

## **AR Final Presentation 2022**

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### **1. Title**

Build Rapport with Conversation Strategies

### **2. Teaching Context**

Level: Junior High School (first year)

Class size: 4 (2 boys and 2 girls)

Time: 80 minutes, 4/month

Textbook: None (handouts along with New Horizon 1)

I started Action Research with a Grade 8 class. Since there were only two students, they had limited classmates to talk with. Due to the limited interaction, I switched the target class to a four-student G7 class. They used to be two classes and started learning together in September. They go to two different schools. The same school students are friends.

Three of the students have been with me for 2-4 years. One of them went to another English school and joined us in April. They all learn through focus-on-form instruction after entering junior high school, though they had never tried either Performance Test or Timed Conversation until summer.

In the first semester, their junior high school lives had just begun. English lessons there were still introduction. Though they looked a little upset about the difference of teaching context, in which they were asked to speak in elementary school but have to work on reading and writing much more in junior high, it seems all right with them.

Since the second semester started, however, it was getting clear to see the difference of their academic levels. Two of them learned fast and were eager to join any activities in the classroom. The other two, on the other hand, had a hard time struggling with picky grammar. They were also nervous about new classmates and hesitated to talk. How I can create a comfortable learning environment was my concern.

### **3. AR Teaching Goal**

The goal of my research is that my students will have better communicative competence and become willing to share their ideas and stories through incidental focus-on-form.

**Details:**

By trying speaking and writing activities, I hope they will find what phrases and expressions are effective for mutual understanding.

Also, I will encourage them to notice how wrong their various errors are, not to mention I will find what their common errors are.

**Objectives of this academic year:**

- (1) Students will be able to join conversation for two minutes by the end of March.
- (2) Students will be able to write 40-word Fun Essay by the end of March.

**4. Literature Review:****Sociocultural theory**

Sociocultural theory grew from the work of psychologist Lev Vygotsky (1978). Unlike the psychological theories that view thinking and speaking as related but independent processes, sociocultural theory views speaking and thinking as tightly interwoven. Speaking (and writing) mediates thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others. This internalizing is thought to occur when an individual interacts with an interlocutor within their zone of proximal development (ZPD) – that is, in a situation in which the learner can perform at a higher level because of the support (scaffolding) offered by an interlocutor.

The emphasis in ZPD is on development and how learners co-construct their knowledge based on their interaction with their interlocutor or in private speech. Private speech is the phrase Vygotsky described as a stage of language acquisition and the process of thought, which differentiates other theories and hypothesis. For example, a psychologist and general epistemologist known for its cognitive development, Jean Piaget (1951). There are two major different points. First, while Piaget's theory stressed a child's interactions and explorations impact development, Vygotsky asserted the essential role that social interactions itself play. Another important difference is about development. Piaget's theory considers it largely universal. Whereas, Vygotsky asserts it can differ between cultures. Since cultures vary so dramatically, Vygotsky's sociocultural theory suggests that both the course and content of intellectual development are not as universal as Piaget believed.

**Lower-Case culture**

Edward T Hall is an anthropologist and a cross-cultural researcher. He is considered a founding father of intercultural communication as an academic area of study. According to Hall (1976)'s cultural iceberg model, if the culture of a society was the iceberg, there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface. This visible part is upper-case Culture, which people have created and enjoy, including art, literature, and architecture. Bennett (1998) explains it "they plan to participate in one of the institutions of culture – behavior that has become routine into a particular form." In contrast to this objective culture, the invisible part of the iceberg is lower-case culture such as everyday thinking and behavior. Bennett also refers to this subjective culture as "the learned and shared patterns of beliefs, behaviors, and values of groups of interacting people." They are the things which are here today but might be gone tomorrow, yet necessary things people live with. We cannot communicate without lower-case culture.

Savignon (2022) also indicated that "Sociocultural competence includes a willingness to engage in the active negotiation of meaning along with a willingness to suspend judgement and take into consideration for possibility of cultural differences in conventions of use."

### **Communicative Language Teaching**

Savignon (1997) argued that "Communication is the expression, interpretation and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence." Brown (2007) described communicative language teaching (CLT) as "Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes."

Lee and VanPatten explained CLT that "It is language teaching that has communication as its goal." and "Communicative language teaching... cannot be equated with first learning some vocabulary, then learning some grammar, and then finding something to talk about to use the grammar and vocabulary." Moreover, they stated that "Communicative language teaching involves letting go of certain roles that both teachers and students bring to the classroom as part of their implicit socialization in the educational process. Teachers often assume too much responsibility in language teaching, and students often assume too little. This pattern needs to change if communicative teaching to work, and it needs to be addressed not only by understanding these roles but also by changing certain behaviors." Savignon also said that "CLT is properly seen as an approach,

grounded in a theory of intercultural communicative competence, that can be used to develop materials and methods appropriated to a given context of learning.”

### **High-context and Low-context Cultures**

These concepts were first introduced by Hall in his 1959 book “The Silent Language”. To describe them, Bennett (1989) started with quality of languages that “Verbal language is digital, in the sense that words symbolize categories of phenomena in the same arbitrary way that on/off codes symbolize numbers and operations in a computer. Nonverbal behavior, by contrast, is analogic. It represents phenomena by creating contexts which can be experienced directly.” And he explained the quality varies in languages “Some languages put more emphasis on the digital quality than others. English, for instance, is strongly digital in the way that it divides continua of human feeling and thought into discrete, abstract categories, providing speakers with many words to name particular affective and cognitive states. In contrast, Japanese is a more analog language. It depends that its speakers imply and infer meaning from the context of relatively vague statements.” Since languages are part of cultures, he continued “Cultures such as Japanese that stress analogic communication are referred to as ‘high context.’ Hall, who coined that term, defined it as a communication “in which most of the information is already in the person, while little is in the coded, explicit, transmitted part of the message.” Cultures such as U.S. American that emphasize digital forms of communication are called ‘low context,’ defined as communication ‘where the mass of information is vested in the explicit code.’”

