Transforming reticent students to oral presenters

Kazufumi Endo
Teachers College Columbia University, Tokyo

In the context of the dominance of reticent students in English class to whom the concept of whole language is unfamiliar, this paper will discuss the use of journal writing in having students express their opinions. Since the significance of presentation skills is on the increase, the presenter adopted journal writing designed to improve student presentation as well as writing skills in a writing class at a coeducational public high school in Japan. Although a survey conducted in September 2006 revealed that about 80 percent of the students were not in favor of engaging in activities combining oral presentations with writing, a subsequent survey conducted after a five-month intervention revealed that the majority of the students found these activities to be rewarding. Therefore, this paper will be focused on the process of transforming student attitudes toward oral presentations of their journals from negative to more positive and will illustrate factors which contribute to this shift. In addition, student journals will be analyzed from the viewpoint of fluency and syntactic maturity by means of their use of T-units.

　多くの英語教育の現場においての日本人学習者の支配する沈黙を指摘するリサーチは珍しくない。本研究において、私は高校３年生に３週間ごとにジャーナルを書かせ、それを口頭発表させてみた。聴く側と発表者との間でオーラルのインターアクションは比較的限られていたが、発表に対してリスナーが熱意を持ち反応しており、この活動を学習者が積極的に評価していることが確認できた。

S ince the revised course of study was introduced in 1989 by The Japanese Ministry of Science and Education (Monbukagakusho), significance of speaking elements in class has been on the increase. However, many papers actually describe the dominance of silence in Japanese English classes (Korst, 1997) and quite a few ideas about speaking activities are presented and illustrated in numerous books (Brown & Yule, 1999; Celce-Murcia, 2001; Richards & Rodgers, 2001).

Since then, in general, Japanese students particularly at the higher secondary school level have been provided with more opportunities to engage in communicative activities. However, as those activities are often conducted only in oral communication classes, it is quite often the case that students tend to believe that speaking activities should be limited to such classes. A survey I conducted in September 2006 showed that about seventy percent of the students thought that speaking activities were to be conducted solely in oral communication class. Nonetheless, one-year oral classes rarely get to the stage where students can express coherent ideas. The typical activities presented in such classes are often simple communication games such as *hangman*, *jeopardy*, or *who am I*. Those activities and tasks are categorized for beginners or at most intermediate level. As a result, the activities are not enough to get the students to reach a coherent speaking level. If students have experienced or fulfilled this stage, they should be encouraged to go on to a higher stage.

One of the activities for intermediate or higher intermediate is formal speech or presentation of their own opinions (Brown, 1994). Bailey and Savage (1994) describe the necessity of formal speech or rehearsed language and stress the value of effective presentation. However, the shortcomings of oral presentations are also claimed by the same researchers. Bailey and Savage state that oral presentation provides the presenter with practice for speaking, but the listening skills of the audience will not be sufficiently developed. If this is true, a productive relationship between presenters and audience is not likely to exist. Similarly, Widdowson (1978) claims that speaking covers two aspects, "talking" and "saying." While "talking" entails interaction between the speakers and the listeners, "saying" is one-sided from the speaker to the listeners with no interactions between them. Oral presentation in class ideally should be transformed from saying to talking and interaction should exist.

Considering these points in terms of my teaching context in writing classes, integration between writing and presentation was designed, based on my belief that the necessity of presentation is not limited to oral communication classes. In fact, *The Course of Study* (1999) describes the goal of writing classes as oral presentation on student written work on topics students feel interested in.

However, the activities were expected to be faced with internal and external difficulties. The survey I conducted in April 2006 in the class I was going to teach revealed that the majority of the students had not experienced even short English presentations in class. In addition, only a limited number of students had written English journals. The maximum English writing task they had engaged in was one-sentence level translation from Japanese to English.

