

### **Title**

Developing Elementary School Students' Listening and Speaking Competence  
by Integrating Focus on Form Instruction and Music

### **Teaching Context**

- (1) Level: Elementary School Students (fourth to sixth year)
- (2) Class size: 6 (two fourth years, two fifth years and two sixth years)
- (3) Time: 50 minutes, 1/week
- (4) Textbook: EIKEN practice sheet, New Horizon Elementary English 6
- (5) Problems:

This is my second year teaching this class. They have been doing small talk activity since June 2022. They have done four performance tests this academic year. One of the problems is that the amount of time they are exposed to English is limited due to the frequency of the lesson. Considering their age being young and combined with the limited class time, it is important to have some activities that can get stuck in their heads as much as possible so that they do not forget what we worked on in the previous lessons.

### **Goals**

The goal of my action research for 2023 is to integrate a Focus on Form Instruction (FFI) with music activities to enhance students' listening and speaking competence.

### **Research Questions**

- (1) To what degree, if any, do FFI activities integrated with music have on learners' attitudes toward learning the second language (L2)?
- (2) What impact, if any, do FFI/music activities have on learners' listening and speaking competence in those activities?
- (3) What effect, if any, do Communication Strategies have on learners' interactional competence?

### **Clear and Measurable Objectives**

- (1) I will talk less than 40% of the class time.

- (2) Students will be able to hold a pair conversation for 2 minutes by the end of January.
- (3) Students will answer that they have more confidence in speaking English in January than in April.
- (4) Students will have a greater appreciation of music activities towards learning L2 in January than in April.

## **Literature review**

### **Focus on Form Instruction**

Ellis (2016) divides FFI into two types; planned FFI and incidental FFI.

#### **(1) Planned FFI**

A planned FFI is arranged into three parts: input, noticing, and output with a focus on the target grammar. Input is the first stage of a planned FFI. There are two crucial characteristics of high-quality input: (1) comprehensible, and (2) meaning bearing (Lee & VanPatten, 2003). Instead of providing explicit explanations, the first input activity encourages learners to notice the target grammar through audio and visual input. There is no evidence, in terms of grammar, that explicit explanation and information are required for acquisition. Then students begin a structured output activity since output is crucial for developing the ability to use language in a communicative context. In addition, studies conducted since the late 1980s have shown that “...students 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 non-meaningful or not part of some communicative intent” (Lee & VanPatten, 2003).

#### **(2) Incidental FFI**

Students can revisit what they learned by using an incidental FFI which focuses on a particular topic after a unit is complete. According to Lee and VanPatten (2003), learners need opportunities to build a developing system to improve fluency and accuracy in L2 (p. 181). Also, it is recommended to employ the incidental FFI as a speaking test. As Lee and VanPatten (2003) claim, “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 & VanPatten, 2003). Moreover, the expression, interpretation, and negotiation of meaning are three crucial aspects of communication. The negotiation of meaning within a specific situation is particularly crucial to learning a second language. As incidental FFI entails questioning one another, sharing information, and negotiating meaning, it aids learners in becoming more task-oriented. Then, students have the chance to

practice their communication skills. Also, there is more communicative drill practice than in a planned FFI; as a result, students are better equipped to communicate themselves (Lee & VanPatten, 2003).

### **Music in Language Learning**

Music is one of the important elements in human society. Within music, there are notes, rhythm, stress, tempo, and beat, which are also essential elements of the spoken language according to Graham (1986). “[E]motions, the rhythm, stress, and intonation patterns of the spoken language are essential elements for the expression of the feelings and intent of the speaker” (Graham, 1986, p. vi). Many researchers and teachers have been emphasizing the benefits of music use in language classrooms. “In terms of language learning, songs can help students remember phrasal verbs and collocations due to the catchy tunes and repetitive lyrics they employ” (Tada, 2022, p. 11). Murphey also mentioned the reason for the power that music holds in human memory as follows,

[w]hether this is because it creates a state of relaxed receptivity, or because its rhythms correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive patterning reinforces learning without loss of motivation – whatever the reason, songs and music ‘stick’ in the head. (Murphey 1992, p. 3)

The reason for the neuroscience aspect is still unknown, however, Murphey (1990) connected “the song-stuck-in-my-head (SSIMH) phenomenon” (p. 58) to Krashen’s the “Din in the head” phenomenon (1983 as cited in Murphey, 1990, p. 53). SSIMH is “the echoing in our minds of the last song we heard after leaving our car, a restaurant, etc., and which can be both enjoyable and sometimes unnerving” (Murphey, 1992) whereas the Din is explained as follows,

The Din is a result of stimulation of the Language Acquisition Device...(The LAD) with two corollaries

- (1): The Din is set off by comprehensible input.
- (2): This input needs to contain significant quantities of the acquirers;  $i+1$ , structures which the acquirer has not yet acquired but is ‘ready’ for...Corollary (2) also predicts that the Din will not occur in very advanced performers, since they will receive less input

containing  $i+1$ , having acquired most of the target language. (Krashen, 1983 as cited in Murphey, 1990, p. 53)

The difference between the Din and SSIMH is that the Din should be activated by comprehensible input whereas “many people experience the SSIMH without understanding the content of what is Dinning, internally or externally” (Murphey, 1990, p. 60). This means that SSIMH might play a stronger role in language learning because “the linguistic content does not have to be understood in the first place” (p. 60). Also, the repetition in music can activate the mechanism of the language acquisition device as well. In general, songs are “simple, conversational language, with a lot of repetition” (Murphey, 1992), which can be a great tool for the language learning classroom.

### **Interactional Competence**

According to Young (2011), Interactional Competence (IC) is “the pragmatics of interaction – the relationships between the forms of talk chosen by participants and the social contexts in which they are used” (p. 447). Wong and Waring (2020) state that IC “is the ability to implement the various practices such as doing turn-taking or dealing with problems of understanding in actual interaction” (p. 8). In other words, it is focused on the social aspect of interaction between two speakers. In every social practice, what you have to do to continue the conversation is different. It is not about how much knowledge you have about the language or the grammar, but it is about how to use the knowledge that you have gained in that specific conversation as cited in Sato and Crane (2023),

Language learning is understood to include not only the acquisition of knowledge about language but also the development of ways in which language and other semiotic systems are put to use in the service of adaptation to a new culture and participation in a new community. (Young, 2011, p.5)

The difference between communicative competence (CC) and IC is that “IC is not what a person *knows*, it is what a person *does* together with others” (Young, 2011, p. 449). While CC is focused on individual knowledge, IC is focused on how to use that knowledge in a social setting.

According to Sato and Crane (2023), EFL learners can develop their IC through discursive practice. “Discursive practices are recurring episodes of social interaction in context, episodes that are of social and cultural significance to a community of speakers” (Young, 2011 as cited in

p. 14). Through discursive practices, learners are given opportunities to practice both the knowledge about language and how to use that knowledge in a social setting.

