AR Final Report 2024

Developing Japanese senior high school students' communicative competence
through skills integration and interactional practices

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Introduction

Before I joined Nagoya University of Foreign Studies (NUFS) and worked on my action research (AR), I had struggled to teach my students. I taught my students based on the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM). However, many students seemed to have difficulty understanding the textbook since they did not understand the basic grammar taught in junior high school and became disengaged when I explained grammar items in the textbook. At that time, I was seeking a way to improve my students' engagement in activities somehow. Even though the Ministry of Education, Culture, Sports, Science and Technology (MEXT) stated that English teachers need to teach English in English (2011, p. 179), I did not know how to teach English without relying on Japanese. However, I noticed that if I continued my teaching based on the traditional methods, my students' communicative competence (CC) would not be developed.

When I was an undergraduate student, I learned there was a second language teaching program called TESOL. I thought it was time to learn it, so I joined the MA in TESOL program at NUFS in 2022 as a non-degree student. I learned several teaching approaches and how languages were learned based on the theories of Second Language Acquisition. Moreover, I learned effective teaching approaches in Second Language Teaching class and deepened my understanding about how to conduct skills integration. When I saw Professor Sato's—a teacher in the MA-TESOL program— demonstration of a skills integration approach, my belief in teaching English was totally changed. Through observation of his teaching, I realized that I could teach grammar without a long Japanese explanation, and skills integration develops students' CC more. I started my AR in 2022 by utilizing what I

learned as a non-degree student.

The last AR in this project was in 2024 and my target students were third-year students in a food cooking course. It was the first time they were taught English based on CLT. The course was "English CommunicationII" and I implemented skills integration in class and made handouts for the students to follow a three-part framework (Brown & Lee, 2015). In the previous two years, I mainly used FonF, so it was the first time to use a three-part framework. However, since I had conducted timed conversations and fun essays for the last two years, I could proceed with my class relatively smoothly. I administered performance tests such as speaking tests and fun essays. The topics were related to the textbook. From the second semester, the grammar items and words in the textbook became more difficult which impeded students' having conversations with the topics in the textbook. My goal was to develop students' CC through skills integration but since students cared much about difficult grammar and words, they could not have smooth communication. Professor Sato pointed out the problem and I shifted to use a different textbook called True Stories. Fortunately, other teachers who taught the same course agreed with using the new textbook since they had difficulty using the previous textbook which was far away from their students' level. I introduced conversation analysis (CA)-informed analyses of the recorded data to see how students developed their CC through interacting with others. As a result, I succeeded in developing my students' CC. To implement CLT, I needed to change the way of evaluation to check development of students' CC and materials that promote students' communication. Therefore, teachers' collaboration is required to share materials that are appropriate for students, by discussing problems and how to improve assessments.

Literature Review

Communicative Language Teaching

In the late 1970s, CLT was first introduced. Before that, grammar had been the focus for L2 teachers and researchers for a long time. At that time, the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM) were mainly used in second language teaching. According to Ellis (1991, p. 104), prior to the 1970s, the dominant methods (the grammar-translation method, the audiolingual method, and the oral-situational method) emphasized the importance of formal linguistic knowledge, either as explicit rules or as habits that led to grammatically correct linguistic behavior. However, it is suggested that these methods such as structural methods (particularly the oral-situational method) did not entirely neglect meaning, but the underlying assumption was that language learning was primarily about mastery of the formal-mainly grammatical properties of a language (Swain, 1985). The content of language courses based on these methods was stated primarily in terms of the structural rules that the learner had to master. In contrast, the CLT approach focuses on what the learner needs to say or do with language rather than on what language is, and the content of language courses includes the tasks that the learner is expected to perform to communicate in the target language (Ellis, 1991, p. 104). Hymes (1972) postulated that effective communication requires not only linguistic competence but also communicative competence (CC).

Definition of Communicative Competence

Canale and Swain (1980) proposed the definition of CC which was further developed by Canale (1983) relating to four main parts of language skills: (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, (4) strategic competence. Grammatical competence is knowledge of the language and rules of language including vocabulary, word formation, sentence foundation, pronunciation, and spelling. Sociolinguistic competence is knowledge of the rules for using language in different sociolinguistic contexts. Sociolinguistic competence was later segregated into sociocultural (Savignon, 2002).

Discourse competence is knowledge of the rules involved in the understanding and production of continuous text, spoken and written, and strategic competence is knowledge of the verbal and non-verbal strategies such as paraphrasing that are required to deal with communication breakdown or to enhance communicative effectiveness (p. 105). Canale (1983) added the skill would require a further distinction between underlying capacity and its manifestation in real communication, that is to say, in performance. Canale and Swain (1980) and Canale (1983) understood CC as a synthesis of an underlying system of knowledge and skills needed for communication. In their concept of CC, knowledge refers to the knowledge of an individual about language and other aspects of language use. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. Therefore, CC is connected to the idea that "if the purpose of language study is language use, then the development of language proficiency should be guided and evaluated by the learner's ability to communicate" (Savignon, 1972, p. 1). Then, the focus was shifted to CC, which is needed for appropriate language use for different communicative purposes (Celce-Murcia, Brinon, & Goodwin, 1996). The concept of CC has had a major impact on language teaching originating in the United States of America and Europe, and then spreading to all parts of the world, including Japan (Ellis, 1991, p. 103). Savignon (1997) suggested that CC is always context-specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (p. 225). Jones (2021) defined CC simply as "the ability to take part in successful conversations" (p. 19). Getting learners to develop CC is the central aim of second-language teaching (Jones, 2021).

Definition of Communicative Language Teaching

CLT is an approach to enable learners to learn to communicate in their target language through communication (Savignon, 1997). Additionally, Savignon (1997) stated

"Communication is the expression, interpretation, and negotiation of meaning" (p. 225).

Savignon (2002) developed the idea of CLT stating "The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence" (p. 22). In addition, Brown (2007) defined CLT as follows:

(1) Classroom goals are focused on all the components of CC 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. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

(3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

(4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 241)

Therefore, learners' authentic language use needs to be considered.

Communication Strategies

Communication Strategies (CSs) belong to strategic competence, which is one of CC. The researchers assumed that proficient learners might be using special techniques that differed from those of less proficient learners (Rubin, 1975; Wong-Fillmore, 1979). Since then, numerous Second Language Acquisition (SLA) studies have identified the particular strategies for effective learning (e.g., Bialystok, 1978; Brown & Palincsar, 1982). In SLA, there are two types of strategies: language learning strategies and communication strategies. According to Brown (2007), "While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of

verbal or non-verbal mechanisms for productive communication of information" (p. 137). Typically, learning strategies were divided into three main categories: metacognitive strategies, cognitive strategies, and socioaffective strategies (Brown, 2007, p. 134). In his words,

> Metacognitive is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socioaffective strategies have to do with social-mediating activity and interacting with others. (p. 134)

Many scholars believed that metacognitive strategies, which focused on raising the learner's awareness of the learning process, might enhance L2 skills (Cohen, 1998; O'Malley & Chamot, 1990; Wenden, 1991).

Definition of Communication Strategies

Canale and Swain (1980) regarded CSs as a major competence defining it as "verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). According to Corder (1981), CSs are "a systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty" (p. 103). Other researchers defined CSs as including attempts to "enhance the effectiveness of communication" (Canale, 1983, p. 11). It has also been suggested that learners' CC can be improved by developing strategies for communication (e.g., Cohen, Weaver, & Li, 1998; Dörnyei, 1995). CSs offer useful means to develop EFL learners' CC because they focus on specific conversational features, such as how to manage turns and invite others to give their views (Jones, 2021).

Furthermore, Savignon (2002) introduced the concept of the "inverted pyramid" in language learning (Figure 1.1) and showed through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their CC, which comprises grammatical competence, discourse competence, sociocultural competence, and strategic competence (p. 8).

Figure 1.1

"inverted pyramid" in language learning   Savignon (2002)

CONTEXTS

COMMUNICATIVE COMPETENCE

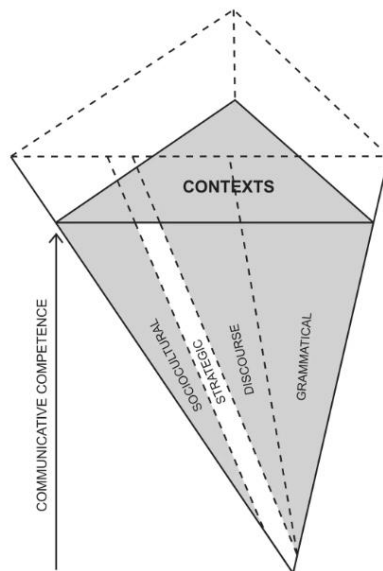SOCIOCULTURAL   STRATEGIC   DISCOURSE   GRAMMATICAL

Figure 1.1. Components of communicative competence.

The model suggested the universality of strategic competence across different stages of learning (p. 8). At the lower stage of CC, the ratio of strategic competence is larger than the other competencies. That means CSs are so beneficial that even lower-level students can use them. It showed that learners at any level use strategic competence. Therefore, it can be said that teaching CSs to any level of learners is essential. CSs have been shown to be effective and beneficial for language learners (e.g., Dörnyei, 1995; Jones, 2021). As for CSs training, some are against it. Bialystok (1990) argued "The more language the learner knows, the more

possibilities exist for the system to be flexible and to adjust itself to meet the demands of the learner. What one must teach students of a language is not strategy, but language" (p. 147). Additionally, Kellerman (1991) argued that there is no justification for training in compensatory strategies within classroom settings. He suggested the focus should be on teaching the language itself rather than the strategies. On the other hand, other researchers insisted that CSs training is necessary for L2 learners in their studies (Dörnyei, 1995; Nakatani,2005; Sato, 2005).

