

Reflections on the Use of Original Dramatized Presentations in the Classroom: Based on Direct Student Feedback

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(Received October 29, 2010)

英語授業におけるドラマ的手法を用いたスピーキング指導についての考察
- 学生からのフィードバック分析に基づいて -

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(平成22年10月29日受理)

Abstract

“Dramatized presentations” have been effectively used in the classroom for some time to assist in the learning of language. This paper presents the authors’ experience in the use of original dramatized presentations in the classroom based on and around direct student feedback. The authors’ experience includes the teaching of English as a second language in Nagasaki, Japan at both private and national universities. Based on this feedback, the use of original dramatized presentations combined with transparent peer to peer feedback and self-evaluations have been found to increase learner motivation as well as student confidence and ability in communicating in English.

1. Introduction

This paper focuses on the authors’ experience in using original dramatized presentations as part of university courses focused on increasing communicative competence. A significant part of this paper analyzes the direct student feedback related to the presentations. Reference is also made to some feedback regarding the way that the students’ results were formatted or displayed in a transparent manner. It was found that the use of original dramatized presentations in the classroom led to higher levels of student confidence and ability in

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communicating in English.

2. Background

The use of “ dramatized presentations ” has become an integral part of teaching children in many western countries. The use of such presentations are cited to assist language learning in terms of speaking, reading, writing, listening as well as social skills (Prescott 2003). More recently, the use of dramatized presentations has been extended to teaching adolescents and adult students. One form of dramatized presentation which has been widely used, is “ Reader’s Theater ” (Prescott , 2003). “ Reader’s Theater ” or “ RT ” varies a slightly from typical dramatized presentations in that it focuses on “ reading ” the script as opposed to encouraging the students to memorize the script.

In regard to English education in Japan, while there are increasing efforts to include English communicative skills from a younger age, the reality remains that most efforts are focused on preparation for university exams (Butler & Iino , 2005). At present the focus of most language (English) learning is grammar based; however, listening has been recently included in the national university exams (National Center Test for University Admissions). Most universities also provide admission via routes other than the national exam for a limited number of students. One such alternative entrance route is “ AO admission ” (Admissions Office). Depending on the individual university, in the case of English majors, a student’s communicative competence is sometimes assessed to some degree during an interview. Nevertheless, whether or not communicative competence is a requirement for entrance to a university, it is a prerequisite to communicate with most people in an international setting .

3. Method

3.1. Class Environment

Dramatized presentations were used in two regular English classes at a public university. Feedback was requested from the students regarding the presentations. The main content of this paper is based on the student comments from these two classes. Discussion or reflections relating to the student feedback will include references to prior teaching experience, including that at private universities. The two classes consisted of about 40 students with a ratio of about 1/3 female and 2/3 male students. Both classes consisted of non-English majors .

Firstly, a brief explanation of the main class content as it is related to this specific activity, was made. A textbook (Shiozawa & King , 2007), which is designed to encourage active communicative skills, was used. The textbook provides a wide variety of topics of interest for typical university-aged students, particularly topics that would most likely be discussed with overseas students or in an overseas context. The students were asked to divide themselves up into groups of 4 or 5 members. Each group was then asked to choose one of the conversations from the textbook. The students were asked to use their imagination and

create a continuation to the existing textbook conversation. The students were strongly encouraged to prepare their script directly in English, using the words and phrases that they already knew or have learned from the textbook. The reason for this recommendation is that based on the authors' experience, a script translated from Japanese tends to take on a Japanese style, often referred to as "Japanese English." Furthermore, dictionary translations of commonly used Japanese terms often result in the use of unnatural English.

Two ninety-minute lessons were given to prepare an "original dramatized presentation." A copy of the "original production" script was submitted for checking prior to the presentation. The students were told that the presentations would be videoed and made available online for self-evaluation at a later date. Evaluation of the original dramatized presentations was explained as follows: A grade would be provided by the teacher regarding the script, and every member of the class would also provide an evaluation of the actual presentation. In the case of the presenters themselves, this would be done by watching the video of their own group's presentation online.

