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Developing Japanese Junior High School Students' Interactional Competence in an After-School Context through Focus-on-Form Instruction and Communication Strategies

(1) Introduction

Juken eigo, English for the entrance examinations, is a term that describes dominant examination-driven teaching and learning in Japan. This instruction prioritizes reading and writing evaluation, often at the expense of interactive and communicative classroom activities. To perform well in the context, learners are sensitive about the scores and exclude the language classroom from being an interactive space. Consequently, the second language (L2) turns into a tool for achieving the surface academic goals, rather than as a means of communication. The grammatical accuracy is so focused consistently that learners are rarely provided a chance to think about usage and build up form-meaning connections (Lee & VanPatten, 2003), which can be labeled as learning spaces, a fundamental element of communicative language teaching (CLT). In that sense, classmates are no longer learning partners who support each other, but rather who isolate themselves from each other in the classroom. This contradicts social phenomena where students strive to obtain information through social interactions such as social networks (Murphey, 2017). This mismatch of input processing between academic and social learning contexts highlights the need to integrate them into socially constructed L2 learning community.

(2) Literature review

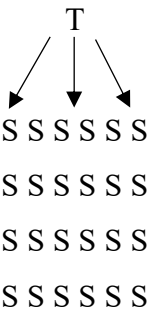
Communicative Language Teaching

Up until the late 1960s, traditional teaching approaches had been under way, representing Grammar Translation Method (GTM) and Audio-Lingual Method (ALM). In GTM, learners are asked to translate L2 text to L1 and explain grammar explicitly. In ALM, although there is little use of translation, learners are exposed to repetition of L2 sentences and dialogues until they make them into habit formation. While GTM focused

on reading/writing, and ALM weighed listening/speaking among the four skills, both of the methods, however, had carried over the traditional roles of teacher and students in the classroom which Lee and VanPatten (2003) describe as "[a]uthoritative transmitter of knowledge and receptive vessels" (p. 6). Figure 1 (below) shows the layout of instructor-fronted contexts, where there are frequent teacher turns with display questions which teachers already know the answers to, which prevents learners from various opportunities for speech acts. This dominant interactional pattern "teacher [I]nitiation - learner [R]esponse - teacher [F]eedback" (Lightbown & Spada, 2021, p. 70), which is known as "IRF" (Walsh, 2011, p. 116), allows only grammatically right answers in full sentences learners are asked to provide. Although pronunciation was a central component in language teaching in ALM, habit formation through repetition, imitation, and reinforcement, based on behaviorism theory, was a common factor of either GTM, ALM, or other methods that emerged in those days. Then, when does the necessity of L2 practical use start, and what is it for?

Figure 1

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



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

According to Savignon (2002), the needs for CLT came from a rapidly increasing group of immigrants and guest workers in Europe. "[W]hat learners should be able to do with the language" (Van Ek, 1975, cited in Savignon, 2002, p. 3) was taken into consideration, and the term *communicative* was attached to the programs that used a national-functional syllabus based on needs assessment. Savignon (1971), in her empirical research project, led learners to venture beyond memorized patterns into

interaction with other speakers to make meaning in the use of coping strategies, which are also called communication strategies (CSs) (Savignon, 2002, p. 3).

Definition of Communicative Competence

In linguistic history, the term competence has been taken as "the production and interpretation of well-formed sentences in a language" (Young, 2011, p. 428). Linguistic accuracy was predominantly focused, and how to use a language was rarely taken into consideration. Chomsky (1965) distinguished competence from language in actual social situations and called the utterances performance. Hymes (1972) rejected the dichotomy and valued the combination of not only individual knowledge but also the uses of language in actual social situations. He called the latter sociolinguistic competence and added it to Chomsky's linguistic competence, which coined a term communicative competence (CC). Hyme's notion (1972) CC has been elaborated over time, and Savignon (2002) argues CC has four components: grammatical, strategic, discourse, and sociocultural competences.

Definition of Communicative Language Teaching

Brown (2007) describes CLT as "Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes" (p. 241). Opposing both traditional methods, GTM and ALM, which are firmly structured by teachers and eventually lack practical use for meaningful purposes, Lee and VanPatten (2003) indicated, "Communicative language teaching involves letting go of certain roles that both teachers and students bring to the classroom as part of their implicit socialization in the educational process" (p. 2), and emphasized the significance teachers often need to sit back for communicative teaching to work. By changing these traditional behaviors, learners can orient themselves to L2 use.

In fact, Savignon (2002) clearly states, "The principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning" (p. 22). The face-to-face oral communication and pair/group tasks, for example, tend to be thought to be essential features of CLT, but actually not. Metalinguistic awareness or knowledge of rules are not excluded as well. The key is how teachers help learners engage with texts and meaning to "construct their own 'variation space,' to make determinations of appropriacy in their own expression of meaning"

(Byram & Hu, 2013, p. 138). That is, CLT is not a method but an approach (Brown, 2007; Sato & Kleinsasser, 1999; Savignon, 2002). Teachers need to find implicit and yet structured instruction.

Definition of Communication Strategies

Communication strategies (CSs) are elements of strategic competence. The term "communication strategy" was first coined by Selinker in 1972 (Ellis, 2008; Wood, 2011). Although the definitions are varied, and the teachability and usefulness are still being debated, many researchers describe CSs as useful communicative tools to overcome inadequacies and difficulties L2 learners are supposed to encounter in the interaction (Boxer & Cohen, 1990; Ellis, 1994; Savignon, 2002; Wood, 2011). Moreover, Canale (1983) states, "[CSs] enhance the effectiveness of communication" (cited in Sato, 2005). Savignon (2002) also argues whether being a good communicator or not is largely affected by how effectively CSs are used. That is, strategic competence is called for not only to compensate for imperfect knowledge of rules or performance limitations but also to make the most of the language that you already have (Savignon, 2002; Wood, 2011).

Figure 2

Components of communicative competence. (Savignon, 2002)

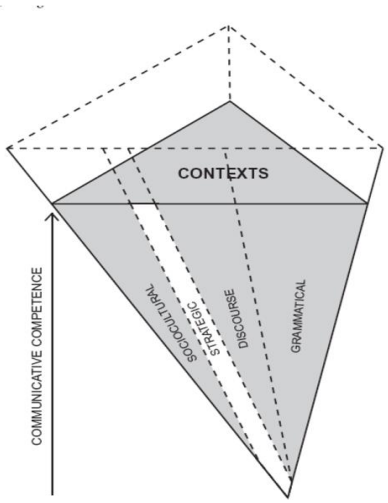


Figure 2 (above) is Savignon's (2002) current "inverted pyramid" classroom model. As shown, strategic competence is required from the very beginning of second

language (L2) acquisition. Later, the importance diminishes as other components improve enough. Wood (2011) argues "CSs will give students the power to overcome gaps in their L2 knowledge and allow them to keep conversation going" (p. 234). These all indicate how various communicative events boost learners' linguistic gains, and how major the role of communication strategies is in CLT.

Grammar Teaching within Communicative Language Teaching

Ellis (2006) argues "acquisition of the implicit knowledge [is] needed for fluent and accurate communication" (p. 102). Being communicative is sometimes considered as a casual context where words and phrases can be enough to tell meanings that grammatical accuracy is not always necessary. However, as Savingon's (1997, 2002) four components show, grammar instruction is not against CLT. Celece-Murcia (2015, cited in Sato, 2022) states the form of target structures in context used in a variety of activities (e.g., authentic tasks) encourages learners to notice usage and to develop accuracy. To explain how, what is focused on form (FonF) and what differentiates other approaches should be introduced.

Table 1

Focus on forms (FonFs) and focus on meaning (FonM) (Ellis, 2016)

Focus on forms	Rapid shift from a presentation to production of grammar items (output-oriented)
Focus on meaning	Naturalistic language learning environment such as immersion programs (slow progress)

According to Ellis (2016), the term, FonF, was first used by Michael Long in 1988 as a teaching approach. He later elaborated on the difference, contrasting focus on forms (FonFs) in 1991 and focus on meaning (FonM) in 1997 (see Table 1, above). FonFs is traditional teaching which has a rapid shift from a presentation to production of grammar items to acquire a certain form, representing drills, whereas FonM is an approach in a naturalistic language learning environment such as immersion programs, where meaning is mainly evaluated. Long (1991) shows a stance between the two and beyond, arguing

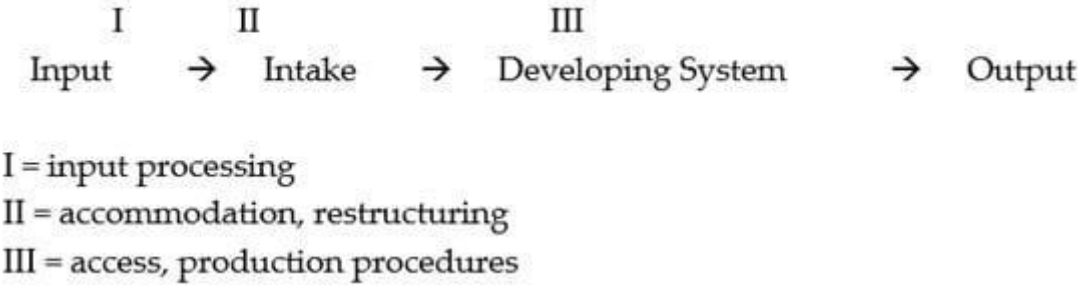
"FonF 'overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication'" (p. 2, cited in Ellis, 2016). Thus, how to encourage learners to notice a grammar item and attend to the activities plays a crucial role. Ellis (2016) indicates this is related to the learner's internal syllabus, and Lee and VanPatten (2003) analyze the processing as next.

Input Processing

Lee and VanPatten (2003) state learner's shortcomings derive from misinterpretation of processes involved in acquisition which are "input processing, accommodation, restructuring, and output processing" (p. 132), and traditional grammar practice is "exclusively output oriented" (p. 133). According to Lamendella (1977), the brain processes for drill purposes, for example, are different from communicative language use. "[T]he learner 'switches off' the mechanisms and processes used in relating form to meaning and performs the drill without thinking very much" (cited in Lee & Van Patten, 2003, p. 171). Learners are provided form and meaning immediately and shift to pattern practice. Lee and VanPatten (2003) identified there is a lack of "form-meaning" connections in the traditional process. Learners do not absorb all input data. Rather, raw data is filtered, and the brain uses the remaining data, which is called intake. This cultivates the development system and leads to output processing.

Figure 3

Processes in focus on form (FonF) (Lee & VanPatten, 2003)



According to Ellis (2006), "[g]rammar teaching can involve learners in discovering grammatical rules for themselves" (p. 84, cited in Sato, 2022). Learners need to notice how a grammar item functions in the activity first and confirm the meaning next. One thing to be careful about here is the quality of noticing. VanPatten (2004) points out

Schmidt's (1994) idea of noticing is some kind of registration of a form, and neither simultaneous connection to a meaning nor the level of awareness is described enough. Schmidt (1995) further elaborates stating, "Pay attention to input" and "Pay particular attention to whatever aspects of the input that you are concerned to learn" (p. 36, cited in VanPatten, 2004). Importantly, the issue of learners being frequently asked to process more input more than they could output is not taken into consideration. Lee and VanPatten (2003) insist that instructional intervention, which is called processing instruction, should be provided, and the psycholinguistically motivated approach "push[es] learners toward more optimal processing of language data" (p. 165) and enhances the developing system. Therefore, processing instruction is input-based, and meaning-bearing comprehensible input is inevitable.

Planned and Incidental Focus-on-Form Instruction

According to Ellis (2007), focus on form entails a focus on meaning and the instruction consists of the planned and incidental phases. While the predetermined grammatical structures are learned intentionally through the communicative activity in planned FFI, as the activity proceeds, the participants' linguistic needs can be elicited extensively in the activity as incidental FFI. This output processing is unlikely to happen naturally nor by the traditional way. Lee and VanPatten (2003) emphasize the importance of the sequence from structured input activities to the output activities by saying "a coherent grammar lesson is one that takes the student from processing a grammatical feature in the input to accessing the feature from her developing system to create output" (p. 181). Making these processes responsible is crucial to develop learners' fluency and accuracy. Furthermore, Lee and VanPatten (2003) point out how oral testing in information-exchange tasks is important to make the most out of learning in the classroom and promote acquisition – washback effect. Instructors tell their learners what purpose of the instruction is, and learners strive to reach a goal. Hence, "testing cannot be viewed as an isolated event; it must be an integral part of the teaching and learning experience." (Lee & VanPatten, 2003, p. 100) because "structured output activities are never divorced from meaning…learners make output that encodes a message" (p. 181). As indicated in the study of input processing, explicit knowledge obtained in the input FonF activities is not enough. There is a need to transform declarative knowledge into more practical

procedural knowledge, which is also called implicit knowledge. Structured input activities should be followed by the output activities, and the implicit knowledge built in the procedure is reinforced in assessment or information exchange task.

Regarding naming the processes, it varies. Ellis (2006) calls information-exchange task incidental focus-on-form while structured input/output is rather planned focus-on-form. All in common, however, the transformation of knowledge is not that simple. If language acquisition is a pile of gained knowledge, the term restructuring (MacLaughlin, 1990) was not chosen to describe the process. Overgeneralization addresses one of the distinct features. Learners often get confused about how to make the past tense and put regular and irregular verbs together such as "I seed" or even "I sawed." Grammar items previously learned affect current learning. This is the reason transfer-appropriate processing makes a difference, and the individual need for corrective feedback is required simultaneously. Ellis (2006) argues "although feedback in form-focused lessons may be directed primarily at the structure targeted by the lesson, in the meaning-focused lessons it is likely to be directed at whatever errors learners happen to make" (p. 94). CLT allows learners to encounter a wide variety of grammatical forms in the interactions, negotiate the meanings with either classmates or a teacher, and solve problems in the communication. Learners' proficiency naturally differs from each other. Thus, as Lee and VanPatten (2003) clearly state, they require sequences in which target grammar is lightly "penciled in" their memory at an initiated stage (accommodation) and strengthens the form-meaning connection in their next encounter with the item (restructuring).

Sociocultural Theory

Sociocultural theory grew from the work of psychologist Lev Vygotsky (1978). Immediately following the Russian Revolution, the turmoil provided him opportunities to inspect how society affects learning processes.

