

1. **Title:** Helping students build their Communicative Competence. Conversation Strategies and communicative activities in a 1st year JHS classroom.

2. Teaching Context

1) Students:

- a) 12 to 13 years old.
- b) 15 boys and 14 girls.
- c) From different ES.
- d) Talkative and participative.
- e) Positive view of English.
- f) Most struggle with Grammar and Writing.
- g) Enjoy Speaking.

2) Materials:

- a) New Horizon 1 (2021).
- b) Worksheets.

3) Problems:

- a) The recent reform in the English curriculum for JHS students means that there are (or should be) more instances for communication, as one of the shifts is to try and propose English as a communication tool, as "the focus is not on how much individual knowledge such as vocabulary and grammar has been acquired, but knowledge and skills are utilized in actual communication throughout the learning process of students" (Nakashima, 2021), and leave the grammar explanations a little to the side. The idea being that because of "the introduction of foreign language activities at the elementary school level in the former Corse [sic] of Study allowed students after entering lower secondary schools to develop an attitude of actively communicating in English and have become accustomed to listening and speaking activities" (Nakashima, 2021), however, this is not happening in the 1st year classroom where I am focusing my AR. I want to address this situation by means of introducing more communicative (speaking) activities to the regular lessons, and by introducing Communication strategies to the students.

3. Goal and Objectives

- 1) To foster a positive view of the English language as a tool of communication, rather than a subject to be studied or memorized for tests; encouraging students to develop their communicative competence, by means of having more speaking activities and by using communication strategies.
- 2) Clear and measurable Objectives
 - a) Increase the number or length of SS interactions in mingle speaking activities.
 - b) Increase S-S time and decrease T-S time during my lessons.
 - c) Students are able to talk using 3 or more different communication strategies during their speaking tests.

4. Literature Review

Communicative Language Teaching (CLT):

CLT is, according to Richards and Rodgers (2014), an increasingly popular approach to language teaching that places the emphasis on the importance of communicative competence over grammar and vocabulary acquisition (Savignon, 1991), and developing learners' ability to communicate in real-world situations, rather than focusing on the learning of isolated language forms (Richards & Rodgers, 2014). According to Savignon (1991), CLT is based on the idea that language is primarily a tool for communication, and that the primary goal of language teaching should be to develop learners' communicative competence.

There are several key principles of CLT that are used to facilitate the development of communicative competence. These include the use of authentic materials, the promotion of learner autonomy, and the encouragement of learner-centered activities (Richards & Rodgers, 2014). Authentic materials, such as real-world texts and recordings, are used to expose learners to the language as it is actually used in context. Learner autonomy is encouraged through the use of activities that require learners to take responsibility for their own learning, such as task-based activities. Learner-centered activities involve learners in the negotiation of meaning, and encourage the use of language in real-world situations.

Communicative Competence:

Communicative competence is a key concept in CLT, and refers to the ability to use language appropriately in different social and cultural contexts (Canale & Swain, 1980).

According to Canale and Swain (1980), communicative competence includes not only linguistic knowledge, but also knowledge of cultural norms, discourse conventions, and pragmatic rules. By developing communicative competence, learners are better able to participate in real-world communication and interact effectively with others.

Several key factors contribute to the development of communicative competence. These include exposure to authentic language use, opportunities for interaction with native speakers and other learners, and the use of communication strategies (Savignon, 1991).

Authentic language use exposes learners to the language as it is actually used in context, and helps them to develop an understanding of the social and cultural norms associated with different forms of communication. Opportunities for interaction with native speakers and other learners provide the students with chances to practice language skills in real-world situations.

Communication Strategies:

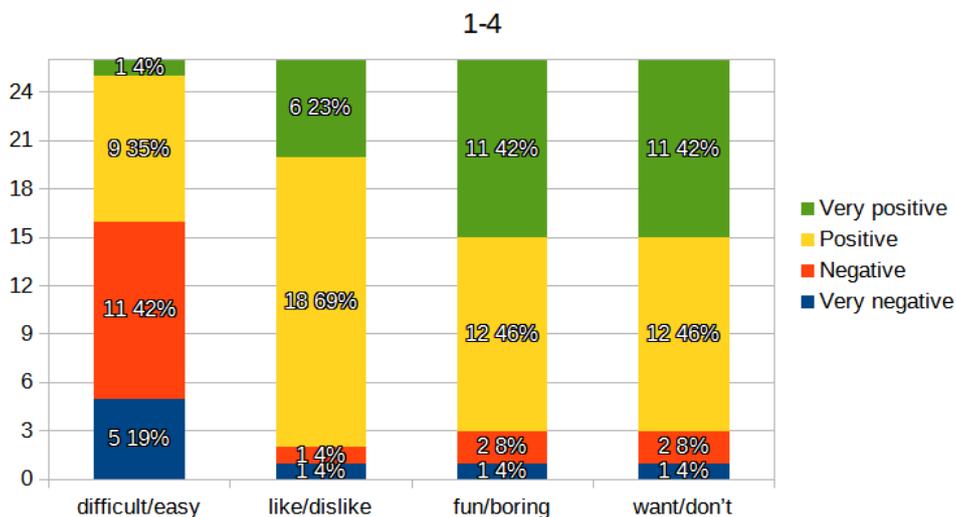
Communication strategies are an important component of CLT, and are used to facilitate the development of communicative competence (Dornyei, 2003). Communication strategies are techniques that learners use to make meaning and engage in communication. They include strategies such as clarification requests, self-correction, paraphrasing, and negotiation of meaning (Dornyei, 2003). These strategies help learners to engage in communication and make meaning collaboratively, rather than relying on the teacher as the sole source of information.

Research has shown that the use of communication strategies is positively correlated with language learning outcomes. For example, several studies have found that learners who use communication strategies are more successful in achieving their language learning goals than those who do not (Dornyei, 2003). Additionally, research has shown that the use of communication strategies can help learners to develop their communicative competence, particularly in real-life situations where communication is not limited to the classroom setting (Swain & Lapkin, 1995). This is because communication strategies allow learners to overcome communication barriers and effectively convey their intended meaning to others.

5. What I did

My AR can be divided into two sections, one section corresponding to each semester of the year; before and after the summer break. During the first section of my AR, my goal was to get a better understanding of the student view and ideas about English as a tool for communication, and to do that I had a small survey as a part of my intro lesson that yielded the results on Graph 1. Based on this results, and seeing how students had a positive view of English, at least in the general sense, I focused my AR into how the students interacted with each other in communicative activities; mingle, pair work, interview type, find partners, and so on. At the end of this activities students had a small feedback form to fill, and I had an observation sheet to fill as well, to gauge the students' engagement and participation. In the last lesson before the summer break, I had time to give the students a more detailed survey about their thoughts and feeling towards the English lessons, and the four skills. The results of that survey, as shown on Graphs 2 and 3, pointed me to the student's great interest in speaking, so I dedicated the second part of the year on that.

Graph 1



The second section started in September. My goal was to introduce the activity “Small Talk” plus the usage of Communication Strategies (C.S.). I tried an activity in which the students would talk about their summer vacations, by means of small talk, using Openers, Reactions and Closers.

Starting from October, my plans for the second semester started to change, as the JTEs I was working with would suddenly change their minds, forget what we had discussed, or simply requested to change some activities in favor of preparing students for their tests. At this point, students had already been introduced to the small talk activity and were encouraged to always use Openers, Reactions, Closers and the question “How about you?”, and the JTE would do this even when I was not in the class with them. This month was also the time when the JTEs talked about the second speaking test, which would be the students preparing and asking questions to me.

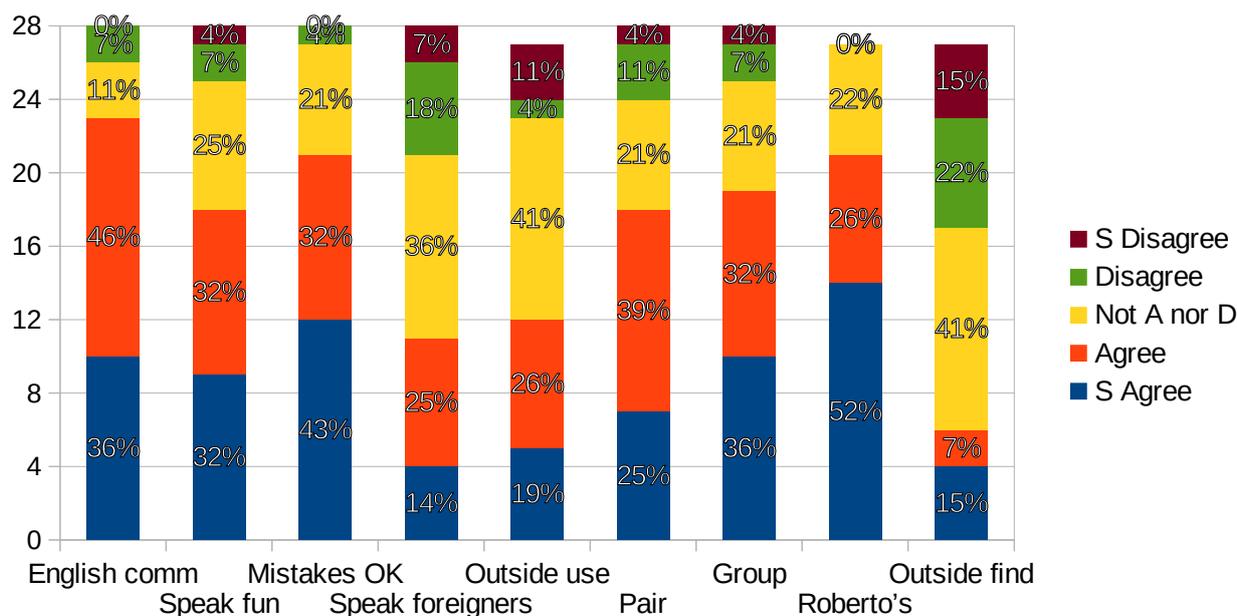
November was a complicated month, as I only had 1 lesson with my target class, and by that point, the rest of the year was not looking good. The plan was to use the lessons available to tell the students about a speaking test in December, and how it would differ from things that had done in the past. So the only lesson available for that month was used for Small Talk, and to explain how the paired times conversation test was going to be.

