

Table 5. Modified Version of the Rubric for the Speaking Test (December 2004)

Criteria	Total points	Description and rating
Fluency and content	10	(10) Be able to maintain 3-minute conversation fluently, with good content (7) Be able to maintain a 3-minute conversation with some silence, with adequate content (4) Be able to maintain a 3-minute conversation with some silence, with poor content (1) Be hardly able to maintain a 3-minute conversation with some long silences
Accuracy (grammar and pronunciation)	3	(3) Be able to communicate with accuracy (2) Be able to communicate with some errors (1) Communicate with many errors, using mainly key words
Delivery (volume and eye contact)	3	(3) Be able to speak with good volume and eye contact (2) Occasionally speak with adequate volume and eye contact (1) Be hardly able to speak with adequate volume and eye contact
Strategies (conversation strategies and follow-up questions)	4	(4) Be able to use many conversation strategies and follow-up questions (3) Be able to use some conversation strategies and follow-up questions (2) Use a few conversation strategies and follow-up questions (1) Be hardly able to use conversation strategies and follow-up questions

Figure 1. Conversation Strategies Handout

Communication Strategies

Me too./Me neither.

I see.





Oh, really?

Oh, yeah?

Questions

1. What did you eat in Okinawa?
2. What did you buy in Okinawa?
3. What was the most impressive place?
4. What else did you do?

Figure 2. People I Admire Guessing Game

Student A No. 1-2A	Student B 1-2 B
<p>1. Guessing Game Ask many questions about a famous person and guess who he/she is!</p> <p>*Let's try with your partner.</p> <div data-bbox="469 730 571 831">  </div> <div data-bbox="612 730 799 808"> <p>Name: J.K. Rowling Occupation: Writer "Harry Potter and the order of phoenix"</p> </div> <div data-bbox="469 864 571 965">  </div> <div data-bbox="612 864 799 943"> <p>Name: Cho Ji Woo (최지우 나노 - 201) Occupation: actress "Winter sonnet"</p> </div> <div data-bbox="612 1010 799 1111"> <p>Name: Occupation:</p> </div>	<p>1. Guessing Game Ask questions about a famous person and guess who he/she is!</p> <p>*Let's try with your partner.</p> <div data-bbox="911 712 1050 813">  </div> <div data-bbox="1075 730 1262 808"> <p>Name: Hayao Miyazaki Occupation: animator and director "Spirited away" (千と千尋の神隠し)</p> </div> <div data-bbox="927 846 1050 925">  </div> <div data-bbox="1075 853 1262 931"> <p>Name: Takuma Sato Occupation: Driver F1 Debut: 03 Mar 2002</p> </div> <div data-bbox="1075 987 1262 1088"> <p>Name: Occupation:</p> </div>

Sato advised us to try peer editing in a meeting. He demonstrated each step, and we started to try the technique in the classroom. I learned from my students that peer editing works well for slower learners, too. With the help of peers, students can deepen their ideas and are encouraged to rewrite their composition. What's more, they enjoy sharing their writings. For instance, after their 9-month study, students began writing and talk about a new topic, People I Admire, in January 2005. When a student in a general class, Hideki, finished writing about the topic, he had written only four sentences. To be honest, I was quite shocked to see his poor writing. Then it was time for peer editing. Students exchanged papers and began peer editing using the following four steps:

- *Step 1.* Read for 1 minute, and ask five questions to your partners about the topic. (Questions are given by teachers.)
- *Step 2.* Underline words and sentences and mark as ☆, more, or ?.
 ☆ = words and sentences you are impressed with
 more = words and sentences you want to know more about
 ? = words and sentences you don't understand
- *Step 3.* Write comments and questions about the content in your first language (Japanese).
- *Step 4.* Share the comments with your partner.

After the first peer editing, Hideki added three sentences to his composition. He tried to answer the questions from his peer (see Composition 1, Figure 3). Hideki and the others did two more peer-editing sessions with different students and were asked to rewrite their compositions at home. In the next class, I was surprised to find that Hideki's composition was longer (see Composition 2, Figure 4). He even brought to class a magazine that featured his fishing hero. After one more peer-editing and conversation activity with several different students, Hideki finished the final draft, which included pictures. He was very proud of the final product (Composition 3, Figure 4).

