

Role Play and Interaction in Second Language Acquisition.

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This paper aims to show some ways a particular area of group work, namely, of those interactions seen during a specific "role-play" project, potentially aids learners in learning or acquiring English as a second language in the language classroom. This paper also presents some "proposals" that could be in turn, recommended for improving the learners "output" in the second language. Data, comprising of role-play scripts by two groups of students, peer evaluation criteria and a substantial body of learner opinions from a questionnaire conducted after the roleplays, are presented in the appendices. These findings may provide information about how these learners find this type of role-play project useful during their course of learning English.

Key words : [Comprehensible Input; Group Work; Non-Verbal
Communication; Role Play; Second Language Acquisition]

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INTRODUCTION:

During a study in 1976 which investigated learner language and learners working together in small groups, a greater variety of speech was observed in the learners in these small groups compared with the learners' output using teacher-centered activities (Long et al. cited in Lightbown and Spada, 1996:85). A decade after that, it was found that the use of group work can provide the learner with an increased number of opportunities for language practice, improve the quality of learner talk, individualize instruction, create a positive affective climate in the in second language (SL) classroom environment and increase the learners' motivation to learn (Long and Porter, 1985). Allwright, (1984:159) states that "interaction is an inescapable and inescapably crucial aspect of classroom life." One of the advantages of small group work, according to Rulon and McCreary (in Day, 1986), is that the more relaxed setting "provides the students with the opportunity to negotiate the language they hear, free from the stress and rapid pace of the teacher-fronted classroom" Bygate (1988), in identifying units of oral expression and language learning in small group interaction, showed that "communicative activity can encourage precisely the kinds of structural

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manipulation which language teachers have long felt to be important in language learning." He says that communicative interaction is structurally, "far more sensitive to the learner's needs and abilities than other forms of language work." Gardner's and MacIntyre's socio-educational model of second language (1992:212), shows that the experiences that students go through in the classroom can affect students' motivation and feelings about their language learning. Feedback and debriefing after activities and tasks are ways in which the students' experiences and their effects on their motivation and feelings can be tapped. Essentially, the reason for working in a group is to get the students interacting with each other, and so the role-play production is viewed as an appropriate means of doing this. Within activities such as the role-play, the learners themselves are the ones with the control over their roles and interactions. Role-play is seen to support the development of communication skills. If these skills are evident, then can we suggest that there is a place for role-play, and that the students have learned or acquired something?

A RATIONALE FOR ROLE PLAY GROUP WORK IN A SECOND LANGUAGE CLASSROOM:

"Role-playing" is defined in Cohen and Manion (1989), as:

"participation in simulated social situations
that are intended to throw light upon the role/rule
contexts governing 'real' life social episodes."

It is through using an appropriate conversation text, which can promote ideas with role-play in group work, and a video-role-play activity, that these social situations can assist the students in their L2 conversation. McDonough (1995:30), states the importance of learner survival in the outside L2 world, and how too much emphasis has been on measuring learners' ability in the classroom: "In the real world, learners need to act pragmatically in order to survive linguistically, not simply learn to perform adequately to pass some standard in a classroom situation."

Role-play can heighten interest and excitement in learning; the dynamic nature of the task promotes a sustained level of freshness and novelty and it transforms the traditional pupil-teacher subordinate-super ordinate relationship. The learning is afforded at diverse levels (cognitive, social and emotional); the decision-making experiences that participants acquire; the increased role awareness; the ability of simulation to provide a vehicle for free interdisciplinary communication, and the success with which the concrete approach afforded by simulation exercises bridges the gap between 'school-work' and 'the real world' (Taylor and Walford in Cohen and Manion, 1989:301). Learners must therefore, think of themselves as

people in a simulated environment and not as just students in a classroom.

"Role-play can imitate what happens in the world outside the classroom in a controlled form, rather than being special activities peculiar to language learning. Later on the students will be asking the way or dealing with officials in a foreign language environment just as they are doing in the classroom" (Cook, 1996:187). Cook says that by practicing language in the confines of a classroom, the students are learning language, since people learn to do things by doing them: "talk to people by talking to them. L2 learning arises from meaningful use." Rivers (1989), suggests that role-plays are an important part of language learning since they connect students with language with authentic teaching materials. Role-plays and improvisations can be useful and interesting for the class of learners and "can provide a cover for those inhibited students who do not mind expressing feelings and viewpoints when they are presumed to those of others." This point could be particularly true for Japanese learners of English who may be hesitant in taking an independent acting role at first. In Carol Lynn Moder's and Gene Halleck's work on a particular task involving role-play, the reasons that role-play can work in some circumstances is down to an already existence of cultural importance on group or team-work, cooperative learning, memorization and imitation (1995). Of cooperative learning, David Kluge (1999), lists several key elements of a cooperative lesson, including "Group autonomy" (problem solving within groups) and "Group processing" (reflections and reviews within the group after a task is completed).

Susan Holden describes ways drama can be incorporated in the classroom to practice "reading the signs" and "interpreting the relevant paralinguistic features of any interaction" (1982, in Johnson and Morrow). She says "emotion" is an internal factor that along with external factors such as gesture, facial expression and proxemics, that convey how we feel when we are talking or silent. Newmark (1996:165), calls for the learner to re-stage and re-enact each situation in a role play, creating small variations each time - switching drink choices in the restaurant dialogues, being a dissatisfied customer instead of a satisfied one - embedding the learning in a meaningful context.

There seems to have been a lot of evidence in favor of role-plays, however they do seem to have their drawbacks for some. One of the main problems with using a text such as *Passport*, for situations between customer - shop assistant or patient - doctor, is that one student may be playing herself as the role of a customer, homestay student guest or patient at the doctor's, for example, and developing her skills necessary for use in those situations. Cook (1996:186), argues that the other student (during a role-play for pair work), will be "pretending to be something they are not", and may well practice the use of vocabulary and strategies that they may never need to employ in their future. I disagree with Cook's view here. The student who acts as the doctor and recommends the patient to "take a course of antibiotics four times a day before meals" is developing her strategy for giving recommendations, instructions or advice. This is a particularly useful part of language study for our students who spend five

weeks on a homestay in Australia. It may be that the Japanese student's Australian host sister doesn't feel too well, and the Japanese student may then be able to suggest or recommend that the Australian student *slice some root ginger into some hot water and drink it four times a day*. The learning of such language forms also arms the learner with prediction strategies for real-life language encounters.

A ROLE-PLAY PROJECT CASE STUDY:

Part of our English conversation course has traditionally focused on learners practice their listening and speaking skills in a selection of situations that teachers tried to foresee the learners would find themselves in on their five week homestay in Australia at the end of their first year. Some main aims of the first year subjects that the learners in the English Department study here, are thus geared towards preparing students for their encounters with speakers of English in Australia. The main focus of the second semester of the first year, is more geared to activities practicing talking about Japanese culture with their homestay family.

The Course Textbook

The goals of a *social communicative* style of conversation course text such as *Passport* (Buckingham and Whitney, 1995), are usually aimed at groups of learners requiring an international use of English in another country, rather than locally in multicultural societies (Cook, 1996:186). It usefully guides our learners to generalized situations of visitors to the target country with the emphasis on tourism, travel and general survival language. Thus, *Passport* targets the students' ability to develop a more fluent communicative competence than one of grammatical perfection. It has been a text used in the past, for such purposes at this college, but using this text has also required additional supplements of realia, vocabulary and other useful communicative tasks. Units from the text were chosen and followed during the semester's conversation course, and a vast proportion of conversation class time used listening to the dialogues, guided and controlled role-play through gap filling activities, which finally culminated into a group role-play which can give the learners the opportunity to apply their newly-learned language and skills to the unit's situation. (According to Scott (in Johnson and Morrow, 1982), these role plays, along with games in the classroom create near-normal communication conditions in which students can practice). Then four weeks prior to the end of the semester, the conversation class was split into groups of seven or eight. The learners chose their own group members and brainstormed ideas for a storyline incorporating as much English that they had come into contact with, during the course using *Passport*. The instructor checked the learners' scripts and the scripts for two groups' role-plays can be found

in Appendix I. The scripts were to form the basis of a role-play that they rehearsed (-made easier for the students to do in the evenings, since nearly all of the first-year students resided in the dormitory on campus). Then they performed it and it was videotaped for them to watch and evaluate in the following, final week.

