

# Researching English Classes Based on “CAN-DO” Statements:

—Focusing on the Processes of the Self-Evaluation through Language Learning—

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## 摘 要

本研究の目的は、タスク型の英語授業におけるCAN-DO形式の学習到達目標に沿って自己評価をすることによる英語学習への効果を確認するものである。本研究では、通常の中学の英語授業のためにCAN-DOリストを作成し、生徒にCAN-DOリストに沿って自己評価させることで自己肯定感が高まり、英語学習に効果をもたらすのかについて検証した。質問紙に対する回答についてt検定を行なったところ、CAN-DOリストの形式で自己評価を繰り返し行うことで、学習者自身が「できた」「できなかった」を明確に評価できるようになり、学習の計画を立てる能力が身に付き、英語学習に対する動機づけを高めた。また、学習者と指導者がCAN-DOリストの形式で学習到達目標を共有し、学習者に目標を意識させたことで、英語授業に対する意識が向上し、授業内容の理解の向上につながったと思われる。CAN-DOリストの形式で自己評価をさせるためには、授業をタスク化し、「何ができて」「何ができなかったのか」を学習者が判断できるようにすることが重要である。

**keywords:** CAN-DO Statements, CEFR, Achievement, English Education

## 1 INTRODUCTION

### 1.1 Current Situation of English Language Education in Japan

In recent years, the interest in English education has been becoming increasingly high in Japan. Towards the 2020 Tokyo Olympics, Japanese government has tried to develop human resources to survive the international community. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) showed the “English Education Reform Plan Corresponding to Globalization” (MEXT, 2013a) In that article, MEXT released this reform plan as a guide: through all levels of school, making clear learning targets with “what you can do in English”, integrating text-contents and evaluations, and increasing the learning contents and improving the quality of language activities in terms of CAN-DO Statement (CDS). MEXT also claims junior high school teachers are expected to use English in English lessons in general, and teachers should take advantage of using meaningful activities that enhance students’ communication in familiar situations.

### 1.2 Focus of the Study of the CAN-DO Statement (CDS)

MEXT (2013b) has shown three advantages of using a CAN-DO Statement (CDS). First, based on the Course of Study, each school should make the learning goal clear on “the ability to understand a foreign language” and “the ability to express oneself in foreign language.” Teachers should improve their teaching methods or techniques by making the learning goal clear. Second, based on the Course of Study, four skills of listening, reading, speaking and writing must be developed; the ability of expressing oneself in a foreign language concerning the cultural and social background; the learner can properly convey their thoughts. Third, from the point of view of lifelong learning, teachers must share the learning goals with students to enhance the students’ positive attitude towards autonomous learning.

The survey of the situation on English education reform plan (MEXT, 2014) shows the current CDS setting in each school. In 2013, 17.4% of junior high schools set the learning goals in the format of a CDS, which has risen up to 31.2% in 2014 (MEXT, 2015). However, this is not sufficient. This might be because the teachers do not feel that they have sufficient time to create the CDS. MEXT has thought that a CDS can

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be a step to create the new phase of English language education; therefore, MEXT has strongly encouraged teachers to make a CDS in junior high and high schools in Japan; however, there is little research to demonstrate its effects, and few studies for junior high schools. It is important for teachers to know the CDS influences, such as “What kind of effect,” “How it works,” and “How it affects the students’ English abilities.” Then they will be able to make their own CDSs.

### 1.3 Objectives of This Study

In this study, the researcher focused on two topics: creation of the CDS based on the textbook, and setting task activities. Naganuma (2009) claims it is important to set CAN-DO formatted learning goals in English class. They should be matched to task activities well and each task should be designed for the enhancement of the learner’s English ability.

The most important thing for teachers is to share the learning goals with the learners. There are many studies about CDSs, but little research about how self-evaluation affects the learners’ motivation in English class, and how CDSs affect their learning strategies. These three research questions are formulated to make sure of their effects;

RQ1 How does learners’ motivation to learning English change by self-evaluation in a Task Based English class?

RQ2 How do learners’ four English skills change throughout a Task-Based English class?

RQ3 How do collaborative tasks have an influence on learner’s motivation?

RQ1 is about the change in motivation by self-evaluation. By indicating the learning goals in the form of the CDS, the teachers can make the target clear in lesson plans, and also integrate teaching and evaluation. Sharing the CDS may help to improve teaching skills, and thus it might be effective. But we still need to verify how the self-evaluation influences the motivation of learning, so it is important to discuss this topic.

RQ2 is about the effect of Task-Based Language class (TBL) in junior high schools in Japan. There has been a great discussion about TBL in Japan, too.

Takashima (2005) mentioned that in the Japanese education situation, the TBLT (task-based language teaching) method took too much time. Matsumura (2012) claimed its possibility in the Japanese language education environment. So in this study, I used a “Mini-Task” based teaching method. Textbooks used in Japan are currently configured with the ideas of “focus on form.” The Course of Study of junior high school said that grammar should not be neglected because it was the fundamental support of communication (MEXT, 2007). It is important for instructors to give learners opportunities to use the target language.

RQ3 is about the cooperative tasks in language learning. This analyzes how cooperative tasks influence learners’ ability of learning English. According to Takashima (2005), we cannot see much use of English, especially among slow learners, so he pointed out that this task might not be appropriate for the Japanese English class. It may be true for Japanese junior high school students to have few task based English class experiences, but this view on the task may be questioned. We should have the view that learners can acquire language in a collaborative way, and their abilities will grow.

Nakajo (2008) says achieving task goals and getting a greater sense of accomplishment will raise self-esteem. Sugie (2011, p.1) argued about cooperative learning. It stimulates the learners to acquire learning skills and attitudes to be an autonomous learner. In a wide range of intellectual learning, interpersonal skills can be directed to solve problems with friends. Slow learners can make an achievement when the teachers use cooperative teaching approaches as scaffolding. Scaffolding is the support given during the learning process, which is tailored to students in need with the intention of helping the students to achieve their learning goals (Sawyer, 2006). It makes learners eventually develop self-regulation, autonomy after developing other-regulation (Kohonen, 2009). Swain (2000) claims that collaborative dialogue can play great roles in language learning. By doing collaborative dialogue, learners can monitor their language to use accurate English, and collaborative dialogue can enhance language skills. In this study, by doing cooperative tasks, even if it’s a difficult task, learner will manage to

achieve goals. That is important to improve slow learners’ self-esteem if they need some help. The purposes of this study is to verify whether the students’ language expression and learners’ motivation are changed and to suggest the way to use CDSs in the daily lessons.

## 2 PREVIOUS STUDIES

### 2.1 Studies of Task Based Language Teaching

MEXT (2013a) notes the importance of English in the international community in the following way:

“Corresponding to the progress of globalization of society, it is not good enough to be able to get English grammar.”

TBLT should be one of the solutions to English teaching in an authentic situation by doing meaningful tasks. There are many studies about tasks in class in the field of Second Language Acquisition (SLA), and many definitions exist. In my study, the researcher used Ellis’s definition (2003), which many scholars have supported. Ellis (2003) and Matsumura (2012) define a task as having these four dimensions:

- (1) The outcome should be evaluated.
- (2) The activity should focus on meanings.
- (3) During the activities, there should be a natural cognitive process of language learning.
- (4) Tasks should involve learners in language learning.

Takahashi (2005) mentioned there were some problems of doing Task-Based Language Teaching in an English as a Foreign Language (EFL) environment like in Japan. He pointed out that in the Japanese EFL environment, many learners didn’t achieve the stages, and they could not even convey the meaning or complete the task. It seemed they couldn’t use grammatical structures or couldn’t use them appropriately because of the lack of the experience of tasking.

