

Integrating writing and speaking through focus-on-form : Supporting students' engagement in English Expression classes

Context

Subject: English Expression II

Target Class: Senior high school (3rd year)

Level: Eiken pre-1 to pre-2 levels are mixed. They are the advanced and the middle level in three classes.

Class size: 29

Time: 50minutes, 4/week

Textbook: Vision Quest Ace

Goals and objectives:

The general goal of this course, as one of the courses which all students need, is to have students ready to read the university entrance exams with grammatical knowledge. Basically, students improve their vocabulary through small tests held every week. In addition to these common goals, I would like to increase students' engagement and motivation by providing CLT in which students interact with each other.

Introduction (Problems I face& Goal and Objectives)

I realized that some students got tired of listening to difficult grammar expressions and slept in classes. They had difficulty remembering words and phrases in the textbook. They seemed to be demotivated to study English since the grammar points were getting more and more difficult. In learning languages, it is essential to use the language. So, making classes not teacher-centered but student-centered is necessary for students to develop their language skills. In other words, unless they use the target language, they cannot acquire the language. To increase students' engagement, I stopped Japanese grammar explanations. I started using focus-on-form instruction and timed conversations during the current school year. By providing students with opportunities to interact with each other, they engaged in class more. Students came to remember the expressions they used in the activities. So, I have been working on research on what

kinds of focus-on-form instructions and timed-conversation are effective for students' language proficiency and motivation.

One of the main goals of this Action Research is to investigate how integrating speaking and writing through focus-on-form instructions supports students' engagement in English Expression classes so that I would be able to offer more effective lessons in my teaching. Objectives are the following ones.

- 1) By the end of January, 100%students can continue the conversation in English for two minutes with no long pauses of two seconds or more.
- 2)Students can understand and answer questions about what their partner says in the performance tests.
- 3)100%students can write their compositions with more than 100 words through fun-essay by January.

Literature review

Meaningful interaction in the classroom

With increasing the necessity of global communication skills, growing English proficiency is becoming a more important factor in a global society. Even though Japanese people learned English for more than 10 years, many of them cannot speak English. That is triggered by the Japanese English education which focused on reading and listening for entrance exams. In teacher-centered lessons, students have few opportunities to speak English. Most of the time, students listen to teachers' explanations in Japanese. Students need both input and output to develop their language skills. In other words, it is essential to use the target language. Some researchers have tried to certify it. Paul Nation (2001) reviewed studies that showed that a learner needs to have many meaningful encounters with a new word before it becomes firmly established in memory. The estimates range as high as 16 times in some studies. So, from this view, students need to use the target words in meaningful interactions to increase vocabulary. And they must use the words again and again in the conversation. It means teachers should give their students more time to speak English. And Evelyn Hatch (1978), Michael Long (1983,1996), Teresa Pica (1994), Susan Gass (1997), and many others argued that conversational

interaction is an essential, if not sufficient, condition for L2 acquisition. These researchers have studied the ways in which speakers modify their speech and their interaction patterns in order to help learners participate in a conversation or understand the meaning of a new language. Long (1983) argued that modified interaction is the necessary mechanism for making language comprehensible. Therefore, meaningful interaction is essential for students to understand how the grammar and phrases they learn work in daily conversation. English is a language. So, to use the language, we need to know how to communicate with others. In daily conversation, even in our mother tongue, we negotiate to make our conversation go well. And by using the words and phrases, we learn how to use them in each context. So, making time for student interaction leads to both students' English proficiency and communication skills. Even if the students' partners in the activities are not their close friends, they need to know how to make communication and it is a very important skill when they cooperate with others in society.

CLT (communicative language teaching) through communication strategies

As I mentioned before, communication is seen as an important factor in English education. Savignon(1997) says “communication is the expression, interpretation, and negotiation of meaning.” Therefore, in the classroom, teachers need to have activities to make a negotiation of meaning. It means students are supposed not to know the answers. They need to find an answer by negotiating with each other. To negotiate, they should know the strategies to make conversation. In other words, students need to have communicative competence. To develop communicative competence, CLT is one of the best methods. Savignon(2002) defines “The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence”(p.22). In other words, CLT aims at developing learners' communicative competence through communication. As presented in figure 1.5, Savignon(1997) mentions that the inclusion of strategic competence as a component of communicative competence at all levels is important because it demonstrates that regardless of experience and level.

