

2023 AR Final Report
Developing Senior High School Students' Communicative Competence by Integrating
Speaking and Writing

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When I was transferred to another public senior high school, most students had trouble learning English because they had not enjoyed English since junior high school. The school was an integrated school. They could choose some subjects depending on their future goals. Thus, most students had dreams after graduation and took some programs, such as the nursery teacher's-, nurse-, sports-, and eleven other programs. More than half of the students at the school did not have to use English in the future because some started working or going to vocational schools after graduation. Around a quarter of students went to university, but they usually did not take an entrance examination. Instead, most took an examination for candidates recommended by high school principals (*Suisen Nyushi*). They felt studying English was less useful. Especially listening to the explanation of grammar, and it demotivated students. Therefore, I found that I needed to change the way I taught. Because of that, I started reading many books and attending workshops. I also read MEXT's guidelines for teaching. I tried to put into practice what I had learned. For example, I told them a story and asked them to retell it. I tried very hard, but it didn't work very well. When I pondered why that was so, I started to think that I often fell back into old ways, Grammar-Translation Method (GTM) or the Audio-Lingual method (ALM). Besides, these activities were not linked to the lessons, and each lesson had no clear goals. I realized that my teaching style was similar to the way I was taught when I was a student. When I attended the workshop at NUFS, I learned how to teach English communicatively. I was impressed that many teachers taught communicatively and in a student-centered way.

Besides, the teachers who attended AR classes made original handouts and assessed students' speaking and writing skills communicatively. I had my near-peer models there.

In the second year of my AR 2020, I received an opportunity to teach an English Conversation class which was an elective class. I taught ten third-year high school students. I was not confident about what to research since the goal of the class was to converse, and I asked Dr. Sato, my advisor, who suggested skills integration with CSs. I referred to Dr. Sato and Ms. Takahashi's DVD. At the beginning of the school year, I noticed that students understood what ALT and I said in English, but they had limited opportunities to talk in English. Besides, students tried to speak in Japanese when they did not understand what other students or teachers said. I assumed that they lacked communicative competence. Therefore, I aimed to develop students' speaking fluency and accuracy. To achieve my goals, I made subgoals: (1) implement student-centered activities, (2) implement small talk and timed conversation and introduce CSs to improve students' speaking and listening skills, (3) implement the integration of speaking and writing to have students develop the confidence to use English, and (4) implement activities recursively to have a student get used to talking about the topic naturally. I created handouts to focus on speaking and fun essay writing to meet the goals. I also added transcription and peer-editing sections in the handouts. After taking "Introduction to AR," I gradually understood how to conduct research. Professor Heigham, the instructor of the class, advised us to create questionnaires, interview questions, recordings of the whole class and speaking tests, and a teacher journal. I also conducted conversation analysis (CA) to see further analyses. Her advice helped me to strengthen my research. The data showed that students benefitted from integration of speaking and writing activities. Moreover, students worked hard even though the topic was complex and related to social issues, such as food shortage problems in other countries. I

found that students felt the topics were useful when they might use those topics in the future.

Literature Review

Communicative Language Teaching (CLT)

Communicative Language Teaching

The history of language teaching is quite long and complicated. The teaching methods have been changed to learners' requirements. For example, according to Howatt (1984) and Howatt and Widdowson (2004), as cited in Kianiparsa (2015), the Grammar-Translation Method (GTM) was used until the middle of the 19th century. GTM aimed to have “a view of language as a formal system of rules or structures to be mastered” (Wesche & Skehan, 2002, pp. 164-166). At that time, grammatical rules were taught, and the use of L1 was allowed. Besides, the language teaching was focused on translating into written language, and learners read aloud the translated sentences (Kianiparsa, 2015). However, GTM did not provide learners with fluency development and gave few opportunities to use the language. Therefore, language teaching shifted from GTM to the Direct Method (DM) by the end of the 19th century. Teachers used the target language in the classroom, and DM aimed to concentrate on form rather than meaning. Though DM took the place of GTM, it had problems with practicality. Few people could speak the target language well at that time. Besides, the aim was more focused on reading and writing. Then, in the 1920s and 30s, Audiolingual Method (ALM) replaced DM to reinforce aural-oral production. According to Thaler (2012), as cited in Kianiparsa (2015), ALM aims to instill good habits in learners by using positive reinforcements. Therefore, accuracy was quite significant, and learners practiced drills so that they could produce grammatically correct sentences. Those drills were single sentence-level and learners did not practice in real-life content. A paradigm shift in language teaching happened in the late 1970s and early 1980s.

There was research about communication strategies since language learners did not enable themselves to communicate sufficiently. Lee and VanPatten (1995) showed that ALM or early communicative language teaching (CLT) took up much space for tasks that instructors gave to students. Under those circumstances, students just responded to the instructor. On the other hand, contemporary CLT integrates tasks that encourage students to engage in real communication. Throughout the changes, the major roles of instructors have also changed from central roles to resource givers.

Definition of Communicative Competence

The concept of CLT includes “communicative competence,” which was introduced in the early 1970s. There are several conceptualizations of communicative competence; for example, Hymes (1971), as cited in Savignon (2002), discussed communicative competence and defined the term as “the ability to use language in a social context, to observe sociolinguistic norms of appropriateness” (p. 2). The definition of Hymes was related to Chomsky’s characterization. It represents the ability to use language in a social context. Bachman (1991), as cited in Sato and Kleinsasser (1999), represents a theoretical framework for communicative ability. The chart includes knowledge structures, strategic competence, psychophysiological mechanisms, the context of the situation, and language competence. On the other hand, Savignon (2002) defined communicative competence differently. Savignon mentioned it as “the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge” (Savignon, 2002, p. 3). For example, teachers encourage learners to negotiate meaning such as by asking for information, or seeking clarification so that teachers lead learners to venture beyond memorized patterns. Canale and Swain (1980, later refined in Canale, 1983), as cited in Sato and Kleinsasser (1999), explain that communicative

competence has four components: grammatical competence, sociolinguistic competence, and discourse and strategic competence. According to Savignon (2002), (1) Grammatical competence means the knowledge of the grammatical structure, such as grammatical rules, vocabulary, and pronunciation. (2) Sociolinguistic competence means the knowledge of the language use in a certain situation, such as register and politeness. (3) Discourse competence is that the knowledge of combination of language structures and different types of cohesive texts such as turn taking, political speech and poetry. (4) Strategic competence is the knowledge of communication strategies verbally and nonverbally. These strategies lead learners to enhance their communication efficiency and prevent them from communication breakdown. Celce-Murcia and Dörnyei (1995) changed two minor terms based on Canale and Swain's components. They use the term “linguistic competence” instead of using “grammatical competence” to understand the components unambiguously. They also use the term “sociocultural competence” rather than using “sociolinguistic competence” to distinguish it from actional competence.

Definition of communicative language teaching (CLT)

There are several definitions of CLT. According to Savignon (2002), “The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence” (p. 22).

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). She 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 integrate four components in teaching a language.

Brown (2007) also defined CLT as four interconnected characteristics.

1. Classroom goals are focused on all of the components of CC 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 complementary 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 have to use the language, productively and receptively, in unrehearsed contexts. (p. 214)

Other researchers, Wong and Waring (2021) defined it as follows:

“CLT is an approach to the teaching of a second or foreign language that emphasizes communication as both the goal and means of learning a language. Within this approach, learners regularly work in pairs and groups, authentic materials and tasks are used, and skills are integrated from the beginning” (p. 7).

Furthermore, Savignon (1983), as cited Savignon in 1987, identified five components in communicative curricula: (1) language arts, (2) language for a purpose, (3) personal language

use, (4) theatre arts, and (5) beyond the classroom (p. 238). Each component represents a different facet of the language learning process. First, “language arts” indicates what language teachers do best. For example, it focuses on language use and language works. “Language arts” helps learners to work on rules of language and language behavior throughout their practices. It also focuses on formal accuracy. The second component is “language for a purpose.” It focuses on how the language is used for a real and immediate communicative purpose. Savignon gave an example of immersion programs. These programs aim to provide opportunities to use the language. Learners speak the target language in mini-courses on diverse topics, which are learners’ interests. Third, “personal language use” implies a source of personalized activities in language classrooms. These exercises help learners to give opportunities to know their classmates and use the class to explore their own attitudes and values. This curriculum suggests learners use the second language for self-expression. Fourth, in “theatre arts,” learners use some occasions such as role-playing and many related activities that make theater arts. These are similar to a natural component of second-language learning. They give learners to experiment with roles they play or will play in real life. Savignon (1987) summarized this curriculum that “all the theatre and other communication activities that have been described work best when they are well integrated into the curriculum (p. 240). She also mentioned that teachers must make an integral part of the classroom program to be better communicative activities. Lastly, “beyond the classroom” aims for those learners to prepare for the second-language world. If it is possible, teachers should invite the culture where the second language is used to the classroom so that learners will be provided with the opportunity to develop the strategies they need to interact with and learn from them. Savignon suggested those curricula should be put all together. She also intended to introduce sentence-level grammatical form (“language arts”) and to give learners much attention to the experiences (“language for a purpose,” “personal

language use,” “theatre arts,” and “beyond the classroom”) so that learners could develop their communicative competence.

Summary

In summary, there are many ways to conduct CLT. As Savignon (1997) suggested that the curricula should include all five components and teachers should give students attention to using the language so that they can improve their communicative competence. Although many teachers learned about CLT, they had fragmented ideas of CLT. Instead, their own successes and failures in the classroom seemed to influence their development in implementing CLT (Sato & Kleinsasser, 1999). Nishino pointed out that implementing CLT was affected by the university entrance examinations in Japan. She also showed that teachers tended to think they could implement CLT when the class size was smaller, and the system of the entrance examinations changed. As Nishino (2008) mentioned, most teachers thought that implementing CLT in the classroom was good, but they had several problems. First, *The Course of Study* only specifies what teachers are to teach, but it does not tell *how* they are to teach. Therefore, even though the guidelines mention CLT, the teachers appear indifferent to the guidelines. Second, they have a lack of opportunities to expose themselves to CLT theories and practices. The local Board of Education holds a couple of CLT workshops every year. However, the workshops do not help teachers. Sato and Kleinsasser (1999) found that teachers need continuous teacher development opportunities. Firiady (2018) revealed that teachers need to consider how they teach students by using activities in the textbook to improve students’ communicative competence. Although the textbook already provided a variety of communicative activities, Friday mentioned that the textbook should be still improved because the grammar exercise was still dominant.

In short, we can observe that CLT is strongly related to teachers' beliefs or experiences. Teachers need continuous teacher development opportunities to change their

beliefs and practices. The following section will focus on how teachers integrate four skills.

Skills Integration

In the history of English learning, ESL and EFL curricula and textbooks focused on the four skills –listening, speaking, reading, and writing–in separate segments. In the early 1940s and during World War II, specialists developed ALM for the U.S. Armed Forces. Native-speaking informers tutored students, and students drilled the elicited systematic patterns of spoken language. At that time, learning to read or write was not focused on because these skills were thought less practical and valuable. Similarly, the second or foreign language pedagogy in Britain was taught to school-age children in the colonies outside the U.K. Therefore, language teaching was focused on learning grammar, which was needed for translating written texts. However, in the 1960s, immigrants from foreign countries, students, and former colonials came to the U.K. and British perspectives on ELT changed from translating written texts to meeting urgent demands in technical and academic fields. Then, two novel directions emerged: English for specific purposes for technical and professional learners and English for academic purposes for university students. Those people needed to understand what others said and respond to them. As a result, the emphasis on situational language skills became paramount in British curricula. Under the situation, the curricula were socially rather than structurally driven and were focused on “all four language skills” between the 1950s and 1970s. However, many linguists revealed that teaching English in situational contexts was limited. In the 1970s, a new concept of “communicative competence” (Hymes, 1971; 1972), as cited in Hinkel (2010), brought a new perspective in ELT which aimed at using communication inside and outside of the classroom. Much elaboration and refinement led to communicative and integrated teaching of the four skills. It gives opportunities for learners to be interaction-centered in using the language for communication (Hinkel, 2010).

