

Monthly Action Research Report for _____**Feedback Focus**

- (1) How can students with lower-level proficiency give comments that can support their classmates' learning?
- (2) What scaffolding is needed to make students' conversations more interactive?

Overall Teaching Goal

I want my classroom to be a place where students communicate actively in English.
I want my students to be able to deepen their knowledge through interactions during speaking activities.

1. Teaching Context

Level: Senior High School Students (low level)

Class size: 38 students

Textbook: *All Aboard! Communication English III* (Tokyo Shoseki)

2. AR Teaching Goal

I want to develop students' communicative competence through student interaction and teacher feedback.

Research Questions

- (1) How does students' interaction in English affect their confidence using English and attitude toward learning English?
- (2) Does ongoing use of communicative activities increase students' turn taking during conversations?
- (3) Does teacher feedback on students' English writing improve students' accuracy?

3. Clear and Measurable Objectives

- (1) Students will be able to talk about their ideal menu in pairs for 2 minutes.
- (2) Students will be able to use two or more conversation strategies during their conversation.
- (4) Students will be able to write about their ideal meal in 100 words or more.

4. Lesson Plan

Lesson 2 You Are What You Eat

Day 1 (1) Preview of Lesson 2

- (2) Guessing using pictures in the textbook
- (3) Silent reading
- (4) Sharing answers in pairs
- (5) Vocabulary input
- (6) Silent reading

Day 2 (1) Pair talk

- (2) Vocabulary word review
- (3) Silent reading
- (4) Questions about part 1
- (5) Sharing answers in pairs
- (6) Reading practice
- (7) Pair talk

Day 3 (Today's lesson)

- (1) Pair talk
- (2) Guessing using pictures in the textbook
- (3) Silent reading
- (4) Sharing answers in pairs
- (5) Vocabulary input
- (6) Silent reading

Day 4 (1) Pair talk

- (2) Vocabulary word review
- (3) Silent reading
- (4) Questions about part 1
- (5) Sharing answers in pairs
- (6) Reading practice
- (7) Pair talk

Day 5 (1) Pair talk

- (2) Guessing using pictures in the textbook
- (3) Silent reading
- (4) Sharing answers in pairs
- (5) Vocabulary input
- (6) Silent reading

Day 6 (1) Pair talk

- (2) Vocabulary word review
- (3) Silent reading
- (4) Questions about part 1
- (5) Sharing answers in pairs
- (6) Reading practice
- (7) Pair talk

Day 7 Speaking test

Writing test

Day 8 Common errors

Peer editing
2nd draft

5. Today's Lesson Plan (Day3)

Objectives: 1. Students will be able to answer questions about the gist.

2. Students will be able to talk about their diet and deepen their ideas.

Time	Interaction T-Ss, S-S, S	<u>Activity & Procedure</u>
2	T-Ss	(1) Greeting and attendance
8	S-S	(2) <u>Pair talk</u> Ss have conversations in pairs about the topic given by the teacher. 1. They think about the topic. 2. They talk with their notes. 3. They talk with conversation strategies. 4. They talk without notes.
2	T-Ss	(3) <u>Vocabulary word review</u>
3	S-S	Ss play <i>janken</i> and the winner says 5 new English words. Their partner says the words' meaning in Japanese to check their understanding.
2	S	(4) <u>Silent reading</u>
5	S	Ss read the textbook. I display the time so they can check their reading speed.
2	T-Ss	(5) <u>Questions</u> about Part 1 They read the textbook again and answer the questions about the Part 1 to check their understanding.
3	S-S	(6) <u>Sharing answers in pairs</u> They share their answer in pairs using the model conversation. After they check the answers, I show the answer key and gives some explanations.
2	S-S	
5	T-Ss	(7) <u>Reading practice</u> Ss quietly repeat after me. They read and look up unknown words.
2	T-Ss	They read line by line with their partner.
3	S-S	(8) <u>Pair talk</u>
3	S-S	Ss have several minutes to prepare for their talk and then talk in pairs.
3	S	(9) Closing
3	S-S	
2	T-Ss	

Total Time: 50 minutes

S-S: 25 minutes

S: 10 minutes

T-Ss: 15 minutes

6. What Happened

(1) Speaking Test

Porter (1986) argued that learner and learner interaction increases students' opportunities to use the target language, so having students talk together in class and for speaking tests is important. Students had a speaking test in which students talk about a meal menu which was made for someone. They explained their own meals and gave reasons why they chose it. The students had plenty of time to practice talking about their menus in class. In this speaking test, they needed to talk in pairs for at least two minutes.

