

2024 AR Final Report  
Improving Senior High School Students' Communicative Competence  
Through Skills Integration

**Introduction**

My experience with learning a second language began when I was in primary school. English was almost my first language— however, we never used it at home. But since almost all my school subjects were taught in English, I grew to love English as my second language. I believe that multilingual learners have different ways of expressing themselves. When I write a journal, my thoughts flow much more naturally when I write it in English. But when I speak, my mother tongue, Tagalog is more dominant.

Because of my roots, I could also learn my third language, Japanese. Few years ago, I experienced being a junior high school student in Nagoya for two years. At that time, the only subject I could excel in was English, because the other subjects were all taught in Japanese. Even if I have an almost high level of English compared to my other classmates, I still didn't get a perfect score. Why? Because I failed to completely translate English to Japanese during the term tests. As a learner, it discouraged me and even made me lose my interest in learning English at some point. Most of my Japanese classmates found learning English to be boring and a lot work. In their defense, English is not a language they think they would use in their future careers. It has always left me wondering why most of the students thought the same. Until I could find answers a few years back when I started my career as an English teacher myself.

In 2013, I returned to Japan after completing my bachelor's degree in the Philippines. Even lacking the experience in teaching, I started my teaching career with part-time jobs as an English teacher for young learners to adult students. A year after that, I started working as an Assistant Language Teacher (ALT) at various public junior high schools in Nagoya. We were given only three days of training and were to briefly learn how teaching English in junior high school works. I had to make my own materials from scratch and rely on my interest in constantly learning how to teach from my colleagues. I felt stagnant and underchallenged, having had exactly the same teaching routine for four years. All the more, the teaching patterns stayed the same as I am the one in charge of making the classes fun. But in most of the lessons,

students are there to repeat target languages and do translations most of the time. I felt bad for students, as this is not the type of English learning I grew up with. Eventually I moved on to another ALT company that offered me a good training, but at that time I was transferred to teach elementary students. It was intimidating at first because I had no experience teaching younger students. But it was the most fun I had in my entire teaching experience.

During my eight-year teaching as an ALT, I still felt intimidated about my chosen career path. I thought that if teaching is something that I would do for the rest of my life, I would want to invest in it and do my best to improve in this field. After realizing this, I applied to the MA TESOL program as a non-degree student.

The overall teaching goal of this action research is deeply connected from my language learning experience in Japan. I want to become better at supporting Japanese students to be confident in communicating in English and create an engaging learning atmosphere in the class. To be able to help students excel in what they can already do and help them develop other abilities that might come up. This study encourages students to actively participate in script-free speaking activities using communication strategies and to use Skills Integration as an approach in providing useful teaching materials and lesson plans that will help improve students' communicative competence. Lastly, this study aims to encourage teachers and aspiring teachers to be intentional in the influence we can do as educators in the class. The sole purpose of this study is to help prepare students to journey in the world with confidence and make the most out of their English language learning experience valuable to their future lives.

## Literature Review

### Foreign Language National Curriculum Standards

The foreign language education in Japan has been focusing on English language itself since World War II. Compared to the present times, there were not enough opportunities for students to experience communication in English inside or outside of their school. Because of this, the circumstances caused foreign language education in Japan to put too much emphasis on the knowledge of grammar and vocabulary alone. Yoshida (2020) added that in the post-World War II era, the English education in Japan has constantly encouraged the acquisition of four skills and the development of communicative competence, but in the actual field of English education, grammar translation and reading have been done dominantly. The focus has been on acquiring knowledge of grammar and vocabulary and developing reading comprehension skills using that knowledge, and little importance has been placed on developing oral communication skills or writing skills in English (Yoshida, 2020).

According to the Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2018) the revised Course of Study has placed specific emphasis on the perspective of forming a foundation for communication with others, and has also organized the following qualities and abilities:

- (1) Ensuring that knowledge and skills are acquired
- (2) Developing students' abilities to think, make decisions and express themselves
- (3) Cultivating the motivation to learn and humanity

These abilities are deemed to be necessary for the communication skills that the Course of Study aims to develop (MEXT, 2018). For this purpose, the goals and contents of the foreign language education curriculum for elementary schools, lower secondary schools and upper secondary schools were improved.

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) provided key points in revising the Foreign Language National Curriculum Standards. The Course of Study has been revised about once every 10 years since its implementation in 1947. MEXT (2017) announced the 7<sup>th</sup> revision of the Course of Study for elementary schools and lower secondary schools, while the Course of Study for upper secondary schools was announced in 2019. Consecutively, in 2020 and 2021, the revised curriculum for elementary school and lower secondary school has been implemented. After a year, the revised upper secondary school curriculum has been implemented in 2022.

Since the implementation of the former elementary school Course of Study in 2011 to 2019, the occurrence of conducting classes in English have improved. “Foreign Language Activities” have been officially introduced in the upper grades, which are the fifth and sixth grades, with 35 lesson hours per year, approximately one lesson hour per week. However, “listening” and “speaking” skills were made predominant in the instruction rather than “reading” and “writing” skills (MEXT, 2018). To a greater extent, the issues underlying the foreign language classes at lower secondary schools put emphasis on how much knowledge of grammar and vocabulary has been acquired. Arguably, there is a need to develop communicative competence in foreign languages, specifically in “speaking” and “writing”.

With my experience in teaching both elementary and lower secondary level, I couldn't agree more with what Yoshida implicates in putting emphasis on the improvement of the Course of Study, mainly in “speaking and writing”. I have realized this problem after my first year of teaching in senior high school. I thought that at this level, students are more capable of constructing their ideas in English. But without proper emphasis and preparation to construct students' ideas, it is difficult to write about a topic from scratch.

According to the MEXT Course of Study (2018), in order to enable students to communicate in a wider range of subjects and topics, emphasis should be placed on interactive language activities in which students can communicate their thoughts and feelings in foreign languages. They further explained that "social topics" are topics related to events and issues occurring in society. For example, these topics are energy related issues, international cooperation, environmental issues, various situations related to world affairs and peace, human rights issues, development of science and technology, coexistence with nature, social contribution as well as learning content in other related subjects can be considered. On the contrary, the revised Course of Study standards also specified in Can Do statements based on the Japanese version. In other words, it is essential to be able to communicate in English for what students can do in English, not what they know. Recently, the English educational goal is not only focused on students' acquisition of knowledge of the English language but also on what students are able to do in English.

### **Communicative Language Teaching**

Ellis (1997) mentioned that one of the goals of SLA is to improve language teaching. Some researchers have studied what impact teaching has on L2 learning to this end. There's a significant relevance between teacher's beliefs, knowledges and practices. For decades, the Grammar Translation Method and the Audiolingual Method was used to for language teaching. Both of these methods involve attempts to teach learners grammar, contradictory only in how

this is to be accomplished. However, language pedagogy highlighted the need for more real communicative experiences for learners. Communicative Language Teaching was introduced with the assumption that grammar need not to be taught before learners can communicate but will acquire their L2 naturally as part of the means of learning to communicate. Richards and Rogers (1986) concluded that Communicative Language Teaching is best considered an approach rather than a method. They later explained that a reasonable degree of theoretical consistency can be determined at the stages of language and learning theory. At the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. (p. 83) As pointed out by Richardson (1994), "...in order to understand how teachers make sense of teaching and learning, one should focus on teachers' beliefs and practices." In early CLT, many educators have associated communication with conversation—but conversation of a particular type: the expert figure asked questions, the students answered them. "In CLT, the instructor was no longer simply the drill leader but was also charged with providing students with opportunities for communication, that is, using the language to interpret and express real-life messages."

**Role of Pair and Group Work in Students' Communicative Competence.** Raulon & McCreary (1986) research shows that small group work produced twice the number of content confirmation checks. The learners did much of the talking when they were given the opportunity to talk in groups. According to Porter (1986), "Learner to learner interactions in the classroom resulted increased opportunities for self-expression." While the advanced-intermediate pairings resulted in increased negotiation for both learners compared to intermediate-intermediate and advanced pairings. Therefore, the rationale for this is to see the benefit of pair/group work in students' communicative competence. As for the process of acquisition, there are at least three distinct sets of processes involved with all of them going on at the same time. We can outline them in the following way:

- (1) *Input processing*: This is how learners make sense out of the language they hear and how they get "linguistic data" from it
- (2) *System change*. This process involves two subprocesses:
  - (a) *Accommodation*: How learners actually incorporate grammatical form or structure into the implicit system of the language they are creating
  - (b) *Restructuring*: How the incorporation of a form or structure can cause a ripple effect and make other things change without the learner ever knowing

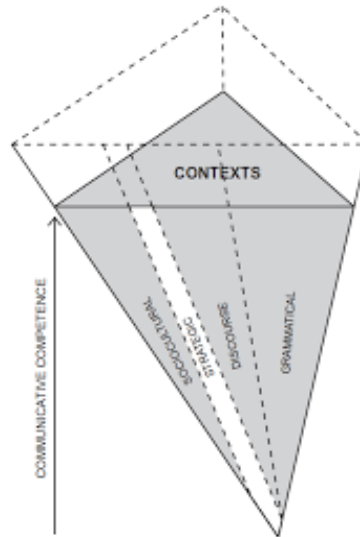
(3) *Output Processing*: How learners acquire the ability to make use of the implicit knowledge they are acquiring to produce utterances in real time, for example, during conversational interactions or while making a presentation in class

As Lee & Van Patten pointed out, "...just because something appears in the input does not mean that learners get it right away. During input processing, for example, learners *selectively* attend to features in the input, a selectivity that is driven by internal processes and strategies." The role of the learner is to attend to the meaning in order to perform a task. In this sense, it is the language that is *meaning bearing*. Krashen (1982) has put a strong claim in regard to *Comprehensible Input*. According to him, comprehensible input causes acquisition. Because not all language learners are equally successful, there must be more at work than comprehensible input as other linguists consider language acquisition as a complex process involving social, cognitive, linguistic, and other factors.

**Communicative Competence.** Canale and Swain (1980) defined the four components of communicative competence; (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence. (*see figure 1*) Beginning with the inverted tip of pyramid and moving upward, Savignon (1997) rationalized that grammatical, sociolinguistic, and discourse competence increase along with a consequent overall increase in communicative competence. Why is there a need to improve learners' communicative competence? According to Savignon (1997), "Communication is the expression, interpretation, and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence" (p. 225). Savignon (2002) later explained that the essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence.

## Figure 2

*Savignon's Inverted Pyramid Model of Communicative Competences (2002, p. 8)*



### Communication Strategies

The concept of communication strategies (CSs) mirrors the idea of communicative competence proposed by Canale and Swain (1980), who considered it as contained of three specific types: grammatical, sociolinguistic, and strategic. Strategic competence is the ability of a speaker to manage a breakdown in communication. In L2 construction, strategic competence has been considered largely a matter of a speaker's ability to use CSs (Swain, 1984, p. 189). Russell (1998), citing (Faerch & Kasper, 1983) noted that all previous definitions contained two key elements: consciousness and problem-solving. However, they also noted that CSs could include production plans that were not necessarily conscious, and finally hedged by describing CSs as "potentially conscious" (p. 31).

