Getting EFL students to speak: an action research approach

Gerald Talandis Jr and Michael Stout

This article exemplifies an action research-based approach for addressing conversation skills in an EFL setting. In many EFL contexts, especially those where English is a required subject, getting students to speak can be a challenge. In 2011, at a private Japanese university, a year-long action research project was conducted to help 160 first-year students taking mandatory English classes speak more fluently. The intervention was a new syllabus featuring personalized topics, more L1 support, direct instruction of pragmatic strategies, and frequent assessment of spoken English. Questionnaires, class notes, and recorded data from three iterative cycles of research were collected and analysed to evaluate the intervention from student and teacher perspectives. Results indicate that by the end of the year, student conversations appeared more fluent and accurate. Implications applicable to teachers working in other contexts are discussed.

Introduction

Getting EFL students to speak can be a challenge no matter what the context, especially in required English classes. For Japanese university students enrolled in first-year English courses, it is an especially difficult task for several reasons. First, in Japan, prevalent teacher-centred methodologies, such as grammar-translation, mean that many students have not had much, if any, speaking practice. Furthermore, Japanese students are typically silent and orally inactive during lessons (King 2013). Many students entering university have had little training in how to conduct an actual conversation despite six years of English education during secondary school. The Japanese education ministry has encouraged teachers to adopt a communicative language teaching approach, but there has been a disconnect between the stated ideal and practice (Yoshida 2003). Key elements that constitute communicative competence, such as use of interjections to indicate interest and comprehension, are rarely taught and almost never practised. In addition, pragmatic codes for teaching students how to conduct conversations in culturally appropriate ways are rarely emphasized (Harumi 2001). Furthermore, there is a significant difference in the role silence plays between English and Japanese conversation. Japanese learners tend to be silent when they are not sure whether their answers are correct or if their ideas differ from those of others (Harumi 2011). As a result, student conversations often contain long

gaps of silence, short answers, and rigidly follow question-answer patterns. One consequence, in our experience, is that many university students' English speaking proficiency is below the A1 level on the Common European Framework of Reference (Council of Europe 2001). In the first year, many universities require students to take English, a situation resulting in classrooms filled with students lacking interest, motivation, and proficiency. Teachers working in these sorts of classes face a difficult challenge in getting their students to carry out even the simplest of conversations.

In this article, we describe a collaborative year-long action research project conducted with 160 first-year students at a private Japanese university during the 2011–2012 school year. Facing many of the problems described above, our primary aim was to help students improve their speaking skills via an intervention that shifted the focus of instruction from transactional English (such as ordering food or buying a stamp) to interactional English (i.e. conversation). We accomplished this by means of personalized topics, direct instruction of pragmatics, more L1 support, and frequent oral assessment. Through three iterative cycles of enquiry, we evaluate our intervention in the hope of showing how an action research-based approach can be used to address speaking skills amidst difficult teaching circumstances. Finally, based on our experience, we offer some implications for teachers working in other EFL contexts.

A problematic situation

The situation described above, while not necessarily true for each and every institution, is an apt description of the university where we taught, in which English was a required subject for all first-year students. Our students took a placement test and were streamed into three levels of classes based on their scores: false-beginner, low-intermediate, and intermediate. A staff of eight English L1-speaker instructors were responsible for teaching speaking, with Japanese L1-speaker instructors focusing on the other core skills of reading, listening, and writing. In terms of the CEFR, the overall English proficiency of the students in the intermediate classes was roughly equivalent to level B1, with the low-intermediate students at about level A1. According to the CEFR, A1 learners can understand and use familiar everyday expressions, introduce themselves and others, and talk about personal details such as where they live, people they know, and things they have, provided their interlocutors help by speaking slowly and clearly (Hawkins and Filipovic 2012). Our false-beginner students were largely unable to carry out any of these tasks. Excerpt 1, from a recording made at the beginning of the school year, illustrates a typical exchange between two learners from a pre-A1 level class. In this conversation, the students attempted to carry out a basic meet and greet conversation, exchanging information about where they were from. Numbers within brackets denote pause length in seconds. Parentheses encapsulate the transliteration and translation of L1 utterances. The names in this and all following extracts are pseudonyms.

