

## 1. Title

The Implementation of Communicative Language Teaching (CLT), Three-part framework, and Skills Integration in Japanese high school education

## 2. Context

Level: First year students in High School

Class size: 39

Time: 50 mins, 2(3)/week

※There are 3 classes per week. One class is with ALT teachers to learn how to present in front of the crowd in English. In other two classes, they learn and do some activities based on the textbook.

Class Content: English Communication I

Textbook: Blue Marble (Suken Shuppan) Communication based

ViewPoint, Front Runner (Suken Shuppan) Structures, grammar

This class is one of the top classes in the first year as they get higher scores on any subjects. Also, they were rewarded second spot for the sports festivals. They are very energetic, passionate, but also diligent. They are generally friendly and cooperative, and they become all quiet when the bell rings. I would say this is one of “the ideal classes” the teacher could ask for. However, there still are problems such as some students who are falling behind. Some of them entered this school via sports scholarship so their grades in junior high school are relatively lower than others. One of the challenges as a teacher is to support them while enhancing those that excel in their studies.

Though they are quiet during class, they can get noisy when they are with their friends. They can also talk in loud voice when they are speaking in Japanese. It was my challenge to figure out how I can get them out of their shells even when they are using English during English class.

## 3. Goal

The goal of my AR is for my students to be able to communicate in speaking activities with appropriate usage of communicative strategies in a CLT-based class.

○Your clear and measurable objective

- (1) 80 percent of the students will be able to talk around 3 minutes.
- (2) All Students will be able to use more than five conversation strategies.
- (3) Students will feel more confident when speaking English.

(4) 80 percent of the students will be able to write more than 100 words.

#### ○ RESEARCH QUESTIONS

(1) How can we make the high school English classes more communicative?

(2) How can communication strategies help students communicate in English?

#### **4. Literature Review**

This literature review explores my research on “Developing high school students’ speaking skills through communication strategies in a three-part framework class”. It focuses on the traditional methodology, English education in Japan, communicative language teaching, communicative competence, communication strategies, three-part framework and skills integration.

#### **Traditional Methodology: Classical Method, Grammar Translation Method, and Audiolingual Method**

In the Western world, language had been taught by means of the Classical Method for centuries. It was originally used to teach Latin or Greek for Roman and Greek literature was valued back then and therefore, the educational goal was to learn grammar and be able to read and write in these languages. In the nineteenth century, it has started to be known as Grammar Translation Method (GTM), which place more emphasis on grammatical rules as the basis of native and second language translations. Below are the eight main characteristics stated by Prator and Celce-Murcia (1979, p.3) :

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of the texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

Later, a pedagogy grounded in linguistic and psychological theory derived from Skinner’s Behaviorist

Psychology called the Audiolingual Method (ALM) had become popular among language learners. In order to accomplish conditioning and habit-formation, mimicry and pattern drills were often practiced in this method. The Audio-Lingual method considered language simply as form of behavior to be learned through the formation of correct speech habits (Thornbury 2000, p.21). In 1950s, Chomsky theorized the structures of the languages and how the children have the capacity of subconsciously acquiring the system of a language. From this idea, a cognitive code learning, which included explanations of grammatical items and structures while keeping the basis of ALM such as drilling, soon appeared.

Although the traditional ways of teaching have helped learners, there are some disadvantages regarding these pedagogies. As for GTM, learners can comprehend more about phraseology and the concepts because it enables learners to translate the language accurately. This method allows learners to learn grammar, reading, and writing in their own language which leads to better understanding. However, these methods pay little attention to speaking or content. Researchers such as Lee and VanPatten (2003) claimed that “traditional instruction consisting of drills in which learner output is manipulated and the instruction is divorced from meaning or communication is not an effective method for enhancing language acquisition” (p.137).

Brown (1994) argues that “It does virtually nothing to enhance a student’s communicative ability in the language.” Ovando and Collier (1985) also criticized that “it has little or no basis in experimental research in linguistics. This method is seen as extremely inappropriate for teaching modern second languages, given our concern today for full communicative competence in languages (p. 72). The ALM, on the other hand, focuses on speaking and listening, as “audio” means listening while “lingual” means speaking aspect respectively, with tons of drills and practices in a teacher-dominated class. Although it emphasizes “speaking and listening” skills, it does not heed on communicative competence nor meaning. Moreover, these traditional teaching styles make students passive as described in Atlas Complex. Lee and VanPatten (2003) depicted the situation like this: “authoritative transmitter of knowledge and receptive vessels are the primary roles, respectively, that instructors and students play in many traditional classrooms” (p. 6).

### **English Education in Japan**

English Education in Japan has been often criticized both from inside and outside the country for its failure on many aspects. According to Education First English Proficiency Index Report (EF EPI, 2021), Japan ranked 78th among 112 countries. As for the result of Test of English as a Foreign Language (ETS,

2017), we can conclude that English Education is far from success judging from the fact that Japan is 5th from the bottom among 30 Asian countries (Aoki, 2016). Scores on the Test of English for International Communication (TOEIC) are said to have been lower than those of other Asian countries. In fact, in 2000, the only countries that had lower average scores were Afghanistan, Laos and Cambodia (Voigt, 2001). Unfortunately, Sawa (1999) concludes that Japanese TOEFL (The Test of English as a Foreign Language) are doing not so well plus showing poor ability.

Moreover, The Ministry of Education, Culture, Sports, Science and Technology (MEXT) released the shocking results of its study. Approximately, “47 percent of junior high school students in their third year achieved the English skills that are equivalent of Grade 3 of the Eiken Test in Practical English Proficiency or higher while 46.1 percent of third-year high school students mastered English skills that are the equivalent of Grade Pre-2 of the same test or higher.” (MEXT, 2022)

Despite the hardships and the challenges, the Japanese government has continuously attempted to change the sullen situation. For instance, the education ministry announced that "it is essential that our children acquire communication skills in English," in 2002. This has become basics of the reforms of English education later on. Since this year, English activities in Elementary School and English Classes conducted in English in junior high school have begun. It also officially introduced "Action Plan" in order to develop the Japanese English skills in the following year of 2003. In 2013, English Education Reform Plan Corresponding to Globalization have initiated. Since then, English has become a member of a regular subject in elementary schools. Even the high school classes are expected to be taught in English. In the same year, the government announced National University's Reform Plan in November. The latest Course of Study has started from 2020. The goal is to develop students' communicative ability in a globalized world and to foster Japanese identity.

