

(1) Report

1. Title: Enhancing Students' Communicative Competence Through Focus-on-Form Instruction

2. Teaching context:

- 1) Level: 1st year of junior high school
- 2) Class size: 4 students
- 3) Time: 60 minutes/week
- 4) Textbook: New Horizon English Course 1 (Tokyo Shoseki)
- 5) Problems/Challenges:

My students had to go through a transition from elementary school to junior high school. They were very nervous about how they got evaluated and especially they were worried about their midterm and final exams at school. Therefore, I want them to understand English grammar better, and of course, by learning it communicatively, I hope they consider grammar not only as just knowledge for passing their tests at school but as a tool that they can use in communication. This will eventually improve their overall language skills even more.

3. Goals:

My action research goal is for my students to actively participate in English conversation by using grammar they learned. Also, in order to achieve this goal, I set two measurable objectives. First, 70 percent of students can talk in English during small talk activity for two and a half minutes by the end of March. Second, students can use target grammar with 70 percent of accuracy as measured by a speaking test and fun essay writing conducted in March.

4. Literature Review

Communicative Language Teaching (CLT)

Language learners can develop their communicative competence which consists of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence by actually communicating in a target language. Brown explains that communicative competence is a “dynamic interpersonal construct that can be examined only by means of the overt performance of two or more individuals engaging in communication.” (Brown, 2014. p.206) In order to develop students' communicative competence, teachers can implement an approach called communicative language teaching or CLT. Lightbown & Spada (2013) explains that “CLT is based on the premise that successful language learning involves not only a knowledge of the structures and

forms of a language, but also the functions and purposes that a language serves in different communication settings. In a classroom where this approach is taken, “teacher-fronted activities may not be optimal for providing opportunities to develop communicative language ability” and “in order to bring communication (expression, interpretation, and negotiation of meaning) into the classroom, instructors have to look beyond communicative drills and teacher-fronted questions.” (Lee & VanPatten, 2002, p.60). This approach can create a learning environment where “students ultimately have to use the language, productively and receptively, in unrehearsed contexts” (Brown, 2014, p.236), which can lead to a successful language learning.

Communication strategies

It is very effective for learners to acquire communication strategies because learners who are at low or beginner level can use them as a tool for continuing conversation in their second language. Cohen explains that "communication strategies have primarily been viewed as the verbal (or nonverbal) first aid devices which may be used to deal with problems or breakdowns in communication. These devices enable learners to remain active partners in communication, even when things do not go well." (2011, p.15)

Interlanguage

It is important to understand how learners develop their interlanguage or their second language systems. Lightbown & Spada (2018) state that “the language that second language learners produce and understand changes as they have more exposure to the language and as they use it in a greater variety of situations” (p.43). This shows that learners need to have a lot of opportunity to try a new language in order to construct their own internal language system. Related this matter, Lee & VanPatten (2002) explain that “nothing comes quickly; there is no such thing as instantaneous acquisition. For this reason we say that acquisition is dynamic (it evolves), but it is slow (it takes years for learners to build up a system that is anywhere native-like).” (p.19).

Focus-on-Form Instruction

Traditional grammar teaching which focuses on explicit explanation and mechanical drills does not help developing an internal system needed for acquiring a second language (Lightbown & Spada, 2018). Regarding this point, Lee and VanPatten (2003) address that “because it focuses on output, traditional grammar instruction engages those processes involved accessing a developing system rather than those involved forming their system” (p.133). They also make a point that “a coherent grammar lesson is one that takes the student from processing a grammatical feature in the input to accessing the feature from her developing system to create output” (p.181) and shows how FFI is effective for language learning. FFI “entails a focus on meaning with attention to form arising

out of the communicative activity” (Ellis, 2006, p.100). It is also divided into two types, *planned* and *incidental*. In planned FFI, “a focused task is required to elicit occasions for using a predetermined grammatical structure” (Ellis, 2006, p.100). In incidental FFI, on the other hand, “attention to form in the context of a communicative activity is not predetermined but rather occurs in accordance with the participants’ linguistic needs as the activity proceeds” (Ellis, 2006, p.100). Related to the role of planned and incidental FFI, Lee and VanPatten also state that “the implication for language instruction is that learners need not only input to build a developing system but also opportunities to create output in order to work and fluency and accuracy” (2003, p.170).