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Excerpt 1: students from a pre-A1 level English speaking class (A = Akihito; R = Ren)

1 **R:** Good morning.
2 **A:** Good morning.
3 **R:** My name is Ren Toyama.
4 **A:** My name is Akihito Ishikawa. Please call me Akihito.
5 **R:** ええと (*eeto*–umm) Nice to meet you.
6 **A:** Nice to meet you.
7 **R:** [5] どうしおう (*doushiou*–What should I do?) [8] I'm from Saitama. [3] Do you know?
8 **A:** Yes.
9 **R:** Oh.
10 **A:** I from Saitama City in Saitama.
11 **R:** That's right [4] ええ (*ee*–um) Where are you from?
12 **A:** [3] Saitama.
13 **R:** Saitama.
14 **A:** City [5] What is going …
15 **R:** Yes [23] ええ (*ee*–um) [5] I know.
16 **A:** わっかない。 (*wakkanai*–I don't understand).

This excerpt highlights several common problems, such as extensive pauses between utterances, minor grammatical mistakes, use of L1, short answers containing little or no extra information, general confusion, and eventual breakdown. Here the conversation went awry in Line 10 when Akihito said he was also from Saitama. Ren's follow-up in Line 11 ('Where are you from?') created confusion because this question had just been answered. The speakers became disoriented and were not able to recover. In addition, intonation was largely flat and monotone, creating an impression of a lack of confidence or interest in communicating. While this performance may be understandable given the students' level, some learners from B1-level classes also exhibited many of the same problems, as shown in Excerpt 2:

Excerpt 2: students from a B1-level English speaking class
(A = Akiko; Y = Yuki)

1 **A:** Good morning.
2 **Y:** Good morning.
3 **A:** [5] How 'bout you?
4 **Y:** [3] I'm fine thank you, and you?
5 **A:** I'm pretty good [2] thanks.
6 **Y:** [1] So [1] What's your name?
7 **A:** I'm Akiko Suzuki. Please call me Akiko.
8 **Y:** Okay, Akiko. I'm Yuki Sato. [2] Please call me Yuki.
9 **A:** Okay, Yuki. Nice to meet you.
10 **Y:** Nice to meet you too [1] Akiko.
11 **A:** [2] What are you from, Yuki?

While our B1 students were able to speak with fewer errors and stay in L2 for longer periods of time, the presence of frequent pauses indicated a lack of confidence in even this most basic of exchanges.

Another factor contributing to the difficulty of teaching speaking at our university was the syllabus teachers were required to follow, where the primary aim was to prepare students for coping with various situations in which they could possibly find themselves using English, such as giving directions, ordering food in a restaurant, or buying a train ticket. Since many of our students had made it known to us that they were not interested in travelling abroad or using English for business purposes, this sort of instruction had little relevance to them and was therefore demotivating.

The intervention

To help our students improve their speaking skills, we developed a syllabus featuring spoken interaction around social topics, pair-practice activities, and frequent oral assessment (Azra, Ikezawa, Rowlett, and Vannieuwenhuyse 2005). Our primary aim was to facilitate active participation in conversations based on everyday-life topics during class time, an approach we hoped students would find more appealing and relevant. We also emphasized raising basic pragmatic awareness through explicit teaching of conversation strategies (Richmond and Vannieu 2009), which are listed in Appendix 1. Classroom research has shown that emphasizing pragmatic aspects of oral communication can help students negotiate meaning to solve interactional difficulties (Nakatani 2005). Throughout the year we covered six personalized conversations on the following topics: introductions, daily life, university life, skills, travel, and money. Each topic was covered in three 90-minute classes, with a speaking test in the third class. Conversations consisted of four to six question-and-answer patterns that enabled students to talk for a few minutes (see Appendix 2). Each topic also contained approximately 80 lexical phrases and single words that could be inserted into the basic patterns to provide variety for questions and more detail for answers. Given the overall low level of our learners, we also decided to increase the amount of L1 support by providing translations of all vocabulary items, activity directions, and assessment criteria. For our students, we agreed with Ford (2009), that conscious and purposeful L1 use was a practical step towards providing increased security and lowering of affective L2 learning barriers.

