Action Research Final Report 2019

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1. Title: Developing Learners' Speaking Skills with Communication Strategies and Timed Conversations.

2. Teaching Context:
    1) Level: Older adults (50~80 years old), low-level life-long learners
    2) Class size: 14
    3) Time: 75 mins 1/week
    4) Textbook: "Encounters Abroad", NAN'UN- DO
    5) Problems:

    Many of the students are lifelong language learners which have been called "Third-Age Learners". They have their own specific character which is related to physical, cognitive, emotional, and cultural issues. They sometimes show unstable conditions in class from these kinds of complex reasons. They are also voluntary students at a culture center, (they are not supposed to be graded or evaluated). In addition, those students are accustomed to the traditional method (memorization) rather than focusing on the content of the stories. Under these circumstances and with the characteristic of Third - Age Learners, I have been seeking and working to find the most appropriate approach and the way to adapt my teaching to help these students improve their English for Third-Age language learning.

3. Goals:

    The goal of my Action Research is to observe students' positive effect of partner interaction through targeted practice of Conversation Strategies in the Timed Conversation.

4. Literature review
    ⑴ CLT

    Communicative Language Teaching is an essential approach for language teaching which replaced traditional methods. CLT focuses on development of students' communicative competence (Savignon 2002). Savigon emphasizes the importance of communication which is the expression, interpretation, and negotiation

of meaning, and that communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (p.225) (Canale and Swain 1980).

a) Communication Strategies (Conversation Strategies)

Communication Strategies are an important part of Communicative Competence. Dornyei (1995) conducted an important study which focused on a variety of Communication Strategies (CSs) and reported that students were positive about learning CSs. The result showed that they performed better. Dornyei (1995, p80) added "CSs provide the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty. Rather than giving up their message, learners may decide to try and remain in the conversation and achieve their communicative goal." Subsequently, many researchers began to study CSs in detail, such as Conversation Strategies, for example, Nakatani (2005) and Wood (2011).

Conversation Strategies are one component of strategic competence, a part of communicative competence (Canale and Swain 1980), which help to support learners' interactions in their communication. Conversation strategies are a group of common expressions which can be used to keep a conversation moving. Learners can be trained with useful techniques to facilitate natural discourse, for example, knowing what to say when they don't know words or they need time to think. Learners can acquire these frequent chunks and single words which will help them to negotiate in their communication, and also help them to be more fluent in their discourse (McCarthy, 2004). Sato (2005) emphasized the effectiveness of explicit CS teaching to raise the learners' awareness, in addition to video-taped conversation and self-evaluation in meaningful conversations. Sato also implied the importance of choosing interesting topics and building a learning community to share and learn from one another their opinions, so that learners acquire not only CSs but also L2 communicative competence.

b) Timed Conversation

In recent studies, it has been found that having time pressure in speaking performance is effective. This suggests that learners need to be exposed to plenty of opportunities to be pushed for output in a fixed period of time using only the target

language. In addition to that, learners' communicative competence is developed through actual communication, so timed conversation in meaningful contexts for students is essential. Furthermore, giving students ample practice in a limited time can promote learners' fluency. Nation and Newton (2009) explain that the time pressure in their 4/3/2 method helps students to develop their fluency. Recursive practice is also important to give learners plenty of opportunity for practice. Parish (2010) and Deacon (2001) both investigated the benefits of recursive practice and reported positive results.

Kenny (2003) reported the use of Timed Conversation enhanced students' use of the L2, also short dialogs transitions to longer discussions in which more negotiation and explanation are required, furthermore this kind of practice can help increase students' confidence in using L2. Various researchers have found that timed conversation is an effective way which spontaneously creates an only English environment that allows students to develop both fluency and confidence, and promotes development of students' communicative competence.

c) Video recording

Video recording is a useful tool for language learning. It provides opportunity for both teacher feedback and evaluation as well as students' noticing. Teachers can use the recording to provide individualized, focused feedback on individual student's conversations to help them notice important features, and can also be used for evaluating or scoring students. Students can use their videos to review their own performance, and using task sheets they can notice features and evaluate their own performance and set goals for future classes (see Murphey and Kenny, 1998; Murphey and Woo, 1998). In addition, students/teachers can produce transcripts of the video conversations to obtain accurate statistical data on things like the use of specific conversation strategies, pausing, length and time of speaking, and details of turn taking. This data can be used for research purposes to further understand the dynamics of spoken interaction.

