Small Classes vs. Large Classes

The Influence of Class Size on Learner Strategy Use

in an EFL Context[1] [2] [3]

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Abstract

This study explored how small English classes facilitate foreign language learning, especially speaking skills. It is generally believed that smaller classes are more appropriate for teaching/learning speaking skills. This study investigated the effects of class size using a questionnaire with 76 college students majoring in English in Japan and classroom observation. The participants were divided into two groups: those who were learning English in small classes (about 10 students per class) and a large class (about 20 students per class). The questionnaire was developed for this study based on the Strategy Inventory for Language Learning (henceforth, SILL: Oxford, 1990). As a result of this study, significant differences were found between the two types of classes in cognitive strategy use. However, use of metacognitive strategies was low in both groups. The results suggested that small classes are not a panacea for teaching/learning speaking skills, but the judicious use of teaching/learner strategies in both settings is important.

1 Introduction

The new *Course of Study* (Ministry of Education, Culture, Sports, Science and Technology, 2008) reduced class size in Japanese public elementary and junior high schools from 2011; behind this is the belief that teachers can improve their teaching efficiency with smaller classes, because it is assumed that teachers can establish closer relationships with students, which in turn has a positive effect on students' learning.

As for general public, many people have a strong desire to be fluent in speaking English and some go to an English conversation school. They have such assumption that smaller classes are better because more opportunities to speak English are feasible. Therefore, many people tend to choose smaller classes, or one-to-one tutoring in spite of higher fees. It is generally believed that "fewer is better," and in a sense, it might be true.

Can this be also applied to English speaking classes at school? This seems to be right, but is reduction in the number of students in a class really effective and necessary? Can teachers continue to teach in small classes in the same way as in large classes? If not, what are the more practical teaching methods teachers should adopt? How are students' attitudes related to English speaking class? Will reduced class size give any impact on their learning and belief?

Paying attention to learner strategy is meaningful in that it sheds light on how learners are learning English. Oxford (1990) defined "... learning strategies are specific actions taken by the

learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.8). Cohen (1998) states that "...language learning and use strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language" (p.4). Actually strategies take important roles in learning English.

Learner strategies can be classified into several types. For example, O'Malley and Chamot (1990) identified three broad types of learning strategies: cognitive, metacognitive, and socio-affective. Oxford (1990) suggested six categories: memory, cognitive, compensation, metacognitive affective, and social. Wakamoto (2009) classified learner strategies into four components: cognitive, communication, metacognitive, and socio-affective.

The more strategies learners know, the greater variety of options they can have for learning English. Effective strategy use is expected to help students improve their English proficiency.

2   Background of this study

2.1 Learner Strategies and Learning Environments

There has been much research in relation to individual differences including studies of good language learners (e.g., Naiman, Fröhlich, Stern, and Todesco, 1978/1996), influence of gender (e.g., Green & Oxford, 1995), learning style (e.g., Reid, 1987), and personality (e.g., Wakamoto, 2009). However, only few studies

focused on the influence of learning environments. For example, LoCastro (1994) states that the use of learner strategies is affected by different learning environments. In her research, she focuses on strategies employed in an EFL setting. She employed Oxford's (1990) self-assessment inventory — the SILL (EFL/ESL version) — and used group interviews as her research method. She found that Japanese language learners used mainly memorization strategies and rarely used strategies involving imagery in reading that were reported to be used in an ESL setting. She concluded that the use of strategies is influenced by learning contexts such as ESL or EFL.

It is also important to research the difference of learners' strategy use between small classes and large classes. The study will give us useful information about how students and teachers are learning and should teach English in different conditions to make the lessons more useful. In regard to this, we cannot find previous studies that compared small classes with large classes.

