

**1. Title:**

Developing student's communication skills through the use of communication strategies and writing.

**2. Context:**

- 1) Level: First year university students majoring in nutrition.
- 2) Class size: 21 female students
- 3) Time: 90 minutes per week (The students worked with a different partner each week)
- 4) Textbook: Cover to Cover 1

**3. Goals:**

- Introducing various communication strategies in order to integrate them in conversation to make a conversation more natural and fluent.
- Timed-conversations based on topics in the textbook to give students the opportunity to talk about a wide range of subjects and learn to state their opinions about it.
- Writing of essays about topics from the text.

**4. What I did:****a) Reading:**

My goals and primary focus for this class changed in the second semester. I wanted more time for developing communicative competence in form of timed-conversations and the use of communication strategies, so I had to cut some of the reading exercises from the first semester that were very time consuming. Additionally, I wanted to give my students more support in their development in writing.

In order to do so, I stopped teaching reading strategies and assigned the activities from the textbook for homework. I basically focused on the readings and comprehension questions during class and asked my students to do the additional exercises for homework. Most of those activities were related to vocabulary which would support my students writing and conversations, since the essays and conversations were based on the topics from the text.

As mentioned above the text provided some insight for the topics the students had to work with, especially if it comes to vocabulary that is used in a certain context.

Compared to the first semester I thought that I would have additional time for looking more at vocabulary development and I created a short vocabulary quiz for the first unit of the textbook which includes two parts which means two different readings.

It turned out that there wasn't even enough time for that, so I created a vocabulary sheet for the students to choose seven words from the unit that were relevant to the students conversations or writings. My goal was that students would use these (new)

words in their writing or/and conversations and I integrated the useage of these words in the rubric as well. As it turned out there wasn't enough time to do so, so I kept handing out the vocabulary sheet for homework, but left it up to the students whether they used new words or not.

As mentioned several times in previous reports, 90 minutes weren't enough time for focusing on all the different aspects that I wanted to teach, so I choose to aim for timed-conversations and writing of essays primarily.

## **b) Timed conversations:**

### **1. Communication strategies**

Compared to the first semester I tried to further scaffold the teaching of CS.

Instead of teaching four at a time I decided to focus at only three which I thought my students could handle. (My group rated among the highest out of six classes in the department according to the placement test.)

All in all I decided to teach 18 different CS (follow up questions not included) and made a check sheet that the students could use for practicing the CS on their own and during conversation practice. This sheet was also used for the test to see how many different strategies were used and how frequently they used them. That way students would be aware which ones they used and which ones they didn't use. Using this check sheet gave the students more opportunities to use and work with the CS.

Several times the check sheet was used to practice the CS individually.

I found, that it is very important to show and more importantly experience the connection between a conversation and use of CS. During the semester I realized that this can be achieved only through actual conversation practice.

### **2. Timed conversations**

#### **Preparation:**

To prepare for the timed-conversations I handed my students three questions related to the topic from the textbook and gave them time to develop some ideas. Intentionally, there wasn't much space for writing those because I only wanted my students to write words and short phrases. During class time my students had a few minutes to prepare for their first conversation but I always assigned further preparation for homework.

This method proved good, so I kept doing so in the second semester.

#### **Timed-conversations:**

What I did different from the first semester was to scaffold the conversations further. We started out with two minutes, moved on to three and eventually to four

minutes. I think the key to more successful conversations was to give my students many more opportunities to actually speak.

When the student practiced they had a CS check sheet on hand where they were able to see all the CS and could practice different ones. I found that because of time constraint some students tend to panic a bit and came up of an additional way to practice which I call “slow conversations”.

When the students practiced their conversations they stood up and one kept the time. Usually we started with a two minute conversations, switched partners two more times and moved on to three or (towards the end of the semester) four minute-conversations.

#### **Recording and CS check sheet:**

In the second semester students would record their tests, listen to their conversations again and fill out a CS check sheet. That showed how many CS were used how many times. That provided some feedback right away and made students aware of their use of CS. The sheets were handed in to me for further analyzation.

#### **“Slow conversations”:**

When I saw some of my students struggle during the timed-conversations, I thought that an additional step would be necessary. Some students just couldn’t express what they wanted to say because “the clock was ticking” others had no time to focus on CS.

For the slow conversations I let my students sit down with the CS check sheet and carry the conversations without a timer. After about six or seven minutes I stopped the conversations. I found that most spoke about a certain topic for this time and if I wouldn’t have stopped the conversations some would have kept talking. I think it was a good way to practice and helped some with their fluency because students had enough time to think and articulate their answers. There was also enough time to look at the CS sheet and “play around” with CS.

It seemed that most students felt more comfortable when they did a timed-conversation with their partner the following week.

#### **c) Writing of fun essays**

The process of writing the fun essays included the following steps:

1. A first writing assignment that was assigned for homework.
2. The first draft was peer corrected and the students wrote a second draft which was longer for homework.
3. The teacher would collect the second draft and dealt with errors in various ways.
4. The students wrote their final essay.