Tasks are the language activities that simulate real life events in language classrooms (Ellis, 2003). Johnson (1988) claimed that they enhance learners’ language capabilities to give learners opportunities to use the target language in an authentic situation; therefore, doing tasks is quite important. Sometimes TBLT may not work in the EFL environment like in Japan because many Japanese teachers of English think it is

sometimes difficult to teach grammar with TBLT approach and it takes much time to teach grammar with the TBLT approach.

The researcher is using the Task framework for Task-Based Language Learning (Willis, 1996). This framework is used in the Task Based English language class. According to Willis (1996), the framework consists of three phases: pre-task, task cycle and language focus.

- (1) Pre-task phase: introducing the class to the topic and the task, activating topic-related words and phrases.
- (2) Task-cycle: offering learners the chance to use whatever language they already know in order to carry out the task, and then to improve that language, under teaching guidance, while planning their reports of the tasks.
- (3) Language focus: allowing a closer study of some of the specific features naturally occurring in the language used during the task cycle.

Only using the target language cannot lead to acquisition (Swain, 1998). The most important thing is immediate feedback when the learners make mistakes. Johnson (1988) mentions that doing tasks is an effective strategy for second language acquisition. He claims that the cycle of tasking is important. He mentions three steps: (1) A mistake has occurred, (2) the instructor immediately corrects it in many ways such as elicitation, clarification request, etc. As the final step, (3) the instructor gives the opportunity to retry tasks. And this retrial is the most important part. Learners use the language in a real situation, then, teachers should give them immediate feedback on their mistakes, and make learners try the task again. Under Johnson’s theory, it is important for learners to retry tasks, to understand their achievement of the goal of the tasks.

### 2.2 Studies of the CAN-DO Statements

Tasks will be more effective when the learners check their achievement on a self-evaluation check-sheet (Naganuma, 2009). Naganuma (2009) says that the CDS is an objective evaluation criteria and is expected to give learners a learning goal. The meaningful situation makes tasks effective and thus task based

classes will affect language learning. MEXT (2013b) mentioned these three points about the effect of using CAN-DO statement in language classes:

- (1) It will be effective for instructors to improve teaching skills and for learners to improve English skills by sharing learning goals together.
- (2) It will make learners get the positive attitude like “I want to do that” or “I want to be like that” as an autonomous learner by getting used to the language.
- (3) After completing tasks, learners will get a sense of achievement by using the language. That will enhance their motivation to learn the language.

Now it is important to think how the instructors operate the CDS. Naganuma (2009) says it is important for learners to check their abilities with CDS, and then tackle a bit more difficult or easier tasks than the ones their current English ability can cope with. When English language classes become task-based then each task should be related to the goal of the CDS. And instructors should intend to share the goals of the CDS with the learners together.

Okazaki (2014) mentions that instructors should clarify the goal of the class at the beginning, and make learners write a learning journal which can be used to reflect on their learning on that day; “what they can do” or “what they want to do.” That helps learners enhance their abilities by introspection. At the same time he mentions sometimes CDSs do not fit the goal of the everyday classes because the CDSs are long term goals, so the instructor should work hard to fit the CDSs to each class.

### **2.3 Studies of Autonomous Learner**

Naganuma (2009) & Okazaki (2014) mentioned that the effect of using CDSs for learners is to be able to gain introspective ability and autonomy. Holec (1981) defines autonomy as “the ability to take charge of one’s own learning.” Learners decide what they learn and how they learn, and choose what material they will use. An autonomous learner is also the learner who monitors their learning progress and evaluates themselves. Benson (2001) defines autonomy

as “a recognition of the rights of learners within education systems.” An autonomous learner should control their learning on these three levels:

- (1) Management of the learning
- (2) Processes of cognition
- (3) The contents of the learning

So it is important to confirm whether learners can get the ability of introspection in this study.

## **3 PRESENT STUDY**

### **3.1 Participants**

The two classes used in this study were taught by the researcher. Both classes were made up of 36 students. Two classes were selected in a junior high school in Toyama Prefecture, where the researcher works. The participants in this study were 72 second-year junior high school students (33 males and 39 females, aged 13 and 14) with generally similar educational backgrounds.

### **3.2 The Research on Task-Based English Language Classes**

In order to adjust task-based English class to Japanese junior high schools, the researcher made the framework of the task based English language classes and set learning goal referring to Fujita (2014) and Nunan (2004). In order to achieve task goals Nunan’s claim is clear and concrete as to how the learner can achieve the goal, and it is fit to the Japanese teachers’ customs to make the lesson plans for each unit (Fujita, 2014).

#### **3.2.1 Making the List of the CDS**

One of the problems is that once teachers make their CDSs, they feel relieved, but in everyday English classes they conduct classes in the traditional ways. The difficulty to fit CDSs into the classes is one of the reasons why CDSs haven’t become popular in Japanese junior high schools. Mizuno & Goto (2015) claim it is difficult to use CDSs in everyday classes because the statements (descriptor) made by referencing the Course of Study usually seem to become ambiguous and unclear. The language descriptors should be clear and concrete (Mizuno & Goto, 2015), and they should be familiar to the learners so as to

Table 1. The learning goals of each unit

My CAN-DO リスト

単元名	□チェック	聞く	□チェック	話す(発表＋やりとり)	□チェック	読む	□チェック	書く
Unit2-1	□		□	自分の将来の予定などを相手に伝えることができる	□		□	辞書を使えば、週末の予定や夏休みの予定などについて5文程度の英文で書くことができる
Unit2-2	□	ゆっくり話したり、繰り返し話したりしてもらえば、英語の質問を聞いて、それに対して適切な答えを返すことができる	□		□		□	
Unit2-3	□		□	マッピングを手がかりにすれば、文化紹介などの説明を知っている英語を使って言うことができる	□		□	
Unit2-4	□		□	分からないときには聞き返すなどして積極的に話すことができる	□	友達と協力すれば、説明文を読んで、概要をつかむことができる	□	辞書を使えば、調べたことについて、特徴を交えながら5文程度の英文で説明することができる
LP2	□	ゆっくり話したり、繰り返し話したりしてもらえば、機内放送などの英語を聞いて、どのような内容なのかをだいたい理解することができる	□		□		□	
SP1	□		□	相手に依頼したり、許可を求めることができる	□		□	
小テスト＋インタビューテスト								
Unit3-1	□		□	マッピングを手がかりにすれば、自分でしたいことや行動の目的を相手に伝えることができる	□	ペアやグループなどで協力すれば、アンケート結果などを読み取って、だいたい理解することができる	□	
Unit3-2	□		□		□		□	辞書を使えば、将来したいことや職業について5文程度の英文で書くことができる
Unit3-3	□		□		□	ペアやグループなどで協力すれば、意見交換の英文を読んで、要旨を理解することができる	□	
Unit3-4	□		□		□		□	辞書を使えば、質問に対するアドバイスを考え、適切な英語を用いて書くことができる
LP3	□	ゆっくり話したり、繰り返し話したりしてもらえば、簡単な発表を聞いて、グラフや表についてだいたい理解することができる	□		□		□	
小テスト＋インタビューテスト								
Goal	□	ゆっくり話したり、聞き返したりすれば、まとまりのある英語の発表を聞いて、内容を推測しながら理解することができる	□	マッピングを手がかりにすれば、テーマに沿ったスピーチを発表することができる 1.捨てるに捨てられないもの 2.一般的にはそうでもないけど、私には絶対必要なもの 3.私の思い出のもの、人	□		□	辞書を使えば、スピーチ原稿をテーマに沿って5文程度の英文で書くことができる

※ できるようになったら□にチェックをいれよう。

2年( )組( )番 氏名( )

improve their abilities as autonomous learners.

