

JALT2007

Challenging Assumptions
Looking In, Looking Out

Using Lexical and Task-based Approaches for speech fluency development

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Reference data:

Kanemaru, Y. (2008). Using Lexical and Task-based Approaches for speech fluency development. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*. Tokyo: JALT.

For decades, English instruction in Japan has centered on vocabulary, grammar, and translation skills. This fact seems a washback effect of Japan's educational system and entrance exams. Consequently, this unbalanced pedagogy has not fostered communication skills. To close this gap, the author conducted a qualitative study with Japanese university students. This study investigated how effective the Lexical Approach and Task-based Instruction (TBI) are for speech fluency development and how the students perceived the two teaching approaches. 28 students voluntarily participated in a one-month oral English course based on the Lexical Approach and TBI. Their fluency development was measured through three interview tests administered before, at the middle of, and after the instruction. Data show that task-based lessons contributed to remarkable fluency development for a group of subjects; however, the Lexical Approach seems to have affected development only little. Possible reasons for this result and subjects' views on the methodologies will be discussed.

何十年の間、日本の英語教育では語彙力、文法、翻訳力が中心である。この事実は、日本の教育システムや入試の波及効果のようである。その結果、この偏った指導法は、コミュニケーション力の育成をしてこなかった。このギャップを埋めるべく、筆者は日本人大学生を対象に質的研究を行った。この研究では、スピーチの流暢さの発達のための、語彙中心の指導法とタスク中心の指導法がどのように効果的であるかと、被験者が2つの指導法をどのように感じたかを、28人の学生は、語彙中心の指導法とタスク中心の指導法に基づいた1ヶ月の英会話コースに任意で参加した。彼らの流暢さの発達は、コースの始まる前、中間、コース終了後の3回のインタビューテストを通じて計られた。データによると、タスク中心の指導法はある被験者群の流暢さの発達には著しい効果があった。しかし、語彙中心の指導法は流暢さの発展には効果がほとんど無かったようであった。このような結果を得た理由と、被験者の両指導法に対する見解を考察する。

In Japanese school English classes, linguistic knowledge and translation skills have been valued and intensively taught. As pointed out by scholars, this can be considered a washback effect of the entrance exams. This fact may have contributed to undervaluation on speech fluency instruction because the exams basically test reading skills and knowledge of grammar. As a result, most Japanese are unable to use

English for effective communication despite years of formal English instruction. To suggest a language teaching approach that may develop more practical English skills, the author investigated the effectiveness of the Lexical Approach and Task-based Instruction with Japanese university students.

Speech fluency

A definition of fluency and its development

Lennon (1990) proposed that fluency lies on the interlocutors' interpretation of speech and defined it as "an impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently" (p. 391). Schmidt (1992) added "automatic procedural skill" to Lennon's definition and argued that fluent speech "is automatic, not requiring much attention or effort" (p. 358). In a more recent study, Lennon (2000) further mentions that "a working definition of fluency might be the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing" (p. 26). Synthesizing the concepts of fluency mentioned above and others proposed by scholars such as De Keyser (2001) and Segalowitz (2003), speech 'fluency' in this present study is defined as overall smoothness, ease, and flow of speech with meaningful information and message regardless of the speed of delivery.

Kormos (2006) suggests that two interrelated processes are indispensable for the development of L2 fluency: automatization of encoding processes and the use of preformed language units called formulaic language.

The Lexical Approach

Lewis (1997) viewed lexis as essential in language instruction and proposed a lexical approach as "language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks" (p. 3). Nation (2001) explains *chunks* from the L2 learners' point of view, "When language users segment language for reception or production or to hold it in memory, they typically work with meaningful groupings of items" (p. 317). These notions are likely to fit well into Kormos' idea for L2 fluency development.

Collocations

Among Second Language Acquisition researchers and applied linguists in favor of lexis and preformed items being in the center of language teaching, *collocations* have been highlighted. For instance, Nation (2001) argues the significance of collocations that represent knowing a language: 1) "Language knowledge is collocational knowledge"; and 2) "All fluency and appropriate language use requires collocational knowledge" (p. 318).

Pawley and Syder (1983) argue that units of language stored as chunks in the learner memory are the best explanation of how language users can choose the most appropriate expressions out of the large number of possible options and can produce language fluently. Similarly, Nation (2001) presents a notion of how to develop fluency that "all collocational sequences are important and need to be encountered many times, certainly in normal meaning-focused use" (p. 324).

