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1. Title

Developing Third-Year Junior High School Students' Speaking and Writing Abilities through Communicative Learning Teaching Based on Focus-on-Form Instruction

English education in Japan has changed dramatically since the revised curriculum guidelines announced by the Japan Ministry of Education, Culture, Sport, Science and Technology (MEXT) in 2017. More specifically in regard, "[t]o develop[ing] students' competencies that form the communication such as understanding, expressing and communicating simple information and thoughts…" (p. 1, Junior high school curriculum guidelines on foreign language chapter 2 section 9, 2017). The curriculum guidelines of foreign languages have focused on developing students' communicative competence. Generating students who continue to learn for the sake of contributing to the sustainable development of a globalizing society is important for teachers.

2. Context

(1) Level: Junior High School (3rd year) *Some of them are Eiken 3rd level

(2) Class size: 33 (18 boys /15 girls) * One student was in the special support class and three students seldom came to school.

(3) Time: 50 minutes, 4/weeks

(4) Textbook: Here We Go, Mitsumura

(5) Situation: The class had a good atmosphere and some students' English level was so high. On the other hand, some students were not interested in English. There were different English levels of students in the classroom. They had not taken speaking tests with peers until they became third graders.

3. AR goals and objectives

My goal is to develop students' speaking and writing competence. I incorporate communicative learning teaching based on focus on form instruction into my class. By engaging in interaction with peers, students are more likely to retain what they learn and apply it in real-world situations.

(1) By March, 80% of students can continue a conversation in English using communication strategies (CSs) for three minutes.

(2) By March, 60% of students can write more than 80 words in English.

(3) In the final survey, 80% of students will answer that they like English very much or they like English.

4. Literature review

Communicative language teaching

Savignon (2002) says "the essence of Communicative Language Teaching (CLT) is the engagement of learners in communication to allow them to develop their communicative competence" (p. 22). According to Sato and Kleinsasser (1999), four main conceptions about CLT were discussed by teachers: (a) CLT is learning to communicate in the L2, (b) CLT uses mainly speaking and listening, (c) CLT involves little grammar instruction, (d) CLT uses (time-consuming) activities. Brown (2007) claimed that classroom goals are focused on all of the components of communicative competence (CC) and not restricted to grammatical or linguistic competence. However, in today's junior high schools, new grammar items also need to be taught. Therefore, I would like to incorporate CLT based on focus on form instruction (FFl) that emphasizes on forms because I believe that completely ignoring grammar and focusing only on meaning is difficult in junior high school. FFI "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication." (Long, 1991, pp. 45-46)

Focus on Form Instruction

Ellis (2006) considered three board types of form-focused instruction. Table 1 shows types of Form-Focused Instruction. Focus on forms is based on structured forms that focuses on grammar and sentence patterns. Therefore, students will primarily learn grammar and vocabulary. Planned focus on form and incidental focus on form are based on meanings. Lee & VanPatten (2003) affirm that learners who are engaged in meaningful or meaning-based approaches to grammar (called focus on form) do as well as or better than those who are engaged in activities that are nonmeaningful or not part of some communicative intent. Thus, I incorporate planned focus on form and incidental focus on form into my action research (AR).

Table 1

Types of Form-Focused Instruction

Type	Primary Focus	Distribution
1. Focus on forms	Form	Intensive
2. Planned focus on form	Meaning	Intensive
3. Incidental focus on form	Meaning	Extensive

Note. This table is adapted from Ellis (2001, p. 17)

(1) Planned focus on form

Ellis (2006) mentioned that "This approach, then, involves teaching grammar in a series of separate lessons. Focus on form entails a focus on meaning with attention to form arising out of the communicative activity. This focus can be planned, where a focused task is required to elicit occasions for using a predetermined grammatical structure" (p. 100). In junior high school, new grammar items are introduced in each unit, so teachers can teach communicatively on the input of new grammar to facilitate their comprehension. By being pushed to process form and meaning simultaneously, they not only could process better but also access their newfound knowledge to produce a structure they never produced during the treatment phase. (Lee & VanPatten, 2003, p. 148)

(2) Incidental focus on form

Incidental focus on form pays learners' attention to linguistic items as they arise spontaneously without prior planning in meaning-focused interaction. Ellis (2006) mentioned that "An incidental focus-on-form approach is of special value because it affords an opportunity for extensive treatment of grammatical problems (in contrast to the intensive treatment afforded by a focus on-forms approach)" (p.102). The fact that incidental focus on form occurs frequently in CLT. It can consist of responses to errors made by students (Basturkmen, Loewen & Ellis, 2004). I incorporated the grammar items in planned focus on form into incidental focus on form and giving students more extensive opportunities than in planned focus on form. The speaking tests were conducted based on incidental focus on form.

Communicative competence

Developing communicative competence is focused on in the curriculum guidelines of foreign languages. Savignon (1997) defined "Communication is the expression, interpretation, and

negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence" (p. 225). Only sitting and listening to their teachers as in the traditional way will not improve communication competence. Long (1981) argued that modified interaction is the necessary such as interacting with other speakers, working together through negotiation for meaning. When we interact with other people, we can learn a lot from them. Therefore, it is important to interact with other students in the class.

Communication Strategies

The importance of CSs has been widely recognized. Communication strategies (CSs) are "a systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty" (Corder, 1981, p. 103). Canale and Swain (1980) included it as a major component in their well-known construct of communicative competence, defining it as "verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). CSs will help them to continue a conversation when students face communication breakdowns. According to Dörnyei (1995), the reason why teachers teach CSs is "they provide the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty" (p. 80). There is no doubt that CSs can be a great help to students in communication breakdowns and can make students comfortable.

Assessment

Assessing students' language abilities is still a big issue for teachers in language education. Earl (2007) indicated that "it requires a different view of schools, schooling, teachers, teaching, and, particularly, assessment" (p.86). Assessment cannot be determined from a single perspective, and therefore requires a different perspective. Thus, assessment involves a lot of complex elements.

(1) Summative assessment and Formative assessment

Summative assessment is to measure whether a learner has achieved specific learning goals or standards, and to objectively evaluate that achievement. Formative assessment is a continuous assessment process to monitor learning progress and provide feedback to learners. Formative assessment is becoming mainstream in Japan, and tends to support students in the process. Formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. It is designed to give teachers

information to modify the teaching and learning activities in which students are engaged in order to differentiate and focus on how individual students approach learning. (Earl, 2007, p. 90). Therefore, I chose a formative assessment for speaking tests and writing tests. I would like to focus on how individual students approach learning and improve students' learning and teachers' teaching.

(2) Rubric

Wiggins (1998) indicated that "The rubric enables consistent scoring across judges and time. Rubrics allow reliable scoring to the degree that evaluating language" (p.186). Rubrics help us assess students' abilities reliably and clarify their future tasks. I have changed the rubric many times. The biggest change was that I changed the distribution of points. At first, I focused on accuracy, but after that focused on fluency. Therefore, I included more detailed evaluation criteria in fluency.

5. Possible Research Questions

(1) How does focus-on-form instruction together with performance tests improve students' speaking and writing abilities?
(2) How do communication strategies improve students' speaking ability?
(3) How does focus-on-form instruction change students' attitude toward learning English?

