

Effective Facilitator-student Interactions in Pair Work Activities in Classrooms with Japanese ESL Learners

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1. Introduction

The cultivation of human resources with English communicative skills has become a crucial issue in Japan. In 2002, the Ministry of Education, Culture, Sports, Science and Technology made the assertion in its official report that “it is essential that our children acquire communicative skills in English,” and in 2003, it announced an “Action Plan” that for the first time, clearly and specifically stated aims for improving the national standard of English language education. Teachers and schools have been implementing numerous efforts to attain these aims, but the characteristics of Japanese students and the negative impact of the EFL learning environment have made it difficult to attain them.

The characteristics of Japanese students are shaped by Japanese society and culture, and these societal and cultural influences have hindered the effective acquisition of communicative English skills. Aspinall (2006, p. 263) argues that the common characteristics of Japanese adult learners – passive learning attitudes caused by too much deference to teachers, attitudes of humility that

lead to the avoidance of displaying abilities in front of peers, and the attachment of shame to the making of mistakes – could inhibit them from acquiring English communicative skills. Bulach (2010, p. 75) also characterizes Japanese students' attitudes in the classroom as passive and quiet when confronted with a direct question from the teacher.

Japanese students learn English as a foreign language (EFL). Therefore, with the exception of the classroom, they do not have the opportunity to hear or use English in their daily lives. The biggest weakness of the EFL learning environment is that the amount of inputs and interactions in English is considerably limited. In contrast, the students who learn English as a second language (ESL) are exposed to English in their everyday lives and are required to communicate in English. They are able to gain the feeling of using English as a communication tool – something that most learners hardly experience in the EFL curriculums in their home countries. The learner attitudes and behaviors of students in ESL classrooms are also different from those in EFL classrooms. In the ESL classroom, the learning environment encourages learners to have more positive and voluntary attitudes towards interactive activities. Students respond quickly to the teacher, express opinions voluntarily and freely in front of their peers, are not afraid of making mistakes, and seem to really enjoy using English as a communication medium. The necessity to communicate in English in their everyday lives leads them to have a stronger desire to learn English and to expect more effective English instruction in the ESL classroom than those in the EFL classroom. Under the current suboptimal teaching conditions

of the EFL classroom, English teachers in Japan persistently undergo processes of trial and error to develop more effective ways to foster students with English communicative skills.

There are many instructional approaches that are intended to develop learners' communicative skills in the EFL and ESL classrooms. Pair work activities are commonly used teaching methods that allow students to receive sufficient inputs and interact with each other. Although some may disagree that pair work activities effectively assist L2 acquisition, interactionist theories acknowledge the significant role of inputs and interactions in L2 acquisition. Therefore, pair work activities are believed to foster the development of communicative skills. Pair work activities are also often adapted for and used in English classrooms in Japan. However, the negative impact of the EFL learning environment and the characteristics of the learners themselves discourage learners from actively conversing in English in pair work activities. Effective pair work activities are therefore difficult to implement, and for this reason, it is important for facilitators to understand their classroom roles and devise ways to utilize feedback that effectively encourages learners to interact more autonomously and willingly in pair work activities.

In this study, I observed ESL classes for Japanese college students enrolled in an American university, recorded their pair work interactions, and analyzed the data to examine the types of feedback used in facilitating communicativeness, the efficacy of pedagogical feedback in classrooms, and the potential ways in which Japanese EFL learners can effectively be assisted in their efforts to acquire

English communication skills.