**Preparation and different approaches:****First draft:****Method one:**

When I first started out I would hand the students one question about the topic which they could discuss in English or in Japanese in order to form opinions. They could also write ideas or opinions on their handout. For homework they had to write 100 words about it. (With this approach they would get a second question the following week and write in all 150 words for their second draft)

**Method two a):**

The students would receive three questions right at the beginning. In groups students would discuss one of the questions and gave a brief statement about it to the class. (The first group would give their opinion about question no.one, the second group about no. two and so on...)

That way students would be exposed to various opinions and could write a few ideas on their handout. Based on that they would first write a short first draft of 130 words and expand on it.

**Method two b):**

This was basically the same only that each student thought about one particular question and gave a brief statement witch I recorded on my phone in order to make a handout with every student's opinion. Students could use the information from the handout for their 2<sup>nd</sup> draft.

**Method three:**

Until quite late in the semester my students received different questions for speaking as well as for the essays. I thought it would help them because there would be a broader exposure to the topic.

For the last writings I handed out the same questions for writing as well as for the conversations. The word count for the first draft was 130 words.

My goal was to give my students as much exposure to different ideas so that they could form a clear opinion about the topic. I think only if someone knows what she/he actually wants to say it's possible to write about it properly.

**Peer corrections and 2<sup>nd</sup> drafts:**

After the students handed in their first draft I gave them time to peer correct each other's work.

When I first started out I didn't give my students specific guidelines for peer correcting. I asked them to read their partners draft and underline parts they found awkward or not correct and tell their partner why they thought so.

Later on created a very simple correction key that focused on only three issues. I expanded on that and the correction guide became more complex. (Please see appendix) After receiving comments from their partner students would write their

second draft for homework. For the second draft I asked my students to write 150 words.

### **Dealing with common errors and final draft:**

#### **Method one:**

As mentioned above, I would always collect the second writing of my students to create a kind of activity that deals with common errors.

My first method was reading through my student's writings and identify things that most students wanted to express or errors that the majority of me students would make and create an exercise that would target those issues. In class the students would work in pairs and try to correct these sentences (usually 7 or 8 different ones) Afterward I would go over it with the whole class and hand out a paper with the correct sentences and some alternative ways of expressing those ideas.

#### **Method two:**

Another way of dealing with common mistakes was to read every students writing carefully and underline parts that would not be correct. I tried not to point out every single mistake but the once I found important. Additionally I would correct some parts straight away, like a word or help the students with a more difficult expression and gave examples.

With all the information gathered I would be able to identify what most students wanted to say and created a handout with different categories on it. Instead of using the incorrect sentences I would give them examples of what the students wanted to write but modified the sentences. With that, the students could use these depending on their writing and context to help them what they wanted to express.

After dealing with common errors the students had to write their final fun essay. The word count of these essays was 150 words. I actually wanted to increase it to 180 or 200 words, but after consulting my students we decided to stay with a word count of 150 words. The reason for this was that especially nutrition students have lot of homework as it is and I always assigned quite much myself.

## **5. Results:**

Questionnaires were conducted in November 2016 and again in January 2017.

Section one of the questionnaire included the same items. For those the students were asked whether they thought their ability in speaking and writing increased since the last questionnaire.

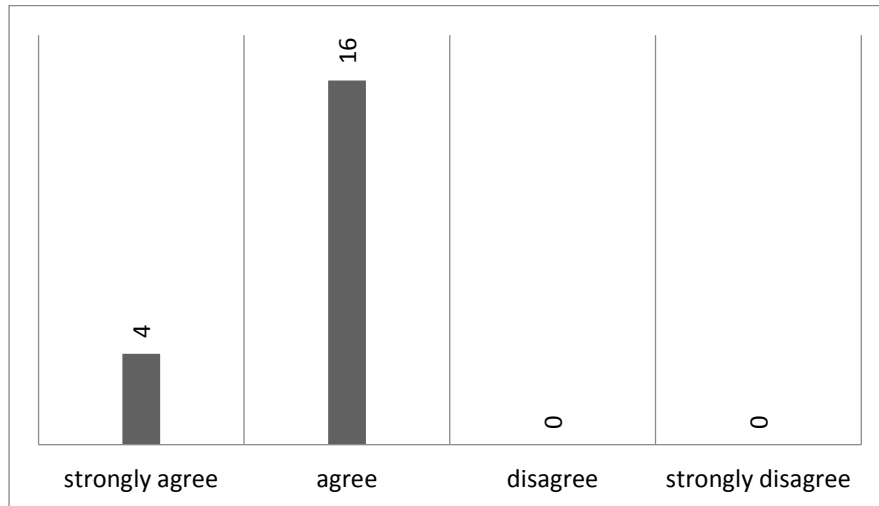
Section two and three were different. In section two students were asked how they were satisfied with the teaching methods of both CS-speaking and the writing of essays. Section three of the January questionnaire looks at what students had learned throughout the semester.

On a scale of one to four respectively, strongly disagree (1), disagree (2), agree (3) and strongly agree (4) students rated the following statements about speaking & communication strategies and writing.

**Section one 1. CS and speaking**

- a) The communication strategies help me to communicate better since the last questionnaire.

Graph no. 1 n=20 Mean: 3.2 SD: 0.41



The graph indicates that most students agree that their ability to communicate has increased further since November.

