

Shared Identities: Our Interweaving Threads

Focus-on-form instruction (FFI) and its effect on student learning

Kazuyoshi Sato

Nagoya University of Foreign Studies

Reiko Iwai

Aichi Prefectural High School

Mie Kato

Gifu Prefectural High School

Miwako Kushiro

Kagamihara High School, Gifu

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Lee and VanPatten (1995) affirm that the debate of grammar teaching should reorient its focus from whether or not to teach grammar to how to teach grammar and propose using both structured input and output activities in a communicative way. However, few studies have been done as to how using both input-based and output-based instruction influences student learning (Ellis, 2006). Based on three case studies conducted in Japanese high school English classes, this paper introduces techniques to teach grammar communicatively by using input-based and output-based activities and reports the results of action research projects.

Lee and VanPatten (1995)は文法の教え方についての議論について、文法を教えるのか否かではなく、どう教えたらいののかに焦点を絞るべきだと主張している。そして、文法項目に焦点をあてたインプットとアウトプット活動をコミュニケーションに教えることを提唱している。しかしながら、文法項目に焦点をあてたインプットとアウトプット活動が学習者にどのような効果を与えるのかはほとんど研究されていない。このワークショップでは、3名の高校英語教師のアクション・リサーチに基づき、インプットとアウトプット活動を使用して文法をコミュニケーションに教える指導方法を紹介する。また、どのような学習効果があったのか、アクション・リサーチの結果を報告する。



Introduction

Ellis (2006) claims “[a]lthough there is now a clear conviction that a traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in the acquisition of the implicit knowledge needed for fluent and accurate communication, there continues to be disagreement regarding what should replace this” (p. 102). Yet, by reviewing studies on grammar teaching, Ellis (2006) concludes with 10 proposals about grammar teaching, which he states are based on his own beliefs and remain controversial. We would like to highlight three of them. The first proposal is “[the] grammar taught should be one that emphasises not just form but also the meanings and uses of different grammatical structures” (p. 102). Then, Ellis (2006, 2008) recommends focus-on-form instruction (FFI). According to Ellis (2006), FFI “entails a focus on meaning with attention to form arising out of the communicative activity” (p. 100). There are two main kinds of FFI. One is planned and the other is incidental. Planned FFI “requires a focused task and is intensive,” while incidental FFI instruction “is typically extensive (i.e. addresses a wide range of linguistic features)” (Ellis, 2008, p. 827). The second proposal is “[u]se should be made of both input-based and output-based instructional options” (p. 102). Regarding planned FFI, both input-based and output-based activities should be used. Similarly, Lee and VanPatten (1995) claim both structured input (form-focused input) and structured output (form-focused output) activities should be incorporated into grammar teaching by saying that “learners need not only input to build a developing system but also opportunities to create output in order to work on

fluency and accuracy” (p. 118). Nonetheless, few studies have been done as to how using both input-based and output-based instruction influences student learning (Ellis, 2006). The third proposal is “[a]n incidental FFI approach is of special value because it affords an opportunity for extensive treatment of grammatical problems” (Ellis, 2006, p. 102). An incidental FFI approach is output-based instruction in which no particular forms are focused. However, Ellis places a great significance on it, because “in communicative lessons a wide variety of grammatical forms are addressed incidentally through corrective feedback” (p. 94). It means the teacher can notice learners’ common errors and learners may notice their errors through the teacher’s corrective feedback. Ellis, Basturkmen, and Lowewin (2001) go on to say that incidental focus-on-form “deserves more attention from classroom researchers than it has received to date” (p. 407) based on the results of the study they conducted. In short, it seems plausible to teach grammar communicatively, by using both FFI (structured input and output activities) and incidental FFI. Then, what will happen to student learning, if the teacher uses both approaches in Japanese high school English classes?

This paper introduces techniques to teach grammar communicatively and reports the results of three case studies conducted in Japanese high school English classes. These three high school teachers conducted their action research projects supported by Nagoya University of Foreign Studies. Although all three teachers did research on FFI, each used a different approach in a different school context. However, all of them found that FFI was more effective for students to retain grammatical knowledge than the

traditional explanation-drill method, which corroborates the significance of FFI. First, Iwai reports how she used structured input activities with occasional inclusion of structured output activities and what she learned from the student survey. Next, Kushiro describes how she used both structured input and output activities in their classrooms and its effect on student learning. Compared to Iwai, Kushiro placed more emphasis on output activities. Finally, Kato reports how she incorporated an incidental FFI approach into her writing class along with the results of a student survey.

Iwai's action research

Introduction

This research was conducted at a public high school in central Japan. The school has six classes in each grade, five classes taking the General Curriculum and one the International Communication Curriculum. Before the action research was conducted, grammar was taught using the grammar-translation approach. In grammar class some students had difficulty understanding the complicated rules of grammar and seemed to lose interest in English. Students were learning little and soon forgot most of what they had learned. In addition, the majority of grammar textbooks put out by Japanese publishers are “drill based and output-oriented, which will give learners only mechanical memories and short-term memories. They will soon forget most of what they ‘learned’ within a year” (Lee & VanPatten, 2003, p. 133). The goal of this action research project was to improve students’ learning of grammar by changing from grammar-translation instruction to FFI. Learning how to implement the unfamiliar approach of focus-on-form was a process of

trial and error, and a number of weaknesses in procedure and design of the learning activities were found. In spite of this, a survey administered in September, mid-way through the Japanese academic year, showed that a greater number of students than expected appreciated the value of the communicative activities. It appeared that the new FFI would prove to be more effective than the conventional grammar teaching method.

Teaching procedure

Structured input activity

One type of structured input activity used in this action research was a simulated quiz show. A class of students was divided into groups of four (see Appendix 1: Who do you think I am?). In the Quiz 1 format, students listened to a short text that contained many instances of passive voice forms. Students’ attention, however, was not drawn to the grammar. Students were focused on thinking what the answer to the quiz question was. They were told not to call out the answer until the text had been completely read and the teacher gave the signal. At the signal, the first group that called out the right answer received a point. In the second quiz format, students competed by rows rather than groups. Students were shown the target form written in bold letters and were told to identify the stress points. After finishing all the questions, the instructor counted the number of students in each row who correctly answered all the questions and awarded that number of points.

