

# **How junior high school students improve their speaking and writing skills in English through Focus-on-Form Instruction**

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## **Introduction**

It has been said that there is a huge gap between English education at elementary schools and junior high schools in Japan. Even though English classes are taught communicatively at elementary schools, English education at junior high schools is focused more on grammar learning and what matters most is the test scores and grades. However, it is now widely accepted that teaching English in more communicative way is effective for acquiring overall language ability. Along with the importance of learning English communicatively, it is also important for teachers to recognize that every learner is different. Students' English level, their learning speed, and their preferred learning style vary student to student. Therefore, when students learn together as a group in a language classroom, it is crucial that each student can improve his or her language skills on their own pace. In this action research, the author implements communicative language teaching in her lessons and learns how this approach affects students' English learning and improving their communicative competence while raising awareness of their own learning process.

## **Literature Review**

### **Communicative Language Teaching**

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 (Savignon, 1997).

Savignon (1997) also defined that communication “is a continuous process of *expression*, *interpretation*, and *negotiation* of meaning” (p. 14). Brown explained 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* (CLT). Savignon (2007) stated that “the essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence” (p. 209). Lightbown and Spada (2013) explained 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” (p. 215). 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* (CSs) because learners who are at low or beginner level can use them as a tool for continuing conversation in their second language. Cohen (2011) 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” (p. 15).

Teaching CSs explicitly to language learners is effective. Dörnyei conducted an experiment on the teachability of CSs and found out that teaching of CSs had some positive impact on the learners’ effective use of CSs in their conversations. (Dörnyei, 1995). He concluded that “although the experiment was a pilot study in the sense that we could not rely on any established methodology or the experiences of other teachers and researchers, the treatment was successful in improving some of the qualitative and quantitative aspects of strategy use.” (Dörnyei, 1995. p. 80). Based on the result, Dörnyei (1999) supported the direct approach of CSs teaching and its successful teaching includes the following points:

1. Raising learner awareness about the nature and communicative potential of CSs
2. Encouraging students to be willing to take risks and use CSs
3. Providing L2 models of the use of certain CSs
4. Highlighting cross-cultural differences in CS use
5. Teaching CSs directly by presenting linguistic devices to verbalize them
6. Providing opportunities for practice in strategy use (p. 80).

Wood also conducted research at a university in Japan on how Japanese college students learn CSs in class and improve their communicative competence. Wood (2009) explained that “my students benefitted greatly from being taught to use and that they did learn to use successfully when given time to develop their strategic competence” (p. 478).

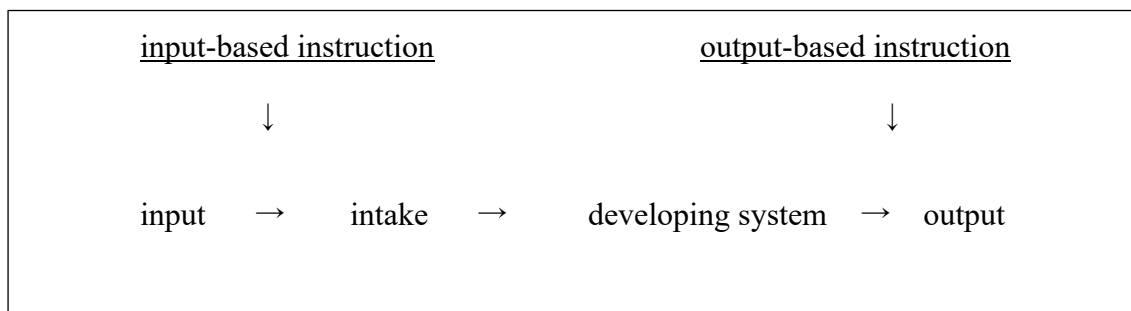
This shows that it is possible for students to have a conversation using CSs effectively through continuous learning and practicing the CSs.

### Focus-on-Form Instruction

Traditional grammar teaching which focuses on explicit grammar explanation and mechanical drills do not help develop an internal system needed for acquiring a second language (Lightbown & Spada, 2018). Regarding this point, Lee and VanPatten (2003) addressed 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 made 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 their model of second language acquisition is shown in Figure 1.

Figure 1.

*Lee & VanPatten’s model of second language acquisition (2003)*



Lee & VanPatten’s this approach is widely known as *focus-on-form instruction* (FFI). Ellis described that FFI “entails a focus on meaning with attention to form arising out of the communicative activity” (2006. p. 100). FFI 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 (2003) also stated 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 on fluency and accuracy” (p. 170). Based on this concept, FFI can contribute improving learners’ fluency as well as accuracy by conducting communicative tasks. Regarding this point Ellis (2015) asserted that “the purpose of communicative tasks is not just fluency development. Performing communicate tasks can also contribute to linguistic development. However, this will not occur automatically. It requires focus-on-form.” (p. 9). Learners need to learn grammar integrated into communicative tasks and in order to develop accuracy, teachers need to use different strategies such as implicit feedback, explicit feedback and negotiation. the feedback under this situation “enables learners to carry out a cognitive comparison between their own output, which reflects their current interlanguage system, and the negative evidence and models of target language forms provided through the feedback. (Ellis, 2015. p. 4). The strategy of giving feedback is an integral part of focus-on-form and there are many ways to give feedback to students. Through various feedbacks from teachers and peer students, “learners can have attention drawn to problematic linguistic features.” (Ellis, 2015. p. 10).

Bataineh, et al. (2017) conducted research on the potential effectiveness of FFI in terms of learners’ enhancement of linguistic and pragmatic competence. This study was conducted on Jordanian college students. Bataineh and other researchers used three of the eleven FFI techniques, which are consciousness-raising tasks, input enhancement, and

task-essential language, and then, analyzed the data. Their finding says that “FFI group outperformed those in the control group on both the grammatical structures and the discourse completion post-tests” (p. 7). They have also found that “FFI has a larger effect on the participants’ pragmatic knowledge acquisition than on their linguistic knowledge acquisition” (p. 7). It is understandable their pragmatic competence is higher because of a lot of communicative tasks of FFI. Still, compared to the control group, the FFI group’s grammar knowledge is better, therefore, it can be said that FFI improves learners’ overall communicative competence, which, of course, grammatical competence is included in it.

Sato, et al. (2012) conducted FFI research and analyzed its effectiveness on student learning. All three junior high school teachers who participated this research evaluated FFI as effective and concluded 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 concluded 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, Fukumoto, Ishitobi & Morioka, 2012, p. 292). This implies something important in language learning because their grammar learning is not just about obtaining knowledge of the language, but they probably learn that grammar is something that they use in a real communication through FFI.

### **Language Assessment**

Lee and VanPatten (2003) suggested regarding classroom practices with oral testing. They explained 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) explained 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).

Self- and peer-assessments are also effective in a language classroom. The effectiveness of self-assessment is based on the principle of autonomy and “the ability to set one’s own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success.” (Abeywickrama & Brown, 2010. p. 145). As to peer-assessment, its effectiveness is similar to that of self-assessment. Considering it as a form of collaborative learning, “peer-assessment is simply one arm of a plethora of tasks and procedures within the domain of learner-centered and collaborative education.” (Abeywickrama & Brown, 2010. p. 145).

