

Developing High School Students' Motivation through Focus-on-Form Instruction and Performance Tests

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Literature review

Communicative Competence

Discourse competence

Sociolinguistic competence

Strategic competence

Grammatical competence

Savignon (2018)

Grammatical Competence is one of the part of Communicative Competence.

Students need to learn grammar to enhance their language proficiency.

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Talk with your partner!!



1. Do you teach grammar?
2. How do you teach grammar in your class?
3. What is the problem in this drill practice?

Put the verbs into the correct form.

1. I (watch) TV yesterday.
2. I (enjoy) shopping last weekend.
3. I (play) sport after school yesterday.

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Students' perception

- Small Talk “Why do you have a positive attitude?”
 - I have to talk because if not, my partner would be in trouble.
 - Small Talk is very effective because I can practice for speaking test and **I can talk with friends who I rarely talk with.** And I can learn grammar and words.
 - I am not good at talking with others but in small talk I do not feel like that. Thanks to this activity, **my speaking skills have improved.**

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Writing (Incidental focus on form)

Conversation Strategies

 <p>Greeting Let's listen to sample greetings!!</p>	 <p>REJOINDERS Let's listen to sample greetings!!</p>
 <p>SHADOWING Let's listen to sample Shadowing!!</p>	 <p>Follow-up question Let's listen to examples</p>

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Talk with your partner!!



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What is the problem?

Put the verbs into the correct form

1. I (watch) TV **yesterday**.
2. I (enjoy) shopping **last weekend**.
3. I (play) sport after school **yesterday**.

We can answer them without thinking about its meaning.

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Literature review

How do students learn grammar?

“there is now a clear conviction that a traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in the acquisition.”

Ellis(2006, p. 102)

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Literature review

focus-on-form (Ellis 2015)

It provides learners with the opportunity to take 'time-out' from focusing on message construction to pay attention to specific **forms** and the **meanings** they **realize**.

Students can notice meaning and forms

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Literature review

The way to change the drill practice into communicative approach

Put the verbs into the correct form

1. I (watch) TV yesterday.
2. I (enjoy) shopping last weekend.
3. I (play) sport after school yesterday.

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Literature review

Choose the correct word and choose True or False.

1. I watched TV (yesterday / tomorrow).

True / False

2. I enjoyed shopping (next weekend / last weekend).

True / False

3. I played sport after school (yesterday / tomorrow).

True / False

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Focus on Form

- **Planned focus on form** •••

where students meet the target grammar intentionally.

- **Incidental focus on form** •••

where students pay attention to form in the context of a communicative activities.

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Focus on Form

Grammar instruction (Planned focus on form)

Writing (Incidental focus on form)

Speaking Test (Incidental focus on form)

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Planned focus on form

Procedure of planned focus on form

Input → Noticing → Output

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What I did

Grammar instruction (Planned focus on form)

Writing (Incidental focus on form)

Speaking Test (Incidental focus on form)

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Writing (Incidental focus on form)

Pre-writing

- Students Talk in pairs about the topic
- Students read sample writing
- Students retell the essay with graphic organizer
- Students write a draft

First Writing

- Students read friends' essays
- Underline & Give some comments
- Teacher check grammar

Second Writing

- Students talk in pairs
- Students read friends' essays
- Underline & Give some comments
- Teacher check grammar

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Writing (Incidental focus on form)

Try to use
“音読メーター”
before retelling



Retell the essay!!

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Writing (Incidental focus on form)

Problem is...

Their 1st writing and 2nd writing are
very similar



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Writing (Incidental focus on form)

改善した点を説明しよう！【内容・構成について書くこと。】(例:「～とアドバイスをもらい、～しました」)

行目	
行目	
行目	

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Peer editing

- 面白い、または良い内容、自分も使って見たい表現に___☆をつけよう。
- 内容の分からない部文、語句に___?をつけ、本人に確認しよう。
- もっと聞いてみたい、詳しく知りたいところに_____moreを書き、質問をすぐそばに書こう。
- 共感できる部分には「me, too」と書きましょう。

It looks very beautiful. ☆

I like music. more

I like playing ○△*□×. ?

