

AR Year-end Report 2023

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(First-year student)

1. Title

Developing junior high school students' interactional competence through focus-on-form instruction and communication strategies

2. Teaching Context

Level: junior high school (second year)

Class size: 4 (2 boys and 2 girls) who go to two different public schools

Time: 80 minutes, 4/month

Textbook: None but handouts that I make match grammar contents they learn with New Horizon 2 at school

This is my second year to research the class. Last year, it was found they tried so hard to 'remember and say' that they rarely care what partners said, which is called Rehearsal (McKay et al., 2018). Their conversation often ended up with many mechanical responses and few spontaneous utterances. Since they know each other, their structured conversation went strange at times as well. They pretended to be unaware of things they actually knew.

These are affected by the small class size as well. They need practice, but enough rehearsals bring limited new things in the speaking test, so they often miss the chance for negotiation for meaning. How to encourage them to try to understand more about their partners, and to do that, how to encourage them to speak on the spot are some of the biggest issues. My mid-year AR report showed the timing to say is the hardest part as well.

Furthermore, due to the grammar at school which became much more complicated than last year, many of the students are discouraged. How to nurture and foster their autonomy should be considered.

3. AR Teaching Goal and Objectives

The goal of my research is, through focus-on-form instruction (FFI) and communication strategies (CSs), my students will have better interactional competence (IC) and learn how important to reach their mutual understandings.

Objectives of this academic year:

- (1) Students will be able to join conversation for two minutes with no pauses over three seconds by the end of March.
- (2) Students will increase their spontaneous (and genuine) utterances by the end of March.
- (1) Students will be able to write 55-word essays by the end of March.

4. Literature Review:

Sociocultural theory

Sociocultural theory grew from the work of psychologist Lev Vygotsky (1978). Unlike the psychological theories that view thinking and speaking as related but independent processes, sociocultural theory views speaking and thinking as tightly interwoven. Speaking (and writing) mediates thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others. This internalizing is thought to occur when an individual interacts with an interlocutor within their zone of proximal development (ZPD) – that is, in a situation in which the learner can perform at a higher level because of the support (scaffolding) offered by an interlocutor.

The emphasis in ZPD is on development and how learners co-construct their knowledge based on their interaction with their interlocutor or in private speech. Private speech is the phrase Vygotsky described as a stage of language acquisition and the process of thought, which differentiates other theories and hypothesis. For example, a psychologist and general epistemologist known for its cognitive development, Jean Piaget (1951). There are two major different points. First, while Piaget's theory stressed a child's interactions and explorations impact development, Vygotsky asserted the essential role that social interactions itself play. Another important difference is about development. Piaget's theory considers it largely universal. Whereas, Vygotsky asserts it can differ between cultures. Since cultures vary so dramatically, Vygotsky's sociocultural theory suggests that both the course and content of intellectual development are not as universal as Piaget believed.

Savignon (2002) indicated that “Sociocultural competence includes a willingness to engage in the active negotiation of meaning along with a willingness to suspend judgement and take into consideration for possibility of cultural differences in conventions of use.” (p. 10)

Lower-case culture

Edward T Hall is an anthropologist and a cross-cultural researcher. He is considered a founding father of intercultural communication as an academic area of study. According to Hall (1976)'s cultural iceberg model, if the culture of a society was the iceberg, there are some aspects visible, above the

water, but there is a larger portion hidden beneath the surface. This visible part is upper-case Culture, which people have created and enjoy, including art, literature, and architecture. Bennett (1998) explains it “they plan to participate in one of the institutions of culture – behavior that has become routine into a particular form.” (p. 2) In contrast to this objective culture, the invisible part of the iceberg is lower-case culture such as everyday thinking and behavior. Bennett also refers to this subjective culture as “the *learned and shared patterns of beliefs, behaviors, and values of groups of interacting people.*” (p. 2, italics in original) They are the things which are here today but might be gone tomorrow, yet necessary things people live with. We cannot communicate without lower-case culture.

Communicative Language Teaching

Savignon (1997) argued that “Communication is the expression, interpretation and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.” (p. 225) Brown (2007) described communicative language teaching (CLT) as “Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.” (p. 241)

Lee and VanPatten (2003) indicated that “Communicative language teaching involves letting go of certain roles that both teachers and students bring to the classroom as part of their implicit socialization in the educational process.” (p. 2) and emphasized the significance teachers often need to sit back for communicative teaching to work. Savignon (2002) also stated that “CLT is properly seen as an approach, grounded in a theory of intercultural communicative competence, that can be used to develop materials and methods appropriated to a given context of learning.” (pp. 22-23)

Interactional Competence

Young (2019) indicated, “...the most fundamental difference between interactional and communicative competence is that IC is not about what *one person knows*; it is about what a participant in a discursive practice *does together with others.*” (p. 98)

While many researchers including Young (2013), Saville-Tribe (2003), and Abdulrahman and Ayyash (2019) admitted communicative competence as not only linguistic knowledge but the theory which enriches skills an individual speaker needs to command in order to communicate appropriately and effectively in any context, they also offered the significance to involve joint effort of a sender and a recipient, which has been enunciated by different linguists under different terms. According to

Abdulrahman and Ayyash (2019), for example, Jacoby and Ochs in 1995 (cited in Young 2013) introduced the term “co-construction”, while Hall named it “interactive practices” (Hall 1999). Tracy and Robles (2013) and Young (2011) used the term “discursive practice” as an alternative to interactive practice.