### **Communication Strategies**

Communication Strategies (CSs) are one of the key tools for language learners to use to continue the conversation. The definition of CSs is “a systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty” (Corder, 1981 as cited in Sato, 2005, p. 1). According to Savignon (2002), whether the learners’ communicative competence is high or low, they need strategic competence, which means that no matter the level, the learners are at, using CSs can be a significant help in communicating in their L2 to “enhance the effectiveness of communication” (Canale, 1983, as cited in Dörnyei, 1995, p. 56). Here are some typical CSs;

- (1) Opener: to begin a conversation (Hi. / How’s it going? / How are you doing? etc.)
- (2) Closer: to close a conversation (Nice talking with you. – You, too.)
- (3) Rejoinders: to show your interest in a topic (I see. / Sounds great. / Oh, really? etc.)
- (4) Shadowing: to confirm what the other says
- (5) Fillers: to show that the turn has not ended yet to the other (well. / Let me see. etc.)
- (6) Follow-up questions: to expand the topic, to elicit extra information related to the topic the other is talking about (What else? / Where? / With whom? etc.)

However, the learners will not be able to use CSs just by being introduced to them. According to Dörnyei (1995), it is important to “[p]rovid[e] opportunities for practice in strategy use...because CSs can only fulfill their function as immediate first aid devices if their use has reached an automatic stage” (p. 64). The learners can acquire CSs by experiencing communicative activities where the learners can practice using their CSs in conversation in class. In other words, teaching CSs explicitly can make a great impact on the learners’ strategic competence.

### **What I did**

#### **April to August**

- (1) Small talk activity using CSs except for follow-up questions
- (2) FFI with music as input and output
- (3) Two performance tests

## **Since September**

### **(1) Small Talk activity**

I distributed a small piece of paper which has different sets of questions to each student in the hope of creating a non-structured conversation between students. On each sheet of paper, there were two to four example follow-up questions to help students get familiar with asking follow-up questions that are within the context. Students continued Small Talk for two minutes with each pair.

### **(2) FFI with music input**

I chose a theme tune for the unit so that students could get familiar with the melody. For each planned FFI, the lyrics were adapted to match the target grammar of the lesson. Students reviewed the target grammar by singing the same tune. Two incidental FFI were conducted since September. For each incidental FFI, students created their ideal model dialog in pairs so that the performance test would not be done with scripted conversations.

### **(3) Performance Test**

Since September, two performance tests have been conducted. Before each performance test, students were introduced to the rubric of the speaking test. All the performance tests were video recorded. After each performance test, they filled out their reflection log.

## **What happened**

### **Questionnaires**

In January, a retrospective post-then-pre questionnaire (see Appendix A & B) was conducted on the target class of five Elementary School students (N=5). The data is, then, combined with the data from the retrospective post-then-pre questionnaire conducted in July to show the depth of the data. Unfortunately, although there were six students in the target class, only five of them were able to participate in the questionnaires. Within those five students, four students participated in the target class activities such as small talk and FFI/music activities since June 2022. The fifth student joined the class at the beginning of the school year which is February 2023.

In the questionnaire, participants were asked 14 questions about their perceived English abilities and opinions about music activities and connections between music activities and language learning in Japanese. The first nine questions were asked to choose and mark on a four-

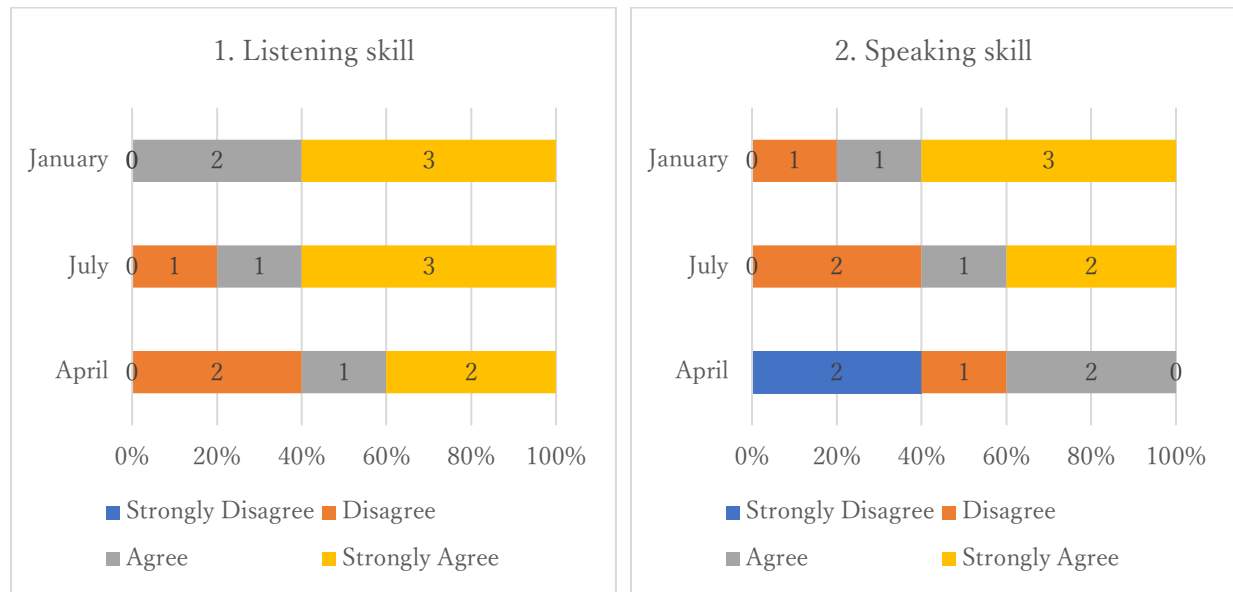
point Likert Scale as 1 (strongly disagree) to 4 (strongly agree) in the form of smiley faces as follows: 😞 😟 😊 😄. For the 10<sup>th</sup> and 11<sup>th</sup> questions, participants were asked to choose and give ranks in three levels from 1 (the first place in helpfulness) to 3 (the third place in helpfulness). From the 12<sup>th</sup> to 14<sup>th</sup> question, participants were asked to display how their ideas about studying English, English songs, and their perceived English abilities have changed from April to January in the form of short writing. All the questions and answers were written in Japanese and translated into English by the author. The questions are shown as follows: (1) My listening skill when I am talking with my pair is...; (2) My speaking skill when I am talking with my pair is...; (3) I can understand the teacher's English; (4) It is easy to sing English songs; (5) It is fun to sing English songs; (6) Music has improved my English-speaking ability; (7) Music has improved my English-listening ability; (8) Music activities helped me speak confidently in English; (9) Music activities made me more interested in studying English; (10) Which English skills were improved by music activities?; (11) What activities helped you learn English?; (12) Compare your attitude towards English with April and January; (13) Compare your attitude towards English songs with April and January; (14) Compare your English abilities with April and January and give them ranks. The data for questions three, four, five, 10, 11, and 14 are shown in Appendix C to G.

#### (1) English speaking and listening abilities

Every student displayed either improvements or continuance on questions about their perceived English abilities between the perspectives of April, July, and January as shown in Figures 1 and 2 below. As shown in Figure 1, in April, two participants disagreed with the statement “My listening skill when I am talking with my partner is...”, and only two participants strongly agreed with the statement. The number of students who disagreed with the statement decreased and those who strongly agreed with the statement increased to three in January. Figure 2 shows that two participants strongly disagreed with the statement for their perceived speaking ability in pairs, and none strongly agreed with it in April. In January, however, there was an increased number of who displayed agreement with the statement where one disagreed while three participants strongly agreed. Both data show definite improvements in perceived listening ability and speaking ability. It is important to point out that speaking ability seems to have some difficulties in improving compared to listening ability since the number of those who displayed agreement is less than for listening skill.