Why is there a need to teach communication strategies? Considering the first feature, it is clear that CSs are useful when there are breakdowns in communication, and therefore speech planning difficulties are at least a sufficient condition for the occurrence of CSs. Second, by "awareness", it specifically means that the speaker is attending to his/her speech production. (McLaughlin, Rossman, & Mcleod, 1983) stated that L2 learners who have not automatized speech in the target language must use controlled attentive processes and when difficulties arise, such as the inability to retrieve a needed lexical item, L2 learners are forced to pay even more attention. On the contrary, there have been arguments raised by other researchers in regard to the need of teaching CSs in the class. It is granted that CSs help speakers to communicate and help address communication breakdowns. But there is a debate concerning the teaching of strategies to second or foreign language learners. The Nijmegen University in the Netherlands,

as claimed by Kellerman (1991) who promoted the Nijmegen Project concludes, “teach the learners more language, and let the strategies look after themselves” (p. 158). The study claims that the general cognitive processes involved in both L1 and L2 communication strategies are identical. And since the processes are the same, CSs use is basically the same whichever language is used. Furthermore, the study proposed that there is no need to teach CSs in an L2 classroom.

In more recent studies of the use of CSs in the classroom, Wood (2010) pointed out the proven benefit of CSs in strengthening the speaking skills regardless of the language students are learning. Dornyei concludes that, “whereas strong theoretical arguments reject the validity and usefulness of specific CSs training, practical considerations and experience appear to support the idea.” (1995, p. 60). On a further research, Sato (2005) in his study found that students were able to become aware of CSs through explicit teaching, but that “learners need continuous opportunities to actually use English and to evaluate their use of CSs”. He also mentioned that only a few learners could immediately use the strategies right after explicit teaching. At the early stage of his research, Sato wrote that the students “had difficulty” keeping their four-minute conversations going and could not “afford” to try to use the newly learned CSs. (Sato, 2005, cited by Wood, 2010, p.5). However, because of the influence of the CSs usage of other classmates, they were encouraged to use CSs in their conversations. Sato’s study found that “explicit teaching of CSs was useful to raise learners’ awareness but not sufficient for them to be able to use those CSs in their conversations” (Sato, 2005, p. 5). Wood reiterates the significance of using CSs in the classroom by giving emphasis on the process of teaching CSs—that structured output, and time to practice with the newly learned strategies remains vital for the learners’ retention. “Communication strategies are learned gradually over a length of time and students have trouble learning them when they are not given enough time to experiment and actively use them in class.” (2010, p. 3)

### **Skills Integration in Speaking and Writing**

To deepen the understanding of language and culture through foreign language, the Course of Study was revised in 2008 to implement consistent foreign language education in elementary, lower secondary, and upper secondary schools. The ability to accurately and properly convey information and thoughts served as the main goals. They also revised it with the aim of extensively nurturing "listening," "speaking," "reading," and "writing" and the Courses of Study have been enhanced through various efforts from the previous ones. The goal



of communicative activities became concrete from the perspective of skills integration. However, the issues revealed concerns the lack of applicable language activities for speaking and writing, insufficient language activities with the aim of "interaction" and "improvisation," and insufficient language activities that integrate multiple domains, such as having students discuss what they have read and exchange opinions. (MEXT, 2018). Considering these facts, the most major revision of the new Course of Study is that "speaking" skill was divided into "interaction" and "presentation"; goals are set in five areas of four skills, which are "listening," "reading," "speaking (interaction)," "speaking (presentation)," and "writing".

Sato and Takahashi (2008) designed a model that shows how they integrated English speaking and writing skills in their class. In their studies, they followed the steps below:

- (1) Introducing three questions about the topic
- (2) Practicing conversation strategies
- (3) Writing homework:
  - (a) what you want to say
  - (b) vocabulary you want to use for this topic
  - (c) three new questions you will ask in the next conversation
- (4) Peer editing in compositions
- (5) Timed conversation (3-minute timed conversation and 2 minutes of summarizing)
- (6) Recording the timed conversation

By following these steps, her students could develop students' speaking and writing. Correspondingly, in the progression of this action research, this model of integrating English skills in speaking and writing is being realized.

## **Research Issues and Questions**

### **Teaching Context**

Course Title: English & Expressions II

Level: Senior High School (3<sup>rd</sup> grade)

Class size: 25 (17 girls and 8 boys)

Time: 50 minutes, 2x/week

Textbook: None

### **Challenges I Faced (Explain where was it conducted)**

Compared to my focus group last year, the focus group I have this year could be more motivated to learn English. I was taken aback as I had assumed this group of students would have greater proficiency in English than the first-year students I had last year. The students' interest in learning are solely reprimanded by having to complete the task and passing their performance tests. During the first semester, I wasn't confident in my ability to help the group become more comfortable using their second language, as I was struggling with my own confidence as a teacher.

As I reflect on my situation in my focus group, I tried looking at the other groups whom I also teach. I became frustrated when I was comparing two or more groups of students. I realized that I should consider what my focus group is capable of and what their goals are. During the first semester, they struggled to write essays and hold conversations, likely due to having a gap year in the course. During the second semester, students learned new communication strategies in speaking and writing to overcome communication breakdowns and keep their conversations going for more than 2 minutes.

### **Research Questions**

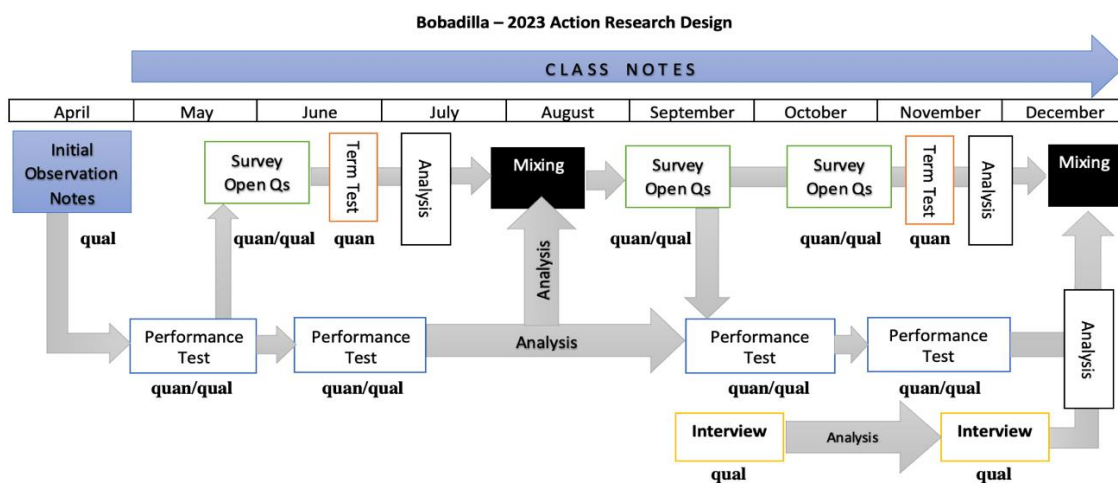
1. How do students improve their speaking ability using communication strategies?
2. How do students improve their writing ability?
3. How does skills integration improve students' communicative competence?

### **Clear and Measurable Objectives**

1. 90% of the students will be able to write more than 90 words by the end of the third semester (*Students' Writing*)

2. 90% of the students will be able to do script-free small talk for two minutes or more (*Timed Conversations and Speaking Tests*)
3. Students will be able to use the conversation strategies in their communication activities and speaking tests by the end of the third semester (*Opener, Closer, Shadowing, Rejoinders, Follow-up Questions*)

## Method



**ABOUT THIS RESEARCH DESIGN** Title: Improving Senior High School Students' Communicative Competence Through Skills Integration

- Research Questions**
1. How do students improve their speaking ability using communication strategies?
  2. How do students improve their writing ability?
  3. How does skills integration improve students' communicative competence?

Research questions are progressively being modified to address the issues raised at the beginning of first semester 2023. The objectives were developed through in-class observations and L2 learning difficulties pointed out by the students. Lightbown & Spada (2013) say that, “If a learner responds that he or she frequently interacts with speakers of the second language, it may not be because he or she is motivated to learn than one who reports less interaction. Rather, it might be that these individuals live where there are more opportunities or a greater necessity for language practice than those who report a low frequency of interaction.” This research design map corresponds to the exposure of students’ L2 learning in the classroom. Suggesting that the frequency of L2 exposure and gathering of data will help in proving the

trustworthiness of this study. Mixed methods research will be used in analyzing the gathered data.

The data gathering will be done from April to December, to comply to the submission requirements of the MA TESOL Program. Looking at the research design map, the *Initial observation notes* which was done in April served as a qualitative data that was used to influence the production of the performance test in first semester (May). The on-going *Class notes* from May to December will serve as an increment in observing the progress students have made in class. The *performance tests* which include the final output in both speaking and writing contains quantitative and qualitative data that were used in generating the questionnaires in the survey. Both closed and open-ended questions were included in the survey. After the analysis of performance tests, term test results and class observations, mixing will be done to validate the accuracy of each data analyzed. On the second semester, the same process will be done but with the addition of conducting interviews with focus students before and after the second semester was done.

***First Semester Curriculum.*** The table below summarizes the CSs introduced, the topics covered, and the grammar foci. As my school does not use a textbook, I obtained the lesson flow from the curriculum made by my colleagues at the same school. Furthermore, majority of the lesson curricula were followed after Sato and Takahashi's (2008) model of skills integration in speaking and writing. I was encouraged by my advisor, Dr. Sato, to remove the guide sheets after doing timed conversations twice in order for students to use the CSs they've acquired from the previous and current lessons. And to encourage script-free speaking activities that were gradually increased from 2 minutes to 2 minutes and 30 seconds.

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**Table 1**

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Month	(CSs)	Main Activities
April	Review of Communication Strategies Openers and Closers Shadowing Rejoinders Follow-up Questions (Asking two follow-up questions)	Topic: Would you rather have a life without a smartphone or allowance? Small Talk Adverbial Infinitives Timed Conversation 2 mins 30 secs Final Draft (Smartphone or Allowance) Speaking Test

May	Review of CSs Follow-up Questions (Asking three follow-up questions) Asking & Giving Opinions (What do you think? I think...)	Small Talk Timed Conversation 2 mins 30 secs Supplementary worksheets
June	Review of CSs Follow-up Questions (Asking three follow-up questions) Partly Agreeing (You have a good point point, but...)	Topic: Is Social Media Good or Bad? Small Talk Worksheet (Conjunctions) Fun Essay (Smartphone or Allowance) Timed Conversation 2 mins 30 secs (Simple debate format) Speaking Test Survey Questionnaire

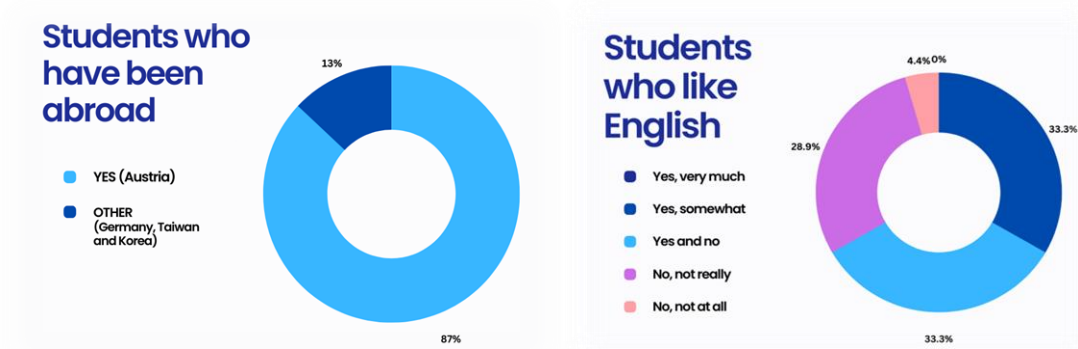
At the beginning of the semester, students were briefed on how the breakdown of their grades would be. It will be 50 points for the term test, 20 points for the speaking tests, 20 points for the essay writing and 10 points for participation.