### **Communication Strategies**

Communication strategies (CSs) are what learners use “to overcome the inadequacies of their interlanguage resources.” (Ellis, 1994) Savignon (2002) described that “The coping strategies that we use in unfamiliar contexts, with constraints arising from imperfect knowledge of rules, or such impediments to their application as fatigue or distraction, are represented as strategic competence.”

Shadowing, especially, has a great deal of enriching a conversation without much difficulties.

Tim Murphey (2001) has labelled different types of shadowing:

- Complete
- Selective
- Interactive

Though “complete shadowing seems mechanical, and we are not sure if it is not just imitating and the meaning is not being fully attended”, “attention could pass to other,

more novel items in the auditory environment in a process of selective shadowing.” Moreover, “Interactive shadowing, which includes selective shadowing, adds questions and comments from the listener into the conversation making it more natural and showing more involvement on the part of the listener.” This means selective shadowing not only can be other CSs implicitly such as rejoinders and follow-up questions, but also leads to shadowing + questions or shadowing + comments, which is a natural flow of building further CSs.

Murphey pointed out that how to interpret the task is important. “who seems to have interpreted the task strictly seemed to have less rapport and less interest in the meaning of the messages being exchanged as shown by the absence of comments and questions.” “[A successful shadower]’s shadowing helped her to construct a representation up to a point at which her own knowledge was able to ‘kick in’ and she could contribute to help further construct the dialogue.” And also “[she] seemed more self-regulated as she made herself ‘subject of’ the discourse rather than ‘subject to’ the discourse (Norton Peirce, 1995).”

Thus, though to keep repeating interlocutors’ statement is helpful to tell them comfortable pace at which a conversation goes, it doesn’t always make happen “potentially fine-tune the input while at the same time stretch the learner’s limits.” Rather, “Teaching shadowing may also be an effective way to generate private speech in a foreign language. While some researches may have assumed that private speech in a foreign language had to spring forth naturally (Lantolf, private communication), it could be that the exercise of silent and out loud shadowing might ‘push’ this internal private speech to realization much more quickly and nudge this foreign language internal dialogue into existence.”

## **5. What I did**

### **(5-1) Assessments**

Lee and Bill VanPatten (2003) argued “Testing and teaching should be interrelated so that learners are responsible for what happens in class.” With this concept, Speaking and Writing Tests were conducted one week prior to the school tests - 4 times in total.

Carroll (1980) indicated “one kind of test should not bomb the other.” Thus, both Tests were given at the same time and on the same topic.

### **(5-2) Focus on Form Instruction**

Students were given only planned Focus on Form Instruction (FFI) first. They practiced the target grammar in a conversation with Communication Strategies CS)

first, and two writing activities were followed by.

**Writing Activity 1: True or False** was implemented to enhance students' discourse competence, not to mention grammatical competence. In the activity, they were asked to change statements with both target and review grammar to either negative or question forms.

There were only genuine statements, so this activity was helpful to get students ready for essay writing and also feel "I can be different." to overcome a cultural belief. In addition, students were reminded of auxiliary verbs, which are keys to improve their grammatical competence.

<b>True or False:</b> ex. My father is good at cooking. (Ⓣ / F) <u>Is your father good at cooking?</u>  He can cook. (T / Ⓣ) <u>He can not cook.</u>
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**Writing Activity 2: Essay** was given in the end. They asked about my essay with target grammar first and retold, such as "Atsuko is your friend." Once they knew the flow, their stories were made and said with my support. Then, the stories were written down, memorized, and said being timed twice.

<b>Essay:</b> Atsuko is _____. She is good at _____. She <del>is</del> a restaurant owner.
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### (5-3) Conversation Strategies

Here is an initial way of teaching the strategies. As seen in the dialogue, various communication strategies (CS) were available there. They were asked to talk along with it and extend it, adding some more impressions and information.

<b>Model Conversation</b> A: *(By the way,) I'm not good at <u>dancing</u> . B: Excuse me? / Pardon? / Sorry? ←わからなかったら聞こう! A: I don't like <u>dancing</u> but I like <u>playing music</u> . B: <u>Playing music!</u> ←会話の shadowing A: Yeah. / Uh-huh. ←反応 + 1 I'm good at <u>playing music</u> . B: I see. / That's good. / Wonderful. * ←反応 + 1 Nice talking with you! A: Nice talking with you, too!
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Their first Speaking Test showed that there were limited things students could say spontaneously. Actually, I stopped them in the middle of the test because what they tried to do was speech. So, I encouraged them to say a comment (Rejoinder) after each line

partners gave.

Considering this, I changed the conversation part. There were two steps:

**Step 1:** After students filled this out as Noticing, they used high-lighted parts and talked with target CS in pairs. First, they did looking at this. Second, they took a glance but said making eye contact. Third, they did looking at nothing.

今いる国	_____
yes/no を聞く文	_____
	(例) I am watching hula.
否定文	_____
アレンジ文	_____

**Step 2:** Opener and Closer were added. Also, Timed Conversation was implemented. Later on, the expressions of Opener and Closer remained until Speaking and Writing Tests were conducted.