Video Recordings in the Second Language Classroom

Rivers (1989:28) and Steinbach (1999), have used video as an assessment tool in their classes; Steinbach has her students evaluate their scores with others. She says that we imagine that we behave in a particular fashion, but through filming our conversations, we may reveal things about how we talk, what we say, how we look and interact, that we didn't realize. She uses video in the classroom because it engages students emotionally, motivates them and activates multiple learning channels for optimal language acquisition. A recent paper by Sigler and Ockey (1999), describes their "Long-term role-play" for the classroom which advocates a greater time period for the students to develop their 'creativity' and contextualize their roles. They also videotape their groups and use their tapes for group and self assessment as well as feedback from the teacher.

Learner Evaluations of the Video Recordings

Whilst watching the recording in the final lesson, the learners evaluated their peers' and their own performances, based on the criteria as set out in Appendix II. Rivers (in Rivers, 1988), also supports the use of video-taping for peer-critiques, which can draw attention to weaknesses in NNS interactions in the L2. The instructor gave comments and feedback during the final session and this was developed through further class discussion as time allowed.

Questionnaire Results

After completing the evaluation task, the students respond to a questionnaire (Appendix III). How much the video-role-play activity actually *promotes* a better acquisition of English among the students in the classroom, is not known, but the substantial feedback from a de-briefing questionnaire after watching their role plays on video (Appendix III: A(i)-(ii), and (iii)-(10)), suggests that this activity is a highly enjoyable, group activity and classroom experience and *they say* that it *helps* their English. The majority of students got on well in their groups, were able to express their own ideas to other group members and helped other group members (App. III: A(iii) (1)-(2)); The students were divided on whether they thought they had enough time to prepare for or practice their role-play (App. III: A(iii) (3)-(5)); Most

students claim that they could memorize their lines in their group's script (App. III: A(iii) (6)); Nearly all of the students said that they thought role-play helps them with their English (App. III: A(iii) (7)); Over half of the students believe that role-play can teach them new skills and perhaps of those, more thought that vocabulary could be gained than those who thought of phrases or gestures (App. III: A(iii) (8)-(9)); and the majority of the students saw the purpose of role-play activity as a mixture of English practice and acting (App. III: A(iii) (7b)).

When asked about their feelings before and after the role-play performance, some of the responses were not too dissimilar to those one might expect if faced with a test. For example, before the role play, students reported that they were nervous, worried, had difficulties and some found the role play exercise troublesome, etc. After the role-play, the feedback included feelings of enjoyment, happiness, satisfaction, tiredness, relief or a feeling that they should have practiced-more!, etc (App. III: B(i)-(ii)).

After watching their and the other groups' role-plays videos, the students' feedback was again, generally positive. Most students had learned something from the role-plays. On the whole, they had learned some new ideas; how to do something using English, realised the importance of gestures, the tone, pitch and volume of voice, new words and phrases and how they worked together in their groups. They listened to and watched others groups' English; they followed the different groups' stories, reflected upon their own actions, and some realised that more or better preparation/practicing would have perhaps been beneficial to their own group's role-play. The majority of the class said they thought that role-play is a good idea in English conversation classes and gave a variety of views, even that "By moving our body we can remember conversation easily" (App. III: C(i)-(iii)).

Suggestions for improving role-plays within the students' own groups seemed influenced from watching other groups' performances and provided them with further ideas on how to improve their own group's role-plays (App. III: D(i)). As for advice towards the instructor's improvements for this style of class, students emphasised their needs for the role-play activity and gave suggestions, such as requesting the teaching of instructional English (App. III: D(ii)).

The time given for self-reflection in this role-play project, through using the role-play video footage and questionnaire, are important parts of the whole task, for students to realise their own areas for improvement. The results from the questionnaire gives a firm place for role play as a valuable activity in the English conversation classroom.

DISCUSSION:

All too often, in the Language classroom the visual cues, such as non-verbal communication (NVC), are either deduced from the cassette form of a textbook conversation, bypassed, forgotten about or at worst, ignored. Students in many conversation classes are

exposed to recorded voices on audio cassettes or compact-discs, with help from a textbook supplying still images of cartoons, sketches of people supposedly interacting in a conversation, and most are drawn from a western perspective. Native-speaker voices may predominate any discourse the learners hear, but quite a number of course texts do include voices of non-native-speakers interacting with other non-native-speakers or native-speakers (Buckingham and Whitney, 1995: *Passport*, and Gershon and Mares, 1997: *Online Basic*). An easy assumption of a lot of EFL textbooks and materials could be that when the learners hear the native speaker voice on the CD or cassette, after repetition and memorization, and practice in pairs and groups, the students will be able to comfortably hold a conversation in the English Language - achieving a near-native-speaker fluency, at best.

Capper (2000), has also noticed that "Nowhere is the neglect of NVC more evident than in the textbooks currently available to the language teacher". A view shared by Hurley (1992:262). Simon Capper surveyed 20 conversation textbooks and found only *one* of those books to supply a mere tiny array of facial expressions in picture form. He also claims that "*most* Japanese learners may never have the chance to observe and absorb the subtle nuances of non-verbal communication at first hand." I tend to disagree with this point and I suggest that a 'good' (Japanese) learner of English *will* seek out 'chances' to interact with the local NS of English. There are also movies on television and in the cinemas in the locality. I argue that those 'subtle nuances of NVC' *can* 'be observed and absorbed at firsthand'. Perhaps, in the L2 classroom, the students first need *sensitizing* in ways of '*how*' to pick up' NVC nuances whilst watching conversation in action. A proposal for this follows later.

For a small number of years, I used the course texts *Passport* and *Passport Plus* (Buckingham and Whitney, 1995, 1997), to prepare groups of first year junior college students for their five week homestay in Australia. Having watched students prepare their own role plays based upon the dialogues they have learned, observed their group work in preparing their role-play projects each semester, and watched their final role plays with them, I came to the conclusion that something vital was missing from their English language classroom.

Even though the social communicative style does not hold a view on L2 learning, it maintains that "it happens automatically provided that the student interacts with other people in the proper way" (Cook, 1996:188). Cook then suggests that L2 learning research should pay more attention this "black box model of L2 learning", as it simply claims that "it assumes little about the learning process and if the circumstances are right for the students, then something will happen in their minds." There have been vast amounts of research around first language (L1) interference with regard to SLA - and all too often, the areas of interface have centered around the problems of pronunciation and intonation. Time has surely come to observe an even greater aspect of what goes on during communication. When these learners perform and record their role-plays onto a video format, then watch their role-plays as a class and evaluate each other on a set of pre-determined criteria (see Appendix II),

it is then noticed that there seems to be a marked interference from L1 non-verbal communication, that the course text has not been able to overcome with just still images, audio materials and a solitary instructor. Cook (1996), states that "Much knowledge of interaction is transferred from the first language....Knowing how to construct a conversation in one language means it can be done in another." This may be true, however even though we all greet each other, ask questions and give answers and go about our daily activities, people do all of this "so differently in different cultures." Cook suggests that the main problem in communicating in one language compared to another are the conventions using politeness (1996:60).

