

Investigation of the Learning Effects of Presentation-style Lessons and the Basic Social Skills of Students with Spontaneous Beat Gestures

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Abstract

The purpose of this study is outlined in the following two points. First, an investigation into the effects of presentation activities conducted on the summary of the second language learning units. One hundred and eighteen (118) presentation-style learners and eighty-three (83) grammar-style learners participated. As predicted, the presentation group performed better than the grammar group in the description test because they had many scenes in the class where the uttered contents were more consciously considered than in the grammar group. However, even in the grammatical sections, the grammar group results eventually did not differ from the presentation group. Second, the relationship between the learner's utterance ability to produce beat gestures and sociality was investigated. Twenty-four (24) beat students and Forty-seven (47) non-beat students participated. As a result, there was no significant difference in the number of uttered words between the beat group and the non-beat group. However, looking back at the images recorded in the video, the non-beat group produced the same number of uttered words regardless of the learning difficulty, whereas the beat group produced more beats than the number of uttered words when the difficulty was higher. Regarding sociality, it became clear that the beat group was more conscious of taking action, working harder, engaging in teamwork, discipline, and manners than the non-beat group. The purpose of this thesis is to introduce the practical learning effects of second language learning through presentation style learning and the social nature of learners who derive beat gestures during the lesson.

Keywords: Fundamental Competencies For Working Persons, Beat Gestures Presentation

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Introduction

The purpose of this study is to investigate the following two points. First, the results of learning activities in which the learner independently announces the utterance contents. Second, the relationship between the learner who performs beat gestures that accompany utterances and the results of a survey on the basic social skills required for adults in society.

The specific survey questions are as follows:

RQ1: Which of the following two lessons is effective in a summary of learning units, a lesson in which students conduct presentation activities or a lesson in which students check grammar?

RQ2: Do students who make beat gestures in presentation activities have more utterances than students who do not make beat gestures?

RQ3: When doing presentation activities, what are the differences in the basic social skills between those who make beat gestures and those who do not make beat gestures?

Background to this Research

Language activities for acceptance and dissemination of information are performed by both “self” and “others” (Figure 1). When the “self” is receiving and sending information, it incorporates elements of “thinking” and “judgment” in order to express the appropriate language “expression” to “others”. The Ministry of Education, Culture, Sports, Science, and Technology in Japan (2018), says that language activities in schools’ should exist as a means to encourage “thinking” and “judgment.” To enrich the words “expressed” (spoken or written) at the end of language activities, the “self” needs to revert from “expressed” words to “judgment” and finally to “thinking.” In other words, enriching the language “expression” means deepening “thinking” and “judgment”.

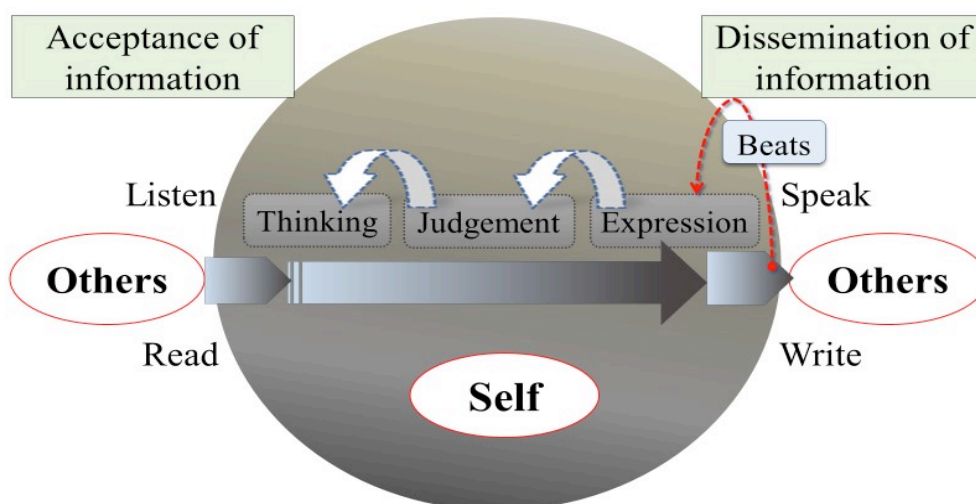


Figure 1: Images of language activities for acceptance and dissemination of information between ‘self’ and ‘others’

The reason for adopting this presentation activity style is to enable students to work independently on the tasks assigned to them by the teachers. As a result, the student can freely state the utterance contents based on the learning theme, and the class

contents can be expanded and diversified. However, the presentation style practiced in this study is not an “improvised presentation” but a “prepared presentation” that gives students enough time to think for themselves. In the presentation class of this study, students performed presentation activities (spoken language) with a time constraint of one minute and twenty seconds. During this lesson, beats appeared among many students during the presentation. A beat is a gesture expression defined by McNeil (2005: 40) as; "Mere flicks of the hand(s) up and down or back and forth that seem to 'beat' time along with the rhythm of speech." A beat is a gesture involving hand movements with a constant rhythm of unconsciousness that is not directly related to the utterance content and is not seen in a passive question and answer class. The purpose of this study is to investigate the relationship between the amount of speech and the basic social ability required for adults in society and the impact it has on students who frequently make beats during presentation activities. Although beats are a phenomenon that anyone can see visually, they have not been investigated in the field of second language acquisition in Japan, including their relation to speaking ability and sociality. This is because learner-centered active learning is still under development and the results of learner-centered lessons have not yet been fully clarified.

