Acknowledgements

I am indebted to all the people who have helped and supported me to write this thesis.

First and foremost, I express my sincere and genuine gratitude to my supervisor, Professor Tatsuhiro Yoshida who guided me along the path of research. He is a splendid teacher, researcher and person. Although I sometimes felt like he was pushing me off a cliff and I suffered while making my way through the forest of knowledge, he was always watching out for me. He has been so good at providing the “right amount” of help which only expert teachers can. I feel so lucky to have had this opportunity to work with him and I am sure I will always respect him as my best teacher ever.

I am also grateful to all the faculties in the Department of English Language at Hyogo University of Teacher Education for providing me the classes from which I learned so much.

My thanks are extended to all the staff and nursing course students in Tatsuno Kita High School who helped me on this research project, especially, Ms. Kaoru Fukuyama and Mr. Benjamin Enman who were never hesitant in supporting me through my research lessons. I would also like to express my heartfelt gratitude to Mr. Dillon Hicks, who worked with me as an assistant language teacher of the same high school, for offering me his full support in the production of this thesis by proofreading the entire draft.

I wish to acknowledge the Hyogo Prefectural Board of Education as well, for providing me with the opportunity for graduate study. This two-year-experience has
been indispensible and I am now looking forward to going back to school and hopefully paying this gratitude by teaching my students.

I am also very grateful to my fellow students who were always so supportive and fun to be with. I learned so much from them and feel so blessed to have had them with me for these two years. I also would like to thank the colleagues in my seminar, especially my good friend, Joan Kuroda, for always offering wonderful discussions. The seminar always had a comfortable atmosphere with coffee and sweets, and I learned by experience how knowledge is socially co-constructed.

This thesis could not have been completed without the continuous support of my family. I am deeply grateful to my parents-in-law, Kazue and Kihachiro, for taking care of my children on many occasions when I could not get home early. I would not have made it through without them.

Yoko Hirohata

Kato, Hyogo

December, 2013
Abstract

English language education in Japan is currently facing several common problems. For example, 1) lessons are structured in teacher-centered ways, 2) students are treated as input-consumers, and 3) students are not provided enough opportunities to use their linguistic knowledge they have learned. In light of recent research conducted from a sociocultural perspectives, which strongly suggests students cannot learn to communicate just by having input (Lantolf and Thorne 2006; van Lier 2007; Swain 2010; Atkinson 2011), it may be necessary for the teachers to regard students as individuals with different personalities, desires, and future dreams and create learning environments. Students are thus encouraged to interact with others and become socialized in particular situations of language use. Teachers need to ‘let go’ and provide students the choice to guide their own learning process, so as to increase their agency in the classroom.

The purpose of the present thesis is to document an action-based language activity, which is hoped to contribute to the improvement of language teaching in a Japanese high school by enhancing students’ agency. To achieve this purpose, I first explain the concept of action-based teaching and learning, and several sociocultural concepts, such as “whole-person”, “agency”, “identity” and “structure and process” according to van Lier (2007). In particular, the notion of agency is discussed as a key concept.

Chapter 2 describes the research done in a class of nursing course students. In this research, the students participated in a project and gave poster presentations. The project was completed in nine consecutive lessons and data were collected by questionnaires, video- and audio-recorded conversations, students’ reflections and self-assessments. As various types of data were gathered, different methods were
applied to analyze them. The results of the questionnaires administered before and after the project were applied to a two-tailed t-test and the differences in students' perceptions toward the project learning were compared. Audio recorded conversations were transcribed and used for conversation analysis. Finally, students' responses on the reflection paper were examined and the transformation of their responses as the lessons progressed was demonstrated.

In Chapter 3, the results are discussed based on four research questions. The first research question is: how do the students transform their perceptions toward language learning by participating in the project, which aims to develop their agency? This question aims to assess enhancements in agency by looking at the transformation of students' perceptions through the results of the two questionnaires conducted before and after the project. The results indicated that students transformed their perception toward language learning by participating in the project. Research question 2 addresses how students would perceive the affordance under the learning environment the teacher created and act upon it. Through students' selection of the topic, the usage of the Post-its, and the exercise of their originality, it was observed that students perceived affordances and fully engaged in the project. Research question 3 addresses how students' agency would be enhanced through collaborative work. This cooperation during the project was observed among students working in groups. The dialog among the group members showed how agency is actually socioculturally constructed. The dialog between the presenter (S2) and the listener (S1) illustrated how S2, who was not willing to participate in this project initially, acted as if she was a teacher and had shown a connection between L2 enhancement and the development of agency. The final research question explores if the students' identities would actually be enhanced by the project, which aims to enhance students' agency. Therefore, some
reflective comments were examined which indicated that they had contributed to the enhancement of students’ L2 identity. There were many comments that indicated they had changed their ways of looking at themselves as well as their classmates. Unexpected outcomes such as interest from other English teachers and presentations for another class are also discussed in the same chapter as a consequence of a good balance between predictability and innovation in the classroom.

The present research is concluded with some remarks concerning the implications for classroom practice, limitations of the present study and future directions for research in Chapter 4. Although implementation of the AB approach in a real curriculum would be quite challenging because of time constraints, the fact that the lesson style was appealing to other teachers was a good thing and could become a factor in later adaptations in a real curriculum. Since developing students’ agency in class creates the potential for further possibilities for their future, it seems reasonable to say it would be worth the effort to provide such opportunities for language use once or twice a year.
# Contents

Acknowledgements ........................................................................................................... i

Abstract ............................................................................................................................. iii

Introduction ......................................................................................................................... 1

Chapter 1    Previous Literature  

1.1 Whole-person .................................................................................................................. 7

1.2 Agency ............................................................................................................................ 8

1.2.1 Perception / Interpretation / Action ......................................................................... 10

1.3 Identity ........................................................................................................................... 11

1.4 Structure and Process .................................................................................................... 14

Chapter 2    Research Design  

2.1 Research Questions ......................................................................................................... 17

2.2 Participants .................................................................................................................... 17

2.3 Project ................................................................................................................................... 19

2.4 Lesson Procedure .......................................................................................................... 21

2.5 Data Collection ............................................................................................................. 23

2.6 Methods of Analysis ...................................................................................................... 24

Chapter 3    Results and Discussion  

3.1 Transformation of Students’ Perceptions ....................................................................... 25

3.1.1 Results of the Questionnaires .................................................................................. 25

3.1.2 An Analysis of Students’ Reflection Notes ................................................................. 26

3.2 Language Affordances .................................................................................................... 29
3.2.1 Selection of the Topic ................................................................. 29
3.2.2 Usage of Post-it ................................................................. 31
3.2.3 Exercise of Originality ....................................................... 31
3.3 Students’ Cooperative Work ................................................. 33
  3.3.1 Dialogues among the Presenters .................................... 33
  3.3.2 Dialogues Between the Presenters and Listeners .......... 35
3.4 Enhancement of L2 Identity ................................................... 37
3.5 Unexpected Outcomes .......................................................... 39
  3.5.1 Interest from other English Teachers ......................... 39
  3.5.2 Presentations for Another Class .................................. 40
3.6 Summary ........................................................................... 40

Chapter 4 Conclusion

4.1. Implementation for Classroom Practice ............................... 43
4.2. Limitations of the Present Study ........................................ 44
4.3. Concluding Remarks .......................................................... 45

References ................................................................................. 47

Appendix A: The Evaluation Criteria ........................................ 51
Appendix B: The Questionnaire (given before the project) .......... 53
Appendix C: The Questionnaire (given after the project) .......... 61
Appendix D: The Reflection Sheets ............................................. 67
Lists of Figures

Figure 1: The Relationship between Perception, Action, Interpretation and Affordance........10
Figure 2: Predictability and Innovation in the Classroom ...........................................14
Figure 3: The Relationships Between Curriculum and Students ....................................15
Figure 4: Poster Carousel ..........................................................................................19

List of Table

Table 1: The Procedure of the Lessons........................................................................22

Lists of Excerpts

Excerpt 1....................................................................................................................34
Excerpt 2....................................................................................................................34
Excerpt 3....................................................................................................................36
Introduction

The Course of Study, or national guidelines of curriculum for foreign languages, was recently revised to place a greater emphasis on the development of learners’ communicative abilities (MEXT, 2009). Accordingly, English course titles were altered to “Basic English Communication”, “English Communication I, II and III”, “English Expressions I and II”, and “English Conversation”, with an aim to create more learning opportunities in which different language skills are used for communicative activities. The overall objective of the new course of study is described as follows:

To develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages” (MEXT, 2009, p. 1).

Although more than 20 years have passed since the Course of Study first introduced its objectives of language teaching as a means to develop students’ communicative abilities, it has been said for quite a long time that Japanese learners do not attain a functional level of English even after learning it for more than six years as a compulsory school subject. Specifically, Japan was ranked 27th among 30 Asian countries of TOEFL Internet-based and Paper-based Test scores in 2010 (ETS, 2010). It is imperative that some empirical research needs to be conducted to investigate how the national guidelines are understood and implemented at the school level, however, it is not difficult to assume that there is a huge discrepancy between national policy and classroom practice. From my experience as a language teacher, the dominant approach
to language teaching in Japanese high schools still closely resembles the grammar-translation method: i.e. after teachers present new vocabulary and targeted grammatical structures, and explain them in Japanese, students comprehend the materials presented in the textbook by translating them into Japanese word for word. Teachers provide paper tests after that to confirm how much of what was taught is learned or correctly memorized by the students.

