

1. Title: Developing Learners' Speaking Skills with Communication Strategies

2. Context:

(1) Level: Junior High School First Grade

(2) Class size: 1class with 27 students (16male and 11 females) 50 minutes

(3) Subject: English I

(4) Textbook: Sunshine 1 (KAIRYUDO)

(5) Problem:

There were some students who had difficulties to pronounce English words. It took much time to practice the target phrases before activities. I needed to take enough time for output task and help students improve their speaking skill step by step.

3. Goal:

The goal of my Action Research is to improve students' small talk with Communication Strategies. Especially, more than 70 percent of the students are able to continue small talk in two minutes is my goal. Also, in most of my lessons, students are learned by focus-on-form approach.

4. Literature review:

(a) Communicative Language Teaching: CLT

Communicative Language Teaching is not method but an essential approach to develop learners' communicative competence through communication. 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). In addition, Savignon (2002) 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). Moreover, according to Brown (2007), one part of definitions of CLT is that "Classroom goals are focused on all of the components of CC

and not restricted to grammatical or linguistic competence” (p. 241).

(b) Communication Strategies (CSs)

Communication Strategies are the important tool for language learners, and CSs are known to be useful for speaking skills. CSs are defined as “a systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty” by Corder (1981, p. 103). In addition, according to Cohen (1990), an important characteristic of successful speakers is to use CSs to continue the conversation (p. 56).

(c) Focus on Form (FFI)

Ellis (2006) divides a focus-on-form approach into two kinds: planned focus on form and incidental Focuses on form.

(1) Planned focus on form

A planned focus on form focuses on the target grammar and is organized by three components: (1) input (2) noticing (3) output (佐藤, 2012, pp. 14-15). The first part of a planned FFI is input. There are two important characteristics of good input: (1) comprehensible (2) meaning bearing (Lee, J. F. & VanPatten, B, (2003).1997, pp. 26-27). The first input activity helps learners notice the target grammar instead of explicit explanation. Regarding grammar point, no research shows explicit explanation and information are necessary for acquisition. Also, the noticing is the effective way for learners to learn language grammar. (Lee, J. F. & VanPatten, B, (2003).1997, p.125). Then learners start a structured output activity since output is necessary to develop the ability to use language in a communicative context. Moreover, research since the late 1980 resulted that “...learners who are engaged in meaningful or meaning-based approaches to grammar (called focus on form) do as well as or better than those who are engaged in activities that are

nonmeaningful or not part of some communicative intent” (Lee, J. F. & VanPatten, B, (2003).1997, p. 123).

(2) Incidental focus on form

After a unit is finished, students can review what they learned by incidental focus on form which focuses on a topic (佐藤, 2012, pp. 14-15). As Lee and Van Patten (2003) claims that learners need opportunities to build a developing system to improve fluency and accuracy in second language (p. 181). Also, the task of incidental FFI is suggested to be used as a speaking test. “If there is to be an oral test with content related to classroom activities, learners will have additional motivation not only to participate in the class but to strive to improve their communicative Language ability” (Lee, J. F. & VanPatten, B, (2003).1997, p.114). Also, two important parts of communication are the expression, interpretation and negotiation of meaning. Especially, negotiation of meaning within a particular context is the extremely important aspect to acquire a second language. The task of incidental FFI helps learners become more task-oriented since asking each other involves sharing information and the negotiation meaning. Then learners get opportunity to develop communication skills. Also, compared with a planned FFI, there is more communicative drill practice; thus, learners are able to express their voice (Lee, J. F. & VanPatten, B, (2003).1997, p. 72).

(d) A three-part framework for reading

Brown (2007) proposed a three-part framework to implement skills integration: (1) pre-reading (2) while-reading (3) post-reading. Predicting the story, scanning some key words, and discussion of the topic to activate schemata are the parts of pre-reading. (Sato & Hirano, 2014). In addition, understanding the gist by first silent reading, introducing vocabulary, answering comprehension questions by second silent reading, and practicing reading are the parts of while-reading. To complete tasks in while-reading, readers read and read the text. Through readers’ exploration, they get understand the content deeply. Moreover, choral reading is introduced after

while-reading. Finally, retelling the story, writing, and discussion are the parts of post-reading. It is important to include at least one part of them to help students understand the article deeply (Sato & Hirano, 2014). Through a post-reading activity, learners get opportunity to interact with the content of the text many times, and it makes them comprehensive better. (Lee, J. F. & VanPatten, B, (2003).1997, p.114).

