

## **Task-Presentation-Practice-Task: Developing a Methodology to Enhance Students' Abilities in Interaction at Junior High School**

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### **1. Introduction: Introducing Interaction into the JHS English Class**

In the 1980s, the Ministry of Education, Sports, Science, Culture, and Technology (MEXT) first made developing students' communicative competence a priority in its secondary school English education policy (Hall, 2017). Since then, the emphasis on communicative ability in foreign language education policy has increased. In 2017, MEXT released the new Course of Studies for elementary school and junior high school (JHS), which were scheduled to be enacted in 2020 and 2021, respectively. Among the notable changes was that foreign language activities would start from the 3rd grade of elementary school and the foreign language subject from the 5th grade. Another significant change was a revision of the four-skill areas of listening, reading, writing, and speaking. The last skill was divided into two areas: speaking (presentation) and speaking (interaction). This paper will focus on how students' abilities in interaction can be developed in JHSs.

With the introduction of interaction into the secondary school English curriculum, the authors see three issues: First, of the aforementioned five-skill areas, spontaneous interaction might be the most difficult for JHS students to acquire. Second, many JHS teachers are not familiar with activities which can help students develop ability in interaction. Third, there are few commonly practiced methodologies and approaches for developing students' abilities in interaction at JHS. These issues will be discussed below.

The National Institute for Educational Policy Research (NIER) conducted a national assessment of academic ability (NIER, 2019) investigating students' foreign language ability. Students scored lowest in speaking, in particular interaction, in which they were required to spontaneously give information or ideas and express questions and opinions about something they listened to.

Because students struggle with interaction, the first author investigated how English teachers in Iwate tried to enhance students' abilities in interaction. He conducted a questionnaire on 35 English teachers in two different cities. The results showed that 30 of the 35 teachers did pattern practice or memorizing skits from the textbook as activities to enhance students' abilities in interaction. However, in reality, these activities are intended for language practice rather than interaction. The teachers did not report doing any kind of activities with impromptu communication, even though they felt the importance of teaching interaction.

Traditional techniques employed in JHS classrooms such as reading aloud (*ondoku*) and giving speeches will not directly help students develop skills in interaction. Task-Based Language Teaching (TBLT) is a teaching methodology based on second language acquisition in which students learn through meaningful language use or interaction (Ellis & Shintani, 2014), and has been introduced into secondary school language education in Japan (For example, Takashima, 2011). However, its practice is not widespread in Japanese JHSs. With the introduction of interaction into the JHS curriculum, new approaches are needed to give students the opportunity to engage in spontaneous interaction.

## 2. Literature Review

This section will provide an overview of the skills involved in interaction and two well-known teaching methods as a means of developing it: PPP (Presentation-Practice-Production) and TBLT. After that, the TPPT (Task-Presentation-Practice-Task) Approach will be introduced as a method which incorporates the strength of both PPP and TBLT. The authors hope that TPPT Approach can help address the issues discussed in the previous section.

### 2.1 What is interaction?

In the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. (CEFR) (Council of Europe, 2001), interaction is defined as follows:

In interaction at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication (p.14).

Because the goal of the foreign language subject in the Course of Study was influenced by CEFR, this study makes use of its definition of interaction to develop a learning program for students. In interaction, not only do students need to learn how to communicate information, feelings, or thoughts, but they also have to learn how to understand and react appropriately to the communicative utterances of others. Interaction requires students to process information fast and communicate continuously, which leads us to discuss the goals of the Course of Study for interaction and the ability of fluency below.

## 2.2 The Goal of Speaking (Interaction) and Fluency

The Course of Study describes the following as objectives for interaction (MEXT, 2017, p.22-24):

1. The ability to improvise with simple phrases and sentences about things of interest.
2. The ability to communicate with simple phrases and sentences about facts, one's thoughts, and one's feelings on everyday topics in an organized and coherent way as well as answer questions from the other speaker(s).
3. The ability to use simple phrases and sentences to discuss

what one thinks and feels about social topics they have heard or read, and give a reason.

