

2021 AR Final Report

How the integration of speaking and writing improve their communicative competence

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1. Introduction

According to the Course of Study for senior high school from Ministry of education, culture, sports, science and technology-Japan (MEXT), teachers need to develop students' communication abilities, deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. As the research from MEXT in 2009, 53.6 % of teachers conduct communicative activities more than half of the lessons. However, some teachers still tend to teach in a Grammar-Translation Method (GTM), though Ellis (2006, p100) claimed that "Although there is now a clear conviction that a traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in the acquisition of the implicit knowledge needed for fluent and accurate communication (p.102)." Then, how do teachers teach English? One of the good methods is the integration of four skills.

Brown (1994, p.219) gives six reasons why the integration of four skills is the only plausible approach within the framework of communicative language teaching. Especially, "3. Written and spoken languages often bear a relationship to each other; to ignore that relationship is to ignore the richness of language." and "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." are important to teach four areas. In order to find efficient teaching about speaking and writing, research should focus on the two skills of speaking and writing. Also, the ZPD in SCT perspective, "instruction and learning are the means by which we can encourage development to occur" (Swain, M., 2015, p. 21). Therefore, the integration of four skills is the most important approach to learn foreign languages.

This research is carried out at one of the public senior high schools in Japan. Most senior high schools in Japan are ordinary senior high school. However, this school is a comprehensive high school. So, students can choose some subjects by themselves. Most students in this research chose the class by themselves because they wanted to speak English. However, they did not know how they could improve their speaking skills. Moreover, there is little research about focusing the two skills. In this way, this research shows how the integration of speaking and writing improve their communicative competence.

2. Literature review

Communicative Language Teaching: CLT

Savignon (2002) explained about CLT that “The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence” (p.22). Then, what does communicative competence stands for? Canal and Swain (1980) defined communicative competence “The four components of communicative competence that (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence” (p.40). According to Savignon, (1) grammatical competence means that knowledge of the structure and form of language. (2) sociolinguistic competence means that knowledge of the rules of cohesion and coherence across sentences and utterances. (3) discourse competence is that knowledge of the rule of interaction, such as turn taking, appropriate formulae for apologizing, appropriate greetings and so on. (4) strategic competence is that knowing how to make the most of the language that you have, especially when it is “deficient”.

Savignon (1997) also explained that “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). He pointed out that an inverted pyramid suggests a

possible relationship between them and an increase in one component interacts with the other components to produce a corresponding increase in overall communicative competence. Thus, it is important to those four components through learning a language.

The Zone of Proximal Development (The ZPD)

In a sociocultural perspective, ZPD is one of the most important concepts. It is developed by Lev Vygotsky (1978). He claimed that language develops primarily from social interaction. Thus, he defined the ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer” (p. 86). He also observed the conversations of children with adults and children with other children. The conversations provide the child with scaffolding which is a kind of supportive structure that helps them make the most of the knowledge they have and also to acquire new knowledge.

Scaffolding

Scaffolding is also one of the most important concepts in sociocultural perspective. According to Wood et al. (1976), it is defined as “a kind of process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts” (p. 90). Students can perform at a higher level through others’ support when students interact with others. On the other hand, there is a similar thesis called the interaction hypothesis. This perspective is different from the Vygotskian theory. In Vygotskian theory, the most important thing is attached to the conversations themselves, with learning occurring through the social interaction.

Communication Strategies

Communication Strategies (CSs) are helpful tools for second-language learners. Tarone (1977) and Faersch and Kasper (1983) pioneered the analysis of second language communication strategies as psycholinguistic. There are several definitions. Tarone (1980) regarded CSs as the “mutual attempts of

two interlocutors to agree on a meaning in a situation where the requisite meaning structures do not seem to be shared” (p. 420). Canale (1983) defined that to enhance the effectiveness of communication with interlocutors. Faersch and Kasper (1983) suggested the planning and execution of speech production. They claimed that communication strategies are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. They categorized CSs into two types: Achievement strategies and reduction strategies. For instance, codeswitching, interlingual transfer, intralingual transfer, IL-based strategies, cooperative strategies, and nonlinguistic strategies are in the achievement strategies. On the other hand, reduction strategies are used when learners have difficulties in retrieving specific interlanguage (IL) items.

According to Dörnyei (1995), communication strategies are highlighted three functions of strategy use from three different perspectives: (a) Psycholinguistic perspective, (b) Interactional perspective, and (c) Communication continuity/ maintenance perspective.

3. Research issues and research questions

Students need peers so that they can improve their communicative competence. Therefore, research on how students improve their ability of speaking and writing is valuable. Moreover, research issues about the integration speaking and writing in high school education are less researched. Here are three research questions.

RQ1) How do students participate in communicative activities and change their attitude?

RQ2) How do students learn to use communication strategies and develop their speaking ability?

RQ3) How does the integration of speaking and writing improve their communicative competence?

4. Method

In order to explore the RQs, various types of studies, data collection, and analysis methods are employed. This method section is divided into five sub-sections analysis: (1) teaching context,

(2) pre-survey, (3) data collection, (4) interview about two focus students, (5) post-survey. The teaching context section shows the school information and teaching methods. The second section explains the information of the participants. The third section shows how the participants conducted the integration of two skills in class and how the research was implemented. The final section illustrates the process of data analysis.

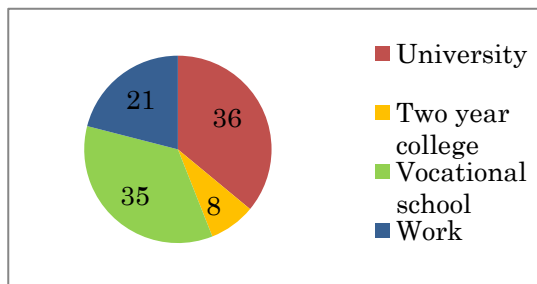
Teaching Context

The research was conducted to 3rd grade senior high school students for eight months: from June in 2020 to in the beginning of February in 2021. This school is a comprehensive senior high school and there are seven patterns with which students can take characteristic classes for students' dreams, such as a childcare worker, a nurse, a sports instructor and so on. They can choose some subjects to suit their dreams. However, some students did not decide what they do after graduation. Those students tend to choose a pattern for liberal arts at university. For this reason, it often happens that the pattern, which is for students who want to enter university, does not fit them. Figure 1 shows what career students choose after they graduate from senior high school. 36 percent of the students entered university and most of them enroll in university using an admission based on recommendation. Moreover, most students who advance to the next education need to write an essay and practice interview test to enter universities, two year college or vocational school. Thus, most students study English for their grades.

