

1. Title: Improving High School Students' Communicative Competence through Skills Integration

2. Context:

(1) Level: Senior High School (first year)

(2) Class size: 33 (15 males and 18 females)

(3) Time: 50 minutes, 3/week

(4) Textbook: *WORLD TREK*, (Kirihara)

Corpus 3000 (Tokyoshoseki)

(5) Problem: Due to COVID-19, we have been not allowed pair-work activities since January.

3. Goals and objectives

My AR goal is to implement skill integration through Communicative Language Teaching (CLT) because I would like students to improve the four English skills such as speaking, listening, reading, and writing in a well-balanced way. Especially, in most of my lessons, students will learn through a three-part framework: (1) pre-reading, (2) while-reading, and (3) post-reading. I would like students to communicate with others and express what they want to say in English. Also, I want students to learn integrated skills. That means they can read, write, speak and hear English through various activities in class.

Objectives

(1) Students are able to continue small talk conversations for three minutes or more.

(2) Students are able to understand 70% of what the teacher and CD say.

(3) Students are able to understand a text with 100 words.

(4) Students are able to write more than 80 words.

4. Literature review

(1) 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).

(2) Integrated skills in the ESL/EFL classroom

In a practical sense, four primary skills which are listening, reading, speaking, and writing are considered as one of the most crucial of standards. Also, this standard includes related skills such as knowledge of spelling, vocabulary, pronunciation, meaning, usage, and syntax. It is the best communication when each skill is interwoven during instruction. There are two types of integrated-skill instructions: content-based language instruction and task-based instruction. The first instruction stresses learning content through language, and the other instruction focuses on doing tasks. There are four advantages of the integrated-skill approach. First of all, learners can rapidly understand the richness and complexity of English used in communication. Second, this approach emphasizes that English is not just an object of academic interest or simply the key to passing an exam. However, English is a real means of interaction and sharing among people. Third, through this approach, teachers are able to track each student's progress with multiple skills at the same time. Finally, this approach promotes not just the dissection of language forms but also the learning of real content.

(Integrated Skills in the ESL/EFL Class room, 2001)

(3) 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).

(4) Focus on Form (FFI)

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

a. 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).

b. 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).

5. What I did

(1) A three-part framework for reading

Students have learned the textbook through a three-part framework (1) pre-reading (2) while-reading (3) post-reading. This approach definitely helped many students. According to Chart 9, many students realized they understand the textbook better than April. Moreover, Chart 16 shows that 97 percent of the students felt the handout for a three-part framework was useful in July. Also, Chart 16 proved that a lot of pair-work activities during a three-part framework helped them understand easier. There are listening, reading, speaking, and writing practices in this approach. It is possible to implement skills integration, and their four skills have actually improved gradually according to Chart 7, 8, 9, and 10. Thus, I will continue this approach until March to see more effects and changes.

(2) Timed-conversation with CSs

I could not implement the first performance test in the first semester. However, I introduced timed conversation with CSs at the beginning of the class. Due to COVID-19, students practiced it only a few weeks. Thus, the transcriptions show they did not get used to talking in English, and they did not use CSs yet. However, chart 7 showed the small change of speaking ability compared to April.

(3) Focus on form

I have used planned focus on form tasks several times during the first semester. Students learned the target grammar through planned FFI first, and they reviewed it in the 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. Students enjoyed learning the target grammar through many input and output activities in pairs.

6. Results:

(a) Data from students' survey in March
I could collect data of 30 out of 33 students.

Chart 1.

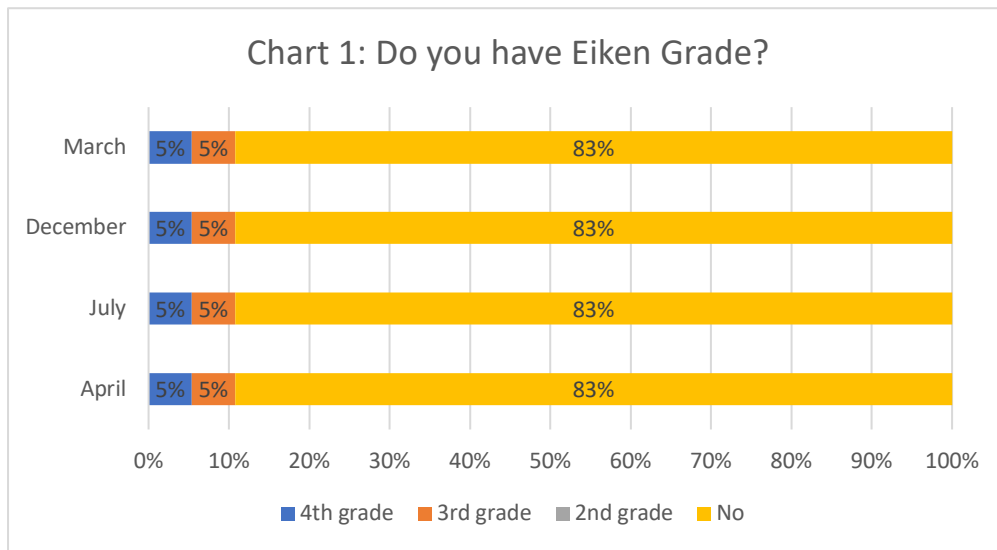


Chart 2.

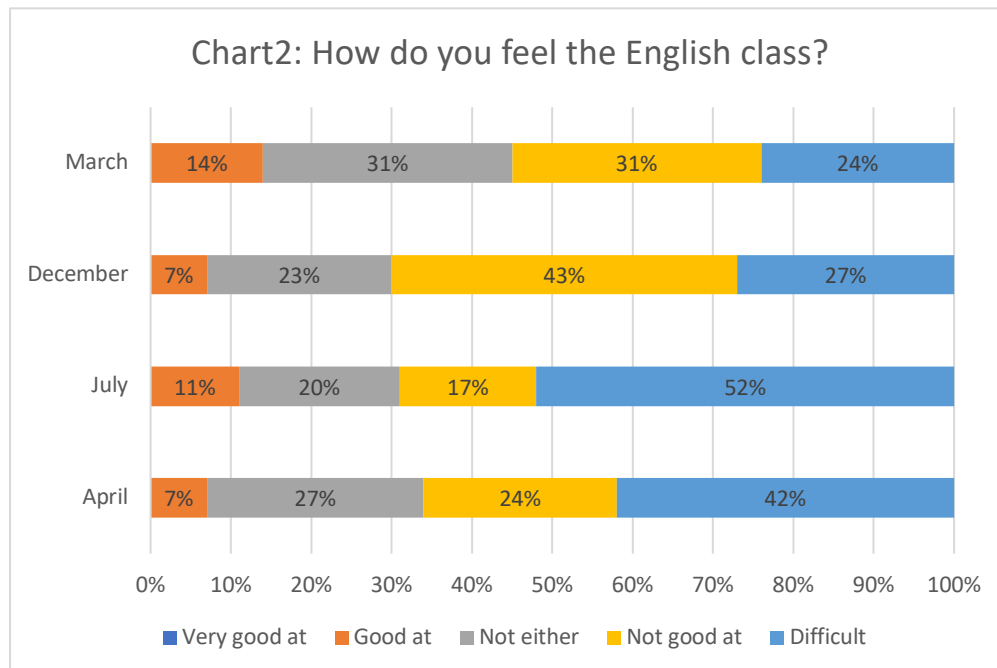


Chart 3.

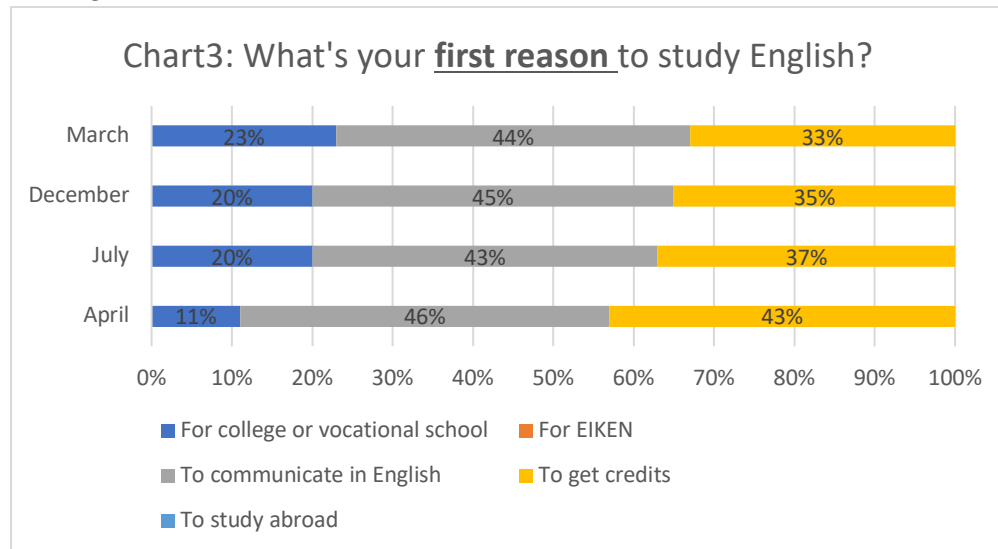


Chart 2 – “How do you think about English class?” shows still 31 percent of the students have a feeling of being not good at English class. Compared April, 7 percent increased. The reason must be that they did two speaking tests and two fun essays around December and March, and many of them struggled to do that. However, students who feel the English class is difficult decreased 15, 25, and 3 percent compared April, July, and December. Even though they feel they are not good at English, many of them do not feel difficult now. It is a positive step for them and me. Also, chart 3 –“What’s your first purpose to study English?” shows more than 40 percent of the students’ first reason to study English is to communicate with others in English. There is no big change from April. However, students whose first reason is to get credits decreased and for college increased a little by little. They must be getting their goals after graduation.

