

TITLE:

“Developing 5th and 6th-grade elementary school students’ speaking skills through focus-on-form instruction and communication strategies”

CONTEXT:

- a) Level: 6th-grade elementary school students.
- b) Class size: 4 students in each class (I have 2 classes). They have been with our program since they were in kindergarten.
- c) Time: 50-minute English lesson once a week.

Even after years of learning English with us, our students lack the ability to communicate effectively and confidently in English. They have been with our program since they were 3 years old. Some of the reasons that I’ve observed, over the years of teaching, are lack of motivation, teacher teaching methodology, and materials used among others. Additionally, most students do not know how to use their learned knowledge in communicating with others. They have difficulty applying English outside the classroom.

Reflecting back, my method of teaching needs to improve; my beliefs, mindset, and everything should be challenged. I was able to notice flaws in our curriculum even before I started this program and more so after.

GOALS AND OBJECTIVES:

I want to equip my students with the essential skills to communicate effectively and confidently; I intend to accomplish this through focus-on-form instruction and communication strategies.

Subgoals:

1. I want to bring these changes in the classroom:
 - Make lessons more student-centered and practice focus-on-form instruction. I plan to develop more communicative pair work activities and to time their conversations without any guide sheets and using their personalized cue sheets.
 - Modify and develop our materials that have been used for drill practices and create games that promote learning grammar points implicitly.
 - Do more conversation tasks; providing them opportunities to practice and use the language.

- Documentation of events that happen in the classroom during and after lessons through video recordings and plan future lessons accordingly.
2. I would like to challenge my beliefs; document new method of teaching and observe results and its effects on the students and the class as a whole. I will do self and student observation through videos that will be taken during lessons.

LITERATURE REVIEW:

Introduction

There has been a greater focus on the role that teachers can play in the research cycle. Most researchers currently investigating the role of attention to form attribute the reawakening of interest in this issue to Michael Long (1988a,1991). This literature review explores my research on “Developing 5th and 6th-grade elementary school students’ speaking skills through focus-on-form instruction and communication strategies”.

This review focuses on the foundation of focus-on-form (FonF), communicative language teaching, communication strategies and its relevance on learners’ speaking skills, language acquisition; interaction hypothesis, noticing hypothesis, and input. The last section is the sociocultural perspective: zone of proximal development and scaffolding.

A. Theoretical foundation of Focus on form.

1. *Focus on FormS*

The popular position has long been that syllabus designer’s first task is to analyze the target language and or adopt an existing analysis. Wilkins (1976) termed this as synthetic approach. He stated that synthetic syllabi are those in which “parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up...At any one time the learner is being exposed to a deliberately limited sample of language” (Wilkins, 1976, p.2). Synthetic syllabi lead to lessons with a focus on formS. Some synthetic methods include grammar translation, audiolingual method, audiovisual method, silent way, noisy method, and total physical response. These methods ignore language learning processes. Focus-on-

formS is the traditional approach to grammar teaching and is based on an artificially reproduced syllabus. Language is treated as an object to be studied and language teaching is viewed to be an activity to be practised systematically. Learners are seen as students, rather than users of the language (Ellis 2001).

2. Focus on meaning

Recognition that synthetic syllabi methods were not working, led syllabus designers, teachers, and theorists to abandon focus on formS in favor of focus on meaning. Some claim that learning an L2 from exposure to target language samples is sufficient for successful second language acquisition by adolescents and adults (Corder, 1967; Krashen, 1985; Wode, 1981). Others suggested harnessing L1 learning processes is adequate and optimal as the basis for teaching a foreign language (Allwright, 1976; Krashen & Terrell, 1983; Newmark, 1966, 1971). L2 acquisition is thought to be essentially similar to L1 acquisition, so that recreation of something approaching the conditions for L1 acquisition, which is widely successful, should be necessary and sufficient for L2 acquisition. Long (1997) stated that “a pure focus on meaning is inefficient”. He has argued for many years that comprehensible L2 input is necessary, but not sufficient.

3. Focus on form

The term "form-focused instruction" (FFI) is used to describe both approaches to teaching forms based on artificial syllabi, as well as more communicative approaches, where attention to form arises out of activities that are primarily meaning-focused (cf. Long and Robinson 1998). FFI comprises two subcategories: focus-on-formS and focus-on-form instruction.

Focus on form overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication (Long, 1991, pp.45-46). A common example illustrating this definition of FonF is the provision of corrective feedback in response to learners' erroneous utterances during communicative activities. According to Doughty & Williams (1998), “the fundamental assumption of focus on form instruction is that meaning, and use must already be evident to the learner at the time that the attention is drawn to the linguistic apparatus needed to get the meaning across” (p.3).

Why use focus on form?

First, focus on form may be necessary to push learners beyond communicatively effective language toward targetlike second language ability. It can speed up natural acquisition processes. The students' attention is drawn precisely to a linguistic feature as necessitated by a communicative demand. It doesn't necessarily mean halting the conversation and going back to purely explicit teaching. Instead, it means to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Long & Robinson (1998) stated that focus on form often consists of an occasional shift of attention to linguistic code features-by the teacher and/or one or more students-triggered by perceived problems with comprehension or production (p.23). This is similar to when native speakers have to consider the appropriate format when composing a business letter or email for a job application as compared to a letter for a friend, as they are totally different. Opportunities for learners to engage in conversational interactions and paired activities can lead to increased communicative competence and the ability to manage conversations in a second language. However, research shows that learners may make slower progress on acquiring more accurate and sophisticated language if there is no focus on form.

Second, Long (1991) and Long and Robinson (1998) assert that the occasional focus on the discrete-forms of the L2 via correction, negative feedback, direct explanations, recasts, etc., can help students become aware of, understand, and ultimately acquire difficult forms. Focus on Form instruction, in their view, maintains a balance by calling on teachers and learners to attend to form when necessary, yet within a communicative classroom environment.

