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Students' Perceptions of Effectiveness and Engagement of a Performed Culture Approach and Collaborative Online International Learning in Japanese Language Practices in Higher Education

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**Students' Perceptions of Effectiveness and Engagement of a Performed Culture Approach
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STUDENTS' PERCEPTIONS OF EFFECTIVENESS AND ENGAGEMENT

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Table of Contents

List of Tables

List of Figures

Abstract

The whole purpose of this project is to examine the Japanese language learners' reactions to Performed Culture Approach (PCA) and Collaborative Online International Learning (COIL). For this research, the participants were undergraduate students in Elementary Japanese language courses.

PCA is a language learning approach based on experiential learning, and students are asked to perform in a class. PCA has ACT classes which students are asked to perform, and FACT classes which have explanations and discussion about the grammar points. COIL can create opportunities for the students to interact with people who are living far away using online platforms. The COIL project can be fitted in PCA nicely as an additional activity during the course because COIL can provide an authentic situation in which students can actually use and practice the target language to communicate with Japanese students in Japan with the online format. The collected data was analyzed and discussed in this capstone to see the effectiveness and students' engagement in ACT class and the COIL project.

The collected data indicated that the students' engagement level was high, and students felt ACT class was an effective classroom setting for Japanese language learning. And the COIL project could be a supplemental activity to make the Japanese course even stronger and more enjoyable for the learners. Even though the COIL project has the possibility of lower engagement for some students and lower effectiveness for language learning in the elementary level, the COIL project as a part of PCA is still very useful and effective as a part of the students' experience in the Elementary Japanese language courses. The Students could experience intercultural communication through the conversation with the Japanese peers, and the students could be motivated with enjoying the language itself.

SECTION 1

Introduction

Do Japanese people apologize too much? "*Sumimasen*." This phrase is very useful in Japanese society, and there are many different situations you can use. When you look up this phrase in a dictionary, the first translation you would find would be "I am sorry." This is correct; however, there are other meanings which are different from apologizing: one is "excuse me," and the other one is "thank you." My first language is Japanese, so my brain is still "Japanese" even when I speak in English. So, when I want to show appreciation in English, I tend to say "I am sorry" instead of "thank you." During a conversation in English, I consciously try to use more "thank you" or "excuse me" when I feel like using "*sumimasen* (I'm sorry)." It means that Japanese language learners are expected to be able to see the situation and use "*sumimasen* (I am sorry)" properly when they want to show appreciation or get attention in Japanese society. There are significant differences between Japanese cultural society and American cultural society, and Japanese language does show those cultural differences. Language and culture are strongly connected (Walker, 2000). Language learning cannot be completed with only memorizing vocabulary and grammar points, but behaviors and skills to adapt in the culture would be also extremely important to acquire the language properly and participate in the target community.

Foreign language learning is common in many countries. In Japan, English is always included in curriculums in schools. The school system in the United States includes foreign language learning, and Japanese can be one of the options in many schools. Learners' motivation is important to learn materials, and there are many learners who are interested in Japanese language because of Japanese culture such as Anime and Manga. They are part of the culture; however, behavioral culture is the one learners need to practice to use the language and to

1

understand the culture properly. Christensen and Bourgerie claimed learners "must demonstrate cultural literacy, i.e.., an understanding of the target culture value system, aspects of popular culture, media, history, and societal norms" (2015, p. 89). The language learning environment should be the one which can include these cultural learning aspects.

Students' engagement can influence learning outcomes. Performed Culture Approach (PCA) is a foreign language pedagogy that can encourage students to be highly engaged in a class. Students tend to be the center of instruction because they are the ones who perform and act in a classroom using the target language and its culture. PCA can encourage high engagement in the course, but learners are the ones who need to feel that they are engaged in the course and the pedagogy is effective for their target language practice and acquisition. This pedagogy is based on Experiential Learning, and there are two types of class formats: ACT and FACT (Christensen & Warnick, 2006). In ACT classes, learners have opportunities to perform in the target language with appropriate cultural behaviors. The entire classroom experiences learners have are performances, and the contexts of the performances are culturally coherent. To gain engagement and effectiveness, students are asked to study the materials before the class by themselves. The detailed syllabus and schedule are provided beforehand by the instructor, and students are expected to study and memorize dialogue and vocabulary items using audio materials and the textbook at home. In the classroom, students can experience and communicate with appropriate gestures to fit in the culture using what they have studied and memorized. Japanese is the official language in the classroom, and it can create a classroom "in Japan." The FACT classes provide explanations and discussions about grammar points and vocabulary in the learner's native language (Christensen & Warnick, 2006). The role of FACT classes is to support ACT classes.

I am currently using the Performed Culture Approach (PCA) in a Japanese language program at a private university in the midwestern United States. There are two Japanese courses in this university, which are Elementary Japanese I in the fall semester and Elementary Japanese II in the spring semester. The students in the courses are mixed from first year to senior year. The language requirement in this university is minimal, and most of the students are taking this course basically because of their interests in Japanese language or Japanese culture. Since there are not many international students from Japan or students who can speak Japanese on the campus, the classroom is basically the only place students can practice and use Japanese language for the actual communication. To study the effectiveness of PCA in a Japanese language classroom, the environment of the school and the students in this class would show applicable data. The aim of this research is to find the students' reactions to classes and seek the possibility of development of this pedagogy including the Collaborative Online International Learning (COIL) project.

Collaborative Online International Learning (COIL) is an exchanging and learning opportunity connecting with students who have varied cultural and geographical backgrounds and experiences (The Center for Collaborative Online International Learning, The State University of New York Global Center, n.d.). In Elementary Japanese I and Elementary Japanese II, the COIL project with a university in Japan was offered as an activity. COIL makes it possible to connect learners in different countries or regions to actually communicate and enhance learning of different subjects. For Japanese language learners, COIL can create the environment for them to experience communication with Japanese peers living in Japan who are almost the same age as the students in the American classes. During the usual class, the instructor is the only one who can practice Japanese with the learners. COIL makes it possible to give

opportunities for students to interact with various Japanese native speakers, which may enhance students' motivation towards Japanese language learning.

In this capstone project, the data were collected from the students in Elementary Japanese I and Elementary Japanese II, and the collected data were analyzed and discussed in this capstone project based on these three topics:

- Examining the effectiveness and students' engagement in ACT class in Elementary Japanese language course in higher education

- Examining the effectiveness and students' engagement in the COIL project in Elementary Japanese language course in higher education

- What are the benefits of activity with the COIL project for Japanese language learners?

This project is an instructional inquiry project based on the Japanese language courses (Elementary Japanese I and Elementary Japanese II) in a higher education institution in the Midwest. First, the literature review shows four topics. The research about the situation of foreign language learning programs in higher education shows the demographics and numbers of the learners and institutions in the United States. And it focuses especially on Japanese programs, characteristics of Japanese language and culture. Then, one language pedagogy, Performed Culture Approach (PCA), is presented, and the description of the activity with Collaborative Online International Learning (COIL) is shown. Secondly, the detailed method of the research is introduced. Lastly, the research results in the actual Japanese courses are examined, leading to the final discussion.

SECTION 2

Literature Review

In many countries including Japan, schools tend to include English in their curriculums. Learning foreign languages is common for education today. In the United States as well, there are foreign language programs in elementary, middle, and high schools, as well as higher education. Students' engagement can influence better learning outcomes, and students can be more engaged with more authentic tasks (Woolfolk, 2020). Performed Culture Approach (PCA) is a foreign language pedagogy that promotes students' high engagement in a class through performances. PCA can encourage high engagement in the course because students tend to be the center of instruction. Performed Culture Approach (PCA) is an approach to pedagogy of teaching any language. But East Asian languages (Chinese, Japanese, and Korean) for American learners present a good place to apply it because of the great cultural distance between Chinese/Japanese/Korean and American English. In this approach, learning the target language and learning its culture cannot be separated (Walker, 2000). In PCA, high engagement of students in the classroom can be expected since students are asked to perform in Japanese.

Collaborative Online International Learning (COIL) can create the environment for students to communicate with Japanese peers who are in Japan. COIL can be used as an activity that can be supplemental and strengthen PCA. This online platform can provide situated events that students can participate in. The COIL project itself can be an activity that includes language learners' high engagement, and including COIL as a part of PCA would be a way to strengthen engagement and effectiveness of the entire Japanese language course.

This literature review shows the research about the situation of foreign language learning programs in higher education while focusing on Japanese programs, characteristics of Japanese

language and culture, and the effectiveness of Performed Culture Approach (PCA) and activity with the Collaborative Online International Learning (COIL) project.

Demographics about Foreign Language Learning Programs in Higher Education in the United States

In 2019, the Modern Language Association of America (MLA) published a report on enrollments in languages other than English in the United States institutions of higher education. According to the report (Looney and Lusin, 2019), the total number of language programs offered in the fall of 2016 decreased by 651 programs (5.3%) in comparison to the number of them offered in 2013. Also, the total number of enrollments in languages except English dropped by 9.2% in colleges and universities between fall 2013 and fall 2016. The fifteen most commonly taught languages in higher education in the United States in 2019, in the order of decreasing number, were Spanish, French, American Sign Language, German, Japanese, Italian, Chinese, Arabic, Latin, Russian, Korean, Ancient Greek, Portuguese, Biblical Hebrew, and Modern Hebrew. In fall 2016, thirteen of them showed a decrease in enrollments from the number in fall 2013; that resulted in a 9.2% drop overall. Looney and Lusin (2019) argued that language education obviously needs investments. Even though there is an overall drop, Japanese and Korean were two language programs that reported increasing enrollments, and Japanese became the fifth most commonly taught language in the United States (Looney & Lusin, 2019).

Japanese Language Learning Programs in Higher Education

Looney and Lusin (2019) stated that the increase in enrollments in Japanese and Korean language courses is encouraging; however, there are some other numbers to consider. In fall 2013, the total enrollment for Japanese was 66,771, and the number increased 3.1% in fall 2016 to 68,810. Modern Language Association of America (MLA) has reported a significant increase

of enrollments for Japanese programs since 1958. The number of enrollments in 1970 was 6,620, and the number in 2016 was 68,810. The share of Japanese language course enrollment in the foreign language enrollments in 1968 was 0.4%, and this number for fall in 2016 was 4.9% (Looney & Lusin, 2019). This increase in the past 50 years made Japanese the fifth most commonly taught language in the United States today. However, the number in 2009 was 72,357 and there is a drop compared with the number in 2016. Also, there is a drop in the number of institutions reporting enrollments. The number of institutions for Japanese language in higher education in 2009 was 711, and this number has been declining. The number became 707 in 2013, and then it was 680 in 2016. Looking at the number from 1990, there is a 3.5 % increase in 2016, since the number of institutions in 1990 was 657. However, this number is showing that Japanese language programs are experiencing shrinkage at least since 2009. The report from MLA shows the comparison between 2013 and 2016 mainly focusing on higher education, which increased in enrollments and declined in the number of institutions of Japanese language in the United States. Additionally, there is a report from the Japan Foundation. The Japan Foundation's report is a comparison between 2015 and 2018 showing the overall educational institutions that include primary, secondary, higher education, and outside of school education, such as language schools. In 2015, there were 1,462 organizations and 170,998 Japanese learners in total in the United States. These numbers have dropped to 1,445 organizations and 166,565 Japanese learners in 2018 (Japan Foundation, 2019).[1] Although Looney and Lusin (2019) highlighted the

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[1] These drops in the numbers of both organizations and learners are found in the United States and Taiwan, but there are number increases overall in the world (Japan Foundation, 2019). For example, China has the largest number of learners, and there is an increase in 2018 compared with the number in 2015 (Japan Foundation, 2019). In 2019, a large number of students of Japanese language courses in the United States higher education were international students from China, which indicates a strong interest in Japanese language among Chinese students (M. Noda, personal communication, April 14, 2021).

positive aspect of Japanese programs with focusing on the increase of enrollments in higher education in the United States, the other numbers such as the number of institutions is showing some decline.

