

# 発問からコミュニケーション活動、評価、動機付けへ

Hokkaido Oumu High School  
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## Welcome to the seminar

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This seminar aims to:

- learn how to make questions for effective communicative activities
- find a way to evaluate communicative activities as appropriate evaluation motivates students

# Welcome to the seminar

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This seminar consists of two parts:

- Categorising questions in terms of answer
- Introducing Oumu High school's practice

| QUESTIONS   | Example of Answer   | Open or Closed | Personalized Question | Essential Question |
|---|---|----------------|-----------------------|--------------------|
| 1. What do you do in your class?  | I teach vocabulary.   | Open           | ○                     | ×                  |
| 2. What is your favourite activity?   | I like vocabulary activity.   |                |                       |                    |
| 3. What is your favourite course?   | I like English Communication II.  |                |                       |                    |
| 4. If you could change the title of your favorite course, what would it be?               | It would be “English Communication – questions to deepen your understandings” |                |                       |                    |
| 5. Two years later, if you could change the title of an English course, what would it be? | It would be “Questions for Inquiry in English”                                |                |                       |                    |
| 6. How many questions were you asked?   | 5   |                |                       |                    |
| 7. What questions were you asked?   | 1. What do you do in your class?<br>2. What is your...                        |                |                       |                    |

| Categories of Question | Examples   | Charateristics  | Roles  |
|------------------------|--|---|--|
| Open Ended Question    | <ul style="list-style-type: none"> <li>• How can we answer the telephone in English?</li> <li>• Why is the man in the picture angry</li> </ul> | <ul style="list-style-type: none"> <li>• not always have a single or right answer</li> </ul>                      | <ul style="list-style-type: none"> <li>• activate students' brains</li> <li>• hook students' interest</li> </ul>             |
| Closed Ended Question  | <ul style="list-style-type: none"> <li>• Can you spell "conference"?</li> <li>• What tense is this verb?</li> </ul>                            | <ul style="list-style-type: none"> <li>• has (one) right answer</li> </ul>  | <ul style="list-style-type: none"> <li>• check students' understandings</li> <li>• review language or information</li> </ul> |
| Personalized Question  | <ul style="list-style-type: none"> <li>• Do you play tennis?</li> <li>• What is your hobby?</li> </ul>   | <ul style="list-style-type: none"> <li>• related to learners themselves</li> <li>• has information gap</li> </ul> | <ul style="list-style-type: none"> <li>• motivate students</li> <li>• create supportive atmosphere in a class</li> </ul>     |

| Categories of Question | Examples   | Charateristics   | Roles  |
|------------------------|--|--|--|
| Essential Question     | <ul style="list-style-type: none"> <li>• How do native speakers differ from fluent foreigners? How can I sound more like a native speaker?</li> <li>• Who is a "true friend," and how will you know?</li> <li>• Is one picture worth a thousand words?</li> <li>• How does <i>where</i> you live influence <i>how</i> you live?</li> </ul> | <ul style="list-style-type: none"> <li>• Open ended</li> <li>• Thought-provoking and intellectually engaging often sparking discussion and debate</li> <li>• Calls for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.</li> <li>• Raises additional questions and sparks further inquiry</li> <li>• Requires support and justification, not just an answer</li> <li>• Recurs over time; that is, the question can and should be revisited again and again.</li> </ul> | <ul style="list-style-type: none"> <li>• signal that inquiry is a key goal</li> <li>• make it more likely that the unit will be intellectually engaging</li> </ul> |

| QUESTIONS   | Example of Answer   | Open or Closed | Personalized Question               | Essential Question                  |
|---|---|----------------|-------------------------------------|-------------------------------------|
| 1. What do you do in your class?  | I teach vocabulary.   | Open           | <input type="radio"/>               | <input checked="" type="checkbox"/> |
| 2. What is your favourite activity?   | I like vocabulary activity.   | Open           | <input type="radio"/>               | <input checked="" type="checkbox"/> |
| 3. What is your favourite course?   | I like English Communication II.  | Open           | <input type="radio"/>               | <input checked="" type="checkbox"/> |
| 4. If you could change the title of your favorite course, what would it be?               | It would be “English Communication – questions to deepen your understandings” | Open           | <input type="radio"/>               | <input checked="" type="checkbox"/> |
| 5. Two years later, if you could change the title of an English course, what would it be? | It would be “Questions for Inquiry in English”                                | Open           | <input type="radio"/>               | <input type="radio"/>               |
| 6. How many questions were you asked?   | 5   | Closed         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. What questions were you asked?   | 1. What do you do in your class?<br>2. What is your...                        | Closed         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