In order to facilitate speaking activities, a number of ideas were conceived. Firstly, the significance of the choice of topic, as stated by various researchers (Celece-Murcia, 2001: Brown, 1994; Brown & Yule, 1983) was taken into account. Second, Kranke and Christenson (1983), Cole (1970) and Oxford (1990) suggest that affective filters should be lowered to encourage speakers to utilize speaking activities successfully. At the same time, as has been cited, the issue of formal speech's supposed inability to enhance the listening skill and to end up as a one-sided activity was

considered. If so, how should it be rectified and turned into interactive activities? In order to encourage oral interaction, it seemed worthwhile to investigate what type of scaffolding should be presented to the students by the instructor and how effective the process is.

Firstly my stance as instructor should be to eradicate student anxiety in communication (Foss & Reitzel, 1988). Foss and Reitzel claim that anxiety about communication often functions as an impediment to that goal. Kenny (1993) also asserts that what language learners need most is freedom from the constraints of having to focus on language at all. In particular, since the students' biggest worry was the accuracy of their English, I should not emphasize form and correctness of student English. I would rather teach students that writing is a process of discovery (Foss & Beitzel, 1988: Truscott, 1996: Zamel, 1982). Secondly, I intended to examine the changing process of student opinion of formal speech during the course. This analysis of student opinion was to cover the point of view both as a speaker and a listener or interlocutor.

The meaning of the interaction between interlocutors and speakers is often reiterated (Brown, 1994). Therefore, even though the activity sounds formal and inclined to "saying," interaction should exist. Meloni and Thompson (1980) state that listeners' inattentive and disrespectful attitudes ruins speech activities. Cole (1970) values the role of group dynamics and significance of peers more than accuracy of language aspects. Furthermore Oxford (1990) states that "social strategies" consist of "asking questions," "cooperating with others" and "empathizing with others" (p. 180). If so, it is worth examining whether classroom situations will be more inspiring depending on the existence of interaction.

However, when the activity of making a speech was proposed, the students' reaction did not appear at all positive. Some students even dared to express signs of displeasure. As a result, it was necessary to consider how the potential change of the students' opinions should be measured. Since this activity was to be adopted in writing class, the length of student journals in terms of words and syntactic maturity was deemed to be worthy of being analyzed together with the existence of interaction.

It is worth considering the reasons for students' disfavor of this activity. Further to that, the survey reveals that the dominant reasons were those such as lack of confidence and a high degree of anxiety. Indeed, since these factors have been analyzed and shared by various researchers, they cannot be ignored. For these reasons, my methodology covered a study of the causes for the possible positive change in student attitude toward presentations.

Methodology

Teaching context

The period of the project was from September 2006 to January 2007 and participants were twenty-six 12th graders in a public co-educational high school about 100 kilometers west of Tokyo. The class was originally designed for the enhancement of writing skills. Students were assigned to write their opinion on the given topics about every three weeks and make an oral presentation in class. Assigned topics were such as their last summer vacation, their future,

the person they most wished to see, New Year's resolutions, and the country they most wished to visit. Student papers were checked by the instructor for extremely awkward expressions or syntactical errors before their presentation. Each student made an oral presentation in front of class. Scaffolding to promote interaction between the speaker and listeners was provided according to the level of the perceived necessity by the instructor.

Research methodology

Methodology consisted of triangulation. Three surveys on student opinion of this activity with open space for comments were given in September, November and January (See Appendix 1). I also randomly selected seven student journals and analyzed the writing fluency in each journal in terms of words (Gass, 1997; Kamimura, 2006), and syntactic maturity in terms of the ratio between simple sentences and T-unit sentences (Casanave, 1994; Hunt, 1970). In order to reduce ambiguity, I defined either compound or complex sentences as T-unit sentences. Classroom observation was also carried out focusing on frequency of interaction, and types of questions listeners made, paratax or hypotax. Furthermore, at the very end of January, an interview with six students was conducted. In addition, written feedback from listeners to presenters was analyzed from the perspective of student understanding of the presentation. Although the students' presentations were usually videotaped, the instructor kept a teaching journal from the descriptive, prescriptive and reflective viewpoints. Student oral presentations were not mathematically graded.

