

Experimental Introduction of Peer Feedback Activities in the PUT Classroom

Jason Walters

Introduction – Semester One Results

In May 2017, second year students in the Power-Up Tutorial (PUT) program at Nagoya University of Foreign Studies (NUFS) began a pilot program (PP) integrating peer feedback activities with discussion. Following modification of existing materials in order to improve the quality of peer feedback activities in the PUT classroom, I examined the possible effects of these activities on the reported beliefs of PUT students regarding the advantages of cooperation with other Japanese EFL learners.

Over a period of two months, PP students reported increased agreement that Japanese language learners can be a valuable means of support for their own language learning and expressed greater desire to help other Japanese EFL learners. Students also indicated greater confidence in their ability to deliver feedback to their peers after having accomplished these tasks together each week. The goal of encouraging students to consider their peers as valuable language learning resources and as worthwhile conversation partners appeared to have been successful. However, analysis of the students' utterances during feedback sessions showed inconsistent performance with regard to the depth and accuracy of feedback given; there was little evidence that students had improved in their ability to give meaningful feedback to their peers.

This report will discuss changes made to the PP and examine the results of the second semester's AR efforts with a new group of students.

Class size and context

This AR iteration was conducted with a total of 40 participating students who consented to be surveyed, recorded, and to have their classroom work analyzed. The

unique classroom setup of the PUT Program at NUFS requires that students be given the opportunity to receive lessons from a variety of teachers and to work with randomized groups of classmates each week. To maintain the dynamic PUT classroom structure, a single department (The Department of English Teaching) was selected in which students used modified materials and classroom procedures. Seven other teachers participated in the PP and assisted with data collection. Four times during the semester, students met with the same classmates and teacher (“home groups”) to allow observation of their performance over time.

Research Questions

- (1) To what extent do peer feedback activities in discussion classes impact students’ beliefs about their peers as language learning resources?
- (2) Can recursive conversations paired with targeted feedback activities improve Japanese English learners’ proficiency in the interactional patterns necessary to provide feedback?

Action Research Goal

To encourage students to consider their peers as valuable language learning resources by developing and introducing a lesson structure based around discussion-based peer feedback activities.

Overall Teaching Goal

To develop procedures for a group of teachers to help students provide their peers with accurate, useful, and varied peer feedback over the course of one semester.

- Accuracy: Are students noticing and reporting relevant features?
- Usefulness: Can group members understand and act on peer feedback?

- Variation: Can students provide comments on a number of distinct features?

Literature Review

Native English Speaking Teachers (NESTs) and Student Beliefs

The tendency of PUT students to overestimate the value of the NEST in comparison to their classmates is found not only in Japanese English classes, but in language courses worldwide. What Phillipson termed the “Native Speaker Fallacy” has had a strong impact on not only hiring practices and curriculum design, but also on student beliefs about “ideal” language teachers (cited in Alghofaili & Elyas, 2017). Moreover, students who specifically express a desire for classes taught by NESTs are generally unable to provide reasoning or justification for their preference, which may indicate that the belief in NESTs as ideal language teachers may be socially learned rather than based on personal learning experiences (Lipovsky & Mahboob, 2010, p. 160).

The idealization of the NEST as necessary for language learning presents a barrier to students learning English in that it deemphasizes the learners’ development of interlanguage through peer communication and reinforces the perception of learners as “failed native speakers” rather than multicompetent speakers in the process of developing their skills (Cook, 1999, p. 204). Cook suggests that placing more classroom emphasis on successful L2 users helps our students to recognize their strengths and come to understand that they are truly using L2 to communicate rather than simply attempting an imitation of native speakers.

Japanese Identity and Near-Peer Role Models

When surveyed, PUT students have indicated their perception of English proficiency as it relates to their Japanese identities, reporting surprise upon hearing other Japanese people speak English, embarrassment in the event other Japanese people hear

them speaking English, and expressing feelings that Japanese people who speak English well seem to share particular personality traits. This is relevant to the larger concern by both Japanese and foreign critics that increased emphasis on English education presents a threat to the Japanese language or to the uniqueness of Japanese culture (Head, 2015).