2-3. Takahashi's Episode 3: The Power of Conversation Strategies

The following is Takahashi's description of how conversation strategies helped her students develop their skills:

In Writing for 2nd-year students, students wrote and talked about a topic many times in class. Students had a 3- to 4-minute conversation with several different partners, an activity we called timed conversation. A final timed conversation was recorded on tape so that students could transcribe and analyze the conversation. To keep a conversation going, we introduced conversation strategies for every topic. Students practiced

Figure 3. Composition 1

Let's write more about the people we admire

I want to be a...

I admire Masuma because he is professional fishing person.
He is quite professional.
He is very cool.
I like fishing.
Masuma is very cool and his fishing gear is good.
Masuma has professional fishing gear.
He is very cool.

1. What is his name?
2. How tall is he?
3. How old is he?
4. What is his job?
5. What is his hobby?

After the first peer editing, he added these three sentences.

This is good. Do you go fishing? In what way is his casting good? Why do you like him?
(English translation)

I'm not sure why you like him (English translation)

What aspect do you think is cool about him?
(English translation)

Composition 1 (the first draft)

was a test, but I really enjoyed having a conversation. I feel so happy.” She also wrote the following comments in her portfolios:

As I had timed conversations many times, I got used to having a conversation little by little. At first, I didn’t know what to say, but I started to use “How ’bout you?” and shadowing during a conversation. Then gradually I could understand what my partner said. (1st portfolio, July 2004)

Before the summer vacation, I just said what I had memorized. However, as I came to use conversation strategies such as “Me, too!”, “Sounds good!”, and shadowing, conversations became more natural. I’d like to practice asking follow-up questions more, and I will make effort to say something even if I don’t know the right expressions. (second portfolio, December 2004)

In April, I was very nervous when I had timed conversations. Today I had a speaking test and I was surprised to notice how much I relaxed and enjoyed having a conversation. I was happy because I could enjoy talking. I explained to my partner what I didn’t understand and asked her to explain more. It was wonderful! I can manage a conversation if I practice a lot. (3rd portfolio, February, 2005)

As Ami’s transcription (see Figure 5) shows, she could maintain a 4-minute conversation by using conversation strategies (or communication strategies). This was completely different from using a memorized conversation because Ami could negotiate the meaning with her partner. The next section talks about how other students acquired these conversation strategies and thus improved their communication skills. The results support Sato’s (2005) finding that developing learners’ ability to use communication strategies leads to their overall acquisition of a second language.

Student Learning: Developing Confidence in Using English

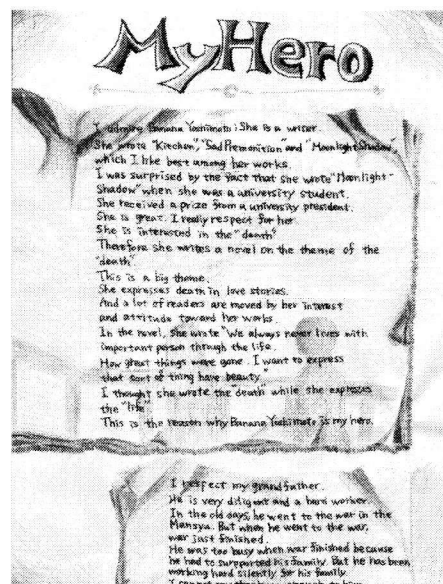
Both teachers and students were unsure about what would happen in the Writing class. Yet, by the end of April, teachers began to see some positive results. Inagaki said in the meeting, “This approach is good because students are busy working on activities, and they have no time to sleep in class” (field notes, April 28, 2004).

As teachers became accustomed to this approach and began to see students enthusiastically engaging in activities, their confidence increased. Although there were ups and downs, students reflected on what they had learned in February 2005 and reported in their portfolios that they felt they had improved their writing and speaking skills.