3.2. Presentation

The presentations were performed and videoed live in front of the class. The students wrote their evaluations on a printed spreadsheet which was provided. Space was provided for comments.¹

3.3. Evaluation Criterion

The students were asked to evaluate each other's presentations. The evaluation criterion was explained prior to preparation for the presentations, and consisted of the four items listed below:

- 1 . Was body language such as eye contact and gestures used ?
- 2 . Was English actively used ?
- 3 . Was the pronunciation easy to understand ?
- 4 . Was the message conveyed effectively ?

The grades for each item were as follows:

- 1 . Poor
- 2 . So-so
- 3 . Good
- 4 . Very good
- 5 . Outstanding (Excellent)

Finally, an area was provided for comments regarding the presentation. The actual grade sheet was written in Japanese.²

The student's evaluation consists of 2 parts: firstly, as mentioned above, the peer to peer evaluation component and secondly, the teacher grades the students' script. Each component is given similar weighting (see Appendix A for a sample of the results).

3.4. Regarding the Student Feedback

The following comments were provided by the students. Similar comments have been grouped; in the case of the same or a very similar comment being made by more than one student, the number of students making this comment is indicated. The authors' comments follow the respective students' comments .

The student feedback regarding the " dramatized presentations " was requested voluntarily at the end of the final term test paper. In retrospect, it should have been requested directly after the presentations. Also, the submission should have facilitated anonymity. These factors are most likely to have weighted the feedback to be " positive " rather than " honest . " The number of students that provided feedback were 22 out of 39 students for class 1 (C1 - 56%) and 27 out of 45 for class 2 (C2 - 60%) . A lack of " spare " time in the exam for providing such information voluntarily may have prevented some students from writing any feedback .

The original student feedback was written in Japanese by the students and has been translated into English by the authors. The previous mention of " Japanese - English " in this case has to some degree resulted in " English - Japanese " . Priority has been given to translating as directly as possible rather than using " natural English " to minimize inaccuracy in representing what was actually written .

3.5. Categorization of Feedback

Based on the feedback content, the following categories have been used:

- 1 . Benefits or sense of achievement
- 2 . Enjoyment
- 3 . Feedback
- 4 . Group work cultivating friendships or solidarity
- 5 . More (would like to do this more often)
- 6 . Preparation
- 7 . Topic considerations
- 8 . Video

3.6. Students' Feedback and Authors' Comments/ Discussion

This section presents student comments as mentioned in the above sections. In regard to the specific comments, the authors' comments have been entered directly after the students' comments for convenience .

3.6.1. Benefits or Sense of Achievement

C1 (Class 1 student) . Felt it increased my English fluency significantly.

C1 . & C2 . Having to think up, structure and memorize the English was very difficult but I felt that it was of significant personal benefit. Prior to the presentation we put a lot of thought into how to get the message across effectively using such body language such as

gestures, as well as eye contact and vocal variety .

Authors' comment:

This speaks for itself and indicates the student remembered most of the elements taught during class that are essential to making an effective presentation.

C1 . & C2 . It was great that everyone did their best.

Authors' comment:

Refer to Section 6 . Students feel regret regarding lack of practice.

C2 . (Similar comments made by nine students) I felt nervous during the presentation but it was a great experience. I felt a sense of achievement , [therefore] I think this activity should be continued [for your classes in the future] . ([] added by authors to clarify intended meaning .)

C2 . Felt embarrassed presenting in front of everyone but afterward I felt great.

Authors' comment:

With nine students writing basically the same comments, it would be the most representative comment. While some degree of feeling " nervous " or " embarrassed " is largely unavoidable prior to making a presentation in front of others, imparting a sense of achievement is certainly very important in providing learner motivation .

C1 . This was a good opportunity to actively use the English we learned. If we can, it would be good to do this again.

Authors' comment:

This activity is timed late in the term to do precisely this - " to actively use the English (that we) learned " - and to provide an opportunity for the students to be able to use what they have learned, not only during the course but what they have learned to date.

C1 . Through thinking up of and writing the English script, I felt that my writing ability improved.

Authors' comment:

The opportunity for free writing is an important precursor to communicative skills.