Grammar Teaching within Communicative Language Teaching

CLT aims at developing learners' CC through communication (Savignon, 1997). Therefore, grammatical competence, one of the components of CC, is expected to be developed within CLT. Ellis (2006) presented 10 proposals about grammar teaching. I would like to highlight three of them. The first proposal is "[the] grammar taught should be one that emphasises not just form but also the meanings and uses of different grammatical structures" (Ellis, 2006, p. 102). The second one is "[u]se should be made of both input-based and output-based instructional options" (Ellis, 2006, p. 102). The third proposal is "[a]n incidental FFI approach is of special value because it affords an opportunity for extensive treatment of grammatical problems" (Ellis, 2006, p. 102). Brown (2007) claimed the focus of classroom instruction has shifted over the past few decades from an emphasis on language forms to attention to functional language within communicative contexts (p. 276). Moreover, Ellis (2006) suggested that "a traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in the acquisition of the implicit knowledge needed for fluent and accurate communication" (p. 102). Teaching grammar within CLT was considered more and more important (Brown, 2007, p. 276).

Definition of Focus on Form (FonF) **and** *Focus on FormS (FonFs)*

According to Spada (1997), FonF is "any pedagogical effort which is used to draw the

learners' attention to language form either implicitly or explicitly" (p. 73). Ellis (2001) referred to FonF as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (pp. 1-2). In addition, Ellis (2006) FonF "entails a focus on meaning with attention to form arising out of the communicative activity" (p. 100).

On the other hand, the conventional language teaching strategy, whose primary focus is on language forms, is called focus on formS (FonFs), termed by Long (1991). Indeed, language pedagogy offers a rich array of techniques for eliciting the production of targeted structures from students (for example, substitution drills, blank-filling exercises, dialogues, and games of various kinds) (p. 84). VanPatten and Cadierno (1993) conducted an experimental study to investigate whether input processing works better than instruction that emphasizes output production based on drills. One group of learners was exposed to traditional production-based instruction, and another to input instruction. In the input instruction, students had to listen to and respond to sentences containing the target structure. The groups completed two tests, a production test and a comprehension test. As a result, the group that received the input-based instruction did far better on the comprehension and the production tests. This study suggested that FonF that emphasizes input processing might be effective and emphasizes the role of conscious noticing in input. In other words, input-based instruction may work because it includes noticing in learners. With more attention to CLT, FonF instruction was regarded as a more important approach. FonF is the integration of grammar instruction with activities that have a communicative purpose (Long, 1991). Moreover, learners need to practice communication to develop CC (Savignon, 1997). Ellis (2006) pointed out that FonF is needed to develop grammatical competence.

Planned and Incidental Focus on Form

According to Ellis, Basturkmen, and Loewen (2002) and Ellis (2001), FonF is divided into

two types: planned and incidental FonF. The former is "a focused task is required to elicit occasions for using predetermined grammatical structure" (Ellis, 2006). The latter is "attention to form in the context of a communicative activity is not predetermined but rather occurs in accordance with the participants linguistic needs as the activity proceeds" (Ellis, 2006). Ellis (2016) proposes FonF "may be pre-planned and thus address a pre-determined linguistic feature(s) or it can be incidental as a response to whatever communicative or linguistic problems arise while learners are primarily focused on meaning" (p. 7). Planned FonF involves targeting pre-selected linguistic items during a meaning-focused activity, either through input or output. Other linguistic elements that could emerge during conversation tasks will be discussed if needed. Planned FonF has the advantage of providing intensive coverage of one specific linguistic item, whereas   incidental FonF provides extensive coverage, targeting many different linguistic items (Ellis et al., 2001). In other words, in planned activities, the students have communicative activities in which students meet the target grammar intentionally. In incidental FonF, students have brief and spontaneous attention to language items during communicative activities. Therefore, teachers should choose which instruction is appropriate for students according to their students' situations.

Skills Integration

Brown (1994) gave 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) Interaction means sending and receiving messages.

(3) Written and spoken language often (but not always!) 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 one 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. (p. 219)

"[W]e learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read" (p. 286). A skill-integration curriculum is beneficial for learners because they can understand profoundly and retain language through meaningful activities.

Definition of Skills Integration

Richards, Platt, and Weber (1985) define skills integration as "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing" (p. 144). Nation and Newton (2009) also revealed that a well-balanced language course should include four roughly equal strands: Learning through meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language.

(1) Learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person.

(2) Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and

explanation, through attention to the sounds and spelling of the language, through

attention to discourse features, and through the deliberate learning and practice of

language learning strategies and language use strategies.

(3) Developing fluent use of known language items and features over the four skills of

listening, speaking, reading and writing; that is, becoming fluent with what is already

known. (p. 11)

Therefore, integrating the four language skills is significant since the skills are rarely isolated

from one another in authentic situations.

A Three-Part Framework

Brown (2007) suggested a three-part framework for dealing with reading materials.

The framework consists of three parts: pre-reading, while-reading, and post-reading. Through

pre-reading activities, teachers build a bridge between learners and the contents. For instance,

teachers have students predict the story by looking at pictures and the title, have them scan

some keywords, or discuss the topic to activate schemata. Then, they move on to while-

reading in which instructors have learners check answers to T or F questions, utilizing silent

readings to understand the whole picture of the story and to find answers to detailed

questions. They also learn new vocabulary here and practice reading including pronunciation.

In the post-reading session, to have learners understand the contents deeply, teachers give

vocabulary output activities and ask students to retell the story or write the summary.

Students can practice speaking and writing by talking about essays whose topic is related to

the textbook. Lee and VanPatten (2003) also introduced three instructional frameworks:

preparation (pre-reading), guided interaction (during reading), and assimilation including

personalization (post-reading). In preparation, there is the initial phase of the instructional

framework to activate learners' background knowledge. In the guided instruction phase, there

are *management strategies* and *comprehension checks*. In management strategies, readers are

suggested to divide a passage to make it sensible parts. Comprehension checks allow readers to monitor their comprehension while reading. The assimilation phase encourages second-language readers to learn from what they have read. Once learners gain information from a text, they go to the next phrase, *personalizing its content*. In other words, learners apply the content to themselves (pp. 232-238).

Interactional Competence

Hymes (1971, 1972) suggested it is more important for language users to understand the social rules for the actual use of a language for daily interaction. As I mentioned before, Canal and Swain (1980) defined CC as "the four components; (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence" (p. 40). On the other hand, He and Young (1998), and Young (1999) proposed an alternative theoretical framework to CC, IC theory. Kramsch (1986) defines the term "interaction" as

> Entail[ing] negotiating intended meanings, i.e., adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other intentions and arriving at the closed possible watch between intended, perceived, and anticipated meanings. (p. 367)

According to Galaczi (2013), Kramsch (1986) introduced the term, IC first and argued that communication is co-constructed by participants in communication, not by a single individual. Others have supported this interactionist approach to IC as a set of resources that reside not within an individual but are accomplished mutually and reciprocally by the participants in a discourse (e.g., McNamara & Roever, 2006; Swain, 2001). Therefore, through speaking activities, students can develop two different competencies. He and Young (1998) and Young (1999) claimed that knowledge of language is jointly co-created by all participants through interaction. Sato and Crane (2023) revealed discursive practices through

different topics helped students develop their IC and CC (pp. 35-36).van Compernolle (2015) affirms that "[i]nteraction involves intrapersonal and interpersonal processes at the same time" (p. 203). In other words, students can develop their IC through discursive practice, which develops their ability to utilize interactional resources including linguistic resources (Young, 2011, 2019). Therefore, the development of IC and CC are connected to each other.

Definition of Interactional Competence

IC is a mutual interpretation of interaction employed by all participants. It can broadly be described as the ability to implement various practices such as turn-taking or dealing with problems of understanding in interaction. Kramsch (1986) refers first to IC as

> [s]uccessful interaction presupposes not only a shared knowledge of the world, the reference to a common external çontext of communication, but also the construction of a shared internal context or 'sphere of inter-subjectivity' that is built through collaborative efforts of the interactional partners. (p. 367)

Wong and Waring (2021) defined IC as the ability to implement the various practices such as doing turn-taking or dealing with problems of understanding in actual interaction (p. 8). According to Young (2011), understanding IC requires an investigation of social, institutional, political, and historical circumstances that extend beyond the horizon of a single interaction (p. 428). Young (2011) showed seven IC resources:

> (1) Participation framework: the identities of all participants in an interaction, present or not, official or unofficial, ratified or unratified, and their footing or identities in the interaction
>
> (2) Register: the features of pronunciation, vocabulary, and grammar that typify a practice
>
> (3) Modes of meaning: the ways in which participants construct interpersonal, experiential, and textual meanings in a practice

(4) Speech acts: the selection of acts in a practice and their sequential organization

(5) Turn-taking: how participants select the next speaker and how participants know when to end one tum and when to begin the next

(6) Repair: the ways in which participants respond to interactional trouble in a given practice

(7) Boundaries: the opening and closing acts of a practice that serve to distinguish a given practice from adjacent talk. (pp. 429-430)

Moreover, Young (2011) defined IC as "participants' knowledge of the interactional architecture of a specific discursive practice, including knowledge of how to employ linguistic, pragmatic, and interactional resources in the construction of a discursive practice" (p. 434). Young (2011) distinguished IC from CC by saying

> The fundamental difference between communicative competence and IC is that an individual's knowledge and employment of these resources is contingent on what other participants do; that is, IC is distributed across participants and varies in different interactional practices. And the most fundamental difference between interactional competence and communicative competence is that IC is not what a person *knows*, it is what a person *does* together with others. (p. 430, italics in original)

That means IC is not an individual ability but how all participants use these particular abilities. Teachers can see how students develop IC by analyzing students' interactions.

Conversation Analysis

Conversation Analysis (CA) is a way of analyzing language and social interaction that originated in the 1960s. CA has spread, sharping the work of scholars and practitioners in a variety of disciplines including but not limited to: applied linguistics, anthropology, psychology, and communication studies (Sidnell & Stivers, 2013). According to Drew and

Heritage (1992),

> CA researchers analyze actual instances of talk, ranging from casual conversation
> between friends, acquaintances, coworkers, or strangers to talk in more formal
> settings such as classrooms, doctor-patient consultations, courtroom proceedings,
> radio talk programs, interviews, and so on. The latter falls within the domain of
> institutional talk. (as cited in Wong & Waring, 2010, p. 4)

Galaczi (2013) states that there is now also a growing area of research that has adopted a CA-informed approach to the investigation of paired and group speaking tests and has provided useful insights about the co-construction of interaction between test takers (p. 2). In classroom activities, students have conversations with classmates, so CA can be used to examine students' language use.

