

Action Research Report: Incidental Focus on Form in the 2nd-year Writing Lesson

Miwako (K High School)

1. Level: 2nd-year high school general, science and math, and English courses
2. Context: Class size: two groups of about 20 students each × 7 classes
Textbook: Mainstream English Writing Course (Zoshindo)
Time: 50 minutes × 2 lessons/a week
3. Goal: Students will be able to write in more than 120 (150 for English Course) English words on familiar topics.
Students will be able to speak in a pair only in English for more than 3 (4 for English Course) minutes based on what they write on familiar topics.

4. What I did:

Make lesson plans based on incidental focus-on-form approach.

Provide activities based on topic-based teaching.

Incorporate essay writing (more than 120 words for General and Science & Math Course and 150 words for English Course) and timed conversation (3'00"– 4'00").

*First Writing → Second Writing → Third Writing and Fun Essay

*Peer Editing

Common errors

Conversation strategies

Introduce multiple assessment: evaluation of essay writing (20%), speaking tests (20%), portfolio (10%), and term tests (50%).

*Accuracy is included as part of the evaluation criteria for Third Writing.

*IC-recorders are used in part of the speaking tests.

Questionnaire on 2nd-year English Writing Class 2010

1. Did you work hard on the writing class ? (F: the former semester, L: the latter semester)

Class	Yes, very hard.		Yes.		I can't decide.		Not very hard.		No, I didn't.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	17.9	30.1	46.2	55.6	33.3	11.1	2.6	2.8	0	0	3.79	4.12	0.32
2	2.6	20.5	50	51.3	21.1	12.8	10.5	10.3	0	5.1	2.97	3.72	0.75
3	13.2	18.4	52.6	60.5	28.9	15.8	5.3	5.3	0	0	3.74	3.92	0.18
4	29	10.8	67.5	75.6	12.5	10.8	0	2.7	0	0	4.53	3.94	-0.58
5	28.9	18.9	55.3	67.6	13.2	13.5	2.6	0	0	0	4.11	4.05	-0.05
6	29.7	25	37.8	47.2	29.7	22.2	2.7	2.8	0	2.8	3.94	3.89	-0.05
7	18.9	34.3	64.9	51.4	13.5	11.4	2.7	2.9	0	0	4.00	4.17	0.17
All	20.029	22.571	53.471	58.457	21.743	13.943	3.7714	3.8286	0	1.1286	3.87	3.97	0.11

2. What is the reason for your answer of Question 1? (Number of the answers)

- I worked hard.(30) •I worked hard on the speaking activities.(21)
- It was fun.(19) •I worked hard on essay writing.(16) •I liked the class.(12)
- I wanted a good mark.(8)
- I turned in every homework. •I'm not good at English.(6) •I worked hard on quizzes.(4)
- I cam to work on grammar drills.(2) •I want to used English in the future.(2)

- I was lazy during pair talk.(4) •Difficult (3) •I ended up in speaking in Japanese.(3)
- I was sometimes studious, but sometiems lazy.(3) •I didn't like it.(2)

3. Was it helpful to write about your thoughts and experiences in more than 100 English words.?

Class	Yes, very much.		Yes.		I can't decide.		Not very much.		Not at all.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	23	13.9	59	69.4	15.4	13.9	2.6	0	0	0	4.02	3.89	-0.14
2	36.8	23.1	42.1	53.8	18.4	17.9	0	0	2.6	2.6	4.10	3.87	-0.23
3	23.7	36.8	71.1	57.9	7.9	5.3	0	0	0	0	4.27	4.32	0.05
4	32.5	24.3	57.5	59.5	10	10.8	0	2.7	0	2.7	4.23	4.00	-0.23
5	44.7	18.9	47.4	62.2	7.9	16.2	0	2.7	0	0	4.37	3.97	-0.40
6	27	25	54.1	58.3	18.9	8.3	0	2.8	0	5.6	4.08	3.94	-0.14
7	48.6	48.6	45.9	42.9	5.4	5.7	0	0	0	2.9	4.43	4.35	-0.08
All	33.757	27.229	53.871	57.714	11.986	11.157	0.3714	1.1714	0.3714	1.9714	4.21	4.05	-0.17

