

Developing University Students' Oral-Communication Ability in the EFL Classroom With Conversation Strategies**Introduction**

Japan has long relied on the *Yakudoku* method of teaching in order to develop the English linguistic knowledge of its students. It has also accommodated a rigid style of testing in order to cater to the knowledge imparted. Current economic considerations have led to the government's stated intent of improving the English fluency levels of Japanese students with a view to competing globally with emergent Asian powers. Few longitudinal classroom studies have sought to discover and present the viability of a move to CS instruction using the Communicative Language Teaching (CLT) approach. This approach is currently little known, particularly in Japanese tertiary education. Ellis identified the issue of a link between communication strategy (CS) tuition and L2 acquisition, stating "Views differ regarding whether the use of CSs assists acquisition or impedes it". (Ellis, 2008, pp. 511-512). This study presents the case that CS tuition does indeed assist L2 acquisition with reference to speaking fluency.

Theoretical Background

The purpose of this section is to situate my study within the existing research relating to my key areas of interest. The five section topics are: Communicative Language Teaching; Communicative Competence; Communication Strategies; The Interaction Hypothesis and Performance Tests for CS Assessment. Each section will include a definition as well as an explanation of the term through studies and materials published by researchers and expert theorists in each field.

Communicative Language Teaching.

According to Savignon (2002): "The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence" (p.22). Effectively, learners must use the language with a purpose in order to learn the language, thus instructors using the CLT approach should be "providing the students opportunities for communication". (Lee & VanPatten, 1995, p. 8). Brown (2007) refers to CLT as "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes" (p. 378). Savignon (2002) affirmed that "CLT is properly seen as an approach, grounded in a theory of intercultural communicative competence, that can be used to develop materials and methods appropriate to a given context of learning" (pp. 22-23).

Communicative Competence.

It has been suggested by Canale and Swain (1980) that to understand the communicative use of a language, Communicative Competence must be understood. They have designed a three-component definition: "Grammatical competence- the knowledge of what is grammatically correct in a language; Sociolinguistic competence-the knowledge of what is socially accepted in a language;

Strategic competence-the knowledge of how to use communication strategies to communicate intended meaning.” (p. 49) Savignon (2002) later added discourse competence to these three components.

According to Brown (1994), strategic competence is “the way learners manipulate language in order to meet communicative goals” (p.228). It in turn comprises both verbal and nonverbal strategies used by language learners to overcome communication breakdowns that occur due to lack of competence. Indeed, Savignon (2002) considers strategic competence to be the most important for low-level learners due to its enabling learners to interact verbally whilst acquiring lexical and grammatical forms. She goes further to state that for beginner students, class time should be readily used for the development of strategic competence as grammatical structures and accuracy will follow in time through repeated practice and feedback. Beginner language learners thus require support in order to develop their strategic competence in interaction and later stages of their linguistic development, their grammatical competence. One of the ways to structure this is to provide learners with communication strategies (CSs) to complement a CLT based curriculum. We will find that amongst the varied definitions of CSs is the use of verbal strategies (for example asking for clarification when unsure) that can be used to lengthen or improve a conversation (Canale & Swain, 1980). Further, the use of these CSs in the appropriate context may also allow students to overcome communication breakdowns (Ellis, 1985). This key term and its implications will be developed within its own section below.

Communication Strategies.

Ellis (2008) credits Selinker with the development of “(T) the term ‘communication strategy’ in 1972 as one of the five ‘processes’ he identified in interlanguage development” (p.501). However, Ellis goes on to state that “it wasn’t until the 1980’s that interest in CSs really took off” (p.502) and the term itself and related terminology was further refined. Corder (1981) defines a CS as “a systematic technique employed by a speaker to express his (or her) meaning when faced with some difficulty” adding that “strategies of communication are essentially to do with the relationship between ends and means” (p.103). According to Nunan (1999) “a [communication] strategy [is] a strategy used by a second language learner to get his or her meaning across with a limited amount of vocabulary and grammar” (p. 303) whilst Cohen (1990) states that “a major trait of successful speakers is that they use strategies to keep the conversation going” (p.56). Bialystok (1990) suggests “communication strategies overcome obstacles to communication by providing the speaker with an alternative form of expression for the intended meaning” (p. 35).

