

Instructional Materials for Developing Multi-Competencies: The Case of *Performative Exercises*

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Abstract

This study examines learners' perceptions about classroom activities called *Performative Exercises* and how to enhance the instructional materials for teachers. Performative exercises are role-play based exercises that aim at fostering learners' communicative competence to use language in a contextually appropriate and socio-culturally meaningful way. Through a completed questionnaire submitted by 122 elementary learners of Japanese, the study reveals the features of the lessons that make learners perceive them to be "useful," "fun," and "difficult" as well as the benefits of *Class Work* and *Pair Work*. Based on the findings, this paper argues that the conventional way of communicative language teaching, such as facilitating interactions in pairs or groups, and providing feedback on prepared conversation is not enough to achieve educational goals. It suggests that the instructional materials should include a structured sequence of communication tasks that gradually build up learners' knowledge to construct longer and more complex discourse with ease, and that enhance rapid interaction skills in language use in various contexts as well as acute monitoring skills that would lead to culturally meaningful and socially appropriate use of the language.

1 Introduction

Although language is a system of human communication, it can also be seen as a major tool to create and maintain good relationships with others. This paper calls communication, that takes into account of such a view of language, *Taigu Communication* (Kabaya, 2006, 2012; Walker 2011, etc.), and presumes that it is one of the most important goals of language education. We can consider what kind of knowledge and skills are necessary for *Taigu* communication through some examples:

(1) A student came to a lecture very late.

Professor: What time is it now?!

Student: Well, it's about 10 o'clock.

Professor: !?

The utterance of the student is grammatically correct, but inappropriate in this context. This could be due to a lack of contextual awareness, but it can also be understood as the student intending to be rude to the professor, and such behavior can be harmful to human relationships. In order to avoid such an interpretation, contextual appropriateness is important. This is more so in teach-

ing a context-driven language like Japanese, in which the choice of one linguistic form over another is determined by context from the morphological level to the discourse level.

- (2) In a smart restaurant, a waiter responds to a customer's question.

Customer: Ramu suteeki, aru kashira?
I wonder if you have lamb steak?
Waiter: Warui kedo, Ramu suteeki wa nai nee.
I am sorry, but there is no lamb steak.

In a smart restaurant, waiters are expected to serve the customers very politely using polite styles with honorific and/or humble polite forms, while the customer has the choice of using either the polite or plain style. However, in Example (2), the waiter responds in the same style as the customer, which appears very rude and offensive in Japanese, even if the waiter is trying to be apologetic. The complexity can be further increased, if there are socio-cultural differences between the learner's first language and the target language.

- (3) A student was very impressed by a lecture and went up to the lecturer to express his/her appreciation.

Student: Sensee no rekuchaa wa totemo yokatta desu. Arigatoo gozaimasita.
Your lecture was really good! Thank you very much.
Lecturer: A, soo desu ka ...
Oh, really ...

Such student compliments may be appropriate in some cultures, but Japanese would consider such praise insulting. This is probably, because it appears that the student is evaluating the teachers' performance, which should not be done of those who are highly regarded individuals in Japanese society. The student should say something like "I learnt a lot from your lecture." Furthermore, even if the level of politeness is appropriate, if the discourse is not constructed in an appropriate sequence, communicative goals may not be achieved.

- (4) A student went to see his/her teacher to request him/her write a recommendation letter for him/her.

Student: JET puroguramu ni mooshikomi tai node, suisenjoo o kaite itadakemasen ka.
I would like to apply to the JET program, so could you write a recommendation letter for me?
Teacher: Ii desu ked
Yes, bu

The student's utterance in Example (4) is linguistically polite enough, but it appears to lack an explanation formula. In Japanese, the discourse needs to be built up in a logical sequence, for example, starting with background information and apology, paying attention to the response of the hearer, showing hesitation, and so forth.

As can be seen in the above examples, language use for communicative purposes, particularly in *Taigu* communication requires knowledge and skills to understand and use the language in a contextually appropriate and socio-culturally meaningful manner. In other words, pragmatic, socio-cultural and discourse competence are necessary in addition to grammatical competence. Thus, a challenge for developers of teaching materials is how to develop in learners such multi-competencies while conveying a complex living reality without overwhelming or confusing learners. With this in mind, the author has developed instructional materials based on *Performative Exercises* for Japanese language teachers.

2 Performative exercises

Performative exercises (PE) are role-play based exercises, where different levels of role-play are carefully combined by differentiating the level of control, creativity and complexity, depending on the learners. The major objective of PE is to enable learners to perform in a contextually appropriate and socio-culturally meaningful way using the target expressions. This is an application exercise where learners focus on meaning rather than forms, and evaluate the correctness of the hypotheses about the use of target vocabulary and grammatical structures built up through their previous lectures and tutorials. Therefore, the basic foundations have to be built prior to the conduct of the activities; by watching a video of the model dialogue, practicing target expressions necessary for the application in earlier tutorials, and memorizing the model dialogue, or *Core Conversation* (CC), if the model dialogue is too long. The effects of memorizing dialogues have been examined in Walker and Utsumi (2011), which found that 89% of the respondents believed that it was useful to memorize dialogues for the following reasons: 1) the dialogues provide a basis for communication; 2) the dialogues can be applied to similar real-life situations; 3) memorizing dialogues helps to develop fluency; and 4) memorizing dialogues helps in the understanding of grammar and structure. With sufficient preparation, students are expected to speak promptly without relying on any prepared or written text when they speak according to the context, just like in natural conversation.

PE classes are usually conducted in the following stages:

In stage 1, the teacher asks questions about the content and context of the model dialogue or CC to raise contextual awareness and train students to describe the conversation as a third party. During stage 2, pairs or small groups of students take turns to perform the memorized CC in front of the rest of the class, and the teacher provides feedback, models or practice on particular parts of the dialogue, if necessary. In stage 3, controlled role-plays or contextualized exercises (Unger, Lorish, Noda, & Wada, 1993) are conducted where the CC is applied to various contexts with a gradual increase in linguistic, contextual and socio-cultural complexity. CC is first used in *Applied Conversations* and then extended to *Extended Conversations* by adding conversations which can occur before and/or after the applied conversations. These can then be further applied and extended. The rationale behind this form of systematization is that systematizing tasks will enable learners to repeat the same tasks, which has been shown to be beneficial by second language acquisition researchers (Bygate, 2001; Lynch & MacLean, 2001). Furthermore, as CCs are gradually expanded, these systematized tasks are expected to help learners enhance or automate the target structures so that, when applied to longer and more complex situations, they can concentrate on processing meaning. In other words, by gradually building up new conversations on top of what has been learned through previous activities, students become able to construct longer conversations with ease. For stage 4, less controlled role-plays are conducted with learners engaged in producing their own conversation in pairs or groups based on what they have learned in stage 3. Finally in stage 5, learners perform what they have produced in front of the class, and the teacher and/or their peers give feedback.