2. Appropriate Language Use in the EFL classroom

What is “communicativeness”? What kind of class is considered to be a “communicative classroom”? Cullen (1998, p. 179) introduces a commonly accepted theory that “the criteria for communicativeness are taken from what is felt to constitute communicative behavior in the world outside the classroom”. This means that a classroom consisting of authentic conversations is considered to be a “communicative classroom” and one without such genuine conversations is considered to be an “uncommunicative classroom”. Teachers are judged in a similar way based on whether or not they use or encourage authentic conversations in their pedagogical approaches. Even though Cullen recognized the aforementioned generally acknowledged theory, he stressed the importance of making a conceptual distinction between authentic conversations in the world outside of the classroom and conversations with pedagogical purposes in the classroom. He argues that “attempts to define communicative talk in the classroom must be based primarily on what is or is not communicative in the context of the class itself” (Cullen, 1998, p. 180). He claims that it is not appropriate to apply the criteria for communicativeness that are based on contexts outside of the classroom to the contexts inside of the classroom, and that it is difficult for EFL/ESL teachers to follow such criteria. Despite admitting the significance of using authentic and genuine English to cultivate communicativeness in a classroom,

he advocated for more realistic and feasible communicative teacher talk in the classroom where teachers are responsible for not only encouraging students to use English as a communication tool, but also devising their teacher talk to assist students in learning new and correct expressions.

What kinds of teacher verbal behavior are often seen in the classroom? Drawing from Bowers (1980; cited in Malamah-Thomas (1987)), Cullen (1998, p. 185) introduces six categories : 1) questioning/eliciting; 2) responding to students' contributions; 3) presenting/explaining; 4) organizing/giving instructions; 5) evaluating/correcting; and 6) "sociating"/establishing and maintaining classroom rapport. These are the behaviors that teachers often display when they interact with an entire class. However, most of them (except category 6), are common behaviors that teachers engage in for teacher-learner interactions in pair work activities. Cullen (2002, p. 118) also noticed that a sequence of I-R-F (Initiate-Response-Follow-up) exchanges is quite often used in interactions between a teacher and a learner. The I-R-F exchange structure is traditionally practiced in the classroom, and it is considered to be the "standard of teaching exchanges". There is criticism that this exchange structure deprives learners of opportunities to ask questions themselves, choose topics of interest, and negotiate meanings (Nunan, 1987). One could argue that the I-R-F exchange structure does not prompt communicativeness because it is a teacher centered teaching method. However, many teachers still adopt this method because they believe that it is an effective pedagogical method to transmit and construct knowledge. Paying particular attention to the function of follow-up

responses, Cullen (2002) examined their two pedagogical rolls: the evaluative role and the discorsal role. He concluded that “a teacher’s follow-up responses play a crucial part in clarifying and building on the ideas that the students express in their responses, and developing a meaningful dialogue between teacher and class” (Cullen, 2002, p. 126).

Walsh (2002, p. 3) points out the significance of a teacher’s ability to control his or her use of language in the classroom, and investigated constructive and obstructive features of teachers’ language use. Based on the belief that “maximizing learner involvement is conducive to second language acquisition,” he analyzed teachers’ talk to identify criteria that maximized or hindered learner involvement in conversational interactions. Employing Conversation Analysis (CA), he analyzed eight hours of recorded classroom data in which eight experienced EFL teachers recorded their own lessons. He focused on how the teachers’ language use affected learners’ conversation performance, and found five constructive and three obstructive features for language learning. Features that increased learning potential were 1) direct error correction; 2) content feedback; 3) checking for confirmation; 4) extended wait-time; and 5) scaffolding. The features that reduced leaning potential were 1) turn completion; 2) teacher echo; and 3) teacher interruptions. According to Walsh (2002),

Teachers need to be made more aware of the importance of appropriate language use in the EFL classroom. By considering more closely the link between pedagogic

purpose and language use, teachers could be made aware of the need to use language appropriate to their teaching aim, in the same way that they would normally use classroom techniques appropriate to that aim. (p. 20)

It is well recognized that it is important to incorporate learning activities involving input, output, and the interdependence of interaction into the classroom in order to cultivate communicative skills. Additionally, negotiation of meaning is considered to facilitate language acquisition and expand potential learning because it 1) changes incomprehensible input into comprehensible input; 2) examines linguistic rules and gives feedback for modifications; and 3) provides opportunities for learners to interact and output their language. Taking into account the above, language teachers should acquire the ability to use appropriate language to effectively realize their teaching purposes.