December was the time to reinforce the ideas of Shadowing, that had been introduced by the end of October, keep up with the Small Talk and the first paired timed conversation. During this time, as my focus was mostly in the students' ability to use C.S. most of my activities were derived from the speaking sections of the textbook, or not directly related to the grammar points being studied, though I made the effort of making all my activities consistent with what the students had learned.

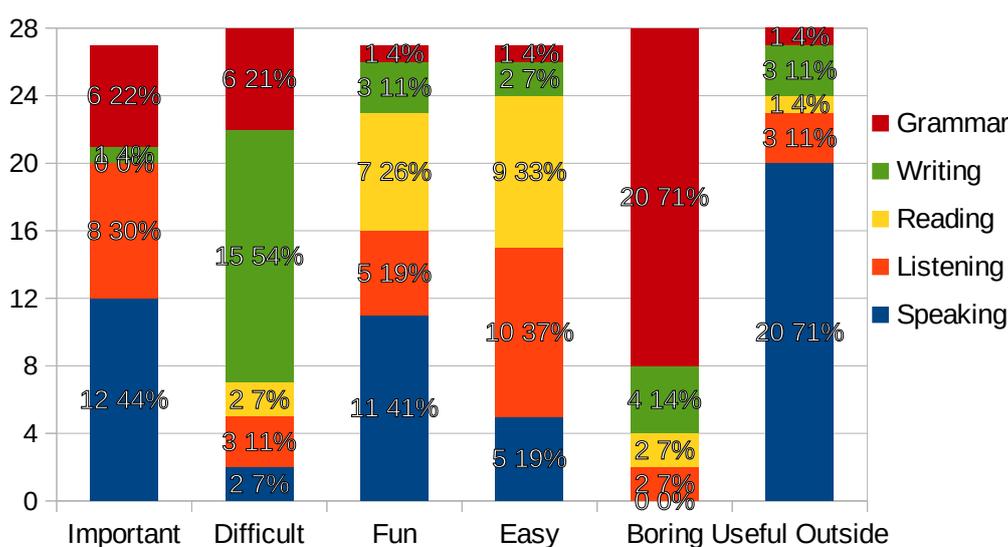
January proved to be difficult again, not only because of the numerous schedule changes, but also because many students had forgotten about C.S. so the only two lessons I had available were used to remind the student of the C.S. learned thus far, and to introduce Fillers, while also making a point of preparing them for the last speaking test.

Finally in February, of the 3 lessons that I had available, 2 were used for the speaking test, to make sure that students had ample time to speak, and even some time to try again if they were not entirely satisfied with their own performance, and the last lesson was a final mingle activity/game plus the final survey.

Graph 2



Graph 3



6. Results

1) Speaking Tests

- a) The first timed paired speaking test was done in December¹. Students were evaluated in 5 different categories: Attitude, Fluency, C.S., Questions and Time. Each category had a max of 3 points. Table 1, shows the average scores for my focus class on each category² with the addition of the time measured in seconds. The table also shows how many students used what specific C.S. during their test.

¹ Rubric for this and the last test can be found on the Appendix.

² Detailed results can be found in the Appendix.

Table 1

Att	Flu	CS	Qs	Tm	T/S	CS	
2.9	2.6	2.2	2.9	2.9	92	OP	29
						RC	29
						SH	8
						CL	29

The test was carried out during a single day, with each students being randomly paired to another students, plus on last paired with a volunteer. Students had no time limit, but in order to get the max points, needed to speak for at least 1 minute, although going over that timing by means of long pauses or silence, would also cost them points. After the test, students were asked to evaluate themselves and to write feedback.

For the students comments³, roughly a 3rd of the students wrote on their feedback how they felt that they had not done very well, some mentioning that they could not remember the questions, that they paused too much, or that they were nervous⁴ with a total of 12 students mentioning that they were not able to do do something that they wanted (I couldn't). However, at least 8 students wrote comments talking about good and bad point during their test, balancing what they were able to do with what they were not able, and how they felt about the future⁵, and another rough 3rd of the students wrote comments with positive points, about their effort, what they were able to do, how they could overcome certain issue, and their intentions of getting better in the future⁶ with at least 13 students commenting how their were able to do something (I could). In general, students showed that they were prepared for the test, that they were able to do it well and, most important of all, had the maturity to be able to

3 All written comments and feedback (as translated by the JTE) can be found in the Appendix, as well as the detailed data.

4 I stopped many times, my partner was worried. I couldn't know how to stop our conversation. - I stopped many times, I couldn't say what I wanted in English. I think I have to study more. - I was nervous because it was not normal conversation (test). I always watched my handout, so on the day I did not look at my handout, so I couldn't do well. My reactions were always the same. I wanted to ask quicker.

5 I could ask the questions but I couldn't talk for a while, I want to talk smoothly. - I couldn't ask smoothly so I stopped many times. I could talk with eye contact. - I stopped during the conversation, but my partner asked me, so I could continue. If I couldn't react well, my conversation couldn't go smoothly. Next time I want to ask many questions smoothly.

6 I want to know learn more conversation strategies. - I was not nervous, but I wanted to talk more fluently. I want to speak English like I speak Japanese. - I could ask smoothly. I could talk more than 1 minute and 30 seconds, so I was very happy. I could do shadowing and I could keep eye contact and talk. - I was nervous, but I could talk with a loud voice and eye contact. I enjoyed our conversation for one minute. My partner and me could use "nice" and many reactions. - I was nervous, so I used the same reactions, but I could answer to questions and answered. It was good to continue for more than one minute.

appreciate their good point, while also being aware of what was difficult for them, and how they intended to improve that.

One comment that summarizes this December test well is: “I couldn't understand my partner’s questions, so I needed a little time, but after that I could talk smoothly with eye contact and loud voice, so that’s good.”

- b) The second timed paired speaking test was a little different, but the basics remained the same. Most of the same categories were evaluated, but time was taken out because for this test the time was set, also students had a larger pool of C.S. to use and be evaluated for. The rubric for this speaking test also gave more points to Fluency and C.S.

Table 2 shows the average scores for the second test, done in February. This test also had, in the Feedback section, a place for students to evaluate themselves on a scale (SS on the table) from 1 to 10, completely unrelated to the rubric, just a self evaluation of feeling or effort in a numeric manner. For this test, students could also use Fillers, as they had been introduced previously, and the table shows how many students were able to use them appropriately as well.

Table 2

Att	Flu	CS	Qs	SS	CS	
2.8	3.2	2.2	2.7	6	OP	29
					RC	28
					SH	14
					FL	14
					CL	28

This test was carried out in two different days (one week apart), because the required time of 2 minutes per pair did not allow everyone to have enough time on a single lesson (45 minutes).

As for the students comments, only 7 of them wrote comments emphasizing negative aspects without acknowledging anything positive⁷, but some were still able to

⁷ I did not understand the meaning of the questions, so there was a quit time. - I practised many times, but I couldn't do well. - I forgot all questions. - On my way to the conversation, I forgot what I asked, so I just watched my partner’s eyes.

recognize their negative points as something they need to work on⁸. As the number of “negative” comments diminished, compared to the previous test, the number of comments where students wrote about positive and negative aspect of the test increased, at least 14 students wrote interesting comments, mentioning how they were able to do things, and how some other were complicated, but the overall feeling was still positive⁹. On that line, the number of positive comments also diminished a little, but the comments are very positive and hopefully, many mentioning how they were glad to be able to speak, how they enjoyed talking, learning about their friends, and using many communication strategies¹⁰, while being hopeful about the future and displaying awareness of their own strengths and weaknesses. One comment that summarizes this February test well is: “I forgot shadowing. I wanted to talk naturally, because of some quiet times. When I am embarrassed, I can use some fillers to talk for longer, so I feel safe. In this speaking test I felt happy to talk about my hobbies.”