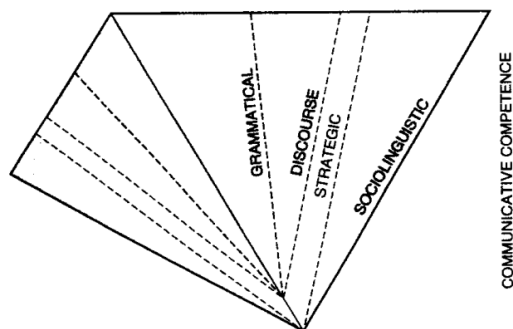


FIGURE 1.5

The Components of Communicative Competence

So, even if students' levels are beginner ones, they can develop strategic competence. It means it is effective to learn strategic competence to increase communicative competence. Communication strategies (CSs) are what learners use "to overcome the inadequacies of their interlanguage resources" (Ellis, 1994, p.396). "A systematic technique employed by a speaker to express his or her meaning when faced with difficulty" (Corder, 1981). Sato (2005) shows that "explicit teaching CSs was useful to raise learners' awareness but not sufficient for them to be able to use those CSs in their conversations. Learners need continuous opportunities to actually use English and to evaluate their use of CSs." So, we teachers had better make more time to have students use CSs many times to increase their communicative competence.

Integrating speaking and writing through FFI

Brown (1994, p.219) gives six reasons why the integration of four skills is the only plausible approach within the framework of communicative language teaching.

1. Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
2. Integration means sending and receiving the message.
3. Written and spoken language often bear a relationship to each other, to ignore that relationship is to ignore the richness of language.
4. For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
5. By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.

6. Often skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

That means both written and spoken language should be taught in the classroom. In addition, English four skills reinforce each other. So, I made both speaking activities through FFI and writing activities through fun essays. According to Ellis(2006), FFI “entails a focus on meaning with attention to form arising out of the communicative activity” (p100). Lee and VanPatten (1995) say “learners need not only input to build a developing system but also opportunities to create output in order to work on fluency and accuracy” (p.118). Students can learn language forms and how to communicate in FFI. To develop students’ writing skills, after FFI, I made fun-essay activities in which students write essays and exchange opinions by using CSs. We call the activities timed conversations. Based on what they write in fun essays, students continue the conversation by using CSs. By making those activities, I combined English four skills to develop students’ English proficiency.

Method (What I did)

Purposes of the study

This action research aims to investigate how CLT through FFI and CSs supports students’ engagement in class and increases motivation to study English.

Also, this research is to explore the connection between integrating speaking and writing and students’ English proficiency.

Materials and Procedure

Questionnaires

The target class was a required English course called “English expression II” for third-year students. 41 students took this course and students are classified into three classes (basic, middle, and advanced). I was in charge of the middle one, first. However, since November, I taught middle and advanced ones because of the absence of one teacher. In order to explore the students’ attitudes toward class activities, their motivations, and

confidence, questionnaires were conducted first semester and last semester. The class members were changed depending on the term test scores. I planned to administrate questionnaires before every term test. However, I had to teach different students in the middle of the second term, and I could not conduct questionnaires. Detailed information about the participants and the contents of each questionnaire is presented in Table 1.

Table 1

	First semester (July)	Third semester (January)
Weeks I thought	5	5
No. of participants	19	29
Questionnaire focuses	-about speaking, writing, and listening -about class activities a -changes after taking a class	-about speaking, writing, and listening -about class activities -changes after taking a class

Lesson contents

The class was offered four times a week. The class consisted mostly of 1) small tests (from the vocabulary textbook: called “Nexstage”), 2)pair work (information exchange tasks) through FFI, 3) fun essays (peer editing), and 4) timed conversations (using CSs). Here is detailed information which I used in the class.

1) Small test

This test is mandatory since the average score of the test is one of the elements in the evaluation. All classes should have the test twice a week. Students remember about 20 idioms and grammar points from the textbook and 10 out of 20 are asked on the test.