**Table 2**

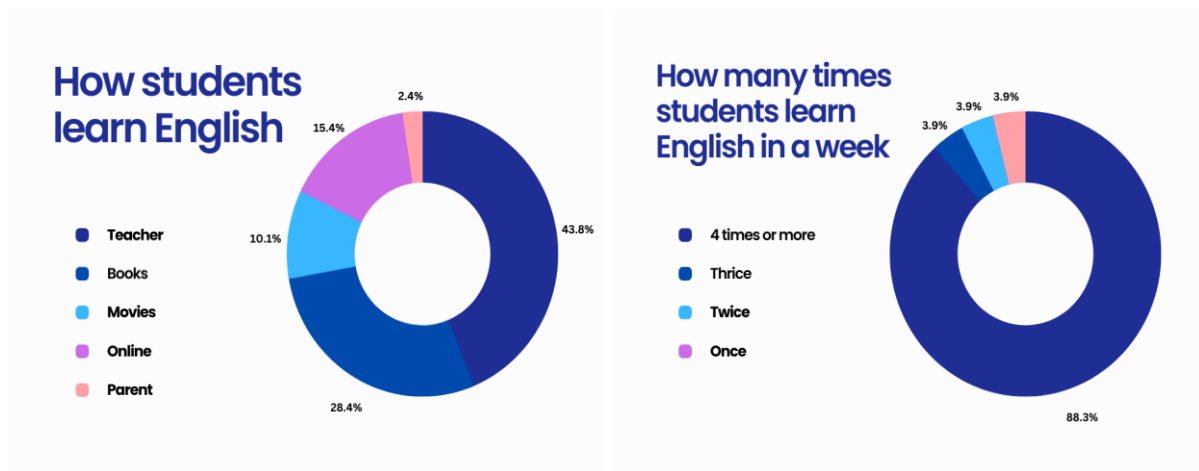
Timeline	Topic	Minimum Word Count / Time Length	Grading
Before Midterm Test	Unit 1 Would you rather have a life without a smartphone or allowance?	110+ words 2 minutes 30 seconds (Communication Test)	課題点 50 points Composition 20 Communication 20
After Midterm Test	Unit 2 The Good and Bad Benefits of Using Social Media	120+ words 2 minutes 30 seconds (Communication Test)	Worksheets & Participation 10 定期考查 50 points

**4a. Language Learners' Histories.** In this section, I am going to discuss my focus group's language learner histories, backgrounds and the goal of students in their desire to learn English. The survey during the first semester was done before the term test. Amongst 25 students in the class, only 23 students have legibly completed the survey. The survey started

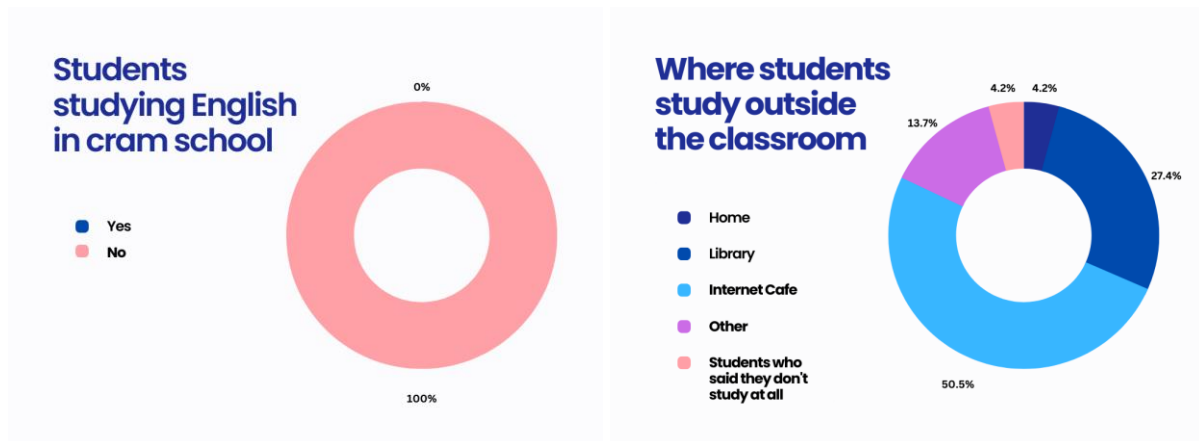
with questions about students' English language exposure and their interest in learning the English language. In pie chart 1 below, majority of the students mentioned that they have visited Austria because of their study abroad as music majors. Even if majority of them have been to other countries as well, the students who are somewhat interested in learning English is only at 33% (Chart 2).



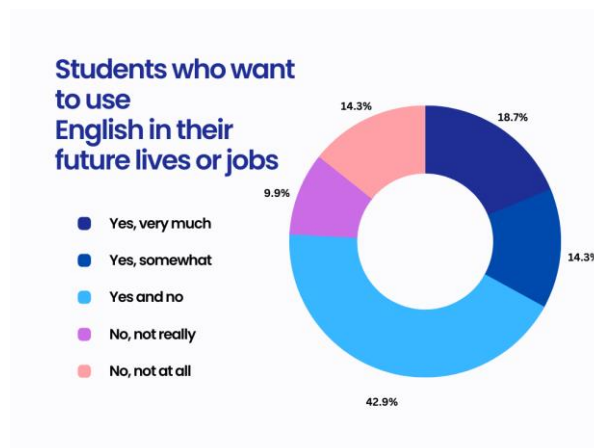
In chart 3 and 4, students were asked about the frequency of their exposure in English language. 43% of them said that they mostly learned English from their teacher. And even if they are learning English more than four times a week, students are still lacking competence in both of their speaking and writing skills.



Looking at chart 5 and 6, I have come to realize the reason behind the indifference of students towards their L2 learning. There were not enough exposure of English outside the classroom. And lacking interaction using the language being acquired leads to learners' demotivation in learning a language. When I was a student in Japan, I also lost my interest learning the English language as there were only few people who could speak English in my school—and most of them were even my teachers.



In chart 7, only 32% of the students thought that they would somewhat use English in their future lives or jobs. Most of these students expressed their interest by wanting to use English as a musician. Their comments revealed that they want to be able to accommodate all people (fans) if they are able to speak in English. In chart 23, A huge amount os students at 67% claimed that they would live to develop their speaking abilities. Their reasons will be enumerated at the table below.



As an educator, I consider it crucial to learn about my students' language learning histories. This provides me with insight into their English proficiency and their motivation to improve their L2 skills. Although motivation is not the main focus of my study, I utilized students' backgrounds and histories to identify positive reinforcements that encouraged their interaction and helped them improve their speaking and writing skills. I used this information to inform the lesson materials, surveys, and interviews conducted during the second semester.

**4b. Used communication strategies in small talk and speaking activities.** I made it a point that in every lesson, students will be able to do small talk activity as a warm-up in each class. Gradually, I increased the talking time from one minute to 1.5 minutes to 2 minutes during the first semester to 2 minutes – 2 minutes 30 seconds during the second semester. During my first year of teaching at my school, I was once asked why the students in my classes consistently scored higher on their speaking tests compared to those in other classes. The reason behind this was my gradual approach of preparing them for speaking since the beginning of the unit, by incorporating small talk activities in the curriculum. This enabled the students to become comfortable in speaking English and achieve better results in their speaking tests.

I raised this idea to other co-teachers as it will be helpful for students to remain calm on the actual test as they have been doing this on a regular basis. As mentioned by Nation (2001), "...a learner needs to have meaningful encounters with a new word before it becomes firmly established in memory. The estimates range as high as 16 times in some studies." I have found out that repetition and regular small talk activities somehow builds up the students' capacity to talk longer in English. Communication strategies taught made the conversations seem natural. However, we have to keep in mind that using communication strategies doesn't guarantee that students understood what CSs are for. Predominantly, students discover the usage of these strategies when they are being used by other learners in the conversation. Therefore, students need frequent encounters to these CSs in order to understand the entirety of its usage.

**4c. Students did Timed Conversations.** At first, we used timed conversations to mainly challenge how long students can talk in English. Upon submitting my class observation to Dr. Sato, my advisor, he noticed something that is lacking in my timed conversation approach. He suggested that I have to do the timed conversation thrice with different speaking partners. Not only that, he also mentioned that on the third time that students are going to do their timed conversations, students have to do the conversation completely script-free. For the first time, what I did was to have the students take out all the supplementary worksheets they used in class. I had them use it as their source of information while they refer to the script that I've written on the board. On the second time, I was erasing the script little by little. And for the last time, I have completely erased the script on the board and told the students to keep their notes, face their partners, make eye contact, speak with a big voice and use gestures while conversing. At first, I've heard a lot of complains as to how impossible this task is for the students.

Surprisingly, students did talk more because they weren't focused on a piece of paper in front of them and worrying about the next thing to say. This time, they were relying upon what



they already know and the CSs they have already used or can remember. Based on my observation, *Communication Breakdown* is also one of the reasons conversations wouldn't continue. The lack of vocabulary from their second language makes it hard for the conversation to continue. Thus, making it an issue where students just switch back to speaking in Japanese.

**4d. Communication Tests Implemented.** Speaking test served as one of the final output of students' term requirement. Students had considerably low scores at the first speaking test. Aside from being a curriculum requirement, I tried my best to make my students feel comfortable during communication tests. I have experienced marking students who were really good during small talk activities at the class and then end up anxious during performance tests. The results vary differently on how well students prepare for the test, how much they know about the topic and how calm they were while taking the test. Note that it is not only the verbal communication strategies that were present, they've also managed to apply the non-verbal aspects which are the posture, eye contact, gestures and voice inflection.

The pattern on which the lesson plans were taught are as follows:

<i>Comprehensible</i>	<i>Conversation</i>	<i>Speed</i>	<i>First</i>	<i>Common</i>	<i>Peer</i>	<i>Final</i>
<i>Input</i> →	<i>Mind Map</i> →	<i>Writing</i> →	<i>Draft</i> →	<i>Mistakes</i> →	<i>Editing</i> →	<i>Draft</i>

**4e. Input (Communicative Activities).** I have realized that missing on any of these stages will make it difficult for the learner to achieve the curriculum requirement of writing 130 words at the end of the year. *Comprehensible input* activities play a vital role on navigating the flow on whether or not students have successfully acquired the understanding of the topic being discussed. Without meaningful input, students will have a hard time constructing ideas they have never thought or encountered before. Because of this, *Conversation Mind Map* and *Brainstorming* activity were used as a platform where students' budding ideas can be sourced to help build up students' written compositions. After writing students' mind maps/brainstorming and using it for small talk conversations, students are given the task to do 10-minute *Speed Writing*. In this activity, students wrote what they can remember from the conversation mind map they made and previous small talk conversations they did. But without the intention of correcting their grammar and solely focusing on the content of their writing. After successfully finishing their Speed Writing, students wrote their First Draft on the next lesson. I've seen how valuable this structure was by comparing students' writings from the Unit 1 and Unit 2.

**4f. Common Mistakes (Peer Editing).** Continuing the progression through skills integration, students started to realize their mistakes through corrective feedback by either the teacher or their fellow learners. I will put emphasis on this certain activity which is *Peer Editing* (peer check). Students were not entirely keen on correcting their classmates' composition at first. But eventually, as I've instructed them to help other students with corrective feedback, they were able to grasp the importance of working with other pairs. I have observed that some students worked differently when doing this task. Some students asked their pairs to check and some have analyzed their mistakes and self-corrected their worksheets. With this in mind, I have marked students' mistakes categorically with spelling (SP), grammar (GR), add the missing word (^) and with a "star" meaning that they have written a good sentence. I specified these mistakes to give the students an idea of where and what to correct. Without the specific marks in these categories, students feel confused as to how they will be able to complete this task.