Table no.1 n=20

	<b>Communication strategies (January 2017)</b>	<b>Mean</b>	<b>SD</b>
a)	The communication strategies help me to communicate better since the last questionnaire.	<b>3.2</b>	<b>0.41</b>
b)	I know how to start and end a conversation better.	<b>3.6</b>	<b>0.50</b>
c)	I can speak longer with my partner.	<b>3.2</b>	<b>0.62</b>
d)	I can ask more questions.	<b>3.0</b>	<b>0.51</b>
e)	I have more confidence in speaking English.	<b>3.0</b>	<b>0.60</b>
f)	I enjoy speaking English more.	<b>3.3</b>	<b>0.44</b>

Table no.2 n=19

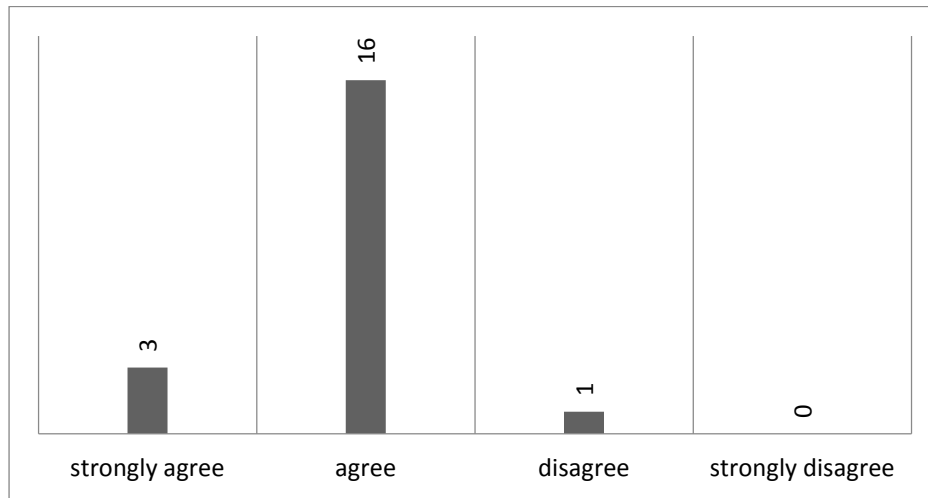
	<b>Communication strategies (November 2016)</b>	<b>Mean</b>	<b>SD</b>
a)	The communication strategies help me to communicate better than before.	<b>3.5</b>	<b>0.51</b>
b)	I know how to start and end a conversation better.	<b>3.5</b>	<b>0.51</b>
c)	I can speak longer with my partner.	<b>3.5</b>	<b>0.61</b>
d)	I can ask more questions.	<b>3.0</b>	<b>0.81</b>
e)	I have more confidence speaking English.	<b>2.9</b>	<b>0.73</b>
f)	I enjoy speaking in English more.	<b>3.3</b>	<b>0.65</b>

Most students felt that the CS helped to improve their communicative skills from the start of the semester in September until the first questionnaire was conducted in November. (Table no.2) Table no.1 indicates that the students felt further improvement until the end of the semester.

## 2. Writing

a) I can write more about a topic since the last questionnaire.

Graph no.2 n=20 Mean: 3.1 SD: 0.45



The graph shows that most students believe that their writing ability further improved since November. Only one student disagrees.

Table no. 3 n=20

	Writing (January 2017)	Mean	SD
a)	I can write more about a topic since the last questionnaire.	3.1	0.45
b)	I make fewer mistakes in writing.	3.0	0.51
c)	I enjoy writing more.	3.0	0.51

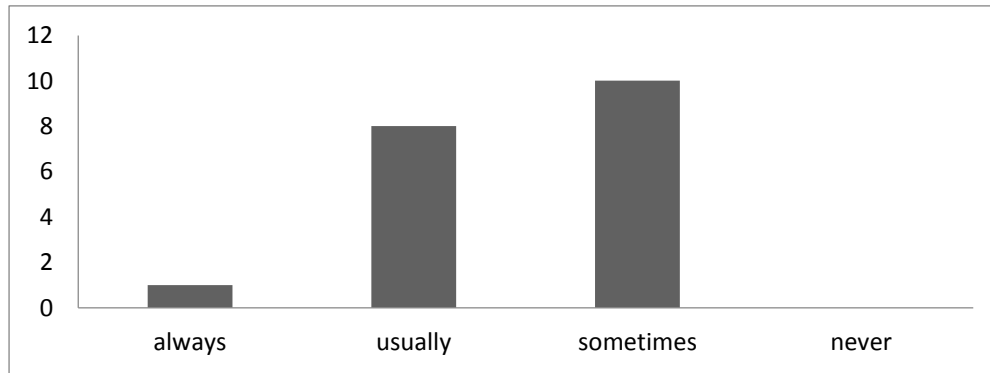
Table no. 4 n=19

	Writing (November 2016)	Mean	SD
a)	I can write more about a topic than before the semester started.	3.2	0.53
b)	I make fewer mistakes in writing.	2.9	0.68
c)	I enjoy writing more.	3.1	0.71

The table shows that most students felt that there was a further improvement since November in their ability to write.

