

1. **Title:** Improving students' communicative competence through focus on form instructions and performance tests
2. **Context:**
 - a. Level: First- year students of college
 - b. Class size: 1 class with 20 students (1 male and 19 females) 90 minutes.
 - c. Textbook: All in One
 - d. Level: beginner
3. **Goal:** Students can discuss argumentative topic for 5 minutes (Performance test)
 - : Students can write about argumentative topic with 200 words (Performance test)
 - : Students can use conversation strategies

4. Literature Review

Focus on Form

Long (1988, 1991) categorized two different focus on form instructions. Traditional grammar teaching is *focus on forms* instruction where L2 learners focus on just forms, and do grammar practice without understanding the meaning of the sentences. On the contrary, *focus on form* is different approach in grammar teaching where they can focus on meaning before focusing on form. Therefore, it is communicative approach and effective for L2 learners in order to improve grammar competence. Especially, the target students who have done grammar-drill study to pass the college exam should make use of their potential grammar knowledge in real communication.

In addition, Ellis (2006) stated “*focus on form* entails a focus on meaning with attention to form arising out of the communicative activity” (p. 100). This focus activity is *planned* focus-on-form instruction (FFI) provides input and output simultaneously while focusing meaning of target grammar on the form so that they can notice the grammar structure naturally. On the other hand, *incidental* focus-on-form instruction (FFI) is different from *planned* FFI. Taking consideration of grammar learning in communicative way, planned FFI and structured input and structured output have same approach in focusing meaning of target grammar form and lead L2 learners to notice its grammar form and structure. Based on the theory, planned FFI can work for these target students to use the form in order to start communication in the class. The amount of time of communication can have students notice the relations between the form and meaning gradually, and the communicative language learning might influence on their working memory for their future.

Lee & Van Patten (2003) explain structured output is a special type of form-focused activity that is communicative in nature. Precisely, production of the foreign language involves the process that operate at certain point. These processes include *access* (retrieval of correct forms), *monitoring* (editing one's a speech when one realizes “something wrong”), and *production strategies* (stringing forms and words together to make sentences) and are affected by a variety of factors. According to Terrell (1986, 1991), output and focus on form have concept of access. Language involves two

processes or abilities: 1) the ability to express a particular meaning via a particular form or structure) the ability to string forms and structures together in appropriate way (cited in Lee & Van Patten 2003, p. 169). Similarly, Lee and Van Patten (2003) explained two major characteristics of structured output activities.

1. They involve the exchange of previously unknown information.

2. They require learners to access a particular form or structure in order to express meaning.

In short, the structure output activities are effective to implement FFI to improve L2 learners' communicative competence.

Moreover, the evaluation should be necessary for both students and teachers to know their development in learning and teaching. For the purpose, *incidental focus on form* is the best way to evaluate students' development of communicative competence. *Incidental* focus on form attends to form in the not-predetermined context of communicative activity, rather learner needs linguistic to accord its activity (Ellis, 2006). In other words, L2 learners can choose linguistic data to negotiate meaning under un-rehearsed contexts in incidental FFI. In this approach, a wide variety of grammatical structures is likely to be considered to choose in communication. Therefore, planned and incidental FFI are ideal instructions in the class room.

Assessment

According to Lee & Van Patten (2003), "testing and teaching should be interrelated so that learners are responsible for what happens in class (p. 101)." For this reason, classroom activities such as information-exchange task can be adapted for testing situations. In information-exchange task, students have a responsible to initiate, respond, manage and negotiate and this contribution can provide them a stronger motivation as washback (Lee & Van Patten, 2003). In addition, students are not suffered from a heavy communicative burden in the task when lessons are well-organized to practice step by step.

Similarly, washback effect refers to the relationship between what happens in class and how learners are tested (Lee & Van Patten, 2003. P. 183). Therefore, students might get both positive and negative washback in the assessment, but easy-to-understand rubric and burden-free atmosphere can lead positive one to them. Furthermore, the test result can be used for students' goal-setting to continue language learning.