Definition of Skills Integration

There are several definitions of teaching integrated skills. For example, Richards, Platt, and Weber (1988), as cited in Hinkel (2010, p. 116), defined it as the following in the *Longman Dictionary of Applied Linguistics*: “the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.” Similarly, Brown (2007) criticized the teaching of four skills separately. Brown claimed that “the priority is not the *forms* of language, but rather the functional *purposes* for which language must be used” (italics original, Brown, 2007, p. 288). There is a recent trend of skill integration. It suggests designing a curriculum based on a whole language approach that includes one of two or more interrelated skills rather than focusing on the many aspects of one skill. Brown (2007) clarified the following characteristics, which support skills integration.

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 language 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.

7. Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act (p. 286).

Conducting a class in a skills-integration curriculum motivate learners because they can understand profoundly and retain language through meaningful activities.

Newton and Nation (2009) also revealed that a well-balanced language course should include four roughly equal strands:

1. Learning through meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language.
2. 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.
3. 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 the deliberate learning and practice of language learning strategies and language use strategies.
4. 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)

These components are significant in planning language courses so learners can communicate effectively.

Spiro (2013) designed principles for integrating the skills. There are five in total: (1) the four strands, (2) introduce information transfer, (3) classify information with text organizers, (4) introduce an information gap, and (5) introduce game-like activities. The first principle focuses on the balance of four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development, according to Nation and Newton (2009). The second principle is a key to integrating the four language skills since the skills are rarely isolated from one another in authentic situations. For example, when people read a film review, they discuss it with friends. This process, called information transfer, happens in a real-world situation. Spiro suggested that teachers put these activities in the class. The third principle is to organize information visually after reading or listening activities to develop fluency. For example, teachers can introduce flow charts, Venn diagrams, and cycles. These techniques help students visualize the relationships in a text and comprehend and understand the ideas. The fourth principle is vital to set authentic situations in class. In a real-world situation, people ask a question that students usually do not know. An 'information gap' activity leads students to exchange messages in need of information. As for the fifth principle, learners can enjoy and use language in a game-like environment. Teachers can apply the characteristics of games to their lessons, including competition, time constraints, words or phrases, an incentive for a prize or reward, and team spirit by having a role for each student.

There are some models in common to maintain the integration of the skills in class: content-based instruction and task-based instruction. Brown (2001) explained that content-based instruction focused more on specific subject-matter content than general second language teaching. Therefore, the second language is used as a medium to convey information. This instruction allows students to gain knowledge and skills. On the other hand, task-based

instruction is when the task is at the center of the course. Skehan (1998), as cited in Nunan (2010), capsulized the task as an activity. He cited

1. meaning is primary,
2. there is some communication problem to solve,
3. there is some sort of relationship to comparable real-world activities,
4. task completion has some priority, and
5. the assessment of the task is in terms of outcome.

Summary

Skills integration is the elaboration and refinement of CLT, and it is essential to focus on the authentic situation so that learners can use the four skills (Hinkel, 2010). There are various definitions of skills integration. However, Brown (2007) pointed out that language teaching does not mean focusing on one skill; instead, it is closely interrelated. Lee and VanPatten (2003) and Spiro (2013) also suggested information-exchange tasks so that students can use their language skills. Hinkel (2010) noted some challenges to integrating the skills in class. For example, teachers still think concentrating on one single language skill at a time can be more effective. Furthermore, teaching discrete language skills is valued in various world regions.

However, according to Richards and Rodgers (2001), as cited in Hinkel (2010), teachers and students resist skill integration in those areas. Therefore, they may find it difficult to teach skills integration. There was a study that offered sample lesson plans to change the teaching style. Furuta (2002) attempted to implement task-based instruction in high schools in Japan to reduce teacher-centered instruction and develop students' communicative competence. As we see in the CLT section, teachers' beliefs are strongly related to implementing the teacher-centered class. As Furuta offered sample lesson plans, task-based instruction might be one of

the ways to change the teaching style from teacher-centered to learner-centered. Sato & Takahashi (2008)'s recursive activities in class and weekly staff meetings changed students' attitudes and teachers' beliefs. At first, Takahashi's colleagues felt discussions and debates were difficult for students because those teachers had not experienced as they were students. Once teachers worked together and took risks and tried discussions and debates, those activities led students to improve their communication skills. Sato suggested "The more they worked together, the more successful their teaching practices were" (p. 231).

There was another research to implement a skills integration approach. There was three-year longitudinal research to implement four skills integration. Sato and Hirano's study (2014) revealed that integrating language skills were effective to improve students' English ability. Though it was hard to make handouts that included information-exchange tasks and collaborate with other English teachers, skills integration was the key to improving students' English skills. Although some teachers still had different beliefs, Hirano had a weekly meeting to discuss issues with other teachers. Sato & Hirano (2014) indicate that teachers can improve their teaching skills and handouts through collaboration, discussion, and sharing.

Communication Strategies

Definition of Communication Strategies (CSs)

According to Dörnyei (1995), when people lack basic grammar and vocabulary in the target language, they use communication strategies (CSs). CSs are helpful tools for second-language learners to fill gaps in their L2. There has been researched on CSs and several definitions of CSs exist. For example, Selinker (1972) first introduced the notion of strategies of L2 communication and termed it as 'communication strategies.' After that, there are many categories and terms in subsequent CS research. Tarone (1977) and Faersch and Kasper (1983) pioneered the analysis of second language communication strategies from a psycholinguistic

perspective. According to Tarone (1983), one of the components of communicative competence is strategic competence which is "the knowledge of how to use one's language to communicate intended meaning" (p. 120). She suggested that students should learn to use communication strategies in the classroom so that students have opportunities for practice and actual instruction in their use (p. 120). Tarone (1981) 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. 288). She also classified CSs, production strategies (PS), and learning strategies (LS). CSs are used to negotiate meaning in situations. She adverted that CSs were used more in communication between a second-language learner and a native speaker of the target language because discrepancies occur more often. On the other hand, PS lacks the interactional focus on the negotiation of meaning. Therefore, rehearsal and discourse planning are classified as PS because they are used in a particular situation. As for LS, this is an attempt to develop linguistic and sociolinguistic competence in the target language.

Canale and Swain (1980) emphasized that communication strategies in strategic competence involve verbal and nonverbal communication strategies to compensate for breakdowns in communication (p. 30). 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 as a problem in reaching a particular communicative goal" (p. 224). They categorized CSs into two types: achievement strategies and reduction strategies. For instance, achievement strategies include codeswitching, interlingual transfer, intralingual transfer, IL-based, cooperative, and nonlinguistic strategies. On the other hand, reduction strategies are used when learners have difficulties retrieving specific interlanguage (IL) items.

Tarone (1980) distinguished between production and communication strategies.

However, it is not easy to clearly distinguish between two types of strategy (Dörnyei, 1995, p. 59). It is because the strategies are rigid though real CSs are sometimes ambiguous. Therefore, Dörnyei (1995) used the term communication strategies as "communication-enhancing devices" (p. 59).

According to Dörnyei (1995), communication strategies highlight three functions of strategy use from three different perspectives: (a) psycholinguistic perspective, (b) interactional perspective, and (c) communication continuity/maintenance perspective.

The Teachability of CSs

There has been controversy about the teachability of CSs from the 1980s to 1990s (Dörnyei, 1995). The history of the controversy was following. Bialystok (1990), as cited in Dörnyei (1995), argued the indirect evidence. Bialystok's view was that "there is little empirical research investigating the pedagogy of CSs, so descriptions and evaluations of any procedure are somewhat speculative" (p. 149, as cited in Dörnyei, 1995, p. 61). The majority of the controversy, such as Bialystok, advocated that CSs do not need to bring much attention in class since students have already used CSs in their L1 and have the ability to transfer them to an L2 (Willems, 1987, as cited in Wood, 2010). Others also argued that structured output may put pressure on learners to use specific CSs and it led to less natural conversation (Wood, 2010). However, some studies researched the potential usefulness of the specific training of some CSs and proved that explicit instruction, including fillers, can be teachable through students' questionnaires and investigations (Rost, 1994; Widler-Bassett, 1986, as cited in Dörnyei). Some other researchers proved learners' use of CSs improved through language teaching. For example, Tarone (1981) indicated that CSs are in the strategic competence that develops in the speaker's L1 and easily transfers to the target language. Kellerman (1991) concluded, "Teach the learners more language and let the strategies look after themselves" (p. 158). Bialystok

(1990), as cited in Dörnyei (1995), had a similar conclusion to Kellerman (1991). She concluded that the more learners use the language, the more they use it flexibly. Besides, Canale and Swain (1980) explained that CSs are "most likely to be acquired through experience in real-life communication situations but not through classroom practice that involves no meaningful communication" (p. 31).

Still, many researchers maintain that strategy training is possible and desirable. "Whereas strong theoretical arguments reject the validity and usefulness of specific CS training, practical considerations and experience appear to support the idea" (Dörnyei, 1995, p. 60).

Summary

In summary, CSs are significant for students to learn and use in the classroom. As for teachability, according to Sato (2005), teaching CSs explicitly is beneficial for beginners to be aware of how to use them and be able to use them in their communication. Teachers can teach CSs, especially for beginners, so that they "may decide to try and remain in the conversation and achieve their communicative goal (Dörnyei, p. 80)" rather than giving up their message. From Dörnyei, Tsukimi, and Sato's research, it takes time to use CSs naturally. For example, learners at the beginning stage may use CSs as a negotiation form rather than focusing on negotiation for meaning at first (Tsukimi, 2012). Therefore, teachers should give students continuous opportunities to use them in the classroom so that they can improve not only their strategic competence but also their overall communicative competence. There is still room for improvement about how teachers teach those CSs to negotiate for meaning and enhance students' communicative competence. Additionally, the atmosphere in the classroom is also significant. When they build a rapport in a classroom, students will gain success for "practice in communication, rather than behind memorized dialogues" (Savignon, 1997, p. 81, as cited in Sato, 2005). Future research on CSs needs more longitudinal studies in different teaching

contexts because students need time and practice to use them.

Performance Tests for Assessment

When people learn something at school, teachers usually give them a test. There are several ways to test students' knowledge and what they learned through classes or how they achieved their goals. Language-testing trends and practices have shifted while language teaching has changed. For example, when behaviorism paid special attention to contrastive analysis in the 1950s, the test focused on specific language elements such as phonology, grammar, and lexical contrasts between two languages. Then, CLT was introduced in the 1970s and 80s. As a result, the test focused on a more integrative view. There were two major approaches to language testing, which were called discrete-point tests and integrative tests. Discrete-point tests test one element at a time, while integrative tests test many language elements in completing a task (Hughes & Hughes, 2020, p. 19). By the mid-1980s, the language-testing field began to focus on designing communicative language-testing tasks. However, the language assessments had difficulty testing because the tasks tended to be artificial, contrived, and unlikely to be used in real life. Weir (1990, as cited in Brown, 2003, p. 10) noted, "Integrative tests such as cloze only tell us about a candidate's linguistic competence" (p. 6). Therefore, test designers focused on communicative performance on a test. Since then, many researchers, such as Canale and Swain (1980), Bachman (1990), and Bachman and Palmer (1996), proposed a model of language competence. Test constructors created communicative tests that were real-world tasks so that learners could perform in the real world. Today, CLT has still been conducted, but more authentic, valid instruments that simulate real-world interaction are required in tests (Brown, 2003, p. 8).

