

Developing Third-Aged Learners' Speaking Skills with Communication Strategies and Timed Conversations.

Introduction

I had been teaching English for many years, but I had continued to have troubles with classes that did not go well and students who did not make progress even though I was always doing my best. Sometimes I was losing confidence in my teaching, and I came to want to know why and how I should teach in order to achieve satisfaction in my work and also help students to achieve their goals to be able to use English communicatively on their trips and in their daily lives. Even though I have been teaching English for more than two decades, and I have a teaching qualification that I obtained in my university days, I ask myself why I cannot feel confident to help students. I had attempted many activities looking for what works best for my life-long learners, and I had attended various English courses at language school and universities, in both Japan and Canada, seeking the answer to my troubles as to the most effective way to learn and teach a second language. I came to the conclusion that I needed to learn more about second language acquisition and teaching, and one day I found this MA-TESOL course. I decided that it was a best fit for my schedule and my family life, and so I enrolled in this course.

Below, I will first describe the issues in my teaching situation at the beginning of this course, and the action research goals that I laid out. Then I will explain how my teaching changed over time to meet these goals, and I will summarize the significant findings of my project. I will then give a final reflection.

The students in my classes at the culture center have complex characteristics, and they have had the experience of studying second languages by traditional teacher-centered methods, so perhaps these conditions were the source of my frustration in my teaching. I was also a traditional teacher-centered educator, and I was unfamiliar with Communicative Language Teaching (CLT). It was difficult to change their beliefs and learning styles, due to their characteristics, and it was also somewhat difficult for me to change as well. As a research question, I wanted to investigate how I could apply CLT principles with those senior students called Third-Age Learners (TALs) in order to help them achieve their language learning goals.

In the beginning of action research (AR), I was struggling to comprehend what exactly a CLT approach was, and I was trying to focus on giving students a sense of achievement and motivation. From the second half of my first year of AR, my AR goals came to be to introduce basic communicative activities within the framework of CLT with the aim of developing students' Communicative Competence (CC). I conducted timed conversation in an activity called Show & Tell, and also introduced some simple support phrases to help students to improve. I used recursive practice with three partners to give students plenty of opportunity to use English as well as to enjoy talking with many partners in class. The basic goal here was for students to have fun and enjoy using English. From AR2, I was developing as a teacher/researcher, and my goal became more specific. I focused more on the positive effects of partner interactions in timed conversation with Communication Strategies (CSs) in order to improve their CC. I decided to utilize both quantitative and qualitative analysis of data from conducting a performance test with video recording to investigate any changes in their development in order to help students improve.

Over the two years of this course, there was a significant change in my teaching. With the help of the professors and students in this course, I made a transition from my old teacher-centered style to a more student-centered approach. To achieve the goals of my AR, I implemented timed conversations with the use of CSs, and I came to have confidence in this teaching approach. In addition, I became aware of the characteristics of TALs, and how to apply the CLT approach in the context with TAL students to help them develop their confidence and ability in the classroom.

The most significant result I found is that these TALs are able to improve their communicative ability through the use of timed conversations with CSs, with topics that are interesting and familiar to the students. After I focused on recursive practice over two classes towards the performance test, students showed great improvement in their interaction and their ability to negotiate for meaningful conversation. Students showed a more positive attitude about their language learning, and they showed their satisfaction in their improvement. The data from the student surveys on the video recordings (transcription) showed great improvement in their language use.

Before I took this MA-TESOL course, I was not able to feel confident about my teaching approach, and I was often frustrated from my classes. The beliefs that I had were formed from my own learning in the distant past as well as my teaching experience. Now I am glad that I have been able to learn how a second language should be learned and taught, and I am now able to help my students as a professional teacher. One compliment from a

student was that he had never taken such a communicative class before, even though he had been taking English classes for many decades with many teachers. He showed great enthusiasm for his study in my class that followed a CLT-based approach, and this compliment became the greatest reward for me. I would like to continue learning more about language teaching for my further development.

Literature Review

Communicative Language Teaching

CLT is an essential approach for language teaching which replaced traditional methods. Traditional methods such as the Audiolingual Method (ALM) were a center of language teaching methodology in the mid-twentieth century. With the ALM, instructors were at the center of the class, and students followed the instructor's commands to practice the drills in class. Teachers who believed in ALM assumed that good habits were formed through repetition, imitation, and reinforcement by memorizing dialogs and practicing sentence patterns, where learners are not allowed to make mistakes. Mistakes were considered as bad habits in the process of acquiring the second language, and great attention was given to not making mistakes in drill practices rather than having a focus on meaning. In the ALM, students did not have any opportunities to exchange ideas or negotiate the meaning of information in their practice, and all they needed to know was that what they were imitating/substituting was correct (Lee & VanPatten, 2003, pp. 9-10). Under this framework for second language teaching, habit formation had limitations in negotiation and production of language in order to develop CC, though negotiation is one of the important components of CC (Savignon, 1997, p. 49). Hence, due to these limitations, ALM started to be replaced by CLT which has brought a major reformation among researchers for second language development.

Definition of Communicative Competence. The term CC seems to have been discussed over the decades. For example, according to Savignon (1997), CC is “functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more person belonging to the same (or different) speech community” (p. 272). Brown (2007) followed a similar description where CC is “the cluster of abilities that enable humans to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (p. 378). Lightbown and Spada (2013) summarized that CC is “the ability to use language in a variety of settings, taking into account relationships between speakers and differences in situations” (pp. 214-215). In short, CC is

an important ability to focus on when communicative class is implemented in second language teaching. Furthermore, it could be summarized as a gifted ability which can be negotiated in a meaningful setting to achieve sociolinguistic purpose in human interactions. Savignon (2002) stresses that CLT focuses on the development of students' CC, and "The essence of CLT is the engagement of learners in communication to allow them to develop their CC" (p. 22).

Savignon (1997) also emphasizes the importance of communication which is the expression, interpretation, and negotiation of meaning, and that "CC is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence" (p. 225). Grammatical competence is the ability to manipulate the lexical, morphological, systematic, and phonological features to form words and sentences. Social competence is the ability to use language appropriately by understanding the social context in society. Discourse competence is the ability to connect a series of sentences in order to form coherent discourse. Lastly, strategic competence is the ability to keep communication going including both verbal and nonverbal communication such as gesture, facial expression, paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing which is similar to coping or survival strategies (Savignon, 1972, as cited in Savignon, 1997; Canale & Swain, 1980). Some example dialogues from Savignon (1997) between a native speaker and a non-native speaker at an interview demonstrate the use of strategies; rephrasing, repetition, emphasis, seeking clarification for coping with limitations in their knowledge or restrictions in the use of that knowledge (p. 46). Another example is a dialogue at a bakery between a waitress and a Frenchman created modification on the Frenchman's decision through the strategies used in the conversation. Furthermore, Horwitz and Horwitz (1977, as cited in Savignon, 1997) emphasize the importance of "empathy," "a person without empathy would still be unable to define from a mutual perspective (that of the other person as well as his own) what the particular interpersonal context was and what kind of language it required" (p. 47). Thus, the effective use and the role of strategic competence in communication is an important component for CC.

Definition of Communicative Language Teaching. What factors need to be understood when you focus on CC in CLT? Brown (2007) offers four characteristics as a definition of CLT.

- (1) Classroom goals are focused on all of the components of CC.

- (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) Students ultimately have to use the language, productively and receptively, in unrehearsed context. (p. 241)

Integrating these four characteristics in the classroom could suggest that CLT is the most efficient approach for the classroom; it provides students an opportunity to be exposed to natural language and leads them to the accomplishment of communicative purposes for second language acquisition. When designing classroom lessons, teachers must ensure that their lesson includes all these characteristics so as to provide the optimum environment for language acquisition. In short, Savignon (2002) explains that CLT refers to both processes and goals in classroom learning (p. 1).

The Interaction Hypothesis

According to the theory of CLT, “teaching emphasizes the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation” (Lightbown & Spada, 2013, p. 215). This emphasizes meaningful interaction in pairs or groups as being more beneficial to improve students’ CC rather than lockstep teacher-fronted lessons. As noted by Savignon (1997), negotiation is an important component of CC, because exchanging information with interlocutors in pairs or groups increases students’ quantity of communication as well as quality of communication. This represents the concept of interaction in discourse.

Definition of the Interaction Hypothesis. Long’s Interaction Hypothesis (1983) suggests that modified interaction is necessary for L2 acquisition focusing on input, and how input could be made comprehensible. His hypothesis combines two elements, a speaker’s innate ability to communicate, and opportunities to communicate where the other speaker modifies their language to suit the learner (Lightbown & Spada, 2013, p. 219). The modification of input is the key that leads to language acquisition.

Lightbown & Spada (2006, p. 43) summarized Long’s Interaction Hypothesis (1983) as below:

- (1) Interactional modification makes input comprehensible.
- (2) Comprehensible input promotes acquisition.
- (3) Interactional modification promotes acquisition. (p. 43)

Interactional modification refers to conversational adjustments which are made by speakers during interaction to have better understanding of the content of their utterances. The modification during interaction is not merely simplified since conversation adjustment involves various contextual utterances and cues, such as comprehension checks, clarification requests, and self-repetition or paraphrases (Lightbown & Spada, 2013, p. 114). With this understanding, there is opportunity to learn something new about the language being used at the moment to facilitate language acquisition.