The CDS the researcher made in this research was the checklist type (Naganuma, 2009). By making the CDS as a checklist type, learners can easily understand how much they should achieve, and they can understand in which learning stages they are (Naganuma, 2009). Table 1 is a CDS that the researcher made.

### 3.2.2. Setting Tasks Based on the Contents of Textbook

The researcher made the CDS fit everyday English lessons. Table 2 shows how the CDS fit the contents of the textbook.

In this research, the textbook was “New Horizon English Course 2” (2012). In that textbook, grammar points and the target sentences are used in dialogues, monologues, and stories. And these grammar points

Table 2. The CDS and the contents of the textbook

2学年末達成CDS	STEP 1	STEP 2	STEP 3	STEP 4
聞く	[L1-2]ゆっくり話してもらえば、簡単な説明を聞いて理解することができる。	[L2-2]ゆっくり話してもらえば、会話の内容を概ね理解することができる。	[L3-2]教科書の内容や活動のやり方の説明を、ゆっくり話してもらえば理解することができる。	
話す	[S1-2]自分のしたいことやその理由を即興で述べることができる。	[S2-2]相手からの簡単な質問に適切に答えることができる。	[S3-2]教科書の内容の一部や自分が得た情報を自分の言葉で他の人に伝えることができる。	[S4-2]ごく身近な話題の会話(チャット)を友だちと協力しながら続けることができる。
読む	[R1-2]日本文化などの説明文を辞書を使いながら読み、理解できる。	[R2-2]英語で書かれた教材を読んで、辞書なしで指示文や概要が概ね理解できる。	[R3-2]簡単な語を用いて書かれた短い説明文や物語を読んで概要を理解することができる。	
書く	[W1-2]数文程度の簡単な日記を書くことができる。	[W2-2]長期休業中や旅行の自分の経験や体験をポスターや新聞などの形式で書くことができる。	[W3-2]自己紹介や自分の好きなものについて、数文程度で相手にわかりやすく書くことができる。	
単元	題材名	指導する内容	タスク	対応するCDS番号
Unit2	A Trip to New Zealand	1 be going to ~ 2 show + 人 + 物 (SVOO文型) 3 call + 人 + 物 (SVOC文型) 4	週末や長期休業中の自分の予定について相手に伝えることができる 入国審査を通過することができる 呼び名などの特徴を紹介することができる キーウィの説明文を読んで、その特徴や現状を理解することができる	S2-2, W2-2 S2-2 S3-2 R2-2
Listening Plus 2	海外旅行	1	搭乗案内や機内放送を聞いて、大まかな情報を理解することができる	L1-2
Speaking Plus 1	先生にお願い	1 May I ~? / Could you ~?	依頼をしたり、許可を得たりすることができる	L2-2, S2-2
Unit3	My Future Job	1 to不定詞 (副詞的用法) 2 to不定詞 (名詞的用法) 3 to不定詞 (形容詞的用法) 4	行動の目的を伝えることができる したいこと、好きなことを伝えることができる Web上でされる意見交換を読んで、大まかな内容を理解することができる	S2-2 S1-2 R3-2
Listening Plus 3	家事アンケート	1	家事に関するアンケート結果の報告を聞いて、グラフや表を理解することができる	L3-2



are expected to be used repeatedly in each unit, which will help learners acquire the target grammar. Basically in textbooks, each page has grammar points or new expressions which should be taught.

The task-based lessons consisted of three parts (1) introduction, (2) language activity, (3) consolidation. The target grammar was introduced by the comprehension tasks such as structured-input activities (Lee & Van Pattern, 2003). For example, learners fill in the blanks on the worksheet by getting information from listening or reading activities, or from question and answers in English.

Nunan (2004) set the task goal at the end of the unit, and also set the other tasks related to the task goal. This method of planning tasks seems to adapt well for Japanese teachers of English because Japanese teachers are used to making annual English lesson plans; therefore, it is relatively less difficult (Fujita, 2014).

### **3.2.3 Self-Evaluation Worksheet Based on the CDS**

In this study the researcher set a time of writing a self-evaluation worksheet at the end of each English class, so that learners can compare their competence with the language descriptor, and reflect on their learning during the day. Each self-evaluation worksheet has between 2 and 5 questions, and each question is measured with Likert's (1932) five-point scale. "5" means "good," and "1" means "bad." And at the beginning of the classes, learners do the similar tasks from the last class again, and they check on the "MY CDS" (Table 1.) again. On the self-evaluation worksheet, in addition to the five-point scale, the worksheets have the space to write their comments. Tono (2013) claims that for better language learning, it is important not only to set the goals in the form of the CEFR CAN-DO descriptors but also to use the learners' language portfolio to improve learners' cognitive ability to monitor their learning and to integrate the teaching with evaluating; therefore, self-evaluation worksheets play great roles in improving their metacognitive ability in this study.

### **3.3 The Contents of Questionnaire**

On May 29<sup>th</sup> and July 24<sup>th</sup>, the researcher conducted the questionnaires to measure the change of attitude toward English language learning. The researcher made the questionnaire by referring to Okazaki (2014) and Naganuma (2008). This questionnaire has three parts. The first part measures the attitude towards English language learning and the learning method with a five-point scale. "5" means "good" and "1" means "poor." The second part is set to measure how the learners' metacognitive approaches for learning are changed, and how much higher learners' self-esteem becomes with four-point scales. It also includes the questionnaires to measure the change of their needs towards learning English referencing Naganuma checklists (2009). By asking their feeling of "CAN DO" and "NEED to DO," the relations between their self-esteem and their attitude towards learning can be drawn. The third part of the questionnaire asks about the learners' feelings towards learning English.

Question 1 to 3, 7, 12, and 13 are the items asking general ideas of English classes. Question 4 to 6, and 10 are the items asking attitude and motivation towards English learning. Question 8, 9, 11, and 14 are the items designed for detecting changes in consciousness in English learning behaviors. Question items in the second part are asking learners how they think they are able to achieve goals. The third part of the question items is free writing columns. Learners write about to what degree they achieve the goals. The researcher used the third part to understand the learners' needs in the classes and improve them.

## **4 RESULT AND DISCUSSION**

### **4.1 Consciousness Change in English Language Learning**

From the pre-survey and post-survey, the changes in attitude towards English learning is shown in Table 3 and Table 4. In the post-survey two of the participants were absent from school, so the survey was done with 68 participants. The numbers in the tables show the frequency of the usage of a five-point scale, the mean of the scale, and the standard deviation.