The discrepancy between the goals of the Course of Study and classroom practices mentioned above may be occurring for many reasons, including institutional, sociocultural, or economic factors. It is thus not easy to single out particular issues that affect classroom teaching. However, this paper will focus on some of those potential misconceptions about teaching, and how language teachers typically embrace and demonstrate how these misconceptions affect language learning in the classroom. A typical assumption in traditional language pedagogy lies in the transmission of knowledge in teaching. Teachers assume that knowledge is delivered to students in a one-way, monologic format. Under this assumption, students’ learning and its outcome should be predictable and thus teachers can control the progress of teaching or learning. The structure of the classroom is typically teacher-centered and students are considered as input consumers, who rarely have opportunities to generate their own ideas by using the target language (Swain 1985, 2005).

Generally, there are three crucial problems with the current English education system in Japan:

1) Lessons are structured in a teacher-centered way.

2) Students are treated as input-consumers.

3) Students are not provided enough opportunities to use the words or phrases they have learned.
Then, how can we solve these problems? First, traditional assumptions of teaching and learning need to be altered. We should recognize that memorizing vocabulary and grammatical structures presented in textbooks, which are tested with a paper tests, is not a sufficient way to learn and use English. As Little (2004) argued that all learning results from communication, and the beginning of communication is face-to-face interaction (pp. 22-23), recent literature on second language acquisition indicates that language is best learned when learners use the language in interacting with others and sharing their ideas, opinions and feelings. In reexamining current research on interaction, Swain (2000) stated “it is dialogue that constructs linguistic knowledge” (p. 97). Her research strongly suggests that learners cannot learn to communicate simply by input alone, i.e. reading or listening to the target language.

Second, the role of students also needs to be reconceptualized. Traditional cognitive theories of SLA explain language learning as information processing, in which learners are regarded as input-consumers. I would like to argue that the cognitive perspectives lack very important pedagogical views of students, who are regarded as individuals with different personalities, desires, and future dreams. Unlike cognitivism, recent findings of research in sociocultural approaches to learning suggest that language learning enables students to gain autonomy and set goals and parameters for their own work that go beyond the confines of the original curriculum guidelines (see, for example, Lantolf and Thorne 2006; van Lier 2007; Swain 2010; Atkinson 2011).

Third, students should be given more opportunities to use language they have already learned. As mentioned above, if language is best learned through interaction with others, teachers need to create learning environments, where students are encouraged to interact with others and become socialized in a particular situation of
language use. However, in a traditional classroom students are likely to be treated the same, with the use of the same textbook pages at the same time, and implementation of the same tests measures on the same days. As Yashima (2012) stated, students now should be regarded as active participants in the learning process, in other words “as agents who can make choices regarding their behaviors and who have control over their actions” (p. 49). It is necessary for teachers to ‘let go’ and allow students to choose portions of their learning path, so as to increase their agency in the classroom.

Before moving on to the next chapter, one more issue that current English education in Japan embraces should be covered. This issue is associated with a dilemma many teachers are struggling with: even though they want to teach students English in more communicative ways, they are obliged to improve students’ English test scores so that they can pass entrance examinations for higher education institutions. The problem is that most of the exams for higher education are given in paper form and are not designed to test student’s communicative competence. As a result, teachers become overly concerned with teaching test-taking strategies, which need to be mastered before the exams. Thus, sufficient time is not available for interactional language activities in the classroom.

Although reforming institutional factors, including the entrance exam systems, is far beyond the influence of classroom teachers, there is still much to do in the classroom to improve students’ communicative abilities. The purpose of this thesis is to document an action-based language activity, which was designed to contribute to the improvement of language teaching in a Japanese high school by enhancing students’ agency. To achieve this, the concepts of action-based teaching and learning according to van Lier (2007) will be explained in Chapter 1, focusing on the notion of agency as a key concept. Then, research design will be outlined in Chapter 2, followed by some
significant findings from the analysis of the classroom research in Chapter 3. Chapter 4 will cover the conclusions. This paper will demonstrate how learner agency developed in the learning environment, in which the students made full use of the resources provided by the teacher. I would like to mention one thing about the writing style employed when I describe the classroom practice, in particular. This paper is written from the perspective of both a researcher and a teacher. Thus, when I see the classroom from a teacher’s perspective, the subject “I” or emotional expressions are sometimes used. This may make the present thesis look a little less academic, but I tried to go beyond the border between the two domains as a teacher-researcher. The present research will be concluded with some remarks concerning directions for future research and implications for classroom practice.
Chapter 1

Previous Literature

In the introduction, some issues were pointed out such as the huge discrepancy that exists between the English language policy in Japan and classroom practice, and that teachers typically embrace misconceptions about teaching and learning language. It was then demonstrated how these issues affect language learning in the classroom, and some causes were outlined. They were: 1) lessons are structured in a teacher-centered way, 2) students are treated as input-consumers, 3) students are not provided enough opportunities to use the words or phrases they have learned, and 4) teachers are obliged to instruct test-taking strategies and cannot afford to provide interactive activities within a lesson.

The question raised here is “how is it possible to find a way to improve the classroom setting to reflect the major elements of an ideal language environment, and still meet students’ academic needs?” In other words, how can we make English lessons more student-focused, where students are not treated as input-consumers but rather their agency is put in the center of the classroom under the present institutional setting?

One possible answer for that question might be found in action-based (AB) teaching and learning suggested by van Lier (2007). It is closely connected to a number of well-established approaches such as task-based, project-based or experiential learning. Van Lier (2007) did not fully explain whether they are synonymous with or subordinates of AB teaching, but they all have one thing in common; all of them emphasize the learner being an active individual (p. 48). The present chapter will review significant components of action-based teaching and
learning, which may provide some insights into innovative pedagogy in the classroom: they are whole-person, agency, perception-interpretation-action, identity and structure and process.

1.1 Whole-Person

AB teaching and learning is innovative in the sense that it highlights learners' involvement in learning as a whole person. Language teaching practices have been influenced by cognitive theories of language learning, in which students are regarded as input-consumers that receive input transmitted from the outside and compute it for output. However, a current shift toward more socially oriented views of language learning criticizes cognitive views of learning for being mechanistic and proposes a different understanding of learners and learning. For example, experiential learning, which is one of the antecedents of AB learning, also involves the "whole person" in learning. Kohonen (2001) stated:

Learning involves the whole person, including the emotional, social, physical, cognitive and spiritual aspects of personality. When we function as a whole person we have connection to ourselves, connection to other people and connection to a spiritual source of purpose and meaning in life (p. 27).

This statement shares the same ideas as van Lier's (2007) definition of whole person that is "a person with a social, embodied mind, with dreams, worries and beliefs, and in need of forging productive identities that link the personal self to the new worldly demands presented by the new language" (p. 62).
Let us look at another statement of the whole person which is made by Stoller (2006) who suggested project-based learning, another antecedent of AB:

In many projects, students are given a voice in defining both the process and the product of the project. It is possible that teacher-orchestrated efforts to engage students in project planning, in addition to the open-endedness of the project, stimulate creativity (p. 26).

The pedagogical notions of whole person above, although claimed from different perspectives to learning and teaching, agrees that they do not regard students as emotionless robots which are obedient to what a teacher told them to do, but as a group of individuals who have their own thoughts and are capable of choosing what they need for their own learning by giving them a voice, in other words, agency. The AB teaching and learning described by van Lier (2008) highlighted the role of whole-person involvement in learning, and thus, also promotes agency in various ways (p. 180).

1.2 Agency

Lantolf and Pavlenko (2001) explained that regarding students as a 'whole-person' is appreciating their human agency (p. 145). Agency has in recent years been a hot topic in the pedagogical field and numerous reports or articles were published. This section will further develop the concept of agency by reviewing previous literature.

According to Pennycook (1997), to develop autonomy and agency, one must be "an author of one's own world" (p. 45). A similar statement is made by Oxford (2003): "agency means the quality of being an active force in producing an effect" (p. 80). These two statements share the same idea that agency has much to do with having
control over behavior. However, when agency is viewed from sociocultural perspective, it is more than having control over behavior. For example, van Lier (2008) stated:

Ahearn's (2001) definition of agency as 'the socioculturally mediated ability to act' also goes in this direction, if ability is not equated with competence (as an individual possession), but rather is seen as action potential, mediated by social, interactional, cultural, institutional and other contextual factors (p. 171).

In this regard, agency is something mediated and co-constructed through interaction with others.

Let us look at Lantolf and Pavlenko's (2001) expression of agency to understand another notion of agency:

Agency is about more than performance, or doing; it is intimately linked to significance. That is, things and events matter to people – their actions have meanings and interpretations. It is agency that links motivation, more recently conceptualized as investment by Norton Peirce (1995), to action and defines a myriad of paths taken by learners (p. 146).

