# Practice of Active-Learning and Teaching How to Make an English Presentation in EFL Classroom in a Japanese College: A Case Study of Proposing a Solution for Better English Announcements or Notation in Signs

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As Nagoya University of Commerce and Business's Website: Active Learning (2018), it is mentioned that active-learning is one of the effective procedures that includes mainly students' activities in classes and it is also called "Participant Centered Learning" especially in the Western countries. The website also indicates that the most important feature of active learning is that teachers should handle the discussion that is not aimed to gain the correct answer. In this study, the classes were conducted in a college with active learning style. Students picked up one wrong English expression in announcements or signs in Tokyo and gave some solutions in an English presentation in EFL (English as a Foreign Language) classroom, using the presentation software, Power Point of Microsoft. The classes included the tasks within a group as an active styled learning in a classroom with CALL system, Computer Assisted Language Learning. The students firstly watched a video including both an explanation in difference of making a good/bad presentation and explanation in creating good visual slides in the presentation. They checked a model of a presentation and discussed what is needed in the good presentation before they made their own slides. After the pre-study for the presentation, the students prepared their own slides, made a script for the presentation in English, and teacher corrected the mistakes and they revised the data. Then, the students started practicing reading aloud and checking the slides and their scripts were relevant with each other. Through these step-by-step activities, the students worked very hard and their presentations were good enough. In addition, the result of the questionnaire after the classes gained good findings.

*Keywords:* active-learning, CALL system, EFL students, English announcements, presentation, signs

## Introduction

In an EFL environment in Japan, it is necessary for teachers to encourage students to learn how to make a presentation in English with effective visual aids. In EFL classroom, a lot of efforts have been done by teachers; however, it is clear that much more practical data should be shared to find the effective example.

As for the main theme of the presentation, it should be introduced that in Japan, there are a lot of English mistakes in announcements and signs in stations and in trains in Tokyo, which is one of the biggest problems. Tokyo is a metropolitan city in Japan and it is clear that more and more tourists and people from all over the

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world will come to the city. In 2020, the Olympics will be held in Tokyo, however, we need more improvement in announcements and signs as a safe control as a host city.

In this study, the author conducted an active practice on making some possible clear messages about notice for emergency in English classes. The classes were given for college students who will become engineers in the future and they worked on the task within a group as an active styled learning in a classroom with CALL system, Computer Assisted Language Learning.

## Literature Review

Literature review includes two parts. In the first part, the feature of English education in Japan is reviewed. Then the concept of output hypothesis is discussed in the latter part.

In Japan, as MEXT (the Ministry of Education, Culture, Sports, Science and Technology) announces on the website (2018), students should learn through having opportunities through discussion, debate, and any other output activities in their English classes at school in order to nurture their language skill. In addition, the educational goal should be set to encourage students to have more global point of view and they can cooperate with people from other countries in the future.

As the second part, according to Swain's (1985) "Output hypothesis", the hypothesis claims that the act of producing languages (speaking or writing) constitutes under the certain circumstances, part of the process of second language learning. Today, not only Krashen's (1985) "Input hypothesis", but also Swain's one has become the mainstream for concerning the importance of output in second language learning.

## Methodology

### The Data

The data were collected by the teacher during and after the classes. During the students' presentation, the teacher evaluated students individually, using score sheet made by the teacher (see Appendix: Figure 2). The questionnaire was collected by the office and they offered the average score. In this study, these two kinds of data and the data sent by the students, that is, the Power Point and the script, were also closely checked by the teacher in order to see how well they have done through the classes.

### The Class

This class is a selective class for studying English communication. There were 15 classes in a half year and they studied for academic writing before starting English presentation classes. Thus, there were 10 writing classes and five presentation classes in this subject.

### Participants

Students are all in the 5th grade in a college and 19-20 years old. They are going to be an engineer in the future. There were 34 students.

### Students' English Ability

The average score of their TOEIC (Test of English for International Communication) listening and reading test is about 380. Their English level is almost as same as the first-year-student who experienced studying for the entrance exam for high school. They have already learned the basic English grammar at school. The students tend to have a slight fear in speaking. So they need to learn how to make a presentation step by step and teacher should motivate students.

## Results

The procedure of the classes for teaching and practicing for English presentation is listed below (see Table 1). The teacher is a Japanese and given language was Japanese in the classes.

Firstly, students saw the model presentation from You Tube (2018)[1] and thought deeply about what elements are in a good presentation and a bad presentation. In the video, they used only English, but students understood very well. Since an explanation of effective visual aids was also given, the students understood how important the slides are before preparing their own Power Point. After watching the video, they made a group discussion about it in Japanese. After that, the person on behalf of the group announced their main ideas in front of the classes and they shared various ideas in a class.

In the second slot, they worked individually. The teacher monitored with the control of PC (personal computer) for students. If there is any trouble in preparing, the teacher helped students. In this case, the students are very good at operating PC, so there was no big trouble. The example of the slides was shown in the Appendix (see Figure 1). After completing the slides, they had to submit the data to the teacher during the period. After the class, the teacher checked their English and correct data were sent back to them as soon as possible. There were so many mistakes, including grammar, spelling, and collocational corrections. It took four days for the teacher to finish correcting. Thus, the teacher should prepare for doing in the term.

Thirdly, the students prepared English script for the presentation, starting with greeting like "Good afternoon. My name is…". They finished the phrases like "Thank you for listening" or "Thank you for your attention". They had to send the Word file to the teacher and the teacher corrected it and sent it back to the students as soon as possible. Checking the structure is important, i.e., introduction, background, example, giving a solution or correction, conclusion, gratitude, and references. This procedure was given before the preparation. Therefore, in this case, students put the information in the suitable order. Irrelevant information should be deleted by the teacher. In the feedback, teacher should write a good comment and make some advice for a bad point.