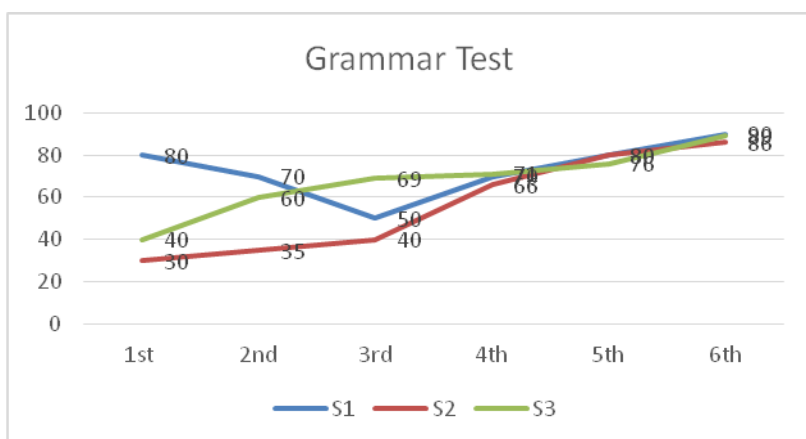
In addition, formative assessment is very significant for students in order to reflect their study time, attitude and performance. For instance, each class evaluation can be their post sign to review and foresee their learning style. Questionnaires has also influential to remind their learning history, emotion and future issues.

5. What I did

First, I explained my approaches which are focus on form instructions(FFI) , performance tests to assess students' improvement in this grammar classes. It means that students need spend grammar study at their home, and must engage communicative activity to use the target grammar form in each class. They seemed confused because of their former learning style to struggle grammar practices in their high schools. In the class, planned FFI, Conversation Strategies(CS) training, conversation, flash-writing, peer-editing, and class-evaluation (as formative assessment) were conduct. Once in five classes, performance tests (speaking and writing) were held to give feedback to students. Gradually, they overcame the timed-conversation, flash-writing and performance tests. In the first semester, performance tests had completed three times, and in the second semester, the tests had done three times. Two times questionnaire (for all 20 students) and one time interview (with 3 deep-data students) had completed to analyze their emotion, development and others.

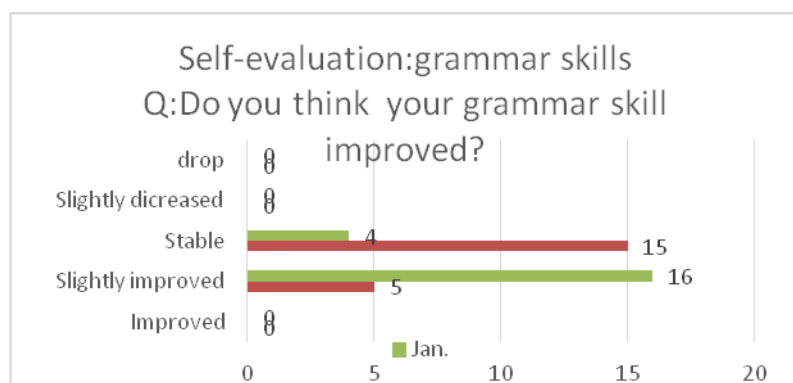
6. Results

Table 1.



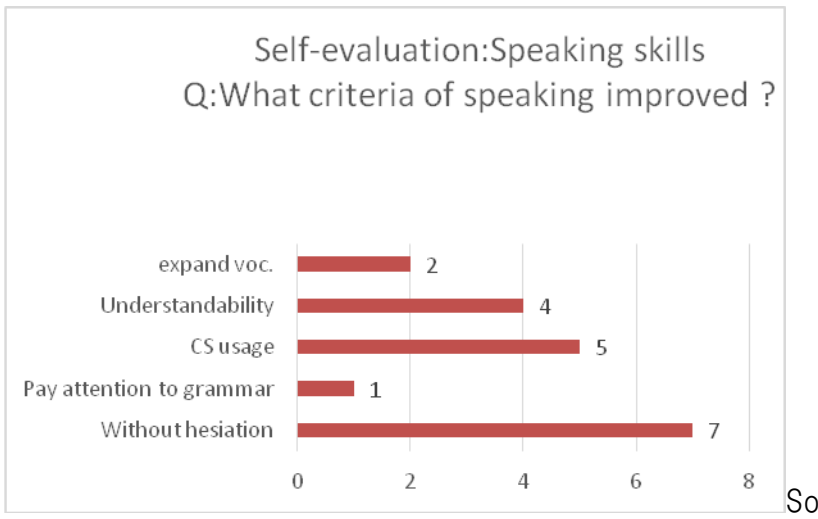
Source: tests results in May, June, July, Oct, Dec. Jan. from 2017–18