2.2 Learning Model

To illustrate the process of foreign language learning including the possible difference in strategy use between small classes and large classes, we would like to propose a new learning model based on Naiman et al's (1978) and Skehan's (1991) models (Figure 1). Our model focuses on three factors among many factors causing individual differences — learners' characteristics, teaching classroom activities and class-size (small/large) — that affect learner strategies, and finally lead to proficiency. Specifically, we consider the class-size (small/large) as an important factor.
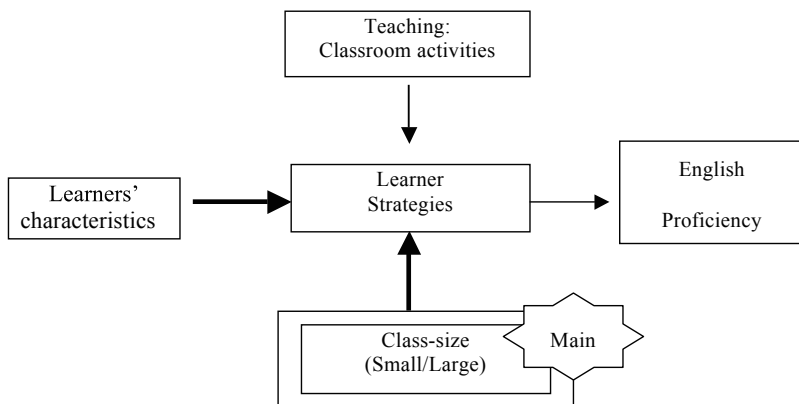
Figure 1. Learning model focusing on learner strategies (based on Naiman et al, 1978; Skehan, 1991)

Figure 2 shows that the term learner strategies contains two types of strategies: Language learning strategies (Type A) and Communication strategies (Type B). Type-A strategies are practice strategies used when the learners practice to improve English proficiency at home or in class; that is, these are learning habits. On the other hand, Type-B strategies are the ones to accomplish specific tasks (e.g., listening tasks) while learners are actually engaged in communicative activities. In this study, we focus on the Type-B strategies.
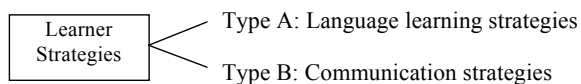

Figure 2. Types of learner strategies (Wakamoto, 2009)

2.3 Research Questions

Our research questions address the followings:

RQ-1: What are the general characteristics of strategies employed by college students for learning English in Japan?

RQ-2: What strategies are most/least frequently employed in small classes and large classes?

RQ-3: Are there any variations in the use of strategies by different teachers?

RQ-4: Are there any differences in learners' beliefs on speaking between students in small classes and large classes?

3   Method

3.1 Instruments

As the first step of the survey, we developed a questionnaire based on Oxford's (1990) Strategy Inventory for Language Learning (SILL) in order to investigate Japanese students' L2 speaking strategies and learners' beliefs. We spent quite a few hours discussing the strategies that Japanese learners of English tended to use in a speaking class. The first version of the questionnaire consisted of 68 items. Through the processes of the statistical testing (opting out the irrelevant items based on Cronbach's Alpha), several discussions, and revisions, we added some items appropriate for Japanese students and deleted some items that were considered unnecessary. Consequently, the final version of questionnaire was comprised of 56 items from Part A to Part G as we explain below. Each question used a four-point Likert-Scale.

Part A included 12 questions about cognitive strategies. The

questions focused on learners' tendency of thinking in English, using the phrases they learned, taking notes and so on. Part B was made up of 10 questions about communication strategies. The questions asked the participants about the strategies used to communicate in English, such as using fillers and circumlocutions. Part C consisted of 10 questions about metacognitive strategies. The questions asked about the strategies based on self-direction or self-evaluation. Part D consisted of four questions concerning affective strategies. The questions asked the participants how they managed anxiety or tension during the lesson. Part E dealt with 10 questions about social strategies. These enlightened the interaction between learners and the teacher. The seven questions of Part F were related to a sense of fulfillment and learners' beliefs. The three questions of Part G asked about the participants' views on speaking English, their listening ability in English, and the class size they preferred.

To triangulate the quantitative data, class observation was conducted in one class by four researchers with the permission of the course instructor and participants. Discussion by the researchers after the observation was done with their own field notes.

3.2 Participants

Participants of this study were 76 college students majoring in English in Japan. Five small classes of first-year students and one large class of second-year students were selected. Importantly, the size of a speaking class for first-year students was reduced from

20 to 10 students in 2010 academic year. Table 1 summarizes information about the participants and the teachers of six classes. All four teachers were native speakers of English. The proficiency of the five first-year classes was supposed to be almost in the same level. Although the teachers were asked to use the same textbooks and adopt the same evaluation criteria, each teacher had some room to choose their preferred teaching styles or the topics to have students discuss. The common aim of the class was set at improving learners' speaking abilities.

Table 1. The number of participants in speaking class and its type

Small class (n=57)					Large class (n=19)
Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 3	Teacher 2
11	11	14	10	11	19

Note: Class 3 and 5 were taught by the same teacher.