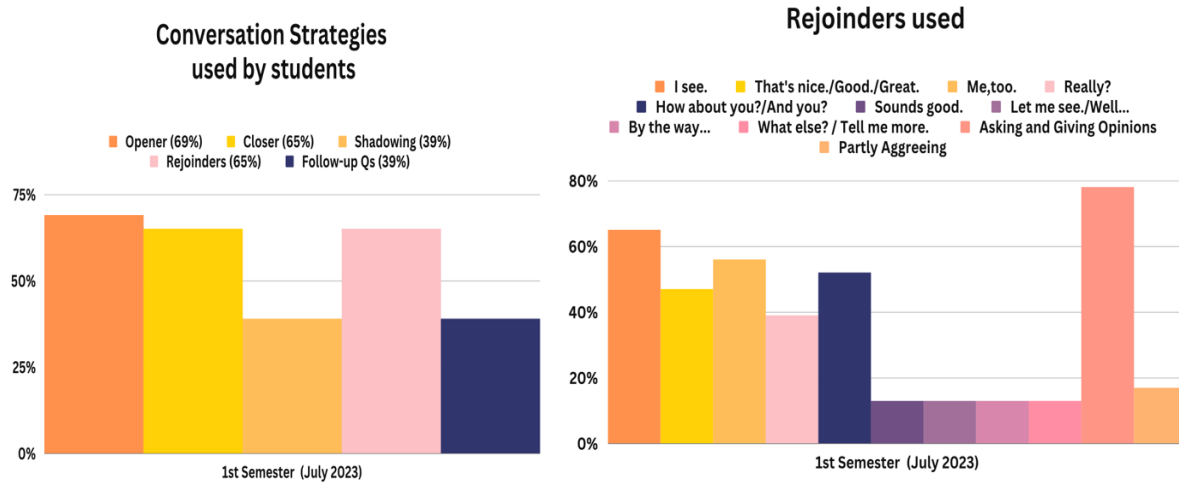
**4g. Fun Essay.** Following Sato and Takahashi's (2008) model of integrating skills in speaking and writing I used Fun Essay as the final output for the second unit. Following a rubric, students were encouraged to edit their drafts and personalize their essay with illustrations.

**4h. Conducted the 1<sup>st</sup> Term and 2<sup>nd</sup> Term Survey twice (May, September and November 2023).** Quantitative data were collected through survey in order to assess students' communicative competence level and pay attention to issues raised at the beginning of the first semester. Students' feedback and comments were also gathered for the improvement of the course. Golombek & Johnson (2002) emphasized that discovering students' perspective through action logs and responding to learners' needs help build a collaborative community in which learners are free to express their opinions and experiences without being afraid of making mistakes in the language they're acquiring. However, as mentioned above, I have allowed my students the autonomy to give their comments in either Japanese or English—thinking that they will be able to express their true intentions in the language they are comfortable to use. I did the survey while students were waiting for their turn to do their speaking tests.

## Results

**5a. Data supported by survey results.** The first survey was done before the term test on the first semester (May). Amongst 25 students in the class, only 23 students have legibly

completed the survey. I used bar charts in this section to show the number of strategies that students have already been using after the first term.



In chart 1, the data suggests that almost 70% of students have been using *opener*, *closer* and *rejoinders* in their conversations. However, *shadowing* and *follow-up questions* have fallen behind at only 39% who uses these strategies in the class. On a positive note, the new strategy learned on how to ask and give opinions “What do you think? I think...” was claimed to be used by about 79% of the class. Looking at another data from the survey, we will see the if the survey results in chart 1 and 2 is related in chart 3 and 4.

**Table 1**

*Rejoinders used by focus students*

	May	September	November
Raya	<i>Opener, closer, I see, That's nice, Me too, Really, What do you think? I think, I agree with you however... (10)</i>	<i>Opener, closer, I see, Me, too, Really? (6)</i>	<i>Opener, closer, I see, That's nice, Me too, Really, How about you? (9)</i>
Ken	<i>Opener, closer, shadowing, I see, That's nice, Me too (7)</i>	<i>Opener, closer, shadowing,</i>	<i>Opener, closer, I see, That's nice, Me</i>

*I see, That's too, Let me  
 nice, Me too, see... (7)  
 How about  
 you?, What  
 do you  
 think? I  
 think..., I  
 agree with  
 you  
 however...  
 (12)*

Shun

*No answer*

*Opener,  
 closer, I see,  
 How about  
 you? (5)*

*Opener,  
 closer, I see,  
 That's nice  
 (4)*

CHART 3. WHEN YOU DIDN'T UNDERSTAND YOUR PAIR, DID YOU CLARIFY WHAT THEY SAID?

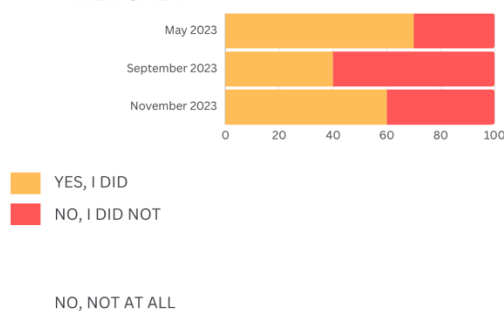
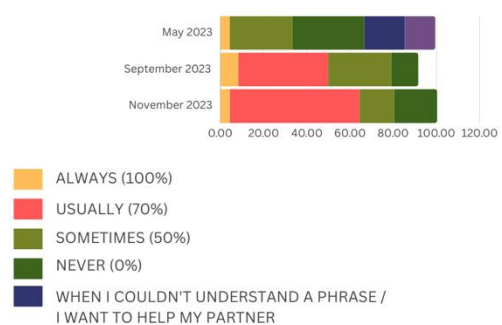


CHART 4. DO YOU SPEAK JAPANESE DURING SMALL TALK ACTIVITIES?



In chart 3, students were asked if they clarified to their speaking partner what was being said when they misunderstood their partner. 70% of the students responded that they did clarify when they didn't understand what their partner was saying, compared to the 30% of the class who suggested that they did not bother to clear the misunderstanding at all during the first

semester. On the 2<sup>nd</sup> semester, only 40% of students claimed that they have clarified a misunderstanding and increased by 20% during the 2<sup>nd</sup> time survey in the 2<sup>nd</sup> semester.

The comments on the table below, otherwise, suggests that 60% of the students who claimed in chart 4 that they used Japanese when they couldn't understand a phrase or they wanted to help their partner, makes up the 70% of the students who clarified their misunderstanding with their speaking partners. The table below consists of students' comments that corresponds to the follow-up question asked in chart 3:

**Table 4**

*Focus students' comments on how they clarified the misunderstanding*

Students who clarified	Students who did not clarify
<i>I asked my partner again (2 students) ...with a small voice (1) ...in Japanese (1)</i>	<i>Because I will forget what I didn't understand  I didn't have a digital dictionary to check the meaning</i>
<i>I asked again to repeat the words that were difficult to hear</i>	<i>Because I understood what my partner is saying</i>
<i>I can't remember</i>	<i>I knew what it meant, but I didn't know how to answer so I stopped</i>
<i>Students used communication strategies: (3 students)</i>	<i>Because I don't want to interrupt (stop) the conversation</i>
<i>I said, "Nante itta?" (What did you say?) I said, "Parden me?" I said, "Sorry, one more prease?"</i>	<i>(September)</i>
<i>(September) I asked them again.</i>	<i>Because I understood the conversation</i>
<i>I asked for a simple rephrasing (November)</i>	

To support the data of the tables and charts above, the following excerpts were analyzed with a focus on the verbal and non-verbal aspects of repair in Student C's communication test.

*Excerpts in Student C's Repair Practices in conversation.* Trouble-source in communication is the cause of problems in understanding, speaking, or listening. Repair is where we find solution. In the following excerpts, we are going to look at three things. First, how students recognized the trouble-source. Second, what are students' initial response when they recognized a trouble-source. And third, how students come up with the trouble solution. Both verbal and non-verbal aspects of repair will be analyzed in these excerpts.

## Excerpt 1

```

1  C: >ah.< >how about|you?<|
2    (1.0)
3          | C points to his chest
4    eh?, how >bout | yo(hh)u.<
5    ええ?          | C lowers his body and points to himself
6    huh?          | A nods
7    eh, ↑I↓ (3.0) | (not items) (1.0) is >allowance.<
8    ええ          | C gestured with his right hand
9    well
10 A: hm::m (1.0) bad point.
11    A looks up A looks to Y

```

In response to A's question first-pair part (FPP), C first repeats his complete turn as an acknowledgement, while pointing to his chest (line 1). After C's FPP, it is now A's turn to talk and respond to the question. However, there is a (1.0) second pause, and C produces an Open-class R initiator "huh?", showing his puzzlement. The pause and the repair initiator suggest that C is having trouble responding to A. Indeed, he then performs a Self-initiated self-repair by repeating (recycling) the same question in line 4.

As he recycled the question, he lowers his body and points to his face. This change in bodily actions suggests that C has a new understanding about what "how about you" means at this moment, that is, it is his turn to speak. After this, he proceeds to respond to A's question.

## Excerpt 3

```

1 A: hm::m (1.0) bad point.
2    A looks up A looks to Y
3    Y: bad point.
4    Y looks up
5    (2.0)
6    C: <allowance bad point?>
7    (1.3)
8    ↓h:m, | (2.0)
9          | Y tilts his head to his right
10    allo|wance?
11          | Y looks at A
12          | A nods
13    (1.0)
14    oh:h <°allowance bad point-o°>

```

15 *Y lowers himself*  
 16 <↑allowance bad point-o ↓dakke.>  
 17 だっけ  
 18 is it?  
 19 (1.0)  
 20 A: °smartphone.°  
 21 C: smartphone bad point. ehh, long-u | long-u touch.  
 22 ええ |Y demonstrates using a  
 smartphone

In excerpt 2, C started by repeating “bad point” in line 3 as an acknowledgement of A’s request for him to talk about the negative aspects of having an allowance. Instead of responding, which is the preferred action here, he looks up and takes a (2.0) second pause before initiating repair by producing a repetition with rising intonation (“allowance bad point?”). During the several gaps here, in line 8, he tilts his head as he uttered the word “hm” with a falling pitch. This shows his understanding that it is his turn to speak, but he cannot produce a turn at the moment. He then reinitiates repair by repeating “allowance” with rising intonation. As he speaks, he looked at A to check and A provides the repair solution with a nod. By this point, it appears that C has reached mutual understanding, as seen in his lowering himself and the repetition of “allowance bad point” twice with falling intonation. But on the second time, he inserted a Japanese question “is it?” at the end of “allowance bad point” in line 16, again, displaying his acknowledgement of understanding about what he needs to talk about.

However, his answer is not coming, and instead, he switches to Japanese and aborts the sequence. When A suggests “smart phone” (line 20) as a new topic, C responds more readily with an answer.

**Discussion.** In A and C’s conversation, silence did not only serve as an avenue for turn-taking but also served as sequences to invite recipients to initiate repair. With C in particular, he initiated repair by showing his misunderstanding through verbal and non-verbal ways. He changed his intonation in high pitch when he was trying to clarify what A was saying. And goes back to a normal pitch when he finally understood what was being said. He changed his pitch when he misunderstood A’s statement. Most of the time, the gaps happen after A is done talking and C is not taking up the floor to talk. Evidently, we can see that C doesn’t answer in complete and grammatically correct sentences. To cope with this difficulty, he uses a lot of gestures to help him during the repair segment. Because of this, he also goes back and forth in inserting Japanese at the end of his sentences or his reactions.

