



Developing Communicative Competence through Strategy Training

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Reference Data

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The Ministry of Education, Culture, Sports, Science and Technology (MEXT) revised the Courses of Study in 2018, and methods of assessment and teaching have been changing toward communicative teaching that integrates the four skills. This paper examines how Japanese high school students perceived the usefulness of communication strategies (CSs) and how they responded to them. It also explores whether there were differences in the learning of CSs across proficiency levels. The results suggest that students learned from each other through conversation practice and that when CSs were taught, students overused them at first, but this tendency gradually decreased. In addition, by transcribing recorded speaking tests, some students became aware of grammatical errors. This study suggests that teaching CSs effectively develops the communicative competence of students at different proficiency levels.

文部科学省が2018年に学習指導要領が発表され、2022年から英語をコミュニカティブに教えることが必須となった。また「話すこと」や「書くこと」への評価の仕方が変わり、授業のやり方も四技能統合型の授業へと変化してきた。本稿では、日本の高校生がコミュニケーションストラテジーの有用性をどのように認識し、それに対しどのように反応するか調査した。その結果、生徒のアンケートやインタビューから生徒たちは会話の練習を通してお互いに学び合っていることが分かった。また、録画されたスピーキングテストを文字起こしすることで文法の間違いに気づく生徒も出てきた。本研究は、コミュニケーションストラテジーの導入が学生のコミュニケーション能力を効果的に伸ばすことを実証している。本稿は、このような授業を高等学校でどのように実施できるかを提案するものである。

Japan's Ministry of Education published a new set of guidelines for high schools in 2018, and the course of study has mandated that English be taught communicatively since 2022. Teachers need to develop students' communicative competence through activities that integrate the four skills of listening, reading, speaking, and writing in English. Therefore, they have been considering ways to teach English and assess student achievement other than norm-referenced testing. Some senior high schools have started performance tests and added criterion-referenced testing to their assessments. While the concept of communicative language teaching (CLT) was introduced in the early 1970s, language teaching in Japan did not incorporate CLT until the 2000s. However, the importance of communicative teaching has now become generally accepted in Japan, and the guidelines encourage high school teachers to teach English communicatively. Especially since 2022, teachers must assess students' English not only for term tests, which measure reading and grammatical knowledge but also their communicative competence, which requires practical CLT methods.

An effective CLT approach involves communication strategies (CSs), which are helpful tools for second-language learners to fill in gaps in their L2 knowledge (Dörnyei, 1995). Celce-Murcia, Dörnyei, and Thurrell (1995) proposed a list of important CSs: (1) avoidance and reduction strategies, (2) achievement and compensatory strategies (e.g., gestures), (3) stalling and time-gaining strategies (e.g., fillers), (4) self-monitoring strategies (e.g., self-repair and self-rephrasing), and (5) interactional strategies (e.g., repetition and repetition requests). There are studies that suggest that teaching CSs explicitly is effective. For example, Sato and Takahashi (2008) conducted a skills integration class for five years. They had students take speaking tests and write informal essays while they taught CSs. The researchers found that students improved their speaking and writing skills through meaningful communication. Moreover, the study indicated that teaching CSs explicitly was useful for beginner-level students.

This paper presents the results of a yearlong action research (AR) project at a senior high school in central Japan in which CSs were applied to an actual teaching situation



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so as to gauge the students' response to CS instruction. It describes how I had students use CSs in an integrated skills class. Data were collected from questionnaires, interviews, self-evaluations, and interviews with focus students. This paper proposes that CS use, performance tests (including timed conversation and informal writing), and transcription of performance tests helped high school students develop their spoken fluency and use of CSs. Moreover, CS instruction, transcription, and informal writing have the potential to help students gain confidence in communication.

The following research questions guided this AR project:

- RQ1. How did students respond to CS instruction in terms of their performance and perceptions of its usefulness?
- RQ2. How did higher- and lower-score students develop CSs through timed conversation tests?

Teaching Approach

Context and Students

This project was conducted at a comprehensive high school (*sogo gakka*) located in Aichi Prefecture. The school allows students the opportunity to take classes in subjects that upper-level schools, such as universities, junior colleges, and vocational schools, usually provide. Therefore, most students already have clear career goals when they enroll, and they can choose classes according to their future plans. For example, the school offers course sequences related to childcare, fashion, sports, nursing, computer science, foreign studies, cooking, liberal arts, and science. The reason this is possible is that comprehensive high schools such as this one usually have 1.5 times as many teachers as general high schools, and students can take classes in small groups.