The communication (or conversation) strategy is a term that enjoys many contrasting definitions and interpretations. Despite wide acceptance that CSs refer to tools employed by students to maintain communication even when faced with gaps in their L2 knowledge, the definition in the field of research is not limited to the production of spoken language. Emerging as a sub-category of the blanket term interlanguage as used in the 1970s, the term CS is used to represent many contrasting forms of interactional and even cognitive processes. Thus for the purpose of this study, I shall give an overview of the various established current interpretations of the term in the field of research before establishing a

working definition. Ellis (2008) distinguishes between “two broad theoretical approaches to CSs. They can be viewed as discourse strategies that are evident in social interactions involving learners, or they can be treated as cognitive processes involved in the use of the L2 in reception and production” (p.502). First, it is valuable to describe and situate the relationship between CSs and language learning strategies (LLSs). 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). There is however considerable overlap between the two with Oxford (1990) describing LLSs as any “(S) steps taken by students to enhance their own learning. Recent research has tended to focus on researching learning strategies rather than investigating the impact of the explicit tuition of teaching CSs. This study seeks to balance this trend, so let us now focus on definitions and interpretations of CSs with reference to oral fluency.

My working definition for CSs is “useful verbal strategies for language learners to navigate around gaps in their second language (L2) knowledge and achieve their communicative goals”. Students who are familiar with and who regularly use strategies to overcome gaps in conversations or to avoid conversation breakdown can be said to have developed their strategic competence as they are aware of and act appropriately and effectively to maintain a conversation. Thus a discernable increase in the use of CSs to communicate intended meaning within unrehearsed speech may indicate an expression of increased strategic competence (Canale & Swain, 1980).

The Interaction Hypothesis.

Students who may demonstrate an increase in SC may be considered to have many influences on their language development. The theoretical framework for peer influence is possibly best described by the interaction hypothesis. Although numerous theorists in the 1980s are commonly named leading-up to the interaction hypothesis, Long is credited with the assertion that modified interaction is necessary for L2 acquisition.

This “hypothesis that language acquisition is based both on learners’ innate abilities and on opportunities to engage in conversations” (Lightbown & Spada, 2013, p. 219) is commonly associated with Long (1983).

Long’s Interactional Hypothesis (1983) can be summarized in the following ways:

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

With regards to Long’s hypothesis, Lightbown and Spada (2006) argue that “conversational interaction is an essential, if not sufficient, condition for second language acquisition” (p.43). They add that “(A) according to the interaction hypothesis, the negotiation leads learners to acquire the language forms - the words and the grammatical structures- that carry meaning they are attending to” (p.150). Thus, Long sought to emphasise the act of communication as the determining factor in acquiring new words and

structures, rather than the level of the new language provided. Indeed Lightbown and Spada (2006) suggest that “when learners are given the opportunity to engage in interaction, they are compelled to ‘negotiate for meaning’, that is, to express and clarify their intentions, thoughts, opinions etc., in a way that permits them to arrive at mutual understanding” (p.150).

Savignon (1997) described this negotiation as a synthesis of the efforts by two interlocutors to use their prior experience, the conversational context, their partner and any available sources of information in order to reach a point of understanding. The key tenet of Long’s hypothesis “negotiation for meaning” extends into the speakers’ development of modified interaction such as comprehension checks, clarification requests, and self-repetition or paraphrasing (Lightbown and Spada 2006). This can be seen as theoretical justification for providing and developing conversational strategy use amongst students, particularly those of lower level. Ellis (1999) pointed out a limitation of this IH perspective noting that the range of interaction is limited in the classroom context, thus lessening the likelihood of acquisition due to the limited contexts in which students encounter a lexeme or structure. However, the language teacher can best counteract this by providing students with as many new partners as possible in recursive practice of a conversation topic. This will allow students to encounter the target language many times. However, Ellis (1999) does reference the “rich literature to support that there is a link between interaction and learning”.

Performance Tests for CS Assessment.