Table.2



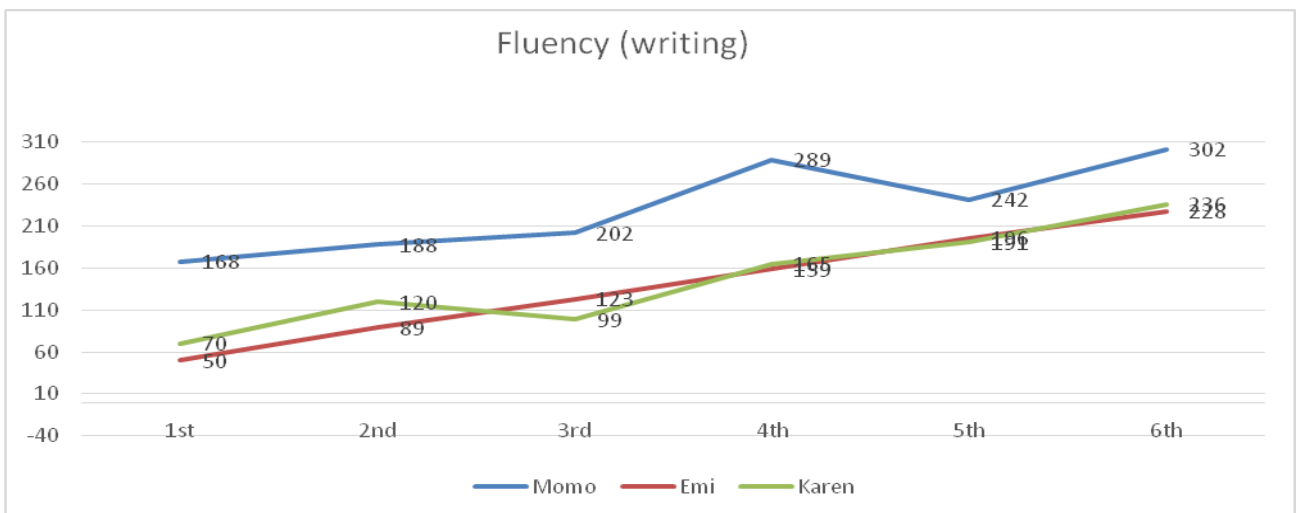
Source: surveys were conducted in July and Jan. 20 students answered.

Table 3.



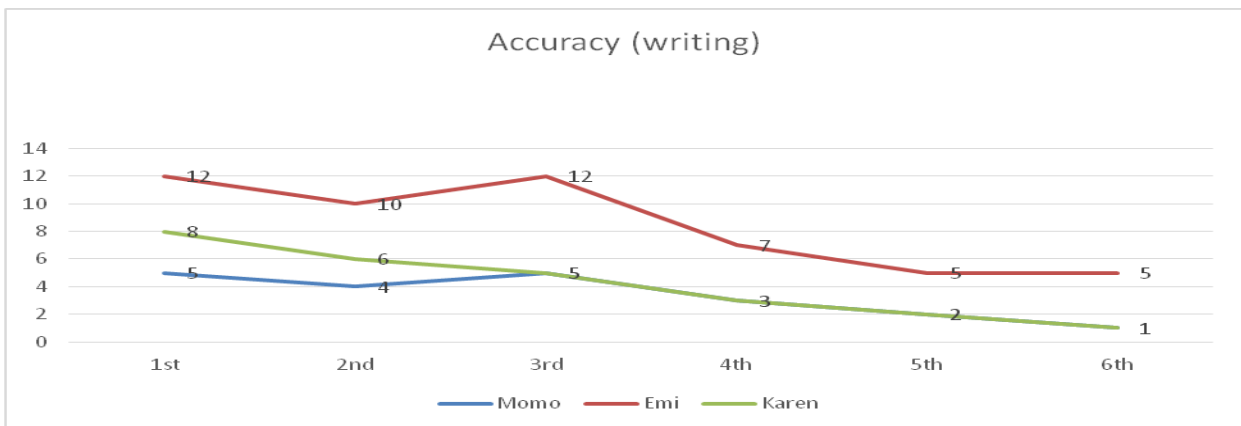
Source: survey was conducted in Jan. 20 students answered

Table 4.