The definition of good tests varies with the teachers' purpose: what teachers want the students to know or what skills the students need to improve. According to Brown (2003), a

test is “a method of measuring a person’s ability, knowledge, or performance in a given domain” (p. 3). It means that tests can be only one among many procedures. On the other hand, assessment is “an ongoing process that encompasses a much wider domain” (Brown, 2003, p. 4). Brown (2003) also revealed that language assessment principles have six criteria: informal and formal assessment, formative and summative assessment, and norm-referenced and criterion-referenced tests (pp. 5- 7). Those tests vary in validity, reliability, authenticity, washback, and practicality (p. 19). According to Hughes and Hughes (2020), the test validity section is divided into three parts: (a) construct validity, (b) validity in scoring, and (c) face validity. As for (a) construct validity, there are divided into two sections. They are content validity and criterion-related validity. Content validity means a test “constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned” (p. 28). When teachers make tests, they need to be sure that a test has proper and sufficient tasks to test. The other section, criterion-related validity, indicates “the degree to which results on the test agree with those provided by some independent and highly dependable assessment of the candidate’s ability” (p. 30). It has two kinds of criterion-related validity: concurrent validity and predictive validity. Concurrent validity is established when the test and the criterion are valid at the same time. The other validity criterion-related is predictive validity. This validity is how much the test predicts candidates’ future performance (p. 32). Content validity, concurrent validity, and predictive validity have a part to play in the development of a test. As for (b) validity in scoring is by measuring one ability and what the test intends to test. For example, when teachers give students a reading test, they should not focus on the scoring of spelling and grammar because it is invalid. As for (c) face validity, it is said that “a test is said to have face validity if it looks as if it measures what it is supposed to measure” (p. 35). When teachers make tests, teachers need to write explicit specifications for

the test so that they know what they measure in the test. Besides, the test should be direct testing and scoring of responses directly. Then, validity can be high. As for reliability, Hughes and Hughes (2020) explained that a test is reliable when the same students with the same ability take the same test at a different time. Hughes and Hughes advocated that when teachers make a test, they need to collect enough samples of behavior so that the measure is reliable. Teachers should not allow learners too much freedom to have stable reliability, use clear, explicit instructions, and familiarize learners with format and testing techniques. As for authenticity, it is important to consider the nature of the learners and their relationship with the people to whom the task requires them to write, read, listen or speak. A test should reflect real-world tasks (p. 97). As for washback, it is “the effect that tests have on learning and teaching” (p. 56). Therefore, teachers need to test what teachers want learners to learn, not what is easiest for teachers to test. Besides, teachers should test learners on a wide range and unpredictable sample of materials. If the test is taken from only a restricted area of the specifications, the washback effect will tend to be felt only in that area (Hughes & Hughes, 2020, p. 57). Hughes and Hughes (2020) also advocated using criterion-referenced testing and making clear what learners have to be able to do. Using detailed assessments leads to motivating students. Hughes and Hughes (2020) paid attention to practicality. A good test “should be easy and cheap to construct, administer, score and interpret” (p. 60). According to Hughes and Hughes (2020), interaction with fellow candidates leads learners to elicit better performance. Learners may feel more confident when dealing with an interviewer who seems to have more knowledge than the learners (p. 126). Hughes and Hughes paid attention to how learners dominate the interaction. They suggested that the oral interaction test should require the learners to discuss and decide (p. 127).

Definition of Performance Tests for Assessment

Through historical language testing, test designers have created more student-centered tests instead of paper-and-pencil selective response tests. According to Brown (2003), performance-based assessment involves interactive skills, such as oral production, written production, open-ended responses, integrated performance, group performance, and other interactive tasks (p. 11). Although those assessments take time and need labor costs, students are assessed as they perform or stimulate real-world tasks.

Gipps (1996) researched assessment for learning to raise true educational standards. Gipps dealt with five issues to enhance and support good learning: (a) fitness for purpose, (b) the legacy of psychometrics, (c) learning theory, (d) educational assessment, and (e) an agenda for progress. As for (a) fitness for purpose, teachers usually set the purpose or objects of assessment to aid the teaching/learning process. However, there are several problems. First, tests are designed for purposes other than to support learning, and those tests lead to unwanted and negative effects on teaching and the curriculum. Second, teachers need to know what kind of learning the learners achieve. Assessment affects teaching and encourages students to learn in different styles. As for (b) the legacy of psychometrics, Gipps (1996) revealed the disadvantage of the psychometric approach. The science of psychometrics developed from work on intelligence which was thought to be innate and fixed. Therefore, it is limited. On the other hand, "assessment to support learning aims to help the individual to develop and further his or her learning: it is enabling rather than limiting" (p. 253). As for (c) learning theory, Gipps advocated two other problematic assumptions: the assumption of universality and the notion of unidimensionality. The first problem is that a test score has the same meaning as an individual's ability. A student's score on a standardized reading test represents the ability to read and is universally accepted and understood. The second problem is that the items in a test should be measuring a single underlying attribute. According to Goldstein (1993), as cited in Gipps (1996,

p. 254), since many of the attributes or skills in tests are multidimensional rather than unidimensional, using a unidimensional structure is illogical. Around the 1950s, the advantage of applying psychological measurement began to be questioned. When the publication of Bloom's Taxonomy of Educational Objectives appeared, educators began to understand a need for assessment which was supposed to be for educational purposes and used in the cycle of planning, instruction, learning, and evaluation (Gipps, 1996, p. 254). As for (d) educational assessment, Glaser (1963), as cited in Gipps (1996), emphasized that criterion-referenced testing was significant through the development of educational assessment. This separated from classical psychometrics to educational assessment. While norm-referenced testing stemmed from the preoccupation of test theory with aptitude, selection, and prediction, educational assessment is a test that looks at the individual rather than concerning other individuals to help educational progress. Wood (1986), as cited in Gipps (1996, p. 255), defined educational assessment.

1. deals with the individual's achievement relative to himself rather than to others
2. seeks to test for competence rather than for intelligence
3. takes place in relatively uncontrolled conditions and so does not produce 'well-behaved' data
4. looks for 'best' rather than 'typical' performances
5. is most effective when rules and regulations characteristic of standardized testing are relaxed
6. embodies a constructive outlook on assessment where the aim is to help rather than sentence the individual. Therefore, educational assessment should support learning. (p. 194)

The traditional learning models were also one issue that people tended to think about differently. In the 1920s, people assumed that complex skills could be developed later and teachers should break them down into discrete skills and teach them separately. However, the current cognitive theory revealed that the approach is not appropriate. If learners learn isolated facts, they quickly disappear from memory because they have no meaning. Shepard (1992), as cited in Gipps (1996, p. 256), emphasized that “Meaning makes learning easier, because the learner knows where to put things in her mental framework, and meaning makes knowledge useful because likely purposes and applications are already part of the understanding” (p. 319). Therefore, teachers need to understand that the cognitive process indicates a connection between skills and the contexts in which they are used. It suggested that teachers cannot teach a skill component in a setting and cannot expect learners to automatically apply it in other settings. It means that teachers cannot assess competence in one context which differs from the context they have learned (Gipps, 1996, pp. 256-257).

As for cognitive and constructivist models of learning, the current cognitive theory suggests that “learning is a process of knowledge construction; that learning is knowledge-dependent; and that learning is tuned to the situation in which it takes place. Learning occurs, not by recording information but by interpreting it” (Gipps, 1996, p. 257). Therefore, in constructivist learning theory models, learners should learn by actively making sense of new knowledge. Besides, learners can map the new knowledge into their existing knowledge map or schema so that learners can link to the knowledge structures or schemata, and knowledge would be in long-term memory. Then, teachers should see the students as active constructors of their own world view, which means that teachers cannot assess the ordinal model anymore. According to Wilson (1992), as cited in Gipps (1996, p. 257), teachers should “assess level of understanding and complexity of understanding rather than recognition or regurgitation of

facts” (p. 123). It means that assessment consists of checking whether learners received the information through learner’s learning and understanding. Besides, teachers see their learning as a process of personal knowledge construction and meaning-making, describing a more complex and diverse process. Since teachers assess more diversity and depth of students’ learning and understanding, an alternative assessment in which students and teachers engage in knowledge construction should be developed so that learning is an intentional process and students are taught how to learn (Gipps, 1996, p. 258).

As for (e) an agenda for progress, the assessment has changed from multiple-choice testing to authentic assessment and performance assessment (PA) in the United States.

According to Gipps (1996), the purpose of PA is to acquire critical thinking and knowledge integration in the test task, so the performance assessments need that “the assessment tasks themselves are real examples of the skill or learning goals, rather than proxies (p. 259). Gipps focused on producing rather than eliminating wrong answers, as in multiple-choice tests.

Authentic assessment is that the assessment is authentic to the learning activity and/or that the context of the assessment is authentic rather than artificial (Gipps, 1996, p. 259). For example, portfolios of students’ work are one of the authentic assessments. Although those assessments are time-consuming, the tasks should be high quality so that the assessment does not waste time.

Through these issues, Gipps concluded that it is vital for teachers to be trained to use assessment through monitoring, selection, certification, or accountability purposes that support learning. Gipps suggested that the researchers should “train teachers in observation, diagnostic questioning and formative assessment, give them curricular definitions and exemplars of performance and offer group moderation processes, as well as external audit or moderation” (p. 261).

Brown (2007) cited alternative assessment options. In recent years, language teachers developed non-test assessment options that are carefully designed and fit the criteria for adequate assessment. Brown advocated self- and peer-assessments. Research (Brown & Hudson, 1998, as cited in Brown, 2001, p. 415) proved the advantage of those assessments in the area of speed, direct involvement of students, the encouragement of autonomy, and increased motivation. For example, in the writing self- and peer-assessments, revising written work on your own or with a peer (peer-editing) increases opportunities to write. Murphey (1995), as cited in Brown (2001, p. 416), gave an innovative example of self- and peer-assessment of oral production. The test uses interactive work with a partner and promotes teacher and learner respect in the grading process. Other examples are journals and portfolios. As for journals, students write freely without concerning grammar. For example, language learning logs, grammar discussions, responses to readings, attitudes, and feelings about oneself. Journal writing plays an essential role in the teaching-learning process because it offers teachers a unique opportunity and gives various kinds of feedback to learners. As for portfolios, it is “a purposeful collection of students’ work that demonstrates to students and others their efforts, progress, and achievements in given areas” (Genesee & Upshur, 1996, p. 99, as cited in Brown, 2007, p. 418). For example, essays, compositions, poetry, book reports, artwork, video or audiotape recordings of a student’s oral production, journals, and anything can be portfolios. Portfolios are applicable for all ages.

Summary

Tests and assessments have shifted through teaching methodology. As for assessment, according to Sato and Takahashi (2008), it is significant to assess what the students did in the classroom. As Hughes and Hughes (2020) advocated the effect of washback, teachers need to test what teachers want the students to learn. Therefore, the ratio of speaking tests was also

important for both students and teachers. Moreover, it is beneficial for teachers to discuss the criteria so that they have the same goals, and it seemed easy to explain them to students. As we also see in Sato and Hirano (2014), teachers need to create assessments that motivate students. By assessing the design of a fun essay, some students worked hard to draw and design pictures as a stepping-off point. Then they tried to compose their writing in English. This is one good example of assessments that assess students' progress and motivate them. It gave students a positive washback. Although Takahashi and other colleagues had difficulties because they lacked communication at first, they were advised to hold a weekly meeting. Through the meeting, teachers could discuss the assessment and problems that the teachers faced. Though they stopped the weekly meeting at the end of the first two-year project due to the busy schedule, it was crucial for teachers to discuss problems and learn from each other. In the second two-year project, teachers made a team and collaborated with each other. Sato and Takahashi's research (2008) shows that students became better than two years previously through the student self-evaluation survey. Through the weekly meetings, teachers learned from each other and it also had a good effect on students. When teachers collaborate and have the same goals, and learn from each other, students' results become better. Therefore, teachers should have continuous opportunities to discuss problems in a weekly meeting so that teachers provide students with the same quality of classes and assessments. Future research on performance tests for assessment needs more collaboration with other teachers in different teaching contexts.

Research Issues

As we reviewed CLT, it is significant for students to learn English and improve their communicative competence. Through negotiation for meaning and meaningful communication, students gradually understand the usage of English. Since MEXT has a mandate to teach

English communicatively, CLT leads teachers at high schools to teach English communicatively. Especially since 2022, MEXT has had the mandate to assess students' English not only for each term test, which measures reading and grammatical knowledge, but also the other abilities, such as listening, speaking, speech and interaction, and writing. Therefore, more communicative teaching is required and CLT is the most effective way to teach English. Teachers are expected to teach within CLT; introducing CSs, and integrating language skills are possible approaches. As Brown (2007) pointed out that language teaching does not mean focusing on one skill. Teachers need to teach other skills when they teach English. As Newton and Nation (2009) revealed a well-balanced language course should include four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. As Sato and Takahashi (2008) showed that students improved their speaking and writing skills through meaningful communication. Moreover, teaching CSs explicitly is useful for beginner-level students. Dörnyei (1995) stated that when they learn CSs and understand how to use them, they "may decide to try and remain in the conversation and achieve their communicative goal (p. 80)" rather than giving up their messages.