Task-based instruction

A definition of task

Leaver and Willis (2004) argue that the meaning of *task* can vary to different people. However, in general, tasks are meaning-focused and outcome-stressed. (Ellis, 2003; Nunan, 1989; Skehan, 1998; J. Willis, 1996)

Rationale of the task

Richards and Rodgers (2001) provide several language learning principles that play a central role in the task-based language teaching. One principle relevant to aims of the present study is that “Tasks provide both the input and output processing necessary for language acquisition” (pp. 228-229). From the Second Language Acquisition (SLA) theory point of view, Swain (1995) argues that tasks provide learners with language input and opportunities for meaningful language communication, both of which are considered essential for SLA. These characteristics of tasks are expected to draw learners’ focal attention to meaning of language rather than to its form, which may eventually develop speech fluency.

Research questions

Based on the overview of the notion of speech fluency, the Lexical Approach, and Task-based Instruction, the author raised two research questions:

- 1) Which is more effective for the development of speech fluency for Japanese university students, the Lexical Approach or Task-based Instruction?

- 2) How do Japanese university students perceive the Lexical Approach and Task-based Instruction?

The study

Participants

Japanese university students as subjects

To recruit subjects, the author promoted this research study in several intermediate English communication classes at Soka University, Tokyo. Then, 28 students taking intermediate English classes there at that time attended an orientation session. After an explanation of this study by the author, they decided to voluntarily participate in this project.

Speech sample raters

Three American MA TESOL or Linguistics students and three Japanese MA TESOL students assisted this project as raters of recorded speech samples produced by the subjects.

Materials for instruction

The materials for the task-based classes were designed by adapting activities introduced in *Keep Talking* (1984) by Klippel and *Discussions that Work* (1981) by Ur and also obtaining ideas from the material in these books to create original tasks to suit the subject population of this present study.

The materials for the lexis-based classes were designed by adapting activities from *English Collocations in Use* (2005) by McCarthy and O’Dell.

Procedures

- 1) After the orientation, the subjects took a ‘pre-study interview test’ that tested their ‘narrating skills’ with a story of four-picture cues and a Wh-question relevant to their school life (see Appendix A). The interview was recorded on a Panasonic IC recorder for assessment.
- 2) Two time slots were scheduled in this study and named as Group 1 and 2 respectively. The subjects chose either Group 1 or 2 based on their time availability (see Table 1& 2 for the subjects’ personal data).
- 3) 13 students in Group 1 attended 60-minute lexis-based classes on Monday, Wednesday, and Friday for two weeks except the Friday of the second week (see Table 3). And 15 students in Group 2 took task-based classes for two weeks in the same schedule as Group 1 (see Table 4).
- 4) After the two-week instruction, all the subjects took a ‘Mid-study interview test’ (see Appendix B). The interview tested narrating skills and was recorded on the same IC recorder again.
- 5) From the following week, Group 1 took task-based classes on Monday, Wednesday, and Friday for another two weeks except the Friday of the second week and Group 2 took lexis-based classes in the same schedule as Group 1. This shift was intended to investigate which teaching approach would contribute more to fluency development and to determine if the order difference in the approaches used in the instruction would affect speech development.

Table 1. Group 1 Student Participants Personal Data

Num.	Sex	Grade	Major	ITPI/TOEFL Score
13	Male: 2	Freshman: 6	Economics: 7	Mean: 446.54 Standard Deviation: 32.53
	Female: 11	Sophomore: 6	Law: 2	
		Junior: 1	English: 1	
		Senior: 0	Chinese: 1 Humanities: 1 Business Administration: 1	

Note 1: ITP : Institutional Test Program test

Table 2. Group 2 Student Participants Personal Data

Num.	Sex	Grade	Major	ITP/TOEFL Score
15	Male: 8	Freshman: 13	Economics: 11	Mean: 440.40 Standard Deviation: 28.99
	Female: 7	Sophomore: 1	Education: 1	
		Junior: 0	Law: 1	
		Senior: 1	Business Administration: 1 Sociology: 1	

- 6) After the instruction, all subjects filled out a ‘post-study questionnaire’ and took a ‘Post-study interview test’ (see Appendix C). The interview was recorded on the same IC recorder again.
- 7) The author edited the raw speech data for assessment work and randomized the track order.
- 8) The six raters (three American and three Japanese MA students), after receiving training in how to do assessment, assessed the recorded speech samples

