SUGGESTIONS ON HOW TO IMPROVE GRAMMAR INSTRUCTION AT THE LOCAL LEVEL

－地域の学校における英文法の指導改善に関する研究－

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1.0　Background : The Challenge English Education Faces

In the past 18 years Monbukagakusho has put forth a tremendous effort to raise the standard of English in Japan ; it has recruited thousands of Assistant Language teachers(ALTs) from other countries to assist in tertiary and lower and upper secondary school English education throughout the country, changed the National English Education Guidelines to incorporate communicative speaking and listening in the English curriculum, and set a minimum score for English teachers to score on the TOEIC. Despite this effort, there is no evidence that students' English ability has improved. Yamamoto (1999, p.33), referencing Yoroto (1992), notes that though the average Japanese student has spent a total of 590－890 hours in the English classroom, their level of English might be comparable to a student who had studied 200－220 hours in an intensive English course, and in the host country, their language ability would be regarded as novice. Keio University Professor Ichiro Sekiguchi (2001, p.106) writes that Japanese students' linguistic knowledge of English is world－class, but that "knowing" a foreign language and being able to "use" it are different.

Takashima (2001, p.21) in introducing his task based method to teaching communicative English grammar discusses two primary approaches to teaching grammar in Japan ; grammatical explanation and activities. In the former, the instructor is the focus of the class and explains different grammatical points, gives students example sentences, and explains how the grammar is used in the textbook or different contexts. In the later, the focus of the class is the student and activities are designed for students to use the target language as much as possible. He elaborates that though English education has recently concentrated on the later, neither students' ability to speak English nor knowledge of grammar has improved (p.23). Thus, one can say that the challenge for education in Japan is to devise a teaching methodology that will not only provide students with the linguistic knowledge required to be competent in the target language, but also the ability to use this knowledge.

2.0　Introduction

This paper will consider how local English teachers can meet the challenge of giving students not only linguistic knowledge but also helping them develop the ability to use that knowledge. First, two approaches to teaching grammar, the inductive approach and the deductive approach, will be examined. It will be argued that a combination of the two approaches is necessary for effective grammar teaching. Next, responses by local teachers about which of the two approaches they prefer will be discussed. It was hoped that by eliciting local teachers' opinions, the situations in which they teach would be understood and, in turn, ideas to improve grammar instruction at the local level could be conceived.

3.0　Inductive Teaching vs. Deductive Teaching

Many teachers face the choice of whether to present grammar inductively or deductively. An inductive ap-

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proach to teaching grammar is presenting a set of examples to students and having them infer the rule (For an example of an inductive approach please see Appendix 1). After the students have inferred the rule, the teacher usually confirms it. A deductive approach consists of a teacher initially presenting the rule to the students and then showing the students examples where the rule is used (For an example please see Appendix 2). Thornbury (2001, p.5) differentiates between the two in the following way : Imagine a traveler going to a country in which it is customary for citizens to touch their noses when greeting people. On the plane, the traveler's senior companion explains the rule, and, upon disembarking, the traveler touches his nose when greeting the first person he encounters from the foreign land. This is equivalent to the deductive approach.

In the inductive approach, or "discovery learning," the traveler's senior would not tell him the custom on the plane. Rather, upon landing in the country the traveler would observe people touching their noses when greeting each other and notice the custom. Through observation and trial and error, for example touching his nose when saying farewell to people instead of greeting them, the traveler would learn the custom. After a while, the traveler's senior might confirm the rule to him.