Previous Research

Speaking Ability

Speaking ability is a multifaceted concept, but in this study, we aim to conduct a survey limited to the speaker's utterance as the most basic index. However, this study, which focuses on speech volume, does not assert that only speech volume needs to be increased, nor does it ignore the importance of speech quality which includes appropriate contents, structures, vocabularies, expressions, etc. Needless to say, speaking is a complex ability and there are various rubrics in terms of how it is assessed. However, in any framework, the amount of speech is considered as an important aspect of speaking ability as well as complexity and accuracy. For example, the American Council on the Teaching of Foreign Languages (ACTFL) has created a Standard Speaking Test (SST) tailored for Japanese learners who are beginner and intermediate learners. The test states that the amount of speech is important in the evaluation of speech ability measurement. Furthermore, many of the evaluation perspectives proposed by various rubrics rely on the subjectivity of the test scorers, and the evaluation results vary. For example, teachers tend to be more rigorous in evaluation results than normal evaluators (Hadden, 1991), and Japanese English teachers emphasize pronunciation more than native English speakers (Nakamura, 1992). On the other hand, Soresi (2004), states that speaking ability can be evaluated with a certain degree of accuracy only by looking at the number of sentences spoken per minute and the overall eloquence. Katagiri (1999), also emphasizes utterance speed as an index of fluency, regardless of the level of Japanese English teachers or native speakers of English.

Peer Feedback and Writing

Oi et al. (2000), conducted a practical survey on whether to provide feedback on the content of English compositions or on formal aspects such as grammar. According to the report, the group that gave feedback on the content improved the overall English composition compared to the group that gave feedback on grammar. Hirose (2009), also stated that if Japanese students underwent peer feedback on the content of the

English they wrote, they would often learn with each other about the intelligibility of sentences. For this reason, in this presentation class, peer feedback activities were incorporated for the content spoken immediately after each presentation.

Utterance and Beats

Gestures include "other-oriented functions" produced for the listener and "self-oriented functions" that affect the production of speech. For example, some speakers perform a bowing or pointing gesture even in a non-face-to-face situation where they speak over the telephone. This indicates that the presence of the listener is not a factor in the gesture but has a self-directing function. According to Sainsbury & Wood (1977), studies show that gestures occur more frequently when people speak in non-native languages. Furthermore, it has been shown that the frequency of the occurrence of beats is greater in rehearsals of predetermined utterance contents than in spontaneous utterance contents (Purnima & Krauss, 1994).

Fundamental Competencies for Working Persons and Beats

In 2006, the Ministry of Economy, Trade and Industry in Japan (METI), defined the basic abilities required for working together with diverse people in the workplace and in the community in the future. This is a term defined as "Fundamental Competencies for Working Persons." As shown in Figure 2, these abilities were categorized into three (3) overarching competencies, comprising of twelve (12) competency factors.

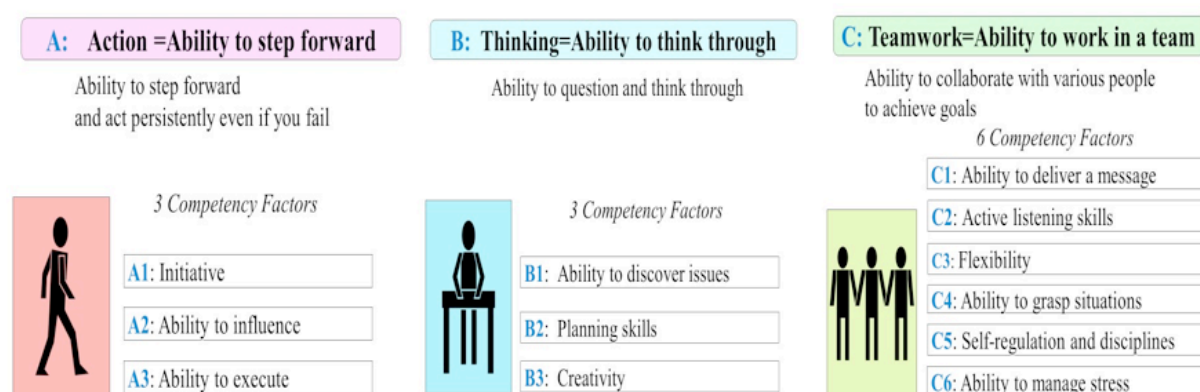


Figure 2: Fundamental Competencies for Working Persons Defined by METI in 2006

Kitajima et al. (2011), conducted a survey on the "three competencies" that make up the basic skills of working adults: the ability to step forward (action), the ability to think through (thinking), and the ability to work in a team (teamwork). According to the report, the average of those who were more experienced than inexperienced members of the society and those who were in the fourth grade than the first grade was significantly higher. In this research, after the learner makes a presentation, the listener gives peer feedback in which the listener comments on the uttered contents. Peer feedback indicates that learner interaction is considered a social act in collaborative learning theory using a second language (Liu & Hansen, 2002). Regarding the relationship between gestures that appear during utterances and sociality, Feyereisen (2018), uses the result of a communication survey between infants and mothers that use symbolic gestures when adults talk to infants. This shows that beats appear in the conversation. This suggest that beats which are appearing unconsciously by learners to facilitate communication with listeners and to compensate for the lack of second language expression may have some connection

with sociality.