2) pair work (information exchange tasks) through FFI

I started using the FFI worksheet in May, I used them for three hours out of four hours. In the worksheets, students followed input, noticing, and output activities as below. In input activities, students exchanged information by doing information exchange tasks. And after input, students categorize grammar points by doing noticing activities. In output activities, students check whether they understood the target grammar usage by doing activities.

3)Fun essays

Sato Takahashi(2008) explained how she integrated writing and speaking.

- (1) introducing three questions about the topic
- (2) practicing conversation strategies
- (3) writing assignment (homework) (a) what you want to say (b) vocabulary you want to use for this topic (c) Three new questions you will ask in the next conversation
- (4) peer conversation
- (5) timed conversation (3mins conversation and 2mins summarizing) × 3
- (6) recording

I have followed these steps in the activity since September. After step(3), I had students do peer editing. Students made ☆ on the point they liked, ? on the points they couldn't understand, “more” on the point they needed more information. Then they added more information. After peer editing, they practiced timed conversations with different partners. I announced to them the timed conversation would be the speaking test held at the end of the semester. Since we had time in the last semester, I had students write at least three reasons why they chose the movie as the best movie they ever watched. By making their essay longer, they used more vocabulary and eventually, they spoke more time in the speaking test.

4) timed conversations (using CSs)

I conducted a speaking test at the end of the semester. I conducted the speaking test in July, October, December, and January. Students practiced timed conversations many times in class. They summarized what the partner said in the activities. They practiced CSs many times in the activities. After the test, I had students do self-reflection about the speaking test.

Results

English four skills and CLT

I conducted the surveys in July and January to compare how my students' English skills have developed this year. The questions are about their speaking, writing, listening, motivation, confidence, and activities I used in the class. I compared each one in April (In July, students wrote how they thought about each one in April) and in January (students wrote it in January). At the end of the survey, I asked my students for any comments about my class. The members in classes and the total students' numbers are different since the members were changed based on the scores of the term tests. I categorized students' answers and comments based on English skills in this section.

Speaking

Table 2 shows students' ideas about speaking. In January, more than 65% of students felt they could say what they wanted to say compared to less than 10% of them felt so in April. Table 3 showed more than 85% of students could continue the daily topic for 2 to 3 minutes stumbling in January, even though less than 5% thought so in April.

Table 2



Table 3

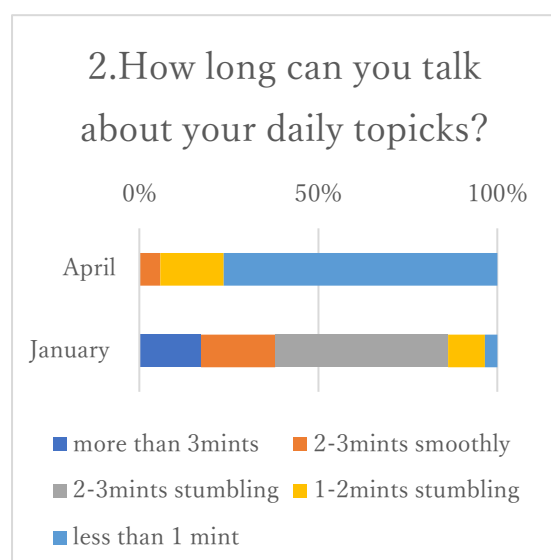


Table 4 and 5 show how my students could use CSs. As for the opener and closer, In January, more than 80% of students could use them usually. Also, more than 70% of the students could use shadowing more than three times.

In contrast, only about 10% of them could use opener and closer usually and about 20% of them could use shadowing more than three times in April.

