

1. Title

To improve junior high school students' communicative competence and motivation to use English through Communicative Language Teaching (CLT) that focuses on meaningful communication.

2. Context

Level: Junior High School (1st year)

Class size: 35 students (1 class out of 4)

Time: 45 or 50 minutes, 4/week

Textbook: New Horizon 1

Problems:

The students are very nice and active in class. They participate in lessons and are willing to work with their partners. However, there are differences in their academic abilities. Some students understand the lesson content well, while others find it difficult. In particular, some lower-level students have low self-confidence and tend to give up before trying. Therefore, I would like to create activities that feel easy for them and allow them to experience small successes. Through these experiences, I hope they will gradually improve their communicative competence and develop a stronger desire to speak English.

3. AR goals and objectives

(1) AR goal

To develop junior high school students' communicative competence through focus-on-form instruction and increasing students' motivation to use English.

(2) Objectives

- ① By March, 80% of students can continue a timed conversation in pairs for two minutes using communication strategies with no pauses over three seconds.
- ② By March, more than two thirds of students can write in English more than 80 words.
- ③ In the final survey, more than 60% students will answer "I want to use English more."

4. Literature review

In April 2020, new curriculum guidelines started in elementary schools. In April 2021, they began in junior high schools. It was the first update in a long time, about 10 years. In the new curriculum, foreign language activities were added for 3rd and 4th graders, and English became a formal subject for 5th and 6th graders, with lessons using textbooks. According to the curriculum guidelines of foreign languages,

To develop students' competencies that form the communication such as understanding, expressing and communicating simple information and thoughts etc. as outlined below through language activities of listening, reading, speaking and writing in a foreign language while activating the Approaches in communication in foreign languages. (p.1, Junior high school curriculum guidelines chapter 2 section 9 foreign language, 2017)

As mentioned above, what is necessary for foreign language education is to develop students' communicative competence through language activities.

(1) Communicative language teaching (CLT)

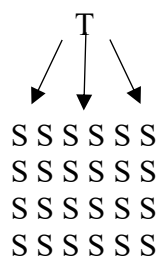
Until the late 1960s, traditional teaching approaches had been under way, representing Grammar Translation Method (GTM) and Audio-Lingual Method (ALM). In GTM, teachers teach language through translating texts. It was originally used to teach Latin and Classical Greek. Students learn grammar rules and vocabulary that they need to read texts. Teachers explain grammar in detail, including exceptions. Students receive vocabulary lists with translations and memorize them. Then students do translation exercises. They translate from the target language into their first language and from their first language into the target language. In class, the students' first language is mainly used. Other than reading texts, little time is spent on speaking or listening practice.

ALM focuses on spoken language. Therefore, students do many oral practices in class. In this method, learning language patterns is important. Teachers often use pattern practice (sentence pattern drills). Through repetition, students strengthen their responses and form language habits. The method also expects students to have accurate pronunciation and grammar, like native speakers, even at the beginner level. If students make grammar mistakes, the teacher corrects them.

While GTM focused on reading and writing, and ALM focused more on listening and speaking, both methods kept the traditional roles of teachers and students in the classroom. As Lee and VanPatten (2003) describe, the teacher is an "authoritative transmitter of knowledge and students are receptive vessels" (p. 6). Figure 1 shows a teacher-fronted classroom. In this situation, teachers often ask display questions, questions whose answers they already know. Because of this, learners have fewer chances to perform different speech acts. This interaction pattern is called "teacher Initiation – learner Response – teacher Feedback (IRF)" (Lightbown & Spada, 2021, p. 70).

Figure 1

Knowledge transmission in a transmission-oriented class (Lee & VanPatten, 2003)



Note: T denotes a teacher, and S stands for a student.

Communicative Language Teaching (CLT) developed in Europe and North America in response to learners' communicative needs in 1980s. The Council of Europe proposed a notional-functional syllabus that focused on what learners should be able to do with the language (Van Ek, 1975, cited in Savignon, 2002). As a result, language teaching began to emphasize communicative functions and practical language use rather than only grammar knowledge.

CLT aims at developing learners' communicative competence through communication (Savignon, 2002).

Brown (2007) described CLT as "Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes."

Brown (2007) offers four interconnected characteristics of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.
(p. 241)

Lee & VanPatten (2003) explained CLT that “It is language teaching that has communication as its goal” and “Communicative language teaching ...cannot be equated with first learning some vocabulary, then learning some grammar, and then finding something to talk about to use the grammar and vocabulary.” They also claim that teaching communicatively requires answering 3 fundamental questions.

1. “What is communication? What is a good working definition for language teaching purposes?”
2. “What do we want to communicate about and how do we want to do it?”
3. “What of listening, reading, and writing as communicative acts?”

These questions help teachers design activities that focus on real communication rather than just memorizing vocabulary and grammar. In CLT, students learn language by using it in meaningful interactions, making communication the central goal of language learning.

(2) Communicative competence

Canale and Swain (1980) defined communicative competence as having four components: (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence. According to Savignon (1997), these skills are not separate but are integrated and influence each other as a whole ability.

Why is it important to improve learners’ communicative competence? Savignon (1997) stated that “Communication is the expression, interpretation, and negotiation of meaning.” Communicative competence depends on the situation and requires the combined use of grammatical, discourse, sociolinguistic, and strategic competence (p. 225). Later, Savignon (2002) explained that the main idea of Communicative Language Teaching (CLT) is to engage learners in communication so they can develop their communicative competence.

(3) Communication Strategies

Communication strategies are concrete tactics for strategic competence. Savignon (1997) shows the diagram a possible relationship between grammatical competence, sociolinguistic competence, discourse competence, and strategic competence as overall communicative competence increases.

Figure 2 Image of communicative competence (Savignon, 1997)
advanced

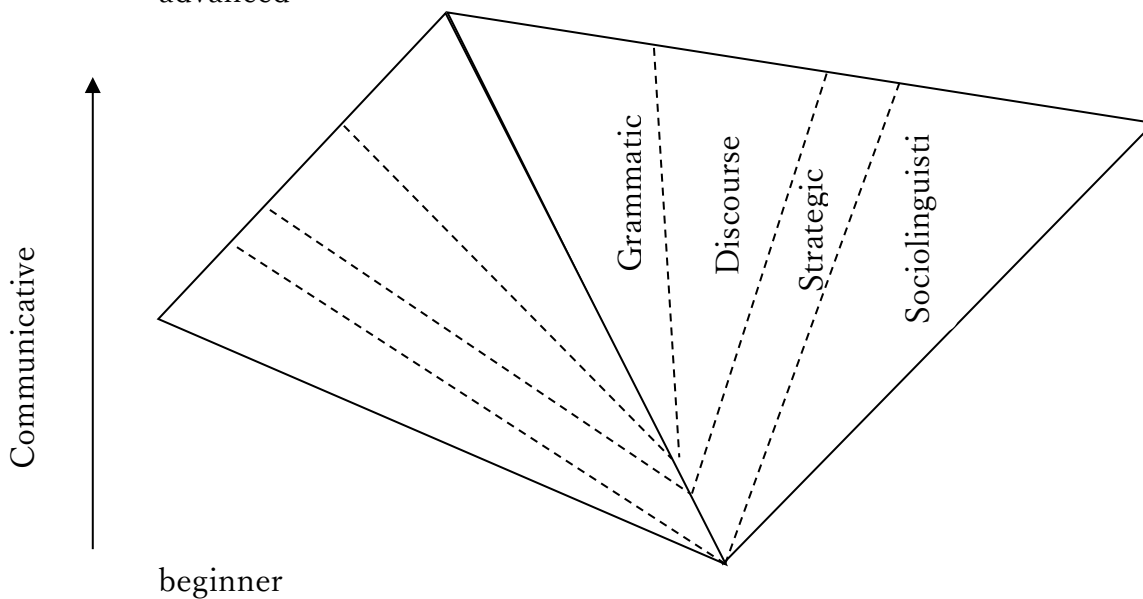


Figure 2 shows that strategic competence is present at all levels of proficiency. Strategic competence is the most important for beginners. In order to facilitate communication, it is necessary to solve problems when there are communication problems. What is essential to achieve smooth communication is communication strategies (CSs), which are included in strategic competence. Therefore, it is quite important to incorporate CSs into classes. Communication strategies are so beneficial that even lower-level students can use them as tools to start, continue, and close a conversation appropriately. Here are some typical communication strategies. - Opener: to begin a conversation. (Hi. / How are you? / How are you doing? etc.) - Rejoinders: to show your interest in a conversation. (I see. / Sounds good., etc.) - Shadowing: to confirm what a partner says. - Fillers: to avoid silence during conversations and to consider what to say. (Well. / Let me see., etc.) - Follow-up questions: to elicit extra information related to the topic they are talking about, or expand a conversation. (What else? / When? etc.) - Closer: to close a conversation. (Nice talking with you. – You too.) These simple phrases are helpful for learners to continue talking in English in a meaningful information exchange.

(4) Focus on Form Instruction (FFI)

Lee & VanPatten (2003) state that learners who engage in meaningful or meaning-based approaches to grammar (called focus on form) perform as well as or better than those who engage in activities that are non-meaningful or not part of a communicative intent.

Ellis (2006) mentions that "Focus on forms" refers to instruction involving a structure-of-the-day approach, where students primarily focus on form (i.e., accuracy) and engage in activities directed intensively at a single grammatical structure. Focus on form, on the other hand, entails a focus on meaning, with attention to form arising from communicative activity. He also states that this focus can be **planned**, where a focused task is designed to elicit occasions for using a predetermined grammatical structure, or **incidental**, where attention to form in the context of a communicative activity is not predetermined but rather occurs according to the participants' linguistic needs as the activity proceeds.

Planned FFI "requires a focused task and intensive, while incidental FFI "is typically extensive (i.e., addresses a wide range of linguistic features)" (Ellis, 2008, p. 827).