According to Abeywickrama and Brown (2010), there are five types of self- and peer-assessments. They are (1) direct assessment of performance, (2) indirect assessment of (general) competence, (3) metacognitive assessment (for setting goals), (4) socioaffective assessment, and (5) student-generated test. (p. 145). In direct assessment

of performance, students assess their own performance, usually their oral or written performance. This type of assessment is conducted immediately after a specific performance. On the contrary, in indirect assessment, students assess their performance of a certain period of time. What they look at is not some specific language skills but their general performance over some period of time. Metacognitive assessment involves with goal setting activities. Students not only assess their performance but they set goals based on their performance they monitor. Brown and Abeywickrama (2010) stated that “personal goal-setting has the advantage of fostering intrinsic motivation and providing learners with that extra-special impetus from having set and accomplished one’s own goals.” (p. 148). In socioactive assessment, not only teachers but students are actively involved with making tests.

Ms. Takahashi, a high school teacher and Sato conducted research and considered peer-editing among students as a powerful tool. She explained that “with the help of peers, students can deepen their ideas and are encouraged to rewrite their composition” (Sato & Takahashi, 2008, p. 223)

### **Autonomous Learning**

It is important for language teachers to know that students are all different and therefore, their learning speed as well as learning styles also vary. As teachers realize that there is no one-fits-all textbooks or curriculum in language learning, finding a new way of learning would be crucial so that each student can make progress in their learning. Little (1991) explained that language learning makes progress when a student decides his or her goals as well as content of their learning. That is, in a language classroom like this, lessons are not teacher-centered anymore, but each student is responsible for his or her



learning. (p.7) This learning is known as *student-centered* learning and now it is widely promoted in second language classrooms. Nunan (2003) also asserted that “in addition to teaching language, we should also begin the process of sensitizing learners to the learning process” (p. 11).

Autonomous learning is also one of the components of communicative language teaching. Brown (2015) explained regarding autonomous learning that “students are given opportunities to focus on their own language process through raising their awareness of their own styles (strengths, weaknesses, preferences) of learning and through the development of appropriate strategies for production and comprehension” (p. 32). This explanation shows that it is an important factor for language learners to raise awareness of their own learning process.

While learner autonomy is said to be focused mainly on an individual self, Larsen-Freeman, et al. (2021) addressed the importance of learner agency explaining that “while all learners have the potential to be agentive language learners, the extent to which they choose to enact their agency will depend on how important their goals are to them and on how their agency is supported by others.” (p. 7). That is, not just learners themselves but their learning environment is very important in order for them to enact their agency, which will lead to their autonomous learning. Larsen-Freeman, et al. also provided some examples and conditions of high learner agency. In a classroom with high learner agency practices, “students teach one another, assess themselves, learn how to reflect on the lesson and share their reflections.” (2010. p. 10-12.) Students can take responsibility of what they learn and this would contribute to the enhancement of their autonomous learning.

## **Research issues and research questions**

As shown in the previous section, CLT is suitable for students to acquire a second language. Also, for a successful language learning, it is important for students to aware that they are in the center of their language learning and proceed their learning while focusing on their learning process. In order to examine how communicative language teaching, especially focusing on FFI with the effective use of CSs enhance students speaking and writing abilities in English as well as the role of autonomous learning, the following questions will be discussed in this action research.

- (1) How do junior high school (JHS) students' speaking and writing skills in English change through Focus-on-Form Instruction (FFI)?
- (2) What is the impact, if any, of FFI on JHS students' speaking skills through effective use of communication strategies?
- (3) What impact, if any, do goal setting, self-reflection, and peer-assessment have on JHS students' attitude toward learning English in a tutorial setting?

## **Method**

In order to explore the research questions, various types of studies, data collection, and analysis methods were employed. This method section is divided into five subsections: (1) teaching context and participants (2) research design (3) data collection and analysis.

### **Teaching context and participants**

Students enjoyed learning English when they were at elementary school. Since they had fun learning English, they seem to like learning English so far. However, their

level of communicating in English is very basic in that they can do only some simple question and answer practice in English. Also, students' English level vary. There are a few fast-learner students, a few slower-learner students, and the others are in the middle. The new curriculum for junior high school has been implemented, therefore, being able to communicate in English will be a great benefit to my students. They have also started learning grammar in detail at school, therefore, learning English through FFI enables students to learn grammar communicatively. Also, it is assumed that using CSs would be a powerful tool for students to continue a conversation in English.

The class currently has seven students and two students were selected as focus students who could represent the group. One student is at a higher level and the other is at rather low level in this class. Students' level was measured by the rubric score of the students' speaking tests and they were grouped into high, average, and low proficiency levels.

Table 1  
*learner characteristics*

Students	Rubric score (speaking test)
Rika*	High
Aya	
Sho	
Mari	Average
Ken	
Hiro*	Low
Yumi	

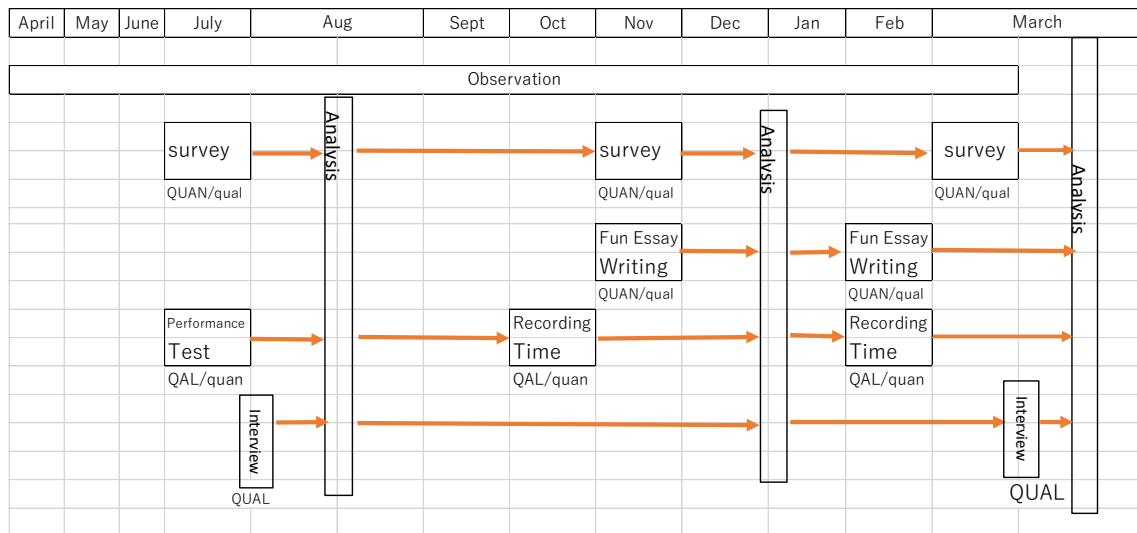
All names are pseudonym. An asterisk (\*) stands for focused students.

## **Research design**

In this research, both quantitative and qualitative data have been triangulated and

integrated so that this study can show the complexity of second language learning in a classroom context. The research design, as shown in Figure 2 employs a mixed methods study using both quantitative and qualitative data.

Figure 2  
*Triangulated, explanatory, sequential mixed methods research design*



Each data collection instrument of the research design is described below.

**Surveys.** Students' surveys are conducted three times in this academic year. The purpose of these surveys is to find out how students' perceptions about their English learning and their improvement of English language skills have changed over time through FFI and using CSs. In each survey, students choose their thought or feelings from five-point Likert scales in the first half part. In the second half part of the surveys, students write their comment about English learning in general, English lessons and performance tests.