Teachers must make sure that students don't have to deal with the meaning, use, and form all at the same time when this kind of instruction is operationalized. Grammar teaching should not be isolated from communicative activities, either. Second language teaching can be improved with some degree of attention to form. In addition, focus on form is learner-initiated. Focus on form is one of the ways to make instruction useful.

Lightbown & Spada (1990, 1994) observed that teachers rarely focused on language form. The emphasis on teaching was on activities that focused on meaning rather than form, opportunities for spontaneous interaction, and the provision of rich and varied comprehensible input. The learners have developed good listening and listening comprehension and communicative confidence in English but have continued to have problems with linguistic accuracy and complexity.

Planned vs. Incidental Focus on form.

According to Ellis (2001), and Ellis, Basturkmen and Loewen (2002) focus on form is divided into two types: incidental focus on form and planned focus on form. The former contains spontaneous attention to form which emerges during meaning focused activities and it is considered to be difficult to be assessed because pre-test and post-test cannot be utilized to measure individual learning (Loewen, 2005). The latter involves the use of focused communicative tasks to elicit the use of a specific linguistic form in the context of meaning-centered language use. In my research, I used planned focus on form.

B. Communicative Language Teaching

One of the most characteristic features of communicative language teaching (CLT) is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. In a communicative language teaching (CLT) classroom, students strive to get their meaning across. Savignon (2002) writes that “CLT refers to both processes and goals in classroom learning” and that “the central theoretical concept in communicative language teaching is communicative competence” (p.1). Brown (2007) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes” (Brown, p.378).

Communication Strategies

Savignon (1998) stated that communication competence consists of four underlying competencies and one of which is strategic competence. It is knowing how to make the most of the language that you have, especially when it is “deficient”. Learning a language is a cognitive process in which learners are actively involved. People of all ages learn languages best, inside or outside a classroom, not by treating the languages as an object of study but by experiencing them as a medium of communication.

Savignon (2002) suggests “the effective use of coping strategies (communication strategies) is important for communicative competence in all contexts and distinguishes highly effective communicators from those who are less so” (Savignon, p.10). In a CLT classroom, students make every effort to get their meaning across and ensure listener comprehension. Communication strategies are a

useful way to overcome perceived barriers to achieving communication goals. It is “a spare tyre for emergencies” (Cook, 1993, p. 119).

Ellis (1985) defines communication strategies as psycholinguistic plans which exist as part of the language user’s communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement” (p. 182). Ellis (1994) also suggests that communication strategies be seen as a set of skills, which learners use in order to overcome their inadequacies in the target language. Some studies, Maleki (2007), Tian and Zhang (2005), on the teachability and effectiveness of communication strategies showed that teaching CSs was effective, and that students’ communicative competence improved.

There are different arguments against communication strategies instruction. Bialystok (1990) and Kellerman (1991) argue that one should teach the language itself rather than the strategies. Schmidt (1983) believes that L2 learners develop their strategic competence at the expense of their linguistic competence. According to Skehan (1998), using communication strategies by skilled learners may hinder the development of their interlanguage knowledge resources.

There are many interpretations, definitions, and arguments of communication strategies. From the above studies, it is obvious that CSs are an essential part of what students should know and should be able to utilize to be meaningfully engaged. However, teachers should be sensitive on when to scaffold the students’ learning using CSs and when to push the learners to learn more. When CSs are properly used, the learners will sound more genuine. They can be used to empower students and give them confidence in communicating. It is good to reinforce the use of communication strategies, however; teachers should make sure that the learners will not depend much on it to improve their students’ speaking skills.

C. Second language applications: Interaction, Noticing, and Input

The interaction hypothesis.

Modified interaction includes linguistic simplification, elaboration, slower speech rate, gesture, or the provision of additional contextual cues. Long (1996) revised the interaction hypothesis and placed more emphasis on cognitive factors such as noticing and corrective feedback during interaction. Doughty & Varela (1998) carried out a study with a group of ESL learners in their science class.

Students who received corrective feedback made more progress in using the past and conditional forms than the other group.

The noticing hypothesis.

The intended outcome of focus on form is what Schmidt (1993b) calls noticing. Noticing Hypothesis (Schmidt, 1990, 1994) acknowledges that noticing is a necessary and sufficient condition for subsequent acquisition. Without noticing, it is impossible for the conversion of input to intake, which he defines as "that part of the input that the learners notices" (Schmidt, 1990, p.139), and he argues that no matter a learner attends deliberately to a linguistic form in the input or it is noticed purely unintentionally, once it is noticed, it becomes intake. And he suggests that what is noticed can be any aspect of language: lexicon, grammatical form, pragmatics, etc (Schmidt, 1990).

There are some suggestions on how the learner's attentional resources are allocated. One is to work in pairs on problem-solving tasks. The frequency of newly learned vocabulary and or being underlined or italicized making them more salient increases the likelihood of being noticed by the learners. The recycling of the lexical terms in subsequent task is useful, as well. Teachers briefly interrupting the students in order to provide corrective feedback is another useful way. Lastly, providing implicit negative feedback such as using recasts is more likely to be noticed.

Input.

The level of attention that is required for L2 acquisition and the role of conscious awareness in facilitating intake processing are currently the topic of debate and empirical investigation. Although there is a general agreement that attention plays a key role in the conversion of input to intake.

Input is language embedded in some kind of communicative interchange no matter how trivial or how important. Input is what the language learners hear that is meant to convey a message; the learners' job is to attempt to understand what is being said. It should be meaning bearing.