**Table 3. Students’ pre-survey perceptions about the English language learning (N=70)**

Items (N=70)	5	4	3	2	1	Mean
(1) I like English.	10	19	28	9	4	3.31
(2) I’m good at English.	4	7	20	29	10	2.52
(3) I want to communicate with foreign people in English.	33	25	8	3	1	4.27
(4) Thanks to “Today’s CAN-DO list,” I can understand what I need to do in class.	26	28	13	3	0	4.06
(5) I have achieved the goals shown “MY CAN-DO list”	10	30	28	1	1	3.66
(6) I can manage to do things in English	6	12	23	25	4	2.82
(7) I try to use English even if I made mistakes in the usage of English	10	18	33	7	2	3.36
(8) I know how to study English	6	15	22	23	4	2.96
(9) I like to study with pairs or groups	32	15	16	3	4	3.96
(10) I know the learning goal in English class	11	31	26	2	0	3.73
(11) By using English in tasks, I can understand how to use it	15	30	21	4	0	3.79
(12) In the future I want to go abroad to study or get a job abroad.	7	10	19	21	13	2.69
(13) I want to get some English certifications like EIKEN	12	16	22	13	7	3.21
(14) How much you understand the classes	8	18	29	11	4	3.21

**Table 4. Students’ post-survey perceptions about the English language learning (N=68)**

Items (N=68)	5	4	3	2	1	Mean
(1) I like English.	12	23	20	7	6	3.40
(2) I’m good at English.	8	9	25	13	13	2.79
(3) I want to communicate with foreign people in English.	34	23	10	1	0	4.31
(4) Thanks to “Today’s CAN-DO list,” I can understand what I need to do in class.	26	29	10	3	0	4.13
(5) I have achieved the goals shown “MY CAN-DO list”	15	29	16	8	0	3.75
(6) I can manage to do things in English	31	19	11	6	1	4.09
(7) I try to use English even if I made mistakes in the usage of English	13	31	13	8	3	3.64
(8) I know how to study English	13	20	19	10	6	3.36
(9) I like to study with pairs or groups	31	21	12	2	2	4.13
(10) I know the learning goal in English class	26	24	16	2	0	4.09
(11) By using English in tasks, I can understand how to use it	22	20	17	7	2	3.78
(12) In the future I want to go abroad to study or get a job abroad.	13	6	28	13	8	3.04
(13) I want to get some English certifications like EIKEN	17	19	19	8	5	3.52
(14) How much you understand the classes	8	18	24	17	1	3.22

At the pre-survey the items with averages over three was (1), (3), (4), (5), (7), (9), (10), (11), (13), and (14) (see Table 3). Especially for item (3) “Communication in English” the average was 4.27. Considering that there are some foreign students in the class, many of the Japanese participants tend to be motivated to speak English. Even in the pre-survey, the point of (4) “Today’s CDS” were high at 4.06, because the learners might be able to feel the CDS were effective for their learning at the beginning.

On the other hand, in Table 4, almost all items

show high average scores except item (2). In the pre-survey, the average point of item (6) “Daily lives in English” was 2.82 (SD=1.02), but in the post survey it became 4.09 (SD=1.05) (See Figure.2). Because the researcher conducted classes, keeping the CDS in mind, English classes involved task-based instruction. Therefore, the participants seemed to regard English as a tool of communication. They also feel they can manage daily lives in English because in the task it is easier for the students to connect English class to their everyday lives. The average score was elevated up

from 2.96 (SD=1.07) to 3.36 (SD=1.21) in item (8) “Understanding of learning strategies.” One of the reasons was that thanks to the CDS, learners’ understanding of the class was enhanced. Another was that the students learned how to learn English by repeating the self-evaluations. The average of item (12) “Desire to use English in the future” was also higher. It is not a notably high score, but the change of the learners’ positive attitude towards English learning can be seen in this result.

To make sure whether the results are statistically significant or not, the researcher analyzed the average scores of pre-survey and post-survey by using a paired t-test analysis. To analyze, the researcher used the analytical tool in Microsoft Office Excel 2013.

Table 5 shows the results of the paired t-test. In the post-survey, two of the participants are absent from school, so they were not included in the data; therefore, the number of participants here was sixty-eight.

We can see the positive attitude towards language learning from the results of (2) and (13). This shows task-based English class contributed to motivating learners to use English. They also enjoyed doing tasks, and they were very motivated to learn English and thus they weren’t afraid of making mistakes. The more the learners tried the tasks, the more they got used to them and the more they did tasks, the less worried they were about making mistakes in class. The results of (6), (7), and (12) indicated that although doing the tasks is difficult for junior high school students, the tasks might be effective on their motivation and they also encourage students to listen, speak, read, and write in English. From the result of (8) and (10), students came to know the plot to reach the learning goal because they could recognize what they needed to learn and how they learned.

**Table 5. The result of t test between average scores of pre-survey and post-survey**

Items	n=68					
		M	SD	t	p	r
(1) I like English.	Pre	3.31	1.07	-0.9033	0.37	ns
	Post	3.40	1.16			
(2) I’m good at English.	Pre	2.52	1.06	-2.658	0.01	**
	Post	2.79	1.24			
(3) I want to communicate with foreign people in English.	Pre	4.27	0.87	-0.519	0.61	ns
	Post	4.31	0.78			
(4) Thanks to “Today’s CAN-DO list,” I can understand what I need to do in class.	Pre	4.06	0.84	-0.671	0.67	ns
	Post	4.13	0.83			
(5) I have achieved the goals shown “MY CAN-DO list”	Pre	3.66	0.80	-0.7996	0.43	ns
	Post	3.75	0.94			
(6) I can manage to do things in English	Pre	2.82	1.02	-8.7404	0.00	**
	Post	4.09	1.05			
(7) I try to use English even if I made mistakes in the usage of English	Pre	3.36	0.94	-2.228	0.03	*
	Post	3.64	1.06			
(8) I know how to study English	Pre	2.96	1.07	-2.9572	0.00	**
	Post	3.36	1.21			
(9) I like to study with pairs or groups	Pre	3.96	1.18	-1.4677	0.15	ns
	Post	4.13	1.01			
(10) I know the learning goal in English class	Pre	3.73	0.74	-3.389	0.00	**
	Post	4.09	0.86			
(11) By using English in tasks, I can understand how to use it	Pre	3.79	0.86	0.1195	0.91	+
	Post	3.78	1.10			
(12) In the future I want to go abroad to study or get a job abroad.	Pre	2.69	1.17	-3.6156	0.00	**
	Post	3.04	1.24			
(13) I want to get some English certifications like EIKEN	Pre	3.21	1.20	-2.8788	0.01	**
	Post	3.52	1.20			
(14) How much you understand the classes	Pre	3.21	1.04	-0.159	0.87	ns
	Post	3.22	1.00			



**Table 6. Pre-survey of self-evaluation on the learners’ language skills (N=70)**

Items	4	3	2	1	M
CL1 To be able to understand the context by listening cohesive English sentences	3	27	34	6	2.39
CL2 To be able to think and choose the collect situation by listening to TV programs or TV commercials	8	26	30	6	2.51
CL3 To be able to answer questions properly by listening English.	3	32	24	11	2.39
CL4 To be able to understand the contexts by listening in-flight broadcasting	3	21	23	23	2.06
CL5 To be able to understand the table or figures by listening easy presentations	9	20	24	17	2.30
CS1 To be able to tell others about plans for the future	12	25	24	9	2.57
CS2 To be able to explain about the Japanese cultures using English they’ve already learned	4	16	31	19	2.07
CS3 To be able to ask a favor and ask permission	10	15	21	24	2.16
CS4 To be able to tell the aim of the behaviors	7	22	25	16	2.29
CS5 To be able to talk in English by asking questions	17	19	21	13	2.57
CR1 To able to understand overview of the contexts	12	19	26	13	2.43
CR2 To be able to summarise the ideas by reading discussion	8	18	29	15	2.27
CR3 To be able to undersnatd the graphs by reading questionnaires	4	15	36	15	2.11
CW1 To be able to write the future jobs or future dreams	4	10	28	28	1.86
CW2 To be able to write about vacation or holidays with five sentences	9	23	18	20	2.30
CW3 To be able to explain what you research in five sentences	3	9	36	22	1.90
CW4 To be able to write an advise to a question	2	7	29	32	1.70