Figure 5. Ami's Transcription and Fun Essay

Ami: Who do you admire?
 Maki: I admire Tabuse Yuta. Do you know him? (*follow-up question*)
 Ami: He is a basketball player.
 ---cut---
 Maki: OK.OK Bur recently he...Tabuse laid off from Phoenix Suns.
 Ami: Laid off? (*Shadowing: Asking for clarification*)
 Maki: Ah...hmm..laid off....Now he can't play in the Phoenix Suns.
 So....
 Ami: He leaves the team. (*using other words*)
 Maki: Yes! Yes!
 Ami: I see!
 Maki: So he isnow he is free. He is waiting offer from another team in NBA. He is very small.

Part of Ami's transcription



Ami's fun essay

Tomoko: *I wrote only five sentences in April, and it was difficult. Now I can write 10 sentences even if it takes a long time. And I now use a dictionary when I write! This is a big change for me! (3rd portfolio, February 2005)*

Satoshi: *We had a lot of timed conversations with different partners. After this conversation class, I managed to have a conversation for three minutes. It is important to have a lot of conversation practice. I also learned many expressions from my friends. (3rd portfolio, February 2005)*

Hiroko: *Conversations helped me write more about the topic, because I got more ideas during and after conversations. (3rd portfolio, February 2005)*

Student self-evaluation surveys conducted in October 2004 and February 2005 corroborated the results. In April, 58% (19% and 39%) of the students said they thought they could write fewer than five sentences about a topic and only 8% (6% and 2%) thought they could write 15 or more sentences. In contrast, in February, 8% (2% and 6%) reported they could

write fewer than 5 sentences, and 57% (29% and 28%) reported they could write 15 or more sentences (see Table B6, Appendix B). Regarding speaking skills (Tables B7–9, Appendix B), in April 77% (32% and 45%) of students said they thought they could not maintain a 2-minute conversation without compositions. Only 2% thought they could speak for 2 minutes without looking at a written paper. In contrast, in February, 13% (2% and 11%) reported they could not maintain a 2-minute conversation without compositions, and 87% (34% and 30% and 23%) reported they could keep talking for 2 minutes without compositions. In February, 84% (40% and 32% and 12%) of students reported that they could have a 3-minute conversation without compositions. Of students in the advanced classes, 89% (48% and 23% and 18%) reported they could maintain a 4-minute conversation without compositions. In 2002, only 58% (40% and 15% and 3%, see Table B5) of students reported that they could achieve a 3-minute conversation without compositions. By 2004, there was a 26% increase in the number of students who could do so. In an interview, Takahashi commented why most students achieved the goal:

A good thing about this year is that we established goals and objectives and showed them to our students in April. Also we used the videos of speaking tests and written materials of our previous students two years ago. Our students were encouraged by the good models. Moreover, teachers collaborated more and held weekly meetings, which we could not do two years ago. As a result, students in all six classes worked toward the same goals. That made a difference, I think. (1st interview, September 2004)

Another teacher, Inagaki, said that students in her class were impressed with the fun essays displayed on the wall that Takahashi's students had written.

When they wrote about the Olympic games, they wrote more than I had expected. Moreover, they were influenced by students in other classes. For example, some boys wrote using only a pencil at first. Then, after they saw other students' work displayed on the wall, they started to write with colored pens and add pictures. I was impressed with how all the classes were involved in this project. (1st interview, September 2004)

In short, teacher collaboration resulted in better student outcomes. Compared with the first project, Takahashi felt that all six classes worked toward the same goals. Successful teaching experiences encouraged teachers. Kubo, a senior teacher, reflected on his experience in that year:

To be honest, I was really surprised to know this kind of teaching approach exists. I will retire in three more years. But, I really had a great experience this year. If I had studied English with this kind of approach as a high school student, I would have improved my communication skills. I had been teaching English based on a traditional approach for over 30 years. Therefore, it was an eye-opener for me. (second interview, March 2005)

The following section describes how three teachers continued to teach in 2005.