(e) Rubric

Rubric is one way to know how students are getting better. Also, a rubric is one way to help teachers not only assist but also plan. According to the researcher of Wiggins, G (1998), it is important to set a goal first. Also, another point of his research is “standards.” According to Wiggins, standards could be one tool to encourage students to meet goals. Rubric should be defined by some views and grades. Making a rubric made learners clear what goal is. Learners evaluate themselves, and rubric makes both teachers and students consider how to get over each standard.

5. What I did:

(a) Small talk with Communication Strategies

Using Communication Strategies (CSs) is important to speak naturally in English. Most students just asked and answered questions at first. Therefore, I introduced CSs in order. Students practiced Timed Conversation using CSs every class. I gave students the sheet of conversation strategies and rubric for self-evaluation. First, I introduced openers and closer. Students got used to using “How are you doing?”, “How is it going?”, and “Nice talking to you.” soon. Then, students started trying rejoinders such as fillers (“Um...”, “Well...”, and “Let me see”), and clarification (“Pardon me?”) gradually. It took a few months for students to use some kinds of rejoinders. Next, they practiced shadowing for a month. Finally, I introduced follow-up questions. Also, I introduced a new phrase each day. Students talked to a partner using new phrase and CSs in 1 minutes. Then all students moved clockwise and got a different partner. Totally, students talked to 5 different partners in 5 minutes each

day. In addition, I showed a video in which students used CSs well in order to encourage other students. Students seemed to understand how to improve their small talk using CSs.

(b) Focuses on form.

(1) Planned focus on form

I have used a lot of planned focus on form tasks during the first and second semester. Students learned the target grammar through planned FFI first, and they reviewed it in a textbook. I challenged to improve the part of 'noticing' in order to avoid explicit explanation. In addition, I have learned three types of drills; mechanical drills, meaningful drills, and communicative drills, and teachers need to use communicative drills a lot (Lee, J. F. & VanPatten, B, (2003).1997, pp. 120-123). Thus, I tried to include students' original ideas into tasks from the second semester.

(2) Incidental focus on form

During the third semester, I have tried three kinds of incidental focus-on-form activities. We focused on three topics: My favorite Place in Hokkaido, My Favorite Country, and My Favorite Movie. First, students seemed to be difficult to write fun essay. After they submitted the first fun essay, I chose the best essay and their homeroom teacher who was an art teacher chose good drawings. Then, I put all students' fun essays on the wall outside the classroom. It motivated students highly. Especially, giving some good drawing prizes to some students motivated many students who were not good at English but good at drawing. They improved the second and third essays gradually.

(c) Three frame structure for reading

I started introducing pre-reading when I used the story of the textbook. It seemed to help students understand stories of a textbook. Also, I have learned a three-part framework to implement skills integration: (1) pre-reading (2) while-reading (3) post-reading (Sato & Hirano, 2014). I introduced this approach into my lesson. I showed students pictures of the text to help them predict the story. Also, during a while-reading part, I included silent reading to understand the gist, introducing

vocabulary, answering comprehension questions by second silent reading. Moreover, I tried to have students retell using some key words as a part of post-reading.

(d) Rubric

I made rubrics to use in each unit of the textbook. Making a rubric made me clear what goal was. After doing each unit, students evaluated themselves. Also, I made a rubric for the first and second speaking test, and I gave it to students a month before the speaking tests. Students evaluated themselves after practicing small talk. I divided the rubric into four competences: (1) fluency & content (2) Accuracy (3) Delivery (eye contact & volume) (4) conversation strategies.

(e) Speaking test

The first speaking test was held at the end of the second semester. Pairs were decided by a lot at that day. Also, the speaking test was held in another room. There were only two students and a teacher during the speaking test. All students did not give up talking in two minutes and tried hard. As a result, many students were able to continue 2 minutes conversation. There was silence for a few seconds, but most students tried to break silence. The second speaking test was held at the end of the third semester. There were three possible topics which students used in an incidental FFI task. The topic and pairs were decided by a lot at that day. I timed 3 minutes which was 1 minute longer than the first test. However, most students tried to keep talking without silent.

6. Results:

(a) Data from students' survey

(b)

I could collect data of 24 out of 27 students because three students were often absent. In the following section, I will give careful consideration from the students' survey in March.

Chart1. How much are you able to talk to a partner during Timed Conversation?		3 mins or more	2:30~2:59	1:30~1:59	0:30~0:59	Less than 30 sec
	April	16%	13%	42%	21%	8%
March	46%	38%	8%	8%	0%	

Chart 1 – “How much are you able to talk to a partner during Timed Conversation?” shows 84 percent of students are able to keep talking in English over 2 minutes though there were only 29 percent in March. Moreover, 46 percent of students are able to talk over 3 minutes. 30 percent has increased in March compared with April. In addition, even though 29 percent of students were not able to talk even 1 minutes in April, there are only 8 percent in March. It is obvious that all students have improved their speaking skills gradually.