3.3 Procedures

A pilot study was conducted with 18 college students on December 9, 2010 to evaluate the questionnaire. Advice was given about its format, the contents, and whether the rubric and item descriptions (in Japanese) were easy to understand. Based on that, amendments on the format had been made several times.

The administration of the questionnaire took place on January 11, 2011. In addition, Class 1 was observed with the permission of the instructor and participants. During the observation, field notes were made. Class 1, Class 2, Class 3 and Class 4 were first period;

Class 5 was third period; and Class 6 was fourth period. The questionnaire was carried out at the end of each lesson under our supervision. Before starting, explanations of this study and the instructions for how to answer the questionnaire were given in Japanese. Furthermore, the participants were told that there were no right or wrong answers. The questionnaire administration took approximately 5 minutes for each class.

4　Results and Discussions

4.1 Reliabilities of the Questionnaire

First, Cronbach's Alpha coefficients were calculated to check the reliability of the questionnaire using the Statistical Package for the Social Sciences Version 18.0 Japanese (henceforth, SPSS), and it reached a reliable level: total strategy use (Cronbach's Alpha = .885); Part A (Cronbach's Alpha = .725); Part B (Cronbach's Alpha = .759); Part C (Cronbach's Alpha = .638); Part D (Cronbach's Alpha = .485); Part E (Cronbach's Alpha = .749); Part F (Cronbach's Alpha = .625); and Part G (Cronbach's Alpha = .517).[4]

4.2 Descriptive Statistics: Responding to RQ-1

Next, we will show the descriptive statistics of learner strategy use: the five most frequently/ least frequently used strategies from Part A to Part E (Table 2).

Table 2. Overall use of strategies

Rank	Most frequently used strategies	M	Least frequently used strategies	M
1	I used the English words I know in different ways. (5)	3.60	I looked up words in the dictionary in advance before the class. (30)	1.27
2	I practiced English with other students. (46)	3.41	I evaluated my performance myself. (31)	1.53
3	When I could not think of English words, I used words that mean the same thing. (16)	3.34	I thought about what I would say in advance before the class. (29)	1.53
4	I paid attention to whether listeners understood what I said. (45)	3.29	I thought about what I would say in the next class. (32)	1.60
5	I actively spoke English in pairs or groups . (38)	3.28	When I could not think of a word, I pronounced Japanese word like English. (17)	2.11

Note: Numbers in parenthesis indicate the questionnaire item number.

As Table 2 shows, college students tended to use social strategies frequently: they practiced English with other students; they spoke English by checking whether others understood what they said; they spoke English actively. Also, they used communication strategies quite often: they used other words with the same meaning when they could not think of English words; they used gestures when they could not think of a word; they guessed from clues, for example voices, tones and facial expressions, if they did not understand. On the other hand, they did not use metacognitive strategies often: looking up words in the dictionary ahead before taking class; evaluating their own performances themselves; organizing what they were going to say before class. One of the reasons for infrequent use of these strategies is that the class format did not allow students to plan ahead. If they had known in advance what they would study in

class, they might have used those strategies more often. In this sense, the influence of teaching or classroom activities should be considered (Figure 1).

4.3 Comparison of Strategy Use between Small Classes and a Large Class: Responding to RQ-2

Table 3 and 4 illustrate the difference of strategy use in speaking classes. We see that participants in the small classes did not often use the strategy of consulting a dictionary for unknown words (1), while it was frequently used in the large class.

Table 3. Most frequently used strategies: Cognitive strategies

Rank	Small class	M	Large class	M
1	I used the English words I know in different ways. (5)	3.63	I used the English words I know in different ways. (5)	3.50
2	I actively used phrases that friends or teachers used. (6)	3.25	I tried to speak English like a native English speaker. (12)	3.00
3	I actively used words or phrases that I memorized in the class. (8)	3.16	I actively used phrases that friends or teachers used. (6)	3.00
4	I thought in English as much as possible. (4)	3.16	I consulted a dictionary for unknown words. (1)	2.89
5	I translated from English to Japanese to understand what I heard. (9)	3.11	I tried to understand by repeating in my head. (11)	2.83

Note: Numbers in parenthesis indicate the questionnaire item number.

With regard to the strategy of thinking in English (4), while the participants in the large class did not often use it, those in the small classes often used it (Table 4).