Since each conversation is unique, Wong and Waring (2021) state “[conversation analysis] indicates a wealth of knowledge that can make our understanding of interactional competence more specific, more systematic, and more pedagogically sound.” (p. 8) and offered various interactional practices to form conversation as a system:

- (a) Turn-taking practices: Way of constructing a turn and allocating a turn.
- (b) Sequencing practices: Ways of initiating and responding to talk while performing actions such as requesting, inviting, story-telling, or topic initiation.
- (c) Overall structuring practices: Ways of organizing a conversation as a whole as in openings and closings.
- (d) Repair practices: Ways of addressing problems in speaking, hearing, or understanding of the talk. (p. 8)

What Young (2019) differentiates interactional resources above is added identity resources due to a reason IC presupposes intercultural competences in many contexts, and emphasized the importance of ‘sphere of intersubjectivity’ that Kramsch (1986), who coined a term interactional competence, identified. Wells (1981, cited in Young, 2019) clearly defined, for the communication to be successful, it is necessary:

- (a) the receiver should come to attend to the situation as intended by the sender,
- (b) the sender should know that the receiver is so doing, and
- (c) the receiver should know that the sender knows that this is the case. (p. 102)

That is, to maintain intersubjectivity, real listening is crucial. McKay et al. (2018) state a sender and a receiver should intend to either “understand someone, enjoy someone, learn something, or give help or solace” (p. 6) and argued:

Listening is a commitment and a compliment. It’s a commitment to understanding how other people feel, how they see their world. It means putting aside your own prejudices and beliefs, your anxieties and self-interest, so that you can step behind the other person’s eyes. (p. 6)

Communication Strategies

Communication strategies (CSs) are what learners use “to overcome the inadequacies of their interlanguage resources.” (Ellis, 1994) Savignon (2002) described that “The coping strategies that we

use in unfamiliar contexts, with constraints arising from imperfect knowledge of rules, or such impediments to their application as fatigue or distraction, are represented as strategic competence.”

Shadowing, especially, has a great deal of enriching a conversation without much difficulties.

Tim Murphey (2001) has labelled different types of shadowing:

- Complete
- Selective
- Interactive

Though “complete shadowing seems mechanical, and we are not sure if it is not just imitating and the meaning is not being fully attended”, “attention could pass to other, more novel items in the auditory environment in a process of selective shadowing.” Moreover, “Interactive shadowing, which includes selective shadowing, adds questions and comments from the listener into the conversation making it more natural and showing more involvement on the part of the listener.”

Murphey (2001) pointed out that how to interpret the task is important. “who seems to have interpreted the task strictly seemed to have less rapport and less interest in the meaning of the messages being exchanged as shown by the absence of comments and questions.” (p. 139) “[A successful shadower]’s shadowing helped her to construct a representation up to a point at which her own knowledge was able to ‘kick in’ and she could contribute to help further construct the dialogue.” (p. 138) And also “[she] seemed more self-regulated as she made herself ‘subject of’ the discourse rather than ‘subject to’ the discourse.” (Norton Peirce, 1995, cited in Murphey, 2001, p. 148).

Thus, though to keep repeating interlocutors’ statement is helpful to tell them comfortable pace at which a conversation goes, it doesn’t always make happen “potentially fine-tune the input while at the same time stretch the learner’s limits.” Rather, “the exercise of silent and out loud shadowing might ‘push’ this internal private speech to realization much more quickly and nudge this foreign language internal dialogue into existence.” (p. 149)

5. What I did

- Since April
 - (1) Two target conversation strategies chosen by each student,
 - (2) Collaborative dialogue (speaking-writing simultaneous activities) with pictures, and
 - (3) Writing record sheets for student’s use.
- Since September
 - *They all continued above, except for collaborative dialogue.
 - (1) CSs record sheet with two target CSs marked,

- (2) Exit slip; students mark their good / challenging performances in the worksheet at the end of the class with some comments,
- (3) Greeting sequences with embedded:
 - Repair; ex. “Take- ah, no. Don’t catch a cold.” (cut-off),
 - Clarification; ex, “Sorry. / Pardon. / Excuse me.”, and
 - Paralanguage; ex. **“CHILLY?”* (clarification shadowing), “Ah...” (filler), and **“Ah!”* (rejoinder). *is implemented from students’ utterances in the activity/test.
- (4) Materials: pictures, mind-map, posters, and newsletter
- (5) Follow-up questions:
 - Since September; CSs record sheet, in which students were encouraged to cover all the categories, especially Follow-up questions,
 - Since October; Mention as a warm-up with one-phrase questions, ex. “What else?”,
 - Since November; planned questions for a speaking test, and
 - Since February; Imaginary dialogue written in the right side of the essay for a speaking test.