Practice Contents of the Presentation Class

The name of the textbook used in the class is Prominence I published by Taishukan in 2017. Our school has not planned a class style that incorporates presentation activities since the first grade, so we started by creating a scaffolding for students to make presentations (Figure3). The teacher created an English script that linked the textbook learning content with photographs and pictures at the introduction stage of each class. Based on the script, the teacher repeatedly performed Question and Answer (Q & A) sessions with the students and performed activities that set a model for the presentation. By continuing this activity, the students naturally adopted the presentation style of the teacher and devised it so that they could voluntarily make a presentation on a summary of each learning unit. Students were thus able to prepare and make presentations not only in terms of the language and content they learned, but also in consideration of others.

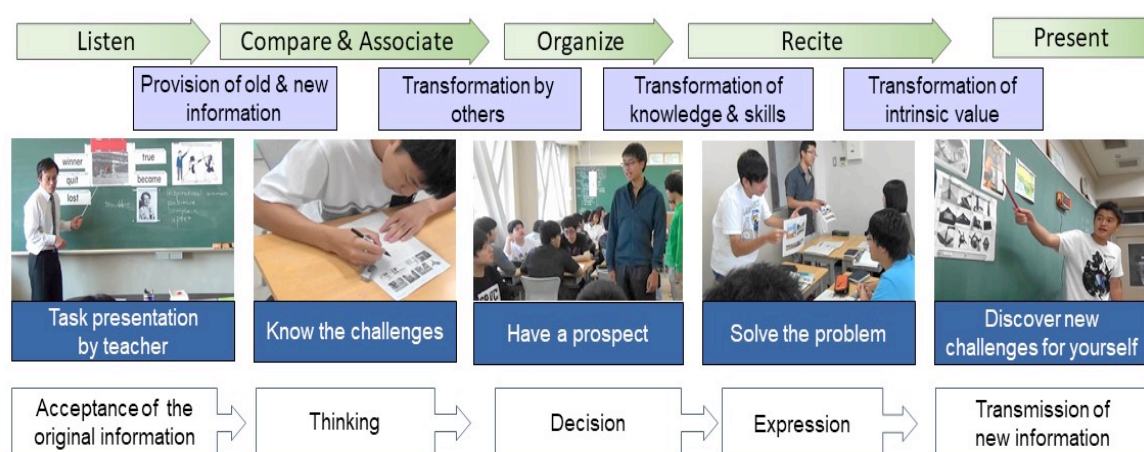


Figure 3: Procedures to create scaffolding for students to make presentations

Study 1

Research Survey 1

RQ1: Which of the following two lessons is effective in a summary of learning units, a lesson in which students conduct presentation activities or a lesson in which students check grammar?

Participants

From April 2017 to February 2018, 16-17 years old students practiced "English 1A" in general education compulsory subjects. Three classes of presentation learning group (experimental group: total number of participating students: 118, instructor: 1) and two classes of grammar learning group (control group: total number of participating students: 83, instructor: 2) participated. A *t*-test was performed based on the TOEIC Bridge results at the time of enrollment in April 2017, and it was confirmed that there was no significant difference between the presentation learning group and the grammar learning group ($t(199) = 1.31ns$) (Table 1).

Table 1 : *Average and Standard Deviation of TOEIC Bridge between Presentation and Grammar Learning Groups*

Learning Group	<i>n</i>	<i>Mean</i>	<i>S.D.</i>	<i>t</i>
Presentation	118	110.83	15.26	1.31
Grammar	83	108.14	12.79	

Materials and Scorings

The class was held for ninety (90) minutes once a week, thirty-two (32) times a year. Eight (8) times per year, there was an activity for summarizing each learning unit. In the presentation learning group, students gave presentations, and in the grammar learning group, teachers conducted grammar confirmation tests. The two learning groups performed a comprehensive test consisting of a grammar test and a description test four (4) times a year, and their chronological learning results were investigated. The test was conducted by one of the three teachers as a representative. The test was created by one of the three instructors on a representative basis, and the final test was performed by the first test creator. Regarding the contents of the test questions, we prepared the questions under consideration and agreement so that the questions were not biased. The test questions were common to the five classes, and the test was conducted for fifty (50) minutes at the same time on the same day. In the description test, students read news and literature related to the contents of the textbooks, and freely discussed them using their own ideas. The grammar test was to fill in the blanks using the grammar skills from the learning unit. Regarding the scoring, the grammar test was corrected using a mark sheet automatic reader, and the description test was corrected by three teachers using the same scoring standard. In addition, when it was confusing that the judgment was not included in the scoring standards, the scoring was performed while consulting one by one. Regarding the test distribution points conducted four times a year, the grammar test was sixty (60) to sixty-five (65) points and the description test was forty (40) to thirty-five (35) points. For this reason, in this study, each score is converted into a fifty (50) point scoring ratio.

Results and Analysis

Learning Effects of the Grammar Test

To investigate how presentation activities affect grammar test scores, we performed a two-factor analysis of variance with intra-subject factors as grammar tests and inter-subject factors as presentation activities (Table 2).