4. What is the reason for your answer for Question 3? (Number of answers)

- I reviewed and understood grammar items and vocabulary while writing.(35)
- I became able to write better.(24) •It was good to write English on my own.(20)
- I wrote a lot.(12) •I used various expressions.(5) •I wrote what I wanted to express.(5)
- Writing essays by looking up words by myself was helpful to remember the vocabulary.(5)
- Writing helped me check my weak points and mistakes in writing.(5)
- I made the most of what I had learned.(3)•I think my English ability has been developed.(3)
- I became able to write in more than 100 words easily.(3) •It was fun.(2)
- I'm not good at writing.(2)
- I got used to writing in English.(2) •Being able to write means being able to speak.(2)

- I don't know whether my English ability has developed. •My English ability hasn't changed.(3)
- I don't use English in my real life.(2) •I used translation I took from the Net.(2)

5. How much can you write in English?

Class	More than 120 words in a final copy		More than 100 words		More than 80 words		More than 50 words		Less than 50 words.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	43.6	55.6	51.3	36.1	5.1	8.3	0	0	0	0	4.39	4.47	0.09
2	39.5	43.6	44.7	43.6	13.2	12.8	2.6	0	0	0	4.21	4.31	0.10
3	52.6	60.5	26.3	26.3	15.8	13.2	0	0	0	0	4.16	4.47	0.32
4	47.5	70.3	42.5	21.6	22.5	8.1	10	0	0	0	4.95	4.62	-0.33
5	65.8	86.5	31.6	13.5	2.6	0	0	0	0	0	4.63	4.87	0.23
6	24.3	47.2	37.8	25	29.7	19.4	5.4	8.3	2.7	2.8	3.75	4.14	0.38
7	54.1	82.9	37.8	11.4	2.7	5.7	2.7	0	0	0	4.35	4.77	0.42
All	46.771	63.8	38.857	25.357	13.086	9.6429	2.9571	1.1857	0.3857	0.4	4.35	4.52	0.17

6. How accurate is your essay writing?

Class	Almost no grammar mistakes in a final copy		Some grammar mistakes		Nealy 10 grammar mistakes		More than 10 grammar mistakes		Countless grammar mistakes		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	2.6	11.1	69.2	47.2	25.6	41.7	2.6	0	0	0	3.72	3.69	-0.02
2	10.5	12.8	63.2	53.8	23.7	25.6	2.6	0	0	2.6	3.82	3.59	-0.23
3	5.3	0	63.2	76.3	28.9	21.1	2.6	2.6	0	0	3.71	3.74	0.02
4	17.5	5.4	55	40.5	22.5	45.9	2.5	5.4	2.5	2.7	3.83	3.40	-0.42
5	13.2	8.1	76.3	62.2	10.5	29.7	0	0	0	0	4.03	3.78	-0.24
6	10.8	16.7	40.5	38.9	40.5	33.3	5.4	8.3	2.7	2.8	3.51	3.58	0.07
7	10.8	17.1	64.9	60	18.9	22.9	2.7	0	2.7	0	3.78	3.94	0.16
All	10.1	10.171	61.757	54.129	24.371	31.457	2.6286	2.3286	1.1286	1.1571	3.77	3.68	-0.09

7. How did you cope with the errors and mistakes pointed out in the 2nd writing? (Check all that apply.)

Class	Try to correct all of them by using a dictionary or asking a		Correct as many as possible by asking my friend		Correct mistakes I can and leave mistakes I can't correct		Write the 3rd writing, omitting mistakes I can't correct		Don't correct mistakes and leave them as the are	
	F	L	F	L	F	L	F	L	F	L
1	66.7	61.1	35.9	30.1	12.8	8.3	0	0	0	0
2	55.3	56.4	36.8	35.9	13.2	10.3	0	2.6	0	0
3	57.9	60.5	50	44.7	5.3	13.2	2.6	2.6	0	0
4	65	67.6	37.5	27	12.5	10.8	2.5	0	0	0
5	76.3	70.3	36.8	35.1	5.3	0	5.3	5.4	0	0
6	37.8	58.3	27	30.6	37.8	16.7	2.7	0	2.7	5.6
7	64.9	60	43.2	42.9	10.8	5.7	2.7	0	0	0
All	60.557	62.029	38.171	35.186	13.957	9.2857	2.2571	1.5143	0.3857	0.8

8. What do you think of working on common errors?

Class	I remember common errors well and become careful not to make the same mistakes.		I remember some common errors and am sometimes careful not to make the same mistakes.		I remember some common errors, but forget others.		I often forget common errors, and make the same mistakes.		I forget almost all common errors.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	5.1	16.7	46.2	44.4	41	36.1	2.6	2.8	2.6	0	3.41	3.75	0.34
2	15.8	20.5	36.8	38.5	42.1	35.9	0	5.1	2.6	0	3.55	3.74	0.19
3	5.3	15.8	52.6	31.6	42.1	50	0	2.6	0	0	3.63	3.61	-0.03
4	20	18.9	47.5	24.3	27.5	54.1	2.5	2.7	2.5	0	3.80	3.59	-0.21
5	7.9	24.3	50	45.9	36.8	37.8	5.3	2.7	0	0	3.61	4.24	0.63
6	13.5	22.2	29.7	47.2	54.1	25	0	2.8	2.7	2.8	3.51	3.83	0.32
7	10.8	25.7	59.5	40	27	31.4	5.4	0	0	0	3.84	3.83	-0.01
All	11.2	20.586	46.043	38.843	38.657	38.614	2.2571	2.6714	1.4857	0.4	3.62	3.80	0.18

9. Was it useful to speak in English?

Class	Yes, very much.		Yes.		I can't decide.		Not very much.		Not at all.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	10.3	16.7	53.8	44.4	23.1	30.6	12.8	8.3	0	0	3.62	3.70	0.08
2	23.7	23.1	39.5	41	23.7	25.6	7.9	10.3	2.6	0	3.66	3.77	0.11
3	13.2	23.7	73.7	65.8	10.5	10.5	2.6	0	0	0	3.98	4.13	0.16
4	15	13.5	70	59.5	15	21.6	0	2.7	0	2.7	4.00	3.78	-0.22
5	31.6	10.8	47.4	70.3	21.1	18.9	0	0	0	0	4.11	3.92	-0.19
6	16.2	22.2	51.4	47.2	29.7	27.8	0	0	2.7	2.8	3.78	3.86	0.08
7	16.2	40	64.9	51.4	18.9	5.7	0	2.9	0	0	3.97	4.29	0.31
All	18.029	21.429	57.243	54.229	20.286	20.1	3.3286	3.4571	0.7571	0.7857	3.87	3.92	0.05

10. What do you think of your speaking ability?

Class	My speaking ability has developed very much since April.		My speaking ability has developed since April.		My speaking ability hasn't been changed much since April.		I can't say what I want to express well.		My speaking ability has become poorer than last year.		Score		
	前	後	前	後	前	後	前	後	前	後	前期	後期	
1	7.7	11.1	59	55.6	30.8	33.3	2.6	0	0	0	3.72	3.78	0.06
2	18.4	15.4	47.4	56.4	26.3	25.6	5.3	2.6	0	0	3.71	3.85	0.14
3	13.2	18.4	71.1	71.1	15.8	10.5	0	0	0	0	3.98	4.08	0.10
4	12.5	2.7	72.5	70.3	15	18.9	0	2.7	0	2.7	3.98	3.60	-0.38
5	10.5	2.7	71.1	78.4	13.2	16.2	5.3	2.7	0	0	3.87	3.81	-0.06
6	10.8	13.9	56.7	58.3	27	22.2	0	5.6	2.7	0	3.65	3.81	0.16
7	24.3	37.1	75.7	57.1	2.7	5.7	0	0	0	0	4.32	4.31	-0.01
All	13.914	14.471	64.786	63.886	18.686	18.914	1.8857	1.9429	0.3857	0.3857	3.89	3.89	0.00

11. How well did you do in the speaking test?

Class	I can speak fluently for more than 2'30''(English Course: 3'00'') with rejoinders, shadowing, and follow-up questions.		I can speak for 2'30''(English Course:3'00'') with shadowing and rejoinders, and a couple of follow-up questions.		I can barely speak for 2'30''(English Course: 3'00'') with a couple of shadowing and rejoinders. But I can hardly use follow-up questions.		I can't speak for 2'30''(English Course: 3'00''). I can't use shadowing and rejoinders much. I can't use follow-up questions at all.		I am often silent and can't use conversation strategies. I can't speak for 2'30''(English Course: 3'00'').		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	5.1	8.3	51.3	38.9	38.5	50	5.1	0	0	0	3.56	3.47	-0.09
2	21.1	12.8	36.8	53.8	34.2	25.6	5.3	7.7	2.6	0	3.69	3.71	0.03
3	2.6	5.3	68.4	63.2	28.9	28.9	0	2.6	0	0	3.73	3.71	-0.02
4	7.5	0	72.5	59.5	17.5	37.8	0	2.7	0	0	3.80	3.57	-0.23
5	10.5	5.4	71.1	62.2	13.2	29.7	5.3	2.7	0	0	3.87	3.70	-0.17
6	8.1	11.1	51.4	33.3	37.8	50	0	2.8	2.7	2.8	3.62	3.47	-0.15
7	8	28.6	51.4	57.1	37.8	14.3	1.0	0	2.7	0	3.64	4.14	0.51
All	8.9857	10.214	57.557	52.571	29.7	33.757	2.3857	2.6429	1.1429	0.4	3.70	3.68	-0.02

12. Choose one answer concerning your speaking.

Clas	I often notice my mistakes while speaking, and always correct them.		I sometimes notice my mistakes while speaking, and correct them.		I notice my mistakes one in a while. Sometimes I correct them, but sometimes I don't.		I seldom notice my mistakes while speaking.		I don't know what are mistakes in my speaking.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	5.1	13.9	25.6	27.8	61.5	50	5.1	2.8	2.6	2.8	3.25	3.39	0.14
2	13.2	10.3	42.1	33.3	44.7	46.2	0	10.3	0	0	3.69	3.44	-0.25
3	15.8	10.5	34.2	44.8	44.7	42.1	0	2.6	0	0	3.50	3.63	0.13
4	7.5	2.7	50	37.8	35	45.9	7.5	10.8	0	2.7	3.58	3.27	-0.31
5	13.2	2.7	47.4	59.5	36.8	35.1	2.6	2.7	0	0	3.71	3.62	-0.09
6	5.4	11.1	35.1	33.3	54.1	44.4	2.7	8.3	2.7	2.8	3.38	3.41	0.03
7	10.8	17.1	59.5	57.1	29.7	25.7	2.7	0	0	0	3.87	3.91	0.05
All	10.143	9.7571	41.986	41.943	43.786	41.343	2.9429	5.3571	0.7571	1.1857	3.57	3.52	-0.04

13. Do you want to be able to use English?

	Yes, very much.		Yes.		I can't decide.		Not very much.		Not at all.		Score		
	F	L	F	L	F	L	F	L	F	L	F	L	
1	35.9	47.2	51.3	47.2	12.8	5.6	0	0	0	0	4.23	4.42	0.19
2	39.5	56.4	52.6	43.6	2.6	0	2.6	0	2.6	0	4.24	4.56	0.33
3	55.3	52.6	34.2	44.7	10.5	2.6	0	0	0	0	4.45	4.50	0.05
4	47.5	48.6	50	45.9	2.5	2.7	0	2.7	0	0	4.45	4.40	-0.05
5	63.2	62.2	34.2	32.4	2.6	2.7	0	2.7	0	0	4.61	4.54	-0.07
6	43.2	52.8	37.8	41.7	16.2	5.6	0	0	2.7	0	4.19	4.48	0.29
7	70.3	62.9	27	37.1	2.7	0	0	0	0	0	4.68	4.63	-0.05
All	50.7	54.671	41.014	41.8	7.1286	2.7429	0.3714	0.7714	0.7571	0	4.40	4.50	0.10

14. What is the reason for your answer for Question 13? (Number of answers)

- Useful in the future.(40) • Necessary or convenient in the future.(35) • I want to go abroad.(21)
 - Necessary at university and in the world.(19) • I want to talk with people from abroad. (13)
 - Advantageous(13) • Cool (11) • Globalization(7)
 - Fun if you can communicate in English.(4) • I like English. (3)
 - There are more chances to use English now.(3)
-
- I'm a Japanese. • We should learn Japanese first, not English. • I don't need it in the future.
 - I don't know whether I can use English or not. • I don't like it.

● Your comments on the Writing Class (Number of answers)

- It was fun.(22) • Understandable.(15) • I wrote a lot.(14)
 - Relaxing atmosphere with a small number of students.(6)
 - Writing and speaking a lot developed my English ability.(5)
 - Became able to speak better than before.(4) • Good to have grammar lessons, too.(3)
 - I want to write fun essays again.(3) • Grammar explanation was good.(2)
 - Good to learn grammar mistakes and vocabulary by writing.(2)
-
- I wanted to work on grammar drills more.(5) • I wanted to write more.(4)
 - The class was noisy.(3)

5. What I found from the results of the questionnaire:

- Most of the students seem to take the Writing Class positively with active participation.
- There are some students who have got tired of the lesson probably because it tends to become routine.
- A large portion of the students seem to regard writing as useful to develop their English ability.
- Many students say that writing essays helped them review grammar items and vocabulary.
- The students' writings have become better and longer.
- The students came to be concerned about accuracy more than before.
 - Many students seem to feel there are more mistakes in their writings.
 - There seems to be frustration that they are not satisfied with their writing products.
 - Some students can't help being worried about the amount of the vocabulary they have.
 - Some students are worried because they forget common errors after they worked on them.
 - Many students always correct their writing mistakes pointed by the teachers.
- Quite a few students feel that their speaking ability has developed.
- There seems to be a range of degree to which the students can use conversation strategies.
- There seems to be a range of degree on how many mistakes the students notice while speaking.
- There seems to be a variety in what the students perceived as indicator of the development in English ability.
- The use of the IC-recorder may have let the students aware of the mistakes in their speaking.
- A large proportion of the students feel it very important and necessary to be able to use English in the future.

6. Future issues:

- To develop accuracy of accuracy in the students' writing and speaking.
 - To increase input with reading materials and model writings so that the students can make form and meaning connection better.
 - To let the students realize the difference in syntax between Japanese and English.
- To provide the students with more opportunities to use English in various kinds of activities, such as discussion and debate.
- To make it possible for the students to cover more topics.
- To diversify the activities according to the students' future course.
 - Some students need extra work on preparation for entrance examinations.
 - Some students don't need any more study for entrance examination in the latter semester because of admission by recommendation.

Teaching Plan: 2nd-year Writing (based on incidental focus on form)

Miwako Kushiro (Kakamihara High School)

1. Level: 2nd-year of high school General, Science & Math, and English Course

2. Context:

Class size: two groups of about 20 students x 7 classes

Textbook: Mainstream English Writing Course (Zoshindo)

Time: 50 minutes x 2 lessons/ a week

3. Goals and objectives:

a. Students will be able to describe their favorite movies, dramas, comics, or novels in more than 120 (150 for English Course) English words.

b. Students will be able to speak in English about their favorite movies, dramas, comics, or novels in a pair for more than 3'00" (4'00" for English Course) minutes.

c. Students will be able to acquire grammar items and expressions to write and talk about their favorite movies, dramas, comics, or novels.

4. Activities:

(Day 1) 1. Small Talk: Given one question, students have a pair conversation for 1–2 minutes, changing partners a few times. (They are encouraged to use conversation strategies.)

2. Students answer the pre-interview questions and have an interview with three different partners and write down their answers. After that, they report the information they get in the interview.

(Day 2) 1. Small Talk

2. Reading comprehension: Students read the model essay written by the teacher, and answer the comprehension questions. They check the answers with their partners, using the model dialogue format.

3. Students work on the first writing by answering provided questions. All they have to do is to answer the questions just in 1 or 2 sentences each.

4. Students have an interview with a few partners, using conversation strategies.

(Day 3) 1. Peer editing: First, students have a timed conversation with a partner for 3 minutes and then read their partner's writing and give some comments and questions. They repeat this routine three times.

2. Second writing: Students work on the second writing.

(Day 4) 1. Small Talk

2. Timed conversation and another peer editing.

3. Students turn in their 2nd writings to the teacher.

(Day 5) 1. Small Talk

2. Common errors

3. Third writing: Students correct their mistakes pointed out by the teacher and answer the questions given by the students.

(Day 6) 1. Small Talk

2. Time conversation for 4'00" (5'00" for English Course)

(Day 7) 1. Practice for the speaking test

(Day 8) 1. Speaking test (IC recorder or video recording)

2. Transcription (in case of IC recorder)

(Day 9) 1. Small Talk

2. Transcription (in case of IC recorder)

3. Fun Essay (homework)

2nd-year Writing: Topic 4

Let's talk about our favorite movies or dramas.



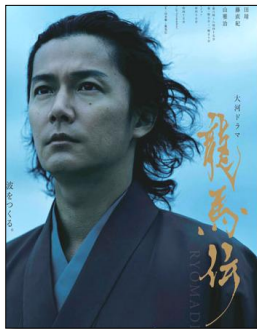
Before interview:

comics, novels (小説) でもいい



1) What are your favorite movies or dramas?

1
2
3



2) What kind of movies or dramas are they?

1
2
3

Action Fantasy Love story Horror

人間ドラマ Mystery Animation History

ドキュメンタリー エスエフ _____

3) Who is the leading actor (the main character)?

The leading actor (the main character) of (1, 2, 3) is:

1 _____ 2 _____
3 _____



4) How many stars would you give to the movies and dramas?

1 () stars	★★★★★=It was great! I liked it very much!
2 () stars	★★★★☆=It was good. I liked it.
3 () stars	★★★☆☆=It was OK. I enjoyed it.

5. What are the good points of the movies or dramas you saw?

	Good points
1	It's _____ because _____
2	It's _____ because _____
3	It's _____ because _____

exciting, ハートウォーミング リアリスティック クリエイティブ イマジナティブ moving,
 ワクワクする 心温まる リアルな 独創的な 想像力豊かな 感動的な
 インストラクティブ インフォーマティブ その他: _____
 ためになる 情報量が多い



Communication Practice:

Interview your classmates!

1. Ask three classmates the following questions.

- Q1: What is your favorite movie or drama?
 (答える時は、3つ選んだものから1つ言おう)
- Q2: What kind of movie or drama was it?
- Q3: Who is the leading actor (main character)?
- Q4: How many stars would you give it?
- Q5: What is the good point of it?



2. Take memo.

name	Partner 1:	Partner 2:	
Qs			
Title			
Kind			
Actor			
Stars			
Good			

Let's report what you got!

A: Who did you talk with?

B: I talked with (Partner 1~3 から 1 人選んで).

A: Q1) What is his/her favorite movie?

B: (Answer)

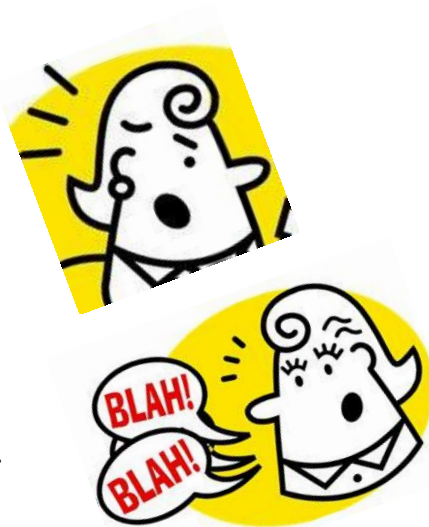
A: Q2) What kind of movie/drama was it?

B: (Answer)

A: 以下、Q3~Q6 まで、(you)を(he, she, his, her)に変えて

Bに聞いてみよう。

* 一通り終わったら、A,B 交代して interview してください。

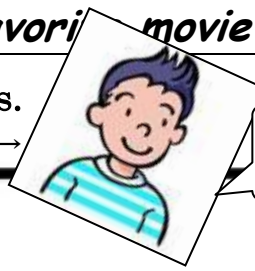




Let's make a summary of your favorite movie or drama.

1) Read the passage and answer the questions.

Masao →



My favorite movie!

My favorite movie is The Best Kid. It is an action movie, but it is also a human drama. The main characters are an American boy and an Chinese kung fu master. In the movie, the boy is bullied by a Chinese

いじめられる

boy who does kung fu very well. The American boy wants to be strong and beat the Chinese boy. The Chinese kung fu master helps him.

The American boy practices kung fu very hard and wins a kung fu championship against the Chinese boy. Jaden Smith plays the American

選手権

boy, and Jackie Chan plays the kung fu master. The message of this movie is that we should not escape from our difficulties.

逃げる

困難

★ Underline the answers of the following questions.

1. What's Masao's favorite movie?
2. What kind of movie is it?
3. Who are the main characters?
4. Tell me about the story.
5. Who play the main characters?
6. What is the message of the movie?



★ Check the answers with your partner.

A: Hi, how ya doin'?

B: _____. How 'bout you?

A: _____. OK, question No. 1. (読み上げる)

B: (Answer) Do you agree?

A: Yes. (No. I think _____).

B: OK, question No. 2. (読み上げる)

A: (Answer) Do you agree?

B: Yes. (No. I think _____).

:

: 以下、A, B 交互に質問し、agree, disagree で答えて確認しなさい。

Third writing

(This space is originally B5 size.)

(Evaluation)

1. 長さ(length)
2. 内容(content)と独自性(originality)
3. 文法の正確さ
4. 字の丁寧さ(Neat & tidy handwiring)
5. 内容の発展(Development) 1st → 2nd → 3rd へ

3 → 2 → 1
3 → 2 → 1
3 → 2 → 1
3 → 2 → 1
3 → 2 → 1

Class()No.()Name()