The concept that English ability displaces Japanese identity to some degree can be reflected in the learning choices and assumptions made by our students, which can have a negative effect on learners' desires to improve their proficiency (Lightbown & Spada, 2006, p. 70). In a study by Gadbonon, Trofimovich, and Magid (2005), learners were found to perceive peers who spoke with more native-like pronunciation to be less loyal to their ethnic group. These factors, in light of the perceived value of NESTs, may significantly affect our students' ability to view their Japanese peers or Japanese teachers as valuable language learning partners or role models.

Fortunately, through increased classroom focus on successful L2 learners, these beliefs can change over time. Citing a key point from Bandura's social learning theory, "seeing or visualizing people similar to oneself perform successfully typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities" (1977, p.87), Dr. Tim Murphey conducted a study in 2001 that exposed Japanese university students to videos of slightly older and more proficient peers from the same university, and found that the observers later reported a sense of identification with the speakers from the videos and an increased belief in themselves as potential English speakers.

Peer feedback in English writing classes

Teachers have long employed a variety of peer feedback activities, principally in ESL writing classes, with the goal of promoting social learning. These activities can have

varying degrees of success depending on the methods used (Villamil & Guerrero, 1996). In order for these activities to be effective in improving the quality of student writing, students providing feedback in L2 appear to require:

- 1) a clear understanding of the activity's procedures,
- 2) pre-training in the form of demonstrations or models,
- 3) specific boundaries or focus items on which to comment, and
- 4) a common understanding of how the feedback is organized and provided (orally, written, by means of highlighting or using symbols, etc.) (Rollinson, 2005; Shibata, 2017).

While existing research shows that peer feedback alone is insufficient for improvement of student writing, students across a variety of contexts report positive attitudes toward peer feedback activities in their writing classes (Baier Schmidt, 2012, p. 151-152; Grami, 2010, p. 151; Mendonca & Johnson, 1994, p. 764-766).

Peer feedback in English discussion classes

While relatively little research has been conducted on the efficacy of peer feedback in discussion classes, some teachers have introduced these activities with positive results. In 2013, Saito conducted a study of 46 students at Rikkyo University who participated in peer feedback activities over a period of two months. After completing these activities, students reported a high level of comfort giving and receiving peer feedback as well as improved relationships with their classmates. For my own action research cycle, I have adopted an activity structure similar to Saito's, but have expanded the focus of the research to examine the effect of peer feedback on student beliefs.

What I Did

Procedure for classroom activities

Students completed a weekly homework assignment, using a pre-recorded video of their older peers' conversation, in which they monitored the recorded discussion for a specific behavior or set of behaviors, and made notes about their observations by following instructions on a weekly handout.

In class, students were placed in groups of three (A, B, and C). Teachers led discussions about the video activity and prepared students to repeat the activity in an in-class conversation. Students A and B then discussed prepared topics for five minutes while C monitored and took notes on a memo sheet. Following the conversation, Student C gave verbal feedback to students A and B based on his/her notes. This cycle then repeated, with students A, B, and C changing roles. Following three conversation/feedback cycles, students discussed the topic as a group, attempting to make use of their peers' feedback.

Video activity homework and its corresponding weekly classroom activity focused on targeted practice of several discrete "feedback skills." These skills were identified during the previous semester's AR and taught individually as well as through combined practice, though the terms used to describe them and the sequence in which they were targeted were introduced experimentally and not based on existing research. These skills were:

- 1) Giving compliments- using a variety of phrases to praise specific features
- 2) Helping with lesson goals- remembering classmates' goals and reporting progress
- 3) Noticing conversation strategies- monitoring discussions and identifying strategy use
- 4) Giving advice- recognizing missed opportunities for skill use and highlighting opportunities for improvement in subsequent conversations.
- (5) Noticing body language and mood- noticing and reporting features such as eye

contact and gestures as well as the overall atmosphere of the conversation (serious, funny, and the like).