6. What I did

I conducted my action research (AR) as shown below. Three times in total for speaking tests and fun essays and four surveys and two interviews were conducted throughout the year.

Figure 1

Action research method design
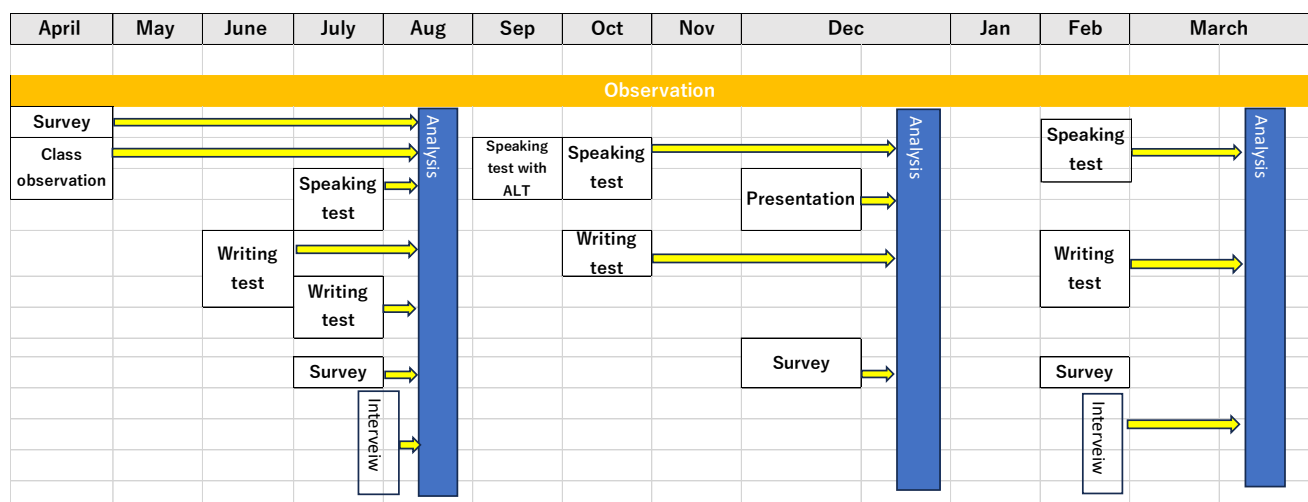
My aim is to develop my students' speaking and writing abilities. Therefore, I taught new grammar items to students based on FFl and incorporated CSs in class, and I conducted a speaking test and a fun essay each semester. Regarding the most recent speaking test, the targeted grammar in unit 7 was "subjunctive mood". In 2021, the new curriculum guidelines of foreign languages for junior high school announced that subjunctive past perfect was added to the textbook, when before it was only taught in senior high school. I offered activities based on FFl, and students were encouraged to imagine and talk with peers with various illustrations on the handout (see Appendix1-B). The worksheet was easy and simplified so that anyone can understand it.

For the speaking test at the beginning of February, I prepared a handout based on incidental FFI. The handout included a mapping chart to create broad ideas in response to initial ideas and questions (see Appendix1-B). Four questions about their future dream were given and I had them think about themselves and write their answers. Until the day of the speaking test, I had students make a conversation about their dreams with different partners numbering at least three people each day.

Conversation card

Kindt (2002) mentioned "The common response was that the cards were useful because they gave students something provocative to look at, helped them to remember what they wanted to say, classmates' cards were interesting, and the cards helped them to think about English the days there was no English class". I had students create a conversation card to expand their ideas and to practice for the speaking test. Some students were using conversation cards effectively. For example, they wrote down little by little what they wanted to say, and they found out what they needed through the conversation. On the other hand, there were a few students who did not use conversation cards very much in practice. One of my students gradually added the information she needed to continue the conversation. (see Appendix1-B). I thought she was learning what she should do through the conversation card. In fact, most students were like her. Besides that, I saw students created their conversation card outside of class. As Kindt mentioned, they had an opportunity to encounter English through their conversation cards.

Speaking test

The speaking tests were basically conducted between two students, and their partners would be decided on the day of the speaking test. I conducted this three times over a one year period from April to March. For the first speaking test in July, my students talked about their favorite places for two minutes. This was the first challenge for my students, and they tended to focus on memorizing

all rather than communicating with peers. I especially focused on voice volume, eye contact, opener, closer, and simple rejoinders. For the second speaking test in October, they talked about their memorable items for two minutes and a half while showing their treasures or pictures of their memorable items. Almost everyone was good at making eye contact and voice volume in the speaking test, so this time I focused on rejoinders and asking follow-up questions. For the last speaking test in February, they talked about their future dreams for three minutes. To be able to talk with peers for three minutes was one of my research goals. I focused on having them ask follow-up questions more than the previous speaking test to continue the conversation for three minutes.

Fun essay

I conducted fun essays three times throughout the year. Third graders who were supposed to take entrance exams for high school tended to improve their writing skills. However, they felt that they were not good at writing in English. Normally, I had students write essays and draw a picture but for the first fun essay, I had students only write essays about their favorite places, the same topic as the first speaking test. I set their goal to be 60 words.

Table 2

Number of words in fun essays in November

Number of sentences	Number of students
More than 70 words	21
More than 50 words	3
More than 20 words	3
Less than 20 words	2

Table 1 shows the result of how many words students could write in English. 70% of students could write more than 70 words. For the second fun essay, I set their goal to be 70 words. In order to reduce the time it took to draw, I had students take a piece of paper home and draw the picture at home. After I collected their manuscripts they finished writing, I made copies of the original manuscripts for evaluation and returned to students without any feedback. Their fun essays were decorated in the hallway so that any students and teachers could see their essays. Finally, I had my students choose whose essay they liked through their tablets and write down some comments.

7. Results

(1) Survey

The survey was conducted four times in total. The number of students may vary slightly due to being absent or not coming to school. The content of the surveys included four skills: listening, speaking, reading, writing, and included their level of understanding, enjoyment, and interest.
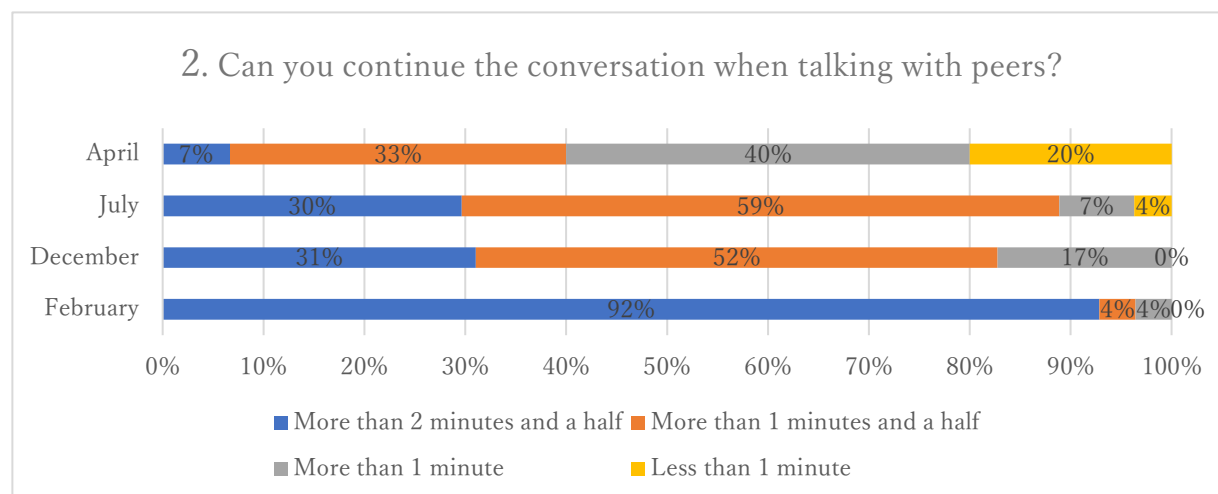
Figure 2