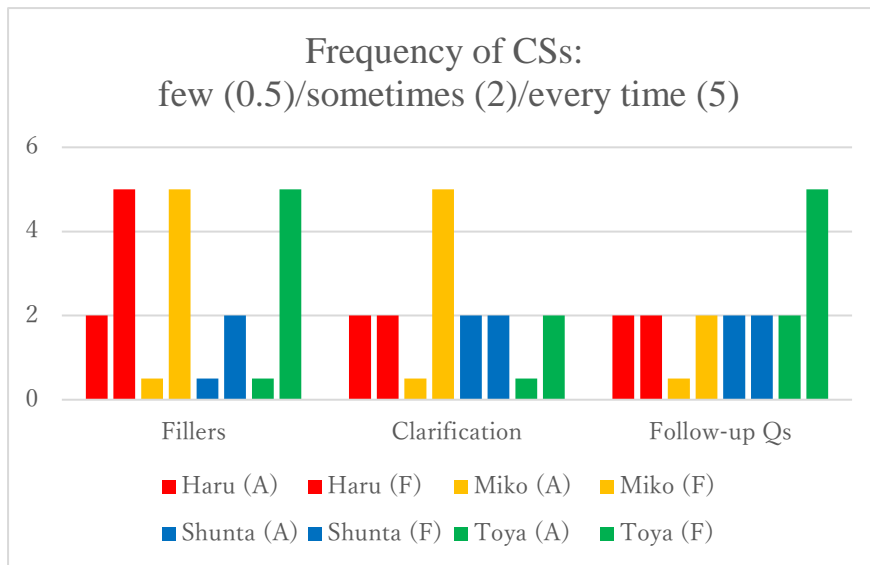
6. Results

6-1. Communication Strategies

Here are the survey results that show the change of CSs students used in April (A) and February (F):

*Students’ names are pseudonyms. They filled out the survey recalling how their CSs were in April but based on the record sheet, which started in September, in February.

Figure 1



Analysis 1

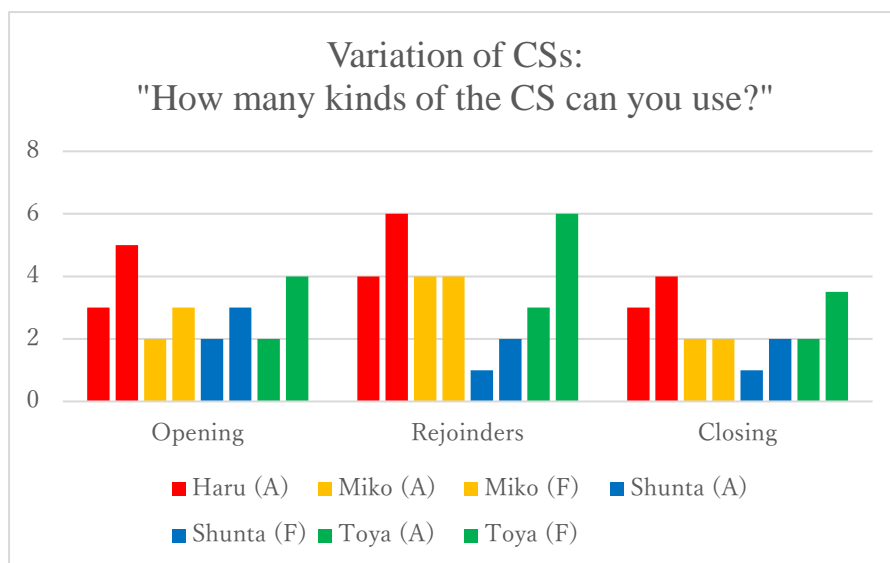
Their increasing frequency of Fillers and Clarification derives from paralanguage. At the beginning of this academic year, many of them chose Filler as their target CSs, for example, “Well...” and “Let me see...” My mid-year report showed, however, their low achievement. Since “Ah...”, which I encouraged them to say instead, is a common phrase in their L1, the familiar expression eased their use.

More in depth

Toya, who used to say “Ah...” in Japanese “え〜” a lot, learned to convert it to English. In the interview, to my question “Do you think ‘Ah...’ affects your conversation positively?”, he answered “I don’t think so. It is a partner’s thing, not mine.”

As for Clarification, see Analysis 2-2 below.

Figure 2



Analysis 2-1

According to the transcripts of the speaking tests in April and February, the variation of Rejoinders is similar to the ones in April at the test phase. Rather, the frequency in a conversation, which is the number in the parentheses, increased as follows:

	April	February
Haru	“That’s nice.” (1)	“That’s nice.” (3) “I see.” (1)
Miko	“That’s good.” (1)	“That’s good.” (3)
Shunta	“That’s nice.” (1)	“That’s nice.” (1)
Toya	“That’s nice.” (1) “That’s okay.” (1) “That’s good.” (1)	“That’s nice.” (3) “That’s beautiful.” (1)

That is, there is a gap between what they have tried in the speaking activity where they can look at CSs in the record sheet and what they actually say in a conversation without the sheet.

Analysis 2-2

As for the greetings, they hardly skipped the parts due to the sequences provided on the board at the activity phase. Students are basically asked to animate their conversation with CSs freely. The variation increased since September also had paralanguage. Their slow and emphasized shadowing, which made a play as Clarification, enriched their talk such as:

Hi _____, it’s chilly.
CHILLY??
 I mean cold.
Ah!
 By the way, ...
 ((conversation with “Ah...” as Filler))

Anyway, don't catch flu.

FLU??

I mean influenza.

Ah!

As indicated in Figure 3, Haru chose the emotional expressions as the most helpful to keep her conversation longer with, saying “An emotion I have when I say “Ah!” makes me feel I establish the conversation.”