Krashen (1982) has put forth the input hypotheses. He strongly claimed that comprehensible input causes acquisition. Long (1983) agreed with Krashen that comprehensible input is necessary but not sufficient condition for language acquisition. He argued that modified interaction is the necessary mechanism for making language comprehensible. He focused on the question of how input can be made comprehensible. He said that what learners need is opportunities to interact with other speakers, working together to reach mutual comprehension through negotiation of meaning.

Second language acquisition is a complex process involving social, cognitive, linguistic, and other factors. At least three sets of processes are involved in language acquisition: input processing, system change, and output processing. Acquisition is dynamic and slow, there is no such thing as instantaneous acquisition. The language learner is in much more control of acquisition than anyone had assumed.

Consciousness raising aims for teachers and materials writers to make students aware of new target language items, rules, or regularities by highlighting them in input and with greater or lesser explicitness and intensity (R.Esslis, 1991). But not necessary for the students to produce them right away. Sharwood Smith (1991, 1993) abandoned consciousness-raising for input enhancement. Input enhancement attempts to direct the learners' attention to target items.

D. Sociocultural Perspective

According to the sociocultural theory, learning occurs in interaction with a more competent speaker. When the learners converse with each other, they notice the gap in their own knowledge and a more proficient L2 user and they try to compensate for this gap (Lantof & Thorne, 2007).

Zone of Proximal Development (ZPD)

The difference between what an individual achieves by herself and what she might achieve when assisted is what is known as zone of proximal development or ZPD. It is the most well-known of Vygotskian concepts (Kinging, 2002; Mahn & John-Steiner, 2000). It is frequently used and misused (Chaiklin, 2003; Palincsar, 1999; Wells, 1999a). Chaiklin, Van der Veer and Valsiner (2003) downplayed the importance of ZPD in Vygotsky's work. Chaiklin (2003, p. 43) stated that "there is not an extensive corpus of material from which Vygotsky's true meaning or official interpretation can be found". In contrast, Del Rio and Alvarez (2007) emphasized that close readings of Vygostky's writing indicates that ZPD was nevertheless a strong concept underlying much of his work.

Scaffolding

This term is increasingly used to describe certain kinds of support which learners receive in their interaction with parents, teachers, and other 'mentors' as they move towards new skills, concepts, or

levels of understanding. It is a term which helps to portray the temporary, but essential nature of the mentor's assistance as the learner advances in knowledge and understanding. Bruner (1985) expanded the notion of scaffolding to include "competent" peers:

"If the child is enabled to advance by being under the tutelage of an adult or a more competent peer, then the tutor or the aiding peer serves the learner as a vicarious form of consciousness until such time as the learner is able to master his own action through his own consciousness and control. When the child achieves that conscious control over a new function or conceptual system, it is then that he is able to use it as a tool. Up to that point the tutor in effect performs the critical function of 'scaffolding' the learning task to make it possible for the child, in Vygotsky's words, to internalize external knowledge and convert it into a tool for conscious control" (pp. 24-25).

'Scaffolding' is clearly a form of 'help'. Is not just any assistance which might help learners accomplish a task. Help that will enable learners to accomplish a task which they would not have been able to manage on their own; help that will bring learners closer to a state of competence which will enable them eventually to complete such a task on their own. Wood et al. (1976) defined scaffolding as "a kind of process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (p. 90). Daniels (2001), however, argued that a scaffold can be interpreted as a one-way act, that is as an experience constructed by the expert alone, whereas the ZPD is constructed as a negotiated activity. He suggested that the experience would be different depending on whether it was rigid, or a flexible scaffold (p. 59) Withdrawal of scaffold is a planned systematic act. ZPD and scaffolding support each other. Scaffold seems a helpful verb to operationalize the meaning of ZPD (Wells, 1999).

WHAT I DID:

- Data collection:
 - ✓ Teacher Journal
 - ✓ Video recording
 - ✓ Questionnaire
 - ✓ Observation sheets
 - ✓ Speaking tests
- Communication Strategies taught:

- ✓ Clarifying questions
- ✓ Introduced shadowing
- ✓ Non-verbal communication
- ✓ Fillers
- ✓ Self-correction

We only had a 50-minute lesson once in a week which made it challenging. I had to modify our materials and tried to spend the limited time prioritizing activities. One of the major changes I had to initially do was to change my mindset about language teaching. I challenged my beliefs and tried to change my teaching methodologies; I had to undo all of what I was trained and comfortable to do. Another was increasing student centered activities. I was hesitant at first as I thought I might sacrifice time and other activities as a result of giving students some independence in the classroom. I noticed that my students were more than willing to do the task with their peers and that gave me time to be silent and observe their interaction. I was glad I didn't rely on my personal opinions and feelings.

I made worksheet, guide sheets, and modified the focus on form workbook from Mr. Sato for my students. I tried to gradually remove the guide sheets and increased their talking time.

In the first few months, I tried to get used to journaling events that occurred in the classroom and record and time their speaking activities. Video recording was a challenge the first few months for all of us. We eventually got used to it in middle of the school year. The recordings helped me compare how much we were improving, how much teacher-centered tasks I was doing, and helped me observe the class as a whole. I gave three questionnaires; one at the beginning of our face-to-face lessons in June, another in August, and the last was in March. The observation sheets were included in the teacher journal. I gave their first speaking test in autumn and another in March. This year was my first time to conduct speaking tests and my greatest challenge was not knowing what to expect and what to do. Their first speaking tests was not very good due to our limited knowledge in both the speaking test itself and on how to do it more efficiently.

RESULTS:

Questionnaires:

Table 1. This was the latest modified survey given in March.