Table 4

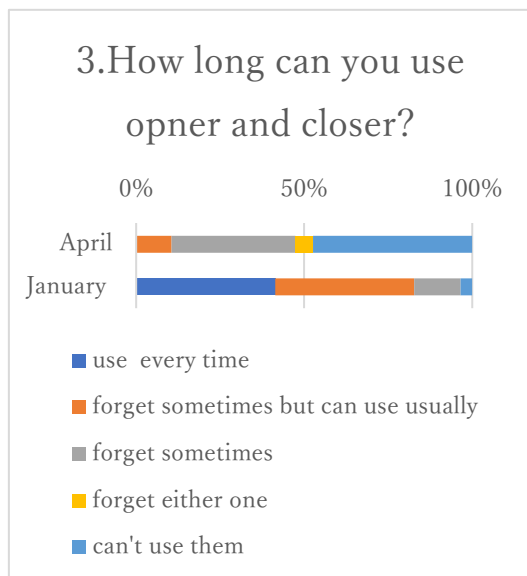
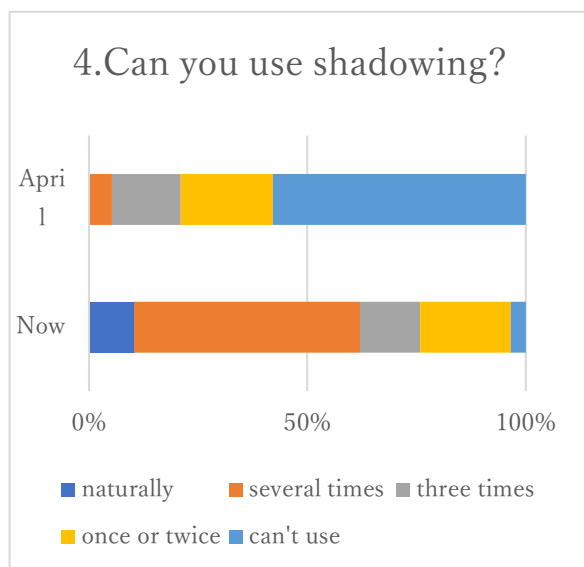


Table 5



Here are comments from my students about speaking. Since I started using CSs in my class, students felt they could improve their speaking. And finally, in January, they increased their motivation toward speaking.

() means the number of students who made similar comments.

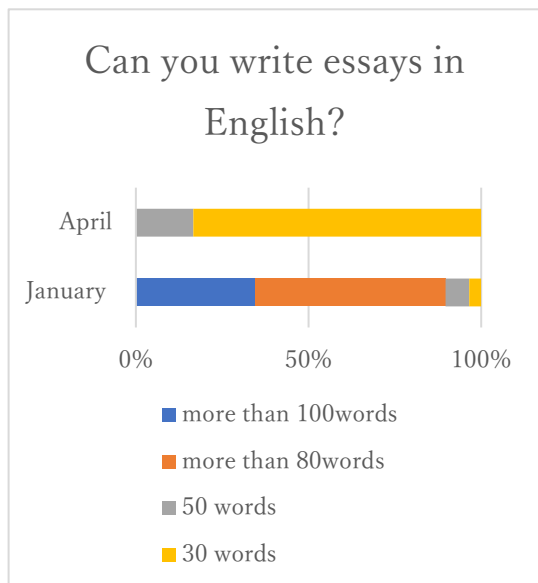
July	I could improve my speaking a little bit. (1) I came to reply in English. (1) I stumbled over my words in English. (3)
January	Now I came to think I want to speak more in English. (4) I couldn't speak English at all at first, but eventually, I could speak for more than 3 minutes and make conversation. (7)

Writing

From the second semester, I started using fun essays. I could see my students' change in the number of words they could write. In the beginning, they could write more than 50 words on average. I shared the common errors, and they developed their grammar, too. Table 6 shows how my students thought about their writing were changed. In April, all students answered they could write less than 50 words. However, in the last fun essays, about 80% of them could write more than 100 words, and 90% of the students answered they could write more than 80 words. And the comments

show that the fun-essay topic was what they wanted to say to their partners, it encouraged them to remember phrases and words.

Table 6

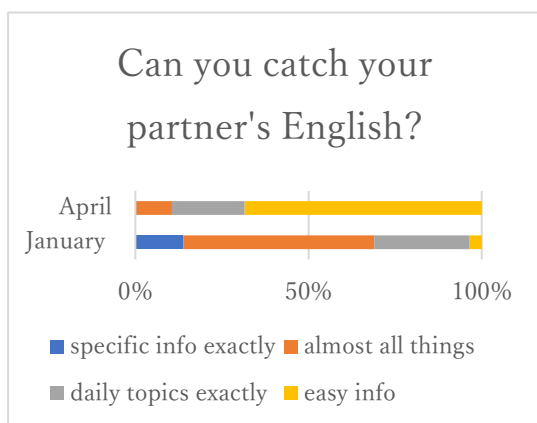


July	I could write what I want to say with easy words. (1)
January	Now, I could write more than 100 words and enjoy writing. (5) The topic was what I wanted to write, so I could remember the words more and I can learn expressions from others. (3)

