Yuria Tajima

1. Title: Integrating speaking and writing in English logic and expression I

In MEXT's guidelines for teaching, it is said that the goal of English education is to develop an attitude to communicate positively, and skills to understand and relate information and opinions accurately. To achieve this, it says that teachers need to do activities including English four skills: speaking, listening, writing, and reading. However, many teachers give lectures based on the Grammar-Translation Method (GTM) or the Audio-Lingual method (ALM). They cannot develop students' communicative skills. Therefore, I tried integrating speaking and writing this year to enhance students' English proficiency.

2. Context

1) Level: Senior high school (2nd year): Most of them are Eiken 3rd level

2) Class size: 31 (They are students in the accounting course)11boys 20 girls

3) Time: 50 minutes, 3/ week

4) Textbook: Vision Quest Ace English I Standard, Keirinkan

In my school, most teachers use grammar-translation method, and my students do not have opportunities to use English. And some students who do not master grammar taught in junior high cannot understand what teachers explain in class. Therefore, I need to change my class to one in which students can improve their English proficiency by using English.

3. Goal and Objectives

My goal is to increase students' competence through integrating speaking and writing.

(1) By March, 100% of students can continue the conversation in English for three minutes

using CSs. (Opener and closer/shadowing/ rejoinder)

(2)100% of students can write their compositions with more than 100 words through fun-essay by March and 100% of students can write what they want to say with few grammatical mistakes.

(3) More than two-thirds of students will answer that they would like to speak and write English more in the final survey.   These are the objectives for the goal.

4. Literature review

(a) Focus on Form Instruction

With the increasing necessity of global communication skills, growing English proficiency is becoming a more important factor in a global society. Lee and VanPatten (1995) say "learners need not only input to build a developing system but also opportunities to create output in order to work on fluency and accuracy" (p. 118). Therefore, students need both input and output to develop their language skills. In other words, it is essential to use the target language. Lee(2000) claims that "the purpose of language use is to accomplish some tasks rather than to practice any particular language forms"(p. 9). It means students develop their English by doing some tasks. According to Ellis(2006), Focus on Form Instruction (FFI) "entails a focus on meaning with attention to form arising out of the communicative activity" (p. 100). So, by using FFI, students can communicate with others by doing tasks, get the target grammar meaning, and acquire it.

(b) Integrating speaking and writing

Brown (1994) claims the importance of integrating four skills in communicative language teaching(p. 219).

The following six remarks are introduced to support it, cited from Brown(1994).

1. Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.

2. Integration means sending and receiving the message.

3. Written and spoken language often bear a relationship to each other, to ignore that relationship is to ignore the richness of language.

4. For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.

5. By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.

6. Often skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

That means both written and spoken language should be taught in the classroom. In addition, English four skills reinforce each other. So, I made both speaking activities through FFI and writing activities through fun essays.

(c) Communicative Language Teaching through conversation strategies

As I mentioned before, communication is seen as an important factor in English education. Savignon(1997) says "Communication is the expression, interpretation, and negotiation of meaning." Therefore, in the classroom, teachers need to have activities to make a negotiation of meaning. It means students are supposed not to know the answers. They need to find an answer by negotiating with each other. To negotiate, they should know the strategies to make conversation. In other words, students need to have communicative competence. Canal and Swain (1980) defined communicative competence as "the four components of communicative competence that (1) grammatical competence, (2)

sociolinguistic competence, (3) discourse competence, and (4) strategic competence" (p. 40). Savignon (2002) defines "the essence of Communicative Language Teaching (CLT) is the engagement of learners in communication to allow them to develop their communicative competence"(p. 22). In other words, CLT aims at developing learners' communicative competence through communication. As presented in figure 1.5, Savignon(1997) mentions that it's significant that strategic competence is included as a component of communicative competence at all levels because it identifies that regardless of students' experience and level of proficiency. Therefore, I introduced conversation strategies(CSs), such as opener, closer, shadowing, reaction, and follow-up questions.
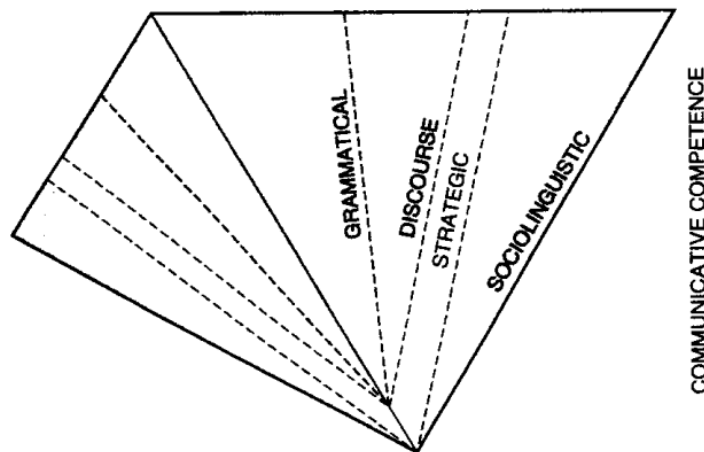

FIGURE 1.5

The Components of Communicative Competence

(d) Group Dynamic Theory

Peer groups may exert a powerful influence on individual motivation, especially among young adolescent learners, because children have stronger motivation, have better achievement outcomes, and are more engaged in school when they feel socially supported and accepted by their peers. (Wigfield et al. 2019, p. 448). It means group work which urges students to exchange opinions and interact with each other is an effective way to increase their motivation.