Sato, et al. (2012) conducted FFI research and analyzed its effectiveness on student learning. All three junior high school teachers evaluate FFI as effective and conclude that “this study clearly indicates that students learned grammar better through FFI than traditional grammar teaching” (p.296). The study also shows the change in students’ attitudes toward English learning. One of the teachers, Ms. Ishitobi concludes that “the results of the survey convinced me that FFI is an effective way to teach grammar and, for that reason, is a powerful motivator because students are motivated by success” (Sato, et al., 2012, p.292).

Language Assessment

Lee and VanPatten (2003) suggest regarding classroom practices with oral testing. They explain that “if the content of the oral test is overtly tied to classroom activities, then learners are provided a stronger motivation for participating in the activities” and also “testing and teaching should be interrelated so that learners are responsible for what happens in class.” (p.101). There are many ways for teachers to assess students’ achievement in learning a second language. One of them is called performance-based assessment and Brown (2015) explains that “performance-based assessment implies productive, observable skills, such as speaking and writing, of content-valid tasks. Such performance usually, but not always, brings with it an air of authenticity – real-world tasks that students have had time to develop.” (p.534) In order to assess using performance-based assessment, it is important (1) to state the overall goal of the performance, (2) specify the objectives (criteria) of the performance in detail, (3) prepare students for performance in stepwise progressions, and (4) use rubric to give students specific feedback. (Brown, 2015, p.535). Peer assessment is also effective in a language classroom. Ms. Takahashi, a high school teacher, conducted research and considered peer-editing among students as a powerful tool. She explains that “with the help of peers, students can deepen their ideas and are encouraged to rewrite their composition.” (Sato & Takahashi, 2008, p.223)

5. What I did

(1) Small talk activity with communication strategies

Students had time for small talk at the beginning of each lesson. I first introduced how to start and end a conversation in April. It didn't take long for my students to get used to them. After that, I introduced some reaction phrases such as "That's nice." and "oh, really?" Most students were able to use various phrases in their small talk after practicing for a month or so. My students got comfortable making reactions, then I introduced how to shadow what their partners say. I encouraged them to shadow sentences but sometimes it was difficult, and in that case, I told them that it is okay to shadow just phrases or words. Some students were very quick to learn how to shadow, but it took longer for a slower-learner student to get used to using shadowing as a strategy. I also introduced a question phrase "How about you?" and some students were able to use this phrase effectively in their conversations. The hardest strategy for my students was to ask follow-up questions and we started to focus on this in the second term. Asking follow-up questions is very important because students can continue talking about one topic longer. At first, I let the students to think about and prepare some follow-up questions before they actually start talking with their partners. Also, sometimes my students had difficulty in understanding what the questions were or they made a long pause because they couldn't think of any more questions.

(2) Focus-on-Form instruction

In order to make my lessons more communicative, I decided to introduce focus-on-form instruction. I chose the grammar items according with the rules covered in New Horizon. When a new grammar is introduced, students learned it by participating in different tasks. I mainly used Prof. Sato's reference books for the tasks, starting with a pre-task which focuses on noticing, and then introduced some communication tasks after going over a grammar point. In every activity, students had chance to practice with different partners. This recursive practice made students feel comfortable using certain grammar rules. However, as a model conversation in an activity gets longer, the slower-learner student was struggling continuing a conversation smoothly. So, I decided to make a model dialogue not too long and tried making time for practicing the same conversation again in the following week as needed. Until July, we used a New Horizon textbook for understanding the content of each unit. However, I decided not to use the textbook anymore because I realized that students do it at school anyway and therefore, comprehension of the textbook unit becomes redundant. Instead, I increased more pair practice tasks. Depending on my students' overall understanding level, I sometimes increased mechanical type of pair practices and easy grammar games or sometimes I increased more meaningful conversation activities if they understood a grammar rule better.

