

**Integrating Speaking and Reading in English Using Communicative Language  
Teaching Approach**

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**1. Introduction**

This year, the researcher transferred to a new school. At this school, there were 32 students enrolled in a business course, and most of them did not enjoy studying English. In addition, more than 22 students planned to enter workplace immediately after graduation, which led many of them to feel that they would not need English or use it for communication in the future. As a result, the class atmosphere was affected because many students were not motivated to study English.

However, even though they were in a business course and lacked motivation, English Communication II was still a compulsory subject. Aware of this situation, researcher's goal was to help the students improve their communication skills. Since they were also required to take school tests, the researcher tried to combine communicative activities with reading tasks. According to Tajima (2023), "In MEXT's guidelines for teaching, it is said that the goal of English education is to develop an attitude to communicate positively, and skills to understand and relate information and opinions accurately." (p. 1). In this year's research, the researcher used a three-part framework consisting of reading, conversation strategies, and fun essay activities.

## 2. Literature Review

### **Communicative Language Teaching**

CLT is a language teaching approach that emerged in late 1970s. Previously language learning mostly used Audio Lingual Method (ALM) and Grammar Translation Method (GTM). These two approaches were mainly focused on memorization, repetition and reinforcement. However, ALM and GTM did not provide opportunities for language learners to use the target language for communicating. To be able to improve learners' communicative abilities, Brown (2007) described that it is important for students to get exposure for using English inside the classroom. "In the communicative classroom, students ultimately have to use the language, both productively and receptively, in unrehearsed contexts" (p. 241). Brown (2007) defined CLT as follows:

- (1) Classroom goals are focused on all the components of communicative competence and not restricted to grammatical or linguistic competence.
- (2) . Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- (3) . Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- (4) . In the communicative classroom, students ultimately must use the language,

productively and receptively, in unrehearsed contexts. (p.241).

Also, Savignon (2002) described “the essence of Communicative Language Teaching (CLT) is the engagement of learners in communication to allow them to develop their communicative competence” (p. 22).

### **Communicative Competence**

Communicative Competence (CC) refers to a language learner’s ability to use language knowledge appropriately and effectively in real communication. Canale and Swain (1980) proposed the definition CC which was further developed by Canale (1983) about the four-component model of language skills in CC: (1) grammatical competence, (2) sociolinguistics, (3) discourse competence, (4) strategic competence. Grammatical competence is knowledge of the language to learn vocabulary, syntax, pronunciation, and spelling. Sociolinguistic competence is knowledge to use language in different sociolinguistic contexts. For example, language learner able to understand or adjust what language or appropriate expressions should be used based on the situation or context. Later, Savignon (2002) mentioned that sociolinguistics competence was later segregated into sociocultural. Discourse competence is knowledge which language learners can create cohesive and coherent spoken or written texts. According to Tajima (2024), “Strategic competence is knowledge of the verbal and non-verbal strategies such as paraphrasing that are required to deal with communication breakdown or to enhance communicative effectiveness. (p. 4).

### **Conversation Strategies**

Canale and Swain (1980) mentioned that “Conversation Strategies (CSs) is a major competence verbal and nonverbal strategies that may be called into action to

compensate for breakdowns in communication due to performance variables or to insufficient competence.” (p. 30). Ando (2022) stated a quote from Poullisse (1989) defined CSs as “strategies that a speaker used to solve the communication problems, which are caused by the lack of appropriate forms in the mental lexical. The speaker compensates either by going to the conceptual stage or by trying out alternative linguistic formulations.” (p. 6). However, to teach CSs to students, teachers should be aware that it takes time for students to understand how to use it during the conversation. According to Ando (2022), Sato (2005) explained that need ample opportunities to use strategies in spontaneous communication for explicit strategy training to be successful over time. According to Watashima (2023), here are some examples of CSs:

- (1) Opener: to begin a conversation (Hi. / How’s it going? / How are you doing? etc.)
- (2) Closer: to close a conversation (Nice talking with you. – You, too.)
- (3) Rejoinders: to show your interest in a topic (I see. / Sounds great. / Oh, really? etc.)
- (4) Shadowing: to confirm what the other says
- (5) Fillers: to show that the turn has not ended yet to the other (well. / Let me see. etc.)
- (6) Follow-up questions: to expand the topic, to elicit extra information related to the topic the other is talking about (What else? / Where? / With whom? etc.) (p. 5).

## **Skills Integration**

According to Tajima (2024), Brown (1994) gave six reasons why the integration of four skills is the only plausible approach within the framework of communicative language teaching.

- (1) Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
- (2) Interaction means sending and receiving messages.
- (3) Written and spoken language often (but not always) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
- (4) For literate learners, the interrelationship of written and spoken languages is an intrinsically motivating reflection of language and culture and society.
- (5) By attending primarily to what learners can do with language, and only secondarily to the forms of language we invite any or all of the four skills that are relevant into the classroom arena.
- (6) Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read. (p.219).

This explained that skills integration is important for learners to improve their listening, speaking, reading and writing abilities through meaningful activities inside the class.

Nation and Newton (2009) revealed that well-balanced language courses should include four roughly equal strands: Learning through meaning-focused input, that is, learning through listening and reading where the learners' attention is on the ideas and messages

conveyed by the language.

- (1) Learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person.
- (2) Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through deliberate learning and practice of language learning strategies and language use strategies.
- (3) Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known. (p.11).

### **A Three-Part Framework**

Brown (2007) suggested a three-part framework for dealing with reading materials. The framework consists of three parts, pre-reading, while reading, and post reading. According to Tajima (2024):

“Through pre-reading activities, teachers build a bridge between learners and the contents. For instance, teachers have students predict the story by looking at pictures and the title, have them scan some keywords, or discuss the topic to activate schemata. Then, they move on to while-reading in which instructors have learners check answers to T or F questions, utilizing silent readings to understand the whole picture of the story and to find answers to detailed

questions. They also learn new vocabulary here and practice reading including pronunciation. And in the post-reading session, to have learners understand the contents deeply, teachers give vocabulary output activities and ask students to retell the story or write the summary.” (p. 12).

### **Zone of Proximal Development**

According to Lev Vygotsky (1978) Zone of Proximal Development (ZDP) is the difference between what learners achieve independently and what they might achieve when they get help. As cited from Bobadilla (2023), Porter (1986) mentioned “Learner to learner interactions in the classroom resulted increased opportunities for self-expression.”