Students were surveyed at the beginning and end of the semester with a series of items discussing learner beliefs and attitudes about feedback, and submitted reflections as well as classroom work for analysis. Some home groups were recorded; however, technical oversights and errors resulted in incomplete data. Two focus students mentioned in this report were also interviewed twice during the semester.

What I Learned - Student beliefs and attitudes

Survey data from before and after PP activities were examined alongside student reflections and interviews, and appear to show modest but consistent changes in student beliefs during the semester. Students report a higher degree of positive affect toward feedback activities in terms of their confidence and perceived ability, are more likely to agree that speaking English with Japanese peers will help them to improve their English, and are less likely to agree that their Japanese identity is a barrier to learning English.

Compared with their pre-surveys, later survey results indicate higher confidence in students' ability to help their classmates in a variety of areas, including "giving advice," "noticing conversation strategy use," and "giving compliments." Some students also noted that the process of giving feedback helped them to improve their own English speaking in subsequent conversations, and this was supported by answers in reflections and interviews.

Recently, I can become to give my feedback well than before.

Yes, because conversation after giving feedback is better. And I think I can get some knowledge from their conversations.

However, it is worth noting that while their confidence in their feedback ability improved, reported confidence in the pre-survey was already higher than expected. As

shown in Figure 1, during the post-survey, students reported slightly increased confidence in their ability to give feedback to their peers. When compared to pre-survey results for the previous semester's class (Figure 2), we are able to see that this semester's students reported a comparatively high degree of confidence before beginning feedback activities.

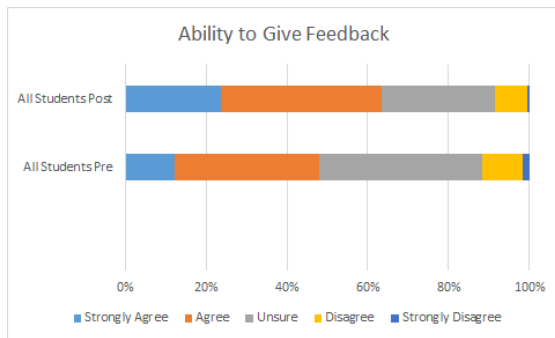


Figure 1. A comparison of PP students' responses to pre- and post-survey items regarding their perceived ability to give feedback to their classmates.

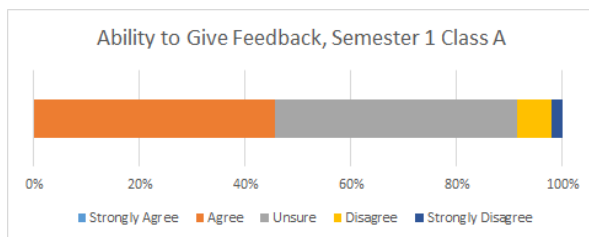


Figure 2. First semester students' responses to pre- survey items regarding their perceived ability to give feedback to their classmates.

This difference may be a result of the class chosen for this semester's PP. While last semester's PP was conducted with students in the British and American Studies Department, English Education majors comprised the semester two group. It is not unreasonable to hypothesize that students who choose to become English teachers may have comparatively high confidence in their ability to help other Japanese students. Even so, students in both groups expressed increased confidence in their ability to help their classmates despite their previous belief that they would not be able to do so. In short, the students report feeling increased success with feedback tasks that they have had the opportunity to complete multiple times.

Perception of peers as a means of support in language learning. Although the class’s pre-survey results had indicated strong initial belief in the value of cooperating with peers, the class’s post-survey results showed a slight increase in these positive beliefs following the semester’s activities. It should be noted, however, that in answering the open questions on this topic, many students expressed feelings that it the act of speaking more, regardless of one’s relationship with a conversation partner (or that person’s learning background), that results in success (rather than specifically speaking with peers or other Japanese people).