The students who chose a pattern of university-bound decided to take an English Conversation class by themselves. Though a few students did not go on university, they had a motivation to speak English. Lessons were twice a week for 50 minutes. Ten students who were two boys and eight girls participated in the class. One Japanese teacher and one Assistant Language Teacher (ALT) taught them. Basically, the author decided the schedule and the ALT evaluated students' speaking tests. Students got 40 percent from their performance tests, while they got 50

percent from term tests. The other ten percent is given by their attitude.

Figure 1. *Post-graduation career for the last three years*



Students liked English and were highly motivated to speak English with ALT. They tried six topics through a year (see Table 1). Those topics were about themselves, familiar things and some world problems. Two topics out of six were introduction about themselves and favorite TV programs or YouTube. Then, two topics out of four were introduction about school, their favorite places. The two topics were about food shortage problem in the world, discussion about some school rules. Rubrics were repeatedly used in each topic.

Table 1. *The schedule of the lessons*

| Month | Topics | Peer editing (time(s)) | Number of sentences | Time (Speaking test) | Communication Strategies |
|-------|--------------------------------|------------------------|---------------------|----------------------|------------------------------|
| 6 | Introduce yourself | 1 | 15 | 2 minutes | Openers/ Closers, Fillers |
| 7 | Introduce your school | 3 | 15 | 2 minutes | Rejoinders |
| 8 | | | | | |
| 9 | Favorite TV program or YouTube | 3 | 20 | 2.5 minutes | Repetition |
| 10 | Introduce your | 3 | 20 | 3 minutes | Rejoinders |

| | | | | | | |
|----|-------------------------------------|---|----|-----------|---------------------|-------------------------------------|
| | favorite place to foreigners | | | | | (That's a good/difficult question.) |
| 11 | Food shortage | 3 | 25 | 4 minutes | Follow-up questions | |
| 12 | problem | | | | | |
| 1 | Discussion about school improvement | — | — | 3 minutes | Summarization | |
| 2 | (December to February) | | | | | |

A cycle of process writing and speaking had 10 stages: (1) Write three questions' answer, (2) Pair work, (3) Write 10 sentences, (4) Peer editing, (5) Write 15 sentences, (6) Pair work, (7) Peer editing, (8) Write 20 sentences, (9) Speaking test, (10) Write a fun essay. Peer editing and pair work were conducted in class, while writing some sentences were conducted at home.

In a regular class, students always have a small talk. They talk about daily basis for one to two minutes using communication strategies.

Pre-survey

The survey was conducted in May while students stayed home. Nine students out of ten answered this survey. They were asked about (1) their language learning history and (2) the reason why they took the class, and (3) their goals to study English. The reason why the second question was conducted is because they chose this class out of three other choices.

As for the first question, three students learned English at an English private class from three to five years old, while six students started to learn English from 3rd to 5th grades. Those students went to a cram school and they focused on passing the English Language Proficiency Test

(EIKEN). All students began to study English before they learned English at a primary school.

As for the second question, most of them wanted to improve their speaking ability. Two students out of nine were different answer. They knew which class out of three could talk with the ALT, and they chose this class. For them, the ALT was a motivation to speak English.

As for the third question, their goals were quite different. Three students wanted to use English after they graduate from university or vocational school. Two students out of three will enroll in a university to study English. One student will study an airline program at a vocational school. Other students want to use English when they meet foreigners. Table 2 shows what they want to be after they graduate from senior high school. For example, one focused student called Ken wants to be an EMT. He knew that the number of foreigners in Japan has been increasing. Thus, he wanted to improve his English in case he needs to help foreigners. Another focused student called Nana wants to be a nutritionist. She also knew that the number of children from foreign countries has been increasing. Thus, she thought she needed to be able to speak English when she works at a primary school as a nutritionist. She has also another dream to work as a Japan Overseas Cooperation Volunteers (JOCV). For this reason, most students had a positive attitude toward learning English.

Table 2 *The post-graduation career path.*

| Name | After graduation | Dream | The job is required English | Rubric score (speaking test) |
|-------------|-------------------------|---|------------------------------------|-------------------------------------|
| Taro | University | not specific, but he wants to use English | Yes | |
| Mei | University | a flight attendant | Yes | |
| Reiko | Vocational school | a flight attendant | Yes | high |

| | | | | |
|---------|-------------------|---|-----------|---------|
| Nana* | University | a nutritionist | Sometimes | |
| Chihiro | University | a programmer | No | |
| Anna | University | not specific, but she wants to use English when she travels | Sometimes | |
| Kumi | University | a nutritionist | No | |
| Karin | Vocational school | a beautician | No | Average |
| Rei | vocational school | a racer | - | |
| Ken* | Vocational school | an EMT | Sometimes | Low |

All names are pseudonym. An asterisk (*) stands for target students.

Data collection

The data was collected in the end of each term: August, December and February. At the beginning of the school year, students were asked to answer the survey about their previous English learning, the reason why they took the class, and their goal. Students knew that their names were changed as a pseudonym and the survey was used only for the author's research.

The speaking test and Fun Essay were conducted as performance tests. The ALT evaluated their speaking tests. Most speaking tests were conducted in a different room and recorded a video using an iPad which the school has. The pairs were selected in a lottery before their speaking test by the ALT. After they finished the speaking tests, they got video recordings. The author gave a video to one student who had an iPhone via airdrop. Then, the student gave the video

via SMS so that students could transcribe their conversation at home. While they transcribed their conversation, they could review their speaking test. They also wrote a fun essay. Table 3 shows the percentage of the grade.

Table 4 *The percentage of the grade*

| Task | percentage |
|------------------------------------|------------|
| Speaking test | 20% |
| Fun Essay | 20% |
| Exam | 50% |
| Attitude | 5% |
| Homework (transcription, workbook) | 5% |

Interview about two focus students

Two students were interviewed by the author in the end of each term. The interview was semi-structured interview. According to Richards (2009), this type of interview is needed a ‘conversation with a purpose’. He claims that “Interviews are valuable to teachers because, properly conducted, they can provide insights into people’s experiences, beliefs, perceptions, and motivations at a depth that is not possible with questionnaires” (Richards, 2009, p. 196). Thus, the author not only took notes, but also took a voice recording. There are 15 questions for the interview (see Appendix A). Those questions were based on the questions to analyze the research.

Post-survey

All students’ transcription and students’ survey were analyzed as a qualitative data and two students’ interview was analyzed as a qualitative data.

5. Results

In this section, the results of the surveys on improving communicative competence through the integration of speaking and writing are presented.

Pre-survey

The results showed that most students were interested in English because they had learned English before they learn English at primary school. The students who got high score on rubric have a possibility to use English in the future. On the other hand, the students who got average or low score were not related to their score and possibility to use it in the future.

Recording and transcribing speaking tests.