Table 4. Least frequently used strategies of strategies: Cognitive strategies

Rank	Small class	M	Large class	M
1	I translated Japanese to English in advance and rehearsed it in my mind. (3)	2.35	I memorized good phrases that teachers used by saying them to myself. (10)	1.56
2	I consulted a dictionary for unknown words. (1)	2.42	I wrote down words or phrases to memorize. (7)	1.83
3	I made notes in Japanese or English. (2)	2.42	I made notes in Japanese or English. (2)	2.00
4	I memorized good phrases that teachers used by saying them to myself. (10)	2.47	I thought in English as much as possible. (4)	2.28
5	I wrote down words or phrases to memorize. (7)	2.56	I translated Japanese to English in advance and rehearsed it in my mind. (3)	2.37

Note: Numbers in parenthesis indicate the questionnaire item No.

It is suggested that the time allowed for participants to think and respond was different. For example, in a large class there were 20 students who spoke English at intervals; they had more time to use the dictionary, to think first in Japanese and translate into English or to take notes. However, in the case of small classes, because there were only 10 students, they needed to speak English frequently and respond to the teacher immediately; they had less time to consult the dictionary and write down words or phrases in their notes.

As can be seen in Table 5, there is one distinctive different strategy "When I did not understand something in English, I asked the teachers to say it again" (40). It is probable that the environment was different between small classes and a large class. In the case of small classes, the relationship between teachers and

students would be expected to be closer so they could easily communicate with each other, and students could more easily ask questions to teachers. On the other hand, it seemed difficult to increase interaction between teachers and students in a large class and it was hard for students to ask teachers for help.

Table 5. Overall use of social strategies

Rank	Small class	M	Large class	M
1	I practiced English with other students. (46)	3.37	I practiced English with other students. (46)	3.56
2	I actively spoke English in pairs or groups. (38)	3.30	I paid attention to whether listeners understood what I said. (45)	3.32
3	I paid attention to whether listeners understood what I said. (45)	3.28	I asked for help from other students. (42)	3.26
4	When I did not understand something in English, I asked the teachers to say it again. (40)	3.18	I actively spoke English in pairs or group . (38)	3.21
5	I asked for help from other students. (42)	3.02	When I talked, I paid attention to what the interlocutor was interested in. (44)	3.00
6	When I talked, I paid attention to what the interlocutor was interested in. (44)	3.00	I asked teachers or other students to correct me when I talked. (37)	2.79
7	I asked teachers or other students to correct me when I talked. (37)	2.93	When I did not understand something in English, I asked the teachers to say it again. (40)	2.79
8	I asked for help from teachers. (41)	2.84	I asked for help from teachers. (41)	2.74
9	I tried to learn about culture of English speakers, for example eye-contact. (43)	2.74	When I did not understand something in English, I asked the interlocutors to slow down. (39)	2.47
10	When I did not understand something in English, I asked the interlocutors to slow down. (39)	2.72	I tried to learn about culture of English speakers, for example eye-contact. (43)	2.26

Note: Numbers in parenthesis indicate the questionnaire item No.

As a response to RQ-2, in small classes students used several important cognitive strategies to facilitate speaking skills. On the other hand, in a large class the use of social strategies was noteworthy. As shown in the learning model (Figure 1), this difference is assumed to be due to class-size. However, the least frequently used strategy was the same for both class sizes: metacognitive strategies. The possible reason is that the students had passive attitudes to class; they did not to make preparation; they did not do self-evaluation; and they did not prepare for next class.

4.4 Variations of Strategy Use by Teachers: Responding to RQ-3

As Figure 3 shows, students frequently used social strategies such as No.38 and No.45. They also used communication strategies such as No.13 and No.16 frequently. Students in small classes can communicate with each other easily and build good relationships. These situations help them relax and make it easier to speak English. On the other hand, metacognitive strategies were not used so often. Metacognitive strategies are also called "Self-management strategies" (Wenden, 1991). Students who use metacognitive strategies effectively are expected to improve their proficiency in English. Therefore, teachers should induce students to use metacognitive strategies more.
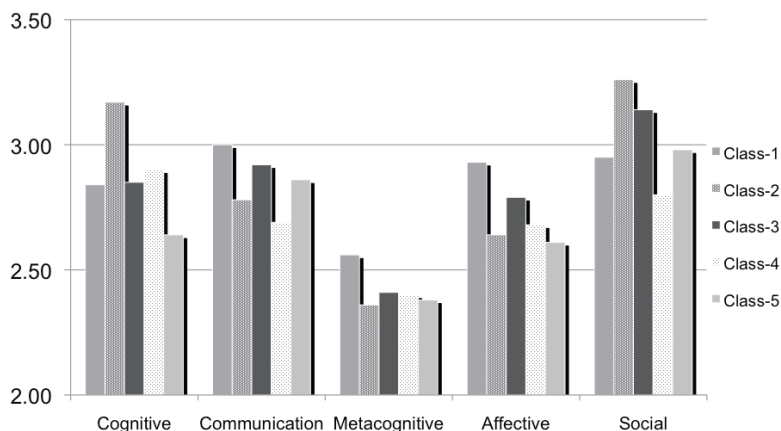
Figure 3. Variation of strategy use by classes (different teachers)

