

# 関西学院大学 研究成果報告

2024年 10月 17日

関西学院大学 学長殿

所属：School of Sociology  
職名：Associate Professor  
氏名：Vivian Bussinguer-Khavari

以下のとおり、報告いたします。

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| 研究制度   | <input checked="" type="checkbox"/> 特別研究期間 <input type="checkbox"/> 自由研究期間<br><input type="checkbox"/> 大学共同研究 <input type="checkbox"/> 個人特別研究費<br><input type="checkbox"/> 博士研究員<br>※国際共同研究交通費補助については別様式にて作成してください。 |
| 研究課題   | Performance in Education: A Resource Guide for Language Teachers  |
| 研究実施場所 | Home Office, Kobe, Japan  |
| 研究期間   | 2023年 4月 1日 ~ 2024年 3月 31日 ( 12ヶ月)  |

## ◆ 研究成果概要 (2,500字程度)

上記研究課題に即して実施したことを具体的に記述してください。

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| <p><b>Introduction</b></p> <p>The term Performance in Education (PIE) has generally been associated with the assessment and enhancement of students' academic achievement through various performance metrics. Performance in itself is a complex term with an extensive definition, but in the field of language education, it has often been referred to as the learner's actual use of language in concrete situations. Some key aspects of performance are fluency, accuracy, variability, assessment, evaluation, and the practical use of language, taking into account contextual factors, such as the emotional, social, or cultural factors that might influence language use. In summary, performance is often related to how language is manifested in real-life situations.</p> |
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**Background**

In more recent years, within the field of Second Language Acquisition (SLA), PIE has been associated with the language learners' development of communicative competence and their ability to present ideas effectively. Two other concepts that might help explain PIE more thoroughly are Performance-Based Learning (PBL) and Performance-Assisted Learning (PAL). The former falls into the well-known concept of Task-Based Learning (TBL), which defines tasks as activities that require the language learner to use language to achieve a specific goal (e.g., Ellis, 2003) and sees the use of tasks as the central component of the language learning process (e.g., Nunan, 1989; 2004). The latter can be defined as the use of performance of any kind, used across the curriculum, to teach, reinforce, and evaluate the content of a course (Head, et al., 2018). In the second- or foreign-language classroom, performance can come in various forms such as through speech, presentation, drama, music, improvisation activities, and debate, to name a few. Such performances create opportunities for learners to engage in real-life scenarios where they can practice, solidify, and improve their skills. Instructors can then evaluate learners based on their execution of the assigned tasks rather than on their traditional exam scores.

The research on PIE has shed light on various areas such as:

- Investigating how learners acquire and refine performance skills (e.g., Kluge, 2012)
- Examining how participating in performance activities can affect the learners' self-esteem and confidence to communicate (e.g., Thompson, 2009)
- Understanding how performance can help develop other skills such as critical thinking and collaborative learning (e.g., Baker, 2017)

**Literature Review**

When investigating the impact that specific PIE activities can have in the language learner's development of various skills, below are some relevant findings regarding the use of debate, speech/presentations, and drama in the language classroom. Firstly, when it comes to debate, there are studies that show that it can help learners improve vocabulary, grammar, and fluency due to the structured nature of formal debates. Debate can also promote and encourage critical thinking, teaching learners how to analyze issues from multiple perspectives. In addition, engaging in debate can boost learners' confidence and reduce the anxiety associated with public speaking. Certain debate topics can also help foster learners' understanding of cultural issues, building more sensitivity, understanding, and cultural awareness. Some references to support the above findings are Matsumoto, 2013; Huang, 2016; and Baker & McFadden, 2015.

When it comes to research on the use of speech and presentations in language classrooms, findings highlight their effects on language development, communication skills, and learner confidence. One of the benefits of engaging in speech activities and presentations is that learners get more practice in pronunciation, intonation, and fluency, which are critical for the development of oral proficiency and crucial for more effective communication. When it comes to cognitive and social skills, presentations can help foster critical thinking, organization of ideas, and interaction skills. Frequent speaking practice also helps reduce anxiety, building greater confidence in target-language use. In addition, presentations provide greater opportunities for peer evaluations and can promote collaborative learning. Some examples of studies that support the use of speech and presentations in the language classroom are Kang, 2014; Kuo, 2015; and Santos, 2016.