Planned focus on form focuses on a specific grammar rule. Incidental focus on form does not focus on a specific rule. Instead, students review what they have learned by expressing their ideas on a topic. This helps students reuse grammar in their own expressions and improves their language learning.

a. Planned focus on form

Planned focus on form focuses on the target grammar and is organized by three components: (1) input (2) noticing (3) output. The first part of a planned FFI is input. There are two important characteristics of good input: (1) comprehensible (2) meaning bearing (Lee, J. F. & VanPatten, B, (2003).1997, pp. 26-27). The first input activity helps learners notice the target grammar instead of explicit explanation. Regarding grammar points, no research shows explicit explanation and information is necessary for acquisition. Also, noticing is the effective way for learners to learn language grammar. (Lee, J. F. & VanPatten, B, (2003).1997, p.125). Then learners start a structured output activity since output is necessary to develop the ability to use language in a communicative context. Moreover, research since the late 1980 resulted that "...learners who are engaged in meaningful or meaning-based approaches to grammar (called focus on form) do as well as or better than those who are engaged in activities that are nonmeaningful or not part of some communicative intent" (Lee, J. F. & VanPatten, B, (2003).1997, p. 123).

b. Incidental focus on form

After a unit is finished, students can review what they learned by incidental focus on form which focuses on a topic. As Lee and Van Patten (2003) claims that learners need opportunities to build a developing system to improve fluency and accuracy in second language (p. 181). Also, the task of incidental FFI is suggested to be used as a speaking test. "If there is to be an oral test with content related to classroom activities, learners will have additional motivation not only to participate in the class but to strive to improve their communicative Language ability" (Lee, J. F. & VanPatten, B, (2003).1997, p.114). Also, two important parts of communication are the expression, interpretation and negotiation of meaning. Especially, negotiation of meaning within a particular context is the extremely important aspect to acquire a second language. The task of incidental FFI helps learners become more task-oriented since asking each other involves sharing information and the negotiation meaning. Then learners get an opportunity to develop communication skills. Also, compared with a planned FFI, there is more communicative drill practice; thus, learners can express their voice (Lee, J. F. & VanPatten, B, (2003).1997, p. 72).

(5) Three-part framework reading

Brown (2007) proposed a three-part framework to implement skills integration: (1) pre-reading (2) while-reading (3) post-reading. Predicting the story, scanning some key words, and discussion of the topic to activate schemata are the parts of pre-reading. (Sato & Hirano, 2014). In addition, understanding the gist by first silent reading, introducing vocabulary, answering comprehension questions by second silent reading, and practicing reading are the parts of while-reading. To complete tasks while reading, readers read and read the text. Through readers' exploration, they get to understand the content deeply. Moreover, choral reading is introduced after a while reading. Finally, retelling the story, writing and discussion are parts of post-reading. It is important to include at least one part of them to help students understand the article deeply (Sato & Hirano, 2014). Through a post-reading activity, learners get opportunity to interact with the content of the text many times, and it makes them comprehensive better. (Lee, J. F. & VanPatten, B, (2003).1997, p.114).

(6) Motivation

Motivation has long been considered a key factor influencing success in second language learning. One of the earliest and most influential frameworks was proposed by Gardner and Lambert (1972, as cited in Dörnyei, 2001), who introduced the concepts of integrative orientation and instrumental orientation to explain learners' motivation for language learning.

Integrative orientation refers to learners' interest in the target language community and their desire to identify with or become closer to that community and its culture. In contrast, instrumental orientation refers to learning a language for practical purposes such as passing examinations, obtaining employment, or advancing one's career. Within Gardner's socio-educational model, these orientations were considered important factors influencing L2 motivation.

Gardner and Lambert researched in Canada, at a bilingual location where people were divided speakers of two languages, English and French. The results were significantly effective to theorize and bring about international interest.

However, one major issue emerged with the global spread of English. Language learning has changed significantly. According to Graddol (2006), "English is no longer being learned as a foreign language, in recognition of the hegemonic power of native English speakers" (p. 19). Instead, English has become a global language used as an international means of communication.

This development raises an important question: does the concept of integrative orientation still have real meaning in learning English? English is increasingly being repositioned in school curricula as universal basic skill taught from the primary level alongside literacy and numeracy. In addition, the number of learners studying English as a foreign language has been predicted to decline by the end of this decade (Ushioda & Dörnyei, 2009, p. 2).

In response to these changes, researchers have begun to reconsider traditional theories of L2 motivation. One influential framework that addresses these issues is Dörnyei's (2005, 2009) L2 Motivational Self System (L2MSS), which emphasizes learners' future self-images as a key source of motivation. The L2MSS is based on the psychological concept of possible selves. Markus and Nurius (1986) explained that possible selves represent individuals' ideas about what they might become, what they would like to become, and what they are afraid of becoming. Furthermore, possible selves are important because they function as stimuli for future behavior (p. 954). Drawing on this concept, Dörnyei (2005) developed the L2 Motivational Self System. Dörnyei (2005) developed the L2 Motivational Self System, which consists of three dimensions that explain L2 motivation:

- a) Ideal L2 Self, referring to the image of the person a learner would like to become by using the second language;
- b) Ought-to L2 Self, referring to the attributes that learners believe they should possess in order to meet the expectations of others or to avoid negative outcomes;
- c) L2 Learning Experience, which concerns the immediate learning environment and learners' experiences in the language classroom, including teaching practices, tasks, and interactions with teachers and peers.

Thus, the study of L2 motivation has gradually shifted from a focus on integration into an L2 community to a framework centered on learners' self-concept and future self-images.

5. Research Questions

- (1) How does focus-on-form instruction include communication strategies change students' attitude toward learning English?
- (2) How does focus-on-form instruction affect students' motivation?
- (3) How does focus-on-form instruction together with performance tests improve students' communicative competence?

6. What I did

I conducted my action research (AR) based on the following schedule and procedures.

- Four times in total for speaking tests and writing activities called "Fun Essay".
- Four times in total for survey in April, July, December and March.
- Once for interviews in March

(1) Communication strategies

I created worksheets to teach communication strategies and systematically integrated them into my lessons. First, I introduced basic strategies such as openers and closers. Then, I added rejoinders, including expressions such as "Really?", "Nice!", "Great!", and "Wow!", to help students show interest and continue conversations. I also introduced shadowing, in which one student repeats or partially repeats their partner's words to show understanding.

I prepared these handouts based on a book edited by Professor Sato and adapted them to match the content of the textbook. In addition, I created worksheets based on focus-on-form instruction and organized them into worksheet sets for each unit, including worksheets on communication strategies.

From the second semester, I further introduced follow-up questions and encouraged students to use them actively in their conversations. For each unit, students also checked which communication strategies they used, allowing them to reflect on their strategy use and become more aware of how to maintain conversations.

(2) Focus-on form instruction

The textbook used for first-year students, NEW HORIZON, contains 11 units for teaching grammar, and each unit introduces three or four new grammar points. I began teaching grammar using focus-on-form instruction (FFI) in May. To support this approach, I created handouts based on a book edited by Professor Sato and modified them to suit the textbook.

The first step of the lesson focuses on understanding the content. Students listen to the teacher's explanation or a conversation and focus on the meaning of the text while taking notes in Japanese.

In the second step, students focus on the language forms used in the first step. They listen carefully and try to pick out the words and expressions they can recognize. This activity helps students notice the new language forms they are about to learn.

The next step involves summarizing the grammar point. Students identify the target grammar by filling in blanks in example sentences. In this stage, they think about both the form and meaning of the target grammar. I designed these sentences using examples from the input activities so that students could more easily notice the grammar points.

After that, depending on the grammar point, students write short notes about themselves and produce sentences using the target grammar. They then use this information to perform a communication activity with their classmates, interacting with at least three different peers. In addition to these grammar-focused activities, students engaged in small talk with their partners using previously learned grammar points or key phrases. at the beginning of each lesson.

I sometimes used vocabulary cards that I created to make conversations easier. Using cards

with pictures and verbs was effective for supporting students' communication. First, students often lack enough vocabulary to express their ideas in English, which makes it take a long time for them to respond. By allowing them to choose the card that best matches what they want to say, the activity reduces their burden. Second, since they had several small talk sessions using the cards—changing partners and exchanging cards at least three times—they were exposed to many different cards and, therefore, a wide range of verbs.

This activity reflects some of the principles proposed by Brian Tomlinson in *Materials Development in Language Teaching*.

Tomlinson (2011) states that “materials should help learners to feel at ease” (p. 9). This activity helped learners feel at ease because they could use familiar vocabulary and freely choose their answers, which reduced their anxiety.

He also explains that “materials should help learners to develop confidence” (p. 10).

It helped them develop confidence, as they could successfully express themselves using simple language and experience repeated success through conversation.

He points out that “materials should require and facilitate learner self-investment” (p. 12). It encouraged learner self-investment since students needed to make choices, exchange cards, and add their own ideas, such as “with my friends” or “at the park.” Through these experiences, students gradually became more active and confident in speaking English.

I also incorporated cards to facilitate partner changes in class. Because students change seats only once a month, they often work with the same partners. To address this issue, I implemented a seat-change activity using character cards. Students walked around the classroom, asked each other, “Who has Luffy?” and answered, “I have Luffy.” When they found their partner with the same character, they sat next to each other. In this way, the students were able to enjoy changing their seats while using English.

(3) Performance test

As mentioned earlier, I conducted four performance tests this year, including both speaking tests and writing tests called “Fun Essay.” Each test included topics and basic expressions with underlined target grammar items, as shown in Table 1 below. I introduced communication strategies to the students step by step and encouraged them to use these strategies in the tests. The use of these strategies was also included in the evaluation criteria.

To prepare for the speaking test, I introduced a speaking activity. They interacted with at least three different partners, which helped them actively use the target grammar and communication skills.

Following this activity, the speaking test was conducted in the hallway while the students worked on writing a fun essay in the classroom. Prior to the tests, the students had received evaluation criteria for both speaking and writing. The speaking test was recorded on video. Later, the videos were transcribed so they could be analyzed. As for a fun essay, first, they tried to write their draft by themselves. Then, I collected common errors from their drafts and shared these with the students as “common errors” to correct. Finally, they completed their fun essays.