### **Examples of questions actually used in LESSON10 “A Long Friendship” (ECII, 3rd grade)**

1. Do you have a friend?
2. Are you a good friend of somebody? Why?
3. Do you agree with “No friends, No life”? Why?
4. Does our country have a good friend [friendly nation]? (If yes, what country is it?)
5. Why do many Turkish people like Japan?
6. What can you learn about the moving story on the textbook?
7. What happened to a big ship from Turkey in 1980?
8. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War?
9. What can we do to make the relationship between Turkey and Japan better?
10. Should Japan rethink its relationship with the United States?

| QUESTIONS   | Open<br>Closed | Personalized<br>Question | Essential<br>Question | Activity                           |
|---|----------------|--------------------------|-----------------------|------------------------------------|
| 1. Do you have a friend?  | Closed         | ○                        | ×                     | Pair work                          |
| 2. Are you a good friend of somebody? Why?  | Open           | ○                        | ○                     | Pair work                          |
| 3. Do you agree with “No friends, No life”? Why?  | Open           | ○                        | ×                     | Pair work<br>Writing               |
| 4. Does our country have a good friend [friendly nation]? (if yes, what country is it?) | Open           | △                        | ×                     | Pair work                          |
| 5. Why do many Turkish people like Japan?   | Closed         | △                        | ×                     | Comprehension<br>check [Listening] |
| 6. What can you learn about the moving story on the textbook?                           | Closed         |                          | ×                     |                                    |
| 7. What happened to a big ship from Turkey in 1980?                                     | Closed         |                          | ×                     |                                    |
| 8. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War? | Closed         |                          | ×                     |                                    |
| 9. What can we do to make the relationship between Turkey and Japan better?             | Open           |                          | ×                     |                                    |
| 10. Should Japan rethink its relationship with the United States?                       | Open           |                          | ○                     |                                    |

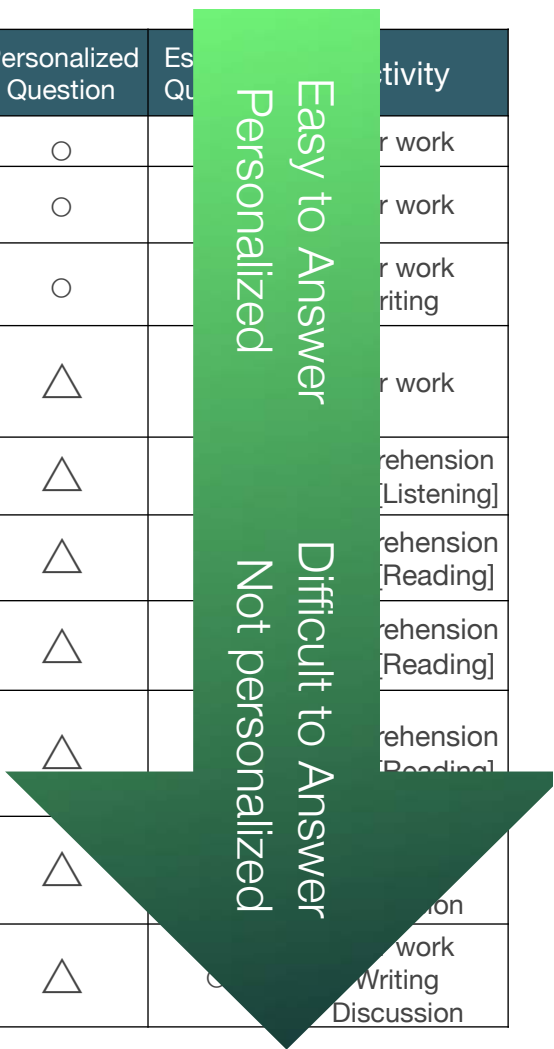
| Degree of Personalisation | ○   | △  | ×  |
|---------------------------|---|--|--|
| Personalized Question     | <ul style="list-style-type: none"> <li>Question related with learners directly</li> </ul> <p>[ex] Where were you born?</p> <p>[ex] What country do you want to visit?</p> | <ul style="list-style-type: none"> <li>Question related with learners indirectly</li> </ul> <p>[ex] Should every high school student study English?</p> <p>[ex] Should Hokkaido invite a casino?</p> | <ul style="list-style-type: none"> <li>Question NOT related with learners</li> </ul> <p>[ex] How many tourists visit India every year?</p> |