Chart. 2. How many CSs are you able to use?						
1. Opener, Closer		Always	Almost always	Sometimes	Either	Never
	April	42%	25%	21%	8%	4%
	March	67%	21%	4%	8%	0%
2. Shadowing		Many times	Several times	About three	1-2 times	Never
	April	4%	37%	13%	25%	21%
	March	29%	41%	13%	13%	4%
3. Rejoinders		5 kinds or more	3-4 kinds	2 kinds	1 kind	Never
	April	4%	17%	42%	25%	12%
	March	17%	54%	25%	0%	4%
4. Follow-up questions		3 questions or more	2 questions	1 question	sometimes 1 question	never
	April	4%	37%	12%	30%	17%
	March	17%	58%	17%	4%	4%

Chart 2 shows that how many CSs students are able to use during Timed Conversation. The students compared each CS skill between April and March. According to the chart 2, for Openers / Closers, 67percent of students are able to use them, and 21 percent reported “Almost always” in March. It means about 90 percent of students acquired Openers and Closers. For shadowing, 83 percent of students reported they were able to use them 3 times or more in March. Compared with April, 29 percent have increased, and there are only 4 percent of them who cannot use shadowing at all. As for the rejoinders, 71 percent of students are able to use more than 3 kinds, and 25 percent can use more than 2 kinds in March. It was great improvement compared with April. However, I was surprised a lit bit because many students were able to use more than 4 kinds of rejoinders during Timed Conversation

practice. On the other hand, the result of follow-up questions is higher than expected. 75 percent of students reported they were able to ask two or more follow-up questions. In fact, many students challenged to ask some follow-up questions, and some people prepared follow-up questions before small talk during the third semester. That must be the reason why percentage of rejoinders are lower and follow-up questions are higher than expected. It must be difficult for students to focus on both rejoinders and follow-up questions. To sum up, most students are able to use Openers / Closers fluently, and shadowing, and more than 70 percent use rejoinders and shadowing smoothly. Also, 75 percent are able to ask a few follow-up questions somehow.

Chart3. What do you think about working with many different partners?		Strongly agree	Agree	Not either	Disagree	Strongly disagree
	April	29%	42%	21%	0%	8%
	March	33%	54%	13%	0%	0%

Table 1: Sample Students' comments about a small talk activity

<p>(Positive comments, 19)</p> <ul style="list-style-type: none"> • I enjoyed talking to partners. There were few silent during Timed Conversation. (3) • It is better to have a little longer time. • I think I have improved speaking skills through the small talk activity. Now I am able to talk to many people (5) • I have become used to expressing myself with various sentence, and it is fun to talk with many people. (4) • I want to be able to speak for two minutes no matter who is a partner. <p>(Negative comments, 5)</p> <ul style="list-style-type: none"> • I feel it is too many to talk to 5 people every time. I think about three people are enough.
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Table 2: Sample Students' comments about the first speaking test (2 minutes)

<p>(Positive comments, 16)</p> <ul style="list-style-type: none"> • I think there were grammatical errors, but I managed to keep talking without silence. Also, I could make eye contact well. (3) • I think I worked hard because I could use many follow-up questions. (2) • It took me a while to understand what the partner was saying, and I could not talk much. However, I was able to use some kinds of rejoinders and shadowing. (2) • It was good to do in a separate room.
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- Because the topic was difficult, I could not talk much. I want to expand vocabularies so that I can talk any topic.
 - Because a pair was decided by a lot, I realized how much I could talk. (2)
- (Negative comments, 8)
- It was difficult to keep talking without silent, and I did not know what to say. (2)
 - I was so nervous that I could not use rejoinders. Also, the partner did not understand what I said. (2)

Table 3: Sample Students' comments about the second speaking test (3 minutes)

- (Positive comments, 19)
- I realized I have improved my speaking skill. I was able to talk more smoothly than the first speaking test. (3)
 - I wanted to try follow-up questions more, so I wanted at least 3 minutes and 30 seconds. I did not have enough time to use follow-up questions. (3)
 - There was a little silent, but I managed to keep talking. I was glad that I was able to use longer sentences than the first speaking test. (2)
 - I did better than the first speaking test. (2)
 - It was fun, but I could not use much rejoinders and shadowing since I was nervous. Also, I did not have enough time.
 - I could do opener and closer well, and there was no silent. However, I could not use follow-up questions well.
- (Negative comments, 5)
- I wanted to know the topic in advance.
 - I practiced hard, but I was nervous during the test. Thus, I did not do my best.