C2 . It was a good opportunity to realize or appreciate just how difficult it is to put together a " conversation. "

Authors' comment:

Up to this point all conversations had been " provided " in the textbook and the students' were required simply to understand, comprehend and ideally to memorize the content. While this is an essential starting point, it is only a " starting point " in regard to communicative competence.

C2 . Very pleased to have received " first place. "

Authors' comment:

Some students did put much effort into the preparation and practice of their presentations.

3.6.2. Enjoyment

C1 . Memorizing the English phrases was difficult but enjoyable. I am very pleased that I have been able to remember such English phrases.

Authors' comment :

Memorizing the English phrases mentioned is very important as a first step because such phrases often give the students the confidence to " start a conversation " in English where many students would simply be at a loss for words and confidence and say " nothing . " The concept of having the students reading out loud using shadowing and repeating is emphasized in these classes. Reference in class is also made to " Crazy English . " (Yunbao & Huaying , 2008)

C1 . It is rare and enjoyable to be able to speak with other students in English.

C1 . Very reluctant at first but I enjoyed it.

C1 . Both practice and actual presentation were enjoyable.

C1 . (two students) Enjoyable.

C2 . Watching the other groups' presentations was enjoyable.

C2 . It was a good experience.

Authors' comment :

While the aspect of " enjoyment " for entertainment may be questioned in terms of educational value, the fact that they are enjoying " listening to English " is somewhat significant in terms of learning motivation. Encouraging students to speak with each other " in English " even " just for fun , " or as a " status symbol " is an excellent way to both maintain and continue to improve their current communicative skills .

The term " enjoyable " in Japanese *tanoshi* does, however, bring with it some concerns. Firstly, at a global level Japanese universities are often referred to as a " leisure land " (Hayes , 1997) , particularly at lower level private universities (Clark , 2010) . Secondly, in regard to enjoying or liking " English , " a nationwide study investigating the attitudes of young Japanese people towards learning English concluded that while " liking English " for some people will lead to effort in learning English, for most Japanese people it is simply the more politically correct stance to take in an age of globalization but unlikely to result in any action (Ryan , 2009) .

3.6.3. Feedback

C2 . I was encouraged by the positive feedback that I received from others in the evaluation .

C2 . It was great to receive a lot of good student feedback.

Authors' comment :

Usually the students are told that all feedback will go back to the evaluated students, and as such comments of a positive or constructive nature are encouraged. This time, however, this aspect was overlooked and did result in some less than constructive feedback returning to students as is noted below .

C2 . Unkind student feedback (presentation evaluation comments) should have been deleted before being shown to everyone .

Authors' comment :

Such a comment/s should have been deleted or modified to say the same thing but in a kinder manner .

C2 . I was encouraged to receive a comment from a student/s who empathized with my group being made fun of though we did our very best .

Authors' comment :

The aspect of respecting one another's efforts needs to be emphasized .

3.6.4. Group Work, Cultivating Friendships and Solidarity

C1 . It is rare and enjoyable to be able to learn English in a group environment .

C1 . Practicing English together as a group created a sense of " solidarity . "

C2 . This was a great way to get to know others in the class .

Authors' comment :

This comment addressed two aspects: firstly, it pointed out that this was a " rare opportunity , " and the other aspect was that of " as part of a group . " Japanese as a whole tend to have greater group awareness compared to Western counterparts, who lean toward individualism. For Japanese people, working together in groups is quite typical; however, in regard to working together on an English related task, this is rare. The authors have noted that many textbooks and university syllabi are including group work activities .

C1 . This activity has enabled me to be able to make friends .

Authors' comment :

The aspect of fostering peer friendship is usually very desirable and something that many Japanese universities work very hard at (authors' personal observations) .

3.6.5 More (Would Like to Do This More Often)

C1 . Please continue this activity .

C2 . I would like to do this more often .

C2 . Great system. Please continue it .

Authors' comment :

As previously mentioned this is referring to retaining this activity in this classes' syllabus. In regard to " more often , " a similar presentation could be held early in the term and again later in the term to be able to assess any change in communicative competence .