Similar to van Lier, they do not view agency as merely a concept that has much to do with having control over behavior. They regard agency as something linked to significance. Students do not merely learn by receiving 'input', but rather they learn by picking up the information when they perceived its significance. To get better understanding of how agency is socially co-constructed and the process of picking up
information in the environment, the relationship between perception, action, interpretation and affordance will be explained in the subsequent section.

1.2.1 Perception / Interpretation / Action

In an AB approach, perception is the key of how agency is socioculturally constructed (van Lier, 2004). Van Lier (1996) pointed out, learning something requires one to notice it in the first place (p.11) and explained this idea with the figure below (van Lier, 2004, p. 92):

![Figure 1: The relationship between perception, action, interpretation and affordance (Source: Adapted from van Lier, 2004: p.92)](image)

Figure 1 shows how learners detect or perceive affordance and utilize it. Van Lier (2000) explained the term ‘affordance’, which is coined by the psychologist James Gibson, as follows: “An affordance affords further action (but does not cause or trigger it). What becomes an affordance depends on what the organism does, what it wants, and what is useful for it” (p. 252). The interpretation of affordances differs depending on how learners perceive the relationship to themselves and the affordances that were
picked up and interpreted urge the agent to promote further linguistic action. With this concept established, learning language becomes deeply connected to learning to perceive in general.

According to van Lier (2008), it is when learners are treated as a whole person and learners are in pursuit of meaningful activity through AB learning that such perceptual learning occurs (pp. 176-177). Let us now think about an element necessary to make an activity meaningful to the learners.

Oxford (2003) stated that agency is “the power to control one’s situation, be fully heard, be free from oppression, and have choices” (p. 79). In fact, the notion of ‘choice’ is really an important key word in language learning and teaching as Yashima (2012) explained that “enhancing agency is equal to increasing the capacity for self-determination or for making choices about learning as well as the self-regulation of learning behaviors (p. 5). Swain (2005) also used the term ‘choice’ in discussing ‘linguaging’ as follows: “…it is a process accomplished by active agents who make choices about what and how they learn based on their own personal histories, constrained by, and offered affordances by, their localized environment” (p. 98).

In sum, agency leads student to linguistic action by perceiving and interpreting language affordance. Being an active and perceptive agent as an individual or a group member means being able to make choices for their learning.

1.3 Identity

Besides whole person and agency, Identity is another significant component of AB approach. Van Lier (2008) stated:
...while learning to perceive, the learner not only learns about the linguistic environment (of the target language, in the case of language learning), but at the same time also learns about himself or herself, that is, every perception of the target language is simultaneously an act of self-perception” (p. 177).

Deci (1995) also mentioned “[human] development is a process in which organisms continually elaborate and refine their inner sense of themselves and their world in the service of greater coherence” (p. 80). The point of these statements is that when we learn a language or something new, we not only perceive language but also ourselves and our relationship with society and that leads to the creation of a new identity.

The word “identity” has been defined in various ways depending on the field in which it is used (Norton, 2000). However, in this paper, students’ identity in the classroom will be focused on. The following quotations capture some of the principal characteristics of identity in the SLA setting.

Learning not primarily as the cognitive acquisition of knowledge but as a process of identification- that is, of acquiring an identity, of becoming someone or something else (Varghese, 2005, p. 37).

The work of negotiating new identities requires personal investment and engagement, things to do that make sense, and ways of doing them that are challenging, interesting, supported and satisfying (van Lier, 2007, p. 62).
Through human agency, language learners who struggle to speak from one identity position may be able to reframe their relationship with others and claim alternative, more powerful identities from which to speak, read or write, thereby enhancing language acquisition (Norton, 2013, p. 3).

The individual identity of the pupil is constructed through complex social interaction, promoting his/her development as a whole personality in response to enriching experiences in intercultural encounters (Kohonen, 2010, p. 7).

The statements above suggest there are four aspects concerning identity formation. First, acquiring new identities means becoming someone or something else. Second, negotiating new identities means doing things that are meaningful, challenging, interesting, supported and satisfying. The third is that struggling with new identities means reframing relationships with others. Finally, constructing a new identity is done through complex social interaction and promotes development as a whole personality.

All in all, one’s identity is socioculturally mediated and enhanced through meaningful activities. In this point, agency and L2 identity both contribute to L2 development. In addition, van Lier (2007) remarked that “learning an L2 involves a struggle to forge a new identity that is true to the self (van Lier, 2004). The core of identity is voice, and voice implies agency” (p. 47). From this statement, it seems safe to say that agency and identity are strongly connected and that the L2 identity will be enhanced by enhancing agency, and vice versa. The relationships of agency and identity will be considered in more detail in Chapter 3.

With that said, one might object to this claim, arguing that, if we hand over the right to choose to students and increase their capacity of making choices for their
learning, it would be very difficult for teachers to follow the lesson procedure which was predetermined. If AB teaching and learning put agency of the students as its core, then, how would that be carried out? In order to answer those questions, we need to consider two factors which constrain language lessons; structure and process.

1.4 Structure and process

When we apply AB teaching and learning to our classroom, we have to be careful because it is challenging for teachers to get rid of the tradition or the rituals of the school system. As van Lier (2007) said, it is not as easy as changing the textbook (p. 51). We have to design lesson procedures in more deliberate ways.

Van Lier (2007) said that it is the dynamism between the planned and predictable and the improvised and unpredictable that plays the essential role in developing the true AB pedagogy (p. 53). He schematizes this idea in the figure below:

![Figure 2: Predictability and innovation in the classroom (Source: Adapted from van Lier, 2007, p. 53)]
For learners not to feel lost or bewildered, the classroom needs its rituals and rules. However, the conceptual mapping above allows us to realize that there is or should be enough room to make innovations happen in the classroom and move in novel directions for learners to develop autonomy and fuel their intrinsic motivation, even in high school in Japan.

In this regard, Kohonen (2001) argued that experiential learning “entails redesigning the language teaching profession and re-culturing the schools as a collaborative work place” (p. 49). He illustrated the relationship between curriculum and students in the following ways.

![Diagram of relationships between curriculum and students](image)

**Figure 3:** The relationships between curriculum and students (Source: Adapted from Kohonen, 2001, pp. 16-17)

The transmission position (Figure 3, far left) is related to the positivistic paradigm, which aims at the mastery of discipline-based school subjects and social norms which are taught mainly through traditional teacher-centered methods. Learning is understood as a transmission of knowledge. The transaction position (Figure 3, center) is related to the interpretive paradigm, where education is considered as a negotiation process between the curriculum and the teacher or a dialogue between
the student and the teacher. The transformation position (Figure 3, far right) is connected with the critical paradigm. Its principal goals are self-actualization and personal and social change, aiming to create a more democratic society. The transformation position values the learning of students and how they change. From this, it follows that this phase resonates with an AB approach claimed by van Lier because both aim for personal growth by transforming students' identities.

Some significant components of AB teaching and learning have been seen so far and what has been missing from current English education in Japanese high schools is confirmed. In the next chapter, the research design will be described on the basis of such components, which are described as a potential solution to the problems we are facing.
Chapter 2
Research Design

In the previous chapter, several important notions of AB teaching and learning were reviewed. To find ways to solve the problems in language teaching at Japanese high schools, an AB approach, including all those notions, was implemented and its design will be explained in this chapter.

2.1 Research Questions

An important challenge was to accommodate the AB approach to the Japanese school setting in order to enhance students’ agency and L2 identity which are connected to the development of L2 language skills. To meet this pedagogical challenge, the following research questions were developed:

1. How would the students transform their perception toward language learning by participating in the project, which aims to enhance their agency?
2. How would students perceive affordance under the learning environment the teacher created and act upon it?
3. How would students’ agency be enhanced through collaborative work?
4. Would the students’ identity actually be enhanced after the project, which aims to enhance their agency?

2.2 Participants

Thirty-nine female students from a public technical high school participated in this research project. They were second-year students who majored in nursing. The
students who belong to the nursing courses learn about biology, modern medicine, pharmacology, related laws and regulations, histopathology and many others besides the ordinary subjects. Although the requirements for the students are very strict compared with the ones for the students enrolled in general courses at the same school, this course is more popular than the general course because this is the shortest career path for those who wish to become nurses. Although what English language ability certificates students possess does not fully refer to their ability, to establish a general measurement of their proficiency, they were asked about which grade certificate they possess in the questionnaire before this project. The results showed that the majority of students (29 out of 39) only had EIKEN Grade 3 certificates and there were only four of them who have passed EIKEN Grade Pre-2. The Eiken Foundation of Japan recommends that junior high school graduates should hold the EIKEN Grade 3 certificate, and intermediate level of high school students should hold the EIKEN Grade Pre-2 certificate. Comparing the students to these standards, the English proficiency levels of the students who belong to the nursing course are not as high as the average second year high school students, although admissions to the course are highly competitive because of popularity.

Since there was not much difference among their English proficiency levels, the total of 39 students were randomly assigned into groups of four or five and they worked together throughout the project. Instead of having students form the groups on their own, the teacher assigned the group this time to avoid the possible confusion. After the students started to gain momentum in the learning process, they were to be handed over more choice as will be stated later. The random group assignment did not affect their attitudes, and they rather showed positive attitudes toward working with anybody in the class. This was a good sign at the outset of the project because one of the
objectives was to encourage students to try something new and collaboratively overcome the challenges, which hopefully might lead them to a higher state of learning.

