

# DEVELOPING SIXTH-GRADE ELEMENTARY SCHOOL STUDENTS' SPEAKING SKILLS THROUGH FOCUS-ON-FORM INSTRUCTION AND COMMUNICATION STRATEGIES

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NAGOYA UNIVERSITY OF FOREIGN STUDIES



## Teaching Context

- Participants: 6th grade elementary students (5 students: 1 male and 4 females)
- The classes were held once a week from 17:30 to 18:20 (50-minute lesson).
- All the participants started our program when they were in kindergarten.

## Why FFI and CSs?

- The school curriculum that we use at our school is a mixture of Audiolingual and grammar-translation methods.

1. How do six graders learn to use communication strategies?
2. How do six graders perceive and participate in focus-on-form activities?
3. How do six graders improve their speaking skills through focus-on-form instruction and communication strategies?

# Developing Sixth-Grade Elementary School Students' Speaking Skills through Focus-on-Form Instruction and Communication Strategies

Planned FonF/Incidental FonF  
Corrective Feedback  
Speaking Tests

Communication Strategies:  
Rejoinders  
Longer answers  
Follow-up questions  
Shadowing  
Clarification

### April to July Weekly Small Talk Topics

Week	Small talk questions	Communication Strategies	Data Collection
1	Self-introduction	Openers	Teacher Journal
2	What sports do you like?	(Rejoinders) good, nice	
3	What school subjects do you enjoy?	(Rejoinders) really?	Teacher Journal
4	What's your best friend's name? What does he/she like?	That's awesome, cool, How about you?	Questionnaire
5	What sports do you play? What sports does your mom play?	closer	
6	What color does your mother like? What sports does she like?	(Rejoinders) Great! I see. Me, too.	
7	How do you go to school?	(Rejoinders) Cool, that's cute, that's good	Video recording
8	What do you usually do on Sundays?	Follow-up questions	Focus group interview
9	What do you usually eat for breakfast?	Follow-up questions	Student Assessment form
10	What do you do on Monday mornings?	Follow-up questions	
11	How long do you walk to school? What school subjects do you learn?	(Rejoinders) Me, too/ me, neither	Teacher Journal
12	Speaking test 1		Video recording
13	Where do you want to go? What do you want to do?	(Rejoinders) really, that's good, and I see.	
14	Speaking test 2		Video recording
15	What country do you want to visit? What do you want to do?	(Rejoinders) That's nice	

### August to December Weekly Small Talk Topics

Week	Small talk questions	Communication Strategies	Data Collection
1	How was your summer vacation?	Rejoinder: I thought so	Teacher Journal
2	What did you do in summer?		
3	Did you play any computer games on Saturday?	Unbelievable, uh-huh	Teacher Journal
4	Did you sleep at 10:00 p.m. last night?	Pre: by the way... (Longer answers)	Video recording
5	How was your weekend What did you do?	Follow-up questions	
6	How was your weekend What did you do?	Review CSs	
7	How was school today? Did you practice for sports day?	Follow-up questions	
8	Speaking test		Video recording and transcription
9	What did you do at school today?	Follow-up questions	
10	What food do you like best? What food do you dislike?	Follow-up questions	Self-evaluation
11	How was your day?	Partial shadowing	Teacher Journal
12	How was your day?	What else?	Video recording
13	My Day		



Month	Main Activities
April	<i>Topic:</i> Nice to Meet you. <i>Small talk:</i> Self-introduction <i>Grammar:</i> First peron simple present tense <i>Activities:</i> self-introduction (Talk to three people)
May	<i>Small talk:</i> My Best friend <i>Grammar:</i> Third person singular verb <i>Activities:</i> Gap filling activity (Very Easy True Stories) Writing their own schedule Peer dialogue: talk about own mother
June	<i>Topic:</i> School Life. <i>Grammar:</i> Present progressive tense Adverb of frequency: usually, always, sometimes, seldom, never. <i>Vocabulary to introduce:</i> hard, easy, interesting, fun, funny. <i>Activities:</i> Mind map Comparison task (Finding similarities and differences of their school life)
July	<i>Topic:</i> Let's Travel! <i>Grammar:</i> Present Progressive Tense Prepositions: in, at, on <i>Activities:</i> Objects on a tray (Simple present tense; fact) Speaking test