Chart 3 and Table 1 show how students feel about a small talk activity with many different partners. A lot of students reported they enjoyed talking with many different partners. Totally 19 of 24 students have positive feelings about a small talk activity. Table 2 and 3 show how students feel about the first and second speaking test. They show students' improvement from the first speaking test to the second. For the second speaking test, some students reported 3 minutes were not enough. Students who wanted to challenge to use some follow-up questions did not have enough time to use them. They may have felt they were able to do better. However, according to the table 3, they seemed to realize their improvement compared with the table 2.

Chart4. Do you understand English grammar well?		Strongly agree	Agree	Not either	Disagree	Strongly disagree
	April	8%	29%	25%	30%	8%
	March	17%	29%	25%	21%	8%

Table 4: Sample Students' comments about planed focus on form in December

<p>(Positive comments, 19)</p> <ul style="list-style-type: none"> • Because the new grammar came out in a textbook after this activity , it was easy to understand the target grammar well. (9) • It was hard but fun to write what partners were saying. (2) • I think it was so good that I was able to talk smoothly no matter who was my partner. • This task helped me understand the target grammar easily. (5) • It was a very good experience to exchange each ideas <p>(Negative comments, 5)</p> <ul style="list-style-type: none"> • I do not feel the need for this activity. (2)

Table 4 – “Do you understand English grammar well?” shows a lot of students have positive attitude toward planed FFI. Many students think it is effective way to learn the target grammar through planed FFI before using a textbook. Also, many students reported planed FFI helped to understand the target grammar easily. They seemed to feel satisfied in learning thorough planed FFI. However, according to Chart 4, only 9 percent of people changed from disagree to strongly agree. They are satisfied with planed FFI, but in fact, English grammar has been getting harder and harder. That must be why there are about 50 percent of students who think they do not understand English grammar well in March.

Chart5 Are you able to write fun essay?		I am able to write fun essay with enough supporting ideas and own feelings.	I am able to write fun essay with some supporting ideas	I am able to write fun essay with a few simple sentences	I am able to write self-introduction	Never
	April	4%	13%	42%	25%	17%
	March	8%	42%	33%	13%	4%

Table 5: Student A's fun essays
First (Favorite Place in Hokkaido)



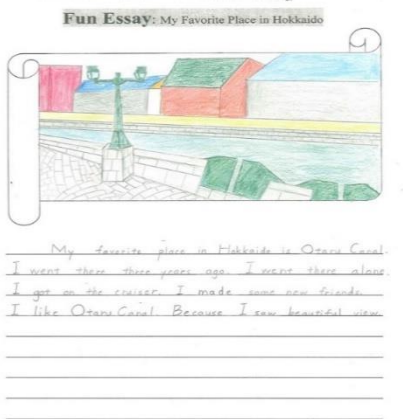
Second (Favorite Country)



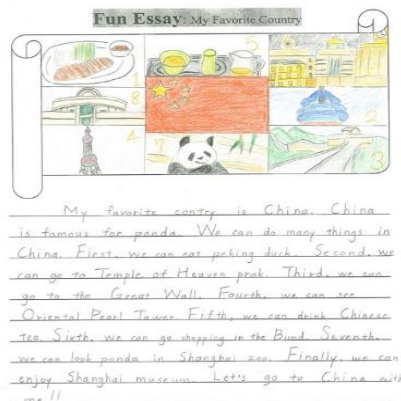
Third (Favorite Movie)



Table 6: Students B's fun essays
First



Second



Third

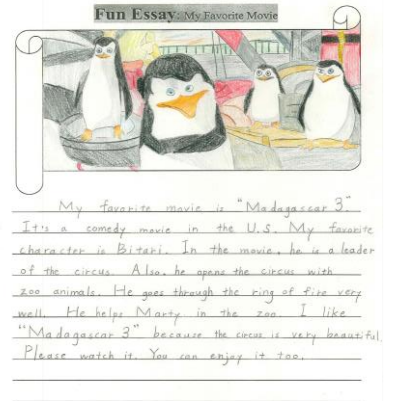
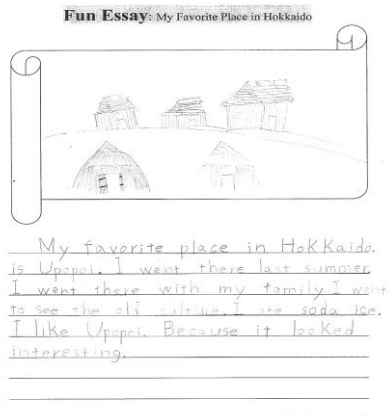
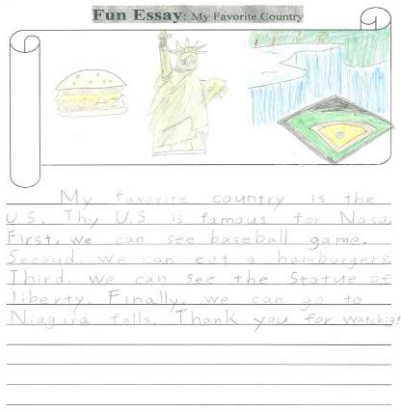