Table 1

Topics of performance tests, basic expressions in the lessons with underlined target grammar items and CSs that should be used in the speaking test

Month	Topic of performance tests and target items	Communication strategies
June	“Guess what? (Animal quiz)” A: This is an animal. B: What color? A: It’s <u>black and white</u> . B: I see. Can it <u>swim</u> ? A: Yes, it can. B: Is this a <u>penguin</u> ? A: Yes, it is. B: Do you like it?	✧ Opener & Closer ✧ Rejoinders I see. / Nice! / Great! / OK. / Oh really? / Wow! / Cool!

October	<p>“What country’s food do you like?” A: What country’s food do you like? B: I like <u>Japanese</u> food. A: Oh, <u>Japanese</u> food, nice! What dish do you like? B: I like <u>sushi</u>. A: Wow! <u>Sushi</u>. Great! Can you cook it?</p>	<p>◇ Fillers Well... / Um.../ Uh... Let me see... ◇ Shadowing Just repeat.</p>
December	<p>“Show and Tell: My Family” A: Whose <u>pencil</u> is it? B: It’s <u>my brother’s</u>. A: Oh! <u>Your brother’s</u>. What’s <u>your brother’s</u> name? B: His name is <u>Kota</u>. A: I see. <u>Kota</u>. Nice name. Do you like him? B: Yes, I do. I like him very much. He <u>likes baseball</u>. A: <u>What baseball team does he like?</u></p>	<p>◇ Shadowing Change “my” to “your” when shadowing. ◇ Follow-up question Ask at least one follow-up question.</p>
February	<p>“My Winter Vacation” A: Where did you go during the winter vacation? B: I went to <u>the shopping mall in Okazaki</u>. A: Wow! <u>A shopping mall!</u> What did you do there? B: I <u>bought many lucky bags</u> there. A: Oh, <u>lucky bags!</u> Wonderful! Did you enjoy it? B: Yes, I did. I <u>enjoyed drinking coffee, too</u>. A: <u>Where did you drink coffee?</u></p>	<p>◇ Follow-up question Ask at least three follow-up questions.</p>

(4) Three-part framework reading

During the third term, I taught the reading passage “Gon, the Fox” from the textbook. I created worksheets based on the Three-Part Framework. For the students, this was their first time reading a long text and a story in English.

As a pre-reading activity, students discussed key sentences in pairs and looked at illustrations to predict the story.

During the while-reading stage, students answered several questions in Japanese by finding and writing English words from the text with a specified number of words. They also worked in pairs and asked each other questions as part of a communication activity.

Finally, in the post-reading stage, students matched pictures with the correct English sentences. Then they read the sentences aloud and retold the story.

(5) Data collection and analysis

Ann Burns (2010) notes that AR is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.... in AR, a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it (p.2).

The practices I have implemented so far have served as integral parts of the observing phase in action research. To collect data, I conducted surveys four times during the year, in April, July, December, and March. In addition, I carried out interviews with the focus students for the first time in March. These data helped me analyze both qualitative and quantitative aspects of the students’ learning and further refine my teaching strategies.

7. Result

I conducted the survey four times during the year. It included questions about students' attitudes toward learning English, their feelings of anxiety and confidence when speaking, their use of communication strategies, and their motivation to learn English. I also asked students to write comments about their progress in my lessons.

(1) Survey result -speaking-

Figure 3 shows changes in students' anxiety about making mistakes when speaking English. From July to December, the percentage of students who felt anxious ("strongly agree" and "mildly agree") decreased, while the percentage of those who did not feel anxious increased. This suggests that students gradually became less afraid of making mistakes through repeated speaking activities. Although there was a slight increase in anxiety in March compared to December, the total percentage of students who did not feel anxious increased from 71.9% to 78.7% in March.

Figure 4 indicates that students increasingly enjoyed speaking English with their partners. The percentage of students who responded positively ("strongly agree" and "mildly agree") was already high in July and increased further in December. Although there was a slight decrease in March, the overall level of enjoyment remained high throughout the year. In addition, there were no responses of "strongly agree" in March. This suggest that pair work and repeated speaking practice contributed to creating a positive learning environment.

Taken together, these results suggest that the instructional approach, including the use of communication strategies and repeated pair work, helped reduce students' anxiety and increase their enjoyment of speaking English.

Figure 5 shows changes in students' confidence when speaking English in class. In December, the percentage of students who felt "a little confident" reached its highest point, while those who felt "not really confident" and "not confident at all" decreased further. This indicates that continued practice using English contributed to building students' confidence.

By March, the percentage of students who felt "very confident" increased significantly, from 6% in April to 27%. At the same time, the percentage of students who felt "not confident at all" decreased from 21 % to only 3%.

Figure 3
Changes in Students' Anxiety About Speaking English

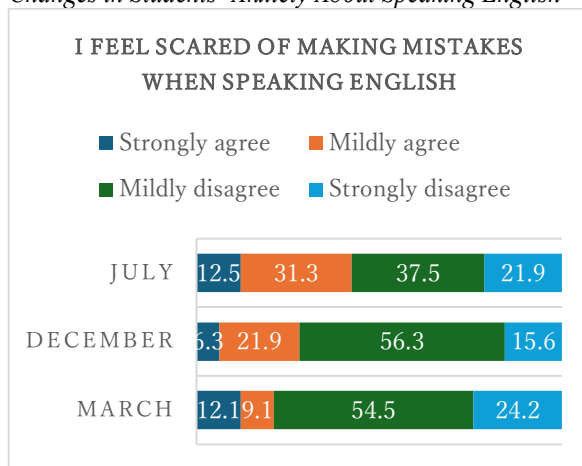


Figure 4
Changes in Students' Enjoyment of Speaking English

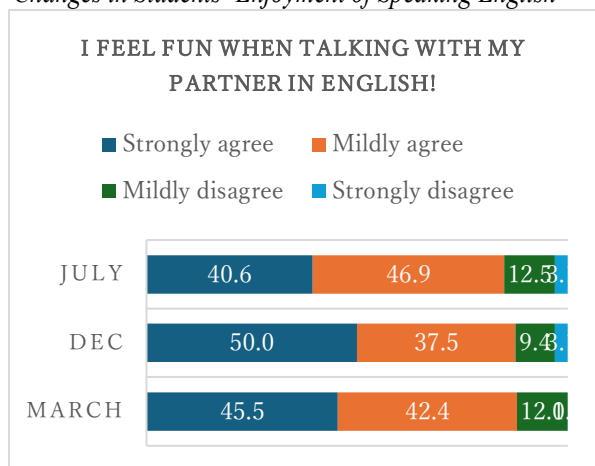


Figure 5
Changes in Students' Confidence When Speaking English in Class

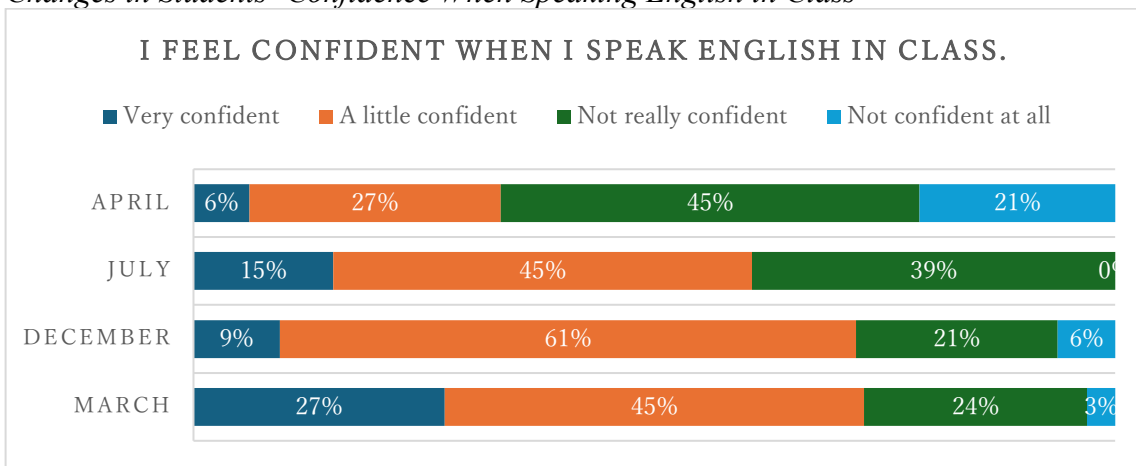
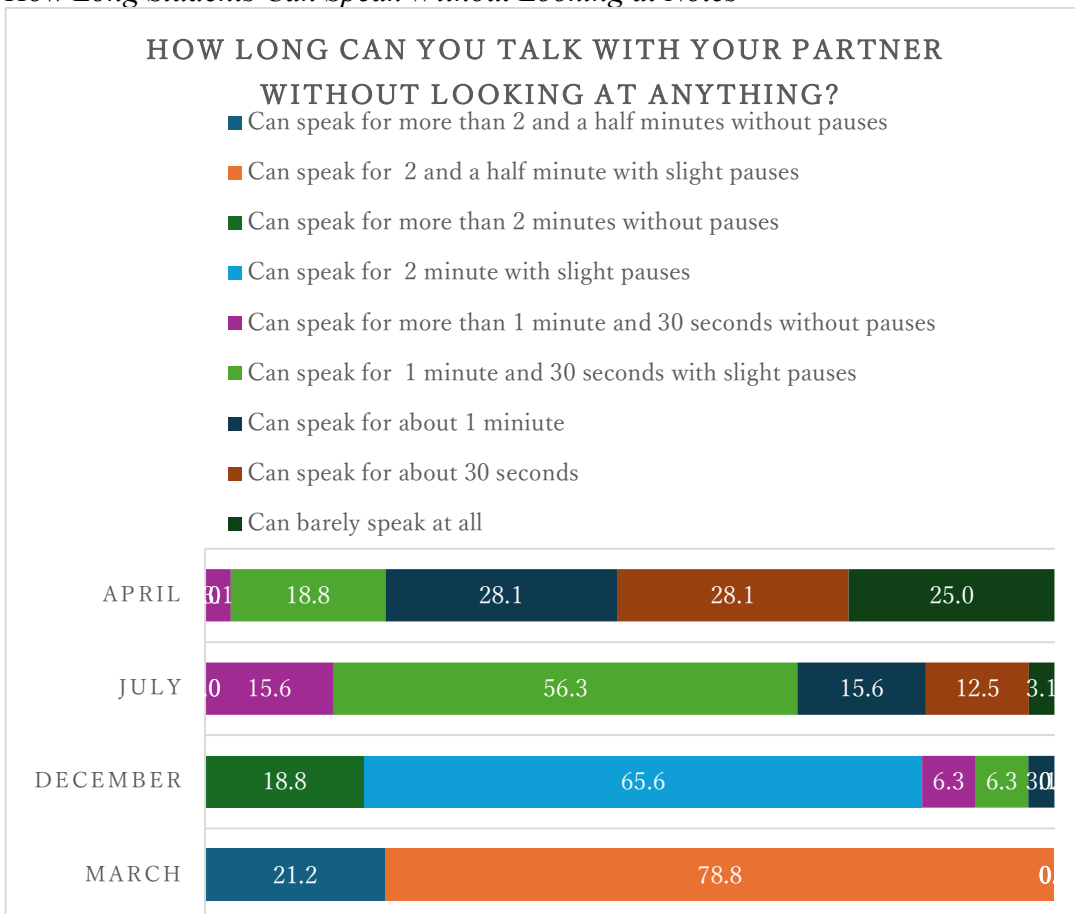