In CA, researchers investigate among other aspects, turn-taking practices. According to Wong and Waring (2021), a turn is the basic unit of conversation and turn-taking practices refer to ways of constructing a turn and allocating a turn (p. 20). We can see how students develop IC by examining turn-taking in students' talk. Sacks et al. (1974) explained that turn-taking in English features one party at a time and minimization of gaps and silence. According to Sacks et al. (1974), the basic unit of a turn is a turn-constructional unit (TCU) which is a word, a phrase, a clause, a sentence, or gesture that completes a communicative act. Each TCU comes to a possible completion point (PCP), which may, but need not, become a place for speaker transition. Sacks et al. (1974) also referred to pause, gap, and lapse. According to Sacks et al. (1974), pause is the silence within TCU or intra-silence that belongs to the current speaker. Gap is the silence after a possible completion point (PCP) to be minimized by all parties. A lapse is the extended silence at a transition-relevance place (TRP) where none of the options to continue is exercised (p. 715). Hoey (2015) discussed lapses and there are three types of lapses: "(1) 'silence where silence should be' (2) 'silence where either

talk or silence could be' (3) 'silence where talk should be'; this final type of lapse can be problematic and is typically managed by the participants through disengagement and sequence recompletion" (pp. 447-448). Therefore, silence where students talk should be in the speaking test can be considered problematic lapse.

Sacks (1992) mentioned participants engage in "a variety of ways doing respect for topical organization" (p. 535). That means knowing to how to participate in conversations effectively includes knowing how to initiate, maintain, shift, and terminate a topic smoothly. Topic initial elicitors is a three-turn sequence that consists of a (1) topic initial elicitor, (2) newsworthy event, (3) and topicalizer (Button & Casey, 1984). Wong & Waring (2021) refer to topicalizers which upgrade the newsworthiness of the report and transforms a possible topic into an actual topic, in other words, the preferred response after the topic initial elicitor (p. 157). Exemplary topicalizers include "yeah?" "oh, really?" "did you really?" Topicalizers indicate that students show their desire to continue the topic and have interests in the talk. Hence, there is a possibility that students can maintain the topic if they can use those phrases in conversations.

Research issues and research questions

CLT is an effective approach to help students develop their CC. Savignon (2002) developed the idea of CLT stating "The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence" (p. 22). CLT is an approach to enable learners to learn to communicate in their target language through communication (Savignon, 1997). Therefore, CLT focuses on meaningful communication. However, some factors impede CLT such as personal teachers' beliefs, university entrance exams, and teachers ' experience of whether their approaches succeeded or not in class (e.g., Nishino, 2012; Sato and Kleinsasser, 1999). To reduce these factors, educational organizations such as

MEXT need to provide teachers with opportunities to learn teaching techniques considering teachers' teaching contexts and beliefs.

Teaching CSs is effective in handling difficulties in communication. According to Canale (1983), CSs "enhance the effectiveness of communication" (p. 11). Savignon (2002) introduced the concept of the "inverted pyramid" in language learning and revealed CSs are so beneficial that even lower-level students can use them. Learners at any level need strategic competence, which includes CSs. Therefore, it can be said that teaching CSs to any level of learners is essential. Offering explicit CSs through continuous opportunities to use L2 and reflecting the use of CSs as self-evaluation is the key to developing CC. Moreover, there are a few studies about how Japanese senior high school students developed their CC through CSs; therefore, it is beneficial to investigate how Japanese senior high school students improve their CC by using CSs.

In addition to CSs, FonF instruction is an effective approach to the teaching of grammar rather than GTM. FonF "entails a focus on meaning with attention to form arising out of the communicative activity" (Ellis, 2006, p. 100). Sato et al. (2009, 2012) showed that communicative activities were helpful for their students to learn English. As noted by Sato et al. (2012) few studies have been conducted on the influences of FonF on student learning (Ellis, 2006), particularly in classroom settings. More studies on FonF in classroom settings are essential to figure out how to teach grammar effectively.

Sato and Hirano (2014) showed the effectiveness of skills integration in developing learners' CC. Integrating the four language skills is significant since the skills are rarely isolated from one another in authentic situations. Skills integration improved students' speaking and writing skills. Especially, they improved fluency and use of CSs. However, teachers have their own beliefs, and it is hard to change their teaching styles; therefore, teacher collaboration is necessary. Teachers need to have meetings to share ideas and

outcomes so that they can understand the importance of assessing students' communicative skills to develop their CC. Furthermore, creating materials is important in skills integration. Savignon (2002) argued "CLT is properly seen as an approach…that can be used to develop materials and methods appropriate to a given context of learning" (pp. 22-23). In both Hirano and Wada's AR, they pointed out the level of the textbook. The problem was the content of the textbook was too difficult for students to use in communication tasks and discussions. Therefore, they introduced *True Stories*. Hence, developing appropriate materials for students is the key to implementing effective approaches such as CSs, FonF, and skills integration. In addition to the materials, the consideration of how teachers can collaborate with others and develop a collaborative school culture and how teachers facilitate other teachers' understanding of CLT to change their beliefs and practices in a collaborative school culture is the future issue. To implement CLT, choosing appropriate materials to promote students' use of CSs and develop IC is inevitable.

Developing IC, a mutual interpretation of interaction employed by all participants, leads to better communication. IC is not an individual ability but an ability all participants co-construct. IC is a mutual interpretation of interaction employed by all participants. It can broadly be described as the ability to implement various practices such as turn-taking or dealing with problems of understanding through interaction. Sato and Crane (2023) revealed that Japanese university students developed their IC through discursive practice based on a content-based integrated English curriculum and stated mixed methods research was needed to document the development of learners' IC as well as learners' identity, perceptions, and motivation. Barraja-Rohan (2011) showed the effectiveness of a CA-informed approach to developing students' IC. Teachers need to learn the features of IC to teach and how to utilize CA transcriptions in their classes. Since there was little research on IC in the classroom, senior high school teachers could benefit from implementing longitudinal studies on

classroom-based IC.

I conducted this three-year AR to see how CLT, including FonF, CSs, and skills integration improved students' CC. The participants in my research were senior high school students in a private school that has four courses: general, information accounting, homemaking, and food cooking course. In the last year, from April 2024 to November 2024, the research was conducted for their-year students (food cooking) in "Communication English Ⅱ." I applied skills integration to my teaching in the course.

Research Questions

Year 3, April, 2024 – November, 2024

(1) How do CSs help students improve their speaking ability?

(2) How does skills integration impact students' CC?

(3) How does skills integration impact students' IC?

Method

Teaching context

AR 2024 was conducted from April to November at the same private senior high school. The research class, "Communication English Ⅱ" was for third-year students. Basically, other schools teach "Communication English Ⅱ" to second-year students, but the target students were in the cooking course, not in general one, and needed to take special subjects for the course. Therefore, their English class hours were less than the general course. Students had this course three times a week, the class hour was 50 minutes. The number of students was 36.

The curriculum was based on the textbook *Grove Ⅱ*, published by *Buneido*. However, from the middle of October, the researcher started using *True Stories* instead of

the textbook since the content of the textbook became more difficult and it was difficult to have students communicate about the content of the textbook. The goal in the research was to figure out better skills to support the development of learners' competence through skills integration. The researcher collected data from speaking tests, fun essays, surveys, and interviews.

Participants

The target class students were the researcher's homeroom students. Two students wanted to go to the international department in a university. One thrid of them wanted to work after graduation. Most students who wanted to go to universities did not have English exams. Since they were in the cooking course, many of them chose the department related to nutrition and they took the entrance examinations by recommendation which did not require students to take English exams. Therefore, most of them did not take the English exam to enter universities. However, they engaged actively in class and could write basic English sentences. In the previous two years, they had taken classes based on GTM and had not taken CLT-style classes before; therefore, they were not used to communicating with each other.

Curriculum

Since the target class was communication class, the researcher integrated four skills and organized the class including pre-reading, while-reading, and post-reading activities. In pre-reading, students talked about topics related to the lesson as warm-up activities and guessed T or F questions. Next, students read the textbook while reading activities and finally did output activities in post-reading activities. In post-reading activities, students wrote fun essays and had pair talks based on the contents of the fun essays. Finally, they had speaking tests.

Table 1

Month / Topic	CSs	Activities/ Data collection
April Favorite Japanese food	Opener, Closer, Rejoinders	Small talk with CSs Timed conversation (each end of the part)
May What makes you a good street dancer?	Opener, Closer, Rejoinder Shadowing	Small talk with CSs Timed conversation (each end of the lesson) Speaking test: Favorite Japanese food (1.5minutes) Fun essay (70 words)
June Volunteer work Endangered species	Review of four CSs	Small talk with CSs Timed conversation (each end of the lesson) Fun essay(each end of the part) Speaking test: Volunteer work (2 minutes)
July Environmental problem	Review of four CSs	Small talk with CSs Timed conversation (each end of the lesson) Fun essay(each end of the part) Survey questionnaire Interview
August	No class (Summer break)	
September Environmental	Review of four CSs Follow up questions	Small talk with CSs Timed conversation (each end of the

problem	Confirmation of comprehension such as "What does it mean?" "What did you say?" Topicalizers;"yeah?" "oh, really?" "did you really?"	lesson) Fun essay(each end of the part)
October IoT	Review of four CSs Follow up questions Confirmation of comprehension such as "What does it mean?" "What did you say?" Topicalizers;"yeah?" "oh, really?" "did you really?"	Small talk with CSs Timed conversation (each end of the lesson) Speaking test: Environmental problem (2 minutes) Fun essay (60 words)
November What wakes you up from a coma?	Review of four CSs Follow up questions Confirmation of comprehension such as "What does it mean?" "What did you say?" Topicalizers;"yeah?" "oh, really?" "did you really?"	Small talk with CSs Timed conversation (each end of the lesson) Speaking test: What wakes you up from a coma (3 minutes) Fun essay(80 words) Survey questionnaire Interview

Data collection

Qualitative data were mainly from transcripts of the speaking tests, from interviews, and from the comments in surveys. The researcher gave a survey in July and November. In

July, students also reflected on their situation in April. The researcher analyzed their change in English four skills, the use of CSs, IC and their attitude towards English learning. Performance tests were given just before each mid-term and end-term test. In total, the researcher gave four speaking tests. Moreover, the researcher collected fun essays in May, October, and November. Additionally, the researcher interviewed three target students after the speaking tests in July and November. The target students were chosen according to the scores of the term test and speaking test (high, middle, and low).