Table 2: *Mean and Standard Deviation of Grammar Test between Presentation and Grammar Learning Groups*

Learnig Group	<i>n</i>	Grammar Test(<i>Mean</i> ± <i>S.D.</i>)				Presentation Activities	Time	Interaction
		1st	2nd	3rd	4th			
Presentation	118	37.03 ± 8.01	38.48 ± 6.52	36.77 ± 6.58	35.22 ± 7.03	0.65 ⁺	73.02**	12.65**
Grammar	83	39.08 ± 6.61	39.99 ± 5.75	36.59 ± 6.29	34.43 ± 5.97			

n=201

⁺*p*<.10 ^{*}*p*<.05 ^{**}*p*<.001

As a result, the interaction was significant ($F(1, 199) = 12.65, p < .01$). According to the Bonferroni multiple comparison, in the first and second tests, the performance of the presentation learning group was significantly lower than that of the grammar

learning group. However, the results were reversed in the third and fourth tests. In the third and fourth tests, the presentation learning group performed better than the grammar learning group. However, there was no significant difference between them (Figure 4).

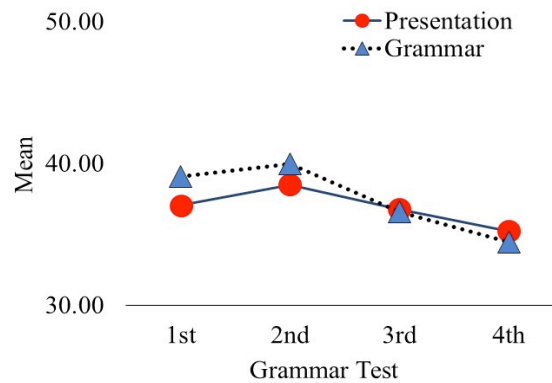


Figure 4: Graphical Comparison of Mean of Grammar Test between Presentation and Grammar Learning Groups

This indicates that in the grammar test, lecture-type grammar classes were significantly higher in the short term, but no longer significantly different from the exercise-type presentation classes in the long term.

Learning Effects of the Description Test

In order to investigate the effects of presentation activities on the performance of the description test, we performed a two-factor analysis of variance, with the within-subject factors as the description test and the between-subject factors as the presentation activities (Table 3).

Table 3: Mean and standard deviation of description test between presentation and grammar learning groups

Learnig Group	n	Description Test (<i>Mean ± S.D.</i>)				Presentation	
		1st	2nd	3rd	4th	Activities	Time
Presentation	118	26.97 ± 9.69	30,19 ± 12,29	17.36 ± 11.83	21.26 ± 10.59	3,44 ⁺	203.71 ^{**}
Grammar	83	24.28 ± 12.28	27,67 ± 13,51	14.04 ± 8.42	19.57 ± 10.46		
n=201					+p<.10	*p<.05	**p<.001

As a result, the interaction was not significant, and only the main effect of the presentation activity was significant ($F(1, 199) = 3.44$, $p < .10$). Four tests were significantly lower in the order of 2nd > 1st > 4th > 3rd (Figure 5)

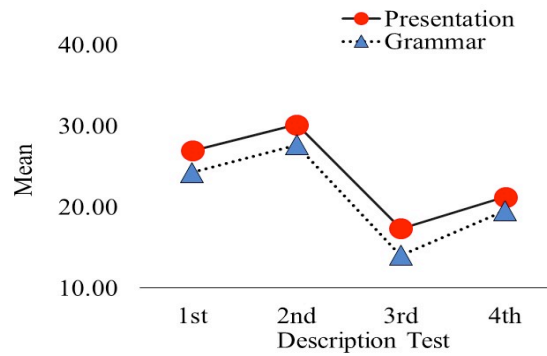


Figure 5: Graphical Comparison of Mean of Description Test between Presentation and Grammar

These results indicate that in the short-term and long-term descriptive tests, the practice-type presentation learning group performed significantly better than the grammar learning group.

Study 2

Research Survey 2

RQ2: Do students who make beat gestures in presentation activities have more utterances than students who do not make beat gestures?

RQ3: When doing presentation activities, what are the differences in basic social skills between those who make beat gestures and those who do not make beat gestures?

Participants

One hundred and eighteen (118) students in three classes (1 instructor) who are 16-17 years old participated in "English 1A", a required course in general education, from April 2017 to February 2018. From one year of class practice, a beat group of twenty-four (24) students and a non-beat group of forty-seven (47) students were extracted. The reason for the decrease in the number of participants at the beginning was that there were frequent suspensions and delays in public transport due to heavy snow during the implementation period, and the number of non-participating students increased due to the end of the flu season. In order to confirm the homogeneity of the two learning groups, a t-test was performed based on the results of the TOEIC bridge at the time of enrollment in April 2017, and there was no significant difference ($t(69) = -1.05ns$) (Table 4).

Table 4: Mean and standard deviation of TOEIC Bridge between Beat and Non-Beat groups

Learning Group	<i>n</i>	<i>Mean</i>	<i>S.D.</i>	<i>t</i>
Beat	24	109.67	9.13	-1.05
Non-Beat	47	112.30	10.83	

Materials and Scorings

Classes were held for ninety (90) minutes once a week, thirty-two (32) times a year.