Students learned six different CSs through a year. Table 5 and 6 showed how many times the target students could use CSs in speaking tests according to the transcription and recordings. A student called Ken got used to using openers/ closers and fillers naturally (see Table 5 & 6). When they learned new communication strategies, they tended to focus on one of the strategies a lot. For example, when they learned repetition in September, the number of the repetition in October increased (see Table 5 & 6). While students got used to using some CSs, follow-up questions seemed to be difficult to use.

Table 5. *The number of using communicative strategies (low-level student)*

| Ken | June | October | November | November | January | |
|-------------------------------|---------------------|-----------------|-----------------|-------------------|--------------------|----------------|
| | Introduction | favorite | Food | Eat out or | school | Average |
| | | TV | shortage | lunch box | improvement | |
| Openers/closers | 2 | 0 | 2 | 2 | 1 | 1.4 |
| Fillers (ah, oh, etc.) | 1 | 7 | 12 | 4 | 8 | 6.4 |
| Fillers(well, Hmm) | 0 | 0 | 3 | 0 | 2 | 1 |

| | | | | | | |
|---|---|---|----|---|---|-----|
| Rejoinders (That's ~ (nice, etc.)) | 2 | 0 | 0 | 0 | 0 | 0.4 |
| Rejoinders (I see) | 0 | 0 | 1 | 0 | 0 | 0.2 |
| Repetition (words) | 0 | 9 | 10 | 0 | 6 | 5 |
| Repetition(SV) | 0 | 0 | 1 | 0 | 0 | 0.2 |
| To make sure (Pardon? / What does ~mean?) | 0 | 0 | 6 | 0 | 0 | 1.2 |
| Follow-up Questions | 0 | 0 | 0 | 0 | 0 | 0 |

Table 6. *The number of using communicative strategies (high-proficiency student)*

| Nana | June Introduction | October favorite TV | November Food shortage | November Eat out or lunch box | January school improvement | Average |
|---------------------------------------|----------------------|---------------------------|------------------------------|-------------------------------------|----------------------------------|---------|
| Openers/closers | 2 | 2 | 3 | 2 | 2 | 2.2 |
| Fillers (ah, oh, etc.) | 0 | 2 | 4 | 6 | 5 | 3.4 |
| Fillers(well, Hmm) | 2 | 0 | 0 | 1 | 1 | 0.8 |
| Rejoinders (That's ~ (nice, etc.)) | 2 | 1 | 2 | 1 | 4 | 2 |
| Rejoinders (I see) | 1 | 0 | 2 | 0 | 2 | 1 |
| Repetition (words) | 1 | 5 | 2 | 0 | 2 | 2 |
| Repetition(SV) | 0 | 0 | 2 | 0 | 0 | 0.4 |
| To make sure (Pardon? / What does | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|---------------------|---|---|---|---|---|---|
| ~mean?) | | | | | | |
| Follow-up Questions | 1 | 1 | 2 | 1 | 0 | 1 |

Post-survey Quantitative results

Figure 1 shows the descriptions of the improvement of speaking ability. According to this figure, students' speaking the length of time gradually increased. Since the length of speaking test increased from two minutes to four minutes, students seemed to have a confidence to speak more than 3.5 minutes in February.

Figure 1. *Students' answers of how long they can talk in 6-point Likert scale*

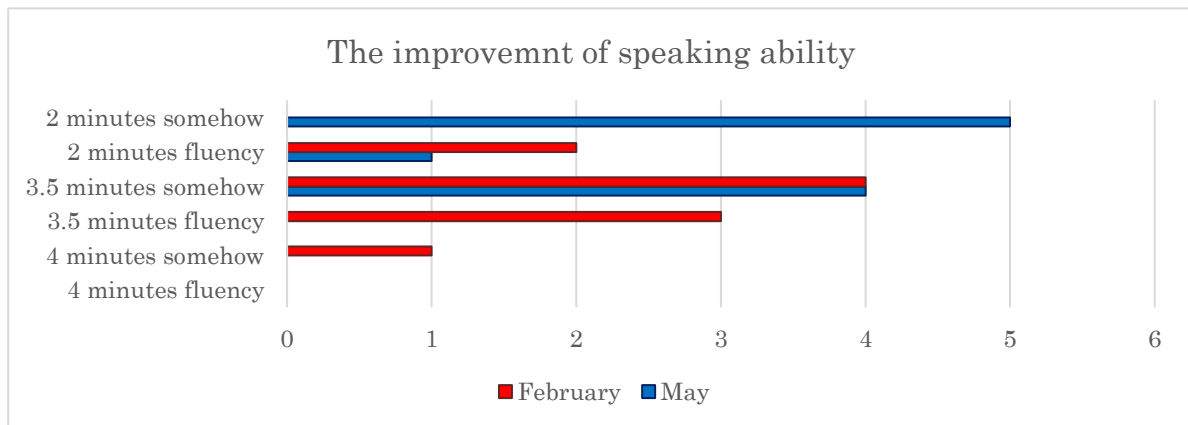


Figure 2. *Students' answers of the variation of CSs*

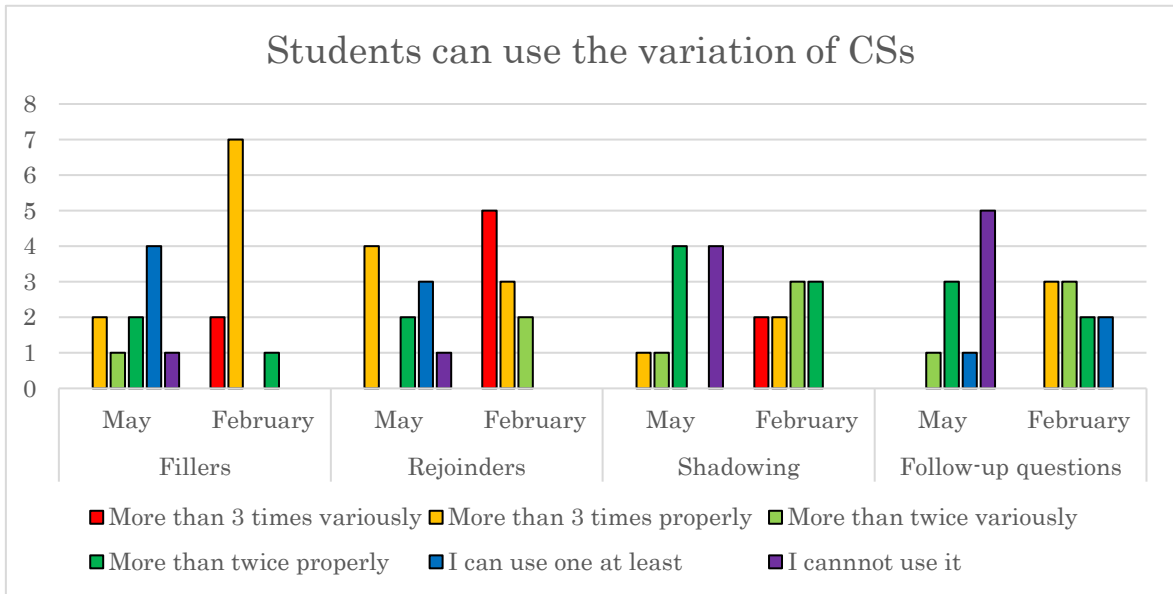


Figure 2 shows that the improvement of different CSs, such as fillers, rejoinders, shadowing, and follow-up questions. There are two obvious improvements: fillers and rejoinders. In May, two students felt that they could use fillers more than three times variously while four students felt they could use one at least. In February, seven students felt that they could use fillers more than three times properly. As for rejoinders, four students could use rejoinders more than three times properly while other students use them once or twice. As for shadowing and follow-up questions, the number slightly changed positively.