3. Background and Procedure of the Study

There is an innovative ESL program at a state university in the United States. The study abroad program is specifically designed for a group of Japanese college freshmen and sophomores from a university in Japan. This program has been run for about twenty years, and the students who participate live and study on campus for five months. Having learned English as a foreign language (EFL) in Japan, most of them start learning English as a second language (ESL) on the American university's campus. The students study 20

hours a week in courses designed to develop their communicative competence and overall English language proficiency. All the students live in a dormitory sharing a room with an English speaking roommate so that they can develop communicative competence and overall English proficiency outside the classroom.

Upon obtaining permission from the university and its Institutional Review Board (IRB) to conduct a classroom observation study, I consulted the director of the program to select the classes that were to be observed. The criteria for selecting the classes were: 1) classes that have students with intermediate levels of English proficiency; 2) classes adopting more interactive and pair work activities; and 3) classes in which the instructors were willing to accept my request to conduct classroom observations. The classes were observed over a four-week period in January and a two-week period in March of 2010.

A week before starting the observations, I asked the instructors in each of the classrooms selected for observation to set aside five minutes at the end of one of their classes so that I could explain to the students the objective and nature of the research. Students were informed of their right to decline participation in the study and that only students willing to participate would be observed and audio taped.

To collect the data, two IC recorders were used in each class. Before each class, one IC recorder was placed on the teacher's desk (or somewhere near the teacher) to record the entire class instruction. The other IC recorder was handed to a pair of students I randomly chose when the class started its interactive activities.

I stayed in the back of the classroom to observe the entire class atmosphere. In total, I recorded the interactive activities of 30 pairs of students/teachers, and selected the following three types of pairs as the focus of this study: A) a trained English native speaker (a teacher) and a Japanese student; B) an untrained English native speaker (a student assistant) and a Japanese student; and C) two Japanese students (see Appendix A through E). I transcribed and analyzed the pair work activities and from the data collected, I examined the types of feedback used to facilitate communicativeness, the efficacy of pedagogical feedback, and the potentials of such interactions in effectively assisting Japanese learners acquire English communication skills.

4. Data Analysis

The data presented and analyzed below comes from a subset of pair work activity observations that were conducted in a course titled “International Communication”. This class was designed to develop students’ communicative competence and overall English language proficiency by using an original text focused on world issues. In an interview, the teacher of the class explained that she believed that the cultivation of communicative competence is the goal of all language education. This is reflected in her efforts to implement various kinds of communication activities in her class. She introduced pair work activities several times during the class, and sometimes both she and her teaching assistant acted as facilitators in the pair work activities.

The following extracts are from free conversation pair activities

that the students engaged in at the beginning of every class to get ready for communicating actively in English. The pedagogical purpose of this activity is to develop oral fluency in English. For each of the following three extracts, I present the characteristics of each interaction and explain the teacher's verbal behavior and how it contributed to the enhancement of oral fluency.

In extract 1, there are some features of “near genuine” communication, natural and alternate conversation, content feedback instead of form focused feedback (lines 16, 18, and 20), euphemistic linguistic corrections (lines 14 and 26), and clarification requests and confirmation checks (lines 22 and 24). Another distinct point is the dialogues of dominant/passive relationships. The speaker of the even numbered lines takes over the role of asking questions and the speaker of the odd numbered lines plays the role of answering and responding. It is obvious that the former is a trained English native teacher and the latter is a non-native English speaker. The teacher asked both referential/open type questions (lines 14 and 22) and display/closed type questions (lines 12 and 20) to elicit responses from the student. The student seemed more willing to reply with longer and more complicated sentences when he was asked referential/open type questions. The teacher also revised the student's mistakes in a roundabout way (lines 14 and 26) to help him develop an awareness of those mistakes. When the student noticed his mistakes, he confirmed it with the teacher, and then corrected himself in his own response (line 27). Although the relationship between the individuals in the pair was not equal, the conversation was carried out fluently and the teacher's appropriate language use

produced effective results in the conversation.