Table 1 - The Pros and Cons of Inductive and Deductive Teaching of Grammar

Category		Inductive	Deductive
Time	Pro		-Very efficient. -Students have more time to practice the rule.
	Con	-Very time consuming. -Leaves little time to practice the rule studied.	
Learning Styles	Pro	-Good for students who like problem solving activities.	-Good for classes that have students with various learning styles and ability levels.
	Con	-Not appropriate for students who lack analytical skills.	
Learning	Pro	-Students are more likely to remember "discovered" rules. -Students have to pay more attention to the language that they hear and read -Students develop important skills in learning from the input they receive and recognizing patterns in the target language. -Students have the opportunity to practice the target language by trying to solve problems in it. -By making mistakes, students learn what they can say and what they cannot say.	-From the very beginning, the rule is clear for the students. -This approach works for students with or without the necessary analytical skills to learn rules from the target language input.
	Con	-Some rules are too difficult to discover. -Students are apt to make faulty hypotheses concerning the rules of the target language.	-Students are more likely to forget the rule. -Students become too dependent on the teacher and might not develop the skills to learn the target language autonomously. -Students learn what they can say but are less likely to learn what they cannot say.
Teaching	Pro	-Students have the opportunity to learn those rules that cannot be explained.	-It is good for explaining complex rules (Ex. Modality).
	Con	-Preparation can be very time consuming.	-Explanations for complex rules that are too elaborate will confuse students.

Table 1 summarizes the pros and cons of both methods in the areas of Time, Learning, Learning Styles, and Teaching. In the Time category, Table 1 shows the deductive approach to be more efficient as "discovering a rule" can be a very lengthy process. Thus, under the deductive approach, teachers can devote more class time to practicing the rule. In the Learning Style category, the deductive approach appears to be most versatile, as students lacking the skills necessary to infer rules from examples will struggle with the inductive approach. In terms of Learning, Thornbury references Pascal who said that generally people learn rules best by discovering them by themselves rather than listening to other people explain them (p.85). Thus, it is believed that rules learned under the inductive approach are less likely to be forgotten. Furthermore, the inductive approach is more likely to help students develop important skills for language learning such as noticing features in the input to improve their linguistic knowledge. It is feared that the deductive approach, on the other hand, when overused, might encourage the learners to be dependent on the explanations of their teachers. Last of all, because students have to guess a rule, they are more likely to make mistakes following the inductive approach. These mistakes are good in that a student might learn what she cannot say as well as what she can say, but bad in that a student is more likely to form a false hypothesis about a given rule.

In Teaching, the deductive approach appears to be the most teacher—friendly as it does not require as much preparation as the inductive approach. In the later approach, teachers must find an adequate set of example sentences or a text for students to infer a rule. Furthermore, for those rules that are extremely difficult to infer, for example modality, the deductive approach is most effective. There are rules, however, such as English articles the, a, and the zero-article whose use is so complex that students might be best off not being taught the intricacies of the correct usage but rather paying attention to how they are used in text and making inferences.

As has been demonstrated in this section, both the deductive and inductive approach have their advantages and disadvantages. In fact, it has yet to be proven which approach is the most effective. In considering a solution to this dilemma, Diane Larsen Freeman (2001) draws the following quote from Corder :

> What little we know about the psychological processes of second language learning, either from theory or practical experience, suggests that a combination of induction and deduction produces the best results..... The old controversy about whether one should provide the rule first and the examples, or vice versa, is now seen to be merely a matter of tactics to which no categorical answer can be given. (Corder 1973 in Rutherford and Sharwood Smith 1988, p.133)

Judging from Table 1 and the above quote, it appears that the issue of which approach is most effective is dependent on the material being taught and students' learning styles. Thus, in an ideal situation, teachers of English would probably alternate between the two methods depending on the material they were attempting to cover. The following section will discuss whether local teachers believe induction, deduction, or both to be the most effective in teaching grammar.