Quantitative data were from scores with rubrics for speaking tests and fun essays and collected data in surveys (Likert-scale). The rubric for the speaking tests included: (1) fluency (2) content (3) accuracy in grammar (4) attitude (see Appendix 1C). The speaking tests of the target students were transcribed for analysis of their use of CSs and IC. The rubric for writing fun essays included: (1) content (2) grammar and vocabulary (3) length (see Appendix 1D). If the designs were good, the researcher gave plus one point. In both rubrics, the length of speaking time and targeted word count were changed. The researcher increased the speaking time from 90 seconds to 180 seconds and the targeted word count for fun essays was changed from 60 to 80.

Data analysis

Triangulated, explanatory, sequential mixed method design was incorporated in my research and Figure 1 (below) shows the research design map.

Figue1

Research design map

May	June	July	August	September	October	November	December	January

Survey Open Qs → Analysis → Survey Open Qs → Analysis → Mixing → Survey Open Qs → Analysis → Survey Open Qs → Analysis → Mixing

QUAN/qual   QUAN/qual   QUAN/qual   QUAN/qual

Interview   Analysis   Analysis   Interview   Analysis   Analysis

qual   qual

Performance Test — Analysis → Performance Test — Analysis → Performance Test — Analysis → Performance Test

QUAN/qual   QUAN/qual   QUAN/qual   QUAN/qual

↳ means I refer survey when I do the interview   → time sequence.

Like the previous year's research, both quantitative and qualitative data were analyzed. Additionally, the researcher made transcriptions of the speaking tests of three target students. The transcripts were examined with an approach of CA. In CA, researchers look into turn-taking practices. According to Wong and Waring (2020), "a turn is the basic unit of conversation" (p. 9), and "turn-taking practices refer to ways of constructing a turn and allocating a turn" (p. 20). The researcher could see how students developed IC by examining turn-taking in students' talk. This analysis was used to compare the use of CSs, the number of reactions on others, and follow-up questions to investigate how students developed CC through interactive activities. Moreover, how their attitude toward English learning had changed could be seen from surveys and interviews.

Results

Regarding class goal 1: "By November, 100% of students can continue the conversation in English for three minutes using CSs. (Opener and closer/shadowing/ rejoinder/follow-up questions)."
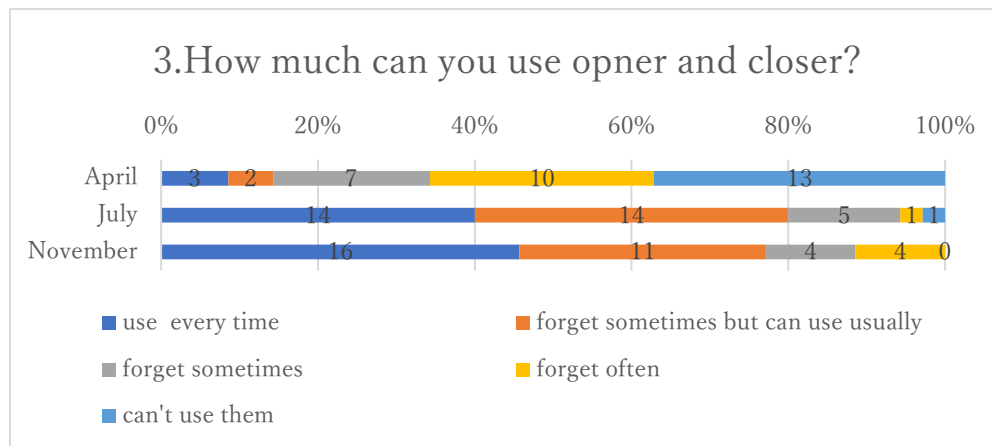
Students started timed conversations for one minute and a half and they could talk more than three minutes in the final speaking test. I asked my students to compare their situation in April, July, and November. As for speaking, they felt their development in speaking. The result is Figure 1. In April, nine students thought they could hardly speak English but in July nobody answered so. In November one student answered she could hardly speak English, but 23 students answered they could speak what they wanted to say with many mistakes. The number of students who reported they could say a few English words decreased.
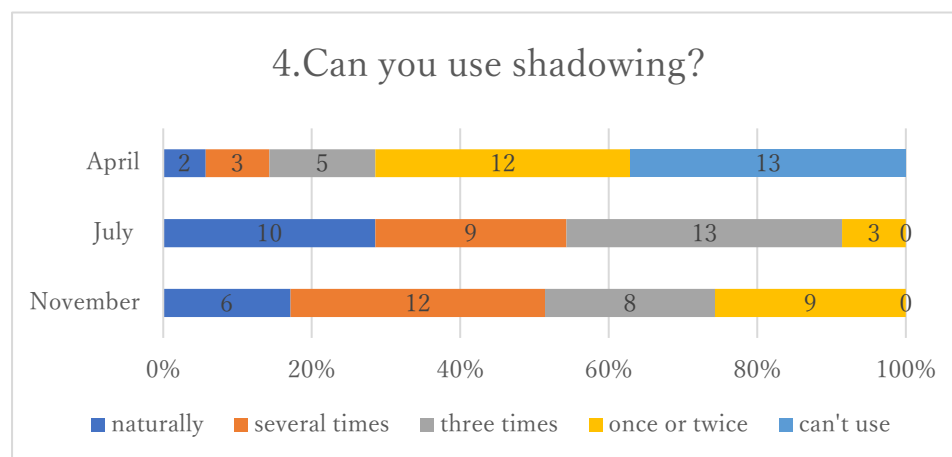
Figure 1
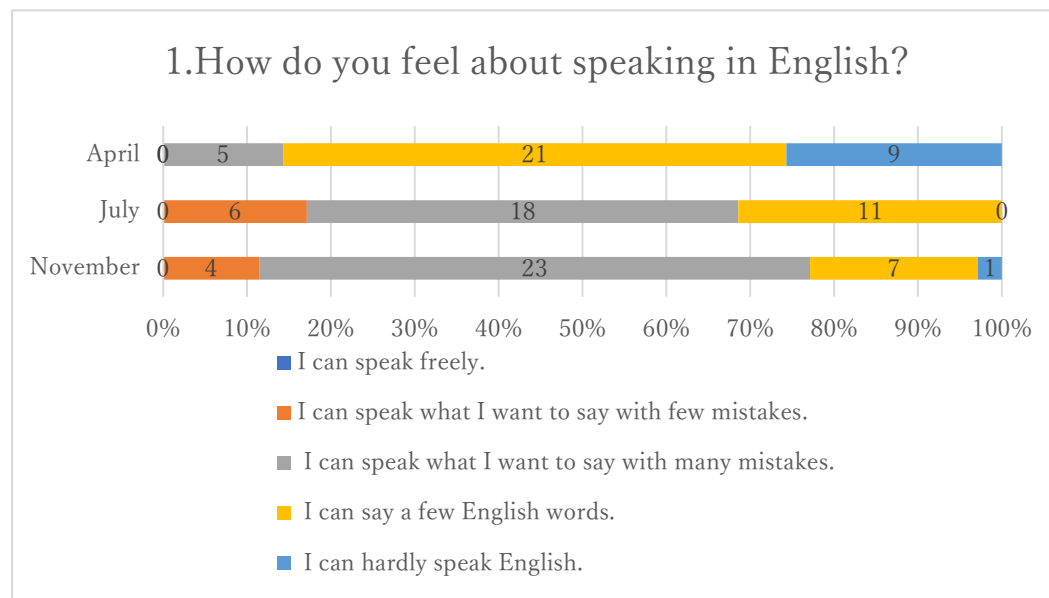
As for opener and closer, the result is Figure 2. In April, only three students could use them every time, but 14 students could use them every time in July. Moreover, in November, 16 students could use them every time and nobody answered that they could not use them.

Figure 2

3.How much can you use opner and closer?

	use every time	forget sometimes but can use usually	forget sometimes	forget often	can't use them
April	3	2	7	10	13
July	14	14	5	1	1
November	16	11	4	4	0

In addition to opener and closer, students developed their use of shadowing (Figure 3). In April, 13 students could not use it, but in July and November, all students reported that they could use it more than once. In the final survey, even though the number of "several times" was increased and "three times" was decreased, the number of "once or twice" was increased. However, students increased the number of follow-up questions in the speaking tests after I introduced follow-up questions. Therefore, the number of shadowing decreased.

Figure 3

4.Can you use shadowing?

	naturally	several times	three times	once or twice	can't use
April	2	3	5	12	13
July	10	9	13	3	0
November	6	12	8	9	0

Compared to openers-closers and shadowing, students need more time to get used to rejoinders since the number of students who can use more than five was not increased compared

with in April. The result is Figure 4. The number of students who can use more than five kinds (blue part) was only three even in November. In April 13 could not use them, but in July and November, all of them could use them. However, in the final speaking test, only one-third of them ask follow-up questions.

Figure 4
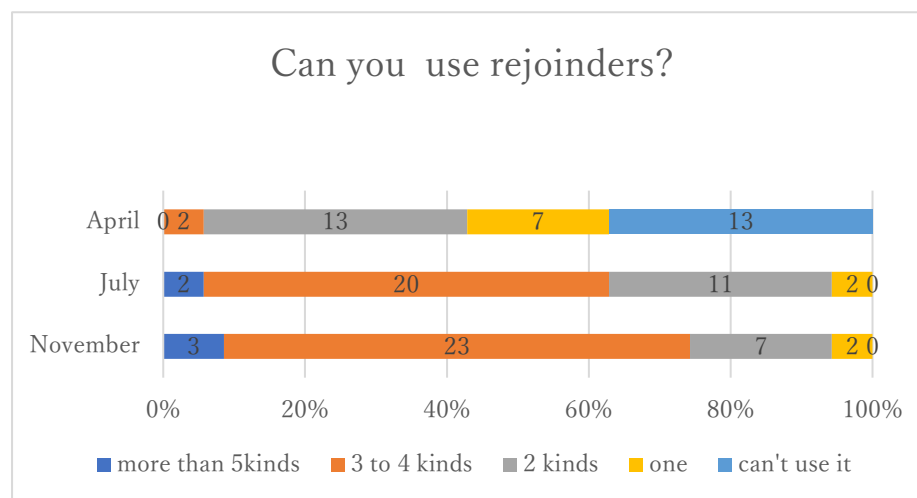
Moreover, in the interview, one of my target students, Yui (high) pointed out she could learn how to react to others by learning CSs. She said,

At first, I did not know how to react to others, but after learning follow-up questions, I could react to others more smoothly. (Yui)

In addition, Koto (low) mentioned the usefulness of expressions of confirmation of comprehension, such as "What does it mean?" and "What did you say?" She said,

I could ask questions such as "What does it mean?" during practice. It helped me understand the content more. And I think it was good.