(3) Speaking Test and fun essay writing

We conducted three speaking tests, once in each term. When we had a speaking test or fun essay writing, I gave my students rubric beforehand so that they understand what things will be expected and assessed. Since my students are seventh graders and it was their first time for them to learn English in details, we did only a speaking test in the first term. The first test was conducted in July and students talked for one and a half minutes. Students tried continuing a conversation talking about favorite sports, subjects and their daily schedules. In the second and the third term, students worked on fun essay writings after the speaking tests. In the second term, the topic for the speaking test and fun essay writing was “my hero.” The time was two minutes for the speaking test. First half of the conversation was similar to a model dialogue but the rest of the conversation was supposed to be done by asking follow-up questions. Some students made a long pause or they started asking other unrelated questions when they couldn’t stick with the topic. In the third term, the topic was “the place I want to visit.” In this test, the time was increased to two and a half minutes. Some students continued the conversation very smoothly and did good job for about first two minutes, however, they couldn’t think of follow-up questions and made a long pause. One of the reasons was probably because we couldn’t have enough lessons in February and March. I had to cancel some lessons and some of my students got sick and couldn’t attend the lessons. So, they didn’t have enough time to prepare and practice. I assume that it was very difficult to retain their language ability because they couldn’t practice enough.

As to fun essay writing, the first essay writing was done in November. Since it was their first time to write a fun essay, showing both a sample mind map and an essay seemed very effective. My students were able to get a lot of ideas for the topic by making their mind maps and all the students wrote more than seven sentences and got the highest scores for the essay length criteria of the rubric. Students wrote the third fun essay in March. I have to mention that we had to rush finishing up the third essay. This was again due to unexpected lesson cancellation and students’ frequent absence we had in February and March. Although our time was very limited, we had a good peer editing activity. Students made comments to other classmates’ drafts and shared new ideas each other. This peer-editing made some the students’ essays longer in their final product.

6. Results

I conducted the second student survey in March after the third speaking test. Since one of the students had been absent for about a month, The answers from other three students were collected. Students were asked to circle one of the answer choices each question for the first ten questions of the survey. I asked them to think about the current situation and feeling after taking this class for one year. At the end of the survey, three open-ended questions were asked. Students wrote their comments related to each question. Now, I would like to give a careful consideration on the results I got from the

survey by comparing their survey results from April. This way, we can learn how students' conditions and feelings have changed after one year of learning.

Table 1 shows the answers for questions 1 and 2, "Do you like English?" and "Do you enjoy English lessons?" These show the students' general feeling towards learning English. As the table shows, most students have positive feeling towards learning English. However, one student's answer shows rather negative feeling throughout the year. This student didn't do well on the exams at school and also kept feeling that what they learn has become more difficult as time went by. These factors might affect his feelings toward learning English. However, his feeling about this class is not as negative as learning English in general.

Table.1

Q1. Do you like English? N=4 (April), 3 (March)					
	Yes, very much.	Yes, I do.	OK.	Not very much.	No, I don't.
April	3	0	1	0	0
March	1	1	0	1	0
Q2. Do you enjoy English lessons?					
	Yes, very much.	Yes, I do.	OK.	Not very much.	No, I don't.
April	3	1	0	0	0
March	2	0	1	0	0

The survey then asked questions about how much English skills students can use. Table 2 shows the students' answers. As to listening, one student answered that she understands almost all in March, although nobody circled this one in April. One student circled "about 30%" both in April and in March. As to speaking skill, it is interesting that even the advanced level students answered "90 seconds with halts" both in April and in March. There could be several reasons for this. The conversations became more challenging for them as time went by because I encouraged them to stick with one topic and ask follow-up questions. This new challenge made them feel that they couldn't continue a conversation smoothly enough. When it comes to writing, we started fun essay writing in the second term, and one student answered that she can write seven sentences or more and another student answered five or more. One student answered that he can only write one or two sentences, even though he was actually able to write three sentences in his first draft for the second fun essay.