Conversations were presented in two parts. A typical lesson began with a review of previously taught material. Next, after new target language was introduced, students worked on it in structured ways via translation exercises, audiolingual drills, listening to model conversations, and taking dictation. Pair-practice generally consisted of short timed conversations with students rotating partners after each round. For the speaking tests, students, in pairs, were required to conduct short conversations in front of the teacher, away from the class. The tests were assessed in real time using a simple bilingual analytic scale, which measured the students' use of conversation strategies, accuracy of grammar and vocabulary, stress and intonation, and task completion within the specified time limit.

Methodology and results

According to Burns (1999: 30), action research 'aims to bring about change and improvement in practise. Changes in practise are based on the collection of information or data which provides the impetus for change'. In this study, we went through three distinct rounds of

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investigation and reflection, where the results of one cycle influenced subsequent ones. To evaluate our intervention's effectiveness from various perspectives, three sources of data were collected. Bilingual questionnaires, one administered at the end of each semester, were used to gauge student reactions (see Appendix 3). Class notes, taken either during or soon after each class, sought to capture our own point of view as teacher-researchers. Finally, recordings were made of speaking tests to provide a record of the students' ongoing development. The three cycles of research are summarized in the timeline shown in Table 1.

Cycle 1: spring 2011

In July, at the end of the spring semester, we administered a bilingual questionnaire to all 160 students containing 13 five-item Likert scale questions covering a range of issues to collect student feedback (see Appendix 3). Seven questions dealt with how students perceived their effort and progress. Four sought feedback regarding course content and methodology. Finally, the degree to which students valued English and expected success in learning was the focus of the last two questions. How students were reacting to the intervention was important to us at this stage of the project because our entire approach was, in fact, predicated on the conviction that providing a simple, easy-to-follow programme for improving conversation skills would result in success as long as students were buying into it and making an effort.

Overall, student reactions were largely positive but mixed when grouping responses by class level. When looking at self-perceived progress, a majority of students (59 per cent) felt their English had improved while only 12 per cent disagreed. However, breaking down the data by class level revealed a more complicated story.

2011	Event	2012	Event
April	School year and first cycle of research begins. Speaking tests are recorded for the first time.	March	Speaking tests are recorded for the final time. Second questionnaire is administered as school year and second cycle of research ends.
July (end of spring semester)	First questionnaire is administered.	April onwards	Third cycle of research takes place with the careful analysis of test recording data from students in the lowest-level class.
August–September	Further changes are made to the intervention based on questionnaire results.		
October (autumn semester)	Second cycle of research begins.		

TABLE 1
Research timeline

Figure 1 displays student reactions, separated by class level, to the statement 'My English has got better'. Of note was the especially stark contrast between the lowest- (pre-A1) and highest-level (B1) classes. While virtually all of the B1 students agreed that their English had improved (94 per cent), only one-third (34 per cent) of the pre-A1 students did. The A1 students were in the middle, largely reflecting the overall averages. Reactions to all other aspects of our intervention also followed this pattern. At this point, a trend was clear: the higher the student level, the more positive their reaction.

Our own class notes also mirrored these results. Numerous entries, such as the one below, noted how B1 students were progressing well and making more of an effort:

> They were always using *aizuchi* [conversation strategies] such as 'Wow' and 'Oh really?' which was great to hear.

However, entries regarding the pre-A1 students frequently noted various difficulties:

> Some pairs were woefully underprepared and seemed to be speaking English for the 1st time in their lives. These students completely forgot to use CS [conversation strategies] for the most part.