Definition of Sociocultural Theory

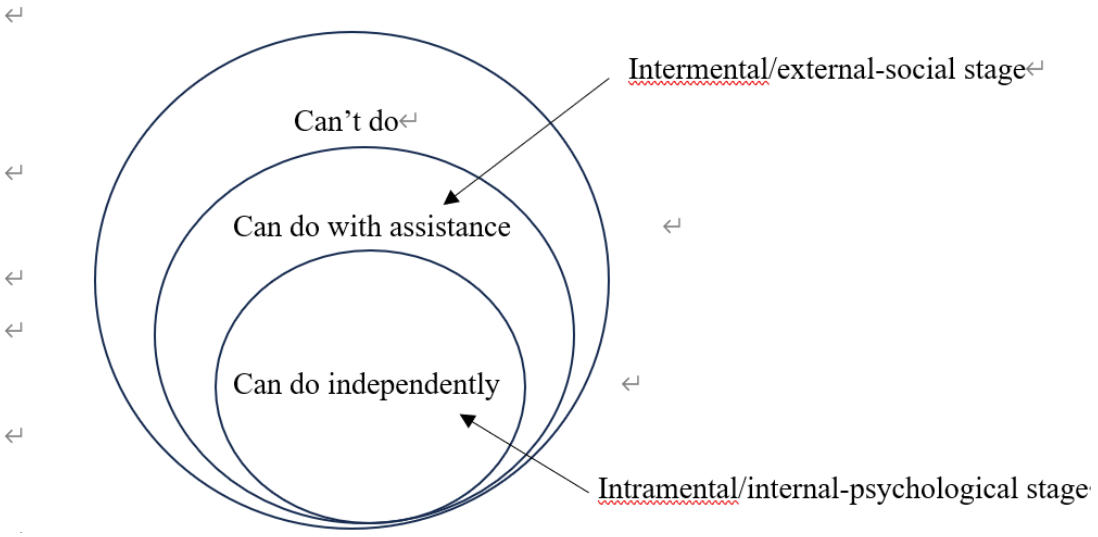
According to Lantolf (2000), mediation describes the most fundamental concept of sociocultural theory. As physical tools are helpful to use for learning with, symbols such as music notes and numbers play the same role. These physical and symbolic tools,

which are called mediators or artifacts, include psychological labor activity such as the role of languages. “Speaking (and writing) mediates thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others” (Lightbown & Spada, 2021, p. 123). Humans rely on artifacts indirectly to live with. That is, the mind is mediated by artifacts. For example, we cannot open a bottle of wine only by our willing. Our hands and a corkscrew are required to do that. In case it has a screw cap, things become easier as well. That is, all the artifacts are constructed over time socially and culturally and passed on to the future generations being modified. “Change is, therefore, a social process and sociocultural mediation is the central means through which change occurs” (Donato & MacCormick, 1994, p. 456). Socialization needs artifacts.

Then, how does change or progress happen? Lantolf (2000), citing Vygotsky, notes that “all higher mental abilities appear twice in the life of the individual: first on the intermental plane…and later on the intramental plane” (p. 17). The process is first distributed in the public context such as at school. To be on the intramental plane, which is the stage learners’ mental capacity develops, they need to be self-regulated and internalized via psychological mediation. Lightbown and Spada (2021) argue, “[the] internalizing is thought to occur when an individual interacts with an interlocutor within their zone of proximal development (ZPD)” (p. 123). The metaphor indicates where learners are between the two stages (see Figure 4 below), and Lantolf (2000) states it is aimed at “observing and understanding how mediational means are appropriated and internalized” (p. 17). Traditionally, the support (scaffolding) is offered by a higher-level interlocutor. A teacher, for example, adjusts to a learner’s ZPD. Recent studies show, on the other hand, ZPD is required to expand with a broader scope of understandings, e.g., from expert-novice interactions to the ones of novice-novice or learner-learners’. The key ingredient is, still, mediation. People work jointly and co-construct contexts, which leads to emergence of expertise as a feature of the group (Lantolf, 2000). Thus, the emphasis in ZPD is on development and how learners co-construct their knowledge based on their interaction with their interlocutor.

Figure 4

Zone of proximal development



Alternatively, as de Guerrero (2018) admits, "[private speech (PS)] as an important mediational tool" (p. 11), learners can be scaffolded by asking themselves. PS is the phrase Vygotsky described as a stage of language acquisition and the process of thought. Lightbown and Spada (2021) explain, "[u]nlike the psychological theories that view thinking and speaking as related but independent processes, sociocultural theory views speaking and thinking as tightly interwoven" (p. 123), so it can be indicated that PS differentiates other theories and hypotheses. One example is a psychologist and general epistemologist known for its cognitive development, Jean Piaget (1951). While Piaget's theory stressed a child's interactions and explorations impact development, Vygotsky asserted the essential role that social interaction itself plays. For Piaget, an interlocutor is a resource of input, and a child simply learns with rote mimicking rather than imitation. Lantolf (2006) points out that although imitation is a significant part of child development, he refers to it "as an intentional and potentially transformative process" (p. 67) based on neuroscience and child development research. Furthermore, Piaget's theory considers the development largely universal, whereas Vygotsky asserts it can differ between cultural settings or situations, especially for L2 learners. Lantolf (2006) specifies, "careful comparison of the private speech of L1 speakers with that produced by L2 users of the language" (p. 75). Therefore, Vygotsky's sociocultural theory suggests that both the

course and content of intellectual development are not as universal as Piaget believed. How to scaffold L2 self-regulation is an issue to be carefully examined.

Interactional Competence

Kramsch (1986) coined the term interactional competence. While many researchers including Young (2013), Saville-Trike (2003), and Abdulrahman and Ayyash (2019) admitted communicative competence as not only linguistic knowledge but the theory which enriches skills an individual speaker needs to command in order to communicate appropriately and effectively in any context, they also offered the significance to involve joint effort of a sender and a recipient, which has been enunciated by different linguists under different terms. According to Abdulrahman and Ayyash (2019) and Jacoby and Ochs (1995) (cited in Young, 2013) introduced the term "co-construction," for example, while Hall (1995) named it "interactive practices." Tracy and Robles (2013) and Young (2011) used the term "discursive practice" as an alternative to interactive practices.

Definition of Interactional Competence

"Interaction" is a familiar word in L2 acquisition (SLA). Nonetheless, it ranges from a casual talk to an insightful discussion in a session. Considering the role of social activities play for SLA, it is assured that negotiation of/for meaning is crucial for SLA (Gass, 1997; Hatch, 1978; Long, 1983, 1996; Pica, 1994). For interactionists, interaction indicates mutual comprehension, which is not the same as mutual understanding. Citing Gass and Varonis (1985); "[t]he important feature of interaction,…, is *uptake* of the trouble source following an episode of modified interaction" (p. 3, italics in original), van Compernolle (2015) points out the purpose of interactionists is "to find a more appropriate or correct way to express the intended meaning" (p. 4) with implicit form of feedback such as recast and do not necessarily orient to a pedagogical goal where learners strive to make meanings even a communication breakdown occurs. Bachman and Palmar (2010) also describe what interactionists examine as "the *purpose* of meaning conveyance, but not the *content* of meaning conveyance" (cited in Purpura, 2016, p. 197, italics in original). Mondada and Doehler (2004) argue the necessity of a stronger socio-interactionist perspective and the

involvement of the learner as a co-constructor of joint activities in “a constant process of adjustment vis-à-vis other social agents and in the emerging context” (cited in van Compernolle, 2015, p. 5), which, van Compernolle (2015) criticizes, are too much social-focused and lacks in learners’ psychological aspects. Therefore, negotiation for meaning and modifications are not called for a goal in the context, either social or not. Rather, interactional modifications which allow participants to accomplish actions together – IC (van Compernolle, 2015). In other words, what Lantolf (2000) argues, competence learners obtain in the process from the intermental (external-social) to intramental (internal-psychological) plane with interlocutor’s support. This dialectical unity Vygotskian SCT offers cannot be recognized in the traditional interactionist approach, especially, where thinking and learning occur simultaneously.

Moreover, since each conversation is unique, Wong and Waring (2020) state, “[conversation analysis] indicates a wealth of knowledge that can make our understanding of interactional competence more specific, more systematic, and more pedagogically sound” (p. 8) and offered various interactional practices to form conversation as a system,

(1) Turn-taking practices: Ways of constructing a turn and allocating a turn
(2) Sequencing practices: Ways of initiating and responding to talk while performing actions such as requesting, inviting, storytelling, or topic initiation
(3) Overall structuring practices: Ways of organizing a conversation as a whole as in openings and closings
(4) Repair practices: Ways of addressing problems in speaking, hearing, or understanding of the talk (p. 8)

While their systems make clear what interactional practices are required, there are two other resources Young (2011, 2019) differentiates from Wong and Waring (2020) above. One is identity resources which all participants show in an on-going interaction and the footing. Due to a reason IC presupposes intercultural competences in many contexts, Young (2011, 2019) emphasizes the importance of ‘sphere of intersubjectivity’ that Kramsch (1986) identified, where speakers’ interest for interaction depends on their cultural identity. The other is linguistic resources, which include the features of

pronunciation, vocabulary, and grammar in addition to the ways participants construct interpersonal, experiential, and textual meanings in a practice (p. 429). According to van Compernolle (2015), IC has a developmental nature in the sense, as arguing "interactional competences develop because relevant resources are made available for use in interaction, where they may be picked up and recycled as part of the appropriation, or internalization, process" (p. 175). IC cultivates learner's schemata and give them opportunities to internalize individual knowledge by using it in interaction, and learner's individual knowledge also develops IC. That is, L2 development and interactional competence mediate each other.

When it comes to the definition, one unavoidable topic is that CC includes IC or not. For example, Celce-Murcia's (2007) revised the model of CC which contains discourse competence interlocked as the core competence surrounded by sociocultural, formulaic, linguistic, and interactional competences with strategic competence connected to them all. She clarifies a limited definition about each component, however. Young (2019) insists clearly on the other hand, "the most fundamental difference between interactional and communicative competence is that IC is not about what *one person knows*; it is about what a participant in a discursive practice *does together with others*" (p. 98, italics original).

Table 2 (below) provides a comparative overview of communicative competence and interactional competence, highlighting their key differences in terms of definition, focus, components, and evaluation:

Table 2

Comparison of Communicative Competence and Interactional Competence

Component	Communicative competence	Interactional competence
Focus	Context-specific	Practice-specific
Interactivity	Individual knowledge and skills	Co-construction
Verbalization	Linguistic	Linguistic and paralinguistic
Evaluation	Appropriacy	Close attention to each other

As shown in Table 2 (above), communicative competence emphasizes an individual's ability to use language effectively across different contexts, whereas interactional

competence highlights the co-construction of meaning in social interaction. This distinction has important implications for language teaching and assessment, particularly in approaches that focus on classroom discourse and second language acquisition.

Although the topic is still in dispute, considering Celce-Murcia (2007) mentions about strategic competence "to compensate for deficiencies in any of the other competencies" (p. 44) and "strategies involve seeking out native speakers to practice" (p. 50), it can be noted that research about IC varies in interpretations of SCT or Vygotskian emic perspectives.

Intersubjectivity

In the Japanese context, students are frequently asked to answer display questions in the drill-pattern practices. While they consider the answer is appropriate, there have limited opportunities to explore whether there are alternative responses. Unlike model dialogues, real-time conversations are filled with new encounters, requiring students to take a moment to think what the interlocutor's meaning before they orient to the topic. This moment-to-moment readiness – "ready, set, go" procedure – reflects the concepts of intersubjectivity. Just as runners risk a false start and jeopardize the race if they omit the "ready" and "set" steps, the procedural aspect of intersubjectivity is crucial in communication. In addition, intersubjectivity is fostered when speakers exhibit curiosity about each other. Therefore, intersubjectivity can be a key to mutual understanding, as speakers often make repeated attempts to achieve this shared understanding, continually establishing and reestablishing intersubjectivity throughout their interactions.

According to Young (2011), intersubjectivity was first inferred empirically from studies of infant development by Trevarthen (1977, 1979), where it was noticed that preverbal two-month-old infants and mothers were developing a different style of mutual activity such as "display" and "act of expression" to sustain and exchange of initiatives. In this sense, "intersubjectivity is the conscious attribution of intentional acts to others and involves putting oneself in the shoes of an interlocutor" (p. 430). Based on this research, Wells (1981, cited in Young, 2011, 2019) clearly defined, for the communication to be successful, it is necessary,

(1) the receiver should come to attend to the situation as intended by the sender

(2) the sender should know that the receiver is so doing

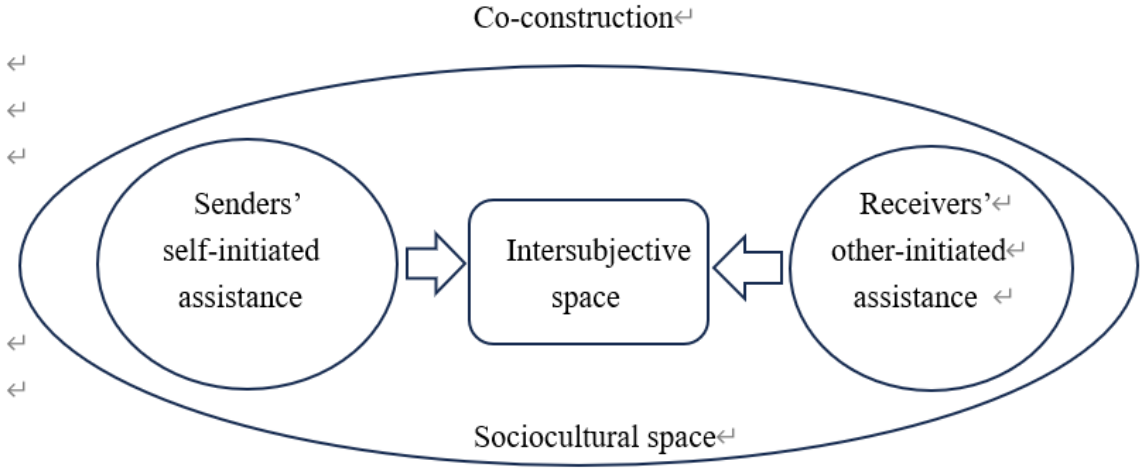
(3) the receiver should know that the sender knows that this is the case (p. 102)

That is, to maintain intersubjectivity, comprehensive listening is crucial. McKay et al. (2018) state a sender and a receiver should intend to either "understand someone, enjoy someone, learn something, or give help or solace" (p. 6) and argued,

> Listening is a commitment and a compliment. It's a commitment to understanding how other people feel, how they see their world. It means putting aside your own prejudices and beliefs, your anxieties and self-interest, so that you can step behind the other person's eyes. (p. 6)

Figure 5

Model of co-construction



Note. Arrows denote verbal/non-verbal signals.