Table 3. Schedule of the course and topics for Group 1

Approach	Week	Monday	Wednesday	Friday
		Pre-study interview test		
The Lexical Approach	1st	1st class : Concept of collocation	2nd class: Studying	3rd class: Eating & drinking
	2nd	4th class: Travel	5th class: Housing	NO CLASS
		Mid-study interview test		
Task-Based Instruction	3rd	6th class: Social life	7th class: Friends	8th class: Food
	4th	9th class: Travel	10th class: Housing	NO CLASS
		Post-study interview test & Post-study questionnaire		

Table 4. Schedule of the course and topics for Group 2

Approach	Week	Monday	Wednesday	Friday
		Pre-study interview test		
Task-Based Instruction	1st	1st class: Social life	2nd class: Friends	3rd class: Food
	2nd	4th class: Travel	5th class: Housing	NO CLASS
		Pre-study interview test		
The Lexical Approach	3rd	6th class: Concept of collocation	7th class: Studying	8th class: Eating and drinking
	4th	9th class: Travel	10th class: Housing	NO CLASS
		Post-study interview test & Post-study questionnaire		

according to a speech assessment rubric (see Appendix D).

- 9) The author analyzed data to see how the two approaches affected speech fluency development.

Data analysis

Question items in the ‘Post-study questionnaire’ were analyzed to investigate how the two language teaching approaches affected subjects’ speech fluency development and their favorite activities.

Recorded speech samples in the Pre-, Mid-, and Post-study interview tests were assessed by the six raters. In order for the raters not to predict which speech sample was recorded in which interview test, which may contaminate their assessment work, the speech samples were randomized in advance. The raters assessed the samples as to their ‘flow’ and ‘comprehensibility’ by referring to a speech evaluation rubric in a five-point scale with 0.5 points possible (see Appendix D). The rubric was designed on the basis of the definition of fluency in this study (see *The Definition of Fluency and its development* section) and ideas of speech fluency assessment obtained from previous studies and reference books (i.e. Folse, 2006; Lennon, 1990; & Underhill, 1987).

Findings and discussions

The three interview tests

The six raters yielded two different scores for ‘flow’ and ‘comprehensibility’ of the speech samples to see how these

two different components of fluency developed over the treatment period. The provided scores were averaged to obtain the means of flow and comprehensibility scores. The means of flow and comprehensibility were added and analyzed as to ‘intra-group’ and ‘inter-group’ to see the fluency development WITHIN and ACROSS Group 1 and Group 2.

The means of the combined scores

The author added the means of the flow and comprehensibility scores as to Pre-, Mid-, and Post-study interview tests (see Table 5 & 6) and investigated if there were any statistically significant differences in the means between each phase of the interview tests.

Table 5. The means of the combined scores from the three interview tests: Group 1

	Means of flow		Means of comprehensibility		Means of combined scores
Pre-study	3.17	+	3.60	=	6.77
Mid-study	3.30	+	3.58	=	6.88
Post-study	3.22	+	3.62	=	6.84

Table 6. The means of the combined scores from the three interview tests: Group 2

	Means of flow		Means of comprehensibility		Means of combined scores
Pre-study	3.01	+	3.29	=	6.30
Mid-study	3.27	+	3.59	=	6.86
Post-study	3.37	+	3.57	=	6.94

Intra-group results

Data for Group 1 show that the mean of the combined score of the Pre-study test was 6.77, Mid-study 6.88, and Post-study 6.84 (see Table 7). It appears that the instruction affected fluency development only little over the entire treatment period.

The data for Group 2 show that combined means of the three interview tests were 6.30, 6.86 and 6.94 respectively. Despite the stagnant fluency development in Group 1, the combined means of Group 2 show that the students in this group steadily acquired speech fluency through the instruction (see Table 8). Especially, a remarkable fluency development appeared in the first two weeks between Pre-study and Mid-study interview tests. The data demonstrate that the task-based lessons had an overall positive effect on the fluency development for Group 2. Moreover, T-tests between Pre- and Mid-study tests, and between Pre- and Post-study tests provided statistically significant differences.