### **3. Research issues**

- (1) Level: Senior high school (3<sup>rd</sup> year)
- (2) Class size: 32
- (3) Time: 50 minutes, 3 times/week
- (4) Textbook: Panorama 2, published by Taishukan

This was the first time my students had experienced learning through a Communicative Language Teaching (CLT) approach. I observed that they enjoyed interacting and communicating with their peers, and many were able to use simple English effectively. They were also capable of asking me basic questions in English. However, the textbook we were required to use did not match their proficiency level. And most of them decided to work after graduate, they felt no need to study English. As a result, students became discouraged and developed negative attitudes toward English because they lacked the motivation to read the textbook passages.

### **Research questions and objectives**

My goal is to become better skilled at supporting the development of learners' English Communicative Competence through skills integration. Below is my research question:

- (1) How do Conversation Strategies help improve their speaking ability?
- (2) How does skills integration impact student Communicative Competence?
- (3) How does Communicative Language Teaching affect student engagement

And below are objectives:

- (1) 70% of students will sustain a one-minute conversation using 3+ question/response turns with appropriate grammar and vocabulary.
- (2) I will use English as much as possible, but translanguaging will be used when it benefits the students.
- (3) 70% of students will like English at the end of the 3<sup>rd</sup> semester.

#### **4. Method**

To improve my students' communication and reading skills, I began integrating different language skills into my lessons starting in July. Although my students needed to complete workbook drills for their school tests, I realized that workbook practice alone was not enough to develop their speaking and reading abilities. Therefore, I decided to introduce a three-part framework for reading activities.

However, this approach was challenging for some students because it was their first experience with communicative language teaching in their English Communication class. Since they were in their third year and time was limited, I tried to combine several elements: speaking tests and timed conversation using conversation strategies, the

three-part reading framework, and fun essays.

As cited in Tajima (2023), Sato and Takahashi (2008) described how they implemented integrated-skills instruction in their class using the following steps:

- (1) Introducing three questions related to the topic
- (2) Practicing conversation strategies
- (3) Assigning writing tasks (homework), such as what students want to say, vocabulary they want to use for the topic, and three new questions to ask in the next conversation
- (4) Peer conversation
- (5) Timed conversation (three minutes of conversation and two minutes of summarizing) × 3
- (6) Recording (p. 5). Due to privacy issues and class conditions, it was not possible to record my students. However, the class was able to complete activities (1) to (5) smoothly.

- (1) Fun essays

Students responded to three questions related to the topic. First, I showed them an example of an English essay of about 80 words. Then, they worked individually to write their first draft in Japanese. I allowed them to begin in Japanese because some students struggled to express their ideas in English and needed more time to organize their thoughts.

After completing their Japanese draft, they were permitted to use dictionaries or vocabulary from the textbook to write their first English draft. While students were working on their English drafts, I walked around the classroom and helped those who

were having difficulties.

### (2) Timed conversation/ Speaking tests (using CSs)

I faced some challenges in my class that caused me to reduce the number of speaking tests. My original plan was to conduct three speaking tests—in July, November, and January. However, due to some difficulties, I changed the plan to include weekly timed conversations instead, and I conducted only two speaking tests: one in July and one in January. Since April, I have been introducing conversation strategies through our regular warm-up conversations. By the time we had the first speaking test in July, some students were already familiar with openers, rejoinders, follow-up questions, shadowing. Still, most of them struggled to speak for more than one minute.

Before the second speaking test in January, I introduced the “five fingers questions” (What, why, When, Where, How, and “Tell me more”). This helped students sound more natural, and many were able to speak for over one minute.

### (3) Three-part framework

The textbook used at my school, Panorama 2, was too difficult for some of the students in my class. Since this was a business-course class, only a few students planned to go on to university, while most would begin working in April. Because the textbook level did not match the students’ proficiency, they lacked motivation to engage in the reading activities.

To solve this, I used a three-part reading approach. This helped students to understand the content without relying on Japanese translation. Additionally, their communication skills improved because I included English discussions and opportunities

for them to express their opinions during the lessons.

#### (4) Survey

I asked my students for feedback about my class, since for many of them it was their first experience with CLT. I mainly asked about the effectiveness of the conversation strategies, the three-part reading framework, and the fun essay activities. I also asked them which areas of English they would like to improve in the future after taking my class.

#### (5) Observation

Because of several circumstances, my advisor was only able to observe my class once. Recording the class was also difficult due to privacy concerns. Therefore, I asked one of my co-workers to observe my lesson and provide feedback on my teaching.