The students have various proficiencies. I chose three recordings, which represent three levels: high, average and low. Then I analyzed how they talked with other students to see if those conversations provide all of the students with good opportunities to use English. The following speaking test was done by Ayumi (higher-level student) and Seiya (lower-level student) (All names are pseudonyms).

Transcription 1

01 Ayumi hello
02 Seiya hello how ya doing
03 Ayumi I'm good too what did you do last weekend?
04 Seiya I went to Sawayaka with my friend
05 Ayumi () what did you eat
06 Seiya ()
07 Ayumi ok () is it delicious
08 Seiya yes very delicious
09 Ayumi ok
10 Seiya what did you do last weekend
11 Ayumi I () I () watch YouTube
12 Seiya what you watch
13 Ayumi I watched about English
14 Seiya English?
15 Ayumi yes () what by the way I learned about food what menu ()
do you recommend
16 Seiya I choose ramen noodle because it is easy to eat and ()
17 Ayumi ok what's () what's taste ramen do you like?
18 Seiya I like the best 醤油ラーメン {shoyu ramen, soy sauce noodles}
19 Ayumi Um me too () my best menu is 和食 {washoku, Japanese style
dishes} for my family I choose rice, miso soup, grilled salmon,
nigiri, natto, pickles, and green tea
20 Seiya () very many menu
21 Ayumi because washoku is good for our health
do you like washoku?
22 Seiya so so () what do you eat washoku
23 Ayumi I eat () octopus
24 Seiya where do you eat washoku
25 Ayumi I eat () my home
26 Seiya ok
27 Ayumi nice talking with you
28 Seiya you too

Seiya could not express his ideas sometimes. For example, in line 17, he could not say anything, but Ayumi asked another question which helped them keep the conversation going.

Ayumi did not talk all the time, but she sometimes asked some questions to Seiya to balance the opportunity to use English in their conversation.

The following transcription is the speaking test by two different students. This time both Mieko and Junko were average level. Unlike the Ayumi in Transcription 1, the students could not balance their conversation. Junko talked about her ideas relatively well, but she tried to keep their conversation going by continuing to talk without turn-taking. In line 6, she repeated memorized ideas. In their conversation, she did not check her partner's understanding, and they did not take turns. Junko also talk about her idea in line 11. They concentrated on explaining their ideas not on using conversation strategies to have more interactions.

Transcription 2

01 Mieko hello
02 Junko how are you
03 Mieko I'm tired how about you
04 Junko I'm sleepy
05 Mieko you are sleepy ok I have a question () what is the best menu?
06 Junko () best menu () is chirashizushi? And cake for
my sister birthday for the reasons
First my sister very like Ikura in chirashizushi and birthday cake
taste is () chocolate for my sister my family like shortcake but
my sister likes chocolate cake today is my sister birthday we
celebrate her birthday
07 Mieko ok ok I see
08 Junko um: () my sister can eat cake but () her don't like
09 Mieko ok I see
10 Junko um: () how about you
11 Mieko my best menu is curry and rice umm () for the two reasons
first I raise motivation too much umm () second, curry and rice has
many energy I can eat vegetable so I am do for a long time
12 Junko hm: I have one question can you make curry and rice?
13 Mieko no no I can't cook
14 Junko ok um: nice talking with you
15 Mieko you too

The following transcription is done by another pair of students: Keiko (average level) and Yoji (lower level). They interacted with each other in small-talk part, but in the topic-focus part, they just expressed their own ideas and did not interact with each other. They just listened to their partners' ideas without deepening their conversation.

