

AR Final 2024-2025

Risqika Annisa

1. Title: The Effect of Conversation Strategies on High School Communicative Competence

2. Context:

Level: (商業高校) Senior high school (1st year)

Class size: 18 students

Time: 50 minutes, 3 times/week

Textbook: Comet English Communication 1

Problems:

1. Many students have difficulties learning English because they cannot understand the grammar structure.
2. Some students have hated studying English since junior high school and struggle to read, speak, and listen in English.
3. Low proficiency students tend to lose motivation or get panicked/irritated while learning English.

3. AR Goals and Objectives

My goal is to help my students develop their communicative competence through communicative language teaching (CLT). To help them improve their communicative skills, I introduced the conversation strategies in their learning process so they can practice using it during the speaking practice.

Objectives:

1. By December to March 2025, 80% of students can continue the conversation for three minutes during small talk activities in English using conversation strategies.
2. 80% of students can work in pairs using English while doing focus on form instruction tasks.
3. By the end of the semester, 100% will be confident while talking in English.

4. Literature review**(1) Communicative Language Teaching (CLT)**

Savignon (1997): “Communication is the expression, interpretation, and negotiation of meaning; and communicative competence is always context-specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence” (p. 225). This statement supports using the communicative language teaching method (CLT) to help students improve their English skills through communication during their learning process. By doing CLT, each student can have chances to communicate and engage in class activities. Brown (2007) described the definitions of CLT as “In the communicative classroom, students ultimately have to use the language, both productively and receptively, in unrehearsed contexts” (p. 241). Also, by doing CLT, the teacher's role inside the classroom changes. As Lee & VanPatten mentioned that “With the advent of communicative language teaching (CLT), the instructor's role changed. The instructor was no longer simply the drill leader but was also charged with providing students with opportunities for communication, that is, using the language to interpret

and express real-life messages.” (p. 10)

(2) Focus on Form Instruction

There are two types of focus on form instruction. Planned focus on form and incidental focus on form. To learn English communicatively, it is important not to give lots of explanations, and doing mechanical drills is ineffective because students do not have opportunities to communicate with each other. According to Sato (2012), a planned focus on form focuses on the target grammar and is organized by three components that are input, noticing, and output. Lee & VanPatten (2003) there two important points of good input: that it should be comprehensible and meaning-bearing. Compared to the traditional methods with lots of explicit explanation, focus on form instruction tasks helps students to notice the grammar point. “Learners who are engaged in meaningful or meaning-based approaches to grammar (called focus on form) do as well as or better than those who are engaged in activities that are non-meaningful or not part of some communicative intent” (p.123). Also, to let students to have opportunities to use what they learn inside the class, Lee&VanPatten (2003) mentioned it is important to improve fluency and accuracy and incidental focus on form can be use as a speaking test “If there is to be an oral test with content related to classroom activities, learners will have additional motivation not only to participate in the class but to strive to improve their communicative language ability.” (p.114)

(3) Communication strategies (CSs)

Communication strategies are helpful for students to study L2. Brown (2015)

mentioned that “Communication strategies are useful ways to help with communication. They include both spoken and non-spoken actions that help people reach a communication goal, even when there is a problem” (p.30).

Dornyei (2001) mentioned that by teaching learners practical techniques, such as how to paraphrase a word that they can't remember or how to gain time to think by using filling expressions. Their confidence in participating in L2 tasks can be significantly increased.

Here are the examples of conversation strategies

Opener: hello/ hi/ good morning

Rejoinders: I see/ Nice/ That's too bad

Shadowing: To check confirmation

Fillers: Well/ let me see

Follow-up questions: What../ How../ Where/ Why../ Who../When

Closer: Good bye/ Nice talking with you

(4) Communicative Competence

According to Savignon (1997), communicative competence consists of four competences.

1. Grammatical competence: it is a knowledge of lexical items and linguistic code.
2. Discourse competence: it is the ability that learners can connect sentences and form a meaningful whole out of a series of utterances.

3. Sociolinguistics competence: it is the knowledge of the sociocultural rules of the language and discourse.

4. Strategic competence: it is the ability to compensate for imperfect knowledge of rules or limit other competence.

5. What I did

(1) Timed conversation with CSs

I did the speaking tests in May, June, December, and March. The topics were decided by the main teacher, and we practiced the conversation using conversation strategies. At first, my students were a little bit confused about using the conversation strategies. To help them understand how to use it, each time that we need to learn new CSs, I asked students to volunteer and show them the example. At first, they had difficulty continuing to talk or answer in English. To help them feel more comfortable in using English, they started to practice for one minute, and then gradually the time increased. Finally, in March, some of the students were able to speak for more than 02:30 using the CSs. Also, I introduced conversation cards to my students. They are free to use it during practice. The purpose of the conversation card is to help students organize their ideas or answers towards the topics. They were allowed to draw pictures and key words on the card. I encourage my students to talk to every student in the class, so I did chair rotation and drew the number cards.