Scripts, Video Recordings and "PAVD"

What is seen to be lacking in the video footage of our two role plays is, to quote from A.D. Cohen: "the knowledge of how to execute the given speech act appropriately", in the style of the target language and culture." One of the most important tasks in acquiring communicative competence in a target language is learning the rules of appropriateness" (Cohen, 1990:65). "Sounding appropriate in a target language is more than simply learning its vocabulary" (1990:71).

The students' final script drafts after being checked by the instructor are shown in Appendix I. These also have additional described areas in the students' discourse which show some variation from their actual planned, written script, or areas of marked L1 prosody (voice projection, velocities, tone, pitch, etc). To analyse the whole script and visual output from the students is much too great an undertaking for this paper, but since aspects such as prosody and NVC in pragmatics have received relatively little research to date, and Hurley (1992:262), asks how the roles of prosodic and non-verbal cues play a role in speaking *appropriately* in different languages and cultures. This provides an important area of SLA still to explore.

What we see when we watch the video tape recording of the two role-plays, are the two groups of learners' performances with memorized chunks of language which form a story that the students have constructed and practiced together. The organisation towards this production was phenomenal! They thoroughly enjoyed helping each other, forming a cohesive team, getting into character, "internalizing their roles" and "living the parts". One of the main aims of this project was to enable the students to 'feel at home' when they are on their homestay and 'fit-in' to the host community as soon as they can. However, it is felt that what actually happens in the produced role-plays was a transfer of life-themes from a Japanese perspective.

One good thing is that our learners realize that they are still *acting Japanese*, when they watch their recorded final product of their role-play, to be almost like a televised Japanese drama they have made about a plane journey or a shopping trip. It is possible that

some learners haven't had an experience of shopping or travelling outside Japan before - but that could be part of the solution. The main preparation for spoken communication towards the Australian homestay are two lessons of one and a half hours of conversation a week, over two fifteen week semesters and so, in the future, for this kind of project it will make sense to prepare these learners in the best way possible and give them as much exposure to what I like to call "Pseudo-Authentic-Visual-Dialogue"(1), (PAVD), in the form of English-speaking movies or television programmes - since I am proposing that audio cassettes alone are not adequate models.

As Wilkins (1983), points out it is a lot easier to "provide authentic written materials than authentic spoken materials", which is probably why learners have become more skilled in reading and writing. Hollywood may not be able to provide truly authentic materials but this area of PAVD are scripted to closely resemble naturally occurring conversation. Brown and Yule (1995:33), provide an interesting view of truly authentic conversations: "Most naturally occurring conversations are extremely boring, unless you happen to be an active engaged participant in one. It is quite rare that it is actually interesting to overhear a conversation unless it is about oneself or gossip." Conversations, involve local, sometimes mundane, transitory features and are concerned with mainly personal matters, and are therefore, for those active in them who need to get things done in order that they can fulfill the purpose of a task.

Cook (1996), also asks how teachers can combine the natural types of classroom interaction with natural types of language interaction outside the classroom. Just as "Just Listen", an activity which emphasizes Krashen's important SLA requirement of comprehensible input through listening and/or reading activities (Lightbown and Spada, 1996:88-89), and so proposes that it is one of the most influential and most controversial approaches to second language teaching, I would like to propose that in SL conversation classrooms, a series of "Just Watch" activities incorporating the use of video coverage outlined below, will provide a more *appropriate* comprehensible input for interacting in an even nearer NS- like *manner*:-

I recommend at least a trial survey of 'favorite actors' at the start of a course of conversation classes. Increasing my students' motivation, I asked a class of learners for their suggestions of native-speaker actors who they would most like to "observe" and "imitate" during their conversation lessons, to help improve their English speaking (and non-verbal communicative) ability:

Note: (1) "Pseudo" - refers to the semi-real nature of movies or TV shows in English which can be used as the "Authentic" materials which are "Visual" as they are used as a video which actually shows the "Dialogue" in action. Course book dialogues with audio cassettes are typically full of conversations constructed to illustrate their use of target grammar points, and so can not be seen as fully authentic, either.

29% requested Julia Roberts; 20% requested Meg Ryan; 20% requested Robin Williams; 12% requested Tom Hanks, and the remaining 19% gave a selection from a further variety of actors, for example, Audrey Hepburn and Whoopie Goldberg.

Then, during the semester, students watch segments from a selection of movies (1-5 minutes each), first without sound, to predict information about the dialogue content of the piece of the movie using only what they are able to see. This involves guessing the identity of the characters, what kind of situation they are in, the general atmosphere or mood, what they are talking about, etc. The learners are then asked why they deduced certain information - which may be based on the characters' facial expressions. Nolasco and Arthur (1996) present some workable ideas on how this can be achieved through "Gambit Recognition", "Imitation" (1996:40); "Predicting" (1996:60); "Voice Quality Assessment" (1996:61) and "Reinforcing Spoken Language with Gestures" (1996:58), etc. Rivers (in Rivers, 1988), suggests that authentic materials do not have to be difficult materials, and recommends the use of films and videotapes of native speakers interacting.

The problem with asking students to borrow a video from the library or video rental store is that it will undoubtedly have Japanese subtitles, and so learners will automatically or unconsciously read the Japanese to *learn* about the story, consequently missing a lot of the vital visual cues since their concentration will be more heavily weighted towards the written instead of the motions in the visual arena. In addition, one of the purposes of exploiting Pseudo-Authentic-Visual-Dialogues (PAVD), in the language classroom is to train the learners to be aware of certain cues in these materials. Stephen Krashen proposed the Input Hypothesis which claims that learners advance in L2 by understanding language which has forms which are a little further ahead of the learner's current knowledge, and this language being incomprehensible if taught in isolation. Krashen says that understanding these new pieces of language comes with hearing them (we add "seeing them"), in a situation and in context with other language that the learners do already know:

"A necessary condition to move from stage i to stage $i + 1$ is that the acquirer understand input that contains $i + 1$, where "understand" means that the acquirer is focused on the meaning and not on the form of the utterance."

(Krashen, in Long and Porter, 1985:214).

According to his hypothesis, Krashen says that fluency cannot be taught directly, but it will emerge naturally over time. Speech may not be grammatically accurate, but as the acquirer (note: not learner), hears and understands more input, accuracy will also improve over time. Krashen's Affective Filter Hypothesis states that Comprehensible Input (CI), can only have its effect on acquisition when the following affective conditions are optimal:

- 1) the acquirer is motivated;
- 2) has self-confidence and a good self-image, and
- 3) his anxiety is low (Krashen, in Omaggio, 1986:29).

"Role-play may help weaken the affective filter that Krashen (1985) believes inhibits students from fully participating in and gaining from classroom discussions due to lack of motivation, shyness, or apprehension."

(Fellenz & Conti, 1986, cited in Sigler & Ockey, 1999:13).

I would agree here that the affective filter was weakened when our students prepared for and performed their role plays towards the end of the semester. However, Ellis (1985:222), argues that when learners are required to produce structures beyond their competence, idiosyncratic forms are likely to result, thus contrasting with Krashen's (i + 1) hypothesis view.

Learners also learn differently: "Some learn best through the ear, some through the eye. They also learn at different rates and employ quite different strategies for understanding and retaining the material to be learned" (Rivers, 1989:23).