⑵ Third-Age Learners

There is much research in second language learning and teaching which has been conducted for adolescent and adult learners, yet little research on middle aged-

learners. This group, called Third-Age Learners, has been increasing currently in the world as people from the baby boom have reached retirement age yet are remaining active. More researchers have been paying significant attention in recent years on the demand of study and materials for SLT focusing on the specific characteristics of Third Aged-Learners (Ramirez Gomez & Sanz, 2017).

As I mentioned in my previous report, Third-Age Learners have unique characteristics which must be considered when designing classes for them. Such characteristics are different to those of younger learners, so 'standard' materials and class procedures may not be appropriate (Ramirez Gomez & Sanz, 2017). They may have higher social inhibition, and low self-confidence and low tolerance to making mistakes. Also, older learners may suffer from anxiety (Derenowski, 2018), they may have self-defeating attitudes, and they may have physical changes such as loss of hearing capacity (Birdsong, 2006 (in Castañeda, 2017)) or loss of visual acumen which may limit their ability to perform the target language. Teachers always need to work carefully with Third-Age learners to help their language development. As my research is based on the teaching of senior citizen learners in a culture center, there is a strong connection to the research on Third-Age Learners.

One aspect of SLT is the use of L1 in the classroom, and there are various opinions both for and against the use of L1. Translanguaging has been discussed in the literature for some time (for example, see Nation, 2001), and the use of L1 (in this case, Japanese) by the teacher and students can be seen to be supportive of learning (Izumitani & Sato, 2016). The teacher can clarify instructions and explanation in L1 to support the 'nervous' students (Bartlett, 2017), and students can use L1 during the planning stage before Timed Conversations, such as the 4-3-2 approach (Nation, ibid.). In the case of the Third-Age classroom, where students can be overly sensitive, translanguaging can have a calming and confidence-building effect.

In addition, considering the characteristics of Third-Age learners, some physical activities which are based on the ideas of positive psychology have been suggested (Helgesen, 2017) as an ice breaker or an energy break to enhance effective language learning. In general, physical activity increases blood circulation by 15%, and produces the positive chemical "BDNF" which is connected to faster and better learning. Moreover, serotonin is connected to well-being and happiness, which leads to positive emotions (Seligman,2011). These physical activities can help the Third-Age learner in the classroom.

5.   What I did:

My goal focuses on students' positive effect of partner interaction through targeted practice of Conversation Strategies in Timed Conversation.

a) Timed conversation

My research has continued in mostly the same way as my previous midterm report. As I mentioned in my midterm report, initially students began with their Timed Conversation from one minute in length in April, 2019 and then I intended to increase the amount of time.   Students, however, complained about the initial time being too short, while I felt their conversations were not really very good due to poor fluency (e.g. pausing, false starts, using Japanese). I modified the approach of Timed Conversation based on the approach 4/3/2 (Paul Nation, 2009) which started from 4 minutes and then reduced the length to 3 minutes. Once students were accustomed to this pattern, I extended the times and students challenged first 4.5-minute conversations shortened to 3.5-minutes, then from 5 mins and reduced to the length to 4 mins at the end. This recursive pair practice aimed to increase the amount of utterances while reducing their pauses during their interactions.

b) Communication Strategies (Conversation Strategies)

It has been over a year since I implemented Conversation Strategies in Timed Conversation. As I reported in my midterm report, I began by introducing Openers /Closers to make sure all students were able to use them, since some new students joined in April. Then gradually I introduced rejoinders, clarification ("Pardon me?" "Excuse me?") and fillers ("Hmm…Let me see/think" and "That's a difficult/good question") in their Timed Conversation. I introduced some more new CSs; agreeing ("Me too"/ "Me neither" and "I think so"/ "I don't think so"), summarizing comments ("Sounds good") and asking for examples ("For example?"/Like what?"). In addition to that, over the past few months, students have been focusing on using some follow-up questions. Each week, I encouraged students to ask follow-up questions with the use of CSs after they heard some news from their partners.

In the mid-term report I explained that students often claimed that they forgot the previous expressions as soon as they tried to use new ones, however many students seemed to make their best attempt to use the follow up questions as well as

CSs. Students appear to be making some progress in their ability to communicate smoothly and naturally.

c) Video Recording (Performance Test)

I implemented two video recordings (performance tests) which I called "Video Day", the first in July and the second in February.