While about a third of our students were doing quite well, we felt there was more we could and should do to help the pre-A1 and A1 groups improve. We therefore decided to make some further changes to our syllabus for the autumn semester. To counteract some boredom we had noticed with our regular lesson plan, we added variety to our language practice routine in the hope that new card-based activities, games, and writing tasks would stimulate interest, hold student attention, and
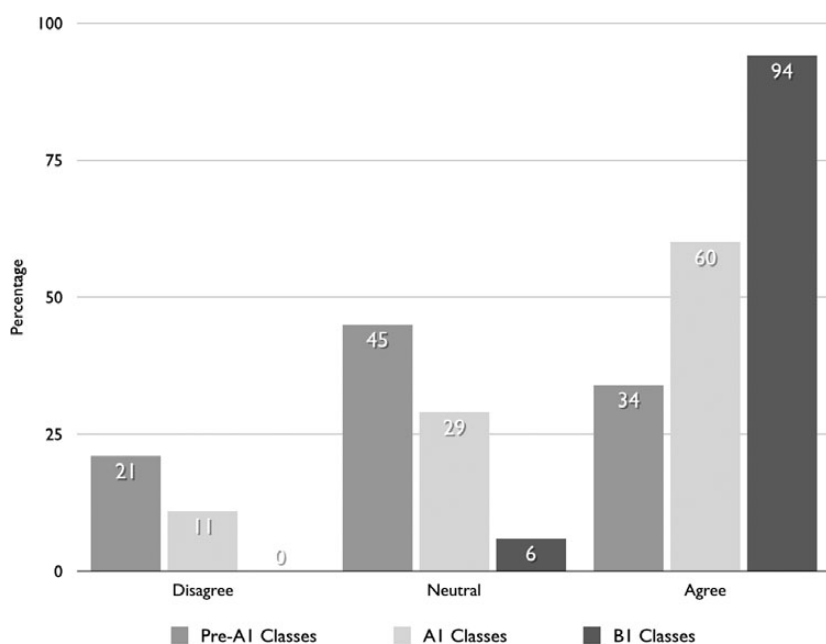

FIGURE 1
Responses to 'My English has got better' by class level (*n* = 160)

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provide more scaffolding. We also adjusted our testing format slightly to encourage revision and fluency. In addition to the current theme, students would now conduct an additional short timed conversation on a previously assessed topic.

Cycle 2: autumn 2011

Given the changes made, our research focus naturally shifted more towards the pre-A1 students in the autumn. We therefore designed the final bilingual questionnaire (see Appendix 3) in such a way as to help these students assess their own progress on the course by listening to recordings of themselves speaking English at the beginning and end of the academic year. The questionnaire was given to only 43 students in total, 28 from the two pre-A1 classes and 15 from one of the B1-level classes, which was included to provide a comparison. Logistical considerations precluded us from involving more students. After listening to their recordings, students answered nine four-item Likert scale questions that asked them to assess their overall progress in several aspects of speaking skills development. Figure 2 highlights the questions designed to gauge how students regarded their progress in conversation strategy use, grammatical accuracy, vocabulary development, overall progress, and attitude towards English.

As expected, the percentages of B1 students indicating improvement in areas of strategy use, accuracy, and improved vocabulary were quite high (100, 80, and 93 per cent, respectively). Additionally, 80 per cent of these students felt their English had improved, while all of them noted they liked speaking English more than before. As one B1 student remarked, 'I began to not feel the fear of speaking English'. This student-based assessment matched our observations of this group. Unexpected, however, were the results from the pre-A1 classes, which almost matched those of the B1 group in all but one category. This was
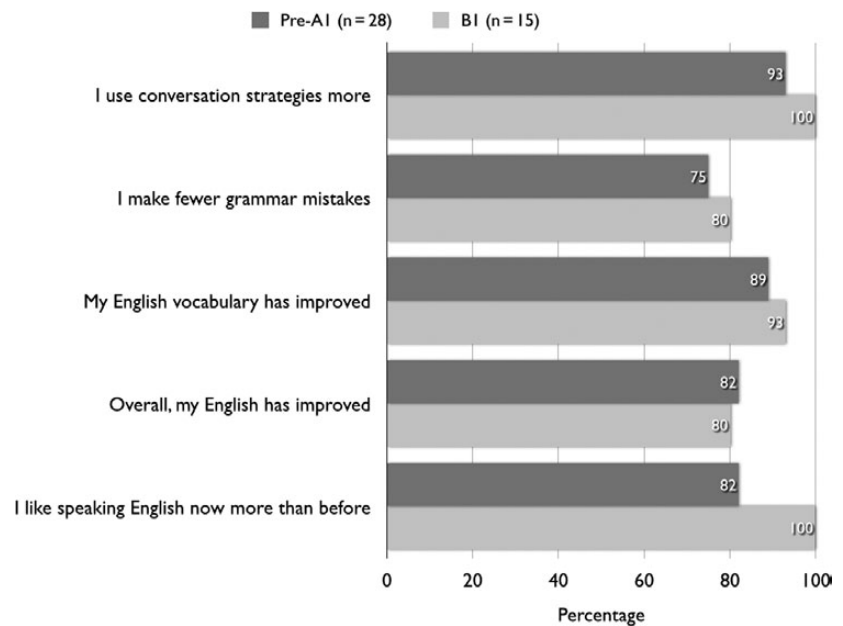
FIGURE 2
Student perceptions of progress and attitude towards English (%)