Capper (2000), lists some excellent classroom-based NVC awareness activities incorporating : 1) gestures; 2) head movements; 3) facial expressions; 4) eye-contact and gaze; 5) kinesics (body language); 6) proxemics (social distance); 7) haptics (touch); and 8) backchannelling, silences and breathing. Citing in his paper, the account by Hall and Hall (1990), Capper suggests that one of the reasons why Japanese learners of English find NVC in English so inherently difficult is because of the Japanese having a background of such refined high-context NVC, in contrast to lower context cultures such as North Americans and some European countries, for whom higher levels of background information are needed. He gives the suggestion that Japanese learners of English "should have a reasonable awareness of the implications of NVC in cross-cultural interactions". Therefore, in agreement with Capper, our role-plays (for example), should incorporate, all three channels of communication: Linguistic, Paralinguistic and Non-Verbal, suggesting, too, that we re-think about the weighting of each channel in our classrooms:" Do actions really speak louder than words?" How do we demonstrate these important areas of interaction so that students actually see requires the interaction? The answer: Through the use of PAVD.

Omaggio (1986), also praises the use of video in the classroom. She says that situational role-plays and interviews on videotape can provide excellent "natural, authentic, linguistic exchanges that include paralinguistic information as well.....demonstrating conventional language in a variety of survival situations...also certain conventional gestures

and other cultural features...appropriate social distance, eye contact..." Omaggio also recommends that when students watch the pieces of film, that they are attentive to "certain behaviours and conventional linguistic expressions", although she does not give much detail.

More recently than Omaggio's ideas, is the excellent introduction to using video in the classroom to help learners acquire appropriate L2 non-verbal communication, in Nolasco's and Arthur's book *Conversation* (1996). The activity "Follow Me" (p. 60) encourages the imitation and production of words and phrases and body language that accompanies them. If time is a limiting factor during a conversation course, like here, then by using segments from TV shows or movies as PAVD, and to start with, at least in the ways suggested by Nolasco and Arthur (1996: units 31-35), learners will be able to see how the language is operated in the whole context, as if they are a fly on the wall. Ellis describes the classroom to be ideal in presenting "the opportunity to control very precisely the nature of the *input* that learners are *exposed* to. This in turn allows the researcher to formulate and test very specific hypotheses regarding how particular features of a second language are acquired" (Ellis (1996:17). Findings in Porter's study (in Day, 1986), suggest that "accurate" native speaker models can help learners communicate with each other in the classroom. She also suggests that when considering the value of CI in SLA, the focus may need broadening to include the possibility of how acquisition takes place through interacting with other learners.

CONCLUSION:

We cannot expect our learners to exhibit a near-native-like fluency or communicative competency, by simply exposing them to input such as the written and audio forms of language. By fine-tuning the (comprehensible) input with more materials showing visual interaction of native speakers, whether fully authentic or PAVD, then, if the learner's L2 output shows competence in non-verbal cues: -and this means not just with appropriate gestures, head movements, facial expressions, eye-contact and gaze, but it also demands those of kinesics, proxemics, haptics, back-channeling, silences and breathing, that are closer to those of a NS, in the target language culture, then this richer output from our learners could then lead us to believe that L2 is well on the way to being successfully acquired. Thus, future studies into SLA could investigate further enhancement of learner output through role-play, if more appropriate comprehensible input, such as "PAVD", described above, is provided within a role-play class project, during a course of conversation classes.

So, do actions speak louder than words?

"We can look forward to a bright future in video as the technology continues to develop and expand options for the educational environment." (Steinbach, 1999)

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Appendix I

Students'written scripts for role-plays (i) & (ii)

*with annotations for:

selected examples of *inappropriate* prosody (double underlined),

ommissions of script during role-play (words),

vocalised additions to script (**bolded**)

Video role-play script (i)

(A = passenger B = passenger St = Stranger Dri = Driver GH = Ground Hostess)

A: Hello! I'm looking forward to our trip.

B: Me, too. By the way, do you know which bus goes to the airport?

A: I don't know. Let's ask someone about it.
B: Oh, that's a good idea. Excuse me, could you tell me which bus goes to the airport?
St: Yes. Um, 3A. You need the 3A. Where do you want to go?
A/B: London! Thank you for your kindness!
St: Not at all. Have a nice trip.
A/B: Thank you. Hurry up! The bus is coming.

(the bus stops)

A: Hello. Does this bus go to the airport?
Dri: Yes. Get on quick!
B: Thank you. Have you brought your passport?
A: Of course. Are you sure you have everything?
B: Yeah, yeah, yeah. Oh! You can see the airport!
A: Oooh! Our journey has started!
Dri: We've arrived ~~at~~ the airport!

(in the airport)

GH: Can I have your passports?
A: Yes. Here you are.
GH: What's the purpose of your visit - business or pleasure?
B: Pleasure. I'm going sight-seeing.
GH: Oh, it's great! How long will you be staying?
A: For about one week.
GH: One week. That's fine. Have a nice trip.
A/B: Thank you!

(in the plane)

A: I'm excited!
B: Me. too.
FA: Would you like beef or fish?

(A = passenger B = passenger FA = Flight Attendant 1 FA2 = Flight Attendant 2
PAS = Passenger 1 Man = Man WOM = Woman Doc = Doctor Nur = Nurse)

A: I'd like beef, please.
Thank you.
FA: How about you?
B: I'd like fish, please.

FA: And, would you like some wine?
A: I'm sorry, I don't understand. Could you repeat that, please?
FA: Would you like some wine?
A: No, thank you. Orange juice, please.
FA: Here you are.
A: Thank you.
FA: Would you like something to read?
B: Yes, thank you. This one.
FA: Here you are.
FA2: Would you like beef or fish?
Pas: I'd like beef, please.
FA2: Here you are.
Pas: Thank you.
FA: Would you like something to drink?
Pas: Coke, please.
FA: Here you are.
Pas: Thank you.

(a lot of talking in the plane).

Pas: Help me! Help me! help me!
FA: What happened? Are you OK?
Pas: Uh----I have a stomachache
FA: Is there a doctor or nurse on this plane?
Man: I'm a doctor.
Wom: And I'm a nurse!

(preparations)

Doc: How do you feel?
Pas: I have a stomachache
Doc: Oh I have medicine -
Oh no! - it's for colds and headaches! Oh no! Oh no!
Doc: When did it start?

(FA = Flight Attendant 1 FA2 = Flight Attendant 2 PAS = Passenger 1 Doc = Doctor
Nur = Nurse Ps2 = Passenger 2 Ps3 = Passenger 3 ALL Pas = All Passengers)

Pas: After the meal.
Ooh----Ooh-----

Nur: What did you eat?
Pas: Uh-- I had beef and coke.
Nur: Oh no! Lay down!
Doc: Bring me a blanket and a pillow
Ps2: I feel pain!
Ps3: Me too!
FA: Oh, my God!
Doc: I'll check you. I need your help!
Nur: Of course. I'll help you!

Doc: What in the world happened?
FA2: I'm sorry, I don't know the reason.
Nur: Wait! You can make special medicine.
Doc: Ta! Bring me orange juice and cider! Hurry up!
FA: I'll get them right away!
FA/2: Here you are!
Doc: Cider, orange juice, mixed.

(at this time, the plane wing falls off the plane unexpectedly and the students improvise well).

FA/2: Here you are
Ok, Ok, Ok.
Nur: Drink it right now!
Pas: Cheers!
Nur: How do you feel, now?
All Pas: Oooh. Ta!
FA: It's a miracle!
Doc: Hahahahaha!
Nur: Oh, I knew you could do it!
FA: Attention please. We are arriving at London Heathrow. Fasten your seat belts, please.
Pas: I feel that I have been on this plane for a long time!
Pas2: Me, too!

* * * * *

Video role play script (ii)

(At a department store)

Child: I'm thirsty, mom!
Mother: Oh, well, let's go to McDonalds!
Child: Yeah. I'm lucky! I want to drink orange juice.

(They enter into McDonalds)

Server: Excuse me, can I help you?
Mother: Yes, could I have some orange juice, please - and could I have ten hamburgers, please?
Server: Did you say *ten* hamburgers?!
Mother: Yes!
Server: OK. Just a moment, please.
Father: Are you really going to eat TEN?!
Mother: Yes, of course! I am very hungry!
Server: That comes to two thousand yen.
Father: Here you are
Server: Thank you
Here you are
Child: Thank you.

