

'Quick Speech and Write' as an Effective Pedagogical Strategy for Developing Fluency

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Abstract

This case study examines the pedagogical effectiveness of incorporating speaking and writing fluency activities into an EFL class for first-year students at a Japanese university. The author chose to focus on the fluency skills of speaking and writing, as this aspect of learning English is often perceived to be as difficult to teach as it is to acquire. 'Quick Speech and Write' is an activity that only takes about 15-minutes of class time, with little need for preparation and administration. Despite its simple nature, the gains by students are manifold. Although increasing speaking and writing speed is an obvious aim of the activity, making significant gains in this regard is difficult without extensive efforts by students in doing several 'Quick Speech and Write' activities a semester. However, even with just five of these quick activities a semester, noticeable improvements in communicative skills were seen and active speaking and listening skills such as gestures and nodding were observed. More importantly, students have reported feeling less anxious and more proactive about speaking and writing by the end of the semester. This case study presents the pedagogical aims of the instructor and summarizes comments by students that list the perceived benefits of doing the activity as evidence of the effectiveness of this approach. Data collected from 196 students in eight classes on some 'Quick Speech and Write' activities are used in this study. The case study concludes with a summary of the gains observed and a discussion on the implications of incorporating writing fluency activities into university English classes. Using a combination of observational and enquiry type methods, data was gathered to investigate to what extent this strategy had fostered participants' abilities to be fluent and promoted their motivation, or positivity toward continuous, self-directed English learning.

Keywords: speaking and writing, quick activity, communicative task

Introduction

Active learning, Group work, Discussion and Presentation are popular concepts in the domain of English education in Japan. Promoting students' active use of the English language, especially in the fluency of speaking and writing, is targeted in the current pedagogical system and in courses of study. Not only is there limited research on fluency, but it is one of the most difficult targets for teachers and students to attain. Considering the traditional, deep-rooted methods of top-down instruction and receptive learning styles in the Japanese education system, together with the usual educational goals of acquiring Exam English, it is understandable that both teachers and students are unfamiliar with, and lack training in fluency and using English spontaneously (Hayashi, 2016; Lawson-Hall, 2016). At the level of university instruction however, teachers should strive to provide classrooms where students can learn communicative English language skills, creating learning tasks that are both enjoyable and effective. The challenge lies with the various constraints, such as limited classroom hours, the variety of students' levels of linguistic proficiency and their limited understanding of instructional English; teaching English in the English medium can be a double-edged sword with both benefits and disadvantages (Hayashi, 2009).

Considering the goals and constraints, this case study focused on a fluency activity that made students feel that they could use the target language, while providing meaningful tasks to motivate students, especially those who claimed to dislike English. This article examines the pedagogical effectiveness of incorporating speaking and writing fluency activities into the EFL classes of 196 first-year students, none of whom are English majors, at a Japanese women's university. Despite the limited information available about teaching fluency, research on 'Quick write', (recognized as a fresh and effective approach), was combined with methods of teaching communication skills and integrated by the author of this article into the classroom syllabus.

Research on communication and fluency

In their research on developing teaching materials, Iwata and Shigemitsu (2017) claim that there are certain critical psychological barriers and difficulties for Japanese speakers in learning English communication skills. Being open to others, known as '*kokoro-no-kabe*' or "psychological wall" is one of them. They state that Japanese students tend to be reluctant to talk about their personal feelings to others. Additionally, the differences in communicative strategies

between Japanese and English, is problematic: Japanese students need practice interjecting appropriate words and making pertinent responses while the other person is speaking, so that they can sustain a meaningful conversation with others. To overcome these difficulties, Iwata and Shigemitsu (2017) focused on pair-work, creating a scenario like a theatre play, then videotaping and showing it in the classroom. They found, however, that students tend to copy phrases shown in the textbook, hesitate to give personal information and prefer imaginary settings rather than those of real life. They also reported that students have difficulty creating and performing scenarios spontaneously without any preparation.

Many researchers report that their students dread or hate writing assignments in the foreign language classroom (Baba, 2015; Hashimoto, 2017; Shen, 2016; Ward, 2013). However, timed writing, named as 'Quick write', has been found to reduce student frustration compared to traditional writing assignments and to have a positive effect on fluency (Hashimoto, 2017; Shen, 2016; Tompkins, 1994). Additionally, it presents a more acceptable way of using writing as an instructional tool (Shen, 2016); it lets students' thoughts flow freely without focusing on correctness or revision (Tompkins, 1994), and it is a non-threatening and informal opportunity for students to express their thoughts (Fisher & Frey, 2008). It has also been found to benefit all levels of students, especially the lower-achieving students (Shen 2016; Green, Smith and Brown 2007). It provides a broader range of educational opportunities, and works especially well in collaborative learning contexts (Shen, 2016; Fisher & Frey, 2008). Additionally, in a study of remedial language learning, Baba (2013) suggested that an approach using 10-15 minutes multiple activities covering various language skills in each lesson, works best for the students who are less confident, less interested, have difficulty focusing and who lack motivation to study English.

In accordance with the research findings, the author of this article found that, for 'Quick speech and write' to work best, the tasks must be non-threatening (with no correction or revision); the classroom must have an informal atmosphere (thus lessening the psychological barrier) and, during collaborative group tasks, every member must be busy working at the same time. Participants should work spontaneously (without preparation) and instructors should regulate the working time in a lenient way. Taking into account the students' levels of English proficiency, simple and concise instructions are necessary. To enhance the effectiveness of the 'Quick speech and write' activity, a 'speaking and writing worksheet' is used (see Figures 1 & 2). The worksheet clearly shows the four steps of the speech and writing procedure. Additionally, it includes a peer-evaluation section with items intended to raise students' awareness of selected speaking and

listening skills. Furthermore, this is a familiar format for those students who graduated from the sister secondary school of the university and students who are accustomed to the tasks can contribute to making this project effective.