What can be the cause of the surprisingly low English proficiency among Japanese? One reason is that passing entrance exams and studying at prestigious and top-level universities are considered essential in order to be “successful”. These universities tend to require reading and writing skills mainly, which teachers and students focus greatly on. After all, this is generally the only motivation to learn the language.

## **Communicative Language Teaching**

Communicative Language Teaching (CLT) is based on the idea that language should be learned by communicating meanings to others. Brown (2007) described it as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes”. (p. 378) He offers four interconnected characteristics of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

(p.241)

In order to provide more opportunities for students to interact with each other, teachers should not just play a role of instructors but also facilitators of conversational activities. Littlewood (2014, p. 352) explains that

*To implement these new practical demands teachers have had to make major changes and attitudes – to change their conception of their own role from that of a transmitter of knowledge to that of a multi-role educator, and to change their conception of language learning from one based on language acquisition to one based on the holistic development of competence.*

## **Communication Strategies (CSs)**

In the CLT style, communication strategies (CSs) are usually introduced to students as CSs are regarded as important vehicles for producing pushed output (Ellis,1997). They are used by both natives and the non-native speakers yet non-natives often cannot make fully use of them. Though the definitions slightly

differ among researchers, they generally agree that CS is efficient when facing communication problems. For instance, Poulisse (1989) defined CSs as “strategies that a speaker used to solve the communication problems, which are caused by the lack of appropriate forms in the mental lexical. The speaker compensates either by going to the conceptual stage or by trying out alternative linguistic formulations.” Corder (1978) introduces them as “a systematic technique employed by a speaker to express his own idea when faced with some difficulties.” Also, Ellis (1994) states that they are “procedural skills which learner used to overcome the inadequacies of their interlanguage resources.”

Furthermore, CSs can be classified into reduction strategies and achievement (compensatory) strategies. According to Faerch and Kasper (1983), Reduction strategies are, in short, avoiding utterances or reducing the amount of talking. It can be further divided into topic avoidance, message abandonment, and meaning replacement. (pp. 43-44). On the other hand, achievement strategies, also known as “communicative recourses expanding strategies (Corder 1983)” is to aggrandize the opportunities to achieve their goals to communicate. Faerch and Kasper (1983) describes it involves “code switching”, “interlingual transfer”, “inter/intralingual transfer”, “Interlanguage based strategies”, “cooperative strategies”, and “non-linguistic strategies” (pp.46-52). Achievement strategies are effective CSs use to maintain and develop conversation as reduction strategies will end the conversation.

What we should be aware of is that CSs is not something that can be acquired speedily for some learners. However, all great things are achieved with persistence and continued practice. The students need time to practice until they can acquire them as Sato (2005) explains that learners need ample opportunities to use strategies in spontaneous communication for explicit strategy training to be successful over time.

The following are the techniques that I introduced as communication strategies.

- A) Opener
- B) Closer
- C) How about you?
- D) Rejoinders
- E) Shadowing
- F) Follow-up questions

It is important for learners to use such communication strategies in order to have negotiation for meaning in their conversation. Introducing all of them at once will confuse them, I thus introduced them one at a time each class.

### **Communicative (Interactional) Competence**

Communicative Competence (CC), one of the central concepts of CLT, refers to the learners' ability to communicate with others in a socially appropriate way. Hymes (1972) argued that communicative competence does not only include grammatical competence but also as the ability to use grammatical competence in all kinds of communication. Savignon (1972, 1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence. She described communicative competence as "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972:8). According to Canale and Swain (1980), communication competence (CCs) is "Grammatical competence- the knowledge of what is grammatically correct in a language; Sociolinguistic competence-the knowledge of what is socially accepted in a language; Strategic competence-the knowledge of how to use communication strategies to communicate intended meaning." (p. 49) The Discourse competence was subsequently added to this three-component definition by Canale (1983).

We also need to consider psycho-social factors such as motivation, attitude, confidence, and resilience; as well as environmental barriers and support as they can influence the development of communicative competence (Light, 2003).

### **Three-Part Framework**

Brown (2007) proposed one of the reading strategies for the second language learners, which is called three-part framework. It consists of three phases: pre-reading, while-reading, and post-reading.

As for the pre-reading, teachers prepare activities for students to think about the topic before reading as activating students' background knowledge, also known as "schemata", should be activated to read smoothly according to Rumelhart (1980, p.34).

After the first stage comes while-reading phase. Teachers assist students to read better by giving activities that help them read the passages over and over again. This helps them more than merely explaining

all the stories and its details as “explicit explanation is not necessary for successful acquisition” (Van Patten and Oikennon 1996).

The final stage, post-reading, is when students organize and express what they read. By doing so, they can deepen the comprehension of the text and learn more from the text.

### **Skills Integration**

Though language skills have been separately taught including classes in Japan, they are often used simultaneously in our daily lives. The idea here is that skills integration can develop learners’ ability by combining reading, writing, listening, and speaking in contexts to make it more authentic. It is an integral part of teaching language as it leads to a more efficient language learning. According to Selma and Selen (2010), all language skills are essential in the teaching and learning process and combining these skills will affect positively on the learners’ success. Also, Hinkel (2006) argues that only when communication occurs in skills integration will it be helpful for learners rather than learning skills one by one. In addition, Hadley (2001) asserts that it is essential to consider ways to integrate skills in language practice “so that skills are not artificially separated” (p. 337).

The following seven remarks are citations from Brown (2007).

1. Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
2. Interaction means sending and receiving messages.
3. Written and spoken language often bear a relationship to each other; to ignore that is to ignore the richness of language.
4. For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
5. By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.



6. Often one skill will reinforce another; we learn to speak, for example, in part by modelling what we hear, and we learn to write by examining what we can read.
7. Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act. (p. 286)

Hence, it can be said that skills integration is crucial in the CLT methodology.