The Second Year: Challenging Discussion and Debate

Takahashi and two other teachers, Inagaki and Kubo, continued teaching the 3rd-year students and formed a team. With Sato's advice, they set goals to further improve students' communication skills. As they did the previous year, they developed a syllabus and showed it to students at the beginning of their Writing class. The syllabus was as follows:

Goals

- Improve communication skills (focus on speaking and writing skills)
- Develop awareness about language learning

Objectives

- Enable students to have 4-minute discussions about social topics
- Enable students to write a five-paragraph essay about social topics
- Enable students to think logically and express their opinions in a debate
- Enable students to be autonomous learners through peer editing, self-assessment, and portfolio assessment

Topics (from *Impact Topics*, Day & Yamanaka, 1999)

- I Can't Stop (Unit 4; discussion)
- My Pet Peeves (Unit 19; discussion)
- Smoking (Unit 3)
- Living Together Before Marriage (Unit 10; debate)
- English Should be a Second Official Language in Japan (Lesson 7: English and the Filipinos, from the textbook in English Reading class; debate)
- Cosmetic Surgery (from *Impact Issues*, Day & Yamanaka, 1998; debate)
- Cyber Love (Unit 8; debate)

Assessment Components

- term examination (40%)
- assignments (15%)
- speaking test (20%)
- fun essay (20%)
- portfolio (5%)

Furthermore, Sato advised teachers to use a video camera instead of a tape recorder so that students could see how they interacted with their partners. On recording days, students brought their own videotapes and watched them after recording for self-evaluation. As students became accustomed to discussions, they began learning how to debate in July, according to the syllabus. This was another challenge to teachers because they had never held a debate in class. Yet these teachers, with Sato's help, practiced debating, made a videotape, and showed it to their students in class. Takahashi tried a debate in her class (see Appendix A for sample handouts). Although the debates had not been very successful 2 years previously, they worked well this time. Takahashi talked about debates in her first interview in 2005:

I tried a debate in my class. It was successful, and I have learned a lot about debate. When I tried it two years ago, it did not work. Since then I have learned what skills are necessary for debate. Following Sato's advice, we had our students practice summarizing what their partner said. Also, students were encouraged to use conversation strategies when they could not understand what their partner had said. I could understand that this kind of practice led students to successful debate. (1st interview, September 2005)

In November 2005, Takahashi presented the results of the two projects at a national conference for high school teachers of English, which more than 3,000 teachers and teacher educators attended. The other teachers helped Takahashi prepare for the presentation. Educators evaluated the projects very highly, and the teachers gained confidence in curriculum revitalization at their school. Inagaki commented on the presentation,

To be honest, before the conference, I did not clearly understand what we had been doing. I guess other grade level teachers did not understand, either. However, as we reflected on what we had done over five years, we could confirm the significance of the projects and some achievements we had made. (second interview, February 2006)

Conclusion

This chapter has described how teachers in an English department in a Japanese high school struggled with projects implemented by the prefectural government and overcame difficulties to revitalize their curriculum. The teachers were forced to work on curriculum revitalization based on top-down initiatives, and they often resisted and struggled with the projects. Yet, stimulated by the outside support of a university teacher, they began collaborating and striving to meet the same goals, particularly during the second project. The more they worked together, the more successful their teaching practices were. As the benefits of the teachers' efforts were confirmed by improved student outcomes, the teachers began to develop materials and share them with one another. They generated many teacher-learning opportunities within the context of their school as they worked on their curriculum revitalization as a team.

Throughout the first project, the teaching culture of the school was typical of the culture in other schools. Teachers resisted new approaches; lowered their expectations, especially in general classes; and avoided discussing teaching issues. As Kubo said, quoted earlier in our chapter, most teachers thought they could continue to teach based on traditional approaches, as done in other high schools. Moreover, they reported in their interviews that teachers of other subjects in their high school expected the English teachers to place more emphasis on examination-oriented English. Without sufficient communication and evaluation of the project, they might easily have gone back to their routine practices.