an assessment we frankly did not share. From our point of view, by the end of the course these students were still struggling to carry out even the most basic of conversations.

As the school year came to an end, we felt the intervention had succeeded with a majority of our students, but had not made any difference in the lowest-level classes. That so many of these students felt they had improved across a number of different categories intrigued us, so we commenced upon one more cycle of enquiry by examining the recording data in more detail to determine to what extent their language had actually improved, if at all.

Cycle 3: scrutinizing the recording data

Two-minute excerpts of recordings from the lowest-level pre-A1 class ($n = 13$) taken in April 2011 and March 2012 were transcribed and then analysed to gauge the development of the students' communicative proficiency over the course of the academic year. Analysis focused on indicators of language fluency and accuracy, which are widely used concepts for measuring progress in language learning and evaluating L2 learners (Housen and Kuiken 2009). We also looked at the relationship between use of L1 and taught conversation strategies with regard to frequency and variety. Ideally, were this an experimental research design, student pairs and conversation topics would have been matched from the first recording to the last, but as the decision to examine recording data was made as part of the action research process, the data had already been collected when we decided to undertake this additional step of analysis. While this means that individual pairs cannot be examined for changes in conversational ability, we feel that the averages of their performance measures as a class can provide some insight into overall changes in proficiency.

To measure fluency, we looked at the average number of turns taken, time spent in silence, and three categories of pauses greater than one second. The results in Table 2 indicate that by March 2012, the pre-A1 students were clearly able to talk more than before. Turn taking had increased by 48 per cent, while time spent in silence decreased by 42 per cent. When breaking down pauses into three categories, short (1–2 seconds), medium (2–3 seconds), and long (3+ seconds) revealed that

		April 2011 (SD)	March 2012 (SD)	% Change
Fluency	Turns	11.9 (3.6)	17.6 (2.1)	+48
	Silence	24.8 seconds (14.0)	14.3 seconds (8.0)	−42
	1–2 second pauses	7.4 (3.9)	6.2 (3.5)	−16
	2–3 second pauses	2.4 (1.3)	1.2 (0.9)	−50
	3+ second pauses	2.0 (2.1)	0.8 (1.1)	−60
Accuracy	Mistakes	4.4 (3.1)	3.2 (2.1)	−37
Conversation strategies	Frequency	5.2 (5.7)	9.2 (3.7)	+77
	Variety	1.4 (0.8)	2.9 (0.8)	+107
L1 use	Frequency	5.6 (5.2)	1.2 (1.5)	−79

Note: SD = standard deviation

TABLE 2
Data results

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conversation smoothness was still rough as the number of short pauses declined by only 16 per cent. However, improvement was noted in the lower frequency of medium and long pauses, which declined by 50 and 60 per cent, respectively. While still not able to produce smooth conversation, the students at least had managed to avoid lengthy breakdowns like those that regularly occurred at the beginning of the year.

Accuracy also improved slightly over the course of the year. Average instances of grammar or usage mistakes declined from 4.4 to 3.2, a 37 per cent difference. In many cases, by the end of the year, mistakes had also become less noticeable or disruptive.