Extract 1: free conversation (a trained English native speaker and a Japanese student)

- 12) You really wanna go back?
13) Not really...even, fifty fifty.
14) Fifty fifty, yeah, half and half. I understand, I understand. When you go back to Japan, what do you really wanna do?
15) I wanna eat ramen.
16) Real ramen!
17) Real ramen!
18) Not from the package.
19) (laughing) And hang out my hometown's friends.
20) Yes, yes, I bet you miss your friends. So are you excited to go back to your classes at your university?
21) Ah....no.
22) Why?
23) ...There is some subjects I really want to accept classes, so...
24) For example.
25) For example, psychology and English, but not usually, not always I can take this class, it's a election?
26) Yes, elective.
27) Elective? Yeah, yeah. So before I came to here, so also we have elective, so I'm, I was, I'm freshman, so because I'm freshman, I couldn't take I really want to.

28) Because you are freshman, you
have last choice, so it means it's hard
to get those classes? I understand.
Oh, I hope when you are sophomore,
you'll have another chance to take
those electives.

Extract 2 is a conversation between a student assistant (an untrained English native speaker) and a Japanese student. The student assistant is an American university student of a similar age to that of the Japanese students. Because they share many commonalities as young adults, they seem to communicate more comfortably in a relaxed manner. They randomly take turns asking questions and answering them, so both of them could be considered to be both a facilitator and a learner (lines 16 and 21). To a certain extent, their communication style could be considered to be more similar to genuine communication than the interaction in extract 1 above because the speakers in extract 2 distribute information unevenly, choose a topic to discuss, and confirm meanings of unclear content. They enjoy communicating in English and this eventually motivates them to interact more. Though there is no intent to use pedagogical teacher talk in their conversation, this type of interaction is another effective way to enhance oral fluency in situations in which learners are in an ESL environment. However, this type of interaction may be less effective in improving the communication skills of EFL learners.

Extract 2: free conversation (an untrained English native speaker and a Japanese student)

- 13) On this weekend, we are gonna go
Sushi.com tonight with Nichole.
Nichole had a birthday on Wednesday,
so we are gonna go dinner tonight, and...
- 14) So you guys both like sushi?
- 15) Yeah.
- 16) What's your favorite?
- 17) My favorite? Salmon, maybe.
- 18) Oh, me too
- 19) Yeah, it's very good.
- 20) If you can come to Japan, I
will invite you to very delicious
restaurant of sushi.
- 21) Where is it?
- 22) Shinjyuku. It's..... zushi...so good,
oh my gosh, maybe I can eat one
hundred...
- 23) When you go back, are you gonna
go there?
- 24) Yeah, I want, and...

Extract 3 is a conversation between two Japanese students, and compared to extracts 1 and 2, it is less complex in content and length. They exchange conversation freely by using one or two words (lines 6 and 8) due to the lack of vocabularies and phrases to formulate sentences. This type of interaction has the same problem as the one in extract 2. To make matters worse, in this pair work arrangement, the Japanese students are not challenged to pay attention to words and sentence structures to negotiate meaning because they have a common mother tongue and can understand each other instinctively without counting on the target language (line 3). Unfortunately, this type of pair activity is often implemented

in English classrooms in Japan. However, despite this type of ESL classroom interaction's weaknesses, they do appear to have learned the "feeling" of using English as a tool, which is one of the hardest skills for EFL learners to acquire.