Table 1: Topics for the speaking test

Month	Topic	Time (minutes)
-------	-------	----------------

May	Subject, birthdays, food	01:00~01:30
June	Sport, animals, hobbies, music, happiness	01:30~02:00
December	Places, dreams, season	01:30~02:00
March	Internet, movie, technology	02:00~02:30 more

(2) Focus on Form (incidental)

I tried to avoid teacher-centered style and explicit explanation as much as possible. To improve my class, I applied focus on form instruction to learn grammar. By focusing on form instruction, my students learned to “notice” the grammar point. I noticed that by doing FFI, lower proficiency students can follow the steps rather than the traditional grammar teaching method. In my opinion, the teacher-centered style and mechanical drills might be useful for tests and reviews. However, this traditional style will not work effectively without input activity. As Lee & VanPatten mentioned, “Traditional grammar practice, on the other hand, is exclusively output oriented. That is, learners get an explanation and are then led through output practices; all of the drill types reviewed in the previous section require learners to produce the language. Although practice with output may help with fluency and accuracy in production, it is not “responsible” for getting the grammar into the learner’s head to begin with. In short, the learner is asked to produce when the developing system has not yet had a chance to build up a representation of the language based on data input (Lee & VanPatten, 2003, p.133).

(3) Survey and interview

I did a survey to measure their improvement from April perspectives and current perspectives. I asked my students about my lesson and their opinions regarding the activities that we did. Also, I interviewed with four target students from different levels.

(4) Observation: video recording

To improve the quality of my class, I took a video recording. By recording the class, I can see how I teach and how my students reacted to the class activity. I also got help from the main teacher, who gave me useful advice about my lesson.

Results: Data Collection

I collected data from 18 students, and it was anonymous. The purpose of this survey is to ask them about their learning process from April to the current perspective. I divided the survey question into three sections. The first section is to ask about their English proficiency, the second is to find the impact of conversation strategies, and on the third section is an open-ended question, students wrote their opinions and comments.

Section 1: English Proficiency

Questions: How well can you do the following?

Chart 1: Express ideas clearly in English (1 = Not at all, 4 = Very well)

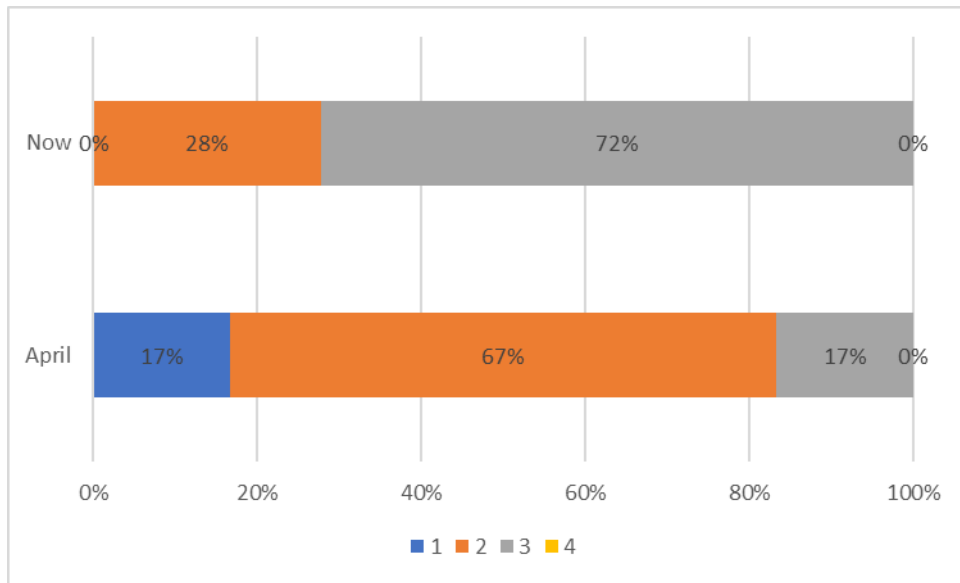


Chart 2: Use appropriate grammar in spoken and written English (1 = Not at all, 4 = Very well)