Table 2 also highlights a relationship between use of L1 and pedagogically relevant language, the various conversation strategies that were a key aim of the course. Students' use of L1 decreased by 79 per cent while strategy usage increased by 77 per cent. In April 2011, students used L1 to fill silence with pausing sounds and to coach each other using whispered off-record expressions. This is not surprising given the troubles they had with speaking. Variety of strategy use was also quite low, with an average of 1.4 different types. By the end of the year, however, L1 use had virtually disappeared save for a few occasional L1 pausing sounds. Strategy use, however, had increased both in amount and variety to 2.9 different types, a 107 per cent improvement. Students were now regularly using English pausing sounds such as 'um' or 'hm', reaction expressions such as 'wow', 'oh yeah', and 'that's great', and indicating they were listening via the shadowing of key words.

The transcripts in Table 3 are illustrative of gains made by many students in the pre-A1 classes. Here, Atsushi was present in both 2011 and 2012 conversations, but his partners and topics were different. Pause length in seconds is indicated within brackets. Text within parentheses indicates simultaneous speech.

Overall fluency and accuracy improved as the number of long pauses and grammar mistakes decreased. In the April 2011 extract, Toshi was unable to produce a grammatically correct utterance (lines 2, 4,

	Beginning of year (April 2011)	End of year (March 2012)
1	Atsushi: [3] Where are you from?	Atsushi: Do you play any sports?
2	Toshi: [4.2] This ah Chiba I live [7.4] eh? [6.8]	Yuki: Yes, I play soccer every day.
3	Atsushi: [3] Where do you - do you live now?	Atsushi: (Oh, soccer? Me, too.)
4	Toshi: [2.6] This near Chiba. [1.3] Ah Chiba. Uh. This live Chiba - in Chiba.	Yuki: Oh, me too.
5	Atsushi: [2.8] Where did you go to high school?	Atsushi: How long [1] have you [0.6] been [1] playing [1.6] soccer?
6	Toshi: [6.1] Chiba in high school. [1] Chiba [inaudible].	Yuki: [2.1] Since I was ten.
7	Atsushi: [1.1] Uh huh?	Atsushi: Oh! Very good.
8		Yuki: [1.2] Thank you.

TABLE 3
Transcripts highlighting gains
made by pre-A1 students

and 6), a common phenomenon we witnessed. Lengthy pauses were also prevalent in each line by both speakers. By March 2012, however, while the level of English used remained quite basic, it was also more grammatically correct and complex. Frequent pauses still occurred (lines 5, 6, and 8), but they were shorter than before. Conversation strategies such as 'Shadowing' (line 3) and 'Reacting' (line 7) helped give a friendlier, more interactive feel. In line 2, Yuki managed to provide a bit of extra information to his answer, noting that he played soccer every day. Similarly, when Atsushi added 'Me, too' to his shadowing move in line 3, he demonstrated ability with the 'Talk about yourself' strategy, even if only for a moment.

Implications

Teachers who share their research experiences allow others working in various contexts to compare and contrast what is happening in different classrooms around the world (Farrell 2007). While specific situations may differ, general lessons can still be learnt and applied. The results of our experience support Dörnyei and Thurrell's (1994) assertion that students benefit from explicit teaching of conversational routines. It can be productive to give samples of formulaic language containing pragmatic devices with which to carry out simple, commonplace conversations. While most of our students were able to understand pragmatic concepts rather easily, mastery of these ideas took time and constant revision. Students, therefore, need opportunities to practise speaking because understanding the concepts alone is not enough. Furthermore, frequent assessment can help motivate reluctant learners to practise with greater focus and intensity (Azra *et al.* op.cit.) and be used as a means for identifying areas of improvement. In addition, analysing the pre-A1 recording data showed us that a structured analysis of student output based on course objectives had potential as a tool for identifying specific areas of improvement irrespective of ability level. If such a structured analysis could help us see progress, might it not benefit students as well?

An idea for a future action research intervention might be to use a simple bilingual checklist with which to comparatively analyse student performance over time. This could enable students to take ownership of their progress through self-evaluation. By the end of the year, our students were clearly impressed with their improvement. Perhaps they would have benefitted even more had they been given the opportunity to listen to before and after recordings earlier in the course. This might have helped them cultivate greater intrinsic motivation to learn English. Furthermore, playing 'before and after' recordings made by previous classes could be used to motivate students to make greater efforts to achieve a similar level of improvement as their near-peers. As Brown and Inouye (1978: 901) state, 'observing a model of comparable ability achieve success would create success expectations in observers and thus enhance their task motivation'. Students need to feel they have a chance to succeed.