Communication Strategies

Definition of Communication Strategies. In the 1970s, scholars began to recognize the importance of the use of strategies in language acquisition, and they defined two types of strategies: learning strategies and communication strategies (Brown, 2007, p. 132). At this early stage, they proposed that the former relates to language input, and the latter relates to language output. Ellis (2008) distinguished between two theoretical approaches to communication strategies, dividing them into discourse strategies applied during interaction and cognitive processes in the production and reception of the L2 (p. 502). According to Brown (2007), “While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or non-verbal mechanisms for the productive communication of information” (p. 137). Note that communication strategies are categorized as being a part of negotiation in communication, and used to aid the comprehension of participants. While learning strategies are an important part of second language acquisition, communication strategies have had a greater focus in CLT. As mentioned above in the CLT section, Savignon (1997) defined four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, and communication strategies (CSs) are widely recognized as an important part of strategic competence (Canale & Swain, 1980), which help to support learners’ interactions in their communication. Ellis (2008) noted that “The term ‘communication strategy’ was coined by Selinker (1972) as one of the five ‘processes’ he identified in interlanguage development,” and the interest in CSs took off with some collection of papers on CSs in the 1980s (pp. 501-502). Corder (1981) defines CSs as “a systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty” (p. 103). During this time period, each researcher produced their own taxonomy of strategies, and the various types of communication strategies came to be recognized. In Dörnyei’s study (1995, p. 57), he combined the traditional categories of a variety of researchers (such as Tarone, 1977;

Færch & Kasper, 1993; Bialystok, 1990) into three categories: avoidance/reduction strategies, achievement/compensatory strategies, and stalling/time-gaining strategies. Overall, CSs are a group of common expressions which can be used to keep a conversation going. Learners can be trained with useful techniques to facilitate natural discourse, for example, knowing what to say when they do not know words or they need time to think. Learners can acquire these frequent chunks and single words which will help them to negotiate in their communication, and also help them to be more fluent in their discourse (McCarthy, 2004). Additionally, for learners, use of CSs could be beneficial to know the way to cope when communication difficulties occur (Dörnyei, 1995).

Fluency Development

The shift in language teaching from traditional methods such as the ALM and the Grammar Translation Method (GTM) to CLT brought the focus of classroom activities onto contextualized language use. ALM emphasizes repetition through teacher-centered instruction and focuses on drills which separate the content from meaningful language use and are thought to not help students develop CC. With the transition to CLT, teachers had to develop classroom approaches that would allow students to produce real language in a meaningful exchange, while encouraging students to use only the target language in class.

Definition of Fluency Development. Fluency is defined as the natural flow of language production without focus on form (Brown, 2007, p. 382). Controlled production tasks do not allow for such natural output, and this was a failing of the ALM. CLT, on the other hand, allowed for meaning-focused production, and this may be the key to its success. Through recursive practice, students have much opportunity for using the language in natural, real-world communication. Using the ideas brought out by the theory of CLT, researchers focused on the application of fluency-focused tasks to promote students' development. According to Skehan (1996), "fluency is the production of language in real time without undue pausing and hesitation. Fluency occurs when learners prioritize meaning over form in order to get a task done" (as cited in Ellis, 2012, p. 207). Schmidt (1992) described that fluency is "the processing of language in real time" (p. 358). Wood (2001) also summarized that fluency is how well a speaker can maintain a flow of discourse by using pauses and formulaic language, smoothly and easily, to achieve a pragmatic goal. Segalowitz (2007) defined fluency as "those aspects of productive and receptive language ability characterized by fluidity (smoothness) of performance" (p. 181). This means, fluency is not a simple measure of words per minute, rather it is a complex combination of specific discourse features that serve to maintain the flow of the conversation, for example, how well students

can use pauses and CSs in a natural way. Nation and Newton (2009) explained that fluency practice has three characteristics such as “message-focused activity, easy tasks, performance at a high level” (pp. 151-152) for fluency development. Some scholars have focused closely on automatic performance as it relates to fluency. Segalowitz (2010, as cited in Lightbown & Spada, 2013) stressed the significance of being exposed to a large amount of the target language in order to use it automatically. Nation (2007) also emphasized the importance of automaticity in his fluency practice. The 4/3/2 method is one technique described by Nation and Newton (2009) that seemed to be effective. The idea is that students are pushed to perform in pairs with a time constraint to improve their fluency. They suggest four main criteria: the message is always meaning focused, the practiced topic has to be both easy and familiar, there should be time pressure to go faster, and volume should be quantified for the fluency practice. The 4/3/2 method helps students by giving learners plenty of opportunity to talk with many different partners, through recursive practice, while decreasing the amount of time with a time limit. In this method, students will enhance their speaking and listening skills to develop their fluency.

Performance Test for Assessment

Definition of Performance Test for Assessment. When considering the process of language acquisition in the classroom, the test situation cannot be ignored. Many researchers have argued that it is a part of acquisition. Lee and VanPatten (2003) pointed out that “the shape of a test is always context-dependant, and that purpose is one of the major determinants of the context” (p. 256). Canale and Swain (1980) also emphasized the importance of the communicative performance testing programme as well as CC, stating that “communicative testing must be devoted not only to what the learner knows about the second language and about how to use it (competence) but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful communicative situation (performance)” (p. 34). Furthermore, Kleinsasser (2012) strengthens those statements by saying that tests should include some form of real-life elements. This indicates that testing cannot be isolated itself, it should always be integrated into meaningful activities in order to aim for language acquisition. Canale and Swain mentioned other researchers who supported this opinion, such as Carroll (1961), Clark (1972), Jones (1977), Morrow (1977) and Oller (1976). Additionally, Lee and VanPatten (2003) remind us of the suggestion by Krashen and Terrell that “tests should “teach” learners that paying attention to input and meaning-based activities is not just for fun but is critical for acquisition” (p. 189). The test situation can also provide students with a positive washback effect in which learners are encouraged by the accomplishment of

this step in their language development. Krashen and Terrell (1983) also stated that “if we want students to acquire a second language, we should give tests that promote acquisition activities [in and out of the classroom]” (p. 165). Furthermore, they emphasized the importance of the integration of a test, course goals and materials. This means, adapting some kinds of equipment, such as audio/video recording for assessment/evaluation can be a useful tool for language learning as a form of test. It provides opportunity for both teacher feedback and evaluation as well as students’ noticing. Teachers can use the recording to provide individualized, focused feedback on individual student’s conversations to help them notice important features. Students can develop self-confidence through seeing and reviewing their performances as compared to their previous performances, also their classmates’ performances. “Ultimately, [teachers’] accountability is not only about measuring student learning but actually improving it” (Darling-Hammond, 2004, p. 1078).

Third-Age Learners

According to the United Nations, the population in the world aged over 65 is currently 703 million people, and will increase to 1.5 billion by 2050. That implies that the number of people aged 80 or over will double in the next thirty years. A group called TALs has been increasing currently in the world as people from the baby boom have reached retirement age but are remaining active. They have sought to challenge something that they could not do in their younger years aiming to improve the quality of their retirement life. Language learning could be one of the major interests for TALs, especially learning English might be in demand with the TALs due to the globalization in the world. However, while much research in second language learning and teaching, including materials development (Tomlinson, 2012, 2013), has been conducted for adolescent and young-adult learners, there has been little research on middle-age learners. More researchers have been paying significant attention in recent years on the demands of study and materials for second language teaching focusing on the specific characteristics of TALs (Ramirez Gomez & Sanz, 2017).

Definition of Third-Age Learners. According to Moen (2011), the term of “third age” was emerged from the conceptional sequence of EER which stands for education (first age) – employment (second age) – retirement (third age). Oxford (2018) describes the definition of TALs as “supposedly occurring after full-time work has ended, is sometimes called ‘young-old’ age, as compared to the for the age, which is called ‘old-old’ age,” and it is specifically referred as “relatively healthy ‘young-old’ people who are now retired, while felling energy, excitement, purpose and well-being” (p. 4). TALs have their own unique characteristics which must be sufficiently considered when designing classes for them. Such

characteristics are different from those of younger learners, so “standard” materials and class procedures may not be appropriate (Ramirez Gomez & Sanz, 2017, p. 33). For instance, they may have higher social inhibition, low self-confidence, and low tolerance to making mistakes. Moreover, TALs may suffer from anxiety (Derenowski, 2018), they may have self-defeating attitudes, and they may have physical changes such as loss of hearing capacity (Birdsong, 2006 as cited in Castañeda, 2017) or loss of visual acumen which may limit their ability to perform in the target language. In addition, Ramirez Gomez (2014) proposed an exploratory application of the principle of critical geragogy (Ramirez Gomez, 2014, as cited in Formosa, 2002, 2011, 2012) to foreign language education which is an educational, practical framework intended to empower TALs and lead them to liberate from age strictures (Ramirez Gomez, 2014, as cited in Glendenning & Battersby, 1990; as cited in Formosa, 2012, p. 74). Ramirez Gomez explained that these attitudes of TALs may be mainly from some degree of generalized age-related social bias from their instructors. This stereotype belief hinders the potential of the TAL, even though they are highly motivated to improve their language proficiency. One of the studies on the interaction of social constructs and age in the classroom (Andrew, 2012, as cited in Ramirez Gomez, 2014) reported that “society’s ideas about cognitive decline, which are influenced by the loss-deficit model, permeate adult learners’ and instructors’ views of learning in old age.” Needless to say, this influences the feeling of incompetence of TALs and lowers their self-image and expectations in second language learning. This perspective towards TALs has also been influenced by the Critical Period Hypothesis, which asserts that the effective period of age to acquire language ends at adulthood. Recent research by cognitive scientists, however, asserts that the brain remains plastic throughout life (Singleton, 2014, pp. 20-21). This supports the idea that the wider community, including teachers, should correct their image of the older learner and support them in their third age.

Research Issues and Research Questions

As mentioned above, CLT is now at the forefront of second language teaching and helps students develop their CC. In particular, strategic competence is a one of the important components of CC, which students need in order to manage their interactions. Teachers following the CLT approach can support this through the direct teaching of CSs, and by providing ample opportunity for recursive practice with many partners. As discussed above, these simple activities have been shown to be important to develop students’ fluency and confidence (Kenny, 1996; Kindt & Bowyer, 2017; Nakatani, 2005; Sato, 2005; Sato &

Takahashi, 2008). As Savignon (2002) stresses, the essence of CLT is to promote students' engagement in communication, and it is an important factor in language learning. However, is this proposition true for learners of all ages? Little research has been done on older learners (Gabrys-Barker, 2018, p. xxiii). Older learners, referred to as third-age learners (TALs), have characteristics that are different from younger learners, and they suffer from various physical and psychological limitations. Some have limitations due to deterioration of memory and recall, some have physical limitations such as decline of hearing, sight or speech, and others also suffer from emotional limitations such as low self-confidence and self-defeating attitudes or anxiety. Aging is a natural phenomenon, however, it is currently an important social issue to support their independent life in communities and society. Language learning can play a positive role and can help to improve older people's quality of life, providing the opportunity for activity and social interaction. Nevertheless, with the limitations that TALs suffer, how do they develop their L2 in the framework of CLT? In addition, is it really suitable for them to help them feel motivated and satisfied? Moreover, a concern is whether this approach readily adapts to their learning style, usually a traditional way of teacher-centered learning, to which they have been accustomed. This study sets out to investigate how TALs develop their oral English ability by utilizing CSs and timed conversation while focusing more on the unique features of TALs in language development.