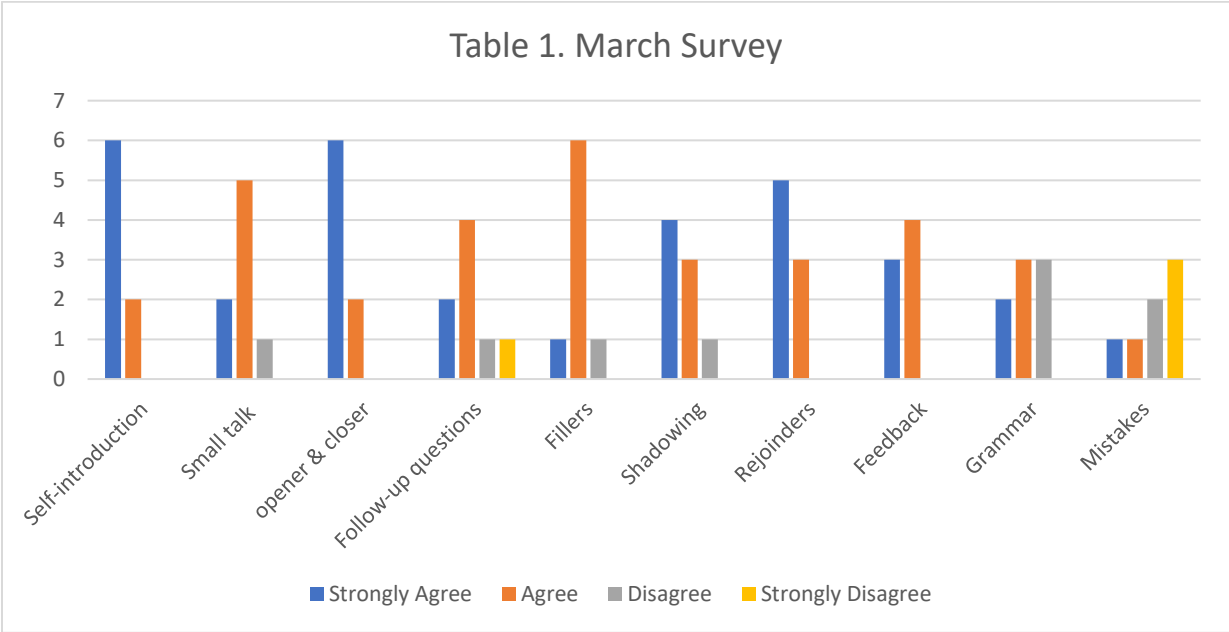


Table 1. shows that the students were able to use communication strategies well. Only two students had difficulty asking follow-up questions. Three students strongly disagreed while two more students disagreed that it's okay to make mistakes during conversation. This means that more than half of the students think that there should be no room for mistakes during conversation.

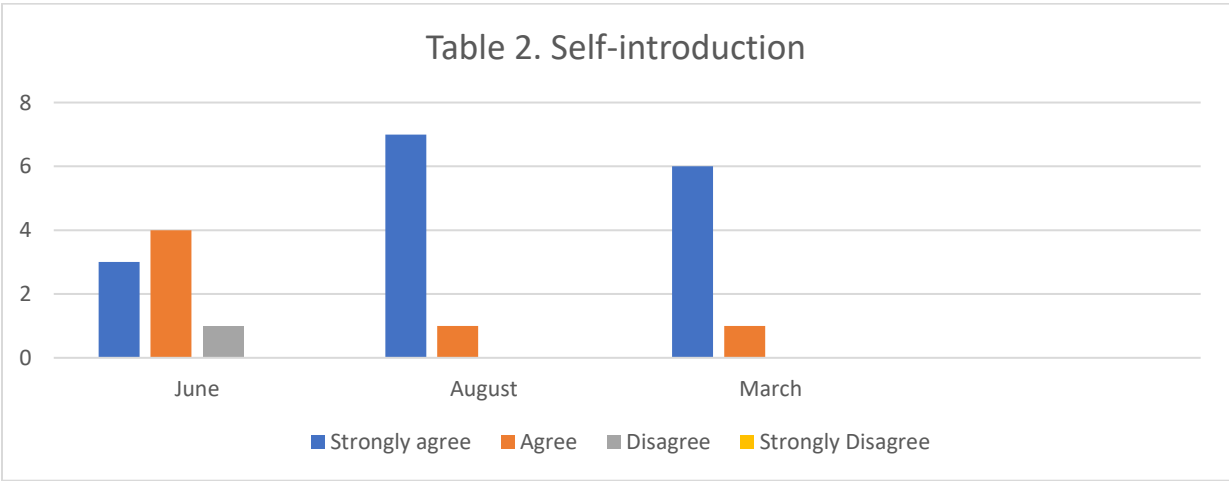


Table 2. In the June survey, only 3 strongly agreed that they were confident in introducing themselves. It went up to 7 students who strongly agreed in August. This changed to 6 in the March survey. Self-introduction included longer sentences about themselves.