August	<i>Topic:</i> Summer Break <i>Grammar:</i> Simple Past Tense Fun Essay (My Summer Vacation)
September	<i>Topic:</i> My Summer Break <i>Grammar:</i> Simple Past Tense <i>Activity:</i> Sharing how they spent their summer break. FFI worksheet
October	<i>Topic:</i> My Weekend <i>Grammar point:</i> Simple Past tense <i>Activities:</i> Speaking Test Fun essay (My Weekend) Matching the verbs from present to past tense
November	<i>Topic:</i> Food I like and dislike <i>Activities:</i> Peer correction. Common errors Self-evaluation
December	<i>Topic:</i> My Day <i>Activities:</i> Interview and reporting about someone's day Fun essay (My Day)

## Step 1

Yesterday was 5月6日

*Yes/No*

Did you go shopping yesterday?  
昨日何をした？

Step 1. 先生への質問を聞いて、当てはまるものに○をつけよう！

	何を聞かれた？	Yes / No
質問 (1)		Yes / No
質問 (2)		Yes / No
質問 (3)		Yes / No

go shopping



listen to music



play video games





Step 2: listen  
again, circle  
the correct  
answers.

(1) Hello. ( Do / Did ) you go shopping yesterday?

→ ( Yes, I did. / No, I didn't. )

(2) Hi. ( Do / Did ) you listen to music yesterday?

→ ( Yes, I did. / No, I didn't. ) I ( don't / didn't ) listen to music.

(3) Well. ( Do / Did ) you play any computer games yesterday?

→ ( Yes, I did. / No, I didn't. ) I ( don't / didn't ) play any games yesterday.



Step 3:  
work in pairs

◎ Did you go shopping yesterday?

(意味： 昨日買い物に行きましたか？ )

答え方→ Yes, I did. / No, I didn't.

◎ I didn't listen to music yesterday.

(意味： 昨日は音楽を聞いていませんでした。 )

★過去形の疑問文や否定文ではdoやdoesではなく( **did** )を使う！

### Step 3

Let's play Bingo!

1. Please use English as much as possible.
2. Ask (1) question and comment accordingly using communication strategies such as rejoinders (that's good, really?), and follow-up questions (what, where, when).
3. Pretend that the card you have is what you did yesterday.
4. Talk to as many people as time allows.
5. Circle the picture only if you get a "yes" answer from your classmates.

# A's paper



play soccer



run



read a book



go shopping



go to a zoo



cook



study math



watch a movie



swim in the sea

## Model Dialogue:

A: Hi, how are you?

B: I'm \_\_\_\_ (good, fine). How about you?

A: I'm \_\_\_\_ (okay, great).

*\*A asks a question*

Did you go shopping yesterday?

B: Yes, I did. I bought pajamas.

A: Nice. What color?

B: Yellow and blue.

*\*B asks a question*

Did you run yesterday?

A: No, I didn't. I didn't run yesterday.

B: Okay.

A: Nice talking with you.

B: You too.