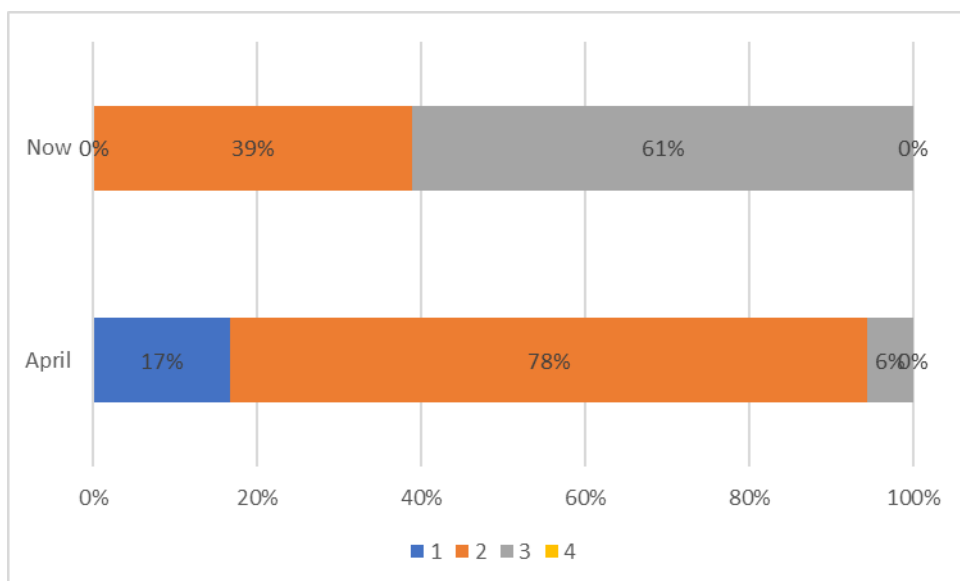
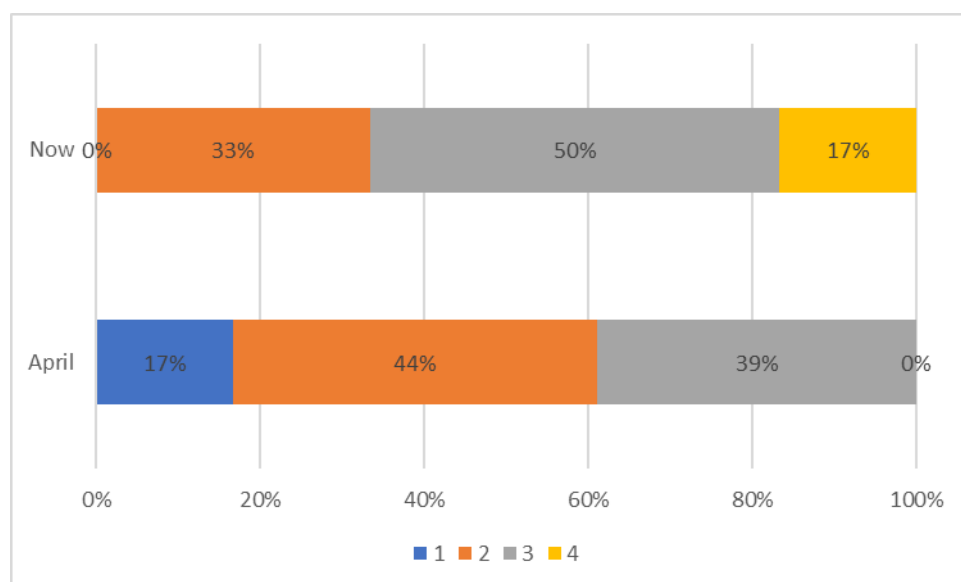


Chart 1 describes how students experienced significant growth in expressing their ideas in English. Also, to break down the chart 2, there were 11 students out of 18 who answered that they can use appropriate grammar better than April. As we can see, in April about more than half of the students answered that they were not good at using proper grammar in spoken or written English.

Chart 3: Understand spoken English in conversations

(1 = Not at all, 4 = Very well)



Charts 3 show how the students improve. In April, I noticed most of the students had difficulty expressing their opinions in English. They were afraid to speak in English because they were too worried about the grammar. After I did the speaking test in April, I started to give more opportunities for my students to practice the conversation, and then CSs review. I gave them more chances by rotating their chair, giving new random pairs so they can speak with new people. Also, I gave them examples of how to use CSs with different topics. After a while, they got better at the speaking practice. I started to see lots of improvement during their speaking test in June.

Chart 4: Use different sentence structures when speaking/writing (1 = Not at all, 4 = Very well)

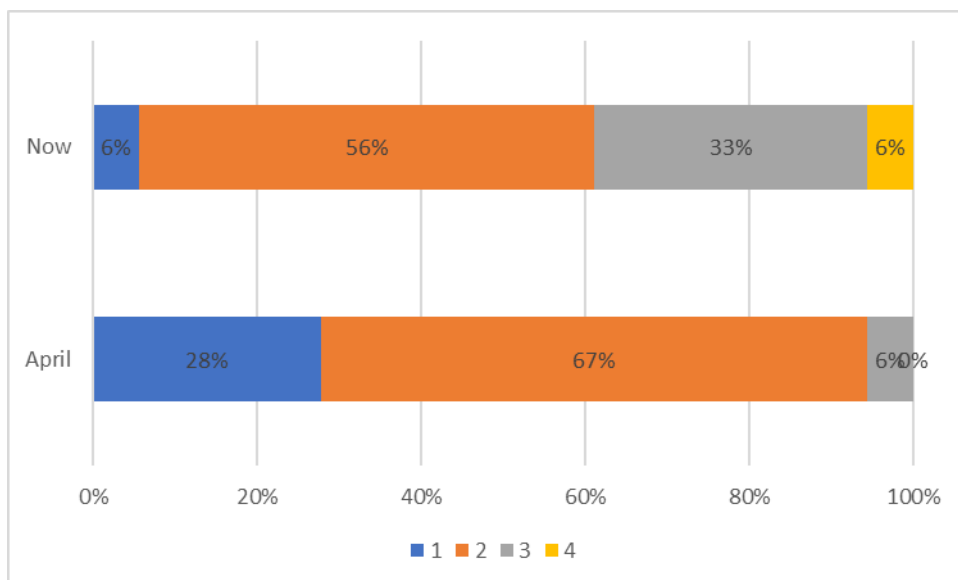
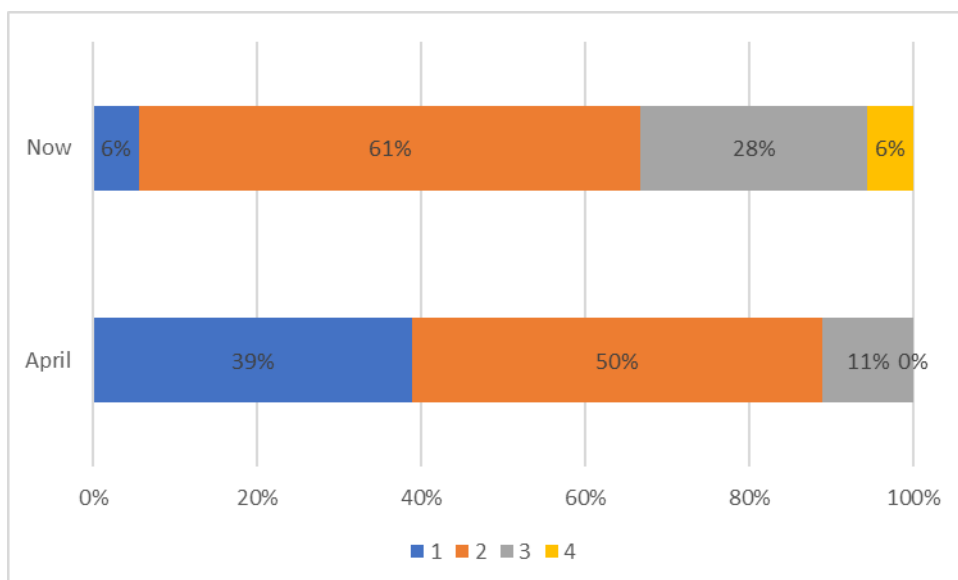