Table 7: Students B's fun essays
First



Second



Third

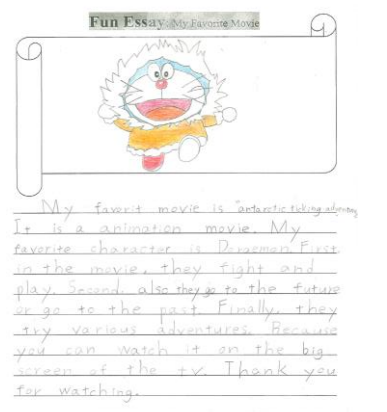


Table 8: Sample Students' comments about incidental focus on form

(Positive comments, 17)

- I enjoyed this activity. I want to work again. (3)
- At first I thought it was hard and troublesome, but I was able to review English grammars I learned and

was able to get used to writing long sentences. Thus, I think it was a very good activity. (3)

- It was good to think, write, and discuss my own favorite things.
- It was a good review. Also, the task was divided into some steps. Therefore, I was able to proceed one step at a time.
- I heard many people’s ideas and wrote a lot. It was hard to make English sentences but fun. (2)

(Negative comments, 7)

- I do not think I need to draw pictures.
- I had a lot of interactions with 6 different partners, but it was too many. I think working with 4 people is enough.

Chart 5 shows how much students are able to write fun essay. More than half of people are able to write fun essay with some supporting sentences in March even though there were only 17 percent in April. They have actually improved their writing skills, and Table 5 proves that. It is clear that students have gradually become able to write longer sentences. Also, the drawings have been better. Table 6 and 7 clearly prove that. For Table 6, student A is a high-level student. She wrote only a few sentences in the first fun essay, but she wrote much longer sentences in the second fun essay. There were enough supporting sentences in the second and third essays. For Table 7, students B is one of the lowest students. He was able to write a few sentences in the first and second. However, his third essay was great since there were a lot of supporting sentences. His first drawing was not good because he did not use color pencils, but he started to use color pencils from the second. Therefore, his second and third ones are much better. In addition, Table 8 shows the change of their feelings toward incidental FFI. Some students reported that they felt difficult and tired at first, but they became used to learning through in incidental FFI. Finally, many students felt fun and improvement of their writing skills.

Chart6. Do you have a positive attitude toward English class?		Strongly agree	Agree	Not either	Disagree	Strongly disagree
	April	12%	25%	29%	17%	17%
	March	25%	21%	17%	20%	17%

Chart7. How do you think about English		Very good at	Good at	Not either	Not good at	Difficult
	April	9%	23%	9%	41%	18%

classes?	March	14%	18%	18%	32%	18%
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Chart8. Do you want to be able to speak English in the future?		Strongly agree	Agree	Not either	Disagree	Strongly disagree
	April	37%	33%	8%	18%	4%
	March	50%	21%	17%	8%	4%

Chart9. Which activity do you like the most?		Pair	Group	Reading alone	Writing alone	Drills
	April	25%	46%	8%	4%	17%
	March	29%	46%	0%	13%	12%

Chart10. Which skill do you want to improve the most?		Reading	Listening	Writing	Speaking
	April	26%	9%	22%	43%
	March	8%	3%	21%	58%

Students' comments in March

I want to improve **reading** skills because

- I am not good at reading.

I want to improve **listening** skills because

- I am not good at listening. (2)
- I want to be able to understand what foreigners are saying.

I want to improve **writing** skills because

- I want to be able to write English essay with the correct spelling. (3)

I want to improve **speaking** skills because

- I want to talk to people all over the world. (5)
- Speaking English is important in today's society. (4)
- Speaking English is so cool. (3)

According to chart 6 and 7, the proportion of the students who feel “I am good at English” are almost the same in April and March. However, there are 9 percent fewer students who think “I am not good at English” in March compared to April. Moreover, even though 37 percent of the students do not have positive attitude toward English class, 71 percent of students hope to be able to speak English in the future in March. Compared to April, there are 10 percent fewer students who do not want to be able to English in the future. Most students seemed to realize the importance of speaking in English in a society. Chapter 10 further shows that 58 percent of the students want to improve speaking

skills the most in March. Compared to April, 15 percent of the students increased. Students seemed to desire to be able to speak in English more and more through pair work activities and speaking tests. Finally, Table 9 – “Which activity do you like the most?” shows pair and group work activities are popular all year round. The change from April to March is that students who like writing essay increased from 4 to 13 percent. The reason may be that students got confidence in writing essay through incidental FFI activities.