Van Compernolle (2015) argues, "the negotiation of meaning entails as process of co-regulation between participants as they work to maintain intersubjectivity in interaction" (p. 72) and the developmental processes from the intermental to intramental plane (see page 9) draw on the concept of the *mediation sequence*. As Figure 6 (above) indicates, through the both self-initiated mediation sequence, where learners engage in a bid for assistance, and other-initiated mediation sequences, in which interlocutors instantly notice a trouble source and offer an attempt to mediate partner's L2 production,

intersubjectivity is established and re-established, and the moment-to-moment (microgenesis) development is traced by microdiscourse analysis. That is, CA is inevitable for Vygotsky's claim "to grasp the process [of development] in flight" (cited in van Compernolle, 2015) for the reliability and validity of IC. Galaczi (2014) calls the moment-to-moment development, where learners strive to reach mutual understanding - "mutually" and argues the level of the microgenesis can be recognized and rated in CA-informed transcripts. For example, a speaker who displays high mutuality can jointly construct a turn with extension move such as supportive response/questions and expand not only the self-initiated topics but also the other-initiated topics with listener support strategies.

(3) Research issues and research questions

It was my third year researching the class. The four students became in the ninth grade and under stress about the high school examinations they would take later this academic year. Since the Eiken proficiency test is useful for the application, I organized it for them to take the third-grade test in spring, and two active students passed while two passive students failed as shown in Table 3 (below). This showed their academic gap still existed or got wider between the two groups: higher-proficiency (HP) students and lower-proficiency (LP) students. Moreover, an LP boy hesitated to either speak or write. His slow action frequently irritated the classmates.

Table 3

Student participants' information: the school year they started to come, the public junior high school they went to, and the results of the Eiken third grade test in the spring.

Pseudonym	Starting year	JHS	Eiken 3rd grade test
Haru	G4	School A	Passed
Miko	G4	School A	Failed
Shunta	G6	School B	Failed
Toya	G7	School B	Passed

Note. Toya had joined the after-school program at kindergarten for several years.
JHS represents junior high school.

Last year, they were encouraged to give spontaneous utterances. With my effort through FFI and CSs, they learned to use easy follow-up questions, fillers, and prosodic rejoinders, which helped them to keep their conversations going longer with target grammar items. Yet, their L2 production lacked enough cohesion and coherence. How to make a deeper flow in their writing and speaking should have been considered.

Accordingly, the four students were asked to use discourse markers such as *for example* and *especially*, which also can be follow-up questions. The use of prosodic rejoinders indicated in *Oh.*, *Ah.*, and *Wow!*, which were implemented in the later previous year, continued for supporting their partners as well.

The mid-term presentation, however, revealed that although the students' CS variation increased, many of them still simply pursued their preferences, which led to shorter sequences. Considering the reason, one of the causes came from their full attention to their own topic. Wong and Waring (2020) argue recipient design is necessary for co-construction of the conversation, explaining "[t]he various ways in which participants' talk in interaction is constructed to display orientation and sensitivity towards their co-participants" (p. 15). Thus, listening intentionally is inevitable for the students' engagement, and their responses to the partners' utterances need to be appropriate. Rather than depending on a particular CS, varied expressions are required. Here are my research questions:

(1) How does FFI with CSs lead to developing foreign language learners' communicative competence (especially, speaking and writing skills) in a small language school in Japan?
(2) What effect, if any, does the variation of CSs have on interactional competence?
(3) To what extent, do specific aspects of interactional competence, such as intersubjectivity, and L2 development interrelate with each other?

(4) Method

Teaching Context

(1) Level: Junior high school (third year)

(2) Size: 4 (two girls and two boys)

(3) Time: 90 minutes per week

(4) Textbook: New Horizon 3

Although the context is almost the same, the time lengthened from 80 to 90 minutes due to the higher-level content in New Horizon 3. As having been done those past two years, worksheets I created were mainly used for FFI, so the dialogues in the textbook were rarely taken care of in the classroom. This is for avoiding too much exposure to the dialogues where students are frequently asked for the translation work and rote memorization of the words and phrases in their school. By omitting the dialogues and using the worksheet, students can focus more on the various practices.

Focus-on-Form Instruction

In that sense, FFI was worth implemented to tackle the increasing complexity of grammar usages this year. The four students were encouraged to use the new grammar items in friendly context so that they could be stimulated to share the topic, as shown in Table 4 (below).

Table 4

Topics of performance tests and basic expressions in the lessons with underlined target grammar items in the year 2024.

Month	Topic of performance tests and target grammar items
April	Performance test: “My favorite restaurant” / Examples: I <u>have been to</u> Disneyland once. /<u>Have you ever</u> heard of Adel? / Drinking coffee <u>makes me happy</u>. / NUFS <u>shows me that</u> talking is important.
May	Examples: I <u>haven’t finished</u> my homework <u>yet</u>. / My friend <u>has been</u> in Aichi <u>for thirty years</u>. / How long <u>have</u> you <u>been planning</u> the school trip?
June	Examples: <u>It was scary for me to visit</u> Disney Sea. / I <u>wanted him to talk</u> with me. / Performance test: “School trip”
July	Examples: I <u>help my friend write</u> Japanese. / <u>Let me show</u> you the

	picture. /
	Reading comprehension Day 1-3
August	Reading comprehension Day 4-5
September	Performance test: “Book Talk.”
	Examples: Do you know where I went? / I don’t know what you mean. / Performance test: “My summer”
	The dog sitting in the picture was my pet.
October	Examples: This is a picture taken last year. / This is a phone I used ten years ago. / This is the picture which makes me happy.
November	Examples: I wish I could join it. / If I were a bird, I would fly to France. / Performance test: “Topic I chose for my partner.” /
	Disneyland (that) I went to had a pink castle.

Note. The four students were asked to write essays using the key sentences with target grammar items as the writing test, which precedes the oral paired performance tests above.

As indicated in Table 5 (below), the routine lesson format remained consistent with the previous year. However, the True or False activity was transitioned from a teacher-student (T-S) to a student-student (S-S) interaction. The two-step output approaches involved:

(1) Cooperative error identification and meaning-checking in sentences

(2) Individual essay writing, expanding on the earlier collaborative discussion

To improve the students’ coherence, I spent the summer conducting special reading lessons with graded readers, which was chosen as a final project for Dr. Kleinsasser’s assessment class. During the performance test conducted at the end of the summer break, all the students articulated their chosen books and engaged in the conversations more intentionally — not only managing their own topics but also demonstrating sincere interest and empathy toward the partners’ topics. They also occasionally supported their partners using CSs. After the new semester began, the four students were encouraged to keep reading easier readers and share borrowed books in pairs at the beginning of the lesson – Book Talk as seen in Table 5 (below). To address

answering the questions about books was challenging, I gradually provided more scaffolding, including introduction and summaries, before posing questions.

Table 5

Main activities and FFI processes in year 2024

Main activities	Interaction	FFI
(1) Warm-up: Mentions (1st term); Book Talk (2nd term)	S-S	
(2) Basic sentences with a new grammar item	T-Ss	Pre-task: Imput, noticing, and preparation for a conversation
(3) Conversation in pairs	S-S	While-task: S output
(4) True or false	S-S	Post-task 1: Implicit W output
(5) Essay	S	Post-task 2: Explicit W output

Note. S and W in FFI represent speaking and writing respectively.

Communication Strategies

Since the four students had been learning CSs for two years, they were encouraged to review the use. Response tokens such as “Wow!”, “Ah.” and “Oh.”, introduced last year, were reinforced. To enhance coherence, expressions such as “for example” and “especially” were integrated in both speaking and writing tasks. The students were first asked to use these as follow-up questions and gradually as discourse markers. By utilizing these phrases, the four students could enhance the clarity and depth in their L2 production to share. This eventually led to build their further rapport in this stressful time.

In November, however, I further revised the rubrics after observing the students’ unnatural or overly simple use of discourse markers. These instances often limited empathy or interest in the topic. To address this, I encouraged students to include episodes in their speaking and writing tests. Some students had already done this voluntarily, so I highlighted their examples and encouraged others to give it a try.

Data collection

As seen in Table 6 (below), the data sets, which were gradually added and revised last year remained. Due to the stability, there was a fundamental change in the surveys, on the other hand. Over the past two years, the questions were arranged to align with the students' interests and difficulties that I observed or used for prompts for their reflections on additional activities. However, there was no change this year.

Table 6

Data sets conducted in year 2024

Sets (who wrote/how conducted)	Term 1	Term 2
Survey (S)	April and July	November
CS record sheets (S)	Since April	
Essay record sheets (S)	Since April	
Exit slip (S)	Since April	
Speaking/Writing tests (S-S) with Video (T)/Audio (S) recordings, Pre/Post-test self-evaluation (S), and Recipient-designed rubrics	April and June	September twice and November
Transcripts (T/S)	CA-informed (T)	CA-informed (T)
Interview (T to S)	July	November

Note. Term 1 refers from April to August, and Term 2 does from September to November. Also, S and T describe who does and stand for students and a teacher, respectively.

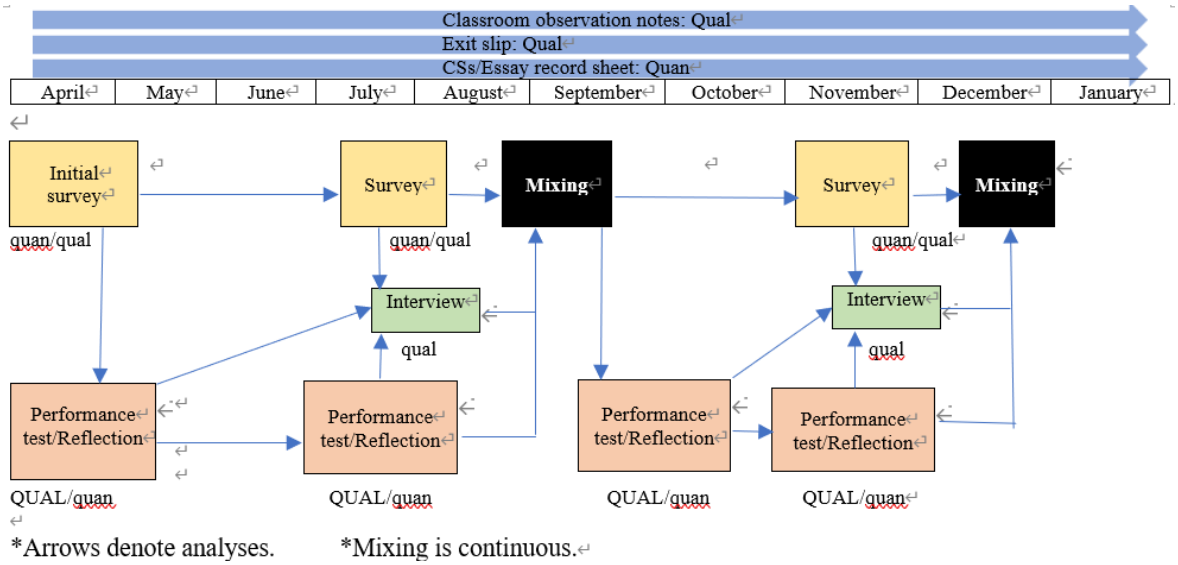
This is because the data collection process leveraged multiple tools, including CS/essay record sheets, students' comments in worksheets (used as exit slips), and self-reflection collected after performance tests. These materials provided ample information for improving and revising the activities. As Illustrated in Figure 6 (below), my teaching approach was shaped by data mixing for the mid-year report in July and reshaped on the final data mixing in November.

The consistency of questionnaires made the students fill out the survey (see Appendix 3-C) looking at the ones conducted previously. Changes in their answers were

explored in the interviews (see Appendix 3-C) to identify what influenced these changes and to determine their causes. As in the previous year, these individual interviews also focused on how each student succeeded and failed to achieve or maintain intersubjectivity during the performance tests with the questions, e.g., *How did you feel at this moment you reached mutual understanding?* and *Why do you think you even didn't try to attempt here?*

Figure 6

Research design



Data analysis

This year, I learned how to use coding to analyze data sets in Dr. Kindt's class. Coding was applied to transcripts, surveys, and interviews, providing valuable insights into student progress as indicated in Table 7 (below). For example, the coding for CA-informed transcripts describes the students' turn-takings in the sequences, not only how they started and ended the topic but how they successfully reached their mutual understanding by the process of *pursuing* and *involvement* or how they merely ended the topic only with *processing*. Both listings were used to see tendencies and patterns the four students likely provided.

Table 7

Coding for the transcripts and the progress from the survey/interview results.

CA-informed transcripts	Answers in the survey and interviews
Initiating	Communities of practice
Pursuing	Emotion
Processing	Engagement
Involvement	Enrichment / Frequency
Ending	Length
	Scaffolding
	Schemata
	School context
	Self-regulation
	Practice

For surveys and interviews, coded responses contributed to both the quantitative results and the validity of the findings, as identified in the mid-year report. For instance, in a survey concluded between April and July, all four students reported an increase in CS use. During follow-up interviews, they were asked, *How do you feel when you use more CSs?* The coding process revealed recurring themes, such as *engagement* and *enrichment*, which emerged from both the survey and interview data. Coding proved especially useful data in this small, self-managed teaching context, which often lacks interrater reliability. The rating may lack consistency. CA-informed analysis and coding processes in the transcripts played an important role for the development. By systematically analyzing the data, I was able to identify patterns and refine teaching practices accordingly.

(5) Results

This section presents the results of the survey and interviews. The four students were asked to fill out the survey looking at the previous ones in April and July. Interview questions and responses are italicized for clarity. Both the survey and interviews were

conducted in Japanese and translated into English by a teacher/author whose L1 is Japanese.

Communication Strategies

Here are the survey results that show the variation of their CS use in April, July, and November. Students' names are pseudonyms throughout the report. The four students were asked how many kinds of the CS they could use. For example, regarding follow-up questions, if they thought they could use yes/no questions (e.g., *Do you like…?*), wh-questions (*What's…?*), and *For example?*, they reported three kinds.

Figure 7 (below) illustrates Haru's variation in CS use across April, July, and November. The increase in Haru's closer variations appears to have resulted from the pre-activity check. During this activity, all students were encouraged to practice examples such as *Take care*, *Don't catch a cold*, *See ya*. and *Nice talking with you*.