Japan has a significantly different culture in comparison with the United States, and the trigger for many of the Japanese language learners to start learning Japanese is related to the cultural aspect. According to the Cabinet Office, Government of Japan, many Japanese language learners in the world are interested in Japan because of Japanese food and Japanese pop culture, such as Anime, Manga, and video games (2015). Even though those cultural products can be a trigger for students to be interested in Japanese language and take the course, interests in those cultures may not be enough reason to maintain their motivation to study the target language since there are significant differences in many aspects between English and Japanese. According to the Japan Foundation (2019), the number of Japanese learners in the world has increased; however, the number in the United States has decreased. In the next section, research will be presented about how Japanese is challenging for native English speakers to acquire.

Super-Hard Language for English Speakers to Acquire

According to the U.S. Department of State, Foreign Service Institute (FSI) has shown language learning timelines. These timelines represent the time a student typically needs to spend to acquire "Professional Working Proficiency" in the language. The Interagency Language Roundtable (ILR) has created a scale to define language proficiency, and "Professional Working Proficiency" is rated three on the scale. This level is described as

- "Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects" (ILR, n.d. para. 11).

- "Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics" (ILR, n.d. para. 9).

- "Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field" (ILR, n.d. para. 8).

- "Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics" (ILR, n.d. para. 8).

The U.S. Department of State also noted that 66 languages are divided into four categories based on the research by FSI. Category one languages, such as Spanish and French are more similar to English, and those languages require 24-30 weeks (600-750 class hours). Category two languages require approximately 36 weeks (900 class hours), and Category three languages require approximately 44 weeks (1100 class hours). Languages in category three, such as Hindi and Russian, have significant linguistic and cultural differences from English. Category four is the last one, and Japanese is placed in this category. The languages in this category are recognized as "super-hard languages," and those languages are exceptionally difficult for native English speakers. To achieve proficiency in those foreign languages in category four, 88 weeks (2200 class hours) are required (U.S. Department of State, n.d.). Christensen and Warnick claimed "language learning is a lifelong task" (2006, p. 127), and it is impossible to provide every type and genre of reading material in four years of a college's language curriculum (Christensen & Warnick, 2006). It is obvious that it requires time to learn this language; however, time in the school is very limited. Some higher education institutions offer Japanese courses for four years, but there are also institutions that offer only for two semesters. It would be extremely difficult for students to master the Japanese language only with taking the two

semesters Japanese language course. It would be critical to include the elements to motivate students to continue studying after finishing the courses, and it would be great if other reasons for taking the courses outside of learning the language would be included in the courses.

Japanese Language and Japanese Culture

As Foreign Service Institute (FSI) shows, the characteristics of the Japanese language are different from English in many aspects which include writing system, grammar, accent and pronunciation. For example, the Japanese writing system is unique. It is very different from the English writing system, which consists of the English alphabet. In the Japanese writing system, there are three types of letters: Hiragana, Katakana, and Kanji (Chinese characters). There are 48 letters for each Hiragana and Katakana, and they are syllabaries that own one sound with no meaning. On the other hand, Kanji (Chinese characters) has both several sounds and meanings. There are more than three thousand characters of Kanji used in daily life in Japan. In Japanese writing, those three different types of letters are used together. Mastering Hiragana and Katakana are the first steps for reading and writing Japanese texts.

Just as the writing system is different between Japanese and English, so too is the grammar. The grammatical structure in Japanese is completely different from English. For example, "I go to school on Monday" in Japanese is "月曜日に学校に行きます (*getsuyoobi ni gakkoo ni ikimasu*)." If only the words are translated without changing the order, it will be "Monday on school to go." Subjects tend to be skipped, and verbs always come last. This is just a simple example, but there are many other differences grammatically.

For the accent, sound, and pronunciation, Japanese is a pitch-accent language whereas English is a stress-accent language. Loudness, length, and pitch matter for stress-accent languages such as English, but a pitch-accent language does not fit in those elements and sounds

flatter (Christensen & Warnick, 2006). It is common for beginning Japanese Foreign Language (JFL) learners to use English intonation in Japanese. For example, they tend to use rising intonation for questioning, even though there are some patterns Japanese does not use rising intonation with a questioning particle "か (*ka*)". Also, there are some sounds that English does not have such as "つ (*tsu*)" and "れ (*re*)". Romanization is used to support JFL learners' reading practice; however, those accent, sound and pronunciation differences are hardly seen in written materials.

The differences of language are not just the grammar, vocabulary, and sound. It is extremely important to consider the cultural differences. "Language and culture cannot be separated" (Walker, 2000, p.222). There are strong connections between each other, and learning and understanding the target culture is necessary to use the target language for the actual communication with the people in the target community. In this case, culture is not the "achievement culture" such as *Kabuki, Manga, or Anime*, but "behavioral culture" which includes cultural perspectives and cultural practices (how people think and behave in the society) (Qin, 2014). For example, Jing mentioned a good example with a phrase どうも(*doomo*). This word means thank you; sorry; and hello (2019), and the meaning changes depending on the situation. Another example is a Japanese phrase "すみません" (*sumimasen*). This phrase owns three meanings: apology, appreciation, and excuse me. Again, the meaning varies depending on the context. These are examples of conversation in specific situations (See Table 1).

Table 1. Example of conversations with すみません (*sumimasen*) in different contexts

Situation	Conversation	English Translation
A case of apology in a train	Man: (Stepped on a foot)すみません (*sumimasen*) Stranger: いいえ (*iie*)	Man: I am sorry. Stranger: No problem.
A case of showing appreciation in train	Man: どうぞ (*doozo*) with offering a seat Elder man: すみません (*sumimasen*) Man: いいえ (*iie*)	Man: Here you are. Elder man: Thank you. Man: No problem.
A case of saying "excuse me" at a restaurant to call a staff	Man: すみません (*sumimasen*) Staff: はい (*hai*)	Man: Excuse me. Staff: Yes.

Those three different cases show the same phrase in different contexts. Japanese conversations tend to emphasize euphemistic expressions, and there are expressions of ellipsis meaning (Jing, 2019). Understanding those features is not just remembering the grammar points or vocabulary. It is required to learn the characteristics of the behavioral culture and people's mindsets and thinking ways. The meaning of those phrases or sentences changes depending on the situation and context.

Also, in Japanese conversation, there are some gestures different from English conversation. For example, bowing is a part of the culture in communication, and there are many occasions to do the gesture during conversations, such as for greetings, showing appreciation and apology. The other example is the way to pass things out. For example, when a student submits homework to a teacher in a school, it is considered rude if the student passes it using only one

hand without thinking about the direction of the object. It is culturally appropriate with using both hands and the direction of the object should be easy for the teacher to read or use.

Those are some examples of language and cultural differences between Japanese and English. It is understandable why Japanese is in category four in the research by FSI. Even though Japanese is one of the hardest languages to study for English speakers, it is still the fifth most commonly studied in the United States, and there are various pedagogy approaches.

Performed Culture Approach (PCA) in a Japanese Language Course

The main point of Performed Culture Approach (PCA) is performance, and students are asked to perform in the target language based on the situation. The performances in the classroom can be constructed as personal experiences of using the target language. To encourage engagement and effective learning outcomes, learners are asked to remember a conversational script and perform it in a classroom (Christensen & Warnick, 2006).

Performed Culture Approach (PCA) with Experiential Learning

Performed Culture Approach (PCA) is a language learning approach based on actual communication using authentic situations that students are asked to perform in a class. PCA is based on experiential learning. There are expanded techniques such as role play, simulations, and skill-practice routine for experiential learning (Kolb, 1984). Kolb noted, "The common core of these technologies is a simulated situation designed to create personal experiences for learners that serve to initiate their own process of inquiry and understanding" (1984, p. 11). Language learning is not enough with just remembering grammar and vocabulary, but experiences should be included in the curriculum to get the skills to communicate with native speakers without making them uncomfortable. Christensen and Warnick claimed that "the goal is not to help learners become comfortable speaking Japanese; rather, the goal is to have the Japanese feel

comfortable with the students when they speak in Japanese" (2006, p. 15). To establish lasting

relationships with native speakers of the target language, which is Japanese in this case,

knowledge of grammar and vocabulary would not be enough. Memory of language knowledge,

culture knowledge, and second-culture (Japanese) worldview construction is necessary. It is

crucial to know the different "behavioral cultures" and to own a persona, which is "the starting

point and the sole agent in the learning of a foreign language" (Walker & Noda, 2000, p. 196).

Walker and Noda stated, "persona refers to the personal information that the learner is willing to

commit to the learning experience" (2000, p. 196). The activity with second-culture worldview

construction and its memory helps developing the agent "persona," and persona helps learners

establish memories of culture knowledge and language knowledge (Walker & Noda, 2000). "Just

as it is with anyone learning to play tennis, someone learning to function in a foreign culture

must go through the process of being introduced to new concepts and then experience

reconciling the concepts to physical movement" (Walker & Noda, 2000, p. 196). When language

learners use the target language to communicate with native speakers, native speakers can expect

Japanese Foreign Language (JFL) learners to have skills of culturally appropriate behaviors

including cultural perspectives and cultural practices. Even if the JFL learners could speak the

grammatically perfect target language, it would be even harder to create a good relationship with

a native speaker if the learner behaves in a culturally inappropriate way. The skill of creating a

different persona for interactions with Japanese people would be important for better

communication. For example, Japanese communication is more indirect than communication in

English, and there are some gestures that are important in Japanese communication. Below is the

example of a conversation between two people to show indirect communication.

Person A: 明日、一緒に買い物に行きませんか。 (*Ashita, issyo ni kaimono ni ikimasenka*)

[Shall we go shopping tomorrow?]

Person B: 明日ですか。明日はちょっと。すみません。 (*Ashita desuka. Ashita wa chotto.*

Sumimasen) [Tomorrow? Well, tomorrow is… I am sorry]

Person A: そうですか。(*Soodesuka*) [I see.]