2.3 Project

The goal of the project was for the students to give a poster carousel on topics they researched. Whereas in a typical presentation setting, one student talks to a large group or audience, in our carousel presentations, four groups of the students presented their posters at the same time, while the other members of the group visited other presentations as shown in Figure 4. In this poster carousel, each group repeated its presentation three times for three different audiences. Each presentation lasted for three minutes, which was followed by a question-and-answer session for four minutes. After the Q&A session, they had a short break during which presenters discussed how to improve their talk for the next presentation and the audience wrote down their comments on Post-its and stuck them on the blackboard before they moved on to the next group. Each set of presentation thus lasted about 10 minutes in total and this set was done three times in the class.

Figure 4: Poster Carousel
The poster carousel in our study had two strong points. First, since the size of the audience for each presentation was relatively small (four to five students for each), the presenters felt less pressured. Second, by giving the same presentation three times, they were able to observe some improvement in their performances, which increased their confidence as presenters. Indeed, as mentioned already, personal investment and meaningful engagement are necessary to enhance L2 identity (van Lier, 2007). Deci (1995) referred this state as ‘optimum challenge’ (p. 66). We feel sense of fulfillment when we make an effort to achieve something. For that matter, the challenge should not be too easy nor too hard. To better understand how the students perceived the project, questionnaires were conducted before and after the project (See Appendix B and C). The result indicated that 22 out of 39 showed hesitation about participating in the presentation project before it began. There were two main reasons why learners were not willing to give a presentation. One was because they felt that their English was not good enough for this presentation project. The other was that they were afraid of speaking in front of a big audience. To lower such pressure, a small set of listeners was created and allowed presenters to repeat the presentations, and, as a consequence, active interaction was also expected.

The Q&A session took a unique form as well. This style was used because, again, when a teacher wants to foster students’ agency and L2 identity, the task should not be overwhelmingly hard for them, demotivating them to work autonomously. When their English competence was taken into account in our project, it seemed to be too hard for listeners to create the question immediately after the presentation, or even though the listeners could create some questions, it again would be too hard for presenters to answer those improvised questions. Thus, the presenters prepared three questions to be given to the audience based on the contents of their presentation in case
no questions were asked. Among those three questions, two of them were intentionally made easier such as simple yes-no questions or wh-questions referring to the contents of the presentation and the last one question was an open-ended question such as eliciting listeners' opinions. Unlike normal Q&A sessions given after the presentation, the roles of questioners and respondents were reversed and, as will be discussed in the next chapter, it was observed that the structure affected the interaction among the students.

2.4 Lesson Procedure

All nursing course students had had an opportunity to give presentations in Japanese about their experiences at nursing practicals at local hospitals. Since this was their first time to give a presentation in English, however, it was necessary for the teacher to provide some instruction and training on how to make good presentations. Having said that, since the class was taken over from another English teacher for the purpose of research, the materials and major lesson procedures were made as consistent as possible with the previous teacher's so that the content of the lessons seemed coherent. Thus, the textbook, LovEng. English Course II (Keirinkan), continued to be used as a teaching material. The reading material selected from the textbook was about the life of a late American actor, Christopher Reeve. In order to familiarize the students with the content of the material, an introductory lesson was given to them on Day 1, showing a photo slide show and some portion of the movie, "Super Man". The lessons began on January 29th and the poster presentations were given on February 19th. The following table shows the details of the lessons provided for the project.
Table 1

*The Procedure of Lessons*

<table>
<thead>
<tr>
<th>#</th>
<th>(Day)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>(Day 1)</td>
<td>Students were asked a lot of questions about the things written in the textbook to see if they understood the story. After that, part of the movie “Superman” was shown to them since most of them did not even know who Superman was. The speech Christopher Reeve gave after he had his accident at the Academy Awards Show was also shown to them.</td>
</tr>
<tr>
<td>#2</td>
<td>(Day 2)</td>
<td>Students choose the topic that fits the comment of Christopher Reeve, “A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.” Students also learned how to construct a presentation, practiced basic phrases, and understood how the content and writing of their script would be evaluated (See Appendix A).</td>
</tr>
<tr>
<td>#3</td>
<td>(Day 3)</td>
<td>Students learned the techniques needed for presentations and understood how their presentations would be evaluated (See Appendix A).</td>
</tr>
<tr>
<td>#4</td>
<td>(Day 4)</td>
<td>Students worked on the script and handed in the first draft.</td>
</tr>
<tr>
<td>#5</td>
<td>(Day 5)</td>
<td>Students re-wrote the script, start making the poster.</td>
</tr>
<tr>
<td>#6</td>
<td>(Day 6 – morning)</td>
<td>Rehearsal.</td>
</tr>
<tr>
<td>#7</td>
<td>(Day 6 – afternoon)</td>
<td>Rehearsal.</td>
</tr>
<tr>
<td>#8</td>
<td>(Day 7 – morning)</td>
<td>Poster Presentations – Session 1.</td>
</tr>
<tr>
<td>#9</td>
<td>(Day 7 – afternoon)</td>
<td>Poster Presentations – Session 2.</td>
</tr>
</tbody>
</table>

Throughout the lessons, the students were given as much choice and freedom as possible. For example, they were encouraged to choose topics that they really wanted to share with other students. Accordingly, they had to carefully select contents they wanted to incorporate into their script. This enabled their presentations to become creative and unique in designing the design of the posters as well as their contents. However, the fact that they enjoyed more freedom in their learning means that they had to be more responsible for their project. Under such circumstances, it was easy to imagine that the students, who had been immersed in the teacher-centered classroom, would get lost or feel pressured in overcoming unknown obstacles they had not experienced before. As shown by the figure of predictability and innovation in the classroom created by van Lier (2007) in the last section of Chapter 1, as a teacher, I tried to keep balance of the dynamism between the planned and predictable and the improvised and unpredictable, so as to develop students’ agency.
2.5 Data Collection

The data to be analyzed was obtained from multiple sources.

(1) Questionnaires

Pre- and post-project questionnaires were administered to the students to examine the change of their perceptions toward language learning, poster presentations, and their development between before and after the project (see Appendix B and C).

(2) Video- and audio-recorded conversations

All nine lessons including the two presentation sessions [Day 7] were videotaped with two video cameras, one of which was placed in the front and another in the back of the classroom. For recording purposes, the seating of the groups was changed for each lesson and this aimed to lessen their anxiety of being recorded near the video camera. The students' conversations or discussions during the lessons were also audio recorded and transcribed for later analyses. Conversations originally presented in Japanese were italicized.

(3) Reflection and self-assessment by the students

Finally, the students were asked to write their reflections on their learning after each lesson (see Appendix D). Before the project began, the students were instructed how to write their reflections by being presented with a procedure of the project. First, the students self-evaluated their performance indicating their confidence to the statement "We were able to conduct the activities successfully" by choosing one the followings; Definitely, Probably, and Probably not. Although a plan of the day was shown on the reflection sheet, they were not required to follow the exact plan. Rather, they were encouraged to do the task at their own pace. Then, there were some open spaces besides the goals of the day for the students to fill in their reflection comments. Those were written depending on what I asked to them write. It was not a free...
description such as a request to write comments about the day's lesson. Instead, the questions were carefully made to elicit students' responses to the activities. Since the students were asked to honestly write what happened and how they felt during the lesson and I returned my comments to them in the following lesson, the reflection sheet practically became a correspondence between the students and myself. The students kept everything they used for this project in a folder like a portfolio and their group leaders were asked to keep them in envelops. These sets of reflection sheets became one of the main sources for analysis which will be further explained in the following sections.

2.6 Methods of Analysis

As various types of data were gathered, several methods were used to triangulate the data and arrive at a conclusive analysis. The results of the questionnaire were statistically analyzed and the actual difference between the two means was compared. Audio recorded conversations were transcribed and analyzed. Due to a limitation of space, three example performances, which provided good peer to peer dialogues, were chosen for analysis. Finally, students' responses written in the reflection papers were qualitatively categorized and the ways in which their perceptions were transformed as the lessons progressed were examined.
Chapter 3

Results and Discussion

The previous chapter described the research project, which was implemented in high school English lessons. The present research and the participants of the project, lesson procedures, and methods of data collection were also illustrated. In this chapter, I would like to explicate the results of the data analyses, answering the four research questions mentioned in the previous chapter. First, the results of the two questionnaires conducted before and after the project will be compared and the changes in students’ perceptions toward the project will be demonstrated. Then, based on the analyses of the transcripts of students’ conversations, which were video-recorded during the project, four findings will be illustrated. They are 1) language affordances which emerged in the learning environment, 2) students’ cooperative work, 3) enhancement of L2 identity that were observed in students’ reflection notes, and 4) unexpected outcomes of the project.

3.1 Transformation of Students’ Perceptions

In this section, the data that were collected through the questionnaire and through the reflection notes will be looked into to see how the students changed their ways of perception in the project which aims to develop their agency.