Extract 3: free conversation (a Japanese student and a Japanese student)

- | | |
|--|--|
| 1) Hi, how are you? | |
| 2) | Good! How are you? |
| 3) Good. You know, tonight is the volleyball tournament. | |
| 4) | Yeah, I know. |
| 5) Do you like playing volleyball? | |
| 6) | Un ("Yes" in Japanese) |
| 7) Do you think your team will win? | |
| 8) | Maybe. |
| 9) I don't think so. | |
| 10) | Maybe...my team is the strongest team, maybe. How about you? Do you like playing volleyball? |
| 11) Of course. | |
| 12) | Do you think your team will win? |
| 13) I hope. | |
| 14) | (laughing) |

The significance of teacher talk is recognized to be valuable and effective for ESL/EFL learners to acquire language. Since warm-up activities such as the aforementioned free conversation activities set a challenge mainly for oral fluency, and not accuracy, it is hard to discern the influence of teacher talk in the conversation. The following two extracts are taken from a different type of pair

work activity, a storytelling activity. After watching a video on the story “Fall Out Boy”, students tried to review the plot of the story in pairs. Through the examination of the interactions of two pair work conversations (one with a trained English native speaker and the other with an untrained English native speaker), the teachers’ verbal behaviors will be categorized using Bowers’ (1980) list of teachers’ verbal behavior.

In the following extract 4, the teacher asked a display/closed question (line 8), but the student could not answer it (line 9). Therefore, she gave instructions to find the answer, and then asked a referential/open question to help the student’s understanding (line 10). When the student tried to explain the meaning of the word without using it (line 11), the teacher instructed the student to recall the word (line 12), and he did (line 13). After that, the student tried using the word several times, and even applied the grammar rule by himself in his sentence (line 15). This explains how effective pedagogical teacher talk can be in communicative language teaching. Another characteristic of this interaction is the presence of a sequence of I-R-F exchanges. The teacher asked a question first (Initiate; lines 10 and 12), the student answered (Response; lines 11, 13, and 15), and the teacher responded to what the student said (Follow-ups; lines 14 and 16). Although the I-R-F exchanges are teacher-fronted type interactions and may be of limited effectiveness for fostering total communication skills, they are able to provide the scaffolding for communication.

Extract 4: Conversation about the video “Fall Out Boy” (a trained

English native speaker and a Japanese student)

- 8) Did he have a job?
9) ... job? ah....
10) We'll watch again, and you can check, and then at night time, what suddenly happened?
11) Some soldiers came into his house, aim to him at gun?
12) What vocabulary word?
13) Ah! Kidnap?
14) They kidnapped him. Good job.
15) They came try to kidnap...yeah, many children were kidnapped and maybe Okello left the village, but Lacare was kidnapped.
16) Ok.

The language facilitator in extract 5 is also an English native speaker, but she is an untrained student assistant. She did not know how to use pedagogical teacher talk to involve the student in the conversation. Therefore, she conversed without paying any pedagogical attention to the student. She just kept talking with her partner and sometimes talked more than the student (lines 12 and 14), thereby hindering potential opportunities to improve the student's communication skills. However, it is true that her near genuine communicative talk diffused the tension that the student felt, and increased the student's motivation to talk without worrying about making mistakes. The student was actively involved in the conversation, and ended up asking questions (lines 14 and 16).

Extract 5: Conversation about the video "Fall Out Boy" (an untrained

English native speaker and a Japanese student)

8) Yeah, and his friends maybe killed.

9) Yeah, so sad.

10) And then he went home back to his house, talked to mom, and the girl came.

11) The girl came but why he didn't talk with the girl?

12) Maybe he is sad... he is embarrassed
...she continue to talk to him and they are
Ok again?

13) ...and married.

14) What, they married? And then they get married, I don't know. So, and then did you read the end?Did you see how many soldiers, children become soldier?

15) I'm not sure, but 350 soldiers, I don't know.

5. Potential Ways to Assist Japanese EFL Learners

What kinds of pair work effectively help Japanese EFL learners acquire English communication skills? In what ways can teachers assist students in improving their communicative competence? Are there any specific approaches or teaching methods for Japanese EFL learners? Taking into account the negative impact of the EFL learning environment and the characteristics of Japanese EFL learners, I would like to present several recommendations.

1. Create an English speaking environment in a classroom

For language acquisition, it is vital for learners to use the target language as much as possible. Therefore, English

teachers should devote considerable class time to pair/ group activities.