Chart 4.

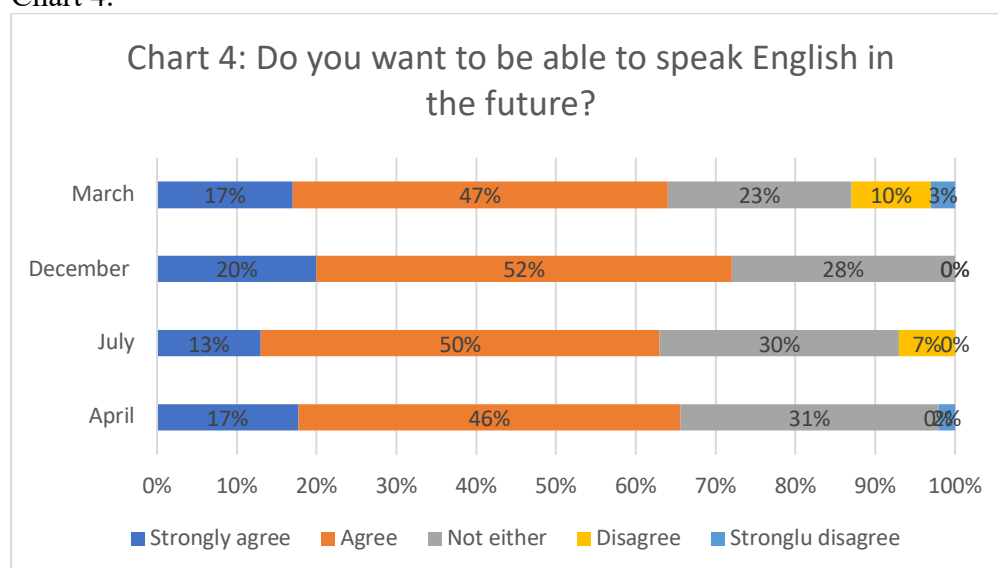


Chart 5.

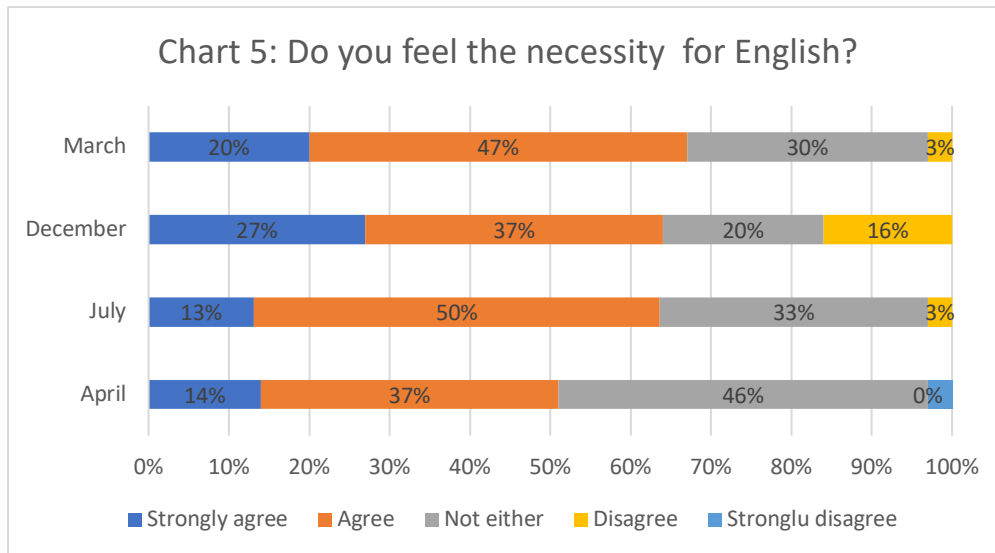


Chart 6.

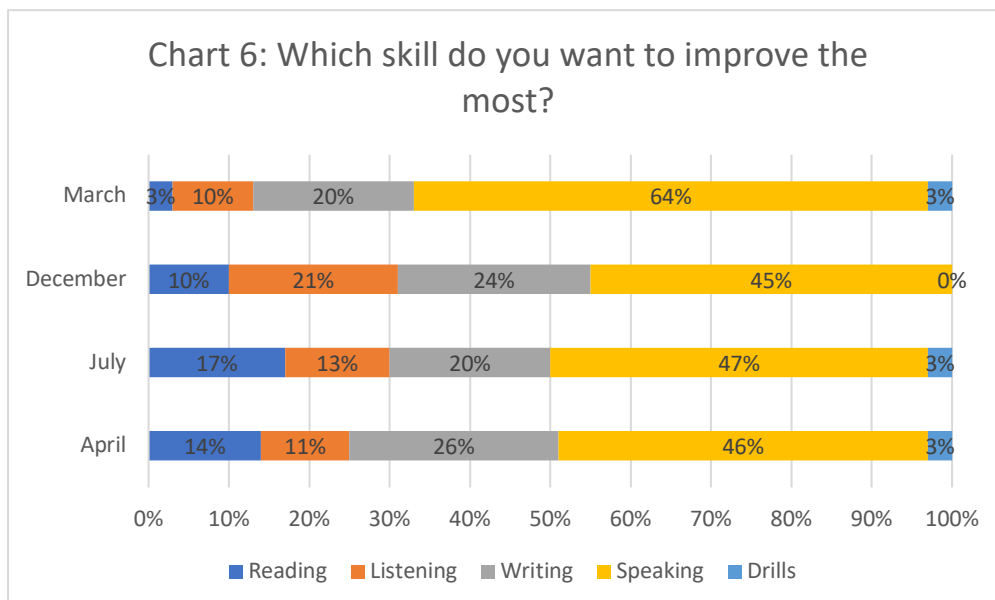


Chart 4 – “Do you want to be able to speak English in the future?” shows students’ motivation. Last year, even though students felt they did not like English class, most students hoped they wanted to be able to English in the future. However, the target students in this year, 36 percent of them still do not think so yet. Moreover, Chart 5 – “Do you feel a necessity for English?” reveals 33 percent of them do not feel English is need in society. In addition, Chart 6 – “Which skills do you want to improve the most?” says that 64 percent of the students want to improve speaking skills the most. Since they did the second speaking test including follow-up questions in March, they who want to improve the speaking skill the most increased 19 percent compared to December.

Chart 7: How long are you able to talk in pairs?

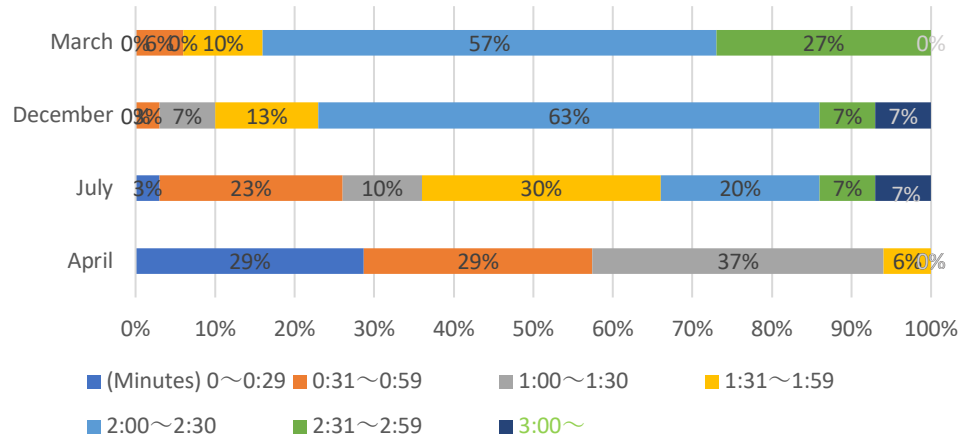


Chart 8.

Chart 8: Evaluate your listening skill (CD, JTE, ALT)

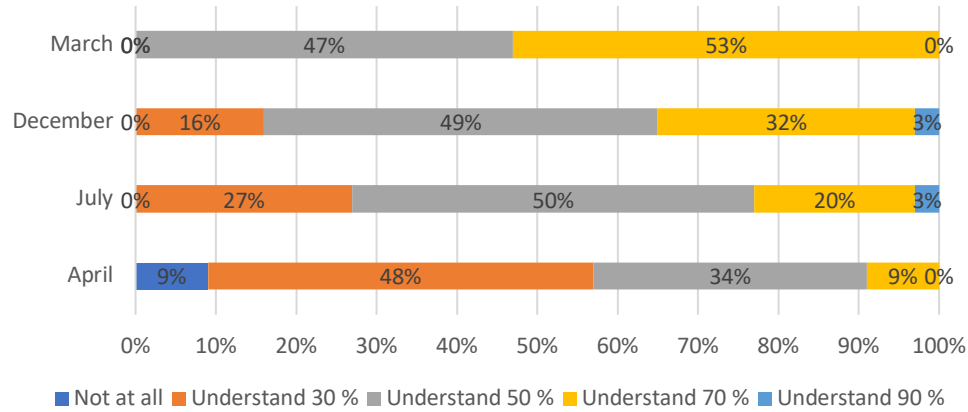


Chart 9.