The students who participated in the class were paired with another student, and each gave a one minute and twenty second presentation on the summary of the learning unit (Molten Digi-timer Challenge UD0010 was used as the measuring device).

Regarding the content of the presentation, "The unit should be in the form of utterances, including your own personal opinion about the unit you have learned, and the sentence structure should be such that it is easy for the partner to understand the contents of the utterance." Regarding the counting of the number of uttered words, the utterance reproduction writing by the student was used as the number of uttered words. The reason is that in the preliminary experiments conducted on twenty (20) students, there was almost no difference between the number of words spoken in the presentation video and the number of written words after the speech. As for the writing activity of utterance reproduction words, one sheet of A4 size paper was distributed to each individual immediately after the presentation, and they were allowed to reproduce and write within a time limit of five (5) minutes (Figure 6). The rewritten paper was exchanged for the partner who heard the utterance in pairs. After confirming that the uttered content and the reproduced and written content were almost the same, the partner who counted the number of uttered words signed the upper right corner and submitted it. Counted words were regarded as spoken words, and any expression that could be conveyed to the reader regardless of spelling errors or grammatical errors was counted as the number of words. In addition, immediately after writing the utterance reproduction, seven (7) students randomly nominated each class by the teacher made a presentation again on the stage. For the students who recorded the video, we checked the utterance content and the number of words written and reproduced and confirmed that there was no difference. The recorded image analysis was performed by one teacher in class, and a high school teacher practicing presentation classes at other high schools. As a result, twenty-four (24) beat students were extracted. Eight (8) data collections were performed for this experiment. However, only six (6) of these data collections were useable. The reason for this is that there were classes that took a long time for unfamiliar presentations, and those classes were not held as scheduled due to school events. At the beginning of the year, the students were informed that 20% of the annual learning evaluation was to be given for the contents of presentation and utterance reproduction. On the last class in February, the participants were asked to review the class by conducting a questionnaire survey conducted by Kitajima et al (2011). The survey items consisted of three (3) categories and twelve (12) items. A questionnaire survey of 7-point scales were conducted for 12 items. The 7-point scales stand for strongly disagree-1, disagree-2, more or less disagree-3, undecided-4, more or less agree-5, agree-6, and strongly agree-7.

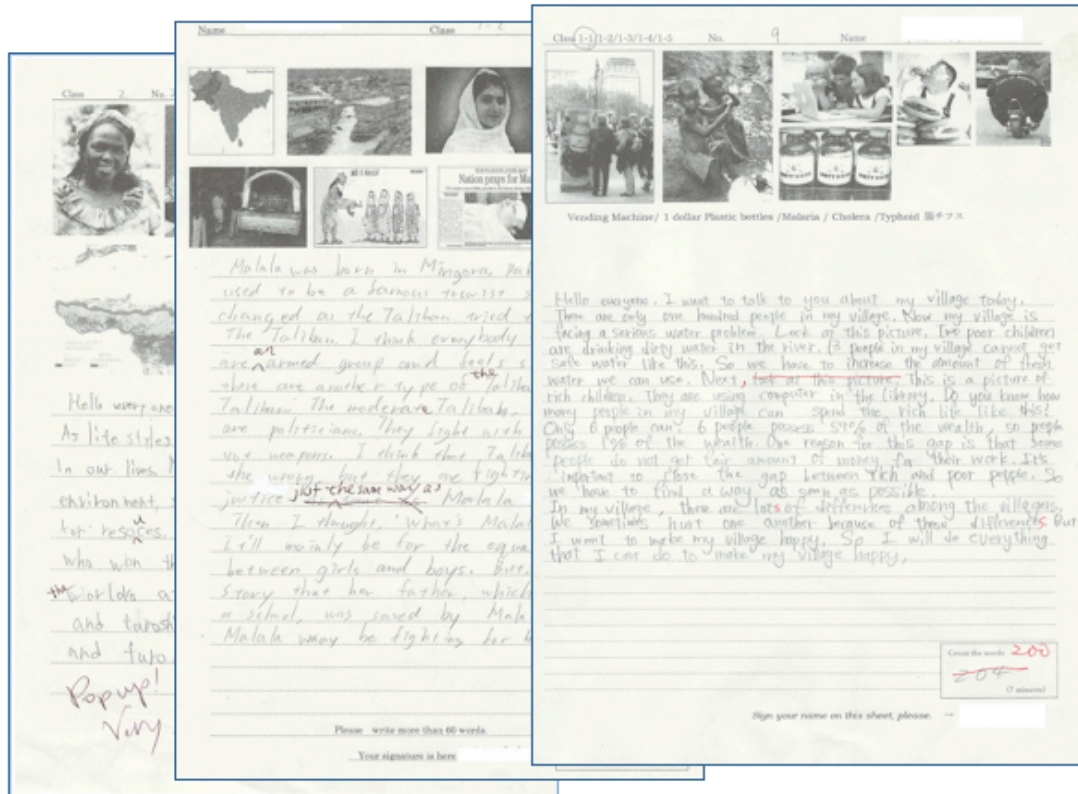


Figure 6: The utterance reproduction writing samples by the student which was counted as the number of uttered words

Results and Analysis

Results of Reproduction Activities of Uttered Words

In order to investigate whether the beat causes a difference in the number of utterance reproduction words, we performed a two-factor analysis of variance with the intra-subject factor as the utterance reproduction words and the inter-subject factor as the amount of beats (Table 5).