3 Study

3.1 Background

According to student feedback and semester-end surveys, PEs are perceived positively by students (Walker & Utsumi, 2011). However, the following two questions have been constantly raised while developing the materials.

The first question regards the contents of the materials. For PE, it is vital to select and create the most useful situational contexts for students, particularly because they are in a foreign language environment (Japanese as a foreign language; JFL) where the classroom offers the primary source of input, as opposed to a second language context (Japanese as second language; JSL). Fur-

thermore, although textbook model dialogues are helpful for learning how to use target structures in context, they are not always immediately relevant or realistic enough for the students. Thus, the author has been concerned with making the materials *practical* and *personalized* in developing the materials so that learners can freely apply memorized dialogues or CCs to their specific situations. However, it has yet to be examined if the contents of the materials that have been developed so far really meet the objectives. What contexts do students perceive as most useful for their learning? What kind of contexts do they enjoy the most so that they are motivated to speak up, or what kind of contexts do they find difficult to cope with? These learner perceptions would be useful resources to enhance the development of the educational materials, because “in the classroom, the success of any communicative activity is heavily determined by the way the participants perceive the context of situation and shape it accordingly through their verbal and non-verbal behavior” (Kramsch, 1993, p. 67). There are various perceptions that could be examined, but the present study focuses on perceptions regarding how “useful,” “difficult” and “fun” the materials are, because these seems to be the most fundamental and important for examining the usefulness of performative materials as well as for improving the materials in the future. By exploring the factors that make learners perceive them as useful or not, ideas on how to design useful activities can be discovered. By analyzing the factors that learners perceive to be difficult, the difficulty level of each activity can be adjusted. By finding the factors that make learners perceive activities to be fun, more “fun” factors can be incorporated into other materials as well. On the other hand, materials can also be improved by knowing what kind of contexts or activities are perceived as “not difficult,” “not useful” or “not fun or boring,” and such factors can be avoided or minimised in future materials.

The other question regards the participants. Participants here include combinations of speakers and listeners in various roles. In PE, there are two major formations of participants. One is a teacher-fronted whole class activity, where the teacher and a certain student, or a student and another student conduct a role-play in front of the class and the rest of the class are observing. Here the teacher takes the central role, such as setting the contexts, playing one of the participants in the conversation, developing the conversation using visual aids, negotiating meanings with students, giving corrective feedback and practice on particular linguistic and pragmatic items, when necessary (Walker, 2003). The other formation is a pair or group activity where pairs or groups of learners construct a conversation with their peers and where some of the pairs or groups then perform the prepared or rehearsed conversation in front of the class. This paper calls the former type of participant formation *Class Work* (CW) and the latter *Pair Work* (PW) after Hirata (2002). Each lesson usually starts with CW and shifts to PW, after the foundation is built. A question here is how to balance both activities within the limited class time (45 minutes per lesson), because there are pros and cons to both activities.

Since the 1990s, *Communicative Language Teaching* (CLT) has been the main approach in language education. In CLT, it is claimed that learners will obtain the following benefits by conducting pair work (Richards, 2006, p. 20):

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency. Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

Richards (2006) also claims that the type of classroom activities proposed in CLT implies new classroom roles for both teachers and learners. Learners are to participate in classroom activities that are based on a cooperative rather than an individualistic approach to learning, and they are to become comfortable with listening to their peers in group or pair work tasks rather than relying on the teacher for a model. Learners are also expected to take on a greater degree of responsibility for their own learning. At the same time, teachers should develop a different view of learners and assume the role of facilitator and monitor, rather than being a model for correct speech and one with

the primary responsibility for making students produce plenty of error-free sentences, because such implicit approaches produce better results (Ellis, 1994).

On the other hand, the importance of teacher roles, such as giving explicit instruction, corrective feedback and modelling, which can be better practiced in CW, has been increasingly emphasized, particularly in developing learners' pragmatic competence. Anton (1999, cited in Kasper & Rose 2002, p. 41) concludes from her study on teacher-learner interaction in first-year French and Italian classes that "teachers, through dialogue, can lead learners to become highly involved in the negotiation of meaning, linguistic form, and rules for classroom behaviour during classroom activities." Ohta (2001) demonstrates that it is in peer interaction that students had most occasion to produce listener responses, which is an important ability for Japanese conversation, but their peripheral participation in the IRF (Initiation-Response-Feedback) routine supported by the teachers' explicit guidance to use response tokens enabled students to gradually develop their productive use of assessments and alignments in peer activities. In a recent study, Taguchi (2012) conducted a longitudinal study of the development of pragmatics on Japanese students studying English in a bilingual university. Data were collected and analyzed using multiple approaches, including listening tests, interview, class observation and field notes. Based on the findings, Taguchi (2012) concludes as follows:

In the area of pragmatic recognition, exposure to the target sociopragmatic norms seems to be one of the factors that help enhance learners' development of meta-pragmatic awareness [...] In the area of programmatic production, however, it appears that form-function-context mappings are not internalized in a linear manner, even advanced-level learners living in a target language context [...] This process is slow, unless learners are exposed to explicit feedback, or modelling. (p. 54)

The evidence from these studies suggests that teacher roles such as creating socio-cultural norms as a conversation participant and providing corrective feedback and modelling, and so forth, are very important. Furthermore, a number of studies have examined the usefulness of explicit instruction for teaching speech acts such as "invitation," "apology" and "refusal" and so on, and revealed the benefits of explicit instruction for the development of pragmatic competence (Taguchi 2009). However, since the main focus of these studies is not in examining teaching pedagogy, including the development of materials, they do not provide detailed suggestions for pedagogy, although they share common ground in the conclusion that it is not adequate for the teacher to be just a facilitator or to monitor pair or group work. Which contents should be presented, in what way they should be presented, and how these materials should be used in class are also extremely important to develop learner's pragmatic competence. The present study, thus, attempted to reveal a more methodological side by examining learners' perceptions: how do learners perceive PW and CW? What merits or demerits do they see in both activities? Revealing such learners' perceptions is useful to further enhance the instructional materials.

3.2 Research questions

The aim of the present study is to obtain a broad picture of learners' perceptions about performative exercises in order to further enhance the materials. Particularly, this study will attempt to find answers to the following questions: (i) What are the factors that make learners perceive lessons to be useful, difficult and fun to perform?; and (ii) How do learners perceive pair work and class work in their learning?

3.3 Procedures

The participants in this study were 122 university students enrolled in the second semester of a Japanese language course who had completed approximately 75 hours of classes at the National University of Singapore. The majority of the students were English speaking Singaporeans with a

Chinese language background, although there were 16 students from China, six each from Malaysia and Indonesia, two from India as well as one from Australia. The participants met four times weekly for one 95-minute lecture, two 95-minute tutorials, and finally a 45-minute tutorial in a group of approximately 15 students. PEs were conducted in the last tutorial by four different instructors, including the author, over 11 weeks. The model dialogues (or CCs), main activities and the target speech acts/functions included in the instructional materials for PE in this module are summarized in Table 1.