**Performance tests.** Two types of performance tests are conducted. One is a speaking test (It is called a recording time in the second and third term). Students have three speaking tests throughout the year. The rubric for a speaking test or recording time

is given to students three weeks prior to the test date and the pairing of students is chosen by a lottery on the test date. The test is conducted in a different room and it is video-recorded by the author. Before having a test, students have recursive practices with different students and they also work on goal setting and self-reflection worksheets as part of a preparation for the speaking tests. Students practice three times with different students. They reflect their performance after each practice. Also, students set their own goals after the first and the second practice. At the end of the worksheet, they write whatever they feel or notice during the practices. The other type of performance test is fun essay writing. Since students have just started learning English at junior high school, essay writings were not conducted in the first term. Students work on writing essays in the second and third term. The rubric is given in advance. While working on their own writing, students have peer-editing activities after a first draft. They make comments and ask questions on the contents of other students' essays before writing their second drafts.

**Interviews.** To understand students' feelings and thoughts deeper, this research employs semi-structured interviews with students twice a year. Interviews are conducted with every student and they are audio-recorded by the author. The purpose of the first interview is to get to know each student better and ask questions based on their survey answers. The time of each interview was about five minutes each and started with a casual talking about themselves such as school life and club activities. The second interview was conducted in March and it was based on the questions prepared beforehand. Students were given the questions beforehand and had enough time to prepare.

**Observations.** Self-observation is conducted throughout the academic year by the author. The author keeps a teacher journal and makes notes what she noticed about either students or activities during lessons. As Griffie noted, "it is doubtful that data from

diaries and journals should be used alone.” (p. 234), data from the teacher journal is examined with other data if needed.

## Results

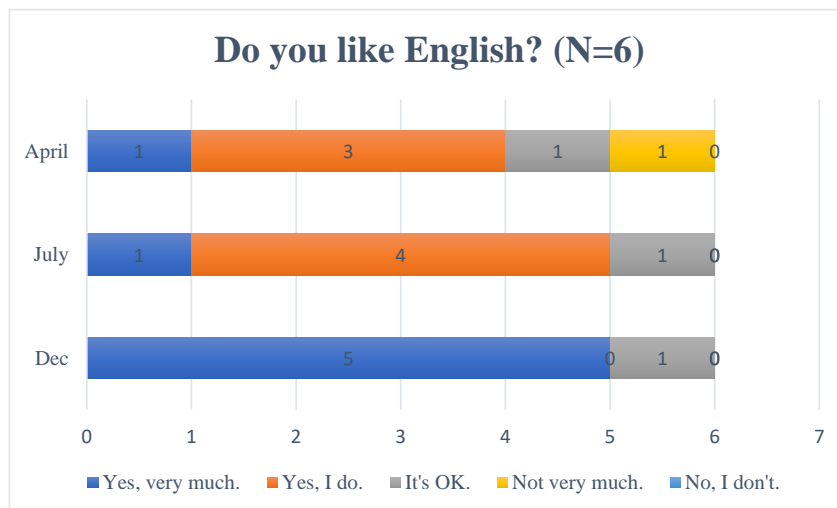
### Quantitative results

In this part, various quantitative data from the survey on English learning conducted in July is presented. Students’ general attitude toward their English learning as well as their perception of their English language abilities are shown.

**Surveys on English learning.** The first survey was conducted in July after students finished the first speaking test. The second survey were conducted in December. The results of the survey are presented below.

**About English learning.** Figure 3 shows if students like English in April and July. As shown in the figure, most students answered either they like English very much or they like English. Overall, they have positive feelings toward English. In December, the number of students who like English very much increased from one to five.

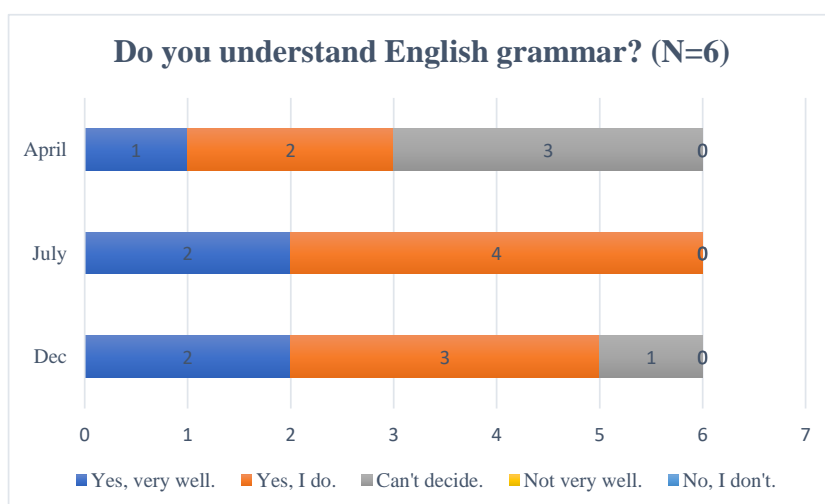
Figure 3  
*Students’ perception of how much they like English*



**About learning Grammar.** Since it is students' first experience to learn English grammar in detail and learn it communicatively, the survey contained the question about students' perception of their understanding of English grammar. Figure 3 shows that in April, half of the students felt they could not tell if they understand English grammar and the rest answered that they understand grammar. By the end of the year, most students except one, answered either they understand grammar.

Figure 4

*Students' perception of how well they understand grammar*



**About using CSs and their speaking skills.** Figures 4 and 5 show how much they can use CSs during small talk activity. In April, students learned opener and closer and they learned rejoinders, especially making reactions, at the end of April. Since then, they have been encouraged to use these two strategies during small talk activity in every lesson. Figure 4 shows that more than half of the students answered that they sometimes forget opener/closer or they forget once in a while in April. However, most students answered that they always say opener/closer in July. Figure 5 shows more than half of the

students answered they could use two types of reactions in April. In July, four students answered that they could use more than five types and two students answered three to four types. In March, most students answered that they can use five types or more reactions in their conversation.

Figure 5  
*Students' perception of how many opener/closer they can use*

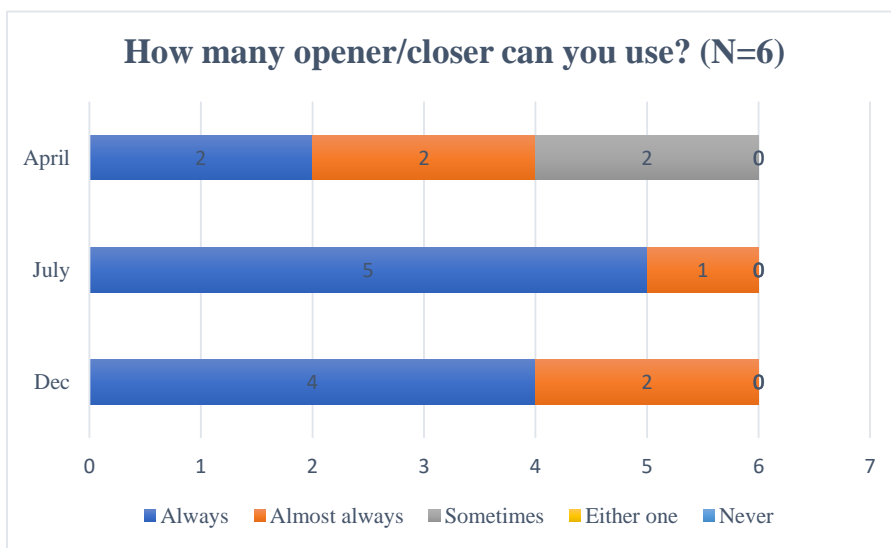
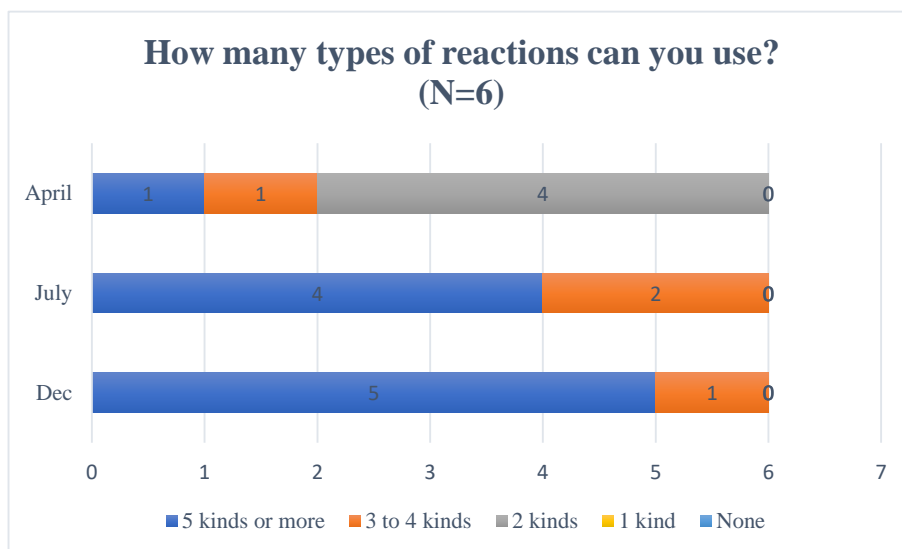