Quick Speech and Write in action: Four Steps in 15 minutes

‘Quick speech and write’ is a brief task calling for students to talk and write about an assigned topic, making them think, explain or comment spontaneously. It also requires improvisational oral skills to express their thoughts and feelings. Based on the format of Figs. 1 & 2, with some simplifications to suit the author’s classroom context, quick speech & write implements a four-step-system:

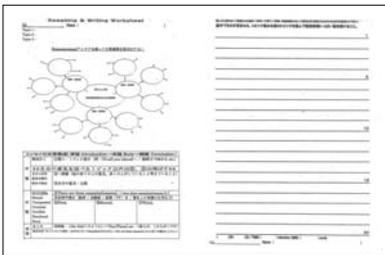


Fig. 1: Speech & Write Worksheet, front.



Fig. 2: S & W Worksheet, back

Step 1:

The first step is brainstorming. Using the left half of the worksheet, students fill in a mind map, writing the topic in the center. To make it less difficult, the topic is taken from the previous classes’ section of the textbook, where they have already encountered the target grammar, vocabulary and phrases useful for expressing their ideas. This arrangement makes the activity easier for the students to improvise. Additionally, students are allowed to prepare for the class, which encourages them to use English outside the classroom. As the brainstorming time is limited to 2-minutes, it can be considered to be a spontaneous activity. During the speech phase of the task, they cannot look at their brainstorming notes.

Below the mind map, there is a speech structure chart with Introduction, Body and Conclusion of the task: Some brief suggestions are given in the chart. Students have another 2-minutes to structure their speech. In the Body section, there are three boxes to complete, ensuring students give multiple explanations (reasons, opinions, procedures, etc.) for their ideas. This section helps students to learn how to deliver their opinions in an understandable way. If some students do

not or cannot complete everything in this first step, instructors shouldn't be tempted to take control, rather they should ensure that the students do not worry. Students who have no idea about that topic can talk about this fact in their speech, and they can start asking questions, for example. Apart from personal criticisms which are not allowed, there are no restrictions concerning the mode of the speech.

Step 2

The second step is a starting point for the second round of the speech sessions called a 'one-minute non-stop talking' task. Having been assigned to groups of three, the students must try to keep talking about the topic for one minute, timed by a bell on the instructor's desk. Further explanations are available on the back of the worksheet (Fig. 2). Group members take every role in turn; (A) the listener, (B) the speaker and (C) the counter.

Student A must use non-verbal feedback, for example smiling and nodding, and also ask follow-up questions. She is encouraged to practice appropriate interjecting words and to make appropriate responses while the other person is speaking. These are important communication skills to show that the listener is interested in the story, which makes the speaker feel that the listener is truly attentive. It is important practice for students to pay attention to their counterparts and to show respect for their different opinions by nodding and showing that they are listening to them.

Student B has to talk non-stop for one minute. Additionally, the game has a 3-second rule, which states that speakers must start speaking again after a 3-second pause, even if it is in Japanese. Students must speak sufficiently loudly, make eye-contact with the listener (A) and make use of gestures as an additional dimension of communication to help the speech become more understandable.

Student C, the counter, is in charge of counting the number of words spoken by the speaker on her fingers, and uses a word counter chart, on the back of the worksheet (see Appendix A). The counter puts pressure on student B to keep talking and, more importantly, C records the number of words on student B's worksheet, making it impossible for B to look at her brainstorming notes. Sometimes, however, students B and C can be seen to cooperate to make the task possible, demonstrating the collaborative nature of the activity.

A, B and C change roles at every completion of a minute: The activity continues for three rounds ensuring that everyone gets a turn to speak. The students who have been unable to come up with something to talk about can be the final speaker and, by listening to their two friends speak first, can come up with something to say. To enhance the students' self-directed learning and motivation it

is advisable for the instructors to relax their direct control over their students. By managing the students effectively and making sure they all have a task to do, instructors can use peer pressure to control the students (Baba, 2013).

Step 3

The third step is the second-round of the session, peer-evaluation. Students are given one-minute to regroup in different groups of four. In each group of four, there are three roles; (A) the listener, (B) the speaker and (E) two evaluators. One of the Evaluators is in charge of assessing A's listening skills, and the other B's speaking skills. For the listening and speaking skills, there are three assessment categories, given on the back of the worksheet; a rectangular box for listening skills, and a triangular box for speaking skills. The differently shaped boxes are useful for giving quick instructions in the classroom, for example by saying: "Next, go to the triangle!"

The three categories for listening are (1) *Tukkomi & Shitumon-ryoku*; the ability to ask questions, interject an appropriate word and make appropriate responses while the other person is speaking; (2) *Aizuchi-ryoku*; the ability to give feedback, for example by nodding and contributing expressions such as "Really" or "A-ha"; (3) *Egao & Kyoukan-ryoku*; the ability to appear friendly, for example by smiling and being empathetic to another's ideas. These categories are rated on a four-point scale (0-3) showing how well the listener did.

The three categories for speaking, however, are represented descriptively with every category including three items to be checked:

- (1) *Ryuchousa*; fluency
 - No more than a three-second silence
 - Could speak all in English
 - Could talk as fluently as possible
- (2) *Hyougen-ryoku*; the ability to express oneself
 - Could use gestures
 - Could say something unique
 - Could say something specific such as information answering the 5-W 1-H questions
- (3) *Taido*; Attitude
 - Could speak without any fear of making mistakes
 - Could speak with an appropriate volume of voice
 - Could speak having an eye-contact with the audience (A)

All of these assessment items are clearly presented in the two differently shaped assessment figures on the worksheet and explained to the students before

the start of speech sessions. This structure helped to minimize instruction time and made it possible to carry out the task on schedule.