Listening

I made a lot of communicative activities through FFI. So, students came to make more output. At the same time, they had more opportunities to listen to others. And most of my activities were information gap ones. It means what the partners said was unexpected. It enhanced students' listening skills. Table 7 shows that they developed their listening skills from the level of catching up on easy information to the level of catching up on almost all things. The comment shows how one of my students developed her listening skill through my activities.

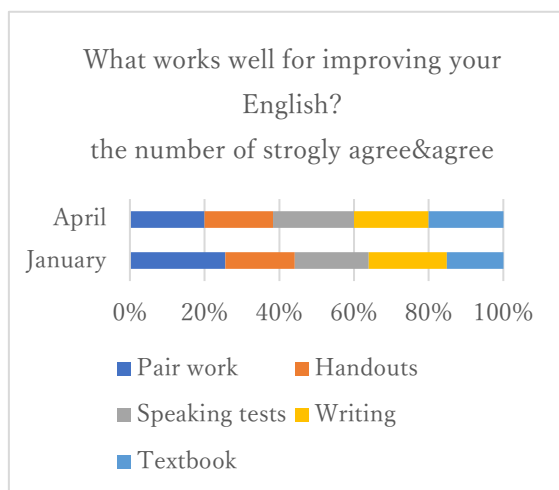
Table 7



I focused on what my partner wanted to say, so I could improve my listening. Since I was not good at listening, I focused on what my partner said. By doing so, I could improve my listening skills.(1)

Activities (FFI, Timed conversation, and fun essays)

Table 8



I asked my students to answer which activities work for improving their English. And table 8 shows that the ratio of the pair works increased slightly and one of the textbooks decreased a little. And the comments imply that even for one year, working cooperatively with each other could make a better impact on students.

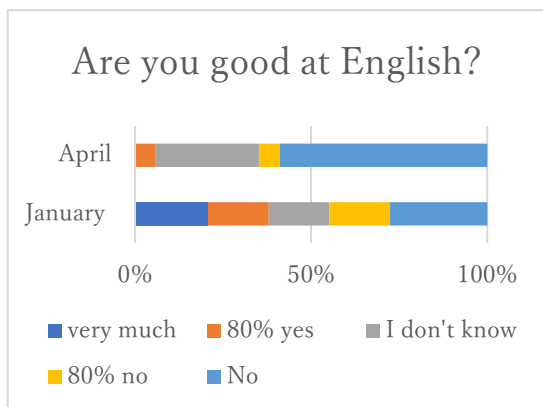
July	I like pair work and enjoy doing pair work with others. (1) I could remember many words. (1) It was easier to remember expressions through pair work. (1)
January	I could learn many expressions from others and use English more. (6) I think I can speak better to make myself understood than before. So, I came to like English more. (6)

Confidence and Motivation

I asked my students whether they thought they were good at English or not. Table 9 shows that even though they could talk for more than 3 minutes and 80% of them wrote more than 100 words in January, less than 40% of them thought they were good at English. My question was subjective so, they couldn't measure their ability comparing with some concrete criteria. However, from their comments, I could see they noticed their growth and their engagement increased more than before. And from interviews with 3 leveled students, I could see the benefits of a mixed-leveled class. The lower leveled students said, "I could learn many expressions from advanced-leveled students." Moreover, she mentioned the importance of the topics. She

answered “It was difficult to understand others’ stories if I don’t know the words and the background of the stories. So, familiar topics are better. My favorite movie was easy to understand and talk about.” So, it’s better to satrt timed conversations from familiar topics.

