

Action Research Final Report 2018

Developing Japanese Senior High School Students' Communicative Competence through Skills Integration and Communication Strategies

Jun Wada

Literature Review

Communicative Language Teaching (CLT)

In Japanese high school classes, English language has been taught in traditional ways, like the Audiolingual Method (ALM) and the Grammar Translation Method (GTM). In those instruction, only accumulation of knowledge was emphasized. Those methods were considered as the most effective ways to teach the language. Since many college entrance exams emphasize the grammar rules, only its grammar and vocabulary words are considered the most important point when they learn English. In such a situation, students learn English just by memorizing its rules, and words and phrases individually. They rarely have a chance to communicate with each other in classrooms.

Lightbown and Spada (2013) argued that ALM and GTM are not effective in language teaching in developing learners' communicative skills. They concluded that “[i]n fact, it was the frequent failure of traditional grammar translation and audiolingual methods to produce fluency and accuracy in second language learners that led to the development of more communicative approaches to teaching in the first place” (p. 156).

Communicative competence. In such traditional approaches, it is often the case that each skill is taught separately. In most cases, developing communicative competence is neglected. To encourage learners to develop their communicative skills, it is inevitable to understand what communicative competence is. Savignon (1997) says that CC consists of four underlying competences:

- (1) grammatical competence (knowledge of the structure and form of language)
- (2) discourse competence (knowledge of the rules of cohesion and coherence across sentences and utterances)
- (3) sociolinguistic competence (knowledge of the rules of interaction: turn taking, appropriate use of first names, appropriate formulae for apologizing, appropriate greetings)
- (4) strategic competence (knowing how to make the most of the language that you have, especially when it is “deficient”) (pp.41-45)

Definition of CLT. Lightbown and Spada (2013) added that language is not learned by the gradual accumulation of one grammatical feature after another, and errors are a natural and valuable part of the language learning process. Learners tend to avoid making mistakes and that makes them hesitate to communicate actively. It is important to make an environment where learners can use their language with some errors so that they can gradually develop their accuracy. Brown (2007) suggested the four principal characteristics of CLT in the following terms:

- (1) Classroom goals are focused on all of the components of Communicative competence and not restricted to grammatical or linguistic competence.
- (2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enables the learner to accomplish those purposes.
- (3) Fluency and accuracy are seen as complimentary principle 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. (p.46)

Previous studies. Savignon (1972) studied a group of 48 college students who enrolled in the French language course. The college students were divided into three groups: a communicative group, a culture group, and a control group. All the three groups were given audiolingual instruction which emphasized practice and manipulation of grammatical forms about four hours a week. Besides, a communicative group received one more hour to practice communicative tasks where students could use French in a meaningful, creative and spontaneous way. Other group received an additional lesson per week to raise students' cultural awareness in English. The control group received one-hour lesson where they had grammar and pronunciation drills similar to the regular class. The students linguistic and CC were tested after the instruction. The result of the linguistic test showed that there were no significant differences between groups; however, the communicative group received significantly higher scores than the other groups in communicative tests. She concluded by saying that second language programs that focused only on accuracy and form do not give students sufficient opportunity to develop communication abilities in a second language. Lightbown and Spada (2013) interpret this experiment as follows: "learners benefit from opportunities for communicative practice in contexts where the emphasis is on understanding and expressing meaning (p. 159)." Lee and VanPatten (2003) also explain that communicative language ability develops as learners engage in communication and not as a result of habit formation with grammatical items.

Sato and Takahashi (2008) showed the case that teachers revitalized Japanese high school curriculum by implementing CLT and performance tests such as speaking and writing tests with the help of a university professor. According to their projects, first-year students considered Oral Communication class was just for fun. Teachers in the school also thought that having them take a speaking test was impossible because the students did not have enough language knowledge to use in the test. The teachers changed their textbook to the one which had many self-expression activities. The students had a speaking test in which they talked about the topics related to articles in the textbook. Contrary to the teachers' anticipation, the students enjoyed their communication with other students and could develop their confidence to use the language. In a writing class for second and third-year students, Takahashi utilized speaking activities to encourage them to write more. In her procedure, (1) the students were given three questions

about the topic, (2) they practiced conversation strategies, (3) they wrote about topic, (4) they corrected their composition with each other, (5) they did a timed conversation 3 times, (6) recorded their timed conversation. (7) they assessed their recordings, then (8) wrote a fun essay. In her students' comment, they answered that they thought it too difficult to keep their conversation for two minutes. However, they gradually gained confidence to accomplish a two-minute conversation by using conversation strategies through Takahashi's CLT lessons. Most students realized their development and were well motivated. Their study demonstrated that language learners can develop their communicative skills and at the same time, raise their motivation in the Japanese high school context.

Interaction. Long (1983) agreed with Krashen's comprehensible input. To make it happen, he argued that modified interaction is inevitable. He insisted that language learners need to have opportunities to work together to reach mutual understanding through negotiation for meaning. Through negotiation for meaning, speakers can be sure if their listeners can understand their utterances and can understand what to be modified to be understood by their listeners. Through the process, they can have modified interactions. His Interaction Hypothesis includes (1) comprehension check, (2) clarification check, (3) self-repetition or paraphrase. In his theory, learners must negotiate for meaning and this negotiation leads to their language development. In other words, these negotiations can adjust learners' utterance to listeners' proficiency levels by checking and paraphrasing.

Swain (1985) argued that learners must produce language to see what they can and can not express in the target language. Learners also have chances to think about how they can communicate their idea more effectively. Those processes can enhance learners' language acquisition. In CLT, learners have plenty of chances to negotiate for meaning to keep their conversation. It is also important to consider teaching materials which give learners such occasions for output.

Previous studies. Porter (1986) found that learner-to-learner interactions in the classroom resulted in increased opportunities for self-expression for the learner. However, she also found that uneven proficiency resulted in yet more interactions. In other words, advanced-intermediate pairings resulted in increased negotiation for both learners compared to intermediate-intermediate and advanced-advanced pairings. It is important to make a plenty of opportunities for learners to communicate their own ideas to others to enhance their learning.

Storch (2002) studied adult ESL learners in an Australian university. She categorized interactions into four types: (1) collaborative (interaction consisted of two learners fully engaged with each other's ideas), (2) dominant-dominant (interaction was characterized by willingness on the part of either learner to engage and / or agree with each other's ideas), (3) dominant-passive (consisted of one learner who was authoritarian who was willing to yield to the other speaker), (4) expert-novice (interaction consisted of one learner who was stronger than the other but actively encouraged and supported the other in carrying out the task). After the interaction task, which type of interaction can make it possible for the learners to retain language knowledge? Storch found that the learners who were in collaborative and expert-novice pairs maintained more of their L2 knowledge. She concluded that when pair work

functions collaboratively and learners are in an expert-novice relationship, they can succeed in working together to build knowledge effectively.

However, it is difficult for beginner learners to work together in English. One of the keys to encourage them to interact with each other in English is learning conversation strategies.

Communication Strategies

The four kinds of CC are all inevitable to learn for learners to communicate appropriately, these components help with each other to make a better communication.

