Action Research Final Report 2015

Yuka Saruwatari

Title: Communicative writing (Incidental Focus-on-Form Instruction)
My research issue for 2015 is to see how communicative writing can help students improve communicative abilities in English, especially in writing and speaking, and how it affects their attitudes toward English learning.

Teaching context:
Level: 3rd year of senior high school
Class size: An elective course, 20 students
Time: 50mins×2/ week
Textbook: Talk a Lot, Book One (EFL press)

I conducted the research at a public senior high school. The participants were 20 students in the third grade. There were 14 girls and six boys. The level of English proficiency was very low. They chose this course, Practical English, as an elective course. However, only five students chose this course as a first choice and the other students were not so motivated in learning English at the beginning of April. The class met twice a week from April to February, and one period of class was 50 minutes.

Problems:
1. *Students' behavior problems.* Most of the students are slow learners and they easily lose attention in class. They can do pair work; however, after they finish it, they tend to continue to chat in Japanese.
2. *Students' English proficiency.* Since most of the students failed to learn English in the previous English learning experience, the level of their English proficiency is very low and they do not like English, neither.
3. *The lack of experience in student-centered learning.* Students don't get enough chance to be the center of learning. In most of the classes in high school, there is a tendency that teachers are the ones who can give knowledge and students are the ones who listen to teachers and receive knowledge. Simply, they have few chances to state their opinions and express themselves.
4. *The lack of grammar knowledge.* Students have learned grammar through focus-on-form instruction since last year; still, they tend to forget most of the grammar rules because they don't usually study at home and the amount of time they are exposed to English is not enough.

Goals:
1. The students can express themselves about certain topics and improve their communicative competence through communicative writing and speaking activities.
2. The students are engaged in interactive activities in English and enjoy them.
3. The students can use conversation strategies.
4. The students have appropriate assessments, including performance tests and fun essay writing activities to have them participate in class actively and to appreciate the importance of the class.
5. The students have a positive attitude in learning English.

What I did:

1. *Selected familiar topics for the students.*
   1) Getting to know each other
   2) Interests (movies, TV programs, and food and drinks)
   3) My Family
   4) Gratitude Letter
   5) Talking about People (My best friend)
   6) My Future Husband/Wife
   7) My Future Job/Dream

2. *Organized a communicative writing and speaking activity.*

Brainstorming →First draft→Peer Editing→Common mistakes→Second Writing→
Timed-conversation→(Recording→Transcribing→)Self-reflection→Speaking test and Fun
essay writing

They usually started with brainstorming a topic, and then wrote a first draft. After they wrote the first draft, they had a chance of peer-editing. Based on the first draft, I collected some common mistakes that the students could pay attention to forms. Next, they added some sentences from the first writing based on peer-editing and sharing common mistakes and wrote a second draft. After that, they had a speaking activity with a timed conversation in pairs. They usually changed a partner three times as a speaking activity, using conversation strategies. They also recorded their conversation and reflected on it.

Timed conversation and Writing	1) Getting to know each other- 2 minutes, at least 60 words
	2) Interests (movies, TV programs, and food and drinks) - 2 minutes and 30 seconds, at least 70 words
	3) My Family- 3 minutes, at least 80 words
	4) Gratitude Letter- at least 80 words
	5) Talking about People (My best friend)-3minutes, at least 80 words
	6) My Future Husband/Wife-3 minutes, at least 90 words
	7) My Future Job/Dream-3 minutes, at least 80 words

3. *Introduced Conversation Strategies.*

I introduced several conversation strategies in small talks which are needed most for beginner students.
(1) Openers (2) Closers (3) Showing Interests (4) Showing you are listening (5) Getting time to think (6) Asking to them to repeat what has been said (7) Shadowing (8) Follow-up questions (9) Agreement and disagreement

4. *Conducted three speaking tests and four fun essay writings*

Performance tests: 1) Interests (movies, TV programs, and food and drinks)
                    2 minutes and 30 seconds
                  2) My family 3 minutes
                  3) Talking about People 3 minutes
Fun essay writing: 1) Interests 2)My family 3) Gratitude Letter 4) My Future Husband /
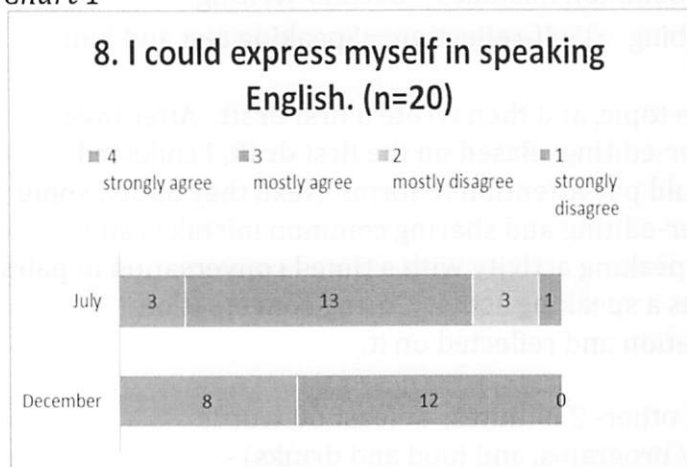   Wife

Research Design:

I gave a survey in July and December, and collected data from 20 students in the course. I gave the students a Questionnaire (in Japanese) twice. There were 25 questions (22 close-ended and two open-ended). Students wrote their answers in Japanese. I analyzed the numerical data using descriptive statistics and textual data using thematic analysis.