## **5. Research Design**

### **5.1 Instruments for collecting data**

Instruments used for collecting relevant quantitative and qualitative data:

- a) Survey Questionnaires
- b) interviews with three deep-data participants
- c) classroom observations / teacher reflections
- d) recording (speaking performance test)
- e) content analysis

*Note:* Surveys, self-evaluations, and interviews were carried out in Japanese, and the researcher translated it into English.

Most participants took recording (speaking performance tests) once per term. The results will be used to compare and integrate with the survey results administered at the end of the year. Surveys and assessments on the usefulness of CS and activities along with other questions were administered on the condition of anonymity. On the contrary, in order to reflect upon their development, the participants were asked to write their own names for the self and peer evaluation. All of the students answered the five-point Likert scale survey questions including some open questions at the beginning and the end of the term by reflecting upon their learning experience through CLT. The items of the questions were based on the categories and descriptions on the rubrics used for speaking performance test.

Concerning interview with the three deep-data students, most of the questions were formed based on questions for surveys and self-reflection. The researcher asked them questions about their development of

speaking abilities based on their speaking performance result. After gathering information, the researcher integrated the results from all sources of data.

### 5.2 Research Design Map

This research employs a triangulated, explanatory, sequential mixed method design as below. A combination of quantitative and qualitative method is needed to address the research question. *Figure 1. Triangulated, explanatory, sequential mixed method design*

April	May	June	July	August	September	October	November	December	January	February	March
Initial Survey Open Qs QUAN/qual		Analysis		Post-course Informal Survey Open Qs QUAN/qual		Analytical Mixing Stage1	Analysis	Survey Open Qs		Follow-up Survey Open Qs	
			Interview Qual					Interview Qual			
				Performance Test Qual				Performance Test Qual			Analytical Mixing Stage2

### 5.3 Interview of Deep-Data Participant

The names recorded in this report are pseudonyms, and the students were chosen based on communicative English ability ranging from low (Taro), intermediate (Hana), and high (Ken) in order to potentially observe a fuller spectrum of responses. The interview questions were written with a reiterative, overlapping nature in order to elicit thorough answers to my research questions.

Student	Gender	Level
Ken	M	H
Taro	M	L
Hana	F	M

Table 1. Summary of Deep-Data Participant Characteristics

Note: F=female, M=male, H=higher level, M= middle level, L= lower level

## 5.4 What I did

### (a) A three-part framework for reading

One of the strategies that I used in this English Communication class is called a three-part framework (1) pre-reading (2) while-reading (3) post-reading. This approach seemed to work well with this class. I introduced this approach into my lesson. I showed students pictures of the text to help them predict the story. Also, during a while-reading part, I included silent reading to understand the gist, introducing 6 vocabulary, answering comprehension questions by second silent reading. Moreover, I tried to have students retell or write summaries using some key words as a part of post-reading, which may have been too difficult for some. I thus have tried some writing essays related to the topic of the sentences instead.

### (b) Fun essay

Fun essay is to write about topics that students practiced orally. By making connections between speaking and writing, students English skills will improve. In the first semester, I only got them to write about simple topics. In the second semester, they were ready to write at a certain level, so I assigned them the Fun essay whose topic is about peace.

Ken's work

### A school bag that crosses the sea

I think that peace mean that everyone can live happily ever after. But if you ask me about the current state of the world, I think the world is not peaceful now. Because I myself live in peace now, but when I look around the world, there are still many wars going on. In addition, there are various problems that affect daily life in the world, regardless of war. One of them is that there are children who can't go to school even if they want to. When I heard this problem, I researched and thought about what I could do. I thought about what I could do, but all I could think of was donating money for the children. And when I looked it up on the internet, it was written about donating school supplies. I learned that you can donate used school bags, stationery that you no longer need, and a variety of other things. The idea of donating school supplies came as a surprise to me. I thought it would be nice to send the ransoseru, which had finished its role in the sixth grade of elementary school, overseas and deliver it to someone who would be happy to use it.



## What is peace ?

what is peace ? I think it would be a world without war. There is currently a war going on in Ukraine. I think everyone's cooperation is necessary to make the world peaceful. Is there anything we can do? We thought we could raise money. There are many other countries that are not at peace. So we must always think about what we can do and act accordingly. Then peace will come.



## Problems in the world

I think peace is life without wars and people who all of the world can live happy. But I think this world that we live is not peaceful. Because we are facing a lot of problem now. I want write about two of the most serious problems .

The first problems is "The war of Ukraine and Russia". It is started on February 24 in 2022. I think People in these countries cannot enjoy living everyday because of the war. It caused not only Ukraine and Russia but also all of the world to be rise in prices. By doing this some people's life is hard.



The second problems is "Poverty". Some children in the world can't go to school because they are poor. So I'm going to do some volunteer work that I can do in Japan. I think we can make these children's life happier to do some works, for example, we donate some money to built schools. I think such volunteer works will enable many children go to school, and they can study a lot of very important and interesting things. I think studying these things is very important to lives.



### (b) Timed-conversation with CSs

I introduced timed-conversation with CSs at the beginning of the class as using CSs is important to speak naturally and smoothly in English. Students were to practice timed-conversation using CSs every class. The students in this class basically just do what they are told so when I first did timed-conversation, they merely talked about the topic and then finished. Therefore, I introduced CSs. As some CSs such as follow-up questions and shadowing are difficult to acquire, I introduced each CS separately. I gave students the sheet of conversation strategies and rubric for evaluation. First, I introduced openers and closer. Students got used to using "How are you doing?", "How about you?", and "See you soon." soon. Then, I showed them how there are many ways to respond to whoever they are talking to by introducing "rejoinders" such as "That's cool", "Sounds great" and "That's too bad". The CS called shadowing was a bit challenging as they are required to

repeat what their partners said. But because this is also common when speaking Japanese, some soon got the hang of it, and could “shadow” their partners’ words that helped their conversation flow. I introduced follow-up questions last. I first thought that this was not as difficult as it seems for they just need to ask questions that are relevant to what their partners were talking about. However, many had problems even with coming up with questions let alone figuring out the appropriate English vocabularies to express them. In order to solve this problem, I did this activity where students are divided into groups of 4 to 5 and come up with as many questions as possible. They each took turns to write the questions on the chalkboard. I also prepared a similar activity and this time, they are in pairs, and each take turns to come up with a question concerning the given topic. This time, they had to do it orally, which seemed to be quite challenging for some students.