In order to look into my students' development deeply, I counted how many times my target students could use shadowing and rejoinders in the speaking test in July and November. The

names below are pseudonyms. Koto (low), Hikaru (middle), Yui (high). The results are below (Table 1). Table 2 and 3 were the results of speaking tests in June and November.

Table 1

Communication Strategy use by focus group students: Yui, Hikaru, Koto

Student name	Yui	Hikaru	Koto
level	high	middle	low
	June/ Nov	June/ Nov	June/ Nov
1. Opening: Hello, how are you?	1/1	1/1	1/1
2. Closers: Nice talking with you/ You, too	1/1	1/1	1/1
3. Sharing: How about you? And you	1/1	1/1	1/1
4. Shadowing	3/2	3/3	3/3
5. Rejoinders (sounds nice/ good!)	3/2	1/4	1/3
6. Reply to partners' reaction	0/4	0/4	1/2
7. Follow up questions	0/2	0/1	0/0
8. Silence where talk should be	0/0	1/0	3/1

Table 2

Speaking scores based on rubrics (June) by focus group students: Yui, Hikaru, Koto

Student name	Yui	Hikaru	Koto
level	high	middle	low
1. The use of CSs / time: 2mints (7 points)	7	7	7
2. Content (5 points)	5	5	5
3. Accuracy (5 points)	5	3	3
4. Attitude (3 points)	3	3	3
5. Tota (20 points)	20	18	18

Table 3

Speaking scores based on rubrics (Nov) by focus group students: Yui, Hikaru, Koto

Student name	Yui	Hikaru	Koto
level	high	middle	low
1. The use of CSs / time (3mints) (7 points)	7	7	7
2. Accuracy (6 points)	5	4	4
3. Attitude (7 points)	7	6	5
4. Total (20 points)	19	17	16

The difference can be seen in rejoinders and follow-up questions. The high student, Yui could use three kinds of rejoinders, such as "Sounds good/ sad/ nice." In June. However, low student Koto and middle student Hikaru used only one rejoinder, such as "Sounds nice." and "That's nice." in June. However, in November, both middle and low students could make three to four rejoinders. After introducing follow-up questions (starts from What, Why, When, Where, How, and Tell me why), expert and middle students ask follow-up questions. (See Excerpt 2 Lines 7 and 16 and Excerpt 3 Line 6, yellow parts) Moreover, they made reactions to their replies. When partners replied to follow-up questions, they made reactions to the partners' answers. (See Excerpt 2 Line 12 and Excerpt 3 Line 9, blue parts) In June, even a high student made an inappropriate reaction in the context (Excerpt 1 Line 7, blue parts). However, after introducing confirmations of comprehension checks such as "What does it mean?" "What did you say?", students' communication became more natural, and they developed CSs through talking with others. Even though a low student, Koto could not ask follow-up questions, all students could use more varieties of CSs in November than in June.

Moreover, Table 2 and 3 were the results of speaking tests in June and November. In the second semester, I introduced confirmations of comprehension checks and revised my speaking rubric. In the second semester, I added a section about whether students could ask questions when they met unfamiliar words and check what others said when they could not catch up. In attitude, students could get full points when they made confirmations of comprehension checks during the conversation. The rubric in June indicated all three students could use all kinds of CSs, opener, closer, shadowing, and rejoinder even though the result in table 1 indicated the high student could use three types of rejoinders while the low student could use only one rejoinder. The rubric in November (Table 3) showed that both high and middle students could make confirmations of comprehension checks during the conversation.

The middle students got minus one point since there was a little error, but they could check when they could not understand what others said while the low student could not do so. Even though there was a difference in accuracy and attitude sections, in the last speaking test, all students continued the conversation for three minutes by developing IC as well as the use of CSs.

In CA, researchers look into turn-taking practices. According to Wong and Waring (2020), "a turn is the basic unit of conversation" (p. 9) and "turn-taking practices refer to ways of constructing a turn and allocating a turn" (p. 20). We can see how students develop IC by examining turn-taking in students' talk. I analyzed videos of speaking tests in June and November. Hoey (2015) discussed lapses and there are three types of lapses: "(1) 'silence where silence should be' (2) 'silence where either talk or silence could be' (3) 'silence where talk should be'; this final type of lapse can be problematic and is typically managed by the participants through disengagement and sequence recompletion" (pp. 447-448). Therefore, silence where students talk should be in the speaking test can be considered problematic lapse. I counted how many times target students made these problematic lapses. Especially, low students decreased the number of silences by utilizing the CSs. (See table 1) She made three silences in June but decreased to one. She made reactions more smoothly and had more natural turn-taking in November.

Excerpt1 (June): CA-informed transcription of the high-level student: Yui

```
1   Yui: I want to join (0.5) sport volunteer[0:06.18]

2   Kana: oh, sport volunteer sounds nice[0:12.06]
    why do you want to join the activity[0:12.02]

3   Yui: I (0.3) like to to join the activity because I want to
    support athlete[0:18.02]

4   Kana: oh, sport athlete sound good[0:21.17]
```

5   Yui: how bout you?[0:23.00]

6   Kana: I would like to join the activity because I fasten

    trash from the street[0:28.26]

7   Yui: oh, trash on the street ==sounds sad.==[0:31.23]

Excerpt 2 (November): CA-informed transcription of the high-level student: Yui

1. Miki: let's talk about what wakes us up↑[0:12.09]

2. Yui: ok:[0:12.27]

3. Miki: hh[0:14.01]

4.   me((points to herself))[0:16.14]

5.   barbecue smell is wakes me up because it strong(0.5)smell

        very (0.5) strong [0:25.11]

6. Yui: hh Oh <u>ba</u>rbecue smell nice↑[0:28.03]

7.   ==how often (1.0) barbecue==[0:32.26]

8. Miki: ((looks down)) (3.0) long holiday[0:38.07]

9.   all family[0:42.04]

10 Yui: uum::

11. Miki: all family granma grandfather(0.5)with[0:44.25]

12. Yui: ==<u>nice nice</u> hh==((shows good gesture))[0:48.04]

13. Miki: °つぎ°{tsugi} next is one direction songs wake

14.   me up because I'm fan (1.0) ten years old[1:02.09]

15. Yui: oh, nice one direction songs nice[1:08.26]

16.   what like (1.0) ah, ==what song do you like==[1:11.21]

Excerpt 3 (November) : CA informed transcription of the middle-level student: Hikaru

1. Hono： koresawa song (1.0) koreswa song(1.0) wakes me <u>up</u>

2.   because (0.5) my favorite singer is koresawa[2:06.07]

3.   it's so cu:te[2:08.11]

4. Hikaru: oh::that's nice((claps hands))koresawa

5.   famous((shows gesture of thumb up))

6.   what song ((points to Hono))[2:14.18]

7. Hono: Japanese is 彼氏はいません〜{I don't have a

8.   boyfriend}((shakes her head rhythmically))[2:21.20]

9. Hikaru: oh, I don't know huhuhu ((laughs))[2:02.22]

10.Hono: > ok, ok ok <((laughs))

Conventions related to the vocal aspect

˚broke up˚ Degree marks around words mark noticeably quieter
talk.

? . A question mark shows rising intonation; a period shows
falling intonation.

↑ rising intonation

  stress

Regarding class goal 2: "100% of students can write their compositions with more than 80 words through fun essays by November and 100% of students can write what they want to say with few grammatical mistakes."

I asked my students how much they can write essays and the number of students who reported they can write between 50 to 80 words increased dramatically from April. I checked all students' final fun essays, and all students wrote more than 70 words. The final fun essay's target word number was more than 80.
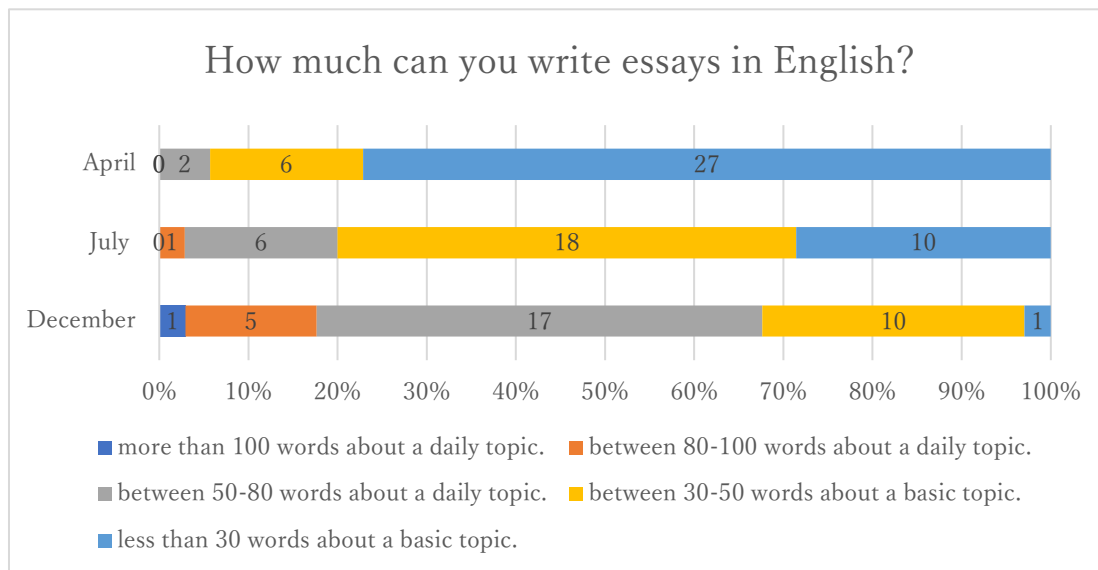
Figure 5

Table 4 is the word number of fun essays and grammar errors in June and November. It suggested that their interesting topic encouraged Hikaru and Koto to write more and even though they could not get high scores on the term test, they made their effort in this fun essay and got high scores in writing. They are in a cooking course and the topic was my favorite traditional food. It suggested that teachers should use multiple assessments and make authentic assessments that have a connection to students' real lives. Table 5 shows the scores based on writing rubrics. Compared with the scores in June, the scores in November were low in all three students, especially in the high student. The reason was she made more grammar errors along with the length of the essay.