4.0 Local Teachers' Beliefs about the Inductive and Deductive Teaching of Grammar

4.1 Method of Data Collection

In January of 2004, the author participated as an instructor in an Intensive English Seminar for Japanese Teachers of English (英語教員集中研修第宿泊研修). Participants in the seminar were randomly selected by the prefectural board of education. The author conducted two three-hour workshops a day to two groups of 24 educators (a total of 48) from various junior and senior high schools throughout Iwate for a three day period. Of the 24 educators in each group, 16 were Japanese teachers of English (JTEs) and 8 were foreign—born Assistant Language Teachers (ALTs). The ALTs came from England, South Africa, Canada, and the United States. The first workshop was spent learning about how to teach reading skills. The second workshop was spent learning about deductive and inductive approaches to teaching grammar and in the third workshop two debates were conducted. In the first debate, participants debated whether the inductive or deductive approach was most effective. In the second debate, participants debated whether developing English reading skills (skimming, scanning etc.) or translation from Japanese to English should be emphasized in the English reading class. This section will be focusing on the first debate, the ensuing discussion, and the questionnaire where participants wrote which approach they preferred for their respective schools. For the inductive/deductive debate in each workshop, six participants argued for the inductive approach and the other six for the deductive approach. The remaining participants listened to the debate and judged which side had the most convincing argument. After the debate, those that listened (Listener) were asked to write which side had the most convincing argument and why. They were also asked which approach they felt was best for their school. Those that participated in the debate (Debater) were only asked to write which approach they felt was best for their school.

4.2 The Results

Table 2—Number of participants who thought a Deductive, Inductive, or Combination of the Two was best for their schools.

Preferred Method for School	Deductive	Inductive	Both	Total
Debater who debated on the deductive Side	8		4	12
Debater who debated on the inductive side.	1	5	6	12
Listeners who judged the inductive side the winner of the debate.	1	2	3	6
Listeners who judged the Deductive side the winner of the debate.	10	1	7	18
Total	20	8	20	48

Table 2 shows that overall 20 participants preferred the deductive method for their schools (the Deductive Group), 8 participants the inductive method (the Inductive Group), and 20 a combination of the two (the Both Group). Interestingly the overwhelming majority of participants who were assigned to debate either on the deductive or inductive side tended to prefer a method for teaching grammar that encompassed the approach they argued for. For example, all those who debated for the Deductive Group preferred a method that

was either deductive or both. Likewise, all those who debated for the Inductive Group, save for one participant, chose a method that encompassed the inductive approach. Thus, it is quite possible that the respective Debaters convinced themselves of the validity of the approach that they argued for.

Each participant wrote a response for why they preferred a particular approach for their respective schools. The author developed the following categories (Table 3) to classify the reasons given in each response. The

Table 3 — Categories for reasons why participants chose a particular approach.

Reason	Approach	Description of Reason for Choosing an Approach
Active	Deductive	Thought the class would be too chaotic if the teacher used the inductive approach.
	Inductive	Thought the student—centered approach or making students attempt language learning themselves would energize the students and increase their language learning potential.
	Both	Thought the inductive approach would energize the students but it would not be enough.
Foundation	Deductive	Thought only the deductive approach could give students a strong linguistic foundation from which to build on.
	Both	Thought that the strong linguistic foundation provided by the deductive approach was important.
Grade	Both	Thought that the inductive approach was better for the higher grades and the deductive approach better for the lower grades.
Grammar	Both	Thought that whether to use either the deductive or inductive approach depended on the grammar being taught.
Interest	Deductive	Thought that students have no "interest" in discovering a rule.
	Inductive	Thought that the inductive approach would make learning grammar most interesting.
Level	Deductive	Thought students at their schools were not at a high enough "level" for the inductive approach. Thought the deductive approach was best for lower level students.
Natural	Inductive	Thought that the inductive approach encouraged natural language learning.
Style	Deductive	Thought that their students were accustomed to neither discovery learning nor trial and error learning.
	Both	Thought that there were a variety of classes with a variety of different learning styles in their schools and that the method should depend on the learning style of the class.
Time	Deductive	Did not think there was enough class time for students to discover the rules.
	Both	Thought that time did not make the inductive approach alone possible.

frequency of each reason is shown in Table 4. Quite often participants wrote more than one reason for why they preferred a particular approach, thus the count of reasons for choosing an approach is greater than the number of participants.

The most common reasons for preferring the deductive approach were Time, Level, and Style. Nine members of the Deductive Group did not feel that they had the necessary time to perform inductive grammar learning activities in the classroom. Also, 8 thought the inductive approach required a higher level of linguistic ability than their students possessed (Level). Lastly, 6 participants in the Deductive Group felt that "discovering a rule" was a style of learning that their students were not used to (Style).