Figure 6 shows changes in how long students can speak with their partners without looking at worksheets. In April, many students could speak only for a short time, such as around 30 seconds or 1 minute. However, over time, students were able to speak for longer.

In the December speaking test, students were required to use at least one follow-up question, and the target speaking time was set at two minutes. As a result, many students were able to extend their conversations to around two minutes.

Figure 6
How Long Students Can Speak Without Looking at Notes



In the February speaking test, students were required to use at least three follow-up questions, and the target speaking time was increased to two and a half minutes. I anticipated that asking students to use at least three follow-up questions might be challenging. Therefore, I incorporated the idea of “conversation cards” from Kindt (2002).

Kindt (2002) reported that the cards were useful because they provided students with something stimulating to look at, helped them remember what they wanted to say, made classmates’ ideas more interesting, and encouraged them to think about English even outside of class.

As homework, I asked students to create slides about their winter vacation memories using LoiloNote School. (Figure 7) During the speaking test, they talked about their experiences while showing their slides to their partners. These slides helped students recall what they had done during the winter vacation and also supported their partners in asking follow-up questions by referring to the pictures.

Following this, most students were able to speak for 2 and a half minutes, even with slight pauses. The number of the students who could only for a short time decreased significantly. This suggests that setting clear goals and incorporating communication strategies supported students in maintaining conversations.

Table 2 *The score of the focus students for each speaking test*

Ry (High)	June	October	December	February
Fluency(6points)	5	5	6	6
Contents(4points)	2	2	4	4
Communication Strategies(5points)	1	2	3	5
Eye contact & volume(3points)	3	3	3	3
Accuracy(2points)	2	2	2	2
Total score	13	14	18	20
Az (High)	June	October	December	February
Fluency(6points)	3	5	5	6
Contents(4points)	2	2	3	4
Communication Strategies(5points)	1	2	3	5
Eye contact & volume(3points)	3	3	3	3
Accuracy(2points)	2	2	2	2
Total score	11	14	16	20
As (Intermediate)	June	October	December	February
Fluency(6points)	3	3	3	6
Contents(4points)	2	2	3	3
Communication Strategies(5points)	1	2	3	5
Eye contact & volume(3points)	3	3	3	3
Accuracy(2points)	2	2	1	1
Total score	11	12	13	18
K (Intermediate)	June	October	December	February
Fluency(6points)	2	5	5	6
Contents(4points)	2	2	4	4
Communication Strategies(5points)	1	2	4	5
Eye contact & volume(3points)	3	3	3	3
Accuracy(2points)	1	2	2	2
Total score	9	14	18	20
Ta (Low)	June	October	December	February
Fluency(6points)	2	3	3	5
Contents(4points)	2	2	3	3
Communication Strategies(5points)	1	1	3	4
Eye contact & volume(3points)	2	2	3	3
Accuracy(2points)	1	1	1	2
Total score	8	9	13	17
Me (Low)	June	October	December	February
Fluency(6points)	1	3	3	5
Contents(4points)	1	2	3	3
Communication Strategies(5points)	1	2	3	4
Eye contact & volume(3points)	3	3	3	3
Accuracy(2points)	0	1	1	1
Total score	6	11	13	16

Note: These names are pseudonyms.

Table 2 shows the scores of six focus students across four speaking tests conducted in June, October, December, and February. Overall, all students demonstrated improvement in their total scores over time, which suggests positive development in their speaking ability.

One notable trend is the improvement in fluency. Most students showed steady progress from June to February. For example, Ry improved from 5 to 6 points, Az from 3 to 6 points, and Me from 1 to 5 points. This suggests that repeated opportunities for pair speaking activities helped students become more comfortable speaking English and enabled them to maintain conversations for longer periods.

Another important improvement can be seen in the use of communication strategies. All students increased their scores in this category. For example, Ta improved from 1 point in June to 4 points in February, and As improved from 1 to 5 points. This result indicates that explicit instruction of communication strategies such as rejoinders, shadowing, and follow-up questions may have helped students continue conversations even when they had difficulty expressing their ideas.

It is also important to note that even the lower-level students (Ta and Me) showed clear improvement in their total scores. For example, Me improved from 6 points in June to 16 points in February. This suggests that providing scaffolded speaking activities and communication strategies may help lower-level learners participate more actively and experience success in communication.

Overall, the results indicate that repeated speaking activities combined with communication strategy instruction may contribute to improvements in fluency and students' confidence in speaking English. These findings support the effectiveness of focus-on-form instruction and communicative speaking tasks in developing students' communicative competence.

Figure 7 Examples of students' slides created in LoiloNote School



(2) Survey result -writing-

Table 3 shows changes of number of words in each fun essay. In June, half of students could write less than 39 words. Only a few students wrote more than 60 words. However, the number of students who wrote longer essays increased over time. In October, more students were able to write more than 40 words, and some students write 80 words. By December, the number of students who wrote more than 80 words increased significantly. In February, most of students were able to write more than 80 words, while only a few students wrote less than 39 words.

Figure 9 Students' Fun Essays Displayed in the Classroom and Hallway

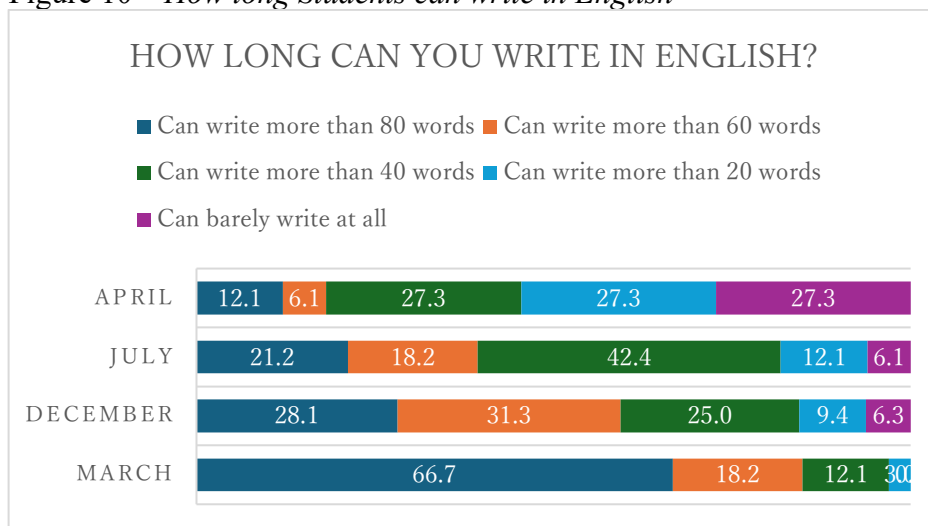


Figure 10 shows changes in how long students can write in English. In April, many students were able to write only short texts, and a considerable number of students could barely write at all. However, over time, the distribution shifted toward longer writing.

In July, the number of students who could write more than 40 or 60 words increased, while the number of students who could write very little decreased. This trend continued in December, with more students reaching higher word counts.

By March, a large majority of students were able to write more than 80 words. At the same time, very few students remained at the lowest level. This indicates that students made significant progress in their writing ability throughout the year.

Figure 10 How long Students can write in English



(3) Survey for Communication Strategies

From Figure 11 to Figure 14 show changes in how often students used each communication strategy from April to March. Overall, the frequency of strategy use increased across all categories.

In Figure 11, the use of openers and closers improved, with more students reporting that they could use them consistently in March compared to April. They were able to use them as basic conversational routines.

In Figure 12 shows a clear increase in the number of rejoinders students could use. In

March, more students were able to use a wider range of expressions (e.g., 5 or more), indicating development in their ability to respond actively during conversations.

In Figure 13, the use of shadowing also increased. More students reported that they could use shadowing many times naturally, and no students reported that they never used it.

In Figure 14 shows the most significant change in the use of follow-up questions. In April, many students could ask only one or no questions, but by March, a large number of students were able to ask two or more questions. This indicates that students developed their ability to maintain and extend their conversations.

Overall, these results suggest that explicit instruction and repeated use of communication strategies helped students actively participate in conversations and sustain interaction in English.