To summarize, the above objectives state that students should be able to interact continuously and express their thoughts, feelings, and opinions about things of interest, every day topics, and some social issues. The Course of Study identifies the following four skills (MEXT, 2017, p.61) as being able to support continuous interaction.

1. Asking questions to the interlocutor and confirming the meaning of an utterance.
2. Doing reactions or giving one's impression and using fillers.
3. Understanding the answer from an interlocutor and expressing oneself based on it.
4. Asking questions about what one has said or the interlocutor has said.

Both CEFR and the Course of Study describe interaction as the ability to communicate facts, opinions, and feelings to others without taking too much time for preparation and the ability to improvise responses to utterances given by interlocutors.

The aforementioned description of interaction appears to overlap with the concept of fluency in the fields of foreign language education and applied linguistics. *The Longman Dictionary of Language Teaching and Applied Linguistics* (Richards & Schmidt, 2002, p.204) defines fluency as below:

In second and foreign language teaching, fluency describes a level of proficiency in communication, which involves:

- a. The ability to produce written and / or spoken language with ease.
- b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
- c. The ability to communicate ideas effectively.

- d. The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

The authors consider fluency and proficiency in interaction, as described above, to be synonymous. Thus, based on the aforementioned descriptions of interaction and fluency, this study identified the following abilities in interaction to target for JHS students.

1. The ability to smoothly convey information, messages, and thoughts using simple words and sentences, even if they are not necessarily grammatical.
2. The ability to connect conversations with fillers, reactions (using fillers or giving impressions), and relevant utterances (asking questions or telling something about oneself).

The next section explains teaching methodologies to develop these abilities in interaction.

### 2.3 PPP vs. TBLT = TPPT

PPP (Presentation-Practice-Production) is a teaching method almost all Japanese JHS English teachers in Iwate have used, because the composition of the JHS textbook employed by most schools in Iwate follows the flow of a PPP lesson. Figure 1, on the following page, shows how this flow appears in a textbook lesson.

In the Presentation Stage, the target structure is introduced explicitly. In Figure 1, the structure 'how to' is introduced. The next stage is the Practice Stage for the target structure. Figure 1 shows a listening exercise and a speaking exercise equivalent to pattern practice for 'how to'. In the last stage, the Production Stage, students try communicative activities using the target structure practiced in the class. In Figure 1, students ask and answer each

other whether they 'know how to' do various things using the items in the word box as cues. PPP is based on Adapted Control of Thought (ACT) and Skill Acquisition Theory (Tamura, 2017).

Figure 1.

PPP in the Japanese English Textbook

The figure illustrates the PPP (Presentation, Practice, Production) method in a Japanese English textbook. It is divided into three stages:

- Presentation:** The first box shows a 'Basic Dialogue' section. It includes a question 'Do you play shogi?' and a response 'No, I don't know how to play it.' followed by a follow-up question 'It's not so difficult. Do you want to learn?' and a response 'Yes, I do.' There is an illustration of a shogi board and pieces.
- Practice:** The second box shows a 'New Words' section. It includes a list of words: (91) ( / / X ) 1 ( / / ) 2 ( / / ) 3 ( / / ). Below this are illustrations of various items: a bowl of spaghetti, a bowl of udon, a key, a soccer ball, a tennis racket, and a tennis ball.
- Production:** The third box shows a 'WORD BOX' section. It includes a dialogue: (91) A: Do you know how to use this computer? B: Yes. It's easy for me to use it. / No. It's hard for me to use it.

(Kairyudo, 2016, p.26-27)

TBLT (Task-Based Language Teaching), on the other hand, is a teaching method that gives learners a task to accomplish. Learners must use language as a means for achieving the goal of the task. This process of using language is supposed to help students develop practical skills in communication.

Both of these methods have their advantages and disadvantages. Sato (2015), who is an advocate of PPP, writes that TBLT is not effective in an EFL environment like Japan because the number of English classes is limited, and English is not used outside the classroom. Matsumura (2017), an advocate of TBLT, pointed out that students were able to obtain opportunities for

spontaneous communication through TBLT, but there are less opportunities for this kind of communication in PPP.