The definition of communication strategies. Canale and Swain (1980) defined strategic competence as the ability to use verbal and nonverbal strategies to overcome difficulties that might cause communication breakdowns due to a learner's lack of language knowledge. Savignon (1997) stressed the importance to develop strategic competence to develop the overall CC at an early stage. She represented an inverted pyramid to suggest a possible relationship between grammatical competence, and strategic competence, sociolinguistic competence, discourse competence and strategic competence as overall CC increases. Especially at the lower stage of CC, the ratio of strategic competence is larger than the other competences. Also, strategic competence remains at the higher level of CC. It showed that a language learner relies on strategic competence at the beginning of learning, and an advanced learner also has possibility to use the strategy in a communication.

One of the ways to develop learner's strategic competence is to provide them with various communication strategies. Corder (1981) defined a communication strategy as "a systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty" (p.56). Also, Cohen (1990) explained that "a major trait of successful speakers is that they use strategies to keep conversation going" (p.56). According to Wood (2010), "[communication strategies] help students to fill gaps in their L2 and express meaning when language skills are limited. [Communication strategies] also allow students to overcome challenges they face while communicating and help them negotiate meaning with their partners" (p.474). It is quite important to help learners focus on such communication strategies so that learners with low proficiency can keep their conversation going. According to Brown (2007), few beginning language students are aware of the strategic competence. In order to develop students' strategic competence, the following examples of communication strategies can be taught and practiced over the course.

- (1) Asking for clarification (What?)
- (2) Asking someone to repeat something (Huh? Excuse me?)
- (3) Using fillers (Uh, I mean, Well) in order to gain time to process
- (4) Using conversation maintenance cues (Uh-Huh, Right, Yeah, Okay, Hm)
- (5) Getting someone's attention (Hey, Say, So)
- (6) Using paraphrases for structures one can't produce

- (7) Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- (8) Using formulaic expressions (at the survival stage) (How much does—cost? How do you get to the —?)
- (9) Using mime and nonverbal expressions to convey meaning (Brown, 2007, p. 332)

It is important for learners to use such communication strategies in order to have negotiation for meaning in their conversation. Many learners do not know how to manage their conversation. The following studies shows that communication strategies play a great role to develop their communicative skills.

Previous studies. Nakatani (2005) studied how communication strategy instruction impacted college students' language learning and their proficiency. In his study, he divided the students into two groups: (1) strategy training group and (2) control group. The strategy training group received metacognitive training, focusing on oral strategies use, while the control group received only normal communicative classes, with no explicit focus on oral strategies. He continued the strategy training for 12 weeks and then examined the effects of the training with students' oral communication test scores, transcription data from the test and their retrospective protocol data.

The result of the study showed that strategy training group significantly improved their oral proficiency test score. Also, the training improved students' abilities to negotiate meaning and maintain their conversation. Students' thoughts on the test task became positive by using conversation strategies. Many students commented they thought it useful to accomplish the test task. He concluded that the use of the CSs gave students confidence in the use of the target language.

Sato (2005) also studied the use of CSs of 13 second-year university students in his discussion class. In addition to the instruction of discussion in English, they received explicit instruction of strategy use. Through one-year study, the data were collected in the form of surveys, diaries, video-taped-conversations, self-assessment, progress reports, and interviews.

From April to May, the students were nervous and memorized what they wrote. CSs they could use were limited. From June to July, they were able to continue their conversation for four minutes with the use of CSs such as shadowing. From September to October, they forgot CSs they learned in the spring semester after the summer vacation. However, repetition of the CSs practice gave them confident to accomplish a four-minute conversation task. Also, they began to see how other students used CSs in their conversations and tried to take them in. From November to December, they tried more difficult topics and they came to use negotiation skills. Based on the results of his study, he introduced useful implications as follows:

- (1) Explicit CS teaching is effective to raise the learner's awareness.
- (2) Students need to be encouraged to use CSs.
- (3) Video-taped conversations and self-evaluation are effective and need to be recycled.

- (4) CSs are developmental.
- (5) Some CSs might be difficult for Japanese students to learn due to a cultural difference.
- (6) Choosing interesting and challenging topics are important so that students can share their opinion and enjoy meaningful conversations.
- (7) Building a learning community is essential because students can learn from one another, which seems to be a driving force for students to acquire not only CSs but also L2 communicative competence. (pp. 5-6)

Wood (2010) studied the use of strategies of the college students for a year. He looked closely at how the students would learn conversation strategies, how and when students used the communication strategies and whether learning communication strategies promoted students' language acquisition. In his conversation class, students received explicit instruction of communication strategies and then they were provided with plenty of time to use the strategies in their conversations. His instruction was based on Sato (2005) that learners need continuous opportunities to actually use English and to evaluate their use of CSs. Wood analyzed the use of CSs of his students by using surveys and recordings of their in-class conversation (p. 476).

He found that there were easier strategies and harder strategies for the students to learn. The students began to try as many strategies as possible. As they developed grammatical competence and discourse competence, they began to evaluate communication strategies that they had learned and decided which communication strategies were more helpful for their language proficiency level.

He concluded that “[o]ver the year, my students learned how to make the most of their language abilities with the help of [communication] strategies and hopefully, they have realized just how important CSs are” (Wood, 2005, p.479).

The study makes it clear that communication strategies can be taught, and learners begin to use the CSs depending on their language proficiency. Through the instruction, learners who receive communication strategies instruction have positive attitude toward learning them. Communication strategies help learners have more interactions in their own conversation in the target language.

Feedback

Through learners' interaction in which they can communicate freely, they can develop new knowledge in their conversation. In addition to an experience that learners can communicate their own ideas to others, they need opportunities to check their language to see if their utterance could convey their message appropriately. Then how can learners develop their accuracy through their interactions?

Lyster (1994) studied what type of feedback is the most effective for learners to acquire the target language in the context of French immersion programs. The result of the study showed that learners benefit more from feedback that pushes them to self-correct than from feedback that provides the correct form. Moreover, Mackey and Goo (2007) analyzed which feedback is more effective. According to their results of the study, learners may notice certain types

of feedback in the one-on-one laboratory interactions more than they do in communicative or content-based classes, where the primary focus is on meaning. Lightbown and Spada (2013) concluded that more explicit corrective feedback may be effective in context while implicit feedback may be sufficient to attract learners' attention in contexts where the focus of instruction is typically on language meaning (p. 194).

The timing of feedback is also important for learners to encourage them to develop their language skills. However, little research has been conducted so far. One study by Hunter (2012) examined the feedback that was given after learner's communicative activities. He found that the feedback the teacher provided after students had participated in student-led conversations was more effective to have them repair their errors in their conversation than the feedback given in a whole-class teacher-led activities. This research showed that the feedback should be connected to learner's experience of a meaningful activity.

Skills integration (SI)

To make students' learning more efficient through CLT, each skill should be integrated in a lesson. The four skills are often treated separately, or some are partly ignored in high school English classes in Japan. In a real-life situation, students will use more than two from the four skills at the same time. In language classes, students should be provided with the opportunity to utilize more than two skills in one activity.

Definition of skills integration. Brown (2007) suggested some hints to skill integrated lessons.