Chart 5: Participate in discussions in English (1 = Not at all, 4 = Very well)



Based on the data in charts 4 and 5, I noticed that my students still have difficulties

during English discussions or writing in different structures. One of the students commented that his lack of vocabulary caused him to not do very well in English discussions or doing tasks.

Student comment: I've not been very good at using English since junior high school. I do not have enough vocabulary to use, so it was very difficult. (low)

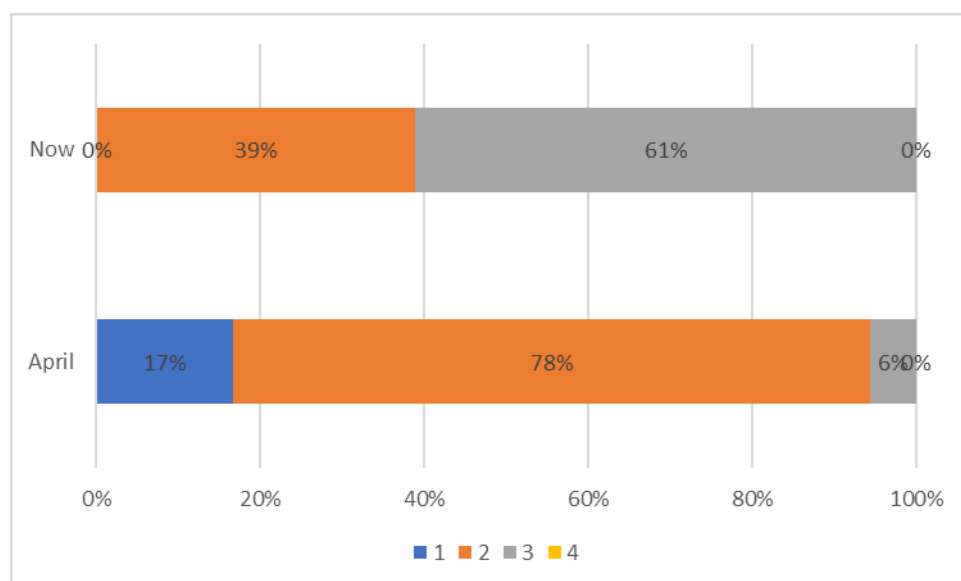
The researcher translated this comment.

Section 2: Communication strategies

How often do you use these strategies?

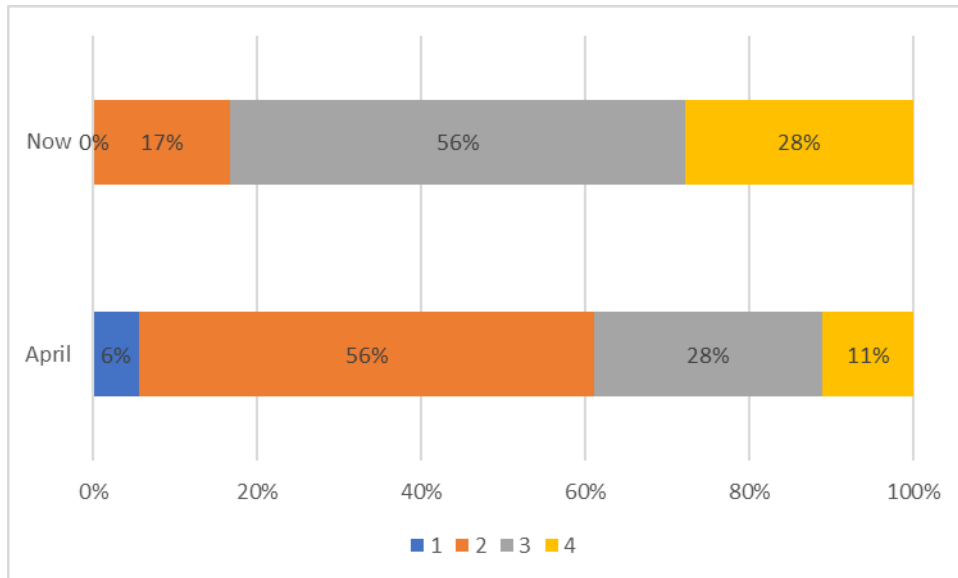
Chart 1: Repeating or rephrasing when someone doesn't understand

(1 = Not at all, 4 = Very well)