The second type of structured-input activity is an information-gap pair activity (see Appendix 1: Information

Exchange Activity, sheet A). Students stood while doing the activity and sat down as soon as they finished. The information held by A and the different information held by B caused them to say and hear the target grammar form many times as they talked back and forth, exchanging information in order to fill the gap. In the process, they became more familiar with the target form.

Structured output activity

Although not a main feature of the design of this research, structured output activities were sometimes used when time permitted. For example, after finishing structured input activities and textbook exercises, students were given a handout (see Appendix 1: Output Activity 1 & 2). In Output Activity 1, students were told to find eight grammatical mistakes. This activity targeted the comparative form. For Output Activity 2 students did process writing of a short essay using comparative forms. First students were given a number of sample topics for which to brainstorm comparisons in order to get ideas for their essay. After looking at a sample, students were told to write their own essay at home. At the same time, they were given an evaluation form that described how their essays would be evaluated. In the following class, students had conversations to tell a partner about the information in their essay, changing partners several times. Finally students exchanged papers with each other and evaluated their partners' writing. The teacher then collected the essays and gave feedback in the next class.

Results

As Table 1 shows, the number of students who felt "the textbook was difficult" slightly increased from 51% (17% and 34%) to 56 % (20% and 36%). At the same time, the number of students who answered that the handouts and communicative activities were of great help to them in understanding the target grammar points increased slightly from 24% (3% and 21%) in April to 32% (2% and 30%) in September. However, those who answered "Not really" also slightly increased from 33% to 39%. The results indicate that understanding grammar is still difficult for many students.

Nevertheless, the number of students who thought they could speak and write steadily increased. The percentage of students who could speak using the target grammar increased from 62 % (9% and 53%) to 72% (11% and 61%), and the students who answered that they could write more than 10 English sentences with the target grammar also increased from 20% (4% and 16%) to 30% (7% and 23%).

Table 2 shows the results of the analysis of student comments to an open-ended question. The majority of the answers (70 %) were positive. Generally speaking, communicative grammar instruction was gradually accepted by the students. As for negative answers, several reasons can be deduced. First of all, the early handouts had many target grammar points, so students had to read through them in advance. This proved to be too much for the students' understanding. In addition, they didn't have enough time to receive negative feedback (incidental focus-on-form). That is because they did not have a chance to review what they learned.

Table1. Survey results – 2008

1. Is the textbook difficult?	Yes, very much	Yes	Yes and No	Not really	No
April	17%	34%	41%	6%	2%
September	20%	36%	34%	8%	2%
2. Can you understand grammar?	Yes, very much	Yes	Yes and No	Not really	No
April	3%	21%	38%	33%	5%
September	2%	30%	21%	39%	7%
3. Can you speak in English?	I can speak English fluently.	I can speak a little using learned grammar.	I made many mistakes but I can speak English.	I can speak English in a few sentences.	I hardly speak English
April	0%	9%	53%	29%	9%
September	0%	11%	61%	26%	2%
4. Can you write in English?	I can write more than fifteen sentences.	I can write more than ten sentences.	I can write more than five sentences.	I can write in a few sentences.	I can hardly write in English.
April	4%	16%	55%	21%	4%
September	7%	23%	51%	16%	3%

(3 classes, 61 students)

Table 2: Open-ended question: “Were communicative activities and handouts useful or helpful for your grammar learning?”

Positive (71%)
1. Effective & useful (17) “It is very effective to use these handouts and activities. They are useful to emphasize or make up for points covered lightly in the textbook.”
2. Understanding grammar better (13) “I am glad that grammar rules are more understandable for me now than when I was in junior high. Moreover, I was surprised to find that I can use English more competently.”
3. Enjoying grammar through pair and group activities (10) “I like pair work and these activities give me more chances to use English. I would like to do group work more. I want to discuss what we are learning with the other group members. I can understand grammar better as a result of these activities.”
4. Others (2) “I can get good scores on the tests owing to this class.”
Negative (29%)
1. I don’t understand grammar well yet. (6) 2. I prefer to use only the textbook. (3) 3. I cannot use grammar for communication yet. (3) 4. There are too many things to learn in the handout. (2) 5. It is not necessary to do pair work. (2)

Summary

At the beginning, from April to July, each handout contained several different grammatical points because these were covered in each unit of the textbook. However, it was found

that students were unable to properly notice and understand each one when several were presented to them at the same time. Upon reflection, the researcher realized that an important rule of the Lee and VanPatten (2003) guidelines for structured input was ignored, which was “Present one thing at a time.” For the remainder of the research, handouts were simplified so that students could focus on one grammar point at a time.

For most of the students, this focus-on-form grammar teaching seemed to be new. Learning grammar through communicative activities was unfamiliar to them. Although it is not easy to know how many students realized the significance of learning grammar through communicative activities, it is clear that a great number of them appreciated the value of the communicative activities for their own learning. At the same time, there were some students who were not positive about doing such activities. It is important to identify why some were unwilling to engage in the activities positively and to modify the procedures or activities so as to enhance the learning of all students.

Kushiro’s action research

Introduction

This research was conducted at a public high school in central Japan. In each grade there are five classes taking the General Curriculum, one taking the Science and Math Curriculum, and one the English Curriculum. It appears that many students failed to learn basic grammar structures taught at junior high school, so they have difficulty dealing with English taught at high school. In spite of the difficulty

such students face, English lessons have been conducted in a traditional way. As a result, the students have not acquired English to an acceptable degree, considering the time and effort they have spent.

At the beginning of the 2007 school year, the researcher herself was teaching grammar to first-year students in the traditional way of explaining grammar items explicitly and having students work on textbook drills. Because the students were clearly losing interest in the lessons, an action research plan to teach grammar communicatively was started. The students' participation became better and they began to get better marks on their term examinations. In the second semester, the idea of structured input and output was added. According to Lee and Van Patten (1995), learners need to receive and process meaning-bearing input to build an internal system of the language they are learning. They claim that "grammar instruction should first occur at the level of processing input" (p.99). In the action research project this idea was implemented by modifying the content of the textbook and providing activities for input.