(e) Zone of Proximal Development

Lev Vygotsky(1978) concluded the Zone of Proximal Development (ZDP) is the difference between what learners achieve independently and what they might achieve when assisted. Wood et al.(1976) mentioned that scaffolding is a process that enables a child or novice to solve a problem carry out a task or achieve a goal that would be beyond one's unassisted effort. (p. 90) Therefore, the ZDP and scaffolding support each other. And near-peer role model is someone we can look up to and learn from "who might be 'near' to us in several ways."(Murphey&Arao,2000, p. 1) Through scaffolding from others and near-peer roles, learners can develop what they can achieve. Therefore, by doing pair work, students can make their near-peer role models and get the scaffolding from others.

Method (What I did)

I integrated writing and speaking and students wrote about topics and had speaking tests which were the same topics as the fun essays.

Table 1   Topics for speaking tests and writing tasks.

Month	Topic	time
May	Introduce yourself	1:30
July	Summer vacation plan	2:00
September	School rules	2:00
November	The best memory about a trip	2:30
February	The person who I admire	3:30

Sato Takahashi(2008) explained how she integrated writing and speaking.

(1) introducing three questions about the topic

(2) practicing conversation strategies

(3) writing assignment (homework) (a) what you want to say (b) vocabulary you want to use

for this topic (c) Three new questions you will ask in the next conversation

(4) peer conversation

(5) timed conversation (3mins conversation and 2mins summarizing) × 3

(6) recording

I have followed these steps in the activity since April. In step(3), I gave common errors feedback to my students and students revised their essays. After several timed conversation practices, students had a speaking test.

(1) FFI

In the first semester, I used only incidental FFI. However, students needed to review the content of junior high school grammar, so I introduced planned FFI from the second semester. Then, they had timed conversation practices several times.

(2) Fun essays

Students answered three questions about the topic. Then they made a mind map about the topic to organize their thoughts. Then, they added two more sentences to the previous three sentences. Their final goal was to write 100 words in the essay. Finally, they made a poster about their essays.

(3) Timed conversations (using CSs)

I conducted a speaking test before each term test. Students had the speaking test in May, June, September, December, and January. Students practiced timed conversations more than two times in every class. In the second semester, I introduced five-finger questions (What, Why, When, Where, How, and Tell me why) as follow-up questions.

(4) Survey and interview

Survey: I asked students about my class and English and to compare speaking and writing skills between April and now. I also asked which class activity helped them to improve their

English proficiency and how their motivation toward English has changed between April and now.

Interview: I picked up three students (low, middle, high) and asked how they prepared for the speaking tests, how each activity in class influenced them, and their opinions about my class.

(5) Observation of my class through video recording

Results

Data Collection

This research aimed to determine how the integration of speaking and writing improved students' English proficiency and had an impact on their motivation. Therefore, data were collected through video recordings of performance tests and transcription, video recordings of the whole lessons and teacher journal, surveys, observations, self-evaluation, and interviews with three focus students. I collected video clips and analyzed students' talk to see how many times they could use CSs and how they improved their fluency. In addition, I made surveys in July and February. In the final survey, students compared their situation in February and in April.