We can see from these excerpts that the verbal aspect can't stand alone when communicating with people. The non-verbal aspect of communication in Conversation Analysis creates an agency for all level of students to be interactionally competent to participate in a Second Language (L2) conversation. Their ability to be communicatively competent in their L2 does not abandon their advancement on being equally competent in their L1. Moreso, with interactional competence combined it helps if these verbal and non-verbal aspect of silence and repair from their First Language (L1) can be applied to their L2.

**5b. Skills Integration in Speaking (Timed Conversation).** Timed conversations were done in progression since the beginning of each unit through small talk activities. On the timed conversation activity itself, students were given time to practice before the speaking tests. In the recent survey, students evaluated on how much they have improved in their English-speaking ability.

*Data from the unit surveys (May, September and November 2023)*

CHART 1. I AM ACTIVELY PARTICIPATING IN SMALL TALK ACTIVITIES

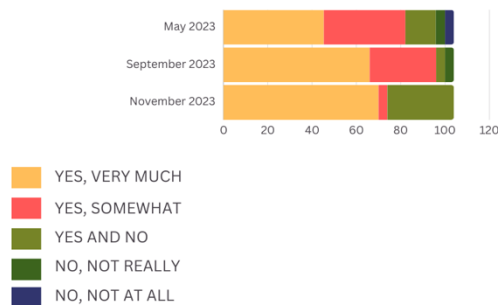
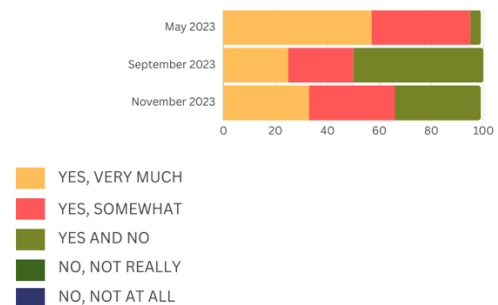


CHART 2. I BECAME CONFIDENT SPEAKING IN ENGLISH AFTER EACH UNIT



Although chart 1 suggests that, 45% of the students think that they are exceptionally participating in small talk activities (timed conversations), their confidence in speaking English after the first term in chart 2 contradicts this idea at 0%. Students who responded “Yes, somewhat” and “Yes and No” in chart 6 makes up the 95% of the class with less confidence in spite of how active they have claimed to be participating in speaking (small talk) activities.



CHART 6. HOW LONG CAN STUDENTS TALK AFTER EACH UNIT

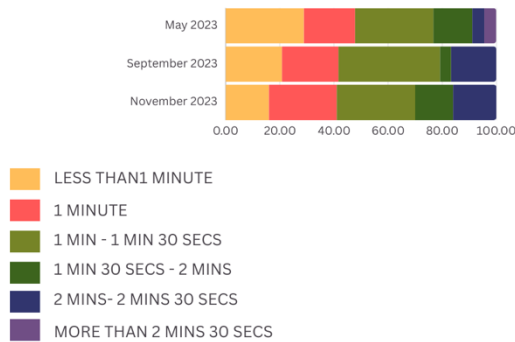
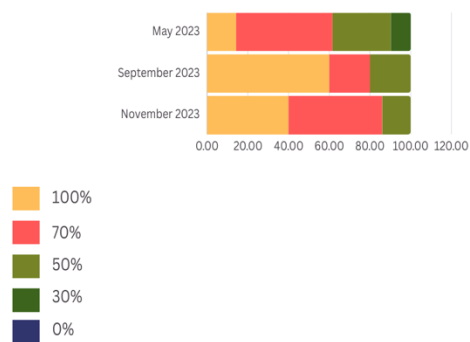
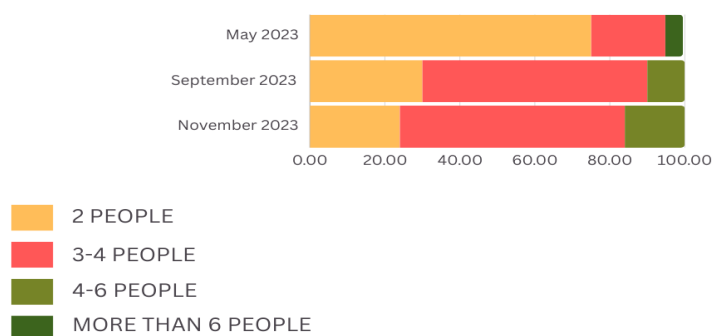


CHART 7. HOW MUCH OF THE CONVERSATION STUDENTS UNDERSTAND



In chart 6, it suggests that a sum of 28% of the students can hold a conversation for less than 1 minute. It decreased by about 10% during the 2<sup>nd</sup> semester. 18% of the students can keep the conversation going long for 1 minute and 28% can hold the conversation the longer at 1 minute 30 seconds – 2minutes. However, the small number students who can hold the conversation longest at more than 2 minutes and 30 seconds only makes up the 8% of the class during the 2<sup>nd</sup> semester. In November, about 16% of students can talk from 2 mins and 2 minutes 30 seconds. Majority of the class claimed at 75%, that they have understood 50%-70% of the conversations they had in chart 8 on May. Students who understood 100% of the conversation increased by 20% in November.

CHART 5. HOW MANY PEOPLE ARE YOU CONFIDENT TALKING WITH?



In this regard, students’ lack of confidence in their speaking improvement in chart 5 relates to how many people students were confident talking with in chart 9. In May, 75% of

the students claimed that they prefer talking with just 2 people. In November, it decreased by about 40%. And the students who prefer talking with 3-4 people increased by more than 40%. The tables below are focus students' comments in regard to how well they did in the conversations and what they would like to accomplish in their next conversations.

**Table 5**

*Students' comments on timed conversation performance*

What did you do well in the conversation?	May	September	November
Raya	<i>I was able to do a lot of good reactions</i>	<i>I didn't stop the conversation. Even if I used the same reactions, I used them a lot</i>	<i>I connected the conversation using a rejoinder</i>
Ken	<i>I was able to answer the questions and continue the conversation</i>	<i>I responded (reacted)</i>	<i>I used, "Let me see..."</i>
Shun	<i>I did well in gestures and speaking</i>	<i>(-) I couldn't spell clearly</i>	<i>Response (Reaction) and using gestures</i>

**Table 6**

What can you do better in the next conversation?	May	September	November
Raya	<i>I want to be able to ask follow-up questions</i>	<i>I want to be able to use more follow-up sentence</i>	<i>I want to increase the using rejoinders</i>
Ken	<i>I want to increase the variation of words, so I could ask more questions</i>	<i>I want to be able to ask more questions</i>	<i>I want to concentrate in one thing</i>
Shun	<i>Grammar and comprehension</i>	<i>I want to improve my language skills a little more</i>	<i>Sentence connection and comprehension</i>

**Figure 4**

*Comments from Student B's Timed Conversation Sample*

Student B said that she wants to express her opinions more in follow-up sentences. But she was only able to respond briefly because of the follow-up questions asked by the pair. I think that students have to learn the strategies in turn-taking practices in order to politely take up their turn without making it look like that they are interrupting the speaker. Student B also mentioned that she was able to ask questions smoothly to her partner.

### 5c. Skills Integration in Writing

***(Comprehensible Input, Common Mistakes and Fun Essay)***

The goal of the unit 1 is to comprehensibly write students' final written output with a minimum of 110 words. However, systematic steps were taken for the completion of this task. As mentioned earlier, Krashen (1982) put a strong claim in regard to Comprehensible Input. According to him, comprehensible input causes acquisition. And because not all learners are equally successful, equal opportunities in acquisition must be given to provide students an avenue to learn from other learners.

Student A and B were able to finish their final written output just on time during May. However, because student C wasn't as keen in completing his paper and did not to comply on the deadline, he failed to get enough score in Unit 1. Eventually, at Unit 2 I talked to him and he tried to submit the task later on. The following charts below will discuss students' evaluation in their own writing improvement.

CHART 8. CAN YOU COMPLETE THE WRITING TASKS ON TIME?

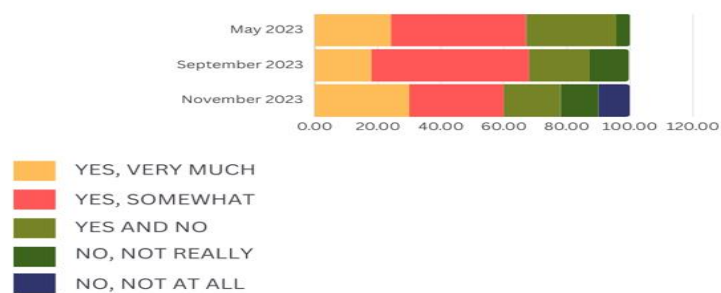
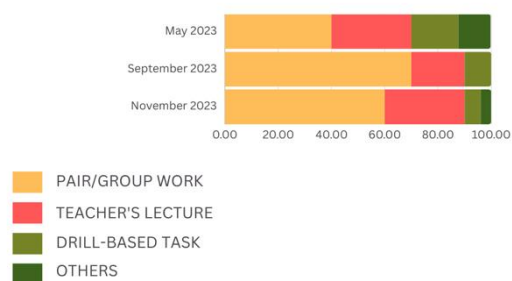


CHART 9. WORDS STUDENTS CAN WRITE ABOUT FAMILIAR TOPICS



CHART 10. ACTIVITIES STUDENTS THINK ARE USEFUL TO IMPROVE THEIR WRITING



When asked if students can complete the writing tasks in chart 8, 66% of the students claimed that they can somewhat complete the tasks. However, on the data in chart 11 it shows

that 55% of these students can write only about 30-80 words. For the completion of our course, students are required to write 110 words at minimum. In chart 9, a huge portion of the chart makes us the 52% of students who said that their reading comprehension is considerably related to a topic they are familiar with. This is the reason why the emphasis on the process of Comprehensible Input in language acquisition is important. As students have already claimed that their reading comprehension relies upon what students know, it is good to introduce topics on the basis of Sato and Takahashi's (2005) model of Integrating Skills.

For the better understanding of each unit, I have found out that both input-based and output-based activities should be used in order to create a strong scaffolding for students' lesson comprehension. After writing students' mind maps and using it for small talk conversations they were given the task to do 10-minute *Speed Writing*. Whereas, students write what they can remember from the conversation mind map/brainstorming they made and previous small talk conversations they did. But without the intention of correcting their grammar but solely focusing on the content of their writing. After successfully finishing their Speed Writing, students will write their First Draft on the next lesson. I've seen the progression by comparing their writings from the previous unit. Some students wrote with their personally acquired knowledge and some were able to curate ideas just by getting information from other students. And there are students who were able to do both and write more.