As for the method, before the second video recording, I distributed a rubric titled Observation Point Sheet as rubric (see Appendix 1) in order to let students know what and how their performances would be observed since I only had showed some Observation points as rubric in oral in July. Students chose two topics which they have practiced in the past, and I let them know that the video topic would be chosen from two by lottery (see Appendix 2) as well as their partner on the site.
As a follow-up, after the performance test, students were asked to make transcriptions of their Timed Conversation, which were used for reflection and analysis by comparing the two performances in July and February (see Appendix 3). Students reported how many words they were able to say, and also which and how many CSs and Follow-up questions they used in their Timed Conversations. Unfortunately, there was some confusion in my instructions on how to do the transcriptions, for example some students transcribed what they wanted to say in their performances but not what they actually said. In other cases, some of these Third-Age learners could not grasp what it was that I was asking them to do in the transcriptions, even though I was explaining it in Japanese (their L1). This led to some frustration with the process, and I hope to explain it better next time, perhaps using some examples in class.

As for their performances, students were much calmer in their second Video Day compared to the first one in July. However, this activity was still new to students, especially the activity after video recording; watching and transcribing their own performances might have been hard work for the Third-Age learners.
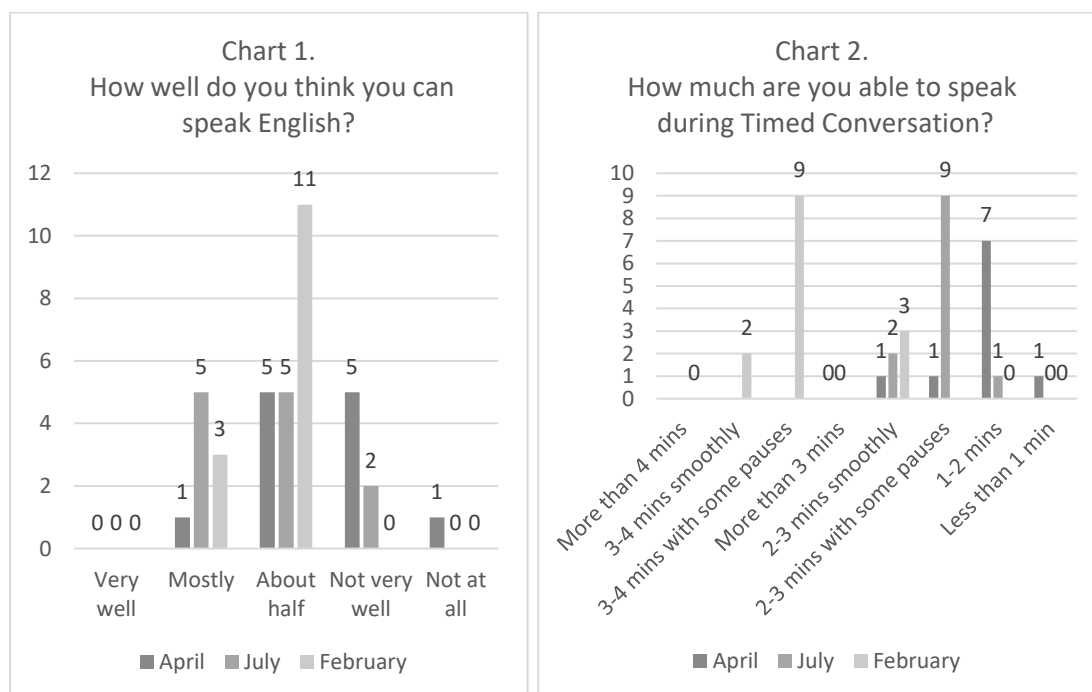
d) Survey

After the video recording, I implemented the survey what students thought about the class activities and the change of their performance including CSs. I prepared students' previous surveys to compare when they actually wrote the February survey (by advised Prof. Sato). Students seemed to be able to realize their

change over a year by comparing their proficiency. It is important and meaningful for students to feel accomplishment to know their change "before" and "after" which leads to their motivation and language development.

6. What happened (Results)

In the following the section, I will discuss the results from the students' survey.

Chart 1.
How well do you think you can speak English?