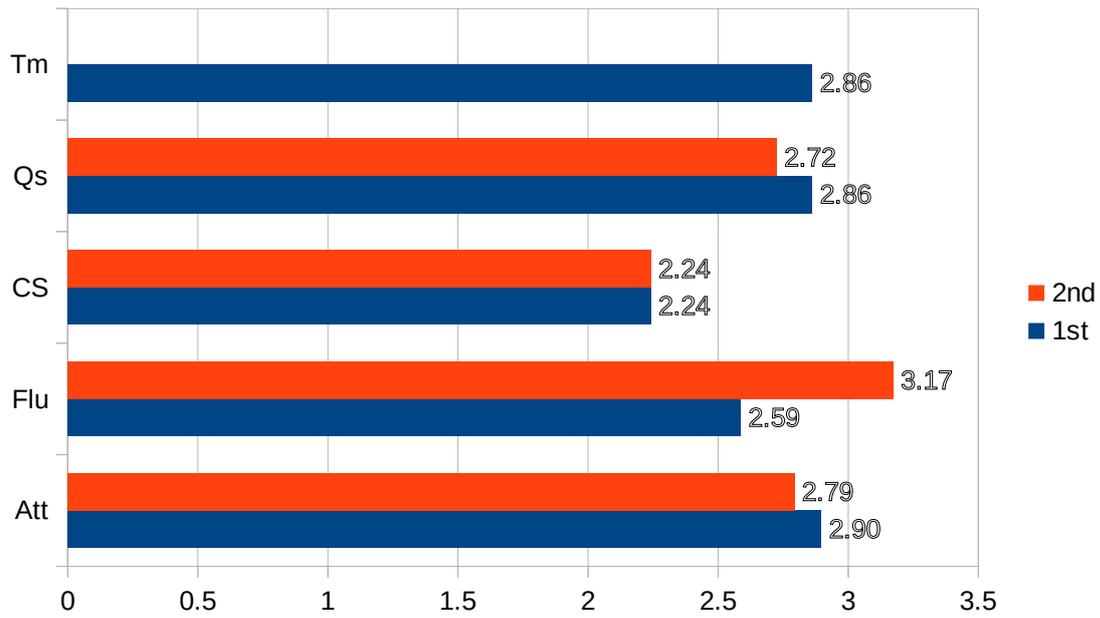
- c) There was not that much time between the tests, and because of scheduling issues, most of the lessons the students had were not with me, so I could not make sure that the Small Talk activity was being carried out, and if students were using C.S., so to compare both test is a little complicated, as shown in Graph 4, the average scores are similar, though lower on the second test, while only the score for Fluency went up, but this is most likely because there was a higher score to be obtained.

8 I used the same reactions. - Because I did not understand my partner’s question, there was a quiet time. I will practice more to not embarrass my partner.

9 I forgot my question, so I asked a different question. I felt that 2 minutes was a little long. I forgot shadowing. I was glad to say “Nice talking with you”. I had to prepare some questions and answers. - I almost stopped, so I had to study more. - I enjoyed talking, but I used Japanese. I couldn't use fillers well. I only used “oh, I see” - I stopped at the end of the conversation, but I was glad to use reactions. - I could use many reactions. I couldn't support my partner, so we stopped, I want to make progress. I could ask questions naturally, without my handout. - I forgot my question on the way to the conversation, but I could pay attention to reactions and fillers, so I use them and ask many questions and enjoy talking.

10 I asked naturally. I was a little nervous, but I want to continue like this. - I was asked the name of my hero, but I did not remember the name, but I could answer “I forgot name”. I used some fillers. Our conversation was enjoyable in English, so I could talk without quit time for more than 2 minutes. I forgot to check my handout because the conversation was enjoyable. I used “Oh, nice!” many times. - Honestly, I wondered if I could use C.S. and talk in a loud voice, but I thought I could talk fluently without stopping. When my partner asked the same questions, I was embarrassed, but the conversation was interesting and OK. Specially, it is difficult to use fillers. Next year I will do perfect. - I forgot shadowing. I wanted to talk naturally, because of some quiet times. When I am embarrassed, I can use some fillers to talk for longer, so I feel safe. In this speaking test I felt happy to talk about my hobbies. - I could speak English better than I thought. I was happy.

Graph 4



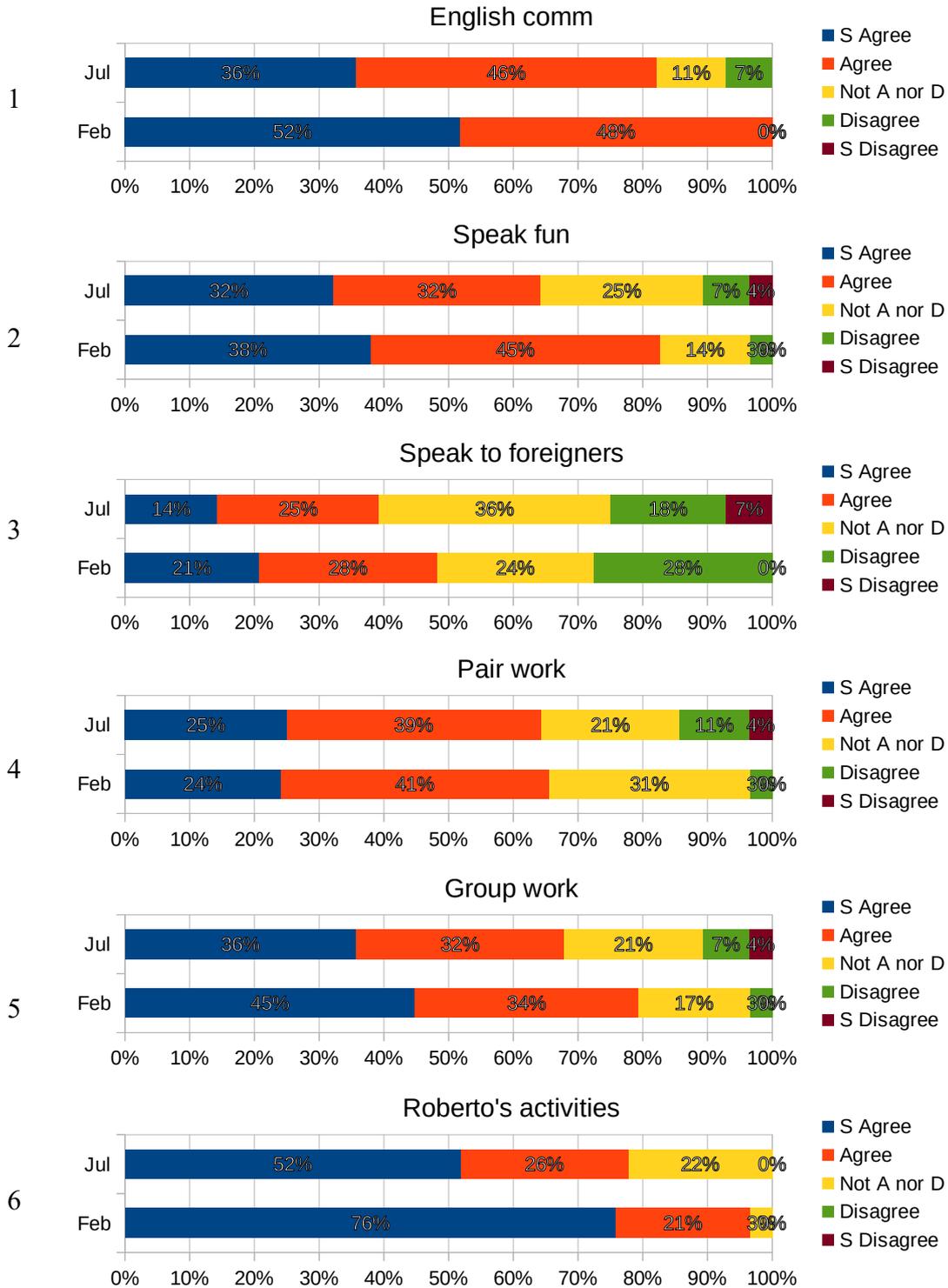
2) Final survey

The survey given on my last day of school, was similar to the one the students filled in July, so some of the answers are comparable, because I wanted to focus on some point more than others, I will only refer to the ones that were part of both surveys¹¹.