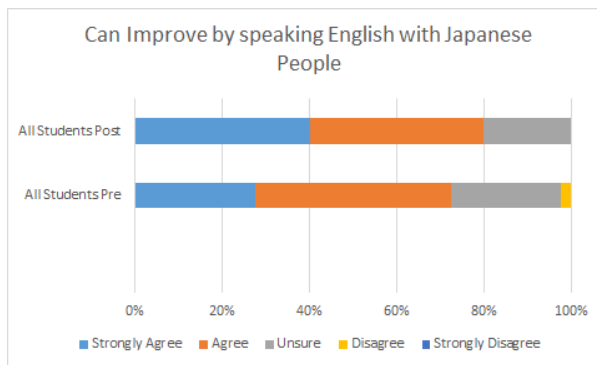


Figure 3. A comparison of PP students’ responses to pre- and post-survey statement “I can improve my English by speaking English with other Japanese people.”

In other words, while students initially agreed with (and later showed increased agreement with) the statement “I can improve my English by speaking English with other Japanese people” (see Figure 3), these survey results do not necessarily indicate a preference for speaking English with Japanese people or peers specifically, but rather that the students value conversation partners in general.

Japanese identity as a barrier to English ability. The types of questions included here require a “reverse ordering” of the Likert scale- increasingly negative responses would indicate increasing disagreement with the idea that English speaking is difficult for people of Japanese ethnicity in particular.

Although the majority of these students plan to go on to careers teaching English, many continue to report believing (or suspecting) that Japanese learners are subject to unique challenges not experienced by learners of other ethnic backgrounds or that English ability is linked to some degree with a loss of “Japaneseness.” Whether these perceptions reflect reality is a subject for another study. Regardless, following peer feedback activities, PP students were comparatively less likely to agree that Japanese identity presented specific difficulties in terms of English learning.

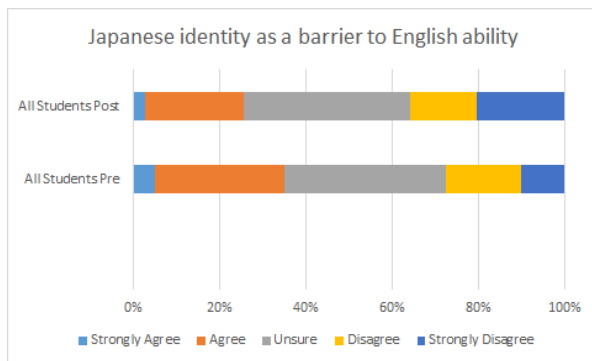


Figure 4. A comparison of PP students’ responses to pre- and post-survey items about Japanese identity as a barrier to English learning ability.

What I Learned – Performance and Feedback Ability

A secondary goal of the PP AR involved an examination of students’ ability to provide more varied, accurate, and useful feedback to their peers following targeted practice of previously mentioned feedback skills. Inconsistencies in assessment and record keeping among the PPs eight teachers, as well as technical issues with recording, created difficulties in data collection; it is not possible to quantitatively examine the usefulness of peer feedback in improving subsequent conversations with existing data. However, some insight on variation and accuracy can be gleaned from existing recordings, classwork, and student reflections.

During both week two and 10, focus students note a variety of features on which

to provide feedback (Table 1), though the number of notes taken does not appear to change significantly over time. This supports students' comments during interviews expressing difficulty with taking notes while actively listening. Teacher reflections and video recordings show that while students used their memos to provide feedback, the number and variety of feedback skills displayed had a negligible relationship to the volume of notes Taken (see Appendices for one comparison of verbal feedback with written memos).