- (1) Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
- (2) Interaction means sending *and* receiving messages.
- (3) Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
- (4) For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
- (5) By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
- (6) Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.
- (7) Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act. (p. 286)

Furthermore, learners can reuse what they learned in a skill integrated lesson. They talk about a certain topic and write about the same topic after the speaking activity. In the speaking section, they can deepen their understanding on the topic by exchanging their views with their peers. Compared with the situation where they only write about a topic, they might be able to write with more details. That can provide them with the purpose of a communicative

activity. Therefore, they can produce much more spoken and written language in the classroom (see Sato & Takahashi, 2008).

A three-part framework. When learners use reading materials, they need to read the materials deeply in order to share their ideas on the topic. To enhance the efficacy of the activity, they need an appropriate procedure by integrating language skills.

Brown (2007) suggests a three-part framework to enhance their reading skills. He suggests reading procedure should be divided into three parts: (1) pre-reading, (2) during-reading, and (3) after-reading phases. He also explains learners should do in each reading phase.

1. *Before you read:* Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledges and skills to a text when they have been given a chance to “ease into” the passage.
2. *While you read:* Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.
3. *After you read:* Comprehension questions are just one form of activity appropriate for postreading. Also consider vocabulary study, identifying the author’s purpose, discussing the author’s line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.
4. Through the three-part reading framework, learners can develop their reading skills and read an article more deeply, too. This reading procedure leads to students’ expanding their idea through exchanging their ideas in their interactions (p. 375).

Previous study. Sato and Hirano (2014) showed the effectiveness of SI to develop learners’ communicative skills. The target students were high school students. The research was done in Kagamihara high school in Gifu prefecture, Japan. The study was conducted in the subjects, English I & II and Reading. Hirano implemented SI in his lessons, and he also shared his idea with other teachers. Since there were some teachers who believed that traditional language teaching was more effective, it was hard for him to persuade them to change their teaching style into a communicative one. Through his sharing his handout and repeated teacher meetings, his idea had been prevailed in the school. After the two-year project, the students could develop both speaking and writing skills. The result of the study also indicated that students can develop their English ability in terms of both fluency and accuracy. They insist that “[o]ne of the important things we learned from this project was the value of integrating teaching and assessment” (p. 138).

Assessment

It is important for teachers to provide learners with opportunities to see their improvements or problems to solve. In that sense, assessment has a power to make students think about the way to learn a language.

Brown (2007) suggests five important principles to make assessment effective as follows: (1) practicality, (2) reliability, (3) validity, (4) authenticity, (5) wash-back. As for practicality, the assessment should be feasible in a limited time in the course. A teacher should think about how much time to spare for the assessment when to design the test task. Also, it is important to see if the assessment can provide test-takers with some information for their further development. Reliability means that test should be designed to be able to measure learners' abilities in the same way. To make the assessment reliable, its criteria for judgement should be clear. The third principle, validity means test should be designed to measure what is intended to be measured. It is clear that the assessment cannot measure learners' communicative skills if the test asks a test-taker to answer the definition only. For authenticity, the language and the test task should be the one that is used in a real world setting. For example, the language used in the test should be as natural as possible and the topic used in the test should be enjoyable, interesting, and humorous. Also, the items should be with its context. The last principle, washback means that test should be an effective tool to enhance students' language learning. A teacher should design the test which can provide useful information about the competence, based on their performance. And the learners can utilize the information provided to raise their communicative ability. In addition to that, the test should play a role to raise learners' intrinsic motivation, autonomy, self-confidence. Those are key elements for successful language learning.

Earl (2007) argues that learning is also enhanced when students are encouraged to think about their own learning and review their experiences of learning (pp.87-88). One of the effective ways is giving them a rubric for them to reflect on their learning a language. An effective rubric provides them with what they need to know and do for their next steps, and at the same time, it provides them with what they can do. Continuous use of the rubric makes it possible for them to see their improvement.

Performance test. Krashen and Terrell (1983) argued that if you want acquisition to happen in the classroom, then you must have tests that promote acquisition. In other words, test should not be divorced from how one learns something (p. 165). If teachers want to help learners develop their communicative skills through English lessons, teachers need to provide them with related performance test from which learners can track their progress toward a goal. Also, if learners can understand what is required to accomplish in a test, they can prepare in order to gain a higher score in a test. The role that performance test and assessment plays in the lesson is huge.

Previous study. In Sato and Takahashi (2008), they tried to revitalize the curriculum of Japanese high school English subject. At that time many teachers did not know how to teach Oral Communication course. Also, many students perceived the subject as a fun class. To make the lesson the one where the students can improve their communicative skills, they started to use another textbook which had intriguing topics for students to talk about besides the MEXT approved textbook. Then, the ratio of the speaking test was increased up to 40 %. The increase tells the students the significance of the performance test. Students commented in their study that they considered a performance test as positive assessment and gained more confidence in using the language. In addition, they answered

that they could enjoy and gain confidence in their use of English. Furthermore, other English teachers in the school, who had taught in the traditional way, began to think a CLT approach lesson would be more effective to raise students' English communicative abilities. After that teachers began to take risks to improve their lessons. In order to improve their lessons, plenty of meetings were held. This study also shows that it is important to share their issues and collaborate with other teachers to make the change happen.

Research Issues

Lee and VanPatten (2003) stated “[i]t is language teaching that has communication as its goal” (p. 1). However, in classes where traditional language teaching such as ALM and GTM are familiar, students do not have chance to learn with each other through communicating with others. Also, the students' learning belief sometimes affects negatively when CLT lessons are conducted. That is because the purpose of language learning tends to be mastering the grammar of the language if they have experienced the instruction which focuses excessively on its accuracy. Lightbown and Spada (2013) stated that “all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered” (p. 90). What is needed to make a real learning in English classes in Japanese senior high school?

First, they need to learn how to use basic CSs. That is because, for learners whose proficiency is low, it is difficult to have negotiations for meaning in the target language. Learning communication strategies is one of the solutions to overcome the situation. Wood (2010) found that through continuous learning of communication strategies, learners came to consider communication strategies as important tools so as to develop their communicative skills. Learning conversation strategies is quite essential for language learners to have communicative learning in class.

Secondly, it is essential for language teachers to provide well-designed performance test. It plays a great role in providing them with opportunities to reflect on their performance and give time to consider their plan for further development. Krashen and Terrel (1983) stated test promotes language acquisition. Besides, Brown (2013) argued one of the significance roles of test is its washback. It is important to utilize testing to enhance their communicative skills. In the context of Japanese high school, Sato and Hirano (2014) studied the effects of SI lessons and assessment. In their study, Hirano conducted SI lessons with performance tests. Their result showed that the learners communicative skills developed over the course. They concluded that integrating testing and assessing has great value in developing their communicative skills.

It is important to study how learners utilize communication strategies and tests to develop their communicative skills in the target language. Furthermore, it is worth studying how learner change their attitude toward their learning if they receive continuous CLT instruction.

Teaching context

Level: 3rd year Senior High School Students (low level)

Class size: 38 students

Textbook: All Aboard! Communication English III (*Tokyo Shoseki*)

Time: 50 minutes, four times a week

Current Issue

Students are used to talking about themselves in simple sentences; however, they have difficulties talking about a little harder topic such as social issues like environment issues. In that situation, they tend to use less conversation strategies, therefore they cannot have negotiation for meaning in their talking.

