

## **Conversation Strategies in Small Talk Activities and Speaking tests**

### **Introduction**

As a learner, I had two different language learning experiences. The first, learning French in high school, and the second, learning Japanese in university. Despite studying French for five years in an academic environment, I never became competent at speaking. I was capable of reading and writing, but when put into speaking and listening situations I struggled.

Conversely, with only one year of studying Japanese I was thrust into a study abroad environment where I was required to speak and interact with people in the language. I quickly became more competent at speaking Japanese than I was at speaking French. From that experience I grew interested in helping other speak in a language and not just use it academically.

Japan is a perfect example of this struggle. According to the TOEFL iBT Test and Score Data Summary for 2020, Japan ranks last at average speaking score for countries in Asia. With a maximum score of 30, Japan's average score is just 17. The next lowest score is 20, a difference of three points. There is a need for improvement here.

My goal was to help to develop and improve my students' ability to communicate through speaking. I wanted to enable my students to be able to express their ideas through conversation.

### **Literature Review**

#### **Communicative Language Teaching**

Communicative language teaching (CLT) is an approach to teaching English. Brown (2007 p. 378) defines it as "an approach to language teaching methodology that emphasizes authenticity, interaction, student centered learning, task-based activities, and communication for the real world, meaningful purposes." This means that in a CLT classroom students learn by exchanging real information with each other. They participate in activities where their understanding of language is necessary for completion. Wong and Waring add

"CLT is an approach to the teaching of a second or foreign language that emphasizes communication as both the goal and means of learning a language. Within this approach, learners regularly work in pairs and groups, authentic materials and tasks are used, and skills are integrated from the beginning." (2021 p. 7)

In my context we employed communicative activities, in particular small talk activities, to that end. Real world topics were chosen both from class content and common conversational topics.

### **Communication Strategies**

Both learners of second languages and native speakers sometimes have difficulty while communicating. In these instances there are strategies that they can employ to keep a conversation going. These communication strategies are “a systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty” Corder (1981, p. 103). This may be something as simple as giving a response to something someone has said.

Canal and Swain (1980) called communication strategies “verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.” Learners of second languages may often encounter situations where they have insufficient competence, whether it is not knowing a word or not knowing how to express a longer idea. In these times they can employ communication strategies to help.

In this research I focused on five strategies: openers, closers, rejoinders, shadowing, and follow-up questions. Openers are greetings to begin a conversation. Closers are greetings to end a conversation. Rejoinders are comments in reaction to something a partner said or did. Shadowing is repeating all or part of what a partner said to show or check comprehension. Finally follow-up questions are questions asked to seek more information about a topic.

### **Conversation Analysis**

When gathering recordings of speakers interacting we need some way to look closer at what those speakers are doing Conversation Analysis (CA) is “a unique way of analyzing language and social interaction, focusing on what people do to have a conversation” (Wong & Waring, 2021 p. 3). CA analyses data taken from social interactions and transcribes it using a system of symbols. It is essential that this data come from true communicative interactions and not scripted practice. If it is not a naturally occurring data, then it is not truly measuring what people are doing in an interaction.

CA data is then analyzed from the perspective of a participant in the conversation. By doing this we can get a deeper insight into the details of a social interaction. We can better see instances of use of communication strategies and other conversational components.

### **Research Issues and Research Questions**

Starting from April 2021 I teach in an all girls private high school in Aichi, Japan. I teach first grade students (15-16 years old.) The class size is about 19 students, meeting once a week for 45 minutes. We use the English Firsthand Level 1 (Pearson Education South Asia Pte Ltd) textbook. Initially the students were quiet, rarely volunteering answers. But when called upon they could usually answer direct questions in English. They were able to follow scripted conversation activities, but not deviate from them. They also seemed to have no formal training in the use of communication strategies.

From this my goal became for the students to be able to use English communicatively during speaking activities, and to employ communication strategies to assist them. I chose three objectives for the year.

- (1) Can students speak in a small talk activity for three minutes by February 2022?
- (2) Can students use opener, closer, rejoinder, shadowing and follow-up question communication strategies in small talk activities by February 2022?
- (3) Can students use little to none of their first language during small talk activities?

### **Method**

Throughout the year, the class started with a small talk activity. The students talked with a partner for a set time about a topic. Some days they were given a topic to talk about, others they chose the topic themselves from a range of options. They talked with multiple partners as time permitted.

As the class progressed, communication strategies were demonstrated to the students and emphasized in activities. Given the state of the COVID-19 pandemic, it was unknown if or how many classes throughout the course of the year there would be, or if the class would be restricted from doing pair activities. Therefore the five strategies of opener, closer, rejoinder, shadowing, and follow-up questions were selected. If there were no complications from the pandemic and students quickly became proficient with those strategies, more could be added.

There were two approaches to the small talk activity in the first semester (April to July.) In the first approach, the teacher chose a topic for the students to discuss. A timer was set for one minute and the students were to talk about the topic until time expired. However, students often finished their conversation before the time expired and began having separate conversations in their first language, so during the course of the semester time was gradually reduced down to 45 seconds.

In late July another approach was executed. A script with places for students to include their own information was provided for students on the blackboard. The students talked with four partners. While talking with the first two partners the script was visible on the blackboard. From the third partner, the script was removed. Instead of speaking until a timer sounded, the teacher recorded how long the students talked before they completed the conversation.

Over the course of the first semester openers, closers, and rejoinders were introduced. A recording of the small talk activity was taken in June. Finally a survey was given to students after the last small talk activity of the semester in July.

The approach for the second and third semesters was different. At the end of each semester, in December and February, the students were given a speaking test. The test was a timed conversation with one partner. The speaking tests were two minutes in the second semester, and three minutes in the third. The students were provided a rubric for the speaking tests which was agreed upon by the two teachers for the grade (one teacher was not involved with this research.) There was a practice speaking test given in October as well, for the students to experience the test process before being evaluated.

Unlike the end of the first semester conversations, the tests were unscripted. The students were required to use their own knowledge and ability to carry the conversation. In this way the students show they are capable of having a conversation in English. This unscripted nature is also a crucial element in order to carry out conversation analysis.