3.1.1 Results of the questionnaires

Two questionnaires, each of which was provided before and after the students’ poster presentations, contained 12 items and the participants were asked to select one choice along a four-point scale: 1= Strongly agree, 2=Agree, 3=Disagree, and
4=Strongly agree (See Appendix B and C).

A two-tailed $t$-test was applied to two items (Question 1 and 7) among those 12 items in the questionnaire since these two items both asked the students how they perceive learning English. The analysis of the scores for Question 1, which goes "I like English" showed that the number of students who showed a positive attitude toward English learning significantly increased after the presentation ($t(38)=4.172$, $p<.01$). The same trend was observed for Question 7, which states "I want to participate in the presentation project" and significantly more students showed willingness to participate in this project after the presentation ($t(38)=9.135$, $p<.01$).

The comparison of the two questionnaire results may depict only a general picture of their development, but it seems reasonable to suppose that the students transformed their perception toward language learning by participating in the project. We would like to explore whether the general change shown above represents the development of their agency.

3.1.2 An analysis of students' reflection notes

As already mentioned, the students kept their reflection notes and other papers they had used for this project in folders like portfolios and those were collected by the leader of each group immediately after each lesson and submitted to the teacher. In the reflection notes collected after the presentation, 21 out of 39 students began their writing with negative feelings about the project. However, all of them continued those negative sentences with "but" and added their sense of achievement or confidence they had after the presentations;
- I was anxious about whether we can complete this project, but I felt a sense of achievement when the listener answered my question correctly.

- It seemed almost impossible at first, but as the project moved on, I could feel that we were getting better at English.

- I felt uneasy because I did not like speaking in front of the big audience, but as I worked with my group members, I started to have fun and was eager to present in the end.

- It seemed too hard for us to prepare for the presentation, but I enjoyed shaping this project with my group members.

- I was worried because I was not familiar with my group members, but as we worked together, we built up our friendship and had so much fun. I want to do my best with my English study in memory of this project.

- I was not sure if we could present in English so well, but I am glad I had this opportunity and I felt such a joy when our listeners understood what we wanted to say.

- I was reluctant to participate in the presentation project because I could not see the meaning of doing it in English, but it became more and more fun and I came to think that I want to be better at presenting.

- I was like "No way!" when I first heard about this project, but I came to like speaking in English thanks to this project.

- I was uneasy because I thought I might cause trouble for the group members, but it turned out to be a great opportunity because I could feel that we are getting better step by step as we practiced or presented it for three times

(Translation mine, underlines added)
The fact that the students' descriptions of the negative attitudes toward the presentation turned out to be positive experiences in the post-presentation reflection goes with the results of the questionnaires above. This shift in their perception suggests that they had unique and transformative learning experiences during the project and we will further investigate the process in the rest of this chapter.

Some also wrote what they noticed by experiencing the roles of both presenters and listeners.

- I realized how important it is to think about the listeners and find ways to have them understand what we wanted to tell them.
- I noticed that if the presenters do not have emotion or intonation of the voice, it changes whole impression.
- To make ourselves understood, we have to speak loudly and do it without looking at a paper because that makes our heads down.

(Translation mine)

It was pleasantly surprising that even those who were unwilling to join the project at first ended their reflection notes by showing their eagerness to join a future project or leaving some suggestions for the future development as follows:

- I want to try this one more time with more time.
- Next time I want to use power point.
- I want to be better at presenting by participating in this project again.

(Translation mine)
This indeed was beyond expectation. Once they got agentive and changed their perception toward English or to this project, the class shifted into a state which van Lier (2007) called “serendipity” and achieved more than expected.

3.2 Language Affordances

In the previous chapter, perception was the significant factor of agency. To develop L2 language, students need to perceive language affordance and use it for further action. Next, it will be seen that how students perceived affordance under the learning environment the teacher created and acted upon it.

3.2.1 Selection of the Topic

According to van Lier (2007), “picking up information in the environment on the basis of and guided by organismic needs and purposes” (p. 53) is one of the key factors to facilitate students’ agency. The project in the present study was designed so that the students’ rights to choose were exercised. For example, they were allowed to choose topics for their presentations although the teacher indicated a general purpose of the presentation. Before they actually chose ones for their groups, the following quote was taken from the website of Christopher and Dana Reeve foundation and was presented to the students: “I think a hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles. They are the real heroes, and so are the families and friends who have stood by them.” This quote was shared with the students and inspired them to think of their “Real Hero (Heroin)” who they thought would fit their presentation topics. Since the topic presented to the students was about a celebrity who struggled after his severe injury and disability, it was expected that this would affect their choice of their topics. In particular, since the
students were enrolled in the nursing course, they were knowledgeable about the people who are physically disabled but have done their best to fight for better lives. Most of the group met this expectation; for example, one group chose a Pakistani teen activist, Malala Yousafzai, who survived the gun shot by the Taliban and worked for the women’s right for education. Another group chose Mizuki Shigeru who lost his left arm during the World War II, but became a famous cartoonist.

However, some other groups chose topics from a different perspective, such as Lady Gaga or Steve Jobs who seemingly did not fit my assumptions. In ordinary lessons, they would have been told to change their topics, in order to fit the quote from Christopher Reeve’s episode, so that their activities would conform to the curriculum predetermined by the teacher. In our project, however, those students who chose Lady Gaga and Steve Jobs were asked the reason they thought the persons would be good for their presentation. The group who chose Lady Gaga said they knew that she had been severely bullied when she was a teenage girl but overcame that experience and became a big star. The other group who chose Steve Jobs said they intended to talk about the story of how he grew up in an adopted family and how he fought with his disease.

Christopher Reeve’s story and teacher’s guidance were perceived differently by each group, who chose different but purposeful topics. This clearly indicated that the affordance, or the relationship between properties of the material and the active learner, was different in each group and also different from the teacher’s expectation.

This interaction between the students and the teacher was important, because the conversation created a space which provided an opportunity to justify their choices and enabled them to seriously discuss the process, and eventually this reasoning was included as part of their presentation scripts. Furthermore, the interaction or negotiation between the teacher and the students contributed to the establishment of a
trusting relationship in the classroom and the students became responsible for their own learning and tried not to disappoint those who trusted their decision.

3.2.2 Usage of Post-it

As already explained, after the Q&A session, the students had a short break during which the presenters discussed how to improve their talk for the next presentation and the audience wrote down their comments on the Post-it and stuck it on the blackboard before they moved onto the next group. The Post-it idea was introduced because I wanted to give presenters some time to discuss or reflect on their presentations before moving onto the next one and, the quick comments about the presentation from the listeners became immediate feedback from their classmates at the end of the class.

It was again surprising that students were so creative in making use of the feedback. Because this project took the form of a poster carousel, time management was important. There was this one group that their Q&A session became really active, and before they asked the last open ended question to the listeners, the time was over and the audience needed to move on the next group. Rather than not asking the last question, one of the students said to the listeners, “all right, please write your answers to our last question down on the Post-it and move onto the next group.” She was so flexible that she could use the Post-it which was supposed to be for comments. She used them, instead, to summarize the answer for the open ended question, which also turned out to be significant feedback for them.

3.2.3 Exercise of Originality

During the project, some basic presentation techniques were explained and
samples of poster presentations were provided for the students. For example, they were given useful phrases, which would be useful in the presentations. They also shared a sample script which illustrated the structure of the presentation: the beginning, body and conclusion. I also demonstrated a presentation using a handmade poster. As mentioned before, this was their first time to create and present their own presentations in English. In agreement with van Lier’s (2007) idea that “on the basis of activities and emergent needs, the teacher makes resources available in the environment, and guides the learner’s perception and action towards arrays of affordances that can further his or her goals” (p.53), I designed and provided activities and tasks, which I thought would foster their development and also prepare a learning environment which could foster students’ agency.

These abundant resources and mediation given by the teacher played significant roles in guiding them to the project goal. However, the materials and resources provided by the teacher were not just passively received by the students. Rather they perceived the necessity or significance of the mediation and purposefully chose what they needed to do to complete their project. For example, in the demonstration, the teacher showed how to use finger gestures to indicate the sequence of the talk (e.g. “first, second, and third”), and most of the students imitated the gestures in their presentation. However, they also created their own gestures to make their presentation more comprehensible. For example, the group which talked about Malala Yousafzai used gestures to imply the use of a gun by acting out the movement of shooting someone. The Michael Jackson group even brought their own CD player and played his music while they were presenting. Without seeking permission from the instructor, these implementations of creativity in the overall structure of the presentations may indicate growth in the agency of the students.
3.3 Students' Cooperative Work

Van Lier (2008) pointed out that agency can be viewed as "not only an expression of individual volition, but also as a feature that can characterize a collaborative, co-constructed enterprise" (p. 169). This is because "learning occurs when the learner receives and processes information that comes from an interlocutor who has knowledge and skills at a higher level than the learner does" (van Lier, 2000, pp. 248-249) and in such case, agency is enhanced collaboratively. In the following section, the peer dialogues will be analyzed and how students' agencies were formed in dialogic ways will also be discussed.