Figure 6  
*Students' perception of how many types of reactions they can use*





In the second and third term, students learned how to ask follow-up questions and how to use fillers in their conversation. Figure 6 shows that students more than half students are used to asking follow-up questions and answered they can ask more than 5 follow-up questions during conversation in March. As to fillers, more students answered that they could use fillers although sometimes they forgot. However, the number decreased in March. This is probably due to the timing fillers were introduced. They used fillers more in December when they were first introduced in class.

Figure 7  
*Students' perception of how many follow-up questions they can ask*

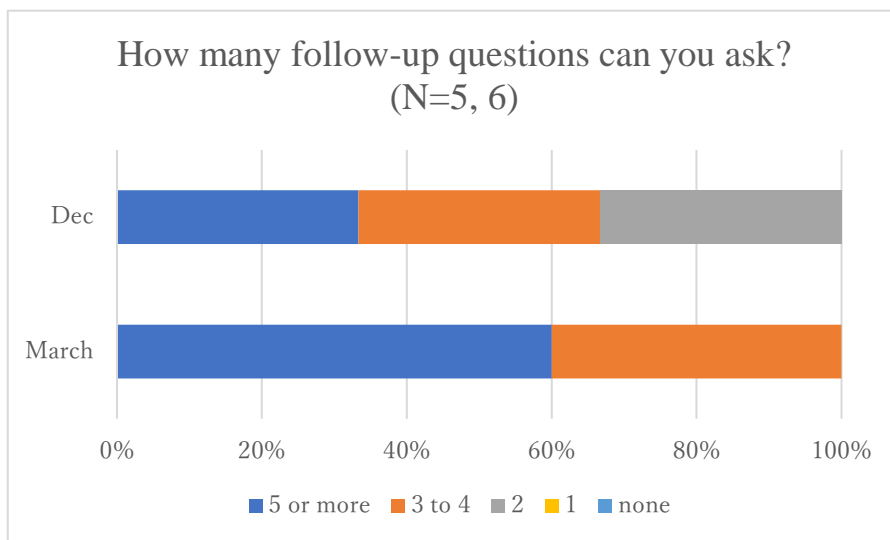
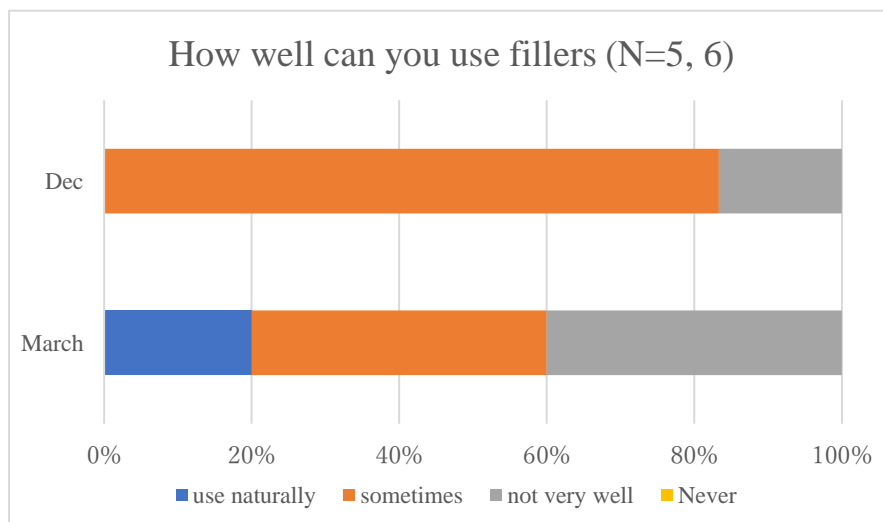


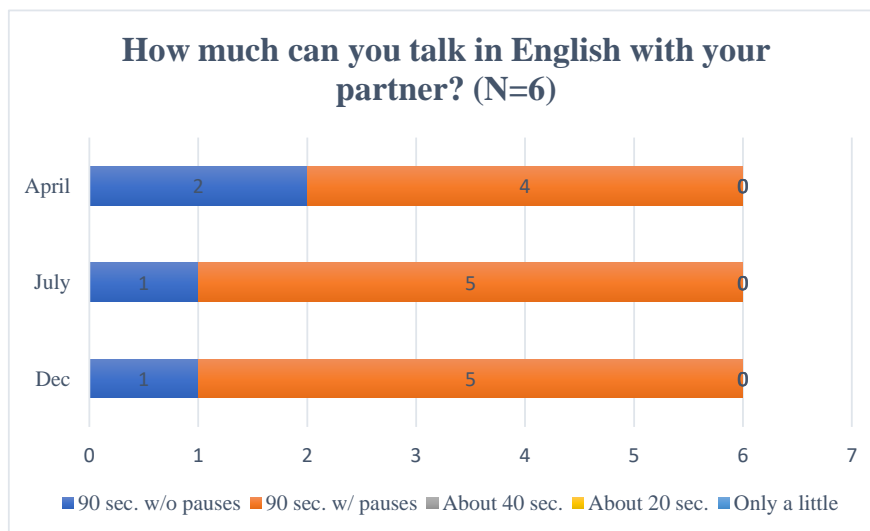
Figure 8  
*Students' perception of how well they can use fillers*



As to students' speaking skills, they were asked how long they can talk with a partner. Figure 8 shows more than half students answered that they could talk with a partner for about forty seconds in April. After three months in July, most students answered that they can talk for about one and a half minute either with or without pauses. The answers stayed the same in March, however, the actual amount of time for small talk was increased to two and a half minutes in November.

Figure 9

*Students' perception of how much they can talk in English with their partners*



**Content analysis of the survey.** Students were asked to write their comments on what they can do now after learning English in this class. Each comment was categorized by different English skills in Table 2. Some students commented on multiple skills.