Figure 7

Haru's number of CS variation in April, July, and November

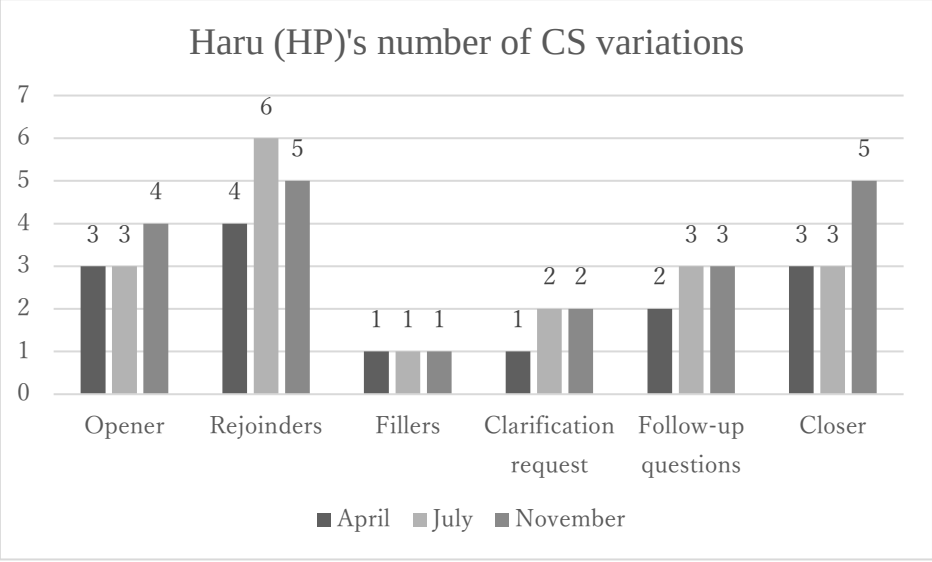
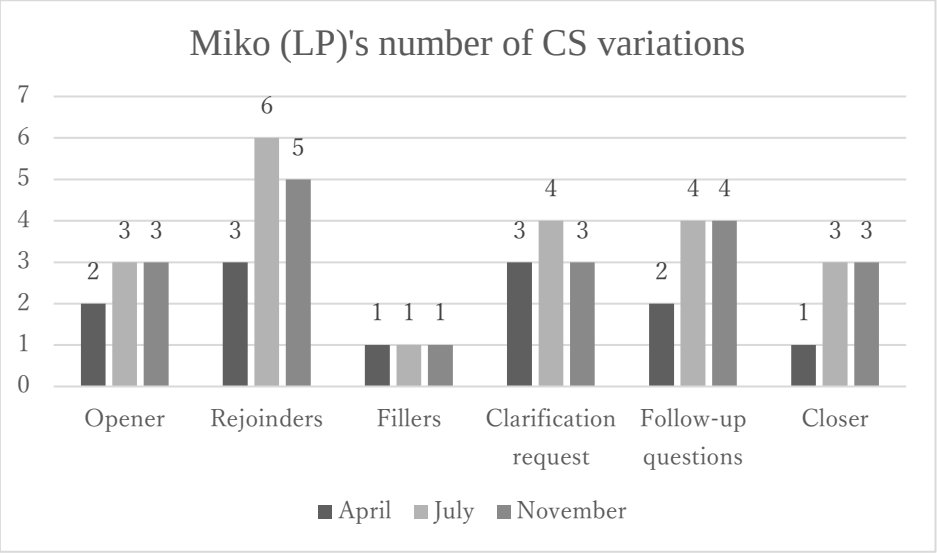


Figure 8 (below) shows Miko's number of CS variations in April, July, November. Miko's use of CSs was less consistent than Haru's use. The bar graph below indicates Miko tended to use certain easy ones, such as, *See ya*.

Figure 8

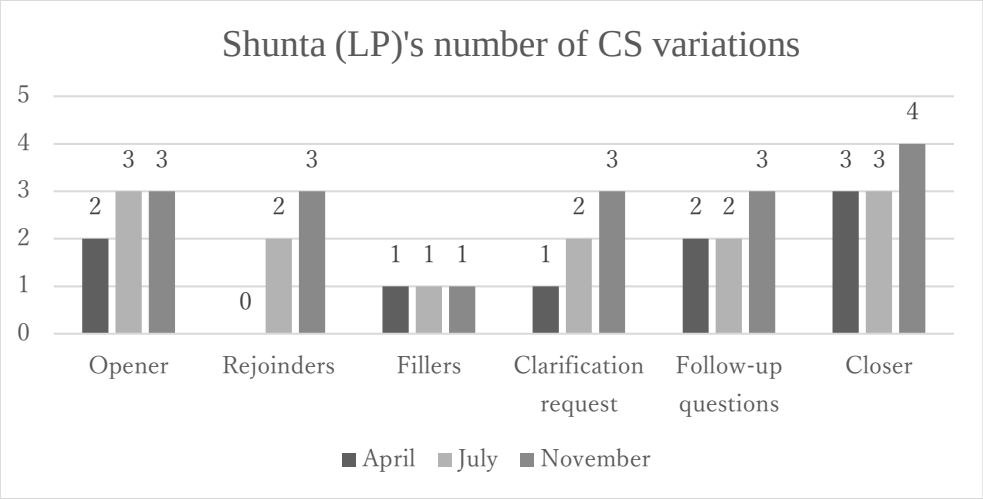
Miko's number of CS variation in April, July, and November



Shunta's increasing use of almost all CSs was observed throughout the year (see Figure 9 below). Especially, his change of rejoinder use shows how his hesitation in April shifted to involvement later this year. Considering his clarification requests and follow-up questions were attempted sometime after his partners asked. It can be said that a recipient-design format (see page 65) encouraged his partners to listen to him intentionally, which also stimulated Shunta to imitate the usage.

Figure 9

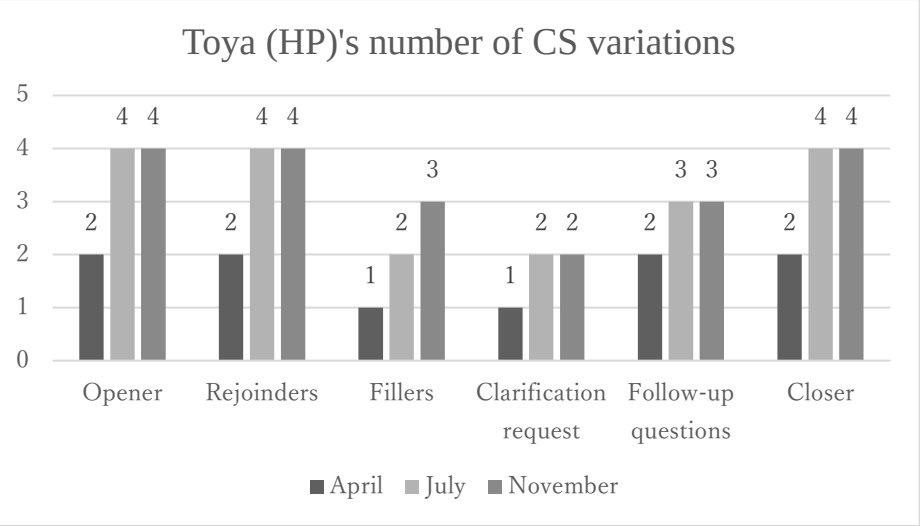
Shunta's number of CS variation in April, July, and November



Toya's use of CS showed notable variation over time (see Figure 10 below). His CS usage increased by July and remained stable thereafter. Rather than using a particular CS, he appeared to utilize the variation of them soon after he was encouraged to do that. After a recipient format was implemented, he was more actively involved in the conversation. That is, his stable and frequent use of CSs indicates Toya was already at the intramental stage in the middle of the year. His CS use was internalized earlier than the other classmates.

Figure 10

Toya's number of CS variation in April, July, and November



Although many of them reported their CS variations were stable in the second term, the frequency of using their target CSs, either as they were or alternated, increased as seen in the following answers in Table 8 (below). The four students reported their achievement as percentage in the survey (see Appendix 3C), which is described in the table as up and down for the increased and decreased use of CSs they chose, respectively.

Table 8

How is your achievement of the target CSs you chose in April? Why?

Chosen CSs	Achievement	Reasons	Number: LP/HP
Rejoinders and Fillers	Up	I learned to use *I see.* more often.	1: LP
	Down	I could alternate the CS such as *Let me see*. to *Ah*. and *No way!* to *I see.*	2: LP
Follow-up questions	Up	I got more opportunities to use *For example?* and *Especially?*	1: HP
	Up	I was more intentional to ask such as *Especially?*	1: HP
	Down	On the spot, I tended to forget to use *For example?*	1: LP

LP students reported their progress in using CSs to control conversations such as rejoinders and fillers, whereas HP students were more eager to use the CSs for expanding their partner's topic, such as *Especially?* and *For example?* Since they needed to remember these new follow-up questions and use them appropriately with the preceding utterances, an LP student found it challenging to try the phrases despite showing interest.

Table 9 (below) also shows the difference between the LP and HP students. While LP students reported their progress since April simply about the frequency, HP students described how CS use engaged their L2 production. Their conversations became longer and more complex, which led to their greater confidence.

Table 9

Please tell me about your change in speaking since April.

Coding	Change since April	Number: LP/HP
Enrichment	In addition to *That's…*, I learned to use *Ah.*, *Oh*., and *Yeah*.	3: LP2+HP1
	I learned to ask questions more often.	2: LP1+HP1

Engagement	Giving more frequent questions made my conversation broader.	1 HP
Self-regulation	Even after I finish what I prepare, I don't get upset these days because I learned to find some more topics.	1 HP

Note. The last column shows a number of the respondents. LP/HP represents low/high-proficiency students.

On the other hand, as indicated in Figure 9 (see page 25), Shunta's (LP) progress of the CS variations was gradually activated first by LP-LP conversations and second by LP-HP conversations throughout the year.

The conversation in Excerpt 1 (below) starts with Shunta's hesitation. In Line 2, he gives no response to Miko's friendly *Hi, Shunta.* Miko also reacts by *That's okay.*, which is the rejoinder Miko often uses, inappropriately to Shunta's answer *I'm good.* in Line 7 (processing). For Miko, there is no nuance difference between *Okay*. and *That's okay*. Considering *Okay.* is used the same way in L1, she appears to use *That's okay*. likewise although the phrase means *It's not a problem*. This indicates Miko's low interest in talking to Shunta. Rather than pursuing the topic, she chose to end it using her ordinary sequence-closing third. At this point, there is least mutuality between the two.

Excerpt 1

In April, Miko (LP) and Shunta (LP) are greeting in the performance test.

```
01  Miko     a:h (4.0) hi Shunta [00:00:13.08]
02       (5.0)
03  Miko     how a:re you   [00:00:22.20]
04  Shunta   °I'm good:°  [00:00:23.28]
05  Miko     =good?    [00:00:24.28]
06  Shunta   (..) °yeah.°
07  Miko     that's okay  [00:00:27.27]
08       (4.0)
```

Conversely, in the middle of the conversation in Excerpt 2, Miko becomes more conscious of Shunta's utterances. She points out the word she is unaware of and asks

implicitly as shadowing *Cheap?* in Line 36 (initiating). Since Shunta has not yet noticed that Miko wonders, in Line 38, Miko explicitly asks Shunta, *What's "cheap"?* (pursuing). She steps up to clarify the meaning. Without her explicit question, Shunta loses an opportunity to understand that Miko's *Cheap?* is not a mere response, rather it is a question. Miko does not abandon the topic this time and focuses on communicating with Shunta. Her effort to understand Shunta helps them to reach their mutual understanding. Yet, there is a limited approach from Shunta to Miko in this talk. This unbalance of a speaker and a hearer in the conversation leads to a lack of co-participation. That is, their intersubjectivity does not maintain long.

Excerpt 2

```
30  Shunta  yeah: (..) I like sugakiya (.) is-u (.) (  ) shopping mall
                                                          [00:01:45.20]
31  Miko    shopping: m:all?  [00:01:46.26]
32  Shunta  = yeah (4.0) sugakiya-a's ra:men (.) is-u >very cheap<
                                                          [00:01:55.23]
33  Miko    (.) >pardon?<  [00:01:57.16]
34  Shunta  °I said-du (.) sugakiya (.)'s ra:men is-u very: cheap
                                                          [00:02:04.23]
35      (..)
36  Miko    cheap?  [00:02:06.17]
37  Shunta  = °yeah°
38  Miko    = what's cheap?  [00:02:08.21]
39  Shunta  = >cheap is やすい {ya:su:i:, cheap}<  [00:02:10.11]
40  Miko    = AH:: (.) that's good?  [00:02:12.18]
```

In September, a pair of Miko (LP) and Shunta (LP) occurred once again (see Excerpt 3). Their conversation went slowly, but there was some part they both tried to pursue the topic. There are frequent gaps in lines 57, 60, 65, and 67, which have possibilities of a communication breakdown. Nevertheless, they both give questions to each other after the gaps in lines 61 and 68 (pursuing). It can be said the silence becomes an artifact and pushes them to bring in subtopics about the food. For example, Shunta uses silence to take time to understand what is talked about, acknowledge Miko's interest in Shunta's food preference with her laughter token in Line 64, and think about a question

for her recalling what he has learned.

Excerpt 3

Miko (LP) and Shunta (LP) are talking about a summer festival they went to during the school break.

```
57      (10.0)
58  Miko    ((M bends, moves her arms up, and touches her neck))
59  Shunta  ((S touches his mask))  [00:02:43.17]
60      (4.0)
61  Miko    |especially food?  [00:02:51.20]
62          |((M moves her fingers))
63  Shunta  (..) ((S touches his mask and looks up)) >°いちごあめ°<
                                        {ichigo-a:me, a candied strawberry}
64  Miko    =hh いちごあめ?  [00:03:03.29]
65      (..)
66  Miko    ((M touches her shoulder, looks down, and touches her hair))
67     (3.0)
68  Shunta  do you like いちごあめ.
69  Miko    =no
70  Shunta  why?  [00:03:20.06]
71  Miko    (..) |hh
```

Compared to their talk in April, where questions were given but almost only from Miko to Shunta, the balance of a speaker and a listener exists. According to Sato and Crane (2023), this is elaboration of the topic co-constructed collaboratively, which indicates that more mutuality learned to occur between the LP pair.

Still, on the other hand, their conversation was not beyond casual preferences to share. How to explore topics was questionable. In fact, although they both went to the same summer festival, there were no such signals between the two. In the interviews, they were asked about the reason why no signals happened in the conversation. Miko (LP) answered, “Because I had no idea how to say anything about it in English and kept just thinking like Umm..” Shunta (LP) explained the reason as, “I thought there might have been a different area Miko was talking about because the venue was big.”

In the performance test in November, Shunta (LP) was paired with Haru (HP). In

the small talk (see Excerpt 4), Shunta gave a clarification request. Haru (HP) and Shunta (LP) add follow-up questions to follow-up questions of each other. In Line 5, Shunta answers *So-so*. to Haru's question. Since Shunta's answer is vague, Haru offers an example to clarify (pursuing) in Line 6. Shunta is not sure what Haru means and keeps silent in Line 7, which makes Haru wonder in Line 8. Then, in return, Shunta brings in an example (involvement) in Line 9. They finally reach an agreement, and their mutuality is represented by the latching in lines 10-12 (Waring, 2002; Galaczi, 2013 as cited in Sato & Crane, 2023).