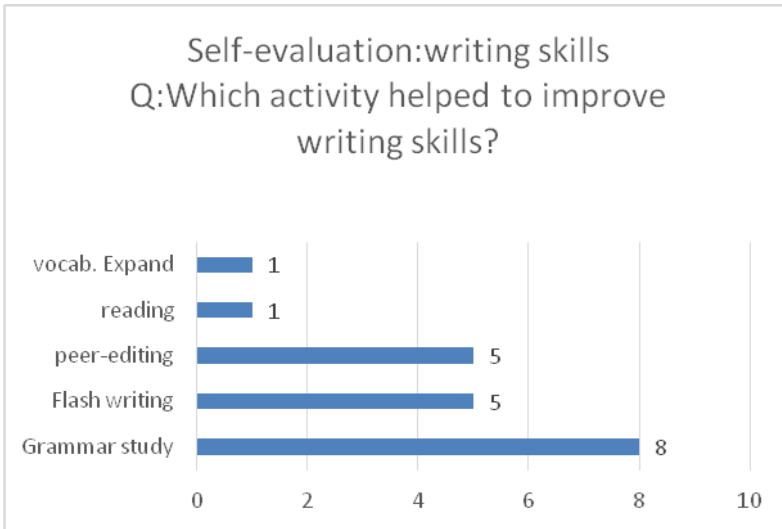
Source: test results of 3 deep-data students from June –Jan (2017-18)

Table 5.

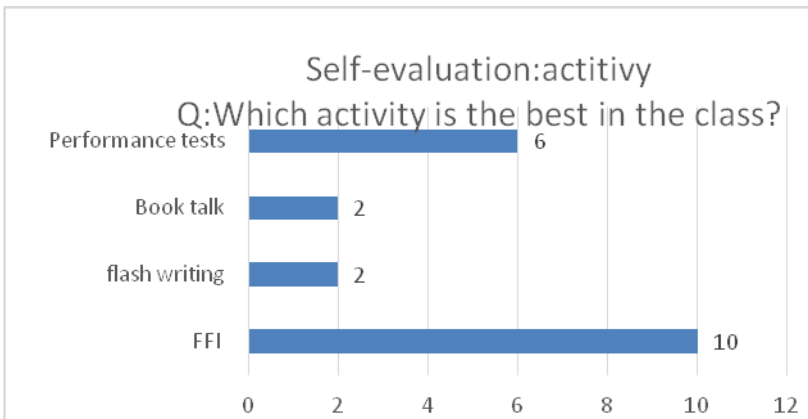


Source: test results of 3 deep-data students from June –Jan (2017-18)

Table 6

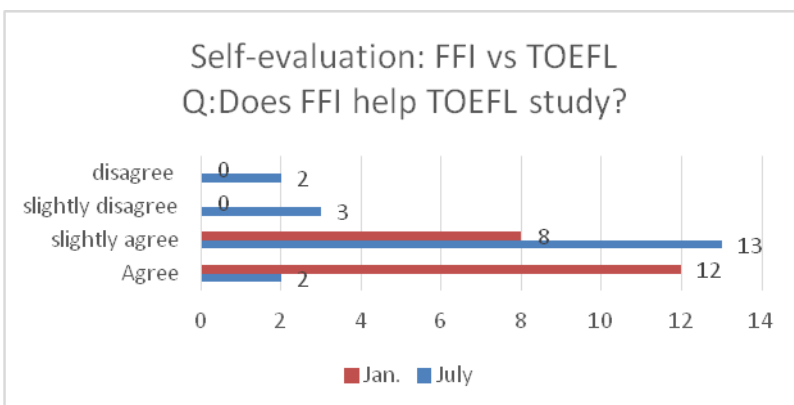


Source: survey was conducted in Jan. 20 students answered Table 7.