Table 1

Group Example – Feedback memos

	<u>Kiwa</u> Wk. 2	<u>Kiwa</u> Wk. 10	<u>Yui</u> Wk. 2	<u>Yui</u> Wk. 10	<u>Mayu</u> Wk. 2	<u>Mayu</u> Wk. 10
Giving Compliments	1		1	1	3	2
Helping with Lesson Goals				1		
Noticing Strategy Use	1	3	2	1	2	4
Giving Advice		1				
Body Language/Mood	2	4	1	1	1	1

Table 2

Group Example – Instances of feedback skill use (verbal)

	<u>Ryo</u> Wk. 3	<u>Ryo</u> Wk. 8	<u>Kei</u> Wk. 3	<u>Kei</u> Wk. 8	<u>Nobu</u> Wk. 3	<u>Nobu</u> Wk. 8
Giving Compliments	3	5	4	5	1	3
Helping with Lesson Goals	2	1		2		
Noticing Strategy Use	2	7	2	5	3	2
Giving Advice	1			1		
Body Language/Mood		1		2		2

In Table 2, an increase in the variety of feedback skill use, as well as its accuracy (whether students are reporting on actual features of the conversation) can be observed within a single home group over a period of five weeks. Home groups' performance scores and teacher comments also indicate improvement with regard to variety and accuracy; however, in interviews, students report the belief that their improvement is more likely the result of increased familiarity with home group classmates rather than improved mastery of feedback skill use.

Discussion

As an *experimental research* project measuring the effects of peer feedback activities on student beliefs and performance, the pilot program has produced modest results that may justify further exploration. However, these results are secondary to the project's value as an *action research* effort for teacher improvement. Attempting new methods of data collection, reflecting on lessons and making changes when possible, and working closely with focus students enabled me to examine my own teaching methods with a more critical eye. I benefited heavily from collaboration with co-teachers; though the PUT system was a source of difficulty in terms of data collection and consistency, these colleagues provided valuable feedback on my chosen methods and suggested changes that may not have occurred to me otherwise.

This AR has allowed me to reconsider assumptions about my students, e.g., that they tend to undervalue their peers in the learning process. I now have a greater appreciation for the significant impact of familiarity between students on group affect and willingness to engage in new activities. Reactions to the video homework activity revealed the need for greater variety in classroom materials. Teacher reflections have helped me to better appreciate frustration resulting from overly restrictive classroom procedures; though increased flexibility may introduce inconsistency in data collection, the PUT classroom culture appears to benefit from greater teacher autonomy. I have also come to appreciate the importance of specificity when creating learning objectives, the necessity of a strong assessment rubric, and the failures that can result when these elements are neglected.

I appreciate having had the opportunity to collaborate with other skilled teachers and advisors, and am grateful for the cooperation of the PP students. Future iterations of this AR will benefit from the practical lessons I have learned this semester, and I am

optimistic that our PUT students will continue to benefit from the action research conducted by their teachers.

References

- Alghofaili, N. M., & Elyas, T. (2017). Decoding the Myths of the Native and Non-Native English Speaker Teachers (NESTs & NNESTs) on Saudi EFL Tertiary Students. *English Language Teaching, 10*, 6.
- Baierschmidt, J. (2012). Japanese ESL learner attitudes toward peer feedback. *The Journal of Kanda University of International Studies, 24*
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Cook, V. J. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly, 33*, 2.15.
- Gadbonton, E., P. Trofimovich, and M. Magid. (2005). Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. *TESOL Quarterly 39/3*: 489-511.
- Grami, G. M. (2010). *The effects of integrating peer feedback into university-level ESL writing curriculum: a comparative study in a Saudi context* . Newcastle upon Tyne: University of Newcastle upon Tyne.
- Head, P. (2015). English as an International Language in Japan: A threat to cultural identity? Paper presented at The Asian Conference on the Social Sciences. June 2015, Kobe, Japan.
- Lightbown, P., & Spada, N. M. (2006). *How languages are learned*. Oxford: Oxford

University Press.

- Lipovsky, C., & Mahboob, A. (2010). Appraisal of native and non-native English speaking teachers. *The NNEST lens: Non native English speakers in TESOL*, 154-179.
- Mendonca, C. O., & Johnson, K. E. (1994). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL Quarterly*, 28 (4), 745-769.
- Murphey, T. & Arao, H. (2001). Reported Belief Changes through Near Peer Role Modeling. *TESL-EJ*, 5 (3), pp. 1-15.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59 (1), 23-30.
- Shibata, N. (2017). Improving students' writing abilities through content-based instruction. Paper presented at Nagoya University of Foreign Studies English Teaching Workshop. May 2017, Nagoya, Japan.
- Saito, Y. (2013). The value of peer feedback in English discussion classes. In N. Sonda & A. Krause (Eds.), *JALT 2012 Conference Proceedings*. Tokyo: JALT.
- Villamil, O. S., and M. C. M. de Guerrero. (1996). Peer revisions in the L2 classroom: social cognitive activities, mediating strategies, and aspects of social behavior. *Journal of Second Language Writing*, 5/1: 51-75.

