

Action Research Year-End Final Report 2025

Saki Okada

1. Title

Improving students' attitude toward learning English through communicative approach

2. Teaching Context

Level: Junior high school in the second grade

Class size: 39students

Time: 45 or 50 minutes, 4/week

Textbook: *New Horizon 2 (Tokyo Shoseki)*

Problems:

My teaching approach was the grammar translation method (GTM) that I had experienced in my own school days. I did not have any knowledge about second language acquisition and teaching. I did not have sufficient knowledge about second language acquisition or communicative teaching methods. Therefore, I relied on a traditional approach that focused on drill exercises and explicit grammar explanations. However, this approach often makes English class boring because it is not student-centered and lacks opportunities for communication. To change this situation, I started to incorporate Focus on Form Instruction (FFI) into my lessons so that students can increase their motivation toward learning English.

3. AR Goal and objectives

3.1 Goal

My goal is to develop students' speaking competence and writing competence through Focus on Form Instruction (FFI) and performance tests. By improving these competence, students are able to increase their motivation toward learning English.

3.2 Clear and Measurable Objectives

- (1) By March, 80 % of students can continue a conversation in pairs by using communication strategies for two minutes.
- (2) By March, 80 % of students can write fun essays with more than 80 words.
- (3) In the final survey, more than 80 % of students will answer, “I enjoy learning English.”

4. Literature Review

The Course of Study for English education in Japan has been revised several times. In the 2017 revision, which has been fully implemented since 2021, the Course of Study states that students should develop communicative competencies by understanding and expressing simple information and ideas through listening, reading, speaking and writing in English. It also highlights active learning, pair and group work, and the use of English in classroom interaction.

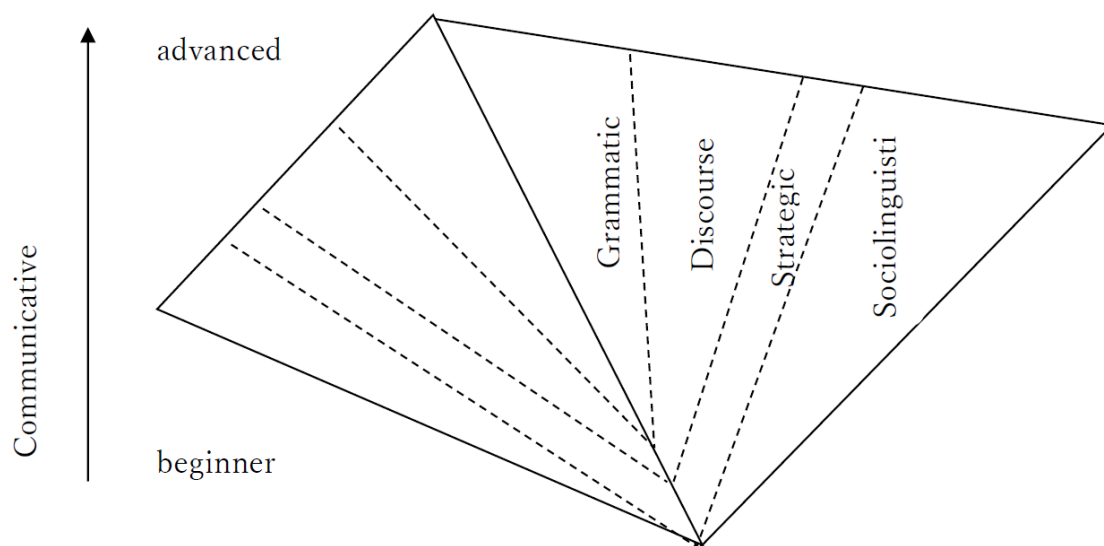
Overall, the revisions show a clear shift from knowledge-based instruction to fostering students’ ability to use English effectively in real-life communication.

4.1 Communicative Competence (CC)

The curriculum guidelines place a clear priority on communicative competence. Canale and Swain (1980) defined communicative competence as having four components: (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence. Savignon (1997) defined communication as “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). Figure 1 shows that a possible relationship between four competences when overall competences increase in an inverted pyramid. Sociolinguistic and strategic competence develop first and discourse and grammatical competence gradually develop as learners make progress in their learning. Beginning with the inverted tip of the pyramid and moving upward, all competences increase along with a corresponding overall increase in CCs. Strategic competence is present at all levels of

language proficiency, especially it can be used by beginners. These four competences are not independent; rather they influence one another.

Figure 1. *The Components of Communicative Competence (Savignon, 1997)*



4.2 Communication Language Teaching (CLT)

Language teaching has been studied for decades. The Audio-Lingual Method (ALM), which became popular in the 1950s and 1960s, emphasized habit formation through repetition, drills, and pattern practice. It focused mainly on accurate pronunciation and grammatical structures, based on Behaviorism. A second language teaching approach that has attracted attention in recent years is communicative language teaching (CLT). CLT aims at developing learners' communicative competence through communication. (Savignon, 2002). Lee & VanPatten (2003) also state that "Communicative language ability—the ability to express one's self and to understand others—develops as learners engage in communication and not as a result of habit formation with grammatical items" (p.51). Brown (2007) offers four interconnected characteristics of CLT:

- (1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

- (2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use

of language for meaningful purposes.

(3) Fluency and accuracy are seen as complementary principles underlying communicative techniques.

(4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 241)

CLT aims to help learners become confident and autonomous users of the language by engaging them in meaningful and interactive learning experiences.

4.3 Communication Strategies (CSs)

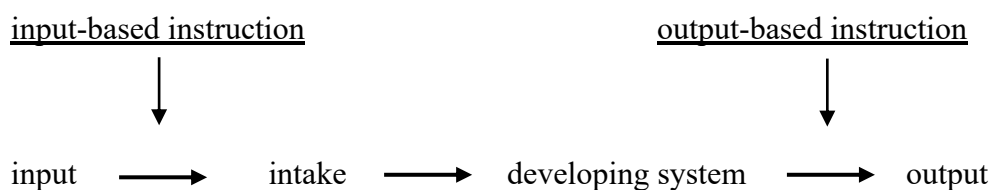
As Savignon (2002) shows in an inverted pyramid of the relationship of developing communicative competence, strategic competence is the most significant component, especially for beginners. Conversation strategies (CSs) are techniques that help speakers and listeners keep a conversation going to its natural and desired conclusion. CSs are very beneficial because even lower-level students can use them to start, continue, and end a conversation smoothly. There are various types of CSs, such as 1) opener, 2) rejoinders, 3) shadowing, 4) follow-up questions, 5) fillers, and 6) closer. CSs help students to continue a conversation when they face difficulties during communication breakdowns. These strategies play an important role in CLT because they encourage students to engage actively in conversation.