Source: survey was conducted in Jan. 20 students answered

Table 8.



Source: surveys were conducted in July and Jan. 20 students answered.

Table 9.

Q Why do you think so?

<Previous comments>

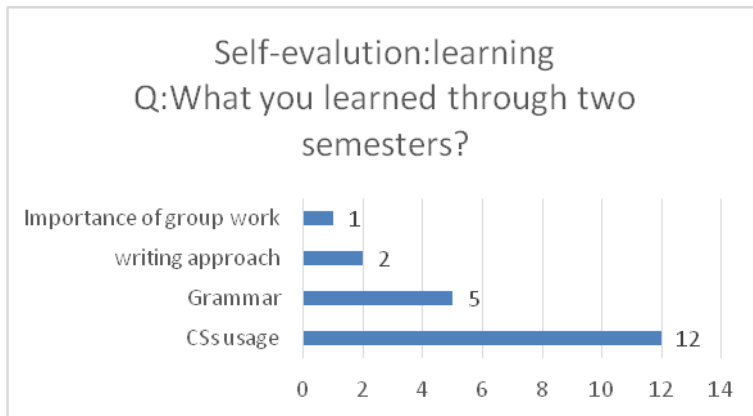
S1	FFI helps me to understand both meaning and form, so I could start TOEFL study better.
S2	Some FFI were too easy for me, so they were waste of time
S3	FFI is fun.

<Current comments>

S1	I can keep motivation toward TOEFL study thanks to FFI>
S2	I still like traditional grammar practice, especially memorization.
S3	As TOEFL score improved, I appreciate FFI.

Source: Students comments (3 deep-data students) from survey sheets (Jan, 2018)

Table 10.



Source: survey was conducted in Jan. 20 students answered

Table.11



Source: survey was conducted in Jan. 20 students answered

8.Future Issue

Thanks to all students efforts, the class management, survey and data collection were successful. Especially, they kept on learning grammar rules at their home to write and speak on the performance tests. As a result, most students came to like to revise friend's essays by making use of their grammar competence. Unfortunately, it seemed to be tough for them to find grammar errors by themselves. However, they vowed to be grammarian to pay attention to accuracy next academic year in order to improve their communicative competence. Therefore, my feedback to writing essay should be improved to make students better writer. In addition, the rubric should be revised to focus more contents in order to have students write more meaningful contents.

Appendix.

Lesson Plan. Pros and Cons: Hosting Olympics

1. Procedure

Day1 :★Group learning Target grammar: (Adjective Clauses)

★F on F activity(Planned) Target grammar: (Adjective Clauses)

★F on F activity(Incidental) Flash writing (1st round)

★ Discussion (1st 2 min. 2nd 3 min. 3rd 4 min)

Day2: ★Group learning Target grammar (Adverbial Clauses)

★CSs training (Follow-up questions)

★F on F activity (Planned) Target grammar (Adverbial Clauses)

★F on F activity(Incidental) Flash writing (2nd round)

★Discussion (1st 3min. 2nd 4min. 3rd 5min)

Day3: ★Group learning Target grammar (Subjunctive mood)

★ Communication Strategies teaching: Confirmation (Do you know what I mean?)

★F on F activity (Planned) Target grammar (Subjunctive mood)

★F on F activity(Incidental) Flash writing (3rd round)

★ Discussion 3min/4min/5= 3times

Day 4 Performance test

★Performance tests (Speaking and writing)= F on F (incidental)

★Survey (summative assessment)

Writing test Rubric

Self-assessment : Pros and Cons Hosting Olympics Name ()

あてはまるところに☑を入れよう

	3	2	1
説得性：内容 (Persuasive)	賛成、反対の意見を支える 例、証拠などを各段落に 1 か所以上書いた (1×3)	賛成、反対の意見を支える 例、証拠などを 2 段落 に 1 か所以上書いた (1 ×2)	賛成、反対の意見を支える 例、証拠などを 1 段落 に 1 か所以上書いた (1 かける)
複雑さ (Complexity)	同じ構文を使ったのは 3 か所以内	同じ構文を使ったのは 6 か所以内	同じ構文を使ったのは 7 か所以上
正確性 文法 (Accuracy)	文法の間違いが 3 つ以内	文法の間違いが 6 つ以内	文法の間違いが 7 つ以上
文字数 (Fluency)	200 文字以上書いた	180 文字以上書いた	180 文字以下で書いた
調査・準備 Survey & Preparedness)	説得性を支える記事・例な どを効果的に引用した		説得性を支える 記事・例などを引用して いない