Students' perception of being able to listen to the content
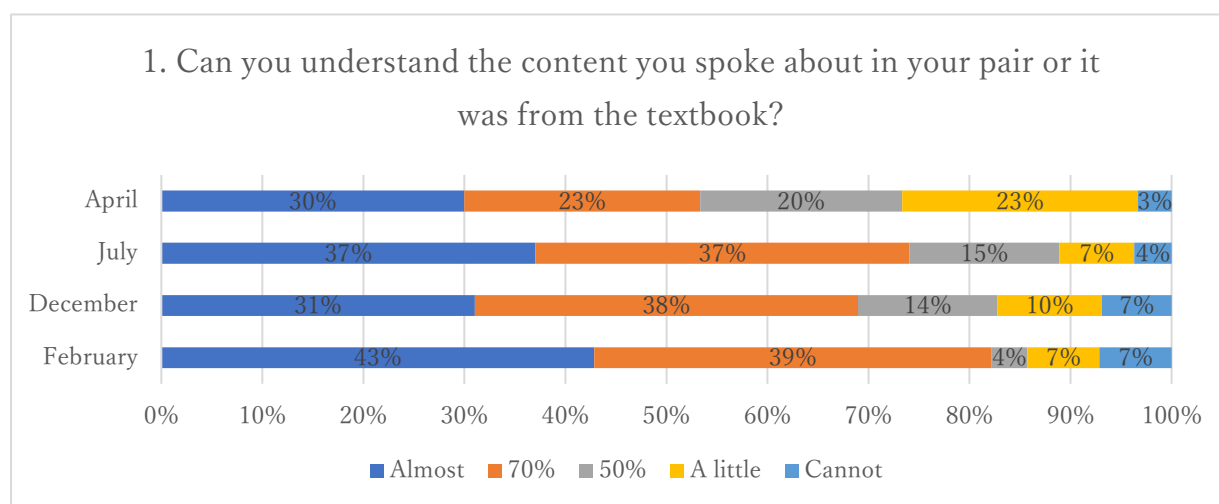
Note. The number of students may vary slightly due to being absent or not coming to school.

Figure 3

Students' perception of how long they can continue the conversation

Regarding their speaking time, figure 3 shows that the number had been gradually increasing from April to December. From December to February, it dramatically increased. Over 90% of students

answered that they could continue a conversation in two and a half minutes in February. Surprisingly, no one had answered less than one minute since December. Since my research goal was three minutes, I'll give you more detail. Over 60% of students answered that they could talk in English for three minutes.

Figure 4

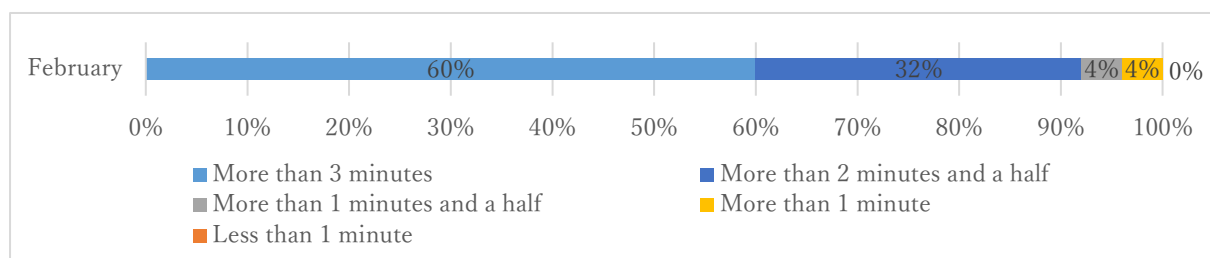*Students' perception of how long they can continue the conversation in February*

Figure 5

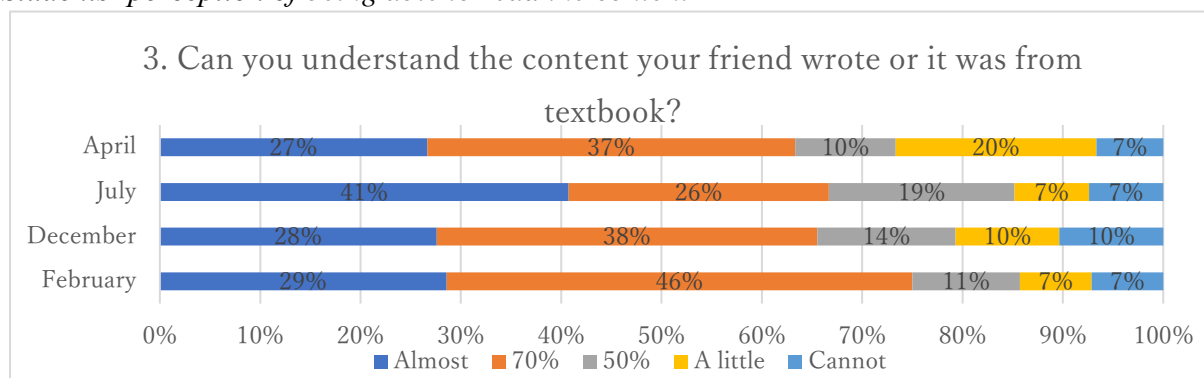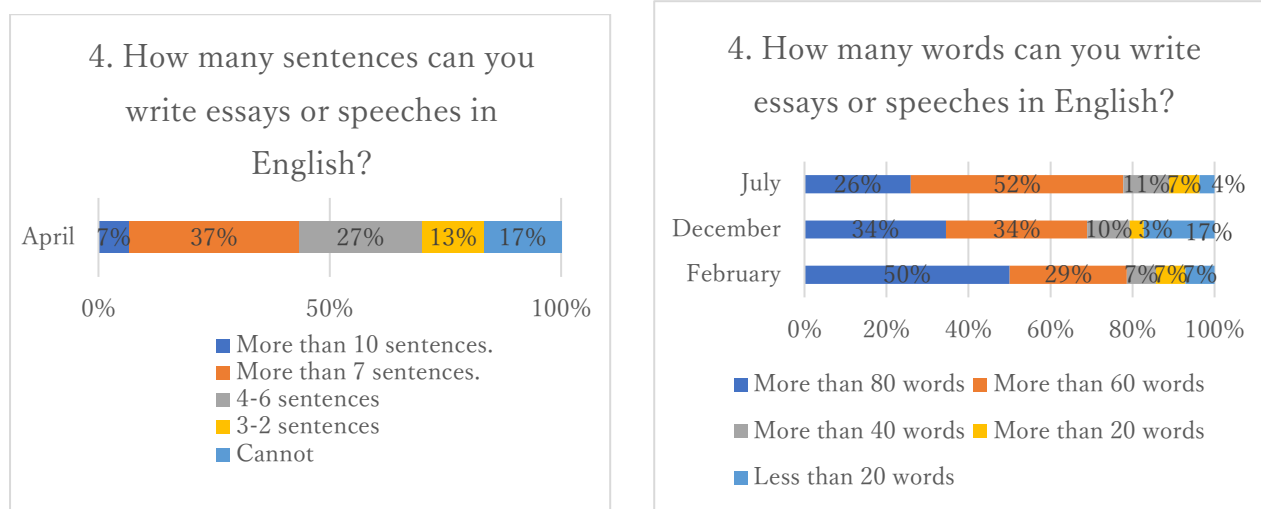*Students' perception of being able to read the content*