Excerpt 4

Haru (HP) and Shunta (LP) are talking about their study for the school test coming up.

```
04  Haru    °what is <your> テスト勉強°  [00:00:09.15]
                    {te:su:to: ben:kyo, study for tests}
05  Shunta  ( ) so-so  [00:00:11.06]
06  Haru    so-so? (.) all finished?  [00:00:14.07]
07  Shunta  (..)
08  Haru    |u::n
            |((H describes with her hand))
09  Shunta  >°homework?°<
10  Haru    = >YEAH< homework
11  Shunta  = >yeah<
12  Haru    = >OH< |good
                   |{H thumbs up}
```

Furthermore, their conversation went on with Haru's (HP) leading questions (see Excerpt 5). Once again, Shunta is not sure about Haru's why-question. Shunta says *I don't know*. in Line 59. However, Haru does not give up and changes her question in Line 64 (pursuing). Shunta still does not really get what Haru asks and keeps silent in Line 65. Haru rephrases her question in Line 66 (pursuing). Shunta finally answers Haru's question in Line 67. Once again, Haru tries a why-question in Line 70. This time, Shunta answers Haru's open question humorously in Line 71, which makes Haru satisfied in Line 72 (ending).

Excerpt 5

58 Haru **u::n** (..) **wh:y** do you want to go (.) >to the sun?<
[00:02:27.24]
59 Shunta **I don't know**
60 Haru you |do(h)n't know?
|{H chuckles}
61 Shunta °ye:ah° [00:02:34.02]
62 Haru OH
63 (..)
64 Haru **u:n** (..) **what (.) planet do you like the best** [00:02:40.27]
65 Shunta (..)
66 Haru **°best planet°** [00:02:43.28]
67 Shunta ((S smiles)) I like (.) アース
{a::su:, the earth} [00:02:46.20]
68 Haru (.)EARTH? [00:02:47.27]
69 Shunta =>yea[h
70 Haru [>OH< (.) **wh:y?** [00:02:50.01]
71 Shinta **アース-s is-u (3.0) |>this planet<** [00:02:57.20]
|((S points to the floor))
72 Haru =YEA:H yeah °good?° [00:03:00.15]

Haru mentioned in the post-test self-evaluation sheet "I got upset." In the interview, she asked where the feeling came from and answered, "Because Shunta said, *I don't know.*" Haru's persistent questioning exemplifies effective scaffolding in HP-LP interactions. Despite Shunta's initial non-elaborative responses (e.g., *I don't know.* in Line 59), Haru reframes and rephrases her questions, ultimately eliciting a humorous and contextually relevant response in Line 71. This highlights the gradual deepening of their conversation, moving beyond superficial exchanges. Haru's visible frustration (lines 8, 58, and 64) underscores the emotional investment required in such interactions, but her persistence is rewarded when Shunta engages more actively. This interaction illustrates the importance of adaptive questioning in fostering mutuality and topic exploration, particularly in mixed-proficiency pairs.

Focus-on-Form Instruction

Here are comparisons of the survey results about FFI in July and November. The scales show students' agreement to the questions from maximum six to minimum one. In the survey comparison in Figure 11 (below), Haru (HP) changed her rating from 4 to 5, saying "I learned to recall the grammar item as a phrase even when I forget it in the school test (Schemata)." This reflects her growing ability to apply grammar in context, even when recalling individual items may be difficult.

Figure 11

For speaking, can you use grammar items?

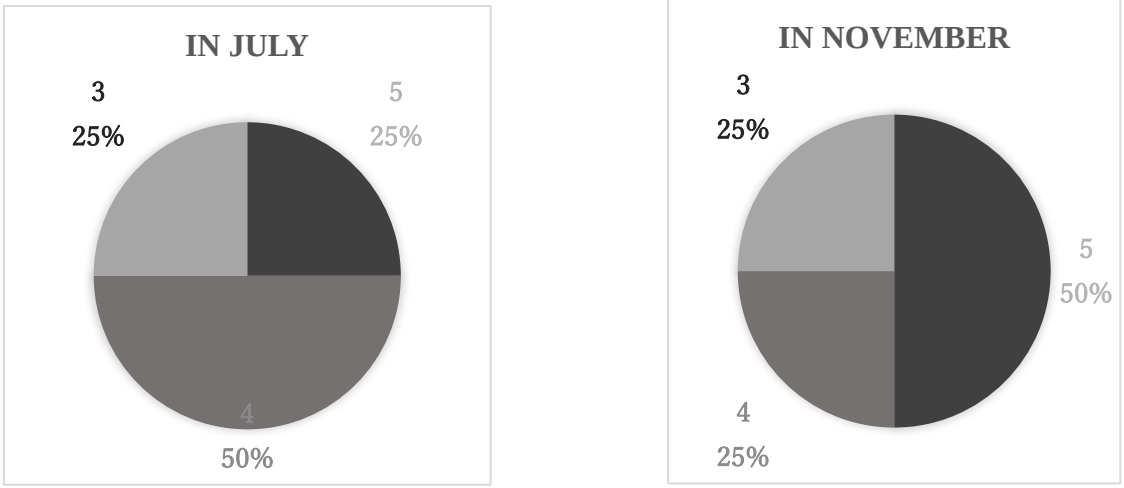
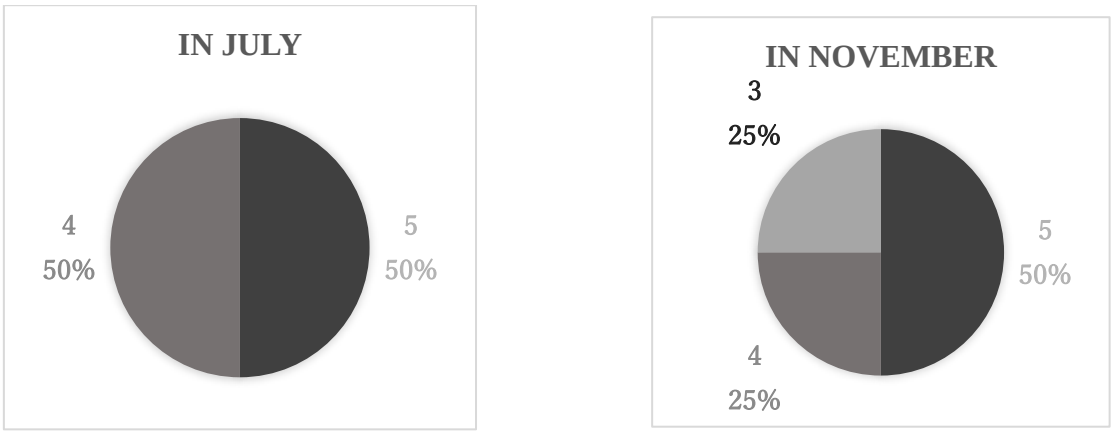


Figure 12

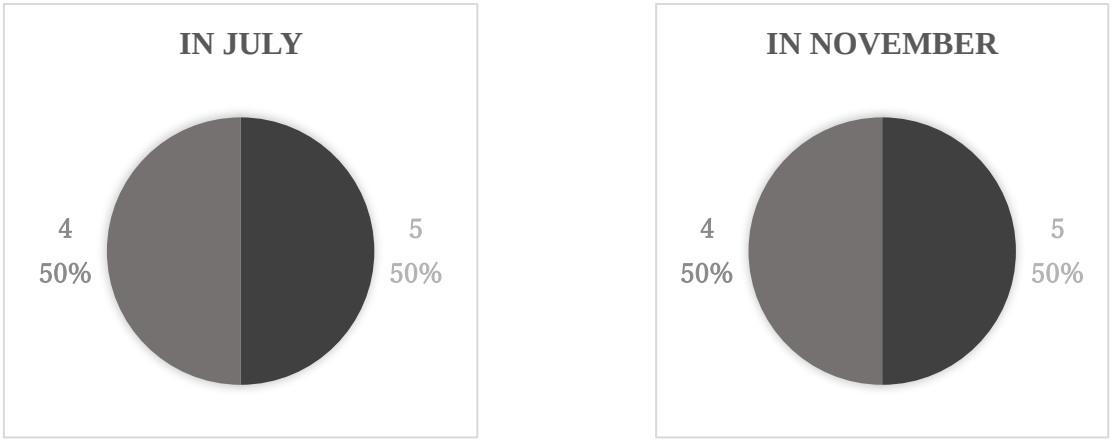
For writing your essay, can you use new grammar items?



Similarly, although Miko' (LP) maintained stable rating in figures 11-13, she mentioned, "I learned to use new grammar items more often in the essay. Also, these days, I learned to use them more in the three-and-a-half-minute conversation (Engagement)." demonstrating her increased confidence in using new grammar both in writing and speaking. In contrast, Shunta (LP) changed his rating 4 to 3 in Figure 12, while reflecting his growing awareness of grammar through speaking in the performance test, mentioning it differed from his prepared essay (Schemata).

Figure 13

Can you understand grammar items better by using them in the classroom interactions?

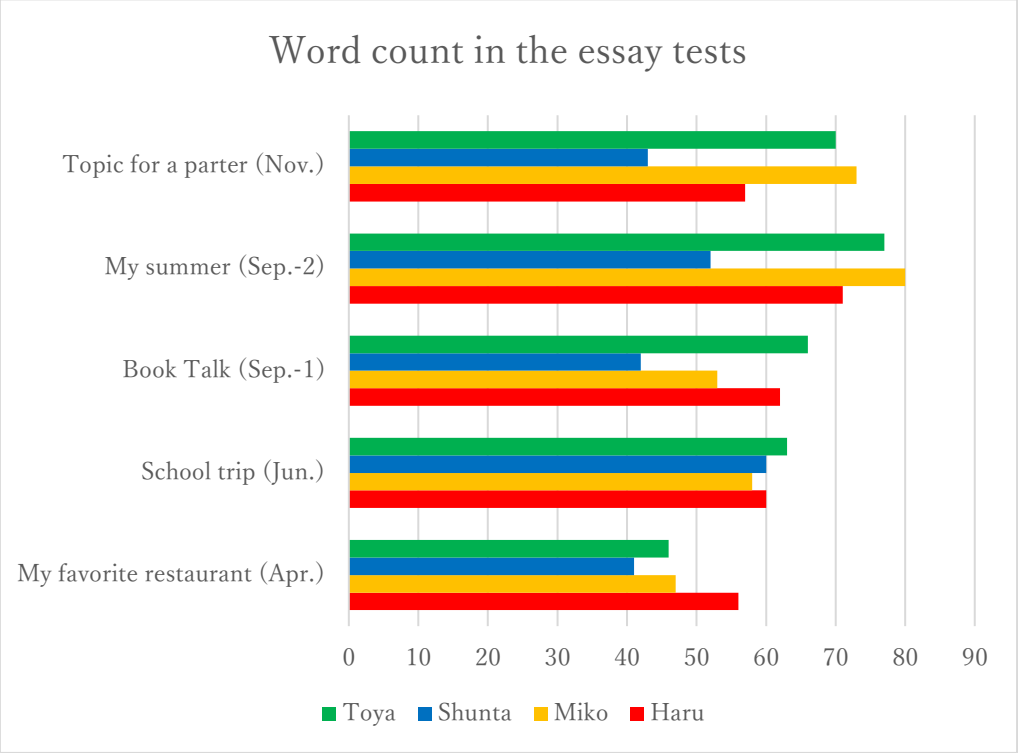


Throughout the survey on FFI (see Appendix 3-C), HP students, such as Toya, highlighted their learning through Community of Practice, noting, "Even when I forget how to use the grammar, I can learn from someone saying it." Haru emphasized a reflective approach to error correction: "By making sure if it's wrong and how it's wrong not only from my errors but also from someone's errors." This contrasts with LP students, like Miko and Shunta, who focused more on repeated practice ("remembering various ways of saying and using new grammar item more and more").

As shown in the survey, Miko (LP) mentioned her progress in writing, although it did not come quickly. Let me illustrate the process here. Throughout this academic year, the four students were encouraged to write essays using target grammar items, with a word count of over 60 words in the first term and 65 words in the second term. Below are the topics of the performance tests and the word counts for each student.

Figure 14

Topics of the performance tests and word count of the essays.



According to Figure 14 (above), Miko (LP)'s writing gradually improved. However, she misunderstood how to count words and mistakenly included periods until the first test in September. The numbers shown above reflect the corrected word counts. Additionally, her use of discourse markers often led to confusion, as shown in Figure 15 (below). For example, her introduction reads:

> "Summer was very wonderful! because I went Hokkaido with my mother and my grandmother. Especially, my best memory was went to fireworks festival with my friends."

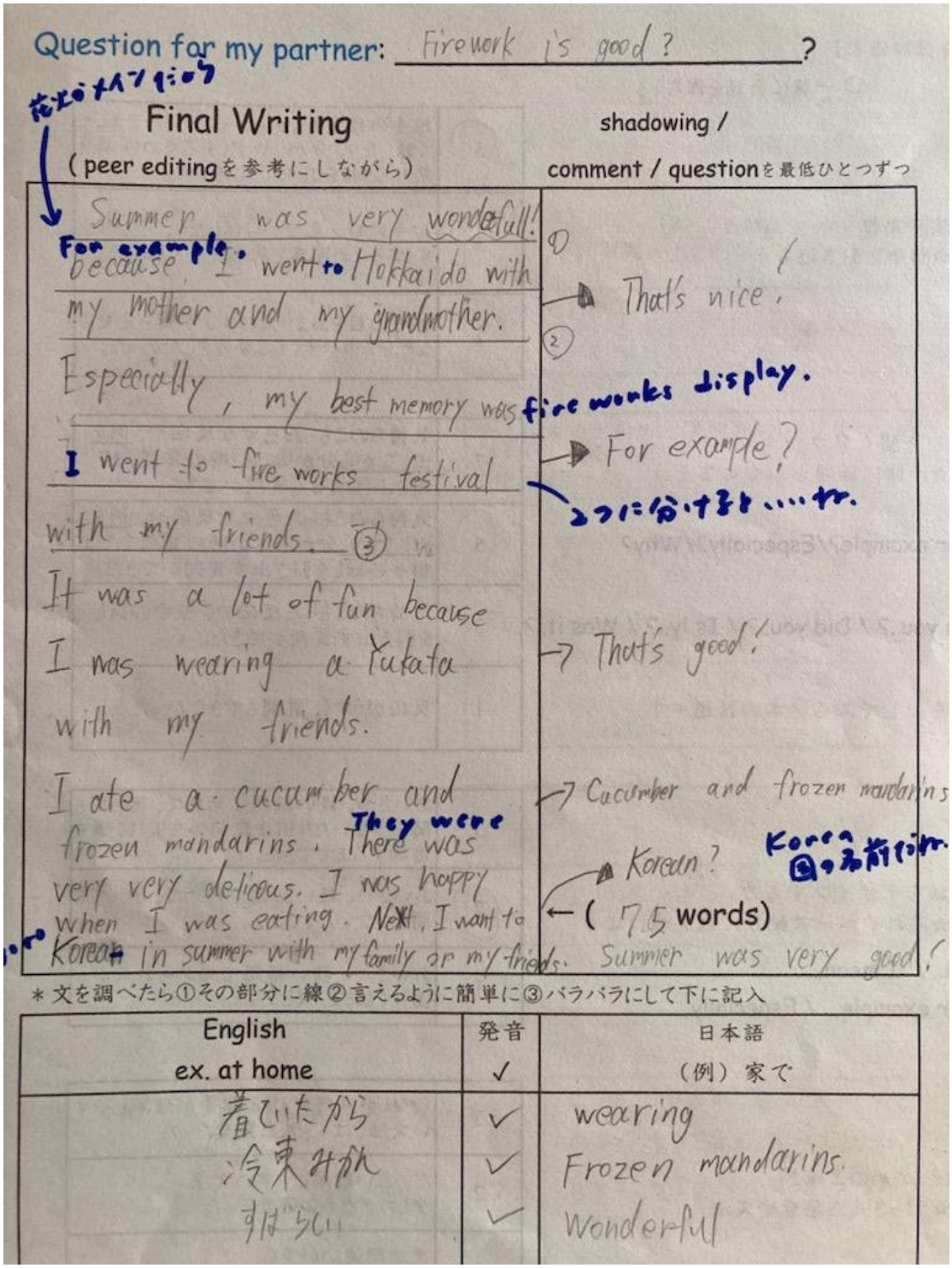
While there are some grammatical errors, Miko's writing conveys enthusiasm and is enjoyable to read. However, the coherence of this passage could be confusing to the reader. It seems that she went to Hokkaido and enjoyed the fireworks display, but in reality, she visited two different places – Hokkaido and a local summer festival. Furthermore, the content of her essay focuses largely on her personal preferences and lacks deeper

descriptions. The last part of the essay is clearer, but since she did not mention these experiences in her speaking test, I wonder if she may have used a translation application.