Table 9



July	I came to like English. By doing pair work, I engaged in solving problems more. (4)
January	Speaking test was challenging but I thought it helped a lot to improve my English. (2) I could improve my communication skills by talking with others. (3) And I could see my improvement in speaking and writing. (5)

What I learned

Input & output enhance the students’ proficiency. Some students reported they could remember the words and phrases in CLT than teaching the contents from the textbook with Japanese explanations. Communicative activity increased students’ motivation since they reported they wanted to deliver what they wanted to say and get information from others correctly. Long and Porter (1985) stated that, unlike teacher-centered lessons, they can exercise more in peer groups without being rushed to produce correct sentences; thus, they can develop discourse competence, rather than limited to just constructing a sentence grammar. In addition to this, they mentioned how group work helps students’ speaking. Long and Porter (1985) laid out the several advantages of group work in the second language classroom, not only from pedagogical, but also from psycholinguistic perspectives. They argue that a small group conversation improves the quality of student talk because students can engage in

cohesive sequences of utterance for a fair amount of time, which helps them develop discourse competence; consequently, students are involved in the lessons more, which promotes a higher motivation to learn. From the results of the survey, I can see FFI, and timed conversation to grow students' engagement because students reported the topics were what they wanted to tell others, and which helped students engage class more. In fun essays and timed conversations, they commented that they could learn expressions from others. Michael Long and Patricia Porter (1985) found that learners produced more talk with advanced-level learners than with intermediate-level partners, partly because the conversation with advanced learners lasted longer. That means it is better to learn with mixed-level students than with only the same-leveled students.

Conclusion & Future issues

This research shows how effective the use of CLT including FFI, timed conversation, and fun essays are in second-language teaching. As I can see in the result of the survey, my students commented that they engaged in class more than before, since communicating with others motivated them to tell, listen to and write information correctly. Not only input but also output was increased in class. Eventually, it helped them remember the words and phrases in the textbook. Integrating speaking and writing made a lot of opportunities to use the target grammar, which helped students improve their English proficiency. Also, the students' comments showed the mixed-leveled class created more output since the interaction with advanced students continued longer. And in the interaction, students could learn expressions from others. However, to increase students' motivation, I need to improve the questions about confidence. I would like to change the questions to ones in which students can notice how their English four skills have been developed for the next research. To do so, I need to make can-do lists so that students can see which skills they have mastered.

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Appendix1

Lesson plan for Lesson18 (4 classes for 1 lesson)

Class1

Time	Interaction	Activity and Procedure
	T-Ss,S-S,S	
5	S	Greeting Small vocabulary Test
30		
(10)	S⇔S	嵐's Profile (input)
(10)	S⇔S	嵐's personality (input)
(10)	S⇔S	Grammar presentation
(10)	S	Focused practice
(5)	S⇔S	Check the answers

Class2

Time	Interaction	Activity and Procedure
	T-Ss,S-S,S	
35		
(15)	S	Writing about the best movie
(10)	S→S	Fun essay (mark signs ☆: Like ? :Question More: more information)
(10)	S	Add information
15	S⇔S	Practice speaking with three different partners

Class3

Time	Interaction	Activity and Procedure
	T-Ss,S-S,S	
5	S	Greeting Small vocabulary Test
30	T→Ss	Check the answers of textbook drills
15	S⇔S	Practice for the speaking test with three different partners

Class4 → Speaking Test & Surveys

Appendix2

Questions in the surveys conducted in July and January (in Japanese)

英表IIの授業についての変化を知るアンケート (学年末用)						
		Class()No.() Name()				
★高校3年生での英語学習が始まって1学期が経ちました。4月と現在の、英語の授業や自分の英語力についての考え方、感じ方がどう変わったか教えてください。4月と現在の両方の該当するところにし点をしてください。						
英語で話すことについて、どう感じていますか。	4月	言いたいことをかなり自由に話せる	多少の間違いはあるが言いたいことを言える	片言だが何とか言いたいことを言える	かなり片言で、単語を2, 3個並べる程度である	ほとんど話せない
	現在					
身近な話題でどれくらい話せますか？	4月	3分以上なめらかに話せる	2~3分ならなめらかに話せる	2~3分なら、時々つまるが話せる	1~2分ならなんとか話せる	1分もたない
	現在					
1~4の conversation strategiesについてどれくらい使えますか。あてはまるものを1つずつ選んでください。						
1. Opener, Closer	4月	必ず毎回使う	たまに忘れるがだいたい使える	時々忘れる	どちらかを忘れる	できない
	現在	必ず毎回使う	たまに忘れるがだいたい使える	時々忘れる	どちらかを忘れる	できない
2. Shadwing	4月	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
	現在	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
3. Rejoinders	4月	5種類以上できる	3~4種類できる	2種類できる	1種類できる	できない
	現在	5種類以上できる	3~4種類できる	2種類できる	1種類できる	できない