**Table 7**

*Words focus students can write about familiar topics*

	May	September	November
Raya	<i>About 90 words</i>	<i>More than 100 words</i>	<i>More than 100 words</i>
Ken	<i>Less than 30 words</i>	<i>About 50 words</i>	<i>Less than 30 words</i>
Shun	<i>About 50 words</i>	<i>About 50 words</i>	<i>60 – 80 words</i>

**Table 8**

*Reasons why focus students can or cannot finish their writing tasks on time*

	May	September	November
Raya	<i>I'm worried because I can't come up with the verb that fits (Japanese/Chinese grammar)</i>	<i>I managed to complete it with the help of a dictionary</i>	<i>I managed to put it together well</i>
Ken	<i>Because I barely finished it?</i>	<i>Because I didn't have time</i>	<i>It was difficult</i>
Shun	<i>It's difficult. I don't get motivated.</i>	<i>I wasn't able to participate a lot because I've been absent</i>	<i>I can't think of any words, I can't understand the words</i>

CHART 11. STUDENTS WHO THINK WORKSHEETS IN CLASS CAN HELP IMPROVE THEIR WRITING ABILITY

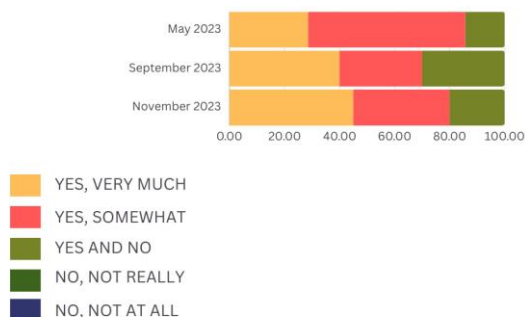


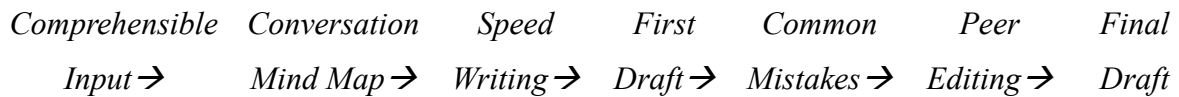
CHART 12. RATE THE USEFULNESS OF EACH WORKSHEETS



In chart 11, students were asked to check which activities they think are useful in improving their writing skills. Even if students were claiming to be less confident choosing only two people to speak with, students were confident at 35% that pair/group work played a

big role in completing their writing task in May. Their opinions about the usefulness of pair/group work increased by 15% in September. Students were then asked in chart 12 if they find the worksheets used in class to be useful to improve their writing ability, and almost 85% of them somewhat agreed to this statement. Both of my focus group from last year and this year were also given a chance to rate the usefulness of each worksheet used during the term. Both of these focus groups rated the importance of the top three activities in chart 12 as follows; *Brainstorming / Mind map*, *Common Mistakes* and their final output which is the Fun Essay. In November, students’ opinions about the usefulness of *Speed Writing* have also increased.

***Process of completing students’ Fun Essay***



**Common Mistakes**

Common Mistakes plays a vital part in improving students’ writing. Not only because students are getting direct feedback from the other learners, they are also getting familiarized with the same mistakes the other students have also done. For this reason, students are more likely to be receptive to feedback compared to students who remained quiet even if they were having communication breakdown in either speaking and writing.

After receiving their first draft, I immediately mark the students’ worksheet in red with spelling (SP), grammar (GR) and add the missing word or phrase (^). This is to be done to aid students in their limited knowledge of grammar and comprehension. From the survey results, it is true that students are most likely to finish writing and speaking tasks with a topic they are familiar with.

Since every topic has different common mistakes, it is advisable to introduce the topic with Comprehensible input. And yet, letting students commit mistakes, compare it to other, help correct their mistakes with the other learners and lastly self-correct their own mistakes. The “blue” correction in this worksheet was corrected by the focus student’s pair in common mistakes activity.

**Table 9**

*Focus students' interview comments*

	Raya	Ken	Shun
On dealing with communication breakdown	<p><i>The first thing that was on my mind was that I didn't want the conversation to stop. I can already react with something like "I see." I can respond by a follow up question to understand, I try to respond if I hear even a few words that I know.</i></p> <p><i>Well, for example, if I say "future" and they don't understand it, I change it to "dream"</i></p> <p><i>I wish I could change it into a word that sounds familiar.</i></p>	<p><i>Change it to something easier to understand.</i></p> <p><i>Tell only the words you think you will understand.</i></p>	<p><i>I used gestures. I'm not good at English, so I used gestures, eye contact, and rejoinder.</i></p> <p><i>If I cannot hear something I'd say, "Please say it again." (with a gesture as much as possible).</i></p> <p><i>What was difficult was definitely understanding the other person's words.</i></p> <p><i>And then, if it was difficult to understand the content of the conversation, I use a little gesture.</i></p>
On learning conversation strategies	<p><i>Now that I know more types I can say it back. In response to what a friend said, it's not just "I see" that fits well, it's</i></p>	<p><i>I've started saying "umm" more and more and "Let me see..."</i></p>	<p><i>I have a lot more opportunities to talk.</i></p> <p><i>Speaking has become easier to do.</i></p>



*not just "I see" that can  
be used for anything*

On completing  
essays

*Even when I want to  
connect a lot, the  
contents are different.  
(-)*

*I want to connect, ah, I  
want to increase the  
number of words,*

*When it's difficult to  
connect, I use that  
"also".*

*And so, I started to  
connect (.) and was  
able to increase the  
number of characters  
little by little.*

*If I can't write I can't  
speak.*

*Speedwriting is  
difficult.  
I guess it's really  
hard to write it all at  
once.*

*I think it will change  
if I have a mindmap.  
Then I can write  
about what I did.*

*I don't understand  
grammar at all.*

Relevance of writing  
longer to speaking  
long

*I don't know how to  
express my feelings but  
if I write a lot, I can  
use it in a conversation  
because I will think  
about those word and*

*I think it's a  
completely different  
thing. You can excel  
at one without*

*My speaking hasn't  
improved that much  
My writing ability...  
Well, it improved just  
a little bit.*

*use it in a conversation when I stand up*      *exceling from the other.*

Importance of learner-to-learner interaction

*I want a period of time to learn that word, so I can use it to make new English sentences*  
*And use it when we talk in pairs*  
*I want some alone time, too.*

*The more you have more people around, the better you can listen to conversations from many different people.*

*I think I prefer group because there are more discoveries than studying alone*

*There are things you don't understand when you're alone. I think it would probably be better if we could listen to each other while working in pairs. I think it would be better if we could do it in groups. Invite someone who understands and let's all teach each other.*

*I cannot only learn from the people who are having the dialogue but also from the people who are listening.*

---

## Conclusion

At the first semester, although most students don't think they are confident enough with their speaking ability in English, they were however, with the help of using communication strategies have actively participated in small talk and speaking activities. On the other hand, since skills integration in writing to improve students' communicative competence was later realized, the data collected weighed more in the improvement of students' speaking ability. From the second semester, emphasis will be placed on gathering data about students' writing ability improvement.

There are three things that helped me get through the first semester. First, I was reminded that taking small steps is important. Keeping in mind that in leading students to achieve the bigger goals, accomplishing smaller achievable goals must be realized. Keeping in mind that the activities, worksheets and lesson plan materials should be carefully curated to cater the students' level. This creates a margin that allows lower-level students to be equally competent as those high-level students. Second, provide ample time for students to construct their ideas in speaking and writing. Emphasize the weight of practice and familiarization that will create meaningful encounters and serve as a scaffolding to be remembered by students. The activities should be level-appropriate and communicative. Lastly, focus on what students are already able to do. Dr. Hanh, in our Discourse Analysis subject last July have reminded me something important about being an educator. It is that students already have the needed communicative skill from their L1 to improve their communicative competence in their L2. And success in language acquisition is not entirely dependent on us teachers, but rather, it is a collaborative effort where both teachers and students work together in attaining their fullest potential as a language teacher and learner.

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**Appendix 2-A**  
(Lesson Plan)

Unit 3 Topic: “Should Students Wear School Uniforms?”

DAY 1 (*Introduction of the topic*)

09/04/2023 Monday 4<sup>th</sup> Period (Doho High School | Music Class | 25 Students)

Time	Interaction T-Ss, S-S, S	Activity and Procedure
1 7 (8)	T-Ss  T-Ss Ss-Ss	1) Greeting <b>2) Warm up</b> <i>Four corners: What is a comfortable clothing for you?</i> -Ss decide on which of the four choices do they think is a comfortable clothing for their everyday lives -Ss then talk with people in the same group about the reason why they chose the type of clothing
4		<b>3) Watching video about the school uniforms around the world</b> -Ss will watch a video about the different uniforms worn by students around the world (This aims that students would be culturally aware that some uniforms are designed to be comfortable depending on the the need of students’; the design can also be depending on students’ beliefs, weather and other underlying issues that needs the clothing to be wearable and useful at the same time)
(4)  5  3 (8) 5	S  S  S-S  S	<b>3) Pre-writing</b> -Ss fold the worksheet showing only the memo section for the video and then write significant information they got while watching the video - Ss try to answer T/F questions regarding the video using the memo they have - Ss talk about their answers with their pairs using English. <b>(4) While-writing</b> - In the “What do you think?” part, Ss are encouraged to write about their opinions on whether or not they are <i>for</i> or <i>against</i> wearing school uniforms - Ss share their answers with their pairs <b>(5) Speaking</b>

3 (8) 7 3 (10) 5 (5)	S-S S-S S-S T-Ss	-Ss are encouraged to talk with a different pair and take a memo of their answers -After interviewing two more pairs, students come back to their original pair and talk about the information they have gathered from two different pairs <b>(6) Homework:</b> Brainstorming Students can use the data they have gathered from the warm-up, video and interviews. They can also add more details by doing research at home <u>Summary</u> -Ss gather information from the warm-up <i>four corners</i> , watching a video and sharing their opinions with other students like a brainstorm <u>Timed-Conversation</u> - Ss write down their own answers to the question(s) - Ss share their answers with their pairs. - Students use conversation strategies and talk with two or more pairs
1	T-Ss	7) Greeting

Total time: 44 minutes

T-Ss : 15 minutes

S-S : 24 minutes

S : 14 minutes



No.	word	Japanese meaning	English meaning (Write the meaning in the space)	Sample Sentences/ Write your own sentences by changing the underlined word/words.
1	appropriate	形 適切な		Example: These clothes are not <u>appropriate</u> for the <u>season</u> . These clothes are not appropriate for the <u>event</u> .
2	identity	名 同一性		Wearing this <u>badge</u> creates an <u>identity</u> to BTS fans.
3	freedom	名 自由		Her parents gave her the <u>freedom</u> to choose her <u>course</u> .
4	casual clothes	名 カジュアルな服		He <u>is wearing</u> <u>casual clothes</u> .
5	discipline	名 自制心、しつけ		<u>Children</u> should learn <u>discipline</u> at home and in school.
6	however	接副 しかしながら		The man got up early. <u>However</u> , he was late because <u>of the accident</u> .
7	in my opinion	名句 私の意見は		<u>In my opinion</u> , it is better to <u>have a healthy body than to be rich</u> .
8	equal	形 平等な		Our <u>club</u> teaches us that all members are <u>equal</u> .
9	ban	動 禁止する		We should <u>ban</u> <u>eating chewing gums</u> in school.
10	to dress for the weather	動句 天気(気温)に応じて着る		We must <u>learn</u> <u>how to dress for the weather</u> .
11	convenient	形 便利な		It is more <u>convenient</u> to <u>live</u> in an urban area than to <u>live</u> in a countryside.
12	formal ~	形 公式な		The <u>couple</u> are wearing <u>formal</u> attire for the <u>ceremony</u> .
13	individuality	名 個性		Her <u>artwork</u> expresses <u>individuality</u> .
14	comfortable	形 快適な		She feels so <u>comfortable</u> wearing <u>hip-hop clothes</u> .
15	fashionable	形 おしゃれな		She likes <u>going to</u> fashionable <u>parties</u> .
16	troublesome	形 面倒な		That <u>idea</u> was <u>troublesome</u> to students, so the teachers changed it.
17	unity	名 団結		To be strong, our <u>class</u> should have <u>unity</u> .
18	promote	動 促進する		<u>Playing team games</u> <u>promotes</u> unity.