Leis and Erickson (2019) examined the effectiveness of PPP and TBLT for university students from the viewpoint of self-determination theory. Questionnaires were given to students after they took both PPP and TBLT classes. The answers between students who preferred the TBLT class and students who preferred the PPP class were compared. Students who preferred TBLT tended to answer that the TBLT class was “fun” and they could think for themselves. On the other hand, students who preferred the PPP class tended to answer that it was “easy to understand.”

From these results, the authors interpreted the advantage of PPP to be that it is easy for students to understand the language they are supposed to learn. On the other hand, the authors interpreted the advantage of TBLT to be that students can think for themselves about what they want to express in English and thus enhance their fluency. Students can also enjoy themselves in a TBLT lesson.

Based on these results, Leis and Erickson (2019) proposed the TPPT (Task-Presentation-Practice-Task) Approach which is designed to utilize the advantages of TBLT and PPP. Specifically, in a TPPT lesson, students first do focused tasks (Ellis, 2003), in which they need to use specific language items they have not learned yet. Afterwards, the students and teachers discuss the expressions that they could and could not use when doing the task. The teacher then presents the language the students would need to accomplish the task, and then the students practice the language. Lastly, students do a second task, which is more difficult than the first task and necessitates both authentic communication and the usage of the target structure. It should be noted, though, that depending on the level of understanding of the students, the same task as the first one can be conducted again.

### 3. Methodology

#### 3.1 The Purpose of This Research

The purpose of this research is to make a class that adopts the TPPT Approach using the MEXT approved JHS textbook for Iwate, verify its effect, and propose a teaching method which can improve students' abilities in interaction (fluency). The research question is as below:

*Can students' "fluency" be enhanced through classes that adopt the TPPT Approach?*

#### 3.2 Participants

This Research was conducted on third year students at Junior High School A in Iwate. There were four homerooms in this grade, but the research was conducted on two of these homerooms consisting of a total of 59 students.

#### 3.3 Period, Procedures, and Materials

This research was conducted over two weeks, from the last week of May to the first week of June in 2020. For this research, *SUNSHINE ENGLISH COURSE 3* (Kairyudo, 2016) was used. The first author gave students instruction covering one unit of the textbook, PROGRAM 3, over 10 lessons.

#### 3.4 Method of Analysis

The effect the TPPT lessons had on the students' fluency was investigated using speaking tests before and after the treatment. The speaking tests were based on the contents of Program 3. For the test, pairs of students interacted in English about two topics. The first topic was "What should we do to save the earth?" and the second was, "Which do you like better, summer or winter?" Students discussed the same topics in both the pre- and post-test. They were given one minute of time to talk about each topic. The students' interaction about the second topic was used for the analysis. Their conversations in the pre- and post-tests were recorded and then transcribed into a text file. The



number of words each student spoke in one minute, excluding repetitions, self-corrections, fillers, and Japanese words was counted based on Eguchi & Tamura (2018). The change in the number of words spoken on the pre- and post-test was analyzed using a paired *t*-test.

Fillers and reactions to the interlocutor are ways to continue a conversation and their use can promote fluency. Yoneyama (2011) defined fillers as expressions that are used to buy time when one is struggling to produce an utterance in conversation. In this study, the first author counted “well,” “mm,” “oh,” and so on as fillers. Reactions were considered to be incidents of backchanneling, or repeating the last word of a conversation partner’s utterance, one-word expressions such as “Wow!”, and utterances expressing empathy or agreement such as “I think so too.” The first author counted the number of fillers and reactions for each student in the pre- and post-test and then compared the difference.

Lastly, a questionnaire was given to students at the ending of the program in which they shared their impressions of the TPPT lessons. The results of this questionnaire are discussed in Ariya (2021). For this study, some of the impressions written by students will be presented to show how they reacted to the class.

### 3.5 Instruction

The first author gave two kinds of TPPT instruction: One for a grammar class and the other for a reading class. The outline of each type of TPPT lesson is shown below in Figure 2. Furthermore, actual lesson plans for each type of lesson are shown in Appendix 1.

Figure 2.