3.3.1 Dialogues among the presenters

In the poster presentation, each group repeated their presentations three times, each time for a different audience. The presenters had a short discussion and break between the presentations. The audience wrote down their comments on the Post-its during the short break and stuck them beside the posters. In the following excerpt, we will focus on a particular group of students, which talked about Lady Gaga. In the first discussion time, the presenters did not talk much probably because they were not able to receive direct feedback from the audience (see Excerpt 1). In contrast, during the second discussion time, they were able to read the comments on the Post-its from the previous audience and realized what they should do to improve the third presentation. They even practiced pronouncing particular words, which some audience members pointed out they were not able to hear well (see Excerpt 2).
Excerpt 1 (recorded on February 19th)

S1: Mattoru aida nani shitoreba iika
wkarahen.

S2: Warattoke ba immjyanai?

S1: Warattoita ra inn?

S1: I have no idea what I am supposed to do while waiting for the next presentation to begin.

S2: Why don't you keep smiling?

S1: Is that so?

Excerpt 2 (recorded on February 19th)

S2: ((While looking at the post-it stuck to the black board) Etonnaa, ettonaa, nanyakke, yappari minna “Hair” ga wakaran mitayakara, saigoni itta mitaini, “HAIR” tte ... ((with the loud voice)).

Ss: “Hair.” ((Practice saying this word all together)).

S2: ((While looking at the post-it stuck to the black board)) Well...Let's see...I think nobody can hear “Hair”, so the word “HAIR” should be said loudly as you said it for the last time.

Ss: “Hair.” ((Practice saying this word all together)).

(Translation mine)

These two extracts show that as they repeated the presentations in the carousel, not only did they increase their fluency level by getting used to the situation but also they became more cooperative. It seemed they were just chatting right after the first presentation (Excerpt 1). In the Excerpt 2, however, S2 spontaneously checked the comments written on the Post-its and brought up an issue about the pronunciation of the word “hair”. The best part was that they practiced it together. As was discussed in the previous chapter, this conversation illustrates how student’s agency is socioculturally mediated and enforced by participating in the meaningful activity with others.
3.3.2 Dialogues Between the Presenters and Listeners

Another example of discourse illustrates how students’ cooperative work took place during the Q&A session. The two students who were mainly exchanging conversations are: S1, who was the listener in this session, was a sociable and outgoing student who always showed a positive attitude to speaking in English. S2, the presenter, was a hard worker and was always ranked at the top in test scores. She even had participated in the speech contest and won a prize, but from the teacher’s point of view, I observed she tended to somehow look down on other classmates, or perhaps even the teachers, because she was the best student in the English lessons, which were always easy for her and thus she was not satisfied with the lessons. When I observed other English classes before we started this presentation project, she was sleeping during the class and did not seem to care about the class at all. At first, she kept ignoring the lessons and it was more than obvious she was not paying attention and looked down on the class. However, as the project moved on, and through some afterschool work with her group members and teachers, she slowly started to open up her mind and one day, she told me she had decided to use only English to communicate even with her Japanese English teacher. Although these observations may sound anecdotal, this information is quite important to understand her change which will be illustrated in materials below. I was assured that she was just waiting for an opportunity which was challenging and meaningful for her. The change in her attitudes indicates that she became interested in the project and by the time this conversation was recorded, she was not anything but an active agent.
Excerpt 3 (recorded on February 19th)

S2: Why did she decide to go on a diet?
S1: Because mitaina? Chigaunn?
S2: In English.
S1: I love him!
S2: I love?? You love??
S1: Became you love him.
((laughter))
S3: Anata wa? Kanofyo wa?
S1: Became ...
S2: Became??
T: Because ...?
S1: Because Kumiko love him.
S2: Love?
S1: Love him.
S2: Love?
S1: Love him
S2: L · O · V · E?
S1: Love him.
S2: Why love?
S1: Naze?? Ee??
S2: Grammar.
S1: Grammaa?
S2: Love, not love
S1: No, no, not love ? ?
S2: Your grammar is ...no
T: Shugo nani? Shugo, shugo dare yatta?
S1: Shugo?
S3: She
S1: She love him.
((laughter))
S4: Are? Kore “S” iran no?
S1: She loves him.
S1: Because she loves him

S2: Why did she decide to go on a diet?
S1: Do we use because? No?
S2: In English.
S1: I love him!
S2: I love?? You love??
S1: Became you love him.
((laughter))
S3: You or she?
S1: Became ...
S2: Became??
T: Because ...?
S1: Because Kumiko love him.
S2: Love?
S1: Love him.
S2: Love?
S1: Love him
S2: L · O · V · E?
S1: Love him.
S2: Why love?
S1: Why?? What??
S2: Grammar.
S1: Grammar?
S2: Love, not love
S1: No, no, not love?? What? What?
What's? What's? What's?
S2: Your grammar is ...no
T: What is the subject? Who was the subject?
S1: Subject?
S3: She
S1: She love him.
((laughter))
S4: Oh, we need “s” here, don’t we?
S1: She loves him.
S1: Because she loves him.

(Translation mine)
One of the benefits of cooperative work is that it enables good learners, such as S2, and slower learners to work together. As a result, every student did their best and helped each other. In the conversation above, S2 could have just corrected the grammatical mistake S1 made, but instead, she tried to help S1 to notice her mistake by herself by giving her plenty of hints. In AB learning, which might bear some unpredictable outcome, unpredictability works in a good way and this was much more than expected. At the same time, this conversation also illustrates how S2 enhanced her L2 identity by gaining more agency. Even though she seemed so reluctant to join this project, she became really agentive enough as though she was taking a teachers' role. It seems reasonable to conclude that this was done by her transforming her L2 identity and changing her perception toward English classes by enhancing her agency.

3.4 Enhancement of L2 Identity

As van Lier (2007) mentioned "when learning a second language, new identities (ways of linking the self to new worlds and words) need to be forged that bridge the gaps between the known and the new" (p. 58). Thus, enhancement of L2 identity is, as previously stated, strongly connected to development of L2 competence. Following the theoretical framework of L2 identity, I will explicate how student's identity had been enhanced by examining students' reflections written after the project.

As seen in Chapter 1.1, acquiring new identities means becoming someone or something else (Varghase et. al, 2005, p.37). I would like to extract some comments on the reflection notes to see how they transformed their identity.

- I was afraid of speaking in front of the audience, but I could go beyond my limits thanks to this project.
- I understood the importance of **not giving up on anything**.

- I confirmed that eye contact and smiling are so important for communication, so I **would like to exploit them in my daily life and for nursing**.

- **We have to know what we can or should do to others, and who we really are, or who we want to become for the others.**

(Translation mine, underlines added)

These students described themselves as if they became new people or someone who was different from their previous selves after the project (see the underlined parts in the sentences above). These expressions clearly indicate that they had learned not only language, but also enhanced their L2 identities through the new experience of language learning.

It was also remarked earlier that new identities are constructed through complex social interaction, promoting his/her development as a whole personality and as students struggle with new identities, they reframe their relationship with others. The comments about other students were found as follows:

- I learned **how important it is to work cooperatively and help each other**.

- Through this project, I realized that each of us has different strengths, so it is **important to combine those and work cooperatively to accomplish the task together**.

- I could go through this project because **I had my group members always with me**.

- **I found new aspects of my classmates**: for example, a classmate who I thought was always quiet turned out to show leadership in the group.

(Translation mine, underlines added)
It is not always so easy to have students work in groups because of 'free riders' and the issue of fairness of the evaluation. However, I believe that as is clearly indicated in their reflections, the benefits the students gained from the successful cooperative work with their group members are as important as the development of linguistic competence itself.

3.5 Unexpected Outcomes

In Chapter 1, the structure and process of the study were discussed. Concerns about its 'unpredictability' were also mentioned. Unpredictability is sometimes threatening for teachers who are bounded by the curriculum they have to follow. However, the following fact is also known by now that it is only when we have this 'open space' that students gain their agency and make a great achievement which sometimes results in the form of unexpected outcomes like those detailed below.

3.5.1 Interests from Other English Teachers

One of the unexpected outcomes was cooperative attitudes from my colleagues. As I was working on this research, some of my colleagues from the English department demonstrated interest in my study and asked me to allow them to observe the classroom. It is unusual to have colleagues in the classroom and to allow their observation in high school because high school teachers are usually too busy to have time to visit other classrooms. However, one teacher heard about this project from the students during club activities and he was keen to participate in my class. Another teacher who was eager to learn about the class also visited the classroom and observed the study. I was lucky to have them because they asked me to join the project voluntarily. Eventually, five English teachers (including an ALT and myself) participated in the project and
helped students with their presentations. The students were happy to receive comments from the teachers they usually did not come into contact with.

3.5.2 Presentations for Another Class

There was another pleasant, unexpected outcome from this project. A Japanese teacher of English, who originally taught the class, suggested that the students should give another presentation to a group of students, who were enrolled in a different course at the school. After observing their hard work for this project and their great performances in their presentations, I was delighted to accept her suggestion. It was easy to expect that even those who hesitated to give a presentation in front of a big audience would agree to give another presentation since they had become confident after giving presentations three times already.

This plan was kept secret until the very end and I will never forget their faces when I congratulated them on their great performances and invited them to do the presentation again in front of the students who majored in electricity. I told them that this one would be just for fun, which would remove pressure from the situation. Luckily, as their reflection notes indicated, most of them had a good time giving another presentation. What was more, some students of the electricity course wrote that they also wanted to try presentation projects if they had chance.