AR Goal:

I will develop students' CC, through students' interactions and teacher's feedback.

- (a) How the topics can affect students' interaction in English and affect their outcomes?
- (b) How much students' interaction in speaking activities and writing activity affects their confidence and the accuracy?

Research questions

- How does students' interaction in English affect their confidence in the use of the language, and their attitude toward learning English?
- How do students' repeated communicative activities encourage them to improve their communicative language abilities?

Course Goals:

- (1) Students will be able to talk about the topics of each lesson and talk about their experiences in pair for 4 minutes.
- (2) Students will be able to use communication strategies during their conversation appropriately.
- (3) Students will be able to deepen their ideas and add more information or rethink their ideas to make their conversation more concrete and objective.
- (4) Students will be able to write about the topics of each lesson and talk about their experiences in more than 150 words.

Method

To analyze students' progress and what difficulties they have, students' activities and

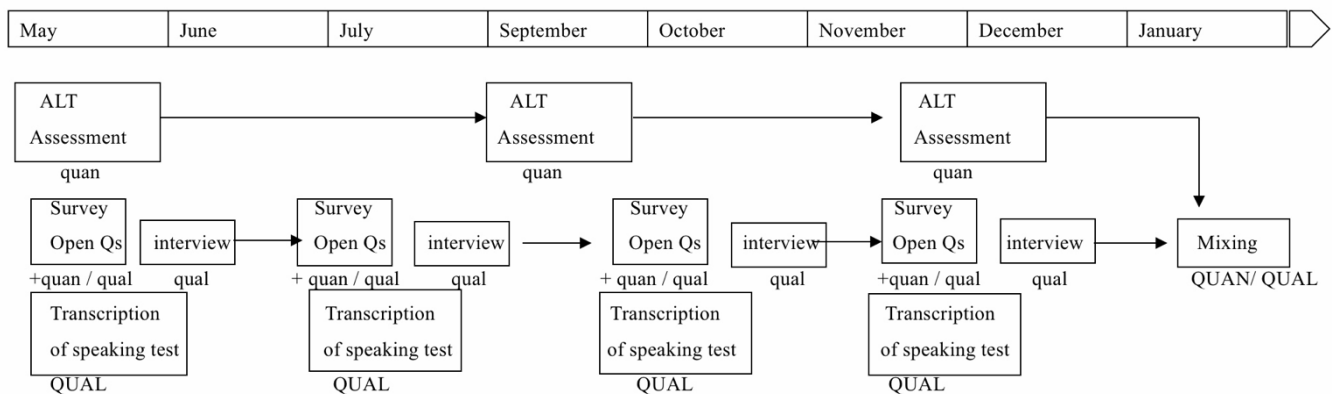


Figure 1 Research design map

handout will be used as data sets. In addition, a survey will be conducted to observe (1) how students' confidence on their use of the language changed and (2) how their learning style will be affected by the CLT approach lessons. After the survey, interview to the students will be conducted to see the details of the answer of the survey questions. The students are chosen by the score of the term test. Two students are chosen from higher level students, 2 students are from average level, and 2 students are from lower level. Table 1 shows the details of the target students.

Table.1 Focus students

Students	Gender	Level
Mika	F	H
Kana	F	H
Rika	F	M
Serina	F	M
Takehiro	M	L
You dai	M	L

Note: F=female, M=male, H=higher level, M= middle level, L= lower level

What I did

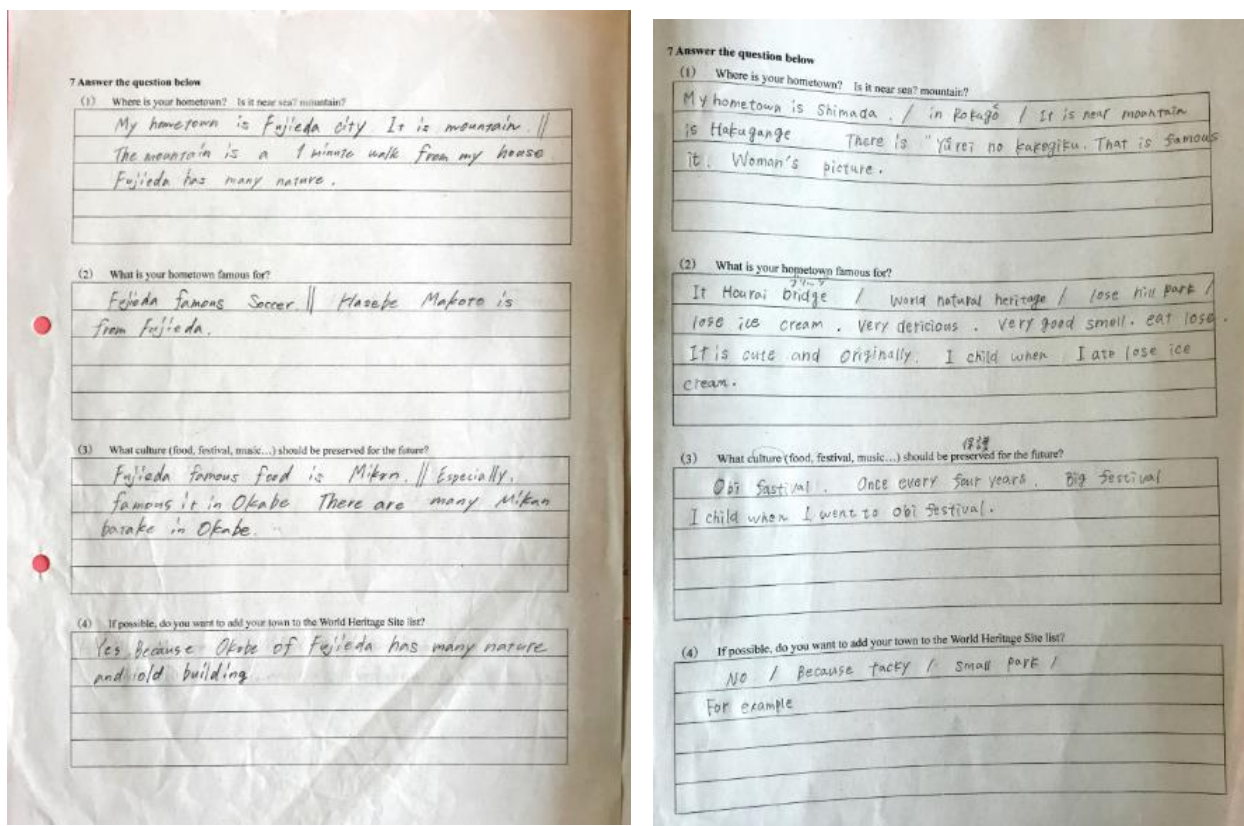
- (1) Skills integration instruction
- (2) Provided related questions
- (3) Reduce the number of the question
- (4) Peer evaluation
- (5) Longer pair talk

What happened

As for SI instruction, I made the lesson plan with based on the procedure of Sato and Hirano (2014). It was easier to make the related question to initiate their conversation from the topics of the textbook of “Communication English I”; however, as for the ones in the textbooks of “Communication English III”, because many of the topics are social issues. It is hard for them to talk about their experience with such questions. Then, I modified the lessons slightly to make the questions easier for them to draw their experiences in their conversation. Thus, in some lessons the connection between reading and output activities was weak. Moreover, each passage itself was short, and contains difficult words, which were related to social issue topics. In that situation it was weak to raise their reading skills and output skills. Therefore, I used other reading materials from other textbook such as *impact issue* and *True Stories*.