4.4 Focus on Form Instruction (FFI)

As a result of over 50 years of research on second language acquisition, it reveals that traditional methods, such as the GTM and the ALM are not effective. (Sato, 2022, p.10) Ellis (2006) states that, “A traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in acquisition of the implicit knowledge needed for fluent and accurate communication” (p.102). According to Lamendella (1977), he states that “mechanical drills do not make use of the same brain processes involved in accessing language during communicative language use. Mechanical drills bypass deeper levels of processing where form-meaning connections are

involved. The learner ‘switches off’ the mechanisms and processes used in relating form to meaning and performs the drill without thinking very much” (Lee & Van Patten, 2003, p. 171). Compared to traditional grammar approaches, Focus on Form Instruction (FFI) is based on the following theory of second language acquisition, which enables learners to learn more effectively.

Figure 2. *Outline of processes in second language acquisition (Lee & VanPatten, 2003)*



Lee & VanPatten (2003) add that traditional approaches do not provide enough meaningful input, so learners cannot construct new grammatical items within their second language developing system. Moreover, Lee and VanPatten (1995, 2003) explain that the teaching procedure of FFI should entail both structured input (form-focused input) and structured output (form-focused output) activities. In contrast to traditional approaches, FFI is based on developments in second language acquisition theory and enables learners to acquire grammar more effectively. FFI has also been divided into two types; *planned FFI* and *incidental FFI* (Ellis, 2006).

(1) Planned focus on form

Ellis (2006) states that “Focus on form entails a focus on meaning with attention to form arising out of the communicative activity. This focus can be planned, where a focused task is required to elicit occasions for using a predetermined grammatical structure” (p. 100). Planned FFI has three steps; (1) input (2) noticing (3) output. According to Lee & VanPatten (2003), “good input has to be comprehensible and meaning bearing” (pp. 26-27). As for noticing, Ellis (2006) mentions that “grammar teaching can involve learners in discovering grammatical rules for themselves” (p.84). In other words, by encouraging students to notice the grammar rules after input, they can build a second

language developing system. Output is also significant. Lee & VanPatten (2003) states that “Although input is necessary for creating a system, input is not sufficient for developing the ability to use language in a communicative context. Learners need not only input to build a developing system but also opportunities to create output in order to work on fluency and accuracy” (pp. 168-170). They also emphasize the importance of the sequence from structured input activities to the output activities by saying “a coherent grammar lesson is one that takes the student from processing a grammatical feature in the input to accessing the feature from her developing system to create output” (p. 181).

(2) Incidental focus on form

Incidental focus on form refers to the tasks used in speaking or writing tests on a given topic in order to review grammar that students have previously learned with feedback provided on common errors. Through this process, students can recycle grammar for self-expression, which promotes language acquisition. “Testing learners’ communicative language ability can have a positive washback effect on instruction. If there is to be an oral test with content related to classroom activities, learners will have additional motivation not only to participate in the class but to strive to improve their communicative language ability” (Lee, J. F. & VanPatten, B, (2003).1997, p.114).

4.5 Pair Work

Rulon and McCreary (1986) compared small-group activities and teacher-fronted activities. “Their conclusion was that small-group work produced twice the number of content confirmation checks and thirty-six times the number of content clarification requests as did the teacher-fronted tasks. There seems to be more communication occurring in paired work than in teacher-fronted activities. Porter (1986) also found that learner-to learner interactions in the classroom resulted in increased opportunities for self-expression for the learner. She also found that uneven proficiency resulted in more interactions” (Lee & VanPatten, 2003, P.58). Advanced-intermediate pairings resulted in increased negotiation for both learners compared to intermediate-intermediate and advanced-advanced pairings. Learners with different proficiency levels tend to engage in more negotiation, therefore pair

work is effective in communication activities.

5. Research Questions

- (1) How do communication strategies improve students' speaking and writing ability?
- (2) How does focus-on-form instruction together with performance tests improve students' communicative competence?
- (3) How does focus-on-form instruction change students' attitude toward learning English?

6. What I did

6.1 Small talk with using communication strategies

I gave my students a communication strategies sheet. I introduced CSs, such as opener, rejoinders, shadowing and closer little by little. At the beginning of the class, I asked students to continue conversations on a given topic for about one or two minutes by using CSs. The topics were selected based on the grammar items that had been taught. I found out that CSs were essential for helping students interact more smoothly, so I set the goal to continue the conversations more naturally and for longer periods. The activities were conducted about once a week. Many students felt nervous about pair work in the first semester and some of them felt reluctant and hesitated to talk with their classmates. However, I told them to overcome their shyness and to listen to their partner carefully and try to understand what he or she said. They gradually became accustomed to the activities and enjoyed communicating in English regardless of their partners. In the second semester, based on the results of the speaking test in the first term, I introduced follow-up questions, such as yes/no questions and wh-questions. I told students that they did not have to speak perfect English and but should try to communicate using the words they already knew. By interacting actively and cooperating with others, their conversations became more meaningful and authentic.

6.2 Focus on Form Instruction (FFI)

FFI includes three steps: input, noticing, and output. In the input phase, students were required to comprehend the content that included the target grammar. I tried to use easy illustrations so that all students could complete the tasks. The second stage focused on the target language form within the content used in the first step. Through these processes, students were able to make form-meaning connections and notice the function of the target form. In the noticing phase, students translated into Japanese and find the grammar rules. I tried to reduce time for explicit grammar explanation and had students notice the rules of grammatical items by themselves. In the output phase, students talked in pairs using the target grammar referring to a model dialog so that they would have more opportunities to recycle what they had learned. During the tasks, I encouraged them to use CSs. After the activity, they wrote down what they had discussed with their partners.

6.3 Speaking Test

I conducted the tests three times from April to March. This was my first attempt at conducting a speaking test in pairs. I informed the students that the test would be done in pairs and that they would not know their partner until the day of the test. I also told them that they should help each other to keep the conversation going for two minutes by using CSs. For the first speaking test in July, my students talked about their summer vacation for two minutes. At first, they seemed to feel nervous. Before the test, they practiced repeatedly with different classmates. I especially focused on voice volume, eye contact, and showing reactions, such as shadowing or responding appropriately. They tended to memorize the drafts rather than trying to communicate. For the second speaking test in December, they talked about their favorite Japanese event. Since most students were able to make good eye contact and adequate volume, I focused on encouraging them to ask follow-up questions. I introduced follow-up questions during small talk activities and provided good model examples. For the final speaking test in March, they talked about the best memory of the year. I told students to develop their ideas in detail by asking, "Tell me more?". Showing recording videos of the students who performed well as models remains a challenge for next year.