Findings

Major findings

It can be claimed that student fluency increased in general. On the other hand, syntactic maturity seems to be ambiguous. While some students were found to use more T-units in the process, others were found to stay at the same level.

The survey and interview reveal that most students have come to accept this activity favorably in time. While frequency of interaction remained at the same level, about one oral question from peers per two presentations, the survey and interview seem to show that they take an interest in others' speech. The types of questions they have made remained paratactic.

September survey

In September, 26 students responded to the survey and only two students sounded positive toward speaking and the rest did not show either any particular interest in speaking or responded negatively. The maximum speaking activity students had experienced so far in terms of time-length was a one-minute speech. It was experienced by two students. Eleven students referred to communication games in oral communication classes such as hangman. 13 students referred to native speakers of English or an ALT or assistant English teacher as people they would like to talk with or had talked with. Ten students were not sure of the exactness of their sentences and expressed their wish to have their English journal checked by the instructor.

The September survey seemed to show two-thirds of the students had experienced activities which mainly required them to use their motor-perceptive skills. In addition, it shows that about 23 students have hardly experienced coherent presentations (See Appendix 1).

November survey

Although a number of students did not show an enthusiastic interest in listening, 20 students sounded in favor of listening to other students' speeches by saying it was fun coming to know their classmates better. They were enthusiastic more on the contents of presentations than on the linguistic aspects in listening. In September they seemed more concerned about the accuracy of their English sentences in terms of grammar rather than clarity and novelty of the contents. Therefore, the focus seemed to shift from grammatical accuracy to comprehension of the contents.

In general, the students sounded positive about the speech activities. In contrast to the seemingly limited number of interactions, the survey reveals that students were intrigued with others' speeches and curious about others. The following are some examples of student feedback on the activities:

> *It was so interesting to know what my classmates are going to do in the future.*
>
> *My English is not good but I am satisfied to make a speech in class.*
>
> *A lot of my friends made a good speech. I did not make good ones. Next time I have to do my best.*

Clearly, even reticent students were found to be inwardly curious about the contents of others' speeches and to wish to ask questions and know speakers better if possible. Although the number of questions were on the increase, student questions remained parataxis. Some students even asked for permission for the use of Japanese.

While only two students responded favorably to the activity, thirteen sounded neutral and twelve were negative in September, the survey in November showed a great shift from neutral or negative to positive. The biggest reason for the shift was that those who had never experienced oral presentations before became more positive about them. At the same time, two of the experienced students were found to remain positive.

January survey

The same trend can be found to continue in January. A slightly further increase of students in favor of the presentation activity can be observed.

Table 1 below shows the increase of the positive attitude toward this activity, with the biggest reason being due to the change of the inexperienced students' shift from negative to more positive. Although those who had hardly experienced speaking seemed more negative at first, they were found to come to show bigger changes than those who had experienced it before and tended to feel more rewarded after their speech was done. Some of the students who had experienced similar activities such as one-minute speeches or show and tell tended to keep themselves positive toward speeches. In addition, they were more likely to make questions to the speakers.

Table 1. Student impression of this activity

	Sep.	Nov.	Jan.
Positive	2	12	19
Neutral	13	14	7
Negative	11		

Teaching journal

All the students had prepared their speeches and made their presentations on their last summer vacation in several classes. The reflection column of my teaching journal dated on September 20, 2006 read, "Since this is the first time for students to make a speech in my class, quite a few students seemed unwilling to come forward." The description column reads, "The majority of the students did not leave the paper. Although the listeners were encouraged to ask the presenter, no questions came from the floor."

An entry on November 15 reads, "Those who never ask presenters were seen to write their feedback to presenters." A feedback sheet from the floor to the presenter reads, 'Though your speech is interesting, can you speak a little bit loudly next time.' So the feedback from the floor to each presenter and the instructor's feedback to each student who made a speech seem to be established." The entry of January 26 reads, "One student brought pictures and he asked me if he would be allowed to make a speech while showing the pictures." and "After Yuji's presentation, Sonomi asked if he had been to the Nasca exhibition. Since she had done some presentation before, she does not seem have so much trouble in making a question."