(In the electrical department)

Mother: I want to go to the **electrical** store!
Father: OK, let's go.

(on a TV in the store)

MC: Hello everyone! It's time to watch "Telephone Shopping"!
I am Katori Shingo, your MC.
Assistant: And I am Olivia, the assistant.
There are many things today, aren't there, Mr Katori?
MC: Yes, of course.
Child: Mom, "Telephone Shopping" has just started. Come on!
You watch it, don't you?
Mother: Yes, yes, yes.
Father: Hey! Come here quickly. Have you got a pencil and paper with you?
Mother: Of course!! I'm going to buy something good.
Assistant: These days, I have put on weight.
MC: Oh, that's too bad!
Assistant: I want to be on a diet. Do you know something that is a good way?

(Publicity: Act One)

Publicity 1: Ms Olivia. Well then, I can recommend this product!

Assistant: Oh!

MC: Mr _____ this product is No 1 at the moment, isn't it?

Please introduce this product to us.

Publicity 1: This product is called "Magic Diet"!

Magic Diet is very popular in America now!

Madonna also uses this!

Publicity 2: I bought it last month and now I use this every day. I have only used it for one month.

It's effect has already appeared.

Look here, it's nice, isn't it?

Child: Wow! I think Mom has been gaining weight.

So, you should try this one!

Father: I like a slender lady!

Mother: Oh? What? Uh! I'll try it then!

Assistant: I want to buy this on! By the way, how much is it?

Publicity 1: I'll tell you. Just twenty thousand yen.

MC: Ha? I think it's a little too expensive! I think so.

Publicity 1: Well then, I'll offer this one at half price as a speciality, this time.

All: Very cheap!

Publicity 1: Furthermore, dumbbells and a guidebook are added to this speciality, this time.

Assistant: Oh, please show me the guidebook.

Sure! Oh, I think it's useful for us to know how to use it!

All: I want it!

Mother: I'll absolutely buy this. Check the number!

Child: Ok!

Father: Are you going to buy again?

You have just bought a cycling machine!

Mother: That is different to this!

(scene changes, and child spills the drink)

Child: **Oh, My God!** I'm sorry Mom, I made this T-shirt dirty.

Father: Oh no!! This stain will be very difficult to get out!

Mother: There is no other way but to buy a new one.

(Publicity: Act Two)

Publicity 2: Madam!! Do you know about this strong detergent?

Assistant: I know! That detergent can get out any terrible stain!

Publicity 2: Yes! for example. I'll wash this dirty T-shirt.

MC: What? Can you clear such a dirty T-shirt?

Publicity 2: Yes! Please look!

(gives a demonstration)

All: Wow! "Miracle White" !

Publicity 2: Look! that dirty T-shirt has been made beautiful.

There are no things which that detergent cannot clear!

Father: We should buy his one.

Child: I think so, but surely this is too expensive?

Assistant: Maybe, there are a lot of people who are wondering about the cost.

Please tell us the price.

Publicity 2: It is 5 thousand Yen. Very cheap!

MC: Well, Ms Olivia, please tell us the telephone number, please.

Child: I'll take it down.

Assistant: It is 0120-444-444.

Father: Could you take it down correctly? I will call.

Company: Hello, this is the Telephone Shopping Centre speaking. Can I help you?

Father: Yes. I want to buy "Magic Diet" and "Miracle White"

Company: OK. How would you like to pay?

Father: By credit card, please. Well....how long will those products take to get to my house?

Company: A week.

Father: Oh, fast!

Company: Could I have your name, please?

Father: My name is Nagaki.

Company: Could you spell that, please?

Father: Yes, it's N-A-G-A-K-I.

Company: Thank you. And, could I have your post code, please?

Father: Oh, yes, sure. It's 9-890-8525

Company: Thank you. We hope you will be happy with your orders. we look forward to receiving your call, again. Good-bye!

Father: Good-bye!

We could buy some good things today, don't you think so?

Mother: Yes!

Appendix II

Student peer evaluation criteria form
English Conversation Classes
End of Semester Role Plays in Groups.
Peer Evaluation

INSTRUCTIONS:-

- * Whilst watching yours and the role plays by the other classes, please evaluate the plays.
- * Don't show any of your friends your evaluation sheet with the names and your scores of students.
- * When you finish, please fold your paper in half and give it to the teacher.

Here are the evaluation *criteria* (IE: "what to look for"):

1. Student made equal English-speaking contributions to the role-play;
2. Student made appropriate eye contact and gestures with other group members;
3. Student used English *hesitators*
(For example: Uhh....Mmm....Er....Just a minute....hang on.....etc);
4. Student talked clearly and her English was easy to understand;
5. Student used props well and made the role play interesting.

NOW, FOR EACH STUDENT:

Choose the most appropriate score in each of the above questions and fill in the evaluation sheet:

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5..
(EXCELLENT.....VERY GOOD.....GOOD.....ALRIGHT.....NOT VERY GOOD.....)

Appendix III

Role-play activity questionnaire feedback data

(De-briefing questionnaire with data from two classes' Role-play activities at the end of semester: The classes together total 39 students)

ENGLISH CONVERSATION : GROUP ROLE-PLAYS!

The instructor would like to know what you thought of this video-role-play activity.

Please answer these questions and give your comments:

SECTION A

(i) Did you enjoy learning in a group? Why?

Yes - but we're very busy, so it is hard for us to make the materials.

Yes, because I can learn many things from a group role play.

Yes, because working in a group is really fun. We can help each other and make it interesting to watch.

Yes because we can help each other and hear many ideas from others, not only myself.

Yes, I did.

Yes, I often hear from another good idea and made it fun.

Yes, I enjoyed it. We exchanged some ideas with each other so we could learn from each other.

Yes, I practiced many times with friends.

Yes, because we cooperated with each other.

Yes, because I can hear a variety of ideas.

Yes, it was very enjoyable.

Yes, working in a group is a lot of fun.

Yes, because I can make a good memory.

Yes, I did. It was easy for me to understand.

Yes, I could prepare for the role play with friends and enjoy it. Also, we can gather many ideas.

It depends on the group members. We could choose our own group members, so we could enjoy this group work.

Yes, it was a good chance to cooperate with friends.

Yes, I could enjoy it.

I don't say "yes", or "no", because each has good points (individual or group).

Yes, because on my own it is difficult to do a story, and if it is group work, we could get many ideas.

Yes, I can have a lot of ideas.

Yes, because it was so much fun to work with other members.

Yes, I did. If I work by myself, I can't learn what I thought, but if I work in a group, I can learn many things that I didn't notice. Yes, because a lot of ideas were hit on our brains about one thing.

Yes, I can know more about my friends.

Yes, it was useful for us to improve our English.

Yes, it's enjoyable.

Yes, because I can hear the others' ideas.

Yes, I can cooperate with my friends and it is a lot of fun.

Yes, I can get along with many friends.

Yes, we can communicate in English with each other.

Yes, because it is a lot of fun.

Yes, I did, because I can enjoy learning English with my friends, easily.

Yes, it's time was interesting to make a drama with friends.

Yes, I can make some material with other people.

yes, I like to make something in a group. It becomes good for my remembering.

No, I didn't, because I always have regret after watching the role play on video.

(ii) Did your group work well together? (Were you organised, etc?)

If "yes" or "no", please say why:-

No, our group had a lack of people.

No, I couldn't practice much.

No, we didn't, because nobody called to work together.

We should have had more practices.

Yes, we had a good organisation.

Yes.

Yes, we tried to use everyone's opinion.