Chart 9: Evaluate your reading skill (Textbook)

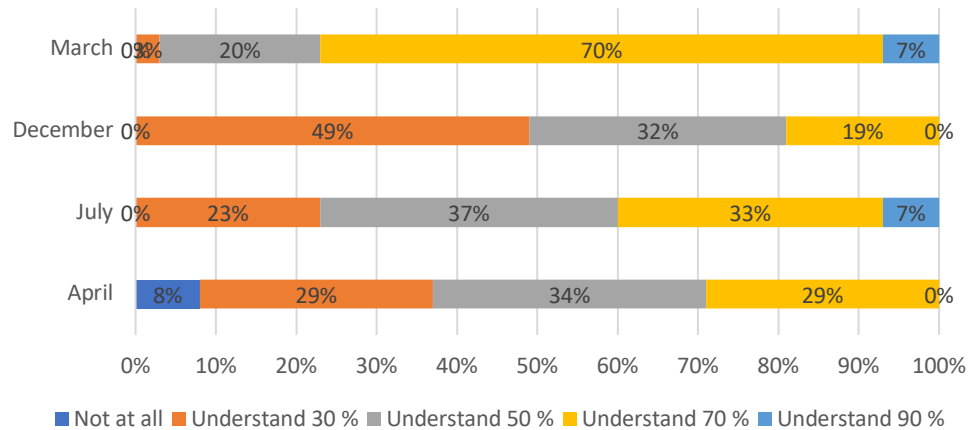


Chart 10.

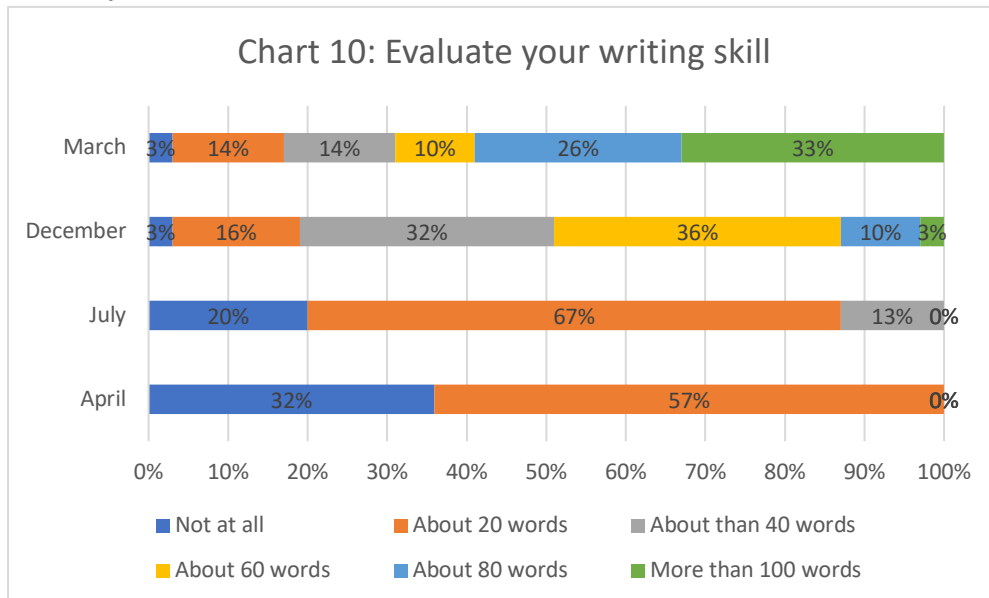


Chart 11.

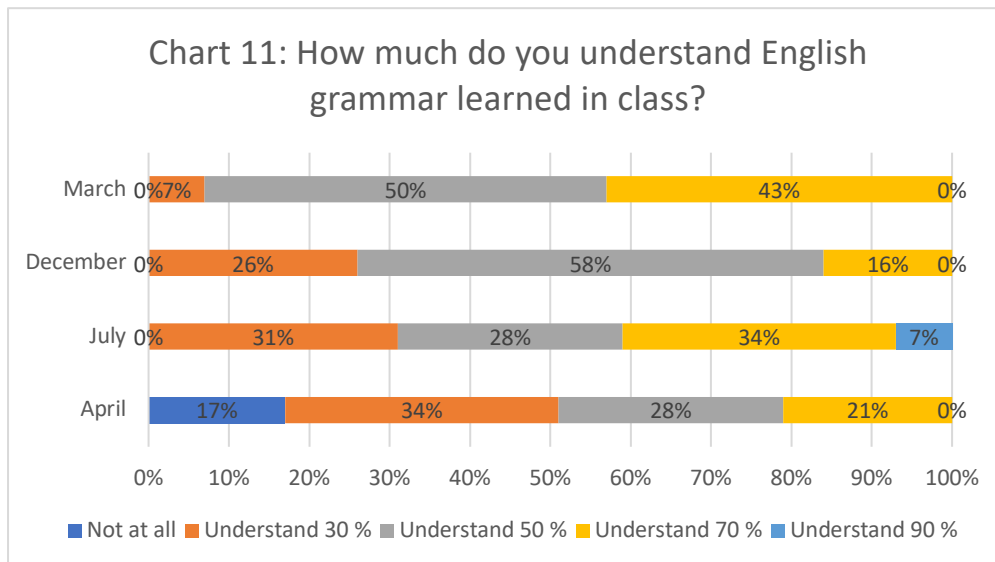


Chart 7 shows students' speaking ability. There are big changes because according to the survey, about 60 percent of the students were not able to keep conversation even one minute in April, but 77 percent of them are able to keep it more than two minutes in December. However, students who are able to talk more than two minutes decreased 6 percent compared to December. The first reason must be that because they should have included follow-up questions in the second speaking test, they seemed to feel more difficult than the first one. The other reason should be that unlike the first speaking test, the topic was decided from two topics just before the test. They did not know what topic they should talk about.

Chart 8 reveals their listening ability, and even though about half of the students were able to understand just a little bit what CD and a teacher say in April, all of them are able to

understand more than 50 percent of the class. In addition, 21 percent of them who can understand more than 70 percent increased compared to December.

Moreover, Chart 9 shows the big change. In March, there are 77 percent of them who are able to understand the textbook more than 70 percent. 41, 37, and 51 percent increased compared to April, July, and December.

Also, there are the biggest changes on Chart 10. It reveals 72 percent of the students were not able to write their ideas in April, but 26 percent are able to write more than 80 words and 33 percent can write more than 100 words now. Common error activities and trying fun essays must have helped them improve writing skills and confidence.

According to Chart 11, 27 percent of students who understand English grammar more about 70 percent increased compared to December. It is a positive result because English grammar is getting much difficult. Learning the target language through focus-on-form activity helped them understand easier.

Chart 12.

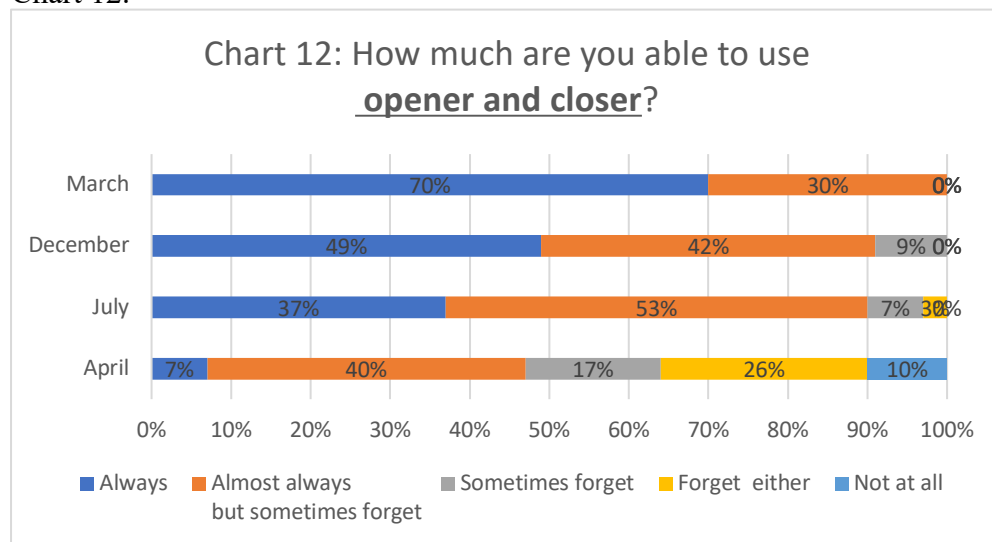


Chart 13.

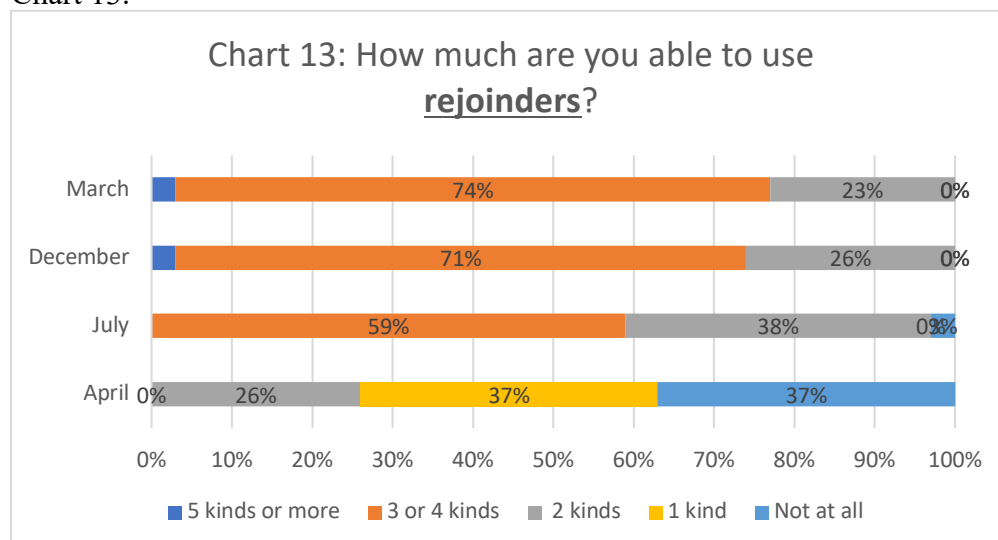


Chart 14.