Research Questions

Year 1 2018-2019

The initial research question was as follows:

- (1) How will TALs improve their oral English ability by utilizing CSs and timed conversation?

Year 2 2019-2020

The research questions developed after the first year's study are as follows:

- (1) How will TALs learn to use CSs?
- (2) How will the use of CSs affect their utterances and interactions?
- (3) How will they develop their speaking ability?

Method

Method for AR Year 1

Teaching Context in AR Year 1. In the first year of the research, the teaching context was a well-known continuing education culture center in Nagoya, central Japan. The class was held as a popular category of life-long learning titled "Introduction of Fun Travel

English” for 75 minutes on Thursdays. The students were low-level life-long language learners. The textbook was NHK “Otona no kisoeigo” ‘100 no hureizu de hanaseru eikaiwa’ [Basic English for adults: English conversation with 100 phrases], NHK publishing. It is comprised of 100 useful phrases from common scenes while traveling following a story set overseas and broadcast as an educational TV program in the past years. The textbook was designed for beginners to lower-intermediate level students, and includes a self-study listening CD for students. Although the textbook was used to introduce grammar and vocabulary related to travel topics, timed conversation practice with CSs related to familiar topics including travel matters has become the main focus of investigation in class, as well as students’ language development, particularly since CSs were introduced by each category in the second half of AR1. The CSs used in timed conversation were chosen by referring to other studies (e.g., Kenny, 2011; Takahashi, 2008), and the CSs considered to be easier for low-level students were used in the lessons. Permission for this study was given by both the institution and individuals to conduct my research.

Participants: 11 older adults, low-level life-long learners.

Subject: “Introduction of Fun Travel English” 75-minute class, once a week.

Goals: Students obtain the ability to continue talking in English in pairs in meaningful contexts with the use of CSs and timed conversations.

Activities: Timed conversation practice, CSs practice, input/output practice of the key phrases, peer editing, common mistakes activity.

Assessment: Self-evaluations and class observations.

Participants 2018-2019: AR Year 1. All students agreed to participate in this study, those participants were voluntary Japanese life-long learners (7 women and 4 men) with ages from their fifties to their eighties. As for the proficiency levels, placement was done based on their self-estimate, since there is no placement test or proficiency test for such voluntary learners. The English proficiency in class was varied; students were considered as absolute beginners, three (for numbers less than 10) were upper beginners and five students were low intermediate learners.

Many students had studied English at school in their young age based on traditional teacher-centered methods, and had had a long break from studying English before they returned to study in this class, though some had experienced studying English somewhere else. In addition, many students experienced travel abroad frequently using travel tours where

the tour guide helped with all their activities. Almost all students did not have to speak English while traveling, except two students who liked to travel on their own. Thus, many students had no opportunity to talk in English, since they did not have to communicate in English. However, those students had a strong desire to improve their English to enjoy using it during their free time on their trips as well as for their new goals in their retirement life.

Curriculum Year 1. In the first year of AR1, the data was collected by monthly self-evaluation, surveys, and classroom observations. Self-evaluations were conducted monthly on Day 2 of their timed conversations including the use of CSs in their timed conversations, also, a small survey with self-evaluation was conducted to collect data at the end of the first AR. Timed conversation practice was held over two classes with students editing their scripts after they practiced their timed conversations on Day 1 in order to be able to perform more accurately and fluently on Day 2. Over the first AR, various changes were suggested by my advisors and introduced in the lessons, and the teaching approach was shifted from a teacher-centered learning style to a much more student-centered learning style. The use of CSs became focused for students’ language development as well as data collection. Table 1 below is the list of CSs, topics and main activities in AR 1. In the beginning of AR1, the class main activities were the textbook and the video which was included in the textbook related to a travel setting, and the Show & Tell was held in the beginning of each class in which one student mainly presented in a pair based on the topic. This teacher-centered approach resulted in much teacher talk in class rather than focusing on spending time on students’ interaction. In the second half of AR1, I modified my lesson plan to a more communicative approach from September based on advice from professors and peers at the midterm presentation by referring to communicative writing (Sato & Takahashi, 2008). I changed the name of the activity to Small Talk from Show & Tell, and attempted CSs with the familiar topics.

Table 1
2018-2019 AR1: The list of CSs/Topics/Main Activities

	The list of CSs introduced	Topics	Main Activities
Jun		My favorite tour	-Show & Tell -Video, textbook practice

Jul	Support phrases / follow-up Questions	What are your hobbies?	-Show & Tell -Video, textbook practice
Sep	Rejoinder / follow-up Questions	Your best trip	-3mins Small Talk with prep sheet (3 pair changes, peer editingx2days) -Video, textbook practice
Oct	Rejoinder / follow-up Questions	Your home	-4 mins Small Talk with prep sheet (3 pair changes, peer editingx2days) -Video, textbook practice,
Nov	Openers/closing	On a plane	-4 mins Small Talk with prep sheet (3 pair changes, peer editingx2days) -Video, textbook practice,
Dec	Clarifications / fillers	Restaurants while traveling	-4 mins Small Talk with prep sheet (3 pair changes, self-editingx2days, Common mistakes activity) -Video, textbook practice,
Jan	Asking the same question	Holiday plan	-4 mins Small Talk with prep sheet (3 pair changes, self-editingx2days, Common mistakes activity) -Video, textbook practice,
Feb	Review/ follow- up Questions	Your experience at a hotel while traveling	-4 mins Small Talk with prep sheet (3 pair changes, self-editingx2days, Common mistakes activity) -Video, textbook practice,

Data Collection and Analysis. As mentioned above, those voluntary life-long learners do not expect to be assessed/evaluated, in a continuing education culture class. Their purpose of study was improving their communication ability to achieve their new goals while enjoying learning English, so they tended to hesitate at the test style which reminded them of their early student days for examinations. However, they reflected on their timed conversations including CSs by completing a monthly self-evaluation sheet, since they understood the importance of reflection for language improvement. In addition, they participated in a regular report on their use of CSs in each class. Thus, monthly self-

evaluations which consisted of questions with a four-point Likert scale, and a small survey and class observation were adopted for data collection. The first attempt at data collection proved to have some shortcomings. The data was limited since the range of questions were not sufficient nor specific enough for thorough analysis; therefore, in the following year, it was necessary to revise the method of data collection to overcome these weaknesses.

Method for AR Year 2

Teaching Context in AR Year 2. In the second year, the research was conducted in the same class as the previous year of AR in the same continuing education culture center in Nagoya, central Japan. The class was also held with the same title as “Introduction of Fun Travel English” for 75 minutes on Thursdays. The students were low-level life-long language learners, and some were new to the class, having come from one of my lower level classes, in addition to some repeaters. The textbook was “Encounters Abroad” published by Nan’un-do for travel English, and it was designed for lower to upper-intermediate level students, and consists of 10 units focusing on situation-based communication abroad. As explained in AR Year 1, timed conversation practice was more focused as a class procedure in order to improve students’ communicative ability as well as for data collection. The CSs and timed conversation were practiced along with familiar topics in sequence for low-level life-long language learners along with the advice by Prof. Sato (see p. 17 Table 2). Permission for this study was also given by both the institution and individuals to conduct my research.

Participants: 14 older adults, low-level life-long learners. (9 repeaters, 5 new students from the other classes).

Subject: “Introduction of Fun Travel English” 75-minute class, once a week.

Goals: Students obtain the ability to continue talking in English in pairs in meaningful contexts with the use of CSs and timed conversations.

Activities: Timed conversation practice, CSs practice, input/output practice of the key phrases, common mistakes activity.

Assessment: Video recording/self-assessment, rubric, and class observations.

Participants 2019-2020: AR Year 2. Those 14 participants (10 women and 4 men) consisted of 9 repeaters from the previous year and 5 new students including 4 students who came from one of my beginner’s classes which was one level lower than this class. The other new student had had a break from studying English with a native English teacher before she

returned to study English in this class. They were voluntary Japanese life-long learners, who have their own new goals in their retirement life including their purpose of communicating in English on their overseas trips. As for their proficiency levels, as mentioned in AR 1, there is no placement test or proficiency test in the culture classes. Therefore, students' levels are varied: two students were perceived as absolute beginners, six students were upper beginners, and six students were low intermediate learners. Many students used travel tours where the tour guide helped with all their activities, but other students in this class had a desire to travel abroad on their own compared to the previous year. Particularly, some of the new students from one of my beginner's classes were motivated to travel by themselves without tour guides. They brought fresh air and great stimulation into the class, and changed the class atmosphere to be more enthusiastic towards language learning.

Curriculum Year 2. In the second year, AR2, the method of data collection was revised, taking advice from Prof. Sato and also reflecting on the goals of the AR project. Thus, it was decided to continue to focus on CSs and timed conversation following from Year 1. In addition to that, a performance test by video recording and student surveys were conducted to investigate students' language development and changes in their performance. The data was collected by surveys, transcriptions of video recording, and classroom observations. The main change from AR1 was the development of activities towards a more communicative approach, changing to a student-centered class rather than a teacher-centered one. This resulted in reduction in teacher talk time, and more time for student pair work. Timed conversations and the practice of CSs became a main focus in class time. In addition, data collection and analysis were compared to the previous year. Table 2 below is the list of CSs, topics and main activities in AR2. In the beginning of AR2, I started 1.5-minute timed conversations with CSs, then changed the approach which started from a longer time aiming to shorten the period of time to reduce students' pauses in order to increase students' utterances in the end in their conversation based on 4/3/2 (Nation, 2007). I focused on more recursive practice and increased the number of conversation practices to 5 times from 3 times, and increased the number of words students used along with the amount of time. The recursive timed conversations with CSs became the main practice in class in order to perform well since I conducted a performance test. The textbook was chosen because of the class title of travel English, though it was only for grammar and vocabulary teachings. Instead I distributed a handout to support their form-focused input/output. In the second half of AR2, my class was shifted to a student-centered approach in order to help students' communicative ability.

Table 2

2019-2020 AR2: The list of CSs/Topics/Main Activities.