Survey: Speaking I asked my students how they improved their speaking by comparing between now and April. I also add the data from July. And the results were Table 2 and 3.
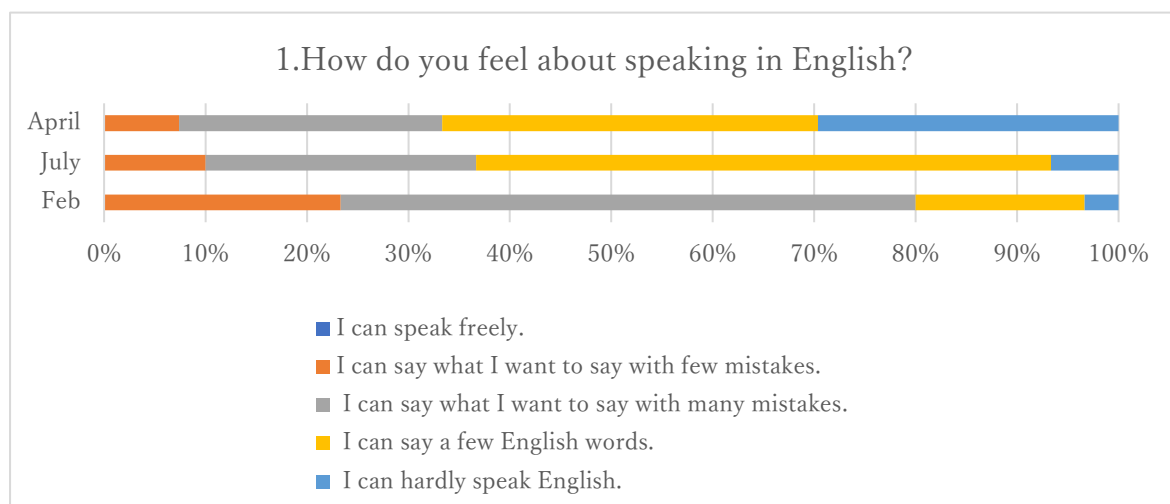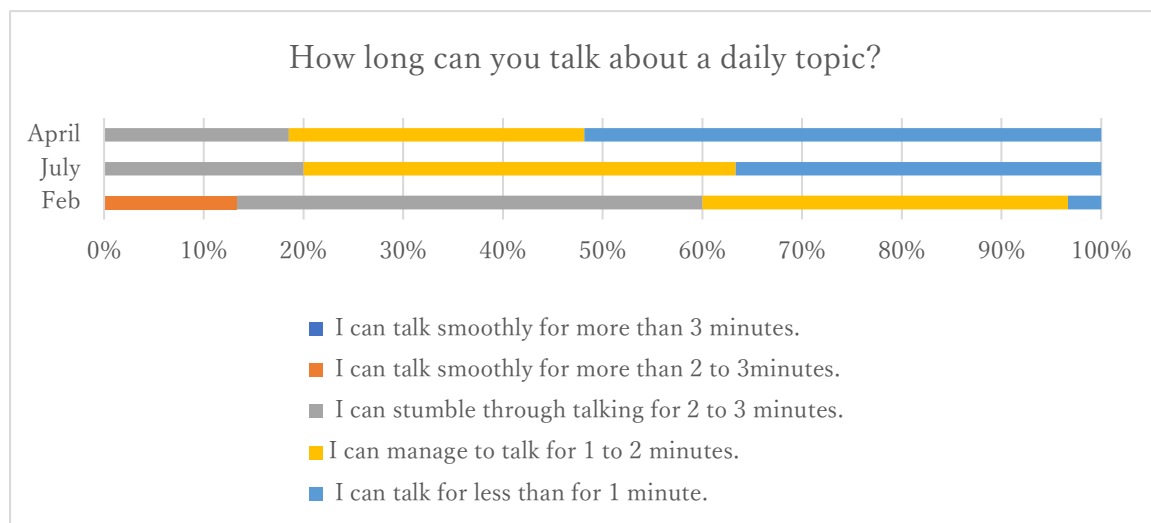
Table2

1.How do you feel about speaking in English?

- I can speak freely.
- I can say what I want to say with few mistakes.
- I can say what I want to say with many mistakes.
- I can say a few English words.
- I can hardly speak English.

Table 3

How long can you talk about a daily topic?

- I can talk smoothly for more than 3 minutes.
- I can talk smoothly for more than 2 to 3minutes.
- I can stumble through talking for 2 to 3 minutes.
- I can manage to talk for 1 to 2 minutes.
- I can talk for less than for 1 minute.

As for Table 2, the number of students who think they can speak what they want to say with few mistakes and many mistakes increased by 80% and the number of students who think they can hardly speak English is only one in February. In addition to Table 2, Table 3 shows students can continue talking more than in April. And now only one student answered he or she can talk for less than 1 minute. The numbers come from students' answers in the survey.

In the video recording, students did more shadowing than in April. So, I asked about how many times they could do shadowing.

Table 4

4.Can you use shadowing?