## Figures 1 and 2

*Perceived English listening and speaking ability in conversation (N=5)*



*Note.* A 4-point scale was used for the answer choices (1: Strongly disagree to 4: Strongly agree).

### (2) Music activities

The data for the perceived connection between English abilities and English songs are shown in Figures 3 and 4 below. In April, three participants strongly agreed with the statement “English songs helped me improve my speaking skills” while one disagreed. However, in July, only one participant strongly agreed, and three other participants agreed with the statement. In the second semester, I chose a theme song for the entire unit to work towards the final assessment. Music activity became simpler and clearer, which led to the result of all the participants agreeing with the statement in January as shown in Figure 3. As for speaking ability, although it stayed the same between April and July, due to the change in the activity, the number of agreements increased to 100% agreeing to the statement in January.

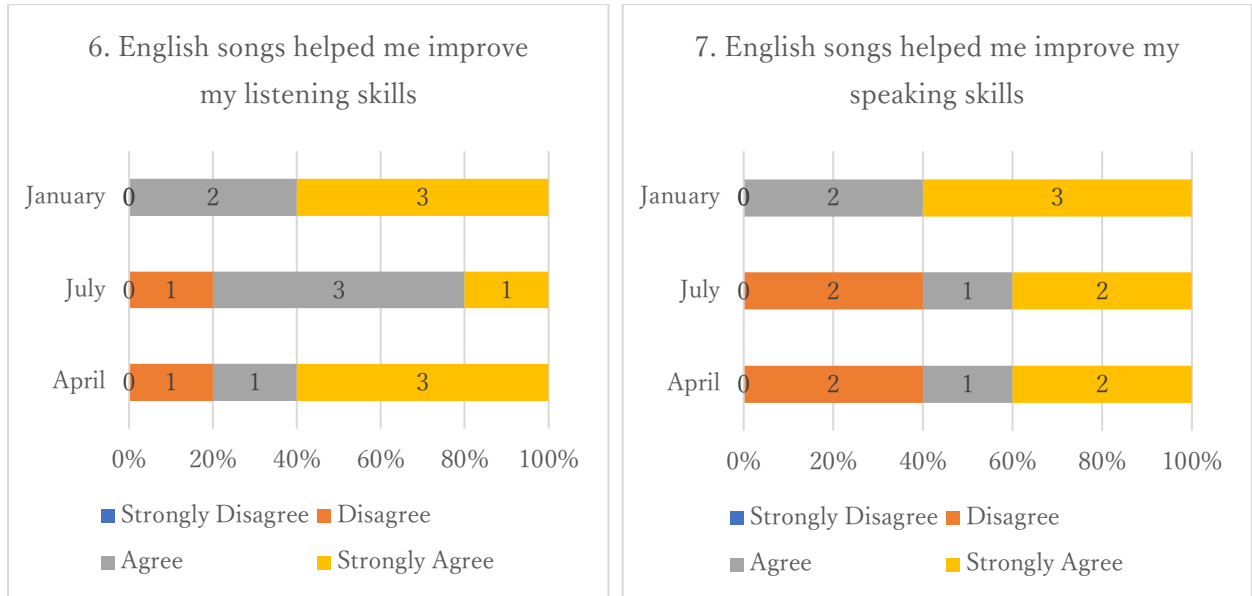
Figures 5 and 6 display gradual changes towards agreeing to the statement in confidence and attitude towards English caused by music activities between April and January. Both graphs show a great shift towards the right side of the graph from April to January, which means that all participants have greater confidence and attitude towards English because of music activities. Some comments from (13) Compare your attitude towards English songs with April and January can explain some of the data shifts as well (Table 1). Shun said that in April, he only thought of English songs as entertainment, but now he thinks that “it is for improvements such as rhythm and pronunciation.” According to Graham (1986), “the rhythm, stress, and intonation patterns of



the spoken language are essential elements for the expression of the feelings “ (p. vi). It shows that music activity helped him gain some confidence in speaking English.

**Figures 3 and 4**

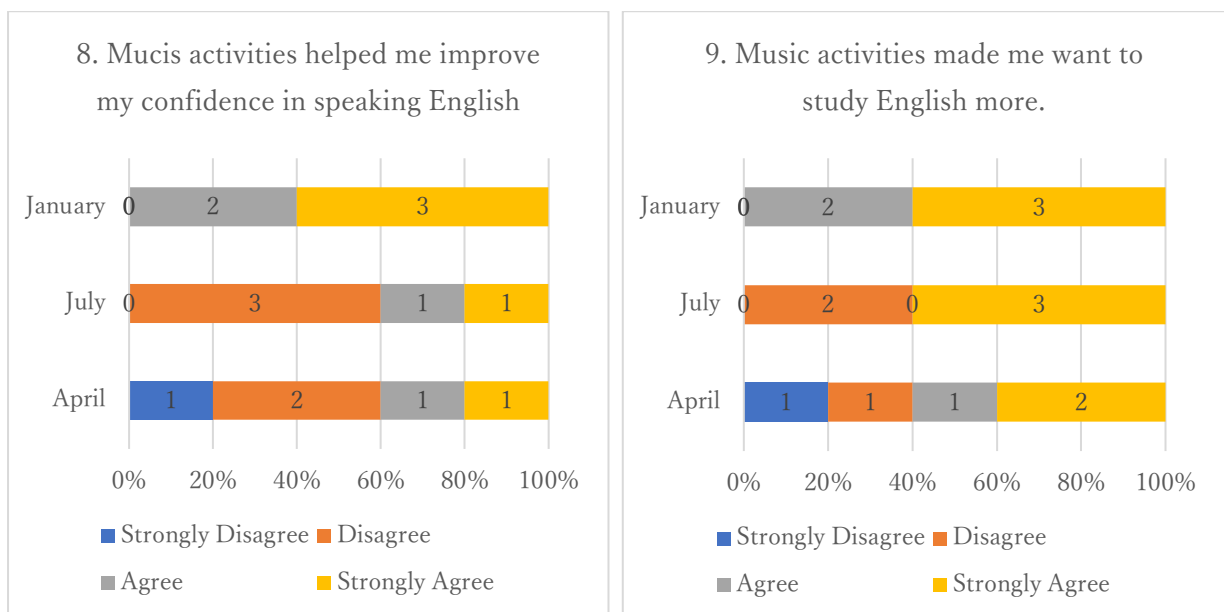
*Perceived connection between English abilities and English songs (N=5)*



Note. A 4-point scale was used for the answer choices (1: Strongly disagree to 4: Strongly agree).

**Figures 5 and 6**

*Opinions about music activities (N=5)*



Note. A 4-point scale was used for the answer choices (1: Strongly disagree to 4: Strongly agree).

**Table 1**

*Comments from question 13 in the questionnaire*

Q) Compare your attitude towards English songs with April and January.

Comment categories	Comments
English songs	<ul style="list-style-type: none"><li>• In April, I thought English songs are for memorization, but now I think that it is two birds in one stone because I can memorize words, have fun singing them, and I find myself singing them at home. (Saki)</li><li>• In April, I thought English songs are a bit difficult because I could not understand some words, but now I think it is fun. (Rina)</li><li>• In April, I thought English songs are only for fun, but now I think it is for improvements such as rhythm and pronunciation. (Shun)</li><li>• In April, I felt shy signing English songs, but now, I still feel shy singing them, but because of the songs, I got to learn some vocabularies. (Kaho)</li></ul>

*Note.* The comments from the students above are translated from Japanese by the author.