Results and What I learned:

Regarding class goal 1: The students can express themselves about certain topic and improve communicative competence through communicative writing and speaking activities.
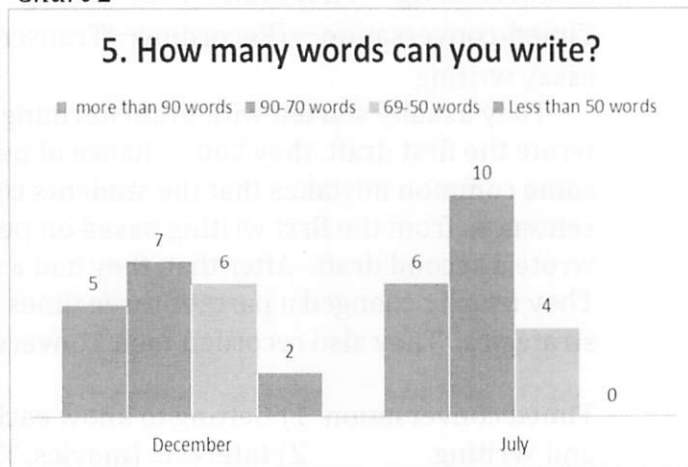
The students were encouraged to write and speak about meaningful and relevant topics. The students showed positive attitude for speaking and writing. (*Chart 1 and 2*) Most of them thought they improved their communicative competence in English. *(Chart3)* According to Chart 1, they already had a positive attitude toward speaking in English in July and all of them became positive about speaking in December. The number of the students who could write more words increased from July to December.
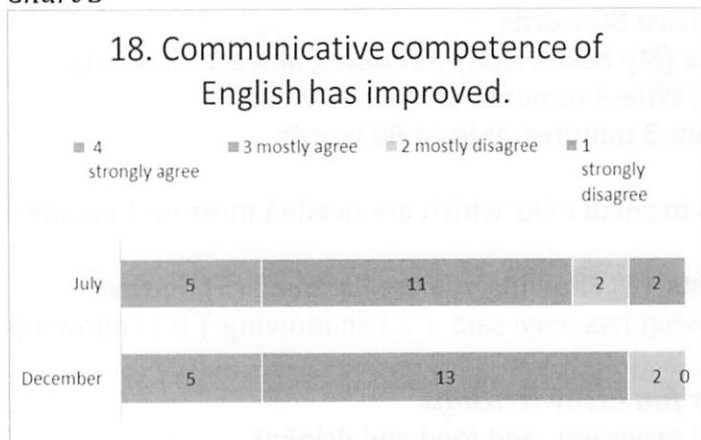
Chart 1

8. I could express myself in speaking English. (n=20)

■ 4 strongly agree ■ 3 mostly agree ■ 2 mostly disagree ■ 1 strongly disagree

July: 3 | 13 | 3 | 1

December: 8 | 12 | 0

Source: survey-question 8 (n=20)   (July and December)

Chart 2

5. How many words can you write?

■ more than 90 words ■ 90-70 words ■ 69-50 words ■ Less than 50 words

December: 5, 7, 6, 2
July: 10, 6, 4, 0

Source: survey-question 5 (n=20) (July and December)

Chart 3

18. Communicative competence of English has improved.

■ 4 strongly agree ■ 3 mostly agree ■ 2 mostly disagree ■ 1 strongly disagree

July: 5 | 11 | 2 | 2

December: 5 | 13 | 2 | 0

Source: survey-question 18 (n=20) (July and December)

Sentence 8: I could express myself in speaking English.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree
Question 5: How many words can you write?
More than 90 words; between 90-70 words; between 69-50 words; less than 50 words
Sentence18: Communicative competence of English has improved.
4: strongly agree 3: mostly agree 2: mostly disagree 1: strongly disagree

Students' comments (Positive)
◎I enjoyed fun essay writing very much. (2 July＋2 Dec.)
◎I improved the speaking skill. (1 July)
◎I was able to improve my English competence. (1 December)

Regarding class goal 2: The students are engaged in interactive activities in English and enjoy them.

Chart 4

Chart 5

2. I participated in pair work.

- 4 strongly agree
- 3 mostly agree
- 2 mostly disagree
- 1 strongly disagree

July	8	10	2	0
December	11	8	1	0

3. I enjoyed pair work.

- 4 strongly agree
- 3 mostly agree
- 2 mostly disagree
- 1 strongly disagree

July	8	5	5	2
December	9	7	4	0
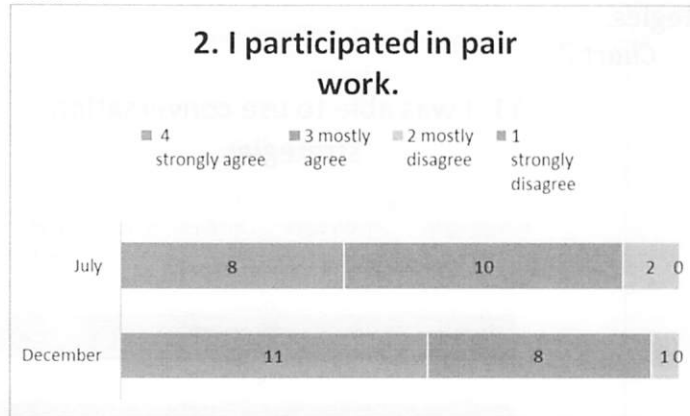
Source: survey-question 2 (n=20) (July and December)
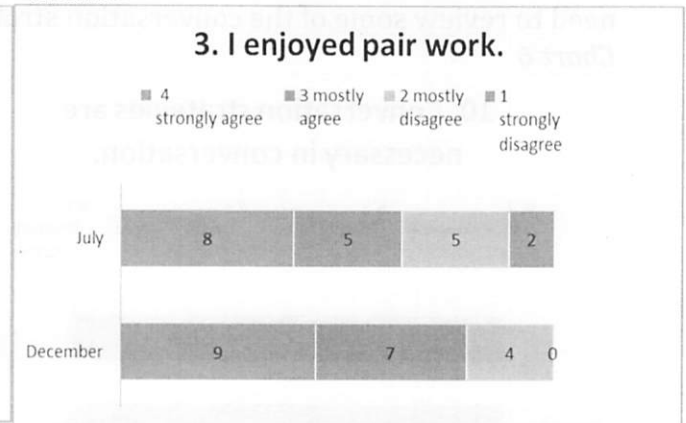
Source: Survey-question 3 (n=20) (July and December)