However, in the 2007 school year, only small-scale experimentation with structured output was attempted because of the time pressure to keep up with the overall English curriculum. Yet, structured input is not enough without output-based activities. Lee and Van Patten (1995) state that "output activities are useful in developing accuracy of access as well as fluency" (p. 103). In an attempt to experiment with this concept, some grammar lessons that progressed from structured input to output were introduced.

Teaching procedure

In this lesson, students learned about gerunds and infinitives and practiced using them by talking about their dream jobs with their classmates (see Appendix 2).

First, for an input activity, students read the remarks made by six people on what they liked doing, wanted to do or were good at doing, and decided which job was the most suitable for each person. Then, students exchanged their opinions with their classmates using the conversation model. Second, students thought of the meanings of the gerunds and infinitives used in the remarks and wrote each meaning in Japanese.

In Communication Practice (1), students first answered the ten questions in the questionnaire individually by circling Y (Yes) or N (No). Then, they made pairs and interviewed each other using the model conversation. Each interviewer was supposed to choose a suitable job for the interviewee by judging from the result of the questionnaire.

Communication Practice (2) was an information gap activity. Two versions of the worksheet had three jobs printed on them. The jobs were different on each sheet. First, students wrote three elements necessary for each of the three jobs. Second, they gave the three elements as hints for their partners to guess what job they were talking about. Students took turns giving hints until they finished asking about all three jobs on their worksheets.

In Writing, students wrote a letter to apply for their dream jobs. Before they actually wrote the letter, they worked on an error correction activity. After they learned about the verbs followed only by gerunds and those followed only

by infinitives, students read the sample application letter and corrected errors regarding the usage of gerunds and infinitives. They checked the answers with their partners. Students then wrote the application letter.

In Small Talk, students had pair conversations about their dream jobs following a conversation model, using the information they wrote in the job application letter in the writing section.

Results

Table 3 shows the average marks on the term exams of the grammar class in 2007. At the beginning of the school year, the average marks of Kushiro's class were not very different from those of the other groups. After the new activities were incorporated, the average marks became higher than those who were taught grammar explicitly using the textbook. Especially after structured input and output activities were introduced in the second semester, this tendency became very clear. Interestingly, the questions on the term exams were exactly the same as those in the textbook and the workbook. The significant gap between the average marks of the action research groups and the other groups can be explained by the following statement. Lee and VanPatten (1995) argue, "processing instruction has a significant impact on learners' developing linguistic systems, and that impact is observable in both comprehension and production of target items."(p.103)

Table 3: Average marks on term exams of grammar class in 2007

		First Semester		Second Semester	
Class	Group	Midterm	Final	Midterm	Final
1	A	74.1	56.7	55.2	57.3
	B	78.9	65.1	55.9	59.8
2	Kushiro	78.5	65.2	61.4	70.8
	B	81.5	67.3	54.5	64.3
3	A	75.0	63.0	52.6	59.0
	B	77.2	53.0	44.8	52.9
4	A	76.3	64.7	56.2	61.9
	B	79.3	63.7	53.6	56.8
5	Kushiro	83.7	69.9	68.8	73.9
	B	82.5	67.9	61.1	62.5
6	A	70.7	60.5	46.1	58.3
	B	74.7	61.1	44.7	50.4

Since April 2008, this action research project has focused on structured input and output progression in grammar lessons. Content of the textbook was modified by providing tasks sequenced from input to output with specific goals. A survey was administered to students at the end of the first semester to investigate how their English had developed. Table 4 shows the comparison of students' English development between April and September. While students did not feel that their English ability had improved much since they entered high school (Question No. 1, 2 and 3), their motivation to study and use English had also increased noticeably through the past

Table 4: Results of the survey for the students' English development in 2008

1. How do you feel about English lessons?	I'm very good at it.	I'm good at it.	Not decided.	I'm not very good at it.	I'm poor at it.
April	1%	30%	30%	16%	21%
September	0%	29%	35%	18%	17%
2. Is the textbook difficult?	Yes, very difficult.	Yes, difficult.	Not decided.	Not very difficult.	Not difficult.
April	10%	22%	47%	13%	5%
September	10%	22%	47%	18%	4%
3. Do you understand grammar?	Yes, very well.	Yes.	Not decided.	Not really.	No.
April	6%	36%	31%	14%	10%
September	3%	35%	43%	12%	9%
4. Do you want to be able to use English?	Yes, very much.	Yes.	Not decided.	Not really.	No.
April	29%	36%	26%	4%	1%
September	29%	56%	10%	3%	1%
5. Which skill do you want to develop most?	Reading	Listening	Writing	Speaking	Drill questions
April	8%	9%	39%	29%	35%
September	8%	12&	34%	43%	44%
6. Do you feel it necessary to use English?	Yes, very much.	Yes.	Not decided.	Not really.	No.
April	3%	27%	39%	9%	4%
September	17%	34%	38%	1%	4%

(4 classes, 77 students)

six months of grammar learning through activities (Question 4, 5 and 6). Their overall desire to use English, especially to improve speaking ability, increased greatly. Moreover, as their comments show (see Table 5), they had learned English better through pair and group work. But at the same time, some students were worried that they had not acquired as many grammar structures as they had expected.

Summary

There were both negative and positive results of the questionnaire. The reason for the negative results was probably because the number and complexity of grammar items that students must learn increased greatly since they entered high school. Teachers are required to teach those items one after another at a fast pace. In such circumstances,

Table 5: Analysis of students' comments

Sample positive comments (number of similar comments shown in brackets)
1. I have learned better using handouts and doing pair and group work. (31)
2. I have learned better than at junior high school. (10)
3. Pair and group work help me understand English better. (22)
Sample negative comments
1. I can understand grammar structures in class, but soon forget them. (5)
2. There are grammar items which I still don't understand. (11)
3. My English ability hasn't developed much. (6)

the students are not provided with enough chances to practice using the items; therefore, they did not feel like they could use them accurately. On the other hand, the reason for students' increased motivation may be due to the lessons given through structured input and output, which gave them many chances to use and be exposed to English.