As shown in Table 2, each comments show that all the participants experienced some positive changes in attitude towards English between April and January. What interests me the most is that each participant views English learning differently in January. Three participants mentioned that in April they thought that studying English was difficult in their way, however, Saki mentioned that it was not as difficult as she thought, and having to use English outside of class made her want to study English more because she realized how useful English can be. Rina mentioned that the reason why she thought studying English was difficult was because of her pronunciation. She had difficulties finding her ideal L2 self because of her ethnicity. However, she realized that it could get better by practicing it and found some enjoyment in studying English. Shun's comment shows that there were some positive Near-Peer-Role-Modeling (Murphey, 1998) happening in the class. In April, he was not too focused on studying hard, however, now he thinks that he has to study harder to keep up with his classmates, which means that the performance of his classmates is motivating him to study harder.

**Table 2***Comments from Question 12*

Q) Compare your attitude towards English with April and January.

Comment categories	Comments
Attitude towards English learning	<ul style="list-style-type: none"> <li>• In April, I thought studying English was fun, and it would be useful when I go to foreign countries but a bit difficult to memorize. But now, I think it is fun. I actually used it outside of classroom (I helped foreigners finding their wallets on a school trip), too. I thought it was difficult, but it was not and made me want to study English more. (Saki)</li> <li>• In April, I thought it was something that is difficult because I am Japanese and cannot pronounce well. But now, I think that it is something fun because you can get better day by day by practicing it. (Rina)</li> <li>• In April, I thought I could just study it slowly while having fun, but now, I think that I have to try hard to keep up with everyone. (Shun)</li> <li>• In April, I thought studying English is just difficult, but now I think that it is fun and learning something new is fun. (Kaho)</li> </ul>

*Note.* The comments from the students above are translated from Japanese by the author.

### Performance Test

Since April, three performance tests were conducted in June, October, and January. Before each performance test, students were given planned FFI to prepare for the incidental FFI. Students practiced the dialog thoroughly during class. Since there were only six students in the class, they had no choice but to practice with the same partners, which means that there was a possibility that they already knew their partners' answers. In June, students were given model dialog for the performance test, in other words, they were practicing their structured dialog. To avoid non-authentic conversation, in October, I began giving freedom to students to make their dialog in pairs while using the target grammar of the unit. In this way, students would not be able to guess which questions to ask even after practicing it in class.

#### (1) The use of follow-up questions

In October, students were introduced to the idea of follow-up questions through incidental FFI. After that, they started practicing asking follow-up questions during the small talk activity.

They were given a small piece of paper that one complete question and three incomplete questions were written. All students were given different pieces of paper so that the other participant could not prepare their answers in advance. They were told that a follow-up question can be simple and short if necessary. The number of questions they ask gradually increased by the month.

When the students were first introduced to the idea of follow-up questions in October, I told them to ask at least one follow-up question for the performance test. Since there was not much time to introduce and practice various follow-up questions before the speaking test, almost all the students used the question “Do you like...” which is also shown in Excerpts 1 and 2, which means that the follow-up question became another set of questions that they had to prepare for the speaking test instead of it acting as a tool to expand the topic. They only had to focus on an essential word during the conversation to use it in the format of “do you like...” as a follow-up question, which they are already familiar doing from using shadowing. When, in line 16 of Excerpt 1, Rina said that she went to a dinosaur museum, Saki asked “Do you like dinosaur museum?” as a follow-up question in line 17. Also, in line 8 of Excerpt 2, Saki asked “Do you like pool?” when Yoko said that she went swimming in line 7. The difference between those two excerpts is that in Excerpt 1, Saki repeated and used the same word “dinosaur museum,” which had been said by Rina. However, in Excerpt 2, even though Yoko had used the word “swimming,” Saki modified it and asked if she liked pool instead of using the word “pool.” It shows that although she used the “do you like...” format, she was able to ask the question within the context. In other words, she was able to use the question as a tool to expand the conversation.

### **Excerpt 1**

*Saki's use of follow-up questions in the performance test in October*

[01:06.2]  
 16 Rina it- (..) I (.) went to a .hh dinosaur museum. [01:11.8]  
 17 Saki dinosaur museum? (0.5) oh: nice. (.)  
     um:: do you like dinosaur museum? [01:19.0]  
     (0.5) [01:19.5]  
 18 Rina yes I do.= [01:20.5]  
 19 Saki =oh you do nice.

### **Excerpt 2**

*Saki's use of follow-up question in the performance test in October*

[00:27.6]  
 07 Yoko I playing (.) °えっと° {etto°, well} .hh swimming [00:31.0]  
 08 Saki swimming, nice. .hh えっと:: {etto::, well} do you like

- pool? [00:36.3]
- 09 Yoko >えっと< {>etto<, well} yes I can ん? {n?, um?} (1.2) >yes I can であってるっけ?あれ待って<= {de atterukke are matte, is it correct? Hold on}[00:41.4]
- 10 Saki =°つと {tto, well} oh you do° ↑nice [00:42.6]

Since October, students have practiced asking follow-up questions during the Small Talk activity and have been introduced to multiple follow-up questions that are simple and short such as “What else,” “For example,” and “How about...” Excerpts 3 and 4 show the transcriptions from the speaking test conducted in January. Excerpt 3 shows Kaho asking two simple follow-up questions between two adjacency pairs in lines 15 and 19. Adjacency pair (Wong & Waring, 2020) is “a sequence of two turns produced by different speakers” (p. 80). In other words, a main question and an answer to the question make a set of a single adjacency pair. In Excerpt 3, Kaho asks “Where do you want to go” in line 13, which is the first part of an adjacency pair, and Shun’s answer of “I want to go America” in line 14 is the second part of the adjacency pair. Kaho’s follow-up question, with who, in line 15 is used as an extension of the adjacency pair. Likewise, her second follow-up question in line 19 also acts as an extension of another adjacency pair in lines 17 and 18. It shows that Kaho was able to use two different follow-up questions within the context to expand the topic, which is one of the essential roles of a follow-up question.

### Excerpt 3

*Kaho’s use of follow-up questions in the performance test in January*

- [00:42.6]
- 12 Shun roller coaster nice. (1.2) you know (.) <I will be 6 grade>. in april [00:51.0]
- 13 Kaho (0.9) where do you want to go? [00:54.0]
- 14 Shun (0.4) I want to .hh (.) go: (2.0) America. [01:00.1]
- 15 Kaho America sounds great. (.) with who? [01:04.0]
- 16 Shun (0.9) my family. [01:06.6]
- 17 Kaho family nice. (0.5) what do you want to ea:t? (0.6) [01:11.4]
- 18 Shun I w- I want to: .hh ea:t (.) hamburger [01:15.5]
- 19 Kaho hamburger sounds great, (.) what else [01:18.8]
- 20 Shun (0.8) I want to- eat spaghetti [01:22.9]
- 21 Kaho spaghetti me too, (0.6)

Comparing the two performance tests shows some improvements in the students’ use of follow-up questions. In January, students were able to use follow-up questions in between adjacency pairs as an extension instead of adding it at the end of the model dialog which was the

case in the speaking test in October. The future issue is to improve the quality of the follow-up questions that students can use.

