

Final Action Report 2021

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Improving Small Talk Conversations By Improving Follow-Up Question Ability

Context

Level: Junior High School 2nd Grade

Class size: 6 classes, 38 - 39 students per class, slightly more girls than boys per class

Textbook: New Horizons 2 (Tokyo Shoseki)

Time: 45-50 minute classes, once every 2 weeks

In general I'm the assistant teacher (T2) for the lessons, but often I get time to do what I want or have input on the lesson plan. However sometimes I don't. So I'm doing the best I can with what I can do. Also the company I work for declined to allow me to ask permission from my school to do research so I'm limited in what I can do. For example I can't record classes or take audio for performance tests. As a result, the data gathering is less precise than it could be (no recordings, all live evaluation) and often I couldn't do things I wanted, like speaking performance tests.

This was compounded by the covid-19 virus delaying the start of the year, forcing the classes to complete all their target language in less time. In addition, this year the classes had to complete more curriculum than usual to prepare for new textbooks and a curriculum change next year. It left less opportunity for me to do what I wanted, needing to focus on completing the main teacher's goals.

Problems

As an assistant language teacher (ALT), the previous two years teaching I've done many 1 on 1 one minute small talks with students, as well as have the students talk with each other. From that experience I found that students generally stuck to the scripted conversation sentences and questions they learned in their classes and were not good at deviating from those scripts. As a result those short conversations often felt robotic and mechanical, or like an interrogation and not a conversation. They generally don't listen to the answers given to questions they asked. Also when they run out of scripted conversation pieces they are usually unable to continue conversing.

In that time, in an effort to make the interaction more meaningful, after a conversation I had the students write about what they talked about in a conversation. They wrote about questions they asked

and answers they received from those questions. The results improved a little but it still felt like an interrogation and not a conversation. I realized that the problem was that students didn't ask follow-up questions.

Action Research Goal

I want to improve students conversation skills by teaching them to ask follow-up questions and be able to have a sustained conversation about one topic, or naturally segue into a topic that comes up in the course of the previous topic.

Research Questions

Will students find class conversations to be more natural after learning to ask follow-up questions?

- (1) Is writing an effective method of practicing follow-up questions?
- (2) Will students use less of their L1 after practicing follow-up questions?

Clear and Measurable Objectives

- (1) Students will be able to ask at least 2 follow-up questions to a prompt.
- (2) Students will be able to talk continuously about a topic for at least one minute 30 seconds.

Literature Review

Communicative Language Teaching

Lightbown, P., & Spada, N. M. (2006) define that “Communicative Language Teaching (CLT) is based on the premise that successful language learning involves not only a knowledge of the structures and forms of a language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation.” In this, it's not enough to use language in a mechanically learned way. It is essential for learners to use language in a communicative way, with real exchanges of information.

Lee and VanPatten (2003) claim that teaching communicatively requires answering 3 fundamental questions.

1. “What is communication? What is a good working definition for language teaching purposes?”

2. “What do we want to communicate about and how do we want to do it?”
3. “What of listening, reading, and writing as communicative acts?”

In the context of this research, this relates to practicing thinking of, writing, and verbally asking follow-up questions. It also relates to having real exchanges of information in small talks and group presentations.

Integrating the Four Language Skills

Brown, H. D. (2007) points out that “the integration of the four skills – or at least two or more skills – is the typical approach within a communicative, interactive framework.” The four skills they're talking about are listening, speaking, reading, and writing. This means not just focusing on improving one skill in isolation, but incorporating the use of multiple skills. For example, using speaking to help improve reading. They give seven observations to support skill integration.

1. “Production and reception are quite simply two sides of the same coin”
2. “Interaction means sending and receiving messages.”
3. “Written and spoken language often (but not always) bear a relationship to each other.”
4. “For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.”
5. “By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.”
6. “Often one skill will reinforce another”
7. “Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act.”

In this research, the goal is to improve students communication skills, particularly asking follow-up questions in small talk activities. It uses skill integration by having the students practice thinking of follow-up questions by writing them to a given prompt.

Washback Effect

Krashen and Terrell (1983) said that “Testing can be done in a way that will have a positive effect on the student's progress. The key to effective testing is the realization that testing has a profound effect on what goes on in the classroom. Teachers are motivated to teach and students are

motivated to study materials which will be covered on tests. Quite simply, if we want students to acquire a second language, we should give tests that promote the use of acquisition activities.”

This washback effect means that students and learners are motivated by being tested in the same way they learn in class. Therefore in practicing conversation skills through small talks during class, it was necessary to have performance tests in the same way as well. It is something that was sorely missed.

Assessment for Learning and Assessment as Learning

Earl, L.M (2007) writes that “assessment for learning is designed to give teachers information to modify the teaching and learning activities in which students are engaged in or to differentiate and focus on how individual students approach learning.” This means that in assessment for learning (AFL) teachers use information they've gathered in assessments to direct how they teach their future lessons. It is a formative assessment, not to make a judgment about a student's ability, but to get a picture of a students strengths and weaknesses and know what to do to help them improve.

Earl, L.M (2007) goes on to say that “Assessment for learning happens in the middle of learning (often more than once), not at the end. It is interactive, with teachers providing assistance as part of the assessment. It helps teachers provide the feedback to scaffold the next steps.”

Assessment as learning (AAL) then is a special kind of assessment for learning. Earl, L.M (2007) says “Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. Students, as active, engaged, and critical assessors, make sense of information, relate it to prior knowledge, and use it for new learning”. This means that students can use self-assessment to improve and motivate their own learning.

I think assessment for learning is a powerful idea and want to make use of it in small talks. Students can evaluate themselves to learn how they can improve in conversations.

What I did

Knowing I wouldn't be able to consistently have class time to execute ideas, I focused on ways I could include questions into what the main Japanese teacher was doing, or what I could do outside of class time to achieve my goal. This resulted in having the students write questions for homework, trying to use a rubric for small talks, and including students asking questions of each other after seeing their classmates English presentations.

Follow-up Question Homework

The first thing the students started work on to improve their ability to ask questions was to write questions to a given prompt. The students were given a list of various prompts based on the grammar in the first and second grade textbooks. Every two weeks they were given a different prompt to write questions for. They returned the homework to the Japanese teacher and then I checked what they wrote. They were initially given one word question hints, but quickly the hints ended and they made questions themselves. The hints continued for lower level students. The students could use dictionaries and if there was something they wanted to write but didn't know how to say it in English, they could write in Japanese and I would write how to say it in English.

At first I strictly checked their grammar, but as we learned in Lee and VanPatten (2003), that makes students focus on correct grammar and write less, so I stopped doing that. Also if the students wrote a particularly unique question or used grammar recently learned in class I wrote a small star for that question, hoping to motivate them to try new things.

Small Talk Rubric

Something else I could do without taking up much class time was to make a rubric for their small talks. My goal was to make a rubric the students could use for self assessment and peer assessment after doing small talks. The hope was to direct the students focus of what they were doing during small talks, and give them motivation on how to improve. The rubric was meant to include communication strategies the students had learned as well as a section trying to encourage them towards negotiation for meaning. I was hopeful that in drawing students attention to having some back and forth, they would be slower to reverting to Japanese to communicate.

My goal was for this rubric to also be used for evaluations as well, with small changes. So when the students did some evaluation, they would already be used to most of the criteria in the rubric. A conversational performance test could use the same rubric, but a presentation rubric would be changed to include target language, and remove conversational parts such as negotiation for meaning. The rubric didn't use these terms explicitly, but used terminology and phrasing I hoped would be easier to understand for the students.

Asking Questions After Presentations

I wanted and suggesting doing small talk performance tests for the students to the main Japanese teacher, but unfortunately I was unable to do it because of time restraints. The main teacher did want the students to do presentations to me however. I convinced the teacher that instead of just

doing a presentation to me, the students should give the presentations in small groups with me and some of their peers. The teacher agreed. So students did their presentations in groups of 6 or 7 students. They had 1 minute to give their presentation, and whatever remaining time they had left the other students asked questions. Usually this was around 20 or 30 seconds.

The first was about a town the students wanted to visit. As I had planned to do with the small talk conversation rubric, I adapted it and made a new rubric for the presentation. Also it wasn't part of the initial plan, but after watching one or two students' presentations I realized the good opportunity for the observing students to ask questions about the presentation they just saw. It helped tie in the follow-up question homework with the presentations themselves.

The students really enjoyed doing presentations for their classmates, so the main teacher wanted to do them again. I again made a rubric for it, but at this point I realized some issues with the original rubric and made one quite different. In particular I learned that the original was far too complicated and nearly impossible to evaluate properly without recording the presentations. Also for this second one I included a section for the students to count how many questions they asked during the presentations.

Final Small Talk Survey

Being unable have performance tests, I did the best with what I could do and was able to survey the students after their last small talk. The main topic of that class was exclamations, which played well into rejoinders for small talks. The contents specifically were “how (nice)”, and “what a (great (shirt))” grammar structures, and talking about Olympic sports.

So for the last small talk they had one and a half minutes to talk about their favorite Olympic sports. They were able to talk with three partners, then answer a survey. Time was very short to finish everything, so they were able to return the survey the next class day.

Results

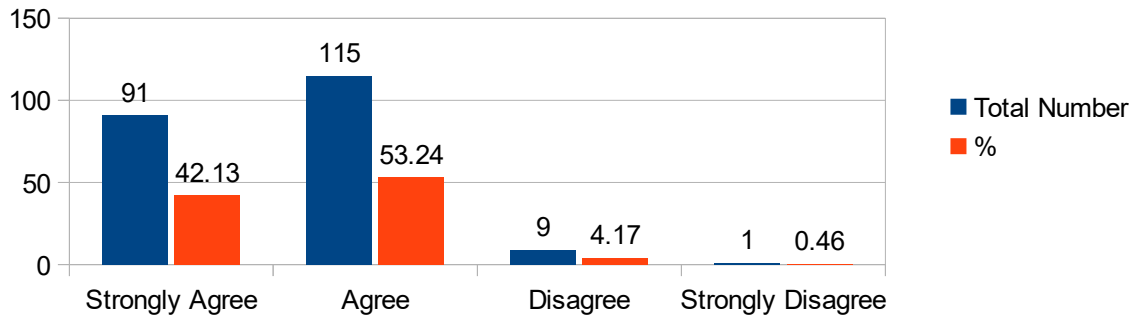
Follow-up Question Homework and the Final Small Talk Survey

The only data I was able to gather regarding the follow-up question homework effects were the homework papers themselves, and student survey results.

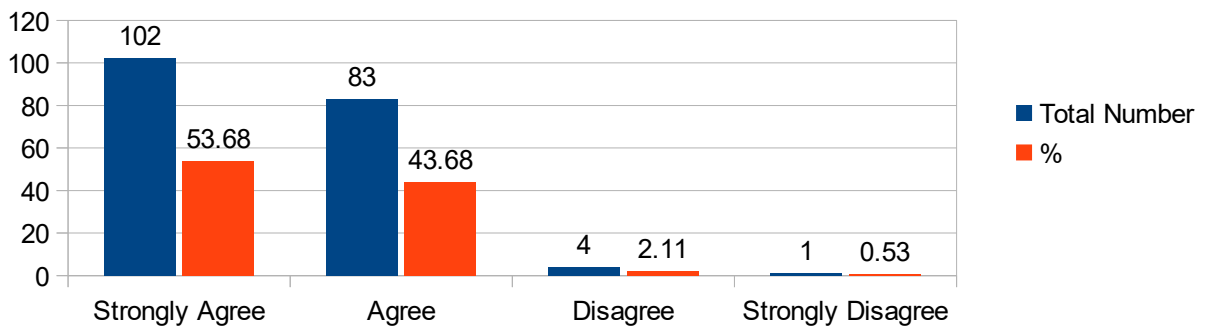
Looking at the homework papers themselves, it's difficult to see much change in writing questions, from start to finish. With few exceptions, most students could do the homework. It was clear some of them used outside help, such as Google translate, to make sure they wrote grammar correctly. For the third page I mentioned not to do that anymore. There was a noticeable increase in

grammar errors, but the students were still able to write questions. As a result it's difficult to see if their ability to write questions improved over time too.

I enjoyed small talk - September 2020



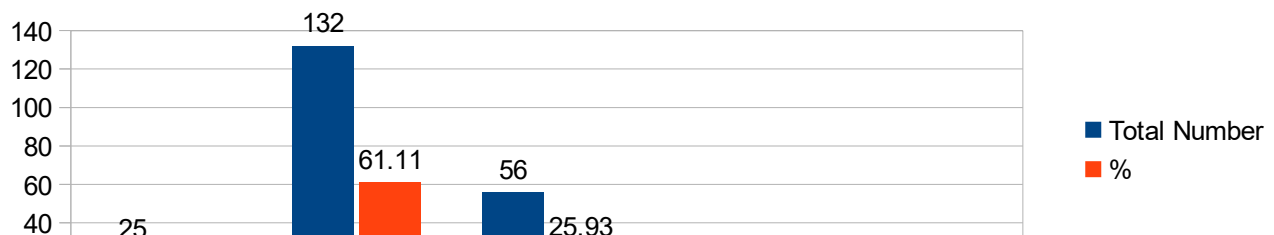
I enjoyed small talk - March 2021



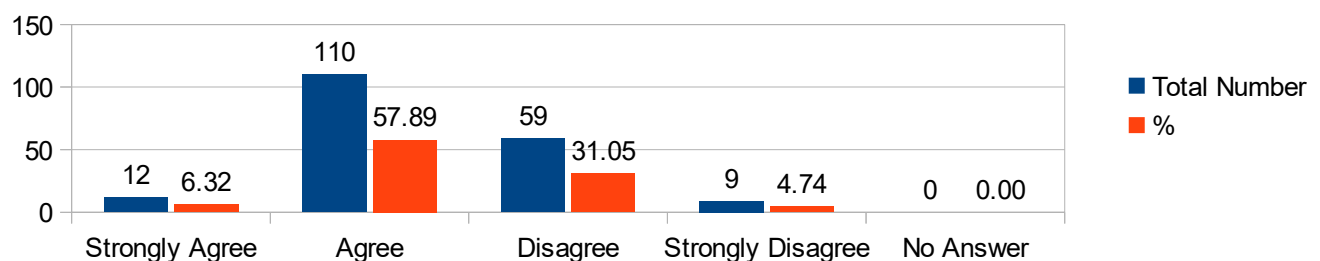
As far as ability to talk during small talks, the only data I have comes from surveys.

As a percentage, the overall number of students who enjoyed small talks slightly increased over the course of the class by 2%. But the number who strongly agreed increased by about 11%. So overall the students generally came to enjoy the small talks more.

The conversation felt natural - September 2020

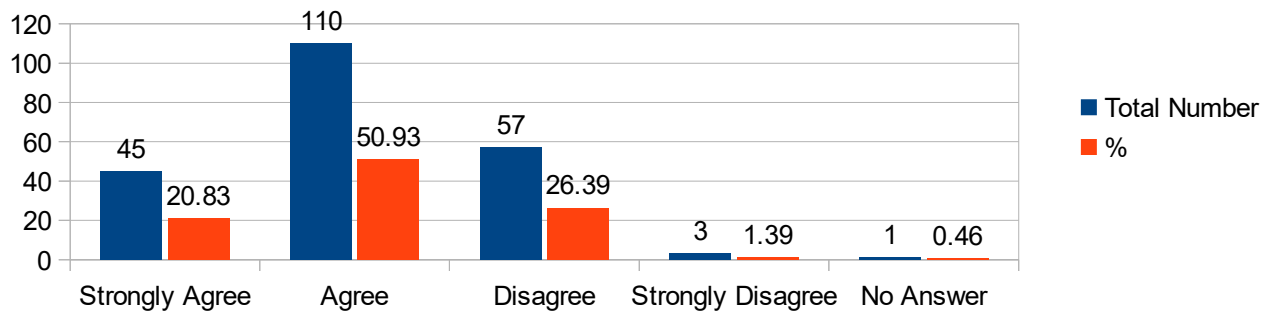


The conversation felt natural - March 2021

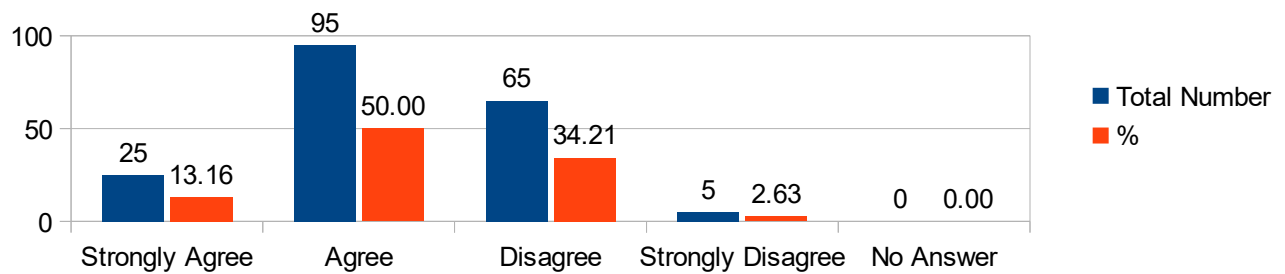


Interestingly, the number of students who felt the small talks felt natural decreased. From the data it's impossible to do more than speculate what the reason is.

We could talk the whole time - September 2020

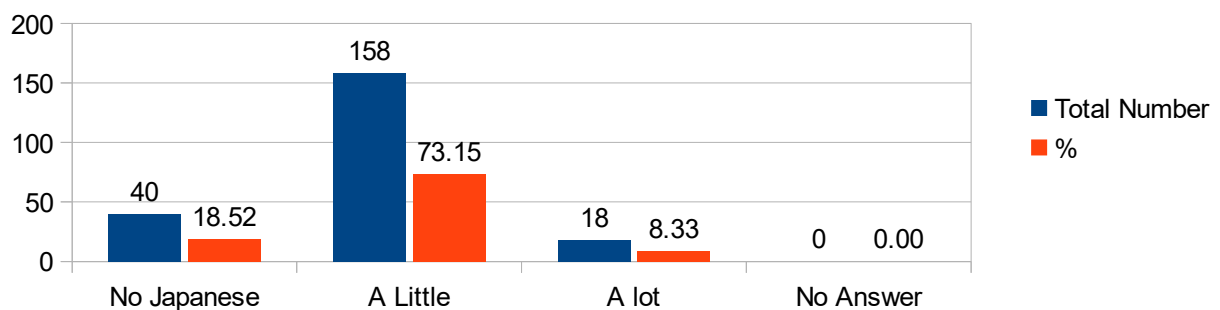


We could talk the whole time - March 2021

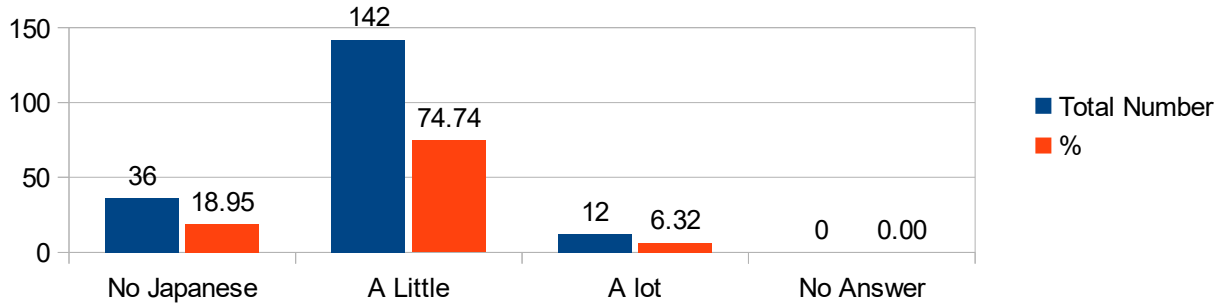


Here too the number of students who agreed that they could talk the whole time decreased. An important point here however is that I changed the Japanese translation of the question between the two. The original survey “時間いっぱい話せた” which comes out roughly to “talked a lot”. The final survey was changed to more accurately reflect the intent with “ずっと話せた”. Also, the total talk time between the two was increased from 1 minute to 1 minute and 30 seconds. Even still, about 63 percent claimed they were able to talk for that entire time.

Did you use Japanese? - September 2020



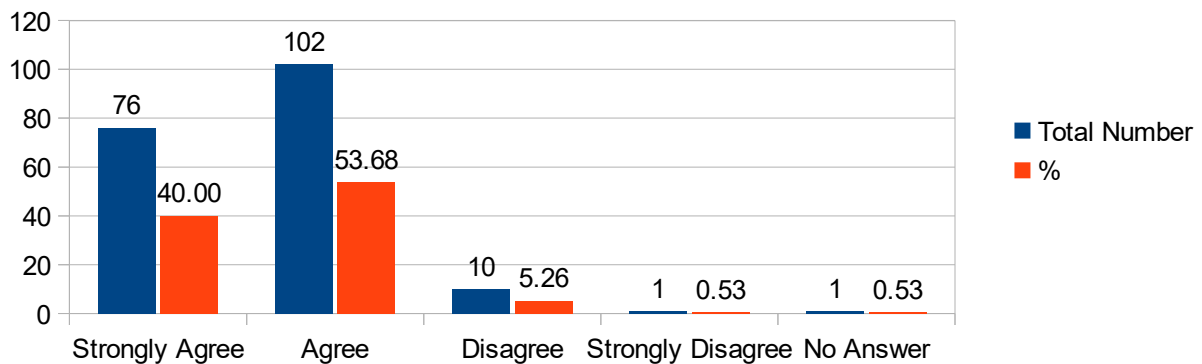
Did you use Japanese? - March 2021



The amount of Japanese the students claimed to use during their small talks didn't change by much. The amount that used no Japanese increased less than .5%. The percentage that used a little Japanese increased by about 1.5%, and the number that claimed to use a lot, decreased then by about 2%. This was not a very specific question and didn't ask whether the students were using Japanese for individual words, or grammar structures.

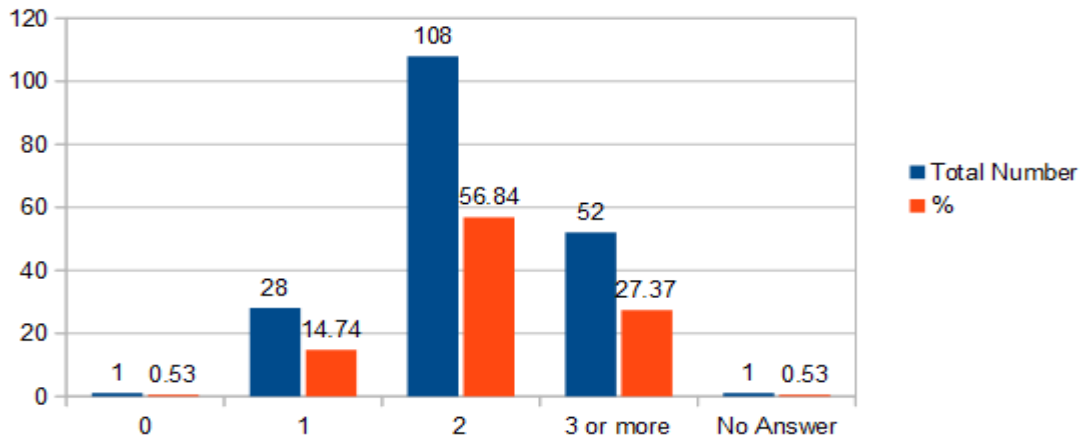
The following are new questions asked in only the final survey. They refer to the ability to ask questions and the usefulness of the follow-up question practice.

I could ask questions - March 2021



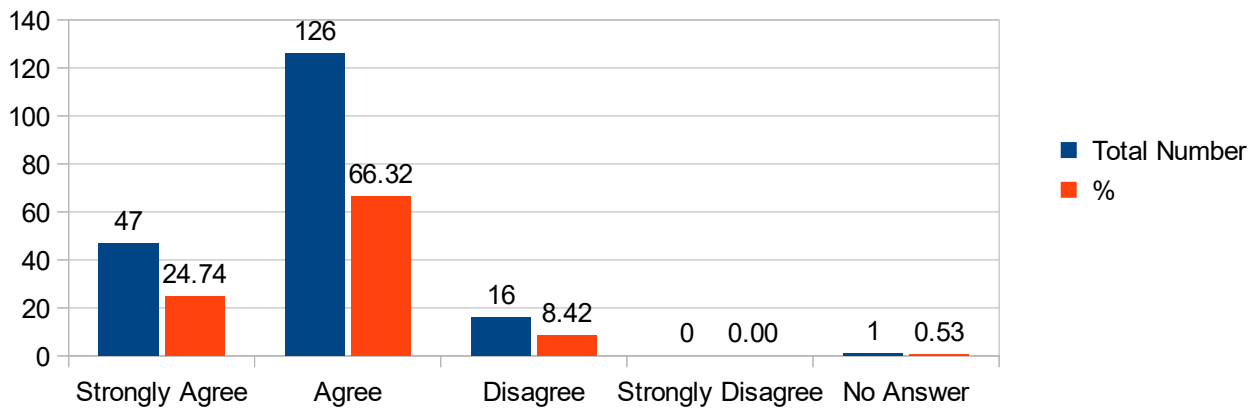
By the end of the year, about 93% of the students claimed they were able to ask their partners questions during small talk conversation. Even 40% strongly agreed that they could do so. It would have been more useful if this question were included in the initial survey as well.

How many questions could you ask? - March 2021



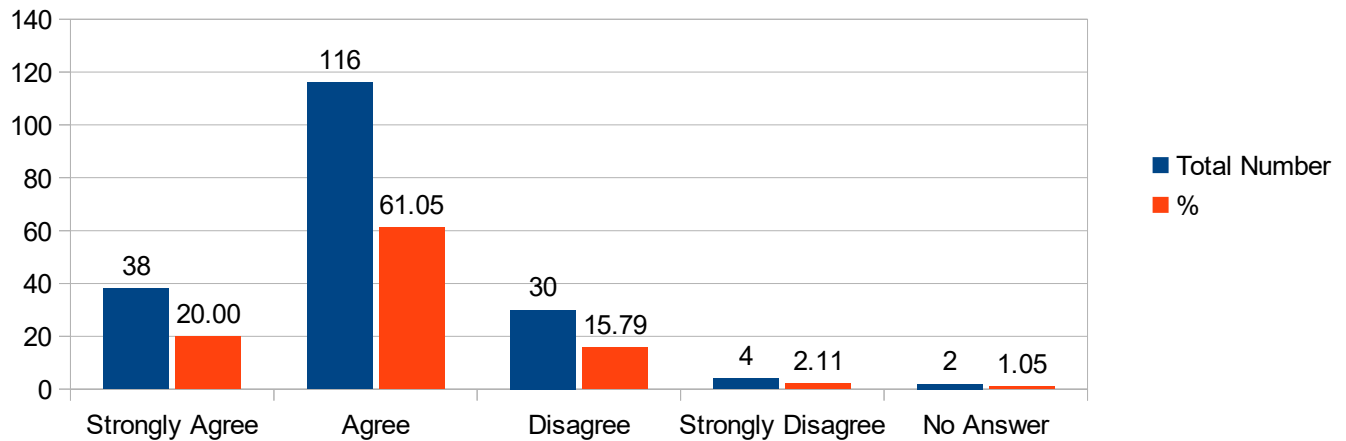
From the respondents, only 1 claimed to not be able to ask any questions. However many students didn't return the survey so it's probable this number is higher. Otherwise more than 80% could ask 2 or more questions during their small talk, and more than 27% could ask 3 or more questions in that time.

Follow-up question homework was helpful - March 2021



The vast majority of students who responded felt that the follow-up question homework was helpful to them, almost 25% strongly agreeing. However these are just the students feelings and without performance tests it's impossible to say for sure.

After doing follow-up question homework, I could ask more questions - March 2021



Even though about 91% of students felt that the follow-up question was helpful to them, only about 81% felt like they could ask more questions because of doing it. This might mean that while doing it the students feel it's useful, but when actually in a situation to use it they're not able to produce as well as they'd like.

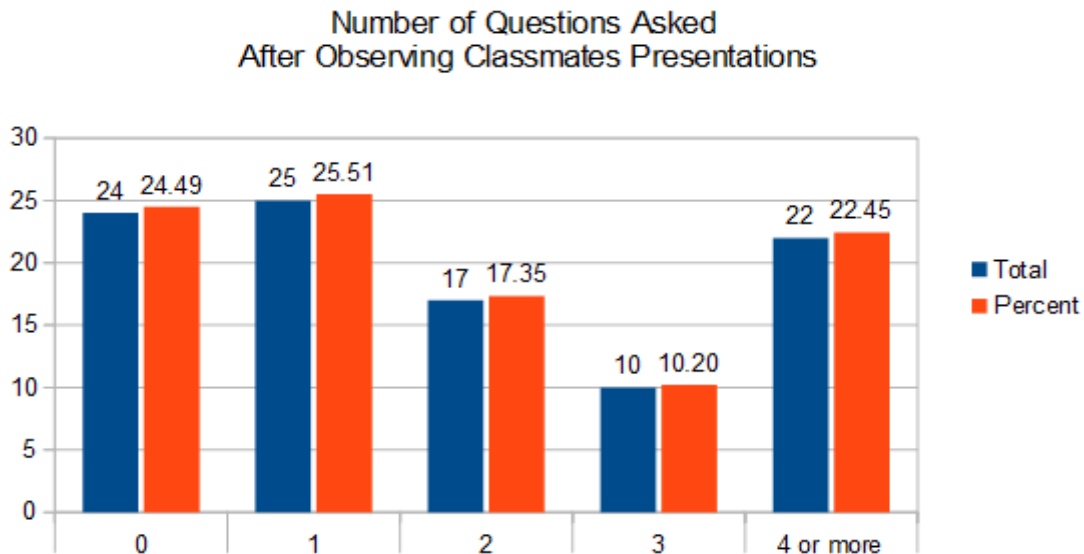
Small Talk Rubric

	1	2	3	4	5	Total	%
I understand the rubric. ルブリックが分かりました。							
Strong Agree	15	4	7	9	8	43	25
Agree	21	25	21	20	19	106	61.62
Disagree	0	5	5	4	6	20	11.62
Strong Disagree	0	3	0	0	0	3	1.74
Total	36	37	33	33	33	172	
I think the rubric looks useful. ルブリックが役に立つと思います。							
Strong Agree	25	15	5	13	8	66	36.46
Agree	11	19	27	23	22	102	56.35
Disagree	0	1	4	0	6	11	6.07
Strong Disagree	0	2	0	0	0	2	1.10
Total	36	37	36	36	36	181	
I want to use the rubric. ルブリックを使いたいです。							
Strong Agree	17	6	4	13	6	46	25.84
Agree	18	18	27	16	22	101	56.74
Disagree	1	11	4	6	7	29	16.29
Strong Disagree	0	2	0	0	0	2	1.12
Total	36	37	35	35	35	178	

The small talk rubric was only able to be used for self and peer assessment for 2 classes. I wasn't able to use it for a performance test. So the only data collected was a survey after the first day the students used it.

The students mostly thought the rubric looked useful and wanted to try it, but we didn't have the opportunity to use it very much.

Asking Questions After Presentations



The students observed 5 or 6 other students presentations. The presenters were given one minute, in the remaining time after they finished the observers then asked follow-up questions. These are the results of 3 classes. About a quarter of the students asked no questions, 75% asked at least one question, and 50% asked 2 or more questions in that time. Some students asked the same questions of more than one presenter, and some students repeated questions others asked.

What I learned

Students will be able to ask at least 2 follow-up questions to a prompt.

More than 80% of the students that answered the survey could ask 2 or more questions during a 1 minute, 30 second small talk.

Students will be able to talk continuously about a topic for at least one minute 30 seconds.

Only 63% of the of the students that answered the survey said they could talk the entire 1 minute and 30 seconds. Of that 63%, only 13% strongly agreed.

Follow-up Question Homework

It was hard to get very good data about the follow-question homework. In general, it surprised me how well students were writing questions from the start. The biggest problem was that I wasn't able to do any performance tests. I can see how very important they would have been. Ideally I would have taken video of their first small talks and could show them their progress at the end of the year. It would have also gotten better data on how much the homework helped them improve.

I was happy to see students trying to original questions too, not just reformulations of the scripted questions they'd learned through the textbook. Of course using those questions are ok, but them also being able to made their own questions was good for them experimenting and acquiring new language.

Also it seems that not only doing the homework, but also practicing those questions they used would have been useful too. In the future I want to give the students more opportunities in class to try asking follow-up questions.

Another important thing I learned about it was that it's not necessary to check their grammar. I want to use that time to write more comments instead.

I've also learned that the follow-up question homework was actually a communicative activity. The students had to understand the prompt and respond in their own way. There was no correct answers, it was entirely open ended.

Small Talk and Presentation Rubrics

I learned that making a good rubric is difficult. Depending on the context, there's a limit to how much someone can put into one. When not recording the evaluation, it's hard to accurately score a speaking rubric. It's also difficult to make one that is easy for younger students to understand.

However, the students enjoyed having a rubric more than not having one. It gives clear guidelines about what they should do and provides them with motivation. It's easy for them to understand their scores if it's written out for them.

Asking Questions After Presentations

The students very much enjoyed giving presentations to their class mates instead of just to me (the assistant teacher). Having them then asked follow-up questions also gave them a reason to listen to those presentation. They could enjoy seeing what their friends wrote.

This also gave them a chance to use some of the follow-up questions they had been practicing for homework. It was interesting to see what kind of questions they could ask. Some students could ask very interesting questions. In the future, I want to use more activities like these to help students

talk with each other.

Final Small Talk Survey

Writing the final survey, I realized information I should have asked in the first survey. For example, if the students could ask questions and how many they could ask. The questions are also depending on student's feelings so not necessarily the most accurate. I also think it might have been useful to ask them how much time they took to do the homework. Maybe they didn't need to think so much and could finish faster by the end.

I think asking what kind of Japanese the students used in their small talks would have been useful too. I could then see if they were just using it for vocabulary they hadn't learned yet, for grammar structures they don't know or remember, or even if they're just using it when their partner doesn't understand.

When we did the final small talk, the students actually hadn't done a small talk in a couple months. In the comments, some of them mentioned that they hadn't done it in a while but they were surprised how well they could do that time. It really is important to be able to do them consistently I think.

Future Issues

Next year I'll no longer be an assistant teacher, and will have my own classes. As a result I'll be able to more properly collect data. Most important will be doing conversation performance tests.

I also want to more deeply incorporate follow-up questions into class activities. It's necessary to give the students opportunity to use what they practice.

The students did communication strategies for some time, but not very deeply. I want to put a stronger emphasis on introducing them in the proper order of acquisition.

Also there's a better conversational self assessment rubric to find. The rubric I used the students found useful and motivating, so finding one that is simpler and easier to use will be beneficial.

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Appendix 1: (Sample Lesson Plan)

Objectives(s):

Introduce Small Talk, Survey, Introduce Follow up Questions

Time	Interaction T-Ss, S-S, S_	<u>Activity</u> & Procedure
1 min	T-S	Greeting (hello, how are you, day, date, weather)
5 min	S-S	Small Talk (students 1v1 short conversation about a given topic) <ul style="list-style-type: none"> - ask and react - ask, check information, and react - ask, check information, react, ask questions (1 minute timer) - anything students wanted to say but didn't know how? - Ask, check information, react, ask questions (1 minute timer) with new partner
5 mins	S	Small Talk Survey
5 min	T-S	Follow up Question Introduction <ul style="list-style-type: none"> - handout - demonstrate a good conversation with JTE (asking questions related to the theme) - demonstrate a bad conversation with JTE (asking random, unrelated questions)
5 min	S	Students write follow up questions to “I played baseball” prompt
5 min	T-S	Students share their baseball follow up questions, teacher writes on blackboard
3 min	S	Students copy interesting follow up questions they like from the blackboard
2 min	T-S	Announce homework
14 min	T-S	JTE's part of the lesson <ul style="list-style-type: none"> - review vocabulary - hint quiz (jobs)

Total Time: 45mins

S-S: 7 min

S: 8 min

T-Ss: 30 min

Appendix 2: (Follow-up Question Homework)

Name _____ Class _____ No. _____

Follow Up Question Practice Conversation List

1. I'm in the art club.
2. I'm from France.
3. This is my dog.
4. That is my pencil case.
5. This is Ken. He is my brother.
6. I like ice cream.
7. I like superman.
8. I don't like milk.
9. I don't like science.
10. I play soccer.
11. I don't play games.
12. I want pizza.
13. I want money.
14. I don't want natto.
15. I don't want a doll.
16. I have 2 sisters.
17. I have 3 fish.
18. I have 5 pencils.
19. Let's play games!
20. Let's go shopping.
21. The coffee is hot.
22. Japanese is difficult.
23. I have bread and milk for breakfast.
24. I have a headache.
25. I have a runny nose.
26. I live in Nagano.
27. Amy lives in Korea.
28. Bob likes chicken.
29. Nagisa reads books.
30. Donald watches TV.
31. The party starts at 5.
32. She is Michelle, my mother.
33. We speak French.
34. It's on the table.
35. I am studying English now.
36. I get up at 7.
37. I go to bed at 12.
38. I can swim well.
39. I can't fly.
40. I studied math yesterday.
41. I watched a movie last week.
42. The dog was sleepy yesterday.
43. My father was angry yesterday.
44. I was looking for my sister.
45. I was eating dinner.
46. I am going to take a test.
47. They are going to go to a party.
48. People call it rock candy.
49. I get up early to practice the piano.
50. I exercise to be healthy.
51. I want to be a firefighter.
52. She wants to be strong.
53. I want to eat sushi.
54. I want to visit America.
55. I have a lot of homework to do.
56. I have to clean my room.
57. I have to help my grandmother.
58. I don't have to eat vegetables.
59. I will buy a new shirt.
60. The teacher will help me.
61. You must go to the teacher's office.
62. You must not eat too much cake.
63. If I am hungry, I will go to a restaurant.
64. If you like sweets, eat this candy.
65. I think natto is delicious.
66. I think Trump is crazy.
67. When it is snowy, I am sad.
68. I use chopsticks when I eat.
69. I want to visit Italy because I want to study pasta.
70. There are 3 dogs in the car.
71. There is a ghost in my house.
72. I enjoyed winning the match.
73. I finished taking a test.
74. Playing games is fun.
75. Cleaning my room is boring.

Example Conversation: I played baseball.

- Question 1 Where did you play baseball?
2 When did you play baseball?
3 Which do you like baseball or basketball?
4 _____
5 _____

Question Words

What	Where
Who	Whose
When	Why
Which	
How	
How much/many	
Can	
Are/Is you/she/he	
Do/Does you/he/she	

- o Do you like baseball? 「好き?」
Can you play baseball well? 「上手にできる?」
How was it? 「何?」
How many hours did you play? 「何時間やった?」
What baseball team do you like? 「どのチームが好き?」

1) Conversation: Hello, I'm James.

- Question 1 What do you want to be?
2 Where is your school?
3 Do you like dogs? nice!
4 Which do you like better, dogs or cats? ✖
5 Can you play basketball well?

2) Conversation: (4) That is my pencil case.

- Question 1 Where did you buy that?
2 When do you plan to use that? ✖
3 How much was that?
4 Who did it go to buy?
5 How many pencil cases do you have?

Appendix 3: (Small Talk Rubric)

Oral Communication Rubric

	1	2	3	4	5
Physical	<ul style="list-style-type: none"> ~ No eye contact ~ No gestures ~ No enthusiasm 	<ul style="list-style-type: none"> ~ Some eye contact, a lot of paper reading ~ No gestures ~ No enthusiasm 	<ul style="list-style-type: none"> ~ Some eye contact, a little paper reading ~ One gesture ~ A little enthusiasm 	<ul style="list-style-type: none"> ~ Usually makes eye contact, a little paper reading ~ Robotic or scripted gestures ~ Enthusiastic 	<ul style="list-style-type: none"> ~ Usually make eye contact when talking naturally ~ Natural gestures ~ Enthusiastic
Comprehension (understand what you heard)	<ul style="list-style-type: none"> ~ No reactions ~ No talking 	<ul style="list-style-type: none"> ~ Few reactions ~ Many responses are inappropriate ~ Short answers 	<ul style="list-style-type: none"> ~ Some unenthusiastic or unnatural reactions ~ Some responses are inappropriate or use the wrong words ~ Use some short answers, some simple sentences 	<ul style="list-style-type: none"> ~ Some natural and some unnatural reactions ~ All responses are appropriate with some negotiation ~ Use sentences, sometimes with more detail or original thought 	<ul style="list-style-type: none"> ~ Speak with natural reactions and natural timing ~ All responses are appropriate with little negotiation ~ Speak in sentences with detail or original thought
Comprehensible (partner understand what you wanted to say)	<ul style="list-style-type: none"> ~ No talking ~ Listener can't understand the meaning 	<ul style="list-style-type: none"> ~ Long pauses when speaking and rhythm is unnatural ~ Voice is too loud or too soft ~ Difficult for the listener to understand the meaning 	<ul style="list-style-type: none"> ~ Speak with many short pauses or unnatural rhythm ~ Voice is usually a good volume, with a few mispronounced words ~ Listener can usually understand the meaning with some negotiation 	<ul style="list-style-type: none"> ~ Speak with some short pauses, natural rhythm ~ Voice is easy to listen to, with good pronunciation ~ It's easy to understand the meaning with some negotiation 	<ul style="list-style-type: none"> ~ Speak with almost no unnatural pauses, have natural rhythm ~ Voice is easy to listen to with good pronunciation ~ It's easy to understand the meaning with a little negotiation

Appendix 4: (Second Presentation Rubric)

Presentation 3 - Favorite Things

		1 point	2 points	3 points
P r e s e n t a t i o n	Eye Contact	No eye contact	Some eye contact, a lot of paper reading	Eye contact, a little paper reading
	Gestures and pictures	None	One gestures, didn't use the prepared pictures	Unnatural gestures, used pictures
	Attitude	Unenthusiastic, no confidence	X	Usual attitude
	Voice volume	No talking	Too loud or soft	Usually good, difficult to hear once or twice
C o n t e n t	Length - How many relevant sentences about your favorite thing	0 relevant sentences	1 Relevant sentences	2 - 4 Relevant sentences
	Target Language I think, because, more/~er, most/~est, best, as ~ as	Used 1	Used 2	Used 3
F l u e n c y	Accuracy How many mistakes with learned grammar and vocabulary	Meaning is unclear from mistakes	Many mistakes	Few mistakes
	Rhythm Speaking smoothly	No talking	Long pauses	Many short pauses

Presentation: _____ /16 points

Content: _____ x2 = _____ /16 points

Fluency: _____ x2 = _____ /16 points

Score: _____ / 48 points

Questions asked for other presentations	Count yourself (write a mark when you ask a question):	Teacher check:
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Appendix 5: (Final Survey)

Name _____ Class _____ No. _____

Circle one answer. 1つの答えを○してください。

1. I enjoyed small talk. スモールトークを楽しんだ。

Strongly Agree とても思う	Agree そう思う	Disagree あまり思わない	Strongly Disagree まったく思わない
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2. The conversation felt natural. 会話は自然だった。

Strongly Agree とても思う	Agree そう思う	Disagree あまり思わない	Strongly Disagree まったく思わない
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3. We could talk the whole time. ずっと話せた。

Strongly Agree とても思う	Agree そう思う	Disagree あまり思わない	Strongly Disagree まったく思わない
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4. Did you use Japanese? 日本語を使いましたか?

I didn't use it. 使わなかった	A little 少し使った	A lot 沢山使った
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5. I could ask questions 質問を聞くことができました。

Strongly Agree とても思う	Agree そう思う	Disagree あまり思わない	Strongly Disagree まったく思わない
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6. How many questions could you ask? 質問を何回聞けましたか?

0	1	2	3以上
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7. Follow-up question homework was helpful. Follow-up Question 宿題が役に立った。

Strongly Agree とても思う	Agree そう思う	Disagree あまり思わない	Strongly Disagree まったく思わない
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8. After doing follow-up question homework, I could ask more questions.

Follow-up Question 宿題をしたので、もっと質問を聞くことができました

Strongly Agree とても思う	Agree そう思う	Disagree あまり思わない	Strongly Disagree まったく思わない
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9. Small talk or Follow-up Question comment. Small Talk か Follow-up Question 宿題のコメント