<b>Let's Talk</b>
A: Hello, <u>Ms. Kako</u> . This is <u>Kenta</u> . *How are you/YOU?
B: <u>Great!</u> I'm in <u>Hawaii</u> .
shadowing (reaction)*
Yeah. / Uh-huh. _____
B: See you next week. Bye!
A: Bye!

Moreover, in the third semester, Opener and Closer was written on the board and erased gradually so that students were getting less dependent on the worksheet.

How to prepare for Writing Test was gradually revised. That is because their essay was often full of grammatical and spelling errors and, more than that, they often forgot what they wrote and got in trouble in Speaking Test.

Moreover, essay was a one-time issue at first but getting related to Writing Test. Questions were added week by week, and students asked and talked in pairs with CS.

Here is the revised one:

**Essay:** 学年末対策は"winter vacation"。だんだん長くしていこう！

- ① Where did you visit during winter vacation?
- ② Who did you see?
- ③ What did you do there?
- ④ How was your winter vacation?

#### (5-4) Rapport

To cover students' performance gap, I tried these three things and encouraged them to help each other:

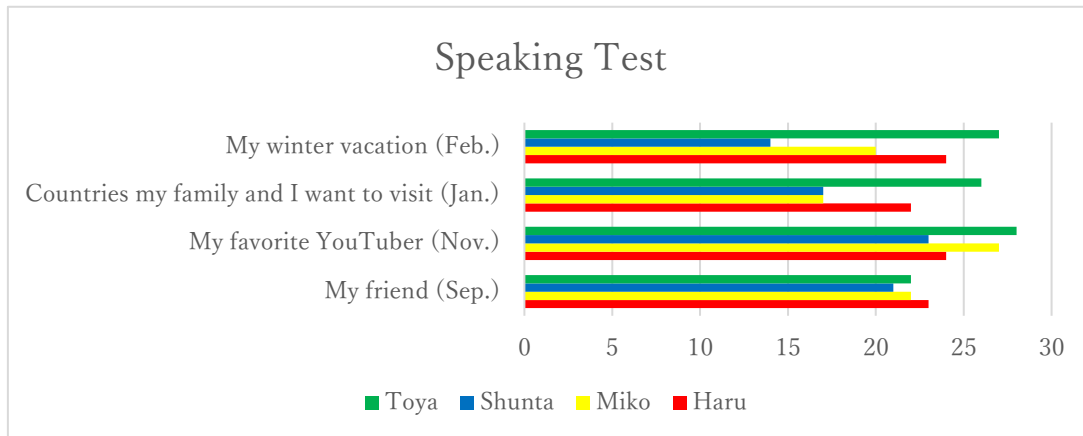
- For avoiding communication breakdown in Speaking Test, which often happened in a girl-girl pair in the second semester, Repair Phrases such as "You mean.." "Anyway.." were introduced in the third semester as CS. Also, Using Names (Kindt) was added to the list for relaxing students to learn more.
- To prepare for unofficial school tests at the beginning of each semester, students were encouraged to make their own tests. They tried tests classmates made and scored each other with explanation if needed.
- Also, before students turned in their final essay, they were asked to work on a common error activity. They first tried to find errors in the sentences on the board, and guessed the score. Then, they asked around about the errors to classmates, who gave only hints, and self-scored again filling in their helpful classmates (See Appendix 3). Finally, I explained how wrong the errors were. (See details in Tim Murphey's article in References.)

## 6. Results

### (6-1,2) Assessments and how FFI worked

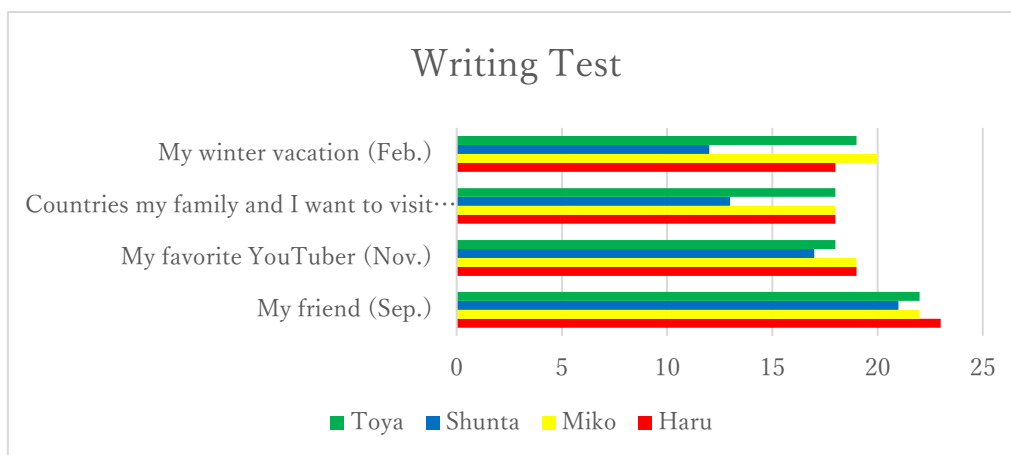
Tests were scored under my rubrics (See Appendix 5). Students' names are pseudonyms.





#### Analysis 1:

**Shunta**'s low score came from his hesitation in speaking. He often mumbled and has never tried eye contact. He always put comments in the self-evaluation sheet "I will make eye contact next time." but it has not yet happened.



#### Analysis 2:

They all did great about "My friend" in September. The major reason was that they were asked to mind-map key words such as things their friends liked to do with my instruction in advance, which helped them to write several sentences. They have many things to know about their friends as well. As for their favorite YouTuber, though students know much about the YouTubers, what they wanted to write was too difficult.