Sentence 2: I participated in pair work.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree
Sentence 3: I enjoyed pair work.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree

Pair work was useful and enjoyable for the students. Most of them participated in pair work and enjoyed it. They had a lot of pair activities to increase interaction to each other. They were centered in learning English. Most of them answered that pair work helped in learning English more. Nevertheless, there are some of them who didn't enjoy it very much. When some students were not motivated in learning, those pairs didn't work well. Pair work played an important role in class, so I thought about how to make pairs and tried to pair them up with a different partner every lesson. Seats were decided by drawing lots every lesson, so they had a different partner at the beginning of every lesson.

Students' comments (Positive)
◎Pair work was useful and enjoyable. (5 July ＋5 Dec.)
◎I could improve the speaking skill through pair work. (1 July)
◎I would like to have more pair activities. (1 Dec.)
Students' comments (Negative)
▼I couldn't take part in pair work seriously. (1 Dec.)

Regarding class goal 3: The students can use conversation strategies.
I introduced several conversation strategies in small talks and timed-conversation which are needed most for beginner students. They learned most of the conversation strategies in the previous year, too. Here are the examples of conversation strategies which were introduced to them:
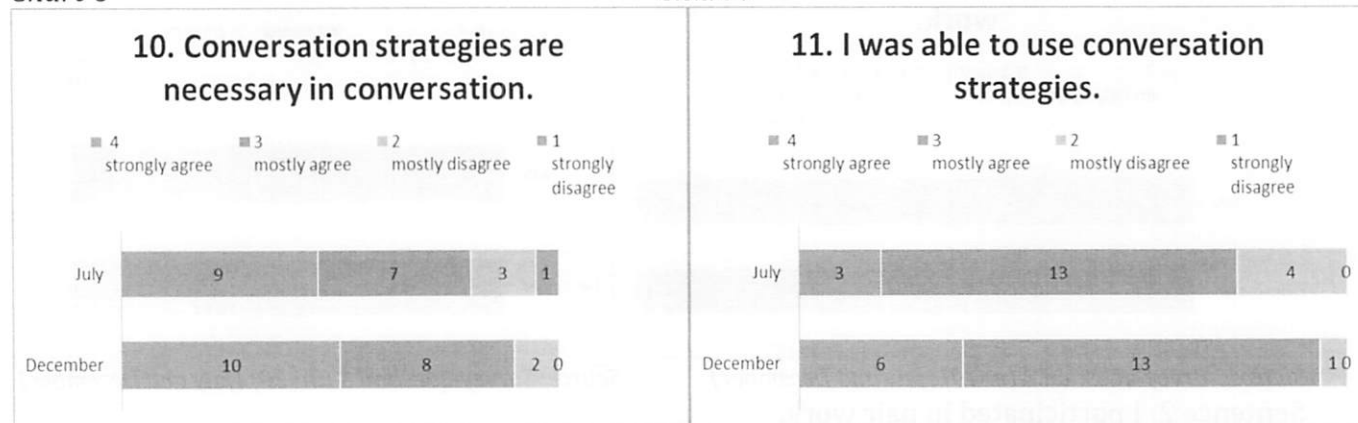a.) Openers b.) Closers c.) Showing Interests d.) Showing you are listening e.) Getting time to think f.) Asking to them to repeat what has been said g.) Shadowing h.) Follow-up questions i.) Agreement and disagreement
　　Many students learned to use conversation strategies and were able to use them to keep a conversation. Since I introduced most of the conversation strategies in the previous year, they already got used to them at the beginning of April.

In Chart 6, the students had a positive perception in using conversation strategies. Based on Chart 7, the result showed that they were confident in using the conversation strategies they learned, but I found out that they were struggling with making follow-up questions. They need to review some of the conversation strategies.

Chart 6   Chart 7

10. Conversation strategies are necessary in conversation.

	■ 4 strongly agree	■ 3 mostly agree	■ 2 mostly disagree	■ 1 strongly disagree
July	9	7	3	1
December	10	8	2	0

11. I was able to use conversation strategies.

	■ 4 strongly agree	■ 3 mostly agree	■ 2 mostly disagree	■ 1 strongly disagree
July	3	13	4	0
December	6	13	1	0

Source: survey-question 10 (n=20) (July and December)   Source: survey-question 11 (n=20) (July and December)