Yet, the teachers gradually began to take risks. They also changed their teaching practices and assessment strategies, communicated more about teaching, and moved away from the textbook. Through these activities, the teachers' beliefs about language teaching and learning evolved (see Sato & Kleinsasser, 1999), and this had the potential to affect the culture of the school (Sato & Kleinsasser, 2004). In particular, by changing how they performed assessments and developing coherent assessment criteria, teachers develop new and effective practices (see Sato & Takahashi, 2003). Falk (2001) affirms that "[i]nvolving teachers in scoring students' responses to large-scale standard-based performance tests offers rich opportunities to enhance teacher learning" (p. 127).

In the second 2-year project (2004 and 2005 school years), four teachers formed a team. They discussed goals and objectives and created a syllabus, which they gave their students at the beginning of the school year. Moreover, they spent 1 hour per week meeting together. The regular meeting became a place not only for asking questions about practices, but also for sharing their teaching ideas and materials. As Sugiura reported, the

weekly meetings created learning opportunities within the school context that were grounded in their daily practices. As a consequence, all teachers and students began working toward the same goals. To the surprise of the teachers, the student self-evaluation survey indicated much better outcomes than 2 years previously. These teachers gained confidence in the curriculum revitalization they had been working on as they confirmed better student outcomes. The teacher learning influenced student learning, and vice versa (McLaughlin & Talbert, 2001; Sato & Takahashi, 2003).

Nonetheless, the teachers talked about the difficulties they faced. Above all, they stated time and again that they lacked time for communication. They discovered that one weekly meeting was not enough. For example, they could not afford time to talk about other English classes (English II or Reading), although they had agreed to improve these classes through the integration of language skills. Thus, horizontal articulation (between different English classes in the same grade) remains weak compared with vertical articulation. Fortunately, Sugiura became a leader for the three 2nd-year teachers and has continued to use the same approach in the Writing class, modifying some materials.

We conclude with a number of questions. How can these teachers continue to develop their curriculum after the project is over? How can a university teacher collaborate more with schoolteachers on curriculum development? How can teachers continue to communicate and collaborate with one another, discuss teaching issues, evaluate programs, and set up new goals? How can they involve other teachers in making a thorough 3-year curriculum? How can they generate more learning opportunities in their workplace and empower themselves to be lifelong learners? We believe the answers lie in continuing teacher development through reflective development of practice. As this chapter describes, the teachers transformed their workplace into a site for inquiry as they struggled, went through conflict, agreed and disagreed with one another, and tried new practices little by little (see Ball & Cohen, 1999). In other words, they began helping to transform their school from one with a weak teaching culture into one that is a learning organization or a “community of practice” (Murphey & Sato, 2005; Wenger, 1998) as they carried out their curriculum revitalization simultaneously with their own professional development.

Appendix A: Sample Handouts and Students' Work

ORAL COMMUNICATION (1ST-YEAR STUDENTS)

Unit 3: My Pastimes

Oral Communication Unit 3 My Pastimes

Let's enjoy making an excuse!

<Situation 1>
 さて、言い訳を口づかして、Excuse 1)~3)に書きましょう。

Would you like to go cycling with me?
 OK, I'd love to, but

Example) Oh, I'd love to, but I have to study English.
 Excuse 1) _____
 Excuse 2) _____
 Excuse 3) _____

<Situation 2>

Would you like to?
 Oh, I'd love to, but I have to go shopping with my friend.

うーん! どうしても僕(女)をデートに誘いたいなあ。
 どうしても友達と買い物に行かなくてはならない。

Would you like to go shopping with me?
 1) Would you _____
 2) Would you _____
 3) Would you _____

Creative なものも考え、書きましょう!

Worksheet Script for the Presentation

Pair-presentation Unit 3 My Pastimes

<Let's make a conversation!>

- Write your name and the activity you want to do.
- Write your partner's name and the activity he/she wants to do.
- Write the place where the conversation is being held.
- Make a conversation with your partner.

Your name Name Activity Example)	Your partner's name Name Activity Example)
Place On the street	Let's use these phrases. -Are you doing anything on (Sunday)? -Do you want to come? -Let's get together some other time.