Figure 3. *Students' answers of how many words students can write in 6-point Likert scale*

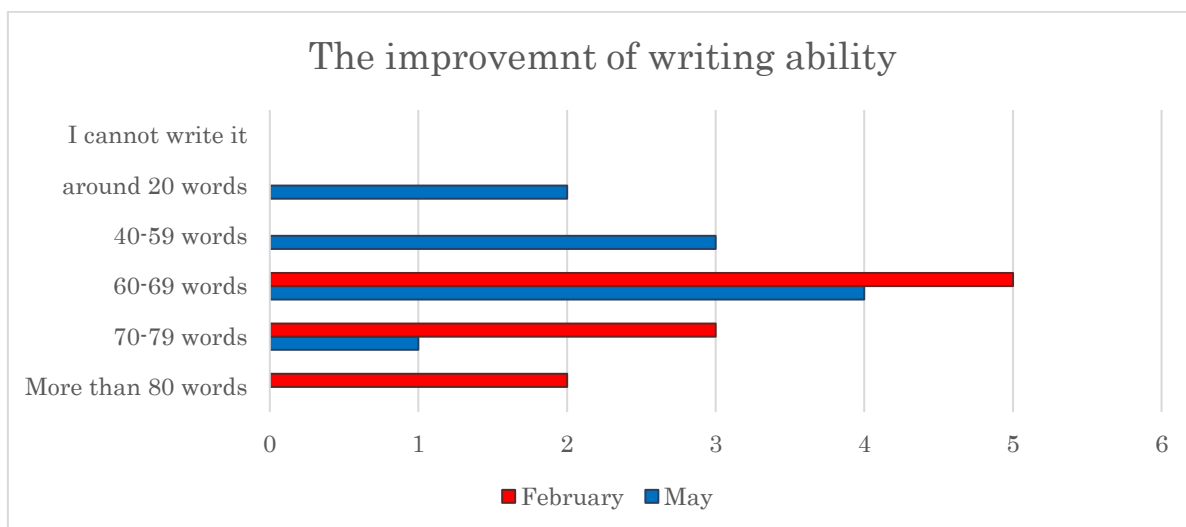


Figure 3 shows the description of the improvement of writing ability. The number of words gradually increased.

Post-survey Qualitative results

Interviews about communicative activities

Two focused students were chosen to answer the interview in February. Here are the comments from them. Students commented questions related RQs (see Appendix B).

I enjoyed talking with my classmates about each topic. I especially enjoyed talking about my favorite TV program or YouTube because I was able to talk about my favorite things and I understood what my classmates liked. It was fun for me to know my classmates. Through recursive practice, I was not afraid of talking with strangers. (Ken in February)

Ken is the low level student of the rubric score of speaking test (see Table 2). He liked English and he practiced hard. He always struggled to English, though he was in a rush and he slipped in his grammar.

When I talked about different topics, I enjoyed the topic about my favorite TV program or

YouTube. It was because I could talk about myself and I could also listen to others' favorite things. Thanks to the recursive practice, I tried to use English a lot. At first, I used Japanese when I did not know English words. Through recursive practice and using CSs, I tried to express something in easy English. (Nana in February)

Nana is a high-proficiency student. She had a passion to talk in English from the beginning. She was good at listening. So, she helped other students when the other students did not understand what the ALT told. However, she tended to speak Japanese when she did not know some words. Through this class, she tried to use follow-up questions. She also tried to explain something in English so that her partner could figure it out.

Interviews about communication strategies and speaking ability

Students were asked about the effect of using CSs. They were also asked about how they got used to using CSs.

I think CSs are sometimes useful and sometimes are not useful. I used "That's a good question.", but I do not know what I should say after the CSs. Then, I used "well" after "That's a good question". However, I reacted to some questions well because I rehearsed the conversation. I imagined some follow-up questions so that I could use CSs well in speaking tests. Now, I had a bit confident to speak English. Even though the difficult topic such as a food shortage problem, I think I can talk in pairs around three minutes. I can talk more than ten minutes if the topic is daily conversation. (Ken in February)

I think using CSs helps my conversation like a native speaker. Before I knew the CSs, I sometimes stopped the conversation because I needed time to think. I often used fillers and I could

use various fillers. On the other hand, I felt shadowing is difficult. Through the author and the ALT rehearsed the model conversation, I understood when I should use CSs properly. I tried using CSs like you (the author). I also felt that I can talk in pairs around six minutes if I can use CSs (Nana in February).

Students used same CSs through a year and they were familiar with fillers because they learned them in the beginning. Through they practiced CSs many times through timed-conversation and small talk, they tried using them.

Interviews about the integration of speaking and writing

Students were asked about how the integration of speaking and writing improve their communicative competence.

I can write 100 words at least. Before I attended the class, I can write 60 words maximum. It was fun to write and speak about the same topic through a year. I also felt the transcription was effective for me. I could hear what I said and I realized my English is not good. I also looked some words up to write words which my partner said. I learned some words from my partners (Ken in February).

I can write 25 sentences at least. I learned how I can add the sentences from ten sentences. I think my speaking ability improved through speaking test and fun essay. I also learned from transcription. When I did not understand what I said in video recordings, I tried to correct my sentences. Usually, the grammar was wrong. Then, I got to focus on grammar. It was a good challenge for me to do the same topic with speaking and writing (Nana in February).

Students think that they enjoyed the activity. They also felt that the integration of speaking and writing are effective. They also learned from their pairs about CSs and other words.

6. Discussion

RQ1) How do students participate in communicative activities and change their attitude?

Most communicative activities were experiential. As mentioned before, this school is a comprehensive high school. Thus, students were assembled from different homerooms. When they talked each other, they were strangers or a slight acquaintance. Brown (2007) insisted experiential learning which contextualize language, that integrate skills, and that point toward authentic, real-world purposes. He claims that “what experiential learning highlights for us is giving students concrete experiences through which they “discover” language principles (even if subconsciously (by trial and error by processing feedback by building hypotheses about language, and by revising these assumptions in order to become fluent (Eyring, 1991, p.347)”).