Yes, we practiced a few times - in the "Silent Study Hour"! (1)

Yes, we did. I thought it was easy to understand them when we watched it on TV

Yes.

Yes, we practiced every night.

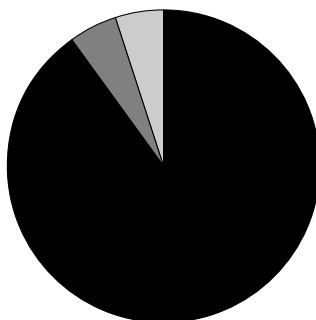
Yes, we did work hard with each other. Yes, because we discussed and worked well.

Yes, we were organised.

Notes: (1) The "Silent Study Hour" rule is in effect each night from 7:30pm to 9:20pm in the dormitory, to help students organise their time for homework, etc.

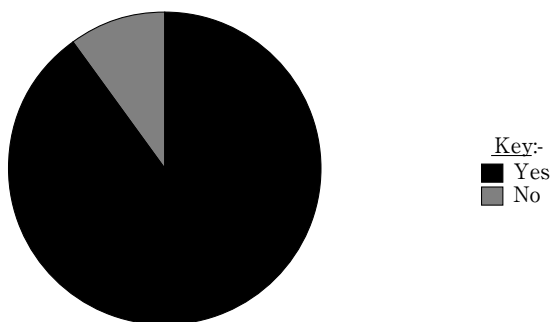
Yes, we discussed enough times, but I couldn't remember the words!
 Yes. If we had more time, we could make our pronunciation better.
 Yes.
 Yes, we could do it friendly.
 Yes, but it was difficult for us to work together.
 Yes, we tried to make our materials together.
 Yes, we worked very well. we had a little time to practice it, but we did very well.
 Yes, because we worked every day, little by little.
 Yes, everyday we worked very hard in the dorm, and we practiced a lot!
 Yes!
 Yes, because all my group members work very hard.
 Yes, because we practiced it when we had free time.
 Yes, we worked together many times.
 Yes, I collected goods for the play and practiced with other members.
 Yes, our group members made our conversation in the night.
 Yes, we did. We practiced hard and made materials hard.
 Yes, because we made some props together and practiced hard.
 Yes, we always talked about this presentation and helped each other!
 Yes: Though we couldn't meet before the role play, we were very organised!
 Yes!
 Yes, Everyone thought of this story.

(iii) More details about group work:-

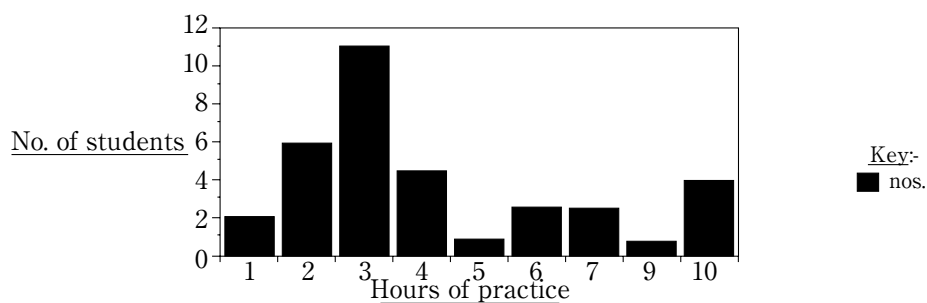


Key:-
 ■ Yes
 ■ No
 □ No answer

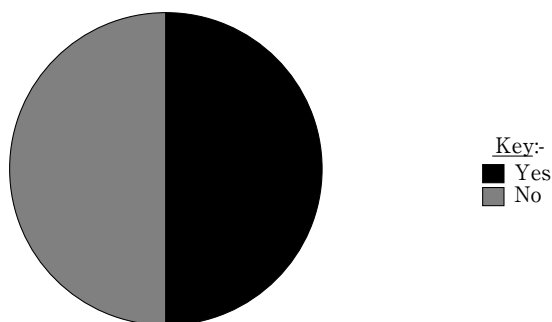
(1) I was able to express my own ideas to other members in my group



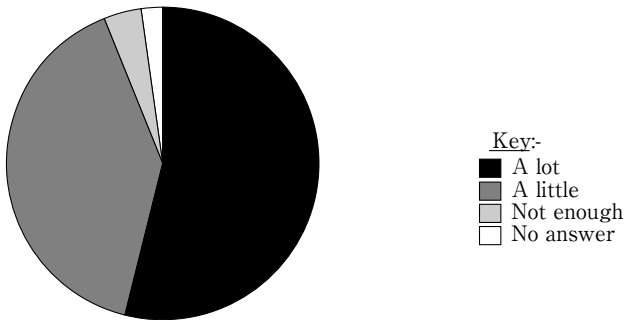
(2) I helped other members in my group



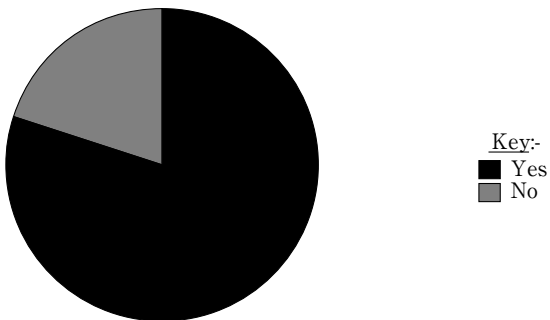
(3) The number of hours students claim they had practiced towards their role-play



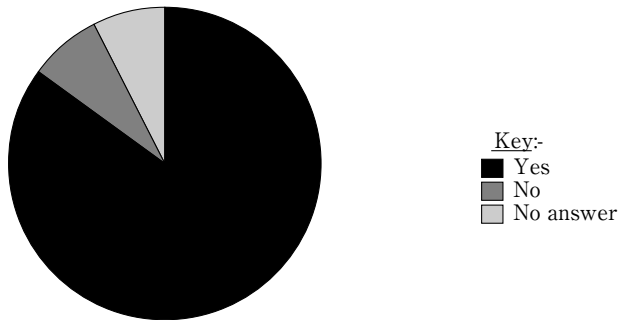
(4) Did the students think they had enough time to practice?



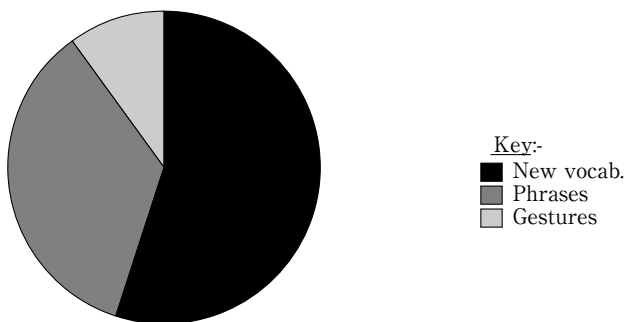
(5) How much time the students thought they had practiced in their free time



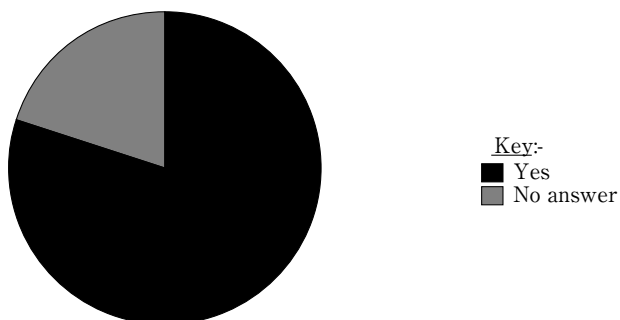
(6) Were the students able to memorize their lines?