Research on the use of drama in second- or foreign-language classrooms highlights its effectiveness in enhancing language skills, communication, and overall engagement. Some key areas of focus in previous studies are language proficiency: showing how drama activities help improve speaking, listening, and comprehension skills by providing authentic contexts for language use; engagement and motivation: making the case for how the interactive and creative nature of drama increase student motivation and engagement in the language-learning process; social and emotional development: supporting drama's ability to foster collaboration, empathy, and self-expression in language learners as they build confidence in using the target language; cultural awareness: investigating how role-playing and drama performances in general help language learners gain insights into the sociolinguistic aspect of the target language; and cognitive skills: observing how drama encourages critical thinking, creativity and problem-solving as language learners engage with texts and various scenarios.

**Theoretical Foundation**

A relatively new academic field known as Mind, Brain, and Education Science (MBE) is an interdisciplinary field that combines insights from psychology, neuroscience, and education to understand how people learn and how to improve educational practices. It emerged primarily in the 1990s, formalizing and integrating the connections that had already been previously made between the mind, brain, and education with the focus of applying neuroscientific findings to educational practices. MBE investigates how cognitive functions like memory, attention, and problem-solving develop and how these processes can be optimized for better learning outcomes. It explores how brain development affects learning at different ages, helping educators tailor their teaching approaches to various developmental stages. MBE emphasizes the importance of using research-based strategies in the classroom to enhance teaching effectiveness and learner engagement, while addressing how to make education more equitable and accessible with considerations to diverse learning needs and backgrounds (Sousa, 2011; Willis, 2006; Zull, 2002).

When it comes to the theoretical and academic backup support for the effectiveness of PIE in practice, MBE provides the best foundational elements, having significant implications for PIE, particularly in how engaging activities like debate, drama, speech, and presentations can enhance learning in language classrooms. More specifically, the relationship between MBE and PIE can be seen in the areas described below.

- MBE emphasizes the importance of active learning. PIE activities require learners to engage deeply with the material, which can enhance understanding and retention. This aligns with the notion that active participation activates various cognitive processes.
- Performing arts foster social interaction, which is crucial for language development. Collaborative activities, like debates and group presentations, for example, create opportunities for learners to practice communication skills, negotiate meaning, and learn from their peers.
- MBE recognizes that emotions play a critical role in learning. Performance activities can evoke emotions, making the learning experience more memorable and motivating. When students express themselves in drama or speech, they may connect more personally to the target language.
- When learners engage in performances, they develop critical thinking and problem-solving skills. For example, debates require students to formulate arguments, think on their feet, and consider multiple perspectives, all of which enhance their cognitive flexibility.
- MBE is a strong supporter of multimodal learning, encouraging learners to engage with content through various modalities (e.g., visual, auditory, and kinesthetic). Dramas and presentations incorporate these different modes, catering to diverse learning styles and preferences.
- Feedback is said to be essential for learning. Performance activities often involve self-, peer-, and teacher-feedback. MBE also highlights the important role of feedback in the learning process, helping learners improve their language skills through constructive feedback.
- MBE research shows that reduced anxiety can enhance learning outcomes. Since performing in front of others is said to boost learners' confidence and reduce anxiety, PIE activities are supported by MBE.

## Conclusion

In conclusion, incorporating PIE activities in language education aligns with MBE principles and bring great contributions to learners' improved language skills, overall academic performance, social interactions, engagement, motivation, confidence, emotional connection, and innumerable other areas of sociolinguistic development. With all the benefits of performance-based language learning seen in the literature, language instructors are to be encouraged to use PIE activities in their language classrooms for several reasons, including the following benefits they bring to the language learner: enhanced engagement, real-world application, critical-skills' development, cognitive and emotional benefits, social interaction, constructive feedback, and mindset growth. It can, however, be observed that since the scientific findings and theoretical supports provided by MBE are relatively new as a promoter of PIE, it can be assumed that a number of language instructors, educational institutions and second- and/or foreign-language materials' developers are perhaps still unaware of the strong scientific data in support of PIE. In some cases, even when the above-mentioned benefits are understood, there is still the lack of resources as a major problem keeping language instructors from implementing PIE activities in their language-teaching practices. Therefore, the purpose of this study is to bridge the gap between MBE and PIE by providing theoretical guidelines and practical activities to language instructors.

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以 上

提出期限：研究期間終了後2ヶ月以内

※個人特別研究費：研究費支給年度終了後2ヶ月以内 博士研究員：期間終了まで

提出先：研究推進社会連携機構（NUC）

※特別研究期間、自由研究期間の報告は所属長、博士研究員は研究科委員長を経て提出してください。

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