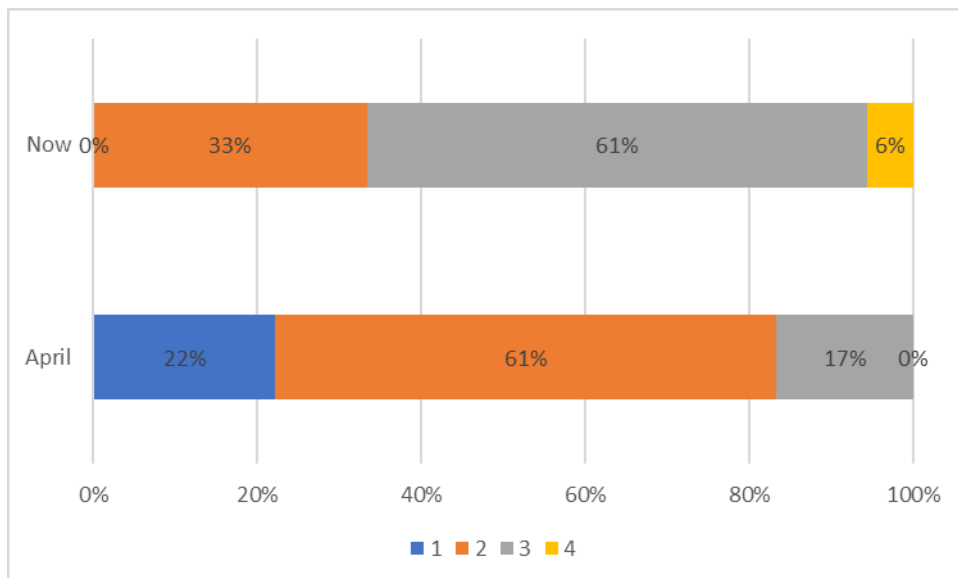
I notice that my students had difficulties rephrasing. We took lots of time to practice rephrasing during the conversation practice. To help my students feel familiar using rephrasing while they were practicing, I walked around and gave them comments.

Chart 2: Using gestures or body language to communicate meaning (1 = Not at all, 4 = Very well)



In April, one of the students said that it was difficult to do gestures. However, after we practiced for a few weeks, they finally got better and became more natural in using body gestures.

Chart 3: Asking for clarification when you don't understand



The most difficult part to teach is asking for clarification. In April, I noticed that my student most of them said “I see”, “nice”, “that’s good” during the speaking test. However, after the test, I told them it is very important to ask your partner's answer if you do not understand.

Chart 4: Filling in conversation gaps with hesitation strategies (e.g., “Well... um...”)

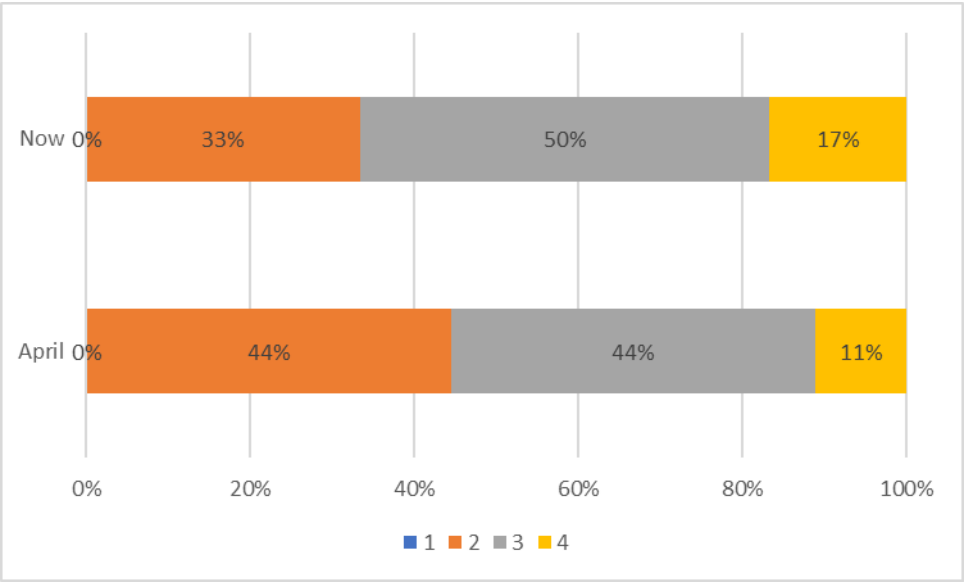
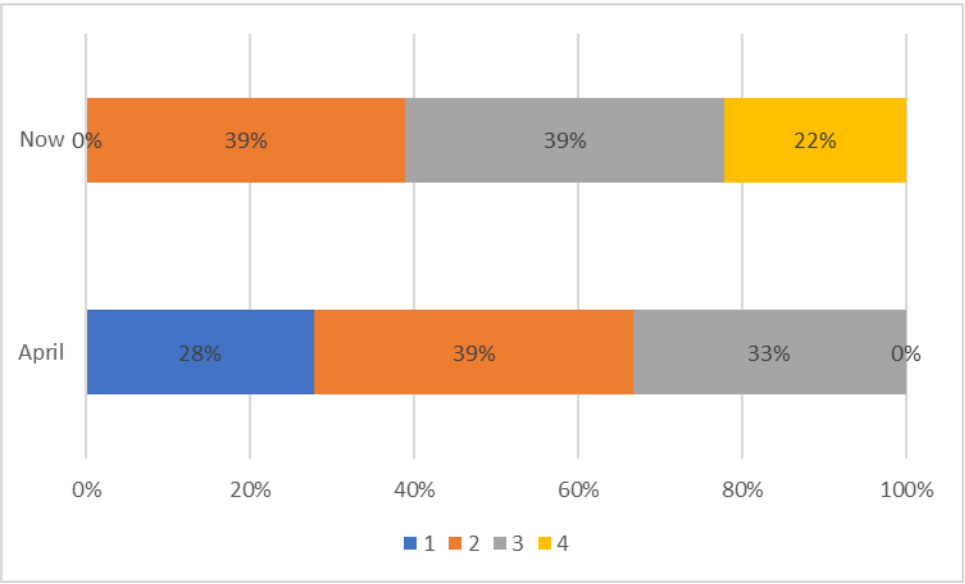