I like sushi. me,too

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Writing (Incidental focus on form)

★First Writing Class () No. () Name ()

I	have	two	hobbies.	I	like	to	listen	to	music.
To	listen	to	music	is	fun.	I	often	listen	to
"TWICE"	To	listen	to	music	has	many	good	points.	First
I	can	listen	to	music	to	reduce	stress.	Second	I
can	concentrate	on	studying.	I	enjoy	listening	to	music	on
my	way	to	school.	thing,	I	listen	to	music	every
Next,	I	like	to	watch	"YouTube"	to	watch	"YouTube"	is
interesting	I	can	watch	YouTube;	to	spend	a	good	time.
I	enjoy	to	watch	YouTube;	I	love	YouTube.	I	
"YouTube"	every	day.	Thank	you	for	reading	<u>more</u>	What	YouTube?

more
What song?

more
What YouTube?

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Writing (Incidental focus on form)

Problem is...

It takes a lot of time to check the student's essay.



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Writing (Incidental focus on form)

Problem is...

Some of the students use translation apps and they use difficult words in their writing.



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What I did

Grammar instruction (Planned focus on form)

Writing (Incidental focus on form)

Speaking Test (Incidental focus on form)

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What I learned

- (1) How did high school students learn grammar through Focus on Form?
- (2) How did Focus on Form motivate high school students?

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What I learned

- (1) How did high school students learn grammar through Focus on Form?

Student's comment

- When my friends are using target grammar, I also try to use it. That is why pair work is important.

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What I learned

(1) How did high school students learn grammar through Focus on Form?

“the learners need to notice how their language use differs from that of a more proficient speaker.”

Lightbown and Spada (2013)

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What I learned

(1) How did high school students learn grammar through Focus on Form?

Students need to have many opportunities to use English and they can learn from their classmates.

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What I learned

(2) How did Focus on Form motivate high school students?

Student's comment

- I think the atmosphere is better than other classes and it makes me feel like studying more.
- Everyone enjoys this class. We enjoy Small Talk. So, the atmosphere is good. I think my English skills would improve.

Students see what others are doing and how others are using English.

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What I learned

(2) How did Focus on Form motivate high school students?

“Even more valuable is knowing how to create generative learning structures that allow for quality interaction in which students can learn from and inspire each other.”

Murphey (1998)

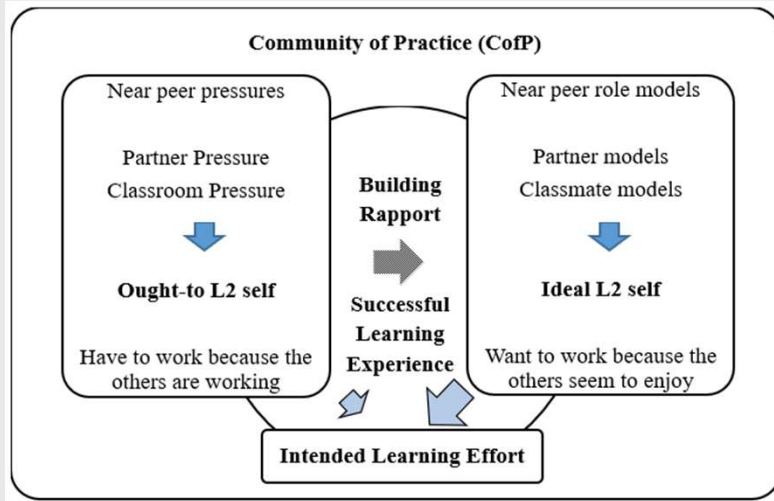
“Modeling is known to be highly effective in changing people’s attitudes.”

Dörnyei & Kubanyiova (2014)

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What I learned

(2) How did Focus on Form motivate high school students?



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Conclusion

In Japan, we have few chances to use English. Then, where can students use English?



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