There is no phrase saying "No" in this conversation; however, it is clear that person B cannot go shopping tomorrow. Bowing is an example of gesture, and this gesture is an important element during the conversation. Body languages and the way to talk are cultural aspects and definitely part of language learning.

PCA includes two different types of class, FACT to gain information about the language and culture, and ACT to practice (Christensen & Warnick, 2006). It is recommended that at least four ACT sessions are offered in every FACT session for a beginning-level class (M. Noda, personal communication, April 14, 2021). In ACT classes, the target language is used to conduct the entire class, and learners perform with the target language based on authentic contexts. On the other hand, the role of FACT classes is more to support ACT classes with explanations and discussions about grammar and vocabulary in the learners' native language (Christensen & Warnick, 2006). Especially in the ACT classes, learners can be immersed in the target language with its behavioral culture. For the ACT classes, there are dialogues that students are asked to practice outside of the classroom. Those dialogues should be culturally authentic (Luft, 2003). Students are asked to perform in ACT classes, and an instructor gives corrective feedback to each performance during the class. After the class, students receive a daily grade, which reflects their performances in a classroom (Luft, 2003). In the beginning of the course, the instructor has a responsibility to explain this grading system to students (Christensen & Warnick, 2006).

15

Christensen and Warnick mentioned that the goal of providing the daily grading is for students'

development of self-managed learning skills (2006). For ACT class, there is an in-class

performance standard (See Table 2).

Table 2. In-class performance standard

4.0 = Solid preparation is evident and performance is fully culturally coherent, that is, speaking, writing, and responding to speech in ways in which natives of the target culture expect people to speak, write, and respond. It would present no difficulty, discomfort or misunderstanding for a native, Repair (restating) is self-managed.
3.5 = Good preparation with solid performance, such that there would be little to create difficulties, discomfort, or misunderstanding in interaction with a native, However, a few noticeable errors could hinder smooth interaction, most repairs are self-managed.
3.0 = Good preparation with good performance. Some aspects of the performance would create difficulties, discomfort, or misunderstanding in communication with a native. Evident weakness or patterned error requires occasional repair/correction from another (teacher, classmate).
2.5 = Some preparation is evident and performance enables communication, but also presents several clear sources of difficulty, discomfort, or misunderstanding in communicating with a native. Repair is largely a matter of correcting problems, and comes mostly from others.
2.0 = Weak preparation and performance create definite obstacles to communication that would result in more than simple discomfort. Utterances would cause puzzlement that the native is at a loss to resolve (what is this person trying to say?). Repair requires guidance from another (mostly the teacher), usually with multiple, often repeated, corrections.
1.5 = Barely any preparation, with performance that would create considerable difficulties, discomfort, and/or misunderstanding in communication with a native. Communication is achieved only with repeated correction and guidance from the teacher. Clearly not in control of the assigned material.
1.0 = Attended class, but did not participate or failed to perform with any viable degree of competence.
0 = Absent

Note. The information in the table is taken from Christensen, M. B., & Warnick, J. P. (2006). *Performed culture: An approach to East Asian language pedagogy* (p. 68). OSU Uniprint.

Choi and Samimy (2002) reported that this daily grading with giving scores and feedback is a form of assessment but not testing. "Assessment" is an ongoing evaluation, and it shows the learners' progress. "Testing" is a one-time sampling to measure learners' skills or knowledge (Choi & Samimy, 2002). In Choi and Samimy's research, it is indicated that there are positive reactions towards daily grading from both students and teachers. The research shows that daily grading can create motivation for students to study the target language, and feedback with daily grading can support improvement of students' learning (Choi & Samimy, 2002).

Conventionally, most foreign language classes start with the four skills: reading, writing, listening, and speaking at the same time. Of course, Performed Culture Approach (PCA) includes the curriculum for reading and writing; however, those two skills are taught slightly later than listening and speaking (Christensen & Warnick, 2006). Christensen and Warnick mentioned that this delay does not remain at the end of the semester, and there are no differences with the classes which start learning reading and writing from the very beginning (2006). Actually, there is a benefit of making delay for character introduction. Students acquire better oral skills since they can concentrate on the sound system in the first few weeks (Christensen & Warnick, 2006). And it can avoid the risk of overloading the information and skills, which could impair motivation among students (Nara & Noda, 2004). As mentioned earlier, there are significant differences between Japanese and English, so little listening and speaking knowledge would be helpful to learn reading and writing. The textbook, *Japanese: The Written Language*, introduces Katakana first. Jordan and Noda said it is important to remember the order of any language learning process: spoken, then written (2006). Even though the amount of the target language knowledge is very limited, it is ideal to start learning to read after learning spoken Japanese language. (Jordan & Noda, 2006). Automaticity needs to be developed for reading skill, and the

reading process should not just focus on the grammar and vocabulary but also the content of the text (Christensen & Warnick, 2006). Introducing Katakana prior to Hiragana is one of the great ways to keep the authenticity, and use native English speaker's strength. Katakana is used to write loaned words and names that came from foreign languages including English (Norbury, 2017). Students can understand the meaning of those katakana words once they can decode.

Noda claimed that "a performance builds a personal memory of that experience, or a story" (2007, p.301). Memory with actual experiences is strong, and performance can be the experience for the learners. To create and gain personal memory, repeated performances are powerful and effective, including the cultural contexts (Noda, 2007). Since there are various differences in Japanese language and Japanese behavioral culture, those actual experiences of using the target language through performance would be effective. The ACT class can offer those powerful experiences for students; however, it is always with a teacher in the classroom. Collaborative Online International Learning (COIL) can be used as an activity that can support Performed Culture Approach (PCA) by providing extra opportunities to interact with Japanese people in Japan to build experience of using the target language.

Activity with Collaborative Online International Learning (COIL) to Support Learning Experiences with PCA

Collaborative Online International Learning (COIL) was established in 2006 in the United States (Rubin, 2017). In the 1990s, interactions among professors and individuals using the World Wide Web started because of technological and internet development. There were academic communications but they were mostly among the individuals who were in the same area or field of study. The COIL project is "specifically designed to link students who have different cultural and geophysical perspectives and experiences" (The Center for Collaborative

Online International Learning, The State University of New York Global Center. n.d. p.4). It is not limited to the same area of study, but it suggests collaboration among different fields of study. COIL makes it possible to create opportunities for the course and students to interact with people who are living far away using online platforms, such as Zoom, Flipgrid, and Padlet. There are various ways to coordinate COIL projects, and they can be done both synchronously and asynchronously. For actual experience of language communication, mobility such as field trips and study abroad are the mainstream. However, it is not easy for all the students to have this kind of opportunity. Also, in the last year, it is almost impossible for students to have those mobility experiences because of the current pandemic situation. The online learning and online classroom have been developed and the practices like COIL are needed by many institutions now (Institute for Innovative Global Education, 2020). The COIL project makes it possible for students to communicate with Japanese peers in Japan using the target language, Japanese, while living in the United States.

The COIL project can be an opportunity for students to use Japanese and interact with Japanese peers. Magner, Saltrick, and Wesolowski claimed, "learning other languages and understanding the culture of the people who speak them is a 21st century skill that is vital to success in the global environment" (2011, p.2). Globalization is not stopping in the 21st century, and there are opportunities to communicate with people who have different backgrounds and cultures. "Learning languages and developing intercultural understanding have become crucial" (Institute for Innovative Global Education, 2020, p.1). Communication skill is one of the 21st century skills, and this skill can be more developed with cultural and civic literacy skill and social and cultural awareness (Tosaku, 2019 OATJ Annual Fall Conference, 2019). In the process of learning other languages, students can touch different cultures, and it can create a

great opportunity for students to develop those skills. As I mentioned before in this literature review, Japanese language is not the easiest language to acquire for native English speakers because of both language and cultural significant differences. The ACT classes in PCA are a great environment to experience and to understand how to use Japanese with appropriate cultural behavior. The COIL project would have a great potential to even strengthen the curriculum with PCA.

Through COIL, students receive an opportunity to "engage in online cross-cultural interactions and collaboration projects, thus developing intercultural competency, 21st century skills, and helping them be future ready" (Institute for Innovative Global Education, 2019, p.1). According to the Institute for Innovative Global Education, students who have experienced COIL in the course work increased their interests and engagement to understand the different culture and global concerns (2020). The higher education programs can offer a limited amount of time for language courses. So, setting up those different types of goals with using activity can be an attractive point to take the course for students. Also, development of the skill of intercultural communication and intercultural understanding would be a great fit in a Japanese language course because of the Japanese language and Japanese cultural characteristics which includes significant differences compared with the ones of English speakers in the United States.

At the same time, Japanese Foreign Language (JFL) learners can reflect on their language skills and learning progress by themselves. Jia stated that "students should be guided to develop a mechanism to assess their own progress and self-monitor the learning process through interacting with native speakers of the target language" (2019, p. 30). A teacher in a foreign language course is not just teaching the language itself, but also, he or she should be able to support students to develop their self-monitoring and learning skills to enhance lifelong learning.

To acquire new knowledge, skills, or attitude effectively, four different kinds of abilities are needed, which are *concrete experience* abilities, *reflective observation* abilities, *abstract conceptualization* abilities, and *active experimentation* abilities (Kolb, 1984). Kolb mentioned it is ideal to use these abilities, but he was questioning how it would be possible to act and reflect their experience at the same time (1984). Giving support to reflect their experience to develop their self-monitoring skill would be an important role of the teacher in the language learning environment. ACT classes in PCA are the ones which can create this environment, because there are opportunities for students to interact with a teacher, a native speaker of the target language, and a teacher gives corrective feedback. However, the classroom activity is basically only with one person, the course teacher. The COIL project can create an environment for students to interact with other Japanese native speakers via online format. The institute for Innovative Global Education (2020) stated that "COIL by itself does not automatically confer improvements to student learning" (p.5). Support and scaffolding by teachers are important in the COIL project as well. It is hard for JFL learners to predict the phrases and vocabulary native Japanese peers use in the conversation, which is a more real communicative situation in the target society. This is an authentic experience of language learning which is difficult to create in a classroom with only a teacher.

Language learning itself is a great learning experience for students to touch different cultures and people. There will be an additional appeal with adding the opportunity to develop intercultural communication and intercultural understanding skills which are connected to 21st century's skills. And those additional appeals can encourage students to take the Japanese language. Language teachers and curriculums need to change to address the 21st century's needs,

and PCA and introducing the COIL project activity is effective for language learning and also it can enhance the 21st century skills.

Summary

Many of the foreign language programs in higher education in the United States encounter the declining numbers of enrollments and institutions. Even though Looney and Lusin (2019) noticed Japanese is in an encouraging situation, there are some numbers showing Japanese is not in a secure situation. It seems there is an indication of dropping numbers, and curriculums of Japanese language programs are not out of the targeted programs and still need investments to increase learners and programs. Japanese is not an easy language for English speakers to learn since there are few similarities in both language and cultural aspects. This huge difference may sound like an obstacle to some stakeholders; however, Japanese language is the fifth most studied foreign language in the United States today. And because of these significant differences, there are possibilities to provide opportunities for students to develop different skills which are connected to 21st century's skills.