## **Results**

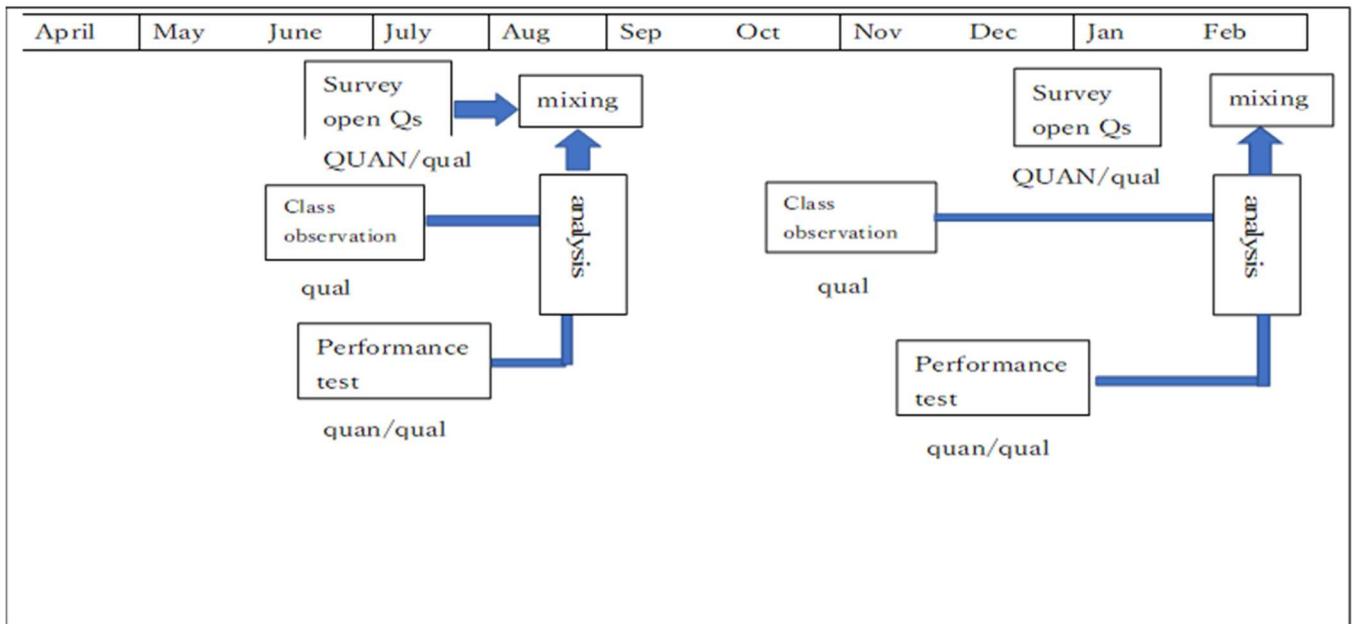
### **Data Collection**

This research aimed to investigate how Communicative Language Teaching (CLT) improved my students' abilities in communication, reading, and writing. Data was collected mainly through surveys, speaking-test recordings, and students' evaluations. I compared the students' speaking tests from July and January to examine their progress and to measure how frequently they used conversation strategies (CSs). In the final survey, I also compared their self-evaluation about their improvement in April and January to identify changes in their confidence, skills, and attitudes. I planned my research for 2025. as below:

### **Figure 1**

*Research design map*

**1. Research Design**



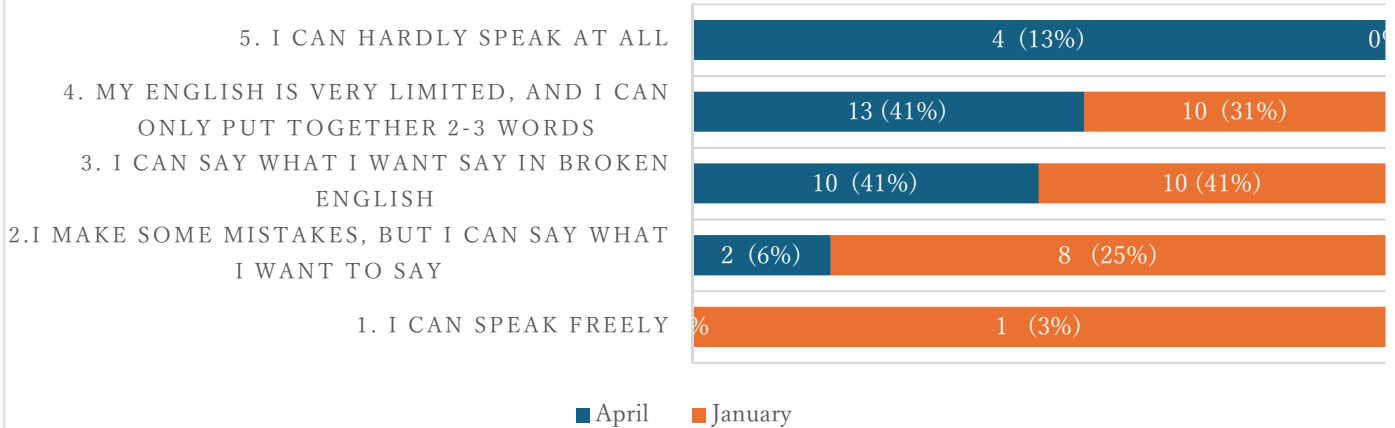
Unfortunately, due to some issues with my work schedule and class conditions, it was difficult for me to conduct class observations or record videos. Fortunately, despite these challenges, I was still able to conduct two performance tests, take video recordings, and conduct a survey.

***Regarding class objectives 1: 70% of students will sustain a one-minute conversation using 3+ question/response turns with appropriate grammar and vocabulary.***

I asked how my students feel about their feeling to use English more inside the class, I asked how they felt to speak English April vs January.

**Figure 1**

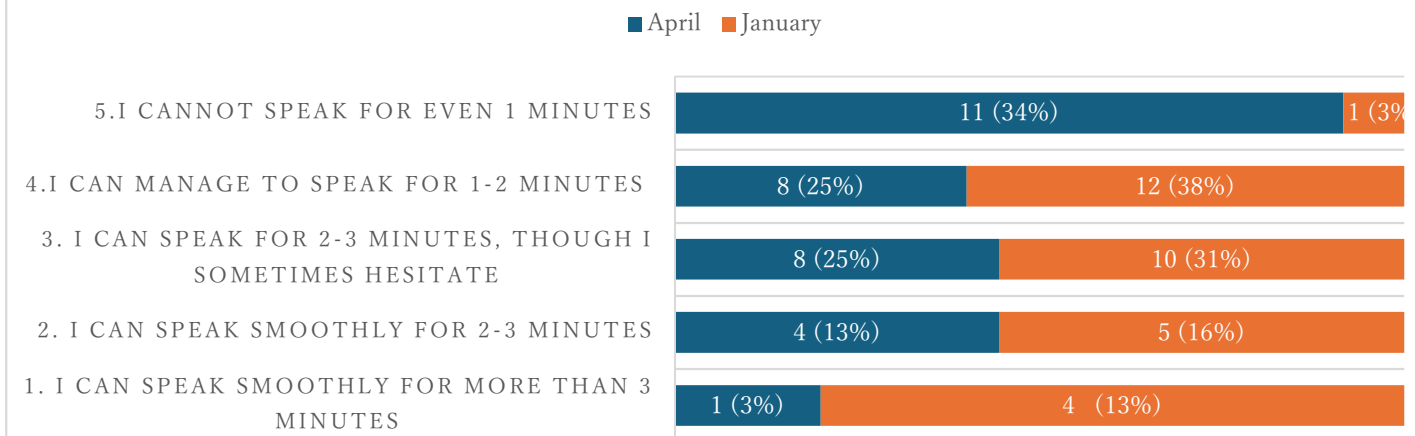
## HOW DO YOU FEEL ABOUT SPEAKING IN ENGLISH?



*Explanation of Figure 1:* In April, four students (those with lower proficiency) felt that they could hardly speak English, but in January, no one responded that way. In January, one student said she could speak English freely, while in both April and January the same percentage of students said they could express what they wanted, though with many mistakes. Overall, students made better progress in January compared to April.