Conversation

M: Yes, are you doing anything on Sunday?
 Y: No, nothing special.
 M: I'm going to karaoke. Do you want to come?
 Y: Oh, karaoke?
 M: Yeah! It's a lot of fun.
 Y: And I want to listen to your song.
 M: Not. I want to see the music.
 Y: Why not? You are good at singing, aren't you?
 M: Oh, yes! But I'm catching a cold.
 Y: Oh, really? That's too bad. Oh.
 Maybe some other time.
 M: Not now. Let's go to the movies.
 Y: OK. Let's go, but it's your treat!

WRITING (3RD-YEAR STUDENTS)

Unit 3: Smoking

Conversation Strategies 8

1. Shadowing and summarizing

Let me summarize what you said. Let me see if I have understood.


Example A: My name is Keiko.
 B: Your name is Keiko. (Complete shadowing)
 A: I live in Gifu.
 B: Gifu. (Partial shadowing)
 A: I like reading movies.
 B: Oh, really? What is your favorite movie?
 A: My favorite movie? Let me see. I like "Singing in the rain".
 It's a musical movie.
 B: Let me see if I have understood. You say your name is _____
 You live in _____ and you like _____.
 Your favorite movie is _____, it's _____.

*Introduce yourself to your partner. Your partner will summarize what you say. Then, change your part.

2. Other ways to summarize

So, you think
 In other words,
 You mean

Let me summarize what you said.



Two-minute Speech

Class () Name ()

1. Topic: Smoking For / Against

① When we are stressed, smoking makes us calm down.
 ② Smoking is good for the skin.
 It will make the skin soft and smooth.
 ③ Cigarette tax is used for our country.
 So smoking is good for our country.

Volume () Fluency () Eye contact () Overall ()

2. Topic: Smoking For / Against

① Smoking is waste a lot of money.
 Cigarette is too expensive.
 ② Smokers can't stop smoking.
 Smokers are addicted to smoking.
 ③ Smoking is bad for health.
 Smoker's lungs become dirty.
 Second-hand smoke is more dangerous.

Volume (A) Fluency (A) Eye contact (A) Overall (A)

WORKSHEET WRITING (THREE REASONS)

How to Summarize

Directions: You will explain three reasons in two minutes. Your partner will summarize your points. Then, change roles.

- A. How ya doing?
- B. I'm OK. How about you?
- A. I'm pretty good. Let's talk about smoking. I am for smoking for three reasons.
 First, _____ Second, _____
 Third, _____. For these three reasons, I am for smoking.
- B. Let me summarize what you said. You are for smoking for three reasons.
 First, _____ Second, _____
 Third, _____. For these three reasons, you are for smoking.
- A. That's right. How about you?
- B. I'm against smoking for three reasons. First, _____
 Second, _____ Third, _____
 For these three reasons, I am against smoking.
- A. Let me summarize what you said.


Let's Try Ping Pong Debate

Smoking


For	Against
<p>You said, "I am for smoking for 3 reasons." First, _____ Second, _____ Third, _____ For these 3 reasons, we are for smoking.</p>	<p>You said, "I am against smoking because." _____ _____ _____</p>
<p>You said, "I am for smoking because." _____ _____ _____ For these 3 reasons, we are for smoking.</p>	<p>You said, "I am against smoking because." _____ _____ _____</p>
<p>You said, "I am for smoking because." _____ _____ _____ For these 3 reasons, we are for smoking.</p>	<p>You said, "I am against smoking because." _____ _____ _____</p>
<p>You said, "I am for smoking." _____ _____ _____ For these 3 reasons, we are for smoking.</p>	<p>You said, "I am against smoking because." _____ _____ _____</p>
<p>Let me summarize what we said. We are for smoking for 3 reasons. First, _____ Second, _____ Third, _____ For these 3 reasons, we are for smoking.</p>	<p>Let me summarize what we said. We are against smoking for 3 reasons. First, _____ Second, _____ Third, _____ For these 3 reasons, we are against smoking.</p>

Conversational strategies:
 Could you see it again, please?
 Could you see the second reason again, please?
 Thanking

Worksheet



Smoking



I am against smoking for three reasons.