Chart 2.
How much are you able to speak during Timed Conversation?
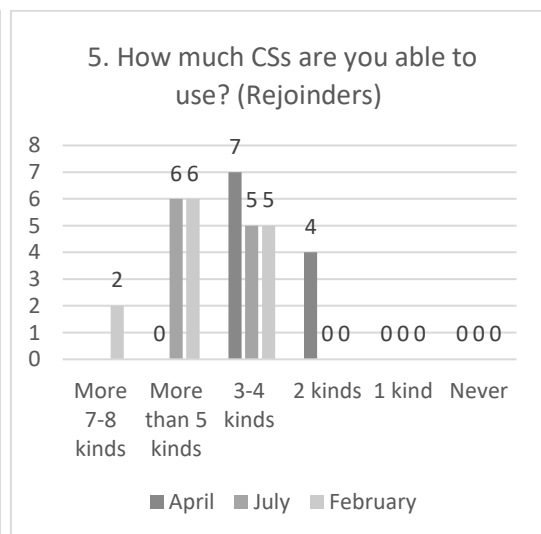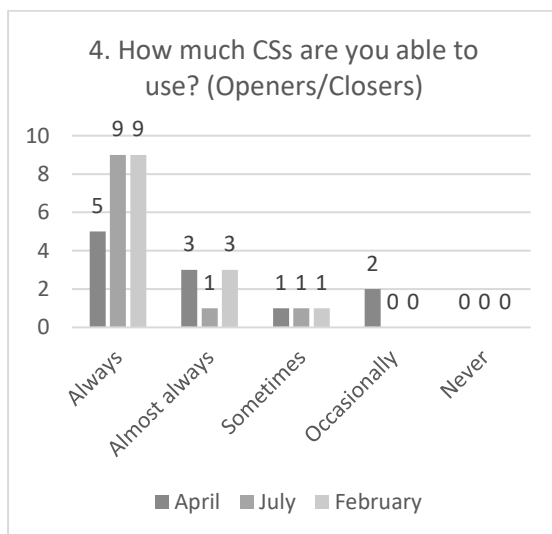
The students' survey is a comparison between April, July and February, and I conducted the surveys in July and February after the speaking test. Chart 1 shows the result on the students' survey, "How well do you think you can speak English?" In February, all students answered 'Mostly' and 'About half' (I can tell something what I want to say in English somehow). No one reported "Not very well" or "Not at all" in February compared to surveys in April and July. It shows the positive result that students now think they can speak English better than before.

Chart 2 – "How much are you able to speak during Timed Conversation?" shows a positive result in February compared to July and April. Students practiced longer (aiming for 4 mins without pauses) Timed Conversation since last September. In February, eleven students reported in both "3-4 mins smoothly" and "3-4 mins with some pauses", and no one reported 2-3 mins with some pauses, 1-2 mins and "Less than 1 min", whereas in July nine students responded that they are able to speak for 2-3 mins with some pauses and two students reported "2-3 mins smoothly". The result

shows students are able to speak longer in Timed Conversation compared to April and July.
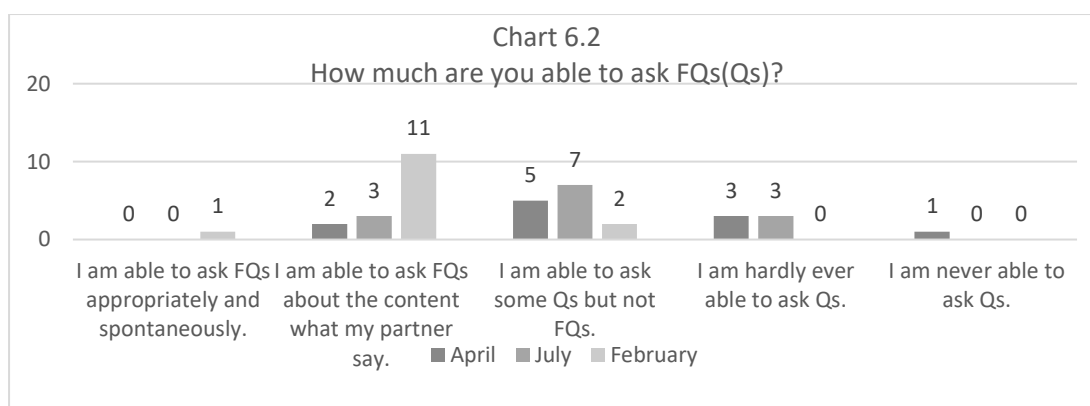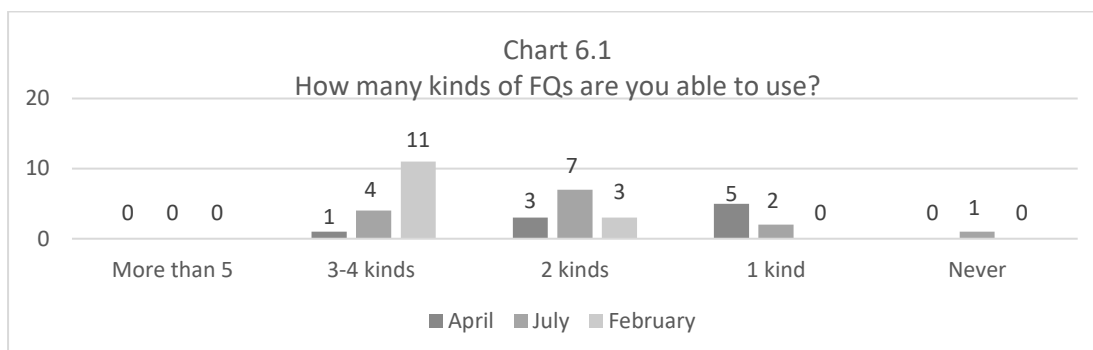
**Chart 3.
How was your participation
in Timed Conversation?**
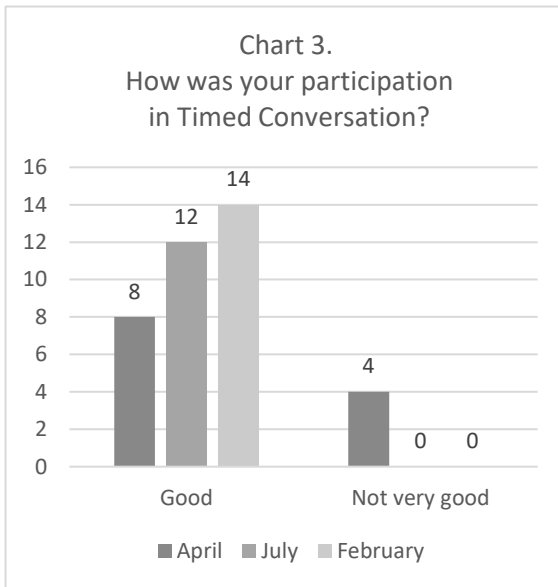
As for the participation in Timed conversation, Chart 3- "How was your participation in Timed conversation?", all students responded "Good" in July and February, while four students responded "Not very good" in April. This result shows that the change of students' positive attitude to participate in Timed Conversation over a year.