Chart 5: Guessing the meaning of words from context



Section 3: open-ended questions

Table 1: How do you think your English abilities have changed since April?

Category	Students comments'
Fun	<i>I enjoyed talking with new pairs and my friends (2)</i>
Growth	<i>I did not understand English at all, especially in writing. Now, I've gotten better and I know the grammar too, I did better on the test.(4)</i> <i>Because we practice conversation, I talked with foreigners (3)</i>
Motivation	<i>I want to speak English (1)</i> <i>I want to do better on the tests (5)</i> <i>I want to do better on the speaking test next year (1)</i>
Difficulty	<i>I still have difficulties with English grammar.</i> <i>I don't think that I have gotten better in English. (2)</i>

The comment has already been translated from Japanese into English by the researcher.

Table 2: Please explain about your conversation skills using CSs since April?

Category	Students comments'
Fun	<i>It was fun to do speaking practice(2)</i>
Growth	<i>I feel the speaking practice is useful, because I can tell my story with more details (3)</i> <i>The conversation cards are useful (2)</i> <i>I can use gestures, fillers, and follow-up questions better (5)</i>
Motivation	<i>I want to watch movies without subtitles, I (1)</i> <i>I want to listen to English songs (1)</i> <i>I want to do better on the speaking test next year (1)</i>
Difficulty	<i>I'm still bad at using English, but better than when I was in junior high school (1)</i>

The comment has already been translated from Japanese into English by the researcher.

Interviews

Here are the comments from the interviews in March. I picked four students: low, middle, and high. I asked them six questions that I had already discussed with my MA's advisor. The purpose of this interview is to find out how my students feel about my class and their English communication skills so far. I let them answer freely without hesitation, the interview was recorded by me. All names are pseudonyms.

Questions:

1. Please tell me about your experience in our English class this year.

2. Please tell me about your English communication abilities this year. Did you notice any changes? Please explain.
3. What did you think about the conversation strategies we used for speaking practice?
4. What did you think about the seating rotation we did during speaking practice?
5. What did you think about the conversation strategies?
6. What difficulties did you experience? How did you deal with them?

Ayako (mid~intermediate)

I like how clear Annisa sensei taught us. Annisa sensei gave lots of examples, especially while using the CSs. I think using CSs helped me a lot to practice my speaking skills. I even talked to a foreigner who got lost in my neighborhood, I gave him directions in English. I think it is thanks to our speaking practice, CSs, and conversation cards that I now know how to talk in English, and I like English now. I think it is better to let students practice by rotating our chairs, so we can practice with everyone, not only our friends. We should do a speaking test again next year!

Daiki (Intermediate)

I think I can speak English. Annisa sensei gave us lots of chances to talk and discuss in English. Annisa sensei gave an example of how to CSs, that's why I feel more familiar with using English. I had experience talking with foreigners, thanks to you, I feel more comfortable with my English. In my opinion, the speaking test can help me improve my English.

Renta (low to medium) English is hard, but senior high school English class is more fun

than junior high school. It is the first time that I scored more than 50 on the test! Previously, I was so bad at English. I still have difficulties during speaking practice, but somehow I like it now. I enjoyed it little by little. Because we practiced to communicate in English! However, I feel the CSs that we did it is too much and the pace is too fast, because some students use the CSs without understanding the meaning.

Taisei (low): I used to hate English very much. My junior high school friends, everyone hated English. The reason we hated it because it was about grammar, and we did not talk in English. In here, I was surprised because the teacher spoke in English and we even had a speaking test. Wow! I even spoke with foreigners who lived in my neighborhood. It is very useful!

All students had a positive attitude towards the speaking test. And I was surprised when three students told me that they had conversations with foreigners. I found that doing more communicative English helped students to feel more comfortable and boost their confidence.

What I learned

First, I learned that students produced more talk during the speaking practice and test when mixed with different proficiency levels. I notice while watching the video that mixed proficiency students helped each other.

Second, combining focus on form and conversation strategies helped students learn better. In my opinion, this approach is way more effective than teacher-centered approaches because students can help each other and

feel more engaged in the task. Students get more chances to use English words that they learn. It also boosts their confidence in learning English.