Because the passages were getting harder, students felt it was difficult to talk about the topics. I prepared as many related questions as possible, so that they could use the question to make it easier to continue. However, the conversation itself could be kept longer, but in the conversation, they did use few conversation strategies. That was because they always ask different question after their peers answer the previous question. Then I reduced the number of the questions so that they could use as many CSs as they could.

Figure2 Students' handout



In addition to the modification of the teaching procedure, I gave them a worksheet, on which they could write on their ideas, and I had them to add more information to their writing based on the questions by their peer. It

encouraged them to utilize the communication strategies to improve the contents of their talking. Figure 2 is the students' work sheet. With the worksheet, they continued to add information after each speaking activities.

Although they had plenty of opportunities to use the language to develop their fluency, they need to reflect on their performance for further development. I tried to have them evaluate with each other. First, I made a rubric to evaluate. I make score of their peer's speaking activity. The rubric was not easy for them to use, for example, the descriptors were not simple, and they often could not decide which score they should grade. After I modified the rubric for peer evaluation, they could use the rubric for their own evaluation.

At that time, many students thought it was useful to have interaction in the target language to develop their English skills, but it was not helpful when they talk with the students whose proficiency was lower. To use the rubric, even lower level students can point out something for further development.

As for the speaking test, at first the time I set was 2 minutes. It was because I thought it was difficult for them

Peer and Self Evaluation

HR# () NAME () Date:

1 Peer Evaluation

Fluency	Contents	Conversation Strategies
3.5分間 ほとんど沈黙なしに会話を続けることができる。	話を聞いて、内容に興味を持たせることができた。	会話が長くように効果的に様々なCSを使い会話を続けることができた。
3.5分間 多少の沈黙があるが会話を続けることができる。	理由をつけて、相手に伝えることができた。	Follow-up Question を使うことができた。
3.5分間 かなりの沈黙があるが会話を続けることができた。	具体的な内容とともに内容を伝えることができた。	Shadowing を使うことができた。
相手をみて、適切な声量で会話を続けることができた。	伝えたい内容を適切に伝えることができた。	Rejoinder を使うことができた。
3.5分間 会話を続けることができなかった。	相手に伝えることができなかった。	Opener, Closer を使うことができた。

Good Points
 とても良いものだった。いいので good!
 会話をしながやとしていたのでよかった

Name (しょうき)

2 Self Evaluation

(1) 今回のスピーキング活動を振り返って、何ができるよう(向上させる)になりましたか?
 相手の話に対して質問をしようとした。
 話を続けようとするために Follow-up Question を使った。
 (Rejoinder を増やした)

(2) 次のスピーキング活動に向けて何を向上させたいですか?
 Follow up Question を増やしたい。

(3) そのために、どんな準備が必要ですか?
 内容をもう一度、おぼろげに
 相手の話に対して質問が出来るようにしたい。

3 Teacher's Comment

Conversation Strategies

Opener / Closer	Rejoinder	Shadowing	Follow-up Question
<Opener> Hi, How ya doing? What's up? How's it going? What's new?	Me, too! (肯定文で同業) Me neither. (否定文で同業) Really? Oh, yeah? Sounds (good, nice, bad...)	Repeat what your partner say	For example? How? When? Who? With who? Where? Like what? How long? How often? How many? How far? Tell me more.
<Closer> Nice talking with you! You, too! Talk to you later. See you. Bye!	Good! Super! I see.		

Figure 2. Student's peer evaluation sheet

to keep their conversation going with difficult topics. In fact, they could not use appropriate communication strategies because the time too short to use the communication strategies in their conversation. After I increase the conversation time to three and half minutes, they tried to use communication strategies in their conversation.

What I learned

Over the year, I video recorded their speaking test and had ALT of my school to observe and evaluate them with the rubric to see how they improved their communicative skills from the following four perspective.

As for the surveys, I asked the questions about their confidence in their use of the language to see how they could improve their confidence after the instruction. Also, in the survey, I asked them about their attitude toward a language learning. It was to see if they could change their learning beliefs through CLT. They were also asked about the interaction in the class. Their thoughts about how effective group and pair work in English lessons was asked.

In addition to the survey, I conducted interview with the target students. The students were picked up randomly two students from the high level students, from average level students, and lower level students. That was to see the difference between the different levels.

Figure 3 Rubric for observation by ALT

Criteria	Total points	Description and rating
Fluency and content	10	(10) Be able to maintain 4 minute conversation fluently, with good content (7) Be able to maintain a 4 minute conversation with some silence, with adequate content (4) Be able to maintain a 3 minute conversation with some silence, with poor content (1) Be hardly able to maintain a 3 minute conversation with some long silence
Accuracy (grammar and pronunciation)	3	(3) Be able to communicate with accuracy (2) Be able to communicate with some errors (1) Communicate with many errors, using mainly key words.
Delivery (volume and eye contact)	3	(3) Be able to speak with good volume and eye contact (2) Occasionally speak with adequate volume and eye contact (1) Be hardly able to speak with adequate volume and eye contact
Strategies (communication strategies and Follow-up questions)	4	(4) Be able to use many communication strategies and follow-up questions

		(3) Be able to use some communication strategies and follow-up questions
		(2) Use a few communication strategies and follow-up questions
		(1) Be hardly able to use communication strategies and follow-up questions

Table 2. Assessment by the ALT (Fluency and content)

Student	Proficiency level	May	July	November
Mika	H	7	7	7
Kana	H	4	4	7
Rika	M	4	4	7
Serina	M	1	1	4
Takehiro	L	4	4	7
Youdai	L	1	7	7

Note: Score is shown from 1 to 10. 1 stands for weakest and 10 stands for strongest

H=higher level, M= middle, L=low level.

Table 3. Assessment by the ALT (Accuracy)

Student	Proficiency level	May	July	November
Mika	H	2	3	2
Kana	H	2	1	2
Rika	M	2	2	2
Serina	M	2	1	2
Takehiro	L	2	2	2
Youdai	L	1	3	2

Note: Score is shown from 1 to 3. 1 stands for weakest and 3 stands for strongest

H=higher level, M= middle, L=low level.

Table 4. Assessment by the ALT (Delivery)

Student	Proficiency level	May	July	November
Mika	H	2	3	3
Kana	H	2	2	2
Rika	M	2	2	3
Serina	M	2	2	2
Takehiro	L	2	2	3
Youdai	L	1	3	3

Note: Score is shown from 1 to 3. 1 stands for weakest and 3 stands for strongest

H=higher level, M= middle, L=low level.