Table 9: Sample Students’ comments about the change from April

<p>(Positive comments, 22)</p> <ul style="list-style-type: none"> • I became good at speaking English because I often talk smoothly in English. • I think my speaking ability has increased compared to April and the beginning of the third semester. There was also a lot more growth than April. Speaking English is fun for me now. (9) • I came to use English a little bit even in everyday life. • I can now read a little English. (4) • I am able to say what I think during conversation in English now. (2) • Now shadowing comes out naturally during talking (2) <p>(Negative comments, 2)</p> <ul style="list-style-type: none"> • English class became more and more difficult than the first and second semesters.

Table 10: Sample Students’ comments about the class for a year

<p>(Positive comments 20)</p> <ul style="list-style-type: none"> • When I was in elementary school, I wasn't honestly interested in English. However, after I entered junior high school, I changed my mind and started to like English and wanted to speak it more. • When I entered junior high school, I thought I wanted to learn English a lot, and my mind has not changed for a year. I had a lot of fun in class, and I was able to improve my skills. I like the class very much. • I was not good at talking in English, but I enjoyed the class. I started to like speaking in English through the second speaking test. Through a year, I have been able to express what I like and what I can do. The class was designed to be easy to do even if I was not good at English. • I enjoyed group activities and pair work activities. • The class was not just for listening a teacher and writing notes, but I also enjoyed exchanging each idea with many people. • I was able to complete fun essay in English. • I hated English very much, but I was able to understand English a little bit through the fun class. • The class was so much fun. Especially, focus-on-form activities were fun, and I liked working many
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different partners. There were many speaking tests, and they were tough. I want to be able to talk with anyone in English.

- The pair was changed every time, and I enjoyed talking a lot through pair and group activities. Thanks to the activities, I have been able to continue talking with anyone. I think my writing, listening, and reading skills have also grown a lot compared to a year ago.

(Negative comments 4)

- I wanted to learn in the same way as the other classes.

7. What I learned:

First of all, throughout the year, I always took 5 to 10 minutes for a small talk activity. I tried many challenges to improve their CSs. The effective way I experienced was that showing good students' video helped them use CSs better. I explained students how to use CSs many times for a year, but showing video was much better than teacher's explanation.

Next, I was able to improve students' writing skills a little bit, but I also learned that in order for students to realize their improvement of writing skills, I need to have students count the number of words of their essays every time. If I did so, students were able to compare among their three essays. In addition, through an incidental FFI, I understood that important parts of communication are the expression, interpretation and negotiation of meaning. Asking 6 different partners, expressing own idea, and taking memos helped students become more task-oriented. After 30-minute pair work activity, many students seemed to have more ideas, and they were able to revise their drafts. Also, there were many steps before writing fun essay; thus, all students even low-level students were finally able to achieve to write fun essay. Furthermore, as mentioned before, some prizes made students motivated highly.

8. Future issues:

First, in the future, I would like to divide CSs into smaller group. For instance, in my date collection there are only 4 kinds of CSs; Opener / Closer, rejoinders, shadowing, and follow-up questions. However, it may be better to divide rejoinders into fillers ("Um...", "Well...", and "Let me see"), and clarification ("Pardon me?"). From the next first semester, I will do this way to collect more

detail data.

Second, I have tried a three-part framework to implement skills integration: (1) pre-reading (2) while-reading (3) post-reading only a few months. Therefore, I am not sure if it is really effective or not. I would like to challenge a three-part framework approach for a year and develop students' reading skills gradually.

Finally, I used rubric for the speaking tests, but I did not use rubric for fun essay. I would like to try to use rubric for fun essays also, and I hope it will be one part of students' grade from the next year.

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Today's Lesson Plan: My Favorite Place in Hokkaido

Objectives: 1, Students will be able to talk about favorite place in Hokkaido using the past tense.
 2, Students will be able to write a fan essay about favorite place in Hokkaido using the past tense.

Time	Interaction T-Ss, S-S, S	Activity and Procedure
5 (1)	S-S	Warm up 1. Students ask partners 4 questions each other in one minute. (What day is it today? / What the date today? / How's the weather now? / What time is it now?)
(3)	S-S	2. Small Talk (Talking about My Favorite Country)
(1)	S	3. Self-evaluation using a rubric
5 (3)	T-Ss	Practicing pronunciation 4. Students repeat after JTE
(2)	T-Ss	5. JTE explains to students about a pair-work activity
30 (30)	S-S	Working in pairs 6. Students ask the questions each other and take a memo in 5 minutes. Then change partners and repeat the same things with 5 more different partners.
10 (10)	S	Review 7. Revising the draft

Total time: 50 minutes

S-S: 34 minutes

S: 11 minutes

T-Ss: 5 minutes

Work
Sheet

My favorite place in Hokkaido.