Table 7. The combined means of flow and comprehensibility: Group 1

	Number of Subjects	Mean	Standard Deviation
Pre-study	13	6.77	0.86
Mid-study	13	6.88	0.75
Post-study	13	6.84	0.68

Table 8. The combined means of flow and comprehensibility: Group 2

	N	M	SD	T-Test	P-Value
Pre-study	15	6.30	1.08	Pre & Mid	0.007**
Mid-study	15	6.86	0.87	Pre & Post	0.001**
Post-study	15	6.94	0.75		

* $p < 0.1$; ** $p < 0.05$

N=Number of the Subjects; M=Mean; SD=Standard Deviation

Looking at the standard deviations and the distribution of the combined means from the three interview tests, it can be found that as the instruction proceeded, the range of the standard deviations became smaller and smaller in both Group 1 and 2 (see Table 7 & 8). This probably indicates that less competent students in general increased in speech fluency, whereas more competent ones were in a slump or did not progress beyond their temporarily limited degree of speech fluency (see Figure 1 & 2).

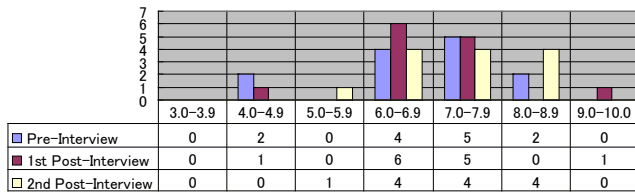


Figure 1. The distribution of combined means of the three interview tests: Group 1

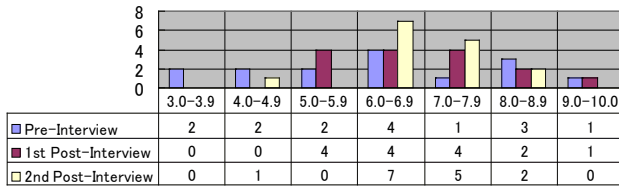


Figure 2. The distribution of combined means of the three interview tests: Group 2

Inter-group results

Table 9 below shows how both groups performed on the three interview tests. As a T-test which compared the two groups on the Pre-study interview test shows, there was a statistically significant difference in their speech fluency at that time. However, as the treatment period progressed, Group 2 made striking progress and finally surpassed Group 1 at the end of the one-month course.

Table 9. The combined means of flow and comprehensibility in the three interview tests

Interview	Group	N	M	SD	P-value
Pre-study	Group 1	13	6.77	0.85	0.029**
	Group 2	15	6.31	1.08	
Mid-study	Group 1	13	6.88	0.75	
	Group 2	15	6.86	0.87	
Post-study	Group 1	13	6.84	0.68	
	Group 2	15	6.94	0.75	

*p<0.1; ** p<0.05
N=Number of the Participants; M=Mean; SD=Standard Deviation

The combined means of flow and comprehensibility of Group 1 and 2 from the Pre-, Mid-, and Post-study interview tests are plotted in the Figure 3. Judging from this result, it is apparent that Group 1 did not develop speech fluency to any extent which deserves mention. On the other hand, Group 2 made an apparent progress in speech fluency throughout the treatment period.

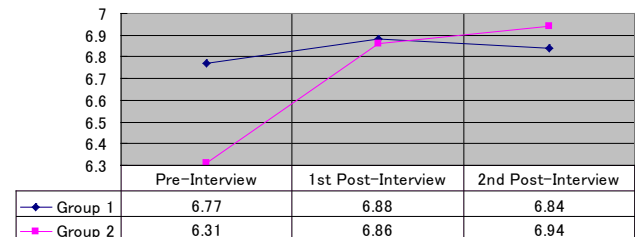


Figure 3. The variation of the combined means over the three interview tests

Post-study questionnaire

The Post-Questionnaire was composed almost exclusively of “attitudinal questions” (Dornyei, 2003) that aimed to elicit what the participants thought about the speaking course. Questions asked about evaluation of the Lexical Approach and Task-based Instruction, sufficiency of provided speaking practice opportunities, and subjects’ favorite activities.

Table 10 shows the result of closed-ended questions that asked the subjects to respond on a five-point scale from 5=very helpful to 1=very unhelpful.