Table 5. Assessment by the ALT (Strategies)

Student	Proficiency level	May	July	November
Mika	H	3	3	2
Kana	H	2	2	3
Rika	M	1	1	3
Serina	M	1	1	2
Takehiro	L	1	2	3
Youdai	L	1	3	3

Note: Score is shown from 1 to 4. 1 stands for weakest and 4 stands for strongest

H=higher level, M= middle, L=low level.

Table 2 to 5 shows the result of ALT Assessment. She observed the video of students' speaking test. She looked at the video recorded in May, July and November so that I could see how the students developed their communicative skills over the year. In regular speaking test, the rubrics for evaluation were modified according to the goal of each lesson. The same rubric was used to see how they could develop their communication skills. I set the

criteria (1) Fluency and content, (2) Accuracy, (3) Delivery, and (4) Strategies.

First of all, in terms of Fluency and content, all students can raise their score from May to November. The mean score was 3.5 in May, while the mean score in November was 6.5. As for Accuracy, the outstanding development could not be seen. The mean score in May was 1.8 and the mean score in December was 2.0. As for the other criteria, there was increasement in the mean score. In Delivery, the mean sore in May was 1.8, and that of November was 2.6. Since it was speaking test, the students seemed not to focus on the accuracy, but their development can be seen in other criteria such as strategies and fluency.

Table 6

Students' thoughts on the lessons (July)

	SA	A	D	SD
I can actively participate in pair work	16	20	1	0
Interaction with friends are useful	23	14	0	0
Interaction strengthen our relationships	20	17	0	0
Interaction deepen my idea	10	26	1	0
Interaction can improve accuracy	10	24	2	1

Note. N=37. SA= Strongly agree, A= Agree, D= disagree, SD= Strongly disagree

Table 7

Students' thoughts on the lessons (September)

	SA	A	D	SD
I can actively participate in pair work	11	22	3	0
Interaction with friends are useful	15	20	1	0
Interaction strengthen our relationships	9	26	1	0
Interaction deepen my idea	8	26	2	0
Interaction can improve accuracy	4	28	4	0

Note. N=36. SA= Strongly agree, A= Agree, D= disagree, SD= Strongly disagree

Table 8

Students' thoughts on the lessons (December)

	SA	A	D	SD
I can actively participate in pair work	11	22	3	0
Interaction with friends are useful	18	17	1	0

Interaction strengthen our relationships	11	23	2	0
Interaction deepen my idea	11	24	1	0
Interaction can improve accuracy	7	25	4	0

Note. N=36. SA= Strongly agree, A= Agree, D= disagree, SD= Strongly disagree

Table 6 to 8 shows the results of the surveys conducted in July, September, and December. The students were asked questions about their thoughts about the lessons. Over the years, communicative activities were emphasized. The number in each section changed in each month slightly, but the students' thoughts did not change from positive side. This section asked them about the efficacy of the activity with other students. It was found that they thought it important to interact in the target language to develop their language skills.

Table 9

Their way to learn English (July)

	SA	A	D	SD
I check unknown words after class	7	25	5	0
I try to use new words	9	21	7	0
I try to improvise in speaking activity	7	21	8	1
I try to add information or rephrase pa	16	19	2	0
Pair work is fun	13	22	2	1
I can learn with higher level students	17	18	1	0
I can learn with same level students	8	23	5	0
I can learn with lower level students	2	18	17	4

Note. N=37. SA= Strongly agree, A= Agree, D= disagree, SD= Strongly disagree

Table 10

Their way to learn English (September)

	SA	A	D	SD
I check unknown words after class	3	26	7	0
I try to use new words	6	21	8	1
I try to improvise in speaking activity	3	13	18	2
I try to add information or rephrase	7	19	9	1
Pair work is fun	8	24	4	0

I can learn with higher level students	16	17	3	0
I can learn with same level students	5	21	10	0
I can learn with lower level students	2	9	18	7

Note. N=36. SA= Strongly agree, A= Agree, D= disagree, SD= Strongly disagree

Table 11

Their way to learn English (December)

	SA	A	D	SD
I check unknown words after class	7	25	4	0
I try to use new words	7	21	7	1
I try to improvise in speaking activity	3	17	14	2
I try to add information or rephrase	14	18	3	1
Pair work is fun	9	23	4	0
I can learn with higher level students	20	14	2	0
I can learn with same level students	6	21	9	0
I can learn with lower level students	2	12	16	6

Note. N=36. SA= Strongly agree, A= Agree, D= disagree, SD= Strongly disagree

Table 9 to 10 shows their ways to learn English. How they learn the language is important factor for language learning. I decided to observe how they change their views on their ways of learning a language. Though the year, their views did not change significantly, I would like to focus two things. One is the fourth question, “I try to add information or rephrase.”. They had many times to ask follow-up questions in their speaking tasks. It encouraged them to add information and change the way to express so that a listener can easily understand what they said.

The other factor was they think how much they can learn depends on their peer in their speaking tasks. They think they learn more if they interact with the students with higher proficiency. On the other hand, they thought it ineffective when they interacted with lower level students. In interview the target students answered it was harder for them to keep their conversation with the students with lower level students, because they had to check their peer’s understanding and look for the questions that their peer could answer. One student reported in the interview, it was also important to practice conversation with different level students.

Table 12

Students' confidence in speaking

	May	July	September	December
Be able to talk for over 3 mins	2	9	6	14
Be able to talk for over 3 mins with some silence	24	23	26	22
Be able to talk for 3 mins with a lot of silence	8	5	4	0
Not be able to talk for 3 mins	4	0	0	0

Note. N=36.

As for the confidence in their speaking, significant improvement could be seen through the year. In December no students answered they can talk for three minutes with a lot of silence. It showed that output activities can facilitate their acquisition of the skills.

Table 13

Students' confidence in writing

	May	July	September	December
Be able to write 150 words	3	6	13	22
Be able to write 120 words	17	23	18	11
Be able to write 90 words	14	8	4	3
Be able to write 60 words	4	0	1	0

Note. N=36.

Table 14

Students' confidence in reading

	May	July	September	December
Be able to understand passage of the textbook correctly	6	10	5	9
Be able to understand the passage of the textbook almost correctly	23	22	23	25
Be able to understand the passage of the textbook about 50 %	9	6	8	2
Be able to understand the passage of the textbook less than 50 %	0	0	0	0

Note. N=36.

Table 16

Students' confidence in listening

	May	July	September	December
Be able to understand what a teacher says correctly	2	5	2	6
Be able to understand what a teacher says almost correctly	15	15	16	15
Be able to understand what a teacher says about 50 %	16	13	15	15
Be able to understand what a teacher says less than 50 %	5	2	3	0

Note. N=36.

The transcript of the students' performance test

The following is transcript of speaking activity in June. At that time, I prepared many topic questions in order

to facilitate their conversations. In fact, the question made it easier to keep their conversation. Since they had many questions to ask, they used the questions to keep their conversation for two minutes. As a result, they did not use communication strategies to keep their conversation going or deepen their conversation. After that, I reduced the number of the question to three. In that situation, since they had to continue their conversation with limited preparation, they were encouraged to use more conversation strategies. The next transcription was another task, but it showed that reducing the number of the prepared topic questions encourage their use of communication strategies.