Transcription 3

01 Keiko hi hello
02 Yoji I'm () good How about you?
03 Keiko I'm hungry
04 Yoji ok () what () did you do yesterday?
05 Keiko umm () I practice dancing for school festival
06 Yoji oh () with who?
07 Keiko () dance club members
08 Yoji oh ok
09 Keiko how about you?
10 Yoji I play tennis
11 Keiko () who?

12 Yoji with friend
13 Keiko oh, by the way () what's menu is do you recommend?
14 Yoji I choose katsudon () I recommend it for play before game
15 Keiko ((nodding))
16 Yoji first katsudon katsu is () victory second () I'd like
katsudon because I play tennis I high tension
17 Keiko oh I see
18 Yoji how about you?
19 Keiko I think recommend fried shrimp and fried shrimp and rice and
miso soup for shrimp lovers for the following reasons first I love
shrimp it is very delicious I'd like get second there are many
delicious things in Shizuoka
20 Yoji you cook?
21 Keiko no my father ah my mother
22 Yoji nice talking with you
23 Keiko you too

When students talk about relatively easy topics such as what they did on the weekend, they can use many conversation strategies to increase their interactions. However, when they talk about harder topics, they end up giving memorized speeches on what they prepared, and they don't try to expand their conversation through use of strategies. In the case of the speaking test, I think this might be because I did not give them a clear purpose for the conversation. The instructions for the speaking test was to have a conversation for two minutes explaining their own menu to their partners. If they were given a more meaningful purpose, one that required interaction, they might have concentrated on exchanging more information with their partners.

Also, they have had chances to practice simple conversation strategies, but they still need to know more strategies to deepen their conversation. As the topics are getting harder, they need to think about their own ideas after listening to other students' idea. Some students can change their ideas, and some students add some information to strengthen their reasons. If such situation can happen for all the students, their learning opportunity will be better.

(2) Writing Activity

After recursive speaking activities, students did a writing activity. They wrote about the same topic they had talked about in the previous activity. The speaking activity itself, I thought, would encourage them to write more because they could get ideas from other students. They could use the new ideas and learn how to express themselves in English from other students' speaking.

In addition to the speaking activity support, they also did peer-editing after they wrote their first draft. To give feedback to their classmates, they were asked to underline what they thought was good, what they didn't understand and what they wanted to know more about. The underlined parts were to be revised by the writer to make their writing better in the second draft. Students could also write comments about their classmates' writing. Those comments could encourage students to write more about the topic and perhaps give them more confidence by hearing positive comments from others.

I picked three different example papers which represent a high, average and low-level student. I analyzed them by checking how the peer feedback lead to changes in the paragraphs.