Table 2

*Content Analysis of students' perception: What can you do now after learning English in this class for four months?*

Students' comments	July	Categories
I can talk more during Small Talk	2	Improvement in speaking
I especially improved my speaking skill	1	
I can ask more questions during Small Talk	1	
I can make many reactions during Small Talk	1	
I understand grammar better	4	Understanding grammar
I know which grammar rule to use	1	
I can write many English words correctly	3	Improvement in writing
I understand grammar so I can write some sentences	1	

As shown in the table above, all the students made some progress in various skills in English. The most significant was improvement in speaking skills. Most of the students mentioned about their improvement in small talk activity. Many students wrote that they understand grammar and it can be said that learning grammar in a communicative way is beneficial for students to understand grammar better. Some students mentioned about their writing skills in English. However, the improvement could be limited to writing English words (spelling correctly) and some simple sentences since they have just started learning English at junior high schools.

Table 3

*Content Analysis of students' perception: What can you do now after learning English in this class for twelve months?*

Students' comments	March	Categories
I can talk more smoothly	2	Improvement in speaking
I can ask more questions during Small Talk	1	
I can make many reactions during Small Talk	2	
I understand grammar better	1	Understanding grammar
I know which grammar rule to use	1	
I can use grammar better during conversation	1	
I can write about different topics	1	Improvement in

I know how to structure my essay better	1	writing
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As shown in the Table 3, all the students felt more improvement especially in speaking skills by the end of March. As to grammar, not just understanding grammar rules but focused is more on how to use appropriately in their conversation. Since they worked on writing essays in the second and third term, they wrote about their improvement on writing original sentences rather than spelling correctly.

### **The results of speaking test and recording time**

The number of communicative strategies used during the speaking test in July and the recording time in February were counted and compared how their usage changed over time. Table 4 and 5 show the result of two focused students, low-level student and high-proficiency student. As shown in Table 4, Hiro, low-level student, were able to use various communicative strategies in February compared to the speaking test in July. He was able to use repetitions (SV) strategies effectively in February. This is probably because this strategy was newly introduced in the second term. Although rejoinders were actively used in February test, he only used “That’s -.” type of rejoinders.

Table 4

*The number of using communicative strategies (low-level student)*

Hiro	July speaking test	February recording time	Average
Opening/closers	1	1	1
Fillers (ah, oh, etc.,)	2	4	3

Fillers (well, hmm..., etc.)	0	2	1
Rejoinders (That's -. (nice, great, etc.,) )	1	3	2
Rejoinders (I see. Sounds -. etc.,)	1	0	0.5
Repetition (words)	0	0	0
Repetition (SV)	0	3	1.5
Follow-up questions	0	1	0.5

Table 5 shows the result of one of the focus student, Rika, high-proficiency student. In the recording time conducted in February, she was able to use all the types of communication strategies that were introduced this year. She was able to ask some follow-up questions after asking prepared questions.

Table 5

*The number of using communicative strategies (high-proficiency student)*

Rika	July speaking test	February recording time	Average
Opening/closers	1	1	1
Fillers (ah, oh, etc.,)	1	4	2
Fillers (well, hmm..., etc.)	0	2	1
Rejoinders (That's -. (nice, great, etc.,) )	2	3	2.5
Rejoinders (I see. Sounds -. etc.,)	1	2	1.5

Repetition (words)	0	1	0.5
Repetition (SV)	0	2	1
Follow-up questions	1	2	1.5

### Qualitative results

This section shows the results of data collected from interviews with students and conversation analysis of small talk activity and the first speaking test.

**The first interview with students about English learning.** The first interview was completed in the following week of the first speaking test in July and the data was analyzed according to two topics, reflection on the first term and the first speaking test.

***Reflection on the first term.*** Here are some comments in the interview. These comments show how they have been learning English in this class since April.

*It has become easier to talk with other students because we know each other better now. In April, I only knew a few students so I was very nervous. (Rika in July)*

*At my junior high school, we have done conversation practice only a few times. It is fun to talk in English with other students. I think learning with others is better to learn just by myself. (Sho in July)*

*I was worried about lessons in April but now it has become easier to talk to people in English because everybody talks a lot. (Aya in July)*

***About their first speaking test.*** Here are some comments in the interview conducted in July. Students made comments about the first speaking test. They talked about how the test went for them and what they felt about it.

*The speaking test was boring compared to small talk we have during lessons. I think things went too smoothly and felt that the test time was too short. (Rika in July)*

*The test was very easy and I did not get nervous at all. (Ken in July)*

*I got very nervous during the test. The room was different and very quiet, so the atmosphere was completely different. Also, I was tired and sleepy that day, so maybe because of this, I just blanked out toward the end. (Hiro in July)*

**The second interview with students about English learning.** The second interview was conducted in March and students were asked how they felt their improvement after one year of learning in this class.

***About their improvements after one year of learning.*** Here are some comments in the interview conducted in March. Students reflected on what they have learned and how their English skills have improved.

*I'm getting used to talking in English and writing about some topics in English. I was able to understand better grammar when I use them in conversation practice. (Rika in March)*

*When I have a conversation, I can talk and respond to questions faster now. I think I can say sentences correctly now. (Hiro in March)*

*I learned how to use different reactions when I talk, so I think I was able to improve my speaking skills and when I talk, I can use grammar better now compared to April. (Sho in March)*

*About self- and peer- assessment and goal setting activities.* Here are some comments in the interview conducted in March. Students talked about how these activities affected their learning.

*Self-assessment activities were helpful because I realize what kind of things I couldn't do well and how I want to change the next time. (Rika in March)*

*Goal setting was effective because it made easier for me to focus on the things I want to improve. (Aya in March)*

*Peer-editing was helpful because I can get some new ideas from my classmate and because of this, I was able to write more for my essay. (Sho in March)*

**Conversation analysis.** In order to examine the connection between students' perception on their accomplishment and the speaking test, focus students' speaking test and one of the student's small talk in June were transcribed and analyzed based on this.

**Speaking smoothly.** Excerpt 1 shows the speaking test between two students, one of the students is the focus student with higher skills of English. This shows that the student was able to continue a conversation with the effective use of CSs. Rika's English is grammatically correct. Since it is a quite structured conversation, it was probably easy for her to do this speaking test. In February, students talked about last year's trip. Rika had more variations in terms of reactions. Also, she was able to do shadowing but not always depending on the flow of the conversation.

### **Excerpt 1 Speaking test: Rika and Sho in July**

[0.09.00]

01 Rika (.) what club are you in? [0.11.00]



02 Sho (..) I'm (.) I'm on the track and field team [0.17.00]  
03 Rika that's great (.) when do you practice? [0.21.00]  
04 Sho I practice (..) five days a week [0.25.00]  
05 Rika oh I see [0.26.00]  
06 Sho how about you? what (..) what club are you in? [0.31.00]  
07 Rika I'm in the brass band. [0.33.00]  
08 Sho That's nice. When do you practice? [0.36.00]  
09 Rika I practice five days a week [0.40.00]  
10 Sho me too [0.41.00]

### **Excerpt 2 Recording Time: Rika and Ken in February**

[0.55.00]  
01 Rika how about you where did you go? [0.57.00]  
02 Ken (.) I went to Fukui [0.59.00]  
03 Rika oh you went to Fukui that's nice [1.01.00]  
04 (.) who did you go with [1.05.00]  
05 Ken I went there with my family [1.08.00]  
06 Rika oh with your family? I see (.) what did you do there [1.16.00]  
07 Ken I (..) went (.) to Tojimbo and I ate kaisendon. [1.25.00]  
08 Rika That's great (.) did you enjoy the trip? [1.29.00]  
09 Ken Yes I did [1.31.00]  
10 Rika Oh (...) did you eat ( )? [1.39.00]

***Improvement in speaking skills.*** Compared with Rika's speaking test, Hiro, who is the other focus student with lower skills of English, had some short pauses and he sometimes used fillers in Japanese. However, his English did not have any grammatical mistakes, and he finished the test successfully although it took more time to say sentences compared to Rika. Excerpt 4 is the recording time conducted in February. Although he made small grammatical mistakes, he did not use any fillers in Japanese. Since he learned how to do shadowing in the second term, he used shadowing techniques every time he responded to his partner.