3.6.6. Order, Group Selection

C1 . Didn't do well as a group, next time would like to do it with different group members .

C2 . It must have been unnerving to have been first up .

C2 . It would have been better for the teacher to have divided the class into groups randomly .

Authors' comment:

The balance between maintaining the momentum of existing friendships at the expense of resulting in exclusive clichés versus encouraging new friendships and potentially new stimulus though random group assignment is a difficult decision for the teacher. In the case of diligent students “ getting together ” and practicing outside of class time, it is probably more likely to occur amongst existing friends.

3.6.7. Preparation

C1 . We would have liked to have seen the work of previous years' presentations .

Authors' comment:

This is a great idea and, implementation of this is planned. In this regard, permission will be necessary from the award winning presentations (first, second and third places) groups.

C1 . We wanted more time to prepare .

C1 . Wanted to have practiced more.

C1 . We didn't practice and received the lowest grade we but can't complain. I wish we had practiced diligently like the group that came in first.

C1 . & C2 . We wanted more time to practice things such as gestures and, vocal variety and to be able to come up with more original or dramatic ideas.

C2 . There was not enough time provided to prepare.

C2 . Preparation time was sufficient.

Authors' comment:

The authors feel that using two classes is probably about right. However, the main issue is how effectively each group used the two classes. The final result will naturally reflect a combination of individual group dynamics, creativity, organization and English ability.

C2 . We realized that we did not practice enough. However, other groups did very well.

Our presentation was terrible. We should have practiced more. Everyone else did their best, but we just read from our scripts, our pronunciation was poor and, we did not speak loud enough. We should have done it properly.

Authors' comment:

Such realization is better late than never. While for some talented individuals “ winging it ” may be fine, for the average student practice is the key.

C2 . We planned to memorize the content but unfortunately didn't. We should have practiced more.

Authors' comment:

In the case of a “ dramatized presentation ” memorizing the script makes “ drama ” possible. That is, using eye contact, gestures as well as more heart-felt vocal variety in getting the message across becomes possible.

3.6.8. Topic Considerations

C1 . The variety of presentation topics and styles was interesting.

Authors' comment:

Although the textbook was used as the base, many of the groups were creative in putting together a variety of interesting continuations to the textbook conversations. Likewise, many of the groups put some " excitement, " " drama " or " life " into the presentations. This effort was clearly reflected in the peer to peer (student) evaluations.

C2 . It would have been easier if the topic had been set/fixed rather than been left open to our imagination.

Authors' comment:

The topics have been fixed but the content was left entirely to the students' imagination. For example, last year the assigned topic was " Creating a manifesto to win the hearts of the people " as the main topic of national interest at that time (" You are part of a new political party. Your committee is in charge of education. You must create a manifesto to win the hearts of the public. "). This topic really had the students think but the inherently specialized vocabulary made it difficult to get the message across in a manner everyone could understand. Prior to that topic, the topic was " What shall we do with 30,000 Yen ? . " Students' handling of this tended to vary. While many students wrote heart moving scripts about how they could use the money to help the poor and needy, an increasing number of students choose gambling. Although the authors naturally believe in freedom of choice, they freely chose to change the subject in order to encourage the students to make more desirable " free " choices.

3.6.9. Video

C2 . Being able to see the videoed presentation later online was very helpful.

C2 . After seeing the video we realized that our presentation was terrible and we wanted to redo it. We needed gestures and, we wanted more time to prepare.

Authors' comment:

The aspect of " self-evaluation " is considered an essential part of the overall evaluation process, and videoing the presentations and making them available for viewing online makes this convenient .

C2 . I felt nervous/ embarrassed to be videoed.

Authors' comment:

This process is essential for self-evaluation purposes. The wide spread of video technology has largely reduced students' reluctance to being videoed.

3.7. General Issues and the Use of Transparent Results

In this section, a number of issues raised informally by the students are introduced and the authors' comments are included in the same manner as in the previous section .