Therefore, the teaching journal helped me remember new aspects students had not shown so far and entries on interlocutors was of much help in confirming that those who had become used to presentations tended to ask questions more often than those who had less. (See Appendix 1 for more details.)

Table 2 and Table 3 show that, while student interaction has slightly increased, it seems clear that the syntax of student questions remains simple sentences.

Table 2. Number of oral interactions

Month	Sep.	Oct.	Nov.	Nov.	Dec.	Jan.	Jan.
Presenter and Listener	0	7	10	17	12	11	14
Presenter and Instructor	26	26	26	26	26	26	26

Table 3. Types of questions from listeners to speakers

Topic	Summer	Future	Person	Dream	Travel
Parataxis		7	14	9	12
Hypotaxis	0	0	0	0	0

Student journals

Table 4 seems to show that students in general wrote more as they got used to writing journals though the increase of fluency was not completely straightforward. Furthermore, Table 5 does not clearly show the tendency of syntactic maturity. For instance, while Michiko used eight T-unit sentences out of the total seventeen sentences in her November I journal, her last

journal did not have any T-unit sentences although she wrote 20 sentences. It can be argued that the topics seemed to affect the structure of the sentences and students were likely to write longer sentences on their future (November I topic), the person I wish to see most (January I topic) than their last summer (October topic). (See Appendix 2 for some examples of student work.) (The names are pseudonyms.)

Table 4. Number of words in each journal

	Sep.	Oct.	Nov.	Nov.	Dec.	Jan.	Jan.
Sakura	69	54	115	144	156	101	158
Machiko	46	70	142	106	282	201	208
Yuji	94	47	98	102	94	148	208
Mikiko	36	49	52	54	209	184	206
Yuko	90	103	128	88	65	114	186
Michiko	75	27	72	116	80	107	131
Ryuta	35	84	73	65	77	78	128

Table 5. Ratio between T-unit sentence and the whole sentence

	Sep.	Oct.	Nov. I	Nov. II	Dec.	Jan. I	Jan. II
Sakura	0/9	1/5	2/15	4/15	1/18	3/11	1/18
Machiko	2/5	3/6	3/11	4/11	11/20	8/14	11/20
Yuji	5/8	1/5	2/7	3/9	5/8	6/16	7/24
Mikiiko	1/4	2/4	3/5	2/8	7/17	8/17	7/17
Yuko	2/8	0/10	3/11	2/9	3/6	4/11	6/18
Michiko	2/10	0/4	8/17	3/14	5/6	4/13	0/20
Ryuta	1/8	4/6	2/5	2/5	3/6	4/6	5/11

Written feedback

Although oral feedback and student questions remained limited, written feedback to the presenters was found to have been actively conducted. Listeners usually turned in their feedback and it shows listeners' understanding in quality and quantity and various other impressive points. The following are some examples of written feedback to the presenters:

> *I want you to realize your dream.*

> *I wish you to be rich and happy.*

> *Your speech is very good. I enjoyed your speech. Thank you.*

> *Your speech is very good. I want to listen to your speech again. Why do you want to be a nurse?*

> *Your speech is very good. I want you to be so called a "celeb." I would rather you to marry an airplane pilot rather than a medical doctor in that there is more possibility of you taking me abroad. Good luck.*

> *Your speech was so good. I want you to decide your technical college soon. Please realize your dream in the future.*

> *Very interesting speech. I think your dream is very good. Good luck.*

It can be found that almost all the feedback was positive and encouraging from both aspects, on the speech itself and for the speakers' personal benefits. More than ten entries of my teaching journal contain similar descriptions as: "Yukie, a speaker, was seen smiling happily to read feedback from peers."