By the end of 1<sup>st</sup> semester, they learned all 6 of them. They were practicing how to use them during the timed-conversation in 2<sup>nd</sup> semester.

### **(c) Rubric**

I made a rubric for the first and second speaking test to clarify the evaluation, and I gave it to students a month before the speaking tests. Students evaluated themselves after practicing small talk. I divided the rubric into four competences: (1) fluency & content (2) Accuracy (3) Delivery (eye contact & volume) (4) conversation strategies. I also made a rubric for fun essay as well, which had these following competences: (1)accuracy (2)content (3) words (4) design. (see Appendix D1&2)

### **(d) Recording (Speaking test)**

The first speaking test was held at the end of the first semester. Partners were whoever they were sitting beside in the classroom. Because I could not find a vacant room to do it, I decided to do the recording in the same classroom. Because each of them has their own iPads, I realized that they may come in handy for teachers like me who do not have much access to facility. I got them to make groups of four and while two pairs are doing speaking, one of them records with their iPads and the another evaluates and write comments about them. Though some parts of the recording were not clear due to the noise, it was successful and quite efficient as the whole recording finished within 30 minutes.

## 6. Results

### (a) Data from students' survey in March (Appendix H)

Chart 1. How much could you talk during timed conversation?		3 mins or more	2: 30 ~2:59	2:00~2:29	1:00~1:59	Less than 1 min
	April	46%	32%	10%	5%	7%
	March	78%	12%	6%	4%	0%

Chart 1 – “How much could you talk to a partner during Timed Conversation?” shows almost 80 percent of students could keep talking in English over 3 minutes in March though there were only 46 percent in April. Because of this increase, we can see the decrease in the numbers of the students who could talk within 2 minutes. In addition, even though 7 percent of students were not able to talk even 1 minutes in April, there are none in March. We can infer from these facts that all students have improved their speaking skills gradually.

Chart 2 How many CSs were you able to use?						
1. Opener		Always	Almost Always	Sometimes	Rarely	Never
	April	32%	48%	15%	3%	2%
	March	68%	23%	9%	0%	0%
2. Closers		Always	Almost Always	Sometimes	Rarely	Never
	April	30%	45%	13%	7%	5%
	March	64%	20%	16%	0%	0%
3. How about you?		Always	Almost Always	Sometimes	Rarely	Never
	April	25%	35%	28%	8%	4%
	March	60%	25%	13%	7%	0%
4. Rejoinders		5 kinds or more	3 to 4 kinds	2 kinds	1 kind	None
	April	21%	45%	22%	11%	1%
	March	44%	30%	16%	10%	0%
5. Shadowing		Many times	Several times	About three	1 to 2 times	Never
	April	10%	26%	20%	23%	21%
	March	35%	23%	20%	20%	2%
6. Follow-up		3 questions or more	2 questions	1 question	Sometimes 1 question	Never

questions	April	8%	25%	24%	27%	16%
	March	20%	28%	29%	10%	13%

Chart 2 reveals how many CSs students are able to use during Timed Conversation. The students compared each CS skill between April and March. As for openers, almost 70 percent of them can always use and around 20 percent, which is over 90 percent when added up, can almost always use opener and closer now. We can conclude that all of the students could acquire them. Same thing can be said for the closers, which is similar to the opener in general. In April, approximately half of the students could already use “How about you?” and rejoinders. All students had no problem asking “How about you” to each other and can use more than one kind of rejoinders naturally by March according to the chart.

On the other hand, shadowing and follow-up questions seemed to be challenging to certain students compared to openers, closers, and rejoinders. For shadowing, there were 21 percent students who could not use at all in April, but now 78 percent of them can use it naturally three times or more. Though most of the students could use this skill, some are still struggling to use it when talking in English.

It was good to know that students have gradually become used to using CSs during the timed-conversation practices.

Table 1: Sample Students’ comments about a small talk activity

<p>(Positive comments, 15)</p> <ul style="list-style-type: none"> <li>• I enjoyed talking in pairs. (3)</li> <li>• I could not talk much at first, but as time passes, I could talk more and longer. (2)</li> <li>• I realized that it is important to practice speaking if you want to improve your speaking skill (2)</li> <li>• It was fun to talk to other classmates. (4)</li> <li>• I want to be able to speak better. I have to practice more. (4)</li> </ul> <p>(Negative comments, 10)</p> <ul style="list-style-type: none"> <li>• It is not fun for me to talk to other people. (4)</li> <li>• I wanted to learn more about structures and grammar. Our speaking skills are not evaluated in the school exams and in many entrance exams. (4)</li> <li>• I like talking to my friends or who I get along with. But there were some classmates that I did not enjoy talking to. (2)</li> </ul>
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Table 2: Sample Students' comments about the first speaking test (Random 2 topics)

(Positive comments, 16)

- I think there were grammatical errors, but I could keep talking without stopping and using Japanese. I cooperated with my partner. (3)
- I could talk more smoothly than I thought. (3)
- I was able to use some kinds of CSs such as rejoinder though I did not really understand what my partner was saying. (2)
- I like it how I could talk while other pairs are also talking. I don't like being watched so. (3)
- I think if we practice more, we can become better English speaker.(1)

(Negative comments, 8)

- I could not do well though I practiced. (2)
- I wanted to choose my partner. (2)
- Sadly, the partner did not understand what I said. (2)
- I used Japanese when I did not know how to explain certain things. (2)

Table 3: Sample Students' comments about the second speaking test (About peace)

(Positive comments, 19)

- I was able to talk more without Japanese than the first speaking test. (5)
- I managed to keep talking. I was glad that I was able to use longer sentences than the first speaking test. (2)
- I did better than the first speaking test. (2)
- It was fun! I enjoyed it.
- I could use some CSs. However, I could not ask follow-up questions well.
- Because the topic was difficult, I could not talk much. I want to expand vocabularies so that I can talk any topic.(4)

(Negative comments, 4)

- I panicked and could not answer two questions though I prepared for it. (2)
- The topic was too difficult for me. The first recording topics were much better and easier for me to answer.(2)

Chart3 What do you think of working with different partners?		Very Good	Good	Not either	Not good	Not at all
	April	13%	20%	31%	23%	13%
	March	28%	34%	21%	13%	4%

Chart 3 and Table 1 shows how students feel about a small talk activity with many different partners. According to chart 3, approximately half of the students enjoyed talking with many different partners. As can be seen in table 1, 15 students have written some positive comments about a small talk activity in total. Table 2 and 3 show how students feel about the first and second speaking test. They reveal students' improvement from the first speaking test to the second. For the second speaking test, some students reported what they could do and what they could not do. For the parts that they could not do well, they may have felt they could do better.