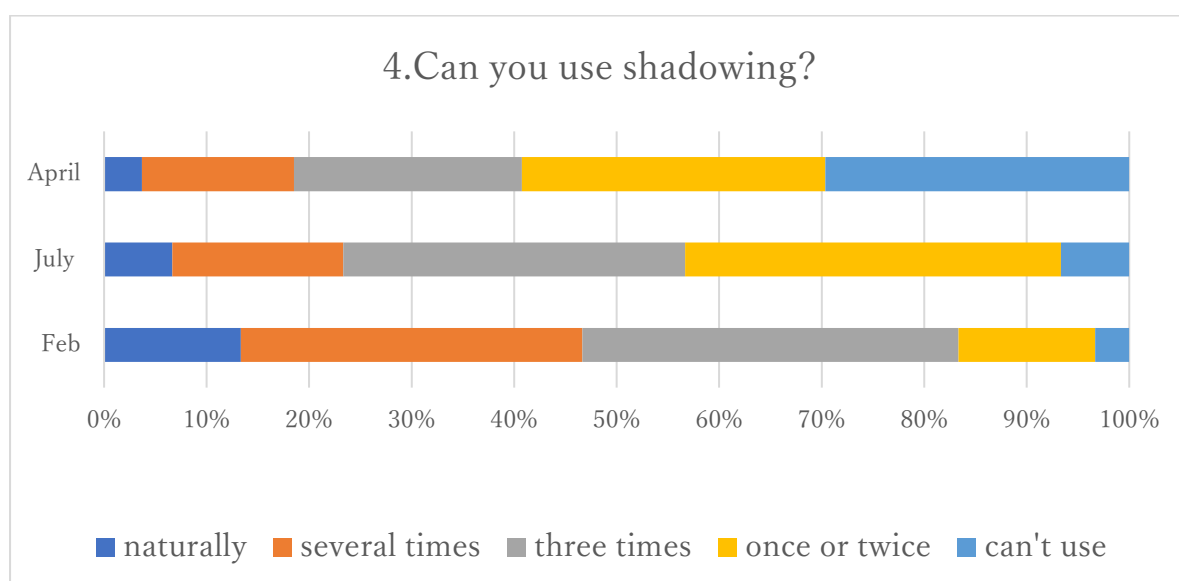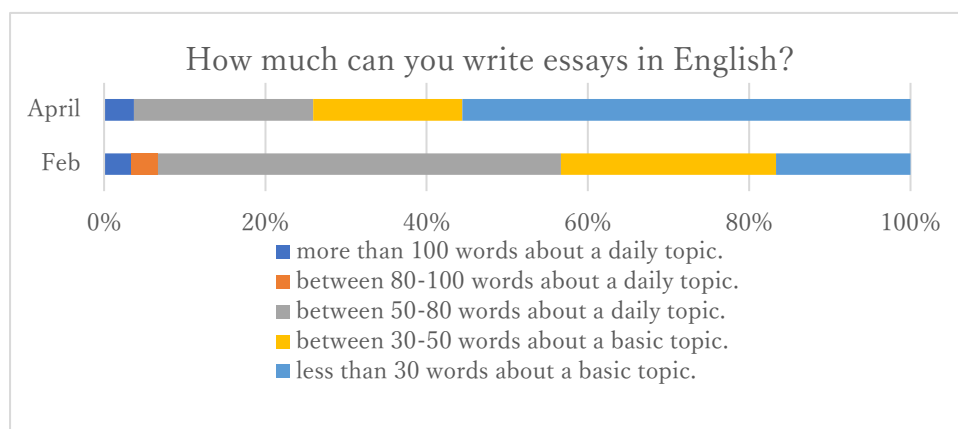■ naturally ■ several times ■ three times ■ once or twice ■ can't use

Table 4 indicates more than 80% of them can do shadowing more than three times now even though still one student thinks he or she cannot do shadowing. I counted how many times they made shadowing and all of them made shadowing. As I mentioned before, this data comes from students' opinions, so this student doesn't have enough confidence to make shadowing in every conversation. Students' comments about their changes through the course in the survey showed they felt their development in communicating and in the use of CSs. The comments were translated by the researcher.

> Even though I have some mistakes, I can have more conversations in English through practice compared to April.
>
> I can make reactions now.

Writing I set my final goal to be able to write about 100 words at the beginning of the year. However, Table 5 shows only one student could write more than 100 words, and even though most students could increase the number of words, about 50% of them could write 50 to 80 words. Since I changed the number of words in the survey, there is only data in April and February.
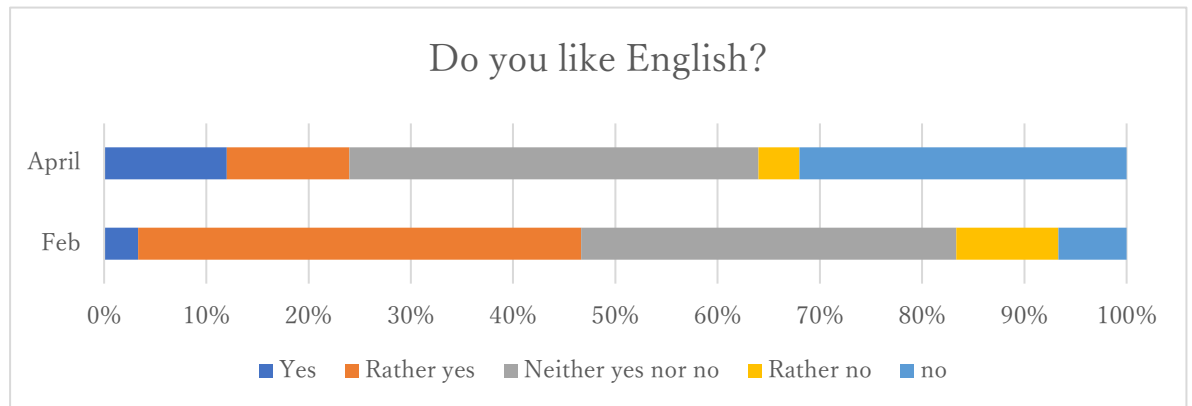
Table5

How much can you write essays in English?

legend:
- ■ more than 100 words about a daily topic.
- ■ between 80-100 words about a daily topic.
- ■ between 50-80 words about a daily topic.
- ■ between 30-50 words about a basic topic.
- ■ less than 30 words about a basic topic.

Motivation

I asked my students whether they like English or not and the data is in Table 6. The number of students who answered yes or rather yes was six in April but now it is 4. The number of students who answered rather no or no was nine in April but now five.

Table 6

I also asked whether they think they want to be able to use English. In table 7, surprisingly I could not see any big change. However, nobody answered "No" in February.