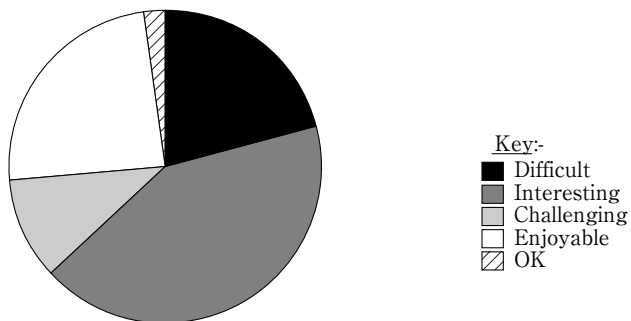
(7) Did the role play activity help the students with their English?



(8) New English language that the students say they learned through role play



(9) Do the students think that role-play can teach them new skills?



(10) General student feelings about the role-play activity

* * * Did the students find the role-play "fun"? * * *
All 39 students said "Yes"

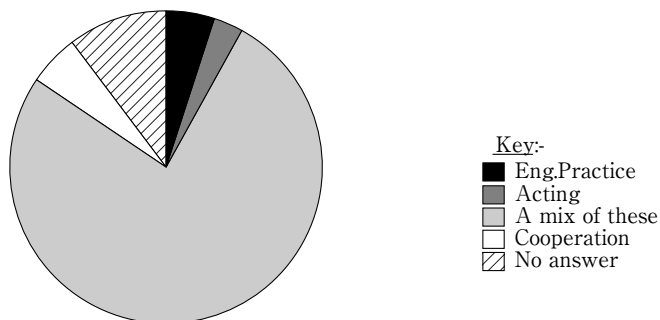
(additional responses to Q 7, "Did the role play help you with your English?", above)
If YES, how/why?

Yes, because we can imagine many situations and we can use sentences in reality; I could learn a lot of English, because I consult my dictionary about new words I don't know; I must remember some English words and must speak; I could speak English in real (not real), situations; I could memorize any English sentence that use in my life; The role play was able to review; because I can use own English; I could remember new words and review conversation classes; I could learn more words and phrases and gestures; It has reality because we must remember each phrase; I could learn; we could practice role play, we helped each other, we are getting along with each other; I can know many conversational phrases; because I learn how to have conversation and English pronounce the accent; I can learn English with gestures; I like English more and I think speaking English is very interesting; We can practice natural English and gestures; Yes because it has practiced use; I knew new words, how to use English; We used new English words when we made our lines; Because it's fun; because I could learn new English words, Because I can memorize English phrases; I thought it was useful for my English to do role play; remember phrases; I could learn new English; I learned how to practice more interesting English; I could learn some phrases; I can learn how to express in English; I can enjoy speaking English; I could know new words/phrases; I could learn new English; We can communicate with my friends and we can learn many words.

(additional responses to Q 7, "Did the role-play help you with your English?"above)
If NO, how/why?

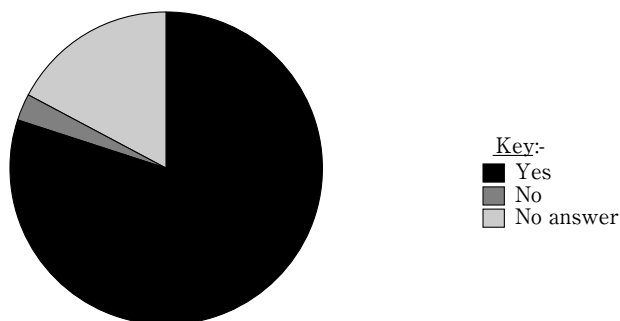
We hardly practiced because we spent a lot of time to our tools (props); I didn't speak naturally what I wanted to say.

(additional question to Q 7, above):-



Q7b What the students thought the role play was for

(additional question to Q 7, above):-



D (i) Do the students think that this kind of activity helps them with their English Communication skills?

SECTION B

Your feelings

(i) How did you feel before the role-play started?

I was worried & nervous; I was worried; worried/shy; very fun; I didn't want to do the role play; very excited; I thought it was difficult; very nervous; I was worried about it very much; worried; I felt a little nervous; I felt boring; I was thinking that I want to enjoy our role play; It was difficult for us to play it; I was so nervous; I worried about whether I can do it or not; I don't remember; It was difficult for me to role play; It's difficult so I was worried about it; I was satisfied with role play idea; I was very worrying and nervous; I felt very nervous; After I finished making the story, I thought that I like to try it; when we made the story, we hadn't decided very quickly, so I was worried about the role play; I felt that it was very troublesome, that I must do conversation and act; It was difficult for me to, so I felt nervous; I worried if we can do it well; I got nervous; nervous; nervous; I was very worried about it; I was nervous,

however, I'm looking forward to acting; I feel nervous; It would be difficult; I was very nervous; I thought that I was tired, but I enjoyed the role play; I wondered if we make the role play completely.

(ii) How did you feel at the end of the role play?

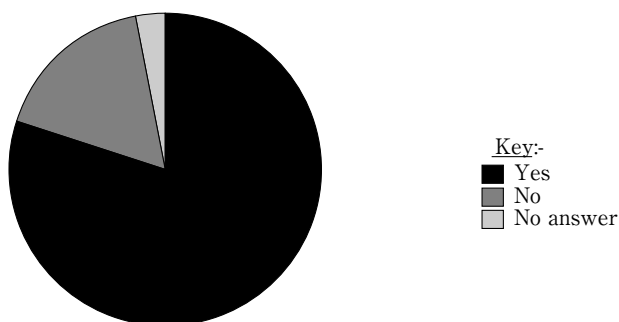
I regretted our role play I should have practiced more; I could enjoy playing I was glad to success; I was very happy; It, very nice!!; I thought it was very good; It made me happy and I was very interested and I enjoyed it; It was interesting & I was happy to finish playing; It was interesting, but we should have practiced more; happy; I was satisfied; It was interesting; I could enjoy it; I had a good time; I had to practice more; I was happy and relieved; It's very enjoyable, It was difficult, but I could enjoy it; I was very satisfied and happy; I was very nervous, but I thought it was good experience for me; I enjoyed it very much!! It was good way to improve our conversation skills; I was relieved and satisfied; we enjoy acting and exhausted but happy; my feeling was good; I enjoyed acting! It was interesting; It was fantastic thing; I was tired and relieved, but happy; We failed it; It was very interesting, I had a good study for me; I have been feeling that it's very interesting; I satisfied with our role play (I was very happy); We could enjoy ourselves, it felt nice.

SECTION C

Watching the Video/Evaluating:

(i) How did you feel after watching your's and the other groups' role plays?

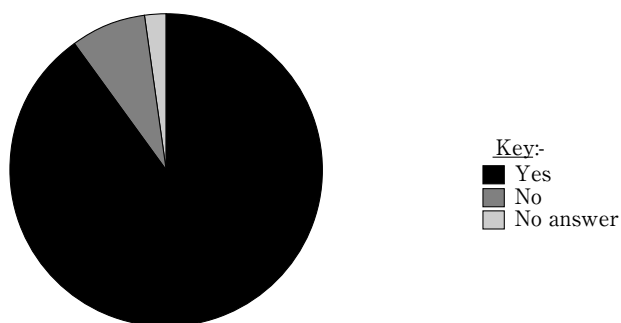
I'm satisfied with our appearance; it was very fun; It was very interesting and gave me a lot of knowledge; all the groups' plays were interesting, especially ours; I think that ours and the others are very good; It was good; I enjoy seeing it; everyone was very good; they were very interesting for me; Everyone worked good! Very good; It was good; Interesting, in particular our role play was good; It is very interesting; everyone had good effort; how interesting, they were a good job; I'm satisfied with our appearance; Everybody speaks well and interesting; Everyone was very good at English and acting; The other groups were interesting; I felt it was very interesting; everyone good; I felt all role plays were wonderful; I thought it was interesting; Everyone makes me feel good; It was great; It was very interesting; It's Ok to see the other groups' role play; Everybody is a good actress; other groups are very good I think, we should have acted more; Each group is very good; they were excellent; it was exciting; I thought how to make more funny role play; I felt it was very exciting video; It was exciting but I thought that I should have practiced more; everyone made it good it; I think that everyone have many different ideas;



C (ii) Did the students learn anything from watching the video of role-plays?