## (2) Speaking Discourse Analysis

In this section, three performance tests done in June, October, and January were analyzed by time, word count, speaking rate, turn, turn rate, the average number of rejoinders, shadowing, and follow-up questions that are used by each participant (see Table 3). The speaking rate is the average word count calculated by time in minutes. Over the year, the designated time for the speaking tests was increased from one minute 30 seconds to two minutes. However, some students continued talking even after the timer went off because they could not finish their prepared dialog in time. One of the three pairs finished their speaking test in two minutes and 30 seconds while others finished within a minute, which is why the average time for the speaking test in June is over two minutes. Also, for the speaking test in June, students were given the model dialog to memorize, and each question was longer than the ones used in October and January, which is why the average word for June is 142, which is more than the one in October.

The data from the analysis shows the students' improvements in speaking from June to January (see Table 3). Even though the duration of the average time had moved from two minutes 5 seconds to one minute 56 seconds, the increased word count and speaking rate from 68.2 in June to 76.1 in January suggest that students' speaking competence has improved. The unchanged data of the number of turns and the increased word count and speaking rate also suggest that students can talk more in their turns.

Additionally, the number of the use of CSs increased between October and January. The number of rejoinders has increased from 3.5 to 3.75 as well as of shadowing from 3.3 to 3.5. The number of follow-up questions has also increased from 0.6 in October to 1.25 in January. It suggests that teaching CSs explicitly to young learners could help them improve their IC.

**Table 3**

### *Speaking Discourse Analysis*

Speaking Discourse Analysis	June	October	January
Time (average)	2:05	1:37	1:56
Words (average words/dialogue)	142	113	147
Speaking rate (average words/minute)	68.2	69.9	76.1
Turns (average/dialogue)	22	21	21.5

Turn rate (average turns/minute)	10.7	15.3	13.7
Rejoinders (average)	4	3.5	3.75
Shadowing (average)	4	3.3	3.5
Follow-up questions (average)	0	0.6	1.25

*Note.* The topics for the speaking tests were followed: daily routine (June), the best memory in summer vacation (October), and things that I want to do in the next academic year (January).

### **What I Learned**

Since September, I changed how I implement music in my classroom. Instead of trying to find some recordings that could fit into the lesson plans, I started choosing some Japanese folk songs that would fit into the season of the theme of the unit and change the lyrics on my own, in other words, lyrical adaptation. Since the tune is a Japanese folk song, students are already familiar with how the music goes, and they also have some idea of what the song is about. The change in the use of music activities in the class brought a better idea of how music can be viewed as a learning tool by the students. When we do music activities in class, it is obvious that some students are too shy to participate in singing. However, the survey showed that almost all the students had positive feedback about the music activities and thought those activities helped improve their communicative competence and their confidence for various reasons. From the data that I have collected, I can say with confidence that I was able to show my students that there are various ways to study the language, and music is one of them.

Also, transcribing those performance tests and analyzing those in conversation analysis perspectives, helped me see how the students improved their speaking competence. Amazingly, Elementary School students can improve their speaking rate and the length of the conversation in their L2 in a year when they are only taking this 50-minute course once a week. In August, I faced a problem where the conversations did not expand because of the model dialog and the structured conversation. By adjusting the use of music in class and letting students make their model dialog during incidental FFI, students were able to get out of the structured conversation and create a more authentic-like conversation by showing the signs of negotiation of meaning and repairs. I learned that even though it is a challenge for young learners to have a spontaneous conversation or to make the conversation seem more natural, it is possible when scaffolding is given. Considering the students' age, I am not too worried about the gaps and pauses they have during the conversation. However, I believe that it is also useful for the students to know what could happen in between those gaps and pauses in a natural conversation. The task for the teacher

is to provide more opportunities for the students to be creative and spontaneous rather than to only focus on following the model dialog and being grammatically accurate.

### **Future Issues**

- (1) The use of CSs was not analyzed well for this report. To support the improvements of IC through using CSs, the students' use of CSs should be analyzed thoroughly.
- (2) I succeeded in collecting qualitative data about the connection between L2 learning and music through questionnaires. However, I have yet to discover a way to collect quantitative data to say if FFI/music activities influenced the improvements in students' speaking and listening competence.
- (3) The way students viewed learning L2 changed from difficult to fun, however, I could not collect the data on why it changed. I do not know if it is because of music activities or something else such as group cohesion.
- (4) Questionnaires should be simple and short, especially when it is done by young learners. Also, some students might not be mature enough to write out their thoughts and opinions, so it is better to do some interviews with those students who have difficulty writing.

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## Appendix

### Appendix A

*Front page of Retrospective post-then-pre questionnaire done in January*

アンケート Let's compare your English skills with April and July!

Name ( \_\_\_\_\_ )

★今の英語の力と4月の頃の英語の力を比べてみよう！  
今（7月）の力や意見をえんぴつで、4月の力や意見を赤ペン(赤えんぴつ)で色をつけてください。

問い Questions	1	2	3	4
1. (ペアで話すときの)私の聞く力は…	☹	😞	😊	☺
2. (ペアで話すときの)私の話す力は…	☹	😞	😊	☺
3. しおり先生の英語の指示や説明はわかる。	☹	😞	😊	☺
4. 英語の歌を歌うのは、かんたんです。	☹	😞	😊	☺
5. 英語の歌を歌うのは、楽しいです。	☹	😞	😊	☺
6. 英語の歌は、英語の話す力の上達に役にたった。	☹	😞	😊	☺
7. 英語の歌は、英語の聞く力の上達に役にたった。	☹	😞	😊	☺
8. 歌のアクティビティは、英語を話す自信につながった。	☹	😞	😊	☺
9. 歌のアクティビティによりもっと英語を勉強したいと思った。	☹	😞	😊	☺

スキル: スピード / 発音 / イントネーション(文の強弱) / アクセント(単語の強弱) / 記憶力 / その他  
 アクティビティ: Small Talk / 動画と歌 / 英検 / 踊りと歌 / 替え歌 / ビンゴ / インタビュー / その他

★順位をつけてみよう！

10. 歌のアクティビティは、どの英語のスキルの上達に役に立ちましたか？

(1 番目): \_\_\_\_\_

(2 番目): \_\_\_\_\_

(3 番目): \_\_\_\_\_

11. どのアクティビティが英語の勉強に役に立ちましたか？

(1 番目): \_\_\_\_\_

(2 番目): \_\_\_\_\_

(3 番目): \_\_\_\_\_

### Appendix B

*The second page of the Retrospective post-then-pre questionnaire done in January*

★最後に4月の時と今の気持ちや考えを比べてみよう！  
(具体的に書きましょう。)