## Activity (How do you use questions?)

pair work / discussion / writing /  
comprehension check

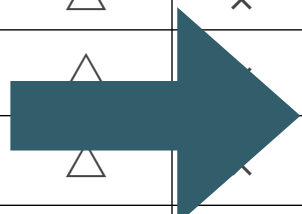
| QUESTIONS   | Open<br>Closed | Personalized<br>Question | Essential<br>Question | Activity                           |
|---|----------------|--------------------------|-----------------------|------------------------------------|
| 1. Do you have a friend?  | Closed         | ○                        |                       | Pair work                          |
| 2. Are you a good person/somebody?  | Closed         | ○                        |                       | Pair work                          |
| 3. Do you like your life?   | Closed         | ○                        |                       | Pair work<br>Writing               |
| 4. Do you have a friend from another country?   | Open           | △                        |                       | Pair work                          |
| 5. Why do many Turkish people like Japan?   | Closed         | △                        |                       | Comprehension<br>[Listening]       |
| 6. What can you learn about the moving story on the textbook?                           | Closed         | △                        |                       | Comprehension<br>[Reading]         |
| 7. What happened to a big ship from Turkey in 1980?                                     | Closed         | △                        |                       | Comprehension<br>[Reading]         |
| 8. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War? | Closed         | △                        |                       | Comprehension<br>[Reading]         |
| 9. What can we do to make the relationship better between Turkey and Japan?             | Open           | △                        |                       | Pair work<br>Writing<br>Discussion |
| 10. Should Japan rethink its relationship with the United States?                       | Open           | △                        |                       | Pair work<br>Writing<br>Discussion |

**The less questions are personalized, the more questions become difficult**



| QUESTIONS   | Open<br>Closed | Personalized<br>Question | Essential<br>Question | Activity                           |
|---|----------------|--------------------------|-----------------------|------------------------------------|
| 1. Do you have a friend?  | Closed         | ○                        | ×                     | Pair work                          |
| 2. Are you a good person/somebody?  | Closed         | ○                        | ○                     | Pair work                          |
| 3. Do you like your life?   | Closed         | ○                        | ×                     | Pair work<br>Writing               |
| 4. Do you have a friend from another country?   | Open           | △                        | ×                     | Pair work                          |
| 5. Why do many Turkish people like Japan?   | Closed         | △                        | ×                     | Comprehension check                |
| 6. What can you learn about the moving story on the textbook?                           | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 7. What happened to a big ship from Turkey in 1980?                                     | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 8. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War? | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 9. What can we do to make the relationship better between Turkey and Japan?             | Open           | △                        | ×                     | Pair work<br>Writing<br>Discussion |
| 10. Should Japan rethink its relationship with the United States?                       | Open           | △                        | ○                     | Pair work<br>Writing<br>Discussion |

**Closed questions are tend to be used for comprehension check**



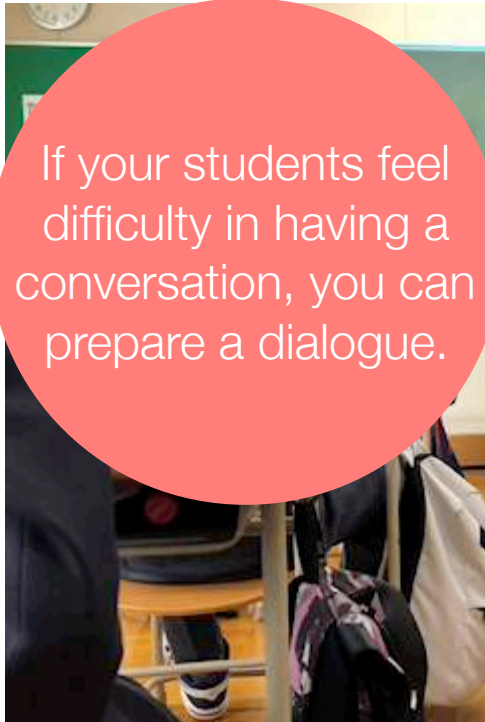
| QUESTIONS   | Open<br>Closed | Personalized<br>Question | Essential<br>Question | Activity                           |
|---|----------------|--------------------------|-----------------------|------------------------------------|
| 1. Do you have a friend?  | Closed         | ○                        | ×                     | Pair work                          |
| 2. Are you a good friend of somebody? Why?  | Open           | ○                        | ○                     | Pair work                          |
| 3. Do you agree with “No friends, No life”? Why?  | Open           |                          |                       | Pair work<br>Writing               |
| 4. Does our country have a good friend [friendly nation]? (if yes, what country is it?) | Open           | △                        | ×                     | Pair work                          |
| 5. Why do many Turkish people like Japan?   | Closed         | △                        | ×                     | Comprehension check [Listening]    |
| 6. What can you learn from the moving story on the text?                                | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 7. What happened to a big earthquake in Turkey in 1980?                                 | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 8. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War? | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 9. What can we do to make the relationship better between Turkey and Japan?             | Open           | △                        | ×                     | Pair work<br>Writing<br>Discussion |
| 10. Should Japan rethink its relationship with the United States?                       | Open           | △                        | ○                     | Pair work<br>Writing<br>Discussion |