3.7.1 Presentation Order

' It's time for your presentation, you are first up... the camera is rolling. ' A number of students commented that " being first on is particularly unnerving. " A number of possible options under consideration to balance the " first up " syndrome are as follows:

- 1 . If previous year's student presentations are on record (videoed), previous best efforts could be shown to the class to set the standard as high as possible and yet at the same time to set a realistic standard. That is, it was last year's students in the same class, not a team of professional actors and/ or actresses.
- 2 . The first up group/ students could be given the option to present again after all other presentations have finished if they wish to do so.

However well or poorly the first presenters do, it tends to set the stage for the following presentations. If the presentation is excellent, it will inspire others to do better, but if the presentation is poor, it may lower the standard and result in others following suit. It may cause some to feel more relaxed and to do better or worse than they could/would have done. Some possible options to counter this problem that have been successfully used by one of the authors is to have each group present informally to the teacher before presenting to the class to " pre-evaluate " the presentation and then choose a presentation that will be most likely to inspire the class to excellence. The purpose of this pre-evaluation is usually to check the students' pronunciation.

On the subject of peer to peer evaluations, one of the authors modeled the best and the worst in class in regard to each of the items to be evaluated. However, this could be extended to have students' grade previously videoed presentations to increase their consciousness of the key aspects of an effective presentation in order to improve their own presentations while at the same time to increase the consistency of the peer evaluations. The aspect of prior evaluator training is a key part of most major evaluating agencies (Inage & Lawn , 2006).

3.7.2. Evaluating a Group Presentation

In regard to group presentations, the evaluation was very difficult. A number of students commented on this. It is not uncommon for the group to be made up of members varying in levels of motivation and linguistic ability. How does one give a single grade for a group consisting of members who presented brilliantly and yet also included some members who presented very poorly ? No matter how the group is evaluated, it will not reflect fairly on all group members. Giving an average grade is perhaps the only fair option but this does not accurately reflect the efforts of either the outstanding or the poor presenters. Consequently, some form of feedback to the individuals would be better, but this would require all class members to know who each of the presenters is. To accomplish this some form of visual labeling could assist or reference to the presenter's role depending on the form of the presentation. The purpose of group work in regard to a presentation is not only for mutual inspiration or synergy but also for nurturing a sense of responsibility or accountability.

This particular aspect is usually very well understood in Japanese society as a whole .

3.7.3. Choice of Topic

As for the choice of topic, as mentioned previously in the Class Environment section, the classes were divided into groups and asked to choose one of their existing textbook's conversations. Each group then used their collective imagination to create a continuation of the conversation. The advantage of this approach was that it encouraged full usage of the textbook content. The negative side of this was it limited the level of creativity compared to previous years' students' presentations. As mentioned earlier in the Topic Consideration section, previously the topic was fixed but the contents were entirely left up to the student's imagination. This tended to result in greater creativity, excitement, drama and content that extended far beyond typical " textbook " content. A sample of a group's script is provided in Appendix D .

3.7.4. Display of Presentation Results

Appendix A gives a sample of actual class results(without the student's specific names). At the end of the course, students were asked to comment on the peer comments that they received and on the results display format. These comments overlap a little with the Feedback section 3.6.3 . These comments were submitted by email or via an e-learning system (iPortfolio) after the course had ended.

3.7.5. Student Comments Regarding Peer to Peer Comments

Student comments:

- I was pleased to receive feedback indicating that I made good/ appropriate use of gestures. The comment was also made that my presentation could be made even better by looking up, that is making better eye contact with my audience .
- I was evaluated much better than I'd expected.
- I was glad to be evaluated much better than I'd expected. I was particularly pleased to be evaluated highly in the area/s where I put in a lot of effort.
- The use of peer to peer evaluation ensured that we listened very carefully to each other's presentations so that we can evaluate accurately.
- I felt that I was far from being able to speak well.
- After seeing the results of everyone's evaluations, we were very pleased that we put effort into the dramatized presentation.

Authors' comments:

While the number of respondents was small, the feedback was generally good. A sample of actual peer to peer comments can be seen at <http://murraylawn.org/sampledisplay/sampleresults.mht> by selecting the " comment " / " コメント " tag at the bottom left-hand side of the display. These sample comments are related to one of the previous years , " Creating a manifesto to win the hearts of the people "classes' dramatized presentations(in Japanese).