The three categories Active, Interest, and Natural explain the reasons why the members in the Inductive Group preferred the inductive approach. Six participants indicated that they thought it was very important for students to take the initiative in their own learning and thought this might increase student motivation and language ability (Active). Two participants thought that language learning under the inductive approach was most similar to natural language acquisition (Natural).

Lastly, the most common reasons given by participants in the Both Group were Active, Foundation, and Grammar. Overall the category Active was the most frequent reason given for participants who either favored an inductive approach or a combination of the two. Unlike the Inductive Group, however, the Both Group did not feel that the advantages of the hands-on learning encouraged by the deductive approach could compensate for the complete absence of the teacher's explicit introduction of grammatical points before a student encounters them. Thus, 7 members of the Both Group thought that a strong linguistic foundation provided by the deductive approach was also important (Foundation). Lastly, 4 members of the Both Group felt that the decision to use the inductive or deductive approach should be based on the difficulty of the grammar being studied (Grammar), and 3 thought it should depend on the school year of the students (Grade).

Table 4—Frequency of reasons given as to why an approach is best for a participant's school.

Approach	Reason	Frequency
Deductive	Active	1
	Foundation	2
	Interest	2
	Level	8
	Style	6
	Time	10
Inductive	Active	6
	Interest	1
	Natural	2
Both	Active	7
	Foundation	7
	Grade	3
	Grammar	4
	Style	1
	Time	3

This section will also investigate whether there were any differences in the preferred approaches of the JTEs and ALTs. As Table 5 shows, a minority of both ALTs and JTEs, 19 and 13 percent respectively, indicated that they felt the inductive approach was best for their schools. However, although the deductive approach was the most preferred among JTEs, a combination of the two was most preferred by the ALTs. It appears that most ALTs and JTEs agree that the inductive approach alone would be difficult to carry out given their respective school situations. However, a higher percentage of ALTs (56%) believed that they could incorporate the inductive approach in some manner.

Table 5—The Preferred Approach of ALTs and JTEs

Preferred Approach	Inductive	Deductive	Both
JTE	6(19%)	15(47%)	11(34%)
ALT	2(13%)	5(31%)	9(56%)

5.0 Discussion

This section will discuss how the participants' beliefs about language learning, expectations in their students, and the education system itself influenced participant's responses as to which approach was best for their school.

5.1   Beliefs about Language Learning

Forty of the 48 participants felt that the inductive approach alone would not be appropriate in their teaching contexts. Reasons to not adopt the inductive approach such as those responses categorized as Foundation indicate that the participants believed that, borrowing from Thornbury's analogy, it was more appropriate to tell the traveler on the plane to touch his nose before greeting people rather than have him learn by trial and error. The reason being that there is no guarantee the traveler will learn the rule properly or even at all. The following answers, given by two participants who preferred the deductive approach, demonstrate this philosophy :

> I think the deductive approach is best because students need to get grammar rules. With input alone, their output will be insufficient. — Participant 1: Deductive Group, Foundation

> I think the deductive way is the best. The reason is that it takes some time for my students to understand grammar. Therefore, they need to practice the grammar over and over after the teacher explains the rule of grammar. — Participant 2: Deductive Group, Foundation

This is in contrast to the 13 of the 28 participants in the Inductive and Both Group whose responses were categorized as Active :

> Especially for Japanese students, it's a little hard to be active. To try and to challenge for what they don't know. But the ability to live trying to solve the many problems ..{one faces}.. is the most important. The inductive method includes communication, cooperation, that is, human relationship.
> — Participant 3: Inductive Group, Active

The contrast between the learning beliefs of Participants 1 and 2 and Participant 3 are indicative of the following ongoing debate in English education : How much of student's learning in the classroom is the responsibility of the students and how much is the responsibility of the teacher? This debate is far from being resolved.