Table 7
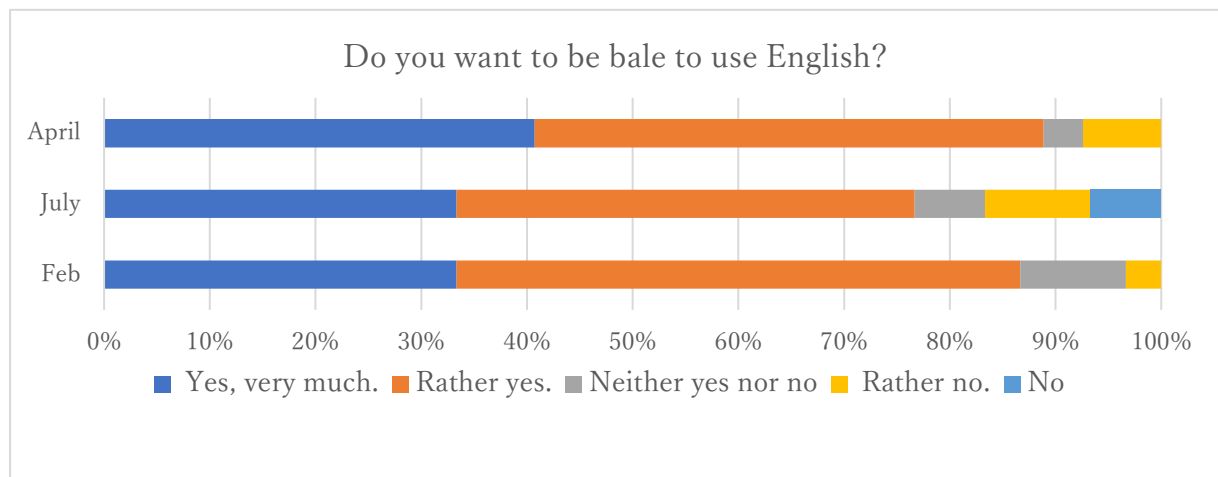
Finally, I asked for any comments about this class. I found the textbook was too difficult for them to understand the target grammar. The comment is a representative comment of similar comments.

I could not understand the content in the textbook. (6)

Other similar comments are below. They were translated by the researcher.

> The translation in the textbook was difficult because it was not a literal translation.
>
> The drills in the textbook were more difficult than I expected.
>
> I felt sleepy when we read the textbook since the content was too difficult. (2)
>
> I felt difficulty when we treated the grammar in the textbook.

Interviews

Here are the comments from the interviews in February. I picked up three students: low, middle, and high. Students commented on what they felt about learning English before and after the school year began. The comments were translated by the researcher.

This low-level student said she hated English in April but after taking the course, she felt fun to talk with others by mastering CSs. That showed CLT motivated them. At the same time, she mentioned the lack of vocabulary is one of the problems.

I could not use CSs at the beginning, but now I know how to use them, so I enjoy speaking.
I do not like English at all, but I feel fun little by little. I do not have vocabulary, so if you have word lists, it helps me a lot. (low)

A high-level who hated English felt fun gradually after taking the course. Her comment showed that the correlation between the content in the class and the evaluation has a significant impact on students' motivation.

I came to have the motivation to speak better than before. I want to perform better in the speaking tests.

I hated English at first, but when I could communicate with others by making an effort, I felt so much fun. I am still not good at English, but I felt fun learning English gradually. (high)

And finally comments show integrating speaking and writing helped them to remember the expression and understand the target grammar.

Integrating speaking and writing helped me to remember the content. (middle)

Since the contents were about my stuff, it was easier to understand and remember. (high)

What I learned

The survey and recording indicate students could improve their speaking skills. In the survey, about half of my students answered they could continue talking for one to two minutes in April. However, I analyzed the recording and about 60% of them could continue talking for three minutes and a half in January. Most of them master openers and closers and they could do shadowing. However, some could not make a reaction and most of them couldn't make follow-up questions. Therefore, before moving to five-finger questions, it is better to introduce some examples of follow-up questions so that students get used to them. As for writing, they could not achieve the goal "to write more than 100 words." However, the number of students who could write 50 to 80 words has increased twice since April. I could see some comments that they felt difficult to understand the textbook grammar and my worksheets helped them understand the target grammar. That means my FFI helped them to understand the target grammar. In addition, the comments in the interview show integrating writing and speaking made it easier to remember the expression and understand the target grammar. As a result of continuing FFI and integrating writing and speaking, their vocabulary and grammar understanding have been developed, and they will be able to write more than 100 words. The comments in the interview suggest that the relationship between the classroom contents and evaluations has a significant impact on students' motivation. A student's comment indicates that she practiced hard to perform well on the speaking tests. In

addition to this, students answered that they felt fun when they could communicate with other classmates.

Conclusion and Future issues

FFI and integrating writing and speaking developed students' English proficiency. Compared to April, students could develop both speaking and writing. CSs helped students continue talking. By integrating speaking and writing, students speak and write the same content. That helped them understand the grammar and remember the expressions. In addition, since the content was written by students, that promoted their understanding. The comments and the interview reveal that speaking with others and speaking tests became their motivation to learn English. Students felt joy when they could communicate with others and could understand what others said. Therefore, the number of students who answered they like English or rather like increased from six to 14. However, to show strong proof that indites near-peer role models and group dynamic theory, I need to revise my survey and interview questions. And the speaking test was also one of the motivations. However, as for writing, they could not achieve the goal "to write more than 100 words." The interview comments indicated that their lack of vocabulary was one of the causes. So, making word lists can encourage them to write more. I could notice how to improve my teaching from various data. By continuing to research, I can see how integrating speaking and writing will make more change.