Figure 3: Three helpful things you keep your conversation going longer with

*Students are color-coded as Haru, Miko, Shunta, and Toya.

*Their most helpful things are marked as stars.

Pictures	● ●
Follow-up questions	● ● ★ ★
Topic	● ●
Recommended videos from previous tests	
Imaginary dialogue	★
Emotional expressions, such as “Ah!” and “Ah-no!”	★
Mentions as a warm-up	● ●

As seen in Figure 3, all of them chose Follow-up questions.

Analysis 3-1

Shunta chose the questions as the most helpful thing to keep the conversation longer with, saying “Answering to a question is easier.” Here is the transcript of his speaking test with Haru in February. He got stuck, and long gap and pause simply continued:

Excerpt 1

28 Haru: >Sapporo?<
29 Shunta: Yeah:
30 Haru: =That's ↑Nice
31 Shunta: it:: is:: (.) in: Hokkaido:
32 Haru: =Hokkaido?
33 Shunta: °>yeah<°
34 Haru: =I see
35 (11.2)
36 Shunta: と (7.2) >In Hokkaido:< we can see:: (.) snow festival
{to::, um}

The gap in line 35 and the pause in line 36 shows Shunta's passive attitude about interaction. In

fact, in the entire conversation, he gave no questions to Haru and just shadowed what she said mechanically.

In Haru's interview, she recalled the long silence and said "I wanted to say something to Shunta and tried, but time just passed." Though she had a planned question "Do you want to go there someday?", she missed the chance.

Analysis 3-2

Toya also chose follow-up questions as the most helpful for talking longer. He wrote in the survey that is because "After the question, I can expand on a story to various topics." It is not only Toya who showed positive attitudes about speaking. Here are their answers to the open-ended question "Tell me your difference of speaking in April and in February." as follows:

Miko: Compared to April, the quality of content and the variation of expressions increased.

Haru: I got used to speaking to Shunta and Toya and learned to have the conversation easier! The conversation became a lot of fun!

Toya: In April, I just spoke what I remembered. Now, even I forget what I write [in the essay] a little, I move on a story various way."

Since a speaking test in September, Toya has offered a small talk without any instruction. Here is the excerpt from the test in February:

Excerpt 2

- 1 Toya: hi Miko
- 2 Miko: hi Toya
- 3 Toya: ㄤ:: {e::, ah:} how was your (.) test study?
- 4 Miko: (2.0) |↑Yes
| ((M nods))
- 5 Toya: ye[s?
- 6 Miko: [↑Yeah
- 7 Toya: =that's (.) nice (.) by the way
I'm interested in Es Con Field
- 8 Miko: (.) Es Con Field?
- 9 Toya: =↑Yeah (.) ah i:t i:s in ↑Hokkaido
- 10 Miko: =Hokkaido?
- 11 Toya: =↑Yeah (.) it's see (.) beauty baseball ground?
a:nd (.) facility.
- 12 Miko: (.) what's facility?
- 13 Toya: =facility i:s しせつ {shi::se::tsu::, facility}

In line 3, Toya asked Miko how ready she is for the upcoming school tests, and she answers "Yes!"

in line 4, nodding. Her utterance was grammatically inappropriate. Nonetheless, Miko's non-verbal behavior told Toya she was positive to his question.

Analysis 3-3

What is remarkable in Excerpt 2 is Miko's spontaneous follow-up question in line 12. Before that, she rarely asked anything in the speaking test and was simply upset as seen in the excerpt from the test in June below:

Excerpt 3:

22 Miko: <that's o:kay.>
23 ((M points to herself)) by the way (.)
24 I want (.) tuh- (0.2) >Okinawa.<
25 =↑>あ違う<
{a::chi::ga::u::, ah no}
26 =I-(1.9) I':m (.) going: to: (.) Okinawa.

The high-lighted parts are repair initiators: 2 pauses, 2 cut-offs (*tuh-* and *I-*), and non-lexical perturbation (*ah*), which all shows how upset she was at the moment.

This time, however, her follow-up question was given soon and naturally. She chose Imaginary dialogue as the most helpful thing to keep the conversation going longer with as indicated in Figure 3, saying “It helps me to get ready for talking, and I feel easy to talk.”

In Miko's interview, she also stated:

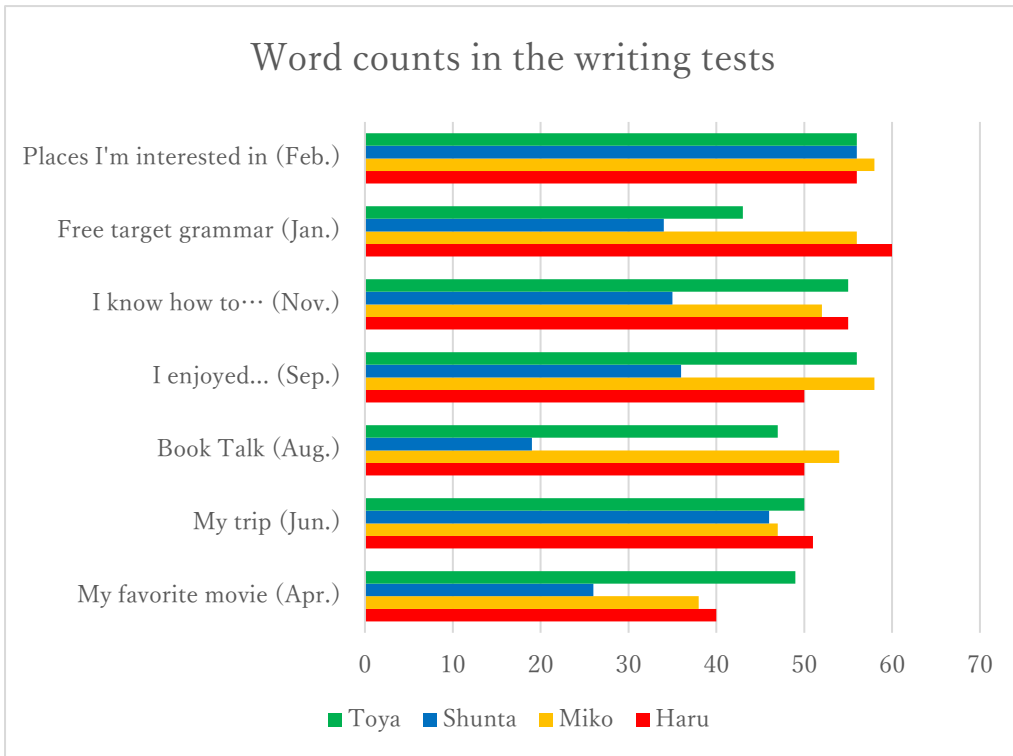
<p>Q: How imaginary dialogue can help you to keep the conversation going? What's the difference from thinking about a follow-up question for your partner in advance?"</p> <p>Miko: It's the same difficulty for me to think about either a planned question or imaginary dialogue. But, imaginary dialogue helps me to imagine how the conversation would go in detail, for example, what question is supposed to come.</p>
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Since Imaginary dialogue was tried only once, this result indicates how Imaginary dialogue nurtured her readiness and cultivated her attitude to it, which is called “edge of chaos”. (Coveney & Highfield, 1995: 272; Langton, 1992: 76-78, cited in Kindt, 2002, p. 11)

6-2. Focus-on-Form Instruction

Due to the drastic change of rubrics in November, grades hardly can be compared throughout the year. Thus, here are just topics of the performance tests and students' word counts in the essays.

Figure 4



Analysis 4

Their progress since April is obvious to see, especially Shunta's. In September, when the target word count increased from fifty to fifty-five words, he was far behind other students. One of the main reasons is that he comes without any homework done. He writes in class hours in haste, which eventually makes his essay short. Yet, he and all the students reached the target count in February. Incidentally, it is when imaginary dialogue was first conducted.

Figure 5: Two helpful things to improve your common errors with

Common errors from a previous lesson	
Common errors for essays in the worksheet	●
Saying and confirming	● ● ● ●
Peer editing	
Common errors students give hints to each other before they submit writing tests	
Ms. Kako's feedback	● ● ●

Analysis 5

Since common error activities were gradually added in a variety of ways, students were asked how each contributes to their improvement. All four of them chose "Saying and confirming" though I rarely see them doing it, which prompted me to ask each of them in the interview.

Q: When do you do that?

Miko: Anytime by heart.

Haru: Anytime moving my mouth slightly.
Toya and Shunta: Saying if asked and possible, otherwise by heart.
Q: Do you do that voiced or/and unvoiced? Which is helpful?
Miko and Haru: No difference.
Toya and Shunta: Voiced confirmation may be more effective.

In February, **Miko** and **Shunta** both wrote a sentence grammatically wrong in their essays but said correctly in the speaking test. For example, **Miko** wrote “Rikubetsu Town known for is aurora.” but said “Rikubetsu town is known for aurora.” Since students submit their essays after the speaking test and an activity where they give hints to each other about common errors from their essays I choose, my corrective feedback comes in the end. They self-corrected their errors.

Figure 6: Two helpful things for self-reflection after the speaking/writing test

Audio recordings with Voice Memos	● ● ●
Transcribing the recordings in the notebook	● ●
Two good/not-good parts in the transcripts	
Video recordings	
Newsletter	
Ms. Kako’s feedback	● ●
Posting wrong answers in the school test at Padlet	●

Analysis 6

As shown in Figure 6 as well as Figure 5, **Miko** hardly appreciates my feedback. She rather feels comfortable and suitable for self-reflection. Since her essay is often full of grammar errors, my corrective feedback can be too much for her to notice. Yet, she recognizes FFI helps her to improve grammar accuracy as noticed in the figure below.

Figure 7: Regarding FFI, rank three things you think four-skills well-balanced lessons brought you.

Deeper understanding		1	2	2
Longer memory	2	2	1	3
Speaking more in detail	3			
Writing more in detail			3	
Grammar accuracy	1	3		1
Writing cohesion and coherence				

In the survey, lastly, they were asked to write **what they think about the way they learn supporting each other in the classroom, which is CLT.**

Miko: It helps me to understand [English] easier.
Haru: It is not only explanation. So, it’s fun and also helps my smooth understanding.
Shunta: It’s good because we all enhance each other.

Toya: It's an important thing because we rarely have a chance to learn and support each other at school.

Analysis 7

Here is **Shunta**'s answer to the open-ended questions “**Tell me your difference of speaking in April and in February**”:

Shunta: I learned to write longer sentences.