5.2   Expectations in Students

Other participants responded that the deductive approach would be the preferred method at their schools because their students' level of English was not high enough or because Japanese students could not adjust to the kind of thinking required by the inductive approach. The former response was classified as Level and the later as Style. The following are examples of each response :

> I think the deductive approach is best in my situation at my school. Because the students' understanding levels are different. Some of my students are very low. So we should give them some information during the class in Japanese.
> — Participant 4: Deductive Group, Level

> The inductive method is better in principle.... BUT for Japanese students they aren't used to this kind of lateral

thinking .... in class. It would be too time consuming and require too great a change in their learning technique.

　—Participant 5: Deductive Group, Style

As the researcher knows little of the participants' schools and students, it is impossible to confirm whether the students discussed by Participant 3 are "low level" or whether the learning techniques of Participant 4's students are not amenable to the inductive approach. Most teachers have experienced working with learners who might be a little below average in language learning aptitude or who were not acquiescent to a new technique. However, it is important to consider how teachers' expectations can influence students' learning.

Dorynei (2001, p.35) references the study of Rosenthal and Jacobson (1968) in talking about teachers' expectations in their students and their self—fulfilling prophecies. Rosenthal and Jackson administered an intelligence test to primary school children at the start or the year. Teachers were told that the goal of the test was to see which students would "bloom" intellectually during the academic year. The researchers deceived the teachers by labeling 20 percent of the students as possible intellectual bloomers. Although these students' scores were not significantly better than the other students at the beginning of the year, by the end of the year, those students who were falsely labeled intellectual bloomers outperformed their classmates. The moral of this story is as students can strive to meet the high expectations that their teachers have in them, they can also underachieve to fulfill any low expectations their teachers might have. In summary, teachers reporting that their students are "low level" or unable to adapt to a technique could, in theory, be less a truth and more a self—fulfilling prophesy.

5.3　The Education System

A total of 13 participants of 40 in the Deductive Group and the Both Group wrote that Time was a reason for using the deductive approach over the inductive approach. Of these participants, there were some who expressed the desire to experiment with the inductive approach :

> I think the inductive approach is the best way of learning language. But at school, the deductive approach is effective. We can't waste time for guessing but we should take time for practicing and communication.
>
> —Participant 6 : Deductive Group, Time

Another participant listed the reasons why the inductive approach would not work for him :

> Lack of time, big classes, shy students, many grammar points, unmotivated students, hard tests.
>
> —Participant 7 : Deductive Group, Time

In the above quote, by mentioning such problems as large class sizes, too many grammatical points that are required to be taught, and hard tests to prepare students for entrance examinations, Participant 7 appears to be indicating that, in his case, the issue of whether or not he wants to use the inductive approach is a matter of the education system impeding the teacher from experimenting with various techniques. Participant 6 also expresses his opinion that the inductive approach might be effective, but he does not have enough time to try it. The implications for this are quite great as Monbukagakusho is actively selecting teachers to partici-

pate in intensive training seminars to broaden their repertoire of teaching techniques and improve their English proficiency. However, one has to question the potential benefits of such training if the system unintentionally denies teachers the opportunities to use new techniques. An example of such an obstacle is mandating the teaching of so many grammatical points that it is impossible for the teacher to devote sufficient to time teach students not only a given rule but also about how it is used. Another obstacle is lack of time as the English classes of most junior high schools meet only three times a week. Large class sizes can also prevent the instructor from giving students the individual attention they need in the language class. These problems are for education ministry officials to resolve, not English teachers.

6.0 Conclusion

The intention of this paper was not to advocate the inductive approach over the deductive approach or vice-versa. A combination of the two is probably best for grammar instruction. As class sizes are large and time is limited, the deductive approach is advantageous in that students can quickly understand the target structure they are attempting to learn in a class. However, the inductive approach gives students the skills necessary to learn language autonomously from the input that they receive. Mastering a rule does not only encompass knowing the rule but also knowing how it is used and not used. The inductive approach, by giving students a significant amount of input encourages students to pay attention to how a particular rule is used in communication. Therefore it can be thought of as effective in helping students learn how a rule is used. Nevertheless, in many cases, explanations from the teachers in advance will be necessary to enable students to become conscious of a given rule. It is reasonable to fear that in classes where the inductive approach is mainly used, students would be very confused and thus discouraged. Given that students are in an environment where the target language is used only in the English class, inundating them with input without any warning could overwhelm them as they are not accustomed to listening to or reading the target language. On the other hand, if teachers primarily use the deductive approach, it is reasonable to fear that although students know rules, they might not have the ability to use them because of a lack of exposure to input where the rule is being used.