**Figure 2**

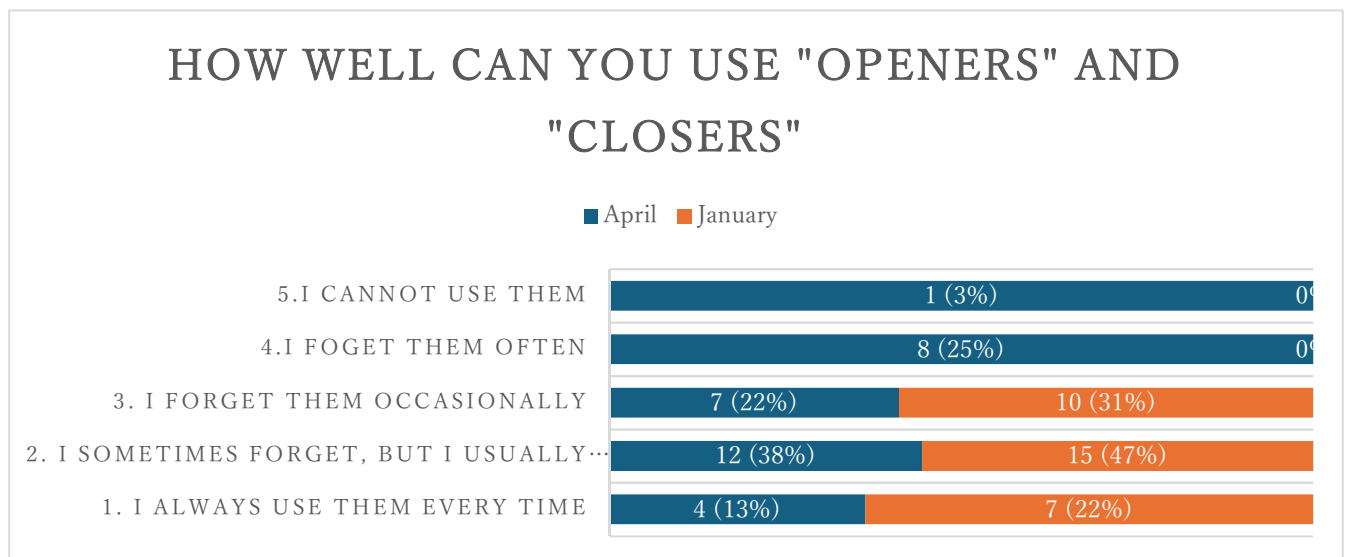
## HOW LONG CAN YOU SPEAK ON GIVEN TOPIC



*Explanation of figure 2:* In the beginning of the year, students began timed

conversations for one minute and later one and a half minutes, gradually after they got familiar using CSs and have timed conversation during the class, some were able to speak for more than two minutes in the final speaking test. I asked my students to compare their speaking ability in April and in January. They reported that they felt improvement in their speaking skills. In my opinion, the reason why 11 students could not speak for even 1 minutes in April, because it was, they were first time to have a conversation practice with their friends in English and they felt nervous.

**Figure 3**



*Explanation of Figure 3:* In addition to examining how well students were able to use openers and closers, in April students still had some difficulties using these strategies in their conversations. In April, most students asked questions immediately without using openers or closers at the end. After some time, I gave them examples of how to use conversation strategies, and they began to show progress. In January, none of the students responded with “I cannot use them” or “I often forget them.”



6. *Looks down at the paper* *looks up*
7. (.)
8. R: °o(.)° i:: want t:o g:o to:: ↓Mie.
9. Y: °oh° >oka:y< how nice.
10. (.)
11. um(.) >who<.
12. R: a:: °m:y° wit::h my family.
13. Y: °o(.)° >how<.
14. R: °u:m°(0.2) wi::th my father(.) ca:r.
15. Y: ↓nice. u:m,°wait°. a:: (0.2) ↑wha:t(0.2)do: yo:u want to do the:re.
16. R: i:: (0.2) wan:t t:o(0.2) Ise jingu(.)↑shrine an:d ea:t a lot of food.
17. Y: oh:: ↑nice ↓and(.) nice.
18. R: °thank you° a(.) wha:t is yo:ur(0.2) >plan for summer vacation<.
19. *Looks down at the paper* *looks up*
20. Y: o::h(0.2) i:: will(0.3) mee::t(0.2) my junior high school(0.2) friend.
21. R: °oh°good(0.2) what(.) do you want to do(.) there.
22. Y: me:: sta::y(0.2) my friend house, and,(0.2)we play baseba::ll.
23. R: excellent. nice.
24. Y: Thank [you.
25. R: [thank you.
26. *Shake hands*

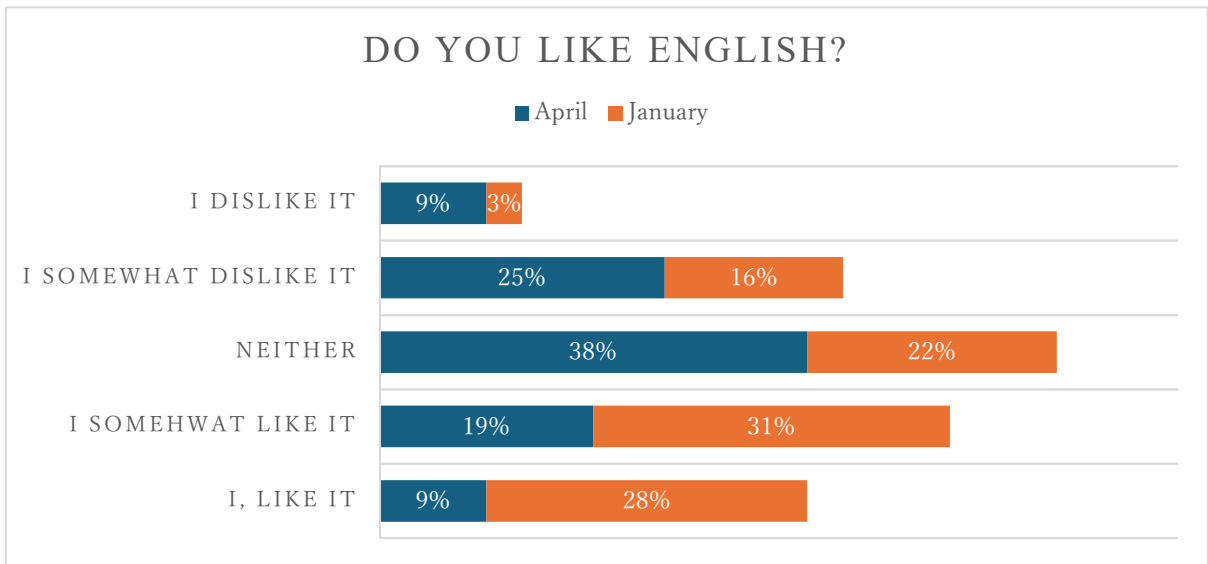
In line 1, Reita initiated the conversation with a pre-expansion by asking, “so:.(.) how about you.” In line 2, Yama answered the question and showed an embodied Turn-Constructional Unit (TCU), such as a thumbs-up. Yama wanted to show that he is fine. In line 3, Yama gave a sequence-closing third to indicate that he wanted to “end” the greeting part and move on to the main question. The adjacency pair 1 started in line 3 when Yama initiated with the first pair part with “What *your* summer vacation plan?” and Reita's second pair part “ I want to go to Mie”. In line 9, Yama gave a response