	The list of CSs introduced	Topics	Main Activities
May	Openers/Closers/ How about you?	Your plan in spring	-1.5mins timed conversations with prep sheet (3 pair changes, self-editingx2days, Common mistakes) -Textbook/ Handout activity
June	Clarification Q / fillers	Music	1.5mins timed conversations with prep sheet (3 pair changes, self-editingx2days, Common mistakes) -Textbook/ Handout activity
July	Rejoinders	Customs	-4/3.5/3.5/3.0/3.0mins timed conversations with prep sheet (5 pair changes, self-editingx2days, Common mistakes) -Handout activity
Sep	Review	3 best things (Aiming to speak 40-50 words)	-4/3.5/3.5/3.0/3.0mins timed conversations with prep sheet (5 pair changes, self-editingx2days, Common mistakes) -Handout activity
Oct	Agreeing	How do you stay healthy?	-4.5/4/4/3.5/3.5mins Timed conversations with prep sheet (5 pair changes, peer editingx2days), -Handout activity
Nov	Summarizing Comments	Best childhood memory	4.5/4/4/3.5/3.5mins Timed conversations with prep sheet (5 pair changes, self-editingx2days, Common mistakes activity), -Handout activity
Dec	Shadowing	Something you are looking forward to	5mins/4.5/4.5/4.0/4.0mins Timed conversations with prep sheet

			(5 pair changes, self-editingx2days, Common mistakes activity), -Handout activity
Jan	Follow-up Q	Your winter holiday (Aiming to speak 60-70 words)	5mins/4.5/4.5/4.0/4.0mins Timed conversations with prep sheet (5 pair changes, self-editingx2days, Common mistakes activity), -Handout activity

Data Collection and Data analysis. Many participants who agreed to join this study from the previous year became accustomed to the procedure of the timed conversation practice with CSs, and some participants who brought fresh air from the other class created a positive atmosphere to have a good start for AR2 rather than continuing with the same members from the previous year. Data from surveys and performance tests were collected twice yearly, in July for mid-year data and in February for year-end data, to examine the students' oral developments over that time period. Compared to AR1, the plan for data collection became more concrete and systematic which could lead to more reliable data by advice from Prof. Sato. Ivankova and Creswell (2009) referred to the definition of mixed methods as "a procedure for collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely" (p. 137). As a mixed methods research (MMR) design, the surveys and the transcriptions of performance provided both qualitative and quantitative data. Ivankova and Creswell (2009) referred to the importance of conversation analysis (CA) which "requires naturally occurring data that has been recorded and transcribed (p. 4). A sample transcription from pairs is included in Appendix G. For quantitative data over the year in AR 2, three target students were selected to follow their oral development in the use of CSs which was the focus of this study. In order to view the change of students' performances, the number of CSs used including follow-up questions, total turns, the number of turns a minute and the length of pauses from those three students' transcriptions were collected. In addition, some quantitative data from questionnaires of all participants were collected in a series of questions with scales ranging from three to five points, showing each point on the scale with its own descriptor. In order to explore the data in a triangulated manner, qualitative data was also collected, following a mixed-method research design (Dörnyei,

2007). Open-ended survey questions were designed to allow students to freely comment on specific aspects of the lesson. For each question of the survey, responses were first reviewed, categories were created, and then the responses were assigned to the respective category. Two kinds of surveys were used, the first was a large end-of-term survey and the second was a short survey used as a reflection on a video recording session. This qualitative data was expected to help better understand changes in students' views about learning English over the period between July and February. Overall, it was hoped that this quantitative and qualitative data by the MMR design would be sufficient to offer insights into the students' views as well as changes in their performance with CSs.

Research Design. In order to design the data collection and analysis, a combination of quantitative and qualitative methods is required while employing a triangulated, exploratory, multiple-phase, iterative MMR design, as shown in Figure 1 below.

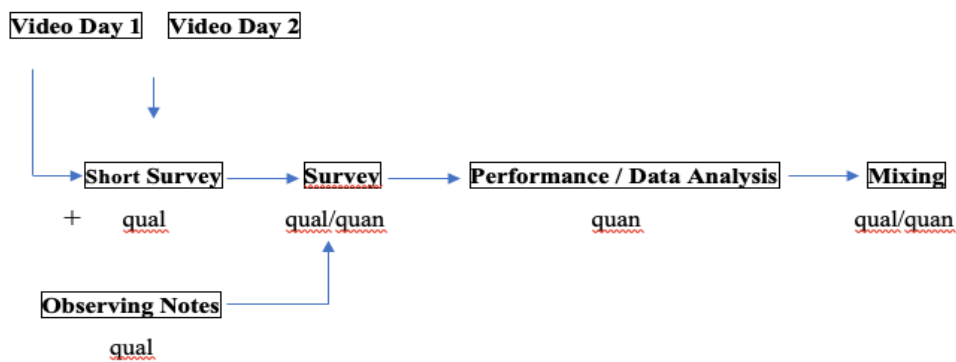


Figure 1. The triangulated, exploratory, multiple-phase, iterative MMR design.

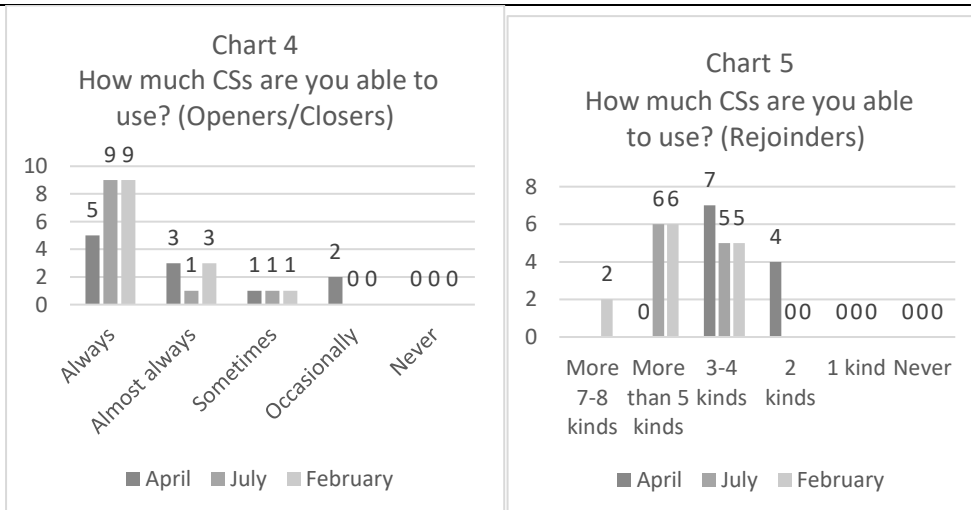
Results

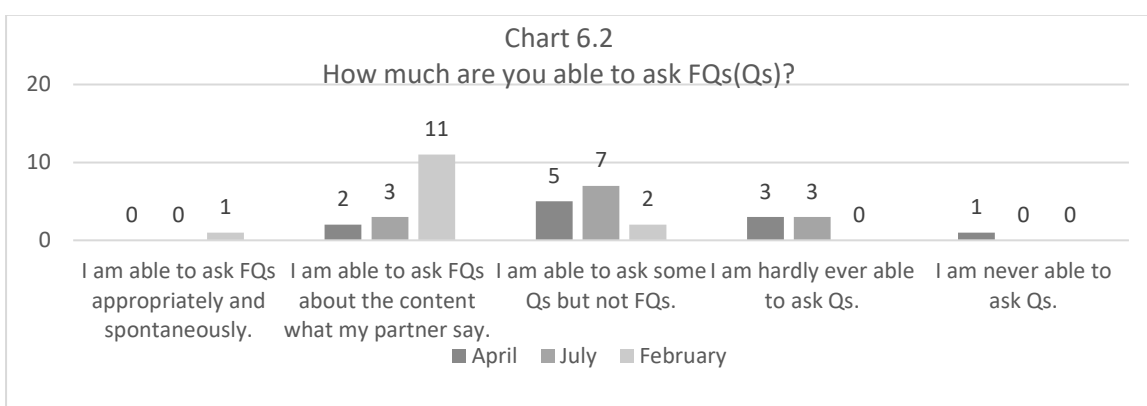
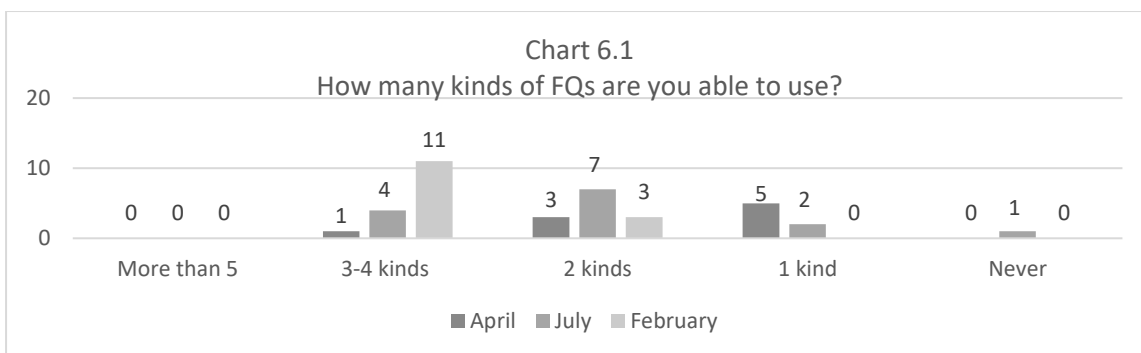
In this section, the results are divided into four groups: student survey data, video recording transcript data, video recording student survey data, and the re-analysis of the survey data from a qualitative perspective.

Results: student survey data. The first research question was “How TALs will learn to use CSs?” According to the results of students’ survey and their performance test, there was significant improvement in students’ awareness towards the use of CSs in their performance. Seven students reported that they were always conscious of the use of CSs when they had timed conversation, and two students commented that they were always conscious of the use of CSs, but they would have liked to use more variety of CSs. (see Table 3. Sample Students’ Comments about CSs). In addition, more students came to be able to use openers/closers CSs more frequently. In February, nine students reported that they were able to use CSs “always,” three students reported “almost always,” and no one reported “Occasionally,” while two students had reported “Occasionally” in September (see chart 4 below). Also, more students came to be able to use a wider variety of CSs as well as follow-up questions in February as compared to July and April (see chart 5 and 6 below).

Table 3. Sample Students’ Comments about Communication Strategies

- I am always conscious of the use of CSs when I have Timed Conversation. (7)
- I am always conscious of the use of CSs, but I would like to use more various CSs. (2)
- I have come to be able to use CSs (Rejoinders) compared to before. (2)
- I sometimes use CSs with a family member at home.