When focusing on classroom oral output and fluency, it is necessary to encourage students to perform the desired tasks both in practice and in formal test situations. In order for students to be aware of and maintain the class goal of speaking fluid English with confidence, the teacher must evaluate specific criteria of performance when testing. Lee and VanPatten (2003) remind us that “tests should not be divorced from how one learns something” (p. 183). The performance test performs precisely this role. It is an assessment that requires an examinee to perform a task or activity, rather than answering questions referring to specific parts. The performance test is closely related to the issue of authenticity. The authentic task within assessment implies that the test-taker “must engage in actual performance of the specified linguistic objective” (Brown, 2007, p. 460). The performance test has been developed in order to balance situations whereby students with both grammatical knowledge and sufficient vocabulary are unable to carry out their communicative intent due to a lack of SC (Dörnyei & Thurrell, 1991, p. 2). For this reason, it may be considered necessary to test students under similar conditions to those in which they learn. Anderson and Wall (1993) suggest that a test must mirror the aims of a syllabus, its content and methods in order to provide positive washback. Thus, in the case of a speaking test, CSs can be practiced using the same tasks as in-class practice conversations in order to better align with what had been learned. Kleinsasser (2012) reinforces this adding that tests should contain some form of real-life element.

Kleinsasser and Sato (1999), also strongly encourage “interactiveness” (p. 2) with the rubric in order to develop students’ test preparedness. He argues that consistent reference to the same rubric throughout the

speaking course will encourage students to be both familiar with and ready for the demands required by speaking tests.

Research Issues

Few longitudinal studies exploring the benefits of a communicative approach have been undertaken with young speakers of English in Japan, particularly not those who lead to students who can and will use spoken English in everyday situations. This study seeks to report on the evolution of students from lack of ability with spoken English and a similarly low level of beliefs to producing spoken English at least in the classroom. In both contexts, the explicit tuition of CSs is a scaffold for the lengthening of pair conversations. However, little is known about whether CSs are developmental in nature and how students learn to use CSs for communication. This study seeks to show that such changes are possible and suggests one potentially effective approach. These issues being considered, this research was conducted to uncover how students acquire spoken English inside the classroom using CSs. My research questions are the following:

Research questions

The questions that developed from the first year's study were: (1) How will lower-level university students learn to use communication strategies (CSs) during the academic year (as detailed in both student output and beliefs)? (2) What are the effects of teaching CSs on the students' interactions over time (as recorded in transcribed and analysed conversation excerpts)? (3) What effects will teaching CSs have on their oral-communication ability (as shown in developments in both student output and beliefs)?