Table 1. Performative exercises for Japanese 2 module

Lesson	Model Dialogues	Main Activities in PE	Speech Arts/Functions
L14	To Umeda, please.	Let's meet in the Arts Canteen for lunch.	requesting, ordering, offering
L15	Tell me about your	Let's make a friend in a cafe in Japan.	permission, introducing oneself
L16	Family.	Let's help Japanese tourists at a MRT station.	offering, explaining, confirmation
L17	Tell me how to use this machine.	Let's perform as a doctor and a patient.	advice, prohibition, permission
L19	What seems to be the	Let's talk about Singapore at a company party.	introducing oneself
L20	problem?	Let's go to Hamazaki Ayumi's concert.	speaking casually, invitation
L22	As for my diet, I'll start it tomorrow.	Let's find an apartment in Japan.	questioning, explaining
L23	What will you do for the summer break?	Let's explain how to get to McDonald's on campus.	asking and giving direction/instruction
L24	What kind of apartment would you like?	Let's help Wang-san's moving	offering, giving and receiving

The model dialogues in Table 1 are the dialogues included in each chapter of the textbook, which form the compulsory part of the given curriculum. They are called core conversations (CCs) in PE and are learned through the activities in stage 1 and stage 2, as discussed earlier. Main activities in PE are samples of activities conducted in stage 3 or stage 4: applied conversations or extended conversations created through controlled role-plays or contextualized exercises at stage 3, or less controlled role-plays conducted by pairs or groups of students in stage 4. In other words, model dialogues are basic dialogues, while main activities in PE are application exercises where more relevant or realistic situational contexts are given by the teacher so that students can create practical and personalized conversations by applying a model dialogue. The students' perceptions of the main activities in PE are the target of the present study. Appendix A includes a sample of instructional materials for PEs from Lesson 15. Since it is written in Japanese, English translations are partially included for non-Japanese readers.

The data were collected through three instruments: a questionnaire (see Appendix B), field notes from class observations, and follow-up interviews with students and teachers. This study reports on the major findings from the questionnaire. The questionnaire was designed to elicit subjective responses with regard to the participants' perceptions of PE and was administered during

the final lecture. The present study focuses on questions 3, 4, 5 and 6 in the questionnaire. Both qualitative and quantitative methodologies were employed to analyze the data.

4 Results

4.1 Lessons learners perceived to be most fun, difficult and useful

A total of 107 learners responded to Q3. In this question, learners were asked to select the most “fun,” most “difficult,” and most “useful” lesson among the 9 lessons. The responses were quantitatively analyzed and are summarized in Figure 1. Learners were also asked to write reasons for their selections. The learner’s comments were coded, categorized and summarized as features of the useful, difficult, and fun lessons. The next three sections report on the major results together with the outlines of the representative lessons.

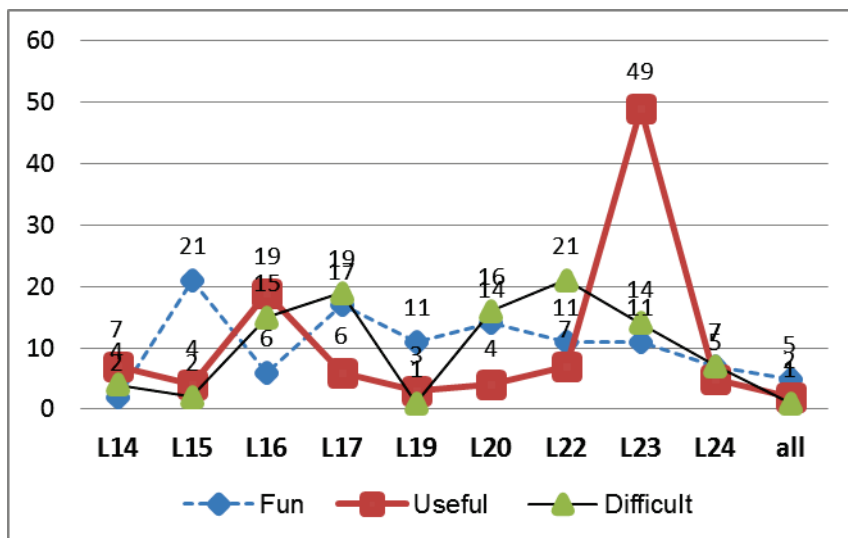


Fig. 1. Fun, useful and difficult lessons (n=107)

4.1.1 Features of useful lessons

In terms of “useful” lessons, there were two outstanding results. The most useful lesson selected by learners was L23, selected by nearly half of the students. The CC of L23 was that of a foreign student calling a public library, asking how to get there from the station, and the librarian explaining how to get there by bus. After performing the CC, it was applied and extended to the local context as CW where a Japanese visitor asks a student for directions to a certain place on campus, and the student explains how to get there using the campus shuttle bus, and then it was shifted to PW by adding more variations using a real campus map. The major reasons given by learners for their selection of this lesson were as follows:

- Asking and understanding directions is important when we are in Japan.
- I will be able to help Japanese tourists or visitors get around Singapore.
- It is realistic, applicable, and practical.

The second most useful lesson was L16. In this CC, a foreigner asks how to withdraw money from an ATM machine in a Japanese bank. It was applied and expanded to the local context where

a student encounters a Japanese tourist who is having trouble using the ticketing machine at a MRT (train) station and explains how the tourist can buy the ticket, get small change and ask for the deposit back after end of the journey. The major reasons given for this selection were as follows:

- I can use this conversation when I visit Japan.
- It's the conversation that Singaporeans would use to help Japanese tourists.
- We learnt more complex usage which was useful for basic daily activities.

The third most useful lesson was L14, which was also about how to explain directions, although the setting of the CC was in a taxi in Japan. After performing the CC, it was applied and extended to the local context where students invite Japanese new students to the university canteen to have lunch together. In this context, students were to explain directions to the canteen from the bus stop, how to order local foods in the canteen, and so forth. The major reasons given for selecting this lesson were as follows:

- Directions are very relevant /useful in real life.
- The sentence structures learnt in this lesson are most commonly used by students to each other.

Based on the above, the features of the lessons students perceived to be useful can be summarized as follows:

- 1) The conversation is realistic, applicable and practical;
- 2) The situational contexts are ones that learners are likely to encounter in either Japan or Singapore; and
- 3) The speech act is "Explaining" something that requires a large discourse unit with a complex structure.