Sentence 10: Conversation strategies are necessary in conversation.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree
Sentence 11: I was able to use conversation strategies.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree
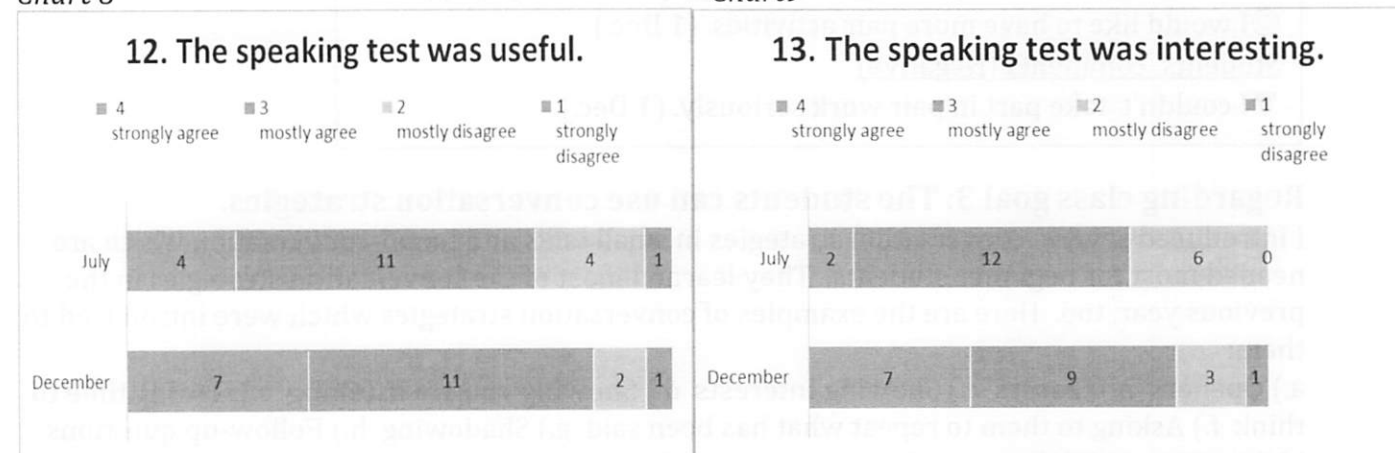
Students' comments
◎I was able to learn conversation strategies through the speaking test. (1 July)
◎▼It was difficult to use appropriate conversation strategies to what my partner had said but it was useful. (1 July)

Regarding class goal 4: The students have appropriate assessments, including performance tests and fun essay writing activities to have them participate in class actively and to appreciate the importance of the class.

Chart 8   Chart9

12. The speaking test was useful.

	■ 4 strongly agree	■ 3 mostly agree	■ 2 mostly disagree	■ 1 strongly disagree
July	4	11	4	1
December	7	11	2	1

13. The speaking test was interesting.

	■ 4 strongly agree	■ 3 mostly agree	■ 2 mostly disagree	■ 1 strongly disagree
July	2	12	6	0
December	7	9	3	1

Source: Survey-question 12 (n=20) (July and December)   Source: Survey-question 13 (n=20)
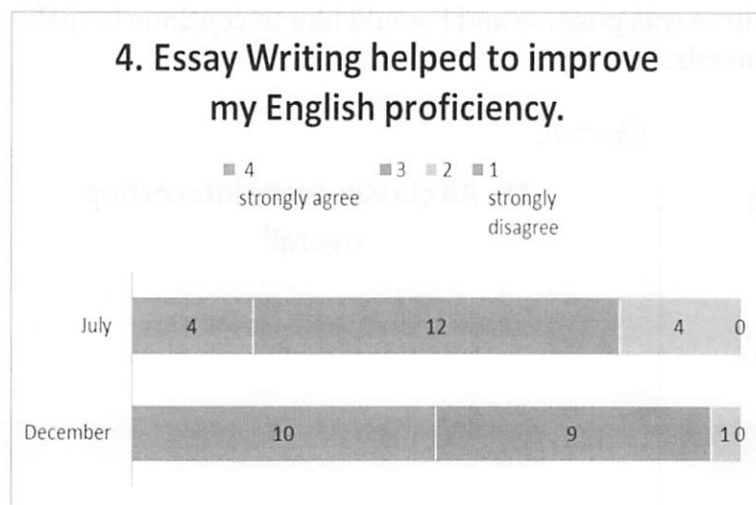
Sentence 12: The speaking test was useful.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree
Sentence 13: The speaking test was interesting.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree

Chart10

4. Essay Writing helped to improve my English proficiency.

■ 4 strongly agree   ■ 3 ■ 2 ■ 1 strongly disagree

	4	12	4	0
July	4	12	4	0
December	10	9	1	0

Source: Survey-question 4 (n=20) (July and December)
Sentence 4: Essay writing helped to improve my English proficiency.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree

I gave three speaking tests and four fun essay writing activities through a whole year. The results in Chart 8 and 9 show the students thought that the speaking test was useful and interesting. In December, more students thought that through fun essay writing activities, they could improve their English proficiency. What they do in class should match what they are assessed in. In this way, speaking tests and fun essay writing activities are necessary.

(Students' comments: Speaking tests)
◎The speaking test was good and fun. (1, July /1, December)
◎I could improve my English through the speaking test. (1, July)
◎I was able to learn conversation strategies through the speaking test. (1, July)
▼◎It was difficult to use appropriate conversation strategies to what my partner had said. Making eye-contact was difficult, too. But I would like to be able to use them. (1, July)
(Students' comments: Fun essay writings)
◎I enjoyed fun essay writing very much. (2, July / 2, Dec.)
◎I enjoyed drawing a picture with essay writing. (1, Dec.)
◎It was fun that I wrote about what I wanted to say by using the dictionary. (1, July)

Regarding class goal 6: The students have a positive attitude in learning English.