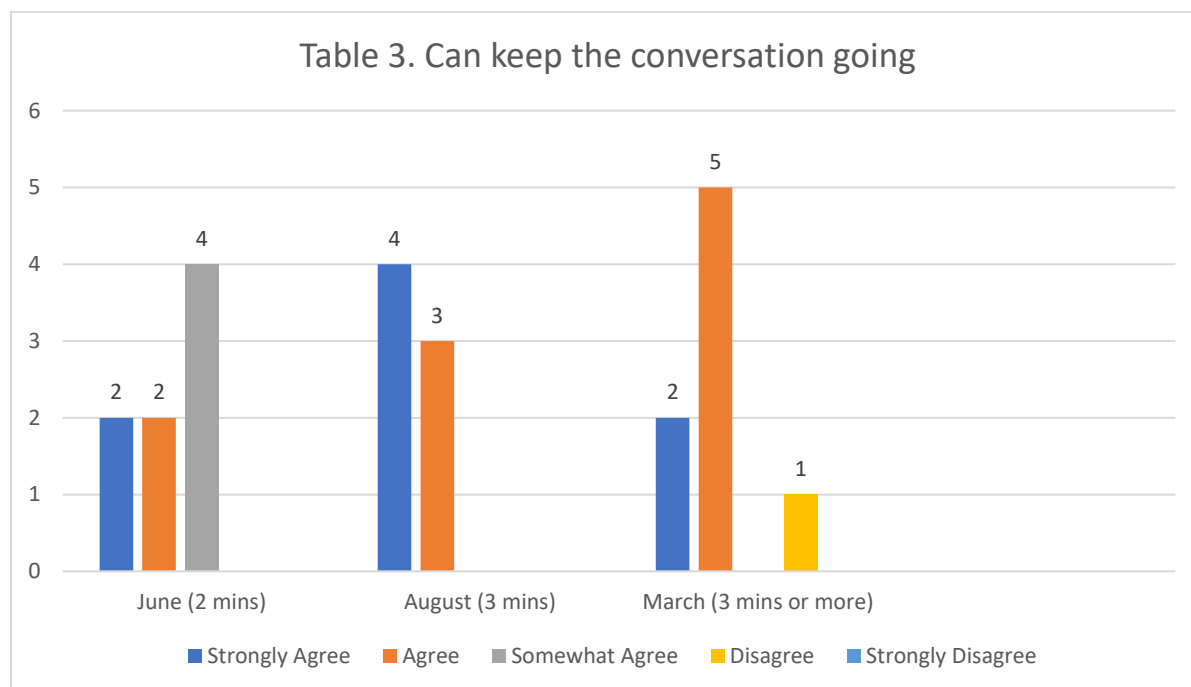


Table 3. Timed conversation: only 2 students strongly agreed that they can do a 2-minute conversation in the June survey. In August, it increased to 4 who strongly agreed and 3 who agreed. Two students strongly agreed that they can do small talks for more than 3 minutes in the March survey, 5 agreed, while 1 strongly disagreed. The topics gradually became more challenging, and students had to be more independent and creative in their communication tasks.

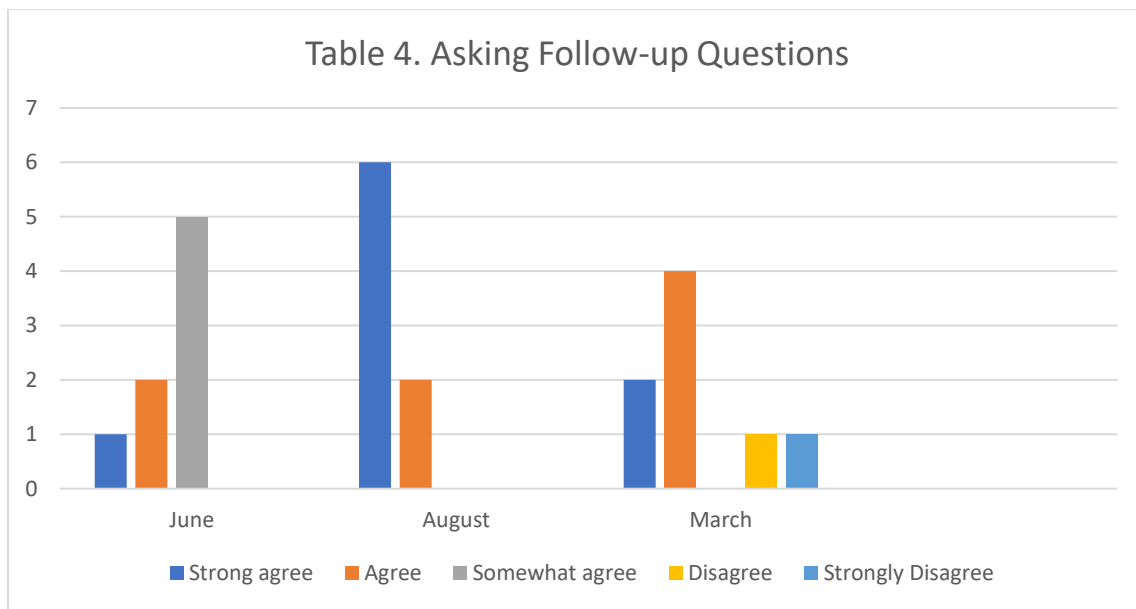


Table 4. Follow-up (Wh) questions: One student strongly agreed and 2 agreed that they can ask follow-up questions in the June questionnaire. The rest answered somewhat agree. In the August survey, 6 strongly agreed and 2 agreed. While in the March survey, 2 students strongly agreed, and 4 students agreed to being able to ask and answer follow-up questions. I required longer and relevant questions and answers in the latter part of the year making it somewhat difficult for them.