4. How much CSs are you able to use? (Openers/Closers)

5. How much CSs are you able to use? (Rejoinders)

Regarding the use of CSs in Charts 4 & 5, for Openers/Closers, nine students reported that they are always able to use them, three students said "Almost always" in February. As for the use of Rejoinders, all thirteen students responded that they can use more than 3-4 kinds (including 2 students reporting "More than 7-8 kinds" and 6 students reporting "More than 5 kinds") in February since more CSs had been introduced. There is no major change, however, 2 students responded they are able to use more than 7 kinds, which is very good. At the same time, students have been challenging to use some follow-up Questions since January, so it seemed like they had some difficulty to use both CSs as well as follow-up questions. This result might be affected for this reason. As for the use of Openers and Closers, all students used them

smoothly, it seems like they are accustomed to say them automatically in their conversation.

Chart 6.1
How many kinds of FQs are you able to use?

Chart 6.2
How much are you able to ask FQs(Qs)?

As for the asking of Follow-up Questions, Charts 6.1 and 6.2 show that students are able to use more variety of follow-up questions than before (Chart 6.1 - February compared to July and April). They also reported being able to ask follow-up questions more often now (February) as compared to before (July and April). Students seem to be developing their ability to ask follow-up questions.

Chart 7. How much do you think this activity is useful to improve English?

	April				Feb				Change
	SA	A	D	SD	SA	A	D	SD	
Timed conversation	4	5	2	0	9	3	0	0	
	(P) +9		(N) -2		(P) +12		(N) 0		+ 5
Handout Activity	4	5	2	0	6	8	0	0	
	(P) +9		(N) -2		(P) +14		(N) 0		+ 7
Conversation Strategies	3	7	1	0	7	6	1	0	
	(P) +10		(N) -1		(P)+13		(N) -1		+3
Textbook Activity	2	9	0	0	5	8	1	0	
	(P) +11		(N) 0		(P) +13		(N) -1		+1
Video Recording	0	6	2	0	4	8	2	0	
	(P) + 6		(N) -2		(P) +12		(N) -2		+ 6

SA: Strongly Agree / A: Agree / D: Disagree / SD: Strongly Disagree (P) : Positive / (N) : Negative

In Chart 7–data from survey "How much do you think this activity is useful to improve English?" showed positive changes between April and February in in all activities (Timed conversation, Handout Activity and Video Recording). In particular, Timed Conversation, Handout Activity and Video Recording showed significant changes between April and February. This result shows students' satisfaction as well as the change of students' belief on leaning by experiencing those activities over a year in class.