Open ended questions are suitable for pair work

| QUESTIONS   | Open<br>Closed | Personalized<br>Question | Essential<br>Question | Activity                           |
|---|----------------|--------------------------|-----------------------|------------------------------------|
| 1. Do you have a friend?  | Closed         | ○                        | ×                     | Pair work                          |
| 2. Are you a good friend of somebody? Why?  | Open           | ○                        | ○                     | Pair work                          |
| 3. Do you agree with “No friends, No life”? Why?  | Open           | ○                        | ×                     | Pair work<br>Writing               |
| 4. Does our country have a good friend [friendly nation]? (if yes, what country is it?) | Open           | △                        | ×                     | Pair work                          |
| 5. Why do many Turkish people like Japan?   | Closed         | △                        | ×                     | Comprehension check [Listening]    |
| 6. What can you learn from the moving story on the text?                                | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 7. What happened to a big earthquake in Turkey in 1980?                                 | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 8. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War? | Closed         | △                        | ×                     | Comprehension check[Reading]       |
| 9. What can we do to make the relationship better between Turkey and Japan?             | Open           | △                        | ×                     | Pair work<br>Writing<br>Discussion |
| 10. Should Japan rethink its relationship with the United States?                       | Open           | △                        | ○                     | Pair work<br>Writing<br>Discussion |

Some open ended questions can be used several times

## Example of Pair Work



If your students feel difficulty in having a conversation, you can prepare a dialogue.

Introducing Question

Making Pairs

Talking with Partners

Changing Pairs

Talking with Partners

Share Opinions with classmates

## Example of Pair Work

***W: Do you agree or disagree with “No friends, No life”?***

***L:***

***W: You said you agree/disagree because..., right?***

***L: Yes. How about you?***

***W:***



**Example of Transition from Pair Work to Writing**  
**(What can we do to make the relationship between Turkey and Japan better?)**



**Example of Transition from Pair Work to Writing**  
**(What can we do to make the relationship between Turkey and Japan better?)**

| Name         | Idea  | Reason  |
|--------------|---|---|
| Mr. ISHIKAWA | build a big monument in Wakayama to the Ertugrul victims. | Japanese people will never forget the event so our friendship will last forever |
|              |   |   |
|              |   |   |
|              |   |   |
|              |   |   |

Example of Writing

Writing

*Do you agree or disagree with “No friends, No life”?*

*(50 words~)*

Example of Writing

Sample Writing

*Do you agree or disagree with “No music, No life”*

*(50 words~)*

*I think music is essential for our life for the following two reasons.*

*First, music plays an important role in our lives because music makes it possible for us to relax. These days, people are surrounded by stressful situations. Therefore, depression and other kinds of mental illness are social problem. However, music can protect us from them.*

*Second, music helps us unite. Music has been used as a way of connecting people together. By playing or listening to the same music together, people can improve their relationships.*