To better enable students to acquire English, the following three things are essential: careful selection of grammar items, recycling, and enhancing writing activities for corrective feedback. It is important to choose minimal essential grammar items, especially for first-year high school students. We should not try to teach every item in the grammar book. Instead, we should recycle activities to repeatedly teach minimal essential points through structured input and output. Corrective feedback is indispensable for students to notice their own language use and acquire accuracy. Thus, it is important to have students write essays on familiar topics regularly, encouraging them to use target

grammar items. Making a syllabus that incorporates those three elements would be beneficial.

Kato's action research

Introduction

Action research was conducted at this co-educational public high school located in an outlying area of central Japan. Each year has four classes, three taking the General Curriculum and one the Science Curriculum. Some students start working after graduation but most enter universities or junior colleges.

Until last year, grammar had been put in the syllabus for first-year students and had been taught through mechanical drills. The assessment had not included students' communicative performance. In 2007 FFI was begun, in which grammar was instructed as a tool for communication through structured input and output activities. Oral presentation and written projects were included in assessment. Students learned grammar communicatively and involved themselves in performance tasks.

The next challenge for students who learned basic grammar in the first year was to heighten their knowledge and to automatize what they learned in communication. Ellis (2008) says that subsequent and continuous access to communication that utilizes the target features is beneficial even after the instruction has ceased. That is, recursive practice in production should be placed in the curriculum in order to retain their formal knowledge.

In addition to such intensive lessons, where each task draws students' attention to a predetermined structure, an

extensive approach is also required in accordance with students' linguistic needs as the communicative activity proceeds (Ellis, 2006). Incidental FFI integrated with such a proactive approach should promote students' understanding of linguistic forms and production of meaningful messages.

Teaching procedure

This section introduces how incidental FFI was developed and extended in a writing class for second-year students, focusing on the following three points; the syllabus, corrective feedback on incidental errors and autonomy.

First, two main parts, reviewing grammar and monthly essays as extended activities, were set in the syllabus (see Appendix 3). Grammar items were reviewed using communicative activities. For instance, the handout in Appendix 3 was incorporated for the review of the target item (tense) and the production practice in a context. Students reviewed tense completing a biography of a boy introduced in the textbook of another subject. Then they prepared for the monthly essay on the given topic "My Hero", sharing their heroes with classmates in a speaking activity.

Students wrote a 150-200 word essay on a given topic every month, focusing on grammatical items and writing strategies as sub skills. In the monthly essay, students also wrote about a person they respected in chronological order, using tense effectively. Furthermore, in one of the three speaking tests given, students in pairs interviewed each other about their heroes.

The second concern was corrective feedback on incidental errors. As students wrote longer essays, more incidental errors occurred than in fixed pattern practices. To give corrective feedback, the teacher noted the location of errors in students' first drafts by underlining them. Students revised their first draft while correcting errors, and submitted the second draft. The teacher checked and assessed the second draft. As a result, most of the students corrected minor errors by themselves, but lower proficiency students were unable to correct errors even when they were marked. Moreover, some students repeated the same errors.

The next type of corrective feedback was the "Common errors" exercises (see Appendix 3). Working in groups, students corrected a list of sentences with errors quoted from their first drafts. The two kinds of feedback mentioned above encouraged students to notice their errors, and to pay more attention to formal accuracy. However, still students relied on teacher's feedback passively.

The third challenge was for students to control their writing independently with the help of peer feedback and self assessment. Students gave feedback to other students' first drafts following the rubric (see Appendix 3), which made the objectives and feedback procedure clear. The first draft with teacher/ peer feedback was revised by the writer to complete the second draft. Peer response helped writers to understand how readers saw their work, and student reviewers viewed their own texts from a reader's perspective (Hyland & Hyland, 2006). The experience as a reader in peer feedback made students conscious of readers while they were writing.

For self assessment, another rubric outlining the objectives of the essay was given to students, before they wrote the

first draft (see Appendix 3), so that they could independently control their writing from the beginning. As Hyland and Hyland (2006) claim, self assessment helps students critically evaluate their writing to change their own writing processes and make revisions where necessary.

Results

After trial and error, an established procedure for the monthly essay was developed: (1) contextualized drills using the textbook, (2) first draft with self assessment, (3) teacher feedback, (4) common error exercises, (5) peer feedback, (6) second draft, and (7) teacher assessment. Students readily accepted this procedure and learned to control their writing while being aware of the readers' perspectives, objectives of each task and formal accuracy. Moreover, they came to enjoy writing longer essays.

The questionnaire written in Japanese was conducted in September. The results showed that students realized FFI in writing was effective to improve their formal accuracy (see Table 6). Students' free comments in Japanese (translated by the researcher) revealed that a number of them appreciated the value of writing essays, such as "Essays are troublesome, but the most useful way to improve English," "Essays deepen my understanding of grammar more than learning model sentences by heart," "In essay and oral pair work, I realized I could use learned grammar," or "I realized I can retain grammar if I use it over and over again." Furthermore, the other activities such as self-assessment, teacher/ peer feedback, revision, the "common errors" exercises were regarded as helpful to improve students' writing skills and to motivate them to write more.

Table 6: Results of the survey in 2008

1. Do you think focusing grammar in monthly essays is helpful for you to learn grammar?	Yes 72%	No 28%	don't know 0%
2. Do you think self-correction and revision is useful?	Yes 49%	No 41%	don't know 10%
3. Do you want teachers to give corrective feedback?	Yes 100%	No 0%	don't know 0%
4. Do you try not to repeat the same errors after revision?	try not 65%	repeat 32%	don't know 3%
5. Do you think "Common errors" exercises are useful to reflect your errors?	Yes 80%	No 15%	don't know 5%
6. Do you think peer feedback motivates you?	Yes 72%	No 24%	don't know 4%
7. Do you think self assessment is useful?	Yes 67%	No 4%	don't know 29%
8. Do you intend to use the target grammar accurately in monthly essays?	Yes 69%	No 8%	don't know 23%
9. Can you writer longer essays than last year?	Yes 67%	No 8%	don't know 25%
10. Do you enjoy writing?	Yes 43%	No 18%	don't know 39%
11. Can you speak in a pair without hesitation?	Yes 29%	No 21%	don't know 50%
12. Did you speak what you wanted to say in the speaking test?	Yes 18%	No 26%	don't know 56%
13. Do you enjoy speaking?	Yes 22%	No 23%	don't know 44%