6.4 Writing Fun Essay

After the speaking test, I asked students to write a fun essay on the same topic. It appeared that many students struggled to write in English. In the final test, I allowed students to use their textbooks or dictionaries. Improving students' writing skills remains a challenge, as I was not able to provide sufficient time for writing practice.

6.5 Zoom lesson with Indonesian students

One of my colleagues created an opportunity for our students to interact with Indonesian students via Zoom. As a first step, several students exchanged letters in English. In preparation for the Zoom session, students created slides and wrote presentation drafts collaboratively. On the day of the session, both Japanese and Indonesian students gave presentations about their own countries and culture, then they had a short time for questions. In the Autonomy course, I learned that "Beyond the classroom, finding and developing interest is an effective way to maintain and regulate learners' motivation" (McLoughlin, 2020; Mynard & McLoughlin, 2020). For the students, interacting with Indonesian peers was a very valuable experience, and it seemed to increase their motivation to learn English.

7. Results

I will show you whether students have changed since April using the results of the surveys conducted in July, December, and March. The questionnaire consists of three parts. Each is associated with my research questions, and I asked students to write comments about the speaking tests and my lessons. The two parts are about: (1) Students' speaking ability, (2) Students' communicative competence and (3) Students' attitudes toward learning English.

7.1 Survey results of Part I

Regarding the improvement of students' speaking ability, Figure 3 shows that more than 80% of the students were able to continue their conversations in pairs for over two minutes in the final speaking test, compared to the first semester. Surprisingly, no one spoke less than one minute in March.

Regarding their writing ability, Figure 4 shows significant improvement from December to March. In March, 66% of the students were able to write more than 80 words, compared to only 18% in December. Meanwhile, the percentage of the students who wrote fewer than 60 words decreased considerably, indicating growth in their writing ability. Although I was not able to achieve one of my goals-that 80 % of the students would be able to write fun essays of more than 80 words-I was satisfied with the results. After the speaking test and writing fun essays, students were asked to write comments about English lessons. According to Table 1, I received many positive comments. These comments indicate that students reacted positively because they found speaking English with their peers was fun and useful for learning, although they still experience some difficulties in general. When students feel successful and supported, they are more likely to become motivated and enjoy learning English. Table 2 shows how many minutes the target students talked in the speaking tests. As the table shows, all three students, even the low-level student were able to talk for more than two minutes in the final test. Regarding the writing of the essays, the target students were able to write more words than they did in their first essay. One reason for this improvement was that they were allowed to use their textbooks in March. These findings indicate that continuous practice and appropriate scaffolding will further enhance students' writing abilities.

Figure 3. Questionnaire result: How long can you talk with your partner?

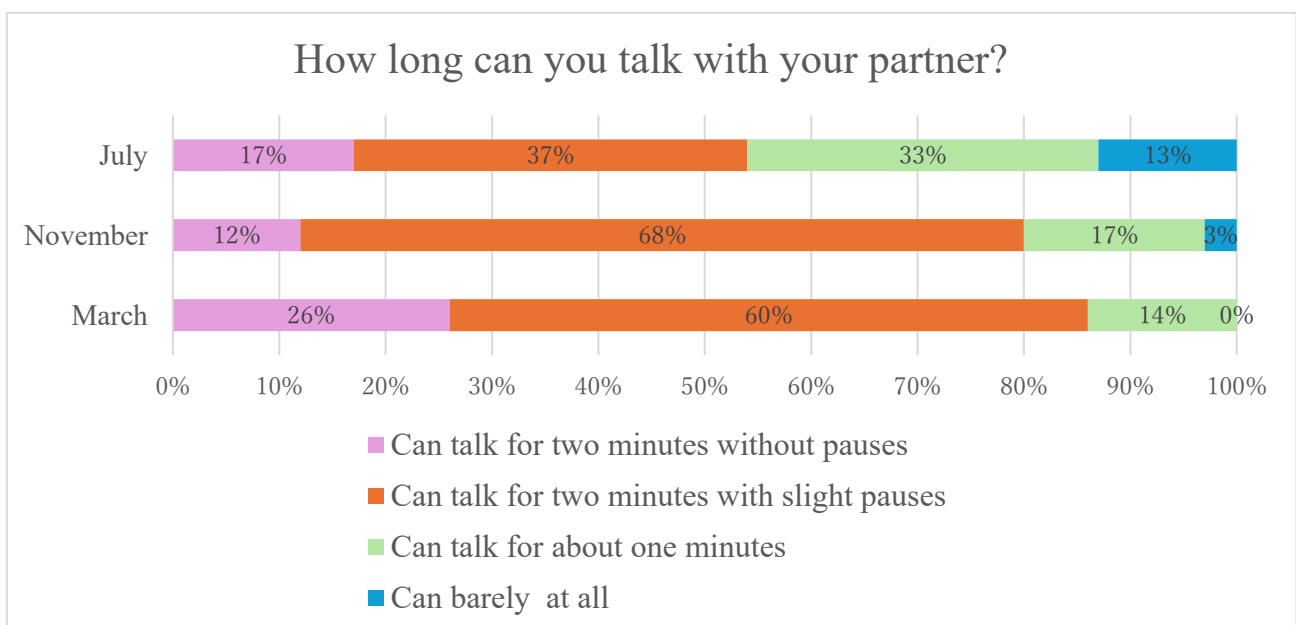


Figure 4. Questionnaire result: How many words can you write essays in English?