Figure 11

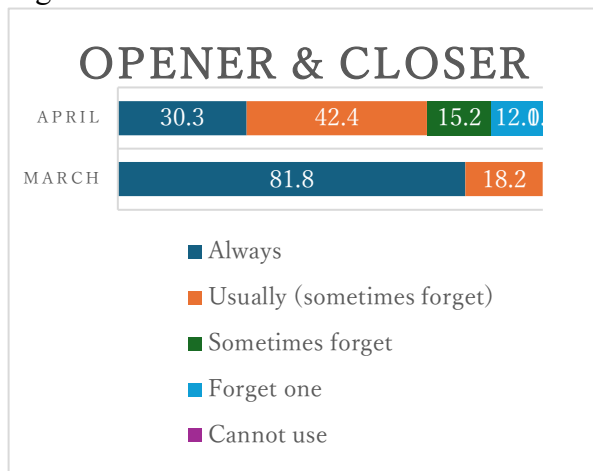


Figure 12

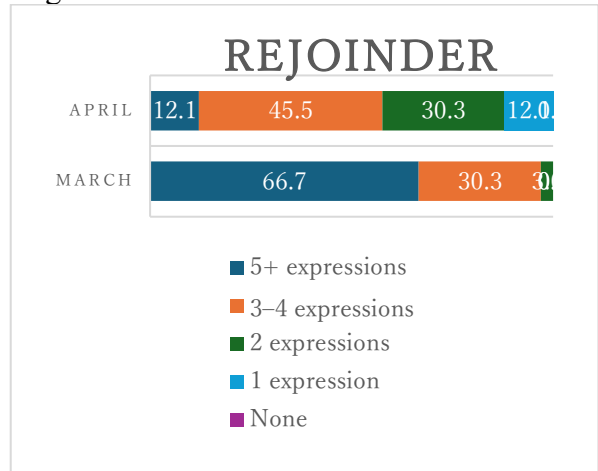


Figure 13

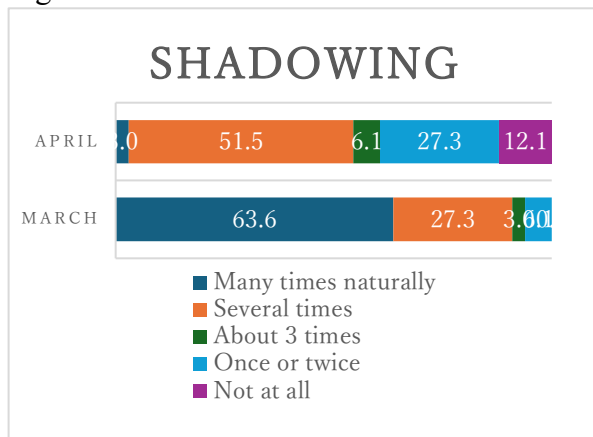
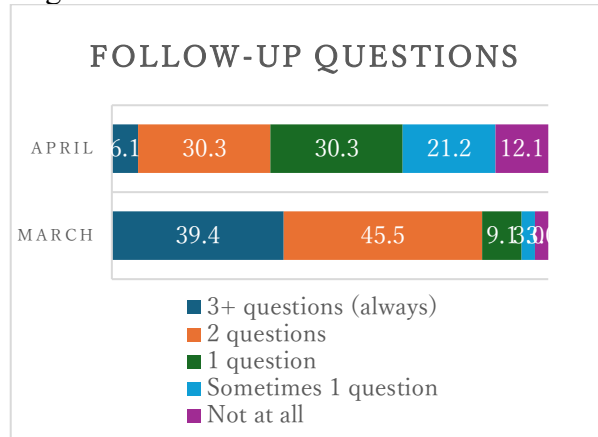


Figure 14



This conversation (Excerpt 1) shows that both students successfully co-constructed the interaction, even though Ta is a lower-level learner. The conversation continues for about three minutes without teacher support. Suke is a high-level student and very talkative.

However, Ta tries to keep the conversation going. He does not stop talking and stays engaged in the interaction. He uses his own words to express his ideas and makes an effort to communicate.

Despite his limited language resources, Ta actively extends the conversation. For example, he asks, “What’s that?” and “Music game?” These questions help maintain the interaction and clarify meaning.

The speakers worked together to understand each other during the conversation. This is like real-life communication.

Excerpt 1 Suke(High) and Ta(Low)

Opener and closer / Rejoinder / Shadowing / Follow-up questions

- 1 Suke : hello.
- 2 Ta : hello.
- 3 Suke: how is going?
- 4 Ta: i'm well. how about you? Suke(High)
- 5 Suke: I am very sleepy.
- 6 Ta : えー、where did you go during the winter vacation?
- 7 Suke : へー、i went to Tokyo.
- 8 Ta: oh, nice. Tokyo.
- 9 Suke : Tokyo
- 10 Ta: etto what did you do there? [00:00:24.25]
- 11 Suke: um i ate tempura.
- 12 Ta: oh, tempura.
- 13 Suke: do you like tempura?
- 14 Ta: y- yes, i do
- 15 Suke: oh, nice. me too.
- 16 Ta: do you enjoy it? [00:00:39.13]
- 17 Suke: yes, i did. i ate sushi too.
- 18 Ta: a sushi.
- 19 Suke: what's sushi do like?
- 20 Ta: no.
- 21 Suke: oh, sorry sorry. anything?
- 22 Ta: um. what, what's that?[00:01:01.08]
- 23 Suke: ah, it's prosecco. it's, it's very fun, it's very exciting games. i don't play prosecco, but i like prosecco.
- 24 Ta: mu- music game? [00:01:16.14]
- 25 Suke: yes, yes. it's music game. okay, my turn?
- 26 Ta: oh, ya.
- 27 Suke: where did you go during the winter vacation? [00:01:25.07]
- 28 Ta: i went to the Korea.
- 29 Suke: korea! oh, nice! what did you do there? [00:01:33.18]
- 30 Ta: i ate samgyupsal-
- 31 Suke: samgyupsal?
- 32 Ta: cheese hotdog-dancing octopus, not delicious.
- 33 Suke: dancing octopus? dancing octopus? Oh. I do not know the dancing octopus. do you like cheese hotdog?[00:01:55.11]
- 34 Ta: yes, i like.
- 35 Suke: oh, nice! me too! did you make it? ah, did you eat it? [00:02:03.27]
- 36 Ta: ah.それ食ったか?
- 37 Suke: sorry.
- 38 Ta: um.
- 39 Suke: it was delicious.
- 40 Ta: yes, yes.
- 41 Suke: where... sorry. what country do you like? [00:02:23.00]
- 42 Ta: mm, um.eh...
- 43 Suke: italy? japan?
- 44 Ta: ah.
- 45 Suke: america?
- 46 Ta: i like Italian food.



47 Suke: oh, Italy! nice, me too.
48 Ta: oh.
49 Suke: i like Italy too. what's this? [00:02:45.29]
50 Ta: Um, ah, money.
51 Suke: money, Oh, sorry.
52 Ta: um.
53 Suke: nice talking with you. [00:03:00.21]
54 Ta: you too.

(4) Survey for Motivation

To examine changes in motivation, a questionnaire was added in the survey in March. In this survey, students were asked to reflect on their feelings in April and compare them with their current perceptions.

Figure 15 shows changes in students' Ideal L2 Self. Compared to April, more students in March reported that they could imagine themselves speaking English with people from other countries. Over half of the students had a positive image of themselves speaking English. The students developed a clearer image of themselves as future users of English.

Figure 16 presents the results for Ought-to L2 Self. In both April and March, many students felt that English was important and that they should be able to speak it. More students strongly agreed with Figure 16 than with Figure 13. This may be because students more easily recognize the importance of English for their future studies than imagine themselves actually using English with people from other countries. In the Japanese English as a Foreign Language (EFL) context, opportunities to use English in daily life are limited, which make it difficult for students to develop a clear Ideal L2 Self. However, the results of Figure 15 also show improvement from April to March, although the proportion of positive responses was lower than in Figure 16. This may be because repeated speaking activities, pair work, and the use of communication strategies helped students gain confidence and experience successful communication.

Figure 17 shows changes in L2 Learning Experience. More students reported that they enjoyed speaking English in class in March compared to April. This suggests that classroom activities, such as pair work and speaking tasks, created positive learning experiences.

Figure 18 indicates changes in students' motivation to speak English. In March, 60.6 % of students reported that they wanted to speak English with many people.

Overall, the results suggest that students' motivation to learn and speak English increased through the lessons of the year. Providing opportunities for meaningful communication and repeated speaking activities may have contributed to developing students' positive attitudes toward learning English.