Figure 6

*Students' perception of being able to write essays or speeches*

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I had changed the items between the surveys, so I split the results of writing into two. Regarding their writing abilities, figure 6 shows that there were only 26% of students who could write essays or speeches in English with more than 80 words in July. In comparison, there were 50% of students who could write essays or speeches in English with more than 80 words in February. The number of students who can write essays or speeches in English has doubled.

Figure 7

Students' perception of how much they can understand English class
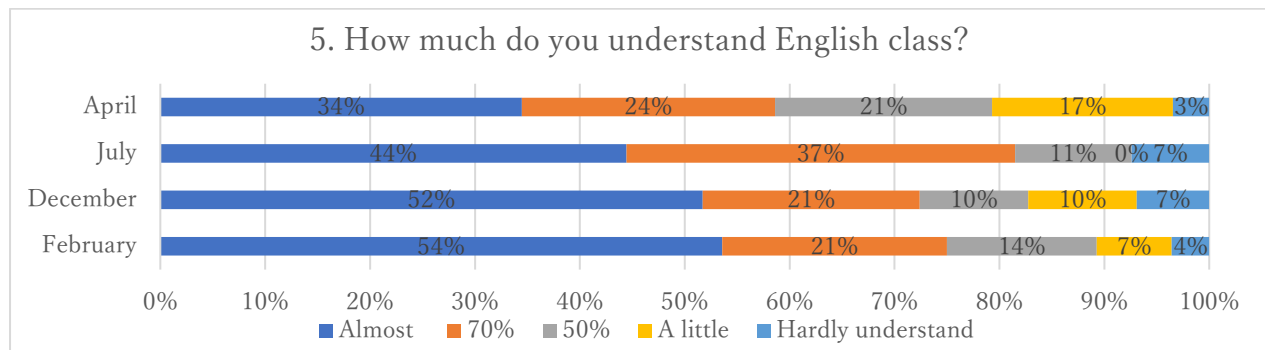
Regarding their level of enjoyment and their interests toward learning English, I incorporated the retrospective post-then-pre questionnaire design (Back in April). I usually would collect data before the program begins and after it ends, a post-survey design collects data only after it ends. Participants self-assess their "Before" and "Now" states and compare changes. The reason is it can be hard to know what they do not know at the beginning of a program. Post-then-pre design helps control for response shift bias, for example avoiding the desire that they try to show themselves in best possible way. Please see figure 8 and 9.

Figure 8

Students' perception of how much they can enjoy English class
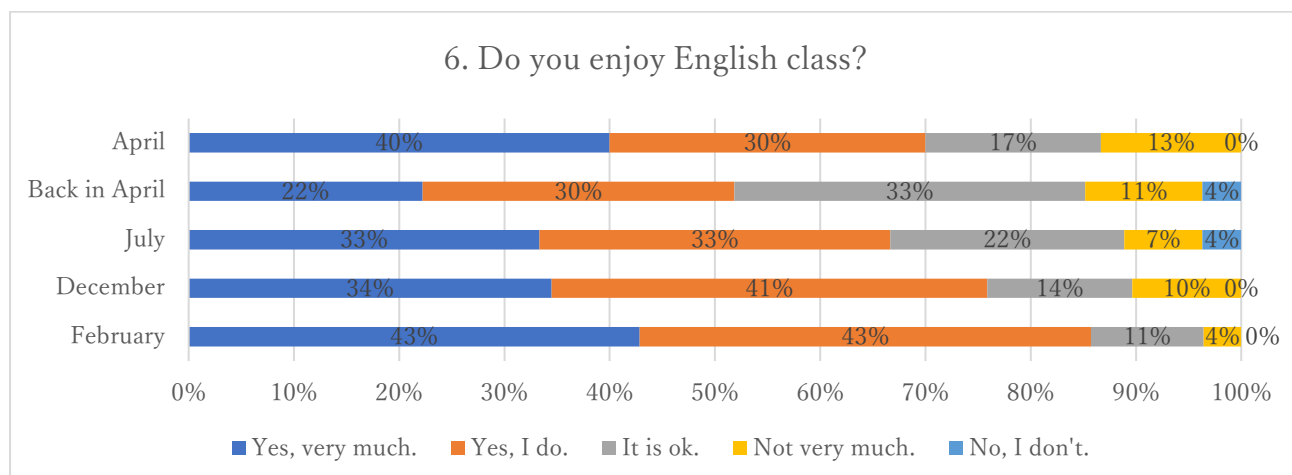
There is a clear difference between April and Back in April. From Back in April to February, students mainly answered the survey positively because they wanted to make a good impression on me but as time went on they approached their survey answers in a much more genuine manner.

Figure 9

Students' perception of how much they like English

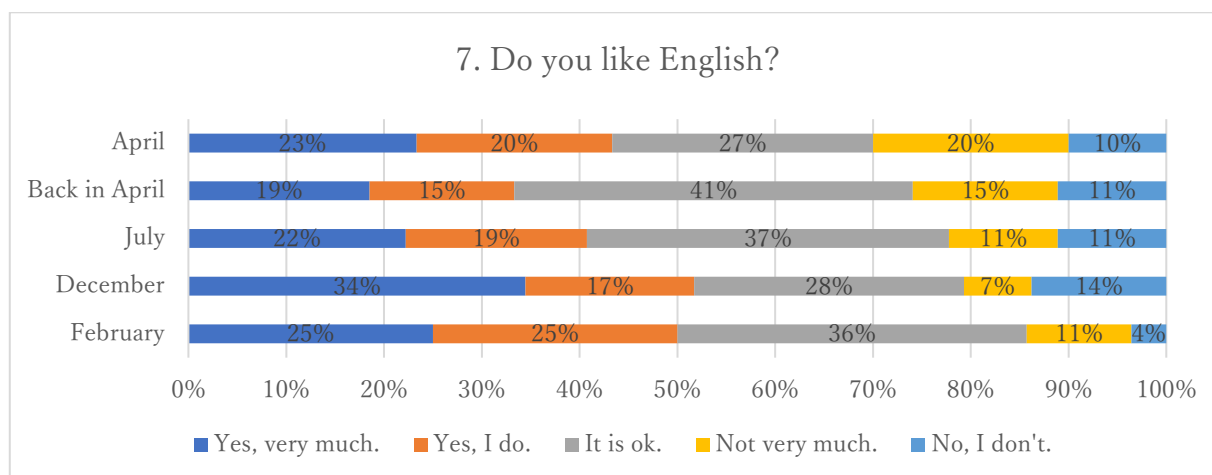Figure 9 shows their interest toward learning English. After peaking in December, their interest decreased again in February. On the other hand, the number of students who answered that they do not like English has decreased. Possible reasons for this are that entrance exams and classes have become less communicative and more teacher-centered.