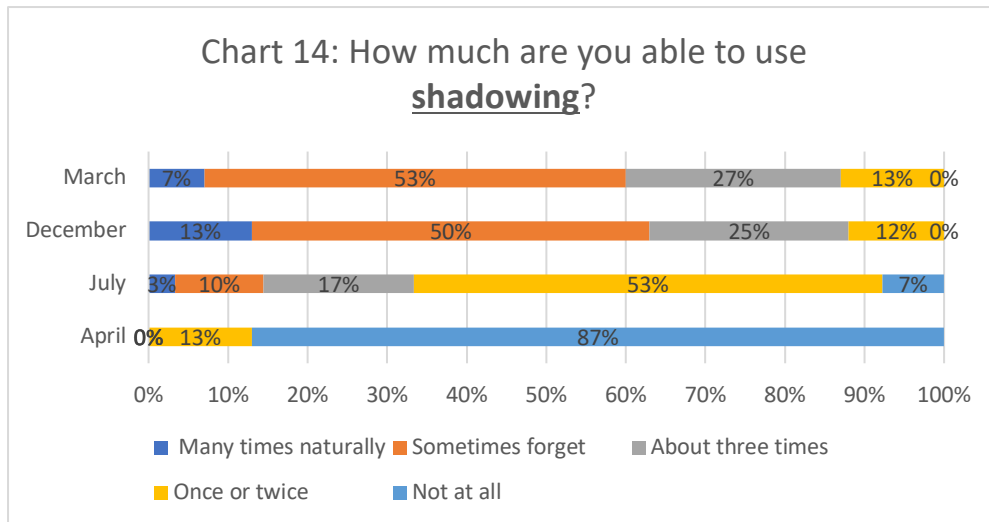


Chart 15

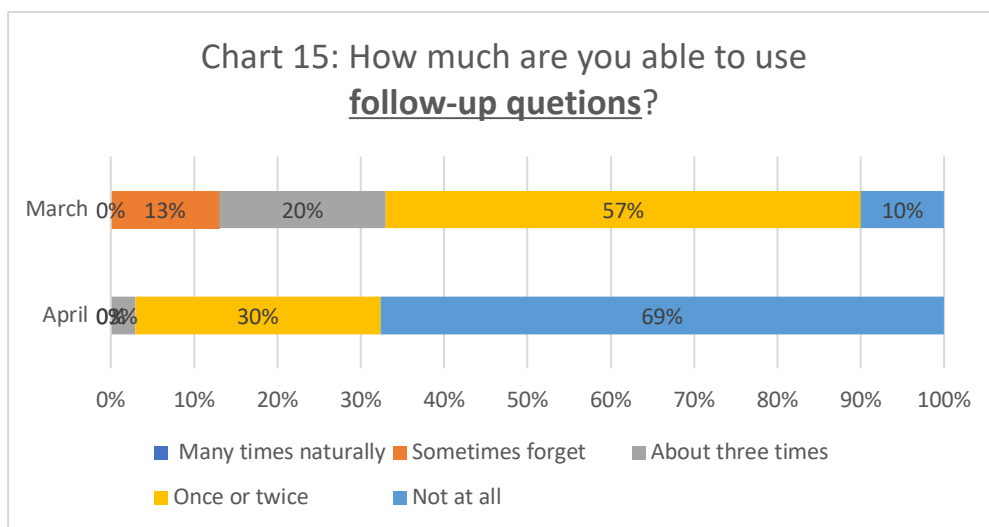


Chart 12, 13, 14, and 15 reveal that how many CSs students are able to use during Timed Conversation. The students compared each CS skill among April, July, December and March. According to Chart 12, for openers / closers, 70 percent of them can always use and 30 percent can almost always use opener and closer now. All of the students seem to acquire them. For rejoinders, all students could use only two or less than two kinds of rejoinders in April. However, 77 percent can use more than three kinds of rejoinders naturally in March according to chart 13. As for shadowing, most students could not use at all in April, but now 87 percent of them can use it naturally three times or more. On the other hand, more than half of them use follow-up questions once or twice, but they did not have enough time to practice them this year, it is natural. To sum up, students have definitely become used to using CSs gradually.

Chart 16

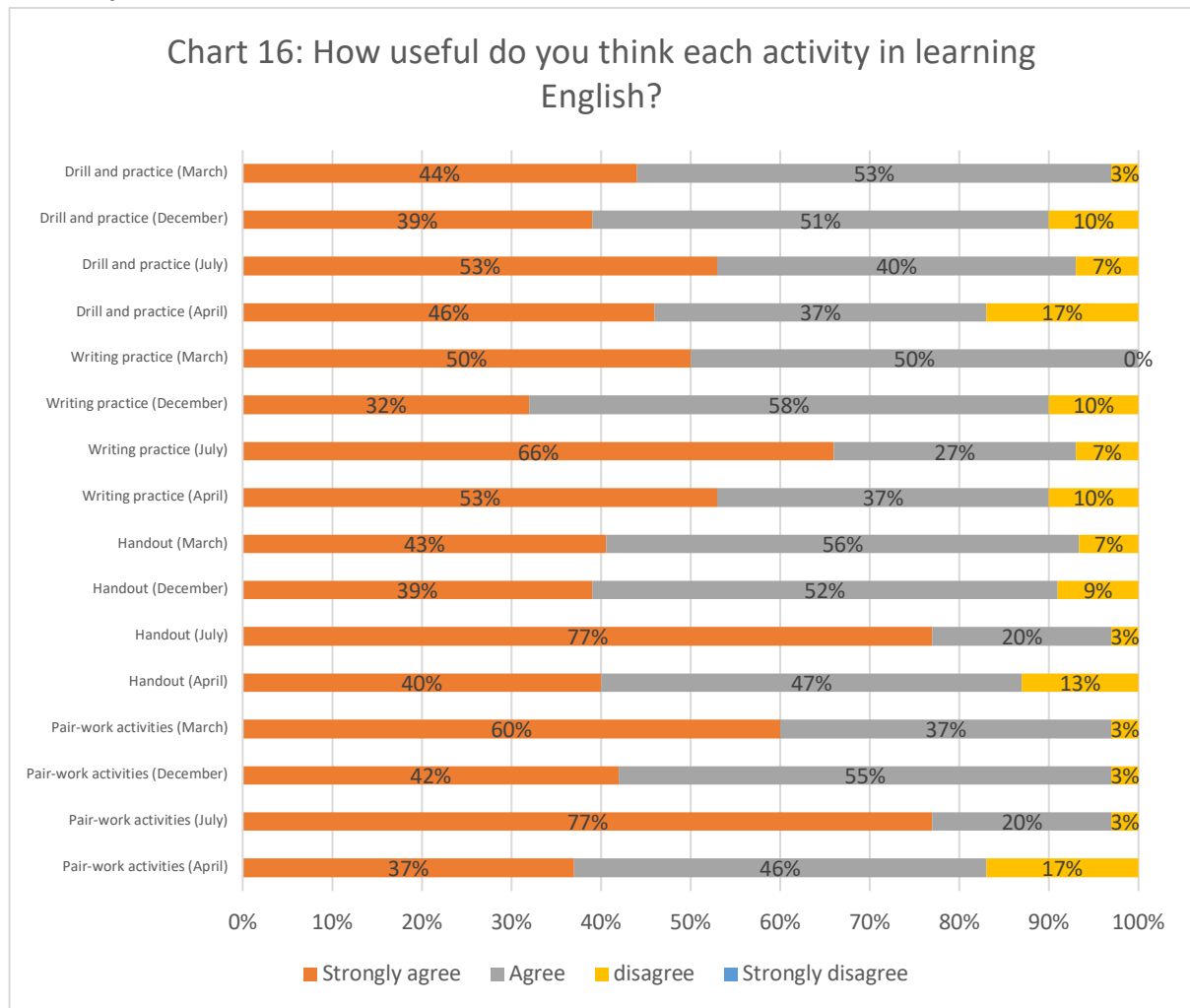


Chart 17

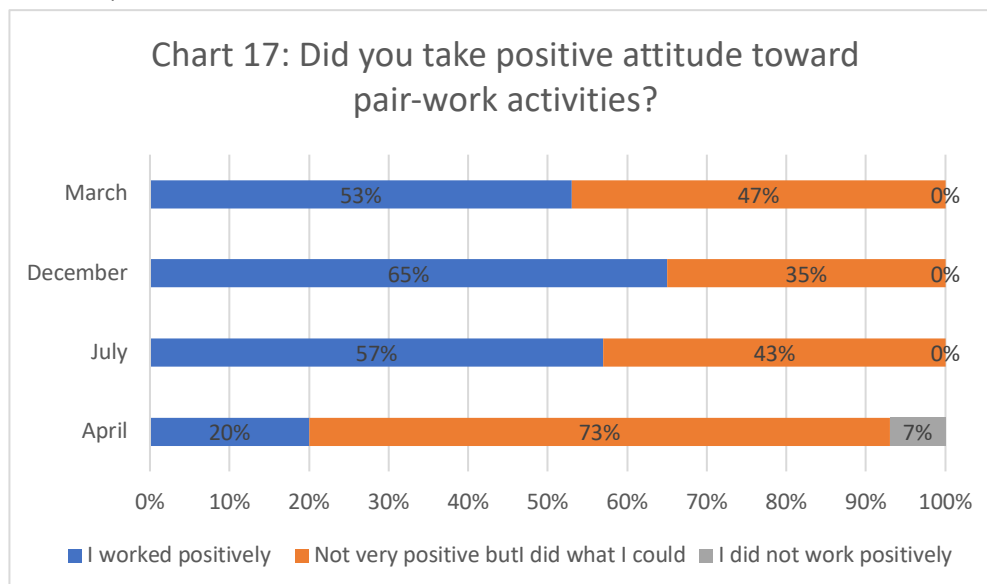


Chart 16 shows the students’ satisfaction of each activity. Most students feel satisfied with each activity, but students who feel satisfied strongly decreased in all activities. The reason should be that all activities are getting more difficult, but there is a room for

improvement. In addition, Chart 17 reveals there is no one who worked pair-work activities negatively in July, December, and March. The following Table 1, 2, 3, and 4 also show most students are satisfied with working many different partners. They have become used to learning through pair-work activity, and they enjoy and help each other through pair-work activities.