Table 4

Fun essays by focus group students: Yui, Hikaru, Koto

Student name	Yui	Hikaru	Koto
level	Expert	middle	Low
	June/ Nov	June/ Nov	June/ Nov
Word number	60/94	86/84	77/81
Grammar errors	2/9	1/4	0/4

Table 5

Writing scores based on rubrics by focus group students: Yui, Hikaru, Koto

| Student name | Yui | Hikaru | Koto |
| level | Expert | middle | Low |
	June/ Nov	June/ Nov	June/ Nov
Content (7 points)	7/7	7/7	7/7
Word number (60 / 80) (7 points)	7/ 7	7/7	7/7
Grammar mistakes (6 points)	6/2	6/4	6/4
Total (20 points)	20/16	20/18	20/18

Regarding class goal 3: "In the final survey, more than 40% of students will answer that they like English."

The results about "Do you like English?" is Figure 6. Still the number of students who say "yes" and "rather yes" was less than half of the class. However, as for the question "Do you want to be able to use English?" (Figure 7), the number of students who said "yes" and "rather yes" increased from 27 to 31. And nobody answered "rather, no." and "no."

Figure 6

Figure 7

Do you want to be bale to use English?

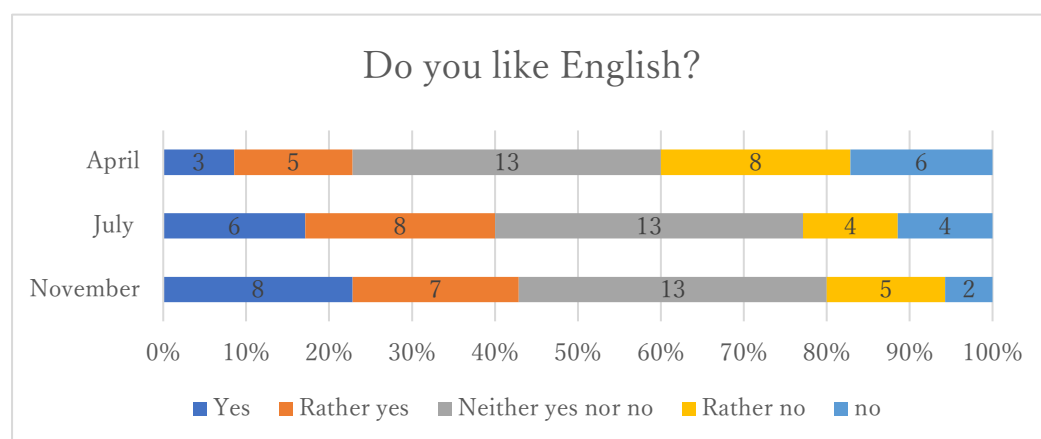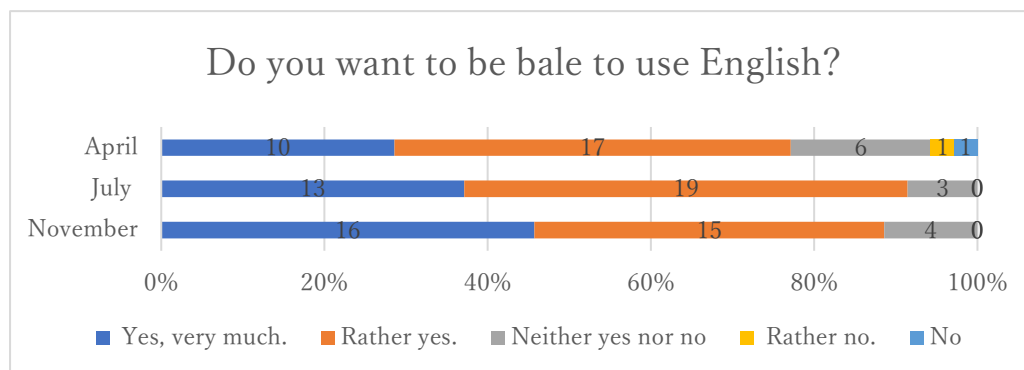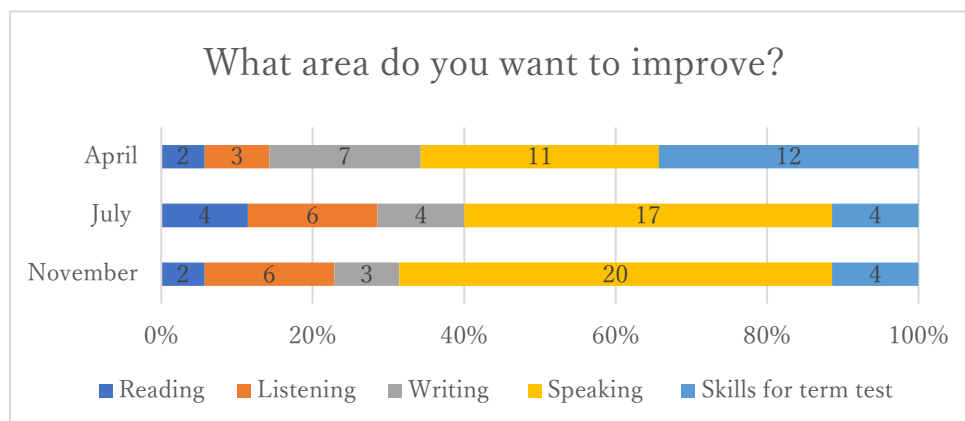| Month	Yes, very much.	Rather yes.	Neither yes nor no	Rather no.	No
April	10	17	6	1	1
July	13	19	3	0	
November	16	15	4	0	

Moreover, the number of students who wanted to improve speaking became more than skills for the term tests through six months. My CLT increased students' motivation toward speaking skills (Figure 8).

Figure 8

What area do you want to improve?

Month	Reading	Listening	Writing	Speaking	Skills for term test
April	2	3	7	11	12
July	4	6	4	17	4
November	2	6	3	20	4

I could see some comments related to "I like English" and "I want to be able to use English." I looked at my students' comments in the survey about the two (Table 6 and 7). I, a native Japanese speaker and an English teacher, translated the comments. The number in parentheses is the number of similar comments in the survey.

Table 6

Comments related to "I like English.

I could enjoy talking with my friends since it was not performance but pair work. (2/ July)
Through pair work, I came to feel fun in talking with others. (2/July・7/ November)
Your activities made me feel I will be able to speak English. (2 /July)
Your activities made me feel fun in learning English. (1/November)
When I could say what I wanted to say, I felt fun.(1/November)
I could know more about my classmates and I think it is good. (2/November)

Table 7

Comments related to "I want to be able to use English.

I feel joy when I can talk with my friends more. (1/July)
I want to get what others say more so I want to improve my listening. (1/July)
I want to tell my opinion more smoothly. (2/July・1/November)
I got interested in Western music and movies. (2/November)

In the interview, Hikaru said GTM made her sleepy, but CLT was more fun. She said,

I did not like English until last year because I could not understand what the teachers explained. But now I enjoy the class since I could talk with my friends.

Also, Yui (expert) told me she enjoyed small talk. She said,

I enjoyed the time in which we chose the topic and wrote short essays to talk about. When we talked about after graduation, everybody had different opinions and that was interesting.

Discussion

From the collected data, I analyzed how students developed their English skills to achieve the goals. Now, I would like to discuss three research questions:

(1) How do CSs help students improve their speaking ability?

(2) How does skills integration impact students' CC?

(3) How does skills integration impact students' IC?

The first one is (1) "How do CSs help students improve their speaking ability?" I asked my

students whether it is useful to use CSs in speaking. 22 students out of 35 (63%) answered: "Yes, very much." 10 students answered, "Rather yes." Only three said "Neither yes nor no." in November.

The comments from a survey in November supported how CSs and shadowing improved students' speaking in addition to the records of speaking tests (see page 29, Table 1). The names below are pseudonyms.

I could ask about unfamiliar words' meanings while talking with others. By shadowing, I could enjoy talking and getting to know others. (Natsu)

I could have communication more with shadowing and follow-up questions even though I could not make complete sentences. (Saki)

I could make more varieties of follow-up questions and shadowing, so I felt my growth. (Anna)

As for (2) "How does skills integration impact students' CC?",

I asked whether they think integrating speaking and writing about the same topic helped you to improve English ability. More than 60 % of students answered "yes, very much." The comments from a survey in November showed how skills integration developed students' proficiency. Students added more sentences after they had a timed conversation. They put more information that they talked with others in the conversation to their essays.

In April, I struggled with writing and reading easy essays, but after recycling writing and reading, I have more words that I can use now. (Nono)

In addition, in the interview, one of my target students, Hikaru (middle) said below.

I tried to write more details about what we talked about in the conversations, so I could learn more. (Hikaru)

Yui (high) said she could remember the content more by skills integration.

I think I could remember the content by both writing and speaking since I became able to write and speak. (Yui)

As for the third research question, (3) "How does skills integration impact students' IC?", some students pointed out that they could improve their skills to explain things. Some comments in the survey showed how CSs improved students' IC.

I became able to explain what others asked me. (Kumi)

When I met unfamiliar words, by asking "What does it mean?", I could enhance my knowledge. Moreover, asking follow-up questions helped me know more about others. (Aki)

As the CA analysis showed three target students developed the use of CSs, and they could ask confirmations of comprehension such as "What does it mean?" "What did you say?" through this course, interaction with others encouraged their use of CSs. Students grew their IC, such as explaining to others. That led to the development of individual CC such as, how to employ CSs, which they already learned in conversation with others. In other words, through developing IC, students improved their CC as well.