I

II

III





# Speaking Test





【評価表 1 ; Speaking test】	
(1) 関心・意欲・態度	
Criteria (評価基準)	Points
・はっきりと大きな声で話していた。 ・アイコンタクトを積極的に行ったり、あいづちをうったりして関心を表していた。	3
・声の大きさやアイコンタクトのどちらかはよかったが、どちらかが不十分であった。 ・あいづちをうったり、関心を少しだけ表すことができた。	2
・声の大きさ、アイコンタクトが不十分だった。 ・あいづちをうったり、関心を表せなかった。	1
(2) 正確さ	
Criteria (評価基準)	Points
文法をほとんど正しく使えていた。	5
文法に少し誤りがあったが、意味を通じさせることができた。	3
文法がほとんど正しく使えていなかった。	1
(3) Communication Strategies (CS)	
Criteria (評価基準)	Points
Opener (How are you? などのあいさつ), shadowing (くり返し), rejoinders (あいづち), closer (Nice talking with you.) など、ほとんどの CS が適切に使えていた。	5
すべての CS を使えてはいなかったが、会話はスムーズに続いた。	3
CS がほとんど使えておらず、会話に沈黙があった。	1
(4) 内容・流暢さ	
Criteria (評価基準)	Points
2 分間、スムーズ会話を続けることができ、内容も十分だった。	7
2 分間、会話はスムーズであったが、内容が一部不十分だった。	5
2 分間、会話に少し沈黙があり、内容が一部不十分だった。	3
2 分間、会話が続かなかった。内容も不十分だった。	1
／ 2 0	

評価表 2 ; Fun Essay】	
(1) 内容	
Criteria (評価基準)	Points
・自分の去年の旅行について適切な文法、表現を使っており、文法の誤りもほとんどない。 ・モデル文に書かれている英文以外にも、英文を書いている。	7
自分の去年の旅行について適切な文法、表現を使っており、文法の誤りが少しある。	5
自分の去年の旅行について適切な文法、表現がある程度使えているが、文法の誤りが多くみられる。	3
文法や表現に誤りが多くみられ、内容があまり理解できない。	1
(2) 文の長さ	
Criteria (評価基準)	Points
7 文以上書かれている。	4
6 文以上書かれている。	3
5 文以上書かれている。	2
書かれている内容が 4 文以下である。	1
(3) 関心・意欲・態度	
Criteria (評価基準)	Points
イラストをかき、色を使って丁寧に仕上げている。	5
イラストはかいてあるが、色は塗っていない。	3
イラストをほとんどかいていない。	1
／ 1 6	

## Fun Essay:



I go to Kawabe Nishi elementary school. Social studies is interesting. Science is difficult. Math is easy. Ms. Yamamoto is funny. Saki is kind. I am smart. Curry and rice is delicious. Kouki is the most popular.

ssay.

## My Day

私の一日

今日したことについて6~7の文章を書いてみてください。

ペルミスを心配する必要はありません。

Today, I ate chicken. It was yummy.

My school is far. I walked for 15 minutes.

At school, we studied math, Japanese, social studies. I like P.E, because I like sports.

Today, I walked for 10 minutes.

At school we studied Japanese.

I like Japanese because we used tablet I had club with Kaon.

It was fun.

# My last year's trip!

去年の思い出を振り返ろう！

Step1. Read Risa's essay. Then answer the questions.

<Risa's essay>

Last year, I went to Tokyo Disneyland with my family. I ate teriyaki chicken legs and Mickey churros. I saw my favorite Disney characters during the parade. I rode a lot of rides and took pictures. I did not go to Harajuku. I really enjoyed the trip. I want to go back to Tokyo next year.

Q1. Where did Risa go last year?

She went to Tokyo Disneyland.

Q2. Who did she go there with?

She went with her family.

Q3. What did she eat and see there?

She ate teriyaki chicken legs and Mickey churros. She saw her favorite Disney characters.

Q4. Did she go to Harajuku?

No, she didn't.

Q5. Did she enjoy the trip?

Yes, she did.



Step2. Think about your last year's trip. (日本語可)

Who? (だれと)



What? (したこと) 2

Where?

Trip

Step 3. Choose your favorite trip.

(1) Where did you go?

(2) Who did you go there with?

(3) What did you do there? (Write two things.)

(4) Did you enjoy the trip?



Step 4. Talk about your trip with your friends!

<Model Dialogue>

A & B : Hello, how are you?

I'm ( good / happy / sleepy / tired). And you?

A : Let's talk about our last year's trip.

B : Okay!

A : Where did you go?

B : I went to Tokyo last year.

A : Oh, you went to Tokyo. ( Sounds fun. / Nice! / Great! )

Who did you go there with?

B : I went there with my family.