### Excerpt 3 Speaking test: Hiro and Yumi in July

[0.00.00]  
01 Hiro hi, yumi. [0.03.00]  
02 Yumi hi, Hinata. how are you? [0.05.00]  
03 Hiro I'm okay and you? [0.07.00]  
04 Yumi I'm fine. [0.09.00]  
05 Hiro えー{e::, well} (..) what's school do you go to? [0.13.00]  
06 Yumi I go to Hokubu Junior High School [0.16.00]  
07 Hiro oh (.) that's cool (...) あ{a, oh} えー{e:, well}(..) how (.)  
08 do you (.) go to school? [0.26.00]  
09 Yumi (...) I (..) go to school (...) sixteen. [0.35.00]  
10 Hiro (..)oh I see [0.38.00]

### Excerpt 4 Recording Time: Hiro and Aya in February

[0.23.00]  
01 Hiro where (.) did you go? [0.27.00]  
02 Aya I went to Chiba [0.29.00]  
03 Hiro oh you went to Chiba? that's nice [0.31.00]  
04 who did you go there (.) with [0.36.00]  
05 Aya I (.) go (..) there with my mother and grandmother [0.43.00]  
06 Hiro oh (.) you go your mother and your grandmother? that's great  
07 (..) what did you do there [0.59.00]  
08 Aya I went to Disneyland and DisneySea and I saw a carnival  
09 [1.07.00]  
10 Hiro oh you went to Disneyland and DisneySea and (..) you saw a  
11 carnival? that's great [1.19.00]

**Students' self-reflection and goal setting.** Students worked on self-reflection and goal setting worksheet as part of a preparation for the recording times in November and February, and the speaking test in July. They had practice with different partners three

times and after each practice, they assessed if they participated a conversation actively, if they were able to use phrases they learned , and if they made reactions in the conversation. Also, after the 1st and 2nd practice, students set their own goals for the following practice. After the third practice, they reflected their performance by writing whatever they felt or noticed during the practices. Here are comments students wrote as shown in the Table 4 below.

Table 4

*Students' self-reflection after preparing for the test*

---

Students' writings

---

- I was not able to ask questions so often, but it was good that I was able to answer the questions right away.
- The third practice went very well, so that was good. I sometimes forget opener so I want to practice more.
- I was able to take initiative when the partner did not ask a question. When I did not hear what the partner said, I accidentally used Japanese and said “mo-ikkai (one more time).”
- I noticed that it is important to practice a lot. I was able to make reactions and answer the questions.
- I think my speaking speed is a little slow, so I want to practice and prepare more before the test.
- I got confused when I talk so I forget some words and phrases. So, I want to practice more.

---

Note: The comments from the students above are translated from Japanese by the author.

As shown in Table 4, students noticed what accomplishment they have made and what kind of things they wanted to work on more. As shown, each student has a different thought and perception, and this activity offered an opportunity to aware their learning process and recognize where they are at in order to achieve their goals.

## **Discussion**

This section will explain and examine what has been found so far and what should be explored further in the following months in order to answer the research questions.

### **How do junior high school (JHS) students' speaking and writing skills in English change through Focus-on-Form Instruction (FFI)?**

Students' survey on their perception of learning English shows that they understand grammar better in July compared in April. Also, many students answered that they have improved their speaking skills. Considering students has been learning grammar communicatively, FFI has been enhancing students' speaking skills so far. In the second and third term, they worked on fun essay writing. They wrote about their heroes in November and about last year's trip in February. The number of words they wrote increased and through peer-editing activities, each student was able to revise his or her essay. Students were given appropriate feedback, so they noticed grammar mistakes they made and corrected them.

### **What is the impact, if any, of FFI on JHS students' speaking skills through effective use of communication strategies?**

It can be said that learning communication strategies has a great impact on students' speaking skills. All the students can use these two strategies comfortably as shown in the Figures 3 and 4, and they can use the strategies effectively in the planned FFI activities as shown in their speaking test, recording times and small talk activities. As a result, students' perception also shows that that they think they have improved speaking skills since April.

In the second and third term, students will learn how to do shadowing, use fillers and

hopefully asking follow-up questions. Combining the effective use of CSs with FFI, the research will explore how this approach affects their speaking skills.

**What impact, if any, do goal setting, self-reflection, and peer-assessment have on JHS students' attitude toward learning English in a tutorial setting?**

By working on goal setting while assessing their own performance, their thoughts and comments show that they are aware of their learning process and noticed various things as they reflected their practice. During peer-editing, as part of peer-assessment activity, students were able to learn from other students' writings and got inspired from their peers. Therefore, these activities have some positive impact on students' attitude of learning English.

### **Conclusion**

After twelve months of action research, it can be said that students have been improving their English in terms of both accuracy and fluency by learning through FFI and CSs. Although grammar rules students learn have become more complicated, many students felt that they understand grammar better and also they know how to use it in conversation. Students' answers in questionnaires and interviews show that they feel more confident using English as their learning proceeded. What is significant is not just their improvement in English, but through activities such as self- and peer-assessment and goal setting activities, students were able to aware the process of their learning. The interviews in March clearly shows that these activities had some positive impact on their English learning.

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Appendix A

Sample lesson worksheet

# Tell me about your day !

～1日のスケジュールについて話そう～

**Step 1** 先生の話聞いて、一日のスケジュールについてわかったことを表に書こう。日本語

で書いてもOK!

	何時に？	何をする？
(1)		
(2)		
(3)		





**Step 2** もう1度聞いて、聞こえたほうに○をつけよう。

(1) I get up at (six / seven).

What time ( do / are ) you get up?

(2) I have lunch ( on / at ) twelve o'clock.

(What / What time ) do you have lunch?

(3) I watch TV at ( eight / nine).

(What / What time) (do / are ) you watch TV?

**Step 3** Grammar Point

◎ What time do you get up?

(意味： )

★ What time で文をはじめ、

その後は ( ) + ( ) + ( ) ~?

<答え方>

◎ I get up at 7 a.m.

(意味： )

★ 時間の前に ( ) を置く。

<Review (復習) > What を使った疑問文 (⇒ New Horizon: Unit2 Part3)

◎ What do you do after school?

◎ I watch TV.



## Step 6 Let's interview!

クラスメートの平均的な1日について、インタビューしましょう。

- ★ 最後の⑥は、自分の好きな質問を聞きましょう。(教科書の p.170 一日の生活にのっている表現を参考にしましょう。)

	Name ⇒	自分		
①	What time do you get up?			
②	What time do you get to school?			
③	What time do you have dinner?			
④	What do you do after dinner? (注意：すること)			
⑤	What time do you go to bed?			
⑥				

<<Model Dialog>>

A: Hi, ○○.

B: Hi, ○○.

A: What time do you get up?

B: I get up at ....

A: Oh, me, too. What time ...?

•

•

•

\*Change the role.

A: Nice talking with you.

B: Nice talking with you, too.