**Table 7. Post-survey of self-evaluation on the learners’ language skills (N=70)**

Items	4	3	2	1	M
CL1 To be able to understand the context by listening cohesive English sentences	6	34	23	5	2.60
CL2 To be able to think and choose the collect situation by listening to TV programs or TV commercials	9	30	18	11	2.54
CL3 To be able to answer questions properly by listening English.	8	29	23	7	2.57
CL4 To be able to understand the contexts by listening in-flight broadcasting	7	29	22	10	2.49
CL5 To be able to understand the table or figures by listening easy presentations	10	33	17	8	2.66
CS1 To be able to tell others about plans for the future	19	24	18	7	2.81
CS2 To be able to explain about the Japanese cultures using English they’ve already learned	6	24	30	8	2.41
CS3 To be able to ask a favor and ask permission	24	19	19	6	2.90
CS4 To be able to tell the aim of the behaviors	14	24	22	8	2.65
CS5 To be able to talk in English by asking questions	12	25	24	7	2.62
CR1 To able to understand overview of the contexts	12	24	23	9	2.57
CR2 To be able to summarise the ideas by reading discussion	10	20	29	9	2.46
CR3 To be able to undersnatd the graphs by reading questionnaires	11	32	19	6	2.71
CW1 To be able to write the future jobs or future dreams	12	17	30	9	2.47
CW2 To be able to write about vacation or holidays with five sentences	17	21	26	4	2.75
CW3 To be able to explain what you research in five sentences	4	26	31	7	2.40
CW4 To be able to write an advise to a question	6	19	34	9	2.32

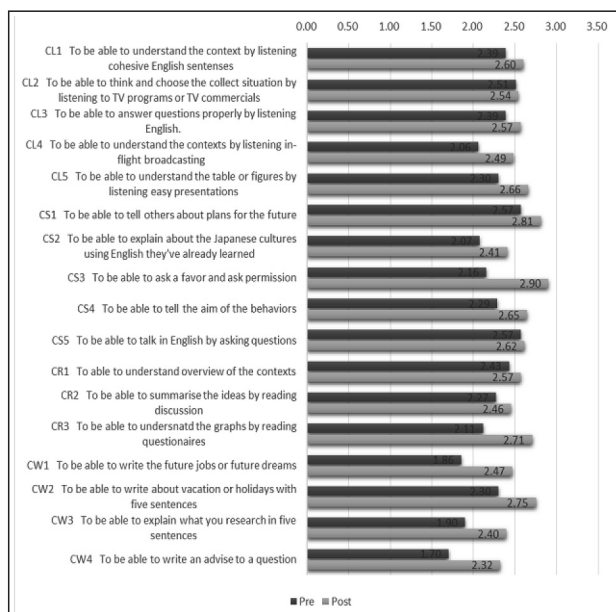
#### 4.2.1 The Change of Self-Evaluation about the Learners’ Achievement

In this section we discuss how the CDS influences the learners’ self-evaluation about their language skills. Comparing between pre-survey (Table 6) and post-survey (Table 7), in total the number of learners who chose “4. I can do this easily” and “3. I can do this under normal circumstances” have increased from 37.1% to 53.4%.

Each of items below is changed from the pre-survey (Figure.1). We might think this is because the instructors and the learners share the learning goals

written in the format of the CDS, and because the learners repeated self-evaluations after doing the tasks, it became easier for the learners to feel successful with their tasks. It is also because even if it’s not an easy task, the learners can easily feel a sense of achievement; therefore, their self-esteem is raised.

The remarkable growth is shown in especially item (CS3) “To be able to ask a favor and to be able to get a permission to do something.” The point grew from 2.16 (SD=1.06) to 2.90 (SD=0.99). The item (CR3) “To get information from the result of questionnaires” is increased from 2.11 (SD=0.81) to 2.71



**Figure 1. Comparison of self-evaluation with language skills**

(SD=0.85). The item (CW4) “To write an advice to the questions” are also increased from 1.70 (SD=0.77) to 2.32 (SD=0.82).

To make sure whether the results are statistically significant or not, the researcher analyzed the average scores of pre-survey and post-survey by using a paired t-test analysis and got the result (See Table 8). And this shows almost all items’ differences are statistically significant.

As you can see Table 8, the items which show large effect size are CS3 ( $t=5.7938$ ,  $p<.0001$ ,  $r=.58$ , effect size=large), CR3 ( $t=5.6887$ ,  $p<.0001$ ,  $r=.57$ , effect size=large), CW1 ( $t=5.1789$ ,  $p<.001$ ,  $r=.54$ , effect size=large), CW4 ( $t=5.9147$ ,  $p<.001$ ,  $r=.59$ , effect size=large).

By doing the collaborative tasks, gradually the

**Table 8. The result of paired t-test about self-evaluation with language skills**

Items	n-68					
		M	SD	t	p	r
CL1 To be able to understand the context by listening cohesive English sentences	Pre	2.39	0.71	2.7994	0.01	**
	Post	2.60	0.76			
CL2 To be able to think and choose the collect situation by listening to TV programs or TV commercials	Pre	2.51	0.81	0.7268	0.47	ns
	Post	2.54	0.92			
CL3 To be able to answer questions properly by listening English.	Pre	2.39	0.80	1.4252	0.16	ns
	Post	2.57	0.84			
CL4 To be able to understand the contexts by listening in-flight broadcasting	Pre	2.06	0.90	4.2233	0.00	**
	Post	2.49	0.87			
CL5 To be able to understand the table or figures by listening easy presentations	Pre	2.30	0.98	2.713	0.01	**
	Post	2.66	0.87			
CS1 To be able to tell others about plans for the future	Pre	2.57	0.93	1.9958	0.05	*
	Post	2.81	0.97			
CS2 To be able to explain about the Japanese cultures using English they've already learned	Pre	2.07	0.86	2.5198	0.01	**
	Post	2.41	0.81			
CS3 To be able to ask a favor and ask permission	Pre	2.16	1.06	5.7938	0.00	**
	Post	2.90	0.99			
CS4 To be able to tell the aim of the behaviors	Pre	2.29	0.93	2.6807	0.01	**
	Post	2.65	0.94			
CS5 To be able to talk in English by asking questions	Pre	2.57	1.06	0.2564	0.80	ns
	Post	2.62	0.90			
CR1 To able to understand overview of the contexts	Pre	2.43	0.99	1.9073	0.06	+
	Post	2.57	0.94			
CR2 To be able to summarise the ideas by reading discussion	Pre	2.27	0.93	2.0139	0.05	*
	Post	2.46	0.90			
CR3 To be able to undersnatd the graphs by reading questionnaires	Pre	2.11	0.81	5.6887	0.00	**
	Post	2.71	0.85			
CW1 To be able to write the future jobs or future dreams	Pre	1.86	0.87	5.1789	0.00	**
	Post	2.47	0.94			
CW2 To be able to write about vacation or holidays with five sentences	Pre	2.30	1.03	3.852	0.00	**
	Post	2.75	0.90			
CW3 To be able to explain what you research in five sentences	Pre	1.90	0.78	4.5504	0.00	**
	Post	2.40	0.76			
CW4 To be able to write an advise to a question	Pre	1.70	0.77	5.9147	0.00	**
	Post	2.32	0.82			

learners could evaluate themselves accurately and objectively by comparing what they spoke with what the CDS indicated. They could easily understand their achievement. They easily compared the task outcome with what the CDS showed, so they could feel a sense of achievement, especially on CS3. The reason why CR3 increased is because the topic was very familiar to the learners and also the instructor used the visuals to help the learner understand. Regarding the writing skills (CW1 and CW4), some of the factors where the significant difference happened were; the instructor gave the learners enough opportunities to write in English, the topic was familiar to the learners, and the task was meaningful to them. They also could feel achievement because they could evaluate themselves by the writing itself as an outcome.

#### 4.2.2 The Change of Learning Attitude

The researcher compared the pre and post items about learners' needs in the questionnaire. The researcher asked about the learners' needs regarding listening, speaking, reading, and writing skills. The questions were written in the form of the CDS, and

the learners answered in a four-point scale;

4: I can do this, but I want to do this more.