Results: video recording transcript data. Next was the second research question, “How will the use of CSs affect their utterances and interactions?” An example of the results from the data analysis based on one student’s transcription showed a great increase from 14 times of CSs use in July to 21 times in February, particularly the use of shadowing had a great increase from 5 to 13 times (see Table 4 and Excerpt B for the transcriptions below). In addition, the reduction of length of pauses before follow-up questions was salient from 6.8 seconds in July to 1.4 seconds in February. Also, the number of total turns increased from 21 times in July to 34 times in February (see Table 4). From this example student, and the data from other students, it can be seen that students’ utterances increased along with the gain of the use of CSs, furthermore, the use of CSs reduced students’ pauses and helped avoid conversation breakdown. The example student responses in Excerpt B in February 2020 (see Excerpt B on p. 23) show the increase of use of many CSs compared to his performance in Excerpt A in July 2019 (see Excerpt A below). He appeared to use many shadowing utterances to get time to prepare what he should say as a response or a follow-up question. He used these tools in order to negotiate, and to also keep their conversation going interactively. This data shows that interactional development is occurring with the use of CSs in this students’ performance between July 2019 and February 2020.

Table 4.

			Michi (Average)	Kako (Weak)	Miko (Good)
CSs	July 3mins	Transcribed	14 (R6, G3, S5)	8 (R3, G3, S2)	25 (R17, G7, S1)
	Feb 4mins	Transcribed	21 (R5, G3, S13)	6 (R2, G3, O1)	28 (R13, G5, S10)
Length of pauses	July 3mins	Before CSs	A (0.6)	A (0.3)	A (0.7)
		Before FQs	A (6.8)	A (5)	A (1.0)
	Feb 4mins	Before CSs	A (0.4)	A (0.7)	A (0.5)
		Before FQs	A (1.4)	A (3.7)	A (1.6))
Number of total turns	July 3mins		21	21 (3 turns in Japanese)	26 (1 turn in Japanese)
	Feb 4mins		34	33 (4 turns in Japanese)	37
Number of turns/ min	July 3mins		12.5	13.3	16.2
	Feb 4mins		16.0	16.0	17.0

[R: Rejoinders, G: Greeting, S: Shadowing, O: Others] [A: Average]

Excerpt A: First performance test (July, 2019), Michi and Maru

[38.06]

12 Maru so::when (..) when do you usually listen to music [42.08]

13 Michi uh (3) **it's difficult question**, but not easy question

[49.21] ha [ha ha [50.17]

14 Maru [ha ha [50.17]

15 Michi I like えー{e::, uh} (1) I listen to music while driving
[55.27]

16 Maru uh: [57.08]

17 Michi uh (3) before sleeping (2) I CD player(..) えー{e::}(3) what
(4) do you (2) 何だったっけ? {Nandattakke?, What was it?} when
(1) えー {e::, uh} (1) do you listen to music? (3) when do
you usually listen to music? [01:29.25]

16 Maru I usually listen to music [01:32.11]

17 Michi **uh-mm** [01:32.26]
18 Maru while driving. [01:33.25]
19 Michi **driving** (.) oh, **me too** (2) okay [01:36.25]

Excerpt B: Second performance test (February, 2020), Michi and Kako

[02:27.25]
37 Michi do you have any special food and drink? [02:35.09]
38 Kako yes, I do I make special drink every morning [02:41.08]
39 Michi **every morning** [02:42.14]
40 Kako yes [02:42.21]
41 Michi **special drink** [02:43.23]
42 Kako special drink, my special [02:45.29]
43 Michi **[what is the special drink?** [02:46.04]
44 Kako I make (1) えーと {e::to, let me see}, うーんと {u::nto, let me see} (3) 小松菜 {komatsuna, Japanese mustard spinach} [02:52.22]
45 Michi (..) 小松菜 {komatsuna, Japanese mustard spinach} [02:53.14]
46 Kako 小松菜 {komatsuna, Japanese mustard spinach} drink [02:54.25]
47 Michi 小松菜 {komatsuna, Japanese mustard spinach} **sounds good** [00:02:56.16]
48 Kako many, many topping [02:58.28]
49 Michi **many topping** (..) oh, (1) **how about its taste?** [03:03.22]
50 Kako very good [03:05.20]
51 Michi **very good** [03:06.19]
52 Kako 美味しい {oishi, delicious} [03:07.26]
53 Michi **is it?** [03:08.38]
54 Kako really recommend [03:10.27]

Results: video recording student survey data. Finally, the last research question was “How TALs will develop their speaking ability?” Based on the reflection of AR1 in 2018, I increased the number of the recursive practices in their timed conversation from three pair changes to five pair changes for students to return to a similar experience by practicing repeatedly. The recursive practice was able to give students more opportunity to be exposed to output with different partners in different settings which helped develop their speaking ability. In addition, the implementation of a performance test by video recording raised some students’ confidence, as two students commented that Video Recording made them feel confident (see Table 5 in Sample Students’ Comments about Video Recording). Also, the

amount of students' awareness increased because of the usefulness of video recording to improve English (see Table 6, the comparison between April and February in video recording). Two students commented that they were able to do better and more enjoyably than the previous time (see Table 7. Sample Students' Comments about Video Recording). Implementation of the performance test seemed to help students develop their speaking ability.

Table 5. Sample Students' Comments about Video Recording

<ul style="list-style-type: none"> • I could not use CSs well as I usually use in class. (5) • I was nervous. (4) • It made me feel confident. (2) • I tried not to use Japanese. (2) • It was a good experience. • I tend to concentrate on what I am saying.
--

Table 6. How much do you think this activity is useful to improve English?

	April				Feb				Change
	SA	A	D	SD	SA	A	D	SD	
Timed conversation	4	5	2	0	9	3	0	0	+ 5
	(P) +9		(N) -2		(P) +12		(N) 0		
Handout Activity	4	5	2	0	6	8	0	0	+ 7
	(P) +9		(N) -2		(P) +14		(N) 0		
CSs	3	7	1	0	7	6	1	0	+3
	(P) +10		(N) -1		(P)+13		(N) -1		
Textbook Activity	2	9	0	0	5	8	1	0	+1
	(P) +11		(N) 0		(P) +13		(N) -1		
Video Recording	0	6	2	0	4	8	2	0	+ 6
	(P) + 6		(N) -2		(P) +12		(N) -2		

SA: Strongly Agree / A: Agree / D: Disagree / SD: Strongly Disagree (P): Positive / (N): Negative

Table 7. Sample Students' Comments about Video Recording

<ul style="list-style-type: none"> • I could not use CSs well as I usually use in class. (4) • I could not ask follow up questions as I usually do in class. (3) • I was able to ask some follow-up questions. (2) • I think I was able to do better and more enjoyably than last time. (2) • I enjoyed the conversation without relying on memorization.
--

Results: qualitative re-analysis of survey data. Next, I will explain about the re-analysis of my data. I reviewed all the survey responses received in both AR1 and AR2 from a qualitative analysis viewpoint. My goal was to examine any changes in student attitudes towards CSs and timed conversation. The simple categories of “positive comment” and “negative comment” were used, and responses assigned accordingly. Results help to confirm those above by showing an obvious change between AR1 and AR2. In AR1, there were a greater number of negative comments, such as “I could not complete the activity within the time limit” and “sentences wouldn’t come out,” whereas in AR2 there were a greater number of positive comments, such as “I came to be able to talk more,” “I enjoyed using CSs,” and “I want to talk more spontaneously/fluently” (see p. 27 in Table 10 and 11, Re-analysis of the Data). There remain some negative comments, however, such as “sentences didn’t come out” and “I could not finish within the time”, though their number became small in the last survey round. The data shows that over time students are able to use CSs, students like to use CSs, students have a more positive attitude towards timed conversation, and students have increased confidence in their interactions. Clearly, the teaching of CSs in timed conversation with recursive practice with many partners is helping students to develop their language skills.

Table 8

Student comments about timed conversation from the 2018 Summer survey

Comments	Number of comments
Positive	
The more I do the more I have come to be able to speak smoothly.	1
It’s so fun that I can continue studying.	1
It’s good to talk with many classmates.	1
Negative	
I could not finish it within the time. / The time was run out.	6
The words/sentences did not come out.	2
I did not understand some difficult expressions.	2
It was too noisy to hear what the partners said.	1

The comments in Table 8 about timed conversation (at that time called Show & Tell) were also provided by students in summer, 2018. As Table 8 shows, three students reported

positive comments whereas eleven students reported negative comments about timed conversation. The three students who responded with positive comments were highly motivated students, and more than half of the eleven students who responded negatively commented that they could not finish within the time. Students had started with a three-minute timed conversation, but many students appeared to feel they struggled to accomplish their interactions within the short limit of timed conversation.

Table 9

Student comments about Timed Conversation from the 2018 Winter survey

Comments	Number of comments
Positive	
I was able to make sentences while talking	1
I want to talk more without my script	1
I have been more motivated to listen to my partners' stories	1
Negative	
I could not finish it within the time. / The time was run out.	5
It was difficult to make sentences	2
It was difficult to understand what the partners said.	1

Table 9 showed some comments about Timed Conversation in the 2018 winter survey. Three students reported positive comments whereas eight students reported negative comments about timed conversation. Five students commented that they could not finish it within the time. The three-minute timed conversation extended to four-minute timed conversation with three pair changes in October. At the same time, students practiced the same topic over two classes through self – peer editing procedure based on student’s prep sheet which had three prepared questions/answers and CSs. The total number of negative responses slightly reduced from eleven in summer to six, however, students appeared to feel they struggled to accomplish their interactions within the limit of timed conversation.