The students' overall reception to this course was positive and I would like to continue to make classes interesting to meet the students' needs.
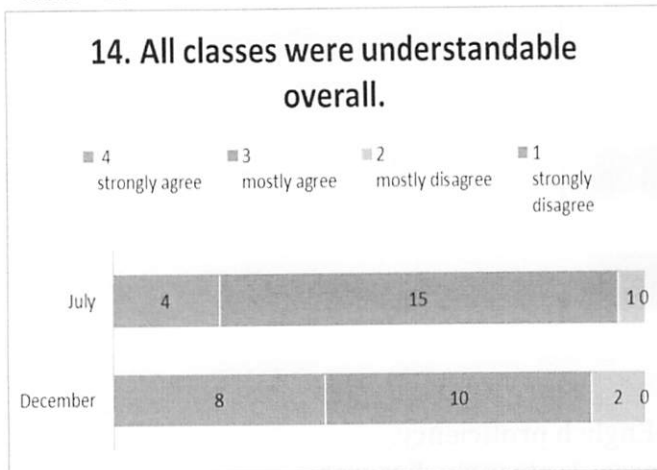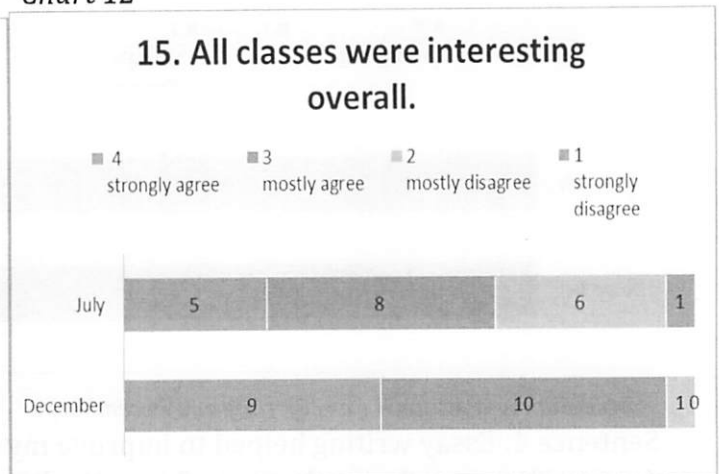
Chart 11

14. All classes were understandable overall.

	■4 strongly agree	■3 mostly agree	■2 mostly disagree	■1 strongly disagree
July	4	15	10	
December	8	10	2 0	

Source: Survey-question 14(n=20) (July and December)

Chart 12

15. All classes were interesting overall.

	■4 strongly agree	■3 mostly agree	■2 mostly disagree	■1 strongly disagree
July	5	8	6	1
December	9	10	10	

Source: Survey-question 15(n=20) (July and December)

Sentence 14: All classes were understandable overall.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree
Sentence 15: All classes were interesting overall.
4: strongly agree; 3: mostly agree; 2: mostly disagree; 1: strongly disagree

According to Chart 11, all classes that I facilitated were understandable for most of the students. In December, the result of the survey in number 15 (Chart 12) showed that more students thought all classes were interesting. I tried to introduce more various activities based on the topics in the second semester and included more fun elements in order to motivate the students in learning English. Considering the fact that most of them had had a negative image about English; only five students chose this course as a first choice and the others chose this course as a second, third, or fourth choice, this number is assessable and communicative language teaching was very effective in motivating the students.
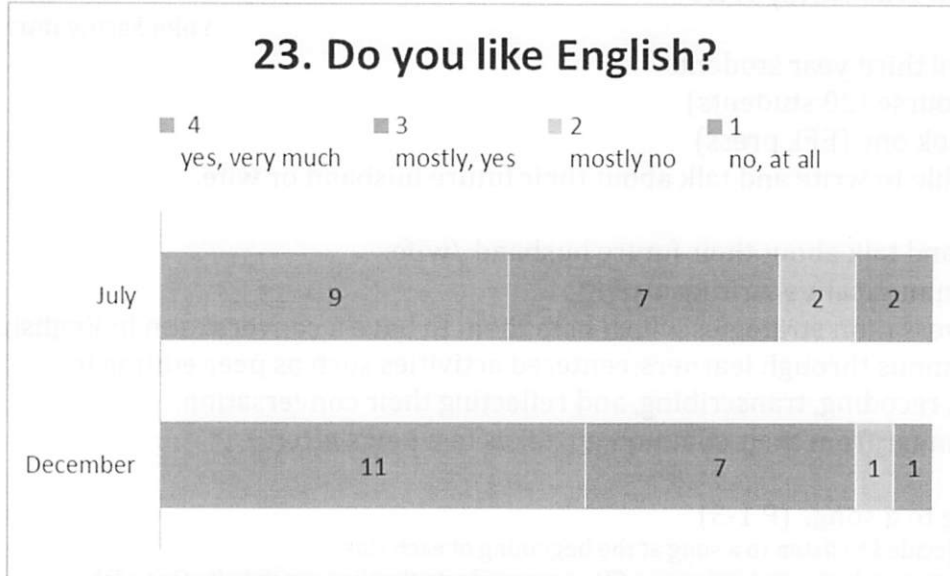
Students' comments (Positive)
◎The games and quizzes were interesting. (4, December)
◎The word game was interesting. I can remember them in a fun way. (2, December)
◎It was fun. (6, December)
◎I enjoyed all activities. (2, December)
◎Listening to songs was fun. (2, December)
◎I enjoyed more than the first semester, because we had more fun elements in class. (2, December)
◎I was able to use English better, which was fun. (2, December)
Students' comments (Negative)
▼I would like to have more fun such as playing games and I would not like to 'study' English. (1, July)
▼I would like to practice a daily conversation rather than a speaking test. (1, July)
▼I would like to have some changes in a learning process. We repeat a similar procedure such as writing and speaking. (1, July)
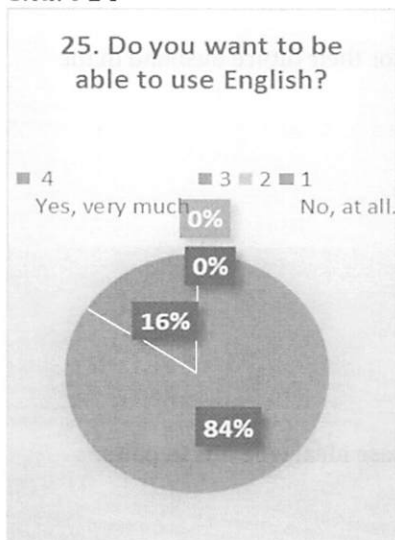
Chart 13