A : With family. I see. What did you do there?

B : I ate teriyaki chicken legs and churros and I saw many Disney characters.

A : ( Sounds fun. / Nice! / Great! ) Did you enjoy the trip?

B : ( Yes, I did. / No, I didn't. ) How about you? Where did you go?

\* Change your role.

B : Nice talking with you.

A : You, too.

言葉が出てこない時 :

Well... Um...

Uh... Hmm... Let's see...

【Memo】

Name	Where	Who	What (two things)
Ex) Hoshiya	Australia	Friends	• ate a kangaroo steak • saw many koalas

# Fun Essay: My Last Year's Trip



draw

<Risa's essay>

Last year, I went to Tokyo Disneyland with my family. I ate teriyaki chicken legs and Mickey churros. I saw my favorite Disney characters during the parade. I rode a lot of rides and took pictures. I did not go to Harajuku. I really enjoyed the trip. I want to go back to Tokyo next year.

write

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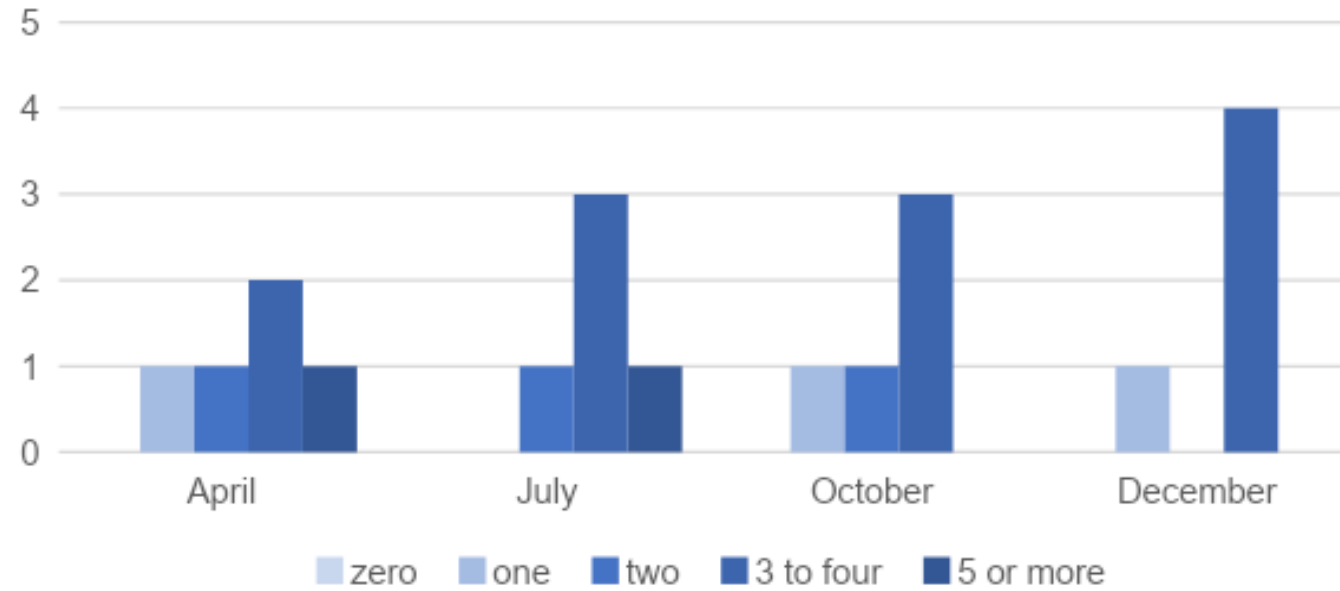
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# Results