Table 1. Sample Students' Comments about Timed Conversation

• I have come to be able to concentrate on listening to my classmates' English. (3)
• I have come to be able to ask some questions little by little. (2)
• I feel I have come to be able to talk in English actively. (2)
• I have come to be able to talk naturally.

Table 2. Sample Students' Comments about Conversation Strategies

• I am always conscious of the use of CSs when I have Timed Conversation. (7)
• I am always conscious of the use of CSs, but I would like to use more various CSs. (2)
• I have come to be able to use CSs (Rejoinders) compared to before. (2)
• I sometimes use CSs with a family member at home.

Table 3. Sample Students' Comments about Video Recording

•I could not use CSs well as I usually use in class. (4)
•I could not ask follow up questions as I usually do in class. (3)
•I was able to ask some follow-up questions. (2)
•I think I was able to do better and more enjoyable than last time. (2)
•I enjoyed the conversation without relying on memorization.

Table 4. Sample Students' Comments about the change since April.

• I think my speaking and listening have improved. (3)
• I have come to be able to talk more various topics. (2)
• I have come to be able to speak English with easy expressions. (2)
• I have had more time to think things in English.

Chart 8.

			Michi (Average)	Kako (Weak)	Miko (Good)
CSs	**July 3mins**	**Transcribed**	14 (R6, G3, S5)	8 (R3, G3, S2)	25 (R17, G7, S1)
	Feb 4mins	**Transcribed**	21 (R5, G3, S13,)	6 (R2, G3, O1)	28 (R13,G5,S10)
Follow-up Qs	**July 3mins**	**Transcribed**	5 (2 originals) (3 examples)	4 (1 examples) (3 incorrect examples)	7 (3 examples) (4 original, but 1 incorrect)
	Feb 4mins	**Transcribed**	6 (3 originals) (3 examples)	3 (0 original) (3 incorrect examples)	9 (2 examples) (7 original but 1 incorrect)
Length of pauses	**July 3mins**	**Before CSs**	A (0.6)	A (0.3)	A (0.7)
		Before FQs	A (6.8)	A (5)	A (1.0)
	Feb 4mins	**Before CSs**	A (0.4)	A (0.7)	A (0.5)
		Before FQs	A (1.4)	A (3.7)	A (1.6))
Number of total turns	**July 3mins**		21	21 (3 turns in Japanese)	26 (1 turn in Japanese)
	Feb 4mins		34	33 (4 turns in Japanese)	37
Number of turns/ min	**July 3mins**		12.5	13.3	16.2
	Feb 4mins		16.0	16.0	17.0

[R: Rejoinders, G: Greeting, S: Shadowing, O: Others]   [A: Average]

Chart 8 is the results of the number of used CSs, Follow-up Qs, total turns, number of turns/minute and the length of pauses and turns from three students' surveys and transcriptions in July and February. According to the data from transcriptions on Michi, the number of CSs increased from 14 to 21, especially the use of shadowing had a great increase from 5 to 13 times in his Timed Conversation. At the same time, the length of pauses became shorter both before CSs and especially before FQs (the average 6.8 reducing to 1.4 seconds). Also, the number of total turns increased from 21 to 34 between July and February which shows the conversation become much more interactive (see Appendix 5). Michi is an example of a typical student who shows a great improvement between July and February. On the other hand, Kako is the weak student who does not show any improvement between July and February. Other than an increase in total turns, the data shows little difference between July and February. The third example Miko who is a strong student performed very well in July, and showed a small increase in performance in all

categories. I should note that this small increase in Miko's performance may be due to her having a particularly weak partner in February.

7. What I learned

Throughout the year, I observed the change of students' attitude and confidence towards learning English. This is my second year to attempt Timed Conversation and Conversation Strategies to facilitate students' conversation in class. Some students showed some negative attitudes towards the change of my approach when I started Timed Conversation, which was probably because they were accustomed to learning in a traditional teaching style (teacher- fronted) which many of us including those students have experienced in the past (perhaps, it is still being applied in many places). However, students have become more enthusiastic about learning and started noticing the importance of recursive practice in meaningful contexts. In addition, many students have started to realize how much they have improved by their effort over a year. Those students' noticing has led to a change in students' attitude and proficiency, and I have reaffirmed that those elements were significantly important for language development.

The students' progress varies, however, depending on the student. As we saw above Michi is making great progress, but Kako is not. Michi has improved in almost all the measures used in this report, however, Kako is still struggling with staying in English-only and using the CSs and asking FQs. I will have to keep encouraging her in the coming semester.