This project was conducted with students taking a class called English Conversation, which was offered twice a week for 3rd-year students. Each class was 50 minutes long and was always conducted by a Japanese teacher and an assistant language teacher (ALT). The class aimed to help students use English to prepare for more advanced English classes that they might take in the future and was an elective class with a maximum enrollment of 15. Besides the enrollment limit, the course was designed for students who strongly desired to use English in the future.

In 2020, ten 3rd-year students took the English Conversation class. They had chosen it because they were planning to study English at a university or vocational school. As stated in the enrollment requirements, the students were expected to have greater

motivation and more explicit goals regarding English than students in other classes. According to the entry questionnaire that was conducted at the beginning of the first term, three out of 10 students wanted to study English after graduation and were highly motivated to take the class. In addition, all the students had specific reasons for taking the class, such as using English while working as airport staff and interacting with foreigners while working as an EMT. The entry questionnaire also revealed that students wanted to improve their conversation in English because some of them had been asked for directions by foreigners. Those experiences had given them some intrinsic motivation to study English. Therefore, the goal of this class was to develop students' spoken fluency.

All the 3rd-year senior high school students in the class (two males and eight females) participated in this study. As for the students' English level, several had passed Eiken pre-2nd grade, and three had passed Eiken 2nd grade in December 2020. They understood the content of what the ALT said and were able to hold conversations about everyday topics, such as "What did you do last weekend?" and "What are you going to do next weekend?" However, when the teachers asked questions, they often paused and answered with two to three words, and some of them spoke a mixture of English and Japanese. Two students with higher and lower scores than other students in the first speaking test in the class were selected as the focus for the project. These two students said they were taking the class because they liked English and wanted to practice it. I interviewed them to see how they evaluated their communicative competence throughout the year.

The 10-Step Approach to Teaching Communication Strategies

I introduced CSs that students could use to talk naturally without long pauses. During the course, students practiced CSs in a 10-step cycle for each of the six topics, as follows:

1. The teacher presents a topic, relates it to one or more CSs, and models a conversation with the ALT.
2. The teacher introduces three questions about a topic, and students answer them.
3. Students work in pairs and complete timed conversations.
4. Students write informal essays of at least 10 sentences based on Step 2 and edit each other's writing.
5. Students change pairs and complete timed conversations, then change pairs again and talk about the same topic.
6. Students edit their original 10 sentences and write 15 to 25 more sentences. Students edit each other's writing.



7. Students take speaking tests in random pairs, which the teacher video records.
8. Students review their timed conversation (speaking test) and assess it independently.
9. Students transcribe their conversations (as homework).
10. Students write a final draft of the informal essay (as homework).

As shown in the 10-step cycle, students used different language skills to communicate about each topic. For example, students looked at how the ALT and I used CSs in conversation through a role-play in Step 1. Then, students participated in Step 2, where they answered three questions about the topic. In Step 3, they were encouraged to give longer answers and use CSs when talking in pairs. After writing a certain number of sentences for Step 4, students were given opportunities four to six times for recursive conversation practice with different partners—including the ALT and me—in Steps 5 and 6. After practicing the topic, I randomly selected pairs and recorded their timed speaking tests for Step 7. I collected students' products of steps 7 and 10 and evaluated them for their grades. After the test, I shared their videos with them and had them transcribe them individually for review (Steps 8 through 9). I also asked questions as part of the review of the videos. For example, on the review sheet, I labeled the sections “What you heard” and “What you wanted to say” to bring attention to improvements in speaking skills. These steps were repeated for all six topics and CSs throughout the year (as shown in Table 1).

Altogether, these 10 steps were repeated three times, and the same rubric was used for all speaking tests. The criteria included were (1) grammatical accuracy, (2) CS use, (3) the amount of language produced as measured by transcription, and (4) delivery. To evaluate students' informal writing (Step 10), the three criteria selected were (1) organization, (2) grammatical accuracy, and (3) number of words.

As Table 1 shows, I first chose a focus topic and six CSs to teach throughout the year. Table 1 also shows how I introduced CSs, the number of peer editing sessions, how much writing was required, and the time limits for timed conversations.

Table 1
Title?