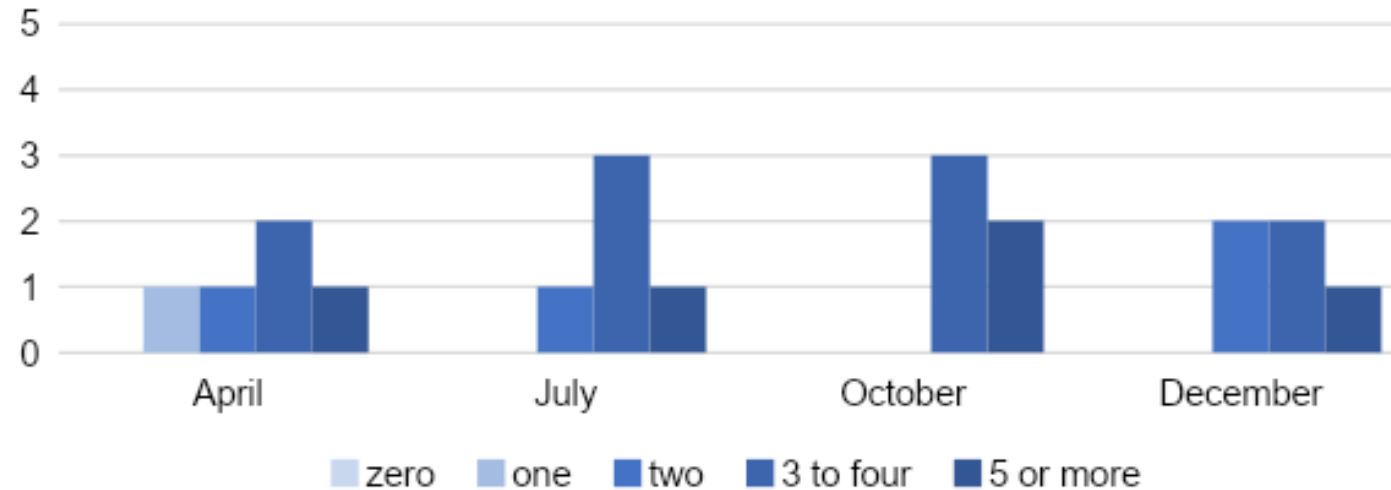
## Survey Questionnaire



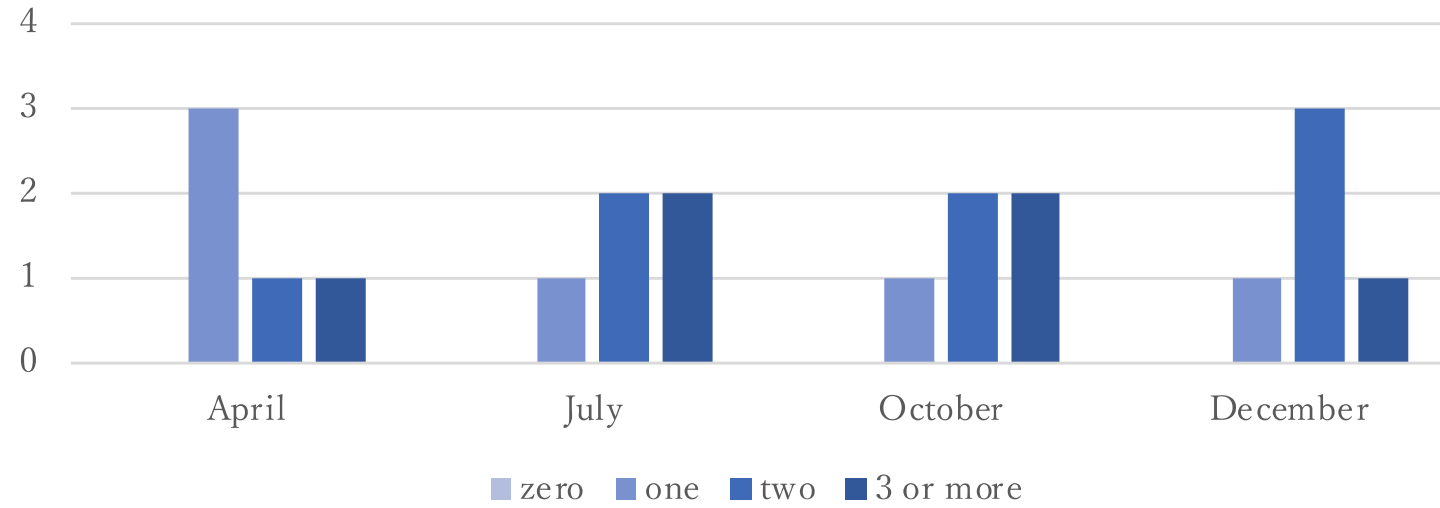
### Use of Openers/Closers



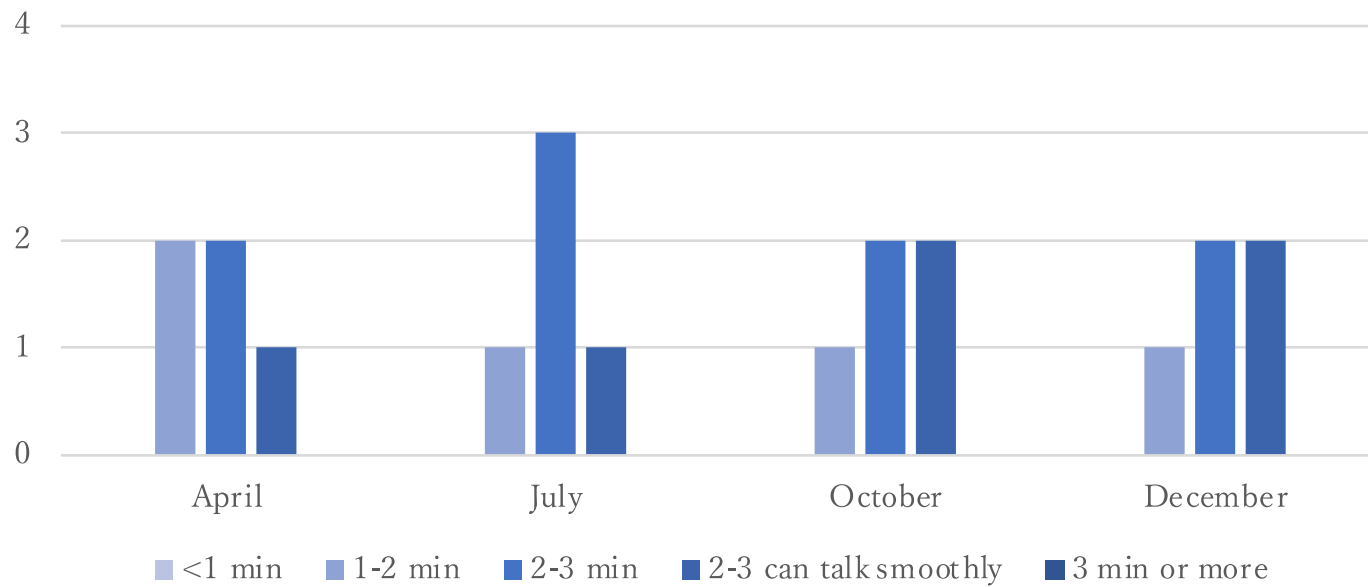
### Use of Rejoinders



## Follow-up Questions



## Timed Conversation





# Speaking Test Video

(October 2021)



Miori hello how are you  
Ayano I'm okay  
Miori I'm fine by the way how was your weekend  
Ayano I was I  
Miori °it was°  
Ayano It was happy  
Miori happy? wha.what did you do.  
Ayano I was. (0.1) I was play game  
Miori what game  
Ayano e~ fortnight (0.2)  
Miori do you like fortnite  
Ayano yes I do (0.5)  
Miori do you have(0.2)nintendo °switch°  
Ayano °etto° two °nintendo two ha nani two switch° have(0.3)  
Miori °hh° two do you who did with the fortnite (0.4)  
Ayano wi::th friend?  
Miori how many?  
Ayano e::tto fou:r peoples (0.4)  
Miori that's nice (0.2)  
Ayano ho:w wa:s you:r weekend?  
Miori it's fun it was fun because I played volleyball and tennis  
Ayano I. think I. do you like basket?(0.1) volleyball  
Miori yes I do  
Ayano oh: good? (what) (0.3)  
Miori what else (0.2) what game  
Ayano uh I: I: pla:y dance  
Miori °dance° you like dance do you like dance  
Ayano yes I do (0.2)  
Miori etto wha:t time dance what time  
Ayano it's nine?(0.2) nine years  
Miori that.that's long  
Ayano yes (0.3)  
Miori etto why did dance (0.3) °nande (inaudible)°  
Ayano I don't know hh.  
Miori °I see hhh.° (0.3)  
Ayano nice talking with you (0.3)  
Miori see you  
Ayano see you