The most popular topic was “favorite TV program or YouTube” and “food shortage problems”. They were related to authentic, real-world purposes. As for “favorite TV program or YouTube” topic, students showed remarkable interest to others. They tried using not only rejoinders, but also follow-up questions (see Table 6). Though “food shortage problem” was the broad topic compared to the former one, students also showed interest to know other countries. The number of using communication strategies has dramatically increased (see Table 5 and 6). When they did not understand what their partner said, they tried clarifying it. Then, their partner explained it with understandable words. On the other hand, all students learned from what their pairs said in the interview. These are the proof of changing their attitude through communicative activities. Then, How do students to use communication strategies and develop their speaking ability?

RQ2) How do students learn to use communication strategies and develop their speaking ability?

Nakatani (2010) points out the relation between CSs and speaking ability. According to Nakatani, “the frequent use of specific oral communication strategy (OCSs), such as making efforts for maintaining conversation flow and negotiation of meaning, could contribute to the oral proficiency development of EFL learners with sufficient proficiency. It can be assumed that the integrated OCS approach, which includes strategies for negotiation as well as communication enhancers, is beneficial for EFL training” (Nakatani, 2010, p.128). The results from the interviews, students tried to use CSs so that they maintained the conversation. Since students had a speaking test for four minutes, they felt their speaking ability improved according to students’ interviews. According to the interviews, students claimed that they could talk more than six minutes which they have never been tested. Such answers are positive to the second question.

RQ3) How does the integration of speaking and writing improve their communicative competence?

Brown (2009) points out that “the integration of the four skills-or at least two or more skills-is the typical approach within a communicative, interactive framework.” He also points out that learner-center instruction implies several skills in developing communicative competence.

In this class, students spend most of the time to speak in English in various pairs. It means that they need not only to speak, but also listen to others. When they write some sentences for Fun Essay, they tried peer-editing. It means that they need not only to write, but also read to others. The integration of speaking and writing leads to learn four skills. The results from the post-survey were positive about writing. It is because they could reflect when they write sentences before they talked about the topic in pairs. Once they summarize their idea and write it down in a handout, they can talk in pairs smoothly. They thanked their peers about the peer-editing. Through the peer-editing,

they understood how to write more than 25 sentences through a year.

In summary, students engaged in the integration of speaking and writing with peers. It resulted in improving the communicative competence by peer- editing and recursive practice.

7. Conclusion

The results of this research revealed that their improvement of communicative competence through the integration of speaking and writing. Communicative competence has four competences: (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence” (Savignon, 2002, p.40). According to the qualitative research, activities which were conducted by students for a year were helpful to improve these competences. When students wrote longer sentences with peers, they corrected grammar and commented related to negotiation of the meaning. Awareness of those aspects in their essay encouraged them to speak fluently. However, peer editing takes time unless they get used to doing it. Thus, the researcher needs to be care about explanations in caution.

A finding about a topic about a world problem leads that students enjoyed gaining new information and widen their knowledge. On the other hand, the topic after it was not effective because of time limit. The essential aspect of proper topics was the availability of proofs of the improvement of communicative competence.

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Appendix A

My AR goal

I want my students to talk in English with their partners using communication strategies. I believe that introducing communication strategies help students speak more. (see Sato& Takahashi)

Research questions

- 1. How do students participate in communicative activities and change their attitude?**
- 2. How do student learn to use communication strategies and develop their speaking ability?**
- 3. How does the integration of speaking and writing improve their communicative competence?**

1. How do students participate in communicative activities and change their attitude?

1. それぞれのトピックについて英語でクラスメートと会話することは楽しかったですか？
2. それぞれのトピックの中で一番力が付いたと思うものは何ですか？それはなぜですか。
3. クラスメートと英語で話すことで一番楽しかったトピックは何ですか？またそれはなぜですか。
4. 同じトピックでペアを変えて行う small talk は楽しかったですか。また、力がついたと思うことはなんですか？
5. 英語で会話をするのでできるようになったことはなんですか。

2. How do student learn to use communication strategies and develop their speaking ability?

1. Conversation strategies は会話続けるのに役に立ちましたか？
2. openers/ closers, fillers, shadowing, follow up questions の中でよく使ったものは何ですか。
3. Conversation strategies を使うことでできるようになったことはなんですか？
4. クラスメートと会話をする時に気をつけていたことはなんですか
5. 会話する時間がだんだん長くなりましたが、会話をしていく中で変化したことはありますか？

3. How does the integration of speaking and writing improve their communicative competence?

1. Transcription をすることは会話を振り返るのに役立ちましたか？
2. 会話力が向上したと感じるのはスピーキング練習をしている時ですか、それとも transcription やる fun essay を描いている時ですか。

3. **Fun essay**（会話テストの後に完成させる）と **transcription**（会話テストの動画を見ながら書く）ではどちらがスピーキング力に繋がったと感じますか。
4. **Speaking** や **writing** を1年間行うことは楽しかったですか？
5. テーマが与えられたら何文程度描けるようになりましたか。

Appendix B

英語授業についてのアンケート 2月

3年 組 () 番 名前 ()

この調査は、みなさんのこれまでの英語の学習について把握し、今後の授業に役立てるのに使います。テストではありませんので正直にお答えください。空欄のないようよろしくお願いします。 20分程度です。アンケートが書けたら、2月12日(金)の授業にもってきてください。 ご協力よろしくお願いします。

My research questions

1. How do students participate in communicative activities and change their attitude?
2. How do student learn to use communication strategies and develop their speaking ability?
3. How does the integration of speaking and writing improve their communicative competence?