4. Follow-up questions	4月	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
	現在	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
英語で文章は書けますか。	4月	身近な話題について100語程度で、具体例や自分の気持ちをきめて書くことができる。	身近な話題について80語程度で、少し具体例を入れて書くことができる。	自己紹介等の基礎的なテーマで50語程度の英作文ができる。	自己紹介等の基礎的なテーマで30語程度の英作文ができる。	
	現在					
ペアでの会話で、相手の英語は聞き取れますか。	4月	幅広い話題について、具体的な情報が正確に聞き取れる。	幅広い話題について、大体聞き取れる。	日常的な話題について、具体的な情報が正確に聞き取れる。	自己紹介などの簡単な話題についてであれば、正確に聞き取れる。	
	現在					
先生やALTの英語は聞き取れますか。	4月	指示は全て理解できる。	指示はおおむね理解できる。	半分理解できる。	少し理解できる。	
	現在					
授業で使うハンドアウトは、役立ちますか	4月	はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	いいえ
	現在					

英語を身につけるのにどれくらい役立つと思いますか。		small talkなどのペア活動	授業で使うハンドアウト	スピーキングテスト	英文を書くこと	教科書やワークブックの問題
	4月	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
	現在	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4 (役に立つ) ----- 1 (役に立たない) それぞれ1つずつ○をつけてください。						
1どの分野を一番伸ばしたいですか。		英文を読む力	英文を聞く力	英文を書く力	英文を話す力	学校の試験問題
	4月					
	現在					
英語が使えるようになりたいですか。		はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	そう思わない
	4月					
	現在					
将来、英語を使う必要性を感じますか。		はい、とても	どちらかといえば、はい	どちらともいえない	どちらかといえば、いいえ	感じません
	4月					
	現在					
13) 英語は好きですか。		好き	どちらかといえば好き	どちらともいえない	どちらかといえば嫌い	嫌い
	4月					
	現在					
↓複数回答可						
英語の授業で好きなことは何ですか		small talk	ハンドアウトを使ったペア活動	スピーキング活動	ファンエッセイなどの書くこと	
	4月					
	現在					

↓複数回答可						
英語の授業で嫌いなことは何ですか		small talk	ハンドアウトを使ったペア活動	スピーキング活動	ファンエッセイなどの書くこと	
	4月					
	現在					
英語は得意ですか。		はい、得意です	どちらかと言えば得意	どちらともいえない	どちらかといえば不得意	不得意です
	4月					
	現在					
Small Talkやその他のペアトークへの参加状況はどうでしたか。		積極的に参加しています	あまり積極的に参加できません			
	4月					
	現在					
上の質問で「あまり積極的にできません」と答えた人に聞きます。その原因は何でしたか。あてはまるものすべてをチェックして下さい。						
		<input type="checkbox"/> ペアトーク自体が嫌い。		<input type="checkbox"/> 質問が難しいので、うまく話せない。		
		<input type="checkbox"/> 話したくない人がペアの相手になった。		<input type="checkbox"/> ペアトークが多くて飽きた。		
		<input type="checkbox"/> 相手が参加してくれない。		<input type="checkbox"/> 真面目にやろうとすると、周りが冷やかす。		
		<input type="checkbox"/> 日本人同士で英語を話すのが恥ずかしい。		<input type="checkbox"/> 友達がまじめにやっていないので、自分も合わせてしま		
		<input type="checkbox"/> 英語が出てこない。		<input type="checkbox"/> その他：		
		<input type="checkbox"/> 雑談をついついしてしまう。				
		<input type="checkbox"/> 関係ない話を周りの人からされる。				
		<input type="checkbox"/> ペアトークがあまり重要に思えない。				

英表Ⅱ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。

最後に、英表Ⅱの授業に対する感想や、要望を書いてください。来学期の授業をよりよくするためにもぜひ書いてください。
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