**Section 2 About your teacher and his teaching methods.****I understand the teacher's explanations. n= 19 (November 2016)**

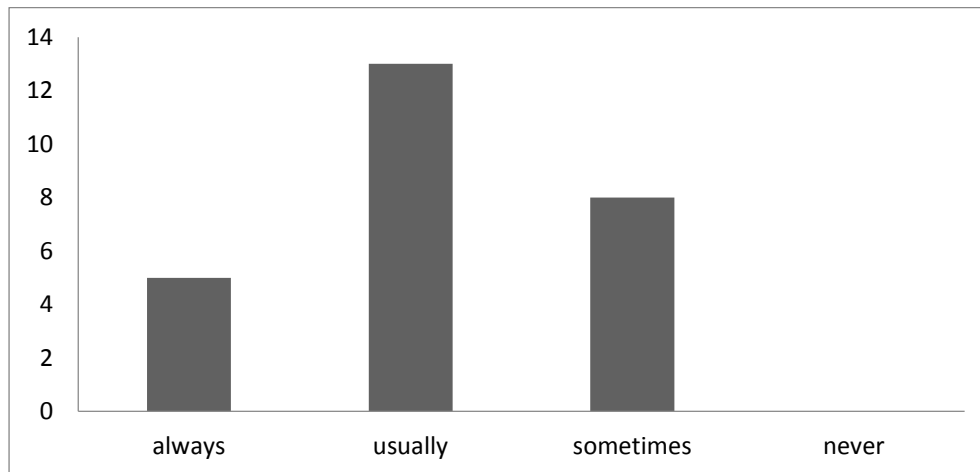
Graph no.3 n=19



When the students were asked whether they understand the teacher's explanations the outcome was rather negative in November.

**1. The teacher's explanations have improved. n= 20 (January 2017)**

Graph no.4 n=20 Mean: 3.3 SD: 0.55



When asked whether the students thought if the teacher's explanations improved most students believed that there was an improvement.



**2. How satisfied are you with the following?**

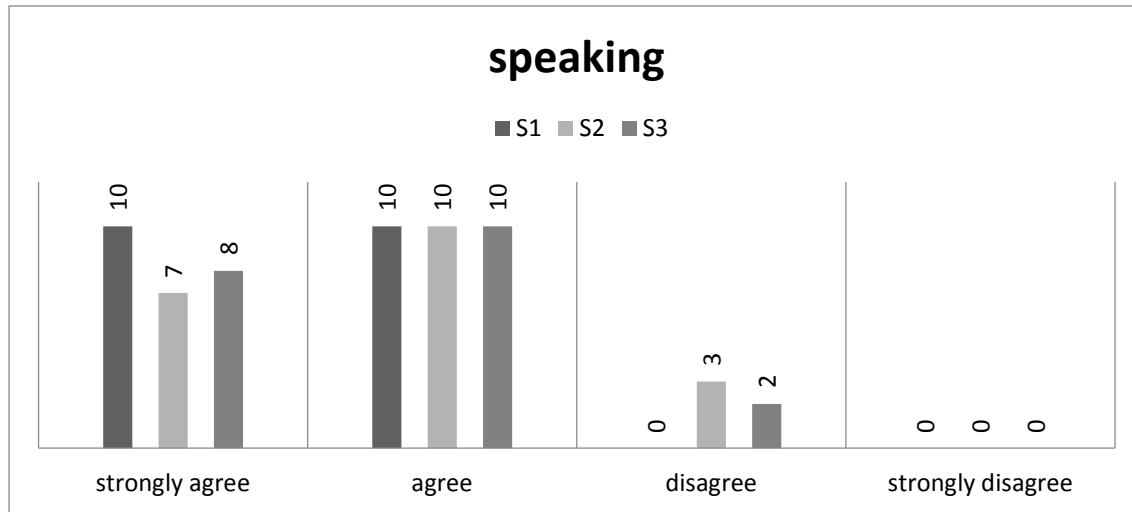
Table no.5 n=20

a) The teacher’s method to teach writing essays.					
very satisfied	satisfied	somewhat sat.	not satisfied	Mean	SD
2	15	3	0	3.0	0.55
b) The teacher’s method of teaching communication strategies.					
very satisfied	satisfied	somewhat sat.	not satisfied	Mean	SD
8	10	2	0	3.3	0.66
c) The teachers style in general.					
very satisfied	satisfied	somewhat sat.	not satisfied	Mean	SD
5	15	0	0	3.3	0.44

The table indicates that the students were mostly satisfied with the teaching methods of both the teaching of CS and writing. All students were satisfied with the teacher’s style in general.

**Section 3 About the semester.**

Graph no. 5 n=20



S1: My ability to communicate has improved throughout the semester.

S2: I have learned to speak longer in English throughout the semester.