Final thoughts

Our analysis of the data collected during this year-long project revealed that we had achieved our course objectives. The primary aim was to show our students that speaking English well was a reachable goal.

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The structure and step-by-step process of the interactive English syllabus effectively engaged many students and encouraged more of them to make an effort because they saw that conversing in English was actually possible. Similarly, the action research process helped us turn around a demotivating teaching situation by showing us that it was also possible to help our reluctant learners make real progress in developing their speaking skills. In addition, through each cycle of enquiry, we developed into more reflective teachers, guided less by our personal observations and emotional reactions and more by the multiple perspectives that collected data could provide. We hope this account of our research experience with getting EFL students to speak will encourage other instructors to critically reflect on their professional contexts in productive ways.

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Appendix 1

Taught
conversation
strategies

During the 2011–2012 school year, we taught the following
conversation strategies so that students would be able to

- Ask for repetition: 'Pardon?', 'Excuse me?', 'Once more, please'.
- Express a lack of understanding: ('I'm sorry,) I don't understand',
  'What does (that) mean?'
- Ask for vocabulary help: 'How do you say _____ in English?'
- Give longer answers by answering implicit questions. For example:
  A   Do you have a part-time job?
  B   Yes, I work (where?) at Starbucks (job title?) as a barista
  (when?) on Fridays.
- Vary conversation patterns by talking about themselves sometimes.
  For example:
  A   Do you play any sports?
  B   Yes, I play tennis a few times a week.
  A   Oh really? So do I. I'm in the tennis club.
- Bounce questions back: 'How about you?', 'And you?'
- Show interest by reacting: 'Oh yeah?', 'Oh really?', 'I see'.
- React to good or bad news with surprise: 'Wow!', 'Great!', 'Fantastic!',
  'Oh no!', 'That's too bad'.
- Listen actively via back-channel feedback: 'uh-huh', 'mm-hm', 'I see'.
- Shadow (repeat) key words with a rising intonation to react, get time
  to think, or actively listen.
- Get time to think of an answer: 'um', 'hm', 'ah', 'Let me see', 'That's
  a good question'.

Appendix 2

Sample conversation
topic: 'Daily life'

Question: What time do you usually (A)?
Answer: I usually (A) (B) (7 am).

- Substitution vocab A: get up, go to sleep, eat dinner, go home, leave
  home.
- Substitution vocab B: at around, around, at about, about, before,
  after, by.

Questions: Do you usually (A)?
    Do you ever (B)?
Answers: Yes, all the time/quite often/sometimes/occasionally.
    No, not so often/not usually/hardly ever/never.

- Substitution vocab A: drink coffee, cook for yourself, eat breakfast,
  eat Japanese food.
- Substitution vocab B: sleep on the train, sleep in class, skip classes,
  eat Thai food.

Question: How long does it take you to (A)?
Answer: It takes me about/almost/a little over/nearly (ten
    minutes).
Question: How much time do you spend (B) a day?
Answer: I spend about/almost/a little over (two hours) a day.

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- Substitution vocab A: get here, get ready in the morning, eat lunch, clean your room.
- Substitution vocab B: watching TV, surfing the internet, studying, working.

(Adapted from Richmond and Vannieu op.cit.: 20–5)

Appendix 3

Questionnaires administered at the end of each semester

Questionnaire 1: July 2011

Directions: please answer each question 各質問に回答してください。

1 = strongly disagree 全く同意しない	2 = disagree 同意しない	3 = neither agree nor disagree どちらでもない	4 = agree 同意する	5 = strongly agree 強く同意する