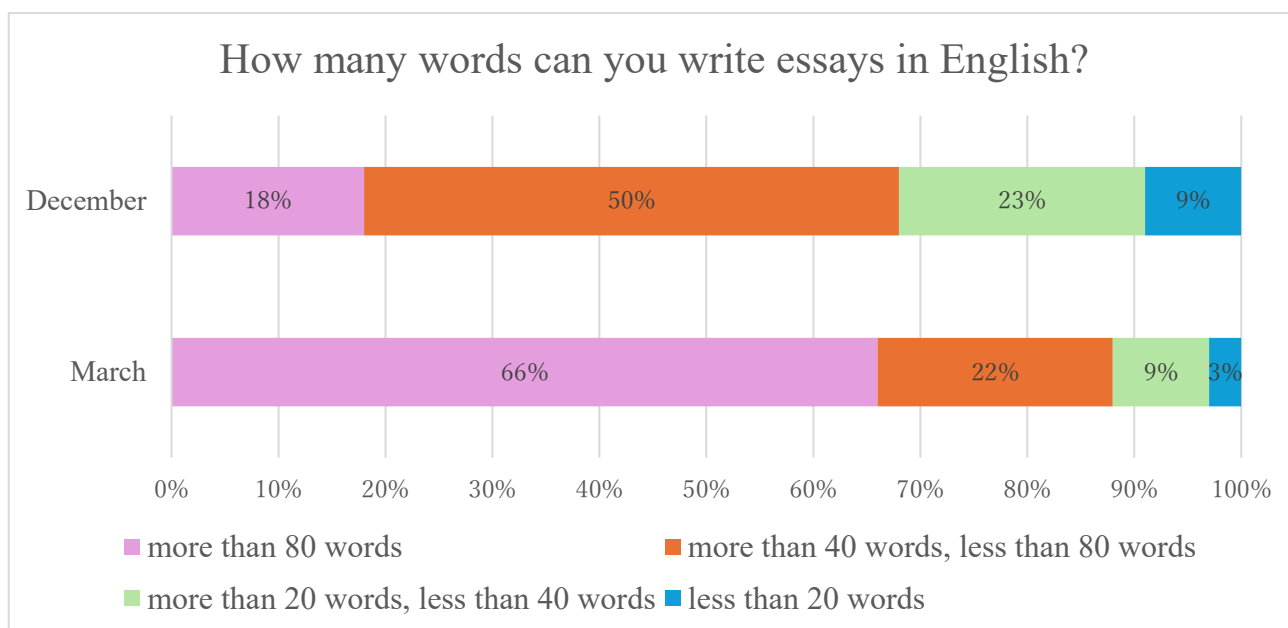


Table 1. Students' comments about the speaking tests in March

Category	Students' comments
Fun	<i>I was nervous before the test; however, I felt fun after the test. (5)</i>
Growth	<i>I could talk better than in April. (9)</i> <i>My speaking ability has improved. (3)</i> <i>I could use shadowing, rejoinders, and follow-up questions. (3)</i>
Motivation	<i>I could help my partner because my partner who was not good at English. (2)</i> <i>Thanks to my partner, I could talk for over two minutes. (1)</i> <i>I want to be able to keep conversation more smoothly. (6)</i>
Difficulty	<i>It was difficult to ask follow-up questions. (5)</i> <i>I could not use different rejoinders. (3)</i>

Table 2. The time that focuses students talked and the number of words that focuses students wrote

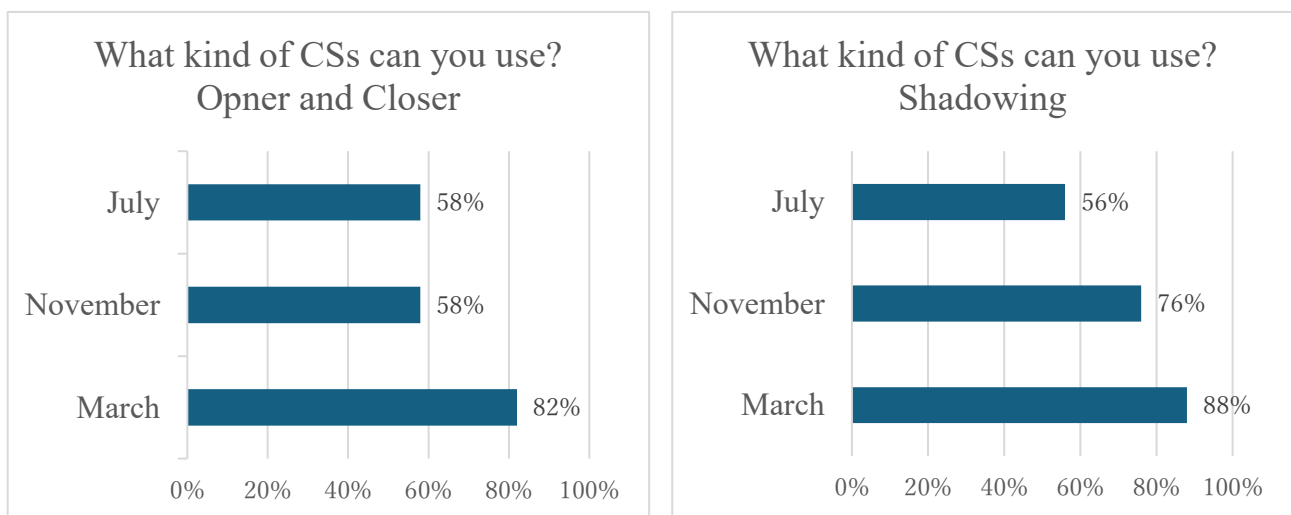
Level	Performance tests	July	March
High-level student A	Speaking (Time)	1:58	2:08

	Writing (Words)	60	91
Middle-level student B	Speaking (Time)	1:31	2:08
	Writing (Words)	35	64
Low-level student C	Speaking (Time)	1:38	2:00
	Writing (Words)	23	64

7.2 Survey results of Part II

Most students became accustomed to using CSs, especially opener, closer, shadowing and rejoinders. Figure 5 shows the frequency of CSs use in July, November and March. The number of shadowing and follow-up questions increased dramatically; however, many students are still unable to use fillers effectively. Improving the quality of their reactions and follow-up questions will be a challenge in the future. Figure 6 and 7 show that more than 90 % of students thought that CSs were helpful for maintaining conversations. A large number of students strongly or mildly agreed on the effectiveness of using CSs to keep conversation going. In addition, many students felt that they could use CSs better than in April, with 39% strongly agreeing and 52% mildly agreeing. As shown in Figure 8, students felt that their speaking ability improved the most, compared to other abilities. These results indicate that students recognize both the usefulness of CSs and their own improvement in using them.

Figure 5. Questionnaire result: What kind of communication strategies can you use?