Conclusion

As a result of the surveys and the interviews, my CLT using CSs and skills integration seems to improve students' overall CC. Students started timed conversations for one minute and a half and they could talk more than three minutes in the final speaking test. Comments from surveys and interviews revealed that students felt their growth in the use of CSs. This improvement in the use of CSs came from students' recursive interactional practice. By recycling timed conversations, students learned how to react to others. The analysis of CA transcription showed students replied more to their partners' reactions (See page 29 Table 1 and pages32-33, Excerpt 2 Line 12 and Excerpt 3 Line 9, blue parts). In addition, in the survey students pointed out they could ask "What does it mean?" when they met unfamiliar words. CC was developed at the same time as they developed IC. Students increased the number of words in essays adding information that they talked in timed conversations. Eventually, they felt the growth of overall CC and enjoyed talking with others.

Comments showed that they enjoyed talking with others and getting information about their classmates. Some students mentioned they learned how to use CSs and new words from others. In April, 14 students said they did not like English or rather no. However, in November, the number decreased by seven. This skills integration method worked well in enhancing students' CC and IC. However, since not all students could write more than 80 words and only one-third of students could make follow-up questions, I need to teach the same students for a long span. In other words, I need a longer research period to observe their CC and IC improvement through skills integration. Moreover, I would like more teachers to implement a skills integration approach. Since teachers are busy, we did not have time to share how I improved my teaching with all English teachers. In the final semester, two teachers tried my approach, but not all teachers agreed with what I was doing since I did not have the opportunity to share how my students changed through CLT. I felt it was hard to change teachers' beliefs and shift from GTM to CLT without teachers' collaboration.

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Appendix 1A

Monthly Action Research Report for July in 2024

Feedback Focus

I would like my students to show their understanding by using topicalizer, such as "yeah?" "oh, really?" "did you really?" As I explain later, topicalizer shows that students have their desire to continue the topic and have an interest in the talk. If they cannot understand what their partner says, I would like them to use a confirmation check phrase such as, "donation?" (asking the meaning) "Can you say that again?" For high school students who use CSs for the first time this year, what kinds of topiclizer are appropriate?

Overall Teaching Goal: To become better skilled at supporting the development of learners' competence through skills integration.

1. Teaching Context

Level: High School (third year)

Class size: 36 (They are in the cooking course)

Time: 50 minutes, 3/week

Textbook: Grove II

The current situation: Two students want to go to the international department. One-third of them want to work after graduation. They engage in the class actively and they can write basic English sentences. They became able to use opener and closer and some reactions, and shadowing.

2. AR Teaching Goal

The goal of my research is that my students will be able to improve their competence through skills integration.

Explanation:

(1) I will examine how CSs help students talk longer and whether they can use CSs <u>appropriately</u> in the speaking tests.

(2) I will analyze strategic competence development by examining students' speaking test scripts. Also, I will see discourse competence, whether students can connect sentences appropriately and clearly. And finally grammatical competence: knowledge of the language features and rules of language including vocabulary, word formation, sentence formation, pronunciation, and spelling.

(3) I will see how students develop their IC by examining turn-taking (pauses, gap), topicalizer.

Sacks (1992) mentions participants engage in "a variety of ways doing respect for topical organization"(p. 535). That means knowing how to participate in conversations effectively includes knowing how to initiate, maintain, shift, and terminate a topic smoothly. Topic initial elicitors are a three-turn sequence that consists of (1) topic initial elicitor (2) newsworthy event (3) topicalizer (Button & Casey, 1984). Wong & Waring (2020) refer to topicalizer is one of topic maintenance and that upgrades the newsworthiness of the report and transforms a possible topic into an actual topic (p. 157). Topicaliser is such as "yeah?" "oh, really?" "did you really?" Topicalizer shows that students desire to continue the topic and are interested in the talk. Hence, there is a possibility that students can maintain the topic if they can use those phrases in conversations.

3. Research Questions

(1) How do CSs help students improve their speaking ability?

(2) How does skills integration impact students' CC?

(3) How does skills integration impact students' IC?

4. Your Clear and Measurable Objectives

(1) By November, 100% of students can continue the conversation in English for three minutes using CSs. (Opener and closer/shadowing/ rejoinder/follow-up questions)

(2)100% of students can write their compositions with more than 80 words through fun-essay by November and 100% of students can write what they want to say with few grammatical mistakes.

(3) In the final survey, more than two-thirds of students will answer that they like English.

5. Lesson Plan

Day 1: warm-up activity: What volunteer activity do you want to join? (Small talk-preparation for speaking tests)

  pre-reading activity: Guess T or F questions about part2

while-reading activity: Check the answers to the questions by reading silently

  Check the meanings of vocabulary and pronunciation/check vocabulary in pairs

   Instruction of important expressions

6. Today's Lesson Plan (day2)

Time	Interaction T-Ss, S-S, S	Activity and Procedure
5	T-Ss	Greeting Check the pronunciation of the wordbook
25 (10)	S-S,	Pre-task 1. Warm-up activities (What volunteer work do you want to join?) Preparation for speaking tests

(5)	S	
(7)	S-S	2. Quick reading
(3)	T-Ss,	
		3. Detailed Questions / check answers in pairs
		4. Check answers to detailed questions
20		
(3)	T-Ss	1. Reading Practice with CD and a teacher
(3)	S	2. Reading the textbook with a soft voice by themselves
(7)	S-Ss	3. Time-shadowing in pairs
(2)	S	4. Quick reading
(3)	S-S	5. Post-reading Vocabulary output
(2)	T-Ss	6. Check the answers

Total time: 50 minutes

S-S: 27minutes

S: 10minutes

T-Ss: 13minutes

Day 3 and 4 : speaking tests

7. What Happened

I share the previous speaking test. It was the second time for them to do the speaking test.

The test was held in the middle of June.

https://youtu.be/B02YUwSthWY?si=meCqPLaWBTC8nRTi

<CA transcription of low student：Koto>

Since this is the second time of the speaking test, students became able to use shadowing and

reactions. However, I noticed some students shadowed what the partner said even they could

not understand the meaning.

1   Kei: hi, koto. how's it going?[0:03.02]

```
 2   Koto: I'm good. how about you?[0:04.09]

 3   Kei: I'm good. what kind of volunteer activity do you want

     to join? [0:09.19]

 4   Koto: I want to join festival volunteer.[0:11.25]

 5   Kei: festival volunteer. sounds nice.[0:14.12]

 6   Koto: thank you. how abot you? [0:15.20]

 7   Kei: I want to join marathon event staff.[0:17.23]

 8   Koto: oh, marathon event staff. sounds nice.[0:19.20]

 9   Kei: thank you. [0:20.6]

10   Koto: (1.0) why do you want to to join the activity?

     [0:26.8]

11   Kei: I would like to join the activity because I can watch

     the athletes run from closer↑.[0:32.22]

12   Koto: °run from closer° sounds nice.[0:35.22]

13   Kei: thank you. [0:36.06]
```

Conventions related to the vocal aspect

°broke up° Degree marks around words mark noticeably quieter talk.

? . A question mark shows rising intonation; a period shows falling intonation.

↑ risng intonation

8. What I Learned/Plans for Next Time

First, I learned some students shadowed what their partners said even though they could not understand what their partners said. (Yellow part) I found that I need to introduce confirmation

check phrases, such as "Run from what?", "What did you say?" and "Could you say that again?" In addition to it, I can develop students' IC by introducing topicalizer. Second, I noticed that Koto said "Thank you." to Kei. By receiving her thank you, Kei replied "Thank you." to her. I think my students made their communication better by using phrases they knew. If I introduce more CSs such as topicalizer and confirmation check phrases, I guess students will be able to enjoy their communication more. Third, to develop students' use of CSs and IC, I do not give three questions from the second semester. For now, they ask three questions and reply to them. However, since they can use shadowing and some reactions, I think it is a good time to move on to the next step. I just give a topic and let them talk freely for two minutes by using CSs. Then I will see how they can develop their speaking ability through the use of CSs and IC.

9. New Source

Interactional Competence:

Sato, K., & Crane, P. (2023). Developing EFL Learners' interactional competence through discursive practice: A longitudinal classroom study using mixed methods. *International Journal of English Language Teaching*, *11*(3), 13–51.

Topicalizer:

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社

Grove Ⅱ lesson 3   Volunteering and Music Bring Us Together

Goal

I will be able to write and speak about "the volunteer activity I want to join "

<pre reading Part3>

First of all, guess true or false before reading Part3.

1. (　　　　)In 2011, Stephen came to Fukushima to help people from the Great East Japan Earthquake.

2. (　　　　) About 4,500 volunteers attended the Fukushima event.

3. (　　　　) The Fukushima event has become a regular event.

4. (　　　　) Volunteers repair damaged swimming beaches, revitalize local towns, and reconstruct traditional Japanese houses from spring to summer.

5. (　　　　) In winter, they attend the concert with the ticket they earned from their activities and meet their workmates again while listening to music.

<while reading>

Read the textbook to page 36 and read it silently. After that, check your answers.
You may want to change them.　 Check your answer with your friend as follows:

A: Let's talk about No.1. Is this true or false?

B: I think it is true/ false. how bout you?

A: I think so, too. / I don't think so. I think it is true/ false.

B: Then how about No.2? Is it true or false?

A: I think it is….

Vocabulary Input

単　語	意　味	熟　語	意　味
recover	回復する	recover from	～から立ち直る
regularly	定期的に	take part in	～に参加する
restore	…を修復する	look forward to	～を楽しみに待つ
damaged	損害を受けた		
revitalize	…を活性化する		
reconstruct	…を再建する		
mate	仲間		

Play Janken-pon. Winners say Japanese and losers translate into English. When you have finished, change the role. I would like to memorize all words or phrases.

Grove Ⅱ　lesson 3　Volunteering and Music Bring Us Together

Quick reading1
Read part three silently and time your speed by yourself.　（　　　seconds）

Detailed Question
1. Did Fukushima have the first RockCorps project in Asia?