Table 2.

Q3. (1) <Listening> How much do you understand what other students and the teacher say in English? N=4 (April), 3 (March)					
	Almost all	About 70%	About 50%	About 30%	Almost nothing
April	0	1	2	1	0
March	1	1	0	1	0
Q3. (2) <Speaking> How much can you talk in English with your partner?					
	90 sec. w/o halts	90 sec. w/ halts	About 40 sec.	About 20 sec.	Only a little.
April	0	2	1	1	0
March	0	2	1	0	0
Q3. (3) <Reading> How much do you understand the content of the textbook?					
	Almost all	About 70%	About 50%	About 30%	Only a little.
April	1	1	1	1	0
March	2	0	0	1	0
Q3. (4) <Writing> How much can you write in English using grammar we learned?					
	7 sentences or more	5 to 6 sentences	3 to 4 sentences	1 or 2 sentences	Almost nothing.
April	0	1	2	1	0
July	1	1	0	1	0

Table 3 shows the answers for question 4, “How well do you understand English grammar?” I have been teaching grammar in a communicative way through Focus-on-Form Instruction since April. As you can see in the data, many answered either “Yes, I do.” in April. In March, two students answered that they understand English grammar but one student answered “not very well.” The content of what they learned in April was not so complicated compared to what they learned in the second and the third term. Therefore, it is possible that some students would feel more difficulty in understanding grammar as time went by.

Table 3

Q4. Do you understand English grammar? N=4 (April), 3 (March)					
	Yes, very well.	Yes, I do.	I can't decide.	Not very well.	No, I don't.
April	0	3	1	0	0
March	1	1	0	1	0

Figure 1 shows how many communication strategies my students can use. As shown in the table, although all the students feel that they are good at using opener/closer, some students answered

they sometimes forget to use opener/closer in the survey conducted in March. As to making reactions, all the students now can use at least 3 to 4 kinds of reaction phrases in the conversation. One student's answer shows that he became better at using reaction phrases in March, improved to three to four kinds from two kinds in April. The same thing can be said to the use of shadowing. As to follow-up questions, I introduced this strategy in the second term and students have been practicing since then. They had difficulty asking follow-up questions and they sometimes had long or awkward pauses during conversation. In March, as shown in the table 4, two students answered that they can ask some follow-up questions. However, one student has been struggling asking questions during timed conversation.

Figure 1. How many CSs can you use? (N=4 (April), 3 (March))



Students' comments are shown in the table 4 to 6. Regarding the third speaking test, the students' comments show that they are not still good at asking follow-up questions. However, at the same time, two students felt that there are some parts that the conversation went really well because they were able to talk smoothly and express themselves well in English.

As to fun essay writing, some students show positive feelings about writing. One student felt confidence because she was able to write her own sentence in English without using a dictionary. On the other hand, it was difficult for a slower-learner student to think about sentences even after doing peer-editing or going over a sample essay. One of the reasons might be some class cancellations

we had in February and March, therefore it might not be enough time for students to finish this essay writing.

In April, students felt that the lessons went too quickly at their junior high school and they didn't actually aware very much about grammar. After one year, some students felt that English learning is more complicated than they thought but still enjoy learning English in this class. Two students' comments show that they have positive attitude in learning English in this class. One student answered that English is difficult and shows somewhat negative feelings. However, he also writes about his achievements gained by participating in this class.