23. Do you like English?

■ 4
yes, very much

■ 3
mostly, yes

■ 2
mostly no

■ 1
no, at all

| July | 9 | 7 | 2 | 2 |
| December | 11 | 7 | 1 | 1 |

Source: Survey-question 23(n=20)   (July and Dec.)

Question 23: Do you like English?
4: yes, very much; 3: mostly yes; 2: mostly no; 1: no, at all

Chart 14

25. Do you want to be able to use English?

■ 4
Yes, very much

■ 3 ■ 2 ■ 1
No, at all.

0%

0%

16%

84%

The number of the students who like English very much increased from 9 in July to 11 out of 20 in December. The number of the students who don't like English decreased from July to December. I would like to see my students enjoy learning English. Learning English can be challenging and difficult, but according to Chart 14, all of them want to be able to use English. I would like to be an English teacher who can meet students' expectations and that they would want to be able to use English in some parts of their lives.
Source: Survey-question 25(n=20)   (Dec.)

Question 25: Do you want to be able to use English?
4: yes, very much; 3: mostly yes; 2: mostly no; 1: no, at all

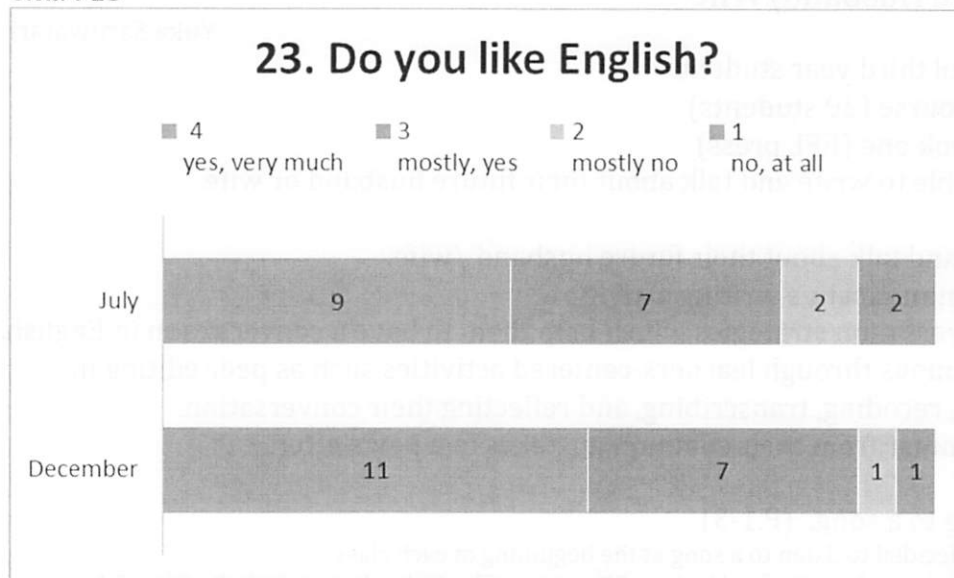## Conclusion:

The result of the survey shows that communicative language teaching seems to have been very effective with this particular group of students. Yet, this research was conducted only over 10 months and only with20 participants and it is too early to make a firm conclusion. The questionnaire was conducted twice in July and December. I need to get more data for a longer period of time using different instruments.

The result from the students was positive overall; but I need to continue to examine how communicative language is effective in students who are learning English. I would like to continue to use communicative writing in class and introduce various activities based on the topics and include more fun elements in order to motivate the students in learning English. I would like to introduce more conversation strategies so that they can talk longer. I would like to provide scaffold writing and speaking activities so that they can write more and talk longer and build communicative competence.
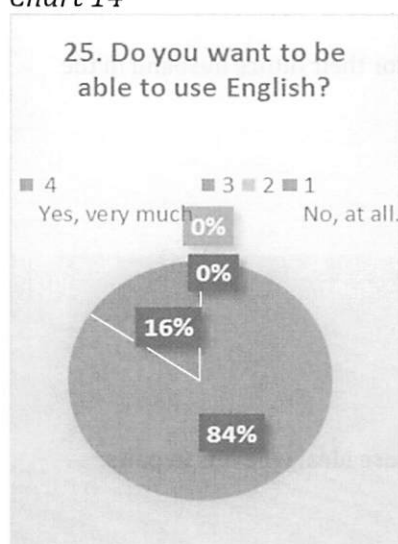
Chart 13

23. Do you like English?

■ 4
yes, very much

■ 3
mostly, yes

■ 2
mostly no

■ 1
no, at all

July   9   7   2   2

December   11   7   1   1

Source: Survey-question 23(n=20)   (July and Dec.)