“how nice”(as a sequence-closing assessment) , then rushes through to add a question, “who” with faster tempo in line 11. This opens up a new adjacency pair and thus the topic is continued. In line 13, after hearing Reita’s second pair part, Yama came with a question >how< with a faster tempo to continue the conversation; this question opened a new adjacency part. In line 14, Reita answered the question, and in line 15, Yama also gave an assessment and asked a question to continue the conversation. In this excerpt, it shows that Yama and Reita showed an interesting pattern, such as giving an assessment mainly using (nice), which we can see in lines 4,9,15,17,23. They had a pattern of giving an assessment (a second closing implicative) and rushing through to start with a new adjacency pair (a new question related to the topic) to continue. There is a possibility that both students are aware that they were having a timed speaking test. So, they tried to continue the conversation as long as possible by asking for more information (follow-up questions) to maintain the topic. According to Wong and Waring (2021) “ Compared to other methods of topic management, topic maintenance may be the easiest to teach as speaking topically is the natural and expected pathway that requires less interactional maneuvering...it would allow the ESL/EFL learner to ‘stay in the conversation’ despite their limited language proficiency(p. 167).

Both students showed an effort to continue talking during the test. We can see some errors during the conversation. For example, in line 5 Yama said “what *your* summer vacation plan” even though the question on the paper was “ what is your summer vacation plan”. Also, we can see in line 12, that Reita did a self-repair °m:y° wit::h my family. Both students can respond and continue speaking by asking follow-up questions. By examining their excerpt, I can see that they speak naturally; the conversation had adjacency pairs, acknowledgments, and assessments. However, this excerpt shows that Reita and Yama had a similar pattern and tend to stick to the word “nice”. Also, I found that both students, using some words such as “um”, “a:”, “wait”, in their conversation. Wong and Waring (2021) mentioned that “ These tiny bits of language behavior...are what we rely on in daily conversation to ensure on going mutual understanding. ESL/EFL students need to learn the importance of using response tokens to fully participate in a conversation. They also need to learn to place these tokens at the grammatical completion points of prior talk to avoid sounding overly interested or uninterested” (p.98).

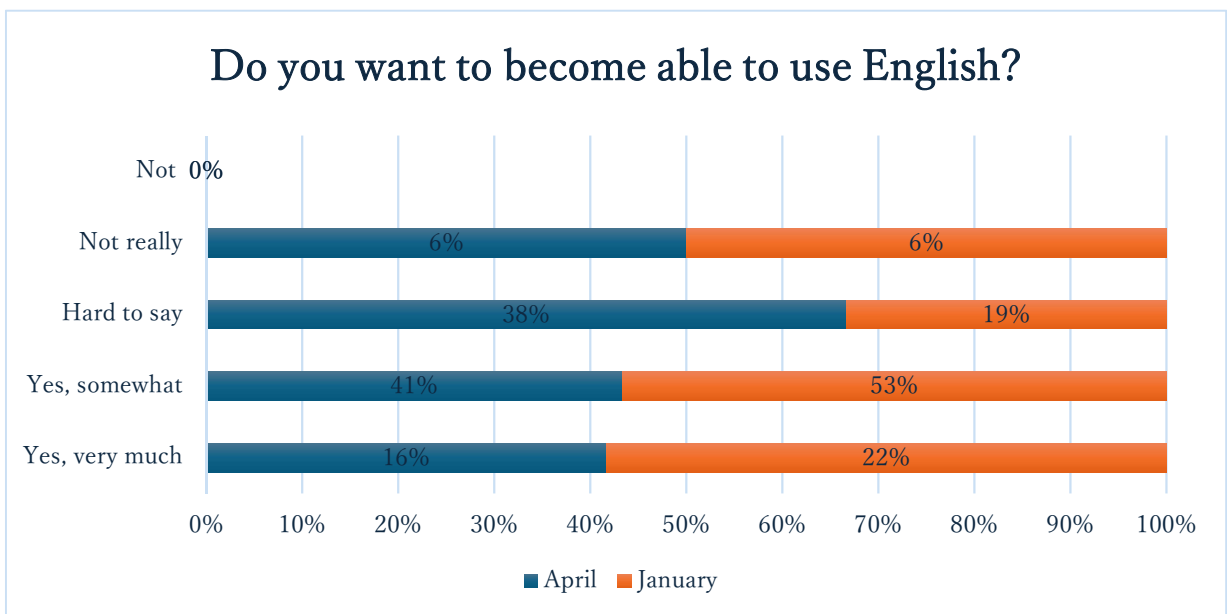
**Regarding class objective 3; 70% of students will like English at the end of the 3<sup>rd</sup> semester.**

**Figure 1**



English. Overall, students showed positive improvement toward learning English compared to April. I also asked them, after they took my class would like to English in the future. And it showed that some students wanted to use English in the future.

**Figure 2**



Here are some comments from students that were translated by the researcher:

**(Yoshi)** “Since many foreigners come to Japan, I think it’s better to be able to have conversations.”

**(Toku)** “If I can speak English, I’ll be able to talk with people I couldn’t communicate with before, and it will widen my opportunities for communication.”

**(Rei)** “I’ve always thought that being able to use English would be convenient.”

**(Hana)** “When I find English in daily life and understand what it means, I feel a sense of accomplishment. And when I can speak well in a conversation, it’s really fun.”