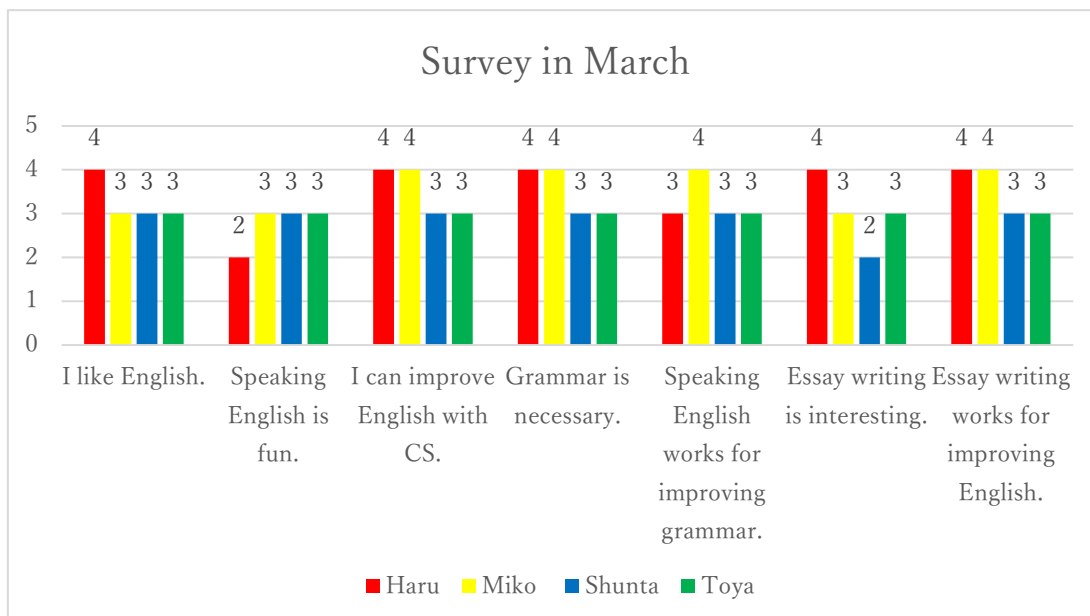
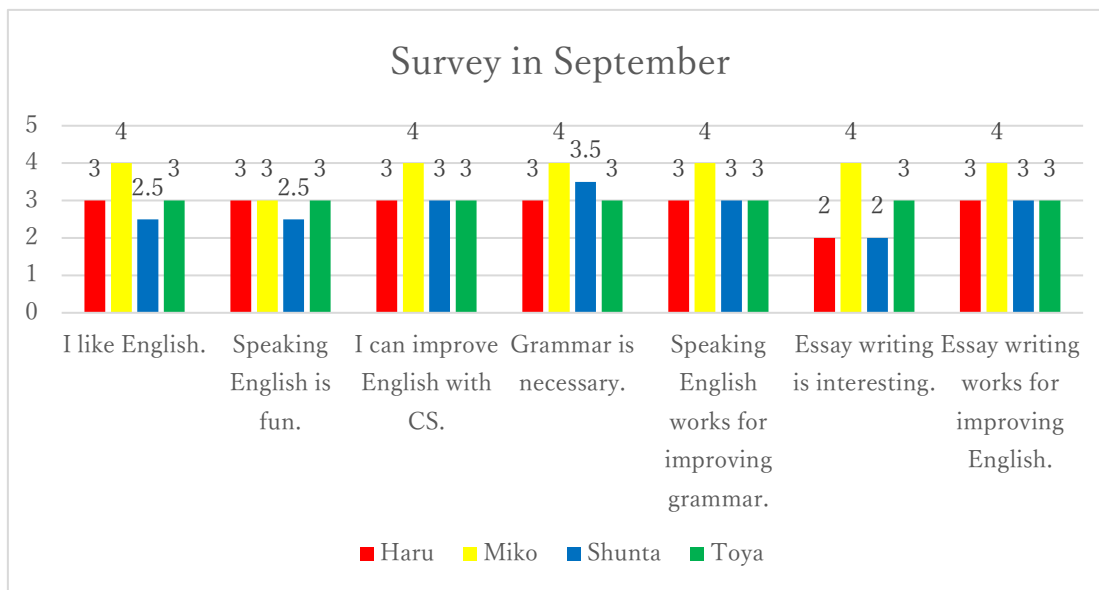
**Shunta**'s writing was getting worse. He had a difficulty writing anything, which led to his bad scores of school tests. He was struggling with the context gap between elementary school and junior high school.

**Miko**'s writing looks getting better. However, she gradually used a translation app a lot. I have told them not to look up any sentences in the app because it didn't work for their

grammatical and discourse competence a few times, but she has not yet stopped. Obviously, the more she used the app that way, the worse her school test scores got.

**(6-3) Communication Strategies:**

Survey about English learning was conducted in September and March. Here are the results:



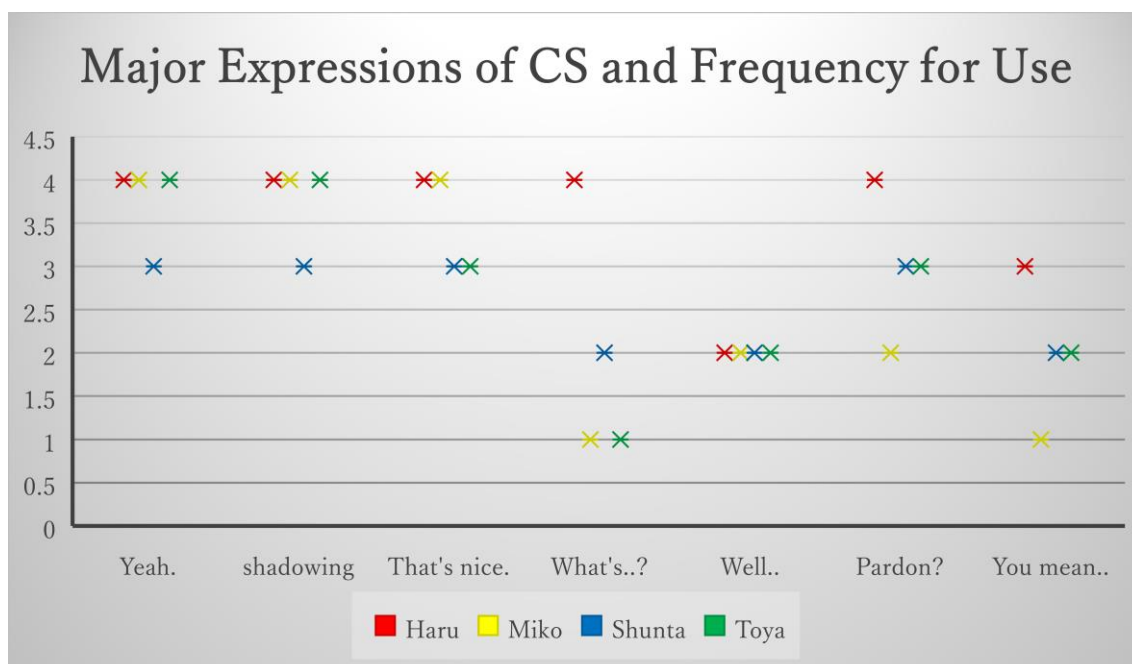
**Analysis 3:**

As you see, no significant differences were found about three of them. Only Haru reported she got much more interested in English in March. It is supposed to be because

she is smart and matured, so hesitates to speak in public. She seems comfortable with reading and writing in the JHS context. On the other hand, she rated “I can improve English with CS.” high.

Actually, a number of expressions of CS they used (out of 18) all increased:

Haru: 10 →15	Miko: 7 →10	Shunta: 5 →14	Toya: 6 →16
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#### Analysis 4:

Miko used the first three expressions quite often, whereas she rarely used the others. She seems too upset to say “What’s..?” or “Pardon?” even she did not understand her partner and instead said something mechanically. Inappropriate Rejoinders were actually given frequently in the speaking activity, for instance “I can’t cook. – That’s nice.” instead of “That’s OK.”

Thus, high frequency doesn’t always mean students used CS properly. Here are examples they well-said, with their comments in the interviews.

Excerpt 1: a lesson about “My favorite YouTuber” in November

12. Shunta: えっとー They are talking about カービー.
13. Haru: カービー?
14. Shunta: カービー is ... twinkle..ball.
15. Haru: Hahaha!
16. Shunta: えっとー....カービー....black hole.

Shunta responded well to Haru's shadowing. In his interview, he explained his spontaneous statements (Line 14 and 16) came from his interest in his favorite game.

#### Excerpt 2: Speaking Test "My winter vacation" in February

1. Haru: Hi Toya, it's cold.
2. Toya: That's right.
3. Haru: By the way, I visited my grandmother.
4. Toya: Grand..your grandmother?
5. Haru: Yeah.
  
33. Haru: Anyway, え〜と
34. Toya: You mean "Take care."
35. Haru: Take care.
36. Toya: You, too.

(1 minute 50 seconds in total)

Toya recalled Line 4, in his interview, shadowing reminded him of the appropriate pronoun. He also told me he could use "You mean.." casually now (Line 34).

Haru mentioned she appreciated Toya because she was upset then (Line 33).

#### Excerpt 3: Speaking Test "My winter vacation" in February

9. Shunta: I visited.. (a) shrine.
10. Miko: Trying?
11. Shurine: Yeah,... I saw (a) shrine.
12. Miko: Ah, shrine!

Miko recalled about the a-ha moment (Line 12) she was happy to know what Shunta was trying to say. What is important here is that this did not happen without Miko's shadowing. "Pardon?" could be used, but what word Miko was in trouble with was vague in that case. Shadowing played a significant role for their mutual understanding.

#### (6-4) Rapport

In the survey in March, students were asked to rank the three activities; Repair Phrases, which are high-lighted in Excerpt 2, Make Own Test, and Common Errors.

Here are the most interesting ones they chose and the reason:

Haru: Repair Phrases – I was happy when my partner helped me with "You mean.." in Speaking Test.

**Miko:** Common Errors – I am happy if I can answer such difficult questions in the school test that everyone cannot answer correctly.

**Shunta:** Common Errors – I chose this because the other two were nothing interesting.

**Toya:** Common Errors – Giving hints each other reminds me of what I really understand or not.

### **(6-5) Students' Comments and Opinions**

Lastly, the survey in March asked students to write anything about the class.

**Haru:** I am happy because you pointed out things which were not taught at school so that I can understand English very well. I can get high scores of the school tests as well.

**Miko:** So far, my classmates helped me. I want to help them, at least giving hints (in Common Errors).

**Shunta:** I am happy I gradually get higher scores of the school tests these days.

**Toya:** I think you can go as it went because my grammar errors are decreasing, thanks to this school where I am asked to write a lot, which did not happen in the conversation school I used to go to.

## **7. What I learned**

Overall, what I was reminded this year was that school tests were students' first priority. A few years passed since I started implementing FFI and CS my own, but this is my first year that I tried assessments. Students were graded under my rubrics and given results with my comment. Their attitude showed me, however, they really did not care unless the grade was official and examination-related which parents surely cared about. It is obvious they are under a lot of pressure, not to mention I am with parents' favor "Please do something to raise the score."