The four members, A, B and the 2 Es, sit in a square and work speaking, listening and evaluating at the same time for one minute. They exchange roles and worksheets according to the instructions: A and B stand, and each evaluator sits in front of the subject they are assessing, filling in their subject's worksheet. Three changes are made giving each member in the group a turn at each role. Changing their seating positions makes the task active and encourages full engagement naturally. The students are given one minute to change roles, the timing of the instructor's bells contributing to intensify the excitement of the activity.

Step 4

After these two speech sessions, the final and fourth step is the writing session. With only a ball-point-pen and the worksheet, students are given two minutes write a basic account of what they said. They are not allowed to use a dictionary, but they can refer to their brainstorming notes; if they make a mistake, they must draw a line through it. The students are encouraged to keep on writing as much as possible, and they are allowed to use Japanese if they cannot think of the word in English.

In total, 15-minutes is the minimum time necessary for this 'Quick Speech and Write' task. Group numbers can be changed according to class size, for example, at step 3, one student can be in charge of evaluating two others. The instructor can also take on one of the roles to make up a group if necessary. The author of this article sometimes joined a group and students made it known that they had found it enjoyable to listen to the teacher's speech. This flexible arrangement was made possible thanks to sticking to the principle of the minimum instruction by the instructor.

Schedules and Levels

As a way of fostering enjoyment in learning English in the classroom, the quick speech and write exercise was implemented in all of the author's classes during the second semester of 2017, in both First-year English (FYE) 2A and 2B. This article reports the on-going assessment of this project, to determine its effectiveness towards motivating students' learning in those FYE classrooms. According to the curriculum, students take FYE 2A twice a week for sixty-minutes each, and the same for 2B. They study FYE on four days a week, totaling 22 classes each for the A-course and the B-course respectively.

Students' majors vary: Modern Culture (MC), Media & Literal Arts (ML), Child Development (CD) and Psychology (P). As a pre-course test for streaming classes, all first year students take a TOEIC bridge test in April. This article refers to the pre-course test results in order to give an overall idea of students' proficiency in English. The average student scores were lower than 130 in all classes (Fig. 3), corresponding to the Common European Framework level A2, and said to be in accordance with novice or slow learners (Baba, 2017).

Majors	FYE 2A Averages by dept.	FYE 2B Averages by dept.
CD	130.0 (L64.5 R65.5)	119.4 (L58.2 R61.3)
ML	124.9 (L62.1 R62.8)	112.5 (L54.8 R57.7)
CD	128.9 (L63.5 R65.4)	116.0 (L58.4 R57.6)
P	122.6 (L61.3 R61.4)	113.3 (L56.8 R56.5)

Fig. 3. Students' levels of English (L=Listening R=Reading)

Topics

Novice learners of English tend to have negative images of studying English and are less active in the classroom (Williams 2015). They tend not to have specific topics or subjects which they might wish to express in English (Baba, 2015). In research on writing fluency, Baba (2017) reported that, without topics and samples, slow learners are not able to write freely and need the topics and samples to act as their scaffolding. Therefore, in conjunction with the quick speech and write activities, topics were chosen from the textbooks, providing them with appropriate expressions in context.

Considering the curriculum of every class and the proficiency gap between students in FYE 2A and FYE 2B, different textbooks were used and the activities were adjusted accordingly. Present Yourself 1 (by Steven Gershow, Oxford University Press), used in the FYE 2A classes, aims at developing the life skill of talking to an audience about various topics. The textbook provides structured, step-by-step presentation techniques across 6 Units. The topics were: a good friend, a favorite place, a prized possession, a memorable experience, I'll show you how, and screen magic. FYE 2B students used Open Mind Level 1 (by Rogers et al, Macmillan) which focuses on functional language topics, helping learners to improve their fluency and speaking skills. The book includes grammar sections that provide a step-by-step approach targeting basic grammar use in a variety of

activities. Following the themes of the textbook units, the students were given four topics: my dream career, my daily routine, my hometown and my lifestyle.

In the first class of both the A and B courses, the quick speech and write worksheet was given, along with a classroom orientation, which for purposes of clarity included some Japanese. The students then started the first training activity with the topic of their self-introduction.

In the A classes, the quick activities were carried out once every three sessions in the first half of the semester, and in every other session in the second half: Seven times in total. In the B classes, every unit of their textbook would take four sessions, therefore the timing was such that they completed five quick speech and write activities.

By putting to use the words, phrases and grammar learned in every unit of the textbook, students tried to express themselves and their ideas in the quick speech and write activities. The aim was to speak and write as much as possible without using dictionaries or erasers. During the activity, the instructor used such encouragements as “Don’t worry about mistakes” “Keep speaking” “Keep writing” “Say anything” “Write anything.”