Table 1: Sample Students' comments about the change from April

- I improved reading skill (1)
- I improved writing skill (4)
- I improved listening skill (1)
- I improved speaking skill (4)
- I got interested in English (1)
- I improved my speaking and writing skills (3)
- I acquired opener and closer (1)
- I have been becoming used to using rejoinders and shadowing (6)
- Compared to April, I am able to keep conversation naturally better now (3)
- I became to understand English grammar (7)
- I increased my vocabulary (3)
- I became to read the textbook better (3)
- I have been getting used to speak English without tension (2)

Table 2: Sample Students' comments about the second speaking test (2:30 minutes)

- I was able to keep conversation for two and a half minutes (2)
- I will do better the next test (1)
- I was able to enjoy a little bit (1)
- I felt nervous but did my best (5)
- I could speak English fluently (3)
- I enjoy talking to a partner in English (2)
- Compared to April, I could use follow-up questions a lot (1)
- I could not focus on the topic (1)
- I could not remember what I wanted to say and could not do well (1)
- I felt difficult (4)
- Compared to April, we did not have enough practice; thus, I did not do well (2)
- I did my best but could not understand partner's follow-up questions (2)
- I want to improve follow-up questions for the next speaking test (1)
- Thanks to my partner, I could keep conversation (2)

Table 3: Sample Students' comments about fun essay

- I was able to write English sentences by thinking myself (8)
- It was difficult but fun (2)
- It was difficult to express my idea in English (2)
- I got used to writing English sentences through fun essay (1)
- I could write more than 100 words in the second essay (3)
- I could write the better picture (1)
- It helps me understand English grammar (1)

- I felt difficult (4)
- Compared to April, I improved writing skill (3)
- It was difficult to make original sentences (1)

Table 4: Sample Students' comments about the class

- I want more opportunity to talk to ALT(1)
- I enjoy pair-work (2)
- I enjoyed the class (3)
- I was not good at English, but I like English now (3)
- The work sheet (a three-part framework) was useful (1)
- Vocabulary input activity helped me understand new vocabularies (2)
- I had the class with a positive attitude (1)
- I need a listening test (1)
- The vocabulary quiz was though (1)
- Compared to April, it is clear that I improved speaking skill. (1)
- Through pair-work activities, we could make trust each other (1)
- Repeated practice helped me to understand (1)
- I enjoyed talking with pairs and want to do it more (2)
- I want to work in groups more (1)

Figure 1 Students' fun essay

Lee (High-level student) : The First Fun Essay in December

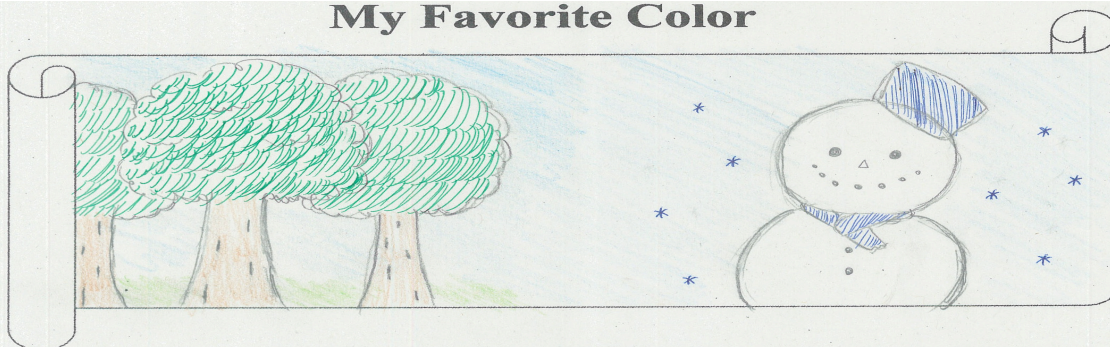
My Favorite Sport



Do you like watching a table tennis game? I am interested in table tennis, because I have played table tennis since I was twelve. My favorite table tennis player is Hina Hayata. I like her because she is the same southpaw as me and when I saw her game, it was powerful and I felt it was cool. Recently she took second place in the women's doubles competition. She is wears a yellow and black uniform. Why don't you watch the table tennis game? (88 words)
It will entertain you!

Lee (High-level student) : The Second Fun Essay in February

My Favorite Color



Look at the your room. What colors your room are most of? My favorite colors are light green and white. Some of my pencil case and soft toy are light green. Also, most of ornament in my room are white. Light green makes me feel calm. For example, I am panic. I feel peaceful when I see light green. Furthmore, white reminds me of snow. I want to make a snowman when I see it in winter. Accordingly, white makes me happy. According to the research, green makes us feel fresh and peaceful. Moreover, white makes us feel clean. I agree that I also feel fresh and clean when I see green and white. In addition, The research shows that white refreshes our mind. I have felt it many times. I think people have chosen things of similar colors. In fact I also have things of my favorite color. Also, I think people often similar association with colors. In my opinion, people are affected my favorite colors when we buy things. Moreover, what most people feel when they see colors are similar associations. (173 words)

Sara (Middle-level student) : The First Fun Essay in December
My Favorite Sport

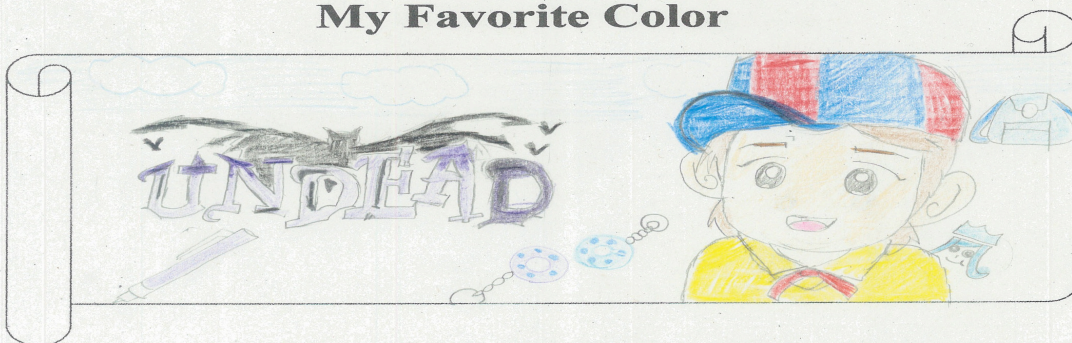


Do you like watching tennis game? I am interested in tennis because I have played it since I was a junior high school student. My favorite player is Naomi Osaka because she has challenged various activity in tennis championships and SNS. For example, racism. I was moved by her activity and her world ranking is 12th. but she have been in first place. I hope she will continue to do her best. She wore Adidas until March 2019. After that she wore NIKE.

(82 words)

Sara (Middle-level student) : The Second Fun Essay in February

My Favorite Color




Do you like color? What color do you like? My favorite colors are sky blue and purple. Sky blue makes me feel happy. Because the color have made my favorite person's image color. Also, I am cheerful when see blue sky. Purple makes me feel happy too. Because the color my favorite idol group's team color. Therefore, I have a lot of my pens, key rings and bags at sky blue and purple. Do you know what to make people feel various feelings by color? According to the research, colors affect our feelings. For example blue makes us cool down and clean. Moreover, purple makes us feel at ease and elegant. I agree that I also feel cool down when I see blue. In addition, I think elegant when I see woman who wears purple clothes. For these things. I think knowing the color

(155 words)

Ted (Low-level student) : The First Fun Essay in December

My Favorite Sport

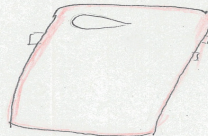
Timed



Have you ever watched the Tour de France, the world's premier bicycle race? I watch it every year very much because it is always exciting. The riders always get serious in their quest for victory before the finish line! My favorite cyclist is Yukiya Arashiro, the second Japanese cyclist to participate in the Tour de France and a very accomplished one at that. Also his track record is very mesmerizing! When he competed in the Olympics, his number was 111 which is his age number! Unfortunately, I finished 35th in the Olympics but maybe you can excite me again in the Olympics in two years! Try watching a road race. (108 words)
It may excite you.

Ted (Low-level student) : The Second Fun Essay in February

My Favorite Color



What color is your phone case? My favorite color are white and black. My phone and case are both white. Also, the clothes I always wear are black. white gives me a clean feeling and makes me feel very relaxed. And My other favorite color is black because it reminds me of the night sky. The night sky relaxes me. This is why I like black and white. These are the reasons why I like black and white. According to research white refreshes our mind. Also when I see white it reminds me of my favorite artists and it makes me excited. However, I agree with the study that black color makes me feel depressed. I had no idea that color could change the impression of a room until now! I think it is people's taste that changes the impression of a room with color.