1. 英語の勉強意欲について思うことをまとめてみよう！

4月、英語の勉強のことを

だと思っていたけど

今は、英語の勉強のことを

だと思う。

2. 英語の歌に対して思うことをまとめてみよう！

4月、英語の歌のことを

だと思っていたけど

今は英語の歌のことを

だと思う。

3. 自分のできることに順位をつけよう！

4月にできたこと

( ) 英語を読むこと 具体例

( ) 英語を書くこと

( ) 英語を話すこと

( ) 英語を聞くこと

( ) その他

今できること

( ) 英語を読むこと 具体例

( ) 英語を書くこと

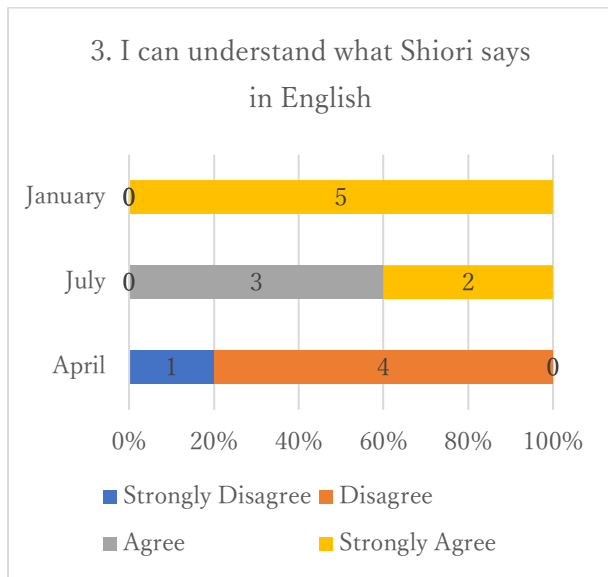
( ) 英語を話すこと

( ) 英語を聞くこと

( ) その他

## Appendix C

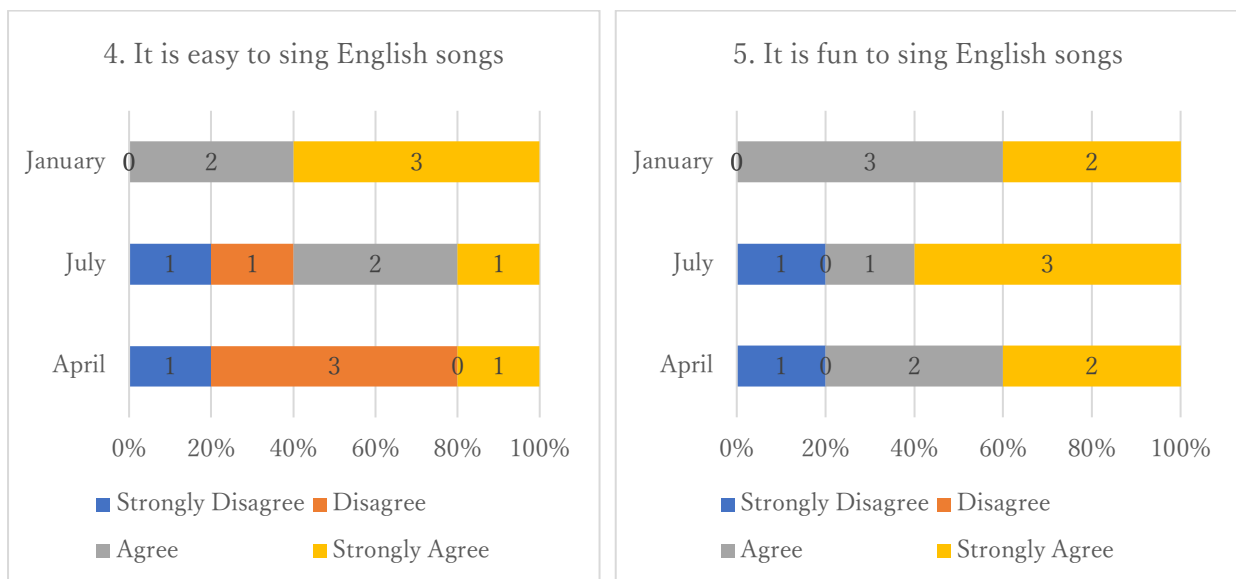
Perceived English listening ability from question 3 (N=5)



Note. A 4-point scale was used for the answer choices (1: Strongly disagree to 4: Strongly agree).

## Appendix D

Opinions about English songs from the questions 4 and 5 (N=5)



Note. A 4-point scale was used for the answer choices (1: Strongly disagree to 4: Strongly agree).

## Appendix E

*Top three abilities that were influenced by music activities from Question 10*

Q. Which skills were improved by music activities?

Students	English abilities		
	1st	2nd	3rd
Saki	Memorization	Pronunciation	Accent
Rina	Accent	Pronunciation	Speed
Shun	Pronunciation	Speed	Intonation
Kaho	Memorization	Pronunciation	Accent
Yuri	-	-	-

*Note.* The list that was chosen skills above from listed six skills: speed, pronunciation, intonation, accent, memorization, and others. Yuri was unable to answer the question. The lists are translated from Japanese by the author.

## Appendix F

*Top three activities that helped me learn English from question 11*

Q. What activities helped you learn English?

Students	Class activities		
	1st	2nd	3rd
Saki	Lyrical Adaptation	Small Talk	Bingo
Rina	Interview	Small Talk	Eiken
Shun	Small Talk	Interview	Other
Kaho	Eiken	Small Talk	-
Yuri	-	-	-

*Note.* The list that was chosen activities above listed eight activities: small talk, video and song, EIKEN, dance and song, lyrical adaptation, bingo, interview, and other. Yuri was unable to answer the question. The lists are translated from Japanese by the author.

## Appendix G

*Perceived English abilities in ranks from the question 14 in the questionnaire*

Q. Compare your English abilities with April and July and give them ranks.

Students	Month	Perceived English abilities			
		1st	2nd	3rd	4th
Saki	April	Speaking	Listening	Writing	Reading
	January	Writing	Speaking	Listening	Reading
Rina	April	Speaking	Reading	Listening	Writing
	January	Reading	Speaking	Listening	Writing
Shun	April	Listening	Speaking	Reading	Writing
	January	Listening	Reading	Speaking	Writing
Kaho	April	Listening	Speaking	Reading	Writing

	January	Speaking	Listening	Reading	Writing
Yuri	April	-	-	-	-
	January	-	-	-	-

*Note.* Yuri was unable to answer the question on the questionnaire.

## Appendix H

*The whole transcript of the speaking test between Saki and Rina*

Saki initiates the conversation following the *Janken* rule. The winner of the *janken* starts the conversation. The transcript starts at 00:24 and ends at 1:25.

[00:24.1]  
01 Saki how- how's it going. [00:25.6]  
02 Rina pretty good. how are you. [00:27.2]  
03 Saki great. (0.8)etto: I went to park. [00:30.5]  
04 Rina park nice. how was it? [00:32.6]  
05 Saki (0.6) it wa:s amazing. (0.5) [00:35.0]  
06 Rina amazing nice. (1.2) what did you do? [00:38.8]  
07 Saki (.)えつと{°>etto<°, well} I saw bon dance. [00:41.2]  
08 Rina bon dance. (0.8) do you like park? [00:44.9]  
09 Saki (0.7) えつと:: {etto::, well} yes I do! (.) [00:47.6]  
10 Rina nice. (1.6) [00:50.3]  
11 Rina えつと:: {etto::, well} (1.0) I went to: Fukui. (.) [00:54.5]  
12 Saki >Fukui?< nice. (.) えつと{°>etto<°, well} how was it [00:57.5]  
13 Rina (0.9) it was amazing.= [01:00.0]  
14 Saki =amazing nice. (0.7) etto {え::つと, well} what- what did you do, [01:05.5]  
15 Rina (0.7) it- (..) I (.) went to a .hh dinosaur museum. [01:11.8]  
16 Saki dinosaur museum? (0.5) oh: nice. (.)  
um:: do you like dinosaur museum? [01:19.0]  
17 Rina (0.5) yes I do.= [01:20.5]  
18 Saki =oh you do nice. えつと {>etto<, well} nice talking with you. [01:24.2]  
19 Rina you too. [01:25.1]

## Appendix I

*The whole transcript of the speaking test between Yoko and Saki*

Yoko initiates the conversation following the *Janken* rule. The winner of the *janken* starts the conversation. The transcript starts at 00:05 and ends at 1:29.