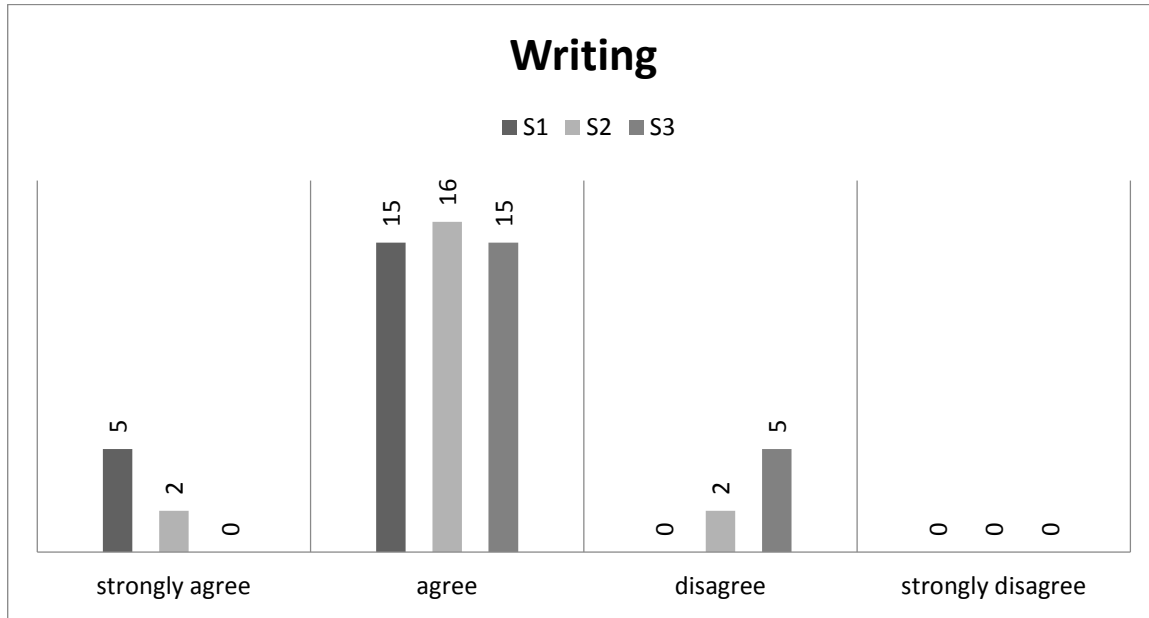
S3: I have learned new communication strategies and can use them in conversation.

Table no. 6 n=20

	Speaking	Mean	SD
a)	My ability to communicate has improved throughout the semester.	3.5	0.51
b)	I have learned to speak longer in English throughout the semester.	3.2	0.70
c)	I have learned new communication strategies and can use them in conversation.	3.4	0.66

All students strongly agree (10 students) or agree (10 students) that they learned to communicate better throughout the semester. Most also believe that they can speak longer now and that they can use CS in conversation. Three students though think that they are not able to speak longer in English and two believe that they cannot use CS in conversation.

Graph no. 6 n=20



- S1: My ability to write about a topic has improved throughout the semester.
- S2: My ability to write in English has improved throughout the semester.
- S3: My confidence in writing English has improved throughout the semester.

Writing		Mean	SD
a)	My ability to write about a topic has improved throughout the semester.	3.3	0.44
b)	My ability to write in English has improved throughout the semester.	3.0	0.46
c)	My confidence in writing in English has improved throughout the semester.	2.8	0.44

Table no.7 n=20

The table indicates that they students felt a significant improvement in their ability to write about a topic. Most students agree that their ability to write in English has improved while two disagree. Although fifteen students agree that they have gained more confidence in writing in English throughout the semester, five believe that they didn't gain any.

**Where did you improve most during the semester? Why?**

(All these comments were the original ones that the students wrote. There might be some mistakes in it.)

**Student comments about speaking and CS:**

*"How to communicate in English. We practiced many times, so my anxiety disappeared."*

*"My speaking skill improved. It is because I can do reaction when my friend is talking."* (here the student most likely refers to CS when talking of reactions.)

*"I think speaking is the most improve point because I became to speak well when I talk with my friends in English."*

*"I can't speak English with fun but I can talk with my friend with fun and I know what my friend said."*

*"Conversation: trends, fashion, marriage and so on because we learned how to open and end talking."* (maybe the student means CS in general)

*"Communication strategies help me communication in English. I can communicate more natural."*

**Other comments:** *There are many conversation chance in this class, talked English many times, could learn many CS, speak about many topics, I can ask questions, enjoy speaking more,*

**Student comments about writing:**

*"I improved writing skill because I often write "Fun essay".*

*"I improved writing fun essay because I wrote a few fun essay. I was happy when I finished to write it."*

*"Writing because I wrote many essay."*

**What are the most important things that you learned in this class? Why?**

*"To be active. I can't speak English fluently but if I'm not active I get no growth. So I learned to speak active."*

*"It's communication strategies. With CS we can relax in English communication."*

*"How to speak natural English conversation. Because it is important to talk natural English."*

*"Don't be afraid of mistakes and conversation. Because talking is very fun. And even if I don't know the word, I can tell to my friend by my action."*

*"It is speaking anything because I realized it's important that I don't worry mistake."*