2. Devise effective pedagogical teacher talk

Free conversation is useful because it allows learners to experience the feeling of using English as a communication tool. However, effective pedagogical teacher talk is also crucial because it is difficult for students to improve their communicative skills on their own.

3. Build trustful relationships in the classroom

This may not be specific to Japanese learners, but building trustful relationships between teacher and learners as well as between learners themselves may be the key to implementing effective pair work activities in the classroom. With trust, a teacher can engage learners in classroom discussions, encourage active interactions, and promote voluntary self-expression.

Needless to say, teachers should be able to adapt their pedagogical language to their instructional objectives.

6. Conclusion

Through an analysis of data collected from classroom observations, this study examined multiple types of feedback used to facilitate communicativeness, the efficacy of specific types of pedagogical feedback in classrooms, and the potential ways in which one could effectively assist Japanese EFL learners with their acquisition of English communication skills. Effective forms of

facilitator-student interactions were highlighted, and the significance of teacher talk was reaffirmed. There is no universal approach that works effectively for all types of learners in all situations. Therefore, teachers must be flexible and able to instantaneously evaluate a classroom situation in order to apply the appropriate forms of teacher talk to different types of pair work activities.

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Appendix A: free conversation (a trained English native speaker and a Japanese student)

- | | |
|--|--|
| 1) | I want to do something. |
| 2) Like what? | |
| 3) | Before we will back to Japan, I
wanna go...go to Olive Garden
again. |
| 4) Oh, it's a good restaurant. Did you
go with your group members or friends.... | |
| 5) | Friends. |
| 6) Yes, yes. | |
| 7) | And I ordered chicken sh...
carbonara.. |
| 8) Sounds delicious. Carbonara,
is that made with bacon? | |
| 9) | Ah...yeah, yeah. |
| 10) Yeah, so it sounds delicious. So,
are you excited to return to Japan? | |
| 11) | Yes. |
| 12) You really wanna go back? | |
| 13) | Not really...even, fifty fifty. |
| 14) Fifty fifty, yeah, half and half. I
understand, I understand. When you
go back to Japan, what do you really
wanna do? | |
| 15) | I wanna eat ramen. |
| 16) Real ramen! | |
| 17) | Real ramen! |
| 18) Not from the package. | |
| 19) | (laughing) And hang out my
hometown's friends. |
| 20) Yes, yes, I bet you miss your friends.
So are you excited to go back to your
classes at your university? | |
| 21) | Ah...no. |

22) Why?

23)

...There is some subjects I really want to accept classes, so....

24) For example?

25)

For example, psychology and English, but not usually, not always I can take this class, it's a election?

26) Yes, elective.

27)

Elective? Yeah, yeah. So before I came to here, so also we have elective, so I'm, I was, I'm freshman, so because I'm freshman, I couldn't take I really want to.

28) Because you are freshman, you have last choice, so it means it's hard to get those classes? I understand.

Oh, I hope when you are sophomore, you'll have another chance to take those electives.

Appendix B: free conversation (an untrained English native speaker and a Japanese student)

1) What will you do this weekend?

2)

This weekend? Yeah, this weekend, what did I do? Oh, I went to Seattle and Western Washington University, visit my friends and...if there is Viking, and we went shopping in Seattle and this all. How about you?

3) Last weekend or this weekend?

4)

What's the difference?

- 5) Last weekend is the past and
this weekend is tomorrow or today.
- 6) What did you do this weekend?
- 7) What am I going to do this weekend?
I'm going to...
- 8) I mean what did you do last week?
- 9) Oh, what did I do last weekend?
...try to remember, homework,
I just did homework.
- 10) Homework?
- 11) Yeah, it was boring....
- 12) I think so.
- 13) On this weekend, we are gonna go
Sushi.com tonight with Nichole.
Nichole had a birthday on Wednesday,
so we are gonna go dinner tonight, and....
- 14) So you guys both like sushi?
- 15) Yeah.
- 16) What's your favorite?
- 17) My favorite? Salmon, maybe.
- 18) Oh, me too.
- 19) Yeah, it's very good.
- 20) If you can come to Japan, I
will invite you to very delicious
restaurant of sushi.
- 21) Where is it?
- 22) Shinjyuku. It's...zushi...so good,
oh my gosh, maybe I can eat one
hundred....
- 23) When you go back, are you gonna
go there?
- 24) Yeah, I want, and...