(172 words)

Table 5: Evaluation of *low-level students*

The number of using communication strategies

Name / Ted	August (33 seconds)	December (2 minutes)	February
Openers / Closers	2	2	
Fillers (well, Hmm)	0	0	
Rejopinders (I see / that's nice, etc.)	0	0	
Shadowing	0	3	
To make sure (For example? / Pardon me?)	0	0	
Follow-up Qustions	0	0	

The number of words (Fun essay)

Name / Ted	November (Sport)	January (Color)
The number	108	142

Table 6: Evaluation of *middle-level students*

The number of using communication strategies

Name / Sara	August (2 minutes)	December (2 minutes)	February
Openers / Closers	2	2	2
Fillers (well, Hmm)	1	4(2 kinds)	0
Rejopinders (I see / that's nice, etc.)	0	5(3)	1
Shadowing	0	4	1
To make sure (For example? / Pardon me?)	0	0	1
Follow-up Qustions	0	0	2

The number of words (Fun essay)

Name / Sara	November (Sport)	January (Color)
The number	82	155

Table 7: Evaluation of *high-level students*

The number of using communication strategies

Name / Lee	August (33 seconds)	December (2 minutes)	February (2 :30 minutes)
Openers / Closers	1	2	2
Fillers (well, Hmm)	1	4(2)	5(2)
Rejopinders (I see / that's nice, etc.)	0	3(3)	4(4)
Shadowing	0	8	3
To make sure (For example? / Pardon me?)	0	0	1
Follow-up Qustions	0	0	2

The number of words (Fun essay)

Name / Lee	November (Sport)	January (Color)
The number	88	173

Transcription 1: Sara and Mary (two-minute timed conversation in August)

The target students are Sara and Mary who are the middle-level students. It was the first time for them to talk each other in English.

- ((timer))
- 1 Sara: hi How are you doing?
 - 2 Mary: I'm okay. Hi Sara, how are you doing?
 - 3 Sara: eh:
 - 4 Sara: (0.4)
 - 5 Sara: I-(1.0) \$I'm\$ okay!
 - 6 Mary: (0.4)
 - 7 Mary: do you like school.(.)
studying in school.
 - 8 Sara: um:. ↑yes I do! I:: li::ke::
study(.) studying in school!
 - 9 Mary:(0.3) why?
 - 10 Sara: let me see:. I (.) like (.)
Japanese (0.2) \$
 - 11 Mary: (0.2) what subject do you like,
 - 12 Sara: subject.
 - 13 Sara: (0.5)
 - 14 Mary: subject.
 - 15 Mary: (0.4)
 - 16 Sara: unto(.) I like.
うんと
 - 17 Sara: (0.5)
 - 18 Mary: do you like English?
 - 19 Sara: no, (.) \$\$
 - 20 Mary: do you:: do:: you:: like
 - 21 Mary: (0.4) pe?
 - 22 Sara: Ah::(0.5) ↑yes I do,
 - 23 Mary: what school club?

24 Mary: etto::. A!! I:. (0.2) kyudo.
えっと 弓道
25 Sara: (0.6)
26 Sara: do you like (.) Japanese?
27 Mary: yes I do,
28 Mary: (0.6) what.
((timer))
29 Sara: nice talking with you.
30 Mary: you too!

Transcription 2: Sara and Kay (two-minute speaking test in December)

1 Kay: hi sara >how are you doiung.<
2 Sara: i'm okay. hi kay how are you doing.
3 Kay: i'm good:. (.) let's talk about (.)our favorite sport.
4 Sara: okay.
5 Kay: which sport are you most interested in↑
6 Sara: we::ll:. (1.0) <i'm ↓interested in tennis.>
7 Kay: tennis↑so good ↑why.
8 Sara: let me see (1.0) because i have played in tennis.
9 Kay: oh really! (0.3)
10 Sara: what:: . which sport are you >most interestin<
11 Kay: we::ll(1.0) i:::m interested in table tennis.
12 Sara: oh! table tennis! nice↑ why!
13 Kay: why:. we::ll beca::use
14 i was in the table tennis club three years ago.
15 Sara: oh↑ good(2.0).
16 Kay: who is your favorite player?
17 Sara: favorite player? we::ll
18 my favorite player is naomi oksaka
19 Kay: naomi osaka ↑so mee too why?
20 Sara: (0.2) we::ll-. she (.) challenges activity in sns.
21 Kay: wow! so good↑
22 Sara: (0.2) who- is your favorite player↑
23 Kay: =favorite player? let me see:,
24 my favorite player:: i::s mima ito
25 Sara: =oh! mima ito↑good. why?
26 Kay: wh::y beca:::use ah:: . i think
27 ah:: . her smash is so good.
28 and because her smile is so nice
29 Sara: smash are nice (0.3) so nice↓ why?
30 Kay: wh::y? (.) ah:::n (0.4)
31 ((timer))
32 Kay: nice >talking to you.<
33 Sara: you too.

Transcription 3: Sara and Risa (two and a half minutes speaking test in March)

1 Sara: hi risa >how are you doing?<
2 Risa: (0.3) i m \$fine\$ >hi sara how are you doing<
3 Sara: i:::m good (0.2)lets talk about sport↑
4 Risa: (0.4) [okay
5 Sara: [which which sport are you >most interestedin?<]
6 Risa: well im interested in swim
7 Sara: oh swim↑ good↑ (0.2) well(0.3)
8 have you <playing swim?>
9 Risa: uhn:: (0.4) yes I have
10 eh::: (0.5)
11 Sara: \$okay\$ (0.5)
12 <how long> (.) have you been playing swim?

13 Risa: (5) uhhnn (4) i (.) i have un(0.5)
 14 >i play swim< (1.2) I (0.8)
 15 Sara: for exampla?
 16 Risa: (1.0)
 17 Sara: for example?
 18 Risa: (0.3)
 19 Sara: for example I (0.2) play (0.1) tennis (0.3)
 20 when (0.3) >junior high school student<
 21 Risa: okay (0.5) have you ah (0.2)
 22 which are you most interestedin?
 23 Sara: (5) im (.) interestedin tennis
 24 Risa: oh tennis. okay
 25 have you (0.3)
 26 ((timer))
 27 Sara: nice >talking to you.<
 28 Risa: you too.

Analysis (1)

Sara was able to continue two-minute conversation somehow with a few Japanese and a lot of silence in August. On the other hand, she was able to keep talking without Japanese and silence in December. In August, Sara tried to use rejoinders ‘let me see.’ However, Sara used only one rejoinder and did not use shadowing. On the other hand, she was able to use 5 rejoinders and 4 shadowing in December. Both times, she seemed to focus on keeping conversation very hard. The one finding in August was that Sara used some fillers in Japanese such as “unto,” and “etto.” I had thought if she could have used “let me see,” and “well,” instead of them, the conversation could be better, and I told her that. In fact, she improved using CSs and used fillers well in December. However, in March she focused on follow-up questions too much. Her second question was a follow-up question at line 8. Her partner Risa did could not understand the question, but Sara asked new follow-up question again at line 12. Risa seemed to be panicked. As a result, their conversation did not work well. Also, she needs to use some different kinds of rejoinders more. She used them 5 times, but she used the same rejoinders. In fact, she used only 3 kinds for two minutes in December, and she used only one rejoinder in March. Thus, using many kinds of rejoinders is one way to improve her speaking skill.

Transcription 4: Lee and Ted (Two-minute conversation in August)

The target students are Lee and Ted. Lee is one of the highest and the most motivated students. Next, Ted is one of the lowest student, but he is not lazy. He usually tries as much as he can. It was the first time for them to talk each other in English.

((timer))
 1 Lee: how are you doing?
 2 Ted: =I’m good! hi, (.) Lee:. >how are you doing?<
 3 Lee: Ah! okay, (.) what do you like subject?
 4 Ted: I like (.) eh:. history,

5 (0.5) [I don'too::.
 6 Lee: [let me see:.(.) \$Ah:,\$
 I like music class,
 (0.4) \$interesting! \$
 7 Ted: (0.5)
 8 Ted: ah:. >Nice talking with you,<
 9 Lee: owachatta!
 終わっちゃった!

Transcription 5: Lee and Ted (Two-minute speaking test in December)

It was by sheer coincidence that they worked together again.

1 Lee: hi ted. how are you doning ↑<
 2 Ted: i'm good. hi lee. >how are you doiung.<
 3 Lee: =i'm pretty good. let's talk about favorite sport.
 (1.0)which sport are you most interested in.
 4 Ted: e- (1.0) i'm interested in (.) bicycle race.
えっ
 5 Lee: oh! bicycle race(.) oh nice. why?
 6 Ted: oh:. ah: (0.4)4 i was influenced by sport.
あっ
 7 Lee: oh(.) cool.(0.1) oh↓ nice.
 8 Ted: (0.3) which sport are you >most interestedin?<
 10 Lee: oh interested↓(.) in interested in↓(.)
 11 i'm >interested in< (0.5)table tennis.
 12 Ted: oh table tennis. why.
 13 Lee: oh why well::.. let me see:,
 14 beca:.use I >have played table
 15 tennis since I was twelve.<
 16 Ted: oh:,(0.4)
 17 Lee: who is your favorite player ↑
 18 Ted: oh(.) favorite player ↑
 19 >my favorite player is Yukiya arashiro.<
 20 Lee: oh:. ah(.) sorry i don't know
 21 oh(0.5) why?
 22 Ted: oh:. >because i was in interested in
 23 bicycle olympic race.<
 24 Lee: oh. olympic race↓ oh nice.
 25 Ted: (0.2) who is your favorite player ↑
 26 Lee: favorite player? oh we::ll
 27 >my favorite player is hina hayata.<
 28 Ted: oh hina hayata. why.
 29 Lee: why?(.) uh(.) well(1.0)
 30 because she is the south- same(.)
 31 she is the >same southpaw s as well.<
 32 Ted: oh:,(1.0)
 33 Lee: what kind of uniform does (1.0) he. wear?
 34 Ted: he has ahh::..h orange and
 35 (1.0) redooo uniform with u::.. sponsor name xxxxx
 36 Lee: oh sponsor name(0.2)
 37 Ted: what kind of uniform do she wears ↑
 38 Lee: oh(.) she(.) wears:::, uh:::n let me see
 39 uhn(.) she wea:::rs yellow and black uniform.
 (0.3) nice talking to you.
 40 Ted: you too.
 ((timer))