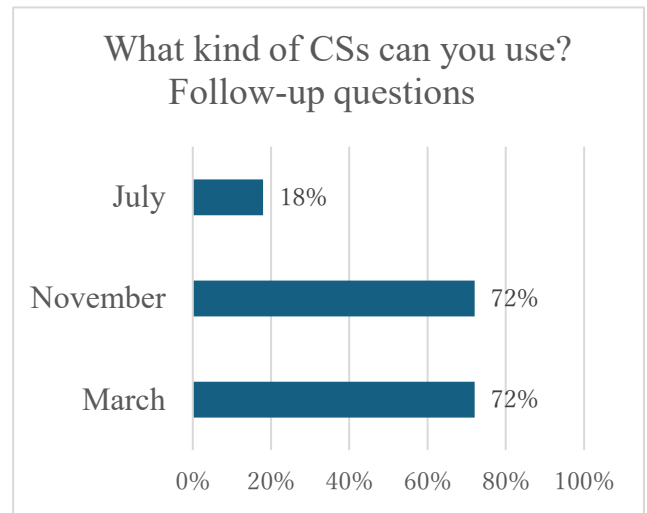
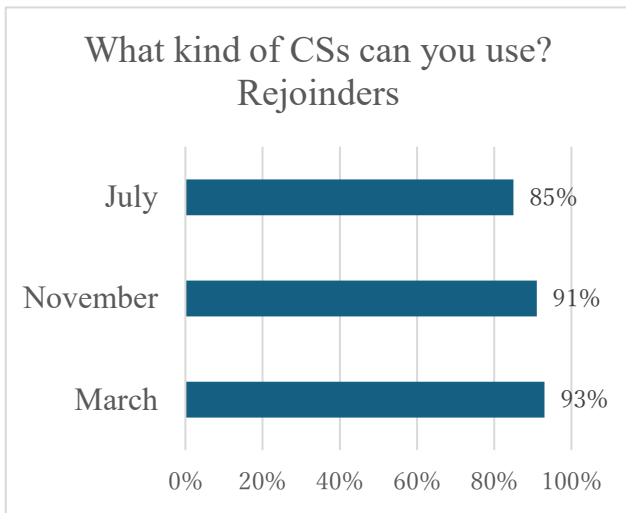


Figure 6. Questionnaire result: Do you think CSs were helpful for having conversations?

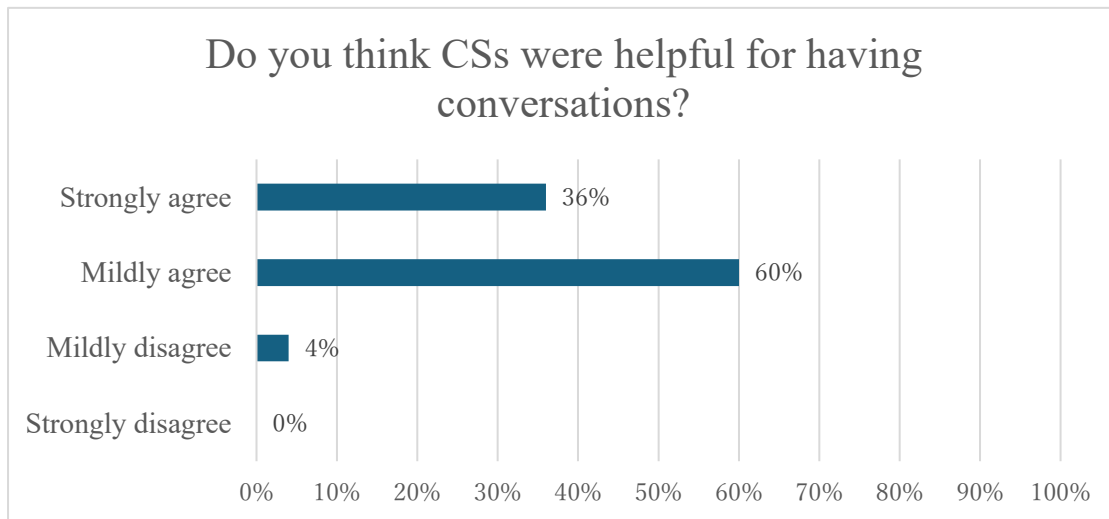


Figure 7. Questionnaire result: Compared to April, I can use CSs better.

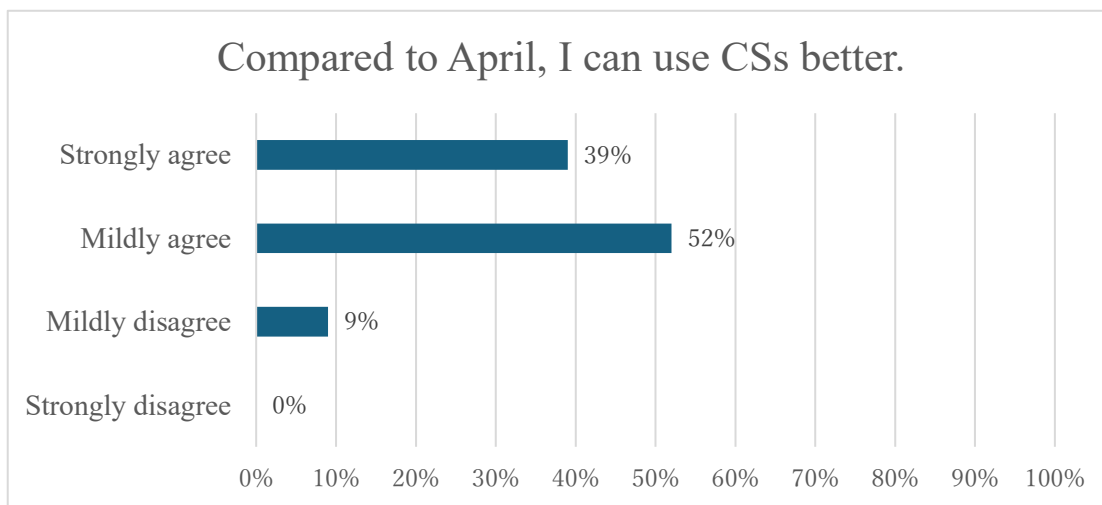
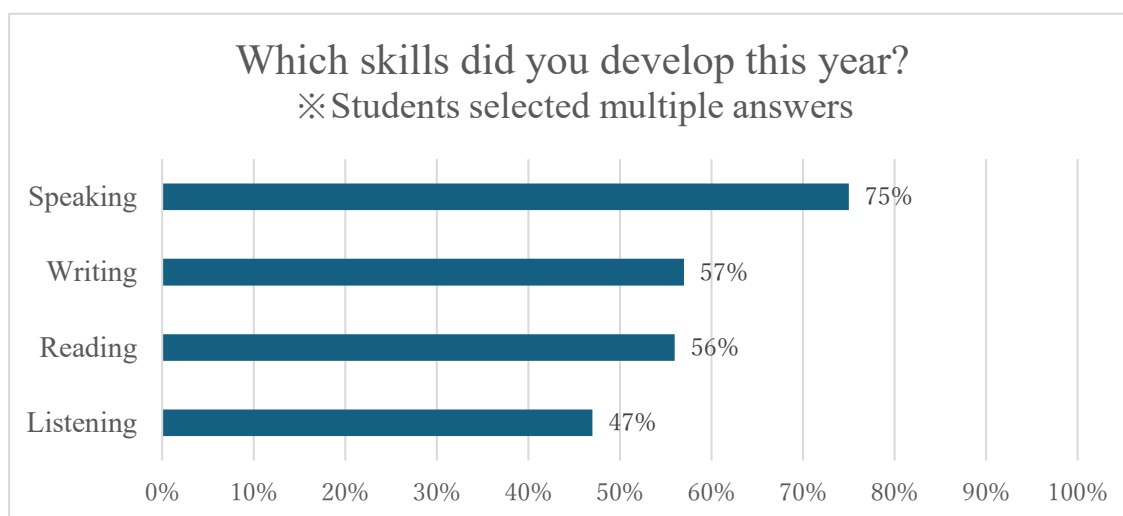


Figure 8. Questionnaire result: Which skills did you develop this year?