(1 class, 39 students)

Summary

A great number of studies have confirmed that grammar should be taught ensuring that learners are able to connect grammatical forms to their meaning in communication. However, there has been little discussion of relative merits of planned and incidental FFI (see Ellis, 2006). This study shows a positive effect of integrating both. Communicative activities and essays focusing on certain forms create the necessity for students to use grammatical items for meaningful communication, as well as causing them to attend to the target structures. Moreover, teacher, self, and peer feedback clarify the objectives and promote their autonomy. Students realize that this step-by-step process approach has enhanced both their formal accuracy and successful communication.

A problem remains for future studies, which is the integration of writing with speaking activities. Students do not have confidence in speaking, and have difficulty in unplanned conversations. More opportunities should be provided in daily classes, in which they can express their ideas through interaction. Then, the effectiveness of corrective feedback towards incidental errors in speaking should be examined.

Conclusion

There has been little documentation about how language teachers put theory about grammar teaching into practice. In fact, Celce-Murcia (1991) acknowledged "that TESOL methodologists have not offered consistent advice to teachers about the role of grammar in language teaching over the

past 25 years" (p. 462). The results of Iwai's and Kushiro's action research indicate that students learned grammar better through input and output-based activities than through traditional grammar teaching. Kato's study shows that incidental focus-on-form instruction together with teacher feedback and self/peer-evaluation seem to be effective since students can recycle the grammar points they have learned and attend to common errors.

It is true that these three action research projects are still on going, descriptive in nature, and quite different from experimental studies. Nevertheless, these studies by practitioners will encourage other teachers who are struggling with teaching grammar communicatively. In short, Ellis (2006) acknowledges that there is no one best approach to teaching grammar and calls for developing a personal theory of grammar teaching.

The acquisition of the grammatical system of an L2 is a complex process and almost certainly can be assisted by a variety of approaches. But what is important is to recognize what options are available, what the theoretical rationales for these options are, and what the problems are with these rationales. This is the starting point for developing a personal theory of grammar teaching (p. 103).

We hope similar studies will be conducted by other teachers based on theoretical rationales so that they too can develop their own personal theories of grammar teaching.

Kazuyoshi Sato teaches at Nagoya University of Foreign Studies. He holds a PhD in Applied Linguistics from the University of Queensland, Australia. He has written several papers on communicative language teaching and teacher education. His research interests include teacher development, language learning strategies, and curriculum development.

Reiko Iwai is an Aichi Prefectural High School teacher. She obtained an MA in TESOL from Nagoya University of Foreign Studies in 2009. Her research interests include communicative grammar teaching and curriculum development.

Mie Kato teaches English at a senior high school in Gifu. She obtained an MA in TESOL from the University of Queensland, Australia, in 2005. Her research interests include corrective feedback, conversation strategies and autonomy.

Miwako Kushiro is a Gifu Prefectural High School teacher. She holds a BA in British and American Studies from Nanzan University, Japan. She is now doing postgraduate studies in MA in TESOL at Nagoya University of Foreign Studies. Her research interests include task based language teaching and curriculum development.

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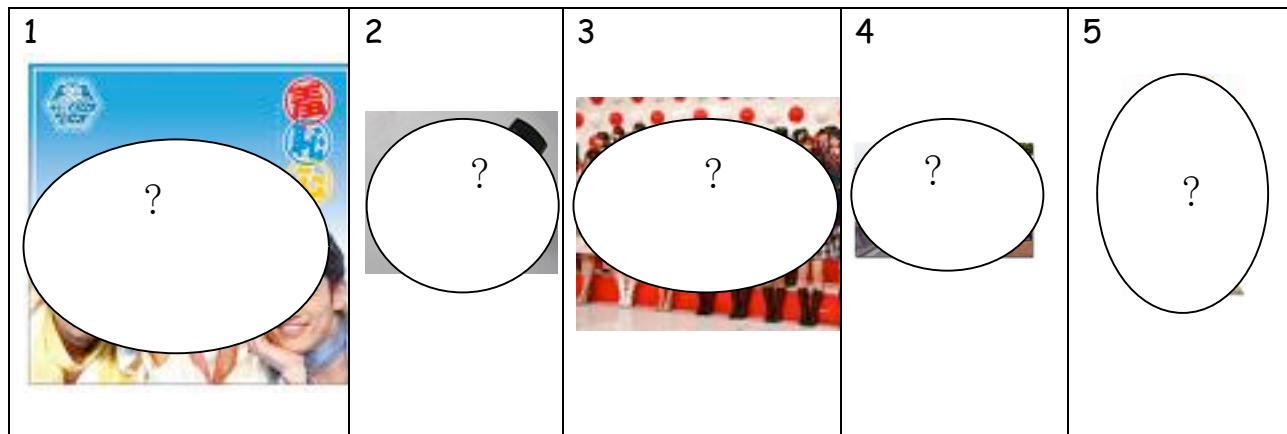
Appendix 1

受動態 (I) Passive Voice

Who do you think I am?

Quiz 1 私は誰でしょう？ Listening & Guessing (level 1)

Now your teacher is telling you some hints in English. Listen carefully and guess who or what?



Your Answer

1	2	3	4	5
---	---	---	---	---

Quiz 1 Answers



Script

1. We are made of 3 young men.
We were formed on January 2nd, 2008.
We are known for born fools. (second bananas)
We can be seen on the TV program, " Quiz Hexagon."
We are called "つるの剛士、野久保直樹 and 上地雄輔."
2. I was originally invented by Graham Bell in the U.S. in 1876.
I have been used by many people in the world since then.
I can be easily carried anywhere and I can be used all over the world.
Voice and mails can be sent through me.
3. We were formed in 2005.