### **Discussion**

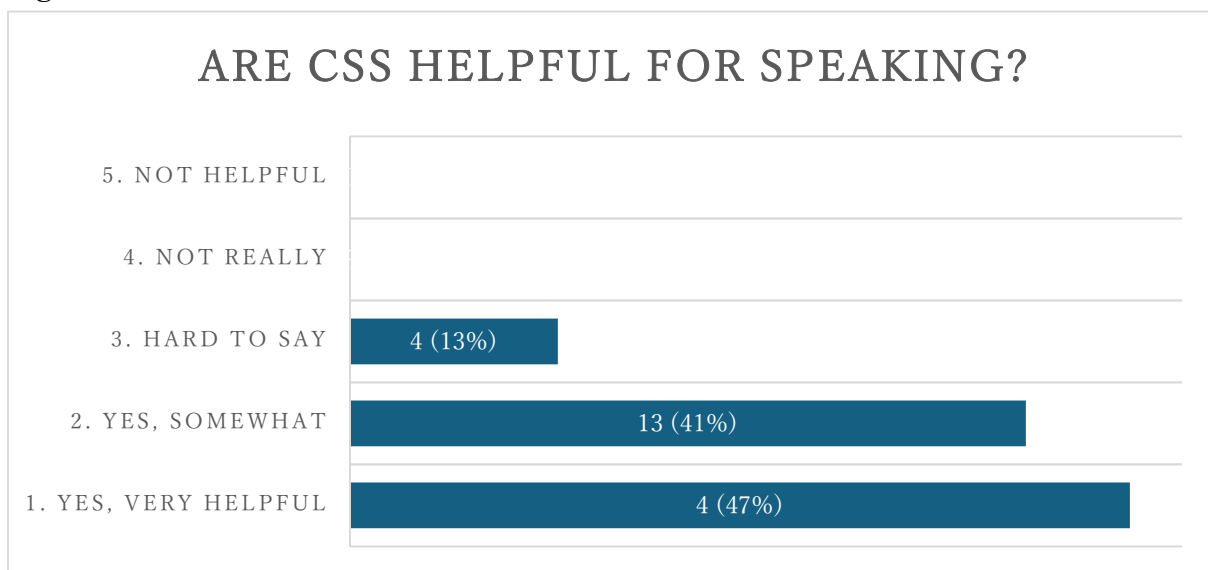
This year’s class may have been challenging for some students because it required frequent communication and extensive use of English. To support them, I encouraged students to speak more and gradually build their confidence. For this reason, I incorporated many activities that used communication strategies (CSs) and designed reading tasks that integrated listening, writing, and speaking.

To understand how my students perceived my CLT (Communicative Language Teaching) approach, I analyzed their responses from our class survey based on my research questions.

(1) How do Conversation Strategies help improve their speaking ability?

I analyzed how my students responded to conversation practice using CSs, and the graph shows how they viewed the benefits of CSs for improving their speaking abilities. I categorized their comments into two types: positive and negative. All comments were translated by the researcher.

**Figure 1**



- “Because the reactions are something I can use in real life, they’re helpful, and speaking English has become more fun.”
- “Since I rarely get the chance to use English face-to-face, I felt it was a really good experience.”
- “I think it’s something you need for having a conversation and having phrases like ‘How are you?’ makes me feel like I can get a little closer to the other person.”

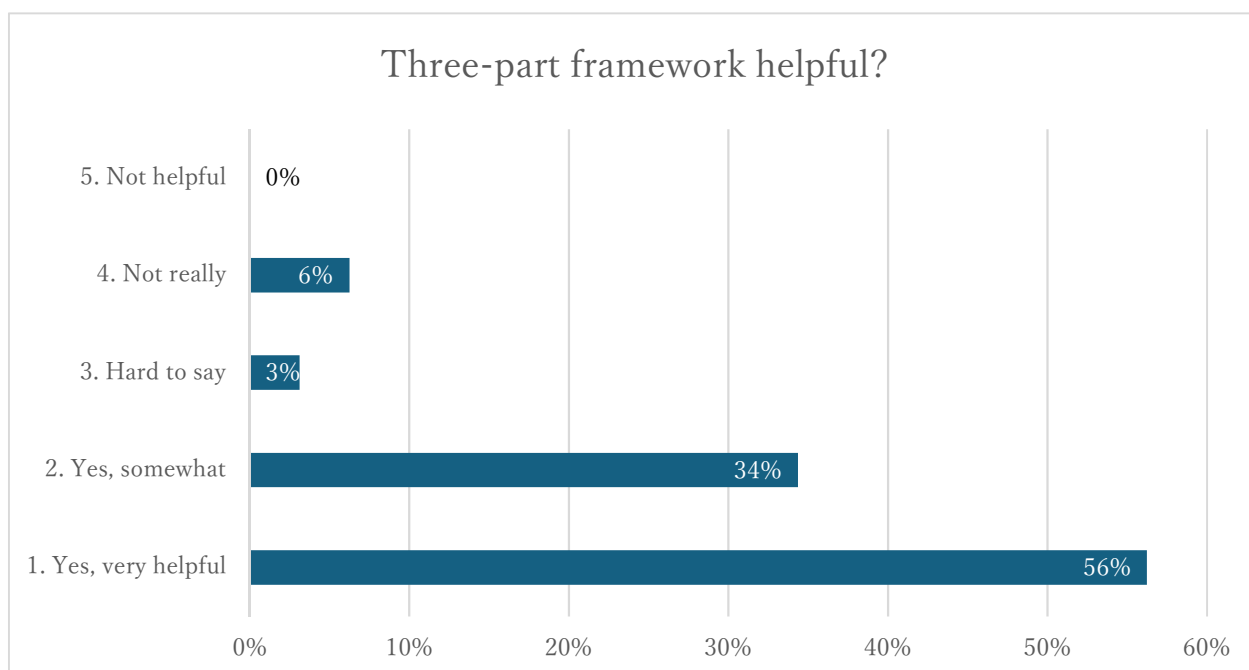
**Negative**

- “Nothing in particular”
- “Sort of”
- “I could not really do it.”

(2) How does skills integration impact student Communicative Competence?

To find out how skills integration affects my students' communicative competence, I asked them, "Is the three-part framework sheet helpful for learning English?" The reason I used the three-part reading framework is that it integrates speaking, writing, listening, and reading. I categorized my students' comments into two types: positive and negative. All comments were translated by the researcher. The graph also shows how the students felt about it.

**Figure 2**



**Positive**

- “Because it helps me understand the important points of the passage.”
- “The key points are really easy to understand, and the layout is easy to read.”
- “By talking about my ideas with a friend, I can learn how my thoughts are different from theirs.”

### **Negative**

- “Either way is fine, but I feel like the workbook alone is enough.”
- “I think it’s necessary when you’re trying to remember the general idea of what the conversation is about, but it didn’t really deepen my understanding.”
- “Because I can get a good score even without studying the handout.”