Table 5: Comparison of Utterance Reproduction Words between Beat and Non-Beat Groups

Year	Month	Reproduction Activities of Utterance Words	Beat(n=24)		Non-Beat(n=47)	
			Mean	S.D.	Mean	S.D.
2017	May	No.1	72.63	22.51	78.06	18.34
	June	No.2	80.42	21.31	79.91	18.94
	Sep	No.3	80.17	17.36	82.34	17.27
	Nov	No.4	78.21	17.81	80.09	15.47
2018	Jan	No.5	73.58	16.48	82.45	17.88
	Feb	No.6	85.29	18.23	84.57	25.93

As a result, the interaction was not significant and only the main effect of the spoken word was significant. Multiple comparisons using the Holm's method showed that the 6th test was significantly higher than the 1st test ($MSe = 242.80^*$, $p < .05$) (Figure 7). From this, in the one-year presentation class, it was shown that there was no significant difference between the beat group and the non-beat group in the utterance reproduction words survey conducted immediately after the presentation.

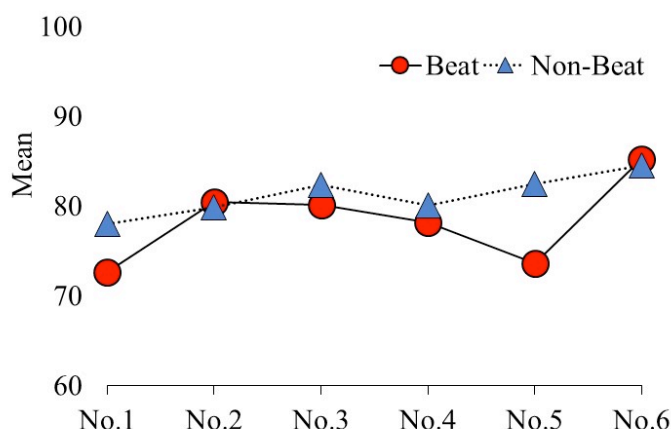


Figure 7: Graphical comparison of mean of the number of utterance reproduction words between Beat and Non-Beat groups

Results of Questionnaire Survey on Basic Social Abilities

After conducting one-year presentation activities from May 2017 to February 2018, the questionnaire survey was conducted on the last day of classes in February. The participants and class teachers were the same. As a result, the main effect of the beats was recognized in the five items (No.1 of A1: Initiative, No.5 of A2: Ability to influence, No.7 of A3: Ability to execute, and No.31 and No.33 of C5: Self-regulation and disciplines ($F(1, 69) = 3.96, 6.13, 4.10, 3.87, 3.94$, $p < .05$, respectively) (Table 6, 7, and 8). As a result of multiple comparisons by the HSD method, the beat group was significantly higher in five items of No.1, No.5, No.7, No.31, and No.33 than the non-beat group ($p < .05$) (Figure 8, 9, and 10). From the above, it was shown that the beat group was more aware of the role and goal of pair work than the non-beat group, worked more effectively to obtain the cooperation of a partner, and made more efforts to maintain discipline and manners.

Table 6: Comparison of 9 items in 3 competency factors of action category to measure fundamental competencies for working persons between Beat and Non-Beat groups

Category	Competency Factor	No.	Item Contents	Learning Group	Mean	SD	F
A: Action	A1 Initiative	1	You knew your role through pair work.	Beat	6.04	0.859	3.96*
				Non-Beat	5.57	0.972	
		2	You were working on difficult things by taking advantage of your strengths.	Beat	5.63	0.770	2.69
				Non-Beat	5.17	1.239	
	A2 Ability to influence	3	You were acting spontaneously and autonomously on your role and challenges.	Beat	5.75	1.032	1.75
				Non-Beat	5.34	1.323	
		4	You were telling the need and purpose of cooperation to make friends	Beat	5.08	1.213	1.31
				Non-Beat	4.70	1.382	
	A3 Ability to execute	5	You tried various ways to achieve effective cooperation depending on the situation	Beat	5.50	1.180	6.13*
				Non-Beat	4.70	1.334	
		6	You actively worked with someone to achieve your pair work goals	Beat	5.50	1.063	2.83
				Non-Beat	4.96	1.382	
		7	You continued to work hard to achieve your goals	Beat	6.04	0.955	4.10*
				Non-Beat	5.45	1.265	
		8	You worked on the task with the will to try to succeed	Beat	6.00	1.022	1.80
				Non-Beat	5.66	1.006	
		9	You kept working on the goal without turning away from difficult situations	Beat	5.33	1.167	0.01
				Non-Beat	5.36	1.051	