The language pedagogy approach, Performed Culture Approach (PCA), is based on Experiential Learning. PCA would be an efficient approach for language acquisition with learning cultural aspects at the same time. Christensen and Warnick (2006) argued that the goal of language acquisition is for students to learn how to present themselves in a way that a person in the target culture will find comfortable. It means that learning grammar and vocabulary is not enough but learning behavioral culture such as the way to speak and gesture is important. PCA in a classroom is an effective pedagogy for teaching language skills and cultural appropriateness in the target culture. PCA includes two different types of class, which are FAC and ACT. FACT classes are conducted in the learners' native language, and the aim is to gain information about

the target language and culture. ACT classes are conducted in the target language, and students gain practice with performances (Christensen & Warnick, 2006).

Globalization is not stopping, and many higher education institutions are encouraged to create programs to develop students' 21st century skills, which include intercultural communication skills and intercultural understanding skills. Foreign language courses would be a great fit for learners to improve those skills, and the fundamentally different languages such as Japanese can be more effective for these purposes (Tosaku, 2019 OATJ Annual Fall Conference, 2019). The foreign language learning process has possibilities for learners to acquire not just the language itself, but also some 21st century skills. Through learning different languages, learners can receive opportunities to think about different cultures, leading to owning better communication skills with various people who have different backgrounds.

As an additional activity in the language course, the Collaborative Online International Learning (COIL) project is offered in a course. In a classroom practice, only the instructor is a native speaker the learner can experience talking with. The COIL project makes it possible to experience communicating with Japanese peers (Japanese English-Learners) using online platforms such as Zoom, Padlet, and Flipgrid. The purposes are to experience using Japanese knowledge for actual communications with Japanese peers and to be exposed to different cultural perspectives and become more empathetic and flexible. Those objectives coincide with the assumptions and support the theory of PCA by providing learners experience in the target language.

SECTION 3

Methods

Participants

The participants were undergraduate students in Japanese language courses: Elementary Japanese I in the fall semester 2020 and Elementary Japanese II in the spring semester 2021. I was involved in this research as a participant observer, and taught the courses as an instructor.

I am currently using a Performed Culture Approach (PCA) in a Japanese language program at a private university in the Midwestern United States. In Japanese I Fall 2020, there were 14 registered students, and there were eight registered students in Japanese II Spring 2021. The students in these classes were mixed from first year to senior year. Only a few majors have a language requirement, and most of the students are taking this course basically because of their interests in Japanese language or Japanese culture.

Class Activities

There are not many international students from Japan or students who can speak Japanese on the campus, the classroom is basically the only place students can practice and use Japanese language for the actual communication and practice. In the ACT classes, Japanese is considered as an official language in the classroom. ACT class is a class format students are asked to perform with the target language (Japanese) based on the situation and context. There are dialogues, grammar patterns, and vocabulary students are expected to study and memorize before coming to the class. In the classroom, I use random calling to give equal opportunities for all the students to practice Japanese. And I give corrective feedback to the students' performances on time in the class. After each ACT class, I give feedback and comments on the students'

performances individually through the platform, Blackboard. I give scores and detailed comments each student needs to review or work on.

As an additional activity in those courses, the Collaborative Online International Learning (COIL) project was offered. In a daily classroom practice, the teacher is the only native speaker learners can speak to in the target language. The COIL project makes it possible to experience communicating with Japanese peers (Japanese English-learners) using online platforms such as Zoom, Padlet, and Flipgrid. During Elementary Japanese I, there were three sessions with the Collaborative Online International Learning (COIL) project with Japanese students in a university in Japan. And there were four sessions during Elementary Japanese II. The first three topics for Elementary Japanese II were the same ones as in Elementary Japanese I, and one more topic was added for the fourth COIL project in the spring semester (Appendix A). The group of Japanese participants in Elementary Japanese II were different from the one in Elementary Japanese I. Those sessions were done through Zoom, and students experienced using Japanese for real communication outside of the classroom. The synchronous communication was held via Zoom, and then Flipgrid was used for reflection with uploading a reflection video and making a brief comment with typing on their peer's reflection for further interactions. The purposes were to experience using Japanese knowledge for actual communications with Japanese peers and to be exposed to different cultural perspectives and become more empathetic and flexible. Those objectives coincide with the assumptions and support the theory of PCA by providing learners experience in the target language. The first session was an introduction, and students introduced themselves and talked about themselves in Japanese. The rest of the sessions were mainly for cultural exchange and practicing communication with non-native English speakers, and the main language was in English since it was too challenging for the students in

25

the Japanese class to explain about their culture in Japanese yet. Through those three and four sessions, students were expected to experience communicating with Japanese peers who were almost the same age as they were both in Japanese and English and learned some Japanese culture.

Data Collection Methods

Four methods to collect data were utilized in this research: note taking by the researcher during the daily classes, video shooting in the ACT classes and the COIL project, three surveys, face to face casual conversation with students outside of the class.

Note taking has been done by the author after every class (ACT classes and FACT classes) in Elementary Japanese I. The memo was for records about students' performances and reactions during the class. It is data of the teacher's perspective about students' engagement during the classes. Also, some of the *classes were recorded* with camera or the Blackboard Collaborate Ultra's recording function. The note taking and those videos can be used to reflect and analyze students' reactions during the class time. All the COIL project sessions with Zoom were recorded. The purpose of it was not just for this research but also for the students' reflection and further study with reviewing.

The *surveys* were taken in the middle and at the end of the fall semester, and the middle of the spring semester. The first survey in the fall semester was given after the midterm exam via Google Forms (Appendix B). The second survey in the fall semester was on the last few pages of the final exam (Appendix C). The survey in the spring semester was given in the beginning of the class after finishing the COIL project (Appendix D). Since the second survey in the fall semester and the one in the spring semester were given in the classroom, all the students had a chance to answer the survey.

Face to face casual conversation with students outside of the class took place sometimes before and after the classes. It was not scheduled, but I asked them some questions to communicate with them. The main conversation was to get feedback about ACT classes and the COIL project. The conversation was not recorded, but I took notes after the casual conversation.

Timeline of the Elementary Japanese I and II

The data collection took place from the fall semester 2020 until the spring semester 2021.

Fall Semester 2020

- Throughout the semester, I collected data by taking notes during the class, video recording, and casual conversation with students.

- October 2020: Survey about ACT classes

- October - November 2020: The COIL project with a university in Japan (three times)

- November 2020: Survey about the engagement in ACT classes and the COIL project

Spring Semester 2021

- February - March 2021: The COIL project with a university in Japan (four times)

- March 2021: Survey about the COIL project

Data Analysis Plan

The qualitative data was gathered from four methods: notes that were taken by the researcher during the daily classes, recorded classroom videos, three surveys, face to face casual conversation with students outside of the class, and an inductive analysis was conducted. The three steps for this analysis are organization, description, and interpretation, and the collected information was organized and identified to present the important patterns and key findings for

the research (Mertler, 2019). The collected data was analyzed and discussed in this capstone

project based on three topics:

- The effectiveness and students' engagement in ACT class in the Elementary Japanese

  language course in higher education

- The effectiveness and students' engagement in the COIL project in the Elementary

  Japanese language course in higher education

- The benefits of activity with the COIL project for Japanese language learners

In the next chapter, the data and findings from those methods are presented and analyzed.

SECTION 4

Findings

In this section, the collected data from recorded videos of the two different styles of classroom, which are ACT classes (one of the class formats in Performed Culture Approach) and the Collaborative Online International Learning (COIL) projects, three surveys, and memo of casual conversation with the students in the Elementary Japanese courses are shown for analysis and later discussion. The data will be organized based on these three topics:

- The effectiveness and students' engagement in ACT class in Elementary Japanese language courses in higher education.
- The effectiveness and students' engagement in the COIL project in Elementary Japanese language courses in higher education.
- The benefits of activity with the COIL project for Japanese language learners.

First, the data about the students' interests and motivation towards the Japanese language course is shown. Secondly, data related to the theme, effectiveness and students' engagement for ACT classes is presented. And lastly, data about the effectiveness and students' engagement for the COIL projects are shared. Those data will show the reasons why students feel engaged in ACT classes and why they feel the effectiveness of ACT classes for the language learning process. Also, the data about the COIL projects shows how students were excited and loved the COIL projects, and how the COIL projects can support Performed Culture Approach (PCA) and create the possible development in students' learning outcomes in Japanese language courses in higher education.

Students' Interests and Motivation

Manga and Anime are significantly getting more popular nowadays, and those pop cultural products can be a trigger for many learners to start learning Japanese. The students in the Elementary Japanese courses had their own motivation for taking the course. There were several students who came to the class wearing T-shirts with Japanese letters or pictures of Anime, so it was quite obvious that those students have interests in Japanese culture. Of course, those pop cultural products are not for every student, and there were different types of interests learners owned to start being interested in Japanese. In the fall semester, I took a survey after the midterm exam about their motivation for taking the Elementary Japanese I. There were some overlaps among students, and the main triggers of their motivation were Japanese language itself, Japanese culture, their career, and their wish to visit Japan (Table 3).

Table 3. **Midterm Exam Survey - Motivation for the Japanese Course (sample of responses)**

We finished the first half of this semester. Please describe your motivation(s) for taking this course now? (e.g. to be able to comprehend Japanese, to enjoy Japanese culture more, for your career, for credits, etc.)
- I wanted to be able to understand anime and manga without translation.
- My motivation is to one day go to Japan and also be able to watch anime without subtitles.
- To be able to understand basic Japanese. And learn the culture more so I can go there in the future.
- I have always been interested in the Japanese culture itself, and it's on my bucket list to visit the country someday.
- My motivation for taking this course is to be able to communicate with more people. I recognize the benefits of being able to speak another language.
- To be able to comprehend Japanese and enjoy the culture.
- To learn some of the language and skill credits.
- My motivation for this class is mainly to be able to comprehend Japanese and use it myself and to understand Japanese culture.
- For my carrier.
- To enjoy Japanese culture and TV shows.

The students' responses indicate they were eager to be able to comprehend and use the language for their own interests. Students decided to take the Japanese course not just to increase their knowledge of Japanese, but also because they were looking forward to acquiring a new skill to understand and enjoy using Japanese language.