Reference

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Appendix1-A

Lessons for best memory about a trip

Class1

Time	Interaction T-Ss,S-S,S	Activity and Procedure
10	T-Ss	Greeting Small vocabulary Test Dictate words and translate them into Japanese
5 3 3	T-Ss S⇔Ss T-Ss	Listen to the teacher's story and answer three questions Check the answers in pairs Check the answers in the whole class
7	S	Make a mind map of the trip
5	S	Answer the questions 1 and 2
7	S	Add information to 1 and 2
10	S-Ss	Timed conversation in pairs × 2

Class2

Time	Interaction T-Ss,S-S,S	Activity and Procedure
10	T-Ss	Greeting Check vocabulary Dictate words and translate them into Japanese
5	S-Ss	Timed conversation (previous content: Q1 and 2)
5	S	Answer question3
10	S	Add information to 3

10	S-Ss	Timed conversation in pairs ×2
10	T-Ss	Check the textbook

Class3

Time	Interaction T-Ss,S-S,S	Activity and Procedure
10	T-Ss	Greeting Small vocabulary Test Dictate words and translate them into Japanese
10	S⇔Ss	Timed conversation about the best memory of a tip (make a memo about the partner)×2
10	Ss	Discuss the common errors.
5	T-Ss	Check the common errors
15	T-Ss	Check the answers in the drill

Class4 → Speaking Test & Surveys
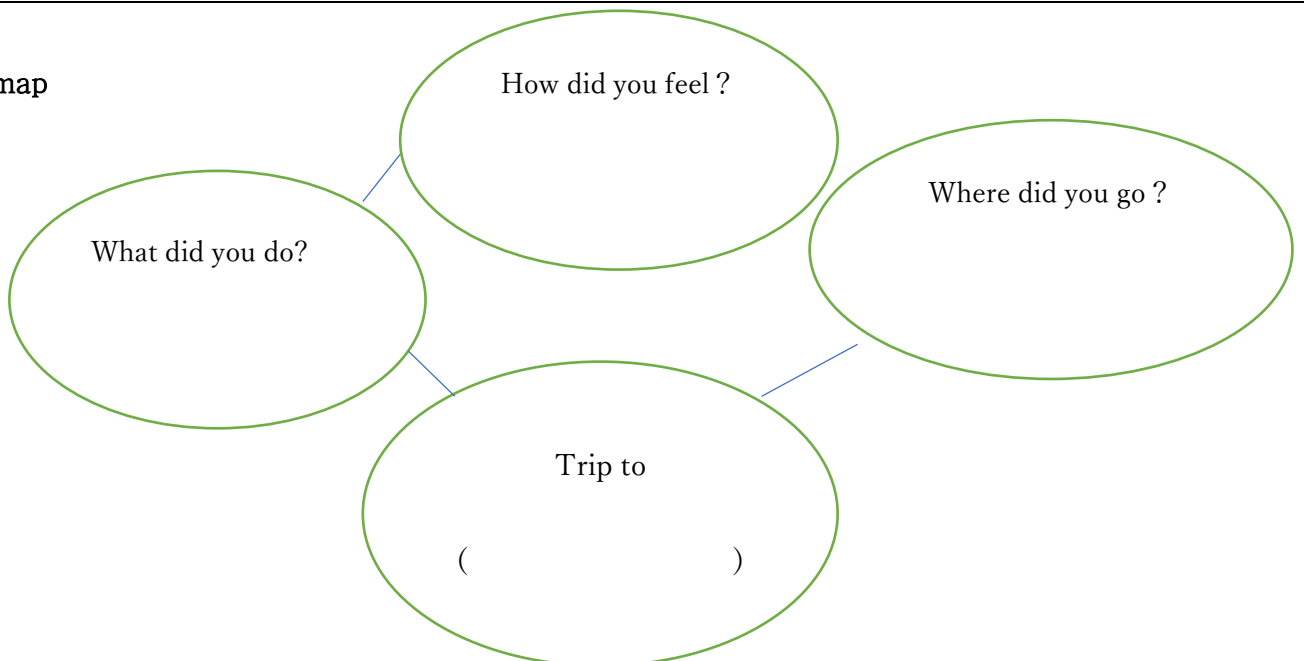
★Best memory about your trip for the speaking test

What is Ms. Tajima's best memory about her trip?

_____

What did she do there?

_____

What else did she do?

_____

Mind map

★Best memory about your trip for the speaking test

Q1. What is your best memory about your trip?

例 : My best memory is a trip to <u>Taiwan.</u>

★ _____

Q2.What did you do?

例 : I <u>went to Taipei 101 Tower.</u>

★ _____

②Add information of two sentences.

例 1.My best memory is a trip to Taiwan. I went there with my <u>students.</u>

I went there <u>by airplane.</u>

★ _____

_____

_____

例 2. I (went to Taipei 101 tower.) I was happy (to go to Taipei 101 Tower.) I <u>bought Taiwan tea</u>

<u>and snacks.</u>   excited/ surprised   原

★ _____

_____

_____

A: Hi,～. How's it going?