We are sometimes **messed** up with おにやんこクラブ by middle aged people.
 We are **produced** by 秋元康.
 We are **made** up of 48 high school girls.
 We are **named** after 秋葉原 (AKiBa) , our home field.

4. I am **located** in the middle of Chita peninsula (知多半島).
 I am **made** up of 18 classes.
 Air conditioning **was being built** a few months ago.
 The air conditioning **has just been worked**.
 I **was build** 30 years ago.
 I am **known** for volunteer and club activities.

5. I can be **found** in comic books and an animated TV program.
 I am **helped** by many fellows.
 I **was created** by 尾田栄一郎.
 I **was sometimes messed** up with Gold Rodger, pirate king.
 My body **can be wound** and **changed** freely. Because my body is **made** up of gum.

【Information Exchange Activity】 for Student A

次の 9 つのマスの中の 1 ~ 8 の奇数番号の問題をペアに出題しなさい。相手が間違ったら、あなたのポイントです。偶数番号の問題をペアから聞いて、選択肢から選んで答えなさい。ただし、正しい答えだったら、あなたのポイントになりますが、答えがあついてても答え方が間違っていたら相手のポイントになります。

No.9 の問題は、あなたの生まれ月を出題しなさい。三つのヒントは必ず英語でいうこと。(いえなかつたら相手のポイントです。)

Answer in 5 seconds, otherwise you will lose the point and your partner will get one point.

(Example)

Student A (Read) : When was Agui high school built?

☆ Student B (Answer) : Let's see...(within 5 seconds) , Agui high school was built in 1978.

Student A : True. (→ student B can get 1 point.)

☆ Student B(Answer): Let's see...(6 seconds have passed)

Student A : Time out! (→ student A can get 1 point)

☆ Student B (Answer) : in 1978.

Student A : Beep! You didn't answer in whole sentence. (→ student A can get 1 point.)

① What is eaten at Christmas in the U.S? 	② a) in a restaurant b) in a coffee shop c) in a book shop	③ When was the first Harry Potter book published? 
Ans.) Turkey is eaten at Christmas there.	Ans.) They are sold in	Ans.) It was published in 1997.

<p>④ a) by Volkswagen b) by Benz c) by Alfa Romeo</p> <p>Ans.) It was invented by</p>	<p>⑤ Which animal cannot be seen in 上野 zoo now?</p> <p></p> <p>Ans.) A panda cannot be seen there now.</p>	<p>⑥ a) ニホンカモシカ b) スズメ c) タンチョウヅル</p> <p>Ans.) _____ has not been protected in Japan.</p>
<p>⑦ In which city are many hotels and gyms being built for 2008 Olympic game?</p> <p></p> <p>Ans.) They are being built in Beijing (北京).</p>	<p>⑧ a) on June 23rd b) on July 23rd c) on August 23rd</p> <p>Ans.) It will be published on _____.</p>	<p>⑨ Which month was I born? (You have to give three options to your partner.)</p> <p></p> <p>Ans.) You were born in _____.</p>

【Output Activity 1】

比較 Comparative

次の文章には間違いがあります。8つの間違いを探して直しなさい。

My Sister and I



I have a sister. She is ~~by~~ four years older than I. But she is shorter of us two.

She is a university student. She leaves home very earlier than I. Because she goes to Gifu-city. My sister and I have some differences. First, she is shorter than I three centimeters. Second, she likes to listen to YUI. She is a great fan of YUI. I like YUI, too. She has many as YUI's CDs as I have. She sometimes sings YUI's song, playing the piano. However, I believe I am a good singer than she. Lastly, she loves cats well than dogs. But I like dogs well than cats. Because a dog is friendly than a cat. We sometimes have different opinions. But we are good sisters.

Point /8

【Output Activity 2】

何かと、何かを選んで比べる文をつくります。次の Topic から好きなものを選んで比べる文を作りなさい。Topic 以外で思いついたらそれもOK！

【TOPIC】

Mac VS Windows / cell. phone Dokomo VS Softbank / a pen VS a pencil / 名鉄 VS JR
/ a bicycle VS an electric bike / Agui VS Nagoya / Soccer club VS Baseball club /
a letter VS an E-mail / a movie VS a DVD / 羞恥心 VS 悲壮感 / My father VS My brother
/ (江戸川) コナン VS (金田一) はじめ / an apple VS an orange / 北海道 VS 沖縄/ 東京
VS 大阪 / English VS Mathematics / マクドナルド VS モスバーガー /
竹内先生 VS 甲斐先生 / a paper dictionary VS an electric dictionary / コンビニ VS スーパー

☆ 次の形容詞の意味を全て調べなさい。できるだけたくさん使いましょう

【Adjective】

difficult / easy / exciting / fun / popular / interesting / new / old / tall / short / colorful / good / bad /
expensive / economical / quick / fast / slow / long / small / big / kind / strict / generous / heavy
/ light / soft / hard / cool / sweet / sour / cold / hot / convenient / dark / bright / quiet / noisy etc.

Peer Evaluation or Self Evaluation

Writing Essay 比較 Evaluation Sheet



Point Distribution

	Points of Assessment	points		
1	Using Comparative 比較が使ってある	0	1	2
2	Free from Grammatical Mistakes 文法間違いがない	0	1	2
3	Put One Topic Sentence トピックセンテンスがある	0	1	
4	Reason at Least 2 points 理由が 2 つ以上記してある	0	1	2
5	Conclusion 結論が示してある	0	1	
6	Total Impressions 全体のまとめ、内容のおもしろさなど	0	1	2

	Points of Assessment	points		
1	Using Comparative 比較が使ってある	0	1	2
2	Free from Grammatical Mistakes 文法間違いがない	0	1	2
3	Put One Topic Sentence トピックセンテンスがある	0	1	
4	Reason at Least 2 points 理由が 2 つ以上記してある	0	1	2
5	Conclusion 結論が示してある	0	1	
6	Total Impressions 全体のまとめ、内容のおもしろさなど	0	1	2

Total /10



Appendix 2

Lesson 12 動名詞+不定詞

What kind of job do you want to get in the future?