¹¹ Details of the survey data can be found on the Appendix.

a) About English and the classroom

Graph 5

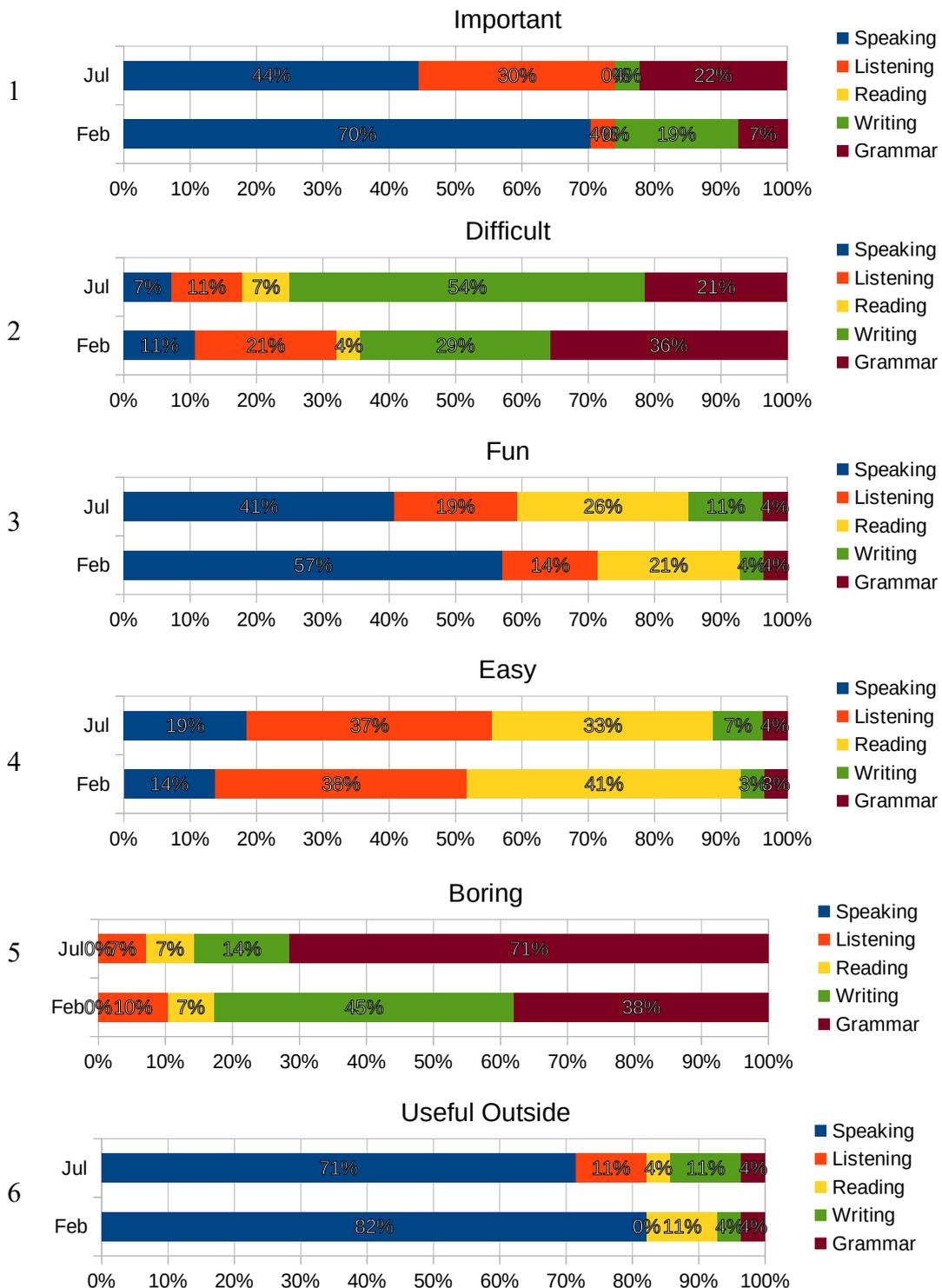


Graph 5 shows the difference in the students perceptions of English as a tool for communication (5.1), their opinion in relation to how much they enjoy the language (5.2), how willing they are to speak to foreigners (5.3), hoe much they enjoy pair and group work respectively (5.4 – 5.5) and their opinion about my lessons and activities

(5.6). All of the graphs show a noticeable difference in the students opinions and perception between the July and the February surveys, showing how much more positively they think about English, even to the point of having no students who strongly disagree to the idea of speaking to foreigners.

b) About the four skills and grammar

Graph 6



Graph 6 shows the difference in perception of Importance, Difficulty, Fun, Ease, Interest and Usefulness of the 4 skill and grammar, that the students had between July and February. 6.1 shows a great increase in the students perception of importance related to Speaking, while 6.3 shows that they also think that Speaking is more fun than the other skills and 6.6 also showing how more students consider how Speaking is the most useful skill to learn to be used outside of school. 6.2 and 6.5 show how the student feel about Grammar and Writing, considering both the most difficult and boring

c) Written comments

The survey asked the students about their feeling and opinions about various topics, and how they think they felt about them during the 1st semester, and how they felt at the moment of writing. I translated the students responses with the help of my Japanese teacher, as I was no longer at school, I could not ask the JTEs for help. The translation was done rather quickly, but as I was aware of the students progress, I could understand what they were trying to say, even when the person who helped me was not so sure, basically for the students' choice of words or strange writing style.¹².

1. About Communication Strategies

1st 25 of the 29 students mention, for the 1st semester, difficulty, problems or complications, be it because Japanese and English are different, lack of vocabulary or simple not understanding; while only 4 students mentioning that they could “do a little” or “not so good”.

Now Only 5 of the 29 students kept a negative opinion, mentioning difficulty, or lack of knowledge. 3 students mention they're capable though “only a little”, and the rest of the students (21) commented positively, most of them writing how now they “can”, “understand” and “remember” more when compared to the 1st semester.

2. About Speaking in English

1st 20 students wrote negatively about this topic. Some students mention how they just did not like English, how they felt they were not good enough, or that it was simply difficult. One student even wrote “I’m Japanese, why do I have

12 Translation of all answers and examples of some of the students answers can be found on the Appendix.

to speak English?”, this negativity is still evident in the more positive comments, like “I enjoy a little, but it’s troublesome”, this mixed feeling is evident in 6 students, and only 3 had positive things to say, thought they were a little short for words: “easy”, “I liked English” and “enjoy”.

Now Only 2 students kept their negative view: “Still hard” and “bored”, while 3 mentioned a mix of feeling: “It’s difficult, but I enjoy” or “I still like English, even though I’m not good at it”. The rest of the students (24) wrote positively about the topic; 5 students even mentioned how they feel they are better than before, while most of the rest talk about enjoyment, understanding and desire to learn more.

3. About Small Talk

1st 21 students mentioned difficulty, lack of confidence, lack of vocabulary or being unable to achieve the goal of the activity. At least one student said “I thought small talk was useless”. I was surprised to see the even among the negativity, 5 students had mixed feelings, like being able to speak, as long as it is with friends, and not with others, or that the activity is fun, even if they don’t understand everything. Only 3 students had something positive to say, even though not too much to write: “fun”, “enjoy” and “enjoy”.

Now Like before, only 2 students kept their negative opinion: “difficult” and “I don’t want to do it”. While only one student change from a negative view to a mixed view (“I’m not sure”), the rest, except for one that did not, changed or kept their positive view, mentioning enjoyment, how the now “can” and being able to remember. One student even mentions wanting to try even more, while other wrote “I can speak smoothly and feel accomplished”.

4. About talking with classmates

1st Unsurprisingly, even though there are a lot of negative comments and overall feelings, this topics elicited the biggest number of positive responses when talking about the 1st semester, with 13 students writing about enjoyment, while 4 students wrote about their mixed feelings: “I enjoyed, but is was difficult”. The rest just wrote “difficult” or mention their inability to carry a conversation, or even wanting to speak Japanese”.

Now Two students kept their negative view: “difficult” and “Still no friends”. The rest changed to, or kept their positive view, with 18 of them using the word

“enjoy”, while the rest also mentioning feeling a sense of accomplishment, finding this in common with other classmates, and not mixing Japanese with English anymore.

5. About English in General

1st As the topic proposed was the most open of all, it was not a surprise to see so many different points of view, when referring to the 1st semester. Even though 18 students mention some sort of difficulty, be it grammar, writing, vocabulary, lack of enjoyment, or simple non understanding; 4 students show mixed feelings: “I like English, but I could not do well”, showing how some elements of the subject are OK, while other felt complicated or distant. Only 6 students wrote comments with a positive note, mentioning enjoyment and games, but one student wrote: “I thought English is important for my life”.

Now 2 students kept their negative comments: “I could not” and “grammar is difficult”, though that student complained about vocabulary during the 1st semester. 3 students mentioned that they felt “normal” about it, which just shows a little change from the previous negativity. The rest (24) wrote positively, mentioning enjoyment, understanding, being able to speak more than before and one students that wrote “I did not like English, it was difficult” for the 1st semester, writing “I enjoy a little, I think English is important for my future”, and one more students writing “I can speak more, so I enjoy. I changed my mind and I like English”.

7. What I learned

This was a great year for my AR project. Even though much changed from my original idea, and what I was able to do, specially in the final days, I am glad that AR allows for such changes to happen. Focusing my energy of helping the students to speak and master the few C.S. that I could teach was extremely rewarding, as I could see and hear them using them, as it was shown in the results of the speaking tests, some of them were even capable of using follow-up questions!