These issues made me question whether I should continue encouraging Miko to use discourse markers, given that students still have limited understanding of how to articulate ideas effectively with these markers. In the future, I may need to provide more support and examples to help students use these markers in a more cohesive way.

Figure 15

Miko' (LP) essay in late September


Question for my partner: Firework is good ?

Final Writing

(peer editingを参考にしながら)

shadowing /

comment / questionを最低ひとつずつ

Summer was very wonderfull!
For example, because I went to Hokkaido with my mother and my grandmother.
Especially, my best memory was I went to fire works festival with my friends.
It was a lot of fun because I was wearing a Yukata with my friends.
I ate a cucumber and frozen mandarins. There was very very delicous. I was happy when I was eating. Next, I want to Korean in summer with my family or my friends. Summer was very good!

That's nice!
For example?
That's good!
Cucumber and frozen mandarins
Korean?
(75 words)

＊文を調べたら①その部分に線②言えるように簡単に③バラバラにして下に記入

English ex. at home	発音 ✓	日本語 （例）家で
着ていたから	✓	wearing
冷凍みかん	✓	Frozen mandarins.
すばらしい	✓	Wonderful

In the performance tests in November, I encouraged the four students to incorporate episodes into their essays. As I implemented prosodic resources to CSs, rather than pushing new items the students were unsure about the nuances, learning from

arranging what they or their classmates had already done seemed smoother to implement. This time, the idea stemmed from Toya's (HP) essay in late September, in which he described his boredom on the plane to Hokkaido (see Figure 16). He elaborated his excitement to arrive, enriching the narrative. The goal was to move beyond simple preferences and trigger empathy in the reader by incorporating vivid experiences. The word "episode" seemed more appropriate to stimulate the students' imagination and enhance their writing.

Figure 16

Toya's (HP) essay in late September

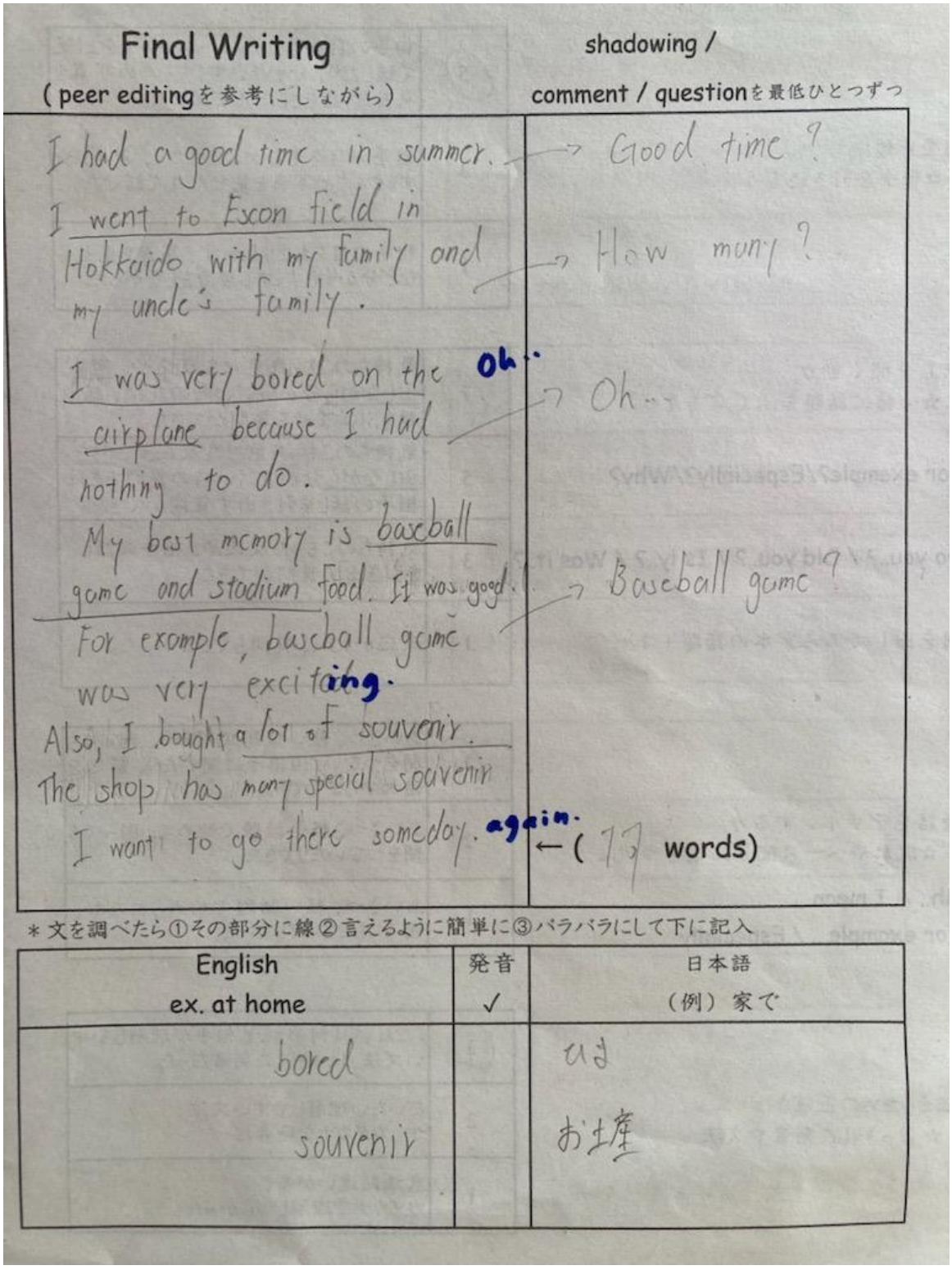


Figure 17 (below) shows that while Miko's essay still lacked full cohesion and coherence, the inclusion of an episode – describing her struggle to take a picture of her

dog brought her essay to life. This demonstrates the potential of episodes to make writing more engaging and meaningful. However, Miko was the only student who did not attempt to incorporate an episode in her performance test. Here is a hypothesis. Considering many of her sentences contain some basic grammatical errors except for "I was happy when I could take this picture.", there was a possibility that she used the translation application for the sentence. If she did not think and create it on her own, she needs to depend largely on her memory. Consequently, Miko chose to abandon the sequence. Each student was interviewed about the use of episodes. Haru (HP) answered, "I thought the episode triggered a partner's question such as What's…?" Toya (HP) also gave a positive answer, "Without episodes, it would be full of *I like…* Episodes can be a help tell something more." That is, the HP students' replies were coded as engagement. On the other hand, while the LP students admitted episodes led to engagement, they also showed their hesitation as Miko (LP) mentioned, "Episodes make the conversation longer and are good to bring in when we finish the sequence. It was too difficult for me to say, though." and Shunta (LP) answered, "Episodes bring conversations a rich body and good flow, but I forget."

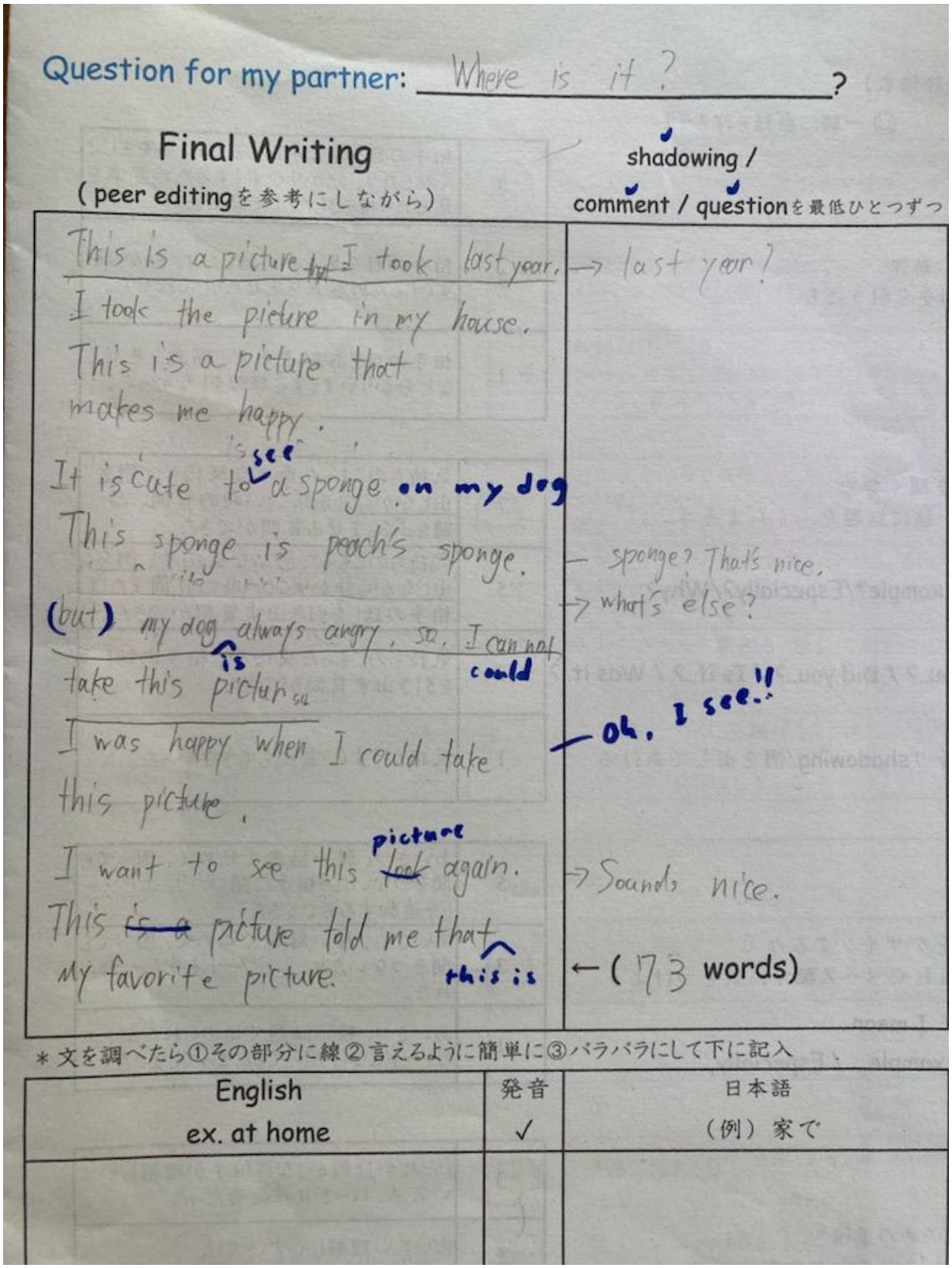
Therefore, all the four students recognized the usefulness of episodes for improving coherence in their writing and speaking. However, LP students noted that including an episode requires advanced cognitive abilities, such as memory. This suggests that while episodes can enhance the quality of their work, they may also add cognitive load that makes it difficult for LP students to execute smoothly. As a result, the LP students sometimes opted to omit parts of their sequence to manage their cognitive resources more effectively.

Regarding the use of *for example* to introduce an episode, students had mixed responses. They all showed the difficulty as saying *I can do that if I remember. It's difficult to use it on the spot.* More scaffolding is required to regulate the usage.

Although "for example" can be used to give students time to think about examples, it was not easy for all of them to learn the way it was used. This may derive from their mixed feelings to attempt two new things simultaneously. Although it had been over a year since I implemented *for example* as a follow-up question, it was still challenging for them to use the same phrase as a discourse marker.

Figure 17

Miko' (LP) essay in November



(6) Discussion

In the third AR year with the four students, the goal extended beyond their preferences. Let me answer what I learned from the approaches I provided to meet the goal, focusing on these research questions:

How does FFI with CSs lead to developing foreign language learners' communicative competence (especially, speaking and writing skills) in a small language school in Japan?

The target CSs, especially phrases like *for example* and *especially*, helped the four students to engage more deeply in the conversations by enabling them to ask follow-up questions. For example, the LP students often defaulted to talking about their preference, making "Especially?" an easy and natural choice for them, compared to the HP students, who could use more complex phrases like "What do you like the best?" Additionally, in writing, these expressions helped the students to prioritize topics related to their writing prompts, helping them produce longer and more coherent writings. Although the students need more time and practice for the authentic use of these expressions, they became more aware of the flow of conversations and essays. This demonstrates the importance of linguistic resources (Young, 2011, 2019), where learners need not only to realize meanings of the semantic patterns but also use them to "construct interpersonal, experiential, and textual meaning in a practice" (Buhler, 1934; Firth, 1957; Halliday & Matthiessen, 2004, as cited in Young, 2019, p. 97).

Furthermore, the expressions with advanced grammar such as "Let me show you." and "I don't know what you mean." helped them when they needed to explain pictures or express uncertainty about what their conversation partners meant. This marks a shift from previous years when target grammar items served primarily to initiate topics. It was fascinating to see how advanced grammar items can also function as CSs in conversation.