2. In what seasons do the volunteers work to help people in Japan?

3. What do the volunteers do in fall?

Let's practice reading! 1ˢᵗ time, read the story with your teacher, check your pronunciation of the words you find difficult.2ⁿᵈ time-read it again in a soft voice by yourself, 3ʳᵈ time-shadowing; Play janken-pon, losers shadow your partner without the textbook. Please change the role in each paragraph.

Quick reading
Read part three silently and time your speed by yourself. (seconds)
<post reading>
Vocabulary output
1．He _____ from the disease.   (   )
2．This area was _____ by the earthquake.   (   )
3．You need to fill this form to _____ this event. (   )
ア regularly   イ revitalize   ウ damaged   エ take part in   オ recovered

Grove Ⅱ lesson 3   Volunteering and Music Bring Us Together

Timed conversation
What kind of volunteer activity do you want to join? Research what you can do.
opener / How bout you? / shadowing / rejoinders / follow up questions / closer
   Could you say that again, please? ←Use this, if you don't understand what your partner says.

①What kind of volunteer activity do you want to join?
   ⇒

②Why
   ⇒

③By attending the activity, how can you help people or society?
   ⇒

④What do you need to prepare for the activity?
   ⇒

Class____No.____Name_____

Let's talk about volunteer works!

【評価表 1：Evaluation Form (Speaking Test)】　教員→生徒

観点	評価基準	得点
1．流暢さ opener closer rejoinder shadowing	2分、スムーズに話し続けることができ，左記2種の Conversation Strategies を十分に(5回以上)使うことができる。	7
	2分、おおむねスムーズに話し続けることができ，左記2種の Conversation Strategies をそれぞれ4回または少しのミス程度で使うことができる。	5
	2分、時々つかえたり沈黙があったが，左記2種の Conversation Strategies をそれぞれ2,3回使うことができる。	3
	2分、話し続けることができなかった。左記2種の Conversation Strategies をそれぞれ1回使うことができる。	1
2．内容	紹介するものについて，3つ以上の項目で具体的に話すことができた。	5
	紹介するものについて，2つの項目でおおむね話すことができた。	3
	紹介するものについて，説明が少なく内容が不明瞭であった。	1
3．正確さ	語彙の選択や文法に間違いがなかった。	5
	語彙の選択や文法事項にいくつか間違いがあったが，言いたいことは理解できた。	3
	語彙の選択や文法にたくさんの間違いがあった。	1
4．態度	アイコンタクトをし，大きな声ではっきりと積極的に話そうとした。	3
	アイコンタクトをし，聞こえる程度の声で話すことができた。	2
	アイコンタクトをせず，聞こえにくい声で話した。	1

／20

Appendix 1D

Rubric for the Fun Essay

Class____No.____Name_____

Let's write about what wakes you up!

【評価表１：Evaluation Form（Writing）】 教員→生徒

観点	評価基準	得点
１．内容	３つの項目（紹介、理由）が明 確に書かれている。	7
	３つの項目（紹介、理由）が、 おおよそ明確に書かれている。	5
	３つの項目（紹介、理由）のいずれかが不明確である。	3
	３つの項目（紹介、理由）すべ てが、不明確である 。	1
２．文法	文法がほぼすべて正しく使えている。（ミス３つまで）	6
	文法がおおよそ正しく使えている。。（ミス５つまで）	4
	文法がほとんど正しく使えていない。。	2
３．表現	80 語以上書けている。	7
	70 語以上書けている。	5
	60 語以上書けている。	4

／２０

Survey and Interview questions (November)

Part 1 Speaking / Writing

①英語で話すことについてどう感じる？（4 月・現在）

自由に話せる

多少の間違いはあるが言いたいことは言える

片言だが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

ほとんど話せない

How do you feel about speaking English?

I can speak freely.

I can speak what I want to say with few mistakes.

I can speak what I want to say with many mistakes.

I can say a few English words.

I can hardly speak English.

②身近な話題でどれくらい話せますか？

３分以上滑らかに話せる

２〜３分以上滑らかに話せる

２〜３分なら時々詰まるが話せる

１〜２分ならなんとか話せる

１分持たない

How long can you talk about a daily topic?

I can talk smoothly for more than 3 minutes.

I can talk smoothly for more than 2 to 3 minutes.

I can stumble through talking for 2 to 3 minutes.

I can manage to talk for 1 to 2 minutes.

I can talk for less than 1 minute.

③どれくらい使えますか。Opener　Closer について　（会話の最初と終わりに言う言葉）

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

よく忘れる

使えない

How much can you use opener and closer?

I use them always.

I use them usually but forget them sometimes.

I forget them sometimes.

I forget them often.

I cannot use them.

④どれくらい使えますか。shadowing　（繰り返すこと）

自然に 5 回以上出てくる

4〜5 回は出来る

3 回は出来る

1〜2 回出来る

全くできない

How much shadowing can you use?

I can use it naturally more than 5 times.

I can use it 4 to 5 times.

I can use it three times.

I can use it twice or once.

I cannot use it at all.

⑤どれくらい使えますか。rejoinders　（sounds nice などのリアクション）

5 種類以上出来る

3〜4 種類出来る

2 種類出来る

1 種類できる

出来ない

How many rejoinders can you use?

I can use more than 5 kinds.

I can use 3 to 4 kinds.

I can use 2 kinds.

I can use one kind.

I cannot use it.

⑥英語でどれくらい文章が書けますか

身近な話題について 100 語以上書ける

身近な話題について 80〜99 語書ける

身近な話題について 50〜79 語書ける

基礎的なテーマで 30〜49 語書ける

基礎的なテーマで 30 語以下しか書けない

How many words can you write in English?

I can write more than 100 words about a daily topic.

I can write between 80-99 words about a daily topic.

I can write between 50-79 words about a daily topic.

I can write between 30-49 words about a basic topic.

I can write less than 30 words about a basic topic.

⑦授業中の練習またはスピーキングテストで"What does it mean?", "What did you say?" or "(unfamiliar word)+rising intonation?"はどれくらい使えましたか。

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

よく忘れる

使えない

How often could you use "What does it mean?", "What did you say?" or "(unfamiliar word)+rising intonation?": confirmations of comprehension during the classroom activities and the speaking test?

I use them always.

I use them usually but forget them sometimes.

I forget them sometimes.

I forget them often.

I cannot use them.

⑧どれくらい five-finger questions は使えましたか。

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

よく忘れる

使えない

How much can you ask five-finger questions?

I ask them always.

I ask them usually but forget them sometimes.

I forget them sometimes.

I forget them often.

I cannot ask them.

Part2 Activities in class

①英語の力を伸ばすのにどれくらい役に立つと思いますか。４が最も役に立つ

オリ教（F on F）　4　　3　　2　　1

timed conversation（2分話し続ける活動）　　4　　3　　2　　1

fun-essay （英作）4　　3　　2　　1

How much is each activity useful for developing your English proficiency? 4 is the most.

Worksheet　4　　3　　2　　1

timed conversation　4　3　2　1

fun-essay　4　3　2　1

②ライティングとスピーキングの内容を同じトッピクにすることは役に立ちますか？

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

Is it useful to do the same topic in both writing and speaking?

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

③CSs はスピーキングをする上で役に立ちますか？

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

Is it useful to use CSs in speaking?

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

Part3

①　どの分野を伸ばしたいですか。１つ選んでください。

Reading

Listening

Writing

Speaking

学校の試験を解く力

What area do you want to improve? Choose one.（April・now）

Reading

Listening

Writing

Speaking

The skills for school exams

②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

感じません

Do you want to be able to use English?

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

③英語は好きですか

好き

どちらかと言えば好き

どちらでもない

どちらかと言えば、嫌い

嫌い

Do you like English?

Yes

Rather yes

Neither yes nor no.

Rather no.

No.

④英語について思う最もあてはまるものを一つ選択してください。

将来英語を使うと思うし、使いたい。

英語で良い成績を取りたい。

英語は必要である。

授業やペアワークは楽しい。

進歩を感じる。

弱点克服の努力をしている。

話すことは難しいと感じる。

英語は苦手である。

英語は楽しくない。

先生の言っていることや、教科書を理解するのが難しい。

Choose one opinion about English that you agree with the most.

I think I will use English in the future and want to use it.

I want to get good grades in English.

English is necessary.

Class and pair work are fun.

I feel my progress.

I am making an effort to overcome my weakness.

I feel speaking English is difficult.

I am not good at English.

I think English is not fun.

I think understanding what the teacher says, and the textbook is difficult.

⑤ペアワークを通してスピーキングをすることでやり取りする力がつきましたか。

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

いいえ

Do you think you improve interactional competence through speaking in pairs?

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

⑥スピーキングを通して相手の言っていることは聞きとれますか？

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

ありません

Can you catch what others say in speaking?

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

⑦英語の授業を受けて、どのような変化がありましたか。４月よりできるようになったことを具

体的に書いてください。

What change did you have through this English class? Please write what you could do more than in April precisely.

⑧授業に対する感想や要望を書いてください。これからの授業をよくするためにもぜひ書いてください。

Please write your opinions and requests for my class. To improve my class for the third semester.

＜Interview＞

①どのようにスピーキングテストに向けて準備しましたか。

　How did you prepare for the speaking test?

② 今年からペアワークや、グループワークでのスピーキング活動が多くなり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。自由に答えてください。

From this year, there are more pair works and group works. Were they effective? What influence did they have on you? Please answer freely.

③ CSs はどれくらい使えるようになりましたか？Can you say that again?　が出来るや、リアクションやシャドーイング（繰り返すこと）が出来るなど

　How much can you use CSs? For example, I can use "Can you say that again?" or "I can make shadowing." etc.

④fun 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。自由に答えてください。

Was the fun essay effective? What influence did it have on you? Please answer freely.

⑤CSs を使って fun essay の内容を会話練習することは効果的でしたか。あなたにどのような影響を与えましたか。自由に答えてください。

Was it useful to practice conversation using the content of fun essays through CSs? What influence did it have on you? Please answer freely.

⑥スピーキングとライティングを同じトピック練習することは、英語力向上に役立ちましたか。

Do you think integrating speaking and writing about the same topic helped you to improve your English ability?

⑦４月から自分の英語はどう変化しました。自由に答えてください

How has your English changed since April? Please answer freely.

⑧その他授業の感想を教えてください。

Please tell me your other opinions about the class.