Questionnaire

This case study used instructor-observation and student feedback from a questionnaire to identify the effectiveness of the quick speech and write activity in the classroom. To focus on how students felt about the activity, a selection of emotive terms were offered from which to choose an answer, which they were asked to expand upon further with an explanation. Presenting linguistic choices that encourage the expression of feelings also encourages Japanese students to lower the barrier towards becoming more open (Iwata & Shigemitsu, 2017). The words of the students’ responses were those often used in the roles of Evaluators during the Quick Speech and Write activities, so students were familiar with their use. For questions 2, 3 and 4 which inquire about overall impressions they are: ‘Great’, ‘Enjoyable’, ‘Fine’, ‘Hard’, ‘Too hard’ and ‘Boring’. And for questions 5 and 6 eliciting specific answers, ‘Very much’, ‘Yes’, ‘To some extent’ and ‘No’. (Please refer to the Appendix B for the questionnaire). To protect the subjects’ privacy, no identifying information was requested other than their major. The questionnaire was distributed and collected at the end of the final class in the second semester of 2017. In total, 196 sheets were collected (FYE 2A n=99 & FYE 2B n= 97). The questionnaire results are summarized below according to the questions. The questionnaires successfully gathered student opinions about the

project, as was the author of this article’s intent. Most of the students wrote extensively in detail about how they felt about the quick speech and write activities. (see Appendix C).

Results

This article reports on an on-going assessment of the ‘Quick Speech and Write’ project, analyzing to what extent it is effective for motivating students’ learning in First Year English classrooms. The results of each question will be examined together with the students’ comments. Students’ voices are always a source of insight for teachers to gain an accurate and deeper intuitive understanding of their classrooms. Students’ overall impressions can be seen in the table below:

Questionnaire items	Great	Enjoyable	Fine	Hard	Too hard	Boring
Q2: What is your overall impression of the class?	17	102	51	24	1	0
Q3: What is your overall impression of the textbook?	12	37	105	41	1	0
Q4: What is your overall impression of the quick speech and write activity?	21	80	43	52	0	0

Fig. 4. Students' overall impressions

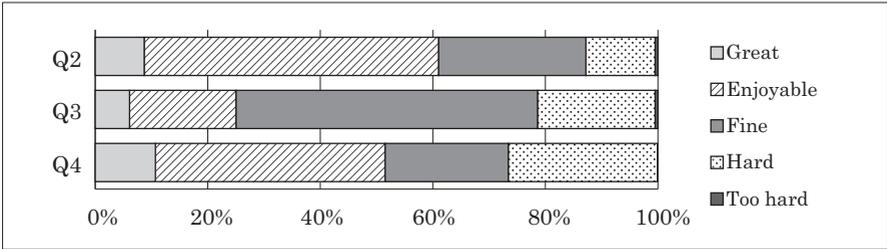


Fig. 5. Graph showing results of questions 2, 3 and 4.

Figure 4 shows the overall impressions of the students. Question 2 was aiming at the overall impression of the FYE class. Nearly 90% of students had favorable impressions. About 10% chose ‘Great’; more than a half chose ‘Enjoyable’, and a quarter of the students chose ‘Fine’. According to the comments and reasons which they attached with the choices, students who chose ‘Hard’ wrote; “Although it was difficult, I enjoyed learning in the class.”

For Question 3, an overall 78% of the 196 students reported having a positive impression of the textbook. 20% of students responded with 'Hard' or 'Too Hard'. In the feedback, however, only three students in FYE 2A claimed that a textbook that doesn't use any Japanese was too difficult for them or that they needed further explanations in Japanese. Other feedback comments indicated that students coped with the difficulty by preparing and reviewing lessons. More than ten students said those developed into a learning habit. Five students used the pictures, video and other features of the textbook to aid understanding. Two commented that they had done their best to work without using Japanese. A lot of students appreciated the reason for using an all-English textbook. All-English is one of the major policies of the FYE curriculum, for the instruction and the textbook as well. Especially for the slow learners, the use of the mother language is a controversial issue in the discussions on language learning materials and instructions (Hayashi, 2016).

In response to Question 4, more than a quarter (52) of students stated that the Quick Speech and Write was 'Hard'. Of those students, however, 71% (37) of them indicated that it was 'Fun', or 'Effective'. More than 10% of students chose 'Great'. Over 40% said that was 'Enjoyable'. And about 20% marked 'Fine' about the activities used. In total, nearly 75% of students reported favorable impressions.

The comments from the feedback indicated that over a hundred students expressed the view that this activity was fun. Fifty-two of them explained the reasons by using the words "classmates" and "groups". The quick speech and write offered a good opportunity not only to exercise their language skills but also to communicate with classmates and get to know them better. The friendship element is always an important aspect of raising learning motivation. More importantly, twenty-one students pointed to how 'different' the activity was from the way they had learned in secondary schools. One of them wrote, "First, I was nervous, but I could enjoy this class. I spoke English more than ever. I practiced speaking in English a lot and then I came to be able to speak English more." Fifty students indicated that this was the first time that they had given so many speeches in English. Eight students stated that the activity was a useful opportunity and a good experience, and two students even said that it had been a 'rare opportunity'. Thirty-four students reported noticing improvement over time in their ability to spontaneously use English and used expressions such as, "gradual", "little by little" or "compared to the beginning"; they reported these improvements in both speaking and writing.

As can be seen in Figures 6 and 7 below, answers showed a high ratio of student satisfaction. In answer to Question 5, 'Do you feel that you used English a lot in class?', almost all of the students reported that they felt they had, with over

30% of students responding with ‘Very much’ and nearly 55% with ‘Yes’. Almost all the remainder responded with ‘To some extent’ with only three ‘No’ responses. In relation to Question 6, ‘Do you feel that your English ability improved?’ around 90% responded that they felt it had which, according to their comments, was mostly thanks to the quick speech and write activities. Almost 10% of students opted for ‘Very much’ and 50% with ‘Yes’ while 33% responded with ‘To some extent’. Comparing these results to those of Q5, it can be deduced that a feeling of satisfaction doesn’t necessarily lead students to recognize the effectiveness of the activity. To investigate this aspect further, a more detailed cross analysis is necessary.