Table 10 showed some comments about timed conversation in the 2019 summer survey. Students started to practice a new approach in July which started from 4 minutes and every practice the length of time was shortened aiming to reduce their pauses during their

timed conversations. 26 students reported positive comments whereas seventeen students reported negative comments about timed conversation. Seven students in positive responses commented that they were able to talk more than before without their script, another

Table 10

Student comments about Timed Conversation from the 2019 Summer survey

Comments	Number of comments
Positive	
I was able to talk more than before without script	7
I want to have more opportunity to talk more fluently in English	7
I am more confident to speak English	6
It is a great training, I enjoy it, and I am happy to speak English a lot	5
I was very much aware of the time limit	1
Negative	
The sentences did not come out /I could not remember the sentences	10
I could not finish it within the time / The time was run out	5
I could not hear what my partners said	2

seven students expressed that they wanted to have more opportunity to talk more fluently in English, and the rest of the students were more confident or they enjoyed it, and they were happy to speak English a lot. This is probably the positive outcome from the new procedure which used the prep sheet and plenty of recursive practice (five pair changes) over two classes through editing procedure. On the contrary, ten students with negative responses expressed that the sentences did not come out, and five students could not finish their timed

Table 11

Student comments about Timed Conversation from the 2019 Winter survey

Comments	Number of comments
Positive	
I have come to able to talk spontaneously more than before without script	12
I think I am less shy, and I have improved speaking English	4
I want to speak English more smoothly without translation	2
Having face to face conversation is fun	1

Negative

I could not say what I wanted to say/ask right away	8
I could not finish within the time / The time was run out	2

conversation within the time. There were more positive responses on timed conversation compared to the survey in 2018, but there seems to still be difficulty with remembering sentences and the time limit.

Table 11 showed some comments about Timed Conversation in winter, 2019. 19 students reported positive comments whereas ten students reported negative comments about timed conversation. 12 students with positive responses commented that they came to be able to talk spontaneously more than before without their script, four students expressed that they thought they were less shy, and they improved speaking English. On the contrary, ten students in negative responses expressed that they could not say what they wanted to say/ask right away, and only two people reported they could not finish within the time /The time was run out. As compared to summer 2019, five more students reported that they came to be able to talk spontaneously more than before without their script. This positive outcome probably resulted from the new approach mentioned above in the section of the summer, 2019. Furthermore, towards the end of the course, students intentionally increased their amount of words from 40 to 70 words, and the conversation time from four to five minutes including more variety of CSs. This was likely due to being able to interact in a larger volume of conversation for a longer time in their timed conversations.

There were more positive responses in terms of timed conversation compared to ones in the past 2018 and the summer in 2019. As for the negative comments on timed conversation, only two students commented that they could not finish within the time while eight students reported the difficulty with making sentences (right away). From these results, it seems that students' reflections changed over the period of time, more students seemed to be able to talk more, and their expectation in their own goals seemed to be extended more than before by achieving their own sub-goals.

Table 12

Student comments about Communication Strategies from the 2018 Summer survey

Comments	Number of comments
Positive	
I have come to be able to use CSs.	1

I want to use more CSs.	1
Negative	0

Next, I will discuss the students' comments from the surveys related to CSs. As shown in Table 12, comments about CSs were provided by students in summer, 2018. Some CSs were introduced to students at one time, such as "How about you?" "Oh really?" "Oh, I see." "That's great." "Pardon me?" "That's a great idea." "Let me see." as well as some follow-up questions. Two students reported positive comments, and no one reported negative comments about CSs, however, there were not many students who commented about CSs. This is probably because CSs were introduced as just "useful responses" in a conversation, they were not forced to use them since the students' proficiencies in the group were varied. Students did not seem to be aware of using them as CSs very much. Rather, students' attention seemed have been on the timed conversation which was also introduced at the same time.

The comments in Table 13 show many positive responses on CSs in winter, 2018. Students learned a variety of CSs. They learned from open/closer, "How about you?" clarification "Pardon me?" / "Excuse me?" fillers "Let me see"/ "That's a good question,"

Table 13

Students comments about Communication Strategies from the 2018 Winter survey

Comments	Number of comments
Positive	
I have come to be able to use CSs	6
They are useful/good	6
I want to use more CSs	3
I like learning CSs / I want to prepare some follow-up Qs	2
Negative	
I did not know what to ask	2
The timing of CSs was a bit difficult	1

rejoinders "Really?"/ "Oh yeah?" / "Uh huh" / "Wow" and follow-up questions sequentially from easy ones to difficult ones. Of the seventeen students that showed positive responses,

six students reported that they came to be able to use CSs, six students commented that they were useful/good, while only three students expressed negative responses in the winter survey. The rest of the students' positive responses expressed that they were motivated or they liked/wanted to learn about CSs. There was significant improvement compared to the survey in the summer, 2018.

Table 14

Students comments about Communication Strategies from the 2019 Summer survey

Comments	Number of comments
Positive	
I am always aware of use of CSs	8
I want to use more CSs	6
I have come to be able to use CSs	5
It is a great training	1
Negative	
The rejoinders didn't come out quickly	6
It was difficult to ask follow-up questions	2

The comments in Table 14 showed many positive responses on CSs in summer 2019. Of the twenty students that showed positive responses, eight students reported that they were always aware of using CSs, six students commented that they wanted to use them more, and 5 students responded that they came to be able to use CSs more, while eight expressed some difficulty with the use of rejoinders and follow-up questions since they were newly

Table 15

Students comments about Communication Strategies from the 2019 Winter survey

Comments	Number of comments
Positive	
I have come to able to use CSs/follow-up Qs	13
I want to use more CSs	9
I am always aware of use of CSs	6

Negative

The rejoinders didn't come out quickly	7
It was difficult to ask follow-up questions	2

introduced to apply in their timed conversations. However, compared to the result in 2018, more positive comments were shown in the use of CSs.

The comments in Table 15 showed many positive responses on CSs in the 2019 winter survey. Of the twenty-eight students that showed positive responses, thirteen students reported that they came to be able to use CSs/follow-up Qs, nine students commented that they wanted to use them more, and 6 students responded that they were always aware of using CSs, while nine expressed some difficulty with the use of rejoinders and follow-up questions. This is probably because follow-up questions were newly introduced to apply in their timed conversations. There were more positive responses shown in terms of CSs compared to the surveys in 2018 and the summer in 2019.

Discussion

Segalowitz (2010, as cited in Lightbown & Spada, 2013) emphasized the significance of being exposed to a large amount of the target language in order to use it automatically. Implementation of timed conversation gave students an opportunity to be pushed for output with a time constraint, and that helped increase their use of English and promote the automaticity of CS use. Nation (2011) also stressed the importance of automaticity in his fluency practice. The idea of automaticity helped reduce students' pauses and promoted their fluency. In addition, the use of CSs helped increase their utterances in timed conversation. One study from my literature review by Sato and Takahashi (2008), on the skill integration of writing and speaking with recursive practice using timed conversation, guided me in the implementation of recursive timed conversation using CSs in my class. Mastering CSs helped reduce students' pauses and led to the avoidance of conversation breakdown in their timed conversations as explained above. Furthermore, the study of recursive conversation by Kindt and Bowyer (2018) convinced me of the importance of recursive practice.

Students' use of CSs was also an important area of research on this project. Corder (1981) defines CSs as "a systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty" (p. 103). Dörnyei's study on the teachability of CSs (1995) in my literature review revealed positive results. He indicated that "CSs provide

the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty. Rather than giving up their message, learners may decide to try and remain in the conversation and achieve their communicative goal” (p. 80). He emphasized the effectiveness of teaching CSs and their potential benefits, and CSs are useful to help students develop their CC. Moreover, Nakatani (2005) emphasized the importance of students’ awareness towards the use of CSs which can lead to their communicative ability. Those studies encouraged me to continue to attempt the use of CSs in the class which mainly consisted of TALs requiring special consideration. Particularly, introducing CSs was beneficial for such low proficiency students who had no experience of communicative practice. As explained above in the results, many students reported that they were able to use CSs and they were always aware of their use of CSs. In other words, students’ awareness could be an important factor to help students improve their communicative ability as Nakatani (2005) stressed. Furthermore, I appreciate the implication in Sato’s study (2005) of the importance of selecting topics suitable for timed conversation and creating a comfortable learning community where students learn from one another. The study reminded me of those fundamental principles that tend to be overlooked when focusing on the achievement of goals. Thus, applying CSs in recursive timed conversation with topics conducted over 2 classes with the editing procedure greatly helps students improve their CC in my AR 2.

Conducting a performance test by video recording was also effective in AR 2. Although students were intimidated by the idea of video recording, the result showed students’ attitude towards video recording was significantly improved. As Krashen and Terrel (1983) suggested, “tests should “teach” learners that paying attention to input and meaning-based activities is not just for fun but is critical for acquisition” (as cited in Lee & VanPatten, 2003, p. 189). As Krashen and Terrel suggested, students reported that they worked hard to prepare for the video recording day by doing their best in the recursive practices and developing their interaction skills. One study in my literature review by Murphy and Kenny (1995) inspired me of the effectiveness of video recording. They found great improvement in students’ performance and positive responses in students’ feedback on their LSEV. They stressed that LSEV is beneficial for increasing motivation, enhancing noticing, learner training, and teacher awareness (p. 201). Through the activity of video recording in class, students found it useful to train themselves by reviewing their own performance with the use of both a rubric and a self-evaluation on their use of CSs. They were able to compare with their previous performance, and notice many other features, not only theirs but also their partners’. For me as a teacher, video recording provided me with various opportunities, for

instance, capturing students' individual's proficiency, their needs for their goals, and accurate data for the study of students' development. More importantly, I recognized that integrating teaching with a performance test in the classroom is necessary for language learning. As the study by Sato and Hirano (2013) pointed out, those cannot be separated for successful learning. Thus, over the period of time in AR2, both students and I worked together with cooperation, and I observed that students improved their communicative ability as well as their leaning beliefs.

Limitations and future issues. Lastly, I reviewed my research design in order to improve the quality of my study. My class is heterogeneous in a complex/dynamic system (Kindt, 2002; Wood, 2001), specifically, the class consisted of students of various ages, experiences and characteristics, but mostly TALs. This might need to be viewed with deep insight to seek something behind in students' characteristics or their life which is not normally observed in class. I feel that teachers need to understand other factors which might affect students' learning. This project had only a small number of students, so the results may not be generalizable to all students. A larger study would help to clarify this issue.

From these limitations, considering future issues, I have begun to understand about CLT and how to implement in my class. However, I need to learn more about CLT and gain more experience as an action researcher. In addition to the procedural changes that I introduced in my AR1 and AR2, I have been able to change my belief to a more student-centered CLT-based approach. Yet I am sure that I can improve more. Considering the difficulty I had with the data, I think it is important to collect more data from a wider range of students to investigate whether or not the conclusions of this report are supported. Moreover, I could add deeper qualitative data by doing interviews with students which would provide opportunity for finding further valuable aspects of the characteristics of students that cannot be seen by direct observation in the classroom. For example, interviews might help to reveal more details of the characteristics of TALs and give insight into how timed conversation and CSs are helping them to develop as language learners. Reflecting on this, it can be said that there is much more room for me to develop as a teacher/researcher.