Month	Class Topic	Peer Editing (Times)	Target Number of Sentences	Time Limit for Speaking Test (minutes)	Communication Strategies	Interview/ Questionnaire
6	Introduce yourself	1	15	2	Openers/ Closers, Fillers	Pre-questionnaire
7	Introduce your school	3	15	2	Rejoinders	Questionnaire
8						Interview
9	Favorite TV program or YouTube	3	20	2.5	Repetition	
10	Introduce your favorite place to people in different countries	3	20	3	Rejoinders (That's a good/ difficult question.)	Questionnaire
11	Food shortages	3	25	4	Follow-up questions	Interview
12						
1	Discussion about school improvement (December to February)			3	Summarizing	Questionnaire
2						Interview

The Schedule of Lessons

Evaluation

Three types of data were collected: (1) a questionnaire administered four times from June to January (see Appendix A); (2) interviews with two focus students



conducted in July, December and February (see Appendix B); and (3) transcriptions of students' speaking tests. Several questions were added to the questionnaire after it was administered in June to gain insight into students' beliefs, self-assessment of English skills, and perception of future needs regarding English. This version of the questionnaire (given in July, October, and January) also asked students to respond to six-point Likert-scale questions and open questions about current English proficiency and what they had learned through pair work and writing activities. As for open questions, I asked students how many different specific CSs (e.g., rejoinders) they were able to use, how they had developed through the performance tests, what they had learned from the transcription activity, and whether the English conversation class gave them confidence. Questionnaires were conducted before every term test and included students' self-assessments of their improvement since the start of the course.

The two focus students were interviewed before summer and winter vacations. In August, they were asked to assess themselves in each of the four skills and to describe their knowledge of each of the CSs, their current English proficiency, and how they felt about performance tests. They were also asked about their reasons for choosing the class and their attitudes toward performance tests in other classes. In December, besides asking about the performance tests, I also asked about the skills the students wanted to improve in each of the four skills, the effect of using CSs, what they were able to do in the timed conversations, how many minutes they were able to speak, and how much they were able to write by that point. I also asked if they had opportunities to use English outside of class. Interviews were conducted in Japanese and relevant parts were translated into English for this paper.

The data on students' transcriptions of their spoken conversations were collected through video recordings. Then, I transcribed their speaking tests and counted the number of students who used different types of CSs. All data gathered for this AR project received informed consent from all participants involved as well as institutional clearance.

Outcomes

The first research question was, "How did students respond to CS instruction in terms of their performance and perceptions of its usefulness?" Figure 1 shows the percentages of questionnaire responses that indicate students' attitudes toward performance tests. The results suggest an increasing level of engagement among the students. In May, three students were positively engaged, but by December, eight students were positively engaged.

Figure 1

Attitudes Toward Performance Test Practice



Q: Did you practice the performance test positively?

Table 2 shows the average number of CSs used by the whole class at each point in time. According to the transcriptions, students used some of the new CSs more often than others, such as fillers, repetition, and follow-up questions. Some CSs, such as repetition, were used very often when students first learned them but less with other topics. Table 2 suggests that most students found word repetition easy to use, while repeating partners' statements seems to have been difficult. They used many of the same CSs throughout the year and were more familiar with fillers, perhaps because they had learned them initially. They practiced CSs many times through timed conversations and small talk and tried using them. I also believe the CSs students learned in the first semester helped them speak English longer. During this time, the timed conversations continuously increased from 2 to 4 minutes.



Table 2
The Average Number of Times each CS Was Used in Class

10 Students' Transcription	June	October	October	November	November	January
	Introduction	Favorite TV	Favorite place	Food shortages	Eat out or lunch box	school improvement
Openers/closers	1.5	1.5	2.0	1.5	1.5	0
Fillers (ah, oh, etc.)	1.4	1.5	2.0	6.0	2.0	2.5
Fillers(well, Hmm)	1.4	2.7	2.0	1.0	1.8	1.0
Rejoinders (That's ~ (nice, etc.))	0	0	2.0	1.0	1.5	2.0
Rejoinders (I see)	1.1	0	2.0	1.0	1.5	2.0
Repetition (words)	1.0	1.0	4.3	5.8	0	4.0
Repetition(SV)	0	1.0	1.5	0	0	0
Follow-up Questions	0	1.0	2.0	1.0	1.0	0

The students were also asked on the questionnaire to estimate the frequency of their use of specific CSs. Table 3 shows all students' perceptions of the variety of CSs they used throughout the year. Ten students answered that their perceptions of their ability to use CSs changed from May to February. As for follow-up questions, half of the students answered in May that they had never used any of the follow-up questions, while more than half answered that they were able to use two to three different types of follow-up questions properly and in different situations.