Questionnaire items	Very much	Yes	To some extent	No
Q5: Do you feel that you used English a lot in class?	63	105	25	3
Q6: Do you feel that your English ability improved?	19	97	64	16

Fig. 6. Table showing students' responses to questions 5 and 6.

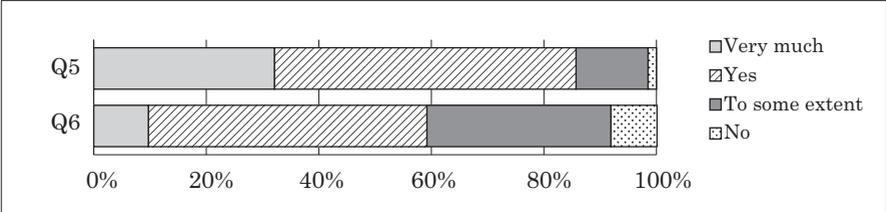


Fig. 7. Graph showing results of questions 5 and 6.

Many students’ feedback comments pointed out the positive effects and changes which they experienced. Eighteen students reported that they saw themselves as very weak at English, however, some of them reported that they had experienced a drastic change and had started to like English. Four students reported that this project helped them to get over their fear of making mistakes. Three students were able to successfully conquer the nervousness of making a public speech. Four students reported that they felt less shy and were more able to speak openly to their classmates. Many of those students who experienced difficulties, appreciated the friendly atmosphere of the classroom. Interestingly, the students commented more on the instructor’s attitude than they commented on their classmates’, writing that they liked the ‘positive’, ‘friendly’, ‘cooperative’

and 'flexible' approach.

Furthermore, five students reported that they now found it easier to make sentences in English. Another five felt it easier to recall English vocabulary when they were writing, and seven more said they could write their speeches more quickly and, by the end of the project, with a lot more content. Three reported being more confident in their English grammar skills and six stated that they could think better in English. Writing in English became less stressful for twelve of the students, with these twelve even stating that writing in English had now become enjoyable.

Twenty-five students' comments indicated their newly found motivation to further their learning of English, especially in terms of communication skills. Three students wrote that they had become more confident, motivated and determined to keep communicating, even by using gestures when they couldn't recall what they wanted to say in English. Two students stated that they were looking forward to the next session and were already preparing material which they could talk about. Ten students wrote about how they were able to use English to communicate with foreign customers in their part-time jobs. All of them were very happy with the improvement of their linguistic skills and wanted to be able to talk even more in English. One student reported that she had become good friends with an overseas-student, and that when she had met with difficulties when communicating with her in Japanese, she had successfully used English, confirming the view that when learners become users outside the classroom, they continue their learning (Widdowson, 2017).

Three out of the 196 students didn't write down any comments and two of these provided negative feedback. On the whole, however, regardless of their English ability, students clearly experienced many positive changes, were aware of their improvement and found the Quick Speech and Write activity very helpful and effective. Over the weeks, students felt that their speaking and writing output increased; they found the activities enjoyable and reported that their thinking speed in English had improved as a result of this project. Furthermore, students gained a higher level of confidence in using English. Taking all of this into consideration, it can be concluded that the Quick Speech and Write activity appears to be an effective pedagogical strategy for developing fluency.

Conclusion

According to the results of the questionnaire, 110 out of 196 students had experience of English presentations in secondary school. Some students'

comments indicated that secondary school English lessons are gradually moving toward achieving more communicative skills. As concerns their future learning plans, one third of the students commented that a wide range of authentic language learning materials are available through modern media, and are especially useful for language input. With the latest technology, language learners have available to them numerous approaches to develop and sustain their language skills. The use of tools such as books, radio, TV, PC, and especially smart-phones offer multiple opportunities for learning both inside and outside the classroom. The linguistic background of the students stand to be more varied depending on how they take advantage of such modes of learning.

To adjust to these differences and to ensure the FYE classes are useful and enjoyable, such quick exercises as have been described in this project, can be implemented as an effective strategy to improve speaking and writing. Despite the simple nature of the exercise, the gains felt by students were beyond expectation. With only five and seven of these quick 15-minute activities in each class respectively, requiring little preparation or administration, students reported an improvement in their English ability, feeling more confident, less anxious and more proactive about speaking and writing by the end of the semester. Although this case study only provides summaries of the student feedback, a list of the perceived benefits does point to the effectiveness of this approach.

To investigate the effectiveness of this project further, a more detailed clarification on the perceived changes is necessary. Pre and Post course questionnaires focusing on the Quick Speech and Write activity, using a more quantitative approach with a four-scale rating, would yield more information as to their perceived changes.

In addition, correlations between the students' perceptions and their actual TOEIC Bridge score results would provide further interesting data. Baba (2017) reported that students who get accustomed to writing in English tend to see improvements in their TOEIC Bridge scores. She also observed that some students come to understand their grammatical errors, start to pay more attention to English grammar while journal writing, and can gradually reduce these types of mistakes by the end of the semester. Additionally, fewer students are likely to repeat the same errors the more they practice this process of self-correction.

To promote the idea of ELF (English as a Lingua Franca) in teaching English communicative competence, Widdowson (2017) claims that the approach of English instruction, particularly concerning grammar correction, should be flexible according to the context. To change incompetent learners into capable users of the target language, the communicative purpose of the context must be

considered, rather than only the correctness. Although some students reported that they learned to utilize some grammar components learned in the textbook, this should be regarded as an outgrowth effect of the activity. The main focus for the Quick Speech and Write activity should be on developing fluency, keeping things simple, to minimize the students' feelings of stress and fear. Just six simple instructions are enough to organize this 15-minutes activity. They are: 'Speak and write as much as you can.', ' Please use a pen.', 'Don't worry about grammar or spelling.', ' Draw a line through mistakes, and keep going.', 'No dictionaries or erasers are allowed.' and 'Speed is the most important thing.'