My focus on interactions and engagement during the first semester helped me understand that classroom as complex dynamic systems, and as such, sometime, too many things are happening at the same time, and it is difficult to focus on certain behaviours, particularly when in charge of the lesson at the same time, I would still like to use some of my time in that, however, I thin being able to take detailed observation notes, specific to the

behaviours we want to encourage, is useful, and having a tool to make it easier would be a great addition to any teacher's tool box. I want to try what I did here again, next time focusing on my students speaking abilities exclusively, giving attention to the curriculum only when required by the JTEs, and try, as much as possible, to develop the students communicative competence during my lessons by means of C.S. and speaking activities that require interactions among peers in the most natural way that I can possible make, while working within the frame of their studies.

8. Future Issues

Follow-up on research such as this would be ideal. To see how much the student remember after one year has passed, particularly if the teachers change and the students are taught with different methodologies, how much change can occur?

The biggest problem for me however, as of right now is one of uncertainty. I no longer have the job that I had this past school year, even though I will still be teaching this year, I will no longer teach in JHS. Most of my difficulties in research cam by external forces; schedule changes, not enough school days in a certain month, or the JTEs I was working with changing their minds. All those trouble should disappear for me this upcoming year, as I will be in charge of my own class, but as the class will be of ES students, I am not so sure as to how much I can continue with the same research topic, or if the best course of action will be to change it. Time will tell, but I look forward to the coming challenges.

9. References

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10. Appendix

Lesson Plan for January

Practice Small Talk and introduce the last CS “Fillers”

Time	Interaction T-Ss, S-S, S	Activity and Procedure
2	T-Ss	Greetings
3	T-Ss	Remind students of CS learned thus far.
5	T-Ss	Introduce “Fillers”
4	S-S	Small Talk.
6	S	Pre-Task Student write sentences (using simple past) about what they did during their winter vacation
11	S-S	Speaking Task Share their sentences with their partners in a short conversation, using the CS learned so far plus Fillers. Ss take note of the partners they talked to and one interesting thing that they did
8	S	Writing Task Using the information gathered from the Speaking task, students write short sentences about their partners following the pattern given.
5	S	Feedback form
1	T-Ss	Closing and goodbye.

Total time: 45 min

S-S: 15 min

S: 19 min

T-Ss: 11 min

Class: _____ Number: _____ Name: _____

My winter vacations!
英語ではなしましょう!



Fillers つなぎ言葉

Let me see. Let me think.
Well, Like,
Ah, Mmm,
You know, I mean,



Tell me about your winter vacation.



Large empty rounded rectangular box with horizontal lines for writing.

	Name	Nice!
①		
②		
③		
④		
⑤		
⑥		



go - went
enjoy - enjoyed
eat - ate
it is - it was
see - saw
have - had

1 Write about your friends.

例 This is Roberto. He went to Atsuta Shrine, it was interesting.

① This is _____. She _____, it was _____.

② This is _____. He _____, it was _____.

③ This is _____. She _____, _____.

④ This is _____. He _____, _____.

⑤ _____, _____.

⑥ _____, _____.

☆ Feedback

① 授業内容の理解度

4 · 3 · 2 · 1

② ペア・グループ活動に積極的に取り組みましたか

4 · 3 · 2 · 1

③ 仲間と協力して活動に取り組みましたか

4 · 3 · 2 · 1

※ 分かったことを書きましょう。また、できた (できなかった) ことや、今後学びを深めたいことを書きましょう。

Speaking Test rubric 1

Class: _____ Number: _____ Name: _____

Conversation Test



	A (3点)	B (2点)	C (1点)
態度	聞き手の目を見て、表現力豊かに対話ができ、意欲が十分に感じられる。 <input type="checkbox"/>	聞き手への意識や伝える意欲をある程度感じ取ることができる。 <input type="checkbox"/>	Bに達していない。 <input type="checkbox"/>
(流暢) ぺらぺら	ほぼつまらずに発話することができる。大きな声で話することができる。 <input type="checkbox"/>	ほとんどつまらずに話することができる。または大きな声で話することができるが、両方はできない。 <input type="checkbox"/>	どちらもできない。 <input type="checkbox"/>
会話術	学んだ会話術をすべて使った。(挨拶、リアクション、シャドーイング、クローズ) <input type="checkbox"/>	会話術を使った。(1,2個忘れました) <input type="checkbox"/>	会話術を全く使わなかった。(配布資料に目を通す) <input type="checkbox"/>
質問内容	自然に質問できる。 <input type="checkbox"/>	質問を忘れて、プリントを見てしまった。 <input type="checkbox"/>	質問を忘れてしまい、何度もプリントを見る羽目になった。 <input type="checkbox"/>
会話ができた時間	一分以上会話ができた。 <input type="checkbox"/>	ほぼ一分会話ができた。 <input type="checkbox"/>	一分以上会話ができない、もしくは一分以上会話ができたが黙っている時間があつた。 <input type="checkbox"/>

スピーキングテストをした感想

※ どうだった? 分かったことを書きましょう。また、できた (できなかった) ことや、今後学びを深めたいことを書きましょう。

Time

Speaking test rubric 2

Class: _____ Number: _____ Name: _____

2 分間スピーキングテスト

2 月 3 日、10 日



	S (5 点)	A (3 点)	B (2 点)	C (1 点)
態度	X	聞き手の目を見て、表現力豊かに対話ができ、意欲が十分に感じられる。 <input type="checkbox"/>	聞き手への意識や伝える意欲をある程度感じ取ることができる。 <input type="checkbox"/>	B に達していない。 <input type="checkbox"/>
(流暢) ぺらぺら	2 分間つまずかずに話すことができ、大きな声で話すことができる。 <input type="checkbox"/>	ほぼつまずかずに発話することができる。大きな声で話すことができる。 <input type="checkbox"/>	ほとんどつまずかずに話すことができる、または大きな声で話すことができるが、両方はできない。 <input type="checkbox"/>	どちらもできない。 <input type="checkbox"/>
会話術	今まで習った会話術を繰り返し使うことなく、全部使いました。 <input type="checkbox"/>	学んだ会話術をすべて使った。(挨拶、リアクション、シャドーイング、つなぎ言葉、クローズ) <input type="checkbox"/>	会話術を使った。(1, 2 個忘れました) <input type="checkbox"/>	会話術を全く使わなかった。(配布資料に目を通す) <input type="checkbox"/>
質問内容	X	自然に質問できる。 <input type="checkbox"/>	質問を忘れて、プリントを見てしまった。 <input type="checkbox"/>	質問を忘れてしまい、何度もプリントを見る羽目になった。 <input type="checkbox"/>

スピーキングテストをした感想

※ どうだった? 分かったことを書きましょう。また、できた (できなかった) ことや、今後学びを深めたいことを書きましょう。

テストの出来を 1 から 10 までの数字で表すと?
(点数は無視してください。)

1-4 December

1. Sometimes I stopped talking and took a long time to answer, but I could do some reactions. I could not continue my conversation for one minute, but I could talk smoothly.
2. I want to know learn more conversation strategies.
3. I was not nervous, but I wanted to talk more fluently. I want to speak English like I speak Japanese.
4. I talked just for one minute, so I want to speak for longer.
5. I stopped the conversation. I did not know “close” words.
6. I stopped during the conversation, but my partner asked me, so I could continue. If I could not react well, my conversation could no go smoothly. Next time I want to ask many questions smoothly.
7. I stopped many times, my partner was worried. I could not know how to stop our conversation.
8. I did not know how to stop the conversation, so I asked two more questions. Sometimes I could not remember the words and the conversation stopped. I could not do many reactions. At the first questions, I looked at my handout. I could talk in order. After greeting the conversation started unnaturally.
9. I could ask the questions but I could not talk for a while, I want to talk smoothly.
10. Except for one question (cat or otters) I could answer smoothly. I watched my partners eyes. I could ask and answer. I could use some CS.
11. I had not spoken to my partner much before, so I could not do good reactions. I could talk for more than one minute without looking at the handout. When IO answered, sometimes I stopped. I want to answer smoothly.
12. I could ask smoothly. I could talk more than 1 minute and 30 seconds, so I was very happy. I could do shadowing and I could keep eye contact and talk.
13. I could not talk at all, so I want to remember more English.
14. I was nervous because it was not normal conversation (test). I always watched my handout, so on the day I did not look at my handout, so I could not do well. My reactions were always the same. I wanted to ask quicker.
15. I could not understand my partner’s questions, so I needed a little time, but after that I could talk smoothly with eye contact and loud voice, so that good.
16. I want to try again the same style of test.
17. I could do good reaction and greeting. But I forgot to ask a question. I want to try harder next time.
18. I wanted to ask “did you watch the world cup?” but I did not know how to ask, so there was a silent time, I wanted to apologize to my partner. I wanted to talk more naturally.
19. I stopped many times, I could not say what I wanted in English. I think I have to study more.
20. I could not ask smoothly. After thinking I could answer. I stopped a little when I was in the class.
21. 少しやはりいきなりとなると。
22. I stopped a little.
23. I was nervous, but I could talk with a loud voice and eye contact. I enjoyed our conversation for one minute. My partner and me could use “nice” and many reactions.
24. I could do reactions and shadowing. I did not stop our conversation, but I did not use gestures, so I want to talk with new reactions.
25. I could not do our conversation so well.
26. There was a little silent time, so I wanted to talk more.
27. I was nervous, so I used the same reactions, but I could answer to questions and answered. It was good to continue for more than one minute.
28. I could not ask smoothly so I stopped many times. I could talk with eye contact.
29. I wanted to use some other reactions, so I stopped a little. I wanted to talk more smoothly.