Figure 15
Changes in Ideal L2 Self

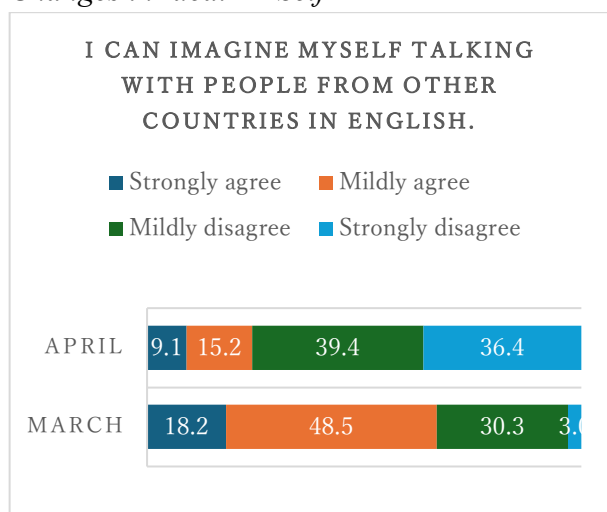


Figure 16
Changes in Ought-to L2 Self

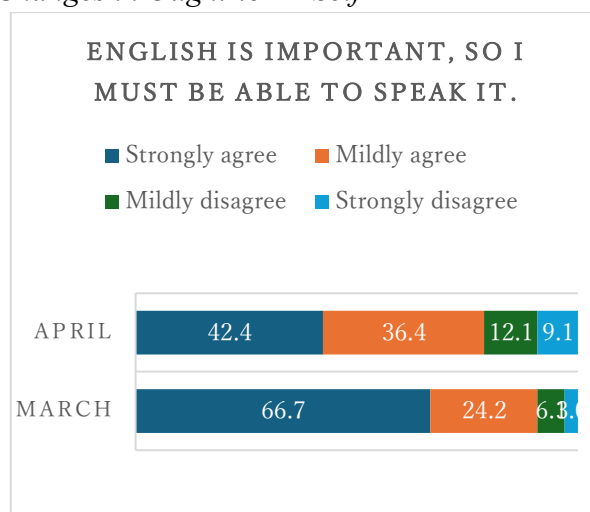


Figure 17
Changes in L2 Learning Experience

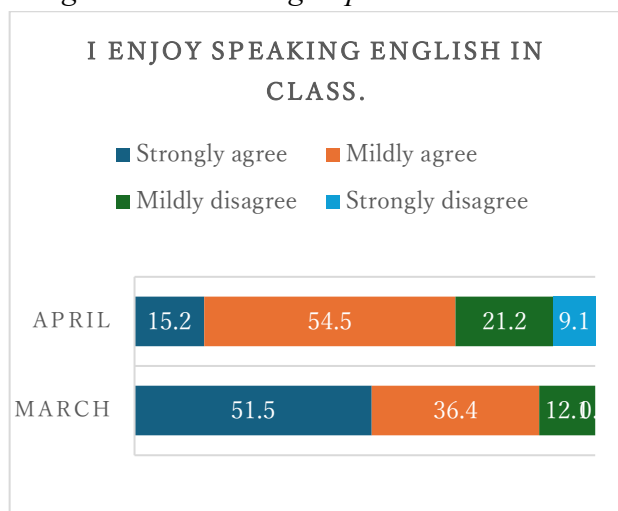
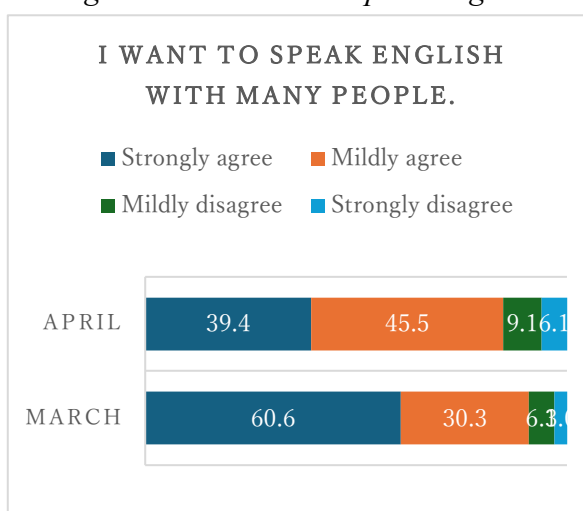


Figure 18
Changes in Motivation to Speak English



(5) Students' comments

In the March survey, students were asked the following question: "What changes have you experienced through the English lessons? Compared to April, what can you do now? Please write specific examples."

Table 4 shows the majority of students' comments, which were divided into four categories: fun, growth, motivation, and difficulty. Many students reported positive changes in their learning experience, particularly in terms of improvement in their English ability and increased motivation.

In the category of growth, many students mentioned improvement in their speaking and writing abilities. For example, several students reported that they could speak English more smoothly, use learned grammar and vocabulary and apply communication strategies such as shadowing and follow-up questions. In addition, some students noted that the number of words they wrote in the Fun Essay increased. These comments indicate that repeated speaking and writing activities helped students gradually develop their English proficiency.

In terms of motivation, students reported increased interest in English and greater confidence in their English ability. Some students stated that their motivation to learn English increased. Students' successful communication experiences may have contributed to positive changes in their attitude toward learning English.

Although most comments were positive, one student mentioned difficulty in speaking English smoothly and reported pausing during conversation.

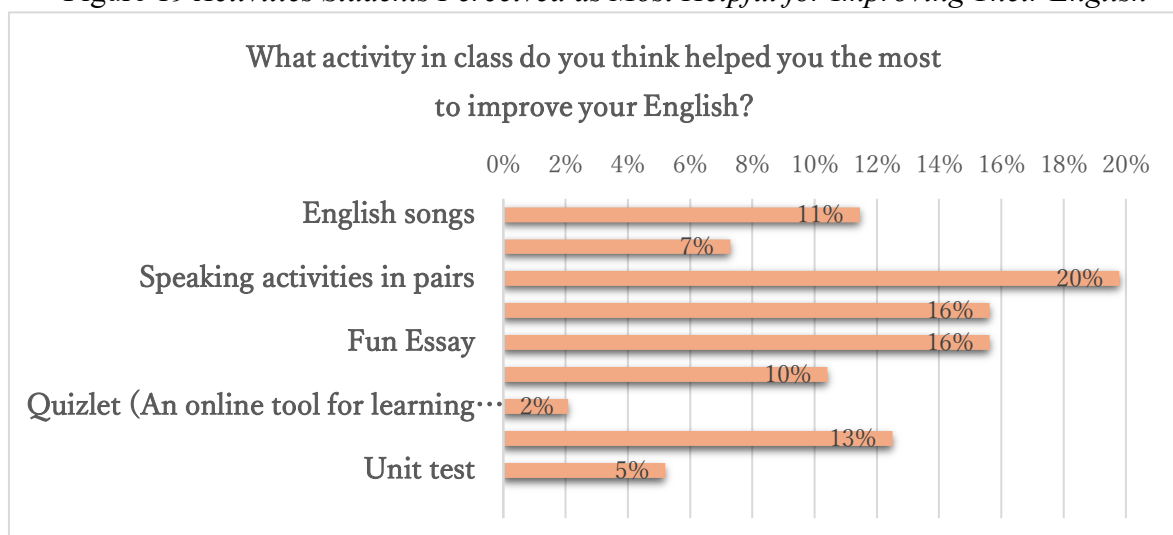
Table 4 Majority of students' comments in March

Category	Comments
Fun	<i>English is fun. (1)</i> <i>I enjoyed using English. (1)</i>
Growth	<i>I was happy that I could speak English well. (5)</i> <i>I was able to speak using the words and grammar I had learned. (2)</i> <i>I was able to produce words more smoothly when speaking with peers. (4)</i> <i>I improved my English skill. (1)</i> <i>I became able to understand English. (1)</i> <i>I could use many CSs, like shadowing and follow-up questions. (5)</i> <i>The number of words I wrote in the Fun Essay increased. (6)</i> <i>I became able to sing English songs at normal speed. (1)</i>
Motivation	<i>My motivation to learn English increased. (2)</i> <i>I became more interested in English. (1)</i> <i>I became more confident in my English. (2)</i>
Difficulty	<i>I can speak English, but I sometimes pause. (1)</i>

Note. The reflections from the students above are translated from Japanese by the author. Italic indicates that it is translated.

Figure 19 shows which classroom activities students thought helped them the most to improve their English. Speaking activities in pairs ranked first. Repeated speaking activities helped students improve their English skills. The speaking test and Fun Essay ranked second. Students generally tend to dislike tests; however, they selected these activities because they helped them significantly improve their English skills.

Figure 19 Activities Students Perceived as Most Helpful for Improving Their English



(6) Interview

I planned to interview the focus students, but I could not do so after class because of the busy end-of-term schedule. Therefore, I asked all students in the target class to answer the questions on a worksheet. For the focus students, I conducted short oral interviews when their written answers were unclear.

I asked six questions about speaking activities, CSs, the performance tests (including the speaking test and the fun essay), and their thoughts and images of English.

5 students out of 6 clearly reported that they became able to speak English fluently.

The speaking practice was very effective because it helped me improve my speaking ability. (Me, Low)

Compared to the beginning of the year, I was able to speak more fluently, and I no longer feel afraid of speaking English. My motivation to learn English has increased. (K, Intermediate)

5 students out of 6 students reported that they were able to use many communication strategies.

At first, I could only say 'Good!' and I did not know about shadowing, but now I can use shadowing well and also use a variety of other reactions. (K, Intermediate)

I think I can use most of them quite well. (Az, High)

3 students out of 6 reported that integrating speaking and writing about the same topic helped them improve their English ability.

Because writing about what I had talked about in the speaking activity made me think carefully, it helped improve my English ability. (Me, Low)

By applying what I said in speaking to writing, I was able to organize my ideas into sentences in my mind, which helped improve my English ability. (Ry, High)

All 6 students reported that the speaking test was effective.

Thanks to the speaking test, I became able to speak a lot more, and I wanted to actually go abroad and speak English. (K, Intermediate)

I was able to test my speaking skills, and because I talked with different people, I was able to enjoy the conversation. (Ry, High)

5 students out of 6 reported that the fun essay was effective.

I was able to write much more than in the first term, and I think writing is the skill I improved the most in English. (M, Low)

I was able to write a lot. I made a few errors, which was frustrating, so I want to do better next time. (K, Intermediate)

All 6 students reported that they felt improvement in their English ability and had positive feelings toward speaking.

I can speak English now, so I feel that I have improved since elementary school. (Ta, Low)

I thought English was difficult, but now I can speak much more than before, so I'm very happy. It was very rewarding. (K, Intermediate)

8. What I learned

Throughout this year, I conducted my lessons using FFI and implemented performance tests that included both speaking and writing. Fortunately, I had the opportunity to teach 7th-grade students with Masako, who is also studying in the TESOL MA program at NUFS. Because we share similar teaching beliefs and theoretical backgrounds, we were able to implement the same instructional approach in our classes. We collaborated to create worksheets based on FFI and discussed the criteria for the speaking test and fun essays. We also displayed students' fun essays in the hallway, which helped increase students' motivation and sense of achievement.

Through this experience, I realized that shared understanding and cooperation among teachers greatly influence how effectively we can support students' learning. Working collaboratively enabled us to design consistent instruction and provide students with meaningful learning opportunities.

Incorporating FFI into lessons whenever introducing new grammar points was effective in helping students notice and use English in communication with their peers. I introduced CSs step by step and encouraged students to use them in pair speaking activities. Students were also encouraged to use CSs during the speaking tests, and their use of CSs was included in the assessment criteria. As a result, I observed significant improvement in students' speaking ability.

One of my focus students, Ta, who was initially a low-level learner, showed increased motivation around September. Before one speaking test, he told me, "I want to take the speaking test first! I don't like English, but it is easy to speak English." During the speaking test, he was able to communicate with his partner using shadowing and only one follow-up question. Although he struggled with writing in fun essay and did not achieve high scores on the term tests, he continued to try speak English in every lesson.