北海道でいちばん好きな場所

Step 1 Read Mike's essay and answer the questions. Then compare your answers to a partner's.

<Mike's essay>

My favorite place in Hokkaido is Asahiyama Zoo. I went there with my family last summer. We saw a lot of animals. We ate lavender ice cream there. It was delicious. I like Asahiyama Zoo. Because I enjoyed watching the penguins.

Q1. Where is Mike's favorite place in Hokkaido?



Q2. When did he go there?

Q3. Who did he go there with?

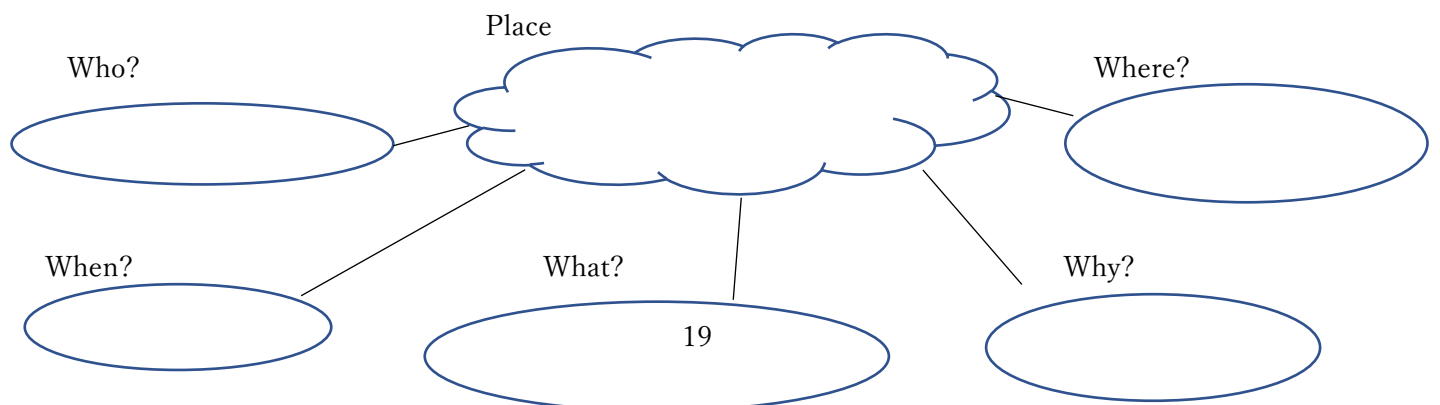


Q4. What did he do there?

Q5: Why does he like it there?



Step 2 Think about your favorite place in Hokkaido and share each idea in a group. (日本語可)



Step 3 Choose your favorite place in Hokkaido.

Q1. Where is your favorite place in Hokkaido?

Q2. When did you go there?

Q3. Who did you go there with?

Q4. What did you do there?

Q5: Why do you like it there?

Step 4 Talk about your favorite place in Hokkaido.

〈Model Dialog〉

A: Hello. How's it going? / How are you doing?

B: I'm (happy / great / OK / pretty good / not bad). How about you?

A: I'm (happy / great / OK / pretty good / not bad). Let's talk about our favorite place in Hokkaido!

B: Sounds good!

A: Where is your favorite place?

B: My favorite place is Asahiyama Zoo.

A: Oh, Asahiyama Zoo! When did you go there?

B: I went there last summer.

A: Oh, really! Who did you go there with?

B: I went there with my family.

A: Oh, with your family! Nice! What did you do there?

B: I ate lavender ice cream there!

A: Lavender! Interesting! Why do you like Asahiyama Zoo?

B: Why? Because I enjoyed watching the penguin.

A: Oh, sounds fun! How about you? Where is your favorite place?

※Change your role.

A: Nice talking with you!

B: You, too.

つなぎの言葉

Let's see... Well... Um...

Uh... Hmm...