Method

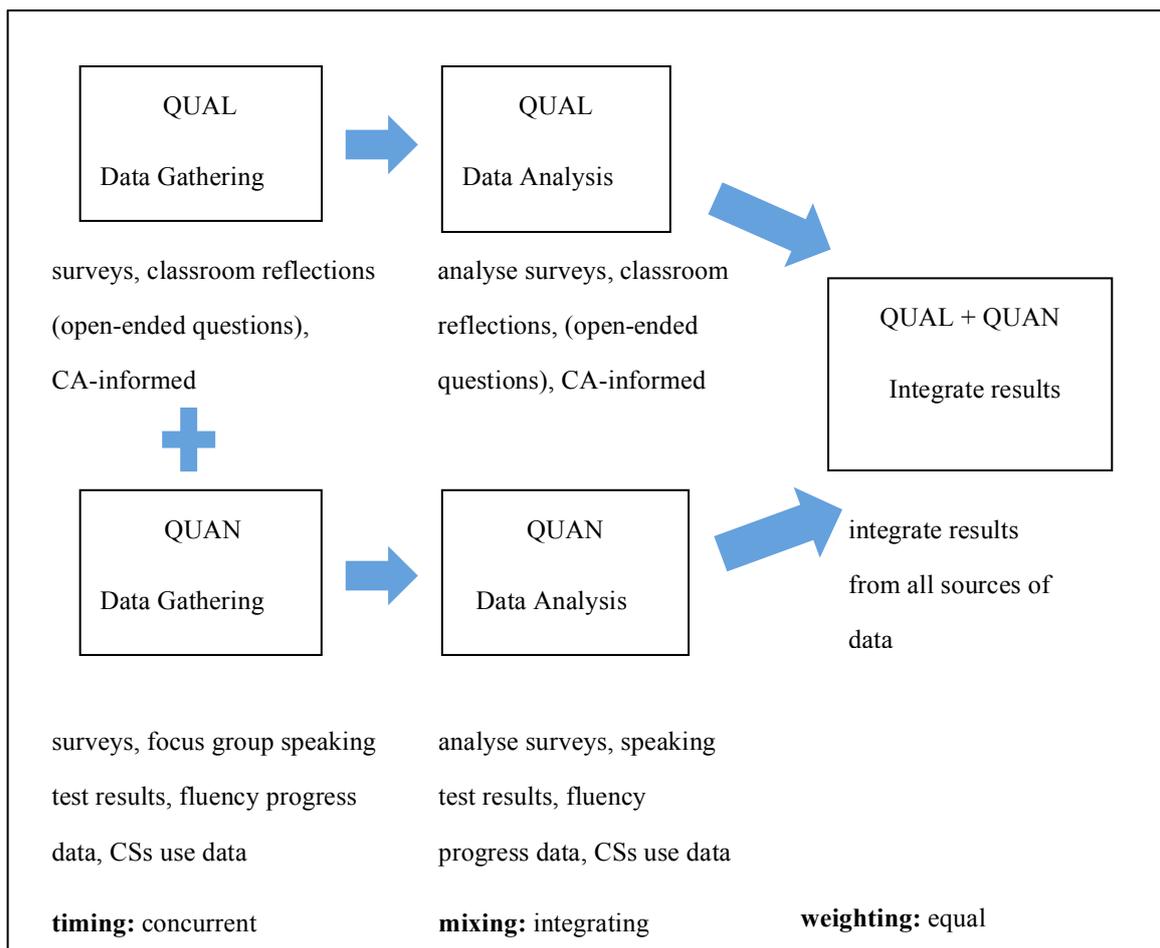
Participants. All participants were non-English major university first-years. The 17 student sample were all Japanese females from the central Chubu area of Japan (Aichi, Mie, Gifu), enrolled in a private university. None of the participants had participated in a study abroad program. Participants were provided with nicknames for the purpose of the study. Three deep data students (one advanced, one middle and one beginner) were selected on the following criteria: (1) Personal organization, (2) Regularity of attendance, and (3) Character and enthusiasm. The sample is seen to represent the population of non-English major Japanese university students who spend only a few hours per week studying English formally and who have few opportunities to use English to communicate formally.

Instruments. A mix of qualitative and quantitative data was gathered using questionnaires, audio-recordings, self-evaluations, class reflections and interviews. Data collection was centred on three speaking tests as detailed in Table 1 on page seven. The research design for this study is as follows.

Research Design. In the sequential triangulation design in Figure 1 on page 6, each instrument is introduced in order and the qual. data informs the quan. This allows for adjustment of the instruments and alternative selections as the study progresses. The data is equally weighted qual-quant though the quantitative data could be considered to have reduced validity due to small sample size. Dörnyei calls this

“quantitising” and still supports its use. The first semester data was mostly gathered from surveys but later qual-quan data was gathered from focus group student speaking tests in preparation for conversation analysis. The intention is to stay close to the sample by examining closely their spoken language qualified by both qual and quan data gathered from the surveys and their responses to the open response questions in the classroom reflections. Data collection was undertaken during the spring and fall semesters 2017 as shown in Table 1 (p. 7).

Figure 1 *Sequential-Triangulation Design*



Note: Figure 1 above describes the AR2 research design type and stage progression. This design was selected in order to effectively combine both qualitative and quantitative data in order “to better answer a study’s research questions” (p.137). The Triangulation Design is the most common of the research designs (Ivankova & Creswell, 2009, p.141).

Data Collection. This section hopes to present an overview of the results collected and analysed during 2017, AR2 year.