★ 自分に向いた仕事を見つけるには、まず自分をしが大事です。

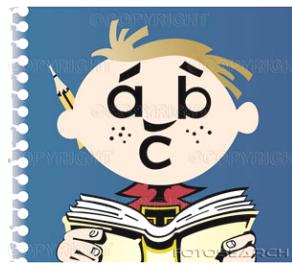
以下の人々の言うことを読み、それぞれどの仕事が適しているか選ぼう。

I like to study.
I hope to keep
studying all my like.

I like reading
books.



ソフ ウェア テ ウ ェロハ
Software Developer
Scientist
デ イフ ロマット
Diplomat
Doctor

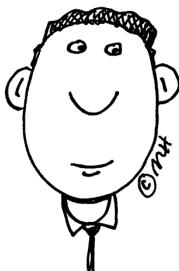


Teacher
Actor
Librarian
Writer

2. (Akira)

1. (Keiko)

I am good at working
with my hands.



カーペンタ
Carpenter
オートメカニック
Auto Mechanic
デンティスト
Dentist
シェフ
Chef



4. (Hanako)

I want to do
different things
every day.

3. (Susumu)



I don't like
wearing a suite. I
try not to wear
formal clothes.

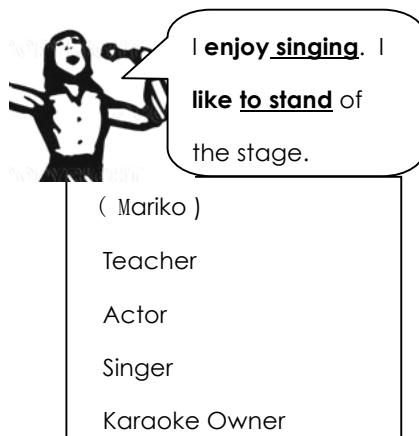


6. (Taro)

Farmer
Artist
Computer Programmer
Child Care Worker

Teacher
Social Worker
Physical Therapist
Hotel Manager

Talk with your partner.



A: What kind job is good for _____名前_____?
 B: I think 仕事 is good for him (her).
 What do you think?
 A: (Bさんと同じ仕事を選んでいたら)
 I agree with you.
 (Bさんと違う仕事を選んでいたら)
 I think 仕事 is better for him (her).



●Grammar Presentation

表側の下線部はどんな意味になると思いますか。文全体から考えて書きなさい。

like to study	()	が好き
hope to keep	()	を望んでいる
like reading	()	が好き
good at working	()	が上手
want to do	()	を望んでいる
like wearing	()	が好き
try not to wear	()	を心がける
like meeting	()	が好き
enjoy talking	()	を楽しむ

to ~
~ing } ~する



どんな意味なのか、まとめよう。

●Communication Practice (1)

(1) Answer following questions. Circle Y(yes) or N(no). Partner 1 Partner 2

	You	()	()
1. Do you enjoy working with people?	Y / N	Y / N	Y / N
2. Do you want to be rich?	Y / N	Y / N	Y / N
3. Do you want to be famous?	Y / N	Y / N	Y / N
4. Do you like traveling ?	Y / N	Y / N	Y / N
5. Do you like helping people?	Y / N	Y / N	Y / N
6. Are you good at playing music?	Y / N	Y / N	Y / N
7. Do you enjoy working with animals?	Y / N	Y / N	Y / N
8. Do you hate wearing business clothes? (ビジネススーツ)	Y / N	Y / N	Y / N
9. Do you like playing with children?	Y / N	Y / N	Y / N
10. Are you good at using computers?	Y / N	Y / N	Y / N

(2) Interview 2 partners.

A: Question 1 ~ 10 ?

①Bの答えを聞いたら、
上の表にマークしよう。

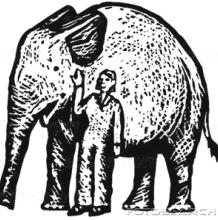
②Bの答えをもとに、Bにふさ
わしいと思う仕事を、表面から
選んで答えよう。

B: (Answer yes or no.)

A: OK. I think 表面の仕事 is good for you.

●Communication Practice(2) ··· Quiz

以下の3人の人物の職業を見てそれぞれ何が得意か何が好きかを表す文を動名詞を使って書きなさい。

 <p>Zoo Keeper</p>	 <p>Shop Clerk</p>	 <p>Stuntman</p>
<p>I like _____</p> <p>I enjoy _____</p> <p>I am good at _____</p> <p>_____</p>	<p>I like _____</p> <p>I enjoy _____</p> <p>I am good at _____</p> <p>_____</p>	<p>I like _____</p> <p>I enjoy _____</p> <p>I am good at _____</p> <p>_____</p>

★動詞には、**動名詞をとるもの**と**不定詞をとるもの**があります。

動詞 + ~ing	動詞 + to ~	どちらでも
avoid	agree	like
enjoy	decide	hate
finish	expect	start
keep	want	begin
think about	hope	continue
practice	wish	
mind	promise	
give up	plan	
be good at など	など	など

Writing
仕事に応募する手紙を書こう。



●Before you write…次の手紙の文面の間違いを、例にならって直しなさい。7つあります。

To Whom It May Concern:

I want work at Kakamihara Library. I am in my third year of high school. I expect
 to

graduate next year and I plan finding a job.

I enjoy to read and to work with people. I am good at to use computers and I
 like keep things tidy.

I hope hearing from you soon.

Sincerely yours,

Taro Kakami

●Now, it's your turn to write a letter.

To Whom It May Concern:

I want to work at _____.

(働きたい場所、会社)

(現在の自分に関する情報)

_____.

I enjoy _____.

I am **good** at _____,
and I **like** _____.

I hope to hear from you soon.

Sincerely yours,

Small Talk

Let's talk about our dream jobs.

Panda: What kind of job do you want to have? (Where do you want to work?)

Cat: (Your answer).

Panda: Why is that?

Cat: Because I like...ing... I enjoy ...ing... I am good at ...ing...

Panda: That's great! (Oh, really?/ I see.)

_____ (**Cat** の答えに対する質問を何か1つしよう) _____?

*One follow-up question

Cat: (Your answer). How about you? What kind of job do you want to have?

Panda: (Your answer).