After analyzing my students’ comments, I found that only three students felt that the three-part reading framework was not effective for them. Two of these students were higher-proficiency learners who reported that the handout did not contribute much to their learning. The remaining student was a lower-proficiency learner who struggled with English comprehension and had some engagement issues.

Despite these few cases, the majority of students expressed positive perceptions of the three-part reading approach. Many of them indicated that it helped them participate in discussions, speak more English, and organize their ideas more effectively. Overall, the feedback suggests that the framework supported communicative engagement for most learners in the class.

(3) How does Communicative Language Teaching affect student engagement

To find out how my students changed after they took my class, I asked them, “Please share your thoughts about Annisa’s CLT class”. I divided my students’ comments into two types positive and negative. All comments were translated by the researcher.

### **Positive**

*“Compared to last year’s classes, I feel the lessons have become livelier. It felt more meaningful than just quietly filling in the notebook, and I really liked that.”*

*“Pair work was difficult because we actually had to speak in English, but it was also very enjoyable.”*

*“I think it was good because I was able to get used to having conversations.”*

*“I really appreciate it because we don’t usually get the chance to hear real, natural English pronunciation.”*

### **Negative**

*“I think sometimes a student who didn’t have friends around ended up alone, so I think that part could be improved.”*

*“Nothing in particular”*

*“I get along well with the person next to me now, so class is fun! Talking makes it easier”*

Most students showed a positive attitude toward the CLT approach; however, one student expressed concerns about pair work. This highlights an important point: while communicative activities are valuable, teachers must also be attentive to classroom

dynamics. Maintaining class harmony is essential, especially when assigning pair work, because students' comfort levels, personalities, and proficiency differences can influence how effectively they collaborate. As a teacher, it is important to monitor these interactions carefully and provide support or adjustments when necessary to ensure that all students feel safe, respected, and able to participate.

### **Conclusion**

Based on the survey results and students' comments, my CLT approach using communication strategies (CSs) and integrating multiple skills into reading tasks—appears to have improved students' overall communicative competence (CC). At the beginning of the course, students practiced timed conversations for one and a half minutes, but by the final speaking test many were able to speak for more than two minutes. Survey and interview responses also revealed that students felt noticeable growth in their use of CSs.

This improvement seems to stem from students' repeated interactional practice. Through recycling timed conversations, they gradually learned how to respond to others more effectively. In addition, consistent encouragement and feedback played an important role in helping students refine their communication skills. I also learned that providing model dialogues and demonstrating how to use CSs and the three-part reading framework is essential, as these supports help reduce students' anxiety and make communicative tasks more approachable, and improve students' attitude towards learning English to be more positive.

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## **Appendix 2-A**

### **Lesson Plans**

Day1 (Lesson 10-1 and 2 review)

(1) Speaking practice: “The person you admire”

(2) Lesson 10 part 1 and 2 review

Day 2 (Lesson 10 review)

(1) Speaking practice

(2) Vocabulary review of part 1 and 2

(3) Lesson 10 part 3 review

### Day 3 (Lesson 10 review)

- (1) Speaking practice
- (2) Vocabulary review of part 3
- (3) Target test
- (4) Lesson 10 part 4 review

### Lesson Plan Day 3

| Time            | Interaction<br>T-Ss, S-S, S | Activity and Procedure  |
|-----------------|-----------------------------|---|
| 1               | T-Ss                        | Greeting  |
| 8<br>(3)<br>(5) | S<br>T-Ss,<br>S→(S-S)       | Warm-up activity<br>The teacher provides instructions for speaking practice about Greta Thunberg (show some example of follow-up questions)<br>.Practice with friends |
| 5               | S-S                         | Students work together to do pre-reading T or F.  |
| 10              | S                           | 1. Silent reading and answering the pre-reading of part 4<br>(individual)   |
| 5               | S-S<br>T-S                  | (answer check)<br>1. Students compare their answers, then do detailed questions<br>2. Quick reading, then check the answer with the teacher                           |
| 10<br>2         | S<br>T-Ss                   | Do post-reading vocabulary. Timed conversation and then write exit-slip<br>1. feedback for today (student's reflection) and what to do for the test preparation       |

Total time: 50 minutes

S-S: 28minutes

S: 15 minutes

T-Ss: 7 minutes

## **Appendix 2-B**

### **Class handout**

Greta Thunberg: The power of a single individual

Class:\_\_\_\_\_ No:\_\_\_\_\_ Name:\_\_\_\_\_

#### **Goal**

I can understand the main idea, key points, and details, of the content.

#### **<pre reading>**

First, guess what is true or false before reading p.150.

- (1) Greta ended her speech by urging EU leaders to listen to scientists. (     )
- (2) Greta has sailed across the ocean to avoid using airplanes. (     )
- (3) Greta encourages people to travel more by jet to save time. (     )
- (4) The passage says Greta stopped her activism after her speech. (     )
- (5) The passage says that young activists were discouraged by Greta's actions.  
(     )

**<while reading>**

Now open your textbook on page p.150 and read it silently. After that, check your answers. You may want to change them. Then, let's check your friends

A: Let's talk about No.1. Is this true or false?  
 B: I think it is true/ false. How about you?  
 A:I think so,too./ I don't think so. I think it is true/false?  
 B:Then how about No.2? Is it true or false?  
 A: I think it is...

**Vocabulary Input**

| 単語        | 意味  | 熟語            | 意味 |
|-----------|-----|---------------|----|
| confer    | [動] | Fail in~      |    |
| roam      | [動] | Contribute-to |    |
| persevere | [動] | Remind-of     |    |

**\*Fill the blanks first and play Janken-pon. Winners say Japanese and losers translate into English. When you have finished, change your role.**

Reading Practice 1 回目

Read p.150 silently and time your speed by yourself. (                  seconds)

Detailed Questions

1. How did Greta conclude her speech?

— She concluded it by calling upon the EU leaders to (                  )  
(                  ) (                  ).

2. Why does Greta criticize using jet airplanes?

— It is because they produce (                  ) (                  ) of  
(                  ), which contribute to global warming.

3. What do Greta's messages and actions remind us of?

— They remind us of the power of a (                  ) (                  ) to  
(                  ) the world.

Check your answer with your friend like the following.

A: Let's talk about question No.1. How did Greta conclude her speech?

B: I think ... How about you?

A: I think so, too. / I don't think so. I think...