In any case, there are few longitudinal studies to prove the effect of teaching CSs, skills integration, and FFI to senior high school students. This study sets out to investigate how senior high school students in Japan improve their communicative competence through FFI, CSs, and performance tests. My students have learned English since they were in 5th grade. However, their English levels vary for each student. Most of them lack grammatical knowledge since they did not understand grammar in junior high school. The research questions for each year are the following:

Research Questions

Year 2 2020-2021

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

Method

Method for Action Research Year 2: June 2020 – February 2021

Teaching Context in AR Year 2

In the second year of my study, the teaching context was the same as the first year. I again gained a school and an individual student permission to carry out the research. The “English Conversation” class was held twice a week on Wednesdays from 14:30 to 15:20 and Fridays from 10:00 to 10:50, and each class was 50 minutes long. The participants were 10 (two boys and eight girls) third-grade students. My school is a comprehensive high school (*Sogo gakka*), and students can select classes according to their future plans. This class was held for third-year senior high school students who wanted to study English at a university or a vocational school. Besides, I was able to teach with an Assistant Language Teacher (ALT) all the time. Therefore, those students were highly motivated, though they did not know CSs. I was responsible for the ratio of performance and paper tests in each term. Therefore, the ratio of the grade included discrete point tests, speaking tests, fun essay writing, attitude, and homework as follows in Table 2.

Table 2

The percentage of the grade

Task	percentage
Discrete point test	50%
Speaking test	20%
Fun Essay	20%
Attitude	5%
Homework (transcription, workbook)	5%

I struggled with how students used the textbook because some topics needed to be more suited for my students. Due to the school closure because of the pandemic from April to May, the official class began in June.

- Level: third-grade senior high school students.
- Class size: 10 students
- Subject: English Conversation
- Time: 50-minute English lesson twice a week
- Textbook: SELECT English Conversation (SANSEIDO)
- Goals: Students recursively talk about selected topics in pairs to

improve communicative competence. I will also teach skills integration of speaking and writing to improve their fluency and confidence.

Participants

The 10 students were two boys and eight girls aged between 17 and 18 years old.

Table 3 below summarizes all students' post-graduation career research. Most of them liked English because they took the class by themselves, though their English level varied depending on the students. The students' motivation also varied depending on the students. Three out of 10 students wanted to study English after graduation and were highly motivated in the class. Their

English level was also higher than other students. Others also wanted to speak English when they traveled abroad. Most of the students' English levels fell between pre-intermediate and intermediate. They understood what the ALT said and had a conversation about a topic. I chose two focus students: a high-level student and a low-level student. Both high-level and low-level students thought they did not use English often because their dreams were unrelated to using English directly.

Table 3

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 boat racer	-	
Ken*	Vocational school	an EMT	Sometimes	Low

Note. *stands for target students. All names are pseudonyms.

Curriculum Year 2

Year 2 continued to focus on the explicit teaching of CSs. I also tried the skills

integration of speaking and writing. There were several changes compared to year 1. For example, conversation analysis through transcription, a yearlong plan about timed conversation and data analysis, improved survey questions, interviewing two focus students, and more organized lesson plans. Table 4 shows the topics, the CSs introduced, the number of peer editing and the amount of writing, and timed conversation. Since the school began in June, students practiced for speaking tests for two to three weeks, and then they had a test. As a result, the timed conversation continuously increased from 2 to 4 minutes. The number of sentences also continuously increased from 15 sentences to 25 sentences.

Table 4*The schedule of the lessons*

Month	Class Topic	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	<u>Favorite TV program</u> or YouTube	3	20	2.5 minutes	Repetition
10	Introduce your favorite place to foreigners	3	20	3 minutes	Rejoinders (That's a good/ difficult question.)
11	Food shortage problem	3	25	4 minutes	Follow-up questions
12					
1	Discussion about school improvement (December to February)			3 minutes	Summarization
2					

Data Collection

This research aimed to determine how the integration of speaking and writing improved their communicative competence. Therefore, data were collected through video

recordings of performance tests and transcription, video recordings of the whole lessons and teacher journal, surveys, observations, self-evaluation, and interviews about two focus students. I collected video clips and analyzed the transcriptions to see their fluency, how many times they used CSs, and the use of CSs. As for video recordings of the whole lessons and teacher journal, Burns (2010) stated, “seeing things that are before our eyes in ways we haven’t consciously noticed before” (p. 57). Richards and Farrell (2005) also stated that “the best record of a lesson is a video because it provides a much more accurate and complete record than a written or audio recording” (p. 44). As for the teacher journal, Richards and Farrell (2005) stated, “For teachers, a journal can serve as a way of clarifying their own thinking and of exploring their own beliefs and practices” (p. 70). Therefore, video recordings and teacher journals were collected as qualitative data.

The survey was given in June, August, October, and January. The pre-survey was developed to understand students’ beliefs, self-assessment of what they can do, and their motivation toward English in the future. Surveys in August, October, and January included the self-assessment of their improvement compared to June. I collected data with a six-point Likert scale as quantitative data and had students write a reflection about their improvements as qualitative data. In addition, I interviewed two focus students as qualitative data. In preparation for speaking tests, students first answered three questions that were related to the topic. Then, they were encouraged to give longer answers and use CSs when they talked in pairs. After writing a certain number of sentences, students were given many opportunities for recursive conversation practice with different partners, including the ALT and me. The same rubric was used throughout all the speaking tests, and the ALT and I assessed the students. Three criteria were selected for a fun essay: (1) design, (2) accuracy in grammar, and (3) the number of words. Four criteria were included in the speaking test rubric: (1) accuracy in grammar, (2) CSs

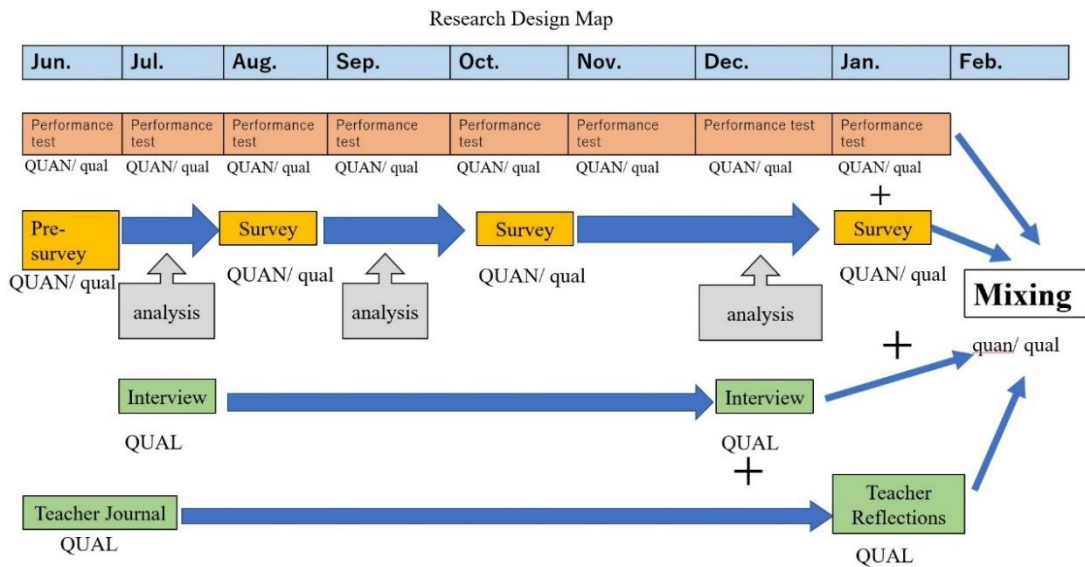
use, (3) the amount of talking, and (4) delivery. The speaking tests were transcribed for analysis of fluency and accuracy.

Data Analysis

In order to answer the three research questions, a mixed method design was considered to see the data deeply and widely from different perspectives. Richards and Farrell (2005) stated the nature of AR is “its cycle of observing, analyzing, acting, and reviewing” (p. 171). Richards and Farrell also stated the importance of data collection. When researchers collected data before the AR, data enable them “to examine the issue or problem in depth in order to arrive at a way of addressing the problem” (p. 180). Burns (1999), as cited in Richards and Farrell (2005), stated that there are many different ways of collecting data. She gave examples of observational approaches to collecting classroom data, such as notes, diaries/journals, recordings, transcripts, and diagrams. She also stated about other nonobservational methods of collecting information, such as interviews and discussions, surveys and surveys, life/career histories, and documents (pp. 180-181). Teachers need to examine the information and analyze it when data are collected. According to Dörnyei (2007), researchers who use mixed methods “should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non-overlapping weakness” (p. 167). Therefore, this AR used mixed methods to gain more accurate results. Figure 1 shows that the AR is designed as a triangulated sequential design throughout the year.

Figure 1

Mixed Methods of the Yearlong plan



The year 2 survey was combined with quantitative and qualitative data. The survey including students' self-evaluation with six-Likert scale data was analyzed and tabulated as quantitative data. The speaking test and writing a fun essay were also collected and analyzed to see students' fluency, time, and the number of sentences. The qualitative data sources were from speaking tests, transcribed speaking tests, and open-ended questions in the survey. The data from two focus students' interviews were also transcribed and analyzed to see students' attitudes toward the class, English learning, and their improvements. The teacher journal and observation of classes were also collected to improve the AR. Data from transcriptions and CSs use analyses were also used to see the research in depth. Through the data analyses, I was able to see students' fluency, pauses, and CSs use. Unfortunately, data collection was focused on quantitative data and fewer conversation analyses due to my lack of knowledge. This lack of proportion will be addressed in the third year of research.

Annual Action Research Report Summary 2020

In this 2020 AR narrative report, I will describe the teaching context and issues I faced before detailing the development of my teaching in response to these. Next, I will refer to how I evaluated students from AR data throughout the year before I answer my three research questions. Lastly, I will explore future issues.

In the second year of my AR, I taught 10 third-year senior high school students (two boys and eight girls) at the same high school. I was able to teach a subject called English Conversation. The class was elective for third-year senior high school students who liked English and wanted to use it in the future. Therefore, most students were highly motivated. Since the closure of schools related to the pandemic of COVID-19, the class did not start in April. Therefore, I was able to plan the topics chosen from the textbook, including CSs and fun essay writing. Besides, I also made a plan for my mixed method research so that my research was more structured and organized than my AR last year. Since the class was held only for those students, I did not need to discuss the procedures with other teachers. I conducted a survey and held a zoom meeting with students and the ALT in May. Therefore, I needed to know students' English abilities. Through the survey results and the zoom meeting, I found that most students understood what the teachers said, but their speaking abilities were limited. With further consultation with Dr. Sato, I integrated speaking and writing skills in the class. As Brown (2001) advocated that integrated skills "give(s) students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing" (p. 233). Thus, even though the subject focused on speaking, I integrated it with writing. My goal was to see how students would improve their speaking and writing through communicative activities. To do this, I introduced innovations in my lessons as follows:

- (1) I introduced CSs related to the topics. Since I learned that students tended to

choose one or two rejoinders and did not increase the varieties of rejoinders from my last AR, I encouraged students to use various rejoinders. Moreover, I always showed the model with the ALT so that students could see how to use CSs naturally. After the ALT and I showed the model of a small talk using CSs, students talked with three partners, including teachers, to practice CSs. The explicit corrective feedback was given by teachers soon after the small talk. My purpose was to answer the research questions of this project and see students' development of speaking. The survey was conducted in June, August, October, and January, and interviews were implemented in July and December. The survey and interviews were implemented to see their development (see pp. 148-155 in Final Report 2020).