Transcription 6: Lee and Kate (two and a half minutes speaking test in March)

((timer))

1 Lee: hi kate. >how are you doing?<
2 Kate: =im (0.5) pretty xxxxx.
3 pretty good.
4 eh: hi lee >how are doing?<
5 Lee: im good (0.3) eh:. what
6 what is your >favorite color↑<
7 Kate: ah::. i(.) favorite color is green.
8 Lee: oh green. nice color \$hh\$
9 heve you (.) chosen things of similar color?
10 Kate: ah xxxxx green (0.1)
11 my game controller is green.
12 Lee: oh sounds good.
13 eh (.)what color (.)did you like
14 (.) when you are a child?
15 Kate: ah(0.2) i (0.3) pink is
16 Lee: oh:. pink↑ me \$too\$
17 Kate: \$hh::.\$
18 Lee: eh (0.2) how many color (0.2)
19 >do you think< (0.1) rainbow's colors?
20 Kate: uh::.(0.5) uh (0.2) i think seven↓
21 Lee: oh (0.3) me \$too\$ i think too
22 Kate: \$hh\$ eh (0.1) what color do you like?
23 Lee: uh::.(0.2) i(0.1) ah:. well(0.1)
24 i like (0.2) right green and white
25 Kate: og good. (0.2) what xxxxx
26 similar (0.2) color?
27 Lee: ah::.similar color? ah::.
28 well (0.1) let me see::.
29 well (0.1) i have right green xxxxx
30 also(0.1) xxxxx is white.
31 Kate: oh nice (0.1) ah xxxxx (0.1)
32 why favorite color green?
33 Lee: oh::.(0.3) i (0.1) think (0.2)
34 right green (0.1) ah well
35 right green (.) makes (.) me (.)
36 me (0.1)nature
37 ah::. for example im panic
38 (0.2) i fell::. (0.1) reflash
39 ((timer))
40 Kate: ah (0.1) nice talking to you.
41 Lee: you too.

Analysis (2)

The result of the conversation in August was that they could only thirty-three second conversation in August. Also, Ted used just opener and closer, and Lee used opener, closer and one rejoinder “let me see” on the line 6. Ted was frozen; thus, he may have finished conversation with closer. Regarding Lee, she seemed to try to keep talking somehow, but Ted suddenly ended talking. She was surprised and laughed. On the other hand, they were able to continue two-minute conversation smoothly in December. Ted seemed to memorize many sentences which he wanted to use, and he seemed to have confidence compared to August. There was still silence, but when Ted remembered questions, he started speaking fast. Not only Lee but Ted also asked her some kinds of questions to keep talking. In fact, Lee used three different rejoinders and 8 shadowing this time. Ted used 3 shadowing but did not use any rejoinders. In order to improve their conversation, they also needed to use some different

kinds of rejoinders. The other finding in December was that they used “oh” a lot of times when they remember questions and answers. If they use “well” and “let me see” instead of “oh,” it could be more natural. In March, Ted missed the class; thus, I could not see how he changed. Lee’s partner was Kate who was the average student, and they were able to two and a half conversation somehow. Because they did not practice enough, Lee had the same problem. She used “ah” a lot of times when she was thinking. Like at line 28, 29 and 34, if she used “well” instead of “ah,” her speaking is much natural. This is one room to improve her speaking better. Another room is that she tried to use follow-up questions at line 13,14,18, and 19. First question at 13 and 14 was natural, but the second one at line 18 and 19 was unnatural since everyone knows how many colors there are in the rainbow. I have to give students enough time to practice follow-up questions before the next speaking test.

7. What I learned

(1) Timed-conversation with CSs

Students took two speaking tests this year. Before the first test, they had enough time to practice. Thus, many students were able to speak naturally with confidence. However, students did not have chance to practice for the second one due to COVID-19. It caused the second test worse. They did not use CSs well compared the first test, and some students had a long silence during conversation. Also, many of them focused on follow-up questions too much, and did not use CSs enough. I learned that it is important that they need enough practice before the speaking test since if they cannot do the test well, they lose confidence in speaking English.

(2) Fun essay

Students wrote two fun essays this year. They prepared sentences at the post reading part of the handouts. Therefore, they combined all sentences and made fun essay. Before writing essay, I showed a rubric for fun essay, and it encouraged them. In addition, I showed two essays of high-level students as examples. Therefore, the second fun essay was much better than the first one. Some students still seem to use translator, but most students’ essays are much simple because they tried to use simple phrases they have learned recently. Moreover, I gave them the sheet which shows many useful phrases to improve the essays. They stopped using ‘So’, and started using addition words such as ‘also’, ‘in addition’, and ‘moreover.’ Also, they used “for example” and “for instance.” Their essays are getting clear to read. Furthermore, only 16 percent of the students wrote more than 100 words in the first

essay, but 71 percent of them wrote more than 100 words in the second one. They are gradually becoming used to writing essay in English.

(3) Skill integration

In order to implement skill integration, I have introduced a three-part framework since April. Through this approach, students engaged in reading, listening, speaking, and writing activities. When they practiced these activities, they always worked in English in pairs. It must have developed students' communicative competence. Moreover, there are also reading, listening, speaking, and writing activities when they engaged in focus-on-form activity. Students enjoyed focus-on-form task, and it helped to communicate with others well. Through a three-part of framework and focus-on form approaches, they were able to implement skill integration. According to Table 1 and 4, many students wrote that, compared to April, they do not hesitate about working with a partner, and they enjoyed it. In addition, Chart 17 reveals they worked in pairs positively. Finally, Chart 12, 13, 14, and 15 show they improved their communicative competence gradually.

8. Future issues

I will teach the same class as the target class next year. We could not achieve to talk for three minutes or more this year. Therefore, we will practice timed-conversation as a warm up activity in most lessons, and will achieve three-minute talking at the end of the first semester. Furthermore, not only speaking skill but also hope to improve writing skills through fun essay. Even though they made only two fun essays, more than half of students wrote more than 80 words. I will keep fun essay at the end of each unit.

As a result of the students' survey shows implementing skill integration through CLT improves students' English skills such as speaking, listening, reading, and writing. The results of survey prove that they have been developing each skill gradually.

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Lesson plan

Time	Interaction T-Ss, S-S, S	Activity and Procedure
5	S-S	Warm up (Timed-Conversation)
3 (3)	S,	Pre-reading 1. True or False (Predicting the story) Students guess true or false before reading the textbook.
32 (3)	S	While-reading 1. True or false Students open the textbook and read silently. After that, check their answers of True or False. Then students can change the answers.
(2)	S-S	2. Check the answer with a partner. Students check the answers with a partner like the model dialog in English.
(2)	S	3. Vocabulary Input Students match the underlined English words and Japanese ones.
(2)	T-Ss	4. Check the answers in class
(3)	S-S	5. Practice using new words with a partner. Students play “rock-scissors-paper.” Winners say Japanese and losers translate into English. After finishing, change the role.
(2)	S	6. Quick Reading 1 Students read the textbook silently and time their speed by themselves.
(5)	S	7. Detailed Question Students read the textbook and answer the questions in English.
(4)	S-S	8. Check the answer with a partner. Students check the answers with a partner like the model dialog in English.
(3)	T-Ss	9. Check the answers in class
(2)	S	10. Reading practice
(3)	S-S	Students repeat after CD first and then read it again a soft voice by themselves. Finally, shadow a partner without the textbook.
(1)	S	11. Quick Reading 2 Students read the textbook silently and time their speed by themselves.
10 (5)	S-S	Post-reading 1. Retelling Students try to retell the textbook with several sentences. Students can use key words if necessary. First, winners tell one sentence about the first information of the textbook. Then, losers continue to tell the story with one sentence. Take turn retelling the story.
(3)	S	2. Timed-Conversation Students answer two questions (own idea). Then students start timed-conversation with a partner in two minutes.
(2)	S-S	

Handouts (A thee-part framework)

Worksheet of Lesson 5

Lesson 3 Soccer Uniforms Say a lot about Countries

Goal : I will be able to talk about my favorite sport

Part 1

Pre-reading

True or False question

First of all, guess true or false before reading part one. Circle T or F

- Many supporters cheer their team on by wearing their team's uniform. (T / F)
- Uniforms can help unite us with the players. (T / F)
- Uniforms can tell us many things about a team. (T / F)

While -reading

Now open your textbook on page 38 and read part one silently. After that, check your answers. You may want to change them.

Check your answer with your friend as follows:

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



Vocabulary Input Match the underlined English words and Japanese ones.

- I played the role of Hamlet last year. ()
- The women's figure skating championships. ()
- The audience began clapping and cheering. ()
- The tragedy united the family. ()



ア ~を応援する(ウ) イ ~を結びつける、團結させる(ウ) ウ 選手権(エ) エ 役目、役割(エ)
 Play "rock-scissors- paper". Winners say Japanese and losers translate into English. When you have finished, change the role. Try to memorize all words or phrases.

Quick Reading 1

Read part one silently and time your speed by yourself () seconds

Class 1- No. Name

Detailed question

Now answer the following questions in English. You may want to scan the text.

- Which sporting event do more people watch, the FIFA World Cup or the Olympics?

- What role do supporters have in the game?

- What can these uniforms help?

- What can they tell us about?

Check your answers with your friends like the following.

- A: Let's talk about question No.1. Which sporting event do more people watch, the FIFA World Cup or the Olympics?
 B: I think ... How about you?
 A: I think so, too. / I don't think so. I think ...
 B: Okay, let's talk about question No.2. What role do supporters have in the game?....