B: Okay, let's talk about question No.2. Why does Greta criticize using jet airplanes?

Reading practice 2 回目

1<sup>st</sup> time- read the story silently while listening to the audio, check your pronunciation of the words you find difficult.

2<sup>nd</sup> time-read it again with your friend (take-turn).

### Post-reading

Fill in the blanks with the words listing below.

1. World leaders often \_\_\_\_\_ with experts before they answer Greta Thunberg's climate messages.
2. Greta says she doesn't want people to \_\_\_\_\_ the same mistakes adults made with the environment.
3. Her speeches \_\_\_\_\_ many people \_\_\_\_\_ the need to protect the Earth.
4. Greta continues to \_\_\_\_\_ in her work for the climate, even when it is difficult.
5. Young people around the world \_\_\_\_\_ climate action groups that support Greta's ideas.
6. Greta says she doesn't have time to \_\_\_\_\_ around doing nothing because climate change is urgent.

Word list➡ roam, confer, contribute-of, persevere, fail in, remind-of

### Timed conversation of the day (o·w·o) / ♡

First answer two questions ① and ② below. Then, start timed-conversation with your partner next to you. Play Jyanken-pon, losers start talking. You have ONE minute.

The list of conversation strategies.

1. Can you think of a famous person who changed history?
2. What did the person do?

## EXIT SLIP

Before the lesson, I...



- I knew... \_\_\_\_\_  
(For example: “She is a climate activist.”)
- I felt... (circle one)  
😊 confident | 😊 okay | 😞 not confident
- Greta Thunberg was...  
someone I knew / someone I didn’t know  
(circle one)

**After the lesson, I...**

- I learned... \_\_\_\_\_  
(For example: “Greta started school strikes.”)
- Now I can... \_\_\_\_\_  
(For example: “talk about Greta in English.”)
- I feel... (circle one)  
😊 confident | 😊 okay | 😞 not confident
- Today’s lesson was...  
easy / difficult / fun / interesting

**Appendix 2-C**

**Students survey**

3-1 の皆さんへ：アンケートご協力をお願いします！

Name: \_\_\_\_\_

①英語で話すことについてどう感じる？（4月・現在）

- 1.自由に話せる（            ）
- 2.多少の間違ひはあるが言いたいことは言える（            ）
- 3.片言だが言いたいことを言える（            ）

4.かなり片言で単語を 2.3 個並べる程度 ( )

5.ほとんど話せない( )

②Speaking Test 決められた話題でどれくらい話せますか？ (4 月・現在)

1.3分以上滑らかに話せる ( )

2.2～3分以上滑らかに話せる ( )

3.2～3分なら時々詰まるが話せる ( )

4.1～2分ならなんとか話せる ( )

5.1分持たない ( )

③どれくらい使えますか。Opener Closer について (会話の最初と終わりに言う言葉) (4 月・現在)

1.必ず毎回使う ( )

2.たまに忘れるがだいたい使える ( )

3.時々忘れる ( )

4.よく忘れる ( )

5.使えない ( )

④どれくらい使えますか。rejoinders (sounds nice などのリアクション)  
(4 月・現在)

1. 5 種類以上出来る ( ) 2. 3～4 種類出来る( )

3. 2 種類出来る( ) 4. 1 種類できる( ) 5. 出来ない( )

⑤ライティングとスピーキングの内容を同じトピックにすることは役に立ちますか？

1.はい、とても

2.どちらかといえば、はい

3.どちらともいえない

4.どちらかといえば、いいえ

5. 感じません

理由教えてください: \_\_\_\_\_

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⑥CSs はスピーキングをする上で役に立ちますか？

1. はい、とても
2. どちらかといえば、はい
3. どちらともいえない
4. どちらかといえば、いいえ
5. 感じません

理由教えてください: \_\_\_\_\_

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⑦Three-part framework プリントは英語学習のため役に立ちますか？

1. はい、とても
2. どちらかといえば、はい
3. どちらともいえない
4. どちらかといえば、いいえ
5. 感じません

理由教えてください: \_\_\_\_\_

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⑧英語が使えるようになりたいですか ( 4 月・現在 )

1. はい、とても (            )
2. どちらかといえば、はい (            )
3. どちらともいえない (            )
4. どちらかといえば、いいえ (            )
5. 感じません (            )

理由教えてください: \_\_\_\_\_

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⑨どの分野を伸ばしたいですか。1つ選んでください。

1. Reading
2. Listening
3. Writing
4. Speaking

理由教えてください: \_\_\_\_\_

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⑩あなたにとって英語について思う最もあてはまるものを一つ選択してください

1. 将来英語を使うと思うし、使いたい。
2. 英語で良い成績を取りたい。
3. 英語は必要である。
4. 授業やペアワークは楽しい。
5. 進歩を感じる。
6. 弱点克服の努力をしている。
7. 話すことは難しいと感じる。
8. 英語は苦手である。
9. 英語は楽しくない。
10. 先生の言っていることや、教科書を理解するのが難しい。

⑪英語の授業を受けて、どのような変化がありましたか。4月よりできるようになったことを具体的に書いてください。

理由教えてください: \_\_\_\_\_

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⑫今年からペアワークや、グループワークでのスピーキング活動が多くなりましたが効果的でしたか。あなたにどのような影響を与えましたか。自由に教えてください。

理由教えてください: \_\_\_\_\_

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⑩授業に対する感想や要望を書いてください。これからの授業をよくするためにもぜひ書いてください。

ご協力をお願いします: \_\_\_\_\_

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⑭Annisa先生のCLTを使う授業の感想教えてください:

自由に書いてください: \_\_\_\_\_

⑮英語は好きですか(4月・現在)

- 1.好き ( )
- 2.どちらかと言えば好き ( )
- 3.どちらでもない ( )
- 4 どちらかと言えば、嫌い ( )
- 5.嫌い( )





## 3-1 English Communication II

### Newsletter

Risqika Annisa



Growth 成長

- I got used to speaking English.
- Doing the speaking test in pairs was good because it made me feel like I had to try my best too.
- I'm not very good at speaking, so it wasn't very fun. But I feel like my English has improved!
- I've become better at listening carefully to what my partner says.
- I now understand better how to respond to what the other person says and how to ask questions.
- I don't feel like my skills improved much in pair or group work, but it has become easier to talk with people in English.
- My pronunciation has improved!
- I originally struggled with this subject, not even disliking it, but after taking the class, I somehow got an idea of how to speak, and talking in English has become fun!



よく頑張りました！！

Good Job