Conclusion

English continues to play an important part in school curriculum in Japan, and also in society many people continue to study English for various reasons. Traditional teacher-centered methods are still used in many teaching contexts, though there is a movement to change over to student-centered approaches which are represented by CLT. In spite of this

movement, some teachers continue to use traditional method. Looking back at my teaching in the past I have come to realize I was one of them. Through this MA-TESOL program, I have been introduced to CLT, and have learned how to implement it in my classes.

During the period of this two-year AR, my teaching approach has dramatically changed by attempting different kinds of classroom activities through learning various theories and practice in second language teaching. This change was not only in my teaching approach, but also I reformed my belief toward second language teaching. In addition, I have come to realize that older learners have different characteristics compared to younger learners, and they require a teaching approach that is sensitive to these peculiarities.

In AR1, while I tried to seek the answers to my research question, I had been developing as a researcher/teacher regarding how I conduct class and collect data. The development gave me a great opportunity to improve my teaching ability to help students develop their communicative ability which students had held for a long time as their achievement goal. I shifted my teaching approach from a teacher-centered one to a student-centered one, and attempted a communicative approach within the framework of CLT (Savignon, 2002). Though the implementation of CSs and timed conversation were challenging for these adults/TALs at first, students started to show their confidence and motivation to improve their communicative ability. Moreover, some started to show improvement in the use of CSs. With the various changes of the class procedures, surveys and the class roster, and in the process of my development as a researcher/teacher, it was somewhat difficult to achieve any solid answer to my research question in AR; however, this experience helped guide me to develop a better research plan in AR year 2.

In AR2, I was able to focus more on a communicative approach by conducting timed conversation using CSs and assessment (performance test). As for timed conversation, I modified the approach of timed conversation in two ways, by shortening the length of time in each recursive practice in order to reduce student pauses, and by increasing the number of recursive practices to help improve students' fluency based on 4/3/2 fluency practice (Nation & Newton, 2009). Students aimed to increase the number of words along with the increase of length of time within a half year in their timed conversations. Furthermore, implementing a performance test by video recording/transcription was another challenge for those students, but students worked hard towards their video recording day and showed significant improvement with the use of rubric and self-evaluations. Over the period of the implementation of these changes, students and I started to work together in order to achieve both our goals. With the better procedures, surveys, and consistent students' data based on a

better research plan using advice from Prof. Sato, I could progress as a teacher/researcher to have more solid results, and this led me to be able to have a clearer answer to the research questions in AR2.

Essentially, in order to help students improve their English ability, I attempted teaching CSs and used recursive timed conversation with various kinds of familiar topics for students to communicate with each other (Murphey & Kenny, 1998). Over the period of time of this study, through recursive practice of timed conversation with CSs, students started to show their confidence and motivation to improve their communicative ability, and many started to show further improvement in their speaking/negotiating skills using CSs effectively.

There were some limitations to the study which were due to the context of the research. During the implementation of timed conversation, I faced some difficulty due to some issues related to TALs. I came to recognize that those learners who have some different characteristics from young learners require careful consideration in the classroom (Singleton, 2018). In addition, there were more difficulties, for instance, the institution provides continuing education programs which do not require any tests, so these voluntary students were also not expecting tests in the program. Additionally, students decide their class by their own estimate of their level, which makes class have a wider range of proficiency levels in addition to the changeable class roster. After experiencing some difficulty while seeking to promote their language development, implementing recursive timed practice with CSs over two classes helped to greatly improve their speaking ability in order to perform communicatively. In addition, the recursive practice by changing partners helped students be more active in a physical aspect which facilitated their learning effectively. Finally, the self-evaluation, especially one with a video recording, helped to raise their awareness of the use of CSs, and to show them that they were indeed communicating in English which raised their confidence and their motivation. Perhaps all of these difficulties were related to a significant limitation, which is the continuing belief of both students and the institution in teacher-centered approaches to classroom instruction, and their (initial) hesitation to follow my new student-centered approach. This was not a compulsory education school, but an educational institution like culture center where the students are paying customers and must have their expectations met by both the teacher and the facility. The institution wants to respond to those volunteer life-long learners' expectations, which is for the traditional teacher centered classroom style. However, I am satisfied that many students who experienced my class appear to have come to appreciate my use of timed conversation with CSs in this

communicative approach. I am also glad to discover that these life-long learners hold a strong desire to improve their English which they have not been able to experience their successful language learning.

Thinking of what I would do differently in the future, in order to provide successful language learning, even continuing educational culture centers or English conversation schools, it would be more effective if teachers and the institution could share more information and knowledge to improve classroom teaching tuition/approach/pedagogy. It may lead to students' successful language development, so that learners are able to develop English ability satisfactorily. This AR experience gave me a great opportunity to consider those important elements in language teaching. Now I believe that deep investigation of class and students is an important factor for successful language teaching, since the classroom is a heterogeneous/complex environment; therefore, there is much teachers can learn from students and classroom. In my case, those life-long learners who need careful consideration due to their complex characteristics unquestionably needs to be understood more various aspects that are hardly observe in class. Therefore, I would like to add interview to obtain more information/data qualitatively by interviewing students to gain a deeper insight into students' behavior and views in my future teaching. Another challenge I would like to try is investigating learning strategies. Through this experience and the results from this study, students improved their communicative ability in their recursive timed conversation with CSs over two classes. I came to recognize how important it is to practice their conversation recursively over two classes with a self-editing process as homework, in addition to recursive practice. I observed students who prepared or self-edited their scripts towards Day 2 timed conversation practice performed well on their Day 2 practice. Class activities such as timed conversation and the use of CSs are important to improve their CC; however, self-preparation for their performance also seems to be important to improve their English ability. Students seem to lack the knowledge or ability about how to prepare and how to study, other than memorization. For this reason, I would like to study learner strategies in order to help students' language learning which leads to their second language development.

All these changes are a part of my transition from a traditional teacher-centered teaching style to a more student-centered CLT teaching style, and I have come to realize that I am now teaching in a different approach from the one I taught before.

From the perspective of being an action researcher, another step was at the 2020 English Teacher in Japan symposium in February 2020, where I did a presentation on some classroom techniques that I used with my TALs. This experience was very good for me, and

in future I hope to have the opportunity to present on my experiences in this MA-TESOL course. While I have certainly developed as a teacher/researcher, there is still much more to learn, and much more to do to help my TAL students' progress with their goals as language learners. Continued AR will certainly play a part in my future as a language teacher.

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10)英語が使えるようになりたいですか？

	はい、とても	どちらかといえば、はい	どちらかといえば、いいえ	そう思わない
4月				
現在				

(11)授業外での学習時間はどれ位ですか？学習分野ごとの時間を教えてください。

(例) _____時間 / (毎日) (1日おき) (2日おき) (3日おき) (1週間)

	発話	聞き取り	書く	読む
4月				
現在				

(12)Conversation Strategies についてどれくらい使えますか？あてはまるものを1つ選んでください。

Openers (How are you doing? etc) / Closers (Nice talking with you.)

4月	必ず毎回使う	たまに忘れるがだいたい使える	時々忘れる	どちらかを忘れる	できない
現在	必ず毎回使う	たまに忘れるがだいたい使える	時々忘れる	どちらかを忘れる	できない

Rejoinders (I see. That's nice. That's too bad. Oh yeah? Uh-huh. Really? etc.)

4月	5種類以上できる	3～4種類できる	2種類できる	1種類できる	できない
現在	5種類以上できる	3～4種類できる	2種類できる	1種類できる	できない

(13) Timed Conversation (時間制限有) の Small Talk において、練習の回数を重ねる度にどのような変化がありましたか？

(14)どのくらいの Conversation Strategies が使えるようになりましたか。いつも意識して使っていますか。Small Talk 活動以外でも意識して使っていますか？

(15)この講座を受けてどのような変化がありましたか？4月の頃と比べて自分ができるようになったことを具体的に書いてください。

(16)授業に対する感想や要望を書いてください。今後の授業をよりよくするためにもぜひ書いてください。

Appendix B

観察のポイント Observation Points ()

① 流暢さ Fluency

- ☆☆☆☆☆ 滑らかに英語のみで3分以上、十分内容のある会話を続けた。
- ☆☆☆☆ 時々ポーズはあったが英語だけで何とか言いたい内容を表現し3分間続いた。
- ☆☆☆ 3分間近く続いたが、会話は詰まって時々日本語を話してしまった。
- ☆☆ 3分間持続には程遠く、長い沈黙が入った。多くの日本語を話してしまった。

② 正確さ Accuracy

- ☆☆☆☆☆ 文章が文法的に正確に使用できコミュニケーションができた。
- ☆☆☆☆ 少々の間違いはあったがコミュニケーションはとれた。
- ☆☆☆ いくつかの間違いはあったが、キーワードで何とかコミュニケーションをとった。

③ 声の大きさ・笑顔・アイコンタクト

- ☆☆☆☆☆ 適切な声のボリュームで、笑顔でアイコンタクトを使用した。
- ☆☆☆☆ 全て時々できた。またはどれかができた。
- ☆☆☆ どれか少しはできたが十分ではなかった。

④ ストラテジー

Conversation Strategies 目標 3 回以上 回 ()

Openers Closers

- ☆☆☆☆☆ Openers/Closers と Conversation Strategies を適切な場面で自然に 3 回以上使えた。
- ☆☆☆☆ Conversation Strategies と Openers/Closers を使えた。
- ☆☆☆ Openers/Closers は使えたが Conversation Strategies は十分ではなかった。
- ☆☆ Openers/Closers/Conversation Strategies とともに少しはできたが十分ではなかった。

Comment

自己評価シート Self-evaluation sheet

英語使用目標 English Target (80%) % 英語使用 English Used (50%) %
Small Talk 英語使用目標 English Target in Small Talk (40%) % Small Talk 英語使用 English Used in Small Talk (20%) %

(例) agree (とても思う) 3 agree (思う) 4 disagree (思わない) 5 strongly disagree (全く思わない)

1) Small Talk を授業内で英語でゲームを遊ぶことを行っていましたか。(目標なし)
I was able to do Small Talk in English without games within the time. (without your script)

① 達成できた割合を教えてください。(/100%)
② 1日1回第一～2日目の練習を経て最終的に2日目の練習を行いましたか。
Was the prompt card useful to achieve No.1)?