1-4 February

1. I forgot my question on the way to the conversation, but I could pay attention to reactions and fillers, so I use them and ask many questions and enjoy talking.
2. I could use more C.S. than I thought. We had a quiet time.
3. (Strange Japanese) Partners asked "Did you watch YouTube last night?", I forgot if I had watched or not, and I did not know how to answer. Besides that, I could not do at all.
4. 1. There was a little quiet time. I used the same reaction "That's nice". Next time, I want to use more reactions and talk fluently.
2. I did not find good questions, so there was some quiet time.
5. I asked naturally. I was a little nervous, but I want to continue like this.
6. 1. At the moment, I forgot the English words, so I could not ask smoothly. I want to talk smoothly and remember the words. I sometimes used Japanese.
2. I forgot the good words. When I was asked "Why?" I could not answer smoothly.
7. I did not understand the meaning of the questions, so there was a quit time.
8. I was asked the name of my hero, but I did not remember the name, but I could answer "I forgot name". I used some fillers. Our conversation was enjoyable in English, so I could talk without quit time for more than 2 minutes. I forgot to check my handout because the conversation was enjoyable. I used "Oh, nice!" many times.
9. I was glad to use fillers, but I used a reactions just a little.
10. On the way to the conversation, we stopped talking, but I could use C.S. a little.
11. I forgot my question, so I asked a different question. I felt that 2 minutes was a little long. I forgot shadowing. I was glad to say "Nice talking with you". I had to prepare some questions and answers.
12. Honestly, I wondered if I could use C.S. and talk in a loud voice, but I thought I could talk fluently without stopping. When my partner asked the same questions, I was embarrassed, but the conversation was interesting and OK. Specially, it is difficult to use fillers. Next year I will do perfect.
13. I almost stopped, so I had to study more.
14. I enjoyed talking, but I used Japanese. I could not use fillers well. I only used "oh, I see"
15. I could talk in loud voice with my partner. Our conversation was so fast, next time I want to talk more slowly.
16. I could speak English better than I thought. I was happy.
17. I used the same reactions.
18. I forgot shadowing. I wanted to talk naturally, because of some quiet times. When I am embarrassed, I can use some fillers to talk for longer, so I fell safe. In this speaking test I felt happy to talk about my hobbies.
19. My score (self) was 9 points, I wanted to get 11 points. I want to be able to use more words.
20. I could not answer smoothly, but I talked with fillers. I used a little shadowing. I was nervous, so I could not talk positively, and at last I stopped talking.
21. I practised many times, but I could not do well.
22. I forgot all questions.
23. I stopped at the end of the conversation, but I was glad to use reactions.
24. I could use many reactions. I could not support my partner, so we stopped, I want to make progress. I could ask questions naturally, without my handout.
25. On my way to the conversation, I forgot what I asked, so I just watched my partner's eyes.
26. Because I did not understand my partner's question, there was a quiet time. I will practice more to not embarrass my partner.
27. I could ask naturally, but I used the same reactions every time. So I want to use more reactions.
28. I did not look at my handout, but I could not ask questions smoothly. I forgot fillers.
29. I used the same C.S. every time. I want to talk smoothly, because I sometimes stopped.

1st timed paired speaking test data

1-4 SELF						MINE														
Att	Flu	CS	Qs	Tm		Att	Flu	CS	Qs	T	T/S	OP	RC	SH	CL					
1	2	2	3	3	2	3	2	2	3	2	53	O	O	/	O					
2	3	3	2	3	3	3	3	2	3	3	129	O	O	/	O					
3	3	3	2	3	1	3	3	2	3	2	53	O	O	/	O					
4	3	2	3	3	3	3	3	3	3	3	60	O	O	O	O					
5	3	2	2	3	3	3	2	3	3	3	111	O	O	O	O					
6	3	2	3	3	3	3	3	3	3	3	92	O	O	O	O					
7	1	1	1	1	1	2	2	2	1	3	129	O	O	/	O					
8	2	2	2	2	2	3	3	2	3	3	126	O	O	/	O					
9	3	3	3	3	1	3	3	2	3	3	62	O	O	/	O					
10	3	2	3	3	3	3	3	2	3	3	98	O	O	/	O					
11	2	2	3	3	3	3	3	3	3	3	111	O	O	O	O					
12	3	3	3	3	3	3	3	2	3	3	95	O	O	/	O					
13	2	1	2	2	1	2	2	2	3	3	136	O	O	/	O					
14	3	2	3	3	3	3	3	2	3	3	60	O	O	/	O					
15	3	3	3	3	3	3	2	2	3	3	66	O	O	/	O					
16	2	2	2	2	2	3	2	2	3	3	85	O	O	/	O					
17	3	3	3	3	3	3	2	3	3	3	66	O	O	O	O					
18	3	2	2	3	2	3	3	2	3	3	95	O	O	/	O					
19	1	1	2	2	1	3	2	3	3	3	93	O	O	O	O					
20	2	2	2	3	3	3	3	2	3	3	133	O	O	/	O					
21	2	1	2	1	1	3	2	2	3	3	93	O	O	/	O					
22	2	2	2	3	2	3	2	2	3	2	53	O	O	/	O					
23	3	2	3	3	3	3	3	2	3	3	98	O	O	/	O					
24	3	3	3	3	3	3	3	3	3	3	62	O	O	O	O					
25	3	3	3	3	3	2	1	1	1	3	126	O	O	/	O					
26	2	2	3	3	1	3	3	2	3	3	136	O	O	/	O					
27	2	2	2	3	3	3	3	2	3	3	85	O	O	/	O					
28	2	1	2	3	1	3	3	2	3	3	133	O	O	/	O					
29	3	2	2	3	1	3	3	3	3	2	53	O	O	O	O					
						2.5	2.1	2.4	2.7	2.2	2.9	2.6	2.2	2.9	2.9	93	29	29	8	29
						Att	Flu	CS	Qs	Tm	T/S									
TS	###					###	###	###	###	###	93									
SS	2.5					2.1	2.4	2.7	2.2											
						3														
						OP	RC	SH	CL											
C.S.	29					29	8	29												

2nd timed paired speaking test data

1-4

SELF							MINE										
Att	Flu	CS	Qs	SS	TS		Att	Flu	CS	Qs	OP	RC	SH	FL	CL	TS	CP
1	3	2	3	3	5	11	3	2	2	2	O	O	X	O	O	9	X
2	2	3	3	3	8	11	3	3	2	3	O	O	O	X	O	11	O
3	2	1	1		0	4	2	1	2	1	O	O	X	X	O	6	O
4	3	3	3	3	7	12	3	3	3	3	O	O	O	O	O	12	O
5	3	3	5	3	10	14	3	3	3	3	O	O	O	O	O	12	X
6	3	5	3	3	9	14	3	3	3	3	O	O	O	O	O	12	X
7	1	1	1	1	1	4	2	2	2	2	O	O	X	X	O	8	O
8	3	3	3	3	9	12	3	5	2	3	O	O	X	O	O	13	O
9	2	3	3	3	6	11	3	3	2	3	O	O	X	O	O	11	O
10	3	2	3	3	6	11	3	2	2	3	O	O	X	X	O	10	X
11	3	2	2	3	6	10	2	2	2	3	O	O	X	X	O	9	X
12	3	5	3	3	10	14	3	3	3	3	O	O	O	O	O	12	X
13	2	1	2	2	2	7	2	2	1	2	O	X	X	X	X	7	O
14	3	3	2	3	5	11	3	5	2	3	O	O	O	X	O	13	O
15	3	3	3	3	8	12	3	3	2	2	O	O	X	O	O	10	X
16	3	2	2	3	7	10	3	3	2	3	O	O	O	X	O	11	O
17	3	3	3	3	6	12	3	3	3	3	O	O	O	O	O	12	O
18	3	3	3	3	7	12	3	5	3	3	O	O	O	O	O	14	O
19	2	2	2	3	6	9	3	3	2	3	O	O	O	X	O	11	O
20	2	3	3	3	4	11	3	5	3	3	O	O	X	O	O	14	O
21	2	1	2	2	5	7	3	3	2	3	O	O	X	O	O	11	O
22	3	3	2	2	6	10	2	2	2	3	O	O	X	X	O	9	X
23	3	3	2	3	7	11	3	3	2	3	O	O	X	O	O	11	O
24	3	3	5	3	8	14	3	5	3	3	O	O	O	O	O	14	O
25	1	1	2	2	2	6	2	1	2	1	O	O	X	X	O	6	O
26	1	1	2	3	2	7	3	2	2	3	O	O	O	X	O	10	O
27	3	3	3	3	8	12	3	5	2	3	O	O	O	X	O	13	O
28	1	2	2	2	7	7	3	5	2	3	O	O	O	X	O	13	O
29	2	2	2	2	6	8	3	5	2	3	O	O	X	X	O	13	O