What effect, if any, does the variation of CSs have on interactional competence?

Considering the use of rejoinders, the variation positively affected IC. Survey results revealed that the addition of prosodic responses helped the four students become more engaged in the conversations. Since some of the expressions are in common with the students' L1 such as *Oh.* and *Ah*., they could simply express their feelings about the

partners' utterances. Additionally, many students also combined the prosodic responses with that's-rejoinders, as seen in Miko's (LP) use in Line 40 in Excerpt 2 and Haru's (HP) use in Line 72 in Excerpt 5. According to Taleghani-Nikazm (2019), a key element in the sequential organization and practice of taking turns-at-talk is what Schegloff (2007) indicates the "possibility of responsiveness." The first prosodic rejoinder, e.g., *Ah.*, is the "change-of-state" token (Heritage, 1984, cited in Taleghani-Nikazm, 2019) which changes the recipient's status from not knowing to knowing. The second evaluative term such as *great* is used to "communicate [speakers'] stance towards their co-participant's response turn" (Schegloff, 2007, cited in Taleghani-Nikazm, 2019, p. 126). That is, the combination of prosodic and verbal rejoinders added emotional depth to their conversations, fostering mutual understanding. In these interactions, the students used follow-up questions to further explore their partners' topics, as shown in excerpts 2 and 5. These exchanges demonstrate how varying types of rejoinders convey emotion and engage listeners. Miko and Haru respectively keep arranging their questions until Shunta notices their intention. Nguyen (2006, 2011) insists "language learning…has to be understood in *emic* terms, namely, how the learner solves local, contextualized problems in order to better accomplish their goals" (p. 199, Italics original). Locally managed interaction is inevitable.

On the other hand, regarding fillers, students tended to rely on familiar, easy expressions like *Ah.*, which are often used to indicate that the speaker is thinking. Dörnyei (1995) explains "[CSs] provide the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty" (p. 80) and argues the psychological effects CSs have. Since fillers are used to tell interlocutors that speakers are thinking what to say next, they can prevent communication breakdown as the main purpose. Therefore, using familiar fillers was more comfortable for students than experimenting with new ones, and this resulted in a slower progression of variation in filler use compared to rejoinders.

To what extent, do specific aspects of interactional competence, such as intersubjectivity, and L2 development interrelate with each other?

Implicitly, the students' intersubjectivity, a crucial aspect of IC, is mentioned in the research questions (RQs) above. In the first RQ, linguistic resources the four students

were building are brought up. They are one of the three sets Young (2011, 2019) insists is fundamental for participants to deploy in creating intersubjectivity. The HP students, for example, more consistently articulated their episodes, while the LP students did so less frequently. In the second RQ, Haru (HP) and Miko (LP) used follow-up questions to pursue Shunta's topic, demonstrating interactional adjustments aimed at re-establishing shared understanding. Although they did not use explicit repair expressions such as *No*. or *I mean*., what the girls meant was *[No, I mean w]hat's cheap?* in Line 38 in Excerpt 2, and *[I mean b]est planet*. in Line 66 in Excerpt 5. Thus, the questions served as a form of repair. For example, Miko's question in Line 38 in Excerpt 2 and Haru's in Line 66 in Excerpt 5 while not overly marked as repairs, indicate a desire to clarify meaning: *What's cheap?* and *Best planet*., respectively. In fact, all the clarification requests, including follow-up questions and shadowing and open class questions (e.g., *Pardon?*) are the initiators in other-initiated self-repair (Won & Waring, 2021, p. 343). Van Compernolle (2015) argues repair, or negotiation of meaning, is an interactional resource for maintaining intersubjectivity. With follow-up questions, or interactional adjustments, the two students negotiated the meaning "in order to re-establish intersubjectivity so that the interaction could move forward" (p. 66).

Co-regulation occurred in each other's talk-in-interaction. While Miko's (LP) focus on the word "cheap," Haru (HP) intended to know why Shunta was interested in planets even though he initially gave up saying "I don't know." in Line 59 in Excerpt 5. Re-establishment occurred more often in the conversation with Haru (HP) than Miko (LP).

Overall, the longer students can maintain intersubjectivity, the more beneficial it is for their L2 development. This is likely related to the differences in their learning approaches. As discussed on page 34, the HP students learn more from the use of grammar items by their peers whereas the LP students tend to depend on independent practice. Van Compernolle (2015) emphasizes that co-participants' abilities to use their collective repertoires of interactive resources significantly contributes to the internalization of new resources (p. 202). In fact, the LP students' usage frequently lacks both fluency and accuracy. By independent practice, the students encounter resources as knowledge. However, they require one more step to internalize the resources in the practices and activities. That is, learning by peers' usage through the activities is the fast lane. Young

(2019) insists that perceiving what other participants are doing and thinking is intersubjectivity, which is an essential component of IC (p. 97). The LP students report indicates their difficulties in the instruction. Therefore, more scaffoldings are required. Understanding and best utilizing the action-driven learning spaces as a holistic system to expand students' repertoires of L2 resources should be considered.

(7) Conclusion / Implication

The data sets of the survey and interviews indicate where the four students are in the developmental process from interpersonal to intrapersonal. For example, while the students expressed interest in incorporating episodes into their speech, they struggled to fully orient themselves to using the phrase *for example* effectively. This suggests that all four participants are still in the interpersonal phase and have not internalized this discourse marker. One possible reason for this difficulty is the ambiguity in the initial instruction. This phrase was first introduced as a follow-up question, which the students understood in terms of its role in conversational structure. However, when *for example* was presented as a discourse marker, it caused confusion because the students were unfamiliar with using it to connect ideas and elaborate on content. This indicates that the students' developmental system in FFI was not fully established.

Since using discourse markers like *for example* is challenging even in their L1, adjustments to the input processing should be considered. Specifically, integrating more reading activities could help students observe and internalize the use of discourse markers in context. For example, students could analyze texts where these markers are highlighted or even add them to incomplete passages to practice their application. Reading classmates' or, hopefully, former students' essays may also provide relatable examples of discourse marker usage. Additionally, creative activities such as encouraging students to develop original characters and collaboratively create stories could be beneficial. Pairing such activities with speaking tasks can further help students to explore and articulate their ideas.

These difficulties remind me of communities of practice. Although the four students' learning goal shifted from single target such as high scores of the school tests to plural targets as seen in their interests in co-construction of the conversation, for nuanced understanding of L2 phrases, one-a-week lessons lack sufficient time to engage in a

structured pattern of learning experiences without being taught which Lave and Wagner (1991) and Hooper (2020) argue. By involving more writing activities after class such as sharing their stories and comments, the students gain more time to communicate. This can be proved in the social phenomena in which people spend a considerable amount of time texting.

Regarding instructional methods, introducing *for example* as a filler could offer students an easy entry point. They could use the phrase during pauses in speech. This would allow extra time to think and organize their responses. In fact, considering the students' double-use of rejoinders provided them time-gaining strategies (Dörnyei, 1995) to respond appropriately, encouraging them to add *for example* after *so*, which they frequently used, can be worth attempting. Kellerman (1991, cited in Dörnyei, 1995) insists what we teach is not strategy itself but language. CSs need to be utilized.

Moreover, revising the rubrics needs to be considered. While students attempted to include episodes in their own talk, the rubric lacked specific descriptors for such efforts in the category of supportive listening. Including criteria for partner support could not only reduce students' cognitive load and risk of students' abandoning tasks but also encourage collaborative construction of stories together with their peers. Reminded here are the washback effect (see page 7). If students are asked to do what they have not fully practiced in the speaking test, there would be high possibility they are just overwhelmed.

In short, this academic year highlighted the need to integrate more reading within a CLT approach. By aligning FFI with communicative strategies and refining instructional methods and assessment tools, students' clarity and depth in L2 production can improve. These efforts will also contribute to my growth as both an educator and a researcher.

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(8) Appendix

Appendix 3-A (Sample lesson plan in June)

Time	Interaction	Activity and Procedure
10	T-S	Homework check
10	S-S	Mentions: For example? / What else? 1. Do you like ice cream?
20 (5) (5) (10)	 T-Ss Ss Ss	Pre-task 1. Introduction (input) T asks Ss "When it comes to Disney Sea, what attractions do you come up with?", and writes Ss' answers on the board in English and numbers them. 2. Activity S picks up a # card and say "It was (not) fun to try…" 3. Grammar Point and Preparation for Task (noticing) Ss reads a model sentence in the WS "It was scary for me to visit Disney Sea.", arrange it to a negative/question/own sentence. They were encouraged to fill out a T-chart in the worksheet on the right side, and then wrote a "+ 1" sentence on the left side.
15 (12) (3)	 S-S Ss-T	Task (output) 1. Conversation in pairs: They were reminded of various opening/closing sequences and emotional rejoinders such as Wow!/Ah./Oh./Yeah!, 2. Scaffolded gradually in the timed-conversation (2.0 min.→2.5 min.→3.0 min.), and 3. Encouraged to use "For example?", their T-chart, and extend a small talk if they want. 4. Retell 5. Check the list of Communication Strategies
10	S-S	Post-task 1: I (don't) think so. / I'm not sure. 1. Taking turns, Ss work on which items are grammatically right,

		2. choose either the statement fits them or not, and 3. arrange some of the sentences, and 4. add a "+1" statement or two.
10	S-S	Vocabulary 1. Ss pair up the translations, asking ex. "How do you say.., *rizumu*?", and 2. try quiz, giving hints ex. "It is used in music." if time is allowed.
10 (3) (7)	 Ss S-S	Post-task 2: Q and A for a performance test 1. Ss write their answers to questions, 2. talk in pairs, and 3. add some more, if any, and count words.
5	Ss	Exit slip (reflection) 1. Ss mark the word numbers and topic in their essay sheet, and 2. fill in exit slips in WS, marking their good/so-so activities with easy comments.

Total time: 90 minutes

S-S: 49

Ss: 23

T-Ss: 15

Ss-T: 3

➢ **Warm-up Q : For example ?**

2024/6/10 **Unit 3 – Scene 1**

to の前に人

It was scary for me to visit Disney Sea.

( ) _____

+( ) _____

+( ) _____

➢ **Basic Expressions of** 仮の主語で始まる It is …for 人 to 動詞(プロシェン)..

否定の文 _____

yes/no 疑問文 _____

_____ _____

wh-疑問文 _____

アレンジ文 _____

Ing で始まる文 _____

(Go to the T-chart !)

(+1) _____

To study English is easy.

It is easy to study English.

形式主語

To study /Studying.. 両方○

➢ **Phonics Builders & Shadowing:**

h a m→a m→A m y→a b y→b a b y→n a b y

→n a v y→c a v y→c a r y→s c a r y

➢ **Let's Talk:** 「今日のあいさつ」の後 アレンジ文 から話そう！

➢ **T-chart :** **Disney Sea** 長所・短所を簡単な英語で！

(+)	(-)

➢ **Conversation Spice**（会話のかくし味） ＊表をチェックしながら！

I… What's…?

What else?

For example?

Especially?

Why? / Why not ?

【分からないことは自然なこと、分からないのに聞けないのが良くないこと】

✓ 質問ができなくても、言い方を変えることで代用できるかも！

・シャドウィンをゆっくり強調してみよう。

・シャドウィンを連発するのもいいね。自分も思い出すかも。

✓ 困ったときの"Ah.."も言い方や表情で「反応」になるよ。

・同情の Ah. ・「なるほど」の Ah. ・「どうしよう」の Ahh!

✓ 準備してない事が言えたら最高→準備した通りより内容が大事！

✓ "By the way.."でマイナスポイントをつけ足すのも、すっごくいいね！

➢ **Report about your partner(s):**

_____told me that_____

So… | You mean…? | I (don't) think so. | I'm not sure.

➢ ○→＋理由 (because) or 情報 (for example) ×→否定文（訂正文） not sure→Q *check sheet 記入

It was my first time to go / to go to Disney Resort. (○ / × / not sure)

(+1) _____

It is / was fun for me to go there in groups. (○ / × / not sure)

(+1) _____

Tower of Terror was too/so crowded that I couldn't try. (○/×/not sure)

(+1) _____

I enjoyed to eat / eating Disney food. (○ / × / not sure)

(+1) _____

I have just knew / known this.  (○ / × / not sure)

(+1) _____

Disney Sea is different from / of Disneyland. (○ / × / not sure)

(+1) _____

I like not only Disney Sea but also/and Disneyland. (○ / × / not sure)

(+1) _____

What's…? | How do you say…? | How do you spell?

Vocab: Unit 3 – Scene

(It's like… / It's not… / This is used/seen/done when you… - You mean..?)

danger・	・絶滅	conditions・	・直面する
extinction・	・危険	face・	・危機に瀕してる
climate・	・生き残る	in danger・	・絶滅危惧種
survive・	・天候 endangered animals・		・状況

Essay: 期末テスト対策は「修学旅行」について ＊yes/no の時は横に質問を繰り返そう

① How was it for you to visit Disney Sea?

② For example?

③ What do you want to do next time?

④ Why?

(_ words)

Let's share!
- 答えを書いたらペアで話してみよう
- 交代したら you を強く聞いてね
- 話したことをつけたそう

➢ **Check Sheet**: Communication Strategies / Essay

➢ **(Check spelling):** 自信ないつづりを調べて shadowing まで

➢ **Exit Slip:** 今日良かったと思う事に○、あんまりだった事に△（それぞれ理由も）

★ who + do + what + how (by / with) + where (at < in) + when (at < on < in) ★

Appendix 3-C (Students survey and interview)

 G８　二学期末アンケート 2024/11/  Name_____

- 二学期をふりかえって、てるてるでの自分は話しを

(　)積極的にした　(　)まあまあした　(　)あまりしなかった　(　)しなかった)

- 会話のかくし味 (Communication Strategies) について聞きます。

①それぞれ使う種類は

最初のあいさつ(Hi, _____. / How are you doing? / It's cold. / How was your...?など)

4月	11月
(　　)種類ぐらい	(　　)種類ぐらい

反応やコメント(Ah. / Oh. / Wow! / Yeah! / I see. / That's good.など)

4月	11月
(　　)種類ぐらい	(　　)種類ぐらい

間をつなぐ(Ah.. / I mean.. / Well.. / Let me see.など)

4月	11月
(　　)種類ぐらい	(　　)種類ぐらい

確認する(Pardon? / Sorry? / Excuse me? / 強調 shadowing など)

4月	11月
(　　)種類ぐらい	(　　)種類ぐらい

追加の質問(What's...?/ Why?/ What else?/ For example?/ Especially?/ Is it good?/ Do you like...?等)

4月	11月
(　　)種類ぐらい	(　　)種類ぐらい

最後のあいさつ(Thank you. / Nice talking with you. / Anyway, don't catch a cold./ Take care.等)

4月	11月
(　　)種類ぐらい	(　　)種類ぐらい

②4月のアンケートに書いた「挑戦してみたい表現」は

_____ と _____ で、それぞれ達成度は

_____% と _____% ぐらいに達したと思う。

理由は_____

➢ 4 月と今のスピーキングの変化について具体的に教えてください。

● 文法を会話で使ったりエッセイで書いたりして身につける学習法（フォーカス・オン・フォーム）について聞きます。6 段階中あてはまる数字を囲んでください。

➢ 話すとき、どのぐらい新しく習った文法を使えていますか。

よく使えている　６ ・ ５ ・ ４ ・ ３ ・ ２ ・ １　使えていない

➢ エッセイを書くとき、どのぐらい新しく習った文法を使えていますか。

よく使えている　６ ・ ５ ・ ４ ・ ３ ・ ２ ・ １　使えていない

➢ 会話などクラスメイトとのやりとりの中で使うことで、習った文法の理解が深まると思いますか。

そう思う　６ ・ ５ ・ ４ ・ ３ ・ ２ ・ １　思わない

➢ 具体的にどんなときにそう思うか、自由に書いて下さい。

➢ 4 月のアンケートに書いた「今年の目標」は

_____

で、達成度は　_____% ぐらい。

達成度を上げるには、

Thank you!