Table.4 Students' comments about the third speaking test

<p>(Positive comments, 2)</p> <ul style="list-style-type: none">• I was able to talk with my partner for the first half of the test time, but in the second half, I made a long pause because I couldn't think of a good follow-up question.• Even though I made a long pause during the conversation, I was able to express in English quite well. I wish I had asked more follow-up questions. I was preparing some follow-up questions but I forgot what to ask during the test. <p>(Negative comment, 1)</p> <ul style="list-style-type: none">• I wasn't able to ask follow-up questions.

Table.5 Students' comments about the fun essay writings

<p>(Positive comments, 2)</p> <ul style="list-style-type: none">• I didn't have any experience in writing freely in English before, so it was a little difficult at first. However, I learned a lot from sentences and phrases in the textbook or in samples so I was able to use them for my essays. I would like to learn how to write more so I can be better at it.• Now I can write many sentences without using dictionary. I was able to think of many things to write about "My hero" and "The place I want to visit." <p>(Negative comment, 1)</p> <ul style="list-style-type: none">• It was difficult to write my own sentences.
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Table. 6 Students' comments about English lessons this year

<p>(Positive comments, 2)</p> <ul style="list-style-type: none">• I thought that the level of English got much higher compared to elementary school. Although the textbook is difficult, I enjoyed learning English in this class.• After one year of learning English, I can now actively participate in different activities, and sometimes I can volunteer to say something in English in front of everybody. <p>(Negative comment, 1)</p> <ul style="list-style-type: none">• English has become more difficult compared to what we learned at elementary school, and I feel lessons go too quickly and felt very busy. After one year of this lesson, I can now say some new phrases in English.
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7. What I learned

Through this action research, I learned a lot about how each content of my lessons affect the students' learning and also the action research showed me what kind of factors are important for students' learning.

Firstly, doing action research constantly has shown me the challenges more clearly as well as the things I didn't realize before. In the first half of the year, I focused on implementing focus-on-form instruction, so I spent a lot of time making worksheets for my lessons. I used several reference books and arranged a little so that it suits the situation of my class. It was my first time trying this approach, so I carefully followed the steps for doing communicative tasks. However, things started didn't go very well, because I realized that there are some fast- learner students and some slower-learner students in my class. Then I needed to fix my teaching. I tried to make the tasks in smaller steps. Sometimes I added simple mechanical type practices or easy grammar games so that the slower-learner student can gradually understand grammar rules and at the same time faster-learner students also can enjoy. I also came to realize the importance of recursive practice. It was not enough for some students to practice a model dialogue just a few times. So, I used time in the following lesson for practicing the same thing as needed. Even though the content is the same, I changed a little bit since it must be boring if we did the same thing over and over again. For instance, in the first lesson, we used a model dialogue for practice. In the following lesson, we practiced the same conversation, but this time, with a conversation map. Students can use some hints for the conversation. This practice gave a new style for faster-learners and also it was a good practice for slower-learner students.

Secondly, in the second half of this year, I paid much more attention to individuals. I realized that each student is different and I came to think that students' goals cannot be the same. If I give them a same goal or a same standard, they might start comparing each other and it is possible for some

students to lose his or her motivation by doing that. Each student's skill or the current level is different, therefore, it is very important for teachers to help students set their own goals in learning English. Showing the rubric for speaking tests or essay writings is one thing, but I felt that was not enough for my students. In every lesson, I want them to think about their goals and decide what kind of things they want to achieve in each practice. When students practiced to prepare for the speaking test, they set their own goals and wrote them down. After the first practice, they reflected their performance and took time to set the next goal for the second practice. This is good for both fast-learner students and slower-learner students, because each student can focus just on him or herself and there is no need to compare with other students.