7.3 Survey results of Par III

Regarding students' attitude toward learning English, Figure 9 shows that the number of students who enjoyed learning English increased significantly compared to April and no students reported that they did not enjoy learning English. Figure 10 and 11 indicate that students' understanding of the lessons improved and FFI was helpful for learning grammar. The results show that students' comprehension of English lessons remained consistently high from July to March. The majority reported understanding the class at least 50% or more, while very few selected "hardly understand. Table 3 indicates that the Zoom lesson increased students' motivation and interest in learning English. Many students found the experience enjoyable and meaningful, particularly in learning about Indonesian culture and communicating in English. It was a valuable opportunity for students to develop their interest toward learning English. These findings indicate greater comprehension appears to lead to stronger interest in learning English and students are more likely to engage in activities.

Figure 9. Questionnaire result: Do you enjoy learning English?

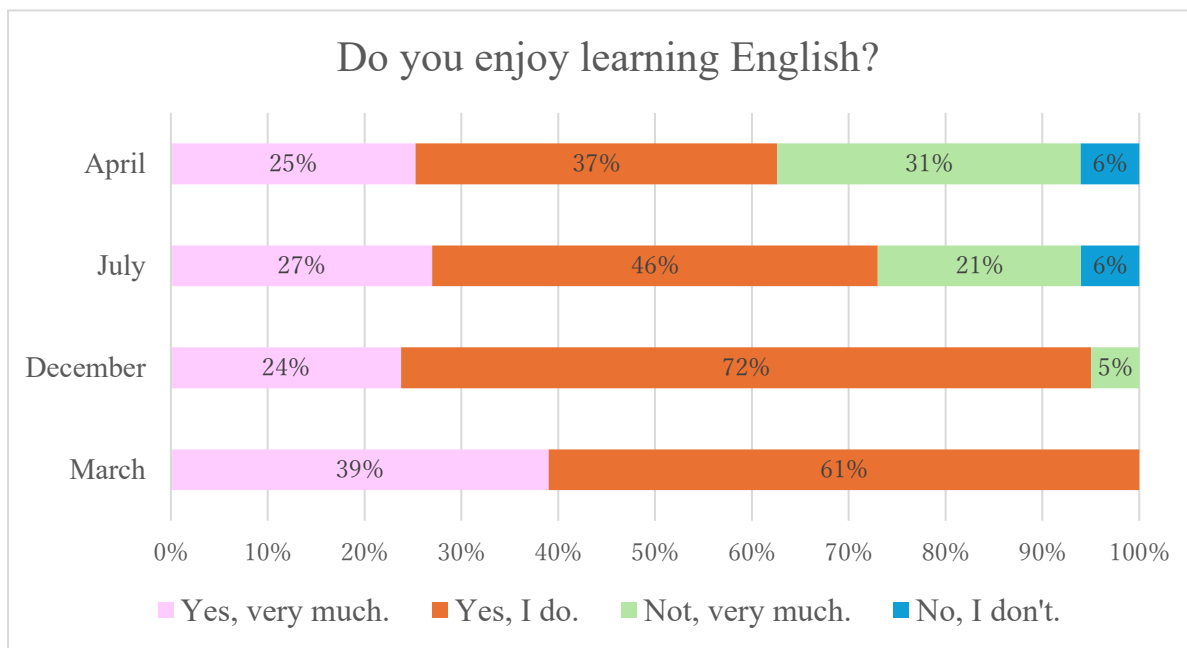


Figure 10. Questionnaire result: How much do you understand English class?

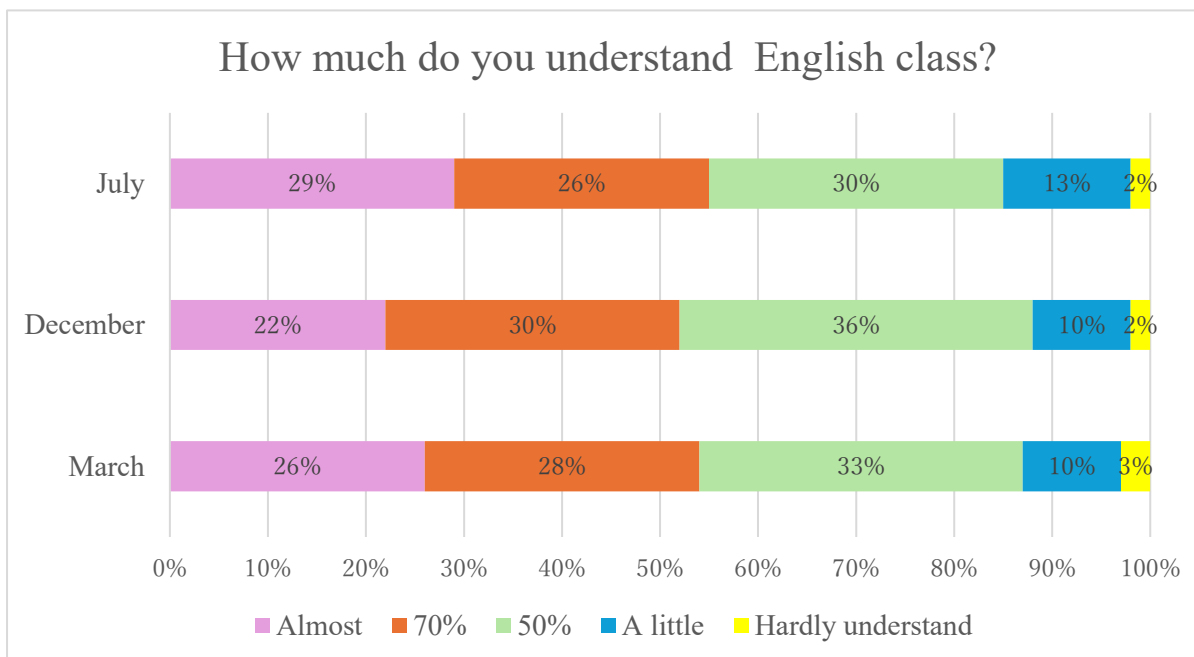


Figure 11. Questionnaire result: Was FFI helpful for learning grammar?