In the students' feedback concerning the activity worksheet, some claimed that it was confusing and that it wasn't easy to understand. Each step represented therefore, needs to be more explicit. The method of peer evaluation may also require some revision towards making it more simplified according to the level of the students. With these small changes, the Quick Speech and Write activity can be adapted to many classroom contexts. While improving fluency in speaking and writing, it provides a variety of interesting activities for the classroom. Depending on the curriculum goals of the class, the list of speaking and writing prompts can be chosen, and the average number of words spoken or written by students in the classes can be reported. Other possible variations of this activity can be used, for example as a beginning of class, as a warm up activity, before or after pair or group work, or as a review at the end of a topic.

This project has provided a successful demonstration of the usefulness of this Quick Speech and Write activity in First Year English classrooms and further developments of such projects will be discussed in future articles.

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Appendix A: Speaking and Writing Worksheet

Speaking & Writing Worksheet

氏名: _____

Topic 1: _____
 Topic 2: _____
 Topic 3: _____

Brainstorming (アイデアを絞って大まかな構成を決める)

①導入・トピック紹介 (例: I'll tell you about... / 経路表で始める etc.)

②自分自身の意見を述べるトピック以外は③、④は飛ばす★

③一般論 (他の多くの人の意見、多くの人がしていることと考えていること)

④自分の意見・主張

SUCCEEDS
 具体例や理由 (例: 映画 / 音楽 / TV / 書 / 著名人の言葉の引用など)

論
 Concrete
 Credible
 Rational
 Story

⑤First, ⑥Second, ⑦Third.

⑧There are three examples/reasons. / I have three examples/reasons など

まとめ
 ⑨結論: Like this (このように) / (They/They are) are ~ (彼らもが、これらが〜です)
 ⑩要項を返らす(トピックの場合) / ⑪それでは、~ (Thank you for... / For all those reasons / おおむねでよろしく)

〃月〃日/時〃分〃秒 minutes/seconds / week

No. _____ Name (_____)

英検準2級 / TOEIC 2000点 / TOEFL 80点 / 英検3級 / TOEIC 1600点 / TOEFL 60点

① 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ② 英検3級 / TOEIC 1600点 / TOEFL 60点

③ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ④ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑤ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑥ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑦ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑧ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑨ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑩ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑪ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑫ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑬ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑭ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑮ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑯ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑰ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑱ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑲ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ⑳ 英検3級 / TOEIC 1600点 / TOEFL 60点

⑳ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉑ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉒ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉓ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉔ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉕ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉖ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉗ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉘ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉙ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉚ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉛ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉜ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉝ 英検3級 / TOEIC 1600点 / TOEFL 60点

㉞ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㉟ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊱ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊲ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊳ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊴ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊵ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊶ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊷ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊸ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊹ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊺ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊻ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊼ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊽ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊾ 英検3級 / TOEIC 1600点 / TOEFL 60点

㊿ 英検準2級 / TOEIC 2000点 / TOEFL 80点
 ㊿ 英検3級 / TOEIC 1600点 / TOEFL 60点

Word Count: _____

Count the number of words spoken by the speaker using your finger.

Goal: 100 word per minute (1分間で100語以上)

1	40	41	80	81	120	121	180	181	200
2	29	42	79	82	119	122	159	162	199
3	98	49	78	89	118	128	158	168	198
4	37	44	77	84	117	124	157	164	197
5	36	45	76	85	116	125	156	165	196
6	35	46	75	86	115	126	155	166	195
7	34	47	74	87	114	127	154	167	194
8	33	48	73	88	113	128	153	168	193
9	32	49	72	89	112	129	152	169	192
10	31	50	71	90	111	130	151	170	191
11	30	51	70	91	110	131	150	171	190
12	29	52	69	92	109	132	149	172	189
13	28	53	68	93	108	133	148	173	188
14	27	54	67	94	107	134	147	174	187
15	26	55	66	95	106	135	146	175	186
16	25	56	65	96	105	136	145	176	185
17	24	57	64	97	104	137	144	177	184
18	23	58	63	98	103	138	143	178	183
19	22	59	62	99	102	139	142	179	182
20	21	60	61	100	101	140	141	180	181

A Questionnaire for the First Year English A2 /B2

Dear FYE students,

Thank you very much for having joined my lessons. I've been thinking of how I better develop my First Year English. Here I am going to ask about your feeling toward my FYE classroom. Please feel free to write anything. I am very happy if you would share me your precious idea and experience especially on language learning and teaching. I will use your data only in my research paper for the journal of my university: The Centre for the Study of English Language Teaching JOURNAL (here by The CSELT JOURNAL).

Thank you very much, again, for your kind cooperation.

Chiaki Hayashi

1. Please let me know your background. Please circle the name of your major.
Modern Culture / Media & Literal Art / Child Development / Psychology
2. What is your overall impression of the class?
Great / enjoyable / fine / hard / too hard / boring / other ____
Why do you feel so? Tell me more.
3. What is your overall impression of the textbook?
Great / Enjoyable / Fine / Hard / Too hard
Why do you feel so? Tell me more.
4. What is your overall impression of the quick speech and write?
Great / Enjoyable / Fine / Hard / Too hard
Why do you feel so? Tell me more.
5. Do you feel that you used English a lot in class?
Very much / Yes / To some extent / No
Why do you feel so?
6. Do you feel that your English ability is improved?
Very much / Yes / To some extent / No
Why do you feel so?
7. Have you ever done any presentation in English in your junior or senior high school?
Yes / No
If you are Yes. Tell me more.
8. What do you usually do to keep your English ability?
Please write as much as possible about what you do to learn and use English in your daily life.
9. Please write any comment or request to better my FYE classroom.