Transcription of speaking test in June

01 Miki do you often listen to music?
02 Kana yes I do
03 Miki oh () me too
04 Miki えっと{etto, let me see} when () do you often listen to music
05 Kana hmm () on the way home yes
06 Miki very good((lauging))
07 Miki what kind of music do you like best
08 Kana I like j-pop
09 Miki Oh me too ((laughing))
10 Miki do you () sing songs very often?
11 Kana no I don't
12 Miki ok ()
13 Miki What words of the songs do you like best
14 Kana I don't know
15 Miki which song do you often listen to English songs or Japanese songs
16 Kana Japanese songs
17 Miki Oh why why ってないっけか{tte naikkeka, doesn't have?}
18 Kana Hmm Shishamo (inaudible)
19 Miki oh very good
(alarm))

Note. () means long pause.

The following is transcript of the students Mika and Hiro in July 2018. As the speaking task, they discussed what culture in their town should be preserved for next generation and the reasons. Mika is a higher-level student and Hiro is a lower level student. Mika was good at talking in English. She made several questions to facilitate Hiro to speak up more. While Hiro, who was a lower level student in this class, could not use communication strategies to keep their conversation going. It was one of the issue students whose proficiency higher tend to think that it is not

useful to discuss with the lower level students to develop their communicative skills. At first, they tend to utilize their interaction to absorb the knowledge from their peer, but gradually, they came to think that eliciting their peer's ideas by asking relatively easier question according to their level, is also important skills (See interview result, p.). While, Hiro, lower level students tried to use easy communication strategies to keep their conversation going.

The following is the transcription of the speaking test in July. The result shows that Mika tried hard to elicit Hiro's ideas by giving the simpler questions. For example, line 11, 23, and 25.

Transcription of students' speaking test in July

01 Mika Hello[0:01.02]
02 Hiro =Hello[0:01.55]
03 Mika how are you[0:02.45]
04 Hiro I'm (.)fine how about you[0:03.55]
05 Mika I'm good |
06 Hiro |((nodding and smiling))[0:06.20]
07 Mika where is your home town[0:08.33]
08 Hiro my home town is fujieda[0:10.24]
09 Mika Fujieda (.) How long does it take here((pointing at the floor))[0:15.23]
10 Hiro ((looking down and smiling))= えーと {e:to, well}
 (2.3)thirteen[0:19.35]
11 Mika OK ((nodding))(1.3) うーん {u:n, umm} (4.2)where is Fujieda (2.3) located
 ((telling the question in Japanese in small voice))[0:34.53]
12 Hiro (2.2)Ah ((waving his hand))between Yaizu (.) and shimada|[0:42.26]
13 Mika |OK
14 Hiro how about you[0:45.14]
15 Mika my favorite (.)hometown is Makinohara ° city° [0:48.35]
16 Hiro Oh, (.)where?[0:50.17]
17 Mika うーん {u:n, umm}|it it is between Yoshida ((gesture showing the
location))and Omaezaki
 | ((nodding))[0:59.22]
18 Hiro (ok)
19 Mika what is your hometown famous for[1:05.43]
20 Hiro (.)my home town is famous for soccer[1:10.34]
21 Mika =Oh soccer[1:12.54]
22 Hiro えーと {e:to, well}

4 Accuracy	Student (S)		
5 Fluency			
6 Conversation Strategies			
7 Facilitating			

Figure 2. Codebook for student interview

Personalizing

When I listened to my friends' ideas, I take in the idea into mine. (S-S,P,A)

Deepening

I cannot deepen my conversation because I asked the questions that were provided.(S-S,N,L)

I can have other students ideas to deepen my ideas. (S-S,P,L)

When I get unexpected answer from my friends, I could deepen my conversation. (S-S,P,A)

Details

I tried to use what other students said to be able to tell details of my ideas.(S-S,P,L)

I can give some advice to my friends writing about the contents. (S-S,P,L)

If the topics is familiar one, I can easily give some advice to my friends. (S-S,P,A)k

Accuracy

I can have some grammatical feedback from other students.(S-S,P,L)

I cannot deepen my conversation because I don't know proper expression to communicate my ideas.
(S,N,L)

I want more grammatical feedbacks from friends and a teacher.(S-S;T-S, P,L)

I cannot give any corrective feedback to other students. (S-S,N,L)

I want more corrective feedback because even if I can manage to communicate my idea, I am not sure if my English is understandable enough to tell the details. (T-S, P,A)

Fluency

I got confidence on speaking in English after practicing in class. (S-S,P,L)

I want to speak more fluently in English (S,P,A)

Speaking test is a good occasion for me to practice to rephrase unknown words. (S-S,P,A)

Conversation Strategies

I sometimes change topics to keep my conversation going. (S,P,L)

Facilitating

I think I need some steps for conversation to navigate me. (T-Ss,P,L)

I don't think the details of model conversation will be helpful because we can manage my conversation with some conversation strategies.(T-S,N,L)

The followings are found in students' answer in the interview in July.

- (1) Even low-level students can take in other students views on the topics during conversation activity.
- (2) From their answer, they try to utilize their interaction with their peers to deepen their understanding on the topics and add more information in their talking.
- (3) Low-level students feel it is hard for them to give feedbacks on grammar mistakes because of they have no confidence on the language rules, but they believe that they can give some comments on the contents.

Average level students answered that if the topic is familiar to them, it is easier to give some comments or give some advice to their friends.

- (4) Low level students think they can get some corrective feedback from higher level students. That think it positive and try to utilize them to make their English better.

Students think it is hard for them to give corrective feedback, but they want some corrective feedback from their peer. That is because they can communicate their ideas vaguely in English, but they are not sure if they can communicate it correctly. Although they repeat practicing speaking activity, they cannot build confidence on their accuracy without any help of others.

- (5) All level students think pair talk activity is helpful to raise their fluency, and they think fluency as positive one.
- (6) Lower level students sometimes feel difficult to continue their conversation because of the lack of language knowledge. They change topic in order to make the situation easier for them to talk longer.
- (7) Showing conversation step is helpful for them, but if a model conversation is too detailed, it makes them feel hard to utilize it in an activity.
- (8) Although they cannot give any comment on peers' accuracy, they will be motivated if they got some agreement from other students.

