demons," said Momotaro. As the three went on, a monkey showed up and said, "Hello Momotaro, can I have one of your millet dumplings from around your waist?" "Sure you can, if you come with us to fight and kill bad demons," said Momotaro.

Thus, Momotaro with the dog, pheasant, and monkey as his companions crossed over to Demon's Island. As soon as they arrived on the island, red demons and blue demons attacked them, shouting, "What are you here for, you cocky* people? We'll knock you out*!" The pheasant pecked* at demon's heads, the monkey scratched* their faces, the dog bit* them on the leg, and Momotaro swung* his sword* at them. "We're sorry, so sorry. We won't harm* anyone any more. So please forgive* us." The demons begged* and surrendered*. Then they offered many treasures to Momotaro. Momotaro brought the treasures home where the old couple was waiting, and they lived happily together from that day on.

vocabulary

came tumbling	どんぶらこっことやってきた	bring up	育てる
evil	悪い	demons	鬼
millet dumplings*	きびだんご	approach	近づいてくる
further	さらに遠くへ	pheasant	キジ
cocky	生意気な	knock out	やっつける
peck	つつく	scratch	ひっかく
bit (biteの過去形)	かじる	swung (swingの過去形)	ふりまわす
sword	刀	harm	傷つける
forgive	許す	beg	許しを請う
surrender	降参する		

The Grateful Crane (Tsuru-no-Ongaeshi)

Once upon a time, there lived a very poor, old couple. One cold snowy day, the old man went to town to sell firewood*, and on his way home he found a crane struggling* in a trap*. “Oh dear, you poor thing! Let me set you free, and be careful never to get caught again.” The old man said as he kindly let the crane go.

Several days later on another snowy night, the old man heard a knock on his door. When he opened the door, he found a young girl standing there. “I got lost in this snow. Could I please stay here just for tonight?” she asked. “You certainly* can. Now, come right in and rest.” replied the old man.

From that day the girl lived with the old couple as their grand-daughter. She said to them one day, “I want to weave* at the loom*. But please promise you will never watch me weave. Ton-ton karari, ton-karari, ton-ton karari, ton-karari... The rhythmical* sound of weaving kept on and on and never stopped from early morning until late at night behind closed doors.

After several days had passed, the girl came out of the room with a roll* of woven* cloth. It was the most beautiful cloth the old couple had ever seen. “Please sell this in town, Grandpa. It should bring a good price.” The people in town admired* the beauty of the cloth and it was sold at a surprisingly high price. Being so pleased with the result*, the old couple asked the girl to weave another roll of cloth. A few days later the girl came out of the room looking very tired and said, “I cannot weave any more.” The cloth having been sold at a high price again, the old couple requested*, the girl to weave one more roll. “I will, but I beg* you this really must be the last one.”

Ton-ton karari, ton-karari, ton-ton karari, ton-karari... The continuing* sound of weaving made the old couple very curious*. “How could she weave such beautiful cloth, I wonder. Why don’t we take just a peep* at her?” They forgot the girl’s warning* never to watch her and peered* into the room. They were startled* by what they saw! There was a crane weaving at the loom using its own feathers*. They were so shocked, they shut the sliding door in a hurry.

The next day she came out of the room with a roll of cloth in her arms. “You didn’t listen to me. You watched me weave. Yes, I am the crane Grandpa saved. Now that you have seen what I really am, I cannot live with you any longer. I must leave you now.” Just as she spoke, she transformed* herself into the crane... a shabby*, skinny*, crane with missing feathers. Then the crane gave one long cry as it flew away.

vocabulary

firewood	焚き木	struggle	もがく	trap	わな
certainly	もちろん	weave	織る	loom	織り機
rhythmical	リズムカルな	roll	ひと巻き	woven	weave の過去分詞形
admire	賞賛する	result	結果	request	頼む
beg	許しを請う	continue	続く	curious	好奇心の強い
peep	のぞき見する	warning	警告	peer	じっと見る
startled	驚いて	feather	羽	transform	変身する
shabby	みすぼらしい	skinny	やせこけた		

The Six Jizos (Kasa Jizo)

Once upon a time, there lived an old couple in a small village. Although they were very poor, they always lived happily together. “I’ll go to sell these straw* hats so we can have some rice cakes for New Year’s day.” Said the old man on New Year’s Eve and he left for town in the snow. The town was very crowded with shoppers, but no one wanted to buy the old man’s straw hats. “Oh, well, it seems I won’t be able to buy rice cakes. I guess I have no choice but to go home without them.” Said the old man and started for home.