After a long consideration, he wrote about his writing though he was asked about his speaking. This passive attitude to the speaking activities in the classroom at a glance actually shows his preference being involved in the community of practice.

7. What I learned

Although students' scores of school tests underperform the last years', they met my AR objectives and admit their progress in speaking and writing. To my surprise, when they were encouraged to give follow-up questions in the longer target time, they first kept silence but rarely ended without saying anything. Easy “do you like”-questions were tried at the early stage, and, gradually, wh-questions such as “What else?” nudged them to talk furthermore. **Miko**'s first incidental follow-up question in the speaking test with the aid of Imaginary dialogue should be also penned. Students bring in their final essay on the test day, so they tend to remember and say what they write there. It can be noted that Imaginary dialogue is a help for the transformation of a written monologue into a spoken dialogue. The longer their conversation extended, the more rapport was built.

In addition, the speaking tests assured me that students need both communicative competence and interactive competence. In Excerpt 2, for example, **Miko**'s nodding and **Toya**'s offering of small talk in the opening sequence are elements of their good delivery, which warmed them up enough to shift to the body smoothly. On the other hand, it was reminded that **Miko**'s response “Yes!” to **Toya**'s question “How's your test study?” established in the practice-specific context but what if in any context? She needs more grammar, discourse, and sociolinguistic competence.

Regarding FFI, the survey results showed the four-skills integrated CLT leads students to their deeper understanding and longer memory. This recalls me what I learned in the SLT class. Lamendella (1977, cited in Lee & Van Patten, 2003) argued the different brain processes for drill purpose from communicative language use and “...the learner ‘switches off’ the mechanisms and processes used in relating form to meaning and performs the drill without thinking very much.” (p. 171) The interaction with their classmates through the instruction provided students multiple opportunities to think deeply. Even **Shunta**, who often shows his hesitation to interaction, can be said he is at the stage of legitimate peripheral participation and in the middle of the process of “learning trajectories, developing identities,

and forms of membership.” (Lave & Wenger, 1991: 36, cited in Mynard et al., 2020)

8. Future issues

8-1. Communication Strategies

This semester told me that students’ CSs are improving, so I need to spot the moment and share a good way of using CSs in the classroom. These are the ones I have learned from them so far:

- Emotional rejoinders

Considering, while Haru and other students enjoy saying “Ah!”, which stimulated her engagement, “Ah...” as Filler seldom impresses Toya, emotions can be a key to enhance their interaction. I have encouraged students to keep shadowing until their partners have nothing to continue, and then give some comment. Since the utterance is called sequence-closing third and followed by a gap, there happens to be a communication breakdown. Then, students can try emotional rejoinders such as “Wow!” and “Oh, no!”, which gives them opportunities for more kinds of CSs. These easy short phrases to say, rather than to think which comment is appropriate, can offer them a space to think about a follow-up question as well.

- Imaginary dialogue

As I mentioned in What I did, I have tried a various way to encourage students to give incidental follow-up questions. Even so, though some achievement can be seen in the speaking activities, only active speakers could add more follow-up questions at the test phase. Then, for the last speaking test in this academic year, students tried imaginary dialogue. Miko, a passive speaker, enjoyed imagining a conversation for the test and actually asked a question. Since imaginary world is said to foster student’s well-being, I would like to pursue this issue.

- Small talk

Toya’s “How is/was your...”-small talk relaxes his partner every time in the speaking test, which positively affect the main conversation followed by. It is worth sharing a video and embed the part in the opening sequence.

8-2. Focus-on-Form Instruction

Upon receiving students’ positive attitude to FFI and CLT in the survey, I have an urge to provide them more opportunities to interact. For instance, common errors from their essays in the previous lesson to begin with is removed, and more peer editing which is sometimes undone due to a time constraint should be conducted surely instead.

Moreover, with transcripts students write in the notebook, they had a chance to reflect what they say and would try next time. Not only self-reflection, partners need to give comments as well. An

impact that I can have on students' learning is much less than their peer contributions.

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Appendix 1-A

Time	Interaction	Activity and Procedure
15	T-S	Homework check
5	S-S	Warm-up question: What.. do you like? / What else?
25 (5)	T-Ss	Pre-task 1. Introduction (input) T asks Ss “What do you like to do?”, a theme for a speaking test Ss have been working on. T writes Ss’ answers on the board in English and numbers them.
(5)	Ss	2. Activity S picks up a # card and say “I’m (not) sure you can...”
(15)	Ss	3. Grammar Point and Preparation for Task (noticing) Ss write ex., “I am sure that you can play the clarinet.” They were encouraged to fill out more circles in a mind-map in the worksheet on the right side, and then wrote a “+ 1” sentence on the left side.
10 (5)	S-S	Task (output) 1. Conversation in pairs: They were encouraged to enjoy saying repair phrases in the sequence. 2. In the timed-conversation (1.5min.→2.0 min.→2.5 min.), Ss are encouraged to use a picture they prepare for the 2.0 min. and 3. try questions for the 2.5 min. after checking them using fingers together.
(3)	Ss-T	4. Retell
(2)	Ss	5. Check the list of Conversation Strategies
10	Ss	Post-task Activity 1: I (don’t) think so. / I’m not sure. 1. Ss add reason and/or arrange written statements to either negative or question forms and 2. Add a “+1” statement or two.
3	S-S	Vocabulary Ss pair up and check in a class asking ex. “How do you say.., Haru?”
10 (7)	S-S	Post-task 2: added Q and A for a speaking test 1. Ss write their answers to existed and also new questions, 2. Finger-read and complete-shadow in another pair, and 3. Add some more, if any, and count words.
(3)	Ss	
2	Ss	Reflection 1. Ss mark the word numbers and topic in the check sheet, 2. Check CS again to see if they cover all the categories

		and, 3. Fill in exit slips in WS, marking their good/so-so activities with easy comments.
--	--	--

Total time: 80 minutes

S-S: 20

Ss: 37

T-Ss: 20

Ss-T: 3

Appendix 1-2

Warm-up Q - (comment +) What else?