Chart4 Do you like English?		Strongly Agree	Agree	Not either	Disagree	Strongly Disagree
	April	16%	13%	25%	30%	12%
	March	20%	24%	31%	21%	4%

Chart5 What do you think about your English skill?		Very good	Good	So-so	Not good	Need much improvement
	April	5%	15%	23%	37%	20%
	March	17%	23%	30%	23%	7%

Chart6 Do you want to be able to speak English?		Strongly Agree	Agree	Not either	Disagree	Strongly Disagree
	April	27%	33%	25%	10%	5%
	March	35%	33%	22%	7%	3%

Chart7 Do you feel the need to be able to use English in the		Strongly Agree	Agree	Not either	Disagree	Strongly Disagree
	April	13%	20%	27%	21%	19%

future?	March	30%	35%	15 %	13 %	7 %
---------	-------	-----	-----	------	------	-----

The percentage of the students who like English in chart 4 used to be low in April, as the number is below 30. Students in this class were not too keen on the language itself. The data in March increased though the number did not reach 50. The students who do not like English at all decreased by 8% in March.

According to chart 5, the proportion of the students who feel confident of their English skills have not changed as much in April and March. Nevertheless, there are 13 percent fewer students who think their English skill need much improvement in March compared to April, which I believe, is a good thing.

Chart6 – “Do you want to be able to speak English?” shows students’ motivation. From these charts, we can see that many students hoped they wanted to be able to speak English. The number of those who agreed have increased from April. Surprisingly, even though the numbers are small, certain students think that they do not care about English. Moreover, Chart 7 – “Do you feel the need to be able to use English in the future” reveals that while nearly half of the students think English will be necessary in the future, 20 percent of them do not feel English will be needed.

Chart8 Which skill do you want to improve most?		Reading	Listening	Writing	Speaking	Grammar
	April	48%	10%	15%	8%	19%
	March	44%	16%	17%	13 %	10%
Describe why you chose the skill.	April	<p>Reading</p> <ul style="list-style-type: none"> <li>• I am not good at reading. (2)</li> <li>• I am not good at reading long sentences. (2)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• I want to get good scores on writing part in Eiken. (2)</li> <li>• I am not good at writing. (2)</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• I need it for Eiken. (2)</li> <li>• I want to be able to talk to the ryugakusei (a male student from abroad). (2)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• I usually cannot understand the listening CD audio. (2)</li> <li>• My moshi score is low. (2)</li> <li>• I want to watch movies without subtitles. (2)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• I want good scores on my test. (2)</li> <li>• I can read and write better if I know more grammar. (2)</li> </ul>				

	March	<p>Reading</p> <ul style="list-style-type: none"> <li>• I will need it for the juken. (2)</li> <li>• Reading English makes me tired. (2)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• I want to be able to express myself better. (2)</li> <li>• I am not good at writing. (2)</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• I need it for Eiken. (2)</li> <li>• I want to be able to talk to the ryugakusei (a male student from abroad). (2)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• I never understand what the speakers are saying. (2)</li> <li>• I cannot get good scores on listening. (2)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Grammar is important. (2)</li> <li>• Understanding grammar and structures helps me get better scores. (2)</li> </ul>
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Chart8 shows that 48 percent of the students want to improve reading skills the most in April.

When adding the number of students who are interested in grammar, more than half of the students were expecting to improve their reading skills and grammar. Both percentages have decreased slightly in March, but students tend to focus on their reading and grammar, which has not changed as exams here in my school are mainly based on these skills. As expected, speaking skills were the lowest, which was 8%. Compared to April, 7 percent of the students who are interested in speaking increased. Though some students seemed to desire to be able to speak in English more and more through pair work activities and speaking tests, as there are few opportunities for their speaking skills to be evaluated, they do not care as much as other skills. There were merely 10 % of the students who wanted to enhance their listening skills, which increased by 6%.

Chart9 Which activity did you like the best?		Pair	Group	Reading	Writing	Grammar
	April	15%	10%	35%	15%	25%
	March	44%	16%	17%	13 %	10%

Table 9 – “Which activity do you like the most?” shows pair and group work activities are popular all year round. The change from April to March is that students who like writing essay increased from 4 to 13 percent.

Chart 10 What is your writing level?		Can include examples and your own opinion in any kind of topic	Can include examples and opinions when topics are familiar	Can write in basic sentences when topics are familiar	Can write a few sentences about basic things	Can hardly write in English
	April	18%	20%	25%	27%	10%
	March	28%	25%	32%	15 %	0%

Chart 5 shows how students writing skills have changed over the year. More than two-thirds of students were able to write fun essay with some supporting sentences in December even though there were only 18 percent of students who could write as such in April. They have actually improved their writing skills, and the table 5 proves that. It is clear that students have eventually become able to write better sentences.

**(b) Data of Interview of Target Students in March**

My questions for the interview are generally based on the questions in March questionnaire.

Interview questions

- A) How was this English class this year?
- B) What could you do well in English Communication class?
- C) What do you think of diving reading time into pre-reading, while-reading, and post-reading?
- D) What did you think of pair work? Is it necessary in English classes?
- E) Do you think practicing speaking English is important to be able to enhance English skills?