As he walked, it snowed harder and harder. When the old man came to a mountain pass, he saw six stone statues of Jizo covered in snow. “Oh, poor Jizos, you must be freezing* under this heavy snow. Please wear these straw hats.” Said the old man and put a straw hat on each Jizo’s head. But there were only five hats. Now, what can I do?” Ah, yes, here’s my towel. Please wear this though it’s not very clean.” He said to the last Jizo and put the towel he was wearing over the Jizo’s head.

Late on that night, the old couple were sitting by the hearth* passing the time. “We have no New Year’s food because our straw hats didn’t sell, but we’re both lucky to be in good health, aren’t we? Rice porridge* is all we have, but it will warm us up all right. Let’s celebrate New Year with it.” Then they heard a sound coming from the distance*... thump, thump, thump. “What’s that sound?” From the door they looked out toward the direction* of the sound, and saw six Jizos walking toward their house in the snow, each one dragging* what looked like a heavy bag. Five of them wore matching straw hats, while the last one had an old towel over his head.

When they reached the front of the couple’s house, one said, “Is this kind old man’s house?” “Yeah, this must be it. Now let’s put these bags here and leave.” Said another. Then they put down their big bags, and returned the way they had come. After they disappeared*, the old man and his wife went outside and found a big straw rice bag and many other bags filled*with treasures. Thus*, the old couple had a very happy New Year.

vocabulary

straw	麦わら	freeze	こごえる
hearth	囲炉裏 (いろり)	rice porridge	雑炊
distance	遠方	direction	方向
drag	ひきずる	disappear	姿を消す
filled	一杯になった	thus	こうして

The Battle of Monkey and the Crab (Sarukani Gassen)

A long time ago, there lived a monkey and a crab. One day the monkey picked a persimmon seed* up off the road, and the crab picked up a rice-ball*. Because the rice-ball looked very delicious, the monkey said to the crab, “Hey, Crab, I’ll give you this persimmon seed for that rice-ball, OK?” “Sure, that’s fine.” Said the kind-hearted crab.

The crab planted the seed and gave it water while singing, “Seed, seed, put out buds* quickly, or I’ll cut you off with my claw*. Then, a bud suddenly appeared. The crab sang to it this time like this. “Bud, bud, grow quickly and bear* fruit for me, or I’ll cut you off with my claw.” Then it grew tall and became heavy with fruit. The crab shouted with joy, “Wow! Look how delicious! I want to eat them now, but I cannot climb up the tree. What should I do? Oh, yes, Monkey is a good climber. Why don’t I ask him?”

The crab took the monkey to the persimmon tree. “Those persimmons sure look delicious. You just wait here. I’ll climb up and get some for you,” said the monkey. The monkey picked one persimmon and said, “Umm, yummy. It’s so sweet I could eat them all.” The monkey kept eating one after another. The crab was waiting patiently* under the tree, but the monkey didn’t seem to be coming down with the persimmons. So, he shouted to the monkey, “Hey, Monkey, stop eating and pick some for me!” Then the monkey shouted back. “Shut up, Crab! These are too good for you. You can have these green ones!” The monkey plucked* off some hard, green fruit and threw them down to the crab. They hit the crab hard, and gave them a bump* on the head. The crab went home in pain and lay down for a nap*. Later, his friends Mortar*, Chestnut* and Bee came to comfort* him. The crab told them what Monkey had done to him. “That’s terrible! We should punish* Monkey.” The all exclaimed*. “Yes, yes, we’ll take revenge* for poor Crab.” They decided and started discussing* what they’d do.

When the crab got well, he went to see the monkey and said, “Hi, Monkey, I made a good dinner. Come to my house and eat with me.” The monkey happily went to the crab’s house. “Well now, make yourself at home. I’ll bring the food shortly.” With the crab’s kind words, the monkey sat on the floor by the hearth*. Then, the chestnut that was hiding* in the fire burst* in his face. “Ouch! Oh, no!” cried the monkey. The monkey panicked* and ran to a bucket of water. Then the bee flew out and stung* the monkey’s behind. “Ouch, ouch! Help me!” The monkey, holding his face and rear* with his hands, ran out of the house. Just as the monkey ran out of the door, the mortar dropped from the roof on to the monkey. “I got you, stinky* Monkey. Apologize* to Crab, said the mortar. “I’m so sorry. I promise I’ll never bully* you again.” The monkey begged* to the crab with tears. After that, Crab, Monkey, Mortar, Chestnut and Bee lived happily together. However, the monkey’s burnt* face and sore* behind still remain*red today.