## Appendix B

### Sample Students' self-reflection worksheet

Name: XXXXXXXXXX

振り返りシート：1分間、クラスメートと会話しよう！

A よくできた B まあまあ良くできた C あまり良くできなかった D 全くだめだった

<1 回目>

1. 会話に積極的に参加できましたか? < B >

2. 今までに習った英語を使って会話を続けることができましたか? < B >

3. リアクションを言うことができましたか? < A >

2 回目の目標: 上手に相手に会話を続けること。

<2 回目>

1. 会話に積極的に参加できましたか? < B >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

3 回目の目標: しっかり相手に関心する予定です。

<3 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

★ この活動を行って自分がよくできたこと、できなかったこと、会話の中で気づいたことなど、自由に書こう。  
最後少し順番が変わってしまったとしても自分から気づけてできた。聴こえなかったときに「もう一回」というのを日本語でいってしまっ。

Name: XXXXXXXXXX

振り返りシート：1分間、クラスメートと会話しよう！

A よくできた B まあまあ良くできた C あまり良くできなかった D 全くだめだった

<1 回目>

1. 会話に積極的に参加できましたか? < B >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

2 回目の目標: 相手の会話内容を理解する。

<2 回目>

1. 会話に積極的に参加できましたか? < B >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

3 回目の目標: 相手の会話を続ける。

<3 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

★ この活動を行って自分がよくできたこと、できなかったこと、会話の中で気づいたことなど、自由に書こう。  
質問はあまりわからなかったけど、質問にたいして答えは手紙に書いたから大丈夫と思う。

Name: XXXXXXXXXX

振り返りシート：1分間、クラスメートと会話しよう！

A よくできた B まあまあ良くできた C あまり良くできなかった D 全くだめだった

<1 回目>

1. 会話に積極的に参加できましたか? < B >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

2 回目の目標: リアクションはいろいろなものを言う。

<2 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

3 回目の目標: 質問に答える時はスラスラ言うようにする。

<3 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

★ この活動を行って自分がよくできたこと、できなかったこと、会話の中で気づいたことなど、自由に書こう。  
3回目はスラスラできたのでよかったです。基本的なあいさつは忘れてしまおうとことがあるのでしっかりおぼえておきたいです。

Name: XXXXXXXXXX

振り返りシート：1分間、クラスメートと会話しよう！

A よくできた B まあまあ良くできた C あまり良くできなかった D 全くだめだった

<1 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

2 回目の目標: まがあかないようにする。

<2 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

3 回目の目標: 相手の目を見て話す。

<3 回目>

1. 会話に積極的に参加できましたか? < A >

2. 今までに習った英語を使って会話を続けることができましたか? < A >

3. リアクションを言うことができましたか? < A >

★ この活動を行って自分がよくできたこと、できなかったこと、会話の中で気づいたことなど、自由に書こう。  
話すスピードが少しおそかった。だからテストのときまでにみんなの話を

## Appendix C

### Rubric for the recording time

My last year's trip 【アドバイス表】

項目		基準	A～C		
関心 意欲 態度	<積極性> 笑顔・アイコンタクト	1. アイコンタクトをしながら自然な笑顔で英語を話すことができたか。	A(2) 両方ともできた	B(1) どちらかはできた	C(0) ひとつもできなかった/ワークシートを見た
	<話し方> 声の大きさ	2. はっきりと聞こえる大きな声で話すことができたか。	A(2) はっきり聞こえた	B(1) 一応聞こえた	C(0) 聞こえずらかった
表現	<話し方> 発音	3. 英語らしい発音で話すことができたか。	A(2) 英語らしい発音でできた	B(1) カタカナ英語になるときがあった	C(0) カタカナ英語が多かった
	<CSの活用> あいさつ	4. 最初と最後のあいさつができたか。	A(2) 両方ともできた	B(1) どちらかはできた	C(0) ひとつもできなかった
	<CSの活用> リアクション・シャドーイング	5. リアクションやシャドーイングで積極的に会話に参加することができたか。	A(2) 両方ができた/たくさん使って会話を盛り上げた	B(1) どちらかはできた/2, 3回は使った	C(0) ほとんどできなかった/ワークシートを見た
	<CSの活用> フォローアップの質問	6. 相手の話に関する質問をして会話の発展に貢献できたか。	A(2) たくさん質問して会話をもりあげた	B(1) 1, 2個は質問できた	C(0) ほとんどできなかった/ワークシートを見た
	<CSの活用> つなぎ言葉	7. つなぎ言葉で不自然な沈黙(5秒以上)をなくすことができたか。	A(2) 沈黙はほとんどなかった	A(1) 時々沈黙があった	C(1) 沈黙が多かった
	<言語材料の活用>	8. 疑問詞等を使っていろいろな質問をすることができたか。	A(2) 間違えずにすらすらとできた	B(1) 言い直したが、できた	C(1) できなかった/ワークシートを見た
	<言語材料の活用>	9. 既習文法を適切に用いて質問に答えたり、関連質問を組み立てることができたか。	A(2) 間違えずにすらすらとできた	B(1) 言い直したが、できた	C(1) できなかった/ワークシートを見た

## Appendix D

### Rubric for the fun essay writing

【評価表 “My Last Year’s Trip” Fun Essay】

Name: \_\_\_\_\_

#### (1) 内容・正確さ

評価基準	得点
自分の去年の旅行について、適切な文法、表現を使えており、文法の誤りがほとんどない。モデル文に書かれている英文以外にも、英文を書いている。	7
自分の去年の旅行について、適切な文法、表現を使えているが、文法の誤りが少しある。	5
自分の去年の旅行について、適切な文法、表現を使えているが、文法の誤りが多い。	3
自分の去年の旅行について、適切な文法、表現が使えておらず、文法の誤りが多く、内容があまり理解できない。	1

#### (2) 文章の長さ

評価基準	得点
80 語以上書けている。	5
70 語以上書けている。	3
60 語以上書けている。	2
書かれている内容が 60 語未満である。	1

#### (3) 関心・意欲・態度

評価基準	得点
<ul style="list-style-type: none"><li>イラストを描き、色を塗って丁寧に仕上げている</li><li>文字が読みやすく、丁寧に書かれている。</li></ul>	5
イラストは描いてあるが、色を塗っていない。	3
イラストが描かれていない。	1

TOTAL SCORE

/ 17







(4) つなぎ言葉がつかえる (fillers)

- ア. 自然に使いこなせる                      イ. たまに忘れるがだいたい使える  
ウ. あまり使えていない                      エ. 使えない

6. 3学期のレコーディングタイムと英作文 Fun Essay (My Last Year's Trip) の感想を書いてください。

8. 1年間取り組んだ Small Talk (レッスンの最初にする英会話) は効果的でしたか。そう思うのはなぜですか。

9. コミュニケーション (ペア練習など) を通して英文法を学ぶことは役に立ちましたか。どのようなことを学びましたか。

## Appendix E

### Conversation Analysis

#### Speaking test: Rika and Sho in July

[0.00.00]  
01 Rika (...) hi Sho [0.02.00]  
02 Sho hi, Rika (.) how are you [0.05.00]  
03 Rika I'm good and you? [0.07.00]  
04 Sho I'm fine [0.08.00]  
05 Rika (...) what club are you in [0.11.00]  
06 Sho (...) I'm (.) I'm on the track and field team [0.17.00]  
07 Rika that's great (.) when do you practice? [0.21.00]  
08 Sho I practice (...) five days a week [0.25.00]  
09 Rika oh I see [0.26.00]  
10 Sho how about you? what (...) what club are you in? [0.31.00]  
11 Rika I'm in the brass band [0.33.00]  
12 Sho That's nice. When do you practice? [0.36.00]  
13 Rika I practice five days a week [0.40.00]  
14 Sho me too (.) what subject do you like [0.44.00]  
15 Rika I like technology and home economics [0.47.00]  
16 Sho oh (.) I see how do you come to school [0.53.00]  
17 Rika I come to school (.) by bike [0.57.00]  
18 Sho oh I see [1.00.00]  
19 Rika (.) what subject do you like [1.07.00]  
20 Sho (...) I like history [1.10.00]  
21 Rika that's nice (.) nice talking with you [1.12.00]  
22 Sho you too [1.13.00]