Table 1 *Timing of each Data Collection Instrument in 2017/AR2*

Instrument	Time Administered							
	Semester 1				Semester 2			
	April	May	June	July	Sept.	Oct.	Nov.	Dec.
Reflections				O			O	
Questionnaire		O		O			O	
Speaking Test		O		O			O	

Results

Table 2 *Analysis of selected items from AR2 questionnaires and classroom reflection sheet on how students feel about English learning 2017. April value is provided where available (pre-treatment) n=17*

1. I have confidence speaking English.	strongly agree	agree	disagree	strongly disagree
April	0%	0%	17.7%	82.3%
July	0%	41.2%	52.9%	5.9%
November	5.9%	52.9%	35.3%	5.9%
2. CSs help me to communicate well.	strongly agree	agree	disagree	strongly disagree
April	11.8%	35.3%	58.8%	23.5%
July	47.1%	52.9%	0.0%	0.0%
November	70.6%	29.4%	0.0%	0.0%

Table 3. *Speaking Test Data Pauses within each conversation, number of turns, number of words, words per minute and duration of conversations (n=17) (Focus group students are sorted High, Medium, Low)*

Date (2017) / Participants	Total Duration of Pauses (as a % of the conversation)	Number of Pauses	Number of Turns	Number of Words	Words per Min.	Duration of Conversation
1. May 29 th Amelie/Amanda	44 (seconds) (24%)	26	40	184	61	3:01
2. May 29 th Margo/Tiffany	51 (28%)	30	36	175	58	3:02
3. May 29 th Anja/Enyo	65 (36%)	37	31	147	49	3:01
4. July 24 th Amelie/Nastia	63 (19%)	53	105	479	87	5:25
5. July 24 th Margo/Amanda	93 (28%)	66	79	347	63	5:26
6. July 24 th Enyo/Anja	112 (35%)	63	52	258	48	5:22
7. Nov. 13 th Amelie/Nastia	65 (19%)	52	97	457	80	5:41
8. Nov. 13 th Fia/Margo	91 (27%)	72	80	450	78	5:43
9. Nov. 13 th Anja/Enyo	98.5 (34.6%)	61	85	334	59	5:41

Table 4 CS use by focus group students in 2017 (High: Amelie, Medium: Margo, Low: Enyo)

Speaking Test number/date	Speaking Test 1 2017.5.29	Speaking Test 2 2017.7.24	Speaking Test 3 2017.11.13
Pair student codes (Freq. of CS use)	Hi/ Med/ Lo	Hi/ Med/ Lo	Hi/ Med/ Lo
6. Showing interest: <i>Oh really? Wow!</i>	1 / 2 / 0	2 / 0 / 1	1 / 1 / 4
8. Shadowing: (Repeating)	6 / 1 / 1	12 / 8 / 1	9 / 6 / 8
9. Follow-up questions: What...?	3 / 4 / 1	0 / 14 / 3	5 / 5 / 8
Tally of CS use (from self-evaluation sheet)	6 / 5 / 5	5 / 5 / 5	6 / 6 / 6
Actual tally of CS type (from transcriptions)	6 / 6 / 5	6 / 6 / 6	8 / 8 / 7

Sample transcription analysis, excerpts and reflection comments.

The transcription features a basic CA-informed convention. This CA convention has been chosen to assist in analysis because (1) CSs are identified in bold, (2) pauses are signaled, and (3) the amount of turns taken by the pairs is recorded:

Excerpt A: Speaking Test 1, 29th May 2017, Amelie and Amanda

35. [2:35] Am.: (1) **you know**

36. [2:37] Ama.: yes i know **hmm**(2) when did you know him

37. [2:41] Am.: i know him about six years ago

38. [2:45] Ama.: **about** (1) **about**

39. [2:48] Am.: i know him (2) about six years ago

40. [2:51] Ama.: (1) **six years ago** (2) ok so (1) long

At least in this context, Amanda is unable to understand what is being referred to by the word “about”, requiring assistance that she requests in line 39. By asking for help, Amanda offers Amelie the opportunity to repair the conversation, thus avoiding conversation breakdown. It is interesting that Amanda signals her feeling unsure to Amelie by repeating the word in a questioning tone. This is not a taught but rather her own strategy and is picked up on by Amelie, though she does not paraphrase.

Student Comment – Margo My goal is to use more follow-up questions in order to find out more from my partner. (Question 15, classroom reflection sheet, November 2017).