(2) For the procedure of the performance test, I made 10 steps to integrate speaking and writing skills (see Appendix pp. 157-173 in Final Report 2020). I learned from the last year's AR that students talked better when they wrote what they wanted to say before speaking; thus, I had students write three questions' answers first, and then they talked in pairs recursively. I referred to Sato and Takahashi's handouts, which integrated speaking and writing with small steps. After enough practicing recursively, students took the speaking test, and I took videos. The test was conducted in a room next to the classroom, and students conducted timed conversation tests. At the room, the ALT assessed the timed conversation. As for students' reviews, I shared the video recordings with them and had them transcribe their conversations so they could review them from different perspectives. I explained how to write a transcription, which I referred to from Ms. Takahashi's handouts and Dr. Kindt's textbook. Besides, students had feedback from the videos, the transcription, and their improvement for the next test.

(3) I transcribed timed conversations of two focused students, Ken and Nana, to analyze how students improved their speaking ability by practicing small talk, 10 steps based on skills integration, and fun essay writing. I learned how to write a transcription from Dr.

Kindt in the Material Development and Classroom Dynamics (MDCD) class and used the software called InqScribe. Through the transcription, I could count the number of each CSs or fluency development and compare each timed conversation from June to January (see Appendix pp. 182-211 in Final Report 2020). First, I also observed how students interacted with each other and made effort to keep their conversation. The transcription gave me more accurate analyses than using only the survey data.

(4) I made handouts based on the two skills integration. I referred to a DVD that Dr. Sato recommended to me (Sato & Takahashi, 2012). In the DVD, Ms. Takahashi demonstrated how she integrated two skills and how her students improved their communicative competence. Second, I also made topic-based handouts (see Appendix pp. 157-173 in Final Report 2020). Third, I also made a self-assessment section and students wrote about how they prepared for the conversation, what they were proud of, corrective feedback by themselves, what CSs used in the conversation, what they noticed during the speaking tests and the goals of the next speaking test. Finally, when I showed my handouts in MDCD class and AR 1 and CD1 classes, I got some advice and revised each time. For example, I added checkbox items after the students interacted with each other. In the checkbox lists, students were asked whether they understood their partner's topic and what CSs the students used, such as rejoinders, fillers, shadowing, and follow-up questions (see Appendix p. 161 in Final Report 2020). My purpose was to see the improvement of their communicative competence through skills integration. Therefore, I added the self-evaluation section so that students could review their speaking and writing tests.

(5) The speaking and writing ratio was more weighted than the last AR. I put 50% to the term test, 20% to the speaking test out of the whole grade, the fun essay 20%, and homework (transcription, fun essay writing, and workbook) 5%. Students worked hard on speaking, transcription, and fun essay writing because the assessment gave students a higher

motivation to participate in a lesson. Since I learned the washback effect from the class at NUFS and experienced a negative washback last year, I made a term test carefully. As Krashen and Terrell (1983), as cited in Lee and VanPatten (2003), stated that “The key to effective testing is the realization that testing has a profound effect on what goes on in the classroom” (p. 99). In the term test, I asked them to write about a topic with more than 15 sentences, fill CSs in the blanks of a model skit and asked from the textbook they used.

In this section, I would like to answer my AR questions for AR1 and CD2 year using the AR1 and CD2 data collected and analyzed. The first question was, “How do students participate in communicative activities and change their attitude?” Though the number of students who answered to attend the class positively did not significantly change, students felt learning grammar through communication activities was effective. Then, they also worked on performance tests positively (see pp. 173-174 for tables 11, 12 & 13 in Final Report 2020). The number of students who felt it was effective to learn grammar through communication activities increased from 44% in May to 90% in December. Besides, the number of students who worked on performance tests positively increased from 33% in May to 80% in December. As for the interview data, two focused students reported that students were not afraid of speaking English and tried to use easy English (see pp. 142-144 for two focused students’ interviews & Table 18, pp. 176-178 in Final Report 2020). Furthermore, students told two topics about the food shortage problem and recommended places that were effective to talk about because they felt that they widened their knowledge. They also thought the topic might be useful in the future (see p. 176 for Table 16 in Final Report 2020). Most students changed their attitude because they learned from each other. Therefore, they felt that communication activities were effective for learning.

The second question was, “How do students learn to use CSs and develop their speaking ability?” Their abilities to keep the conversation changed significantly from May to February. As the quantitative data showed, the number of students who can talk for more than 3.5 minutes fluently and 4 minutes somehow increased dramatically in February, while there were no students who answered in May (see p. 139 for Table 7 in Final Report 2020). As students felt confident using various CSs, such as fillers, rejoinders, shadowing, and follow-up questions, students used a variety of CSs in one topic. For example, two focused students used around five to seven various CSs in timed conversation. As students used CSs naturally, their conversation kept longer and the content became better (see pp. 137-138 for Tables 5 & 6, and p. 139 for table 8 in Final Report 2020). As the qualitative data showed, two focused students reported that using CSs was useful. The high-level student even answered that she might talk for more than six minutes if she would use CSs (see p. 142 for interviews in Final Report 2020). Students used the same CSs throughout the year. They got familiar with fillers because they learned them at the beginning of the first semester. They practiced CSs many times through timed conversations and small talk, and they tried using them. However, there is still room for improvement in teaching CSs because the low-level student said in his interview that though he practiced CSs, he still needed time to think about follow-up questions. I needed to teach not only the function of each CSs, but also I should demonstrate how to use CSs when I need time to think. He also mentioned that recursive practice helped him to prepare for some questions.

The third question was, “How does the integration of speaking and writing improve their communicative competence?” As we saw in my research question 1, the number of students who can talk for more than 3.5 minutes fluently increased significantly. Besides, the number of students who could write more than 70 words increased from 10% in May to 50% in

February. Besides, the number of students who could write around 20 to 59 words in May improved by at least 60 words or more (see p. 140 for Table 9 in Final Report 2020). Their attitude towards writing fun essay activities also changed; there were no students who answered strongly agree about working on a fun essay writing activity positively in May, while the number increased from 20% in August and 40% in December (see p. 175 for Table 14 in Final Report in 2020). As the interview data showed, two focused students reported that the integration of speaking and writing was effective. Moreover, both students said transcription analysis was effective because they realized they did not hear what they said most of the time and realized their grammar was wrong. Then, they gradually corrected the grammar by themselves. Besides, Ken mentioned that he learned words and expressions from his partners. Through practicing the same topic in speaking and writing helped students' communicative competence (see p. 142 for interviews in Final Report 2020). Not only two focus students but also the other students mentioned that transcription analysis was useful to notice their grammatical mistakes (see pp. 179 for Table 19 in Final Report 2020).

Now I would like to evaluate my AR from new perspectives based on the literature review I made. Brown (2007) clarified seven characteristics of the skills integration, especially No. 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" (p. 286) (also see p. 17). The activities of speaking and writing integration were designed in this research based on the literature review. The 10-step handouts, including writing and speaking, appeared to help the students improve the two skills. The transcription after timed conversation also seemed to have helped students to understand grammar items better. Students noticed grammatical mistakes while they evaluated their timed conversation. In addition, Brown (2007) advocated No. 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. 286). Students seemed to improve speaking and writing through communicative activities such as small talk, timed conversation, and fun essay writing. As Spiro (2013) advocated the designed principles for integrating the skills, students worked hard, especially on information transfer and information gap. When the topic was a food shortage problem in other countries, students first searched the problems and thought about how they could help those people and wrote about them. Then, they conveyed the information by talking. When the students reviewed the whole year, four students thought the topic was effective (see Table 16, p. 176 in Final Report in 2020). However, there is still room for improvement. The topic choice and the timing were significant. Since the students had never experienced thinking about the food shortage problem in other countries in their native language, the topic seemed hard for some students. I introduced the topic in November, but it might be better to introduce it at the end of the semester so that students could talk more fluently. Moreover, the topic should be more useful and meaningful. Though most topics were chosen from the textbook and modified to the students’ levels, many students chose the food shortage problem and favorite TV programs or YouTube. They chose the topics because they might use those topics in the future. Teachers need to choose topics that would be for real-world purposes. The survey result seemed that students thought those two topics had a purpose and were meaningful.

Regarding future issues, there were some changes to improve the research. First, I needed to choose three focus students; high, middle, and low-level. It varied from high and low-level students’ transcriptions. When I counted the number of CSs, I could see each student’s progress, but I could not compare. Besides, I need to develop the transcription. I videotaped students’ timed conversations but I transcribed what I heard due to my lack of knowledge. As I write my Annual AR 2021, I learned that I should write their behavior, such as

gestures, intonation, pitch, lengthened sounds, smiley voice, or other notations. Therefore, the data was shown on how many times the students used the CSs. The transcription helped me see students' thoughts and attitudes toward the timed conversation. Second, I needed to share what I did in class with other colleagues. Since the class was elective and only the ALT and I taught the students, other colleagues did not know how I taught English conversation class. When I shared students' grades in the class, some teachers were suspicious because most students got 4 or 5 out of 5 in their grades. I should have explained the assessment components and criteria to other teachers. Third, I need to improve my handouts. Although I referred to Takahashi's handouts and I combined speaking and writing, some activities were confusing because the design was similar to two different activities. For example, the sections of peer editing and summary of pair work had the same design. I needed to change the format (see p. 161 & p. 170 for Appendix in Final Report in 2020).

Considering data collection, I would like to utilize conversation analysis.

Timestamps and the time of students' silence, or counting CSs will offer more accurate data.

Annual Action Research Report 2020

According to the Course of Study for senior high school from 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 GTM, though Ellis (2006, p. 102) 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, in the Zone of Proximal Development (ZPD) in SCT perspective, “instruction and learning are the means by which we can encourage development to occur” (Swain, M., Kinnear, P. & Steinman, L., 2015, p. 21). Therefore, the integration of four skills is the most important approach to learn foreign languages.

This research was carried out at one of the public senior high schools in Japan. Most senior high schools in Japan are ordinary senior high schools. However, this school is a comprehensive high school. So, students can choose some subjects by themselves. All 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 focusing on two skills. In this way, this research shows how the integration of speaking and writing improve their communicative competence.

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 CSs as psycholinguistic. There are several definitions. Tarone (1981) 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), as cited in Nakatani (201, p. 117) 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 CSs 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), CSs are highlighted three functions of strategy use from three different perspectives: (1) psycholinguistic perspective, (2) Interactional perspective, and (3) communication continuity/ maintenance perspective.

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 of speaking and writing in high school education are less conducted according to MEXT's research. Here are three research questions.

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

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

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

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.

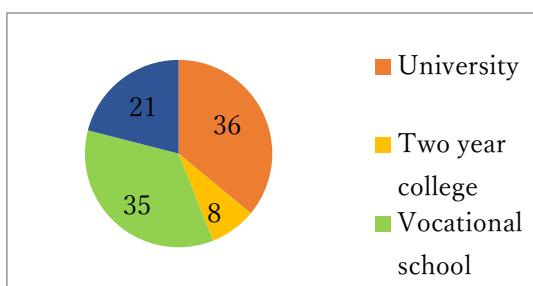
Teaching Context

The research was conducted to third 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. Table 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 a 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. The 10 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 10 percent is given by their attitude.

Table 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 2). 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 2

The schedule of the lessons

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 favorite place to foreigners	3	20	3 minutes	Rejoinders (That's a good/ difficult question.)
11	Food shortage problem	3	25	4 minutes	Follow-up questions
12					
1	Discussion about school improvement (December to February)			3 minutes	Summarization

A cycle of process writing and speaking had 10 stages: (1) Write three questions' answers, (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, and (10) Write a fun essay. Peer editing and pair work were conducted in class while writing some sentences was conducted at home.

In a regular class, students always had small talk. They talked about daily basis for one to two minutes using CSs.

Pre-survey

The survey was conducted in May while students stayed home. Nine students out of 10 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 third to fifth 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 3 shows what they want to be after they graduate from senior high school. For example, one focused student called Ken wanted 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 needed to help foreigners. Another focused student called Nana wanted 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 3 *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 4 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	5%
(transcription, workbook)	

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 qualitative data and two students’ interview was analyzed as qualitative data.