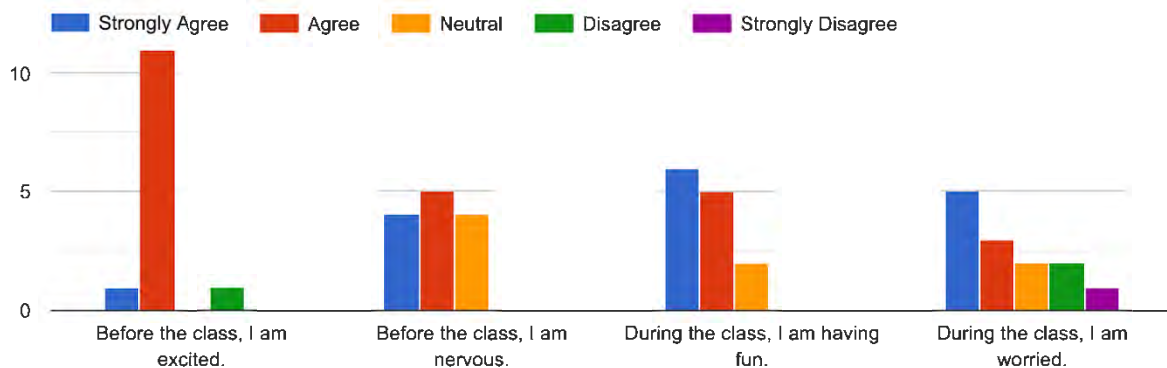**ACT Classes: Effectiveness and Students' Engagement**

To gauge the students' reaction to ACT classes, surveys were administered in the middle and the end of the fall semester.

Students' Reaction to ACT Class in the Middle of the Semester

After the midterm exam in the fall semester, I took a survey to see the reaction from students towards ACT class. For this survey, 13 students completed the survey. As you can see in Figure 1, most of the students were excited before the class, and they had fun with the ACT class format, which students were asked to perform in Japanese based on a context and a situated event. On the other hand, however, most of the students showed nervousness before the class. During the class, more than half of the students were worried.

Figure 1. **Midterm Exam Survey - How do you feel about ACT class? (n=13)**

8. How do you feel about ACT class?

After the multiple-choice question, "How do you feel about ACT class?" I asked an open-ended question about why they felt that way. In this following question, students made comments more about their feeling of nervousness and worry (Table 4). Students shared several reasons for being nervous before the class and being worried during the class. There are three key points I found in the students' answers, which are preparation level before the class, random calling during the class, and getting daily grading and feedback after the class.

The level of preparation does matter for their level of nervousness and worry. In the ACT class, I showed the context, situation, and roles to elicit the phrases or vocabulary. If students have learned materials for preparation before the class, students can try and use them in the class. One of the students commented, "I am usually prepared for class, but if I missed something in preparing for that day's class, I become nervous." Their self-study matters for their nervousness before and during the ACT classes. On the other hand, the student who answered strongly disagreed on the statement, "during the class, I am worried," answered, "I honestly feel great going into class, I only feel nervous if I didn't study the material for the class. Other than that I'm enjoying the class itself." This student was neutral about nervousness before the class and strongly agreed with the statement "during the class, I am having fun." For this student, it seems as if strong preparation for the ACT classes can ease the feeling of nervousness and worries, and students can be more comfortable during the class time.

The random calling requires students to speak up and show their performances in front of other classmates. In ACT class, I used the PowerPoints and Props to show the situation and their roles to act on, and called students randomly to give equal opportunity for them to practice. Five students mentioned it, and one of them commented, "I think performing in front of others makes me a little nervous, but I understand the material." The entire class time in ACT class is

facilitated only in Japanese, but it is possible for the students to understand the situation and practice the target language. The random calling created some pressure on the students because they did not know when they would be asked to show their performances.

After each ACT class, the daily grading and individual feedback were provided, and the daily grading was fifty percent of the students' final grade, which was the biggest percentage. Since there were thirty ACT classes in the fall semester, the percentage of a single ACT class was low, but the daily grading encouraged students to keep studying during the entire semester. One of the students commented, "I think it's the fact that it is graded that makes me nervous whenever I speak." There was pressure with this daily grading system, and it became one of the reasons why students get nervous or worried in ACT classes.

Table 4. Midterm Exam Survey - Survey about ACT class (sample of responses)

About the answers for Question "How do you feel about ACT class," what reasons can you think of? (e.g. because of performing in front of people, because of enough preparation, etc.)

- I just get really nervous by being the center of attention of the classroom. The more pressure I feel the more I mess up and fumble over my words.
- I think performing in front of others makes me a little nervous, but I understand the material.
- Performing in front of people, I feel like I lose my train of thought easily.
- I don't handle being put on the spot very well
- Nervous because I am speaking in front of people. And sometimes I don't feel ready
- On average, I feel rather confident with ACT class. There may be some days where I am a little nervous due to some anxiety issues or because of a lack of preparation, but for the most part, I feel comfortable with performing in class.
- I honestly feel great going into class, I only feel nervous if I didn't study the material for the class. Other than that, I'm enjoying the class itself.
- I am usually prepared for class, but if I missed something in preparing for that day's class I become nervous.
- Because sensei (teacher) is a native Japanese person, and because I am performing in front of others. For the first reason, I feel silly if I cannot pronounce the words correctly or if the grammar is wrong when I try to improvise. The second reason has always been around for all of my classes. I also feel nervous because we go through

> the material quickly, so I may not catch the small additional pieces of grammar and intonations.
> - I think it's the fact that it is graded that makes me nervous whenever I speak. I typically have an idea always of what I want to say, but the words always get jumbled in my throat.
> - I have anxiety
> - Because I don't want to be wrong
> - Because everyone else seems to get it but me.

As you can see in Figure 1, students showed excitement and enjoyment in ACT classes, but the most of their comments in the open-ended question were related to their nervousness and worry. Students gave me some positive feedback showing their excitement, but their negative emotion, such as nervousness and worry, seems to be significant.

Students' Reaction to ACT Class at the End of the Semester

At the end of the fall semester, I included a survey with the final exam to get feedback and reaction towards ACT classes. There were many positive comments related to random calling and daily grades with feedback. Every student answered they were engaged in ACT classes, and nine of the thirteen students strongly agreed that daily scores with feedback was helpful to study Japanese. Ten of the thirteen students strongly agreed that performing in Japanese in ACT classes was effective to learn Japanese language (Figure 2). As you can see in Table 5, three students mentioned that random calling helped them to focus on the class, which made students more engaged in the class. Even though one of the thirteen students indicated that daily grading and five of the thirteen students indicated performing in front of other students without knowing when (random calling) caused nervousness and worry in the middle of the semester (Table 4), they answered those two things, which are getting daily grades and

performing in a classroom with called randomly, were helpful to study the target language and stay engaged in the class at the end of the semester.

Related to the question, "How did you feel about ACT class," there was an open-ended question about the reasons students could think of. Students shared various reasons for engagement and effectiveness they felt in ACT class (Table 5).

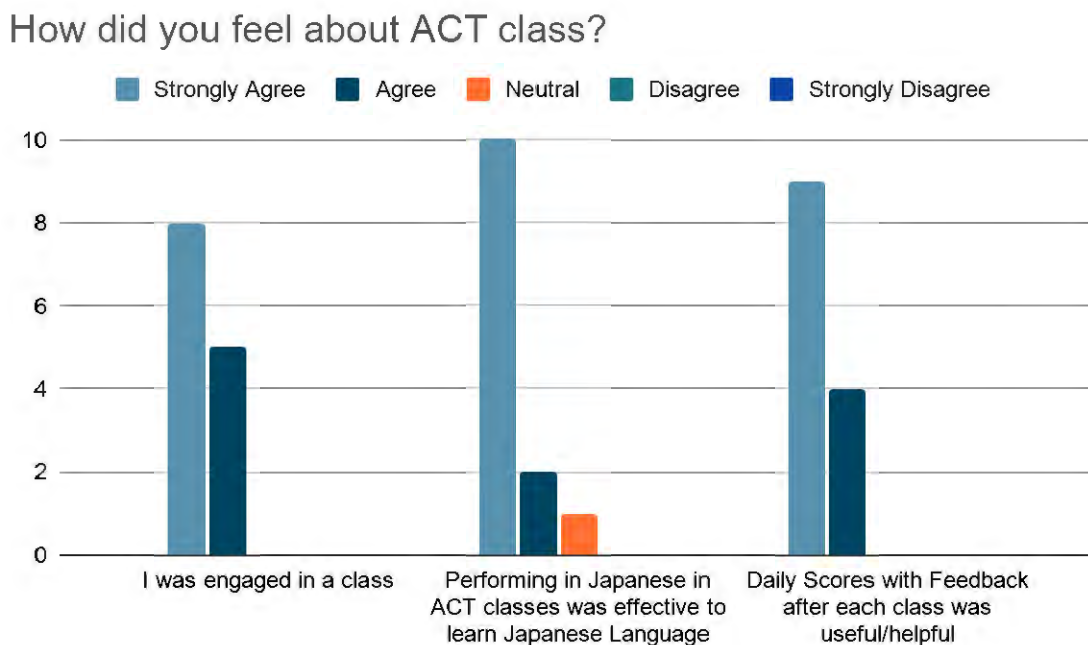**Figure 2**. **Final Exam Survey - How did you feel about ACT class? (n=13)**

Table 5. Final Exam Survey - Students' Comments about ACT class? (sample of responses)

For each of the answers you gave in Question "How did you feel about ACT class," what are some of the reasons for your answers?
- As the semester went on, it went from me just memorizing words and phrases to understanding what I was saying and listening to.
- I think it really helped to speak everything to solidify the knowledge in my head.
- Never knowing when I would be called on meant that I had to pay attention. Not using English meant I could immerse myself into Japanese language.
- Our professor called on us which put pressure (good pressure) to participate. It helped to pull the information from our head. Feedback was helpful to know what we need to improve on.

- I would participate. I felt like missing a class put me very behind. It was nice to look at daily scores to gauge how you are doing in the class.
- At first, speaking in only Japanese during the classes terrified me, but after three or so weeks I got used to it. It really helped to understand socio-cultural appropriateness. I think it was a nice addition to allow students to ask questions in English after the class. The daily scores allowed me to understand where I had difficulties because it was hard for me to tell if I was wrong.
- I was able to speak it better when hearing the teacher and other classmates. Plus I practiced the things that my feedback stated.
- Compared to my experience in Spanish classes, I felt more confident speaking which made me feel more confident in my ability overall.
- Being called on randomly kept me focused (engaged) although I was nervous at times. During ACT class, the grammar is clarified and it's a chance to try out new words. Daily scores guided me to focus on certain aspects when studying.
- ACT class was helpful for me because I was able to learn and try to communicate in Japanese. As well we would practice what we studied and apply it in class. We used different particles and neg and etc. whan helps me understand.
- For engagement, there were a few times I space out but that was on me. Also, this style of ACT learning was extremely helpful in remembering.
- I was and still I am very interested in Japanese, and being able to practice it with others helped me learn to use it in conversations with others. I did not feel like my daily scores were ever inaccurate, and feedback helped me improve on things I struggled with.

As an instructor, I tried to give equal opportunities for everyone by using random calling, and students also felt random calling gave good pressure to participate. One student commented, "Being called on randomly kept me focused (engaged) although I was nervous at times." There were two other comments about how random calling improved focus, so it seems as if random calling helped students to focus and engage. As many students were saying in the middle of the semester, students were nervous because of being called randomly. However, it helped students to focus and engage in the class better. Also, the daily scores and feedback could be used effectively by students to do self-study between the classes. As you can see in Figure 2, nine of the thirteen students strongly agreed and other three students agreed that daily scores with

feedback was helpful to study Japanese. A student commented, "The daily scores allowed me to understand where I had difficulties because it was hard for me to tell if I was wrong." And the other student commented, "I did not feel like my scores were ever inaccurate, and feedback helped me improve on things I struggled with." Giving not only the scores but also the feedback individually can be a guide and help for students to study by themselves.