3.7.6. Student Comments on the Results Display

The results are shown in Appendix A or online at <http://murraylawn.org/sampledisplay/sampleresults.mht> (*in color*). Regarding the display of results in this format, the students provided the following comments. As the original display and comments are in Japanese, the original Japanese comments can be seen in Appendix C.

Student comments:

- Using a color scale made it very easy to see and understand all the results at a glance. I think it is a fantastic idea. Mutually receiving an evaluation from fellow students provided positive stimulation .
- Very good and objective (way to display the results) .
- The evaluation was appropriate. Since the evaluation criterion was appropriate for (such) a presentation, I was satisfied with the results .
- I think this is a good way to display the evaluation results. We could see how we were evaluated as well as how other groups were evaluated. Likewise, everyone else could see how everyone else was evaluated. After seeing the results and comments, I was pleased that we put a lot of effort into the dramatized presentation .

Authors' comments:

These four comments one through four summarize the purpose of displaying the results as shown in Appendix A. A comment was made informally in class that showing all the results is great for those who did well but not so good for those who did poorly. In this case, the results are group results, and therefore the work of individuals remains largely hidden. One of the authors, however, extends the use of this same form of results' display to individuals. In order to overcome any unnecessary focus on students that did poorly, while all scores are shown, the ranking is set to show only the top ten (for a class of 50) students. Therefore, students can easily see who did well and watch and learn from the very presentations that were ranked highly by making reference to the videos online .

3.7.7. Use of Computer Assisted Language Learning

This paper has made numerous references to the recording of presentations, then placing the video online for self-evaluation as well as to be able to view and learn from other students' presentations. In regard to submitting evaluation data, students were asked to download a pre-prepared spreadsheet and to submit the data as an attached email file. This type of functionality is inherently provided in a modern computer assisted language learning (CALL) classroom (Egbert, Huff, Mcneil & Sellen , 2009) .

4. Conclusion

Original dramatized presentations have been used in some university classes to improve communicative competence. Based on direct student feedback, the use of such presentations is said to be effective. Through creating the text themselves, their motivation to " dramatize it , " that is, to bring it to life using such things as gestures and vocal variety in-

creases .

Transparent peer to peer feedback comments and results has been used. This feedback makes the entire class results easy to understand at a glance. By referring to the class data, any student can clearly see what they are doing well and what needs improving. By viewing presentations that received high evaluations in any regard, students can learn and be inspired to work for improvement of their own skills. Furthermore, the use of computer assisted language learning facilities is expected to make the above process more convenient to implement.

Therefore, as this study has shown, the use of original dramatized presentations in the classroom is advantageous in terms of elevating students' motivation levels which in turn would result in greater English communication skills.

Notes

- 1 . Refer to Appendix B for an abbreviated version of the actual spreadsheet.
- 2 . Refer to Appendix B for an abbreviated version.
- 3 . Refer to previous papers by the authors' for detail (Inage, Lawn & Lawn , 2010)

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Appendices

Appendix A. Display of Group Results

X Dept. Dramatized Presentation Evaluation Date...									
Group No.s and Student names	1. Eye contact and gestures	2. Actively used English	3. Pron. easy to understand	4. Got the message across	Total	Peer to peer rank only	Script Eval.	Overall Eval.	Final Rank
G6	4.8	4.4	4.2	4.7	17.1	1	17.3	34.4	1
G4	4.6	3.8	3.8	3.9	16.21	2	16.0	32.21	2
G5	4.5	4.0	3.9	3.8	16.16	3	16.0	32.16	3
G2	4.5	3.8	3.8	3.8	15.9	4	15.3	31.3	4
G1	3.5	3.6	3.7	3.6	14.4	5	16.7	31.1	5
G7	3.0	3.9	3.7	3.3	13.9	7	16.0	29.9	6
G3	3.1	3.8	3.6	3.5	14.0	6	14.0	28.0	7
Average	4.0	3.9	3.8	3.8	15.4		15.9	31.3	

Color code: Green high, Yellow average, Red low

The original peer to peer results display (in Japanese only) can be seen online at http://murraylawn.org/sample_display/sample_results.mht . A sample of actual comments can be seen by selecting the “ comment ” / “ コメント ” tag at the bottom left hand side of the display. These sample comments relate to the previous years ' “ Creating a manifesto to win the hearts of the people ” classes' dramatized presentations.