4.1.2 Features of fun lessons

The lesson selected as being most fun by learners was L15. The CC of L15 was about Mr. Miller, the main character of the textbook, an American businessman working for a Japanese company, who talks about his family with his Japanese female friend in a café after watching a film. The major target expressions were kinship terms and progressive forms to describe customary actions; both are difficult for learners at this level, but kinship terms are particularly difficult to distinguish, depending on the speakers' relationships, especially if they are in-group or out-group. Thus, preparatory exercises were conducted using Mr. Miller's family tree, to which the author added his extended family members and their occupations, where they live, and other information. CC was then applied to the following two contexts. In the first context, a student acted as Mr. Miller and met a Japanese teacher in Singapore, who is currently staying in Japan with her family, in a bar. In the second context, students acted as a foreign student studying in Japan and met a pretty/handsome Japanese student in a café. In both contexts, they learned how to initiate a conversation at the first meeting, how to make friends and then to freely exchange personal information. The major reasons given for selecting this lesson as the most fun lesson were as follows:

- The conversation is more open.
- Learned how to make friends.
- Performance depends on personality of participants.

The lesson assessed as the second most fun was L17. The CC of this lesson took place in a Japanese clinic, where a doctor gives a consultation to his/her patient. The major target expres-

sions were to express speech acts such as giving advice, permission, and prohibition. The CC was extended in the same context using additional vocabulary to describe health conditions such as “I have a stomach ache/headache/toothache,” “I injured my legs due to an accident,” “I burnt myself.” The role of the patients was to explain such health problems and the role of the doctors was to diagnose their symptoms, and give suggestions and instructions on how to take medicine based on the symptoms. The major reasons given for this selection were as follows:

- Interesting to learn how to describe illness.
- Playing as a doctor is fun.
- There were a lot of variations and possibilities to talk about.

As the positive comments above indicate, the learners seemed to enjoy the lesson very much by acting as a patient, making facial expressions and acting as though they were suffering from injury and sickness, or were drunk, while other students acted as doctors who showed dignity and care for the patient, and such like. The situation itself is rather unrealistic for the students, because none of them is a medical doctor nor would become a doctor. However, playing such an unrealistic role must have stimulated their imagination and amused them.

The third most fun lesson was L20, which involves a casual conversation between close friends. An Indonesian student in Japan and his Japanese friend talk about their summer holidays. This was the first conversation using the plain form, which has a completely different set of linguistic forms from the polite form that learners had learned so far, and thus, the CC was applied to a context which requires short and simple structural patterns in the teacher-fronted whole class activity, or CW. In the applied conversations, learners acted as close friends and talked about their favorite music CD or video and extended the conversation to asking to borrow the CD or video. The major reasons given for the selection were as follows:

- Casual speech is fun.
- We can use plain form often when talking to friends.
- We got to know our friend’s interests.
- We can talk about things we are familiar with.

As commented above, the learners were excited about the topic of the conversation and the participant roles as close friends. It may sound strange to an English speaker that they were not given opportunities to converse in Japanese as close friends until this stage; however, this is very common in Japanese language education, because in order to speak casually, in plain form, which is a totally different linguistic set compared to the polite form, which is first used when learners start to learn Japanese, and it is very difficult for beginning learners to acquire both forms quickly. Due to this, learners may struggle with using the plain form, but with simple conversation topics, they were able to enjoy it. Another reason they found this lesson fun seems to be that the conversation were loosely structured, and they were allowed to speak freely. Particularly, they could exchange personal information about their favorite topics, such as their favorite music, singer and movie and so on. Based on the above results, it can be summarized that the lessons learners perceive as fun have the following features:

- 1) Less structured discourse in which learners can create conversation freely;
- 2) Conversations in which they can exchange personal information; and
- 3) Situational contexts which may be unrealistic but are like a play or drama; going to a café and meeting a beautiful Japanese woman, acting as a doctor, and so forth.

4.1.3 *Features of difficult lessons*

The lesson selected as most difficult by learners was L22. The CC of L22 was about Mr. Wang, who speaks to an estate agent about an apartment. The target structure includes a noun modifier which is one of the most complicated structures at this level. Thus, preparatory exercises were given to practice how to modify nouns using vocabulary related to the topic, such as “A Genkan [entrance hall] is the place where you put on and take off your shoes,” “8 zyoo is a room sized to fit 8 standard-size straw mats,” and so on. After that, CC was applied to a context in Japan where learners are looking for an apartment and are talking with an estate agent about an advertisement from a property magazine. The major reasons given for the selection were as follows:

- There are confusing terms and vocabulary.
- Noun modifier is difficult.
- We are not familiar with the Japanese apartment styles and they are hard to describe.

Interestingly, the second and third most difficult lessons were L17 and L20, which were also selected as fun lessons, as discussed above. The major reasons given for the selection of L17 as a difficult lesson were as follows:

- Lots of reference words on some health conditions.
- Not familiar with the situation.

The reasons given for L20 were as follows:

- Using plain form is something new and we haven't practiced much.
- It takes a longer time to convert to plain form.

It is understandable that both L17 and L20 were difficult for them, because L17 had lots of new vocabulary and L20 was the first lesson with a conversation in plain form, which requires a totally different set of linguistic forms. Based on the above, the features that make the lessons difficult can be summarized as follows:

- 1) Conversations that require lots of new vocabulary;
- 2) Unfamiliar situations – apartment conditions in Japan, consultation in a clinic, and such like; and
- 3) Casual conversations in plain style.

It can be also noted that, regardless of the difficulties, students found both lessons very enjoyable because of the topics and situational contexts. In other words, even when teaching something difficult, the lessons can be fun if an interesting topic is selected for the students or if a context is provided where students can act out a role using their imagination.

4.2 *Learners' perceptions about pair work and class work*

With Q4, learners' perceptions about the relative benefit of PW or CW were examined. They were asked to select one of five choices: “Pair Work is clearly better,” “Pair Work is somewhat better,” “About the same,” “Class Work is clearly better,” and “Class Work is somewhat better,” in regard to learning “grammar,” “socio-cultural appropriateness,” “listening,” “pronunciation,” “use of target expression” and “enjoyment.”

101 of 107 students responded and their responses are summarized in Table 2. Overall, CW was appreciated more than PW in all categories except for “use of target expression.” CW was perceived to be far more useful than PW for learning “pronunciation”: 27.6% of students selected “Class Work is clearly better” and 42.9% of students selected “Class Work is somewhat better,”

while only 7.6% selected “Pair Work is clearly better” and 9.5% selected “Pair Work is somewhat better”. Similar tendencies were seen for learning “grammar” and “listening comprehension”, and “socio-cultural appropriateness”, although the gaps between CW and PW were not as large for the first three categories. Regarding “enjoyable”, 24.8% of the students selected “About the same” and about the same number of students selected PW and CW.

Table 2. Benefits of class work and pair work

	Pair Work clearly better	Pair Work somewhat better	About the same	Class Work somewhat better	Class Work clearly better
Better for listening comprehension	8.7%	11.5%	19.2%	30.8%	29.8%
More enjoyable	12.4%	26.7%	24.8%	28.6%	7.6%
Better for use of target language	11.4%	34.3%	22.9%	18.1%	13.3%
Better for grammar	5.8%	15.4%	10.6%	46.2%	22.1%
Better for pronunciation	7.6%	9.5%	12.4%	42.9%	27.6%
Better for socio-cultural appropriateness	7.6%	15.2%	21.9%	31.4%	23.8%

N.B. Percentages shaded in dark gray are the highest and those in light gray are the second highest for the respective items.