Note: Classes 1 to 5 were all small size. The large class was excluded from this analysis.

However, differences in strategy use among classes of different teachers can also be found. It can be said that teachers' teaching style might have influenced students' strategy use. Although all teachers managed their speaking classes in accordance with the same syllabus, each teacher should have their own teaching style. As a result, students came to use learner strategies consciously or unconsciously that suited their teacher's teaching style. We may say that teachers' choices of teaching method had an impact on students' strategy use.

As a response to RQ-3, students' strategy use had something in common. While social and communication strategies were frequently used, the use of metacognitive strategies was low. Interesting differences in the use of strategies by different teachers

were also seen. That is assumed to be because students used the strategies that matched their teachers' teaching style. In this sense, students' strategy use could be closely connected with teachers' teaching style (see Figure 1).

4.5 Comparison of Learners' Beliefs between Small classes and a Large Class: Responding to RQ-4

Table 6 indicates that the overall results did not show any large differences in learners' beliefs on speaking between the small classes and the large class. The participants of both groups enjoyed and understood the lesson: they had positive attitudes toward speaking English. In addition, they were scarcely tense during the lesson, which indicates that a friendly atmosphere was nurtured over the year regardless of the class size. On the other hand, the participants of both groups were not fully satisfied with communication with their teachers or with their own English speaking proficiency. Surprisingly, the participants in the small classes had this belief more strongly than those in the large class, though the differences in their years at the university (first versus second years) and their English proficiency may have affected these results.

Table 6. Learners' beliefs on speaking

Rank	Small class	M	Large class	M
1	I enjoyed the lesson. (52)	3.65	I understood the lesson. (50)	3.50
2	The atmosphere encouraged me to speak English. (53)	3.47	The atmosphere encouraged me to speak English. (53)	3.22
3	I understood the lesson. (50)	3.39	I enjoyed the lesson. (52)	3.17
4	I had a positive attitude. (47)	3.35	I communicated with the teacher. (49)	2.89
5	I communicated with the teacher. (49)	2.96	I spoke English fully. (48)	2.89
6	I felt tense. (51)	2.43	I had a positive attitude. (47)	2.44
7	I spoke English fully. (48)	2.46	I felt tense. (51)	1.83

Note: Numbers in parenthesis indicate the questionnaire item No.

During the classroom observation (Class 1), we found that the participants enjoyed working on the activities in pairs or in groups. However, one of the researchers noticed that direct interaction between the teacher and the individual students was rare. According to Green and Oxford (1995), it is important for teachers to recognize that individual differences influenced by many learners' characteristics affect strategy use. The smaller the class is, the closer look the teacher could have at students' preferences or beliefs. In order to make the most of the small class size, teachers need to develop student-centered task or group activities that match the class size. Thus, just having a small class of ten students is not sufficient to change their beliefs on speaking. We argue that approaches to a small class should be different from approaches to a large class. Here a change of teachers' belief and strategies is needed.
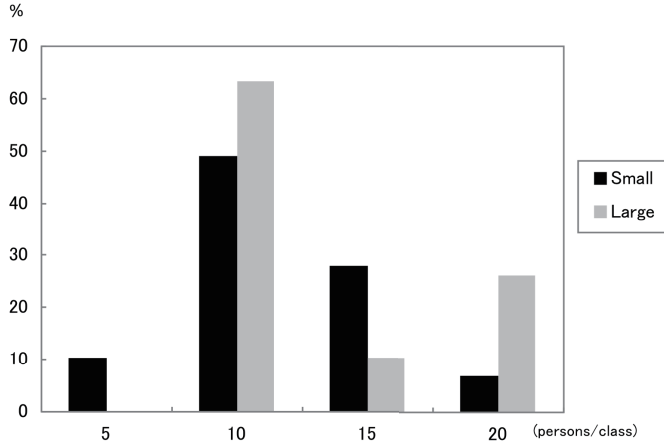
Figure 4. Desirable class size for learning speaking skills