One observation I have made is the difference between the students learning CSs and the students using FQs. While it was quite difficult at first for students to use the CSs, by introducing them little by little, students have come to use them naturally. As for FQs, students still need more focused practice with specific FQs, and they can not yet ask them spontaneously. I will have to continue to guide them in how to ask FQs.

A second observation is how difficult it is for students to change their learning styles. As I mentioned above, many students are accustomed to traditional learning styles where they memorize and recite dialogs, and this approach seems to be blocking their progress. The students, like Michi, who have shown progress seem to be the ones who tried to focus on the content of the story in favor of interactions. Students like Kako, who cling to the old style, seem to have difficulty to accept new things. In Kako's case, she switches to Japanese to cope with miscommunications,

and she often breaks the English-only atmosphere which also leads to communication breakdown in interactions.

Finally, this is a class of mostly seniors, Third-Age learners, and they continue to be sensitive and slow both physically and psychologically, for example, instructions in both English and their first language is necessary, especially explanations for grammar or new tasks and activities. I often observed scenes that either students did not listen to my instructions or did not remember my explanation. I often have to repeat the same instructions four or five times over some lessons. This is also my challenge to cope with as my future plan. Teachers especially for Third Aged learners always have to keep in mind of their particular characteristic, also the importance of supplying a safe learning environment. As long as those elements are taken care of, the Third -Age learners are capable of learning successfully in the second language classroom.

Overall, many students have made great progress over a year and are enthusiastic about their English learning.

8. Future issues

In the future, as I mention above, I would like to continue to support students' communication proficiency to improve more than they achieved this year. I am going to introduce more CSs including a review of learned CSs, and Follow-up Questions in Timed Conversation. In particular, I would like to apply a more creative way to enhance their imagination and flexibility when they prepare their Timed Conversation without relying on memorization. For example, I would like to try the Conversation Trees activity introduced by Prof. Kindt as a way to help students get ideas for their conversations. Also, I want to try new ways to get better attention from students in class by changing the table layout or the method of instruction (written text, etc.). I need to make a better learning environment while understanding the characteristic of Third Aged Learners. I hope these new changes will continue to have a positive impact on students and support their language development.

9. Response to comments received

• Analysing students' pauses per min also the average (quantitative data)
• Interview three focused students after performance test.

As I reported in 6 and 7, students' attitudes and proficiency towards learning English have improved positively over a year through Timed Conversation, the use of Conversation Strategies, and Video Recording with transcription. In addition, I found many positive comments in the Sample Student's comments explaining that they were always conscious of the use of CSs when they had Timed Conversation. This shows that students tried their best to focus on the meaning to use appropriate CSs as well as follow up questions. However, it seemed to be difficult for the Third-Age learners to change their learning style which relies on memorization instead of focusing on the content of the story. Furthermore, as I mentioned in my previous report, one of the characteristics of Third-Age learners, anxiety, is associated with memory problems, higher social inhibition, and/or low self-confidence. From this, I am not sure whether this kind of study that measures pauses is suitable and effective for those learners, rather, encouraging the increase in their turn taking might be more effective for Third-Age learners, while being sensitive to their anxiety. I would like to investigate more about those characteristics as well as observing those learners to see what is the most suitable way to develop their English proficiency. I am looking forward to seeing students' further development as well as the positive result of study.

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Today's Lesson Plan (Day 2. Nov)   Name: Satsuki McNeill
Objective: Challenge Timed Conversation for 4.5 mins→3.5 mins x 5 pair changes with CSs

Time	Interaction T-Ss, S-S, S	Activity & Procedure	Things to say
3	T-Ss	Greeting	How are you today?
2 5	T-Ss S-S	Seating Activity instruction "How long does it take to get here?"	Have you edited your script?
3 27	T-Ss S-S	Timed Conversation, Brief summary of the instruction "Best childhood memory" (Day 2) Work in Pairs x5 Prompt card ① ○4.5mins ②○4mins ③△4mins④△×3.5mins ⑤×3.5mins	*Be aware if you are speaking only English.
5	Ss	Students write self - evaluations	
3	T-Ss	Distribute and explain about the handouts of Timed Conversation for next week	*Do you have any questions or comments?
6 6	T-Ss S-S	Textbook p24, warm up of the unit. Students work in pairs. "Let me…" sentence.	
7 8	T-Ss S-S	Textbook p25, activity 1. new words & phrases Conversation listening Q&A Conversation practice Students work in pairs	