Even so, collected data opened my eyes. Students' positive comments in the post-test self-evaluation sheet always encouraged me to continue assessments. Without their comments, I am sure I did not know they self-reflected well and set their next goal. In addition, survey data in March and interview gave me a chance to analyze what our class tried and how received. All these things did not exist before I applied for the course.

Lastly, through this year, I convinced students to be able to learn English each other, and I could rather be a facilitator. Students' performance gap used to be too much for me to be handled individually. My research revealed, however, faster learners were thinking they wanted to help their classmates, and slower learners could appreciate their help without much embarrassment. Although few students appreciated CS, it was so sure that CS dedicated significantly to their deeper mutual understanding, which led to their linguistic improvement eventually.

## **8. Future issues**

### (8-1) Assessments

**Speaking Test:** So far, it was only conducted in a conversation. It can vary in a style, though. For example, a presentation would give students more explicit opportunities of follow-up questions. It seems fun to grade and give comments to each other. Besides, if students are capable to try Collaborative Dialogue, it is very interesting to see what and how Language-related Episodes (LREs) are going in the task.

**Writing Test:** To prevent students from using the translation app too much and encouraging an appropriate use, the section of new words should be improved like this:

English ex. at home	発音 ✓	日本語 (例) 家で
*文は書かない!		

Moreover, one of the biggest reasons why some students go down to the app right away is supposed to be that they have no idea how to compose sentences. Encouraging them to write sentences first which can include some Japanese and then look them up would be helpful for the students.

### (8-2) Focus on Form Instruction

Slower learners are easier to forget what they have learned. For instance, Miko cannot be proud of herself because a variety of auxiliary verbs all mixed up. This seems to happen a lot when she worked on a writing activity. Encouraging students to say and then write can be one of the solutions.

### (8-3) Communication Strategies

To foster students' spontaneous statements, while avoiding their mechanical responses, warm-up activities can be given only with shadowing. S1 asks a question and keeps shadowing what S2 says. When S2 does not say anything more, S1 gives some comments such as "Sounds great." and either switch a role or finish the talk.

As for Repair Phrases, "I mean.." can be added to the list and used for rephrasing statements. "By the way.." was introduced for students to get down to the topic after Opener. They can also use the phrase when they switch back a role and cover the remaining time.

Moreover, whatever CS are, I need to offer a quick check to remind students of learned CS. Passing down an easy question, ex. "What color do you like? – Well.. I like blue." for Follow-up questions and Fillers can be an option.

Now that students learned all the categories of CS, which are Opener, Closer, Shadowing,

Rejoinders, Follow-up Questions, Fillers, and Repair Phrases, they can be encouraged to use the expressions from all the categories.

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## Appendix 1: Usual lesson

Time	Interaction	Activity and Procedure
10	T-Ss	Check homework (Quizlet and workbook)
10	S-S	Warm up (Autumn Questions on in the second round)
15 (5)	T-Ss	Pre-task 1. Introduction (input) e.g., T jumps and asks ‘What am I doing, jump する ?
(5)	S-S	してる?’ ‘してる とき – jumpING.’
(5)	Ss	2. Activity e.g., S says, picking the picture cards e.g., ‘He is climbing.’ S also says, returning the cards, e.g., ‘He is climbing. I can climb a little. Ss ‘That’s good/OK.’ 3. Grammar Point and Preparation for Task (noticing) Ss wrote about their favorite YouTubers on the worksheet, and arrange the target sentences.
10 (5)	S-S	Task (output) 1. Basic Conversation in pairs with high-lighted sentences on the right side of the page: First, looking at WS Second, after glancing at WS, saying without WS Third, saying without WS
(3)	Ss-T	2. Conversation changing partners with opener and closer on WS: Ss are timed in 1,5 minutes after they get used to it. *note: In Step 1 and 2, Ss are encouraged to keep shadowing as much as possible. Once the partners can’t react, they are said some reaction such as ‘That’s good.’
(2)	Ss	3. Retell 4. Check the list of Conversation Spice
10	Ss	Writing Activity 1 1. Ss arrange written statements to either negative or question forms.
10	S-S	Vocabulary Ss give quiz e.g., “It’s not ‘sad’.” “You mean ‘happy’?”
10	S-S	Writing Activity 2: Essay 1. Ss ask about the model essay (and retell), 2. Ss say about their favorite YouTubers and write down, 3. Ss exchange text, put ‘?’ for corrections, give comments and questions.
5	T-Ss	Language focus 1. I will give feedback on some common errors I hear.



## Appendix 2: Handout

Date \_\_\_\_\_ **ハワイでフラダンス見て□□よ。**

### I'm watching hula in Hawaii.

👤 ( ) 見ているって何を↓  
 ( ) フラダンスをどこで↓  
 ( ) .

### Phonics Builder

b a ll → a ll → f a ll → t a ll → a → w a r → w a r d → a w a r d →

w a t e r → w a t c h

### Model Talk

A: Hello, Ms. Kako. This is Kenta. \*How are you/YOU?

B: Great! I'm in Hawaii.

shadowing (reaction)\*

Yeah. / Uh-huh. \_\_\_\_\_

B: See you next week. Bye!

A: Bye!