Appendix C: free conversation (a Japanese student and a Japanese student)

- | | |
|--|--|
| 1) Hi, how are you? | |
| 2) | Good! How are you? |
| 3) Good. You know, tonight is the volleyball tournament. | |
| 4) | Yeah, I know. |
| 5) Do you like playing volleyball? | |
| 6) | Un. ("Yes" in Japanese) |
| 7) Do you think your team will win? | |
| 8) | Maybe. |
| 9) I don't think so. | |
| 10) | Maybe...my team is the strongest team, maybe. How about you? Do you like playing volleyball? |
| 11) Of course. | |
| 12) | Do you think your team will win? |
| 13) I hope. | |
| 14) | (laughing) |
| 15) But, Jocelyn's team and Benny's team is strong. | |
| 16) | Yeah, I thi...in first, I thought Benny's group is win, because all.... |
| 17) Ah, guys. | |
| 18) | Yeah, so everyone for guys is so strong. |
| 19) Yeah, what we can win, we can do? | |
| 20) | Yeah. |

Appendix D: Conversation about the video 'Fall Out Boy' (a trained English native speaker and a Japanese student)

- | | |
|----|---|
| 1) | ...He and she worked at street and he went to school. He wearing, he was wearing yellow shirts. |
|----|---|

- 2) Yeah, uniform. Did she go to school?
3) And after school, they met again,
and maybe he talked about school
life.
- 4) Yes, he did, good.
5) Or something teach for her?
- 6) Maybe he taught her? Yes, yes.
7) and hold each other.
- 8) Did he have a job?
9) ...job? ah....
- 10) We'll watch again, and you can
check, and then at night time, what
suddenly happened?
11) Some soldiers came into his house,
aim to him at gun?
- 12) What vocabulary word?
13) Ah! Kidnap?
- 14) They kidnapped him. Good job.
15) They came try to kidnap...yeah,
many children were kidnapped and
maybe Okello left the village, but
Lacare was kidnapped.
- 16) Ok. What was he forced to do?
17) Fight and make a knife, weapons?
- 18) Did he get to come back?
19) Yeah.
- 20) How did he come back?
21) He tried to escape with one
another boy.
- 22) What happened to the other boy?
23) He slipped in the middle, another
boy slipped, but he didn't help
him, he keep, kept run away and
finally he arrived his village.
- 24) He arrived at his village, Ok.
Good! Good summary. Good job!

Appendix E: Conversation about the video 'Fall Out Boy' (an untrained English native speaker and a Japanese student)

- 1) At first...boys they, I forget, boys they work in...and the boy...he wants to use a money to go to school....
- 2) Yeah, yeah and then boy and girl have relationship to be good friends, but she doesn't go to school.
- 3) The girl is a worker.
- 4) Yeah, she works a lot.
- 5) What did she work?
- 6) She worked in the field, worked in... What happens?
- 7) ...one day some soldiers came to some people's house and take their child, so fear child soldier, so the boy...child soldier but he don't want to do that so get the chance and run away....
- 8) Yeah, and his friends maybe killed.
- 9) Yeah, so sad.
- 10) And then he went home back to his house, talked to mom, and the girl came.
- 11) The girl came but why he didn't talk with the girl?
- 12) Maybe he is sad... he is embarrassed ...she continue to talk to him and they are Ok again?
- 13) ...and married.
- 14) What, they married? And then they get married, I don't know. So, and then did you read the end?...Did you see how many soldiers, children become soldier?

- 15) I'm not sure, but 350 soldiers, I don't know.
- 16) 38,000. Yeah, I think that's what it said.
- 17) So child soldiers only used boy, only..
- 18) I think usually it's just boys, I don't know, maybe girl.