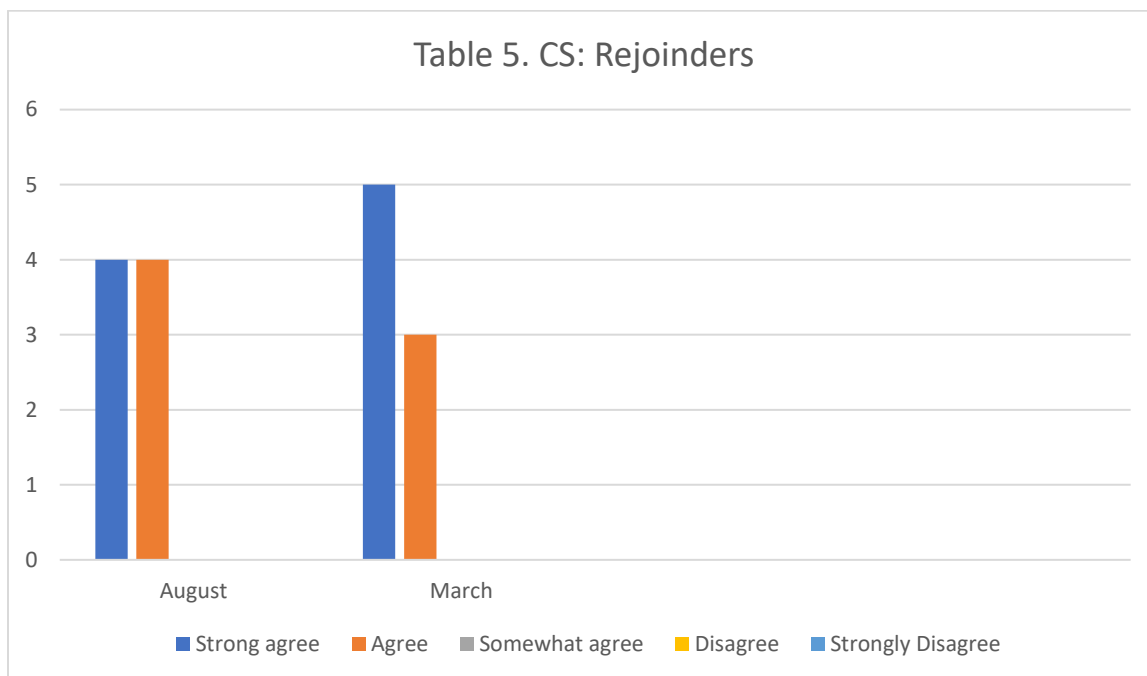


Table 5. Rejoinders: In the August survey, 50% of the students strongly agreed and another 50% agreed that they can use rejoinders in their conversation. In March, it increased to 70% or 5 students who

strongly agreed and 30% or 3 students who agreed. Among all the strategies, rejoinders were noticeably what they most comfortably used.

Timed Conversation:

Table 6. Tuesday

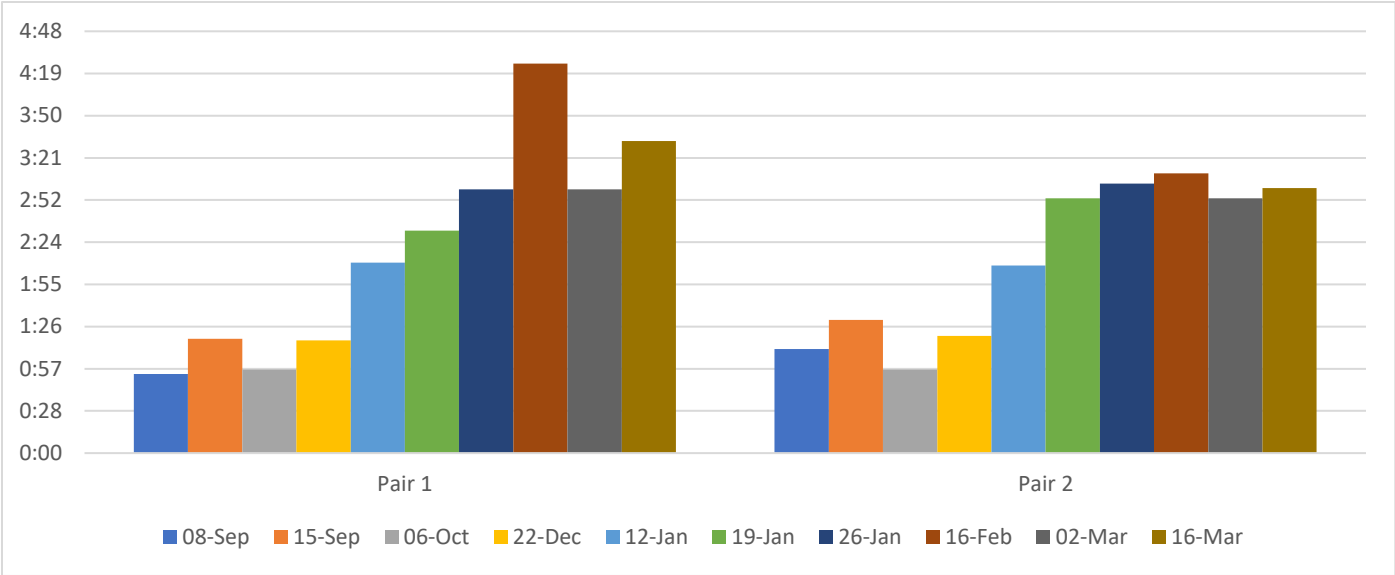


Table 7. Friday

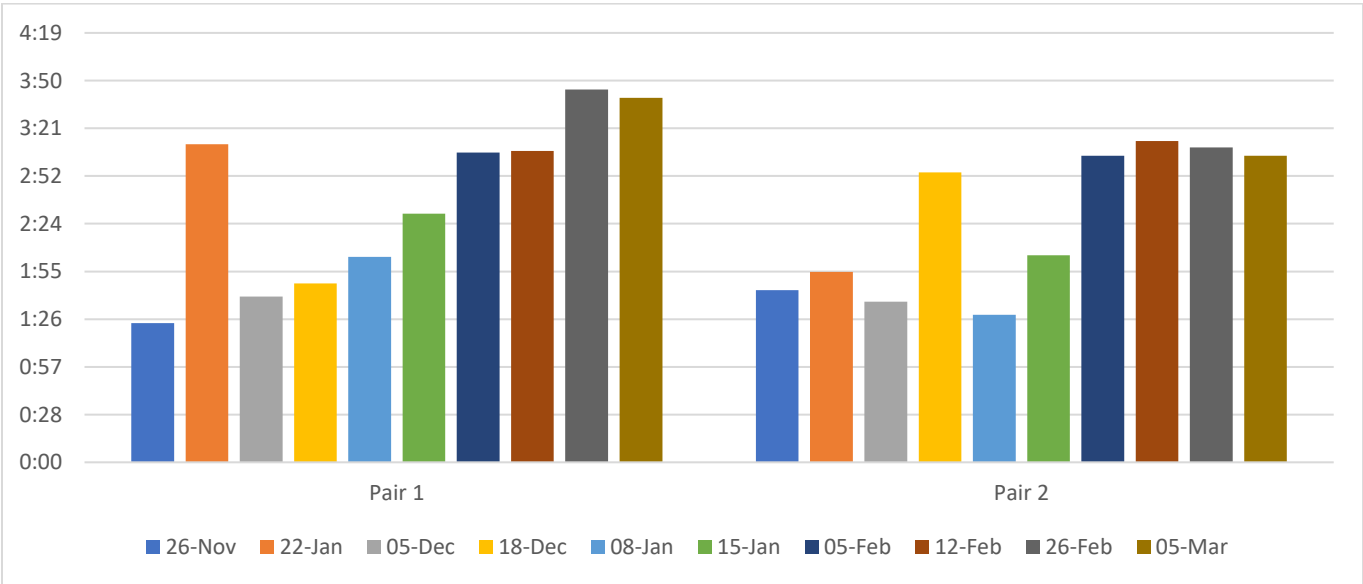


Table 6 and 7. The tables show how the learners gradually increased their talking time. Factors that influenced their timed conversation include topics, mood/feelings, and who they were paired with on that day. In the latter part of the year, we focused on using everything we’ve learned in communication

tasks. Conversation without guide sheets was encouraged so they can focus on their topics and in making the conversation meaningful.

Students' Feedback:

One student mentioned: 先生に意味を聞けばたくさん話をすることができます。I encouraged them to ask me questions anytime they don't understand something or needs help. Another said “話深くすることができます”. Here are other comments from the students: “クラスメートと長い時間会話することができます”. “自分で質問できた！答えできる”. “自分で考えして質問できる。シャドウイングができるコメントをつけれる”。

Some students misunderstood the second question at the bottom of the survey about understanding grammar. They wrote about how they want to communicate using English to foreigners. Some wrote how our EIKEN class helped them understand grammar better.

WHAT I LEARNED:

Action research changed me as a person, and it gave me a deeper understanding of the classroom and the students. It assisted me in improving and refining my actions. I see it as an empowering experience and something I will continue doing even after I finish this program. Most of the concepts I've read from books became clearer when I tried to apply and observe them in class. The support and guidance from professors and peers definitely helped and encouraged me to be better.

Here are things I've learned from my students:

1. They can be independent. They like to have some freedom in the classroom, and they want to be part of the decision-making regarding tasks.
2. Every student is unique. My expectations from them were either too high or too low. It was wrong for me not to expect good answers from slower learners. This research took my time and effort to modify materials and make it suitable for the classes. The activities I do in my target classes transfers to other classes, as well. I became an advocate of student-centered lesson plans.
3. They need clear explanation of what is expected from them. They need constant motivation and review of previously learned lessons.
4. Some students' progress is slow while some students need more time to understand grammar points. I need to improve my materials to meet their needs and their difficulties.

5. Performance test is one of the best ways to motivate them to do better in their speaking. In relation to this, they need time to prepare. They value feedback from peers as much as from the teacher.

I get excited whenever I witness something in class that I've only read in books. I've learned to be patient with results and to treat students individually. My action research this year was a hit and miss and it can be frustrating at times when my plans don't work, however; it can also be surprising when unexpected outcomes occur. Journals helped me reflect on my actions and my future lesson plans. I've learned to be okay with 'noise' in the classroom, something that would stress me out before. My adviser told me to listen to my perceived 'noise' and learn from it. When I reviewed the video I recorded, it occurred to me that my students were communicating in Japanese because they were excited about something. I've managed to have them share to me or to everybody about something in English and have them do speaking whenever they become chatty in class. I've learned to listen to them and create a connection by knowing them better and to genuinely be interested in them.

Everything I did in my research was a first time for me; questionnaires, speaking tests, timed-conversation, teacher journal, and observation sheets. The video recording helped me know more about myself. It was painful at first, I observed too many flaws in my interaction with the students that I wasn't aware of. The students' reaction, when I gave them some student-centered tasks, made me realize how little trust I have been giving them. My manager had to cover my classes one time and she told me how my students helped her; they took over the class and did all the activities by themselves. She just supervised them. Another observation was that they cared about their progress than I had expected, and they appreciated me sharing results to them first before informing their parents.

Second language teaching is complex. Five or six years ago, I thought it was simply a matter of skill and experience. I now understood how teaching is a vocation. It's because of the dedication that teachers exert to provide quality learning atmosphere to students. We teach beyond the classrooms. When we have convincing evidence that our work has made a real difference in our students' lives, the countless hours and endless efforts of teaching seem worthwhile. There are still so much to learn and so much to do.

FUTURE ISSUES:

I will have a different set of students in April. In recent years, we've noticed how our 5th and 6th grades choose to quit our program and focus on other activities or school subjects. My concern lies with their learning consistency as they have the option of quitting anytime or they can also choose to move to other classes. If this becomes the case, this will affect my research. I plan to have include 5th grade students next year in my context. The Ministry of Education will introduce new books and curriculum this year. I have been trying to incorporate grammar points they've learned at school into our tasks.

I need to improve my survey questionnaires to avoid miscommunication. Additionally, I would like to further investigate focus-on-form teaching and improve the materials I used. I will have to work on their attitude. Some students lack motivation and comes to class because their parents sent them and that is another thing I have to work on. I think it is not my job to entertain my students but to engage them. It is at the point of engagement that most learning is likely to take place; when they are focused, relaxed, and attentive.