Even though students were expected to do self-study to be prepared for ACT classes, the level of the preparation was different among students. During the class, it was easy to tell if students had practiced at home or not. Students who studied and practiced had smoother performance and could apply other vocabulary to express other things. For those students who had difficulty memorizing vocabulary, phrases, and dialogues, the ACT classes were still very helpful to learn the target language. One of the students told me outside of the class that sitting in the class and listening to the other students' pronunciation was really helpful for him to study and understand the material. Also, in the survey, one student said, "I was able to speak it better when hearing the teacher and other classmates." The ACT class gives students opportunities to listen to Japanese phrases and vocabulary repeatedly. The students are asked to perform in the classroom, and I give scaffolding and feedback to help them improve their pronunciation. When one student performs, the other students can listen and watch the student's performance, and students can learn from the others' performances.

Effectiveness of language learning is not just remembering the vocabulary and grammar points. Understanding the target culture for better communication in the target society is also extremely important. One student commented, "At first, speaking in only Japanese during the classes terrified me, but after three or so weeks I got used to it. It really helped to understand socio-cultural appropriateness." Japanese was the official language in ACT classes, and this rule

created an environment where students were immersed in Japanese language. During the class, I have asked students to practice dialogue or phrases with culturally appropriate gestures and behavior, such as bowing and the way to pass something to others. In Japan, it is polite and appropriate to pass an object to others using both hands. If you pass a book to the other person, for example, you should think about the way the book is held to make it easier for the taker to start reading. At first, students tend to forget this behavior because they are not used to it. However, through the semester, students could perform naturally with those culturally appropriate behaviors. ACT classes gave students the opportunity to learn cultural appropriateness such as gestures and expressions as well. Acting in a role with dialogue and context helped students to understand and utilize the appropriate communication.

Students can experience in the classroom using the target language with performance, and it can be a mastery experience. A student commented, "Compared to my experience in Spanish classes, I felt more confident speaking which made me feel more confident in my ability overall." Since more class time was used to practice using the language in context, students could build mastery experiences of using the language, and it helped students to be confident using it.

The COIL Project: Effectiveness and Students' Engagement

The Collaborative Online International Learning (COIL) project happened in the middle of the fall semester and the beginning of the spring semester. The surveys related to the COIL project were taken in both the fall and the spring semesters.

Students' Reaction to the COIL Project in the Fall Semester

With the survey about the ACT class in the final exam, I included a survey about the COIL project at the end of the fall semester. Students could use the COIL project as a setting to

use Japanese which they have learned and practiced in the ACT class for communication with Japanese college students.

As you can see in Figure 3, every student felt they could be engaged in the COIL projects. From the recorded video, it was obvious that everyone, including the students in Japan, was nervous to make conversations on the first COIL day. They met for the very first time virtually, and they were asked to introduce each other. My students were learning Japanese, so they used Japanese for introduction. The students in Japan were English learners, so they used English for their self-introduction. There were some Japanese students who used Japanese as well because they knew my students were learning Japanese. And my students used English because they knew the Japanese students were learning English. After the first COIL day, students submitted their recorded video on Flipgrid to share their reflection. And everyone was saying they were nervous during the first COIL session. The most common reason was because it was the first time to meet each other, and they used Japanese outside of the class for the first time. But at the same time, two of the students showed huge excitement about the COIL project, and they told me directly they loved it and they were looking forward to having the second and third COIL days. And those two students also asked me if they are having another COIL project in the spring semester as well.

Figure 3. Final Exam Survey - How did you feel about the COIL project? (n=12)

How did you feel about the COIL project?
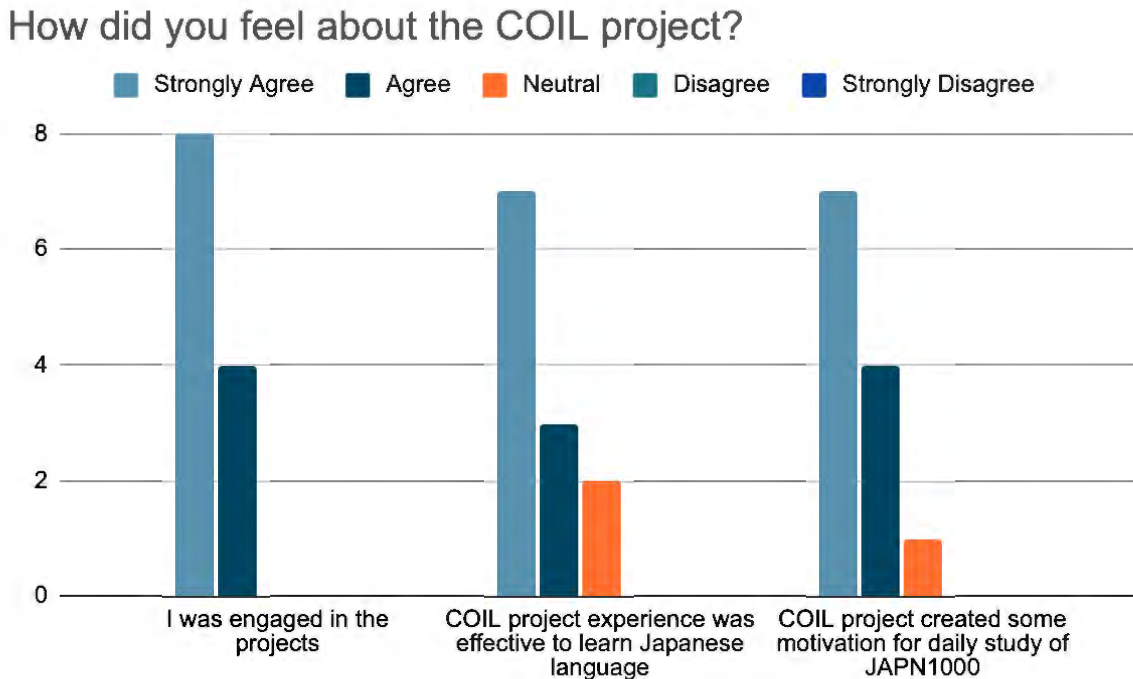
Overall the feedback about the COIL project was very positive (see Figure 3 above).

Followed by the question, "How did you feel about the COIL project?," there was an open-ended

question about the COIL project (Table 6). One of the students made a comment that "I found

the COIL project really engaging because I was actually able to use some of what I learned in

class to converse with others." They could realize what they were studying in a classroom was

something they can actually use for real communication outside of the class. Even though every

student answered "strongly agree" or "agree" on the question about their engagement, there were

two students who answered ACT class's engagement level was higher than COIL project.

Compared with the survey for ACT classes, two students who answered "strongly agree" on the

engagement level on ACT class answered "agree" on the engagement level on the COIL project.

Ten students "strongly agreed" that ACT classes were effective for language learning, but

seven students "strongly agreed" for the effectiveness with the COIL project. A student who

answered "neutral" on the question about effectiveness commented, "Most of the time was spent

in English." It is true because their Japanese level is lower than the Japanese student's English level. Since students themselves are the ones who control the conversation, it was easy to shift and use more English for smoother conversation. There is a fact that English was used more for communication, but seven students felt that the COIL project was effective to learn Japanese language. It would be because of the pleasure students felt through interaction with the Japanese peers. The interaction with Japanese people in Japanese language outside of the classroom brought them excitement and pleasure, and those feeling would be one of the reasons why the students gave me positive feedback which includes effectiveness.

Table 6. **Final Exam Survey - Students' Experience about the COIL Project? (sample of responses)**

For each of the answers you gave in Question "How did you feel about the COIL project," what are some of the reasons for your answers? • I think it was helpful for pronunciation to hear native Japanese speakers. • I felt that the COIL project gave me an opportunity to practice Japanese with native speakers outside of class. • It was exciting to practice the Japanese we had learned. But most of the time was spent in English. • It was a very interesting meeting with the students. I felt like it motivated me because they knew so much more than I know Japanese. • Well, I realized after the first one, I had problems communicating. So I spent the night before the second meeting making a popular American game (wheel of fortune) we could all play. I think this shows my engagement. And as a result of my engagement, the meeting was a lot better. Also, through making the game, I learned several new words and phrases to make sure the game could be played in Japanese. • I translated some things in Japanese and was able to effectively convey it. I also was able to learn some Japanese expressions and interesting facts which motivated me. • I really enjoyed the COIL project, but I was nervous to speak a lot of the time. This is mostly because I am shy. • Sometimes, the communication was stalled because of lack of vocabulary from both sides. It was interesting to learn about the Japanese culture from students living in Japan. • I loved talking and meeting new people. As well, we got to talk about other things than class and talked about culture too.

- I thought the COIL project was fun and exciting. As well as completely new to me. Before the COIL project, I knew people who were Japanese but lived in America, as well as people who can speak a little of Japanese. But we never knew or talked to people from Japan before. It was overall really pleasant to get to know more about Japan.
- I found the COIL project really engaging because I was actually able to use some of what I learned in class to converse with others. I learned a lot about Japan and Japanese culture which made me even more interested in learning the language.

As you can see in Table 6, there were some influences towards students' motivation for learning Japanese. Students could earn experience of communicating with Japanese students in Japan who were almost the same age as they are, and this experience could enhance learners' motivation to study Japanese. There are four causes I can see from the data: real experiences of using Japanese outside of the class, seeing the Japanese students' level of English, the reaction from Japanese students, and related to their interests, learning Japanese culture and using Japanese in their real-life experience. A student said, "I felt that the COIL project gave me an opportunity to practice Japanese with native speakers outside of class." This opportunity created mastery experiences. And the other student said, "I felt like it motivated me because they knew so much more than I knew Japanese." From the recorded video, I see the reaction from Japanese students when my students try to speak in Japanese. When my students introduced themselves in Japanese, most of the Japanese students nodded and they clapped their hands after finishing the introduction. This is one aspect of the Japanese culture, and it is very common to clap our hands to welcome people when they do a self-introduction. It was positive feedback from the peers for my students, and they could feel that the Japanese students were actually understanding their Japanese. The second and third COIL days were about Japanese culture, and my students could learn some Japanese culture from Japanese students in Japan. As I have mentioned before, many of the students in the class are interested in Japanese culture, so it was exciting to relate to the

cultural objects or events in the project. Also, everyone's motivation was "to use" the language, so this actual experience of using Japanese with Japanese peers in Japan was well fitted in their interests.

This motivation made some students do preparation before the sessions. After the first COIL day, there were two students who came to me and asked some help to create sentences to introduce their culture in Japanese for the second COIL day. One of the students made a comment that "I translated some things in Japanese and was able to effectively convey it." And the other student made a comment, "Well, I realized after the first one, I had problems communicating. So, I spent the night before the second meeting making a popular American game (wheel of fortune) we could all play. I think this shows my engagement. And as a result of my engagement, the meeting was a lot better. Also, through making the game, I learned several new words and phrases to make sure the game could be played in Japanese." Those data show that there were some reasons for students to do preparations for better communication with the Japanese students in the COIL project.