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. However, 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 CSs, they tended to focus on one of the strategies extremely. 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 Introduction	October favorite TV	November Food shortage	November Eat out or lunch box	January school improvement	Average
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	October	November	November	January	Average
	Introduction	favorite TV	Food shortage	Eat out or lunch box	school improvement	
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 ~mean?)	0	0	0	0	0	0
Follow-up Questions	1	1	2	1	0	1

Post-survey Quantitative results

Table 2 shows the descriptions of the improvement of speaking ability. According to this table, 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.

Table 7

Students' answers of how long they can talk in 6-point Likert scale

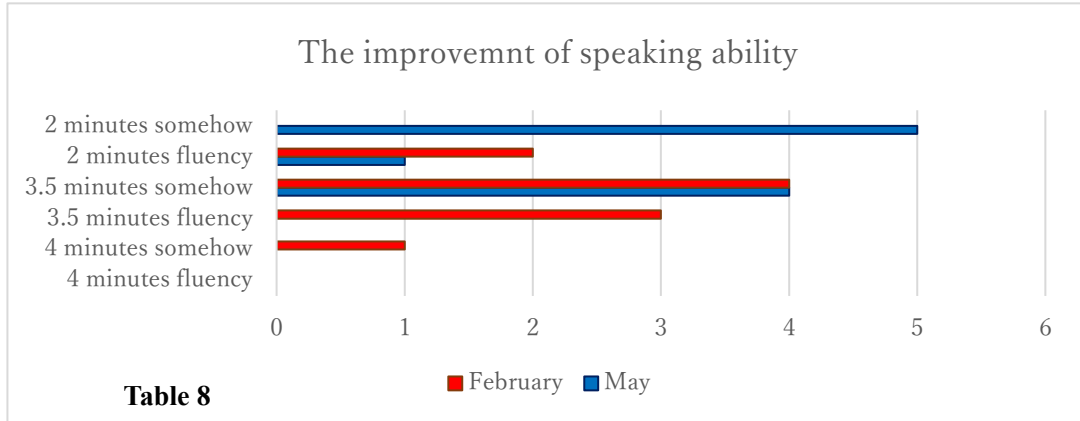


Table 8

Students' answers of the variation of CSs

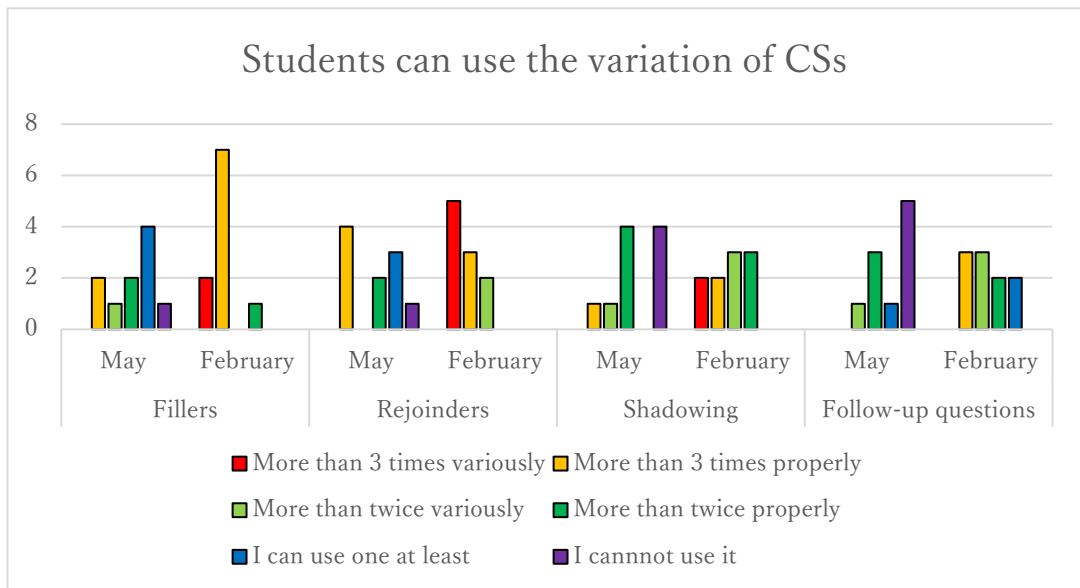


Table 8 shows that the improvement of different CSs, such as fillers, rejoinders, shadowing, and follow-up questions. There are two obvious improvements: fillers and rejoinders. In May, two students felt that they could use fillers more than three times variously while four students felt they could use 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.

Table 9

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

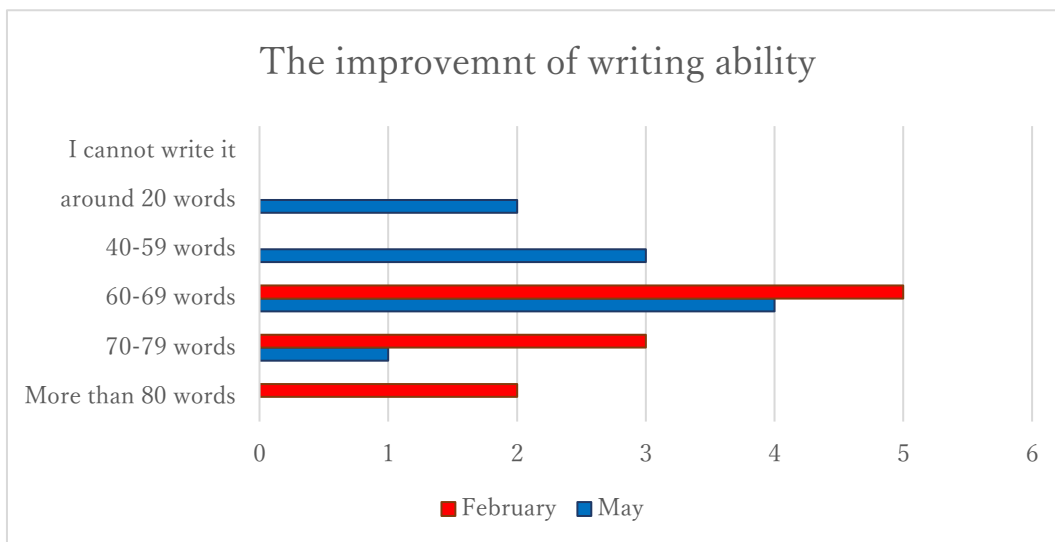


Table 9 shows the description of the improvement of writing ability. The number of words gradually increased.

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 the speaking test (see Table 3). He liked English and he practiced hard. He always struggled with 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 as much as I can. 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 confidence to speak English. Even though the difficult topic such as food shortage problems, I think I can talk in pairs around three minutes. I can talk more than 10 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 over the 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 up some words to write the words which 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 10 sentences. I think my speaking ability improved through speaking tests and fun essays. 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 thought that they enjoyed the activity. They also felt that the integration of speaking and writing were effective. They also learned from their pairs about CSs and other words.

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, as cited in Brown, p. 238))”.

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 5). 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 CSs has dramatically increased (see Table 4 and 5). 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 CSs 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 spent most of their time speaking in English in various pairs. It

means that they needed not only to speak but also to listen to others. When they wrote some sentences for Fun Essay, they tried peer-editing. Then, they needed not only to write, but also read to others to edit. Through the activity, the integration of speaking and writing led to learn four skills. The results from the post-survey were positive about writing. It was because they could reflect when they wrote sentences before they talked about the topic in pairs. Once they summarize their ideas and write them down in a handout, they could talk in pairs smoothly. They thanked their for peer-editing. Through the peer-editing, they understood how to write more than 25 sentences throughout a year.

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

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.” (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.

Conclusion

To conclude this Action Research Project, I will review essential findings and consider their potential consequences. I will then summarize the answers to my AR questions, including the strengths and limitations of this research, and finally, I would like to state future issues.

My second year in AR 2020 was about research development and putting theories into practice about skills integration with CSs. When I decided to try skills integration, the school was closed due to the COVID-19 pandemic. Therefore, I was able to plan carefully and make a year-long plan for the research. Since I learned that teachers needed to reduce teacher talk and increase the time for students in the previous year's AR, I made student-centered lesson plans. I made my own handouts referring to by Dr. Sato and Ms. Takahashi's DVD that integrated speaking and writing skills. At first, students told me they were tired because they had never talked in English in class for so long. Gradually, students got used to talking in pairs and practiced small talk, timed conversation, transcription, and fun essay writing recursively. They gradually realized their grammatical mistakes on their own through transcription and peer-editing in fun essay activities. Thanks to students' motivation and recursive activities, students gained confidence toward communicative competence.

Finally, if I have a chance to conduct AR in the future, I would like to conduct FFI, including fun essay writing and CSs with other colleagues. It takes time to change their teachers' beliefs, but when we have the same goals, that would lead to students' development of their English skills. The new guidelines started in 2022 at high schools. According to the guidelines, teachers need to implement all four skills and assess each skill in the assessment. It would be a chance for other teachers to implement FFI, including CSs and performance tests.

Appendix A

Interview Questions

My AR goal

I want my students to talk in English with their partners using CSs. I believe that introducing CSs 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をするの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. クラスメイ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 |

3. 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に変わ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 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。

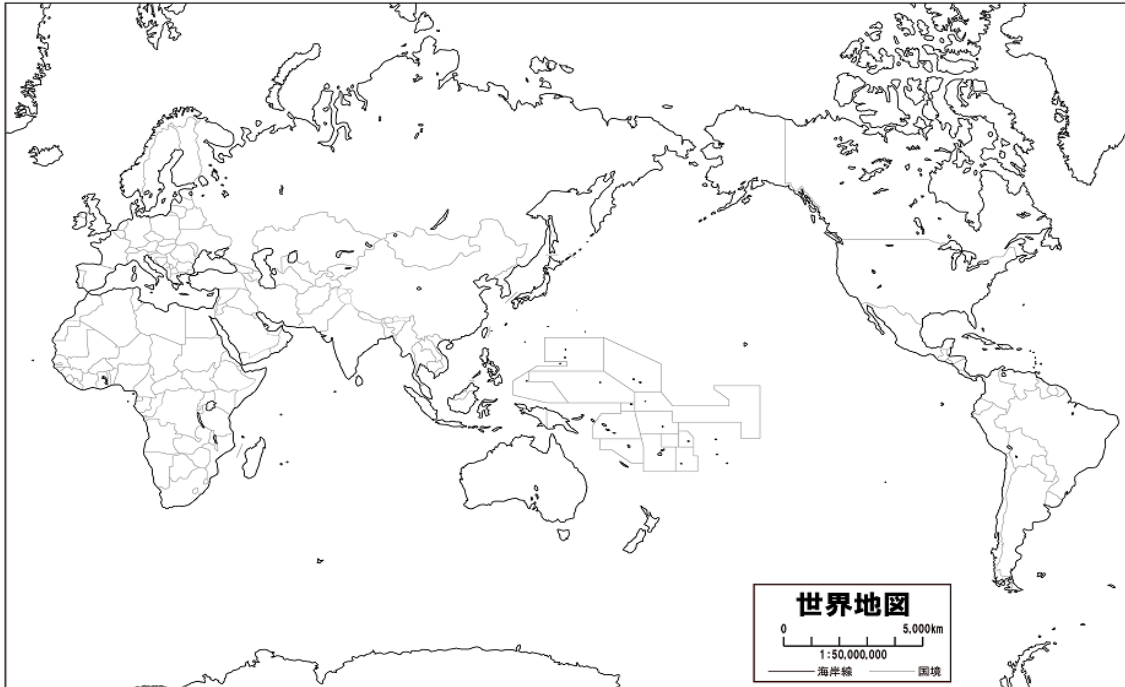
Appendix C

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?