2.4 2.5 2.6 2.7 6.0 | 2.8 3.2 2.2 2.7 29 28 14 14 28 21

Att Flu CS Qs SS TS
 TS ### ## 10
 SS 2.4 2.5 2.6 2.7 6.0 11
 3
 OP RC SH FL CL
 C.S. 29 28 14 14 28

July Survey Data

JUL	English comm	Speak fun	Mistakes OK	Speak foreigners	Outside use	Pair	Group	Roberto's
1	3	4	4	3	3	4	4	4
2	4	5	4	4	3	4	4	5
3	4	5	4	3	2	4	4	5
4	4	4	5	3	3	4	4	3
5	4	4	5	4	3	4	4	4
6	5	5	5	4	1	5	5	5
7	4	3	3	2	3	3	5	?
8	3	4	2	5	5	3	3	5
9	5	5	5	5	5	5	5	5
10	5	4	5	5	4	5	5	5
11	4	4	3	2	3	4	5	5
12	5	5	5	4	4	4	4	5
13	5	5	5	4	5	5	5	5
14	3	3	5	3	3	3	3	3
15	5	5	5	4	5	2	2	5
16	4	4	4	5	3	4	4	4
17	4	3	4	3	3	4	3	4
18	5	3	5	3	4	3	3	3
19	2	2	4	1	4	2	2	4
20	4	4	5	4	4	5	5	4
21	5	3	3	3	3	3	3	3
22	5	3	3	2	3	4	4	3
23	2	1	3	1	1	1	1	3
24	4	2	3	2	4	3	3	4
25	4	5	4	2	3	5	5	5
26	5	4	5	3	5	4	4	5
27	4	3	4	3	4	5	5	5
28	4	5	4	3	1	2	5	5
29								
30								

Av	4.1	3.8	4.1	3.2	3.4	3.7	3.9	4.3
Mo	4	4	5	3	3	4	5	5
Me	4	4	4	3	3	4	4	5
SD	0.875	1.09	0.891	1.134	1.182	1.084	1.1	0.823

S Agree	10	9	12	4	5	7	10	14
Agree	13	9	9	7	7	11	9	7
Not A nor D	3	7	6	10	11	6	6	6
Disagree	2	2	1	5	1	3	2	0
S Disagree	0	1	0	2	3	1	1	0

	Important	Difficult	Fun	Easy	Boring	Usr
1	L	S	S	R	G	S
2	G	R	W	L	G	L
3	L	W	S	L	G	S
4	G	W	S	L	R	S
5	S	W	S	L	G	S
6	L	W	S	S	G	S
7	L	W	S	L	G	S
8	L	L	W	S	L	W
9	G	G	R		G	S
10	G	W	S	S	W	L
11	S	S	R	L	G	S
12	S	L	R	W	G	S
13	S	W	S	L	G	S
14	W	W	R	R	G	R
15	L	G	R	R	G	S
16	S	W	S	R	G	S
17	SW	W	R	L	G	S
18	L	G		W	W	S
19	S	W	S	R	L	S
20	L	G	S	R	G	W
21	S	W	L	L	G	S
22	S	R	L	S	W	S
23	G	G	G	G	G	G
24	S	W	L	R	G	S
25	G	W	L	R	R	W
26	S	G	W	L	G	L
27	S	L	R	R	G	S
28	S	W	L	S	W	S
29						
30						

Speaking	12	2	11	5	0	20
Listening	8	3	5	10	2	3
Reading	0	2	7	9	2	1
Writing	1	15	3	2	4	3
Grammar	6	6	1	1	20	1

ALL	0	0	0	0	0	0
BLANK	2	2	3	3	2	2

February Survey Data

FEB

	English comm	Speak fun	Speak foreigners	Pair	Group	Roberto's
1	4	5	4	5	5	5
2	4	3	2	4	5	5
3	4	3	2	3	3	4
4	4	3	2	3	3	4
5	4	4	4	3	3	5
6	5	5	5	4	5	5
7	5	5	4	5	5	5
8	4	4	3	3	4	5
9	4	3	2	4	4	4
10	5	5	5	5	5	5
11	5	5	5	5	5	5
12	5	5	5	2	2	4
13	4	4	2	3	4	5
14	4	4	3	4	5	5
15	4	2	3	3	3	5
16	5	5	2	5	5	5
17	5	5	5	5	5	5
18	4	4	3	3	4	5
19	5	4	3	4	4	4
20	4	4	4	3	4	5
21	5	4	2	4	5	5
22	5	5	4	4	4	5
23	5	4	4	4	5	5
24	5	5	4	3	3	5
25	4	4	3	4	4	5
26	5	4	3	4	5	5
27	5	5	2	4	4	3
28	4	4	4	5	5	5
29	5	4	5	4	4	4
30						

Av	4.5	4.2	3.4	3.9	4.2	4.7
Mo	5	4	2	4	5	5
Me	5	4	3	4	4	5
SD	0.509	0.805	1.119	0.833	0.861	0.528

S Agree	15	11	6	7	13	22
Agree	14	13	8	12	10	6
Not A nor D	0	4	7	9	5	1
Disagree	0	1	8	1	1	0
S Disagree	0	0	0	0	0	0

	Important	Difficult	Fun	Easy	Boring	Useful Outside
1	S	W	S	G	L	R
2	S	L	R	W	G	S
3	G	L	S	R	W	S
4	S	W	L	L	W	S
5	S	G	L	R	W	S
6	S	L	S	R	G	W
7	W	G	S	L	R	S
8	S	W	R	L	G	S
9	S	W	S	L	G	S
10	W	S	S	R	G	S
11			S	S	W	
12	S	G	R	L	L	S
13	S	G	R	L	W	S
14	S	W	S	L	L	S
15	S	L	S	S	W	S
16		L		S	G	S
17	S	G	L	R	W	S
18	W	G	S	R	G	S
19	S	S	G	L	R	S
20	W	W	R	R	G	S
21	S	R	S	S	W	S
22	S	G	S	R	W	G
23	L	W	S	L	G	S
24	S	L	W	R	G	S
25	S	G	S	R	W	S
26	G	G	R	L	W	R
27	W	S	S	R	W	S
28	S	W	S	L	G	R
29	S	G	L	R	W	S
30						

Speaking	19	3	16	4	0	23
Listening	1	6	4	11	3	0
Reading	0	1	6	12	2	3
Writing	5	8	1	1	13	1
Grammar	2	10	1	1	11	1

ALL	0	0	0	0	0	0
BLANK	3	2	2	1	1	2

Some of the students written answers to the survey

会話術について

1 学期 自然にリアクションできなかった。	今 できるようには、なと感じる。
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英語で話すことについて

1 学期 言い方がわからず困った。	今 たくさん言えるようになった前より話せるようになった。
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スモールトークについて

1 学期 つばき言葉のたのたの無言には、して言うことができなかった。	今 つばき言葉のおかげで少し時間をかせぐことができる。
---------------------------------------	--------------------------------

友達と話すことについて

1 学期 うまく話せなくて少し申し訳ない気持ちになった。	今 英語で共通点を見つけてくれた。
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英語全般について

1 学期 ゲームは楽しかった。	今 全部楽しくなった!!
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会話術について

1 学期 ちょっと難かしい...	今 大体わかる!
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英語で話すことについて

1 学期 取っつきにくいけどまあ楽しい	今 すごく楽しい
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スモールトークについて

1 学期 ちょっと苦手...	今 大得意!
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友達と話すことについて

1 学期 むずかしい...	今 楽しい!
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英語全般について

1 学期 楽しい	今 と、ても楽しい
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会話術について

1 学期 おすかい	今 おすかい
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英語で話すことについて

1 学期 たのしい	今 たのしい
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スモールトークについて

1 学期 おすかい	今 おすかい
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友達と話すことについて

1 学期 たのしい	今 たのしい
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英語全般について

1 学期 めちかくたのしい	今 めちかくちたのしい
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会話術について

1 学期 な人もつかないし、たのしくない	今 たのしい
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英語で話すことについて

1 学期 すしはたのしいけど、たのしい	今 たのしい
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スモールトークについて

1 学期 意味あるのかな、たのしいな	今 意味があるし、たのしい
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友達と話すことについて

1 学期 たのしいけど、日本語でいいと思	今 英語でしゃべると、たのしいかも がある
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英語全般について

1 学期 書くとき文法がとくにいいな 英語が全体的にたのしい	今 レベルのおおきさ、英語はたの しいし、たのしい
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会話術について