Thirdly, I realized that students' perception of their achievements is very different from my perception of their achievements. After one of year of learning English in communicative way, I felt that my students' English improved a lot even though they have been struggling in some areas of learning. However, I found that students' answers and comments in questionnaires in March show that they seem to underestimate their abilities in English. It is possible that they got affected by the result of speaking test done just before working on the questionnaire. Still, it was surprising that some answers were better in April/July than in March, even though they can talk more and write more in English now. Since I always pay attention to how they change in their attitude or how their English has been improved, I know that students are capable of doing various things in English now. However, I realized that students themselves also need to see how their English has been improving more clearly. Even though they practice hard every time and their English is improving, they need to have more concrete evidence that they can always refer to when they want to reflect what has been achieved.

8. Future Issues

Based on what I learned this year, there are a few things that I want to try or change in the second year of my action research.

First, I would like to use a portfolio, which is one form of alternative assessment. By using portfolios, my students can refer to the collection of their work and they could learn how their language skills have improved. It is important for my students to have some evidence that they can go back to and check when they need to reflect on their learning. This would make students look at their learning in more analytical way and help them decide the next goal.

Secondly, I would like to offer my students more opportunities to have self and peer assessments. By doing so, students can learn more about their progress and challenges, and also, they can learn from their classmates. This type of assessment would help my students understand the current ability and set their next goals of their learning.

Thirdly, I would like to continue focus-on-form instruction in my lessons. I was able to try planned focus-on-form activities this year. However, I wasn't able to try incidental focus-on-form

where students can practice more spontaneous conversation. It takes time for learners to improve their fluency, but it is crucial for students to be offered such opportunities regularly so that they could improve both accuracy and fluency in their language use.

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(2) Today's Lesson Plan

2/15

Time	Interaction T-Ss, S-S, S	Activity and Procedure
12 (1) (11)	T-Ss S-S	Greeting Warm up (timed small talk 2minutes x 3 times) Each pair picked one topic and talk about that topic until time is up. After each practice, students take a few minutes to think about some follow-up questions they can ask in the next practice with a different partner.
47 (4) (3) (7) (20) (5) (3)	T-Ss T-Ss T-Ss S-S S S-Ts,Ss	<FFI – Infinitive (1) “Guess the answers!”> 1. Step 1 (pre-task - listening) Students listen to the teacher’s talk and write down the information they get. 2. Step 2 (noticing) As the next step, students listen to the teacher’s talk again, and circle the words or phrases they hear. 3. Step 3 (Grammar point) Students think about the meanings of the sentences used in the listening activity. As they fill in the worksheet, they learn new grammar point. 4. Step 4 (output – Guess the answers!) Students guess the answers to each question first. Then, make a pair and have a conversation using infinitive. After asking 4 questions, change the role. After they finished the conversation, fill out how many guesses are correct. Do the same activity with the other students. (x 3 times) After all the conversation is finished, share their answers and see who got the highest points. 5. Step 5 (output – Write and share) Based on the step 4 activity, each student writes about one classmate. After writing, they read their sentences to the whole class.
1	T-Ss	*Homework Announcement

Total time: 60 minutes

S-S: 31 minutes

S: 8 minutes

T-Ss: 21 minutes

(3) Handouts

Guess the Answers!

<Step 1> 先生が話す英語を聞いて、表にまとめよう！
日本語で書いても OK！！

Name	
(1) Scott	
(2) Ellen	
(3) Kota	

Scott



Ellen



Kota



<Step 2> もう一度英語を聞いて、あてはまるほうに○をつけよう！

(1) I have a car, but it's very old.

So, I (want / want to) a new car.

I (want / want to) buy a new car.

(2) I like cooking.

My children love beef curry.

They want (eat / to eat) beef curry tomorrow.

(3) I practice soccer every day.

I am a very good soccer player.

So, I want (be / to be) a professional soccer player in the future.

<Step 3> Grammar Point!

◎ I want to buy a new car.

(意味 :)

★ want to の後に () を入れることで、
() という意味になる。

◎ I want to be a professional soccer player.

