Developing Senior High School Students' Communicative Competence by Integrating Speaking and Writing

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Introduction

According to MEXT,
English teachers need to develop students' communicative competence, deepen their understanding of language and culture, and foster a positive attitude toward communication through foreign languages.

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Introduction cont.

"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"

(Ellis, 2006, p. 102).

➡ Skills Integration with CSs

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Introduction cont.

- Dr. Sato suggested skills integration with CSs
- Referred to Ms. Takahashi's DVD
- Made major goals and sub-goals to achieve my goals

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Literature Review

- **Communicative Language Teaching (CLT)**
- **Skills Integration**
- **Communication Strategies (CSs)**

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Literature Review cont.

Communicative Competence

"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).

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Literature Review cont.

Communicative Competence -cont.

(1) Grammatical competence
(2) Sociolinguistic competence
(3) Discourse competence
(4) Strategic competence

→

to enhance their communication efficiency and prevent them from communication breakdown.

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Literature Review cont.

Communicative Language Teaching (CLT)

"The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence" (Savignon, 2002, p. 22).

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Literature Review cont.

Communicative Language Teaching (CLT)
Brown's (2007) four interconnected characteristics.

1.Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.

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Literature Review cont.

Communicative Language Teaching (CLT)
Brown's (2007) four interconnected characteristics.

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.

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Literature Review cont.

Communicative Language Teaching (CLT)
Brown's (2007) four interconnected characteristics.

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.

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Literature Review cont.

Communicative Language Teaching (CLT)
Brown's (2007) four interconnected characteristics.

4.In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 214)

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Communicative Language Teaching (CLT)
Wong and Waring (2021)

"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).

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Skills Integration

Brown (2007)
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.

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Skills Integration

Brown (2007)
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).

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Skills Integration

Newton and Nation (2009) 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.

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Skills Integration

Newton and Nation (2009)

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.

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Skills Integration

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

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)

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Literature Review cont.

The Teachability of CSs

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.

Literature Review cont.

The Teachability of CSs

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.

Research Issues

- School : Integrated school (Chita Shoyo High School)
- Subject: English Conversation (elective class)
- 3rd-year high school students

Skills Integration with CSs

Research Issues

- MEXT has a mandate to teach English communicatively
- there are few longitudinal studies to prove the effect of teaching CSs, and skills integration

→ This study sets out to investigate how senior high school students in Japan improve their communicative competence through FFI, CSs, and performance tests.

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
- English Conversation class
- 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.

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Method

The percentage of the grade

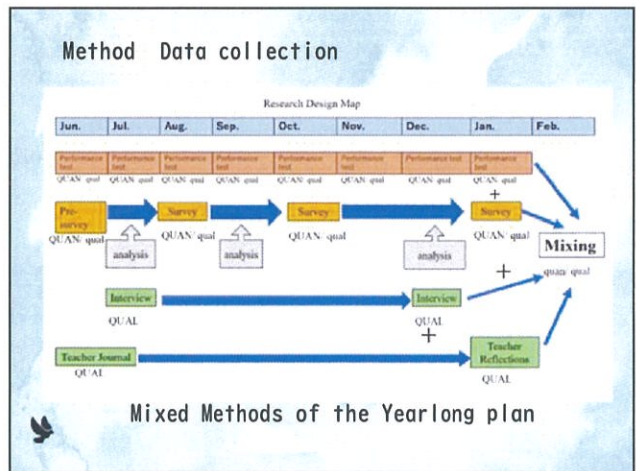| Task	percentage
Discrete point test	50%
Speaking test	20%
Fun Essay	20%
Attitude	5%
Homework (transcription, workbook)	5%

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Method

The schedule of the lectures

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, 8	Introduce your school	3	15	2 minutes	Responders
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, 12	Food shortage problem	3	25	4 minutes	Follow-up questions
1, 2	Discussion about school improvement (December to February)			3 minutes	Summarization

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Method & Data collection

- Video recordings of performance tests and transcription
- Video recordings of the whole lessons
- Teacher journal
- Surveys
- Observations
- Self-evaluation
- Interviews about two focus students

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Method   Data collection

Mixed Methods of the Yearlong plan

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Transcription

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Writing

1. What is your best memory in your high school days?
- My best memory is club activity.
- My teammate still on good terms.
- Also, I often quarrel.

2. What did you do?
- I played baseball.
- For example, we made an expedition.
- I often went to many prefectures. →For example, Mie, Gifu and Shiga prefectures.

3. Why is it best for you?
- The baseball club gave me a place to stay.
- There were times when I was suffering, when I was happy and it was painful.
- I was able to overcome it because everyone was there.
- I learned a lot from this experience.
- For example, The importance of friends.

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Writing cont.

Write 20 sentences.
- My best memory is club activity.
- My team mate still on good terms.
- Also, I often quarrel.
- I played baseball.
- For example, we made an expedition.
- (I often went to many prefectures)
- For example, Mie, Gifu and Shiga prefectures and so on)
- In the expedition, baseball practice and interaction with other prefectures.
- First and foremost is communication with teammates.
- I think teammates are the most important thing in baseball.
- The baseball club gave me a place to stay.
- There were times when I was suffering.
- When I was happy, and it was painful.
- I was able to overcame it because everyone was there.
- I learned a lot from this experience.
- For example, the importance of friends.