B: Good. / So so./ Not bad. How about you?

A: Good. / So so./ Not bad. Let's talk about our memory! What is your best memory about a trip? (Q1)

B: ★<u>My best memory is a trip to Taiwan. I went there with my students. I went there by airplane.</u>

A: Oh, sounds nice! (Reaction) Your best memory is a trip to Taiwan! (Shadow) What did you do? (Q2)

B: ★<u>I went to Taipei 101 Tower.</u> I was <u>happy</u> (to go to Taipei 101 Tower.) I <u>bought Taiwan tea and snacks.</u>

A: Really?(Reaction) You went to Taipei 101 Tower! And you bought Taiwan tea and snacks.

B: How about you? What is your best memory about a trip? (A と B 交代)

★Best memory about your trip for the speaking test

Closer

Q3.　What else did you do?

例：I <u>went to Starbucks near the hotel.</u>

★_____

Add information of the sentence.

例：I went to Starbucks near the hotel. <u>I ordered the local limited menu.</u>
<u>It was tasty. And I took a picture of local menu.</u>

★_____

_____

_____

Speaking test script

A: Hi,~. How's it going?

B: Good. / So so./ Not bad. How about you?

A: Good. / So so./ Not bad. Let's talk about our memory! What is your best memory about your trip? (Q1)

B: ★<u>My best memory is a trip to Taiwan. I went there with my students.　I went there by airplane.</u>

A: Oh, sounds nice! (reaction) Your best memory is a trip to Taiwan! (shadow)What did you do?

B: ★ <u>I went to Taipei 101 tower. I was happy to go to Taipei 101 Tower. I bought Taiwan tea and snacks.</u>

A: Really? (reaction) You bought Taiwan tea! (shadowing) What else did you？

B: ★<u>I went to Starbucks near the hotel. I ordered the local limited menu.</u> <u>It was tasty. And I took a picture of the local menu.</u>

A: Nice！ You went to the Starbucks. And you took a picture of the menu.

B: （交代）How about you? What's your best memory about your trip?

まだ時間が余ったら、What/ Where/ When/ Who/ How/ tell me more を使って質問しよう★

例：Who did you go to the Starbucks with?
　　 How much was it?

２分経ったら

A: Nice talking with you.

B:You, too.

＜survey＞
Part 1 Speaking / Writing
①英語で話すことについてどう感じる？（４月・現在）
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
片言だが言いたいことを言える
かなり片言で単語を 2.3 個並べる程度
ほとんど話せない
How do you feel about speaking English? (April・now)
I can speak freely.
I can speak what I want to say with few mistakes.
I can speak what I want to say with many mistakes.
I can say a few English words.
I can hardly speak English.

②身近な話題でどれくらい話せますか？（４月・現在）
３分以上滑らかに話せる
２～３分以上滑らかに話せる
２～３分なら時々詰まるが話せる
１～２分ならなんとか話せる
１分持たない
How long can you talk about a daily topic? (April・now)
I can talk smoothly for more than 3 minutes.
I can talk smoothly for more than 2 to 3 minutes.
I can stumble through talking for 2 to 3 minutes.
I can manage to talk for 1 to 2 minutes.
I can talk for less than 1 minute.
③どれくらい使えますか。Opener　Closer について　（４月・現在）
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
よく忘れる
使えない
How much can you use opener and closer? (April・now)
I use them always.
I use them usually but forget them sometimes.
I forget them sometimes.
I forget them often.
I cannot use them.

④どれくらい使えますか。shadowing　（4月・現在）

自然に5回以上出てくる

4〜5回は出来る

3回は出来る

1〜2回出来る

全くできない

How much shadowing can you use? (April・now)

I can use it naturally more than 5 times.

I can use it 4 to 5 times.

I can use it three times.

I can use it twice or once.

I cannot use it at all.

⑤どれくらい使えますか。rejoinders　（4月・現在）

5種類以上出来る

3〜4種類出来る

2種類出来る

1種類できる

出来ない

How many rejoinders can you use? (April・now)

I can use more than 5 kinds.

I can use 3 to 4 kinds.

I can use 2 kinds.

I can use one kind.

I cannot use it.

⑥英語でどれくらい文章が書けますか　（4月・現在）

身近な話題について100語以上書ける

身近な話題について80〜100語書ける

身近な話題について50〜80語書ける

基礎的なテーマで30〜50語書ける

基礎的なテーマで30語以下しか書けない

How many words can you write in English? (April・now)

I can write more than 100 words about a daily topic.

I Can write between 80-100 words about a daily topic.

I can write between 50-80 words about a daily topic.

I can write between 30-50 words about a basic topic.

I can write less than 30 words about a basic topic.

Part2 Activities in class

①英語の力を伸ばすのにどれくらい役に立つと思いますか。（4月・現在）4が最も役に立つ

オリ教（F on F）　4　3　2　1

timed conversation（2分話し続ける活動）　4　3　2　1

fun-essay　（英作）4　3　2　1

How much is each activity useful for developing your English proficiency?（April・now）4 is the most.