In Q5, students were asked to select either “YES” or “NO,” if PW or CW was helpful for their learning. They were also asked to write the reasons for their responses. Out of 101 students, only 1 selected “NO” for CW, while 11 students selected “NO” or wrote negative comments about PW without selecting “YES” or “NO.” This displays a clear difference in the perceptions about “Class Work” and “Pair Work.” The major reasons stated by these students against PW were as follows:

- Both of us are not sure how to behave or pronounce correctly.
- Depends on the ability of the classmate who is practicing with you.
- We tend to end up playing around sometimes and if my partner hadn't studied properly, he ends up asking me about everything.
- Depends, if my classmate is not fluent, I might not understand or learn the wrong thing.

These comments reveal that the learners who do not find PW useful feel that it heavily depends on whom they form a pair with. Apart from the above, all other learners were positive about both CW and PW, and they commented on the benefits of both activities. The following is a summary of the top five perceived benefits and the percentage of respondents who stated these benefits.

Benefits of CW:

1. Teacher can spot mistakes and correct them. (26.1%)
2. Teachers can guide how to apply target expressions appropriately. (25.2%)
3. We can learn how Japanese people talk and behave. (16.8%)
4. We can listen to Japanese with correct pronunciation and intonation at natural speed. (12.1%)
5. We can help/correct each other. (10.3%)

Benefits of PW:

1. We have more chance to speak and practice. (29.0%)
2. We can help/correct each other. (20.6%)
3. It is more interactive. (7.5%)
4. Less pressure/less stressful. (4.7%)
5. The conversation becomes more personal. (4.7%)

These results support the findings from Q4, that is, learners appreciate CW, because it helps their learning more in terms of learning “pronunciation,” “grammar,” “listening comprehension” and “appropriate behavior.” On the other hand, PW is helpful, because it gives more opportunities to use the language. These results were somewhat to be expected based on previous studies (such as Hirata, 2002, & Ohta, 2001). However, there are a few new findings discovered by the present study. One was that learners commented that “we can correct/help each other” through CW as well. It is understandable that this is a benefit of PW, but how can this happen in CW, where opportunities to speak with peers are limited? This must be because that although the number of participants in the conversation is limited in CW, the participants are frequently changed to continue the conversation according to the context, and thus, everyone in the class needs to be attentive to what is going on in the conversation at all times, thinking about what they would say if they are called on to participate. Thus, when the actual participants struggle with the situation, other students often speak up to help, and when something is said incorrectly, they correct them. CW can be cooperative and interactive (at least in their mind) in such a way. This may also explain why only 7.5% of the learners commented that “pair work is more interactive.” Another finding to note is that although “less pressure/less stressful” was pointed out as a benefit of PW, only 4.7% raised this point. This implies that PW is certainly less stressful than CW, but that the difference may be not that large between the two kinds of activities. Even if learners are to perform in front of the whole class, a relaxing and comfortable atmosphere can be created.

Finally, in Q6, students were asked to write the preferred ratio PW and CW. 98 out of 107 students responded to this question, and the average ratio between the two was as shown in Table 3:

Table 3. Preferred ratio of pair work and class work

Pair Work	Class Work
46%	54%

This result seems to be a natural consequence from the findings of the earlier questions. It is clear that learners appreciate CW more than PW, as can be seen from Q4, but both are helpful in different ways, as found through Q5.

5 Discussion

Exploring learners’ perceptions about PE, the features of the lessons that make learners perceive them to be “useful,” “fun,” or “difficult” as well as the benefits of CW and PW were revealed. Based on these findings, the next section will discuss the implications for the development of useful instructional materials for fostering multiple competencies.

5.1 *Instructional materials to make lessons useful*

The results indicate that the lessons learners perceive to be useful are structured with realistic, applicable and practical contexts. Furthermore, the most realistic, applicable and practical contexts were those of situations found in Japan or Singapore. This provides important implications for materials development, because as far as Japanese textbooks and reference materials are concerned, they usually only include Japan contexts and rarely foreign country contexts. This suggests the necessity of developing materials to suit local markets, although this may also apply to certain regions where there are many Japanese residents or visitors. Actually, the author had already assumed this and had been trying as much as possible to include local contexts where learners may encounter Japanese people, but there was some doubt whether students really perceived such contexts to be realistic or not. However, this study clarified such doubts. Therefore, it is suggested that it is valuable to identify the most realistic, applicable and practical local contexts and incorporate them into study materials.

This raises the issue of how this should be implemented. Based on the results, it can be suggested that one of the key measures to making lessons useful is to structure the materials in a gradual sequence so that learners can build up their knowledge and skills to construct longer and more complex conversations with ease. For example, both L23 (explaining about directions) and L16 (explaining about how to use machines), the two lessons perceived to be most useful by learners, contained “large discourse units,” in which multiple sentences must be combined, requiring much cognitive processing, such as for selecting and sequencing the information to understand the context. Because of such demands, at the initial stage when learners were engaged in applying CC of L23 to a local context, both three participants in the conversation as well as the rest of the learners struggled to handle the situation. However, by repeating similar tasks and gradually expanding the discourse with the teacher’s guidance, with support from other students and with correction, they gradually progressed to the construction of complex large discourses. The key is a careful shift from CW to PW. In this way, learners can focus on meaning more than forms while performing PW with a certain accuracy and fluency. It should also be noted that building a good foundation by memorizing dialogues before the lesson is also helpful.

5.2 *Instructional materials to make lessons fun*

The results indicate that learners perceive that fun lessons to be the ones with less structured discourse, in which learners can create conversation freely or where they can exchange personal information. This has been suggested by previous SLA studies (Ellis 1994, Richard 2006, etc.), but this study revealed a new finding, namely, that fun lessons may also contain unrealistic situations where learners can act as if they were in a play or TV drama. For example, the most fun lesson was L15, a conversation involving a student’s first encounter with a pretty woman/man in a bar in Japan; the second most fun lesson was L17, a conversation in a clinic where students become patients and doctors, and act as if they were a real patient or doctor. Both of these lessons require learners to act using their imagination. Such playfulness becomes the fun factor. What should be noted here is that such fun lessons tend to be evaluated as being less “useful.” This may be because they are the opposite of the “useful” factors, which are “practical” and “realistic,” as discussed in 4.1.1. This suggests that the major elements of “usefulness” perceived by students are “practical” and “realistic,” whereas “fun” factors can be the opposite. However, this does not mean that “fun” lessons are not “useful” from an educational point of view, because, for example, in L17 where learners play the roles of a doctor and a patient, they actively engage in interaction with each other using target structures such as “do not” appropriately in context, such as “Please don’t take a bath tonight,” “Don’t work too hard,” and so on, producing quite realistic conversations. Therefore, even if the contexts are not those which learners are likely to encounter in real life, which they believe are not “useful,” so long as learners can produce realistic or appropriate discourse within the context, this might be considered as useful for their learning. Furthermore, such con-

texts can be realistic, if the teacher plays the unrealistic roles, such as the doctor, and the student plays the patient, because such an event may occur in the future.