Appendix A – Wk 8 Lesson Plan

Lesson Plan – PUT Pilot Program Week 8

Name: Jason Walters

- Goal(s):
- 1) Students can discuss each day's topic in pairs for five minutes
 - 2) Students can monitor their peers' conversations and recognize specific behaviors
 - 3) After monitoring, students can give skill-specific feedback to their peers

Time	Interaction	Activity & Procedure
5	T-Ss	Homework check and goal-sharing <ul style="list-style-type: none"> ● Tutor writes student names and homework scores in attendance sheet ● Students should share their lesson goals with one another and briefly discuss them as a group
10	T-Ss	Feedback Skill- Discussion <ul style="list-style-type: none"> ● Teacher leads a brief discussion on the homework – relate it to the conversation activities for the day ● Review Feedback Memo sheet for this week (similar to homework) ● Care should be taken to relate this week's feedback skill to the "participation" and "understanding" sections of the scoring rubric.
5	S-S	Conversation 1 <ul style="list-style-type: none"> ● Students A and B use their "Let's Talk" keywords and questions to have a five-minute pair conversation. ● Student C monitors and takes memos on the week's sheet
2	S	Feedback and Discussion <ul style="list-style-type: none"> ● Student C gives verbal feedback based on the day's feedback target ● Students A and B note their feedback on their lesson review sheets, discuss feedback if time allows
5	S-S	Conversation 2
2	S	Feedback and Discussion
5	S-S	Conversation 3
2	S	Feedback and Discussion
Rotate and repeat activity x2		
5	S-S	Group Conversation <ul style="list-style-type: none"> ● Teacher reviews assessment rubric and relates it to peer feedback given in previous conversations. ● Students have a final discussion on the week's topic ● Following the conversation, students write their group conversation score on their lesson review sheets
4	T	Teacher Feedback <ul style="list-style-type: none"> ● Teacher assesses the conversation based on scoring rubric

Total Time
 S-S: 20 mins
 S: 6 mins
 T-Ss: 15 mins
 T- 4 mins

Appendix B – "Ryo" Feedback Memo Sheet

"Ryo" - Feedback Memo Sheet		Classmate's Name Nobu	Classmate's Name Kei
Lesson Goals			
How did they do?	keep talking in English (Participation)		without pause (participation)
Conversation Skills			
What could you notice?	checking for understanding • asking questions In Japanese word "okashiro koshi" ↳ I found this very useful.		• details • want to ask you sth & asking back.
Compliments			
What did you like about this conversation?	a bit confused in the beginning It's not your girl.		Great that he ignored today's topic from the beginning

Appendix C - Peer Feedback (excerpt), Week 8

[00:14:57.29]

- 1 Ryo okay (...) Um (.) I liked (...) well I LOVED that Kei ignored today's topic from beginning [00:15:11:06]
- 2 Kei haha [00:15:12:43]
- 3 Nobu haha [00:15:12:37]
- 4 Ryo he started ss (.) new topic and I THOUGHT it was (...) really goo- wel- [00:15:17.08]
- 5 Nobu (2) [00:15:20:51]
- 6 Ryo yeah [00:15:20:59]
- 7 Kei (1) どこに行きたいの {doko ni ikitai no, where do you want to go?} [00:15:21:94]
- 8 Ryo like (...) Scott was saying (.) it's not robotic (...) you talked what you wanted to talk (...) I I (...) really liked it (1) and Nobu (...) yeah a bit confused at the beginning cause of Kei's topic (...) but um you checked for understanding, explaining, reaction and (.) I really like that you use said, in Japanese words, before saying お菓子の城 {okashi no shiro, candy castle} [00:15:54:25]
- 9 Nobu easy easy (.) too (1) [00:15:57:50]
- 10 Ryo oh ah- [00:15:58:89]
- 11 Kei ha ha ha [00:15:59:04]
- 12 Ryo checking for understanding, (2.5) checking for understanding, explaining, (3) reaction (1.5) and I really like that you said, in Japanese words, before you actually say the Japanese words (...) cause- it- (.) well (1) it- I just feel it's less (...) ahh rude? Maybe (1.5) less rude [00:16:40:19]
- 13 Nobu huh. [00:16:41:66]
- 14 Ryo huh. (...) polite. [00:16:42:33]