TPPT Lesson Flow for Grammar and Reading Classes

TPPT Stage	Grammar	Reading
TASK 1	○ Role Play	○ Guessing and talking about illustrations OR Putting sentences in the proper order
PRESENTATION	○ Listening to the CD	○ Teacher introduction ○ Listening to the CD
PRACTICE	○ Pattern Practice	○ Q &A OR Completing diagrams
TASK 2	○ Getting information and reporting it OR Making a skit	○ Expressing ideas about the textbook content

#### 3.5.1 Grammar Class

The grammar class started with a role play in Task 1. The situation was the same as the dialog in the textbook and the students did the role play in pairs. The role play situation that students were given is shown in Figure 3, on the following page. All the role plays conducted in this study are shown in Appendix 2. Before the role play, students were given Planning Time (Kawashima, 2019) to understand the situation and plan how to express themselves in English. After planning, but before the role play, students shared their ideas with others who would play the same role. Planning Time helped students prepare for the role play. After the role play, students were given Sharing Time (Ito, Yoshida, & Takahashi, 2020). In Sharing Time, some pairs were chosen to demonstrate their role play in front of the class, and were given some feedback. Additionally, students shared the expressions they used, the

types of reactions they gave, and the content they could not express in an all-class discussion.

### Figure 3.

#### An Example of a Role Play Situation

【A】

友だちに将棋をするかどうか尋ねます。「しない」と答えてきたら、なぜしないのか、「する」と答えてきたら、将棋のやり方を質問してください。

You want to ask whether your friend plays shogi. If your friend answers “No,” please ask the reason why. If “Yes,” please ask how to play shogi.

【B】

友達から「将棋するか」質問されます。するなら、その方法を教えたり、相手は将棋をするのかななどを質問したりしましょう。しないなら、その理由を伝えましょう。

Your friend wants to ask you whether you play shogi. If you do, please tell your friend the way to play shogi, or ask your friend whether he/she plays it. If you don't, please say the reason why.

In the Presentation Stage, students were given a chance to listen to the CD and confirm the new grammar. In the Practice Stage, students did pattern practice of the target structure. Lastly, for Task 2, in addition to using the target language, the students were expected to talk freely about the theme of the lesson. There were two types of Task 2: collecting information and making a skit. For collecting information, the flow was as follows: (1) students work in pairs once as a rehearsal, (2) they walk around the class and communicate to each other in order to collect information. (3) students return to their seats and report information in pairs. During (1), (2), and (3), a pair was chosen to demonstrate their conversation, and they were given some feedback. Students shared the expressions they used, the way they reacted, and the content they could not express in an all-class discussion. The flow of making a skit was as follows: students (1) practice a skit in pairs, (2) students walk around the class and practice the skit with other students, (3) students make new skits in

groups of four.

### 3.5.2 Reading Class

There were two types of Task 1 for starting the reading class: The first was students guessing and talking about an illustration related to the reading passage in the textbook, and the second was the students putting sentences about the reading in the proper order. When guessing and talking about the illustration, the students imagined the situation, explained the illustrations in English, and asked questions about each other's explanations. When putting sentences in the proper order, each sentence of the text was written on one card, and the students were asked to sort the cards in pairs, and discuss what the content of the reading was.

Afterwards, in the Presentation Stage, the first author briefly introduced the reading contents. Third, in the Practice Stage, the students tried to answer questions about the content of the reading passage or complete prepared diagrams to deepen their understanding.

Lastly, in Task 2, the students interacted in pairs expressing their opinions about the content of the reading.

It is important to note that in both the Grammar Class and Reading Class, the students were given Planning Time and Sharing Time. The opportunity to plan for and reflect on interactions in the class could have helped students improve their performance in conversations. This will be discussed later.

## 4. Results

This section will examine the students' changes in fluency comparing their pre and post-test performances. Fluency was quantified as the number of words spoken and the change in the number of fillers and reactions.

### 4.1 The Number of Words Spoken

Table 1, on the following page, shows the results for average number of words spoken on the pre- and post-tests.

Table 1.