[00:05.3]  
01 Yoko how what's going? [00:06.5]  
02 Saki (0.8) えつと {°etto°, well} えつと {e::tto, well} great how about you [00:9.6]  
03 Yoko great. ( ) I went to pool (0.6) [00:13.0]

04 Saki pool n:ice. .h えっと {e::tto:::, well} how was it, [00:17.0]  
 05 Yoko (1.2)だから {dakara, that is} .hh (.) <I> (0.8) I am (.) great  
 [00:23.0]  
 06 Saki great nice. .h えっと {etto:, well} what did you do [00:26.7]  
 07 Yoko (0.9) I playing (.) えっと {°etto°, well} .hh swimming [00:31.0]  
 08 Saki swimming nice. .hh えっと {etto::, well} do you like pool?  
 [00:36.3]  
 09 Yoko えっと {>etto<, well} yes I can ん {n?, um?} (1.2) >yes I can  
 で合ってるっけ あれ待って{de atterukke? are matte<=, is it correct?  
 Hold on}[00:41.4]  
 10 Saki っと {=°tto, well} oh you do° ↑nice (1.5) ah I went to park.  
 [00:46. 2]  
 11 Yoko park nice えっと {etto, well} (1.0) °how was° going (.) ん?(.)  
 (っと)待ってね(.) haちよっと待ってね {tto <mattene> chotto  
 mattene, hold on a minute} (1.0) how was it [00:56.5]  
 12 Saki っと {tto, well} it wa::s amazing (0.9) [00:59.7]  
 13 Yoko >amazing< nice. (1.4) what (..) did you eat [01:05.1]  
 14 Saki えっと{>etto<-, well} I ate: (..) ice cream. = [01:07.9]  
 15 Yoko =>ice cream nice.< (0.9) what flavor [01:11.1]  
 16 Saki (0.6) えっと{°etto::: °, well} (3.0) eh? (.) let me,  
 <see::: > (2.0) ah <hopping shower> [01:25.8]  
 17 Yoko °hopping shower° nice. [01:25.3]  
 18 Saki nice talking- ah haha [01:27.2]  
 19 Yoko nice talking you too [01:28.4]  
 20 Saki (0.5) you too! [01:29.7]

## Appendix J

### *The whole transcript of the speaking test between Kaho and Shun*

Kaho initiates the conversation following the *Janken* rule. The winner of the *janken* starts the conversation. The transcript starts at 00:04.4 and ends at 01:28.8.

[00:04.4]  
 01 Kaho how's it going [00:05.5]  
 02 Shun pretty good how are you [00:07.1]  
 03 Kaho great .hh you know (.) I will be in 6 grade in April. [00:11.3]  
 04 Shun (0.5) what do you want to .hh (.) in 6 grade [00:16.5]  
 05 Kaho (0.5) I want to play (.) basketball= [00:20.4]  
 06 Shun =basketball nice .hh what [where] do you want to go [00:23.5]  
 07 Kaho (0.5) I want to go to Disneyland.  
 08 Shun Disneyland. nice. what else [00:29.0]  
 09 Kaho (1.0) <I want to go to Fuji-san>. [00:33.1]  
 10 Shun Fuji-san nice. .hh what (.) do you (.) want to there [00:39.0]  
 11 Kaho I want (.) to roller coaster. [00:42.6]  
 12 Shun roller coaster nice. (1.2) you know (.) <I will be 6 grade>.  
 in april [00:51.0]  
 13 Kaho (0.9) where do you want to go? [00:54.0]  
 14 Shun (0.4) I want to .hh (.) go: (2.0) America. [01:00.1]  
 15 Kaho America sounds great. (.) with who? [01:04.0]

16 Shun (0.9) my family. [01:06.6]  
 17 Kaho family nice. (0.5) what do you want to ea:t? (0.6) [01:11.4]  
 18 Shun I w- I want to: .hh ea:t (.) hamburger [01:15.5]  
 19 Kaho hamburger sounds great (.) what else [01:18.8]  
 20 Shun (0.8) I want to- eat spaghetti [01:22.9]  
 21 Kaho spaghetti me too (0.6) nice talking wi:th: you [01:27.7]  
 22 Shun you too [01:28.8]

## Appendix K

### *The whole transcript of the speaking test between Yuri and Rina*

Kaho initiates the conversation following the *Janken* rule. The winner of the *janken* starts the conversation. The transcript starts at 00:12 and ends at 02:40.

[00:12]  
 01 Yuri how's it going. [00:13]  
 02 Rina pretty good. how bout you. [00:15]  
 03 Yuri great. (..) えっと [etto, well] (.)  
     <I |will do(be) in five (9.0) grade (4.0) in april.>  
     |((Y starts looking at her worksheet)) [00:37]  
 04 Rina where do you want to go? [00:39]  
 05 Yuri (2.0) <I went-> I want (.) go to USJ. [00:47]  
 06 Rina USJ me too, (1.0) what do you want- <to> (.) there? [00:53]  
 07 Yuri <I> .hh <want to> | .hh I want: to:: go to .h  
     |((Y looks at her worksheet))  
     キノコ王国 {kinoko okoku, mushroom kingdom} [01:06]  
 08 Rina キノコ王国 {kinoko okoku, mushroom kingdom} sounds  
     great! (.) what do you want to eat? [01:10]  
 09 Yuri (1.0) <I like キノピオの {kinopio no, kinopio's} pizza>. [01:16]  
 10 Rina キノピオの {kinopio no, kinopio's} pizza. nice! what else [01:20]  
 11 Yuri (.) I like stew. [01:24]  
 12 Rina stew. (1.0) I see. (1.5) えっと {etto-, well} you know  
     fiv- (.) you know. will (..) in five grade. in April. [01:36]  
 13 Yuri (1.2) <where do you> .h <go to> (4.0) | where do you  
     <want> to go, |((Y looks at her  
     worksheet)) [01:50]  
 14 Rina °tto° I want to go to USJ. [01:53]  
 15 Yuri (.) me too. (1.5) what (.) .hh do you want to .h (2.5)  
     |want to <there> [02:06]  
     |((Y looks at her worksheet))  
 16 Rina I want to:: go to: (1.2) n? I wan|t to::: (1.5) I want to:  
     |((Timer goes off))  
     (.) n? I wan- °to:° (1.6) roller- (.) ride roller  
     coaster. [02:24]  
 17 Yuri roller coaster nice. (2.8) <what (.) ↓color> do you like? [02:27]  
 18 Rina えっと {etto, well} I like RED. [02:35]  
 19 Yuri red nice. [02:37]  
 20 Rina nice talking with you=  
 21 Yuri =you too. [02:40]

## Appendix L

### Sample Lesson Plan

#### Today's Lesson Plan (Day 5)

Objectives: Ss are able to use “Where do you want to go this weekend?”