Part1

英語の力について、当てはまる番号をマークしてください。(4月には○を、2月には☆をつけてください)

1. 話す力について

- | | | | |
|---|--------------------|---|-------------------------|
| 6 | 4分間はなめらかに話すことができる | 5 | 4分間は3、4回つまりながら話すことができる |
| 4 | 3分半間はなめらかに話すことができる | 3 | 3分間は3、4回止つまりながら話すことができる |
| 2 | 2分間はなめらかに話すことができる | 1 | 2分間は3、4回止つまりながら話すことができる |

2. 聞く力について

- | | | | |
|---|-----------------------|---|--------------------|
| 6 | 先生や友達の英語の8割以上理解できる | 5 | 先生や友達の英語の7割以上理解できる |
| 4 | 先生や友達の英語の6割以上理解できる | 3 | 先生や友達の英語の4割以上理解できる |
| 2 | 先生や友達の英語の3割くらいなら理解できる | 1 | 先生や友達の英語が理解できない |

3. 書く力について

- | | | | |
|---|------------------|---|---------------|
| 6 | 80語以上書くことができる | 5 | 70語以上書くことができる |
| 4 | 60語以上書くことができる | 3 | 40語以上書くことができる |
| 2 | 20語程度しか書くことができない | 1 | 書くことができない |

4. Conversation Strategies について

(1) Fillers (Well / Let me see / Ah など)

- | | | | |
|---|-------------------------|---|-----------------|
| 6 | 3回以上適切にさまざまな表現を使うことができる | 5 | 3回以上適切に使うことができる |
| 4 | 2回以上適切にさまざまな表現を使うことができる | 3 | 2回以上適切に使うことができる |
| 2 | 1回は使うことができる | 1 | 使うことができない |

(2) Rejoinders (I see. Nice. Really?などを使ってあいづちを打つ)

- | | | | |
|---|-------------------------|---|-----------------|
| 6 | 3回以上適切にさまざまな表現を使うことができる | 5 | 3回以上適切に使うことができる |
| 4 | 2回以上適切にさまざまな表現を使うことができる | 3 | 2回以上適切に使うことができる |
| 2 | 1回は使うことができる | 1 | 使うことができない |

(3) Shadowing (相手が言った発言を繰り返したり、キーワードとなる言葉を繰り返したりする)について

- | | | | |
|---|-------------------------|---|-----------------|
| 6 | 3回以上適切にさまざまな表現を使うことができる | 5 | 3回以上適切に使うことができる |
| 4 | 2回以上適切にさまざまな表現を使うことができる | 3 | 2回以上適切に使うことができる |

2 1回は使うことができる

1 使うことができない

(4) follow-up questions について

6 3回以上適切にさまざまな表現を使うことができる 5 3回以上適切に使うことができる

4 2回以上適切にさまざまな表現を使うことができる 3 2回以上適切に使うことができる

2 1回は使うことができる

1 使うことができない

Part2

現在の英語力について、当てはまる番号をマークしてください。

1. 英語で話すことについて、どう感じていますか？（4月には○を、2月には☆をつけてください）

4 言いたいことがかなり自由に話せる 3 多少の間違ひはあるが言いたいことは言える

2 片言だが何とか言いたいことが言える 1 かなり片言で単語を2、3個並べる程度である

2. 英語の授業全般に前向きですか。また、それはなぜですか。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない

1 全く思わない

3. コミュニケーション活動（ペアワークなど）を通して文法を学ぶことは効果的ですか。また、それはなぜですか。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない

1 全く思わない

4. Performance test 練習（コミュニケーション英語などの授業）に前向きに参加していますか。また、それはなぜですか。

6 とてもそう思う 5 そう思う 4 まあまあ思う 3 あまり思わない 2 そう思わない

1 全く思わない

5. Writing は前向きですか。またその理由を書いてください。

| | | | | | |
|-----------|--------|----------|-----------|----------|----------|
| 6 とてもそう思う | 5 そう思う | 4 まあまあ思う | 3 あまり思わない | 2 そう思わない | 1 全く思わない |
| | | | | | |

6. 授業時間以外でどのくらい英語を学習していますか。また、どのような学習をしていますか

| | | | | | |
|------------|---------|---------|---------|------------|-----------|
| 6 ほぼ毎日している | 5 週5日程度 | 4 週4日程度 | 3 週3日程度 | 2 週1, 2日程度 | 1 全くしていない |
| | | | | | |

Part3 (4月には○を、2月には☆をつけてください)

1. どの分野を一番伸ばしたいですか? ○をつける

| | | | | |
|--|---------|--------|---------|---------|
| | スピーキング力 | リスニング力 | ライティング力 | リーディング力 |
| | | | | |

2. 英語が使えるようになりたいですか? ○をつける

| | | | | |
|--|--------|-----------------|------------------|--------|
| | はい、とても | どちらかといえ ば、はい | どちらかといえ ば、いいえ | そう思わない |
| | | | | |

3. Rejoinders (I see. That's nice. That's too bad. Oh yeah? Uh-huh. Really? etc.)

| | | | | |
|---------------|----------|--------|--------|------|
| 5 種類以上でき る | 3~4種類できる | 2種類できる | 1種類できる | できない |
|---------------|----------|--------|--------|------|

4. Shadowing

| | | | |
|---------------------------------|---|-----------------------|------|
| SV を入れ、You に変えて Shadowing ができる。 | SV を入れて Shadowing ができるが、時々You に変えるのを忘れてしまう。 | 単語でなら Shadowing ができる。 | できない |
|---------------------------------|---|-----------------------|------|

5. Follow-up questions

| | | | |
|------------------------------|------------------------------|--------------|------|
| 会話を続けるために3回以上新しい質問をすることができる。 | 会話を続けるために1、2回新しい質問をすることができる。 | 単語でなら質問ができる。 | できない |
|------------------------------|------------------------------|--------------|------|

Part5. (4月には○を、2月には☆をつけてください)

1. 英語会話の授業を取ろうと思った理由を書いてください。現在、英語会話の授業を取って、何の力が伸びた(伸びなかった)と感じますか。

| |
|----|
| 4月 |
| |
| 2月 |
| |

2. パフォーマンステストを行うことで、あなたの英語にどのような変化がありましたか。今までの経験を書いてください。

| |
|----|
| 4月 |
| |
| 2月 |
| |

3. Transcription を行うことで、あなたの英語にどのような変化がありましたか。今までの経験を書いてください。

| |
|----|
| 4月 |
| |
| 2月 |
| |

4. 英語会話の授業で力が付いたと思うものがあれば書いてください。

| |
|----|
| 4月 |
| |
| 2月 |
| |

5. 今までのパフォーマンステストを通して自己評価をしてください。(○をつける)

| | とても力になったと思う | 力になったと思う | あまり力にならなかったと思わない | 全く力にならなかった |
|--------|-------------|----------|------------------|------------|
| 6月自己紹介 | | | | |

| | | | | |
|--|--|--|--|--|
| 6月 Free time | | | | |
| 7月 学校紹介ビデオ | | | | |
| 9月 ゲストスピーカーとの 会話 | | | | |
| 10月 おすすめの場所につ いて知らない外国人 に紹介する | | | | |
| 10月 好きな TV 番組 | | | | |
| 11月 食糧不足問題 | | | | |
| 1月 学校をよくす るディスカッション | | | | |
| それぞれの PT での Transcription | | | | |