Thank you very much!

Appendix C: Result Data

FYEA2 *1: Textbook, SP: The quick speak and write activity, L: Listening, Q1: 1-MC, 2-MAL, 3-CD, 4-P, Q2: 4-1+Too Hot, 2-hot, 3-of, 4-of, 5-oh, 6-oh, 7-oh, 8-oh, 9-oh, 10-oh, 11-oh, 12-oh, 13-oh, 14-oh, 15-oh, 16-oh, 17-oh, 18-oh, 19-oh, 20-oh

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	コメント	今後の学習
1	1	1	1	1	1	1	1	スピーチが多くなった。1つも習得するの遅いと感じた。	
2	1	4	4	4	4	4	4	Today is fine. Speechは両度練習できるように良かった。	
3	1	2	3	4	4	4	4	自分ではやりこえられなかった。	no
4	1	1	3	4	4	4	4	自分の中で覚えていても見ずには聞けることは、頑張って練習した。	no
5	1	4	4	4	4	4	4	前より楽しかった。英語コミュニケーション力が上がった。	Yes: アドリ
6	1	5	3	5	5	5	5	前回は緊張しましたが、低気圧が原因で緊張がなくなったので楽しめました。	Yes: Acta
7	1	4	4	4	4	4	4	失敗することのない楽しい環境で、グループ練習で英語を覚えることができた。	TEAC
8	1	4	3	4	4	4	4	英語で話すのが好きになりました。英語で聞いてくれたら楽しかった。今までの授業と違った。一語一語。	Elken
9	1	4	4	4	4	4	4	普段話さない人とも交流が出来た楽しかった。文章を考えるのが楽しかった。先生の授業がとても面白かったです。	Misc:
10	1	4	2	4	4	4	4	毎週スピーチを練習して楽しんでいます。グループでのスピーチが楽しかった。練習が良かった。先生の指導のおかげで、先生のペースが守れた。	TEAC
11	1	4	4	4	4	4	4	何をやるにしてもコツコツとやることと継続することとを覚えた。一つ一つの活動で自分の強みができた。	
12	1	4	4	4	4	4	4	英語を話すことになれることが楽しかった。聞くよりも、楽しく練習することが楽しく感じました。友達と一緒に練習することが楽しかった。	Misc, Misc
13	1	4	4	4	4	4	4	毎週スピーチが楽しかった。友達と一緒に練習することが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	アプリ
14	1	4	4	4	4	4	4	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	アプリ
15	1	4	4	4	4	4	4	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	Reading
16	1	4	4	4	4	4	4	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
17	1	4	4	4	4	4	4	グループでのスピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	調べ学習
18	1	4	4	4	4	4	4	スピーチを準備が良かった。自分から話せるのが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	Diary
19	1	4	4	4	4	4	4	Teacher's funny. 前よりよくなりました。笑って話せるのが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
20	1	4	3	5	5	5	5	スピーチの準備が良かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	毎日練習

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	コメント	今後の学習
21	1	4	4	4	4	4	4	First, I was very nervous, but I enjoy this class. I speak English more than ever. I practiced speaking in English a lot. And then I came to be able to speak English more.	
22	1	4	4	4	4	4	4	It is fun to talk English with classmates. It's a good practice for me to make a sentence and speak in English.	
23	1	4	3	4	4	4	4	英語で自分の思いにことわりのないで伝えるのが、とても楽しいことになりました。もう少し英語で伝えるのが好きになりました。活字でもう少し英語を覚えたいです。	
24	1	5	4	4	4	4	4	前回は緊張しましたが、低気圧が原因で緊張がなくなったので楽しめました。英語で話すのが好きになりました。英語で聞いてくれたら楽しかった。今までの授業と違った。一語一語。	
25	1	5	5	5	5	5	5	スピーチの練習が楽しくなりました。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
26	1	4	4	4	4	4	4	自分から話せるのが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
27	1	4	4	4	4	4	4	グループでのスピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
28	1	4	4	4	4	4	4	スピーチの準備が良かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	アプリ
29	1	4	4	4	4	4	4	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
30	1	4	4	4	4	4	4	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	調べ学習
31	1	4	4	4	4	4	4	スピーチの準備が良かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽・洋楽
32	4	4	4	4	4	4	4	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
33	4	2	5	3	2	3	2	授業が面白くなりました。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	調べ学習
34	2	5	2	5	2	5	2	毎週スピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽・洋楽
35	4	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽・洋楽

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	コメント	今後の学習
36	4	4	3	5	5	5	5	SPが楽しかった。1つたりやかった。英語を覚えるのが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
37	4	4	2	4	4	4	4	SPが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
38	4	4	2	4	4	4	4	先生の話を聞いて楽しかったです。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
39	4	4	4	4	4	4	4	グループでのスピーチが楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	辞書を使う
40	4	3	2	4	4	4	4	SPの練習が楽しかった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽を聴く
41	4	3	3	4	4	4	4	教師が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
42	4	3	2	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
43	4	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	表現を使う
44	4	3	2	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
45	4	4	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	テキストを読む
46	4	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	CDリスニング
47	4	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
48	4	3	2	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
49	4	4	3	5	5	5	5	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
50	2	4	3	5	5	5	5	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	コメント	今後の学習
51	2	4	2	3	3	3	3	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
52	4	4	3	3	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	何かやる
53	2	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
54	4	4	3	3	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
55	4	4	3	3	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
56	2	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
57	2	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	表現を使う
58	2	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
59	2	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
60	2	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
61	2	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	洋楽
62	2	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	NHKラジオ
63	2	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	
64	2	4	4	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	英語の本
65	2	3	3	4	4	4	4	先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。先生の話が面白かった。	音楽