Note: Small indicates participants learning in small classes (n=57); Large indicates those
who were learning in a large class (n=19)

Figure 4 displays that the majority of participants in both the
small classes and the large class answered that the most
appropriate speaking class should consist of ten students. First-
year students seemed to be satisfied with their speaking class size.
It is noteworthy that second-year students whose class consisted of
twenty preferred a small class of ten. Neither group of participants
supported further reduction in class size, such as a class of five
students.

Speaking is an interactive activity in which one should
collaborate with others while expressing one's own opinions.
Therefore, creating a low-risk classroom climate is a key issue. A
learner who is tense, anxious, or bored may 'filter out' input so

that he/she cannot acquire a language successfully (Krashen, 1982). From this point of view, we point out that a small class of ten is regarded as the 'safety zone' in which students can develop willingness to communicate (Yashima, 2002).

As a response to RQ-4, there is no prominent difference in learners' beliefs on speaking between the small classes and the large class. In the classroom, in order to improve learners' speaking abilities, thoughtful teaching strategies appropriate to the class size might be required in addition to the appropriate classroom environment. In conclusion, a small class of ten students is regarded as an appropriate size by majority of participants.

5   Conclusion

5.1 Findings

⑴   As a general tendency, Japanese college students used social and communication strategies frequently. On the other hand, they used metacognitive strategies infrequently.

⑵   In small classes, students used several important cognitive strategies to facilitate speaking skills. This is one of the advantages of learning in small classes. On the other hand, use of social strategies was noteworthy in a large class. This difference seems to be caused by class size — small or large. However, the least frequently used type of strategy was the same to both class size: metacognitive strategies. The reason is assumed to be that the students had passive attitudes toward the class depending too much on teachers and they did not do preparation; they did not make self-evaluation, and they did not

prepare for the next class.

⑶ Several differences among classes of different teachers were observed. It is possible that students used strategies that fit with their teachers' teaching style.

⑷ There were no prominent differences in learners' beliefs on speaking between a small class and a large class. In the classroom, in order to improve learners' speaking abilities, flexible teaching strategies might be required in addition to the appropriate classroom environment. Furthermore, a small class of ten students is regarded as an appropriate size by the majority of the participants.

5.2 Limitations of This Study

The limitations of the study are as follows:

⑴ All the participants were female college students at DWCLA and all belonged to English Department. This factor very likely affected the results of this study. To generalize the findings of this study, including coeducational university students and non-English majors is desirable in a further study.

⑵ In this study, we mainly concentrated on quantitative data. With more detailed qualitative data, such as a focus group interview or an open-ended questionnaire, we would have received additional data.

⑶ We had only one large class to compare with small classes. Furthermore, two small classes were taught by the same teacher, and we did not observe these classes. It is necessary to be cautious about generalization of this study.

⑷ In comparing large and small classes, we were also comparing first-and second-year classes. This may have explained some differences.

5.3 Implications

The results of this study suggest the following implications.

First, a small class of ten students and appropriate teaching strategies are effective and desirable for a speaking class. Moreover, seating arrangements play an important role in activities: Circles and horseshoe shapes are useful types of arrangements in a small class. They permit sustained interaction between the teacher and students and encourage students to work on active pair work and discussions.

Second, grouping is beneficial in a large class. In the case of teaching a large class of forty students, they could be divided into two groups. For example, while one half of twenty students are engaged in speaking activities with a teacher or with their partners, the other half of twenty can work on individual activities such as listening to lessons on an iPod or writing paper concerning a topic of speaking. Thus, improvement of strategies will add concentration to classroom atmosphere even in a large class.

It is important that students are busy working on activities so that they may not get bored with the lesson. A small class and the appropriate strategies will contribute to helping them developing their four English skills — speaking, listening, reading and writing. We should also remember that a small class is not a

panacea but just a supporting educational environment. This study opens a number of avenues for further research.

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Note

4 Although every effort was made to increase its reliability, Cronbach's Alpha for Part D was rather low. One main reason is that the number of items for Part D was small.