A. but	D. training people to follow rules or behavior	G. the same in value, amount or size	J. useful or appropriate for a person's needs	M. does not allow officially	P. support or encouraged actively
B. character or personality	E. the power to act, speak or think as one wants	H. correct or right	K. gives physical relaxation	N. in fashion	Q. a unique image of a person, a group or thing is
C. being one	F. relaxing clothes usually used everyday	I. used to say what someone thinks or believes	L. causing difficulty	O. wearing appropriate clothes according to the weather	R. clothes people wear in special and important events.

Unit 3: Should Students Wear School Uniforms?

A. Watch the video about school uniforms around the world. You can write a memo in the space provided.

Memo

----- FOLD HERE -----

B. Comprehension Questions

Write T if the sentence is true otherwise write F if the sentence is false.

1. School uniforms show different cultures around the world. \_\_\_\_\_
2. School uniforms in the world have the same colors, patterns, and styles. \_\_\_\_\_
3. In Bhutan, they use a uniform with a big pocket in front to keep their books and other things for school. \_\_\_\_\_
4. Japanese uniform is influenced by European's sense of discipline and hard work. \_\_\_\_\_
5. German students wear casual clothes once a week. \_\_\_\_\_



C. What do you think? Let's ask our classmates' opinions.

Name	For (Reason)	Against (Reason)
Own opinion		
1.		
2.		
3.		

Class: \_\_\_\_ No: \_\_\_\_ Name: \_\_\_\_\_

A – all completed B – 2-3 missing C – 4-6 missing D – Didn't write at all

Sample Questions	Answers
Should students <b>wear</b> school uniforms?	I think students should/should not wear school uniforms.
Do you think students should <b>wear</b> school uniforms?	Yes, I do. / No, I don't.
What do you <b>think</b> ?	I think ...
Why do you <b>think</b> so?	I think .... because...
What's the <b>reason</b> why you think so?	The reason is ...
Do you have <b>other</b> reasons?	Another reason is...
Why should school <b>ban</b> it?	Schools should ban wearing casual clothes because...
Do you think schools should ban it?	Yes, I think so. No, I don't think so.
Why does it <b>promote</b> ~ ?	It promotes individuality because students can express themselves.
How does it help <b>promote</b> unity?	For example, if students wear uniforms, they have one mind and spirit.
What <b>appropriate</b> clothes should student wear?	Students should wear clothes that looks formal.
Do you think it is <b>appropriate</b> ?	I think so./I don't think so.
Do you <b>agree</b> that ~?	Yes, I do. / No, I don't.
Do you <b>feel</b> comfortable wearing a school uniform?	Yes, I do. / No, I don't.
What is your <b>opinion</b> about it?	In my opinion, ....

Class:\_\_\_ No.\_\_\_\_ Name: \_\_\_\_\_

EE2 Unit 1: Should Students Wear Uniforms?



**School Uniforms**

for

against

Brainstorming  
(Write your ideas  
in English)

**Good Reasons**

**Bad Reasons**

[Empty rounded rectangle for brainstorming]

[Empty rounded rectangle for brainstorming]

[Empty rounded rectangle for brainstorming]

[Empty rounded rectangle for brainstorming]

[Empty rounded rectangle for brainstorming]

[Empty rounded rectangle for brainstorming]

detail

detail

detail

detail

detail

detail

[Detail box with two bullet points]

[Detail box with two bullet points]

[Detail box with two bullet points]

[Detail box with two bullet points]

[Detail box with two bullet points]

[Detail box with two bullet points]

Class: \_\_\_ No: \_\_\_ Name: \_\_\_\_\_

A – a lot of ideas / all complete B – 1-2 incomplete C – few ideas / not complete D - X

Unit 1: Should Students Wear School Uniforms?

**Conversation Strategy Review: Asking and Giving Opinions**

1. Watch Conversation 1 to know how to use the strategies.

Conversation 1

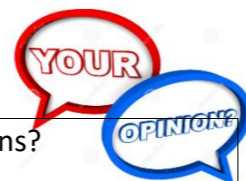
A. Try the conversation with your partner.

A: Hi, \_\_\_\_\_. By the way... **What do you think** about the Dragons?

B: *I think* the Dragons is the best team. **What do you think?**

A: I don't think so. *I think* the main pitcher is not a good player.

B: Really???



B. Please write the meaning in Japanese.

Asking Opinions	Meaning	Giving Opinions	Meaning
What do you think ~ ?		I think ~	

C. Your Turn.

A: Hi, \_\_\_\_\_. By the way... ( ) about Doho's school uniform?

B: I think \_\_\_\_\_. ( )

A: I don't think so. I think \_\_\_\_\_

B: \_\_\_\_\_

Class: \_\_\_ No: \_\_\_ Name: \_\_\_\_\_

No. 4

2. Watch Conversation 2 to know how to use the strategies.

Conversation 2

A. Try the conversation with your partner.

A: Hi, \_\_\_\_\_. Well...**What is your opinion** about students not using smartphones during break time?

B: **In my opinion**, it is a good rule.

A: Why do you think so?

B: I think if students use smartphones during break time, they will spend time playing games. They can't study well.

A: I agree / disagree.

B. Please write the meaning in Japanese.

Asking Opinions	Meaning	Giving Opinions	Meaning
What is your opinion ~ ?		In my opinion,	

C. Your turn

A: Hi, \_\_\_\_\_. ( ) about the rule of wearing school uniforms?

B: ( ), \_\_\_\_\_.

A: Why do you think so?

B: I think \_\_\_\_\_.

A: I agree / disagree.

Self-evaluation (自己評価) A -actively participated B – so-so C - did not participate



**Title: Should students ① Wear School Uniforms?**

I think ② should students wear ( ~ ) school uniforms. I have two reasons why. First, I love ③ ( ^ ) wear my Doho High School uniform. It ④ is ( GR ) a nice color and design. The design is appropriate for girls and boys. Second, it is easy to wear. It is troublesome ⑤ ( ^ ) choose ⑥ close ( SP ) every day. I don't have ⑦ many ( GR ) time in the morning. For these ⑧ reason ( GR ), I think ⑨ ( ^ ) should wear school uniforms ⑩ Because ( GR ) they are nice and convenient.

School uniforms are not good for students. These ⑪ is ( GR ) my reasons. First, school uniforms ⑫ shows ( GR ) the identity of the students. If I wear my school uniform, people will know which school I study at. I can't ⑬ ( ^ ) shopping after school. Second, school uniforms do not promote individuality. I want to wear ⑭ I ( GR ) favorite clothes. As you can see, school uniforms are not good for students, because school uniforms are not necessary ⑮ to studying ( GR ) .

Class: \_\_\_\_ No: \_\_\_\_ Name: \_\_\_\_\_

**A+** - ALL correct    **A** - 11 ~ 14    **B** - 5 ~ 10    **C** - 5 or less    **D** - no answers

**(Answer Key)****Title: Should Students ① Wear School Uniforms?**

I think ② students should wear school uniforms. I have two reasons why. First, I love ③ to wear my Doho High School uniform. It ④ has a nice color and design. The design is appropriate for girls and boys. Second, it is easy to wear. It is troublesome ⑤ to choose ⑥ clothes every day. I don't have ⑦ much time in the morning. For these ⑧ reasons, I think ⑨ I should wear school uniforms ⑩ because they are nice and convenient.

School uniforms are not good for students. These ⑪ are my reasons. First, school uniforms ⑫ show the identity of the students. If I wear my school uniform, people will know which school I study at. I can't ⑬ go shopping after school. Second, school uniforms do not promote individuality. I want to wear ⑭ my favorite clothes. As you can see, school uniforms are not good for students, because school uniforms are not necessary ⑮ for studying.



Schools should not ( ) eating chewing gums. ( ), chewing gums can help students. For example, chewing gums can help students' brain working. It can help them think of new ideas. Also, chewing gums keeps the students awake. When students fall asleep in class, they don't learn and don't get good grades. ( ) to teach ( ), students should follow rules. They should use their ( ) correctly. For these reasons, schools should make appropriate rules and allow students to eat chewing gums in school.

A) freedom	B) discipline	C) ban	D) however	E) in my opinion
------------	---------------	--------	------------	------------------

Class: \_\_\_\_ No: \_\_\_\_ Name: \_\_\_\_\_ / 5



Schools should not ( ) eating chewing gums. ( ), chewing gums can help students. For example, chewing gums can help students' brain working. It can help them think of new ideas. Also, chewing gums keeps the students awake. When students fall asleep in class, they don't learn and don't get good grades. ( ) to teach ( ), students should follow rules. They should use their ( ) correctly. For these reasons, schools should make appropriate rules and allow students to eat chewing gums in school.



A) freedom	B) discipline	C) ban	D) however	E) in my opinion
------------	---------------	--------	------------	------------------

Class: \_\_\_\_ No: \_\_\_\_ Name: \_\_\_\_\_ / 5



○ Group members: \_\_\_\_ ○ \_\_\_\_ ○ \_\_\_\_ ○

Title: \_\_\_\_\_ (First Draft)

**1st Paragraph (Good Reasons)**

① Topic Sentence: .....

② Good Reason 1: .....

③ (Follow-up Sentence/s): .....  
.....

④ Good Reason 2: .....

⑤ (Follow-up Sentence/s): .....  
.....

**2nd Paragraph (Bad Reasons)**

⑥ Topic Sentence: .....

⑦ Bad Reason 1: .....

⑧ (Follow-up Sentence/s): .....  
.....

⑨ Bad Reason 2: .....

⑩ (Follow-up Sentence/s): .....  
.....

**3rd Paragraph (Concluding)**

⑪ Topic Sentence: .....

⑫ (Follow-up Sentence/s): .....  
.....

⑬ (Call to action) .....