FYE2B

*T. Taskbook, SP: The speak quick and write activity, L: Listening, Q1-1AC, 2-A&B, 3-C, 4-P, Q2-4 1-Too Hot, 2=Hard, 3=Fair, 4=Easy, 5=Very easy, 6=Very hard, 7=Some extra, 4=Yes, 5=No, 6=Very much

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	コメント	今後の学習
1	1	1	5	3	5	5	Y				楽しかった。先にやらせて貰って良かった。	洋楽洋楽
2	1	1	3	3	3	4	N				楽しみなんで良かった。聞かされたことない人かとスピーチで出て来たかった。先生の英語がわかりやすかった。帰って練習が楽しかった。	洋楽
3	1	4	3	5	5	5	Y				周りの音声がよく楽しく聞けるので、今までのような内容を練習できた。聞き取れるのでなく聞き取らないうつらさ、伝えたいという気持ちもよく理解できた。SPで英語を聞くことで英語の面白さを感じた。	バイトで英語を使う
4	1	4	3	3	5	4	Y				先生とみなさんが授業を受けることになった。SPは練習はバリエーションが豊富で良かった。音声が聞きやすかった。文章も簡単で、ほぼ英語で話していたら聞き取れていた。楽しかった。	毎日英語に触れる
5	1	4	3	3	4	3	Y				毎週土曜にスピーチがあり、予習復習の習慣が出来た。話せることになり、SPの勉強で楽しめた。1人1人順番をこなして聞かされた。先生が優しく話をしてくれた。練習が楽しかった。	アプリ
6	1	5	3	5	5	4	Y				クラスを分けて授業を受けた。分らない事ばかりが聞かされた。楽しかった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	単語帳
7	1	4	3	5	4	4	N				SPする機会があつて先生のと話せてよかった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	TOEIC
8	1	4	3	5	4	4	N				楽しいが聞き取れなかった。自分のレベルが高くて、SPをちゃんと聞かなくて良かった。人としゃべるの練習がスピーチでできるようになった。	TOEIC
9	1	4	3	4	5	5	Y				英語の力が伸びた。基礎を学ぶことが出来た。練習が楽しかった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
10	1	4	3	2	5	4	N				英語で話して下さる丁寧な説明。コミュニケーションが楽しかった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	単語帳
11	1	5	3	5	4	4	Y				全体的に楽しかった。1人1人話をしてくれた。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
12	1	4	4	2	3	4	Y				スピーチで話せるようになった。文章も簡単で、先生が優しく話をしてくれた。先生が優しく話をしてくれた。	単語帳
13	1	3	3	2	4	3	Y				面白かった。先生の説明がわかりやすかった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	アプリ
14	1	5	3	5	5	5	Y				英語で話せるようになった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽・洋楽
15	1	4	3	3	4	4	Y				楽しかった。先生が優しく話をしてくれた。先生が優しく話をしてくれた。	SNS・UTUBE
16	1	3	2	2	3	4	Y				ペーパーワークが楽しかった。ずっと止まらなくて練習が楽しかった。スピーチと文章の練習が多かった。	

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	コメント	今後の学習
17	1	4	4	2	4	4	Y				基礎が分からなくて英文が読めて書き取ることが出来た。基礎をからしめて練習することができて良かった。	洋楽
18	1	4	3	2	5	3	N				英語の練習がわかりやすかった。今までのような練習が楽しかった。先生が優しく話をしてくれた。	洋楽
19	1	2	2	3	4	3	Y				たまにどこに何を言っているのかわからなかった。自分の得意な単語が話せるようになった。先生が優しく話をしてくれた。	洋楽を聞く
20	1	3	2	5	4	3	Y				ペーパーワークが楽しかった。先生が優しく話をしてくれた。	英語の勉強を聞く
21	1	4	3	4	4	4	N				自分の分がわからなくて先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
22	1	4	3	2	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	TOEIC
23	1	4	3	5	4	5	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	英語マンガ
24	2	3	2	3	2	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	単語と洋楽
25	2	4	3	2	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	TOEIC
26	2	4	4	4	4	4	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	NHK英語番組
27	2	4	4	4	4	4	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
28	2	2	3	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
29	2	3	3	3	3	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽と洋楽
30	2	3	3	4	4	4	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽とアプリ

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	コメント	今後の学習
32	2	4	3	3	3	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
33	2	2	2	2	2	2	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
34	2	3	3	3	3	4	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
35	2	4	3	3	3	4	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽・イオン
36	2	2	2	2	2	2	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	授業は受ける
37	2	3	2	2	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	バイト先で会話
38	2	4	4	4	4	3	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
39	2	3	2	2	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
40	2	3	3	3	3	3	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
41	2	3	3	3	3	2	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
42	2	3	2	2	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
43	2	3	3	3	3	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
44	2	3	2	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
45	2	3	3	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
46	2	3	3	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
47	2	4	4	4	4	4	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	コメント	今後の学習
48	2	4	2	2	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
49	2	2	2	2	2	2	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
50	2	2	2	2	2	2	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	英語の習得
51	2	4	3	4	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
52	3	3	2	2	2	2	N				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽を聞く
53	3	4	4	4	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽洋楽
54	3	2	2	2	2	2	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
55	3	3	3	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
56	3	4	4	4	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽を聞く
57	3	4	4	4	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
58	3	3	3	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
59	3	3	3	3	3	3	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽
60	3	4	4	4	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	Douigo
61	3	4	4	4	4	4	Y				先生が優しく話をしてくれた。先生が優しく話をしてくれた。	洋楽