As mentioned, they have a slight fear for making an English presentation. So they need to be confident before doing. In a feedback email, the teacher wrote about the homework assignment for reading aloud the script at home with operating the Power Point.

In the fourth class, students were divided into two groups. The students entered another classroom and made a presentation in front of the teacher. The rest of the students practiced for the presentation in a CALL classroom. The teacher gave students a feedback sheet (see Appendix: Figure 2). The teacher started evaluating when they knocked the door. The language was English only. If they use Japanese, the score will be lowered.

In the next class, it was group B's turn. When they finished, teacher gave all the students feedback for their presentation.

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[1] Eigo de purezen! sonokotsu!　語　　　　　　　　　　Good presentation and bad presentation, all tips are here. Website. (sited on Feb. 12, 2018). Retrieved from https://www.youtube.com/watch?v=bDCv3WwZVj8&t=297s.

Table 1

*Plan for the Classes*

| Period (90 min.) | | |
| --- | --- | --- |
| 1 | Model presentation/discussion | |
| 2 | Preparation for the presentation (Power Point) | Students sent the data by email. |
| 3 | Preparation for the presentation (Write the script) | |
| homework | Read aloud the script, operating the Power Point | |
| 4 | group A presentation | |
| 5 | group B presentation/Feedback from the teacher | |
| About one week after the last class, they answered the questionnaire (see Appendix: Table 4) | | |

The topics of the presentation were wrong signs in English (about 50%), English announcements (about 40%), and other materials, such as English menu at a cafeteria or *Izakaya* restaurants (about 10%). They can choose the topic from the Internet if they cannot prepare the picture by themselves. In that case, the teacher strongly indicated that they should put the URL information in the references.

In evaluation, almost all of them got 5 in Power Point. In English delivery, they needed to show correct intonation, accentuation of a word, and fluency in English. During the preparation time, students asked questions about English delivery. As listed below, the average score was 4.0 point and they did well (see Table 2). In posture, eye contact, and attitude, they often moved their arms and hands or made less eye contanct. So the average was a little lower (3.5), seen as the table below (see Table 3). Students were still satisfied with their experience though they got a little lower point in posture. One of the students answered in the questionnaire that it was good to know the weakness in his presentation. As for the posture, the teacher showed the image in the page in "Speaking of Speech" (Harrington & LeBean, 2003). According to the textbook, there are four points to have good posture and good eye contact: (1) set your feet; (2) set your hands; (3) eye contact; and (4) presentation voice. The students kept in mind. However, they need to improve these four points by making lots of presentations.

Table 2

*Average Score in English Delivery*

| Point | The number of students (totally34) |
| --- | --- |
| 5 | 3 |
| 4 | 28 |
| 3 | 3 |
| 2 | none |
| 1 | none |
| Average: 4.0 | |

Table 3

*Average Score in Posture, Eye Contact and Attitude*

| Point | The number of students (totally34) |
| --- | --- |
| 5 | 1 |
| 4 | 15 |
| 3 | 18 |
| 2 | none |
| 1 | none |
| Average: 3.5 | |

As seen so far, it can be said that it is effective for students in a lower level in English learning to learn a model in a video and make their own presentation after that. Through experiencing the procedure, they could become more confident and will be satisfied with the classes.

## Conclusion

This study shows an example model for teaching how to make an English presentation in EFL classroom. In this case, the procedure of learning a model of the presentation using a video and starting preparation for the presentation was acceptable for the students and motivated them. Moreover, the result of the questionnaire found that the students were highly satisfied with the classes. That suggested the activities mentioned in this study were effective to motivate them.

As a suggestion, it can be said that further research should be done and collect much data to generalize this study. The author admits the limitation that this study was conducted in limited period and participants. However, more practical research should be carried out and the model teaching method should be offered through the future research by English teachers who teach English as EFL all over the world.

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**Appendix**



*Figure 1.* An example of the Power Point completed by a student.

## Feedback sheet for your presentation

Presenter: _____

| Power Point | Average level | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| English Delivery | 5 | 4 | 3 | 2 | 1 |
| Posture, Eye Contact, and Attitude | 5 | 4 | 3 | 2 | 1 |

Comment:_____

*Figure 2.* Feedback Sheet used in the presentation day for students.

Table 4

*The Questionnaire Given to the Students After the Series of the Classes*

| | Question | Average Score |
|---|---|---|
| 1 | Did you study for the class at home? (Do you review what you've done in the classes?) | 3.67 |
| 2 | Was there a comfortable atmosphere for the classes in order for you to study? | 3.67 |
| 3 | Did the teacher explain clearly in the classes? | 3.89 |
| 4 | Was the hand writing on the blackboard clear enough? (Handouts also) | 3.89 |
| 5 | Did the teacher explain the contents of the classes and talk to you about the contents of the syllabus? | 4.00 |
| 6 | Were the classes/evaluation based on the syllabus? | 3.89 |
| 7 | Were you satisfied with the classes? | 4.00 |
| 8 | Were the materials (textbook and handouts) good enough for you to study? | 4.00 |
| 9 | Through the classes, do you think you succeeded in improving your ability? | 3.78 |
| 10 | Did the teacher give you an enough eye contact during the classes? | 3.88 |
| 11 | Through the classes, do you think you feel the importance of the classes or are you more interested in the area? | 3.78 |

*Notes.* Questions in the anonymity questionnaire after the series of classes; 4 is the maximum and 1 is the minimum of their satisfaction. The questions were given in Japanese and the students put the answer with PC. They answered during the time which is not a class time and the teacher was not there while they were answering.