Table 10. Post-study questionnaire responses: Group 1 & 2

Questions	Group 1		Group 2	
	M	SD	M	SD
Q3. I have developed my spoken language fluency through the instruction based on the Lexical Approach.	3.50	0.66	3.33	0.61
Q5. I have developed my spoken language fluency through the instruction based on Task-Based Instruction.	4.08	0.64	3.73	0.96

M=Mean; SD=Standard Deviation

Evaluation of the Lexical Approach

Regarding the lexis-centered lessons, most of the subjects in both Group 1 and 2 gave similar responses. They chose either ‘agree’ or ‘not really’ (see Figure 4). It seemed that many subjects were still wondering if the learning of collocations was effective to develop their speech fluency and were not sure of their attitudes toward the Lexical Approach.

Q3 I have developed my spoken language fluency through the instruction based on the Lexica Approach.

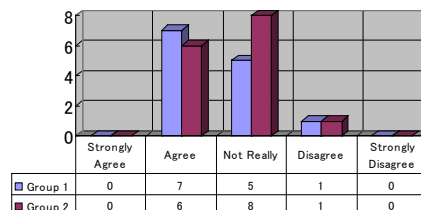


Figure 4. Responses to question 3 in the Post-study questionnaire

Here are some subjects’ descriptions of reasons why they chose a value that described their feeling about the Lexical Approach when the questionnaire was conducted.

Positive Comments:

“Although I used to look at English words individually, by learning ‘collocations’ I think my image of and perspective on English and its structure have changed.”

“By learning collocations and getting to know how each individual word is connected with other words, bigger units such as phrases are also linked in mind. This enabled me to form complete sentences and articulate them.”

These show that several subjects acquired a sense of importance of learning collocations and are presumably expecting to continue studying collocations on their own. The fact that the subjects’ perspectives on lexical items,

especially on collocation, have changed may indicate a success in drawing their focal attention to more meaningful lexical chunks rather than single individual words.

Here are some reasons for feeling that the Lexical Approach did not aid fluency development:

“Because I couldn’t review what I learned in class.”

“Because I felt there were fewer discussions than those of in the task-based classes.”

Regardless of the number of ‘unsure’ positions, there were more positive comments on the lexis-based classes than critical ones. From the positive comments above, we can see that subjects’ awareness of collocation and lexis in general was dramatically enhanced through the instruction. In addition, as can be seen from critical comments, some subjects came to realize that they needed to review and try out collocations that they learned to apply their lexical knowledge to real ‘outside-world’ communication.

Evaluation of Task-based Instruction

Compared to the Lexical Approach, as a rule, more positive attitudes appeared toward Task-based Instruction (TBI). Twenty one subjects out of 28 chose either ‘strongly agree’ or ‘agree’ to Q5 to indicate that they felt that they developed their speech fluency through the task-based classes (see Figure 5).

Q5 I have developed my spoken language fluency through the instruction based on Task-Based Instruction.

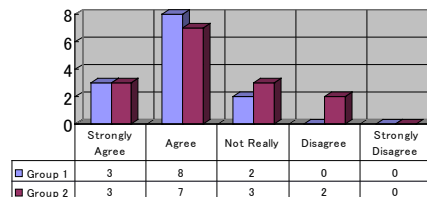


Figure 5. Responses to question 5 in the Post-study questionnaire

Those subjects who perceived TBI as effective to enhance speech fluency provided reasons and comments as follows:

“Because I learned English with fun. I am sure that if I continue to study earnestly, I will develop my English skills.”

“Because the tasks were linked with my daily lives.”

“I thought that being able to express myself was important in the task-based classes and a lot of pair and group discussions were good practice for me since I often cannot say what I want to say smoothly.”

A number of subjects expressed positive remarks on TBI. Key phrases of these remarks include “a lot of speaking opportunities and time”, “daily-life-related topics”, and “integrated skills development”. These are all beneficial components of TBI discussed in the literature.

On the other hand, some subjects also expressed reasons why they thought task-based classes did not help them improve their speech fluency as follows:

“Because it was short period and I did not actively speak out.”

“I should have tried out my English more.”

The reasons were related to their own behaviors and attitudes in class. These indicate that they were not comfortable with speaking out in class even when in small groups or pairs.

Subjects' favorite activities

An open-ended question was also given to investigate subjects' attitudes toward language activities, because to meet students' needs and interests is one of the keys for successful teaching (Dornyei, 2001).

Ten subjects reported that they liked a debate on ‘living in either a dormitory or apartment’ (see Appendix E). Some of them reported that it was good to have a chance to present their arguments and also to rebut others'. Others mentioned that they tried thinking a lot to form arguments and thinking of how to show them clearly. It seemed also interesting and enjoyable for the students to hear classmates' different ideas about housing.