vocabulary

persimmon seed 柿の種	rice-ball おにぎり	bud 芽
claw (カニの) はさみ	bear (実を) つける	patiently 辛抱強く
pluck 引き抜く	gave them a bump ゴツンと投げつけた	
nap 一睡すること	Mortar* うす	Chestnut* 栗
comfort お見舞いをする	punish こらしめる	exclaim 叫ぶ
hearth 囲炉裏 (いろり)	burst 飛び出す	panic パニックになる
stung sting (刺す) の過去形	rear 後部	stinky 卑劣な
apologize 謝る	bully いじめる	beg 許しを請う
burnt 焼けた	sore ひりひりする	remain ~のままにいる

Princess Kaguya (Kaguya Hime)

Once upon a time in Japan, there lived a gentle old man and his kind wife. One day he went to the woods behind their house to cut some bamboo. There he found one of the bamboo shining brightly. “My, my, what’s happened to this bamboo?” he thought. “Its shining so brightly.” When he cut it off he found a little baby girl inside the bamboo. “Oh, what a tiny, adorable* baby! Well, well, come to me.” He said, and he decided to take her home with him. He and his wife named her Kaguya-hime and raised up*with tender* loving care.

Kaguya-hime grew bigger and bigger and became a beautiful and graceful* as a princess. Rumors* of her beauty spread* out all over the country and many fine young men came to visit her, bringing gifts and asking her to be their bride*. In this way the old couple became very rich. However, Kaguya-hime wasn’t willing* to be the bride of any those men. Instead, she asked them difficult questions again and again, leaving them confused* and at a loss*.

Not long after all this began, Kaguya-hime began to show signs of growing weaker and weaker little by little. Whenever night came, she would look up at the moon and cry. The old couple became very worried about Kaguya-hime and asked her, “Kaguya-hime, why are you crying and looking up the moon all the time?” Then Kaguya-hime answered, “To tell the truth, I come from the moon. Soon people from the moon will come to bring me back there. I’m crying because I am very sad that I will soon have to say good bye to you.”

The old couple were very surprised and told the Emperor* what Kaguya-hime had told them. At last the day had come for moon people to come for Kaguya-hime. The Emperor had fallen love with Kaguya-hime, so he sent a great number of his Samurai warriors*to protect her. On that night the full moon rose high in the sky. Then, as the moon shone brightly, a beautiful ox cart* surrounded* by the moon people came from the sky. Although the Samurai tried to shoot* at it with their arrows, they couldn’t see a thing because of the bright, shining light.

“Grandpa and Grandma, thank you very much for having taken such good care of me. Now my time has come. I must leave and return to the moon. Promise me that you will always take good care of each other and watch over your health. Good bye.” With tears in her eyes Kaguya-hime said farewell* to the old couple, got into the shining ox car from the moon, and rose into the sky.

vocabulary

adorable	かわいらしい	raise up	育てる	tender	優しい
graceful	優美な	rumor	うわさ	spread	広まる
bride	花嫁	willing	よろこんで	confused	困惑して
at a loss	途方にくれて	Emperor	みかど (天皇)	warrior	武士
ox cart	牛車	surrounded	囲まれた	shoot	撃つ
				farewell	お別れ

Group _____ Name _____

Activity 1: Getting your ideas...

Activity 2: Your group's story



5. Conclusion

It was a great opportunity for me to learn TESOL again this year and to think about the practical lesson plans and activities that would be useful in my classrooms. The lectures made it possible for me to consider English teaching from the aspects of both theory and practice. Not only the professors' lectures but also discussions with the other course participants were really profitable for me. We were able to share various problems and solutions concerning teaching English to students in Japan.

During the lectures at Temple University, professors often asked the course participants, "What is the purpose for learning English for Japanese junior and senior high school students?" Some people pointed out that they have to prepare for the entrance examinations to enter high schools or universities. Others said that the ability to speak English would be useful for them when they travel abroad. Another opinion was that English would become necessary for them when they do job hunting. However, none of these answers covered the 'real' necessity of being able to use English; they do not have to be able to use English in everyday life in Japan.

It is true that students in Japan do not have much chance to use English outside the classroom and that they do not have clear purpose for learning English. Therefore, it is teachers' role to set up the goals and objectives of the lessons and activities and encourage them to learn and use English in the lessons. Through the lectures and discussions at Temple University, I really recognized that setting clear goals and objectives for each lesson and activity is very important when making lesson plans. As shown above, TBLT is one good way of motivating students to use English, because it has a clear purpose for using English. Of course, there are lots of other ways of teaching English, and we have to choose the most effective and efficient way, thinking about what is necessary for our own students.

I would like to think carefully about my students' needs and motivations for learning English and set up the goals and objectives of the lessons and activities. So, I will continue gathering information about various kinds of teaching techniques that would be beneficial both for myself and my students.

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