Appendix B. Peer to Peer Grade Sheet (Abbreviated)

X 学部 創作会話発表会 評価表 2010 年 a 月 b 日 & c 月 d 日実施								
Group No.	履修番号	評価者の名前	①アイコンタクトやジェスチャー等を用いて会話をしていたか？	②積極的に英語を話していたか？	③発音は分かりやすかったか？	④言いたいこと(内容)が伝わってきたか？	Total	コメント
1								
N								

次の 5 段階で評価し、気が付いた点(良い点、悪い点どちらでもよいです)のコメントを書いて下さい。
1. Poor 2. So so 3. Good 4. Very good 5. Outstanding (Excellent)

Appendix C . -Student Comments on the Results Display - Original Japanese

- 色分けされた票は全体的な評価が見やすく、素晴らしいアイデアだと感じました。また同級生にも同じ目線から指摘をしてもらえて、よい刺激となりました。
- 客観的に評価できるので良いと思う。
- 評価は妥当なものだったと思う。基準は、しっかりとした発表として評価するには最

適だったと思うし、結果も納得いくものだったと思う。

- この評価方法は、自分たちがどのように評価されたか、また、他のグループはどのような結果であったのかということを受講者全員が知ることが出来るので、良い評価方法だと思います。評価表やコメントを見て、創作英会話をがんばってよかったなと思いました。

Appendix D . - Sample of a Group's Script

Fixed topic title " What shall we do with 30,000 yen ? "

Narrator: Once upon a time, a selfish princess and tender dwarf live together. One day they were taking a walk in the forest.

Princess: Umm.. I'm thirsty!! I wanna eat wild strawberries. Hey! Dwarf! Take it!
Can you get some for me too?

Dwarf: Yes, your highness.

Prince: Wow!! What a beautiful girl! I've just fallen in love with her! What should I do!

Princess: Damn.. He is too late.

Prince: Hi, nice to meet you.

Princess: Nice to meet you, too.

Narrator: At once, they fell in love. And they made a promise that they would meet tomorrow. At that time.. in the witch's house..

Witch: I have no money! I need money! Oh! I have a good idea. I will force the princess to eat this bad apple. I bought it two years ago and I could demand a charge for medicine.

Narrator: Next morning.. The dwarf was working in the forest, while at the princesses house..

Princess: I don't want such a smelly apple!!

Witch: It's delicious. Try it!

Princess: Hey, stop, umm.. oh.. it's not bad.

Narrator: The dwarf came back..

Dwarf: Oh, my god!! What did you do to my princess?

Witch: If you want to help her, buy this medicine!!

Dwarf: How much is it?

Witch: It's 30,000 yen.

Dwarf: We don't have so much money.

Princess: I am going to die.. Dwarf, HELP!

Prince: Oh.. No! What's wrong!?

Princess: Oh.. my sweetie. Please help me.

Narrator: The dwarf explained to the prince what happened.

Prince: Oh, I see, I will bring the money from my castle.



Narrator: The dwarf took good care of her while the prince was away .

Princess: Sorry about the trouble. Actually, I really appreciate you, Dwarf.

Dwarf: Princess..

Narrator: An hour later..

Princess: I feel much better.. I'm stronger! Oh, yes!

Prince: Sorry for being so long. Are you OK, my dear..?

Princess: Yes! I'm fine!

Prince: Really? That's good!! We don't need this money any-more.

Princess: May I give the money to the dwarf?

Prince: Of course! Well princess, I'm all yours.

Princess: Thank you for your kindness. Hey, dwarf. Thank you for everything, you are free!!

Dwarf: Thank you.. Thank you my princess. I hope you will be happy forever and ever.

Narrator: After a while.. they married. The witch apologized to the princess. Then the witch was employed by the castle. They lived happily ever after .

The above script was written by nursing students at Nagasaki University, script and photos used with permission .