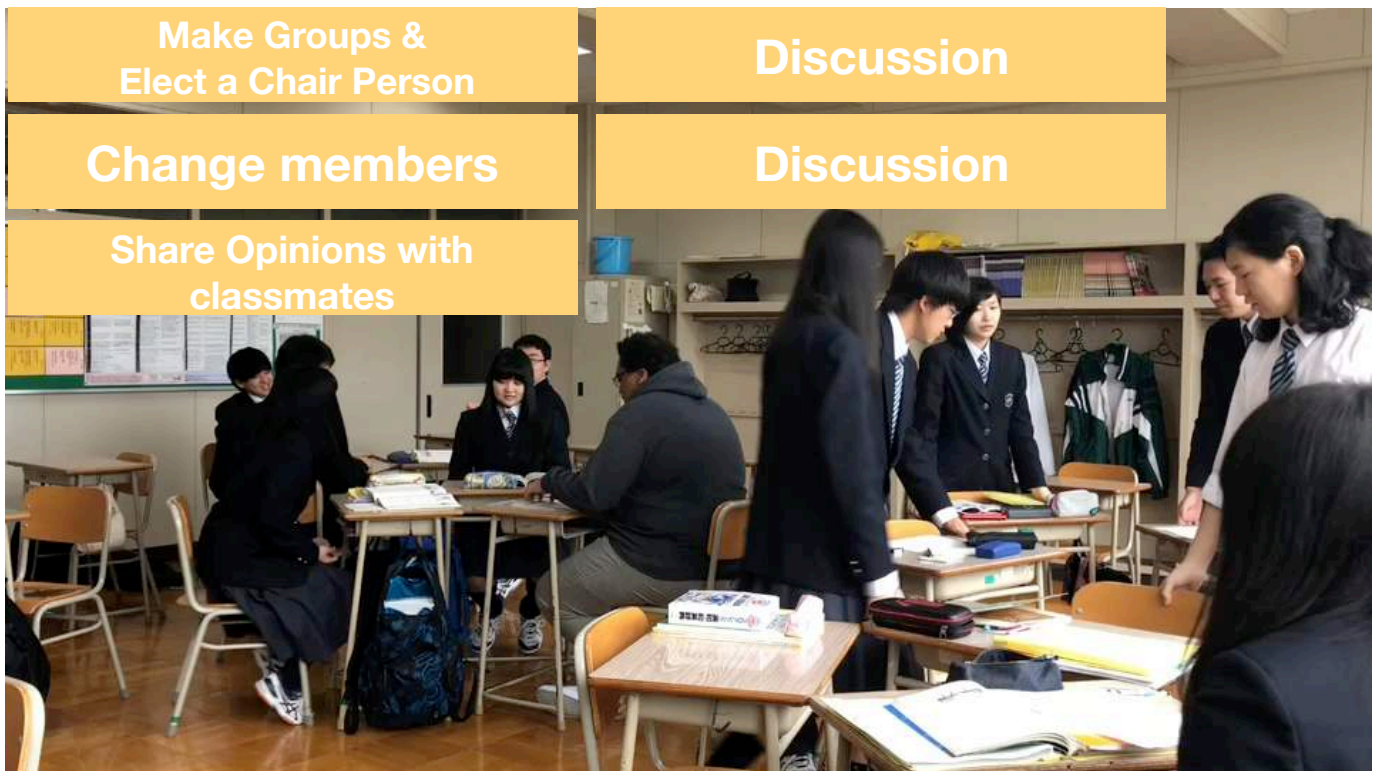
## Example of Writing

### Useful Expressions

- *for the following two reasons, :* 次の二つの理由から
- *A is essential for B :* AはBにとって不可欠だ
- *A make it possible for B to do :* AはBが～することを可能にする
- *A play an important role :* Aが重要な役割を果たす
- *improve :* を改善する、良い状態にする
- *help O do:* Oが～するのを手伝う、助ける

*\*Use three or more expressions above in your essay.*

## Example of Discussion (Do you agree or disagree with “No friends, No life”?)



Example of Discussion (Do you agree or disagree with “No friends, No life”?)

W: Today, we are going to talk if you agree or disagree with “No friends, No life”. First, let us hear your opinion, Mr./Ms.\_\_\_\_\_.

L:

W: OK, Mr./Ms.\_\_\_\_\_ agrees/disagrees because.... Thank you very much. Next, Mr./Ms.\_\_\_\_\_, please explain your idea.

W: Thank you. That’s an interesting opinion. Mr./Ms.\_\_\_\_\_ agrees/disagrees because.... Now, we’d like to hear from Mr./Ms.\_\_\_\_\_.

L:

W: I see. In my opinion,\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

Let’s end this here for today. Thank you very much for taking part.

## Example of Practice for Performance Test



## Example of Practice for Performance Test

W: Hi. How are you? Are you ready to start?

L:

W: First, please read the passage aloud.