 **G 8　Semester-end Questionnaire** 2024/11/ 

Name_____

- Recalling this semester, I talked in the classroom:

4（actively） 3（somewhat actively） 2（not so actively） 1（not actively at all）

- Let me ask you about Communication Strategies.

① The variation of use was:

Opening（Hi, _____./ How are you doing? / It's cold. / How was your...? etc.）

April	November
（　　）kinds	（　　）kinds

Rejoinders（Ah. / Oh. / Wow! / Yeah! / I see. / That's good. etc.）

April	November
（　　）kinds	（　　）kinds

Fillers（Ah.. / I mean.. / Well.. / Let me see. etc.）

April	November
（　　）kinds	（　　）kinds

Clarification（Pardon? / Sorry? / Excuse me? / slow shadowing etc.）

April	November
（　　）kinds	（　　）kinds

Follow-up questions（What's…?/ Why?/ What else?/ For example?/ Especially?/ Is it good?/ Do you like…? etc.）

April	November
（　　）kinds	（　　）kinds

Closing（Thank you. / Nice talking with you. / Anyway, don't catch a cold./ Take care. etc.）

April	November
（　　）kinds	（　　）kinds

② According to the survey in April, CSs I wanted to use were:
_____ and _____. So far, the achievement is_____% and _____%
because_____

- Tell me how your speaking changed from April in detail.

- Let me ask you about Focus-on-Form Instruction. Please circle a number which you think is appropriate.

- Can you use new grammar items for speaking?

Yes, I can use it well. 6 · 5 · 4 · 3 · 2 · 1 No, I can't.

- Can you use new grammar items for your essay?

Yes, I can use it well. 6 · 5 · 4 · 3 · 2 · 1 No, I can't.

- Can you understand grammar items better by using them for communication?

I'm sure I can. 6 · 5 · 4 · 3 · 2 · 1 I don't think so.

- Please feel free to describe the moment you think that way.

- "My goal of this year" that I wrote in April is:

_____

So far, the achievement is _____ %.

To raise the percentage, I need to:

Thank you! 

Interview 2024/11/18

"Please let me ask you some to understand you and your English learning😊"

In the survey (S);

1. You wrote _____. Can you tell me more in detail on it? (When do you feel that way?)
2. You wrote _____ in July but _____ in November. What happened?/Where do you think it came from?

In the performance test or any L2 production (T);

1. Can you tell me how you felt when you succeeded/failed in mutuality in the performance test? (Where do you think it came from?)
2. Why do you think you couldn't use the target CSs (such as "for example" and "Ah!")?
3. How did you feel when you successfully used the target CSs (such as "for example" and "Ah!")? Is there any difference from the CS your partner gives to you?
4. You often/rarely use the CS these days. Where does it come from?/What's that for?/Any idea why not?

All: How do you feel when you give an episode? Any deeper feelings/thoughts? Do you think saying "for example" or not affects your story?

Haru:
Miko:
Shunta:
Koya:

Haru:
S1 about helpful things to find a new topic with
S1 about "how to improve writing" – So, you often notice errors while talking or in the essay? For example?
T1 about feeling upset in the November test. Where do you think it came from?

Miko:
S1 about "using the grammar items more often is necessary" Which is more effective, in oral or written form, or both?
T4 about "Sounds.."
T1 about no signals though you went to the same festival as Shunta in the September test.

Koya:
S1 about FFI: "I feel so when I use it in a different way and by a different angle."
T1 about the conversation with Miko. "How do you feel when Miko supported your talk with 'why?'"

Shunta:
T1 about hydrogen: said to Toya but not to Miko.
T1 about no signals though you went to the same festival as Shunta.
T3 about vowel-marking: When do you think you use it? Are you thinking while then?

Coding

- Community of practice
- Emotion
- Engagement
- Enrichment
- Length
- Scaffolding
- Schemata
- School context (grammar)
- Self-regulation
- Practice

Appendix 3-D (Sample self-evaluation sheets and rubrics)

G9 TeruTeru Speaking Test 2024/11/11 Name _____

Before Test: 相手のために決めた写真について知ってもらうために

1．相手の目を見て写真を指さして説明したりジェスチャーなど、ペースを考えながら話してあげる。
（ ○ / △ / × ）

2．フォニックス（音⇔文字）に気をつけて、分かりやすくはっきりと言ってあげる。
（ ○ / △ / × ）

3．分からなかったら Pardon? / Excuse me? / Sorry? / What's…? / 強調 shadowing など ( ) 種類試して聞き流さない。

4．Ah. / Oh. / Wow! / Yeah! / I see. / That's great! など相手の内容にそった反応を ( ) 種類試したい。

5． 相手の話題をふくらませるため、例を出したり For example? / What else? / How about you? など追加の質問を ( ) 種類試したい。

6．困っても Ah.. / Well.. でつないだり Ah, no.. / I mean..で言い直すなどして何とかエピソード(小話)を追加してみる。（ ○ / △ / × ）

7． "This is a picture (that) I took." や "This is the picture which makes me happy.", "I don't know what you mean."など、習った文法を使ってみる。（ ○ / △ / × ）

8． 相手を You mean…?や例など出して言いやすいように助けてあげる。
（ ○ / △ / × ）

9．上手くいかなくても Anyway, good luck!など最後のあいさつはする。
（ ○ / △ / × ）

10. 二人で３分半、イメージ会話を活かして決めたトピックについて伝えたい気持ちを持つ。
（ ○ / △ / × ）

After Test アンケート: 相手のために決めた写真について知ってもらうために、

1．相手の目を見て写真を指さして説明したりジェスチャーなど、ペースを考えながら話せた。
(A+ / A / B / C)

2. フォニックス（音⇔文字）に気をつけて、分かりやすくはっきりと言うことができた。
(A+ / A / B / C)

3. 分からなかったら Pardon? / Excuse me? / Sorry? / What's…? / 強調 shadowing など いろいろ試して聞き流さなかった。(A+ / A / B / C)

4. Ah. / Oh. / Wow! / Yeah! / I see. / That's great! など相手の内容に沿った反応を いろいろ試せた。
(A+ / A / B / C)

5. 相手の話題をふくらませるため、例を出したり For example?/ What else? / How about you? など追加の質問を いろいろ試せた。 (A+ / A / B / C)

6. 困っても Ah.. / Well..でつないだり Ah, no.. / I mean..で言い直したりして何とかエピソード(小話)を追加してみた。 (A+ / A / B / C)

7．"This is a picture (that) I took." や "This is the picture which makes me happy.", "I don't know what you mean."など習った文法を使ってみた。 (A+ / A / B / C)

8．相手を You mean…?や例など出して言いやすいように助けてあげた。
(A+ / A / B / C)

9．上手くいかなくても Anyway, good luck! など最後のあいさつをした。
(A+ / A / B / C)

10. 二人で 3 分半、イメージ会話を活かして決めたトピックについて相手に伝わった。
(A+ / A / B / C)

コメント：今回 ①うまくいった事 ②イマイチだった事 ③これからの挑戦 ④その他自由に！

①
②
③
④

G9 TeruTeru Speaking Test 2024/11/11

Name _____

Pre-test Survey: To tell about a picture I chose for the partner, I will..

1. Make eye contact and give some gestures such as showing a picture pointing, considering a partner's pace,
(○ / △ / ×)

2. Speak clearly considering sound-letter correspondences,
(○ / △ / ×)

3. Say ( ) kinds of clarification such as Pardon? / Excuse me? / Sorry?"/ What's..? / clarification shadowing not to abandon the topic,

4. Give ( ) kinds of hearty and appropriate comments such as Ah. / Oh. / Wow! / Yeah! / I see. / That's great!,

5. To expand partner's topic, try ( ) kinds of follow-up questions such as a planned question about a book and For example?/What else? How about you?, including suggestions

6. Even in trouble, try to add "episode" using fillers such as "Ah.." / "Well.." / "Ah, no.." / "I mean.."
(○ / △ / ×)

7. Try to use grammar items you have learned such as "This is a picture (that) I took.", "This is the picture which makes me happy.", and "I don't know what you mean." (○ / △ / ×)

8. Try to help my partner saying "You mean.." giving some example,
(○ / △ / ×)

9. Try a closing sequence saying, ex. "Anyway, good luck!", even I am stuck, and
(○ / △ / ×)

10. Try to tell may partner about my topic freely for 3 and a half minutes in total, using imaginary dialogue.
(○ / △ / ×)

Post-test Survey: To tell about a picture I chose for the partner, I could..

1. For a partner, make eye contact and give some gestures such as showing a picture pointing, considering a partner's pace,
(A+ / A / B / C)

2. For a partner, speak clearly considering sound-letter correspondences,
(A+ / A / B / C)

3. Say various kinds of clarification such as "Pardon? / Excuse me? / Sorry?"/ What's...? / clarification shadowing not to abandon the topic, (A+ / A / B / C)

4. Give various kinds of hearty and appropriate comments such as Ah. / Oh. / Wow! / Yeah! / I see. / That's great!
(A+ / A / B / C)

5. To expand partner's topic, try various kinds of follow-up questions such as a planned question about a book and For example?/What else? / How about you?, including suggestions, (A+ / A / B / C)

6. Even in trouble, try adding "episode" using fillers such as "Ah.." / "Well.." / "Ah, no.." / "I mean.."
(A+ / A / B / C)

7. Try using grammar items you have learned such as "This is a picture (that) I took.", "This is the picture which makes me happy.", and "I don't know what you mean." (A+ / A / B / C)

8. Try helping my partner in trouble saying "You mean.." giving some example,
(A+ / A / B / C)

9. Try a closing sequence saying, ex. "Anyway, good luck!", even I am stuck, and
(A+ / A / B / C)

10. Try telling my partner about my topic freely for 3 and a half minutes in total, using imaginary dialogue.
(A+ / A / B / C)

Comments on, this time, something①good②not so good③to try in the future④Feel free to write

①
②
③
④

G9 2024 / 11 / 11 **TeruTeru Speaking Test rubrics**

- Supportive body language: non-verbal behavior for co-construction

5	Not only with good eye contact and gesture, you talked, showing and pointing to a picture, for mutual understanding.
3	Not only with good eye contact, you talked, showing a picture, for mutual understanding.
1	With limited eye contact, you gave little effort for mutual understanding, such as showing a picture.

- Supportive listening: effort for a partner to explore a topic

7	With hearty responses, you supported your partner to explore and extend the topic, giving some questions and examples.
5	With hearty responses, you supported your partner to explore or extend the topic, giving some questions and examples.
3	With hearty responses, you supported your partner with a question or somehow.
1	With limited responses, you showed little effort to support your partner with.

- Interactional management: a talk considering a mutual pace (turn-takings)

5	Starting with a greeting and a small talk, even in trouble, you kept talking with fillers, asking for help, and adding an episode.
3	Starting with a greeting and a small talk, even in trouble, you kept talking with fillers, and added some episode.
1	You started with a greeting and a small talk but showed little effort to break the silence when you were in trouble. No episode.

- Accuracy

3	For your partner's understanding, you talked in good grammar, making clear "who" and "what", with clear sound production, caring sound-letter correspondences.
2	You talked in good grammar with clear sound production over all.
1	You showed little effort with lots of grammar errors and unclear sound production

name	SBL	SL	Management	Accuracy	total	S grade
Haru					/ 20	
Miko					/ 20	
Shunta					/ 20	
Toya					/ 20	

*Speaking Grade:
17-: A+ / 16-14: A / 13-10: B / -9: C

TeruTeru Writing Test rubrics

- **Length and Imaginary dialogue**

5	65 words and more + all the imaginary CSs: shadowing/rejoinders/questions
3	50 words and more + almost all the imaginary CSs; shadowing / rejoinders / questions
1	Less than 50 words, and some imaginary CSs; shadowing / rejoinders / questions are

- **Originality and Coherence: For example,.. / Especially,.. / because**

7	So informative and descriptive with an episode using two of discourse markers or conjunctions that readers can imagine; limited repetition of expressions; with a clear bottom line in the end
5	So informative and descriptive with some episode using one of discourse markers or conjunctions that readers can imagine; some repetition of expressions; with a bottom line in the end
3	Some information and description with some episode using discourse markers or conjunctions; lots of same expressions, with a weak bottom line in the end
1	Minimum information without discourse markers or conjunctions; very limited expressions, with no bottom line and no episode

- **Accuracy: error# ÷ word#**

3	-0.05
2	0.06-0.19
1	0.20-

name	Length	Originality	Accuracy	Total (W)	W grade	Total (S)	grand total (S+W)	Total grade
Haru				/ 15			/ 35	
Miko								
Shunta								
Toya								

*Writing Grade:
13-: A+ / 12-10: A / 9-6: B / -5: C
*Total Grade:
30-: A+ / 29-25: A / 24-15: B / -14: C

Communication Strategies

	shadowing				
	Ah.				
	Oh.				
	Wow!				
	That's..				
	I see.				
	Me, too.				
	news mark (shadowing)				
	Pardon?				
	Excuse me?				
	I mean..				
	You mean..				
	Ah..				
	Well..				
	Let me see..				
	For example?				
	Especially?				
	Wh- / How..?				
	Do you..?				
	examples				
	shadowing				

*Students' conversations are transcribed, and the topic sequences are analyzed with coding as follows:

(1) Initiating,
(2) Processing,
(3) Pursuing,
(4) Involved, and
(5) Ending.