Interview

The interview reveals some of the reasons for limited oral interactions such as unfamiliarity of the countries described by presenters, limited time to make questions, difficulty in improvising question, and uncertainty of their understanding of the speech. Therefore, it cannot be denied that student lack of linguistic skill hindered them from asking questions to the presenters. The following responses illustrate student uncertainty about their use of language:

> *If the teacher had been particular about small and trivial mistakes, I would not have been continued.*

> *Peers' feedback really told me that they could understand my message.*

The interview also seems to show similar reasons for the positive student change, supporting remarks made in the open space of the survey about their friends' favorable comments and the instructor's way of correction. (See Appendix 3 for some responses.)

Discussion

The biggest surprise to me was the open-ended survey conducted in the middle of this project. In general, students were very positive about delivering speeches in class. As time went by, interaction was found to be developed. Although the number of questions was still limited, interaction can be argued to have been on the increase among students and between students and the teacher in various ways. Indeed, while the description of my teaching journal depicts students' reticence at the beginning, it can

be stated that written feedback and the survey as well as the interview reveal students became positive toward speaking activities and curious to know about other students. As the students were assigned to make a speech on new topics one after another, the majority of the students made longer speeches.

It could therefore be argued that more listeners have gradually come to orally interact with the speakers. Although even the highest ratio is about three questions per five speakers, this does not seem to suggest that the listeners' interest remained low. As a limited number of oral interactions was observed, written feedback was adopted. Then, even those who rarely interacted with speakers could be found to write feedback to the speakers, including asking questions, making comments or sharing their impressions with the speakers. The listeners' feedback often showed their fairly good understanding of presentations and their care for the speakers. For instance, after Keiko's speech on her future ideal marriage, the majority of feedback was suggestions and advice on her view of marriage and in some cases described how their view of marriage was different from hers.

The survey in November revealed a stark contrast with the numerical findings in September. Almost all the students seemed to be shifting from reluctant or unwilling to neutral or positive. On the blank space provided on the survey sheet, students stated reasons for their shift and the biggest reason was their understanding of others and confirmation of the comprehensibility of their own speeches by means of written feedback. As a result, it can be claimed that social strategies as well as indirect ones affected the students positively and influenced their attitudes toward the presentation activity. As

there was little mention of the speakers' linguistic strategies from listeners, listeners were found not to care about speakers' grammar but to focus on the contents and comprehensibility

Another reason for their reticence and limited interaction was their lack of confidence in English skills both in speaking and listening. The biggest difference between a rehearsed speech and asking a question is the difference between rehearsal and improvisation. Therefore, they may have fallen short of asking on the spot because of their uncertainty of comprehension and production skills. About one-third of the students stated that the uncertainty of their understanding of the speech sometimes hindered them from asking questions. However, some student feedback on the feedback sheet did comment on linguistic factors;

> *Though your speech is interesting, I cannot catch some parts. Your voice is so weak. I want you to speak more loudly next time.*

This suggests that the speaker's insufficient confidence in his or her speaking skills may have affected listeners inadvertently.

In addition to the findings based on the methodology, some unexpected findings were observed. For example, some students ended their journals with questions to the instructor or included some descriptions to make the instructor smile. These points further support the idea that various forms of interaction were gradually increasing and that the students were developing a greater confidence as well as a desire to communicate in English.

Although some students often state that their English was not good enough, their speech was usually understandable and their self-descriptions were often found to show their personal aspects. One reason why they saturated their speeches with information about themselves could be that the topics seemed to be down-to-earth and students were able to easily modify the disclosed information.

As students began to realize the necessity of making their own efforts for better speeches, autonomous aspects seemed to burgeon. Although I showed only two videotapes of speeches by Bill Clinton and Martin Luther King, Jr., students started to make comments such as: "I should leave paper." and "I wish to make my sentence longer." It can therefore be claimed that students have become aware of the significance of direct contact with their audience as well as the use of compound and complex sentences. This further illustrates that aspects of autonomous learning were also being facilitated through this activity.