3.6 Summary

In this chapter the data collected during the project were analyzed and the answers for the research questions presented in Chapter 2 will be stated briefly:
1. How would the students transform their perception toward language learning by participating in the project, which aims to enhance their agency?

Students' perceptions through the results of the two questionnaires conducted before and after the project were compared. The results indicated that students transformed their perception toward language learning by participating in the project.

2. How would students perceive affordance under the learning environment the teacher created and act upon it?

Through students' selection of the topic, the usage of the Post-its, and the exercise of their originality, it was observed that students perceived affordances and fully engaged in the project.

3. How would students' agency be enhanced through collaborative work?

Students' cooperation with the group members and between the presenters and the listeners was observed. The dialog among the group members showed how agency is actually socioculturally constructed. The dialog between the presenter (S2) and the listener (S1) illustrated how S2 who was not willing to participate in this project acted as if she was a teacher and has shown a connection between L2 enhancement and the development of agency.

4. Would the students' identity actually be enhanced after the project, which aims to enhance their agency?
Some reflective comments were examined and it was discussed that they contributed to the enhancement of students' L2 identity. There were many comments that indicated they had changed their way of looking at themselves as well as their classmates.

Finally, the unexpected cooperative attitudes of other English teachers were depicted. The other teacher’s cooperation actually lead to another unexpected learning opportunity for the students: that is, an additional presentation to a different group of students. Although these outcomes were described as ‘unexpected’, we believe that the final presentation was made possible as a result of the students’ development of their agency as well as the transformation in their perception toward the presentation.

In the next chapter, I will conclude the present paper and suggest some practical ideas to implement similar learning activities into ordinary classroom practice.
Chapter 4
Conclusion

The present study has so far explicated the results of the data analyses, answering the four research questions. In this chapter, potential future possibilities will be considered and also the limitations of the study will be discussed.

4.1 Implications for Classroom Practice

When I first had a discussion with the English teacher in charge of the nursing course students, she was skeptical about the success of the project because the students had never done presentations in English and they needed to learn how to do it from the beginning including the development of an understanding of the structure of the script and presentation techniques. However, I was determined to actualize this project within its constraints and to demonstrate the possibility of implementing an AB approach under the present circumstances in the classroom. Otherwise, language teachers would continue to justify the failure of such a project, just because of a need to prioritize teaching test-taking skills and downplaying the importance of developing students' communicative abilities.

After this project, the English teacher of the nursing course admitted that the project went splendidly. Nevertheless, she told me she still thought she would not be able to spend as much time as I spent to prepare for this project, because of her other duties at the school. Although I, as a teacher working under the same conditions, was very sympathetic to the teacher, I also knew that it was time for us to challenge the standard and find a better way for the students to learn. It is perhaps more difficult for teachers to change their assumptions or customs than for students to change their
perceptions toward English. This was especially so after observing that the students in the nursing course performed marvelously and enhanced their agency when the teacher deliberately created the learning environment, which was the most appropriate for the students.

4.2 Limitations of the Present Study

In concluding the study, some remaining issues need to be mentioned. First of all, although the results of the questionnaire showed the difference of students’ perceptions to some extent, different quantitative and qualitative methods need to be employed to better capture students’ agency.

Secondly, time management has to be mentioned. Although the project was conducted with nine consecutive lessons, this was possible because a lot of extra work had been done outside of the actual classroom time. After Day 5 and 6, I thought we would never finish the project if the project had been conducted at that pace. However, some students voluntarily asked me if they could make up the lost time by continuing the group work after school. I was happy to let them use the library and all the materials such as markers or iPads for their presentations, and helped them when necessary. Although they also had to study for the nursing course subjects or attend their club activities, they continued to work after school in groups for two or three hours until they completed the scripts and posters. I confirmed the importance of enhancing the students’ agency in the class and the power students have, however, at the same time, I cannot deny that this was possible because of their talents and this may not work in regular classrooms. What is more, I unexpectedly got help from other teachers for evaluating the presentations and that really eliminated my work. Without their help, it would have been much harder to go through all of that alone, especially if I had other
jobs at school. Consequently, I claim that the implementation of AB approach in a real curriculum would be possible by creating such conditions at a school.

4.3 Concluding Remarks

The purpose of this thesis was to document an action-based language project, which was designed to contribute to the improvement of language teaching in a Japanese high school. Although the project was completed within a short period of time, it suffices to say that the students fully enhanced their agency and demonstrated great performance. Here, I would like to visually depict the relationship among the significant components of our AB teaching and learning in Figure 5. This figure will help teachers to understand the structure of the AB approach and, thus, use it as a blueprint or a checklist when they actually conduct an AB approach in their classes. For the future research, I would like to suggest extending the project and conducting a longitudinal research study. Although, in practice it is not easy for language teachers to plan to implement an AB approach in the classroom, however, the fact that the lesson style was appealing to other teachers was a good thing, and could become a factor in later adaptations in real curriculum. It seems reasonable to say it would be possible to provide opportunities for such language use once or twice of a year. I believe those opportunities will allow teacher to see how students develop their language abilities and enhance their agency. What can be stated with complete certainty is this: developing students' agency in class creates the potential for further possibilities for their future.
Figure 5: The relationship among the significant components of our AB teaching and learning.
References


Appendix A

The Evaluation Criteria
The Real Hero プレゼンテーション 評価内容

提出物（10点）

- プレゼンの原稿（1回目、2回目）
- 活動記録シート（×6）
- 振り返りシート（プレゼンター用・リスナー用）

スクリプト（計24点）

<table>
<thead>
<tr>
<th></th>
<th>よくできている</th>
<th>できている</th>
<th>もう少し努力が必要</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>イントロダクション、ボディ、コクルレーションの構成になっている</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>その人物に関する事実を正確に述べている</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>自分達の意見を取り入れている</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>相手を引き込むような質問を入れている</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

プレゼン発表（計36点）

<table>
<thead>
<tr>
<th></th>
<th>とてもよい</th>
<th>よい</th>
<th>もう少し努力が必要</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>姿勢・アイコンタクト</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>聴衆に分かりやすい抑揚や速度</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>要点がまとめられたポスター</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>プレゼンの方法への工夫とチームワーク</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>活発なQ&amp;A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>タイムマネジメント</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

The Questionnaire

(given before the project)
プレゼンテーションに関する意識アンケート

番号： 名前：

プレゼンテーションとは、特定のトピックについて、自分の持っている情報や意見を、人前で理解してもらえるように発表することです。その能力育成を目指す授業を開始するにあたって、より良い授業内容の考案のためにアンケートを行いたいと思います。ご協力ください。（アンケートの回答は成績には全く関係ありませんので、感じるままを記入してください。）

1. 現時点で英語が好きである。
   a. とても当てはまる
   b. ほぼ当てはまる
   c. あまり当てはまらない
   d. 全く当てはまらない

2. 現時点で英語が得意である。
   a. とても当てはまる
   b. ほぼ当てはまる
   c. あまり当てはまらない
   d. 全く当てはまらない

3. 英語の単語や表現を読んだり、書いたりして覚えることが大切であると思う。
   a. とても思う
   b. 思う
   c. あまり思わない
   d. 全く思わない
4. 英語の単語や表現を話したり、書いたりして覚えることが大切であると思う。
   a. とても思う
   b. 思う
   c. あまり思いわない
   d. 全く思いわない

5. 英語ⅠやⅡの授業で学んだ表現を次の場面でどれくらい使っていますか。
   ① OCなど別の授業で
       a. 頻繁に使っている
       b. たまに使っている
       c. あまり使っていない
       d. 全く使っていない

   ② 授業外でＡＬＴなど外国の方に会ったときに
       a. 頻繁に使っている
       b. たまに使っている
       c. あまり使っていない
       d. 全く使っていない

   ③ 英検などの面接テストで
       a. 頻繁に使っている
       b. たまに使っている
       c. あまり使っていない
       d. 全く使っていない
4. その他（なるべく具体的に書いてください：）

a. 頻繁に使っている
b. たまに使っている
c. あまり使っていない
d. 全く使っていない

6. 過去にプレゼンテーション（弁論大会などのスピーチを含む）の経験はありますか。
中学で
① ある （ ）年生の時 （英語・日本語）で
テーマ（ ）
② ない
高校で
① ある （ ）年生の時 （英語・日本語）で
テーマ（ ）
② ない

7. 現時点で、プレゼンテーションに対してどんな意識を持っていますか。
① 英語でのプレゼンテーションを
a. とても思う
b. 思う
c. あまり思わない
d. 全く思わない

② ①でa.b.と答えた人に質問です。そう思う理由はなんですか。
③ で a. b. と答えた人に質問です。そう思う理由はなんですか。

④ 英語プレゼンテーションの授業は、あなたが将来看護師として働くにあたって必要な能力を学ぶ

機會になったと思いますか。

a. とても思う
b. 思う
c. あまり思わない
d. 全く思わない

⑤ ①で a. b. と答えた人に質問です。そう思う理由はなんですか。

⑥ で a. b. と答えた人に質問です。そう思う理由はなんですか。

8. この英語プレゼンテーションの授業でどの程度以下の能力が身についたと思いますか。（複数回答可）
1. 英語を聞く力
   a. とても力が付いた
   b. 少し力が付いた
   c. ほとんど力が付かなかった
   d. 全く力が付かなかった