(a) If YES, what?

Acting is very difficult; My friends helped me. I can do everything with friends; When I play I had better do more over reactions; I learned about how to ask when I have stomach ache etc; I learn how to say things for the appropriate situation (and intonation); About many countries' movies; Eye contact is very important in speaking; I should speak English naturally; gestures are very important; I learned many new words and phrases; We should speak louder; I learned how difficult we think about role playing and acting; phrases; I had better do more natural conversation; one doesn't understand the contents without acting; I learned how to express; English words; I learned English expressions; conversation; there were many good ideas; I learned some new words; team work is important; acting; especially how to order; I learned new words and phrases, louder voice is better; everything; to act; It needs group work, not one person; I learned new words and phrases; I could learn how to role play for next time; they were excellent;



C (iii) Did the students think that the role-play was a good idea for teaching Eng. conv.?

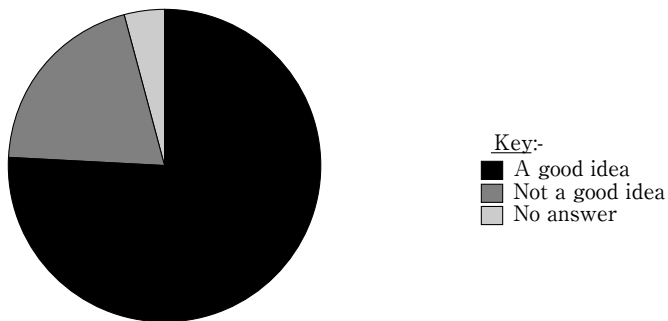
(a) If YES, why/how?

It's good for students to learn many things; because I enjoyed practicing it; role play can review with acting; It is interesting thing and we can learn some new English; we can learn more English; When we go to Australia we talk with our host family well; I can memorize

some words; by moving our body we can remember conversation easily; I can know a lot of conversation sentences; because I looked into way to converse; we can speak English in the real situation; because our conversation can improve; because I can study more interesting than other classes; It was helped having tools (props) to help remember English; because we can learn more English words and phrases; we made real situations so we can use English; It helps us to study much conversation; we can learn how to speak and how to act!; It is important to learn conversation, I think; can learn English; to do role play is useful for my English skills; don't be afraid, don't be shy, I learned about speaking in English; I can enjoy with English; we can memorize phrase in acting; we can express our thinking; we can understand to speaking is very interesting; because we can learn a lot of words and gestures; I learned that conversation IS enjoyable; Because we can learn new words and actions and feelings; I learned from daily conversation; because we can enjoy and learn new English words; I learned how to practice more interesting English; It is good for English practice; I can learn many things; we can learn about gestures and we can use many of our ideas.

(b) If NO, why/how?

I became nervous



C (iv) What do the students think of their peers awarding 20% of the course grade to them through this exercise?

"A good idea."

-Why?

Because I think that learning English isn't only speaking, writing and listening; because it is important to know how others see me; I find myself how I feel from other people and I find things which I'd better be careful of; It is a good idea because the grade makes students have opinion; because I think everyone held out; Because I want to hear many expressions; It's good because it's judged through watching others' opinions; How other students think of our play is very important to know how our play was; Giving a grade is an important thing and students helped each other; it is good for the other students to make progress in their English; Role play has many situations which may really happen; Because if we have a role play, we

don't only do grammar, but also reaction and gestures; It is important to learn from each other! and we get many things!; we can know how other people think about us; to know students' idea; The role play is very nice idea; It is a very good thing; I can know my friends' ideas; I could understand their story with ease; I don't know why!; It is also learning to watch other groups role plays; because it is not only scored from the teacher but also from students/friends (it is equal, I think); We can study English from each other, which is both good and not good; because it is good that the other students evaluate my role play; because I can't get a grade with out role play; to be evaluated by other students is a good idea.

"Not a good idea."

-Why?

Because we give our friends a good grade. I think it's unfair; I can't give other students my grade because everyone practiced very hard; We need more time to make the role play and practice; The video don't show detail; someone doesn't check carefully enough; because we are apt to check friends or not friends; Because a person surely has friends that she is on good terms or bad terms with.

SECTION D Improvements

(i) What would you have done to make your group's role-play better?

We must practice more and more, and we must speak English much more; I understand this situation, and we practiced it for a lot of time; we'll make more props and better script; I should have over-acted and over-reacted more; I should have practiced more; use props and practice hard; we should act more and speak; I thought my group's role play was good; we carry everything we could bring; we could cooperate with our friends; it was good for everyone to think the story; good; I don't have idea; I interpreted the script in Japanese to English; we should have done more gestures! besides, we should have spoken louder voice; we practiced very hard and we prepared cups, suits...when we finished, we felt satisfied!; I worked hard about writing, and thinking the content of it, acting and practicing; we thought that how to do ways which other people will understand easily; practice; making a lot of items before our playing. Those items will help make our play better, I think. Of course, practicing is important, too; try to make eye-contact; we need more practice and we have many situation places; Yes, but we had too many scenes, so we were so busy. we had better to be easy next time; more practice in acting it; to work together all the time; I thought oh, my English intonation!; we made props with all members we use everyone's opinion in the role play; more jokes; our role play was very interesting, but we should have used more English

(ii) What advice/comments do you have for these classes?

Teach "how to actions"; I think this kind of activity helps us to learn English, so I'd like it to continue; Nothing. We can understand, easily; Role play is enjoyable but difficult for students to make it; I like these interesting classes; Nothing; Role play was a very good idea and it was very fun. We could enjoy it. Please keep it; I have no idea; We want more time to make it; This conversation class is good, you taught us many gestures, phrases, feelings, so I like this conversation class; Fun, I could enjoy it. Of course, I could improve my English ability; These classes are very enjoyable, so I think no problems; Conversation class is good for me, because I learned that many words and native English; We need more time for the role play. I liked it very much so I wanted to do it better; It is better to have more time to practice in the class; I want to do more enjoyable class; Your English is fast to understand, BUT it is useful for us, so please speak English at normal speed; More role play in class!; Thank you!!!; More role play; nothing; I don't have idea; no, nothing; I think each group practiced very hard and their role play was very, very good!; I enjoyed watching their role plays; role play was very interesting and I enjoyed it. I would like to choose members by ourselves, next time; I enjoyed studying English and performing the role play. I could have a wonderful class; When I listened to your English for the first time, I couldn't understand a lot. But now I can understand better. It was good experiences and I could enjoy role play!! It was enjoyable!; I enjoyed these classes very much. Your talk was very interesting. The video is very excellent; Nothing; I could enjoy role play, so I want to play again; Role play is a good chance to enjoy speaking English efficiently.

要 旨

本稿の目的はある特定の領域のグループワークすなわちロールプレイ中に見られるインターアクションが、いくつかの点で第二言語としての英語習得に有効であるということを示すことである。また、その第二言語での学習者のアウトプットを改善するためのいくつかの「提案」もおこなう。なお、資料は、2グループ分のロールプレイの原稿、評価基準、アンケートによせられた学習者の意見を含め、補遺に付す。ここで明らかになったことは、学習者が英語習得中にどのようにしてこうしたタイプのロールプレイが有用だと知るかにに関する情報を与えてくれるだろう。