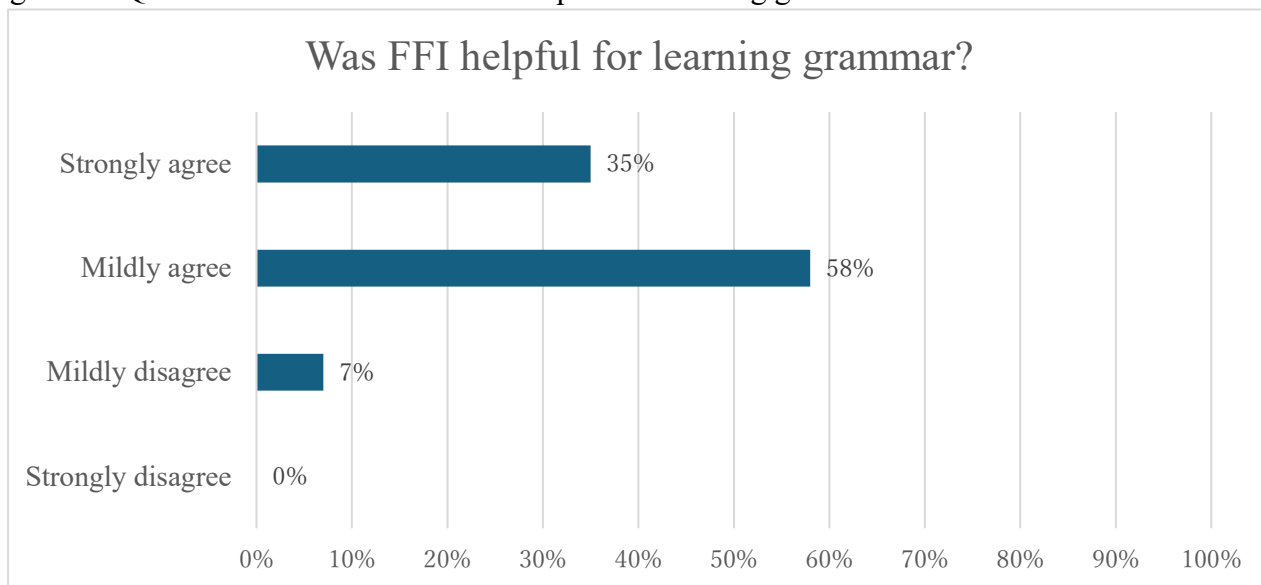


Table 3. *Students' comments about zoom lesson with Indonesian students*

Category	Students' comments
Fun	<i>I was a good experience to know about Indonesian culture. (12)</i> <i>It was fun to communicate with Indonesian students in English. (5)</i>
Motivation	<i>I want to talk more and more fluently. (4)</i> <i>I want to visit foreign countries in the future. (3)</i>
Difficulty	<i>It was difficult to listen to Indonesian English. (8)</i>

8. What I learned

These survey results clearly indicate that students learned grammar more effectively through FFI than through traditional teaching methods. Students worked hard on the tasks and developed their English abilities through communicative tasks. Without explicit grammar explanation and drill practice, many students were able to notice grammatical forms, understand their functions, and integrate form and meaning independently. I think that FFI has contributed to the development of their second language system. I was also impressed by the effectiveness of using CSs. CSs helped students continue their conversations when they had difficulty expressing their ideas. At the

beginning, many students hesitated to speak with their partners and there were frequent pauses. However, by the end of March, they were able to start conversations naturally with greetings and speak more confidently. I was greatly encouraged by their improvement in speaking. These strategies also helped students with lower English proficiency overcome communication breakdowns.

I have also learned that incorporating FFI and performance tests into classes has had a significant impact on students' English development. By conducting speaking and writing tests, students are able to recycle grammatical items that they have already learned for self-expression, which may promote language acquisition.

Although my FFI still needs improvement, I received many positive comments from students, such as they enjoyed talking with peers and using CSs made conversations enjoyable. I will continue to improve lessons and create more communicative activities so that students can further enhance writing and speaking abilities.

9. Future Issues

First, regarding students' development of writing ability, I could not provide sufficient time for writing practice. Next year, I would like to spend much time for helping students prepare drafts, engage in peer editing, and share common errors.

Second, regarding the speaking tests, they have not yet become truly incidental, as students tend to prepare and rehearse their conversations in advance. According to the concept of incidental focus on form, learners are expected to attend to linguistic forms that arise naturally during meaningful communication. However, when students rely on memorized scripts, opportunities for spontaneous language use are limited. Therefore, creating more authentic and unpredictable communicative situations, in which linguistic forms emerge naturally from interaction will be my next challenge.

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Appendix 1-A

My Lesson Plan

Time	Interaction	Activity & Procedure
(3) 3	T-Ss S-S	(1) Greeting (2) Small talk or listen to music
(5) 2 2 1	T-Ss S-S T-Ss	(3) (Step1) Focus on form instruction (Step1~5) Listen to teachers' dialog Have students write the information they hear on the handout Check the answers in pairs Check in whole class
(5) 1 2 2	T-Ss S-S T-Ss	(Step2) Circle the answer students hear Check the answers in pairs Check in whole class
(10) 3 1 6	S S-S T-Ss	(Step3) Have students write today's grammar point in Japanese Check the answers in pairs Explain about conjunction(when) in detail in Japanese
(15) 5 10	S S-S	(Step4) Write about students' ideals and talk in pairs Explain how to do it and show a model conversation Talk about their ideals in pairs (four times)
(7) 5 1 1	S T-Ss T-Ss	(Step5) Write about their ideas Collect the worksheets Give homework and say goodbye

Total Time: 45 minutes

T-Ss: 14 minutes

S-S: 18 minutes

S: 13 minutes

Appendix 1-B

【Step1】 Listen to the dialog and fill in the blanks.

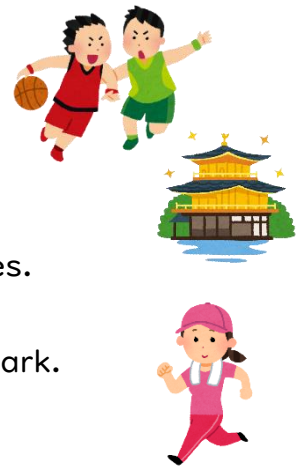
	何をする?(した?)	何のために?
1		
2		
3		

【Step2】 Listen again and choose the right answer.