3: I can do this, so I don't want to do this.

2: I can't do this, but I don't want to do this.

1: I can't do this, so I want to do this more.

(Naganuma, 2009)

The result was shown in Table 9 and Table 10.

In the pre-survey (Table 9), the percentage of choosing “I can do this, but I want to do this more” and “I can't do this, so I want to do this more” are over eighty percent. However, in the post-survey (Table 10), the percentage of choosing “I can do this, so I don't want to do this” and “I can't do this, but I don't want to do this” increased. We must be careful here, when the students chose the item “I can do this, so I don't want to do this,” that doesn't exactly mean “they really don't want to do this.” They may want to try the other skills, i.e. it may mean that their learning needs changed. The learners became able to recognize their abilities objectively. Through tasks and self-evaluations, they gradually understood what skills they needed to acquire and what knowledge they needed to learn. They monitored themselves and they

**Table 9. Pre-survey of learners' needs about language skills (N=70)**

		NL1	NL2	NL3	NL4	NL5	NS1	NS2	NS3	NS4	NS5	NR1	NR2	NR3	NW1	NW2	NW3	NW4
4 I can do this, but I want to do it more.	N	30	31	33	25	27	33	26	23	25	33	36	26	23	16	31	13	16
	%	42.9	44.3	47.1	35.7	38.6	47.1	37.1	32.9	35.7	47.1	51.4	37.1	32.9	22.9	44.3	18.6	22.9
3 I can do this, so I don't want to do it.	N	5	6	4	6	8	12	6	6	7	6	5	9	9	6	6	10	5
	%	7.14	8.57	5.71	8.57	11.4	17.1	8.57	8.57	10	8.57	7.14	12.9	12.9	8.57	8.57	14.3	7.14
2 I can't do this, but I don't want to do it.	N	3	4	3	4	3	6	5	4	5	4	4	3	6	4	5	8	5
	%	4.29	5.71	4.29	5.71	4.29	8.57	7.14	5.71	7.14	5.71	5.71	4.29	8.57	5.71	7.14	11.4	7.14
1 I can't do this, so I want to do it.	N	32	29	30	35	32	19	33	37	33	27	25	32	32	44	28	39	44
	%	45.7	41.4	42.9	50	45.7	27.1	47.1	52.9	47.1	38.6	35.7	45.7	45.7	62.9	40	55.7	62.9
4+1	N	62	60	63	60	59	52	59	60	58	60	61	58	55	60	59	52	60
	%	88.6	85.7	90	85.7	84.3	74.3	84.3	85.7	82.9	85.7	87.1	82.9	78.6	85.7	84.3	74.3	85.7
3+2	N	8	10	7	10	11	18	11	10	12	10	9	12	15	10	11	18	10
	%	11.4	14.3	10	14.3	15.7	25.7	15.7	14.3	17.1	14.3	12.9	17.1	21.4	14.3	15.7	25.7	14.3

**Table 10. Post-survey of learners' needs about language skills (N=68)**

		NL1	NL2	NL3	NL4	NL5	NS1	NS2	NS3	NS4	NS5	NR1	NR2	NR3	NW1	NW2	NW3	NW4
4 I can do this, but I want to do it more.	N	33	31	31	25	28	36	30	35	33	32	27	24	28	31	36	28	26
	%	48.5	45.6	45.6	36.8	41.2	52.9	44.1	51.5	48.5	47.1	39.7	35.3	41.2	45.6	52.9	41.2	38.2
3 I can do this, so I don't want to do it.	N	10	8	8	9	14	11	9	11	13	10	8	12	18	9	10	11	8
	%	14.7	11.8	11.8	13.2	20.6	16.2	13.2	16.2	19.1	14.7	11.8	17.6	26.5	13.2	14.7	16.2	11.8
2 I can't do this, but I don't want to do it.	N	3	7	7	11	7	2	3	4	2	8	7	5	3	3	4	5	4
	%	4.41	10.3	10.3	16.2	10.3	2.94	4.41	5.88	2.94	11.8	10.3	7.35	4.41	4.41	5.88	7.35	5.88
1 I can't do this, so I want to do it.	N	22	22	22	23	19	19	26	18	20	18	26	27	19	25	18	24	30
	%	32.4	32.4	32.4	33.8	27.9	27.9	38.2	26.5	29.4	26.5	38.2	39.7	27.9	36.8	26.5	35.3	44.1
4+1	N	55	53	53	48	47	55	56	53	53	50	53	51	47	56	54	52	56
	%	80.9	77.9	77.9	70.6	69.1	80.9	82.4	77.9	77.9	73.5	77.9	75	69.1	82.4	79.4	76.5	82.4
3+2	N	13	15	15	20	21	13	12	15	15	18	15	17	21	12	14	16	12
	%	19.1	22.1	22.1	29.4	30.9	19.1	17.6	22.1	22.1	26.5	22.1	25	30.9	17.6	20.6	23.5	17.6

planned a learning schedule. This might be evidence that the learners' autonomies had grown.

As you can see in Table 10, the needs concerning speaking and writing skills decreased, and the needs about listening and reading skills increased. The learners felt it was difficult to listen to and read English as shown in Table 9, so they could not feel a sense of achievement in reading and listening skills. The needs concerning writing skills are still high, but when they evaluated themselves, and compared their abilities with the CDS, they felt they needed to practice reading and listening skills more. The checklist type of CDSs helped the learners to be autonomous learners by looking over the list.

Here we should be careful with the learners who choose "I can't do this, but I don't want to do this" because they may have difficulty in doing tasks. The comments (1) to (4) below are sample of the comments from a low achieving student.

- (1) I want to speak more fluently. So I'll practice hard.
- (2) I want to be able to speak English without any help.
- (3) I managed to speak, but it's not good enough.
- (4) I couldn't speak English.

Some low level students showed some self-depreciating attitudes because of repeating difficult tasks. In the early period (the first week of the research), positive attitudes were seen in the comments of the self-evaluation worksheet. But in the latter period, low level students wrote mostly negative comments. In this case, the teacher should have been more careful about the level of the task.

### 4.3 Learners' Comments in Self-Evaluation Worksheet

The learners evaluated themselves in all of the thirteen English lessons on the self-evaluation worksheets. They wrote comments about English lessons freely. And the researcher analyzed them using a qualitative research method. The comments were divided by words (coding), and labeled in the qualitatively similar groups. The similar groups were integrated and then the researcher made four categories. The categories are (1) "Consciousness in Learning," where the learners consciously thought about what they needed to achieve for the learning goals, (2) "Positive attitude in learning," where the learners thought about their learning behavior positively, but they didn't think about the learning strategies, (3) "Negative attitude in learning," where the learners thought of their learning behavior negatively, and (4) "No answers."