Reading practice

Let's practice reading! 1st time- read the story with your teacher, check your pronunciation of the words you find difficult. 2nd time-read it again in a soft voice by yourself, 3rd time-shadowing, play "rock-scissors- paper", losers shadow your partner without the textbook. Please change the role in each paragraph.

Quick Reading 2

Read part one silently and time your speed by yourself () seconds

Post- reading

Summary

Complete each sentence by filling the blanks.

The FIFA World Cup is the () sporting event in the world. The world's top players play their best for their country. The supporters also have a () their team's uniform to () the team on. It helps () the supporters with the players. A uniform can also tell us many things about a ().

Timed-Conversation

First answer two questions (your own idea) ① and ② below. Then, start timed-conversation with your partner next to you. Play "rock-scissors- paper". Losers start talking. You have ONE minute.

- Which sport are you most interested in? ⇒
- Why? ⇒

Worksheet of Lesson 6

Lesson 6 The Wonderful World of Colors

Goal : I will be able to talk about my favorite color

Part 1

Pre-reading

True or False question

First of all, guess true or false before reading part one. Circle T or F

- Your belongings may tell us your favorite color. (T / F)
- People love colors for the same reason. (T / F)
- When we see colors, we think of various things. (T / F)

While -reading

Now open your textbook on page 80 and read part two silently. After that, check your answers. You may want to change them.

Check your answer with your friend as follows:

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



Vocabulary Input Match the underlined English words and Japanese ones.

- These old photographs remind me of happy childhood memories. ()
- In autumn, more and more tourists visit Japan. ()
- He packed his belongings in a suitcase. ()
- My associations from the poem. ()
- I like to go to a 100 yen shop to buy stationery. ()



ア文具(エ) イ~に思い出させる、思い起こさせる(ウ) ウ秋(エ) エ連想(エ) オ所有物、持ち物(エ)

Play "rock-scissors- paper". Winners say Japanese and losers translate into English. When you have finished, change the role. Try to memorize all words or phrases.

Quick Reading 1

Read part one silently and time your speed by yourself () seconds

Class 1- No. Name

Detailed question

Now answer the following questions in English. You may want to scan the text.

- What can you do if you don't have a favorite color?

- What are your belongings? Give examples.

- If we have a favorite color, why do we like that color?

- What do colors make us do?

Check your answers with your friends like the following.

- A: Let's talk about question No.1. What can you do if you don't have a favorite color?
 B: I think ... How about you?
 A: I think so, too. / I don't think so. I think ...
 B: Okay, let's talk about question No.2 What are your belongings?....

Reading practice

Let's practice reading! 1st time- read the story with your teacher, check your pronunciation of the words you find difficult. 2nd time-read it again in a soft voice by yourself, 3rd time-shadowing, play "rock-scissors- paper", losers shadow your partner without the textbook. Please change the role in each paragraph.

Quick Reading 2

Read part one silently and time your speed by yourself () seconds

Post- reading

Summary

Complete each sentence by filling the blanks.

What is your favorite color? Some may like (①) colors and others may like soft, quiet colors. If you look at your (②), you can see your favorite colors. Also, your favorite color may be the color of your favorite baseball team's (③) or your favorite singer's (④). We like colors for (⑤) reasons, and colors make us think of different (⑥).

Timed-Conversation

First answer two questions (your own idea) ① and ② below. Then, start timed-conversation with your partner next to you. Play "rock-scissors- paper". Losers start talking. You have ONE minute.

- What is your favorite color? ⇒
- Have you chosen things of similar colors? ⇒

Appendix
Students survey (Japanese version)

Communication English I の授業についての変化を知るアンケート (3月)

★高校での英語学習が始まって約1年経ちました。高校での英語学習を始めた4月と現在の、英語の授業や英語力についての考え方、感じ方がどう変わったか教えてください。

1. 英検(級のある人): 4級 ・ 3級 ・ 準2級 ・ 2級 ・ 準1級

2. 英語の授業についてどう感じていますか?

a とても得意 b 得意 c 普通 d あまり得意でない e 苦手

3. 英語学習の目的は何ですか。重要な順に3つを選んでください。

1 番目の重要な目的

() 大学受験 ・ () 英検 ・ () 英語でコミュニケーションできること
・ () 単位の取得 () 留学

2 番目の重要な目的

() 大学受験 ・ () 英検 ・ () 英語でコミュニケーションできること
・ () 単位の取得 () 留学

3 番目の重要な目的

() 大学受験 ・ () 英検 ・ () 英語でコミュニケーションできること
・ () 単位の取得 () 留学

4. 英語を使えるようになりたいですか?

a はい, とても b はい c 普通 d あまり e いいえ

5. どの力を伸ばしたいですか?

a 読む力 b 聞く力 c 書く力 d 話す力 e ドリル問題

6. 英語を使う必要性を感じていますか?

a はいとても b はい c 普通 d あまり e いいえ

7. 現在の英語力を自己評価してください。

(1) 話す力

4月

現在

a 30秒未満

a 30秒未満

b 30秒以上1分未満

b 30秒以上1分未満

c 1分以上1分半未満

c 1分以上1分半未満

d 1分半以上2分未満

d 1分半以上2分未満

e 2分以上2分半未満

e 2分以上2分半未満

f 2分半以上3分未満

f 2分半以上3分未満

g 3分間以上英語で会話を続けることができる

g 3分間以上英語で会話を続けることができる

(2) 聞く力 (JTE, ALT, CD)

4月

現在

a ほとんどわからない

a ほとんどわからない

b 3割は理解できる

b 3割は理解できる

c 5割は理解できる

c 5割は理解できる

d 7割は理解できる

d 7割は理解できる

e 9割は理解できる

e 9割は理解できる

(3) 読む力(教科書など)

4月

現在

a ほとんどわからない

a ほとんどわからない

b 3割は理解できる

b 3割は理解できる

- c 5割は理解できる
- d 7割は理解できる
- e 9割は理解できる

- c 5割は理解できる
- d 7割は理解できる
- e 9割は理解できる

(4) 書く力

4月

- a 英語で文章が書けない
- b 20語程度の文章なら書ける
- c 40語以上の文章が書ける
- d 60語以上の文章が書ける
- e 80語以上の文章が書ける
- f 100語以上の文章が書ける

現在

- a 英語で文章が書けない
- b 20語程度の文章なら書ける
- c 40語以上の文章が書ける
- d 60語以上の文章が書ける
- e 80語以上の文章が書ける
- f 100語以上の文章が書ける

(5) 文法 (高校の授業で習った文法)

4月

- a まったく理解していない
- b 3割は理解している
- c 5割は理解している
- d 7割は理解している
- e 9割は理解している

現在

- a まったく理解していない
- b 3割は理解できている
- c 5割は理解できている
- d 7割は理解している
- e 9割は理解している

8. 1から4の conversation strategies についてとれくらい使えますか。あてはまるものを1つ選んでください。

(1) Opener, Closer

4月

- a 必ず毎回使う
- b たまに忘れるがだいたい使える
- c 時々忘れる
- d どちらかを忘れる
- e できない

現在

- a 必ず毎回使う
- b たまに忘れるがだいたい使える
- c 時々忘れる
- d どちらかを忘れる
- e できない

(2) Rejoinders

4月

- a 5種類以上できる
- b 3~4種類できる
- c 2種類できる
- d 1種類できる
- e できない

現在

- a 5種類以上できる
- b 3~4種類できる
- c 2種類できる
- d 1種類できる
- e できない

(3) Shadowing

4月

- a 自然に何度も出てくる
- b 意識すればだいたいできる
- c 数回できる
- d 1~2回できる
- e 全くやっていない

現在

- a 自然に何度も出てくる
- b 意識すればだいたいできる
- c 数回できる
- d 1~2回できる
- e 全くやっていない

(4) Follow-up questions

4月

- a 自然に何度も出てくる
- b 意識すればだいたいできる
- c 数回できる

現在

- a 自然に何度も出てくる
- b 意識すればだいたいできる
- c 数回できる

d 1～2 回できる
e 全くやっていない

d 1～2 回できる
e 全くやっていない

9. 英語を身につけるのにそれぞれの活動はどれくらい役立つと思いますか

	Small talk などのペア活動	授業で使うワークシート	Fun essay などの書く活動	教科書やワークの問題
4月	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
現在	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

4(役に立つ)-----1(役に立たない) それぞれ1つずつ○をつけてください。

10. Small talk やその他のペアトークへの参加状況はどうでしたか

4月

現在

a 積極的に参加した

a 積極的に参加した

b それなりにやっていた

b それなりにやっていた

c あまり参加しなかった

c あまり参加しなかった

上の質問で「あまり参加しなかった」と答えた人に聞きます。その原因は何でしたか。あてはまるものすべてをチェックしてください。

- | | |
|---|---|
| <input type="checkbox"/> ペアトーク自体が嫌い | <input type="checkbox"/> ペアトークが多くて飽きた |
| <input type="checkbox"/> 話したくない人がペアの相手になった | <input type="checkbox"/> 真面目によろうとすると、周りが冷やかす。 |
| <input type="checkbox"/> 相手が参加してくれない | <input type="checkbox"/> 友達がまじめにやらないので自分も合わせて |
| <input type="checkbox"/> 日本人同士で英語を話すのが恥ずかしい | <input type="checkbox"/> しまった。 |
| <input type="checkbox"/> 英語がでてこない | <input type="checkbox"/> その他: |
| <input type="checkbox"/> 質問が難しいので、うまく話せない | |

11. Communication English I の授業を受けて、どのような変化がありましたか。4月の頃と比べて自分ができるようになったことを具体的に書いてください。

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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。

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13 Fun Essay の感想を書いてください。

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14. 最後に Communication English I の授業に対する感想や要望があれば書いてください。

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