(1) I practice basketball hard (win / won / to win) games.

(2) Many foreign people go to Kyoto (see/ to see / saw) old temples.

(3) I got up early this morning (to jog / jog / jogging) around the park.



【Step3】 Grammar Point

◎ I practice basketball hard to win games.

(意味:)

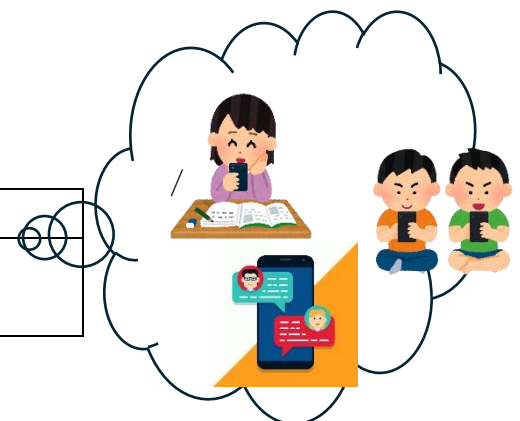
★ to + 動詞の () を () と言う。

意味は、「～ () となり、() を表す。

【Step 4】 Let's ask your classmates!

まず、自分の意見を書いてみよう

何をする?	何のために?
I use a smart phone	



リアクション

That's nice / good / great.

Sounds fun! / good.

I see. / Wow! / Oh, really?

Me, too.



<Model Dialog>

A: Hi, ○○. How are you?

B: Hi, ○○. I'm (good / sleepy/ …). How about you?

A: I'm (good / sleepy/ …). Let's have a talk!

I use a smart phone to ●●.

B: Oh, you use smart phone to ●●. リアクション

A: How about you?

B: I use a smart phone to ●●.

A: Oh, you use smart phone to ●●. リアクション

Nice talking with you.

B: You, too.

Name	スマホ何のためにつかう?

【Step 5】 Let's write English sentences.

自分：

相手：

~Speaking Test Let's Talk about your best memory this year~

Class ____ No. ____ Name _____

【Step 1】先生が楽しかった行事について話します。わかったことを表にまとめよう。

① 何の紹介?	
② 特徴その1	
③ 特徴その2	

【Step 2】紹介したい行事についてまとめよう!

events (行事)



野外活動: field trip 体育祭: sports festival

合唱コン: chorus contest 職業体験: career day

部活: club activity 委員会: school meeting

その他:

【Step 3】あなた自身について、質問に答えよう。

(1) What's your best memory this year?

.....

(2) What did you do on that day?

.....

(3) Tell me more.

.....

【Step 4】 Conversation Strategies を使いながら、英語だけで会話しよう!

<Model Dialog>

A B: オープナー (挨拶)

A: ① What's your best memory this year?

B: My best memory is field trip.

A: Oh, field trip. (Nice. / Wonderful. / Sounds fun. / Me, too.)

② What did you do on that day?

B: I enjoyed cooking and camp fire .

A: You enjoyed cooking. (I see / Sounds delicious.)

③ Tell me more.

B: I cooked gujo-nabe. It was difficult but it was delicious.

We enjoyed our class performance and sang songs at night.

A: Oh, you enjoyed performance. Me, too. / Wow. / Great.

④ follow-up questions

B: How about you? 質問①~④

B: Nice talking with you.

A: You, too.

言葉が出てこない時:

Well... Um...

Uh... Let's see...

わからない時:

I'm not sure.

I don't know.

名前	行事	何をしたか?	楽しんだか?

【スピーキングテスト評価表】

(1) 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。相手の質問に答えることができた。	7
内容が一部不十分だった。沈黙やポーズを含めて2分間会話が続いた。	5
1分半程度会話が続いた。沈黙があったが、言いたいことは伝えられた。	3
1分程度しか会話が続かなかった。内容も不十分だった。	1

(2) 正確さ

Criteria (評価基準)	Points
学習した様々な表現を用いて文法や語句をほとんど正しく使えていた。	5
文法や語句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
文法や語句がほとんど正しく使えていなかった。	1

(3) コミュニケーションストラテジー

Criteria (評価基準)	Points
リアクションやシャドーイングをして、相手に関心を表していた。 follow-up question (追加の質問) を聞くことができた。	5
あいづちをうったり、shadowing のどちらかをして、関心を少しだけ表すことができた。 follow-up question (追加の質問) を聞くことができなかった。	3
あいづちをうったり、shadowing ができなかった。 follow-up question (追加の質問) を聞くことができなかった。	1

(4) 態度

Criteria (評価基準)	Points
相手に聞こえる声ではっきりと話し、アイコンタクトをしながら相手の言うことを理解しようとした。	3
声の大きさかアイコンタクトがどちらか不十分だった。	2
声の大きさ、アイコンタクトがどちらも不十分だった。	1

Appendix 1-C

Survey in March (By google form)

(1) 英語の授業は楽しいですか？

1. とても楽しい 2. 楽しい 3. あまり楽しくない 4. つまらない

(2) 英語は好きですか？

1. とても好き 2. 好き 3. あまり好きではない 4. 嫌い

(2) 英語は好きですか？

1. とても好き 2. 好き 3. あまり好きではない 4. 嫌い

(3) 英語の授業は理解できていますか？

1. ほぼ理解できている 2. 7割ぐらい理解できている 3. 半分ぐらい理解できている
4. 3割ぐらいしか理解できていない 2. ほとんど理解できていない

(4) スピーキングテストでペアとどのくらい会話できましたか？

1. 2分間以上スムーズに続いた 2. 多少間はあったが、2分続いた
3. 1分30秒程度続いた 4. 1分間程度続いた 5. ほとんど続かなかった

(5) ライティングテストでどのくらい書けましたか？

1. 80語以上 2. 60語以上 3. 40語以上 4. 20語以下

(6) 4月に比べてコミュニケーションストラテジーを使えるようになりましたか？

1. かなりそう思う 2. 思う 3. あまり思わない 4. 全く思わない

(7) コミュニケーションストラテジー会話において役に立ちましたか？

1. かなりそう思う 2. 思う 3. あまり思わない 4. 全く思わない

(8) スピーキングテストで使うことができたコミュニケーションストラテジーは何ですか？

1. オープナー 2. リジョインダー 3. シャドーイング 4. フォローアップクエッション
5. クローサー

(9) この1年間で伸びたスキルは何ですか？

1. スピーキング 2. リスニング 3. ライティング 4. リーディング

(10) 授業に対するコメントを書いてください。