Conclusions and future issues

First, I want to improve my lesson. I will move to another school from April, and it is different from the commercial school. I will try to do the speaking test and also the performance test. I found that students should use the language so they can learn faster. To improve my teaching skills, I want to improve my material first. I try to put more communicative tasks. For example, I want to do an activity that includes reading or writing, but also give more opportunities

References

- Brown, H.D. (2007). *Principles of language learning and teaching (5th ed.)*. White Plains, NY: Pearson Education, Inc.
- Ellis, R (2006). Current issues in the teaching of grammar: An SLA perspective, *TESOL Quarterly*, 40(1), 83-107
- Lee, J.F., & VanPatten, B. (2003). *Making communicative language teaching happen (2nd ED.)*. New York: McGraw-Hill
- Sato, K., & Kleinsasser, R.C. (1999). Communicative language teaching (CLT): Practical understandings. *Modern Language Journal* 83 (4), 494-517.
- Sato, K. (2019). *English grammar teaching work incorporating focus on form & amp; Performance test for third year junior high school student*, Meiji Tosho.
- Sato, K. (2024). *English grammar teaching work incorporating focus on form & amp; Performance test for senior high school student*, Meiji Tosho.
- Savignon, SJ. (1997). *Communicative competence: Theory and classroom practice (2nd ed.)*. New York: McGraw-Hill, Inc.
- Savignon, SJ. (Ed.). (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. New Haven: Yale University Press.
- 佐藤一嘉 (2022). 『理論と実践でわかるフォーカス・オン・フォーム & パフォーマンス・テスト再入門』 明治図書
- 藤本貴之(2021). 「やりとりを盛り上げる conversation strategies の導入」
チャートネットワーク 94 号 2021 年 5 月数研出版
<https://www.chart.co.jp/subject/eigo/cnw/94/94-7.pdf>

Appendix

Survey: English Learning Experience & Progress

アンケート: 英語学習経験と成長

Background Information (基本情報)

1. Gender (性別)
 - ☐ Male (男性)
 - ☐ Female (女性)
 - ☐ Prefer not to say (回答しない)
2. How many years have you studied English? (英語を学習している年数は何年ですか?)
 - ☐ 1–3 years (1～3 年)
 - ☐ 4–6 years (4～6 年)
 - ☐ 7–9 years (7～9 年)
 - ☐ 10 years or more (10 年以上)
3. STEP Eiken Level (if applicable) (英検の級を持っている場合、レベルを選んでください)
 - ☐ I have not taken the Eiken test (英検を受けたことがない)
 - ☐ Grade 5 (5 級)
 - ☐ Grade 4 (4 級)
 - ☐ Grade 3 (3 級)
 - ☐ Pre-2 (準 2 級)
 - ☐ Grade 2 (2 級)
 - ☐ Pre-1 (準 1 級)
 - ☐ Grade 1 (1 級)
4. How often do you use English outside the classroom? (授業以外で英語を使う頻度はどのくらいですか?)
 - ☐ Almost never (ほとんど使わない)
 - ☐ A few times a month (月に数回)
 - ☐ A few times a week (週に数回)
 - ☐ Almost every day (ほぼ毎日)

5. What is your expected grade in this class? (このクラスでの予想成績は?)

- ☐ 5 ☐ 4 ☐ 3 ☐
- 2 ☐ 1
- ☐ I don't know (わからない)

セクション 1: 英語力

以下のことをどれくらいうまくできますか？ (1 = 全くできない, 4 = とてもよくできる)

スキル	現在の視点		4月の視点
英語で明確に考えを表現する	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
話し言葉・書き言葉の文法を適切に使う	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
会話の中で英語を聞き取る	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
様々な文構造を使って話す・書く	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
英語でのディスカッションに参加する	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

セクション 2: コミュニケーション戦略 (Conversation Strategies)

これらの戦略を使用することにどれくらい自信がありますか？ (1 = 全く自信がない, 4 = とても自信がある)

戦略	現在の視点	4月の視点
相手が理解できないときに繰り返したり言い換えたりする	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
意味を伝えるためにジェスチャーやボディランゲージを使う	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

理解できないときに明確に尋ねる

☐1 ☐2 ☐3 ☐4 ☐1 ☐2 ☐3 ☐4

会話のギャップを埋めるためにためらいの表現を使う（例：
「えーと…」）

☐1 ☐2 ☐3 ☐4 ☐1 ☐2 ☐3 ☐4

文脈から単語の意味を推測する

☐1 ☐2 ☐3 ☐4 ☐1 ☐2 ☐3 ☐4

セクション 3: 記述式の質問

1. 4月と現在の英語力の全体的なレベルを説明してください。

。 4月には...

。 今は...

2. 4月と現在のコミュニケーションスキルの使い方について説明してください。

。 4月には...

。 今は...

3. 4月と現在の英語に対する気持ちを説明してください。

。 4月には...

。 今は...

○

4. **Conversation card** を使った練習についてどう思いましたか？
5. 英語力向上のために役立った活動があれば、詳しく説明してください

ご協力ありがとうございました！ あなたのフィードバックは、英語力やコミュニケーション戦略の発展を理解するためにとても重要です。Happy Holiday!