## Descriptive Statistics of the Average Number of Words Spoken

		Medium	SD	Standard error of mean	95% confidence interval for the difference		Number
					lower limit	upper limit	
Number of Words	Pre test	14.068	6.283	0.818	12.430	15.705	59
	Post test	20.983	7.179	0.935	19.112	22.854	59

The average number of words increased from 14.068 to 20.983 between the pre and post-test. There were some notable changes for individual students. For example, one student's total words increased from one to 22 from the pre to post-test. The student who exhibited the greatest change increased by 23 words, from 8 to 31.

Table 2 shows the results of the paired t-test for the change in total words between the pre and post-test. The difference between the pre and post-test was significant at the .01 level ( $t(59) = 7.214$ ,  $d = 1.027$ ,  $p = .000$ ). Thus, students who underwent the TPPT-style lessons had a significant increase on measures for speaking fluency.

Table 2.

## Results of the Paired T-test for Total Words

		<i>M</i>	Standard error of mean	95% confidence interval for the difference		<i>t</i>	<i>d</i>	df	<i>p</i>
				lower limit	upper limit				
Total Words	Post-Pre	6.915	0.959	4.996	8.834	7.214	1.027	58	.000 **

\* $p < .05$ , \*\* $p < .01$

## 4.2 Fillers and Reactions

Table 3 shows the result of a paired t-test for the change in the number of fillers and reactions between the pre and post-test. The number of students who used fillers increased from 15 students on the pre-test to 23 on the post-test. The mean value also increased slightly, but there was no significant

difference ( $t(58) = 1.780, d = 0.243, p = .080$ ). There were some students who had used fillers more than three times on the pre-test but used them only once or twice on the post-test. It was inferred that giving opportunities to think and express what they wanted to say enabled them to decrease the necessity to “buy time” during the interaction.

The number of students who gave reactions during the conversations increased from 45 students on the pre-test to 53 on the post-test. The mean value also increased slightly, and there was a significant difference at the .01 level ( $t(58) = 3.273, d = 0.561, p = .002$ ).

Table 3.

Results of the Paired T-test for the Number of Fillers and Reactions

	Pre		Post		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Filler	0.492	1.006	0.797	1.471	1.780	58	.080	.243
Reaction	1.407	1.247	2.186	1.525	3.273	58	.002 **	.561

\* $p < .05$ , \*\* $p < .01$

#### 4.3 Students' Reactions to the TPPT Classes

A questionnaire about how the students felt about TPPT lessons was conducted after the program. The comments from some students, translated by the authors, are shown in Table 4 below.

Table 4.

Students' Impressions about the TPPT Lessons

<p>【Student A】</p> <p>It is good to be able to improve our abilities in interaction by confirming the expressions that I couldn't express after we talked.</p>
<p>【Student B】</p> <p>In this lesson we have many opportunities to talk by ourselves, so we could acquire abilities in interaction. Also, I think the way to confirm the new grammar with the CD after Role Play is very good because we can acquire the ability to use English by ourselves.</p>

<p>【Student C】</p> <p>I was able to say what I could not express by confirming what I wanted to say after the conversation. Also, I could interact using new grammar after the introduction and practice it. I felt my improvement.</p>
<p>【Student D】</p> <p>The class was easy to understand because I was be able to understand what we would learn in the class after trying to express myself in the conversation.</p>
<p>【Student E】</p> <p>It was easy to understand because of the flow of the lesson. We knew we would study what we couldn't express after we had had the time to think by ourselves. Also, it was good for us to use the words and grammar we learned in free conversation.</p>
<p>【Student F】</p> <p>I learned to express what I wanted to say little by little. It was easy to understand because I could get new expressions from other students' presentations or conversations with others.</p>
<p>【Student G】</p> <p>It was easy to understand because we could confirm the expressions that we wanted to say in pairs. Also, it was good for us to talk and teach each other expressions we understood when we did pair work or group work.</p>
<p>【Student H】</p> <p>We had the opportunities to talk in pairs and to teach each other, so we could improve our communicative competence.</p>

The above comments show that students greatly benefitted from talking to each other before and after English interactions. Students A, C, D, F and G mention that they were able to confirm, understand, or learn new expressions through talking about their classroom interactions with others. Student H discussed how he benefitted from the opportunity of teaching and being taught by a partner. Students had these kinds of opportunities to analyze and confirm language in Planning Time and Sharing Time.