Students	Gender	Level	Comments (Summarized)
Ken	M	High	This year, I practiced speaking a lot compared to the classes when I was in junior high school The textbook and the test were quite easy. I could easily get high scores. Honestly, I wanted to

			learn more about the grammar and structures so that I could read complicated sentences. Some pair work were really effective for learning, but not all of them. Some work should have been done individually because I had to wait until other pair stops talking.
Taro	M	Low	Everything was challenging for me. I get really tired after talking to others in English. I did not get akaten (below thirty) so that was good. I think I read more English sentences in class than when I was just listening to teachers' explanations. I liked talking with my friends but I did not like talking with girls or other people. I still do not understand why we have to do speaking when it is not going to be on the paper tests.
Hanako	F	Middle	I like to communicate with others as well as studying English so I enjoyed this style. I like speaking and writing in English, and my scores were higher than usual. Guessing the story before reading helped me read better. Having hints to read is good for those who have hard time reading. By doing retelling and other post-reading activities, I had to read again and again in order to be able to do that so it was a good reading exercise as well.

## 7. What I learned

This year, at the beginning of the class, I always took 5 to 10 minutes for a small talk activity. I tried many challenges to improve their CSs. I explained students how to use CSs many times throughout the year. Many of them already knew these phrases as knowledge, but when it comes to using them, not everyone could do so well at first because they do not have sufficient opportunities to use English orally in Japan. Moreover, I realized that I should have showed example video of the students using CSs which may have been much better than mere teacher's explanation.

Students took two recording (speaking tests) this year. Before these tests, they had ample amount of chances to practice. Combined with their relatively high-skills and diligence, most students were able to speak naturally with confidence. In the class, I have been telling them that speaking skills can only be enhanced by practice speaking. Even those who could only ask and answer a few words or phrases improved slowly but steadily.

In order to implement skill integration, I have introduced a three-part framework this year. This method enabled students to be engaged in reading, listening, speaking, and writing activities. When they practiced these activities, they always worked in English in pairs. It must have developed students' communicative competence. Through a three-part of framework, I could successfully implement skill

integration. According to chart 9, compared to April, they do not hesitate about working with a partner, and they enjoyed it. It reveals they gradually worked in pairs positively. Finally, Chart 2 shows they improved their communicative competence gradually.

## 8. Future Issues

One of the regrets that I have is that I could only assign one fun essay. In the future, not only speaking skill but also hope to improve writing skills through fun essay. In order to do so, I should give this assignment twice with more support for the lower -level students. It depends on the target students, but many of the students at this school have the ability to write more than 100 words putting aside the quality and content. As a result of the students' survey shows implementing skill integration through CLT improves students' English skills such as speaking, listening, reading, and writing. The results of survey prove that they have been developing each skill gradually.

Though I used 6 kinds of CSs; Opener / Closer, rejoinders, shadowing, how about you, ad follow-up questions, I would like to add a few in the future. For instance, when I taught them rejoinders as simple reactions, I came to realize that there are more than that. I will also add fillers ("Um...", "Well...", and "Let me see"), and clarification ("Pardon me?") when I introduce it to the students next time.

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#### An example of teaching plan

Time	Teacher and Students	Activities
5	S-S S-S	Small Talk Timed Conversation Review Conversation Strategies Practice with random topics given
5	S  S-S	<u>Pre-Reading</u> Guess the Story Look at the picture and guess the story and the given questions Work in Pairs

30	S S-S S S-S S T-S S-S	<u>While-reading</u> Listen to the story Share their answers for Pre-reading exercise Read silently for 4 minutes. Check the content with their partners. Answer the questions. Check as a class. Read out loud.
8	Ss S-S	<u>Post Reading</u> Think about the following question. Do you think animals feel stress when data-loggers are attached to them? Why or why not?  Think by yourself. Talk with a pair.
2	TS TS	Check schedule for the next class Greeting

**Total time: 50 min**

**S-S: 30 min**

**S: 10 min**

**T-S: 10 min**

## Appendix A

### English Questionnaire (April)

**Q1** 英語は好きですか、嫌いですか?

1 好き 2 嫌い

理由

**Q2** 英語は難しいと思いますか。

1 はい 2 いいえ

理由

**Q3** 何のために英語を勉強しますか。(複数回答可)

1 大学受験のため 2 学校の試験のため 3 英検など英語関係の資格を取得するため

4 英語で他国・多文化の人と会話ができるようになりたいため 5 留学したいため

6 海外で働きたいため 7 他 ( )

**Q4** 英語で身につけたい技能を選んでください。

リーディング ライティング スピーキング リスニング 文法

理由

Q5 英語のうち好きなもの、苦手なものは何ですか。

リーディング ライティング スピーキング リスニング 文法

1 好き

2 苦手

理由

Q6 ペアワークやグループワークは英語学習で必要だと思いますか。

1 はい 2 いいえ

理由

Q7 中学の時の英語の授業について教えてください。(授業スタイル、よかったこと、困ったことなど)

質問は以上です。お疲れ様でした。記名をせずに提出してください。

English Questionnaire (July)

Q1 英語は好きですか、嫌いですか?

- 1 好き 2 少し好き 3 普通 4 あまり好きではない 5 嫌い

理由:

Q2 英語は得意ですか。

- 1 得意 2 少し得意 3 普通 4 あまり得意ではない 5 苦手

Q3 英語は将来必要となると思いますか。

- 1 はい 2 少しはいる 3 それなりに 4 あまりいない 5 いない

理由:

Q4 なぜ英語を勉強しますか。複数回答可

1 大学受験（共通テストや2次試験）のため

2 学校のテストのため

3 資格取得のため

4 留学に興味があるため

5 海外で働きたいため

6 英語話者とコミュニケーションを取りたいため

7 海外のドラマや映画を観るため

7 その他 ( )