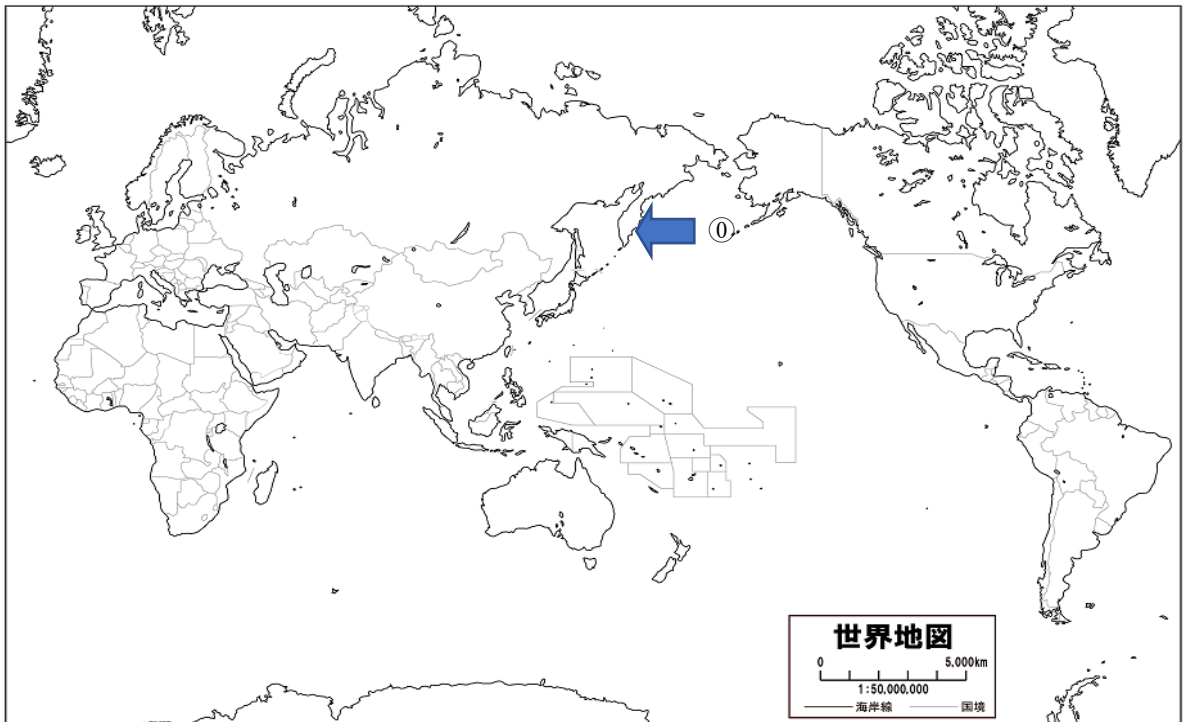
note

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

① 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.

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.

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.

④ 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.

No.2

⑤ 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.

↵

⑦ 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.

↵

⑥ 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.

↵

⑧ 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.

↵

No.3

⑨ 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.

←

⑩ 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.

⑩ 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.



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 Higedani. → The singer I like is Higedan.

My favorite singer is Higedan.





(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 14 sentences	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 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

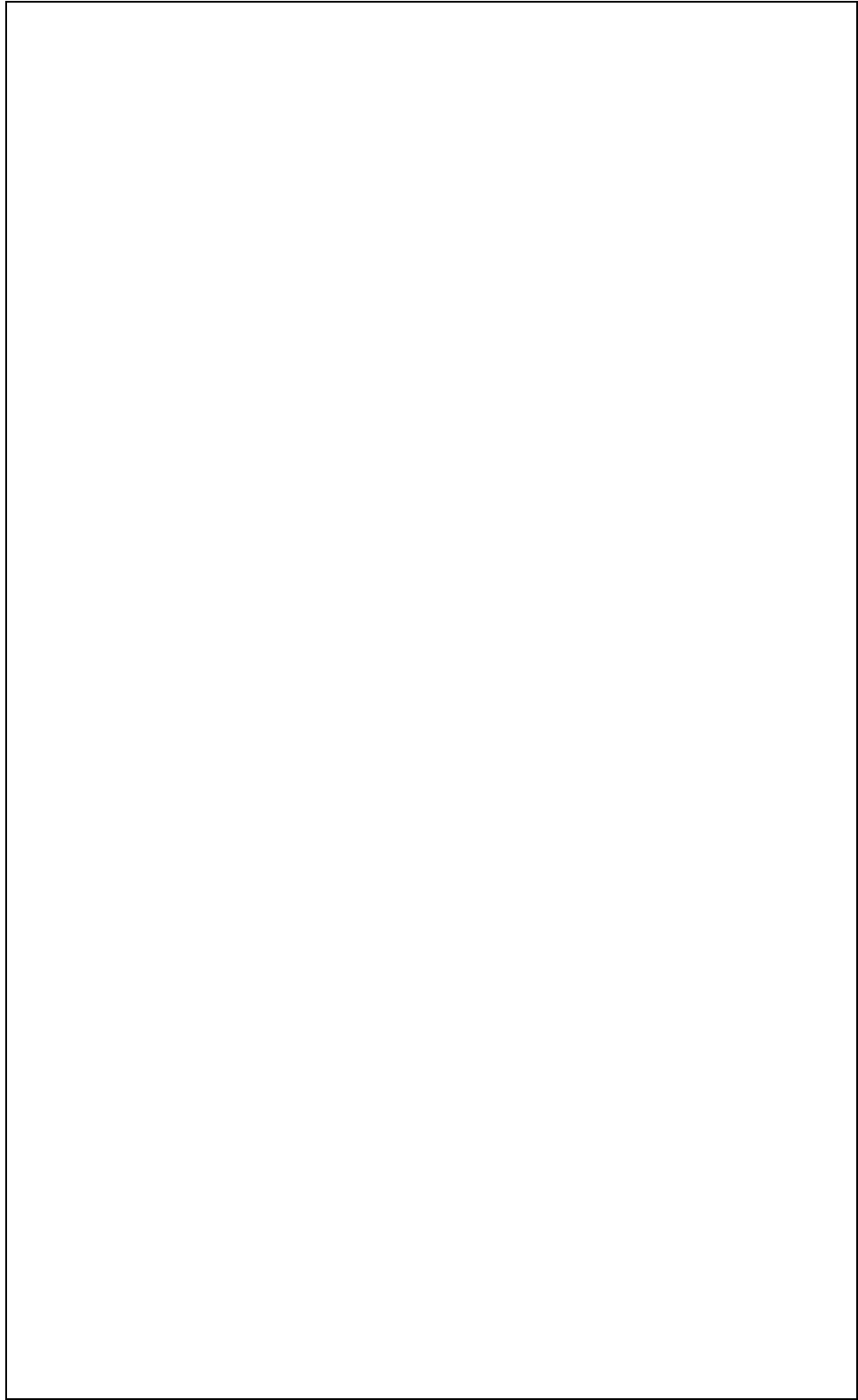
1. What I want to say. Write 20 sentences about the topic. (Count words)



【 words】

2. New vocabulary (調べたら書きとめておこう)

Writing Assignment 4 Fun essay



Class _____ No. _____ Name _____

Appendix D

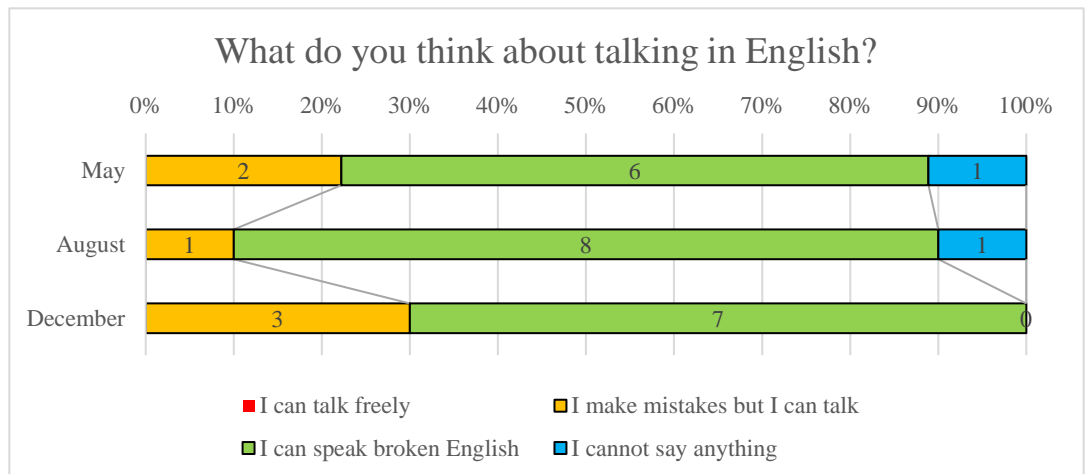
1. 英語で話すことについて、どう感じていますか？ What do you feel about talking in English?

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

Table 10

Self-Evaluation about how students talk in English



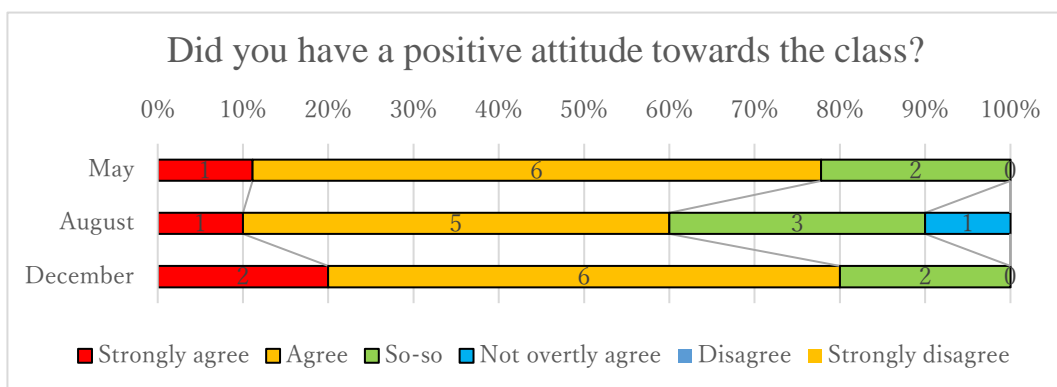
2. 英語会話の授業に前向きですか。また、それはなぜですか。 Did you have a positive attitude toward the class?

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

Table 11

Students' Attitude towards English Conversation Class

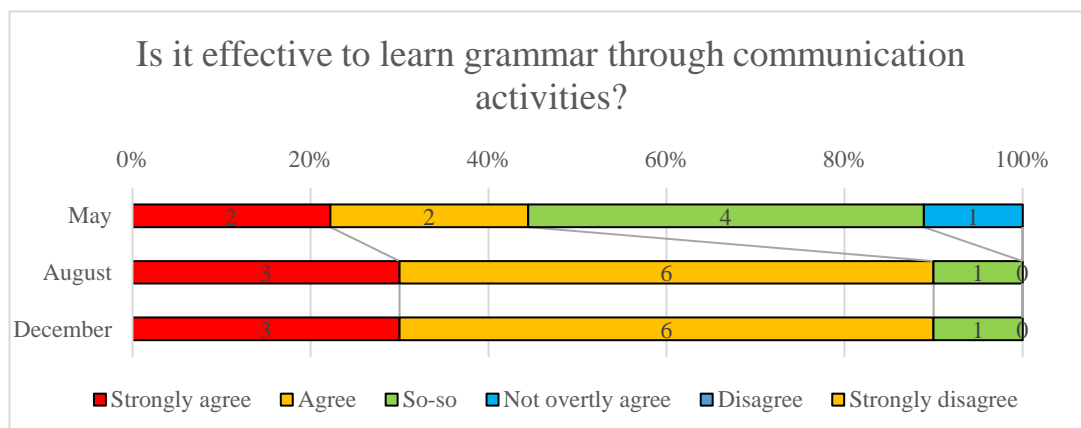


3. コミュニケーション活動（ペアワークなど）を通して文法を学ぶことは効果的ですか。また、それはなぜですか。 Is it effective to learn grammar through communication activities?