Name	Ex) Mike	Name	
Where	Asahiyama Zoo	Where	
When	last summer	When	
Who	Family	Who	
What	ate lavender ice cream	What	
Why	enjoyed watching the penguins	Why	

Name		Name	
Where		Where	
When		When	
Who		Who	
What		What	
Why		Why	

Name		Name	
Where		Where	
When		When	
Who		Who	
What		What	
Why		Why	

～Rubric for The Second Speaking Test～

手順

- ・当日くじで決まったペアで英語で会話をしてもらいます。
- ・会話の中では Communication Strategies をなるべくたくさん入れましょう。
- ・与えられたテーマについて2分間会話を続けることが大切です。

評価基準

(1) Fluency & Content (流暢さ、内容) 10 points

表現の能力	10 points	・2分以上の会話をスムーズに、豊かな内容で続けることができた。
	7 points	・2分以上の会話を、ときどき沈黙はあるが、適切な内容で続けることができた。
	4 points	・2分以上の会話を、ときどき沈黙はありながらも続けられることができるが、内容が乏しい
	1 point	・長く沈黙することがあった。あるいは途中で日本語になってしまった。

(2) Accuracy (grammar & pronunciation) (正確さ) 3 points

表現の能力	3 points	文法の間違いもあまりなく、話を続けることができた。
	2 points	ところどころ間違いがあった。
	1 point	間違いがたくさんあり、単語のみで会話を続けていた。

(3) Delivery (volume & eye contact) (声の大きさ、アイコンタクト) 3 points

表現の能力	3 points	十分な声量でアイコンタクトをしながら話せた。
	2 points	声の大きさやアイコンタクトが十分にはできていなかった。
	1 point	声も小さくアイコンタクトもあまりできていなかった。

(4) Communication Strategies (rejoinder / shadowing / follow-up question など) 4 points

表現の能力	4 points	Communication のうち rejoinder(あいづち)、shadowing(くり返し)を3回以上使うことができた。さらに follow-up question を1回以上入れることができた。
	3 points	Communication のうち rejoinder(あいづち)、shadowing(くり返し)を2回以上使うことができた。
	2 points	Communication Strategies のうち rejoinder(あいづち)、 shadowing(くり返し)を1回以上使うことができた。
	1 point	Communication のうち opener, closer を使うことができた。

Total points

20

March 11, 2021,

The Final Survey

1. 英語は好きですか？		はい、とても	はい	どちらともいえな い	あまり好きではな い	好きではない
	4月					
	3月					

2. 学校の英語の授業についてどう感じていますか？		とても得意	得意	どちらともいえな い	あまり得意ではな い	得意ではない
	4月					
	3月					

3. 英語を使えるようになりたいですか？		はい、とても	はい	どちらともいえな い	あまりそう思わな い	思わない
	4月					
	3月					

4. どの力を一番のばしたいですか？	読む力	聞く力	書く力	話す力	ドリル問題
4で選んだことの下に、なぜその力を伸ばしたいのか理由を書いてください。					

5. 英語を使う必要性を感じますか？		はい、とても	はい	どちらともいえな い	あまり感じない	感じない
	4月					
	3月					

6. 教材は難しいですか？		はい、とても	はい	どちらともいえな い	あまりそう思わな い	思わない
	4月					
	3月					

7. 文法はわかりますか？		はい、とても	はい	どちらともいえな い	あまりわからない	わからない
	4月					
	3月					

8. 文法事項を使って英作文が書けますか？		身近な話題について、具体例や自分の気持ちを含めて書くことができ	身近な話題について、少し具体例を入れて書くことができる	身近な話題について、基礎的な表現でなんとか書くことができる	自己紹介等の基礎的なテーマで書くことができる	ほとんど書けない
	4月					
	3月					

8. 英語で何分ペアと会話が続きますか？		3分以上	2分以上3分未満	1分以上2分未満	30秒以上1分未満	30秒未満
	4月					
	3月					

9. どの活動が好きですか？		ペア活動	グループ活動	リーディング学習	英作文	ドリル問題
	4月					
	3月					

10. 色々なパートナーとの活動についてどう感じていますか？		とてもいい	いい	どちらともいえな い	あまり好きではな い	好きではない
	4月					
	3月					

11. 1~4の communication strategies についてどれくらい使えますか。						
1. Opener, Closer		必ず毎回使う	たまに忘れるが だいたい使える	時々忘れる	どちらかを忘れる	できない
	4月					
	3月					
2. Shadowing		自然に何度もでてくる	数回はできる	3回ほどできる	1~2回できる	全くやっていない
	4月					
	3月					
3. Rejoinders		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月					
	3月					
4. Follow-up questions		常に3問以上聞ける	2問は聞ける	1問ならば聞ける	1問聞けるときもある	全くできない
	4月					
	3月					

12. 2 回目のスピーキングテストの感想を書いてください。

13. 英語の力についてどのような変化がありましたか。できるようになったことを具体的に書いてください。

14. 今までの復習をしたタスク活動(incidental FFI)についての感想を書いてください。

15. 1 年間の授業の感想を書いてください。