

A Three-Step Conversation Practice: Lowering Affective Filter Through Peer Collaboration

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Introduction

What research?

This study will examine how a series of three-step conversation practices with peers would help EFL students gain confidence in speaking. A questionnaire was conducted after four sessions to see how the students' confidence level in speaking English changed.

Why do this research?

Many Japanese learners of English have a strong anxiety in making errors when speaking English due mainly to grammar-focused English education in which they are constantly evaluated on their correctness. Learners' anxiety can be thwarted through a collaborative activity with peers which may result in boosting their confidence.

Conclusion

Conclusion

The three-step conversation practice was effective in boosting many Japanese university students' confidence in speaking English.

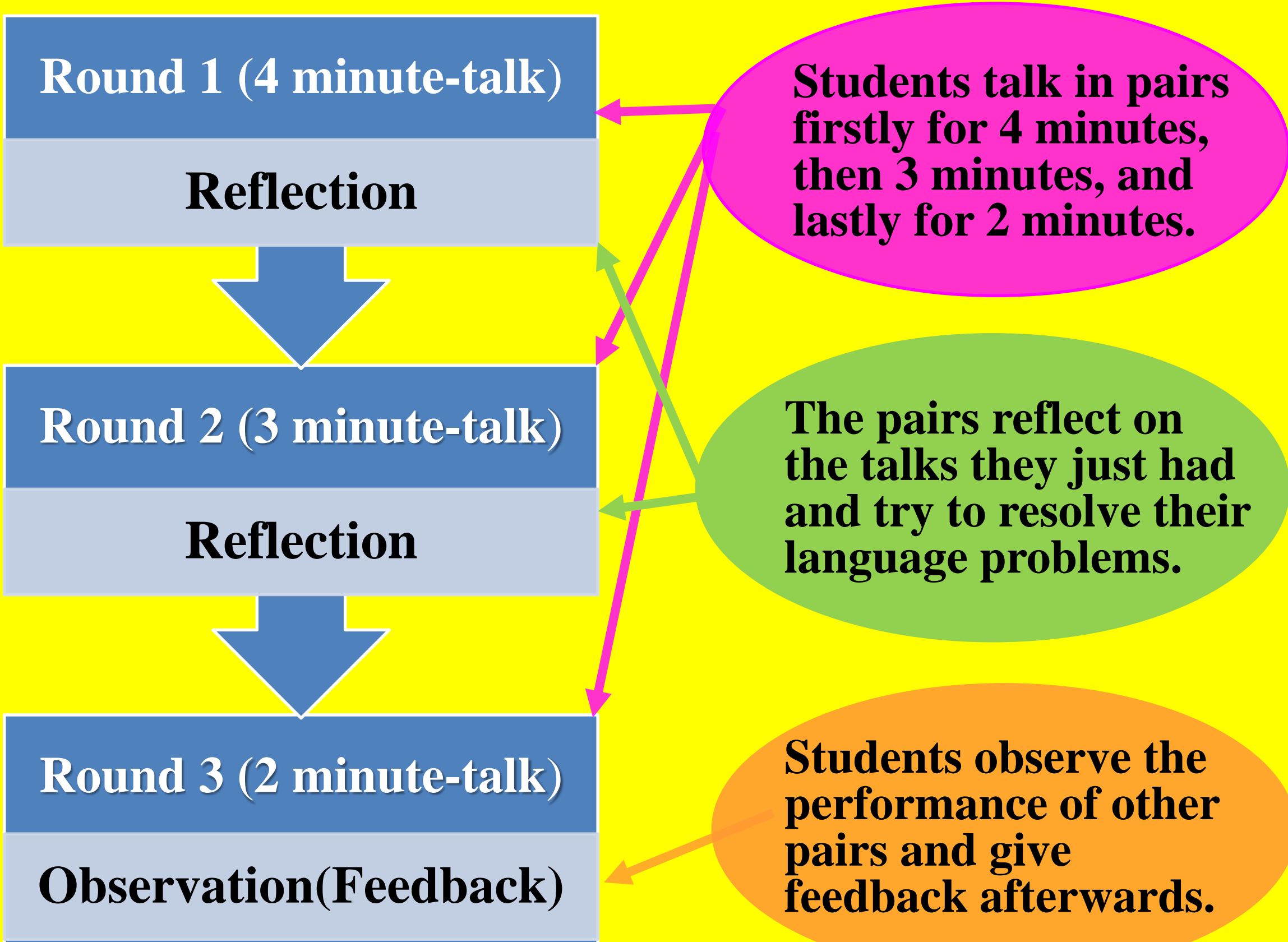
Rationales

1. Students' anxiety level in speaking may be decreased by repeated rehearsals with peers and collaborative reflection on their own performances.
2. Peer observation and constructive feedback provided by peers may add to further lowering students' affective filter.