6. 1 番力になった Performance test は何ですか。理由を書いてください。

| |
|--|
| |
| |
| |
| |

その他 何かコメントがあればどうぞ！（やりたいこと、悩みなど）

| |
|--|
| |
| |

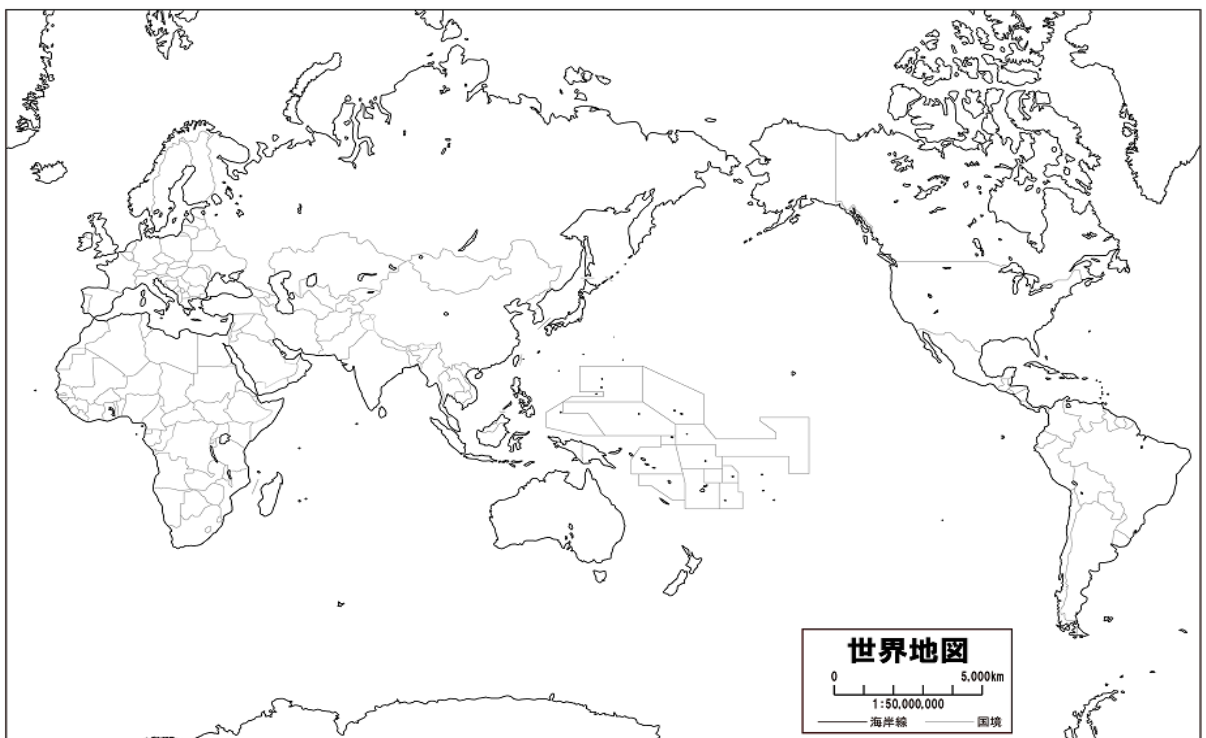
ご協力ありがとうございました。

Food shortage problem

~ your research ~

Step1. Ask your partner about the problem.

- ① What country did your partner research? Where is the country?
- ② What are the causes?
- ③ What are they doing to solve the problem?
- ④ How are you going to help these people?



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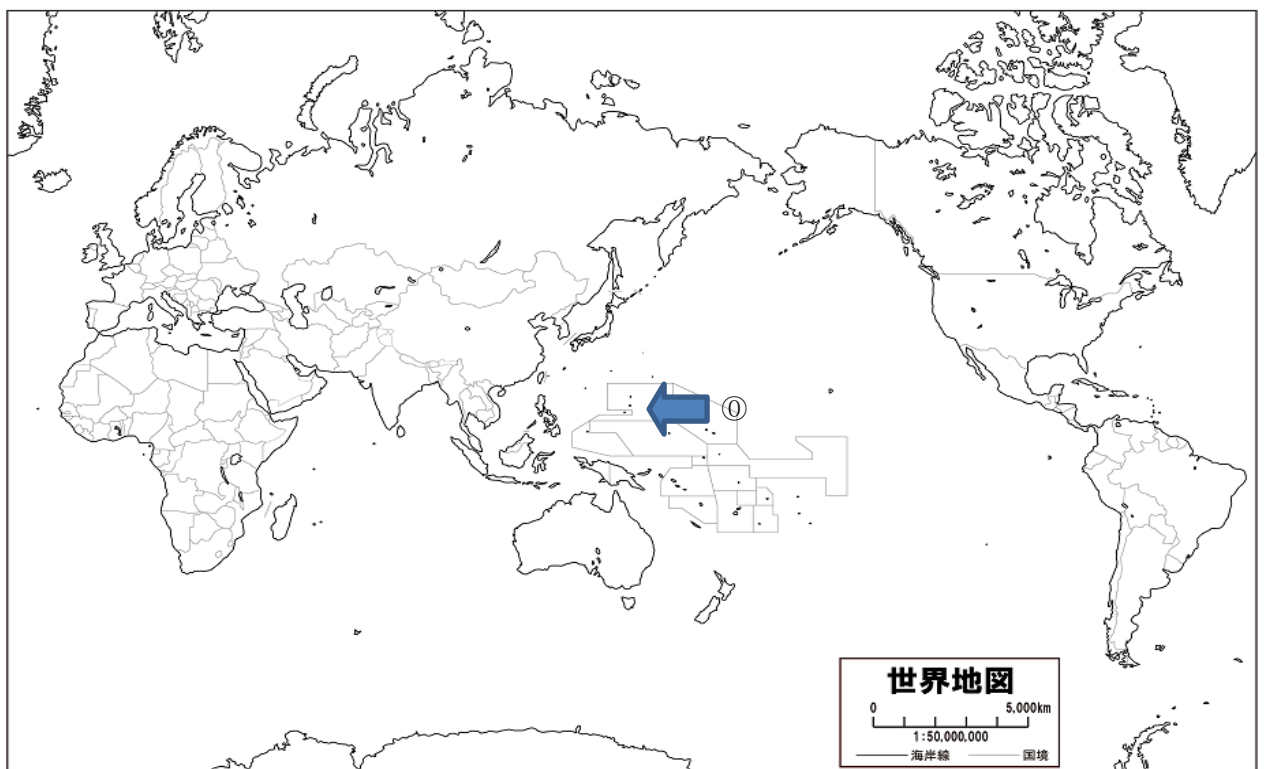
note

Questions

Food shortage problem

Step1. Ask your partner about the problem.

- ① What country did your partner research? Where is the country?
- ② What are the causes?
- ③ What are they doing to solve the problem?
- ④ How are you going to help these people?