Implications

Since there have been no participants in public speech contests for a couple of years in my teaching context, the use of formal speech was expected to entail various difficulties such as student apathy and unfamiliarity with the assignment. However, the students' keenness was far better than expected and their feedback on this activity was generally favorable. At the same time, their reactions did not always sound positive towards the activity. For instance, the interview revealed some dissatisfied elements among students who made such comments as: "I cannot understand clearly why I should make a speech in English in front of all Japanese." For these reasons, there seems to be some space for the class to be further transformed with more inspiring activities.

One way this might be achieved is by increasing the opportunities for rehearsal. In terms of field, tenor and mode, tenor and mode can be two-sided. First, tenor may be displayed from students to the instructor if they ask me to correct their journals, and later from students to other students via feedback. If the mode is written first, it can later be turned into spoken interaction. Therefore, the activities must have more language elements than simply speaking, with more speaking elements yet to be integrated.

Conclusion

I expected this project to be accompanied by a variety of difficulties. Most of all, this was because the speaking activities the students had experienced sounded limited in terms of expressing of themselves coherently. For instance, in various communication games such as hangman or who am I, students did not always use fully completed sentences in their interactions. As students are expected to improvise their utterance in a moment in those games, their utterance is often just a phrase, a simple sentence, a string of a couple of words or even one word. Therefore, the speech activity described in this paper can be claimed to have enabled students to become aware of the significance of coherent writing and presentation.

In addition, another kind of aspect can be found: interpersonal aspects have been observed rather than procedural. For instance, when students were asked who they went to a summer festival with for the speech on their previous summer activities, a smile appeared on some of their faces. As a result, interaction through speeches can cover the facilitation of sociolinguistic aspects as well as linguistic development.

Komatsu (2002) claims that speaking does not have to be taught in lower or higher secondary level education in Japan, which suggests that he is more inclined to form-based teaching and improvement of student listening skills. However, although the student speeches had some syntactic, morphological, and tense errors, their speech scripts usually had a reasonable degree of coherence. Still more, the existence of interaction both written and oral could be seen as a proof of listeners' increased attentiveness. This project can therefore be justified from the aspect of the practice of listening skills, as well as the improvement of the speaking skill. Finally, the existence of presentation and communication, either orally or in written form, strongly supports my argument that the journal presentations contributed to transforming reticent students to coherent presenters and active listeners.

Kazufumi Endo is currently interested in a study of integration of speaking and writing activities. <endokazufumi@hotmail.com>

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Appendix 1: Excerpts from the three surveys in September, November and January and some student responses

September

- Do you like to make a presentation in English?

  Yes (2)
  Not particularly (13)
  No (11)

- Who do you talk with in English?

  Assistant Language Teacher
  Host Family

- What would you like to talk about?

  Movies
  Music

- When do/ did you talk in English?

  In Oral class
  In English class
  In New Zealand

- What kind of speech activity have you ever had and what is the most impressive speech activity you have ever had?

  Activities in oral communication class (13)

- Have you ever made a speech or a presentation in English?

  One-minute speech (2)

- Where have you ever had oral interaction in English? You can choose more than one.

  Oral class (24)
  English class (8)
  New Zealand (1)
  Host family (1)

- If you write a journal, what do you think is the biggest problem?

  Grammar and writing of correct sentences (16)
  No experience (4)

- If you make a speech, what do you think is the biggest problem?

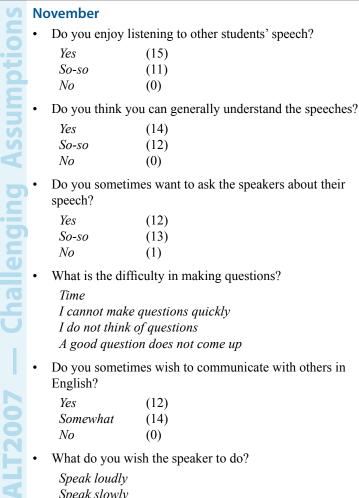 *No experience* (12)
  Anxiety (8)

- Do you think it is important to deliver a speech in English?

  Yes (2)
  So-so (13)
  No (11)

- What do you want the instructor to do in the speech activity?