In the Discussion section, three factors influencing teacher's decisions were talked about. These factors were beliefs about language learning, expectations in students, and the education system. Concerning the participants' beliefs about learning language, some felt that students could not learn grammar without extensive explanation from the teacher and extensive practice. Although extensive explanation of grammar rules is necessary at times, research in second language acquisition has shown that the knowledge of how to properly use a rule is a gradual process elapsing over a long period of time. Explaining one rule after another does not necessarily mean the students will master each rule in that order. The advantage of the inductive approach is that by having students analyze the input they receive, it raises awareness of not only the target rule but other rules they have learned previously but have yet to master. It is important for teachers to understand that no matter how well a rule might be explained in a given class, it is highly unlikely that students will master it that day. Providing plenty of exposure to the rule throughout the year and reminding students of the rule will help them learn it over time.

Regarding teachers' expectations, many participants responded that their schools were "low level schools"

or they did not think their students could adapt their learning styles to the inductive approach. In these kinds of responses, it was common for participants to say that their students were just not interested in English. One can surmise that many participants answered this way because they are in difficult teaching situations in which the students they instruct do not feel it is important to learn English. Dornyei (2001) writes that teachers' enthusiasm for their subject can motivate the students. This paper is not implying that local teachers are not enthusiastic about English, but sometimes a teachers' busy daily schedule causes them to forget to show their enthusiasm. Thus, one possible way to remedy the problem of students' lack of interest in the subject is for teachers to remember to demonstrate their enthusiasm for their subject every day to the students. Furthermore, another way for teachers to encourage "low level" students to overachieve or "non—analytical thinkers" to try the inductive method is to raise their expectations in the students and inform them of these expectations. Thus, although a class might be challenging, students know that their teacher expects them to overcome the obstacles and meet the challenge.

Lastly, concerning obstacles put forth by the system, if Monbukagakusho wants to succeed in improving English education, it must consider not only offering training to teachers to expand their repertoire of teaching techniques but also provide the necessary changes to the system to enable teachers to use their new knowledge.

This paper represents a pilot study as to the issues local teachers face in improving the teaching of grammar. The opinions of 48 local ALTs and JTEs have given the researcher a better idea of the situations in which local teachers find themselves. Nevertheless, it is also quite possible that the range of participants was not sufficiently representative of the true population of teachers in Iwate who come from technical schools, academic high schools, rural schools, and urban schools. To end this paper, the author wishes to make the following tentative suggestions as to how to improve the instruction of grammar at the local level.

1) Teachers should have an elementary understanding of how languages are learned so that they can reflect on the effectiveness of their own teaching techniques.

2) Teachers should have a repertoire of techniques for teaching grammar and choose a particular technique to correspond with the learning style of the students and the type of grammar being taught.

3) Although local teachers might find themselves in difficult circumstances, it is important to recognize the negative consequences that a teacher's low expectations might have on student performance and the benefits that high expectations might have on student performance.

4) It is important for teachers to show students their enthusiasm for the subject they teach.

5) It is important for the Ministry of Education to think of how it can change the system to make it easier for teachers to try new, innovative techniques in their classes.

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Appendix 1 －Inductive

The example below is an inductive approach to teaching students of Japanese the difference between the particles で and を.

Step 1 ：The teacher shows students the following sentences and asks them why を is used in some sentences and で in other sentences.

1）きのう、私は市役所前を歩きました。

Kinou, watashi ha shiyakushomae wo arukimashita.

2）きのう、私は市役所前で買い物をしました。

Kinou, watashi ha shiyakushomae de kaimono wo shimashita.

3）きょねん、その信号で車の事故がありました。

Kyonen, sono shingou de kuruma no jiko ga arimashita.