使ったソース (記事など) はなんですか? 例 朝日新聞 社会面など

()

達成度 %

Peer assessment

Editors' name()

	3	2	1
説得性：内容 (Persuasive)	賛成、反対の意見を支える 例、証拠などを各段落に 1 か所以上書いた (1×3)	賛成、反対の意見を支える 例、証拠などを 2 段落 に 1 か所以上書いた (1×2)	賛成、反対の意見を支える 例、証拠などを 1 段落 に 1 か所以上書いた (1×1)
複雑さ (Complexity)	同じ構文を使ったのは 3 か 所以内	同じ構文を使ったのは 6 か所以内	同じ構文を使ったのは 7 か所以上
正確性 文法 (Accuracy)	文法の間違いが 3 つ以内	文法の間違いが 6 つ以内	文法の間違いが 7 つ以上
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調査・準備 Survey & Preparedness)	説得性を支える記事・例な どを効果的に引用した		説得性を支える 記事・例などを引用して いない

コメント()

Speaking Test Rubric

あてはまるところに☑を入れよう

	3	2	1
説得性：内容 (Persuasive)	賛成、反対の意見を支える例、証拠などを 3 回以上述べた	賛成、反対の意見を支える例、証拠などを 2 回以上述べた	賛成、反対の意見を支える例、証拠などを 1 回以上述べた
複雑さ (Complexity)	同じ構文を使って話したのは 3 回以内	同じ構文を使って話したのは 6 回以内	同じ構文を使って話したのは 7 回以上
正確性 文法 (Accuracy)	文法の間違いが 3 つ以内	文法の間違いが 6 つ以内	文法の間違いが 7 つ以上
流暢さ (Fluency)	5 分間すらすらと意見を話せた	ポーズが 5 秒以内あったが 5 分間話せた	ポーズが 10 秒程度あったが 5 分話せた
Conversation Strategies (Strategic competence)	A: Do you know what I mean? B: May I say something? C:Let me explain	A: Do you know what I mean? B: May I say something? C:Let me explain	A: Do you know what I mean? B: May I say something? C:Let me explain

Persuasive speaking test に対して 1 番努力したことはなんですか？

() 達成度 %

Peer assessment Evaluator's name ()

	3	2	1
説得性：内容 (Persuasive)	賛成、反対の意見を支える例、証拠などを 3 回以上述べた	賛成、反対の意見を支える例、証拠などを 2 回以上述べた	賛成、反対の意見を支える例、証拠などを 1 回以上述べた
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Comment ()

Pros /Cons speech **Which phrase do you try?**

<Objective>

1. Let me explain,,,

<Sequence>

2. First,Second,Third,Finally

<Additive>

3. And,,Then,,In addition,,Besides, Furthermore,,Moreover,,

<Negative conjunction>

4. But,,Yet,,However,,Nevertheless,,Although,,In spite of,,,

<Similarity>

5. Like,,as,,,,,such as,,,,For example,,Similarly

<Disagreeing phrases>

6. It is true,,,,,,but

7. No matter what

8. No matter how

9. Whether we ,,,, or not, we must

<Comparison/contrast>

10. On the contrary,,

11. X differs from Y

12. X is more ,,,, than Y

13. Unlike X, Y

<Emphasis/Impact>

14. The fact is,,

15. In fact

16. In reality

<Cause &Effect>

17. X causes Y

18. Because of X

19. Due to X,

<Positive conjunction>

20. As,, Because,,,,So,,Therefore,,That's why,,,,For these reasons

CSs(Conversation Strategies)

What I meant to say is,,,,(私が言いたいのは、、、)

To give an example,,,,

Do you know what I mean?

Check-sheet Read friend's essay and pick up the opinion and 3 reasons to sup



You must use! **Evidence** or **Examples** to support your opinions!!!