Another thing to note is that Students B, D, and E wrote that they benefitted from trial and error. That is, not being able to express themselves in the initial role play helped them understand what they should learn that day.

Overall, these comments show the benefits of Planning Time and Sharing Time in the TPPT class as well as the potential benefit of Task 1 in helping students become aware of the language they need to learn.

## 5. Discussion

The purpose of this study was to make a class that adopts the TPPT Approach using the MEXT approved JHS textbook for Iwate, verify its effect, and propose a teaching method which can improve students' abilities in interaction (fluency). The research question asked whether students' "fluency" could be improved through classes that adopted the TPPT Approach.

The results presented in the previous section have two implications. First, the findings suggest that students' fluency can be enhanced through TPPT lessons. Matsumura (2017) stated that TBLT can secure opportunities for authentic language use, which is not bound by formal practice and breaks away from an excessive commitment to accuracy. It can also train English learners to communicate in a variety of situations. Eguchi and Tamura (2018) also reported the improvement of fluency (output of information) of utterances related to learners' speed through task-like communication activities. On the other hand, Sato (2010) pointed out that TBLT may not be practical because it does not fully take into account the English learning environment in Japan, and recommended that teachers use tasks in the Production (output) stage of PPP rather than conduct TBLT. The TPPT Approach in this study made use of tasks to enhance students' fluency and made use of PPP to provide a structure for learning that is appropriate for the Japanese school environment. The TPPT lessons also gave students the opportunities to interact in English, and react to their classmates' utterances during conversation. It helped students get used to doing reactions as in the speaking tasks described in Warabi (2019). As a result of this, the number of words spoken and students' reactions between the pre and post-test increased.



The second implication regards the effectiveness of Planning Time and Sharing Time. Planning Time can help students reduce their anxiety of situations in which they must communicate spontaneously in English. Sharing Time allows students to learn from each other about the expressions they can use for a specific communicative situation or rethink any unsuccessful utterances they had previously spoken. Previous research supports these findings. Kawashima (2019) indicated that planning time likely has a positive effect in reducing speaking anxiety of Japanese EFL learners. In this study, the TPPT Approach encouraged students to learn from their mistakes rather than try to avoid them. In addition, Ito, Yoshida, and Takahashi (2020) reported that the outcome of sharing time is that students can learn from the expressions spoken by other classmates and make subsequent use of them in communicative activities. Furthermore, students' comments indicated that they were able to learn from one another during Planning and Sharing Time.

On the other hand, there was no significant difference in the use of fillers. As shown by Chino and Mineshima (2016), Japanese people tend to use Japanese-language fillers such as "*e-to*", "*a-*", and "*n-to*", in order to make an impromptu utterance and to buy time. In fact, when the first author transcribed the recorded data, he noticed that fillers in Japanese were prevalent in both the pre and post-tests. In the future, further research is required to investigate how to encourage students to use English fillers in a natural way.

## 6. Conclusion

Interaction is a skill that has been recently introduced into the Course of Study, and currently there are few techniques and methodologies used by teachers to help students gain skills in it. This study suggests that the TPPT Approach using Planning Time and Sharing Time can enhance the students' abilities in interaction (fluency). However, there are two issues with this study which need further investigation: (1) Applying TPPT Approach to new textbooks, and (2) Improvement of accuracy, appropriacy, and complexity.

First, from the next fiscal year (2021), the new Course of Study will be

fully implemented at JHSs. New JHS textbooks will emphasize small talk, interaction, and skill integrated activities more than the current one. This means that the lesson structure of textbooks will also change. Therefore, it is necessary for teachers to carry out action research on how TPPT Approach can be practiced with the new textbooks.

Second, this study focused on students' fluency. However, as students become more proficient in English, accuracy, appropriacy, and complexity will be essential for them to communicate more complex ideas in a wider variety of situations. Therefore, there is a need for longitudinal research to investigate the role TPPT Approach can play in enhancing the aforementioned skills.

Overall, this study has shown that students' fluency can benefit from routine activities focusing on interaction. It is hoped that teachers can build on the ideas expressed in this paper to further develop good instructional practices for interaction.