Figure 10

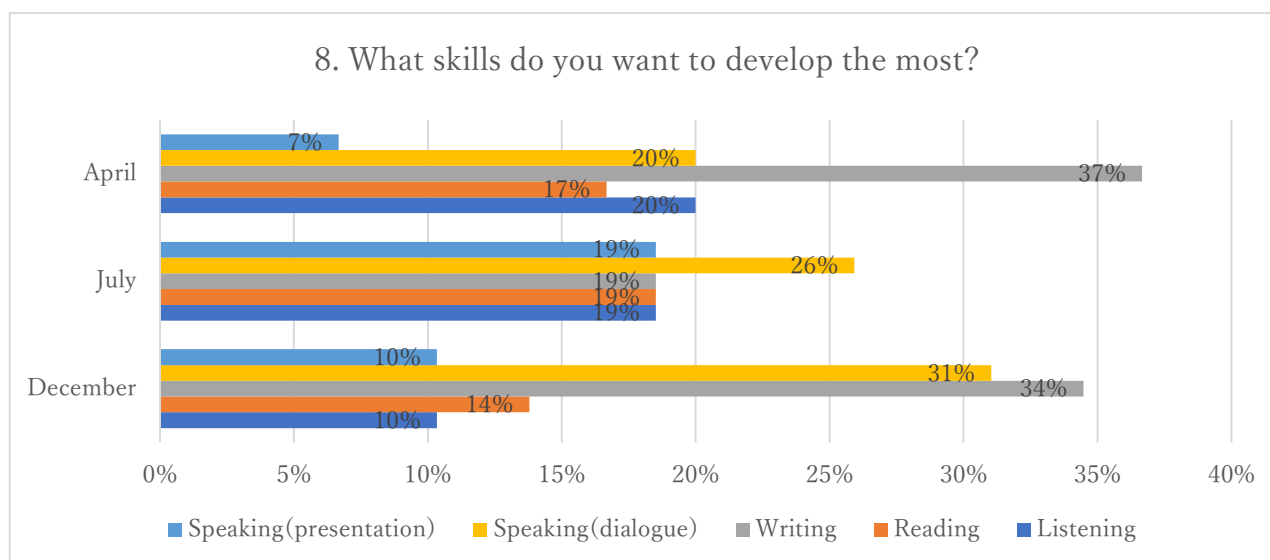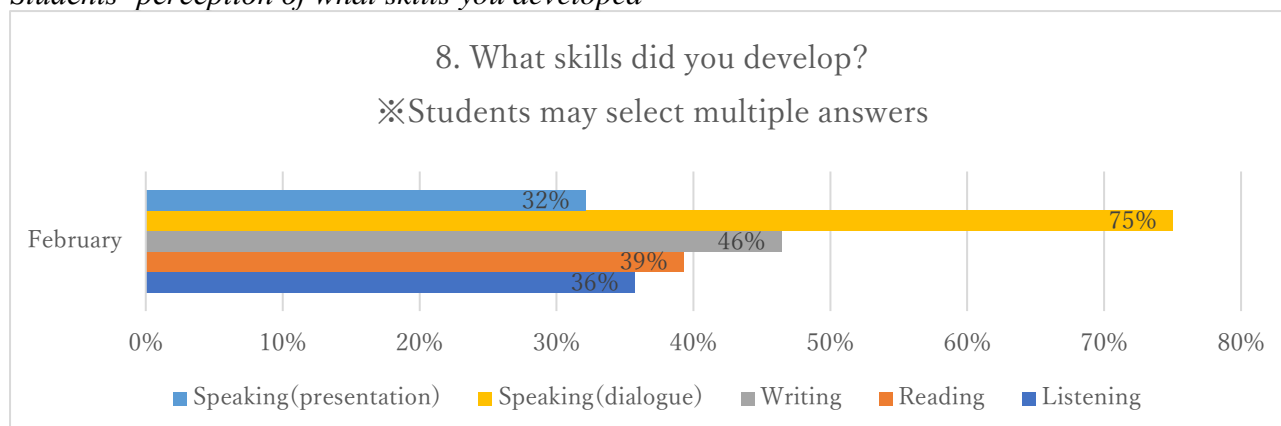*Students' perception of what skills you want to develop the most*

Figure 11

Students' perception of what skills you developed

8. What skills did you develop?
※Students may select multiple answers

February:
- Speaking(presentation): 32%
- Speaking(dialogue): 75%
- Writing: 46%
- Reading: 39%
- Listening: 36%

(2) Survey for CSs

Students were given the surveys after the speaking tests in October and February to analyze the effect of CSs on the improvement of speaking ability. The following transcription was done by between two students with InqScribe. Takeshi fluently used rejoinders, shadowing, and follow-up questions. However, when he asked wh-questions prepared in advance, he was not able to say them fluently because he relied on memorization.