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Fun Essay Writing

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It's your turn!

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Communication Strategies

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Five Fingers Questions

What
When
Where
How
Who
Which
Tell me more

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Q → SA + EI

(Question) → Short answer
+
some extra information

Newton & Nation (2021)

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Situation: Your school is going to accept an exchange student, and he/she is going to be your classmate!
You and your classmates will introduce Japanese culture to them.

Answer these questions.
1. What Japanese culture are you going to introduce?

2. Why is it famous?

3. Why do you want to recommend them?

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Step 2: Work in pairs.
1. Greet each other.
2. Ask three questions.
3. Try to answer using "Q→SA + EI" technique.

Step 3: Write ten sentences about Japanese culture.

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Step 4: Exchange your paper.
- ◎___ when you feel the sentence is nice.
- ☆___ "Tell me more" when you want to know more about it.
-?_____ when you don't understand the sentence and want to know more about it.

- Give short comments to your partner so that they can write 20 sentences ☺

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Results

The number of using communicative strategies (low level students)

Key	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
Fillers (ah, oh, etc.)	1	7	12	4	8	6
Fillers (well, Hmm)	0	0	3	0	2	1
Rejoinders (That's nice, etc.)	2	0	0	0	0	0
Rejoinders (I see)	0	0	1	0	0	0 2
Repetition (words)	0	9	19	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

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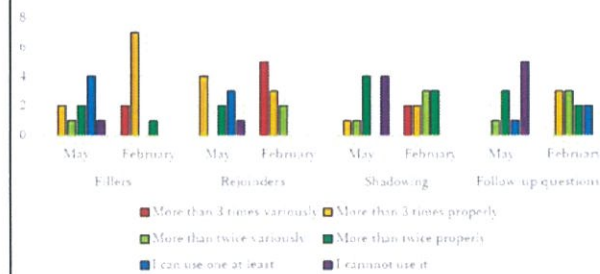---

Results

▶ Table 6

The number of using communicative strategies (high-proficiency students)

Name	June Introduction	October favorite TV	November Food shortage	November Eat out or lunch box	January school improvement	Average
Openers/closers	2	2	3	2	2	2 5
Fillers (ah, oh, etc.)	0	2	4	6	1	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	1	1	0	1

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Results

Students can use the variation of CSs

Fillers   Rejoinders   Shadowing   Follow up questions

■ More than 3 times variously ■ More than 3 times properly
■ More than twice variously ■ More than twice properly
■ I can use one at least ■ I cannot use it

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Results

The improvemnt of writing ability

	February	May
I cannot write it		
around 20 words		
40-59 words		
60-69 words		
70-79 words		
More than 80 words		

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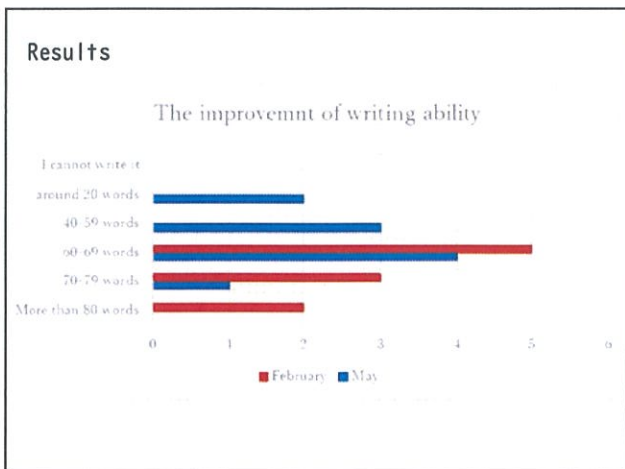
Results
Interviews about communicative activities

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)

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Results

Interviews about communicative activities

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)

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Interviews about communication strategies and speaking ability

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)

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Interviews about communication strategies and speaking ability

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).

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Interviews about the integration of speaking and writing

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).

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Interviews about the integration of speaking and writing

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).

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Discussion

RQ1) How do students participate in communicative activities and change their attitude?
- The most popular topic: authentic, real-world purposes (favorite TV program or YouTube, food shortage problems)
- "food shortage problem" was a broad topic: students also showed interest to know other countries.
- The number of using CSs has dramatically increased

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Discussion

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

"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).

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Discussion

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

"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).

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Discussion

RQ3) How does the integration of speaking and writing improve their communicative competence?
- Speaking activities in various pairs (Speaking & Listening)
- Fun Essay writing and peer-editing (Writing & Reading)
- Peer-editing → Students understood how to write more than 25 sentences throughout a year

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Conclusion

- Research development and putting theories into practice about skills integration with CSs
- To reduce teacher talk and increase the time for students in the previous year's AR
→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.

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Conclusion

- Students gradually realized their grammatical mistakes on their own through transcription and peer-editing in fun essay activities

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