The second most popular activity was fluency line. In this activity, learners work in pairs. One talks about a topic for four minutes while the other listens to the speaker. Then the pairs change and each speaker talks about the same topic for three minutes to a new partner, followed by another partner

change and two-minute talk. By taking the subjects' English proficiency into consideration, the author shortened allotted time to two minutes, one minute, and 30 seconds for each phase. Eight subjects who liked this activity reported reasons as follows:

“Because I found this activity effective for fluency development.”

“Because I felt I was able to think of what to say next as this activity went on.”

“Because this activity prompted me to talk about a main point concisely.”

The comments of these subjects show that they realized that they came to be able to think more quickly and to express themselves concisely and precisely as the activity proceeded.

Pedagogical implications

This study contributes to providing new insights to English instruction in Japanese schools from a threefold perspective: the findings from the evaluated speech samples, subjects' views, and the instructor's (i.e. author's) observations. Below are the pedagogical implications for utilizing the Lexical Approach and Task-based Instruction.

Utilizing the lexical approach

First and foremost, raising the subjects' awareness of lexical items, especially ‘collocations’, seemed effective to enhance their existing lexical knowledge (cf. Woolard, 2000).

Regarding teaching “collocational competence” (Hill, 2000), several subjects reported that listening to good English speaking classmates and the instructor was helpful to recognize new, accurate collocations. Hill argued that “good quality input should lead to good quality retrieval” (p. 54). Therefore, having learners interact with others to get themselves exposed to new expressions is a productive and effective source of language input.

Another implication about teaching lexical items is to make the most of what students already know (cf. Lewis, 2000). Many subjects came to realize that there are many ways to convey similar messages and a single word collocates with other words in a tremendous number of different ways. Research based on concordances has shown that native English speakers, in their daily lives, use a limited number of vocabulary words in a limitless number of ways. Therefore, extending what students already know is productive and practical (cf. Hill, 2000), and this is what teachers in Japanese school need to do for speech fluency instruction.

Utilizing Task-based Instruction

A most significant feature of task-based lessons is the pre- and post-task phases which are “non-obligatory but serve a crucial role in ensuring that the task performance is maximally effective for language development” (R. Ellis, 2003, p. 243). In the Task-based Instruction paradigm, the pre-task activity has an essential role in both successful task administration and learners’ performance. The subjects who tried brainstorming to obtain information from others in this phase, succeeded in completing the following tasks.

As task-based lessons went on, the subjects got used to the cycle of each task and tried to get ready to report on how they did the task and what outcome they arrived at. Willis (1996) recommends providing learners with a chance to report back to the whole class after working on the task in small units such as pairs or groups.

Because of this study’s research focus, the author repeatedly told the subjects not to be afraid of making linguistic mistakes and errors, but rather to pay more attention to meaning of their messages. As a result, many subjects reported that they changed their thoughts on grammatical mistakes and errors. It was observable that some initially less competent subjects increased in the amount of speech production.

In a more practical and realistic perspective, however, it would be quite difficult for classroom teachers in Japanese school to suddenly change their teaching styles and start to teach classes with tasks. Grammar and translation skills should be taught as done so now. But introduction of a task as part of each class, expected to facilitate internalization of knowledge of grammar, may provide a rather smooth and natural reshaping of English lessons in Japanese school.

Conclusion

Being able to speak English fluently is what most English learners hold in mind at any stage of English learning. As presented in this article, the ability to quickly think of messages to convey rather than the ability to formulate accurate grammar is what learners need to acquire for effective communication. Also, because of the washback

effect of the university entrance exams, Japanese obviously lack opportunities to try out their English for communicative purposes. Each classroom practitioner at any level of school needs to devise classroom instruction to provide students with more time to encode their ideas or messages in English for meaningful purposes. By doing so, it is hoped that teachers in Japanese schools will succeed in transforming students' existing declarative English knowledge into procedural and practical one which may enable them to be fluent English speakers.

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Appendix A

Pre-study interview test

1. Narrating your school life

You have one minute to think about the question below to prepare for your speech. After one minute, you will be asked to talk about the question as many minutes as you want.

“What is your happiest event at Soka University?”

Appendix B

Mid-study interview test

1. Narrating your school life

You will have one minute to think about the question below to prepare for your speech. After one minute, you will be asked to answer the question as long as you want.