During the speaking test, the students were given a random topic to talk about from a range of topics. The topics were known to the students before the test and practiced during class time. The theme for the second semester test was future and past experiences. The possible topics for the October practice test were “last weekend,” “a past vacation,” and “an important past life event.” The December speaking test also had the three possible topics from the October practice test. In addition, it had the topics “next weekend,” “future vacation plan,” and “future life event.” The theme of the February speaking test was shopping, and the

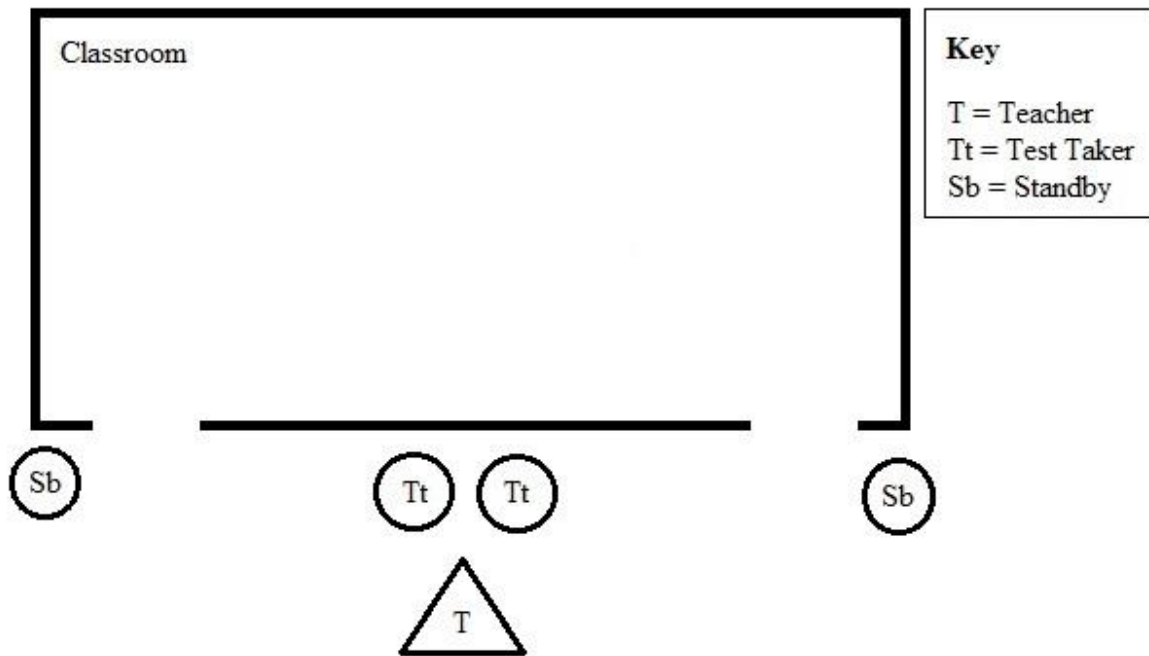
topics were “what store do you really like (or don’t like)?” “which is more important, price or quality?” “do you prefer shopping online or in stores?” “what is something big/expensive/important you want to buy in the future?” and “if you owned a store, what kind would it be?”

Partners for the speaking tests were also chosen at random. During the test, participants were chosen at random by the teacher drawing cards. The first two students drawn participated in the test outside the classroom, while the next two chosen sat separately by classroom entrances. They waited on standby until the test takers finished. When the test takers finished, the teacher drew two new students to standby. The finished test takers returned to the room and announced the next standby students. The first standby students then became the test takers and the newly announced standby students moved to sit in the standby positions (figure 1).

The purpose of using random topics and random partners was to prevent the students from being able to plan and rehearse a conversation before the test. It would require them to display their communicative competence.

During the second and third semesters openers, closers, and rejoinders were reviewed, and shadowing and follow-up questions were introduced. A recording of the students first practice test was taken in October. Recordings were then also taken of the second semester speaking test in December, and the third semester speaking test in February. A survey was given during the last class, in February.

Figure 1.



## Results

### **Students will be able to speak in a small talk activity for 3 minutes by February 2022**

From the final small talk activity of the first semester, students were able to talk in a small talk activity for at least one minute. This was however with the assistance of practicing with a script first.

The second and third semesters had different approaches. The data collected was not that of small talk activities but of speaking tests. In December the students were able to complete two minutes speaking tests. In February, the students were able to complete three minute speaking tests.

### **Students will use opener, closer, rejoinder, shadowing and follow-up question communication strategies in small talk activities by February 2022**

The first semester small talk activity recording only recorded four conversations, and those were difficult to hear and understand due to background noise. As a result, only three of those conversations were usable.

Figure 2

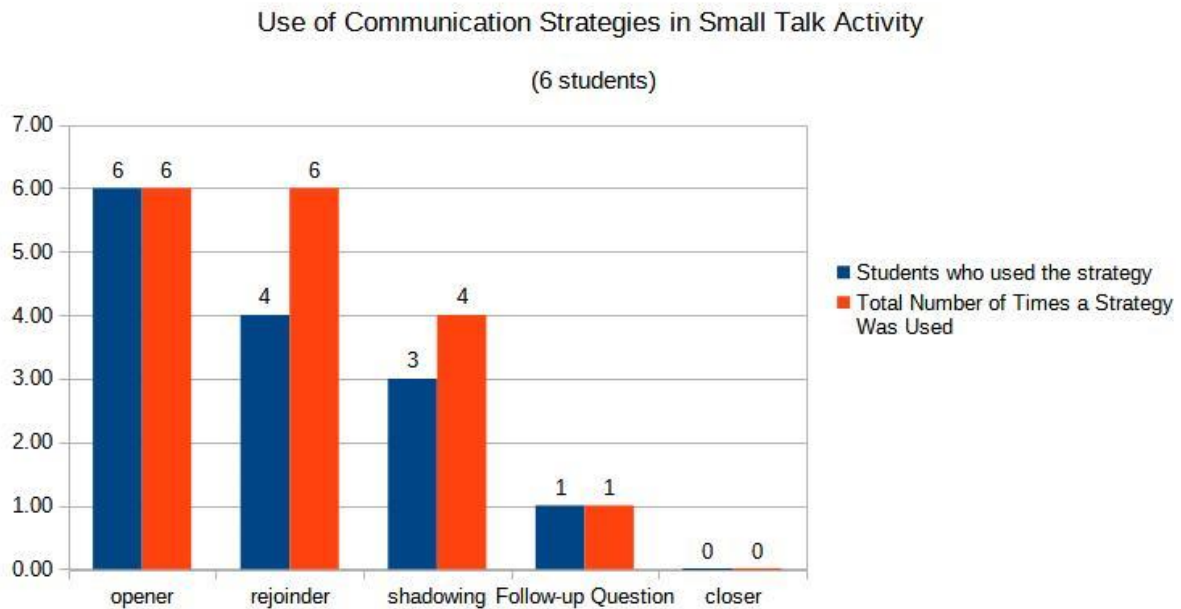


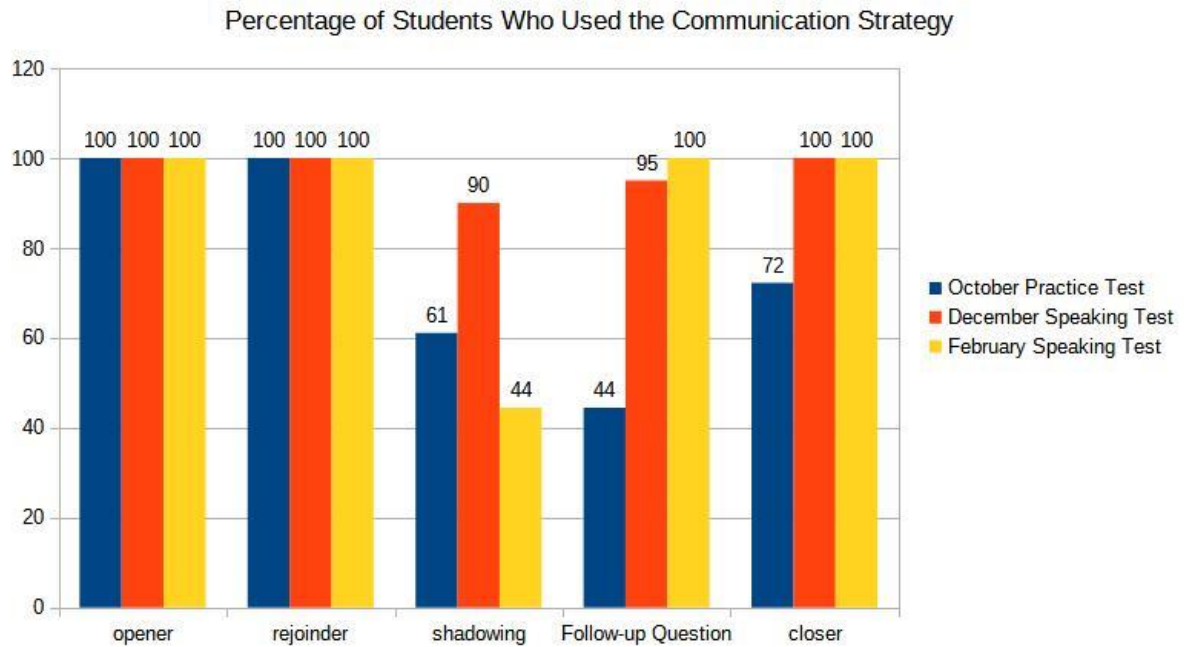
Figure 2 shows the use of communication strategies by students in the recorded small talk activity. The conversation was for 45 seconds. At the time of recording, only openers and closers had been formally introduced to the class. All students used openers but all forgot to use closers. However there were still some instances of using rejoinders, shadowing, and one follow-up question despite not being introduced to it.

After the last small talk activity of the first semester in July, students were surveyed. Students were asked if they used the three communication strategies they had been introduced to up to that point: openers, closers, and rejoinders. All students answered that they used both openers and closers. Eighteen of nineteen students also used rejoinders.

The teacher also observed and recorded how long the pairs spoke. The teacher noted the shortest and the longest times. The times talked ranged from one to one and a half minutes.

Figure 3 shows the percentage of students who used each communication strategy during the various speaking tests.

Figure 3



The October practice speaking test was the first time the students tried the speaking tests format. At that time, they had be introduced to openers, rejoinders, shadowing, and rejoinders. By the December speaking test the students had been introduced to all five communication strategies.

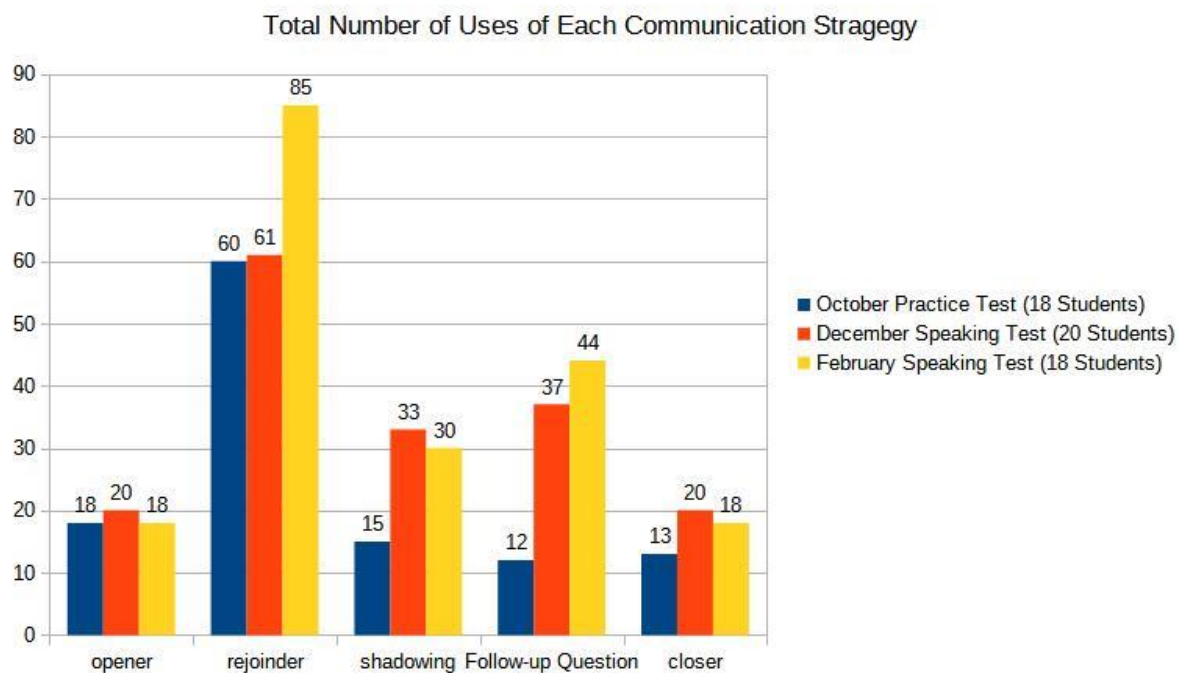
Across all three tests students used openers and rejoinders. At the time of the practice test 28% of students still did not use a closer. The use of shadowing varied across the three tests. When it was newly introduced, 61% of students used it. By the time of the December speaking test 90% of students used it. However the usage dropped to 44% for the February speaking test, lower than the initial practice test.

Follow-up questions were not introduced before the October practice test and it reflects in the results, only 44% of students asked one or more follow-up question in their practice test. However after they were practiced with the class, the use rose to 95% of students by the December speaking test, and reached 100% usage for the February speaking test.

Figure 4 shows the total number of uses of each communication strategy for each speaking test. Rejoinders were used the most of all strategies, followed by follow-up questions. There were more uses of both rejoinders and follow-up questions in the February speaking test than the other speaking tests. Shadowing was used the most in the December test.



Figure 4



While there were more uses of rejoinders and follow-up questions in the February speaking test, the speaking test was also longer. Figure 5 shows the average uses of each communication strategy per student per minute. Opener and closer are omitted as they were only used once each by each student and the beginning and end of the conversation.

Figure 5

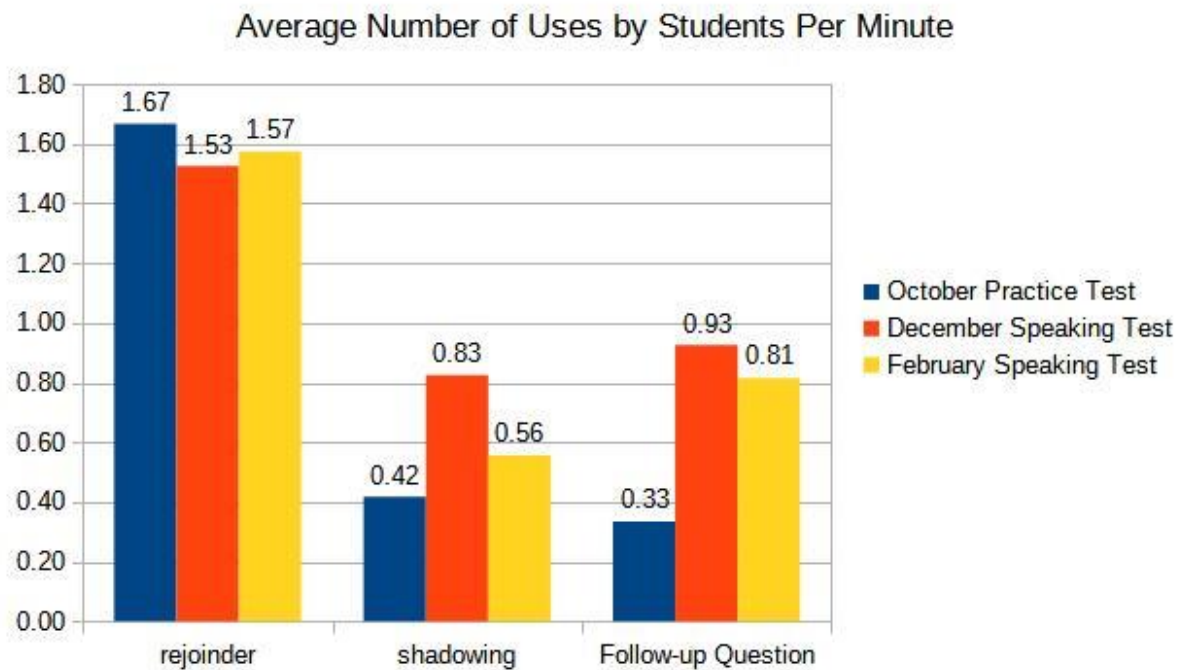
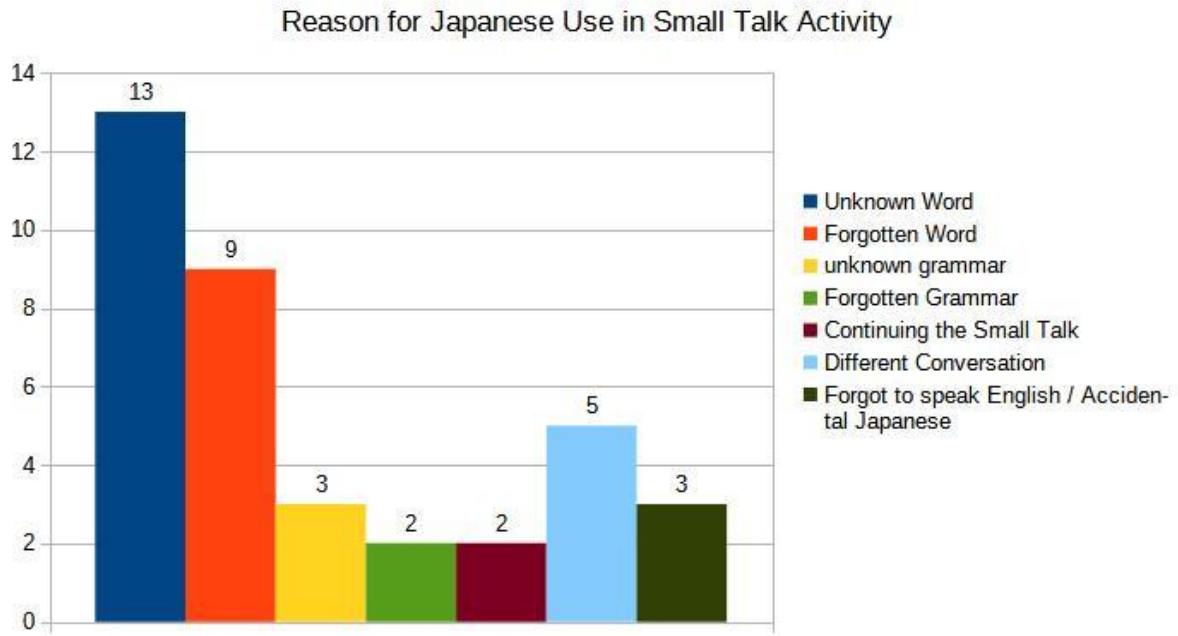


Figure 5 shows that the average use of rejoinders per minute by each student was close, but actually used slightly more in the October practice test. The use of follow-up questions is also close between the December and February speaking tests, however they were used more during the December speaking test.

**Students will use little to none of their first language during small talk activities.**

In the recorded small talk activities from June it is difficult to discern who is who says what in some of the conversations, but in all 4 there was Japanese spoken. However the survey in July following the last small talk activity of the semester shows more data. Figure 6 shows the results.

Figure 6



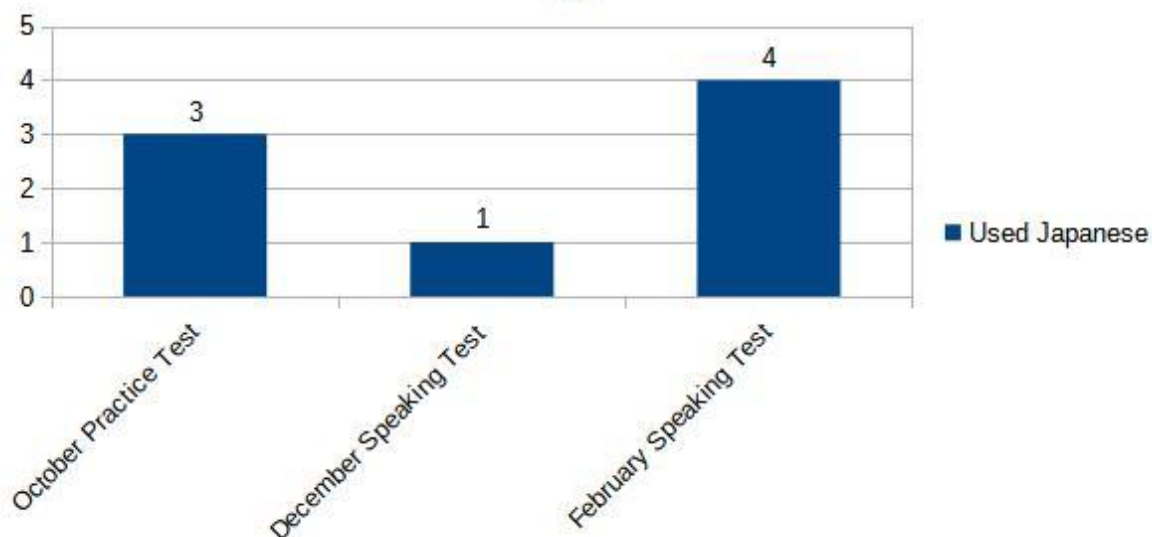
In the survey students were asked if they spoke in Japanese during their small talk. Three answered “no”, and 16 answered “a little”. However in the next question when asked what Japanese they used, two of the students who gave previous “no” gave reasons for using it. It is possible they misunderstood one or both of the questions.

According to figure 6 vocabulary was the leading reason for students to use Japanese in the small talk. There were however 5 students who answered that they were having a conversation other than the assigned topic in Japanese.

Figure 7 shows the number of students who used Japanese during the second and third semester speaking tests.

Figure 7

Number of Students Who Spoke Japanese During a Speaking Test



On the October practice test, only three students spoke Japanese. In one instance the student used Japanese for a word, in another instance the student used Japanese once in self talk. In only the third instance did a student use Japanese for more than one or two words, as seen in Excerpt 1 and 2, both from Conversation 1.

Excerpt 1: Mika and Runa (10<sup>th</sup> grade students, 15-16 years old)

3 Mika: hm: °what hm?° what life event.  
 4 Mika: ((nervous laugh))  
 5 Mika: nan- doukikebaiindaro  
 6 ((what, what should we ask))  
 7 Runa: what's up

Excerpt 2: Mika and Runa

40 Mika: °hn:°  
 41 (2.0)  
 42 Mika: (speaks Japanese)  
 43 (2.0)  
 44 Mika: junior high school (1.0)  
 45 Mika: eh ichiban tanoshikatta (.) event-o  
 46 ((most fun event))  
 47 Mika: ((small laugh))

In Excerpt 1 on line 5, Runa is unsure about what to say. Later, in Excerpt 2, on line 42 she speaks some muffled Japanese, and then again on line 45 uses Japanese for a phrase she does not know or remember.

There was only one student who used Japanese during the December test. She used it to confirm her role in the conversation asking if she should talk.

There were four students who spoke Japanese during the February speaking test. In one of those instances the student used Japanese for an unknown word and to apologize for a misunderstanding. In another instance a student used Japanese in self talk. In the last instance, one student was having difficulty understanding and spoke Japanese multiple times. Their partner once spoke Japanese to help them understand. Excerpt 3 shows an example of this self talk.

Excerpt 3: Nana and Runa (10<sup>th</sup> grade students, 15-16 years old)

75                   (timer)  
76 Nana:       [wa!  
77 Runa:       [oh.  
78 Nana:       °(bikkuri)°  
79                   ((surprised))  
80 Runa:       \$bye::.\$ ((small laugh))  
81 Nana:       \$bye.\$ ((small laugh))

In Excerpt 3, a timer sounds at line 75, signaling the end of time for the speaking test. The students are focused on the conversation and are startled by it. So Nana utters a short Japanese comment about it on line 78.

## Discussion

### **Students speaking in a small talk activity for three minutes by February 2022, and the use of students first language in the activity**

Small talk activities were only recorded in the first semester, they were not recorded in February. In June all students were able to talk in a small talk activity for one minute. Given the lack of data collected during small talk activities specifically, it is unclear if the students

could talk in the activity for three minutes by February. However the students were capable of completing a three minute speaking test.

Small talk activities were not assessed, so it is likely that adding a graded evaluation to a conversation motivated students to talk for the entire duration. The students had an added reason to speak longer, and not stop or have an unrelated conversation. This effect also likely contributed to the reduced use of Japanese during the speaking test. From figure 6 many uses of Japanese in the small talks were unrelated to the purpose of the task. Given the motivation of an evaluation, the students stayed focused on the goals of the conversation.

Also from figure 6, the majority of Japanese used in the early small talk activities were unknown or forgotten English. The rate at which students used Japanese from the activity to the speaking test in February was from 16 students claiming to use “a little” Japanese, to only four using it. These few instances were caused mostly from English comprehension difficulty. As no strategies were introduced to navigate lack of language knowledge, it is possible the large reduction was due to a greater emphasis not to use Japanese on the test, or from having more practice on the speaking test topics themselves. More study is needed to confirm this.

Given the lack of data collected during small talk activities specifically, it is unclear if the students could talk in the activity for three minutes by February, but they were capable of completing a three minute speaking test.

### **Students will use opener, closer, rejoinder, shadowing and follow-up question communication strategies in small talk activities by February 2022**

With the data collected, it is unclear how many students were using openers, closers, rejoinders, shadowing, and follow-up questions before October. In the recording taken in June, only data for 6 students was usable. The survey in July asked the students only if they the communication strategies they had learned, openers, closers, and rejoinders.

From figure 6, by the February 2022 speaking test, all student used openers, closers, rejoinders, and asked follow-up questions. The one strategy only 44% of the students used was shadowing. On the December speaking test, 90% of the students used shadowing. This suggests that the use of shadowing on that test was for display purposes and had not yet been internalized by the students. The decreased use in February suggests that more time should have been spent practicing shadowing in the third semester.

Students did not use all five communication strategies, yet they were still able to complete a three minute conversation for the February speaking test. From the teacher's observation, the largest increase in time able to talk occurred after introducing follow-up questions. You can see in Excerpt 4 from the October practice test, students tried to talk for two minutes but there were often long pauses.

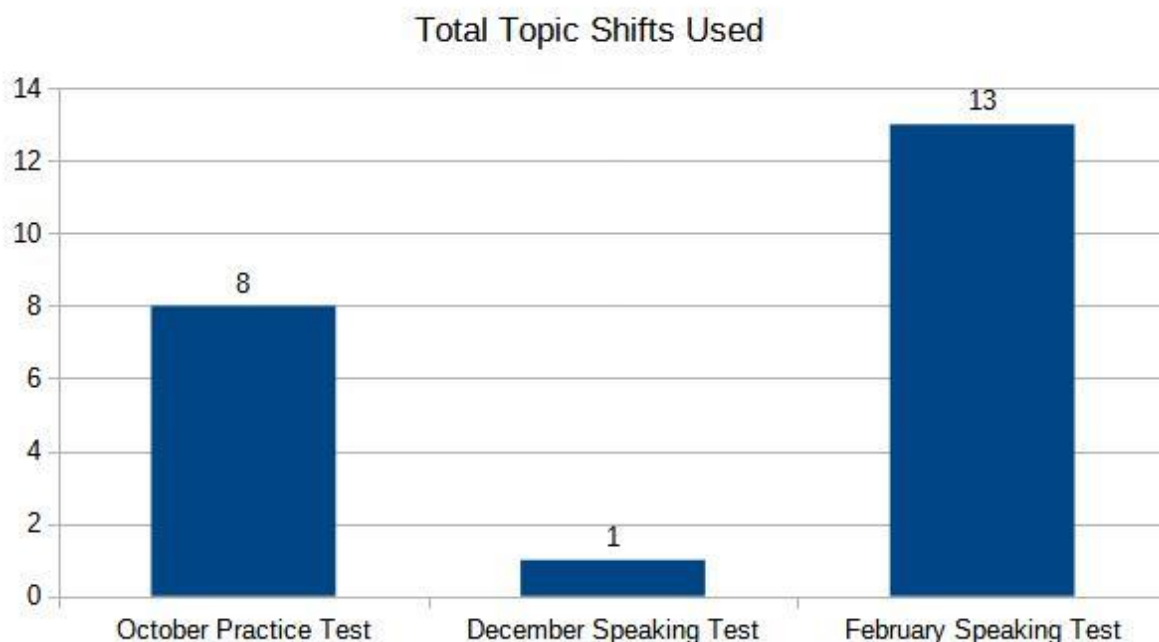
#### Excerpt 4: Runa and Mika

36 Mika: dettekonai  
37 ((nothing comes out))  
38 Runa: eh::  
39 (3.0)  
40 Mika: °hn:°  
41 (2.0)  
42 Mika: (speaks Japanese)  
43 (2.0)  
44 Mika: junior high school (1.0)

Follow-up questions were introduced between the October practice test and December speaking test. We can see from figure 3, in that time the number of students asking follow-up questions increased from 44% to 95% of students. By the February test all the students asked at least one follow-up question.

The average number of follow-up questions asked per minute for each student remained close between the December and February speaking tests. There is one more strategy students used more frequently in the February test than the December, usually by asking questions. That is topic shifts. Dornyei (1995) refers to this as a topic replacement. In this test context where students are both asking each other the topic question, and asking follow-up questions to those responses, I considered topic shifts to be where students asked another possible test topic question or where they talked asked a question or talked about a topic not following up on the target topic. Figure 8 shows the total topic shifts used in each speaking test.

Figure 8



In the October practice test, before follow-up questions had been introduced, students used topic shifts eight times in all nine two minute conversations. In December, after follow-up questions had been practiced, only one topic shift was used in the same timer period across 10 conversations. A likely cause for this is that the students asked follow-up questions and did not have lapses in their conversation or change topics to keep the conversation going. From figure 4 we see that indeed in the October test a total of 12 follow-up questions were asked, while December had 37.

The February speaking test was one minute longer than the October and December tests. The rate of asking follow-up questions was close (.93 and .91 questions per minute). In addition, many more topic shifts occurred in the February test. Excerpts 3 and 4 show an example of a topic shift.

**Excerpt 3: Runa and Nana**

9 Runa: ah which is more important  
 10 Runa: price or quality?  
 11 Nana: uh:: (1.0) i:: n? (0.5) pri-  
 12 Nana: uso  
 13 ((i lied))

**Excerpt 4: Runa and Nana**

30 Runa: oh. ((laugh)) ah.  
 31 (3.0)



32 ((small laugh))  
33 (1.0)  
34 Nana: what, is (1.0) good point.  
35 (1.0)  
36 Nana: expensive (.) goods.

In Excerpt 3 Runa starts the test topic conversation on line 9 and 10, asking which is more important, price or quality? After answers and follow-up questions are asked there is a pause in Excerpt 4 from lines 31 to 33. Then Nana is able to continue by shifting the topic at lines 34 and 36.

All the communication strategies helped the students carry out their conversations. However the combination of follow-up questions and topic shifts were likely a large contributor to the students ability to speak for the entire three minutes.

### **Conclusion**

In conclusion, introducing communication strategies is an effective strategy to help students maintain conversations and build interactive competence. While more data is needed to show that they can speak in small talk activities for three minutes, it is clear that they are capable of speaking in a test situation for that length of time. In particular, from the teachers observation follow-up questions and topic shifts had a larger effect on increasing the time students could talk. Further study is needed to confirm.

As with speaking duration, insufficient data was taken to show whether students can restrict use first language in small talk activities. For the speaking tests they were capable of removing unrelated talk, and only using a little of their L1. As Dornyei (1995, p. 58) considers this *code switching* to be a communication strategy in itself, there is no need to completely eliminate it's use. It is a useful tool for students to compensate for a lack of competency and keep their conversation going.

Finally, not all students used all five introduced communication strategies during their final speaking test. The only one of these strategies that was not used by all students was shadowing. As all students used the strategy during an earlier test it suggests that they are capable, but that there was insufficient class support for the students to internalize the strategy. Teachers need to provide students enough opportunity to practice and review strategies so they do not lose them.

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## Appendix

Transcription Key, adapted from Wong & Waring (2021 p. xvi)

.	(period) falling intonation
?	(question mark) rising intonation
,	(comma) slightly raised intonation)
-	(hyphen) abrupt cut-off
::	(colon(s)) prolonging of sound
<u>word</u>	(underlining) stress
WORD	(all caps) loud speech)
°word°	(degree symbols) quiet speech
↑word	(up arrow) rising pitch
↓word	(down arrow) lowering pitch

>word< (more than and less than quicker speech  
 <word> (less than and more than) slowed speech  
 hh inhalation  
 [word beginning of simultaneous or overlapping speech  
 (1.0) (number in parenthesis) length of silence in tenths of seconds  
 (.) (period in parenthesis) micro-pause: 0.2 seconds or less  
 \$word\$ (dollar signs) smiley voice  
 ((word)) double parenthesis transcriber comment

Conversation 1: Mika and Runa (10<sup>th</sup> grade students, 15-16 years old)

Topic: important past life event (2 minutes)

1 Mika: hallo  
 2 Runa: hallo:  
 3 Mika: hm: °what hm?° what life event.  
 4 Mika: ((nervous laugh))  
 5 Mika: nan- doukikebaiindaro  
 6 ((what, what should we ask))  
 7 Runa: what's up  
 8 Mika: ((laugh))  
 9 Runa: ((small laugh))  
 10 Mika: i'm good (0.5) how are you?  
 11 Runa: yes i'm good.  
 12 Mika: ↑↓oh.  
 13 Runa: my:: (0.5) life event-o is-u (0.5)  
 14 Runa: graju- gra- junior high school  
 15 Runa: ((small laugh))  
 16 Mika: ↓oh. (0.5) nice (1.0) °hm: heh hm?°  
 17 Mika: eh? (0.5) ↑↓kotae (.) eh::  
 18 ((answer))  
 19 Mika: ((small laugh)) eh:::: life event  
 20 Mika: is (1.0) °nandarou:°  
 21 ((i wonder))  
 22 (1.0)  
 23 Mika: i have a dog.  
 24 (1.0)  
 25 Runa: oh::  
 26 Mika: ((small laugh))  
 27 Runa: nice

28 Mika: yes. un::  
 29 Runa: i: i (.) have a dog-u me: too  
 30 Mika: oh: nice.  
 31 (1.0)  
 32 Mika: °oh:: (1.0) nandarou°  
 33 ((what should we do))  
 34 ((both nervous laugh))  
 35 Teacher: you can ask questions. questions  
 36 Mika: dettekonai  
 37 ((nothing comes out))  
 38 Runa: eh::  
 39 (3.0)  
 40 Mika: °hn:°  
 41 (2.0)  
 42 Mika: (speaks Japanese)  
 43 (2.0)  
 44 Mika: junior high school (1.0)  
 45 Mika: eh ichiban tanoshikatta (.) event-o  
 46 ((most fun event))  
 47 Mika: ((small laugh))  
 48 (5.0)  
 49 Runa: all [((laugh)) [all event (.)  
 50 Mika: [\$all\$ [oh nice  
 51 Runa: is .hh (0.5) exciting  
 52 Mika: very nice  
 53 (1.0)  
 54 Runa: are you: (0.5) in. are you::?  
 55 (1.0)  
 56 Mika: i:::(1.0) i:::(1.0) i enjoy (1.0) n:  
 57 Mika: sports-u: sports event  
 58 (1.5)  
 59 Runa: nice [((small laugh))  
 60 Mika: [((laugh))  
 61 Mika: °eh sugoi doushiyou°  
 62 ((what should we do))  
 63 (2.0)  
 64 Mika: um::  
 65 (5.0)  
 66 (timer)  
 67 Mika: gomennasai maji gomennasai

68 ((sorry, seriously sorry))  
69 Runa: bye..  
70 Mika: bye:

## Conversation 2: Runa and Nana (10<sup>th</sup> grade students, 15-16 years old)

### Topic: which is more important, price or quality

1 Runa: [hello::  
2 Nana: [hello::  
3 Runa: how's it going?  
4 Nana: i'm very cold  
5 Runa: oh me too  
6 Nana: how are you  
7 Runa: i'm-u:: fin:e  
8 Nana: ((laugh))  
9 Runa: ah which is more important  
10 Runa: price or quality?  
11 Nana: uh:: (1.0) i:: n? (0.5) pri-  
12 Nana: uso  
13 ((i lied))  
14 Nana: \$quality\$ ((laugh))  
15 Runa: \$oh: nice why?\$  
16 Nana: n:: (1.0) i:: can't buy (0.5)  
17 Nana: a lot of (.) goods.  
18 Nana: but (1.0) expensive goods (.)  
19 Nana: are, (1.0) can use very long  
20 Runa: oh: nice.  
21 Nana: ((small laugh))  
22 Nana: which is more important price  
23 Nana: or quality  
24 Runa: ah:: (.) quality.  
25 Nana: oh:[::  
26 Runa: [because (1.0) uh: (0.5)  
27 Runa: i: (.) i want to use-u:: (.)  
28 Runa: for (all::) long years  
29 Nana: oh:: me too  
30 Runa: oh. ((laugh)) ah.  
31 (3.0)  
32 ((small laugh))  
33 (1.0)  
34 Nana: what, is (1.0) good point.

35 (1.0)  
36 Nana: expensive (.) goods.  
37 Runa: uh::. (1.0) i:: (0.5) i::  
38 Runa: bou- i buy- bought-o a bag  
39 Nana: oh::  
40 (1.0)  
41 Runa: ah:  
42 (2.0)  
43 Runa: what-o: what-o: does-u:: (0.5)  
44 Runa: what does-u:: (1.0) what does  
45 Runa: buy:: (0.5) today.  
46 Runa: (small laugh)  
47 Nana: \$today?\$ (small laugh)  
48 Runa: \$today\$  
49 ((both laugh))  
50 Nana: oh: i:: (0.5) i:: don't buy  
51 Nana: anything  
52 Runa: oh: [((small laugh))  
53 Nana: [but  
54 Nana: but i want to: eat (.) sweets  
55 Runa: oh nice!  
56 Nana: ((laugh))  
57 (1.0)  
58 Runa: i i:: i: buy- i bought a (.)  
59 Runa: gum ((small laugh))  
60 Nana: gum?  
61 Runa: gum.  
62 Nana: ((laugh)) how much?  
63 Runa: ah about-o two:: hundred-o:  
64 Runa: yen  
65 Nana: oh:. (0.5) it's-u high or  
66 Nana: low,  
67 Runa: uh:: high! [((laugh))  
68 Nana: [oh ((laugh))  
69 Nana: it's good quality  
70 Runa: \$oh:: (.) thank you\$  
71 ((both laugh))  
72 Nana: i:: buy some goods (0.5) at  
73 (1.0)  
74 Nana: at-o (1.0) 100 shop

75 (timer)  
76 Nana: [wa!  
77 Runa: [oh.  
78 Nana: °(bikkuri)°  
79 ((surprised))  
80 Runa: \$bye::.\$ ((small laugh))  
81 Nana: \$bye.\$ ((small laugh))

## Speaking in English

In this class, I want to help you improve at speaking. This is interesting to me because speaking is an important part of communication. This survey helps me learn about how you talk and your English experience.

### Section 1: About You – These are questions about you and your English experience.

1. How long have you studied English?

For \_\_\_\_\_ years and \_\_\_\_\_ months.

2a. Have you traveled outside Japan?

Yes    No

2b. If yes, where did you go? How long?

1. \_\_\_\_\_ years  
\_\_\_\_\_ months

2. \_\_\_\_\_ years  
\_\_\_\_\_ months

3. \_\_\_\_\_ years  
\_\_\_\_\_ months

4. \_\_\_\_\_ years  
\_\_\_\_\_ months

5, 6, 7,... \_\_\_\_\_

3. Did you study at an English conversation school? (英会話、塾、など)

Yes    No

3b. If yes, how long?

▪ From \_\_\_\_\_ To \_\_\_\_\_

▪ From \_\_\_\_\_ To \_\_\_\_\_

▪ From \_\_\_\_\_ To \_\_\_\_\_

4, 5, 6, ...

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3c. How was it?

1. Good                  So-So                  Bad

2. Good                  So-So                  Bad



3. Good            So-So            Bad  
4, 5, 6, ...
- 

**Section 2: Small Talk – These are questions about our classroom small talks.**

4. Do you enjoy small talk?

I love it            I like it            It's ok            I don't like it            I hate it

5. Are you confident speaking English in small talk? (自信があること)

Very confident            confident            so-so            not confident            very  
unconfident

6. Could you talk the entire time today on the **last** small talk? (until the timer finishes)

Yes    No

7. During small talk today, did you use Japanese?

Yes            a little            No

8. What Japanese did you use? (circle any)

**a.** unknown words (知らない言葉)  
words (忘れた言葉)

**b.** forgotten

**c.** unknown grammar (知らない文法)  
grammar (忘れた文法)

**d.** forgotten

**e.** continuing the small talk conversation (話が続く) **f.** a different conversation  
(関係のない話)

**g.** forgot to speak English (英語で話すことを忘れた、日本語で言っちゃった)

**h.** other (他) \_\_\_\_\_

9. Did you greet your partner on the **last** small talk? (愛さつ)

Yes    No

10. Did you close your conversation on the **last** small talk? (byeさつ)

Yes    No

11. Did you use <reactions> in English on the **last** small talk??

Yes    No

12. What do you like or don't like about small talks?

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**Thank you for taking this survey. ☺**