Q5 英語で身につけたい技能を選んでください。複数回答可

リーディング ライティング スピーキング リスニング 文法

理由

Q6 英語のうち好きなもの、苦手なものは何ですか。複数回答可

リーディング ライティング スピーキング リスニング 文法

1 好き 理由

2 苦手 理由

Q7 ペアワークやグループワークは英語学習で必要だと思いますか。

1 はい 2 いいえ

理由

Q8 英語を身につけるのにどれくらい役に立つと思いますか。

4役に立つ～1役に立たない

A small talk などの英語でのやり取り

4 3 2 1

B ペア活動（一緒に答え合わせしたり）相談するなど

4 3 2 1

C 教科書や問題集の問題

4 3 2 1

D 構造分析や品詞分解

4 3 2 1

E 英作文

4 3 2 1

スピーキングについて

Q9 英語はどのくらい話せますか。

1 スムーズにどんな話題でも話せる

2 言いたいことは伝えられる

3 話せる時もあれば話せないときもある

4 あまり話せない

5 全く話せない

Q10 身近な話題で、英語はどのくらいの長さ話せますか。

1 2分以上滑らかに話せる

2 1分から2分なら、滑らかに話せる

3 1分から2分なら、時々詰まるが話せる

4 1分から2分なら、なんとか話せる

5 1分もたない

**Q11** 英会話のとき、どのくらい相手の言っていることが理解できますか。

1 全部 2 大体 3 半分ぐらい 4 あまり分からない 5 全く分からない

**Q12** 英語はどのくらい話せますか。

1 言いたいことをかなり自由に話せる

2 多少の間違いはあるが、言いたいことは伝えられる

3 片言だが何とか言いたいことを言える

4 かなり片言で、単語を2、3語並べる程度である

5 ほとんど話せない

**Conversation strategies** について

### 1. opener / closer

1 必ず毎回使う

2 たまに忘れるが大体使える

3 時々忘れる

4 どちらかを忘れる

5 ほとんど使えない

### 2. rejoinder

1 5つ以上の表現を使うことができる

2 3から4種類の表現を使うことができる

3 1から2種類の表現を使うことができる

4 使えない時もある

5 ほとんど使えない

### 3. How about you?

1 いつも使える 2 よく使える 3 使えない時もある 4 あまり使えない 5 ほとんど使えない

### 4. Shadowing

- 1 自然に何度も出てくる
- 2 スムーズではないが何回かできる
- 3 1～2回ならできる
- 4 あまり使えない
- 5 ほとんど使えない

## 5. Follow-Up Questions

- 1 常に3問以上使える・思いつく
- 2 2問以上使える・思いつく
- 3 1問使える・思いつく
- 4 使える時と使えない時がある。思いつかない時がある。
- 5 ほとんど使えたことがない。そもそも思いつかない。

### ライティングについて

**Q13** 英語で書くことは好きですか。

- 1 好き 2 少し好き 3 普通 4 あまり好きではない 5 嫌い

**Q14** 英語でどのくらい文章が書けますか。

- 1 身近な話題について、具体例や自分の気持ちを含めて書くことができる
- 2 身近な話題について、少し具体例を入れて書くことができる
- 3 自己紹介等の基礎的なテーマの英作文はできる
- 4 どんなテーマでも書くことが難しいと感じることが多い

質問は以上です。お疲れ様でした。記名をせずに提出してください。

## Conversation Strategies

### Opener

Hello, Hi, Good morning, Good afternoon, Hey,  
How are you  
How are you doing

### Closer

Nice talking with you, See you, Have a good day, Bye

### Rejoinder

相手の言ったことにリアクションしよう！

That's great!

Sounds cool!

下線部部分は他の形容詞でも **ok!** (*exciting, interesting, boring* など) 伝えたい気持ちに応じて変えてみよう！

Oh, Wow!, Really? , Nice!, I can't believe it

### Follow-up Questions

関連のある質問を試みよう！会話が広がります。

Do you like donuts?

Yes, I do.

**What kind of donuts do you like?**

I like chocolate donuts.

What is your hobby?

My hobby is running.

**Why do you like running?**

Because it makes me feel happy and it is refreshing.

### Shadowing

相手の言ったことを全部あるいは一部繰り返してみよう

I like to eat donuts.

Oh, you like to eat donuts?

I often go to a park near my house.

You go to a park?





## Rubric for Timed Conversation

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Conversation strategies</b>	Used more than 3	Used more than two	Used only one
<b>Smooth</b>	Very smooth	Sometimes smooth	Not smooth at all
<b>Interaction</b>	Cooperating actively with each other. Good eye contact.	Cooperating partially with each other. Sometimes looking at each other.	Few interactions and almost no cooperation. Almost no eye contact.
<b>Accuracy / Clarity</b>	Clear and error-free most of the time	Often not clear and some errors	Unclear and lots of errors

Total 12 points



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# FUN ESSAY



Categories	Criteria	Points
Accuracy	Uses a variety of sentence structures, vocabularies, and expressions with few grammar mistakes	3
	Some variety of sentence structures, vocabularies, and expressions with some grammar mistakes	2
	Most of the sentences are simple and there are lots of grammar mistakes	1
Content	Lots of details, well-organized, interesting to read	4
	Some details, organized, there are some interesting facts or stories	3
	Need more information, not so organized, the information is too general	2
	Few or no relevant details, unorganized, contain few information	1
Words	More than 100 words	5
	More than 70 words	4
	More than 50 words	3
	More than 40 words	2
	More than 30 words	1
Design	Essay is easy to read, and there are appropriate pictures	3
	Essay is not easy to read, or the pictures are not appropriate	2
	Essay is not finished, or there is no picture	1
<b>Total</b>		<b>15</b>



You can do it!

## Lesson 3 Part 1

### Pre-reading

Talk with your pair before reading.

How can we change people's behavior?



### While-Reading

☆Read Part 1 silently. Check new words and write slashes.

① 1If we need to change people's behavior, what should we do? 2One common approach is a sign that tells people what to do. 3However, as we know from experience, signs seem to work only sometimes. 4We need to find some new approaches.

② 5For example, how can we get people to return file boxes properly on a shelf? 6Look at Picture 1. 7If a single line is drawn through the backs of the file boxes, people will know where to put them. 8How about making children put away their toys? 9Well, place a basketball hoop above the toy box as you see in Picture 2. 10Then, children will want to toss their toys into the box.

③ 11These two examples are indirect ways to change people's behavior. 12They encourage people to behave better willingly. 13Such approaches are called *shikake*, or triggers.

1. Share what you read with your partner.

2. Answer the questions.

(1) What is a common approach to change people's behavior?

(2) What will a single line on the backs of the file boxes get people to do?