*"English communication. When I go to foreign country, I can use these skills."*

Use of CS mid-term and final test	Mid-term		Final	
	students	times	students	times
<b>Open a conversation</b>	19	19	19	19
<b>End a conversation</b>	19	19	19	19
<b>Asking the same question</b>				
<i>What about you?</i>	17	43	<b>18</b>	42
<i>How about you?</i>	17	43	<b>18</b>	42
<b>Shadowing</b>	8	18	8	10
<b>Showing interest (positive)</b>				
1. <i>Wow! (nice, great...)</i>	10	18	9	20
2. <i>Really?</i>	5	12	5	6
3. <i>That sounds (great...)</i>	5	6	<b>10</b>	17
<b>Showing interest (negative)</b>				
1. <i>That's too bad!</i>	x	x	<b>2</b>	4
2. <i>I'm sorry to hear that!</i>	x	x	x	x
<b>Pause during a conversation</b>				
1. <i>Hmm..</i>	13	35	<b>15</b>	27
2. <i>Let me see...(think)</i>	3	3	<b>6</b>	8
3. <i>Well</i>	5	9	<b>6</b>	8
<b>Answer a difficult question</b>				
1. <i>It's really hard to say...</i>	1	1	<b>4</b>	4
2. <i>It's hard to explain...</i>	x	x	x	x
<b>If you don't understand</b>				
1. <i>Pardon?</i>	x	x	x	x
2. <i>Sorry, I didn't understand.</i>	x	x	<b>3</b>	3
3. <i>Could you say that again, please!</i>	x	x	x	x

## 6. What I have learned.

**Action research:** One important thing that I have learned is not to be afraid of trying new things. Many students are afraid of making mistakes and I always tell them not to be worried about errors because it is a very natural thing for a learner.

At the same time, I myself was always too hesitant trying out new things in my teaching. Through AR I had to experiment with different approaches and it taught me that through

doing things differently at times I had a chance to understand the process of teaching better and got more insight of what is going on in the classroom.

Another thing that I learned to enjoy more is creating new material and handouts. I think by creating your own material, one can tailor the lesson more to the student's needs and personal teaching style.

**Students:**

Students are people. I believe that if treated with respect and honesty they will return the same. I was very impressed with most of my student's performances and the effort they put into this class. Throughout the semester I received useful feedback from them. By paying attention to their behavior and reactions and trying to make them feel comfortable in the classroom I had a chance to ask them what they thought about various issues during the semester and got helpful answers.

Nutrition students especially, receive much homework in general. In my lesson they had to do a lot as well but I had the feeling most of them didn't mind so much because they saw something beneficial in it.

**Change of views about language teaching:**

One thing I am learning (still working on it) is that I used to feel guilty of not being active in the classroom. For example in the past I wouldn't dare to let my students carry three three-minute conversations with different partners because I felt guilty of doing nothing. (even I am monitoring) Lately I have learned to relax about it more and I am less afraid to step back. Another thing is that students can only become better with speaking (or other skills) if they actually do it. On my questionnaires most students wrote that they could really improve speaking because they had many opportunities to do so.

I guess, I can also say that teaching is a constant learning process and as I wrote above, it is important to try and challenge different methods and approaches. Again the students themselves can tell a teacher much, one only has to observe carefully.

**Future issues:**

On one hand I am quite happy with the outcome of the second semester. Through focusing on only a few points in my teaching I could see improvement in my student's performances. On the other hand there are a few issues that I need to address in the future more. My teaching has to improve in the following areas. First the teaching of CS and integration in conversation. I have learned that knowing CS and actually applying them in conversation are two different things. I have tried to help my students to do so, but have partly failed. In the future I will try to reach that goal.

Another thing is teaching writing. I felt that my students became more comfortable with writing but I am not sure whether my teaching and my approach to it was helpful enough. In the future I would like to help my students more through scaffolding the process more. I want to further look at peer corrections and feedback as well as addressing common errors. Lastly, I would like to work more with vocabulary in the future that is related to the conversation topic.

## 7. Summary and comparison of 1st and 2<sup>nd</sup> semester:

In this section I would like to explain how my teaching has changed throughout the year.

One magnificent change was to decide what I wanted to focus on in my lessons and cut parts in order to create enough time for it. In my case it was speaking (timed-conversations and communication strategies) and writing (“fun essays”). By doing so I could create enough room and time and in a way freedom for my teaching.

Another change was to give my students enough time for practicing their conversations. Furthermore, I added activities to help my students with speaking. I created a check sheet for CS that we used to practice the CS by themselves and during conversation practice. Students recorded their conversations and filled out the check sheet, so that they understood which CS were used in which way. Another exercise was the introduction of “slow conversations” to give students a chance to use CS and enough time to express their opinions because there was no pressure of time. That helped the students to understand what was difficult to express.

Compared to the 1<sup>st</sup> semester the students showed an improvement in their conversation. I believe in the end most of my students enjoyed speaking English more and had more confidence.

The same goes for writing. In the second semester I started to look at different ways to deal with peer corrections and common errors. For peer corrections I started to create different correction keys and looked at various ways to help me students with common errors.

I also experimented with the lengths of the first draft and the number of questions (one or three for the first draft) and pre writing activities to help my students to form clear opinions.

From September 2016 I tried to scaffold the teaching of CS and conversations (two, three, four minutes) further.

For more details of activities and methods that I introduced and tried out please refer to the “What I did” section in this report.