1 I did my best in each lesson. すべてのレッスンに真剣に取り組んだ。
2 I reviewed the handouts outside of class. クラス以外でプリントの復習をした。
3 My English has gotten better. この授業で英語が上達した。
4 I prepared for each speaking test. 全てのスピーキングテストの準備をした。
5 I brought my materials (textbook & clear file notebook) to each lesson. 毎回、教科書とクリアファイルノートを持ってき た。
6 I am able to say something in English without thinking too long. 長く考えこまずに英語で話すことが出来る。
7 I know enough phrases that I can respond to any question I am asked. 英語でどんな質問をされても答えられるだけの表 現・フレーズが身についている。
8 I enjoyed the '1st time meeting' conversation. 「初対面での会話」を楽しんだ。
9 I enjoyed the 'Daily life' conversation. 「日常生活」の会話を楽しんだ。
10 I enjoyed the 'University life' conversation. 「大学生活」の会話を楽しんだ。
11 I enjoyed practising English the *kaitenzushi* way. 英語を練習するための「回転寿司」方式を楽しんだ。
12 If I study and practise outside of class, I will become a good English speaker. クラス以外で英語の勉強と練習をしたら、もっと 英語が話せるようになると思う。
13 English is important to my future. 英語は私の将来にとって重要だ。

Questionnaire 2: March 2012

1 Compared to the beginning of the year, I use the Golden Rules more.

今年の初めに比べると、私はゴールデンルールをよく使っています。

Strongly agree 強く同意
Agree 同意
Disagree 同意しない
Strongly disagree 強く反対する
I don't understand this question この質問が理解出来ない。

2 Which Golden Rules can you use easily? Check all that apply.

あなたはどのゴールデンルールが使いやすいですか？該当するものをすべてをチェックしてください。

Golden Rule #1 (Answer quickly). Example: 'I don't understand', 'What does ~ mean?', 'How do you say ~ in English?', 'Pardon?'
ゴールデンルール#1（迅速に回答）例: 分かりません。〜どういう意味ですか？英語で〜をどう言いますか？ええ〜？
Golden Rule #2 (Give long answers). Example: 'Yes, I play sports every day after school'.
ゴールデンルール#2（長い答えを与える）例: はい、私は放課後毎にスポーツをします。
Golden Rule #3 (Talk about yourself). Example: 'Oh really? I play soccer every Wednesday'.
ゴールデンルール#3（自分自身についての話）例: 本当に？私は毎週水曜日サッカーをします。
I don't use any Golden Rules.
私はゴールデンルールを使用しません。

3 Compared to the beginning of the year, I use conversation strategies more often.

今年の初めに比べると、あいづちをよく使う。

Strongly agree 強く同意
Agree 同意
Disagree 同意しない
Strongly disagree 強く反対する
I don't understand this question この質問が理解出来ない。

4 Which conversation strategies do you often use now? Check all that apply.

どのあいづちをよく使いますか？

Um ... Ah ... Hm ... Mm hmm
How about you? And you?
Oh yeah? Oh really? I see.
(Repeating) 「繰り返し」
Sounds + (形容詞) 例: 「Sounds great. Sounds fun.」
Wow! No way! That's too bad.
Other (please specify)
その他（具体的に書いてください）

5 I make fewer grammatical mistakes than before.

前より文法の間違いが少なくなってきた。

Gerald Talandis Jr and Michael Stout

Strongly agree 強く同意
Agree 同意
Disagree 同意しない
Strongly disagree 強く反対する
I don't understand this question この質問が理解出来ない。

6 My English vocabulary has improved.

しっている単語の数は増えました。

Strongly agree 強く同意
Agree 同意
Disagree 同意しない
Strongly disagree 強く反対する
I don't understand this question この質問が理解出来ない。

7 Overall, my English has improved.

全体的に、私の英語は改善されました。

Strongly agree 強く同意
Agree 同意
Disagree 同意しない
Strongly disagree 強く反対する
I don't understand this question この質問が理解出来ない。

8 I like speaking English more now than before.

前より英語を話すのが好きになった。

Strongly agree 強く同意
Agree 同意
Disagree 同意しない
Strongly disagree 強く反対する
I don't understand this question この質問が理解出来ない。

9 Final impressions: please write a few comments about your English progress this year.

最後の印象：今年のあなたの英語の進歩についていくつかのコメントをご記入ください。