Table 3
Students' Estimates of the Frequency of Communication Strategies Used

		More than 3 times in different situations	More than 3 times properly	More than twice in different situations	More than twice properly	I can use one at least	I cannot use it
		Fillers	May	0	2	1	2
	February	2	7	0	1	0	0
Rejoinders	May	0	4	0	2	3	1
	February	5	3	2	0	0	0
Repetition	May	0	1	1	4	0	4
	February	2	2	3	3	0	0
Follow-up Questions	May	0	0	1	3	1	5
	February	0	3	3	2	2	0

Note. Numbers represent the number of responses in each category.

Students' responses to open-ended questions also indicated that they felt they had learned from transcribing their conversation. Figure 2 shows the themes in students' responses to the questionnaire. I asked students how their attitudes had changed as a result of transcribing speaking tests throughout the year and translated common responses into English. Four students in the class answered that they had noticed their mistakes and tried to correct them. They realized that they had not heard what they said most of the time and realized their grammar was incorrect. As a result, they gradually corrected the grammar by themselves. One student mentioned beginning to use CSs in the second term.



Figure 2
Benefits of Transcription

I noticed my grammatical mistakes and tried to correct them by the next speaking test. (4)
I was able to notice what I could say and what I could not. (2)
I reviewed my mistakes and tried to reduce them. (2)
Transcription helped me to broaden the scope of my conversation. (1)
I was able to react by using CSs from the second term. (1)

Interviews with focus students suggested more specific details about CS use. One of the interviewees, Nana, the students with higher test scores, talked about the efficacy of CSs.

I think using CSs helps me to converse like a native speaker. Before I knew about CSs, I sometimes stopped the conversation because I needed time to think. I often used fillers and was able to use different kinds. On the other hand, I felt repetition was difficult. Through the two teachers' demonstrations, I understood when to use CSs properly. I tried using CSs like you [the author]. I also felt I could talk in a pair for around six minutes using CSs. (Nana in February)

On the other hand, Ken, the lower-scoring student, talked about CSs and felt that using them was helpful, though it depended on the CS.

I think CSs are sometimes useful and sometimes are not useful. I used "That's a good question," but I did not know what to say after the CS. Then, I used "well" after "That's a good question." However, I reacted to some questions well because I had rehearsed the conversation. I imagined some follow-up questions and prepared some answers for speaking tests. Now, I have a bit of confidence in speaking English. Even though the topics are difficult, such as food shortages, I think I can talk in a pair for around three minutes. I can talk for more than 10 minutes if it's a daily conversation. (Ken in February)

As the qualitative data show, the two focus students reported that using CSs was useful. One of the focus students, Nana, even said she might talk for more than six minutes if she used CSs. On the other hand, the other student, Ken, mentioned that repeated practice helped him to prepare for some questions. The two students reported

that they were unafraid of speaking English and tried to use easy English. Furthermore, they pointed out two topics that were effective to talk about because they widened their knowledge, such as food shortages and introducing one's favorite place to people from other countries. They also thought these topics might be helpful in the future. These students had changed their attitudes because they had learned from other students. Therefore, they felt that communication activities were practical for learning.

The second research question was, "How did high- and low-score students develop CSs through the timed conversation tests?" According to interviews with the two focus students, Ken did not seem to be able to use CSs well at first because he had to stop the conversation after using CSs. However, as noted in the interview, he became confident that he could speak about daily conversational topics for 10 minutes if he used CSs. On the other hand, Nana felt that her spoken English had become more like that of a native speaker through the use of CSs. She also clearly identified her own challenges and was considering moving on to the next step.

Discussion

In answer to the first research question, I found that students developed positive attitudes toward the performance test throughout the year (Figure 1). In May, three students were positively engaged, but by December, eight students were positively engaged. I assume this is because the students saw their own personal development through the class by working in pairs and completing timed conversations. In addition, I found that the students generally tended to use a particular CS a lot right after they had first been taught it. Regarding repetition, I noticed that students found one-word repetition relatively easy, but not the repetition of whole sentences. This indicates that certain CSs are easier for beginners, as Wood (2010) argues. Also, Nana said in her interview that CS instruction helped her to speak like a native speaker, which suggests that students regard CS instruction as useful.