Excerpt 1

Transcription in the speaking test in February

```
[0:01.10]
01 Takeshi   oh hello [0:02.08]
02 Akito      hello (..) how are you? [0:04.01]
03 Takeshi   oh I am tired how are you? [0:05.15]
04 Akito      I'm good [0:06.09]
05 Takeshi   oh good? [0:07.14]
06 Akito       yeah [0:08.09]
07 Takeshi   oh what (.) what do you (..) what do you went to be in the future?
             [0:14.17]
08 Akito      I want to be a swimming coach [0:16.23]
09 Takeshi   oh really? [0:17.15]
10 Akito      yeah [0:18.03]
11 Takeshi   swimming coach? [0:19.19]
12 Akito      yes [0:19.14]
13 Takeshi   do you like swimming? [0:19.19]
14 Akito      I like swimming the best [0:23.00]
15 Takeshi   oh (..) why do you want to be a swimming coach? [0:29.09]
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Figure 12 shows the frequency of using CSs in October and February. The number of shadowing and follow-up questions has dramatically increased. There were no students who answered "Not at all." except follow-up questions.

Figure 12

Students' perception of how much they used CSs in the speaking tests in October and in February

How much did you use CSs in the speaking test in October?

How much did you use CSs in the speaking test in February?
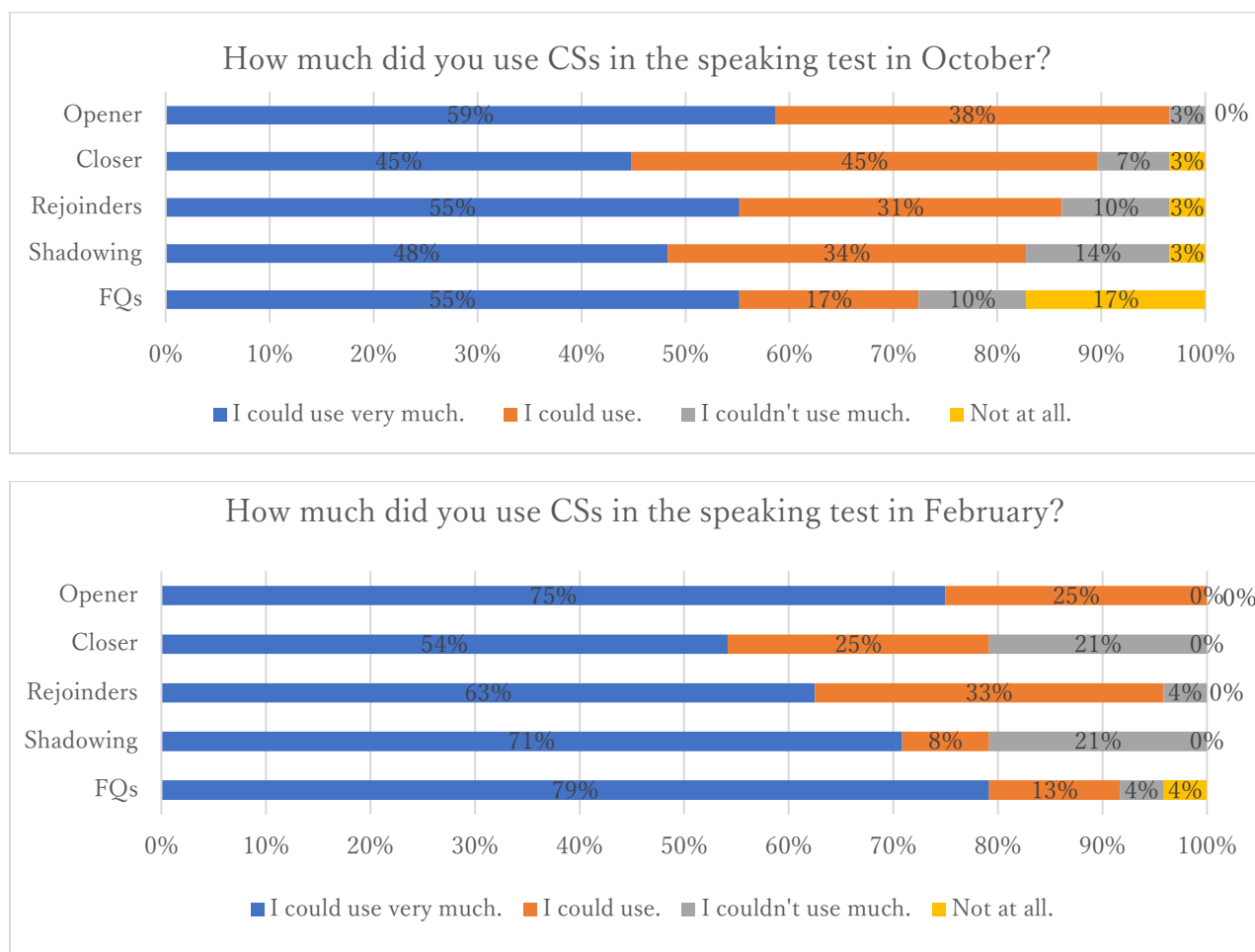
(3) Changes in students' speaking test scores

The scores for the three speaking tests using the rubric I created in February (see Appendix B) are below. The changes in scores for each category are shown.

Table 3

Changes in students' speaking tests scores: Akito, Sato, Takeshi

Speaking tests	July	October	February
Akito (Intermediate)			
Categories			
Accuracy (3 points)	2	3	3
Content and Fluency (7 points)	3	6	6
CSs (5 points)	5	5	5
FQs (5 points)	3	3	3

Speaking tests	July	October	February
Sato (Intermediate)			
Categories			
Accuracy (3 points)	2	3	3
Content and Fluency (7 points)	4	5	6
CSs (5 points)	4	5	5
FQs (5 points)	3	5	5

Speaking tests	July	October	February
Takeshi (Low)			
Categories			
Accuracy (3 points)	3	2	2
Content and Fluency (7 points)	3	5	6
CSs (5 points)	3	5	5
FQs (5 points)	1	3	5

Note. Content and Fluency are adapted to the situation.

Akito was not able to speak for two minutes in July. He seemed to listen to his partner more than he actively spoke. In October, I could see that he was more fluent than in July, and he was able to continue the conversation not only by reacting to his partner's answers, but also by using shadowing effectively. Sato was not able to speak enough for two minutes in July, but he was able to speak for three minutes in February. Takeshi has improved the most of the three. Although he was able to use rejoinders and shadowing from July, he was not able to ask follow-up questions. In February,

Takeshi was able to use follow-up questions more than three times. He also didn't rely on memorization to explain what he wanted to say, and although it wasn't a sentence, he was able to continue the conversation using simple words. Therefore, accuracy has decreased a little, but he has got a good result in February.

(4) Students' comments

　　　After the speaking test conducted in February, students were given the survey. Table 3 shows the majority of students' comments divided into four categories: fun, growth, motivation, and difficulty.

Table 4

Majority of students' comments after the speaking test

Category	Students' comments
Fun	*I enjoyed talking with peers in English.* (4)
Growth	*I could use a lot of CSs.* (5)
	When I was practicing, I thought three minutes seemed like a very long time, but after lots of practice, I felt short and I was able to speak for a very long time. (2)
	The speaking tests made me realize that it's not how well you can speak English, but how long you can keep a conversation without getting stuck. (2)
	I could continue a conversation by giving my own opinions while adapting to the other person's topic. (4)
Motivation	*I want to have a nice chat with foreigners.* (1)
	I want to study more. (3)
Difficulty	*I had what I wanted to say more, but I couldn't say in English.* (2)
	I couldn't answer the questions and use CSs as much as I thought I would. (4)

Note. The reflections from the students above are translated from Japanese by the author. Italic indicates that it is translated.

Surprisingly, even though I felt most of the students spoke well, some of students answered that they were not able to speak as well as they had expected. On the other hand, there were also comments that showed respect for peers and the importance of continuing the conversation.

8. Interview

The interview was conducted in Japanese in July and in February. The contents were divided into three categories: speaking, writing, motivation, and a total of seven questions were asked. Three students were selected and the interview was recorded and the data was analyzed in February.

Table 5

Focus student learner characteristics

Learner	Proficiency
Takeshi	Low
Akito	Intermediate
Honami	High

Note. Only students that completed the course are included.

Reflection on speaking. In the speaking question, I asked, "Was it useful to practice conversation using rejoinders, shadowing, and follow-up questions?" the students replied:

It was fun to be able to talk as if I was overseas. (Honami)