After the COIL project in the fall semester, all the students who participated in the COIL project answered they want to join the COIL project again if they have another chance to do it. At the end of the fall semester, I talked with three students outside of the class, and they told me three sessions for the COIL project were not enough and they wanted more time to interact with the Japanese students. Additionally, Table 7 is the survey in the Final Exam survey, and there were eight students who made additional comments on the COIL project. In those eight students, six of them showed how they enjoyed and liked the project.

Table 7. **Final Exam Survey - Students' Comments about the COIL Project (sample of responses)**

Other - What else would you like me to know about your experience in COIL.
- I really enjoyed the setting to learn more about culture.
- The more effort you put into the COIL, like preparation and such, the better the interactions are since you have some idea of what to say.
- I wish we had more time!
- Can we do the COIL project again?
- Overall, I really enjoyed the COIL project, and I'd definitely be interested in doing it again.
- I would love to do it again!
- I believe we could have done COIL topics based on what we learned in class.
- I really enjoyed the project but I wished there was some way I could have had videos of our group because it was so funny.

Students' Reaction to the COIL Project in the Spring Semester

In the spring semester, the COIL project was offered again with a university in Japan. Eight students participated from the United States, and they had experienced COIL in the fall semester. Since this was the second semester for the students to learn Japanese, they have known a little more grammar points and vocabulary. The students in Japan were different from the ones they met in the previous semester, so my students could meet more new people in Japan. After the COIL project, I took a survey to see the reaction about the COIL project in the spring semester (You can see the questions in Appendix D). The students had the idea about the COIL project already, so they had shown me excitement before starting the COIL sessions. Compared with the COIL project in the fall semester, eight of eight students told me they were less nervous because it was not their first time anymore, and they had the idea of expectations. One student commented "I think it was easier to engage because I had an idea of what to suspect." All the other students made comments saying it was easier than the ones in the previous semester (Table 8).

44

Table 8. **Comparison between the COIL project in the fall and the spring semester (sample of responses)**

Compared with the COIL project last semester, was it easier to engage in the sessions?
- I thought it was easier because I am more experienced with speaking Japanese than I was last semester.
- It was easier, I was still feeling a little shy but my explanations and questions were understood and answered by the Japanese students well.
- I think it was easier to engage because I had an idea of what to suspect.
- I think because there were more people in a group, which gave us more people to possibly have things in common with. It was easier to engage, especially this time having talkative Japanese students, it was easy to be engaged.
- I believe it was easier than last semester because now I had previous knowledge that the Japanese students were just as nervous to communicate in English as I was in Japanese. However, when the new students came to the third meeting, they were more hesitant to speak in English so the professor from the university in Japan would have to interact and help them continue the conversation.
- Yes, it felt easier and smoother to do this semester because we did know some Japanese but now we know more which helped. As well this is our 2nd time which was not as nervous as the last one.
- Yes, it was easier because I was less nervous, and I knew what to expect in the session. I could better prepare myself.
- Yes, I knew what to expect and what was expected of me as well.

There were some comments about the target language and target culture. It was a great opportunity for them to realize the connection between language and culture. A student said "The exchange helped me realize that learning Japanese may be a bit deeper than just memorizing the words and knowing how to form sentences, but you may have to look into its culture to really understand Japanese." And the other student commented, "I came to understand the cultural aspect of the language. The Japanese language is interesting tied with Japanese culture. I think to properly understand Japanese you need to understand the culture." You can see other students' answers in Appendix E. Through the interaction with the Japanese peers in Japan, students could experience more cultural elements of the language, which is "behavioral culture."

Some of the comments from the students show the values of the COIL project as an additional activity in the Elementary Japanese course. One student commented, "I was happy that everyone I talked to was friendly, and it made me glad I took this course." All the students said there was a positive influence to learn Japanese from the COIL project (Appendix E). One of the students said "The exchange made me more interested in people from Japan and learning the Japanese language." And the other comment was, "My view of the country and the Japanese people's lifestyle really got me interested in learning more about Japan and wanting to go!" The Elementary Japanese II is the last course of Japanese in the college I am teaching. Even though this is the last semester in this college, I received a comment, "I am still interested in continuing to learn the language to be able to speak to others and even visit the beautiful country."

After experiencing seven COIL sessions in total, eight of eight students showed excitement and stated that they enjoyed and loved the COIL project. A student commented, "I would be interested because these exchanges provide information and exposure to Japanese culture that cannot be found online or in the current community. Also, we are around the same age range which makes speaking to one another more easily." The data in Appendix F shows the positive reactions from the other students. And the data in Appendix G is the last blank in this survey, and I received some comments from students. Similar to the survey in the fall semester, I received comments from three students saying they wanted the COIL sessions longer or more times. And two students showed their motivation and interest in having the next level of a Japanese course in the college.

SECTION 5

Discussion and Conclusion

The findings indicate that the students' engagement level with Performed Culture Approach (PCA) was high, and students felt ACT class was an effective style classroom setting for Japanese language learning. There are two possible reasons for this. First, students could practice using the target language with performances from the first day of the class with getting feedback. At the same time, the performances based on the situated events could give students opportunities to learn appropriate behaviors in Japanese culture. Random calling and getting feedback and grading in every ACT class were the causes of nervousness for students in the middle of the semester. However, students could feel that those features were the reasons why they could be engaged during the class time, and they felt the entire experience in ACT class was effective to acquire the target language at the end of the semester. Secondly, the target language was the official language in the ACT class, and students were immersed in Japanese from the very beginning of the elementary level of Japanese class. The environment of Japanese only encouraged students to use the target language, and this environment could be a unique experience for the students. As the findings indicated, the common idea of students' interests in and motivation to take Japanese courses were "to understand and to enjoy using Japanese." Using performance in Japanese in this "only Japanese" environment fits students' interests. The data in findings shows that the students could feel that ACT classes were effective and they were well engaged. However, the teacher is the only one students can interact with in the classroom. The school where I am teaching does not have many Japanese students on campus, so there are not many opportunities for students to interact with students from Japan or peers who speak Japanese. The Collaborative Online International Learning (COIL) project can be fitted in PCA

nicely as an additional activity during the course because COIL can provide a situated event during which students can actually use and practice the target language to communicate with Japanese students in Japan via an online format, such as Zoom. The COIL project can be a supplemental activity to make the PCA even stronger.

Since the COIL project gave the students a unique opportunity to actually interact with Japanese peers in Japan, the reactions from the students to the COIL project were significantly positive. The surveys which were presented in the findings section showed that they were excited for the projects, and I was asked if they could have more sessions or longer time. On the first day of the COIL project, students introduced themselves in Japanese to Japanese students. It was the first time for most of the students to use the introduction phrases outside of the classroom in the real situation. Students could experience using the practiced phrases, and they could feel that the materials they have learned in the class were something they could actually use to communicate with Japanese people. This experience of success can be a mastery experience for the students, and it can encourage them to continue studying Japanese in the future. Actually, there are eight students in Elementary Japanese II, and four of them have asked me outside of the class when we had a casual conversation if there is Japanese III in the college. As I have mentioned already, Japanese is one of the "super-hard languages" for native English speakers, and it requires them to spend 88 weeks (2200 class hours) to achieve "professional working proficiency" (U.S. Department of State, n.d.). The institution where I am currently teaching the Japanese courses offers the Japanese language program only for two semesters, which is about 90 class hours in total. It means that it is too challenging to expect students to attain proficiency in Japanese language with only taking two Japanese courses in this school, unfortunately. So, it would indicate that an instructor should offer the curriculum with effective learning pedagogy even in a

short period of time, and the approach should contain the opportunity for students to develop their self-managed learning skill and motivation for their possible future learning. The COIL project can play this important role.

Also, providing the COIL project as a part of PCA provides a possibility to set goals and meanings to take the course not just for acquiring language skills. Creating the opportunity of exploring intercultural communication and intercultural understanding can be a great fit in a Japanese language course since there are significant language and cultural differences between Japanese and English. The COIL project can provide students more authentic language practice and exchange experience with Japanese students, which ACT classes cannot offer in a classroom. In ACT classes, the class is controlled by an instructor. So, it is rare for students to listen to vocabulary and grammar they have not studied yet.

However, in the COIL project, students hear many vocabulary and grammar they have not learned yet. It is a real-life experience in actual communication with Japanese people. And this situation can encourage students to do preparation beforehand to have better communication with the Japanese peers.

There were some limitations of study in this capstone. First, the sample size of the research is small and it can skew the result. The number of the students in Japanese I was 14, and Japanese II had eight students. And the other limitation is the results from the class in the spring semester because the eight students in Japanese II are highly motivated students. They experienced Japanese I in the fall semester, and then they decided to take Japanese II in the spring semester, which means that they have significant intrinsic motivation to learn Japanese. The students had the idea of ACT classes and the COIL project already, so the class format and the project would have worked well for them.

Overall, there are positive influences from the COIL project as an activity of PCA. As the data in the findings section showed, students felt they were well engaged in the COIL project, and they felt the effectiveness of the project as an activity for a foreign language learning course. However, there are some issues and difficulties, which are the possibility of lower engagement for some students, lower effectiveness for language learning in elementary level, and the time differences.

First, ACT class is controlled by an instructor, so every student can receive an equal chance to speak and practice the target language with performances. However, the COIL project is entirely controlled by the students. So, there are some students who can feel difficulty using Japanese and interacting with the Japanese students actively. It shows the difference of the "classroom setting" in ACT class and a "real situation" in the COIL project. ACT classes were done in the classroom, and I used random calling and feedback to give everyone practice. On the other hand, there was very little support from instructors in the COIL project, and students were the ones who needed to drive the conversations in each small group. This less control by an instructor was related to the answers for the question about effectiveness for language learning in the survey as well.

Second, it is hard to expect students to actually learn many new Japanese words during the project, especially at the elementary level because the students' Japanese language level is not very high. Since Japanese students' English level is higher than the American students' Japanese level, the main communication language can easily be more English. Lastly, the time difference between Japan and the United States can make it difficult to arrange an activity. There is a 13 hour difference in summer time and a 14 hour difference in winter time. So, the project needed to be held outside of the class time to meet the Japanese students.

Even though there are those challenging issues, the COIL project as a part of PCA is still very useful and effective as a part of the students' experience in the Elementary Japanese language courses, and it can create a deeper meaning of taking the course, which is not just an experience of learning Japanese language. The students can learn and practice the target language intensively in ACT classes, and the COIL project can be a cause for students to see a wider perspective and enjoy the language itself through real communication opportunities with Japanese students. Even though those students in this course start learning Japanese with a certain motivation (mostly intrinsic motivation), it is essential to give causes to build more motivation during the course. The combination of the ACT classes in the classroom and the COIL project outside of the classroom can enhance the effectiveness of study and raise motivation for the students to continue learning the target language in the future.