Question 23: Do you like English?

4: yes, very much; 3: mostly yes; 2: mostly no; 1: no, at all

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25. Do you want to be able to use English?

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■ 3 ■ 2 ■ 1
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0%

0%

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84%

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Source: Survey-question 25(n=20)   (Dec.)

Question 25: Do you want to be able to use English?

4: yes, very much; 3: mostly yes; 2: mostly no; 1: no, at all

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From AR Report for the month of November
Lesson Plan: My Future Husband/Wife

Yuka Saruwatari

1. Level: Senior high school third year students
2. Class size: An elective course (20 students)
3. Textbook: Talk a Lot book one (EFL press)
4. Goal: Students will be able to write and talk about their future husband or wife.
5. Objectives:
    (1) Students will write and talk about their future husband /wife.
    (2) They will have a communicative writing activity.
    (2) They will learn conversation strategies which help them to have a conversation in English.
    (3) They will be autonomous through learners-centered activities such as peer editing in writing, self-evaluation, recoding, transcribing, and reflecting their conversation.
    (4) They will learn grammar from their common mistakes in a newsletter.
6. Procedure:
    (1) Day one: ○Listening to a song. (P.1-3)
    　　　　We have decided to listen to a song at the beginning of each class.
    　　　　I asked them to take turns and bring a CD or any gadgets that has songs in it. One of the students introduced a song called 'My Future Husband' by Meghan Trainor. The lyrics were very interesting. I thought I could expand a lesson based on the song.
    ○Personalization ① (P.4) (input)
    　　　　The students chose if they agreed or disagreed with 20 conditions husband, in the song, for their future.
    ○Personalization (Pair work) ② (P.5) (input)
    　　　　The students shared their ideas in pairs with 20 conditions for their future husband in the song.
    ○Brainstorming: My future husband/ wife
    (2) Day two: ○Listening to the song again and fill in the blanks
    ○Listening activity (p. 6) (input)
    　　　　Yuka's ideal husband and Nikki's ideal future husband
    ○Information Gap Activity (p.7 and 8) (input)
    ○Brainstorming: My future husband/wife
    ○Frist Draft (p.8 and 9)
    (3) Day three: ○Listening to the song
    ○Arashi's ideal wife (Pair work) (Input)
    　　　　The students read each member's ideal wife and identify whose ideal wife it is in pairs.
    ○First draft (p.9 and 10)
    ○Peer editing (p. 10)
    (4) Day four: ○Listening to the song
    ○Sharing common mistakes and their conditions for future husband/wife. (p. 11)
    ○Second Draft (p.12)
    (5) Day five ○Listening to the song
    ○Timed conversation in pairs (p.13)
    　　　　Students had a talk based on the second draft with a partner for 3 minutes. They changed their partners 4 times and they were expected to talk without looking at the script in the end.
    ○Recording & Transcription (feedback) -Self Reflection
    　　　　At the fourth time of having a conversation with a partner, they recorded their talk. After that, they listened to the recording and transcribed the conversation and reflect what were good and what has to be improved.
    (5) Day six: ○Fun Essay Writing
    　　　　They drew a picture of future husband or wife and wrote about conditions about him/her.

My Partner's Name (　　　　　)Dear future (husband or wife)			
Conditions for your future husband or wife 未来のだんな様、お嫁さんへの条件...	Agree そう思う	Can't decide どちらとも いえない	Disagree そう思わない
1. Do you want to have a date with him/her? デートに行きたい？			
2. Shouldn't s/he forget every anniversary? 記念日は忘れてはいけない？			
3. Should s/he buy groceries? スーパーにいくべき？			
4. Should s/he buy what s/he needs? 自分に必要なものは自分で買うべき？			
5．If s/he'll treat you right (彼が/彼女が)があなたをちゃんととあつかってくれるなら Will you be the perfect wife・husband? あなたは完璧な(奥さま/だんな様)でいる？			
6. Should s/he work from 9 to 5? 彼・彼女はフルタイムで仕事すべき？			
7. Should you work from 9 to 5, too? あなたもフルタイムで仕事する？			
8．Should s/he be home and baking apple pies(cooking)?アップルパイでも焼きながら(料理などして)、うちにいるべき？			
9. Must s/he know how to treat you like a lady/a gentleman?レディ・紳士として扱ってくれなきゃダメ？			
10. Even when you are acting crazy, should s/he tell you everything's alright? あなたがおかしなことやってても「いいんだよ」ってほってくれなきゃイヤ？			
11. Should s/he tell you are beautiful/cool each			

and every night?毎晩、毎晩、キレイ/かっこいいってほうべき？			
12. After every fight, should s/he just apologize? ケンカのときには相手が謝るべき？			
13. You never wrong? あなたが悪い(間違ってる)わけなんてない？			
14. Should s/he make time for you? あなたのために時間を作るべき？			
15. Mustn't s/he leave you lonely? 寂しい思いはさせてはならない？			
16. You'll never see his/her family more than yours?あなたの家族より、彼・彼女の家族と会う方が多いなんて絶対無理？			
17. You'll be sleeping on the left side of the bed? You'll decide which side of bed you sleep? ベッドでは左側で寝るわ(どちら側で寝るか自分が決める)？			
18. Should s/he just be a classy guy/lady 紳士/淑女でいるべき？			
19. Should s/he buy you a ring(something) 指輪 (何か)を買ってくれなきゃだめ？			
20. S/he had better love you right? あなたのこと、ちゃんと愛した方がいい？(そうしないと大変なことになる？)			

Listening Activity : Yuka's ideal husband

Here's a few things my husband needs to know if he wants to be my one and only all my life.