As for my second research question, I found that Ken, the lower-scoring student, may have had difficulty using CSs as a way of filling silences and keeping the conversation going. Specifically, he tried to use CSs to avoid the silence, but he was too focused on recalling specific CSs and sometimes had to stop the conversation. This finding is consistent with Tsukimi (2012). Learners at the beginning stage may at first use CSs as a negotiation of form rather than focusing on negotiation of meaning. Ken was clearly in the early stages compared to his classmates, and he focused on just trying to include CSs without thinking as much about the overall meaning of what he was saying. Over

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the year, Ken became confident that he could speak about daily conversational topics for around 10 minutes. Figure 2 also suggests that many students recognized their own mistakes through transcription and tried to reduce them, and also that they recognized that they were able to use CSs and tried to use them often. I believe that students improved their CS use through these efforts.

Though students expressed positive opinions about the usefulness of CSs throughout the year, there are possible improvements that could be made to the course. First, there seem to be levels of difficulty in using CSs. For example, sentence repetition and follow-up questions seem to require much more time to learn than other CSs. Therefore, these strategies should be taught in the beginning and practiced step by step. Moreover, teachers need to have students pay careful attention to what they say. As shown in Figure 2, some students noticed grammatical errors by transcribing them, but they did not realize that they repeated their partners' words rather than whole statements. They did not seem to pay attention to the fact that they were repeating and asking follow-up questions only with single words. Therefore, it is necessary to provide time for students to reflect on their own CS use. As indicated by the interview with Ken, it is clear that there were some students who did not use CSs as negotiation for meaning at the beginning, as I had intended for them to do. Students need scaffolding from the teacher to help them gradually refine their use of CSs through small steps. For example, when they expand their essays from three to 10 sentences, they can be given time to practice conversations independently. Students should imagine what their partner is asking and answer the questions accordingly. Although there is room for improvement in this approach, I hope that the study will provide inspiration for teachers who want to introduce CSs and skills integration.

Bio Data

Ariko Nishimura is a teacher at Aichi Prefectural Meiwa High School. She has around 10 years of experience teaching English at various high school levels. Her research interests are CLT, conversation analysis, and CALL.

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Appendix A

Questionnaires

Entry Questionnaire

1. Speaking ability
 6. I can talk for two minutes fluently
 5. I can talk for two minutes with some difficulty
 4. I can talk for 1.5 minutes fluently
 3. I can talk for 1.5 minutes with some difficulty
 2. I can talk for one minute fluently
 1. I can talk for one minute with some difficulty



2. Listening ability – I can understand what my teacher/friend says ____.

6. 80% or more
5. 70% or more
4. 60% or more
3. 40% or more
2. around 30%
1. 0% (I cannot understand what they said.)

3. Writing ability – I can write ____ in English.

6. 80 words or more
5. 70 words or more
4. 60 words or more
3. 40 words or more
2. around 20 words
1. 0 words (I cannot write anything.)

4. About CSs

a. Fillers (Well / Let me see / Ah, etc.) – I can use them ____.

6. more than three times in different situations
5. more than three times appropriately
4. more than twice in different situations
3. more than twice appropriately
2. at least once
1. I cannot use them.

b. Rejoinders (I see. Nice. Really? etc.) – I can use them ____.

6. more than three times in different situations
5. more than three times appropriately
4. more than twice in different situations

3. more than twice appropriately

2. at least once

1. I cannot use them.

Part 2: Open questions

1. Mark the number regarding your current English proficiency. Give reasons why you think so.

4. I can say what I want to say freely.

3. I can say what I want to say with some difficulty.

2. I can speak in a few words, but I can convey what I want to say.

1. I can speak in a few words, but I can only say a few words at a time.

2. Are you positive about English classes in general? Why do you think so?

6. strongly agree

5. agree

4. somewhat agree

3. not really agree

2. disagree

1. not at all

3. Is it effective to learn grammar through communication activities (e.g., pair work)? Why do you think so?

6. strongly agree

5. agree

4. somewhat agree

3. not really agree

2. disagree

1. not at all



4. Have you participated in performance tests (classes such as Communication English III)? Also, why do you think so?

6. strongly agree
5. agree
4. somewhat agree
3. not really agree
2. disagree
1. not at all

5. Are you positive about writing in English? Why do you think so?

6. strongly agree
5. agree
4. somewhat agree
3. not really agree
2. disagree
1. not at all

6. How much time do you study English outside of class? Also, how do you study?

6. almost every day
5. five days a week
4. four days a week
3. three days a week
2. once or twice a week
1. not at all

Part 3

1. How do you evaluate your participation in the performance tests so far?

1. I am actively participating/want to participate.
2. I cannot really participate actively.

For those who answered “I cannot really participate actively” in question 1. What was the reason for this? Check all that apply.