4）毎日、田中さんは、北上川を渡ります。

Mainichi, tanaka san ha, kitagamigawa wo watarimasu.

5）田中さんは、北上川で水死（drown）しました。

Tanaka san ha, kitagamikawa de suishi shimashita.

6）日本の車は、道の左側を走ります。

Nihon no kuruma ha michi no hidari gawa（left side）wo hashirimasu.

7）私は、道の左側で待っています。

Watashi wa, michi no hidarigawa de matteimasu.

8）つぎの信号で（を）右にまがって下さい。

Tsugi no shingou de（wo）migi ni magatte kudasai.

Step 2 ：After students guess the rule, the teacher reads the following paragraph two times at a fast pace while students take notes. The object is to reconstruct the paragraph so that the meaning is the same. Students can rewrite the paragraph using their own words. This is not a dictation because students are expected to reconstruct a similar paragraph, not the same paragraph.
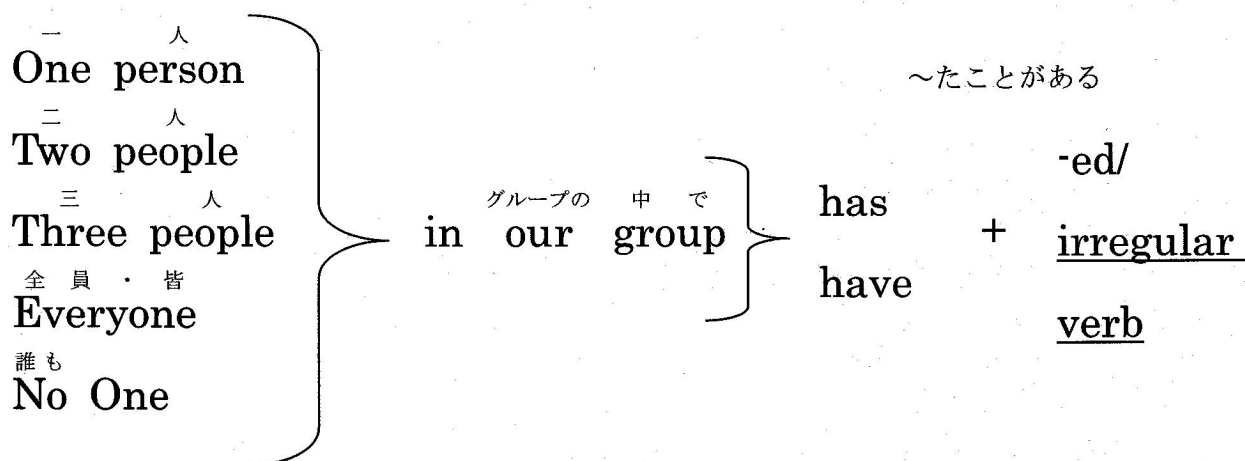
田中先生の家は図書館の近くです。私は岩手公園を歩いて、図書館で田中先生と会いました。田中先生は図書館で本を借りたそうです。田中先生の家でその本を一緒に見ました。その後、田中先生の家族と一緒に、岩手公園でピクニックをしました。

Step 3 ：The teacher shows the paragraph he read to the class, and students compare the passage they wrote to the passage that the teacher read. The teacher then reviews the use of「で」and「を」in the passage.

Appendix 2 ―Deductive

The following is an example of how a teacher would teach the present perfect tense deductively (Adapted from Thornbury 2001, p.164))

Step 1 ：The teacher introduces the present perfect tense and then shows the following chart to students.

```
一      人
One person
二      人
Two people                                          ～たことがある
三       人                  グループの    中  で         has          -ed/
Three people    in  our  group                      +   irregular
全員・皆                                                have
Everyone                                                            verb
誰も
No One
```

Step 2 ：In groups of 4 or 5, students make as many sentences as they can about members in their group using the above chart as reference.

Step 3 ：One member of each group reports the most interesting sentences his or her group produced. Other groups will try to guess to whom the interesting sentence is referring.

Step 4 ：The teacher asks all the students to put away their notebooks and textbooks. Each student then must write the sentences they heard that they thought were most interesting.