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Appendix

Year-end final questionnaire

March Survey				
指示: 答えを囲んでください。	Strongly agree 強く思う	Agree そう思う	Disagree そう思わない	Strongly disagree 全くそう思わない
Self-assessment				
I feel confident in introducing myself using at least 5-6 sentences. 5～6文で自己紹介できると確信しています。				
I can do small talk for 3 minutes or more. 英語で3分間またはそれ以上世間話・おしゃべりできます。				
I am able to start and close a conversation with proper greetings. あいさつを使って会話を始めたり、閉じたりすることができます。				
I can ask follow-through questions to make the conversation longer and meaningful. クラスメートに質問をして、会話を長く意味のあるものにすることができます。				
I use (uhm..., well...) instead of using えっと...				
I use shadowing during communication task. シャドウイングを使用します。				
I think it is okay to make a lot of mistakes during communication tasks. コミュニケーションで多くのミスをして大丈夫だと思います。				
I am able to use rejoinders during communication task. クラスメートにコメント (nice, I see, that's good など) できます。				
I learn from feedbacks and comments after speaking and writing activities. 活動を話したり書いたりした後、フィードバックやコメントから学びます。				
I am able to understand the grammar points in our activities. 活動の文法を理解することができます。				
Dear Students, コミュニケーション戦略を10ヶ月間学び、使用した後、あなたが話す能力についてどのように感じているか知りたいです。質問に正直に答えてください。これはテストではありません。				
1. 話す能力が向上したと思いますか？ 2つの改善点を挙げてください。				
<div style="border: 1px solid black; height: 80px; padding: 5px;"> <p>例：会話中にクラスメートに自分で質問したりすることができます。</p> </div>				
2. 文法をもっと理解したきっかけは何ですか？例えば、過去形を使ったスピーキング活動。				
<div style="border: 1px solid black; height: 80px;"></div>				

Students' Feedback:

話を聞くことができる	1. 話す能力が向上したと思いますか？ 2つの改善点を挙げてください。 例：会話中にクラスメートに自分で質問したりすることができます。 先生に意味を聞けばいいから話をすることからできます。	例：会話中にクラスメートに自分で質問したりすることができます。 クラスメートと長い時間、会話をできることからできます。
2. 文法をもっと理解したきっかけは何ですか？ 英検の勉強	2. 文法をもっと理解したきっかけは何ですか？例えば、過去形を使ったスピー	2. 文法をもっと理解したきっかけは何ですか？例えば
自分で質問できる、答えることができる	たくさん質問するようになってきた 長く話ができる	自分で1人質問をつくる。
2. 文法をもっと理解したきっかけは何ですか？例えば、過去形	2. 文法をもっと理解したきっかけは何ですか？ 自分、失敗して、はじめてのスピー	2. 文法をもっと理解したきっかけは何ですか？例
クラスメートとの会話	クラスメートとスピーキングしたから	スピーキング
1. 話す能力が向上したと思いますか？ 2つの改善点を挙げてください。 例：会話中にクラスメートに自分で質問したりすることができます。 自分で考えて質問できる。シャドウイングができるコメントをつける	例：会話中にクラスメートに自分で質問したりすることができます。 たくさんの単語の英語を使い分けられることができます。	
2. 文法をもっと理解したきっかけは何ですか？例えば、過去形を使ったスピーキング活動。	2. 文法をもっと理解したきっかけは何ですか？例えば、過去形を	
	外国人とも、と早く楽しく話したいから。	

Lesson Plan

Objectives(s): To assess their speaking ability through speaking test and to be able to give the last survey questionnaire.

Time	Interaction T-Ss, S-S, S	Activity & Procedure
5	S-S	Peer talk: What will you do after class? What will you do before you sleep? (Talk to three people)
2	S-S	<u>Attendance and Preparation:</u> One student will call on everybody's names and check that they have their workbooks and homework.
10	T-Ss	Review of communication strategies. Give instruction about the speaking test. Student preparation for the test.
5	S-S	Homework check: Vocabulary homework (verb past tense) Students ask each other: How do you say ___ in English? How do you spell ___?
15	S-S	Speaking Test Question A: Future Plans What do you want to be? *Which club will you join in JHS? Question B: What will you do after class? *What will you do before you sleep?
5	T-Ss	Teacher and Student Feedback
8	S	Survey Questionnaire
2	S-T	Saying Goodbye

Total Time: 52

S-S: 27

S: 8

T-Ss: 15

Speaking Test Rubric:

Speaking Test March 2021	
Name: _____	
① Fluency and Content: 10 points (なめらかさ、内容)	<p>10 points: 3分以上の会話をなめらかに、豊かな内容ポイント続けることができる。</p> <p>7 points: 3分以上の会話を時々沈黙はあるものの、てきせつな内容で続けることができる。</p> <p>5 points: 3分以上の会話を時々沈黙がありながらも続けられるが、内容がとぼしい。</p>
② Communication Strategies: 10 points	<p>10 points: Opener and closer は当然。フォローアップの質問をすることができます。リジョインダーを頻繁に使用します(それは素晴らしいです、かっこいい! 大変だよね)シャドウイングを使用できます。(uhm..., well...)</p> <p>7 points: Opener and closer は当然。フォローアップの質問をすることができます。リジョインダーを使用することはめったにありません。あなたは少し日本語を使います。</p> <p>5 points: Opener and closer はできます。フォローアップの質問をすることができます。リジョインダーを使用することはめったにありません。日本語を使いすぎます。</p>
③ Accuracy (文法と発音: 5 points) (Grammar and pronunciation)	<p>5 points: 文法の間違いもあまりなく、はなしを続けることができる。</p> <p>3 points: ところどころ間違いがある。</p>
④ Delivery: 5 points 話す態度: 声量、アイコンタクト (Volume and Eye Contact)	<p>5 points: アイコンタクトをしながら十分な声量で話します。</p> <p>3 points: アイコンタクトをしながら十分には出ていない。</p> <p>1 point: 声も小さく、アイコンタクトもあまり出てきていない。</p>