① He always must be (　　　　　　　　　　).

---

④ He should (　　　　　　　　) for me.
⑤ He can't forget (　　　　　　).
⑥ He should (　　　　　　).　　I 7
⑦ He should (　　　　　　).

Here's a few things my future wife needs to know if she wants to be my one and only all my life.

① She always must be (gentle).優しい
② She should be a good (cook).
③ She should be a good (house keeper).
④ She should be (home and wait for me).
⑤ She can't forget (every anniversary).
⑥ She should take care of (our children).
⑦ She should be (beautiful).

My future wife, better love me right.
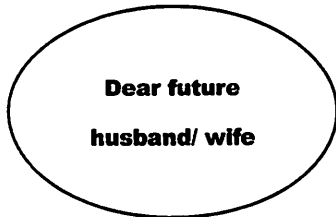
You listen to Ayano's conditions for her future husband.

Listen to Ayano and Fill in the blanks.

① He always must say (　　　　　　　)every day.
② He must be (　　　　　　).
③ He must earn (　　　　　　).

Dear future husband/wife(未来のダンナさま、奥さんへ)
Brainstorming

Dear future
husband/ wife

The First Writing   Dear future husband/ wife (At least 80 words)

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(   ) words

New vocabulary 調べた単語を書いておこう

Peer editing (仲間同士で編集！)Questions and Comments (English or Japanese)

good Please underline the part you think 'good' and draw ☆.
      (よいと思うところに線を引いて星マークをつける)
more Please underline the part you think ' I want to know more' and wire 'more'.
      (もっと詳しく知りたいと思うところに線を引いて more と書く)
?   Please underline the part you think 'I don't understand well' and write '?'
      (よく意味が分からないところに線を引いて？を書く)

Editor 1   Name(   ) Your comments and questions(コメントと質問)

Editor 2   Name (   ) Your comments and questions(コメントと質問)

Editor 3   Name (   ) Your comments and questions(コメントと質問)

Newsletter My future husband/wife

Classmates' Opinions (みんなの意見) & Common mistakes (よくある間違い)

✱ My future husband ✱

1. He always should _smiling._ He should _be_ good smile.

2. He must _sleeping_ together.

3. He should _be_ a stable job.

4. He should _be_ cook well.

5. He should _be likes_ children.

✱ My future wife ✱

5. She should____elegant.

6. She should___beautiful

7. I like a person who is serious at everything.

8. I like a person who thinks family is important.

9. I like a person who likes children.

Tips コツ *for a second writing*
You can add more detailed examples
Or the reasons why you think so.

① He always must be on my side.

② He should share housework.

For example he should cook, clean the house, do laundry and so on.

③ He should be good at cooking.

I would like him to cook as much as I do.

④ He should have a stable job.

I hope he is a public servant, (公務員) so he doesn't lose a job.

⑤ He can't forget my birthday.

He doesn't give me flowers but I like to have a cake.

⑥ He should take care of our children, too.

⑦ He should be taller than me.

I hope he is more than 180 cm.

⑧ He can't have an affair,

because I want to trust 信頼する him.

⑩ He doesn't have to be handsome but can't be ugly,

because I see his face every day.

Let's talk! Dear future husband/ wife Timed-conversation

1.Partner's name ( )	2.Partner's name ( )

※1回目は書いたものを見ながら、2回目はときどき、3回目はできるだけ見ないで、
4回目は全く見ないで会話しましょう。(録音)
①Conversation Strategies(会話技術) （1回目）
Please check ✔: the Conversation Strategies(会話技術) I used:
☐ How ya doing? Terrific /Good/ Not bad...
☐ Nice talking with you! You, too!
☐ Me, too! / Really？ I don't. 肯定文で （同意する・同意しない）
☐ Me, neither. / Really? I do. 否定文で（同意する・同意しない）
☐ Repeating (相手の言ったキーワードを繰り返す)
☐ Oh, really? Oh, yeah? I see. そうなの？へえ～ (相手の言ったことに興味を示す。)
☐ Sounds ～. ～そうだね。
☐ Uh-huh. Mm-hmm. うん、うん。(相槌)
☐ Pardon me? もう一度言ってくれる？
☐ Let me see. えーと (間をつなぐ)
☐ Follow-up questions. （追加の質問をする)

3.Partner's name ( )	4.Partner's name ( )

①Conversation Strategies(会話技術) （4回目）
Please check ✔: the Conversation Strategies(会話技術) I used:
☐ How ya doing? Terrific /Good/ Not bad...
☐ Nice talking with you! You, too!
☐ Me, too! / Really？ I don't. 肯定文で （同意する・同意しない）
☐ Me, neither. / Really? I do. 否定文で（同意する・同意しない）
☐ Repeating (相手の言ったキーワードを繰り返す)
☐ Oh, really? Oh, yeah? I see. そうなの？へえ～ (相手の言ったことに興味を示す。)
☐ Sounds ～. ～そうだね。
☐ Uh-huh. Mm-hmm. うん、うん。(相槌)
☐ Pardon me? もう一度言ってくれる？
☐ Let me see. えーと (間をつなぐ)
☐ Follow-up questions. （追加の質問をする)

※綴りが間違ってもいいので英語で書き留めよう