## Report about your partner(s):

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### Conversation Spice (会話のかくし味)

うなずく	うん。	Yeah.	
	そう。	Uh-huh.	
	そうなんだよ。	Oh, yeah.	
反応する	(くりかえし)	(shadowing)	
	ほんと? へえ!	Really? / Wow!	
	え~, そんな!	Oh, no!	
	まさか! ないわー!	No way!	
	へえ, なるほど。	Oh, I see.	
	私も!	Me, too.☺ / Me, either.☺	
	すごい!	Great!	
	いいね!	That's nice!	
間をつなぐ	えーと、	Let me see...	
	うーんと、	Well...	
		Um...	
聞き直す		Uh...	
	もう一度言ってくれる?	Pardon (me)? / Sorry?	
	~って言ったの?	Did you say _____?	
	~ってこと?	Do you mean _____?	

今いる国 \_\_\_\_\_

yes/no を聞く文 \_\_\_\_\_

(例) I am watching hula.

否定文 \_\_\_\_\_

アレンジ文 \_\_\_\_\_

下線の下に代名詞 ○ → yes/no を聞く文 × → 下に否定の文

My mother is watching TV. (○ / ×)

I am standing. (○ / ×)

My friend is using a phone. (○ / ×)

↴ (Unit 7-3) I am busy. (○ / ×)

I can come to TeruTeru English next week. (○ / ×)

I am looking forward to it. (○ / ×)

(What's..? / How do you say..? / How do you spell..?)

### Vocab: Unit 8 - 1

(It's like... / It's not... - You mean..?)

surprise	・明日	busy	・さよなら
party	・パーティ	video	・忙しい
tomorrow	・暇な	then	・映像
free	・驚くこと	bye	・その時

### Essay:

I am \_\_\_\_\_.

I *am* watching hula.

I *like* hula.

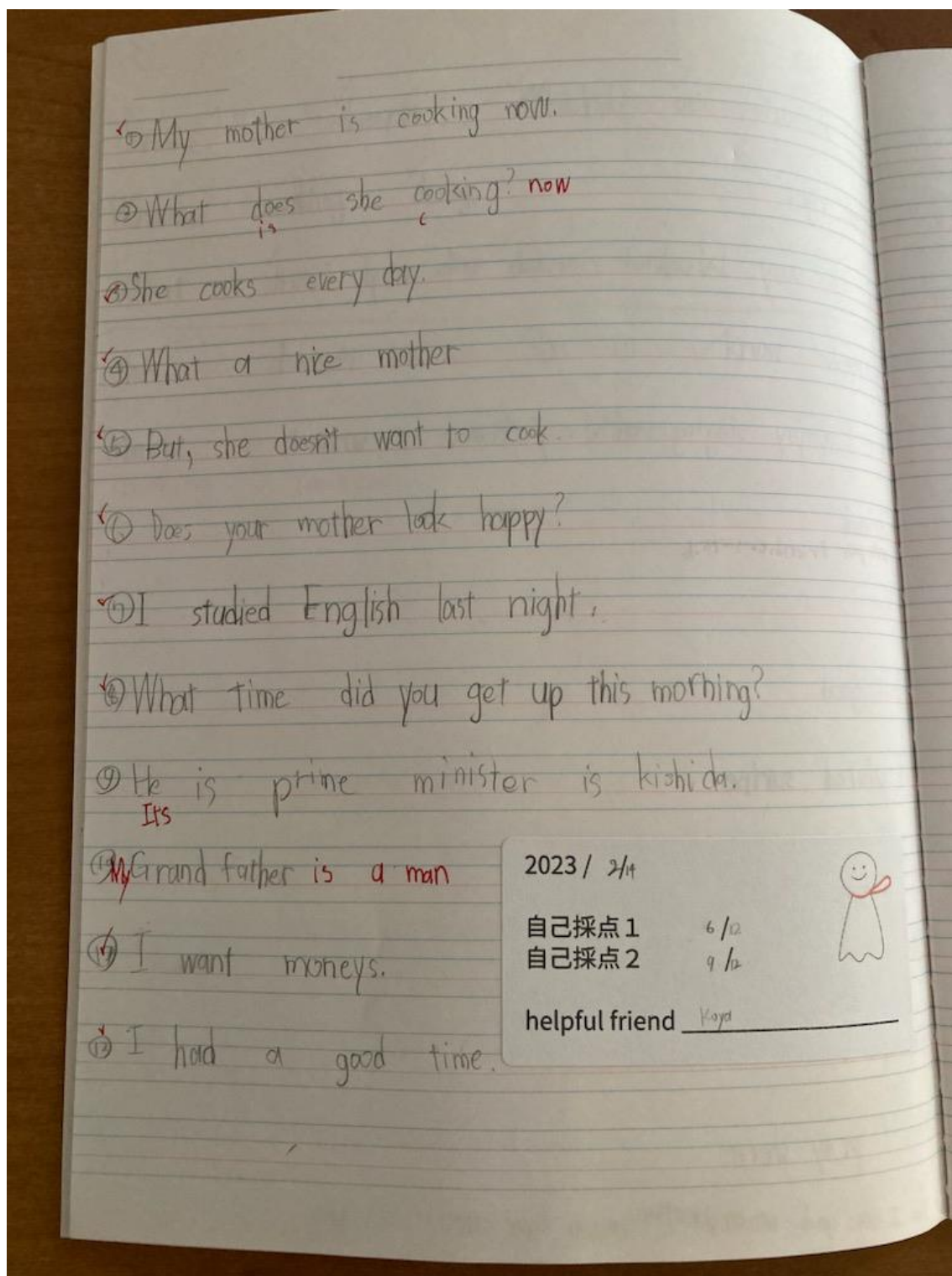
I *like* it.