1 学期 まだ まだ	今 まあまあ
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英語で話すことについて

1 学期 苦手	今 好き
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スモールトークについて

1 学期 止まる	今 スムーズ
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友達と話すことについて

1 学期 止まる	今 スムーズ
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英語全般について

1 学期 楽しい	今 超楽しい!
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会話術について

1 学期 いろいろ覚えるのたいへん	今 意外と覚えるの簡単で楽しい。
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英語で話すことについて

1 学期 外国人と関わりが少ないから外話せるくらいでいいかな と思った。	今 英会話をし、と学みたい
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スモールトークについて

1 学期 分がわからない むずかしい	今 分がく、楽しい。もとめてみたい。
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友達と話すことについて

1 学期 楽しい簡単	今 楽しい簡
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英語全般について

1 学期 意外と簡単で楽しい	今 1学期よりもむずかしいけど楽しい
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Translated SS responses to the Feb survey

1-4

About CS

1 st semester	Now
1. I could not react naturally	1. I feel no I can
2. English and Japanese are very different so its difficult	2. its difficult for me to keep talking
3. I remember a little bit	3. "let me see" and so on I can remember
4. I don't know SVO	4. still don't know
5. I could not do anything	5. I can a little
6. Very difficult	6. a lot of fun, I remember a lot
7. It's a little difficult for me	7. I can understand almost
8. difficult	8. a little difficult
9. I could not do anything	9. I can do a little
10. difficult	10. Ok
11. I could do a little	11. I can do much more
12. I could not use connection words	12. I can do everything from open to close
13. I was level 0	13. I can do better than before
14. difficult to remember	14. I understand basic English
15. I don't use English, I don't enjoy it	15. I enjoy English
16. I could, a little	16. I can do a lot
17. not so good	17. slowly getting better
18. I was bored, I could not do anything	18. I can do a lot now
19. I don't know vocabulary so I can talk	19. I can remember what I mean about talking
20. I don't have much repertoire	20. Now I remember by shadowing
21. what is this person saying?	21. I understand what the person is saying
22. I didn't know what I was asked	22. I can answer questions in English
23. Troublesome	23. I want more C.S.
24. difficult	24. enjoy
25. difficult	25. difficult
26. difficult	26. difficult
27. I could not	27. I can
28. I didn't know English, so I could not use	28. I can sue many English words and enjoy conversation
29. remembering English is so hard	29. I enjoy and remember easily

About speaking in English

1 st semester	Now
1. I had a problem, I did not know how to talk.	1. I can speak better than before
2. Pronunciation is difficult for me	2. its difficult, but I enjoy
3. I'm Japanese, why do I have to speak English?	3. I think now its important, I should speak with foreigners
4. Hard work	4. still hard
5. I though I could just speak Japanese	5. I want to speak English
6. easy	6. easy and interesting
7. I was shy, but I enjoyed a little	7. enjoyed a lot
8. normal	8. enjoy a little bit
9. normal	9. normal
10. I don't like English	10. I enjoy English
11. I could speak a little English	11. I can speak a lot more than before
12. I felt scared that my English was bad	12. Roberto reacts to my English, so I feel happy
13. I liked English	13. I still like English, even though I'm not so good at it
14. a little troublesome	14. enjoy, smooth
15. I enjoy a little, but its troublesome	15. I enjoy
16. I don't like English	16. enjoy English
17. I cant speak well	17. I like English
18. difficult	18. enjoy
19. I didn't understand questions and did not know how to answer	19. now I enjoy because I know how to speak and how to answer
20. I did not like English because it's difficult	20. I enjoy because I can speak and I understand what we say
21. I could only say "Do you speak Japanese?"	21. 1 st semester understand a little, 3 rd semester I can speak a lot
22. I don't know grammar	22. I enjoy speaking in English
23. I thought it was difficult	23. enjoy
24. I don't understand anything	24. I understand English
25. enjoy	25. enjoy
26. difficult	26. enjoy
27. bored	27. bored
28. I did no know meaning, and could not speak well	28. I can speak many words, and my understanding increased
29. I thought I don't need English because I don't have relationship with foreigners	29. I want to learn more

About small talk

1 st semester	Now
1. I didn't know connection words, so I was quiet a lot	1. I know connection words and I can do it
2. I did not know how to say my answers	2. I feel better than before
3. my conversation was cut cut cut	3. I can speak more, I have repertoire, so now I don't cut cut cut
4. I could not carry on the conversation	4. I'm not sure
5. it was troublesome	5. fun
6. fun	6. normal.. I can talk more than before
7. a little unskilled	7. I'm very good
8. Enjoy	8. enjoy
9. normal	9. normal
10. difficult	10. difficult
11. difficult	11. easy
12. I thought I did not need every lesson	12. I Remember many questions, so I don't cut my conversation for more than 3 seconds.
13. enjoy	13. Still enjoy, even though I feel I'm not so good at it
14. no confidence	14. I feel I can do it
15. I thought small talk was useless	15. it is useful and enjoy
16. unskilled	16. enjoy
17. I stopped talking	17. I can talk smoothly
18. I don't like pair work	18. I can do pair work
19. I would stop after every word	19. I can speak smoothly and feel accomplished
20. I can speak with friend, but no so good with other classmates	20. I can speak with anybody
21. I enjoyed, but I didn't understand what people were talking about	21. I understand and I enjoy talking in English because I can speak in English.
22. difficult for me to answer	22. I know how to answer
23. I didn't know what to do	23. enjoy
24. I was a shy person	24. enjoy
25. difficult	25. enjoy
26. difficult	26. enjoy
27. I hated it	27. I don't want to do it
28. I could speak a little and don't understand why we do it	28. I understand what we do this activity and I can speak more
29. I could not speak for 1 minute	29. I can continue talking for 2 minutes, enjoy, I want to try more

About talking with classmates

1 st semester	Now
1. I feel sorry, because I could not speak well	1. I'm happy because I found, things in common with my friends
2. I could not say anything	2. Now I can speak more
3. difficult	3. I can speak a little bit
4. difficult	4. difficult
5. I don't have friends	5. still no friends
6. I cant speaking	6. I enjoy and interesting
7. difficult	7. enjoy
8. I enjoyed a lot	8. I enjoy a lot more than before!
9. normal	9. Enjoy a little
10. enjoy	10. enjoy
11. enjoy	11. enjoy
12. difficult	12. I enjoy talking with good friends
13. enjoy	13. enjoy
14. I enjoyed, but it was difficult	14. enjoy a lot
15. enjoy but I thought I needed just Japanese	15. when I speak English I feel a sense of accomplishment
16. enjoy	16. enjoy
17. I would stop every so often	17. I can speak smoothly
18. enjoy	18. enjoy
19. I would stop talking because I did not know what to say	19. I enjoy talking
20. Enjoyed a little	20. enjoy a lot
21. I heard English like Italian because my friend would make the 'r' sound	21. now it doesn't sound like Italian to me
22. enjoy	22. enjoy
23. I wanted to speak Japanese	23. I want to speak English
24. enjoy	24. enjoy a lot!
25. enjoy	25. Enjoy
26. enjoy	26. enjoy
27. enjoy	27. enjoy
28. my English was mixed with Japanese	28. I don't mix Japanese with English
29. enjoy and easy	29. enjoy and easy

About English in general

1 st semester	Now
1. I enjoyed games	1. I enjoy everything
2. I didn't like English, it was difficult	2. I enjoy a little, I think English is important for my future
3. I dint understand grammar	3. I can do better than before
4. I can understand a little vocabulary	4. same
5. I could not	5. now I can
6. I enjoyed and felt it was interesting	6. enjoy and makes me happy
7. enjoy	7. enjoy a lot
8. normal	8. normal
9. I didn't enjoy	9. normal, but I like the activities
10. a lot of fun	10. a lot of fun
11. I thought English is difficult	11. I enjoy
12. I thought English is important for my life	12. I enjoy all English, and speak the most, but writing and grammar I'm unskilled
13. I like English, but I could not do well	13. I'm better than before, I can co do more things
14. difficult to understand	14. easy to understand and interesting
15. I could not do well in writing and grammar, I hated English.	15. Because of Roberto I changed my perspective
16. Unskilled	16. normal
17. enjoy	17. enjoy a lot
18. difficult	18. difficult, but enjoy
19. I did not understand	19. I understand English
20. difficult	20. easy
21. I enjoyed a little, but I could not do conversation	21. I can speak more Kahoot is fun
22. vocabulary was difficult	22. grammar is difficult
23. I thought I didn't need English lesson	23. I think English lesson are important
24. difficult	24. enjoy a lot
25. I did not understand English, it was difficult for me	25. enjoy
26. difficult	26. enjoy
27. I could not	27. I can
28. I didn't like English because I could not speak	28. I can speak more, so I enjoy. I change my mind and I like English
29. It was easier and more enjoyable than I thought	29. more difficult than the 1 st semester, but I enjoy