Appendix D - Semester 2 Week 12 アンケート 名前: _____

はじめに

これはあなたの PUT での経験についてのアンケートです。このアンケートは、あなたの考えや意見がこれからの PUT のレッスンをより良いものにする為にとっても大事な情報となり、そして助けになります。もしこのアンケートを受けたくない場合は、受けなくても構いません。また答えたくない質問がある場合は、飛ばしていただいても構いません。質問がありましたら、PUT の先生にご遠慮なく聞いて下さい。あなた方の正直な考えと意見に心から感謝致します。

Section A: あなたの英語学習経験について

Section B: あなたの意見について

Section C: 正直にあなたの意見を書いてください

Section A: あなたの英語学習経験について

あなたの今までの言語学習経験について少し教えて下さい。

1. 英語を初めて習い始めたのはいつですか？

- 小学校
- 中学校
- その他: _____ (プリスクール, 家庭内で, etc.)

2. あなたは今までに、他の国で暮らした事がありますか？

- いいえ
- はい (_____ 年間)
 - a. はいの人は、どこに住みましたか? _____
 - b. はいの人は、その時何の言語を話しましたか? _____

3. あなたは今までに、海外の語学プログラムの参加やホームステイをした事がありますか？

- いいえ
- はい (語学プログラム _____ 週間/ヵ月)
- はい (ホームステイ _____ 週間/ヵ月)

4. 下記について、あなたの考えと一番一致している数字に○を付けて下さい。

	強く反 対する				強く賛 成する
私は前の学校で日本人の英語の先生から英語 を学んだ事は良い経験だった。	1	2	3	4	5

5. NUPS に入学する前に、英語を母国語とする先生から英語の授業を受けた事がありますか？

- いいえ
- はい (ALT から _____ 年間)
- はい (英会話またはプライベートの先生から _____ 年間)

Section B: あなたの意見について

このセクションでは、あなたが学ぶ為にクラスメートと先生がどのようにしてあなたを助けていると感じているか教えて下さい。

下記について、あなたの考えと一番一致しているものに✓を付けて下さい。

6. PUT のレッスンの中で、一番有益な部分は _____ です。下から1つ選んで下さい。

- 英語を母国語とする先生と英語で話す事
- クラスメートと英語で話す事
- 英語で色々なトピックについて話すチャンス
- がある事
- 色々な種類のコミュニケーションスキルを
- 練習する事

一番有益なことについて、その理由を書いて下さい:

7. 私は _____ が問題ではない。

	強く反対 する	反対する	どちらで もない	賛成する	強く賛成 する
クラスメートの前で英語を話す事	1	2	3	4	5
クラスメートに彼らの英語のスピー キングについてアドバイスを する事	1	2	3	4	5
クラスメートが間違いをした時に教 えてあげる事	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

8. 私は私のクラスメートに_____。

	強く反対 する	反対する	どちらで もない	賛成する	強く賛成 する
もっとフィードバック*を行って 欲しい	1	2	3	4	5
私の英語が理解出来ない時に教えて 欲しい	1	2	3	4	5
私が間違った時に直して欲しい	1	2	3	4	5

その他クラスメートのフィードバックによって助けになった事:

9. 私のクラスメートと私は _____。

	全く行わ ない	反対する	どちらで もない	賛成する	良く行う
英語を話す事についてお互いに アドバイスをし合う	1	2	3	4	5
お互いの宿題を助け合う	1	2	3	4	5
クラスの外で英語を一緒に話す	1	2	3	4	5

その他私がクラスメートにサポート出来る事:

10. 下記について、あなたの考えと一番一致している数字に○を付けて下さい。

強く反 反対 どちらで 賛成 強く賛

	対する	する	もない	する	成する
クラスメイトのレベルが自分より上の時の方が 自分はクラスの中での出来が良くなっていると思 う。	1	2	3	4	5
自分の英会話力を自慢していると思われたくな い為、時々クラスで英語を話す事を控える。	1	2	3	4	5
私は流暢な英語を話す日本人に出会った時に 驚く。	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

1 1. 私はクラスメイトの _____ について適切なフィードバックが出来る。

	強く反対 する	反対する	どちらで もない	賛成する	強く賛成 する
カンバセーションスキル	1	2	3	4	5
その日のレッスンゴール	1	2	3	4	5
アイコンタクトや ボディーランゲージなど	1	2	3	4	5
経験や意見交換	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

1 2. クラスメイトは私の _____ について適切なフィードバックが出来る。

強く反対 反対する どちらで 賛成する 強く賛成

	する		もない		する
カンバセーションスキル	1	2	3	4	5
その日のレッスンゴール	1	2	3	4	5
アイコンタクトや ボディランゲージなど	1	2	3	4	5
経験や意見交換	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

1 3. 下記について、あなたの考えと一番一致している数字に○を付けて下さい。

	強く反 対する	反対 する	どちらで もない	賛成 する	強く賛 成する
私は他のアジアの国の人々が英語を教えるより も日本人が教える方が難しいと思う。	1	2	3	4	5
私は他の日本人と英語を話す事で自分の英語力 を向上出来ると思う。	1	2	3	4	5
私は他の日本人に英語力を向上させる手助けを したい。	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

1 4. 下記について、あなたの考えと一番一致している数字に○を付けて下さい。

強く反 対する	反対 する	どちらで もない	賛成 する	強く賛 成する
------------	----------	-------------	----------	------------

英語を上手く話せる日本人は日本の社会の枠に 上手くはまっていないように見える。	1	2	3	4	5
私は、他の日本人に私の英語を話しているのを 聞かれると恥ずかしい。	1	2	3	4	5
私は日本人がとても良い英語の先生になれる と思う。	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

15. 私は_____が得意だと思う。

	強く反対 する	反対する	どちらで もない	賛成する	強く賛成 する
クラスメートの会話の良いところに 気づく事	1	2	3	4	5
クラスメートの会話の良いところを 褒める事	1	2	3	4	5
自分のその日のレッスンゴールを 覚える事	1	2	3	4	5
クラスメートのその日のレッスン ゴールを覚える事	1	2	3	4	5
クラスメートのその日のレッスン ゴールを思い出させる事	1	2	3	4	5
クラスメートに彼らの英語のスピー キングについてアドバイスをする事	1	2	3	4	5
クラスメートの会話内容を理解 出来る事	1	2	3	4	5

何か意見があれば何でも具体的に自由に書いて下さい:

Section C: あなたの考え

あなたの意見を自由にお聞かせ下さい。日本語で構いません。

16. クラスメートとお互いにフィードバックをした経験について、どう感じましたか？ 具体的に自由に書いて下さい。

17. 後輩からどうしたらもっと上手に英語を話せるようになれるかと聞かれたら、あなたならどんなアドバイスをしますか？ 具体的に自由に書いて下さい。

18. 日本人同士が英語を学ぶにあたって助け合う能力についてどう思いますか？ 具体的に自由に書いて下さい。

より良いPUTにする為のアンケートに答えて下さりありがとうございます。

このアンケートに時間をかけて下さった事に感謝しています。NUFSの生徒の為に、より便利で楽しいレッスンが行える事を楽しみにしています。