In the final performance test in February, he was able to talk with his partner for about three minutes. He tried to listen to his partner, and asked two follow-up questions to keep the conversation longer. He also showed improvement in writing, producing over 40 words in fun essay, even though there were some grammatical errors. This suggests that lower-level students also benefited from the instructional approach and were able to gradually build their writing ability.

Repeated speaking activities appeared to promote his confidence in speaking English, which led to increased motivation to write in English.

Like Ta, as students became more comfortable using CSs to maintain conversations, their anxiety about speaking decreased, and they seemed to enjoy communicating in English. Furthermore, the English expressions that students repeatedly used in speaking activities appeared to have a positive effect on their writing development.

Overall, the results of this study suggest that structured speaking activities incorporating FFI and CSs can support students' communicative competence, increase their confidence, and promote their motivation to learn English. Providing repeated opportunities for meaningful communication may help students develop both speaking and writing skills, even in an EFL context where opportunities to use English outside the classroom are limited.

9. Future issues

I will continue teaching the same group of students next year. The students are already familiar with the lesson format, including FFI, pair speaking activities, CSs, and performance tests. Therefore, less time will be needed to explain the procedures of the activities, and students will be able to focus more on improving the quality of their communication. In particular, I would like to support students in using CSs they have learned more naturally so that they can engage in longer and more meaningful interactions.

In this study, improvements were observed in students' confidence and motivation through repeated speaking activities and performance tests. In particular, successful communication

experiences appeared to reduce students' anxiety and encourage them to use English more actively. Next year, I would like to provide further opportunities for students to experience success in communication so that they can develop a clearer image of themselves as users of English. In other words, promoting the development of students' Ideal L2 Self and enhancing their intrinsic motivation to communicate in English will be an important goal.

To promote the development of students' Ideal L2 Self, it is important to provide opportunities for students to imagine themselves using English in meaningful situations. For example, speaking activities that relate to real-life communication, such as introducing their culture or talking about daily lives and experiences, may help students form a clearer image of themselves. In addition, using real objects and authentic materials, such as conversation cards, photos, and slides, can help students imagine real communication situations.

Improving the collection and analysis of both quantitative and qualitative data will be another important task. This year, data were collected through questionnaires, speaking tests, and writing tasks; however, next year I would like to collect qualitative data, such as students' reflections and comments, in a more systematic way in order to better examine how FFI and CSs influence changes in students' motivation.

By continuing to refine both teaching practices and research methods, I aim to further support not only students' communicative competence but also their motivation to use English.

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Appendix A
My lesson Plan (In February)

Time	Interaction T-Ss, S-S, S	Activity and Procedure
7	S-S	Greeting Warm up (1) Small talk (Winter Vacation : Practice for the speaking test) A: Where did you go during the winter vacation? B: I went to Okazaki. A: What did you do there? B: I bought a fortune slip. A: Did you enjoy it? B: Yes, I did. I went there with my dogs.
37		(3) Guessing the target grammar and learning new things (Part 1) Focus on form instruction (Step1~5) Step 1 ● Listen to the conversation and understand the content. ● Take notes in Japanese. ● Share ideas with peers. Step 2 ● Listen to the conversation and identify the new grammar form. ● Choose the words and circle them. ● Check the answers with peers, then as a whole class. Step 3 ● Write down today's grammar point in both Japanese and English. ● Check the answers in pairs, then as a whole class. (4) Pair talk Step 4 ● Listen to the teacher's explanation of the activity. ● Work in pairs. Student A says one hint and ask "Where was I?" Student B guesses the place. Give another hint if needed. Change turns. ● Use communication strategies like openers, rejoinders, shadowing, and closers. (5) Writing practice Step 5 ● Write some sentences using the target grammar.
	(2) T-Ss (2) S (3) S-S (2) T-Ss (2) S (3) S-S (4) S (3) S-S (2) T-Ss (11) S-S (3) S	
1	T-Ss	Reflection ● Report what the students learned. ● Check today's homework.

Total time: 45 minutes

S-S: 27 minutes, S: 11 minutes, T-Ss: 7 minutes

Appendix B
Worksheet in February

Unit 10 Part I p.114,115

No.1 (Grammar)

Our Goal: 一年の思い出を伝え合うために、その時点の状態や気持ちをたずねたり答えたりすることができる。

Step1 ユリコ (Yuriko) とマイク (Mike) がクイズを出し合っています。二人の会話を聞いて、表にメモしよう。

名前	そこでしたこと	どこにいた?
ユリコ (Yuriko)		
マイク (Mike)		

Step2 英文をもう一度聞いてあてはまる方に○をつけよう!

① Yuriko: I (meet / met) Minions and Snoopy. I (ate / eat) Takoyaki there.

I (am / was) very happy. Where (was / am) I?

Mike: (Were / are) you in Osaka?

Yuriko: Yes, I (were / was).

② Mike: I (went / go) shopping and (eat / ate) lunch. I was ^{お腹いっぱい} full.

Where (was / were) I?

Yuriko: (Are / Were) you at Hills Walk?

Mike: No, I (weren't / wasn't). I (watched / watch) Zootopia 2.

Yuriko: (Were / Was) you at Odaka AEON?

Mike: Yes, I was.

Step3 Grammar Point! ①~⑨の空欄を埋めなさい。

◇ I was at Odaka AEON. → [意味:①]

I was happy. → [意味:②]



be 動詞の [③] 形 am, is → (④) are → (⑤)

2. 疑問文は、(④) (⑤) を [⑥] の <⑦ 前 / うしろ > に置く。

You were happy. 疑問文に→ (⑤) you happy?

答えるときは、 Yes, I (④). No, I (④) not.

→短縮形は(⑧)

3. 否定文は、(④) (⑤) のあとに、(⑨) を置く。

Step 4 Activity / どこにいたか当ててみよう!

Model Dialog

☆Opener☆



A: OK. Let's have a quiz. I met Minions and Snoopy. (Hint 1)
I was very happy. **Where was I?**

B: Were you in Osaka?

A: Yes, I was. Great! Your turn.

B: OK. My turn. I went shopping and ate lunch. (Hint 1) I was full.
Where was I?

A: Were you at Hills Walk?

B: No, I wasn't. I watched Zootopia 2. (Hint 2)

A: Were you at Odaka AEON?

B: Yes, I was. Nice!



★Closer★

〈Rule〉 1 hint → Get 2 points 2 hints → Get 1 point

あなたが 昨日/先週/冬休み に行ってきた場所 _____

その場所でしたこと ヒント1 _____

ヒント2 _____

Your partner's name	行ってきた場所	Point

Total Score _____ points

Step 5 Writing ペアワークで使った表現を書いてみよう

e.g. (ペアの名前) *was* in + 大きな場所. (in Japan, in Aichi, in Osaka)
at + 具体的な場所・建物 (at Hills Walk, at school, at the station)

1回目のパートナー _____

2回目のパートナー _____

3回目のパートナー _____

Appendix C
Worksheet for the speaking test

Performance Mission Unit 7, 8, 9 Speaking

Class ____ No. ____ Name _____

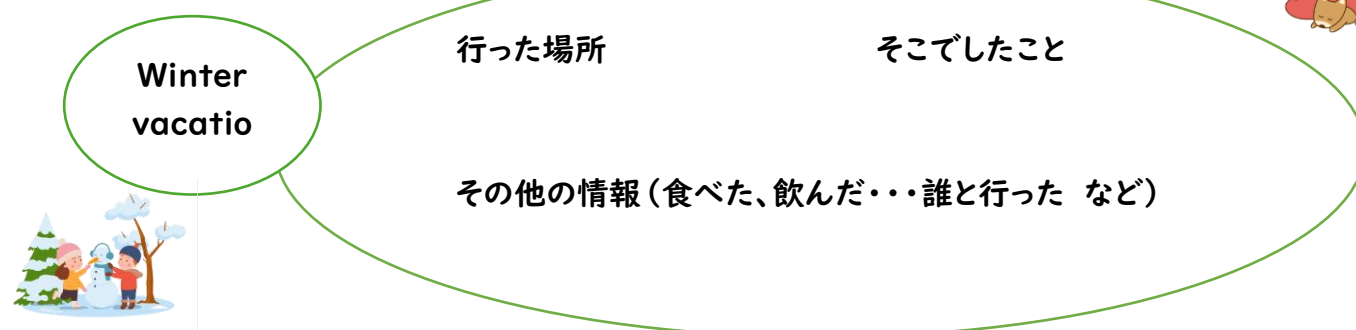
My Winter Vacation



Step1 Listen to the conversation. Fill in the blanks. 冬休みの思い出についての会話です。

先生の名前	行った場所	そこで何をした？	その他の情報

Step2 Think about yourself. (日本語可)



Tool Box -

eat rice cakes, eat hot pot (鍋), drink hot chocolate, watch TV, watch movies, sleep a lot, visit my grandparents, clean my room, see the New Year sunrise, send New Year cards, go to a shrine, eat toshikoshi soba

Step3 Step2 の情報をまとめよう。

1, 2 は、日本語を英語に、3 は質問に答え、追加の情報を書こう。

1 Where did you go during the winter vacation?

「私は冬休みに へ行きました。」 (e.g. I went to)

2 What did you do there?

「私はそこで をしました。 (e.g. I)

3 Did you enjoy it? (e.g. Yes, I did. I played card games, too.)

☆SA (Short Answer) EI (Extra Information)

☆SA (Short Answer) EI (Extra Information)とは、

SA (短い答え) → まず最低限、答える、そして・・・EI (追加情報) → あとから、少し広げる

Step4 Talk about it with your friends!

【Model dialog】

Hello, how's it going? I'm (good / great / happy / sleepy). How about you?

A: Where did you go during the winter vacation?

B: I went to the shopping mall in Okazaki.

A: Wow! A shopping mall! Great! What did you do there?

B: I bought many lucky bags there.

A: Oh, lucky bags! Wonderful! Did you enjoy it?

B: Yes, I did. I enjoyed drinking coffee, too.

How about you? Where did you go during the winter vacation?

A: I didn't go anywhere. I stayed at home.