# Speaking Test Audio

## March 2022



[00:00.00]

01 Miori how are you  
02 Sota I'm hungry and you  
03 Miori I'm fine by the way may I ask any question  
04 Sota yes  
05 Miori what will you do on tomorrow  
06 Sota I study japanese because tomorrow the japanese test  
07 Miori do you like japanese  
08 Sota hmm I don't like japanese  
09 Miori I see but I like study I like japanese  
10 Sota oh that's nice  
11 Miori what will you do on saturday  
12 Sota saturday is baseball  
13 Miori what do on baseball  
14 Sota etto ((uhm in japanese)) batting eh one more  
15 Miori eh what  
16 Sota etto ((uhm in japanese)) batting and defense  
17 Miori eh batting and defense which one do you like  
18 Sota I like defense  
19 Miori I see what will you do on sunday  
20 Sota sunday is baseball  
21 Miori what time is your baseball  
22 Sota eh gogo kara te nanteiu ((how do you say afternoon in japanese))  
23 Miori gogo kara ((afternoon in japanese)) nanji kara nanji made((from  
24 what time in japanese))  
25 Sota ah twenty kara ((from in japanese)) nanjimade goro ((about what  
26 time in japanese)) sixteen made  
27 Miori that's long etto ((uhm in japanese))  
28 Sota uh etto ((uhm in japanese)) what etto nanjyatakke ((what was  
29 that again? in japanese)) what's tomorrow  
30 Miori I will go to school  
31 Sota eh me too etto ((uhm in japanese)) what etto ((uhm in japanese))  
32 on the saturday  
33 Miori I will homework  
34 Sota oh nice etto ((uhm in japanese)) what's on sunday  
35 Miori I will read the book  
36 Sota uh book nice uh machigaita ((that was a mistake in japanese))  
37 etto book hmm what book title  
38 Miori title I read jikan wari daishi  
39 Sota oh: nice  
40 Miori thank you nice talking with you  
41 Sota nice talking with you

[04:25.02]

# Conclusion

## 1. How do six graders learn to use communication strategies?

- Explicit teaching of CSs
- Opportunities for students to use the CSs (small talk, speaking tests, etc.), to share their opinions/thoughts, to develop these strategies.

## 2. How do six graders perceive and participate in focus-on-form activities?

- Model dialogues first before they engage in small talks or written tasks.
- Oral corrective feedback in between practice dialogues and after their speaking tests.
- Their errors on their written output were highlighted and sent back to them where they help each other figure out the correct answers.
- Every so often, the students had to figure out and make guesses on the grammar rules. (in pairs or in groups)
- I address grammatical issues emerging from planned activities (e.g., question from students)



### 3. How do six graders improve their speaking skills through focus-on-form instruction and communication strategies?

- The CSs helped gap communication breakdown and empowered the students during conversation activities.
- CSs helped them develop the topics during small talks. (conscious and repeated use of CSs)
- Even the lower-level students took the initiative to participate in making their conversations longer. They learned new vocabulary from each other.
- Concerning FFI, the speaking tests showed their improvements and few grammar errors. Correcting feedback played an important role: there was evidence of uptake in their vocabulary use.
- They displayed evidence of self-repair and offered repair to their peers. Self-repair is an indication of their awareness of their errors and their willingness to do something about it.







**Thank You!**