In almost all tasks, the percentage of learners answering (1) and (2) are over 80%, so overall the learners considered their learning with a positive attitude, and to some extent, they thought about what they needed to learn more to achieve the learning goals. (Table 11, Figure 2)

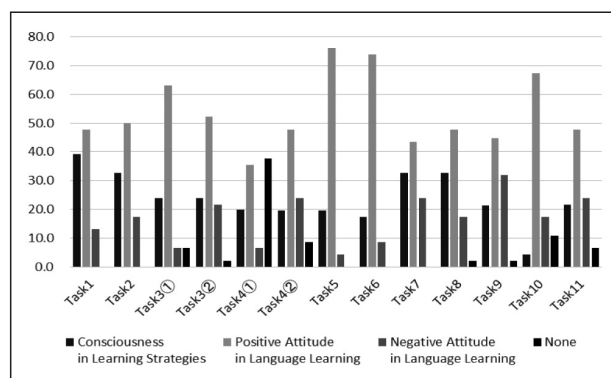


Figure 2. The consciousness changes towards English learning in each task

Table 11. Categories and the self-evaluation

Labels		(N=68)												
		Task1	Task2	Task3①	Task3②	Task4①	Task4②	Task5	Task6	Task7	Task8	Task9	Task10	Task11
Consciousness in Learning	N	18	17	20	5	15	14	13	13	11	24	16	18	11
	%	39.1	32.6	23.9	23.9	20.0	19.6	19.6	17.4	32.6	32.6	21.3	4.3	21.7
Positive Attitude in Language	N	22	3	4	2	23	2	2	2	29	4	3	9	24
	%	47.8	50.0	63.0	52.2	35.6	47.8	76.1	73.9	43.5	47.8	44.7	67.4	47.8
Negative Attitude in Language	N	6	1	3	0	8	1	1	1	3	2	1	1	10
	%	13.0	17.4	6.5	21.7	6.7	23.9	4.3	8.7	23.9	17.4	31.9	17.4	23.9
None	N	0	0	1	0	0	0	0	0	3	0	0	1	1
	%	0.0	0.0	6.5	2.2	37.8	8.7	0.0	0.0	0.0	2.2	2.1	10.9	6.5

In the self-evaluation worksheet of Task 4, Task 5, Task 6, and Task 10, the scores of “Positive attitude in learning” were relatively high between 47~76%, but the percentages of “consciousness in language learning” were less than 20%. That means the learners tended to consider English class itself positively, but when they evaluated themselves, the negative feelings with tasks may have come up to their mind or they were just satisfied with the English activities. The reason why the number of the “No answers” in Task 4 is that the researcher could not give enough time for the learners to write comments on the worksheets.

These are the comments which show the awareness of language learning on the self-evaluation worksheet.

- When I read English sentences without a dictionary, I didn’t understand the meaning. But after that, I knew that the word I didn’t understand was the word I’ve already learned. I will try to memorize the words in the context.
- I speak English better, but it’s not enough yet. So I will try to practice more to communicate to each other.
- I can ask friends what they want to do in the future. But I still need to repeat English questions to understand better.

The learners did the self-evaluation thirteen times in this study. We can see comments that mentioned the contexts of the tasks, and grammar. And we also can see comments that were meta-cognitively focused on the four language skills. We also could see a lot of comments where the learners compared themselves according to the CDS and they connected their learning to the contents they had learned previously.

According to Naganuma (2008) and Okazaki (2014), repeating the self-evaluation in this study contributed to improvement of the meta-cognitive ability. The CDS checklist helped learners to compare their achievements to the learning goals; therefore, they could set a new learning goal for themselves. Here again, it is important for the instructors to share the learning goals with the learners at the beginning, and make them reflect on their ability and their goals. That will lead the learners to improvement of their meta-cognition and the ability of introspection.

#### 4.4 Learner’s Consciousness Raising

To check the trends of the learners’ comments, the researcher used the method of text mining. Text-mining is the system that divides un-stylized sentences into words or phrases in the way of natural language analysis, analyzes the frequency of words appearance and the correlation coefficient, and then extracts the useful information from there. The software the researcher used was KH coder, which could help us see the change of learners’ comments over time. In this analysis, the words, names, proper nouns, and names of the places are not included because they are not related to the context of this study.

The comments from the first week of the research to sixth week of the research are objects in this analysis. Table 12 shows the thirty most frequent words in these comments. The comments are based on English class, so the word “understand,” and the words related to four language skills are seen in the comments. “Vocabulary” and “difficult” are also frequently used words. This is because the learners felt their lack of vocabulary when they wrote speech scripts.

**Table 12. 30 most frequent words in general**

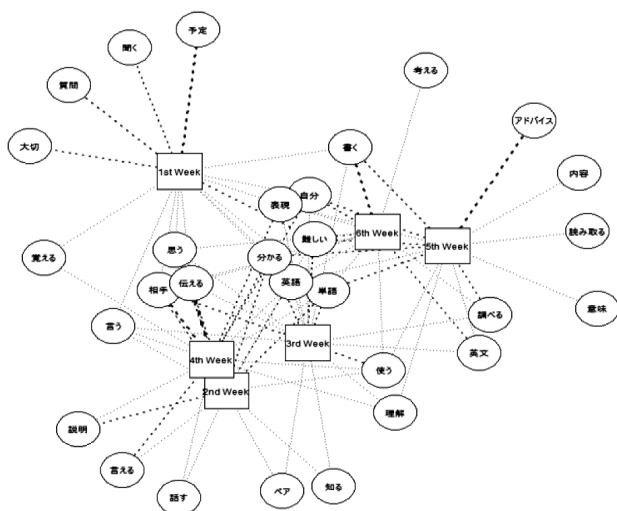
Words	Frequency	Words	Frequency	Words	Frequency
分かる	155	文	70	知る	39
書く	110	英文	57	ペア	38
単語	110	調べる	50	意味	37
難しい	101	理解	45	覚える	37
相手	97	思う	49	予定	35
自分	94	言う	44	アドバイス	34
伝える	85	言える	44	説明	34
英語	75	聞く	44	考える	33
表現	75	質問	40	内容	32
使う	74	人	40	大切	30

Then the researcher used the same data and made the co-occurrence network of the words appearing over ten times in the comments (Figure 3.).

The researcher analyzed the co-occurrence network by searching for students’ comments. From this co-occurrence network, we can see these things below:

- (1) In the network, a lot of words related to the task like, “plan” and “advice” are seen.
- (2) In the first week, the words related with what the learners do in tasks, like “listen” and “questions” are shown, but in the sixth week





**Figure 3. Co-occurrence network of learners' comments. (Appearance over 10)**

the words are related to each other. The words “think” and “express” show that the learners are conscious with communicating in pairs.

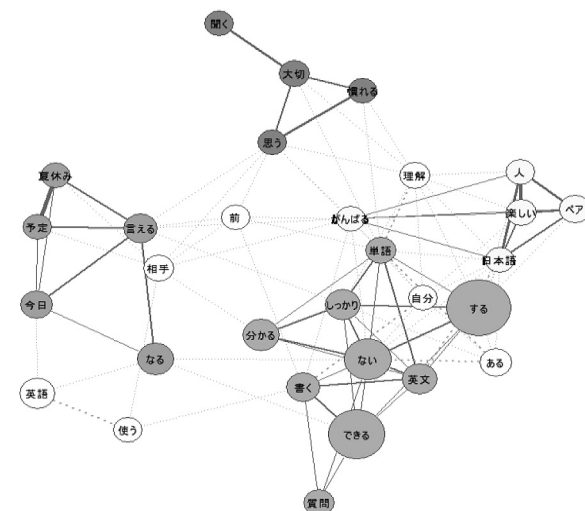
- (3) A lot of words related with the CDS like “read,” “write,” and “tell” are seen because the sharing of the list and repetition of the self-evaluation made the learners feel familiar with the list.

Then this research tried to focus on low learning needs groups to clarify what the learners, who chose “I can do, so I don’t want to this” or “I can’t do this, but I want to do this,” thought in depth, so the researcher used the same method of text-mining. The most frequent 23 words are in Table.15. The most frequent word is “understand.”

Figure 4 shows the co-occurrence network.