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Appendix 1

(1) Lesson Plan for the Grammar class (4/10)

Procedure	Details
<p>0. Greeting</p> <p>1. Warm-up</p> <p>○Small Talk</p> <ul style="list-style-type: none"> <li>• Talk in pairs about "What's important to you?"</li> </ul> <p>2. Task 1</p> <p>○Role Play</p> <ul style="list-style-type: none"> <li>• Have a conversation that begins with "Do you play shogi?"</li> </ul>	<ul style="list-style-type: none"> <li>• Ask two pairs to share their presentations and what they could not say.</li> <li>• Set Planning Time.</li> <li>• Students review the expressions they could use or expressions they wanted to say but could not.</li> </ul>
<p>Today's Goal</p> <p>Find friends who know about how to ○○ and get details.</p>	
<p>3. Presentation</p> <ul style="list-style-type: none"> <li>• Listen to a Basic Dialog and confirm the new grammar.</li> </ul> <p>4. Practice</p> <ul style="list-style-type: none"> <li>• Do pattern practice with Power Point.</li> <li>• Students practice the new language in pairs and check each other.</li> </ul> <p>5. Task 2</p> <ul style="list-style-type: none"> <li>• Interact starting "Do you know how to ...?"</li> <li>• Report the information students got to their pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the pattern in rhythm, individual→whole, or whole→individual.</li> <li>• Set Planning Time.</li> <li>• Students share the expressions they used or could not use.</li> </ul>
<p>6. Reflection</p> <p>7. Farewell greeting</p>	<ul style="list-style-type: none"> <li>• Students write about how they were able to learn successfully or what they struggled on and write a goal for the next class.</li> </ul>

## (2) Lesson Plan for the Reading class (6/10)

Procedure	Details
0. Greeting 1. Warm-up ○Small Talk • Talk in pairs about "which do you like better, English or math?"  2. Task 1 ○Guess & Talk • Show the pictures in the textbook using PowerPoint, students guess the situation, and share their ideas in pairs.	<ul style="list-style-type: none"> <li>• Ask two pairs to share their presentations and what they could not say.</li>   <li>• Set Planning Time.</li> <li>• Students review the expressions they could use or expressions they wanted to say but could not.</li> </ul>
Today's Goal Tell how you do the 3Rs* or how you will try to do the 3Rs to your partners.	
3. Teacher's Introduction  4. Q & A  5. Task 2 • Tell how you will try to do the 3Rs to a partner.	<ul style="list-style-type: none"> <li>• Introduce the contents briefly.</li>   <li>• Students work individually.</li>   <li>• Set Planning Time.</li> <li>• Students share the expressions they used or couldn't use.</li> </ul>
6. Reflection  7. Greeting	<ul style="list-style-type: none"> <li>• Students write about how they were able to learn successfully or what they struggled on and write a goal for the next class.</li> </ul>

\*3Rs = Reduce, Recycle, Reuse

## Appendix 2

### Role Play Situation of PROGRAM 3

#### PROGRAM3-1

【A】 You want to go fishing with your friends, so you will call. Your friend will suggest to meet early in the morning, but you will refuse it because you are not good at getting up early. Please give your friend an appropriate reason.

【B】 You really like fishing and you have wanted to go for a long time. Then, your friend asks you to go fishing! You want to go as early as possible, so you will say “OK.” and suggest to meet at 5 a.m. Even if your friend refuses, you will try to meet at 5 a.m.

#### PROGRAM3-2

【A】 You want to ask whether your friend plays shogi. If your friend answers “No,” please ask the reason why. If “Yes,” please ask how to play shogi.

【B】 Your friend wants to ask you whether you play shogi. If you do, please tell your friend the way to play shogi, or ask your friend whether he/she plays it. If you don't, please say the reason why.

#### PROGRAM3-3

【A】 You are Tom. You will call Ken to talk with him. But he is out. Please leave a message that you want him to call back.

【B】 You are Ken's parent. Tom, Ken's friend will call Ken, But Ken is out now, so please tell Tom that Ken is out. If Tom has a favor for you, please say, “Yes.”

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