The result of interview (December 2018)

Personalizing

Interaction in English is important because I could take in the expressions my friends used. (S-S,P,H)

Deepening

When I talked with the students who were not good at English, I had to check if my peer understood what I tried to say and ask easier questions to deepen our conversation. (S-S,P,H)

Details

(No answer collected)

Accuracy

I became able to talk more correctly. (S-S,P,L)

I thought grammar rules were important, but I realized that I could communicate with only simple rules. (S,P,L)

Fluency

I could talk confidently with the use of communication strategies.(S-S,P,L)

I realized that it is important to practice speaking and writing to develop my communicative skills. (S-S,P,L)

Now I can express my ideas more instantly than before. (S,P,A)

I thought four minute-conversation was difficult for me, but I realized it is not that difficult because I do not need less time to express my ideas in English. (S-S,P,A)

The interaction in English with my friends are important because I could get used to talking in English. (S-S,P,A)

Now I can write more words. (S,P,A)

I practiced four minute-conversation, it made me able to ask more questions and when asked questions, I could answer in English. (S-S,P,A)

Communication strategies

When my partner used communication strategies, I could be relieved because I could see if my partner understood what I said. (S-S,P,L)

I could develop my listening and speaking skills with communication strategies. (S,P,L)

When I tried to keep our conversation for four minutes, I could ask about familiar things.(S,P,L)

When I talk with the students with lower level, I tried to use as many follow-up questions. (S-S,P,A)

Facilitating

I tried to use the expressions that my friends used in the conversation.(S,P,L)

I think it is easier for me to talk about my experiences. (S-S,P,L)

I think the interaction with my friends is good opportunity to reflect my speaking and think about what expression to be used. (S-S,P,A)

When I talk with the students with higher proficiency, I could try to use the expressions they used in the conversation. (S-S,P,A)

I think the interaction with my friends was important opportunity to develop my communicative skill, because I became able to understand what my friends say and ask some questions about it. (S-S,P,A)it is easier for me to talk about familiar things. (S-S,P,A)

I could practice repeatedly with different friends, I could have positive atmosphere to talk in English. (S-S,P,H)

When I talk with my friends whose proficiency is higher, I could learn a lot of expressions, while when I talked with the students who are not good at English, I could practice trying to understand what they say and make some questions to facilitate our conversation. (S-S,P,H)

I think pair talk in lessons was helpful, because I could have chance to try new words and new grammar in our conversations. (S-S,P,H)

The followings are found in students' answer in the interview in December.

- (1) The students of all levels consider interaction in English with their friends are helpful because it develops their fluency and accuracy
- (2) As for 4 minute- conversation task, the students in all levels answered they could accomplish the task with the help of communication strategies.
- (3) Interaction activity made a good environment for them to talk with every student in their class.
- (4) As for communication strategies, the students with lower level get confidence in their use of the language and it encourage them to use the language more.

The students with average level tried to ask as many follow-up questions in the task. They consider it important to make their conversation natural.

The students with higher level, answered that communication strategies can be used in various purposes, such as checking what their peer wanted to say, checking if their peer could understand what they said, and making easier questions for weaker level students.

Further issues

Though skills integrated instruction, students could increase their time to talk and write in English. As they repeated those output activities, they were encouraged to learn with each other by taking in the expressions their peer used in their conversation. Also, with the help of the clear rubric, they could give some feedback to their peers confidently. Even low-level learners can give some advice to other students. By implementing this activity into lessons, they came to consider that learning with other students of all levels can be useful.

However, there were three issues to be overcome. First, the choice of the topic they discuss in English. I have chosen the topic from the textbook. As they went on the lessons, the topics were getting harder to discuss, besides, the words in the passages were difficult to use. Therefore, I changed the topics into the ones which were familiar to them. That made the connection between reading and speaking weaker. I realized that material to use in the lesson is quite important. In fact, it was difficult to change or use the different materials because I had to have consent of other teachers, who have preference to use textbook. It was another issue to persuade the efficacy of the material to enhance the students' learning.

Secondly, I found out that it was essential to collaborate with other teachers to make communicative lesson plans. Through this year I could share the speaking task for performance test. Each teacher tried to raise their communicative skills by their own ways. I had several achievement and issues through this action research. If I could share those with other teachers, my teaching would be much better. So far, I could share performance test, and the teachers could understand the importance to assess their communicative skills to develop their CC. For next step, I would like to share the procedure and share achievements and issues together to improve the language education in my school.

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Appendix Survey

活動への取り組みと英語力の変化を知るアンケート（2018年5月実施）

HR#() Name()

3年生の中間テストが終わりました。みなさんの英語の力と学習方法について把握するため、現在（5月）の状況について回答してください。

I 英語力に関する質問

(1)ペアで話すことについて		3分以上話すことができる。	多少沈黙があるが3分話すことができる	かなり沈黙が続くが、3分程度話すことができる。	3分会話が続けられない。
	5月				

(2)書くことについて		150語以上書くことができる。	120語程度書くことができる。	90語程度書くことができる。	60語程度書くことができる。
	5月				

(3)教科書などの内容を 読むことについて		ほぼ正確に理解することができる。	多少あいまいなところがあるがだいたい理解できる。	50%くらいの内容は理解することができる。	50%に至らない程度は理解することができる。
	5月				

(4)ALTの先生など教師の話を理解することについて		ほぼ正確に理解することができる。	多少あいまいなところがあるがだいたい理解できる。	50%くらいの内容は理解することができる。	50%に至らない程度は理解することができる。
	5月				

それぞれの技能について、どんな活動が一番自信につながりましたか。

話すこと	
書くこと	
読むこと	
聞くこと	

II Conversation Strategies について

(1) Opener Closer	5月	必ず使う	時々忘れる	どちらか忘れる	できない
(2) Shadowing	5月	自然になんでもできる	3回程できる	1~2回できる	全くやっていない
(3) Rejoinders	5月	3~4種類できる	2種類できる	1種類できる	できない
(4) Follow-up Questions	5月	3問は聞ける	2問ならば聞ける	1問聞けるときもある	全くできない
(5) Commenting	5月	相手の意見に対して自分が感じたことを理由とともに話せる。	相手の意見に対して自分が感じたことを言える。	相手の答えによっては、自分の感じたことを相手に言える	相手へのコメントはまったくできない。

■ 一番使うことが難しいのはどの Conversation Strategy ですか。また、理由をできるだけ詳しく書いてください。

■ Conversation Strategies を使うことで、あなたの会話はどのように変わりましたか。

III 英語の授業について		とてもそう思う	どちらかという そう思う	そう思わない	全くそう思わない
(1) ペアやグループ活動に積極的に参加できる	5月				
(2) 友達との英語でのやりとりは英語力をつける上で役に立つ	5月				

(3)友達とのやり取りで、良い関係を築けた。	5月				
(4)友達とのやり取りで、自分の意見を深められた。	5月				
(5) 友達とのやり取りで、英語の正確さが増した	5月				

■ ペアワークを繰り返すことは英語の学習にどのように役に立っていると思いますか。

・ 友達のやり取りを終えて、どんな所を改善しようと思いましたか。

(文法、語彙、内容、論理性など)

・ 友達のやり取りを終えて、どのような力が身についていると感じますか。

・ 友達とのやり取りをとおして、身に付きづらいと感じることは何ですか。

IV 学習に対して		とてもそう思う	どちらかという そう思う	そう思わない	全くそう思わない
(1)活動の後に自分が言えなかったことを調べる	5月				
(2)新しい表現をできるだけ使おうとしている。	5月				
(3) できるだけ準備してきたものの意外のことを言うようにしている。	5月				
(4) 相手の反応をみて情報を付け加えたり、違う言い方をするようにしている。	5月				
(5)ペア・グループ活動は楽しい	5月				
(6) 自分よりも英語ができる人との会話が一番上達すると思う					

(7) 同程度の英語の力に人との 会話が一番上達すると思う					
(8) 自分よりも英語力が低い人 との会話が一番上達すると思う					

■ ペア/グループワークを進める中で、自分自身の英語の学習の仕方はどのように変わりましたか。できるだけ（小さなことでも）記入してください。