2023/10/31 U5: Read and Think 1

あなたにはできるという□□を私は確信している。

I am sure (that) you can do it.

☞ () _____
(+ that)
+() _____

Basic Expressions: I am sure (that) 主語 + 動詞

否定文 _____

疑問文 _____

wh 疑問文 _____

アレンジ文 _____

→Mind-map

+ 1 (アドバイス) _____

Pair up: (option)

I am sure (that).. .

・違う

I think (that).. .

・きっとそう

I am not sure if.. .

・分からない

I don't think (that).. .

・たぶんそう

Phonics Builders & Shadowing:

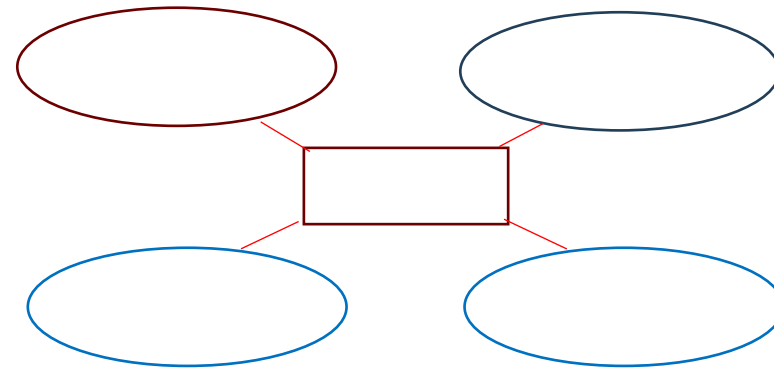
u s → u s e → u r e → s u r e → t u r e → f u t u r e → g e s t u r e → a d

v e n t u r e → c u l t u r e → n a t u r e → p i c t u r e

Let's Talk:

「今月のあいさつ」の後、「今日の文」 から始めよう！

Mind-map : 思い浮かぶことを簡単な単語や絵で



* but/and/because など で文を結べるといいね！



What's...?

What else? (他に)

For example? (例えば)

Especially? (特に)

Is it good?

- ✓ 分からないことは自然なこと、分からないのに聞けないのが良くないこと。
- ✓ 「え〜と」「あ、違う」はネイティブがとてもよく使う表現、自信をもって英語で!
- ✓ 困ったときは“Ah..”を活用。
 - ・思い出せない時“Ah..”でうめる (連発も OK)
 - ・「間違えた!」と思った時“Ah, no..”からの言い直し。
- ✓ 準備してない事が言えたら最高→準備した通りより内容が大事!

Report about your partner(s):

Conversation Spice (会話のかくし味):

*表をチェック! *今日中にすべての項目に挑戦

○→+理由/感想 ×→否定文/訂正文 not sure→Q *How do you say..? *How do you spell..?

I am sure that I like to play/playing games. (○ / × / not sure)

(+1) _____
I am sure that I am good at to play/playing games. (○ / × / not sure)

(+1) _____
I was sure what to do/doing at the festival. (○ / × / not sure)

(+1) _____
All the classmates were sure what to do/doing at the festival. (○ / × / not sure)

(+1) _____
I showed my friend where to go/going that day. (○ / × / not sure)

(+1) _____
I was sure that I enjoyed to join/joining that day. (○ / × / not sure)

(+1) _____
I am sure I tried to do/doing my best. (○ / × / not sure)

(+1) _____

Vocab: Unit 5 – Read and Think 1

(It's like... / It's not... / You use this when you... - You mean..?)

plastic ·	・持つ	handrail ·	・階段
hold ·	・共通の	ramp ·	・引く
common ·	・プラスチック	stairs ·	・手すり

glad ·

・喜んでいる

pull ·

・斜面

Essay: 期末テスト対策は「得意なこと」について *yes/no の横に質問を繰り返そう

① What do you like to do?

② Do you know how to do it?

③ Can you show me how to do it?

First, _____
Second, _____

④ Are you sure I can do it?

⑤ Can you give me any advice?

Let's share!