Methods

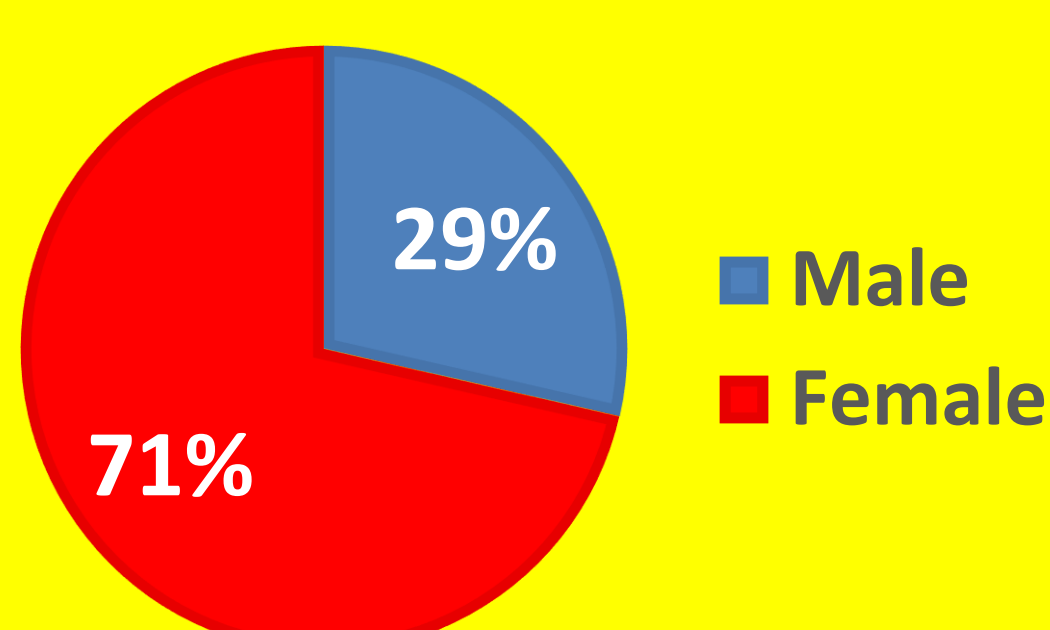
Description of Methods

In this activity, students are given three chances to talk about a given topic with the same partner. In between the first and the second talks, the pairs reflect on their talks and work together to resolve the language and communication problems they encountered during the talks. During the third talk, students observe the talk of other pairs and provide each other feedback afterwards.



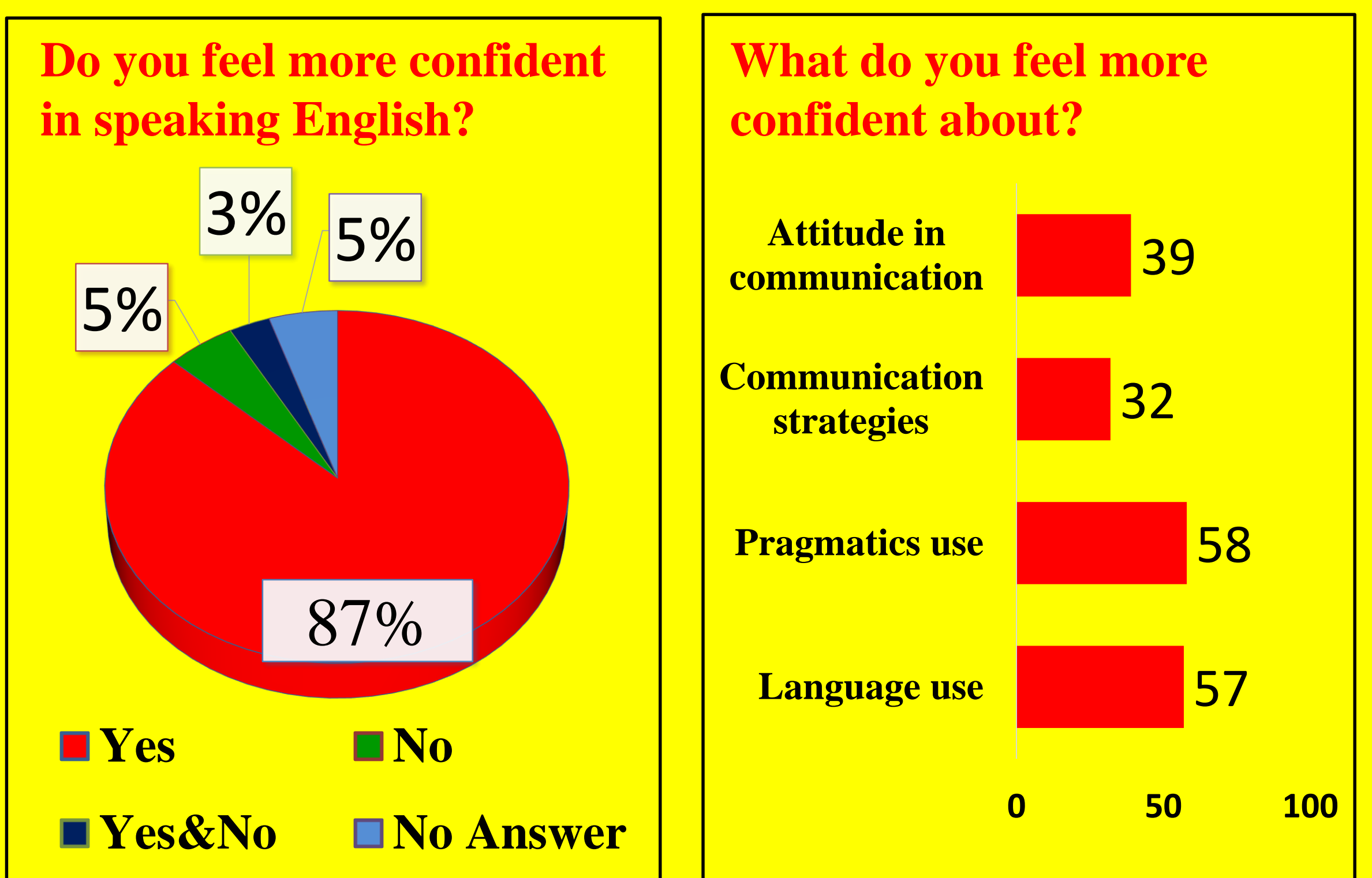
Participants

98 UNDERGRADUATES



Results

Questionnaire Results



Discussion