Reactions make the conversation more exciting, and asking follow-up questions broadens the topic of conversation. (Takeshi)

Reflection on writing. In the writing question, when I asked, "Do you think integrating speaking and writing about the same topic helped you to improve your writing ability?" the students replied:

When I wrote my essay, I added English sentences in addition to what I had talked in the speaking test. So, I could improve my writing skill more. (Honami)

Reflection on English classroom. When I asked, "Was your motivation toward English changed through classroom activities and did you come to like English?" the students replied:

I am now able to speak better than I did in my first and second years of junior high school, and my motivation has increased. Also, when I can understand what other people are saying in English, I feel motivated to try harder. (Akito)

Akito's motivation has improved the most since April. In fact, he had the opportunity to interact with an American family, and he realized that he could speak English. In a previous questionnaire, he said, "I felt my conversation skills had improved through regular English classes. I didn't think I would have been able to do this before".

Honami said that she was conscious of her pronunciation and would often read aloud at home outside of class, which helped her remember English phrases. Akito also said that he started listening to Western music and watching English YouTube videos, which helped him remember English phrases. Takeshi talked to me in English after class and also said hello to me in English outside the class.

Takeshi used rejoinders and shadowing a lot in the speaking tests and also used follow-up questions to continue the conversation. He used three minutes of speaking time and led the other person.

9. What I learned

Throughout this year, I have realized that incorporating FFI and performance tests into classes has a significant impact on students' English ability. By doing the communicative activities based on FFI, students could interact with peers better and feel comfortable. CSs were effective in the speaking tests. As you can see in the results from October and February in the final speaking test (figure 10), there was a big change in shadowing and follow-up questions. In particular, about 80% of students answered that they were very good at asking follow-up questions. As a result, you can see that the speaking time has also improved. I made conversation cards which acted as ancillary tools that they could refer to during real time conversations because students' abilities were rooted in memorization. With this gradual increase in confidence, little by little, they would learn to not rely on just memorization but be able to formulate original thoughts and ideas for themselves. Something important to note was that, compared to last year's batch of students, this year's group seemed to be much more aware that, with different conversation partners came different questions. Because they

felt they couldn't answer, they wanted to answer a little differently, or they wanted to add more detail to their content, they took initiative for themselves and added to their charts and notes so that they wouldn't forget it the next time they did it.

I learned about how important recursive is. Kindt (2002) mentions "This return to a similar learning experience - but with a wider knowledge - is called recursion" (p.13). Students initially rely on memorization, but they figure out their own way through recursion. The recursive practice is that sentence structure comes naturally and you can remember phrases and expressions and return to similar studies will deepen your understanding.

Actually, there were many cases of students who encountered English outside of a classroom setting, whether it be having a conversation with their ALT, listening to music, or watching Youtube videos. I believe they were able to understand and use English in a much more effective manner because of the practice for the performance tests based on FFI.

10. Future issues

I had to do a lot of trial and error to see how I could improve students' speaking and writing abilities. Regarding students' speaking abilities, as you can see from the survey results, the number of students has increased dramatically. On the other hand, their writing ability showed a slight improvement, but the results were not good. In retrospect, I could not focus on writing because third-year students had to have taken entrance exams and many tests. Thus, here are some challenges that might appear next year:

(1) Trying to make speaking without memorization enjoyable for the students.
(2) Encouraging students to individually convey their own thoughts and feelings in conversations effectively in writing.
(3) Organizing my lesson plans appropriately and trying to get more reliable data.

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Appendix 1-A

Lesson plan (Introduce the speaking practice based on incidental FFI)

Time (45 minutes)	Interaction T-Ss, S-S, S	Activity and Procedure
5	T-Ss S-S	Greeting Small talk
40 (7)	 S	(Step 1) Listen to the teachers' conversation about the future dream and have students take a note. Check in pairs and then in whole class.