#### Speaking test: Hiro and Yumi in July

[0.00.00]  
01 Hiro Hi, yumi [0.03.00]  
02 Yumi Hi, Hinata. how are you [0.05.00]  
03 Hiro I'm okay and you? [0.07.00]  
04 Yumi I'm fine. [0.09.00]  
05 Hiro えー{e::, well} (...) what's school do you go to? [0.13.00]  
06 Yumi I go to Hokubu Jnior High School [0.16.00]

07 Hiro oh (.) that's cool (...) あ{a, oh} えー{e:, well}(..) how (.)  
do  
you (.) go to school? [0.26.00]

08 Yumi (...) I (..) go to school (...) sixteen. [0.35.00]

09 Hiro (..)oh I see [0.38.00]

10 Yumi えっと{e::to, well} why you (..) what go to school [0.44.00]

11 Hiro えー{e::, well} I go to (..) えー{e::, well} Higashiura Junior  
High School [0.53.00]

12 Yumi (.) really? (...) what (....) nice talking with you [1.13.00]

13 Hiro you too [1.15.00]

### Small talk: Hiro and Mari in June

[0:00.00]

01 Hiro (((Hiro looks at his handout ))) [0.06.00]

02 Hiro oh how about you (..) how about you? [0.08.00]

03 Mari I'm fine and you? [0.12.00]

04 Hiro I'm (..) good [0.15.00]

05 Mari what school do you go to [0.18.00]

06 Hiro え?{e, oh}(.)|what school(...)do >you like to go to?< え? {e,  
|((Hiro scratches his head))  
Oh?} [0.21.00]

07 Mari (((Mari turns to her desk and checks her handout and turns  
back to Hiro))) what school do you go to? [0.30.00]

08 Hiro えーと {e::to, well} なに? {nani, what} by bike? ((( Hiro  
checks his handout))) (...) I go to school by bike (...) えっ  
と {e::to, well} what do(..) what what |have あ {a, oh}(.)  
|((Hiro picks up his  
handout and checks)  
what do you have for breakfast? [0.54.00]

09 Mari I have (...) rice and soup [1.01.00]

10 Hiro oh(.)really? [1.03.00]

11 Mari (...) how do you go to school? [1.09.00]

12 Hiro えーとなんだっけ{e::to nandakke, well, what is it?} (((Hiro holds  
his binder and looks at this handout))) (...)I go to え? (e,  
oh?) [1.22.00]

## Recording Time: Rika and Ken in February

[0.00.00]  
01 Ken Hi, Remina [0.01.00]  
02 Rika Hi, Ken how are you [0.02.00]  
03 Ken I'm okay and you [0.03.00]  
04 Rika I'm good [0.04.00]  
05 Ken (..) what did you go? あ{a, oh} (..) let's talk about last year's  
06 trip [0.11.00]  
07 Rika Okay [0.12.00]  
08 Ken where did you go [0.16.00]  
09 Rika well (..) I went to Ishikawa last year [0.21.00]  
10 Ken oh you went to Ishikawa? that's nice (..)who did you go there  
11 [0.26.00]  
12 Rika I went there with my family [0.28.00]  
13 Ken oh you went to with your family that's nice (..)え{e, oh}  
14 (..)who(..) what did you do there [0.41.00]  
15 Rika I went to Ayatoribashi and I went to usagino-sato [0.47.00]  
16 Ken sounds (..) sounds fun (..) did you enjoy the trip? [0.53.00]  
17 Rika yes I did (..)how about you where did you go? [0.57.00]  
18 Ken (..) I went to Fukui [0.59.00]  
19 Rika oh you went to Fukui that's nice(,) who did you go with  
20 [1.05.00]  
21 Ken I went there with my family [1.08.00]  
22 Rika oh with your family? I see (..) what did you do there [1.16.00]  
23 Ken I (..) went (..) to Tojimbo and I ate kaisendon. [1.25.00]  
24 Rika That's great (..) did you enjoy the trip? [1.29.00]  
25 Ken yes I did [1.31.00]  
26 Rika oh (...) did you eat local food? [1.39.00]  
27 Ken yes I did [1.40.00]  
28 Rika (..) I see [1.41.00]  
29 Ken (..) by the way what do you (..) which do you like season?  
30 [1.51.00]  
31 Rika well(..) I like (..) spring [1.53.00]  
32 Ken oh you like spring that's nice (..) why [1.59.00]  
33 Rika I like (..) Sakura [2.04.00]  
34 Ken oh you like Sakura that's nice [2.07.00]

35 Rika how about you (.) which do you like season? [2.11.00]  
36 Ken I like (..) summer [2.16.00]  
37 Rika oh you like summer (.) why [2.19.00]  
38 Ken I ate (.) shaved ice [2.24.00]  
39 Rika that's nice [2.25.00]  
40 Ken nice talking with you [2.26.00]  
41 Rika you too [2.27.00]

### **Recording Time: Hiro and Aya in February**

[0.00.00]  
01 Hiro hi Aya [0.01.00]  
02 Aya hi Hiro how are you [0.02.00]  
03 Hiro I'm sleepy and you? [0.04.00]  
04 Aya I'm okay [0.05.00]  
05 Hiro well (.) so let's talk about last year's trip [0.09.00]  
06 Aya okay [0.11.00]  
07 Hiro where (.) did you go? [0.14.00]  
08 Aya I went to Chiba [0.15.00]  
09 Hiro oh you went to Chiba? that's nice who did you go there (.) with  
10 [0.23.00]  
11 Aya I (.) go (..) there with my mother and grandmother [0.30.00]  
12 Hiro oh (.) you go your mother and your grandmother? that's great  
13 (..) what did you do there [0.49.00]  
14 Aya I went to Disneyland and DisneySea and I saw a carnival  
15 [1.16.00]  
16 Hiro oh you went to Disneyland and DisneySea and (..) you saw a  
17 carnival? that's great (..)well what (..) did you enjoy the  
18 trip [1.40.00]  
19 Aya Yes I do how about you what (..) where did you go [1.47.00]  
20 Hiro well (..) I (..) I go (.) to the gifu [1.53.00]  
21 Aya oh you went to Gifu? I see who did you go with [1.59.00]  
22 Hiro ẽ{e, oh} (..) there go with my family and with my cousin  
23 [2.07.00]  
24 Aya oh you went to your family and cousin? I see what (.) did you  
25 do there [2.16.00]  
26 Hiro ẽ{e, oh} (..)I (..) I saw river and I ate soba [2.25.00]

27 Aya you saw river and I (..) you ate soba that's nice (..) did you  
28 enjoy the trip? [2.30.00]  
29 Hiro yes I did [2.31.00]  
30 Aya oh you enjoy the trip that's nice [2.32.00]  
31 Hiro what's your favorite Disney (..) land (..) food 2.40.00]  
32 Aya I like popcorn [2.42.00]  
33 Hiro oh you like popcorn (.) that's nice (.) nice talking with you  
34 [2.44.00]  
35 Aya you too [2.45.00]