Time	Interaction T-Ss, S-S, S	Activity and Procedure
(4) 3 1	S T-S	Greeting / Homework checking / Goal Setting 1. Ss set their goal for the class while T checks homework. 2. While checking homework, T asks S to read the word on the homework worksheet aloud.
(6) 1 2 3	T-Ss S-S T-Ss, S	Vocabulary Test 1. T distributes a vocabulary sheet that has irregular past tenses. 2. Ss work in a pair or a group to do the worksheet. 3. Ss write their answers on the board and T checks the answers with the class.
(3)	T-Ss	Pre-task with music 1. T sings the theme song with the target grammar of the lesson. 2. Ss join T with clapping. 3. Ss join T with singing.
(15) 3 1 1 2 2 1 1 1 2 1	T-Ss T-Ss S-S T-Ss T-Ss S-S T-Ss T-Ss S-S T-Ss	Pre-task with worksheets 1. <b>(Step 1):</b> T sings the phrases with music while showing the visual aids to Ss. Ss listen first. 2. T repeats the same process as Ss take notes. 3. Ss share their answers in pairs. 4. T checks the answers with the class. 5. <b>(Step 2):</b> T sings the phrases and Ss choose the right words. 6. Ss share their answers in pairs. 7. T checks the answers with the class. 8. <b>(Step 3):</b> T asks Ss to join her in reading the target sentences. 9. Ss discuss the meaning of the target sentences in pairs. 10. T checks the answers with the class.
(19) 1 1 2 14 1	T-Ss S T-Ss S-S S-S	Task 1. T distributes the small piece of paper with the name of cities on it to Ss. 2. Ss write the sentence “I want to go to ...” 3. T explains the procedure in English and Japanese. 4. Ss get in pair and talk in pairs to find their partner. They continue the process until they find a partner. 5. Once Ss find the partner, they decide what they want to do in their city.
3	S	Self-Reflection

Total time: 50 minutes

S-S: 27 minutes

S: 8 minutes

T-Ss: 25 minutes



# Appendix N

## Sample handout made with FFI with music activity

### I want to eat delicious ramen!

Step 1: Let's connect the dots!



Step 2: Choose what you hear.

- (1) A: You know, I ( want / went ) to go to Gifu.  
 B: ( What / Where ) do you want to do in Gifu?  
 A: I want to, I want to climb the mountains.
- (2) A: You know, I want to ( go / going ) to Okinawa.  
 B: What ( did you / do you ) want to do in Okinawa?  
 A: I want to, I want to see dolphins.
- (3) A: You know, I ( want to / want ) go to Hokkaido.  
 B: What do you ( wind to / want to / went to ) do in Sapporo?  
 A: I want to, I want to eat delicious ramen.

Step 3: Grammar Point!

◎What do you want to do in Sapporo?  
 札幌で ( ) ?

○I want to eat delicious ramen.  
 私は、 ( )。

Step 4: Let's play Bingo! Your city: ( )  
 What do you want to do in your city? ( I want to eat delicious ramen. )

[Model Dialog]

A: You know, I want to go to Tokyo!  
 B: Oh, REACTION/SHADOWING What do you want to do in Tokyo?  
 A: I want to, I want to visit Tokyo Sky Tree.  
 B: REACTION/ SHADOWING + Random Question

\*Change the roles: How about you?

Name: _____	FREE	Name: _____
Where: _____		Where: _____
Why: _____		Why: _____
Name: _____	Name: _____	FREE
Where: _____	Where: _____	
Why: _____	Why: _____	
FREE	Name: _____	Name: _____
	Where: _____	Where: _____
	Why: _____	Why: _____

## Appendix O

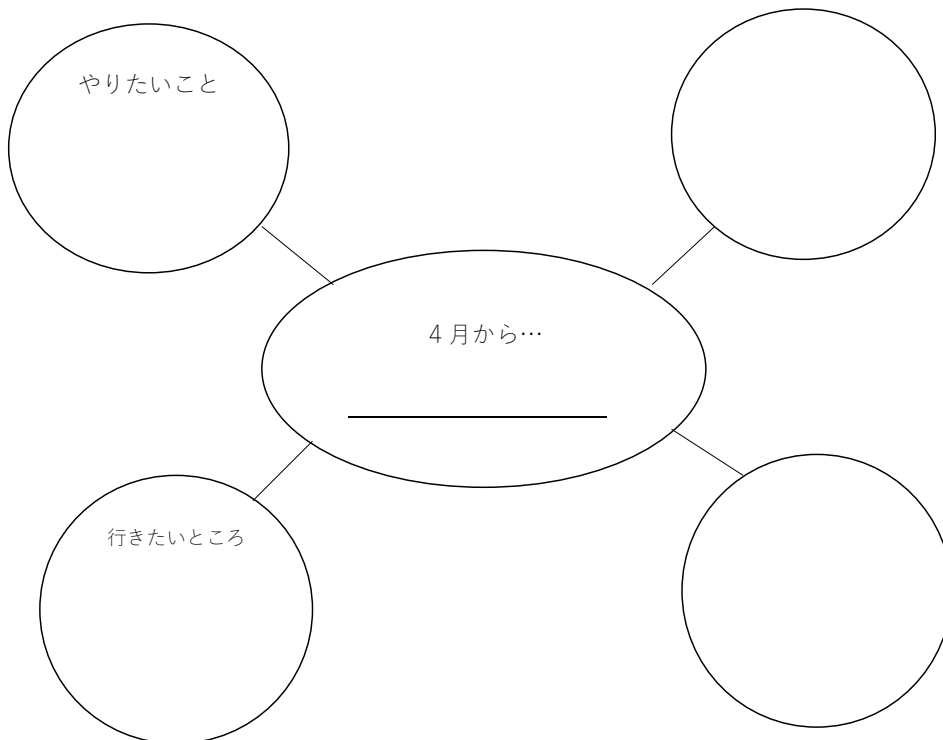
### Sample Handout for incidental FFI

## I will be in 2<sup>nd</sup> grade in April!

Step 1: しおり先生の話聞いて分かったことを書いてみよう！

	Answer
What grade? 何年生？	
What? やりたいことは？	
With who? だれと？	
Where? 行きたいところは？	
What? そこでやりたいことは？	

Step 2: Mind Map - 4月になったらやりたいことを考えてみよう！



## Appendix P

*The second page of the sample handout for incidental FFI*

Step 3: 質問に答えてみよう！ 5番と6番は自分で質問を考えて答えてみよう！

1 What will you be in April? (e.g., I will be in 4th grade in April.)

.....  
.....  
—————  
.....

2 What do you want to do in \_\_\_\_\_ grade? ( I want to ~.)

.....  
.....  
—————  
.....

3 Where do you want to go? ( I want to go to ~.)

.....  
.....  
—————  
.....

4 What do you want to do there? ( I want to ~.)

.....  
.....  
—————  
.....

5 \_\_\_\_\_ ?

.....  
.....  
—————  
.....

6 \_\_\_\_\_ ?

.....  
.....  
—————  
.....

## Appendix Q

*The third page of the sample handout for incidental FFI*

Step 4: ペアと一緒に会話文を作ってみよう！

A&B: OPENER

A: You know, I will be in \_\_\_\_\_ grade in April!

B: CSs \_\_\_\_\_ ?

A: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

B: CSs \_\_\_\_\_ ?

A: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*Change the roles. How about you?

A&B: CLOSER

Step 5: クラスメイトと話してメモを取ろう！

Name	何年生になる？	しつもん1	しつもん2	ランダム・ クエスチョン