First, smoking is bad for our health. Smokers will get lung cancer. If children and expectant mother breathe the smell of smoke, they are injured by smell of smoke. For example, smoking has had influence on children and baby in the womb.

Second-hand smoke is more dangerous. If smokers are smoking in a restaurant, when I eat, smoking bothers me.

Second, many smokers throw cigarette butts on the street. Cigarette butts make the street very dirty. Cigarette butts give trouble to other people. It's too dirty. One day, I find cigarette butts beside my house. If the fires don't go out, my house will be dangerous. I'm very afraid.

Third, smokers are waste of money. Smokers spend a lot of money on cigarette. Cigarette is expensive.

For these three reasons, I am against smoking.

Appendix B: Student Evaluation Results

**Table B1. Speaking Skills Evaluation,
2001 Data From 209 First-Year Students**

Month	I can hardly speak (%)	I can speak a little using a script (%)	I can speak aloud without any script (%)	I can speak using gestures without any script (%)	I can speak with emotion without any script (%)
April	19	59	17	4	1
October	5	40	30	23	2
February	1	38	29	31	1

**Table B2. Listening Skills Evaluation,
2001 Data From 209 First-Year Students**

Month	I can hardly understand (%)	I can understand a little (%)	I can understand half of the class (%)	I can understand most of the class (%)	I can understand everything (%)
April	28	41	22	10	0
October	12	35	33	20	0
February	4	25	39	30	1

**Table B3. Writing Skills Evaluation,
2002 Data From 197 Second-Year Students**

Month	I can hardly write what I want to say (%)	I can write a little of what I want to say (%)	I can write half of what I want to say (%)	I can write most of what I want to say with grammatical mistakes (%)	I can write most of what I want to say without any grammatical mistakes (%)
April	23	45	21	11	0
October	7	28	27	36	2
February	4	21	28	46	1

Table B4. Speaking Skills Evaluation, 2-Minute Conversation, 2002 Data From 197 Second-Year Students

Month	I can hardly speak (%)	I can speak using compositions (%)	I can speak without any compositions (%)	I can speak aloud without any compositions (%)	I can speak with emotion without any compositions (%)
October	32	58	8	2	0
February	5	42	33	18	2

Table B5. Speaking Skills Evaluation, 3-Minute Conversation, 2002 Data From 197 Second-Year Students

Month	I can hardly speak (%)	I can speak using compositions (%)	I can speak without compositions (%)	I can speak aloud without any compositions (%)	I can speak with emotion without any compositions (%)
October	13	61	19	6	1
February	7	36	40	15	3

Table B6. Writing Skills Evaluation, 2004 Data From 193 Second-Year Students

Month	I can hardly write (%)	I can write 5 sentences about a topic (%)	I can write 10 sentences about a topic (%)	I can write 15 sentences about a topic (%)	I can write more than 15 sentences about a topic (%)
April	19	39	33	6	2
October	8	20	36	25	11
February	2	6	35	29	28

Table B7. Speaking Skills Evaluation, 2-Minute Conversation, 2004 Data From 193 Second-Year Students

Month	I can hardly speak (%)	I can speak using compositions (%)	I can speak without any compositions (%)	I can speak aloud without any compositions (%)	I can speak with emotion without any compositions (%)
April	32	45	20	2	0
October	5	33	50	11	0
February	2	11	34	30	23

Table B8. Speaking Skills Evaluation, 3-Minute Conversation, 2004 Data From 193 Second-Year Students

Month	I can hardly speak (%)	I can speak using compositions (%)	I can speak without any compositions (%)	I can speak aloud without any compositions (%)	I can speak with emotion without any compositions (%)
February	3	13	40	32	12

Table B9. Speaking Skills Evaluation, 4-Minute Conversation in the Advanced Class, 2004 Data From 38 Second-Year Students

Month	I can hardly speak (%)	I can speak using compositions (%)	I can speak without any compositions (%)	I can speak aloud without any compositions (%)	I can speak with emotion without any compositions (%)
February	0	11	48	23	18