* $p < .05$

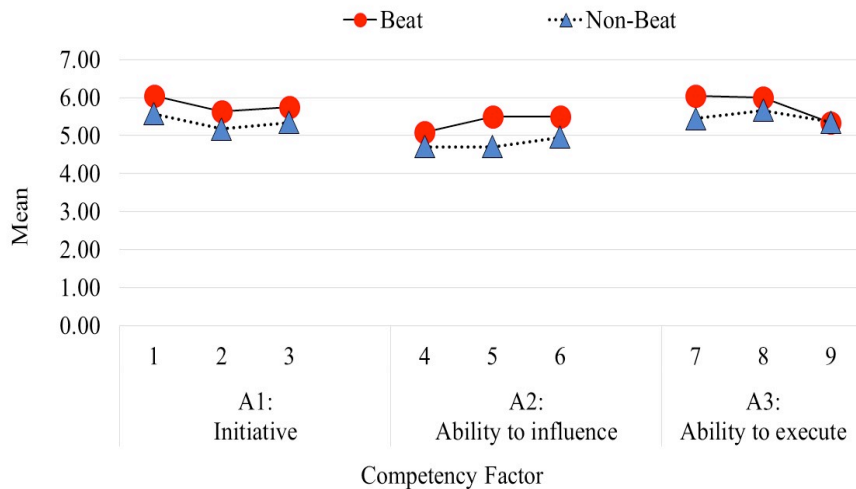


Figure 8: Graphical Comparison of Action Category to Measure Fundamental Competencies for Working Persons between Beat and Non-Beat Groups

Table 7: Comparison of 9 items in 3 competency factors of thinking category to measure fundamental competencies for working persons between Beat and Non-Beat groups

Category	Competency Factor	No.	Item Contents	Learning Group	Mean	SD	F
B: Thinking	B1	10	You had a good grasp of the challenges at this stage to achieve your goals	Beat	5.46	1.285	2.15
				Non-Beat	4.96	1.398	
		11	You were collecting and analyzing information to correctly recognize the current situation	Beat	5.00	1.180	2.24
				Non-Beat	4.49	1.443	
		12	You actively asked for the opinions of others to clarify the issues	Beat	4.54	1.841	0.19
	B2	13	You had a viable plan to achieve your goals	Beat	4.04	1.546	0.17
				Non-Beat	4.21	1.680	
		14	You had noticed the difference between the plan to achieve the goal and the actual progress	Beat	4.38	1.689	0.02
				Non-Beat	4.32	1.431	
	B3	15	You had flexibly revised the plan to suit unexpected situations	Beat	4.38	1.610	0.73
				Non-Beat	4.02	1.674	
		16	You used a variety of information such as photos, textbooks, and the Internet	Beat	4.96	1.732	0.57
				Non-Beat	4.60	2.007	
	B3	17	You tried to change the conventional way of thinking	Beat	4.96	1.732	2.28
				Non-Beat	4.34	1.578	
		18	You were conscious of achieving your goals, created something new and looked for hints	Beat	4.71	1.334	1.43
				Non-Beat	4.30	1.382	

* $p < .05$

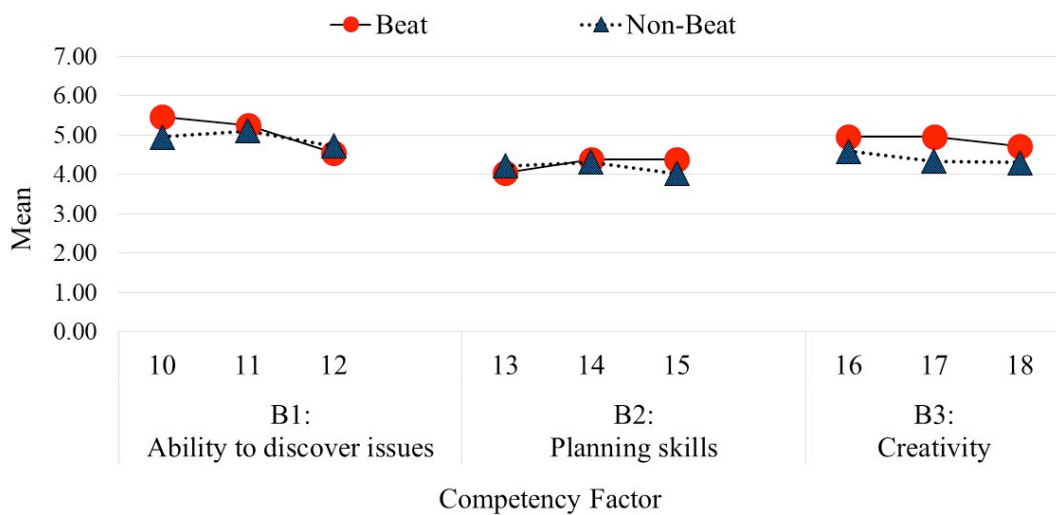


Figure 9: Graphical comparison of mean of 9 items of 3 competency factors of thinking category to measure fundamental competencies for working persons between Beat and Non-Beat groups

Table 8: Comparison of 18 items in 6 competency factors of teamwork category to measure fundamental competencies for working persons between Beat and Non-Beat groups