**Lesson plans November 2016****November 2<sup>nd</sup> Lesson no.7** Teacher: **(hand out rubrics)**

1. Correction of common errors
2. Preparation for 100 word writing assignment (health)
3. Conversation strategies part three
4. Three minute conversations (health)

Homework: Final essay ( marriage 150 words), Preparation for three minute conversation. (health)

**November 9<sup>th</sup> Lesson no. 8** Teacher: **(collect final essays marriage)**

1. C2C page 100-102 looking good
2. Peer correction (health)
3. Review of conversation strategies
4. Three minute conversations (health, marriage)

Homework: 150 words writing assignment (health), vocabulary exercises (C2CPage 103)

**November 16<sup>th</sup> Lesson no. 9** Teacher: **(collect 150 words health)**

1. Three minute conversations mid-term test
2. Questionnaire (no. 1)

**November 30<sup>th</sup> Lesson no. 10**

1. Looking at common errors (health)
2. C2C (page 104-106)
3. Discuss opinion about beauty with partner.
4. Three minute conversations (beauty)

Homework: Vocabulary (page 106-107) 100 word writing assignment (beauty)

Prepare for four minute conversations (beauty), Final essay health

150

Write your opinion about the following questions (about ~~100~~ words)

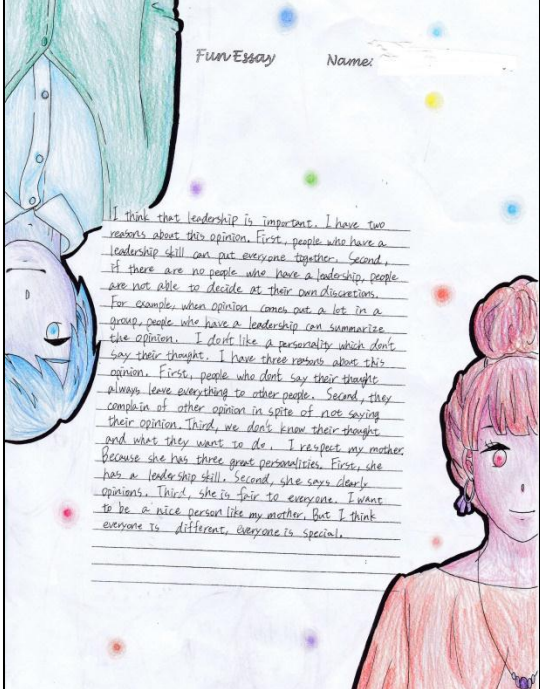
**How important are looks for you?**  
**What is something you admire about other people's looks? Why?**  
**What do you like about your best friend's personality? Why?**

I think looks are very important. When I meet people for the first time, I'm sure to look at people's looks. When I was a high school student, my teachers always said about looks. In an interview, an interviewer checks my looks; hair styles, make-up, and so on. I think looks express a part of the person's inside. And looks <sup>also</sup> change the impression, for good and bad.

- I admire skinny legs, big eyes, white skin. Because I don't have them. Anyone wants to be the perfect person. What is called crying for the moon. <sup>what?</sup>
- I like many points of her personality. First, she tells me all ~~her~~ <sup>my best friend</sup> opinion. If I'm wrong, she points out it and gets mad at me. And when she is sad, she asks me for some advice. Second, she tries <sup>many</sup> new things. I think she is cool. Last, she ~~doesn't~~ speak ill of a person. This is the best ~~good~~ point. She has a great character. I like her very much.

2<sup>nd</sup> draft writing

Fun Essay      Name: \_\_\_\_\_



I think that leadership is important. I have two reasons about this opinion. First, people who have a leadership skill can put everyone together. Second, if there are no people who have a leadership, people are not able to decide at their own discretion. For example, when opinion comes out a lot in a group, people who have a leadership can summarize the opinion. I don't like a personality which don't say their thought. I have three reasons about this opinion. First, people who don't say their thought always leave something to other people. Second, they complain of other opinion in spite of not saying their opinion. Third, we don't know their thought and what they want to do. I respect my mother because she has three great personalities. First, she has a leadership skill. Second, she says clearly opinions. Third, she is fair to everyone. I want to be a nice person like my mother. But I think everyone is different, everyone is special.

Final "Fun essay"

it makes my mood good.

Prepare yourself for a three minute conversation with a partner.

<sup>11:48</sup>  
**What are traits of personality that are important to you? Why?**  
**What are things you don't like about a person's personality? Why?**  
**Tell about someone you respect and her/his personality?**

~~Kindness~~ positive attitude. kindness.  
 egoist. He trouble everyone about his selfish action.  
 I respect my boyfri<sup>e</sup>nd. He can act for other people.  
 specially for old people and children.

↓ don't listen to other people's talking.  
 can't read between the lines.

↓ determination. can actions positively.  
 kind to everyone. can act for everyone.  
 she has own dream.  
 I think she can make it true.

Preparation sheet for timed-conversation



Choose 7 words from the readings in Unit 8

1. deprivation (n)  
Translation: 剥夺
2. Symptoms (n)  
Translation: 症状
3. debt (n)  
Translation: 债务
4. impaired (n)  
Translation: 障害
5. attend (v)  
Translation: 出席
6. successful (adj)  
Translation: 成功
7. Minister (n)  
Translation: 大臣

Conversation strategies worksheet one

Showing interest or reacting to a statement:

Example (positive): (A: I got a beautiful dress for my birthday.)  
B: Oh, I'm really happy for you!

Positive: That sounds wonderful!  
That sounds good.  
Really? That's great!  
That sounds fantastic!

Example (negative) A: I am sick and can't come to your party.  
B: Oh, I am sorry to hear that.

Negative: I am sorry to hear that!  
Oh, my god!  
That's too bad.

What can you say if you don't understand?

Sorry, I didn't understand.  
Pardon?  
Please tell me one more time.  
Could you say that again, please?