Worksheet　4　3　2　1

timed conversation　4　3　2　1

fun-essay　4　3　2　1

②ペアワークやグループワークなどのコミュニケーション活動を通し英語を学ぶことは効果的ですか。その理由も教えてください。（4月・現在）

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

感じません

Is it useful to learn English through communicative activities such as pair work and group work? And tell the reason.（April・now）

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

③ペアワークは積極的に参加出来ましたか

はい

いいえ

Did you join pair works actively?

Yes.

No.

④いいえと答えた人に聞きます。その原因は何ですか。（複数回答可）

ペアワークが嫌い

話したくない相手がペアだった

相手が参加しない

日本人同士で話すのが恥ずかしい

雑談をしてしまう

関係のない話を周りからされる

ペアトークが重要に見えない

質問が難しい

ペアトークに飽きた

真面目にやろうとすると周りが冷やかす

友達が真面目にやっていないから、自分も合わせてしまう

I hate pair talk.

The person who I didn't want to talk to was my pair.

The partner didn't do the activity.

I feel embarrassed to talk in English among Japanese.

I cannot help chatting.

Others chat to me.

I don't think pair work is important.

Questions are difficult.

I am tired of pair works.

Others ridicule when I try hard.

I don't try hard since my friends don't work on seriously.

Part3 Motivation

①どの分野を伸ばしたいですか。１つ選んでください。（４月・現在）

Reading

Listening

Writing

Speaking

学校の試験を解く力

What area do you want to improve? Choose one. (April・now)

reading

listening

writing

speaking

The skills for school exams

②英語が使えるようになりたいですか　（４月・現在）

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

感じません

Do you want to be able to use English? (April・now)

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

③英語は好きですか　（４月・現在）

好き

どちらかと言えば好き

どちらでもない

どちらかと言えば、嫌い

嫌い

Do you like English? (April・now)

Yes

Rather yes

Neither yes nor no.

Rather no.

No.

④英語で良い成績を取りたいですか。

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

感じません

Do you want to get a good grade in Eglis? (April・now)

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

⑤人と意見交換をしたりペアワークをするのは楽しいですか。

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

感じません

Do you feel fun exchanging opinions and doing pair works? (April・now)

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

⑤書くことや話すことに進歩を感じますか。

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

感じません

Do you feel progress in speaking and writing in English? (April・now)

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

⑥将来英語が必要だと思いますか。（４月・現在）

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

感じません

Do you think English is necessary for your future?　（April・now）

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

⑦英語の授業で好きなことは何ですか。（複数選択可）（４月・現在）

オリ教（F on F）

timed conversation（２分話し続ける活動）

fun-essay　（英作）

What activities in class do you like? (You can choose several ones.) (April・now)

worksheet

timed conversation

fun essays

⑧英語は得意ですか。（４月・現在）

はい、とても

どちらかといえば、はい

どちらともいえない

どちらかといえば、いいえ

いいえ

Do you think you are good at English?　（April・now）

Yes, very much.

Rather yes.

Neither yes nor no.

Rather no.

No.

⑨　論表Ⅰの授業を受けて、どのような変化がありましたか。４月よりできるようになったことを具体的に書いてください。

What change did you have through this English and logic Expression Ⅰ? Please write what you could do more than in April precisely.

⑩論表Ⅰに対する感想や要望を書いてください。３学期からの授業をよくするためにもぜひ書いてください。

Please write your opinions and requests for English and logic Expression Ⅰ. To improve my class for the third semester, please write.

＜Interview＞
①どのようにスピーキングテストに向けて準備しましたか。

　How did you prepare for the speaking test?

②今年からペアワークや、グループワークでのスピーキング活動が多くなりましたが効果的でしたか。あなたにどのような影響を与えましたか。自由に答えてください。（4月・現在）

From this year, there are more pair works and group works. Were they effective? What influence did they have on you? Please answer freely. (April・now)

③オリ教を使って文法理解をすることは効果的でしたか。あなたにどのような影響を与えましたか。自由に答えてください。（4月・現在）

Was it useful to learn grammar through worksheets? What influence did they have on you? Please answer freely. (April・now)

④fun essay は効果的でしたか。あなたにどのような影響を与えましたか。自由に答えてください。（4月・現在）

Was the fun essays effective? What influence did they have on you? Please answer freely. (April・now)

⑤CSs を使って fun essay の内容を会話練習することは効果的でしたか。あなたにどのような影響を与えましたか。自由に答えてください。（4月・現在）

Was it useful to practice conversation using the content of fun essays through CSs? What influence did it have on you? Please answer freely. (April・now)

⑥スピーキングとライティングを同じトピック練習することは、英語力向上に役立ちましたか。

Do you think integrating speaking and writing about the same topic helped you to improve English ability?

⑦4月から自分の英語はどう変化しました。自由に答えてください

How has your English changed since April? Please answer freely.

⑧授業での活動を通してあなたの英語学習のモチベーションは変わりましたか。

Was your motivation toward English changed through classroom activities?

⑨その他授業の感想を教えてください。

Please tell me your other opinions about the class.