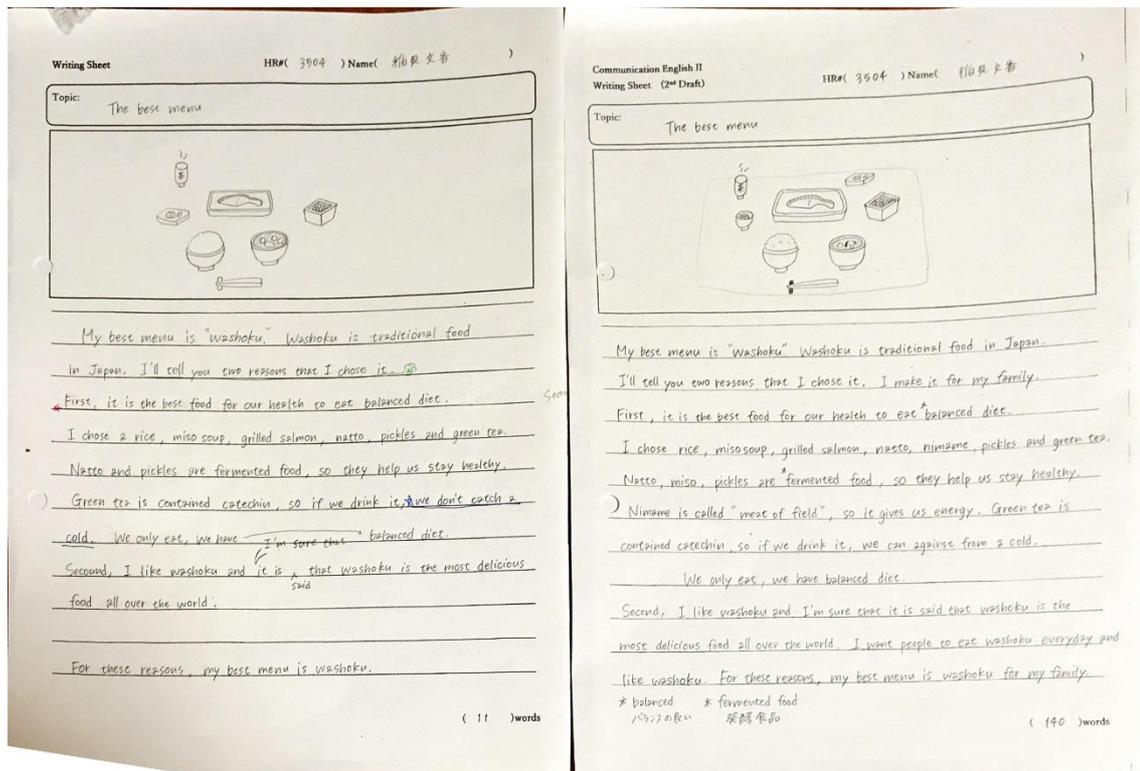


Figure 1. Writing paper done by higher-level student

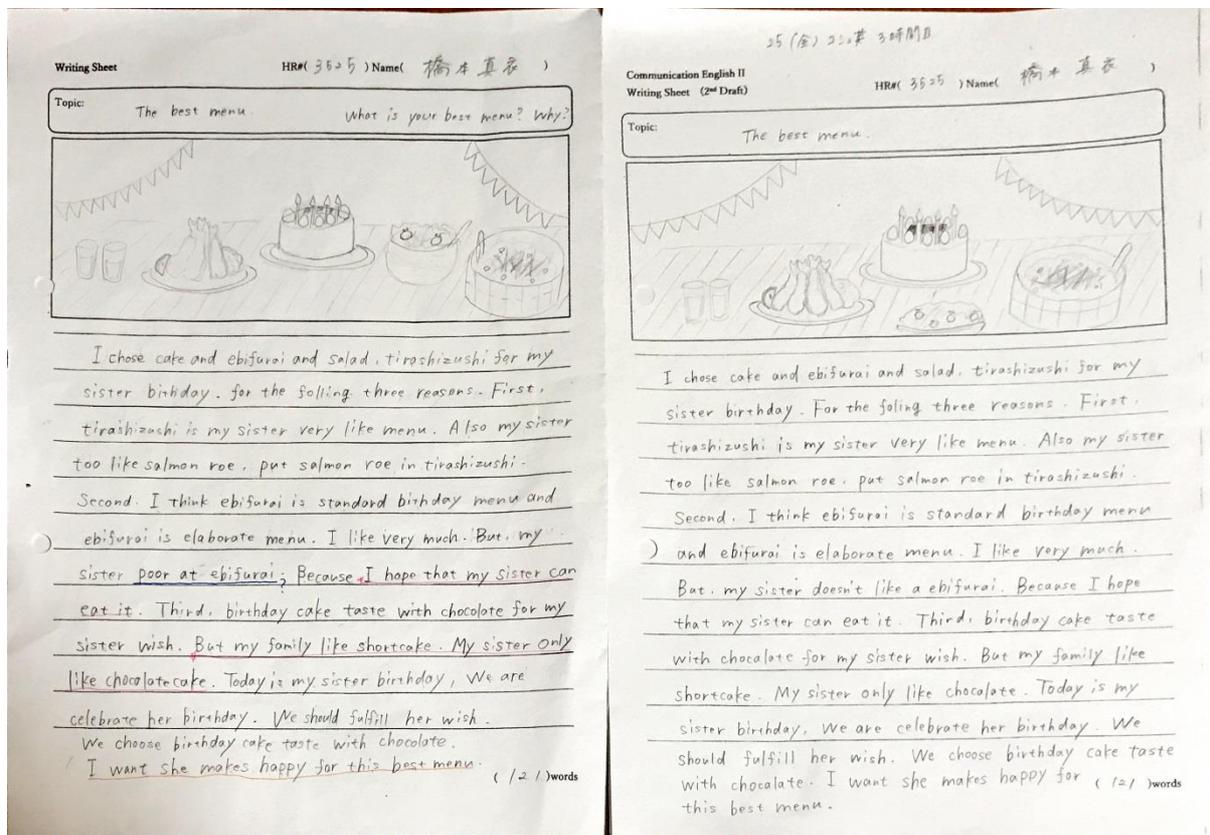


Figure 2. Writing paper done by average-level student

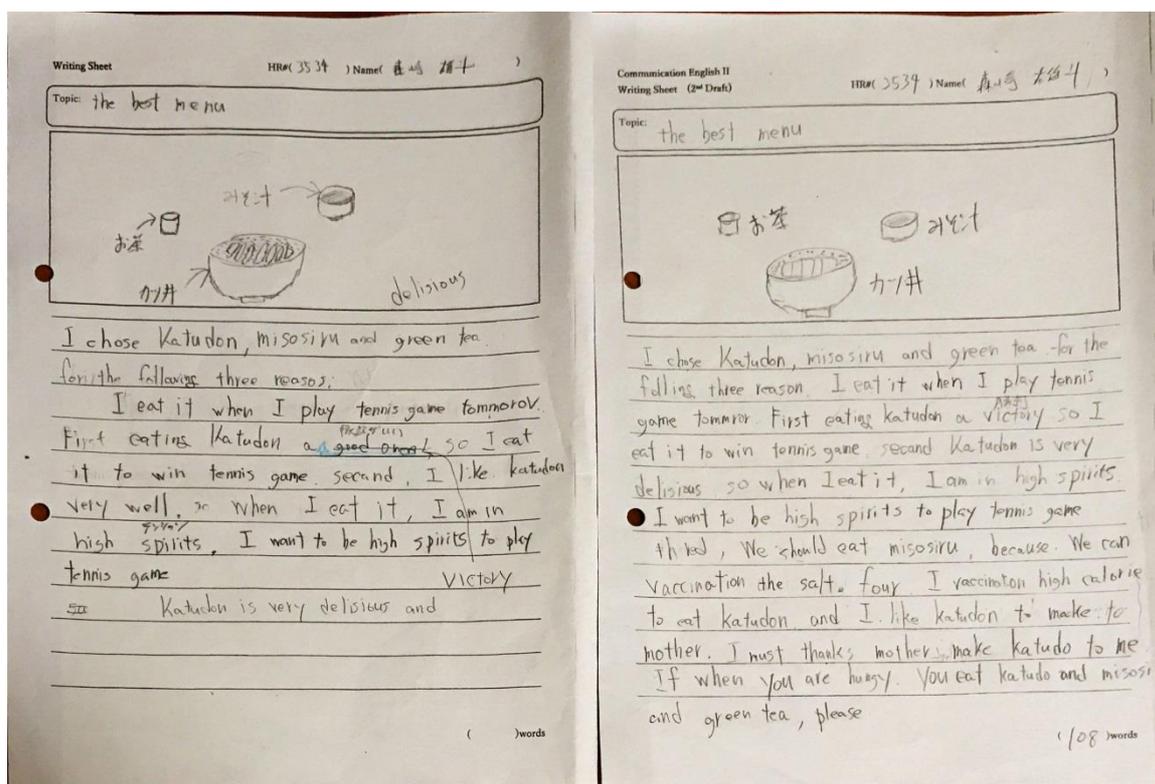


Figure 3. Writing paper done by lower-level student

As seen in the examples, typically, the higher-level students received positive comments about their writing, but they do not receive any underlines to help improve their writing. Lower-level students cannot find any problems with the writing. On the other hand, lower-level students receive more underlines and comments, and those things encourage the students to add more information to make it clearer or modify their writing to make it better. This might make the higher-level students think that learning with lower level students does not benefit them. The students need to have other points to check so that even lower-level students can give advice to higher-level students. Or students need to utilize speaking activities to make their writing better. For example, they can include what their partner said in their writing to compare their ideas with other students' ideas.