5.3 *Instructional materials to make lessons difficult*

There were three factors that make lessons difficult: lots of new vocabulary, unfamiliar situations, and casual conversations in plain style. The last item, the style issue, is so broad and complicated that this paper cannot discuss it further. However, the first two items should be examined, because both the two most difficult lessons L22 (conversation with an estate agent about an apartment in Japan) and L17 (consultation in a clinic) contain these factors. Care must be taken, if lessons are too difficult or go beyond the learners' information processing capacity, as this may not only de-motivate the students, but also restrict their attention to the pragmatic, socio-cultural and discursal features. A possible solution would be to control the amount of new vocabulary, if contexts are unfamiliar to the learners, or vice versa.

Another useful finding was that the lessons learners perceived to be difficult tend to have linguistic difficulties, but not pragmatic difficulties. For example, although L15 includes many pragmatic difficulties, only two students selected this as the most difficult lesson. Let us then examine how they performed in class. In this lesson, the major target action of the applied conversation was to approach someone new and initiate a conversation. It started with the context where a male student acted as Mr. Miller and met a Japanese teacher in a bar, who is currently staying in Japan, having left her family behind in Singapore. Based on the observation of five classes, whoever played this role at the beginning was totally lost as to what he/she should do. Some just walked around the seat, some just sat in the chair without saying anything, and so forth, and it took a long time for the teacher to elicit the right expression. The students had plenty of practice of the structure "may I...?" in previous classes, but no one could apply it to say "May I sit here?" in this context. After the teacher tried hard to elicit the expression from the floor and repeated the same conversation with several other students, they were able to start the conversation smoothly. However, they were still not able to apply this to other expressions. For example, in the next task, students acted as a foreign student studying in Japan, who met a pretty/handsome Japanese student in a café. In this context, one male student initiated the conversation and asked the female student her name, but his utterance was "anata no namae wa nan desu ka?", which is too direct in Japanese. It was just a literal translation from English. Therefore the teacher had to elicit more appropriate expressions such as "Excuse me, but ..." and "Umm ... may I ask your name?" from the learners watching the act. Furthermore, in another applied conversation, a pretty female Japanese student came into a café where a Singaporean male student was sitting and asked "May I sit here?" The expected reply of the male student was "Doozo," but the response was "Hai, onegai shimasu," which literally means "please" in Japanese and is used to make a request. Thus, the utterance made it sound as if the male student begged the female student to sit next to him.

As can be seen above, learners had many difficulties in handling even simple situations. This must be because they do not always transfer available knowledge and strategies to new tasks, even though they are highly context-sensitive in selecting pragmatic strategies in their own language. Thus, they may under-differentiate such context variables as social distance and social power in L2, as Kasper (1997) points out. It is not only that they do not recognize the pragmatic difficulties. This finding corroborates earlier findings about the relationship between pragmatic and grammatical difficulties. For example, Cook (2001) found that JFL learners could recognize grammatical errors, but not pragmatic inappropriateness in a listening comprehension test. There is thus a clear role for pedagogic intervention here, as Barron (2002) claims:

Learners, where they are forced to notice a gap between their IL (Inter Language) productions and the L2 input have a chance of growing in its understanding. However, where input remains implicit, learners presume they are doing the right thing, and so continue along this path. (pp. 246–247)

If what Barron claims is true, explicit instructions are necessary for learners so that they can notice a gap between their productions and L2 input. Furthermore, it is important to foster learners' acute monitoring skills that lead to culturally meaningful and socially appropriate use of the language so that they can notice important pragmatic features. The question would be: "How we can provide learners with such a learning environment?" The following would provide a key to answering this question.

5.4 *Why do learners appreciate class work more than pair work?*

This study reveals that learners appreciate CW more than PW. Why is this so? The reasons given by learners were already reported in the previous section, but there seem to be at least three more reasons from a pedagogical point of view. Firstly, the participants in this study were elementary level learners in a JFL setting, whose interaction with native speakers was limited to the classroom. Because of this, they desire to immerse themselves in native speaker interactions as much as possible. In this sense, CW where the teacher takes the central role is better than PW. Thus, the teacher's role as a conversation participant creating natural interaction in the classroom is extremely important. Due to the class size, the number of students who can directly interact with the teacher in class is limited, and yet, at least they can all observe native-like interactions.

Secondly, CW in PE can enhance fluency as well. This is because participants in front of the class are expected to play the conversation promptly without rehearsal. Furthermore, a teacher-led role play can move the conversation more dynamically and swiftly from one context to another compared to role-plays conducted only by students. At the same time, participants should be frequently changed in a dynamic development of the scenario. As they can be called upon to be the performer any time, this ensures learners pay attention to what is going on. In this way, fluency of both comprehension and speech production, which is also important for good communication, is enhanced.

Finally, CW in PE can provide the learning environment where learners can notice their pragmatic difficulties by observing the teacher's performance and those of their peers. Furthermore, since role-plays are conducted in front of the class, the teacher can also identify learners' mistakes and invite their corrections. If the student can't improve his/her performance, the teacher can also ask the rest of the class and the whole class can learn together how to improve the performance. Through such mental activities followed by teacher feedback, not only the individual's performance in front of the class can improve, but also the rest of the students can verify if their hypotheses were correct, and learn how to behave more appropriately. This kind of learning through input and monitoring would be impossible or very difficult, if role plays are just carried out in PW.

6 Conclusion

To sum up, this study reveals the features that make lessons fun, difficult or useful as well as the benefits of CW and PW by examining learners' perceptions about PE. Based on the findings and discussion of this article, it can be concluded that the conventional way of language teaching, such as presenting, practicing in pairs or groups, and providing feedback on prepared conversations, is not enough to foster multiple competencies. It is important to design instructional materials with a structured sequence of communication tasks that gradually build up learners' knowledge to construct longer and more complex conversations with ease. Furthermore, materials need to be designed in ways that prompt skills to use the language in various contexts and acute monitoring skills that would lead to culturally meaningful and socially appropriate use of the language. These findings are useful for developing instructional materials which aim at fostering multi-competencies beyond grammatical competences. However, the result of the comparison between CW and PW should not be generalized to all contexts, because only learners' perceptions about PE were examined and production data are lacking in this study. Some of the production data were examined and it was seen that CW was more effective for developing learners' pragmatic compe-

tence than PW, mainly because students in CW were able to perform more realistic and fluent conversation in a socio-culturally appropriate and grammatically accurate manner (Walker, 2011). Therefore, it can be concluded that teacher participation in the interaction can help to create a more realistic model of interaction, because it allows easier manipulation and control of the form, content and socio-cultural appropriateness of the interaction. This also supports the suggestion made in “A framework for introductory Japanese language curricula in American high schools and colleges” (Unger et al., 1993): “Special precautions need to be taken in ‘Pair Work’ because the chances are much greater that students will mistakenly follow base-culture models when they are interacting only with peers.” (p. 61). However, some benefits of PW were also established, such as the fact that PW allows students to undertake more creative role plays in class. However, there remains the doubt if the results would be different, if the educational context were different. For example, if the teacher were not skilful at conducting CW, the rapport between the teacher and students might not be as strong, or the students might not be so motivated, and so on. Therefore, further studies ought to be conducted in wider educational contexts in order to examine in finer detail the effectiveness of the materials.