Topic Sentence  Good Reason 1&2  2 FUS  Bad Reason 1&2  2 FUS  Conclusion | (     ) words

	Content	Composition	Vocabulary	Grammar
<b>Strength</b>	<input type="checkbox"/> Very clear and logical <input type="checkbox"/> Lots of detail	<input type="checkbox"/> Neat writing <input type="checkbox"/> Complex sentences	<input type="checkbox"/> Many meaningful words <input type="checkbox"/> Difficult words.	<input type="checkbox"/> Few errors (<1/line) <input type="checkbox"/> Correctly use of should/should not
<b>Weakness</b>	<input type="checkbox"/> Unclear or illogical <input type="checkbox"/> Need more detail	<input type="checkbox"/> Out of place <input type="checkbox"/> Format Mistakes or sloppy writing	<input type="checkbox"/> unclear word choice (e.g., interesting, cute) <input type="checkbox"/> Usage mistakes or spelling mistakes	<input type="checkbox"/> Many errors (>2/line) or common mistakes <input type="checkbox"/> Should/should not are not correctly used
Score	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

•以下のものは0点とする：130語以下のもの、トピックから外れたエッセイ、まとまりがなく理解しがたいもの、読めないほど雑に書かれたもの、間違いがあまりにも多いもの

Class: \_\_\_ No: \_\_\_ Name: \_\_\_\_\_

Score ( \_\_\_ /20 ) × 0.5       /10

-----  
 3年生英語表現 Essay "Should Students Wear School Uniforms?" Teachers Evaluation \_\_\_\_\_ 語 (自分で数えて書くこと)  
 At least 130 words

Evaluation:

Requirements:	Format:	Accuracy:	Impression:	Bonus	Deductions
0 1 2	0 1 2	0 1 2 3	0 1 2	<u>0 1</u>	-1 -2

提出期限 \_\_\_月 \_\_\_日 ( \_\_\_曜日) ! 後の授業で提出 提出日時を過ぎたら0点です。

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_ (裏側にも名前を書きなさい)

Total

/10

**TIMED CONVERSATION with PEER EVALUATION**

**Class:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Name:** \_\_\_\_\_

	1 point	2 points	3 points	4 points	5 points	Practice 1	Practice2	Practice3
<b>Content</b> 内容	Total of 2 FUQ or FUS	Total of 3 FUQ or FUS	Total of 4 FUQ or FUS	Total of 5 FUQ or FUS	Total of 6 FUQ or FUS	FUS FUQ	FUS FUQ	FUS FUQ
<b>Fluency</b> 流暢さ	Very slow speech or 2-4 pauses longer than 5 seconds	Less than 2 pauses longer than 5 seconds	Conversation is smooth and there are no pauses.					
<b>Conversation Strategies</b> (I see/sounds good/Well...)	2 different strategies	3 different strategies	4 different strategies	5 different strategies	6 different strategies	Opener <input type="checkbox"/> Closer <input type="checkbox"/> Other <input type="checkbox"/>	Opener <input type="checkbox"/> Closer <input type="checkbox"/> Other <input type="checkbox"/>	Opener <input type="checkbox"/> Closer <input type="checkbox"/> Other <input type="checkbox"/>
<b>Relative Pronoun</b>	He is a man who / She is a woman who							
<b>Delivery</b> 発言の様子 <small>Eye contact voice body language</small>	only 1 is done well	2 of the 3 are done well	All are done well					
<b>Grammar</b> 文法の正確さ	Many grammar mistakes	Some grammar mistakes	Few grammar mistakes					
<b>Deductions</b> 減点	Use Japanese -1point each							
<b>BONUS</b>	Helped their partner in English					Checker:	Checker:	Checker:
						Score:	Score:	Score:

**SELF-EVALUATION for Speaking Test (You can write your answers for 3 and 4 in JAPANESE)**

**Your Partners Name:** \_\_\_\_\_

1. Did you understand 70% or more of the conversation?                      Yes            /            No  
(会話の70%以上理解できたか)

2. When you didn't understand someone, did you clarify what they said?    Yes    /            No  
(理解できなかった時、内容について確認 - 聞き直しをしたか)

3. What can you do better in your next conversation?  
(より良い会話をするために、何をすることができるか)

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4. What did you do well in this conversation?  
(今回の会話で、うまくいったことは何か)

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**SPEAKING TEST**

Class: \_\_\_\_\_ No: \_\_\_\_\_ Name: \_\_\_\_\_

	1 point	2 points	3 points	4 points	5 points	Teacher Notes
<b>Content</b> 内容	Total of 2 FUQ or FUS	Total of 3 FUQ or FUS	Total of 4 FUQ or FUS	Total of 5 FUQ or FUS	Total of 6 FUQ or FUS	FUS - FUQ -
<b>Fluency</b> 流暢さ	Very slow speech or 2-4 pauses longer than 5 seconds	Less than 2 pauses longer than 5 seconds	Conversation is smooth and there are no pauses			
<b>Conversation Strategies</b> (I see/sounds good/Well...)	2 different strategies	3 different strategies	4 different strategies	5 different strategies		Opener <input type="checkbox"/> Closer <input type="checkbox"/> Other <input style="width: 50px; height: 20px;" type="text"/>
<b>Partly Agreeing</b>	1 partly agreeing strategy	2 partly agreeing strategies				
<b>Delivery</b> 発言の様子 <small>Eye contact voice body language</small>	Only 1 is done well	2 of the 3 are done well	All are done well			
<b>Grammar</b> 文法の正確さ	Many grammar mistakes	Some grammar mistakes	Few grammar mistakes			
<b>Deductions</b> 減点	Use Japanese -1point each					
<b>BONUS</b>	Helped their partner in English				<b>Score</b>	<b>/ 20</b>

<b>ABOUT YOU</b>   These are questions about you and your English background and experience.					
<b>Questions</b>		<b>Answers</b>			
1. Have you ever been abroad?		<input type="checkbox"/> If, yes. Where? ( _____ ) How long? ( _____ )		<input type="checkbox"/> If not, where do you want to go/visit? ( _____ )	
2. Do you have foreign friends whom you talk with in English?		<input type="checkbox"/> A lot (More than 5 friends)	<input type="checkbox"/> Some (4-5 friends)	<input type="checkbox"/> Few (1-3 friends)	<input type="checkbox"/> None (0)
3. How long have you studied English? _____ years		<input type="checkbox"/> through a teacher <input type="checkbox"/> through books <input type="checkbox"/> through movies <input type="checkbox"/> through online   <b>In what platform?</b> <input type="checkbox"/> <b>Other</b> ( _____ ) Example: Youtube, Instagram, TikTok)			
4. How do you usually learn English?					
5. How many times do you have English classes each week?		<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three times	<input type="checkbox"/> Four times or more
6. Do you study English at cram school/English conversation school?		<input type="checkbox"/> Yes <input type="checkbox"/> Once a week. <input type="checkbox"/> Twice a week <input type="checkbox"/> More than 3 times a week		<input type="checkbox"/> No	
7. Where do you usually study English outside the classroom?		<input type="checkbox"/> at home	<input type="checkbox"/> at the library	<input type="checkbox"/> internet cafe	<input type="checkbox"/> <b>other</b> ( _____ )
8. Do you like English?		<input type="checkbox"/> Yes, very much	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes and no	<input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all
9. Do you want to use English in the future in the forms of daily lives or jobs?		<input type="checkbox"/> Yes, very much	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes and no	<input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all
10. What language abilities do you want to develop the most?		<input type="checkbox"/> Listening ability	<input type="checkbox"/> Speaking ability	<input type="checkbox"/> Reading ability	<input type="checkbox"/> Writing ability
11. Answer the reason for your answer in Question No.10 in Japanese					



<b>SPEAKING</b>   These are questions to know how useful are speaking activities in the class.					
<b>Questions</b>		<b>Answers</b>			
1. Are you actively participating in small talk activities?		<input type="checkbox"/> Yes, very much	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes and no	<input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all

2. How long can you talk during speaking activities?	<input type="checkbox"/> Less than 1 minute <input type="checkbox"/> 1 minute <input type="checkbox"/> 1 min – 1 min 30 seconds <input type="checkbox"/> 1 min 30 secs - 2 minutes <input type="checkbox"/> 2 minutes <input type="checkbox"/> 2 mins – 2 mins 30 secs <input type="checkbox"/> More than 2 mins 30 secs				
3. Check the conversation strategies you used during the speaking test today.	<input type="checkbox"/> <b>(Opener)</b> Hello./Hi./How are you? <input type="checkbox"/> <b>(Closer)</b> Nice talking with you. / You, too. <input type="checkbox"/> <b>Shadowing</b> <b>Rejoinders</b> <input type="checkbox"/> I see. <input type="checkbox"/> Sounds good. <input type="checkbox"/> That's nice. / Great! <input type="checkbox"/> Let me see... <input type="checkbox"/> Me, too <input type="checkbox"/> What else? / Tell me more. <input type="checkbox"/> Really? <input type="checkbox"/> By the way... <input type="checkbox"/> How about you? / And you? <b>Asking &amp; Giving Opinion (Unit 1)</b> <input type="checkbox"/> What do you think? / I think ... <input type="checkbox"/> What is your opinion? / In my opinion... <input type="checkbox"/> Do you agree with ~? / I agree with... <b>Partly Agreeing</b> <input type="checkbox"/> I agree with you, however / That's right, but... You have a good idea, but... / That's a good point, but				
4. How much of the conversation did you understand?	<input type="checkbox"/> 100 % <input type="checkbox"/> 70% <input type="checkbox"/> 50 % <input type="checkbox"/> 30 % <input type="checkbox"/> 0 %				
5. When you didn't understand someone, did you clarify what they said?	<input type="checkbox"/> Yes. If yes, how did you clarify what they said? (Please write your answer below) <hr/>	<input type="checkbox"/> No. (Please write your reason below) <hr/>			
6. What did you do well in This conversation?	(Please write your answer here) <hr/>				
7. What can you do better in your next conversation?	(Please write your answer here) <hr/>				
8. Do you speak Japanese during small talk activities?	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> When I couldn't say a word/phrase in English 100%   70%   50%   0% <input type="checkbox"/> When I want to help my speaking partner				
9. How many people do you prefer doing speaking activities with?	<input type="checkbox"/> 2 people <input type="checkbox"/> 3-4 people <input type="checkbox"/> 4-6 people <input type="checkbox"/> More than 6 people				
10. Do you agree that small talk activities are useful for timed speaking tests?	<input type="checkbox"/> Yes, very much	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes and no	<input type="checkbox"/> No, not really	<input type="checkbox"/> No, not at all
11. I became confident speaking in English after the first term.	<input type="checkbox"/> Yes, very much	<input type="checkbox"/> Yes, somewhat	<input type="checkbox"/> Yes and no	<input type="checkbox"/> No, not really	<input type="checkbox"/> No, not at all

**WRITING** | These are questions to know how useful are writing activities in the class.

Questions	Answers							
1. How many words can you write about familiar topics in English?	<input type="checkbox"/> More than 150 words	<input type="checkbox"/> More than 100 words	<input type="checkbox"/> About 100 words	<input type="checkbox"/> About 90 words	<input type="checkbox"/> About 60-80 words	<input type="checkbox"/> About 50 words	<input type="checkbox"/> Less than 30 words	
2. How well can you understand English by reading?	<input type="checkbox"/> Very well	<input type="checkbox"/> Well	<input type="checkbox"/> Depending on a topic		<input type="checkbox"/> Not well on any topics			
3. What activities do you think are useful in improving your essay?	<input type="checkbox"/> Pair-work or group-work such as small talk	<input type="checkbox"/> Teacher's lecture	<input type="checkbox"/> Drill-based task		<input type="checkbox"/> Others			
4. Do you think the worksheets we use in class are useful to improve your writing ability?	<input type="checkbox"/> Yes, very much		<input type="checkbox"/> Yes, somewhat		<input type="checkbox"/> Yes and no		<input type="checkbox"/> No, not really	<input type="checkbox"/> No, not at all
5. Rate the usefulness of each worksheet from 1-5 (5 = as the most useful) (1 = as the least useful)	Information-exchange task		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	Brainstorming & Mindmap		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	Speed Writing		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	Common Mistakes		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	Fun Essay		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
6. Can you complete the writing tasks / activities on time?	<input type="checkbox"/> Yes, very much		<input type="checkbox"/> Yes, somewhat		<input type="checkbox"/> Yes and no		<input type="checkbox"/> No, not really	<input type="checkbox"/> No, not at all
7. Answer the reason for your answer in Question No.6 in Japanese								
8. Write any suggestions to improve our English and Expressions class next semester	<input type="checkbox"/> More time to talk <input type="checkbox"/> Fun games <input type="checkbox"/> Quizzes/ Trivia <input type="checkbox"/> Visual aids (pictures / videos ) <input type="checkbox"/> Other <input type="checkbox"/> Comment about the teacher ( _____ )							
9. Rate your overall participation in EE2 class this first semester	<input type="checkbox"/> 5		<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1		Write your reason here. _____
10. Comment about the teacher	Write your comment below.							



**Thank you for taking this survey. This will help me a lot in improving our class from the next semester!  
You all did a great job this first semester! Have fun this summer! ☺**