How can you answer a difficult question?

That is really hard to say.  
It's really hard to say.  
It's really hard for me to explain.  
(difficult)

How can you pause during a conversation?

Hmm Well... Let me see... Oh...

**Correction guide for peer correction.**

Each part that is not clear or correct should be underlined with the same color.

Statements or opinions that are similar to yours should be underlined in blue.

1. A line between two words means that there is something missing. (article, preposition...)  
Example: This is an apple. This is **an** apple.
2. A question mark (?) above or followed by an underlined part means that you don't understand what your partner wants to say.  
Example: The man takes? apples from the tree.  
The man **picks** apples from the tree.
3. A **M** above or followed by an underlined part means that you want your partner to write more.  
Example: I like to take walks in nature. **M** I usually sleep eight hours on weekends.  
I like to take walks in nature because it relaxes me and gives me energy.
4. A **S** above or followed by an underlined part (in blue) means that you have the same opinion as your partner. (This will help the teacher to understand what most of you want to write.)  
Example: I believe in order to stay healthy regular exercise is very important. **S**

**Conversation Strategies part two**

**Showing interest:** Wow! (nice)  
Really?  
That sounds great. (wonderful, interesting)  
I see.

Example: A: I went to the zoo yesterday.  
B: Wow, nice!

**Repeat a comment (Shadowing):**  
A: Where did you go during summer break?  
B: I went to Hokkaido.  
A: Oh, you went to Hokkaido.

**Pause to think during a conversation:** Hmm, let me think, ...  
Let me see, ...  
Well...

Example: A: What do you think about Arashi?  
B: Well, I like them but they are not my favorite  
A: Who is your nicest cousin?  
B: Let me see, ... I guess it is Daisuke.

## Appendix: Questionnaire

### *Second questionnaire*

#### **Introduction:**

*Hi everyone,*

*Thank you for your participation in this class.*

*This will be our second questionnaire. It will tell me whether you think that you could improve your English further since the last.*

*Furthermore, it will show what activities you found beneficial to improving your English.*

*This questionnaire is voluntary, and that means that you don't have to answer it if you don't want to. In that case, please hand it in blank.*

*Thank you,*

*Karl*

#### **Instructions:**

*This questionnaire has three sections. The first is about what you have learned since our last questionnaire.*

*The second is about your teacher and his teaching style and methods.*

*The third will focus on the semester as a whole.*

*Please try to answer every question. Please think about each one before you answer it. Use a pencil, so that you can change your answers if necessary.*

#### **Section one** Communication strategies and writing

In this section you will be answering the same questions as in our last questionnaire. It will show whether you could improve your English further since the last questionnaire.

*Please circle what is true for you now compared to the last questionnaire*

- a) The communication strategies help me to communicate better since the last questionnaire.  
strongly agree   agree   disagree   strongly disagree
- b) I know how to start and end a conversation better.  
strongly agree   agree   disagree   strongly disagree
- c) I can speak longer with my partner.  
strongly agree   agree   disagree   strongly disagree
- d) I can ask more questions.  
strongly agree   agree   disagree   strongly disagree
- e) I have more confidence speaking English.  
strongly agree   agree   disagree   strongly disagree
- f) I enjoy speaking in English more.  
strongly agree   agree   disagree   strongly disagree
- g) If you have another idea, you may write here: \_\_\_\_\_

## *2. Writing*

- a) I can write more about a topic since the last questionnaire.  
strongly agree   agree   disagree   strongly disagree
- b) I make fewer mistakes in writing.  
strongly agree   agree   disagree   strongly disagree
- c) I enjoy writing more.  
strongly agree   agree   disagree   strongly disagree
- d) If you have another idea, you may write here: \_\_\_\_\_

## **Section 2 About your teacher and his teaching methods**

1. The teachers explanations have improved. (please circle)

always   usually   sometimes   never

## 2. How satisfied are you with the following?

a) The teacher's method to teach writing essays.

very satisfied    satisfied    somewhat satisfied    not satisfied

b) The teacher's method of teaching communication strategies.

very satisfied    satisfied    somewhat satisfied    not satisfied

c) The teacher's style in general.

very satisfied    satisfied    somewhat satisfied    not satisfied

### **Section 3 About the semester.**

This section will focus on the semester in general.

#### *Speaking:*

a) My ability to communicate has improved throughout the semester.

strongly agree    agree    disagree    strongly disagree

b) I have learned to speak longer in English throughout the semester.

strongly agree    agree    disagree    strongly disagree

c) I have learned new communication strategies and can use them in conversation.

strongly agree    agree    disagree    strongly disagree

d) If you have another idea, you may write here: \_\_\_\_\_

#### *Writing:*

a) My ability to write about a topic has improved throughout the semester.

strongly agree    agree    disagree    strongly disagree

b) My ability to write in English has improved throughout the semester.

strongly agree    agree    disagree    strongly disagree

c) My confidence in writing in English has improved throughout the semester.

strongly agree    agree    disagree    strongly disagree

d) If you have another idea, you may write here: \_\_\_\_\_

Where did you improve most during the semester? Why?

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What are the most important things that you learned in this class? Why?

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What do you think about the class in general? Why?

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*Thank you for answering these questions.*

*Karl*