Appendix

SBISC (Strategy and Belief Inventory for a Speaking Class) Version 1.0
スピーキングの授業中に使用した学習者方略及び英語学習に対する意識調査
Developed by Matsuoka, Takizawa, Fujimura, & Wakamoto (2011)
（※研究に実際に利用した質問紙のルーブリックなどは省略した）

Part A（12）：

1．わからない語句は、辞書で調べて確認した。
2．話す内容を英語または日本語でメモした。
3．あらかじめ、話す内容を英語に直して、心の中でリハーサルをした。
4．できるだけ英語で考えた。
5．できるだけ知っている語句・表現を使って話した。
6．友達や先生の使った表現を自分も積極的に使った。
7．この時間に覚えた語句・表現をノートに書き留めた。
8．この時間に覚えた語句・表現を積極的に使った。
9．英語を日本語に訳して理解した。
10．先生が良い英語表現を使ったら、それをつぶやいて覚えた。
11．聞いた内容を頭の中で繰り返して、理解しようとした。
12．ネイティブ・スピーカーのような発音で話すように心掛けた。

Part B（10）：

13. 英語で話していて、適切な語が思いつかない時、ジェスチャーで代用した。
14. 英語を聞いている時、相手が次に何を言おうとしているか推測した。
15. 英語を聞いていてわからない時、相手の声のトーンや顔の表情からその意味を類推した。
16. 適切な英語が思いつかない時、同じような意味を持つ別の語や表現を使った。
17. 英語で適切な語が思い浮かばない時、日本語を英語風に発音した。
18. 英語で適切な語が思い浮かばない時、相手が察して言ってくれるのを待った。
19. 英語を話す時、自分がよく知っているトピックの話をするように仕向けた。
20. 思う単語や表現がすぐに出てこない時、"uh,""Well"などと言って、考える時間を稼いだ。
21. 話を明瞭に伝えるためにゆっくり話した。
22. 友達が話をしている間に、次に自分が話す内容を考えておいた。

Part C（10）：

23. 日本語を使わないよう、心掛けた。
24. 英語を聞いて、多少分からない事があっても気にしなかった。
25. 重要なポイントが何かを考えながら聞いた。
26. 英語を聞いている時、自分が理解できているか考えた。
27. うまく話ができているかどうか考えた。
28. 自分の英語が間違っていないか気を付けた。
29. 今日の授業で何を話すか、あらかじめ考えてきた。
30. 今日の授業で使う英単語をあらかじめ辞書で調べてきた。
31. 自分のパフォーマンスを5点・4点・3点というように自己評価した。
32. 次回の授業でどのように英語を話そうか考えた。

Part D（4）：

33. 英語を話す時、リラックスするように心掛けた。
34. 間違いを恐れずに、思い切って英語で話した。
35. 積極的に授業に参加するよう、自分を励ました。
36. 英語で上手く話ができた時、自分をほめた。

Part E（10）：

37. 先生や友達に表現・発音などの間違いを直してもらった。
38. ペアやグループで英語を話す時、積極的に取り組んだ。
39. 英語がわからない時、ゆっくり話してもらうように頼んだ。
40. 英語がわからない時、もう一度言ってもらうように頼んだ。

41. 困った時、先生に助けを求めた。
42. 困った時、まわりの友達に助けを求めた。
43. ネイティブの文化（アイコンタクトなど）を学ぶようにした。
44. 相手（友達）の興味や関心などを考えながら話した。
45. 自分が話していることを相手が理解しているか、確認しながら話した。
46. 友達と協力して学習した。

Part F（7）：
47. 積極的に英語を話そうとした。
48. 十分英語を話せた。
49. 先生とコミュニケーションが取れた。
50. 授業内容がよく理解できた。
51. 緊張した。
52. 楽しかった。
53. 話しやすかった。

Part G（3）：
54. 適切なクラスサイズは、どの程度ですか？
A）5人くらい
B）10人くらい
C）15人くらい
D）20人くらい
E）25人くらい

55. あなたは、英語を話すことが、
A）好きだ。
B）どちらかと言えば好きだ。
C）どちらかと言えば嫌いだ。
D）嫌いだ。

56. 平均的な日本人大学生と比較して、あなたのスピーキング能力は、
A）優れている。
B）やや優れている。
C）同程度。
D）やや劣っている。
E）劣っている。