Cat: Why is that?

Panda: Because I like...ing... I enjoy ...ing... I am good at ...ing...

(職を求める手紙に書いたことを伝えよう)

Cat: That's great! (Oh, really?/ I see.)

_____ (**Panda** の答えに対する質問を何か1つしよう) _____?

*One follow-up question

Panda: (Your answer).



Appendix 3

Syllabus of Writing

Month	Grammar items (textbook)	Monthly essay		
		Topic	Target grammar	Writing strategies
4	interrogative/ negative	Self reflection		
5	inanimate subject/ emphasis/ preposition	Better Products	Inanimate subject	discourse marker
6	conjunction/ narration/ agreement	Would you help Bones?	indirect discourse	paragraph writing
7	tense *speaking test (My hero)	My hero	present/ past perfect	chronological writing
9	voice/ auxiliary verb	Latest news Self reflection	passive voice	how to use information
10	infinitive/ gerund	Witness (imaginary news)	infinitive	concrete evidence
11	participle/ comparative *speaking test (School uniform)	Do you think school uniform is needed?	comparative	topic / support sentences
12	relative	What is needed in the world most	relatives	introduction/ conclusion
1	conditional/ negative	Pros and cons of human clones?	conditional	coherence
2	phrase/ clause *speaking test (Human clones)	A letter to myself Self reflection		

Handout for a communicative activity

Topic; My hero. Target grammar; Tense.

Iqbal Mashi's biography: Circle a proper one in parentheses (1) - (5).

1982	born
1986-1992	work at the carpet factory
1992	start to go to school start a worldwide campaign against child labor
1994	receive <i>Human Rights Youth Action Award</i>
1995	murdered

Iqbal Mashin (1) (was born / has been born) in Pakistan in 1982. Iqbal was sold into slavery at a carpet factory. He (2) (was working / has been working / had been working) for six years at the factory.

When he was ten years old, he (3) (left / has left) the factory and started to go to school. Also, he started a worldwide campaign against child labor. From 1992 to 1995, until he died, he (4) (was making / had been making) speeches around the world talking about child labor and his life experiences.

He won many awards. He received Human Rights Youth Action Award in 1994.

Soon after that, he returned to Pakistan. He was killed by "The Carpet Mafia" when he was 12 years old. He died but since then he (5) (was / had been / has been) a hero of action against child labor.

Who is your hero? When was he/ she born? What has(had) he/ she been doing so far?

My hero is ().

For more information, contact the Office of the Vice President for Research and Economic Development at 515-294-6450 or research@iastate.edu.

How about your friends? Ask three friends.

's hero is ()

For more information, contact the Office of the Vice President for Research and Economic Development at 515-294-6450 or research@iastate.edu.

's hero is ()

For more information, contact the Office of the Vice President for Research and the Office of the Vice President for Student Affairs.

's hero is ()

For more information, contact the Office of the Vice President for Research and Economic Development at 319-273-2500 or research@uiowa.edu.

Use communication strategies below.

Will you say that again?

Do you mean _____?

Really?

Common errors from students' first drafts of "My Hero"

Let's find errors and correct them.

[verb]

1. He ~~has started~~ baseball when he was a junior high school student.
~~started~~
2. They have sold only 500 of their first single in June, 2003.
3. He formed a band when he was enter high school.
4. She was laugh and go on running.
5. Nobunaga was die in *Honnoji*.
6. In 1948, he was dead because of his lover's death.
7. Mother Teresa acted to won the Novel Peace Prize.
8. We should have choose the best way based on our purpose.

[noun]

9. It consumes many energy.
10. There are many informations.
11. He didn't have many money.

[adverb]

12. Even if a difficult ball comes to him, he catches it easy.
13. Speaking in dialect is naturally.

Handout for peer feedback

Peer feedback: My hero. Read a friend's essay and tick in the table below.

	5	4	3	2	1
The history of Hero	Clear statement following chronological order	Statement following chronological order	Statement of parts of the history	Statement of only a part of the history	Unclear statement of the history
Love towards Hero	Good statement expressing how the writer respect the hero	Statement expressing why the writer respect the hero	Not express the writer's respect towards hero well	Not express the writer's respect towards hero	Not express the writer's impression towards the hero
Information	Concrete information based on detailed research is described.	Concrete information is described.	Lack in concrete information	No concrete information	Cannot judge
Sentence structure and vocabulary	Elaborates learned grammar or phrases in textbooks	Uses various kinds of grammar and phrases	Monotonous repetition of the same kinds of phrases	Short sentences and poor vocabulary	Incomplete sentences
Conscious of readers	Well considers readers	Considers readers	Lack of effort in considering readers	Not consider readers	Hard to read
Accuracy in English	Accurate English	Has minor errors but make sense	Has errors and some sentences are hard to understand	Has many errors which makes it hard to understand what the writer means	Incomplete English

Comment/ Name

* A rubric in Japanese was given to students.

Handout for self assessment

Self assessment: My hero. Reflect your essay and tick in the table below.

	5	4	3	2	1
The history of Hero	Clear statement following chronological order	Statement following chronological order	Statement of parts of the history	Statement of only a part of the history	Unclear statement of the history
Love towards Hero	Good statement expressing how I respect the hero	Statement expressing why I respect the hero	Not express my respect towards hero well	Not express my respect towards hero	Not express my impression towards the hero
Information	Concrete information based on detailed research is described.	Concrete information is described.	Lack in concrete information	No concrete information	Cannot judge
Target item 1 : Past perfect	Conscious and appropriate use	Used but do not know if they are accurate.		Did not use but know how to use	Neither used nor know how to use
Target item2: Present perfect	Conscious and appropriate use	Used but do not know if they are accurate.		Did not use but know how to use	Neither used nor know how to use
Sentence structure and vocabulary	Elaborates learned grammar or phrases in textbooks	Uses various kinds of grammar and phrases	Monotonous repetition of the same kinds of phrases	Short sentences and poor vocabulary	Incomplete sentences
Conscious of readers	Well considers readers	Considers readers	Lack of effort in considering readers	Not consider readers	Hard to read

Comment

*A rubric in Japanese was given to students.