(意味 :)

★ be を want to の後ろに置くことで、
() という意味になる。

<Step 4> (1)~(4)のそれぞれの質問について、ペアの答えを予想しよう。


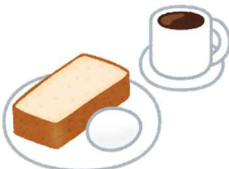

自分の予想が当たったら 1 つの質問にたいして 1 ポイントをゲットできます。

- ① Please guess your partner's answers. 自分が予想した番号を書きます。
- ② Have a conversation with your partner. After asking four questions, change the role.

A: What do you want to ...?

B: I want to ...

(1) eat for breakfast

① rice and miso soup 	② toast and coffee 	③ cereal and orange juice 
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(2) be in the future

① a doctor 	② a singer 	③ a chef 
---	---	--

(3) visit

① Tokyo 	② Osaka 	③ Kyoto 
--	--	---

(4) do on Sunday

① take a nap 	② go shopping 	③ play video games 
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★ Guess the answers!!

Name	(1)	(2)	(3)	(4)	TOTAL

<Step 5> Let's write!

Write about your classmate!

(4) Appendix.

中1クラス 名前 _____

英語に関するアンケート (2022年3月実施)

現在の自分の英語力 (3月) について教えてください。

1. 英語は好きですか？

- ア. とても好き イ. 好き ウ. 普通
エ. あまり好きではない オ. 好きではない

2. 英語のレッスンは楽しいですか？

- ア. とても楽しい イ. 楽しい ウ. 普通
エ. あまり楽しくない オ. つまらない

3. どのくらいの英語が使えますか。

(1) 聞く力 (聞いてわかる程度)

ペアで話した内容および先生の英語が…

- ア. ほぼわかる イ. 7割くらいわかる ウ. 半分くらいわかる
エ. 3割くらいわかる オ. ほとんどわからない

(2) 話す力 (話せる程度)

ペアで話すとき…

- ア. つかえずに1分30秒間話が続く イ. 少しつかえるが1分30秒間話せる
ウ. 40秒くらいは話せる エ. 20秒くらいは話せる
オ. ほとんど話せない

(3) 読む力 (読んでわかる程度)

教科書の本文が…

- ア. ほぼわかる イ. 7割くらいわかる ウ. 半分くらいわかる
エ. 3割くらいわかる オ. ほとんどわからない

(4) 書く力 (書ける程度)

文法事項を使ってまとまりのある英作文が…

- ア. 7文以上書ける イ. 5~6文なら書ける ウ. 3~4文なら書ける
エ. 1~2文しか書けない オ. ほとんど書けない

4. 文法はわかりますか?

- ア. よくわかる イ. わかる ウ. どちらともいえない
エ. あまりわからない オ. わからない

5. (1) ~ (4) の会話のコツ (communication strategies) についてどれくらい使えますか?

(1) 始めのあいさつと最後のあいさつ (opener, closer)

- ア. 必ず毎回使う イ. たまに忘れるがだいたい使える
ウ. 時々忘れる エ. どちらかを忘れる
オ. できない

(2) リアクションをする (rejoinders)

- ア. 5種類以上できる イ. 3~4種類できる ウ. 2種類できる
エ. 1種類できる オ. できない

(3) シャドーイングをする (shadowing)

- ア. 自然に何度もできる イ. 4~5回はできる ウ. 3回ほどできる
エ. 1~2回できる オ. 全くやっていない

(4) トピックを変えずに関連する質問 (フォローアップクエスチョン) をする (follow-up questions)

- ア. 自然に何度もできる イ. 4~5回はできる ウ. 3回ほどできる
エ. 1~2回できる オ. 全くやっていない

6. 3回目のスピーキングテストの感想を書いてください。

7. 1回目と2回目の作文（1回目：My Hero、2回目：The place I want to visit）の感想を書いてください。

8. このクラスを1年間受講して、自分の英語力について、どのような変化がありましたか。できるようになったことを具体的に書いてください。