“What is your favorite class that you have taken before OR that you are taking now at Soka University? Why?”

Appendix C

Post-study interview test

1. Narrating your school life

You will have one minute to think about the question below to prepare for your speech. After one minute, you will be asked to answer the question as long as you want.

“What are your goals which you want to achieve in your college life? Why?”

Appendix D

Speech fluency evaluation rubric

Fluency in this study defined as “overall smoothness, ease, and flow of the subjects’ speech with meaningful information and message regardless of the speed of delivery”

Score	Guide
5 Excellent	<ul style="list-style-type: none"> • Speech contains natural flow, rhythm, intonation; possibly with a few pauses but is immediately continued; • therefore, it is fully comprehensible (no disruption).
4 Good	<ul style="list-style-type: none"> • Speech is occasionally hesitant; with a few inappropriate pauses and is not immediately continued; • however, comprehensibility is rarely disrupted.
3 Fair	<ul style="list-style-type: none"> • Speech is frequently hesitant; with frequent pauses for searching for words; with incomplete sentences; • comprehensibility is occasionally disrupted.
2 Weak	<ul style="list-style-type: none"> • Speech is hesitant; with single word utterances and short phrases and/or frequent pauses; • comprehensibility is frequently disrupted.
1 Poor	<ul style="list-style-type: none"> • Speech is very hesitant; with repetitive words and phrases and/or very frequent and long pauses; • comprehensibility is frequently disrupted.

(Adapted from Folse, 2006; Lennon, 1990; & Underhill, 1987)

Factors you will look for:

1. flow
2. comprehensibility

Appendix E

~Decision-Making ~Dormitory or Apartment~

The students are given a handout (see Appendix E-1). The teacher reads the passage to the students slowly so that the students have enough time to keep up and understand the content. The students prepare for a debate by following the steps given on the handout (see Appendix E-2 for the steps that the students take). Then, the teacher manages a debate as follows:

- A. The dorm team opening presentation
- B. The apartment team opening presentation
- C. The dorm team asking a question
- D. The apartment team answering the question
- E. The apartment team asking a question
- F. The dorm team answering the question
- G. The dorm team asking a question
- H. The apartment team answering the question
- I. The apartment team asking a question
- J. The dorm team answering the question
- K. The dorm team final words
- L. The apartment team final words
- M. The classmate’s choice

Appendix E-1

Decision-Making ~Dormitory or Apartment~

Scenario:

Your classmate is wondering whether staying in the dormitory for another one more year or starting to live in an apartment alone. If he/she stays in the dormitory, boarding fees are less than monthly rent of any apartment; delicious breakfast and dinner are served; school is close, about 5 minutes from the dorm; it is highly expected that he/she can make more close friends; he/she can easily access and talk with his/her friends about his/her worries and problems in his/her life. However, there is almost no privacy in the dorm because 8 people share the bedroom, the kitchen, and the bathroom; some people always make a noise over the night so he/she cannot study in a quiet room; he/she has to clean the room once a week at a fixed time regularly; and there is a curfew.

On the other hand, if he/she lives in an apartment alone, there will be more privacy than the dorm; nobody will make a noise over the night every day so it will be a much better environment for study; he/she can clean his/her room anytime he/she wants; certainly there will be no curfew and more freedom of his/her life. However, some drawbacks of living in an apartment include that he/she may sometimes feel lonely; he/she may have to cook by himself/herself every day since eating out costs a lot; school may become far and public transportation may be needed; he/she cannot easily see and talk with his/her friends face-to-face about his/her problems related to his/her daily life.

He/she has just determined to study hard next academic year, but he/she also wants to save as much money as possible. He/she does not like cleaning so cleaning the room regularly on a day of the week is unfavorable to him/her. However, because he/she does not like cooking either, he/she does not want to cook every day if possible. He/she feels that always being with close friends is great, but he/she also feels that he/she wants to play until late at night without being worried about the curfew.

Appendix E-2

Directions:

You were asked to give him/her some advice on his/her decision. Which choice would you recommend to him/her?

Step 1: In five minutes or so, read through the passage again and decide your choice.

Step 2: Get into a group according to your choice and prepare some points you think you can use to convince your classmate to follow your advice.

Step 3: Think of some possible points that you can attack to the other group.

Step 4: Decide the order of speakers.

Step 5: Do a debate by following the teacher's directions.