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Appendix A

The COIL Project Topics

COIL 1 - Introduction - Getting to know each other [Preparation] Review what we did and be prepared to introduce yourself in Japanese. [In the Class] You will introduce yourself, talk about what you do on the weekend and more about yourself in Japanese!
Cultural Exchange 1- Ask students to choose and bring one or two everyday things, and be prepared to show and explain their cultural significance in English. [Preparation] As a homework, choose and bring one or two things which can share American(your) culture, and be prepared to show and explain it in English. [In the Class] You will learn some Japanese Culture
COIL 3 - Cultural Exchange 2 - Compare Japanese and American Events (Christmas, New Year, and Valentine's Day) [Preparation] As a homework, be ready to explain your ways to celebrate those events in English. [In the Class] You will learn some Japanese Events
COIL 4 - Cultural Exchange 3 (Only in Elementary Japanese II) - Embracing Differences [Preparation] Watch Derek Sivers: Weird, or just different?	TED Talk. Be ready to share their thoughts after watching the video. [In the Class] We will explore the communication style similarities and differences between U.S. and Japan.

Appendix B

Survey after Midterm Exam in Elementary Japanese I

Midterm Survey for JAPN 1000

I would like to learn about your experience of taking JAPN 1000 and how you are preparing for this course. And I would like to maximize your learning experience.

* Required

1. 1. We finished first half of this semester. Please describe your motivation(s) for taking this course now? (e.g. to be able to comprehend Japanese, to enjoy Japanese culture more, for your carrier, for credits, etc.) *

2. 2. Tell me about your intension(s) for this course? (e.g. I just need to pass the course, I care about my grade for this course, I would like to get the Japanese skill for actual communication, etc.) *

3. 3. Which activities do you do to be ready to perform in one ACT class? And approximately how long do you spend your time for each activities at once? *

Mark only one oval per row.

	More than 2 hours	More than 1 hour	More than 30 mins	More than 15 mins	Less than 15 mins	I do not do this activity
Reading written materials (textbook or handouts) silently	◯	◯	◯	◯	◯	◯
Listening to the audio materials	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using written materials (textbook or handouts)	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using audio materials	◯	◯	◯	◯	◯	◯
Writing down	◯	◯	◯	◯	◯	◯

4. 4. Related with the Question 3, how often do you do each activities? *

Mark only one oval per row.

	Everyday including weekend	Everyday on weekdays	Once in two days	Twice in a week	Once in a week	I do not do this activity
Reading written materials (textbook or handouts) silently	◯	◯	◯	◯	◯	◯
Listening to the audio materials	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using written materials (textbook or handouts)	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using audio materials	◯	◯	◯	◯	◯	◯
Writing down	◯	◯	◯	◯	◯	◯

5. 5. For ACT classes, please describe other ways or materials you do/study/use to be prepared? If you have something, please describe it. Also, how long and how often do you do it?

_____

_____

_____

_____

_____

6.   6. Which activities do you do be ready for Katakana reading? *

Mark only one oval per row.

	More than 2 hours	More than 1 hour	More than 30 mins	More than 15 mins	Less than 15 mins	I do not do this activity
Reading written materials (textbook or handouts)	◯	◯	◯	◯	◯	◯
Listening to the audio materials	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using audio materials	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using written materials (textbook or handouts)	◯	◯	◯	◯	◯	◯
Writing down	◯	◯	◯	◯	◯	◯
Flash cards	◯	◯	◯	◯	◯	◯

7. 7. Related with the Question 6, how often do you do each activities? *

Mark only one oval per row.

	Everyday including weekend	Everyday on weekdays	Once in two days	Twice in a week	Once in a week	I do not do this activity
Reading written materials (textbook or handouts)	◯	◯	◯	◯	◯	◯
Listening to the audio materials	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using written materials (textbook or handouts)	◯	◯	◯	◯	◯	◯
Speaking or mumbling with using audio materials	◯	◯	◯	◯	◯	◯
Writing down	◯	◯	◯	◯	◯	◯
Flash cards	◯	◯	◯	◯	◯	◯

8. 8. How do you feel about ACT class? *

Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Before the class, I am excited.	⬭	⬭	⬭	⬭	⬭
Before the class, I am nervous.	⬭	⬭	⬭	⬭	⬭
During the class, I am having fun.	⬭	⬭	⬭	⬭	⬭
During the class, I am worried.	⬭	⬭	⬭	⬭	⬭

9. 9. About the answers for Question 8, what are the reasons can you think of? (e.g. because of performing in front of people, because of enough preparation, etc.) *

_____

_____

_____

_____

_____

10. 10. What is your understanding level so far in ACT class? *

Mark only one oval.

⬭ I am confident, comfortable and understanding what's going on.

⬭ I understand most of what's going on.

⬭ I understand half of what's going on.

⬭ I understand less a fourth of what's going on.

⬭ I am frustrated.

⬭ Other: _____

Appendix C

Survey after Final Exam in Elementary Japanese I

I would like to learn about your learning experience in Elementary Japanese I and how you were preparing for this course. This survey does not influence your grade. Please reflect your studying/learning experience after the midterm exam. Thank you so much for your cooperation.

1.On a typical day before an ACT class, how many minutes TOTAL did you spend in preparation for the next day's ACT class?

Approximately, _____ minutes

2. On the average, approximately how much time did you spend for each of the following activities in preparation for an ACT class? Please ✔ in the box below.

	2hours or more	Between 1hour to 119mins	Between 30mins to 59mins	Between 15mins to 29mins	14mins or less	I did not do this activity
Reading written materials (textbook/handouts) silently						
Listening to the audio materials without speaking						
Speaking or mumbling Japanese						
Writing down the dialogues (or anything) for memorization						

3. On the average, which activities did you do to be ready for Katakana/Hiragana reading? Please ✔ in the box below.

	2hours or more	Between 1hour to 119mins	Between 30mins to 59mins	Between 15mins to 29mins	14mins or less	I did not do this activity
Reading written materials (textbook/handouts) silently						
Listening to the audio materials without speaking						
Speaking or mumbling Japanese						
Writing down the hiragana and katakana for memorization						

4. How did you feel about ACT class? Please ✔ in the box below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was engaged in a class					
Performing in Japanese in ACT classes was effective to learn Japanese Language					
Daily Scores with Feedback after each class was useful/helpful					

5. For each of the answers you gave in Question 4, what are some of the reasons for your answers?

_____
_____
_____

6. How did you feel about the COIL project?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was engaged in the projects					
COIL project experience was effective to learn Japanese Language					
COIL project created some motivation for daily study of Elementary Japanese I					

7. For each of the answers you gave in Question 6, what are some of the reasons for your answers? Please ✔ in the box below.

_____
_____
_____

8. Any comments, feedback, and requests

_____
_____
_____

Appendix D

Survey after Midterm Exam in Elementary Japanese I

<u>COIL Reflection</u>

1.How did the exchange help you in Japanese language learning this semester?

_____
_____
_____

2.Compared with the COIL project last semester, were there any differences?

_____
_____
_____

3.Are there any good influences towards your motivation to learn Japanese? If YES, what are the reasons you can think of? If NO, what are the reasons you can think of?

_____
_____
_____

4.Compared with the COIL project last semester, was it easier to engage in the sessions?

_____
_____
_____

5.How did the exchange change your views about people from Japan or Japanese language (learning)?

_____
_____
_____

6.What was the new learning? What was the most challenging thing? What was the most enjoyable thing? Which topic was the most interesting?

_____

_____

_____

7.Would you be interested to participate in this kind of exchange in the future? Why? Why not?

_____

_____

_____

8.Any Comments, request?

_____

_____

_____

Appendix E

Influence of the COIL exchange program (sample of responses)

How did the exchange change your views about people from Japan or Japanese language (learning)?

- The exchange helped me understand and learn new things about Japan and our cultural similarities and differences. I became further invested in Japanese culture as a result.
- I knew they were reserved people, but you could see that they were not super cold, and that they can be extroverted and talk a lot.
- I don't think any of my views changed, but I was happy that everyone I talked to was friendly, and it made me glad I took this course.
- The exchange helped me realize that learning Japanese may be a bit deeper than just memorizing the words and knowing how to form sentences, but you may have to look into its culture to really understand Japanese.
- The exchange made me more interested about people from Japan and learning the Japanese language because the various personalities I met with and the different aspects of their culture was truly fascinating to hear and learn more about.
- My view of the country and the Japanese people's lifestyle really got me interested in learning more about Japan and wanting to go!

Are there any good influences towards your motivation to learn Japanese? If YES, what are the reasons you can think of? If NO, what are the reasons you can think of?

- Yes, I already liked it (+ had the motivation). However, that was the first time I was able to speak with a Japanese student about Japan. It made my curiosity so up.
- The COIL project was a good motivator to learn Japanese. Because the Japanese students could tell us about specific things about their culture, it made me want to learn more and maybe one day travel to Japan and experience these things.
- Japan holds such a deep and interesting culture that I learned more about during the COIL project which made it more exciting to learn Japanese.
- Some good influences are that with practice and studying outside of class, and COIL is helping me understand the Japanese language and culture. I am still interested in continuing to learn the language to be able to speak to others and even visit the beautiful country.
- Yes, more interaction with Japanese people and learning more about the actual Japanese culture motivated me to learn more and try to go and experience the culture in real life.
- Yes, because I want people to be completely surprised when they realize I can speak Japanese fluently. Also, I wish to be able to communicate as I do in English in

> Japanese. I hate that feeling of wishing to convey something in another language, but being unable to do so. Also, I really wish to talk to one of the groupmates again one day in fluent Japanese. I absolutely loved talking with him especially!

Appendix F

Students' interest to the COIL exchange program in the future (sample of responses)

Would you be interested to participate in this kind of exchange in the future? Why? Why not?

- Definitely! It was a great way to talk and learn about Japan with other native Japanese speakers, and gave others a taste of what life is like here in America.
- Yes, I want to practice more, it was fun and interesting but I was just nervous.
- Yes, because the opportunity to speak with people from different countries does not happen very often.
- Yes, as learning about Japanese culture was extremely enjoyable, the fact I was also able to meet new people from another country was amazing, and making me wish to continue to participate in the COIL project.
- I would be interested because these exchanges provide information and exposure to Japanese culture that cannot be found online or in the current community. Also, we are around the same age range which makes speaking to one another more easily.
- Yes! 100%! The reason is that I want to be able to learn the language fluently and keep on learning about Japan as a whole. Not only that but as well anything Asian related because I love learning new things and being able to help others in need.

Appendix G

Students' Comments (sample of responses)

Any Comments, request?

- Thank you for organizing this exchange!
- I wish that the sessions were a bit longer, since in the last one, not many people talked. I also wish we get to know everyone, it seemed fun. My request is I wish we had more Japanese classes! There is so much left to learn.
- In all honesty, I think we did not have enough time. One hour just felt so short and I wished we had more time.
- Perhaps more sessions, but I know that it would decrease class time.
- Only that I wish our school had another course of Japanese to continue.