7. What I Learned/Plans for Next Time

(1) Time to rethink their ideas

To utilize their speaking activities in order to deepen their own ideas, students need more time to compare their ideas with their classmates' ideas.

(2) Conversation strategies that check if their partners understand

In their speaking test, many students only told their own idea and did not interact with their partner. They need to learn more conversation strategies to check their partners' understanding in order to have more interactions.

(3) Clear purpose for their conversation

The instructions were to keep their conversation going for two minutes, so students just tried to make their conversation longer. The instructions inadvertently guided students to prepare short speeches on the topic in order to fill time. When they did this, they could not deepen their conversation. If the speaking test is a task they have to complete, they will probably have more interaction.

(4) Scaffolding for peer editing

Many students felt it was hard to give some suggestions by underlining or writing some comments to help their classmates modify their writing. This may partly be because they don't know what good writing is. If they were provided good models and more specific points to check, it might be easier for them to give comments for improvements.

8. New Sources

Peer Interaction

Ellis, R. (2008). *The study of second language acquisition* (2nd ed). Oxford, UK: Oxford University Press.

Philip, J., Adams, R., & Iwashita, N. (2014). *Interaction and second language learning*, NY: Routledge.

Sato, M., & Ballinger, S. (2016). *Peer interaction and second language learning: Pedagogical potential and research agenda*. Philadelphia: John Benjamins Publishing Company.

Name

Lesson 2 You Are What You Eat (No. 1)

1. What is your favorite food? Do you eat it often? When do you eat it?

2. Look at the Picture 13

- (A) What can you see?
- (B) What is her occupation?
- (C) What is she going to make with the vegetables?

3. Vocabulary Input

- (1) Her career as a cook began at 18 years of age. ()
- (2) Would you tell me how to use this computer? ()
- (3) Satoru is a physically active person. ()
- (4) I love swimming by a beautiful beach on a burning summer day. ()
- (5) She talks as if she knew everything. ()
- (6) They make use of the strong wind from the ocean to make electricity. ()
- (7) Linda gave me juicy apples yesterday. ()

ア) (燃えるように) 暑い イ) みずみずしい ウ) 経歴、キャリア エ) まるで~のよ
うに

オ) ~を利用する カ) ~の仕方 キ) 身体的に

4. Silent Reading 1

() seconds

5. Answer the Questions Below

- (1) Aya Kakizawa got interested in vegetables. (T / F)
- (2) Aya Kakizawa learnt the importance of enjoying the food when she was learning French.
(T / F)
- (3) Aya was physically strong thanks to fresh vegetables. (T / F)
- (4) She only wants to make food for people enjoy the meal. (T / F)
- (5) Aya decided to make use of vegetables when she visited a farm and saw the fresh
tomatoes there. (T / F)

6. Silent Reading 2

() seconds

7. Check the Answer

A: Hello, How ya doing?

B: I'm great, and you?

A: I am great, too.

B: So, what's your answer for number one?

A: I think ...

B: Me, too. / I don't think so, I think it is ...

A: Nice talking with you!

B: You, too.

8. Answer the Questions in English

(1) What is Aya's job?

(2) When did she learn the importance of enjoying food?

(3) Why does she want to make food to make people healthier and happier?

(4) When did she decide to make use of vegetables?

(5) What do you think is the most powerful food for you? Why?

9. Vocabulary Output

When Aya was learning French cuisine, she learned the (1. _____) of enjoying food. She wanted to make people (2. _____) and happier, because she was (3. _____) weak. After she opened her restaurant, she visited a (4. _____). There, she found fresh and (5. _____) tomatoes. Then, she decided to make (6. _____) of the power of (7. _____).

10. Tell your Idea

(a) What do you eat often? List the names of the food.

1.

2.

3.

4.

5.