Student Comment – Amelie If my partner is low level, I feel so-so. I help low level, talk many words and use follow-up questions to talk to my partner (classroom observation sheet, July 2017).

“This semester my conversations were not so comfortable. I want to use CSs more to avoid misunderstandings in conversations” (Tiffany, July 2017).

“I want to use Follow-up questions more to find out more from my partner” (Anja, Nov 2017).

Discussion

I will attempt to answer my three research questions, combining quantitised and qualitative data.

- (1) How will lower-level university students learn to use communication strategies (CSs) during the academic year?

The quantitised data may suggest that lower-level university students learn to use communication strategies through explicit tuition and pair conversation practice. This is partially corroborated in the AR2 report by the shift in student beliefs over the April to July period. The use and awareness of the *shadowing* CS showed one of the greatest levels of development, particularly in the first semester; with only a 2.1 average value in April more than doubling to a 4.4 average value in July. This could indicate that students found it particularly useful in order to extend and repair conversations prior to becoming more comfortable and branching out into the use of other supporting CSs. Over the same time period, *follow up questions* use showed a similar level of progression from 1.9 to 3.6 in average response. A potential inference from the data is that the higher-level students began to use shadowing and follow-up questions during the spring semester. This quantitative analysis is backed up in the language in interaction excerpts as students are seen to share both CSs and interlanguage in conversation.

- (2) What are the effects of teaching CSs on the students' interactions over time?

The data presented here suggests that participants tend to use more CSs in pair conversations over time. The result of this usage tends to indicate increased fluency through extended length of conversations. The influence of the course rubric on both practice and assessed conversations could also be a lead factor in students usages of CSs. I believe that the pauses in the early conversations, particularly the 36% and 35% values for Enjo and Anja in Speaking Tests 1 and 2 represent dead time where students do not know what to say. These pauses may later become choice of CS or utterance thus remaining stable in length. These quantitative developments are backed by the qualitative data. Students report both developed confidence, motivation to speak (in the form of raised enjoyment level) and ability to communicate, in both open-response questionnaire items and comments.

- (3) What effects will teaching CSs have on their oral-communication ability?

It is notable that students seemed unfamiliar with either *shadowing or asking follow-up questions* before they joined the class but soon came to rely on these CSs fairly heavily. With oral-communication ability defined by increasing communicative competence, there are indicators that students are speaking more in class using a wider range of explicitly taught CSs. The questionnaire results indicate that the participants do link CS learning and use to longer conversations. The data may indicate that students are conscious of their development and may therefore gain the confidence to speak more and for longer, potentially using the both teacher and peer-taught CSs. Ellis (2007) posited that the learners' language acquisition could actually result as a benefit from the dialogic interaction with other learners (Ellis, 1985). This effective modeling could in the course of a programme lead to an overall increase in class Communicative Competence. In summary, the speaking test analyses indicate that students learn both from the presentation of CSs, through self-study and through peer communication and modeling.

Conclusion

My results in AR2 once again indicated student use of selected CSs notably *follow up questions* and *shadowing* formed a basis for extended conversations with more content, reflected in the quantitised data. The potential development of pauses from dead to active time was also interesting as it indicates development in the students' preparation for communication. These CSs were acquired from the teacher, though the knowledge and ability to use CSs effectively seemed to come through classroom practice, notably by peer modeling. This could itself be indicated by the improved listening ability of students. My improved questionnaire and classroom reflection sheets yielded richer data indicating that some student beliefs with regard to their CC and the reasons for it did develop whilst others did not. AR2 allowed me to better answer the issue from Ellis (2008), my response being that at least in a classroom setting, CSs indeed assist L2 acquisition as students develop their own brand of strategy and share the interlanguage, influencing their speaking partners. It would be appear akin to the "infectious" use of slang by an entertaining friend or an internet meme and thus depends on range of speaking partner and context.