1. I do not like pair talk itself.
2. I cannot speak well because the questions are difficult.
3. The other person speaks Japanese.
4. I cannot speak English.
5. I end up making small talk.
6. I'm embarrassed to speak English with others.
7. Other reasons.

2. Which area do you want to improve the most in [May, August, October, and January]? Circle it.

1. Speaking ability
2. Listening ability
3. Writing ability
4. Reading ability

3. Do you want to be able to use English?

1. Yes, very much.
2. Somewhat yes.
3. Somewhat no.
4. I do not think so.

4. How many rejoinders can you use so far? (e.g., I see. That's nice. That's too bad. Oh yeah? Uh-huh. Really? etc.) – I can use ___.

1. five or more different types
2. I can do three to four different types
3. two types
4. I can use one type.
5. I cannot use them at all.



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Part 4.

1. Tell me why you decided to take an English conversation class.
2. What changes have you seen in your English skills after taking performance tests? Write about your experiences.
3. If you have any requests or comments, write below.

Additional Questions Included in Questionnaire Administered in August, October, and January

1. Is it effective to learn grammar through communication activities (pair work, etc.)? Also, why do you think so?
 6. strongly agree
 5. agree
 4. somewhat agree
 3. not really agree
 2. disagree
 1. not at all
2. How do you repeat your partners' answers when you use repetition?
 1. I can use it with statements without any problems.
 2. I usually use it with statements, but I sometimes have difficulty.
 3. I can use it with a few words.
 4. I cannot use it.
3. How do you use follow-up questions to your partners' answers?
 1. I can ask new questions three or more times to continue the conversation.
 2. I can ask a new question or two to continue the conversation.
 3. I can ask questions using words.
 4. I cannot use it.

4. What changes have you noticed in your English due to taking performance tests? Write about your experiences from May to February.
5. What changes have you seen in your English through transcription? Write about your experiences from May to February.
6. Write down anything you think you gained in English Conversation class.
7. Evaluate yourself through the performance tests you have taken so far.
 1. Introduce yourself (May)
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.
 2. Introduce your school (June)
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.
 3. Favorite TV program or YouTube (September)
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.



4. Introduce your favorite place to people from other countries (October)
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.
5. Food shortages (November)
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.
6. Discussion about school improvement (December to February)
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.
7. Transcription
 5. I think it helped me a lot.
 4. I think it fairly helped me.
 3. So-so.
 2. I don't think it helped me much.
 1. It didn't help me at all.
8. Which performance test strengthened your ability the most? Write the reason.

Appendix B

Interview questions/topics

1. How do students participate in communicative activities and change their attitudes?
 1. Did you enjoy conversing with your classmates in English about each topic?
 2. What was the most powerful topic for you? Why?
 3. What topic did you most enjoy talking about in English with your classmates? And why do you think so?
 4. Did you enjoy small talk on the same topic in different pairs? Also, what made you stronger?
 5. What have you been able to do by having conversations in English?
2. How do students learn to use communication strategies and develop their speaking ability?
 1. Did conversation strategies help you keep the conversation going?
 2. Which openers/ closers, fillers, repetition, and follow-up questions do you often use?
 3. What have you been able to do by using CSs?
 4. What did you pay attention to when talking with your classmates?
 5. The time we spend talking is getting longer and longer, but have you noticed any changes during the conversation?
3. How does the integration of speaking and writing improve communicative competence?
 1. Did transcription help you look back on the conversation?
 2. Do you feel that your speaking skills have improved when you practice speaking or when you write transcriptions or fun essays?
 3. Which do you feel improved your speaking skills: informal essays (completed after the conversation test) or transcriptions (written while watching the conversation test video)?
 4. Did you enjoy speaking and writing for a year?
 5. How many sentences can you write when given a theme?