B: At home. Nice! What did you do there?

A: I watched dramas on Netflix.

B: Dramas! Great! Did you enjoy it?

A: Yes, I did. I played online games with my friends, too.

B: Online games! Wonderful!

Nice talking with you. You, too.



〔Memo〕



ペアの名前	行った場所	そこで何をした?	その他の情報



Appendix D
Rubric for the speaking test

Speaking test: My Winter Vacation

Categories(項目)	Criteria (評価基準)	Points	
流暢さ Fluency	They could talk smoothly for two and a half minutes and share their winter vacation memories with each other.	6	They could keep talking smoothly with rich ideas.
		5	They stopped two or three times, but they could continue with good ideas.
		3	They sometimes stopped, and the content was poor.
		2	They stopped many times and had trouble keeping the conversation going.
		1	There were long silences, and the conversation did not continue.
内容 Contents	They could have a rich conversation by answering their partner's questions and adding more information about what they did during the winter vacation.	4	They could tell their winter vacation memories using various expressions, including ideas beyond the fixed questions.
		3	They could talk about their winter vacation memories beyond the fixed questions, but their expressions were a little simple.
		2	They could answer the fixed questions about their winter vacation memories.
		1	They could not answer the questions about their winter vacation memories well.
コミュニケーション ストラテジー Communication strategies	In addition to greetings and closing words, they could use rejoinders and shadowing, and also ask follow-up questions they thought of on the spot, not only fixed questions.	5	They could use follow-up questions three or more times.
		4	They could use follow-up questions twice.
		3	They could use a follow-up question once.
		2	They could use rejoinders and shadowing, but they could not use follow-up questions.
		1	They could use only greetings and closing words.
アイコンタクト&声 の大きさ Eye contact & volume	They could try to speak actively with eye contact and a clear voice.	3	They spoke clearly and loudly, and made eye contact actively.
		2	Either their voice or eye contact was good, but the other was not enough.
		1	Their voice and eye contact were not enough.
正確さ Accuracy	There were almost no vocabulary or grammar mistakes, and they could communicate their meaning clearly.	2	There were few mistakes, and they could keep the conversation going.
		1	There were many mistakes, but their meaning was understood and the conversation continued.
		0	There were too many mistakes, and their meaning was not understood.

Total /20 points

Appendix E
Worksheet for fun essay

Performance Mission Unit7,8,9 Writing

Fun Essay: My Winter Vacation

「My Winter Vacation (私の冬休み)」で会話した内容を Fun Essay で書いてみよう

<Model essay>

During my winter vacation, I went to the shopping mall in Okazaki. I bought many lucky bags there. I also enjoyed drinking coffee. It was a fun day. (4文 28語)

☆Add more information. (情報を加えよう)

1. Who did you go with? (誰と行ったの?) (e.g. I went there with my family.)

2. What else did you do? (ほかに何をしたの?) (e.g. I ate miso ramen.)

【原稿】

さあ！英語で書いてみよう！(文の数と文字数を最後に書いてください)

(文 語)

Class _____ No. _____ Name _____

Appendix F
Rubric for fun essay

Writing / Fun Essay: My Winter Vacation

Categories(項目)	Points	Criteria(評価基準)
内容 Contents	7	They wrote about their winter vacation memories using the grammar and expressions they learned well, and the content was interesting for the reader.
	5	They wrote about their winter vacation memories using the grammar and expressions they learned, but the content was simple.
	3	Some parts of their winter vacation memories were difficult to understand.
	1	The content could not be understood.
デザイン Design	5	They drew illustrations that matched the content and finished their work carefully using colors.
	3	It was written in one color, or colors were used but the work did not reach the level of 5 points.
	1	They drew little or no illustration.
語数 Length	5	They wrote 80 words or more.
	4	They wrote 50 words or more.
	3	They wrote 30 words or more.
	1	They wrote 29 words or fewer.
正確さ Accuracy	3	There were a few grammar mistakes, but the meaning was understood.
	2	There were many grammar mistakes, but the meaning was understood.
	1	Grammar was hardly used correctly.

Total / 20 points

Appendix G
Survey in March

3月 英語科アンケート 1年

以下の質問に答えてください

1. あなたのクラスと番号を4桁の数字(半角) (例: 1年1組1番→1101、1年3組15番→1315) で入力してください。 *
2. あなたの名前を日本語で入力してください。 *
3. 私はリーディング・リスニング・ライティング・スピーキングの中で、○○を一番上手になりたいと思う。 *
リーディング
リスニング
ライティング
スピーキング
4. 私はリーディング・リスニング・ライティング・スピーキングの中で、○○が一番難しいと思う。 *
リーディング
リスニング
ライティング
スピーキング
5. 私は授業で英語を話すとき、自信があると感じる。 *
とてもそう思う
少しそう思う
あまり思わない
まったく思わない
6. 私は英語を話すとき、まちがえるのがこわいと感じる。 *
とてもそう思う
少しそう思う
あまり思わない
まったく思わない
7. 私は英語でパートナーと話すのが楽しいと感じている。 *
とてもそう思う
少しそう思う
あまり思わない
まったく思わない

8. 私はコミュニケーション・ストラテジー(会話をつなぐ言葉や表現)が英語を話すときに役立つと思う。 *
- とてもそう思う
 - 少しそう思う
 - あまり思わない
 - まったく思わない
9. 私は学んだ文法や表現を使って話す練習が、会話を続けるのに役に立つと思う。 *
- とてもそう思う
 - 少しそう思う
 - あまり思わない
 - まったく思わない
10. 私はペアを変えて何度も話す練習が、英語を話す力を高めると思う。 *
- とてもそう思う
 - 少しそう思う
 - あまり思わない
 - まったく思わない
11. 私はもっと英語を話したいと思う。 *
- とてもそう思う
 - 少しそう思う
 - あまり思わない
 - まったく思わない
12. 私は英語をもっと書きたいと思う *
- とてもそう思う
 - 少しそう思う
 - あまり思わない
 - まったく思わない
13. 私は自分のスピーキング力が上がってきていると思う。 *
- とてもそう思う
 - 少しそう思う
 - あまり思わない
 - まったく思わない
14. (2月) 私はワークシートを見ずに、ペアで話すとき… *
- 途中で止まらないで、2分半話せる
 - 2分半話せるが少し止まってしまう

途中で止まらないで、2分話せる
2分話せるが少し止まってしまう
途中で止まらないで、1分30秒話せる
1分30秒話せるが少し止まってしまう
約1分話せる
約30秒話せる
ほとんど話せない

15. (2月) 私は英語で… *

80語以上書けます
約60語書けます
約40語書けます
約20語書けます
あまり書けません

16. (4月のころ) コミュニケーションストラテジーのオープナー&クローザー(始めと終わりの挨拶)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。

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

17. (現在) コミュニケーションストラテジーのオープナー&クローザー(始めと終わりの挨拶)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。

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

18. (4月のころ) コミュニケーションストラテジーのリジョインダー(Really? Nice, Great,など)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。

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

19. (現在) コミュニケーションストラテジーのリジョインダー (Really? Nice, Great, など) 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。

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

20. (4月のころ) コミュニケーションストラテジーのシャドーイング (相手の言葉を繰り返すこと) 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。

自然に何度も出てくる

数回はできる

3回ほどできる

1～2回できる

全くやっていない

21. (現在) コミュニケーションストラテジーのシャドーイング (相手の言葉を繰り返すこと) 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。

自然に何度も出てくる

数回はできる

3回ほどできる

1～2回できる

全くやっていない

22. (4月のころ) コミュニケーションストラテジーのフォローアップクエスチョン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。

常に3問以上聞ける

2問は聞ける

1問ならば聞ける

1問聞けるときもある

全くできない

23. (現在) コミュニケーションストラテジーのフォローアップクエスチョン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。

常に3問以上聞ける

2問は聞ける

1問ならば聞ける

1問聞けるときもある

全くできない

24. I can imagine myself speaking English with people from other countries.

(4月のころ) 外国の人たちと英語で話す自分を想像できる。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

25. I can imagine myself speaking English with people from other countries.

(現在) 外国の人たちと英語で話す自分を想像できる。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

26. I would like to be able to speak English with many people.

(4月のころ) たくさんの人と英語で話せるようになりたい。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

27. I would like to be able to speak English with many people.

(現在) たくさんの人と英語で話せるようになりたい。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

28. English is important, so I should be able to speak English.

(4月のころ) 英語は大事なので、英語が話せるようにならないといけない。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

29. English is important, so I should be able to speak English.

(現在) 英語は大事なので、英語が話せるようにならなければならない。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

30. I enjoy speaking English in class.

(4月のころ) 授業で英語を話すことを楽しんでいる。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

31. I enjoy speaking English in class.

(現在) 授業で英語を話すことを楽しんでいる。

とてもそう思う

少しそう思う

あまり思わない

まったく思わない

32. 英語の授業で、英語の力をつけるのに役立つ活動を3つまで選んでください *

英語の歌

One Minute Exercise 単語

ペアで行う会話活動

スピーキングテスト

Fun Essay

Common Errors

Quizlet

教科書とワークシートを使った内容理解

その他

33. 英語の授業を受けて、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。 *

Appendix H
Interview in March

- ① 今年1年、ペアでのスピーキング活動を多く授業に取り入れましたが、効果的でしたか。あなたにどのような影響を与えましたか。
- ② コミュニケーションストラテジーはどれくらい使えるようになりましたか？ オープナー&クローザー、リジョインダー（Really? Nice! など）やシャドーイング（繰り返し言うこと）、そしてフォローアップクエスチョンなどがどれくらい使えると思いますか？
- ③ スピーキングとライティング（Fun Essay）を同じトピックにして練習することは、英語力向上につながると思いますか。あなたにどのような影響を与えましたか。
- ④ スピーキングテストは効果的でしたか。あなたにどのような影響を与えましたか。
- ⑤ Fun Essay は効果的でしたか。あなたにどのような影響を与えましたか。
- ⑥ 昨年の4月から自分の英語に対するイメージや、英語力はどう変化しましたか。自由に教えてください