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

Table 12

The Effectiveness of Learning Grammar through Communicative Activities

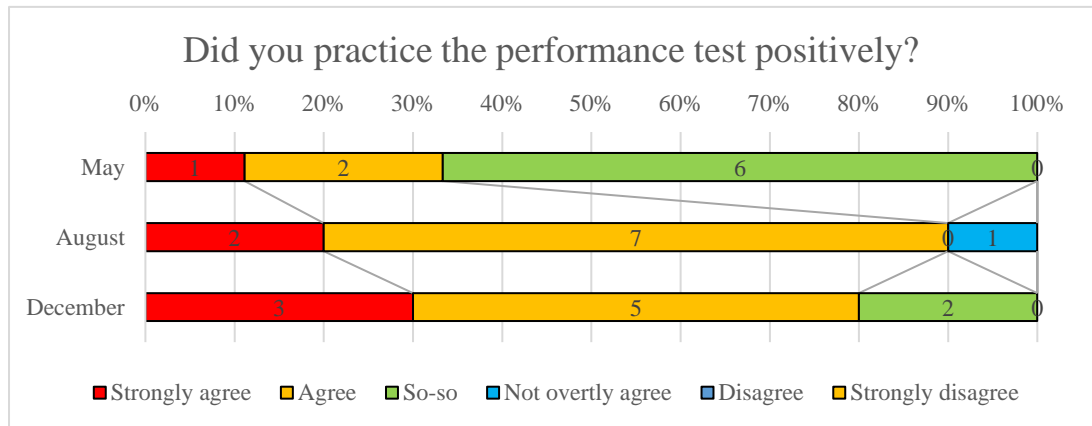


4. Performance test 練習（授業の最初に行う英会話）に前向きに参加していますか。また、それはなぜですか。 Did you practice the performance test positively?

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

Table 13

The Attitude toward Performance Test Practice

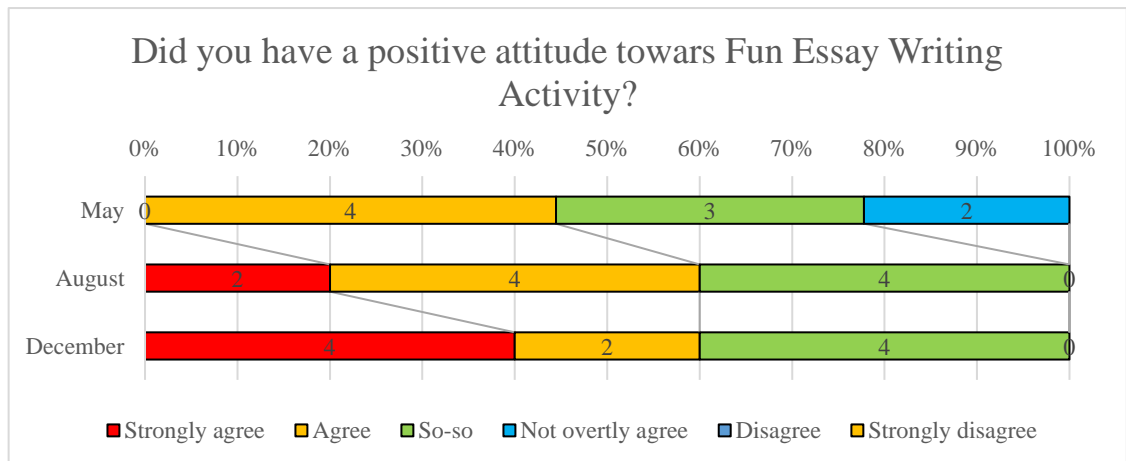


5. Fun Essay(最後にやったもの)は前向きですか。またその理由を書いてください。 Did you work Fun Essay writing positively?

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

Table 14

The Attitude toward Fun Essay Writing Activity



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。 How often do you study English outside school?

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

Table 15

How often Students Study Outside School

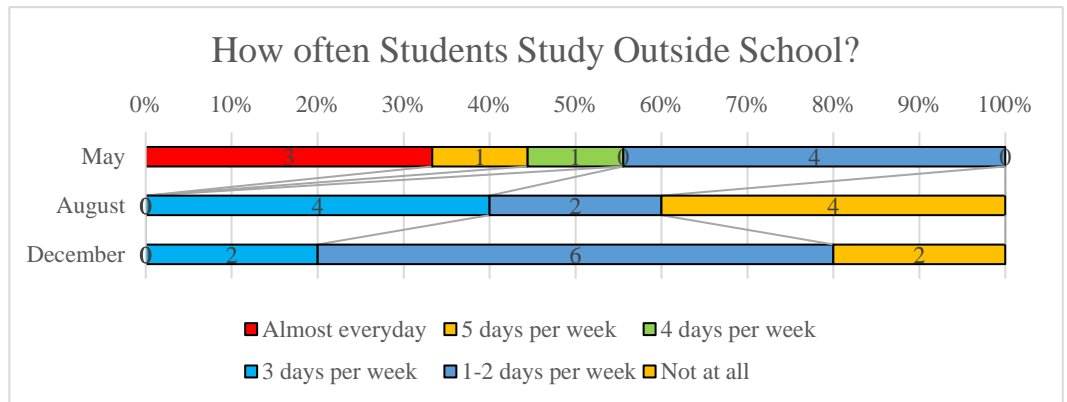


Table 16

What performance test was the most effective?

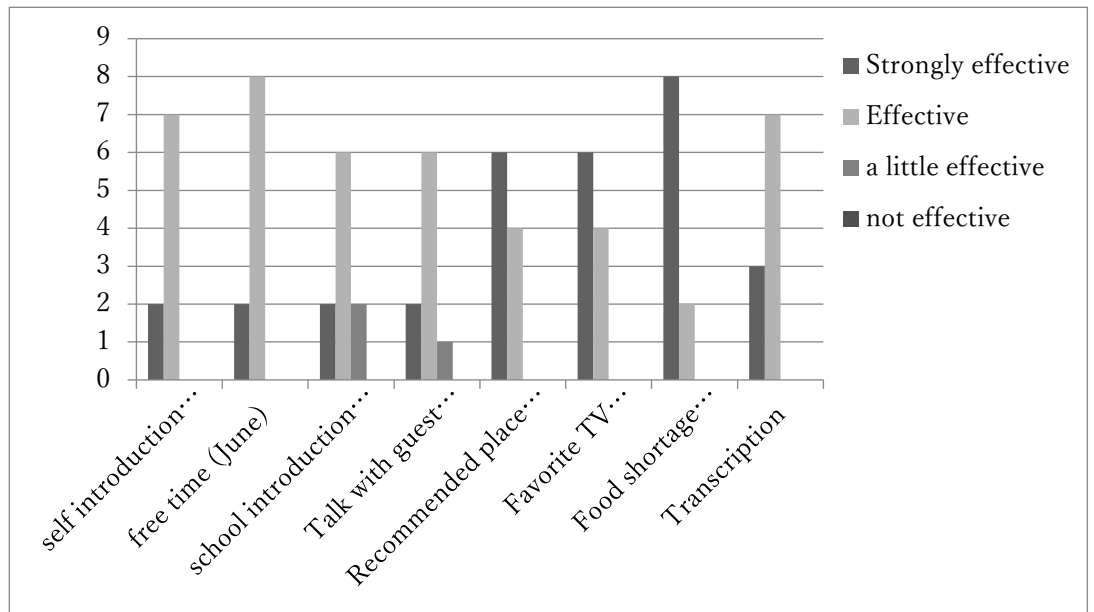


Table 17

Students' opinions about topics.

- *Food shortage problem was the most effective because I was able to understand what happened in other countries and gained knowledge. (4)*
- *Recommended place was effective because I may use the topic in the future. (3)*
- *Favorite TV program was good because the topic was easy to talk (2).*
- *Debate was developed my English skills. (1)*

Table 18*Interviews in August*

Questions	Nana	Ken
To know their goals to study English Conversation		
1. What ability do you want to improve?	Speaking	Listening and speaking
2. What abilities are you good at and least good at?	Writing	Reading
3. What ability do you recommend to your friends if they start to learn English?	Speaking Speaking is useful in the future.	Listening It is important to listen to others.
4. What do you want to be in the future?	a nutritionist	EMT (Emergency medical technician)
5. Do you want to use English in the future?	Yes. She wants to work UNICEF in the future, that's why she thinks it is important to learn English.	Yes. He knew there are many foreigners in Japan. So, he wants to save many lives. Also, when disaster happens in foreign countries, he wants to help there. That's why; he needs to communicate with foreigners.
To know their motivation in class		
1. What event was	Pronunciation	Pair work

the most interesting for you?	She has learned how to read phonics.	It is interesting to communicate with his friends in English. He gets to know better his friends through pair work.
2. What activity in class do you recommend to your friends?	Conversation in pairs It is because she does not have enough opportunities to talk about herself in English.	Pair work He could make a friend in the class.
4. Have you ever used CS before?	Yes. When she was a junior high school students.	Yes. When he took EIKEN test, he used such as “well.” and “let me see”.
5. When did you use CS?	She used it in the class.	He did not use it so often.

Table 19

The review of a whole year

Name	what you were able to do	What you changed through performance tests	What you changed through transcription	What improved your English skills
Taro	Speaking and listening	I was too shy to stand in front of others. However, I got confidence through	I noticed my grammatical errors and tried to be careful next time.	Expressiveness

		performance tests.		
Mei	To keep the conversation, CSs	I was able to ask many questions in English	I noticed my grammatical errors and tried to fix them.	Pair work
Reiko	I reacted to others in English	I was able to react to others.	I was able to react to others from the second term.	Reaction
Nana*	Listening for daily conversation	I gradually used CSs	I reread my writing and corrected my errors by myself	Expressiveness, listening
Chihiro	CSs, and listening	Ad-lib	I reviewed what I talked and improved the sentences	Listening, speaking and CSs.
Anna	I increased words' knowledge that I know	I got used to talking in front of others	I could see what I could not say or grammatical errors so that I could learn it from the transcription	Listening
Kumi	Listening	Ad-lib	I noticed my grammatical errors and it works in the future.	Listening
Karin	I was able to say what I want to say.	I tried to talk how my partner understood easily.		

Rei	I was able to talk in English without being shy	I understood foreign countries	I was able to notice my grammatical errors.	Speaking ability
Ken*	I think my listening skill was improved though my word knowledge did not improve.	I got to feel it was fun to talk.	I think I was able to keep the conversation deeper. I was also able to see something which I could not see before.	listening

Note. *stands for target students. All names are pseudonyms.

Appendix E

June: Introduce yourself; Ken and Chihiro

01 Ken Hi "Chihiro (pseudonym)". [00:00:01.06]
02 Chihiro Hi. [00:00:01.12]
03 Ken Nice to meet you. [00:00:02.07]
04 Chihiro Nice to meet you, too. [00:00:03.05]
05 Ken ...How are you doing? [00:00:06.04]
06 Chihiro I'm fine, thank you. And you? [00:00:08.03]
07 Ken I'm thank you..... I have a... I have a question(s). Ah...which junior high school are you from? [00:00:15.19]
08 Chihiro I'm from Agui junior high school. How about you? [00:00:19.06]
09 Ken I'm from Ueno high school...Ueno junior high school. [00:00:22.24]
10 Chihiro Oh, great. [00:00:24.12]
11 Ken (laugh) Ah...second question. Ah...which.....which....etto (えっと...)....which club... are you...going to join? [00:00:47.21]
12 Chihiro I want to join table tennis club. [00:00:52.06]
13 Ken Oh, that's great. [00:00:53.11]
14 Chihiro How about you? [00:00:54.09]
15 Ken I'm joined...baseball club. [00:00:57.22]
16 Chihiro Oh, nice. [00:00:59.29]
17 Ken (laugh) Ah...third question(s).....what are you interested...what are you interested in? [00:01:11.01]
18 Chihiro I interested in listen to music. [00:01:14.02]
19 Ken Oh, that's great. [00:01:16.00]
20 Chihiro (laugh) How about you? [00:01:18.02]
21 Ken Ah...I'm interested in play baseball. [00:01:23.27]
22 Chihiro Oh.
23 KenFinal questions.....who is your favorite actor? [00:01:35.17]
24 Chihiro My favorite actor is Yamashita Tomohisa.

[00:01:40.17]

25 Ken Oh, me, too. [00:01:41.28]

26 Chihiro (laugh) Nice talking with you. [00:01:45.20]

27 Ken You, too. [00:01:47.00]