Figure 4 shows these five points:

- (1) Even low motivated the learners felt a sense of achievement when they completed a task like “To be able to tell the plan in the future.”
- (2) Especially low motivated learners liked to do tasks collaboratively, and their attitude towards learning improved in collaborative tasks.
- (3) By doing collaborative tasks, the low motivated learners could complete the task through scaffolding with other learners and their self-esteem improved (Nakajo, 2008). That contributed to making the low motivated learners positive towards English language learning.
- (4) They especially have difficulties in writing, and



**Figure 4. Co-occurrence network of words in low motivated group**

have strong negative feelings about writing in English.

- (5) The low motivated learners tried to compare their ability by themselves. The words “before” shows their conscious connecting of each task.

The result of the text-mining clearly shows that the learner’s consciousness was raised to recognize English as a communication tool, not just grammar in this research of collaborative task. And the words “want to do” and “was happy to understand” from the comments indicate that the CDS contributed to learners’ positive attitude towards learning English to some extent. It also became clear that the learners felt achieved towards learning goals via scaffolding. At the same time, with the low motivated learners, the contribution of the difficult tasks had a negative effect on the learners’ attitude, and made them feel they could not complete the task by themselves. So the instructors should be careful of the difficulty of the tasks.

## 5 PEDAGOGICAL IMPLICATIONS

### 5.1 Points for Making Learning Goals in the Form of the CDS

The researcher examined the CDS referred to Tono (2013), and the guide to study-attainment goal setting for foreign language teaching in the form of the “CDS” (MEXT, 2013). Making the CDS is very important and useful for teachers, but there are some problems. The problems the researcher found are:

- (1) Arrangements in the school; creating common understandings among the English teachers and principals
- (2) Ensuring the reliability of the CDS
- (3) The practical use of the CDS in the daily English class

In some prefectures and cities, prefectural Board of Education and English teachers made a common CDS together. Nagano prefectural Board of Education has cooperated together with Shinshu University to make a common CDS in Nagano Prefecture. This kind of collaboration between schools and universities will be highly encouraged to help teachers improve their teaching skills. It is also important to share the common ideas of the CDS and cooperate together. The researcher also had some difficulties in this respect.

To ensure the language descriptors are reliable, it is clearly important for English teachers to check the descriptors repeatedly. Mizuno and Goto (2015) have pointed out the lack of clarity in the aims of the Junior High School Course of Study (2007). They also noted two further points about making the CDS:

- (1) English language acquisition should be undertaken through interactions;
- (2) CAN-DO language descriptors need to include four factors: when, why, what, and language ability.

According to Mizuno and Goto (2015), in general, when teachers make the CDS, they make ambiguous descriptors. For example, “To be able to understand mostly what was said in English in a simple context.” However, here “simple context” is too ambiguous for imagining the learning goals, and “mostly” is not clear enough that learners can reach exactly the level the teacher expects. Mizuno and Goto claim that it is important for teachers to consider learning goals together with coworkers.

It is possible to fit the CDS into daily English lessons. We use textbooks and we set learning goals alongside the textbook. It is easy to create a task in the context of the textbooks, and fit the CDS to the textbook. Teachers should use the CDS in the daily English class, so it is clear enough when learners see the list that they also understand the learning goals. As

the guide to the “CDS” (MEXT, 2013b) for study-attainment goal setting in foreign language teaching pointed out, English teachers should cooperate to make the CDS reliable.

## 5.2 The Effect of Using Self-Evaluation in the Form of the CDS

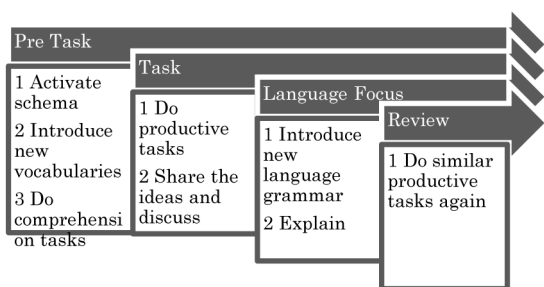
In the research, the correlation between using the CDS in English class and the understanding of English in class is medium ( $r=.48$ , effect size=medium) relative to other measurements. It is assumed that the effect of using the CDS is to raise the learners’ self-esteem and their metacognitive abilities. When the learners compared their learning with the CDS, their understanding in English classes was improved. Their words in the comments, which reflected their learning, are often seen in the worksheets, as are the descriptions of their language abilities. Repeating the self-evaluations contributed to the following kinds of improvement:

- (1) English was strongly considered as a communication tool because tasks and learning goals were connected to each other.
- (2) Thoughts toward the learning strategies were deepened because students compared their learning with the CDS, and began to look at themselves objectively.
- (3) As a result, in some groups, the grammatical ability and skills were improved.
- (4) Self-evaluation encouraged learners to reflect on their learning strategies.
- (5) Evaluating their task outcomes increased the learners’ positive attitude toward completing tasks.

## 5.3 Suggesting a Task-Based English Class Framework

The task in this research was based on Ellis’s definition (2003). To make tasks easier in English class, the researcher tried to make them shorter and lighter (Mini-task). All 13 English classes were based on Mini-tasks. Each class was based on the ideas of Willis’s task framework (1996). Figure 5 shows the procedure used in each class. The task framework (Willis, 1996) consisted of three cycles. In this research, the four cycles of the task are:

- (1) Pre-task: activate schema, introduce new vocabularies, and conduct comprehension tasks;
- (2) Task-cycle: do productive task, share ideas, and discuss;
- (3) Language focus: introduce new grammar points, explain;
- (4) Retry: do similar production or comprehension tasks again.



**Figure 5. Short-Term Task Procedure for Junior High Schools**

The retry is most important in this short-term task framework. By giving the learners opportunities to retry the task, learners are able to finish the class with the feeling of having achieved the learning goals.

In junior high school, doing English tasks will sometimes stress students. It is important for teachers to consider that students cannot acquire the language with only one task; they will acquire it only by doing the tasks repeatedly. It is also important to show the model of the task outcome to junior high school students. In junior high school, learners cannot easily imagine their outcomes without models. The students' comments show their feelings of achievement toward the learning goals. Those feelings contributed to improving their desires to do the tasks again. The teacher's feedback on the tasks is really important in language acquisition.

In the self-evaluation worksheets, we see positive comments, such as "I couldn't do the task well the first time, but I could the second time" or "I didn't understand what I should say in the task, but after the explanation, I understood what I should say, and I did it." These show the contribution of the task and the CDS in improving their learning and communication strategies.

## 6 CONCLUSION

In this research, it has become clear that when teachers made CDS and shared it with students, their instruction is integrated with assessment. This is one of the ways of reforming English education in Japan. It is also important to adjust the CDS to the daily learning goals (Okazaki, 2014). Many teachers in Japan wonder how they should create the CDS. Some of them have already done it once; however, it is not clear whether they use the list in daily English lessons.

According to Okazaki, Rakuyama, and Iguchi (2015), many of the junior high school teachers in Japan expected that MEXT would create the model CDS along with the Course of Study. Junior high school teachers must use the textbooks that each city chooses, unlike high school teachers. This is one of the reasons why teachers sometimes have difficulty in making own CAN-DO Statements. Thus it is possible for the prefectural Board of Education to make the CDS, and the City Board of Education to adjust it to the junior high schools in the cities. The next revision of textbooks (2016) is already available. Some of the textbooks have adopted the CDS. The learning goals in the form of the CDS are shown in each unit in these textbooks. It is hoped that teachers keep studying about the CDSs and use them in daily lessons.

One of the limitations of this research is that it would be difficult to verify whether repeating self-evaluations in the form of CDS or implementing task-based classes could contribute to students' consciousness changes. Also keeping task difficulty equal across English lessons would be the most difficult part. Thus, for the further study, it is necessary to divide these two factors that can affect learner motivation in learning languages.

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