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Appendix A: A Sample Material (Lesson Plan developed for Lesson 15)

第15課 (とてもいいです・てはいけません・ています) Target structures

You may do... / You must not do... / You are doing...

基本会話 Model Dialogue (Core Conversation) — Tell me about your family

ミラー：今日の映画はよかったですね。 Miller: Today's movie was good, wasn't it?
 木村：ええ。特にあのお父さんはよかったですね。
 Kimura: Yes, it was. The father was particularly good, wasn't he?
 ミラー：ええ。わたしは家族を思い出しました。 Miller: Yes. I was reminded of my family.
 木村：そうですか。ミラーさんのご家族は？
 Kimura: Were you? Tell me about your family, Mr. Miller.
 ミラー：両親と 姉が一人います。 Miller: I have my parents and an elder sister.
 木村：どちらにいらっしゃいますか。 Kimura: Where do they live?
 ミラー：両親は ニューヨークの近くにすんでいます。 Miller: My parents live near NY City.
 姉はロンドンです。木村さんのご家族は？ My sister is in London. How about your family?
 木村：3人です。父は銀行員です。母は高校で英語を教えています。
 Kimura: There are three of us. My father works for a bank. My mother teachers English at a high school.

内容確認 Contextual Raising Activities (Confirmation of details of the context of the dialogue)

T: だれとだれですか。ここはどこですか。
 T: 二人は、何をしていますか。
 S: 話しています。バーでお酒を飲んでいます。
 T: 一つの Sentence で教えてください。
 S: バーでお酒を飲んで話しています。
 T: ミラーさんは、だれを思い出しましたか。
 T: ミラーさんは、どうして家族を思い出しましたか。
 S: いい映画を見ましたから
 T: ミラーさんのかぞくは何人ですか。
 T: だれがいますか。
 S: ご両親とお姉さんがいます。
 T: みんなニューヨークに住んでいますね。(教科書の見せる)
 S: いいえ、ご両親はニューヨークの近くに住んでいます、お姉さんはロンドンに住んでいます。
 T: ご家族は、どんな仕事をしていますか。
 S: わかりません。
 T: そうですね。わかりませんね。

基本会話練習 Brief Practice of Model Dialogue

皆で教えてください。(クラスを半分に分けて、一度全体練習をする)

基本会話発表 Performance of Dialogue and feedback to polish up as an 'Act'

(予めレクチャーで提示しておいた枠内をペアになって発表させる)

(動作) カウンターに座っているという設定で自分の席に座ったまま、となり同士の学生とやらせてもよい。

(発音) 何組か繰り返すうちに、より流暢にできることを期待して評価する。

1. 「そうですか」は下降調で同情をこめて
2. 「ごかぞくは？」は上昇調
3. 「りょうしん」は難しいので、必要であれば全員で反復練習

教案 (Part 2)

拡大会話 (1) Extended Conversations (1)

T: これを見てください。これは、ミラーさんのご家族です。みなさん、どこに住んでいますか。

S: ご両親はニューヨークの近くに住んでいます。

おじいさんは・・・
おばあさんは、1987年に死にました。今はもういません。
お父さんのお兄さんはシカゴに住んでいます。

T: どんなお仕事をしていますか？

S: お父さんは弁護士です。

おじいさんは医者でした。

お父さんのお姉さんはデザイナーです。ミラーさんのご両親のうちの近くに、店を二つ持っています。

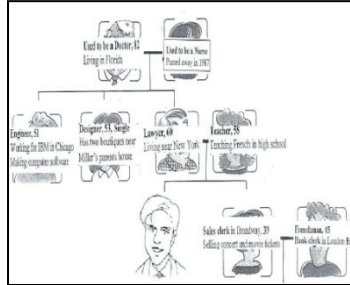
ミラーさんのお姉さんは店員です。プレイガイドで映画やコンサートのチケットを売っています。

T: お姉さんは独身ですか。

S: いいえ、フランス人と結婚しています。

T: 子供はいますか。

S: はい、男の子と女の子がいます。男の子は高校生です。サッカーが好きです。



**T: Teacher,
S: Student,
C: Whole Class**

ミラーさんの家族の絵を OHP で見せ、左記のように他者として家族について描写させる。

Practice describing kinship terms for out-group members using Mr. Miller's family tree.

Practice using *-te imasu* form, (*is -ing*), through describing Mr. Miller's families.

「おば」は未習なので「お父さんのお姉さん」を代用。

Practice describing kinship terms for in-group members by acting Mr. Miller and Ms. Kimura at a bar using expressions learned through Extended Conversations (1).

拡大会話 (2) Extended Conversations (2)

T: それでは、ここはバーです。みなさんは木村さんとバーでお酒を飲んでいます。私は木村さんをしますから、みなさんはミラーさんをしてください。

(例 1)

T: ミラーさんのごかぞくは？

S1: りょうしんと あねが一人います。

T: どちらにいらっしゃいますか。

S1: 両親はニューヨークの近くに住んでいます。姉はロンドンです。

T: おじいさんやおばあさんはお元気ですか。

S1: 祖父は元気ですが、祖母は7年前に死にました。

T: そうですか。

(例 2)

T: みなさん、ニューヨークの近くですか。

S2: 両親と父の姉はニューヨークの近くですが、父の弟はシカゴに住んでいます。祖父はフロリダに住んでいます。

教授ストラテジー Teaching Strategies

- **拡大会話（１）** では親族についてソトとして描写し、**会話（２）** ではウチとして描写 することを学ぶ。
- 学習目標表現「ています」ができるだけ多く使えるような質問を教師が先導する。クラス全体から答えを引き出したあと、時間があれば、一人一人に質問する。（表現できない場合は、「わかりません」で、「知りません」ではないことに注意）

教案 (Part 3)**応用会話（１） Applied Conversation (1)**

私はシンガポールで日本語を教えています。でも、仕事で日本に一ヶ月ぐらい行きました。家族はシンガポールにいますからさびしいです。それで、一人でバーに行きました。そこに、ミラーさんも一人で来ました。私とミラーさんは、初めて会いました。何か話したいですね。何を話しましょうか。（家族の話を引き出す）

じゃあ、Sさん、ミラーさんをお願いします。

S: ここに座ってもいいですか。

T: ええ、どうぞ。

S&T: (沈黙)

T: あのう、お一人ですか。

S: はい。

T: ここへは、よく来ますか。

S: いいえ、初めてです。

T: そうですか。私（は）も初めてです あのう、お名前、聞いてもいいですか。

S: ミラーです。アメリカから来ました。どうぞよろしく。

T: ミラーさん、ですか。私は、ウォーカーです。シンガポールに住んでいます。今、仕事で日本へ来ています。

S: そうですか。（ミラーさんの家族や仕事の話に続ける）

Application of kinship terms and -te form to a new context: e.g. First encounter of the teacher, who is visiting Japan, and Mr. Miller at a bar in Japan.