(words)

A: 指でなぞりながら一文ずつ読む（長いときは途中で切ろう）

B: 全文シャドウィン（+“You mean..” や “I think it's..” でアドバイス）

→交換して二か所に線 →コメント & 質問！ →答えを文に入れて単語数を再確認

➤ **Check Sheet** : Conversation Strategies & Essay

➤ **Exit Slip**: 今日良かったと思う事に○、あんまりだった事に△（それぞれ理由も）

who + do + what + ^{by / with} how + ^{at < in} where + + ^{at < on < in} when ©てるてる *English, 2023*



- この一年をふりかえって、てるてるでの自分はどうか。

4 (良かった) 3 (まあまあ良かった) 2 (あまり良くなかった)

1 (良くなかった)

- 会話のかくし味 (Communication Strategies) について聞きます。

① 4月のアンケートに書いた「使ってみたい表現」は

_____ と _____ で、

それぞれ達成度は

7月には _____% と _____% ぐらい

2月には _____% と _____% ぐらいに達したと思う。

② それぞれ使う種類や頻度は

最初のあいさつ (Hi, _____ / How are you doing? / It's cold. / How was your...? など)

4月	2月
() 種類ぐらい	() 種類ぐらい

コメント (That's good. / That's OK. / I see. / Me, too. / Oh, no. など)

4月	2月
() 種類ぐらい	() 種類ぐらい

間をつなぐ (Ah.. / Well.. / Let me see.など)

4月	2月
()毎回 ()たまに () ほとんど無い	()毎回 ()たまに () ほとんど無い

確認する (Pardon? / Sorry? / Excuse me?など)

4月	2月
()毎回 ()たまに () ほとんど無い	()毎回 ()たまに () ほとんど無い

追加の質問 (What's...? / Why? / What else? / For example? / Especially? / Is it good? / Do you like...?)

等)

4月	2月
()毎回 ()たまに () ほとんど無い	()毎回 ()たまに () ほとんど無い

最後のあいさつ (Thank you. / Nice talking with you. / Anyway, don't catch a cold./ Take care.

等)

4月	2月
()種類ぐらい	()種類ぐらい

● 会話を長く続けるために役立ったのは (3つ)

() 写真 () 追加の質問

() トピック

() 前回良かったスピーキングテストのビデオ

() イメージ会話 () Ah!や Oh-no!な

ど感情の入った表現

() 最初の **What...do you like?** () その他

特に良かったのは _____ で理由は

- 4月と今のスピーキングの変化について具体的に教えてください。

- 「よくある間違い」改善に役立ったのは（2つ）

() レッスン最初の間違い探し

() エッセイ前の間違い探し

() 言ってみて確かめる

() クラスメートに指摘される

() テスト対策でお互いヒントを出し合う

() **Ms. Kako** の **writing test** のチェック

- 会話とエッセイのテスト後、振り返りに役立ったのは（2つ）

() 録音した音声 () 音声をノ
ートに書き起こす

() 録画した動画 () ↑の良い
点、悪い点

() Newsletter () Ms. Kako の writing のコメン
ト

() Padlet にテストで間違えたまま投稿 () その他

- 文法を会話で使ったりエッセイで書いたりして身につける学習法（フォーカス・オン・フォーム）について聞きます。

➤ 「話す、書く」をバランス良く取り入れることで、役に立ったのは（役立つ順に
1, 2, 3)


() 理解が深まる () 記憶に残りや
すい

() 詳しく話せる () 詳しく書け
る

() 文法の正確さ () 文章のまとま
り

() その他 _____

- てるてるの「お互い学び合うスタイル」をどう思いますか。自由に書いてください。

 Thank you!

Follow-up questions (What's...?/ Why?/ What else?/ For example?/ Especially?/ Is it good?/ Do you like...? etc.)

April	February
() every time () sometimes () few	() every time () sometimes () few

Closing (Thank you. / Nice talking with you. / Anyway, don't catch a cold./ Take care. etc.)

April	February
() kinds	() kinds

- Here are three things that helped me to keep the conversation going longer with:
 - () pictures () follow-up questions
 - () topic
 - () a helpful video from the previous test
 - () imaginary dialogue () emotional phrases such as "Ah!" and "Oh-no!"
 - () warm-up: What...do you like? () others _____

The most helpful is _____ because _____

- Tell me how your speaking changed from April in detail.

- Here are two things that helped me to improve common errors:
 - () common errors from a previous lesson to begin a lesson with
 - () common errors before essay writing in the usual lesson
 - () say and confirm

() peer editing

() common errors before submitting the test where we give hints to each other

() Ms. Kako's corrective feedback on the writing test

- After the speaking/writing test, these two helped me to reflect with:

() audio recordings ()

transcribing in the notebook

() video recordings () ↑

good/not good points

() Newsletter () Ms. Kako's feedback

() posting wrong answers in the school test at Padlet

() others _____

- Let me ask you about FFI where you learn grammar in the conversation and essays.

➤ Here is my ranking 1 to 3 the four-skills integrated lessons brought me:

() deeper understanding () longer

memory

() speaking more in detail () writing

more in detail


() accuracy () cohesion and

coherence

() others _____

- What do you think about the learning style here in which students learn and support each other? Feel free to write anything.



 Thank you!

Interview 2023/3/11-12

Miko: How imaginary dialogue can help you to keep the conversation going? What 's the difference from thinking a follow-up question for your partner in advance?

Haru: How did you feel when Shunta was stuck? Were you simply upset or/and waiting for him to say some?

Toya: Your “え～” decreased and “Ah..” increased. Do you think it affects your utterances or/and feelings?

Shunta: Why you did not use pictures in any speaking tests? Do you like Instagram?

All:

You wrote one of the useful ways to prevent common errors is “say and confirm” in the survey.

When do you do that?

Miko:

Haru:

Toya:

Shunta:

Do you do that voiced or/and unvoiced? Which is helpful?

Miko:

Haru:

Toya:

Shunta: