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Effects of Communication Strategies and Communicative Activities on Interactional Competence in a Japanese High School EFL Course

Introduction

Most Japanese high school English classes focus strictly on grammar and translation, and little on genuine communication. Students have little opportunity to talk and use English communicatively. As a result, students are granted few opportunities to negotiate meaning and unable to develop their communicative competence (CC). This study looks at the effects of introducing communication strategies (CS) and communicative activities on the development of students' interactional competence (IC) in a Japanese high school conversation class.

Interactional competence refers to a students' ability to carry out the interactional practices of turn taking, sequencing, overall structuring of a conversation, and repairing communication breakdowns in conversation (Wong & Waring, 2021, p. 8). Using conversation analysis (CA), I analyzed the changes in my students' IC throughout the course of the year, specifically in their sequencing and repair practices.

The research takes place in a private all girls high school in Japan. Throughout the course of the year, I introduced and practiced various CS as well as Q → SA+EI (question → short answer + extra information) (Newton & Nation, 2021, p. 151). In doing so, I hoped the students would be able to have a conversation about a topic for at least three

minutes and be able to speak in more than minimal responses. I hoped to see the effects of practicing follow-up questions and Q → SA+EI on this as well.

Literature Review

Communicative Language Teaching

The way in which languages are taught in formal settings have grown and adapted much throughout the years. From structure-based grammar translation and audiolingual methods, to more natural learning immersive approaches, there is a wide range of beliefs about how best to approach second language teaching and learning.

Communicative language teaching (CLT) emerged in the late 1970s. Contrary to the earlier methods, CLT placed an emphasis on the exchange of meaning in an interaction, not just being concerned about using specific language features.

Brown (2014) called CLT "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes" (p. 369). In earlier approaches and methods it was assumed that classrooms could not provide appropriate opportunities for learners to talk in various meaningful ways. This was particularly apparent in teacher-fronted classrooms where the teacher directed the action and students responded. However, in a CLT context students have the opportunity for many kinds of input and to try various forms of output, for example pair work, role plays, and the like (Lightbown & Spada, 2013, p. 67).

Savignon (2002) wrote that CLT refers to both the "processes and goals in classroom learning" (p. 1). This means that CLT is concerned with not only how language is taught, but also why. Brown (2014) gives these four characteristics of CLT:

(1) Classroom goals are focused on all of the components of *communicative competence* (CC) and not restricted to grammatical or linguistic competence.

(2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language form meaningful purposes. Organizational language forms are not the central focus but rather the aspect of language that enable the learner to accomplish those purposes.

(3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

(4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 236)

Savignon (1972) conducted a groundbreaking study of university French learners in an American university. She split 48 students into three groups, a control group, a culture group, and a communicative group.

Each week, the three groups received the same four hours of audiolingual classes focusing on practicing grammatical forms. The difference between the three groups were the different one hour of activities they had in addition to the audiolingual classes. The control group had additional grammar and pronunciation drills in the style of their regular class. The

culture group participated in cultural activities conducted in English, not the target language French, focused on art, movies, and music. The communicative group participated in tasks with the purpose of using French in a communicative way, emphasizing meaning, creativity, and spontaneity.

The students were tested on their linguistic and communicative ability both before and after receiving instruction. Their linguistic ability was tested by grammar tests, tested on their speaking ability by teachers, and course grades. The communicative ability measured their fluency through tasks included discussions with a French native speaker, interview of a French native speaker, talking about themselves, and talking about activities in French.

The end result of the study showed that there was no significant differences in the scores of the three groups in the linguistic testing. There was however a difference in the students' communicative abilities. The results showed that the participating in communicative tasks scored higher on the communicative tasks. The importance of this is that it showed that giving students opportunities to communicate freely in classes does not cause them to do worse on linguistic assessments. In fact, schools that do not do so fail to give students sufficient opportunity to develop their communicative ability.

Long and Porter (1985) looked at various studies on learner interaction, one of which was Porter (1983). In it, 18 adult subjects participated. There were 12 Spanish language learners, non-native speakers, and six native speakers of Spanish. The participants were further broken down into proficiency levels, intermediate, advanced, and native speaker. The study looked at the language that was produced by pairs in task-centered discussions. Porter

could then compare the interactions between the various proficiency levels. To determine the quality of speech, grammatical and lexical errors and false starts were counted. Porter found six points:

(1) Learners produced more talk with other learners than with native speaking partners, and produced more with advanced-level learners than intermediate, with the conversations lasting longer.

(2) There was no significant difference in the number of errors or false starts produced by speakers talking with different levels. This contradicted the popular thinking at the time that learners would be more careful when speaking with a native speaker.

(3) There was no significant difference in the amount of repair used by native speakers or learners. Porter counted instances of repair from confirmation checks, clarification requests, comprehension checks, verification of meaning, definition requests, and indication of lexical uncertainty. This was important because it showed that learners could engage in repair in ways similar to native speakers, regardless of level.

(4) The use of verification of meaning, definition requests, and indication of lexical uncertainty strategies were used in similar numbers regardless of if the learners were talking with native speakers or other learners. Further, learners rarely asked for help regardless of speaking partner as well.

(5) Both learners and native speakers rarely corrected their partners grammatical and lexical mistakes, with eight percent for native speakers and only one and a half

percent for learners. In addition, learners miss-corrected less than one percent of errors.

(6) Learners and native speakers both gave similar numbers of labeled prompts, that is words, phrases or sentences inserted in middle of speakers utterance to help complete it. Learners did however prompt other learners five times more than they did native speakers. As a result, they get more practice at it while speaking with other learners.

These findings showed that while other learners cannot necessarily provide accurate grammatical or sociolinguistic input, they can still provide genuine communicative practice and negotiation of meaning.

Mackey (1999) studied if conversational interaction could facilitate second language development. Participants of the study were 34 adult English learners at a private language school in Sydney, Australia. They came from 10 different first language (L1) backgrounds and were all from beginner or lower-intermediate intensive English language classes. The participants were chosen at random from 147 students of lower proficiency levels who volunteered for the program for extra credit.

The participants were divided into five groups: interactors, interactor unreadies, observers, scripteds, and control. In the interactor group, learners carried out tasks with a native speaker. The learners asked questions necessary to carry out tasks and the native speakers answered. The interactor unreadies did the same as the interactor group, however were a lower developmental level and so not ready to acquire higher-level structures. The observer group watched the same input given to the interactor group, but were unable to

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interact. They were given a post hoc comprehension check in their L1 to confirm they had actually observed. The scripted group did the same task as the interactor group in native speaker-learner pairs, but the native speakers had a detailed script of instructions that made communication breakdowns and negotiation for meaning unlikely. Finally, the control group received no treatment.

The learners participated in one session a day for a week, followed by one session a week later, and a final session three weeks later. Each session lasted 15-25 minutes. The treatments and tests consisted of information-gap tasks.

The results showed that both the interactor and interactor unreadies groups showed more progress in question formation development than the other three groups that did not interact. In addition, the observer group and scripted groups proved to be similar to the control group, who showed little change. This supported the idea that negotiated interaction leads to L2 development.

Communicative Competence

A key component of CLT is CC (Savignon, 2002, p. 1). How we have viewed CC has changed over the years. The ideas originated with Chomsky (1965). He defined competence as a speaker-hearer's knowledge of a language, and performance as the use of that language in a situation (p. 4). He viewed knowledge of language and use of it as entirely separate, competence and performance. This was questioned by Hymes (1972) and Campbell and Wales (1970). They pointed out that Chomsky's view gave no consideration to the

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sociocultural appropriateness of language in a given context. Hymes (1972) uses the example that a child with only grammatical ability, spurting out only random sentences, would likely be institutionalized. Also, there are instances where it is appropriate to be ungrammatical (p. 277). They proposed a new idea of competence, that of CC, considering both grammatical competence and contextual or sociolinguistic competence.

In 1980, following a Hymesian approach to CC, Canale and Swain (1980) proposed their framework for CC. They included knowledge of the language such as grammar, syntax, and the like as grammatical competence. Understanding of sociocultural appropriateness and rules of discourse made up sociolinguistic competence. Last, they called the use of verbal and non-verbal CS to compensate in times of communication breakdowns strategic competence (pp. 28-30).

Soon after, Canale (1983) split sociolinguistic competence in her model and made discourse competence its own competence. In the same year, Savignon (1983) proposed an inverted pyramid to represent the same four competences. It was meant to show that as learners develop in the four areas, their CC expands and grows (Savignon, 2002, p. 8). This pyramid, seen in Figure 1 below, also shows the degree to which each competency affects overall CC as a speakers' CC develops. In particular, strategic competence makes up the larger portion of CC for lower-level learners, but does not increase as their CC increases, meaning it is particularly useful for lower-level learners to communicate and becomes a smaller piece as CC expands. Also, Savignon (2002) emphasized that none of the competencies exist in isolation and are all interconnected through context (p. 8).

Celce-Murcia et al. (1995) argued to expand sociolinguistic competence again. They

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separate out actional competence as "as competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets" (p. 9). They also introduced a schematic diagram to represent CC in the form of a triangle, with discourse competence interacting with linguistic, sociolinguistic, and actional, while strategic competence interweaves with everything.

Figure 1

*Savignon's model of CC taken from Savignon (2002, p. 8)*
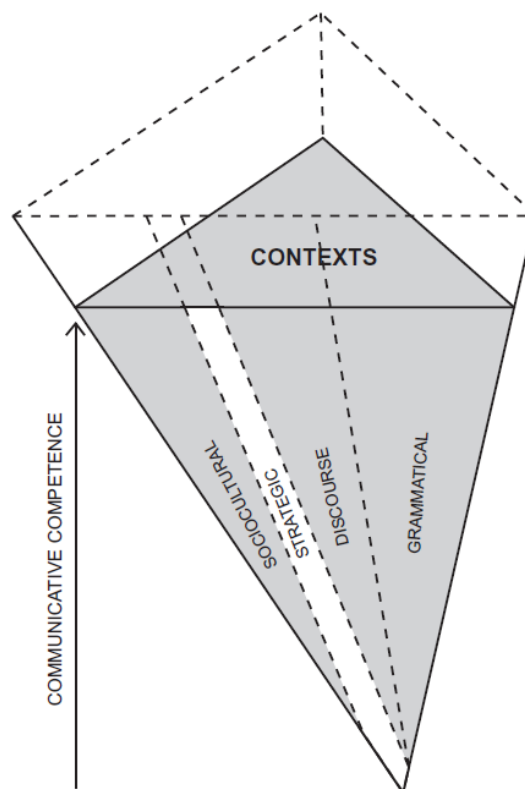
In 2007, Celce-Murcia proposed an update to her 1995 model of CC (see Figure 2 below). This new model still held much of the previous model. It still contained discourse

competence interlocked with sociocultural competence and linguistic competence with strategic competence connected to them all. However, actional competence is further divided into formulaic competence and IC (pp. 44-45). There is

Figure 2

Celce-Murcia (2007) proposed model of communicative competence (p. 45)
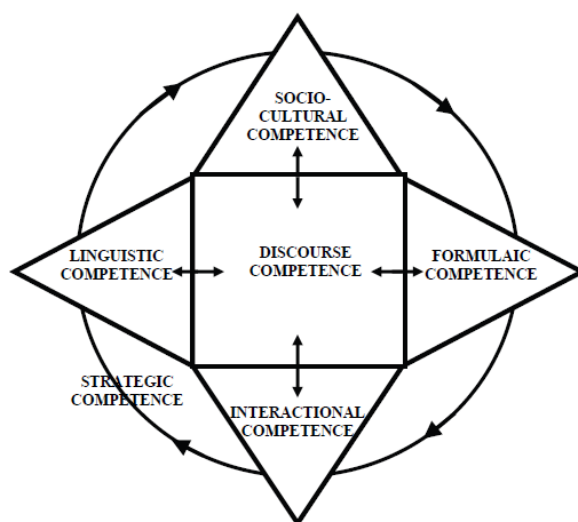
still debate however about the inclusion of IC in CC. Young, (2011) argues that there is a fundamental difference between the two. He says that CC is focused on what an individual person does, where as IC "is not what a person knows, it is what a person does together with others" (p. 430). CC views competence through the lens of what a single person is themselves capable of doing. IC then is interested in what happens when two or more people interact. It is fundamental that it is not looked at as an individuals' capabilities in isolation.

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. CS 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.

Canale and Swain (1980) called CS "verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). 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 CS to help.

Dörnyei and Scott (1997) realized that these early definitions of CS focused on ways learners dealt with inabilities to verbally communicate. However, the term "communication strategies" is much larger in scope. Other researchers began expanding the definition and included the ideas of own-performance problems, other-performance problems, and processing time pressure (p. 183). Own-performance problems are those where speakers themselves realize they have said something incorrect. Other-performance problems deal with a speaker's difficulty in understanding their partner or noticing some mistake they have made. Finally, processing time pressures refer to speakers need to use more time than would be natural to think, plan, or speak in some instance of communication.

As mentioned in discussions about Savignon's (1983) CC model, CS are useful for all levels of CC ability. In particular, they can be helpful for learners of lower-competence

to communicate.

Dörnyei (1995) investigated if CS be integrated into second or foreign language teaching programs. They studied 109 secondary school students from eight class groups, across five schools, studying English in Hungary. There were four treatment groups, and four control groups. Students were of varying levels and had been studying English between 1.5 and 3.5 years.

The experiment was a six-week program. The four groups receiving treatment received strategy training for 20-40 minutes three times each week, training in three CS: topic avoidance and replacement, circumlocution, and fillers and hesitation devices. The four control groups were further divided into two more groups. Two of those groups received no treatment and followed their regular curriculum. The other two control groups participated in conversational training activities in length similar to the treatment groups' activities, however without a particular strategic focus.

All students took a written and oral pre-test, and an oral post-test. The elicited speech was then recorded and transcribed. The treatments groups also competed a questionnaire focused on how interesting and useful they thought the training was.

The results showed the treatment succeeded in improving the quality of definitions students generated based on the difference between treatment and no-treatment conditions. They warned however that due to some factors, including being limited to only three CS, that the study did not allow for generalization.

Wood (2010) studied which CS students began to use more easily and often, and which were more difficult for students to use in their in-class conversations. The study

involved 44 first-year English majors in a Japanese university. The students participated in a 90 minute class once a week for one school year.

In each class, students were introduced to various CS, completed short 10-15 minute activities, then had three 15 minute conversations. However, as English majors the students also participated in other oral communication classes, sometimes incorporating CS as well.

The students were given a survey three times during the course of the year. It was the same survey each time and asked the students about how well they knew, and how often they used 20 different CS. The students also recorded four of their in-class conversations. After each recording they reviewed them and did a self-evaluation. They evaluated themselves on their CS usage and gave their thoughts on improving their conversations. The self-evaluations were then used to make a class newsletter.

The researcher found that there were some CS whose use overall increased over time, and some that decreased over time. He also found some CS whose use increased from the first to second survey, but then decreased again. Some strategies he found to increase include "how about you," "oh really," shadowing, and "sounds nice/great/good."

He found that there were some whose use increased over time, and some that decreased. Some strategies he found to increase include "how about you," "oh really," shadowing, and "sounds nice/great/good." Some he found to decrease include "pardon me," "me too/me either," and "I agree." Some he found to peak on the second survey include "let me see," "oh really?" "me too/me neither," and shadowing. Shadowing was not listed in the results summary but from the data on page 478, shadowing was used 60.5% in July and 51.3% in November.

Interactional Competence

The term Interactional Competence (IC) was first used by Claire Kramsch in 1986. She questioned the American Council on the Teaching of Foreign Language's (ACTFL) proficiency guidelines focusing on grammar structures and accuracy. They said that if someone is sufficiently proficient then they will have successful communication. She argued that their idea of proficiency would not lead to IC, and that there needed to be a focus on interactional processes and discourse skills (p. 370).

While the term IC was first introduced in 1986, the ideas behind it began with Hymes (1972) and his criticisms of CC at the time. He pushed back against the common idea of competency introduce by Chomsky (1965) that language knowledge and use were separate, competence and performance in favor of a more holistic and contextual view of speakers' communicative abilities.

Firth and Wagner (1997) argued that there was an imbalance between cognitive and social approaches to researching language. The imbalance resulted in a mindset of "FL speakers as a deficient communicator struggling to overcome an underdeveloped L2 competence" (p. 768). They argue that what that approach overlooks is that L2 learners often succeed in communication by using other communicative resources, and that this was a perspective that should be further studied. They argued that more analysis should be done from an emic perspective, and that by doing so researchers would be better able to understand how language is used as it is being acquired through interaction, and used

resourcefully, contingently, and contextually. They advocated for a shift of looking at what speakers could do instead of what they could not do.

From this ethnomethodological mindset, the field of conversation analysis as an approach to second language acquisition (CA-SLA) was born. Researchers such as Markee and Kasper (2004) and Kasper and Wagner (2011) used the foundations of CA to analyze language learners' IC. Presently, researchers who do this ethnomethodologically inspired CA (EMCA) use the term IC. Thus, the EMCA idea of L2 IC deals in topics such as turn taking, topic management, and repair of communication breakdown. Development of L2 IC looks at changes in how a language learners interact over time.

Wong and Waring (2021) consider four Interactional Practices (IP). They claim these practices to be "systematic verbal and nonverbal methods participants use to engage in social interaction" (p. 8). They claim that the practices that make up a conversation are:

(1) Turn-taking practices: Way of constructing a turn and allocating a turn.

(2) Sequencing practices: Ways of initiating and responding to talk while performing actions such as requesting, inviting, story-telling, or topic initiation.

(3) Overall structuring practices: Ways of organizing a conversation as a whole as in openings and closings.

(4) Repair practices: Ways of addressing problems in speaking, hearing, or understanding of the talk. (p. 8)

They see these practices as building upon one another. Turn-taking practices are the smallest of these practices. Combined together they make up a sequence. An overall

Figure 3

Wong and Waring's (2021) model of interactional practices (p. 9)
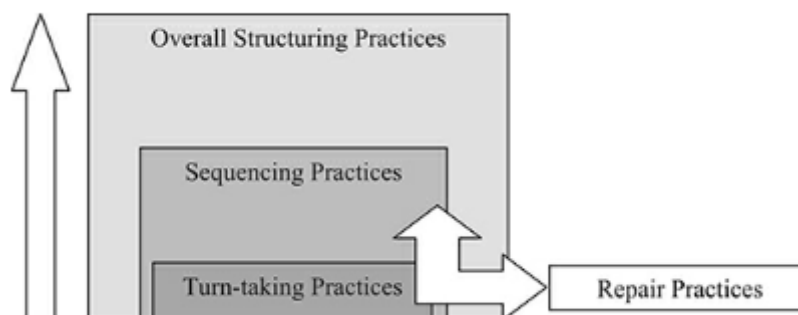
conversation could be then made up of a series of sequences. Finally, repair practices cross

all the other practices as breakdowns occur. See their model in Figure 3 below. When taken

together, they then view IC as the ability to carry out these practices in actual interactions.

From that perspective, IC then becomes "the ability to implement the various practices

such as doing turn-taking or dealing with problems of understanding in actual interaction"

(Wong & Waring, 2021, p. 8). This is more or less the same as the EMCA view on L2 IC.

Conversation Analysis

Conversation Analysis (CA) looks at the interactions of people and how they

conduct themselves in a conversation. It began with Harvey Sacks and Emanuel Schegloff.

As sociologists they were interested in how people interacted with each other in everyday

conversation among friends, acquaintances, or whomever. They wanted to find a

"naturalistic observational discipline that could deal with the details of social interaction(s)

rigorously, and empirically, and formally (Schegloff & Sacks, 1973, pp. 289-290).

CA is conducted by first collecting data. A key point of this is that it must be naturally

occurring interactions (i.e., ones not produced by research intervention such as experiment or interview) (Schegloff & Sacks, 1973, p. 291). That data is then transcribed into text using a transcription system, a series of symbols indicating speakers' words, pauses, volume, pitch, and the like (Wong & Waring, 2021, p. 5). The transcription shows exactly what speakers said and is not edited by the transcriber. Once transcribed, emic analysis can be done.

CA is approached from an *emic* perspective. This means considering the conversation from an "insider's perspective, i.e., stepping inside the shoes of participants to understand their talk and actions" (Wong & Waring, 2021, p. 6). Instead of analyzing a conversation looking at the individual from an outside, *etic,* perspective, researchers consider what happens in a conversation in the context of the individual conversation itself. They must consider the participants, context, and not only what is said, but also what is said both before and after it. Previously, researchers looked at things from an etic perspective, placing the focus on what individuals themselves do. Looking at things from an emic perspective requires researchers to considering the interaction among multiple people.

Sacks et al. (1974) spent years analyzing tape recordings of natural conversations, that is, unscripted audio recordings of everyday people in everyday conversations. They were interested in describing the interrelations that occur in various types of conversation. They did this through transcription of the recordings. Through their observations, they found 14 rules that people adhere to in any conversation regardless of context.

(1) Speaker-change recurs, or at least occurs

(2) Overwhelmingly, one party talks at a time

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(3) Occurrences of more than one speaker at a time are common, but brief

(4) Transitions (from one turn to a next) with no gap and no overlap are common. Together with transitions characterized by slight gap or slight overlap, they make up the vast majority of transitions

(5) Turn order is not fixed,, but varies

(6) Turn size is not fixed, but varies

(7) Length of conversation is not specified in advance

(8) What parties say is not specified in advance

(9) Relative distribution of turns is not specified in advance

(10) Number of parties can vary

(11) Talk can be continuous or discontinuous

(12) Turn-allocation techniques are obviously used. A current speaker may select a next speaker (as when he addresses a question to another party); or parties may self-select in starting to talk

(13) Various "turn-constructional units" are employed; e.g., turns can be projectedly "one word long", or they can be sentential in length

(14) Repair mechanisms exist for dealing with turn taking errors and violations; e.g., if two parties find themselves talking at the same time, one of them will stop prematurely, thus repairing the trouble (pp. 700-701)

Together these 14 rules make up a system that can be combined into three elements, (1) participants taking turns to talk, (2) talk being ordered in a coherent sequence, and (3) repair of problems within the interaction (Ellis & Barkhuizen, 2005, p. 197). Sacks et al.

(1974) also said two key features of this system are that it is local management system, and interactionally managed (p. 725). This local system is involved in dealing with individual turns at talk, including next turn and next transition, as well as length of each turn. This system is interactionally managed in that, all speakers orient to the contributions of other participants. This means that speakers interact and take turns in consideration and reaction to how their conversational partner also does so. Interaction is an integral part of the system.

Sacks et al. also found that individual turns were made of up two components. The first of which is a turn-constructional component, which is how a speaker constructs a turn at talk. The second component is a turn-allocation component, in which speakers navigate a conversation by either choosing who is next to speak, or self-selecting.

Schegloff et al. (1977) continued this analysis of everyday conversations. Again, they reported on their findings in audio tapes of naturally occurring everyday conversation. They transcribed the recordings and analyzed the data. However, this time they focused specifically on repair.

They note that linguists of the time often used the term "correction," but that they used the word repair. They mentioned that "correction" commonly referred to replacing an error or mistake with something that was "correct." They clarified that repair is wider than that and also includes instances such as a word search (Schegloff et al., 1977, p. 363) or instances where there are no errors made at all, such as when someone has difficulty hearing.

They analyzed instances repair as two forms, self-initiated and other-initiated, that is, initiated by the speaker themselves or by another person. Likewise any repair that happens could also occur as self or other, self-repair and other-repair. They found that repair could occur in any combination of initiation and repair, with one more potential outcome: failure. It is also possible that a trouble spot cannot be repaired.

What they found was that there is a preference for self-correction over other-correction. That is, in conversation, self-correction happens before other-correction. They came to this conclusion from multiple points. They found that:

(1) opportunities for self-initiation come before opportunities for other-initiation

(2) massively, for those repairables on which repair is initiated, same-turn and transition-space opportunities for self-initiation are taken by speakers of the trouble source

(3) the course or trajectory of same-turn initiated repairs regularly leads to successful self-repair in same turn, i. e. before the position for other-initiation

(p. 376)

Speakers themselves have the first opportunity to repair any troubles sources that might occur, and usually do take the opportunity to self-repair when given the opportunity. This also followed through in instances of other-initiation as well.

Jefferson (1974) studied the interactional functions of self-repair. She used data from two sources. One of these sources was an existing collections of conversations. The other source was talk she caught from overheard conversations, radio, television, and the like.

Jefferson found that not only did repair serve the purpose of correction, but served an interactional function. She gives some examples.

One of these examples is that a situation of someone talking to a judge. The person says "when the ku- officer came up" (Jefferson, 1974, p. 193). It is possible that the person would usually use the word "cop," but in orienting towards the judge the person self-repairs to saying "officer" instead. This also aligns with Schegloff et al.'s (1977) use of repair not just for error, in this case orienting towards the appropriateness of the situation.

Research issues and research questions

The students are first-year high school students, aged 15-16 years old, in a private Japanese high school. The school is made up entirely of females. The research class met once a week for 45 minutes and used select chapters from the English Firsthand Level 1 textbook from Pearson Education South Asia Pte Ltd.

Six of the students have studied in an English conversation school at some point. Eleven of them have taken an English proficiency test before, for example the EIKEN. Seven of the students reported that they have had a speaking test in school before while 11 said they have not. However, from the examples given and results of interviews, it seems that those speaking tests were memorized recitations, not conversational speaking tests.

From the start, the students were generally friendly and participated when asked. However, they rarely volunteered answers and only gave short answers in reply to questions. When using English in activities they relied only on simple phrases or sentences and did not

provide greater detail.

An important constraint about this course was that another, longer tenured, teacher taught half of the classes in the grade. As he had been in the position longer, any changes to evaluation or curriculum needed to be negotiated with him. As a result any rubrics or evaluation topics were the combined result of what both he and I wanted.

My goal for the class was to improve the students' IC. By focusing on IC, I could analyze transcriptions of their conversation using CA and look at how the students engaged in interactional practices and if they become more able to do so like a native English speaker.

I hoped that through introducing conversation strategies, the students would be able to communicate with each other in English, and keep a conversation going. Further, (Newton & Nation, 2021, p. 151) suggested that the extra information provided by $Q \rightarrow SA+EI$ would create an opportunity for the person asking questions to continue from. It may prompt them to provide their own comment or something to ask further follow-up questions about. From this, I developed these three research questions:

(1) How do students display their interactional competence through length of turns taken?

(2) How does students' use of repair develop over time?

(3) What communication strategies do students use to manage their conversations?

Method

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Below, Figure 1 shows the research design map for the 2022-2023 school year. Data was taken in multiple ways. Practice speaking test and performance tests were video recorded. Focus students were chosen and their performance tests were transcribed and analyzed using CA. At the end of the semester, on the last day of class, students were also given a survey, mixed with both Likert scale and open questions. Also, throughout the first semester I kept scribbles (Griffee, 2018, p. 207) while observing during the class and sometimes gave feedback questionnaires at the end of classes (see Appendix B).

At the beginning of the second semester the focus students were interviewed, and again at the end of the semester.

During the first semester communicative activities were introduced based on content from the textbook. In addition, small talk activities were done at the beginning of each class. In small talk, pairs of students talked in English for two minutes about an assigned topic. Two minutes were chosen to match the time of the end of semester performance test. Varying by day, students talked with three or four partners in the

Figure 1

Research design map for 2022-2023.

May	June	July	August	September	October	November	December	January

Practice Test
QUAL /quan

Analysis

Survey Open Qs
QUAN/qual

Analysis

Practice Test
QUAL /quan

Analysis

Interview
QUAL

Analysis

Survey Open Qs
QUAN/qual

Analysis

Performance Test
QUAL /quan

Performance Test
QUAL/quan

Interview
QUAL

Observation
QUAL

Activity Feedback
QUAL/quan
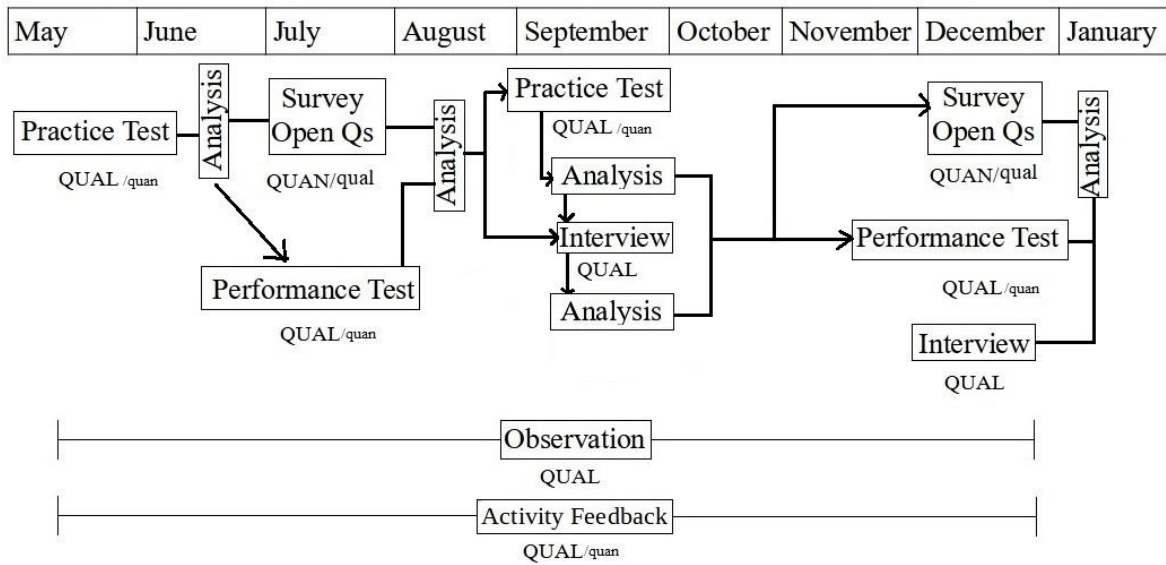
activity. An example template was projected on the blackboard for the first two partners, but removed from the third on (see Figure 2 below). The example only gave students phrases to initiate the topic and to switch roles, but it also still required them to have spontaneous conversation. This is necessary because without any pre-planned, naturally occurring data (Wong & Waring, 2021, p. 4) we cannot see how the students really interact and use English.

In the first semester, opener and closer CS were introduced and practiced in class. Rejoinders and questions were mentioned in class but not explicitly practiced. However, the textbook content often included asking questions so the students did have some exposure to it.

Figure 2

Conversation flow example for small talk activity and performance test.

Conversation

Hello, How are you?

                     I'm _____, how are you?

I'm _____.

Who do you want to talk about?

            Let's talk about my _____.

~~

                     How about you?

           Who do you want to talk about?

Let's talk about my _____.

~~

Thank you! Goodbye!

- hello
- goodbye
- reactions
- questions

       At the end of the semester, the students wrote an essay about their favorite celebrity. Prior to being given the essay, the students were given a homework assignment to answer various questions about that celebrity. Students were given an example essay, a rubric, and an opportunity to have the teacher check and give feedback on a practice draft before they submitted their final essay.

       In June a practice performance test was conducted, and on the last day of class in July, a conversational performance test was given. The test had three possible topics chosen at random at the time of the test: conversations about family, friends, or a celebrity. For the practice test only the topic of friends was given. A rubric negotiated with the other teacher was given to the students.

       For the tests, two students in pairs talked for two minutes outside the classroom while two more waited on stand-by. The stand-by students were seated apart to prevent

possible planning of their conversation. See figure 3 below. When the pair participating in the test finished, the teacher chose the next stand-by students randomly from a set of numbered cards. The finished students then returned to the classroom and told the drawn

Figure 3

Classroom and hallway layout for practice and performance tests.
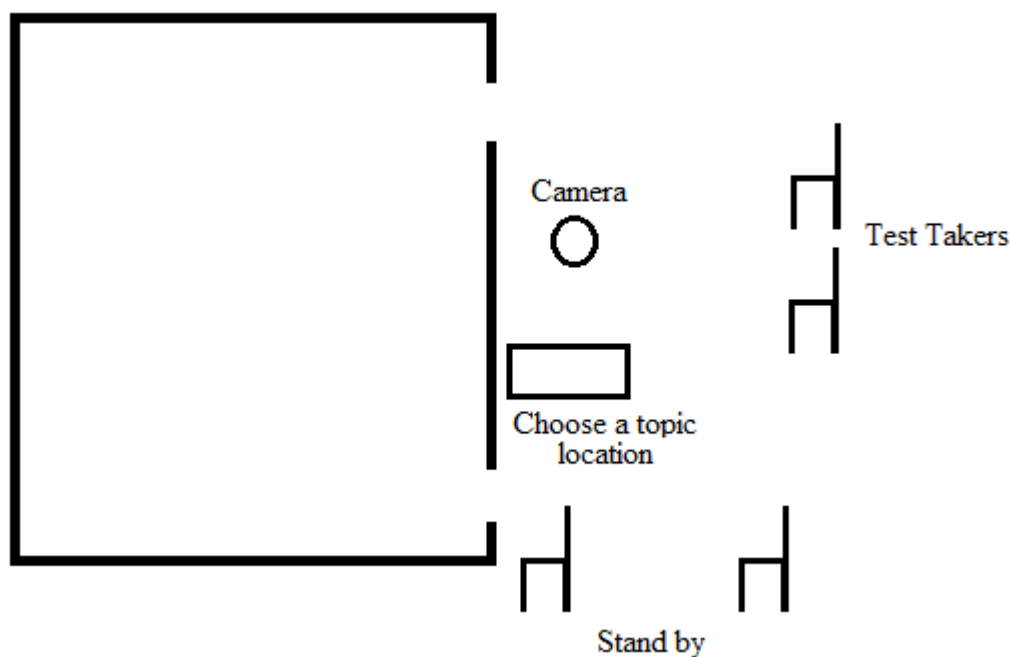
 students to go to stand-by. Meanwhile the students waiting on stand-by drew a topic card and moved to the test chairs. This circular flow was chosen to minimize wait time between pairs. The speaking tests were video recorded and later evaluated. While students were taking the test, the other students in the classroom were given time to finish working on their essay.

At the beginning of the second semester, rejoinders and follow-up questions were introduced and another practice speaking test was given. This time the conversation was

three minutes, and the possible topics were last weekend, a past vacation, and a past life event. During the previous tests many students talked about the speaking test instead of working on essays or doing other work, so instead they were given a reading activity to complete by the end of the class. They were also given a reflection sheet. Following the practice test, focus students were interviewed about the practice test and first semester.

In subsequent classes, students were given homework to practice thinking of follow-up questions to given prompts, follow-up questions were practiced, and students again participated in small talk activities. The length of the small talk activity was increased to three minutes to match the performance test.

At the mid point of the semester, as a new chapter was being started, students were given conversation sheets about the new topics for their upcoming performance test. Those topics included next weekend, a future vacation, and future life event. Students wrote about those topics for homework and could then use the sheet during their small talk activities.

Students wrote in the feedback from the practice test that they wanted more practice with rejoinders and questions, and wanted to learn more vocabulary. From that point, students were also given a self reflection paper with space to write after each conversation they had (See Appendix B). Students circled which reflections they used, and which questions they asked. There was also space for the students to write what words they learned from their friends in their conversation and to also write what Japanese words they wanted to know how to say in English.

From the self reflection papers, I then made a newsletter of a curated list of words the students from all my classes requested (see Appendix B). On the newsletter I

emphasized words I thought might be particularly useful to the students, and also had them choose two or three words to try in conversations on the day they received the newsletter.

In the last month of the semester I introduced Q $\rightarrow$ SA+EI. I found it to be cumbersome to say so I presented it to the students as QA+. They could write on their self reflection paper if they tried to use QA+ in their small talk activities.

Finally, on the last class of the second semester a performance test was given in the same format as the first semester. However, this time the conversations were for three minutes and the potential topics were past life event, vacation, and last weekend, and future life event, vacation and next weekend. On the day of the test the students were given a reading activity to complete in class as well as an end of semester survey. After the test, the three focus students were again interviewed.

Focus Students

Three focus students were chosen, a high-level, low-level and average student.

Maki

- Chosen as a high-level student.

- She went to an international pre-school. She stopped when she entered elementary school, but she still took lessons there in elementary school

- She has passed the Eiken pre-1 English test.

- She went to America (Las Vegas) for 4 days.

- She likes the small talk activities because she likes speaking English. She can do it in our class so it is fun.

- I asked if she has done a speaking test before, she said just memorization.

Chie

- Chosen as an average student.

- She has never been to a conversation school, juku, and the like. She has never taken the Eiken. She did go abroad when she was young, about one year old.

- She usually does not have motivation to talk, but in class she can so it is good.

- She said she cannot speak English well and does not know many of words.

- I asked if she has done a speaking test before, she said not thinking for herself but memorization.

Saki

- Chosen as a low-level student.

- On her self-introduction at the beginning of the year she wrote that she does not like English. I asked her why. She said it is very difficult, her tests are bad. I asked what is difficult for her, she said she does not know how to write.
  (文書のこうせい)

- Her usual English class are reading and writing with no speaking.

- She has studied at a juku, and has passed Eiken grade 5.

- She has been to France and Singapore for about 1 week each.

- She thinks small talk is exciting because her friend is exciting

- She thought the speaking test was so-so, but she enjoyed it. It was interesting.

- She thought it was easy because before we thought about it in class, so the test was easy

- She said she has not done a speaking test before.

Results

Post speaking test survey results

Figure 4

Enjoyment of speaking English in Classes.

How much do you enjoy speaking English in class?
post speaking test survey results
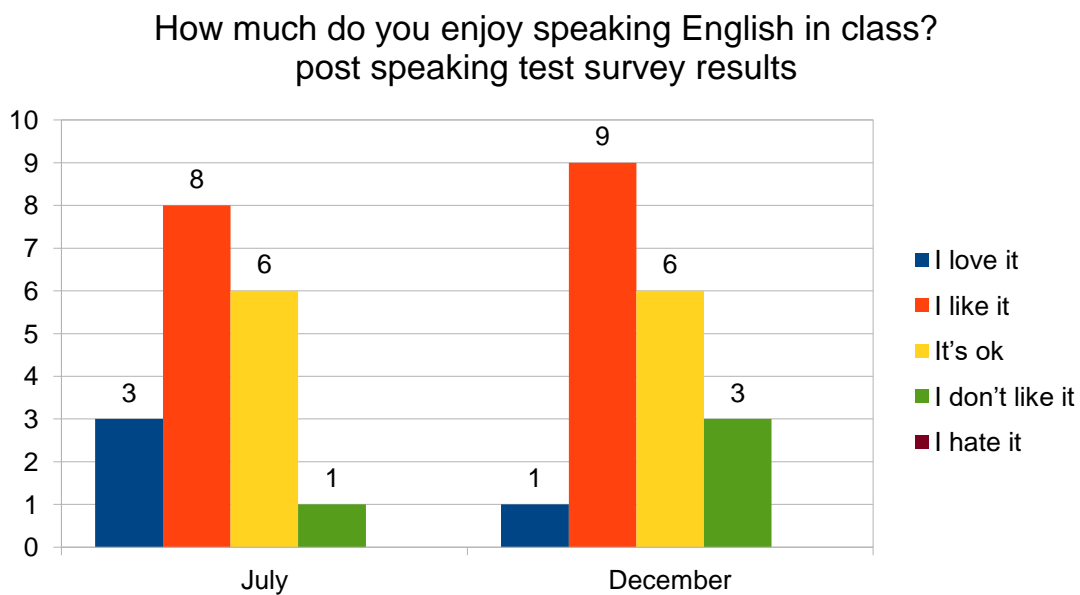
Figure 4 shows students' enjoyment of speaking English in classes. Based on the results, students' overall enjoyment somewhat decreased over the course of the second semester. There is one more respondent in the December results, but the number of students who love speaking English decreased by two and the number that do not like it increased by

two. Students who said they liked it did increase by one, but overall it was a trend towards liking it less.

Figure 5 shows students' confidence in speaking English. Based on the results, students' confidence somewhat increased. Again, the number of students who responded in December is greater by one, but the number of students who reported "confident" increased by two, and the number who were "very unconfident" decreased by two. Interestingly, in December students were also asked if their confidence changed since the beginning

Figure 5

Confidence in speaking English.
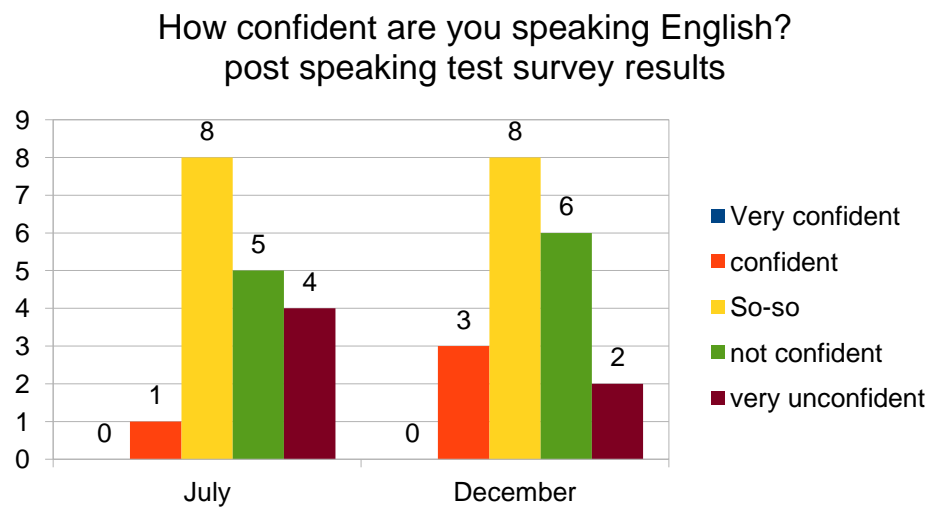
of the year. All but five students reported feeling some degree more confident and five reported no change. No students said they felt less confident. This can be seen in figure 6.

Figure 6

Students' reported changes in confidence in speaking English.

much more confident	more confident	no change	less confident	much less confident
1	13	5	0	0

Figure 7 shows how the students felt about their ability to convey what they wanted to in the speaking tests. The number of students who reported yes increased by one, but the number who reported no increased by two.

Figure 7

Students' ability to say what they wanted in the speaking test.
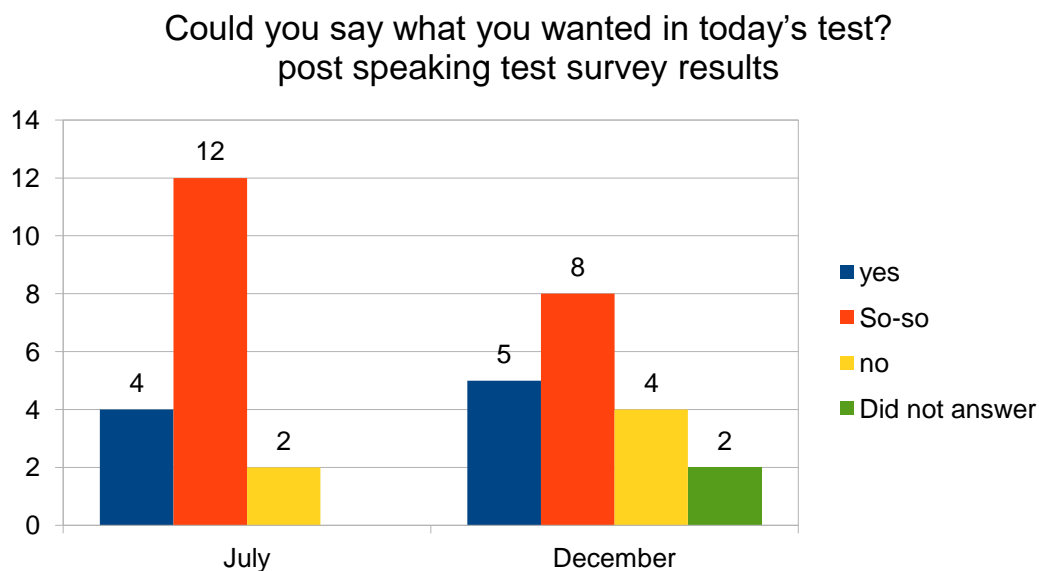
Figure 8

Students' ability to understand their partners in the speaking test.

Could you understand your partner in today's test?
post speaking test survey results
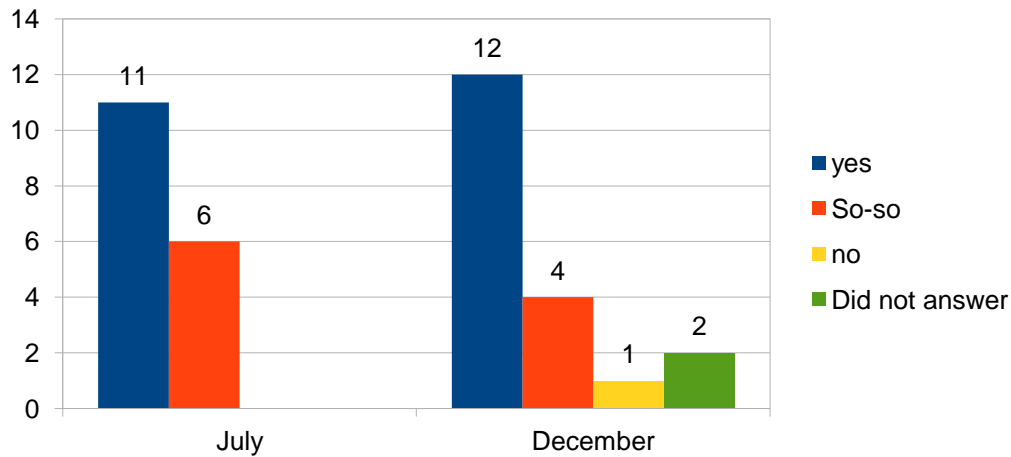
Figure 8 shows how students felt about if they could understand their partner during the speaking test. Again the number who reported yes increased by one, but so too the number who reported no. In December there were two students who did not answer the questions so it is unclear how that would have affected the results.

Only seven students wrote comments about the speaking test in the December survey. Figure 9 shows positive comments and Figure 10 shows the negative.

There were three positive comments, and four comments expressing that the test was difficult. This may account for the increase in the number of students who reported unable to say what they wanted and unable to understand their partner. In interviews, Maki said the life event topics were difficult and the weekend and vacation topics were easy.

Figure 9

Students' positive comments about the December speaking test.

I enjoy the speaking test better than the previous one. So I like this test.

I was nervous and hard.

It was difficult and I was very nervous

I could not say smoothly. I'd like to learn more vocabulary

Note. Students' spelling and grammar errors left uncorrected.

Figure 10

Students' negative comments about the December speaking test.

Today, I larned "I have to study more and more words."

I was nervous and hard.

It was difficult and I was very nervous

I could not say smoothly. I'd like to learn more vocabulary

Note. Students' spelling and grammar errors left uncorrected.

Saki said all of the past topics were difficult and the future topics were easy. Chie said that both life events were difficult, and the other topics were easy. In total all three of them said the past future life event topic was difficult.

Next, I will talk about the results of analysis of the speaking tests. The video recordings of both practice and both performance speaking tests were transcribed and analyzed using CA. Each transcription was analyzed multiple times. The transcriptions were analyzed in order they were taken throughout the year, starting with the first semester

practice test. The transcriptions were also analyzed by student, so all of one focus student's transcriptions were analyzed for a particular point before analyzing another student's transcriptions. First, each transcription was analyzed to find patterns in CS usage, particularly focusing on those that were practiced in class. Note was made of any other CS usage that particularly emerged from the observation. Next the transcriptions were analyzed for instances of repair, and finally for instances of QA+ usage. Throughout the process of analysis any other trends that emerged outside these points were also made note of. They are presented below showing examples of each emergent topic, those are:

(1) Openers, Closers, and "how are you" Sequence

(2) Opening Topic Initiation

(3) Fillers

(4) Rejoinders

(5) Shadowing

(6) Follow-up Questions

(7) QA+

(8) Repair

For each topic, examples are given of each focus student's progress. Examples of their early practice tests to examples from their second semester performance test, where appropriate. In the discussion, I will relate how each of these relate to the research questions and IC.

Openers, Closers, and "how are you" Sequence

The use of openers, closers and the how are you sequence was varied in the first practice test for the target students. Neither Chie nor Maki's conversations began with openers or had a how are you sequence. Chie's conversation also did not end with a closer. Upon the end timer sounding, Maki's partner abruptly stands up to end and Maki makes an attempt at closing with a wave.

Saki on the other hand, used both openers and closers even in her first practice test. Her partner responded to her opener but did not respond to her closer. Saki did not have a how are you sequence in that conversation, however.

In all subsequent practice and performance tests, first semester performance test and both second semester practice and performance tests, there were openers, closers, and how are you sequences in the conversations. This was true for all Chie, Make, and Saki.

Opening Topic Initiation

For all practice and performance tests, the conversation topic was drawn at random from a card just prior to starting the test. As a result, both participants knew the topic to be discussed and negated the need for a true topic initiation. Sometimes there was an appropriate initiation, as in Excerpt 1 between Saki and Chie.

Excerpt 1 - July Performance Test 1

```
10 Saki:  who do you want talk about  [00:00:14.16]

11 Chie:  let's talk about my favorite friend (name)[00:00:18.29]
```

Saki asks Chie who she wants to talk about and Chie responds with the friends name

she wants to talk about. Even here they already know they are talking about people and do not have to lead into it.

However, other times the initiation might be linguistically unclear, but the participants already know the topic so there is no need to clarify, as in Excerpt 2.

Excerpt 2 - July Performance Test 1 (Saki's second)

```
19 Saki:  what will you do (.) last weekend [00:00:27.06]

20 Hana:  i- sunday (.) i stayed home all day [00:00:33.07]
```

In this excerpt, Saki asks Hana "what will you do last weekend." There is a discrepancy between future "will you" and past "last weekend." However, Hana already knows the topic and answers appropriately about last weekend. There is no breakdown or need for repair despite the linguistic error.

Fillers

Fillers were a CS not practiced or even mentioned in class. However, it emerged from the analysis and bears discussing.

Across all four recordings, Chie sometimes used Japanese for fillers. She always used it before asking a question, as seen in Excerpt 3 below.

Excerpt 3 - July Performance Test 1

```
50 Chie:  oh:. えっと: {etto, um} what does she like [00:01:52.27]

51 Saki:  she like スマホ {sumaho, smart phone} game [00:01:56.09]
```

In the conversation, Chie and Saki are talking about Saki's friend. Chie uses a Japanese filler before asking what Saki's friend likes. Chie used Japanese fillers slightly more in the practice tests than the performance tests. In the first semester tests, she used three Japanese fillers on the practice test, and only one on the performance test. For the second semester, she used Japanese fillers again three times on the practice test, but only twice on the performance test. While the amounts used on both practice tests are the same, it should be noted that the first semester tests were two minutes, while the second semester tests were three minutes.

Maki did not use Japanese fillers in either of the first semester practice or performance tests. Nor did she use them for the second semester performance test. She did however use them three times on the second semester practice test. She used them twice before asking questions and one before answering a question her partner asked in Japanese, as seen in Excerpt 4.

Excerpt 4 - September Practice Test 2

```
46 Kiho:  °東京のどこ( )°  {tokyo no doko ( ), where in tokyo ( )}
47 Maki:  ah- えっと {etto, umm} i went to tokyo (.) akabane [00:01:27.16]
```

In the conversation Kiho asks in Japanese about where she did something in Tokyo, and Maki uses a Japanese filler after an English acknowledgment token, before answering.

Interestingly, Saki only code switched once in five conversations. She used Japanese in the second semester practice test, but not as a filler. She used it as a rejoinder.

Excerpt 5 - September Practice Test 2

```
77 Hana:  oh:. i- i uh (.) i can't dance [00:02:22.28]

78 Saki:  ↑↓ah::oh::. °どんまい°{donmai , don't worry about it}
```

In Excerpt 5 Hana mentions that she cannot dance, to which Saki replies, ah, どんまい
(don't worry about it).

Rejoinders

   Overwhelmingly the most used rejoinder among the focus students was "oh". On the
first semester practice test, there are almost no other rejoinders used by the three focus
students. The exceptions are Chie using "oh, nice" and Saki using "oh, very good". Even
these variations start with the use of "oh".

   Chie's use of "oh" remains high throughout all the practice and speaking tests. On
the first semester performance test she also uses "really" and "oh me too". On the second
semester practice test she uses "oh nice". Finally, on the second semester performance test
she shows her expanded capability with not only "oh nice", but also "oh very fun" and a
longer sentence, which can be seen in Excerpt 6.

Excerpt 6 - December Performance Test 2

```
54 Chie: what (.) attraction (.) do you like [00:02:18.02]

55 Kiho: i like-u (.) ah:: flying dinosaur [of U- USJ [00:02:24.19]

56 Chie:                                    [oh.

57 Chie: oh:: (.) i want to ride it [(haha)[00:02:29.24]
```

In the excerpt, Chie asks Kiho what attraction she likes, to which Kiho replies with the flying

dinosaur of USJ. Chie responds to this with the usual "oh", but also adds that she also wants to ride it.

Maki too used "oh" throughout all her conversations. In the first semester practice test she only uses "oh". On the performance test she uses it many times, but there is also an "oh ok". For the second semester practice test there are again many uses of "oh", but also some others. She uses "oh I don't know them" in response to her partner saying their favorite k-pop group, as seen in Excerpt 7 below.

Excerpt 7 - September Practice Test 2

```
23 Kiho:  eh um. (.) k-pop-u: of stray kids [00:00:39.23]

24 Maki:  ↑↓oh:. (.) i don't know them [00:00:41.22]
```

In addition to that instance, she also used "oh nice" and "yeah nice". She also used it in combination with shadowing, as seen in Excerpt 8.

Excerpt 8 - September Practice Test 2

```
71 Maki:  did you make your (.) (make) cake? [00:02:26.07]

72 Kiho:  yeah yeah ↓yeah (..) green (.) pink (.) [00:02:30.14]

73 Maki:  pink? (.) it's cute [(haha) [00:02:33.28]
```

Finally, on the second semester performance test, she adds much more variety. She still uses "oh", but some other rejoinders she used are "oh that's too bad", "oh nice", "oh cute", and "it's delicious".

Saki also relied heavily on the use of "oh". However, even from the first practice test she used some others as well. On that practice test, she also used "oh very good".

For the first semester performance test, Saki actually did it twice. There was an odd

number of students and she volunteered to be the lone student's partner. In those two test, she used a number of rejoinders. In the first one she used "ah sorry sorry", "ah very good, me too", and "me too" again. On the second one she again used "oh me too" twice and a "me too, good yeah".

On the second semester practice test she uses "oh" often and at length. Excerpt 9 shows her long oh reaction.

Excerpt 9 - September Practice Test 2

```
19 Saki:  what will you do (.) last weekend [00:00:27.06]

20 Hana:  i- sunday (.) i stayed home all day [00:00:33.07]

21 Saki:  ↑oh::oh:oh: [00:00:35.28]
```

Saki reacts to Hana saying she stayed home all day last weekend with a drawn out and repeating ohh ohh ohh. This pattern of drawn out or repeated "oh" emerges once or twice in her other conversations as well, but was particularly pronounced in that practice test. She did still use other rejoinders as well such as "a little me too", "ah, yes yes", "ah, me too, little me too", "I think me too", and "it is very easy". As written before there was one instance in all her conversations where she code switched to Japanese, and that was as a rejoinder back in Excerpt 5.

In both practice tests and the first semester performance test Saki used many variations on me too. On the second semester performance test she opened up and used a variety more. She used "wow" four times. She also used "really?" and "don't me too". Her use of them was also often deliberate and strongly emphasized. Excerpt 10 shows her use of both wow and really.

Excerpt 10 - December Performance Test 2

```
45 Saki:  AH[h. (.) i:: (.) i like (..) splash mountain [00:01:56.02]

46 Haru:    [oh:

47 Haru:  .hhh

48       [its scary (.) (haha) (.) i don't like it [00:02:00.13]

49 Saki:  [eh?

50 Saki:  eh=oh[::: WOW [00:02:03.08]

51 Haru:       [oh:::::

52 Haru:  (haha)[00:02:04.09]

53 Saki:  REALLY?
```

On Line 48 Haru says that she does not like splash mountain. Saki initially responds with an "eh" sliding into a long "oh" before she catches herself and responds with a loud "wow". Haru laughs before Saki follows it up with another loud "really".

Shadowing

Shadowing is not something that was mentioned or practiced in class, yet it still emerged in appropriate places. It was usually used as a comprehension check. A good example of this is in the first semester speaking test with Chie and Saki. Excerpt 11 shows Chie using shadowing on Line 36.

Excerpt 11 - July Performance Test 1 (Saki's Second)

```
34 Chie:  who do you want to talk about  [00:01:18.17]

35 Saki:  uh i lets talk about my friend in bachiko [00:01:23.10]
```

```
36 Chie:  oh. bachiko?  [00:01:25.00]

37 Saki:  bachiko  [00:01:25.16]

38 Chie:  bachiko [00:01:26.05]

39 Saki:  bachiko  [00:01:26.26]

40 Chie:  (haha)  [00:01:27.16]
```

Chie checks the name of Saki's friend and Saki confirms it. They then both repeat it again until Chie laughs.

Maki also made use of shadowing. On the first semester performance test, The first for Saki, Maki and Saki were talking about Saki's brother. Excerpt 12 shows how it played out.

Excerpt 12 - July Performance Test 1

```
57 Maki:  you play games together?  [00:01:45.00]

58 Saki:  >uh huh< ↓oh. YES  [00:01:46.11]

59 Maki:  oh:. [00:01:47.05]

60 Saki:  (haha) every day  [00:01:49.05]

61 Maki:  every [day?  [00:01:49.29]

62 Saki:        [yeah (haha)
```

Maki asks if Saki and her brother play games together, to which Saki replies everyday. Maki then shadows with everyday on Line 61, and Saki confirms with yeah. When asked in an interview why she shadowed there, Maki confirmed that she did it to check her understanding.

Follow-up Questions

Chie is able to ask follow-up questions from the first practice test even without explicit classroom practice. She does however fumble with the linguistic competence component of it and offer short questions or struggle through them, as can be seen in Excerpt 13.

Excerpt 13 - June Practice Test 1

```
26 Towa:  eh- i to talk abou:t (.) my brother [00:01:06.11]

27 Chie:  oh how old (.) is he [00:01:11.15]

28 Towa:  eh=he: i:s ((counts on fingers)) thirteen [(.) old

29 Chie:                                            [oh.

30 Chie:  °えっと:°{etto, umm} what hobby: (.) what (.) is-u: (.)

31        what is-u: (.) his-u: hobby [00:01:30.04]

32 Towa:  eh:? he:: (.) likes-u (.) playing game [00:01:35.26]
```

In the excerpt, Chie is able to ask Towa how old her brother is but struggles to ask about his hobbies on Lines 30 and 31. By the second semester practice test she is better able to ask questions in sentences, but gets stuck asking one question and uses a gesture to aid her.

Excerpt 14 - September Practice Test 2

```
47 Chie:  oh:. (.) えっと {etto, umm} what time were you born [00:01:53.18]

48 Yumi:  ((looking up, thinking)) (.) around-o (..)

49        sixteen::. O'clock [00:02:04.27]

50 Chie:  oh:. [00:02:07.05]
```

```
51 Yumi:  °(はい  {hai , yes})° [00:02:08.03]

52 Chie:  [(haha) [00:02:09.12]

53 Yumi:  [(haha)

54 Chie:  え::っと {e::tto, umm} what (..) |high [00:02:15.28]

55                                      |((tall gesture))

56 Yumi:  high? [00:02:16.12]
```

In Excerpt 14 Chie has no problem asking Yumi what time she was born, but when trying to
ask how big she was then, Chie is unable to produce the correct English and relies on her
other competencies to aid her on Lines 54 and 55.

On the second semester performance test, Chie does not have many opportunities to
ask follow-up questions. Her partner has some difficulty understanding her questions quickly
shifts to asking questions herself. The questions she is able to ask she is able to ask well
given her partners difficulties. Excerpt 15 shows the exchange.

Excerpt 15 - December Performance Test 2

```
9  Kiho: i want to:: go: to: (.) live event [00:00:23.11]

10 Chie: oh. [00:00:24.01]

11 Kiho: of my favorite (.) celebrity [00:00:26.22]

12 Chie: oh:. [(.) who: (.) do you (.) like [00:00:31.08]

13 Kiho:      [(ha)

14 Kiho: yes (.) i love [00:00:33.12]

15 Chie: (haha) (2.0) why (.) do you (.) like [((hand gesture))

16 Kiho:                                     [(haha)
```

```
17 Kiho: [ah:. (haha) [00:00:44.01]

18 Chie: [°(like)°

19 Kiho: um::. (1.5) it's (.) cool

20       [and-u: (.) dance: (.) very: (.) well [00:00:52.17]
```

In the excerpt, Kiho says she wants to go to a live event for her favorite celebrity. Chie tries

to ask who the celebrity is at Line 12, but receives an inappropriate answer. Chie does not

try to clarify and after a pause tries another question. Not knowing the name of the celebrity,

she makes a hand gesture in place of the name on Line 15.

Maki is also able to ask questions from the first semester practice test, but only asked

one. She too had a small struggle to articulate her question.

Excerpt 16 - June Practice Test 1

```
33 Hina: she is-u (.) tall (.)

34       heavy | but-o she is-u: (.) very nice  [00:01:32.09]

35 Maki:        |((nods agreement))

36 Maki: °oh° what what (..)

37       what point is ((circular hand gesture)) (he? he) (.)

38       very nice point  [00:01:40.15]

39 Hina: she is-u: (.) °she° (..)

40       she has a courage of talk  [00:01:52.11]
```

In Excerpt 16, Hina and Maki are talking about Hina's friend and at Line 37 Maki tries to

ask what the friend's good point is. She searches for how to express the question, but Hina

is able to understand what she wants to ask and give an answer.

From the first semester performance test Maki is then able to ask many questions. She asks seven questions without much difficulty. She is able to ask on the second semester practice test as well. There is some difficulty when it came to the second semester performance test however. Her partner had difficulty answering her questions and takes long pauses, even when she understands. As a result Maki spent more time waiting for her to answer and there was less spent talking that there otherwise would have. She still asked four follow-up questions though without much linguistic difficulty.

Excerpt 17 - December Performance Test 2

```
12 Maki:  what is your future life event [00:00:19.14]

13 Yumi:  uh:::m (.) marry? [00:00:23.03]

14 Maki:  marry? (.) who: do you want to marry with you [00:00:27.11]

15 Yumi:  n::. (ha) (5.0) i don't have (..) love event (haha)

16 Maki:  oh[::. (.) oh that's too bad [00:00:40.07]
```

In Excerpt 17 Maki is opening the chosen topic for the conversation on Line 12. As said previously both participants already know the topic of the conversation so there is no real need to ask a clear question. Yumi understands it as a prompt to talk about the topic and answers with marry (get married). Maki then shadows her and asks the follow-up question who do you want to marry with you? It is grammatically imperfect but close and Yumi can understand but takes a long time to think before answering.

Despite Saki's linguistic shortcomings, she tried to ask follow-up questions from the start, at the first semester practice test. In Excerpt 18, Saki and Kona are talking about Kona's friend.

Excerpt 18 - June Practice Test 1

24 Saki: sh:: she birthday (.) when: she: >is< birthday [00:00:53.02]

25 Kona: eh (.) she birth. ↓eh: she's birthday is september 20

[00:00:58.13]

26 Saki: oh:: oh oh oh ((haha)) [00:01:02.08]

27 Saki: how (.) old are you (.) >no< [00:01:05.09]

28 Saki: [(haha)

29 Kona: [(haha)   [00:01:07.12]

30 Saki: [no >no no no< (.)

31 Kona: [(haha)

32 Saki: how ↑old-o (.) are (.) you (.) ↑you[(haha) [00:01:17.06]

33 Kona: [(haha)

34 Saki: |you (.) [00:01:19.06]

35 |((gestures to partner))

36 Saki: |you you (.) you [00:01:22.17]

37 |((gestures with hands))

38 Kona: [(haha)

39 Saki: [(haha)

40 Kona: ok [00:01:24.13]

41 Saki: ok? >ok ok ok< [00:01:26.01]

42 Kona: i::t's (.) eh? (.) she is fifteen years old (.) how about you

Saki is able to ask well enough that Kona can decipher her question about her friend's

birthday on Line 25, but needs to resort to gestures to finally get her second question across before Kona can answer on Line 42. Regardless she eventually succeeded at asking the question.

In Saki's conversation with Chie on her second first semester performance test, the same question comes up again. Saki makes the same mistake asking how old are you, but is able to quickly fix it and the conversation continues. This can be seen in Excerpt 19.

Excerpt 19 - July Performance Test 1 (Saki's Second)

```
11 Chie:  let's talk about my favorite friend (name)[00:00:18.29]

12 Saki:  oh::. how old (.) are you (.) ah:. (.)

13       is she  [00:00:23.21]

14 Chie:  she: is: fifteen years old  [00:00:27.26]
```

The same type of question once again on the second semester performance test. This time Saki is able to ask a how old her friend was when she started cram school, shown in Excerpt 20.

Excerpt 20 - December Performance Test 2

```
9  Saki:  what did you do (.) past life event [00:00:11.03]

10 Haru:  uh::m (.) i ( ) in cram school (.) it mea:n

11       juku in japanese [00:00:19.20]

12 Saki:  |WOW [00:00:20.21]

13       |((emphatic head nod))

14 Haru:  [(haha) [00:00:22.19]

15 Saki:  [(haha)
```

```
16 Saki:  how old (.) were you [00:00:24.19]

17 Haru:  uh::m (.) i started i:::n sixteen now [00:00:30.10]
```

QA+

There were a few instances of QA+ used in the students' conversations. However, in most cases there was some rejoinder given between the question and the extra information. Newton and Nation (2021) suggested that the extra information given would provide a place for the partner to comment or ask a follow-up question, to develop the topic (p. 151). Though in the case of the focus students' conversations, this did not usually emerge. Excerpt 21 shows an example from Maki's second semester performance test.

Excerpt 21 - December Performance Test 2

```
60 Yumi:  how about you? [00:02:17.17]

61 Maki:  i want to buy my house [00:02:20.08]

62 Yumi:  ah:: (.) house [00:02:22.07]

63 Maki:  yes (.) i want to buy my house in a quiet place [00:02:26.28]

64        [and have a big garden [00:02:29.20]

65 Yumi:  [ah::

66 Yumi:  nice nice (.) very nice [00:02:32.03]

67        (in the-) (.) n:. (.) a- a- apartment? [00:02:36.09]

68 Maki:  not apartment (.) just one house [00:02:39.14]
```

In the conversation, Maki and Yumi are talking about some life event they want to have in the future. On Line 61 Maki says that she wants to buy a house. Yumi acknowledges it and

shadows. Maki confirms she said house and adds that she wants it in a quiet place and to

have a big garden. Yumi reacts but does not seize the thread about a quiet place or big garden

and instead on Line 67 asks if it will be in an apartment.

In Maki and Saki's conversation on the first semester performance test, Saki's first,

they had an exchange where it is unclear if the follow-up is because of the extra information

or not. This is shown in Excerpt 22 below.

Excerpt 22 - July Performance Test 1

```
57 Maki:  you play games together?  [00:01:45.00]

58 Saki:  >uh huh< ↓oh. YES  [00:01:46.11]

59 Maki:  oh:. [00:01:47.05]

60 Saki:  (haha) every day  [00:01:49.05]

61 Maki:  every [day?  [00:01:49.29]

62 Saki:       [yeah (haha)

63 Maki:  is it fun?  [00:01:51.20]

64 Saki:  (..) n. °yeah.° >yeah-yeah-yeah<  [(haha)[00:01:56.12]
```

In the conversation Maki and Saki are talking about Saki's brother. Maki asks if they play

games together on Line 57. Saki answers yes and Maki gives a rejoinder before adding every

day. Maki uses some shadowing to confirm the information before asking if it is fun. Asking

if it is fun as a follow-up to playing games together everyday is a reasonable question.

However, it would also have been possible to ask if it was fun just about playing games

together, so it is unclear if adding everyday resulted in the follow-up questions or not.

Chie had an instance of using QA+ in her first semester practice test. In Excerpt 23,

she Towa is asking her questions about her older brother.

Excerpt 23 - June Practice Test 1

```
14 Towa:  eh: what do you (.)

15       what does your brother (.) does (  ) [00:00:33.22]

16 Chie:  he: likes to: (.) play shogi [00:00:38.16]

17 Towa:  oh:. (..) eh=he is (.) in the sh- club [00:00:44.18]

18 Chie:  no [00:00:45.22]

19 Towa:  oh[:

20 Chie:    [he play (.) shogi game [00:00:50.29]

21 Towa:  oh::. (.) eh- cool cool [(haha) [00:00:55.11]

22 Chie:                          [(haha)

23 Chie:  ((hand gesture to herself))[00:00:56.07]

24 Towa:  ((affirmative head nod)) [00:00:56.16]

25 Chie:  eh- who:: (.) do you wa- (.) want to talk about [00:01:02.07]
```

On Line 16 Chie mentions that her brother likes to play shogi. Towa follows up asking if he

is in the shogi club, to which Chie responds no, he plays shogi game. There is the opportunity

to follow-up on that but Towa just response with cool cool on Line 21 and Chie gestures to

switch roles and begins asking Towa what she wants to talk about on Line 25.

On the second semester performance test, we can see development of Chie to

continue threads in extra information. In Excerpt 24 she is talking with Kiho about

amusement parks.

Excerpt 24 - December Performance Test 2

```
43 Chie: i want to: (.) ride-o (..) °a° roller $coaster$  [00:01:53.25]

44 Kiho: hakugei? (.) |ah- [00:01:56.08]

45                    |((hand to mouth, oops like gesture))

46 Chie: ah- (.) yes [(haha) [00:01:58.25]

47 Kiho:             [(haha)

48 Chie: and-o ((hand motion)) and-o (..) and-o [(haha) [00:02:05.26]

49 Kiho:                                        [(haha)

50 Chie: [(ha) merry go $round-o$ (hahahahahahahahahaha) [00:02:12.11]

51 Kiho: [°(hahahahahahahahahahah  it's so cute

52 Chie: [$えっと$ {etto, umm} (..) [00:02:14.25]

53 Kiho: [(haha)

54 Chie: what (.) attraction (.) do you like [00:02:18.02]
```

Chie says that she wants to ride a roller coaster on Line 43. Kiho asks about the roller coaster hakugei to which Chie answers yes, and adds and a merry-go-round on Lines 48 and 50. They both have a laugh but Kiho does not pursue it beyond responding that "it's so cute." As a result, Chie continues on the topic asking her what attraction she likes on Line 54.

Repair

Saki's limited linguistic competence leads her to occasional communication breakdowns. Throughout all of her practice and performance tests there were instances where she engaged in word searches trying to produce language. In her first semester practice test, seen above in Excerpt 18, she had difficulty producing the question how old is she and

said how old are you. However, she repeatedly tried to self repair and her partner was able to understand the question and answer on Line 42. However, the second breakdown did not resolve so well. In Excerpt 25, Kona asks Saki who she wants to talk about. Saki's answers leave her confused.

Excerpt 25 - June Practice Test 1

```
43 Kona:  who do you want to talk about  [00:01:31.26]

44 Saki:  m::: my: friend is-u (.) |very many  [00:01:36.17]

45                                 |((gestures with open arms))

46 Kona:  [(haha)

47 Saki:  [(haha)

48 Saki:  [an:d (.) she is-u (.) my birthday (.) too [00:01:45.20]

49 Kona:  [(haha)

50 Saki:  me too (.) [(haha) [00:01:48.04]

51 Kona:             [(haha

52 Saki:  [>ah< (date) (.) day [(.) yes (haha) [00:01:57.09]

53 Kona:  [(hahahahahahahahahahahahahahahhaha)

54 Saki:  °>yes yes<°  [00:02:00.01]

55        (((timer rings)))

56 Kona:  [(haha)

57 Saki:  [(haha)

58 Kona:  ((slaps Saki's leg while standing))

59       ね (.) 何言っているの {ne nani itteru no, what are you saying?}
```

On Line 43 Kona asks who Saki wants to talk about and Saki replies with "my friend is very many," making a large gesture. Kona laughs and Saki carries on that she is my birthday too. Kona continues and laughs and Saki adds more information until the end timer sounds on Line 55 and the test ends, to which Kona slaps Saki's leg and asks her in Japanese what she saying.

On her first semester performance test with Chie (Saki's second), there was also an instance where she asked a question and her partner did not understand. In Excerpt 26 Saki and Chie are talking about Chie's friend.

Excerpt 26 - July Performance Test 1 (Saki's Second)

```
17 Saki:  um: (.) does she (.) school?  [00:00:34.19]

18 Chie:  |°(      )°  [00:00:36.28]

19       |((head tilt))

20 Chie:  (ha[haha)  [00:00:38.09]

21 Saki:     [(haha)

22 Saki:  eh:. sh:- what (.) sh:e (.) like.  [00:00:43.08]
```

Saki asks "does she school?" on Line 17. Chie mumbles something, tilts her head questioningly, and they both laugh. Saki does not attempt to repair the breakdown but simply abandons the question and asks a new one on Line 22.

In Saki's second semester practice and performance tests there are no more breakdowns of this nature. On the performance test there is a small breakdown where Saki does not understand a question asked of her. Excerpt 27 shows the short exchange.

Excerpt 27 - December Performance Test 2

```
40 Haru:  uh::. (2.0) what (..) what do you:. (.) ↑uh? what do you like

41       the:: (..) °ride° ride? [00:01:45.12]

42 Saki:  n::. [00:01:46.09]

43       (2.0)

44 Haru:  ATTRACTION [00:01:48.17]

45 Saki:  AH[h. (.) i:: (.) i like (..) splash mountain [00:01:56.02]
```

Haru and Saki are talking about amusement parks. Haru is trying to ask what ride Saki likes but she does not understand. After a pause Haru recasts ride as attraction on Line 44, and Saki is able to understand and answer.

Chie has no large instances of repair in her first semester practice and speaking tests. There was only the above exchange with Saki. However, in the second semester she had more opportunity to show how she handles it. On the practice test, there is another instance where Chie's partner asks a question she does not understand. This time she is able to verbalize that she does not understand.

Excerpt 28 - September Practice Test 2

```
33 Yumi:  how (favorite) [00:01:01.02]

34       (..)

35 Chie:  (how) (.) don't know [00:01:04.14]

36       (5.0)

37 Chie:  ((should i ask you hand gesture))[00:01:11.10]

38 Yumi:  ((affirmative head nod)) [00:01:11.23]
```

On Line 33, it is unclear what Yumi wants to ask. After a pause Chie is able to tell her she does not know. There is a long five second pause where Yumi does not clarify so Chie moves on and suggests they switch roles and she begins asking questions with a gesture on Line 37.

On the second semester speaking test there is an instance where Chie's partner does not understand her questions. Excerpt 29 shows the exchange.

Excerpt 29 - December Performance Test 2

```
9  Kiho: i want to:: go: to: (.) live event [00:00:23.11]

10 Chie: oh. [00:00:24.01]

11 Kiho: of my favorite (.) celebrity [00:00:26.22]

12 Chie: oh:. [(.) who: (.) do you (.) like [00:00:31.08]

13 Kiho:      [(ha)

14 Kiho: yes (.) i love [00:00:33.12]

15 Chie: (haha) (2.0) why (.) do you (.) like [((hand gesture))
[00:00:42.07]

16 Kiho:                                     [(haha)

17 Kiho: [ah:. (haha) [00:00:44.01]

18 Chie: [°(like)°

19 Kiho: um::. (1.5) it's (.) cool

20      [and-u: (.) dance: (.) very: (.) well [00:00:52.17]
```

Chie and Kiho are talking about what they want to do next weekend. Kiho says on Line 9 that she wants to go to a live event for her favorite celebrity. Chie asks Kiho likes, but she gives an unrelated answer. Chie does not pursue the answer but still tries to ask a follow-up

question about why she likes them on Line 15. That question Kiho is able to answer.

From early on Maki was able to successfully navigate repair. In the first semester performance test with Saki, they are talking about Maki's brother.

Excerpt 30 - July Performance Test 1

```
25 Saki:  eh: what (.) do you:: like (..) >fruits< [00:00:51.18]

26 Maki:  uh he?  [00:00:53.06]

27 Saki:  yeah >yeah yeah<  [00:00:54.02]

28 Maki:  he likes bananas  [00:00:55.16]
```

In Excerpt 30, Saki mistakenly asks what fruit Maki likes instead of her brother. Maki tries to clarify with he? on Line 26 to which Saki confirms. Maki is then able to answer the question.

On the second semester practice test Maki's partner had many long pauses and difficulty in answering. In Excerpt 31 they are talking about Kiho's birthday party.

Excerpt 31 - September Practice Test 2

```
27 Maki:  えっと {etto, umm} what (.) who did you celebrate (.)

28        with (.) you [00:00:50.29]

29        (4.0)

30 Maki:  family or [friend? [00:00:56.00]

31 Kiho:            [ah-

32 Kiho:  friend [00:00:57.04]

33 Maki:  ah- your friend [(have) party [00:00:59.29]

34 Kiho:                  [ah- yeah yeah
```

58

In the conversation Maki asks Kiho who she celebrated with. There is a long pause of four seconds so Maki then offers candidate answers (Pomerantz, 1988), family or friend on Line 30. Kiho is then able to answer the question.

Discussion

How do students display their interactional competence through length of turns taken?

Maki's higher-level of linguistic competence allows her to take longer turns even from the first semester practice test. We see by the time of the second semester performance test she is able to use QA+, albeit with her partner using a rejoinder between the answer and extra information. She shows her developing IC through this extra information and prevents a lapse, allowing them to keep the conversation going.

Chie is also sometimes able to produce longer turns. Like Maki, in the conversation with Kiho where Kiho laughs through Excerpt 24, Chie is still able to add more information and eventually ask a question of her own to keep the conversation going.

Saki's limited linguistic competence prevents her from smoothly producing longer turns. Early on she sometimes asked short, one word follow-up questions or gave minimal responses. She is still able to succeed at communicating, but with time she may be able to take longer turns.

This is not dissimilar to Nguyen's (2011) findings, in particular for the low-level student. Saki used many minimal responses but came to try using more elaborate grammar and lexicon.

How does students' use of repair develop over time?

All three of the focus students had instances of repair at some point during their practice and proficiency tests. All three of them had instances of self-repair when searching for words. As with Schegloff et al. (1977), self-repair was preferred and was more often to occur than other-repair. In fact, there were few if any cases of other-repair.

Saki had an early breakdown where here partner was unable to understand her until the end timer sounded and they ended the conversation. Often her breakdowns occur when she does not understand something her partner says. Her competence has not yet progressed to the point where she asks questions when she does not understand. There are however some instance where she shadows to check comprehension. Saki's self-repair often followed Hellermann's (2009) findings of the speaker recycling talk that came before the trouble source when she repaired.

Quite differently from Saki, Maki often used shadowing and comprehension check questions when there was a breakdown in communication. By the second semester speaking test she is even offering candidate answers and recasting to help her partner understand her questions. As with Young and Miller (2004), as Maki's IC progressed she took a more active role in the conversation. The difference here is that Maki was doing it as a result of her partner's difficulty.

All the students' use of shadowing supports Hellermann's (2009) claims of repair to be trans-linguistic, and done through language use that is not explicitly instructed (p.

129). Shadowing was not done in class, and yet the students still used it to confirm their comprehension.

What communication strategies do students use to manage their conversations?

In class, openers, closers, rejoinders, and follow-up questions were explicitly practiced. On the first practice tests there was almost no use of openers, or closers. As these are natural parts of conversation structure (Wong & Waring, 2021, pp. 261, 283), the absence of them made the conversation quite unnatural in nature. The use of them after that then made their conversations more authentic in regards to opening their conversations.

All three saw the variety of their rejoinders increase from the first practice test to the end. However, in particular Saki took extra effort in it. Savignon (1983) claimed that strategies are particularly useful for lower-level students, so this may explain her focus on them. It gave her the ability to continue interacting when she did not know what else to say.

Fillers are a CS that we did not explicitly practice in class. However, it could not be missed how often Chie used Japanese for them. In fact, across all the practice and performance tests, Saki, the low-level student, used the least amount of Japanese and Chie the most. This may not be an issue of IC but of something else. That is an issue for another study.

Shadowing was another CS that we did not practice in class. Yet still all of the students used them at some point. Maki made frequent use of them. In an interview she was asked why she did it, and she replied that she was checking her understanding, and it is likely that that is often why all the students used them. This was more thoroughly explored about

in the discussion about repair.

Future Issues

I believe that an area that I can further explore in my class is repair. As Hellermann (2009) wrote, "learners may be able to take advantage of this universal pragmatic strategy in language use as they start learning another language" (Hellermann, 2009, p. 129). I suggest introducing comprehension questions so students can use them in addition to the shadowing that naturally emerged. In addition, other activities that do not focus on explicit teaching of target language might include circumlocution activities. Also in particular, on the second semester interview, when asked if there was anything about conversations she wanted to practice more, Maki said she wanted help with when her partner does not understand. It is possible more students would like that practice as well.

It also may be good to use Maki as an example and show the students how to offer candidate answers. Other students could be shown how she provides them in situation where her partner has difficulty answering a question in a real situation.

I am also curious if the use of L1 fillers has any negative effect on L2 development. Should English fillers be practiced to reduce the number of Japanese fillers students like Chie use? Or does it not negatively affect a conversation and not require intervention.

It seemed that shadowing emerged in relevant situations without the need for practice. It could be an interesting topic of study to see if the practiced use of them results in more natural use. As (Sato, 2005) wrote, practicing shadowing would raise student's awareness of it but with students already using it is that awareness necessary? Would time be better spent

practicing other skills.

Conclusion

IC is still a relatively young field for second language acquisition study. This AR looked at how English language learners' IC developed across two semesters while practicing various CS. It was interesting to see how the low-level student emphasized use of rejoinders more than the other students to keep their conversation going, and how the average student used more of their L1 than the low-level student. It was interesting to see the development of the high-level student learning how to handle talking with other students who might not understand.

This research also raised some interesting questions for the future. For my part I think the next thing I will focus on is helping students more with repair. I think there is much room for more IC growth in my students there.

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Name _____ Class _____ No. _____

	Conversation 1	Conversation 2	Conversation 3
Reactions I used	Cool · Cute · Nice · Great · Wow · Delicious Oh my god! · Really? · Too bad oh no · Lonely I see · Boring · Fun Interesting · Scary · Gross Other _____	Cool · Cute · Nice · Great · Wow · Delicious Oh my god! · Really? · Too bad oh no · Lonely I see · Boring · Fun Interesting · Scary · Gross Other _____	Cool · Cute · Nice · Great · Wow · Delicious Oh my god! · Really? · Too bad oh no · Lonely I see · Boring · Fun Interesting · Scary · Gross Other _____
Questions I asked	Who · What · Where When · Why · How How much/many · How was it? Tell me more Do/Does ___ · Is/Are ___ Other _____	Who · What · Where When · Why · How How much/many · How was it? Tell me more Do/Does ___ · Is/Are ___ Other _____	Who · What · Where When · Why · How How much/many · How was it? Tell me more Do/Does ___ · Is/Are ___ Other _____
English I want to know			
English I Learned from my Partner			
Comments Questions for Jara			

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Name _____ Class _____ No. _____

Think of some ideas to talk about for each topic.

In notes, you can think about: where, when, what, why, how, who, etc.

Last Weekend	Notes	Notes
Past Vacation (your favorite)	Notes	Notes
Past Life Event (important to you)	Notes	Notes

Conversation Reflection English!
November 1st – November 4th

English we wanted to know	English we learned from friends
親知らず = wisdom tooth	All senior students
ジェットコースター = roller coaster	biology
一人で見た = saw it alone / saw it by myself	First day
演劇 = play / theatre	Canelé
どうが = movie / video	tourist attraction
なかよし = **close friend**	china
かわいそう = poor (name)	UK
日帰り = day trip	around the world
懐かしい = **nostalgic**	She wants to ~
観光地 = tourist area	Korea
プリクラ = photo booth	make up
BBQ の動詞 = have a BBQ (barbeque)	~~fire mountain~~ volcano
花火 = **fireworks**	have never been
当選 = election	graduate high school
風景 = scenery	character (性格)
本物の食べ物 = **authentic food**	how will you go there?
国立公園 = national park	Alone
化粧品 = cosmetics	I've never been to ~
火山 = volcano	Nice boyfriend
いろいろな種類の~ = many kinds of ~	near place
独りでいるのが好き = I like to be alone	before time
お土産 = **souvenir**	try again
一人で~のは怖い = it's scary/I'm scared to ~	shrine
A のほかに = other than A / besides A	christman party
バイキング = buffet	a big painting
何時間かかるか = how long does it take to ~	musical
生で見る = watch (it) live / in person	museum
宮殿 = palace	event
	big sister
	attraction
	recommend
	what is your dream vacation
	Germany

修学旅行 = **school trip** おすすめ = **recommendation** 前回 = **last time** 大学生になったら〜したい = when I become I a university student I want to ~ ぬいぐるみ = stuffed animal できるだけ ~ 場所 = a place as ~ as possible ~させてくれる/くれない = let me do ~ / won't let me do ~ 新幹線 = **bullet train** 夜行バス = night bus 乗り物 (car, bus, etc) = **vehicle** 乗り物 (attraction, etc) = **ride, attraction** 家族旅行 = **family trip** 年に一回 = **once a year** 初詣 = **first visit to the shrine of the year**	Skiing
	Correction

	おとまり会 = ~~farewell party~~
	    slumber party / **sleepover**
	モチモチ = **(food) chewy**
	    (things) squishy / soft
	
	Many people ask about
	北/南/東/西の方

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Speaking in English Survey

In our class, I want to help you improve speaking. This is interesting to me because speaking is an important part of communication. This survey helps me learn about your English speaking experiences.

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

1. Have you been outside Japan before?   Yes   No

   Please tell me about it (where, how long, how was it, etc)

_____

2. Have you studied at an English conversation school? (英会話、塾、など)

Yes   No

   Please tell me about it (where, how long, how was it, etc)

_____

3. Have you taken any English tests? (Eiken, Toeic, etc)?

Yes   No

   What test(s), and what was your best score(s)?

_____

Section 2:   About Speaking – These are questions about speaking and

conversation experience.

4. When you talk with your friends in Japanese, what do you like to talk about?

_____

_____

5. How much do you enjoy speaking English in class?

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

6. How confident are you speaking English?（自信があること）

Very confident   confident   so-so   not confident   very unconfident

7. Did you have English speaking tests in school before?

Yes   No

  Please   tell   me   about   it

_____

Section 3: About Your English Classes – These are questions about your English class experience.

8. How much do you like English classes?

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

9. What did you like about English classes you have taken in school?

_____

_____

10 What didn't you like about English classes you have taken in school?

_____

_____

11. Is there anything you want to do or don't want to do for Jara's English class?

_____

_____

Section 4: About Your Test Today – These are questions about your speaking test today.

12. Could you say what you wanted in today's test? Yes   No   So-So

Please tell me about it _____

_____

13. Could you understand your partner in today's test? Yes   No   So-So

Please tell me about it (where, how long, how was it, etc)

_____

14. Do you have any comments about the speaking test today?

_____

_____

Thank you for taking this survey. ☺

End of Class Survey

It's been a fun year! I want to know what you liked and what you didn't like this year. Was the class helpful for you? How can I make the class better for next year?

Section 1: Small Talk – These are questions about our classroom small talk activity.

1. How much did you like or dislike small talk?

    I loved it   I liked it   It was ok   I didn't like it   I hated it

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

    Very confident confident so-so not confident very unconfident

3. Are you more or less confident speaking English now than at the beginning of the class? (in April)

    much more confident   more confident   same   less confident much less confident

4. What did you like or not like about small talk?

_____

_____

_____

Section 2: Speaking Test Questions – These are questions about the speaking tests.

5. How much did you like or dislike the speaking test?

      I loved it   I liked it   It was ok   I didn't like it   I hated it

6. How much did you like or dislike doing the speaking test **with a partner**?

      I loved it   I liked it   It was ok   I didn't like it   I hated it

7. How easy or difficult was the rubric to understand?

      very easy   easy   so-so   difficult   very difficult

8. Do you have any suggestions or comments about the speaking test?

_____

_____
_____
_____

Section 3: Class Questions – These are questions about the class.

9. How much did you like or dislike this class?

      I loved it   I liked it   It was ok   I didn't like it   I hated it

10. Were there any good points about the class? What?

_____
_____
_____

11. Were there any bad points about the class? What?

_____

_____

_____

12. Were there any activities you really liked or disliked? What?

_____
_____
_____

13. Do you have any suggestions to improve the class next year?

_____

_____

_____
_____

_____

Thank you for taking this survey. ☺

Appendix C

Students' Output

Conversation 1

Reactions I used	Cool · Cute · (Nice) · (Great)
	Oh my god! · (Wow) · Delicious
	oh no · Really? · Too bad
	I see · Boring · Lonely
	Interesting · Scary · (Fun) · Gross
	Other ___
Questions I asked	(Who) · What · Where
	When · Why · How
	How much/many · How was it?
	Tell me more
	Do/Does _do_ ___ · Is/Are ___
	Other ___
English I want to know	
English I Learned from my Partner	
Comments Questions for Jara	who do you went French?

Conversation 2

Reactions I used	Cool · Cute · (Nice) · (Great)
	Oh my god! · (Wow) · Delicious
	oh no · Really? · Too bad
	I see · Boring · Lonely
	Interesting · Scary · (Fun) · Gross
	Other ___
Questions I asked	(Who) · What · Where
	When · Why · How
	How much/many · How was it?
	Tell me more
	Do/Does _do_ ___ · Is/Are ___
	Other ___
English I want to know	
English I Learned from my Partner	
Comments Questions for Jara	Do you like Hawaii?.

Conversation 3

Reactions I used	(Cool) · Cute · (Nice) · Great
	Oh my god! · (Wow) · Delicious
	oh no · Really? · Too bad
	I see · Boring · Lonely
	Interesting · Scary · Fun · Gross
	Other ___
Questions I asked	(Who) · What · Where
	When · Why · (How)
	How much/many · How was it?
	Tell me more
	Do/Does ___ · Is/Are ___
	Other ___
English I want to know	
English I Learned from my Partner	
Comments Questions for Jara	what's do you favorite character?

Conversation 1

Section	Content
Reactions I used	Cool · Cute · (Nice) · (Great) Oh my god! · (Wow) · Delicious oh no · Really? · Too bad I see · Boring · Lonely Interesting · Scary · Fun Other ___ · Gross
Questions I asked	Who · (What) · Where When · Why · How How much/many · How was it? Tell me more Do/Does ___ · Is/Are ___ Other ___
English I want to know	カ±Cιət
English I Learned from my Partner	macdohakudo ンりゃも
Comments Questions for Jara	What do you will eat?

Conversation 2

Section	Content
Reactions I used	Cool · Cute · (Nice) · (Great) Oh my god! · (Wow) · Delicious oh no · Really? · Too bad I see · Boring · Lonely Interesting · Scary · Fun Other ___ · Gross
Questions I asked	Who · (What) · Where When · Why · How How much/many · How was it? Tell me more Do/Does ___ · Is/Are ___ Other ___
English I want to know	
English I Learned from my Partner	Cona make up
Comments Questions for Jara	why do you want to go to France,

Conversation 3

Section	Content
Reactions I used	Cool · Cute · (Nice) · Great Oh my god! · Wow · Delicious oh no · Really? · Too bad I see · Boring · Lonely Interesting · Scary · Gross Other ___
Questions I asked	Who · (What) · (Where) When · Why · How How much/many · How was it? Tell me more Do/Does ___ · Is/Are ___ Other ___
English I want to know	ιι31.3を種類の~
English I Learned from my Partner	
Comments Questions for Jara	Who do you want to go with?

Appendix D

Transcription

Towa-Chie Practice Test 1

[00:00:00.00]

1   (((start timer))) [00:00:00.17]

2 Towa: do you want to talk about [00:00:03.04]

3 Chie: i:: (..) °will° [00:00:06.29]

4 Towa: ((affirmative head nod)) [00:00:07.13]

5 Chie: talk about my brother [00:00:10.15]

6 Towa: oh::. (.) how old (.) is your brother? [00:00:15.08]

7 Chie: he is (.) seventeen years old [00:00:20.01]

8 Towa: oh::. (.) a |big? (.) °big big big° [00:00:23.12]

9 |((pointing up))

10 Chie: |n. [00:00:23.12]

11 |((affirmative head nod))

12 Towa: big big brother [(haha)oh:. [00:00:26.10]

13 Chie: [(yes)

14 Towa: eh: what do you (.)

15   what does your brother (.) does ( ) [00:00:33.22]

16 Chie: he: likes to: (.) play shogi [00:00:38.16]

17 Towa: oh:. (..) eh=he is (.) in the sh- club [00:00:44.18]

18 Chie: no [00:00:45.22]

19 Towa: oh[:

20 Chie: [he play (.) shogi game [00:00:50.29]

21 Towa: oh::. (.) eh- cool cool [(haha) [00:00:55.11]

22 Chie: [(haha)

23 Chie: ((hand gesture to herself))[00:00:56.07]

24 Towa: ((affirmative head nod)) [00:00:56.16]

25 Chie: eh- who:: (.) do you wa- (.) want to talk about [00:01:02.07]

26 Towa: eh- i to talk abou:t (.) my mother [00:01:06.11]

27 Chie: oh how old (.) is he [00:01:11.15]

28 Towa: eh=he: i:s ((counts on fingers)) thirteen [(.) old

```
29 Chie:                                                    [oh.
30 Chie: °えっと:°{etto, umm} what hobby: (.) what (.) is-u: (.)
31        what is-u: (.) his-u: hobby [00:01:30.04]
32 Towa: eh:? he:: (.) likes-u (.) playing game [00:01:35.26]
33 Chie: °oh:.° [00:01:36.18]
34 Towa: (ha) [00:01:37.06]
35 Chie: what game [00:01:38.07]
36 Towa: ↑eh? i don't know [(haha) ↑(ah) |battle game [00:01:42.10]
37                                       |((finger guns))
38 Chie:                    [(haha)
39 Chie: oh:[:. (..) nice [00:01:45.16]
40 Towa:    [(oh)
41 Towa: n:. ah- [no no no (haha) ↑no no ↓no no no [00:01:49.22]
42 Chie:         [(haha)           (haha)
43 Chie: °えっと°{etto, umm} (..) えっと {etto, umm} (..)
44        what (1.0) does he: [00:01:56.29]
45        (3.0)
46        (((timer sounds)))
47 Chie: °(あのう)°{ano , umm} [00:02:00.23]
48        (((timer sounds)))
49 Chie: [(haha) [00:02:02.29]
50 Towa: [(haha)
51 Towa: ok: [00:02:04.09]
```

Chie-Saki July Speaking Test

```
1         (((timer sounds)))  [00:00:03.28]

2  Saki:  hi [00:00:05.04]

3  Chie:  hi  [00:00:06.07]

4  Saki:  (haha) how ar:e you?  [00:00:07.21]

5  Chie:  i'm sleepy [(.) how are you  [00:00:10.06]

6  Saki:             [(haha)

7  Saki:  i'm good  [00:00:11.07]

8  Chie:  [$oh:.$  [00:00:12.06]

9  Saki:  [(haha)

10 Saki:  who do you want talk about  [00:00:14.16]

11 Chie:  let's talk about my favorite friend (name)[00:00:18.29]

12 Saki:  oh::. how old (.) are you (.) ah:. (.)

13         is she  [00:00:23.21]

14 Chie:  she: is: fifteen years old  [00:00:27.26]

15 Saki:  OH ME $too$ [(haha) >me too me [too<  [00:00:30.13]

16 Chie:              [(haha)           [°(really?°)

17 Saki:  um: (.) does she (.) school?  [00:00:34.19]

18 Chie:  |°(      )°  [00:00:36.28]

19         |((head tilt))

20 Chie:  (ha[haha)  [00:00:38.09]

21 Saki:     [(haha)

22 Saki:  eh:. sh:- what (.) sh:e (.) like.  [00:00:43.08]

23 Chie:  she: like (.) >to< playing the game  [00:00:47.23]

24 Saki:  OH ME [$TOO$  [00:00:49.29]

25 Chie:        [(haha)

26 Saki:  eh::. (.) uh. (.) how (.) how tall is she [00:00:57.06]

27 Chie:  oh:. (..) she: is (.) about (.)

28         100 (.) 55 centimeters. [00:01:08.10]

29 Saki:  ↑ah-oh::. me too [(hahahaha)  [00:01:11.01]

30 Chie:                  [(haha)

31 Saki:  °um:.°  [00:01:14.05]

32 Chie:  ((gestures to self and nods head))
```

33 Saki: °(   )° [00:01:15.27]

34 Chie: who do you want to talk about [00:01:18.17]

35 Saki: uh i lets talk about my friend in bachiko [00:01:23.10]

36 Chie: oh. bachiko? [00:01:25.00]

37 Saki: bachiko [00:01:25.16]

38 Chie: bachiko [00:01:26.05]

39 Saki: bachiko [00:01:26.26]

40 Chie: (haha) [00:01:27.16]

41 Chie: uh. (.) how old is (this girl) [00:01:30.26]

42 Saki: she is fifteen years old [00:01:32.28]

43 Chie: oh:. me [too [00:01:34.20]

44 Saki: [uh- me too (haha)

45   (..)

46 Chie: °>( )<° is she in this school [00:01:42.28]

47 Saki: ah yes yes yes. [00:01:44.07]

48 Chie: oh. [00:01:44.12]

49 Saki: she::. sixth class [00:01:46.28]

50 Chie: oh:. えっと: {etto, um} what does she like [00:01:52.27]

51 Saki: she like スマホ {sumaho, smart phone} game [00:01:56.09]

52 Chie: oh:. [00:01:56.18]

53 Saki: ah:. [00:01:57.10]

54 Chie: me too [00:01:58.01]

55 Saki: me $too-(haha)$ (.) [good yeah [00:02:01.24]

56 Chie: [(haha)

57 Chie: [uh (haha) [00:02:05.00]

58   [(((timer sounds)))

59 Chie: [bye [00:02:06.03]

60 Saki: [bye (haha)

Chie-Yumi Practice Test 2 Sept

```
1          ((timer))  [00:00:00.15]

2  Yumi:   hello  [00:00:01.20]

3  Chie:   hello   [00:00:02.17]

4  Chie:   how are you  [00:00:03.18]

5  Yumi:   i'm:: sleepy. (.) how about you  [00:00:07.05]

6  Chie:   i'm sleepy  [00:00:09.09]

7  Yumi:   °(haha)°  [00:00:10.04]

8          (..)

9  Yumi:   えっと {etto, umm} what do: talk (.) about-o (.)

10         your life event [00:00:19.07]

11 Chie:   i'm talk about (3.0) (ball? boy?) [00:00:27.06]

12 Yumi:   |(haha) [00:00:28.13]

13         |((slight yes head nod))

14         (.)

15 Yumi:   えっと {etto, umm}

16         who:: |(..) who:: (.) who (ball?)(haha) [00:00:38.01]

17               |((looks at person walking past))

18 Chie:   (us?) (.) (    ) august ten  [00:00:45.24]

19 Yumi:   august 10 (..) ah- ↑ten ↓ten  [00:00:49.19]

20 Chie:   |うん {un, aggreement}  [00:00:50.16]

21         |((yes head nod))

22 Yumi:   Oh::. (.) double ten  [00:00:52.02]

23         (.)

24 Chie:   ((slight head shake no)) no- [ah!  [00:00:54.08]

25 Yumi:                                [august?

26 Chie:   (donten?) [eight-o   [00:00:56.10]

27 Yumi:             [ちがう {chigau, different}

28 Chie:   [°eight°

29 Yumi:   [エイートか  {eightoka , eight?} °october° [00:00:57.19]

30 Chie:   [(haha)

31 Yumi:   [(haha) [00:00:59.10]

32         (.)
```

33 Yumi: how (favorite) [00:01:01.02]

34   (..)

35 Chie: (how) (.) don't know [00:01:04.14]

36   (5.0)

37 Chie: ((should i ask you hand gesture))[00:01:11.10]

38 Yumi: ((affirmative head nod)) [00:01:11.23]

39 Chie: えっと {etto, umm} (.) what (4.0) did you (..)

40   talk- ↑n? want to:? talk about. [00:01:20.07]

41 Yumi: °n:.° i want to talk about (.) °(born)° [(haha)[00:01:26.29]

42 Chie: [(haha)

43 Chie: n. (.) when did you- ↑uh? when were you born [00:01:32.02]

44 Yumi: えっと {etto, umm} i::. (..) my (..) °↑uh?° (..)

45   えっと {etto, umm} two thousand seven:: (.)

46   february seventeenth [00:01:48.16]

47 Chie: oh:. (.) えっと {etto, umm} what time were you born [00:01:53.18]

48 Yumi: ((looking up, thinking)) (.) around-o (..)

49   sixteen::. o'clock [00:02:04.27]

50 Chie: oh:. [00:02:07.05]

51 Yumi: °(はい {hai , yes})° [00:02:08.03]

52 Chie: [(haha) [00:02:09.12]

53 Yumi: [(haha)

54 Chie: え::っと {e::tto, umm} what (..) |high [00:02:15.28]

55 |((tall gesture))

56 Yumi: high? [00:02:16.12]

57 Chie: [(haha) [00:02:17.26]

58 Yumi: [(haha)

59 Chie: you born. [00:02:18.20]

60   (.)

61 Yumi: え::っと:: {e::tto::, umm} (.) i: was:-u (3.0)

62   maybe fourty::. (4.0) fourty:.

63   (5.0) seven (..) around-o [((circular hand gestures))

64 Chie: [nn ((affirmative head nod))

65 Yumi: maybe: e- e- (haha) seven (.) about-o [00:02:50.08]

```
66 Chie:   oh: nice [00:02:51.19]

67 Yumi:   [(haha) [00:02:53.04]

68 Chie:   [(haha)

69 Chie:   えっと {etto, umm} (.) hmm:: (.) hm. [00:02:57.29]

70         (((timer sounds))) [00:03:02.26]

71 Chie:   see you [00:03:03.24]

72 Yumi:   see you [00:03:04.09]
```

Chie-Kiho Speaking Test 2 Dec

1 Kiho: he[llo::: (.) ha- how are you [00:00:03.11]

2 Chie: [hello:

3 Chie: i'm sleepy (.) how are you [00:00:05.22]

4 Kiho: i'm sleepy [00:00:07.16]

5 Chie: えっと {etto, umm} |$what do you$ [00:00:10.14]

6 Kiho: |((gestures to Chie))

7 Chie: [(haha) what do you want to do next weekend [00:00:14.08]

8 Kiho: [(hahaha)

9 Kiho: i want to:: go: to: (.) live event [00:00:23.11]

10 Chie: oh. [00:00:24.01]

11 Kiho: of my favorite (.) celebrity [00:00:26.22]

12 Chie: oh:. [(.) who: (.) do you (.) like [00:00:31.08]

13 Kiho: [(ha)

14 Kiho: yes (.) i love [00:00:33.12]

15 Chie: (haha) (2.0) why (.) do you (.) like [((hand gesture))

16 Kiho: [(haha)

17 Kiho: [ah:. (haha) [00:00:44.01]

18 Chie: [°(like)°

19 Kiho: um::. (1.5) it's (.) cool

20   [and-u: (.) dance: (.) very: (.) well [00:00:52.17]

21 Chie: [°oh.°

22 Chie: ↑oh:. (.) ni:ce [00:00:54.09]

23 Kiho: (hahaha) uh- what (.) do you want to: do=last- (.)

24   next weekend [00:01:02.10]

25 Chie: i: want to: (.) go: to amu- amusement [00:01:07.08]

26 Kiho: oh:. (.) nice [(haha) [00:01:10.16]

27 Chie: [(haha)

28 Kiho: uh:. where (.) do you want [00:01:13.26]

29 Chie: i wan:t to: (.) go to: (.) nagashima [00:01:19.03]

30 Kiho: |↑ah ((points to own chest)) [00:01:20.14]

31 Chie: there is-u (.) a lot of (.) attractions [00:01:25.03]

32 Kiho: ((thumbs up)) (.) very interesting [00:01:28.23]

33 Chie: [(haha) [00:01:30.29]

34 Kiho: [(haha)

35 Kiho: i don't (.) go (..) na- na- nagashima? [00:01:35.28]

36 Chie: ((yes head nod)) [00:01:36.27]

37 Kiho: [nagashima [00:01:37.24]

38 Chie: [yes

39 Chie: oh:. (.) very: (.) fun [(haha) [00:01:43.19]

40 Kiho: [(haha)

41 Kiho: i want to (.) this (.) [there [00:01:46.24]

42 Chie: [(haha)

43 Chie: i want to: (.) ride-o (..) °a° roller $coaster$ [00:01:53.25]

44 Kiho: hakugei? (.) |ah- [00:01:56.08]

45 |((hand to mouth, oops like gesture))

46 Chie: ah- (.) yes [(haha) [00:01:58.25]

47 Kiho: [(haha)

48 Chie: and-o ((hand motion)) and-o (..) and-o [(haha) [00:02:05.26]

49 Kiho: [(haha)

50 Chie: [(ha) merry go $round-o$ (hahahahahahahahaha) [00:02:12.11]

51 Kiho: [°(hahahahahahahahahahah it's so cute

52 Chie: [$えっと$ {etto, umm} (..) [00:02:14.25]

53 Kiho: [(haha)

54 Chie: what (.) attraction (.) do you like [00:02:18.02]

55 Kiho: i like-u (.) ah:: flying dinosaur [of U- USJ [00:02:24.19]

56 Chie: [oh.

57 Chie: oh:: (.) i want to ride it [(haha)[00:02:29.24]

58 Kiho: [(haha)

59 Kiho: very good-o [(haha) [00:02:32.26]

60 Chie: [oh:.

61   (2.0)

62 Kiho: [(haha) [00:02:35.26]

63 Chie: [(haha)

64 Chie: i've never (.) $gone [to USJ$ [00:02:41.06]

65 Kiho: [°(haha)°

```
66 Kiho: let's go [00:02:42.26]

67 Chie: yes [(haha) [00:02:44.24]

68 Kiho:     [(haha)

69 Kiho: $together$ (haha) [00:02:45.26]

70 Chie: $yes$ [00:02:47.18]

71 Kiho: °(   )° [00:02:49.19]

72 Chie: what-o [(hahahahahahahahaha) [00:02:56.20]

73 Kiho:        [(hahahahahahahahaha)

74 Chie: time (haha) $(  [  )$ [00:03:00.11]

75                       [(((timer sounds)))

76 Kiho: [ah- (haha) [00:03:01.22]

77 Chie: [ah- (haha

78 Chie: $bye: [00:03:02.09]

79 Kiho: $bye [00:03:03.15]
```

Saki-Kona Practice Test 1

[00:00:00.00]

1 Teach: ready::: >go<

2   ((timer start sound)))

3 Saki: hi [00:00:02.20]

4 Kona: hello. [00:00:04.02] (.)

5 Saki: who do you want talk about (.) your friend [00:00:07.15]

6 Kona: uh: let's talk about (.) nn (name) [00:00:11.23]

7 Saki: oh:::: (.) eh: (...) he ih. [h she is (.)

8 Kona: [((haha))

9 Saki: she:: (.) very good point-u. (..) |(face) [00:00:22.11]

10 |((slight wave to own face))

11 Saki: [(haha)

12 Kona: [(haha)

13 Saki: (something, come?) [00:00:27.21]

14 Kona: eh:. (.) uh (.) she (.) she: good [↓point (ear?)

15 Saki: [°nn° ((yes nod))

16 Kona: she is very (.) funny and [(.) i. ↓ehn: (..)

17 Saki: [|°n: yeah° (.) °yeah°

18 |((yes nod))

19 Kona: °i don't° (..) i don't feel boring [00:00:42.14]

20 Saki: oh[::

21 Kona: [to with with (.) her [00:00:45.20]

22 Saki: oh: very good (((thumbs up))) [00:00:47.20]

23 Kona: (haha)

24 Saki: sh:: she birthday (.) when: she: >is< birthday [00:00:53.02]

25 Kona: eh (.) she birth. ↓eh: she's birthday is september 20
[00:00:58.13]

26 Saki: oh:: oh oh oh ((haha)) [00:01:02.08]

27 Saki: how (.) old are you (.) >no< [00:01:05.09]

28 Saki: [(haha)

29 Kona: [(haha)   [00:01:07.12]

30 Saki: [no >no no no< (.)

```
31 Kona:  [(haha)

32 Saki:  how ↑old-o (.) are (.) you (.) ↑$you$[(haha)  [00:01:17.06]

33 Kona:                                        [(haha)

34 Saki:  |you (.)   [00:01:19.06]

35       |((gestures to partner))

36 Saki:  |you you (.) you  [00:01:22.17]

37       |((gestures with hands))

38 Kona:  [(haha)

39 Saki:  [(haha)

40 Kona:  $ok$  [00:01:24.13]

41 Saki:  ok? >ok ok ok<  [00:01:26.01]

42 Kona:  i::t's (.) eh? (.) she is fifteen years old (.) how about you

43 Kona:  who do you want to talk about  [00:01:31.26]

44 Saki:  m::: my: friend is-u (.) |very many  [00:01:36.17]

45                               |((gestures with open arms))

46 Kona:  [(haha)

47 Saki:  [(haha)

48 Saki:  [an:d (.) she is-u (.) my birthday (.) too [00:01:45.20]

49 Kona:  [(haha)

50 Saki:  me too (.) [(haha) [00:01:48.04]

51 Kona:             [(haha

52 Saki:  [>ah< (date) (.) day [(.) yes (haha) [00:01:57.09]

53 Kona:  [(hahahahahahahahahahahahahahahhaha)

54 Saki:  °>yes yes<°  [00:02:00.01]

55       (((timer rings)))

56 Kona:  [(haha)

57 Saki:  [(haha)

58 Kona:  ((slaps Saki's leg while standing))

59       ね (.) 何言っているの {ne nani itteru no, what are you saying?}

60 Saki:  ((stands up)) goodbye (.)

61 Teach:  girls

62 Saki:  goodbye goodbye  [00:02:08.19]
```

Saki-Maki July Speaking Test 1

1   (((timer sounds)))

2 Saki: hello [00:00:02.16]

3 Maki: hello (haha) [00:00:03.11]

4 Saki: uh how are you? [00:00:05.06]

5 Maki: i'm fine °today° how are you? [00:00:07.15]

6 Saki: i'm good [00:00:08.13]

7 Maki: o:h. ok [00:00:09.25]

8 Saki: who do you want talk about? [00:00:12.02]

9 Maki: let's talk about my family (.) my (   )

10   ((waves hand in no gesture)) my $brother$ [00:00:17.27]

11 Saki: ok ok

12 Maki: °(haha)°

13 Saki: eh (.) how old (.) is he [00:00:22.04]

14 Maki: he is fourteen years old [00:00:25.09]

15 Saki: oh::::: (   ) (ha)   [00:00:28.01]

16 Maki: no no no no no i'm (sixteen)

17   [so °he is (   ) ((down gesture))° [00:00:33.23]

18 Saki: [AH SORRY sorry (haha)

19 Saki: um: what does he do [00:00:37.03]

20 Maki: he is (.) a student [00:00:39.28]

21 Saki: ah:. (.) very good |me too [00:00:42.28]

22 |((points to self))

23 Maki: |(hahaha)

24 |((points to Saki and then self

25 Saki: eh: what (.) do you:: like (..) >fruits< [00:00:51.18]

26 Maki: uh he? [00:00:53.06]

27 Saki: yeah >yeah yeah< [00:00:54.02]

28 Maki: he likes bananas [00:00:55.16]

29 Saki: ↑ah: ((gestures to self)) me too [00:00:57.14]

30 Maki: oh [you like (.) [°(   )° [00:01:00.02]

31 Saki: [(haha)   [yeah yeah

32 Maki: who do you want to talk about [00:01:02.01]

33 Saki: um:: let's talk about my brother [00:01:05.21]

34 Maki: ok (..) how old is he [00:01:09.10]

35 Saki: he is (seventy) years old [00:01:11.22]

36 Maki: oh [00:01:12.03]

37 Saki: oh [00:01:12.25]

38 Maki: °oh° BIG brother [00:01:13.27]

39 Saki: ah >yes yes yes. yes.< [00:01:15.08]

40 Maki: is he cool? [00:01:16.24]

41 Saki: uh no (.) no (.) very very no [00:01:19.27]

42 Maki: eh::? (teehee) ok [00:01:21.17]

43 Saki: >yeah yeah [yeah< [00:01:22.12]

44 Maki: [eh:. what does he do [00:01:23.11]

45 Saki: (.) he: is student [00:01:26.26]

46 Maki: °oh° [00:01:27.11]

47 Saki: ↓oh [00:01:27.22]

48 Maki: ok [00:01:28.07]

49 Saki: ↓n. [00:01:28.19]

50 Maki: what does he like to do in his free time [00:01:32.23]

51 Saki: ah he is (.) uh play (.) game [00:01:36.21]

52 Maki: °oh° [he likes to play games [00:01:39.01]

53 Saki: [me too

54 Saki: n. very [very much [00:01:39.10]

55 Maki: [you play games with (.) him? [00:01:41.27]

56 Saki: (..) ((jerks head forward, makes strong eye contact))

57 Maki: you play games together? [00:01:45.00]

58 Saki: >uh huh< ↓oh. YES [00:01:46.11]

59 Maki: oh:. [00:01:47.05]

60 Saki: (haha) every day [00:01:49.05]

61 Maki: every [day? [00:01:49.29]

62 Saki: [yeah (haha)

63 Maki: is it fun? [00:01:51.20]

64 Saki: (..) n. °yeah.° >yeah-yeah-yeah< [(haha)[00:01:56.12]

65 Maki: [(haha)

```
66 Maki:  ok  [00:01:56.19]

67 Saki:  >yeah yeah yeah<  [00:01:57.17]

68 Maki:  °n.° do you often fight with [brother?  [00:02:01.23]

69                                      [(((timer sounds)))

70 Saki:  yes [everyday (haha)  [00:02:04.16]

71 Maki:      [oh          (haha)

72 Saki:  [good bye  [00:02:05.15]

73 Maki:  [bye
```

Saki-Hana Practice Test 2 Sept

1 Hana: hello:: [00:00:00.28]

2 Saki: hello:: [00:00:01.11]

3 Hana: oh:: [00:00:01.20]

4 Saki: hello:. [(haha) [00:00:03.21]

5 Hana: [(haha)

6 Saki: hello [00:00:04.10]

7 Hana: how about you [00:00:05.28]

8 Saki: i'm fine (.) [thank you [00:00:08.20]

9 Hana: [oh:.

10 Hana: [fine (.) i'm (.) bad ( ) [00:00:10.24]

11 Saki: [how-

12 Saki: [ah::.

13 Hana: [very sleepy (.) so (.) i don't want to ( ) [00:00:17.23]

14 Saki: [$oh hohohoho$ [00:00:20.04]

15 Hana: [(haha)

16 Saki: um. (.) a little me too [00:00:22.14]

17 Hana: $oh. (.) [yeah$ [00:00:24.21]

18 Saki: [(haha)

19 Saki: what will you do (.) last weekend [00:00:27.06]

20 Hana: i- sunday (.) i stayed home all day [00:00:33.07]

21 Saki: ↑oh::oh:oh: [00:00:35.28]

22 Hana: |you [00:00:36.17]

23 |((gesturing to Saki))

24 Saki: [(hahaha)

25 Hana: you? [00:00:38.07]

26 Saki: i (.) go: to (.) tokyo disney land and sea [00:00:44.11]

27 Hana: |WA:[:::

28 |((clapping))

29   [(ha)

30 Saki: it's very fun [00:00:50.05]

31 Hana: yeah i want to go to tokyo disney (.) resort [00:00:55.03]

32 Saki: |(ha) [00:00:57.20]

```
33        |((nod))

34 Hana:  °ah° (.) i like (.) $i like$ [(.) (donkey)

35 Saki:                              [(haha)

36 Hana:  [(haha) [00:01:02.26]

37 Saki:  [(haha)

38 Saki:  i: (.) i met (.) uh. (shuri meiji) [00:01:08.29]

39 Hana:  ↑ah [00:01:10.04]

40 Saki:  she is very cute [00:01:11.29]

41 Hana:  ah- i like the best:-o (.) the ( ) is (jelatoni) [00:01:17.28]

42 Saki:  [(haha) [00:01:19.10]

43 Hana:  [(haha)

44 Saki:  ah: (.) yes yes [00:01:20.26]

45 Hana:  he is (.) ↑cute and cool [and interesting [00:01:25.16]

46 Saki:                          [↑n::.

47 Hana:  [(haha) [00:01:27.13]

48 Saki:  [(haha)

49 Saki:  >ah- me too< (.) little me- little ↑↓n.

50        °(little) me too° [00:01:30.21]

51 Hana:  |oh:. [00:01:31.21]

52        |((clap))

53 Saki:  i:: (.) i buy: i:: (.) i bought (.) (rina) bell(.) is (.)

54        keychain (haha) [00:01:39.14]

55 Hana:  ↑oh:. [good [00:01:41.04]

56 Saki:       [keychain

57 Saki:  thank you [00:01:42.03]

58       (.)

59 Hana:  (haha) (  ) bell is (.) (rina bell) color is very cute

60 Saki:  ah::. pink [00:01:49.18]

61 Hana:  >そう< {sou , that's Saki} pink [00:01:50.09]

62 Saki:  ↑↓ah:[:::. [00:01:53.02]

63 Hana:       [very cute

64 Saki:  i think °(me too)° [00:01:55.17]

65 Hana:  [(hahahahahaha)[00:01:58.23]
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66 Saki:   [(hahahahahaha)

67 Saki:   ah::. [00:02:01.10]

68         (.)

69 Hana:   (haha)

70 Saki:   ah:: (.) i:: (.) i joined (.) (jamboree mickey) [00:02:08.21]

71 Hana:   ↑oh::. (.) jamboree mickey is difficult [00:02:12.02]

72 Saki:   (HAHAHA[hahaha) [00:02:14.15]

73 Hana:         [(hahaha)

74 Saki:   >eh?< it is (.) very easy [00:02:17.10]

75 Hana:   ↑easy? [00:02:18.06]

76 Saki:   easy (.) easy dance [00:02:19.20]

77 Hana:   oh:. i- i uh (.) i can't dance [00:02:22.28]

78 Saki:   ↑↓ah::oh::. °どんまい°{donmai , don't worry about it} [00:02:26.10]

79 Hana:   [(haha)[00:02:28.04]

80 Saki:   [(haha)

81 Saki:   (little どんまい {donmai , don't worry about it} [00:02:29.18]

82 Hana:   (little どんまい {donmai , don't worry about it} [00:02:30.25]

83 Saki:   (haha) [00:02:32.13]

84         (.)

85 Saki:   i met-o (.) i met-o (.)

86         mickey and minnie and (.) donald [00:02:40.10]

87 Hana:   mickey and minnie and donald (.) cute but-o (.)

88         daisy $is$ (.) $sexy$ [(haha) [00:02:50.21]

89 Saki:                           [(hahahaha)

90 Saki:   ↑↓ah:n. i (.) think (.) so (.) is (.) this [00:02:56.01]

91 Hana:   [(haha) [00:02:58.03]

92 Saki:   [(haha)

93 Saki:   very:[00:02:59.22]

94         (((timer rings)))

95 Saki:   interesting [00:03:00.25]

96         (((timer rings)))

97 Saki:   >see you< [00:03:01.26]

98 Hana:   see you [00:03:02.23]
```

Saki-Haru Speaking Test 2 Dec

1 Haru: hello [00:00:00.28]

2 Saki: hello [00:00:01.15]

3 Haru: (haha) [00:00:02.09]

4 Saki: [how are you [00:00:03.02]

5 Haru: [ha-

6 Haru: ah=i'm fine thank you (.) and you. [00:00:05.04]

7 Saki: i'm good (.) [yeah [00:00:07.06]

8 Haru: [°uh:.°

9 Saki: what did you do (.) past life event [00:00:11.03]

10 Haru: uh::m (.) i ( ) in cram school (.) it mea:n

11   juku in japanese [00:00:19.20]

12 Saki: |WOW [00:00:20.21]

13 |((emphatic head nod))

14 Haru: [(haha) [00:00:22.19]

15 Saki: [(haha)

16 Saki: how old (.) were you [00:00:24.19]

17 Haru: uh::m (.) i started i:::n sixteen now [00:00:30.10]

18 Saki: oh::h::n. [00:00:32.14]

19 Haru: so it's very necessary [00:00:34.01]

20 Saki: oh:. (.) $tell me more$ (haha) [00:00:36.09]

21 Haru: uh:: (.) i'm not good at: math so:: (..)

22   i: (.) uh:. want to study more [00:00:49.17]

23   (others) [and i: want to get a (.) more score (.) so i::

24 Saki: [wow

25 Haru: (..) I entered the cram school [00:01:02.07]

26 Saki: |WOW [00:01:03.14]

27 |((emphatic head nod))

28 Haru: [(haha) [00:01:04.16]

29 Saki: [(haha)

30 Haru: how about you (.) what did you do in your past ( ) (.)

31   past vaca- ↑uh? (.) past event life event [00:01:12.12]

32 Saki: i (.) i went to this $( )$ (haha) [00:01:16.09]

```
33 Haru:  oh:$hoho$ (..)

34       do you like the amusement pa- amusement park? [00:01:22.16]

35 Saki:  yes yes. [00:01:23.19]

36 Haru:  ah[:.

37 Saki:    [i like (.) universal (..) japan (.) studio japan

38 Saki:  [(haha) [00:01:31.11]

39 Haru:  [(haha)

40 Haru:  uh::. (2.0) what (..) what do you:. (.) ↑uh? what do you like
(..)

41       the:: (..) °ride° ride? [00:01:45.12]

42 Saki:  n::. [00:01:46.09]

43       (2.0)

44 Haru:  ATTRACTION [00:01:48.17]

45 Saki:  AH[h. (.) i:: (.) i like (..) splash mountain [00:01:56.02]

46 Haru:    [oh:

47 Haru:  .hhh

48       [its scary (.) (haha) (.) i don't like it [00:02:00.13]

49 Saki:  [eh?

50 Saki:  eh=oh[::: WOW [00:02:03.08]

51 Haru:       [oh:::::

52 Haru:  (haha)[00:02:04.09]

53 Saki:  REALLY?

54 Haru:  (haha) yeah (.) uh:. um:.

55        i don't like (.) the high uh:. (.)  place so i can't (.) ride
a:.

56       tower of terror [00:02:20.12]

57 Saki:  ((wide eye expression)) uh:m (.) don't (.) me too [00:02:25.25]

58 Haru:  (hahaha[ha)[00:02:27.25]

59 Saki:         [i like (.) tower of terror [00:02:28.15]

60 Haru:  un::. [00:02:30.06]

61 Saki:  °(haha)° [00:02:32.07]

62 Haru:  un::. (..) do: you want to (.) go: (this)

63       to there (.) go (.) [00:02:41.10]
```

```
64 Saki:  |n. °[(haha)° [00:02:43.22]
65        |((slight yes nod))
66 Haru:      [(ha)
67 Haru:  do you want to the (.) disney? [00:02:47.05]
68        (4.0)
69 Saki:  |YES [(hahaha) [00:02:53.02]
70        |((full bodied, slightly leaning into it))
71             [(haha)
72 Saki:  i want to go (.) everyday [00:02:56.00]
73 Haru:  (haha) why do you like the [00:02:59.27]
74        (((timer sounds))) [00:03:00.17]
75 Haru:  ah:: [00:03:01.13]
76 Saki:  thank you [00:03:02.10]
77 Haru:  thank you [00:03:02.26]
```

Maki-Hina Practice Test 1

[00:00:00.00]

1   (((timer sounds)))

2 Hina: what do you want to talk about [00:00:03.23]

3 Maki: let's talk about my favorite [(   ) [00:00:08.26]

4 Hina: [うん {un, agreement}(   )

5 Hina: who who (.) who do you favorite (   ) [00:00:20.13]

6 Maki: my favorite friend is (name) [00:00:25.22]

7   (   )

8 Hina: who's |she (ha) [00:00:28.28]

9 |((wide eyes))

10 Maki: she is >she< belongs to soccer club [00:00:33.10]

11 Hina: oh ((nods head in agreement)) [00:00:33.23]

12   (   )

13 Maki: °she° (.) she is an (actress) [00:00:38.26]

14 Hina: oh:. (.)

15   she is >ah< is she a (cute)? [00:00:43.26]

16 Maki: ((nods head yes))

17 Maki: yes she is very beautiful and very cute [00:00:47.04]

18 Hina: oh. (..) (hahaha) (..)   [00:00:51.27]

19 Maki: ((gestures to herself and nods head))

20 Hina: ((gestures to Maki and nods head))

21 Maki: °eh° what °(do your)° what do you

22   (ha)[WHO do you [00:01:04.20]

23 Hina: [(ha)

24 Maki: ((hand over mouth smile)) who °(do you)°

25   ((gestures with hand, looks aside)) [00:01:08.07]

26 Hina: ((both hands press down gesture, relax gesture))

27   °would you like to°

28 Maki: °うん {un, agreement}°

29   who do you like to talk about [00:01:14.18]

30 Hina: i want to $talk about-o$ (haha)

31   °ごめん {gomen, sorry}° [00:01:19.07]

```
32 Maki: ok ok

33 Hina: she is-u (.) tall (.)

34       heavy | but-o she is-u: (.) very nice  [00:01:32.09]

35 Maki:        |((nods agreement))

36 Maki: °oh° what what (..)

37       what point is ((circular hand gesture)) (he? he) (.)

38       very nice point  [00:01:40.15]

39 Hina: she is-u: (.) °she° (..)

40       she has a courage of talk  [00:01:52.11]

41 Maki: oh  [00:01:53.06]

42 Hina: talking  [00:01:54.03]

43       (..)

44       (((timer sounds)))  [00:02:01.05]

45 Maki: °(haha)°

46 Hina: ((abruptly stands up))

47 Maki: ((waves))
```

Maki-Kiho Practice Test 2 Sept

```
1          (((timer))) [00:00:00.27]

2  Kiho:   [hello [00:00:03.10]

3  Maki:   [hello

4  Maki:   how are you [00:00:03.25]

5  Kiho:   i'm sleepy (.) [how are you [00:00:06.03]

6  Maki:                  [oh:.

7  Kiho:   (haha) [00:00:07.05]

8  Maki:   i'm sleepy too [00:00:07.29]

9  Kiho:   [(haha) [00:00:08.27]

10 Maki:   [(haha)

11 Maki:   eh. what did you do last weekend [00:00:11.20]

12 Kiho:   i have:: (.) birthday party of my favorite celebrity

13 Maki:   oh::. (.) what celebrity do you like.

14         °(what)° celebrity [00:00:24.25]

15         (2.5)

16 Kiho:   eh- [00:00:27.16]

17         (1.0)

18 Kiho:   |(4.0)

19         |(hand waving gesture)

20 Maki:   |who [celebrity [00:00:34.09]

21         |(hand waving gesture)

22 Kiho:       [ah- who? ah-

23 Kiho:   eh um. (.) k-pop-u: of stray kids [00:00:39.23]

24 Maki:   ↑↓oh:. (.) i don't know them [00:00:41.22]

25 Kiho:   [i know (haha) [00:00:43.14]

26 Maki:   [(haha)

27 Maki:   えっと {etto, umm} what (.) who did you celebrate (.)

28         with (.) you [00:00:50.29]

29         (4.0)

30 Maki:   family or [friend? [00:00:56.00]

31 Kiho:             [ah-

32 Kiho:   friend [00:00:57.04]
```

33 Maki: ah- your friend [(have) party [00:00:59.29]

34 Kiho: [ah- yeah yeah

35 Maki: oh:. [00:01:00.14]

36 Kiho: my classmate [00:01:02.02]

37 Maki: ↑°oh:° (.) [nice [00:01:04.00]

38 Kiho: [(haha)

39 Kiho: ((gesture to Maki)) [00:01:05.24]

40 Maki: ((nod head)) [00:01:06.11]

41 Kiho: what did you do (.) last weekend [00:01:10.18]

42 Maki: i:: went to tokyo [00:01:13.10]

43 Kiho: oh. [00:01:13.27]

44 Kiho: °( )° (.) when did you (.) ↑tokyo? [00:01:20.18]

45 Maki: ((head twitch)) [00:01:22.01]

46 Kiho: °東京のどこ( )° {tokyo no doko ( ) , where in tokyo ( )}

47 Maki: ah- えっと {etto, umm} i went to tokyo (.) akabane [00:01:27.16]

48 Kiho: ah::. (.) what did you do [00:01:31.06]

49 Maki: i had a dance competition [00:01:35.01]

50 Kiho: ah: [00:01:35.14]

51 Maki: so [i went there ((head nod)) °( )° [00:01:39.04]

52 Kiho: [oh

53 Kiho: oh:: (haha) nice [00:01:41.12]

54 Maki: thank you [(haha) [00:01:43.12]

55 Kiho: [(haha)

56 Kiho: eh- what (.) did you (..) eat [00:01:48.25]

57 Maki: ah- i ate (.) shogayaki [00:01:52.25]

58 Kiho: oh:. very [|nice (haha) [00:01:55.24]

59 |((thumbs up))

60 Maki: [very delicious

61 Kiho: delicious [00:01:57.10]

62 Maki: what did you do (.) ah- [what did you eat [00:02:00.13]

63 Kiho: [(haha)

64 Kiho: eh- (.) ah:. ma- ma:ke-u cake and: (.)

65   potato chips (.) and: (.) my (motifs) [00:02:13.22]

66 Maki: oh:. [00:02:15.04]

67 Maki: eh: (.) was it delicious? [00:02:17.07]

68 Kiho: yes [00:02:18.02]

69 Maki: oh:. [00:02:19.01]

70 Kiho: very (.) much (.) very much like (.) (it) [00:02:22.29]

71 Maki: did you make your (.) (make) cake? [00:02:26.07]

72 Kiho: yeah yeah ↓yeah (..) green (.) pink (.) [00:02:30.14]

73 Maki: pink? (.) it's cute [(haha) [00:02:33.28]

74 Kiho: [(haha)

75 Maki: very cute [00:02:35.01]

76 Kiho: heart-o [00:02:36.12]

77 Maki: yeah (.) nice [00:02:38.11]

78 Kiho: yeah [(haha) [00:02:39.19]

79 Maki: [(haha)

80   (..)

81 Maki: what- えっと {etto, umm} what did you do (.)

82   anything else. [00:02:45.23]

83 Kiho: karake [00:02:47.02]

84 Maki: oh[:.

85 Kiho: [sing [00:02:48.10]

86 Maki: sing [00:02:48.25]

87 Kiho: japanese (.) music [00:02:51.15]

88 Maki: japanese (.) [NOT not kpop [00:02:53.19]

89 Kiho: [yeah

90 Kiho: not kpop [00:02:54.04]

91 Maki: ah (.) ↓japanese [00:02:54.11]

92 Kiho: i don't (.) speak (.) $korean$ [(haha) [00:02:58.22]

93 Maki: [oh.

94 Maki: ok [00:03:00.07]

95   (((timer sounds)))

96 Kiho: ah- ok [00:03:00.26]

97 Kiho: [see you [00:03:02.00]

98 Maki: [see you

Maki-Yumi Speaking Test 2 Dec

```
1  Maki:  he[llo::: [00:00:01.22]

2  Yumi:    [hello

3  Maki:  how are you [00:00:02.26]

4  Yumi:  i'm sleepy [(haha) how are you [00:00:05.12]

5  Maki:              [(haha)

6  Maki:  i'm fine today [00:00:07.08]

7  Yumi:  nice (..) what do you want to talk about [00:00:10.20]

8  Maki:  let's talk about our future life events [00:00:14.06]

9  Yumi:  oh. yeah [00:00:15.13]

10 Maki:  [ok   [00:00:16.14]

11 Yumi:  [(haha)

12 Maki:  what is your future life event [00:00:19.14]

13 Yumi:  uh:::m (.) marry? [00:00:23.03]

14 Maki:  marry? (.) who: do you want to marry with you [00:00:27.11]

15 Yumi:  n::. (ha) (5.0) i don't have (..) love event (haha)

16 Maki:  oh[::. (.) oh that's too bad [00:00:40.07]

17 Yumi:    [so

18 Yumi:  haha[haha) [00:00:42.21]

19 Maki:      [(ha)

20        (4.0)

21 Yumi:  n:. (3.0) ↑n:uh? (2.0) [(have) many (.) money [00:00:52.24]

22 Maki:                         [(wha-)

23 Maki:  [um. (.) you want to marry (.) many money [00:00:56.14]

24 Yumi:  [(haha)

25 Yumi:  ri- rich (.) rich man [(haha)

26 Maki:                        [rich man (.) oh i see [00:00:59.02]

27 Maki:  i want to marry (.) who: i like (.) $people$ [00:01:03.03]

28        (2.0)

29 Maki:  ok (.) when do you want to marry (.) °(your)° [00:01:08.08]

30 Yumi:  |WHEN? [00:01:09.25]

31        |((hands to face/chin, thinking pose))

32 Maki:  when. [00:01:10.26]
```

```
33       (2.0)

34 Maki:  about thiry years old? or twenty years old? [00:01:16.23]

35 Yumi:  n::. (4.0) i want to marry $twenty$ (haha) [00:01:25.00]

36 Maki:  twenty oh [want (then) [00:01:26.16]

37 Yumi:           [yeah

38 Yumi:  how about you [00:01:27.09]

39 Maki:  ↑n::. (.) i want to $marry$ twenty [00:01:29.17]

40 Yumi:  yeah (.) same [00:01:30.13]

41       (2.5)

42 Maki:  what do you want to do with (.) him [00:01:36.25]

43 Yumi:  n::::.((look up, down)) ((hand to face thinking)) [00:01:47.04]

44       n::[:. [00:01:49.21]

45 Maki:     [(haha)

46       (4.0)

47 Maki:  uh[-

48 Yumi:    [partner (.) trip trip [trip? trave (..) n:. hawaii

49 Maki:                          [oh. nice

50 Maki:  hawaii [00:02:01.00]

51 Yumi:  ah- no (.) no hawaii [00:02:03.07]

52 Maki:  not [hawaii

53 Yumi:      [italy italy italy [00:02:05.01]

54 Maki:  why do you want to travel italy [00:02:07.13]

55 Yumi:  i love (..) italy (.) [pasta i love pasta [00:02:12.13]

56 Maki:                        [oh.

57 Maki:  ↑↓oh:. (.) cute [00:02:13.29]

58 Yumi:  (ha[haha)

59 Maki:     [it's delicious [00:02:15.22]

60 Yumi:  how about you? [00:02:17.17]

61 Maki:  i want to buy my house [00:02:20.08]

62 Yumi:  ah:: (.) house [00:02:22.07]

63 Maki:  yes (.) i want to buy my house in a quiet place [00:02:26.28]

64       [and have a big garden [00:02:29.20]

65 Yumi:  [ah::
```

```
66 Yumi:  nice nice (.) very nice [00:02:32.03]

67       (in the-) (.) n:. (.) a- a- apartment? [00:02:36.09]

68 Maki:  not apartment (.) just one house [00:02:39.14]

69 Yumi:  one house (.) ok [00:02:40.10]

70 Maki:  my own house [00:02:41.25]

71 Yumi:  ok ah:. (ha[ha)[00:02:44.08]

72 Maki:            [°(ha)°

73 Yumi:  ((looking up, thinking)) (5.0)

74 Yumi:  °eh:.° [00:02:50.22]

75       (2.0)

76 Maki:  [i want my house in quiet place so  [00:02:56.04]

77 Yumi:  [°(haha)°

78 Maki:  quiet place but near to the station [00:02:58.27]

79 Yumi:  oh:: [it's ($cool$) it's (cool) [00:03:02.02]

80 Maki:       [so (.) it's very convenient

81            [(((timer sounds)))

82 Maki:  see you [00:03:04.21]

83 Yumi:  see you [00:03:05.05]

84 Maki:  thank you [00:03:06.02]
```

Appendix E

Transcription Convention

`TRANSCRIBING NOTATION (based on Gail Jefferson's 2004 system)`

```
.               falling intonation

?               rising intonation

,               slightly rising intonation

↑               rising pitch in the next phrase

↓               falling pitch in the next phrase

↑↓              pitch rises and falls within the next word

                (switched arrows are for the reserve)

:               lengthened sounds (more colons for longer sound

                stretch)

=               latching speech

-               cut off sound (placed at end of sound)

underlined      stressed syllable

CAPITALIZED     higher volume

degree signs °  beginning and end of quieter speech

[               beginning of overlap of speech,

                or speech and nonverbal action

> <             sped up speech

< >             slowed down speech

.hh             in-breath. The more h's, the longer the breath
```

hh.	out-breath (often heard as laughter). The more h's the longer the breath.
$	beginning and end of smiley voice
$word$	smiley voice
!	animated or emphatic tone
(number)	duration of silence in tenths of seconds
italics	non-verbal actions accompanying speech in the line above
(( ))	vocal effect accompanying speech
xxxxx	unintelligible talk
(guess)	the transcriber's best guess at an unclear utterance
→	specific parts of transcript discussed in analysis