### It's your turn!

who + do + what + <sup>by / with</sup> how + <sup>at < in</sup> where + <sup>at < on < in</sup> when

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Appendix 3: Common Error Activity



## Appendix 4: Survey and Interview Questions in March



G7 学年末のアンケート 2023/3/7



① 英語が好き。

4(好き)      3(たまに好き)      2(嫌いなことが多い)      1(嫌い)

② 英語を話すことは、楽しい。

4(楽しい)      3(たまに楽しい)      2(楽しくないことが多い)      1(楽しくない)

③ 「会話のかくし味 (Conversation Strategies)」をどのくらい使いますか。

うなずく	うん。	Yeah.	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	ふーん。	Uh-huh.	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	なるほど。	Oh, I see.	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
反応する	(くりかえし)	(shadowing)	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	そうなんだよ。	Oh, yeah.	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	ほんと?へえ!	Really? /Wow!	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	え~, そんな!	Oh, no!	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	(質問する)	What is that?	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	私も!	Me, too.☺ / Me, either.☺	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	すごい!	That's nice!	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	気にしなくても大丈夫。	That's OK	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
間をつなぐ	えーと、、	Let me see...	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	うーんと、、	Well...	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
		Uh...	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
聞き直す	もう一度言ってくれる?	Pardon (me)? / Sorry?	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	〜って言ったの?	Did you say _____?	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
相手を助ける	とにかく、、	Anyway..	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)
	〜ってことかな	You mean _____?	4(よく使う) 3(たまに使う) 2(言われた時) 1(全くなし)

④ ↑ Conversation Strategies で英語が上達すると思う。

4(思う)      3(まあまあ思う)      2(あまり思わない)      1(思わない)

⑤ 文法は必要だと思う。

4(思う)      3(まあまあ思う)      2(あまり思わない)      1(思わない)

⑥ 英語を話すことで文法が上達すると思う。

4(思う)      3(まあまあ思う)      2(あまり思わない)      1(思わない)

⑦ 英語の文章(Essay)を書くことに興味がある。

4(興味がある)      3(まあまあ興味がある)      2(あまり興味がない)      1(興味がない)

⑧ Essay を書くことで、英語が上達すると思う。

4(思う)      3(まあまあ思う)      2(あまり思わない)      1(思わない)

⑨ 一年を通してやってきた「お互い学びあうスタイル」をどう思いますか。

4(良いと思う)

3(まあまあ良いと思う)

2(あまり良くない)

1(つまらない)

興味ある順に番号をつけてください。

( ) 会話で You mean.. や Anyway,.. と困っている相手を助ける。

( ) テストを作って、みんなでやったり解説したりする。

( ) テスト対策レッスンでやる「よくある間違い」でヒントを出し合う。

一番と答えた活動について理由を教えてください。

---

⑩ 最後に、この一年の感想や、これからの希望など自由に書いてください。

Thank you!!

## Interview Questions (conducted in Japanese)

Shunta:

When you did shadowing very well in fall, how did you feel?

Toya:

In the speaking test in February, you rephrased "Grandmother?" to "Your grandmother?" How did you feel? Do you think speaking works to improve your grammatical competence?

You can use "You mean.." very well these days. When you say that way, do you feel good?

Haru:

You often say "I want to say 'You mean..'" to help my partner. In the speaking test in February, you are said that way. How did you feel?

Miko:

Do you feel different when you talk to Haru and boys? How?

In the speaking test in February, you said "A shrine!" How did you feel when you finally understood what Shunta was trying to say?

## Appendix 5: Rubrics

### G7 2023 / 2 / 14 “My Winter Vacation” TeruTeru Speaking Test rubrics

- Delivery: Eye contact & Attitude

5	Good eye contact, considering partner’s understanding
3	Good eye contact
1	Limited eye contact

- Clear sound

5	Clear sound production caring sound-letter correspondences
3	Somewhat clear sound production
1	Limited clear sound production

- Accuracy

3	Over all grammatically correct and very understandable
2	Somewhat grammatically correct and understandable
1	Many grammatical errors and somewhat understandable

- Problem solving: ‘Hungle? What is that?’ / What’s Hungle? / (partial shadowing) / Pardon? / Fillers

5	Tried some of the phrases above
3	Tried one of the phrases above
1	No tries

- Extension: Follow-up questions, planned questions, partial shadowing, and additional info

5	Some questions and additional info
3	Some additional info but no questions
1	Neither questions nor additional info

- Fluency: Opener & closer, rejoinders, and reminders “You mean..”

7	Target time with a less than 3 second pause, helping a partner
5	Target time with a less than 3 second pause
3	Longer than 3 second pause but enough greetings
1	Longer than 3 second pause without greetings

name	Delivery	Clear Sound	Accuracy	Problem Solving	Extension	Fluency	total
							/ 30
							/ 30
							/ 30
							/ 30

\*Speaking Grade:

26-: A+ / 21-25: A / 16-20: B / -15: C

G 7 2023 / 2 / 14 “My winter vacation” TeruTeru Writing Test rubrics

● **Length**

5	40 words and more
3	30 words and more
1	Less than 20 words

● **Originality**

7	Very informative; no repetition of expressions
5	Informative; limited repetition of expressions
3	Some information; lots of same expressions
1	Minimum information; very limited expressions

● **Accuracy: error# ÷ word#**

3	-0.10
2	0.11-0.24
1	0.25-

● **Coherence and Cohesion**

5	Effectively ordered and very fluent
3	Loosely organized; somewhat choppy
1	Ineffective ordering; very choppy

name	Length	Originality	Accuracy	Coherence	total	grand total (S+W)
					/ 20	/ 50

\*Writing Grade:

18-: A+ / 15-17: A / 11-14: B / -10: C

\*Total Grade:

40-: A+ / 35-39: A / 25-34: B / -24: C