I feel strongly that both faculty and student groups would benefit were the Japanese educational system to adjust its approach and become more engaged and more engaging in the classroom by developing CS-based CLT approach materials. Further, increased speaking time and recursive conversational practice are key elements to improve the speaking abilities of first-year university students resulting in increased output, student engagement and performance in test conditions. I found that information exchange tasks in the form of topic-based pair conversations, were the most effective method for what I was seeking to achieve. What is more, students seemed to respond positively to the introduction of CSs to my lesson plans and welcome the opportunity to speak more and in more depth with friends in English. The students showed me that they are entirely capable of developing fluency even within a semester and are happy to do so. An area for potential future investigation would be to focus on the new language necessarily created by students when responding to follow up questions. Clearly, students responding to unprepared speech must in turn create new language themselves. I feel it would be interesting to isolate the verbal gambits created in order to analyse and evaluate them for length in a longitudinal study, as well as developing lengths of pause in their formulation. I feel that we must develop in students a feeling of a "learning community" (Sato, 2005, p. 5) which will help them to motivate each other to speak more English and enjoy the journey more. It is my affirmation that Japanese students are capable of speech and will produce greater amounts and more complex structures with pleasure if given a scaffolded approach and the opportunity to practice using the target language as much as possible.

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Appendix A – Kinjo Gakuin University Lesson Plan – 2017.10.23

Lesson Plan – Seth Wallace

Class Goal: Develop oral fluency to enable Ss to hold a 5-minute conversation on the topic Neighborhoods.

Time	Interaction	Activity & Procedure
2	T-Ss	<u>Greeting, Attendance</u>
2	T-Ss	<u>Menu Negotiation</u> T explains class menu to S group leaders. Late Ss arrive.
3	S-Ss	S group leaders explain class activities to group members in English.
2	Ss-T	Ss discuss and select order of activities. Ss ask any outstanding questions about class activities.
2	T-S, Ss	T clarifies lesson stages as necessary.
2	T-Ss	<u>Warm-Up</u> T reviews new CS set 5 for use in class. T demonstrates CSs use using overhead projector (OHP).
5	S-S	Ss practice new CSs in pairs, changing pairs 3,4 times.
1	T-Ss	T introduces class topic Neighborhoods.
2	Ss-T	Ss brainstorm “neighborhoods”, T. mind maps key words from S. homework sheet 2 Qs, 3 As on blackboard.
6	S-S	<u>Timed Conversations/ Class Recording 1</u> Small Talk (SM) classroom layout. Ss hold SM1 5 mins. pair conversations on the topic Neighborhoods using new CSs.
6	S-S	Ss change pair, hold SM2 5 minute pair conversation on topic Neighborhoods.
6	S-S	Ss change pair, hold SM3 5 minute pair conversation on topic Neighborhoods.
3	S	Ss record CS use on class sheets. Ss complete self-evaluation/short reflection sheet.
6	S-S	Ss make class recording 1. In pairs, Ss hold a 5 min conversation, recording and uploading to Manaba (cloudsharing).
1	T-Ss	<u>Textbook Exercises</u> T introduces class textbook exercises.
5	Ss-Ss	Ss discuss exercises in small groups. Ss check answers, negotiate group output for open class feedback.
3	Ss-T	Open class feedback. Ss share answers on textbook exercises. T. notes answers on blackboard.
6	S-S	<u>Timed Conversations/ Class Recording 2</u> Small Talk (SM) classroom layout. Ss hold SM4 5 mins. pair conversations on the topic Neighborhoods using new CSs.
6	S-S	Ss change pair, hold a SM5 5 minute pair conversation on topic Neighborhoods.
6	S-S	Ss change pair, hold SM6 5 minute pair conversation on topic Neighborhoods.
4	S	Ss record CS use on class sheets. Ss complete self-evaluation/short reflection sheet.
7	S-S	Ss make class recording 2. In pairs, Ss hold a 5 min conversation, recording and uploading to Manaba (cloudsharing).
2	S	<u>Homework/Closing</u> Ss reflect on class. Ss record CS use on sheets/ self-reflection sheet.
2	T-Ss	Teacher thanks/praises students. T. explains class stages of next class, sets homework (2 Qs, 3As).