これは、私個人の事情ですので、先生方の状況に合わせて、ミラーさんとの出会いの場を作ってください。そして、何人かの学生（男性の方が理想的）を相手に、拡大会話で確認した描写ができるかどうか確認してください。出会いの場はシンガポールでもいいですが、日本語を使う必然性が弱まります。

状況をしっかり抑え、学生が自分自身についても想像も含めて語れるように導いて下さい。

教授ストラテジー Teaching Strategies

- 数名の学生とやり、応用会話（２）のモデルを示す。
- 「てもいいですか」「ています」と親族呼称を引き出していく。（例）家族のこと、聞いてもいいですか。電話番号聞いてもいいですか。
- 「帰らなくてもいいですか。奥さん、待っていますよね。」などと言うと、新出語彙「いいえ、独身です・まだ結婚していません」などが引き出せ、楽しい会話となる。

応用会話（２） Applied Conversation (2) (Pair Work-First encounter of a foreign student who is studying in a Japanese university feeling homesick and a Japanese student in a café)

みなさんは、今、日本に留学しています。今日はテレビでシンガポールのプログラムを見て、家族を思い出しました。それで、一人で近くのカフェに行きました。そこで、とても素敵な日本人に会いました。どうしましょうか。一人は日本人、一人はNUSの学生になって話してください。（カウンターに座っていることにして、自由に話させる）

S1: あのう、ここ、座ってもいいですか。

S2: ええ、どうぞ。

S1: あのう、旅行ですか。

S2: いいえ、留学生です。

S1: そうですか。お国はどちらですか。

S2: シンガポールです。

S1: シンガポールですか。ご家族はシンガポールにいらっしゃいますか。

S2: はい。両親と妹がシンガポールにいます。

応用会話 (2) の発表 Presentation of Pair Work

クラスの数によっては全員できないかもしれないが、見ている学生も学べるように、フィードバックを入れながら進めていく。

Appendix B: Semester-end Survey on Performative Exercises

You have been learning Japanese through “Performative Exercises” in C tutorials. It is a teaching methodology where a teacher facilitates role plays by setting up situations, changing situations, developing conversations and providing guidance and feedback based on a model conversation. In order to review and improve the activities, I would like you to answer the following questions. I would also like to use your feedback for my research and publication / presentation if you agree. Please circle if you agree or disagree.

agree

disagree

Q1. Have you participated in Performative Exercises in LAJ1201 last semester, Sem2. 2010-11?

YES / NO

Q2. Which Tutorial Group are you in this semester?

C _____ : from _____ am/pm to _____ am/pm on Thursdays/ Fridays.

Q3. You have done the following activities this semester:

Lesson / Conversation in 「みんなの日本語」	Main Activities in Performative Exercises
L14 To Umeda, please.	Let's meet in the Arts Canteen for lunch.
L15 Tell me about your family.	Let's make a friend in a cafe in Japan.
L16 Tell me how to use this machine.	Let's help Japanese tourists at a MRT station.
L17 What seems to be the problem?	Let's perform as a doctor and a patient.
L19 As for my diet, I'll start it tomorrow.	Let's talk about Singapore at a company party.
L20 What will you do for the summer vacation?	Let's go to Hamazaki Ayumi's concert.
L22 What kind of apartment would you like?	Let's find an apartment in Japan.
L23 How can I get to Midori Toshokan?	Let's explain how to get to McDonald on campus.
L24 Will you help me?	Let's help Wang-san's moving.

For each of questions Q1-1 to Q1-3, please choose your answers from the above list of lessons, and write the lesson number in (). Please also provide reasons for your selection.

Q3-1 Which lesson did you like/enjoy the most? ()

because

Q3-2 Which lesson did you find most useful? ()

because

Q3-3 Which activities did you find most difficult? ()

because

Q4. Which do you think is better for your learning, ‘teacher led role plays done as a whole class (CLASS WORK)’ or ‘role plays in a pair or group work (PAIR WORK)’? Please circle among five choices.

1. Which is more fun and enjoyable?

PAIR WORK	PAIR WORK		CLASS WORK	CLASS WORK
is clearly better	is somewhat better	about the same	is somewhat better	is clearly better

2. Which is better for improving your listening ability?

PAIR WORK	PAIR WORK		CLASS WORK	CLASS WORK
is clearly better	is somewhat better	about the same	is somewhat better	is clearly better

3. Which is better for improving your grammatical accuracy?

PAIR WORK	PAIR WORK		CLASS WORK	CLASS WORK
is clearly better	is somewhat better	about the same	is somewhat better	is clearly better

4. Which is better for learning pronunciation and intonation?

PAIR WORK	PAIR WORK		CLASS WORK	CLASS WORK
is clearly better	is somewhat better	about the same	is somewhat better	is clearly better

5. Which is better for learning how to behave appropriately?

PAIR WORK	PAIR WORK		CLASS WORK	CLASS WORK
is clearly better	is somewhat better	about the same	is somewhat better	is clearly better

6. Which is better for how to use target expressions in real life situations?

PAIR WORK	PAIR WORK		CLASS WORK	CLASS WORK
is clearly better	is somewhat better	about the same	is somewhat better	is clearly better

Q5. Do you think teacher led role plays (teacher & student, student & student) as a whole class is helpful for your learning?

YES / NO, because

Q6. Do you think practicing role plays with your classmates by making up pairs is helpful for your learning?

YES / NO, because

Q7. Suppose you have 30 minutes to practice role plays in the class, how much weight would you like to place for CLASS WORK and PAIR WORK? Please write the percentage in _____.

(ex.) 50% (CLASS WORK) : 50 % (PAIR WORK)

_____ % (CLASS WORK) : _____ % (PAIR WORK)

Q8. Please circle between 1-5 if you “**Strongly Disagree**” ~ “**Strongly Agree**” about each statement.

	Strongly disagree				Strongly agree
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5

Q9. Overall, what do you think about Performative Exercises? Your detailed comments are very much appreciated.

“Thank you very much for your cooperation!” Izumi Walker