③ 1日1回第一～2日目の練習を経て最終的に2日目の練習を行いましたか。
Through the first day - ending - the second day, I was able to have better conversations at the end.

④ ②を達成するために授業外に練習の練習はしましたか。
Did you practice speaking your script to achieve No.2) outside of class?

⑤ ④にあてた合計時間を教えてください。(/ 時間-1週間)

自己評価シート Self-evaluation sheet

英語使用目標 English Target (80%) % 英語使用 English Used (50%) %
Small Talk 英語使用目標 English Target in Small Talk (40%) % Small Talk 英語使用 English Used in Small Talk (20%) %

(例) agree (とても思う) 3 agree (思う) 4 disagree (思わない) 5 strongly disagree (全く思わない)

1) Small Talk を授業内で英語でゲームを遊ぶことを行っていましたか。(目標なし)
I was able to do Small Talk in English without games within the time. (without your script)

① 達成できた割合を教えてください。(/100%)
② 1日1回第一～2日目の練習を経て最終的に2日目の練習を行いましたか。
Was the prompt card useful to achieve No.1)?

③ 1日1回第一～2日目の練習を経て最終的に2日目の練習を行いましたか。
Through the first day - ending - the second day, I was able to have better conversations at the end.

④ ②を達成するために授業外に練習の練習はしましたか。
Did you practice speaking your script to achieve No.2) outside of class?

⑤ ④にあてた合計時間を教えてください。(/ 時間-1週間)

1) コメント、意見 (授業の改善に向けての意見があれば記入してください。)

Comments, opinions

授業の改善に向けての意見があれば記入してください。
Comments, opinions

2019 #5

Customs

*Use How ya doin? Oh yeah? Uh-huh. That's nice. That's great.
That's too bad. I see. Really? How about you? Pardon me?
Nice talking with you!

1) Do you use eye contact with the cashier when you pay at a check-out counter?
EX) Yes, I do. I say "Hi" all the time.
Yeah, I sometimes do it.
No, I don't usually do it. I'm shy.
*Yes, I do. I use eye contact with smile.
I say "You sound busy".
I'll take this one please.
Thank you!*

2) What do you do when you meet someone?
EX) I always bow and say "Hi".
I usually wave/shake hands and say "Hi, how are you?".
*I always wave and say "Hello".
How have you been?
and in shaking hands!*

3) What do you do when you eat?
EX) I make a noise/slurp when I eat Soba (noodles/pasta) in Japan.
I try not to slurp when I eat pasta in a foreign country.
*I make a noise PORI PORI when I eat a nice cracker.
Cracker is SEKBEI*

2019 #5

Customs

*Use How ya doin? Oh yeah? Uh-huh. That's nice. That's great.
That's too bad. I see. Really? How about you? Pardon me?
Nice talking with you!

1) Do you use eye contact with the cashier when you pay at a check-out counter?
EX) Yes, I do. I say "Hi" all the time.
Yeah, I sometimes do it.
No, I don't usually do it. I'm shy.
*Yeah, I sometimes do it.
In general, people say thank you.*

2) What do you do when you meet someone?
EX) I always bow and say "Hi".
I usually wave/shake hands and say "Hi, how are you?".
*I always bow and say "Konnichiwa".
It's normal for them to smile at someone.*

3) What do you do when you eat?
EX) I make a noise/slurp when I eat Soba (noodles/pasta) in Japan.
I try not to slurp when I eat pasta in a foreign country.
*I try not to slurp when I eat soup.
slurp*

Appendix E

Conversation Strategies check sheet Name ()

グループメンバーに CSs と Japanese の使用回数をつけてもらいましょう。(正で)

	1 記入者 ()	2 記入者 ()	3 記入者 ()	4 記入者 ()	Comment
CSs					
Japanese					

CSs は何回使われましたか。使われたものに○をつけ回数を記入してください。

which CSs was your partner able to use? And how many times?

Put circles on the expressions which your partner was able to use, and write the numbers.

- * How are you doing? ()回 * Great. Good. OK. Pretty good. Not bad. Not good. ()回
- * How about you? ()回 * Uh huh/Oh yeah? ()回
- * That's nice./That's too bad. ()回 * Pardon me?/Excuse me? ()回
- * Nice talking with you. ()回 * Shadowing (Repeating) ()回
- * Agreeing Me too./Me neither. ()回 * Sounds good/great/nice. ()回
- * 他 others ()回 ()回 ()回 ()回 ()回 ()回

Conversation Strategies check sheet Name ()

グループメンバーに CSs と Japanese の使用回数をつけてもらいましょう。(正で)

	1 記入者 ()	2 記入者 ()	3 記入者 ()	4 記入者 ()	Comment
CSs					
Japanese					

CSs は何回使われましたか。使われたものに○をつけ回数を記入してください。

which CSs was your partner able to use? And how many times?

Put circles on the expressions which your partner was able to use, and write the numbers.

- * How are you doing? ()回 * Great. Good. OK. Pretty good. Not bad. Not good. ()回
- * How about you? ()回 * Uh huh/Oh yeah? ()回
- * That's nice./That's too bad. ()回 * Pardon me?/Excuse me? ()回
- * Nice talking with you. ()回 * Shadowing (Repeating) ()回
- * Agreeing Me too./Me neither. ()回 * Sounds good/great/nice. ()回
- * 他 others ()回 ()回 ()回 ()回 ()回 ()回

Conversation Strategies check sheet Name ()

Appendix F

Conversation Strategies Record Sheet

	/	/	/	/	/	/	/	/	/
Openers									
How is it going?									
How are you?									
How are you doing?									
Good/Great/OK/ Not bad									
Clarifications Q									
Pardon me?									
Excuse me?									
Fillers									
Let me see/think.									
That's a good /difficult question.									
Rejoinders									
Really?									
Oh yeah?									
Is that so?									
I see.									
Uh huh.									
Wow.									
Asking the same Q									
How about you?									
Follow-up Q									
What?									
Where?									
Why?									
When?									
Which?									
How?									
Who?									
Shadowing									
Closers									
Nice talking with you									

Appendix G

Conversation Transcription Sample 1 – Speaking Test 1

Teacher: Satsuki McNeill

Class: Travel English Class

Date: July 2019

Time: 11:45 - 12:00

Speaking Test Aim : 3m

Speaking Test Length: 03m. 13.25s.

Shin = Student 1 (Upper beginner) Miko = Student 2 (Low intermediate)

In a classroom with 14 students standing in pairs performing a 3- minute speaking test. They do not have their notes. Teacher records their conversation with a video camera.

01 Shin [00:00] **how are you doing** [02.16]
02 Miko oh, oh **hi Shin** uh, **good** (1)uh (2)uh **how about you?** uh **how are you doing** [11.16]
03 Shin oh **I'm not so good** (1)**I'm tired** [16.23]
04 Miko tired (1) **that's too bad** [19.18]
05 Shin (2) do you use (1) do you use eye contact with the cashier (2) when you pay at a checkout counter [35.06]
06 Miko uh, I always smile and say thank you. [40.25]
07 Shin U:-hm [43.01]
08 Miko **how about you** uh, (1)do you use eye contact? uh when (1) with the cashier when you pay at a check-out counter? [53.16]
09 Shin um (1) **let me see.** (2) I say [58.17]
10 Miko **uh-huh** [59.24]
11 Shin I say usually [01:01.17]
12 Miko (1) **yeah?** [01:02.25]
13 Shin thank you very much [01:04.06]
14 Miko **oh good** [01:05.18]
15 Shin (2) What do you do when you meet someone [01:12.09]
16 Miko um (1) I always bow and say hi, how are you [01:18.21]
17 Shin oh, yeah (1) [01:19.24]
18 Miko (1) **how about you** (1) uh (1) what do you do when you meet someone [01:24.12]
19 Shin I usually (3) [01:27.21]
20 Miko **uh huh** [01:28.10]
21 Shin bow and say [01:30.15]
22 Miko **um huh** [01:31.05]
23 Shin eh(1)hello or [01:33.27]
24 Miko **uh-huh**
25 Shin nice to meet you [01:35.16]
26 Miko **oh that's good** [01:37.02]
27 Shin えー{eee:::::h, let see} what do you do when you eat [01:47.13]
28 Miko uh (2)**let me see.** uh (2) I join my hands [01:55.17]
29 Shin um **Pardon me?** [01:56.25]

30 Miko I join my hands and I say いただきます {itadakimasu} before eating (1) **How about you** What do you do when you eat[02:08.18]

31 Shin eh (1) I (1)I eat (1) I eat dinner[02:18.04]

32 Miko **uh-huh**[02:19.04]

33 Shin when I eat dinner[02:20.16]

34 Miko **yeah?** [02:21.27]

35 Shin I don't make loud noise [02:24.04]

36 Miko **oh yeah** (2) **I see** (1) **good** [02:27.24]

37 Shin (3)**nice talking with you** [02:32.18]

38 Miko **nice talking with you too** [02:34.02]

39 Shin thank you very much [02:35.13]

40 Miko thank you あーじゃあ{a::jya:jya, oh then then} what else do you do?} [02:42.12]

41 Shin eh? (1) **Pardon me?** [02:44.18]

42 Miko **what else do you do when you eat** [02:47.23]

43 Shin what? (1) [02:48.19]

44 Miko (1) what else [02:50.00]

45 Shin else? [02:51.27]

46 Miko else (1) uh (1) what do you do another(1) another (1) else, else (1) [02:58.26]

47 Shin 何ですか エルスって {nandesuka erus tte, what is else} [03:05.08]

48 Miko ほかにない {hokaninnai} [03:07.29]

49 Shin あー {a::, oh} **nice talking with you, nice talking with you** [03:10.29]

50 Miko **nice talking with you too** [03:12.09]

51 Shin thank you [03:12.25]

52 Miko **see you later** [03:13.25]

Notes:

- In this transcription convention the utterances are numbered to the left, and the time stamp comes at the end of the utterance.
- Students are listed by pseudonym.
- Pauses in conversation are marked in brackets, for pauses less than one second pauses and are rounded to the nearest half second.
- **Communication Strategies** are marked in **bold**.