Total time: S-S: 62 mins, T-S: 12 mins, S: 9 mins, Ss-T: 7 mins

Appendix B – Conversation answers and questions sheet

2017.10.6 Unit 5: - Growing Up Name: _____

Name	What was your favourite subject at high school? Why?	Who was your favourite teacher? Why?	<i>Where? Who?</i> <i>What?</i>
1.			1. 2. 3.
2. 10/6 2 mins: Yes/No	Short answer:	Short answer:	Her answers:
3. 10/6 2 mins: Yes/No	Short answer:	Short answer:	Her answers:

1. Unit 6 preparation: Write short answers to the 2 questions in the boxes. Write 3 new questions for Small Talk practice next week.

2. Pair talk: In pairs, talk for 3 mins. using your questions. Note the answers.

Appendix C - Kinjo Speaking Test Spring Semester Rubric – Speaking Test 3 2017.11.13

(Adapted from Sato & Takahashi (2008) *Curriculum Revitalization in a Japanese High School: Teacher-Teacher and Teacher-University Collaboration*)

Fluency & Content / 10	(10) be able to maintain a 5- minute conversation fluently, with good content	(7) be able to maintain a 5- minute conversation with some silence, with adequate content	(4) be able to maintain a 5- minute conversation with some silence, with poor content	(1) be hardly able to maintain a 5- minute conversation with some long silences
Accuracy (grammar & pronunciation) / 3		(3) be able to communicate with accuracy	(2) be able to communicate with some errors	(1) communicate with many errors , using mainly key words
Delivery (volume & eye contact) / 3		(3) be able to speak with good volume and eye contact	(2) occasionally speak with adequate volume and eye contact	(1) be hardly able to speak with adequate volume and eye contact
Strategies (conversation strategies & follow-up questions) / 4	(4) be able to use #6 opener, closer, rejoinders, shadowing, and follow-up questions, comprehension check	(3) be able to use #5 opener, closer, rejoinders, shadowing, and follow-up questions	(2) be able to use #4 opener, closer, rejoinders and shadowing	(1) be able to use #3 opener, closer and rejoinders

Appendix D – Questionnaire 2017.7.24

Dear student:

Reflecting on your performance will help you improve.

自分のパフォーマンスを振り返るともっと早く上達することが得る。

Please put a circle in the box for your effort score in this class:

1= strongly disagree, 2= disagree, 3= no opinion, 4= agree, 5= strongly agree

In this speaking test...

この会話テストで。。。。

Situation	1	2	3	4	5
1. I had a conversation using English only for more than 4 minutes. 4分以上英語だけの会話が出来た。					
2. I listened actively when my classmates talked to me. パートナーが話してくれたときによく聞いた。					
3. I used English to repair when I didn't understand something. 分からなかったときは英語を使って話を直した。					
4. I used shadowing to help my partner speak more. シャドウイングを使ってパートナーの会話力を上げた。					
5. I used follow-up questions to hear more from my partner. フォローアップクエスチョンを使ってパートナーのことを聞いた。					
6. I used the conversation strategies at the right moment. タイミングよくコンパセーションストラテジーを使った。					
7. I used a new question in a pair conversation. ペア会話で新しい質問を聞いた。					
8. During the speaking test, I felt comfortable using English. スピーキングテストで気分良く英語で話せた。					
9. I learned something new about my partner. パートナーの新しいことを覚えた。					
10. The conversation strategies help me say what I want to say in English. 英語のコンパセーションストラテジーを使うと自分の言いたいことを言える。					

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Classroom Reflection Sheet – 2017.7.24

Please answer these questions in as much detail as possible.

できるだけ細く答えてください：

<p>11. What is the most difficult part(s) of the class for you? Please say why. 授業の一番難しいところは？ それはなぜですか？</p>	
<p>12. What is the most enjoyable part(s) of the class for you? Please say why. 授業の一番楽しいところは？ それはなぜですか？</p>	
<p>13. How do you think your speaking has improved since April? 4月から自分の会話力はどのように上がった？</p>	
<p>14. Which strategies are most useful for you? Please say why? 一番便利なコンパセーションストラテジーは（二つ以上でも構わない？）それはなぜですか？</p>	

15. Please set a goal in order to improve any skills for the next speaking test, and say why.

次のテストのための強くしたいコンパセーションストラテジーの目標を書いてください。その理由も書いてください。