  To correct grammatical mistakes

- Feel free to write any suggestion[s] for the activity.

  "I don't know how to make a speech."

November

- Do you enjoy listening to other students' speech?

Yes	(15)
So-so	(11)
No	(0)

- Do you think you can generally understand the speeches?

Yes	(14)
So-so	(12)
No	(0)

- Do you sometimes want to ask the speakers about their speech?

Yes	(12)
So-so	(13)
No	(1)

- What is the difficulty in making questions?

  Time
  I cannot make questions quickly
  I do not think of questions
  A good question does not come up

- Do you sometimes wish to communicate with others in English?

Yes	(12)
Somewhat	(14)
No	(0)

- What do you wish the speaker to do?

  Speak loudly
  Speak slowly
  To leave the paper and look at listeners

- Do you like presentation of journal[s]?

Yes	(12)
So-so	(14)
No	(0)

- What do you think you should do to make the presentations better?

  To leave the paper
  To read more loudly

- Any suggestions for a better presentation as a listener or a presenter?

  I want to watch or hear a good speech.

January

- Do you like to speak English in general?

Yes	(12)
So-so	(14)
No	(0)

- Have you started to have a different view on the activity of making a speech?

  Fun/ interesting
  Exciting

- If so, why did you change your view? Write any comment you like.

  Others listened to me
  I can make myself understand
  I have known others better.

- How do you feel about making an English presentation?

  I like it   (19)
  So-so   (7)
  I don't like it   (0)

- Was there any other topic you wanted to speak about other than those we have chosen?

  No idea came

- Why do you think making presentations in English is difficult?

  To make others listen to me.
  I am not so sure how much my speech can be understood by others.

- Is there anything you have done or are going to do to make your presentation better?

  To leave the paper.
  To make a longer sentence.
  To have an eye-contact with listeners.
  To listen to others' good speeches and study how the speakers deliver his speech

- How did you feel in listening to your peers' speech?

  Fun/ interesting.
  Exciting.

- Why did you feel so?

  I know others better.
  I get new information on my classmates.

- How do you feel about speaking and listening? (Students tick off from 5 to 1 on the Likert scale.)

  Speaking

  Level of excitement   Average
    5 4 3 2 1   3.8
  Level of difficulty
    5 4 3 2 1   3.2

  Listening

  Level of excitement
    5 4 3 2 1   4.1
  Level of difficulty
    5 4 3 2 1   3.1

Appendix 2: Examples of student work

My Future

I think that I will go to a vocational school at this time of next year. It is a school to train physiotherapist. I have wanted to advance in this field since I entered senior high school. I regard "Be helpful for people" as the most important. Therefore I thought that this field was suitable for me and wanted to learn subjects and skills. Next year I will study this filed well and want to play an active as a physiotherapist in the future.

The Person I Want to See Most

I want to see Soichi Honda most. He was born in Hamamatsu. He is my most respectable person. He is famous as the founder

of Honda Motor Company. When he was a child, he was very poor. So he experienced discrimination. After the World War II, he made a bike with a small engine. It's called "Bon Bon" or "Bota Bota." Because many people needed transport. Trans and buses were crowded. So he thought of making those motorcycles in 1946. Then he tried many motorcycle products for example, Cab, Benly and Dream. Honda brand became the top in the motorcycle industry all over the world. He challenged to make a four-wheel vehicle. Honda was the latest to produce automobiles among the Japanese auto companies. He made a CVCC engine. It was the first low pollution engine in the world. I think if he had not existed, Japanese car industries would have been different to some extent. If he were alive now, I would like to meet him.

Appendix 3: Examples of some responses at the interview

If teachers had been particular about fine small and trivial mistakes, I would not have continued.

Peers' feedback really told me that they could understand my message.

I would have got a totally different impression on the activity without peers' feedback and peers would have kept me going

This is actually my first time to express my own opinion in English.

Although I had not been certain about my English, communication with the teacher in English by means of journal is rewarding.

I have started to get the feeling that English can work as a means of communication.