Total Time   75 mins
    S-S: 46mins   Ss: 5mins   T-Ss: 24mins

Survey アンケート (Feb. 2020)

Name (　　　　　　　　　　)

現在の該当するところにチェックをしてください。

(1)英語で話すことについて、どう感じていますか？

	言いたいことがかなり自由に話せる	多少の間違いはあるが言いたいことは言える	片言だが何とか言いたいことが言える	かなり片言で単語を２、３個並べる程度である	ほとんど話せない
現在					

⑵Timed Conversation でどれくらい話せますか？

	４分以上なめらかに話せる	３〜４分ならなめらかに話せる	３〜４分なら時々つまるが話せる	２〜３分なら時々つまるが話せる	１〜２分なら何とか話せる	１分もたない
現在						

⑶Timed Conversation での英語使用率はどうですか？　　（％）

	目標	実際使用率
現在		

⑷Timed Conversation への参加状況はどうでしたか？

	積極的に参加している	あまり積極的に参加できません
現在		

(4)の質問で「あまり積極的に参加できません」と答えた人に聞きます。その原因は何でしたか。

あてはまるもの全てをチェックしてください。

（　）ペアトーク自体が好きではない。　　　　　　　　　（　）質問が難しいため上手く話せない

（　）相手が日本語を話してくる　　　　　　　　　　　　（　）英語が出てこない

（　）雑談をついしてしまう　　　　　　　　　　　　　　（　）英語を話すのが恥ずかしい

（　）その他　（　　　　　　　　　　　　　　　　　　　　　　　　　　　　）

(5)ペアでの会話で、相手の英語はききとれますか？

	幅位広い話題について具体的な情報が正確に聞き取れる。	幅広い話題について大体聞き取れる。	海外旅行や日常的な話題について、具体的な情報が正確に聞き取れる。	自己紹介などの簡単な話題についてであれば正確に聞き取れる。	単語は何とか聞き取れるが細かい内容は正確に聞き取りにくい。
現在					

(6)先生の英語は聞き取れますか？

	指示は全て理解できる。	指示はおおむね理解できる。	半分理解できる。	少し理解できる。	殆ど理解できない。
現在					

(7)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？

	Timed Conversation 活動				授業で使うハンドアウト				Conversation Strategies, Follow-up Questions の導入				テキストを使った活動				ビデオ収録			
現在	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

(8)英語の授業で好きなことは何ですか？

	Timed Conversation 活動	ハンドアウトを使った活動	テキストを使った活動	他
現在				

(9)どの分野を一番伸ばしたいですか？

	スピーキング力	リスニング力	ライティング力	リーディング力
現在				

(10)英語が使えるようになりたいですか？

	はい、とても	どちらかといえば、はい	どちらかといえば、いいえ	そう思わない
現在				

(11)授業外での学習時間はどれ位ですか？学習分野ごとの時間を教えてください。

（例）＿＿＿＿＿時間／（毎日）（１日おき）（２日おき）（３日おき）（１週間）

	発話	聞き取り	書く	読む
現在				

(12)Conversation Strategies / Follow-up Questions についてどれくらい使えますか？あてはまるものを１つ選んでください。

Openers (How are you doing? etc) / Closers (Nice talking with you.)

	必ず毎回使う	たまに忘れるがだいたい使える	時々忘れる	どちらかを忘れる	できない
現在					

Rejoinders (I see. That's nice. That's too bad. Oh yeah? Uh-huh. Really? etc.)

	7〜8種類以上できる	5種類以上できる	3〜4種類できる	2種類できる	1種類できる	できない
現在						

Follow-up Questions

現在	相手の発話した内容を追求する質問を適切な場面で自然に聞ける。	相手の発話内容についてそれに追求した質問をできる。	質問はできるが相手の発話に追求した質問はできない	ほとんど出来ない	全くできない

現在	5種類以上の Follow-up Questions を使用できる 使用回数（　　　　）	3〜4種類できる 使用回数（　　　　）	2種類できる 使用回数（　　　　）	1種類できる 使用回数（　　　　）	できない

(13) Timed Conversation（時間制限有）において、練習の回数を重ねる度にどのような変化がありましたか？

(14)どのくらいの Conversation Strategies が使えるようになりましたか。いつも意識して使っていますか。Timed Conversation 活動以外でも意識して使っていますか？

(15)この講座を受けてどのような変化がありましたか？４月の頃と比べて自分ができるようになったことを具体的に書いてください。

(16) 授業に対する感想や要望を書いてください。今後の授業をよりよくするためにもぜひ書いてください。