(5) (10)	S/ T-Ss S	(Step 2) Creating a mapping chart Visualize their ideas and make a conversation card. Students are able to use the internet and find more information.
(5)	S	(Step 3) Answer the questions on the worksheet.
(13)	S-S	(Step 4) Talking Talk with peers about "My future dream"
(5)	T-Ss	(Step 5) Homework Complete their conversation cards at home. Greeting

S-S: 13 minutes

T-Ss: 10 minutes

S: 22 minutes

Total Time: 45 minutes

Planned FFI

あなたの理想は？

Class   No.   Name

Step1 **Please listen and write in the box.**

もし〇〇だったら	すること
1.　ヒーローだったら	地球を守るだろう
2.　１００万円もっていたら	車を買うだろう
3.　総理大臣だったら	消費税を下げる　減税
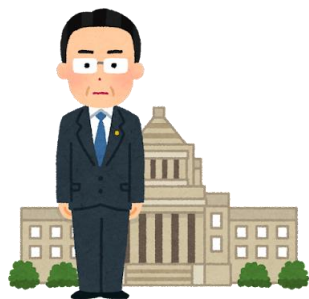
【Pictures（参考用）】

Step 5 Write 3 sentences about what you talked to your friends.

（自分のこと２文）

If I were a doctor,

（友達のこと１文）

My future dream

Class　　No　　Name

Step 1　先生たちの会話を聞いて、表にまとめてみよう。

① なりたい職業は？	
② その理由は？	
③ もし私が〇〇だったら…何をするか？	

Step 2　あなたのやってみたい職業はなんでしょうか？いくつかあげてみよう。また興味があること、ずっと続けていること、憧れの人など、空欄に詳しく書いてみよう。

職業
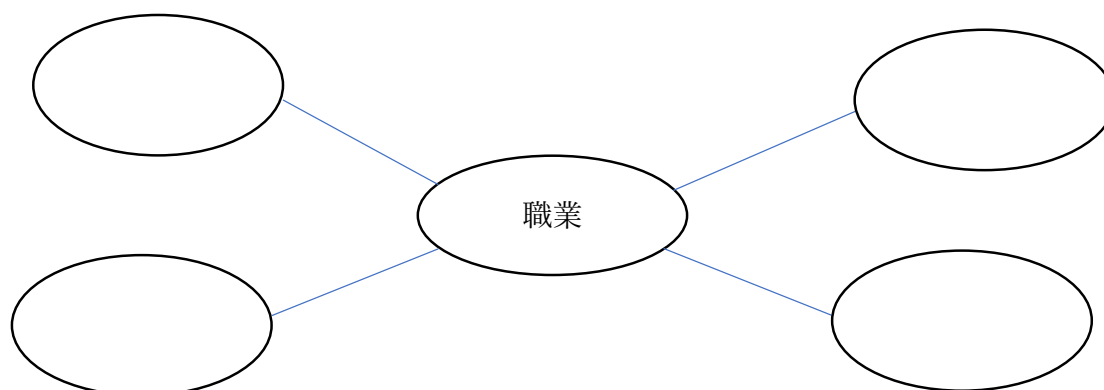
参考：ロボグラム ｜ 【2022 年】なりたい職業ランキング（小学生、中学生、高校生、の男女別トップ 10）（robo-gram.com）

Step 3　あなた自身について、考えてみよう。

（1）　What do you want to be in the future？

_____

（2）　Why do you want to be（　職業　）?

_____

（3）　What is necessary to be （　職業　）

_____

（4）　If you were （　職業　）, what would you do?

_____

他に質問したいことがあればメモしておこう。

_____

_____

_____

Step 4 Communication strategies を使いながら、英語で会話しよう。

名前	わかったこと

Communication strategies とは

最初のあいさつをする
リアクション（あいづち）　※Well.. Uh-huh, I see.など
シャドーイング（繰り返し）
最後のあいさつをする　※Nice talking with you.など

Conversation card created by students

My memorable item

Omamori

350 yen

勝

buy myself

in my pencilcase

Kiyomizu temple

Why ?

want to
pass | high school |

夏休み

exam

英単
R7年度

My future dream

nursery teacher

~ necessary ~
クオリケーション
Get qualification

children

give children
smile

Class ■ No ■ Name ■■■■■■

Why do you want to be ( ) ?
What is necessary to be ( ) ?
If you were ( ), what would you do?

26
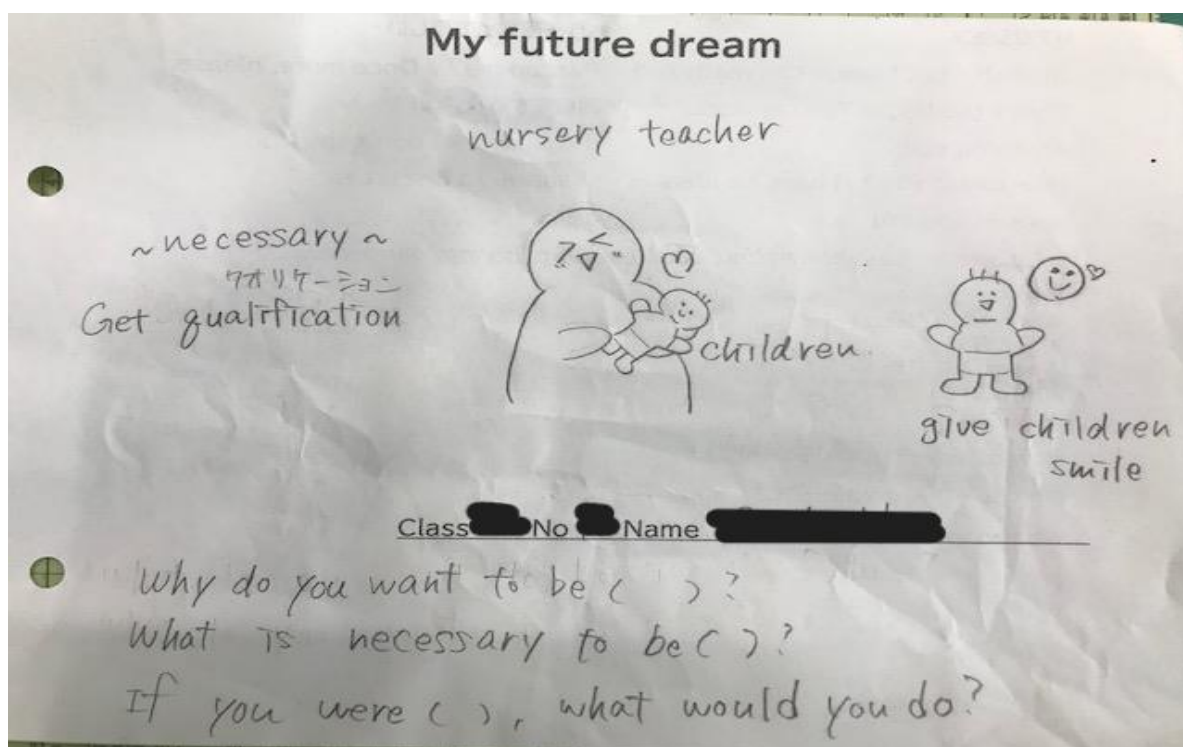
Rubric for the speaking test in October

Categories （項目）	Criteria （評価基準）	Points （得点）
Acuracy	There were no mistakes in vocabulary, grammar, and pronunciation.	6
	There were a few mistakes in vocabulary, grammar, and pronunciation.	5
	There were some mistakes in vocabulary, grammar, and pronunciation.	3
	There were many mistakes in vocabulary, grammar, and pronunciation.	1
Fluency	Continuing the conversation smoothly for 2 minutes and a half. The content was very sufficient.	6
	Continuing the conversation for 2 minutes and a half. The content was sufficient.	5
	There are some pauses during the conversation. The content was not enough.	3
	Not continuing the conversation for 2 minutes and a half. The content was not enough.	1
Communication strategies	Be able to use opener, closer, reactions and shadowing.	5
	Be able to use opener and closer, but not be able to use reactions and shadowing.	3
	Not be able to use opener, closer, reactions and shadowing.	1
Follow-up questions	Be able to use a lot of follow-up questions.	3
	Be able to use some follow-up questions.	2
	Not be able to use follow-up questions.	1
		／ 20

Rubric for the speaking test in February

3rd Grade

Class: 3-　　　No.　　Name:

Categories	Criteria	Points
Accuracy （**Grammar・** **Pronunciation**）	There were no mistakes in vocabulary, grammar, and pronunciation.	3
	There were a few mistakes in vocabulary, grammar, and pronunciation.	2
	There were many mistakes in vocabulary, grammar, and pronunciation.	1
Content & Fluency	Be able to talk about your future dream very well and continuing the conversation for 3 minutes.	7
	Be able to talk about your future dream and continuing the conversation for 3 minutes.	5
	Not be able to talk about your future dream well and continuing the conversation less than 3 minutes.	3
	Not be able to talk about your future dream at all and continuing the conversation less than 3 minutes.	1
Communication strategy	Be able to use opener, closer, reactions and shadowing.	5
	Be able to use opener and closer, but not be able to use reactions and shadowing.	3
	Not be able to use opener, closer, reactions and shadowing.	1
Follow-up questions	Be able to use follow—up questions more than three times.（Other than what you had prepared）	5
	Be able to use follow—up questions once or twice.（Other than what you had prepared）	3
	Not be able to use follow—up questions.	1
		/ 20

Appendix 1-C

Survey in February

1. 聞く力について
（ペアで話した内容や教科書リスニング）
1. ほぼわかる
2. 7割ぐらいわかる
3. 半分ぐらいわかる
4. 少しわかる
5. ほとんどわからない

2. 話す力について
（ペアやグループで話す）
1. 3分間以上話が続く
2. 2分30秒間以上話が続く
3. 2分間以上話が続く
4. 1分間以上話が続く
5. 1分間未満である

3. 読む力
（友達が書いた内容や教科書の本文）
1. ほぼわかる
2. 7割ぐらいわかる
3. 半分ぐらいわかる
4. 少しわかる
5. ほとんどわからない

4. 書く力
（まとまりがある作文やスピーチなど）
1. 80語以上
2. 60語以上
3. 40語以上
4. 20語以上
5. 20語未満

5. 英語の授業はわかりますか?
1. ほぼわかる
2. 7割ぐらいわかる

3. 半分ぐらいわかる

4. 少しわかる

5. ほとんどわからない

6. 英語の授業は楽しいですか?

1. とても楽しい

2. 楽しい

3. 普通

4. あまり楽しくない

5. つまらない

7. 英語は好きですか?

1. とても好き

2. 好き

3. 普通

4. あまり好きではない

5. 嫌い

8. 話す（一人でスピーチなど）、話す（対話）、読む、聞く、書く、それぞれどの力が伸びたと思いますか（複数回答 OK）

1. 話す力（スピーチ）

2. 話す力（対話）

3. 聞く力

4. 読む力

5. 書く力

9. 今まで行った活動について、英語力向上の役に立ったと思う活動はなんですか（複数回答 OK）

1. 教科書に沿ったプリントを使ってあたらいい文法を学び、会話につなげる活動

2. スピーキングテスト

3. ライティングテスト

4. プレゼンテーション

5. その他

11. それはなぜですか（その他を選んだ人は具体的に活動の内容も書いてください）

12. 最後にこの一年を振り返って、コメントをお願いします