You can add number in the map, so that you can see other countries well.

ex. ①Ariko

① _____

⑥ _____

② _____

⑦ _____

③ _____

⑧ _____

④ _____

⑨ _____

⑤ _____

⑩ _____

Step2. Write a summary what you heard from your partner.

No.1

Your name ()
Summary

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Your name ()
Summary

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

No.2

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

No.3

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)

Your name ()
Summary

Checkbox

- I could understand my partner's topic.
- What's that?/ What does ○○mean?
- Oh, really?/ I see. / Me, too. (Rejoinders)
- Shadowing
- Pardon? / Sorry?
- Well,, / Let me see. / That's a good question.
(Fillers)



No.3

self-assessment sheet 5-minute Conversation

Topic : Food shortage

Class () No. () Name () Date : ()

1. How I prepared for the conversation in pairs:

2. Here are three things I'm proud of.



3. Here are three things I said that I want to correct:

Example : I am exciting. → I am excited.

I like the singer is Higidani. → The singer I like is Higidan. →

My favorite singer is Higidan.

(1)

(2)

(3)



4. I used conversation strategies such as

5. NOTICING my partner:

Useful things my partner said...

Suggestion for my partner

6. Goals for next timed- conversation.

7. On a scale of A+ , A, B, C, F, I would give myself_____ for my part.

Let' s do our best together!



Fun Essay Topic

Rubric for Fun Essay

| | 3 | 2 | 1 |
|-------------|--|---|---|
| Design | The essay contains pictures/photos The layout is well-structured. | It has pictures/photos You used only one color. | It colors a lot. There are not pictures or photos. |
| Length | You wrote more than 14sentences | You wrote between 11 to 13 sentences | You wrote 10 sentences. You have to add sentences from other students' advices. |
| Content | You explain yourself well. | You not only answer well, but also add explanations in each question. | You answer the question. |
| Bonus point | | | If Your Fun Essay is very good in one of the three categories, you get a bonus point. |
| Total | | | / 10 |

* Please write your essay with a pen.

Deadline ()

*If you hand in this after the deadline, your score will be half of the result.

*You have to do it by yourself.

*I may put your essay on corridor/ on our school's homepage.

Step 9. Writing Assignment #2

1. What I want to say. Write 15 sentences about the topic. (Count words)

【 words】

2. New vocabulary (調べたら書きとめておこう)

3. Write 3 new questions

Step 10. Peer Editing #2
Read partner's essay and comment it.



Your name ()
()
Comment

Your name

Comment

Your name ()
()
Comment

Your name

Comment

Step 11. Writing Assignment #3

1. What I want to say. Write 15 sentences about the topic. (Count words)



【 words】

2. New vocabulary (調べたら書きとめておこう)

3. Write 3 new questions

Step 12. Writing Assignment #4

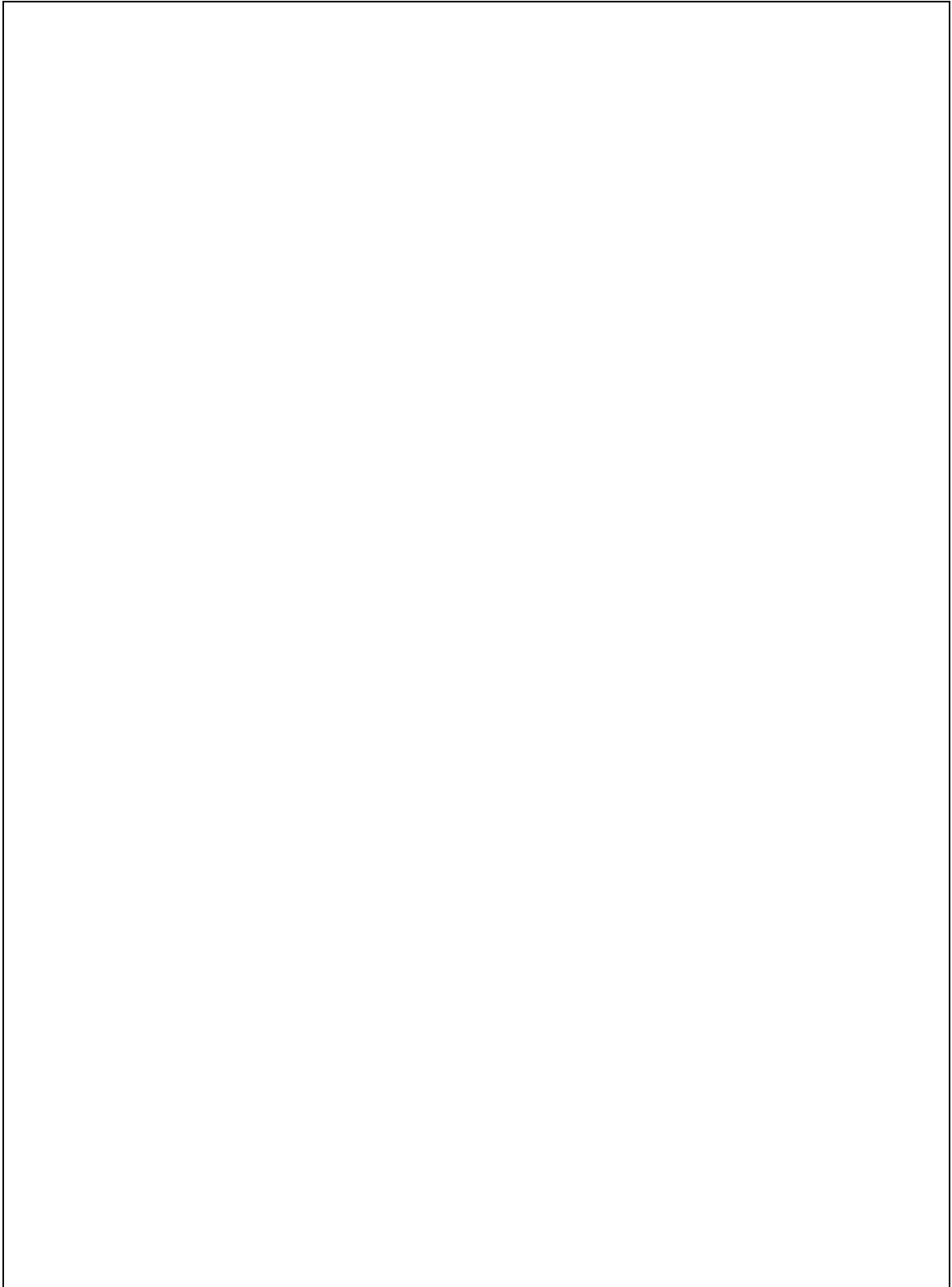
1. What I want to say. Write 20 sentences about the topic. (Count words)



【 words】

2. New vocabulary (調べたら書きとめておこう)

Writing Assignment 4 Fun essay



Class No. Name _____