And thank you! 😊

Lesson plan

Time	Interaction	Activity and Procedure
	T-Ss, S-S, S	
1	T-Ss	Greeting
(5)	T	Pre-task: listening to Annisa's story (two times)
(5)	S, S-S	1. Write down what they heard in Japanese or English 2. Information Check with friend (step 1). Students will help each other with words that they do not understand.
(20)	S-S	3. Students do step 2 can work together. The teacher walking around to check students and wrote some words on the blackboard that can be useful for students .
(13)		
(5)	S-S	Conversation Practice and write

(5)	S	Listening practice
(3)	T	Closing

Total time: 50 minutes

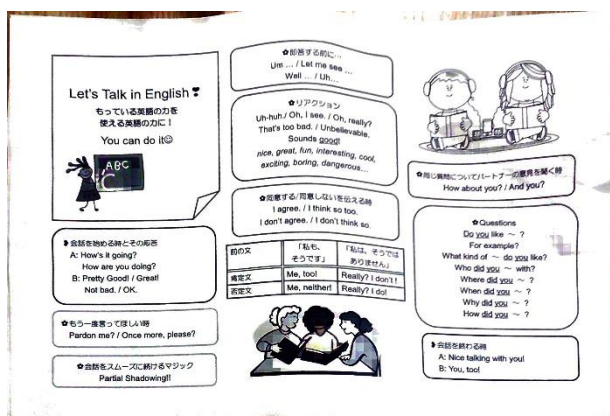
S-S: 35 minutes

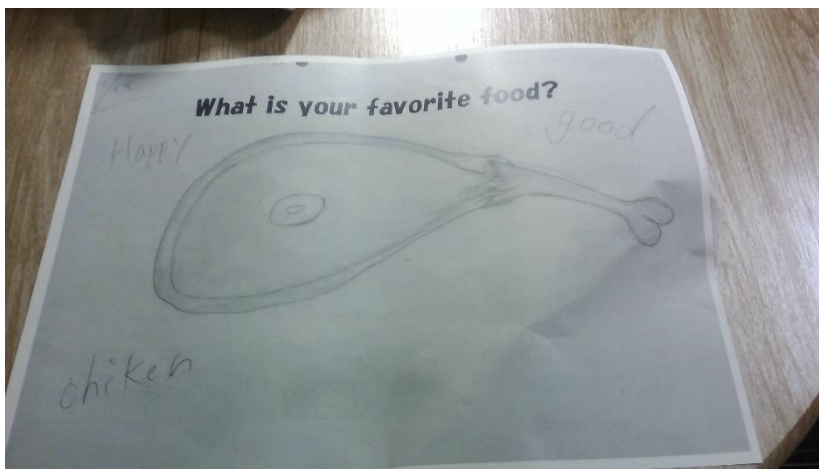
S: 5 minutes

T : 3 minutes

T-Ss:7 minutes

Conversation cards





What is the best technology for you?

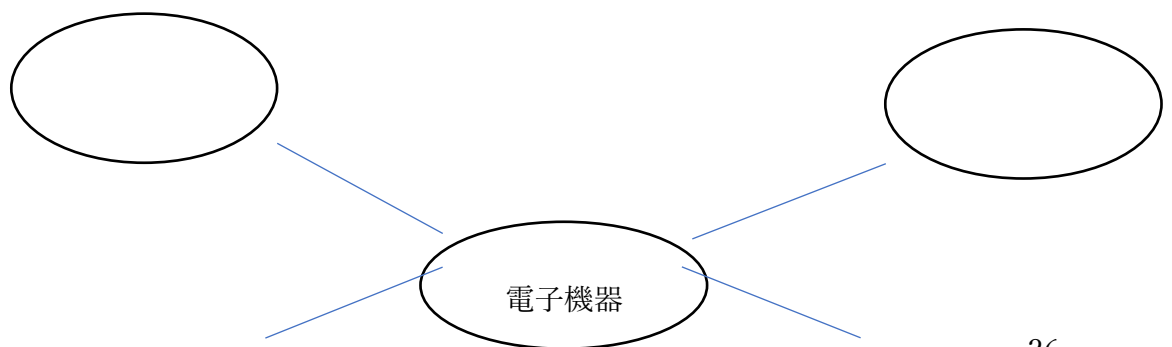
Class No Name _____

—

Step 1 先生の会話を聞いて、表にまとめてみよう。

① アニーサが大好きな電子機器	
② 理由？	
③ いつ使いたい？	

Step 2 あなたが好きな電子機器を紹介しましょう。なぜその電子機器がいいのか考えましょう。



Keywords, Tablets, PCs, Bluetooth speakers, iPad, etc.

Easy to use 使いやすい、Cheap 安い、Convenient 便利、

Fast internet signal インターネットの電波が早い、

Cute color and shape 色と形がかわいい、light 軽い、big screen 画面が大きい

等...

Step 3 あなた自身について、考えてみよう。

(1) What is the best technology/ digital device for you ?

(2) When do you want to use it ?

(3) What is the advantage of it ?

Step 4 Communication strategies を使いながら、英語で会話しよう。

〈 Model Dialog 〉

A: Hi, (Name).

B: Hi, (Name).

A: What is the best technology for you?

B: I think an IC card such as Manaca or Suica is the best technology.

A: I see. Why do you think so?

B: I like to commute by train, and it saves time because I don't have to buy a ticket. I can charge it with money.

A: Really? How convenient! Where do you buy it?

B: You can buy it at the nearest station.

A: What is the advantage of having it other than to use it as a ticket?

B: You can also use it as electronic money.

A: Electric money?

B: Yes. You can use it to buy juice from a vending machine.

A: Great. Nice talking with you.

B: You, too.

名前	好きな電子機器

Communication strategies

Opener: Hi/Hello//How are you?

Rejoinders: I see/That's great/sounds good/ Oh No

Follow-up question: What?/ How many/much/long? Where is...? Why do you...?

Closer: Nice talking with you/thank you/bye-bye/have a nice day.