L:

W: OK. Now, I will ask you four questions:

No1. What happened to a big ship from Turkey in 1980?

No2. Did a Turkish airplane fly to Iran to save Japanese people during the Iran-Iraq War?

No3. What can we do to make the relationship between Turkey and Japan better?

No4. Do you agree or disagree with “No friends, No life”?

# Example of Practice for Performance Test (Procedure)

ENGLISH COMMUNICATION

## PROCEDURE OF INTERVIEW TEST 《氏名》

### 1 インタビュー・テストの目的

英語でのコミュニケーションでは、読んだり書いたりするだけでなく、聞いたり話したりする力も必要です。インタビュー・テストは、聞いたり話したりする力をたしかめるために行います。

### 2 インタビュー・テストの流れ

インタビュー・テストでは、入室から退出までのすべてが英語で行われます。インタビューの流れは次の通りです。

- 1) 入室
- 2) 問題カードの受け取り
- 3) 本文の音読
- 4) 本文の内容に関する質問1つ
- 5) 自分自身に関する質問2つ
- 6) 退出

# Example of Practice for Performance Test (Rubric)

### 3 評価の観点と基準 (合計 19 点満点)

|                    | 音読<br>6points                              | 本文の内容に関する質問<br>4points<br>(例 Where does acting come from?)    | 自分自身に関する質問<br>3points x 2questions<br>(例 What food do you like?)             | 態度<br>3points  |
|--------------------|--|---|--|--|
| EXCELLENT<br>6     | 意味のまとまりごとに区切り、ネイティブに近い発音で流暢に音読することができる。[6] | 主語・動詞からなる文で答えることができる。<br>(Acting comes from the heart) [4]    | 質問を理解し、文法的な誤りや自己訂正はありつつも、主語+動詞からなる文で答えることができる。(I like apples very much.) [3] | 自分から話しかける、アイコンタクトを取る、用紙の受け渡しの際に声を掛けるなどして積極的に面接官とコミュニケーションを取ろうとしている [3] |
| VERY GOOD<br>5     | 読み間違えがほとんどなく音読することができる。[5]                 | キーとなる語句を抜き出して答えることができる。(The heart) [3]                        |  |  |
| GOOD<br>4<br><br>3 | ところどころに間違いはあるが概ね本文を音読することができる。[3~4]        | 解答のポイントを強調してもらえれば答えることができる。(WHERE does acting come from?) [2] | 質問を理解し、単語を並べることによって解答することができる。(Apple!) [2]                                   | 面接官からの声掛けに英語で受け答えし、コミュニケーションを取ろうとしている[2]                               |
| PASS<br>2          | 間違いは多くあるがなんとか本文を音読することができる。[2]             |   |  |  |
| POOR<br>1          | 本文をほとんど音読することができない。[1]                     | 質問の意味を取り違えているか、解答するポイントがずれており、会話がかみ合わない。[1]                   | 質問の意味を取り違えているか、全く意志を伝えることができない。(Oh, yeah! Delicious!) [1]                    | 面接官からの声掛けに反応し、コミュニケーションを取ろうとしている [1]                                   |

## Example of Evaluation (ECII Alpha Class, 3rd Grade)

| Term Examination      | Performance Test                       | Participation   | Quiz              |
|-----------------------|--|---|-------------------|
| 40%                   | 20%                                    | 30%   | 10%               |
| Knowledge<br>40points | Reading<br>6/19points                  | Class Contribution<br>1/3                                   | Vocabulary<br>1/1 |
| Reading<br>30points   | Comprehension<br>4/19points            | *Assignment<br>(Writing)<br>1/3                             |                   |
| Listening<br>10points | Personalized<br>Question<br>6/19points | *Workbook<br>1/3  |                   |
| Writing<br>20points   | Attitude<br>3/19points                 | *Assignment(Writing)とWorkbookについては取組のみを評価し、その出来については評価していない |                   |

# Eiken

2018年7月現在



All in English with Communicative Activities

Performance Test

※2018年度第1回までのデータを元に作成しています。グラフは左から2級・準2級・3級の順に並んでいます。各グラフの上の数字は取得率(%)を表しています。

※各級の保有率については、各級の保有者数/学年に在籍する人数で求めています。なお、3級については、準2級、2級を保有する生徒を、準2級については2級を保有する生徒を含めています。

※雄武高校の生徒は検定に合格すると、受験料全額を雄武町より助成してもらうことができます。

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