Category	Competency Factor	No.	Item Contents	Learning Group	Mean	SD	F
C: Teamwork	C1	19	You gave your information in an easy-to-understand manner to your partner	Beat	5.63	0.824	1.74
				Non-Beat	5.23	1.322	
		20	You spoke in a manner to ensure that your pair work partner understands	Beat	5.54	0.833	3.58
	C2	21	You understood in your own way what you were going to talk about and expressed it to your members.	Beat	5.96	0.806	0.44
				Non-Beat	5.81	0.947	
		22	You understood the partner's story while checking the contents and asking questions	Beat	5.33	1.551	0.54
	C3	23	You had a nod, a sympathetic attitude, and made it easy to talk to the other person	Beat	5.54	1.103	0.56
				Non-Beat	5.74	1.073	
		24	You listened to the other person without prejudice or belief	Beat	6.04	0.999	2.47
	C4	25	You had your own opinion and accepted the other person's story with empathy	Beat	5.71	1.042	0.71
				Non-Beat	5.47	1.177	
		26	You were trying to understand why others think so	Beat	5.38	1.313	1.23
	C5	27	You understood the situation and circumstances of the other party	Beat	5.63	1.096	2.27
				Non-Beat	5.19	1.173	
		28	You were acting to understand your role expected from the surroundings	Beat	4.63	1.209	1.80
	C6	29	You were acting to judge what you can do	Beat	5.54	1.103	1.26
				Non-Beat	5.23	1.088	
		30	You took action with consideration of the surrounding relationships and circumstances	Beat	5.46	1.414	0.68
	C7	31	You kept your manners so as not to bother your pair work partner	Beat	6.42	0.830	3.87*
				Non-Beat	5.96	0.977	
		32	When you bothered your partner, you were taking appropriate action	Beat	6.00	1.142	3.51
	C8	33	You were acting properly in situations where discipline and courtesy were needed	Beat	6.13	0.900	3.94*
				Non-Beat	5.60	1.136	
		34	When you felt stressed in your group activities, you thought about the cause	Beat	4.67	1.810	0.18
	C9	35	You had reduced your learning stress by consulting and receiving support	Beat	4.83	1.659	0.00
				Non-Beat	4.83	1.672	
		36	Even if you felt stressed, you were able to switch minds and control yourself	Beat	5.17	1.685	0.22
	C10			Non-Beat	5.34	1.387	

* $p < .05$

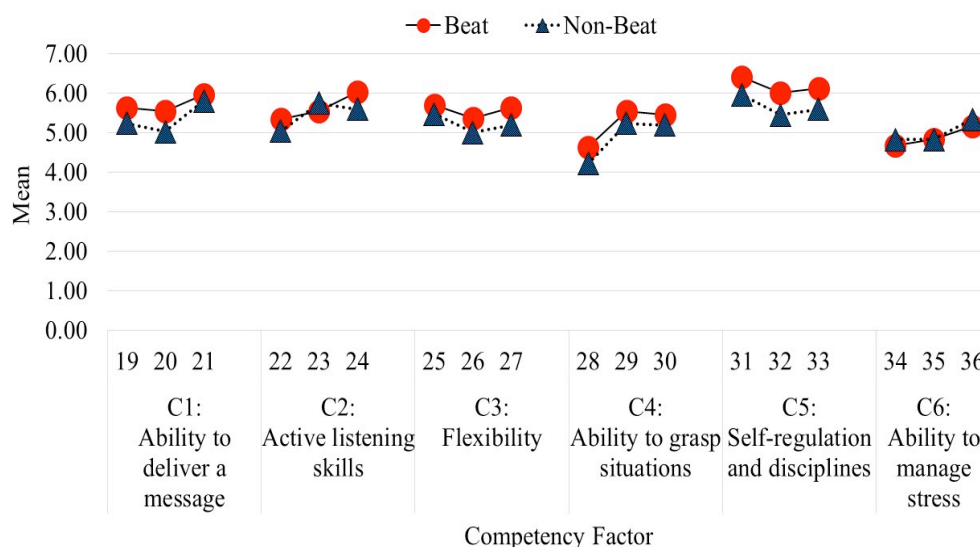


Figure 10: Graphical comparison of mean of 18 items in 6 competency factors of teamwork category to measure fundamental competencies for working persons between Beat and Non-Beat groups

Discussion and Conclusion

Effects of Presentations Conducted in a Summary of Learning units

It is easy to predict that the presentation group performed better than the grammar group in the description test because they had many scenes in the class where the uttered contents were more consciously considered than in the grammar group. However, even in the grammar test, the grammar group results were significant at first, but eventually did not differ from the presentation group. In this regard, we believe that it is necessary to continue to practice the lessons and to investigate the effectiveness of presentation learning. Looking back at the video recordings of the pair work scenes that were conducted during the presentation class, there were many scenes where students commented on the clarity of the uttered contents. This seems to support the work of Hirose (2009), in which peer feedback allows students to learn from each other about the comprehension and composition of sentences.

The Relationship between the Learner's Ability to Produce Beats and Sociality

In this survey, the number of words which the presenter reproduced and wrote immediately after the presentation was counted as the number of uttered words. As a result, there was no significant difference in the number of uttered words between the beat group and the non-beat group. However, looking back at the images recorded in the video, the non-beat group tended to produce the number of uttered words regardless of the learning difficulty, whereas the beat group tended to produce more beats than the number of uttered words when the difficulty was higher. Purnima and Krauss (1994), found that the frequency of beats was higher in rehearsals of prepared utterances than in free utterances, but we would like to investigate this further in the future. Regarding sociality, it became clear that the beat group was more conscious of taking action, working harder, engaging in teamwork, discipline, and manners when compared to the non-beat group.

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