2. 英語を話す力
   a. とても力が付いた
   b. 少し力が付いた
   c. ほとんど力が付かなかった
   d. 全く力が付かなかった

3. 英語を読む力
   a. とても力が付いた
   b. 少し力が付いた
   c. ほとんど力が付かなかった
   d. 全く力が付かなかった

4. 英語を書く力
   a. とても力が付いた
   b. 少し力が付いた
   c. ほとんど力が付かなかった
   d. 全く力が付かなかった
文章構成力
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった

人前で話す自信
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった

文法的知識
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった

コミュニケーション能力
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった
その他（なるべく具体的に書いてください：）

9. 英語関連の検定資格は持ってますか。

① はい → 英検 （　　級） 取得時期（　　）
その他の試験（種類：　　結果：　　）取得時期（　　）

② いいえ

ご協力ありがとうございました。
Appendix C

The Questionnaire

(given after the project)
プレゼンテーションに関する意識アンケート

番号： 名前：

プレゼンテーションの授業を受けてみての感想を書いてください。アンケートの回答は成績には全く関係ありませんので、感じまるままに記入してください。

1. 現時点で、プレゼンテーションに対してどんな意識を持っていますか。

① 機会があれば、また英語でのプレゼンテーションに挑戦したいと思う。

a. とても思う
b. 思う
c. あまり思わない
d. 全く思わない

② ①で a, b.と答えた人に質問です。そう思う理由はなんですか。

③ ①で c, d.と答えた人に質問です。そう思う理由はなんですか。
④ 英語プレゼンテーションの授業は、あなたが将来看護師として働くにあたって必要な能力を学ぶ機会になったと思いますか。

a. とても思う
b. 思う
c. あまり思わない
d. 全く思わない

⑤ ①でa.bと答えた人に質問です。そう思う理由はなんですか。

⑥ ①でc.dと答えた人に質問です。そう思う理由はなんですか。

2. この英語プレゼンテーションの授業でどの程度以下の能力が身についたと思いますか。
（複数回答可）

① 英語を聞く力
a. とても力が入っていた
b. 少し力が入っていた
c. ほとんど力が入ってなかった
d. 全く力が入ってなかった
② 英語を話す力
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった

③ 英語を読む力
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった

④ 英語を書く力
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かかった

⑤ 文章構成力
a. とても力が付いた
b. 少し力が付いた
c. ほとんど力が付かなかった
d. 全く力が付かなかった
6．人前で話す自信
a．とても力が付いた
b．少し力が付いた
c．ほとんど力が付かなかった
d．全く力が付かなかった

7．文法的知識
a．とても力が付いた
b．少し力が付いた
c．ほとんど力が付かなかった
d．全く力が付かなかった

8．コミュニケーション能力
a．とても力が付いた
b．少し力が付いた
c．ほとんど力が付かなかった
d．全く力が付かなかった

9．その他（なるべく具体的に書いてください：）

3．現時点で英語が：
a．好きである
b．どちらかといえば好きである
c. どちらかといえば嫌いである

d. 嫌いである

4. その他、今回のプレゼンテーションの授業（計8回）についての感想（プレゼンの授業をする前と後の気持ちの変化やグループでのやり取りで気づいた点、改善すべき点など）を皆さんのフォルダーなどを振り返りながら自由に書いてください。

ご協力ありがとうございました。
Appendix D

The Reflection Sheets
Lesson6 の内容を理解しよう！

<table>
<thead>
<tr>
<th>活動内容</th>
<th>できた</th>
<th>おおむねできた</th>
<th>できなかった</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 6 の内容を確認するための Work Sheet の設問にグループメンバーと話し合いながら答える (C)、(F)、(G)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>画像の音声や ALT と JT の会話を聞いて理解を試みる (A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>クリストファーリープの生涯を理解する (H)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>プレゼンのトピックをグループのメンバーと話し合う (G)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>活動内容</td>
<td>できた</td>
<td>おおむねできた</td>
<td>できなかった</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>プレゼンのトピックを決める (G)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>プレゼンテーションの構成とプレゼンテーションで使う基本的なフレーズを学ぶ (D)、(F)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>スクリプトの長さや評価基準を理解する (D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>スクリプトの例を見て理解を深める (D)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
原稿を書き始めよう！

<table>
<thead>
<tr>
<th>活動内容</th>
<th>できた</th>
<th>おおむねできた</th>
<th>できなかった</th>
</tr>
</thead>
<tbody>
<tr>
<td>プレゼンテーションの例を見ながらプレゼンする際に必要なテクニックは何か考える (A), (B)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>プレゼンテーションで必用なテクニックをグループで練習する (B), (E)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>持ち寄った資料や、インターネットのリサーチを通じてトピックの人物について、グループメンバーと共に知識を深める (G), (H)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>プレゼンの原稿の構想を考え、書き始める (D), (F)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
原稿を書き進め、1回目の提出をしよう！

<table>
<thead>
<tr>
<th>活動内容</th>
<th>できた</th>
<th>おおむねできた</th>
<th>できなかった</th>
<th>スクリプト（原稿）の作成はどうでしたか。グループ内でどんな話し合いをしましたか。また、プレゼンに対する気持ちはどのように変化していますか。</th>
</tr>
</thead>
<tbody>
<tr>
<td>プレゼンテーションの評価基準を確認する</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>開き手に分かりやすい速度と抑揚について学び、練習する</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>グループのメンバーと協力しながらスクリプト（原稿）を書きすめ、1回目の提出をする</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
活題観条件シート

A) 英語を聞く力  B) 英語を話す力  C) 英語を読む力  D) 英語を書く力
E) 人前で話す能力  F) 文法的知識  G) 友達と協力しあう力  H) その他

原稿の2回目の提出をしよう！

| 活動内容 | できた | おおむねできた | できなかった | グループ内でどのような活動をしたか。プレゼンやトピックに人物に対する今の気持ち。
---|---|---|---|---|
原稿の1回目に訂正や書き加えをし、2回目の原稿を提出する (B), (F), (G) | | | |
グループメンバーと協力して、ポスターを完成させる (D), (G), (H) | | | |
グループメンバーと相談して役割分担をし、読み合わせなどの練習をする (B), (E), (G) | | | |
プレゼンのリハーサルをしよう！

<table>
<thead>
<tr>
<th>活動内容</th>
<th>できた</th>
<th>おおむねできた</th>
<th>できなかった</th>
</tr>
</thead>
<tbody>
<tr>
<td>各グループでプレゼンの練習をする（B）、（E）、（G）</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>リハーサルで発表する（B）、（E）、（G）</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>リハーサルで分かったことをグループ内で話し合う（B）、（D）、（G）</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
活動記録シート 8・9

〜プレゼンター用〜

番号: 名前: グループのトピック: 

Date: 2月19日 ( ) 時間目

1. 今回、合計3回発表をしましたが、それぞれ思っていたように発表できましたか。

<table>
<thead>
<tr>
<th>1回目</th>
<th>2回目</th>
<th>3回目</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. よくできた</td>
<td>a. よくできた</td>
<td>a. よくできた</td>
</tr>
<tr>
<td>b. まずまずできた</td>
<td>b. まずまずできた</td>
<td>b. まずまずできた</td>
</tr>
<tr>
<td>c. うまくできなかった</td>
<td>c. うまくできなかった</td>
<td>c. うまくできなかった</td>
</tr>
</tbody>
</table>

そのわけ

2. 今回のプレゼンを自分なりに評価してみよう。（当てはまる箇所に○を記入）

3. あなたは、準備段階や本番において、グループの一員として自分の力が発揮できたと思いますか。

<table>
<thead>
<tr>
<th>a. できた</th>
<th>b. まずまずできた</th>
<th>c. できなかった</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. 姿勢・アイコンタクト</th>
<th>とてもよい</th>
<th>よい</th>
<th>もう少し努力が必要</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. 聴衆に分かりやすい声・速度・抑揚</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. 要点がまとめられたポスター</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. プレゼンの方法への工夫とチームワーク</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. 活発なQ&amp;A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. タイムマネジメント</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
理由：

4. 今回のプレゼンやその人物を通じて、学んだことや感じたことで、これから看護師として、一人の人間として取り入れていきたい（努力したい）と考えていることを書きましょう。

5. その他、今回のプレゼンの感想など自由に書いてください。
～リスナー用～

番号: 

名前: 

Date: 2月19日 ( ) 時間目

6. 今日あなたが聞いたプレゼンのグループのトピック（人物名）を3つ書いてください。

( ) ( )

7. その中で一番良かったとあなたが思うグループはどこですか。

( )

8. そのグループのどのような点が良かったですか。自分たちのグループにも取り入れたい点はありましたか。

9. Q&Aに答えることはできましたか。どのような感想を持ちましたか。

1問目 2問目 3問目
a. できた a. できた a. できた

b. できなかった b. できなかった b. できなかった

10. その他、今回のプレゼンテーションのリスナーとしての感想を何でも自由に書いてください。