(3) How can we make children put away their toys willingly?

(4) What are *shikake*, or triggers?

2. Try the questions again. Change your answers if you have to.

After a few minutes, check your answer with your partner as follows:  
A: Let's talk about No.1. The answer is ~. How about you?  
A: I think so, too. / I don't think so. I think it is ~.  
B: Then how about No.2? I think it is ~. How about you?  
A: I think it is...

### 3. Vocabulary Input

Match the underlined English words and Japanese ones.

1. She behaves well at school.
2. Please do your work properly.
3. We took an indirect route.
4. He willingly helped people.
5. He tossed a stone into a lake.

アきちんと    イ 投げた    ウ 間接的な    エ 自発的に    オ 振舞う

Play janken-pon. Winners read English sentences and losers say the underlined words both in English and Japanese. When you have finished, change the role. Try to memorize all words and phrases!

### 4. Let's practice reading!

The 1<sup>st</sup> time read the story with the teacher; check your pronunciation of the difficult words. For the 2<sup>nd</sup> time, read the sentences with your partner by taking turns. The 3<sup>rd</sup> time, shadowing: first with the CD and then play janken-pon, losers shadow your partner without the textbook. Please change the role in each paragraph.

### 5. Speed Reading

Read silently and time your speed by yourself. (                  seconds)



## Post-Reading

Make a summary.

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# Check sheet

Pair's names:

Check!

Could use

opener

closer

Rejoinder

How about you?

Follow-up questions

Shadowing

Did

eye-contact

Choose!

Clear                      Very good      Good      Not so good

Smooth                    Very good      Good      Not so good

Accurate                 Very good      Good      Not so good

Appendix G

Your name ( )

Could use

opener

closer

Rejoinder

How about you?

Follow-up questions

Shadowing

Did

eye-contact

**Choose!**

Clear                      Very good      Good      Not so good

Smooth                    Very good      Good      Not so good

Accurate                 Very good      Good      Not so good

**Good points!**

**I can do better !**

Appendix H

The Final Survey

1. Do you like English? 英語は好きですか。		Strongly Agree はい、とても	Agree はい	Not either どちらともいえない	Disagree あまり感じない	Strongly Disagree 感じない
	April					
	March					

2. What do you think about English? 自分の英語力についてどう思いますか。		Strongly Agree はい、とても	Agree はい	Not either どちらともいえない	Disagree あまり感じない	Strongly Disagree 感じない
	April					
	March					

3. Do you want to be able to speak English? 英語が話せるようになりたいですか。		Strongly Agree はい、とても	Agree はい	Not either どちらともいえない	Disagree あまり感じない	Strongly Disagree 感じない
	April					
	March					

4. Which skill do you want to improve most? どの力を一番のばしたいですか？	Reading 読む力	Listening 聞く力	Writing 書く力	Speaking 話す力	Grammar 文法
4 で選んだことの下に、なぜその力を伸ばしたいのか理由を書いてください。(日本語ok)					

5. Do you feel the need to be able to use English? 英語を使う必要性を感じますか？		Strongly Agree はい、とても	Agree はい	Not either どちらともいえない	Disagree あまり感じない	Strongly Disagree 感じない
	April					
	March					

6. Are the textbooks difficult? 教材は難しいですか？		Strongly Agree はい、とても	Agree はい	Not either どちらともいえない	Disagree あまり感じない	Strongly Disagree 感じない
	April					
	March					

7. Do you understand grammar? 文法はわかりますか？		Strongly Agree はい、とても	Agree はい	Not either どちらともいえない	Disagree あまり感じない	Strongly Disagree 感じない
	April					
	March					

8. 英作文はどの程度書けますか？		Can include examples and your own opinion in any kind of topic どんな話題についても、具体例や自分の気持ちを含めて書くことができる	Can include examples and opinions when topics are familiar 身近な話題について、具体例や自分の意見を入れて書くことができる	Can write in basic sentences when topics are familiar 身近な話題について、基礎的な表現でなんとか書くことができる	Can write a few sentences about basic things 基礎的なテーマで何文か書くことができる	Can hardly write in English ほとんど書けない
	April					
	March					

8. How long can you talk to your partner in English? 英語で何分ペアと会話が続きますか？		More than three min 3分以上	2:30~2:59 2分半以上 3分未満	1:00~1:59 1分以上 2分半未満	0:30~1:00 30秒以上 1分未満	Less than 30 sec 30秒未満
	April					
	March					

9. Which activity did you like the best? どの活動が好きですか？		Pair ペア活動	Group グループ活動	Reading リーディング学習	Writing 英作文	Grammar 文法
	April					
	March					

10. What do you think of working with different partners? 色々なパートナーとの活動についてどう感じていますか？		Very Good とてもいい	Good いい	Not either どちらともいえない	Not good あまり好きではない	Not at all 好きではない
	April					
	March					

11. How many CSs were you able to use? いくつのCSが使えますか。						
1. Opener		Always いつも	Almost Always ほとんど使える	Sometimes 時々	Rarely ほとんど使えない	Never 全く
	April					
	March					
2. Rejoinders		5 kinds or more 5種類以上	3 to 4 kinds 3~4種類	2 kinds 2種類	1 kind 1種類	None 全く使えない
	April					
	March					
3. How about you?		Always いつも	Almost Always ほとんど使える	Sometimes 時々	Rarely ほとんど使えない	Never 全く
	April					
	March					



4. Closer		Always いつも	Almost Always ほとんど使える	Sometimes 時々	Rarely ほとんど使えない	Never 全く
	April					
	March					
5. Shadowing		Always いつも	Almost Always ほとんど使える	Sometimes 時々	Rarely ほとんど使えない	Never 全く
	April					
	March					
6. Follow-up questions		3 questions or more 3つの質問以上	2 questions 2つの質問	1 question 1つの質問	Sometimes 1 question たまに1つの質問	Never 全く
	April					
	March					

12. 2 回目のレコーディング（平和についての録画）の感想を書いてください。

13. 英語の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。

14. 英語ができるようになるためには、何をする必要がありますか。

15. 1 年間の授業の感想を書いてください。



以上です。一年間ありがとうございました。